Facilitation Guide

Introduction:

Welcome!

One of our goals for the TX-KEA Literacy Screener Administration and Best Practice webinar is to make the presentation interactive by providing the participant experience with the actual tool and resources in CLI Engage.

This 14-page packet includes 8 slide pages that coincide with the activity. These 8 pages contain:

- The image and number of the slide that the activity follows
- The script for the slide
- Directions for the interactive activity
- A space for you to make notes

The packet also includes 4 pages connected to the Spelling activity for participants in the Addendum:

- Mock Spelling Student Form (English)
- Mock Spelling Student Form (Spanish)
- Spelling Scoring Guidelines (English)
- Spelling Scoring Guidelines (Spanish)

It is recommended that these pages be printed out before the webinar. The facilitation pages are for a designated individual to follow along or to stop the webinar and present the activity to a group of participants.

If an individual is watching the webinar, they can use these pages as well to stop and reflect on their own practice.

The 4 Spelling activity pages should be printed ahead of time for every participant to use.

Like playtime, meals, and nurture, data in the early grades will transform a child's educational journey.

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Addendum (to be printed):   pg. 11-14

Blank Data Cycle Diagram

Mock Spelling student form (English)

Mock Spelling student form (Spanish)

Spelling Scoring Guide (Spanish)

Spelling Scoring Guide (English)

Slide: #16

Script from Slide:

Take a minute to jot in the chat things that you assess every day in your own life. (Read comments as they come in)

I weigh myself every morning, but if I do nothing with that data by making a plan and intervening with different menus, nothing changes. If I do adjust what and how I cook and how I exercise, then the outcome is different.

I measure the amount of gas is in my tank. Once I fill up my tank it is not finished. I start the process over again.

Now let's think about other professionals we rely on every day to gather and use data. Let us know through the chat room other professions you look to for gathering data and using it. Doctors check symptoms but must also listen to the patient to gather formative data. Grocers must make sure produce and sell by dates are all fresh. Raise your hand if you choose a milk carton by the sell by date? Mechanics must also listen, check and act to make sure they fix any problem we may have with our cars.

Stakeholders in education expect our profession to gather and use data to assist children in growing. This does not mean just one thing or only one way.

As we embark on learning about this particular tool, we are also going to provide information and opportunities for you to understand the importance of accurate data and how to use it to meet students where they are so that their skills will improve.

Directions for Activity:

Ask teachers to share what they assess every day. Important to bring out that if we don't act on data, nothing changes. We can't take data just one time and say we are done. It is a continual process and you have to use the data you collect. See script for prompts.

Facilitator Notes:

Slide: #18

Script for Slide:

Let's take a brief moment to step back and prepare ourselves for a stop and jot where we quickly write down our thoughts. We have been using the term "data" a lot in this presentation and will continue to do so. But for now, let's pause and reflect on what data is, and how it's meaningful to you. As previously noted, the term data refers to information collected. More specifically in this case, data means the information you've collected by using an assessment tool such as the TXKEA.

Directions for Activity:

Ask teachers to take about 2-3 minutes to reflect on what data they find most meaningful in their practice. It can be data collected from screeners such as TXKEA, parent questionnaires, student work samples, observations, etc. As they reflect and write, ask them "why" this data is so important or meaningful to them. Come together after 2-3 minutes and ask teachers to share. The activity can be extended by asking how this data may have shown student progression or regression in learning

Facilitator Notes:

Slide: #21

Script for Slide:

In this section, we're going to practice moving through the data cycle on your own. You can use the blank data cycle diagram (or simply write down the 4 stages) to fill in each stage. Remember to take a moment and reflect on which type of data you want to analyze. Will it be from screening results? Or observations you've made?

Be sure to follow the instructions on the screen. Before you start, consider that sometimes it's best to think of these moments as a memory movie. Think back to when you used data (information) to adjust instruction in the classroom.

Then, in Step 2, you'll view the memory movie in slow motion. Take moments to hit pause, or even rewind to see where you can identify the 4-part process of using the data cycle.

