**Highland Park High School Course Team Log**

*The purpose of this document is to help organize the course team’s work and to capture the important aspects of this work for secondary members to read and understand.*

*All course team facilitators should complete this log and post it to the wiki after each of their team meetings.*

Meeting No. \_\_\_\_8\_\_\_\_\_\_\_

Date:1.11.12 Facilitator: Chris Schriner

Team members present: Kerry Lucke, Kunal Pujara, Sue Stephenitch, Ana Thompson, Chris Schriner, Lars Nelson, Brian Scane

**BRIEF summary of discussion, activities, and work conducted (bullet points will suffice):**

* Formative Assessment –
  + Discussed results for each teacher.
  + All teachers gave assessment with no prompting as a “pop” assessment.
  + Sue reviewed results by having kids explain why they picked the choice they picked, and then followed with having them explain why they were wrong and what was different about the correct choice. Students were then reassessed.
  + Lars, Kerry, and Kunal reviewed and pointed out reading strategies and comprehension like underlining/bolding key wording in the problem.
  + Ana, Brian and Chris gave immediate feedback by reviewing the problems on the white board, pointing out key terms, and generating the correct answers on the board.
  + Ana followed up by having each student generate a response as to why their choices were incorrect.
* Discussion about reading comprehension and strategies to strengthen problem solving and reading literacy in science.
* Discussion about placement and diagonal movers and how to better assess where kids are placed and how to support diagonal movers.
  + ie: expectations from freshmen to sophomore year (ability to re-write and re-take/re-do work as freshmen vs not always an option as a sophomore)
  + Differences in interventions at the survey/physics/honors levels.
* Discussion of how to better “track” and keep record of diagonal movers – who chose what, where did they go, how did they get there, are they an override?, etc.
* Discussion of equity –
  + How to include more minority students in regular classes.
  + Does “cohort” mean within a class, or a separate class?
  + Possibility of grouping a set of diagonal movers – attempted to be done already in freshmen team. The thought is that if they diagonal move and are with a set of people that they are comfortable with they are more likely to “push” themselves and follow through.
  + Classes sizes for these groups of movers/cohorts. How can we regulate so that you don’t end up with a class of 20 where 10 are diagonal movers, or even a class of 25 with 3 diagonal movers. We need to better meet the needs of these learners in this case.

**2 minute feedback loop: commit to sharing verbal feedback about the meeting. Capture these thoughts here:**

* Most beneficial discussion of all of our course team meetings thus far.
* I agree.
* Interesting to see the trend in misconceptions of our formative assessment is consistent from fundamentals to survey.
* I think we need to continue the conversation on equity and how to support the students who diagonal move.
* Definitely want to go more into the discussion about the expectations within the level – things like make up work.
* Good start to the equity conversation but would like to continue to come up with better options for minority students. Good start, but still have questions and would like to continue the discussion.
* Formative results are helpful for next year.

**Follow up**

* Thinking of next formative assessment options – electrostatics (3rd) , energy conservation, waves (4th)

Lars will follow up with Aaron & Christine.

Sue will follow up with Shannon.

**Next meeting:**

Date: February 1, 2012

Location: G101