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Section I: Overview & Purpose of the Elementary School Standards of Practice

INTRODUCTION

This Standards of Practice (SoP) document is designed to help you successfully utilize the resources in the **BELL Program Handbook for Instructors** and in **BELL University**. This guide will assist you in effectively engaging with the elementary school curricula: **Math Navigator** and **My Sidewalks**. The SoP is an additional resource intended to lift up and strengthen key instructional strategies and classroom practices that are important to deep and effective implementation of the BELL model.

Your Instructional Coach (IC) will work closely with you, providing support and feedback throughout the summer program. Specifically they will work with you to:

- + Help you best utilize **STAR** data to effectively create scholar groupings for differentiated learning;
- + Incorporate the instructional shifts necessary to move toward meeting the Common Core State Standards (CCSS);
- + Find effective ways to integrate the talents and interests of your Teaching Assistant (TA).

You will also work closely with Site Leaders to ensure program culture is reinforced, and that BELL Core Values are integrated into the classroom.

The SoP is organized into five sections with a few supporting appendices. In **Section II: Reviewing What We Know about Youth Development**, the SoP will support you in recalling and drawing upon your knowledge of elementary-aged children and their specific **physical, social, cognitive, and emotional development needs**.

In **Section III: Prepare. Deliver. Assess. Repeat**, you will find instructional strategies to promote effective questioning and other tips for developing engaging lessons that foster critical thinking and reflection. This section will highlight connections between instructional strategies and practices, as well as the “Habits of Mind” reflected in the Common Core State Standards, a set of skills and dispositions that support knowledge acquisition. This section will also provide suggestions for how to successfully integrate your Teaching Assistant (TA) and how to create opportunities for reflection for yourself, your team and the scholars. It is aligned with Section 3 in the **BELL Instructors Handbook**.

Section IV: Using Data to Inform Scholar Groupings will provide tips for using **STAR** data to help you create appropriate groupings that best facilitate scholar achievement. The **STAR** data will help you and

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your team create groups that allow for differentiated learning, to support scholars' strengths and stretch them to develop further. Given that you (only) have five weeks to create the greatest impact possible, you want to make use of the data provided to you through **STAR** in order to support and direct scholars' growth during their time with you this summer.

The final section, **Section V: Rituals & Routines in the Curriculum & the Classroom**, expands on the recommendations from the **BELL Instructors Handbook Section 3** (p._____) for developing a strong classroom culture by empowering scholars to take on some roles for classroom procedures and other daily/weekly routines. This section also provides tips for drawing out the routines in the **Math Navigator** (curriculum) as well as ways to incorporate **BELL CORE VALUES** in both content (curriculum) and practice (classroom). Finally, in this section, we provide some additional recommendations for ways to utilize your Teaching Assistant (TA) depending on their strengths, interests, and the time you have together for planning.

Expectations & General Suggestions for Usage

Think of the Standards of Practice as your "CliffsNotes" for the summer. It can be used as a reference guide for quick troubleshooting, and to help you make use of the plethora of resources in the **BELL Instructors Handbook** and in **BELL University**.

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Section II: Reviewing What We Know about Youth Development

The purpose of the section is to provide a brief overview and review of some key developmental milestones that elementary school scholars are likely to be experiencing. BELL has been a provider of summer programs and after school programs for 22 years to elementary school aged children around the country. BELL recognizes the importance of purposefully meeting the developmental needs of elementary-aged scholars and the importance of acknowledging and incorporating their unique needs in our programs and our clusters. While some of this information may not be new to you, talk with your IC about ways it might be helpful for working with your TA; and discuss ways that you can also share this information directly with scholars too, such that they can be empowered to understand their own development.

Since 1906, numerous studies have confirmed that young people experience learning losses in math and reading without continued opportunities for skill-building over the summer months. Low-income students face the largest losses, and those losses accumulate over time. Some studies suggest that by the end of fifth grade, youth from lower-income families are more than 2 grade equivalents behind their more economically advantaged peers, primarily because of summer learning loss. This statistic may affect the scholars in your program as access to summer opportunities early on can help prevent and reverse learning loss as scholars move out of elementary school and into higher grades.

This information along with data about each specific scholar or group of scholars, and how they are progressing or struggling, will help you adapt your lessons to best meet your scholar's needs.

The developmental stages of elementary-aged scholars

As you probably know, when scholars progress throughout elementary school they evolve developmentally in terms of their physical, social, cognitive, and emotional needs and capabilities. While each scholar is unique in their progression throughout these stages, it is important to recognize where they are in order to best support their learning and development during the summer.

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You'll find after each description of a specific part of the developmental stages, some tips for **"What this means for you this summer."** This section can also be used with **Section 3 in the BELL Instructors Handbook** (p_____) about differentiated learning and teaching techniques that best draw out elementary scholars' strengths and preferred learning styles.

5-6 year olds

PHYSICAL DEVELOPMENT

- They grow at different rates so some look like nursery schoolers and others look much older.
- Small motor activities -- e.g. writing, shoe tying -- take a lot of concentration and energy. They generally prefer large motor activities -- e.g. climbing, painting at an easel.
- They react to things physically so sitting still is difficult; this is how they show they're involved.
- They still touch and snuggle.
- They are more concerned with the positive feelings of an activity than its actual outcome. e.g. enjoying erasing so much that they rub a hole through the paper.

COGNITIVE DEVELOPMENT

- They are rigid about right and wrong. Think about their superheroes: there is good, there is evil. There is no gray area in between.
- They know right and wrong by the consequences: getting caught or being punished. They don't understand concepts like justice or the gravity of a consequence.
- They are very literal—"kill the lights on the way out"—means killing to them and they're confused.
- They are still caught up in fantasy play, monsters and imaginary friends. They don't expect adults to join in. Adults serve as the anchor to the real world when they need to reconnect.

