

Building Alignment, Not Isolation, Through the Data Team Process

Salem Keizer School

Objectives:

- Gain shared understanding of how to effectively align Special Education (SpEd) and the Data Team process
- Increase awareness of potential starting points, obstacles and celebrations during the implementation process
- Provide an opportunity for question/answers

Agenda:

Welcome/Objectives


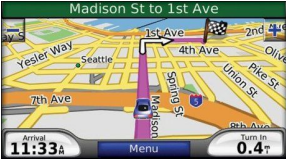

Team Process Overview

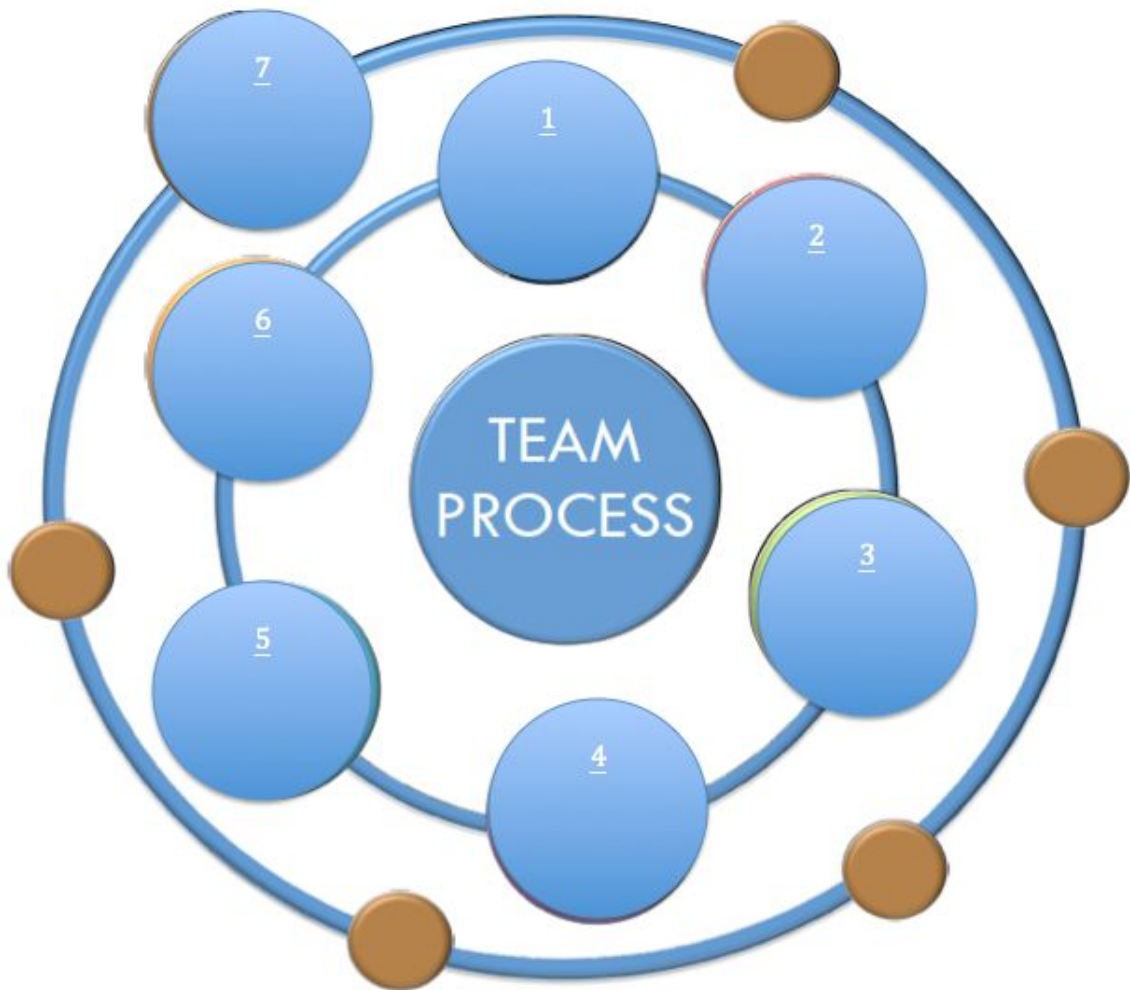
Step by Step
Steps 1 - 7

Making the shift to
being consumers

Reflection/Closing

Challenges:

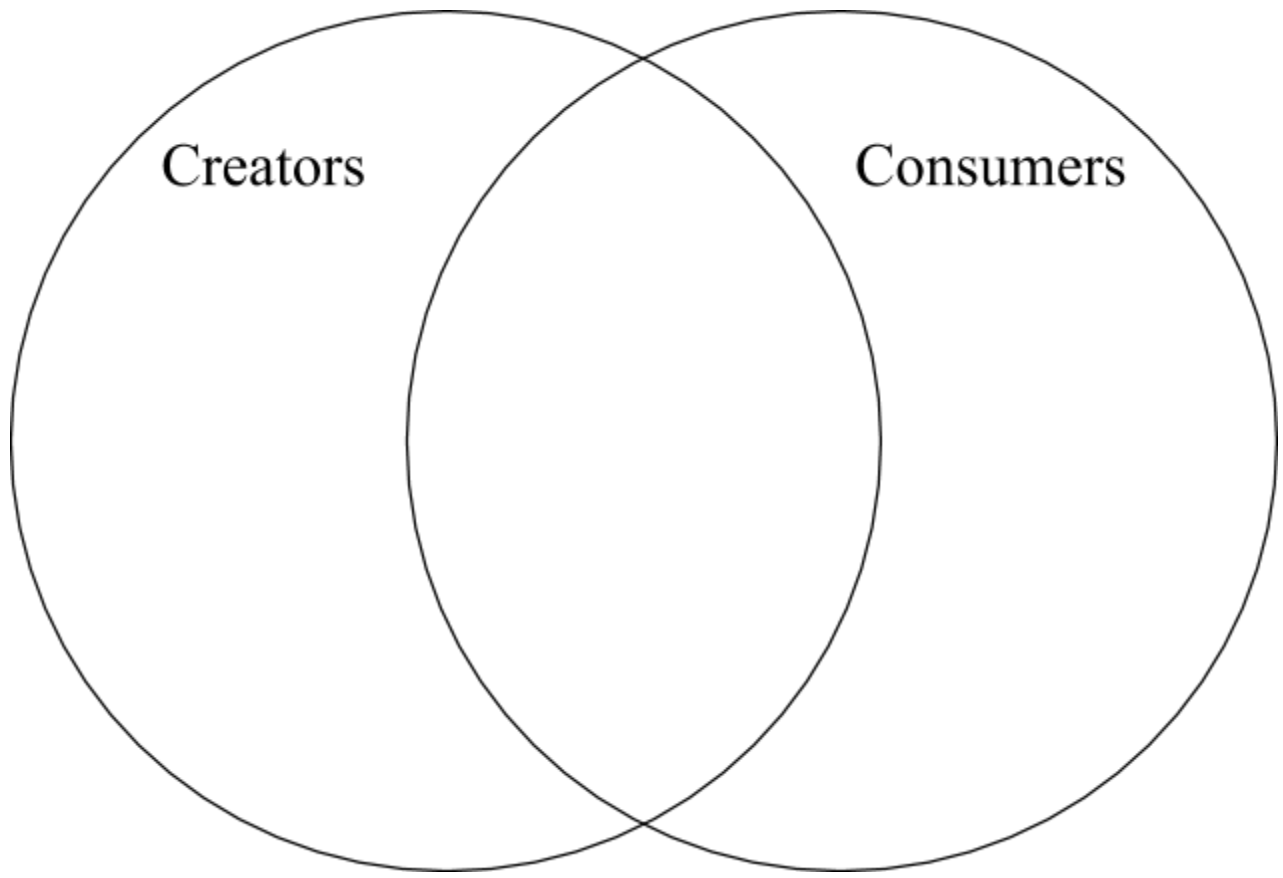
	Type of Map	Use
		
		
		



Steps of the Process	General Education	Special Education
1 - Plan and Prepare		
2 - Chart & Organize Data		
3 - Analyze and Prioritize		
4 - Common Instructional Strategy		
5 - Results Indicators		
6 - Theory of Action		
7 - Reflection		

