

ELA/SS STPT: Meeting Notes #30

Date: 11/12/2015

Attendance: Singlehurst, Alsbergas, Gallagher, Calello, Hamilton, Tlin**Absent:**

MEETING PREPARATION & PROPOSED AGENDA

BrainPop Account:

- Username: [REDACTED]
- Password: [REDACTED]

ELA/SS Curriculum & Instruction (Quick kine presentations :)

- **Maggie, Teri, Peter:** Present ELA LPs for the week of November 16th - 20th
- **Scott, Erin, Chelsea:** Present SS LPs for the week of November 16th - 20th

Athens vs. Sparta Writing Assessment Data Analysis:

- Please use the [SBA Informative Rubric](#) to grade your student responses. **REMEMBER:** For this round of data tracking, we are only tracking THREE bullet points from the Evidence/Elaboration and Purpose/Organization section of the rubric... (EE.1) Comprehensive evidence from sources is integrated; references are relevant and specific, (EE.2) Effective use of a variety of elaborative techniques...reasoning supports evidence, AND (PO.1) Controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task.
- Fill out the data for each of your classes on the [Athens v. Sparta Data Tracker](#) sheet with your last name. Please place your class averages for each rubric component on the data sheet labeled "Data ALL."
- In addition to analyzing the quantitative class and grade level averages for the three rubric components, we will also analyze student samples. Please bring a high, medium, and low student sample to share with the data team.
- **BIG GOAL:** Teachers will be able to analyze both quantitative and qualitative data in regards to student writing. The data analysis process should elevate both class level and grade level data trends. From there, the data team can set goals, select appropriate instructional strategies, and determine future results indicators to measure student growth.

Future ELA/SS Data Points:

- Determine future data points and reflect on the effectiveness of new data tracker...do we like it? Do we need to make any adjustments?

ANNOUNCEMENTS

- **TRIPOD STUDENT SURVEYS** will be administered on Wednesday, November 18th during period 6 (science/social studies). All survey materials and proctor instructions will be provided.
- **EES Reminder:** All non-tenured teachers need to schedule and complete one Danielson classroom observation and conduct post-conference with EES administrator by December 18th

LEARNING WALK REFLECTIONS:
GLOWS & GROWS

- **GLOW:** Use of timer is very effective at keeping the pace of the lesson, constant reference to learning targets maintains high levels of accountability and acts as a roadmap for students...teacher knows where they are going, students know where they are going

Comment [1]: Twice a week my grade level subject data team gets together to discuss the planning for future lessons, what is and isn't working, data for specific data points, and how we are adapting for our individual classrooms.

Comment [2]: In each meeting note set you can see specifically who is responsible for what information and what presentation of lessons and then we discuss the data and lessons as a group.

Comment [3]: The team meetings are called STPT (structured teacher planning time), we often focus in on specific data as well for comparisons.

Comment [4]: The use of these writing samples and data points help us to evaluate our practice and the effects that these decisions are making on our students and learners.

Q2 Calendar

- **GLOW:** CLOSE READING strategy...excellent modeling by teachers leads to students effectively implementing reading strategy.

Comment [5]: Our academic coach is in our rooms constantly gathering data to compare and contrast the classrooms to discuss to see how we are all doing.

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
ELA LPs for Nov. 16th - 20th	-Lesson 11 (Mid-unit assessment) Tuesday, November 17th -SBA Informative Rubric...decide on bullet points to grade on Monday, November 16th...reference EngageNY rubric and match with SBA Informative Rubric - Data analysis will focus on quantitative data in trackers and examining pre- and post mid-unit assessments (before and after editing opportunities)
SS LPs for Nov. 16th - 20th	Introduction to Rome
Athens vs. Sparta Data Analysis	<p>What does the data tell us about our students' strengths and weaknesses?</p> <p>Strengths: +citing textual evidence</p> <p>Weaknesses: -text organization</p> <p>Instructional Implications:</p> <ul style="list-style-type: none"> • Teach the organizational structure of a complete essay...engage ny is headed in that direction • <p>Data Process Notes: -look at changing color coding to include more point distribution -having students type responses, teachers can share data digitally, calibration takes less time -teachers use of data tracker was easy, no complaints so far</p>

Comment [6]: These activities in particular are especially fruitful, they help us to focus in on what in particular we need to be focusing in on and improving on.

Comment [7]:
I made the following comment on our meeting notes:

Can we please allocate time for deciding what we are putting in the WW grade?/ how we are deciding that? Maybe moving forward indicating which assignments we will all use as a WW grade?

Comment [8]: Yes my lady! If we move through LP presentations quickly on Thursday, we can tackle that topic...if we develop a system for this, it should not require meeting time in the future. For example: when you present LPs, delineate which assignments should be entered into WW grade book with an * or various other symbols...

ACTION ITEMS & NEXT STEPS

FUTURE DATA DISCUSSIONS:

- Lesson 11 Mid-unit assessment - administered on Nov.17th - data analysis on Monday, Nov. 23rd (emphasize on looking at a few student samples that show pre and post mid-unit assessment)

ELA/SS STPT: Meeting Notes #29

Date: 11/9/2015

Attendance: Hamilton, Gallagher, Alsbergas, Mendelson, Singlehurst, Callelo, Geiling, Koki, Walje, Tlin

Absent:

MEETING PREPARATION & PROPOSED AGENDA

Athens vs. Sparta Writing Assessment Data Analysis:

- Please use the [SBA Informative Rubric](#) to grade your student responses. **REMEMBER:** For this round of data tracking, we are only tracking THREE bullet points from the Evidence/Elaboration and Purpose/Organization section of the rubric...(EE.1) Comprehensive evidence from sources is integrated; references are relevant and specific, (EE.2) Effective use of a variety of elaborative techniques...reasoning supports evidence, AND (PO.1) Controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task.
- Fill out the data for each of your classes on the [Athens v. Sparta Data Tracker](#) sheet with your last name. Please place your class averages for each rubric component on the data sheet labeled "Data ALL."
- In addition to analyzing the quantitative class and grade level averages for the three rubric components, we will also analyze student samples. **Please bring a high, medium, and low student sample to share with the data team.**
- **BIG GOAL:** Teachers will be able to analyze both quantitative and qualitative data in regards to student writing. The data analysis process should elevate both class level and grade level data trends. From there, the data team can set goals, select appropriate instructional strategies, and determine future results indicators to measure student growth.

Future ELA/SS Data Points:

- Determine future data points and reflect on the effectiveness of new data tracker...do we like it? Do we need to make any adjustments?

ANNOUNCEMENTS

- EES Reminder: All non-tenured teachers need to schedule and complete one Danielson classroom observation and conduct post-conference with EES administrator by December 18th

**LEARNING WALK REFLECTIONS:
GLOWS & GROWS**

- **GLOW:** Notice/Wonder charts...teachers took student responses about the movie characters' makeup and jewelry and explicitly made note of cultural connections...connected to social studies standard
- **GLOW:** Continued use of ELA reading strategies in SS lessons...teacher modeled marking the text, think pair shares using context clues to figure out the meaning of challenging words in a text
- **GLOW:** Excellent use of open-ended and higher level questioning to advance students' understanding of historical events and their significance...What was the Spartan mindset? What were the Spartans feeling and thinking as they prepared for battle? What was the heart of the Spartan culture and how did this contribute to their success in daunting circumstances?
- **GLOW:** Powerpoint opened and closed with learning target connections

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Rubric Analysis and Collaborative Grading Session	Teachers collaboratively graded student samples, pausing to calibrate grading procedures. Teachers also made sure they were clear on entering data into tracker.
LP Presentations	Include: -student readings for week

	<ul style="list-style-type: none"> -note possible assessment opportunities -note writing workshop grades -reformat worksheets from Engage when possible
ACTION ITEMS & NEXT STEPS	
Thursday, November 12th: <ul style="list-style-type: none"> • Sparta vs. Athens data analysis • Maggie, Teri, Peter: Present ELA LPs for the week of November 16th - 20th • Scott, Erin, Chelsea: Present SS LPs for the week of November 16th - 20th 	
<u>FUTURE DATA DISCUSSIONS:</u> <ul style="list-style-type: none"> • 	

ELA/SS STPT: Meeting Notes #28		Date: 11/5/2015
Attendance: Hamilton, Alsbergas,Gallagher,Mendelson, Singlehurst, Calello, Tlin		
Absent:		
MEETING PREPARATION & PROPOSED AGENDA		
ELA/SS Data Tracker: <ul style="list-style-type: none"> • Please take a second to review notes from our last discussion so that everyone is on the same page before we move forward...notes on our data tracker conversation are in the minutes section below :) • Preview Athens v. Sparta Data Tracker to prep for Athens vs. Sparta Writing Assessment data analysis on Monday, November 9th...Teri, can you please help me copy the entire first sheet to the other teachers' sheets? If we copy and paste, will the formulas copy and paste too? 		
Language Arts Curriculum, Instruction, & Assessment: <ul style="list-style-type: none"> • Peter, Teri, Chelsea: Present ELA LPs for the week of November 9th - 13th 		
Social Studies Curriculum, Instruction, & Assessment: <ul style="list-style-type: none"> • Scott, Maggie, Erin: Present SS LPs for the week of November 9th - 13th 		
Writing Workshop Grades: <ul style="list-style-type: none"> • Writing workshop grades...indicate in LPs which assignments will be included in WW grade and how many points the assignment will be worth 		
ANNOUNCEMENTS		
<ul style="list-style-type: none"> • EES Reminder: All non-tenured teachers need to schedule and complete one Danielson classroom observation and conduct post-conference with EES administrator by December 18th 		
LEARNING WALK REFLECTIONS: GLOWS & GROWS		
ITEMS / DISCUSSION POINTS	NOTES / MINUTES	

ELA/SS Data Tracker	<p>Debate: Track by standard or track by rubric components?</p> <p>Consensus: Track student writing by predetermined rubric bullet points from evidence/elaboration, purpose/organization, and conventions of the SBA writing rubrics. By tracking bullet points on a rubric, the data will more clearly highlight strengths and weaknesses of specific skills as opposed to just a student's ability to cite and analyze textual evidence from a literary or non-fiction text.</p> <p>Process: Before each major writing assessment, the team will determine which writing rubric will be used and what skills (bullet points) from the purpose/organization and evidence/elaboration sections the team would like to track as a grade level. Following the assessment, teachers will grade their student responses and enter into the data tracker the number of 4s, 3s, 2s, and 1s their students received on the predetermined rubric bullet points. Teachers will enter in data for each of their classes. Teachers will enter the overall average for each of their two classes onto the grade level page of the data tracker. During the data analysis STPT meeting, teachers will still bring a student sample that is representative of their high, medium, and low scores.</p> <p>For example: On upcoming social studies writing assessment (comparing and contrasting Athens vs. Sparta), team will be using the SBA Informative Rubric. The team will be tracking the following bullet points:</p> <ul style="list-style-type: none"> (1) comprehensive evidence from sources is integrated; references are relevant and specific (2) effective use of a variety of elaborative techniques...reasoning (3) controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task (4) consistent use of a variety of transitional strategies to clarify the relationships between and among ideas (this data point will be purely diagnostic) <p>BIG GOAL: Teachers will be able to analyze both quantitative and qualitative data in regards to student writing. The data analysis process should elevate both class level and grade level data trends. From there, the data team can set goals, select appropriate instructional strategies, and determine future results indicators to measure student growth.</p>
Athens vs. Sparta Writing Assessment	<p>Data analysis will occur on Monday, November 9th. Please enter data into tracker and bring a representative student sample for high, medium, and low scores.</p> <p>Grading: (4pts each, 12 points total)</p> <ul style="list-style-type: none"> (1) comprehensive evidence from sources is integrated; references are relevant and specific (2) effective use of a variety of elaborative techniques...reasoning (3) controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task

Writing Workshop Grades	<p>Identify in LPs what is classwork and what is a final draft. Identify point breakdowns for grading writing assignments.</p> <p>ELA Packet Grading...ideas: -classwork versus exit tickets -every lesson is out of 10 points, every exit ticket is 10 pts -(Teri) uses a 5 point grading scale for each lesson...5pts =</p> <table border="1"> <tr> <td>5</td><td>all requirements mets, excellent quality of work</td></tr> <tr> <td>4</td><td>all requirements mets</td></tr> <tr> <td>3</td><td>inc, missing 1-2 parts or small parts of the assignment, poor quality of work.</td></tr> <tr> <td>2</td><td>inc, missing about half of the assignment</td></tr> <tr> <td>1</td><td>inc, missing more than half of the assignment</td></tr> </table>	5	all requirements mets, excellent quality of work	4	all requirements mets	3	inc, missing 1-2 parts or small parts of the assignment, poor quality of work.	2	inc, missing about half of the assignment	1	inc, missing more than half of the assignment
5	all requirements mets, excellent quality of work										
4	all requirements mets										
3	inc, missing 1-2 parts or small parts of the assignment, poor quality of work.										
2	inc, missing about half of the assignment										
1	inc, missing more than half of the assignment										

ACTION ITEMS & NEXT STEPS

Monday, November 9th:

- Athens vs. Sparta writing assessment data analysis

Thursday, November 12th:

- _____: Present math LPs for the week of November 16th - 20th
- _____: Present science LPs for the week of November 16th - 20th

FUTURE DATA DISCUSSIONS:

-

ELA/SS STPT: Meeting Notes #27

Date: 11/2/2015

Attendance: Gallagher, Geiling, T. Lin, Singlehurst, Calello, Koki, Hamilton, Alsbergas

Absent:

MEETING PREPARATION & PROPOSED AGENDA

Lesson 13 Assessment Data Analysis:

- Percy Jackson Lesson 13 Assessment Data Analysis...please bring a few graded assessments (high, med, low) to STPT. Please make sure you use the [SBA Informative Rubric](#) to grade your students' responses.
- We will spend majority of our data team meeting finalizing an ELA/SS writing tracker

Social Studies Wednesday:

- Question: Greek government on whether or not greek government should restore/preserve the acropolis
- Transition words in argumentative writing

Comment [9]: Can we please allocate time for deciding what we are putting in the WW grade?/ how we are deciding that? Maybe moving forward indicating which assignments we will all use as a WW grade?

