

Figure 7.3: Collaborative Team Meeting Agenda Template—First-Grade Example

Spradling’s Mission: Every child, every day. Whatever it takes to achieve a better future!	
Team Meeting Agenda	
Team: First Grade	Date: March 26
Team members present: Ms. B. (assistant principal) Ms. C. (first-grade teacher) Ms. L. (first-grade teacher) Ms. B. (instructional facilitator) Ms. D. (interventionist) C. R. (practicum student)	Norms: Start on time, end on time. Come prepared. Balance the conversation between members. Stay on topic. Share responsibilities.
Roles	
Facilitator: Ms. L.	Timekeeper: Ms. C.
Recorder: Ms. B.	Other:
Possible purposes for meeting: <input type="checkbox"/> Unwrap essential standards for a unit. <input type="checkbox"/> Create learning progressions. <input type="checkbox"/> Build a unit plan. <input type="checkbox"/> Create common assessments. <input checked="" type="checkbox"/> Analyze student work. <input checked="" type="checkbox"/> Design an explicit lesson or set of lessons. <input checked="" type="checkbox"/> Share strategies for interventions and extensions.	Purpose or goal for <i>this</i> meeting: Analyze data from the common formative assessment given on March 22. Determine which students are still struggling and discuss instructional strategies to help improve students’ understanding.
Discussion or decision summary: Looked at students’ writing common formative assessments. Sorted student writing based on learning progression skills they needed to continue to work on. Created a plan for small-group supports and discussed instructional strategies to target those specific skills. We continued a conversation with our literacy coach regarding the need for all teachers to understand the learning targets and how to communicate with the interventionists if they miss a team meeting. Interventionist would like to see the students’ actual work from the common formative assessment and the end-of-unit assessment so they know the misconceptions of the students. Review of sight words with groups is needed during intervention time.	

What follow-up is needed based on the information shared at this meeting?	
<p>Action steps and person responsible:</p> <p>All team members will start a new small-group schedule or plan on Monday.</p> <p>Ms. L will debrief interventionists when a meeting is missed.</p> <p>Classroom teachers will place completed common formative and end-of-unit assessments in interventionists' boxes so they can see the student work.</p> <p>Ms. B. will put data in the online team folder for the assessment.</p>	<p>Data to collect and bring to the next meeting:</p> <p>Small-group observations</p>
Next meeting: April 5	
<p>Agenda:</p> <p>Classroom teachers and interventionists will attend.</p> <p>Instructional facilitators will be available to assist with strategies for small groups. All teachers should put small-group observations in the team folder before the meeting.</p>	<p>Reflection of norms:</p> <p>Come prepared norm—addressed issues of what happens when someone has to miss the meeting.</p> <p>Share responsibility norm—we really appreciate how well the team is doing this.</p>

Source: Adapted from Spradling Elementary, Fort Smith, Arkansas.