

<p><b>Goal of Our Work Together:</b> Use specific vocabulary strategies to determine meaning of unknown words and phrases</p> <p>Skill: Academic vocabulary (literacy shift #6)</p>	<p><b>CYCLE #:</b></p> <p>1</p> <p>11/18/15- 12/23/15</p>	<p><b>TEAM MEMBERS:</b></p> <p>Clark, C. Kelley, Howley, Masefield, &amp; Friday</p>
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<p><b>Baseline Score:</b> 1 out of 4, Attempting Standards</p>	<p><b>Anticipated Growth:</b> 2 out of 4, Approaching Standards</p>
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<p><b>Session 1</b></p>	<p><b>Date of meeting</b> 11/18/15</p>
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<p><b>Students/ school learning gap</b></p> <p>Draws inaccurate meaning/definition of words or phrases based on contextual clues.</p>	<p><b>What do teachers need to know and be able to do to address the gaps?</b></p> <p>Need to know multiple context clues strategies and when each is appropriate</p>	<p><b>What outcomes do we want for our students?</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Draws some logical meaning/ definition of words or phrases based on contextual clues</li> <li><input checked="" type="checkbox"/> Able to provide a partial explanation of the contextual meaning of a given word</li> </ul>
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<p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>1. Decide as a department if focus will be on explicit (Word Part Analysis) or implicit (Contextual Clues) instruction of Tier 2 words over the next five weeks</li> <li>2. Collaborative Decision= <b>Context Clues</b></li> <li>3. Weekly focus broken down by sub-strategy to teach in to...             <ul style="list-style-type: none"> <li><b>By 11/25- Examples</b></li> <li><b>By 12/2- Synonyms</b></li> <li><b>By 12/9- Antonyms</b></li> <li><b>By 12/16- General Sense</b></li> </ul> </li> <li>4. At the start of each week, teacher will model through use of transition words and think aloud methodology.</li> </ol>	<p><b>What does success look like?</b></p> <p>Verbal and/ or written explanation of what a words means in context</p>
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<p><b>Professional Learning Activities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Revise unit/ lesson plans for instruction in skills</li> <li><input checked="" type="checkbox"/> Analyze student work for evidence of skills</li> <li><input checked="" type="checkbox"/> Gallery walk of bulletin boards</li> <li><input checked="" type="checkbox"/> Peer-to-peer visitation with a focus on skills</li> <li><input checked="" type="checkbox"/> Instructional coach's feedback to department</li> </ul>	<p><b>Mid-Cycle Benchmarks</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher: Formative Professional Learning Evaluation Form (completed by team members to monitor the cycle's effectiveness and revise, if needed)</li> <li><input checked="" type="checkbox"/> Teacher: Incorporate feedback from inter-visitations</li> <li><input checked="" type="checkbox"/> Student: Weekly 10-question exercises <a href="http://wps.ablongman.com/long_licklider_vocabulary_2/4/1104/282760.cw/index.html">http://wps.ablongman.com/long_licklider_vocabulary_2/4/1104/282760.cw/index.html</a></li> </ul>	<p><b>End of Cycle Benchmarks</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher: Summative Professional Learning Evaluation Form (completed by team members to evaluate the cycle's effectiveness)</li> <li><input checked="" type="checkbox"/> Teacher: Reflect on which strategies were most effective and why</li> <li><input checked="" type="checkbox"/> Student: NYC Performance Task testing rubric trait</li> </ul>
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<b>Goal of Our Work Together:</b> Use specific vocabulary strategies to determine meaning of unknown words and phrases		<b>CYCLE #:</b>		<b>TEAM MEMBERS:</b>		
Skill: Academic vocabulary (literacy shift #6)		1		Clark, C. Kelley, Howley, Masefield, & Friday		
		11/18/15- 12/23/15				
		<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>
<b>Date of meeting</b>		11/25/15	12/2/15	12/9/15	12/16/15	12/23/15
<b>Discussion of Evidence</b>	<b>Teacher</b>	Review and revise teacher-created instructional materials using Warm stems, Cool stems, and clarifying stems in a 3-2-1 protocol	Peer-to-peer visitation & Instructional coach feedback to department — <i>Host teacher shares what works and did not work</i> — <i>Visiting teachers provide feedback using protocol</i>	<b>Review results of formative mid-cycle survey</b>	N/A	N/A
	<b>Student</b>	N/A	N/A	Student work analysis of H-M-L students using the following lens: How are students demonstrating their understanding of the learning cycle focus? — <i>Are indicators of success being met by students?</i> — <i>What gaps exist in student understanding aligned to our focus?</i>	Consultancy protocol (adapted for examining student work) of struggling student who best represents lowest third — <i>How does the student work relate to the learning cycle?</i> — <i>Where does the student in question seem to be struggling the most?</i>	<b>Review end-of-cycle assessment</b>
<b>Next Steps</b>		<i>Kelley:</i> give more explicit directions and add more details <i>Clark:</i> evaluate other means of students demonstrating understanding <i>Howley:</i> have students write and reflect more <i>Friday:</i> apply strategies discussed to increase student engagement	<i>Trends that exist across all classrooms:</i> more independence, increase visuals, increase depth and rigor of activities <i>Implications of these trends on student achievement:</i> lack of practice s teacher in these new methods	<i>Masefield:</i> pre-teach transitional words and provide explicit examples <i>Kelley:</i> pre-teaching transitional words, use less text, and bold words for emphasis <i>Clark:</i> claims of text, pre-teach transitional words <i>Howley:</i> explicit directions, color for emphasis	<i>Considerations needed to make sure that all types of learns are making progress in this cycle:</i> Give more information/context, better link of visuals to context, model examples to show structure, add explicit grammar instruction	N/A