Comment [10]: Yes my lady! If we move through LP presentations quickly on Thursday, we can tackle that topic...if we develop a system for this, it should not require meeting time in the future. For example: when you present LPs, delineate which assignments should be entered into WW grade book with an * or various other symbols...

CAS Walkthrough Reminders:

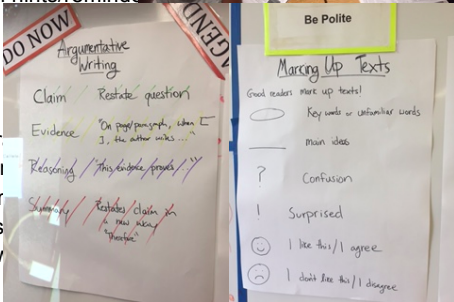
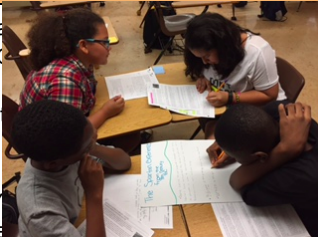
- Please make sure doors are unlocked
- You will have visitors sometime during period 6 (social studies)
- Learning target for social studies tomorrow... I CAN explain how Sparta changed to respond to cultural differences and problems throughout Greece

ANNOUNCEMENTS

- On Tuesday, November 3rd, the Complex Area Superintendent, Dr. Brummel, and his support team will be conducting their first semester walk through visit. They will be using the following walk through checklist: SY 15-16 CAS Walkthrough Checklist
- EES Reminder: All non-tenured teachers need to schedule and complete one Danielson classroom observation and conduct post-conference with EES administrator by December 18th

LEARNING WALK REFLECTIONS:
GLOWS & GROWS

- **GLOW:** The timeline group poster project was effective when...tea emphasizing the WHY, and asked students to reflect on what GLC group. Also, the connection between the use of ELA strategies in strong...asking students to gather the “gist” of each timeline activi information they should place on their posters.
- **GLOW:** As you work your way through the suggested Engage NY sheets of chart paper posted in your classroom with hints/reminde strategies they should be utilizing.
- **GLOW:** During ELA/SS instruction, the following str emphasizing reading with a purpose, tapping studer along with reading, marking the text, numbering par responses, utilizing the “ask three before me.” Thes and allowing teachers to circulate the room during v
- **GROW:** The last two periods of the day are challenging to get through for both students and adults. As we progress through the school year, we want to continue to develop lesson plans that incorporate opportunities for students to get up and move. This struggle is very common and is felt by both novice and veteran teachers. We will definitely support each other in sharing ideas to keep our kids inspired and engaged.



ITEMS / DISCUSSION POINTS	NOTES / MINUTES
ELA/SS Data Tracker	<p>Debate: Track by standard or track by rubric components?</p> <p>Consensus: Track student writing by predetermined rubric bullet points from evidence/elaboration, purpose/organization, and conventions of the SBA writing rubrics. By tracking bullet points on a rubric, the data will more clearly highlight strengths and weaknesses of specific skills as opposed to just a student's ability to cite and analyze textual evidence from a literary or non-fiction text.</p> <p>Process: Before each major writing assessment, the team will determine which writing rubric will be used and what skills (bullet points) from the purpose/organization and evidence/elaboration sections the team would like to track as a grade level. Following the assessment, teachers will grade their student responses and enter into the data tracker the number of 4s, 3s, 2s, and 1s their students received on the predetermined rubric bullet points. Teachers will enter in data for each of their classes. Teachers will enter the overall average for each of their two classes onto the grade level page of the data tracker. During the data analysis STPT meeting, teachers will still bring a student sample that is representative of their high, medium, and low scores.</p> <p>For example: On upcoming social studies writing assessment (comparing and contrasting Athens vs. Sparta), team will be using the SBA Informative Rubric. The team will be tracking the following bullet points: (1) comprehensive evidence from sources is integrated; references are relevant and specific (2) effective use of a variety of elaborative techniques...reasoning (3) controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task (4) consistent use of a variety of transitional strategies to clarify the relationships between and among ideas (this data point will be purely diagnostic)</p> <p>BIG GOAL: Teachers will be able to analyze both quantitative and qualitative data in regards to student writing. The data analysis process should elevate both class level and grade level data trends. From there, the data team can set goals, select appropriate instructional strategies, and determine future results indicators to measure student growth.</p>
Athens vs. Sparta Writing Assessment	Data analysis will occur on Monday, November 9th. Please enter data into tracker and bring a representative student sample for high, medium, and low scores.
ACTION ITEMS & NEXT STEPS	
<p>Thursday, November 5th:</p> <ul style="list-style-type: none"> • Peter, Teri, Chelsea: Present ELA LPs for the week of November 9th - 13th • Scott, Maggie, Erin: Present SS LPs for the week of November 9th - 13th • Share completed ELA/SS data tracker 	

- Writing workshop grades...indicate in LPs which assignments will be included in WW grade

FUTURE DATA DISCUSSIONS:

- Athens vs. Sparta writing assessment on Monday, November 5th
- Grades?

Comment [11]: Can we please allocate time for deciding what we are putting in the WW grade?/ how we are deciding that? Maybe moving forward indicating which assignments we will all use as a WW grade?

ELA/SS STPT: Meeting Notes #26

Date: 10/29/2015

Attendance: Alsbergas, Singlehurst, Calello, Hamilton, Lin, Geiling, Walje

Absent:

MEETING PREPARATION & PROPOSED AGENDA

ELA Curriculum, Instruction, & Assessment:

- **Maggie, Teri, Scott:** Present ELA LPs for the week of November 2nd - 6th

Social Studies Curriculum, Instruction, & Assessment:

- **Peter, Erin, Chelsea:** Present SS LPs for the week of November 2nd - 6th

Prep for Lesson 13 Assessment Data Analysis:

- Share what was discussed at yesterday's meeting...tracker ideas, rubric analysis, grading criteria

ANNOUNCEMENTS

- On Tuesday, November 3rd, the Complex Area Superintendent, Dr. Brummel, and his support team will be conducting their first semester walk through visit. They will be using the following walk through checklist: [SY 15-16 CAS Walkthrough Checklist](#)
- EES Reminder: All non-tenured teachers need to schedule and complete one Danielson classroom observation and conduct post-conference with EES administrator by December 18th

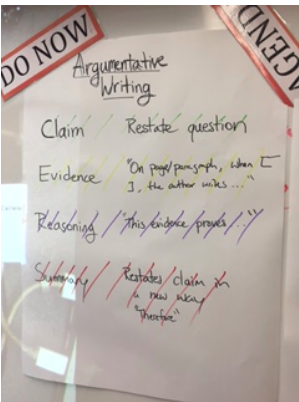
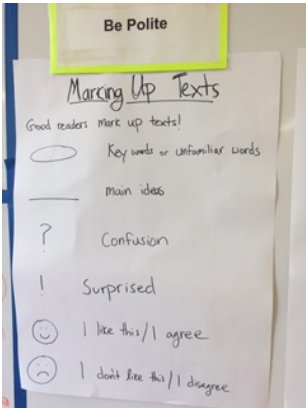
**LEARNING WALK REFLECTIONS:
GLOWS & GROWS**

- **GROW:** The last two periods of the day are challenging to get through for both students and adults. As we progress through the school year, we want to continue to develop lesson plans that incorporate opportunities for students to get up and move. This struggle is very common and is felt by both novice and veteran teachers. We will definitely support each other in sharing ideas to keep our kids inspired and engaged.
- **GLOW:** Helpful tool to keep noise levels appropriate for different types of instructional activities.

Comment [12]: Yes my lady! If we move through LP presentations quickly on Thursday, we can tackle that topic...if we develop a system for this, it should not require meeting time in the future. For example: when you present LPs, delineate which assignments should be entered into WW grade book with an * or various other symbols...



- **GLOW:** As you work your way through the suggested Engage NY activities, it is helpful to keep large sheets of chart paper posted in your classroom with hints/reminders for your students about the strategies they should be utilizing.



- **GLOW:** During ELA/SS instruction, the following strategies were implemented by teachers: heavily emphasizing reading with a purpose, tapping students on shoulder to check if they are following along with reading, marking the text, numbering paragraphs, color coding paragraphs/CER responses, utilizing the “ask three before me.” These strategies were effective in managing behavior and allowing teachers to circulate the room during writing activities.

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
ACTION ITEMS & NEXT STEPS	
Monday, November 2nd:	
● Percy Jackson Lesson 13 assessment data analysis...bring in a graded high, medium, and low	

Q2 Calendar

student sample...we are using the SBA informative rubric

- Create writing tracker for ELA/SS

Thursday, November 5th:

- **Peter, Teri, Chelsea:** Present ELA LPs for the week of November 5th - 9th
- **Scott, Maggie, Erin:** Present SS LPs for the week of November 5th - 9th

FUTURE DATA DISCUSSIONS:

- Athens vs. Sparta writing assessment on Monday, November 5th

ELA/SS STPT: Meeting Notes #25

Date: 10/26/2015

Attendance: C. Singlehurst, S. Hamilton, Tlin, Gallagher, Calello, Mendelson, Walje, Brenda, Koki

Absent:

MEETING PREPARATION & PROPOSED AGENDA

ELA Data Analysis:

- Percy Jackson Lesson 7 Assessment Data Analysis...please bring a few graded assessments (high, med, low) to STPT. After spending time during the first quarter calibrating our grading for writing assessments, this will be a great opportunity to conduct a temperature check. We all agreed during STPT that we will analyze the results of question #'s 3 and 5...please use the rubric provided by Engage NY to grade your assessments.
- I want to share the [math/science data](#) trackers with you folks...now that we have spent time calibrating our grading, placing all of our class data into trackers is the next step for us as a data team. With easy to use data trackers, this does not have to be a cumbersome process. When we are able to view data using an organized tracker, identifying trends becomes easier. When we can observe grade level trends in student writing, we can adjust our curriculum and instruction planning to reflect increased rigor or additional supports for struggling students.
- The lesson 7 assessment tested students' ability to cite text-based evidence to support an analysis of a literary text (RL.6.1)...this is the standard we are tracking for SLO...use this data as a piece of data :)
- [LT Lesson 7 Assessment Data Folder](#)...let's give this a shot...if it works great, if it does not, we will try something else :) Also, if you have a better tracker...just holler...we'd love to tap into something that is already working :) I just need someone's help translating the formulas into the spreadsheet so that averages are automatically calculated...
- November 13 - Period 5 and 6 [Japanese Exchange](#) student visit

ANNOUNCEMENTS

- Brenda will be stopping by the last few minutes of STPT to share a bit of information regarding the [bell schedule](#)
- Evacuation Drill is Wednesday, October 28th
- On Tuesday, November 3rd, the Complex Area Superintendent, Dr. Brummel, and his support team will be conducting their first semester walk through visit. They will be using the following walk through checklist: [SY 15-16 CAS Walkthrough Checklist](#)
- EES Reminder: All non-tenured teachers need to schedule and complete one Danielson classroom observation and conduct post-conference with EES administrator by December 18th

**LEARNING WALK REFLECTIONS:
GLOWS & GROWS**

- **GLOW:** Timing transitions...effective use of timer or stopwatch to time students' movements in between activities...timing students keeps class moving and gives students the opportunity to get up out of their seat for a moment to stretch legs :)
- **GROW:** Engage NY is jam packed with activities which keeps students interested in content but can also be confusing if students can not decipher the difference between activities...refresh students on the learning target and utilize checks for understanding before releasing to independent/group work.
- **GROW:** The last two periods of the day are challenging to get through for both students and adults. As we progress through the school year, we want to continue to develop lesson plans that incorporate opportunities for students to get up and move. This struggle is very common and is felt by both novice and veteran teachers. We will definitely support each other in sharing ideas to keep our kids inspired and engaged.

