

# Kindergarten Collaboration

3/8/21-3/9/21

<p><b>Team Members Present:</b></p> <p><b>3/8/2021</b></p> <p>Group 1: Foster, Newsom, Aldridge, Orr, Garris, Wenzel</p> <p>Group 2: Garris, Parker, Hartgen, Echols, Wenzel</p> <p><b>3/9/2021</b></p> <p>Group 1: Foster, Newsom, Aldridge, Orr, Garris, Wenzel</p> <p>Group 2: Garris, Parker, Hartgen, Echols, Wenzel</p>	<p><b>Norms</b></p> <ul style="list-style-type: none"><li>● Passionate, positive presenters and participants<ul style="list-style-type: none"><li>○ Everyone involved - not just one person doing the work</li><li>○ When we disagree we do it nicely.</li></ul></li><li>● Clear direction and purpose<ul style="list-style-type: none"><li>○ Helpful in teaching standards</li><li>○ Evidenced based - know what we are doing with the standards and the next steps</li></ul></li><li>● Bring Chromebook to each meeting</li><li>● Hold each other accountable<ul style="list-style-type: none"><li>○ Post it note</li><li>○ Call it out respectfully</li></ul></li><li>● Engaging and relevant information</li><li>● Polite technology<ul style="list-style-type: none"><li>○ Not on cell phones</li><li>○ Helps us focus on what we are doing</li></ul></li><li>● Be professional, polite, and respectful<ul style="list-style-type: none"><li>○ Work on the work</li></ul></li><li>● Start on time, end on time<ul style="list-style-type: none"><li>○ With 5 minute window. Set timer for 6 minutes, jot down convo and stop</li></ul></li></ul>
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<p><b>Roles</b></p> <ul style="list-style-type: none"><li>● Facilitator (leads meeting, creates agenda):</li><li>● Recorder (types minutes):</li><li>● Timekeeper:</li><li>● Reporter (reports to after school meeting):</li></ul>
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<p><b>Possible Purposes for Meeting</b></p> <ul style="list-style-type: none"><li>● Discuss data from CFA</li><li>● Discuss effective teaching strategies</li><li>● Group students based on data</li><li>● Discuss data from end of unit/end of module assessments</li><li>● Create/revise modules and unit plans</li><li>● Discuss upcoming assessments</li><li>● Lesson planning</li><li>● Share resources</li></ul>	<p><b>Intended Results</b></p> <p>3/8/21</p> <ul style="list-style-type: none"><li>● Reviewed Proficiency for Unit 5 ELA Assessments (Group 1)</li><li>● Reflect on progress with Independent Work/Centers</li><li>● Read <a href="#">"Turn Small Reading Groups Into Big Wins"</a> Article (Duke, 2019)</li><li>● Discuss planning for small group and/or intervention (Unit 4 data as possible source for targeted instruction)</li></ul> <p>3/9/21</p> <ul style="list-style-type: none"><li>● Reflect on and set goals for small group instruction using BPS Literacy Small Group Lesson Plan</li></ul>
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	<b>Items Needed</b>
	<ul style="list-style-type: none"><li>● Chromebook</li><li>● Zoom Link to Join with Taylor:</li></ul>

**ACTIONS**

- **Shared Centers/Independent Work (Group 1)**- Adding in writing- opportunity to write words, sentence, free choice topics (Newsom, Orr), Writing template (5-7 minutes of Zoom session to write about a specific topic) (Aldridge); One-to-one correspondence with 100s chart (adding in writing- sight words) (Foster); Increase in student independence/self-regulation during independent work/center time, yet there are still some who are wanting support/wanting to play and needing redirection.
- **Shared Centers/Independent Work (Group 2)**- Differentiating center activities; noticing more students feeling successful and increased independence (Hartgen); Different activities- building sentences & words, locking in letters (current letter), depending on group (Parker); Must Do/May Do (CVC sheet laminated (word building & writing), cut/paste (may do).
- Small group instruction planning using [BPS Literacy Small Group Lesson Plan](#)
- Goals for Small Group Instruction (March- May):
  - (Newsom)- more consistently meeting with students
  - (Foster)- have more time to do small groups- less testing one-on-one coming up
  - (Aldridge)- make time to do small groups in my schedule- hold myself accountable to make it happen
  - (Orr)- make sure that all of my groups recognize letter names and sounds
  - (Parker)- for students to know letters/sounds through Connections Lesson 6/7
  - (Hartgen)- 1) subgoal 1: ALL students are fluent with letters and sounds; subgoal 2: fluently reading CVC words and decodable sentences (
  - (Echols)- ALL students are fluent with letters and sounds and be able to blend CVC words
- [University of Florida Literacy Initiative Virtual Teaching Resources](#) (includes videos for examples and can also be used in face-to-face instruction)- Science of Reading methodology aligned
- Link to [small group schedule planning](#)
- [Link to Fluency Drills \(Team Drive\)](#)

