

# VUSD Teacher Voice

## Feedback Forum – October 20, 2014

Grade Level: Fifth Grade

Response to Intervention	What Needs Adjusting	What is Working
<p><b>Interventions</b></p>	<ul style="list-style-type: none"> <li>• Groups necessary for “middle of the road</li> <li>• Curriculum used by RTI teacher – specifics</li> <li>• STARS/CARS – needs more to support concepts</li> <li>• Working around times and schedules</li> <li>• What about intermediate kids?! Frustrating to have several students (in each class) reading below grade level but no help for them, they’ll go to middle/high school still behind. Meanwhile, only 2<sup>nd</sup> is getting RTI services at our school.</li> <li>• Program needs to be more consistent across the district</li> <li>• RTI Snapshot meeting took time, pulled us out of class...for?? Little to no results, and we have more than 1 student floundering.</li> <li>• Protocol for referrals needs to be defined clearly with multiple measures (academic and behavioral)</li> <li>• Timely feedback from Snapshot Days</li> <li>• Monitoring/duration of students not clearly defined</li> <li>• Paras need more training in Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning of the year start-up</li> <li>• Focus directing on need</li> <li>• Too soon to tell</li> <li>• Effective feedback between teacher and RTI Coordinator</li> <li>• Snapshot Days</li> <li>• Paras – great help</li> <li>• RTI is working well (push-in math help)</li> <li>• <u>Idea</u> has merit</li> <li>• BRI across the sites testing is nice</li> <li>• A coordinator at each site</li> </ul>
<p><b>Common Formative Assessments</b></p>	<ul style="list-style-type: none"> <li>• Doesn’t always align with lessons</li> <li>• Mini unit tests</li> <li>• CFA’s shouldn’t come so late in module</li> <li>• Tests don’t match up with content of unit</li> <li>• Receiving late</li> <li>• Ratio of questions on test not balanced with concepts taught</li> <li>• Formatives need to be checked for mistakes more closely</li> <li>• Communication with RTI Coordinators</li> <li>• Too small print, + or ÷ or = too hard for students to see the difference</li> <li>• Too many tests, tests, tests! What happened to us using our professional abilities to test our kids as needed/appropriate?</li> <li>• Expecting us to give CFA’s per set schedule doesn’t always match up to reality (schedule/pacing/etc.)</li> <li>• Timeliness of feedback for reteaching</li> <li>• Need CFA’s <u>PRIOR</u> to teaching module</li> <li>• Once feedback is received, what do we do with the results? We have moved past that module.</li> </ul>	<ul style="list-style-type: none"> <li>• Can be done online/during computer lab</li> <li>• Gives students another way of looking at assessment</li> <li>• Idea of having all kids take the same test can be good</li> <li>• All kids testing in lab in a good thing</li> </ul>

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Use of School City	<ul style="list-style-type: none"> <li>• Online testing – if tests can't be taken online, teacher must bubble and assess <u>then</u> it gets fed into scanner – too much <b>time</b> and <b>energy</b></li> <li>• Better labels/titles to find them</li> <li>• Print too small</li> <li>• Online and teacher grading</li> <li>• Confusing, could not find scantron</li> <li>• Math symbols too small to easily read on tests – confusion with <math>\div</math>/<math>+</math> sign</li> <li>• Items on Unit tests don't always align with Engage materials (Items #1, 4 on Unit 1 test)</li> </ul>	<ul style="list-style-type: none"> <li>• All assessments accessible</li> <li>• Will receive training from B. Rico this week</li> <li>• Computer lab</li> <li>• Uniformity in assessments</li> </ul>

