

4th Grade Collaborative Team Agenda Time: Thursday at 8:45 Location: 4th grade room					
			<p>Norms:</p> <ol style="list-style-type: none"> 1. Arrive on time. 2. Be ready/prepared to discuss. 3. Stay on topic and focused on the work. 4. Stay positive. 		
		<p><i>Our Core Values: When we have team work, we are efficient, organized, and balanced. This allows our team to have time to appreciate each other's contributions which helps us to grow personally and professionally.</i></p> <p><i>Essential Questions:</i></p> <p><i>What do we want our students to learn?</i></p> <p><i>How will we know our students are learning? (What will proficient student work look like?) (What will our assessments look like in order to gather the appropriate evidence?)</i></p> <p><i>How will we respond when they don't learn?</i></p> <p><i>How will we respond when they do learn?</i></p>			ELA Assessments
		<p>Celebrations: Share at the beginning of the meeting.</p>			My Data Notebook-
	Stage	Likely Agenda Items			News from ELA News from ELA
	Plan	<p>Review essential standards in upcoming unit and associated learning targets. Develop or review the unit plan with consensus on the timing of lessons and assessments. Discuss and write the end-of-unit assessments and common formative assessments.</p>			
	Do	<p>Discuss effectiveness of lessons, especially those related to the SMART goal action plan for this unit. Review timing of lessons and assessments and make adjustments as needed. Administer and score common formative assessments in preparation for data meetings.</p>			
	Study	<p>Plan responses for using student work. Plan extensions for students who have mastered essential learning targets.</p>			
	Act	<p>Reassess targets to identify students who will still need additional time and support even after extra help.</p>			
Date	Stage	Present	Topic/Action Items	Focus for Next Meeting/ Materials Needed for next week	
8/24	Plan	Molly, Sabrina, Julie, Barbara	SELAS -align positivity standard -develop activity and student reflection page. Chose inferencing standard for our first focus. This will be incorporated during writing and reading.	Finalize reflection page and activities. Bring inferencing passages- fiction and non-fiction	
8/31	Plan	Barbara, Julie, Kristi, Meredith, Molly	Discussed how 3rd graders are adjusting to advanced math and other student concerns. Reviewed Inferencing pre-test scores. Appears that most students have some understanding. Do not need a lot of direct instruction.		
9/7	Plan	Barbara, Julie, Kristi, Meredith, Molly, Kristin	MagicSchool.ai (rubric creation) BAS scoring discussion (fluency vs comprehension) Push In Enrichment: Vocabulary Development w/ Weighty Word iLab: Renewable Energy (Mystery Science, K'Nex, WeDo Solar Panel)	Review MAP scores and pick a focus the next focus for Trimester 1 by looking at the Priority Standards.	

9/21	Plan/Do	Barbara, Julie, Kristi, Meredith, Molly, Kristin	<p>Assess RL.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text on Friday 9/27. Add the final results to the spreadsheet.</p> <p>4.7- Focus for the last two weeks of October</p> <p>Move into RI.4.5- Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in text, Focus on problem/solution in 1st trimester- then focus on cause/effect 2nd trimester. Final post assessment in November</p> <p>RI.4.5- Describe the overall structure (eg. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in text</p> <p>Focus on problem/solution in 1st trimester- then focus on cause/effect 2nd trimester- assess in November</p>	Review the 4.1 Assessment at our next meeting on 9/28	
9/28	Do/Study	Barbara, Julie, Kristi, Meredith, Molly	<p>Discussed plan for students needing extension with the Differentiation Specialist. Discussed student with reading struggle and how to handle group work. (Sped teacher reviewed different strategies.)</p> <p>Reviewed RL. 4.1 assessment pre-test 87.7%, mid-point 80.7% and final 97.3%. Identified a few kids who struggled with inferencing.</p> <p>Figuring out how to help bubble kids who do not qualify for extra help at Benchmark meetings but are below their peers.</p> <p>Benchmark data- Reading groups- for skills. Identified bubble kids for high achievement.</p>	Look at or discuss how to help boost both groups next week.	
10/4	Plan	Barbara, Julie, Kristi, Meredith, Molly, Kristin	Vocabulary Discussion: Greek/Latin Roots, Figurative Language	4th Grade On-Level Math- Unit 1 Test Discussion- how to support students struggling with specific concepts?	
10/12	Act	Barbara, Julie, Kristi, Meredith, Molly, Kristin	4th Grade On-Level Unit 1 Test-looking at the assessment and discussing how to reteach concepts.	IAR Sample Items by Grade Level & Standard	
10/19	Act/Do	Barbara, Julie, Kristi, Meredith, Molly, Kristin	<p>Targeting Standard RI.4.5 Describe the overall text structure of events, ideas, concepts in informational text</p> <p>Week of 10/16: Pre-Test - Mountain Gorilla Part 1</p> <p>Week of 10/23: Mid-Unit - Mountain Gorilla Part 2</p> <p>Week of 11/2: Post-Test - Mountain Gorilla Part 3</p> <p>Week of 11/9: ELA Trimester Common Assessment</p> <p>Literacy Pumpkin Patch (see Barb)</p>	Pre-Test Results to analyze student needs	
10/26	Do	Kristin, Barbara, Molly, Kristi	<p>IAR Designation= Growth 25% - ELA Growth 25% - Math</p> <p>Pre-test results on RI4.5= 70.9%</p>	Start to look at Trimester 2 Standards to review what students need. Look at MAP scores learning continuum by standard to determine the focus.	

11/2	Plan	Barbara, Molly, Kristi, Meredith, Kristin	<p>Looked at Tri 2 priority standards- where are the current students? Check out a cohesive learning plan to have flow in instruction. Resources: Jennifer Sarvallo & Teacher next door/Teaching with a Mountain View as a resource for standards flow</p> <p>Informational/Literary Non-Fiction Text:</p>	<p>Determines details that support main/central idea in informational text</p> <p>Determines main/central idea in informational text</p> <p>Determines main/central idea in literary nonfiction</p> <p>Identifies a title that reflects main/central idea in informational text</p> <p>Summarizes informational text</p> <p>Summarizes literary nonfiction</p> <p>Analyzes the technique and details an author uses to develop an event, concept, or characterization in informational text</p>	

