

AISD Featured Collaborative Team

DNGC Biology Team



Elisha Woodson
Team Lead



Courtney Cox



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AISD Instructional Focus

November 13, 2023



#AllinAledo

ALEDO ISD FOCUS DOCUMENT 2023-2024



WHAT WE TEACH

Standards Driven
Curriculum

Teaching to the Depth
of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental Five

Rigor, Relevance,
Learner Engagement

Workshop Model

AUTHENTIC LITERACY

Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)

Write From the
Beginning & Beyond

Culture of Excellence

Professional Learning Community

Implementation Measures of District Instructional Focus

PLC Goals

Reported Quarterly

Focus on Learning

Goal 91% of CTs by June

Collaborative Culture

Goal 92% of CTs by June

Focus on Results

Goal 87% of CTs by June

District Instructional Priorities

Reported Monthly

Lesson Frame

Goal 100% of classrooms by June

Critical Writing

Goal 100% of classrooms by June

FSGPT / Academic Discussion

Goal 100% of classrooms by June

Active Participation

Goal 100% of classrooms by June

Student-Driven Learning

*Monthly report will consist of exemplars,
rather than a percentage

Instructional Rounds Data

*District Aggregate Data Shared Each Semester

Progress Monitoring

Reported BOY, MOY, EOY

CIRCLE Progress Monitoring

PK Reading / Math Screener

mCLASS Texas

K-2 Reading Screener

IXL Math

K-2 Math Screener

MAP Growth

3-English II Reading Screener

3-Algebra I Math Screener



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Student-Driven Learning

Vandagriff Elementary

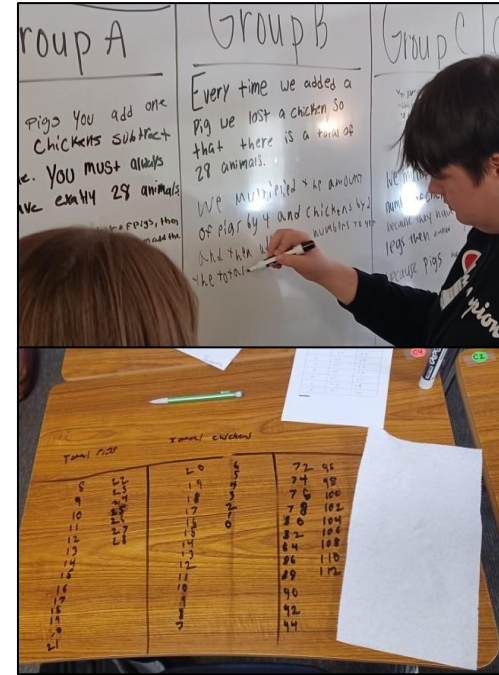
Kindergarten Math, Mrs. Bridgewater



Students in Mrs. Bridgewater's class chose their addends to build a given number and talked about how their can be different number combinations.

DNGC

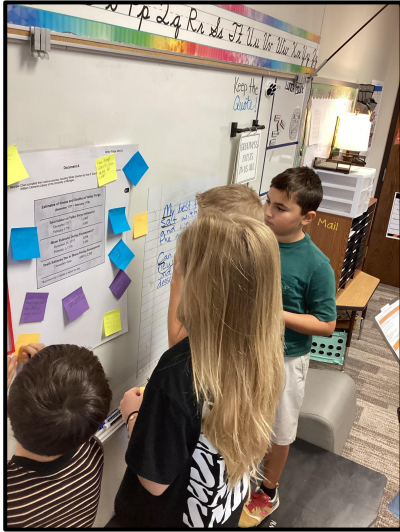
Algebra I, Mrs. Love



Students in Mrs. Love's room worked with their group to discover how to write functions from a table.