SOCIAL DEVELOPMENT

- Their friendships are based on play. They are friends with those who play well with them.
- Even in groups, they expect adults to set the limits and standards. They need the approval of older people to affirm what they do. Most group activities (except dramatic play and playground games), will be processed through the adult.
- They can only handle a limited number of rules.
- It's hard for them to identify with a group. Team sports are difficult.
- When they are angry or anxious, they will use their more "babyish" behavior-- cry, push, tantrums

EMOTIONAL DEVELOPMENT

- Their emotions feel very powerful to them. They aren't sure that when they get angry, they aren't hurting the person they're angry at.
- They feel free to act because they count on adults to set the world right.
- They hate to wait. They can't plan ahead and are really impulsive so they have to just get it all right now.
- When they are upset, they need to calm down before they can hear you. It is not helpful to scream over the crying.

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What this means for you this summer:

As younger, early elementary scholars are still developing their motor skills and recognition of objects, size, and color, providing them with manipulative and physical objects is a good strategy to help support their learning. Also, allowing them opportunities to collaborate and work with their peers, as well as providing regular recognition, praise, and feedback is essential in supporting their social and emotional needs. When using Math Navigator this summer, try to find ways for scholars to work together to sort, organize, and categorize objects to aid in their conceptual learning of shapes and counting and cardinality.

7-8 year olds

PHYSICAL DEVELOPMENT

- They come in all shapes and sizes but are growing at a slow and steady rate.
- They run and play sports but still fall and bump into things.
- They're good at activities that only require gross motor skills (e.g. actions that require big movements like kicking and throwing).
- They don't have a long attention span. They like to move around.

COGNITIVE DEVELOPMENT

- They are pretty strict about following rules and get upset when others break them.
- They have a set idea of right and wrong & will tattle on others if they think that they did something wrong. They have a hard time understanding if someone is treated differently for doing the same thing.
- They begin to think about what they're being told.
- They can think through consequences and talk them out.
- They start to realize that words can mean different things in different contexts.

SOCIAL DEVELOPMENT

- They begin to develop first friendships.
- They start to recognize that other people have feelings.
- They still like doing things their way. It's hard for them to work with other people.
- They need older people around to MODEL how to work well with others.

EMOTIONAL DEVELOPMENT

- They look to adults and other authority figures for affirmation and acceptance.
- They are ready to initiate their own projects and activities but need encouragement or else they will get scared.
- They need to feel successful
- They are beginning to learn other ways of communicating their feelings—other than crying

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What this means for you this summer:

During this stage, scholars can become easily frustrated when lessons or activities do not go as they anticipated. To avoid this, be sure to set scholars up to be successful through simple and clear directions – use checks for understanding like “thumbs up/thumbs down” or “fist of five” to make sure scholars are ready and prepared for activities. Also, allow scholars the opportunity to practice and experience success. If you want scholars to line up quietly before lunch, take time to practice this and provide feedback on how scholars are or are not meeting the expectation.

9-10 year olds

PHYSICAL DEVELOPMENT

- They are more coordinated than they used to be.
- They need to be involved in team sports so that they can develop new coordination skills
- They can pay attention longer.
- Their bodies are beginning to grow and develop, especially girls.

COGNITIVE DEVELOPMENT

- Rules are not rigid anymore. They want to know the reason for the rule or don't want to follow it.
- Their idea of what's right and wrong is what they see being modeled.
- They understand even more of the meaning of words.
- They need to develop the ability to express themselves and ask questions.
- They are able to use and understand metaphors, similes and things like sarcasm and jokes.
- They can think about hypothetical situations and they can think of possible solutions to a problem.
- They can plan ahead.

SOCIAL DEVELOPMENT

- They are beginning to notice their status in the group and are becoming more concerned about popularity.
- They worry about how others react to them.
- They NEED to be part of a group and have friends to talk to.
- They think that belonging to a group is very important and so individual differences are down played.

EMOTIONAL DEVELOPMENT

- They need encouragement in what they do.
- Their self-esteem is important. They know about success and failure.
- They are learning how to deal with their feelings inside, instead of automatically acting out.

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What this means for you this summer:

Scholars are beginning to look to their peers more and more for recognition and this can sometimes lead to them pushing boundaries more than early elementary scholars. It is particularly important to reinforce behavioral rules and expectations and hold scholars accountable for their actions and choices.

Elementary School Engagement

Engagement is important for all scholars regardless of age, but elementary scholars can be particularly challenging especially in the summer. Below, you will find some easy strategies to help your scholars stay actively engaged and invested in your lessons this summer.

An 8th grade teacher asked her students what engages them and here's some of what they had to say (the [full document¹](#) can be seen at www.edutopia.org). Even though these strategies are geared towards middle schoolers, you'll find many of the strategies can work for younger scholars, too. Following each tip, is a suggestion for how you and your team can incorporate the tip into your lesson.

Get me out of my seat!

"When a student is active they learn in a deeper way than sitting."

THIS SUMMER:

- + Teaching strategies like Center/Stations, Four Corners, Ball Toss, "Agree/Disagree" and scavenger hunts help kids get up and moving (**BELL Instructor Handbook Section 3 page _____**),
- + This report, *Healthy Summers for Kids: Turning Risk into Opportunity*, from the National Summer Learning Association (2012) sites the importance of getting kids moving during the summer. There is other research that also reports a direct link between physical activity and learning. It is recommend to start the day with simple exercise to increase retention. Have the scholars take turns leading their favorite exercise during the first five minutes of the day.

