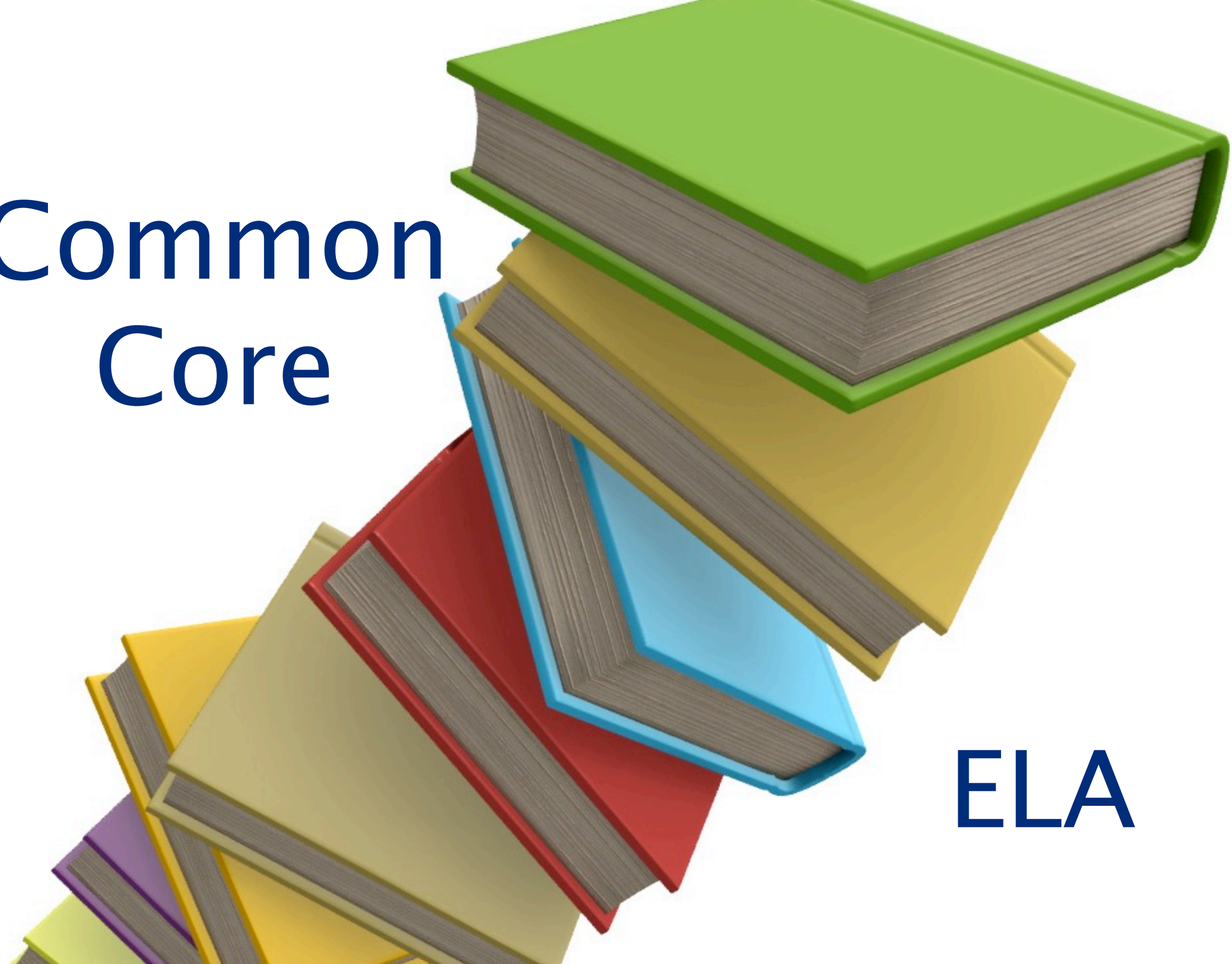
Kids at the Core

The Work of Instructional Specialists

Presented to the
Committee of the Whole
December 3, 2013

Differentiation & Advanced Differentiated Learners

Common Core



ELA

Common Core Mathematics

Response to Intervention

Social
Emotional
Learning

Collaboration

Making Progress

Grade 4, Trime
BENCHMARK TE

Reading an
Analyzing Te

Name _____ Date _____

13. Story Map: The Protector

Directions: Complete the following story map for the story *The Protector*.

