Big TEAM (Together Everyone Achieves More)

Little Me

Tiffany Hall

Elzye Harrison
Norms of Our Session

• Participate in all activities
• Have an open–mind….
• Please refrain from cell–phones, computers, etc….(unless taking notes)
• You will need paper and pen for some responses
Our Stories

Tiffany
thall@dd4.k12.sc.us

• Military Brat (TX, MI, FL, MA, FL, AL, WV, SC, PA)
• Parents College Graduates & I Have too Many Degrees
• Taught Middle/High SS
• K–12 District Coordinator
• Assistant Principal
• Educator Husband & 2 boys

Elzye
eharrison@dd4.k12.sc.us

• McCormick, SC
• 1st Generation College Student
• Athletic Scholarship to Newberry
• Graduated from Morris College
• GEAR UP for 6 years
MAP (Measures of Academic Progress)

• Defined: MAP assessments provide detailed, actionable data about where each child is on her unique learning path.
  o MAP dynamically adapts to a student’s responses – as they take the test.
  o Answer a question correctly and the test presents a more challenging item
  o Miss a question, and MAP offers a simpler item

• Reading, Math, and Language
Linking Study

Minimum Cut Scores Projecting Proficiency on State Assessment

http://www.nwea.org/our-research/state-information
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*Note: This table provides the estimated probability of passing the state test based on a MAP test score taken during that same (spring) season. Example: if a third grade student scored 170 on a MAP test taken during the spring season, her/his estimated probability of passing the state test is 7%.\*
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*Note: This table provides the estimated probability of passing the state test based on a MAP test score taken during that same (spring) season. Example: If a third grade student scored 190 on a MAP test taken during the spring season, his/her estimated probability of passing the state test is 57%.
## SC EXIT EXAM–HSAP (Math)

### MATH-Prior Season
Cut Scores and Percentiles for each State Performance Level

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### MATH-Current Season
Cut Scores and Percentiles for each State Performance Level

<table>
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<tr>
<th>Grade</th>
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<th>Level 3</th>
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<td>223</td>
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</table>
## SC EXIT EXAM – HSAP (ELA)

### READING-Prior Season
Cut Scores and Percentiles for each State Performance Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level 1</th>
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### READING-Current Season
Cut Scores and Percentiles for each State Performance Level

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<td>High</td>
<td>&lt;208</td>
<td>208</td>
<td>225</td>
<td>12</td>
</tr>
</tbody>
</table>
Interventions (Gallery Walk/Talk)

Directions: On the wall you will see MAP Student Progress Reports. Take your sticky notes with you to each report. According to the student, identify the child’s need/s and what intervention you may use on the t-chart.

A. Look at the Problem
B. Identify Interventions
C. Evaluate Outcome
Useful Resources

• Identifying the Interventions (Research Based)
  o What Works Clearinghouse (www.whatworks.ed.gov)

• Descartes (Instructional Resources)
  *RIT Range–like a ruler
  o Targeted instruction for individuals or groups
  o Skills and concepts needed within a RIT range

DesCartes: A Continuum Of Learning®

Use the selection criteria below to view DesCartes Learning Continuum statements.

+ Required

Subject

Math_6th_SC_VS

Goal

Number and Operations

Goal RIT Range

Select All RIT Ranges

Create PDF  Cancel
### DesCartes: A Continuum of Learning®

**Mathematics**  
**Goal: Number and Operations**

**Skills and Concepts to Enhance (73% Probability*) 201 - 210**
- Compares whole numbers through the billions using the symbols <, >, or =
- Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater with addition and subtraction (whole numbers only)
- Uses front end digits to estimate answers in addition and subtraction computations (whole numbers only)
- Uses front end estimation for multiplication and division computations (whole numbers only)
- Uses rounding to estimate answers to addition and subtraction problems (whole numbers only)
- Uses rounding to estimate answers to simple multiplication and division problems (whole numbers only)
- Identifies whole numbers over 999 using base-10 blocks
- Identifies the numeric and written name for whole numbers with a zero between digits to the ten thousands place

**Skills and Concepts to Develop (50% Probability*) 211 - 220**
- Uses correct terminology for integers
- Expresses a simple fraction as a decimal
- Writes a simple mixed fraction as a decimal and vice versa
- Writes a fraction or mixed number as a decimal when the denominator is a multiple of 10
- Writes a basic percent as a fraction and vice versa (e.g., 10%, 25%, 50%, 100%)
- Expresses a percent as a fraction with 100 as the denominator and vice versa
- Writes a basic percent as a decimal and vice versa
- Expresses a percent as a decimal and vice versa
- Determines factors of whole numbers
- Writes a power as a product of multiplied numbers and vice versa (e.g., $2^4 = 2 \times 2 \times 2 \times 2$)
- Completes a factor tree for a number (prime factorization)
- Determines multiples of a whole number
- Determines common multiples of whole numbers
- Identifies numbers as prime
- Identifies common factors of two or more numbers
- Identifies the greatest common factor of whole numbers
- Applies rules of divisibility by 5’s
- Identifies the percent represented in a 2-D region
- Uses concrete and pictorial models to represent proportions
- Recognizes and writes proportions
- Uses rounding to estimate answers to real-world problems involving multiplication and division of numbers less than 100 (whole numbers only)
- Uses rounding to estimate answers to real-world problems involving multiplication and division of numbers 1000 or greater using multiplication and division (whole numbers only)
- Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater using multiplication and division (whole numbers only)