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Engage NY Pacing	Transition mini-lesson Give assessment on Friday instead of Thursday Data analysis can still be on Monday, November 2nd
Data Analysis	<p>FOR THE MOST PART, WE ALL HAVE CALIBRATED WRITING!!!!</p> <p>-The difference between a 1 and a 2 point score...analysis of the quote from the text -A 2pt response is a complete CER or Paragraph!</p> <p>Instructional Implications:</p> <p>-Students need more space to record answers -Selecting important parts of evidence (wednesday lesson plans) -Transition words when comparing and contrasting -more rubric analysis</p>

ACTION ITEMS & NEXT STEPS

Thursday, October 29th:

- **Maggie, Teri, Scott:** Present ELA LPs for the week of November 2nd - 6th
- **Peter, Erin, Chelsea:** Present SS LPs for the week of November 2nd - 6th

FUTURE DATA DISCUSSIONS:

- Monday, November 2nd = assessment 13
- Athens vs. Sparta writing assessment in social studies...date to be determined

ELA/SS STPT: Meeting Notes #24

Date: 10/22/2015

Attendance: TlinA, Alsbergas, Hamilton, Gallagher, Calello, Mendelson, Geiling, Walje, Koki

Absent:

MEETING PREPARATION & PROPOSED AGENDA

ELA Curriculum, Instruction, & Assessment:

- **Maggie, Teri, Peter:** Present ELA LPs for [October 26th - 30th](#)

SS Curriculum, Instruction, & Assessment:

- **Chelsea, Scott:** Present SS LPs for October 26th - 30th

ANNOUNCEMENTS

- Evacuation Drill is Wednesday, October 28th...do we need to make LP adjustments?
- On Tuesday, November 3rd, the Complex Area Superintendent, Dr. Brummel, and his support team will be conducting their first semester walk through visit. They will be using the following walk through checklist: [SY 15-16 CAS Walkthrough Checklist](#)
- EES Reminder: All non-tenured teachers need to schedule and complete one Danielson classroom observation and conduct post-conference with EES administrator by December 18th

**LEARNING WALK REFLECTIONS:
GLOWS & GROWS**

- **GLOW:** On Monday, we will analyze the results of the ELA unit assessment that was administered on Wednesday. To quote Chelsea, "the end of unit assessment is very performance task-y :)"...Another great benefit to utilizing a curriculum like EngageNY is that the assessments are rarely DOK 1 and 2, comprehension based. We can take comfort in knowing that our ELA and SS curriculum this year has already taken on a performance task feeling but we still should present our students with a few of the SBA performance tasks in order to familiarize our students with the format of the test.
- **GLOW:** Take a look at the [Engage NY curriculum map for 6th grade ELA](#)...zone in on the assessments and performance tasks (p.5, 6, and 7) and take a look at the writing standards and the modules that emphasize the different writing styles (p.12 and 13)...argumentative writing is the exception to the rule...we have to insert opportunities for students to practice argumentative writing in ELA and SS throughout the year, not just in one quarter or one unit. Check out this [BOMBTASTIC writing resource](#) I found on EngageNY...it is entire writing units with attached lesson plans and FREE, downloadable texts and videos!!!! We might especially want to zone in on the evidence-based argument unit to be taught on Wednesdays during ELA or SS...maybe even get support from science teachers? They are also supporting argumentative writing in their classrooms :)

Defined STEM...Read on...it's not just for math and science teachers:

- Amazing resource for performance tasks!!!! Defined STEM combines a number of different content types that accentuate the educational strategies of STEM education. Real-World Videos set the stage for each lesson by showing the practical application of educational concepts within a company/industry. Performance Task built around the specific job/industry ask the students to apply the knowledge learned in a real world unpredictable situations. Literacy Tasks ask students to read, synthesize and write informative and/or position papers around the real world career based topic.
- Website: <http://www.definedstem.com/>
- Username: Spartan237
- Password: Spartan237

ITEMS / DISCUSSION POINTS

NOTES / MINUTES

Q2 Calendar

ACTION ITEMS & NEXT STEPS	
Monday, October 26th: <ul style="list-style-type: none"> Data Analysis: Percy Jackson Lesson 7 assessment 	
Thursday, October 29th: <ul style="list-style-type: none"> Maggie, Teri, Scott: Present ELA LPs for the week of November 2nd - 6th Peter, Erin, Chelsea: Present SS LPs for the week of November 2nd - 6th 	
FUTURE DATA DISCUSSIONS: <ul style="list-style-type: none"> Monday, November 2nd = assessment 13 Athens vs. Sparta writing assessment in social studies...date to be determined 	

ELA/SS STPT: Meeting Notes #23	Date: 10/19/2015
Attendance: Gallagher, Calello, Tlin, Hamilton, Erin, Chelsea, Geiling, Walje, Koki Absent:	
MEETING PREPARATION & PROPOSED AGENDA	
ELA Curriculum, Instruction, & Assessment: <ul style="list-style-type: none"> Teri, Scott, Maggie: Clarify any questions/concerns for this week's LPs Preview LT Unit 1 Assessments....Lesson 7 assessment, performance task 	
SS Curriculum, Instruction, & Assessment: <ul style="list-style-type: none"> Chelsea, Peter: Clarify any questions/concerns for this week's LPs ERIN: Present Wednesday SS LPs for Oct. 21 and Oct. 28 Determine next data point 	
ANNOUNCEMENTS	
<ul style="list-style-type: none"> On Tuesday, November 3rd, the Complex Area Superintendent, Dr. Brummel, and his support team will be conducting their first semester walk through visit. They will be using the following walk through checklist: SY 15-16 CAS Walkthrough Checklist EES Reminder: All non-tenured teachers need to schedule and complete one Danielson classroom observation and conduct post-conference with EES administrator by December 18th 	
LEARNING WALK REFLECTIONS: GLOWS & GROWS	
<ul style="list-style-type: none"> GLOW: On Monday, we bring the ELA unit assessment that was administered today. To quote Chelsea, "the end of unit assessment is very performance task-y :)"...Another great benefit to utilizing a curriculum like EngageNY is that the assessments are rarely DOK 1 and 2, comprehension based. 	

Q2 Calendar

We can take comfort in knowing that our ELA and SS curriculum this year has already taken on a performance task feeling but we still should present our students with a few of the SBA performance tasks in order to familiarize our students with the format of the test.

- **GLOW:** Take a look at the [Engage NY curriculum map for 6th grade ELA](#)...zone in on the assessments and performance tasks (p.5, 6, and 7) and take a look at the writing standards and the modules that emphasize the different writing styles (p.12 and 13)...argumentative writing is the exception to the rule...we have to insert opportunities for students to practice argumentative writing in ELA and SS throughout the year, not just in one quarter or one unit. Check out this [BOMBTASTIC writing resource](#) I found on EngageNY...it is entire writing units with attached lesson plans and FREE, downloadable texts and videos!!!! We might especially want to zone in on the evidence-based argument unit to be taught on Wednesdays during ELA or SS...maybe even get support from science teachers? They are also supporting argumentative writing in their classrooms :)

Defined STEM...Read on...it's not just for math and science teachers:

- Amazing resource for performance tasks!!!! Defined STEM combines a number of different content types that accentuate the educational strategies of STEM education. Real-World Videos set the stage for each lesson by showing the practical application of educational concepts within a company/industry. Performance Task built around the specific job/industry ask the students to apply the knowledge learned in a real world unpredictable situations. Literacy Tasks ask students to read, synthesize and write informative and/or position papers around the real world career based topic.
- Website: <http://www.definedstem.com/>
- Username: Spartan237
- Password: Spartan237

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
SS and ELA LP Reminders	Achievements will finish tomorrow...
SS Data Point	Maggie/Scott/Erin: Athens vs. Sparta...develop into an essay assignment, informative SBA rubric
ELA Writing Workshop	Perfagraphs used as classwork in Writing Workshop Perfagraph Rubric
ELA Data Point	Unit 1, Lesson 7 Assessment Assessment given on Wednesday, Oct. 21st Data conversation focus...#5 (diagnostic data gathering) and #3 Scoring: Challenge/Response = 2 pts each #3, 4, and 5 = 2 pts each Total = 12 points Data discussion on Monday, October 26th

ACTION ITEMS & NEXT STEPS

Thursday, October 22nd:

- **Chelsea, Scott:** Present SS LPs for October 26th-30th
- **Maggie, Teri, Peter:** Present ELA LPs for October 26th - 30th

FUTURE DATA DISCUSSIONS:

- Monday, October 26th: Bring in Percy Jackson Lesson 7 assessments to STPT
- Athens vs. Sparta writing assessment in social studies...date to be determined

ELA/SS STPT: Meeting Notes #22

Date: 10/15/2015

Attendance: Gallagher, Singlehurst, Calello, Hamilton, Mendelson, Alsbergas, John

Absent: Koki

MEETING PREPARATION & PROPOSED AGENDA

ELA Curriculum, Instruction, & Assessment:

- **Teri, Scott, Maggie:** Present LPs for October 19 - October 23
- Determine next data point...Lesson 7 Assessment :)

SS Curriculum, Instruction, & Assessment:

- **Chelsea, Peter:** Present SS LPs for October 19 - October 23
- Determine next data point

ANNOUNCEMENTS

- On Tuesday, November 3rd, the Complex Area Superintendent, Dr. Brummel, and his support team will be conducting their first semester walk through visit.
- EES Reminder: All non-tenured teachers need to schedule and complete one Danielson classroom observation and conduct post-conference with EES administrator by December 18th

**LEARNING WALK REFLECTIONS:
GLOWS & GROWS**

ENGAGE NY: Percy Jackson and the Lightning Thief

- **GLOW:** Shrouded in Myth...manageable length but still rigorous
- **GLOW:** Engage NY heavily emphasizes Tier 2 vocabulary...explicitly teaching tier 2 vocabulary is critical for developing advanced reading and writing skills and yet it is often overlooked because it is not domain/content specific...check out this quick [CCSS description of the three tiers of vocabulary](#)
- **GLOW:** Annotating texts...use of color coding the "I notice" or "I wonder"
- **GLOW:** Variety of activities...index cards for context clues, question buckets, analyzing pictures, etc.
- **GROW:** Use of timer will be important to maintain pacing...

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
ELA Instructional Reflection	Lessons 1 - 3 by Friday, October 16th
Lightening Thief	Researching Audio Versions...you tube?
SS LPs for Oct.19th-23	Monday, Tuesday: Achievements Wednesday: Modern Day Greek Economics

Q2 Calendar

	Thursday, Friday: Daily Life
ELA LPs for October 19th-23rd	Scott and Teri will clean up when to complete readings in their LPs
Future Data Point	LT Lesson 7 = Assessment...bring writing samples to STPT
ACTION ITEMS & NEXT STEPS	
Monday, October 19th: <ul style="list-style-type: none">ERIN: Present Wednesday SS LPs for Oct. 21 and Oct. 28	
Thursday, October 22nd: <ul style="list-style-type: none">Chelsea, Scott: Present SS LPs for October 26th-30thMaggie, Teri, Peter: Present ELA LPs for October 26th - 30th	
FUTURE DATA DISCUSSIONS: <ul style="list-style-type: none">Monday, October 26th: Bring in Percy Jackson Lesson 7 assessments to STPT	

ELA/SS STPT: Meeting Notes #20

Date: 10/1/2015

Attendance: Hamilton, Calello, TLin, Gallagher, Singlehurst

Absent:

MEETING PREPARATION & PROPOSED AGENDA

ELA & SS Curriculum, Instruction, & Assessment

- 2nd Quarter planning and LP responsibilities...we need to start the process of mapping out ELA and SS curriculum and LP responsibilities. By Thursday, Oct. 1st, we need to preview LPs for the first week of the 2nd quarter.
- [Engage NY: Module 1: Myths: Not Just Long Ago](#)
- [SS Long Term Plan](#)
- Draft 2nd quarter calendar for ELA and SS
- Assign LP responsibilities for as much of the quarter as possible
- [ELA Quarter 2 Calendar](#) (bookmark it)
- [SS Quarter 2 Calendar](#) (bookmark it)

SLO Support and PDE3 Upload:

- We can use a portion of our meeting time to up support you with SLO completion and PDE3 uploading

ANNOUNCEMENTS

- EES Reminder: All IPDPs, HQDPs, and SLO's need to be completed, uploaded to PDE3, and approved by administrator by October 2nd...

