2015 – 2016

Curriculum Meeting's Schedule:

The goal this year is to have Curriculum Meetings on the 1st & 3rd Monday* of each month.

*(few variations from these dates – see schedule)

I am attaching a Curriculum Meeting Schedule to the email. This will outline our schedule/dates for Curriculum Meetings. Please refer to this in order to see what type of Curriculum Meeting is being held on the specified Monday.

2015-2016 Curriculum Meeting Topics:

1. High-Level Questioning Strategies
2. Vertical Meetings
3. Instructional Frameworks/

   Scope and Sequence
4. Data Analysis - D MAC

Curriculum Meeting:

High-Level Questioning Strategies

High Level Questioning Strategies

- This meeting time is to be used to develop questioning strategies for:
  - Daily Lessons
  - Quick Checks
  - Quizzes
  - 6-Week Exams
  - Other Ways You Want to Assess Learning!

High-Level Questioning

- What is rigor or a rigorous/high-level question?
  - **Rigor** is creating an environment in which each student is expected to learn at high levels, each student is supported so that he or she can learn at high levels, and each student demonstrates learning at high levels
  - Research concludes both the use of **higher-order questions** and **increased wait-time** significantly contributes to increases in student engagement and higher learning potential (Journal of Educational Psychology, 1982).

High-Level Questioning

- What is rigor or high-level questioning?
  - Questioning should:
    - Ask why? How? Is that? Did you? What's your...
    - What does it infer?
    - Can you think of a different word?
      - Are you, as teacher, using different words?
    - Provide ample wait time for responses (3-7 seconds)

High-Level Questioning

- What is <u>rigor or high-level questioning in my content</u>?
  - <u>Social Studies</u>
    - Being able to read maps to understand a passage by using the language of a historical document
  - <u>Math</u>
    - Use thinking skills to work multiple steps in a problem and realize that a problem has multiple steps to get to an answer

High-Level Questioning

- What is rigor or high-level questioning in my content?
  - Science
    - Something learned in the classroom is able to be applied in a Lab setting
  - English Language Arts
    - Being able to infer/summarize/provide details/search for text evidence
  - Electives
    - Apply concepts and skills in a real-world context, project-based learning, collaboration with peers, and shared responsibilities

High-Level Questioning

1. What is a <u>quick check</u> (in terms of assessing)?

    - A quick check is on-going or formative classroom level assessments of student learning in a variety of formats

TEKS and Assessment: Things to Remember

The wording of the student expectations tells us:

- WHAT CONTENT is to be assessed

and

- At what LEVEL the student expectation will be assessed

Determining Difficulty Level

Samples of Cognitively Difficult (verbs)

- EASY
  - Remember
  - Understand
- MEDIUM
  - Apply
  - Analyze
- HARD
  - Evaluate
  - Create

Chapter 112. Texas Essential Knowledge and Skills for Science
Subchapter B. Middle School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §7.102(c)(4) and §28.002, unless otherwise noted.

§112.17. Implementation of Texas Essential Knowledge and Skills for Science, Middle School, Beginning with School Year 2010-2011.

The provisions of §§112.18-112.20 of this subchapter shall be implemented by school districts beginning with the 2010-2011 school year.

Source: The provisions of this §112.17 adopted to be effective August 4, 2009, 34 TexReg 5063; amended to be effective August 24, 2010, 35 TexReg 7230.

§112.18. Science, Grade 6, Beginning with School Year 2010-2011.

(a) Introduction.

(b) Knowledge and skills.

(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:

(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards; and

(B) practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials.

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:

(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology;

(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology;

(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers;

(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns; and

(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.

Knowledge & Skills Statement

Student Expectations

Cognitive and Content Expectations

- Content
  - The content items for which students must *demonstrate* understanding at the appropriate cognitive level in order to adequately meet the standard.

(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards; and

- Cognitive
  - The level at which *students* are expected to perform in order to adequately meet the standard.
  - Determined by the verbs used in BOTH the *Knowledge and Skills statements and the Student Expectations*

What Should Students be able to DO?

Look at the cognitive level of the verb

(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards; and

- If the cognitive level (*student expected to perform)* of the S.E. is DEMONSTRATE, what does that mean students have to be able to do?

