

Meeting Notes 03-31-21

Time	What?	Notes
1:30 Intro Stuff 1:30- 1:40	<p><u>Welcome and Thanks!</u></p> <ul style="list-style-type: none"> • Thank you • Assist with notetaking? Record 	<p>Those present: Angie DiLoreto, Eric Shelton, Jessica Youmans, Laura Baumgartner, Melissa Baker, and John Delport says he's coming late</p>
	<p><u>Tech Orientation</u></p> <p><u>Tech Norms</u></p>	
	<p><u>Content Objectives:</u> Participants will:</p> <ol style="list-style-type: none"> 1. Apply their understanding of the Prescreening Criteria to one material with promise in small groups <p><u>Language Objectives:</u> Participants will</p> <ol style="list-style-type: none"> 1. Read one curriculum material with promise individually, discuss in a small group and record evidence to support the claims about instructional materials and associated pedagogies are aligned to science standards. 2. 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>We won't be able to plan the pilot today because there are not enough scores for the other materials yet to know which ones we will pilot.</p> <p>Also, there are too many unknowns for this year to plan our next steps.</p>
	<p><u>Team Norms Review</u></p>	

Time	What?	Notes
	<p><u>Pre-screening Criteria - Why</u></p>	
	<p><u>Prescreening Criteria review</u></p> <ul style="list-style-type: none"> • We're looking for evidence of those criteria in inquiryHub Chemistry • Remember - not "how I would use these materials to teach..." but do the materials have evidence to support <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 <ul style="list-style-type: none"> • Small group task • Unit to explore? Search for Life or Nuclear Chemistry 	<p>We will review Nuclear Processes unit today. We'll have about 50 minutes in pairs.</p>
	<p>iHub/OpenSciEd Overview</p> <p>OneNote</p> <p>Video</p>	<p>Note: BSD adopted iHUB biology in 2018-19; Implementation has just begin for half of teachers during the pandemic, which has been a challenge.</p> <p>Uses Instructional Routine based on research (STEMScopes was based on a different instructional routine based on research that showed up as 5E's)</p> <p>iHUB units are in development still. Two units are available for review now and possible field testing/pilot testing necessary. To pilot it, we would need to have at least one state-approved field test teacher (who would then have to teach it for at least 2 years) who goes through 4 days of training in summer 2021 and winter 2022.</p>
	<p>Large Group conversation</p>	

	<p>Return to the large group at _____:</p> <ol style="list-style-type: none"> a. What agreements do you see? b. What questions need to be asked? c. Can you individually commit to a score for each prescreening statement? Be prepared to share evidence to support your score 	
	<p><u>Pilot Conversation:</u></p> <ul style="list-style-type: none"> ● What do our scores tell us? <ul style="list-style-type: none"> ○ Observations - notice ○ Interpretations - wonder ○ Questions ● What questions do we have? ● What further work needs to be completed? 	<p>We need more voices involved in this conversation so we can present at DDPD, which is the first week of in person instruction.</p> <p>Team members will follow up with absent members.</p> <p>We can say that the team that worked over the last several months came to a similar conclusion to the team that worked last summer that iHUB and StemScopes are scoring highest and that we still haven't had the opportunity to pre-screen the most current edition of LBC since it is not available to preview until spring 2022.</p>
	<p><u>Closure:</u></p>	<p>Angie is not adding anything else to our plates right now! Thank you!!!</p>