Proposed EES Work Sessions:

[Q2 Calendar](#)

Tuesday, Sept. 29th (Per 7 or 8) = IPDP and HQPDP work time	
LEARNING WALK REFLECTIONS: GLOWS & GROWS	
<ul style="list-style-type: none">Social Studies and ELA final project reflections	
ITEMS / DISCUSSION POINTS	NOTES / MINUTES
ACTION ITEMS & NEXT STEPS	
<p>On Tuesday, October 13th, 2015....</p> <ul style="list-style-type: none">Chelsea: Present SS LPs for October 15 and 16Teri: Present ELA LPs for October 15 and 16Peter: Present October advisory LPs (Responsibility) <p>On Thursday, October 15th, 2015...</p> <ul style="list-style-type: none">Teri, Scott, Maggie: Present LPs for October 19 - October 23Chelsea, Peter: Present SS LPs for October 19 - October 23	

ELA/SS STPT: Meeting Notes #18		Date: 9/28/2015
Attendance: Alsbergas, Gallagher, TLin, Hamilton, Singlehurst, Calello		
Absent:		
MEETING PREPARATION & PROPOSED AGENDA		
<p>ELA & SS Curriculum, Instruction, & Assessment</p> <ul style="list-style-type: none">2nd Quarter planning and LP responsibilities...we need to start the process of mapping out ELA and SS curriculum and LP responsibilities. By Thursday, Oct. 1st, we need to preview LPs for the first week of the 2nd quarter.Engage NY: Module 1: Myths: Not Just Long AgoSS Long Term PlanDraft 2nd quarter calendar for ELA and SSAssign LP responsibilities for as much of the quarter as possible		

<ul style="list-style-type: none">• ELA Quarter 2 Calendar (bookmark it)• SS Quarter 2 Calendar (bookmark it)	
ANNOUNCEMENTS	
<ul style="list-style-type: none">• EES Reminder: All IPDPs, HQPDPs, and SLO's need to be completed, uploaded to PDE3, and approved by administrator by October 2nd... <p>Proposed EES Work Sessions: Tuesday, Sept. 29th (Per 7 or 8) = IPDP and HQPDP work time</p>	
LEARNING WALK REFLECTIONS: GLOWS & GROWS	
<ul style="list-style-type: none">• GLOW: Socratic Seminars were incredible...as Koki would put it, "brah, look at my arm...I've got chicken skin!" Students were active and engaged and demonstrated a wide range of speaking and listening skills. Students crafted higher level questions and engaged in scholarly debate, often times directly citing the articles to support their claims. <p>Effective Instructional Strategies: (link to observation sheet. teri used p. 10 & 11)</p> <ul style="list-style-type: none">- teachers as facilitators, only interjecting to comment on participation levels, redirect flow of conversation, or to encourage heavier text citation- inner and outer circles, students as seminar participants or as evaluators- direct instruction and preparation work with DOK 3 and 4 level questions- the use of student discussion leaders and facilitators- participation chips (different colored slips of paper for different types of participation...foundation statements, question starter, building statements, new questions, etc.)- Socratic Seminar scoring guide/student participation evaluations- pre/post GLO reflections =- model UN, students representing different country perspectives- outer circle roles (evaluating, discussion points) <ul style="list-style-type: none">• GROW: Pull together effective instructional strategies to increase productivity of future seminars	
ITEMS / DISCUSSION POINTS	NOTES / MINUTES

ACTION ITEMS & NEXT STEPS	

ELA/SS STPT: Meeting Notes #17**Date: 9/24/2015****Attendance:** Hamilton, Gallagher, Calello, Singlehurst, Geiling, Alsbergas**Absent:** T. Lin**MEETING PREPARATION & PROPOSED AGENDA****ELA & SS Curriculum, Instruction, & Assessment**

- **CHELSEA:** Present Gathering Blue LPs for Sept. 28 - Oct. 2 on Thursday, Sept. 24th
- **CHELSEA:** Present SS LPs for Sept. 28 - Oct. 2 on Thursday, Sept. 24th
- 2nd Quarter planning and LP responsibilities...we need to start the process of mapping out ELA and SS curriculum and LP responsibilities. By Thursday, Oct. 1st, we need to preview LPs for the first week of the 2nd quarter.

ANNOUNCEMENTS

- EES Reminder: All IPDPs, HQDPs, and SLO's need to be completed, uploaded to PDE3, and approved by administrator by October 2nd...

Proposed EES Work Sessions:

Tuesday, Sept. 22 (Per 7 and 8) = SLO work time

Wednesday, Sept. 23 (faculty meeting, no FOL, just SLO work time)

Tuesday, Sept. 29th (Per 7 or 8) = IPDP and HQDP work time

**LEARNING WALK REFLECTIONS:
GLOWS & GROWS**

- **GLOW:** Use of whiteboards and Elmos to highlight textual evidence
- **GLOW:** Keep student samples from the textual evidence LP to use as SLO data...the lesson covered RI.6.1(SS content passages), RL.6.1(using textual evidence to make a prediction for Gathering Blue), and W.6.1(prediction paragraphs)
- **GROW:** Specific, targeted, real-time feedback to students...it is really easy to get in the groove of teaching your lessons and conducting a series of quick CFUs...often times we habitually respond with answers like "awesome," "you're on the right track," "not quite, but I can see what you're thinking,"...these are not inappropriate responses by any means, however, if the learning target of the lesson was to be able to extract textual evidence to support a claim, students need to know *specifically* what they are doing well or need to work on...responses like, "I think your claim captures what the reading is about but your evidence did not contain a quote...what quote would support your claim? Think about this and I am going to come back to you..." OR "can you phone a friend? did someone else identify a powerful quote to support their claim?" are more effective in helping students to achieve the LP's learning target.

ITEMS / DISCUSSION POINTS**NOTES / MINUTES**

[Q2 Calendar](#)

Gathering Blue Weekly Lesson Plan Assignments -incorporating perparagraph structure	Aug 24-28 Chapters 1-4: Erin Aug 31 - Sept. 4 Chapters 5-8: Maggie, Teri, and Peter Sept 8-11 Chapters 9-12: Scott, Chelsea Sept 14-18: Chapters 13-16, Maggie, Erin, Peter Sept 21-25: Chapters 17-20 Teri, Erin, Scott Sept 28-Oct 2: Chapters 21-23 Chelsea
Social Studies Lesson Plan Assignments	Sept 8-11: Chelsea, Peter Sept 14-18: Scott Sept 21-25: Maggie, Chelsea Sept 28-Oct 2: Chelsea, Scott
ACTION ITEMS & NEXT STEPS	

ELA/SS STPT: Meeting Notes #16	Date: 9/22/2015
Attendance: Hamilton, Calello, Gallagher, Tlin Absent: Koki, Walje, Singlehurst, Alsbergas (IEP/504 meetings)	
MEETING PREPARATION & PROPOSED AGENDA	
ELA & SS Curriculum, Instruction, & Assessment <ul style="list-style-type: none"> TERI, CHELSEA, & MAGGIE: Present final edits to ELA and SS LPs for the week 2nd Quarter planning and LP responsibilities...we need to start the process of mapping out ELA and SS curriculum and LP responsibilities. By Thursday, Oct. 1st, we need to preview LPs for the first week of the 2nd quarter. 	
SLO Work Session <ul style="list-style-type: none"> SLO's need to be uploaded and approved in PDE3 by October 2nd Although it is not required, a common SLO for the grade level content area is encouraged Since our team has been heavily focusing on citing textual evidence (RI.6.1 & RL.6.1) and building evidence-based arguments (W.6.1), I created a potential SLO for you to preview (I am desperately trying to lighten your workload). This SLO was previewed by admin and it was determined that this SLO will meet all necessary requirements. If you choose to use this SLO, you will just need to personalize the first section of the SLO with your student data and create a personalized SLO student record sheet. We can also work together to identify common readiness indicators for the SLO record sheet. We will complete this entire process together during our Wednesday faculty meeting on Sept. 23rd. This meeting will be completely devoted to completing the SLO 	

document and SLO record sheet and uploading the documents to PDE3.

- I have created a folder for the required [SLO documents](#)

ANNOUNCEMENTS

- EES Reminder: All IPDPs, HQPDPs, and SLO's need to be completed, uploaded to PDE3, and approved by administrator by October 2nd...

Proposed EES Work Sessions:

Tuesday, Sept. 22 (Per 7 and 8) = SLO work time

Wednesday, Sept. 23 (faculty meeting, no FOL, just SLO work time)

Tuesday, Sept. 29th (Per 7 or 8) = IPDP and HQPDP work time

LEARNING WALK REFLECTIONS: GLOWS & GROWS

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Gathering Blue Weekly Lesson Plan Assignments	Aug 24-28 Chapters 1-4: Erin Aug 31 - Sept. 4 Chapters 5-8: Maggie, Teri, and Peter Sept 8-11 Chapters 9-12: Scott, Chelsea Sept 14-18: Chapters 13-16, Maggie, Erin, Peter Sept 21-25: Chapters 17-20 Teri, Erin, Scott Sept 28-Oct 2: Chapters 21-23 Chelsea (almost done)
-incorporating per paragraph structure	
Social Studies Lesson Plan Assignments	Sept 8-11: Chelsea, Peter Sept 14-18: Scott Sept 21-25: Maggie, Chelsea Sept 28-Oct 2: Chelsea
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> • CHELSEA: Present Gathering Blue LPs for Sept. 28 - Oct. 2 on Thursday, Sept. 24th • CHELSEA: Present SS LPs for Sept. 28 - Oct. 2 on Thursday, Sept. 24th 	

ELA/SS STPT: Meeting Notes #15

Date: 9/17/2015

Attendance: Brenda, Hamilton, Singlehurst, Alsbergas, Gallagher, Calello, TLin, Mendelson

Absent:

MEETING PREPARATION & PROPOSED AGENDA

Language Arts Curriculum, Instruction, & Assessment

- **TERI, ERIN, SCOTT:** Present Gathering Blue LPs for Sept. 21 - 25 on Thursday, Sept. 17th ([Click here for link](#))

ELA Data Discussion

- Please bring in a few exit tickets (high, medium, low) from the Gathering Blue lesson in which students worked on foreshadowing and predictions. We will be discussing our students' performance with standards RL.6.3 and RL.6.1 (content focus) **AND** assessing their evidence-based argumentative skills (writing focus). We will utilize the [perfactograph rubric](#) to grade a few samples together, testing the improvements/modifications our team made to the perfactograph rubric during our last data discussion.
- We will also take a look at the [SBA argumentative rubric](#) as this is the rubric we are working towards using with our students...take note that the purpose/organization section in the SBA argumentative rubric is almost identical to our perfactograph rubric. Instructional planning note...we should start the transition from the perfactograph rubric to the argumentative rubric in the second quarter...this will involve a few purposeful LPs where students get to analyze both rubrics and identify how they are similar and different...possibly a double bubble map rubric activity???

Focus Standard: RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Focus Standard: RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Focus Standard: W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- w.6.1.a Introduce claim(s) and organize the reasons and evidence clearly
- w.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text
- w.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons
- w.6.1.d Establish and maintain a formal style
- w.6.1.e Provide a concluding statement or section that follows from the argument presented

Social Studies Curriculum, Instruction, & Assessment

- **MAGGIE, CHELSEA:** Present SS LPs for Sept. 21 - 25 on Thursday, Sept. 17th
- **ERIN:** Present Wednesday, Sept. 23/30 LPs

ANNOUNCEMENTS

- STPT Schedule Change: STPT and CARE will be switched next week. STPT will be on Tuesday, SEPT. 22 and CARE will be on Monday, SEPT. 21...coaches and admin have WASC training on Monday, SEPT. 21
- EES Reminder: All IPDPs, HQDPs, and SLO's need to be completed, uploaded to PDE3, and approved by administrator by October 2nd...

Proposed EES Work Sessions:

Tuesday, Sept. 22 (Per 7) = SLO work time

Wednesday, Sept. 23 (faculty meeting, no FOL, just SLO work time)

Tuesday, Sept. 29th (Per 7 or 8) = IPDP and HQDP work time

LEARNING WALK REFLECTIONS: GLOWS & GROWS	
ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Erin - Wed. Read Like a Historian Egypt	
ELA LPs for Sept. 21-25	
SS LPs for Sept. 21-25	
ELA Data Discussion	<p><u>Focus Standards:</u></p> <p>Focus Standard: RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Focus Standard: RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Focus Standard: W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>w.6.1.a Introduce claim(s) and organize the reasons and evidence clearly</p> <p>w.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</p> <p>w.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</p> <p>w.6.1.d Establish and maintain a formal style</p> <p>w.6.1.e Provide a concluding statement or section that follows from the argument presented</p> <p><u>Identified Strengths:</u></p> <p><u>Identified Weaknesses:</u></p> <p><u>Instructional Strategies/Implications:</u></p>
Gathering Blue Weekly Lesson Plan Assignments	<p>Aug 24-28 Chapters 1-4: Erin</p> <p>Aug 31 - Sept. 4 Chapters 5-8: Maggie, Teri, and Peter</p>

Q2 Calendar

-incorporating pergraph structure	Sept 8-11 Chapters 9-12: Scott, Chelsea Sept 14-18: Chapters 13-16, Maggie, Erin, Peter Sept 21-25: Chapters 17-20 Teri, Erin, Scott Sept 28-Oct 2: Chapters 21-23 Chelsea (almost done)
Social Studies Lesson Plan Assignments	Sept 8-11: Chelsea, Peter Sept 14-18: Scott Sept 21-25: Maggie, Chelsea Sept 28-Oct 2: Chelsea
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none">• CHELSEA: Present Gathering Blue LPs for Sept. 28 - Oct. 2 on Thursday, Sept. 24th• CHELSEA: Present SS LPs for Sept. 28 - Oct. 2 on Thursday, Sept. 24th• During STPT on Tuesday, Sept. 22, we will spend time dividing ELA and SS planning responsibilities for the 2nd quarter...long term plans and monthly calendars need to be created	

ELA/SS STPT: Meeting Notes #14

Date: 9/14/2015

Attendance: Hamilton, Caeello, Gallagher, Al, Lin, Koki, Geiling, Singlehurst, Tlin

Absent:

MEETING PREPARATION & PROPOSED AGENDA

Learning Walks:

- Please arrive on time to STPT. We will distribute iPads and preview learning walk protocols. We will visit 7th grade classrooms for approximately 10-15 minutes. Upon returning to the coaches' room, we will take a few moments to reflect on the experience and comment on the curriculum, instruction, or assessment practices that you observed during the learning walk. Friendly reminder: we are not evaluating our colleagues...we are observing other teachers and students to facilitate personal reflection. Reflections should be filed in the core professionalism section of our EES data binders.
- 8th grade teachers will be visiting your classrooms during periods 3 or 4.