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<p><b>Anticipated Growth:</b> 2 out of 4, Approaching Standards</p>	<p><b>Actual Growth:</b> 3 out of 4, Meeting Standards</p>	
<p><b>Summary of Cycle</b></p> <p>The objective was successfully met with 39% of students meeting the goal and 40% exceeding the goal. Strategies used to raise student achievement included text annotations, read-aloud approach, modifications to format of task using UDL, and consistent/ clear instructional practices across the department. Teacher survey results indicated that 60% felt that peer-intervisitations were very helpful and 80% felt that collaborative goal-setting action planning was helpful to improving their professional practice. Overall, students benefited from this learning cycle.</p>		

<b>Goal of Our Work Together:</b> Analyzing historical documents for consideration of Sourcing and Contextualization as reading like a historian skills  Skill: Comparison and Contextualization (History Shift #3)		<b>CYCLE #:</b>  1  11/18/15- 12/23/15	<b>TEAM MEMBERS:</b>  Gervasini, Jacobs, S. Kelly, Soltanoff, & Vu
<b>Baseline Score:</b> 1 out of 4, Attempting Standards		<b>Anticipated Growth:</b> 2 out of 4, Approaching Standards	
<b>Session 1</b>	<b>Date of meeting</b> 11/18/15		
<b>Students/ school learning gap</b>  Identify author's purpose and point of view (POV) Compare and contrast sources Pull out information from historical context and background blurb before reading documents	<b>What do teachers need to know and be able to do to address the gaps?</b>  Understand accurate vs inaccurate info. Develop a bank of questions related to trustworthiness of a source, bias, author's perspective, consideration of audience, and key roles of historical figures	<b>What outcomes do we want for our students?</b>  <input checked="" type="checkbox"/> Accurately identifies details from the documents <input checked="" type="checkbox"/> Presents some accurate information about the the authorship or origins of primary and secondary sources <input checked="" type="checkbox"/> Uses information provided in the background information, document context, or source information, to put the topic into historical context	
<b>Action Plan:</b> 1. Generate common <b>department-wide graphic organizer</b> for teaching into sourcing and contextualization of documents 2. To teach sourcing: (a) review credibility of sources, (b) identify source, and (c) how to read a citation 3. To teach contextualization: (a) introduce how to read/ annotate historical contexts and background blurbs, (b) roles/ titles of historical figures, and (c) how to form questions for analysis 4. <b>Teacher use of common question stems</b> 5. Introduce students to <b>accountable talk sentence stems and written prompts</b> when analyzing sourcing and contextualization		<b>What does success look like?</b>  Students developing their own questions about documents  Teacher asking didactic questions  Completion of graphic organizers that require students to "think like a historian"	
<b>Professional Learning Activities</b>	<b>Mid-Cycle Benchmarks</b>	<b>End of Cycle Benchmarks</b>	
<input checked="" type="checkbox"/> Revise unit/ lesson plans for instruction in skills <input checked="" type="checkbox"/> Analyze student work for evidence of skills <input checked="" type="checkbox"/> Gallery walk of bulletin boards <input checked="" type="checkbox"/> Peer-to-peer visitation with a focus on skills <input checked="" type="checkbox"/> Instructional coach's feedback to department	<input checked="" type="checkbox"/> Teacher: Formative Professional Learning Evaluation Form (completed by team members to monitor the cycle's effectiveness and revise, if needed) <input checked="" type="checkbox"/> Teacher: Incorporate feedback from inter-visitations <input checked="" type="checkbox"/> Student: Portfolio review of student work	<input checked="" type="checkbox"/> Teacher: Summative Professional Learning Evaluation Form (completed by team members to evaluate the cycle's effectiveness) <input checked="" type="checkbox"/> Teacher: Reflect on which strategies were most effective and why <input checked="" type="checkbox"/> Student: NYC Performance Task testing rubric trait	

<b>Goal of Our Work Together:</b> Analyzing historical documents for consideration of Sourcing and Contextualization as reading like a historian skills				<b>CYCLE #:</b>	<b>TEAM MEMBERS:</b>	
Skill: Comparison and Contextualization (History Shift #3)				1 11/18/15- 12/23/15	Gervasini, Jacobs, S. Kelly, Soltanoff, & Vu	
		<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>
<b>Date of meeting</b>		11/25/15	12/2/15	12/9/15	12/16/15	12/23/15
<b>Discussion of Evidence</b>	<b>Teacher</b>	Review and revise teacher-created instructional materials using Warm stems, Cool stems, and clarifying stems in a 3-2-1 protocol	Peer-to-peer visitation & Instructional coach feedback to department — <i>Host teacher shares what works and did not work</i> — <i>Visiting teachers provide feedback using protocol</i>	<b>Review results of formative mid-cycle survey</b>	N/A	N/A
	<b>Student</b>	N/A	N/A	Student work analysis of H-M-L students using the following lens: How are students demonstrating their understanding of the learning cycle focus? — <i>Are indicators of success being met by students?</i> — <i>What gaps exist in student understanding aligned to our focus?</i>	Consultancy protocol (adapted for examining student work) of struggling student who best represents lowest third — <i>How does the student work relate to the learning cycle?</i> — <i>Where does the student in question seem to be struggling the most?</i>	<b>Review end-of-cycle assessment</b>
<b>Next Steps</b>		<i>Kelly:</i> provide more opportunities for students to develop their own questions; add anchor charts <i>Soltanoff:</i> explicit with guiding questions in lesson plan and w/s <i>Gervasini:</i> use more visual aids to support readings & writing out possible student engagement opps. <i>Vu:</i> incorporating varied perspectives & more independent practice <i>Jacobs:</i> clearly state order and flow of lesson	<i>Trends that exist across all classrooms:</i> focus on sourcing and highly visible anchor charts as resources <i>Implications of these trends on student achievement:</i> group understanding of sourcing is stronger than understanding of contextualization & we need to focus in improving contextualization to maximize student success	<i>Kelly:</i> break tasks down to individual levels <i>Soltanoff:</i> modified documents & student-friendly graphic organizers <i>Gervasini:</i> label sources within graphic organizers <i>Vu:</i> well-structured graphic organizers, break it down, less documents with depth over breadth <i>Jacobs:</i> break down steps	<i>Considerations needed to make sure that all types of learners are making progress in this cycle:</i> increased visual support, own work space (isolated), incorporating instructional video clips to front load background/ context, sentence starters, consistency across assignments, and graphic organizers that are directly connected to the task	N/A

