

# Partnering for Success



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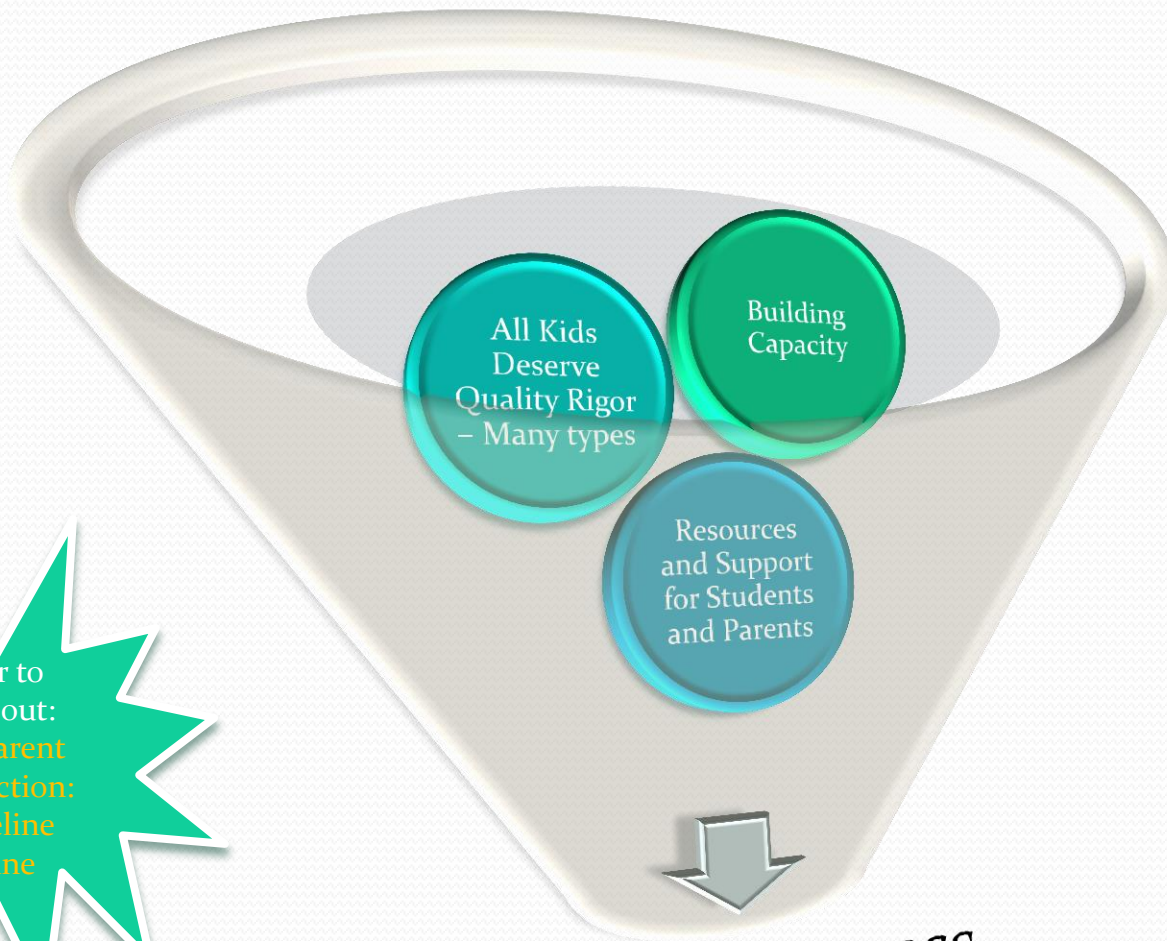
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# Poll Everywhere