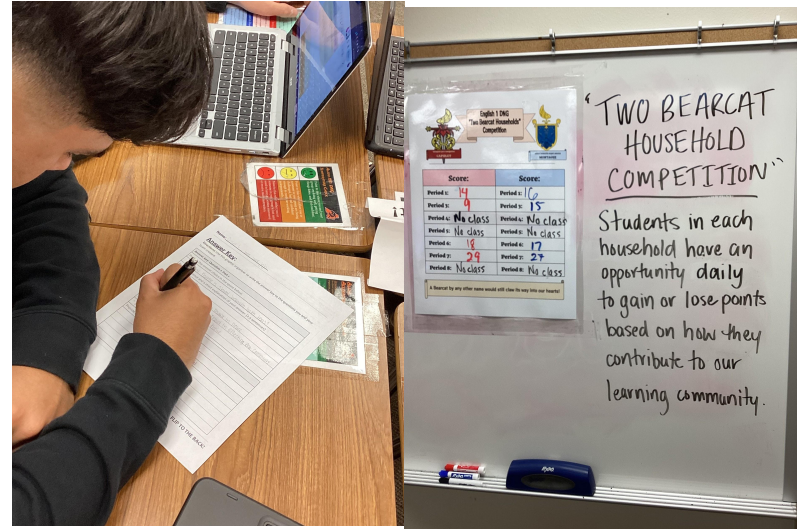
Student-Driven Learning

Coder Elementary
5th Grade RLA/SS, Olivia Young



Fifth graders participate in inquiry stations, generating questions about primary and secondary sources on Valley Forge to discuss with their peers for a DBQ project.

DNG/AHS
English I, Thomas Mistler

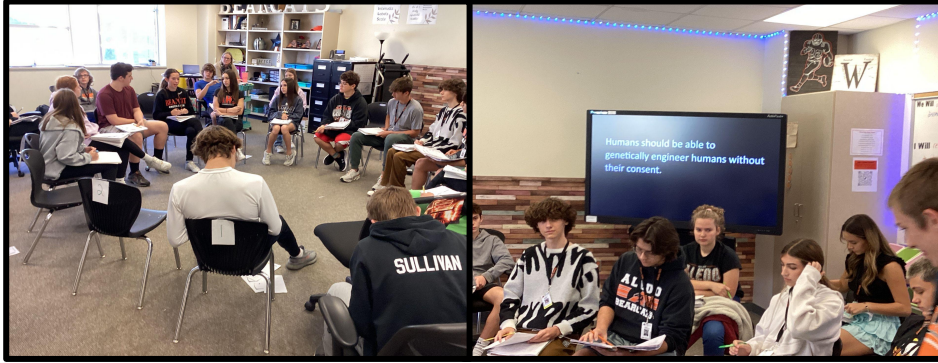


While reading *Romeo & Juliet*, freshmen in Mr. Mistler’s class earn points for their opposing Houses—Capulet or Montague—with academic and social contributions to the class.

Student-Driven Learning

AHS-DNG

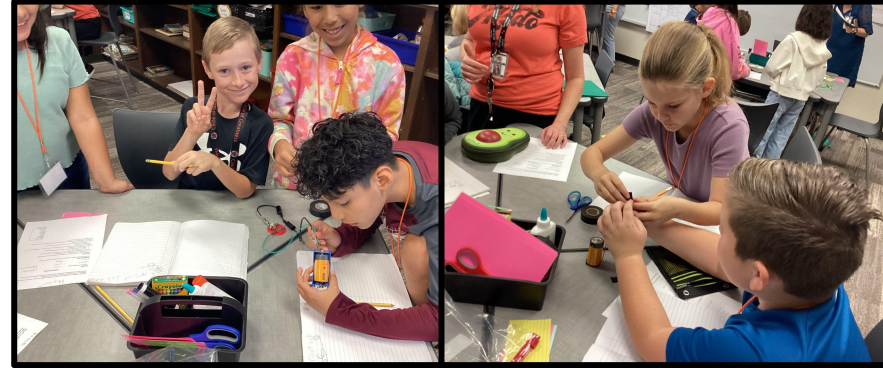
9th Grade, Biology , Mrs. Woodson



Students conducted research on various hot topics in Biology. They were assigned to participate in a fishbowl activity, during which the inner circle of students discussed these hot topics in Biology. Inner circle students actively engaged by either agreeing or challenging each other's thoughts. Meanwhile, outer circle students took on the role of observers, writing down positive notes on the discussions they heard. These notes were later shared with their peers after the activity. The discussions delved into personal connections and prompted deep thinking among the participants.

