

SIT WITH YOUR DEPARTMENT

Collaborative Team Facilitator Meeting #1



Bowman Middle School
September 29, 2021



SCAN ME

Attendance

Today's Work



01
Up To This
Point

02
Make the
Connection

03
Respond to
the Data

04
Next Steps

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.

Determine Evidence of Learning

PLC Process Question #2:
How will we know students are learning?

Develop an assessment plan. Using multiple types of assessment, determine what evidence will be collected to measure student progress and decide what proficient student work looks like.

≡ Up To This Point ≡

2019 - Spring 2021

Strong Tier 1 Instruction

Design the Learning

PLC Process Question #3:

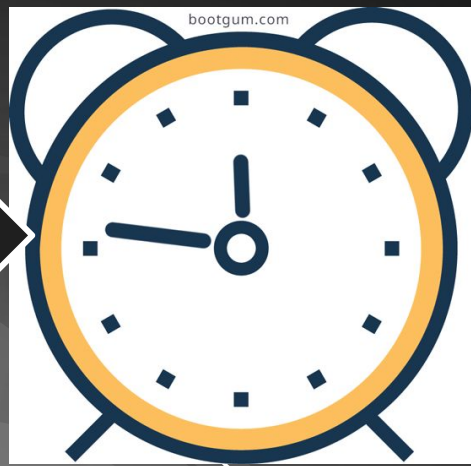
How will we respond when students do not learn?

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.

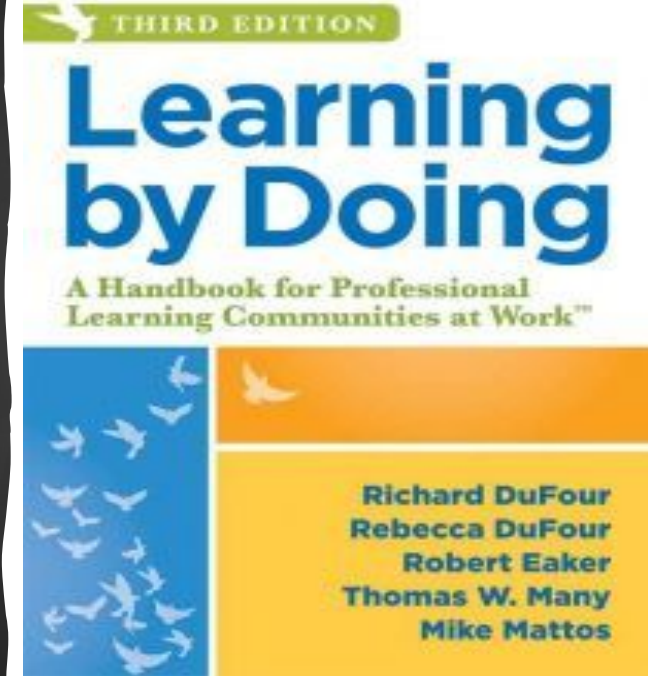
Make adjustments as needed to anticipate and respond to student differences.



Up To This Point

Spring 2021

Make the Connection



- 5 statements from *Learning by Doing* Chapter 7: Responding When Some Students Don't Learn
- Read the statements and make at least 4 different connections
- Each connection can be connecting any 2 statements

Make the Connection



Example
Make The Connection

#Used AVID leveled Thinking
Stems to help me write
my answers #

It was designed to store something even more valuable and critical to our very survival- food.
Paragraph 1

These two quotes are similar because they are both talking about survival. One is human survival and the other is seed survival!

Fowler and his agency want to collect and safely store seeds to make sure they do not disappear in the future.
Paragraph 2

The evidence indicates that survival is previously been affected because of food supply loss during natural disasters.
Paragraph 2

When a type of food is no longer grown because of a natural disaster, such as a flood, or because it becomes unpopular or too expensive to grow, it can disappear from stores and kitchens forever.
Paragraph 2

The assortment at the vault ensures that food supplies can be maintained or replenished if necessary.
Paragraph 2

Storage is free at the vault because preserving the seeds is important.
Paragraph 4