Google Classroom Tutorial: [Here is the template](#) i used to start practicing google classroom.

- **TERI/CHELSEA** will walk us through the notable features of Google classroom and help the team to set up classes
- We will utilize Wednesday, Sept. 16th as another ELA corrective instruction day. After setting up students' Google accounts, teachers should have students working on standards they struggled with during the previous week's instruction. Whether remaining time is spent in small groups/stations or whole class, students should spend a portion of the period working on writing (pergraph practice).

ANNOUNCEMENTS

Q2 Calendar

- STPT Schedule Change: STPT and CARE will be switched next week. STPT will be on Tuesday, SEPT. 22 and CARE will be on Monday, SEPT. 21...coaches and admin have WASC training on Monday, SEPT. 21
- Members from the Complex Area Superintendent Team will be visiting our STPT on Thursday, Sept. 17th...can we please present LPs on Monday, Sept. 14th and analyze student writing data on Thursday, Sept. 17th? Even though our team is creating exciting and engaging LPs, the visitors would like to observe us analyzing student data. This will be great practice for our WASC visit :)
- EES Reminder: All IPDPs need to be completed, uploaded to PDE3, and approved by administrator by October 2nd

LEARNING WALK REFLECTIONS: GLOWS & GROWS

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Erin - Wed. Read Like a Historian Egypt	
Learning Walk Reflections	-Collaborative Do Nows -Routines/Procedures were evident, many teachers that were observed did not even have to say anything to direct students' attention *Hold learning walks at the middle to end of STPT period so that teachers can preview a different part of the lesson
Gathering Blue Weekly Lesson Plan Assignments -incorporating perparagraph structure	Aug 24-28 Chapters 1-4: Erin Aug 31 - Sept. 4 Chapters 5-8: Maggie, Teri, and Peter Sept 8-11 Chapters 9-12: Scott, Chelsea Sept 14-18: Chapters 13-16, Maggie, Erin, Peter Sept 21-25: Chapters 17-20 Teri, Erin, Scott Sept 28-Oct 2: Chapters 21-23 Chelsea (almost done)
Social Studies Lesson Plan Assignments	Sept 8-11: Chelsea, Peter Sept 14-18: Scott Sept 21-25: Maggie, Chelsea Sept 28-Oct 2: Chelsea

ACTION ITEMS & NEXT STEPS

- Make revisions to Perparagraph rubric based on feedback from data discussion (notes can be found in Meeting Notes #12)
- DATA SHARING on THURSDAY, SEPT. 17th...bring student perparagraphs from ELA prediction lesson. Prompt: Make a prediction about what you think will

happen in the climax or resolution in G.B.

- **TERI, ERIN, SCOTT:** Present Gathering Blue LPs for Sept. 21 - 25 on Thursday, Sept. 17th
- **MAGGIE, CHELSEA:** Present SS LPs for Sept. 21 - 25 on Thursday, Sept. 17th

ELA/SS STPT: Meeting Notes #13**Date: 9/10/2015**

Attendance: Geiling, Hamilton, Peter , Gallagher, Chelsea (second boo (too bad second is the best so...)), Alsbergas Tlin

Absent:

MEETING PREPARATION & PROPOSED AGENDA**Language Arts Curriculum, Instruction, & Assessment**

- **Peter, Maggie, & Erin:** Present Gathering Blue LPs for Sept. 14th - 18th
- **Select next data point for peragraphs utilizing updated peragraph rubric**

Possible Data Points:

Day 13: Peragraph: Make a prediction about what you think will happen in the climax or resolution in G.B.

Day 15: Students will write a per-agraph explaining why context clues are important.

- **Corrective Instruction/Flex Wednesday:** Writing stations in Singlehurst/Mendelsson...you guys are going to want to hear about this...using Google docs to have students write peragraphs, collaboratively give feedback, and edit using peragraph rubrics (tinyurl.com/perfprac1)
- Wednesday, September 16th...corrective instruction/flex day again or do we want to try a writing wednesday activity?

Social Studies Curriculum, Instruction, & Assessment

- **SCOTT:** Present SS LPs for Sept. 14th - 18th
- **Select next data point for SS**

ANNOUNCEMENTS

- Members from the Complex Area Superintendent Team will be visiting our STPT on Thursday, Sept. 17th...can we please present LPs on Monday, Sept. 14th and analyze student writing data on Thursday, Sept. 17th? Even though our team is creating exciting and engaging LPs, the visitors would like to observe us analyzing student data. This will be great practice for our WASC visit :)
- 1st Quarter Learning Walks will be on Monday, September 14th during STPT. We will be visiting 7th grade classrooms and 8th grade teachers will visit you during period 3 or 4.
- EES Reminder: All IPDPs need to be completed, uploaded to PDE3, and approved by administrator by October 2nd

**LEARNING WALK REFLECTIONS:
GLOWS & GROWS**

Comment [13]: meet at the coaches room, then go do learning walks then present

Q2 Calendar

- **GROW:** Curriculum and instruction for social studies is still heavily relying on “teacher talk.” As we move forward, we need to place an emphasis on designing learning experiences that encourage more “student talk.” As you come across instructional strategies that promote higher levels of student engagement, please model these strategies to the team during STPT.
- **GROWS:** Explicit references to “I can” statements and heavy emphasis/connections to the “why” and real world connections.
- **GROWS:** Refreshing, revisiting classroom procedures and expectations (i.e. sit like a scholar, timed exit routines, incentive programs that encourage healthy competition between classes)

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
<ul style="list-style-type: none"> • Peter, Maggie, & Erin: Link: Gathering Blue LPs for Sept. 14th - 18th 	
Gathering Blue Weekly Lesson Plan Assignments -incorporating peragraph structure	Aug 24-28 Chapters 1-4: Erin Aug 31 - Sept. 4 Chapters 5-8: Maggie, Teri, and Peter Sept 8-11 Chapters 9-12: Scott, Chelsea Sept 14-18: Chapters 13-16, Maggie, Erin, Peter Sept 21-25: Chapters 17-20 Teri, Erin, Scott Sept 28-Oct 2: Chapters 21-23 Chelsea (almost done)
Social Studies Lesson Plan Assignments	Sept 8-11: Chelsea, Peter Sept 14-18: Scott Sept 21-25: Maggie, Chelsea Sept 28-Oct 2: Chelsea
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> • Make revisions to Peragraph rubric based on feedback from data discussion (notes can be found in Meeting Notes #12) • Google classroom preview on Monday, Sept. 14th • DATA SHARING on THURSDAY, SEPT. 17th...bring student peragraphs from ELA (prediction lesson...Make a prediction about what you think will happen in the climax or resolution in G.B.) • TERI, ERIN, SCOTT: Present Gathering Blue LPs for Sept. 21 - 25 on Thursday, Sept. 17th • MAGGIE, CHELSEA: Present SS LPs for Sept. 21 - 25 on Thursday, Sept. 17th 	

ELA/SS STPT: Meeting Notes #12

Date: 9/3/2015

Attendance: Singlehurst, Hamilton, TLin, Walje, Brenda, Alsbergas, Calello, Erin

Absent:

MEETING PREPARATION & PROPOSED AGENDA

Writing Diagnostic

- Reminder: All teachers need to administer the school-wide writing diagnostic tomorrow, Friday, September 4th. [The Power of Words LP and lesson materials.](#)

Language Arts Curriculum, Instruction, & Assessment

- **Scott and Chelsea:** Present Gathering Blue LPs for Sept. 8th - 11th
- **Data Discussion: RL.6.2 (Determine theme or central idea), Perfagraph data and rubric analysis.** Please bring in a few exit tickets from the Gathering Blue theme lesson that Maggie planned. We will be discussing our students' performance with this standard (content focus) **AND** assessing their perfagraph writing skills (writing focus). We will utilize the perfagraph rubric to grade a few samples together so that we can begin to make improvements/modifications to the rubric.

Focus Standard: RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Focus Standard: W.6.1. Write arguments to support claims with clear reasons and relevant evidence

- w.6.1.a Introduce claim(s) and organize the reasons and evidence clearly
- w.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text
- w.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons
- w.6.1.d Establish and maintain a formal style
- w.6.1.e Provide a concluding statement or section that follows from the argument presented

Social Studies Curriculum, Instruction, & Assessment

- **Chelsea, Peter:** Present SS LPs for Sept. 8th - 11th

ANNOUNCEMENTS

- NO SCHOOL on MONDAY, SEPT. 7th...might need to adjust/modify STPT schedule
- 1st Quarter Learning Walks will be on Monday, September 14th during STPT. We will be visiting 7th grade classrooms.
- EES Reminder: All IPDPs need to be completed, uploaded to PDE3, and approved by administrator by October 2nd

LEARNING WALK REFLECTIONS: GLOWS & GROWS

- **GLOW:** Although we are focusing on teaching a standard a day in our ELA lessons, teachers across the grade level are doing an excellent job at making constant connections to previously taught standards. Our stage metaphor still works for this concept....the standard you are teaching for the day has the "spotlight" but the other ELA standards are still performing on the stage. You can also continue to reinforce previously taught ELA standards through your students' independent reading books. Chelsea shared a great strategy for this a few meetings ago....[Independent Reading](#)

[Q2 Calendar](#)

[Bookmark](#). Remember: we are using Gathering Blue to introduce the RL and writing standards...we will continue to revisit these standards throughout the year.

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
ELA LPs for Sept. 8-11	Chelsea, Scott
SS LPs for Sept. 8-11	Peter, Chelsea
Perfagraph Data Discussion	Instructional Reflections (Needs, Corrective Instruction) -Thinking Maps as brainstorming tools = better perfagraphs -Transition words, sentences -Difference between theme and subject sentence -outlines and colors help students Rubric Analysis: -Rubric did not mention transitions...start off...use the word "transition" -Strength: P2 supports my P1 -Change...sums up my P2s and how they support my P1.... -add .5 points -judge all P2s as a whole -red light sentence should have a transition word/phrase
Gathering Blue Weekly Lesson Plan Assignments -incorporating perfagraph structure	Aug 24-28 Chapters 1-4: Erin Aug 31 - Sept. 4 Chapters 5-8: Maggie, Teri, and Peter Sept 8-11 Chapters 9-12: Scott, Chelsea Sept 14-18: Chapters 13-16, Maggie, Erin, Peter Sept 21-25: Chapters 17-20 Teri, Erin, Scott Sept 28-Oct 2: Chapters 21-23 Chelsea (almost done)
Social Studies Lesson Plan Assignments	Sept 8-11: Chelsea, Peter Sept 14-18: Scott Sept 21-25: Maggie, Chelsea Sept 28-Oct 2: Chelsea
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> Peter, Maggie, Erin: Present Gathering Blue LPs for September 14-18 on Thurs., Sept. 10th Scott: Present SS LPs for September 14-18 on Thurs., Sept. 10th 	

ELA/SS STPT: Meeting Notes #11

Date: 8/31/2015

Attendance: Geiling, Hamilton, singlehurst, Calello. Mr. Alsbergas, Gallagher, TLIN,

Mendelson	
Absent:	
MEETING PREPARATION & PROPOSED AGENDA	
Reading & Writing Diagnostics <ul style="list-style-type: none">MUL Reading Diagnostic Data Sharing...Please preview our grade level's data reports in the MUL Reading Diagnostic folder.Please be prepared to discuss class level and grade level data trends. Although this is just one data point, there is a lot of information we can gather from this report about what standards we will need to devote more instruction time to and what standards we may be able to navigate more quickly.Reminder: Writing diagnostic is scheduled for Friday, September 4th.	
Language Arts Curriculum, Instruction, & Assessment <ul style="list-style-type: none">Perfagraph Rubric Review...let's take a look at the perfagraph rubric and see what/if any modifications we might want to implement.Perfagraph Data Sharing on Thursday, Sept. 3rd...bring in three student samples (high, medium, and low) of the exit ticket students wrote on day 5...is Kira a protagonist or an antagonist?	
Social Studies Curriculum, Instruction, & Assessment <ul style="list-style-type: none">ERIN: Present Wed. SS LPsSCOTT: Clarify any changes made to the LPs based on feedback given during STPT	
ANNOUNCEMENTS	
<ul style="list-style-type: none">NO SCHOOL on MONDAY, SEPT. 7th...might need to adjust/modify STPT schedule	
LEARNING WALK REFLECTIONS: GLOWS & GROWS	
<ul style="list-style-type: none">GLOW: Frozen video elicited high levels of excitement from students. The video was kinda difficult to hear but the teacher I observed implemented effective pauses in the video to check for understanding and formative assessment. The teacher paused video before each example of characterization was revealed and had students guess which type of characterization was shown via the video clip.GROW: In general, I think we are over planning for ELA lessons...does anyone else feel this way? We might want to plan for only 40 minutes/day even if the daily reading only takes 20-30 minutes. Teachers can always spend more time stopping and pausing the reading to assess student comprehension or link skills previously covered to the daily reading. Remember to take comfort in the fact that we will tackle these standards MULTIPLE times throughout the year.	
ITEMS / DISCUSSION POINTS	NOTES / MINUTES
MUL Reading Diagnostic Data Analysis	Team Inferences: Strengths, Areas of Improvement, & Instructional Implications

