

Prospect 2015/2016

Date and day	Focus	Schedule/Notes/Meeting location
<p>Thurs 1 Oct (day 3)</p>	<p>K</p> <ul style="list-style-type: none"> ● routines/environment/schedule/ materials to support classroom ● use of interns ● Using AIMSWEB assessment data to guide small group instruction and plan appropriate interventions to monitor progress/review and reassess interventions based on response ● reasonable expectations based on data/pacing <p>Schedule Organizing rooms Using interns Assessing kids ready for small group</p>	<p>8:35-9:10 GM in KM to observe morning meet and follow up feelings lesson - no need to do the whole sheet in front of them. Would n Be better to do one of each example and then ask a student to come and show another example of a sad apple etc. Good letting students finish while you read a text</p> <p>9:10-9:45 GM in KG to observe Is mr vega the intern? Have him roam around tables during reading time too and focus on those able students the most.</p> <p>9:45-10:15 GM meet with Gail, Julie L. and Maria re classroom visit</p> <p>10:15-10:45 GM meet with Julie L., Julie M and Maria re classroom visit</p> <p>10:45-11:30 GM meet with Julie M, Gail, Julie L. and Maria At this time of year for reading time have some baskets/boxes with about 10 books in for students to browse as you are getting them used to reading the whole time during independent reading. You can switch the boxes every couple of days and switch out books. This will also mean that they get used to reading a couple of books during reading time. They can then share what their books were about at the end of reading</p> <p>environments (chapter from G8, materials needed - look at follow up from previous visit with suggestions); schedule (need to actually plan read alouds, snack, shared reading, partner reading, centers etc and not just ELA - look at p. 17 and fill in a schedule from G8; use of interns - small group and intervention/enrichment times, labeling, sort out book</p>

		<p>baskets, Julie going to work with interns on 26 October especially around small group</p> <p>11:30-12 GM meet with Julie L. and Maria discussion about Lab teachers - who they are Tricia Anita Carin Priscilla and Suzie - plan but execute in Priscilla's room</p> <p>1:00-2:30 GM meet with Julie M, Gail and Julie L. curriculum data for groups, look at Continuum of learning assessment and how to plan for small groups apart from just aimsweb Environment set up. When do yourself doing this? After school and be paid? During school Next town meeting</p> <p>2:30-3:00 GM with with Julie L. and RPL Rest mats</p>
<p>Tues 17 Nov (4) (PLC)</p>	<p>gr 1 and 2 Small Group Instruction</p> <ul style="list-style-type: none"> Using assessment data to guide small group instruction and plan appropriate interventions to monitor progress and then adjust interventions/strategies based on response 	<p>gr 2 - more specific lessons for units of study especially launch</p> <p>8.30 - 10 meet with gr 2 around series unit/partnerships and upcoming unit. Also concerns about launch unit (Julie and I can make changes to that when we meet)</p> <p>10 - 10.30 Jenny prep</p> <p>10.30 - 12 meet with gr 1 around using data to plan for small groups</p> <p>1 - 3 gr 2 - RW demo with a conference - pre, model and debrief</p> <p>2.30 prep for Linda</p>

<p>Tues 26 Jan (1)</p>	<p>Grade 5: Strategy Group Demo Making inferences using text evidence</p> <p>Grade 4: Strategy Group Demo finding the theme of a traditional literature piece for our lowest readers. 3 lowest readers are reading at DRA levels 24, 30 and 34.</p> <p>Grade 3: Meet with Georgie to discuss:</p> <ul style="list-style-type: none"> • suggestions for core crew books next year • best strategies to teach students find text evidence (2 pieces of) 	<p>8:30-10 Grade 5 Meet in Julie's room to discuss demo, demo in 5S at 9:00, debrief after in Julie's room</p> <p>10:30-12 Grade 4 Meet in Julie's room to discuss demo, demo in 4A at 11:00, debrief after in Julie's room</p> <p>1:15-2:30 Grade 3 Meet in Julie's room</p> <p>2:30-3:00 RPL</p>
<p>Tues 1 March (3)</p>	<p>gr 3/4/5 comprehension</p> <ul style="list-style-type: none"> • Using assessment data to guide instruction and plan appropriate comprehension interventions • Monitor progress and then adjust interventions/strategies based on response 	<p>Grade 3 Planning Small Group with targeted needs around comprehension</p> <p>Grade 4 8:30-10 Prior to March 1 try a few of the lessons from Serravallo book and try different kinds of groups (same text/independent book) We will reflect on the successes and challenges of the small group</p> <p>Grade 4: 8:30-10 Katy can get prep 10-10:30 (4Z has prep 9:30-10:15)</p> <p>Grade 5: 10:30-12</p> <p>grade 3 1:15-2:30 (Nick take 3M and 3K together?) or emily prep 2:15-3</p> <p>2:30-3:00 RPL</p>

Colonial 2015/16

Can use Nancy's room 1,3, 5

Date	Focus	Schedule/Notes/Meeting Location
Tues 27 Oct (day2)	AM Grade 2 and 3 Using Data to Plan Small Group Instruction <ul style="list-style-type: none">• Bring DRA and Writing Sample• Consider needs of all students including top students• Target a small group/case study• Goal setting PM Grade 1 Using data to plan small group instruction using DRA and aimsweb <ul style="list-style-type: none">• Bring DRA and Writing Sample• Consider needs of all students including top students• Target a small group/case study• Goal setting	Location: AM Teachers' Room PM Music Room 8:30-10 grade 2 10:30-12 grade 3 1-1:30 Tonya 1:30-3 grade 1 Tonya will: -call 3 subs -ask Bob to set up tables and chairs in music room for pm session -Alert teachers' faculty room will be used in am
Thurs 7 Jan (day 1)	AM Gr. 2 and Gr. 4 Gr. 2-Checking in on small group/case study Gr. 4-Writing in response to reading PM Kgn K Small group planning using DRA data	Location: Reading room Grade 2 8:30-10 -Checking in on small group/case study Gr. 4 10:30-12 Writing in Response to reading and plan for Feb 2 date Kindergarten 1:15-2:30 K Small group planning using DRA data 2:30-3:00 Tonya Plan Feb 2 day

<p>Tues 2 Feb (day 6)</p>	<p>Gr. 5 - implementing small group into their classrooms - what are they doing - will have new DRA data so what are the points for instruction management and planning of small group grammar and vocabulary is comprehension</p> <p>Gr. 4 bring notebook entries to discuss, rubric/s for us to look at the student work and discuss process, challenges etc</p> <p>Gr. 3 - continue work around small group - meaningful small group learning, reflecting on and planning will have new DRA data so what are the points for instruction</p>	<p>Location: 8:30-10 Teacher's Room 10:15-3 Art Room</p> <p>Grade 5 8:30-10</p> <p>Grade 4 10:30-12 Follow up on Notebook Entries, using the rubrics, look at post its across the three classes Bring selection of three levels of post its</p> <p>Grade 3 1:15-2:30</p> <p>2:30-3 Tonya</p> <p>Tonya needs to call subs</p>
<p>Tues 12 April (PLC) (day 4)</p>	<p>AM K and Gr 1</p> <p>PM Gr. 2</p>	<p>Location: Library or Reading Room from 2-3 or Resource Room</p>