Demonstrate: Prove, establish the validity of something, to describe, explain, or illustrate by examples, experiments, or the like**.**

Determining Difficulty Level

Levels of Questioning Difficulty

- EASY
  - The item includes only the stem and the answer choices
- MEDIUM
  - The item includes a graphic, short reading selection, map etc. (stimulus piece) The student only has to interpret the stimulus or pull information from it to select the correct answer.
- HARD
  - The item includes a graphic, short reading selection, map etc. (stimulus piece) The student has to infer, analyze, summarize, etc. and apply that to the stem or answer choices to select the correct answer.

High Level Questioning Strategies

- Do I have rigorous questions prepared BEFORE my lessons each day to help guide classroom engagement?
- What quick checks/questioning strategies will I use to ensure student mastery during the 6-weeks period?
- If something I am using is not working, is something my colleague using working? (ask during vertical team meetings)
- What questioning strategies/stems will I use?
    - Do I need to create question stems to use with my daily lesson plans to ensure my questioning strategies are rigorous?

High Level Questioning Strategies

- Rigorous questions tend to ask for Open-ended Responses (OER) and generally have several possible responses.

- Your questioning strategies MUST be rigorous, varied, and diverse.

- Use this time to develop strategies that <u>WORK</u>!

High Level Questioning Strategies

What will make my classroom/questioning strategies more rigorous?

- Provide flexible learning spaces and options
- Whole Group Instruction (lecture, presentation, demonstration, video, guest speaker)
- Work in a cooperative groups
- Vary teacher mode of presentation (visual, auditory, kinesthetic, concrete, abstract, multi-sensory)
- Adjust for gender, culture, and language differences

Use a variety of stimuli

- Increase rigor by using these as you assess:
  - Graphs and Charts
  - Pictures or illustrations
  - Multiple visuals: comparison maps, charts
  - Political Cartoons
  - Time lines
  - Flow Charts
  - Graphic designs
  - Headlines

Qualities of a Good Multiple-Choice Item

- Effectively written stems
- Focused on one idea
- Clear and concise
- Phrased as a direct question
- Phrased positively
- Has only one best and correct answer
- Contains options that are plausible, but incorrect
- Has four choices that are homogeneous, parallel in structure, and logical

Qualities of a BAD Multiple-Choice Item

- Tests trivial information
- Contains unnecessary/confusing information in the stem or options
- Is tricky or cute
- Gives cues or clues to the correct answer
- Does not have plausible answers
- Poses a question for which many defensible answers are possible

Examples of Higher Level Stems

- Which is an example of...
- Who would most likely have written (asked, said...) followed by a direct quote
- Analogies
  - Fill in the missing part of this graphic organizer . . .
  - Which of the following does not belong?
  - What is the best category for the following?
  - Give a series of clues to the name of a person, place, etc. (riddle format)
- Hypothetical situation – analysis
- Roman numerals for sequencing
- Who would have been helped by (law, invention, organization – hypothetical)

High Level Questioning Strategies Sources

- Are you using TAG in DMAC as a resource?

  (see attachment in email)

  - Some questions are already dual-coded

    - Content standard paired with process skill or

      ELA Fig. 19's

  - Pre-screened and approved for upload in TAG

  - Make sure they cover your current TEKs/SE's

  - Do NOT use release 2015 Test Questions

- This will help with quick checks, quizzes, assessments, daily lesson questioning, and etc.

High Level Questioning Strategies Sources

- Some of your other instructional resources have excellent question stems, USE THEM!
  - Scope and Sequences
  - Textbooks
  - Lead4ward Instructional Tools (Tools to use in classrooms)
  - Lead4ward Resources (great resource for TEKs analysis)
  - Other resources
- Most importantly, you should be asking your students thought provoking and critical thinking questions during your daily lessons . . .
- Are you? Do you need reminders placed around your rooms?

Dual-Coded Questions . . .
See STAAR Blueprints
(www.tea.state.tx.us)

- **Math** - Underlying Process Skills - at least 75% of the test questions from reporting categories 1-5 and will be identified along with the content standards.

- **Science/Biology** - Process Skills will be incorporated into at least 40% of the test questions from reporting categories 1-4 and will be identified along with the content standards.

- **ELAR** - Reading Comprehension Skills should be incorporated into at least 60% of the test questions from reporting categories 1-3 and will be identified along with the content standards.

- Fig. D, E, F (Grades 3-8) & Fig. B (Eng. I, II, & III)

- **Social Studies** - Process Skills will be incorporated into at least 30% of the test questions from reporting categories 1-4 and will be identified along with the content standards.

High Level Questioning Strategies

- Some of our textbooks and resources "dumb down" the wording of vocabulary/material (be careful)

- Do we create questioning strategies that require high-level, critical, and rigorous thinking where students are able to reach the depth of knowledge needed for content mastery?

