Teacher Led CFIP Follow-Up

June 3, 2013

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| **Exhibition:** Each CFIP team reflected on this year’s Exhibition of Learning, based on grade level specific and whole school feedback:   * parents still do not quite understand the process * could develop a "ticket" that explicitly states what to do at each rotation * maximize time and space- use computer lab and media center and hallway space * discussion around splitting up the times (pros and cons) * parents complained about the length of time * might be better to have only 3 rotations * not inviting new magnet families is both a positive and a negative- parents have difficulty staying focused on student learning instead of “meeting the teacher” * having a magnet mini-exhibition throughout the year and a grade level regular exhibition at the end of the year seemed to be a nice balance * kindergarten parents don't have a clue what exhibition IS * the “year-long” emphasis made much more sense- true reflection of student learning * add a rotation for the academies to demonstrate their expertise in "other areas" * the music room is too small * how can we make it more interactive, less of a presentation? |
| **Encore:** Each teacher shared strategies to keep students motivated:Sara is using stations to keep kids on task. Amber’s students are performing, recording, and watching- *having an audience is motivating*. Patrick is giving students a fitness journal and motivating them to be active all summer. The team spent time updating their portfolios. |
| **Second and Third Grade:** The time was dedicated to updating portfolios and creating class lists. |
| **Magnet:** After the success of the magnet vertical field trip to Annapolis, the team has decided to plan a rotation of trips for the students over a four year period. The team brainstormed possible field trip experiences centered around common goals/themes. |
| **Fourth Grade:** The team celebrated student learning connections from their Antietam field trip experience. Thestudents really listened to the guide and learned SO much. They have a much better sense of understanding. The trip made the geography REAL. In reflection, they would like to take this trip at the end of the year next year as a culminating learning experience. The team also updated portfolios. |
| **Fifth Grade:**  The celebration focused on the recent Washington D.C. instructional challenge and field trip. The student research and presentations motivated their peers to visit museums that are not typically as popular. Groups of 4 made it hard to focus (last year, groups of 3 were better). The instructional challenge ties together all 5th grade learning- students did great on the final assessment and they were completely engaged during the last week of school! The team used additional time to collaborate on completing a CES Fall Forum proposal. |
| **Kindergarten and First Grade:** Time was dedicated to updating teacher portfolios on Weebly. |

**Looking Ahead…**

* June 6: Portfolio Share-out
* June 10 and 11: Summer TIF PD
* Aug 13 and 14: Summer TIF PD