Coder Elementary

4th Grade , Science , Mrs. Harrison



Fourth-grade students were assigned the challenge of completing a circuit and illuminating a light bulb with no prior knowledge. They were given the freedom to choose their own materials (with the requirement of including a battery) and worked collaboratively, generating numerous questions to guide them toward their objective. Additionally, students documented all their attempts by creating diagrams in their journals.

Student-Driven Learning

Vandagriff

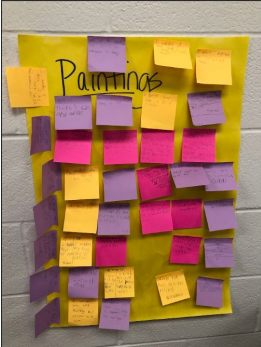
3rd Grade, Catherine Clay

Aledo High School

US History, Kristee Allen



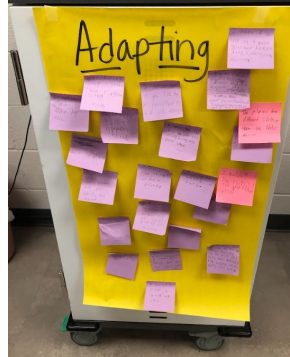
ever, to a gathering.
they began now to gather in a small harvest they had, and
set up their houses and dwellings, against winter, being all
recovered in health's strength, and had all things in good plenty
for as long as was employed in affairs abroad, others were
excellent in fishing, about cod, & had a better sort of which
took good store, of which every family had their portion,
somewhat more was wanted, and new begins to come in store
of fowls, as winter approached, of which this place did also
when they came first, (but afterward decreased by degrees) &
beside water fowls, there was great store of wild geese,
which they took many, beside swan (or birds they had also
a peck a week to a person, or now and then harvest of
an acre or two proportion, which made many provisions in
the large of their plenty, for their friends in England, which
were not farred, but true reports
of number about 3 time (within month, that then place came
came up a small ship to them unexpected or liked too, you
came and culminated (to much of them of before) and with 35



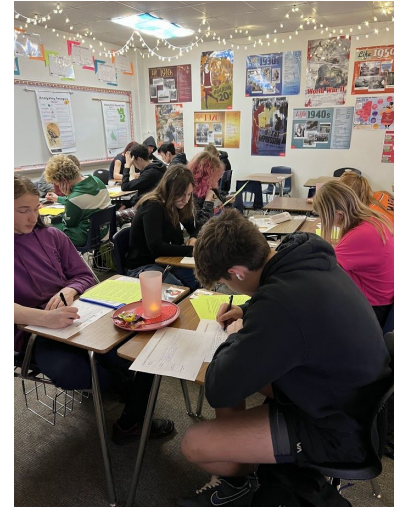
When I observed the first
Thanksgiving painting I noticed that
there was alot of happy people
and there was a G.W. Chaffee,
a table, food, bowls, hats, and clothes.
I saw it and I looked at it and
it looked like a feast.

From the information I gathered today
I think the first Thanksgiving was
very hard for people to get on
the road.

I think the foods that were served
were deer, bear, moose, geese, fish, and turkey.
Key.

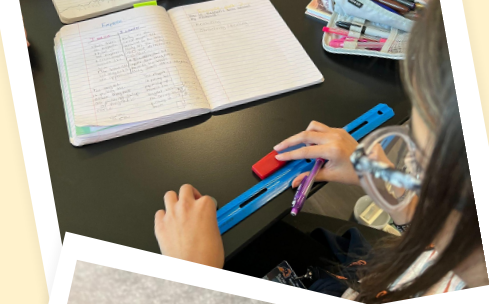


Students have been learning about the the first Thanksgiving by comparing the sourcing of a primary and secondary sources. Students also looked at information about food, including lists of plants and animals native to the region, and cooking during the time period as well as how the Pilgrims adapted to their new environment. Finally students had to write about their thoughts on what really happened based on their investigations.



The U.S. History students are working a speed dating jigsaw activity about World War II impacted different groups of people on the Home Front.

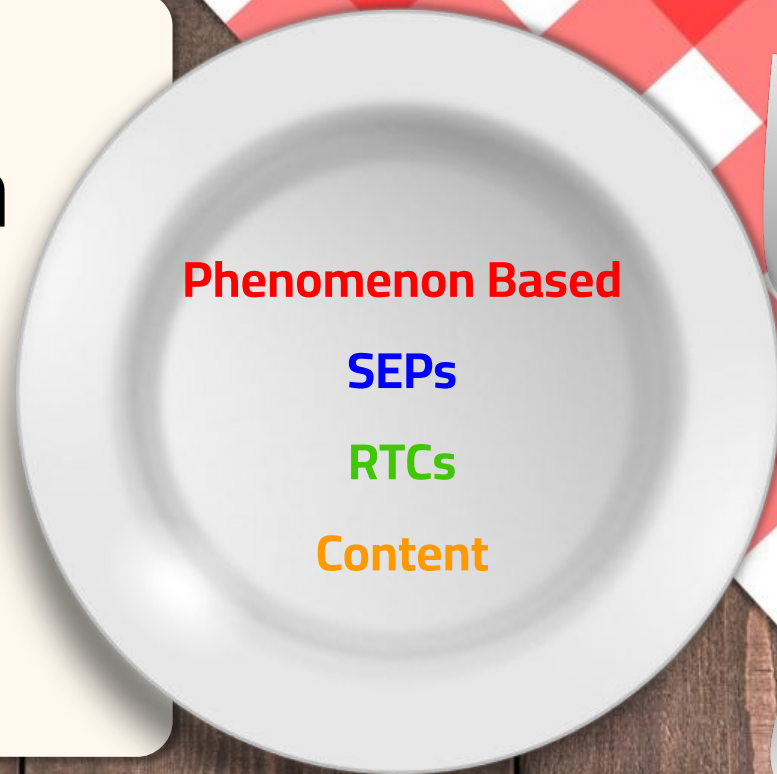
AISD Science Teaching & Learning Update



2023-2024

AISD Presents: Quantum Kitchen

Putting Wonder on the
Menu!



