

VUSD Teacher Voice Feedback Forum – October 20, 2014

Grade Level: Second Grade

Response to Intervention	What Needs Adjusting	What is Working
<p>Interventions</p>	<ul style="list-style-type: none"> • Superintendent visits at sites • Less core time – need more for First Good Teaching • Need math support • Not enough RTI people • Letter or initial contact for kids who enter RTI – Parents • DRA/BPST training needed when new • Training for Para’s for R. Record and other strategies: Triumphs, SIPPS, Guided Reading • Some sites want flexibility to test own kids, rather than sub doing tests. • **Some prefer unbiased tester – DRA/BRI-BPST-HFW • Not every school gets same services for testing • Possible shadowing to get better training in DRA/BRI • Scheduling of groups for push-in and pull-out – lots of traffic right now - Hard to plan core, distraction 	<ul style="list-style-type: none"> • RTI Coordinator: Set up groups, respecting Core time (at some sites), open communication, reaching all below grade level kids, helping with testing BPST, BRI, DRA, HFW at start of year • Beginning of year testing for new kids • Kids are making progress • Starting at beginning is good – past practice was to start later • Parent communication helps (some sites)
<p>Common Formative Assessments</p>	<ul style="list-style-type: none"> • Wrong bubble sheet • School City Site issues • Copy and deliver at all sites – clarify person responsible • Getting Spanish copies on time • Font size too small and work space too small (blocks suggested) • Does it have to come from School City? Can IMAPP do it? • Can we make changes to S.C.? Who makes them? 	<ul style="list-style-type: none"> • Copied and delivered by clerical (not at all sites) • All in binder (some mistakes) • Once had a working CFA – data was helpful • Useful for grade level/PLC meetings at District level
<p>Use of School City</p>	<ul style="list-style-type: none"> • Partial standards available for testing • What happens when password is lost? • Doesn’t alph. correctly with double last name • Doesn’t print correctly from Mac. 	<ul style="list-style-type: none"> • Clerical for S.C.

Common Core Implementation	What needs Adjusting	What is Working
Math Training	<ul style="list-style-type: none"> • Felt treated like children • Last math not as effective • More things to take back to class • What does video look like with 30 • Attitude of presenter – negative • Too large of a group • Burnt out • No Fridays or Mondays 	<ul style="list-style-type: none"> • Binder is good • Planning time • Time on standards
ELA Training	<ul style="list-style-type: none"> • Too much theory, not enough practical information • Lessons to do in class • Need focus to planning time – some don't want it – felt like it was “just because of contract” • Felt treated like children • No Fridays or Mondays 	<ul style="list-style-type: none"> • Fantastic, knowledgeable trainer • Planning time • Small groups were effective • Focus, trainer walking around • Time on standards
Curriculum		
Math	<ul style="list-style-type: none"> • Pace is very fast • Pearson not aligned, tech. doesn't work, need extra copies • Pearson – no Spanish CCSS materials for TE or tech. 	<ul style="list-style-type: none"> • Colorful • Bridge – on-line animation • Parents can see lesson • Homework is easy to use
ELA	<ul style="list-style-type: none"> • Treasures is too hard – Reading Level • Small readers also too hard – below books too hard for grade level kids • No new teacher training • Planning time – hard with combos 	<ul style="list-style-type: none"> • Like vocab and cards (Parents too) • Like CD and on-line (Parents too) • Good non-fiction (small readers, Wonders) for CCSS • Homework is easy to use • Flip charts for U.A./centers
Science	<ul style="list-style-type: none"> • No materials for experiments • Not enough time to teach 	<ul style="list-style-type: none"> • Like consumables • Some good experiments
History	<ul style="list-style-type: none"> • Not enough time to teach 	
ALL	<ul style="list-style-type: none"> • Too many interruptions from outside • (P) stick to map by the minute – Master Schedule • Some latitude to adjust teaching and pace • EDI? Only is it from D.O. or site? • More PLC time 	

Common Core Implementation	What needs Adjusting	What is Working
Materials	<ul style="list-style-type: none"> • Pearson Spanish < TE and videos • An extra copy of ALL student materials (teacher example) • More time or \$ for math manipulatives • Make and take math (during plan time) at P.D. • White boards and markers • No TE for Treasures (Hemlock) • Science experiment materials – not all sites use curriculum 	<ul style="list-style-type: none"> • Math manipulatives • Help running copies • Grade level share/collaborate on materials and use during PLC • Benchmarks copied and delivered to sites
Curriculum Map	<ul style="list-style-type: none"> • Pace too fast • Can't catch up • Doesn't allow for use of manipulatives – time • Not enough practice • Writing Benchmark – more back from beginning of year • SPICE not receiving ELA map • No ELA map at start of year for 2nd • More time built in – reteach, manipulatives • CCSS should be less, seems like it more 	<ul style="list-style-type: none"> • Appreciate IMAPP team's work • Good guide • Feel less pressure with math • Like having obj./stand. etc. provided as part of Curriculum Map
Technology	<ul style="list-style-type: none"> • Slow with help for problems (i.e. buzz, no speakers, etc.) • More help to do Moby Max, Read. Eggs with kids • Old technology • Not enough technology • On site technology help <share with site?> • Programs, training and loading to make them useful • More time in the lab • Some computers don't work • Lab with teacher – NOT AS PREP, with computer teacher • Teacher training • Document Locker is hard to find things • Tech people who are competent – playing games, sitting around, etc. (Padan) • Quality of document camera 	<ul style="list-style-type: none"> • ☺ lab (those who have one) • Brain Pop • Treasures tech. activities • Moby Max • Digital projectors