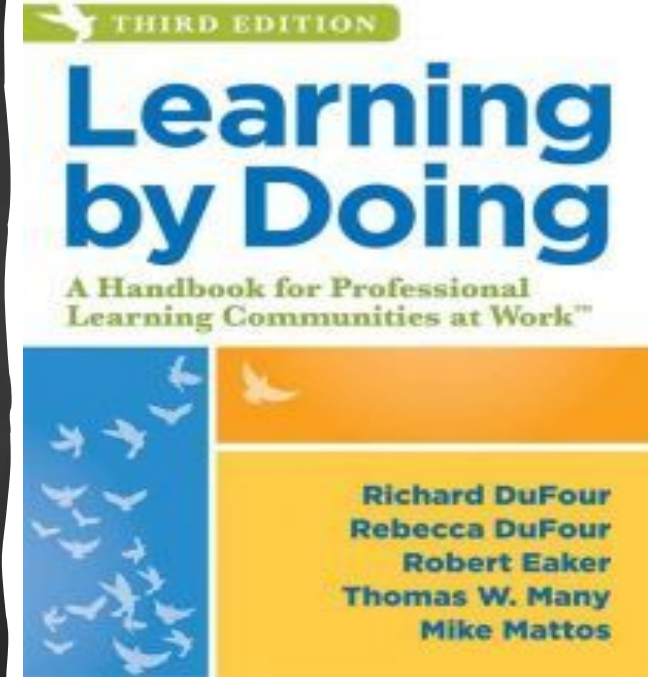
I can infer that these people think that preserving seeds is more important than money. They are thinking about future generations that will need the seeds.

It appears that biodiversity of seeds & plants is vital to food supply which means it is also vital to human survival.
Paragraph 5

...they are standing in the chamber with the greatest collection of biodiversity in the world.
Paragraph 5

- 5 statements from *Learning by Doing* Chapter 7: Responding When Some Students Don't Learn
- Read the statements and make at least 4 different connections
- Each connection can be connecting any 2 statements

Make the Connection



What are 2 key takeaways from the *Learning by Doing* quotes?

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.

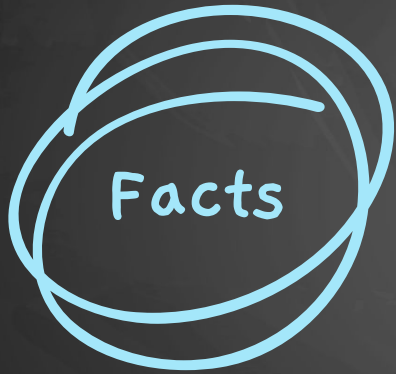
Make adjustments as needed to anticipate and respond to student differences.



PLC Question 3

Talk About Data
Well

Talk About Data Well



Low TEKS
High TEKS
Trends



What is in our
control?
Teaching vs.
Learning



Tier 1
Tier 2
Tier 3



Facts

1. What TEKS are low?
2. What TEKS are high?
3. What are some trends/patterns?

| Facts | Assumptions | Next Steps |
|-------|-------------|------------|
| | | |
| | | |
| | | |



Assumptions



1. What is in our control?
 - Teaching & Learning
2. SIOP & ELL support?
3. What other assessments support/ conflict this data?

| Facts | Assumptions | Next Steps |
|-------|-------------|------------|
| | | |
| | | |
| | | |



Next Steps



1. How will your response be timely?
2. How does SIOP fit into this?
3. Does this need to be Tier 1 or Tier 2 intervention?

| Facts | Assumptions | Next Steps |
|-------|-------------|------------|
| | | |
| | | |
| | | |



Purposeful Data Talk & Action Steps at Bowman

| | Question # | % Correct | TEKS | Main Idea of Question |
|--------|------------|-----------|------|---|
| Quiz 1 | 6 | 49% | 7.3B | Multistep: Decimals - Food, tax, and change |

Facts

- 7.3B = low
- Multi-step rational numbers
- Better at one-step problems

Assumptions

- Long word problem
 - Distractors
 - Multi step problem
- Language barrier for multi-step problems
 - The word "change"

Next Steps

- TAP to review this type of problem
- SIOP strategies

ee

mm

Purposeful Data Talk & Action Steps at Bowman

Explore it

Breakfast Menu

| Item | Price |
|-----------------------|--------|
| One egg | \$1.69 |
| Slice of bacon | \$1.49 |
| Glass of orange juice | \$1.09 |

Write a possible test question given the information above.

