

Collaborative Teams Agenda

Q1: What do we want all students to know and be able to do?

Prior to Teaching:

- UDL created based on essential standard.
- Kid-friendly learning targets created (given at beginning of unit and used throughout for student reflection). Place a copy in the shared Google Folder.
- CFA(s)/CSA created. Place a copy in your shared Google Folder. Enter dates to be administered.
- Create rubric(s). Establish proficiency standards.

WEEKLY AGENDA

Q2: How will we know when students have learned it?

Prior to the day of the Weekly Meeting

- Assessment (CFA or CSA) given by agreed upon date.
- Data enter into below meeting notes. % of proficient and by student name and proficiency level scores.
- Be prepared to share analysis of assessment by proficiency levels.

During the Meeting

- Revisit Mission, Vision, and Goal(s). **2 mins.**
- Big picture facts. Summarize overall grade-level data percentages: MP%, PP%, P%, HP%. **2 mins.**
- Celebrate! Look for indicators of success in the overall data (examples: sub groups such as special education, ELL, and/or students moving up in proficiency levels). **2 mins.**
- Data trends - Independently reflect and write in meeting notes section about overall trends within each proficiency level. **5 mins.**

Consider these questions: Was there a specific question or skill that the students struggled with? Within each question, what were the common error(s) that students made? Was there a specific question or skill that the students showed a strength in? Did you notice a specific strategy or process that students who showed mastery used (or was effective)?

Collaborative Teams Agenda

- As a group, converse about the data trends you identified. **6 mins.**
- UDL Conversation - Reflect on the planned Tier 1 Instructional Strategies/Best Practices. Did the practice/s get the intended results/outcomes? Were some more successful than others? Were there different lesson components or practices that should have been considered? Was the pacing appropriate? Revise UDL as appropriate. **10 mins.**

Q3: How will we respond when some students do not learn? Q4: How will we extend the learning for students who are already proficient?

During the Meeting cont. 10 mins.

- Decide if necessary to reteach Tier 1 or create a Tier II/III action plan.
 - If Tier 1, decide when to reteach (possibly 3-5 mini-lessons).
 - If Tier II/III, decide a collective plan to target learning for each proficiency level.
 - Who will teach Tier II/III?
 - What skills will be taught?
 - Which instructional strategies will your team commit to using?
 - How and when will you re-evaluate minimally and partially proficient students?
 - How will learning be extended for the students that are already proficient?

During or After the Meeting.

- Document any MTSS issues that are interfering with the learning in the meeting notes.
- Document Big Rocks in below meeting notes. (What data will we look at next week? What instructional strategies will we use?)
- LOOKING AHEAD: complete for next essential standard.