**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. 3

Date: 11/2/2011 Facilitator: Firer

Team members present: Olivier Loubieres, Gwen Krull, Maria Hothem, Kevin Lakani, Jennifer Firer

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

* We shared student work on the *Cat in the Hat* four part analytic paragraphs
* Each of us brought samples of poor, average, and high quality paragraphs
* Discussed the process we used to introduce the paragraph and what our re-write expectations were. We all expected all of our students to rewrite. We all gave the final paragraph 10 points (not too many points since this was a new experience for students), though some gave 10 points each to both drafts and others just graded the final draft.
* Discussed different expectations (some required literary present tense, some did not; some did not allow contractions or first or second pronoun use, some did)
* Determined that next year we would like a common process and common expectations as well as the common assessment and would also like to read “blind copies” (not knowing what grades our colleagues gave them).
* Maria has her students highlight the changes they made on their rewrites, and we all thought this a great idea.

For our next meeting we need to do the following:

* Discuss our next common assessment
* Discuss expectations for final exams
* Discuss timeline for *To Kill a Mockingbird*

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

* I wonder about the different skill levels “regular level” students come in with
* Discussing a common assessment helps me realize there’s a lot more to “common” than simply giving the same assessment.
* What seems to differentiate the “high end” paragraphs is the ability to analyze and I’m wondering how much analysis it is fair to expect at this point – should high end at this point be ability to follow the format?
* Afraid if I do that, I’m setting too low a standard for the next essay – I mean, isn’t that why we made it only 10 points? To compensate for some of that kind of thing?
* In general, it seems for a lot of our low end kids the issue was “write more.” That’s an interesting similarity

Next meeting: November 11, 2011 Location: A331