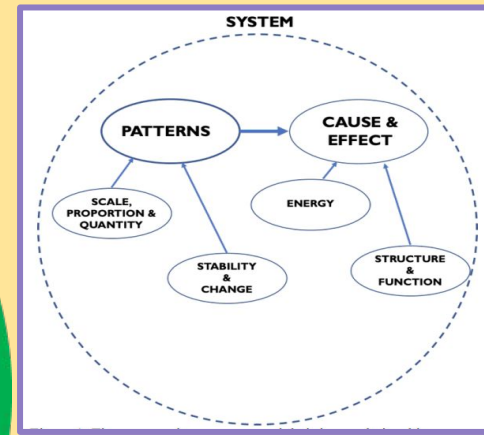
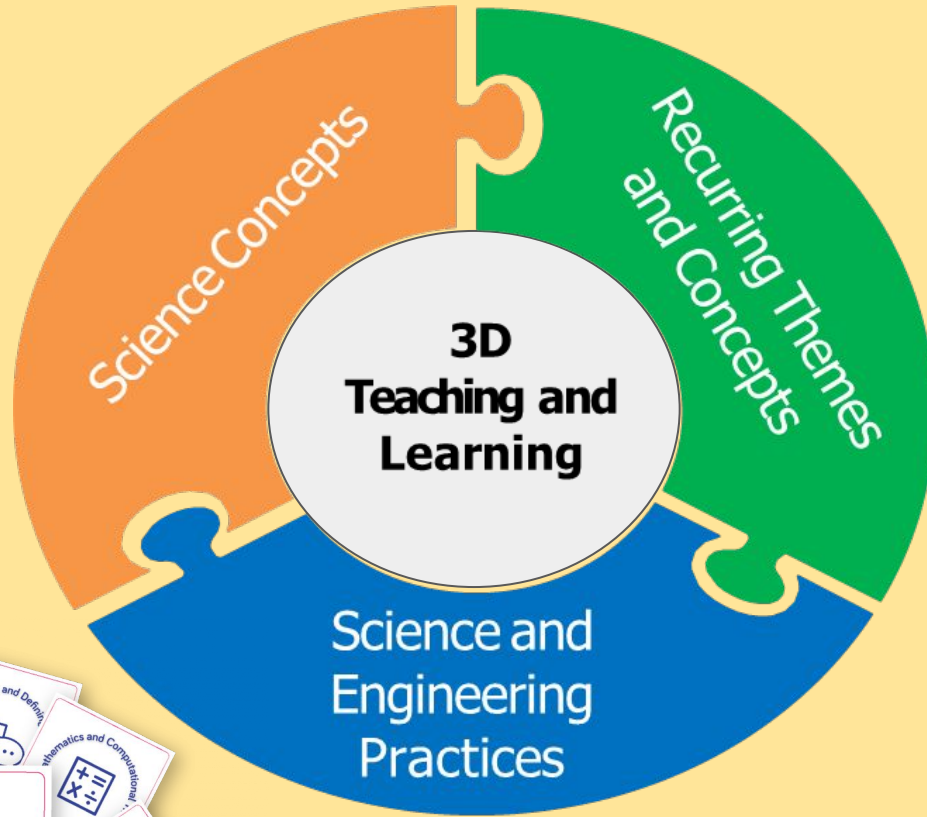
Professional Learning of New Pedagogy



During the 2022-2023 school year, AISD Science Curriculum Writers along with additional staff, participated in over 30 hours of training on new pedagogy: Phenomenon Based Learning, Driving Question Boards, RTCs, SEPs, 3-Dimensional Learning, Conceptual Models, and designing storylines.

Science Concepts without **RTCs** and **SEPs**

Collection of scientific
content without an
understanding of how
science is done or
connected to or framed
within unifying themes



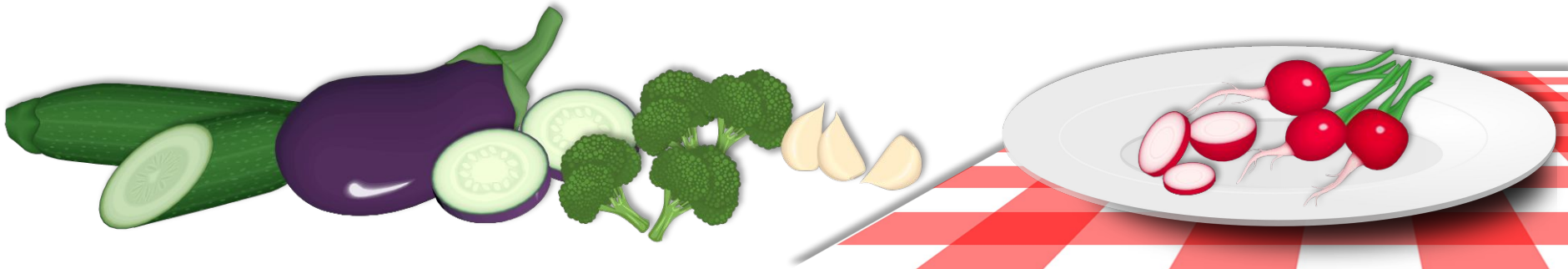
1 Dimensional to 3 Dimensional Teaching

1 Dimensional Objective

The students will identify the main functions of the systems of the human organism.

