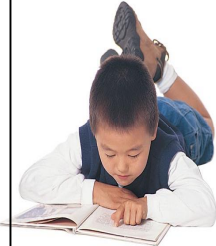



TABLE TALK AT THE TRACKING BOARD
With thanks to the Primary Division of Our Lady of Fatima School of the Nipissing-Parry Sound C.D.S.B.

- The tracking board is a visual tool that enables teachers to view the progress of their classes and division 'at a glance'. In the following process each teacher comes to the professional learning community meeting prepared to discuss one or two students in particular. A teacher may select a student who is struggling, or who is "stuck" at a certain level. Or the teacher may be seeking direction in regard to a student who is 'on the move', or wish to focus on a student who is experiencing difficulties in comprehension.
- The teacher brings the child's last Running Record, as well as any artifacts or student work samples and teacher observation notes that will assist the group to frame an accurate picture/description of the student's reading behaviours. These will serve to focus the discussion on what the student knows and can do, as well as any area(s) of concern.
- A chart paper, with headings as shown below, is prepared to focus the collaborative dialogue and problem solving. Charting discussions will also serve as a record of action and can be reviewed at the next meeting when the teacher updates the group on how the student has progressed in light of the learning strategy(s) that was selected and tried.
- Cooperative problem solving with peers at a professional learning community meeting provides the teacher with support. In addition, collaborative dialogue will assist all teachers to develop a shared/common language as it applies to reading and assist them to acquire a greater depth of knowledge when selecting effective learning strategies.

Grade	Child's Name & Level of Running Record	Reading Behaviours	Intervention Focus What does the student need to learn ?	Learning Strategy(s) Select strategies which are "good for all" students, "best for some".	Timeline & Assessment Tool
	<p>Note that the reading level is listed here in order to 'get the mathematics of the level out of the way'.</p>	<p>The artifacts/evidence brought by the teacher, in combination with the teacher's observations are referenced during this part of the process and assist to frame a picture of the student's reading behaviours.</p> <p>e.g. - reading performance is word centred fluency and expression are stilted as the child focuses on decoding.</p> <p>e.g. - is using pictures for information, but is not using them to make predictions</p> <p>Describing student achievement in terms of specific reading behaviours can prove challenging until teachers become comfortable with analysis. Some tools which might assist teachers to become more articulate in describing reading behaviours include:</p> <ol style="list-style-type: none"> The Guide to Effective Instruction: Chapter 12 "Overview of the Reading Development Continuum" found on page 68 & 69 of <i>A Guide to Effective Literacy Instruction Grades 4-6, Volume 1...</i>, 2006 Various levelled literacy resources provide guides or outlines which note the characteristics of text at each level, as well as reading behaviours to notice and support (e.g., PM Benchmarks; Fountas and Pinnell, charts found in Scholastic "Guided Reading Program Teacher Guide"...) <p>It may prove beneficial to review 'running record' assessment as a group, to ensure consistency among teachers and an improved degree of analysis. Information about cueing systems should be reviewed by the group to assist in the analysis of running records. Comprehension needs to be considered in all running record analysis.</p>	 <p>Based on the relative strengths and needs of the student a focus is determined. The focus or 'smart goal' should be specific, measurable and relatively narrow in scope.</p> <p>e.g., to read more fluently, with phrasing</p> <p>e.g., to use pictures to make predictions</p>	<p>Find and select strategy(s) that are specific to the focus.</p> <p>e.g., echo reading, or reader's theatre at to assist students to develop fluency</p> <p>e.g., use of teacher prompts which focus on pictures in pattern books, moving from simple to more complex, in order to assist the student to make predictions using pictures</p> <p>The ability to determine and name strategies is an area which may also prove challenging at the beginning, but the more teachers collaborate in searching for effective strategies, the deeper their insights and the greater their repertoire of responses will be.</p> <p><i>The Guide to Effective Instruction</i> is an invaluable tool. Teachers come with their copies in hand. As they collaborate to determine strategies, <i>The Guide...</i> can serve to provide answers or direction.</p> 	<p>A timeline is established. It should be of relatively short duration e.g., 2 to 4 weeks.</p> <p>An assessment strategy is selected in order to determine the degree which learning has occurred.</p>

Date:

<i>Grade</i>	<i>Child's Name & Running Record Level</i>	<i>Reading Behaviours</i>	<i>Intervention Focus</i>	<i>Learning Strategies</i>	<i>Timeline & Assessment Tool</i>