Setting

Where: _____

When: _____

acters

Extended Response (Question #12) Scoring Guide

Question	8 points	6 points	4 points	2 points	0 points
Extended Response (#12)	A. Student accurately describes how Eagle's attitude changes. B. Student provides **3 or more** specific, relevant details from the text that explain Eagle's change in attitude and	A. Student accurately describes how Eagle's attitude changes. B. Student provides **3 or more** specific, relevant details from the text that explain Eagle's change in attitude and	A. Student describes how Eagle's attitude changes in a **mostly accurate** way. B. Student provides **only 2** specific, relevant details from the text that explain Eagle's change in attitude and	A. Student describes how Eagle's attitude changes in a **mostly accurate** way. B. Student provides **only 1** specific, relevant detail from the text that explains Eagle's change in attitude and	A. Student does **not** describe how Eagle's attitude changes. B. Student provides **only 1** specific, relevant detail from the text that explains Eagle's change in attitude and

ELA 5th Grade Trimester 1 Score Sheet

Name _____ Date _____

	Link to ELA Common Core Standard	Score
	RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	E M A
	Inference Map	1 2 3 4 5
	Conclusions/Generalizations Chart	1 2 3 4 5
	RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.	E M A
	Story Map	
	Inference Map	

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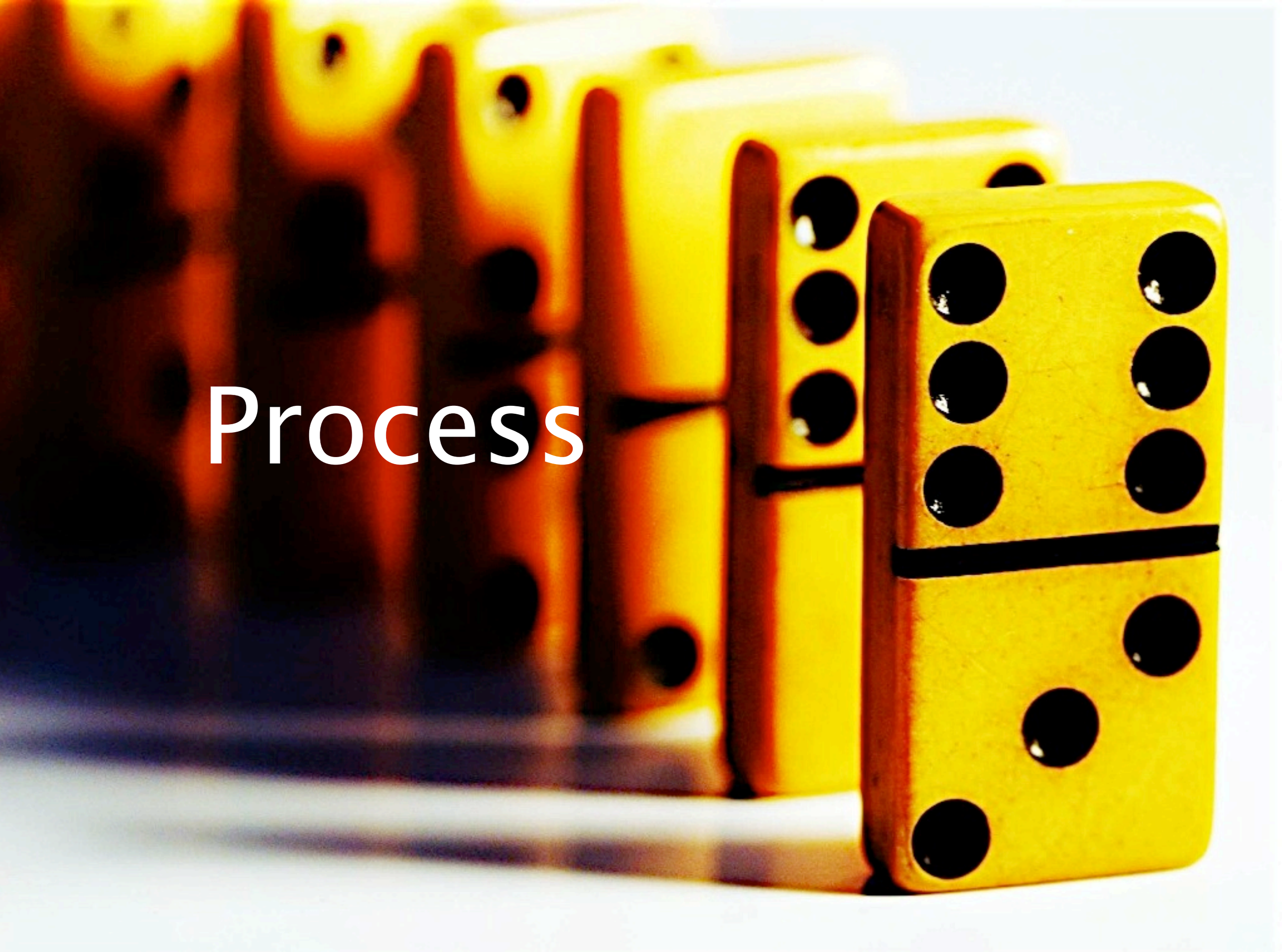


