

Collaborative Team Facilitator Meeting #7

March 4, 2020

Norms

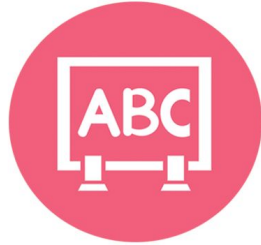
1. Solutions-oriented mindset
2. Keep the information shared confidential
3. Be engaged, open, and honest
4. Be prepared

Vertical Collaborative Teams

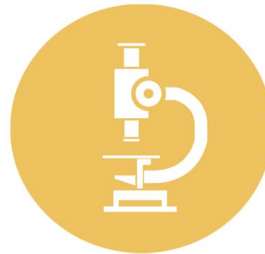
Please sit with the other facilitators who teach the same subject as you.



Math



English Language
Arts



Science



Social Studies

PLC Question #1

Unpack the Learning

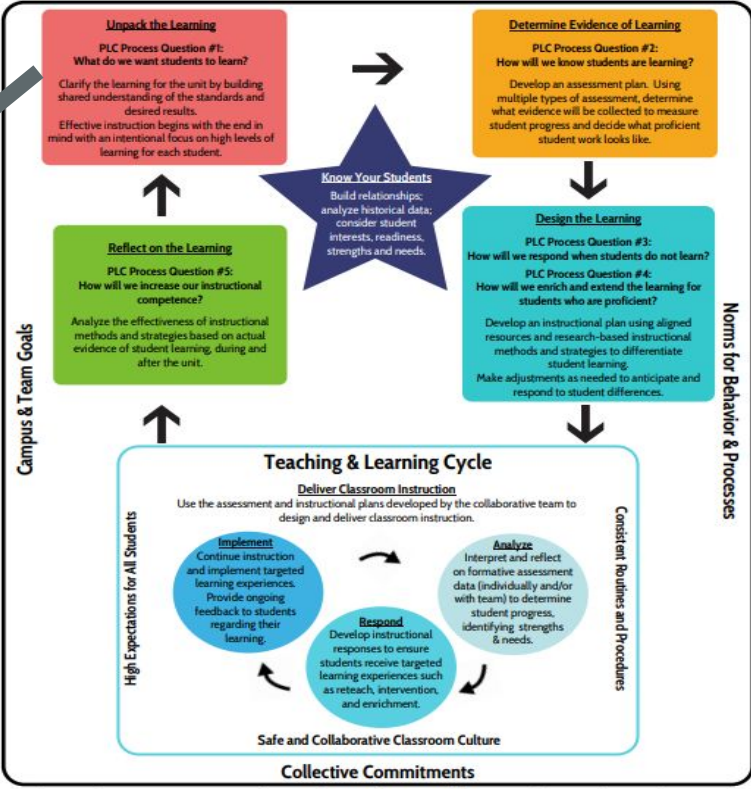
**PLC Process Question #1:
What do we want students to learn?**

Clarify the learning for the unit by building shared understanding of the standards and desired results.

Effective instruction begins with the end in mind with an intentional focus on high levels of learning for each student.



Collaborative Team Framework



Professional Learning Communities focus on **learning**, have a **collaborative culture**, and are **results oriented**.



Vertical Collaborative Teams

- Clarify essential outcomes to build awareness
- Take collective responsibility
- When teachers examine evidence indicating students are having difficulty in a particular skill in the grade level beyond the one they are teaching, they can make adjustments to their own instructions, pacing, and curriculum to better prepare students for that content



Block Party Discussions

What are some connections between the 3 quotes?

What do these quotes mean when looking through the lens of vertical collaboration?

What are some benefits of looking through this lens?

Prioritizing Standards- pg. 115-116

1. Does the standard provide Readiness for success at the next level?
2. Does the standard have Endurance?
3. Will the standard prepare students for success on high-stakes external exams?
(Assessed)
4. Does the standard have Leverage?

Vertical Collaboration Work

Math

What skills and concepts are taught and built upon in 6th, 7th & 8th grade?



ELA

What does proficient writing look like? What level of writing are students able to produce in 6th, 7th, and 8th grade?



Science

What skills and concepts are taught and built upon in 6th, 7th & 8th grade?



SS

What skills and concepts are taught and built upon in 6th, 7th & 8th grade?



Math



TEKS alignment for 6th-7th-8th

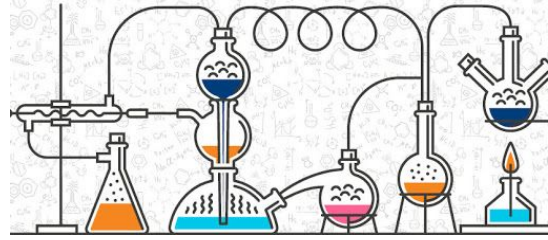
- Discuss the reporting categories
- Is there any common language that needs to be established?
- What skills and concepts are taught and built upon in 6th, 7th, and 8th?
- Which TEKS are prerequisite skills needed for the next grade level?
- Any kind of “Brain Dump” on formula chart?



Writing Calibration

- Discuss the writing categories included on the rubric
- Read released essays at the 4 score levels
- Determine criteria for earning each score
- How should this impact our teaching?
- What should be addressed at each grade level in order for writing to progress?
- Is there any common language that needs to be established?

Science



- Chemistry TEKS alignment for 6th-7th-8th
- Determine which TEKS are tested in all grade levels
- Determine which TEKS are only tested in certain grade levels
- What are the the best ways to support students in Chemistry to help them prepare for STAAR?
- Is there anything not being addressed at any grade level? If so, should it be added in?
- Periodic Table Brain Dump?

Social Studies



TEKS alignment for 6th-7th-8th

- Discuss the reporting categories to determine common concepts
- Is there any common language that needs to be established?
- What skills and concepts are taught and built upon in 6th, 7th, and 8th?
- Which TEKS are prerequisite skills needed for the next grade level?
- What about process standards and analyzing stimuli?

All School PDH

- Reflection- Planned next steps from semester exam data or TELPAS data

Grade	Planned Next Step	Reflection (Complete in March PD)
6th	We will use the semester exam data to help us determine which TEKS to hit for 212. We will review these TEKS in a specific order, based on the unit we are covering. On warm-ups, we have 1 problem related to the unit we are currently covering, and 1 problem that is from a previous unit (and will use the semester exam data to help us choose which TEKS to review in warm-ups.) We will find opportunities to integrate the previously learned TEKS, while teaching a new concept. We will also use the data to help us determine which types of review questions we put on our students' practice sheets.	
7th	<p>Based on our semester exam data, our focus of reteach is going to focus on three main readiness TEKS and concepts. 7.7A/4A - representing proportional and linear relationships on tables, graphs, equations and words. 7.4D - real world problems involving proportional relationships - specifically multistep problems using the word NOT or finding the total when two parts are given, as well as percent change. And 7.3B - multi-step rational number operations - but not just the rational numbers but being able to interpret the word problem and knowing which steps are needed to take to get the answer.</p> <p>Unfortunately, these concepts do not flow well with our 2nd semester content, so we will be spiraling on homeworks, warm ups, and they will be the main concepts in 212.</p>	
8th	The main concepts that we are going to focus on are Pythagorean Theorem, Transformation Rules, and Writing Equations. Our current unit is revisiting writing equations; therefore, we will be reteaching and retesting on this within the unit. We will be incorporating the other two topics into warm-ups and 212 so that we can reteach. Then following up by putting questions on quizzes and tests to see how much the reteach is helping.	

Next Steps

- As you work with your team over the next month, be aware of the 4 types of priority standards
- Continue to adjust instruction based on priority standards