

Personalized Learning Strategy Bank

March 2017

How This Portfolio Is Organized

Select your breakout:	<u>Targeted Small-Group Instruction</u>
<u>Student Reflection & Ownership</u>	<u>Digital Content & Tools</u>
<u>Data-Driven Decisions</u>	<u>Connecting Students with Others</u>

- *Within each breakout topic, best practices are organized by focus area and/or strategy.*
- *On each slide: photo(s), a descriptive caption, and the corresponding personalized learning principles.*

Targeted Small-Group Instruction

Choice & Voice	Just-in-Time Direct Instruction	Varied Strategies	Flexible Pacing
<p>Offer meaningful and rigorous choices for how learning happens</p>	<p>Use student performance data to group students flexibly, frequently, and strategically</p> <p>Use student performance data to provide targeted instruction</p>	<p>Adopt multiple instructional methods</p> <p>Utilize assorted learning resources</p> <p>Teach in a variety of groupings</p>	<p>Facilitate multiple learning streams simultaneously</p>
<p><i>Teachers use performance data to group students and offer targeted choices.</i></p> <p><i>Students make informed academic or group choices based on their performance data.</i></p>	<p><i>Teachers use performance data to group students and select targeted instructional methods and resources.</i></p>		
<p><i>Teachers offer a variety of targeted instructional methods and resources in a variety of groupings. Students make informed choices about which setting, methods and resources best meet their needs based on data.</i></p>			

Return to Breakout Topics



Targeted Small-Group Instruction Focus Areas



[Small-Group 101](#)



[Grouping](#)



[Targeted
Instructional
Approaches](#)

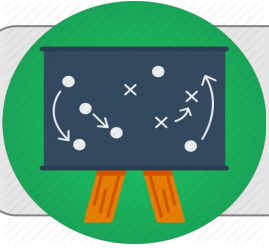


*Additional resources for
collecting data to inform
small-groups can be found in
[Data-Driven Decisions](#)*

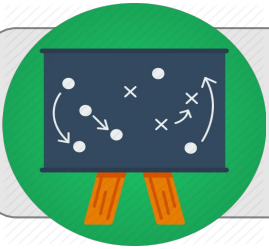
Return to Breakout Topics



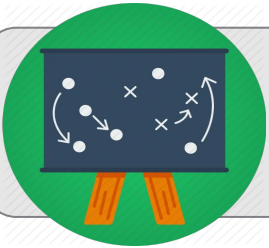
Small-Group 101 strategies to try:



Communicate purpose



Logistical routines & procedures



Troubleshooting

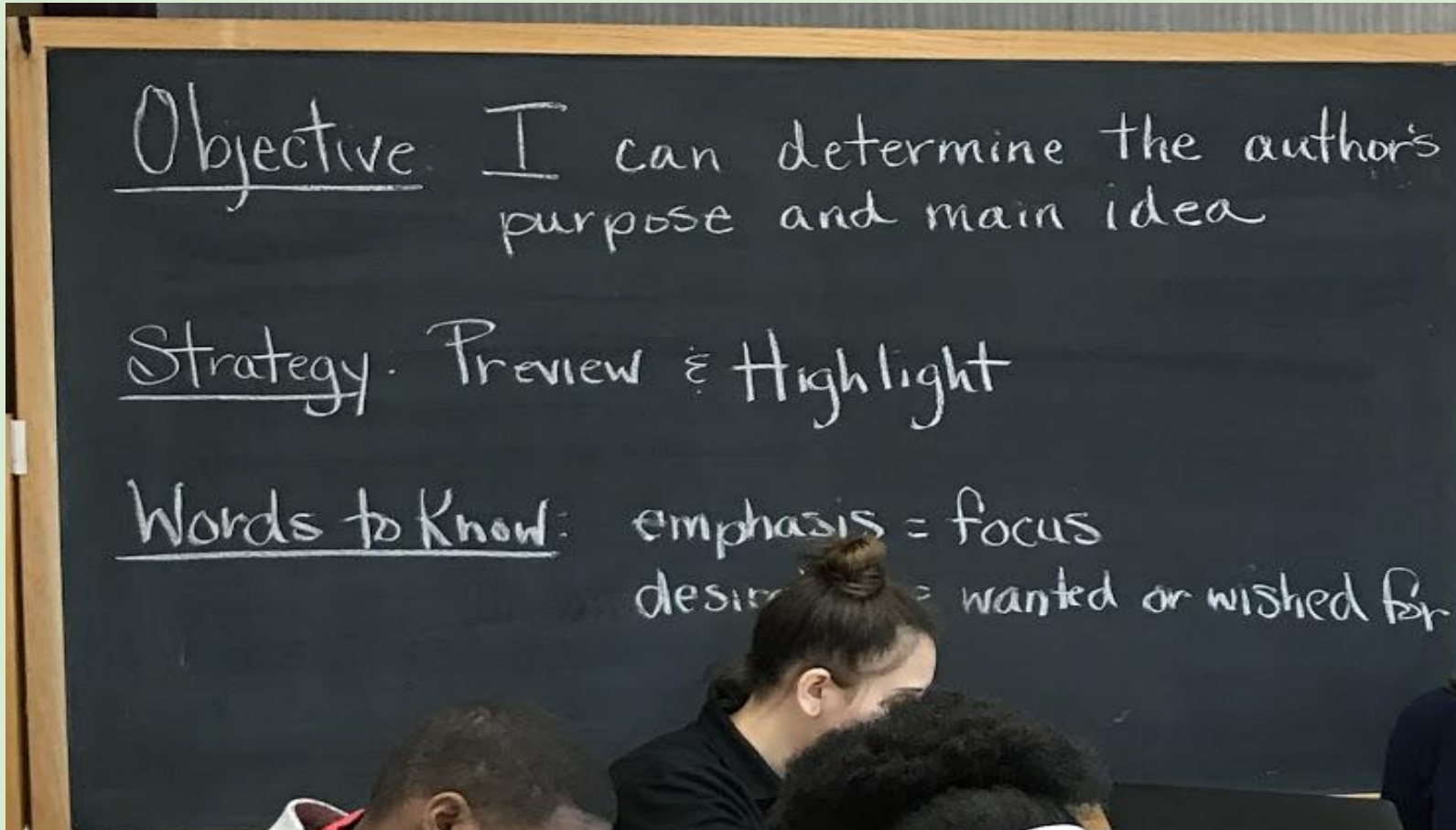
Return to Focus Areas





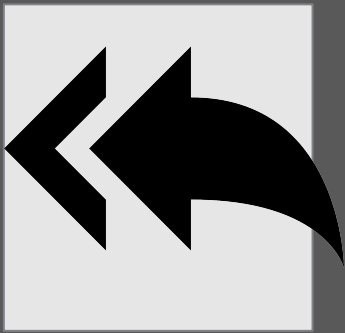
All grade levels

Purpose: Provide an overview of stations, including the purpose of each. This helps connect student learning goals with activities in each station and builds student understanding of how each stations meets their individual needs. Stress the importance of respecting small-group time.

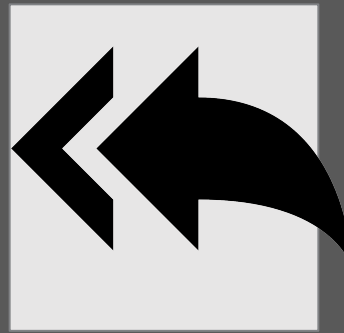


All grade levels

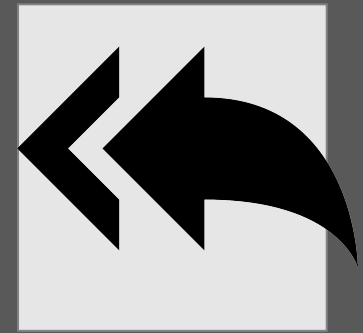
Purpose: Teacher displays a clear objective for the targeted instruction on the chalkboard next to the small-group. This anchors the group and keeps small-group quick, focused, & efficient.



Return to Getting Started strategies



Return to Targeted Small Group Instruction Focus Areas



Return to Breakout Topics



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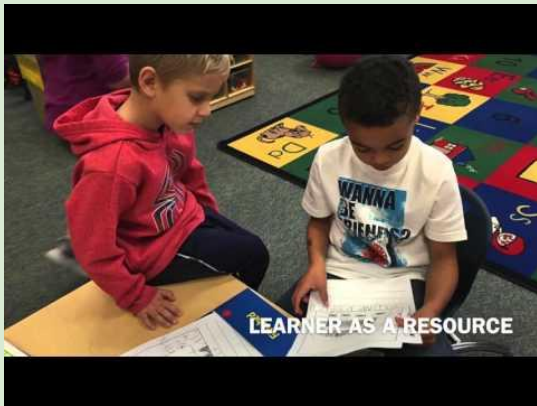
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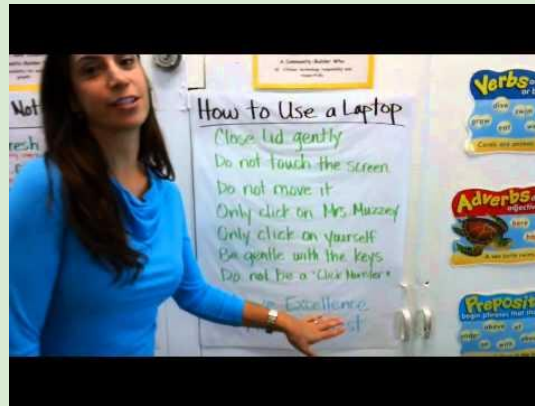
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Kindergarten



Elementary



Secondary



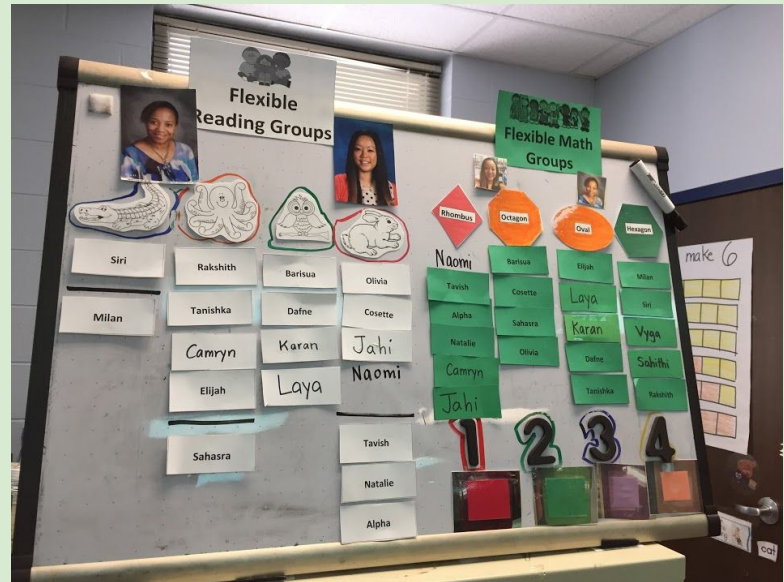
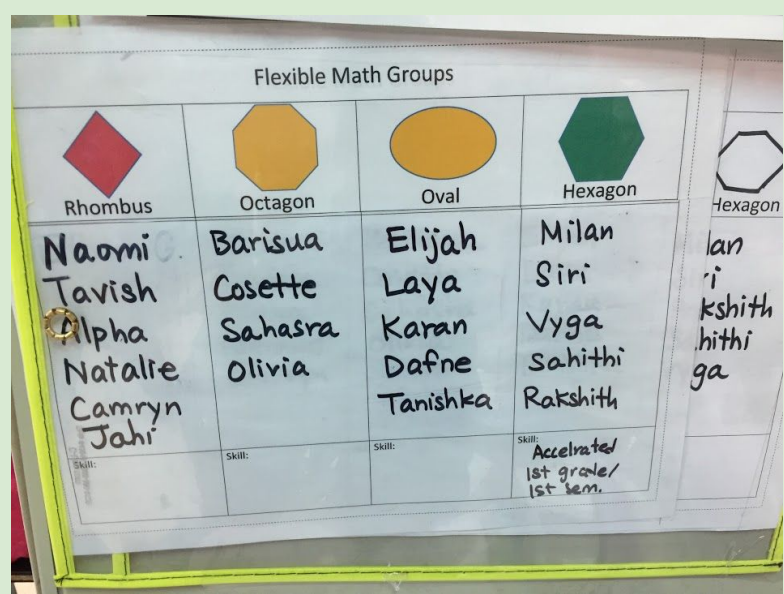
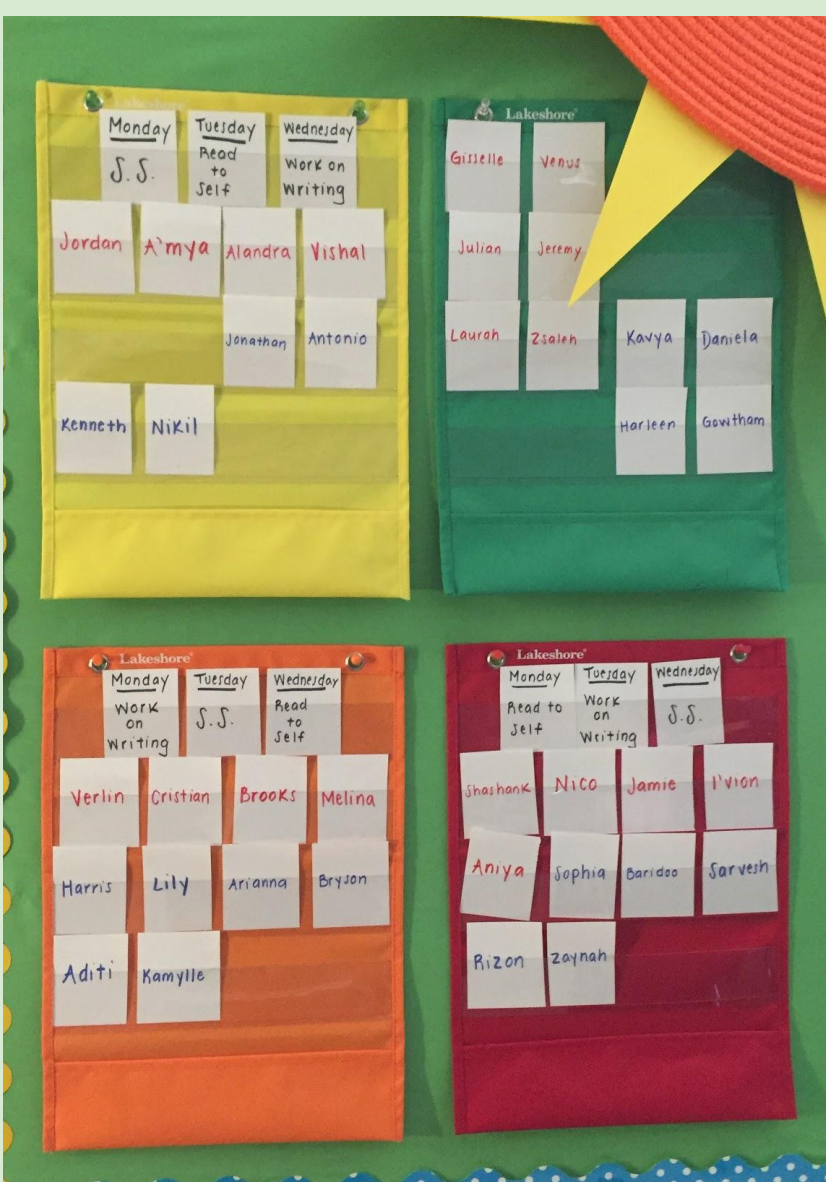
All grade levels

Logistics: Watch these video (right click & open in new tab) of teachers setting up their PL classrooms to inform how you might set up your classroom to support targeted small-group instruction.



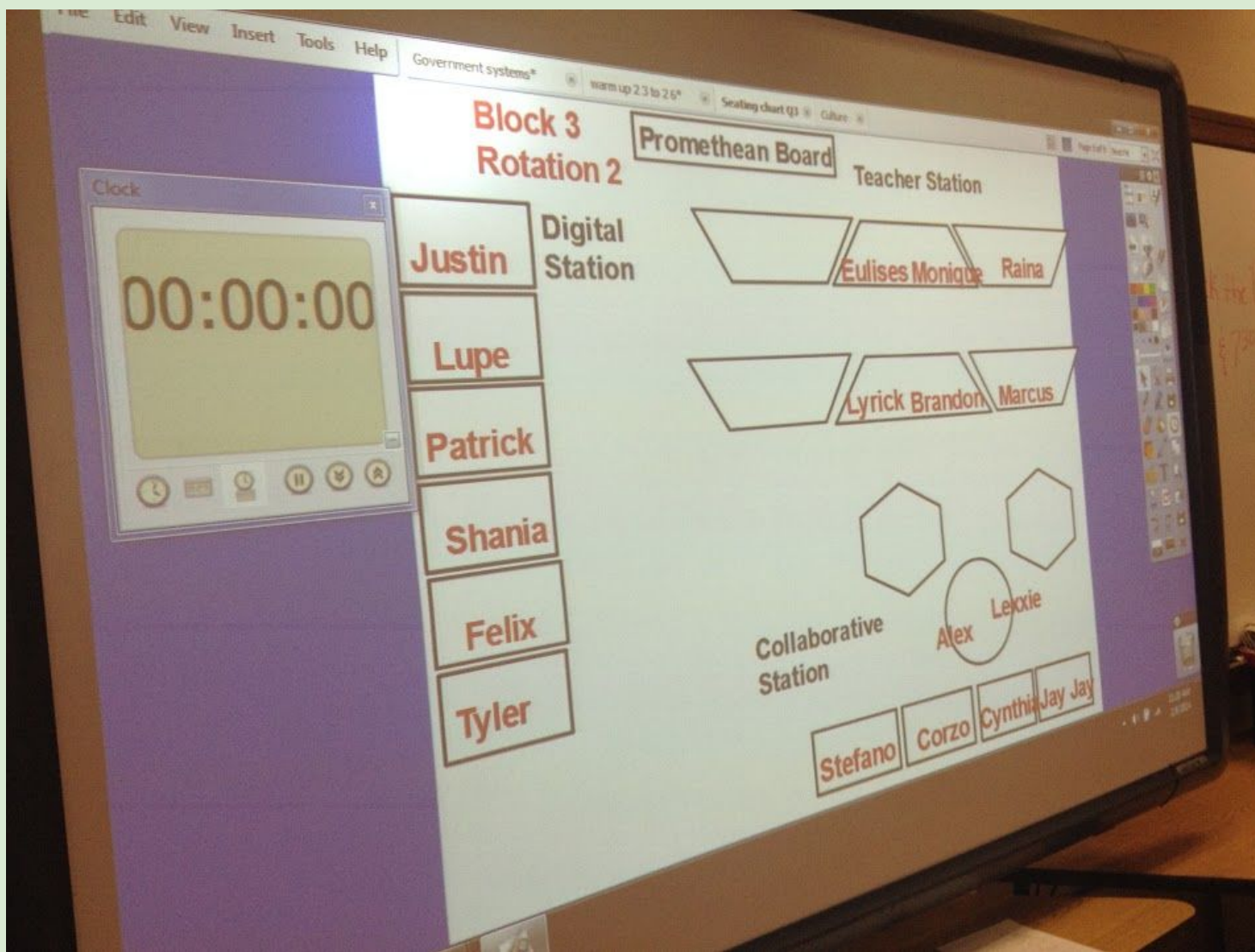
Secondary

Logistics: Secondary classes can be set up in learning zones, too. Comfortable conversation zones are perfect for targeted small-group. Click [here](#) to learn more.



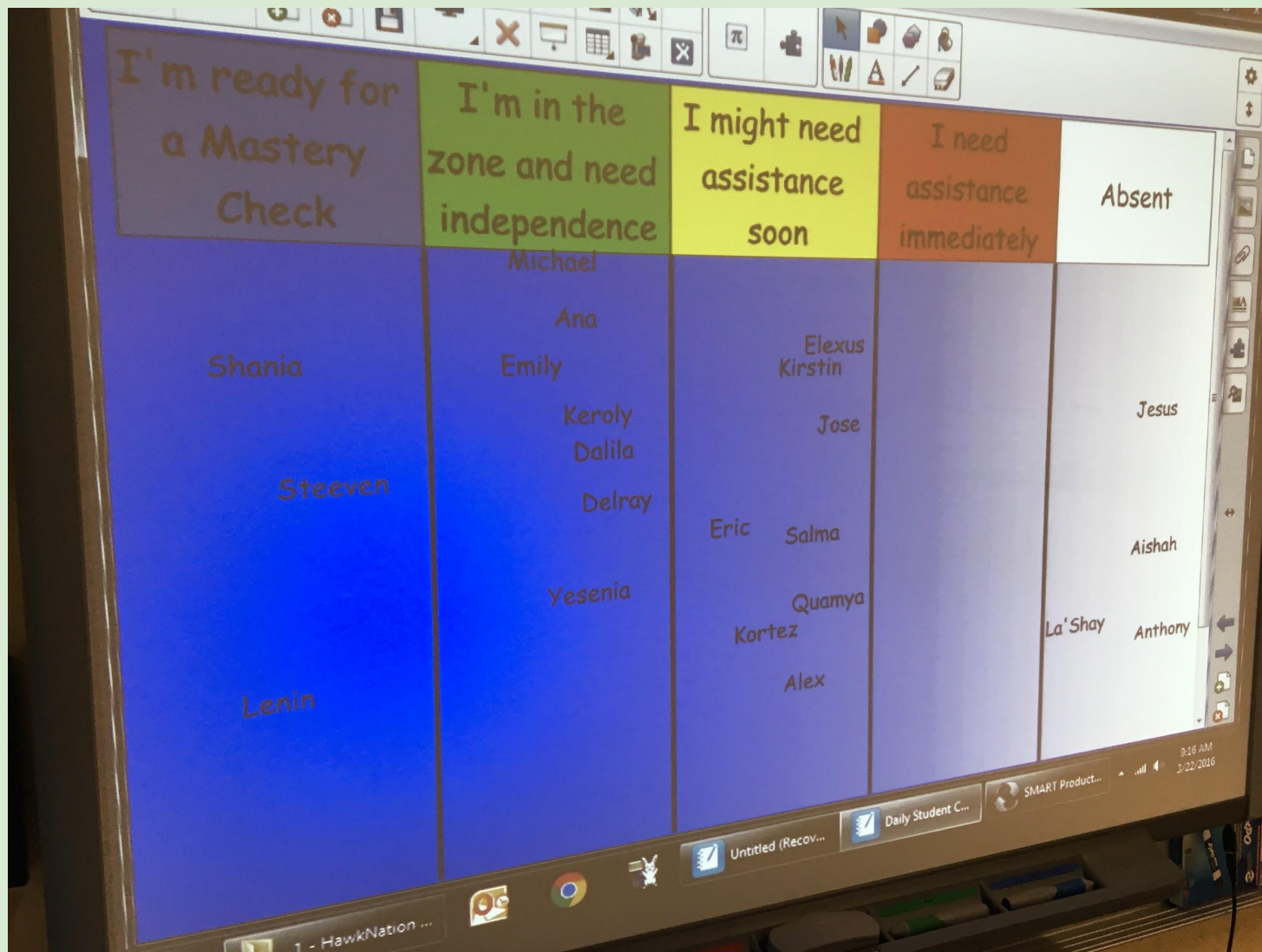
All grade levels

Logistics: These dynamic displays allow the teacher to easily & frequently regroup.



All grade levels

Logistics: Student names are dragged to the appropriate work station in real time based on their needs that day. The teacher or student uses formative assessment results to make decisions.



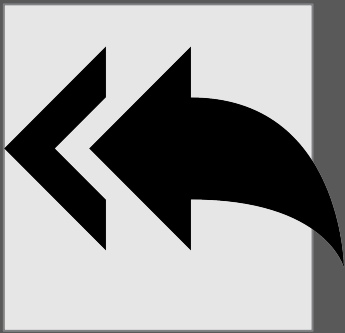
All grade levels

Logistics: Student names are dragged to the appropriate work station in real time based on their needs that day. The teacher or student uses formative assessment results to make decisions.

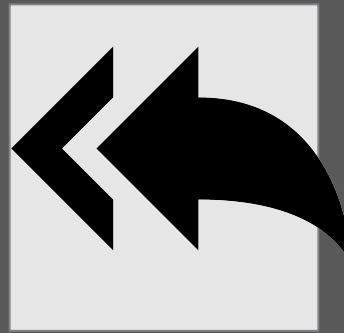


Elementary

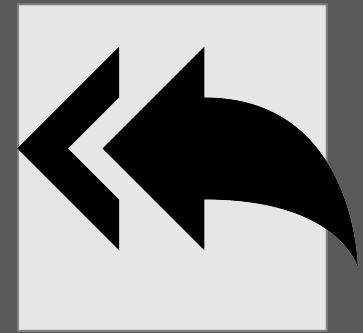
Logistics: Teachers create personalized tubs, labeled using magnets with student faces, to ensure every student get “just right” materials to use during independent work time. These tubs get refreshed every few weeks and help young students own their learning.



Return to Getting Started strategies



Return to Targeted Small Group Instruction Focus Areas



Return to Breakout Topics



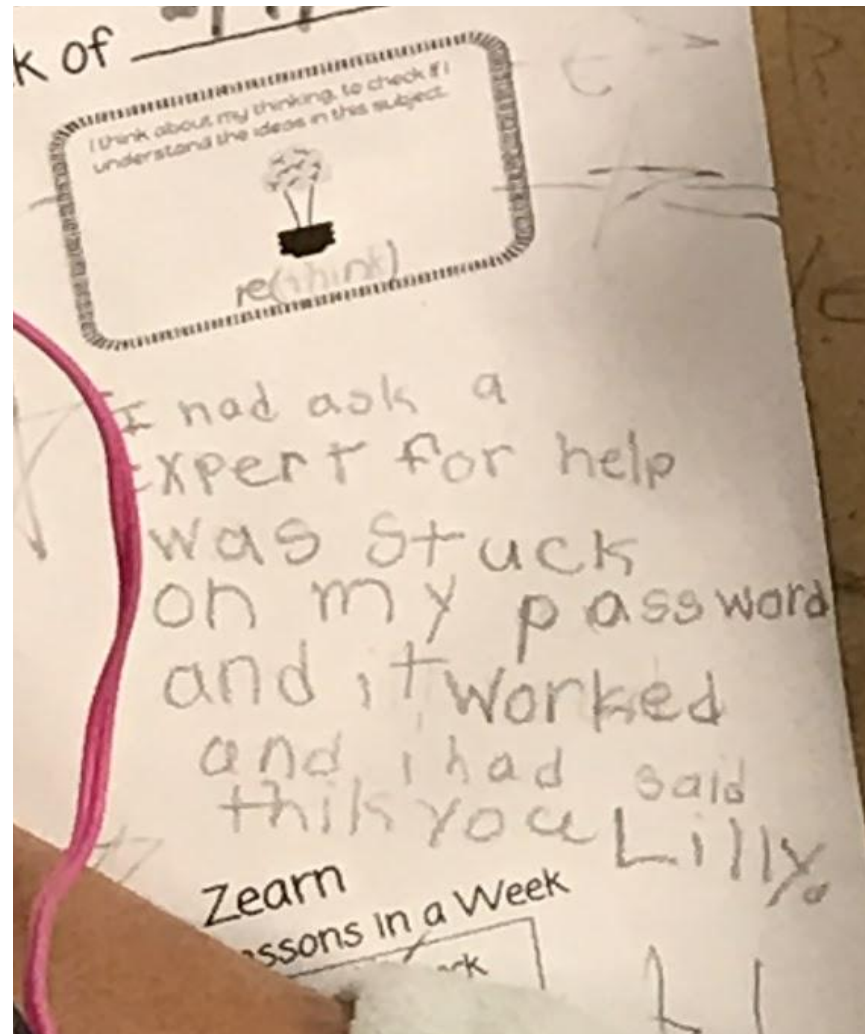
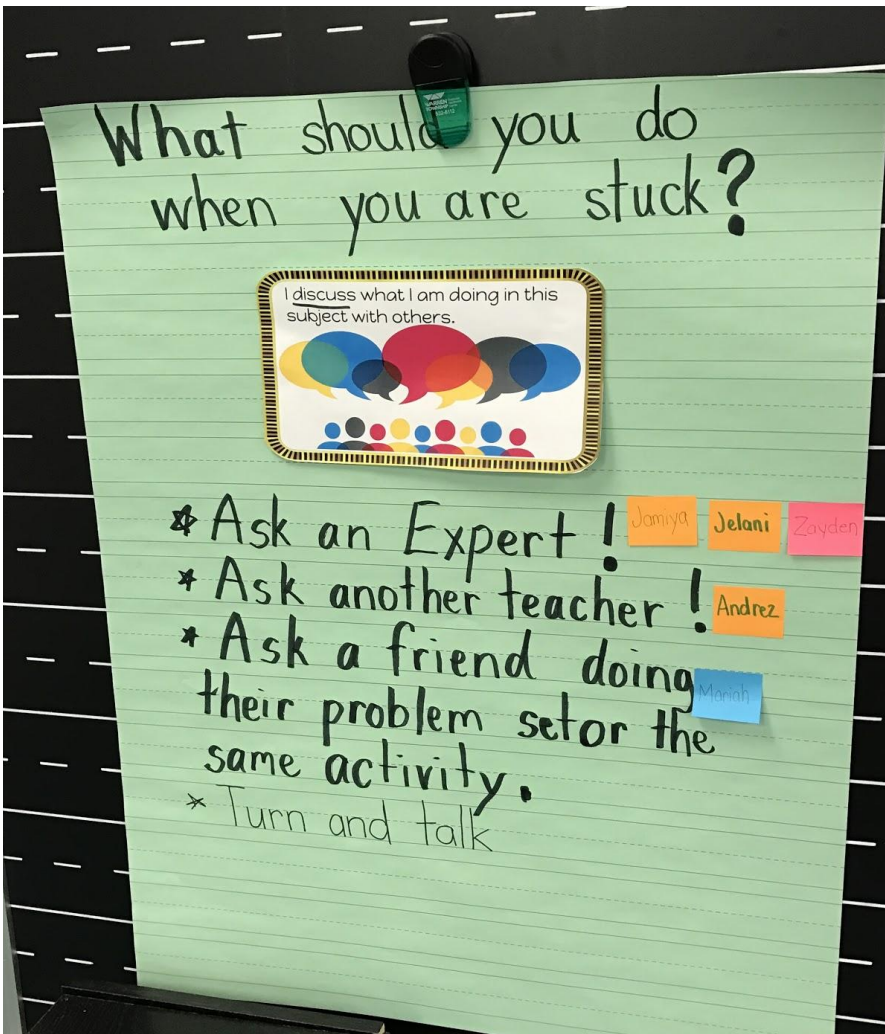
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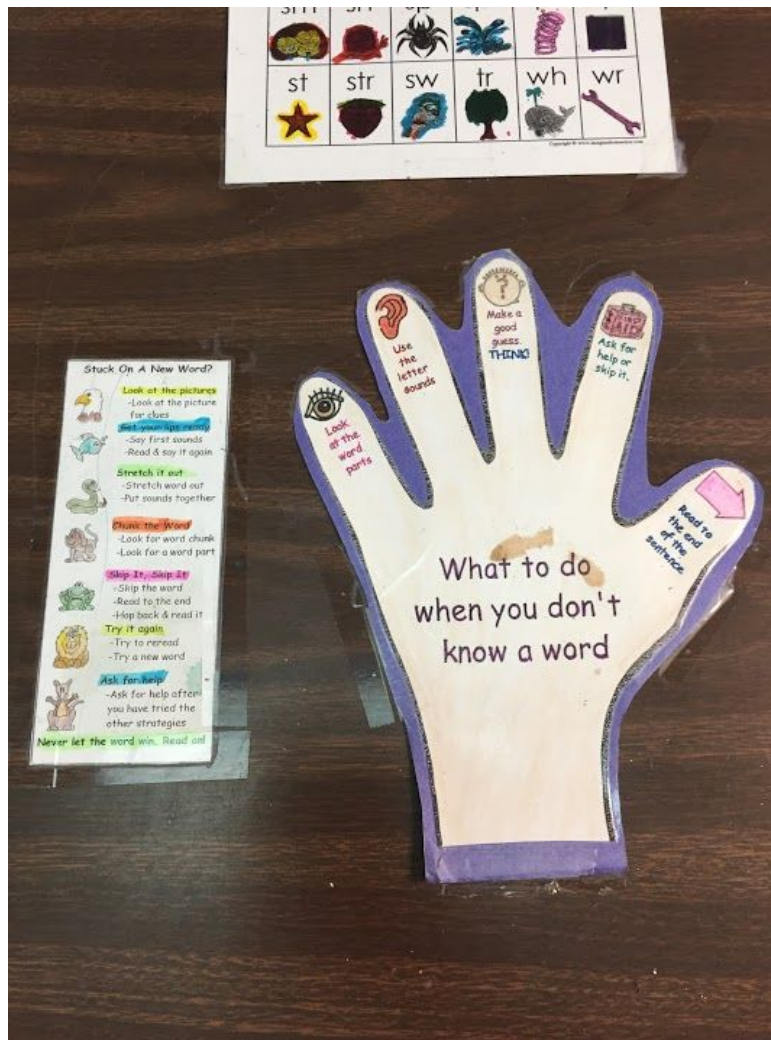


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All grade levels

Troubleshooting: Students write down what strategies they use while working independently. The poster is built by the students throughout the week to continually add on additional strategies. This frees the teacher up to offer small-group support.



Elementary

Troubleshooting: Tape tips for troubleshooting to student desks or other work spaces in your classroom. Ask yourself: “what are the five things I repeat over and over?” The answer is what you might consider taping to the table. This could be adapted for any grade level.



Use "Fix-Up" Strategies

If it's the whole story...

If it's just a word...

- back up and re-read

- cross-check: "does that seem right?"

- retell & review the story

- adjust your reading rate

- sound it out

- look for stems, prefixes, & smaller words

- use context clues

- replace with another word

- skip it if you can

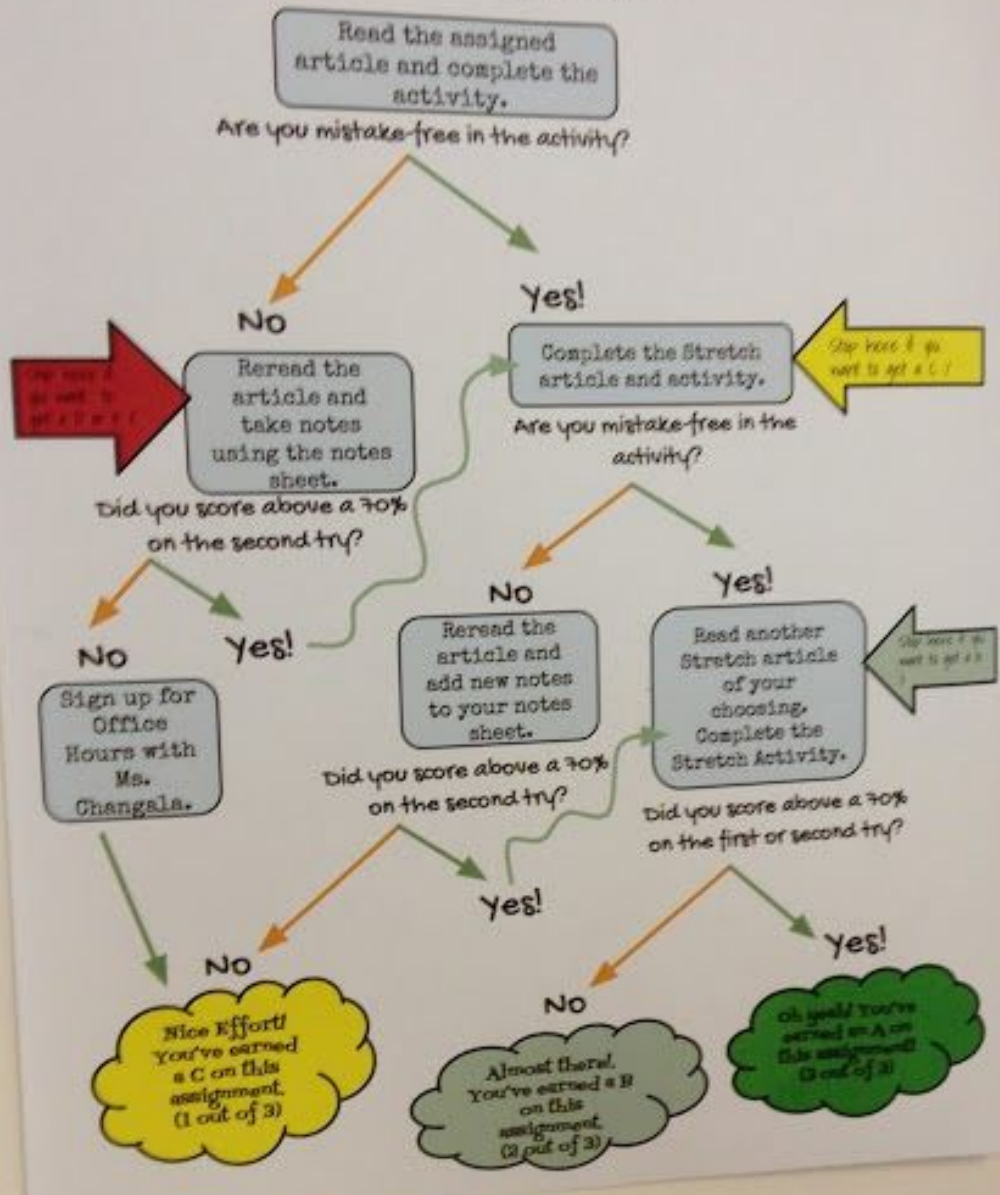
- use a dictionary (if you really have to know the word)

All grade levels

Troubleshooting: This anchor chart supports common challenges students face at the independent station. This prevents interruption at the small-group station.




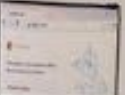

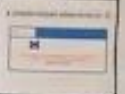





Hey Ms. Changala, how do I get an A on an assignment?!



Secondary

Troubleshooting: This anchor chart supports common challenges students face at the independent station. This prevents interruption at the small-group station.



Problem	Solution
1. 	1. Press the rectangle with the word reload.
2. 	2. X out and go back to the internet.
3. 	3. X out and go back to the internet.
4. 	4. Have Miss Zimmerman log you in.
5.  I can't hear anything	5. Click the dark gray bar on the bottom right and move the sound circle up.
6. My headphones are tangled or broken.	6. Take a pair of headphones from the extra bin.
7. 	7. Press reload in the blue box.
8. 	8. X out and go back to the internet.
9. 	9. Click return to login or X out and go back to the internet.
10. 	10. Click return to login.

★ If none of these solutions work, use a desktop computer. ★

All grade levels
Troubleshooting: This anchor chart supports common technology challenges students face at digital stations. This prevents interruption at the small-group station. An alternative would be to provide screenshots or links to online tutorials in a digital format.



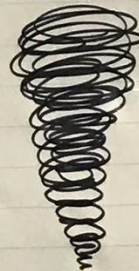
Times that you can disrupt Mrs. Jerrils' small group:



Aliens
are
invading

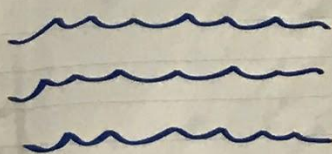


You are on
fire

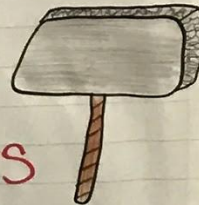


tornado

the classroom
is flooding

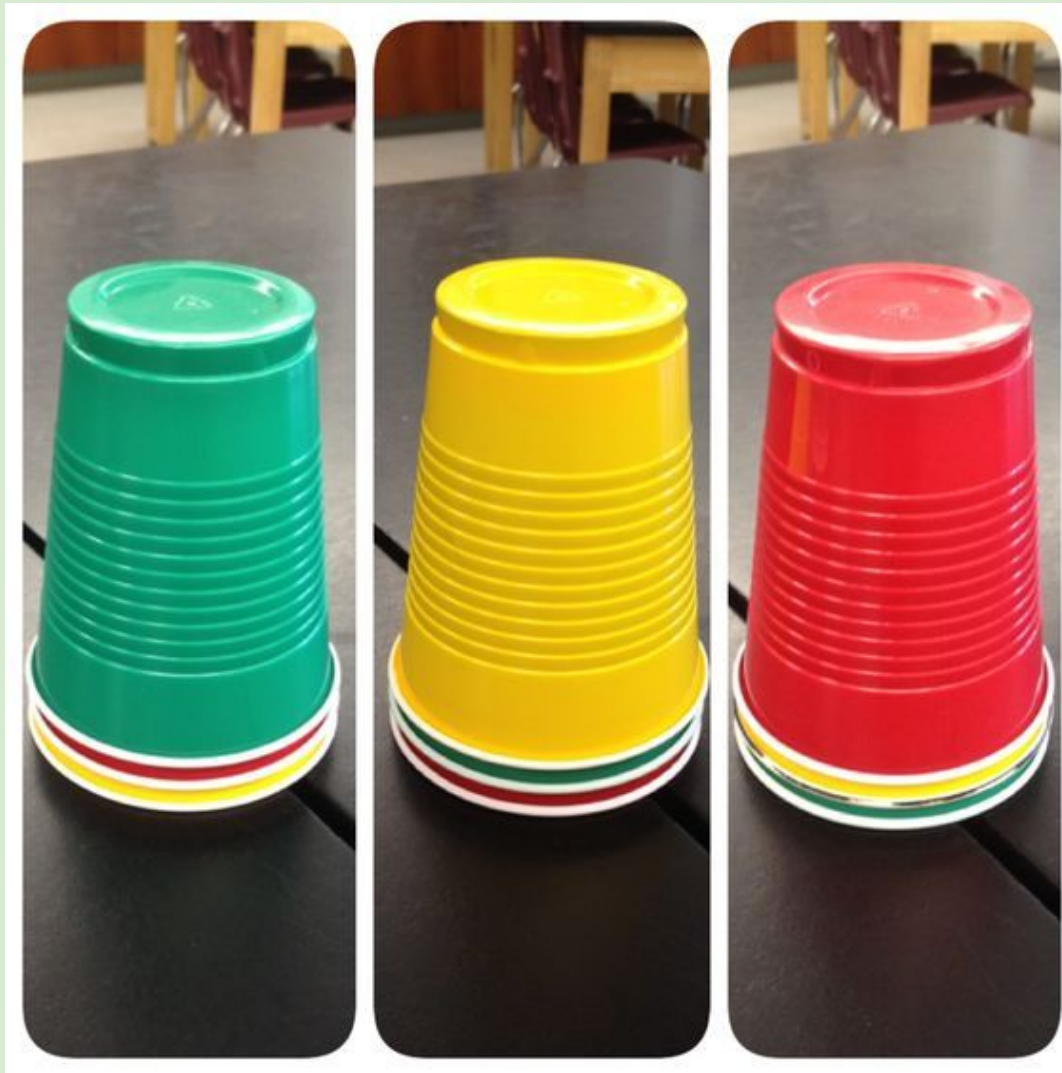


Thor enters
the room



All grade levels

Troubleshooting: This anchor chart says it all.



All grade levels

Troubleshooting: Students use a stop light system in their stations to silently alert the teacher if they need help or are blocked. With this visual system, the teacher can more easily monitor those at other stations while also teaching a small-group.



Are you confused?

Are you not sure?

Ask an **EXPERT!**

ELA

rd endings using ly, y, es or s **MAYHEM**

ting events in order a fiction text (sequencing) **HARMAN**

identifying multiple meaning words **TYIERAH**

Math

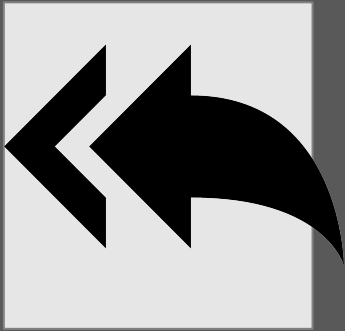
Comparing numbers using greater than ($>$), less than ($<$) or equal to ($=$)

representing numbers in different ways
Ex: $716 = 500 + 216$ or $610 + 106$

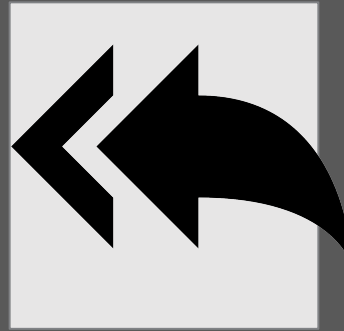
Using equal groups as a strategy to multiply

All grade levels

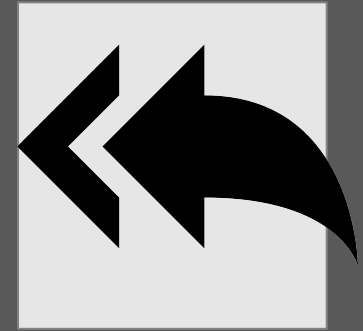
Troubleshooting: Students are designated as “experts” on skills they have mastered. Students who need help in that skill can turn to their peer “experts” for help.



Return to Getting Started strategies



Return to Targeted Small Group Instruction Focus Areas



Return to Breakout Topics



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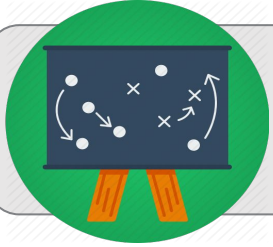


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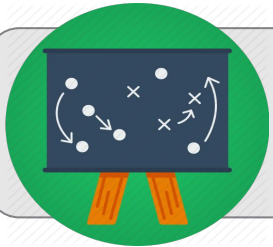


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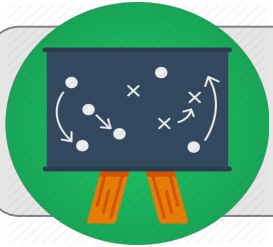
Grouping strategies to try:



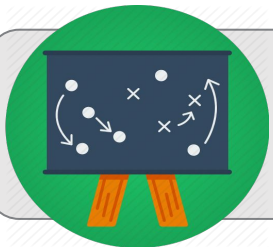
[Real-time grouping](#)



[Grouping by recent formative data](#)

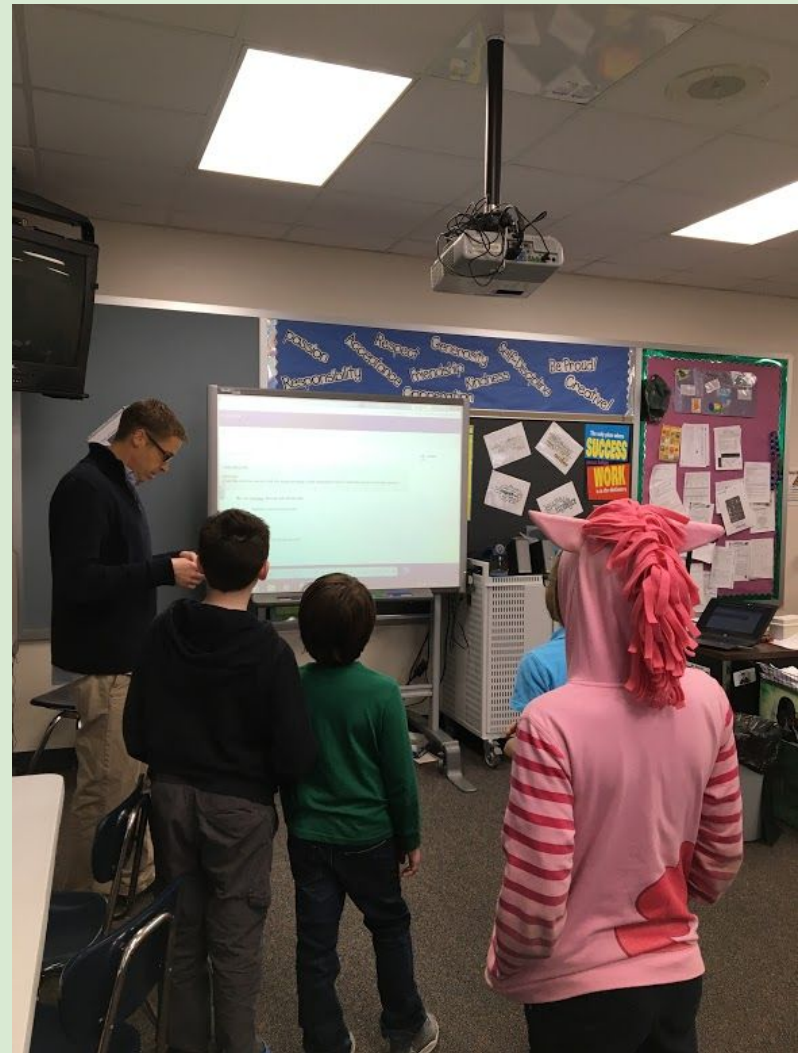
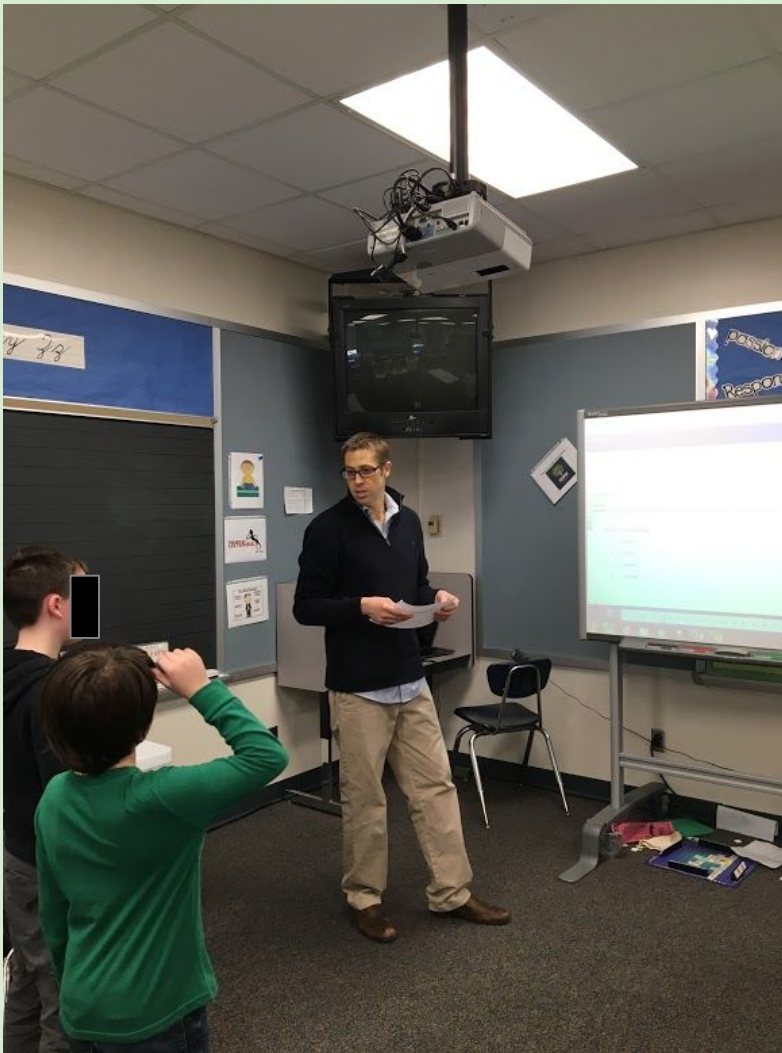


[Grouping by pace/skill](#)



[Grouping by summative data](#)





All grade levels

Real time: Teacher uses a quick in-class assessment to identify groups and provide highly targeted, quick 2-5 minute mini lessons around a missed skill or question. Read more about this strategy [here](#).



Daily Check in - Romeo and Juliet lit & Film Study

Your username (jennifer.martin@ecsdsm.org) will be recorded when you submit this form. Not you? [Sign out](#)

* Required

Name *

Your answer

What section are you working on today? *

Choose

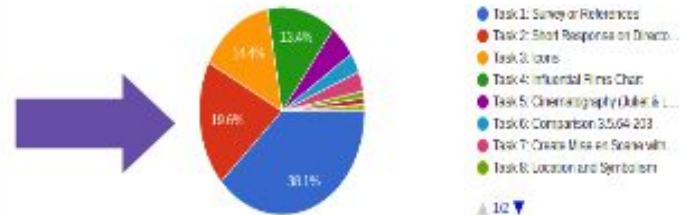
Based on what you are working on today, what objective will be your goal for the day? *

Choose

Send me a copy of my responses.