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<p><b>Anticipated Growth:</b> 2 out of 4, Approaching Standards</p>	<p><b>Actual Growth:</b> 2.75, Meeting Standards</p>
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**Summary of Cycle**

The objective was successfully met with 57% of students meeting the goal and 29% exceeding the goal. Strategies used to raise student achievement included primary and secondary sources to analyze and contextualize information along with a department-wide incorporation of graphic organizers. Teacher survey results indicated that 75% felt that peer-intervisitations were very helpful, 100% found a review of lesson plans and instructional materials, and 80% felt that collaborative goal-setting action planning was helpful to improving their professional practice. Overall, students benefited from this learning cycle; they are now able to locate sources independently and differentiate between primary and secondary sources.

<p><b>Goal of Our Work Together:</b> Reading &amp; Analyzing Graphical Representations (e.g., tables, charts, diagrams, and graphs) in order to draw conclusions about scientific and mathematical relationships Skills: Analyzing and Interpreting Data (Science Shift #4), Using Mathematic and Computational Thinking (Science Shift #5), &amp; Model with Mathematics (Math Shift #4)</p>		<p><b>CYCLE #:</b> 1 11/18/15- 12/23/15</p>	<p><b>TEAM MEMBERS:</b> Anderson, Omenukwa, Hossain, Haluga, &amp; Hutchinson</p>
<p><b>Baseline Score:</b> .5 out of 4, No Evidence</p>		<p><b>Anticipated Growth:</b> 1.5 out of 4, Emerging/ Developing</p>	
<p><b>Session 1</b></p>	<p><b>Date of meeting</b> 11/18/15</p>		
<p><b>Students/ school learning gap</b></p> <p>Interpreting information from question to chart Relationship between categories of data Understanding that data is sorted out by category Basic shape/ outline of a graph Recognition of graphs as misleading Summarizing main point of a graph/ chart</p>	<p><b>What do teachers need to know and be able to do to address the gaps?</b></p> <p>Throwing in a wrong graph once in a while for students to analyze and task analyze errors Using misleading data (e.g. political graphs) in analysis Chunk text while interpreting graphical data Present real-world situations</p>	<p><b>What outcomes do we want for our students?</b></p> <p><input checked="" type="checkbox"/> Attempt to explain the trends in the graph with emerging attempts to use evidence <input checked="" type="checkbox"/> Draws a reasonable conclusion</p>	
<p><b>Action Plan:</b></p> <p>1. To help students summarize the main point of a graph, the following questions will be asked to students: <b>(a) what's this about, (b) what are the variables, and (c) what happened to the variables</b> 2. To help students investigate how components of a graph can be misleading, the following questions will be asked to students: <b>(a) what is wrong, (b) why do they want it to be wrong, and (c) how would you fix it?</b> 3. Decide as a group which two graphical representations will be explicitly taught into over the next five weeks 4. Collaborative Decision= <b>(a) Bar graph (b) Table and (c) if time permits, Pie Graph</b> 5. Explicit teaching required in table/ chart: data into cells and input/ output relationships 6. Explicit teaching required in bar graphs: axes, more than two variables, slope is not used in bar graphs</p>		<p><b>What does success look like?</b></p> <p>Able to interpret basic elements of a graphical representation</p> <p>Thoughtful conversations between students surrounding the six teacher-created questions in bold on the left</p>	
<p><b>Professional Learning Activities</b></p> <p><input checked="" type="checkbox"/> Revise unit/ lesson plans for instruction in skills <input checked="" type="checkbox"/> Analyze student work for evidence of skills <input checked="" type="checkbox"/> Gallery walk of bulletin boards <input checked="" type="checkbox"/> Peer-to-peer visitation with a focus on skills <input checked="" type="checkbox"/> Instructional coach's feedback to department</p>	<p><b>Mid-Cycle Benchmarks</b></p> <p><input checked="" type="checkbox"/> Teacher: Formative Professional Learning Evaluation Form (completed by team members to monitor the cycle's effectiveness and revise, if needed) <input checked="" type="checkbox"/> Teacher: Incorporate feedback from inter-visitations <input checked="" type="checkbox"/> Student: Portfolio review of student work</p>	<p><b>End of Cycle Benchmarks</b></p> <p><input checked="" type="checkbox"/> Teacher: Summative Professional Learning Evaluation Form (completed by team members to evaluate the cycle's effectiveness) <input checked="" type="checkbox"/> Teacher: Reflect on which strategies were most effective and why <input checked="" type="checkbox"/> Student: NYC Performance Task testing rubric trait</p>	



