COI Collaboration Meeting Week 5
3-18-15
Note-Taking Form

***Please make a copy of this form, label it with your team’s names, and put it in the folder for Cycles of Inquiry 3-18-15. Make sure to reference the slides below about learning targets.

Team Members Present: Natasha, Mark, Mazy, Ana, & Beatrice

Meeting Date: 3-18-15

COI Focus:
● Fostering high quality student work through writing with evidence

Guiding Question for COI
How can I incorporate writing with evidence using the Claims-Evidence-Reasoning Framework in Science Investigations? How can I use a rubric-based assessment to measure high quality student writing? How can I write learning targets that will give students strategies to complete high quality work?

Learning Target
● I can analyze student work/articles presented & identify strategies that support High Quality Student Work through writing with evidence.

Character Target:
● I can collaborate with my peers to identify best practices to support high quality student work outcomes.

Agreements for Cycles of Inquiry Groups:
● I can be mindful of grade level and individual differences.
● I can assume positive intent.
● I can feel safe taking risks.
● I can be honest and provide constructive feedback.
● I can come up with alternative suggestions if I don't feel I can implement an idea.

Professional Expectations:
● I can provide my colleagues with feedback around their reflective question.
● I can discuss with my colleagues how I will refine the lesson based on the new feedback for week 6, April 1st.
● I can use the Reflective Guide to support my PLC work.
COI team works together to plan CCSS-aligned lesson that incorporates opportunities for students to use claims-evidence-reasoning in science investigations.

COI team works together to plan a lesson that leads to a final product with claims, evidence, and reasoning.

Today’s Successes:
We accomplished...

Ana - Reflective Question: What to do to let them see that they need to extend to on their reasoning (why)?
-some students expanded the sentence, some students did not explain it enough/extended
-students in RSP participated in the activity but did not engage in writing in depth.
-All students struggled with elaboration of depth in extending their reasoning.
-Cooperative paragraph & interactive writing were discussed & scaffolded but this is their first attempt doing it independently.
-Concept was complex: cognitive demand
-Struggle: conferencing is very powerful but it cannot be done so frequent.

Question from Mark: What worked & did? Were there any counter examples?
Why? Because ___, so ___,
-Moving forward: doing the 1:1 conferencing

Natasha-Reflective Question: What should I focus next?
-2 problems: students saying the same thing as they were using the 2nd step, struggling to get enough evidence.
-Students were recorded but the quality was not good, you could only hear some kids, decided to move with writing.
-Most students are making
-8 students that are struggling & need to create sentences: it was done with a small group.

Teacher would add, “How do you know?” Guided

-Mark: you still kept them with the expectation to write.

-Mazy: Jaraiya-not an issue with oral or writing? Can one sentence such as, “Is a ___ an omnivore? I saw a gull..., An omnivore eats ___.

-Mark: Kids need to take the time to define their terms. Kids need to be able to put it into words.

Mark-Reflective Question: How can I move students from citing evidence & making a claim to providing a reasoning?
-he introduced the colonies, researching multiple sources
-students only cite the facts
- Natasha: where are their claims? Are they going to cite evidence?
- being more explicit where they get their evidence.
- multiple perspectives

**Plan for Next Meeting:**
Our agreements are...

Bring 3 final products with rubrics, and student reflection for April 1st.

**Questions/Concerns:**
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**COI Team’s Plan for Next Meeting (April 1st):**
Our agreements are...

**Claims:**
- We agree to...
  - We plan to...
Resources

CCSS Standards for California:

High Quality Student Work Attributes:
● [http://elschools.org/sites/default/files/Attributes%20of%20High-Quality%20Student%20Work_EL_0814.pdf](http://elschools.org/sites/default/files/Attributes%20of%20High-Quality%20Student%20Work_EL_0814.pdf)

Designing a Science Inquiry Lesson with Claims, Evidence, and Reasoning: