

VUSD Elementary Feedback Forum

10/20/14

K-6 Qualitative Summary

Response to Intervention	What Needs Adjusting	What is Working
<p>Interventions</p>	<ul style="list-style-type: none"> • Freedom for quicker adjustments (fluidity and communication)** • More highly trained IAs (need additional training)** • Partner teacher vs. IA • RTI Pull-out more often but less time • RTI support for large non-categorical schools***** • Be farther along in school year before major interventions (communicate RTI vision – interventions early and often) • Need math intervention**** • Defining assessment versus intervention • Master schedule adjustments* • Test beyond benchmark – this is optional (communication) • Pull-out versus push-in communication • Need previous testing (it is available in portfolio) • Need to assess right away • Class size • Behavior within intervention group-who stays in or goes out (must be data driven, not behavior) • Would like ESGI (1st grade) • First Good Teaching and core (communication) • Parent communication regarding intervention services for information to all parents* • Site flexibility to test own kids, rather than subs • Communication around assessment of reading (who testing, amount of time and resources) • Train assessment people via shadowing • Scheduling of groups • Snapshot time not enough • Student follow-up after Snapshot Days • Teachers need accessible data • Reporting student progress • Spanish intervention for SPICE • Study Hall option (communication) • Groups for middle of the road students • What are the interventions • STARS/CARS-needs more to support concepts • District consistency in program • Snapshot days* • Referral protocols (clearly defined cut points) • RTI Coordinator communication • Monitoring/duration of students • Timely feedback from snapshot days • Teach students how to write on a prompt on 	<ul style="list-style-type: none"> • Small groups** • Individual help • Snapshot days – next year here will be three*** • Partner teacher • Parent volunteers • Team teacher providing intervention • SIPPS* • Starting early in year**** • Child progress** • Good feedback from RTI teacher • RTI Coordinator** • Para support – Fairmont* • Markham Int. Support Team • Triumphs-Treasures* • Focused on need • Effective feedback • BRI Testing of everyone • Writing rubric

	<ul style="list-style-type: none"> demand • Grammar instruction • Clarity of intervention • RTI Coord providing progress reports 	
Common Formative Assessments	<ul style="list-style-type: none"> • DRA Comprehension part (need more understanding) • CFAs too early • How to provide a quiet setting • Time to score/correct – support** • Appropriate tests • More summative than formative • Logistics/School City*** • Information on who is responsible for copies • Spanish copies on time • Problem spacing on test-too small**** • Revision process/determining the test questions* • On-line assessment • Alignment of answer docs • Timely receiving of CFAs* • CFA needs to be administered after instruction (timing, scheduling)**** • CFAs do not support IEP goals • No alternative assessments • Alignment of assessment to instruction* • Time to get scores back*** • Unclear rubric • CFA names are confusing* • Mini unit tests • Ratio of test items not consistent with content • Too many tests • What to do with results • Clarify vision and purpose • Clarity and standardization of rubric scoring practices 	<ul style="list-style-type: none"> • Good ELA information • Helpful to have at beginning of the year • Copied and delivered by clerical** • All in binder • Helpful data • Useful for collaboration • Available for on-line testing** • SBAC like format, good practice • More flexibility with schedule • Site-to-site uniformity** • Students have another way to look at assessment • Having standard on top • Rubric clear
School City	<ul style="list-style-type: none"> • Partial standards available for testing • Losing password • Alph. With double last names • Printing incorrectly with a Mac • Not user friendly (7)* • School City training*** • Reliable technology/software/internet access* • On-site School City resource person • Time and energy to bubble and scan* • Teacher grading • Confusing to find answer doc • Unit test alignment with Engaged New York • Accurate teacher login info • Number of tech devices 	<ul style="list-style-type: none"> • Clerical support* • On-line testing* • School City features • Ind. Student cards • Randomized questions • Hand scoring • Using technology decreases teacher time • Accessible assessments • Training • Computer lab • Bank of questions • Real-time data feedback
Math Training	<ul style="list-style-type: none"> • Too much theory, not enough application • Collaborative lesson planning across sites • Training offered to Para's • Should have been mandatory 	<ul style="list-style-type: none"> • Good training** • Doc locker info • Pertains to what is upcoming in instructional map

