

Date: 9.18.2017

Note-taker: Mansfield

Timekeeper: Vega

<p><b>Review</b> (20% of time)        Reflect on teacher and student performance:</p> <ul style="list-style-type: none"> <li>● What worked well?</li> <li>● What did not work well</li> </ul>	<p>We analyzed the diagnostics test, Vark test, and have noticed trends in behavior to help to group the students into partner talk pairs.</p> <p>We concluded from an average score of 3 out of 17 on the diagnostic test that we need to re-teach basic skills such as: Substitution, solving equations, variable identity, and negative numbers.</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>● Discuss “big picture” issues first</li> <li>● Discuss content</li> <li>● Plan content delivery</li> <li>● Consider variations of co-teaching (if applicable)</li> <li>● Design practice activities</li> <li>● Plan individual and group evaluation</li> </ul>	<p>We have designed a curriculum that will prepare our students for the regents in June and have left several gaps for guided instruction. We are also leaving an even larger unit for regents review.</p> <p>We run our classes with the one teach, one drift, but we have been working together for so many years that we have our own hybrid teaching method. At any time the other can jump in and we can teach simultaneously if need be both at the smartboard and whiteboard. We are challenging Shuman and Ferrell to a teach off, the kids will be the judges. For the best math teacher in the school.....just kidding.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>● Identify needed materials</li> <li>● Clarify teaching roles (if applicable)</li> <li>● Write out responsibilities for all involved</li> </ul>	<p>We have all the changes we made to our lessons from last year and are using those lesson plans. These students will still lead to some more changes, but they should be fairly close to last year population.</p>

Date: 9.25.2018

Note-taker: Vega

Timekeeper: Mansfield

<p><b>Review</b> (20% of time) Reflect on teacher and student performance:</p> <ul style="list-style-type: none"> <li>● What worked well?</li> <li>● What did not work well</li> </ul>	<p>We discussed the performance of the IEP students and how we can best meet their needs. We tried pairing students heterogeneously. Some students responded well by demonstrating the ability to collaborate efficiently with each other. While others became distracted and withdrawn.</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>● Discuss “big picture” issues first</li> <li>● Discuss content</li> <li>● Plan content delivery</li> <li>● Consider variations of co-teaching (if applicable)</li> <li>● Design practice activities</li> <li>● Plan individual and group evaluation</li> </ul>	<p>Mr. Mansfield and I went through every child’s IEP and focused on the Present Level of Performance page and read through their test results and their academic performances in Math. We then highlighted the management needs for the students. Based on our discussion we were able to plan better student groupings as well as change student seats. We also modified some of the Do Nows and activities to accommodate the needs of students with IEPs.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>● Identify needed materials</li> <li>● Clarify teaching roles (if applicable)</li> <li>● Write out responsibilities for all involved</li> </ul>	<p>This week Mr. Vega will be in charge of announcing to classes the Tutoring schedule (Mondays-Fridays 8:00- 8:40 AM) Mr. Mansfield and Mr. Vega will continue to conduct outreach efforts to students who have poor attendance. In class, Mr. Vega will make daily announcements and review the Do Now while Mr. Mansfield takes attendance. Mr. Mansfield will conduct the Mini-lessons, while Mr. Vega clarifies any misconceptions. Both will circulate the room during the activity and facilitate collaboration between everyone in the classroom.</p>

<p><b>Review</b> (20% of time) Reflect on teacher and student performance:</p> <ul style="list-style-type: none"> <li>● What worked well?</li> <li>● What did not work well</li> </ul>	<p>We discussed what topics to far the students are having the most problems with. We noticed Domain and Range and <math>f(x)</math> function notation are giving them the most difficulty. They are working well with rate of change and PEMDAS. Our review sheet for this exam will focus mainly on Domain and range and function notation. We are also now finished with the first month of school and the behavior patterns of the class have solidified. We are going to make our final changes to partner talk and hopefully this will be our last.</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>● Discuss “big picture” issues first</li> <li>● Discuss content</li> <li>● Plan content delivery</li> <li>● Consider variations of co-teaching (if applicable)</li> <li>● Design practice activities</li> <li>● Plan individual and group evaluation</li> </ul>	<p>Today we went over the the last two weeks of the marking period. We discussed what topics we may need re-engagement on and which topics we can cover on our review sheet . We noticed Domain and Range is the biggest problem so we are going to add a lesson on it, but this time we are going to blend it together with reading inequalities so they can write the single inequality domain and range. Our last 2 weeks we are going to squeeze in Graphing features and Irrational numbers, which will leave time for a review and test corrections as well. For the first exam we are going to break down the structure and system for test corrections so they become very familiar with it and will not need any explanation next unit.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>● Identify needed materials</li> <li>● Clarify teaching roles (if applicable)</li> <li>● Write out responsibilities for all involved</li> </ul>	<p>Before this test we are also going over calculator functions so the students are gaining confidence and realize how much of help the calculator can be. Myself and Mr. Vega and continuing our one teach one drift approach where we can switch at any time. On exploration days, the students will work in partner talk pairs and we will also act as facilitators. At the end of class the students will share their answers on the smartboard with one student acting as the teacher. This lesson will be completely student centered learning.</p>

