

	EnVision	Bridges
<p><b><u>Criteria #1 Alignment to Standards &amp; MPs</u></b></p> <p>Are the standards you taught adequately covered by the program?</p> <p>How well are mathematical practices embedded and/or explicitly taught?</p>	<p>MP embedded throughout the units, in contrast to ENY.</p> <p>Specific lessons for teaching those MPs explicitly.</p> <p>Students did really well on CFAs. (Middle School)</p> <ul style="list-style-type: none"> <li>- Echoed by first grade, covered well</li> <li>- Same in fourth</li> </ul> <p>Covers the standards well, but a bit too straightforward, cut and dry.</p>	<p>At beginning of each unit, says standards that need to be developed vs. introduced vs. mastered</p> <p>Can use them to check in with students so they know what they're working on.</p> <p>Provides many MPs, many ways to practice, solve problems.</p> <p>Embedded standards into games.</p> <p>K teacher noted high performance on CFAs.</p>
<p><b><u>Criteria #2 Alignment to current YLC</u></b></p> <p>How did the resource align to your current YLC?</p> <p>How easy was it to find YLC-aligned units/modules within the program? How easy was it to move between units/modules?</p>	<p>Not too challenging to find a place to start—concepts covered very clear in each unit.</p> <p>Once students got used to the format, students were successful.</p> <p>Easy to find where standards being addressed.</p> <p>Some of review and practice problems hadn't been addressed yet by skipping around in units.</p> <p>Easy to tell whether it should be mastered or just addressed/developing.</p> <p>Clarify whether CFA language aligns with materials.</p> <p>5th lines up perfectly for the quarter they're in. Very easy to navigate, find the lesson you're looking for.</p> <p>K-12 program: Could this be a benefit for alignment across the district?</p>	<p>YLC needs to be restructured—meant to be taught beginning to end</p> <ul style="list-style-type: none"> <li>- Introducing games</li> </ul> <p>Challenging to pick where to start, but made it clear where the standards were present.</p> <ul style="list-style-type: none"> <li>- Easy to find which units taught which standards</li> </ul> <p>Mixing and matching NC months.</p> <p>Does not align with current YLC. Worried that they will miss stuff, but went better than expected by jumping around.</p> <p>CFAs didn't always teach the standards being taught.</p> <p>A lot of spiraling—not expected to teach to mastery the first time they see it.</p> <p>Easy to tell whether it should be mastered or just addressed/developing.</p>
<p><b><u>Criteria #3 Organization/Ease of Use</u></b></p> <p>-Substitute &amp; new teacher consideration</p> <p>-Consideration of prep time</p>	<p>Online resources very user friendly (5th)</p> <p>Each lesson has a PD mini video “look and listen for”</p>	<p>Can look at it on your lunch break for five minutes and know what you need to do.</p> <p>Comes with an overwhelming amount of</p>

<p>-Materials use (what is realistic?)</p>	<p>Easy to put resources in to have a sub.</p> <p>Ease of use in Kindergarten was not great. Very reading heavy.</p> <p>Prep time: If we are skipping around, it's tough for K to find where to go in the workbook.</p> <ul style="list-style-type: none"> <li>- Ahead of time, pulls out week full of lessons</li> </ul> <p>Workbook is too much. Not using all components.</p> <p>Size of paper is too big. ;)</p> <p>Hard to find which page you need based on teacher manual—many teachers just went by student book.</p>	<p>manipulatives.</p> <ul style="list-style-type: none"> <li>- They have videos showing you how to organize materials</li> </ul> <p>Once you know the pattern, you can look at it quickly. Students know the patterns, routines.</p> <p>Approachable for a sub to know what to do. Simple and straight to the point.</p> <p>Low worksheet. Maybe sometimes too few worksheets?</p> <p>Digital component: Can play games with whole class digitally.</p> <p>Homework component can be used at home or for a reteach.</p> <p>Letters that you can send home to parents that explain what you're going to be teaching.</p>
<p><b><u>Criteria #4 Student Interest Level</u></b></p> <p>What is the student's response to the different components of the program? What was their engagement level?</p>	<p>Spent much of the class period reading the questions to students, not as much hands on stuff.</p> <ul style="list-style-type: none"> <li>- K has minimal independent practice opportunity because they can't read.</li> </ul> <p>Assessment from the book takes a long time. (K)</p> <p>A lot of reading (2nd)</p> <p>One area that could be improved— "plain Jane" lessons. Maybe I just don't know all of the components (STEM, 3 Act tasks, etc).</p> <ul style="list-style-type: none"> <li>- Not as hands on</li> </ul> <p>Opportunity to add in more engaging pieces</p> <p>Pick a Project is too wordy (1st)</p> <ul style="list-style-type: none"> <li>- Seems to be great for 3rd and above</li> </ul> <p>"Classical program."</p> <p>High cognitive engagement in 3rd/4th</p>	<p>Very engaging to them, lots of hands on.</p> <ul style="list-style-type: none"> <li>- Learning about penguins while practicing measuring</li> </ul> <p>Super high engagement</p> <p>"Weren't asking when recess was."</p> <p>Touching on so many things in one lesson.</p>

