Agenda

March 11, 2020

Minute Taker: Kathi/Britni

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| **Item #** | **Approx.**  **Time** | **Description** | **Action** |
| 1 | N/A | List items & materials to bring so everyone on the team is prepared for the meeting. |  |
| 2 | 2 min. | Review Norms/Commitments | |
| 3 | 3-4 | **Celebrations**  Celebration Placeholder: Does the team or individuals have celebrations based upon the PLC work? Avoid celebrations about non-PLC work dominating the discussion. | **Low Skills group: currently working on Unit 4.**  **Med Skills group: starting Unit 6 on Monday.**  **High Skills group: currently working on Unit 7.** |
| 4 | 2-3 | **Team Action Plan Review**  Team clarifies the work to be completed by the members from an ongoing Action Plan they maintain. | **We will be giving the Module 4 math assessment and the benchmark next week.** |
| 5 | 10-30 | **Pedagogical Discussion**  Team engages in discussion around pedagogy. This can happen as part of a CFA or other agreed upon method. Try to keep discussions based upon evidence of student learning whenever possible. Possible methods for discussion may include common work sample, lesson study, and peer observations. | **We have been discussing Math strategies taught in Module 4 and how those same/similar strategies will be used and extended in the next Module.** |
| 6 | 30-60 | **Road Map Agenda Items**  Teams will place specific items from the work to be completed and discussed as they enter into repeated cycles of inquiry. This may include any items from the four key questions. Teams will often have items toward the end of one cycle and items as they plan/prepare for the next cycle. | 1. What do we want students to learn?   We want the students to know place value and have a concrete understanding of how and why. We want them to draw pictures and use number bonds.   1. How will we know they have learned?   We will progress monitor after each module to determine if they have grasped the knowledge and skill. We work with them in small groups to give extra support.  3. How will we respond when students have not learned?  We will work with them independently and in small groups during center time.  4. How will we respond when learning has already taken place?  Celebrate and allow them to work independently,help others, or do an extra time activity. |
|  | 3-5 | **After Action Review/Commitment Clarification**  Due to the length of most meetings, teams will spend a few minutes at the end of the meeting reviewing and clarifying the commitments they have made and the actions to be taken. Many teams find it helpful to complete a chart (see below). | **See chart below** |
| 8 | 1 | **Next Meeting Preparation**  Teams quickly review what they will need to prepare for the next meeting separately from item #7. | 1. **How skills are going and if any students should be moved.** 2. **Math Assessment results.** 3. **Math center ideas for the coming weeks.** 4. **Writing prompts and mini lessons** |
| 9 | 1-2 | **Norms Check**  Teams review norms to ensure they are upholding their norms. Teams may modify their norms from time to time. | **We will be responsible adults and complete our work with limited disruptions within an hour.** |

**After Action Review / Commitment Clarifications Charts**

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| **Actions/ To Do** | **By Whom** | **By When** |
| **Each teacher will determine which students need extra help and will create fluid groups.** | **All first grade teachers** | **Our next PLC** |

**4 Key Questions:**

1. What do we want students to learn?
2. How will we know they have learned?
3. How will we respond when students have not learned?
4. How will we respond when learning has already taken place?

**Team Norms**

1. Show up on time. 2pm
2. Bring materials as needed.
3. Prepare in advance.
4. Keep cell phones on silent
5. Keep tangents to a minimum.
6. Share responsibilities.

**Place Team Calendar on reverse side**

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