**Skills and Concepts to Introduce (27% Probability*) 221 - 230**
- Writes a fraction or mixed number as a decimal when the denominator is a multiple of 10
- Writes a ratio as a decimal and vice versa
- Expresses a percent as a fraction and vice versa
- Writes a ratio as a percent and vice versa
- Expresses the equivalent form of a fraction, decimal, and/or percent (simple fraction)
- Orders fractions and decimals to the hundred thousandths
- Determines factors of whole numbers
- Completes a factor tree for a number (prime factorization)
- Uses multiple number theory concepts to solve problems (e.g., factors, digits, odd/even, divisibility)
- Determines common denominators of fractions
- Uses factor and multiple concepts to solve simple problems
- Identifies common factors of two or more numbers
- Identifies the greatest common factor of whole numbers
- Uses concrete and pictorial models to represent ratios
- Identifies the percent represented in a given model
- Writes a power as a product of multiplied numbers and vice versa (e.g., $2^4 = 2 \times 2 \times 2 \times 2$)
- Uses powers of 10 to represent numbers (e.g., $8 \times 10^3 = 8000$)
- Uses powers to represent 10, 100, 1000, 10,000, and 100,000
- Compares numbers written exponentially
- Defines “absolute value”
- Orders rational numbers, in $a/b$ form
- Uses divisibility concepts to solve problems

### Operations: Add and Subtract

**Uses number sense strategies to solve problems (addition/subtraction only)**
- Uses models to add and subtract fractions and connect the actions to algorithms
- Subtracts fractions with like denominators without reducing
- Subtracts mixed fractions with like denominators with no regrouping

**Operations: Add and Subtract**
- Subtracts mixed fractions with unlike denominators with no regrouping
- Uses reasoning strategies to solve magic squares and related puzzles (addition, whole numbers only)
- Subtracts numbers with 5 digits or more with regrouping
- Uses strategies to determine 2 or more missing digits (addition/subtraction only)

**Adds rational expressions in decimal form**
- Models algorithms using place value concepts (addition and subtraction with whole numbers)
- Predicts the relative size of the answer when adding whole numbers
- Predicts the relative size of the answer when subtracting whole numbers
Intervention Simulation

Task:

1. In groups of three, read your RtI Scenario.
2. As a team, discuss the scenario.
3. As a team, answer the three questions on your paper.

"Listen to the patient. He is telling you the diagnosis." –William Osler
Students in Poverty & Positive Attitudes

• Book: *Engaging Students With Poverty in Mind* by Eric Jensen

• Family Involvement
  o FISH Forms

• Building Trust & Relationships (60 Seconds a Day)
  o Parent Newsletters, Photostories, Last Lecture, School Participation

• Five Actions to Create a Positive Class Climate
  1. Raise the Bar
  3. Establish that “we are family.”
  4. Sustain emotional positivity.
  5. Teach positive social and emotional responses.
AP Psychology (Mrs. Hall)
FISH - Family Involvement Starts Here

Your child is a STAR, Student Taking Academic Responsibility, he/she works harder than you can believe in my class. I hope you enjoy watching your child grow personally and academically. Please take the time to talk to your child about what he/she learned this week about psychological disorders and treatments (anxiety, personality, mood, schizophrenia, psychoanalysis, therapies, and/or biomed). In just a simple paragraph, please tell me about your discussion with your child.

_____________________________________________________________________________________

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___________________________________________

Parent Signature

For your involvement in your child's education, he/she will receive 2 pts extra credit on his/her next test if this is complete.
Self-Directedness & Accountability

• Data Notebooks
  o Goal Setting
  o My Action Plan
  o My Academic Goal for __ Quarter
  o Interim Grade Evaluation
  o Interim Report Reflections & Goals
  o Review of My Academic Goal for Quarter
  o Report Card Reflections & Goals

• Data Wall (Visual for Entire Staff)
• Conferencing (Relationships)
• PowerSchool (Checks & Balances)
My Academic Goal for 2nd Quarter

I, ___________________________ plan to earn a grade of ________ in my world history class for the second quarter, October 2013 – January 2014.

Students who want to improve their grades, maintain high grades, or improve their understanding and ability in world studies may consider one or more of the following:

- Improving attendance
- Completing all homework
- Taking steps to make sure that they understand the material. These steps may include studying with classmates and using MAP to ask the teacher for clarification.
- Reviewing classwork on a regular basis (daily)
- Using “Before, During and After” reading strategies when reading/studying text material.
- Using mnemonic devices to help remember ideas
- Rewarding themselves for achieving good grades
- Finding strategies to stay focused during class
- Socializing less in class
- Having all materials for class
- Improving the organization of their notebook
- Getting more sleep on school nights

Think about the items on this list. Which of these pertain to you? Is there some other strategy that can help you achieve your goal?