An example of how to do this is when I think back to a time when I was in my Kindergarten classroom. I had noticed one student in particular was moving through a CVC card game rather quickly and efficiently. His goal was to match the word to the pictures, and then write it down. That is an example of collecting data, which at that point was an observation I had made of this child being successful in the activity. As I moved to step 2 to analyze what I had collected through observation, I thought to myself "this child must have experience with CVC words, he hasn't gotten one wrong yet!". In stage 3, I consider how I might challenge this student. Were they ready for letter blends? In stage 4, I planned and implemented – meaning I brought out letter blend cards to use with the CVC word deck. From there, I noticed the student was very familiar with the "sh" blend, and "ch" blend, however they needed support with the "th" blend.

Directions for Activity:

Ask teachers to take a moment and move through the data cycle stages as they reflect on a moment similar to the one shared. Circle back in about 2-3 minutes. Facilitators may use a different example in the event teachers feel as though they need more guidance, or concrete examples of using data (information) to inform instruction. Be sure to clarify between stages 2 (analyze) and 3 (interpret). Use the data cycle on slide 14 to clarify definitions.

Facilitator Notes:

Slide: #53

Script for Slide:

Letter Knowledge subtest is student selected. The student will need headphones for the prompts. Four letters will appear on the screen and the student will touch the letter. If you have a touchscreen computer, then the student will make his/her choice and the answer will be recorded automatically. The teacher should sit close by the student in order to monitor and prompt, if necessary.

If you do not have access to a touchscreen computer, then the teacher will sit beside the student and click with the mouse on the student's first choice.

Now let's take 3-4 minutes for you to go into the Assessment practice area and actually go through the Letter Knowledge and Vocabulary subtests. Put any comments in the chat.

Directions for Activity:

Teachers should already have this open. Make sure they use one of the Practice Student lines to launch and go through the Vocabulary and/or Letter Knowledge subtests. Read the chat comments as they come in.

Remember that the Letter Knowledge subtest is timed in order to measure automaticity, which is essential in determining an appropriate benchmark score.

Have the Vocabulary Scoring Guidelines available/printed for participants to use.

Facilitator Notes:

Slide: #65
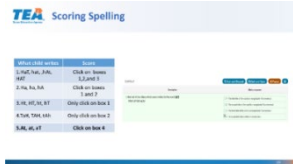
Script for Slide:

The last row receives a 0 because the two correct letters are not in the correct order of the whole word. No matter the score, all of this is great formative assessment for you as a teacher to build on. Now let's take a few minutes and actually score a sample spelling subtest student sheet.

Directions for Activity: English

Pull out your mock student sheet. We are going to score the 1st two words together. The first word is HAT. Put in the chat how you would score this. (Answer: check 1 because H is in right place, check 2 because A is in right place, check 3 because T is in right place. This word receives 3 points.)

The second word, POT, student wrote PT. How would you score it? Yes, Box 1 is the only box you check because P is the only letter in the correct order. Please note that the student knows the beginning and ending consonant. Add a comment in the box on the scoring sheet so you remember this data-it is important for you to know and remember, even if the word only scores a 1.

Now take 2 minutes to do the last 3 on your own and then we will review.

- Word 3, LOG, is scored by checking only box 2. The O is in the correct position with a score of 1
- Word 4, FIN, is scored by checking box 1 and box 3 with a score of 2
- Word 5, RUN, is scored a 2 as well because the r and the n are the correct letter and in the correct order.

Directions for Activity: Spanish

Pull out your mock student sheet. We are going to score the 1st two words together. The first word is SOL. Put in the chat how you would score this. (Answer: check 1 because S is in right place, check 2 because O is in right place, check 3 because T is in right place. This word receives 3 points.

The second word, RATA, student wrote rt. How would you score it? Yes, Box 1 is the only box you check because r is the only letter in the correct order. Please note that the student knows the consonants. Add a comment in the box on the scoring sheet so you remember this data-it is important for you to know and remember, even if the word only scores a 1. Now take 2 minutes to do the last 3 on your own and then we will review.

