Collaborative Team Facilitator Meeting #6

Bowman Middle School
March 24, 2021

SCAN ME

Attendance

Sit near people in your same content area.

Today's Work

- PLC Question #3 Strengths and Areas of Growth
- Addressing Areas of Growth
- Moving into 2021-2022 school year

At Bowman

Design the Learning

PLC Process Question #3:
How will we respond when students do not learn?

PLC Process Question #4:
How will we enrich and extend the learning for students who are proficient?

Develop an instructional plan using aligned resources and research-based instructional methods and strategies to differentiate student learning.
Make adjustments as needed to anticipate and respond to student differences.

Strengths

Identifying kids who need support and intervention

Areas of Growth

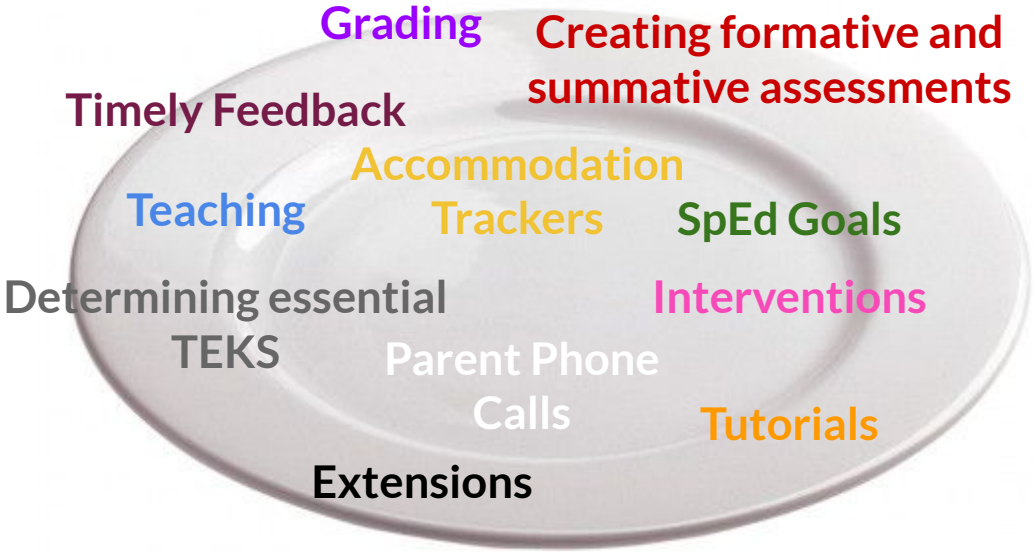
What interventions look like with the time and resources given

2 different ways

Mindset Shift

How can we “buy” more time?

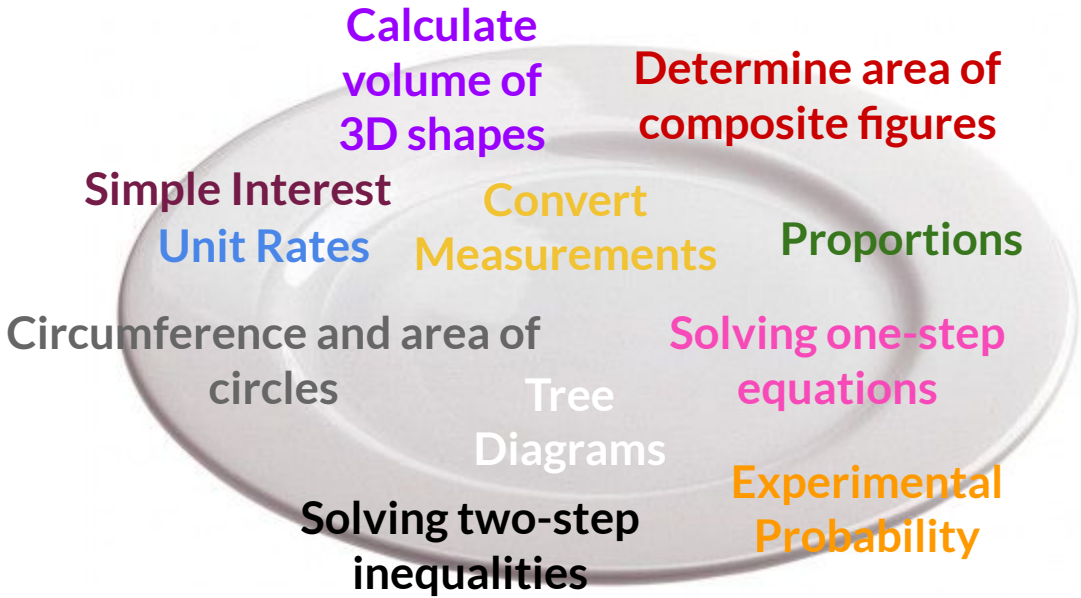
Full Plates



What is in our control?

