



## Education Transformation Office

**Pine Villa's Science Strategies, Action Steps & Tasks**

Strategy	Action Steps	Tasks (Specifics as to how and when to complete each Action Step)
Utilize the Gradual Release of Responsibility Model when planning and delivering lessons.	Model the "We Do" portion of the lessons both during common planning and within the classroom making sure to keep the objective clear throughout the gradual release process.	<ol style="list-style-type: none"> <li>1. In the month of February the science department will host another Professional Learning Community to focus on the purpose and components of the "WE DO" portion in the gradual release.</li> <li>2. Start coaching cycles on teacher that need assistance with the "WE DO" part of the lesson to ensure that part is carried out correctly.</li> <li>3. Continue to monitor the "WE DO" and check teacher's lesson plans to ensure the collaborative strategies are identified and executed when appropriate.</li> </ol>
	Utilize common planning to simulate the delivery of the lesson anticipating student responses.	<ol style="list-style-type: none"> <li>1. Starting the week of January 23, 2011, schedule weekly modeling simulations during planning to give opportunities for teachers to execute their lessons and allow for other teachers to provide constructive feedback.</li> </ol>
	Continue to align specific collaborative strategies to specific activities during common planning.	<ol style="list-style-type: none"> <li>1. Identify collaborative strategies for that will complement the lesson during common planning.</li> <li>2. The coach will distribute a list of strategies that are appropriate for different lessons.</li> </ol>
	Continue to group students for "You Do" by utilizing observational data collected during "We Do".	<ol style="list-style-type: none"> <li>1. Based on the data the teachers will continue to group students that are in need of additional assistance for better understanding.</li> </ol>



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Incorporate Reading and Writing strategies into Science instruction.	Increase the amount of writing on the left hand side of the journal emphasizing students answering Essential/HOT questions and/or drawing conclusions.	<ol style="list-style-type: none"> <li>1. During common planning develop questions and short responses that are aligned to the lessons to have students explain and justify their answers.</li> <li>2. The teachers will plan write-pair-shares so students can respond to the HOTS and essential questions.</li> </ol>
	Utilize common planning to select appropriate reflection starters aligned to lesson objectives to be used on the left hand side of journals.	<ol style="list-style-type: none"> <li>1. During weekly common planning identify reflection starters that are aligned to the lesson in the journals.</li> <li>2. During walk throughs the evidence of essential questions, HOTS and reflection should be on the left side of the journals.</li> </ol>
	Continue to provide students with printables to paste into their journals and model how to underline or highlight important concepts.	<ol style="list-style-type: none"> <li>1. Continue to provide teachers with printable to add to the journals.</li> <li>2. Teachers will find reading passages to go with the content taught in science to use reading strategies to further assist with the understanding of the content.</li> </ol>
	Continue to emphasize the completion of all portions of the ETO lab template.	<ol style="list-style-type: none"> <li>1. Check student journals during common planning to ensure all parts of the lab(s) are completed.</li> <li>2. During scheduled walk throughs select random journals to monitor the completion of the labs.</li> </ol>
Engage students in interactive and small group activities.	Utilize common planning to select specific questions that will be utilized for "think-pair-share" and "write-pair-share".	<ol style="list-style-type: none"> <li>1. During common planning the teachers will write when is an appropriate time to have the students answer the HOTS and essential questions in the interactive journals.</li> </ol>
	Continue to utilize teacher-led center during the "You Do" portion of the lesson.	<ol style="list-style-type: none"> <li>1. Teachers will continue to bring students to the teacher led center for further guidance.</li> </ol>



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Incorporate a variety of questioning strategies into lesson delivery.	Continue to utilize FCAT-like multiple choice questions that come with each Essential Lab by displaying them prior to the lab, referring to them throughout the lab and reviewing them at the completion of the lab	1. Continue to monitor the implementation of the essential labs and check for the FCAT-like multiple choice questions are being answered and referred to through the lesson.
	Encourage student accountable talk by having students explain answers asking "Why" or "Why Not".	1. Teachers will include in the lesson plans ways for students to explain responses. 2. Students will begin to justify their multiple choice questions using why or why not to encourage student accountable talk.
	Utilize common planning to select appropriate clarifying questions that are aligned to lesson objectives.	1. The coach will distribute the clarifying questions sheet and during common planning to assist teachers during the time when they simulate the labs.
	Utilize white boards/clickers/choice cards as tools for checking for understanding throughout the lesson.	1. Provide professional development for teachers that are interested in using clickers (active expressions). 2. Utilize choice cards or clickers for bell ringers.
	Utilize common planning to create sentence starters that will facilitate student accountable talk during collaborative strategies.	1. During planning the teachers will select appropriate sentence starts that will allow the students to discuss questions that will allow them to collaborate with each other.
Take part in regular embedded professional development.	Simulate labs prior to topics during PLC's and have teachers complete the ETO lab template emphasizing conclusions and anticipating student responses.	1. Provide a schedule that will allow teachers to simulate the labs in common planning to assist with content, questioning. 2. Propose Science and Math Professional Learning Community professional development to assist with labs and other concerns teachers may need assistance with.
	Model how to effectively utilize questioning strategies during the lesson.	1. Take part in scheduled peer observations within the school to



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		<p>provide feedback and give others opportunities to see good teaching.</p> <p>2. The coach will model questioning strategies both in common planning or instruction.</p>
<p>Provide students with necessary interventions as reflected by assessment data as well as enrichment opportunities.</p>	<p>Continue to enrich students during "You Do" portion of the lesson in 5<sup>th</sup> Grade Science.</p>	<p>1. Providing students opportunities to complete GIZMO independently.</p> <p>2. Increase the usage of Science FCAT Explorer in the 5<sup>th</sup> grade.</p>
	<p>Continue to provide students science enrichment three hours a week.</p>	<p>1. Students will continue focusing on 4<sup>th</sup> grade essential labs and extension activities form Saturday school during after school tutorial for three hours a week.</p> <p>2. Continue to take attendance and keep student work samples.</p>