¹ Edutopia.org Blog post. "Kids Speak Out on Student Engagement," Blog post by Heather Wolpert-Gawron. Last accessed online April 2, 2014. http://www.edutopia.org/blog/student-engagement-stories-heather-wolpert-gawron?utm_source=twitter&utm_medium=cpc&utm_campaign=blog-kids-speak-out-question

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Bring in visuals

"I like to see pictures because it makes my understanding on a topic clearer. It gives me an image in my head to visualize."

"I am interested when there are lots of visuals to go with the lesson. Power Points are often nice, but they get boring if there are too many bullet points. Pictures and cartoons usually are the best way to get attention."

THIS SUMMER:

- + Have scholars help create the classroom visuals with photos and collages. Bring in visual story-telling technology by making Vine videos (these are six second videos www.vine.com) about their work/progress and have them share out during discussion times.
- + When scholars go on trips, have them take photos of images related to the story they are reading and have them add the images to their writing projects. They can also incorporate them into their portfolios, final projects, presentations and end of summer celebration.

Understand your clients – the kids!

"If the teacher shows us that they are confident in our abilities and has a welcoming and well-spirited personality towards us, we feel more capable of doing the things we couldn't do...What I'm trying to say is students are more engaged when they feel they are in a 'partnership' with their teacher."

"Most importantly, teachers need to ask themselves, 'How would I feel if I were this student?' See from our point of view and embrace it."

THIS SUMMER:

- + Remember to ask yourself: "Would this activity get me excited to learn?" If the answer is no, then switch it up!

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ADDITIONAL RESOURCES FOR SECTION II:

To increase student engagement, take time to incorporate the following concepts, from Marzano's Art and Science of Teaching², into your lessons. For resources on lesson planning for student engagement, see Dr. Marzano's book, *The Highly Engaged Classroom*

1.High Energy

The same part of the brain that processes movement also processes learning. When planning lessons, find ways to incorporate movement. It doesn't have to be dramatic—using three different colored highlighters to highlight different types of information is still movement. Allowing students to “vote with their feet,” by strategically placing answers around the room and having students walk and stand by their answers is a great way to add movement.

2.Missing information

Curiosity killed the cat, and it also increases student's “appetitive” state. Academically focused puzzles and games whet the “mental appetite” and provide an element of anticipation. Incorporate academic games into your lessons. They are great previewing and reviewing activities for students.

3.Mild Controversy and Competition

Students enjoy problem-solving with their peers. When controversy is not too strong, it can enhance learning by adding excitement and fun into classroom activities. Incorporate structured debates and group competitions to enhance student achievement. Inconsequential competition can be PowerPoint-based “Jeopardy” and “Clue” games. Be mindful to ensure that all students are part of a “winning team.”

4.The Self-System

The self-system is the system that controls what we decide to attend to. Everything we find personally interesting and valuable. Take a general inventory of your students' likes. Plan critical input experiences that reflect the learning goal, and things that give your students enjoyment, satisfaction, and pride.

5.Mild Pressure

Students are smart; they look for patterns in our behavior. Keep them guessing and also attentive. Students will raise their level of attention if there is a moderate chance they will be called on. Mild pressure can be generated during questioning. Don't stop calling on students once someone has given the right answer, and get several points of view to sharpen students' thinking. Don't forget to provide adequate wait time before calling on the next student. Allow at least three seconds before

² Last accessed online April 10, 2014. Taken from LearningSciencesMarzanoCenter.com
<http://www.marzanocenter.com/blog/article/5-ways-to-get-and-keep-your-students-attention/>

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calling on the next student. Build a bit of anticipation and tension with the three-second-pause rule for students to respond to questions. Works every time!

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SECTION III: PREPARE. DELIVER. ASSESS. REPEAT

This section aligns closely with **Section 3 of the BELL Instructors Handbook**. You'll find tips to help you to create a solid lesson using **My Sidewalks** and/or **Math Navigator**.

As the shift to Common Core State Standards (CCSS) continues to influence teaching practices, BELL is also shifting towards incorporating the following practices for ELA and Math into their approach. You will note that the reading materials in **My Sidewalks** increases scholars exposure to non-fiction texts as they progress from kindergarten through fifth grade, per the recommendation of the CCSS. The CCSS "...layout two important avenues for improving student outcomes. These include identifying specific content that students should master at each grade level and fostering a set of skills and dispositions that support knowledge acquisition."³ You and your Instructional Coach will work together to try to integrate these shifts into your practice this summer. You can read more about the CCSS in this report: [Building Mastery of the Common Core State Standards by Expanding Learning With Community Stakeholder Partnerships](#).⁴

Section 3 of the Bell Instructors Handbook provides resources (p. _____), tips & strategies for lesson planning, including a basic framework to guide your planning. See below:

CCSS Habits of Mind

Many afterschool and summer learning programs are well positioned to support learning practices and conditions that accelerate the "habits of mind," which represent the capacities and practices students should exhibit while learning the Common Core, including the following:

English/Language Arts Capacities of a Literate Individual

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

Mathematical Practices to Master Grade-Level Standards

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

See more at:

<http://www.expandinglearning.org/expandingminds/article/building-mastery-common-core-state-standards-expanding-learning-community#sthash.Wfmvtxtv.dpuf>

<http://www.expandinglearning.org/expandingminds/article/building-mastery-common-core-state-standards-expanding-learning-community#sthash.Wfmvtxtv.dpuf>

⁴ Taken from <http://www.expandinglearning.org/expandingminds/article/building-mastery-common-core-state-standards-expanding-learning-community#sthash.Wfmvtxtv.dpuf>. Last accessed online March 28, 2014

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BELL uses a three-part learning cycle used to develop instructional planning:

1. Collect & Analyze Data
2. Plan instruction
3. Execute Instruction

You should also remember to include time for reflection and collecting feedback about the success of your lessons: think of this as Step 4, before you begin the planning cycle again. Once you've gathered your feedback, use it to make changes in your planning, and then 'repeat' the cycle again!

