

# Powerful Procedures

## Getting the Most from Grade Level Team Meeting Agendas

**Directions:**

1. **Read:** Two-page document Grade Level Team Meeting Agendas: Key Elements That Will Improve Results.
  
2. **Review**
  - 30-Minute Schmoker agenda
  - Two 1-Hour Timed Agendas
  - Team Log
  
3. **Look For:**
  - Focus on data
  - Follow-up strategies
  - Clear expectations: roles & use of time
  - Action steps/accountability
  
4. **Determine:**
  - Features evident in these examples
  - Features missing in your meeting agendas
  - How to strengthen your agendas

Features in Agenda Examples	Features Missing in Your Grade Level Team Meetings
<b>DATA</b>	
<b>FOLLOW-UP</b>	
<b>ROLES/TIME</b>	
<b>ACCOUNTABILITY</b>	

**Next Steps for Strengthening Agendas Within Grade Level Team Meetings:**

# GRADE LEVEL TEAM MEETING AGENDAS: Key Elements That Will Improve Results

Over the past few years, schools and districts that do a particularly good job of using grade level team meetings to get good results have been identified. It has become apparent that these sites use a consistent set of practices that influence their success:

1. Focus on data,
2. Clear expectations in terms of role clarification and use of time,
3. Use of follow-up strategies, and
4. Designating action steps/accountability.

Well-designed agendas play an important role in making these key steps happen.

## 1. Focus on Data

Teachers need to know...

- *What data to bring to each meeting*  
Make sure teachers bring their current data to every meeting.
- *What format for analysis will be used consistently*  
Be specific about the format you want it in so that everyone can speak the same language. Progress monitoring data is in a chart form. Possibly have both electronic format and paper copy available so that teachers can use the one they prefer.
- *How they will turn the analysis into program delivery and intervention decisions*  
You may not always refer to the data in detail from meeting to meeting, but just have it and refer to it as a constant reminder of what you are doing and why. After discussing something like grouping students for partner reading, you may have teachers work through the pairing of their own students using their own most current, relevant data. Incorporate hands-on activities as frequently as possible during meetings to heighten engagement and make the use of data a matter of practice.  
The result you're looking for: Teachers adjust their classroom instruction soon after the meeting based on their data analysis.

## 2. Clear Expectations in Terms of Role Clarification and Use of Time

Teachers need to know who is responsible for...

- Facilitating
- Recording
- Reporting out
- Taking action

Facilitators need to help the group...

- Stay focused on student achievement
- Stay within your projected timeframes
- Complete priority items
- Realize the urgency of their work together

### **3. Use of Follow-Up Strategies**

Information from grade level team meetings needs to be...

- Recorded
- Shared in a timely way
- Put in the hands of all those who are responsible for the results of your students
- Reviewed over time by the coach, principal, teacher leaders

Follow-up is the “in between” meetings part of leadership that sometimes falls between the cracks. Getting information to the right people as quickly as it is needed to change programs and interventions for our students is key.

### **4. Designating Action Steps/Accountability**

Grade level team meetings need to result in *specific* action steps that tell ...

- Who has *agreed* to do what
- How agreements will be monitored
- How you will know you’re successful
- Action steps need to directly relate to what your student data show.

Good agendas really help. This structure takes some of the responsibility for “making sure things happen” off the leader’s plate. Other suggestions for actions within meetings:

- After a good idea has been discussed, summarize the idea, ask who is going to be responsible for implementing the idea and by what date.
- Write down the date, and a week or so before the deadline, check in with the responsible party to see if he or she needs any help.
- Agree as a group on how you will monitor success along the way.
- Distribute the “chores” and keep track.

# 30-Minute Team Meeting Agenda

Based on Results by *Mike Schmoker*

Today's Date: \_\_\_\_\_

Timekeeper: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Recorder: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Participants: \_\_\_\_\_

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## I. Purpose of the Meeting

- Identify an area for focus: \_\_\_\_\_
- Agreed-upon goal: \_\_\_\_\_
- Develop strategies to promote results for an agreed-upon goal

## II. Identification of Problem

- Problem: \_\_\_\_\_

## III. Brainstorming

- Concrete, practical solutions to this problem

## IV. Action Plan

- Rank-order brainstormed ideas
- List strategies the team agrees to implement between now and the next meeting
- Includes checks for student progress

### The plan will be supported by the...

Teacher actions:

1. \_\_\_\_\_
2. \_\_\_\_\_

Coach actions:

1. \_\_\_\_\_
2. \_\_\_\_\_

Principal actions:

1. \_\_\_\_\_
2. \_\_\_\_\_

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# **Team Meeting Sample Timed Agenda (1 Hour)**

## **I. Review Current Student Data (10 minutes)**

a. Which students have made significant progress since their data was last discussed?

b. Which students are not making adequate progress?

## **II. Set Goals for Instruction (35 minutes)**

a. Which students need more support? (2 minutes)

b. What does their current reading program look like?

i. Write it down (5 minutes)

ii. Share (10 minutes)

iii. What could we do to intensify support for these students? (18 minutes)

## **III. Questions and/or Mini Professional Development (15 minutes)**

# **A Sample Protocol for Looking at Data (1 Hour)**

## **Step 1: Getting Started (approximately 5 minutes)**

- The facilitator provides copies of selected data, making no comments on the work.
- Participants review the data silently, making notes about aspects of the data that they want to discuss.

## **Step 2: Describing the Data (approximately 10 minutes)**

- The facilitator asks the group to describe what they see, without making evaluations or interpretations of the data.

## **Step 3: Asking Clarifying and Probing Questions (approximately 10 minutes)**

- The facilitator asks the group to identify questions these data raise for them.
- The group responds with questions they have about the data.
- The recorder takes notes on the questions, but makes no comments yet.

## **Step 4: Speculating About the Data (approximately 15 minutes)**

- The facilitator asks the group what they think the data reveal.
- The group can now make interpretations and evaluations about the data.
- The facilitator responds to the group's questions and adds any information that is important to understanding the data.

## **Step 5: Reflecting on the Data (approximately 15 minutes)**

- The facilitator invites all participants to share thoughts about ways to improve the inputs, the output, or ways they might support improvement.
- The group develops an action plan.

## **Step 6: Closing (approximately 5 minutes)**

- The facilitator reviews the action plan, being sure everyone understands roles and responsibilities.
- The group agrees to next meeting schedule.

## Sample Data Team Log

Date of Meeting	Time of Meeting
Facilitator	Recorder
Participants	
What was the primary area of focus for the data conversation?	
Briefly describe the action steps your team chose as the outcome for this meeting.	
What type of evidence did your team agree to bring back to your next meeting?	
Were there any particular challenges or obstacles encountered during or anticipated as a result of this meeting?	
Were there any particular successes encountered during this meeting?	
Date of next meeting	