ELA 5th Grade 2018-2019 Dates	Routines and Rituals 8 Days	Unit 1 Module A 25 days	Unit 1 Module B 15 days	Flex 2 Days	Unit 2 Module A 20 days	Unit 2 Module B 20 days	Flex2 Days	Unit 3 Module A 24 days	Unit 3 Module B 20 days	Flex3 Days	Unit 4 Module A 16 days
Sept 5- Sept 14	Sept 17-Oct 22	Oct 23-Nov 14	Nov 15-16	Nov 26-Dec 21	Jan 7- Feb 5	Feb 6-7	Feb 8 - March 15	March 18 - April 23	April 24, 25, 29	April 30 - May 21	
Reading Foundational Skills	<ul style="list-style-type: none"> *RF.3a (Letter/sound correspondence) *RF.4a Read with purpose and understanding (literature) *RF.4c Context clues for meaning 	<ul style="list-style-type: none"> *RF.3a (Syllabication patterns) *RF.4a Read with purpose and understanding for (informational) 	<ul style="list-style-type: none"> *RF.3a (Morphology: roots and affixes) *RF.4b Accuracy, rate and expression (Prose) 	<ul style="list-style-type: none"> *RF.4b Accuracy, rate and expression (Poetry) 							
Spanish Foundational Language Standards	<ul style="list-style-type: none"> L.1b Verbos compuestos y participio pasado L.1k Los verbos irregulares (gerundio) L.1j El uso del pronombre L.2g. Fonemas y grafemas múltiples, letras mudas 	<ul style="list-style-type: none"> L.1e La forma de negación L.1h. Conjugaciones consecutas, condicionales y finitas L.1k. Los verbos irregulares (pretérito, futuro) 	<ul style="list-style-type: none"> L.1e La forma de negación L.1h. Conjugaciones consecutas, condicionales y finitas L.1k. Los verbos irregulares (pretérito, futuro) 	<ul style="list-style-type: none"> L.1k. Los verbos irregulares (participio pasado) L.1l. Pronombre se y voz pasiva L.2h. Acento ortográfico en palabras inflexionadas 							
Reading	<ul style="list-style-type: none"> RI.2 Theme (Characters response, speaker reflects) RI.3 Compare and contrast characters & setting & events *RI.1 Quote accurately to (Infer) *RI.4 (determine meaning of words and phrases) 	<ul style="list-style-type: none"> *RI.2 Main ideas with (key details) *RI.4 Meaning of (academic) words and phrases RI.3 Relationship between (Scientific, technical ideas and concepts) RI.1 (Explicitly) quote 	<ul style="list-style-type: none"> *RI.2 Theme (summary) RI.6 Describe point of view RI.7 Visuals contribute to (tone and beauty) of text. 	<ul style="list-style-type: none"> *RI.9 Compare and contrast their approaches to similar themes RI.4 (Figurative language) RI.5 Overall structure RI.7 Visuals contribute to (Meaning) RI.9 Integrate info from several texts 	<ul style="list-style-type: none"> *RI.1 (Explicitly) quote *RI.2 (Summary) RI.4 Meaning of (domain-specific) words and phrases RI.3 Relationships between (historical events) RI.9 Integrate info from several texts 	<ul style="list-style-type: none"> *RI.1 (Explicitly) quote *RI.2 (Summary) RI.4 Meaning of (domain-specific) words and phrases RI.3 Relationships between (historical events) RI.9 Integrate info from several texts 					
Writing	<ul style="list-style-type: none"> W.3 Narrative W.3b (Description, pacing) W.5 (Planning) W.4 Task, purpose, audience for (narrative) W.3a Introduce and organize W.3c Transitional words/phrases/clauses 	<ul style="list-style-type: none"> W.2 Informative W.8 (Recall & gather information) W.5 (Revising, trying a new approach) W.4 Task, purpose, & audience for (informational) W.2a Introduce topic W.2b Develop topic W.2c Link ideas W.7 Research 	<ul style="list-style-type: none"> W.1 Opinion W.1b Reasons W.4 Task, purpose, audience for (Opinion) W.5 (Editing) W.1a Introduce topic W.1c Link opinion and reasons 	<ul style="list-style-type: none"> W.3 Narrative W.3b (dialogue) W.9a Apply reading standards to literature W.3d Concrete words phrases, sensory details W.3e Conclusion 	<ul style="list-style-type: none"> W.8 (Provide a list of sources) W.5 (Rewriting) W.4 Task, purpose, audience for (scientific article) W.6 Use technology to produce and publish 	<ul style="list-style-type: none"> W.8 (Provide a list of sources) W.5 (Rewriting) W.4 Task, purpose, audience for (scientific article) W.6 Use technology to produce and publish 	<ul style="list-style-type: none"> W.8 (Provide a list of sources) W.5 (Rewriting) W.4 Task, purpose, audience for (scientific article) W.6 Use technology to produce and publish 				
