

SEPUP Middle School Alignment

Facilitator: Dixie Reimer and Mary McClellan

July 19-22, 2010



Agenda Overview



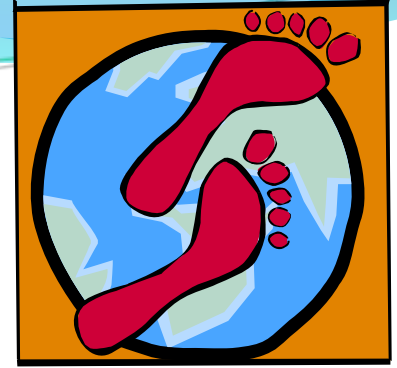
Monday, July 19th

- 8:00 a.m. -8:30 a.m. Welcome and Goals
- 8:30 a.m. - 11:30 a.m. Alignment Professional Development
- 11:30 a.m. - 12:00 p.m. Lunch
- 12:00 p.m. – 4:00 p.m. Alignment of Module # 1

Tuesday-Wednesday, July 20th -21st

- 8:30 a.m.-4 p.m. Continue alignment of module #1 as needed, begin module #2 when you and your partner are ready.

Finding your “sole” mate



Purpose: To get to know each other.

- Trace your shoe (or foot) on the white piece of paper.
- Label your toe area with your favorite domain of science...to teach.
(Physical, Life, Earth)
- Label your mid sole with your number of years teaching middle school science.
- Label your heal with the kind and number of pets you have.

FIND YOUR CLOSEST SOLE MATE!

- Circulate in the room and find someone else with at least two answers that are very similar to your own.
- Introduce yourselves.
- Discuss your “sole” answers.
- Be prepared to introduce one another and tell the group something you learned about your “sole mate”.

Goal and Objective

Goal: Provide the greater educational community of Washington State a research-based tool that will support instructional alignment of the Washington State LASER middle school curricular materials to the 2010 Washington State Science Learning Standards.

Objective: To align the most widely used SEPUP Middle School Modules to the Washington State Science Learning Standards using a common alignment tool and set of criteria.

Parameters for this work

- A Washington State LASER sponsored project.
- Aligning Middle School STC, FOSS and SEPUP
- Done by expert teachers
- Aligned to revised science standard
- Sorted by standards and investigation/lesson/activity
- Evidence based with supporting comments

Standards Review

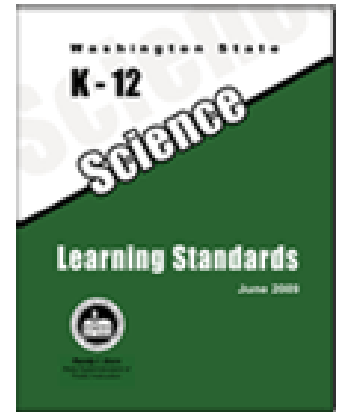
Purpose: Review the standards document to ensure that ALL participants have the same knowledge of the new standards document.

Look at your Standards Packet:

- Standards Overview Document (p. 5-8)
- Anatomy of a Standard (p. 10)

Share with your table group:

- How are you using the new standards document in your day to day planning and teaching?



Standards Review

Jigsaw “Digging Deeper”

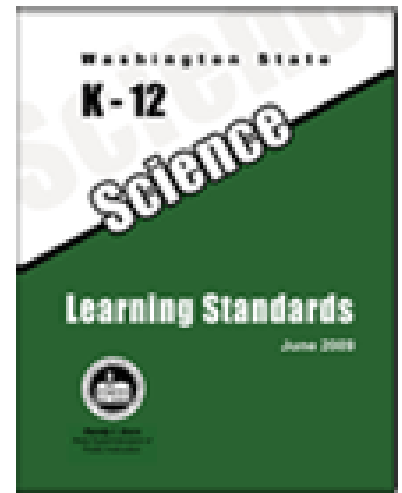
10 minutes: Complete the answers for the questions you are responsible for.

5 minutes: Share your answers with the group.

Jigsaw “Systems and Energy”

5 minutes: 1 person will complete the 3 questions on “Systems”, and the other person will complete the 3 questions on “Energy”.

5 minutes: Share your responses.



Standards Review

Purpose: To begin thinking about the interaction between your SEPUP unit and the standards.

