**TEAM: Instruction**

**PRESENT: Natalie Gehrig, Karla Luhtjarv, Jacob Roth-Ritchie, Lyn Paolino, Hazel So, Kim Berstresser, Laurie Haynes, Phil Swasey**

**MEMBER TAKING MINUTES: Natalie Gehrig**

**DATE: 9/11/13**

**START TIME:2:35**

**END TIME:3:33**

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| **Item** | **Discussion** | **Conclusion** | **Actions Items/Member Responsible** |
| **Agenda for Today’s Meeting** | Looking at the indicators and list out what needs to be done and collected for evidence  The group is going to break out into the indicators to figure out what we need to gather from the faculty | Next meeting we will be drafting our requests for evidence  Jacob will be the writer for the reports to have one voice |  |
| **Indicator 1** | This indicator is currently being worked on by the core values team. This has not been finalized yet. | Wait for core values team to finish their study |  |
| **Indicator 2**  **As a group we brainstormed some sources that we could use ad evidence** | SURVEY’S  **Personalizing Instruction**: Examples in Student Choice in projects  **Cross-Disciplinary Learning:** Speed dating, Lesson Plans from speed dating,  **Engaging Students**: Learning Targets and Reflections (art)  **High Order Thinking:** DOK  **Emphasizing Problem Solving:** Lesson Plans, Karla on the ropes course photos of the ropes course.  **Applying Knowledge to authentic tasks**: Integrating Technology, Screen shots of edmoto (English)  **Engaging Students in Self Assessment**: Rubrics across different departments, Learning Targets, Reflections  **Integrating Technology**: Ipads, Edmoto lesson plans, Screen shots, photos | \*Faculty meeting tech share |  |
| **Indicator 3**  **Lyn, Natalie, Laurie, and Hazel brainstormed sources** | **Formative Assessments**: Examples of Formative Assessments pictures of work  (Jim has a folder started from last year)  **Strategically Differentiating**: Report from last year. Jim has examples already from teachers (how would you change your instruction based off of the formative assessment)  **Purposefully Organizing Group Learning**: Clarice using date to select groups?  Heidi group learning (band leaders)  Alex L’s class and process of assigning group work  Art Group Critique  Chemistry Susan Else Rocket Project  **Additional Support and Alt. Strategies**: PREP | -Ask Jim for folder of evidence started last year  -Ask Clarice and Heidi for examples  -Critique rubric and description of the critique process  -Ask Susan for this lesson and how she used group activity  -What type of evidence do we need to show to write for a report? Can we use the PREP handbook that Marc typed up??) |  |
| **Indicator 4**  **Jacob, Karla, Phil brainstormed sources** | SEE CHART  Evidence seems to overlap:  Unit overview sheet, exit tickets, grade book snapshots, lesson plans, DOK activities, Text books (examining student research and professional discourse)  Freshman/Dept. team minutes, Quality Performance Assessment, New Teacher Induction, PREP, SLO Portfolios, Informal surveys, Observations and Feedback |  |  |
| **Indicator 5** | Teaches as adult learners: | Snap shot of PD or my learning plan? |  |
| **Goals/Agenda items for the next meetings** |  |  |  |