

Date: October 4th

Standard of Focus: PHD.p3.2 Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.

Items to bring: Data Sheet, Writing Materials

## **“Teaching is the essential profession, the one that makes all professions possible” — David Haselkorn**

1. Attendance:
  - a. Nelson, Palmer, Medina, Cavaness, Ward, Rutherford, Russell, Peyton, Haymaker, Bagley, Webster
  - b. Mrs. Rion- no coverage in Funburg's absence, Mrs. Walker
2. Norms:
  - a. Meaningful agenda
  - b. Be on time, prepared, and engaged
  - c. Be respectful and open-minded
  - d. Stay on topic
  - e. Limit **ALL** distractions
3. Question of the Day- Mrs. Peyton: What is the language you like to listen to even if you don't not speak or understand it?
  - a. Nelson- Italian
  - b. Haymaker- Spanish
  - c. Medina- Australian accent
  - d. Palmer-Spanish
  - e. Rion- out
  - f. Walker- out
  - g. Cavaness- Hebrew
  - h. Peyton- German
  - i. Bagley-British accent
  - j. Russell-Spanish
  - k. Ward- Spanish
  - l. Rutherford- French
  - m. Webster- British accent
4. Student Data Results

5. Concerning the standard of focus- % of students proficient

**Group consensus that a 3 on the rubric=75%**

- What Interventions were put in place to gather this data? How did it go?
- Does anyone need intervention ideas?

6. Did the group decide to move on?

- a. Move on and we will support the one student in 109 who struggled with the standard. The rest of the group is ready to move on and this can be incorporated into the next standard of following directions. Concern that if we stay on the same standard with so much mastery- we will see increased behavior and decreased engagement.

7. Focus Standard for Next Week:

- a. SED.SD.p3.4: Following rules and simple directions (October 5 -October 11)

8. Results: See table below

9. Standard Questions

a. Cavaness- popcorn names out:

- i. What do students need to know and be able to do?
  1. Need to know the rules and expectations for each setting and transition.
- ii. How will we know that they learned it?
  1. If they can do the things with very little reminders.
  2. Even with differentiation we see that the child is doing it with their ability.
- iii. What will we do when they haven't learned it?
  1. Model it, practice it, and put interventions in place
- iv. What will we do when they already know it?
  1. Let them teach
  2. Challenge them with something else.
  3. Expand it

10. PLC Plan for the Year-

- a. [PLC- Plan for Year 2022-2023](#)

11. Amazon orders- Amanda Cavaness

- a. Shared information from Mr. Speer

Teacher			4	3	2	1	NA	Interventions
Using pincher fingers to pick up and connect cubes			Two hands use pincher	One hand using pincher	Put them together without pincher fingers	Refusal/ Hand over Hand		
	<b>Total # of K boun d asses sed</b>	<b>% of student s who scored 3 or higher</b>	<b>Modified Rubric:</b>				<i>Child not at school- do not count in total</i>	
Bagley	5	100%	3	2	0	0	0	Same as last week, modeled, different sizes of blocks available and tweezers
Haymaker	13	100%	12	1	0	0	0	Asked the students 1st what we were gonna do and they said pinch and chose a friend and raced to the bucket.
Medina	14	79%	5	6	3	0	0	Modeled first and used tweezers to sort by color
Palmer AM	3	100%	3	0	0	0	0	Cheese cubes- someone started building a tower. Using whatever they are playing with.
Palmer PM	4	100%	4	0	0	0	0	Cheese cubes- someone started building a tower. Using whatever they are playing with.
Peyton	15	100%	10	5	0	0	0	Same thing with modeling for transitions. Bigger blocks were harder. Matched by color.
Rion	3	66%	2	0	1	0	0	Not in the Meeting
Russell	10	100%	6	4	0	0	0	Water droppers, kids who struggled we used thera-putty
Rutherford AM	2	100%	2	0	0	0	0	Used tongs to pick up pom poms to sort by color. Little wooden blocks and stacked to make a tower.
Rutherford	4	100%	4	0	0	0	0	Used tongs to pick up pom poms to sort by color. Little

PM									wooden blocks and stacked to make a tower.
Walker	17	100%	17	0	0	0	0		Organized beads by using pinchers.

Closing meeting:

12. How did we do on our norms?

a. Well, everything that was talked about was needed and to help better support our students.

13. Who did we not hear from?

a. Rion and Walker

14. What did we learn?

a. The teams all tossed out good ideas.