Grade Level Team Meetings

Powerful Tools for Improving Student Achievement

"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives."

Willa Foster

Our Vision

That SUCCESSFUL READERS would be fostered in each of your classrooms through your WISE CHOICES!

We hope the information that we share with you

will assist you with the <u>*wise choices*</u>

you must make each day within your schools.

Wise Choices Imply Wise Changes, BUT…

The kinds of changes made in RF schools are often perceived as *BIG CHANGE*. These choices change…

- What teachers teach

- How teachers teach

- What is tested, who does the testing, and why it is done

- How schedules and classroom time are determined

- What is expected of K-3 students (and teachers)

- How teachers work collaboratively across building systems (e.g. General Ed., Title I, and Special Ed.)

- How teachers make decisions about their classrooms

- What type of intensity is used for instruction

Setting the Stage for Change

- BIG CHANGE like that in RF can tend to make people focus on what it is that they may lose with the change.

- Many people have trouble with change itself.

- Favorite practices and habits are sometimes hard to give up.

- Adjusting to change takes TIME.

- Teachers and staff need to see that others around them are OK with the change.

Big Ideas for Team Meetings

1. **<u>PROCESS OF THE MEETING</u>**: Powerful procedures make team meetings work and center on students' needs.

2. **<u>CONTENT OF THE MEETING</u>**: Data-driven decision making and action-planning assures that all students meet goals for achievement.

Big Idea 1

PROCESS

Powerful Procedures

Big Ideas:

1. **PROCESS: Powerful procedures make team meetings work and center on students' needs.**

2. CONTENT: Data-driven decision making and action-planning assures that all students meet goals for achievement.

Opening Reflection

- Think about a teacher that has truly mastered classroom *routines* and *management procedures*.

- What does this teacher do that makes his or her classroom work so well?

The Point

Powerful **TEACHERS** *have* **HIGH RESPECT** *for the importance of …*

the task at hand

and
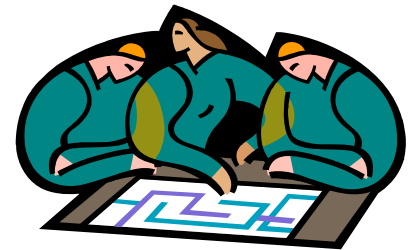
the people involved.

Powerful **TEAMS** *do too.*

The Procedures*
(Picture of people looking over a

Key Questions to Ask Yourself

1. Focus/Communicating Goals
2. Meeting Structures/Roles
3. Group Process
4. Shared Leadership/Planning
5. Follow-Up
6. Research Base/Professional Development
7. Motivation/Empowerment

Activity 1: A Self-Assessment is attached on pages 2 and 3 of your packet. Take a look.

Activity 1
(pages 2 & 3 in your packet)

Questions for Consideration	Strategies that Work	Things in Place	Things to Do
FOCUSING/COMMUNICATING GOALS *What is our focus?* *Over time? At each meeting?* *How do we keep our goals visible?*	*Mission/Vision* *Achievement Goals* *Annual Calendar*		
MEETING STRUCTURE/ROLES *What **predictable** procedures organize our work? Who does what?*	*Meeting agendas* *Role clarifications*		
GROUP PROCESS *How do we work together? How do we solve problems? How do we manage time?*	*Norms of behavior* *Action planning/problem solving* *Schedule + time savers*		
SHARED LEADERSHIP/PLANNING *What are our student achievement goals? Are they the stretch we need? How are we doing? Are our actions helping us get where we want to go? What needs to change?*	*K-3 Action Plan* *Student data notebooks* *GLTM and BLT meeting notes*		
FOLLOW-UP ***Who** needs to know **what** to help us meet achievement goals? How can we make that happen?*	*Meeting notes* *Curriculum placement* *Content coverage* *Tutoring logs*		
RESEARCH BASE/ PROFESSIONAL DEVELOPMENT *What does research say about what we need to do?* *What do we need to know to do our jobs better? What new skills will help us get our kids to benchmark?*	*Articles, protocols for discussion, online sources* *Access to PD resources, e.g.,expert trainers; SBRR programs & intervention materials; best practices for assessment, data analysis, & scheduling*		
MOTIVATION/EMPOWERMENT *How do we stretch and celebrate? At each meeting?* *Over time?*	*Data boards & displays* *Public celebrations of accomplishment* *Food and drink*		

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1. Focus/Communicating Goals

Focus/ Communicating Goals

Meeting Structure/Roles

Group Process

Shared Leadership/ Planning

Follow-Up

Research Base/ Professional Development

Motivation/ Empowerment

Questions to Consider:

- What is our focus?
  - Over time?
  - At each meeting?

- How do we keep our goals visible?

VISION
The First Step in Focusing

- Revisit the RF vision for your school.

- How can you align this vision with the actions you'll take within your classrooms?

- What can you as a team envision that will drive your work for the school year?

We can make each student in OUR care a successful reader!

ACHIEVEMENT GOALS
Put Your Vision into Action by..

- Setting high expectations for the achievement of your students

- Translating those expectations into specific goals

- Knowing what it takes to reach those goals

- Sharing responsibility for ALL students at your grade level reaching those goals

See K-3 Goal Guidelines on page 4 of "Take Aways".

Remember

Great teams

do a *few* things

extremely well!

2. Meeting Structure/Roles

Focus/
  Communicating
  Goals

**Meeting
Structure/Roles**

Group Process

Shared Leadership/
  Planning

Follow-Up

Research Base/
  Professional
  Development

Motivation/
  Empowerment

Questions to Consider:

- What predictable procedures organize our work?

- Who does what?

- How can we be sure that the meeting will stick its focus?

Organizing the Work Around…

- ❖ DATA
- ❖ INSTRUCTION
- ❖ MATERIALS
- ❖ PROFESSIONAL DEVELOPMENT
- ❖ PROBLEM SOLVING/ACTION PLANNING
- ❖ CELEBRATION

Who does what?

Participant Roles*

- Facilitator

- Time Keeper

- Recorder

- Engaged Participant

*Roles can be rotated as the group decides.

"Take-Aways"
Page 5

An Agenda is Essential

Focus/
  Communicating
  Goals

**Meeting
  Structure/Roles**

Group Process

Shared Leadership/
  Planning

Follow-Up

Research Base/
  Professional
  Development

Motivation/
  Empowerment

▪ Provides a ***targeted focus*** for the meeting

▪ ***Communicates*** important information

▪ ***Ensures*** that all information is covered

▪ Gives participants an opportunity to come to the meeting ***prepared***

Meeting Agendas

Examples in Your Packet

- Kihei Elementary – Hawaii
- Pasadena USD, CA
- Sample Timed Agenda

LOOK FOR:

Focus on data

Follow-up strategies

Clear expectations: roles & use of

Action steps/accountability

Activity 2
Packet
Page 6-10

3. Group Process

Focus/
  Communicating
  Goals

Meeting
  Structure/Roles

Group Process

Shared Leadership/
  Planning

Follow-Up

Research Base/
  Professional
  Development

Motivation/
Empowerment

Questions to Consider:

- How do we work together?

- How do we solve problems?

- How do we manage time?

Working Together…

NORMS can b e useful to you ….

- **If** they are truly the standards for how you agree to operate while you are in this group.

- **If** they are jointly developed and owned by each team member.

- **If** they are available and used early on by members when standards are not being met.

You have a sample of norms for group meetings in the "Take-Away" Packet on page 11.

Time Management

TIME

How

do we manage

the little time we have?

Some Ideas for USING TIME

- Common Planning Time

- Periodic Extended Meeting Times

- Timed Agendas

- Use of Written Communication

- 90% focus on student achievement goals

- 2-minute Whine

- Regular GLTM schedule that fits your needs/circumstances

- Applying the "bell to bell" rule to your GLTMs

4. Shared Leadership/Planning

Focus/
  Communicating
  Goals

Meeting
  Structure/Roles

Group Process

**Shared
  Leadership/
  Planning**

Follow-Up

Research Base/
  Professional
  Development

Motivation/
  Empowerment

Questions to Consider:

- What are our student achievement goals?

- Are they the stretch we need?

- How are we doing?

- Are our actions getting us where we want to go?

- What needs to change?

