

12-2-20 Chemistry Adoption Committee Meeting Notes:

Planned Time	What?	Notes	Resources
1:30 (5 min)	<p><u>Welcome and Thanks!</u></p> <ul style="list-style-type: none"> • Thank you • Introductions - name, role • Assist with notetaking? Record 	<p>John Delpont Special Education Coordinator at NHS and IHS Angie DiLoreto, Science Curriculum Developer at BSD Melissa Baker, Chem Teacher at NHS Jessica Youmans, Chem Teacher at SHS Laura Baumgartner, Chem Teacher at IS Holly Crowson, Chem Teacher at IHS Jeannine Sieler, Chem Teacher at BHS</p>	
1:35 (5 min)	<p><u>Tech Orientation</u></p> <p><u>Tech Norms</u></p> <ul style="list-style-type: none"> • hand raise • chat moderator • thumbs vote with camera on or in forms • Question parking lot 		
1:40	<p><u>Content Objectives:</u> Participants will:</p> <ol style="list-style-type: none"> 1. Learn about the consensus process used in instructional materials adoption committees 2. Apply the consensus process for committee norms and instructional materials adoption timeline for chemistry 3. Learn the prescreening criteria and apply them to a sample set of training lessons in small groups 4. Apply prescreening criteria to materials with promise <p><u>Language Objectives:</u> Participants will</p> <ol style="list-style-type: none"> 5. Read curriculum materials and look for evidences to support the claim that instructional materials and associated pedagogies are aligned to science standards. 		

	<p>6. By engaging in conversation and dialogue in small groups around the identified evidences of alignment to criteria, participants will develop a more complete picture of instructional materials and pedagogies that are aligned to science standards.</p>		
1:45	<p><u>Team Norms:</u></p> <ul style="list-style-type: none"> • Using the hand raise when you want to speak • Keep an open mind • Limit distractions if possible • Be honest • Assume positive intentions • Listen for understanding • Ask questions 	<p><u>Clarifications:</u></p> <ul style="list-style-type: none"> • Use the "tech" hand raise, not the real hand raise • Ask clarifying questions 	
	<p><u>Consensus on Team Norms:</u></p>	<p><u>Consensus process:</u> Thumbs up: good decision, will advocate Thumb to the side: comfortable with it but might want to discuss Thumbs down: still need to discussion and suggest changes</p> <p>Consensus= all thumbs up or to the side Use your real hand for this not the tech hand</p> <p><i>We would like to advocate for Teams adding Thumbs up, to the side, and down feature in Teams so we can use this with kids whose cameras are off</i></p>	Consensus slide
1:50	<p><u>Update on Timeline:</u> Consensus on Delay of Pilot to 21-22:</p>	<p>It's unanimous! Many thumbs up!</p>	Consensus slide
1:55	<p><u>Proposed Meeting Schedule:</u> Four Tuesdays:</p>	<p>Tuesdays is not a popular option for Teachers. Administrators have meetings on first Wednesdays. Thursdays and Fridays don't work for our parent member. We may need to use some Tuesdays and some Wednesdays. Wednesdays that the calendar seems to indicate are possible: Jan. 20, Feb. 24, March 17. *It was decided that we will stick with Wednesdays.</p>	

Time	What?	Notes	Resources
2:00 (10 min)	<p><u>IGNITE:</u></p> <ul style="list-style-type: none"> The last time we met together, I asked participants to think of a time when they were learning something challenging that was hard for them. I asked people to share how they felt in that learning experience. Also people shared how would someone who was observing this experience have seen you in that learning space? 		
2:10 (10 min)	<p><u>Ignite Reflection:</u></p> <ul style="list-style-type: none"> What stuck with you about the readings or discussion from our last meeting? We focused on four criteria in the prescreening tool and identified deeper connections in the three pager about Using Phenomenon. What questions still linger about Using Phenomenon? 	<p><u>Committee Member Responses:</u></p> <ul style="list-style-type: none"> Question about whether we are adding difficulty or reducing difficulty of the course, compared to LBC. Using the phenomena as a "hook" is a good thing. Model of phenomenon as the center of a wheel, eg. Phenomenon related to plastics and how they are important to kids that allow for teaching many topics Phenomena don't have to be just one giant idea for the whole unit, but can have multiple throughout the unit Research about how important the phenomena are in student learning Phenomena allow students to engage and process their thinking and learning. However we will need to scaffold and "chunk" the learning process on the front end around phenomena for students who require accommodations to access new material or who are "nervous to engage" learners. Multiple access points and multiple ways to demonstrate learning will be needed (Universal Design for Learning) Reflections about the intersection between our conversation about phenomena and our current practice during COVID. Increasing diversity of our committee to increase equity of our decisions Addressing our own fear about teaching topics that we aren't entirely comfortable addressing with kids 	

<p>2:20 (40 min)</p>	<p>Prescreening Training</p> <ul style="list-style-type: none"> • Review the four criteria • We're looking for evidence of those criteria in the prescreening training materials 	<p>The two middle school lessons on food webs were used.</p> <p>There was a discussion about the disservice we have done for students by providing them with answers and reinforcing a passive learning style rather than encouraging active engagement and analysis with new learning.</p> <p>Phenomena have ways to guide student learning around concepts that are not "google-able"</p>	
	<p>Scoring</p> <ul style="list-style-type: none"> • 0 no evidence of this criteria • 1 minimal evidence of this criteria • 2 occasional evidence of this criteria throughout • 3 consistent evidence of this criteria • 4 consistent and compelling evidence of this criteria 		