

<p>Goal of Our Work Together: Citing evidence from close reads of a given text in order to strengthen writing and support analysis</p> <p>Skills: Writing from Sources (Literacy Shift #5) & Gathering, Using and Interpreting Evidence (History Shift #1)</p>	<p>CYCLE #: 2</p> <p>1/4/16- 1/22/16</p>	<p>TEAM MEMBERS:</p> <p>Clark, Diffut, Howley, Soltanoff, Vu</p>
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<p>Baseline Score: 1 out of 4</p>	<p>Anticipated Growth: 2 out of 4</p>
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<p>Session 1</p>	<p>Date of meeting: 1/6/16</p>
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<p>Students/ school learning gap</p> <p>Appropriately cite evidence in writing Utilize best evidence to support answer Consistency across departments with how citing is taught</p>	<p>What do teachers need to know and be able to do to address the gaps?</p> <p>Need to know how peers are teaching into citing evidence to inform best practices and department-wide consistency</p>	<p>What outcomes do we want for our students?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Incorporation of direct quotations <input checked="" type="checkbox"/> Appropriate citing of evidence (line numbers, authors name) <input checked="" type="checkbox"/> Use of quotations to further explanations
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<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Determine consistencies and inconsistencies with citing evidence across department. 2. Implement a proper citation template 3. Utilize direct instruction on citing evidence to build student understanding 	<p>What does success look like?</p> <p>Direct quotations that utilize proper citations and specific references to readings and authors to answer “how do you know” questions.</p>
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<p>Professional Learning Activities</p> <ul style="list-style-type: none"> <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>Mid-Cycle Benchmarks</p> <ul style="list-style-type: none"> <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>End of Cycle Benchmarks</p> <ul style="list-style-type: none"> <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
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Goal of Our Work Together: Citing evidence from close reads of a given text in order to strengthen writing and support analysis Skills: Writing from Sources (Literacy Shift #5) & Gathering, Using and Interpreting Evidence (History Shift #1)	CYCLE #: 2 1/4/16- 1/22/16	TEAM MEMBERS: Clark, Diffut, Howley, Soltanoff, Vu
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		Session 2	Session 3	Session 4	Session 5	Session 6
Date of meeting		1/13/16	1/20/16			
Discussion of Evidence	Teacher	Review of teacher-created instructional materials through a Bulletin Board walkthrough to determine consistency across department. <i>— Where are students asked to cite evidence?</i> <i>— Where are there opportunities for students to cite evidence and they are not asked to?</i>	N/A	/	/	/
	Student	N/A	Tuning Protocol: Student work analysis of H-M-L students using the following lens: How are students demonstrating their understanding of the learning cycle focus? <i>— How are students demonstrating their understanding?</i> <i>— What gaps exist and how will I modify my instruction to address them?</i>	/	/	/

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Next Steps	<i>Considerations needed to make sure there is consistency across department within this cycle:</i> Give a proper citation template, provide same sentence stems	<i>Diffut:</i> Explicit directions, ask for underlining before asking for quotation <i>Vu:</i> Break down process into concrete steps <i>Clark:</i> explicit directions for how and when to cite and what format <i>Howley and Soltanoff:</i> direct instruction for citations	/	/	/
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Anticipated Growth: 2 out of 4,	Actual Growth: 2.5 out of 4,
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Summary of Cycle
 The objective was successfully met with 80% of teachers seeing improvement in student work. Strategies used to raise student achievement included graphic organizer, sentence stems, direct instruction for how to create an appropriate citation, and consistent instructional practices across all humanities classrooms. Teacher survey results indicated that teachers liked coming together with others from their department to discuss strategies, reviewing each others materials, and inter visitations to see colleagues at work. We will continue with this practice in future cycles.

Overall, students benefited from this learning cycle.

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<p>Baseline Score: 1 out of 4</p>	<p>Anticipated Growth: 2 out of 4</p>
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<p>Session 1</p>	<p>Date of meeting: 1/6/16</p>
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<p>Students/ school learning gap</p> <p>Appropriately cite evidence in writing Difference in direct and indirect citations Quotations used as justification for answer</p>	<p>What do teachers need to know and be able to do to address the gaps?</p> <p>Teach into citations/formatting explicitly Provide sentence starters to help students form evidence to justify answers.</p>	<p>What outcomes do we want for our students?</p> <p><input checked="" type="checkbox"/> Citing evidence correctly (quotation marks, author's name, page numbers) <input checked="" type="checkbox"/> Quotations used to justify answer</p>
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<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Explicitly teach into difference between direction and indirect quotations 2. Research and report back to group on: <ol style="list-style-type: none"> a) sentence stems for quoting b) graphic organizers for quote integration 3. Draft department-wide sentence starters to promote consistency 4. Create and implement graphic organizers to help students incorporate evidence appropriately and utilize sentence starters in that graphic organizer 	<p>What does success look like?</p> <p>Students using quotation marks, authors names and page/line number references.</p> <p>Students providing written answers to questions that are followed by quotations to strengthen and justify their answer.</p>
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<p>Professional Learning Activities</p> <ul style="list-style-type: none"> <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>Mid-Cycle Benchmarks</p> <ul style="list-style-type: none"> <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>End of Cycle Benchmarks</p> <ul style="list-style-type: none"> <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
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Goal of Our Work Together: Citing evidence from close reads of a given text in order to strengthen writing and support analysis Skills: Writing from Sources (Literacy Shift #5) & Gathering, Using and Interpreting Evidence (History Shift #1)	CYCLE #: 2 1/4/16- 1/22/16	TEAM MEMBERS: Friday, Gervasini, Jacobs, Kelley, Masefield
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		Session 2	Session 3	Session 4	Session 5	Session 6
Date of meeting		1/13/16	1/20/16			
Discussion of Evidence	Teacher	Review of teacher-created instructional materials through a Bulletin Board walkthrough to determine consistency across department. <i>— Where are students asked to cite evidence?</i> <i>— Where are there opportunities for students to cite evidence and they are not asked to?</i>	N/A	/	/	/
	Student	N/A	Tuning Protocol: Student work analysis of H-M-L students using the following lens: How are students demonstrating their understanding of the learning cycle focus? <i>— How are students demonstrating their understanding?</i> <i>— What gaps exist and how will I modify my instruction to address them?</i>	/	/	/

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<p>Next Steps</p>	<p>All: Research best practices for teaching direction/indirection citations and appropriate graphic organizers and sentence stems</p>	<p>All: Focus on format, sentence starter choices, and connecting the quote to the details. Create a tangible resource to distribute to department for connecting details and quotes.</p>			
<p>Anticipated Growth: 2 out of 4,</p>			<p>Actual Growth: 2.25 out of 4,</p>		
<p>Summary of Cycle</p> <p>The objective was successfully met with 80% of teachers seeing improvement in student work. Strategies developed based on research-based practices. These strategies used to raise student achievement included graphic organizer, sentence stems, direct instruction for how to create an appropriate citation, and consistent instructional practices across all humanities classrooms.</p> <p>Teacher survey results indicated that teachers enjoyed and benefited from working with department peers on a shared resource, planning to align instruction vertically, and inter visitations to see how others tackle challenging material with their students. We will continue with this practice in future cycles.</p> <p>Overall, students benefited from this learning cycle.</p>					

<p>Goal of Our Work Together: Using the 5E Learning Cycle to support students in applying or extending concepts and skills in novel and unrehearsed situations</p> <p>Skills: Planning and Carrying out an Investigation (Science Shift #3) & Constructing Explanations and Defining Solutions (Science Shift #6)</p>		<p>CYCLE #: 2</p> <p>1/4/16- 1/22/16</p>	<p>TEAM MEMBERS:</p> <p>Addae, Haluga, Hutchinson, Long, Taylor</p>
<p>Baseline Score: 0 out of 4,</p>		<p>Anticipated Growth: 1 out of 4,</p>	
<p>Session 1</p>	<p>Date of meeting: 1/6/16</p>		
<p>Students/ school learning gap Current flow of science instruction: Do now → lecture/mini-lesson → group work → independent work → real world application → Exit slip</p> <p>Real world application happens at the end if there is time, so students are often not grappling with real world concepts in a hands-on way in class.</p>	<p>What do teachers need to know and be able to do to address the gaps?</p> <p>Design instruction with more opportunities for students to explore concepts and apply these ideas in a real world scenario.</p>	<p>What outcomes do we want for our students?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Increased exposure to real world scenarios <input checked="" type="checkbox"/> Increased student ownership during the exploration stage of a lesson when new material is introduced <input checked="" type="checkbox"/> Hands-on experience for students 	
<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Examine 5E learning cycle in detail to build understanding of all components (Engagement, Exploration, Explanation, Elaboration, Evaluation) 2. Determine appropriate 5E planning sheet based on preference 3. Provide feedback to peers on their implementation of 5E 4. Action plan and create a tangible resource to help create similar 5E practices across the department 		<p>What does success look like?</p> <p>Opportunity is built into lessons that allow students to grapple with concepts and discover answers and new material on their own</p>	
<p>Professional Learning Activities</p> <ul style="list-style-type: none"> <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>Mid-Cycle Benchmarks</p> <ul style="list-style-type: none"> <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>End of Cycle Benchmarks</p> <ul style="list-style-type: none"> <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 	

Goal of Our Work Together: Using the 5E Learning Cycle to support students in applying or extending concepts and skills in novel and unrehearsed situations

CYCLE #: 2
1/4/16- 1/22/16

TEAM MEMBERS:
Addae, Haluga, Hutchinson, Long, Taylor

Skills: Planning and Carrying out an Investigation (Science Shift #3) & Constructing Explanations and Defining Solutions (Science Shift #6)

		Session 2	Session 3	Session 4	Session 5	Session 6
Date of meeting		1/13/16	1/20/16			
Discussion of Evidence	Teacher	Lesson plan analysis of exemplar 5E lessons to promote deeper understanding of each component and expectations regarding student engagement. — <i>How will you implement the model?</i> — <i>Where will you need support?</i>	Review and revise teacher-created instructional plans using an adapted Tuning Protocol with the lens, “How has, or how do you anticipate, the 5E model helping students grasp science concepts?”			
	Student	N/A	N/A			
Next Steps		Implement the 5E Learning Cycle in planning and bring materials next week to review with colleagues	<i>Addae:</i> all components integrated more <i>Long:</i> increased elaboration with high DOK questioning in evaluation <i>Haluga:</i> increase opportunity for visual learners through visuals during explain section <i>Hutchinson:</i> find resources to help with exploring and explaining stages			

<p>Goal of Our Work Together: Using the 5E Learning Cycle to support students in applying or extending concepts and skills in novel and unrehearsed situations</p> <p>Skills: Planning and Carrying out an Investigation (Science Shift #3) & Constructing Explanations and Defining Solutions (Science Shift #6)</p>	<p>CYCLE #: 2</p> <p>1/4/16- 1/22/16</p>	<p>TEAM MEMBERS:</p> <p>Addae, Haluga, Hutchinson, Long, Taylor</p>
<p>Anticipated Growth: 1 out of 4,</p>	<p>Actual Growth: 2.5 out of 4,</p>	
<p>Summary of Cycle</p> <p>The objective was successfully met by 60% of teachers based on data collected during protocols. Teachers implemented aspects of the 5E Learning Cycle into their lessons during this 3 week cycle. Teachers adapted one of the 5E planning sheets to fit the needs of our students and the entire science department. Resources created include posters for rooms with 5Es and 5E planning sheets. Teachers began the discussion of how to give students more hands-on access during the exploration phrase.</p> <p>Teacher survey results indicated that teachers felt they benefited from collaborating with colleagues to see their handouts and lesson plans to address their own issues in the class. We will continue with this practice in future cycles.</p> <p>Overall, teachers benefited from this learning cycle, and with further implementation we will be able to track the benefit on students.</p>		

Goal of Our Work Together: To develop department-wide steps for decontextualization of word problems as a test-taking strategy Skill: Reason abstractly and quantitatively (Math Shift #2)		CYCLE #: 2 1/4/16- 1/22/16	TEAM MEMBERS: Anderson, Clayton, Hossain, Omenukwa, Scally
Baseline Score: 0 out of 4,		Anticipated Growth: 1 out of 4,	
Session 1	Date of meeting: 1/6/16		
Students/ school learning gap Students not attempting word problems on city and state tests. Direct steps for how to take a word problem and transform it into a number sentence	What do teachers need to know and be able to do to address the gaps? Establish clear steps for how to deconstruct the word problem and model how to follow them Address literacy skills involved in deconstruction of word problem Culture of writing out all thoughts and not just doing work in your head	What outcomes do we want for our students? <input checked="" type="checkbox"/> independence when completing tasks <input checked="" type="checkbox"/> increased attempts at word problems	
Action Plan: 1. Examine best practices for deconstructing word problems and incorporating literacy in the math class through video 2. Outline steps for deconstructing a word problem 3. Incorporate steps into classroom and work and bring evidence of how this is happening to meetings so peers can provide feedback and share practices 4. Review feedback and determine what modifications need to be made to allow all learners to access the steps 5. Create any tangible resources necessary to allow access to all learners		What does success look like? Students solving and using the strategy/steps independently or in small groups.	
Professional Learning Activities <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	Mid-Cycle Benchmarks <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	End of Cycle Benchmarks <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	

Goal of Our Work Together: To develop department-wide steps for decontextualization of word problems as a test-taking strategy Skill: Reason abstractly and quantitatively (Math Shift #2)	CYCLE #: 2 1/4/16- 1/22/16	TEAM MEMBERS: Anderson, Clayton, Hossain, Omenukwa, Scally
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		Session 2	Session 3	Session 4	Session 5	Session 6
Date of meeting		1/13/16	1/20/16			
Discussion of Evidence	Teacher	Video analysis of practices that successfully embed literacy and math skills followed by practice using the Deconstructing Word Problem steps.	N/A	/	/	/
	Student	N/A	Tuning Protocol: Student work analysis using the following lens: How are students demonstrating their understanding of the learning cycle focus? — <i>How are students demonstrating their understanding?</i> — <i>What gaps exist and how will I modify my instruction to address them?</i>	/	/	/
Next Steps		All: create anchor charts and use direct instruction to teach students how to deconstruct word problems. Bring in student work that shows students deconstructing word problems.	All: continue to require steps to be followed by students and reinforced in all classroom examples.	/	/	/

<p>Goal of Our Work Together: To develop department-wide steps for decontextualization of word problems as a test-taking strategy</p> <p>Skill: Reason abstractly and quantitatively (Math Shift #2)</p>	<p>CYCLE #: 2</p> <p>1/4/16- 1/22/16</p>	<p>TEAM MEMBERS:</p> <p>Anderson, Clayton, Hossain, Omenukwa, Sally</p>
<p>Anticipated Growth: 1 out of 4,</p>	<p>Actual Growth: 2 out of 4,</p>	
<p>Summary of Cycle</p> <p>The objective was successfully met by 60% of teachers based on data from protocols. Teachers carefully analyzed and planned to implement the 5 step approach to deconstructing a word problem. Through peer feedback, they could refine their own practice to see where students were and were not beginning to successfully deconstruct a word problem. Resources created include posters for rooms with steps listed. It was important to teachers in this cycle that there be consistency across the department in what these steps are. Teachers did determine at the end of this cycle that more time will be needed to thoroughly embed these math literacy strategies into their class. Students need additional practice, and this will be reinforced through continued reliance on work problems during mini-lessons and modeling.</p> <p>Teacher survey results indicated that inter visitations and formal steps to deconstruct a word problem were beneficial to math teachers in this cycle. In addition, teachers mentioned enjoying collaborating with colleagues to look more deeply at student work was helpful. We will continue with this practice in future cycles.</p> <p>Overall, teachers benefited from this learning cycle, and with further implementation we will be able to track the benefit on students.</p>		