Talk about it

The table shows the prices of some breakfast items at a restaurant. Sara ordered 2 eggs, a slice of bacon, and a glass of orange juice for breakfast. The sales tax for the order was \$0.48. She paid for her breakfast with a \$10 bill.

Breakfast Menu

| Item | Price |
|-----------------------|--------|
| One egg | \$1.69 |
| Slice of bacon | \$1.49 |
| Glass of orange juice | \$1.09 |

How much change should Sara receive from the \$10 bill?

Without doing any calculations, describe some steps you would take to get to the answer.

Work it out:

The table shows the prices of some breakfast items at a restaurant. Sara ordered 2 eggs, a slice of bacon, and a glass of orange juice for breakfast. The sales tax for the order was \$0.48. She paid for her breakfast with a \$10 bill.

Breakfast Menu

| Item | Price |
|-----------------------|--------|
| One egg | \$1.69 |
| Slice of bacon | \$1.49 |
| Glass of orange juice | \$1.09 |

How much change should Sara receive from the \$10 bill?

- A \$3.56
- B \$6.44
- C \$5.25
- D \$4.75

**Solve the problem.
Choose the correct answer choice.**

Think Along Plan 

Change it

How would your answer change if she ordered 4 eggs, 2 slices of bacon, and two glasses of orange juice?

The table shows the prices of some breakfast items at a restaurant. Sara ordered 2 eggs, a slice of bacon, and a glass of orange juice for breakfast. The sales tax for the order was \$0.48. She paid for her breakfast with a \$10 bill.

Breakfast Menu

| Item | Price |
|-----------------------|--------|
| One egg | \$1.69 |
| Slice of bacon | \$1.49 |
| Glass of orange juice | \$1.09 |







How much change should Sara receive from the \$10 bill?

Reflect on it

Emoji Reflection - Draw an emoji to reflect your understanding of this concept.

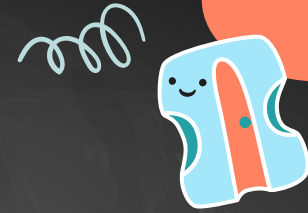
Write one sentence explaining why you chose that emoji.

Sentence stem: I feel the _____ emoji because....

| overjoyed | happy | neutral | confused | frustrated | surprised |
|---|---|---|---|---|---|
|  |  |  |  |  |  |



Purposeful Data Talk & Action Steps at Bowman



| | Question # | % Correct | TEKS | Main Idea of Question |
|----------|------------|-----------|------|--|
| Quiz 1 | 6 | 49% | 7.3B | Multistep: Decimals - Food, tax, and change |
| Reassess | 7 | 72% | 7.3B | Multistep: Decimals - Food, tax, and change |

ee

www

Purposeful Data Talk & Action Steps at Bowman

| | Question # | % Correct | TEKS | Main Idea of Question |
|--------|------------|-----------|------|-----------------------|
| Quiz 1 | 3 | 62.6% | 8.2B | Jamestown & Plymouth |

Facts

- Lowest TEKS were 8.2B, 8.2A
- Highest TEKS 8.4A, 8.2A

Assumptions

- Our exit tickets conflict with this data
- Sentence stems, word banks, guided notes, tons of visuals, anchor charts

Next Steps

- Next week began Think Along Plan, and StudyStack (Also began thinking about next year)
- Using stimulus, word banks, etc
- Tier 1

ee

Purposeful Data Talk & Action Steps at Bowman

LIST, GROUP AND LABEL

Part 1:

You will have 1 minute to write down as much information as you can of the category, **Colonization**.

Example: 1980s

Queen

Return of the Jedi

President Reagan

Back to the Future

Thriller- Michael Jackson

LIST, GROUP AND LABEL

Part 2:

After writing as much as you can on the topic. Group the information into categories.