Comment [14]: yass

[Q2 Calendar](#)

	<p>RL: determine theme (RL.6.2) -Maggie's lesson looks at Gathering Blue and in small excerpts</p> <p>RI: cite textual evidence in an informational text (RI.6.1)</p> <p>L: context clues (L.6.4a)</p>
ELA PLANNING	<p>Team is overplanning...cause you know, we are the bomb...BUT...our diagnostic data is telling us that we don't need to spend as much time on these standards up front.</p> <p>instructional focus...more student talk time, less teacher talk</p>
Perfagraph Writing Samples	Theme Exit Tickets...sharing will occur during STPT on Thursday, Sept. 3rd
Gathering Blue Weekly Lesson Plan Assignments - incorporating perfagraph structure	<p>Aug 24-28 Chapters 1-4: Erin</p> <p>Aug 31 - Sept. 4 Chapters 5-8: Maggie, Teri, and Peter</p> <p>Sept 8-11 Chapters 9-12: Scott, Erin</p> <p>Sept 14-18: Chapters 13-16, Maggie, Chelsea, Peter</p> <p>Sept 21-25: Chapters 17-20 Teri, Erin, Scott</p> <p>Sept 28-Oct 2: Chapters 21-23 Chelsea (almost done)</p>
Social Studies Lesson Plan Assignments	<p>Sept 8-11: Chelsea, Peter</p> <p>Sept 14-18: Scott</p> <p>Sept 21-25: Maggie, Chelsea</p> <p>Sept 28-Oct 2: Chelsea</p>
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> • Perfagraph Data Sharing on Thursday, Sept. 3rd • Scott & Erin: Present Gathering Blue LPs for September 8th-11th on Thursday • CHELSEA: Present SS LPs for September 8th - 11th on Thursday, Sept. 3rd 	

ELA/SS STPT: Meeting Notes #10

Date: 8/27/2015

Attendance: Singlehurst, Gallagher,TLin, Hamilton, Calello

Absent:

MEETING PREPARATION & PROPOSED AGENDA

Reading & Writing Diagnostics

- MUL Reading Diagnostic Data Sharing will be on Monday, Aug. 31st during STPT.
- Please download and save the following reports for our data discussion: Class Summary Prescriptive Path and Test Item Analysis.
- Please place a copy of your data reports into the STPT Data Folder labeled [MUL Reading Diagnostic](#)

<ul style="list-style-type: none">Writing diagnostic is scheduled to be administered on Friday, September 4th. <p>Language Arts Curriculum, Instruction, & Assessment</p> <ul style="list-style-type: none">Assign the remaining weeks for Gathering BlueTeri, Maggie, & Peter: Present ELA LPs for Aug. 31st - Sept. 4th (Click here)We need a data sharing for peragraphs...can we incorporate an exit ticket or do now during next week's instruction to share student samples, use rubric, share ideas on other/additional formulaic writing strategies <p>Social Studies Curriculum, Instruction, & Assessment</p> <ul style="list-style-type: none">Scott: Present LPs for Aug. 31st - Sept. 4thWednesday SS LPs...Erin do you want support/someone else to take the next set of Wednesdays?Assign SS LPs for Sept. 8th - 11th	
ANNOUNCEMENTS	
LEARNING WALK REFLECTIONS: GLOWS & GROWS	
<ul style="list-style-type: none">GLow: "I can" statements...constant references to "I can" statements throughout the entire lesson keeps teachers and students focused and accountableGLow: Perfagraph lessons were AMAZING! Teacher commented that color coding was not only helpful to students but also a quick formative assessment for the teacher too...teacher was able to gaze out at the notebooks and quickly discern who was on task and notGRoW: Looking forward to future LPs that allow time for students to assess themselves and their peers using the Perfagraph rubricGRoW: There will be a need for future lessons that target transition words/phrases practice.Perfagraphs: Biggest lapse was in transition word usage, ideas for reteaching?	
ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Gathering Blue Weekly Lesson Plan Assignments - incorporating peragraph	Aug 24-28 Chapters 1-4: Erin Aug 31 - Sept. 4 Chapters 5-8: Maggie, Teri, and Peter Sept 8-11 Chapters 9-12: Scott, Erin

Q2 Calendar

structure	Sept 14-18: Chapters 13-16, Maggie, Chelsea, Peter Sept 21-25: Chapters 17-20 Teri, Erin, Scott Sept 28-Oct 2: Chapters 21-23 Chelsea (almost done)
Social Studies Lesson Plan Assignments	Sept 8-11: Chelsea Sept 14-18: Scott Sept 21-25: Maggie, Chelsea Sept 28-Oct 2: Chelsea
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none">• ERIN: Present Wed. SS LPs on Monday, Aug. 31st• FLEX DAYS for ELA/SS• MUL DATA SHARING on Monday, Aug. 31st• Scott & Erin: Present Gathering Blue LPs for September 8th-11th on Thursday• CHELSEA: Present SS LPs for September 8th - 11th on Thursday, Sept. 3rd	

ELA/SS STPT: Meeting Notes #9

Date: 8/24/2015

Attendance: Alsbergas, Singlehurst, Hamilton, Brenda Chun, Erin, Tlin, Caello, Gallagher, Geiling, Walje

Absent:

MEETING PREPARATION & PROPOSED AGENDA

Reading & Writing Diagnostics

- MUL Reading Diagnostic will be administered on Wednesday, Aug. 26th We will share our data from the diagnostic on Monday, Aug. 31st during STPT.
- We will take a look at the results of the reading diagnostic on Thursday, Aug. 20th during STPT
- Please download and save the following reports for our data discussion: Class Summary Prescriptive Path and Test Item Analysis.
- Please place a copy of your data reports into the STPT Data Folder labeled MUL Reading Diagnostic
- **Geiling:** Preview [school writing diagnostic](#). Writing diagnostic is scheduled to be administered on Friday, September 4th.

Language Arts Curriculum, Instruction, & Assessment

- **Erin:** Preview Gathering Blue LPs for Thurs. Aug. 27 and Fri. Aug. 28
- **Personal Narrative Data Sharing:** Please bring one high, medium, and low student samples. We will grade one narrative from each performance level all together.
BIG GOAL: Start to develop a common/shared expectation of student writing performance. The use of the common Smarter Balanced rubric and taking the time to grade each others student work will boost our inter-rater reliability. An "A" essay in one classroom should be an "A" essay in everyone's classroom.

ANNOUNCEMENTS

- [Proposition for 6th grade clean card for 10/2](#) please look over if you have time, we can

Comment [15]: update on media clearance list.
MUL data discussion date.

[Q2 Calendar](#)

talk about it at the grade level meeting on September 9	
LEARNING WALK REFLECTIONS: GLOWS & GROWS	
<ul style="list-style-type: none"> GLOW: Connecting IR to skills being taught in ELA lessons...being able to point out characterization in IR book while working on characterization in ELA classes GLOW: Culture of comfortable challenge is evident...students using sentence stems to challenge/disagree with their peers GROW: Strategies to validate individual work and reward individual accountability but still be able to progress with lesson at a comfortable pace...popsicle sticks, class dojo, table #'s, roll dice to decide which desk #'s will share...HARRY WONG...students will not always be able to share their work but they still need to be responsible for producing. 	
ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Gathering Blue Weekly Lesson Plan Assignments	Chapters 1-4: Erin Chapters 5-8: Maggie, Teri, and Peter Chapters 13-16, Assessment: Chelsea, Teri
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> KRISTIN: Demonstrate how to download MUL Reading Diagnostic Reports Scott: Present SS LPs for Aug. 31 - Sept. 4 on Thursday, Aug. 27th Teri, Maggie, & Peter: Present ELA LPs for Aug. 31 - Sept. 4 on Thursday, Aug. 27th 	

ELA/SS STPT: Meeting Notes #8	Date: 8/20/2015
Attendance: Hamilton, Gallagher, Calello, Singlehurst, TLin	
Absent:	
MEETING PREPARATION & PROPOSED AGENDA	
<u>Social Studies Curriculum, Instruction, & Assessment</u>	
<ul style="list-style-type: none"> Chelsea, Scott, & Peter: Present LPs for Aug. 24 - 28 	
<u>Language Arts Curriculum, Instruction, & Assessment</u>	

Q2 Calendar

<ul style="list-style-type: none">MUL Reading Diagnostic will be administered on Wednesday, Aug. 26th Is everyone ready to go? Rosters set? Do students know their log-ins and passwords? We will share our data from the diagnostic on Monday, Aug. 31st during STPT.Writing diagnostic...should Maggie/Teri/Peter plan to reserve Monday, Aug 31st for this task? As they plan the week of Aug.31-Sept.4, they need to know whether or not Monday is reserved for the writing diagnostic...Wednesday, September 3rd is also an option.Erin/Chelsea: Preview Gathering Blue LPs for Aug. 24 - 28	
ANNOUNCEMENTS	
<ul style="list-style-type: none">	
LEARNING WALK REFLECTIONS: GLOWS & GROWS	
<ul style="list-style-type: none">	
ITEMS / DISCUSSION POINTS	NOTES / MINUTES
MUL Reading Diagnostic	
Social Studies LPs for Aug. 24-28	Mon/Tues = Hunters and Gatherers Wed = Primary vs. Secondary Thursday = Maslow/Agricultural Revolution Friday = Agriculture Revolution
ELA LPs for	
Gathering Blue Weekly Lesson Plan Assignments	Chapters 1-4: Erin Chapters 5-8: Maggie, Teri, and Peter 9-12 (someone) Chapters 13-16, Assessment: Chelsea, Teri (scott and Peter) 17-20 (teri) 21-23 (chelsea)
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none">Kristin: Preview writing diagnostic on Monday, Aug. 24thPersonal Narrative Data Sharing: Bring a high, medium, and low student sample to STPT on Monday, Aug. 24thErin: Present Gathering Blue LPs for Day 4/5 on Monday, Aug. 24thScott: Present SS LPs for Aug. 31 - Sept. 4 on Thursday, Aug. 27thTeri, Maggie, & Peter: Present ELA LPs for Aug. 31 - Sept. 4 on Thursday, Aug. 27th	

Comment [16]: confused? what about chapters 9-13 and 17-23? I made folders for these

ELA/SS STPT: Meeting Notes #7

Date: 8/17/2015

Attendance: koki Hamilton, Geiling, Singlehurst, Calello, Gallagher, Mark Alsbergas, Mendelson, T.lin

Absent:

MEETING PREPARATION & PROPOSED AGENDA

Language Arts Curriculum, Instruction, & Assessment (20 minutes)

- **TERI & MAGGIE:** Present LPs for Aug. 24th - 28th ([ELA Calendar](#))
- We need to formalize a long term plan for ELA...since we have decided to revamp curriculum this year, we need to put our thoughts on paper :) We will utilize EngageNY and Springboard as our primary resources. Can we select dates and times that we will get together to get this task accomplished (i.e. a couple of hours on a Wednesday afternoon)?
- MUL Reading Diagnostic...is everyone ready to go? Rosters set? Do students know their log-ins and passwords? We will share our data from the diagnostic on Monday, Aug. 31st during STPT.
- Writing diagnostic...should Maggie plan to reserve Monday, Aug 31st for this task? As she's planning the week of Aug.31-Sept.4, she needs to know whether or not Monday is reserved for the writing diagnostic.

Social Studies Curriculum, Instruction, & Assessment (5 minutes)

- **CHELSEA:** Answer any questions or clarifications from team regarding "Build your own island" project

ANNOUNCEMENTS

- **Geiling:** PARTY Sign-up sheet is ready...\$13 x #attending
- Emergency evacuation/off campus evacuation maps for the 2015-2016 school year need to be posted immediately in classrooms (preferably by an exit door)

**LEARNING WALK REFLECTIONS:
GLOWS & GROWS**

- References to cognitive thought processes of Thinking Maps...this is becoming stronger and stronger across the grade level :) A teacher today said, "Why are we using a circle map for this activity? Why wouldn't we use a bubble map instead?"