	<p>grades—students able to read directions, work independently on problems after Solve/Share, Learning Bridge</p>	
<p><b><u>Criteria #5 Enrichment/Reteach</u></b></p> <p>Were there adequate resources for enrichment <i>and</i> reteach/intervention opportunities?</p>	<p>Reteach and enrichment pieces were embedded, but they were mostly just worksheets.</p> <p>Easy to link these to Google Classroom.</p> <ul style="list-style-type: none"> <li>- Video components for reteach, adaptive practice based on student performance on day’s concepts. If successful, students led to enrichment activities digitally, if not, given videos to see concept taught a second time.</li> </ul> <p>Enrichment piece: STEM, Pick a Project (good for fifth).</p> <p>Intervention component is very solid.</p> <ul style="list-style-type: none"> <li>- Hyperlinked extra lesson plans for extra lessons (will give teacher the materials, items for reteach)</li> <li>- Highly adaptive, very specific data that program uses to make target-skill groups for intervention/reteach.</li> <li>- Quite “game like” from student view.</li> </ul> <p>Ramped very nicely for each standard/topic.</p> <p>Lots of emphasis on “explaining your thinking”</p> <ul style="list-style-type: none"> <li>- In writing</li> </ul>	<p>Intervention program (volumes organized by concept)</p> <p>Can pull materials from intervention program and use them to reteach, support previous standards</p> <ul style="list-style-type: none"> <li>- Not by grade level</li> </ul> <p>Can use it in the classroom, too, not just in the intervention classroom.</p> <p>Games: a lot of opportunity to differentiate. Have “challenge” versions of the games.</p> <ul style="list-style-type: none"> <li>- Different rules, etc.</li> <li>- When kids playing games, teacher has time to pull small groups</li> </ul> <p>Has challenge problems in almost every lesson.</p> <p>“How does this work?” “Why does this work?”</p> <p>NC hits this hard.</p>
<p><b><u>Criteria #6 Differentiation</u></b></p> <ul style="list-style-type: none"> <li>-Differentiation resources/support</li> <li>-Manipulative resources</li> <li>-Center/small group resources</li> </ul>		
<p><b><u>Criteria #7 Technology</u></b></p> <ul style="list-style-type: none"> <li>-Ease of use/navigation for the teacher</li> <li>-Ease of use/navigation for the student</li> <li>-Variety/amount of online materials</li> </ul>	<p>Trying to get first graders to set up, use their passwords once you make them is difficult.</p> <p>Difficult for students to navigate</p> <p>Difficult to print, find passwords.</p>	<p>No individual student component, but has digital apps, games, tools to display on board.</p> <p>Teacher component easy to navigate, just has online versions of texts, worksheets, etc.</p>

	Teacher technology (for presentation) very usable.	
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- At times website was very slow.

PD is huge. Direct people to on-demand videos for strategies, demos, teaching, etc.  
Making sure we have support for organization.