

3rd Grade Data Team Agenda (school name)

1. Review roles and team agreements. (2 minutes)

Check in with members to make sure they have brought materials needed for their part.

Team Roles

XXX: Facilitator (Specializing in CCSS, deconstructed, notes, facilitating discussion, keeping team on track, intervention/small group design)

XXX: Curriculum Specialist (Specializing in lesson design, aligning resources-Engage NY to CCSS, Rigor/Pacing, Connections to Habits of Mind and Habits of Interaction, Student Learning Targets)

XXX: Resource Specialist (Specializing in assessment, exit tasks, reviewing Engage NY homework and classroom tasks to CCSS, technology, etc.)

2. Facilitator reviews High Priority Standard (5 minutes)

- deconstructed standard
- vocabulary
- strategies/skills
- team agreements/lesson review

3. Quickly review data from Data Team Process Sheet (5 minutes)

- Goal, Strengths, Trends, Errors, Misconceptions (CLASS MAPS-CATEGORIES)
- Are we ready to move on?
- **Select a priority student group for intervention. How can we move this group forward using targeted strategies/skills. (NEW FORM FOR SMALL GROUP)**

4. Classroom Visits: First Round of Instruction (10 minutes)

- How does our instruction compare?
- What instructional supports did all of our students have access to?
- What does the data show based on our common instructional approach/strategy?
- Did we all stay on track with our team instructional agreements?

5. Can we move on to new standard or do we need to go back through and launch another CORE common approach? Do we need to go “deeper” with the standard. What is the task level?

- Set a **SMART GOAL (5 minutes)**

6. Create another common lesson plan/instructional approach (20-25 minutes)

**THIS COMMON INSTRUCTIONAL APPROACH COULD BE FOR THE PRIORITIZED GROUP.
STRATEGY/SKILL BASED GROUP.**

Either on a new “sub-standard” or on another round of instruction using the gradual release of responsibility. (Anchor chart showing modeled, guided, collaborative, independent)

- What is the teacher going to be doing? What are the students going to be doing?
- Incorporate Writing to Learn and Writing to Demonstrate (4-Square)
- Include Vocabulary (Freyer Model as a word study)
- Set common Instructional Agreements (Math block, etc. what we agree to use)

7. Assessment (Formative/Summative (5 minutes)

- How are students going to demonstrate their learning?
Structured Math Partner Talk, Journal Tasks, Recording and Taking Notes, Restating learning, Using Manipulatives to build/construct, Exit Tasks, 4-Square, Application Problems, etc.

8. Set timeline and next PLC agenda-where are we heading? (2 minutes)

5th grade agenda:

For next Tuesday:

We are currently entering the district writing assessment; therefore, we are working on a January unit of study.

Standard W2

- Bring standards folder
- Review deconstructed standard(s)
- Bring copies for each of us on the article we will use for the pre-assessment (XX, please send us the article and the deconstruction we have so far. Thank you!)
- Send article to print (XX)
- Bring the rubrics for grading the writing assessments--5 copies each x the 3 types of writing (XX)...or give them to us and we can make our own copies prior to Tuesday.
- We will begin to plan lessons for the deconstructed standard. We will look at goal setting for students... What will I have to be able to do to move up a level? What does the next level look like? Plan anchor charts...
- The pre-assessment will take place the first week back from break.
- We will read the article and prompt. Students will be given approx. 45 minutes. They can turn their papers in when they are done.
- We will grade them into three piles: Benchmark, Strategic and Intensive.
- We will grade one paper from each pile that seems to be "typical" of that group. In our data team meeting after that, we will talk about the one graded paper in each group. We will discuss what we are looking for in each category so that we can grade them consistently.

3rd Grade PLC Agenda 10/29/14

PLEASE BRING THE FOLLOWING:

EVERYONE: Bring deconstructed standards, print out of data team cycle sheet

EVERYONE: Bring student work already scored and sorted by 4/3/2/1

EVERYONE: Have a student example from each category ready to share to discuss strengths/trends/errors/misconceptions and prioritize need.

EVERYONE: Bring your reading scoring rubric

XX: Reading Group Information with IA support , Copies of New Master Schedule for Us, Anything new from Testing and Evaluation on Scoring Writing, Social Science Standards

XX: Copies of Data Team Sheets, Copies of Deconstructed Standard, SBAC Connection

XX: Ideas for Student Learning Targets, Technology Resources-Stimulus (videos of rural/urban?), Science Standards

FOCUS: I THINK WE SHOULD REALLY LOOK AT WHAT WE ARE LOOKING FOR IN STUDENT WRITING. CREATE AN EXEMPLAR TOGETHER. BEGIN TALKING ABOUT ELD AS WELL. LANGUAGE CONNECTIONS. STEPS 6-8 IMPORTANT.

