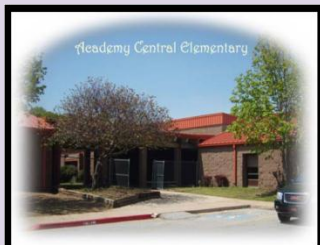


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SDT Tidbits



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...for all the kind expressions of sympathy after the home-going of my father...

(I apologize for missing two weeks of the newsletter)

Special Interest Articles:

- Parent/Teacher Conferences
- Value-Added Analysis
- Data Wise
- Balanced Literacy

Important Dates:

10-8
Grade Level PLC
10-10
Grade level team meeting
10-11
Leadership Meeting
10-15
Faculty PLC
10-17
End of 1st Quarter
10-18/22
No Classes
10-18
Professional Day
10-22
parent/Teacher Conferences
10-26
Report Cards issued
10-29
Faculty PLC
10-22/10-26
Red Ribbon Week

What is Value-Added Analysis?

Value-added analysis is a statistical method that helps educators measure the impact schools and teachers have on students' academic progress rates from year to year.

Using this growth metric, teachers, schools and districts can better determine the impact of their curriculum, instruction, programs and practices on student achievement.

For more information visit

Battelle for Kids

October 22, 2012: Parent/Teacher Conferences.

To ensure 100% parent participation, you can begin conferencing with parents early. For those students who scored unsatisfactory/limited knowledge on the OCCT it is imperative that you communicate early with these parents.



[Balanced Literacy Framework](#)

This site has a lot of freebies for working with balanced literacy in the classroom.

*[Authors Purpose Pointer](#)

*[Focus on Genre](#)

*[Character Traits](#) are just a few...checkout the website.

Great Balanced Literacy Framework:

http://www.methuen.k12.ma.us/images/ELA_Mapping/Balanced%20Literacy%20Model.pdf

Data Wise Practices

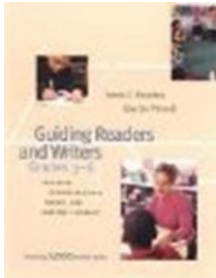
School has a system of interlocking teams, and coordinated information flow between them

Meetings are productive, with effective facilitation

Teachers have time to observe each other teach

Teachers have ability to give each other critical feedback about instruction

Teachers are held accountable for improving their practice by administration, coaches and other teachers

Professional Reading

Guiding Readers and Writers (Grades 3-6), Authors Irene Fountas and Gay Su Pinnell, support teachers on the next leg of the literacy journey, addressing the unique challenges of teaching upper elementary students. The product of many years of work with classroom teachers, *Guiding Readers and Writers (Grades 3-6)* is one of the most comprehensive, authoritative guides available today. It explores all the essential components of a quality literacy program in six separate sections:

- Breakthrough to Literacy
- Independent Reading
- Guided Reading
- Literature Study
- Teaching for Comprehension and Word Analysis
- The Reading and Writing Connection

Data Wise**How do we channel the student-focused conversation into a conversation focused on instruction and related tasks?**

Undoubtedly, student learning is influenced by factors such as home life and socioeconomics as well as previous school experiences. However, teachers often engage in conversations that center on these topics as reasons for poor student achievement-factors over which teachers have little or no influence (City, Kagle, & Teoh, 2005; Gravois & Gickling, 2003). Student learning is based on tasks and instruction, in other words, effective teaching practices, which are within teacher control (Gravois & Gickling, 2003). Moving the conversation from the student to the task and instruction requires four primary tasks outlined by City, Kagle, and Teoh (2005).

- **Connect student learning with instruction:** When considering learning problems, how does instruction impact student learning?
- **Develop a shared understanding of instructional practice:** What professional development resources can teachers access to develop a shared understanding of effective instructional practice?
- **Develop the skill of examining instructional practice:** How do teachers learn about effective instructional practices (e.g., videos, observations, interviews)? How do they develop a shared language that allows them to communicate what they see?
- **Analyze current instructional practice in the classroom:** What is truly happening in the classroom to address learning problems and is it aligned with our understanding of effective instructional practice?

Grade Level Team Meetings

October 10, 2012—Parent-Teacher Conferences, Data Action Plans, SMARTe goals, ISAPs...

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