



Secondary Special Education/RITs Morning Collaboration

Answering Question 2 * Breakout Discussions

Near the end of *each* breakout meeting, identify someone who will be the reporter for your group. That person will copy/paste a single summary statement into the chat bar once we return to the whole group, like so: "Grade 4 Group 2 said....."

Please keep this document open - you will reference it many times during the day.

Meeting 1 - (7 min.)

The CCA Process *(Collaborative Common Assessments)*

Please work as a team to answer the following questions:

Look at the top of your video screen to find your room number and write it here:

What CCA strategies, tools, or protocols can we design or employ to help each team member maintain instructional independence while collaboratively exploring and learning from their individual prowess?

	Strategies	Tools	Protocols
Already in Place	• Check often for understanding • Test modified • Test corrections • Test Retakes • Read alouds •	• Schoology message boards • Academic Support classes • Assessments taken in small group/read aloud	• DExit Ticket •

		• Scootpad • Read Naturally	
<i>Might Want to Design</i>	• Verbal Testing • Group Bell Ringers • Group Exit Ticket	•	•

Add rows as desired.

Remember: when you return to the general breakout room, have the recorder copy/paste a brief synopsis of your team's overall perspective in the chat line for the whole group. Please include your Group Number at the front of your post.

*** Stop here for now ***

Meeting 2 - (7 min)

Fast ways to examine evidence

Please work as a team to answer the following questions:

How can we increase the accuracy of how we gather meaningful emerging evidence while in the throes of instruction? How can we improve our collective capacity to respond to learners in a manner that consistently generates productive responses?

Protocols / Templates:

Name of Protocol / Template	Purpose	When/how to use	Notes (should it be updated? Created? Does it apply k-12?)
Exit ticket	Check understanding	End of class	
Enter ticket	Remember from yesterday	Beginning of class	

Warm Up/Bell Ringers	Remember from yesterday	Beginning of class	
Progress monitoring for reading	To assess gains in reading		

** Add rows as needed*

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**** Stop here for now ****

Meeting 3 - (7 min)

Increasing Rigor

Please work as a team to answer the following questions:

How can we move a single learning expectation across multiple levels of rigor?

DOK level of the targets being assessed	<i>Verb / Learning Target:</i> <i>Describe exposition of novel.</i>
<i>Question or Task:</i>	
<i>Level 4:</i> Extended Thinking	State the theme of the story and how the character(s) relate to the exposition of the novel

<i>Level 3:</i> Strategic Thinking	Relate characters and setting to the main ideas of the novel
<i>Level 2:</i> Skill or Concept	List characters and setting
<i>Level 1:</i> Recall	Define exposition

****What insights, ideas, tips, or strategies would you most like to bring back for your team to discuss later today in team time?***

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