- If not, we and our students <u>WILL NOT</u> have the skillset needed to reach a higher level of critical thinking!!!

Curriculum Meeting:

Vertical Meetings

Vertical Campus Meetings

What's the purpose?

The Vertical Meeting times will be designed to assist subject level and elective teachers in equipping students with the necessary foundational skills at each grade level, through vertical alignment of the curriculum.

Vertical teams create a forum that fosters communication between teachers of different grade levels, improves accountability, and generates a common vision.

Vertical Campus Meetings

. **Structure**: Our vertical teams will consist of core subject teachers grouped with elective teachers

. During prescribed vertical campus meetings:

1. Core teachers work with colleagues to share ideas, resources, and instructional methods, on what did or didn't work. This time is to ensure that curriculum aligns from K-12.

2. Core subject level teachers work with their elective teacher colleagues to reinforce in-class core subject matter for the current 6-weeks through activities such as note cards, online activities, rhymes, posters, artwork, projects, exercises, etc.

Vertical Campus Meetings

- Still lost and asking "What am I supposed to do?"
  - Additional Items to Address....
    - What's going on in the classroom?
    - Is it working, or is it not?
    - Discuss instructional strategies – are they or are they not working?
- Campus level principals will assist in providing guidance for meetings.

Vertical Campus Meetings

1. You are going to have access to hundreds of years of experience and knowledge in your subject matter, as well as opportunities to seek advice from your colleagues on what's working for them

2. Utilize your resources!

3. What/Who are my resources?

Vertical Campus Meetings – (Recap)

Where? Assigned by campus principals (✓)

What? Vertical curriculum alignment (scope and sequence), subject matter idea sharing, data analysis (DMAC), and collaborative discussions (share staff development knowledge) (✓)

(What is or isn't working in my classroom?)

When? As outlined on Curriculum Meeting Schedule

Why? Improve communication among teachers and increase knowledge of the curriculum, instructional strategies, and assessment techniques (✓)

Vertical Campus Meetings –

ACCOUNTABILITY ?????

- These meetings are an opportune time to visit with your subject level and elective colleagues who are a wealth of instructional and content base knowledge.... Use it wisely!

- We should hold each other accountable for what takes place within these meetings

Vertical Campus Meetings –

- ***ACCOUNTABILITY ?????***

- Each week campus principals will provide you with an agenda to assist you with the flow of your meetings

- Attached to the agenda will be a sign-in sheet

- Administration will be visiting groups to answer questions, hear ideas, and learn of new concepts being discovered

- Sign-in sheets are to be returned to campus principals

Elementary Vertical Teams

Math – LeBoulanger, Prather, Johnson, Beamer, Wilkerson, & Adams

Reading/ELA – Hardy, Mendoza, Jones, Wright, Carney, Miller, Cason, McNamara, Gehring, & Egbert

Science – Barnhart, Stewart, Chappell, Glasscock, & Garrett

Soc. Studies – Wilcox with Jr. High and High School

Meet in the following teacher's rooms:
LeBoulanger, Hardy, & Barnhart

HS/JH Vertical Teams

Math , Athletics, & Resource – Teachers grade 7 – 12,

Mrs. Marvel's Room

Reading/ELA, Spanish, & F.C.S. – Teachers grade 7-12,

Mr. Dullard's Room

Science & Agriculture – Teachers grade 7-12,

Mrs. Allen's Room

Social Studies & Art – Teachers grade 7-12,

Mrs. Wilcox's Room

Curriculum Meeting:

Scope and Sequence/ Instructional Frameworks

Scope and Sequence/ Instructional Frameworks

- This meeting time is to be used to update your Instructional Frameworks for the current 6-Weeks period or to begin modifying/updating the upcoming 6-Weeks period.

Scope and Sequence/ Instructional Framework

- You are going to have to push yourself and the students to stay up with the pace of the scope and sequence

- You will have a few curriculum meeting dates to work on scope and sequence, otherwise you are going to have to use your time to:

  - Revise what didn't work!
  - Make note of what did!
  - Make appropriate changes
  - Begin working on next 6-weeks scope and sequence

Scope and Sequence/ Instructional Framework

- Guiding Questions:
  - What TEKs/S.E.'s must I cover this 6-Weeks?
  - What instructional resources do I need?
  - Do my currently used resources make activities rigorous?
  - Do I have to correct Depth of Knowledge (DOK) and rigor in my questioning strategies?