Date: 10.10.2018

Note-taker:VEGA Timekeeper:Mansfield

<p><b>Review</b> (20% of time) Reflect on teacher and student performance:</p> <ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What did not work well</li> </ul>	<p>This week we discussed the results of our first exam. We talked about adding multiple entry points to our lessons by increasing student choice in our activities. We noticed that some of the student pairings needed to change from homogenous grouping to heterogenous groupings. We also want to increase student participation by encouraging more risk-taking in our classes.</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>• Discuss “big picture” issues first</li> <li>• Discuss content</li> <li>• Plan content delivery</li> <li>• Consider variations of co-teaching (if applicable)</li> <li>• Design practice activities</li> <li>• Plan individual and group evaluation</li> </ul>	<p>We compared our first exam results to the previous year’s results and we noticed that for the past three years our overall scores have decreased. We also performed an item analysis and we noticed that students had the most difficulties with lengthy worded problems regardless of how simple the procedure to solving the problem was. We decided to re-engage our students with more “english to math” problems where they would have to convert words into mathematical expressions. We will spiral this activity with the start of our lessons on linear functions including slope-intercept form and understanding everyday applications of linear functions. We will engage the students in a mini-lesson discussing prior knowledge(rate of change/Slope/Rise over Run) and add the concept of the starting point or y-intercept in a graph and/or table.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>• Identify needed materials</li> <li>• Clarify teaching roles (if applicable)</li> <li>• Write out responsibilities for all involved</li> </ul>	<p>Mr. Mansfield and Mr. Vega will continue to use our One-teach-One-Drift model to ICT where we can exchange fluently throughout the lesson. We will continue to emphasize the importance of attending tutoring before school or during their lunch hour. Mr. Vega will also review marking period 1 grades with the students and give feedback to each student regarding their individual grade. Mr. Mansfield and Mr. Vega discussed what student work should be put up for our upcoming visit from the superintendent as well as what writing activities to incorporate into our lesson.</p>

Date: 10.17.2018

Note-taker: Mansfield

Timekeeper: Vega

	Scheduling issues have changed the dynamics of many of
--	--

<p><b>Review</b> (20% of time) Reflect on teacher and student performance:</p> <ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What did not work well</li> </ul>	<p>our classes, so today we decided to make all new seating charts. We still based it on the Vark, but no need to use the diagnostic test anymore, because we have the unit 1 exam , as well as behavioral patterns.</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>• Discuss “big picture” issues first</li> <li>• Discuss content</li> <li>• Plan content delivery</li> <li>• Consider variations of co-teaching (if applicable)</li> <li>• Design practice activities</li> <li>• Plan individual and group evaluation</li> </ul>	<p>Students in our classes are not reacting well to the changes. They have got accustomed to the structure of the class and who their partner was, but that had to change. Some students are even misbehaving now, because they are so upset. We had to address the issue with the entire class and get them back into a structured environment again. We let the students know they can see us after class to address any concerns they have with the new seating arrangement.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>• Identify needed materials</li> <li>• Clarify teaching roles (if applicable)</li> <li>• Write out responsibilities for all involved</li> </ul>	<p>We are going to try out the new seating and see how the students deal with it. We should get back into the flow of things again as soon as they feel comfortable again.</p>