Appropriate "Stretch"
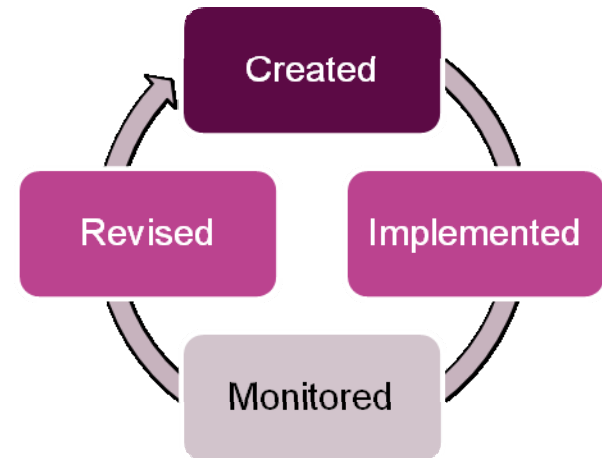
It is not enough to simply move students forward…

Do the goals bridge the gap between where students are and where they need to be?

Action Planning

Area for Action Plan	New Summer 1	New Mid-Year	Action to Be Taken	Person Responsible	Report on Progress of Implementation
Materials and Instructional Practices					
Time/ Coverage/ Mastery and Grouping Practices					
Assessment Practices					
Data Utilization Practices					
Schoolwide Organization and Support					
Professional Development					
Principal and District Leadership					
Reading First Coach					

Are Action Plans being created, implemented, monitored, and revised continuously according to the needs evidenced by the data?

Created

Revised

Implemented

Monitored

5. Follow-Up

Focus/
  Communicating
  Goals

Meeting
  Structure/Roles

Group Process

Shared Leadership/
  Planning

Follow-Up

Research Base/
  Professional
  Development

Motivation/
  Empowerment

Questions to Consider:

- What steps need to be taken?

- Who needs to what to help us meet our student achievement goals?

- How do we make these things happen?

Steps to Be Taken

- Is everyone clear on what needs to be done?

- Have all the known factors been accounted for?

- Is there a clear timeline for when the steps are expected to be completed?