<b>Goal of Our Work Together:</b> Reading & Analyzing Graphical Representations (e.g., tables, charts, diagrams, and graphs) in order to draw conclusions about scientific and mathematical relationships Skills: Analyzing and Interpreting Data (Science Shift #4), Using Mathematic and Computational Thinking (Science Shift #5), & Model with Mathematics (Math Shift #4)				<b>CYCLE #:</b> 1 11/18/15- 12/23/15	<b>TEAM MEMBERS:</b> Anderson, Omenukwa, Hossain, Haluga, & Hutchinson	
	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>	
<b>Date of meeting</b>	11/25/15	12/2/15	12/9/15	12/16/15	12/23/15	
<b>Discussion of Evidence</b>	<b>Teacher</b>	Review and revise teacher-created instructional materials using Warm stems, Cool stems, and clarifying stems in a 3-2-1 protocol	Peer-to-peer visitation & Instructional coach feedback to department — <i>Host teacher shares what works and did not work</i> — <i>Visiting teachers provide feedback using protocol</i>	Review results of formative mid-cycle survey	N/A	N/A
	<b>Student</b>	N/A	N/A	Student work analysis of H-M-L students using the following lens: How are students demonstrating their understanding of the learning cycle focus? — <i>Are indicators of success being met by students?</i> — <i>What gaps exist in student understanding aligned to our focus?</i>	Consultancy protocol (adapted for examining student work) of struggling student who best represents lowest third — <i>How does the student work relate to the learning cycle?</i> — <i>Where does the student in question seem to be struggling the most?</i>	Review end-of-cycle assessment
<b>Next Steps</b>	<i>Anderson:</i> having students think more deeply about their work and include essential qs <i>Omenukwa:</i> make clear connections with objective and make student-friendly <i>Hossain:</i> linking lesson objective to activities <i>Haluga:</i> push for greater clarity in lesson design and focus <i>Hutchinson:</i> find more interactive activities	<i>Trends that exist across all classrooms:</i> focus on creation and interpretation of graph and more graphs embedded in daily instruction <i>Implications of these trends on student achievement:</i> finding relevant graphs, pacing of lesson, more explicit front-end instruction in reading graphs, graph to topic alignment, and student engagement in graphs	<i>Anderson:</i> scaffolding for students to aid in their understanding of number lines and choosing scale <i>Omenukwa:</i> considering all types of learns in my assignments <i>Hossain:</i> differentiation <i>Haluga:</i> more scaffolding for emerging learners as they engage in large graphical documents and more explicit instruction on scanning for information	<i>Considerations needed to make sure that all types of learns are making progress in this cycle:</i> hashes to support rounding, try graphs with smaller numbers to see if the problem is is numeral size or rounding, and differentiating between skills (e.g. rounding vs powers of 10)	N/A	



<p><b>Goal of Our Work Together:</b> Reading &amp; Analyzing Graphical Representations (e.g., tables, charts, diagrams, and graphs) in order to draw conclusions about scientific and mathematical relationships  Skills: Analyzing and Interpreting Data (Science Shift #4), Using Mathematic and Computational Thinking (Science Shift #5), &amp; Model with Mathematics (Math Shift #4)</p>	<p><b>CYCLE #:</b>  1  11/18/15- 12/23/15</p>	<p><b>TEAM MEMBERS:</b>  Anderson, Omenukwa, Hossain, Haluga, &amp; Hutchinson</p>
<p><b>Anticipated Growth:</b> 1.5 out of 4, Emerging/ Developing</p>	<p><b>Actual Growth:</b> 2.5 out of 4, Meeting Standards</p>	
<p><b>Summary of Cycle</b>  The objective was successfully met with 70% of students meeting the goal and 15% exceeding the goal. Strategies used to raise student achievement included modeling how to analyze graphical representations, use of graphic organizers, and real-life examples. Teacher survey results indicated that 66% felt that peer-intervisitations were very helpful, 85% found a review of lesson plans and instructional materials, and 75% felt that collaborative goal-setting action planning was helpful to improving their professional practice. On the end-of-cycle assessment, students improved in multiple choice sections; however, none of the students tested cited data from the table. Overall, students benefited from this learning cycle.</p>		