- Word 3, LUNA, is scored by checking box 1, 2 & 3. The first 3 letters are correct and in the right order. The student put the wrong vowel at the end.
- Word 4, PELO, is scored by checking box 1, 3 and 4 with a score of 3
- Word 5, NIDO, is scored a 2 because the n and the o are the correct letter and in the correct order. These could be noted in comments as well. The student is approaching spelling the words correctly.
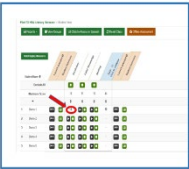
Facilitator Notes:

Slides: #72-73

Script for Slide:

The summary sheet of the student's answers will pop up. You can also <u>add comments</u> about the session at this time. As you can see on the slide, the comment button has now moved to the top of the summary page
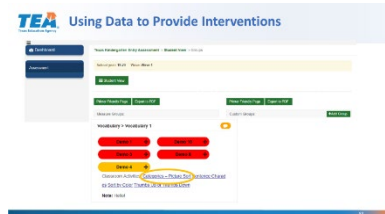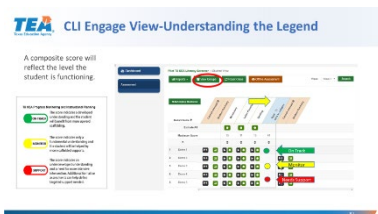
Directions for Activity:

Participants should hover over a score in the Assessment Practice page. When the number is clicked the Subtest sheet will come up. This is how they can access this information at any time to review data and add comments such as interventions/student data.

Facilitator Notes:

Slides: #95-97

Script for Slide:

This is a three-slide series. Have participants click along with you

95: Let's look at how to access interventions in TX-KEA based on data by clicking on the "View Groups" button at the top of the class page.

96: Under each of the headings are suggested interventions that you can click on that will take you right to the intervention.

97: This intervention includes a video of the lesson being done, a scripted lesson plan, and it is tied to Kindergarten TEKS
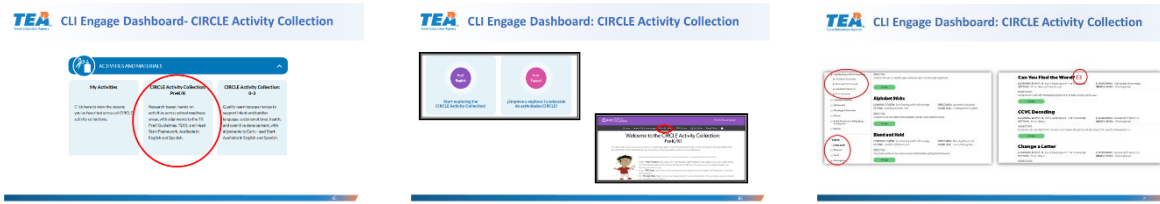
Directions for Activity:

Spend a few minutes looking at interventions that are provided in literacy and language when you click "View Groups"

Share in the chat room

Facilitator Notes:

Slides: #98-100

Script for Slides:

98: You can also reach interventions sorted by skills by <u>clicking on the CIRCLE </u>Activity Collection PreK –K on your dashboard

99: Choose English or Spanish and <u>then click Find Activities </u>at the top of the page.

100: Choose the category you need and the appropriate grade level of the interventions. A list of interventions will come up. As a side note, the film symbol by the title of the intervention is indicative that there is a video included of the intervention lesson. Be sure to keep track of data from the interventions. Remember you can go back to the Subtest Results page and add it into comments.

Directions for Activity:

Have participants follow along on the click by click then give them 15 minutes to explore and share what activities they find. Remember, you have access to this resource throughout the year, even if your district uses a different tool for progress monitoring. Here is a way for you to search the interventions by skill and grade level.

