

September 30, 2015 Collaboration Recaps

Elementary Schools:

On September 30, the three elementary schools gathered at Sunnyside Elementary to review the craft of teaching by reviewing past and present data. The staff was encouraged to review school growth data from last year and share/list celebrations and/or things they found successful. Grade levels reviewed the present school year's data and reflected on where they felt their greatest needs were. Staff then shared their current plan/ideas on how they will help students make growth. The day allowed Pullman elementary schools to look at each elementary child and adjust learning to fit their individual needs.

The Special Education Preschool Teachers met and reviewed data from last year's Child Outcome Summary Forms. Students who exited the Special Education Preschool programs last year showed growth in all three areas: Positive Social-Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Appropriate Action to Meet Needs. Although student growth was shown in all areas last year, the greatest need for growth is in Positive Social-Emotional Skills. Tools and strategies were discussed regarding how to increase growth in this area. The following strategies were discussed: use of the Second-Step social-emotional curriculum for preschool students, direct small group instruction, creating purposeful social interaction for students to practice appropriate social-emotional interactions with peers and adults, using peer models to elicit engaging positive social interactions. The Preschool teachers then discussed the Child Outcome Summary Form rating score decision tree and created a meaningful connection between the rating scale numbers and standard deviation. This connection will allow for standard deviation, derived from evaluations, to help drive the decision and justification for COSF ratings which will help provide continuity in the decision of rating scores throughout the district.

The kindergarten team discussed using differentiated reading groups and the incorporation of other sources and strategies for learning letters/sounds. Some of the ideas that were discussed were breaking students into skill groups according to school wide data. The group brainstormed various ways of how to specifically work on particular skills sets to better meet student needs.

The 1st grade team looked at student achievement data in reading and math. They celebrated past successes and discussed strategies to support and extend student learning.

The 2nd grade team looked over past data, and worked to connect what they do in the classroom that specifically impacts student scores. The team broke down the strategies that promote student achievement, looking at the big ideas that students must know by the time they leave second grade. These big ideas include basic phonics, choral reading, high frequency word work and the utilization of GLAD (Guided Language Acquisition Design) strategies.

The 3rd grade team looked at MAPs and DIBELS scores from last year, and discussed current instructional practices for improving student reading and writing. The team realized that they need to spend more time completing written response questions that cite evidence from text in order to be better prepared for the Smarter Balanced test that students will take in the spring. The third grade

teachers look forward to comparing student work at the October collaboration day and continuing discussions on how to improve teaching to best serve Pullman students.

The 4th grade team spent time sharing strategies that have been found to improve students' reading skills. These include targeted fluency work, small group skill instruction, using Storytown Interventions, as well as novel studies. They are interested in learning more about the Cloze read strategy to develop students' reading comprehension and would like to locate high-quality resources and receive some training in this process. With the changes in the state assessment, which has increased non-fiction reading significantly, they would like to locate leveled novels that will enrich other current curriculum in science and social studies while allowing all students the opportunity to have a positive reading experience. 4th grade teachers are committed to share non-fiction text in the form of reproducible articles that support content area reading.

The 5th grade team discussed present student data and strategies to address learning. Members shared strategies that have worked /are working to improve student learning. During the discussion they generated questions for the next meeting on October 21, when they meet with grade 6 at LMS. They also had a brief discussion regarding report card updates and alignment as well as online standards gradebook.

The special education elementary teachers and occupational therapy staff discussed the new reading curriculum READ 180. Strategies and structures that were successful last year were shared. Staff discussed previous success with Reading Mastery and Connecting Math Concepts.

After the paraprofessional staff completed health training with Mrs. Hyatt, they joined together with all schools to share strategies for success and identify areas for further training during school wide training. All staff will continue to contribute successes in math and reading throughout the school year.

Art and Physical Education worked together to discuss the district focus to incorporate math and reading activities in the specialists areas. As a team, they identified multiple authentic activities and experiences that will promote and extend math and reading opportunities in nontraditional settings.

The Title1/LAP team looked at school data, compared results with interventions used at each grade level and then set goals that had a particular focus at each grade level.

Lincoln Middle School:

The faculty at Lincoln Middle School was hard at work during collaboration day on September 30th.

Our 6th grade Math and English Language Arts teams worked together on strategies for students at risk as well as analysis of spring MAPS and SBAC scores. Our Science department continued work with English Language Arts teachers on student paragraph responses and reading strategies in the science

classroom. They are also working on a possible “Science in the Community” event to engage kids in community activities associated with science. Our 7th grade English Language Arts team began analyzing sentence structure work from students and developed a plan for intervention. This team has worked hard at full alignment within grade level and how they can help other departments in reading and writing. Our 7th/8th Math team worked on assessment strategies for struggling math students and looked at possibilities to incorporate reading strategies in their classrooms. As always...student growth is on all agendas.

Pullman High School:

Art:

Worked on logistics of all district art show

- Discussed/ planned all district art show
- Planned for visit to Tri-Cities for LID Day
- Talked about collaboration with LMS choir for Pullman Art Walk in May

Counselors:

Continued work on the district wide k-12 suicide instructional training and evaluation module.