Music

Queen

Thriller- Michael Jackson

Movies

Return of the Jedi

Back to the Future

Famous People

President Reagan

TOPIC: COLONIZATION

Establishments

economic

Religion

James town

Tabacco inudstry

Puritans

plymouth

Triangular trade

Warm Up: Historian Hustle

Directions:

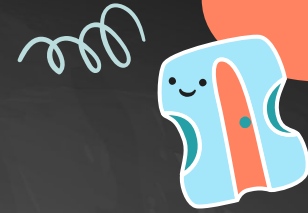
- Everyone in your group **must work together** to answer all questions correctly on the sheet. The first table to win will receive candy!



Historian Hustle

1. _____ was the first successful British Colony.
2. _____ were large farms in the south that used slave labor.
3. _____ was the crop that led to Jamestown's success.
4. _____ was the country that came to America to find gold and convert the natives to Christianity.
5. _____ is the belief that a colony only exists to make its mother country money. It led to America sending England raw goods and receiving manufactured ones.
6. _____ is the country that came looking for gold but stayed to hunt furs for money.
7. _____ were the series of laws that greatly restricted American trade.

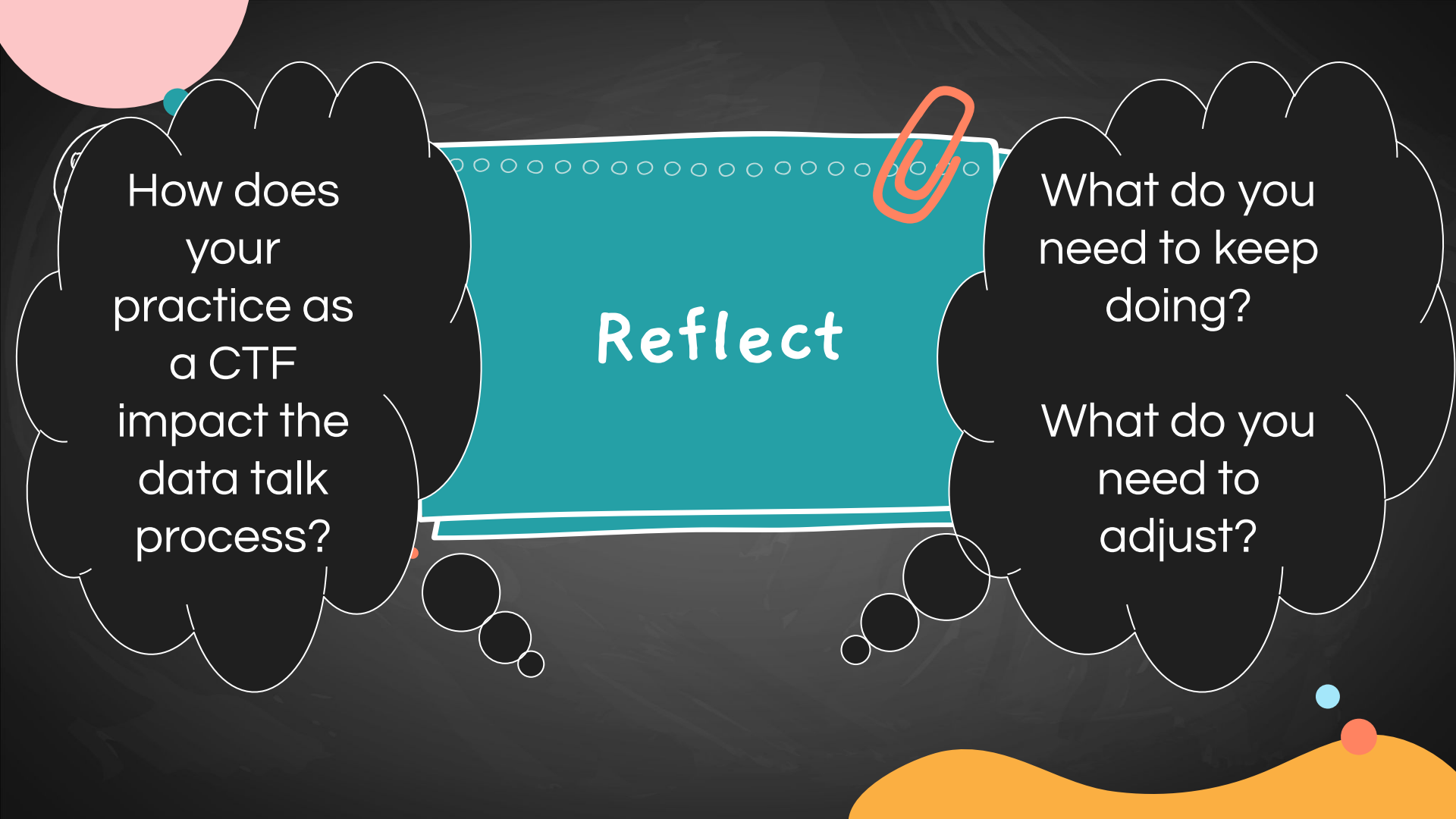
Purposeful Data Talk & Action Steps at Bowman