How can we "buy" time from the things in our control?

#1- What do we intervene on?



What would happen if we intervene on select standards?

How would this “buy” more time?

#1- What do we intervene on?

- Essential TEKS
  - **Assessment** - does this standard prepare students for success on high-stakes exams?
  - **Prevalence** - is this standard taught any other times throughout the year?
  - **Endurance** - to what level does this skill help students beyond this unit/course?

Design the Learning

PLC Process Question #3:
How will we respond when students do not learn?

PLC Process Question #4:
How will we enrich and extend the learning for students who are proficient?

Develop an instructional plan using aligned resources and research-based instructional methods and strategies to differentiate student learning.
Make adjustments as needed to anticipate and respond to student differences.

#2- How do we “buy” class time in order to intervene?

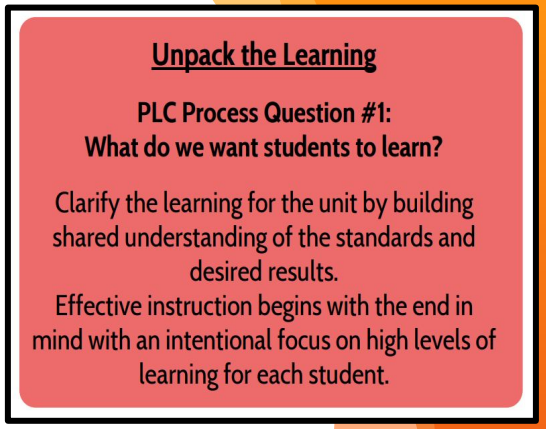
Which of these standards are essential?

Which of these standards can be trimmed down?

#2- How do we “buy” class time in order to intervene?

- We need to revisit PLC Question #1

- Unit 1
  - What is essential? How do I know?
  - What non-essential TEKS can be trimmed down?
  - How many days did I “buy” back?



“Buying” Time Process

- Social Studies
  - + 6 Social Studies
  - + 7 Texas History

All TEKS from Unit	Criteria for determining essential TEKS: STAAR Frequency distribution- does this prepare students for high stakes exams?	Never taught again in the year	Does the standard prepare students for success at the next level?
6.5A:know that an element is a pure substance represented by a chemical symbol and that a compound is a pure substance represented by a chemical formula	0	X	1
6.5C: identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change	0	X	1
6.6A: compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability	2-3 (with 8.5C)	X	1
7.6A: distinguish between physical and chemical changes in matter	2-3 (with 8.5E)	X	1
8.5A: describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud	2-3	X	3
8.5B: identify that protons determine an element’s identity and valence electrons determine its chemical properties, including reactivity	2-3	X	2
8.5C: interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements	2-3	X	3
8.5D: recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts	1-2	X	2
8.5E: investigate how evidence of chemical reactions indicates that new substances with different properties are formed and how that relates to the law of conservation of mass	2-3 (with 7.6A)	X	3