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<p><b>Baseline Score:</b> .5 out of 4, No Evidence</p>	<p><b>Anticipated Growth:</b> 1.5 out of 4, Emerging/ Developing</p>
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<p><b>Session 1</b></p>	<p><b>Date of meeting</b> 11/18/15</p>
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<p><b>Students/ school learning gap</b></p> <p>Identifying independent variable Relationships between variables Trouble with multiple values Connection between visuals and words Recognition of graphs as misleading Summarizing main point of a graph/ chart</p>	<p><b>What do teachers need to know and be able to do to address the gaps?</b></p> <p>Science- expose students to more graphs and charts on a daily basis</p> <p>Math- clarify the components of a graph</p>	<p><b>What outcomes do we want for our students?</b></p> <p><input checked="" type="checkbox"/> Attempt to explain the trends in the graph with emerging attempts to use evidence <input checked="" type="checkbox"/> Draws a reasonable conclusion</p>
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<p><b>Action Plan:</b></p> <p>1. To help students summarize the main point of a graph, the following questions will be asked to students: <b>(a) what is being measured, (b) what is the graph telling/ asking you, and (c) what is the change thats happening?</b></p> <p>2. To help students investigate how components of a graph can be misleading, the following questions will be asked to students: <b>(a) what do you think this graph is telling you, (b) is there a trend, and (c) how can we represent this visually?</b></p> <p>3. Decide as a group which 2 graphical representations will be explicitly taught into over the next five weeks</p> <p>4. Collaborative Decision= <b>(a) Line graph (b) Charts</b></p> <p>5. Explicit teaching required in line graph: how to read a graph, number line, and scale</p> <p>6. Explicit teaching required in charts: how to make connections, read inputs/ outputs and proportions</p>	<p><b>What does success look like?</b></p> <p>Able to interpret basic elements of a graphical representation</p> <p>Thoughtful conversations between students surrounding the six teacher-created questions in bold on the left</p>
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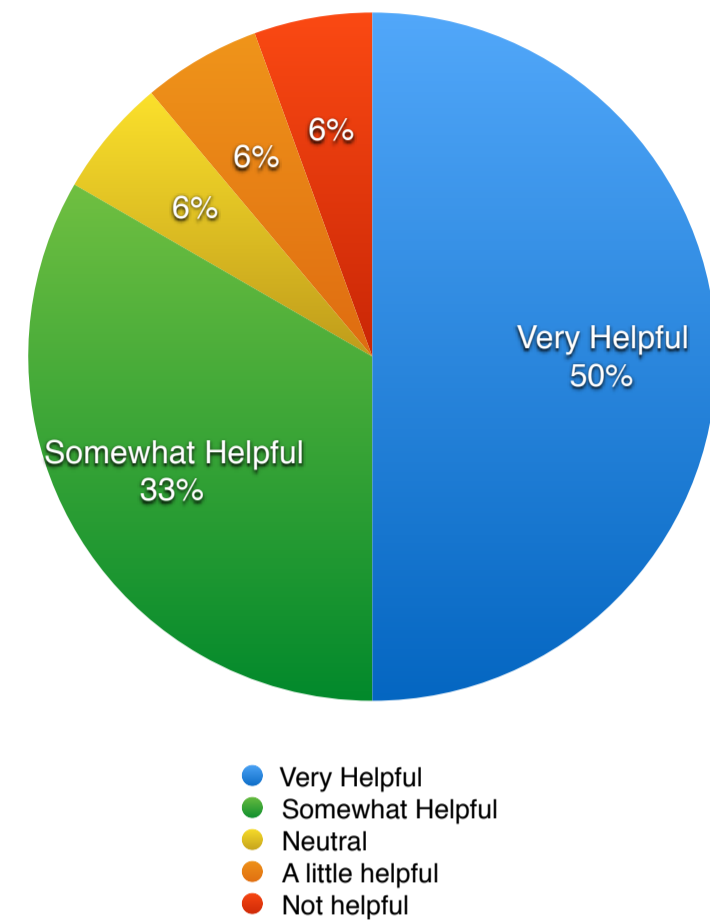
<p><b>Professional Learning Activities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Revise unit/ lesson plans for instruction in skills</li> <li><input checked="" type="checkbox"/> Analyze student work for evidence of skills</li> <li><input checked="" type="checkbox"/> Gallery walk of bulletin boards</li> <li><input checked="" type="checkbox"/> Peer-to-peer visitation with a focus on skills</li> <li><input checked="" type="checkbox"/> Instructional coach's feedback to department</li> </ul>	<p><b>Mid-Cycle Benchmarks</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher: Formative Professional Learning Evaluation Form (completed by team members to monitor the cycle's effectiveness and revise, if needed)</li> <li><input checked="" type="checkbox"/> Teacher: Incorporate feedback from inter-visitations</li> <li><input checked="" type="checkbox"/> Student: Portfolio review of student work</li> </ul>	<p><b>End of Cycle Benchmarks</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher: Summative Professional Learning Evaluation Form (completed by team members to evaluate the cycle's effectiveness)</li> <li><input checked="" type="checkbox"/> Teacher: Reflect on which strategies were most effective and why</li> <li><input checked="" type="checkbox"/> Student: NYC Performance Task testing rubric trait</li> </ul>
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		<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>
<b>Date of meeting</b>		11/25/15	12/2/15	12/9/15	12/16/15	12/23/15
<b>Discussion of Evidence</b>	<b>Teacher</b>	Review and revise teacher-created instructional materials using Warm stems, Cool stems, and clarifying stems in a 3-2-1 protocol	Peer-to-peer visitation & Instructional coach feedback to department — <i>Host teacher shares what works and did not work</i> — <i>Visiting teachers provide feedback using protocol</i>	<b>Review results of formative mid-cycle survey</b>	N/A	N/A
	<b>Student</b>	N/A	N/A	Student work analysis of H-M-L students using the following lens: How are students demonstrating their understanding of the learning cycle focus? — <i>Are indicators of success being met by students?</i> — <i>What gaps exist in student</i>	Consultancy protocol (adapted for examining student work) of struggling student who best represents lowest third — <i>How does the student work relate to the learning cycle?</i> — <i>Where does the student in</i>	<b>Review end-of-cycle assessment</b>
<b>Next Steps</b>		<i>Long:</i> different approaches for students who missed prior lesson(s) <i>Clayton:</i> use graphs daily <i>Taylor:</i> variety to increase engagement <i>Scally:</i> make it hands-on <i>Addae:</i> expand lesson plan to add components discussed	<i>Trends that exist across all classrooms:</i> need to encourage more independence <i>Implications of these trends on student achievement:</i> our students struggle with working with less supports & students need multiple entry points in a single lesson to be succesful with graphs	N/A	<i>Considerations needed to make sure that all types of learns are making progress in this cycle:</i> hashes to support rounding, try graphs with smaller numbers to see if the problem is is numeral size or rounding, apply real world situations and data, and increase access to technology	N/A

<b>Goal of Our Work Together:</b> Reading & Analyzing Graphical Representations (e.g., tables, charts, diagrams, and graphs) in order to draw conclusions about scientific and mathematical relationships Skills: Analyzing and Interpreting Data (Science Shift #4), Using Mathematic and Computational Thinking (Science Shift #5), & Model with Mathematics (Math Shift #4)		<b>CYCLE #:</b> 1 11/18/15- 12/23/15	<b>TEAM MEMBERS:</b> Clayton, Scally, Addae, Long, & Taylor
<b>Anticipated Growth:</b> 1.5 out of 4, Emerging/ Developing		<b>Actual Growth:</b> 2 out of 4, Approaching Standards	
<b>Summary of Cycle</b> The objective was successfully met with 61% of students meeting the goal and 6% exceeding the goal. Strategies used to raise student achievement included step by step instruction on how to graph. Teacher survey results indicated that 66% felt that peer-intervisitations were very helpful, 85% found a review of lesson plans and instructional materials, and 75% felt that collaborative goal-setting action planning was helpful to improving their professional practice. On the end-of-cycle assessment, students improved in multiple choice sections; however, most students struggled on the written response. Overall, students benefited from this learning cycle.			

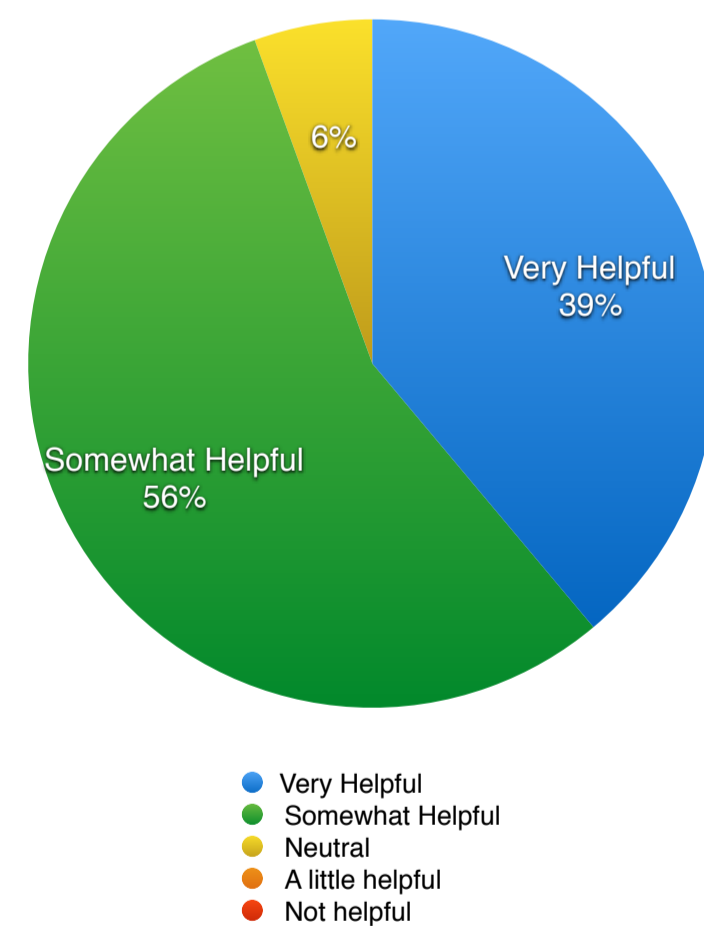
## Peer-Intervisitations

Teacher #	PLC Community	Very Helpful	Somewhat Helpful	Neutral	A little helpful	Not helpful
4	ELA	1				
5	ELA	1				
10	ELA		1			
11	ELA	1				
17	ELA			1		
13	History	1				
14	History		1			
15	History		1			
16	History					1
1	STEM		1			
2	STEM		1			
3	STEM	1				
6	STEM	1				
7	STEM	1				
8	STEM		1			
9	STEM	1				
12	STEM	1				
18	STEM				1	
<b>TOTAL</b>	<b>n/a</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>1</b>