ITEMS / DISCUSSION POINTS	NOTES / MINUTES

ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> • Chelsea, Scott, & Peter: Present SS LPs for Aug. 24 - 28th at STPT on Thurs. Aug. 17th...include final assessment question/exit ticket for geography unit. • Kristin/Erin/Chelsea...present info about SS "I Can" statements after meeting with Daria on Monday, August 17th • Teri & Maggie (Peter?): Present ELA LPs for Aug. 31 - Sept. 4 on Monday, Aug. 24th 	

ELA/SS STPT: Meeting Notes #6**Date: 8/13/2015**

Attendance: Hamilton, Calello, TLin, Gallagher Koki, Mr. Alsbergas, Brenda Chun, Singlehurst, Walje, Erin, Kristin

Absent:

MEETING PREPARATION & PROPOSED AGENDA**Language Arts Data Sharing: Autobiographies (15 minutes)**

- Grade three student autobiography writing assignments using the [SBA Narrative Rubric](#). Please do not mark student writing samples because the point is to have a colleague grade the same paper and compare your rubric score with your colleague's rubric score.
- **BIG GOAL:** Start to develop a common/shared expectation of student writing performance. The use of the common Smarter Balanced rubric and taking the time to grade each others student work will boost our inter-rater reliability. An "A" essay in one classroom should be an "A" essay in everyone's classroom.
- When do we want to conduct a data conversation on the autobiographies? Thursday? Next Monday, Aug. 17th?

Language Arts Curriculum, Instruction, & Assessment (10 minutes)

- **TERI:** Present LPs for Aug. 17th - 20th ([ELA calendar](#))
- **Maggie** to plan with Teri for the week of Aug. 24-28
- Distribute Bud Not Buddy books. Books need to be numbered and an accountability system needs to be in place for each classroom so that we do not have damaged/lost books.

Social Studies Curriculum, Instruction, & Assessment (10 minutes)

- **Erin:** Present SS Wednesday LPs for August 19/26 at STPT on Thurs. Aug. 13th
- **CHELSEA:** Review LPs for Aug. 17th - Aug. 20th...we are good right? Met about updates to create your own island project already :)
- **Scott and Peter** to plan with Chelsea for the week of Aug. 24-28

ANNOUNCEMENTS

Q2 Calendar

- MUL Reading Diagnostic is scheduled for Wednesday, August 26th. Tech is reserved. If you are a new teacher, Leighton Nakamoto (D-8) will be available to train you on the program anytime during periods 7 or 8. All class rosters and student log-ins must be prepared before administering the assessment. Bring class rosters with you when you visit Leighton.
- Writing diagnostic is tentatively scheduled for Monday, August 31st. Check out the writing tracker that Chloe developed (sent via lotus notes)...I can not get it to paste into google docs :(
- Geiling: PARTY Sign-up sheet is ready...\$13 x #attending

LEARNING WALK REFLECTIONS: GLOWS & GROWS

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
EES 2015 - 2016	Individual Professional Development Plan (IPDP) needs to be submitted by the end of the first quarter IPDP template attached: docs.google.com/document/d/19NskG7YeR1ZBR1Ry-MILA-2yTWezsuwuATiLVTLNaQE/edit
Autobiography Data Sharing	<p>Teachers traded student autobiographies and each graded each other's writing samples.</p> <p>BIG GOAL: Start to develop a common/shared expectation of student writing performance. The use of the common Smarter Balanced rubric and taking the time to grade each others student work will boost our inter-rater reliability. An "A" essay in one classroom should be an "A" essay in everyone's classroom.</p> <p><u>Teacher thoughts/reflections on activity...</u> -all team members need to grade a high, medium, and low student samples -translating rubric to grades...suggestion...marking bullet points...</p> <p><u>Student Writing Weaknesses (opportunity for corrective instruction):</u> -short mini-lessons on grammar -character development -transition sentences from paragraph to paragraph -figurative language</p>
Teri: Language Arts LPs for Aug. 17-20	Lesson 1.7 (2 days) Lesson 1.8 (2 days)

Erin: SS LPs for Aug. 19/26	Primary vs. Secondary Sources
Lunch Buddy Group Tomorrow?	Distribute Bud Not Buddy books. Books need to be numbered and an accountability system needs to be in place for each classroom so that we do not have damaged/lost books.
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> • Chelsea, Scott, & Peter: Present SS LPs for Aug. 24 - 28th at STPT on Thurs. Aug. 17th...include final assessment question/exit ticket for geography unit. • Teri and Maggie: Present ELA LPs for Aug. 24th - 28th at STPT on Mon. Aug. 20th • Kristin/Erin/Chelsea...present info about SS "I Can" statements after meeting with Daria on Monday, August 17th 	

ELA/SS STPT: Meeting Notes #5

Date: 8/10/2015

Attendance: Teri, Hamilton, Singlehurst, Calello, Mendelson, Gallagher, Brenda Vierra-Chun

Absent:

MEETING PREPARATION & PROPOSED AGENDA

Social Studies Data Sharing (10 - 15 minutes)

- Please be prepared to share your classes' results on the geography quiz. Please reference previous meeting notes regarding how to grade the quizzes.
- Please be prepared to discuss what you have diagnosed as your students' geography strengths and weaknesses. As a team, we will make inferences about our grade level's overall performance. We will also prioritize the most urgent instructional needs of our students.
- What does the data tell us about our students' ability to answer the following "I Can" statements:
(1) I can explain what geography is, (2) I can identify the 7 continents and 5 oceans, (3) I can identify the difference between a continent and a country, (4) I can identify elements of a map and how they relate to our understanding of the world.
- **BIG GOAL:** After completing this initial round of instruction on geography, can our students analyze and draw conclusions about how/why geography affects where people live and work? Can our students use geographic representations to analyze people, places, and environments? Can our students assess the nature and interaction of geographic regions and societies around the world? (DOK 4)
- **POSSIBLE DISCUSSION POINTS:** The daily "I Can" statements are lower level thinking skills, however, the big goal for our students is to be able to answer a higher level thinking level "I Can" statement...are we there yet or will this be a standard that we continue to work towards achieving throughout the school year? What supports/scaffolds do we need to provide our students in order to achieve this standard? What will the incorporation of the CCSS do to help our students demonstrate proficiency with this standard?

The diagram illustrates Bloom's Taxonomy, a hierarchical classification of educational objectives. It is organized into a circular structure with a central core and an outer ring of specific skills.

Central Core:

- Level One (Recall):** Focuses on basic knowledge and recall.
- Level Two (Skill Concept):** Focuses on understanding and applying concepts.
- Level Three (Strategic Thinking):** Focuses on higher-order thinking and problem-solving.

Quadrants and Skills:

- Top Quadrant (Level Four - Extended Thinking):** Includes skills like Calculate, Arrange, Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, and Prove.
- Bottom Quadrant (Level One - Recall):** Includes skills like Define, Draw, Identify, List, Label, Illustrate, Measure, Report, Inter, Categorize, Collect and Display, Identify Patterns, Organize, Construct, Modify, Predict, Interpret, Distinguish, Use Context Cues, Make Observations, Summarize, and Show.
- Left Quadrant (Level Two - Skill Concept):** Includes skills like Who, What, When, Where, Why, Name, Use, Match, Graph, Classify, Separate, Cause/Effect, Estimate, Compare, Relate, Develop a Logical Argument, Assess, Construct, Compare, Investigate, Differentiate, Draw Conclusions, and Hypothesize.
- Right Quadrant (Level Three - Strategic Thinking):** Includes skills like Recall, Tabulate, Recognize, Quote, Match, Graph, Classify, Separate, Cause/Effect, Estimate, Compare, Relate, Develop a Logical Argument, Assess, Construct, Compare, Investigate, Differentiate, Draw Conclusions, and Hypothesize.

Q2 Calendar

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Language Arts Data Sharing: Autobiographies (15 minutes)

- Grade three student autobiography writing assignments using the [SBA Narrative Rubric](#). Please do not mark student writing samples because the point is to have a colleague grade the same paper and compare your rubric score with your colleague's rubric score.
- **BIG GOAL:** Start to develop a common/shared expectation of student writing performance. The use of the common Smarter Balanced rubric and taking the time to grade each others student work will boost our inter-rater reliability. An "A" essay in one classroom should be an "A" essay in everyone's classroom.
- When do we want to conduct a data conversation on the autobiographies? Thursday? Next Monday, Aug. 17th?

Social Studies Curriculum, Instruction, & Assessment (10 minutes)

- **CHELSEA:** Review LPs for Aug. 17th - Aug. 20th

ANNOUNCEMENTS

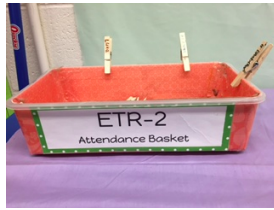
- MUL Reading Diagnostic is scheduled for Wednesday, August 26th. Tech is reserved. If you are a new teacher, Leighton Nakamoto (D-8) will be available to train you on the program anytime during periods 7 or 8. All class rosters and student log-ins must be prepared before administering the assessment. Bring class rosters with you when you visit Leighton.
- Writing diagnostic is tentatively scheduled for Monday, August 31st...stay tuned.
- **BRENDA:** Grab GLO evidence crates & supplies, EES Manuals
- **Geiling:** Preview Learning Walk Protocol
- **Geiling:** PARTY ANNOUNCEMENT :)
- **Geiling:** Bud Not Buddy Books will be here no later than Tuesday :)

LEARNING WALK REFLECTIONS: GLOWS & GROWS

- "I Can" statements written in student planners...awesome way to keep parents informed!
- Try to not have more than one or two "I Can" statements per lesson...the "I Can" statements are accountability statements for one 40-80 minute class.
- Grade level awareness...we need to reinforce the cognitive thought processes/questions for each Thinking Map as we use them in our lessons..."the question you choose, determines the map you use"
- Amazing connections between ELA and SS classes...as students construct vertical lines in notebooks, teacher used opportunity to review longitude vs. latitude
- Teachers modeling annotation techniques on board with students, focus on academic vocabulary, tier 2 words

Q2 Calendar

- Example of effective attendance system...no time is being wasted by teacher or students :)



ITEMS / DISCUSSION POINTS	NOTES / MINUTES
GLO Learning Portfolios	GLO reflection sheets samples: https://docs.google.com/document/d/1hv1u5xfgQdfYCHeeelrGz4tCyVRYrK1_3XhpiEt77w/edit
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> • Erin: Present SS Wednesday LPs for August 19/26 at STPT on Thurs.Aug.13th • Teri: Present ELA LPs for Aug.17th-20th on Thurs.Aug. 13th • Kristin/Erin/Chelsea...present info about SS "I Can" statements after meeting with Daria on Monday, August 17th 	

ELA/SS STPT: Meeting Notes #4

Date: 8/6/2015

Attendance: Singlehurst, T. Lin, Geiling, B. Vierra-Chun, Hamilton, Gallagher, Calello, Mark Alsbergas, E Mendelson,

Absent:

MEETING PREPARATION & PROPOSED AGENDA

Reading and Writing Diagnostics

- Team needs to select a date in August to administer Measuring Up Live (**possibly ready by Aug 17th according to Leighton**) reading diagnostic **AND** school wide writing diagnostic (power of words materials)
- [School-wide Writing Diagnostic](#)

Social Studies Curriculum, Instruction, & Assessment

Q2 Calendar

- **ERIN:** Were you able to find “I Can” statements for HCPSIII standards?
 - [Social Studies CCSS Standards](#)
 - [SS Benchmarks](#)
- Future SS lessons should have “I Can” statements for HCPSIII and CCSS for the Social Sciences

Language Arts Curriculum, Instruction, & Assessment

- **TERI:** Present ELA LPs for Aug. 10-14. Please open:
 - [ELA Q1 Calendar](#)
 - [Unit 1 Plan](#)

ANNOUNCEMENTS

- Notebook Setups: Table of Contents Templates ([ELA](#)) ([SS](#)). Click here to [see what Students & Parents view](#).
- **Brenda:** WASC accreditation visit and GLO evidence crates
- CARE meetings start this week
- Technology carts are almost done :) However, MUL is not quite ready :(
- GREAT NEWS...we are ordering SPRINGBOARD teacher edition texts and online access for every ELA teacher! PO is being processed today.

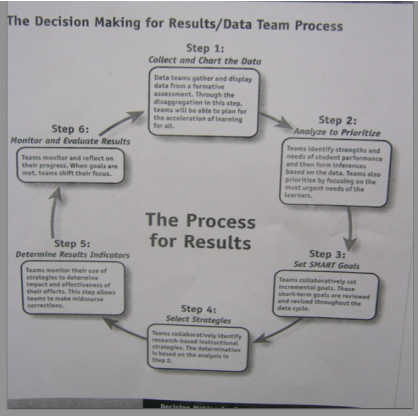
LEARNING WALK REFLECTIONS: GLOWS & GROWS

- **“I CAN” Statements** posted for ELA and SS in EVERY classroom!!! Cheehoo!
- **Strategy for Writer’s Block**...students were struggling to start body paragraphs for autobiographies. Provide student with a flow map, one block for every sentence. For example: Mario was struggling with how to write his body paragraph on hobbies. First box = topic sentence, “I have many hobbies that I like to do in my spare time.” Second box = “I like to draw...” Third box = “I also like to watch TV. Some of my favorite shows are...” Fourth box = “I also love to play basketball...” Fifth box = Closing/transition sentence, “Drawing, watching TV, and playing basketball are my favorite hobbies and they keep me from becoming bored and lazy.”
- **Using a Tree Map to Classify Ideas and to organize topics for autobiographies**
- **Descriptive feedback/praise strategy**...after every student shared their opening paragraph, classmates were asked to either share a compliment or a wish. This strategy reinforces a community of learners that are committed to each other’s success AND holds students accountable for being respectful and attentive while someone else is sharing.

