

Updates to Teaching and Learning 2022 - 2023



Dedham School Committee
November 19, 2022

Preschool

Reporting on Student Progress

- ❖ Narrative Progress Report (mid-year)
- ❖ Teaching Strategies Gold Developmental Report (June)

Teaching Strategies Gold (TSG)

- ❖ Developmental/observational report card
- ❖ Captures growth on a continuum from birth-kindergarten
- ❖ Assesses Four Key Domains: social/emotional, language, cognitive, and physical development

Objective 10 Uses appropriate conversational and other communication skills

a. Engages in conversations

Not Yet	1	2	3	4	5	6	7	8	9
		Engages in simple back-and-forth exchanges with others <ul style="list-style-type: none"> • Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds • Shakes head for no; waves bye-bye • Joins in games such as pat-a-cake and peekaboo 		Initiates and attends to brief conversations <ul style="list-style-type: none"> • Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof." • Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home." • Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home." 		Engages in conversations of at least three exchanges <ul style="list-style-type: none"> • Stays on topic during conversations • Maintains the conversation by repeating what the other person says or by asking questions 		Engages in complex, lengthy conversations (five or more exchanges) <ul style="list-style-type: none"> • Offers interesting comments with communication device • Extends conversation by moving gradually from one topic to a related topic 	

b. Uses social rules of language

Not Yet	1	2	3	4	5	6	7	8	9
		Responds to speech by looking toward the speaker; watches for signs of being understood when communicating <ul style="list-style-type: none"> • Hears siren and goes to adult pointing, "Fire tuck." • Looks at adult and says, "Ball", repeatedly until adult says, "Ball. You want the ball?" 		Uses appropriate eye contact, pauses, and simple verbal prompts when communicating <ul style="list-style-type: none"> • Pays attention to speaker during conversation • Pauses after asking a question to wait for a response • Says "please" and "thank you" with occasional prompting 		Uses acceptable language and social rules while communicating with others; may need reminders <ul style="list-style-type: none"> • Takes turns in conversations but may interrupt or direct talk back to self • Regulates volume of voice when reminded 		Uses acceptable language and social rules during communication with others <ul style="list-style-type: none"> • Uses a softer voice when talking with peers in the library and a louder voice on the playground • Says, "Hello," back to the museum curator on a trip 	

Elementary Word Study Pilot (Grade 3)

- ❖ 30 minute differentiated word study block
 - Addressing phonics gaps due to COVID
- ❖ Phonics and spelling support
 - Words Their Way, Multi-level Foundations (Levels 2 and 3), Lexia CORE 5, Orton-Gillingham
- ❖ STAR Phonics Screener
 - Screened all Grade 3 students to determine which Foundations (Phonics) skills they have not yet mastered
 - Created groupings that span across classrooms
- ❖ “All hands on deck” approach
 - Supports provided by classroom teachers, special education, interventionists, and coaches
 - Students grouped according to need

History and Social Sciences (Grade 7)

- ❖ DESE pilot program: Investigating History
 - Open source curriculum materials
 - Direct training and support from DESE
 - Partner schools (32)

- ❖ Two units of study
 - Central & South Asia
 - East Asia

- ❖ Innovative curriculum builds key content and language skills
 - Strengthening students' reading and writing skills through analysis of primary source documents and objects
 - Provides opportunities for students to develop historical thinking skills

Mathematics (Grades 6-12)

DMS

❖ ALEKS Program

- Pathways and Math Enrichment classes are implementing the ALEKS program this year.
- Adaptive curriculum resources supporting better differentiation and spiral review.

DHS

❖ Spaced Practice and Spiral Review

- Shift instructional planning to engage students in more frequent practice and application of skills and concepts.
- Shift instructional planning to ensure regular review and practice of skills/concepts previously taught.

Science (Grades 6-8)

DMS

- ❖ Open Sci Ed (OSE) Grades 6-8
 - Developed by DESE
 - Open Source curriculum units (2 per grade level)
 - Aligned to Building Blocks of Science (Grades K-5)

Human Growth and Development (Grade 5)

Content

- ❖ Broaden focus of lessons on puberty to include
 - Brain development
 - Cognitive development
 - Social Development
 - Emotional Development
 - Physical Development

Practice

- ❖ Interdisciplinary
- ❖ Co-taught
- ❖ Mixed groupings