Example of how a HS teacher provides choice to students. Students complete this Google Form when they walk into class. They decide which "section" they are working on and also what "objective" that section aligns.

What section are you working on today? (37 responses)



The teacher immediately checks the responses and pulls a Small Group when she realizes 40% of students chose to work on the same thing.

Secondary

Real time: The teacher makes real time choices to pull small groups based on the choices students make each day. Read more about [Regrouping with a purpose](#).

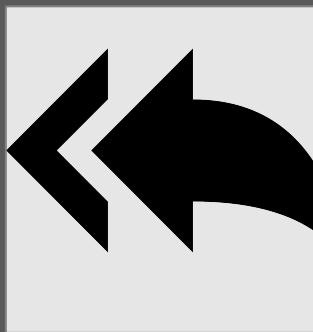


3- Rubric-Specific Strategies and Resources

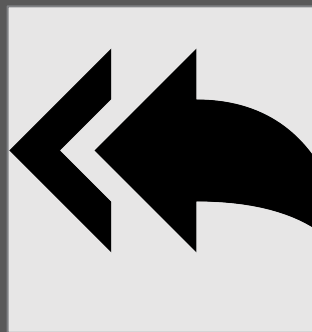
Peer-to-Peer Learning (Collaborators)			
EMERGING	DEVELOPING	ADVANCING	SUSTAINING
Student partners or groups are randomly assigned.	Student partners or groups are assigned by the teacher using relevant data.	Students make and justify informed choices about partner(s) within their classroom.	Students make informed choices about partner(s) inside the classroom and have a connection to real-world.
<p><i>Strategies/Resources:</i></p> <p>3 Ways Student Data Can Inform Instruction [Article]</p> <p>Assess and Group [Video]</p> <p>Classroom Strategies: Using Data to Differentiate [Article]</p> <p>Identifying student, group, and class needs using data [Video]</p> <p>Flexible Working Groups [Video]</p>	<p><i>Strategies/Resources:</i></p> <p>Making Students Partners in Data-Driven Approaches to Learning [Article]</p> <p>Empowering Students with Data [Article]</p> <p>The Who, What, and Why of Using Data With Students [Article]</p> <p>How to Use Student Data as a Tool in Self-Directed Learning [Blog]</p>	<p><i>Strategies/ Resources:</i></p> <p>Using Engaging Learning Strategies to Connect School to the Real World [Podcast]</p> <p>Real World Connections [Article]</p> <p>How to give students more control over their learning [Article]</p> <p>Student Choice of Work Partners [Article +Video]</p>	<p><i>Strategies:</i></p> <p>Student Directed Learning [Article]</p> <p>Project-Based Learning and Student Motivation [Article]</p>

All grade levels

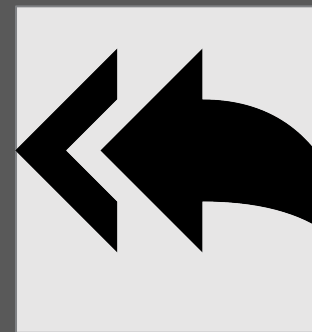
Real time: Check out [this toolkit](#) of resources on helping students make informed choices about which peers to collaborate with.



Return to Grouping
strategies



Return to Targeted Small
Group Instruction Focus
Areas



Return to
Breakout Topics



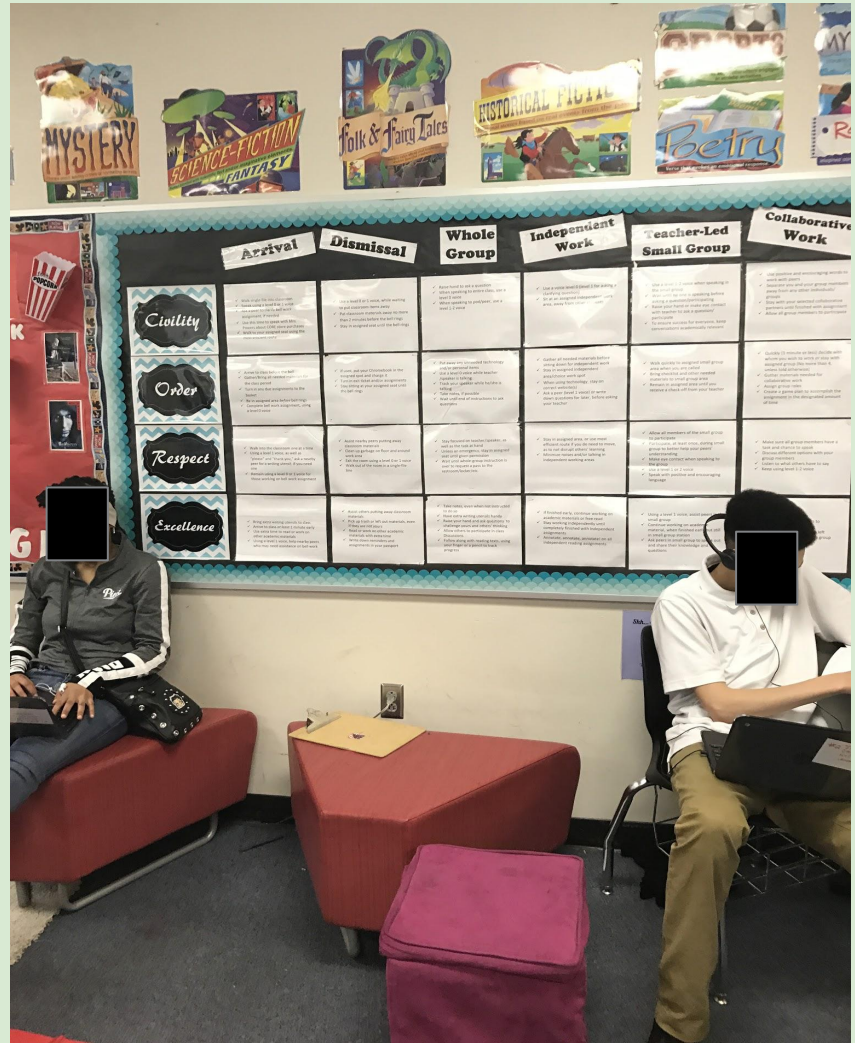
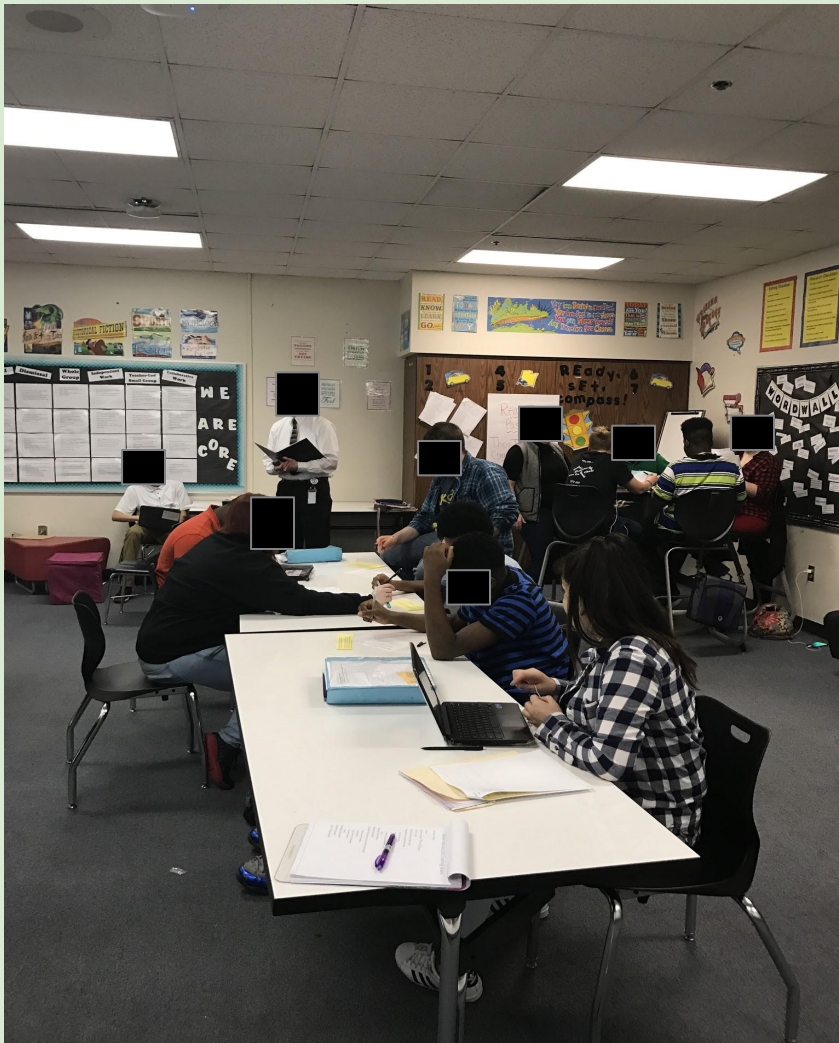
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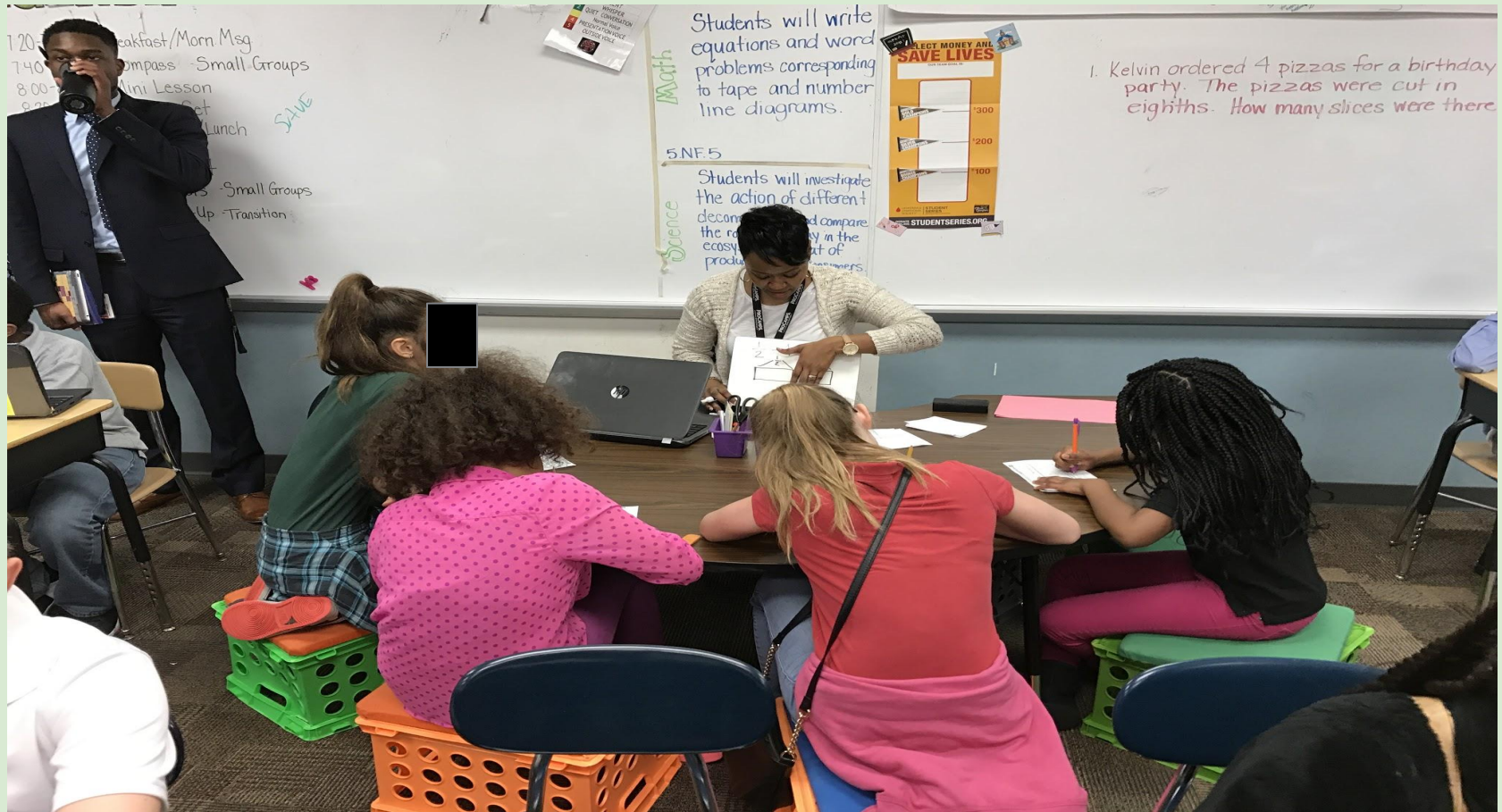
Secondary

Recent formative: In this ELA co-taught class, both teachers pull a small group of students to work on differentiated activities based on recent Lexile scores. Other students work through a playlist of reading and writing activities. Need more info on [formative assessments](#)?



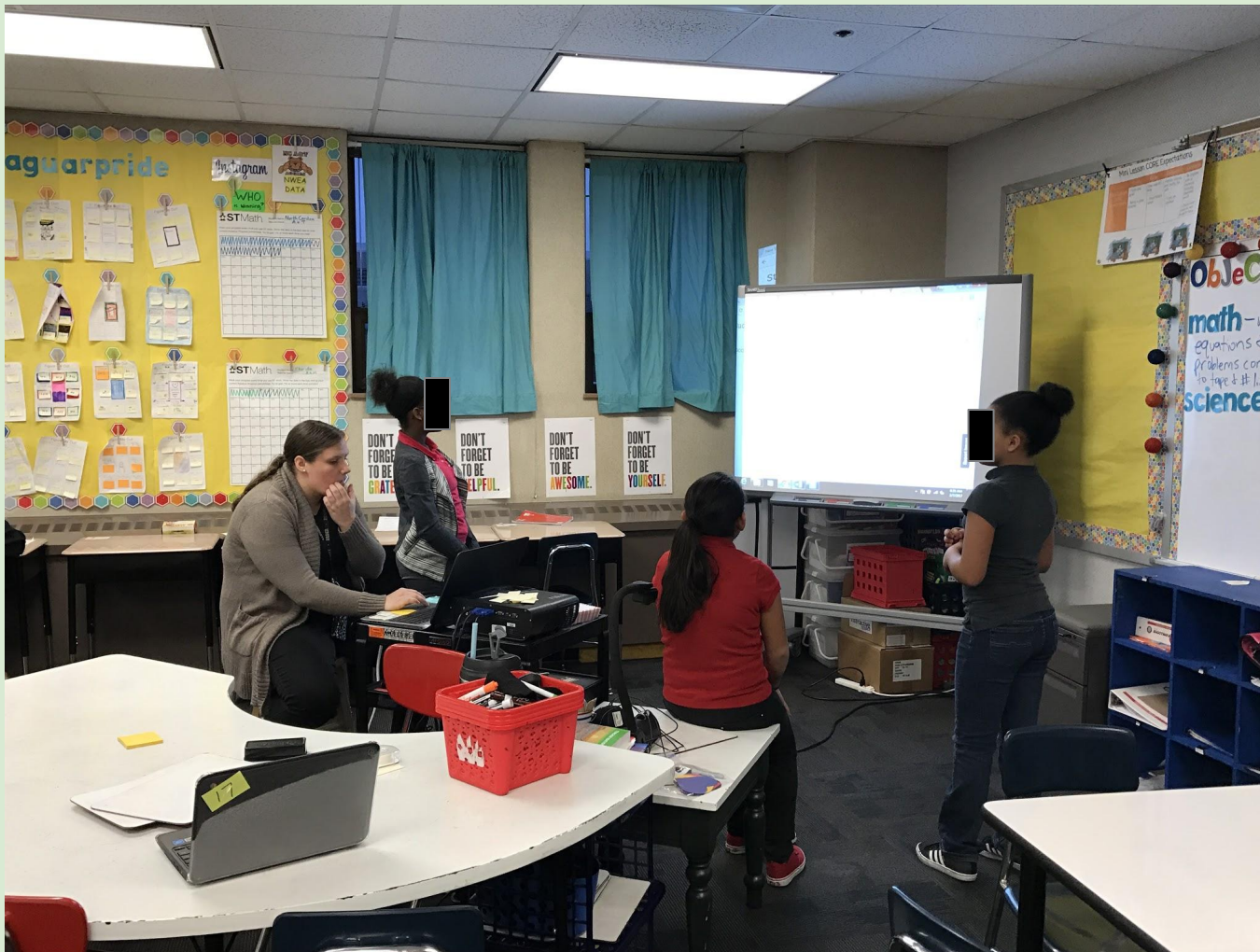
All grade levels

Recent formative: Teacher worked with students 1-1 and in small groups based on needs identified in a pre-test. Read more about this strategy [here](#).



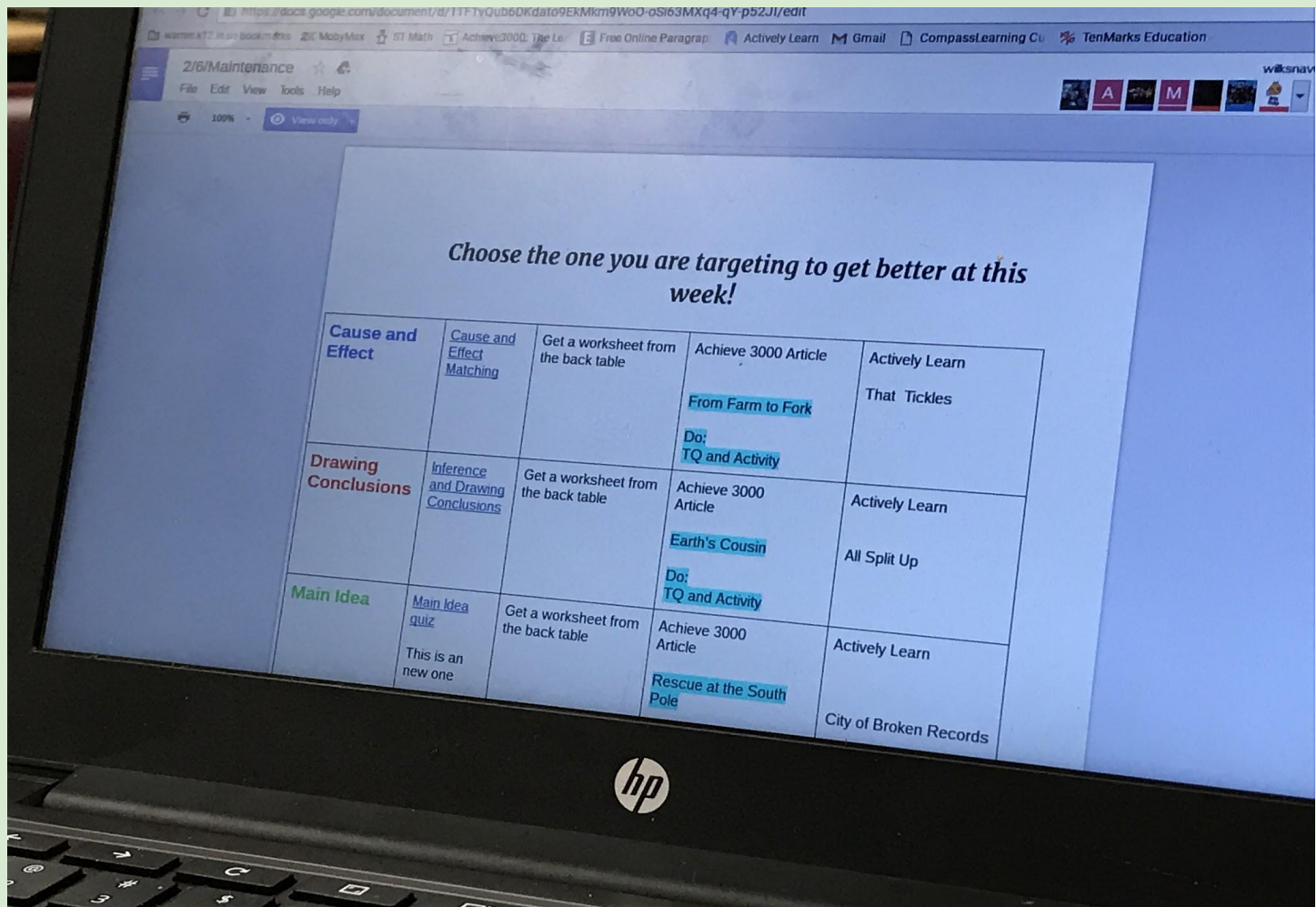
All grade levels

Recent formative: Teacher pulls a small group to review and reteach fractions skills based on exit tickets from the previous day.



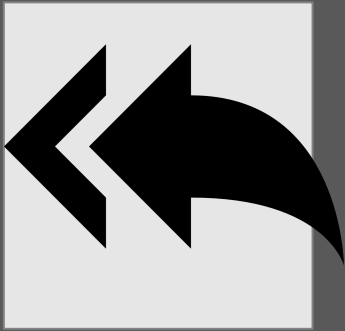
All grade levels

Recent formative: Teacher pulls students based on exit tickets from the day before and dismisses students back to independent work (playlist) once they demonstrate understanding of skill.

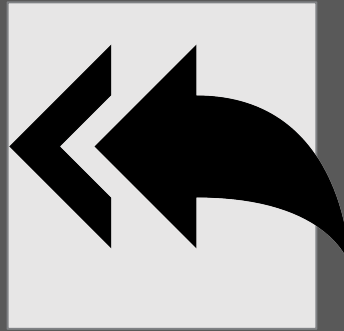


All grade levels

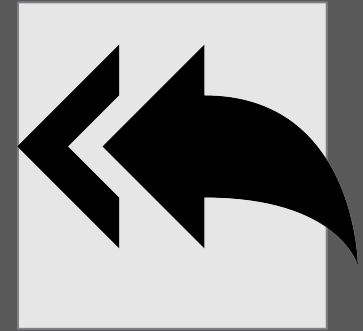
Recent formative: Students are put on a differentiated tracks (worksheets, digital programs and activities) based on digital content performance. If students struggle with 2+ skills, the teacher pulls them into a small group.



Return to Grouping
strategies



Return to Targeted Small
Group Instruction Focus
Areas



Return to
Breakout Topics



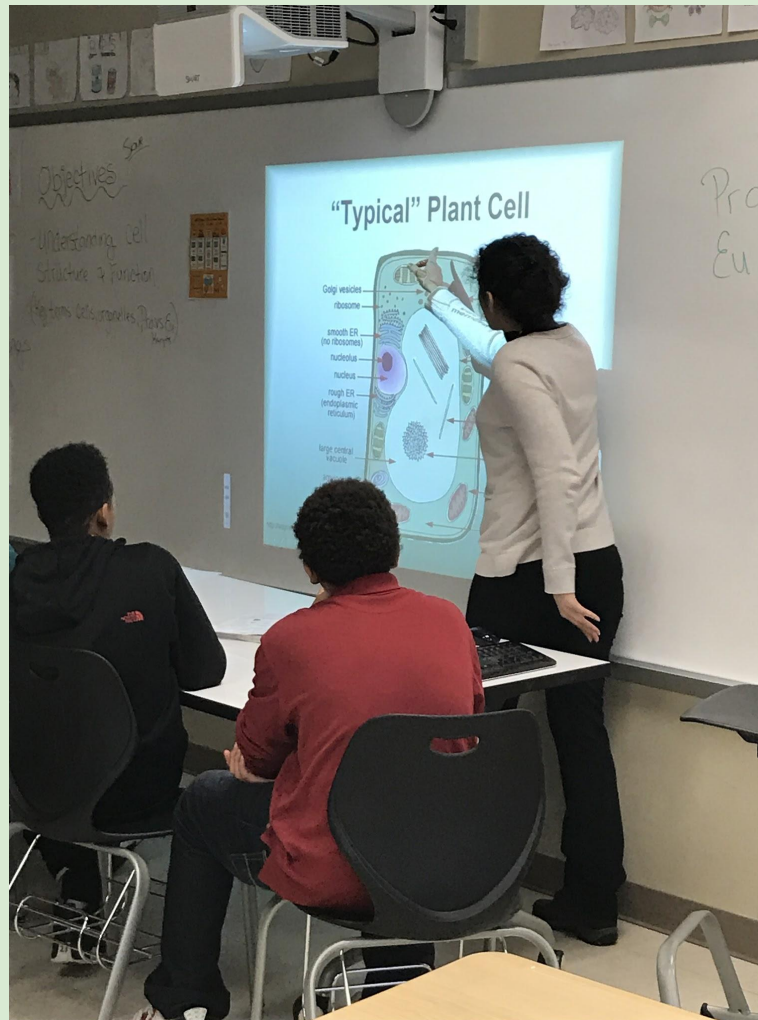
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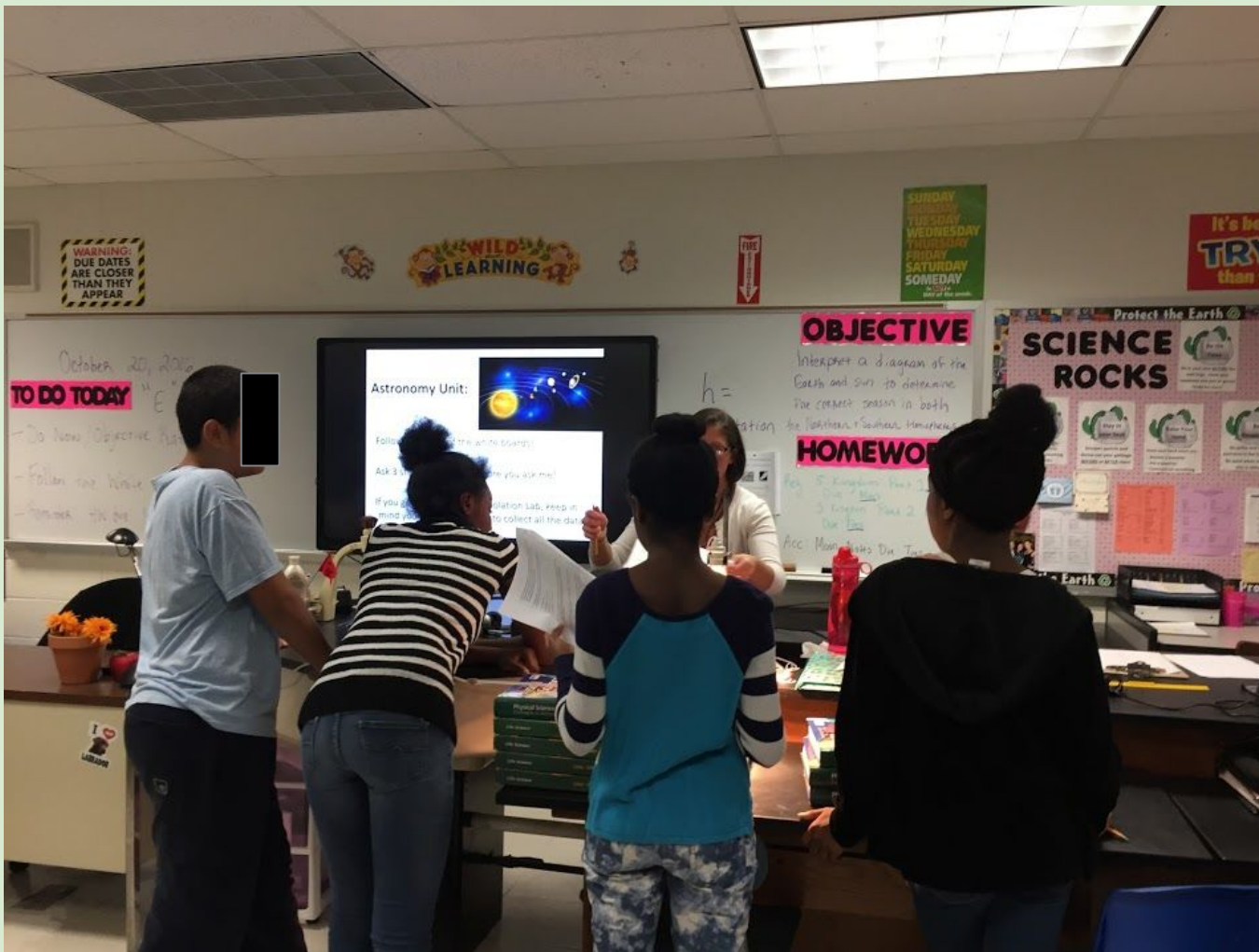


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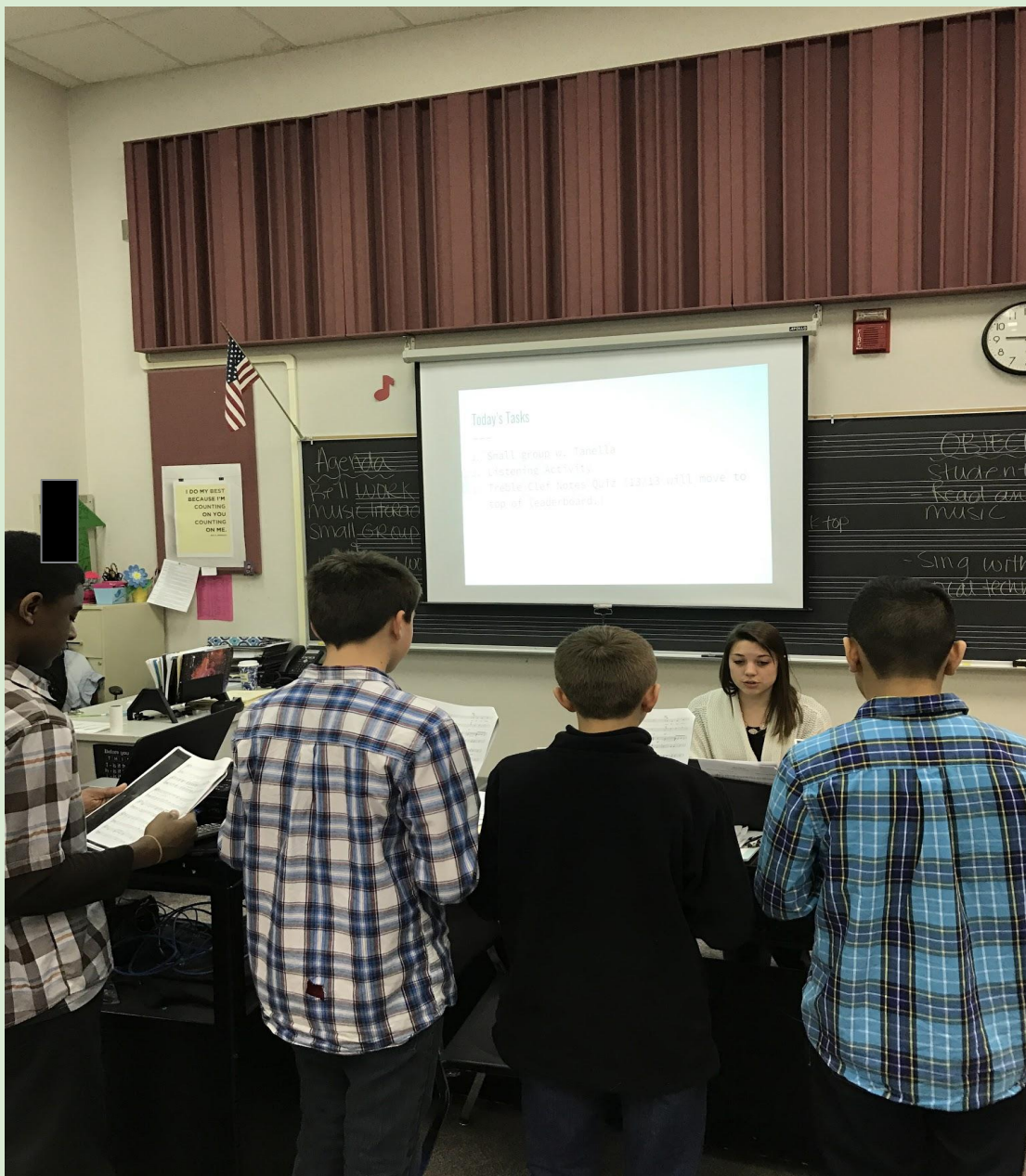
Secondary

Pace: Teacher pulls a small group of students to go over a skill once they reach a designated activity in a playlist.



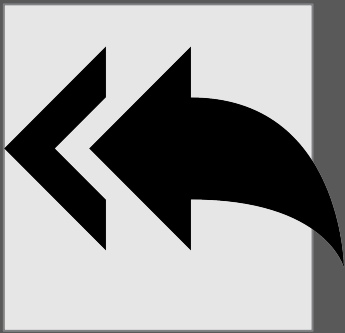
All grade levels

Pace: Teacher demonstrates a lab in a small-group once students have completed the prerequisite activities in their playlist. She offers this demonstration twice per class period over 2-3 days.

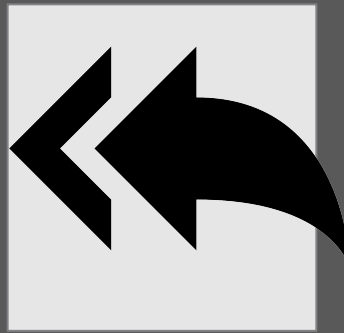


Secondary

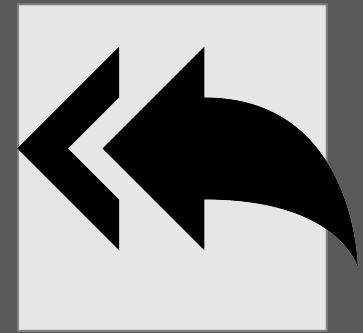
Skill: Teacher pulls a small group to receive targeted instruction based on their singing part (soprano, alto, etc). Other students work through a playlist of activities, including completing a venn diagram on different versions of "Somewhere Over the Rainbow."



Return to Grouping
strategies



Return to Targeted Small
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Areas



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Strategy Group Planning Using NWEA Data (Example)



Class: ELA 3rd Grade

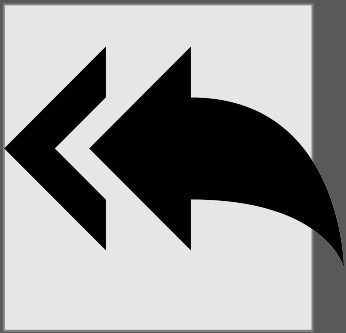
of Students: 22

Skill/Concept/Goal/Continuum: Insert Skill or Concept or Goal Here

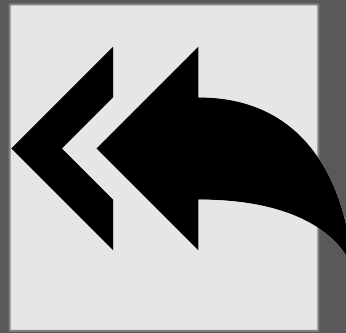
	Low RIT	Medium RIT	High RIT
Skill:	Vocabulary and Word Structure		
Students:	Emma, Casey, Leonard, Max, Sam	Caroline, Ashley, Nathaniel, Kelly	Danny, Roberto, Mia, Katherine
Mini Lesson:	Word of the Day Words for Beginners	Wacky stories that boost vocabulary	Bingo Lingo
Skill:	Comprehension		
Students:	Caroline, Ashley, Nathaniel, Kelly	Danny, Roberto, Mia, Katherine	Emma, Casey, Leonard, Max, Sam
Mini Lesson:	Lesson from Compass Learning Path	Using Inferences Book Study	Comprehension & Inferences Book Study
Skill:	Phonological Awareness		
Students:	Nathaniel, Emma, Casey, Leonard, Max, Sam	Caroline, Ashley, Kelly	Danny, Roberto, Mia, Katherine
Mini Lesson:	Matching Pictures with Mid and End Sounds	Voices of the ow Spelling Pattern	Spelling Cheerleading
Skill:	Concepts of Print		
Students:	Roberto, Emma, Casey, Leonard, Max, Sam	Caroline, Ashley, Nathaniel, Kelly	Danny, Mia, Katherine
Mini Lesson:	Color My World	Lesson from Compass Learning Path	Classroom Newspaper Work Group
Skill:	Writing Process		
Students:	Mia, Emma, Casey, Max, Sam	Caroline, Ashley, Nathaniel, Kelly	Danny, Roberto, Mia, Katherine, Leonard
Mini Lesson:	All About our Town: Informational Writing	Literature Response Groups	Examining Challenged and Banned Books

All grade levels

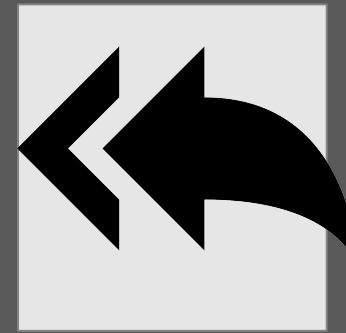
Summative: Using recent summative test data, the teacher used [this template](#) to plan targeted instruction. We recommend grouping and targeting instruction based on formative data whenever possible, but summative results might inform long-term strategic planning.



Return to Grouping
strategies



Return to Targeted Small
Group Instruction Focus
Areas



Return to Breakout Topics



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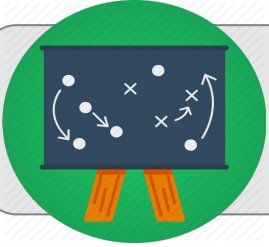


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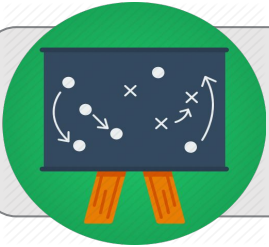


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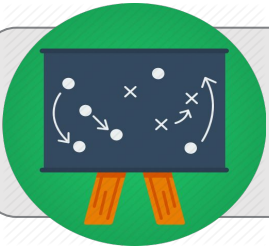
Targeted Instruction strategies to try:



[Playlist](#)



[Small-group station](#)

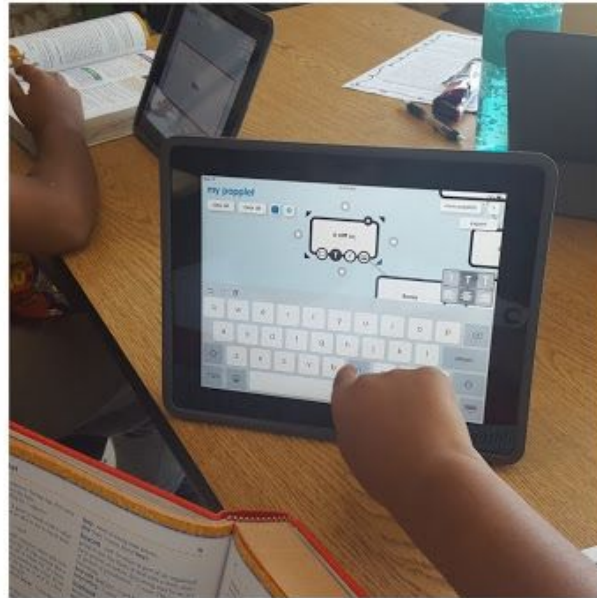
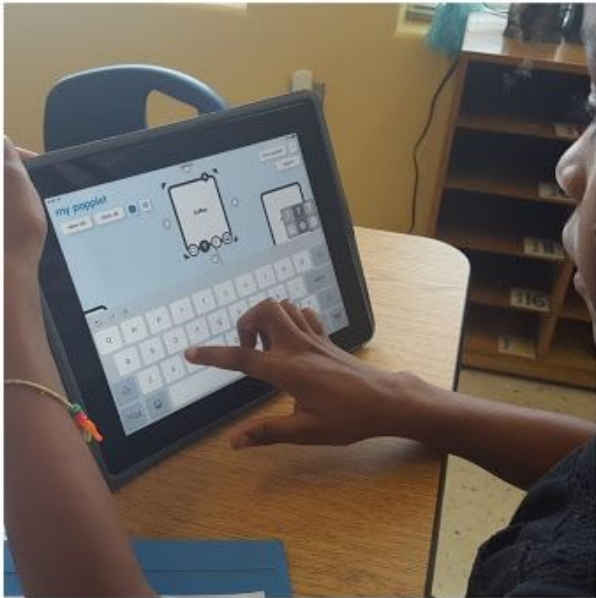
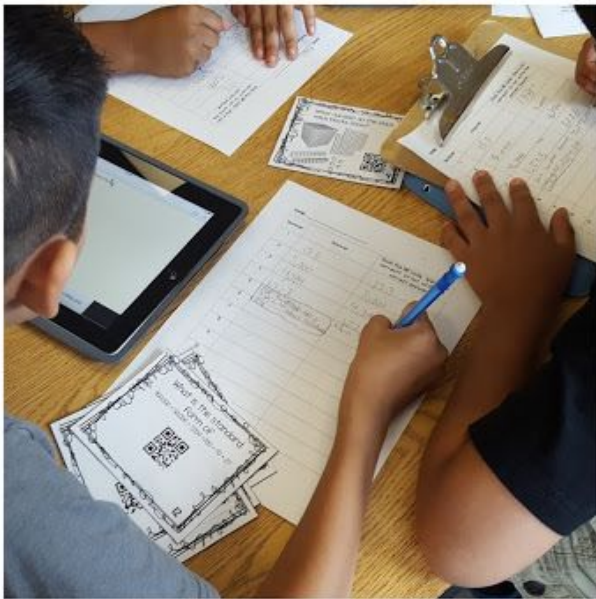


[1:1 instruction](#)



[Flipped instruction](#)





All grade levels
Playlist: Students work through one of three playlists comprised of activities featuring multiple learning modalities at their just-right level. Students selected a playlist after self-assessment. To learn more about targeting instruction with playlists, click [here](#).



Literacy Playlist #2

Experts: Rafael and Delanie

If you have a question you must ask your expert!

	Monday	Tuesday	Wednesday	Thursday	Flex Friday
#1 RACE Paper No timer	Listen to or read the story in a textbook. RACE part 1	Fables Blendspace	Listen to or read the story in a textbook. RACE part 3	CORES 60 Minutes Yes No	Listen to or read the whole story in a textbook. RACE part 5. Turn in your paper!
00:12:00 Type in 1200 #2 Playlist	Phonics Study Studyladder At your seat	CORES 30 Minutes Yes No	Front Row: Word Study ONLY Word Study grime7	Book Bag By your seat	Choose one word from our list this week. Complete a paper.
00:15:00 Type in 1500 #3 Playlist	CORES 15 Minutes Yes No	Compass Reading Hybridge Pw: war10rs School: warren L1 L2	CORES 45 Minutes Yes No	Phonics Study Studyladder At your seat	Phonics App 00:12:00 Type in 1200
00:12:00 Type in 1200 #4 Playlist	Word Work Journal	Book Bag By your seat	QR Listening Station February Bag	Compass Reading Hybridge Pw: war10rs School: warren L1 L2	Sight Words Work Sight Word Games 00:12:00 Type in 1200

Literacy Playlist #1

Monday

Reading Group with Mrs. Grimes

Phonics App
00:12:00
Type in 1200

Sight Words Work
Sight Word Games
00:12:00
Type in 1200

CORES
00:15:00
Type in 1500
15 minutes

Tucker Signs Video Follow along
No timer!

Literacy Playlist #4

Experts: Alex and Brian S.

If you have a question you must ask your expert!

	Monday	Tuesday	Wednesday	Thursday	Flex Friday
00:12:00 Type in 1200 #1 Playlist	Compass Reading Hybridge Pw: war10rs School: warren L1 L2	Book Bag By your seat	QR Listening Station February Bag	Work with a partner on the floor to sort your words. Write them on the paper. word sort	Book Bag By your seat
00:15:00 Type in 1500 #2 Playlist	CORES 15 Minutes Yes No	Fables Blendspace	Book Bag By your seat	Compass Reading Hybridge Pw: war10rs School: warren L1 L2	Front Row: Word Study ONLY Word Study grime7
#3 RACE Paper Playlist NO TIMER	Listen to or read the story in a textbook. RACE part 1	Listen to or read the story in a textbook. RACE part 2	Listen to or read the story in a textbook. RACE part 3	Listen to or read the story in a textbook. RACE part 4	Listen to or read the whole story in a textbook. RACE part 5. Turn in your paper!
00:12:00 Type in 1200 #4 Playlist	Spelling Quizlet Quizlet On the floor by your seat	CORES 30 Minutes Yes No	Sentence Hunt. You need a textbook and a paper. On the floor. sentence scavenger hunt	Book Bag By your seat	Compass Reading Hybridge Pw: war10rs School: warren L1 L2

All grade levels

Playlist: Students have personalized literacy playlists that are differentiated by the types of activities. Students are assigned their playlist based on a recent formative check. This teacher focused on rigor across all playlists. Check out [tips for increasing rigor in targeted instruction](#).

You will need to complete 2 activities from each row. You may choose the order in which you do the activities, but you will need to have 8 completed by the end of the week. Once you complete an activity have a team mate sign your sheet, then **PUT IT IN YOUR FOLDER** for safe keeping.



Date Complete & Team Mate Signature				
Rotations	MUST DO	CAN DO	CAN DO	CAN DO
Buddy Reading Science/Social Studies/Health Integration	Investigation Station Get on Nearpod and read to investigate more information about matter. Second Grade Code: HFOWZ Third Grade Code: DJIXR <small>If you finish the one for your reading level feel free to do the other one sometime this week if time permits.</small>	State the Facts Choose a non-fiction text to read with a partner. Then complete the state the facts activity sheet based on what you have read. Take a picture of your sheet and share on Seesaw.	Poetry Station Read a poem or song about the Creek or. There is a cute song on our website. Then write a song about healthy eating. Include facts about how to Choose My Plate. Record your song.	Reading Eggs Login to reading eggs to practice your reading skills. Find a book to read in the library, then write a recommendation of this book stating whether or not you would recommend it to others.
	Writing Work on your in class writing piece from our mini lesson. If you are finished with our in class writing piece then move on and choose something from the writing RAFT.	Small Moments Create a list informational topics that you could write about during independent writing. Some may be how to topics and some may be fact based. Share a few of your topics on Padlet. Extra Time: jot down some details next to each of your ideas.	Thesaurus Station Think of 3 words you use frequently (a lot) in your writing. Look them up in the THESAURUS and write 3 more synonyms for each word. Find places you can use these synonyms in your writing. Take a picture of the changes you made and post to Seesaw.	Revising, Editing, & Publishing <u>Work with another student</u> to make your writing better! 😊 Add more adjectives, and adverbs, stretch your sentences and make it better. Then, get on the computer and type your story, print it out, and post to Seesaw. If you have time record goals for your next piece.
Word Work	Words Their Way Second Grade – Get on the Promethean Table and practice sorting your spelling words. Determine the pattern. Third Grade – Use your list of spelling words to create different ways to sort the words on the Promethean Board.	Practice Test Take a practice spelling test with a partner on a sheet of paper or on www.spellingcity.com and print it out. Practice so you will get a 100% on the test! 😊	Word Work Choices Choose an activity from the bin to practice this weeks' spelling skill. Choices include: type my words, fancy shmancy, rollin', rainbow writing, and writing your words on the white board.	Spelling City Get on spelling city to play a game to practice your spelling words for this week. Then <u>write at least 3 complete sentences with the words</u> . Underline the words you used.
	Grammar Practice FIRST – Do the back of the sheet. Then, choose 2 or more other activities to do from the sheet. You will need to complete a total of at least 3!!!	Writing In Grammar Write 5 sentences with correct capitalization and a conjunction on Padlet. Then write which words are the conjunctions.	Video Choose something you have learned in grammar this month (capitals, commas, and conjunctions). With a partner write a script, then create a video to share what you have learned.	Grammar Get on our website to practice activities related to: ♥ Capitals & Commas http://mrsjenishafter.weebly.com

Reflection: How did I do this week? Reflect on your week and write a quick sentence or 2 on the Padlet. Then respond to what someone else wrote giving them feedback. 😊

Excellent Great Good Okay Poor

All grade levels

Playlist: Students have must-do and can-do activities to complete each week.



Name Cynthia K

GSE 5.NBT.6

Division of Whole Numbers

Learning Opportunities (choose 3)

- Small Group with the Teacher
- Moby Max Lesson (ask the Teacher to send it to you)
- Khan Academy video clip for division with no remainders
- Khan Academy video clip for division
- Vocabulary Cards (wkbk pg. 153-154)
- Workbook pg. 263-264 and pg. 267-268



Independent Practice Choices (choose 4)

- Division Four in a Row game (with a partner)
- "Look at That!" VersaTiles activity
- "Dizzy with Division" VersaTiles activity
- IXL 5th Grade D.3, D.4, D.10, and D.11
- QR Code worksheet
- Traditional practice ws. *graded assignment
- Constructed Response Task *graded assignment

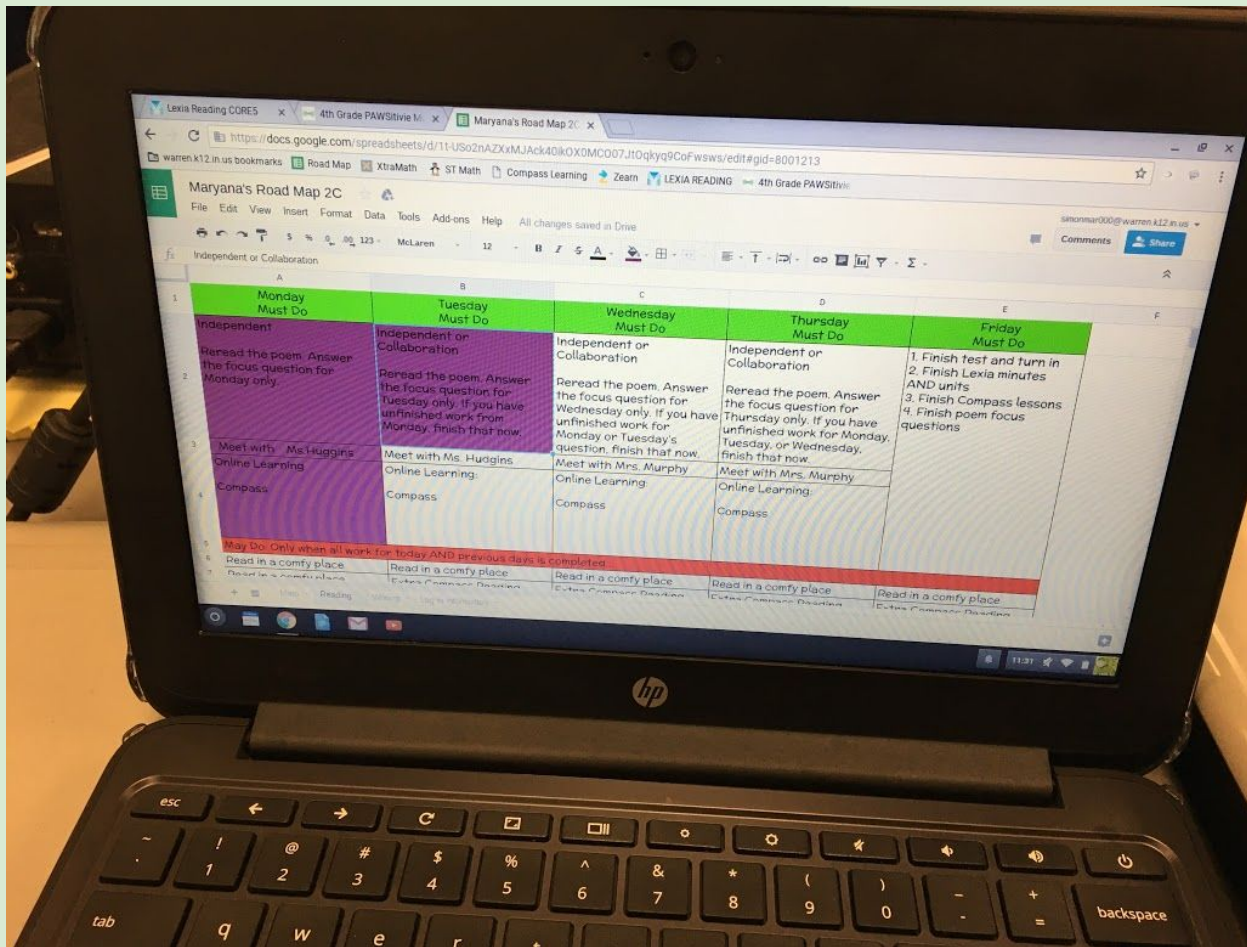


Checkpoint

Score _____

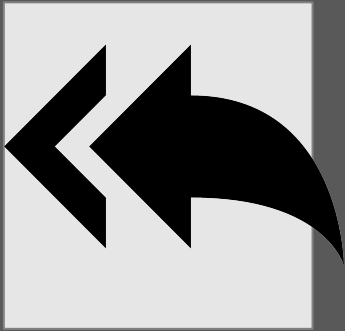
Move On/Work with the teacher

All grade levels
Playlist: Students have choice of learning opportunities and independent practice on a standard. When students complete the activities for the standard and pass the "Checkpoint," they can move on to the playlist for the next standard.