STAAR Frequency Distribution: Grade 8 Science

Item Counts by TEKS Cluster/subcluster

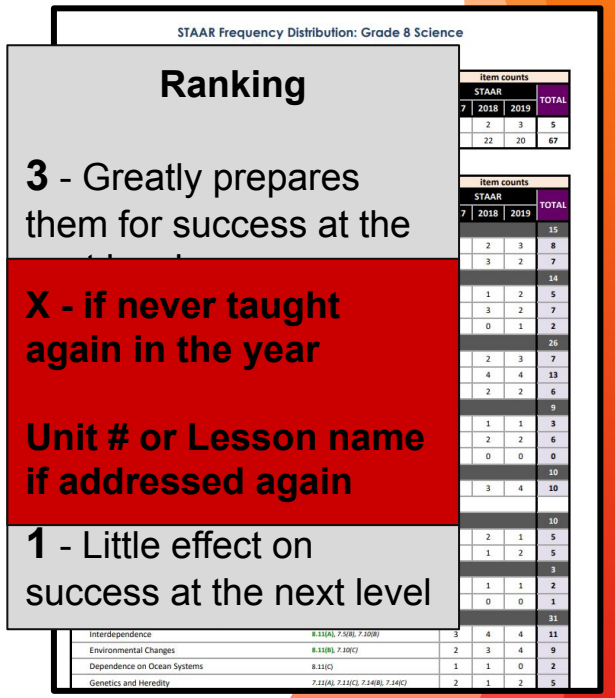
Process Standards		item counts STAAR 2017	2018	2019	TOTAL
Tools to Know	8.1(A), 8.1(B), 8.2(A), 8.2(B), 8.4(A), 8.4(B)	0	2	3	5
Ways to Show	8.2(C), 8.2(D), 8.2(E), 8.3(A), 8.3(B), 8.3(C), 8.3(D)	25	22	20	67

TEKS Clusters / subclusters	Student Expectations (SEs)	item counts STAAR 2017	2018	2019	TOTAL
Properties of Atoms					15
Structure of Atoms	8.5(A), 8.5(B)	3	2	3	8
Periodic Table	8.5(C), 6.6(A)	2	3	2	7
Chemical Formulas, Equations, and Reactions					14
Chemical Formulas	8.5(D)	2	1	2	5
Chemical Reactions	8.5(E), 7.6(A)	2	3	2	7
Density	6.6(B)	1	0	1	2
Force, Motion, and Energy					26
Force	8.6(A)	2	2	3	7
Motion	8.6(C), 8.6(B), 6.8(C), 6.8(D)	5	4	4	13
Energy	6.8(A), 6.9(C)	2	2	2	6
Sun, Earth, and Moon					9
Earth’s Movement	8.7(A)	1	1	1	3
Lunar Cycle	8.7(B)	2	2	2	6
Tides	8.7(C)	0	0	0	0
Characteristics of the Universe					10
Characteristics of the Universe	8.8(A), 8.8(B), 8.8(C), 6.11(B)	3	3	4	10
Theories of Origins of the Universe	non-tested SE only				
Impact of Natural Events					10
Plate Tectonics	8.9(B), 8.9(A)	2	2	1	5
Topographic Maps	8.9(C), 7.8(C)	2	1	2	5
Climatic Interactions					3
Atmospheric Movement and Weather	8.10(A), 8.10(B)	0	1	1	2
Role of Oceans in Weather	8.10(C)	1	0	0	1
Interdependence of Living Systems					31
Interdependence	8.11(A), 7.5(B), 7.10(B)	3	4	4	11
Environmental Changes	8.11(B), 7.10(C)	2	3	4	9
Dependence on Ocean Systems	8.11(C)	1	1	0	2
Genetics and Heredity	7.11(A), 7.11(C), 7.14(B), 7.14(C)	2	1	2	5

“Buying” Time Process Step #1

- Social Studies
  - + 6 Social Studies
  - + 7 Texas History

All TEKS from Unit	Criteria for determining essential TEKS		
	STAAR Frequency distribution- does this prepare students for high stakes exams?	Never taught again in the year	Does the standard prepare students for success at the next level?
6.5A:know that an element is a pure substance represented by a chemical symbol and that a compound is a pure substance represented by a chemical formula	0	X	1
6.5C: identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change	0	X	1
6.6A: compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability	2-3 (with 8.5C)	X	1
7.6A: distinguish between physical and chemical changes in matter	2-3 (with 8.5E)	X	1
8.5A: describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud	2-3	X	3
8.5B: identify that protons determine an element’s identity and valence electrons determine its chemical properties, including reactivity	2-3	X	2
8.5C: interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements	2-3	X	3
8.5D: recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts	1-2	X	2
8.5E: investigate how evidence of chemical reactions indicates that new substances with different properties are formed and how that relates to the law of conservation of mass	2-3 (with 7.6A)	X	3



“Buying” Time Process Step #2

Step 2:

