**Course Team Mid-Year Review and Future Planning**

**January, 2012**

***Please note; Course Team minutes and answers to questions are in italics.***

Course Team: *English I*

Members: *Maria Hothem, Gwen Krull, Olivier Loubieres, Kevin Lakani, Jennifer Firer*

**What work has been completed during the First Semester?**

* Course Target Design: *First semester has primarily been a time to establish Team norms and begin to understand what each member believes what students should know and be able to do by the end of the course. We were greatly assisted by the English Department’s collective commitment to an emerging grammar scope and sequence.*
* Implementation of following cycle for a Common Formative Assessment:
  + Identify or develop a common formative assessment – *have developed or are in the process of developing three*
  + Ensure the assessment’s alignment to course target(s) - *Check*
  + Administer and assess the formative assessment *– Have done one with deadlines for the additional two*
  + Meet to share results & discuss implications for future teaching/learning – *Yes, did so with the first common assessment, will do so with the second and third. Are also discussing possible common final exams. We have also decided that for the 1212 – 1213 school year, we will have common texts in addition to continued work on common assessments.*

**What topics/objectives do you have for 3rd Quarter?**

Do you need to…*See below for February and March meeting reports (past dates) or agendas (future dates).*

* Further design Course Targets?
* Increase your understanding about Formative Assessment?
* Implement the Common Formative Assessment Cycle?
  + Identify or develop a common formative assessment
  + Ensure the assessment’s alignment to course target(s)
  + Administer and assess the formative assessment
  + Meet to share results & discuss implications for future teaching/learning

Bearing the above in mind, our Course Team plans for 3rd Quarter are:

* February 1: *Team discussed what texts we are teaching for 3rd and 4th quarter. All are doing TKAM, R and J, all but one teacher are concluding the year with Samurai’s Garden. Team is in agreement that we are no longer going to teach The Glass Castle (four did, two didn’t) as our first book in the 1212- 1213 school year. While House on Mango Street is a likely candidate, as it already being used successfully in the curriculum by some team members, we still discussed several books recommended for high school by the Middle East Outreach Council.*
* February 8: *Discussed upcoming grammar common assessment and agreed that the assessment we intended to use had such unfamiliar content that we would not be getting a pure read of the skills we were intending to assess. Together, wrote a new common grammar assessment (target outcome: knowing and identifying parts of speech in a prose passage). Also agreed to use the assessment deemed to difficult as a formative (“practice”) assessment.*

*Agreed to the common writing assessment for To Kill a Mockingbird.*

*Agreed to administer the grammar common assessment by March 1, if possible*

* February 22: *Team agreed to bring the “Ten Common Errors” each member would like to address during second semester (affect v. effect; among v. between; two, to, too; etc.) to come to common agreement on which ten we will focus on. Each member will also determine the process s/he will use for writing the end of TKAM common analytic essay. At this point, we all are in agreement that it will be administered as an in-class essay. With students given the prompt ahead of time and expected to bring to class an outline with:*
* *1. Thesis statement*
* *2. Two topic statements*
* *3. Two quotes to be used as evidence*
* *AND THAT’S IT. No pre-writing.*
* *May want to require a Learning Center approved outline*
* *Need to agree to common grading rubric/standards.*
* March 7: *tbd – likely discussion of outcomes of common grammar assessment*

(Note: The 4th Quarter Course Team dates are April 11, May 9, and May 23)