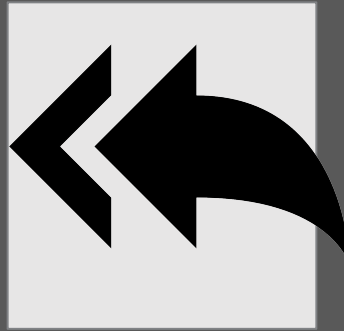


All grade levels

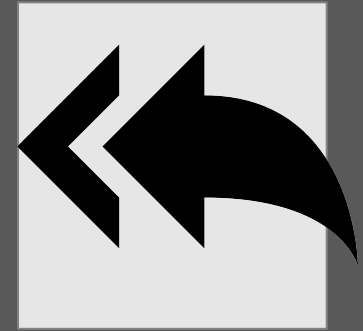
Playlist: This teacher created three online playlists of varying difficulty: white belt, blue belt, and black belt and assigned to students based on pre-assessment data. Students could work above level if desired, but not below. Students color in squares as they finish activities so teacher and students have a quick visual cue for what is done and what still needs to be completed.



Return to Targeted
Instruction strategies



Return to Targeted Small
Group Instruction Focus
Areas



Return to Breakout Topics



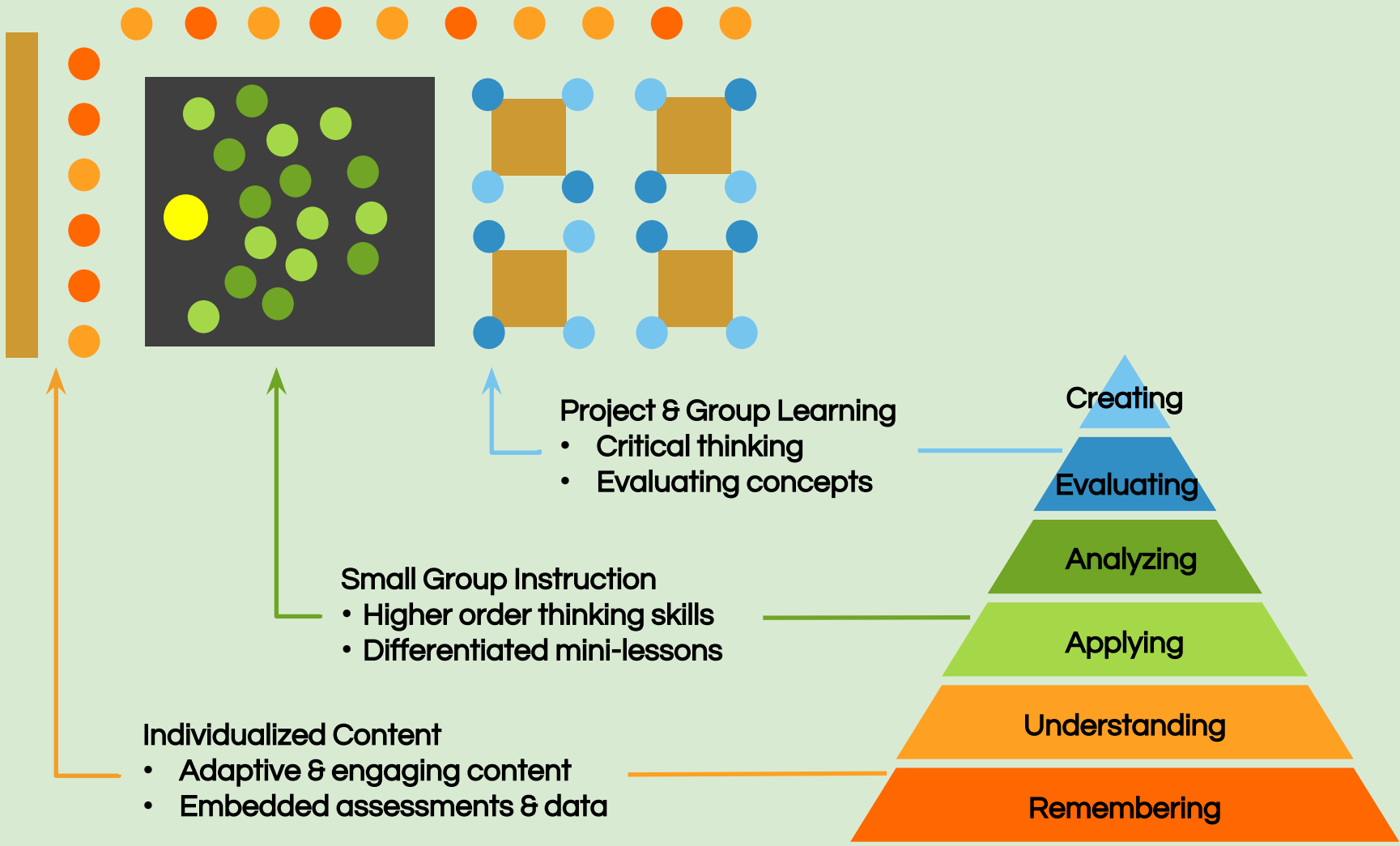
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All grade levels

Small-group station: Each station is suited to address different learning levels of Bloom's Taxonomy. Small-group should be used to differentiate & support higher-order thinking.



Targeted Small Group Tracker



Small Groups	Data to Form Small Groups	What Students Be Doing:	Resources:	What data will be collected at the end of the small group? 
Insert Student Names	<insert> Ideas: Based on Formative Check, Teacher Choice or Schedule, Student Choice	Brief Overview of Small Group	<ul style="list-style-type: none"> • Insert Link • Insert Link • Insert Link 	
Insert Student Names	<insert> Ideas: Based on Formative Check, Teacher Choice or Schedule, Student Choice	Brief Overview of Small Group	<ul style="list-style-type: none"> • Insert Link • Insert Link • Insert Link 	
Insert Student Names	<insert> Ideas: Based on Formative Check, Teacher Choice or Schedule, Student Choice	Brief Overview of Small Group	<ul style="list-style-type: none"> • Insert Link • Insert Link • Insert Link 	

Skill/Objective for Small Group: _____

<copy and paste table each small group session>

Student	Needs Work <small>(cannot solve even with help or prompts)</small>	Developing <small>(can solve with help or prompts)</small>	Mastered <small>(can solve independently)</small>	Next Steps
				One-on-one conference Small group Independent Practice on Digital Content Monitor classroom Other: _____
				One-on-one conference Small group Independent Practice on Digital Content

All Grade Levels

Small-group station: Teacher uses [this template](#) to form and track small groups of ideally no more than 7 students. Read more about small-group stations [here](#).



Secondary

Small-group station: Watch this video (right click image, open in new tab). Targeted small groups can be used to deliver new information, remediate, or offer 1:1 support during practice/production time. Still not sure about stations in MS/HS? Check out [this resource](#).



Part One

IKAN 1

Question 1

What number is one more than 49?



Secondary

Small-group station: IKAN Diagnostic Assessment results can be used to identify topics to target in a small-group setting. The teacher differentiated the small-group topics based on need.



Group: Bring Pencil and “Little Women” Packet

- Khaliah
- Aniyah
- Tim
- Elizabeth
- Alexis

Lexia and Playlist

- Uriel

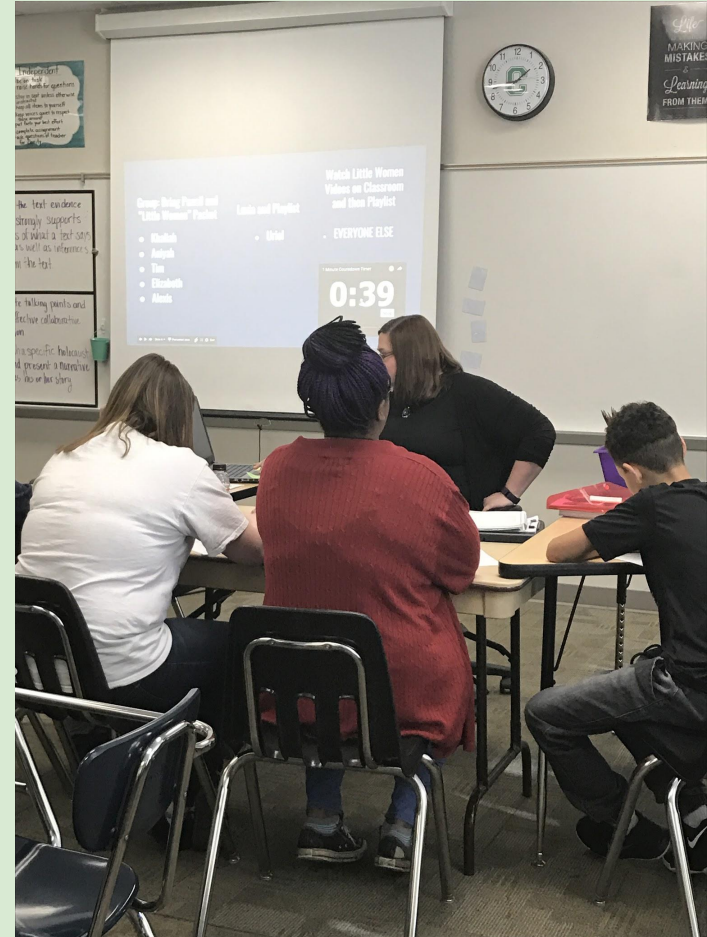
Watch Little Women Videos on Classroom and then Playlist

- EVERYONE ELSE

0:28

Start Download - Update Windows® 10 Drivers
Step 1: Install Drivers Update™ Step 2: Scan Step 3: Update Drivers
www.driversupdate.net

Slide 4 | Presenter view | ⏪ ⏩ ⚙️ Exit



Secondary

Small-group station: Teacher pulls a targeted small group to work on “Little Women.” An emphasis is placed on discussing [higher level DOK questions](#). ([Sample DOK question stems](#))

INFORMAL DECODING INVENTORY



Name _____ Date _____

Part I: Single-Syllable Decoding Score Sheet

Short Vowels									
sat	pot	beg	nip	cub	pad	top	hit	met	nut

Total								
-------	--	--	--	--	--	--	--	--

mot	tib	han	teg	fet	lup	nid	pab	hud	gop

Total								
-------	--	--	--	--	--	--	--	--

Consonant Blends and Digraphs									
blip	check	clam	chin	thick	frank	mint	fist	grab	rest

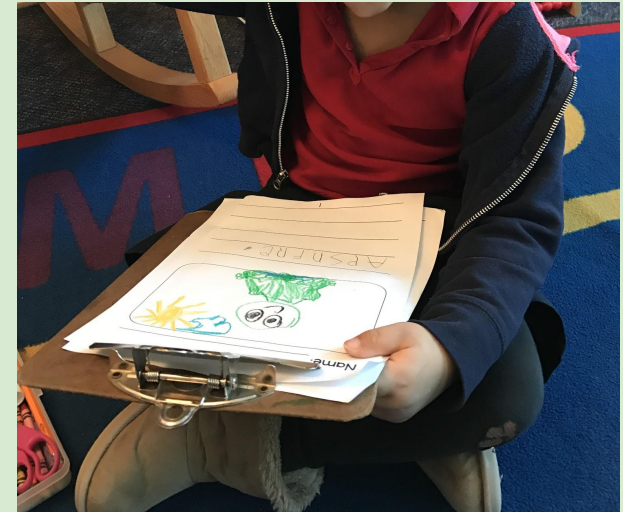
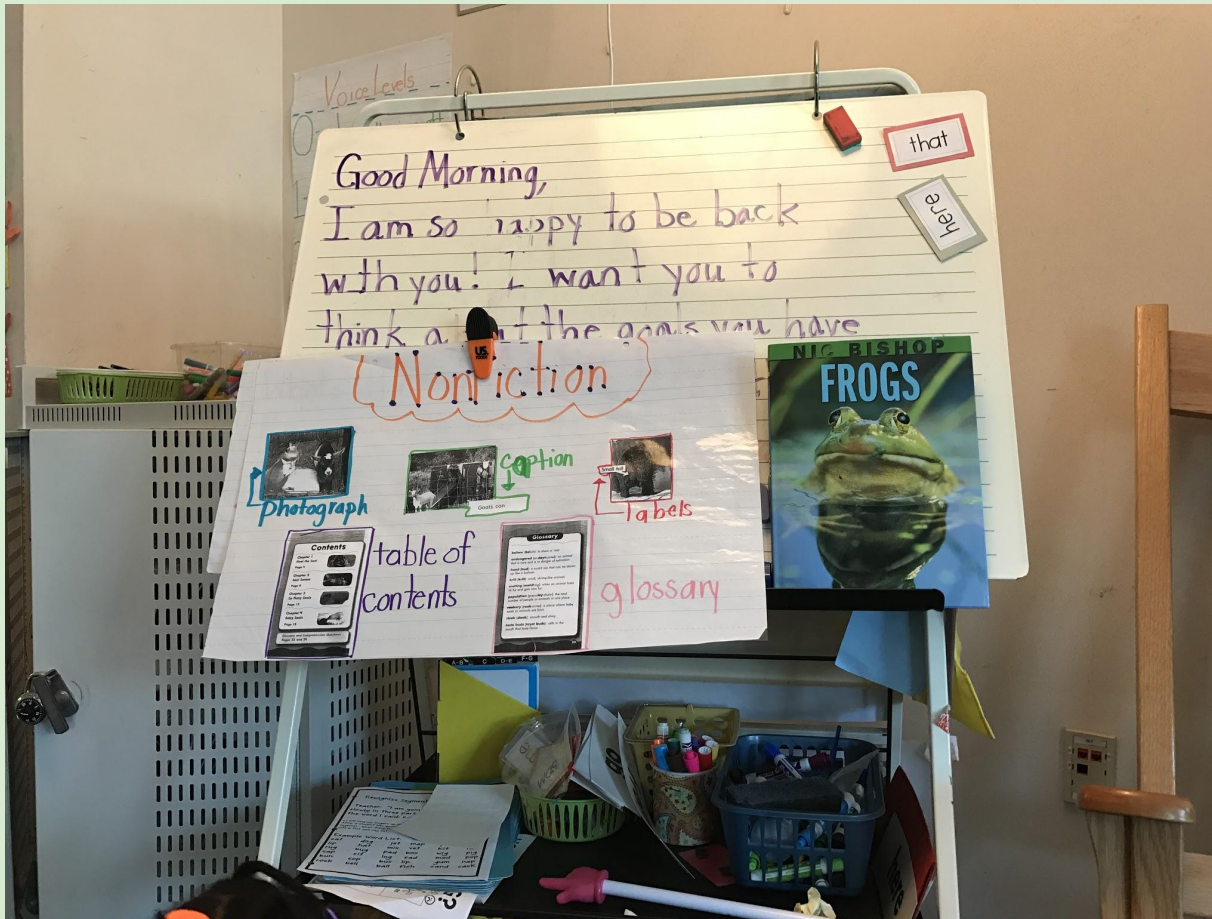
Total								
-------	--	--	--	--	--	--	--	--

clop	prib	hest	chot	slen	bund	bist	hald	slub	shad

Total								
-------	--	--	--	--	--	--	--	--

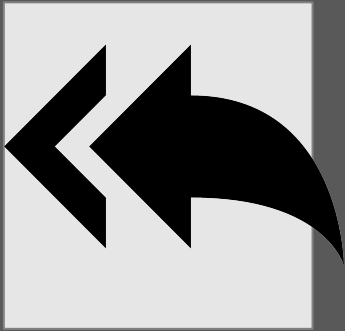
<i>r</i> -Controlled Vowel Patterns									
card	stork	term	burst	turf	fern	dirt	nark	firm	mirth

Elementary
Small-group station: Use Informal Decoding Inventory data to place students into targeted phonics groups.

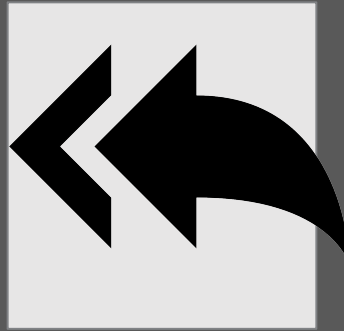


Elementary

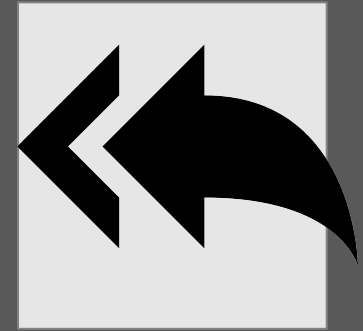
Small-group station: During small group instruction, students complete a graphic organizer based on facts students read in guided reading ([sample lesson](#)). This graphic organizer supports students with their writing. [Learn more about Reader's Workshop.](#)



Return to Targeted
Instruction strategies



Return to Targeted Small
Group Instruction Focus
Areas



Return to Breakout Topics



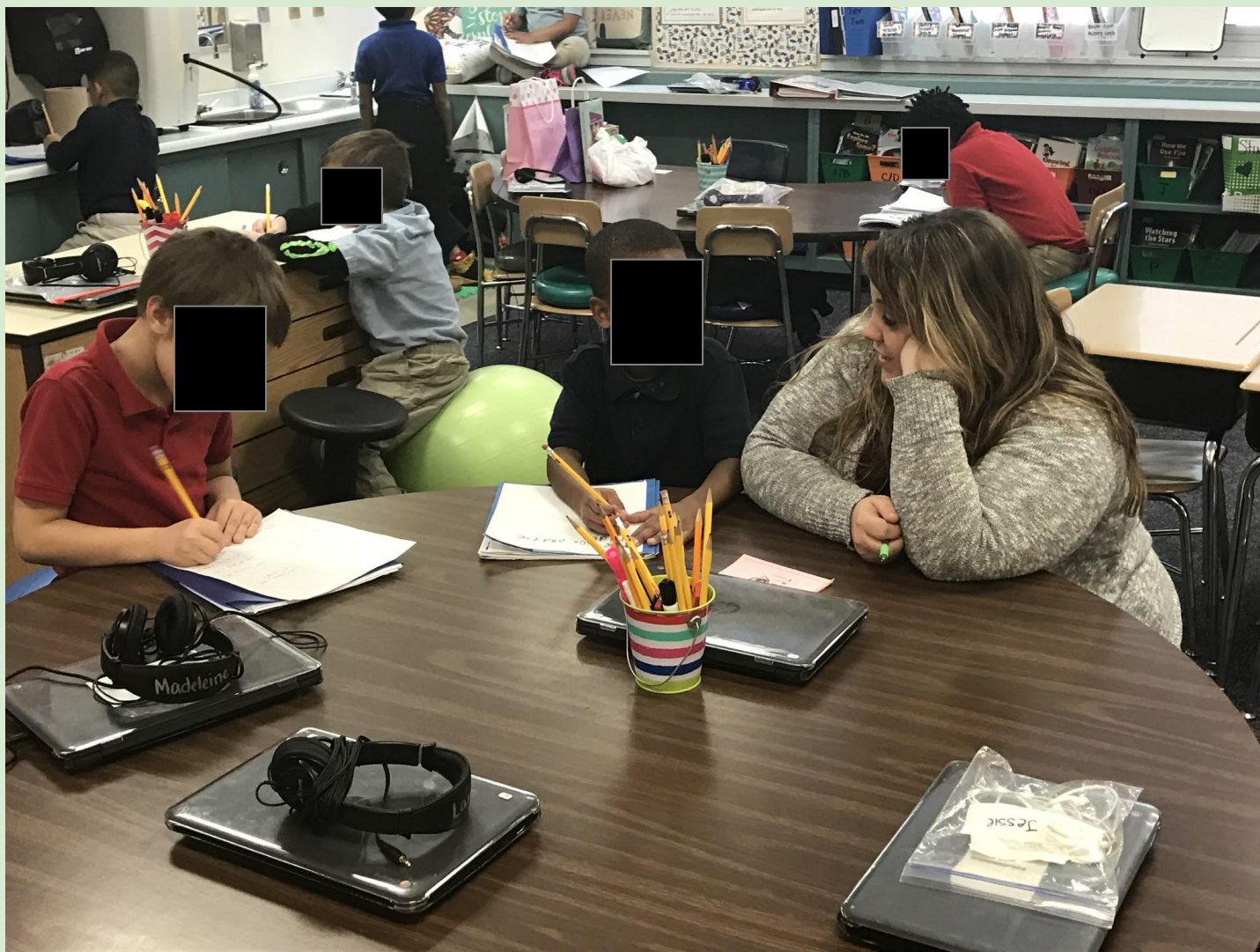
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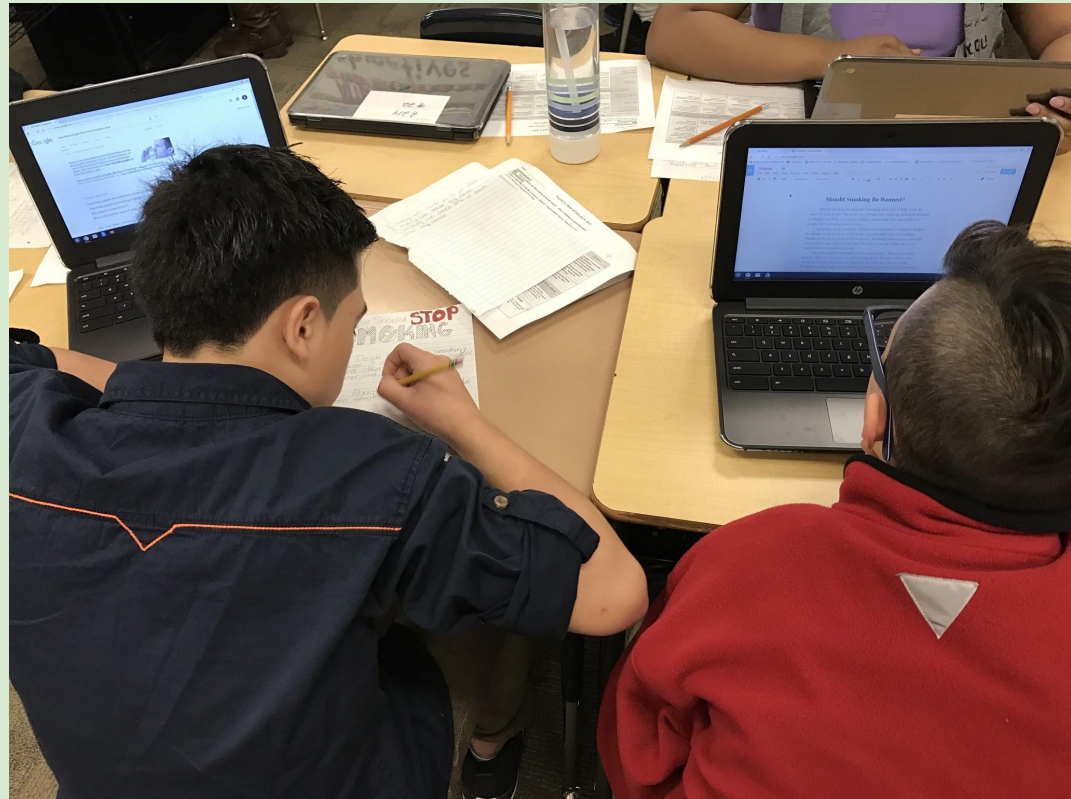
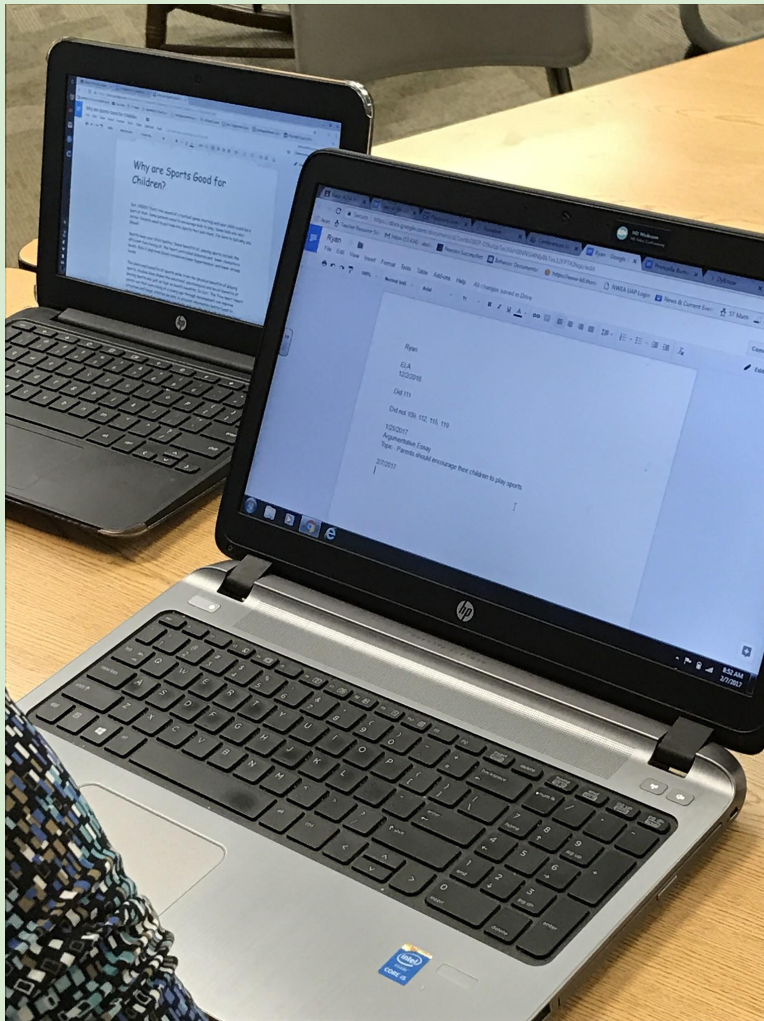


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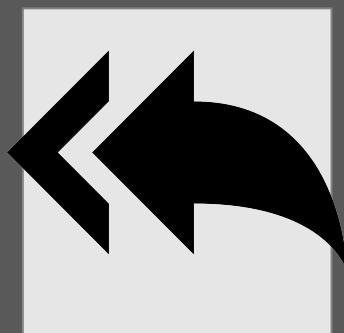
All grade levels

One-on-one: Teacher conferences with students during independent writing time to provide 1:1 assistance and support. To learn more about teacher-led conferencing, click [here](#).

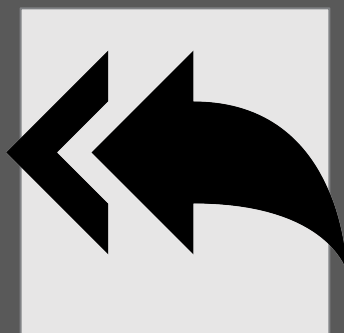


All grade levels

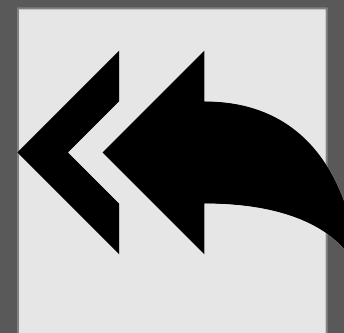
One-on-one: Teacher offers [1:1 intervention](#) for student writing. She has an individual Google doc for each student.



Return to Targeted
Instruction strategies



Return to Targeted Small
Group Instruction Focus
Areas



Return to Breakout Topics



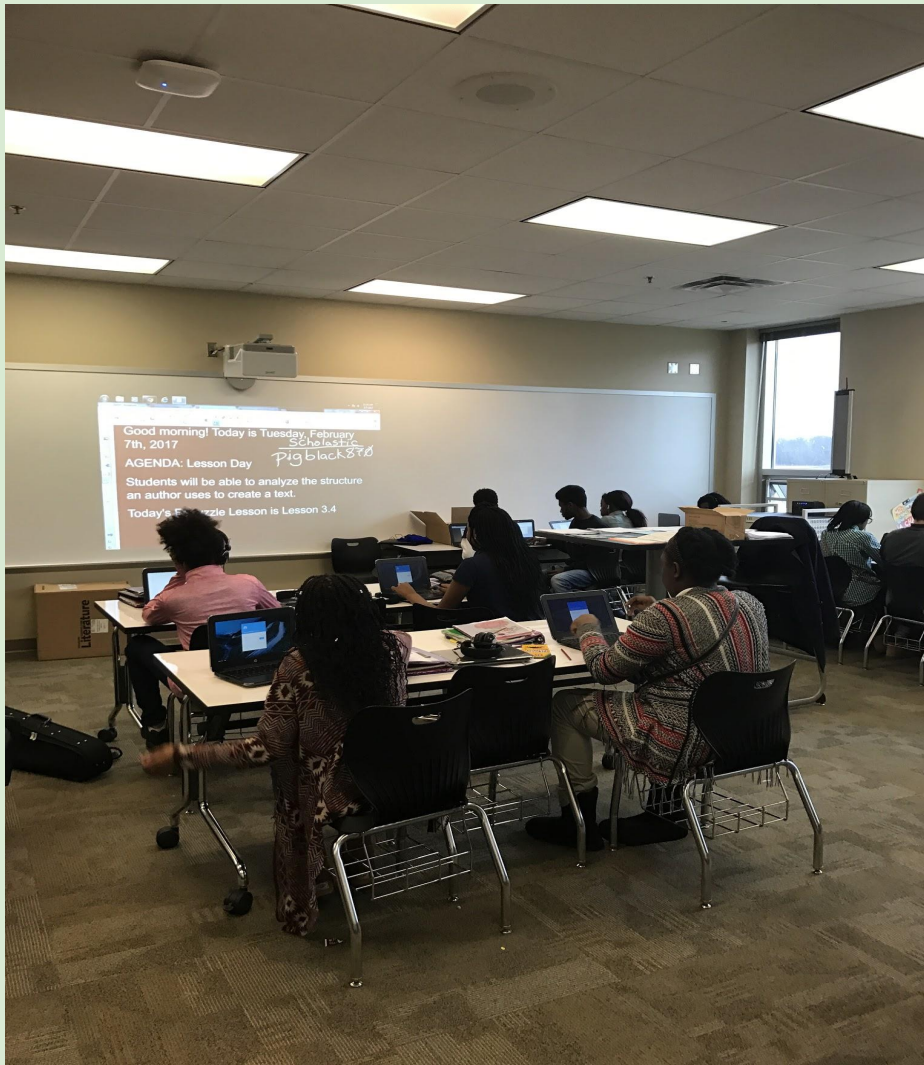
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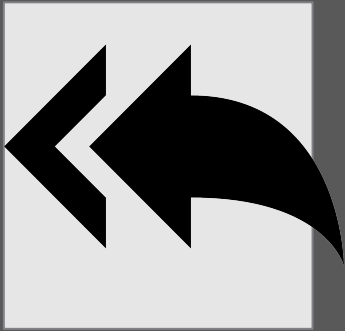


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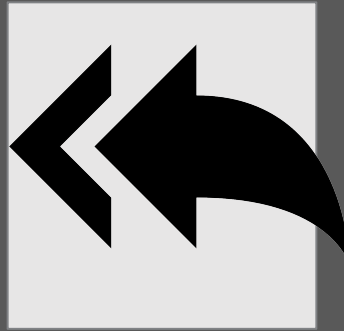


All Grade Levels

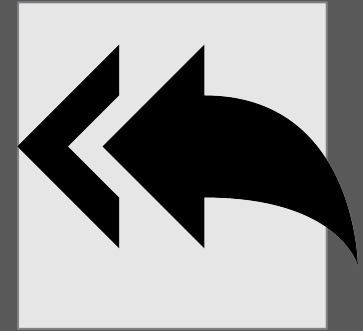
Flip: Students work through an [Edpuzzle](#) at their own pace as bell work. Teacher also frequently “flips” instruction using self-created screencasts. You can try this too using [Educreations](#) or [Screencast-o-Matic](#).



Return to Targeted
Instruction strategies



Return to Targeted Small
Group Instruction Focus
Areas



Return to Breakout Topics



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Student Reflection & Ownership

Choice & Voice	Co-Planning Learning	Flexible Pacing
<p>Offer meaningful and rigorous choices for how learning happens</p> <p>Provide opportunities for student feedback and reflection (voice)</p>	<p>Promote collaborative goal setting & reflection</p>	<p>Build structures to monitor individual & collective progress</p>
<p><i>Teachers use student reflections to inform instruction and how students learn.</i></p> <p><i>Students use reflections to make informed choices.</i></p>		<p><i>Teachers use student reflections to provide targeted support and to keep students on track.</i></p> <p><i>Students reflect on their own progress to inform their learning goals & pace.</i></p>
<p><i>Students & teachers use student feedback to inform how students learn & at what pace.</i></p>		

Student Reflection & Ownership Focus Areas



Student Reflection & Ownership

Focus Areas:



Metacognition
& Feedback



Self- & Peer-
Assessment



Goal Setting

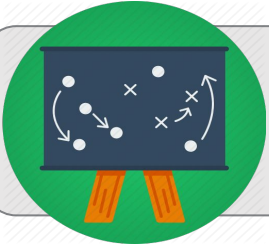


Choice

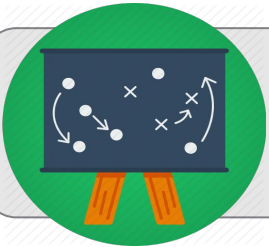
Return to Breakout Topics



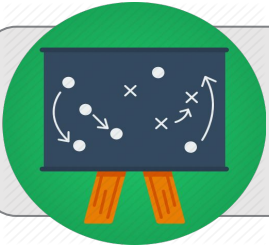
Metacognition & Feedback strategies to try:



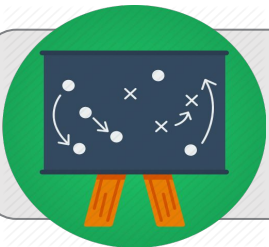
Individual Reflection Protocols



Collaborative Reflection Protocols



Anchor Charts



Student-led Conferences





Name Haleigh



**Color each rectangle when you complete a unit in Lexia.
If you complete 12 units in one week, you get a sticker!**

Week 1

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

In Lexia, I stayed on task this week.



Week 2

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

In Lexia, I stayed on task this week.



Week 3

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

In Lexia, I stayed on task this week.



All grade levels
Individual reflection protocol:
Students reflect on their on-task behavior using a smiley face scale.

Math Reflection

1. Today during math I practiced _____
2. Today during math I struggled with _____
3. Today during math I tried to _____
4. Today during math I really enjoyed _____
5. Today during math I really did not like _____
6. Today during math I learned _____
7. Today during math I met my goal by _____




Today during
math I worked
on subtraction
facts.






Name: _____ Date: _____

My Self-Reflection Report Card


At independent practice I did...


 Awesome	 Okay	 Needing Improvement
--	---	--

My writing is:

 Nice and neat	 Sorta sloppy	 Messy messy
--	---	---

© Good and Beautiful

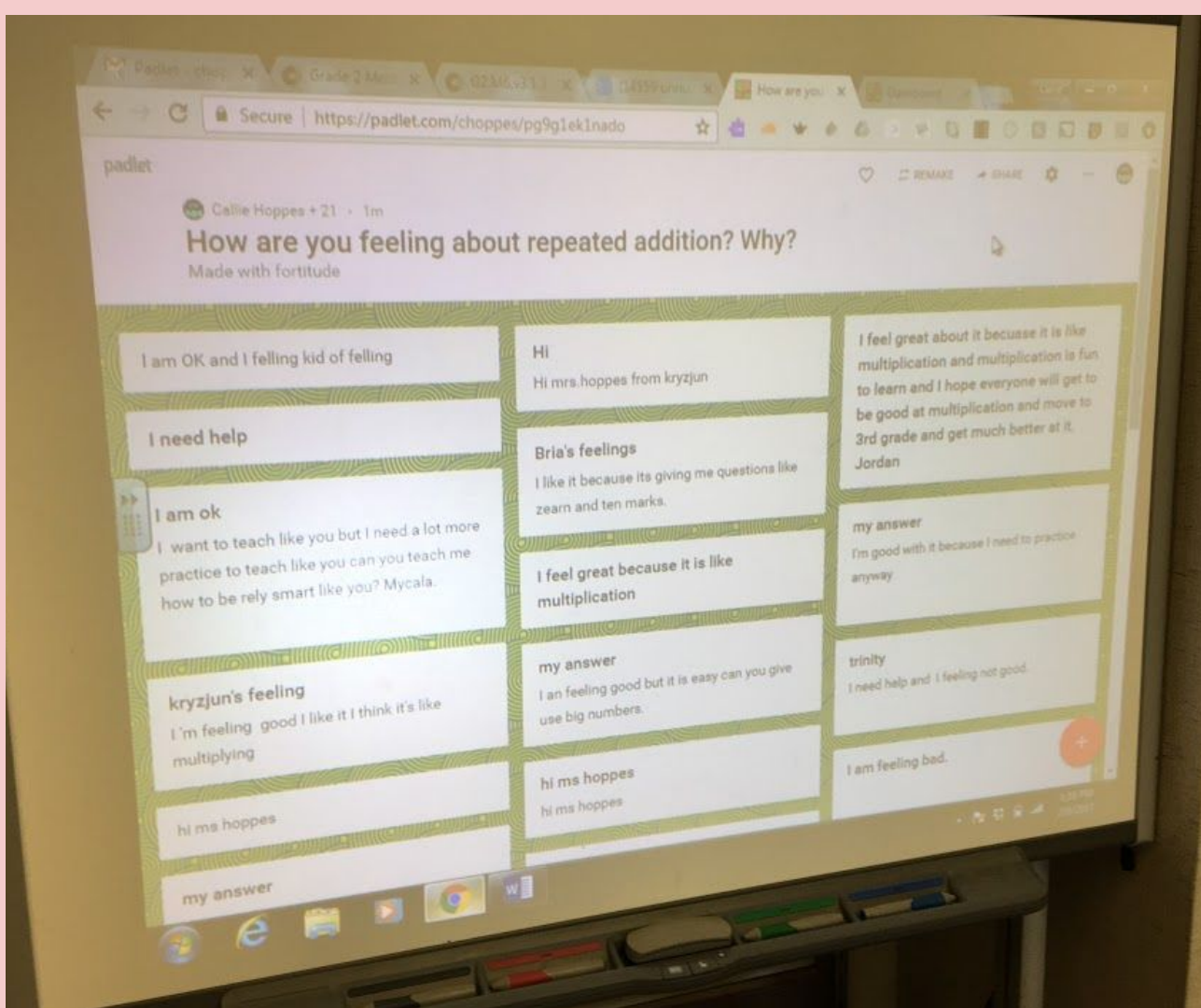

I have a concern for _____
because: _____


I have a concern for _____
because: _____

Name: _____

Elementary Individual reflection protocol:

Students know to stop everything and fill out their self-reflection when the teacher gives a 1-minute warning. This could be adapted for any grade-level.



All grade levels

Individual reflection protocol: Students reflected on math lesson using padlet board. By projecting the padlet, the teacher and students could hold each other accountable during station rotations.



Independent Goal: I will complete all of my assignments

Day	Assignments	Scores
Monday	Argument @ work sheet. social studies / Greek Vocab work pages	
Tuesday	Argument writing slideshow math Writing division expressions	
Wednesday	Social studies / Roman empire math Writing Division expressions	
Thursday	The middle ages / social studies math Read expressions in which letters stand for	
Friday	Social studies Test math Write EXPRESSIONS in which letters represent numbers	

Did you meet your Independent Work goal? yes no

If yes, what helped you? If no, what do you think happened to prevent you from meeting your goal?
By getting everything done on time

My Weekly Data Tracker

Name Kyila Taylor Week of 2-6-17

Digital Learning Goal: To complete tenmark's assignments for this week

Day	TenMarks	Compass Math	Compass Reading	Read 180 or Achieve
Monday	Addition 95% L.W	Multiplication 20 min L.W	Figure 20 min L.W	Disney land
Tuesday	Subtraction L.W	skip counting 20 L.W	Weather 20 L.W	Disney land
Wednesday	Subtraction L.W	Geometric Pattern 20 min L.W	Synonyms G.M	which way egg? Will the wind blow?
Thursday		Geometric Pattern 20 min G.M	Reading Carroll's and correctly 20 min	Rule 40. say or not 70%
Friday				

Did you meet your Digital Learning Goal? yes no

If yes, what helped you to meet your goal? If no, why didn't you meet your goal?

□□□□ □

Secondary

Individual reflection protocol: Students set goals and complete reflection activities in an on-going data-binder.



<p>Monday</p>	<p>Today I focused on:</p> <p>ST Math</p> <p>Prodigy</p> <p>Zearn</p> <p>Compass</p>	<p>My goal for today is to <u>Pass patterns and relationships, 2 Levels</u></p> <p>Reflect on your goal. (Did you meet it, what are you better at now, what stopped you from meeting your goal, etc.) <u>because i tried my best.</u></p>
<p>Tuesday</p>	<p>Today I focused on:</p> <p>ST Math</p> <p>Prodigy</p> <p>Zearn</p> <p>Compass</p>	<p>My goal for today is to <u>Pass the Lesson 7 Decimal Round Number Gym.</u></p> <p>Reflect on your goal. (Did you meet it, what are you better at now, what stopped you from meeting your goal, etc.) <u>by trying my best, and never give up.</u></p>

Secondary

Individual reflection protocol: Students set goals for digital content providers and reflect at end of lesson what they completed and what supported or detracted them from achieving their goal.



**Start video at 2:30*

All grade levels

Individual reflection protocol: Watch this video (right click image, open in new tab). The [colored pencil technique](#) promotes student reflection on their work based on rubric requirements.



Dreambox reflection

* Required

Please type your first and last name: *

What period do you have math? *

What is today's date? *

What skill did you learn?

For example: I learned how to multiply fractions.

How did you feel BEFORE the lesson?

1 2 3 4 5 6 7 8 9 10

NOT confident VERY confident

How did you feel AFTER the lesson?

1 2 3 4 5 6 7 8 9 10

NOT confident VERY confident

Write your reflection of the lesson.

What did you learn? What questions do you still have? What would you like to learn next?

Secondary
Individual reflection protocol:
Students reflect on their digital content learning experience.

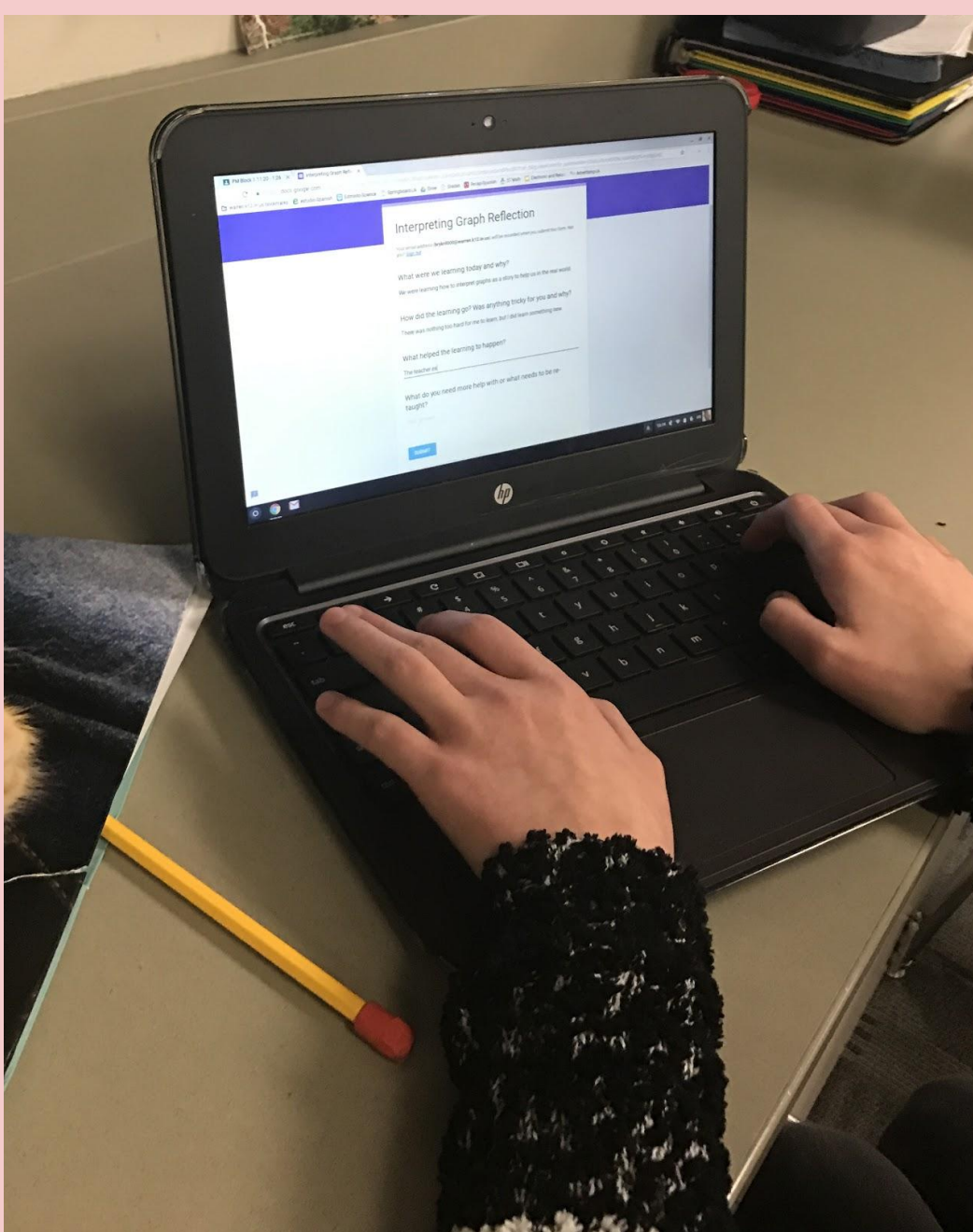


Weekly Goal Setting, Reflection & Grade Sheet

My weekly goals	How will I reach my goals?	Reflect: Did I reach my goals? Circle One																					
1. My first goal is 2. My second goal is	The steps I will take to reach my goals are: <ul style="list-style-type: none">• Example: I will ask questions at an appropriate time if I have the chance.••	YES NO Explain why you did or did not reach your goal: _____ _____ _____																					
What is my current grade? _____ letter _____ percentage	List any assignments and the grade that you have lower than a 75% <u>Assignment</u> <u>grade</u> <u>points earned/possible</u> 1. Playlist 43 83% B 97/110 <table border="1" data-bbox="531 706 1130 1063"><thead><tr><th>Assignment</th><th>Grade</th><th>Points earned/possible</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr></tbody></table>	Assignment	Grade	Points earned/possible																			What should I do to raise my grade? If I do not need to raise my grade, what did I do to maintain or get a higher grade? _____ _____ _____ Comments: (anything I need to know) _____ _____ _____
Assignment	Grade	Points earned/possible																					

Secondary

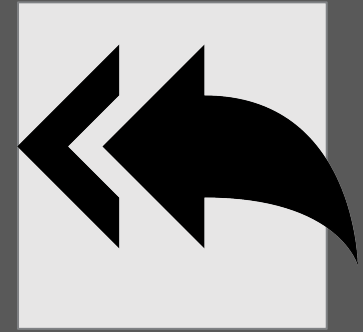
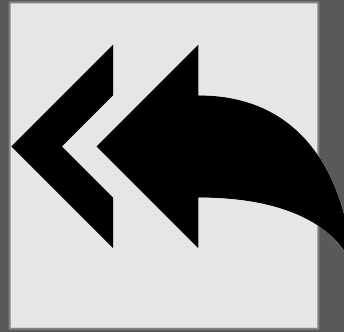
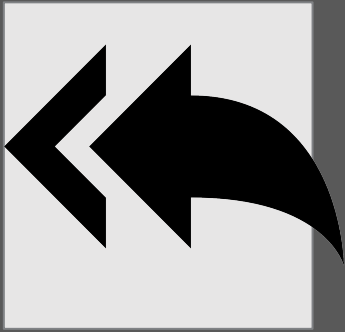
Individual reflection protocol: Students set weekly goals and intentions for how they will reach their goals. They then reflect on whether they have reached their goal.



All grade levels

Individual reflection protocol:

Students reflect on their interpreting graph lesson through a Google form reflection with questions like “What were you working on today and why?” and “What do you need more help with or what needs to be retaught?”