Scope and Sequence/ Instructional Frameworks

- As you updated your Instructional Frameworks, please make sure you get them saved on our data server (or the Z:drive).

- I am also attaching directions and the path on how to access and save your Instructional Frameworks to the data server/Z:drive (click link)

  - These directions are also located on the Curriculum Webpage

Curriculum Meeting:

Data Analysis & DMAC

Data Analysis & DMAC

- This meeting time is to be used to analyze your students' performance on:
  - State Assessments
  - Local Benchmarks
  - Local 6-Week Testing
  - Other classroom assessments

Data Analysis & DMAC

. These analyses should guide your future instruction, provide tutorial/remediation options, and data as to what the students did or did master.

. After analysis, it is important to review your Instructional Framework and tweak resources, delivery methods, or make notes on what did or didn't work.

DMAC Data Tools

Three of DMAC's most beneficial Analyses Tools that you will use are as follows:

1. State Assessment (report on state assessments)
2. TAG (online test item bank)
3. TEKScore (local assessment analysis)

DMAC Analysis

- State Assessment (report on state assessments)

You will use this tool as an assessment piece for any State Assessment (EOC/STAAR/TELPAS)

- **Reports options include**: Instructional, Trend, Demographic, Comparison, and Student.

DMAC Analysis

TAG (create local TEKS based assessments)

- You will use this tool to create localized assessments. (i.e., benchmarks, 6-weeks tests, or daily/weekly assessments).

- Reports options include: Instructional, Trend, Demographic, Comparison, and Student (for your local based assessments, available through TEKScore).

DMAC Analysis

TEKScore

(create reports on local-based assessments)

You will use this tool to create reports on your localized assessments. (i.e., precode, scan, score, test online, and generate reports for local assessments).

Reports options include: Instructional, Trend, Demographic, Comparison, and Student.

DMAC Analysis

Click Link Below for Various Reporting Options

Types of Reporting Tools Available in DMAC

DMAC Analysis

I am attaching step-by-step directions to the email on how to access and run various analysis reports (also posted on the Assessments Website, then choose DMAC).

In addition, please visit the DMAC site for more detailed directions and online tutorials.

DMAC Site – Choose this link DMAC

SIX WEEKS TEST

- Grade Levels K-12th
- Schedule emailed on 9/1/2015
- Question Format
  - Open-ended Response or Multiple Choice

SIX WEEKS TEST

- Mr. Brannen will put six weeks test into DMAC.
- You will turn in a copy of your six weeks test to your campus principal.
- You will provide Mr. Brannen with an answer sheet to put the information into DMAC.
    - (EXAMPLE OF THE SHEET THAT WE WILL USE FOR ANSWERS ON NEXT SLIDE)
    - Mr. Brannen will be sending out the Answer Sheet template
- Provide your answer sheet, completed, by the end of the 5th week of each six weeks.

Answer Key Document

Teacher : _____

Subject : _____

Grade / Course : _____

Title of Test : _____

Date of Test : _____

Item #	Response	RC	R/S/P	TEKS	Dual	Range	Weight
Example	A	1	R	5.2A	5.16A	N/A	1
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

RESPONSE - ANSWER TO QUESTION (IF BASED ON RUBRIC - R)
RC - REPORTING CATEGORY
R/S/P - STANDARDS - READINESS / SUPPORTING / PROCESSING
TEKS - STUDENT EXPECTATIONS
DUAL - DUAL CODED WITH A PROCESSING SKILL
RANGE - IF THE QUESTION IS A RUBRIC (PUT AN R FOR RESPONSE AND GIVE A RANGE
WEIGHT - HOW MUCH THAT QUESTION IS WORTH

Include current class roster indicating the students that will need a pre-coded Scantron to take this assessment and those students who will need a different version of this assessment.

Remember that you will give me your answer sheet completed by the end of the 5th week of that 6 weeks.

UNIT TEST / QUICK CHECKS / ETC...

- Anytime you have a test that you would like to put in DMAC so that you can look at the DATA, Mr. Brannen will be more than happy to put that test information in as well.
    - (Just give it to him in advance - 3 or 4 days)
- Open-Ended Responses – these are to be used in the classroom, daily
    - ➢ quick checks, quizzes, unit tests, etc.
- Multiple Choice Format –

    For 6-Weeks Test and Benchmarking <u>ONLY</u>!

2015-2016
Curriculum Meetings

- If you have any questions over the format, topics, schedules, directions, etc. of the Curriculum Meetings please visit with me or your campus administrator.

- Thanks for all you do!