STEP 1: Collect & Analyze Data

As you develop your lessons

1. Review BELL's approach to behavior management in the **BELL Instructors Handbook** and determine how you are going to set your classroom culture. Remember to consider the developmental needs of your scholars and establish *routines* (see section V of the SoP) that reinforce positive classroom behaviors.
2. As you start to plan your lessons, work with your Instructional Coach (and TA if there's time) to review the STAR data using **Section 3 in your Bell Instructors Handbook**. This information will help you understand your scholar's strengths and the areas that need support/improvement. Use this information to create **3** groups for differentiated learning in support of the ELA rotational model (outlined in Section V) Your IC may have some suggestions about how you can utilize your TA within those groups, but keep in mind that they will be responsible for leading a small group lesson with My Sidewalks during daily literacy blocks.
3. Create a plan for how to work with scholars who test above/below grade level. The current material is geared for scholars in grades 7 and 8, but you may have a scholar or small group of scholars who need different or additional resources to successfully participate in class and complete lessons.
4. Use the lesson plan template and ELA rotational model template (both in the Appendix) to help guide you towards developing an engaging lesson. Each element in the template is designed as a prompt to help you develop a well-thought out lesson with the goal of helping scholars become acquainted with teaching that gets at the CCSS. Adjust lessons to meet the developmental needs & learning styles of your class. Share the template with your TA so they can also learn about effective lesson planning.

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5. For literacy blocks, scholars will engage in a rotational model where they will transition between three stations - two of which will use My Sidewalks and one where scholars will engage in an independent or small group activity. The activities to support the Independent station should be downloaded from the BELL Library and are aligned to the unit themes in My Sidewalks for each grade-level.

Step 2: Instruction During the lesson

1. Start each day with a brief review of the objectives so scholars know what you're planning to accomplish that day. This can help scholars more actively engage in their own learning when they know what's going to be covered.
2. Begin your lesson with an opening activity that reviews previous learning. It could be a quick 'Agree/Disagree' to refresh scholars' memory about key topics or terms. As a bonus to get some oxygen to the brain, do an activity that gets them moving around while recalling previously learned information!
3. Create specific moments to ask questions that require students to think more deeply about the topic. This takes more time for sure, but it also helps prepare scholars for the shift in the CCSS. [Here is a link⁵](#) to a teacher engaging her first grade students in a math activity that aligns to the first of the Eight Standards of Mathematical Practice; make sense of problems and persevere in solving them.
4. BELL is built on five Core Values: **Courage**, **Empowerment**, **Quality**, **Respect** and **Sacrifice**. You can utilize your lessons to address these core values. For example, you might use quotes at the beginning of the day as part of your "Do Now." Have the scholar connect the quote to the reading or the task at hand and/or to their own learning. Or, create a set of questions that encourage scholars to identify the value in the lesson. Can they find an example of how one of the characters in the story is exhibiting one of the values? Or can they 'ring a bell' for another scholar who is demonstrating that value in their approach to the work, how they engaged with others, etc.?

⁵ taken from [insidemathematics.org](http://www.insidemathematics.org) Last referenced online March 27, 2014
<http://www.insidemathematics.org/index.php/standard-1>

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➤ *Step 3: Execute Instruction* *Closing out the lesson*

1. Provide time for reflection. *Consider this the 4th step in the Planning Cycle.* Ask scholars:
 - a. What worked (what did you like) about the lesson?
 - b. What didn't work?
 - c. What can I (teacher) do better/differently?
 - d. What can you (scholar) do better/differently?

You can do this in a variety of ways. Try an agree/disagree approach. Or, have them write their answers down on a piece of paper. Or, for younger scholars, have them draw pictures or use “emojis” (smiley face, frustrated face, etc.) to identify their feelings regarding a particular aspect of the lesson. In this case, you would need to ask more specific questions than those outlined above, but would still allow your scholars who may not be able to read or write just yet the opportunity to provide you with valuable feedback.

2. After the lesson, in your next planning session, discuss with your IC and TA to make adjustments based on your own reflection of the lesson as well as scholar feedback. Be sure to directly point out to the scholars any changes you make in direct response to their feedback.

➤ *Tips for the role of the TA: How to collaborate with very little planning time*

1. Given that the TA spends the entire day with the scholars, he or she can be an asset in helping you get to know each individual scholar. Ensure your TA feels that she is an essential part of your team. Finding time to plan with your TA, however, may require some creativity.
2. Work to establish open lines of communication from the beginning. Find out if your TA has access to the Internet and if he is willing and able to communicate outside of work this way. Consider creating a brief set of questions (no more than 5) that become a routine way for you and your entire team to check in.
3. Also, find some time to get to know what your TA is hoping to learn or gain from this experience so you can (within reason) find ways to set her up for success this summer.

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4. During literacy blocks, TAs will be responsible for leading My Sidewalks lessons to a small group of scholars on Monday-Wednesday of each week. On Thursday, TAs can help support the Teacher and/or Instructional Coach in conducting individual pull-outs for urgent intervention scholars by taking the lead on activities with the rest of the cluster.

When you are getting stuck about how to best utilize/engage your TA, check out the TA engagement chart that follows to get a sense of what your TA feel comfortable doing and where he/she might like some support to grow and stretch. In addition to the tips in the **BELL Instructors Handbook in Section 3 (p._____)**, which describes ways to collaboratively teach, here are [4 Tips⁶](#) about teaching collaboratively to help you set your TA up for success:

- + Ensure that he knows classroom expectations, rules and routines, as well as the rationale behind them.
- + Clarify what is expected of her as far as disciplining the scholars is concerned. Work out which sanctions and rewards she is encouraged to use.
- + Share learning objectives with him in advance. If this isn't possible, have a quick word with him before the lesson starts.
- + Make it clear whether it is ok for him or her to correct any mistakes that you (the teacher) might make during the lesson, (e.g., making a spelling mistake when writing on the board).