Application to my Alignment

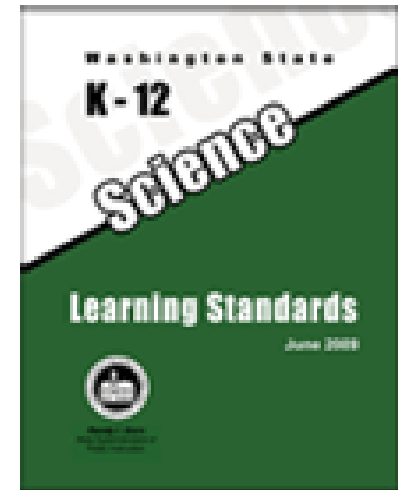
With your partner, complete *Application to My Alignment Assignment* document.

Final Reflection:

On the last page of your packet:

Did you notice anything new today while reviewing the standards?

Share with your table group.



Parameters for this work

- A Washington State LASER sponsored project.
- Doing Middle School STC, FOSS and SEPUP
- Done by expert teachers
- Aligned to revised standard
- Sorted by investigation
- Evidence based with supporting comments

Audience for this work



- This project is designed so that a teacher teaching this curriculum can ensure they address the relevant standards.
- It will also be designed so that state organizations and districts can fill any gaps in the curriculum with supplementary materials.

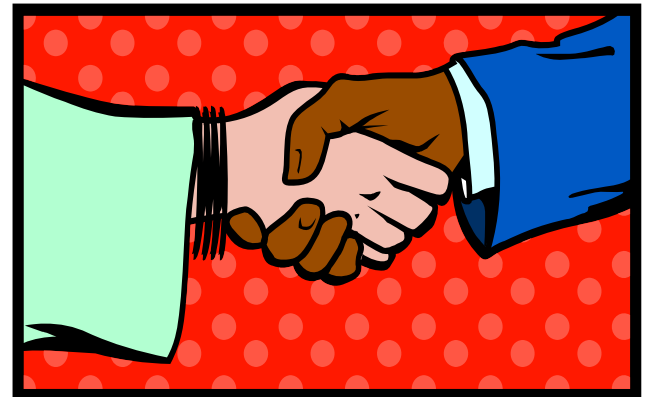
Overview of Development Process

1. Contract developed by Washington State LASER
2. ESD Regional Science Coordinators replied
3. ESD's facilitated and supported alignment teams
4. Development Leadership Team
 1. Established Criteria
 2. Developed the alignment tool
5. Expert teachers to do the alignment
6. Development Leadership Team to review
7. Alignments to be published on the internet via the Washington State LASER website

Process agreements

Purpose: To ensure state-wide consistency

- 2 persons/module
- Modules are to be done at the same time by both partners
- All work is to be evidence- based
- Leaders to facilitate only



Process Agreements-Cont.

Purpose: To ensure state-wide consistency

- Disputes are to be negotiated through evidence-based discussions among pairs and teams.
- The facilitator has the final decision-making responsibility for all disputes.



Alignment Agreements

Purpose: To ensure state-wide consistency

- Alignment done for core materials only.
- Align to Content Standards first and then the Performance Expectation.
- If the Content Standard is fully aligned in the material it is to be judged aligned.
- Align the “low-hanging fruit” first.



Norms of Collaboration

Purpose: To ensure collegial relationships.

- **Pausing**
- **Paraphrasing**
- **Probing**
- **Putting Ideas on (and off) the Table**
- **Paying Attention to Self and Others**
- **Presuming Positive Intentions**
- **Pursuing a Balance between Advocacy and Inquiry**

