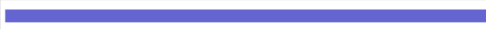













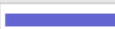





Learning Lab Survey Results—Fall 2008

| Question 1 (Multiple select) | | | |
|---|--|-----------------------|---------|
| 38 of 38 respondents answered this question. | | | |
| Are you supervising a Learning Lab? (If no, skip to question #5) | | | |
| | | Number of Respondents | Percent |
| Yes |  | 31 | 81.58% |
| No |  | 7 | 18.42% |
| top | | | |
| Question 2 (Multiple select) | | | |
| 31 of 38 respondents answered this question. | | | |
| Did you explain the purpose of Learning Lab to the students assigned to your Learning Lab? | | | |
| | | Number of Respondents | Percent |
| Yes |  | 31 | 100.00% |
| No | | 0 | 0.00% |
| top | | | |
| Question 3 (Multiple select) | | | |
| 31 of 38 respondents answered this question. | | | |
| How much time did you spend discussing the purpose & guidelines of Learning Lab with your assigned section? | | | |
| | | Number of Respondents | Percent |
| 0-5 minutes |  | 6 | 19.35% |
| 5-10 minutes |  | 20 | 64.52% |
| 10-20 minutes |  | 4 | 12.90% |
| 20+ minutes |  | 1 | 3.23% |
| top | | | |
| Question 4 (Multiple select) | | | |
| 30 of 38 respondents answered this question. | | | |
| What percent of your students are coming prepared to Learning Lab? | | | |
| | | Number of Respondents | Percent |
| 100% |  | 14 | 46.67% |
| 75% |  | 15 | 50.00% |
| 50% |  | 1 | 3.33% |
| 25% | | 0 | 0.00% |
| Less than 25% | | 0 | 0.00% |
| top | | | |
| Question 5 (Multiple select) | | | |
| 38 of 38 respondents answered this question. | | | |
| Have you discussed Learning Lab with your regular classes? | | | |
| | | Number of Respondents | Percent |
| Yes, I've discussed it with all of my classes |  | 21 | 55.26% |
| Yes, I've discussed it with some of my classes |  | 11 | 28.95% |
| Only with individual students |  | 1 | 2.63% |
| No, I have not discussed Learning Lab with my classes |  | 5 | 13.16% |
| top | | | |
| Question 6 (Multiple select) | | | |
| 36 of 38 respondents answered this question. | | | |
| Compared to this time last year, have you seen an improvement in homework completion? | | | |
| | | Number of Respondents | Percent |
| Yes |  | 7 | 19.44% |
| No |  | 1 | 2.78% |
| About the same |  | 4 | 11.11% |
| It's too early to tell |  | 24 | 66.67% |

Learning Lab Survey Results—Fall 2008

Positive Experiences:

- All students are seated and working when the bell rings for class to start.
- All students seem to be working and on task as I walk the halls during Learning Lab time. Students have had only positive things to say about LL. They have said that they are able to get their work done because they are not in LL with any of their friends.
- At this point, the students seem to take this Lab seriously. Good behavior.
- At this time the majority of teachers seem to be expecting a quiet, organized study environment.
- Even the students who don't bring work find something to do given that there are books and resources in the classroom. Students say they appreciate how quiet their LL's are.
- I have helped two seniors in my learning lab fill out applications to colleges. I have also answered questions regarding college.
- Just for the most part it seems to be working well - at least 15 of my 17 students are always bringing something to work on.
- Many teachers are taking it very seriously - their students are quiet and working all the time. Some new teachers have asked for help with behavior problems.
- Most of the students seem to respect learning lab as a time to do their work. Most students come in with something to do, and they stay focused for the full forty minutes. I have started talking with students who "never" have any homework to do. We looked up one student's grades online, and I hopefully motivated him to turn some work in.
- My class comes in quiet and begins their work except for one student (it takes a few minutes). Everyone is ready to begin working when the bell rings and some students have their materials out and begin working before the bell rings. The books and materials that you provided for us during our scavenger hunt really help. Once the students realized that their options were homework or reading a novel, there have been no complaints when I ask them to grab a novel. AND surprisingly they are reading!
- My first and second block students like to get their homework done during that time. My other students have used it to get ahead on some of their other work.
- my kids are using the time well. only one kid is not "getting" it.
- My students in my classes have done a great job turning in homework. I do attribute some of that homework being turned in on time to our new Learning Lab!
- My students really seem to be using it well. I've looked through their schedules via PowerSchool to get an idea of which students are in English and/or math classes below their grade level. I plan to keep an eye on them specifically. I can already tell that this will be a good way for me to build up some positive student/teacher relationships with my LL crew and support them throughout the semester.
- one girl came prepared from day one has used the learning lab for its intended purpose and loves it, she said I have no homework now!
- Several students received awards today on Reading Plus and were pleased with their achievements.

