

## **Dover Instructional System**

### **Narrative**

Classroom teachers at The Dover School have developed (*through professional development courses and workshops, along with their own independent study*) their instructional capacity to design instruction in the Common Core State Standards, Next Generation Science Standards, and the Vermont Learning Standards that meet the individual needs of students.

The Principal continually reviews units, lessons, and interventions in consultation with teachers and interventionist. Data is collected by both teachers, interventionist and principal to design system-wide interventions, classroom level interventions and individual student interventions. Principal conducts all MAP and SBAC testing sessions, as well as collecting and inputting all DIBELS results in order to create actionable data for teachers and interventionist to use.

Our teachers have developed the skill to provide in-class targeted interventions. If a student is struggling, they use data to diagnose the challenge and then design instructional interventions to help the student build the identified skill.

When necessary, the teachers collaborate with the Title One Interventionist to supply a greater depth of targeted intervention. The interventions are measured and altered to meet the needs of the student.

A teacher can engage the Response to Intervention (RTI) team at anytime to help with intervention design, additional assistance, or simply as a place to seek a path forward.

The Dover School has invested in PreK 3 and PreK 4 in order to prepare students for the K-6 system as well as identify and remediate student learning difficulties. Early identification and immediate intervention allows The Dover School to “nip many challenges in the bud” before they grow.

By investing in teacher professional development, target interventions in the classroom, deepening interventions by a trained interventionist, a comprehensive early education program beginning at age 3, and by limiting class size, The Dover School has been able to control Special Education costs and provide a World Class education.

Draft 1 - April 17, 2015  
Draft 2, April 30, 2015  
Draft 3, May 4, 2015  
Draft 4, May 5, 2015

## **Core Instruction**

### **Pre-K 3 & Pre-K 4 - VELs & IB**

*Teachers design instruction to meet the needs of the students. Textbooks and materials are not dictated by principal or board. Daily schedule decided by instructor.*

### **Grades K- 3 - CCSS & IB**

*Teachers design instruction to meet the needs of the students. Textbooks and materials are not dictated by principal or board. Daily schedule decided by instructor.*

### **Grades 4,5,6 - CCSS & IB**

*Two teachers for 3 grades- Split Teachers design instruction to meet the needs of the students. Textbooks and materials are not dictated by principal or board. Daily schedule decided by instructor.*

## **Targeted In Class**

Positive practice  
Specific positive praise & feedback  
Classroom Dojo  
Star chart as indicated for behavior  
Spiral instructional cycle / re-teach  
Focused instruction using various modes  
(visual, auditory, kinesthetic, tactile /music, dramatic play, movement, arts & crafts)

Teachers use data collected to design interventions in small groups and one-to one. Primary Spelling Inventory is used to design spelling instruction. DIBELS/Running Records used to design child centric interventions

Teachers use data collected to design specific interventions for each child. Collaborate with *Interventionist* to deliver intensity, design & duration

## **Specialized Outside Class**

Very Internal (not pull-out) in Pre-K  
Trained in language I and II (2015)

Consult with teachers  
Diagnose data with Principal  
Synthesize data/ teacher input  
Deeper assessment to isolate deficit  
Intervention materials collected  
Intervention developed/delivered  
Intervention adapted continually  
Interventions start/end as necessary

## Core Instruction

### Data

Running Records ( K-4)  
DIBELS (K-4, and 5/6 target)  
MAPs (K-2)  
SBAC (3-6)  
Primary Spelling Inventory (1,2)  
Sitton Spelling (3)  
Orton Gillingham (PreK-2)  
Teacher Made (PreK-6)  
TS Gold (PreK)

## Professional Development

Orton Gillingham  
Differentiated Instruction  
IB PYP  
TS Gold (Pre-K)  
Language I and II

Core Courses:  
SP2003 Keene State:  
Student Based Decision Making  
Professor Thomas McGuire

SP2004 Keene State:  
Differentiated Instruction  
Professor Henry Pereira

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## Targeted In Class

### Data

Running Records ( K-4)  
DIBELS (K-4, and 5/6 target)  
MAPs (K-2)  
SBAC (3-6)  
Primary Spelling Inventory (1,2)  
Sitton Spelling (3)  
Orton Gillingham (PreK-2)  
TS Gold (PreK)

## Professional Development

Orton Gillingham  
Differentiated Instruction  
IB PYP

Core Courses:  
SP2003 Keene State:  
Student Based Decision Making  
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SP2004 Keene State:  
Differentiated Instruction  
Professor Henry Pereira

## Specialized Outside Class

### Data

DIBELS  
Language I & II  
Wilson  
Orton Gillingham  
Teacher Made  
Primary Spelling Inventory  
MAPs  
Work Samples

## Professional Development

Orton Gillingham  
Differentiated Instruction  
Language I & II  
Sitton Spelling  
Stern Center Training

Core Courses:  
SP2003 Keene State:  
Student Based Decision Making  
Professor Thomas McGuire

SP2004 Keene State:  
Differentiated Instruction  
Professor Henry Pereira

## **Definitions**

Running Records ( K-4) - A **running record** is a tool that helps teachers to identify patterns in student reading behaviors. These patterns allow a teacher to see the strategies a student uses to make meaning of individual words and texts as a whole.

DIBELS (K-4, and 5/6 target)- **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills) is a series of short tests that assess early childhood (K-6) literacy.

MAPs (K-2) - **Measures of Academic Progress® (MAP®)** creates a personalized assessment experience by adapting to each student’s learning level—precisely measuring student progress and growth for each individual.

SBAC (3-6) - The **Smarter Balanced Assessment System** utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (**CCSS**) for English language arts/literacy (**ELA**) and mathematics.

Primary Spelling Inventory (1,2) - The **Primary Spelling Inventory (PSI)** is recommended for kindergarten through early third grade because it assesses features found from the emergent stage to the late within word pattern stage.

Sitton Spelling (3) - **Sitton Spelling** provides a tested progression of materials that enables building visual, spelling and language skills, proofreading, and assessment readiness

Wilson Reading Intervention - The **Wilson Reading** System is a **reading** program designed for students in grades 2 through adulthood who have difficulty with decoding (**reading**) and encoding (spelling)

Teacher Made (PreK-6) - Any **assessment** designed by a teacher

TS Gold (PreK) - **Teaching Strategies GOLD** is a seamless system for assessing children from birth through kindergarten. Extensive field tests have shown it to be both valid and reliable. Available online and in print, the system can be used with any developmentally appropriate early childhood curriculum.

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