

Collaborative Team Facilitator Meeting #7

April 28, 2021



SCAN ME
Attendance

Today's Work

- Determine essential intervention TEKS based on last CTF meeting
- Create whole group intervention around determined TEKS



Essential Intervention TEKS

Step 2:

	Days Dedicated	Total # of	How much time did that
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1. Determine essential intervention TEKS

TEKS	Description
<p style="font-size: 2em; color: green;">Choose 1 TEKS to focus on</p>	

number of atoms of each element in chemical formulas containing subscripts			
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

Weekly Think Along Plan

Monday

Explore It

What is the problem/
text/ stimulus
about?

Tuesday

Talk About It

What do you know
about the
content?
What
information
is
important?

What matters is how
kids can make
connections, their
thinking, and their
discussions.

Friday

Reflect On It

What are you
most
confident
about?
Do we still
need to work
on this?

What
stakes do
we need to
avoid?

When a
[different item]
are the two
items similar/
different?
How will this
help me answer
other problems?

Stimulus/Text/Question

- STAAR Question
- Question on formative or summative assessment
- Interesting stimulus related to TEKS

2. Create whole group interventions around determined TEKS

Stimulus/Text/Question aligned with TEKS above:

Weekly Think Along Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Strategy:</p> <ul style="list-style-type: none">• Undercover Agent• Learning Loops• Choose & Chat	<p>Strategy:</p> <ul style="list-style-type: none">• Fact or Fib Showdown• Pick Up the Slip Up• Graffiti• Tour of Knowledge• Vocabulary Windows	<p>Strategy:</p> <ul style="list-style-type: none">• IQ Slapdown• Rock & Roll Item Review• Make the Case• Stop, Plop & Roll• Important - Interesting• Idea Shuffle	<p>Strategy:</p> <ul style="list-style-type: none">• Odd One Out• Nine Squares• Justified List• Card Sort• Connect the Dots• Matching Double Trouble• Compare-Contrast Model	<p>Strategy:</p> <ul style="list-style-type: none">• 3-2-1 Summary• Mind Bender• Each One Teach One• Tabletop Tweet• One Word Upside Down Pyramid
<p>Use the same stimulus/text/question on each day. Choose 1 strategy for each day.</p>				
Notes:	Notes:	Notes:	Notes:	Notes:

Monday

Explore It

What is it about?

How would you start?

Possible Strategies

- Undercover Agent
- Learning Loops
- Choose & Chat

Monday

Strategy:

Notes:

Tuesday

Talk About It

What do you know about the content?
What information is important?

Possible Strategies

- Fact or Fib Showdown
- Pick Up the Slip Up
- Graffiti
- Tour of Knowledge
- Vocabulary Windows

Tuesday

Strategy:

Notes:

Wednesday

Defend It

Explain your answer in more than one way.
What mistakes do we need to avoid?

Possible Strategies

- [IQ Slapdown](#)
- [Rock & Roll Item Review](#)
- [Make the Case](#)
- [Stop, Plop & Roll](#)
- [Important - Interesting](#)
- [Idea Shuffle](#)

Wednesday

Strategy:

Notes:

Thursday

Change It

[Given a different assessment item]

How are the two items similar/different?

How will this help me answer other problems?

Possible Strategies

- Odd One Out
- Nine Squares
- Justified List
- Card Sort
- Connect the Dots
- Matching Double Trouble
- Compare-Contrast Model

Thursday

Strategy:

Notes:

Friday

Reflect On It

What are you most confident about?
Do we still need to work on this?

Possible Strategies

- 3-2-1 Summary
- Mind Bender
- Each One Teach One
- Tabletop Tweet
- One Word Upside Down Pyramid

Friday

Strategy:

Notes:

"No, I'd rather be with you." I wouldn't look at the clock or listen to the radio (they were always telling you the date and the time). I did special magic things to keep the day from going away, rapping my knuckles six times on the bathroom door six times a day and never, ever touching the chipped place on my bureau.

Interventions at Bowman

Vocabulary Windows

us—oh, then I would have punched the Other June with a frisky heart, I would have grabbed her arm at poolside and bitten her like the dog she had made of me.

Paragraph 15

Definition: to hit with a quick hard stroke

The word from paragraph 15 is _____.
I know this because...

Paragraphs 18

Definition: lively and playful; high-spirited

The word from paragraphs 18 is frisky_____.
I know this because...

What has made this strategy successful?

Interventions at Bowman

Vocabulary Windows

What have you learned while trying this?

In Paragraphs 5-8

Definition:

inflicting severe physical or mental suffering.

The word is...

I know this because...

In Paragraphs 13-16

Figurative language: seeing or hearing what happens, but not being noticed.

The figurative language is ...

I know this because...

In Paragraphs 9-13

Definition: wind or twist together; interweave.

The word is ...

I know this because...

In Paragraphs 9-13

Figurative language: difficult to hold on to.

The figurative language is ...

I know this because...

In Paragraphs 10-14

Definition: something that one has made or done

The word is ...

I know this because...

Interventions at Bowman

Important or Interesting?

**Relevant or Irrelevant?
Necessary or Unnecessary?
Connected or Disconnected?**

What describes why some of the Gallaudet players lacked confidence in Cook when he first became coach of the team?

Which idea is emphasized by the title?

Which sentence(s) suggest that Cook benefited from his experience as a coach?

...it was Cook's mission at Gallaudet to change the the team's record from a losing one to a winning one.

A main factor leading to the team's consecutive losing seasons was the way the team communicated on the basketball court.

He soon realized that what he had thought was an obvious disadvantage - players lipreading on the court - had the possibility to a strength as well.

He told the team they were confusing Deaf culture with a culture of losing.

Some of the players thought Cook was unable to connect with the Deaf culture.

...made communication a major obstacle because Cook didn't know a single word of sign language

The other team's players would also not be able to overhear the upcoming plays, often communicated through signs like gestures and mouth movements.

...the players noticed that they played well and were able to focus on the positive aspects of the game.

He said that the biggest lesson he had learned was to be grateful, and he also noticed that he learned patience - both on and off the court.

One star player stated it succinctly: "Everything came together this year."

What has made this strategy successful?

What have you learned while trying this?

What's Next?

May 2020	August 2021	2021-2022 School Year
<p>Check in and reflection</p> <p>What worked well this year?</p> <p>What do you want to grow for next year?</p>	<p>Start Whole Class Interventions</p>	<p>Learning around and implementation of small group and targeted interventions</p>