CTE:

Discussed beginning of year advisory board meetings

Discussed Precision Exams

- Talked about available subject areas for exams
- Jessica & Jill are going to implement exams in at least one class
- Vince will implement exams in at least one class next year

Went over My School Data information and did tutorial for those gone for training

English:

1. We decided to adopt the MAPS cut-off from My School Data of 220 for the reading test.
2. We talked about making discussion our common goal for evaluation.
3. Differentiation ideas:
 - Give top students extra/different assignments
 - Provide a few challenging assignments in each unit (and be comfortable with some students being lost)
 - A, B, and C options with significant assessments
 - Tests for reassurance for low students; writing rubrics designed to reward academically ambitious students
 - Groups determined by performance

- Silent Discussion
 - Study guides designed for different levels
 - Use SSR time to scaffold for struggling students
 - Discussion utilized after teaching expectations
 - Students observe discussion and then debrief the class (2 students at a time)
 - Literature Circles (in homogeneous groups)
4. Visited by SPED staff to clarify literary terms.

Health and Fitness:

Continue the work on and update the new freshman curriculum for Health and Fitness 1.

Library:

Review the Digital Citizenship Curriculum and determine how it could be incorporated into the library curriculum.

Secondary staff met, located and began reviewing the Digital Citizenship Curriculum for 6-12th grades, while the elementary staff looked at the K-5 curriculum. We went unit by unit to determine which topics could be taught within the library curriculum and which topics are better suited to be taught by someone else (classroom teacher, counselor, principal, etc.).

(This process will be continued at the next meeting, not enough time to finish up.)

As the various curriculums were reviewed, a list of topics was generated for each grade band, topics that were library related and topics that were better suited to be taught in another area of the curriculum. This will give us a starting point for discussion at the next collaboration.

It was also suggested that each grade band talk/email various individuals within our buildings and/ Stephanie Bray to determine:

- What standards are being covered currently in other curricular areas, (ie. Story Town, research projects, health classes, etc.) that we are not aware of.
- Depending on the topics, where is the best place to place this new instruction necessary to meet the state technology standards?

Math:

1. Discussion of the focus for this year's collaboration
 - Continued focus on specific mathematical topics and lessons
 - Focus on using technology effectively in the classroom
 - Jan shared an in-service/workshop opportunity in Spokane for November
2. Pre-Algebra & Credit Retrieval Report

The department discussed the implementation of the new separation between these two classes. The current teachers reviewed the mathematical emphasis for each class and how students were being assessed (CR: progress, problem of the week, completed notebook, attendance, and comprehensive assessments. Pre-Algebra: using math lab materials, workbook skill problems.) Teachers are still concerned on how we are meeting the needs of all students in these classes.

3. Collection of Evidence Overview

Sherree Komp provided a brief overview of collection of evidence procedures

- 6-8 tasks
- must provide coverage of standards within the course
- two tasks must be “on-demand” – completed in one sitting
- new tasks for this year aligned to new standards
- electronic submission

4. Team Time

Sherree/Marcus/Tim:

- continued discussing collection of evidence procedures
- viewed website for COE

Alex/Lisa/Jan:

Focused on discussing instructional activities which could possibly be used in a unit on the golden ratio in Contemporary Math. This included activities which feature:

- the process standards of the common core
- pattern building using MMRE materials
- Fibonacci sequences
- building a golden spiral
- geometric constructions
- applications of the golden section to art and architecture.

Alex will continue to develop a scope and sequence for the unit and bring to the December collaboration meeting for feedback from the entire team.

Music:

1. We looked at two articles about music, and how it affects the brain and learning. We discussed this new research into education (and pain management) and music.

2. We discussed concerns about scheduling in the elementary school. There were several issues to talk and plan through. More discussion needed before further steps are taken.

3. Reviewed district music calendar and scheduled and adjusted several events.

4. SMART Goal sharing for TPEP. Shared some success on positive changes seen in student learning because of a focus / awareness of these goals. Discussion about the lower performing section of

students still struggling, perhaps struggling more than ever before. Why? We then continued and talked about what role can we (as music educators) play in encouraging student participation despite challenges at home? We need students to be responsible, with parent support – but not all have that. Students need to own their own practice time, and we need to assist them in excelling at that.

5. That lead to discussion about music's role in helping young people become more "resilient." Shared an article about college students struggling, and trends in secondary / higher education. How can music be a part of strengthening students for the challenges in higher education?

6. Looked at NAFME Music Model Cornerstone Assessments. These are documents by our national education body, that help students assess strengths and weakness in their practice and in evaluating other's performances. The question, "What went wrong?" is a powerful assessment to ask the students; as music teachers we need to be conscious / focused on taking the center of learning off of the conductor, and putting it back onto the students to assess where their understanding is. Asking, "What went wrong? What went right?" are great, open-ended questions that can help us see what they are thinking and comprehending. These assessments are appropriate Elementary through High School. We will look at other assessments in the next meeting.

Our overall theme kept circling around problem solving and how music can be a unique element in a student's growth in that area. How can we be a resource to make students into better problem solvers.

Science:

Most of the time was spent discussing inserting science literacy in our classrooms. Asking questions about tips for assessing and engaging in science reading. "Some examples of content reading would be using evidence to support" "How do we measure how reading is going to stick?" "How do we align the reading with what we're currently teaching?" Perhaps use National High School Journal of Science.

Special Education:

The PHS Special Education team met to discuss student growth goals and assessments in relation to our TPEP process. We also discussed the need to schedule events/field trips for student transition learning opportunities.

Social Studies:

Collaboration on types of documents to be used in common assessments for U.S. History class for second semester.

Further sharing of instructional uses of Chrome Books.

World Languages:

Discussed theme and planned for World Language Week 2016: something to do with human migration
– emigration & immigration, reasons for leaving one's country, etc.