

School: Delaware

Date: 4.24.18

Time: 10:00-- 10:30

Collaborative Team: Grade 3-Susam M., Kevin W. Elizabeth R., Erin O., Lindsay L., AJ T.

What do we want students to learn?

Looking at cross-integration possibilities between literacy, social studies, and science

Each teacher shared ideas from the collaboration sessions they attended at the job-alike meeting last Wednesday regarding the literacy materials. They shared what they liked...their concerns, and how they might implement as a team.

Discussed how teachers were using Google Classroom to push out literacy resources to push out information, specifically Words Their Way word sorts

Discussed vocabulary session and how to make decisions on which words to go more deeply with from the vocabulary list

Discussed pre-teaching routines in vocabulary--take some time initially, but now the students are very efficient with this

Looking at their MTSS time--they feel established with matching tasks to intervention and advanced, but talked about maximizing this time for students at core who need more practice

Discussion Strategies (Talk moves)

- Comments
- Questions
- Connections

Looked at focus standard (character analysis) and upcoming literacy materials and started to make lesson plans.

How will we know if they learned it?

Discussed different types of evidence they might collect to see how students are achieving with the standards

How will we respond if they do not learn?

Discussed how they might differentiate word sorts so not all students are working with the same words but are matched based on where they are in their learning?

They notice the difference with what their students are able to do compared to those who have moved in and might not have the word structure background. Discussed how this might look for those students.

Looked at resources from ReadyGen that are designed for intervention. Reading specialist wanted to use some of these to keep interventions linked to core instruction

Talked about a book club format to support transfer of skills to authentic reading

How will we respond if they already know it?

Susan posed this question: Do students who catch on to the word patterns need as much explicit instruction as other students?

Other

Susan led the meeting  
Asked for a notetaker  
Had group review the agenda

Very positive feedback about the format of last week's job-alike collaboration (teacher-led)

Kevin provided some time for them to do some follow-up observations at different classrooms across the district

Elizabeth appreciated that interventionists were specifically a part of the collaboration

\*Another idea for effective PLC's.....all participants contributed  
Facilitator works towards consensus and commitment  
PLC has some sort of actionable outcomes