**Minutes of Physics Team Meeting – Wed 2/6/13**

Spend more time talking about the experiences (we focus so much on the assessment but not so much on the experience that leads to the assessment)

Honors – it’s hard to do justice to every level at every time. There are some commonalities, but we can’t presume that all aspects of our Team discussions are common among all levels

What is our expectation regarding data reporting on the Wiki?

Our “data” is disconnected – (For Example: When is the assessment actually given?)

1. Preconception – before the lesson
2. At the end of a week of practice
3. At the end of the term (as a final)
4. After true “formative” assessment allowing for retakes, etc

Our “data” means different things to different teachers are different times

If things are changing school-wide regarding data and number of common assessments etc, it should be expressed clearly so we see what the expectation is.

Does our Team time need to consist of talking about common assessments throughout the entire Team time? We feel we are getting cornered while there are other important conversations that are not taking place for lack of time.

We should have clear expectations of the different levels of supports (Fundamentals – Honors).

It would be nice to look at differences between levels and not always focused on commonalities (we know the overall content concepts are common, we just want to look at specific experiences and how we can modify them to appropriate levels to provide new experiences for our students).

However, we have different lab equipment between the levels so we tend to simply talk about the end goal (the assessment). What can we do to incorporate new experiences into our different levels???

We are starting to evolve the depth of the content every year. It’s nice to look at experiences that get deeper into the content yet share experiences across all levels

We should share knowledge/ideas, especially when we already know where students struggle (the misconceptions) without needing to formally present data:

We really want to get into the next stage, what are we doing to evolve our practice now that we know what the misconceptions are, we want to talk about experiences that will provide better opportunities to grasp concepts.

How are we introducing Gravitational Force into the curriculum without introducing Rotational?

Connection to Force

Reinforcement of relationships (Direct/Inverse)

For next time: We will all send in data from last assessment to post on Wiki, discuss at next meeting