

U.S. History Team Collaboration Meeting Notes

TEAM: U.S. HISTORY	PROFESSIONAL DEVELOPMENT NORMS
DATE: 12-09-2021 TIME: 8TH PERIOD 3:10PM LOCATION: A 123	<ul style="list-style-type: none"> ● BE ON TIME AND PREPARED ● USE THE DATA TO GUIDE THE DISCUSSION ● BE ENGAGED AND STAY ON TOPIC ● MAKE DECISIONS THAT SERVE THE NEEDS AND INTERESTS OF STUDENTS ● WELCOME ALL MEMBERS' CONTRIBUTIONS AND LISTEN BEFORE WEIGHING IN ● CELEBRATE SUCCESSES

*When norms are violated, we will use the safeword- "Back on Track" to reset and get back on track.

MEMBERS OF ACCOUNTABILITY GROUP & ROLES

Member	Present/Not Present	Role
Kyle Blalock	Present	Facilitator
Jonathan Keel	Present	Recorder
Abram Grable	Present	Time Keeper
Keith Fuller	Present	Administrator

Today's Main Goal:

Create a plan to review students for the U.S. History Semester Exam.

Question 1:

What do we want our students to know?

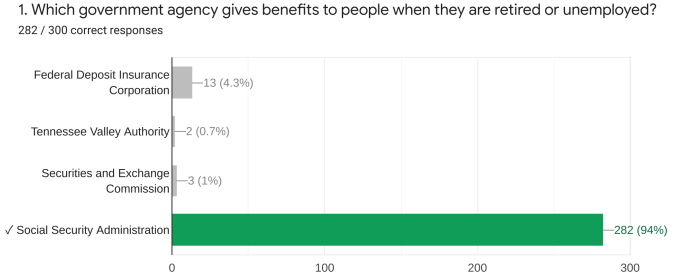
What TEKS will the students be expected to know for the semester exam?

Readiness / Supporting / Process

USH.2(A) [R]; USH.2(B) [S]; USH.3(A) [R]; USH.3(B) [R]; USH.3(C) [R]; USH.4(A) [R]; USH.4(B) [S]; USH.4(C) [R]; USH.4(D) [S]; USH.4(E) [S]; USH.4(F) [R]; USH.5(A) [R]; USH.5(B) [S]; USH.6(A) [R]; USH.6(B) [S]; USH.12(A) [R]; USH.13(A) [R]; USH.13(B) [R]; USH.14(B) [S]; USH.15(A) [S]; USH.15(B) [R]; USH.15(C) [S]; USH.15(D) [R]; USH.16(A) [S]; USH.16(B) [R]; USH.16(C) [R]; USH.16(E) [S]; USH.18(A) [R]; USH.18(B) [R]; USH.22(A) [R]; USH.23(B) [S]; USH.24(A) [S]; USH.24(B) [R]; USH.25(B) [S]; USH.26(A) [R]; USH.28(A)

Why were those standards chosen?

Every question on the Semester Exam is a previous U.S. History STAAR Exam question from years past. I carefully selected questions based on my knowledge of where the test has directionally gone over the past few years. I feel we are best serving the kids if we use test questions which are written by the state for the state exams. We can also use this semester exam at a later date to teach strategies leading up to the real test in May.

<p>Question 2: How will we know that our students learned it?</p>	<p>What data do we have that shows the areas our students struggle in? We have past quiz and test data to show us areas of struggle with the kids. We can pull up the quizzes/tests on Google Forms and see the average, median, and range of the scores. We can access the most missed questions as well as look at each question individually and find how the kids as a whole answered the questions. I have attached an example. We can also see the students on an individual basis through Google Forms.</p>  <p>1. Which government agency gives benefits to people when they are retired or unemployed? 282 / 300 correct responses</p> <table border="1"> <thead> <tr> <th>Agency</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>✓ Social Security Administration</td> <td>282</td> <td>94%</td> </tr> <tr> <td>Federal Deposit Insurance Corporation</td> <td>13</td> <td>4.3%</td> </tr> <tr> <td>Tennessee Valley Authority</td> <td>2</td> <td>0.7%</td> </tr> <tr> <td>Securities and Exchange Commission</td> <td>3</td> <td>1%</td> </tr> </tbody> </table>	Agency	Count	Percentage	✓ Social Security Administration	282	94%	Federal Deposit Insurance Corporation	13	4.3%	Tennessee Valley Authority	2	0.7%	Securities and Exchange Commission	3	1%
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<p>Question 3: How will we reteach those who didn't master it?</p>	<p>What areas of focus, based on the data, will be targeted for the review? I believe our area of focus will be more centered on Westward Expansion, Gilded Age, Industrial Revolution, and Urbanization/Immigration. Those ERAS are the farthest from our current position and will need more review time because of the calendar schedule.</p> <p>What instructional strategies will be used to deliver the review? We are completing the review as a group project, but also walking the room and asking students questions directly from the review. When answering the questions, we are making the students build backwards and forwards with their answers.</p>															
<p>Question 4: How will we respond to students that already know this material?</p>	<p>How will students who have mastered the material be supported?</p>															

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