

# VUSD Teacher Voice Feedback Forum – October 20, 2014

Grade Level: Sixth Grade

Response to Intervention	What Needs Adjusting	What is Working
<p><b>Interventions</b></p>	<ul style="list-style-type: none"> <li>• Teach students how to write to a prompt on demand – address grammar skills, organization, practice, feedback</li> <li>• Teach grammar explicitly</li> <li>• 6<sup>th</sup> grade using 4<sup>th</sup> grade vocabulary toolkit → need rigor</li> <li>• Clarity of intervention</li> <li>• RTI Coordinator support aligned with size of site</li> <li>• If only 2<sup>nd</sup> grade intervention is supported by RTI Coordinator, why all grade levels need to go to Snapshot meeting</li> <li>• Equity with support for all sites</li> <li>• Need more math intervention than ELA</li> <li>• Forms to let parents know students are receiving intervention</li> <li>• RTI Coordinator provide progress report</li> </ul>	<ul style="list-style-type: none"> <li>• Writing rubric</li> <li>• Triumphs</li> <li>• SIPPS</li> </ul>
<p><b>Common Formative Assessments</b></p>	<ul style="list-style-type: none"> <li>• Need data back in real time to make adjustments to lesson and lesson planning</li> <li>• Clarify the vision and purpose behind CFA</li> <li>• Standard scoring across district per grade level</li> <li>• (#2) Rubric not clear</li> <li>• Calibrate scoring across grade level in district</li> </ul>	<ul style="list-style-type: none"> <li>• Prep work done for teachers ahead of time – makes it easy for teachers</li> <li>• Standard on top of CFA defines objectives</li> <li>• Short – not much stress</li> <li>• Rubric straight forward (#1)</li> </ul>
<p><b>Use of School City</b></p>	<ul style="list-style-type: none"> <li>• Teacher log in information needs to be accurate</li> <li>• Technology working</li> <li>• # of tech/devices to test students online in a timely manner</li> <li>• Teacher needing to bubble in constructive response</li> <li>• PD with use of technology at site – hands on experience</li> <li>• Training with how to score constructive response</li> </ul>	<ul style="list-style-type: none"> <li>• Bank of questions</li> <li>• Real-time data feedback when working and if accessible</li> <li>• Provides practice with SBAC with online testing</li> </ul>

Common Core Implementation	What needs Adjusting	What is Working
<b>Math Training</b>	<ul style="list-style-type: none"> <li>• Slow down with instruction by Pam</li> <li>• Working copy and clean copy provided</li> <li>• Help with interpreting standards</li> <li>• Deeper mastery of concept and not just random strategies</li> <li>• Connect with curriculum</li> <li>• Overview in regards to progression</li> </ul>	<ul style="list-style-type: none"> <li>• It exists</li> <li>• Frequent</li> <li>• Having planning time</li> <li>• Access to Pam (an expert)</li> </ul>
<b>ELA Training</b>	<ul style="list-style-type: none"> <li>• Spend time looking at progressions through grade level</li> <li>• Focus on what and how to teach instead of creating assessments</li> <li>• Not use Treasures to map out instruction</li> <li>• Purpose behind training in Math and ELA on the same year</li> </ul>	
<b>Curriculum</b>	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Pacing</li> <li>• Support material</li> <li>• Needs to be more teacher and student friendly</li> </ul> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Need administrative protocols with writing assessment</li> <li>• Need Common Core material</li> <li>• PD with Spring Board as early as Spring time this school year</li> <li>• PD on standards</li> </ul> <p><b>Science History</b></p> <ul style="list-style-type: none"> <li>• Use science and history curriculum to drive ELA Common Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Common Core lessons</li> <li>• Students are adjusting to ENGNY</li> <li>• Students express they feel smarter</li> <li>• Kids producing more with ENGNY</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• SPICE Program → not all materials available at the beginning of the year</li> <li>• Need enough materials for all students → ENGNY consumables</li> <li>• Support materials such as re-teach and homework</li> </ul>	<ul style="list-style-type: none"> <li>• Print out of ENGNY</li> <li>• Modules/binder very organized</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Access to wireless connectivity, especially in portables</li> <li>• Printers, docs, computers need to be working</li> <li>• Update technology → teacher devices and classroom devices and software</li> <li>• Bulbs for projectors available on site as needed</li> <li>• Working projectors where classroom lights do not need to be turned off</li> </ul>	<ul style="list-style-type: none"> <li>• Computers and document cameras available</li> <li>• Tech support through tech department</li> <li>• Moby Macs</li> </ul>

Common Core Implementation	What needs Adjusting	What is Working
<p><b>Curriculum Map</b></p>	<ul style="list-style-type: none"> <li>• Pacing not realistic → some ENGENY lessons take more</li> <li>• Why starting with proportion – rates – ratio instead of number sense (piloting math curriculum does not start with ratios and proportion)</li> <li>• Feels rushed → pressured to produce “product”</li> <li>• Not enough material</li> <li>• Starting point not where students are currently</li> <li>• Curriculum map not aligned to scheduled assessment</li> <li>• Holes need to be filled in by teacher through mini-lessons to address LESSON</li> </ul>	<ul style="list-style-type: none"> <li>• Gives guidance better than not having one – good for new teachers</li> </ul>