Speaking and Listening	<ul style="list-style-type: none"> *SL.1 Collaborative Conversations *SL.1a Prepare for discussions *SL.1b Follow discussion rules *SL.1c Pose and respond to questions SL.1d Review ideas and draw conclusions from discussions 	<ul style="list-style-type: none"> *SL.6 Adapt speech based on context/task *SL.1 Collaborative Conversations *SL.1a Prepare for discussions *SL.1b Follow discussion rules *SL.1c Pose and respond to questions SL.1d Review ideas and draw conclusions from discussions 	<ul style="list-style-type: none"> *SL.2 (Summarize a speaker's points) SL.2 Report on a topic, Present an opinion 								
Language	<ul style="list-style-type: none"> L.1b Perfect verb tense L.2c Verb tense and word choice L.4a Context clues to determine meaning of words, phrases 	<ul style="list-style-type: none"> *L.1a Conjunctions, prepositions, and interjections *L.2c Spell grade-approp. words *L.4b Greek and Latin, Affixes and roots 	<ul style="list-style-type: none"> *L.1a Conjunctions, prepositions, and interjections *L.2c Spell grade-approp. words *L.4b Greek and Latin, Affixes and roots 	<ul style="list-style-type: none"> *L.2a Punctuate within sentences *L.2b Spell to separate *L.4c Consult reference materials 	<ul style="list-style-type: none"> *L.2a Punctuate within sentences *L.2b Spell to separate *L.4c Consult reference materials 	<ul style="list-style-type: none"> *L.2a Punctuate within sentences *L.2b Spell to separate *L.4c Consult reference materials 					
English Language Proficiency Standards (ELPS)	<ul style="list-style-type: none"> ELP. 2 Participate in (oral exchange of information) ELP. 3 Speak and write about (informational) ELP. 7 Task, purpose, and audience (adapt style) ELP. 10 Accurately use (Verb tenses, pronouns) 	<ul style="list-style-type: none"> ELP. 1 Construct meaning from (literary texts/oral presentations) ELP. 3 Speak and write about (informational texts and topics) ELP. 6 Analyze and critique (Explain how an author uses reasons and evidence to support a point, identify which reasons and evidence support which points) ELP. 10 Accurately use (Simple, compound, and complex sentences) 	<ul style="list-style-type: none"> ELP. 1 Construct meaning from (literary texts/oral presentations) ELP. 3 Speak and write about (informational texts and topics) ELP. 6 Analyze and critique (Explain how an author uses reasons and evidence to support a point, identify which reasons and evidence support which points) ELP. 10 Accurately use (Subordinating conjunctions, relative adverbs, prepositional phrases) 	<ul style="list-style-type: none"> ELP. 3 Speak and write about (informational texts and topics) ELP. 8 Meaning of words/phrases (figurative language in literary texts) ELP. 9 Speech and text (sequence of events) 	<ul style="list-style-type: none"> ELP. 1 Construct meaning from (literary texts/oral presentations) ELP. 3 Speak and write about (informational texts and topics) ELP. 6 Analyze and critique (Explain how an author uses reasons and evidence to support a point, identify which reasons and evidence support which points) ELP. 10 Accurately use (Subordinating conjunctions, relative adverbs, prepositional phrases) 	<ul style="list-style-type: none"> ELP. 1 Construct meaning from (literary texts/oral presentations) ELP. 3 Speak and write about (informational texts and topics) ELP. 6 Analyze and critique (Explain how an author uses reasons and evidence to support a point, identify which reasons and evidence support which points) ELP. 10 Accurately use (Subordinating conjunctions, relative adverbs, prepositional phrases) 					

Note: Key on back



REFLECTION PAGE

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Reflection:

I want to remember:

One thing that's not clear is:

Other feedback: