

COI Collaboration Meeting Week 5

3-18-15

Note-Taking Form

***Please make a copy of this form, label it with your team's names, and put it in the folder for Cycles of Inquiry 3-18-15. **Make sure to reference the slides below about learning targets.**

Team Members Present: Natasha, Mark, Mazy, Ana, & Beatrice

Meeting Date: 3-18-15

COI Focus:

- Fostering high quality student work through writing with evidence

Guiding Question for COI

How can I incorporate writing with evidence using the Claims-Evidence-Reasoning Framework in Science Investigations? How can I use a rubric-based assessment to measure high quality student writing? How can I write learning targets that will give students strategies to complete high quality work?.

Learning Target

- I can analyze student work/articles presented & identify strategies that support High Quality Student Work through writing with evidence.

Character Target:

- I can collaborate with my peers to identify best practices to support high quality student work outcomes.

Agreements for Cycles of Inquiry Groups:

- I can be mindful of grade level and individual differences.
- I can assume positive intent.
- I can feel safe taking risks.
- I can be honest and provide constructive feedback.
- I can come up with alternative suggestions if I don't feel I can implement an idea.

Professional Expectations:

- I can provide my colleagues with feedback around their reflective question.
- I can discuss with my colleagues how I will refine the lesson based on the new feedback for week 6, April 1st.
- I can use the Reflective Guide to support my PLC work.

- COI team works together to plan CCSS-aligned lesson that incorporates opportunities for students to **use claims-evidence-reasoning in science investigations.**
- COI team works together to plan a lesson that leads to a final product with claims, evidence, and reasoning.

Today's Successes:

We accomplished...

Ana - Reflective Question: What to do to let them see that they need to extend to on their reasoning (why)?

- some students expanded the sentence, some students did not explain it enough/extended
- students in RSP participated in the activity but did not engage in writing in depth.
- All students struggled with elaboration of depth in extending their reasoning.
- Cooperative paragraph & interactive writing were discussed & scaffolded but this is their first attempt doing it independently.
- Concept was complex: cognitive demand
- Struggle: conferencing is very powerful but it cannot be done so frequent.

Question from Mark: What worked & did? Were there any counter examples?

Why? Because ____, so ____,

-Moving forward: doing the 1:1 conferencing

Natasha-Reflective Question: What should I focus next?

- 2 problems: students saying the same thing as they were using the 2nd step, struggling to get enough evidence.
- Students were recorded but the quality was not good, you could only hear some kids, decided to move with writing.
- Most students are making
- 8 students that are struggling & need to create sentences: it was done with a small group.

Teacher would add, "How do you know?" Guided

- Mark: you still kept them with the expectation to write.
- Mazy: Jaraiya-not an issue with oral or writing? Can one sentence such as, "Is a ___ an omnivore? I saw a gull..., An omnivore eats ___.
- Mark: Kids need to take the time to define their terms. Kids need to be able to put it into words.

Mark-Reflective Question: How can I move students from citing evidence & making a claim to providing a reasoning?

- he introduced the colonies, researching multiple sources
- students only cite the facts

- Natasha: where are their claims? Are they going to cite evidence?
- being more explicit where they get their evidence.
- multiple perspectives
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Plan for Next Meeting:

Our agreements are...

Bring 3 final products with rubrics, and student reflection for April 1st.

Questions/Concerns:

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COI Team's Plan for Next Meeting (April 1st):

Our agreements are...

Claims:

- We agree to...
- We plan to...



Resources

CCSS Standards for California:

- <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

High Quality Student Work Attributes:

- http://elschools.org/sites/default/files/Attributes%20of%20High-Quality%20Student%20Work_EL_0814.pdf

Designing a Science Inquiry Lesson with Claims, Evidence, and Reasoning:

- <http://www.edutopia.org/blog/science-inquiry-claim-evidence-reasoning-eric-brunsell>