**Grab your  
phones and  
let's text!**



# District Target: Culture of Readiness

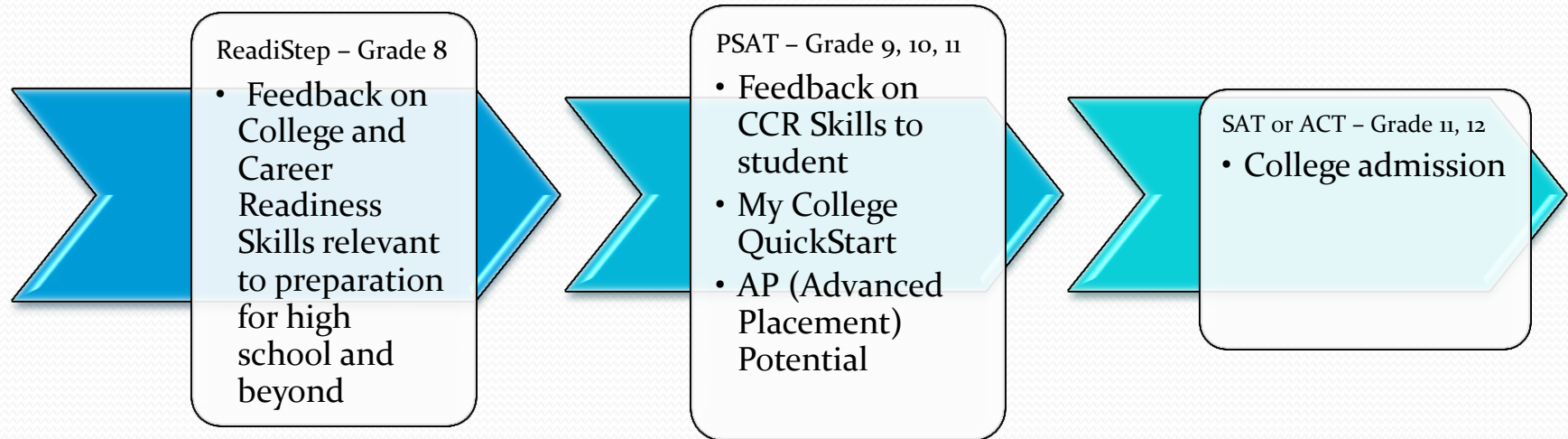


Refer to  
Handout:  
The Parent  
Connection:  
Madeline  
Levine

**Student Success**

# WWS Assessments:

## College and Career Readiness



# Features of WWS

## College and Career Readiness Pathway

- Development of the whole student
- Strong advising relationship through school counselors
- Building upon student strengths
- Informational programs designed to develop awareness of options
- Engaging students and parents at each level
- Alignment to identified best practices in class and beyond
- Using assessment information to inform our instruction
- Modeling expectations we have for our students
- Partnership – Student, Parent, Counselor/Teacher

# Assessments

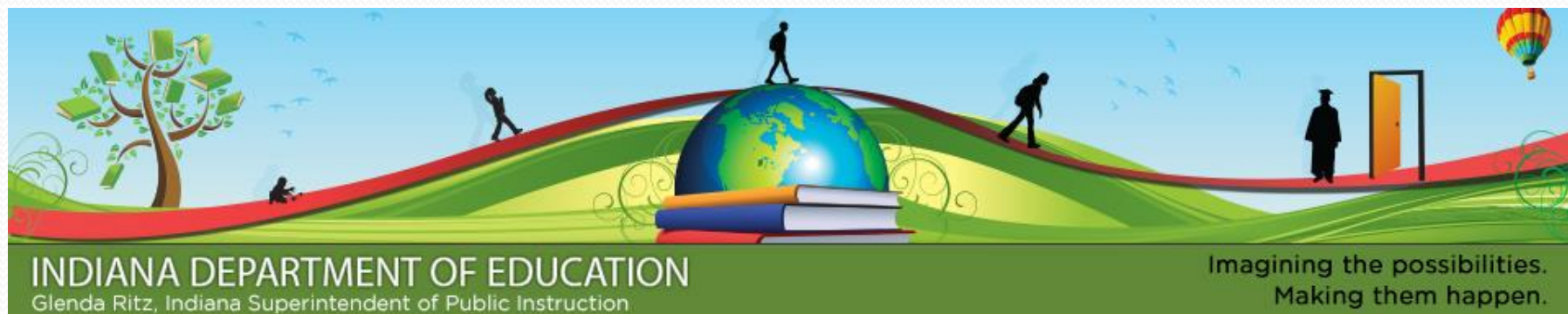
- **IREAD-3: *Indiana Reading Evaluation And Determination***
  - *Public Law 109* (2010), "requires the evaluation of reading skills for students who are in grade three to ensure that all students can read proficiently before moving on to grade four"
  - Measures K-3 foundational reading standards
  - Summative assessment (mid-March)
  - 3 testing sessions (90 minutes), 3-day window
  - Required to pass unless Good Cause Exemption
- **ISTEP+: *Indiana Statewide Testing for Educational Progress Plus***
  - *No Child Left Behind (NCLB)*, *Public Law 221*
  - Measures student achievement on the Indiana Academic Standards
  - English/Language Arts, Mathematics, Science (Grades 4 and 6), and Social Studies (Grades 5 and 7)
  - 2 parts: Applied Skills Assessment (March) and a Multiple-Choice/Technology-Enhanced Assessment (late April/May)
  - # of sessions (30-65 minutes) varies; 8-15 day windows