HINT: If there is an intervention you like and would like to remember; you can add it to **"My Activities"** through the My Activities button at the top of the intervention. You can then access these through the My Activities button on your Dashboard Under the Activities and Materials Banner.
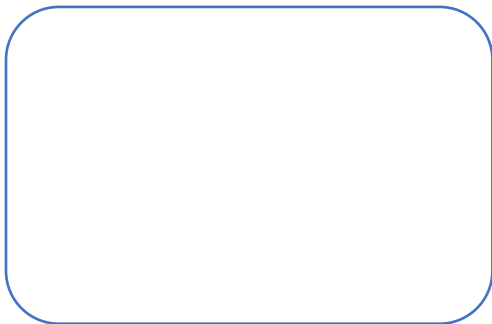
Facilitator Notes:

Blank Data Cycle Diagram

Collect Data
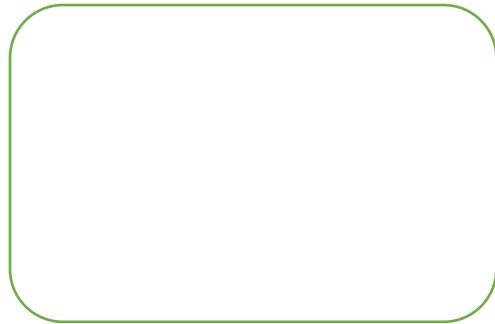
Plan and Implement Instruction

Analyze Data

Interpret Data

Spelling Activity Supports:

Scoring Guidelines for TX-KEA Spelling Subtest - Spanish

TEXAS Kindergarten Entry Assessment

Students are scored as follows:

1. **SOL**: Marque todas las letras que fueron escritas para la palabra SOL. Marque todas las opciones pertinentes.

    a. **1 punto** − La primera letra de la palabra es reconocible como S/s o su reverso.

    b. **1 punto** − La segunda letra de la palabra es reconocible como O/o.

    c. **1 punto** − La tercera letra de la palabra es reconocible como L/l o su reverso.

    d. **0 puntos** − Ninguna letra aceptable escrita en el orden correcto.

2. **RATA**: Marque todas las letras que fueron escritas para la palabra RATA. Marque todas las opciones pertinentes.

    a. **1 punto** − La primera letra de la palabra es reconocible como R/r/RR/rr o su reverso.

    b. **1 punto** − La segunda letra de la palabra es reconocible como A/a o su reverso.

    c. **1 punto** − La tercera letra de la palabra es reconocible como T/t o su reverso.

    d. **1 punto** − La cuarta letra de la palabra es reconocible como A/a o su reverso.

    e. **0 puntos** − Ninguna letra aceptable escrita en el orden correcto.

Scoring Guidelines for TX-KEA Spelling Subtest

Students are scored as follows:

1. HAT: Mark all of the letters which were written for the word HAT. Mark all that apply.

    a. 1 point – The first letter of the word is a recognizable H/h or reversal.
    b. 1 point – The second letter of the word is a recognizable A/a or reversal.
    c. 1 point – The third letter of the word is a recognizable T/t or reversal.
    d. 0 points – No acceptable letters written in correct order.

2. POT: Mark all of the letters which were written for the word POT. Mark all that apply.

    a. 1 point – The first letter of the word is a recognizable P/p or reversal.
    b. 1 point – The second letter of the word is a recognizable O/o.
    c. 1 point – The third letter of the word is a recognizable T/t or reversal.
    d. 0 points – No acceptable letters written in correct order.

https://cliengage.org/public/wp-content/uploads/sites/10/2017/08/Spelling-Scoring-Guidelines-English.pdf

https://cliengage.org/public/wp-content/uploads/sites/10/2017/08/Spelling-Scoring-Guidelines-Spanish.pdf

Name _____

hat

PT.

gol

fen

ron

Picture	Student Response for Scoring
Hat	H A T
Pot	P T
Log	G O L
Fin	F E N
Run	R O N

Name _____

sol

rt

lunu

palo

ndio

Picture	Student Response for Scoring
Sol	S O L
Rata	R T
Luna	L U N U
Pelo	P E L O
Nido	N D I O