**\_3rd Grade Team Working Agenda**

**Date: Month, Day, Year**

**Meeting Norms:**

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| * **Begin and end on time** | * **Be an active listener-open to new ideas** |
| * **Be an engaged participant** | * **Use electronics respectfully** |

**Roles:**

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| * **Facilitator: Lauren** * **Recorder: Susan** * **Timekeeper: John** * **Norms-minder: Mary** | * **Data Manager: John** |

**Time/Location: 2:00/Conference Room**

**Materials to bring to meeting**: **Math Chapter 3 Pre-Assessment Data**

**CDT Members: (during the meeting, check off those present)**

**Mary x Susan X**

**John X Lauren X**

**Goals/Outcomes: Analyze Chapter 3 Pre-Assessment Data and Organize**

**flexible Groups**

|  |  |
| --- | --- |
| **Topic for Discussion** | **Minutes** |
| **Opening**: Review norms and agenda items, recap last meeting actions  (3 minutes) | **All actions completed** |
| **Additions/Corrections:** (3 minutes) |  |
| **Outcomes for Today's Meeting:** (2 minutes) | **Decide strategies for teaching chapter 3** |
| **Celebrations**  (3 minutes) | **90% of 3rd graders proficient on Math Chapter 2** |
| **Action Item 1: (Should include a review of current, relevant data - 10 - 15 minutes)** | **Misconceptions found: Believing fractions’ numerators and denominators can be treated as separate whole numbers. Failing to find common denominator.** |
| **Action Item 2: (Should include discussion of instructional teaching/learning practice - 10 - 15 minutes)** | **Lauren—work with those already at proficient level to begin mixed number addition/subtraction. Susan—Work with group failing to find common denominator and connect to unit on multiples. John and Mary—Work with small intervention groups.** |
| **Action Item 3: (Should include discussion for creating/analyzing/revising common formative assessment - 10 - 15 minutes)** | **Questions 3 and 7 on Pre-Assessment were confusing. Need to replace those for the Post-Assessment.** |
| **Recap and Next Steps: (10 minutes)**   * What did we learn from our meeting today? * What action do we need to take? Who/what/when/how? * When are we meeting next? What additional topics need to be included on our next agenda? | **30% of students at Proficient on Pre-Assessment. 50% are on target to meet proficient level. 20% will need intervention to get there.**  **Flexible groups decided for Math instruction.**  **Lauren will find replacement questions for 3 and 7..**  **Next Meeting—Next MM/DD** |
| **Meeting Process Reflection. How did our collaborative data team meeting go? What do I need to do differently to have a more efficient and effective team?** | **All need to have Assessments graded before meeting to allow more time for discussion** |

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