

## Professional Learning Team Meeting Agenda

<b>Date:</b> _____	
<b>Time (Start and Stop):</b> _____	
<b>Location:</b> _____	
<b>Team Norms:</b> All members of the team agree to the following norms, and all members agree to politely hold each other accountable for adhering to the following norms.	
<b>Team SMART Goal for the Quarter/Semester:</b>	
<b>Purpose/Goal(s) for This Meeting:</b>	
<b>In Attendance:</b>	<b>Agenda Item 1:</b>
	<b>Agenda Item 2:</b>

<b>Meeting Minutes (Completed by the Recorder)</b>		
<i>Essential PLT Questions</i>	<i>Sample Activities</i>	<i>Meeting Discussion Notes Related to Questions</i>
1. What are the essential content and skills that students must acquire to be successful at this grade level and in future grades?	<ul style="list-style-type: none"> <li>• Defining essential standards by quarter</li> <li>• Reviewing essential standards from previous or next grades</li> <li>• Creating curriculum maps</li> <li>• Identifying content and standards that are most problematic for students</li> </ul>	
2. What do our assessments look like? How are we assessing students' acquisition of essential knowledge and skills? How are we ensuring consistent assessment practices throughout our PLT?	<ul style="list-style-type: none"> <li>• Developing a common assessment</li> <li>• Reviewing assessments across classes</li> <li>• Analyzing individual assessment items from benchmark assessments</li> </ul>	
3. What does high-quality instruction look like? What types of instructional practices are most likely to help students successfully acquire essential knowledge and skills? How are we ensuring consistently high-quality instructional practices throughout our PLT?	<ul style="list-style-type: none"> <li>• Sharing lesson plans</li> <li>• Observing each other's classrooms</li> <li>• Analyzing student assessment data</li> <li>• Identifying patterns in student assessment data in common assessments</li> <li>• Piloting new resources and evaluating their impact on student learning</li> </ul>	
4. How are we, as a PLT, supporting students who do not initially master essential knowledge and skills? How are we, as a team, challenging students who easily and quickly master essential knowledge and skills?	<ul style="list-style-type: none"> <li>• Developing intervention lesson plans</li> <li>• Creating lists of students in need of interventions</li> <li>• Sharing and analyzing common assessment data</li> <li>• Developing data-analysis tools</li> </ul>	

