

SDT Tidbits



Special Interest Articles:

- 2012-2013 District Initiatives.
- Important Changes
- Data: Does it Really Matter?

Important Dates:

8-15

Teachers Report

8-16

Convocation

8-17

SRA Training for TAs

8-20

Students Report

8-20/8-25

School-wide behavior and classroom management plans implemented.

8-20/8-31

Pretest and baseline data for Unit 1 pacing

8-29

Grade Level Team Meeting

8-31

Data Action Plans for Unit 1 have been submitted

9-4/9-21

DIBELS BOY

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2012-2013 District Initiatives

Two initial expectations from the district are that Balanced Literacy and Common Core standards are being implemented in the classrooms beginning this school year.

The first phase for Balanced Literacy is Read-Aloud. The expectation is that all teachers are implementing this component of balanced literacy during the instructional day.

Pacing Guides have been changed to reflect Common Core Standards. The priority standards for the OCCT have been embedded in the pacing guides. Grade level teams will meet at the beginning of the year to assign each unit more specific dates.

Units take a total of 32 weeks. The remaining time in the school year can be divided and devoted to **buffer periods**.

Buffer periods allow time between units for reteaching, enriching, and extending learning. That time may also be used for pre-assessing students' understanding of the next unit's standards to better plan instruction. Grade level teams should allow for buffer periods between units to accommodate students' rate of learning, and to accommodate changes to the school calendar.

Important Changes

Benchmarks: At this time the only grade that will be taking the benchmark test will be third grade. This will allow the district to gather baseline data to assign value-added data to third grade teachers.

Teachers will be responsible for pretests, formative assessments, and post-tests for each unit of study. Data action plans and holding ourselves accountable will be based on the results of those assessments.

DIBELS: Sept. 4-21,

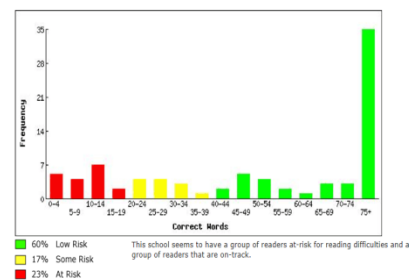
2012, K-3rd grade students will be assessed on DIBELS. Only DIBELSnext, not the 3D text reading comprehension component (TRC), are required for the beginning of the year assessment.

(During the school year the TRC will be administered only to intensive students.)

You can find the DIBELS testing calendar and faqs at this link:

<http://academics.tulsaschools.org/cms/One.aspx?por>

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This school seems to have a group of readers at-risk for reading difficulties and a group of readers that are on-track.

Data Questions

- 1) What are we doing well?
- 2) Do we have a problem?
- 3) Where is it happening?
- 4) When does it occur?
- 5) With whom?
- 6) What is our plan of action?

"The goal is to transform data into information, and information into insight"
---Carly Fiorina

**Data: Does it Really Matter?**

Alone, data actually has limited value for sound decision making. The real use for data is to make effective decisions, a means of promoting positive change, rather than for judgmental value to put down those who fail to meet a criterion.

At some point, data became an evaluation of our actions rather than a supportive tool for improvement. Grades, state tests, SAT & GRE scores, school performance reports were developed to indicate both strengths and deficits. But as a society we tend to only focus on the deficits. Is the glass half full or half empty? By only focusing on the deficits, we are actually missing half of the picture.

Whenever we see numbers or statistics, it is important to learn the story (context) behind the numbers to

determine the true nature of the issue.

Data when used as a support mechanism can be a powerful means of change.

Using data to make decisions supports the school environment to become more effective, efficient and relevant. Data should be used on a regular basis to determine strengths and weaknesses. The use of data increases the likelihood that schools will achieve their academic and behavioral goals.

First, schools determine the decisions that need to be made based upon the targeted outcomes desired. Increases in percentage of homework completion, grades and state testing proficiency are common academic goals that

schools choose. Common behavioral targets are reduction of tardies, disrespect and disruption.

Secondly, schools decide what data is needed for their decisions.

Lastly, they should develop the simplest way to collect the data and to summarize it for regular review.

Data That Benefits Parents:

- Report Cards
 - Student Agendas
 - Daily Progress Reports
 - Progress Reports
 - Student Attendance
 - End of Grade scores
 - End of Course scores
- Parent involvement includes:*
- 1) Frequently monitoring data for your child.
 - 2) Asking questions of your child's teacher if the results are below your expectations.

Grade Level Team Meetings

This year grade level team meetings will occur on Wednesdays during your plan time in Room 42.

The first week of school will be used to establish school-wide and classroom management procedures.

August 29, 2012: Our first team meeting will be used to establish baseline data. You will need to bring your

Teacher Assistance: If you are in need of resources, research, coaching, research articles, and etc. Please email me with your request. whitfpa@tulsaschools.org
Response will be within 48 hours if not sooner.