Process

Name _____ Date _____

Answer Key

Grade 4, Trimester 1 Test

Item Number	Correct Answer	Unit, Lesson: Program Skill or Strategy	Link to ELA Common Core Standard
Reading and Analyzing Text			
1	B	Unit 1, Lesson 3: Domain-Specific Vocabulary Unit 2, Lesson 7: Domain-Specific Vocabulary	RL.4.4
2	H	Unit 1, Lesson 1: Story Structure Unit 1, Lesson 4: Analyze/Evaluate Unit 2, Lesson 6: Story Structure Unit 2, Lesson 10: Analyze/Evaluate	RL.4.3
3	A	Unit 1, Lesson 5: Understanding Characters; Infer/D	

Tying it Together

A Day in the Life

REST

Prometheus

Adages and Proverbs

Learn About

Figure It Out

What do the words in bold type mean? Drag the word to the blank to complete the sentence correctly.

I forgot my book, my homework,
my lunch! **When it rains,**
urs!

etimes, _____ bad
vents happen at the same time.

A no

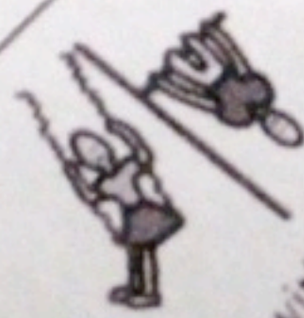
B many

4 of 8

Job-Embedded Professional Development

- Collecting and using data that is student/learner-focused
- Establishing the goal of the job-embedded professional development
- Gradually releasing responsibility as appropriate
- Assessing student/learner understanding with relationship to the goal
- Reflecting and debriefing on the professional development throughout the process

