

## DDD - Unity March 20,2019

Step 1. Determining the skills that the students need to demonstrate.

Looking at student work.

### 2. Observations

We predicted 5 would get the beginning sound and 5 did.

Spelling CVC words was 2 higher than predicted

4 of the skills were higher than predicted

Student E had no green

Students A and B had all green

3 of 6 students got middle sounds and blending.

### 3. Inferences/Questions

I wonder how the data would have changed in question 2 had more variety of beginning and ending sounds.

I wonder if student E has any knowledge of letters and sounds.

I wonder if student E is receiving interventions and, if so, what are the interventions

A possible explanation for only 3/6 getting middle sounds and and blending is that those are more complicated skills

Would different font/spacing make a difference?

What can be done for reteaching middle sounds and blending?

Do the struggling students also struggle with middle/blends orally (Heggerty)?

### Reteaching/Enrichment

Do vowel tense in small group with student DEF

Using colored chips to represent beginning, middle and end sounds

Substitution and deletion with colored chips for enrichment

Low group getting small group reteaching with tutor on letters and sounds

Necklaces to wear the words and change sounds

Each students wears a letter and moves around to make a different word

Videos, songs, chants with exerts

### Aminata's feedback

- you had everything very well organized. Desiree brought in student work. Went through all the jobs.
- Make sure you label your work....1,2,3,4....a,b,c,d

She wanted a clearer idea of what the students got or didn't get. She said to add writing component.

- \* - Make sure you are doing this with a data team or this will not change the culture of the school.
- The data team can plan a lesson together. Develop a criteria for success around the assessment and then plan the lesson. Know the skills in advance of meeting.
- Several skills together. Writing, drawing.....
- Stay away from discreet skills.
- Do not do this for an assessment. Do it for a big rock skill such as writing. Do it for something that covers several different standards.
- This is an item analysis of student work.

Example\_ writing

Reading a story and having a student draw a picture and write something about it.

You have to train the teachers to only look at the evidence.

Choose children who are low, medium and high - make it a mixed bag.

Student work analysis is really about big rock skills

- \* Expand your DATA team to include regular classroom teachers. Choose the teachers that have influence, love students and appreciate equity. *Every TBT team is a data team*

Reteaching - talk about specific skills. Be specific about how you are going to reteach these skills.

Watch a team plan. Team determines the standards, objective, formative assessment and criteria for success- this is Backwards Planning

The Criteria for Success is always for the child, to the adult. Needs to be kid friendly.

- \* Criteria for Success has to be very clear! Always begins with the product or the performance. ie; Your writing includes.....

- A main character
- A setting
- At least 2 details
- Sentences that begin with a capital letter
- Sentences that end with the correct end punctuation
- A picture to illustrate the story

Teaching: show a video

Teachers modeling/think aloud

Collaborative writing (child of the day)- shared writing

The key to this process is to make sure that ALL teachers on the team are a part of the process. This will ensure that all teachers around the table understand exactly what to do to re-teach. This is about teacher development