Return to Metacognition &
Feedback strategies

Return to Student
Reflection & Ownership
Focus Areas

Return to Breakout Topics



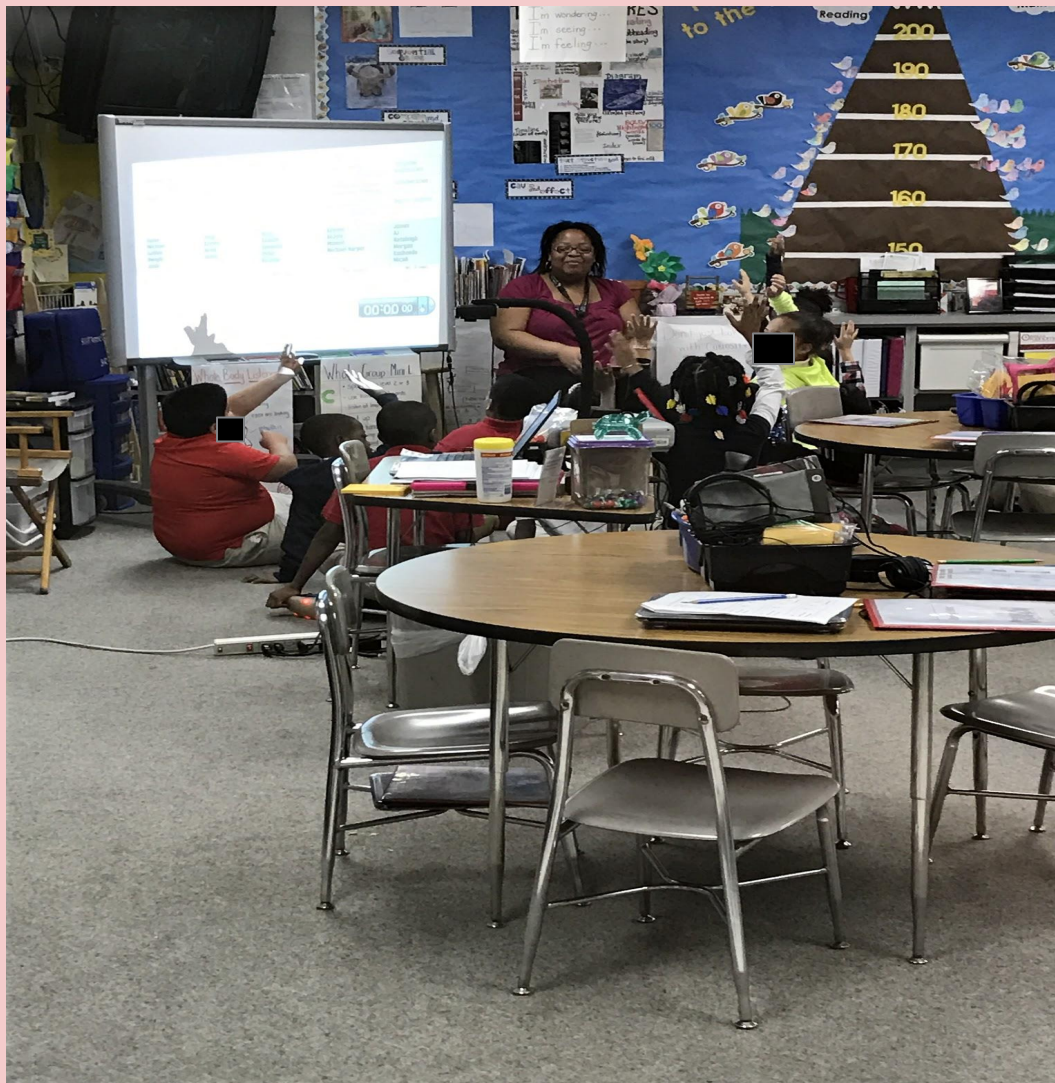
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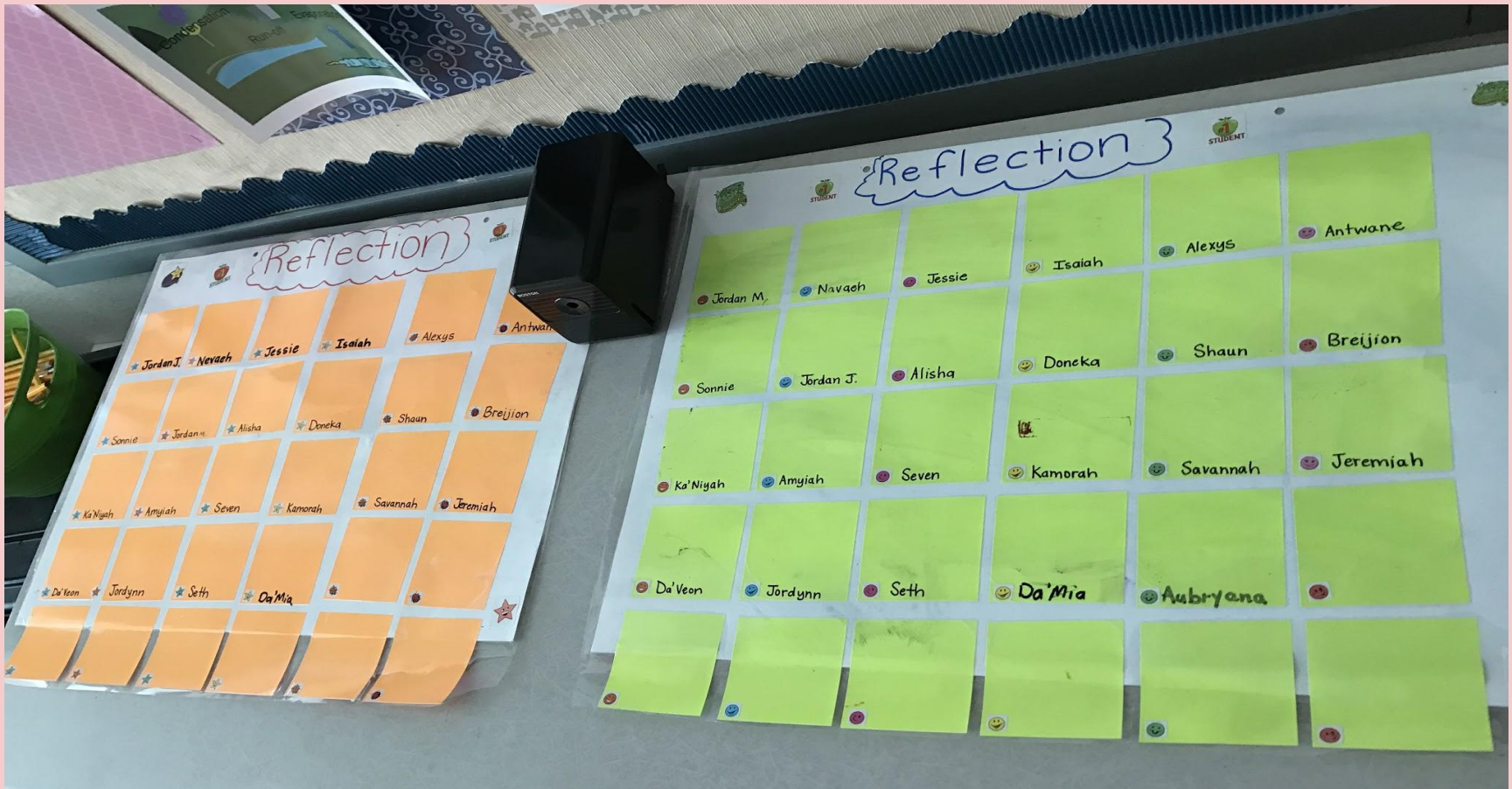


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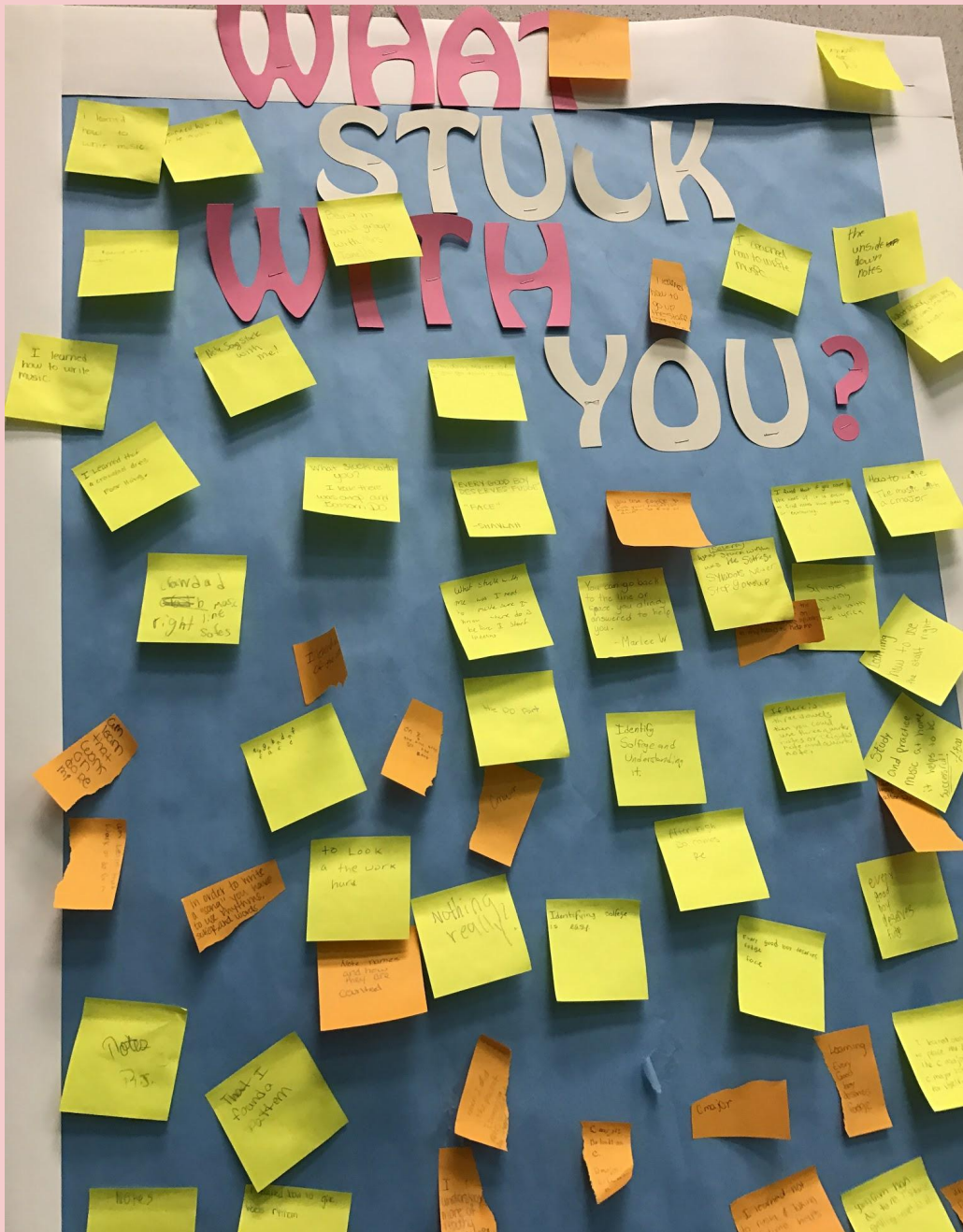
All grade levels

Collaborative reflection protocol: After stations, the teacher facilitates a conversation for students to reflect on goals and work. She consulted [35 Reflection Prompts](#) to identify the right questions to pose.

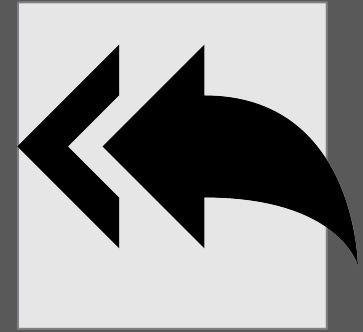
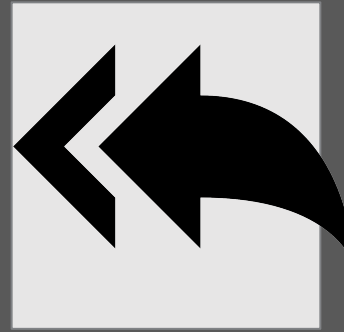
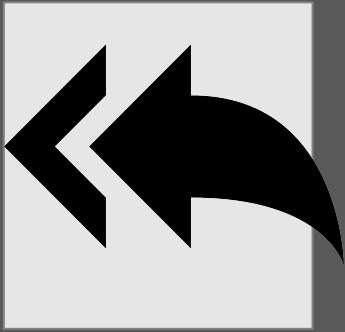


All grade levels

Collaborative reflection protocol: These interactive whole-class reflection posters allow students to add different stickers to their their post-it based on the level of mastery.



All grade levels
Collaborative reflection protocol:
Students reflect on which music concept “stuck with you” using a post-it.



Return to Metacognition &
Feedback strategies

Return to Student
Reflection & Ownership
Focus Areas

Return to Breakout Topics



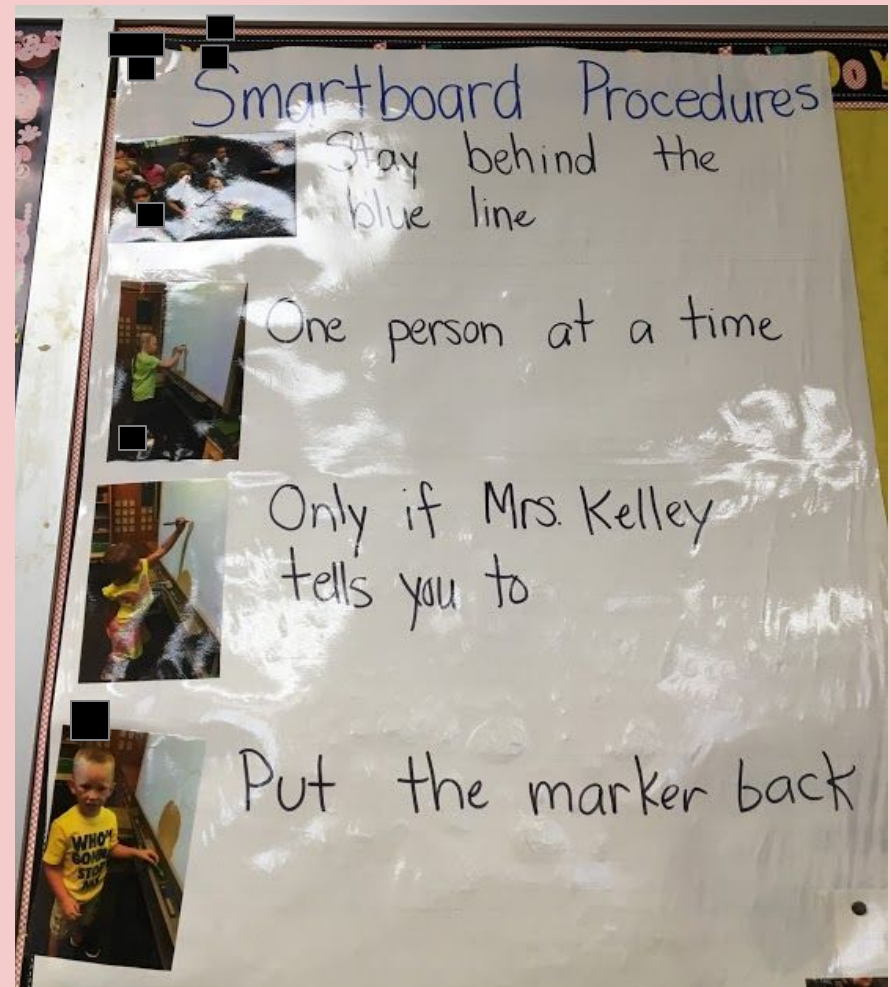
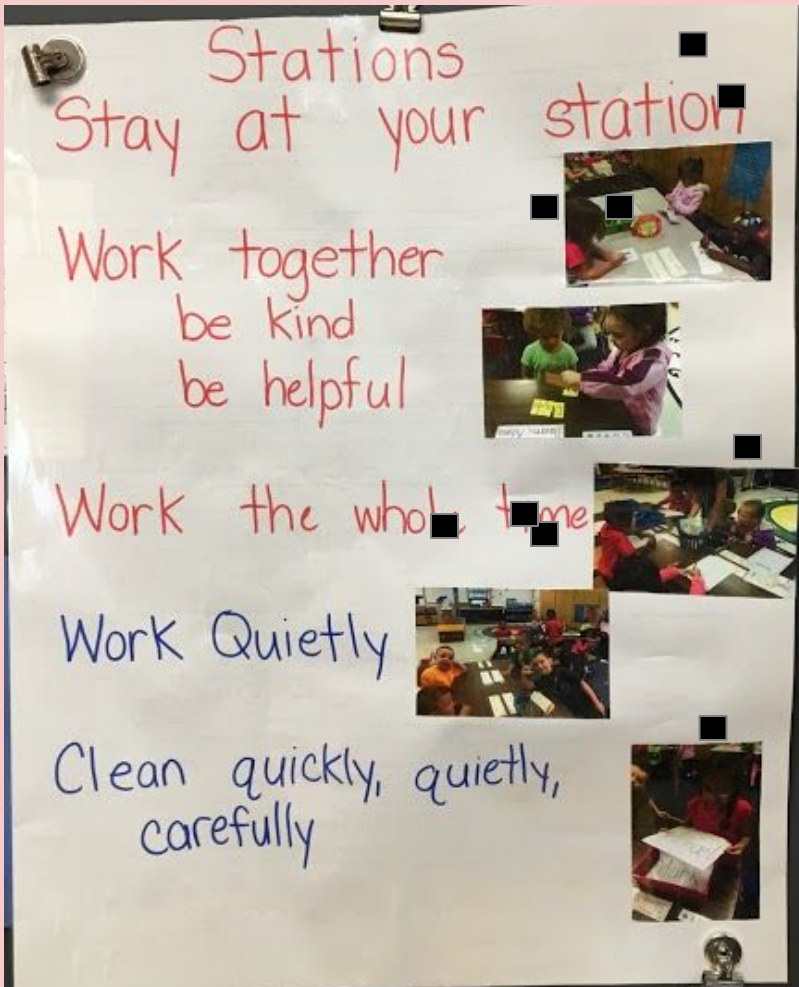
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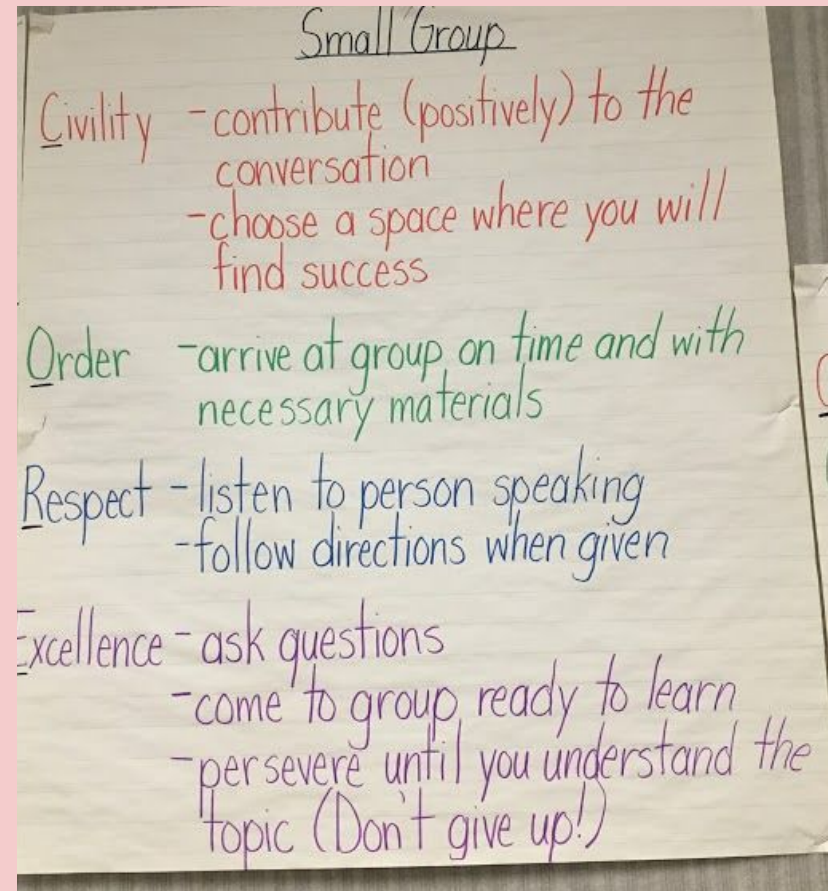
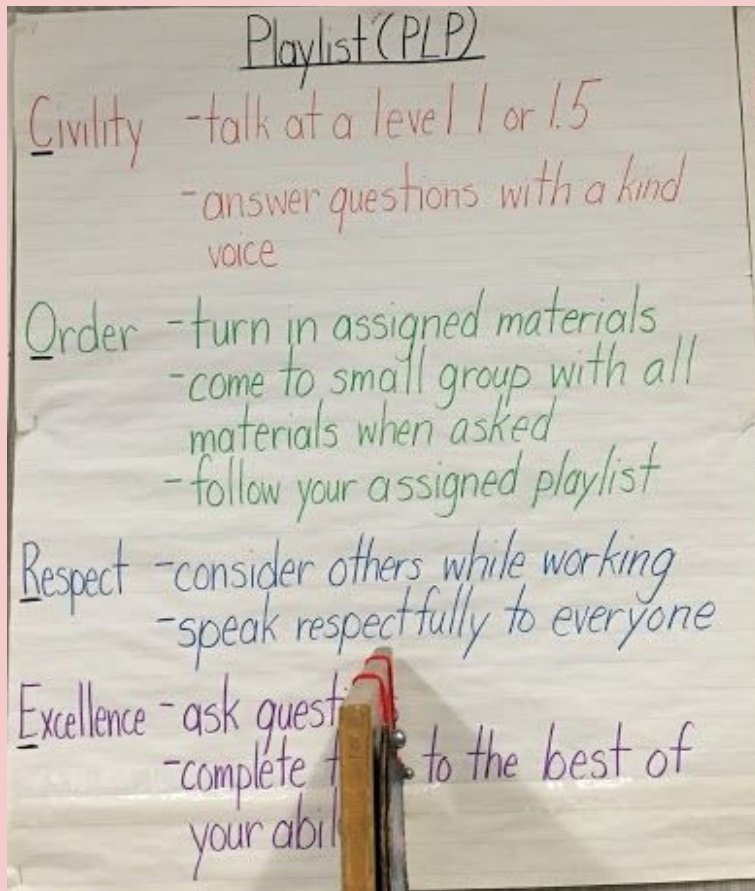


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Elementary

Anchor Charts: An entry point into student reflection is posting procedures/expectations as a tool for informal reflection. You can ask “Did you follow the rules for this activity?”



Secondary

Anchor Charts: An entry point into student reflection is using posters of procedures/expectations as a tool for reflection. "Did I meet the expectations for this activity?"

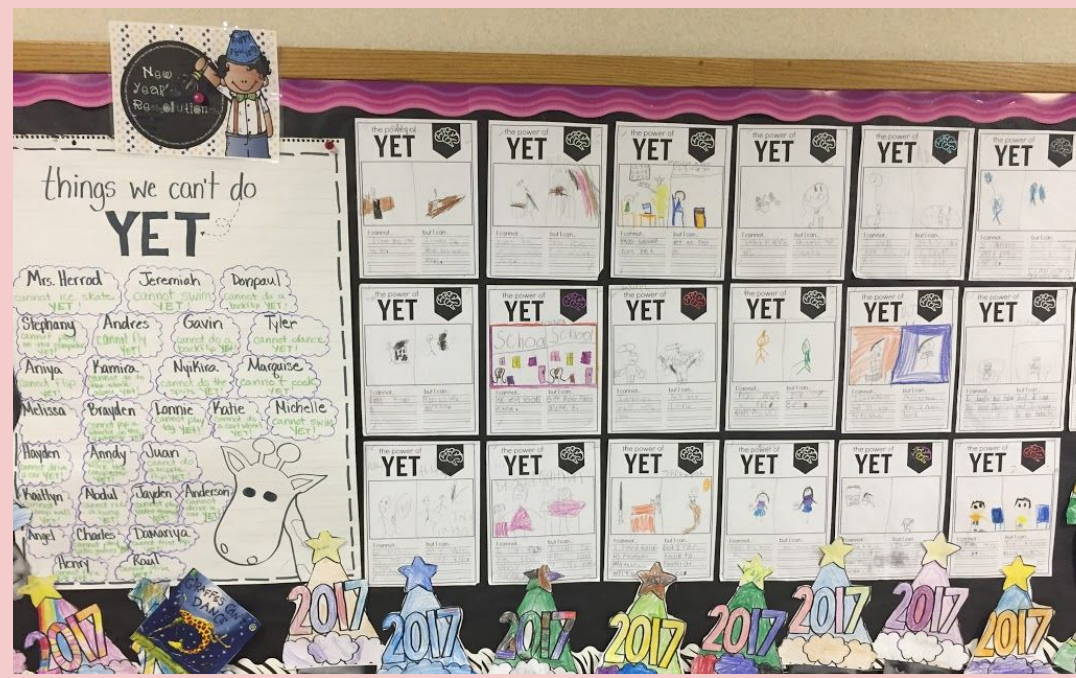
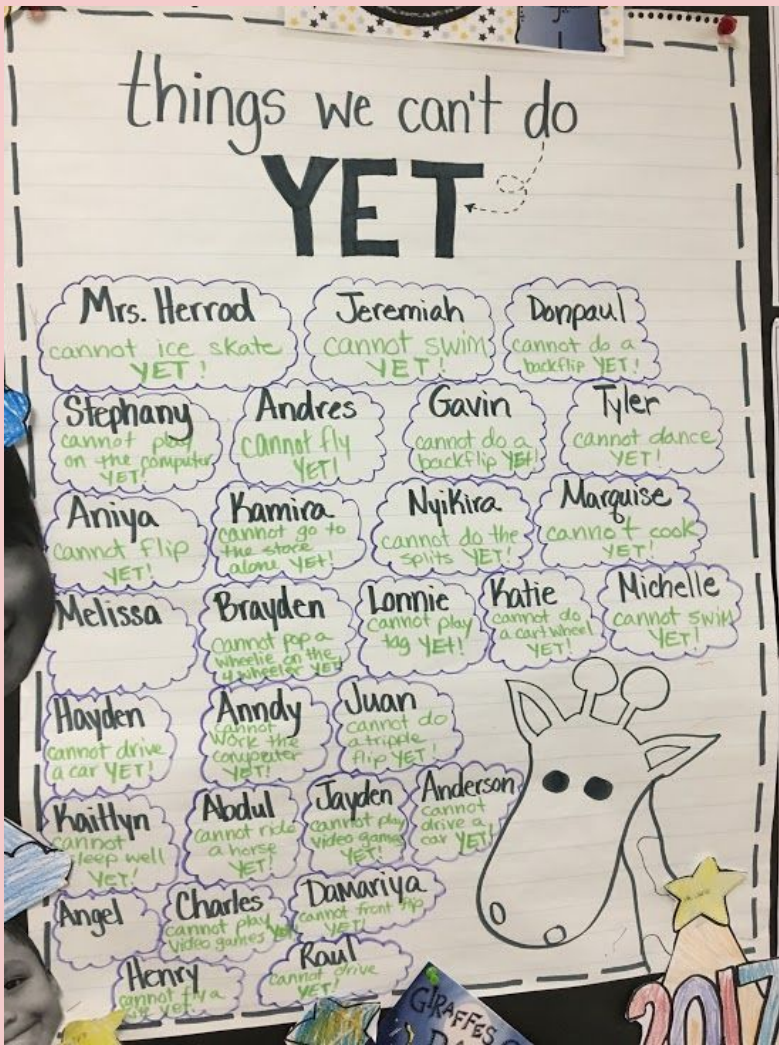


SPELLING

- Bean Bag: Sit straight, not jumping onto, stay in spot, don't poke or draw on
- Yoga Ball: Sit straight up, don't bounce off of floor, don't kick, don't poke or draw on
- Comfy chairs: sit on pockets, leave chairs in place, alert and focused, don't draw or poke
- Lap desks: don't bend or step on, don't draw, keep in place,

All grade levels

Anchor charts: This anchor chart helps students reflect on their use of flexible seating to make good choices.



All grade levels

Anchor Charts: Great example of growth mindset poster. Teacher and students write down things they can't do, yet! This elementary example could be adapted for any grade-level.



Personalized

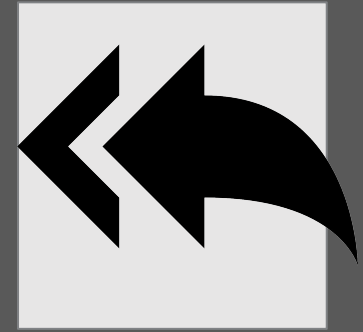
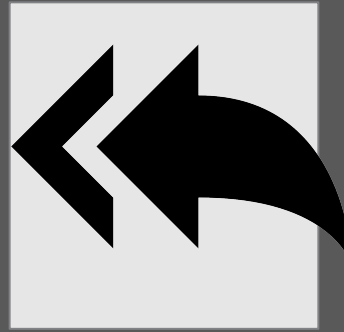
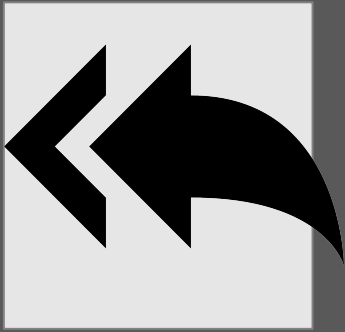
Learning :

Why we ❤️ it :

- It meets our learning styles
- Gives us choices!
- Gives us as much time as we need
- We can work alone, with a partner, or in a group
- We study our own data (scores)
- We choose our own content!!
(that's our favorite part!!)

All grade levels

Anchor Charts: Teacher creates a “why” poster with students for personalized learning and also for each content provider. Students could clearly articulate why they were doing each activity and program.



Return to Metacognition &
Feedback strategies

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Reflection & Ownership
Focus Areas

Return to Breakout Topics



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Elementary

Student-led Conferences: Watch this video (right click image, open in new tab). Student self-reflection and conferencing in the Kindergarten classroom. Students want to be heard and included in goal setting & problem solving. Learn more [here](#).



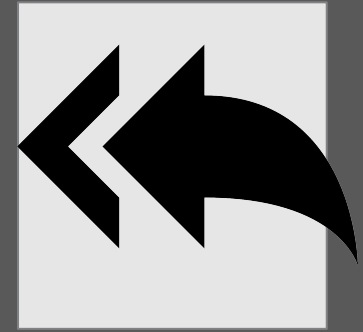
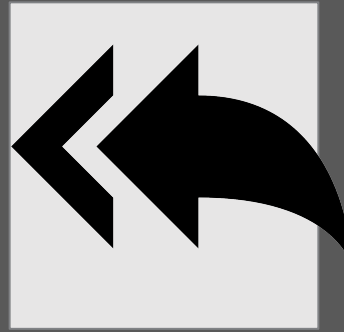
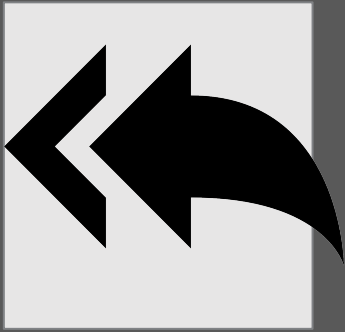
All grade levels

Student-led Conferences: Watch this video (right click image, open in new tab). Students present their learning to their teacher and parents through student-led conferences. [Sample template](#)



Secondary

Student-led Conferences: Watch this video (right click image, open in new tab). Students present their learning to their teacher and parents through student-led conferences. [Sample template](#)



Return to Metacognition &
Feedback strategies

Return to Student
Reflection & Ownership
Focus Areas

Return to Breakout Topics



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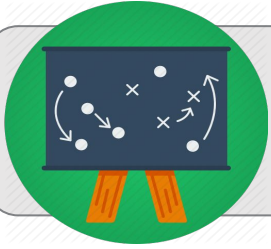


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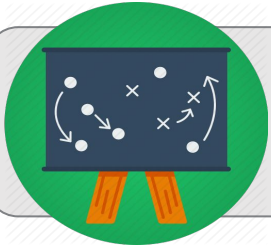


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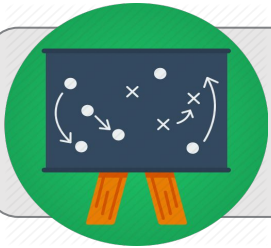
Assessment strategies to try:



Individual self-assessment
(student sees own results)



Collective self-assessment
(student sees class results)



Peer-assessment



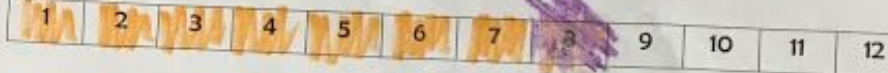


Name Haleigh



**Color each rectangle when you complete a unit in Lexia.
If you complete 12 units in one week, you get a sticker!**

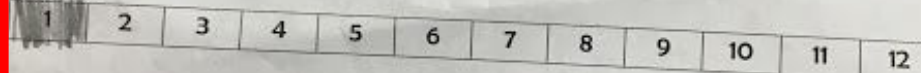
Week 1



In Lexia, I



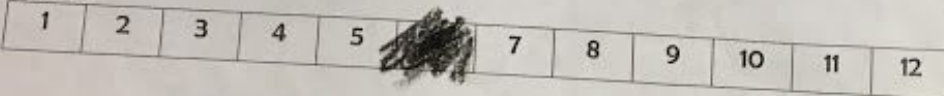
Week 2



In Lexia, I stayed on task this week.



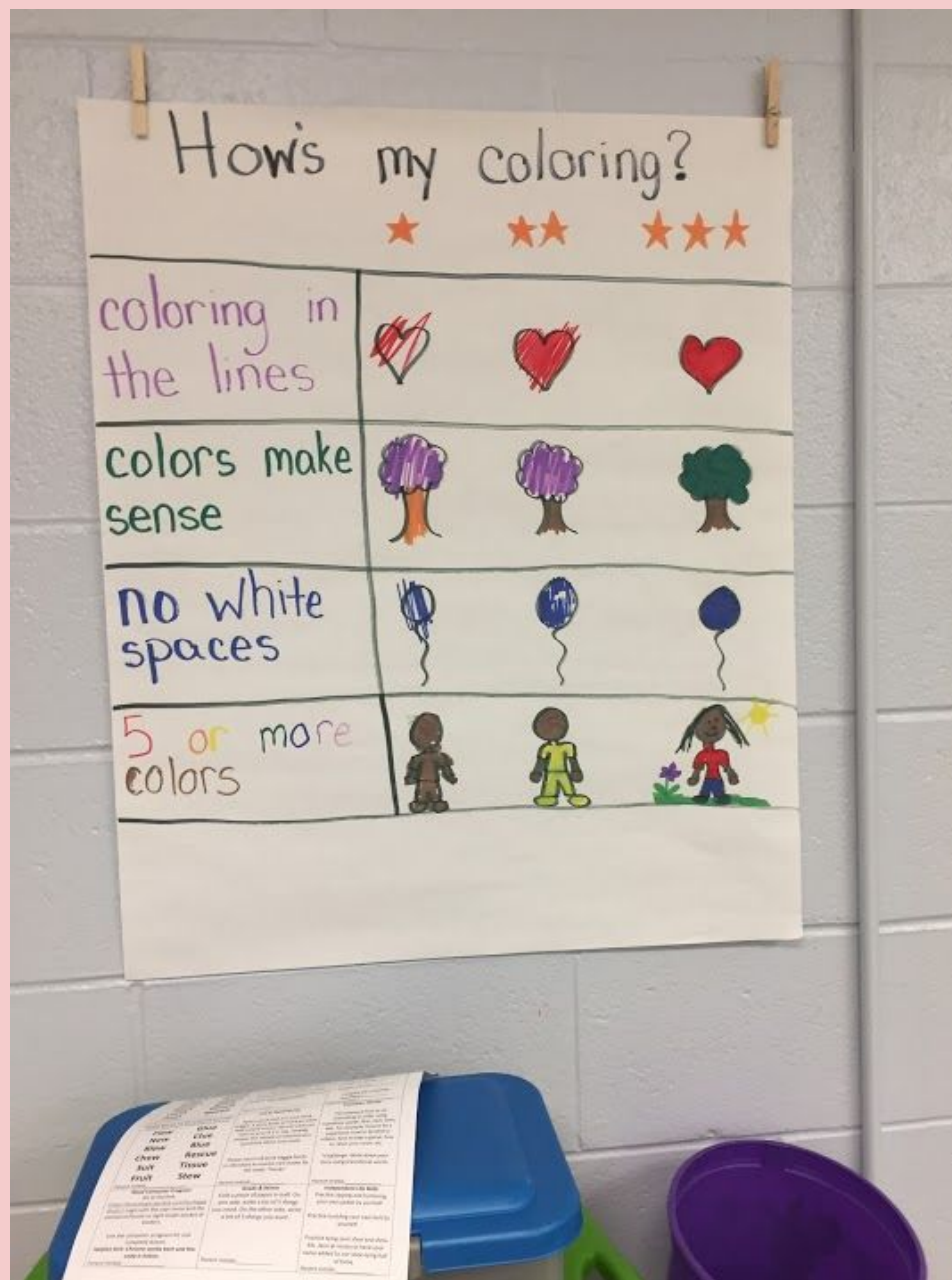
Week 3



In Lexia, I stayed on task this week.



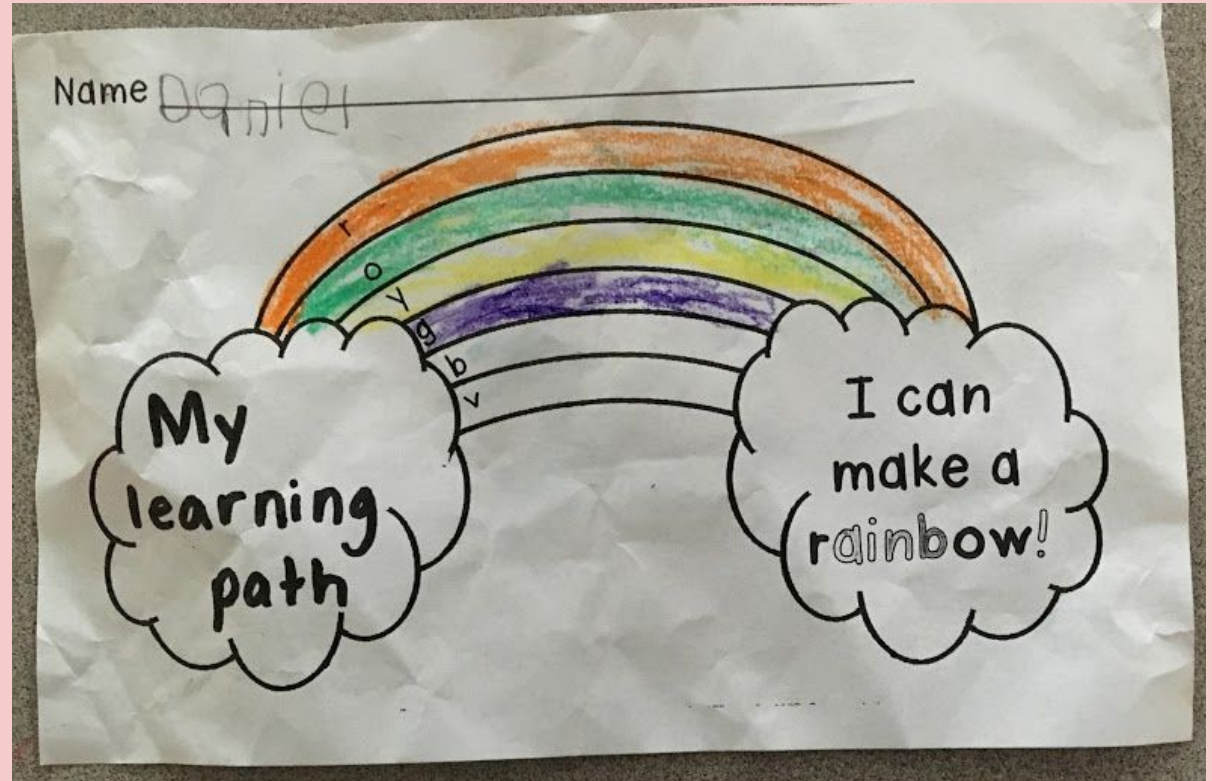
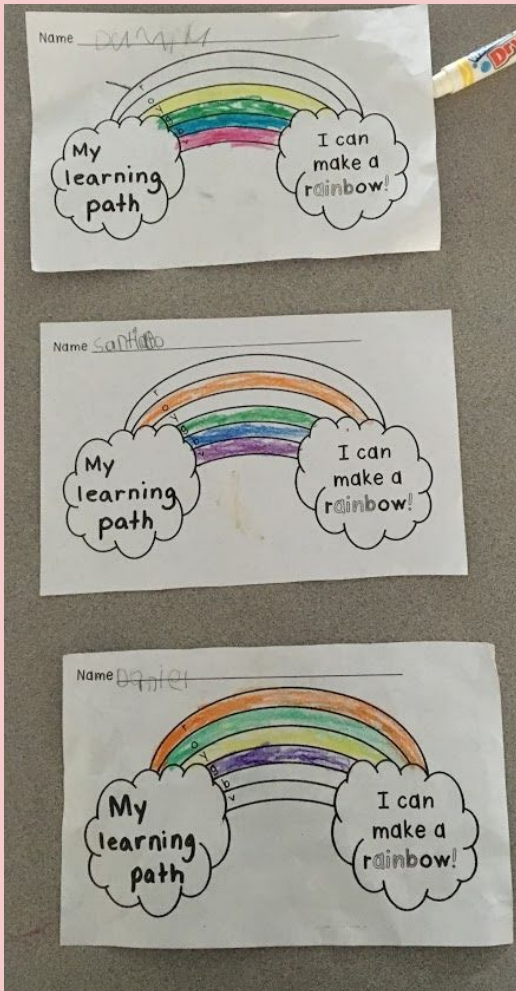
Elementary
Individual self-assessment protocol:
Students track the digital content provider activities attempted using a simplified number counter. This could be adapted for any grade level.



Elementary

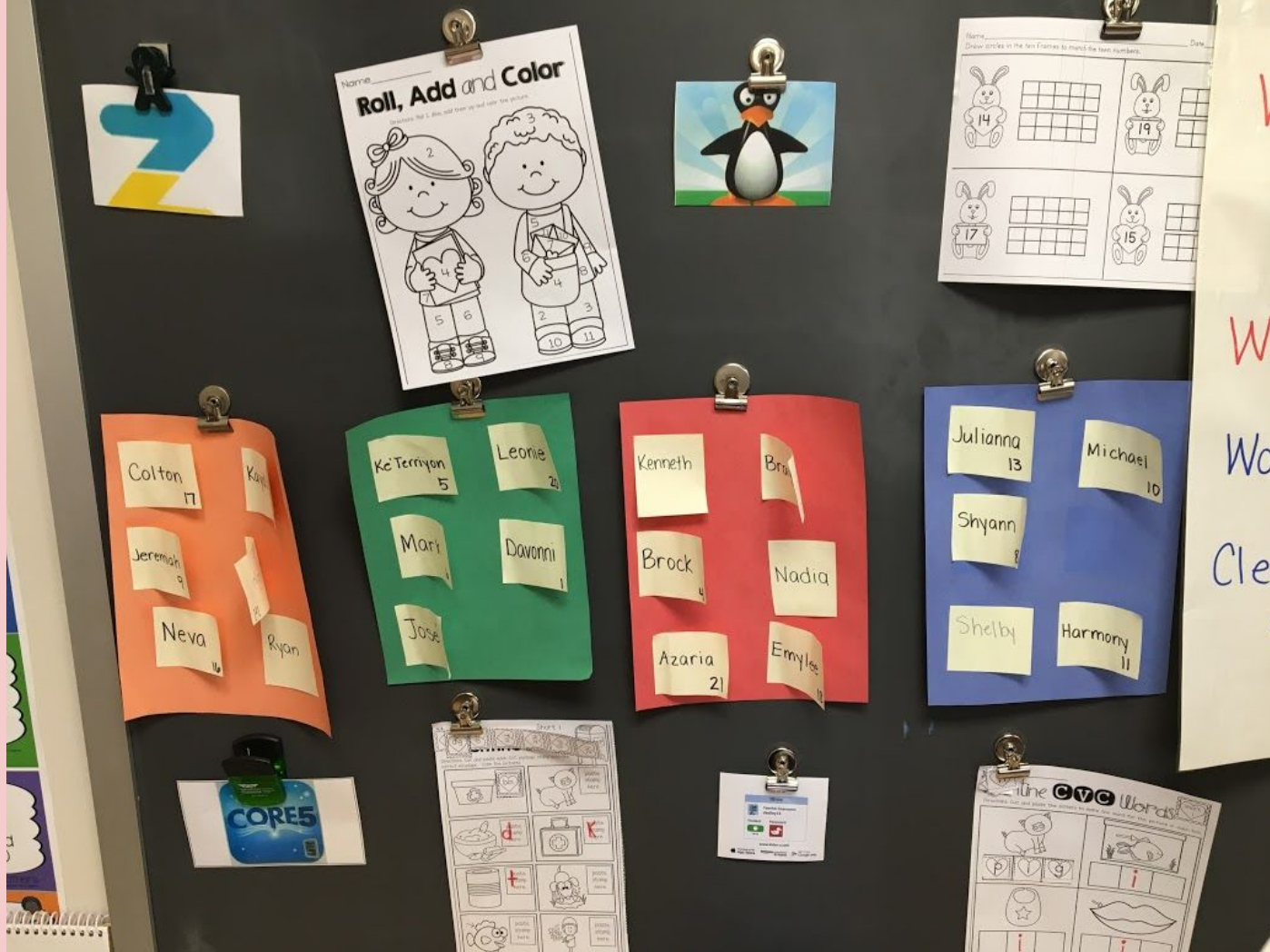
Individual self-assessment protocol:

This anchor chart helps students self-assess their own work. This could be adapted as a written rubric for older students.



Elementary

Individual self-assessment protocol: Excellent example of a student learning path tracker appropriate for kindergarten students. Each student colors in rainbow colors for the stations they complete. Not all students attend the same stations and they can justify their choices..



All grade levels

Individual self-assessment protocol: Stations board has groups as well as an overview of activities. These examples of completed work provide kindergarten students with an extra support while the teacher works with small group of students on the other end of the room.

Read about [visual rubrics here](#).



K-1 Debrief Survey

Your username (christopher.galloway@ecsdm.org) will be recorded when you submit this form.

Not [christopher.galloway](mailto:christopher.galloway@ecsdm.org)? [Sign out](#)

* Required

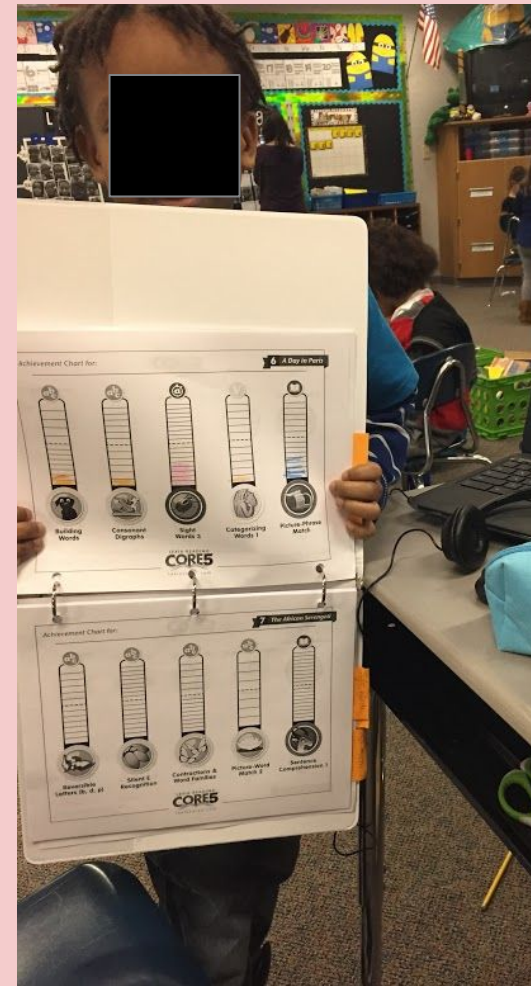
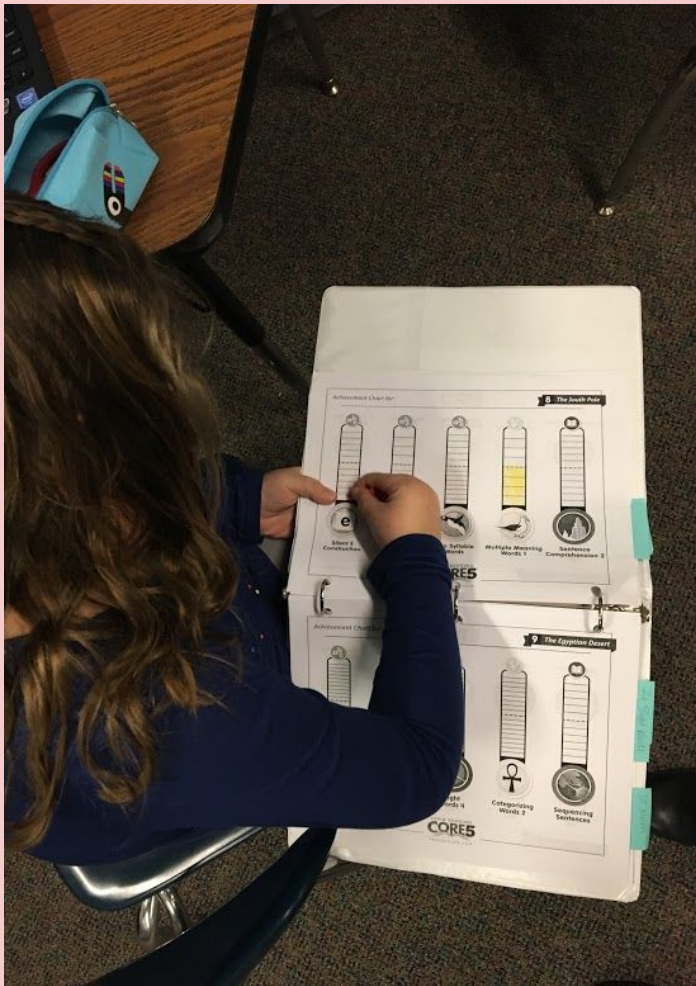
How good are you at finding facts in your reading?

			
I'm Great!	I'm Pretty Good	I'm not so sure	I don't get this!
4	3	2	1

*

4 3 2 1

Rate yourself



All grade levels

Individual self-assessment protocol: Students track digital content activities completed as a way to reflect on which strands they are most successful and to help them understand what it takes to move on to the next level.

Name: _____

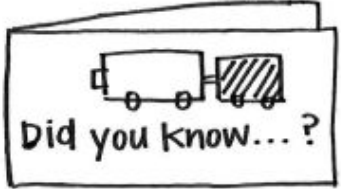
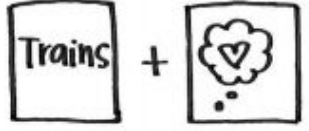
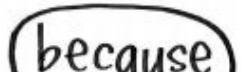
Date: _____



Opinion Writing Checklist

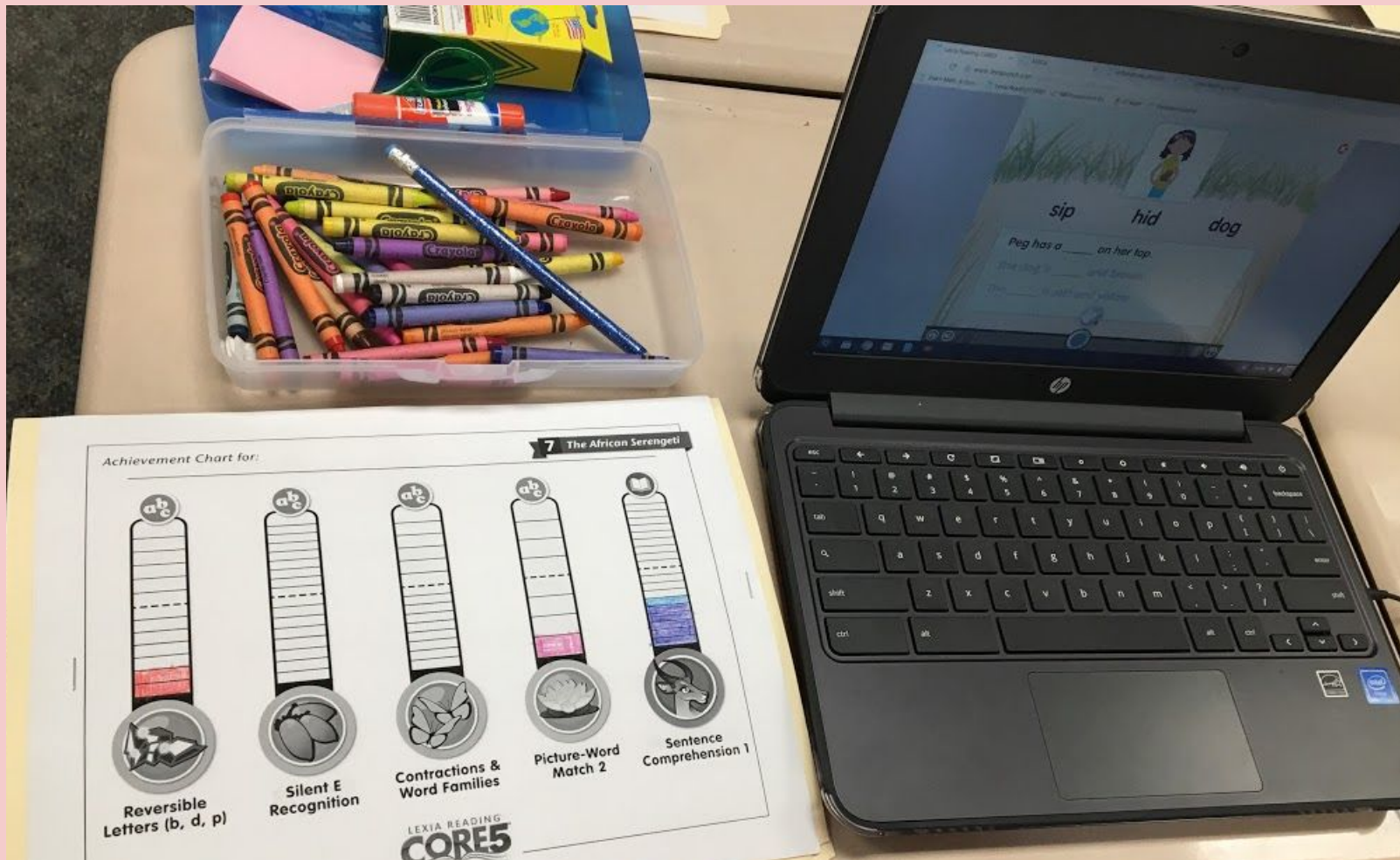
Grade 1

STRUCTURE

Overall	I wrote my opinion or my likes and dislikes and said why.				
	Did I do it like a first grader?	NOT YET	STARTING TO	YES!	
Lead		I wrote a beginning in which I got readers' attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I named the topic or text I was writing about and gave my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions		I said more about my opinion and used words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elementary

Individual self-assessment protocol: Writing checklist for students to assess their progress. Full PDF can be found [here](#).



Elementary

Individual self-assessment protocol: Students track progress in each Lexia (digital content) pathway as they complete activities in the program.



2-3 Debrief Survey

Your username (christopher.galloway@ecsdm.org) will be recorded when you submit this form. Not christopher.galloway? [Sign out](#)

*Required

What was the objective of this activity? *

Rate your understanding of this objective? *

1 2 3 4

I don't get it at all I totally get it!