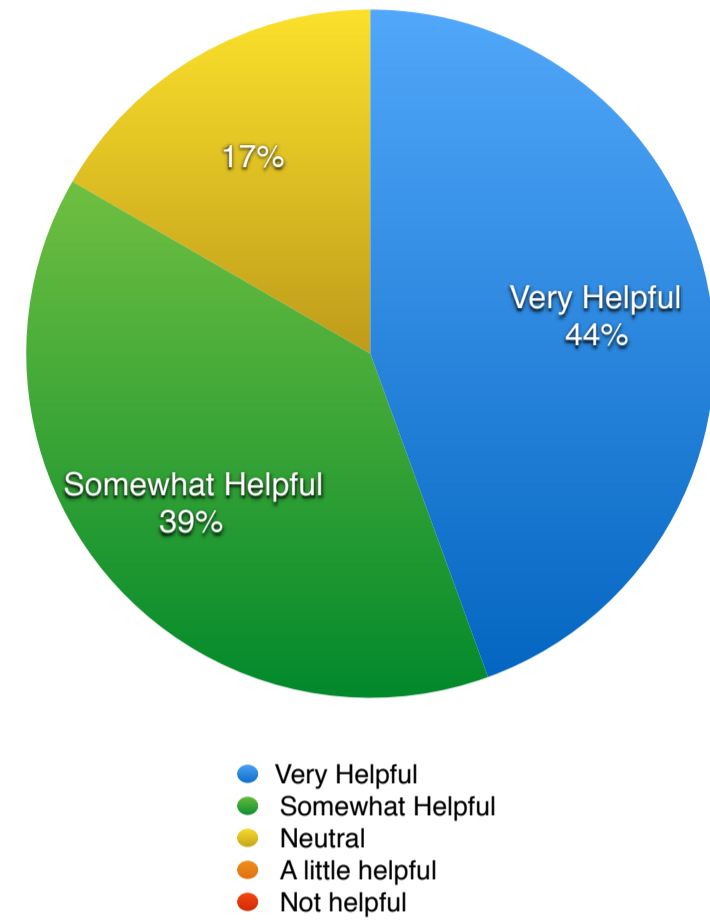
## Department-wide Action Planning

Teacher #	PLC Community	Very Helpful	Somewhat Helpful	Neutral	A little helpful	Not helpful
4	ELA		1			
5	ELA		1			
10	ELA		1			
11	ELA		1			
17	ELA	1				
13	History		1			
14	History		1			
15	History		1			
16	History			1		
1	STEM		1			
2	STEM		1			
3	STEM		1			
6	STEM	1				
7	STEM	1				
8	STEM	1				
9	STEM	1				
12	STEM	1				
18	STEM	1				
<b>TOTAL</b>	<b>n/a</b>	<b>7</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>0</b>



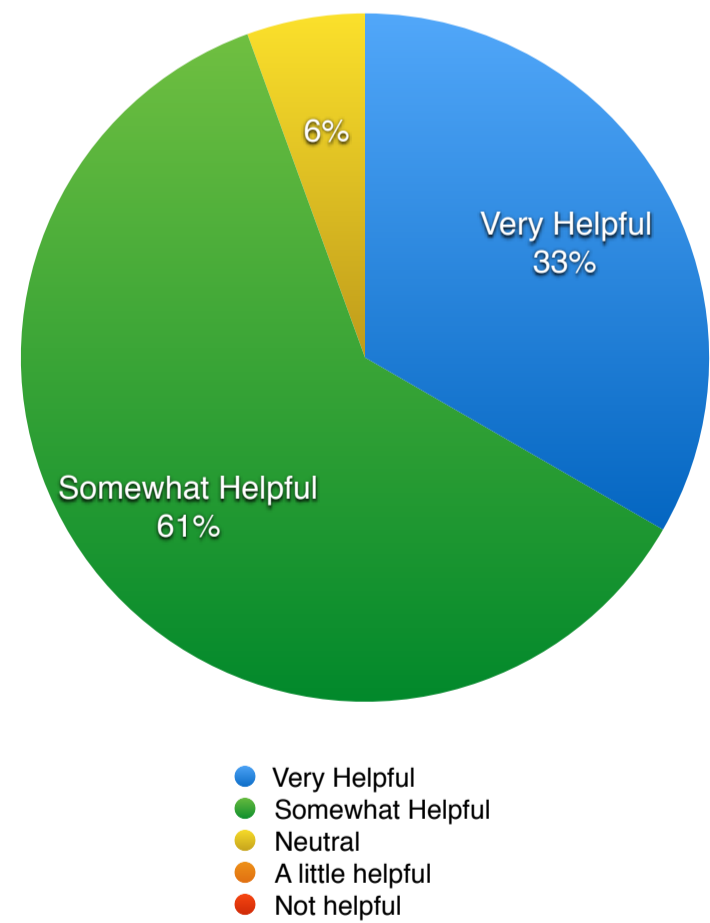
## Review of Instructional Materials

Teacher #	PLC Community	Very Helpful	Somewhat Helpful	Neutral	A little helpful	Not helpful
1	STEM		1			
2	STEM		1			
3	STEM	1				
4	ELA			1		
5	ELA	1				
6	STEM			1		
7	STEM	1				
8	STEM	1				
9	STEM	1				
10	ELA		1			
11	ELA		1			
12	STEM	1				
13	History	1				
14	History		1			
15	History		1			
16	History		1			
17	ELA	1				
18	STEM			1		
<b>TOTAL</b>	<b>n/a</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>



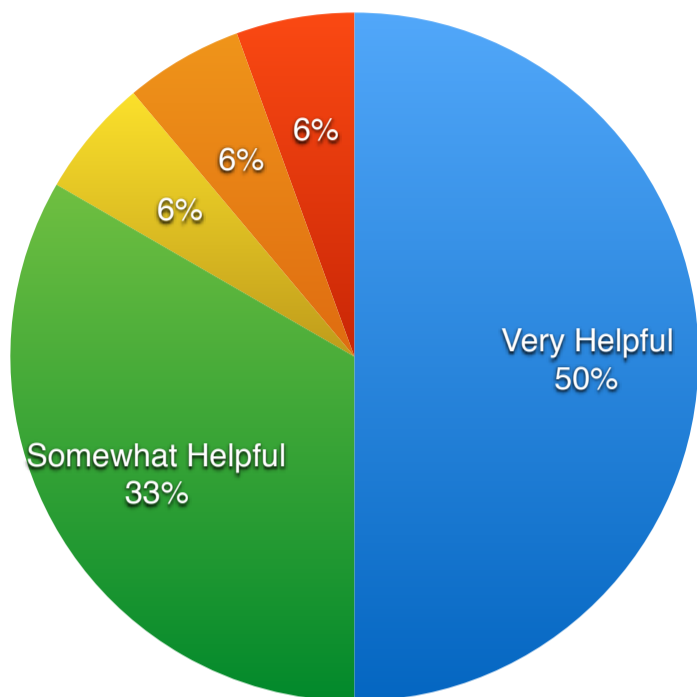
## Feedback from Coach to Department

Teacher #	PLC Community	Very Helpful	Somewhat Helpful	Neutral	A little helpful	Not helpful
1	STEM		1			
2	STEM		1			
3	STEM			1		
4	ELA		1			
5	ELA		1			
6	STEM		1			
7	STEM	1				
8	STEM	1				
9	STEM	1				
10	ELA		1			
11	ELA	1				
12	STEM	1				
13	History		1			
14	History		1			
15	History		1			
16	History		1			
17	ELA		1			
18	STEM	1				
<b>TOTAL</b>	<b>n/a</b>	<b>6</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>