The actions I plan to take in order to obtain my goal are:

- ___________________________________
- ___________________________________
- ___________________________________
- ___________________________________
- ___________________________________

Remember, only you can make a difference in your grades. With hard work, determination, and commitment, you can meet your goal and be highly successful.

Student Signature ________________________
Interim Grade Evaluation - 2nd Quarter

My goal for my 2nd quarter grade in world history is: ______
My 2nd quarter interim grade in world history is: ______

Circle the correct choice:
I did not meet my academic goal for the second quarter.
I did meet my academic goal for the second quarter.

I earned my grade because:

I am pleased with my current overall grade because:

I am not pleased with my current overall grade. I intend to improve my overall grade for this term by taking the following actions:

II) Learning Skills: My "Participation" - "P" rating is: _____ (Select one item below and complete)

I am pleased with my rating in "P" because:

I am not pleased with my rating in "P". I intend to improve my rating in this area by taking the following actions:

III) Learning Skills: My "Assignment Completion" - "AC" rating is: _____ (Select one item below and complete)

I am pleased with my rating in "AC" because:

I am not pleased with my rating in "AC". I intend to improve my rating in this area by taking the following actions:

"Actions" Ideas: Complete all HW everyday; Have all materials ready to begin class on time; Complete all CW on time; Pay attention and actively listen; Ask questions in class to seek clarification; Actively engage in the lesson; Follow written and oral directions; Copy all information and show all work as directed; Seek accuracy on all assignments; Seek help from peers, parents, friends; Maintain an organized binder with all materials, assignments, resources, notes, etc.; Accurately copy all assignments and check assignment book each night; Make-up all work on time; Use all resources.
Review of My Academic Goal for World History

I, ______________, planned to earn a grade of _____ in my world history class for the second quarter, Oct – Jan, 2014. My grade was ______.

Circle the correct statement:
I met my academic goal for the 2nd quarter.
I did not meet my academic goal for the 2nd quarter.

I earned my grade because:
(Circle those that apply)

- I complete all assignments.
- I met all due dates and deadlines.
- I came to class prepared to learn.
- I was prepared for class with all materials: paper, pen, and atlas.
- I participated actively and cooperatively during class activities.
- I used active study strategies to prepare for tests/quizzes.
- I kept my notebook organized.
- I was absent no more than 2 days for the marking period.
- I used my assignment notebook every night.
- I looked up my assignments online on the homework board.
- I did not complete all assignments.
- I handed in work late or past the due date or deadline date.
- I was absent more than 5 times this marking period.
- I was frequently unprepared with my assignments.
- I did not contribute in a positive way to class activities.
- I did not write my homework in my assignment notebook every day.
- I did not use active strategies to prepare for tests and quizzes.
- I did not come with pens, pencils, or paper every day.
- I did not take responsibility for my own learning.
- Other: _________________________

I, ______________, plan to earn a grade of _____ in my world history class for the third quarter, January - March 2014.

The actions I plan to take in order to obtain my goal are:

- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________

Remember, only I can make a difference in my grade. With hard work, determination, and commitment, I can meet my goal and be highly successful.

Student Signature __________________________
Directions: On the opposite page, mark an "X" on the section of the circle graph that reflects your final grade. Mark an "X" on the appropriate rating you earned for your Learning Skills areas (Participation and Assignment Completion). Reflect on your progress for this term. Select and complete one item below in each section that best represents your progress, thoughts, and goals.

Learning Skills Codes: C = Consistently; O = Often; S = Sometimes; R = Rarely

I) Final Grade (Select one and complete)

____ I am pleased with my overall grade for this term because:

________________________________________________________

____ I am not pleased with my overall grade for this term. I intend to improve my overall grade by taking the following actions:

•

•

•

II) Learning Skills: Participation - "P" (Select one and complete)

____ I am pleased with my rating in "P" because:

________________________________________________________

____ I am not pleased with my rating in "P". I intend to improve my rating by taking the following actions:

•

•

•

III) Learning Skills: Assignment Completion - "AC" (Select one and complete)

____ I am pleased with my rating in "AC" because:

________________________________________________________

____ I am not pleased with my rating in "AC". I intend to improve my rating by taking the following actions:

•

•

•

"Actions" Ideas: Attend MAP frequently and before assessments; Complete all HW everyday; Have all materials ready to begin class on time; Complete all CW on time; Pay attention and actively listen; Ask questions in class to seek clarification; Actively engage in the lesson; Follow written and oral directions; Copy all information and show all work as directed; Seek accuracy on all assignments; Seek help from peers, parents, friends; Maintain an organized binder with all materials, assignments, resources, notes, etc.; Accurately copy all assignments and check assignment book each night; Make-up all work on time; Use all resources such as the TMS "HW BOARD", MAP offered, etc.; Prepare for and participate in "Retake Quiz".
Feedback

Please let us know how we did by completing the survey at:

https://www.surveymonkey.com/s/933DTLF

Thanks!!!!