Date: 10 24 .2018

Note-taker:Mansfield

Timekeeper:Manfield

	We talked about how students are progressing nicely
--	---

<p><b>Review</b> (20% of time) Reflect on teacher and student performance:</p> <ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What did not work well</li> </ul>	<p>with linear functions. Students have done a good job of identifying rate of change (slope) and y-intercept when given a linear function in slope-intercept form. We both noticed the students needed more help with creating the function rule of a table of values that represents a linear function.</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>• Discuss “big picture” issues first</li> <li>• Discuss content</li> <li>• Plan content delivery</li> <li>• Consider variations of co-teaching (if applicable)</li> <li>• Design practice activities</li> <li>• Plan individual and group evaluation</li> </ul>	<p>With the freshmen classes, we are moving into the next unit of transforming equations. The main focus will be to rearrange formulas to highlight a quantity of interest. We decided on using the reference sheet that is provided to students on the regents and using formulas and relate them to real life situations: such as finding the heights and radii of cans of tuna and soda.</p> <p>With the algebra prep classes, we talked about pacing and which unit should be approaching. We decided that systems of equations would be ideal because we can apply real life scenarios and eventually implement situations where they would have to rearrange the created equations to highlight a quantity of interest.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>• Identify needed materials</li> <li>• Clarify teaching roles (if applicable)</li> <li>• Write out responsibilities for all involved</li> </ul>	<p>We need to make a video to serve as the opening hook for the upcoming unit. We are still contemplating different ideas.</p> <p>In anticipation of the midterm exam, we decided to give the same exam for our freshmen classes and use DDC for the answer sheets.</p> <p>We both will have input on the test material.and we will share grading responsibilities to get a better understanding of all freshmen classes.</p>

<p><b>Review</b> (20% of time) Reflect on teacher and student performance:</p> <ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What did not work well</li> </ul>	<p>Today we analyzed our test results. We noticed students are having a hard time with <math>f(x)</math> functions and how to read a graph. We also saw they confuse slope and how to go from table to equation.</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>• Discuss “big picture” issues first</li> <li>• Discuss content</li> <li>• Plan content delivery</li> <li>• Consider variations of co-teaching (if applicable)</li> <li>• Design practice activities</li> <li>• Plan individual and group evaluation</li> </ul>	<p>We came up with a review lesson to target the area of need. The students will use their calculator to see what equation matches a table. They will also play around with slope to see the difference between negative and positive. They are also having problems plugging numbers into the calculator, so we are going to practice using parenthesis. Some students were understanding the slope, but then reversed the rise over run.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>• Identify needed materials</li> <li>• Clarify teaching roles (if applicable)</li> <li>• Write out responsibilities for all involved</li> </ul>	<p>We are going to put problems from this test on the next test as well. We will spiral problems throughout the year so the students will be more familiar with the regents problems by June. They will also hopefully start getting the problems right that on previous tests they got wrong.</p>

Date: 11 6 2018

Note-taker:Mansfield

Timekeeper:Vega

	We talked about how we are moving into solving
--	--

<p><b>Review</b> (20% of time) Reflect on teacher and student performance:</p> <ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What did not work well</li> </ul>	<p>inequalities with the freshmen and prep classes. This worked well because it is an easy transition from solving equations. Having students solving systems of equations was not a natural transition after solving equations.</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>• Discuss “big picture” issues first</li> <li>• Discuss content</li> <li>• Plan content delivery</li> <li>• Consider variations of co-teaching (if applicable)</li> <li>• Design practice activities</li> <li>• Plan individual and group evaluation</li> </ul>	<p>We have talked about implementing different variations of co-teaching into our respective classrooms. We shared different strategies on how to separate the class by skills needed and have different groups going with the different work.</p> <p>Thinking about implementing a New Visions task as our Midterm assessment. We discussed contouring it to meet the units we have taught and create the DDC documents needed to drive instruction.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>• Identify needed materials</li> <li>• Clarify teaching roles (if applicable)</li> <li>• Write out responsibilities for all involved</li> </ul>	<p>We are preparing a unit quiz on solving inequalities for next Wednesday. The freshmen will be able to have this grade replace their previous grade because solving inequalities and solving equations are very similar and it essentially is additional practice at the skills needed. Keith will create the quiz .</p>

Date: 11 13 2018

Note-taker: MANSFIELD Timekeeper:Vega

<p><b>Review</b> (20% of time)</p>	<p>The students in my class are having a hard time with graphing and coordinates. The period 8 class is</p>
------------------------------------	---

<p>Reflect on teacher and student performance:</p> <ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What did not work well</li> </ul>	<p>ahead, but more help with graphing with help them reach mastery level.</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>• Discuss “big picture” issues first</li> <li>• Discuss content</li> <li>• Plan content delivery</li> <li>• Consider variations of co-teaching (if applicable)</li> <li>• Design practice activities</li> <li>• Plan individual and group evaluation</li> </ul>	<p>We designed a graphing worksheet to help review the different ways to graph an equation and gave them step by step notes to break it down again. We realized we can’t just rely on the calculator if the student cannot graph a coordinate, so we focused on that. We had different entry points and had them go from table to graph, graph to equation, equation to graph, and table to equation so they know it inside out.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>• Identify needed materials</li> <li>• Clarify teaching roles (if applicable)</li> <li>• Write out responsibilities for all involved</li> </ul>	<p><b>We are going to observe the activity and see what works and what doesn’t from the worksheet. After we will create one more re-engagement activity based on the finding from this activity.</b></p>