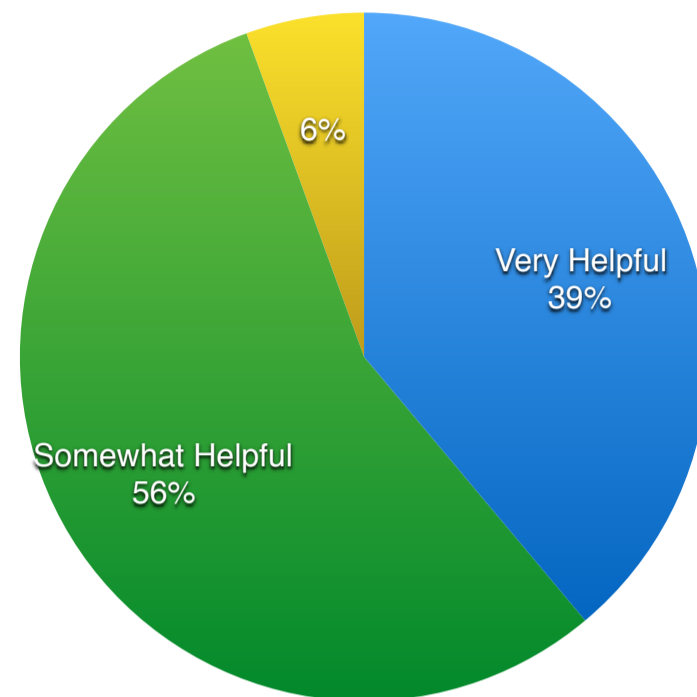
# Cycle #1

## Peer-Intervisitations



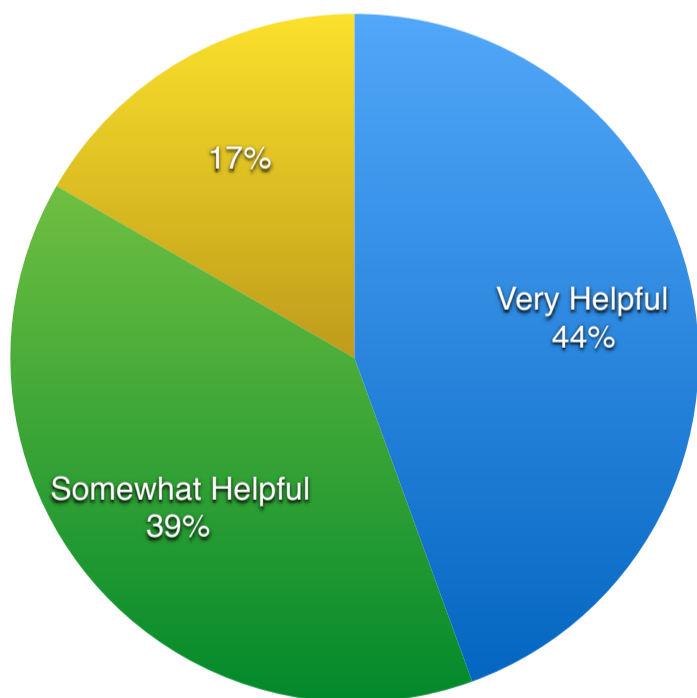
- Very Helpful
- Somewhat Helpful
- Neutral
- A little helpful
- Not helpful

## Department-wide Action Planning



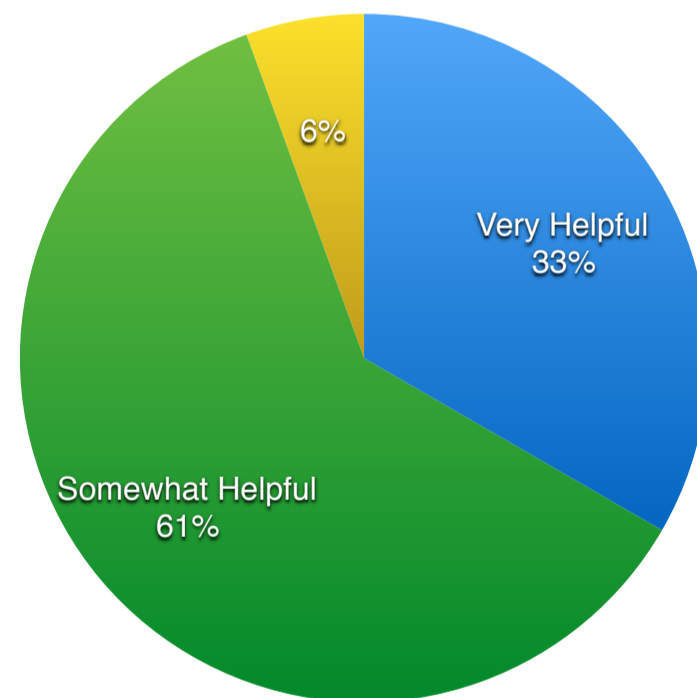
- Very Helpful
- Somewhat Helpful
- Neutral
- A little helpful
- Not helpful

## Review of Instructional Materials



- Very Helpful
- Somewhat Helpful
- Neutral
- A little helpful
- Not helpful

## Feedback from Coach to Department



- Very Helpful
- Somewhat Helpful
- Neutral
- A little helpful
- Not helpful