Did every group member contribute equally? *

Yes

No

What was the most important thing you learned? *

Elementary
Individual self-assessment
protocol: Digital form for
students to track progress



4-5 Debrief Survey

Your username (**christopher.galloway@ecsdm.org**) will be recorded when you submit this form. Not **christopher.galloway**? [Sign out](#)

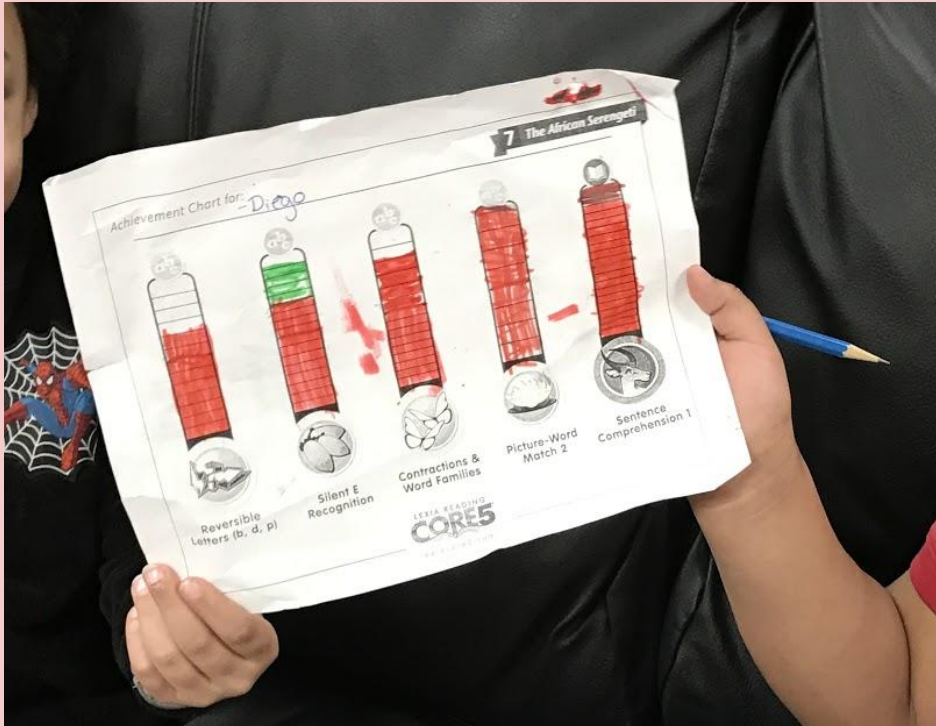
*Required

What was the objective of this assignment? *

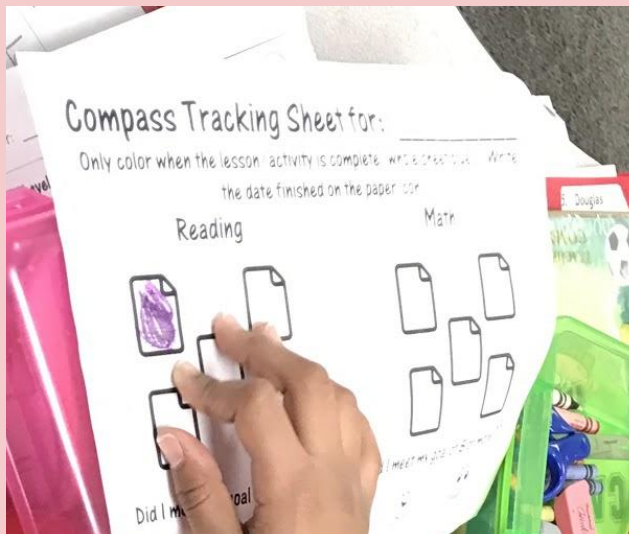
Explain (in detail) whether your group met this objective or not. *

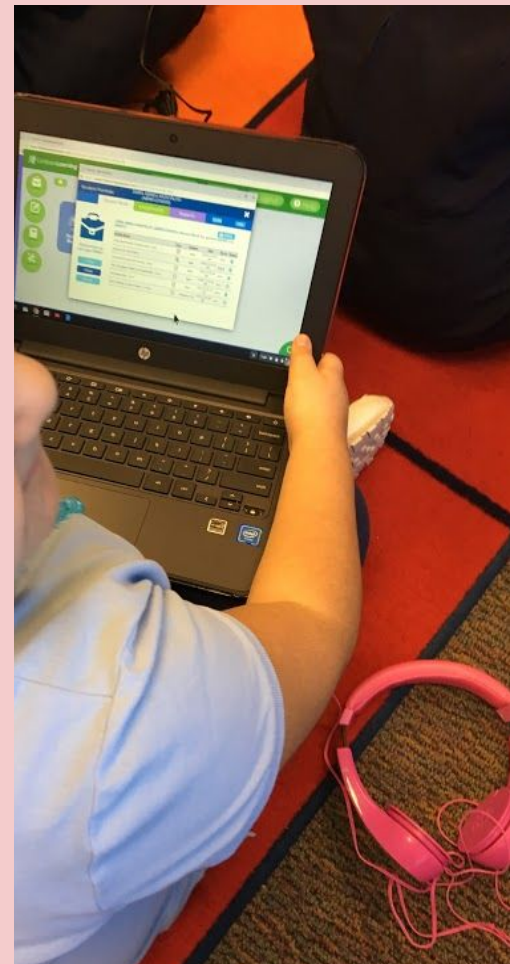
Did everyone in the group participate? Explain *

Elementary
Individual self-assessment
protocol: Digital form for
students to track progress



Elementary
Individual self-assessment protocol:
Students have different individual trackers for digital programs.





All grade levels

Individual self-assessment protocol: Teacher did a whole group mini lesson how to look at digital content report data. Each student logged into data dashboard and then reflected on if they had completed activities last week. The teacher prompted: “Did you get distracted and not finish your lesson? Did you miss school? Why do you have the score you have?”



Goal Diggers

Name: _____ Week of: _____

I can monitor and record my time and progress when using digital content.

Lexia Goal: 2 units a day **Compass Reading** Goal: 80% passing score

	Minutes Worked	Units Gained
Monday	12	2
Tuesday	30	2
Wednesday	0	2
Thursday	0	2
Friday		

	Assignment Name(s)	% Score
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Compass Math Goal: 80% passing score **ST Math** Goal: _____ levels a day

	Assignment Name(s)	% Score
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

	Levels	# of puzzles
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Friday: Go back and color each day green that you met your goal! Celebrate that growth!

EasyPAG

Elementary
Individual self-assessment protocol: Students track progress on digital content through a “goal diggers” worksheet. This could be adapted for any grade level.



Marcus Tovarulli #24 7-6-17
Digital Learning Data Tracker

Achieve 3000
 Date: 7-6-17
 Article Title: Hidden Party
 1st Quiz Score: _____
 Completed Thought Question (minimum of 2 paragraphs): _____

Compass ELA	List the topics that were completed each day, as well as quiz scores.
Monday	Compass Content #10000 Instructional Practice #10000 Compass Content #10000 Quiz 7-8000 #10000
Tuesday	Authoring Content #10000 Instructional Practice #10000 Authoring Content #10000 Instructional Practice #10000
Wednesday	Authoring Content #10000 Instructional Practice #10000 Authoring Content #10000 Instructional Practice #10000
Thursday	Authoring Purpose #10000 Instructional Practice #10000
Friday	

TenMarks
 Classwork Assignment: _____
 Classwork Assignment Score: _____

Compass Math	List the topics that were completed each day, as well as quiz scores.
Monday	Dividing with Unit Fractions Independent Practice #10000 Dividing with Unit Fractions Quiz 7-8000 #10000 #1250
Tuesday	Dividing with Unit Fractions Independent Practice #10000 Dividing with Unit Fractions Independent Practice #10000
Wednesday	Dividing with Unit Fractions Independent Practice #10000 Dividing with Unit Fractions Independent Practice #10000
Thursday	
Friday	

Weekly Goals and Data Tracker

Name: Marcus Tovarulli #24 Date: 7-6-17

When setting goals, remember to make your goal a S.M.A.R.T. goal.

CORE Points Goal: (out of 20 points)
(20 out of 20)

Did you meet your CORE Points goal last week? yes no

If yes, what helped you meet your goal? If no, why didn't you meet your goal?

ELA Digital Learning Goal:

Did you meet your digital learning goal last week? yes no

If yes, what helped you meet your goal? If no, why didn't you meet your goal?

Math Digital Learning Goal:

Did you meet your digital learning goal last week? yes no

If yes, what helped you meet your goal? If no, why didn't you meet your goal?

Secondary

Individual self-assessment protocol: Students write out the topics that they worked on every day, pushing them to understand what skills each digital content program supports. These forms also ask great 'why' questions to push deeper reflection.



Weekly Digital Content Log: Dec. 12

Name: Yanay

Monday	Today I focused on: <u>ST Math</u> Prodigy Zearn	My goal for today is to <u>pass patterns and relationships, 2 Levels</u>
	Today I completed: <u>3 Levels today</u>	Reflect on your goal. (Did you meet it, what are you better at now, what stopped you from meeting your goal, etc.) <u>because i tried my best.</u>
Tuesday	Today I focused on: <u>ST Math</u> Prodigy Zearn	My goal for today is to <u>Pass the Lesson 7 Decimal Round Number Gym.</u>
	Today I completed: <u>The Lesson 7 Decimal Round and the Number Gym.</u>	Reflect on your goal. (Did you meet it, what are you better at now, what stopped you from meeting your goal, etc.) <u>by trying my best, and never give up.</u>

All grade levels

Individual self-assessment protocol: Students set goals for digital content providers and reflect at end of lesson what they completed and what supported or detracted them from achieving their goal.



Weekly Goal Setting, Reflection, & Grade Check

My weekly goals	How will I reach my goals?	Reflect: Did I reach my goals? Circle One																					
1. My first goal is 2. My second goal is	The steps I will take to reach my goal are: <ul style="list-style-type: none"> • Example: I will ask questions at appropriate time if I have them. • • 	YES NO Explain why you did or did not reach your goal: <hr/> <hr/> <hr/>																					
What is my current grade? _____ letter _____ percentage	List any assignments and the grade that you have lower than a 75% <u>Assignment</u> <u>grade</u> <u>points earned/possible</u> 1. Playlist 43 83% B 97/110 <table border="1" data-bbox="492 656 1130 1078"> <thead> <tr> <th>Assignment</th> <th>Grade</th> <th>Points earned/possible</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Assignment	Grade	Points earned/possible																			What should I do to raise my grade? If I do not need to raise my grade, what did I do to maintain or get a higher grade? <hr/> <hr/> <hr/> <hr/> <hr/> Comments: (anything I need to know) <hr/> <hr/> <hr/>
Assignment	Grade	Points earned/possible																					

All grade levels

Individual self-assessment protocol: Students set weekly goals and intentions for how they will reach their goals. They then reflect on whether they have reached their goal.



NAME: Ti' Algo WEEK OF: 2/6

Achieve Data Log

You must complete 1 article during the week at 75% or higher on the first attempt. Record your article, score, and skills missed in the chart below.

Article Title: baseball goes to china

First try score: 88%

Analyze the questions you missed. Possible PLP SKILLS!!

1. Skill tested Main idea
2. Skill tested _____

Achieve Data Log

Article Title: The mighty ones - hero of the hoops

First try score: 88%

Analyze the questions you missed. Possible PLP SKILLS!!

3. Skill tested Inference
4. Skill tested _____

Discuss one of your Achieve "Before reading polls" below. What was your claim? (Did you agree or disagree) and Why?

My claim was athletes help you do better things. I agreed because when you see LeBron or Curry it makes you want to do what they did in school so you can be where they are.

NAME: _____ WEEK OF: 2/6

Compass

List the skills/activities completed this week. SCORES MUST BE 70% OR HIGHER!!!

1. homophones quiz 100%
2. Idioms Practices
3. Idioms Quiz: 100%
4. Idioms
5. Idioms Quiz 2: 100%

Write down personalized quill assignments on the lines below. You must complete two Quill activities this week.

Quill.org (Choose ANY skill. They are made just for YOU!)

1. Parallel Structure
2. Parallel Structure

PLP LOG

Task	Claim ET #1 (index)	Claim ET #2 (article)	Claim Quiz (MC)	Inference ET #1	Inference ET #2	Checkpoint
Score	<u>M</u>	<u>M</u>	MC <u>M</u> RACE <u>M</u>			

I will make sure to visit the PLP to review the skill(s):

Research / Ted talks / excel grammar

All grade levels

Individual self-assessment protocol: Students record Achieve and Compass (digital content) performance in this data log, including activity title, score, skills tested, and any other related activities.



Name: _____ Block: 1 2 3 4

Stations 2/2

Station Expectations:

- ✓ Use only the designated voice level for each station.
- ✓ If you have a question, use a level 1 voice to ask a peer at your table before asking a teacher.
- ✓ When you're transitioning to a new task, do it quickly/efficiently.

****WHAT DO I DO IF I'M FINISHED EARLY?***

- *Work on AOW
- *NoRedInk
- *Read Silently
- *Complete another choice activity
- *Compass / Read Theory

Assignment Directions	I am working on this.	I have finished this.	Date Completed
Station A-Technology Complete the EdPuzzle.	✓		
Station B-Independent Work Complete Day 4 of <i>Unwind</i> . Complete Day 5 of <i>Unwind</i> .			
Station C-Personalized/Choice Complete 1 Read Theory quiz. Complete a 2 nd Read Theory quiz. Complete 1 Compass activity. Complete a 2 nd Compass activity.		✓ ✓ ✓	
Station D-Collaborative Complete the activity with a partner.			

Day	Points	Comments
Thursday	10	😊
Friday		
Monday	10	Much better!
Tuesday		

Exit Tickets

Thursday - At and From ✓

Friday - #BabyDiDi

Monday - No, because he's seen snarky.

Tuesday - → the

Daily Participation Points
0- Completed nothing.
5- Completed something, but didn't use time wisely.
10- Used station work time wisely.

Secondary

Individual self-assessment protocol: Students monitor their progress on this playlist by indicating what they have completed, what they are currently working on, and what still needs to be completed.



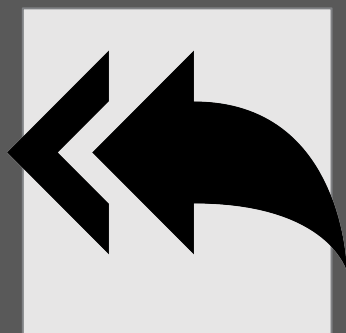
Why I Complete my daily tracking

- * reflect on my daily progress
- * Communicate questions/Concerns
- * develop habits of life long learning

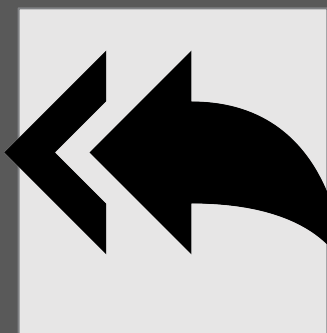
All grade levels

Individual self-assessment protocol:

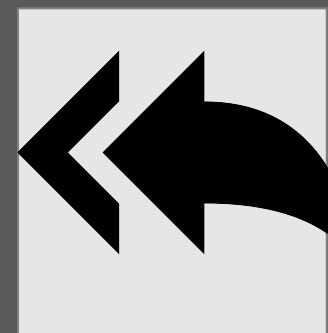
Students track their progress daily and make decisions on whether or not they need or want to attend small group remediation sessions on a specific skill.



Return to Self- and
Peer-Assessment strategies



Return to Student
Reflection & Ownership
Focus Areas



Return to Breakout Topics



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All grade levels
Collective self-assessment
protocol: Structure for students to self-assess their understanding and share with the teacher.



Elementary
Collective self-assessment
protocol: Bulletin board system for students to assess their understanding.



All grade levels

Collective self-assessment protocol:

Quick check system for students to self-assess their understanding and share with the teacher.



LEXIA Wall Of Fame

LEVEL 1 Cannon, Travis, Maysa, Kirayah, Memari, Daid, Leo, Jannah, Cassius	LEVEL 2 Kirayah, Memari, Maysa, Kirayah, Daid, Leo, Jannah, Cassius	LEVEL 3 Chris, Memari, Kirayah, Daid, Leo, Jannah, Cassius	LEVEL 4 Jannah, Chris, Kirayah, Memari, Tipuis, Cannon, Jannah, Amber	LEVEL 5 Teagan, Kirayah, Tipuis, Cannon, Barbara, Amber, Cassius	LEVEL 6 Kirayah, Cannon, Tipuis, Jannah, Memari, Barbara, Leo, Jannah, Cassius, Teagan, Amber
LEVEL 7 Teagan, Leo, Barbara, Jannah, Cassius	LEVEL 8 Jannah, Barbara, Leo, Jannah, Cassius, Teagan, Amber	LEVEL 9 Leo, Memari, Tipuis	LEVEL 10 Leo	LEVEL 11 Leo	LEVEL 12 Leo
LEVEL 13	LEVEL 14	LEVEL 15	LEVEL 16	LEVEL 17	LEVEL 18

All grade levels
Collective
self-assessment
protocol: Students track their digital content growth with this fun 'Wall of Fame.'



LEADERBOARD		
ST. MATH	COMPASS	LEXIA
Jordan	Tre 100% Whoa!	★ Chaniya ★
Donavan	Dashawn	Maryana
Julian	Lamonte	Arrianna
Tre	Kayla	Rozzell
Willie	Julian	Kimora
All above 90%!		

All grade levels

Collective self-assessment protocol: A class leaderboard provides inspiration and a way for students to see who is leading in various content providers. Using a whiteboard makes it easy to update on a weekly basis.



Room 16's NWEA Data

	Math	Reading	Language
Blue	1	4	1
Green	8	1	6
Yellow	3	7	5
Red	8	8	8

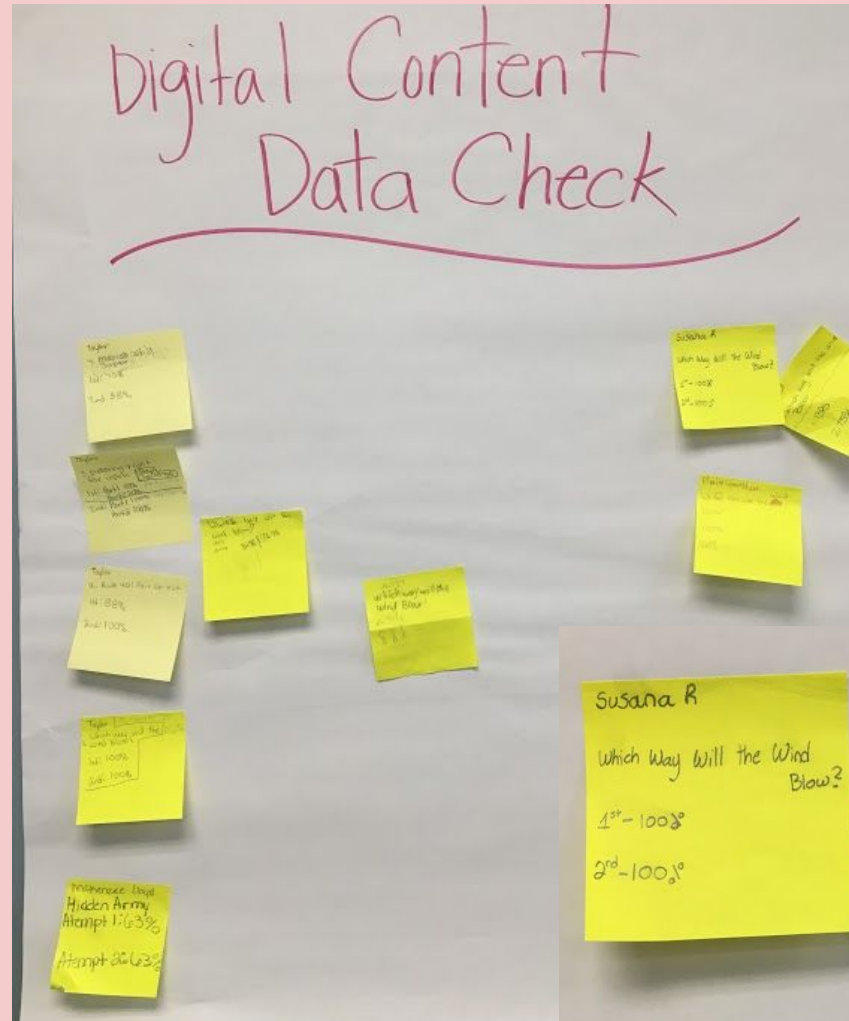
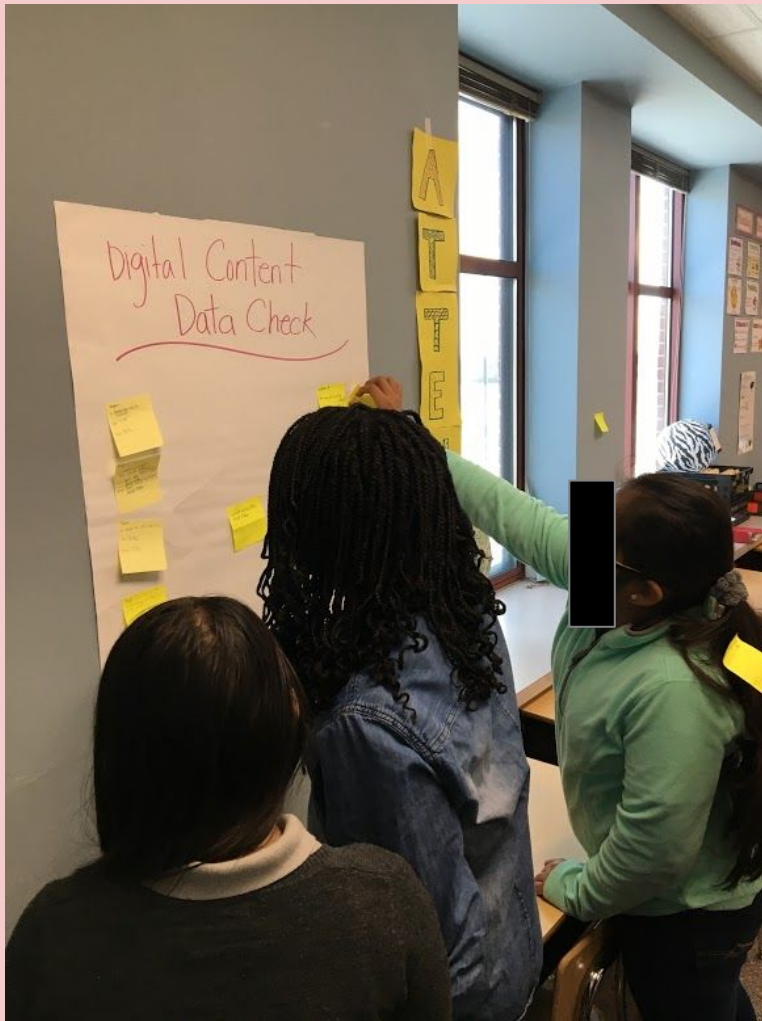
Our Class Goal

- 85% of the students in this class will reach and maintain their goals by the end of the year.
- This means that 17 out of 20 students must reach all of their Math, Reading, and Language goals.
- If the class reaches their class goal, there will be a whole class celebration.
- Individuals that meet their goals will receive a treat for each goal they meet.
- I know we can do it!!!!!!



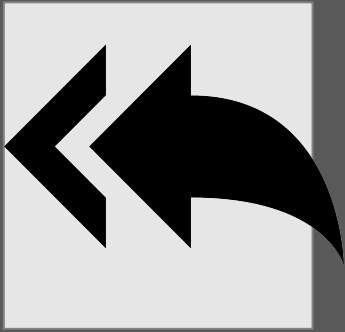
All grade levels

Collective self-assessment protocol: Students are able to describe what this NWEA chart represents. The scatter plot shows the class distribution math, reading and language.

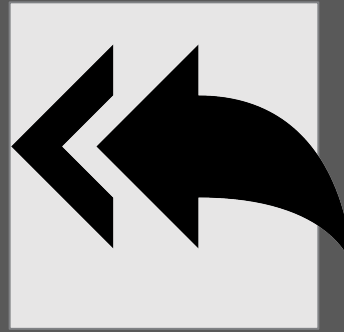


All grade levels

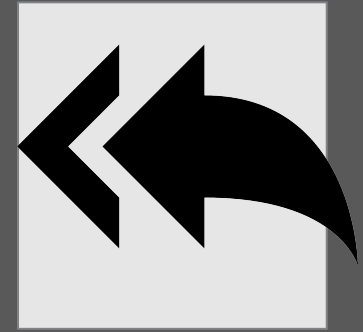
Collective self-assessment protocol: Students complete quick exit ticket after using digital content to record their article name and score(s). Students quickly add post it notes as they return their devices to the class cart.



Return to Self- and
Peer-Assessment strategies



Return to Student
Reflection & Ownership
Focus Areas



Return to Breakout Topics



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Quick Peer Evaluation Form

Name _____ Class Period _____ Date _____

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Attribute	Myself	1.	2.	3.	4.
Participated in group discussions.					
Helped keep the group on task.					
Contributed useful ideas.					
How much work was done.					
Quality of completed work					
Totals					

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All grade levels

Peer-assessment protocol: This peer-evaluation form allows students to offer performance feedback to each other after collaborating. For more peer-to-peer feedback ideas, click [here](#).



Narrative Writing Peer Review

Name _____

Peer Reviewer Name: _____

Editor's Name: _____

2 Things I really liked about this writing:

2 pieces of advice I have for this writing is:

2 Questions I have are:

Suggestions I have for improvement for the next writing task

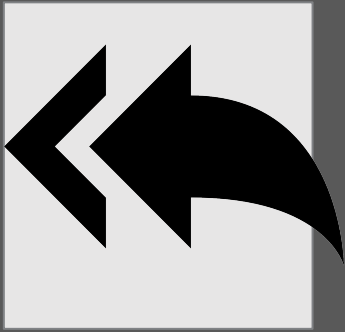
<http://www.worksheetplace.com> ©

All grade levels
Peer-assessment protocol: Students peer-review each other's work before submitting to the teacher. For specific ideas to implement this critique protocol, click [here](#).

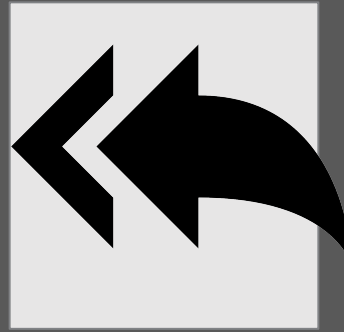


All grade levels

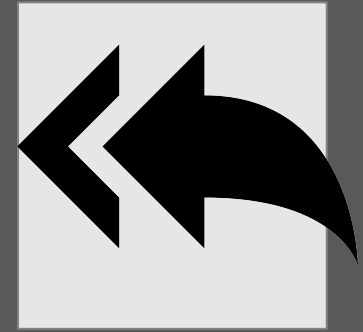
Peer-assessment protocol: [Critical friends wreck-it](#) prompts students to provide constructive feedback to one-another.



Return to Self- and
Peer-Assessment strategies



Return to Student
Reflection & Ownership
Focus Areas



Return to Breakout Topics



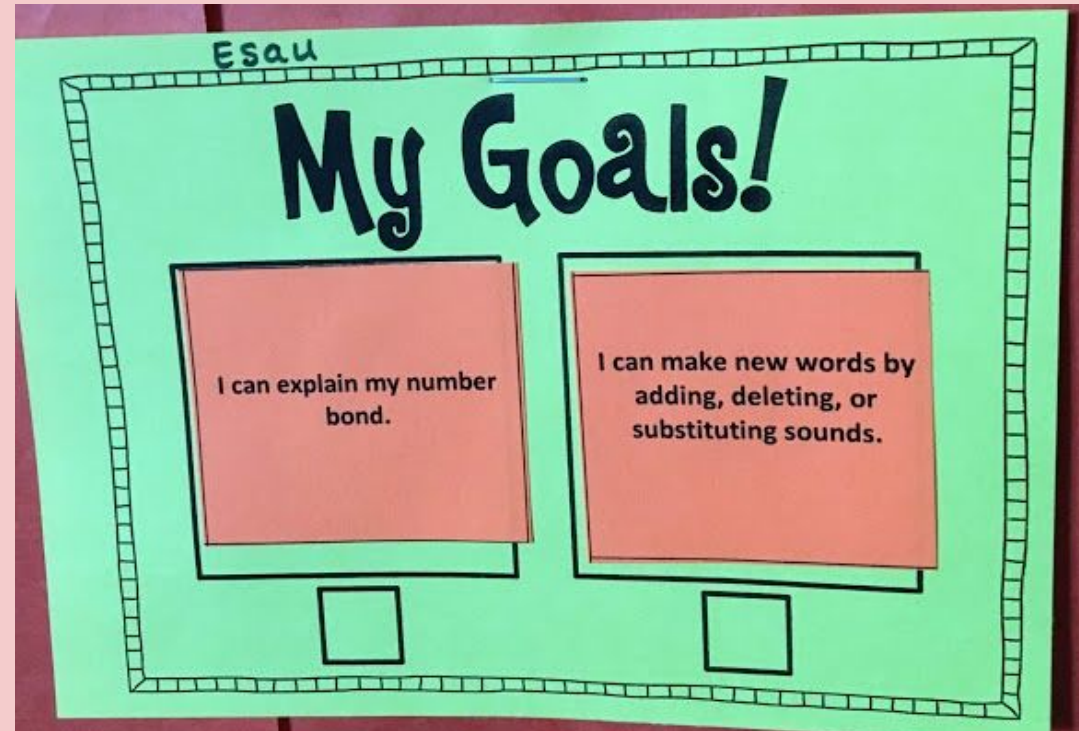
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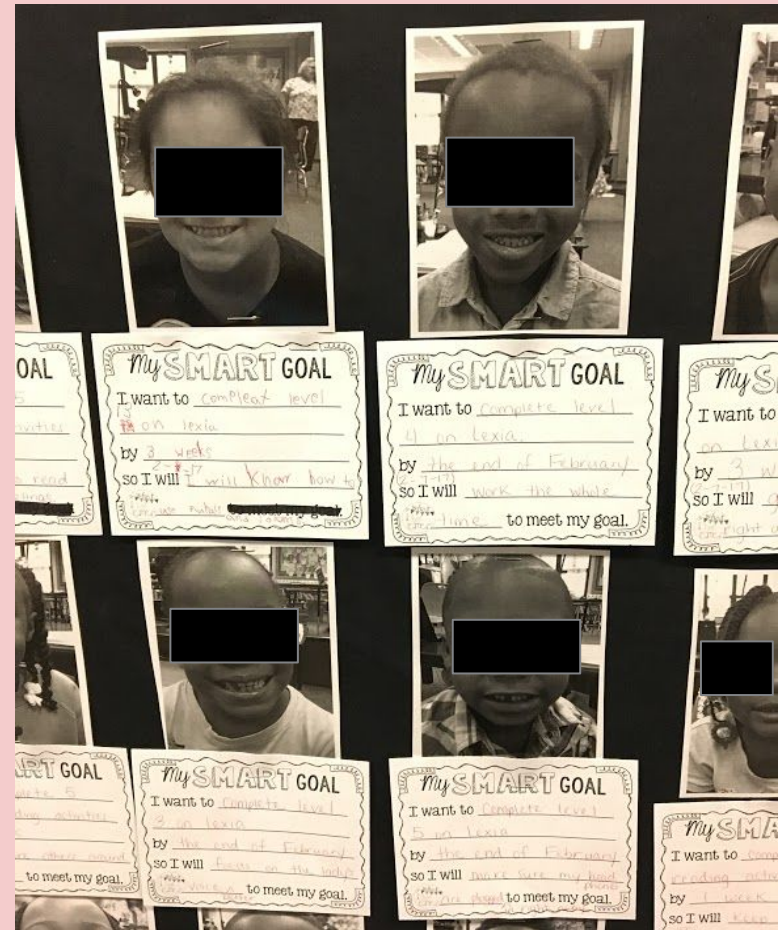
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Elementary

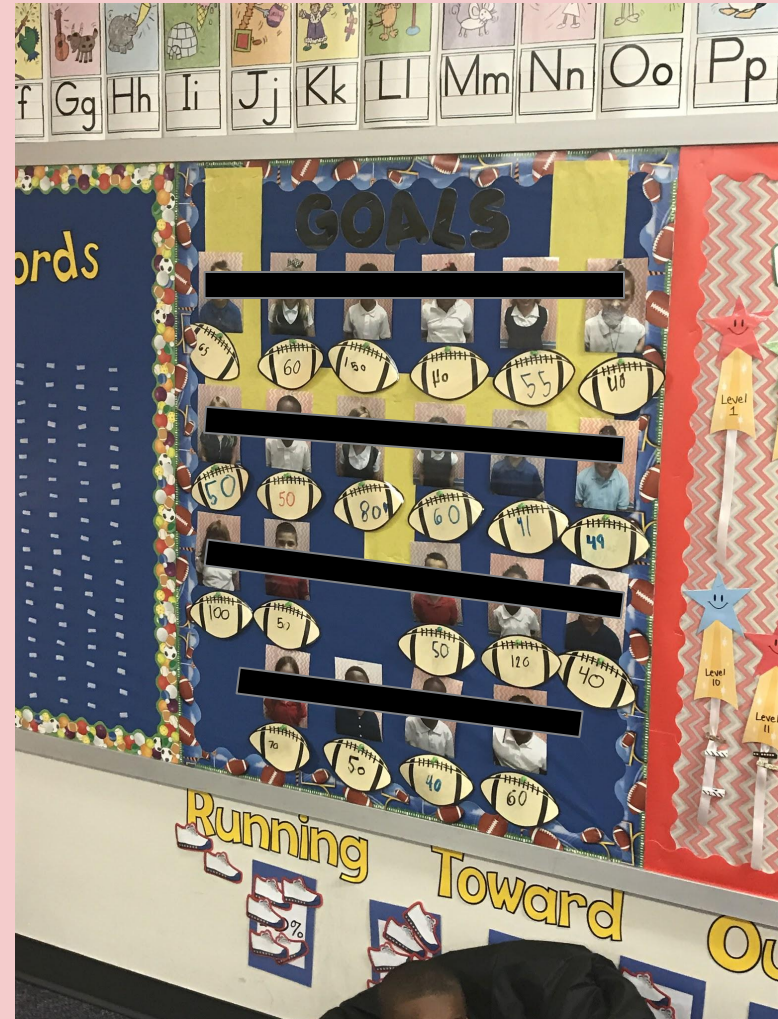
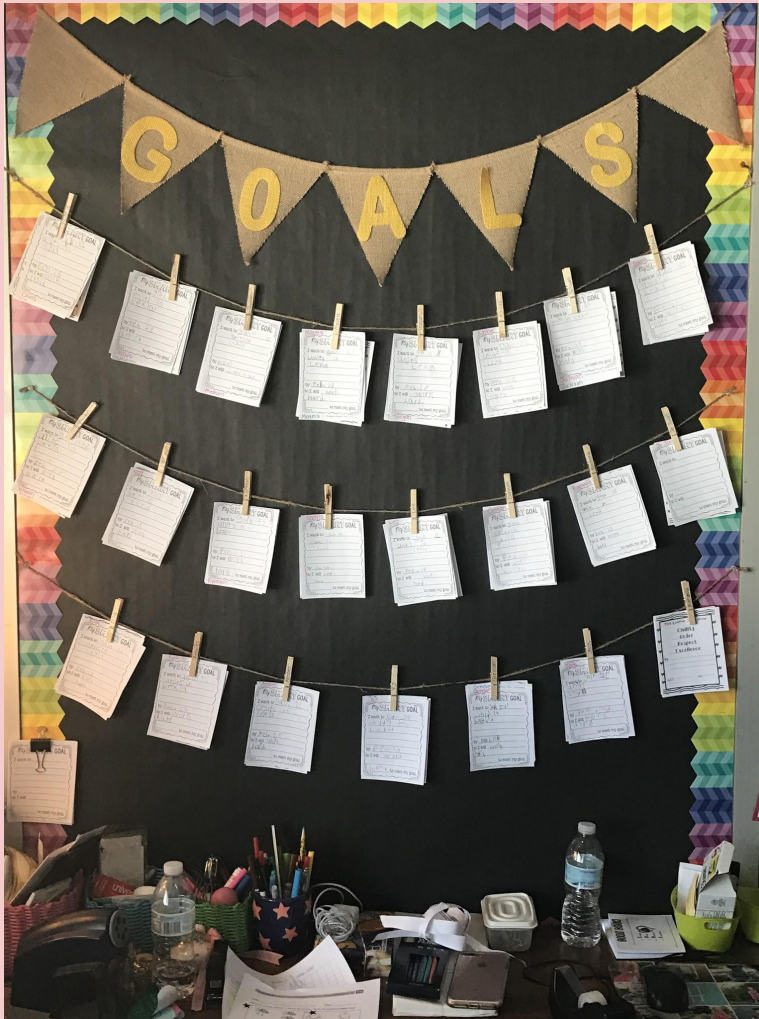
Kindergarten student goals are scaffolded by providing pre-created text and pictures for students to cut and paste with the support of their teacher. For more ideas, click [here](#).

Smart Goals



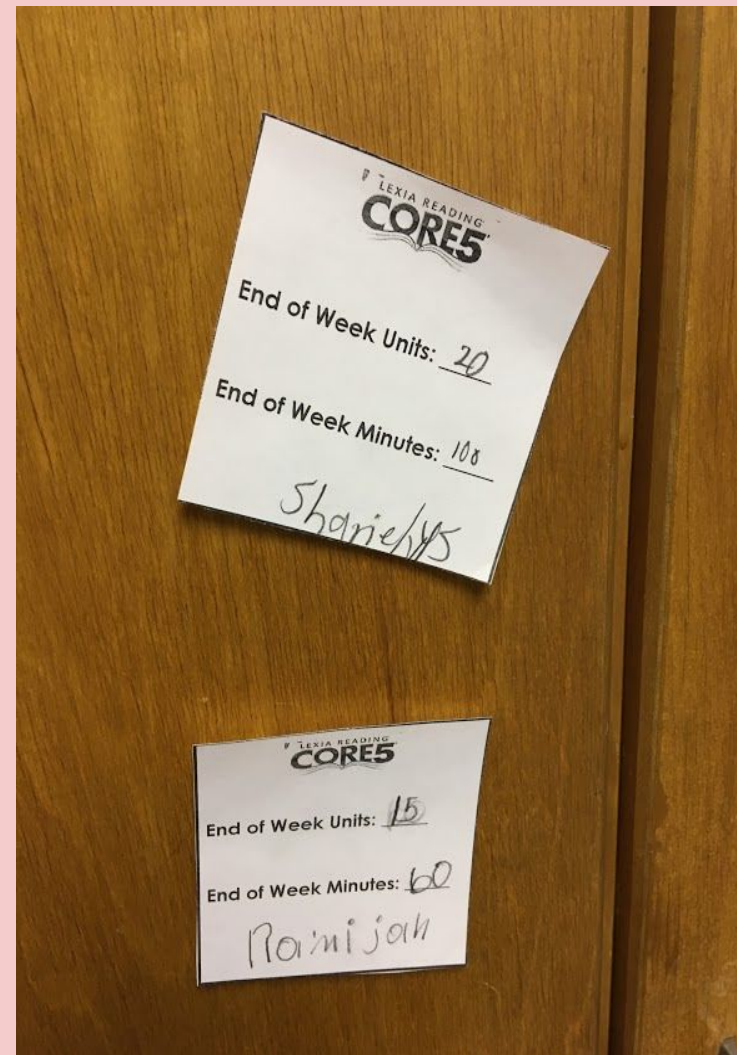
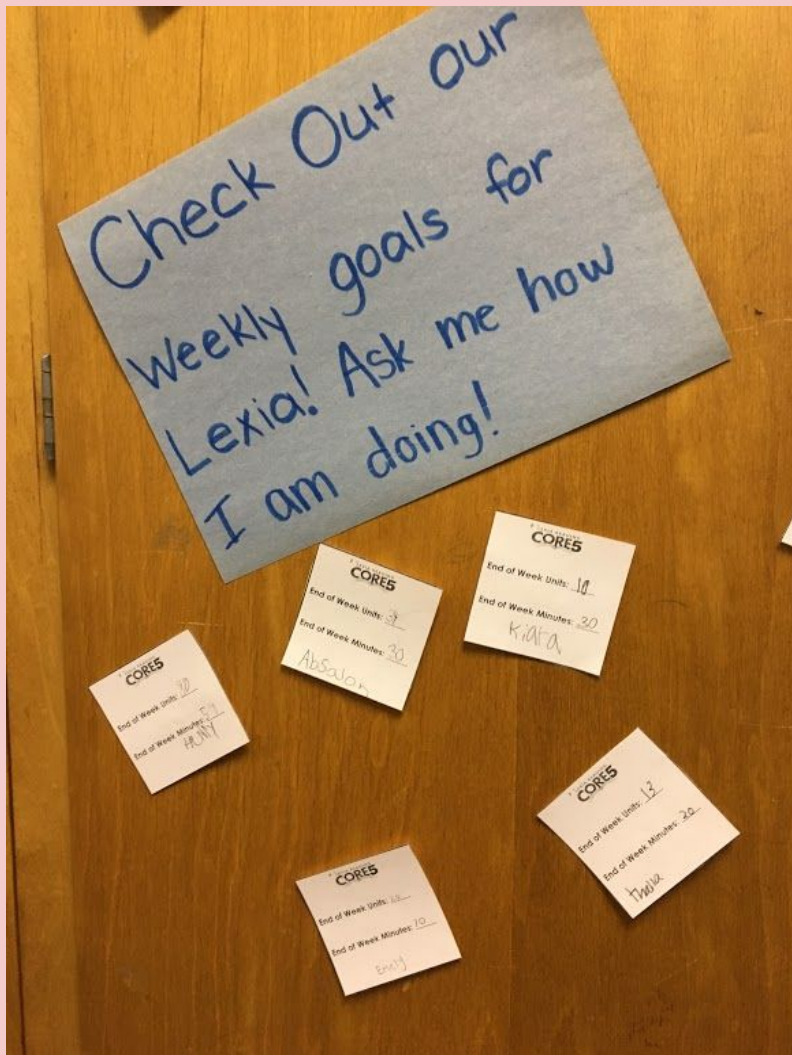
Elementary

Students set [SMART goals](#) for a digital content provider, stating what they want to do and by when. They then articulate actions they will take to meet that goal. These are displayed on wall next to digital content class tracker.



Elementary

Students set goals and continue to track their progress each week.



Elementary

Students set weekly goals for digital content around units and minutes to complete. They post these goals on a class wall for other students to see. The teacher and students refer to these goals before and during their work.



2nd Semester GOALS for
Larynn

Reading
I want to be on level
on 13.

Math
Pass level on 5th math.
27.

Behavior
I am on my Best
Behavior.

TEACHERS... PARENTS
COMMUNICATOR

Elementary

Goals are on the front of each student's folder and students have different individual trackers for digital programs.



Classrooms I visited this week:



Circle the Series and Topics
you covered this week:

Series:

1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18

Topics: 1 2 3 4 5 6 7

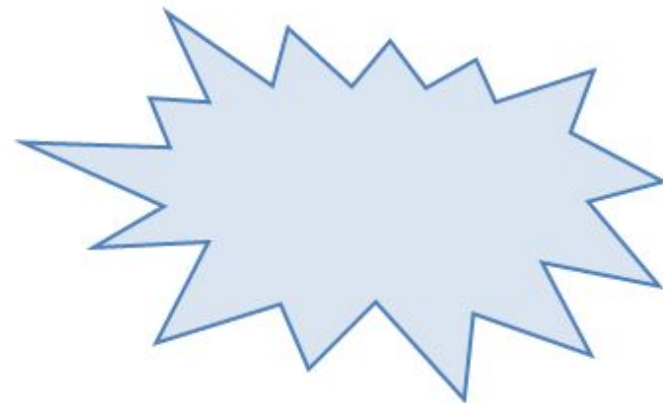
**My Goal this week was to complete
_____ topics.**

I reached my goal! Yes!!!

This is how I worked this week.

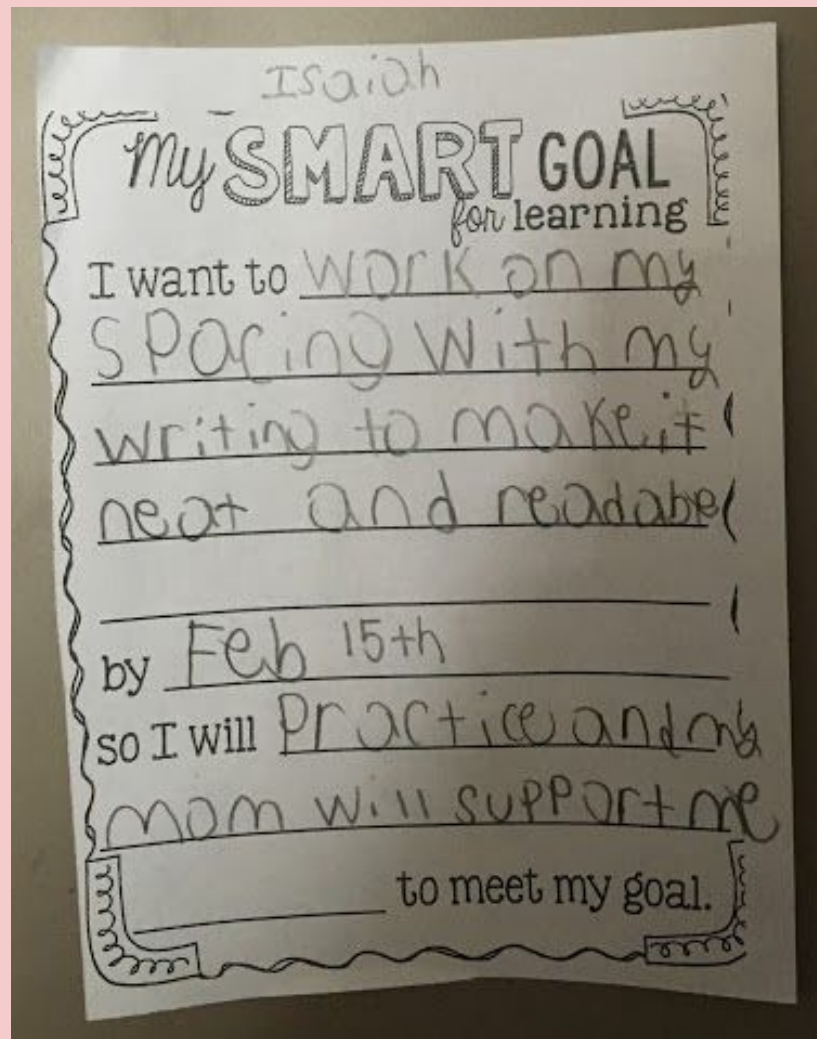
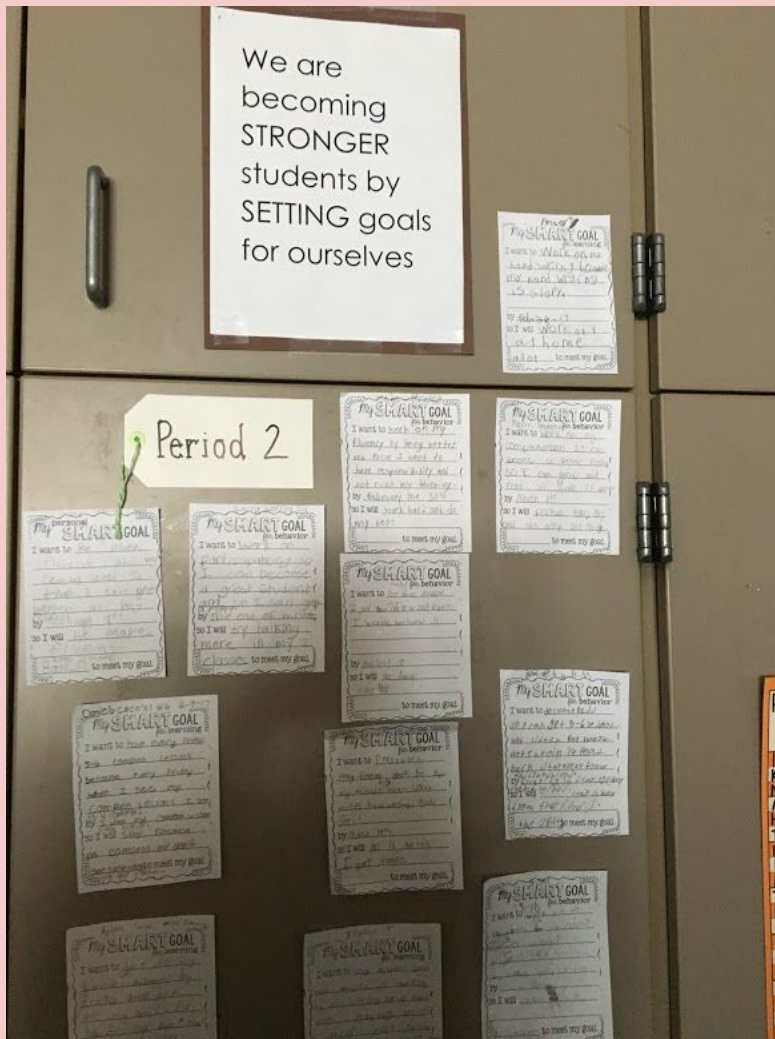


Something new I learned this week:



Elementary

Students set iRead goals using this [tracker](#).



Elementary

Teacher has students set goals each week. Goals are displayed by class period on the wall and referred to as teacher explains the activities for each day. For more ideas, click [here](#).



Mark your progress every time you use ST Math. Write the date in the box next to your current Syllabus Progress percentage. Try to gain 1% or more each time you play!

				Cookie!					2 CORE
5 CORE Cash							5 min extra recess		
	1 CORE Cash				New CB Background				STEM Afternoon
		Mini cupcake							
					10 min extra recess				
		3 CORE							PJ Day!
							Ice cream		
			Bball tourney						
					10 CORE Cash				
SURPRISE									Pizza Party!

All grade levels

This class tracker for ST Math (digital content) includes prizes that are meaningful to these specific students- from CORE cash to extra recess, STEM afternoon to pajama day.



All grade levels




Student goal setting can start with something as simple as a bathroom record time to get the class comfortable with setting and measuring a [SMART goal](#).



WOOP

*wish*outcome*obstacle*plan*

Name: _____ Date: _____

	<p>What do you want to achieve?</p>
	<p>What would happen if you achieved your goal? What is your desired outcome?</p>
	<p>What will get in the way of you achieving your goal?</p>
	<p>Your Action (simple statement):</p>

All grade levels
 Create [WOOP](#) goals with your students: wish, obstacle, outcome. ([Template](#))



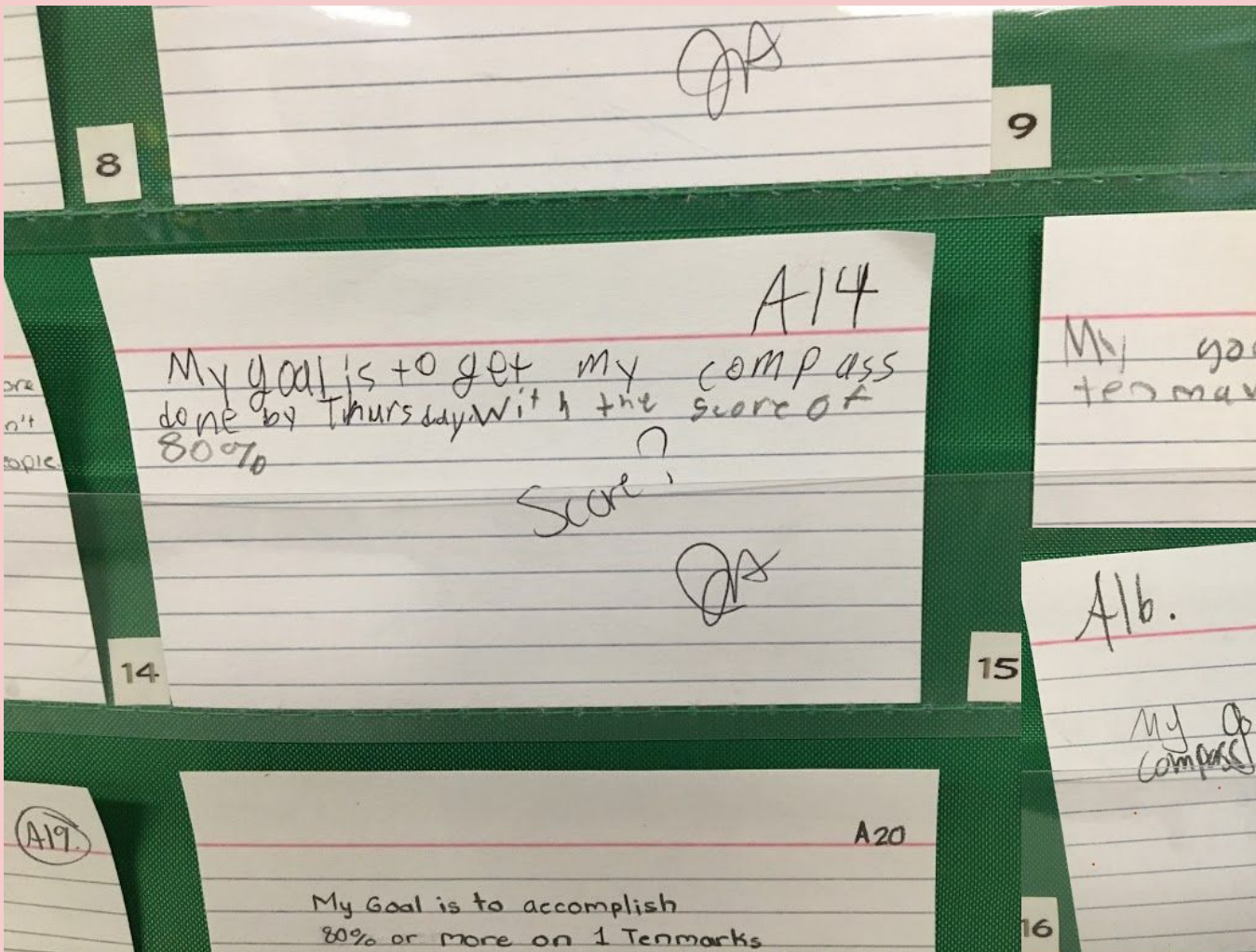
Weekly Digital Content Log: Dec. 12

Name: Vladimir

Monday	Today I focused on: ST Math Prodigy Zearn Compass	My goal for today is to <u>pass patterns and relationships, 2 Levels</u> If you meet it, what are you better at now, what stopped you from meeting your goal, etc.) <u>because i tried my best.</u>
Tuesday	Today I focused on: ST Math Prodigy Zearn Compass	My goal for today is to <u>Pass the Lesson 7 Decimal Round Number Gym.</u> Reflect on your goal. (Did you meet it, what are you better at now, what stopped you from meeting your goal, etc.) <u>by trying my best, and never give up.</u>

All grade levels

Students set goals for digital content providers and reflect at end of lesson what they completed and what supported or detracted them from achieving their goal.



All grade levels

Students set goals each week. Teacher comments on goals to get students to be more specific and to congratulate them when they've achieved their goal. Goals range from academic to behavioral focus areas.



Weekly Goal Setting, Reflection, & Grade Check

My weekly goals	How will I reach my goals?	Reflection: Did I reach my goals? Circle One																		
1. My first goal is 2. My second goal is	The steps I will take to reach my goal are: <ul style="list-style-type: none">• Example: I will ask questions at appropriate time if I have them.••	YES NO Explain why you did or did not reach your goal: _____ _____ _____																		
What is my current grade? _____ letter _____ percentage	If your grade is lower than a 75% <u>Assignment</u> <u>grade</u> <u>points earned/possible</u> 1. Playlist 43 83% B 97/110	What should I do to raise my grade? If I do not need to raise my grade, what did I do to maintain or get a higher grade? _____ _____ _____ Comments: (anything I need to know) _____ _____ _____																		
<table border="1"><thead><tr><th>Assignment</th><th>Grade</th><th>Points earned/possible</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr></tbody></table>		Assignment	Grade	Points earned/possible																
Assignment	Grade	Points earned/possible																		

All grade levels

Students set weekly goals and intentions for how they will reach their goals. They then reflect on whether they have reached their goal.



Goal: _____

S Specific:
❖ What do I want to accomplish?
❖ Why Do I want to accomplish this?
❖ What are the requirements?

M Measurable:
❖ How will I measure my progress?
❖ How will I know when the goal is accomplished?

A Attainable:
❖ How can the goal be accomplished?
❖ What are the logical steps I should take?

R Relevant:
❖ Is this a worthwhile goal?
❖ Is this the right time?
❖ Do I have the necessary resources to accomplish this goal?

T Timely:
❖ How long will it take to accomplish this goal?
❖ When is the completion of this goal due?
❖ When am I going to work on this goal?

SMART Goal: _____

All grade levels
Students set [SMART goals](#) related to academics and personal aspirations. [Tracker template.](#)



Five Step Process

Set Goal	
Plan	
Learn	
Show What You Know	
Reflect	

Goal Tracker Template

Date	My Goal	How will I reach my goal?	This week I did this to work toward my goal	I would recommend these resources to my classmates	Did I meet my goal? Why or why not?
03/20/13	To be able solve quadratic equations by factoring.	I will practice solving quadratic equations by factoring in Khan Academy and complete all of my homework	Went on Khan Academy to practice a lesson called "Solving Quadratic Equations by Factoring" Worked with a partner to solve 15 practice problems. Went to tutoring after school on Tuesday	I really liked the video on Khan Academy called "Introduction to the Quadratic Equation."	Yes. I think the tutoring with Ms. Watson really helped

Secondary

Students set and track goals in this [digital template](#).



DBQ REPORT CARD

NAME:

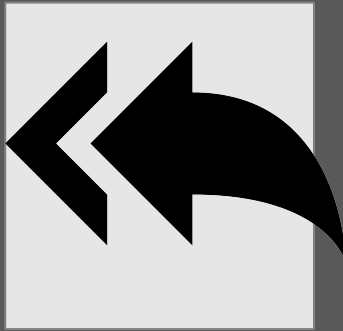
WESTERN HUMANITIES

Directions: Make a copy of this document, name it "DBQ Report Card", and put it in your Unit 2 folder. Open your DBQ and access the DBQ rubric (linked in your DBQ). Enter the score you earned for each row of the rubric in the "Writing Skills Mastery Tracker" section. Then, read the comments in your DBQ and reflect on your performance/set goals by completing the "Writing Skills Reflection & Goal Setting" section.

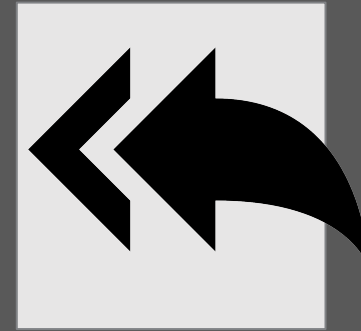
Writing Skills Mastery Tracker					
Rubric Criteria	DBQ #1	DBQ #2	DBQ #3	DBQ #4	DBQ #5
Purpose					
Introduction to Evidence/ Signal Phrases					
Evidence					
Development/Analysis					
Organization					
Sentence Structure					
Word Choice					
Tone					

Secondary

Students track their DBQ growth over time in this [tracker](#).



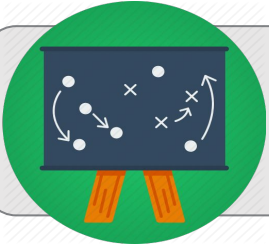
Return to Student Reflection & Ownership Focus Areas



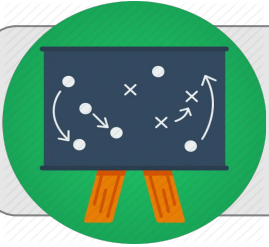
Return to Breakout Topics



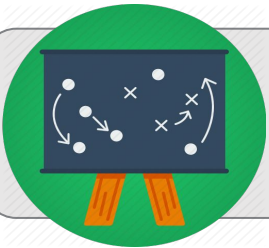
Choice strategies to try:



Seating choice



Learning choice



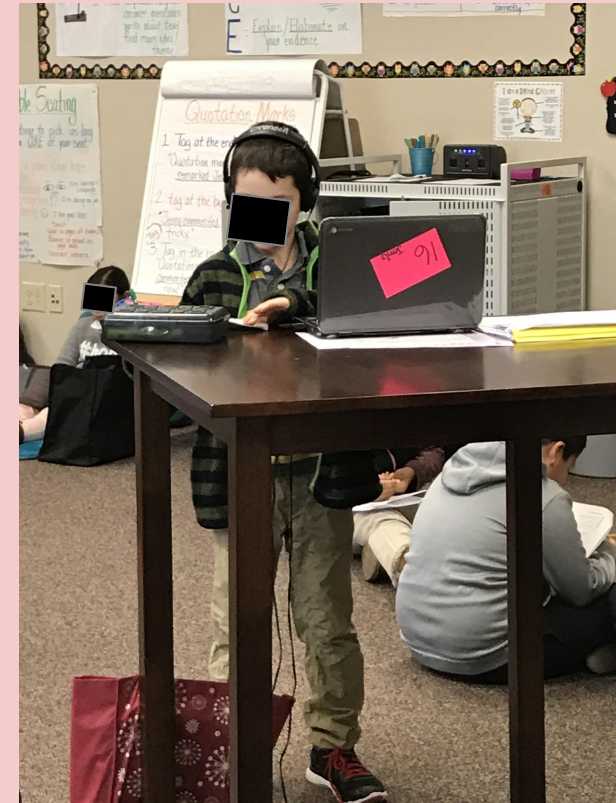
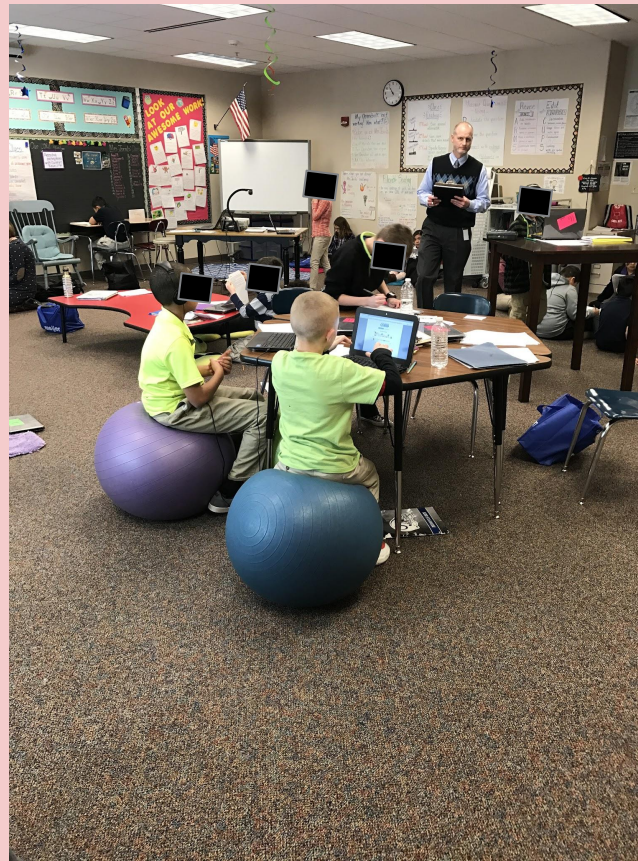
Pacing choice





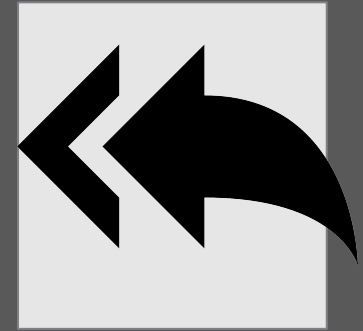
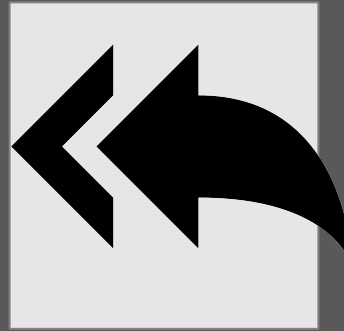
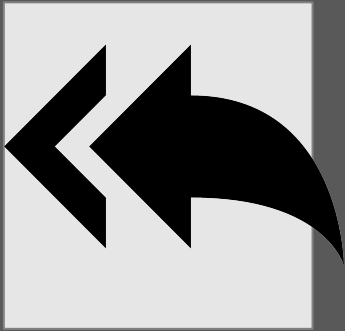
All grade levels

Seating Choice: Students have a choice of where to work on digital content- some lay on floor, while others sit in chairs or stand. This choice has a huge impact on student engagement; read more [here](#).



All grade levels

Seating Choice: Students choose where they would work best and can justify their choice if prompted. Read more about flexible seating [here](#).



Return to Choice strategies

Return to Student
Reflection & Ownership
Focus Areas

Return to Breakout Topics



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Elementary

Learning Choice: Students choose buckets based on skill need. Buckets are color-coded based on level so students know they can grab any yellow or red bucket for the independent station.



Name Angelina Bradley

Sep 21-16

Due _____

Zoo-ology choice board



Write the lyrics to the song.

<p>Verbal Linguistic</p> <p>Read an article about one of the newest members to arrive at the zoo. Then write a newspaper article or oral report to share with the class about your discovery. One well written paragraph is required.</p>	<p>Mathematical-Logical</p> <p>Visit a zoo online (Philadelphia or Atlanta) and create a graph that reflects the amount of vertebrates in their possession. Create 3 word problems for your teacher or classmate to solve.</p>	<p>Musical</p> <p>Create a two minute rap, song, or poem about your favorite or least favorite animal. Be prepared to recite your rap or poem to your peers. Addison</p>
<p>Visual Spatial</p> <p>Create and design your own zoo. What would it look like? What animals would you have? Is there anything special or different about your zoo? Use labels and images to assist others with traveling through your zoo.</p>	<p>Bodily Kinesthetic</p> <p>Create 5 animal exercises for your classmate to do. Record yourself</p> <ul style="list-style-type: none"> • Giving the name of the exercise, • Explaining how to do the exercise, and • Demonstrating how to do the exercises - 3x 	<p>Interpersonal</p> <p>Work with a partner or small group and create a short dialogue animals may have amongst each other (1 page). Be creative. Illustrate 2 images for your discussion.</p>
<p>Intrapersonal</p> <p>Create a Top 10 List of things you would like to do at the zoo. Feel free to visit any zoo of your choice online, but don't forget to list the zoo on your assignment. Addison</p>	<p>Naturalist</p> <p>Take a nature walk with a parent or trusted adult and create a picture-diary of animals you've observed in your community for 5 days. Illustrate where the animal was seen, list the name of the animal, identify where the animal was observed, share what the animal was doing, and how did you feel when you observed the animal.</p>	<p>Existential</p> <p>Research an animal that is endangered at a local zoo. Create a poster telling others the following:</p> <ul style="list-style-type: none"> • 5 facts about the animal, • Why it's endangered, and • How they can help.

1
2
3
4

5
6
7
8
9
10

Shade with an orange crayon which three you would like to complete.

All grade levels
Learning Choice: Students choose activities on a choice board ([templates](#)) or [learning menu \(high school example\)](#).
 Consider trying [Choice Days](#).



Kaylana

Which standard will you choose?
ELA

4RV.2.1 Apply context clue and text features to determine the meaning for unknown words.
4.RL.3.2 Compare and Contrast the point of view between first and third persons.
4.RN.2.1 Refer to details and examples in text when drawing inferences in the text.
4. RN. 4.1 Distinguish between fact and opinion in the text.
ELA Weekly Reflection: How's It Going?
Student Kaylana Date Jan 30, 2017

What standard or standards are you working on this week?
Me: 4RV.2.1 Apply context clue and text features to determine the meaning for unknown words.

What did you use to help you learn the standard or standards this week?
Me: I used compass and Mrs. Shank helped me. MobyMax.

What do we get to celebrate that you learned this week?
How do you know that you learned the standard or standards?
Me: on mobymax I got 100% or 95%

How do you feel about what you learned this week?
Me: I feel good about myself because I got better at my standard.

Is there a standard that you think you need more practice on and what is it? How can you practice it more?
Me: 4. RN. 4.1 Distinguish between fact and opinion in text.

me meet my goal: Compass, Moby Max, Lexia,

Personal Goals for Spring NWEA
Name Kaylana
Date 12/16/16-17.

MATH
Current Score 217 Goal Score 222 17

What I need to learn: Computation, Algebra thinking & Geometry, Data Analysis, and Statistics.

What I will do to meet my goal: Get on more math websites do more st math at home.

I will need the following help by: Someone who got above their score, Mrs. Shank, Mom & dad

I will need these resources to help me meet my goal: Math Zearn, Tensmark, More Worksheets, time to finish work sheets.

READING
Current Score 211 Goal Score 216

What I need to learn: Vocabulary.

What I will do to meet my goal: Work with someone who knows Vocabulary very well.

I will need the following help by: Mom, dad, Mrs. Shank, friends.

I will need these resources to help me meet my goal: Moby, Max, Compass.

LANGUAGE
Current Score 210 Goal Score 215

What I need to learn: Everything, write develop for purpose & Audience, Understand, Edit for grammar usage, understand Edit machines.

What I will do to meet my goal: Get on moby max, compass, Lexia, work with Mrs. Shank, parents, friends, Tutor.

I will need the following help by: Mrs. Shank, Tutor, parents, friends.

I will need these resources to help me meet my goal: Combooks, people/friends, family.

All grade levels

Learning Choice: Students choose standards to focus on based on recent performance data. They have discussions with their teacher about their recent benchmark scores and set goals to improve them.



Jeremiah

Station Rotations

Day	Stop One	Stop Two
MON	Where are you going? Tinker What did you learn on purpose? did the Dodge to	Where are you going? Meador What did you learn on purpose? I was working on COMPASS.
TUES	Where are you going? PLT What did you learn on purpose? I Learned how to look back into the story.	Where are you going? Meador What did you learn on purpose? I was working on COMPASS and level.
WED	Where are you going? Shasadio What did you learn on purpose? I Read a Miguel Abadilla.	Where are you going? Meador What did you learn on purpose?
THURS	Where are you going? Meador What did you learn on purpose?	Where are you going? Meador What did you learn on purpose?
FRI	Where are you going? Presley What did you learn on purpose?	Where are you going? Meador What did you learn on purpose?

Station Rotations

Hayden Russell Room 20

Day	Stop One	Stop Two
MON	Where are you going? Presley Meador What did you learn on purpose?	Where are you going? Presley What did you learn on purpose? I learned on purpose not to guess
TUES	Where are you going? Details What did you learn on purpose? Reading	Where are you going? PLT What did you learn on purpose? Reading and answering questions
WED	Where are you going? Presley What did you learn on purpose? ansering the right answer	Where are you going? PLT What did you learn on purpose? Reading and finding
THURS	Where are you going? Mrs. Gauer What did you learn on purpose?	Where are you going? I love this story What did you learn on purpose?
FRI	Where are you going? PLT What did you learn on purpose?	Where are you going? Presley What did you learn on purpose?

All grade levels

Learning Choice: Students create personalized playlist each week based on their learning goals and offerings by the teacher. "Stops" might include time with the teacher, PL time, or activities with other students. The teacher creates a master activities offerings sheet each week.

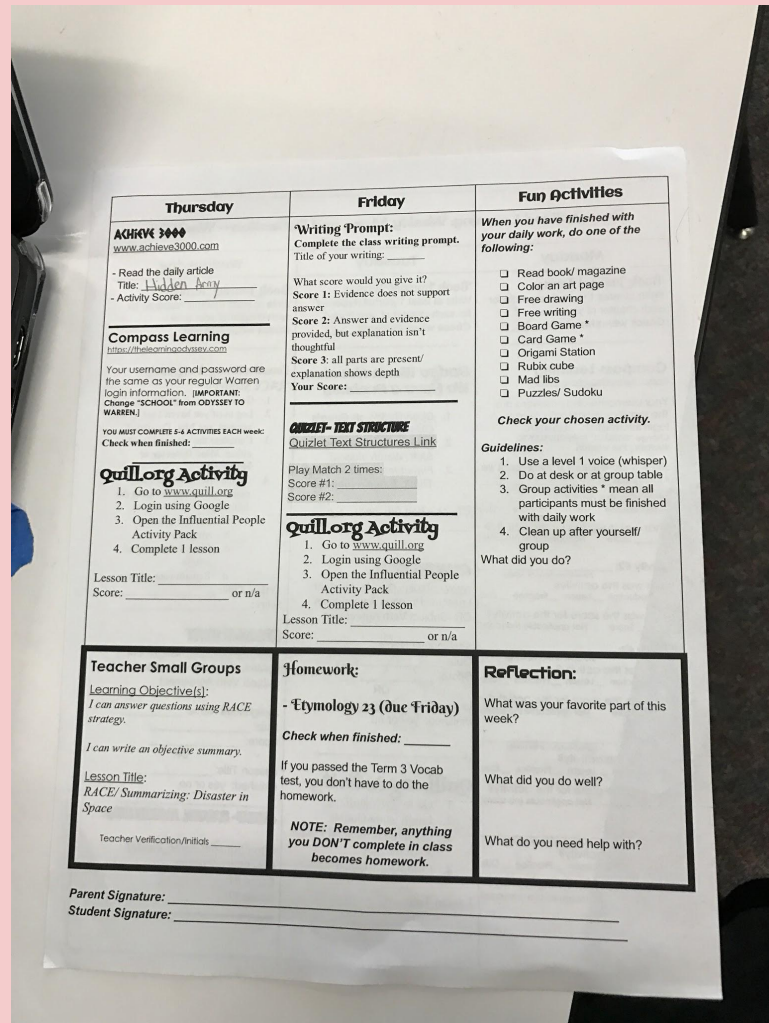
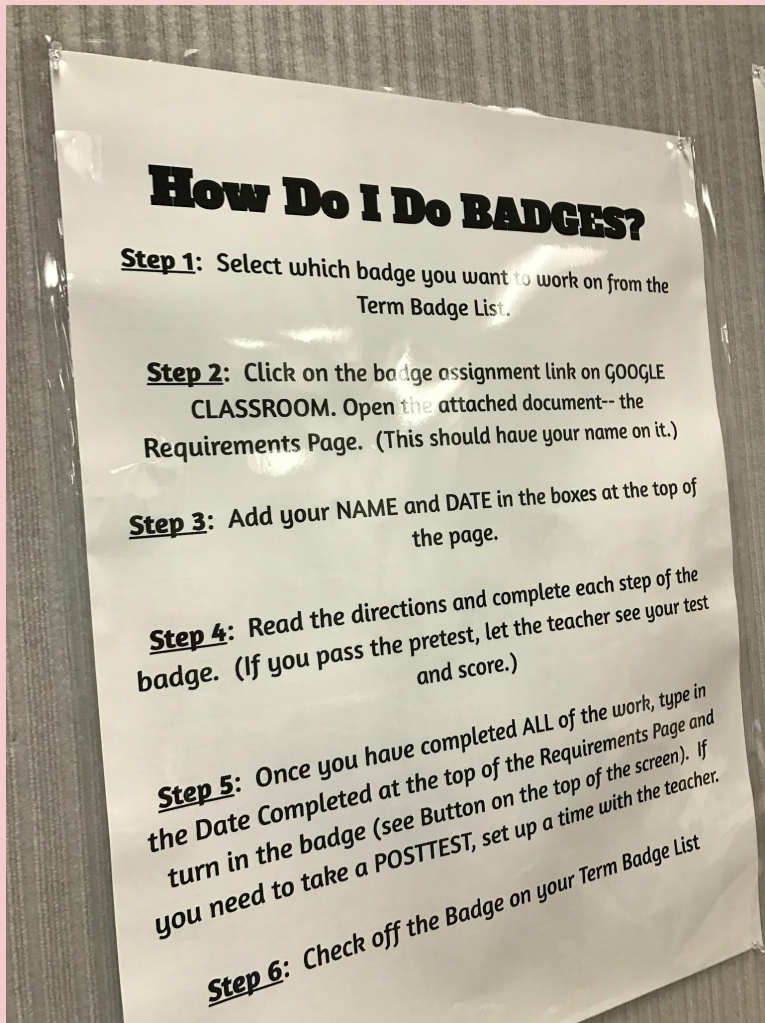


Guided Center	Achieve 3000	Comprehension Center	Writing Center
<p>Where? Front of the classroom</p> <p>Voice Level: 1</p> <p>What do I need? Pencil and highlighter</p> <p>What will I do? Practice reading a persuasive script with fluency and expression.</p>	<p>Where? Tech rows or where a teacher can see my screen!</p> <p>Voice Level: 0</p> <p>What do I need? iPad or chromebook</p> <p>What will I do? Complete & log one lesson</p>	<p>Where? Reading Table</p> <p>Voice Level: 1</p> <p>What do I need? Pencil</p> <p>What will I do? Work with Miss Benzie to analyze books and identify author's purpose.</p>	<p>Where? Partner/Group desks</p> <p>Voice Level: 1</p> <p>What do I need? Chromebook, Google Classroom, iPad</p> <p>What will I do? Use elements of</p>
<p>Gabrielle Natalla Alex Chris Daniel</p>	<p>Amari Sammy Graham Cameron Kira</p>	<p>Dhruv Scarlett Camille Giselle Brandon Isabel</p>	<p>Find and drag your name to the center where you would like to work for this rotation. (max of 6 at a center)</p>

Students drag & drop names

All grade levels

Learning Choice: Students manage their rotations based on their needs/interests.



All grade levels

Learning Choice: Students have the opportunity to earn a badge on a topic interesting to them. They also have a playlist of activities to work through each week that includes sections for teacher small group, homework, and reflection.



Class Consultants

I need help with...	I Can ask...		
identifying literary devices & interpreting	Per 2: Guillermo, Asac, Evelyn	Per 5: Stephanie, Willie R., Roberto	Per 9: Scottie, Alexis, Kiara
Complete Sentences & punctuation	Per 2: Abigail, Ariella	Per 5: Maria, Joe M.	Per 9: Scottie, Jemima
Writing Counterclaims & Explaining evidence to prove them	Per 2: Kathy, Jeremy, Qeante	Per 5: Alex, Brianna	Per 9: Malachi, Jemima
Hook Statements & topic sentences	Per 2: Guillermo, Jeremy	Per 5: Alex, Willie R.	Per 9: Daffny, Malachi
Quoting & Citing	Per 2: Nelson, Samantha	Per 5: Stephanie, Maria	Per 9: Alexis, Jemima
Using more Specific & accurate language	Per 2: Abigail, Qeante, Arianna	Per 5: Stephanie, Willie R., Katelyn	Per 9: Arianna, Taofiq, Jemima

All grade levels

Learning Choice: Students can choose to consult an in-class expert if they have an academic question about a standard/skill. Experts are identified on an ongoing basis.



Genius Hour



Name _____

Date _____

My **Genius Hour** will be about _____

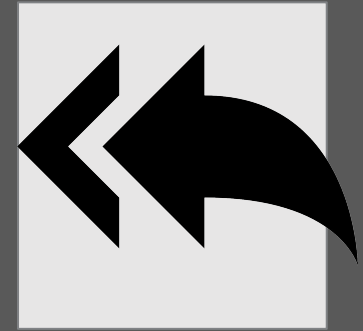
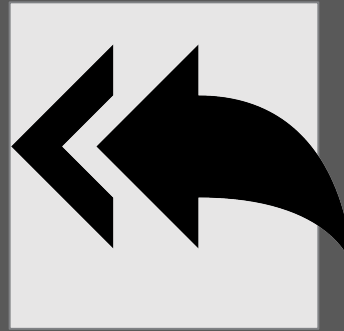
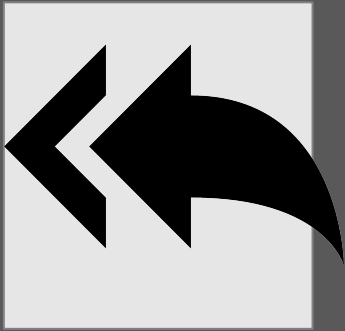
My **Inquiry Question(s)** (What are you wondering about?)

Materials I might need for my **research**.

How do you plan to find the answer to your question?

How do you plan to **present/show/share** your research findings?

Secondary
Learning Choice: Students have choice
in what & how they learn through a
[Genius Hour](#) or [20 Time](#).



Return to Choice strategies

Return to Student
Reflection & Ownership
Focus Areas

Return to Breakout Topics



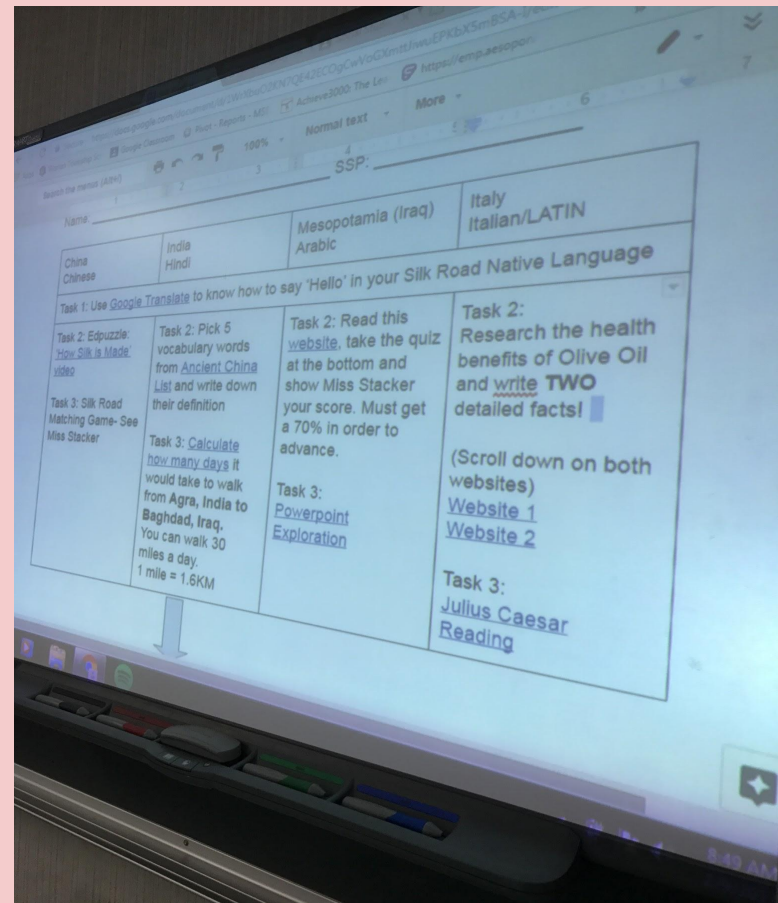
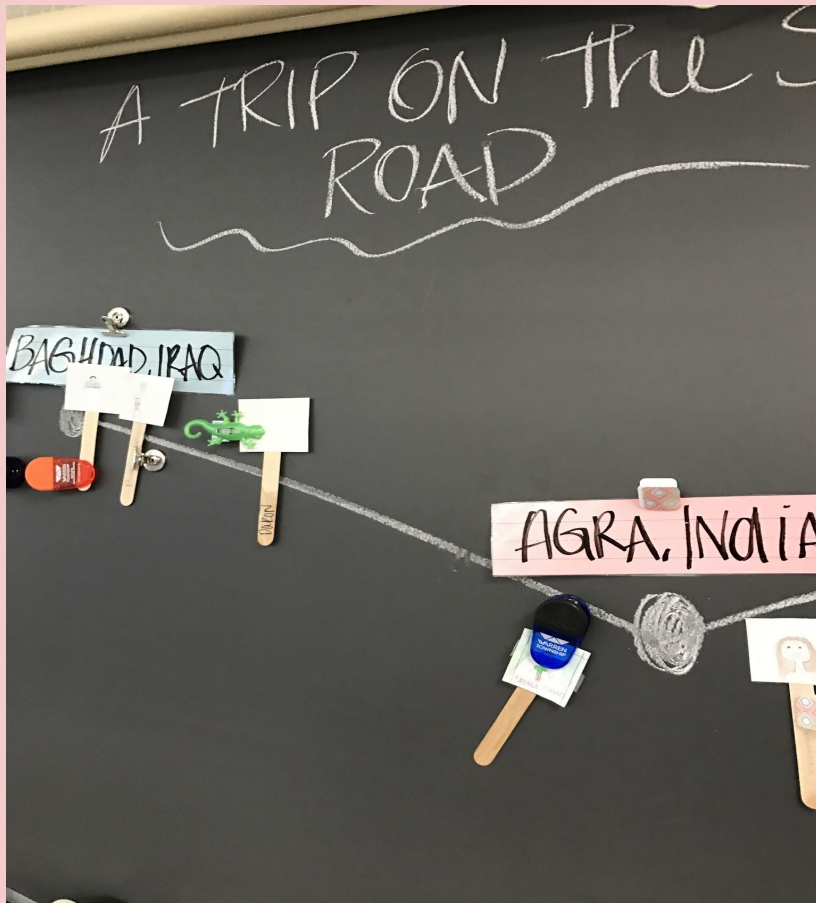
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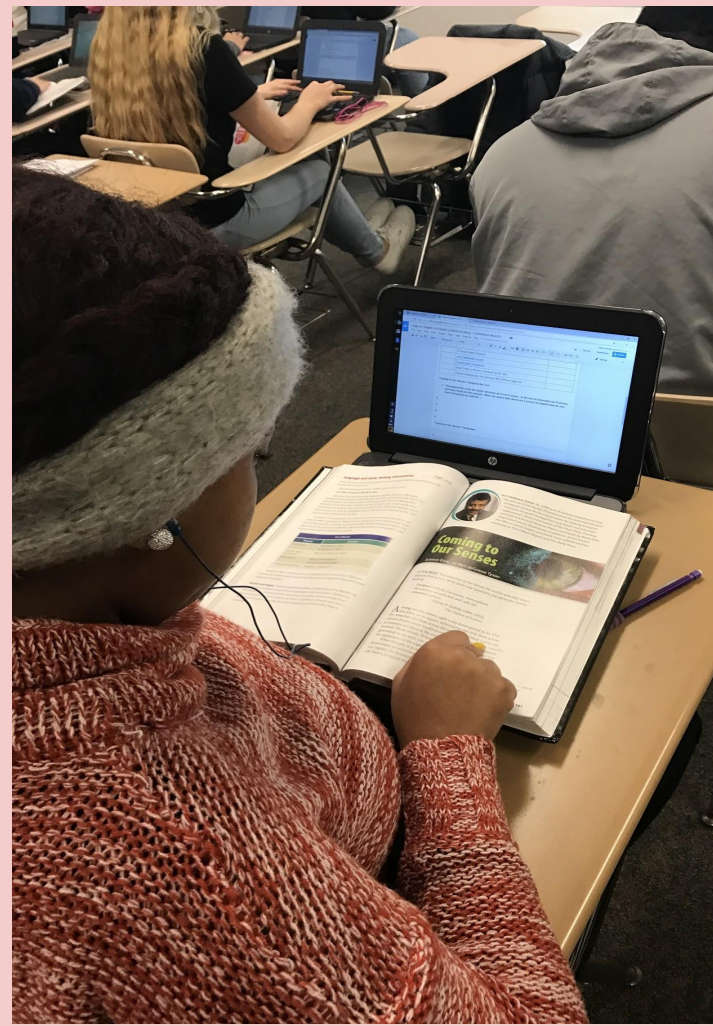
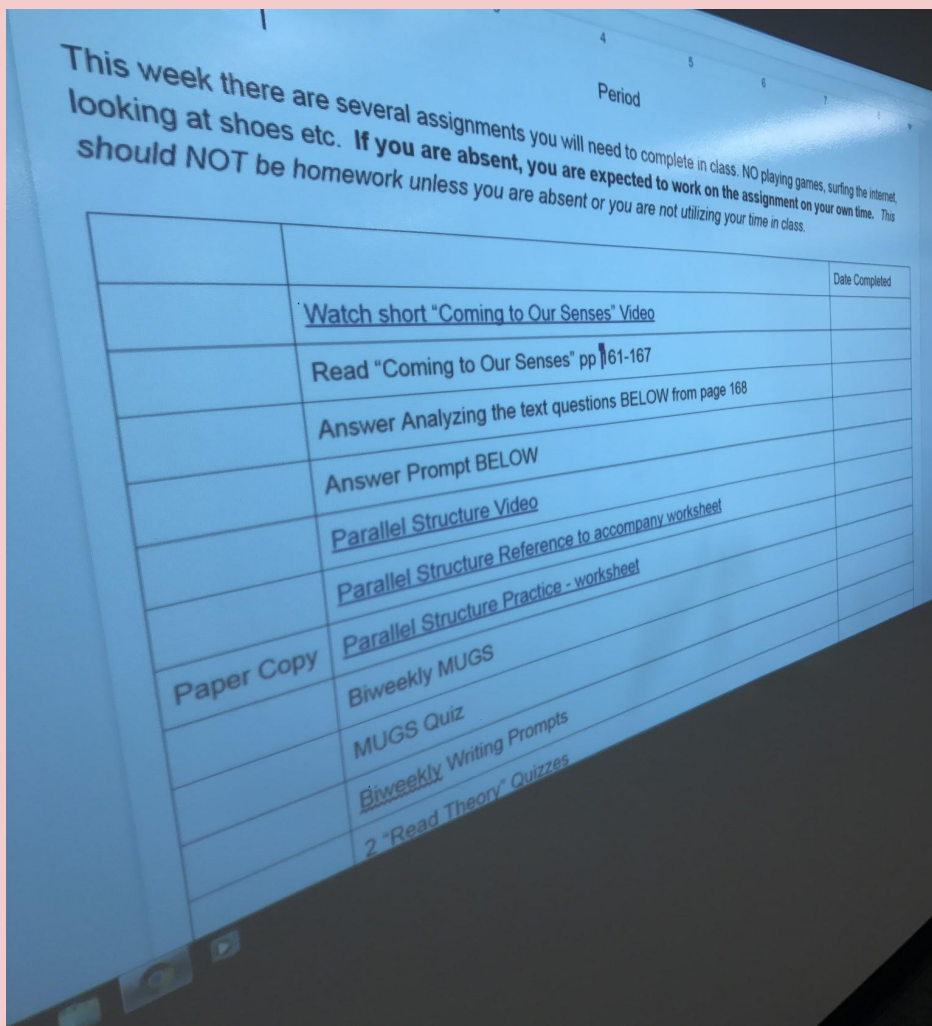


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All grade levels

Pacing Choice: Students worked independently and collaboratively on a playlist of activities. When completed with one playlist section (aka a country on the silk road), students could move their customized magnet on the board.



Secondary

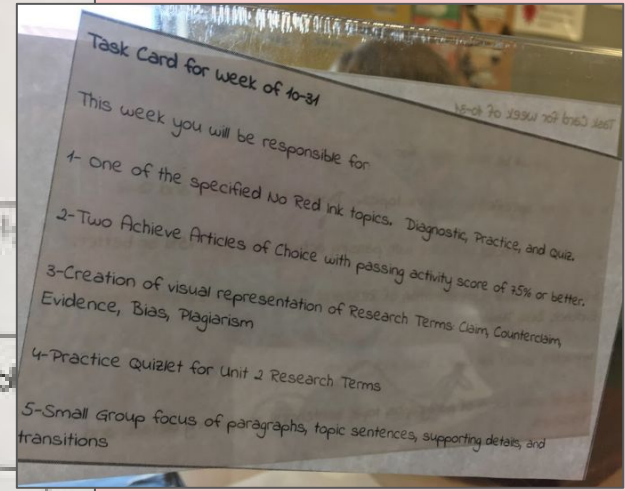
Pacing Choice: Students complete a playlist of activities throughout the week using a combination of digital and print resources.



- 1- One of the specified No Red Ink topics: Diagnostic, Practice, and Quiz
- 2- Two Achieve Articles of Choice with passing activity score of 75% or better
- 3- Creation of visual representation of Research Terms: Claim, Counterclaim, Evidence, Bias, Plagiarism
- 4- Practice Quizlet for Unit 2 Research Terms
- 5- Small Group focus of paragraphs: topic sentences, supporting details, and transitions

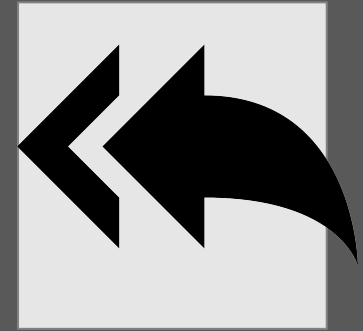
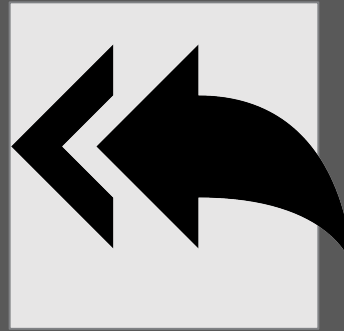
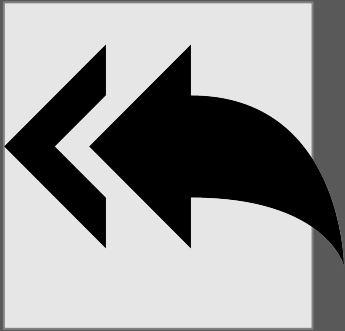
This is what I did:

Monday	Notes on diagnostic - capitalizing and birth 4.4.15, 1/2 test, PowerPoint
Tuesday	Achieve articles articles articles articles Are you go to eat that 75%, No red ink
Wednesday	
Thursday	
Friday	



Secondary

Pacing Choice: Students create their own weekly schedules based on task cards.



Return to Choice strategies

Return to Student
Reflection & Ownership
Focus Areas

Return to Breakout Topics



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Digital Content & Tools

Flexible Pacing	Just-in- Time Direct Instruction	Varied Strategies	Choice for Demonstrating Learning
<p>Facilitate multiple learning streams simultaneously</p> <p>Students independently progress through learning objectives at their own paces</p>	<p>Use student performance data to provide targeted instruction</p>	<p>Utilize assorted learning resources</p>	<p>Offer a variety of demonstration options</p>

Digital Content & Tools Focus Areas



Digital Content & Tools Focus Areas:



[Set expectations](#)



[Troubleshooting](#)

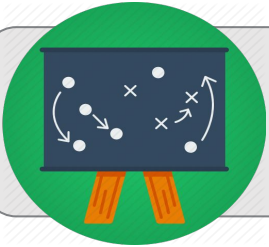


Resources for tracking digital content progress can be found in [Data-Driven Decisions](#)

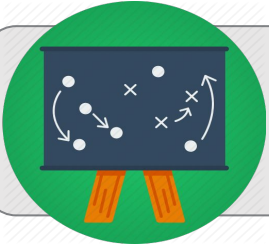
Return to Breakout Topics



A few strategies to Set Expectations:



Anchor Charts



Organization System





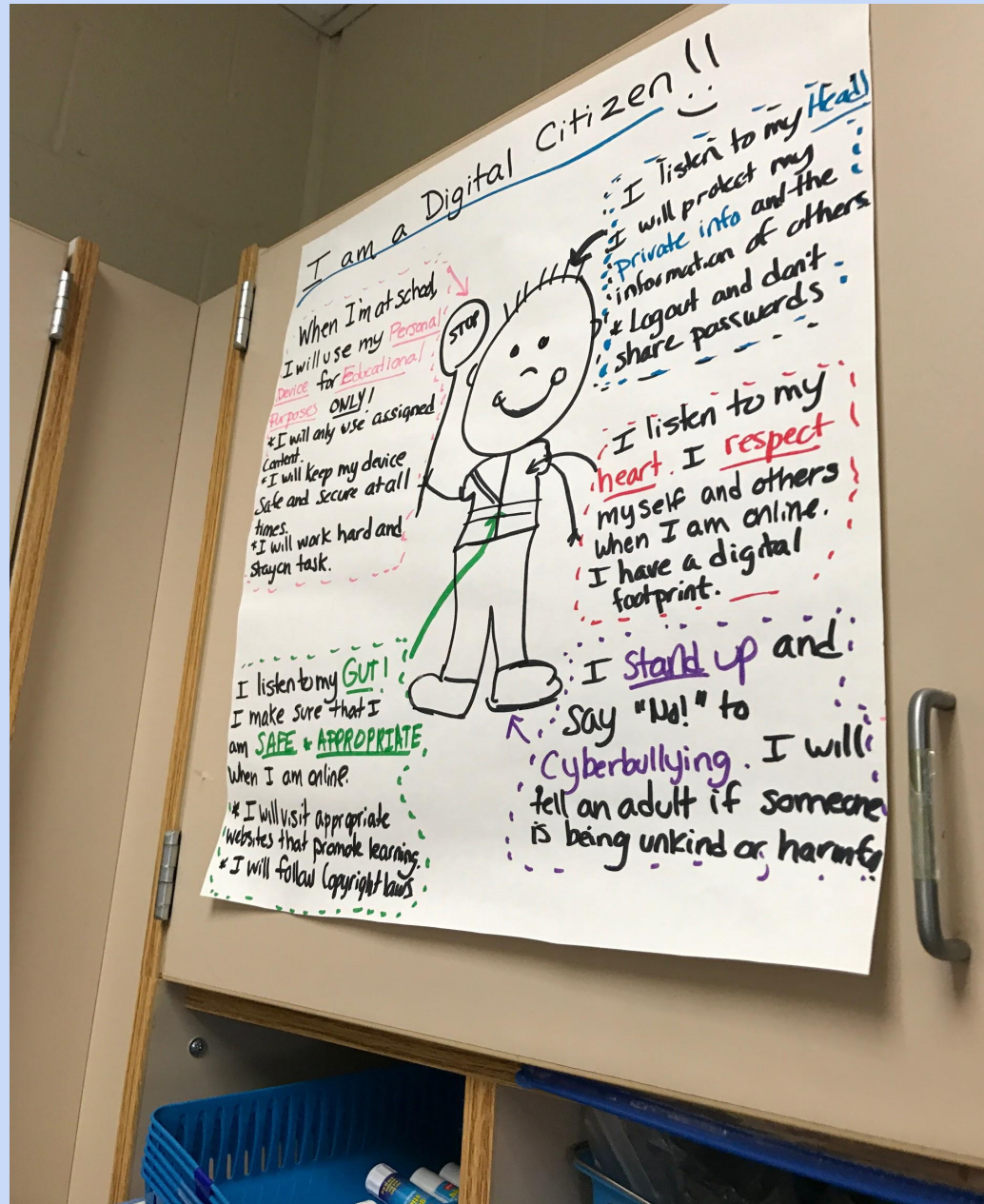
I understand what it means to be a good digital citizen. I promise to follow those rules to create a kind, respectful digital world.

29199

Jadduin Anqing Austin
Abby Genesis
Berta Miquel M Christopher
London TRAIRÉ
Katie Jame
Mikayla-Ann Madison Wayne
Camila MELODYNAXA
Ryan David

All grade levels

Anchor Chart: Contract signed by students acknowledging digital citizenship.



All grade levels

Anchor Chart: Characteristics of a digital citizen



Our Blended Promise ♥

I promise to...

- ♥ Do my best work.
- ♥ Stay focused and work on the blended program the entire time.
- ♥ Try my best and not give up.

- ♥ Take care of the equipment.
 - no food and drinks by the computer.
 - take care of them by holding them with 2 hands, walk with it, and put it away when I am done.
 - I will charge it at the end of the day.
 - Take care of the headphones.

- ♥ Only go on the blended programs or the programs the teacher asks us to.
 - Do not waste time by changing the background or icon.
 - Ask a captain for help if I need help.

♥ Keep an open mind and be proud of reaching your goals.

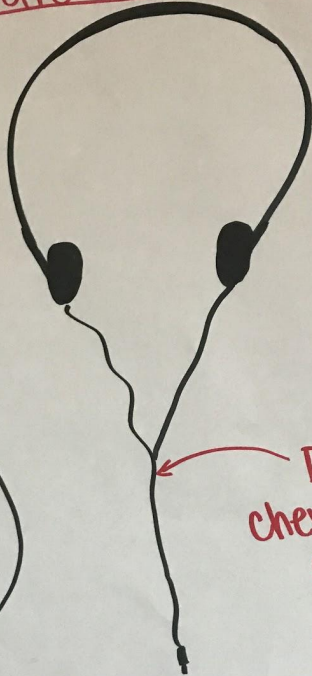
Reese, Kevan, Axden, Milan, Kelsey, Alana, Ke'ahyaq, Eddie, Jordan, Tyler, Britney, Kylee, Sadai, Marely, Sage, Noor, Harper, Sharni, Khamryn, Emory, Gavin, Halpern, Nylc.

All grade levels
Anchor Chart: Contract signed by students acknowledging "our blended promise."



How to care for headphones

Put them
away gently



Do not
chew on the
cable



Wrap your
cord gently
around
earpieces.



Wrap cord
around
finger
and tuck
plug in

All grade levels

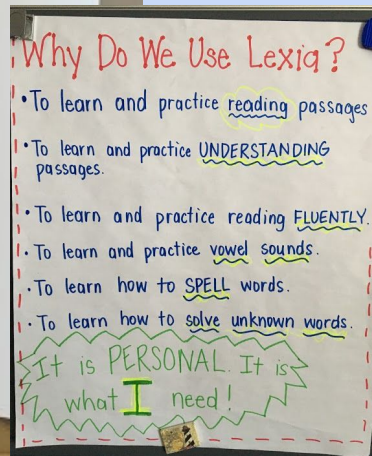
Anchor chart:

Care/maintenance posters are a great way to remind kids how to treat their tech.



Why do I use Compass?

- To increase our NWEA Scores
- To set goals for ourselves
- To conference and reflect on our individual goals
- To practice and improve as readers




All grade levels

Anchor Chart: Teacher helps the class understand the purpose of digital content providers by creating these “Why” poster with students. Using a flip chart makes it easy to toggle between posters for whichever digital content program is being used that day in class.

Expectations

✓ 2 or ↑ articles per week

✓ Answer Before Reading
Poll

✓ Complete 3 

✓ 75-88-100 on First Try

✓ Answer After Reading
Poll

DIGITAL CONTENT REQUIREMENTS

Achieve3000

- 8 ARTICLES per Month
- 1st TRY SCORE
- ROW 1 + ROW 2 = Total SCORE

# of Article Activities Completed	1	2	3	4	5	6	7	8	9
# of Article Score 75% or Above	1 out of 10% of topics	2 out of 10% of topics	3 out of 10% of topics	4 out of 10% of topics	5 out of 10% of topics	6 out of 10% of topics	7 out of 10% of topics	8 out of 10% of topics	9 out of 10% of topics
# of Article Score 80% or Above	10 points	20 points	30 points	40 points	50 points	60 points	70 points	80 points	90 points

★ = # of topics completed



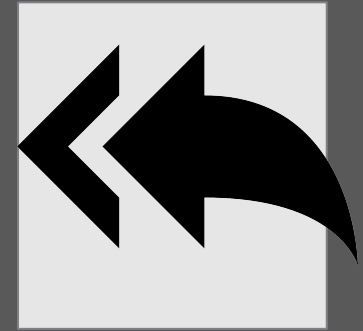
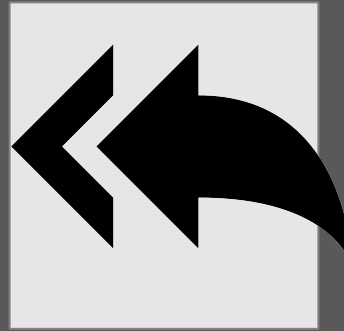
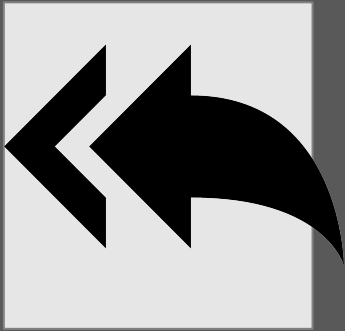
ALEKIS

- 0-24% mastery = 12 TOPICS (per week)
- 25-49% mastery = 10 TOPICS (per week)
- 50-74% mastery = 8 TOPICS (per week)
- 75-85% mastery = 6 TOPICS (per week)

★ = % mastered

All grade levels

Anchor Chart: Post expectations so students know what they need to accomplish.



Return to Set Expectations
strategies

Return to Digital Content
& Tools Focus Areas

Return to Breakout Topics



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All Grade Levels

Organization System: Create systems for storing technology safely in your classroom.