Date: 11 20 2018

Note-taker: Mansfield

Timekeeper: Vega

<p><b>Review</b> (20% of time) Reflect on teacher and</p>	<p>Alex and I went over what test questions from the regents we should put on unit 2 tests. We went through all the regents dating back 2 years. We</p>
---	---

<p>student performance:</p> <ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What did not work well</li> </ul>	<p>didn't go further back because we noticed the last regents are similar to one another.</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>• Discuss "big picture" issues first</li> <li>• Discuss content</li> <li>• Plan content delivery</li> <li>• Consider variations of co-teaching (if applicable)</li> <li>• Design practice activities</li> <li>• Plan individual and group evaluation</li> </ul>	<p>We took 3 questions from each topic area and then we discussed which one would work best for our classes. If we couldn't agree, we used the more challenging problem, because after test corrections the students will be able to conquer anything on that topic area. We focused on <math>y=mx+b</math> word problems because that seems to be the main focus on the regents.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>• Identify needed materials</li> <li>• Clarify teaching roles (if applicable)</li> <li>• Write out responsibilities for all involved</li> </ul>	<p>We are creating the test and trying to incorporate not just unit 2 test questions, but also spiralling old problems from unit 1. The questions the students mostly got incorrect and they worked on with their test corrections will be on this test as well. If the students are still getting the question wrong we know we have to have re-engagement on that topic area.</p>

Date: 11 27 2018

Note-taker: Mansfield

Timekeeper: Vega

<p><b>Review</b> (20% of time) Reflect on teacher and student performance:</p>	<p>We thought about implementing a new teaching strategy and talked to our students about it. They are happy with what we are doing right now. They feel comfortable with it and are used to us taking turns *(tag) and sharing at the smartboard.</p>
--	--

<ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What did not work well</li> </ul>	<p>We both agreed that us splitting the teaching throughout the class is our best method. The students like different perspectives and teaching styles, so if one works they always have the other</p>
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>• Discuss “big picture” issues first</li> <li>• Discuss content</li> <li>• Plan content delivery</li> <li>• Consider variations of co-teaching (if applicable)</li> <li>• Design practice activities</li> <li>• Plan individual and group evaluation</li> </ul>	<p>We also worked on IEP’s so we were on the same page with certain students and the best instructional practices that work for each individual student. We did this at the start of the year, but after almost 2 marking periods some students have changed for better or worse. We also broke different classes down into sections, where we could focus more energy on certain students who need more attention than others. We are also updating skedula with certain students who are struggling in the class. We are documenting their progress.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>• Identify needed materials</li> <li>• Clarify teaching roles (if applicable)</li> <li>• Write out responsibilities for all involved</li> </ul>	<p>We now have our IEP students on a certain path to get them ready for their regents test. We have them grouped where they can reach their full potential and seated close to the front of the room when they can stay focused. We also came up with more questions of rigor and entry points for our lower level students, so every student can get the most from the lesson.</p>

Date: 12 4 18

Note-taker: Mansfield

Timekeeper: Vega

<p><b>Review</b> (20% of time) Reflect on teacher and student performance:</p> <ul style="list-style-type: none"> <li>• What worked</li> </ul>	<p>We talked about having students solve inequalities and produce simple graphs. Students have isolated variables well, so this is a good transition. Students struggled with using the reciprocal to eliminate fractions.</p>
--	--

<p>well?</p> <ul style="list-style-type: none"> <li>• What did not work well</li> </ul>	
<p><b>Plan instruction</b> (60% of time)</p> <ul style="list-style-type: none"> <li>• Discuss “big picture” issues first</li> <li>• Discuss content</li> <li>• Plan content delivery</li> <li>• Consider variations of co-teaching (if applicable)</li> <li>• Design practice activities</li> <li>• Plan individual and group evaluation</li> </ul>	<p>We talked about incorporating real life scenarios into problems that focus on inequalities. There are two approaches that we have chosen to implement. The first choice is to focus on the skill and then incorporate the real life scenario. The other choice is to introduce the skill and the real life scenario at the same time.</p>
<p><b>Assign responsibilities</b> (20% of time)</p> <ul style="list-style-type: none"> <li>• Identify needed materials</li> <li>• Clarify teaching roles (if applicable)</li> <li>• Write out responsibilities for all involved</li> </ul>	<p>Alex is responsible for creating real world problems that will be implemented into the classroom. Keith with focus on strategies that will reinforce skills for solving inequalities.</p>