**This week's focus** - Literacy [Unit 5](#) Week 4, Math [Module 7](#) Week 2

After school meeting on March 8 to discuss Module 6 data

Collaboration on March 8 and 9 with Taylor

**Next week's focus** - Literacy [Unit 5](#) Week 5, Math [Module 7](#) Week 3

Unit 5 end of unit assessment due March 19 - data due in [doc](#) by March 30. Will discuss on March 31

Collaboration on March 15 and March 18

**What follow-up is needed based on the information shared at this meeting?**

**NEXT STEPS**

- **Small Group Instruction (for April 1st):** Work toward your individual goal (noted above). Make note of instructional considerations that you are implementing that target your instruction and provide students with opportunities for application in your lessons. Be ready to share your progress when we meet next on April 1st. (Optional- if you try out a predictable group meeting schedule (like the sample in this document), bring it to share)

**Upcoming Events:**

- PBIS store on March 16
- Parent Teacher Conferences on March 18
- Spring Break March 22-26

**Useful Resources:**

Zoom link for all collaboration and after school meetings:

<https://us02web.zoom.us/j/83653698017?pwd=K3RVenduczNVRnFZeEtBOUdHTDNIZz09>

[2020-2021 Calendar](#)

# 1st Grade Literacy Collaboration

5/13/21

Zoom Link to join:

<https://us02web.zoom.us/j/89633345065?pwd=QTFXQUFkM2JXRUVncXloRjRBVEJ0QT09>

## Unit/Module Calendar at a Glance

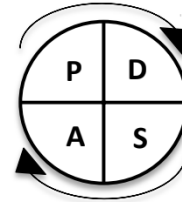
<b>Team Members Present</b> <b>5/13/2021</b> <b>9:10 Group</b> Garris, Hepler, Maupin, Galbraith  <b>10:20 Group</b> Garris, Jones, Payne, Jaques, Aldridge	<b>Norms</b> <ul style="list-style-type: none"><li>• Each meeting must have a purpose (agenda with a set outcome driven by need)</li><li>• Each team member shows up on time and actively participates toward the common goal.</li><li>• Each team member will have a respectful, positive attitude about the work (includes an open-mind)</li><li>• Each meeting will provide relevant and useful strategies/tools to implement in the classroom</li><li>• Bring Chromebooks charged and ready to use to each meeting</li></ul>
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### Roles

- Facilitator (leads meeting, creates agenda)
- Recorder (types minutes)
- Timekeeper
- Reporter (reports to after school meeting)

### Possible Purposes for Meeting (Plan, Do, Study, Act)

- Identify essential standards
- Design unit plan
- Develop CFA or End of Unit assessment
- Design explicit lesson
- Analyze student work
- Analyze data
- Differentiate instruction and determine strategies and/or interventions



### Intended Results:

- (Both Groups) Use [Data Protocol](#) to discuss Unit 6 Data
  - What successful strategies did we have?
  - review assessment to see if any changes are needed.
- (Group 1) Unit 1
  - Plan writing and language for week 3
  - Look at unit 1 assessments to make sure there are no changes needed
  - Look at module 1 assessments to make sure there are no changes needed
- (Group 2) Unit 2
  - Look at unit 1 assessments to make sure there are no changes needed
  - Unit 2 week 1 needs the anchor chart for teaching linking verbs linked in to the plan
  - Unit 2 week 2, 3, 4, 5, 6, 7 needs shared reading and writing and language

### Completed today:

- Discussed successful strategies from Unit 6. Made adjustments to Unit 6 assessments.
- Finished unit 1 plans and added proficiency/made changes to the assessment.
- Looked at Unit 2 week 1-3 and finished the weekly plans for those weeks.

### Next Steps:

- Look at Unit 2 weeks 4-7 and add shared reading and writing/language.