| | Question # | % Correct | TEKS | Main Idea of Question |
|----------|------------|-----------|------|-----------------------|
| Quiz 1 | 3 | 62.6% | 8.2B | Jamestown & Plymouth |
| Reassess | 1 | 86.8% | 8.2B | Jamestown & Plymouth |

ee

www



How does
your
practice as
a CTF
impact the
data talk
process?

Reflect

What do you
need to keep
doing?

What do you
need to
adjust?



Google Form



Reflect & Lead
Team Towards
Goal



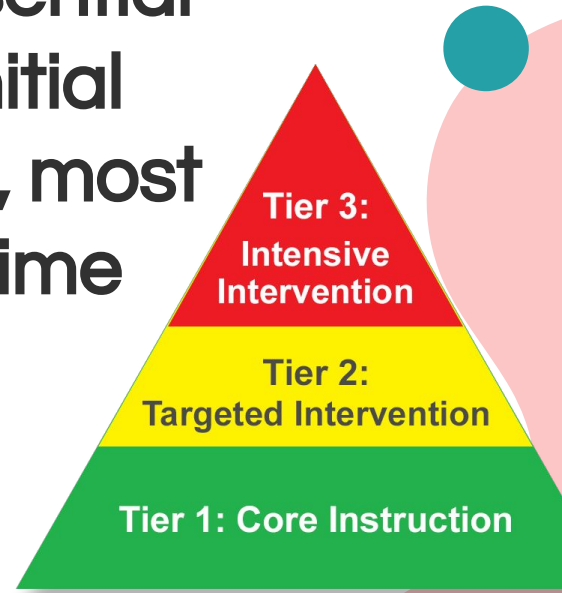
Next Meeting
October 27th



WHAT'S
NEXT?

“Often captured visually with the shape of a pyramid, the base of the MTSS pyramid represents the school’s core instruction program. The purpose of this tier - Tier 1 - is to provide all students with access to essential grade-level curriculum and effective initial teaching. When the core is taught well, most students should succeed most of the time without the need for additional help.”

Learning by Doing, page 167



“Whenever a school makes time and support for learning a fixed constant, the variable will always be student learning. PLCs make a conscious and sustained effort to reverse this equation. They advise students that learning is the constant - *All of you will learn this essential skill* - and then recognize that if they are to keep that commitment, they must create processes to ensure that students who need additional time and support for learning will receive them.”

Learning by Doing, page 174

“The goal of a learning-focused school is not to cover curriculum, but to ensure students actually learn the skills, content, and behaviors that are critical to their future success. The 4 critical questions of the PLC process not only focus the collaboration of a team, but they also provide a logical sequence to the work. When teams skip the first two questions, then responding effectively when students don’t learn is impossible.”

Learning by Doing, page 178

“Effective intervention will be characterized by differentiation and precision. Intervention will offer a setting and strategies that are different from those that have already proven to be ineffective for the students. Effective intervention will require diverse formats for delivery and truly differentiated instruction.”

Learning by Doing, page 180



“A school characterized by weak and ineffective teaching will not solve its problems by creating a system of timely interventions for students. Eventually, that system will be crushed by the weight of the mass of students it is attempting to support. At the same time the school is creating its system of interventions, it must also take steps to build the capacity of every teacher to become more effective in meeting students’ needs.”

Learning by Doing, page 181