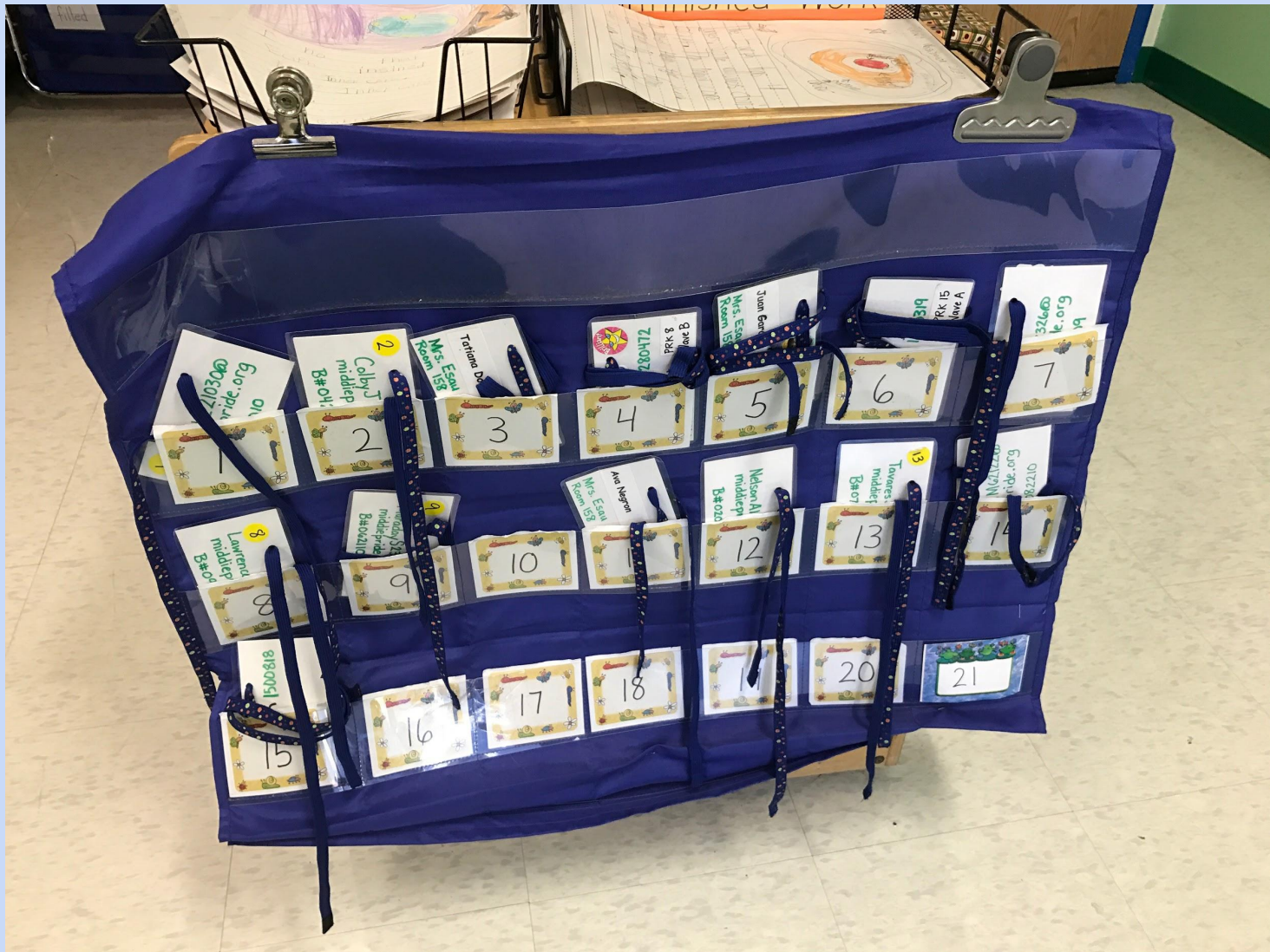


All grade levels

Organization System: Store headphones in a shoe organizer for easy, safe storage.

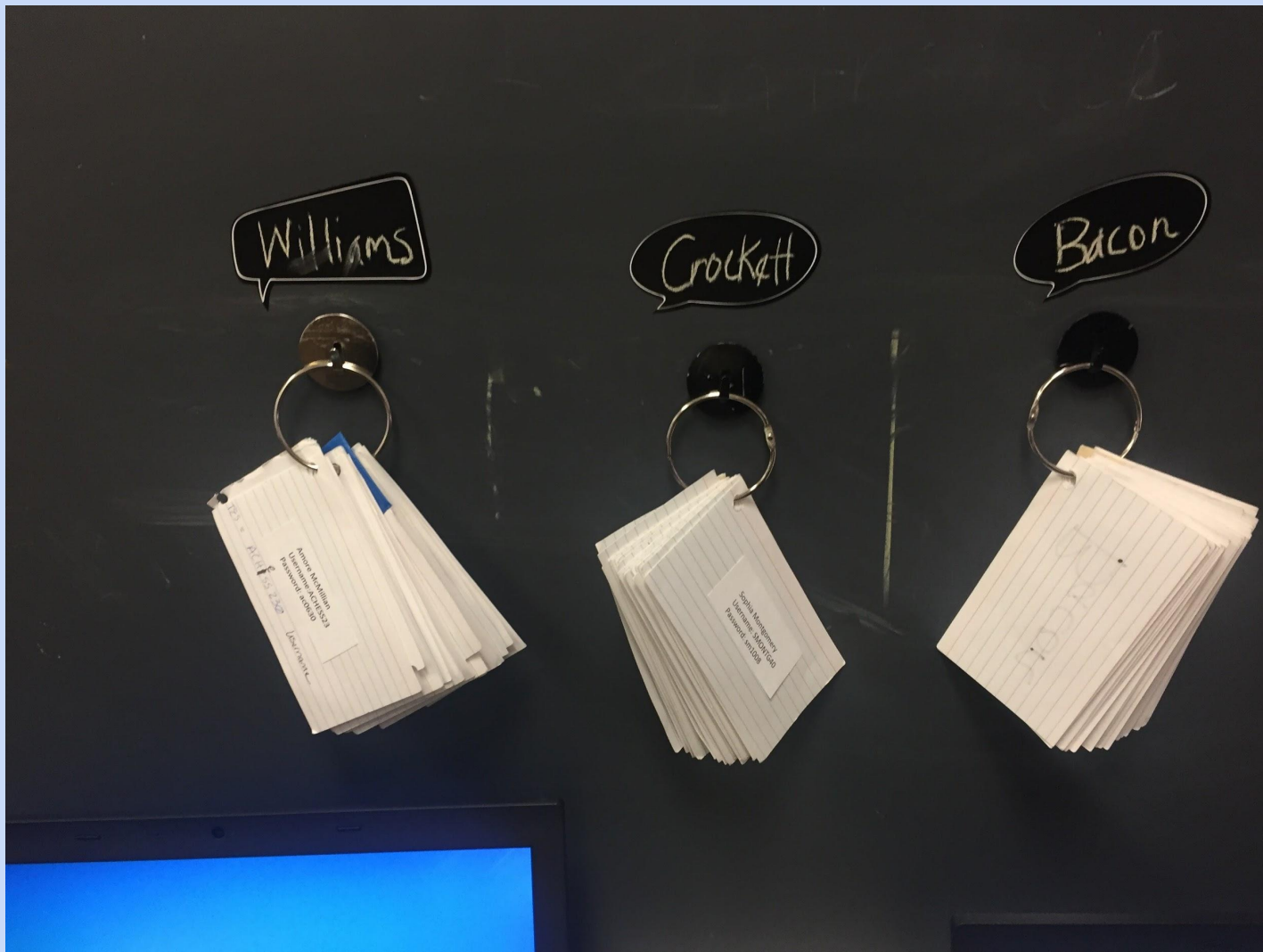


All grade levels
Organization System: Organization system for which digital content providers each student should use.



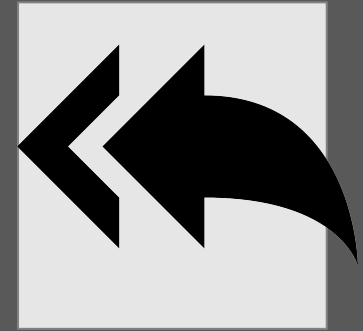
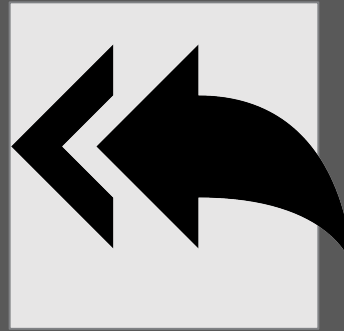
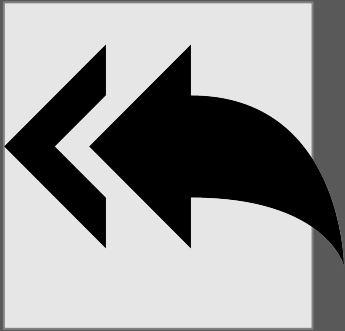
Elementary

Organization System: For younger students who cannot remember their passwords, use a pocket chart and shoelaces to create a DIY password organizer.



All grade levels

Organization System: Another example of a password organization system.



Return to Set Expectations
strategies

Return to Digital Content
& Tools Focus Areas

Return to Breakout Topics



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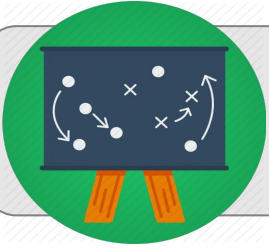


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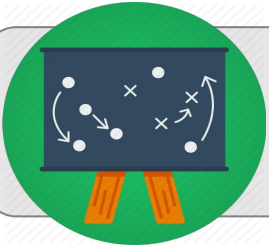


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A few strategies for Troubleshooting:

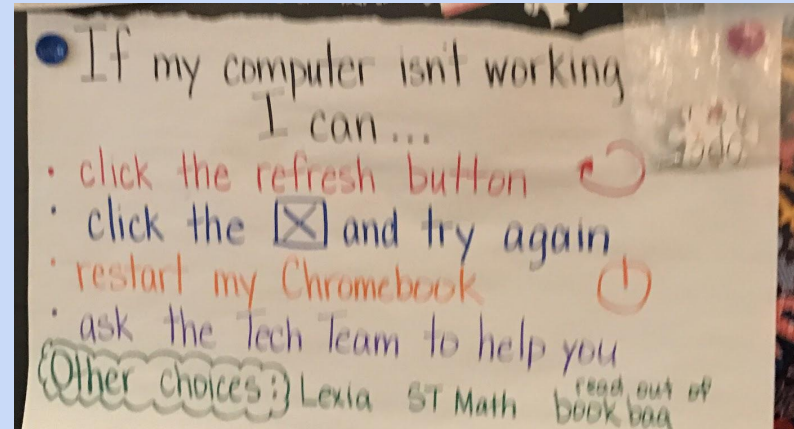
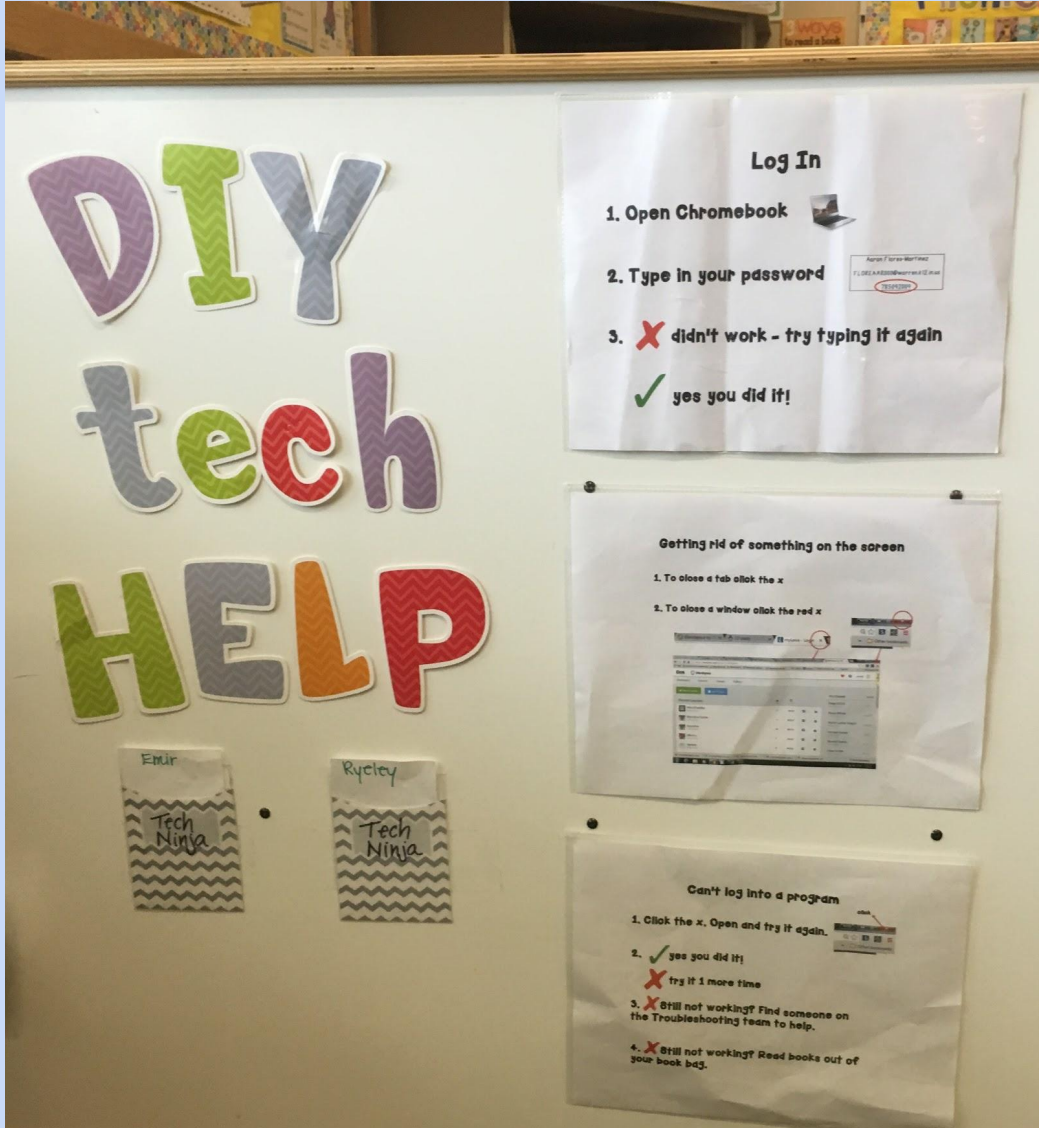


Anchor Charts



Student Experts





All grade levels

Anchor Charts: Create displays documenting common troubleshooting steps should follow before asking for help.




Chromebook trouble?

Step 1: Hit refresh ↻

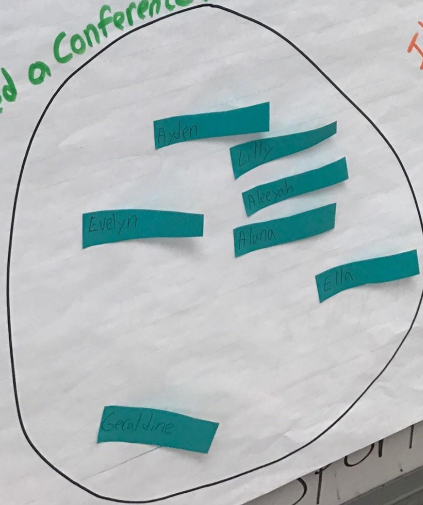
Step 2: X out and try again

Step 3: Sign out and try again

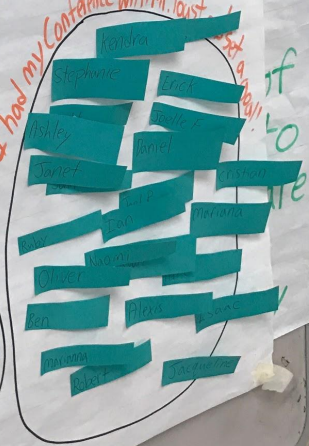
Step 4: Turn the chromebook off, count to 4 and turn it back on.

Step 5: Wear the help crown. 

I need a Conference with Mr. Poust



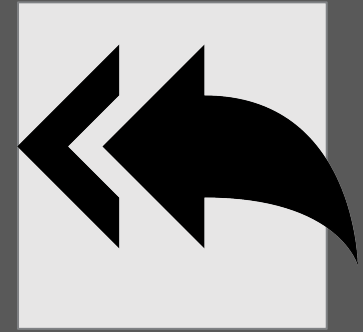
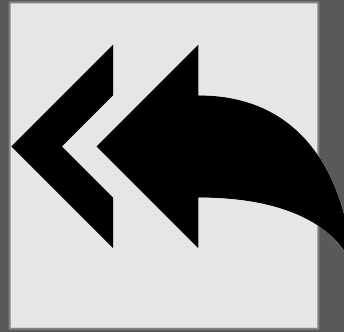
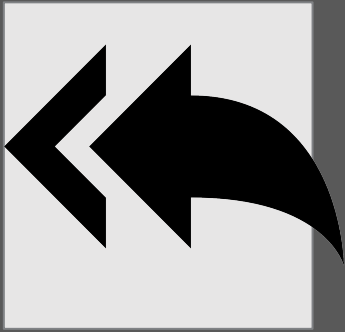
I had my Conference with Mr. Poust



Total Votes

All grade levels

Anchor Charts: Create displays documenting common troubleshooting steps should follow before asking for help.



Return to Troubleshooting
strategies

Return to Digital Content
& Tools Focus Areas

Return to Breakout Topics



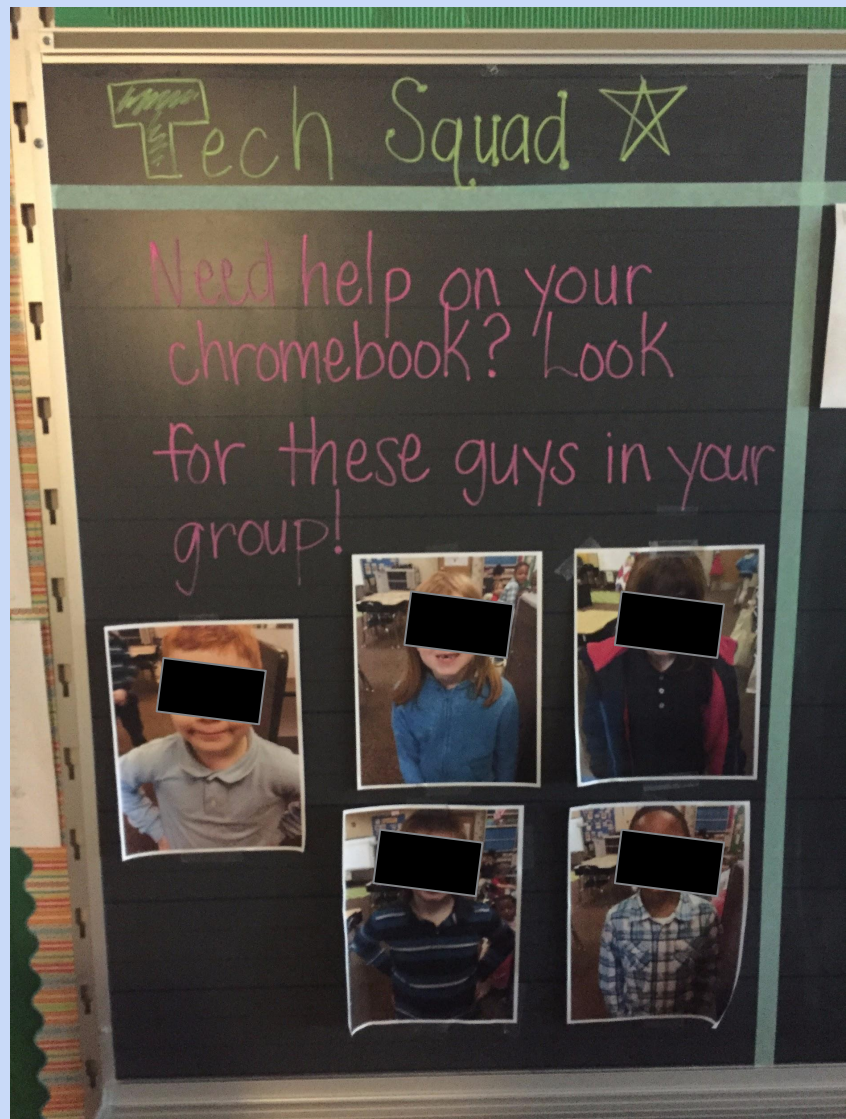
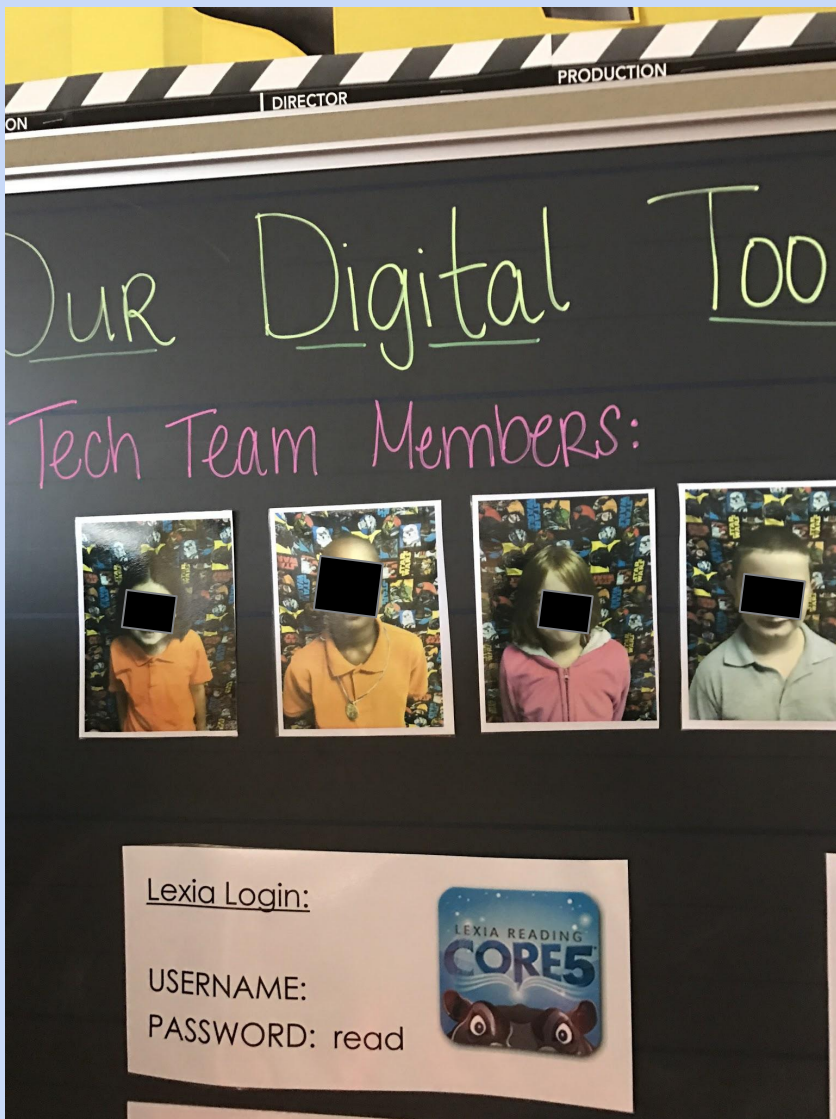
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
All grade levels



Experts: Designate technology experts in your classroom as a source of support before students ask the teacher for help







HAPPEN
-and it is okay-



I NEED HELP. who can help me?



Captains 
They are here for you when you need help. Remember check with a captain in the area you need help with. You can also ask someone in your group before you ask the teacher for help!



+ Addition  




- Subtraction  




x Multiplication  


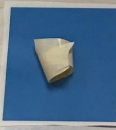

÷ Division  




Two-Step
Malissa bought 7 red notebooks, 8 green notebooks, and 5 pink notebooks. Each notebook cost \$1.
What was the total cost Malissa spent on notebooks?
 




Chromebook (login, etc)  Sage 




i-Ready   

Dreambox   

Tenmarks   

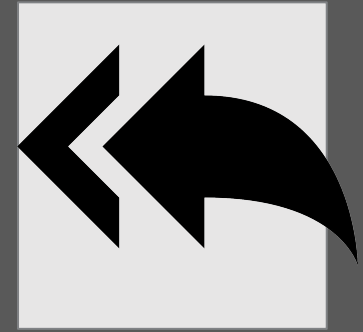
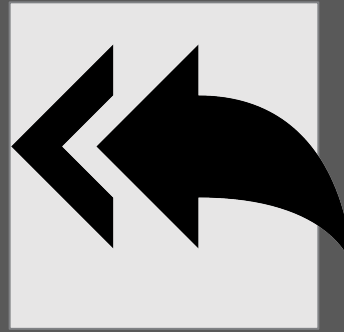
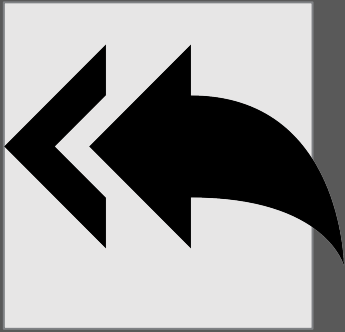
iXL   

Mobymax   

Fractions   

All grade levels

Experts: Designate technology experts in your classroom as a source of support before students ask the teacher for help



Return to Troubleshooting strategies

Return to Digital Content & Tools Focus Areas

Return to Breakout Topics



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Data-Driven Decisions

Varied Strategies	Just-in-time Direct Instruction	Choice & Voice	Mastery-based Assessment	Flexible Pacing
<p>Adopt multiple instructional methods</p> <p>Employ assorted learning materials</p> <p>Teach in a variety of groupings</p>	<p>Collect actionable student data</p> <p>Use student data to group flexibly, frequently, & strategically</p> <p>Use student data to provide targeted instruction</p>	<p>Offer meaningful and rigorous choices for how learning happens</p> <p>Provide opportunities for student feedback and reflection</p>	<p>Build structures to monitor & translate progress</p>	<p>Build structures to monitor individual & collective progress</p>
<p><i>Data informs the teacher's instructional decisions</i></p>		<p><i>Data informs the students' & teacher's instructional decisions</i></p>		

Data-Driven Decision Focus Areas



Data-Driven Decisions Focus Areas:



Gather data



Use Data

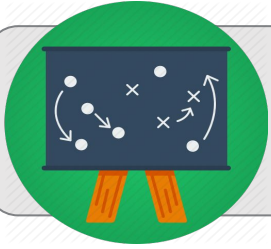


Track Data

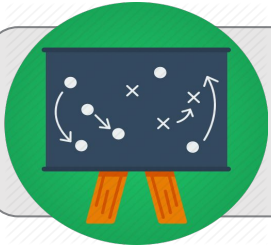
Return to Breakout Topics



Data Gathering strategies to try:

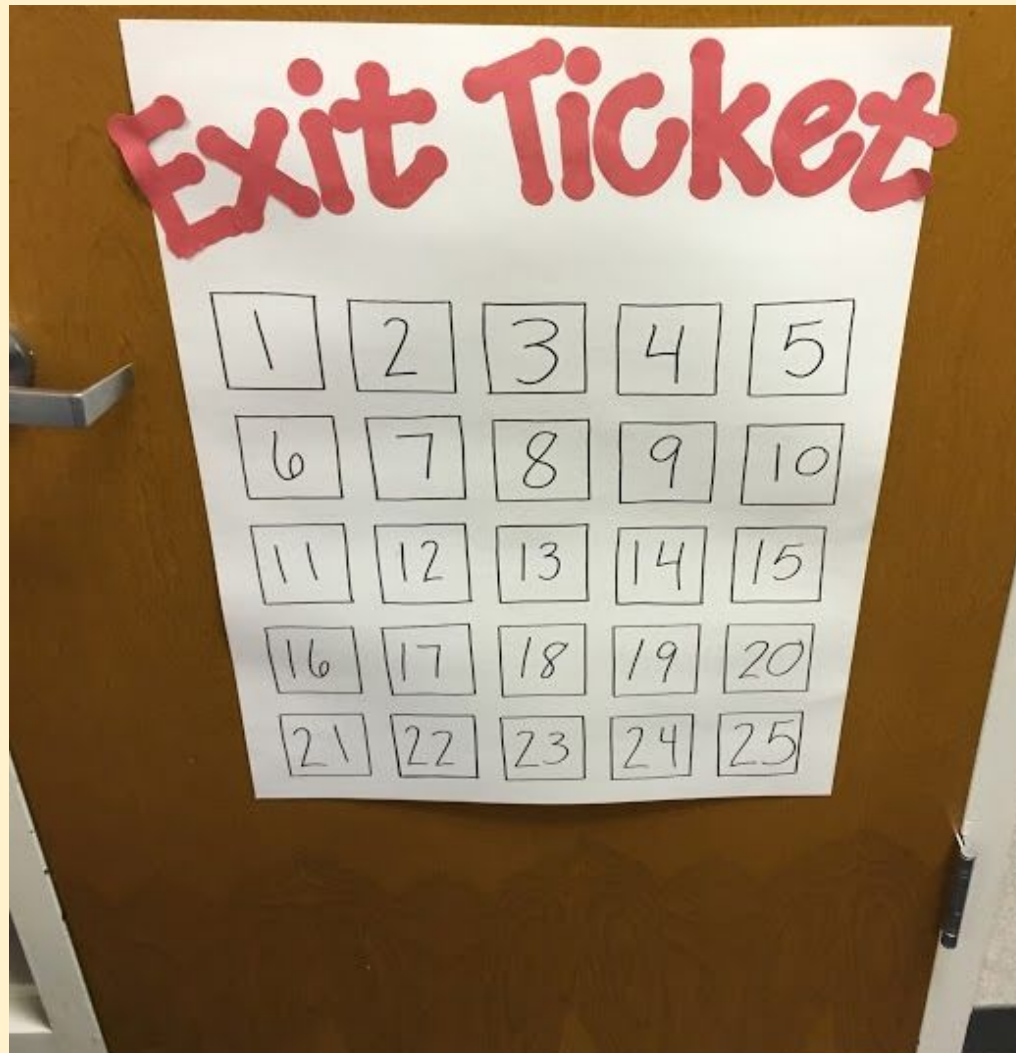


[Gather performance data](#)



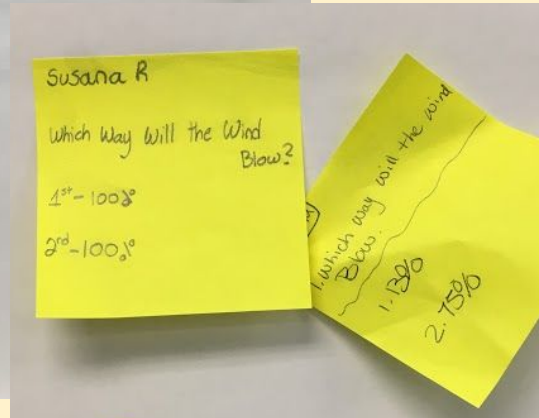
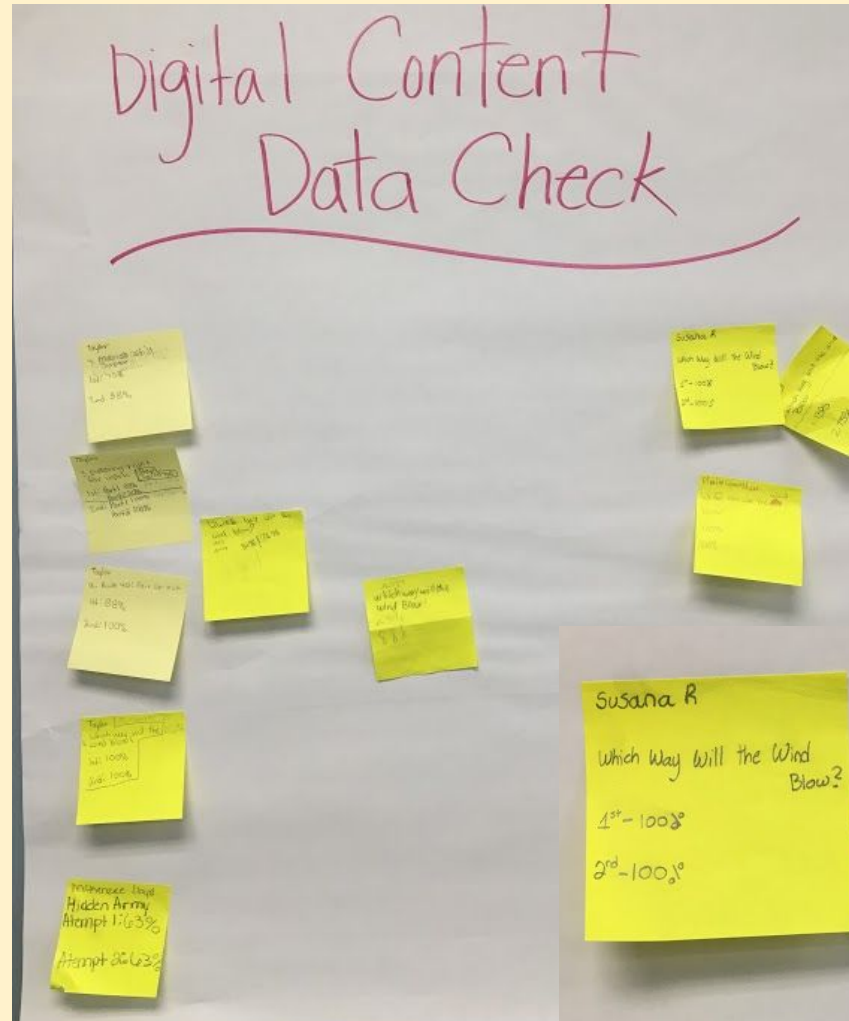
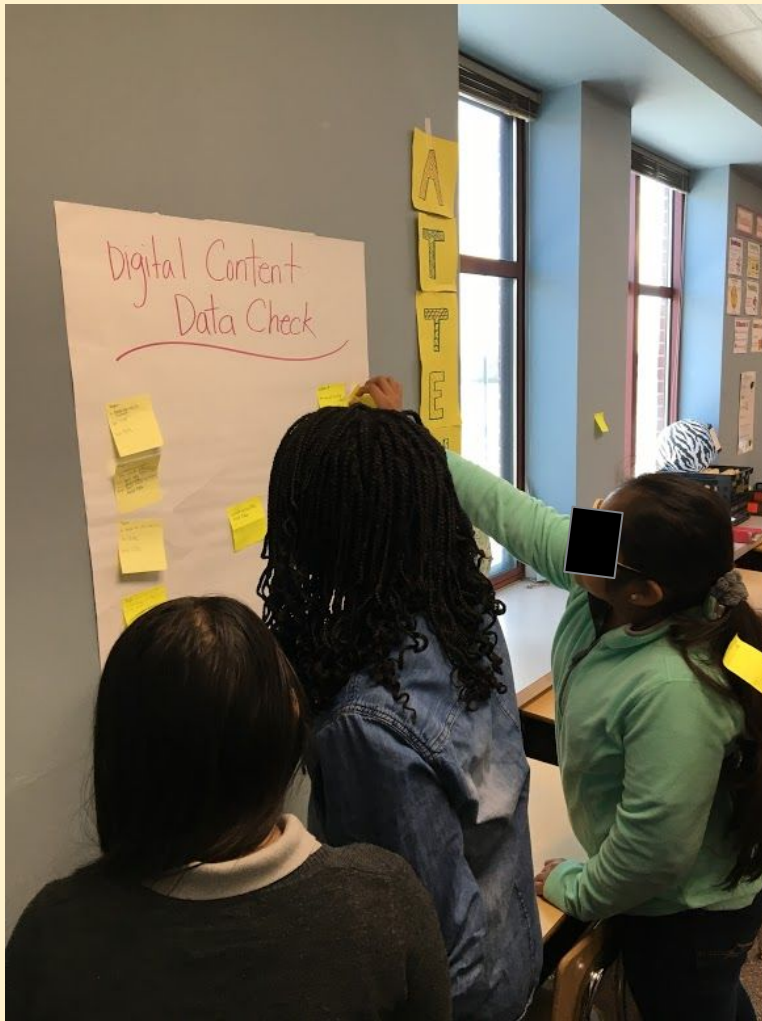
[Gather reflection data](#)

Return to Focus Areas 



All Grade Levels

Performance data: Students post exit tickets on door before heading out for recess, lunch, or school dismissal. Having post it size boxes and each student assigned to a number makes it easy to check on which students still need to complete exit ticket.



All Grade Levels

Performance data: Students complete quick exit ticket after using digital content to record their article name and score(s). Students quickly add post it notes as they return their devices to the class cart.



Name: _____ Stations 2/2 Block: 1 2 3 4

Station Expectations:

- ✓ Use only the designated voice level for each station.
- ✓ If you have a question, use a level 1 voice to ask a peer at your table before asking a teacher.
- ✓ When you're transitioning to a new task, do it quickly/efficiently.

****WHAT DO I DO IF I'M FINISHED EARLY?***

- *Work on AOW
- *NoRedInk
- *Read Silently
- *Complete another choice activity
- *Compass / Read Theory

Assignment Directions	I am working on this.	I have finished this.	Date Completed
Station A-Technology Complete the EdPuzzle.	✓		
Station B-Independent Work Complete Day 4 of <i>Unwind</i> . Complete Day 5 of <i>Unwind</i> .			
Station C-Personalized/Choice Complete 1 Read Theory quiz. Complete a 2 nd Read Theory quiz. Complete 1 Compass activity. Complete a 2 nd Compass activity.		✓ ✓ ✓ ✓	
Station D-Collaborative Complete the activity with a partner.			

Day	Points	Comments
Thursday	10	😊
Friday		
Monday	10	Much better!
Tuesday		

Exit Tickets

Thursday - At and From ✓

Friday - #BabyDiDi

Monday - No, because he's seen snarky.

Tuesday - → the

Daily Participation Points

- 0- Completed nothing.
- 5- Completed something, but didn't use time wisely.
- 10- Used station work time wisely.


Secondary

Performance data: Students monitor their progress on this playlist by indicating what they have completed, what they are currently working on, and what still needs to be completed.



Targeted Small Group Tracker



Small Groups	Data to Form Small Groups	What Students Be Doing:	Resources:	What data will be collected at the end of the small group? 
Insert Student Names	<insert> Ideas: Based on Formative Check, Teacher Choice or Schedule, Student Choice	Brief Overview of Small Group	<ul style="list-style-type: none"> • Insert Link • Insert Link • Insert Link 	
Insert Student Names	<insert> Ideas: Based on Formative Check, Teacher Choice or Schedule, Student Choice	Brief Overview of Small Group	<ul style="list-style-type: none"> • Insert Link • Insert Link • Insert Link 	
Insert Student Names	<insert> Ideas: Based on Formative Check, Teacher Choice or Schedule, Student Choice	Brief Overview of Small Group	<ul style="list-style-type: none"> • Insert Link • Insert Link • Insert Link 	

Skill/Objective for Small Group: _____ <copy and paste table each small group session>

Student	Needs Work <small>(cannot solve even with help or prompts)</small>	Developing <small>(can solve with help or prompts)</small>	Mastered <small>(can solve independently)</small>	Notes
				One-on-one conference Small group Independent Practice on Digital Content Monitor classroom Other: _____
				One-on-one conference Small group Independent Practice on Digital Content

All Grade Levels

Performance data: Teacher uses [this template](#) to track small group performance.



Miss Harris Kindergarten

Date: 2/9/17

Guided Reading Lesson Plan

Students: Anita Camila Tiaji Jordyn Ruperto

Alphabet: Letter Chart Speed Read absent pulled for EL

FSF, PSF, NWF: Picture Cards/Tap it Out/Dice game

Working with name:

Review Sight Words: spell/what's missing/mix & match/trace/write where

Book Title: Where Are We? Level: A

Parts of a book

Title

Picture walk voceb of locations

New sight words/known words walk we are at the

Strategies: Stretchy Snake, Eagle Eye, Lips the Fish, Chunky Monkey, Tryin' Lion, Flippy dolphin, Skippy Frog, T:T Match, Fluency, thinking about what makes sense, _____

Levels of Questioning

Level 1 (literal): _____

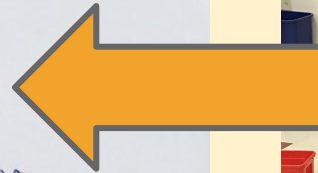
Level 2 (inference): _____

Level 3 (critical): _____

Level 4 (creative): _____

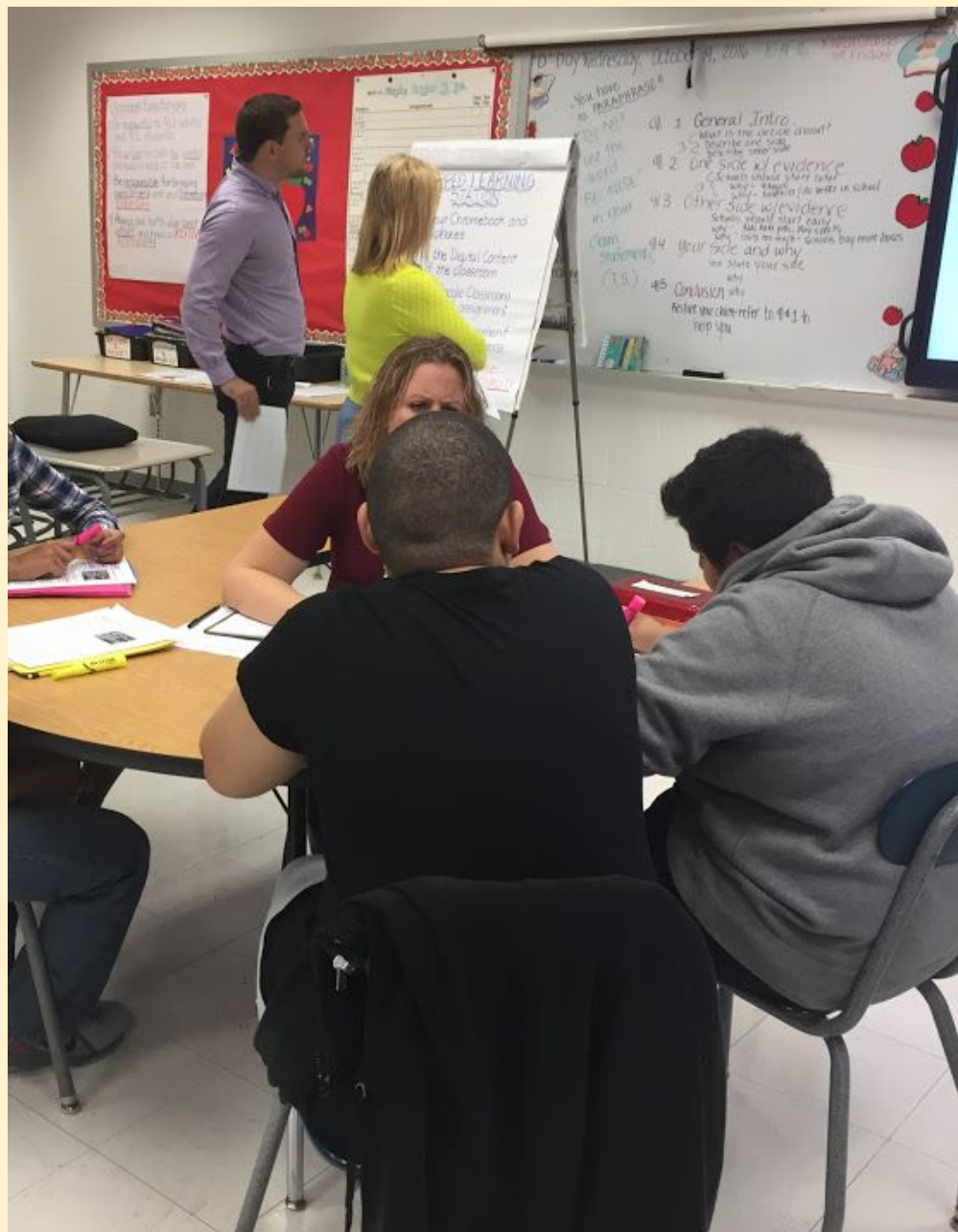
Goals for next time

Great work with the strategies - continue working on chunky monkey with this group. Same book for next time



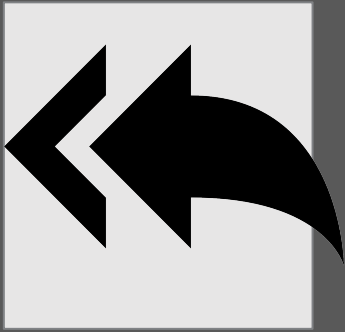
All Grade Levels

Performance data: Teacher takes notes and sets student goals for students during targeted small group reading instruction.

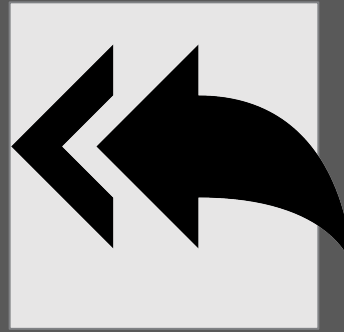


All Grade Levels

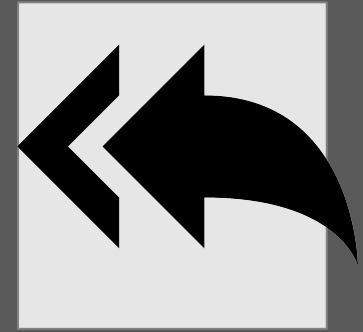
Performance data: The teacher begins working with a small group of students to review skills and then proceeds to work 1:1 with students who continue to struggle.



Return to Gather Data
strategies



Return to Data-Driven
Decisions Focus Areas



Return to Breakout Topics



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K-1 Debrief Survey

Your username (christopher.galloway@ecsdm.org) will be recorded when you submit this form.

Not [christopher.galloway](#)? [Sign out](#)

* Required

How good are you at finding facts in your reading?

			
I'm Great!	I'm Pretty Good	I'm not so sure	I don't get this!
4	3	2	1

*

4

3

2

1

Rate yourself



Elementary

Reflection data: Bulletin board system for students to assess their understanding.



All Grade Levels

Reflection data: Quick check system for students to self-assess their understanding and share with the teacher.



2-3 Debrief Survey

Your username (christopher.galloway@ecsdsm.org) will be recorded when you submit this form. Not christopher.galloway? [Sign out](#)

*Required

What was the objective of this activity? *

Rate your understanding of this objective? *

1 2 3 4

I don't get it at all I totally get it!

Did every group member contribute equally? *

Yes

No

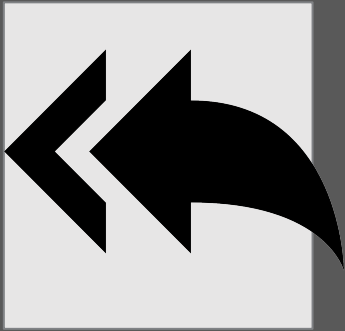
What was the most important thing you learned? *

All Grade Levels
Reflection Data: Digital form for students to track progress

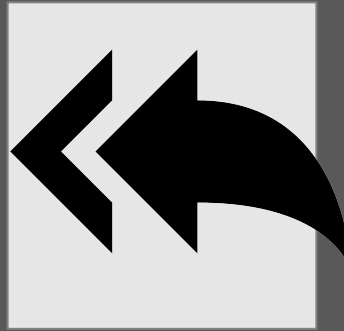


All Grade Levels

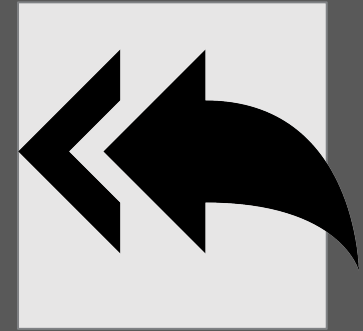
Reflection data: Structure for students to self-assess their understanding and share with the teacher.



Return to Data-Driven
Decisions Focus Areas



Return to Data-Driven
Decisions Focus Areas



Return to Breakout
Session Topics



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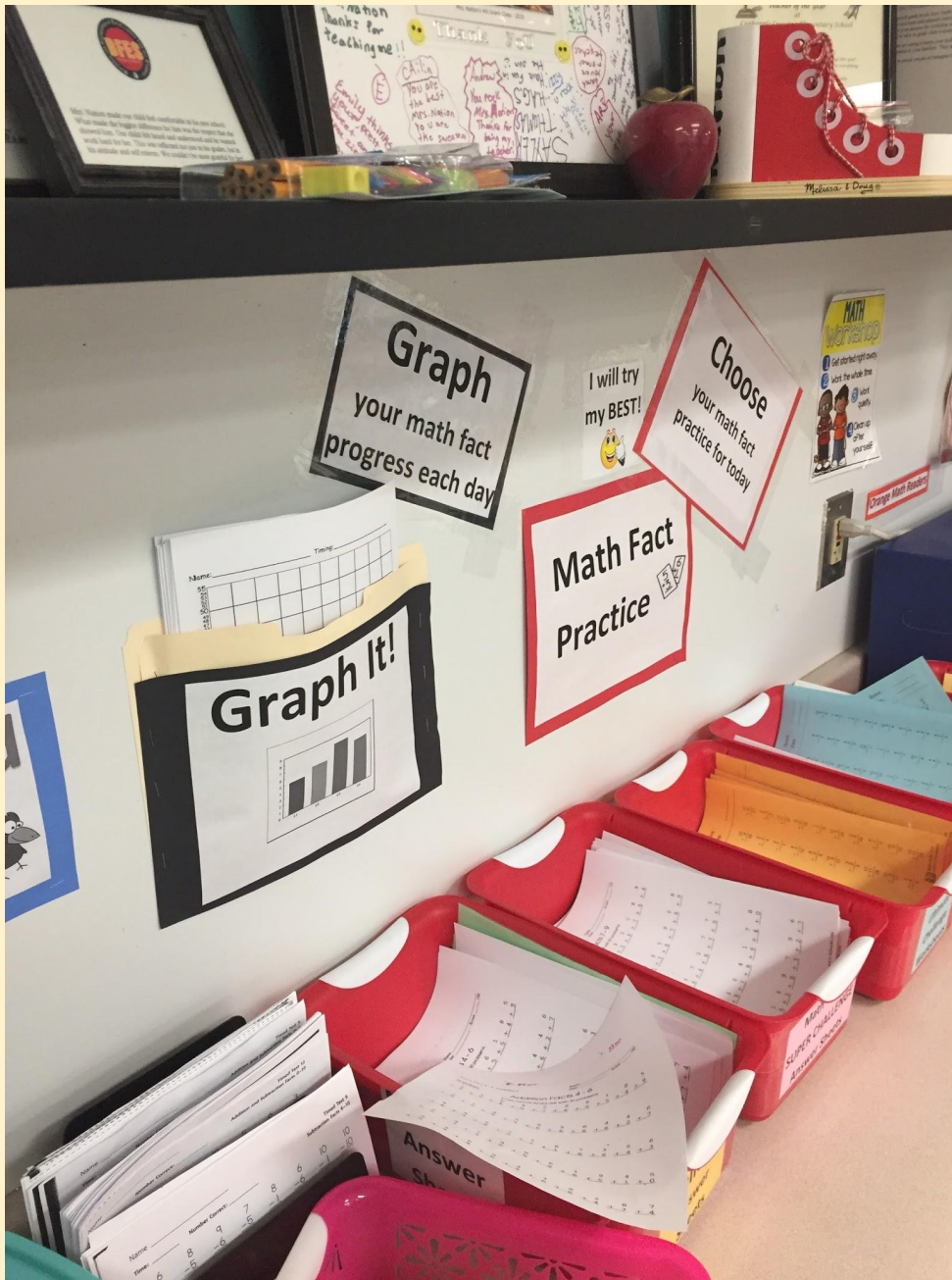


Question 1

What number is one more than 49?