# Assessments

- **ISTEP+/ECA: End-of-Course Assessments**
  - Criterion-referenced assessments-Algebra I, Biology I, or English 10
  - Students take the test at the end of the course/trimester
  - Must pass Algebra I and English 10/Graduation Qualifying Exam
  - Participating in Biology I exam is a NCLB requirement
- **Alternate Assessments**
  - NCSC (National Center and State Collaborative): Special Education; Math and Language Arts
  - ISTAR (Indiana Standards Tool for Alternate Reporting): Special Education; Science and Social Studies
  - WIDA (World-Class Instructional Design and Assessments): ELL; Language Arts



# Assessments



## CCR Experience



# Standards-Terminology

- **Important concepts**

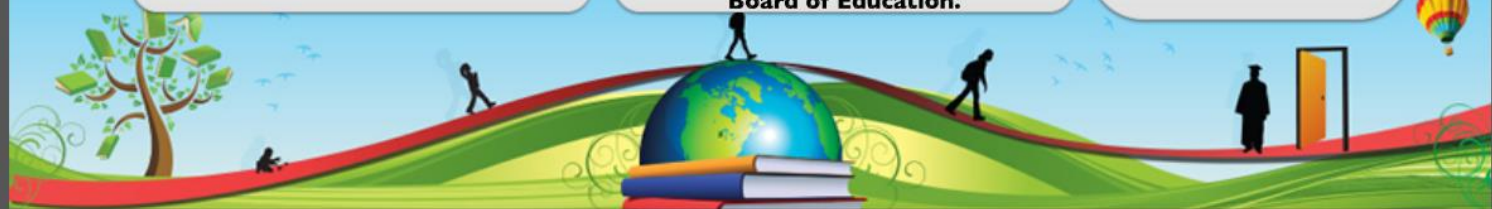
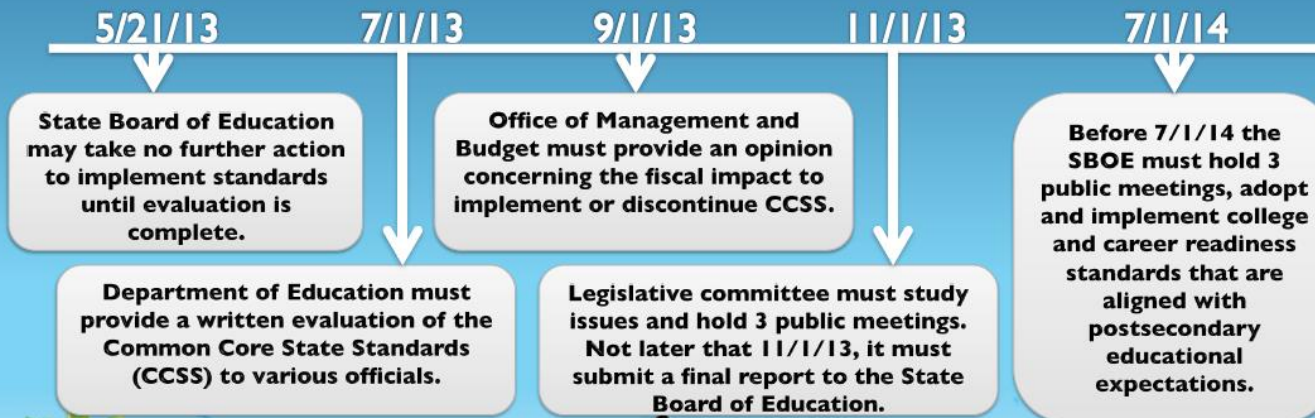
- ***Standards:*** what students must know and be able to do
- ***Curriculum:*** a set of planned learning experiences for a targeted audience
- ***Instruction:*** methods used by teachers to facilitate students' mastery of the standards; *how* teachers teach
- ***Content:*** skills and knowledge specific to a subject area

# Standards-History

## The Purpose Behind the New Standards



- During the 2013 session, the General Assembly passed Public Law 286.
- This new law, Indiana Code 20-19-2-14.5, established the timeline below for the review and adoption of new K-12 academic standards.