Essential TEKS (4-5)	Days Dedicated to that TEKS	Total # of Days in Unit	How much time did that “buy” us for intervention?
8.5A: describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud	1 1 1 = 3	19	6
8.5B: identify that protons determine an element’s identity and valence electrons determine its chemical properties, including reactivity	1 1 = 2		
8.5C: interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements	1 1 1 1 = 4		
8.5D: recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts	1 1 1 = 3		
8.5E: investigate how evidence of chemical reactions indicates that new substances with different properties are formed and how that relates to the law of conservation of mass	1 = 1		

Dmitiri Did It- 3/3 days
What is a Metal? - 1/5 days
The -ides Have It - 3/3 days
Balanced or Not- 3/3 days
Periodic Table Stations- 3/5 days

13/19 days

Interventions focused on essential TEKS

Teaching centered around essential TEKS

Working *Smarter* NOT Harder at Bowman

How will Torrey's team benefit from being proactive and knowing their TEKS?

								Content SE	8.11A R	8.11A R	8.11A R	8.11B R	8.11B R	8.11B R	8.11C S	8.11C S
								Reporting Category	4	4	4	4	4	4	4	4
								Process SE								
								Answer	C	F	B	H	B	J	D	H
Campus Name	# Tested	% Corr	Raw Scr	Scl Scr	% Appr	% Meet	% Mast	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
District	862	55	4					69	58	51	62	79	43	34	44
Armstrong	222	60	5					82	64	62	75	72	47	34	46
Bowman	276	68	5					87	70	65	82	84	55	47	53
Carpenter	156	66	5					85	71	63	72	80	53	44	59
Robinson	1	12	1					0	0	100	0	0	0	0	0
Wilson	207	24	2					20	25	9	15	78	14	8	19

STAAR Frequency Distribution Chart
- 8.11A - 3 to 4 questions on STAAR
- 8.11B - 2 to 4 questions on STAAR
- 8.11C - 1 questions on STAAR

Organisms and the Environment Progress Monitoring
- 8.11A - 3 questions
- 8.11B - 3 questions
- 8.11C - 2 questions

What did 8th grade Science at Bowman do?

- Noticed curriculum had no lessons that covered 8.11A or 8.11C.
- Science curriculum added a new lesson: Hangin' on the Reef. The lesson only addressed 8.11B, but listed 8.11A and C.
- Structured a lesson that best supported our Bowman students in understanding 8.11A, B, and C to the correct depth and complexity.

“Buying” Time Process - Bowman Example

CHEMISTRY All TEKS from Unit	Criteria for determining essential TEKS		
	STAAR Frequency distribution- does this prepare students for high stakes exams?	Never taught again in the year	Does the standard prepare students for success at the next level?
6.5A:know that an element is a pure substance represented by a chemical symbol and that a compound is a pure substance represented by a chemical formula	0	X	1
6.5C: identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change	0	X	1
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Selected 5 TEKS after carefully looking at the criterion from each column

“Buying” Time Process - Bowman Example

What is the benefit of finding time in class for intervention?

Step 2:

Essential TEKS (4-5)	Days Dedicated to that TEKS	Total # of Days in Unit	How much time did that “buy” us for intervention?
8.5A: describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud	1 1 1 = 3	19	6
8.5B: identify that protons determine an element’s identity and valence electrons determine its chemical properties, including reactivity	1 1		
8.5C: interpret the arrangement of the Periodic Table, including groups and periods, to explain how properties are used to classify elements	1 1 11		
8.5D: recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts	1 11		
8.5E: investigate how evidence of chemical reactions indicates that new substances with different properties are formed and how that relates to the law of conservation of mass	1		

Dmitiri Did It- 3/3 days
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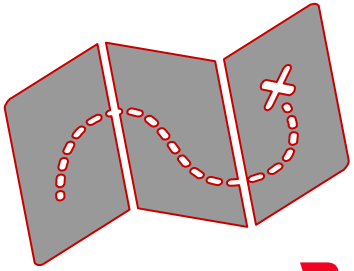
Periodic Table Stations- 3/5 days

Surprising Conclusions:

- We need to be more strategic about how many days we give to certain lessons
- We have enough days left over for additional practice after every lesson if we need it.



What's Next?

April CTF Meeting	August 2021	2021-2022 School Year
Focus on Whole Class Interventions → prepare for Fall 2021	Start Whole Class Interventions	Learning around and implementation of small group and targeted interventions