

2013 Summer Reading Camp Site Visits - Guidance

Categories for Guidance	Possible Guidance (in addition to the current guidance/checklist)
Environment	<p>Ensure the school setting is equipped with proper services for the summer reading camp:</p> <ul style="list-style-type: none"> • Computer labs are available and operational. Technology support personnel are available as needed. • Any maintenance being conducted on school site does not interfere with camp classrooms. • All instructional materials are readily available to instructors.
Curriculum/Instruction	<p>Ensure that the onsite camp administrator monitors instruction on a daily basis, ensuring that high-quality instruction and instructional routines are provided on a consistent basis.</p> <p>Ensure that quality, research-based programs are used appropriately to differentiate instruction for students.</p> <p>Implement test-taking strategies for all students during regular reading instruction with the goal of greater success on alternative assessments. For example, when working with multiple-choice questions, help students understand how to eliminate obvious distractors and find evidence to support the best responses.</p>
Communication	<p>Develop a system of communication to parents throughout the camp experience.</p> <p>Develop a system of open communication between district leadership and school administration, faculty, and staff.</p>
Data Review	<p>If not implementing a pre-assessment to determine the needs of individual students, it is suggested that students be evaluated in order to identify areas of weakness and to form small groups according to skill needs. However, this should not impact the amount of instructional time provided.</p>

<p>Team Teaching</p>	<p>Provide “team teaching” as an option for teachers. Form larger classroom settings (two teachers: 12+ students), allowing one teacher to provide whole group instruction while the other teacher provides individual support during the lesson.</p> <p>Team teaching allows teachers to group children based on their individual needs when conducting small groups (flexible grouping). For example, one district has three teachers for 15 students in each classroom, allowing teachers to address individualized instruction based on student needs. Each team of teachers addresses comprehension, fluency, and phonics. Each teacher is assigned one of these areas and delivers the instruction to each student in a small group setting. During whole group, one teacher delivers instruction while the other two teachers support students.</p>
<p>Scheduling</p>	<p>Ensure that the camp schedule is conducive to a productive and successful experience. Provide appropriate breaks for young learners. Districts offering summer reading camps that extend beyond four hours should consider providing students with a variety of instructional opportunities, taking advantage of technology, peer grouping, and educational games to reinforce the learning that has occurred earlier in the day.</p> <ul style="list-style-type: none"> ○ Turn and Talk, Pair Talk, High 5 find a fellow student to share with according to teacher instruction ○ Implement strategies for expanding vocabulary and sight-word recognition