⁶ New Teachers blog post, "Working Collaboratively with Teaching Assistants," blog post by Gererd Dixie. Last accessed online April 2, 2014. <http://newteachers.tes.co.uk/news/working-collaboratively-teaching-assistants/45864>

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TEACHING ASSISTANT ENGAGEMENT CHART

Modified from Ways to use your Teaching Assistant⁷

Low	Medium	High
Set up classroom each day	Facilitate an icebreaker	Help lead the development of community agreements
Distribute/collect assignments & handouts	Support small groups of children to achieve the differentiated task/objective set	Develop part of the lesson and lead it
Model appropriate behavior	Team-teach alongside the teacher	Support differentiated learning while teacher is working on Pull out for “Urgent Intervention” scholars
Read instructions aloud to the class	Reinforce teacher’s instructions or carry out assessments missed by scholar due to absence.	
Model how to do part of an activity	Model how to do an entire activity	Supporting or leading a center
Re-explain tasks/objectives to individuals/groups of children	Create and lead an activity that addressed the BELL CORE VALUE of the day/week	

⁷ Last accessed online March 27, 2014 <http://www.theguardian.com/teacher-network/teacher-blog/2013/sep/03/how-to-work-with-teaching-assistant>

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ADDITIONAL RESOURCES FOR SECTION III:

[This resource](#): “How to work with your teaching assistant: it's a double act” is from www.theguardian.com

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SECTION IV. USING DATA TO INFORM SCHOLAR GROUPINGS

BELL uses data to identify and prioritize academic and instructional needs. BELL collects data to inform instruction in two primary ways, first by formally using the STAR data reports, and, second, informally through observations and interactions with scholars. Both sets of data help tell the story of where the scholars are and allow you to know what you can do to support their development. This includes understanding where their academic strengths and challenges are, and how they are developing overall as youngsters. The box below shows how scholars are grouped.

Screening: scholars are grouped based on pre-test data using four colored benchmark categories:

- *At/Above Level* – above 40th percentile
- *On Watch* – between 25th and 40th percentile
- *Intervention* – between 10th and 25th percentile
- *Urgent Intervention* – 10th percentile or lower

Formal Data from STAR

When reviewing the STAR data, let these questions help guide you:

- + What does the data tell me about my scholars' academic **strengths**?
- + What does the data tell me about my scholars' academic **needs**?
- + **How should I group** scholars based on this data?
- + Are there scholars who will **benefit from some individualized instruction**?

In STAR you can generate a variety of reports, including reports about your entire group of scholars, as well as individual reports for *each* scholar. This is particularly helpful when you have students who are in need of urgent intervention. When you run an individual report, it also provides recommendations for specific skills in need of improvement; this takes the guesswork out of how to group students and how to provide individualized supports.

- + You are strongly encouraged to work with your IC and Site Leader to dig into these reports and establish appropriate scholar grouping and instructional strategies.

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- + Since your TA spends the whole day with the scholars, she can be helpful in providing informal data about your scholars based on how she sees scholars interacting throughout the *entire* day. Perhaps your TA notices that a scholar comes out of his shell during the engagement activities, there might be a way to pull that into your classroom lessons.

Informal Data:

When you and your team are observing and interacting with your scholars, keep these questions in mind:

- + What can I observe about my scholars' learning styles?
- + How do I know when my students are engaged (and when they are not) in the lesson?

Now what do you do with this information?

Once you've collected formal and informal data, use some of these questions to help you determine how you want to group scholars, considering which scholars may need some additional supports or challenges/opportunities:

- + What am I noticing about WHAT scholars know/don't know?
- + What am I noticing about HOW my scholars learn?
- + Am I noticing any red flags? For example, more than 10% of my scholars fall into a particular category.
- + Which scholars have urgent needs? How can the team address them?
- + What ways can I group scholars based on WHAT they know and HOW they learn?

There are some useful suggestions in the **BELL Instructors Handbook** (p.____) about various ways to group scholars and the pros/cons of grouping them in these ways. Use this information when planning with your team.

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SECTION V. RITUALS & ROUTINES IN THE CURRICULUM & THE CLASSROOM

Rituals and routines are an important way for you and your TA to establish an engaging, supportive and safe learning environment. They also help to address elementary-aged scholars' developmental needs for responsibility and engaging with others. See **Section 4 of the BELL Instructors Handbook** (p._____) for additional tips, especially for setting the stage and developing patterns from the first day. Both the *Math Navigator* and *My Sidewalks* have recommendations for instructional routines that will help quickly familiarize scholars with what they can expect some parts of the day/lesson to feel like.

Routines are the activities we do that become part of our way of being or doing things; Rituals are the emotions and sentimental value we assign to those routines.

For example: Each day you start with a talking circle (ROUTINE) focusing on the BELL Core Value of the day or week. In the circle you use a talking stick. Each morning a different student is selected to be the person who guards and distributes the talking stick as it's introduced in the morning conversation (RITUAL).

In the *Math Navigator*, there are daily "instructional" routines that you should incorporate into your practice. You may remember from your training that each routine is directly related to a specific curricular goal. See the chart on the next page for a refresher:

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MATH NAVIGATOR

Ritual	Goal	Correlations to the eight Standards of Mathematics Practices	Time (minutes)
Show Me Card	Review and Practice Skills	Look for and express regularity in repeated reasoning	5-6
Study Cards	Provide Study Aides		5 (weekly)
Scholar Book	Record scholar thinking	Use appropriate tools strategically	ongoing
Task	Focus the lesson on a specific concept	Make sense of problems and persevere in solving them	2-6
Solo Work	Independent Practice	Reason abstractly and quantitatively	1-3
Partner Work	Collaboration and Differentiation	Construct viable arguments and critique the reasoning of others.	2-6
Probing for Understanding	Address misconceptions	Attend to precision	5-10
Conferencing	Track Progress	Look for and make use of structure	3-6
Using Workspace	Organize Materials	Model with mathematics	ongoing

The daily **Math Navigator** routines and other “administrative” routines (such as knowing where to put work when done, and how to transition between groups, etc.) put the responsibility on the scholar and the focus on scholar work.