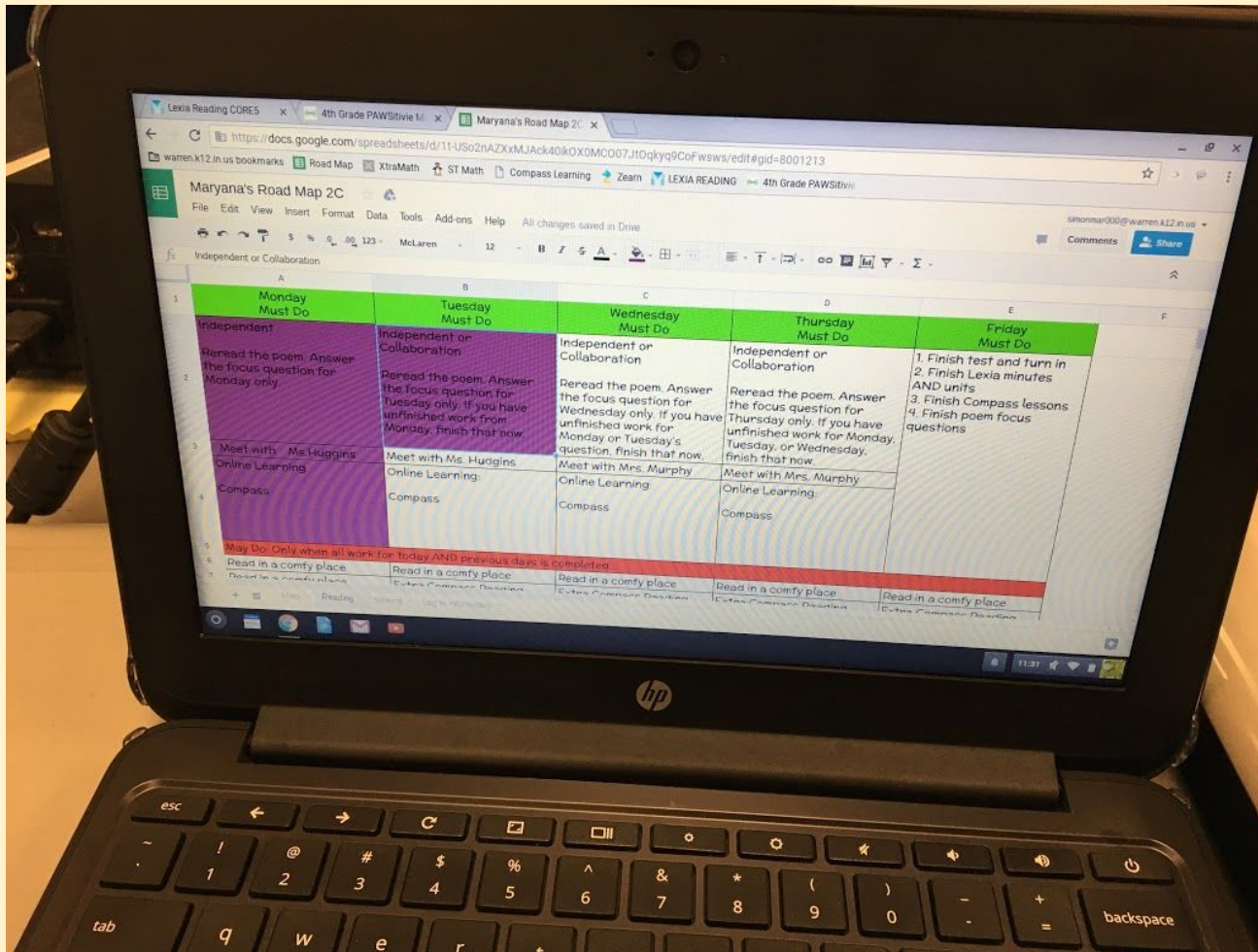


IKAN Diagnostic Assessment results can be used to identify topics to target in a small-group setting. The teacher differentiated the small-group topics based on need.



Students use their math graph progress to inform their selection of daily math fact practice.

This is an example of students using data to differentiate their independent work.



Use data to differentiate playlist or learning menu options. For example, offer leveled playlist. Direct students to the right playlist based on recent formative data, but allow students to work above level if desired, but not below.



INFORMAL DECODING INVENTORY

Name _____ Date _____

Part I: Single-Syllable Decoding Score Sheet

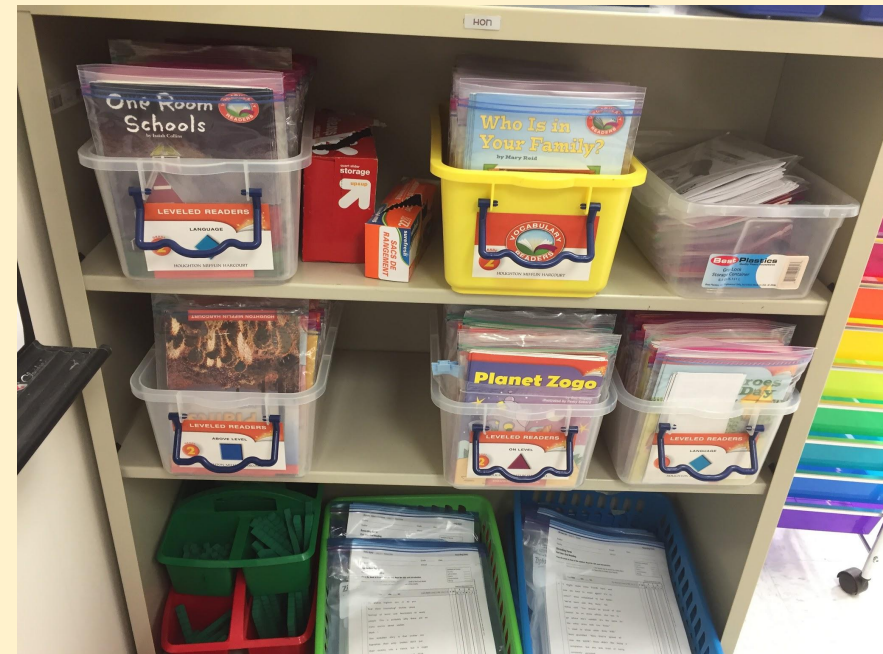
Short Vowels									
sat	pot	beg	nip	cub	pad	top	hit	met	nut
							Total		
mot	tib	han	teg	fet	lup	nid	pab	hud	gop
							Total		
Consonant Blends and Digraphs									
blip	check	clam	chin	thick	frank	mint	fist	grab	rest
							Total		
clop	prib	hest	chot	slen	bund	bist	hald	slub	shad
							Total		
r-Controlled Vowel Patterns									
card	stork	term	burst	turf	fern	dirt	nark	firm	mirth

Use Informal Decoding Inventory data to place students into targeted phonics groups.

This is an example of using data to regroup students based on readiness.



Use BAS/DAR data to level students for reading. These teachers organized their in-class libraries by level so students could easily find just-right books.



2nd Grade Station Differentiation

-Students use Work Board Checklists. There is a regular choice board, and higher level choice board (more independent reading working on reading strategies).

Vocabulary Station

Students view Literature and Informational Standards on Quizlet app using sound, pictures, and definitions.

- **Group 1 (Newcomers)**
Frayer model, students copy information for exposure
- **Group 2**
Frayer model, students create their own complete sentences with picture to show understanding of academic vocabulary.
- **Group 3 (Above Level)**
Students work on Shades of Meaning activity to rate different words with different meanings

Computer Station

Students use program Imagine Learning which is differentiated at the level of each student.

Classroom Library

- **Leveled Library.** Students use books on independent and instructional level. Each student uses WIWO (What I am Working On board) to work on individual reading strategies handpicked for them. (Also use these strategies in Guided Reading.

Listening Station

-Student will listen to a story and fill out a leveled graphic organizer.

- **Group 1 Newcomers**
Level B: Draw illustration from book with eight labels, write sentence.
- **Group 2**
Level D: Students use academic vocabulary (Character, setting, problem, solution beginning, middle, end) to tell summary of story and show understanding.
- **Group 3**
This group does not need Listening Station. They independently read and work on Reading Strategies.

Word Work

This station is based on Words Their Way Assessment. Each student is introduced to new sort on Monday in small group. SW practice sort in Word Work Station as grade to show mastery. If does not master, TW reteach skill in flexible groups. See plans for differentiated groups and skills.

This ELL teacher uses BAS assessment data to level her students as “Newcomers,” “Group 2,” or “Above Level.” She then sets individual strategy goals with each student.

Name: Likhitha Narava
Instructional Level: L

WHAT AM I WORKING ON?

Reading Goals:

- _____
- _____

Words Their Tricky Vowel Sounds

ar card	er flower	ir bird	or unicorn
ur church	ai snail	ay day	ea dream
ee bee	oa coat	oo flood	ou pouch
ow cow	ui glow	y sky	oy gravy

Engagement

Keep Your Eyes and Mind in the Book!

- Quickly choose a leveled book
- Track your words with your finger
- Think about what you are reading
- Re-tell the story
- When you lose attention, back up and re-read

Can you picture what's happening?
-Are you focused?
-Is your mind on the book?

Plot

- Read the story.
- Retell the story in order using the characters, setting, problem, and solution.

Plot - series of events that make up the story

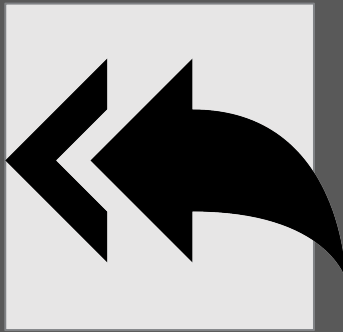
Beginning: Characters
Setting
Middle: Problem
End: Solution



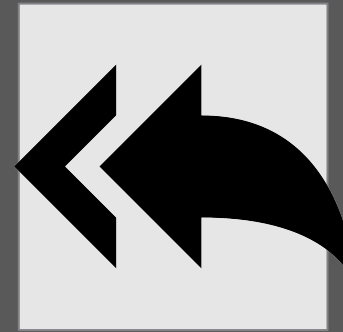
GRADE LEVEL DATA ANALYSIS

Data Dig Questions	Response	Evidence
What parts of this data catch your attention? Just the facts ☺.		
What trends do you notice across your classes & across your team?		
What can you infer from the data regarding student learning?		
What are the implications of this work for teaching and assessment?		

Use Write score data to determine which topics should be included in a whole group mini lesson (introductions) versus in small groups or independent conferences. [Sample template](#)



Return to Data-Driven Decisions
Focus Areas



Return to Breakout Topics



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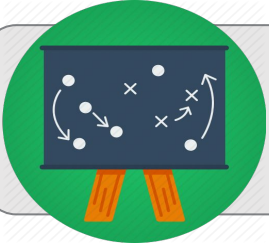


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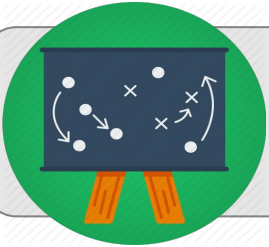


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Data Tracking strategies to try:



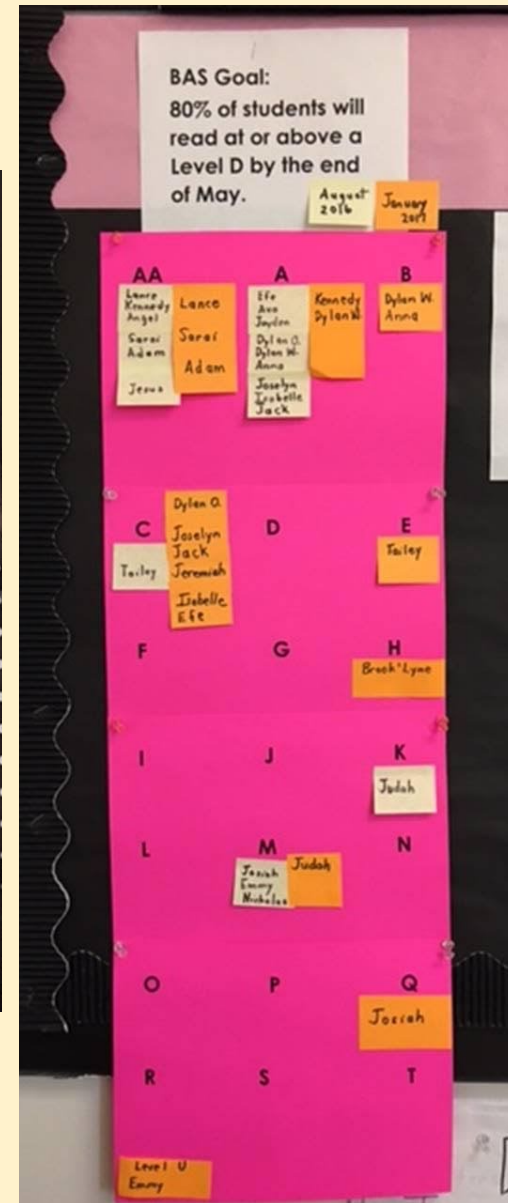
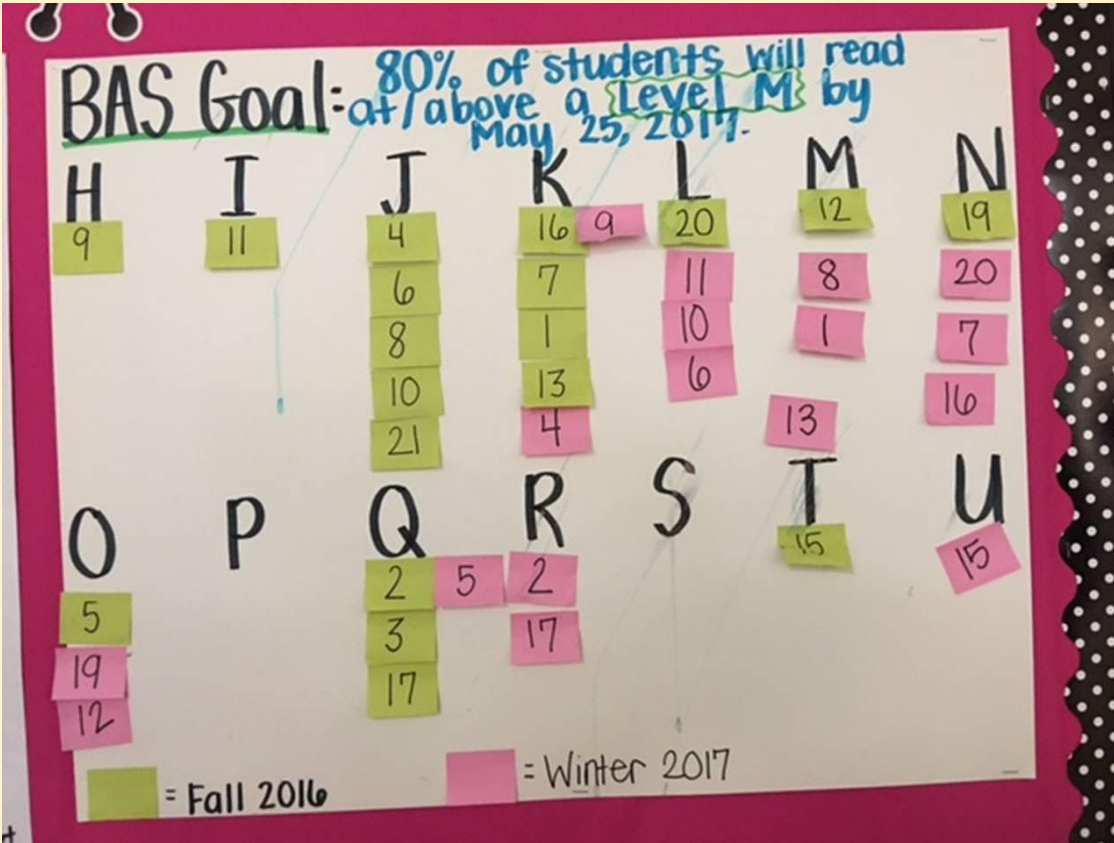
Collaborative data tracking



Individual data tracking

Return to Focus Areas



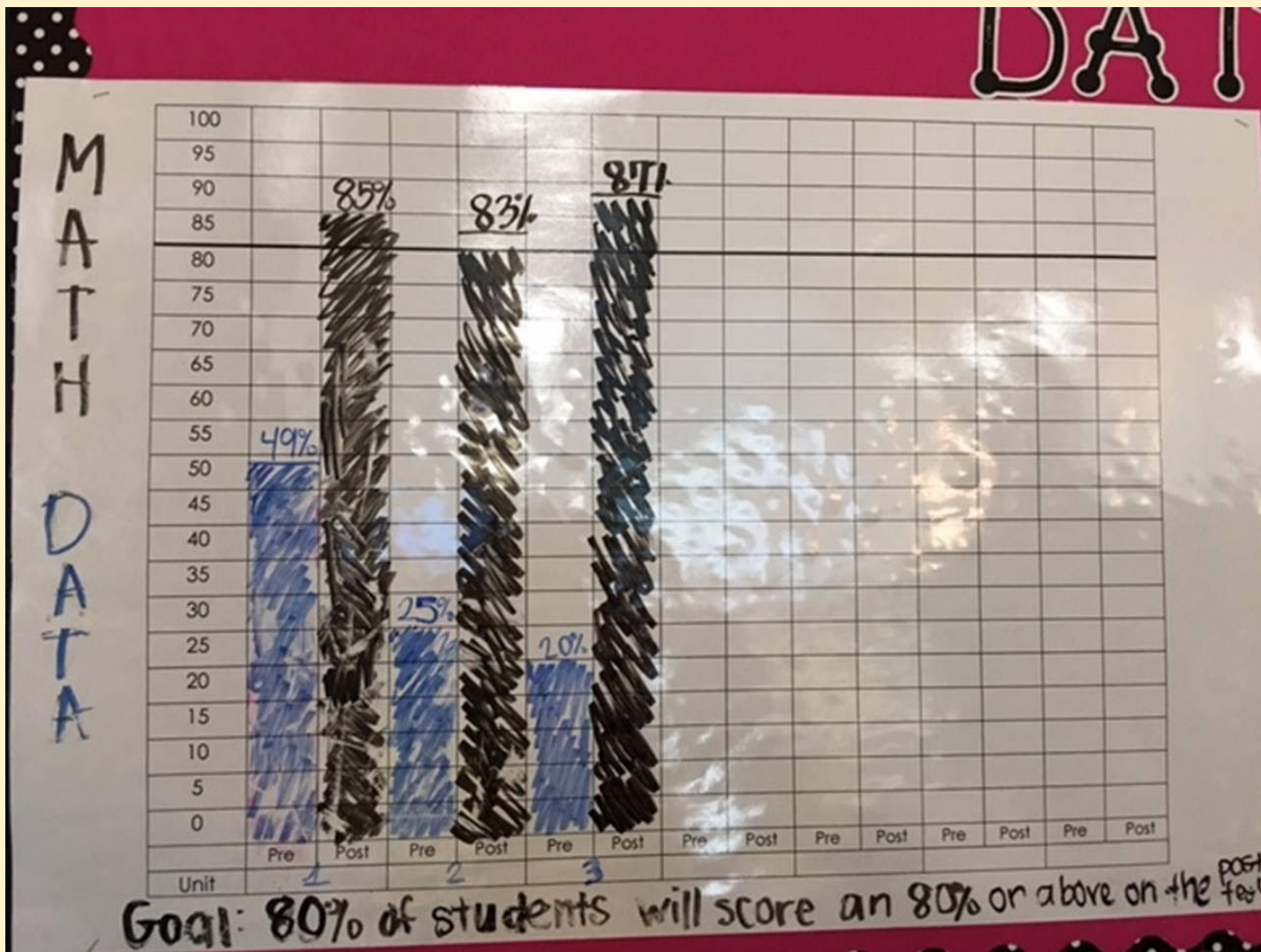


Collaborative Tracker: Students track their progress toward the class BAS Goal.

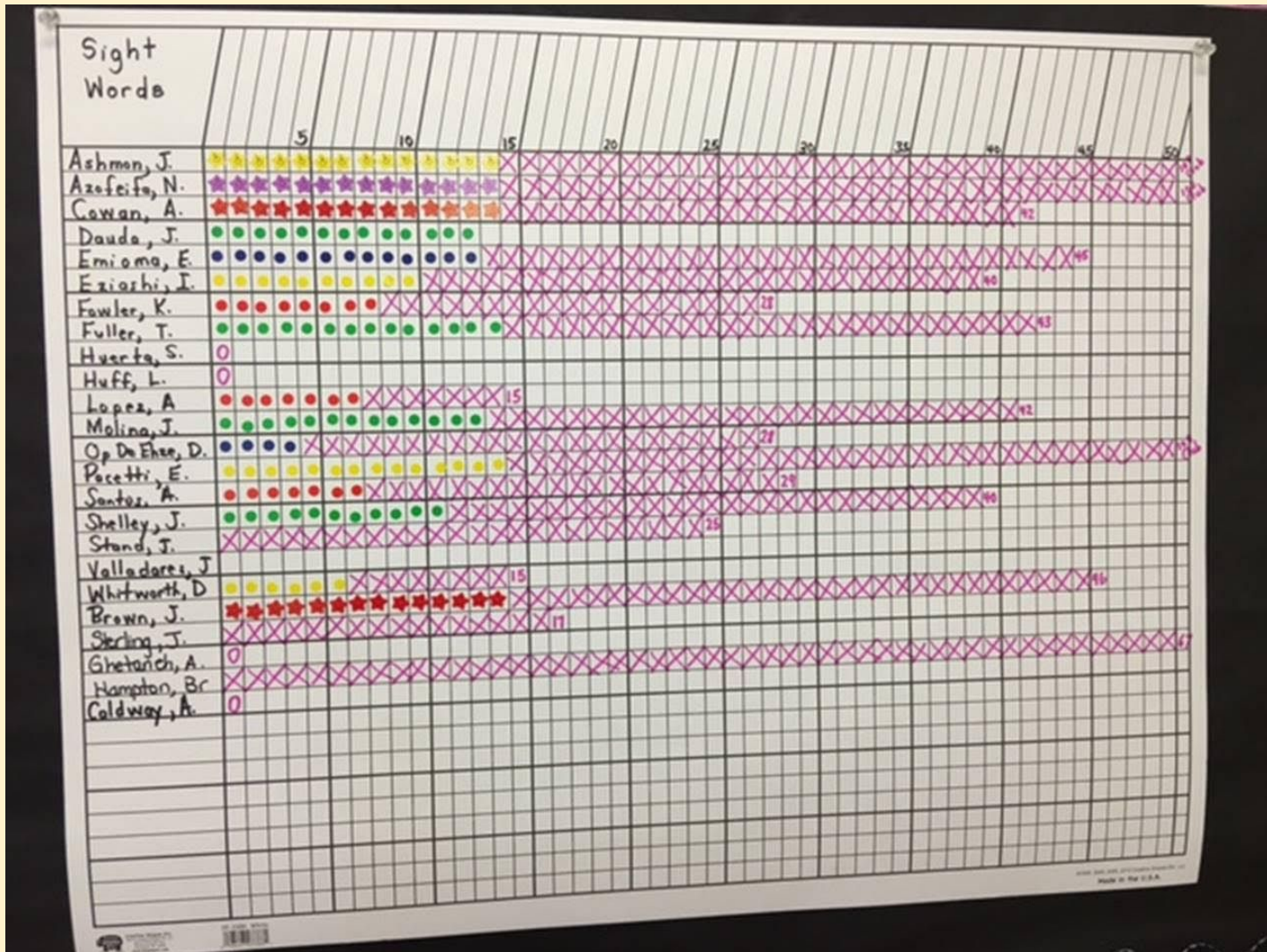


Collaborative Tracker: Student benchmark data bulletin board that informs intervention.

FCS Example: BAS/DRA, STAR, IKAN Diagnostics



Collaborative Tracker: Students and/or the teacher track the class progress toward the Math goal.



Collaborative Tracker: This teacher tracks sight word mastery using a chart on a bulletin board. Students (or the teacher) add stickers as they master new words.



8th period				
Student ID	Potential & Kinetic Energy	Energy Forms	Energy Transformations & Law of Conservation of Energy	Heat Transfer
1100293165	●	●	●	●
1100296463	●			●
1100297743	●	●		●
1100303633	●	●		●
1100318994	●	●	●	●
1100319009	●	●		●
1100319472	●	●	●	●
1100319759	●	●	●	●
1100319805	●	●	●	●
1100320477	●	●	●	●
1100321254	●	●	●	●
1100322834	●	●	●	●
1100323395	●	●	●	●
1100323466	●	●	●	●
1100324313	●	●	●	●
1100325611	●	●	●	●
1100337810	●	●	●	●
1100345602	●	●	●	●
1100347567	●	●	●	●
2000035610	●	●	●	●
2000054622				
2000061183	●	●	●	●
2000067148	●	●	●	●
2000073404	●	●	●	●
2000081989	●	●	●	●
2000124447				
2000126508				●
2000128531	●	●	●	●
100321032	●	●	●	●
2000047890	●	●	●	●
1100332049	●	●	●	●

Collaborative Tracker: Students (identified by student ID#) progress is monitored by colored stickers.

Period 2

Student	INTEGERS	FRACTIONS	PERCENTS	CREATIVITY & EXPRESSION	GRAPHING
Erika A	●				
Diamante A	●				
Jose A	●				
Nitza A	●	●	●		
Jacqueline	●	●	●		
Luis G	●	●	●		
Rigo B	●	●			
Jasmine B	●	●			
Jose C	●				
Michael E	●				
Pablo	●				
Gerardo G	●				
Eddie L	●				
Ariana L	●				
Kennith M	●				
Evelyn N	●				
Jasmine P	●				
Moses R	●				
ERIC R	●	●	●		
Nestor R	●				
Elaina T	●	●			
Malyia T	●				
DuMont W	●				
Destinee W	●				



Collaborative Tracker: Student progress toward specific skills is monitored by colored stickers.



Fractions

0-59% 60-84% 85+%

Decimals

0-59% 60-84%

2

3

5

Diego P, Jailene L, Denyse B, Jennifer M, Edgar O, Amalia A, Christopher A, Fernanda G

Erick A, Trayvon F, Sergio I, Jose M-A, Dave R, Christian R, Darshaya W

Zion G, Cristopher M, Shiaera B, Kevanesha J, Rashell B

Tohi T

Jordan D, Eric J, Clinton G, Alonzo P, Emanuel P, Aron E, Roberto M-C, Carlos M, Jesus F-S, Luis E, Jose D, Kelvin W, Cristopher M, Yaretzy R, Saed I, Carlos E-C, Christopher R, Jose U, Dejahnae C, Neftaly F, Anamaria F, Alan W, Valentine M, Joanna B, Shiaera B, Kimberlyn T, Jamarea P, David B, Serjio T, Sarai C-R, Odalis GS, Olivia A, Kathy E, Zuleyma M, Michala P, Te'Ah D, Dajha I, Estevan M, Anay R-M, Yessenia A, Raul A, Julie E, Armari H, Anthony M, Adriana G-M, Guadalupe N, Sandra Z-O, Darshaya W, Thomas H, Jose M-A, Dave R, Christian R, Trayvon F, Hilary R, Zion G, Kevanesha J, Ty Eisha C, Rashell B, Jose B, Vajae H, Christopher A, Alondra C, Montse R, Marysol G, Edgar O, Jailene L, Angel MB, Francisco M, Amalia A, Fernanda G, Denyse B, Diego P, Jennifer M, Oscar S, Sergio I, Jonathan T, Erick A, Te'Ah D, Julie E, Estevan M, Dajha I, Amalia A, Raul A, Kathy E, Armari H, Olivia A, Michala P, Zuleyma M, Vajae

Collaborative Tracker: Student progress is monitored by score earned on digital content provider.



Collaborative Tracker: This class data board for Lexia (digital content provider) helps students to know what grade level they are working on and celebrate their growth over the course of the year. It is tied to their digital content SMART goals.



LEXIA Wall Of Fame

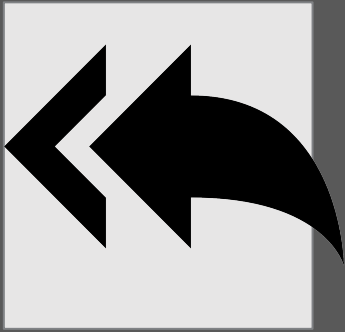
LEVEL 1 Cannon Travis Maysa Kirayah Marianne Della Leo Jannah Jannah	LEVEL 2 Kirayah Marianne Maysa Kirayah Della Leo Jannah Jannah	LEVEL 3 Chris Memori Cannon Della Jannah Jannah	LEVEL 4 Jannah Chris Memori Cannon Della Jannah Jannah	LEVEL 5 Teagan Kirayah Travis Cannon Della Jannah Jannah	LEVEL 6 Kirayah Cannon Travis Jannah Jannah Cassius Teagan Amber
LEVEL 7 Leo Barbara Jannah Travis Maysa Cassius	LEVEL 8 Jannah Barbara Leo Jannah Chris Cassius Travis Memori Amber	LEVEL 9 Leo Memori Travis	LEVEL 10 Leo	LEVEL 11 Leo	LEVEL 12 Leo
LEVEL 13	LEVEL 14	LEVEL 15	LEVEL 16	LEVEL 17	LEVEL 18

Collaborative Tracker:
Students track their digital content growth with this fun 'Wall of Fame.'

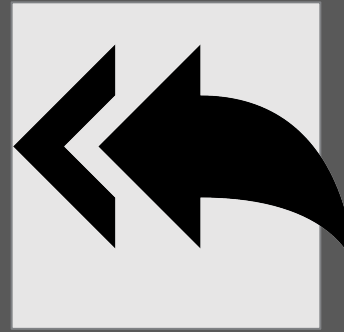


LEADERBOARD		
ST. MATH	COMPASS	LEXIA
Jordan	Tre 100% Whoa!	★ Chaniya ★
Donavan	Dashawn	Maryana
Julian	Lamonte	Arrianna
Tre	Kayla	Rozzell
Willie	Julian	Kimora
All above 90%!		

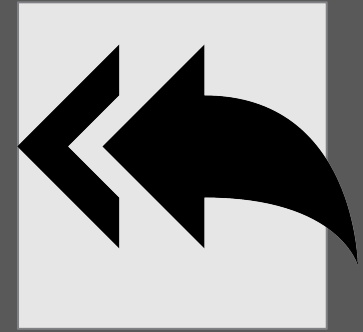
Collaborative Tracker: A class leaderboard provides inspiration and a way for students to see who is leading in various content providers. Using a whiteboard makes it easy to update on a weekly basis.



Return to Track Data
strategies



Return to Data-Driven
Decisions Focus Areas



Return to Breakout Topics



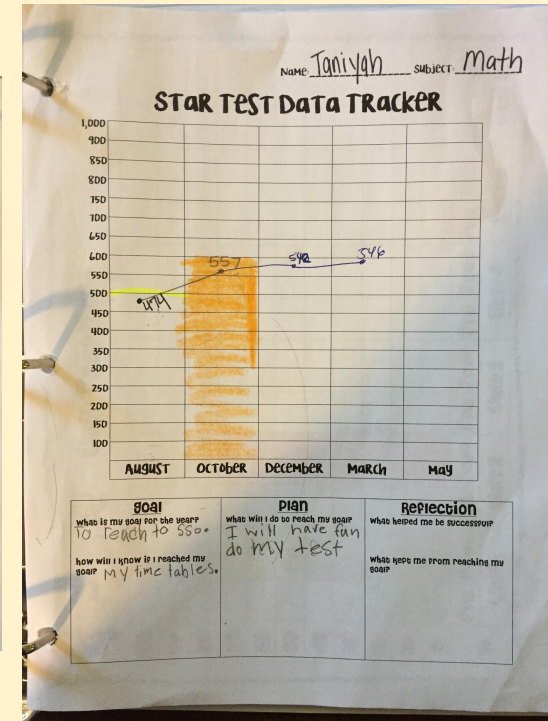
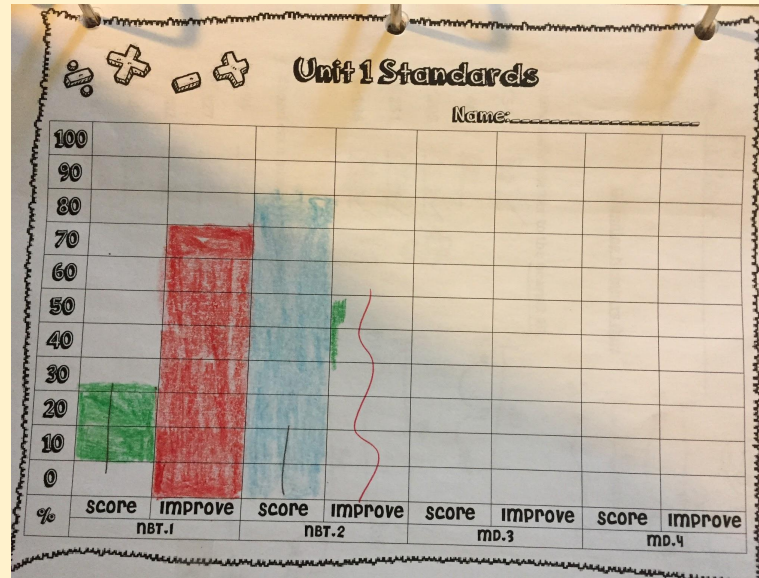
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Individual Tracker: Students track their growth in their data binder and refer to their charts as evidence to justify academic choices.

Name _____ Date _____

Software Tracking Log

Place a sticker on the chart below each time you complete a topic.

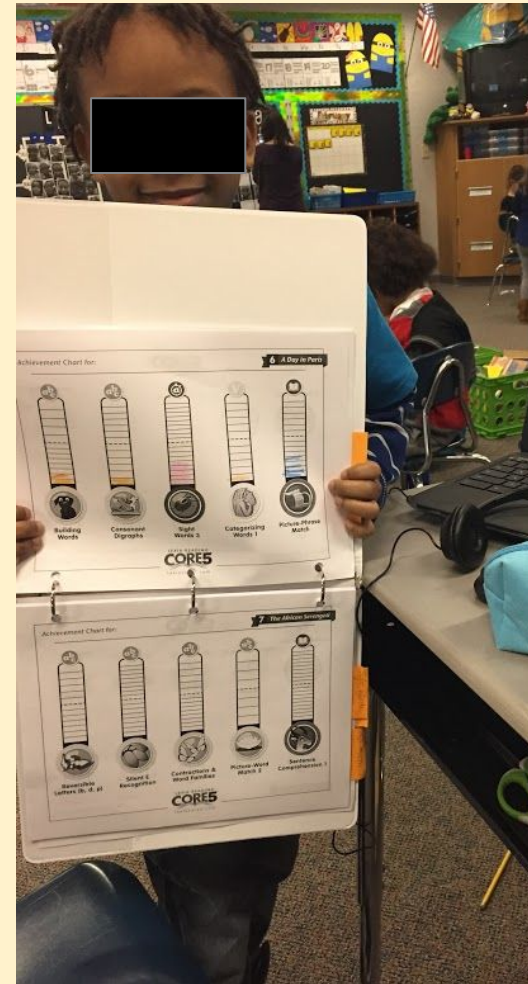
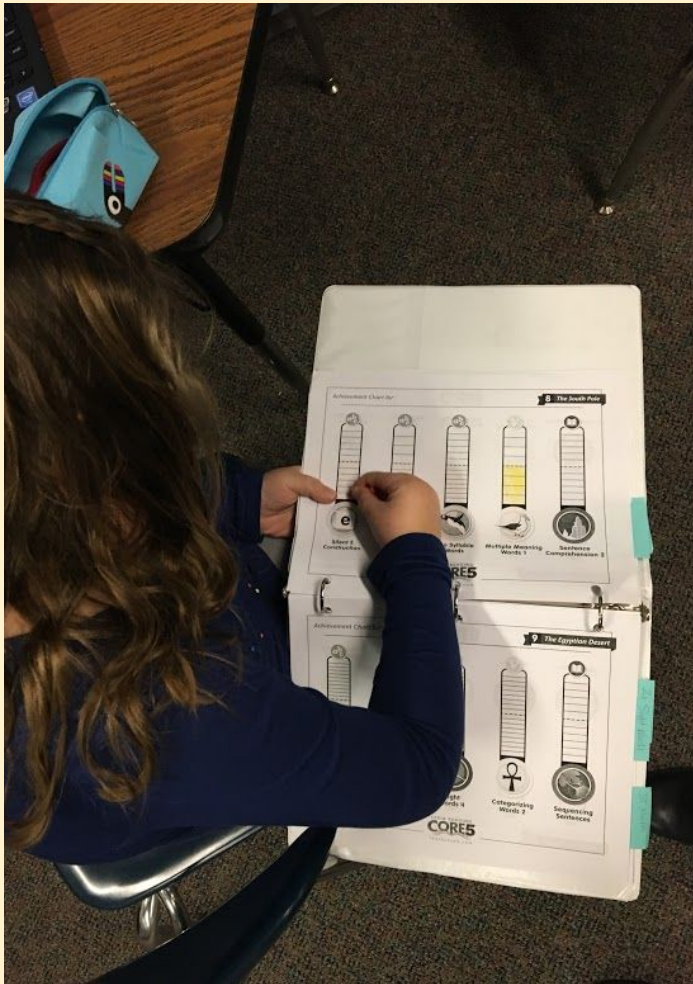
Level A

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	9.1	10.1	11.1	12.1	13.1	14.1	15.1	16.1	17.1	18.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2	8.2	9.2	10.2	11.2	12.2	13.2	14.2	15.2	16.2	17.2	18.2
1.3	2.3	3.3	4.3	5.3	6.3	7.3	8.3	9.3	10.3	11.3	12.3	13.3	14.3	15.3	16.3	17.3	18.3
1.4	2.4	3.4	4.4	5.4	6.4	7.4	8.4	9.4	10.4	11.4	12.4	13.4	14.4	15.4	16.4	17.4	18.4
1.5	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5	15.5	16.5	17.5	18.5
		3.6			6.6			9.6	10.6	11.6	12.6	13.6	14.6		16.6		
								9.7			12.7	13.7	14.7				



Individual Tracker: Students have different individual trackers for digital programs. [Sample iRead trackers.](#)






Individual Tracker: Students track digital content activities completed as a way to reflect on which strands they are most successful and to help them understand what it takes to move on to the next level.



Cameron



Actual/Goal	Reading Level	NWEA Reading	NWEA Math
Beginning	E		
Middle	H	178	173
End			

My Goals

1. Reading: My goal is to be able to read words without Ms. Tople's help.
2. Math: My goal is to be able to use counting on to understand number sentences.

My goal is to use finger spaces.

already great at...

great at basketball.

great at football.

Charting My Growth

Name: Cameron

Date: _____ Assessment: Reading Level

Letter	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
K									
J									
I									
H				🌸					
G				🐾					
F				🐾					
E	🌸			🌸					

month

www.thefirstgrademonitor.com

Individual Tracker: Laminated student data folders help first grade students make connections between their learning goals, NWEA performance, and reading levels. Inside the folders student track their daily activities on digital content on paper-based trackers.



Goal Diggers

Name: _____ Week of: _____

I can monitor and record my time and progress when using digital content.

Lexia Goal: 2 units a day
Compass Reading Goal: 80% passing score

	Minutes Worked	Units Gained
Monday	12	2
Tuesday	30	2
Wednesday	0	2
Thursday	0	2
Friday		

	Assignment Name(s)	% Score
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Compass Math Goal: 80% passing score
ST Math Goal: _____ levels a day

	Assignment Name(s)	% Score
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

	Levels	# of puzzles
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

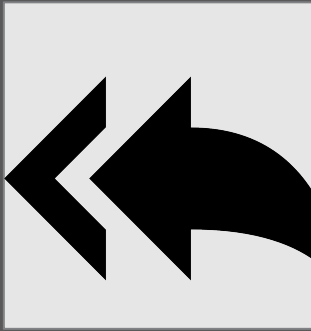
Friday: Go back and color each day green that you met your goal! Celebrate that growth!

EasyPAG

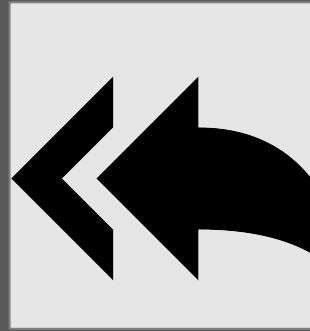
Individual Tracker: Students track progress on digital content through a “goal diggers” worksheet.



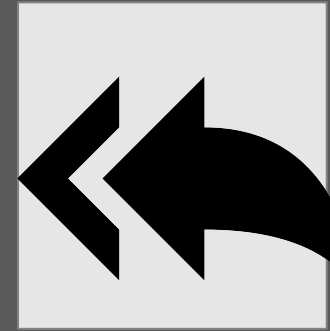
Return to Digital Content
& Tools Focus Areas



Return to Track Data
strategies



Return to Data-Driven
Decisions Focus Areas



Return to Breakout Topics



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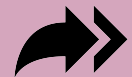


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Connecting Students to Others

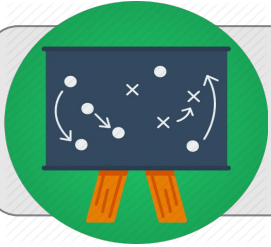
Choice for Demonstrating Learning	Varied Strategies	Co-Planning Learning
<p>Provide students with opportunities to share their learning with an audience beyond the teacher</p> <p>Provide opportunities for meaningful collaboration</p>	<p>Adopt multiple instructional methods</p>	<p>Engage in ongoing two-way strategic communication</p>
<p><i>Students connect with others to share their work and/or collaboratively solve problems.</i></p>		<p><i>Students connect with others to share their work and/or what is going on in their classroom.</i></p>
<p><i>Students connect with others to share their experiences and collaboratively learn.</i></p>		

Targeted Small-Group Instruction Focus Areas

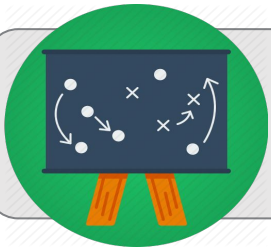


Connect Students to Others

strategies to try:



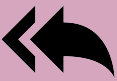
[Connect to share knowledge](#)



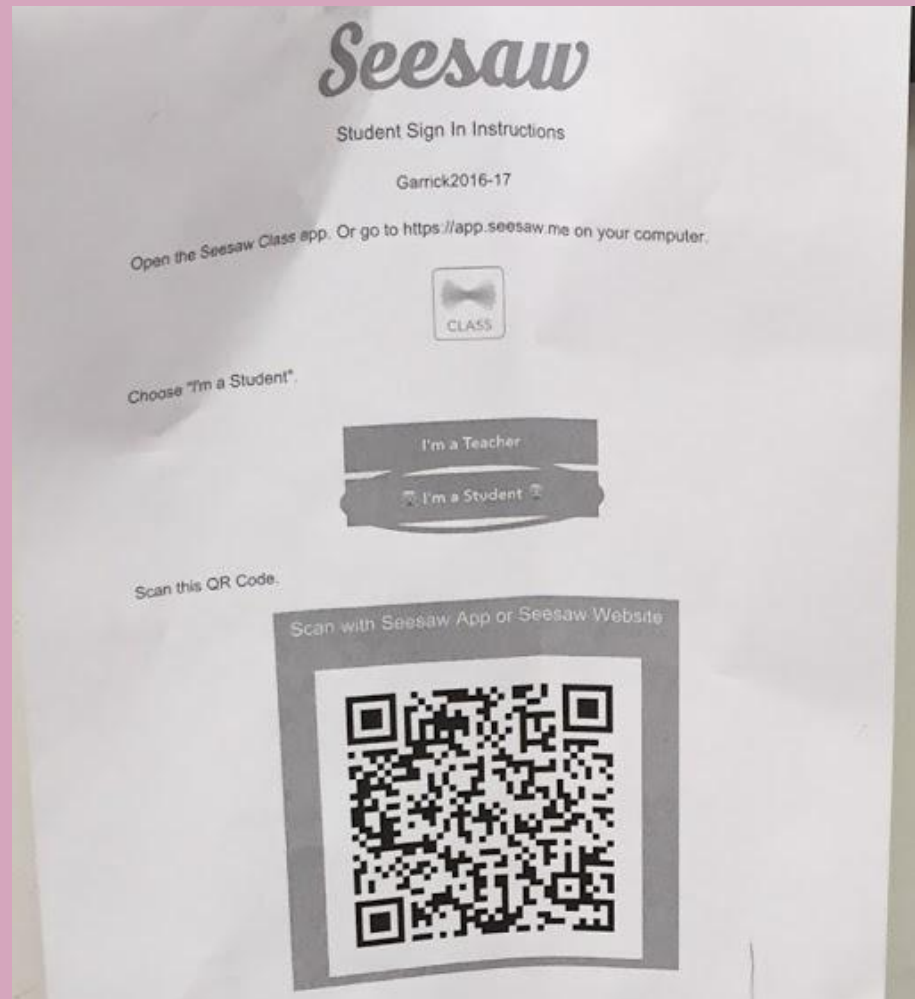
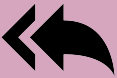
[Connect to complete a task/challenge](#)

Return to Breakout Topics





Share knowledge: Students interview an expert via video call



Share knowledge: Share student work with parents via [Seesaw](https://www.seesaw.me)



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We'll let you know every time we update the site.



Barnwell Press

HOME PREK AND K 1ST GRADE 2ND GRADE 3RD-5TH GRADE PREVIOUS EDITIONS

A LETTER TO FIRST GRADE

Hey First Graders! Mr.Neuhaus has been here for 1 year. We have over 800 kids in the school! Every day we want you 1st graders to be kind,respectful and happy. and Mr. Neuhaus will see your awesome choices and he will be proud!

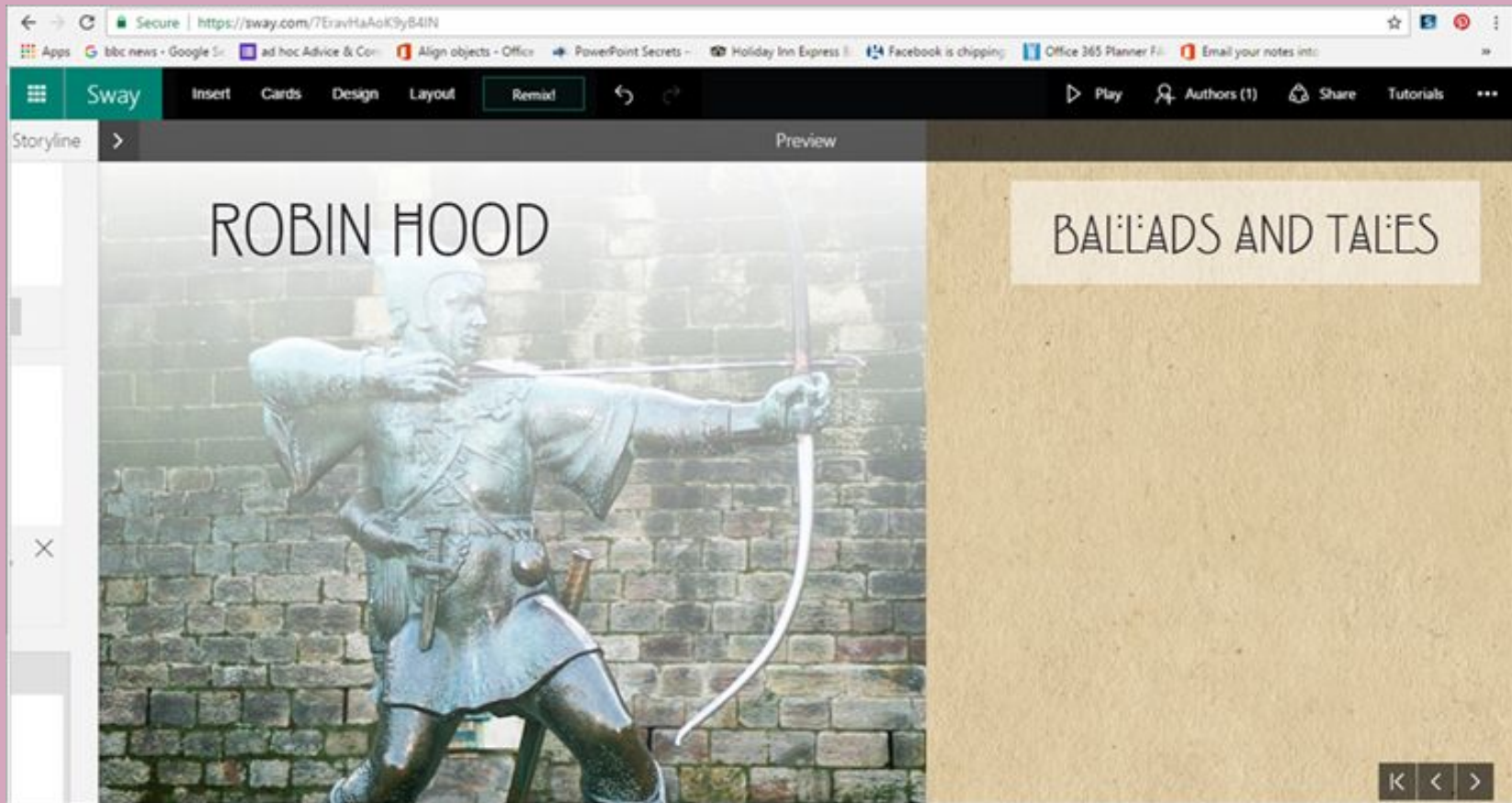
Sincerely, Barnwell Press

BARNWELL IS THE BEST BY ALEX, OLIVIA, AND GABBY

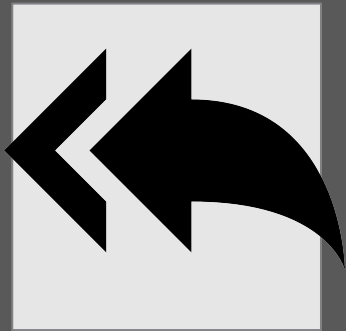
Click on the link below for a video we made for you!

CLICK ME!

Share knowledge: Publish a student-authored class newsletter. Check out this [example](#).



Share knowledge: Students publish their work (video, music, art, etc) online. One great tool to use is [Microsoft Sway](https://www.microsoft.com/en-us/sway).



Return to Connecting
Students strategies



Return to Breakout Topics



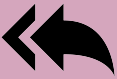
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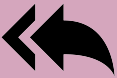
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Complete a task/challenge: [Collaborate with another classroom](#) via video call (MS/HS example: [International theater](#))



Only shared with you

Invite people

Get a link

Shared with

1Fre A 14 x 2Fre 2.1 x Can view ↕

1 group will be invited. [Show](#)

Hi All - I'm sharing a really useful worksheet with you via OneNote. Take a look ahead of tomorrow's class. Thanks.

Require sign-in

HIDE OPTIONS

Send an email invitation

Share Cancel

Complete a task/challenge: Students in the same (or different) class collaborate in a shared [Office365](#) documents



Global Classroom 2015-16 Projects

The Caretta-Caretta Global Project- a new and exciting awareness idea

🕒 JANUARY 19, 2016 🧑‍🎓 WINNERSEDU

💬 4 COMMENTS



Hi everyone! We are so excited to launch The Caretta-Caretta Global Project!

Aim

The aim of the project is to help raise global awareness on the serious threat the loggerhead turtle is facing. Our little turtle, Neptune the Caretta2, will travel around the world along with its diary to inform everyone of its plight. At the same time, the issue of plastic garbage thrown in beaches or discarded at sea will also be discussed as it's one of the threats for the caretta-caretta turtle (and not only!).

Ages

Any age

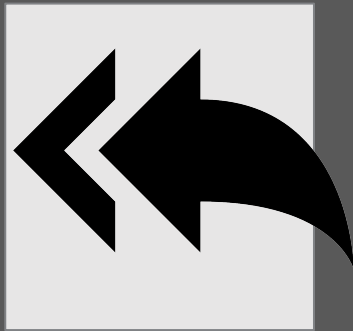
The project

- Share your school details in the project participant form <https://goo.gl/NDbUO9>
- The participant classes will in turn get the project package, which will eventually travel around the globe, by mail.
- The package will contain Neptune the Caretta2 the project diary and QR codes for a great informative video and spreadsheets for class and home discussion.

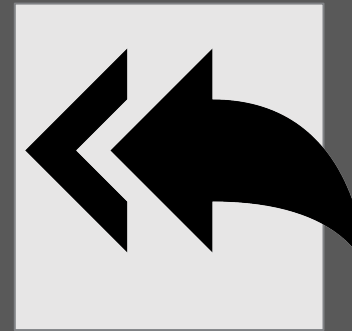
Complete a task/challenge: Join a [Global Classroom Project](#)



Complete a task/challenge: [Mystery Skype w/ another classroom](#)



Return to Connecting
Students strategies



Return to Breakout Topics

