

DART Coding Session

Fall Collaborative Planning For Instruction

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Rationale: SD#58 releases all teachers participating in DART for a full day coding/planning session in the fall, and a half day in the spring. Participation in DART is optional, but over 75% of our teachers Grades 3 to 9 are involved. The sessions are planned around grade groups (eg. Grade 3, Grade 4/5, Grade 6/7 and Grade 8/9), as so to not overtax the supply of teachers-on-call. Because of the middle school configuration of 7/8, those grades are in separate coding sessions.

Time: 4 – 5 hours

Grouping: By grade or two grade groups, depending on TOC availability

Agenda

- 1) **Welcome/Introductions** (5 minutes)
- 2) **How did DART go?** (10 minutes)
 - a) This is an especially important process for new cohorts and those schools trying new processes (grouping changes).
 - b) This is often when recommendations will come forward to take back to the provincial consortium. Take notes.
- 3) **DART DVD – Fall Scoring** (20 minutes)
 - a) Ask for questions or discussion. Be sure to emphasize giving the benefit of the doubt.
- 4) **Building Connections** (15 minutes)
 - a) Go over each vertical bullet on the Quick Scale and discuss what evidence will contribute to your decisions on that aspect? Will you use the oral read, written questions (and which specific ones or all), interview questions, fluency level or strategies observed or offered when asked?
- 5) **Answer Key** (20 minutes)
 - a) Teachers read DART text and develop answer keys, preferably in partners or small groups.
 - b) Refer to the anchor papers, answer key and elaborated Performance Standard on an ongoing basis.
- 6) **Activate and Anticipate** (15 minutes)
 - a) Pre-read student papers before coding. This gives you a chance to spot trends, divergent thinking or to revisit your own answer key. Revisit the answer key if necessary.

- 7) **Coding** (a minimum 2 hours, especially for larger intermediate/middle/ secondary classes or for teachers new to the process)
- Code student papers, collaboratively or individually.
 - This is a good opportunity for the facilitator to circulate and do some collaborative coding with each participant – to improve the inter-marker reliability/consistency
 - Teachers are cautioned to not assume anything. Students who have very tidy work with elaborate answers may not have actually answered the questions or may have missed the main points completely. Good work habits should never be mistaken for comprehension.
- 8) **Class Profile** (20 minutes)
- Tally student strengths and areas of growth on the PS Quick Scale Tally sheet; tally fluency and word/sense strategies.
 - Each teacher highlights an area in each section on the Quick Scale for focused planning (one from each of Strategies, Comprehension and Analysis).
 - Decide if fluency needs extra support.
 - Look at which strategies the students are able to verbalize that they are using; are there inefficient strategies being used; are there more efficient strategies that should be modeled or introduced?
- 9) **Planning for Instruction** (30-45 minutes) Depending on the size of the group:
- Share each teacher's big goals/planning points for the coming months and brainstorm as a group effective teaching approaches to support those goals
 - Group teachers by the big goals/planning points for collaborative idea sharing and planning of effective teaching approaches in the smaller groups.
 - Discuss student strengths.
- 10) **Resources** (20 minutes)
- Share district resources, materials and supports (professional development opportunities, support from helping teachers, online resources) that may be new or unfamiliar to teachers. Many teachers do not have time to visit the Resource Centre – highlighting new or valuable resources will help stimulate/support trying new strategies.

Resources Needed:

Facilitator: DART anchor papers
 Highlighter pens
 DART DVD
 Tally sheets for fluency, reading strategies being used Quick Scale summary sheets – one per class
 Copies of Performance Standard Quick Scale – per student
 DART Strategy Book
 Resources to support teaching

Teachers: Copy of text
 Student written work, interviews & oral reading running records

Quick Scale: Reading for Information DART Tally/Planning Sheet - Grade 6

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Snapshot	With support, the student may be able to read short, simple, and direct material with familiar language and simple graphics. Work is often vague, incomplete, or inaccurate. May need one-to-one support to complete task.	The student is able to read generally straightforward materials, including illustrations and other graphics. Work is often inconsistent; parts are accurate and complete; others are vague, incomplete, and lack detail.	The student is able to read straightforward information and procedures, including illustrations and other graphics, that include some specialized language and complex ideas. Work is generally accurate and complete, gives specific references to selection.	The student is able to read elaborated information and procedures, including illustrations and other graphics, that include specialized language and complex ideas. Work is thorough, independent, and efficient, often exceeding requirements of the task.
STRATEGIES				
*comprehension strategies	●√√√√√√√√√√	●√√√√√√	●√√√√√	●√√
*word skills	●√√√√√√	●√√√√√√√√√√	●√√√√√	●√√
*predicting	●√√√√√√	●√√√√√√√√√√	●√√√	●√√√√√√√
*text features	●√√√√√√√√√√	●√√√√√√	●√√√√√√√√	●
*locating details	●√√√√√	●√√√√√√	●√√√√√√√√√√	●√√√√
COMPREHENSION				
*accuracy & completeness	●√√√√√√√√√√	●√√√√√	●√√√	●√√√√√
*main ideas	●√√√√√	●√√√√√√√	●√√√√√√√√√√	●
*details	●√√√√√√	●√√√√√√√√√√	●√√√√	●√√√
*note-taking	●√√√√√√	●√√√√√√√	●√√√√√√√√√√	●√
*inferences	●√√√	●√√√√√√√√√√	●√√√√√	●
ANALYSIS				
*connection to other information	●√√√√√√√√	●√√√√√√√√√√	●√√√√√	●
*reactions	●√√√√√√√√√√	●√√√√√	●√√√	●√√

Halting	Careful	Confident	Fluent	Expressive
√√√√√√	√√√√√√√√√√ √√√	√√√√	√√√	

Date: _____ Grade/Class: _____

This is a sample page of a Quick Scale Tally. The circled areas reflect the teacher's areas for planning for instruction. The teacher has noted that many students would benefit from focused instruction in comprehension strategies, accuracy and completeness of answers and forming reactions to text. Fluency development would benefit many of the students.

DART (District Assessment of Reading Team) Tally Sheet

Word Strategies

reread it	√√√√√
ask someone	√√√√√√√√√√√√√√
look it up in the dictionary	√√
skip it	
sound it out	√√√√√√√√√√√√√√
try and figure out what makes sense in the sentence	√√√√√√
look at the picture	√√√√
break the word into syllables	√√
chunk the word	
cover the ending and look for smaller words	
other:	
other:	

Sense Strategies

reread it	√√√√√√√√√√√√√√
skip it	
try another book	
make a picture in my mind	√√
make notes on what I've read	
make a connection between the text, yourself, the world, another text	
look in the paragraph for words I do know	√√√√
look at the pictures and the captions	√√
try and make it make sense	√√√√√√√√
ask someone	√√√√
other:	
other:	

This is a sample of a reading strategy tally for a class. Teachers looking at the **Word Strategy** tally would be concerned that so many students depend on asking someone or sounding out (which only works with 56% of elementary reading vocabulary). These results could help the teacher plan for instruction in word identification using context, photographs or other syntactic/semantic cueing systems.

Teachers looking at the **Sense Strategies** may be pleased that so many students are using some good, basic strategies, including rereading. The next instructional step may be some work making pictures mentally, or developing connections.

Remember, these tallies do not alone inform instructional decisions. The strategies observed during the students' oral reading are also an important consideration.

Students may not verbalize the strategies that they are, in fact, using.