Learning Lab Survey Results—Fall 2008

Positive Experiences Cont.

- Students are mostly coming prepared and staying quiet. They like the fact that if they need to do internet research I have computers in my room.
- Students are very good. They come in sit down and begin working on work the whole time. Very positive experience.
- This is an outstanding idea! I think it is a huge success already. I had a 95% homework turn in for a class that last year would have been less than 50%. They no longer have any excuses.

Comments/Suggestions:

- Admin needs to speak to teachers who are failing in regards to keeping kids on task and being away from their own "Stuff" during this important time.
- ALL teachers need to be consistent in understanding and following the rules of LL.
- ALL teachers need to start understanding the no bathroom/no locker rules. It is not hard. Just say no.
- Could you clean up our rosters to reflect that the IVVC students are in their own learning lab? I still have some IVVC students on my roster. I am still uncertain of the procedures for passes, even though it was explained to me several times. Maybe once we start using passes I will understand it.
- For sped students smaller numbers in Resource class was more beneficial for individual help.
- I think it would work better to have kids report to their regular learning labs first, then give the pass to come to a different learning lab. This would rid the problem of the written attendance papers needing to be picked up by the runners/floaters. This hasn't had to happen yet, but we will see how confusing it gets when kids start going to different labs.
- I think it's a great opportunity for students to get their work done but I feel it is hard to know what they should be working on. Some of my students have already expressed to me that they have nothing to work on.
- I think one of the reasons mine is going so well is because it is very small (12 kids). I think we need to make an effort to keep them small. Maybe going along the lines of a "Tardy Table" we could have a punishment be a Learning Lab with Mr. Lucas and/or the custodial crew for those who refuse to bring something to do?
- I think that the pass procedure is absurd. All should report to THEIR LL Teacher, take attendance, and have 3 minutes to get to where they are supposed to be.
- I was confused today with attendance. My student is in driver's ed A day go there, but was absent from school today. I didn't get a paper from the hall monitor so that I could formally mark it in the computer. I didn't want to take the other students word that he was absent. I have the student in class later in the day and he was absent to day. That process needs to be cleared up.
- Is there a way to streamline the floaters responsibility? It may become difficult if they go to 7 classrooms & each classroom has 3 students out that they then have to track down for attendance.

Learning Lab Survey Results—Fall 2008

Comments/Suggestions Cont.:

- It will be helpful for counselors to talk to their students without having to take kids out of class.
- just all teachers need to be on the same page. Absolutely no passes or aides during that hour and keep students on task
- No - still to early to tell. I definitely miss the 10 minutes that we are losing in each normal class.
- Students who are going to be using the reading lab for the next quarter need to receive notification via the office the day before. Too many teachers forgot to send students when they were supposed to do so. Therefore, quite a few students missed 2 days of their time through no fault of their own. I realize this is the first go around, but I also know teachers get busy with attendance, answering questions, etc. and then students are not sent.
- Take advantage of PowerSchool and use it for accountability.
- These are some observations I have as a "Floater": Kids still in hallways with passes from their Learning Lab teacher. Excuses I have heard to get these passes: need to go to the office to make a phone call; having problem with my contacts; "female issues" -- basically a lot of made-up "emergencies". I also had a student at his locker who got a pass from a sub who didn't know we weren't to give locker/bathroom passes. I also think IVVC kids are still an issue. I followed 2 who went from their locker to the office, then the bathroom, etc.before heading up to the LGI. In my opinion, I think we should consider having them not go to lockers at all. They are only in Learning Lab for 20 minutes; they should be responsible enough to bring what they need to IVVC -- if not, they can read a book for 20 minutes.