My Sidewalks allows for **differentiation** and delivers fast-paced instruction to small groups of scholars through three daily lesson routines:



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To support the teacher in meeting the needs of individual scholars while maintain consistency in structure and routines, each lesson provides:

- teacher modeling and feedback
- scaffolding
- opportunities for independent scholar practice

A major routine implemented during the literacy block will be a **rotational model to support small group instruction, collaboration, and differentiation.**

- Scholars should be broken up into 3 groups based on the STAR Assessment data from week 1 using the grouping function in the “Instruction Planning – Class” report.
- Each day splits the 90-minute block into two, 45-minute sections.
- Monday – Wednesday, scholars will rotate in groups between 3 stations: 1) Teacher-led station leading a “My Sidewalks” lesson; 2) TA led station leading a “My Sidewalks” lesson; 3) Independent station where scholars engage in activities to reinforce the day’s topics and continue to develop foundational reading skills
- Thursdays are dedicated to address areas of remediation or skills that need to be reinforced based STAR Assessment data. This time can also be used to facilitate individualize pull-outs with the Instructional Coach or the Teacher while the TA oversees activities.

See the chart on the next page to see what this looks like in practice.

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90 minute block	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
First 45 minutes	TEACHER: Pearson "My Sidewalks" Week 1, Lesson 1 Group 1	TEACHER: Pearson "My Sidewalks" Week 1, Lesson 2 Group 2	TEACHER: Pearson "My Sidewalks" Week 1, Lesson 3 Group 3	CENTERS Teacher and TA select activities for scholars to rotate through and address areas of remediation from the week.
	TA: Pearson "My Sidewalks" Week 1, Lesson 1 Group 2	TA: Pearson "My Sidewalks" Week 1, Lesson 2 Group 3	TA: Pearson "My Sidewalks" Week 1, Lesson 4 Group 1	
	INDEPENDENT: vocabulary, writing, comprehension, site words, etc Group 3	INDEPENDENT: vocabulary, writing, comprehension, site words, etc Group 1	INDEPENDENT: vocabulary, writing, comprehension, site words, etc Group 2	
Second 45 minutes	TEACHER: Pearson "My Sidewalks" Week 1, Lesson 1 Group 3	TEACHER: Pearson "My Sidewalks" Week 1, Lesson 3 Group 1	TEACHER: Pearson "My Sidewalks" Week 1, Lesson 4 Group 2	K-3: game-based literacy activities 4-5: Independent reading time with MCL (20-30 minutes) followed by writing prompts (15-20 minutes)
	TA: Pearson "My Sidewalks" Week 1, Lesson 2 Group 1	TA: Pearson "My Sidewalks" Week 1, Lesson 3 Group 2	TA: Pearson "My Sidewalks" Week 1, Lesson 4 Group 3	
	INDEPENDENT: vocabulary, writing, comprehension, site words, etc Group 2	INDEPENDENT: vocabulary, writing, comprehension, site words, etc Group 3	INDEPENDENT: vocabulary, writing, comprehension, site words, etc Group 1	

Monday – Wednesday:

- Scholars will be broken into 3 groups and will rotate through 2 stations each day.
- Two days/week, scholars will rotate through one "My Sidewalks" lesson at either the Teacher or TA led station as well as complete activities at the Independent station.
- One day/week, scholars will have back-to-back "My Sidewalks" lessons. Note in the example above:
 - Group 1 has two "My Sidewalks" lessons on Monday
 - Group 2 has two "My Sidewalks" lessons on Tuesday
 - Group 3 has two "My Sidewalks" lessons on Wednesday
- Scholars will complete a total of 4 "My Sidewalks" lessons each week and 2 Independent station activities.
- "My Sidewalks" will come with an additional week's worth of curriculum that can be used to support differentiation on Thursdays.
- Independent stations activities can be viewed and downloaded from the **BELL Library** in BELL U.

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Thursday:

- First 45-minutes:
 - This time should be used to engage scholars in remediation activities based on STAR Assessment data and/or informal data collected during the week.
 - Teacher and TA should develop three, 15-minute center activities for scholars to rotate through. To support the development of these activities, Teachers and TAs should utilize:
 - portions from that week's "My Sidewalks" lessons that should be re-visited or re-taught
 - activities from the additional week of "My Sidewalks" lessons
 - Multi-Cultural Library (MCL) books
 - Summer Success Magazines
 - If necessary, scholars should be re-grouped depending upon the activity and data.
- Second 45-minutes:
 - *K-3 scholars*– use this time to implement the game-based, hands-on literacy activities that align to the Common Core "anchor" standards for each grade-level. These activities can be found in the **BELL Library** in BELL U.
 - *4-5 scholars* – use this time for scholars to select a book of their choice from the MCL and engage in Independent or partner reading, followed by a Teacher-created writing prompt for scholars to complete individually.
 - *Tier III Pull-outs* – this time can also be utilized to support individualize, intervention activities for any Tier III scholars in the cluster. This can be accomplished by:
 - having the Instructional Coach pull-out a scholar or small group of scholars (~3) from the cluster while the Teacher and TA support the above activities for the remaining scholars
 - having the Teacher work with a scholar or small group of scholars (~3) in the cluster while the TA leads and oversees the above activities for the remaining scholars

Administrative vs. Procedural Routines

In addition to having routines within your schedule, this [link](http://www.glencoe.com/sec/teachingtoday/weeklytips.phtml/16)⁸ provides four quick ways from www.glencoe.com to establish routines in the first week to positively affect classroom culture, including setting expectations for scholars' interactions with you and each other, and for establishing routines like attendance. Below are three examples for administrative routines you can bring to your classroom:

- **Attendance**
 - + Have a binder near the door so scholars know it's the first (and therefore important) task to complete each day.