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Reading and Writing Diagnostics	Team decided to conduct Reading MUL Diagnostic on Wednesday, Aug 26th and School-wide Writing Diagnostic on Monday, Aug. 31
ELA LPs for Aug. 10th - 14th	Personal Narrative: Incident-Response- Reflection (Mon/Tues) He Said, She Said: Characterization (Wed/Thurs)

	Analyzing Narratives (Friday/Mon Aug24th)
"I Can" Statements for SS	Chelsea linked HCPSIII and CCSS standards
SS Geography Quizzes	<p>26 total points</p> <p>22 questions = 1 pt each 4 pts for each of the longitude/latitude directions</p> <p>Give 10 - 15 minutes to complete This is a quiz grade.</p>
Autobiography Data Sharing	Bring a few samples (one low, one med, one high) with grades/rubric attached.
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> • Chelsea & Teri: Please place all LPs and materials for the Aug 3-7 on the grade level server • Please bring results of geography quiz (administered Friday, Aug. 3rd) to STPT on Monday Aug. 10th • Grade a few autobiographies using SBA Narrative Rubric and bring to STPT on Mon.Aug.10th...grading calibration • Chelsea: Present SS LPs for Aug. 17th - 20th on Mon.Aug10th • Teri: Present ELA LPs for Aug.17th-20th on Thurs.Aug. 13th • Erin: Present SS Wednesday LPs for Aug. 19th and Aug. 26th at Thurs.Aug. 13th • Kristin/Erin/Chelsea...present info about SS "I Can" statements after meeting with Daria 	

ELA/SS STPT: Meeting Notes #3	Date: 8/3/2015
Attendance: Geiling, Singlehurst, Hamilton, Gallagher, Calello, T, .Lin, Mendelson, Walje, Absent:	
MEETING PREPARATION & PROPOSED AGENDA	
<u>Writing Diagnostic Data Discussion</u> <ul style="list-style-type: none"> • Please bring a few student writing samples from the Highs/Lows writing activity...separate your writing samples into three different groups (above average, average, and below average). As we preview everyone's writing samples, our goal is to start to develop a common/shared expectation of student writing performance. In future data discussions, we will use common Smarter Balanced rubrics to boost inter-rater reliability. • Please be prepared to discuss what you have diagnosed as your student's writing strengths and weaknesses. As a team, we will make inferences about our grade level's overall performance. We will prioritize the most urgent writing needs of our students. We will need to 	



construct a series of mini-lessons to implement prior to our students completing their personal narratives in the upcoming weeks.

Reading and Writing Diagnostics

- Team needs to select a date in August to administer Measuring Up Live (possibly ready by Aug 17th...just spoke to Leighton) reading diagnostic and school wide writing diagnostic (power of words materials)

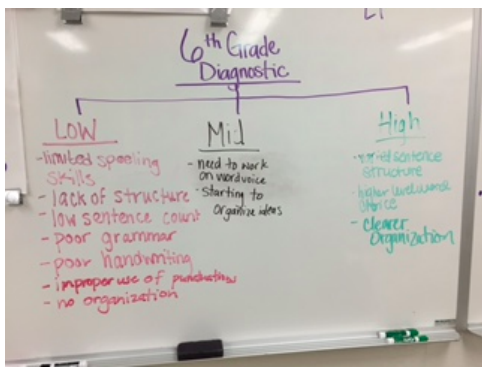
Social Studies Curriculum, Instruction, & Assessment

- Erin: Lesson plans for Wed. Aug. 5th and Aug. 12th
- Chelsea: Lesson plans for Aug. 10-14

ANNOUNCEMENTS

- Brenda: WASC accreditation visit and GLO evidence crates
- CARE meetings start this week

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Discussion of Diagnostics (High, medium, low)	-went around and compared the different levels of writing in the grade -teachers previewed student writing samples from each level of performance and identified trends in the areas of growth/areas of weakness -as we plan future units, we will incorporate mini-lessons into weekly lesson plans to address identified areas of weakness

	
Social Studies (Chelsea)	Previewed LPs for Aug 10th-14th -Geographic dictionary project...idea for presentations (allow practice time, perhaps present in small groups)
Social Studies (Erin)	Previewed News Literacy Lesson for Aug 5/12
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> Chelsea & Teri: Please place all LPs and materials for the Aug 3-7 on the grade level server Teri: Present ELA LPs for Aug. 10-14 during STPT on Thursday, Aug. 6th HCPSS III "I CAN" Statements for SS lessons 	

ELA/SS STPT: Meeting Notes #4**Date: 8/6/2015****Attendance:****Absent:****MEETING PREPARATION & PROPOSED AGENDA****Reading and Writing Diagnostics**

- Team needs to select a date in August to administer Measuring Up Live (possibly ready by Aug 17th according to Leighton) reading diagnostic **AND** school wide writing diagnostic (power of words materials)

Social Studies Curriculum, Instruction, & Assessment

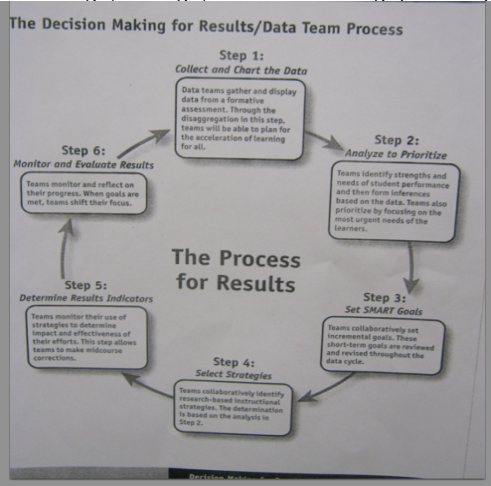
- ERIN:** Were you able to find "I Can" statements for HCPSIII standards?
- Future SS lessons should have "I Can" statements for HCPSIII and CCSS for the Social Sciences

Language Arts Curriculum, Instruction, & Assessment <ul style="list-style-type: none"> • TERI: Present ELA LPs for Aug. 10-14 	
ANNOUNCEMENTS	
<ul style="list-style-type: none"> • Brenda: WASC accreditation visit and GLO evidence crates • CARE meetings start this week 	
ITEMS / DISCUSSION POINTS	NOTES / MINUTES
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none"> • Chelsea & Teri: Please place all LPs and materials for the Aug 3-7 on the grade level server • Please bring results of geography quiz (administered Friday, Aug. 3rd) to STPT on Monday Aug. 10th 	

ELA/SS STPT: Meeting Notes #4		Date: 8/6/2015
Attendance:		
Absent:		
MEETING PREPARATION & PROPOSED AGENDA		
Reading and Writing Diagnostics <ul style="list-style-type: none"> • Team needs to select a date in August to administer Measuring Up Live (possibly ready by Aug 17th according to Leighton) reading diagnostic AND school wide writing diagnostic (power of words materials) 		
Social Studies Curriculum, Instruction, & Assessment <ul style="list-style-type: none"> • ERIN: Were you able to find "I Can" statements for HCPSIII standards? • Future SS lessons should have "I Can" statements for HCPSIII and CCSS for the Social Sciences 		
Language Arts Curriculum, Instruction, & Assessment <ul style="list-style-type: none"> • TERI: Present ELA LPs for Aug. 10-14 		

ANNOUNCEMENTS	
<ul style="list-style-type: none">Brenda: WASC accreditation visit and GLO evidence cratesCARE meetings start this week	
ITEMS / DISCUSSION POINTS	NOTES / MINUTES
ACTION ITEMS & NEXT STEPS	
<ul style="list-style-type: none">Chelsea & Teri: Please place all LPs and materials for the Aug 3-7 on the grade level serverPlease bring results of geography quiz (administered Friday, Aug. 3rd) to STPT on Monday Aug. 10th	

ELA/SS STPT: Meeting Notes #3	Date: 8/3/2015
Attendance: Geiling, Singlehurst, Hamilton, Gallagher, Calello, T, .Lin, Mendelson, Walje, Absent:	
MEETING PREPARATION & PROPOSED AGENDA	
<p>Writing Diagnostic Data Discussion</p> <ul style="list-style-type: none">Please bring a few student writing samples from the Highs/Lows writing activity...separate your writing samples into three different groups (above average, average, and below average). As we preview everPlease	



Reading and Writing Diagnostics

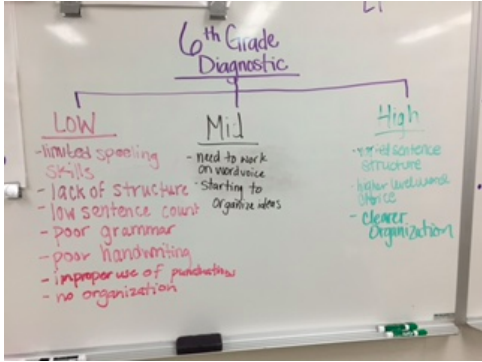
- Team needs to select a date in August to administer Measuring Up Live (possibly ready by Aug 17th...just spoke to Leighton) reading diagnostic and school wide writing diagnostic (power of words materials)

Social Studies Curriculum, Instruction, & Assessment

- Erin: Lesson plans for Wed. Aug. 5th and Aug. 12th
- Chelsea: Lesson plans for Aug. 10-14

ANNOUNCEMENTS

- Brenda: WASC accreditation visit and GLO evidence crates
- CARE meetings start this week

ITEMS / DISCUSSION POINTS	NOTES / MINUTES
Discussion of Diagnostics (High, medium, low)	<p>-went around and compared the different levels of writing in the grade</p> <p>-teachers previewed student writing samples from each level of performance and identified trends in the areas of growth/areas of weakness</p> <p>-as we plan future units, we will incorporate mini-lessons into weekly lesson plans to address identified areas of weakness</p> 
Social Studies (Chelsea)	Previewed LPs for Aug 10th-14th -Geographic dictionary project...idea for presentations (allow practice time, perhaps present in small groups)
Social Studies (Erin)	Previewed News Literacy Lesson for Aug 5/12
ACTION ITEMS & NEXT STEPS	

- **Chelsea & Teri:** Please place all LPs and materials for the Aug 3-7 on the grade level server
- **Teri:** Present ELA LPs for Aug. 10-14 during STPT on Thursday, Aug. 6th
- HCPSS III "I CAN" Statements for SS lessons

ELA/SS STPT: Meeting Notes #2

Date: 7/30/2015

Attendance: Geiling, Mendelson, Peter Calello, Chelsea Singlehurst, Scott Hamilton, Teri Ann Lin, Maggie Gallagher, Mr. Al, Walje, Brenda Vierra-Chun, Koki

Absent: None - YAY!

AGENDA

1. July 31st Agenda
2. ELA Lesson Plan Edits for Aug 3-7
3. SS Lesson Plan Edits for Aug 3-7
4. Set STPT Agenda for Aug 3-7
5. Technology inventory...which classrooms have iPad/laptop carts?

ITEMS / DISCUSSION POINTS		NOTES / MINUTES
1	July 31st Agenda	Thinking Maps PPTs added for the day Highs and Lows activity will be our first writing sample to bring to STPT
2	ELA LP Edits (Teri)	Edits to LPs made...Do Now for 1.4 completed
3	SS LP Edits (Chelsea)	LP edits for Aug 3-7

Q2 Calendar

4	Looking Ahead	Next Week STPT: Monday (Social Studies) Thursday (Language Arts)
Actions Required (who, what, by when): <ul style="list-style-type: none">Monday, Aug 3rd: Chelsea presents SS lesson plans Aug 10-14Monday, Aug 3rd: Erin presents SS Wednesday lesson plans for Aug 5/12Thursday, Aug 6th: Teri presents ELA lesson plans for Aug 10-14Everyone please bring your writing samples from the July 31st Highs and Lows writing activity to STPT on Monday, Aug 3rdSelect a date in August to administer MUL ELA diagnostic and school-wide writing diagnostic		
Important Highlights: <ul style="list-style-type: none">First data discussion on Monday, Aug. 3rd...bring writing samples from High and Lows activity. Try to bring a few examples from students who you believe have weak writing skills, moderate writing skills, and exceptional writing skills.Unit Plans and Lesson Plans should contain standards and "I can" statements		
Next Steps/Looking Ahead:		

July 27, 2015

1. 6th Grade Server

Everything that needs to be copied should be placed in the grade level folder on our server at least 2 days before we need to make copies. When you are done making final revisions on Google, place it in the server.

2. Language Arts

Teri presented curriculum map/long term plan, unit one overview, and LPs for Aug 3-7.

3. Social Studies

Chelsea presented curriculum map/long term plan, unit one overview, and LPs for Aug 3-7.

[Q2 Calendar](#)

Action Items

- Teri: Autobiography/Personal Narrative lesson plan edits
- Chelsea: Which pacing guide calendar are we using for SS? Lesson plan edits for Aug 3-7. Wednesday social studies lesson plan for Aug 5/Aug 12