

VUSD Teacher Voice Feedback Forum – October 20, 2014

Grade Level: Kindergarten

Response to Intervention	What Needs Adjusting	What is Working
Interventions	<ul style="list-style-type: none"> • Freedom for more group adjustment & communication about needs (2-way communication) • AM/PM intervention concerns when there isn't a partner teacher. More benefit to having intervention done by teacher, not I.A. If partner teacher there, more intervention possible. • RTI pull out – less time but more often • RTI support needed • Be farther into year before implementing major interventions 	<ul style="list-style-type: none"> • Small groups • Individual help • Snapshot Days – selection for intervention • Partner Teacher • Regular parent volunteers • Team teacher pulling out for ELD intervention
Common Formative Assessments	N/A	
Use of School City	N/A	

Common Core Implementation	What needs Adjusting	What is Working
Math Training	<ul style="list-style-type: none"> • Too much theory, not enough application • Want more lesson building/planning with other sites • Need more “K” examples • Trainings offered to para’s • Should have been mandatory • Materials need to be given ahead of time – classroom materials/related to last YR training 	<ul style="list-style-type: none"> • Good training • Stuff on Doc Locker • Pertains to what is coming up within trimester instead of whole year
ELA Training	<ul style="list-style-type: none"> • Too much theory, not enough application • Want more lesson building/planning with other sites • Need more “K” examples • “K” only training • Written guide development around Treasures • Written guide for “K” writing – all sites • Trainings offered to para’s 	<ul style="list-style-type: none"> • Lesson building/planning with other sites • Extra planning time • Detailed review of writing assessment ahead of time • Times offered: day vs. evening
Curriculum Map	<ul style="list-style-type: none"> • Having them ahead of time • Flexibility (“K” is a whole other world) 	<ul style="list-style-type: none"> • Binders! Already put together • Helpful in keeping on track & gives questions to use • Good summary of what needs to be done
Curriculum Math ELA Science History	<ul style="list-style-type: none"> • Pilot materials decided on, don’t like switching (some) • So far pilot hasn’t been rigorous, concern about addressing CCSS • More time to make decisions <ul style="list-style-type: none"> • More explicit instruction in writing • Pushing kids too fast – still trying to do letter forming • Feeling like teaching writing to the test • List of choices for writing prompts • “K” applicable/”K” friendly Rubric – like last years Science and History – Not enough time because so focused on ELA & Math, need to explore	<ul style="list-style-type: none"> • Better this year because familiar with expectations and materials • New Pearson pieces are helping CCSS • Some like trying out different math programs • Some like Treasures Units/themes • Some like Pacing Guide • Incorporation of science/history into Treasures

Common Core Implementation	What needs Adjusting	What is Working
Materials	<ul style="list-style-type: none"> • Need more time to develop and digest materials and lessons • All supplemental pieces to all adopted curriculum need to be at each site so teachers aren't reinventing the wheel • Concerned about longevity of Little Readers • New teachers need materials (manipulatives, etc.) 	<ul style="list-style-type: none"> • Program came with Little Readers • Staff member support in finding materials
Pacing Guides		
Technology	<ul style="list-style-type: none"> • Tech needed for small group (6 iPads for a center) • Sufficient student computers • Computer lab teachers • More SPICE resources • ESGI decision on iPads for assessment – What came of that? • Problems accessing tech component of math curriculum • Add notation to ESGI • Equipment needs repaired in timely manner 	<ul style="list-style-type: none"> • Helpful • Shared website (Kimberly Gunn) • Using ESGI, having report cards on Aeries