⁸ www.teachingtoday.com "Transitions in the Classroom," Last Accessed online April 2, 2014
<http://www.glencoe.com/sec/teachingtoday/weeklytips.phtml/16>

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- **Collecting Assignments**

- + Put a tray or bin in the middle of each table and have scholars place their completed assignments there at the end of each lesson- have the TA collect materials- *this eliminates lots of getting up out of their seats.*
- + Rotate scholar volunteers to collect the assignments; or have a designated space in the classroom where scholars place their work when completed (be sure they know what is expected of them if others are still working, e.g., take out a book)- *this promotes getting up and out of their seat.*

- **Transitions between activities**

- + As with any other classroom skill, scholars don't necessarily come to school knowing how to do transitions—we must teach them. And teaching transitions is like teaching any other activity or task. You may have a way you want scholars to transition from one activity to the next that is different from how they do it during the school year. Take a few minutes each day during the first week to remind scholars and practice how you want them to transition.
- + Consider using music (ask the scholars to be the DJ and recommend a song) to signal when you are switching from one activity to the next. When the music is over, they need to be back in their seat with eyes up front.
- + Turn the lights off (as long as visibility is not impaired) during the transition; flick the lights three times to let scholars know they should be counting down from five to get back to their seats.

Work with your TAs to develop ways to incorporate **BELL CORE VALUES** into both the content (curriculum) and in practice (classroom). Some ways you could do this:

- + “Ring a Bell” poster board. This could be something the TA does with scholars help/input.
- + Have your TA work with scholars to develop pictures/images that represent the Core Values so scholars can use these symbols when reflecting on lessons and their work
- + Create hand gestures for each of the Core Values so scholars can acknowledge each other when they are demonstrating the Core Values – like a not-so-secret handshake!
- + Chose a quote of the day that represents one of the BELL Core Values.

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ADDITIONAL RESOURCES FOR SECTION V:

There are a number of resources, including this [brief article](http://www.OldDominionUniversity.edu)⁹ from Old Dominion University that describes how routines support learning. You may want to share this resource with TAs to help them understand the importance of establishing routines quickly.

DO NOT COPY

⁹ www.OldDominionUniversity.edu, “Series on Highly Effective Practices Classroom Routines” by Darden College of Education, last accessed on April 2, 2014 <http://education.odu.edu/esse/docs/classroomroutines.pdf>

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APPENDICES

- A. Lesson plan template
- B. Lesson plan examples, one for *Math Navigator* & one for *My Sidewalks*
- C. Sample template for “Ring a Bell”
- D. ELA Rotational Model Template

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LESSON PLAN TEMPLATE

To be completed for weekly lessons and reviewed weekly by the Instructional Coach

Site: Click here to enter text.		Week: Click here to enter text.
Cluster: Click here to enter text.	Teacher: Click here to enter text.	TA: Click here to enter text.

DAYS/DATES: [Click here to enter text.](#)

Curriculum: Click here to enter text.	
Teacher Page Numbers: Click here to enter text.	Scholar Page Numbers: Click here to enter text.
Objectives: Scholars will... <i>(remember to share them with scholars)</i> <ul style="list-style-type: none">• Click here to enter text.• Click here to enter text.• Click here to enter text.• Click here to enter text.• Click here to enter text.	
Connections from previous lesson: Click here to enter text.	
Special groupings (whole group, small group, individual instruction based on STAR data): Click here to enter text.	
BELL Core Value of the day/week: (include a quote about the core value, 'ring a bell,' find a link in the curriculum, etc.) Click here to enter text.	

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Instructional Methods: (BELL Instructors Handbook Section 3 p._____) <i>Have you incorporated at least two different teaching strategies to meet various learning styles?) Click here to enter text.</i>
Use of Questions: How and when in your lesson are you going to include questions to encourage deeper thinking? (BELL Instructors Handbook p. _____) <i>Click here to enter text.</i>
Teacher/TA collaboration: (see SoP Section III for suggestions) <i>Click here to enter text.</i>
Supporting Materials: <i>Click here to enter text.</i>
Checks for understanding: (BELL Instructors Handbook p._____) <i>Click here to enter text.</i>
Opportunity for Reflection: How will you gather student feedback? <i>Click here to enter text.</i>
How did you incorporate previous scholar feedback? <i>Click here to enter text.</i>
Item(s) to include in scholars' portfolios: <i>Click here to enter text.</i>
Other announcements, shout outs, reminders: <i>Click here to enter text.</i>

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SAMPLE LESSON PLAN TEMPLATE THE READERS JOURNEY

To be completed for weekly lessons and reviewed weekly by the Instructional Coach

Site: Boston		Week: 3rd week
Cluster: Click here to enter text.	Teacher: J. Smith	TA: R. Jones

DAYS/DATES: Tuesday July 15, 2014

CURRICULUM: The Readers Journey Unit 3-1	
Teacher Page Numbers: 192a-195	Scholar Page Numbers: 192-195
Objectives- scholars will... <i>(remember to share them with scholars)</i> <ul style="list-style-type: none"> Scholars will define 4 different types of non-fiction Explain ways to organize non-fiction writing Identify the skills you need to learn, you should learn or would like to learn 	
Connections from previous lesson: Ask if there are subjects or concepts other than the ones taught in school they think scholars should learn about?	
Special groupings (whole group, small group, individual instruction based on STAR data): small heterogeneous groups	
Bell Core Value of the day/week: (include a quote about the core value, 'shine a light' on, find a link in the curriculum, etc.) <i>COURAGE- it takes courage and sometimes SACRIFICE to try new things. Point out when scholars are courageous in their actions or thinking during the lesson.</i>	
Instructional Methods: (BELL Instructors Handbook Section 3 p.____) <i>have you incorporated at least two different teaching strategies to meet various learning styles?)</i> <ol style="list-style-type: none"> Large Group Discussion- introducing the topic (p. 192a TE) Individual reflection (p. 192 TE) Pair & Share (things they'd like to learn and partner activity. pgs. 192 & 193 TE) Small group activity about different types of non-fiction. Have them match the definitions to the appropriate word. 	

