| **Grade Level:** 3rd | **Date: December 5-9** |  **Team Members Present**L. DavisJ. EdmundsC. NealL. StanleyBuzzellEzellKratzerDunlapTalbertDeWitt |
| --- | --- | --- |
| **Meeting Norms:** **Adhere to Professional Practices*** Be on time (start & end on time)
* Respectful use of devices
* Follow protocols
* **Be an Engaged Listener & Participant**
* Respect the speaker
* Active participation in opportunities for interactions
* Remain on topic
* **Speak & Respond in a Professional Manner**
* One person talks at a time
* Be respectful of team members’ opinions
* Agree to disagree
* Trustworthiness & dedication
 |
| **Celebrations (Share one celebration with your collaborative team):** | **Meeting Notes:****Extended Planning****7:45-8:10 PL**~~Continuum study guide: Module 8- Phonics and word study. Bring work samples to evaluate and use continuum to make a plan.…~~**8:10-8:35 Content Pacing and Student Concerns****8:35-9:10 Team Needs*** ~~Develop Math Unit 4 Unit assessment- Google Drive (previous)~~
* Pace out Unit 4 Math
* ~~Create graphing CFA Assessment for prerequisites(for Wednesday)~~
* ~~Adjusted calendar due to MAP testing and field trip-End of Unit 3 assessment 12/12~~
* Reading Standards and Pacing for January
* Create PBIS slides for whole school direct instruction
* ~~Take Unit 4 Assessment-Do we need to adjust?~~ Eliminate 3, 6, 10, 15, 16, 19
* ~~Create Prerequisite test with distributive property and multiplication with arrays~~
 |
| **Critical question 1**: What is it we want our students to know and be able to do? **(Check all that apply with evidence attached)**Develop and implement curriculum guides Develop and implement the pacing of essential standards Develop the pacing of assessments (CFA, Summative)Develop student-friendly learning targets (unwrapping standards)Discuss and clarify what the standards mean and what proficiency look likeDevelop and implement lesson plans Share promising instructional strategies for essential standard- identify effective instructional strategies that result in high levels of learningOther:  |
| **Critical question 2**: How will we know if each student has learned it? **(Check all that apply with evidence attached)**Develop four to five questions assessment design and planning (CFA, Summative) for every essential standardDevelop End of Unit and CFA before the unit begins; match the item to the rigor of the learning targetDevelop rubric design or scoring protocolsDevelop exemplars of subjective tasks representing different levels of performance to standardize grading practices; set proficiency expectations Use the data analysis protocol that identifies the different levels of performance on student learning Develop short term SMART goals based on the data Develop a system for recording observations of student performance to use as evidenceDevelop a system for organizing, reflecting on and acting around CFA data (feedback)Other:  |
| **Critical question 3**: How will we respond when some students do not learn it? **(Check all that apply with evidence attached)**Identify students who have yet to master each essential standard in a unit of studyUpdate student data notebooks and grade level essential standards tracking sheetIdentify and maintain a list of common misconceptions or mistakes for each essential standardDevelop and implement a daily, weekly, and long-term intervention plan to help students to master essential standards Utilize time built into the schedule to provide opportunities for re-teaching essential standardsIdentify one instructional strategy for teaching the concepts ineffectiveDevelop additional assessments to measure progress after interventions have been deliveredShare one promising instruction strategy for providing remediation of essential standards Experiment with digital tools for delivering short remedial lessons to support struggling students Other:  | **Curriculum Status Check (How is our pacing?):**Behind On Track Ahead of schedule Other (Please specify):**SMART Goal Check****(How are we progressing towards meeting our SMART goal(s)):** |
| **Critical question 4:** How will we extend the learning for students who have demonstrated proficiency? **(Check all that apply with evidence attached)**Maintain a list of students who demonstrates mastery of essential standardsMaintain a list of additional concepts that can extend student thinking for each essential standardShare one promising instructional strategy for providing extension of essential standards Develop challenge tasks for each essential standard that students who are working beyond the required curriculum can complete independently or during Vitamin ApproachDevelop additional assessments to measure progress after extensions have been deliveredExperiment with digital tools for delivering short extension lessons to excelling students Other: | **Additional Support Needed:** |
| **Team Meeting Reflection: Thursday**  | **Next Steps:** (Identify next meeting agenda items)* MAP data digs? Or will this be done with Dr. BB?
 |
| * Where is your collaborative team spending the bulk of its time
 |
| * Are you spending more time on some tasks than others?
 |
| * Are there any tasks that your team hasn’t tackled yet?
 |
| * What tasks would you like to see your team take on moving forward?
 |