**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. \_\_\_\_6\_\_\_\_\_\_\_

Date:11.2.11 Facilitator: Chris Schriner & Shannon Bain

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

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

* Reviewed checklist for formative graphing assessment & made some changes.
* How will we evaluate this?
* “What happens when they get one no?”
* “How are we going to use this? Is it about passing or failing? Is it about growth?”
* Difference between growth and mastery.
* First time, handed out with lab report & model how to use it, then second time handed out prior to grading it for students to self-assess.
* How do we anticipate using this?
  + Put extra copies at the end of the binder?
  + Put in the cardstock copies. – problem with this is how do we bring this data back to the group?
  + Is this going to change what we do with kids? (Change our instruction?)
  + Reinforces what we intend to hold the kids accountable for: puts the “lab manual report format” sheet in kid friendly language.
  + Will help kids that aren’t utilizing this.
* Aid in modifying a lab…might surprise us.
* Is it beneficial for us to have kids identify what the relationship is when they’re graphing?
* Talked about the possibilities of adding an “analysis” section at a later point.
* Will provide the checklist digitally and each teacher can choose to utilize a half sheet or full sheet.
* Possibility of scanning a sample of student work from a struggling student.
* This is beneficial for next year, but not currently as most of us are finished with hand-generated graphing and focused on excel graphing.
* What concepts are we teaching in 2nd quarter that are possibilities for formative assessments?
  + Weight vs Mass
  + Analyzing net force with free body diagrams.
  + Vector addition with Pythagorean theorem.
* Are we comfortable sharing a problem (question from a quiz/lab/test/etc.) that we can analyze that will show us students’ growth?
* Suggestion: consider using the mass vs weight in the binder or develop something else. Formative could be something as simple as an “entrance slip” or “exit slip”.

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

* Stuck on idea of having to collect a piece of paper for data. Does it have to be data (paper) or can we talk “in general” about issues that came up with my students overall.
* Do we have to save our results as evidence for down the road? If yes, it can’t just be a story, it needs to be something we can collect & pass on.
* The wiki could serve as record of the conversation.
* Need to get out in front on this one. Need to be aware of timeliness and get things together for 3rd & 4th quarter. (Quick formative: We go from here to the moon…or Jupiter…What changes?)
* I agree.
* Can be very conceptual.
* Conversation can be rich, but doesn’t speak to individual students.

Follow up

Chris will follow up with Brian.

Lars will follow up with Aaron & Christine.

Next meeting:

Date: November 30

Location: G101