

TARGET POINTS!

- The teacher provides a variety of ways to present information (Smart Board, pictures, music, lecture, hands on).
- There are varied ways for the students to be involved in the lesson.
- The teacher provides varied ways for the students to engage interact with the presented materials.
- There are varied ways to support alternative forms of communication so that the teacher can assess comprehension regardless of the method.

DISCUSSION: What are some examples of Universal Design for Learning (UDL) methodologies being used in your classroom to ensure all learning styles are considered?

SUMMARY

An eclectic approach to teaching as well as assessing students will provide the most comprehensive information for how students are learning and progressing. There is tremendous value in frequent informal assessments. This approach allows the teacher to fine tune the instruction to the students to provide additional support and practice for areas of weakness and to utilize the strengths the student has to motivate them and feel confident. Successful teaching is structured, varied and continually adjusting to circumstance. Assessments need to target all skill areas so the students can be successful and develop well rounded skills rather than small pockets of strengths.

Connections to the Frameworks for Teaching (FtT)

Framework for Teaching alignment with applicable rubric language lifted from Effective performance level.

**Component 1a
DEMONSTRATING KNOWLEDGE OF
CONTENT AND PEDAGOGY**

Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.

**Component 1f
DESIGNING STUDENT
ASSESSMENTS**

Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.

**Component 4e
GROWING AND DEVELOPING
PROFESSIONALLY**

Teacher actively engages with colleagues and supervision in professional conversation, including feedback about practice.

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**LITERACY
INSTRUCTION
and
DIAGNOSTICS:
COVER YOUR BASES!**

Assessing students for literacy skills is a complex task. It is important to look at the 5 pillars of reading (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) to see where students may have challenges that can then be targeted and remediated. Assessment tools do not always cover all areas that affect literacy. An eclectic approach to assessing skills is often the best protocol for ensuring that you narrow in on the areas of concern and can provide targeted support for your students. What is often recommended is that formal assessments are accompanied by frequent informal monitoring.



In addition to great assessments, formal and informal, is the importance of having both targeted literacy lessons AND having literacy skills imbedded in activities throughout the day. This approach provides a more fluid process and affords those students that need it significant opportunities to practice target skills. For example, assessing comprehension through simple questioning can occur within any activity or interaction where information is presented for interpretation.

Moreover, creating structure in all tasks enables students to organize information for later recall. Having a structure to the day as well as structure within the activities of the day creates a constant that allows the new information to be easily highlighted and recognized.

You will see several video clips that highlight informal assessment, teachers that imbed great literacy practices no matter what the area of instruction is, and examples of structured practices in the classroom.

There are 4 videos to watch. Each has a set of **Target Points** to watch for. An **Expanded Topic for Group Discussion** is also listed for each video. Staff should note the target points while watching, mark them and take notes as they occur, and then engage in group discussion of the expanded topic.

Write notes on a separate sheet.

VIMEO 1: Ramp Up - Reading Conference Running Record

This video shows a teacher doing an informal check of the students overall reading comprehension and skill level.



<http://vimeo.com/23917306>

TARGET POINTS!

The teacher practices frequent informal assessments to monitor progress and fine-tune remediation areas:

- Ability to recall information
- Ability to define key vocabulary words from the text
- Ability to decode unfamiliar words using a variety of strategies
- Ability to monitor his reading and self-correct errors as he reads the passage

DISCUSSION: Do you incorporate on going informal assessments for different literacy skills into your teaching practice? How?

VIMEO 2: Ramp Up - Fluency Check

This video highlights a teacher using informal assessment to assess fluency skills for this student.



<http://vimeo.com/23919652>

- Reading pace / fluency
- Tone and inflection to enhance meaning
- Encoding skills
- Overall comprehension

DISCUSSION: Do you give students support for reading fluency? Do you incorporate role-play or music into your instruction as a way of practicing improved inflection? What other ideas do you have for helping students improve fluency?

VIMEO 3: Morning Tour

This video highlights the importance of structured routines to support literacy instruction.



<http://vimeo.com/21975314>

- Students appear familiar with the tasks and routines
- The teacher assigns responsibilities (jobs) to the students
- The teacher sets up tasks so that the students are cued to work independently to achieve classroom tasks.
- Teacher considers the sensory needs of the students

DISCUSSION: What have you done to structure your day so that the students recognize new information and can easily focus on target topics?

VIMEO 4: Tour of a Successful Classroom

This video highlights a teacher's ability to imbed literacy skill practice into each lesson regardless of subject area or content. An experienced teacher can include students with varying skill levels into the participation of a lesson. Using a variety of ways to present information allows students to tap into their strengths. Physical movement as well as a variety of ways to say or show comprehension is applied.



<http://vimeo.com/17442782>