



MS Science 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: MSscience

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?

	<i>Strategies</i>	<i>Tools</i>	<i>Protocols</i>
<i>Already in Place</i>	• Identifying priority standards • Unpacking priority standards • Checks for Understanding	• Priority standards (housed on website) • Schoology •	•

<i>Might Want to Design</i>	•	•	•
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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?)
Unpacking documents	Guide and focus Instruction Guide development of CAs	Pacing and to understand standards Before teaching the standards	Update and a fluid document that is changed as teaching and learning takes place
Error Analysis	Get mistakes in front of students Discuss what	After formative assessment	

	students are doing correctly in the midst of their mistakes		
Collaboration Time			How can we find time for this when systems are not built into our schedule to do this on a consistent and frequent basis?

** Add rows as needed*

Team is questioning when this time is built into the schedule to meet and plan? We need time within our schedule to accomplish these tasks.
What do school districts have in place now to make this work?

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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> Explain
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<i>Question or Task:</i>	
<i>Level 4:</i> Extended Thinking	Explain how you would smell odors from a distance
<i>Level 3:</i> Strategic Thinking	Explain the models of the states of matter.
<i>Level 2:</i> Skill or Concept	Explain how the phase changes happen and how that relates to the states of matter. Explain how energy is necessary for a phase change.
<i>Level 1:</i> Recall	Explain the three states of matter. Explain the particle arrangement and motion of atoms in each phase of matter.

****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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