Effective Agenda Template and Example

\_\_\_\_\_\_ Team Working Agenda

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| **Date:** | **Meeting Norms:** |  |
| **Time/Location:** |
| **Materials to bring to meeting:** |
| **CDT Members: (during meeting, check off those present)** | **Roles:**  Facilitator:  Recorder: | Timekeeper:  Norms-minder:  Data Manager: |
| **Goals/Outcomes:** |
|  |  |  |
| **Topic for Discussion** | **Minutes** | |
| **Opening:** Review norms and agenda items, recap last meeting actions (3 minutes) |  | |
| **Additions/Corrections:** (3 minutes) |  | |
| **Outcomes for Today's Meeting:** (2 minutes) |  | |
| **Celebrations:** (3 minutes) |  | |
| **Action Item 1:** (Should include a review of current, relevant data - 10 - 15 minutes) |  | |
| **Action Item 2:** (Should include discussion of instructional teaching/learning practice - 10 - 15 minutes) |  | |
| **Action Item 3:** (Should include discussion for creating/analyzing/ revising common formative assessment - 10 - 15 minutes) |  | |
| **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? |  | |
| **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?** |  | |

3rd Grade Team Working Agenda

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| **Date:** May, 15, 2025 | **Meeting Norms:**   * Begin and end on time * Be an engaged participant | * Be an active listener, open to new ideas * Use electronics respectfully |
| **Time/Location:** 2:00pm/ Conference Room |
| **Materials to bring to meeting:** Math Chapter 3 Pre-Assessment Data |
| **CDT Members: (during meeting, check off those present)**  Mary x Susan x John x Lauren x | **Roles:**  Facilitator: Lauren  Recorder: Susan | Timekeeper: John  Norms-minder: Mary  Data Manager: John |
| **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— June 15 | |
| **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 | |