Common Core Implementation	What needs Adjusting	What is Working
Math Training	<ul style="list-style-type: none"> <li>• Meeting dates – not always aligned with other functions</li> <li>• Not enough evening meetings – too many subs in one week/month – gone from class</li> <li>• No manipulatives for those using Engage NY</li> <li>• Great, but too much time out of classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Specific ideas to take back and use</li> <li>• Model drawing</li> <li>• Instructor modeling lessons – Good use of manipulatives for upper grades but we <b>don't have them!!!</b></li> </ul>
ELA Training	<ul style="list-style-type: none"> <li>• Less time on theory, more time on ideas that can be immediately implemented in classrooms</li> <li>• <u>Too much theory</u> – more samples to practice vs. teachers creating all of them</li> <li>• This could have been done in the classroom vs. us getting pulled out</li> </ul>	<ul style="list-style-type: none"> <li>• Writing workshop had good ideas</li> </ul>
<b>Curriculum</b>  <b>Math</b>          <b>ELA</b>          <b>Science</b>	<ul style="list-style-type: none"> <li>• Too much time out of classroom</li> <li>• <b>Too much, period.</b></li> <li>• Having to pull from ENY, Pearson and McGraw-Hill lessons that are not part of the standards shouldn't be included</li> <li>• Need comprehensive writing program/materials</li> </ul> <ul style="list-style-type: none"> <li>• Need comprehensive writing program/materials</li> </ul> <ul style="list-style-type: none"> <li>• More time for instruction</li> <li>• Standards have changed a bit. Heads up for 5<sup>th</sup> grade...We STAR test!!</li> <li>• No time</li> <li>• Never enough time</li> </ul>	<ul style="list-style-type: none"> <li>• Piloting new programs</li> <li>• Some new strategies for teaching concepts</li> </ul>

Common Core Implementation	What needs Adjusting	What is Working
<b>History</b>	<ul style="list-style-type: none"> <li>• Never enough time</li> <li>• Can Social Studies/Science be integrated into ELA</li> <li>• No time</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Engage NY is overwhelming to teachers and students; probably would have been better to stick to Pearson for one more year</li> <li>• Minimal Science materials</li> <li>• Teachers responsible for purchasing them</li> <li>• In math, manipulatives <b>NOT</b> provided, have to be made by teachers</li> <li>• Supplemental Engage book is too BIG to be stored in desk</li> <li>• Students need to tear the pages!</li> <li>• Teachers make copies of homework in order to not carry HUGE student books home!</li> </ul>	
<b>Pacing Guides</b>	<ul style="list-style-type: none"> <li>• Binder/Pacing Guide should match</li> <li>• With CC changes, in upper grade we're slowed down by kids not having CC background – so <u>very</u> behind PG in math!</li> <li>• PG based on assumption that students are familiar with CC vocab/strategies from previous years</li> <li>• Omit ENY, we don't need</li> <li>• Creating CH/unit tests</li> <li>• Math is too fast (unrealistic) most lessons require multiple days</li> <li>• Out of sync with real time</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to follow</li> <li>• We all have one?</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Chrome Books aren't compatible with much of what we do or other hardware</li> <li>• More time to improve typing skills</li> <li>• More computers (1 lab + 1 COW)</li> <li>• Would like to print student work in lab</li> <li>• Flash drives for students</li> <li>• More training for various programs site wants us to use with students (Moby Max)</li> <li>• Headphones for labs</li> <li>• Chrome Books are the <u>thing</u> but we still need laptops or desktops to use our document cameras and links like Brain Pop and Safari... everything's getting old!</li> <li>• Need more available to students in classroom</li> <li>• Tech requests: Response time is slow, reduces student access</li> <li>• COW's are far across campus, difficult to move to our rooms – not worth effort/work</li> <li>• More consistency with software versions /hardware – different across district</li> </ul>	<ul style="list-style-type: none"> <li>• Chrome Books!!</li> <li>• Computer Lab</li> </ul>

Common Core Implementation	What needs Adjusting	What is Working
<b>Other</b>	<ul style="list-style-type: none"> <li>• RSP “push in” for the more intensive students is disruptive</li> <li>• Staff Development for CC has been very spread out; too many days out of the classroom. More concise, exact, specific materials to deliver lessons would be more helpful</li> <li>• Other intervention times interfere with math</li> <li>• Pilot Math Program, “Math in Focus” has great student work, however: Students need graph paper, not enough word problems, program does not tell when to draw or use manipulatives</li> <li>• Focus on FIRST GOOD TEACHING! (with training opportunities)</li> <li>• Need answer documents for Engage NY binders</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of after school for those not wanting to miss school</li> <li>• More after school training opportunities</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Top three topics ranking: CFA’s Curriculum Technology</li> </ul>	