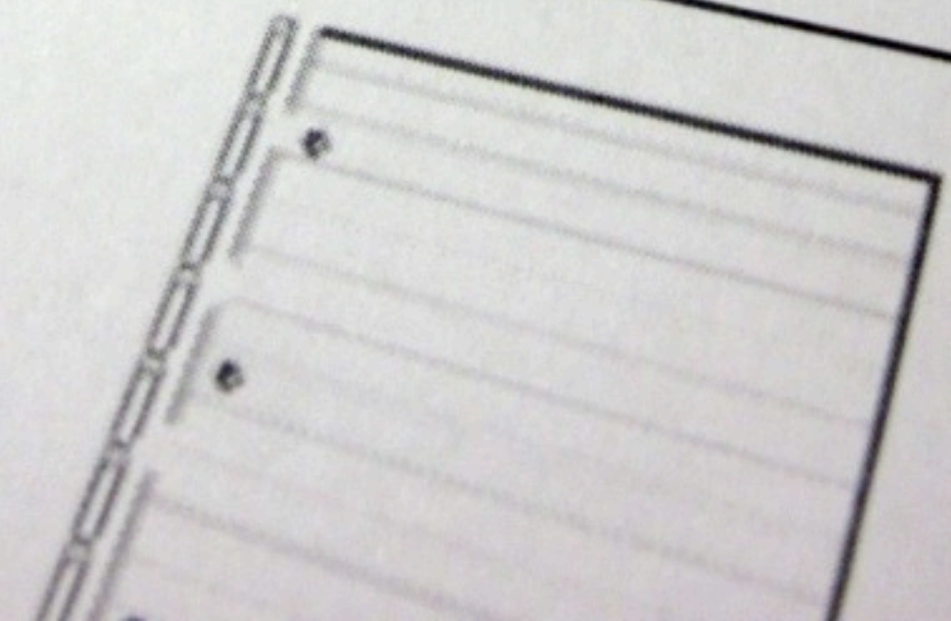
Questions About You

	Question	Picture	Circle One.
1.	Are you kind?	kind	
2.	Do you like to play alone?	play by myself	 play with others
	u like to		

First Grade
Math Parent Letter
Unit 3

Our next unit in math is about measurement and data. The childr
objects to express the length of an object as a whole number of length u
laying multiple copies of a shorter object, such as a paperclip, end to en
an accurate measurement, in part, by laying the objects end to end with
foundational building block for a child's understanding of measurement c
informal units for beginning measurement activities is beneficial at all gra
the students to focus on the attributes being measured.

Sample Question:
Using 1 inch paper clips, how long is the paper?



Answer: *8 paper clips*

Task: Stu
paper clip
length of t

RL.5.1: Quote accurately from the text.

RL.5.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. Explain how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; s

Target Skill: *Theme* ***Target Strategy:*** **Analyze and Evaluate**

Name _____

Inference Map: Theme

Detail

Detail

riorities - CCSS Math

ertical alignment

athematical practices ① '14/'15

ommunication w/community ② Martha to talk to ADCO
- School newsletter
- teacher newsletter
- Peoria
- CCSS parent night?

ssessment

Action Plan CCSS Math

① Spring '14 plan; implement '14-15 / who? when? how? outside consultant in-house

)-mathematical practices

tential resource(s) for instructional practices -PD?

ertical docs * (vocab, instr. practices, resources)

- agree on a template & a timeline

rview of assessments
- balanced? - amount (too much? too little?)
- info. provided (gaps, overlap)
- purpose (formative, summative)

① Spring '14

Priorities SEL

- Second Step - K-5 - Going Well
- Middle School - implemented by PE teachers? (possible first steps)
  ② '14-'15
- SW - focus on Tier 2 and Tier 3
- Teaching students expected behaviors ② ADCO
- SEL - Teachers (at Roos) need to
  ② '14-'15 have a clearer understanding of what's going on
- PBIS / Universal Expectations
  ② ADCO then TLC Winter/Spr '14
  Responses · Teacher · Student

- flexible grouping - across subject areas (related to above) ①②
- Shared Knowledge base of practices using - eg. Bloom's to discuss advanced differentiation ① 14-15 PD Share Across
- Trimester Assessment → conversations * ① 13-14

Priorities Collaboration

1) Nee… focus

2) Tie… components

3) time … current …

4) R… (TLC, BTL…

5) Bu…

① Action Plan - Collab. Time
- Work with ADCO to develop Summer PD ②
- Coordinate w/ CEC
- Determine pd plan (e.g. just leaders first? Summer?)
- Determine/execute trimester assessment work ①*
- Talk w/ ADCO about ① summer ③ TLC vs. all staff ③ how this fits with CEC
- Do we need an outside vendor? If so, who?

Parking Lot
- Collaboration: Mid. Schl. use of team time (e.g. specific meetings per week on instruction, use of protocols, etc.) Would need to train team leaders on this (thru TLC?). Learning
- Community expectations re: acceleration
- Loss of instructional time in transition
- Systematic PD (e.g. Bloom's or D.O.K.)
- Shared/Agreed upon Behavioral Expectations - Where does this need to go?
- Dec TLC - Focus on Writing / Tier
- Label Priorities on IS agenda

Looking Forward

you are the best!

Thank you.

Questions?