	<ul style="list-style-type: none"> • Materials need to be given ahead of time • Too time consuming • Quieter space for prep • Markham not going to training • It would be helpful to have new math curriculum • Too many days out** • Binders not in Spanish • Felt treated like children • Not effective • More things to take back to class • Videos needed with 30 students • Negative attitude of presenter • Too large of a group • Burned-out with PD • No Fridays or Mondays • Does not focus on Engaged NY • Focus on unpacking standards* • Demonstration lesson for Engaged NY • SPED specific • Parent education/frontload parents/parent support • Non school day option • More guided planning • Training in line with pacing • Review board math • Scheduling • No manipulatives for Engaged NY • Slow down instruction • Working and clean copies • Deeper mastery of concepts and not random strategies • Connect to curriculum • Need K examples 	<ul style="list-style-type: none"> • Math binders* • Planning time** • Time with standards • Flexible pacing • Pam is great* • Info and resources* • Powerpoint availability • Hands-on practice • Grade-level specific • Model drawing • Instructor modeling • Frequent
<p>ELA Training</p>	<ul style="list-style-type: none"> • Too much theory, not enough application**** • Need K examples • Grade level specific** • Lesson planning with other sites • Explicit guide for treasures/writing for K • Para training • Make and take stations • Sentence frames for writing program • Hunting for own curriculum • Too many days out • Lessons to do in class • Structure planning time • Felt treated like children • No Fridays or Mondays • More activities • Tools for teaching writing • Ice Breakers unnecessary • More anchor papers • SPED specific training • Too much DOK time 	<ul style="list-style-type: none"> • Lesson planning with other sites • Extra planning time • Detailed review of writing assessment • Scheduling choices* • All on same page • Good training, well organized and presented • Planning time* • Trainer* • Small groups • Time on standards* • Anchor papers • Deeper understanding of CCSS • One page chart • Writing workshop

	<ul style="list-style-type: none"> • Need more after school/summer trainings • Time with vertical progression • Instructional focus • Too much training in one year 	
Math Curriculum	<ul style="list-style-type: none"> • Will piloting programs be rigorous enough • Lots of testing • Formatives are more summative • Pearson not aligned, tech. doesn't work, need extra copies • Pearson – no Spanish CCSS materials * for TE or tech. • Need one text book • Engage NY not sub friendly or teacher friendly * • Having to pull from EGNYS, Pearson and McGraw-Hill lessons • Pacing** • Support material • Problems accessing tech component of math curriculum 	<ul style="list-style-type: none"> • Better this year because familiar with expectations and materials • CCSS Pearson program • Some like Pacing Guide • ENY student workbooks – • Piloting new programs** • Some new strategies for teaching concepts *** • Access to Common Core lessons • Students express they feel smarter * • Kids producing more with ENGNYS * • Modules/binder very organized • Student EGNYS workbook copied and bound
• ELA Curriculum	<ul style="list-style-type: none"> • Need comprehensive writing instruction**** • Feeling like teaching writing to the test • List of choices for writing prompts • Need guided reading books • Treasures is too hard – Reading Level • Small readers also too hard – below books too hard for grade level kids • No new teacher training • Where are we going? • All supplemental pieces to all adopted curriculum need to be at each site so teachers aren't reinventing the wheel 	<ul style="list-style-type: none"> • Treasures *Units/themes • Treasures Share Page • Vocab and cards • CD and on-line • Homework is easy to use • Flip charts for U.A./centers • More familiar – helps make it easier • Developed routines • Treasures – comes in Spanish • Treasures/Wonders – non-fiction good for Science/SS**** • Resources for UA
<ul style="list-style-type: none"> • Other • Time for daily math 		
• Science	<ul style="list-style-type: none"> • Not enough time *** • Minimal at best, teacher generated • Comes from text • Not all have on master schedule • EL's miss Science and math due to ELD • No materials for experiments • Need DOK • Standards have changed a bit. Heads up for 5th grade...CST test!! • Use science and history curriculum to drive ELA Common Core Standards 	•

<ul style="list-style-type: none"> • Social Studies 	<ul style="list-style-type: none"> • Minimal at best, teacher generated • Comes from text • Need DOK • Workbook – not so useful • Use science and history curriculum to drive ELA Common Core Standards 	<ul style="list-style-type: none"> • Program came with Little Readers • Staff member support in finding materials
<ul style="list-style-type: none"> • Materials 	<ul style="list-style-type: none"> • Need more time to develop and digest materials and lessons • Concerned about longevity of Little Readers • New teachers need materials * • Need to arrive on time* • Not enough Guided Reading books • Manipulatives should be seen as consumables • Not enough Expo markers, crayons, better quality pencils needed, sheet protectors * • When new curriculum is adopted, need appropriate materials to implement – make sure it is also in Spanish** • Copy machines don't always work • An extra copy of ALL student materials (teacher example) • No TE for Treasures (Hemlock) • Science experiment materials • Materials referenced in PG, but not provided 	<ul style="list-style-type: none"> • Do not have manipulatives that allow to explain concept – just need more • Document camera, except when light bulb goes out; lights get turned off • Math manipulatives • Help running copies • Grade level share/collaborate on materials and use during PLC • Benchmarks copied and delivered to sites • Increased technology
<ul style="list-style-type: none"> • Pacing Guides 	<ul style="list-style-type: none"> • Ability to skip around based on student need • Timed tested subtraction is tested too early • Have a break between assessments; too much to test and teach • Pace too fast ***** • SPICE not receiving ELA map • CFA = summative • Binder/Pacing Guide should match • Omit EGN, we don't need • Creating CH/unit tests • Curriculum map not aligned to scheduled assessment • Holes need to be filled in by teacher through mini-lessons to address LESSON 	<ul style="list-style-type: none"> • Effective and so is calendar • Clear and thorough • Gives guidance *** • IMAPP team's work • Feel less pressure with math • Obj./standards etc. provided • Flexibility ** • Easy to follow • District consistency *
<ul style="list-style-type: none"> • Technology 	<ul style="list-style-type: none"> • Sets of iPads • Sufficient and up-to-date computers and technology in classrooms***** • Computer teachers* • Help with instructional piece* • More time in the lab • Some computers don't work 	<ul style="list-style-type: none"> • Sharing website and ESGI *** • Report cards on Aeries* • Some sites piloting different software to help students (i.e. Reflex Math @ Cooper, IL English @ Markham, Reading Eggs @ BV) • Chrome Books and other

	<ul style="list-style-type: none"> • Teacher training**** • Document Locker is hard to find things • Competent Tech Repair Employees *** • Quality of document camera * • Tech not equitable across the district • Need one tech per site • Reliability of Wi-Fi **** • More educational website links on Gateway/Websites • How to get students/parents accessing School Loop/resources online • Parent technology night OR other training • Ability to upgrade and maintain what we have • Faster turn-around on tech tickets and ability to give feedback **** • Updating operating system • Flash drives for students • Headphones for labs • More consistency with software versions and hardware – different across district • Bulbs for projectors available on site as needed 	<p>technology! **</p> <ul style="list-style-type: none"> • Brain Pop/Safari Excited to have more • More COW/lab time** • Computers and document cameras available • Tech support through tech department
<ul style="list-style-type: none"> • Other 	<ul style="list-style-type: none"> • Time for daily math 	<ul style="list-style-type: none"> •

* repeated response