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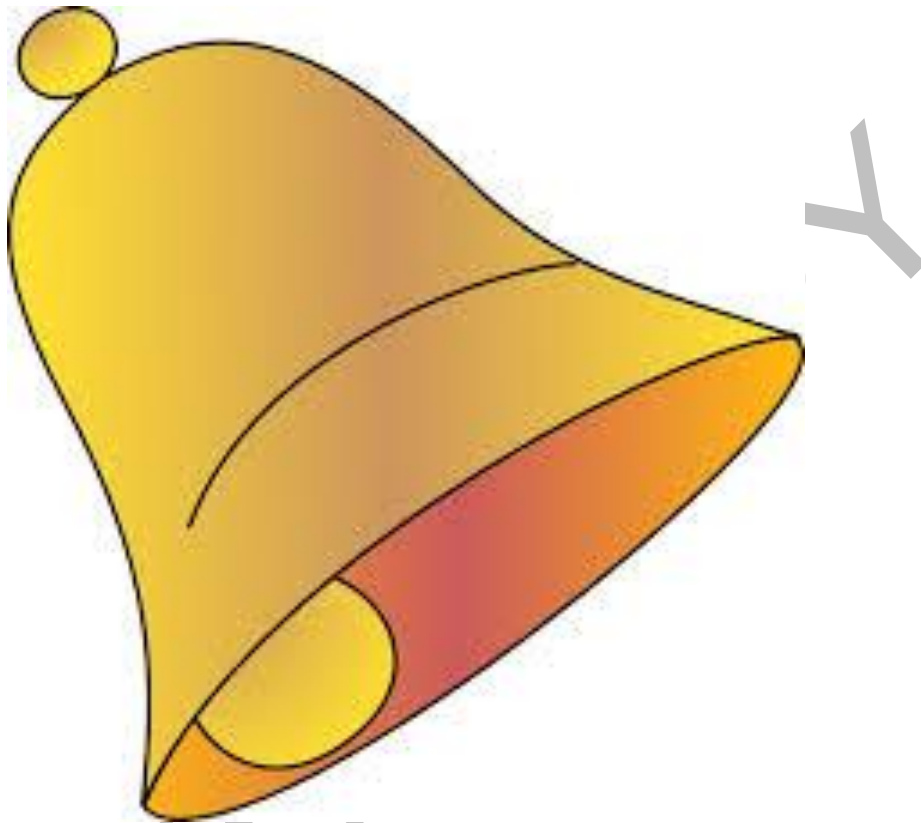
<p>Use of Questions: how/where in your lesson are you going to include questions to encourage deeper thinking? (BELL Instructors Handbook p. ____)</p> <p><i>FOLLOW UP the question “How would you define nonfiction” with some of the 5 essential questions: How do you know? etc. Ask them to turn to a partner and have them try using the 5 essential questions. As they are working in groups to match the definitions, ask them to talk you through their reasoning- where there key words they recognized and helped them to identify the correct definition?</i></p>
<p>Teacher/TA collaboration: (see SoP Section III for suggestions)</p> <ul style="list-style-type: none"> Have your TA create sets of definitions for each other 4 types of non-fiction for small groups to work on together to match the correct definition. 4 index cards, one for each definition; 4 index cards with the correct definitions- one set for each small group. Have your TA share a skill s/he'd like to learn and why they'd like to learn it. Have them present a skill they need to learn and why, one they should learn and why and what they'd like to learn (pg. 192-193 TE)
<p>Supporting Materials:</p> <ul style="list-style-type: none"> Examples of non fiction books/materials (ask them to predict based on the cover, the title, etc. which is fiction & which is nonfiction) Index cards with nonfiction definitions
<p>Check for understanding: (BELL Instructors Handbook p.____)</p> <p>Try a 'thumbs up/thumbs down' approach to gauge how confident scholars are about their understanding of the definitions of non-fiction.</p>
<p>Opportunity for Reflection: (how will you gather student feedback?) Ask scholars to share one of the activities they really liked and why- ask what type of activity they'd like to do in a future class?</p>
<p>How did you incorporate previous scholar feedback? Adjusted/extended the amount of time they have to talk with each other – they said they wanted more time to share work with their partners- remind them that you are adding an additional 5 minutes to their pair & share activity.</p>
<p>Item(s) to include in their Portfolio:</p> <ul style="list-style-type: none"> Partner Activity/handout with the skills they want to learn, etc. If someone rings a bell for them- remember to add it to their portfolio
<p>Other announcements, shout outs, reminders: Remind them to be working on their homework and that the College Day is coming up soon.</p>

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Sample template for “Ring a Bell”

You or your TA can print out several bell images and leave them in a designated place in the classroom (even on the scholars' tables). Scholars should be encouraged to choose whichever bell they'd like and write down one of the **BELL Core Values** (**Courage**, **Empowerment**, **Quality**, **Respect** and **Sacrifice**) and a peer's name when they notice another scholar embodying one of Bell's Core Values. Have them do this at the end of a lesson as part of their reflection.

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