Teacher Led CFIP Follow-Up

*September 26, 2011*

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| **Math Practices Follow Up:** Each team participated in great discussions about the Math Practice reflections from Google docs using the Artful Thinking Routine~ Connect, Extend, Challenge. The goal is to continue reflecting on our math lessons so that we can design instruction where students engage in meaningful work with the practices. <http://www.pz.harvard.edu/at/>  --  Artful Thinking Routines  <http://pzweb.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html>   --  Visible Thinking Routines |
| **Encore:** Each teacher shared their Weebly portfolios, asking for feedback on how to make it more manageable, yet meaningful. They are all striving to “go digital” by adding pics, videos, blogs, links to student pages, etc. Many are also including pages for Danielson to provide evidence for each domain. Follow-up: Setting a schedule to complete reflections and blogs on a regular basis. |
| **Third Grade:** A general concern was shared for reaching the wide range of abilities in math. The grade level plans to attempt a Math Workshop approach and also a Skills Focused Friday. Time was spent working on mini-lessons, rotation activities, challenges, and small group work. Follow-up: Implement math workshop ideas over the next two weeks and share implications on learning. |
| **Magnet:** General information was shared on their theater unit that is embedding science research and narrative writing. They expressed a need for a research rubric. Time was spent diving into Common Core Frameworks to identify key elements of research. Dave shared an idea of using a research template to facilitate the work. It is attached and can be adapted to meet your grade level needs. Follow-up: Bring a rubric or organizer that supports student work in this unit. |
| **Second Grade:** During the TIF PD activity of mapping out “big ideas” across the year, the second grade team discovered the need to integrate Unit 1 concepts within the remaining units. Time was spent looking for connections within the curriculum to make the learning meaningful for students. Follow-up: Share a connection made between unit 1 and unit 2 skills. |
| **Fourth and Fifth Grade:** Time was spent unpacking Informative/Explanatory Writing using the Common Core Framework. Each grade level looked at their specific grade level “big ideas” and then shared with the group. Ideas for necessary mini-lessons were shared, as well as ways to embed technology, editing, and research into this area of writing.Follow-up: Bring a student sample from Informative/Explanatory writing and the supporting mini-lesson. |
| **Kindergarten and First Grade:** Taking advantage of the vertical opportunity, this team worked to create a common assignment based on a common “big idea” from both grade levels. The math Common Core was used to identify important foundational concepts. They left with a sketch for an activity around comparing numbers. Follow-up: Bring evidence of the common vertical lesson with reflections on how it worked and how vertical lessons can be used in the future. |

**Looking Ahead…**

* Next CFIP – Oct 10