

Team Lead Meeting

Team Norms:

Norm	Looks Like:
Have an agenda	<ul style="list-style-type: none">- Emailed out ahead of time (at least 48 hours)- First Thursday of the month at 8:00 AM- Stick to the agenda- Honor time- Purposeful agenda items - valuable learning for all** Reach out to Jeff if agenda items are unclear or don't seem to make sense for you
Identify Problem/Concern	<ul style="list-style-type: none">- Actively listening- Willingness to share understanding- Take problem seriously, rather than make excuses or placing blame
Solution based conversations	<ul style="list-style-type: none">- Review at the end of the meeting- Revoice the decision that has been made- Note-taker shares notes at the end of the meeting
Be Prepared	<ul style="list-style-type: none">- Coming with data ready to discuss- On time (arrange for someone else to come in your place)
Be present	<ul style="list-style-type: none">- Computers are closed when unneeded- Phones are put away- Avoid side conversations
Safe and Respectful Environment	<ul style="list-style-type: none">- Stay positive- Respect and value all opinions
Sense of Humor	<ul style="list-style-type: none">- Stay light-hearted- Willingness to laugh while doing the hard work- Find the joy in the work
Valuable Learning for All	<ul style="list-style-type: none">- Purposeful meeting- Similar structure to PLC
Collaborate	<ul style="list-style-type: none">- Teach each other, rather than do for each other- Giving everyone a responsibility- Taking time to ask all present for opinions- Identifying and working off of one another's strengths

Meetings:

- Thursdays at 7:45am
- September 13

Learning Goals:

- Learning doesn't mean things are broken or need to be fixed, how do we continue to get better?
- Video of 1950s vs 2013 formula 1 [1950s vs 2013](#)
- Professional Development Plan

Role of the Team Leader:

- Set norms -- be specific of what the norm will look like on your team, what will you do when norms are breached?
- Review non-negotiables -- what are we tight on? What are we loose on?
- Send text/email reminding team of the agenda for the coming PLC/team meeting
- Fill out PLC planner weekly (this could be a good job for new teammate)
- Model how you...
 - Look at student work
 - Ask for help
 - Reflect honestly
 - Learn from others (observe other teachers)
- Be prepared before coming to the meeting (update unit plan ahead of time, enter data before PLC, get a feel of student data before analyzing as a team)

Data:

- Analysis of instructional practices: The students that met standard, what led to their success. The students that didn't meet standard, what led to that result. Not blaming students, why did that happen and what can we do about it.
- Consistency among grade level teachers at MM -- Math, ELA and Interventions
- High Achieving details the planning and support for kids that are not there yet
- Each Team share something they feel helped students learn

PLC:

Are we a group or a team activity [Group or Team?](#)

4 Questions of PLC: Using and reflecting on these questions to help intentionally lead our team to success

- What do we expect students to learn?
- How will we know if they learned it?
- How do we respond when students experience difficulty?
- How do we respond when students *do* learn?

Collective Efficacy: we believe all students can learn

- Change our belief into a desire to change, grow, and tweak practices
- There is nothing more powerful than our PLC

PLC Reminders:

- Come ready with agreed upon student work
- Be intentional with TACA reflections and interventions
- Take time to analyze student work
- Slow down with the process for your new teammate, but have urgency with the student data and needs that need to be addressed

Unit Plans: Repeated Process:

- Before the Unit: set SMART goals using previous year's data, and review standards, assessments, and learning targets
- During the Unit: create formatives based on learning targets, provide immediate feedback to students, provide additional time and support as needed
- End of the Unit: give assessment, analyze assessment, apply interventions/extensions, review SMART goals
- Repeat the process!

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New School Saying: ???

- **August 29-30: Planning**

Values in Action - What this looks like...

- Student learning is a health and safety risk. We have an obligation to our students to set them on the right path. If students leave MM below grade level they will have significantly fewer options for a successful life.
- "What are you learning today?" -- Jeff will be asking students and recording responses -- this is **not** a "gotcha", but a way to help monitor and support students and teachers
- "Low expectations and low rigor helps no one." - Anthony Muhammed

- Have 100% certainty -- don't save kids, give them the benefit of the doubt, or assume students know things; have certainty so we don't have any false positives. We would rather provide interventions, than assume students don't need support