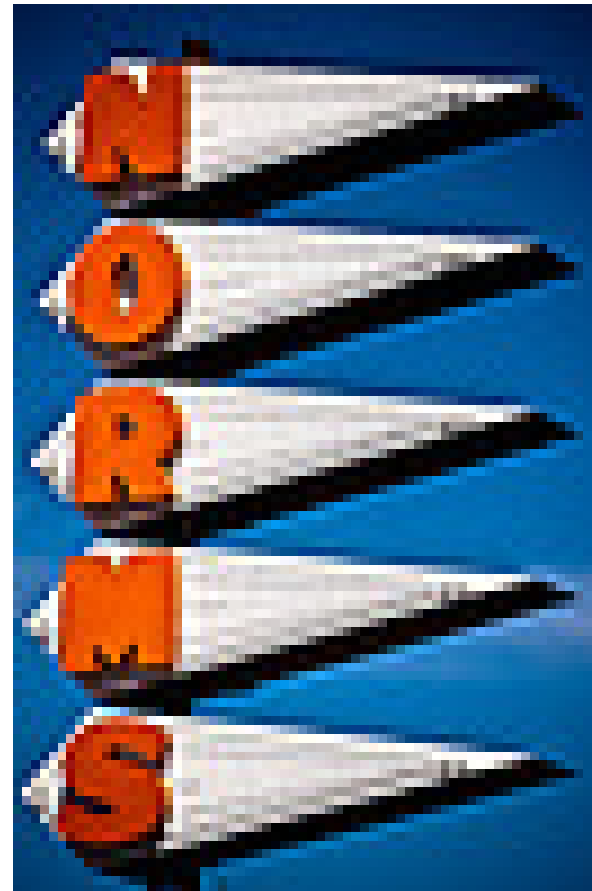
Only Suggested



- Leave your "love affair" for the instructional materials at the door
- Make evidence-based decisions so think about making objective observations with evidence vs. inference from past experience
- Cell phones sound off, break as you need.




Norms of Collaboration

- What norms would we like to use for our work?



Criteria

Purpose: To indicate the level of alignment

-  **Aligned as Designed**-If taught as designed students have the opportunity to meet the standard.
-  **Aligned with Modifications**- Includes only minor modifications in vocabulary or explicit inclusion of an extension.
 - Vocabulary: Intentional use of vocabulary as found in Washington State Science Learning Standards.
 - Extension: Aligns with inclusion of extension activities as described in Teachers Guide
 - Minor modifications: Modification does not add activities or change a concept, conceptual or instructional flow in core materials.
-  **Module Require Changes**-Full coverage of the standard cannot be achieved as designed without a change in the Instructional design.

Practice Makes Perfect...

Purpose: To create consistency among the team.

Force and Motion-Activity 74

- Start with the P S Standards (low-hanging fruit)
- Look at both the Student and Teacher Guides to get an overview of the learning activity.
- Determine the P S Standard that aligns with Activity 74.

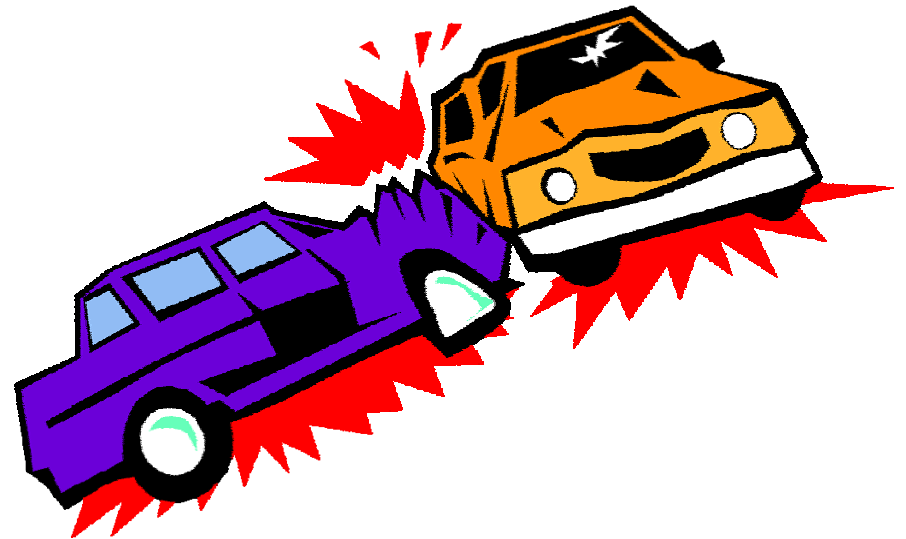
Practice Makes Perfect... Cont.

- Site your **evidence** by listing the page numbers and learning activity that aligns with the standard (See Criteria Symbols and Sentence Stem Pages).
- If it is not “Aligned as Designed”, include an comment to explain.
- Continue with aligning any systems, inquiry, or application standards.

Practice Module

Force and Motion

- Talk with your partner to see if you agree with your alignment decisions and evidence.
- Share with the group.



Overview of Alignment Tool



Practice using the Computerized Alignment Tool using the Instructions Sheet.

General Comments Page

Purpose: For the collection of information or comments that applies to the ENTIRE module and would need to be repeat in each instructional comment section.

- Store notes in a Word Document that will be collected at the end of the alignment. Title with the name of Module and Activity if applicable.

Review...questions??

Purpose: Ensure consistency

- Norms
- Criteria
- Agreements



Let's Get
to
Work!!!!



Exit Ticket

Purpose: Needs assessment

1. How is your work going so far?
 2. What would you like to see different for tomorrow?
 3. Questions?
- Sign out before you leave.

Thank you!!!