3 Dimensional Objective

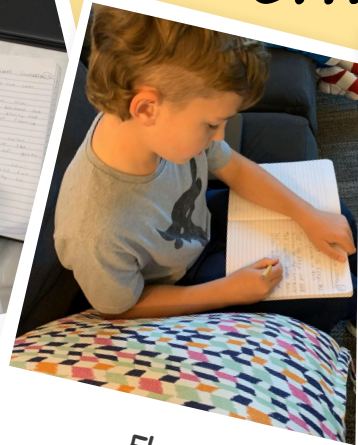
Develop models based on evidence to predict the relationships between components of a **system** (**organ and body systems**) to explain what is **causing** M'Kenna to feel the way she does (**effect**).



Critical Writing in Science



Elementary



Elementary

Tip: I can extend and expand a Kernal Sentence using a conjunction.

Extended Sentences

because - explains why something is true	but - indicates a change in direction	so - tells what happened as a result of something else
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Kernal Sentence:
The sun is a star.
The sun is a star, **because** it is made of gases and it provides energy.
The sun is a star, **but** it is not a planet.
The sun is a star, **so** it gives light and thermal energy.

Tip: I can write better sentences that are more interesting and include more details.

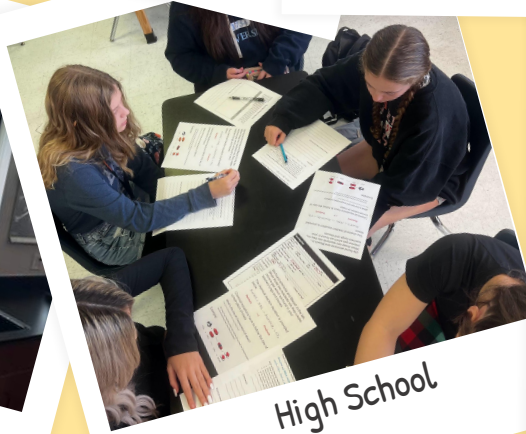
Elementary



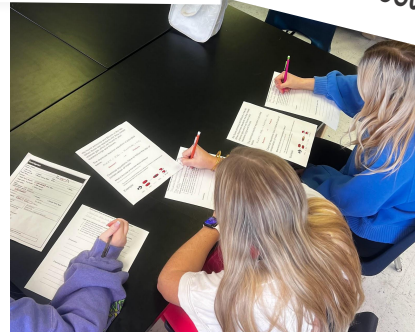
Middle School



Middle School



High School



High School

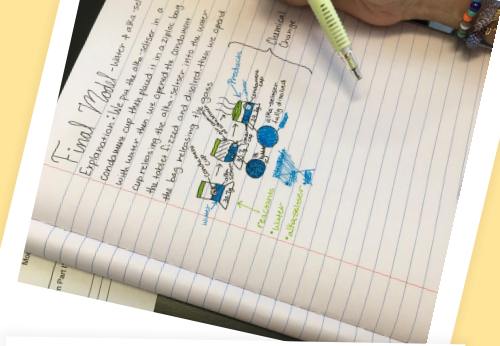


High School



How Students and Teachers Spend Their Time

Teachers spend less time	Teachers spend more time	Students spend less time	Students spend more time
“Covering” content, reviewing content, and ensuring students stay on task	Interacting with students, ideas, and materials as students work together to figure out how or why something happens	Memorizing facts, terms, and concepts in order to do well on a test or quiz	Using core ideas and recurring themes and concepts to figure out explanations or design solutions
Asking students questions and then deciding if the answers are correct	Making student thinking visible and then deciding what to do next based on their ideas	Answering ‘what is’ or ‘does it’ questions without needing to justify how they know	Answering ‘why’ or ‘how’ questions and supporting their answers with evidence.
Ensuring students do it perfect the first time	Helping students learn from their mistakes	Following provided procedures for investigations, analyzing data, or interpreting results without knowing why	Deciding how to design and carry out their own investigations and how to best analyze data or interpret the results of an analysis.



THANK YOU!