Standard: 3.RL.9

1. **STEP 1:** Review Standard
2. **STEP 2:** Look at our data. Advanced, Meeting, Approaching, Far Below.
What is the data showing us? Is there a group of students that we need to give priority to? Do we need to reprioritize your instruction and go through another round of First Instruction?
3. **STEP 3:** Look at student examples. An example from a 4,3,2,1 category. Calibrate our scoring. Are we in agreement with how we have categorized and scored? Is the rubric still working? Did we all score the same way?
4. Using those student examples discuss the trends, strengths, misconceptions. Can we make inferences as to why our students performed in that way?
5. **STEP 4:** Based on the data and student work what does our instruction need to look like? COMMON INSTRUCTIONAL STRATEGIES/APPROACHES
6. **STEP 5:** What is that instruction going to look like? Common Instructional Strategies/Approaches (What do we agree to teach the same?)
 - How is our literacy block structured?
 - What is our modeled, guided, shared, collaborative, independent instruction going to look like? GRR!
7. Look at another Writing Performance Task to progress monitor our new team goal. Do we need to increase the cognitive demand? **How will we know that students are getting it?**
 - Questioning for accountability during close reading
 - Writing Performance Task
 - Common Scoring Rubric for Students
8. **STEP 6:** Set a new team goal!
9. **STEP 7: Begin discussing how we are going to reflect, monitor and evaluate this cycle.**
 - Example: 3rd grade wants to be able to see each other teach a lesson. One teacher divides her class into other classrooms to free her up for at least 30 minutes to watch her colleague teach a CORE reading lesson.
 - Swap Prep Times so that one teacher can go and see his/her colleague teach a reading lesson.
 - Video tape a lesson and use PLC time to reflect on instructional practices
 - Ask for floating sub time?
 - Other ideas for coverage:

RUNNING TIMELINE:

10/28- Data to (team leader)

10/27-10/29 First Round of Instruction of Close Reading (See Unwrapping Standards for Lesson)

10/29 DATA Teams (Data due, reflect/monitor/next steps)

11/5/14 Complete Close Reading Passage with Communities

ADDED AGENDA ITEMS FROM TEAM:

(Name) Elementary School

- 1. Data will be recorded, analyzed and ready prior to our PLC date. Assessment/Exit Task to be given by Monday the latest. XXX will start passing the data team process sheet by Monday at 4:00PM.**
 - **XX enters data with student names to XX, XX passes to XX, and XX passes back to XX electronically by Tuesday at 4:00PM.**
 - **XX prints out copies for team review at Wednesday PLC.**
- 2. We agree to our team roles.**
 - XX – Team Facilitator (Specializing in CCSS, Intervention, Note Taking, Time Keeping)**
 - XX – Curriculum Specialist (Specializing in Lesson Design, Alignment to CCSS, Alignment of Additional Resources (Engage NY) and Rigor/Pacing)**
 - XX- Resource Specialist (Specializing in Homework, Exit Tasks, Technology, Internet Resources, Assessment Evaluator, Alignment to DIA, OAKS and future SBAC.)**
- 3. We will begin our PLC at 7:30. We agreed to more than 1 hour to be able to discuss more items if needed. 7:30-8:45AM.**
- 4. We agree to receive feedback from XX, XX and XX or from other teams.**
- 5. We agree to share any “modifications/adaptations” made to the common instructional approach before PLC. Before First Round of Instruction.**
- 6. We agree to classroom field trips. How did our instruction impact student performance?**
- 7. We agree to be on time and prepared.**
- 8. We agree to leave “everything else at the door” and to only focus on our PLC.**
- 9. We agree to keep track of our team goal (SMART goal) in our classrooms for students to see and to understand what they are striving for. We will analyze this “thermometer” before and at the end of each cycle.**
- 10. We agree that data team cycles are approximately one week and that our cycles will begin overlapping as students continue to practice and apply a previous standard while learning a new standard.**
- 11. We agree to use a common scoring rubric/tool for collecting and analyzing data. We will “do the math” so that we can agree on a point system and to see what we are expecting from students.**
- 12. We agree to save all of our PLC notes/cycles for future reference.**
- 13. We agree to bring anything to the “table” when we need to. Be professional and open to feedback.**
- 14. We agree to share any additional support, such as an IA, to target student needs in any of our classrooms. Extra support travels to where the need is greatest!**
- 15. WE AGREE TO BE “MISSION POSSIBLE.” ALWAYS STRIVING FOR EXCELLENCE IN OURSELVES AND WITHIN OUR STUDENTS. NOTHING IS “IMPOSSIBLE” WHEN WE HAVE EACH OTHER 😊**