# Standards-Shifts

- **College and Career Ready-**
  - Students are ready to go directly into the workplace or a postsecondary educational opportunity without the need for remediation

ELA/Literacy	Math
Balancing Informational and Literary Text	Focus
Building Knowledge in the Disciplines	Coherence
Staircase of Complexity	Fluency
Text-Based Answers	Deep Understanding
Writing From Sources	Applications
Academic Vocabulary	Dual Intensity

# Instruction-GRR

**Teacher**

**By**

**Independent Reading**

**With**

**Small Group Guided  
Instruction**

**To**

**Mini-Lesson**

**Read Aloud**

**Student**

# Instruction-Literacy

## Reading

## Writing

### to **Read Aloud**

- Model strategies
- “Think Alouds”
- Active student engagement

- teacher reads short excerpts/passages from a variety of texts (i.e. books, poems, short stories, informational texts)
- intentional selection of text for specific instructional focus/purpose

### with **Small Group Reading**

- Guiding students
- Evaluating/assessing progress
- Artist pads

- provides explicit differentiated instruction with intentional purpose
- based upon ongoing information/data of students as they take on more challenging text
- remaining students are actively engaged in purposeful literacy experiences

### by **Independent Reading**

- Book bags/boxes
- “Trails of Thinking”
- Response to reading

- students read from varied sources appropriate to the student’s independent reading level with evidence of thinking
- teacher confers with students to monitor comprehension and application of strategies

### **Word Study**

- teacher embeds word study throughout the content areas
- development of phonics, vocabulary, and spelling instruction

Word study

### to **Modeled Writing & Mini-lessons**

- Mentor texts
- Chart paper
- Anchor charts

- teachers are writers, mentors, and guides by explicitly demonstrating the essential structures and processes of writing in a whole group setting
- specific elements of curriculum are introduced and reinforced in both reading and writing across the curriculum
- utilizes and creates “mentor texts”

Word study

### with **Small Group Writing**

- Draft Books

- students are grouped based upon “like needs”
- teacher guides students through the *writing process* (planning, drafting, revising, editing, publishing, reading)

Word study

### by **Independent Writing**

- Draft Books
- Writing Process
- Support Tools

- students gain confidence in writing proficiencies as they are afforded the opportunity to practice the craft(s) they are learning
- teacher confers with students to provide differentiated instruction, as well as, monitor application of writing strategies and skills

- emphasizes discovery of word patterns and vocabulary development
- ensures foundational skills in reading and writing

# Instruction

- **Math**

- Standards for Mathematical Practice

<b>Make sense of problems and persevere in solving them</b>	<b>Use appropriate tools strategically</b>
<b>Reason abstractly and quantitatively</b>	<b>Attend to precision</b>
<b>Construct viable arguments and critique the reasoning of others</b>	<b>Look for and make use of structure</b>
<b>Model with mathematics</b>	<b>Look for and express regularity in repeated reasoning</b>



# Instruction

- **Language Arts**
  - Literary Elements and Metacognitive Strategies

K-3	4-6
Ask Questions Identify Main Idea & Supporting Details	Ask Questions Identify Main Idea & Supporting Details
Visualize Analyze Character	Determine Text Importance Identify Sequence of Events
Determine Text Importance Identify Sequence of Events	Visualize Make Inferences
Summarize & Synthesize Analyze Story Elements	Fix-Up Monitoring Summarize Information
Make Connections Make Inferences	Determine Text Importance Compare & Contrast
Fix-Up Monitoring Summarize Information	Make Connections Identify Cause & Effect
Make Inferences Make Predictions	Make Inferences Draw Conclusions
Determine Text Importance Compare & Contrast	Summarize & Synthesize Evaluate Author's Purpose
Make Connections Identify Cause & Effect	Make Connections Distinguish & Evaluate Fact & Opinion
Make Inferences Draw Conclusions	Ask Questions Make Judgments



# Instruction

- **Language Arts-Reading Level**
  - **Lexile Range (NWEA)**
    - Band of 150
    - Semantic (meaning of words, phrases, signs, symbols) and syntactic (sentence length and organization) elements
  - **Star Reading/Accelerated Reader**
    - Monitors independent reading practice/comprehension
    - ATOS readability (difficulty) level and number of words in a text (grade level equivalent)
  - **Fountas and Pinnell**
    - Guided reading level
    - Continuum of characteristics related to the level of support and challenge that a reader meets in a text-- (1) genre/form; (2) text structure; (3) content; (4) themes and ideas; (5) language and literary features; (6) sentence complexity; (7) vocabulary; (8) word difficulty; (9) illustrations/graphics; and (10) book and print features

# Instruction

- **Language Arts-Word Study**
  - Integration of phonics, spelling, and vocabulary instruction
  - Teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling
  - Takes the place of traditional spelling and vocabulary approaches, such as skill instruction, scope and sequence, or repeated practice
- **Developmental Stages**
  - **Emergent Spellers (PreK-1)**
  - **Letter Name (K-3)**
  - **Within Word (1-4)**
  - **Syllable Affixes (3-8)**
  - **Derivational Relations (5+)**
- Reading, writing, and word study are reciprocal

# Your Turn!



# Questions?