Steps to Be Taken

Focus/
  Communicating
  Goals

Meeting
  Structure/Roles

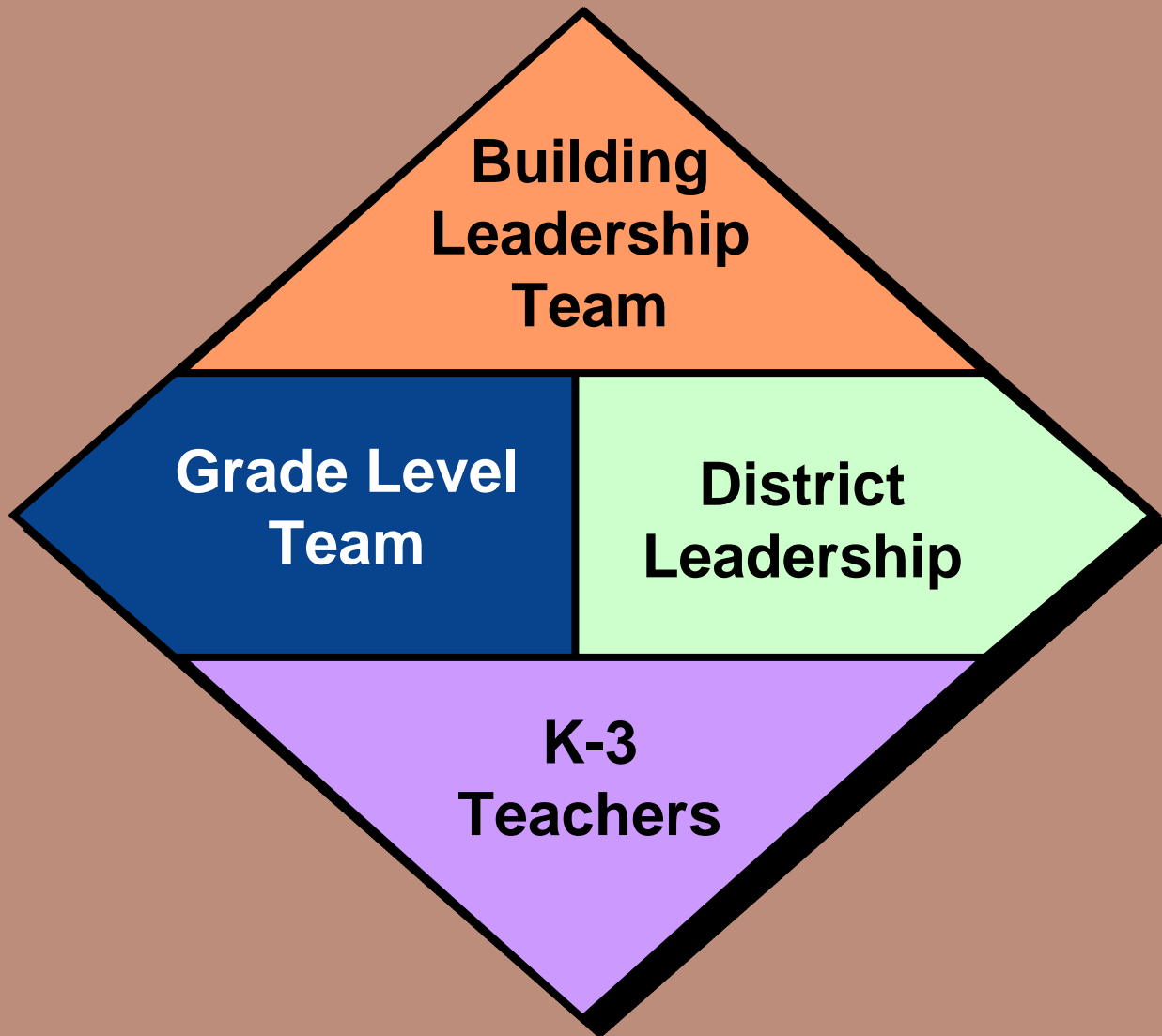Group Process

Shared Leadership/
  Planning

Follow-Up

Research Base/
  Professional
  Development

Motivation/
  Empowerment

What are your actions…

- In the classroom?

- For the next meeting?

- For other staff members?

Keeping Key People in the Loop

6. Research Base / Professional Development

Focus/
 Communicating
 Goals

Meeting
 Structure/Roles

Group Process

Shared
 Leadership/
 Planning

Follow-Up

**Research Base/
Professional
Development**

Motivation/
Empowerment

Questions To Consider:

- What does research say about what we need to do?

- What do we need to know to do our jobs better?

- What new skills will help us get our kids to benchmark?

Research is the lens

through which we view our work.

Bringing Research to the Table

- Professional conversation centers around "best practices" that are proven to work.

- A high-quality meeting brings research into the discussion.
  - Professional publications
  - Research articles
  - Etc.

Knowing When We Need Help

- If a team is at its "wit's end," plans aren't working, and no one knows of resources that will address the problem…

- *It's time to ask for help!*
  - Consultants
  - Technical Assistant Providers
  - Publisher Training
  - Etc.

7. Motivation / Empowerment

Focus/
 Communicating
 Goals

Meeting
 Structure/Roles

Group Process

Shared Leadership/
 Planning

Follow-Up

Research Base/
 Professional
 Development

**Motivation/
Empowerment**

Questions to Consider:

- How do we stretch and celebrate?
  - At each meeting?
  - Over time?

Be sure to **celebrate** *your school's Reading Success!!*

Research & common sense point hard to the supreme importance of continuously recognizing and celebrating specific, short-term accomplishments that bring us closer to our goals.

Results Now
Schmoker 2006

Mandaree Data Wall

Chief Leschi Data Board

Indian Township Data Wall

Negative Examples of Process

- **Long, rambling meetings with no agenda (3 hours vs. 45 minutes)**

- **Lack of data and its analysis**

- **Focus on excuses for failure (complaints about family, attendance, lack of service coordination, etc.)**

- **Little or no follow-up from previous plans**

- **Lack of implications for professional development**

Positive Examples of Process

- **Concise agenda**

- **Uses only the time needed to get the job done**

- **Data analysis is a foundation for discussion**

- **Plans are made for students not showing progress**

- **Follow up on previous plans**

- **Monitoring of Implementation of Plans**

- **Meetings are directly connected to professional development**

Process/Procedures: The Conclusion

Focus/
  Communicating
  Goals

Meeting
  Structure/Roles

Group Process

Shared Leadership/
  Planning

Follow-Up

Research Base/
  Professional
  Development

Motivation/
  Empowerment

*"If you put a **good teacher** up **against a weak system**, the system will win every time."*

(Schmoker 2006)

We need to develop and maintain the system in order to bring out the best in our schools' teachers…and in our students.

Activity 3
(Page 14 of your packet)

Please answer a couple of questions as you review the self-assessment of your Grade Level Team Meeting procedures (page 3 of the handout).

- What things do you have in place?

CONTENT

Data-driven decisions and action-planning
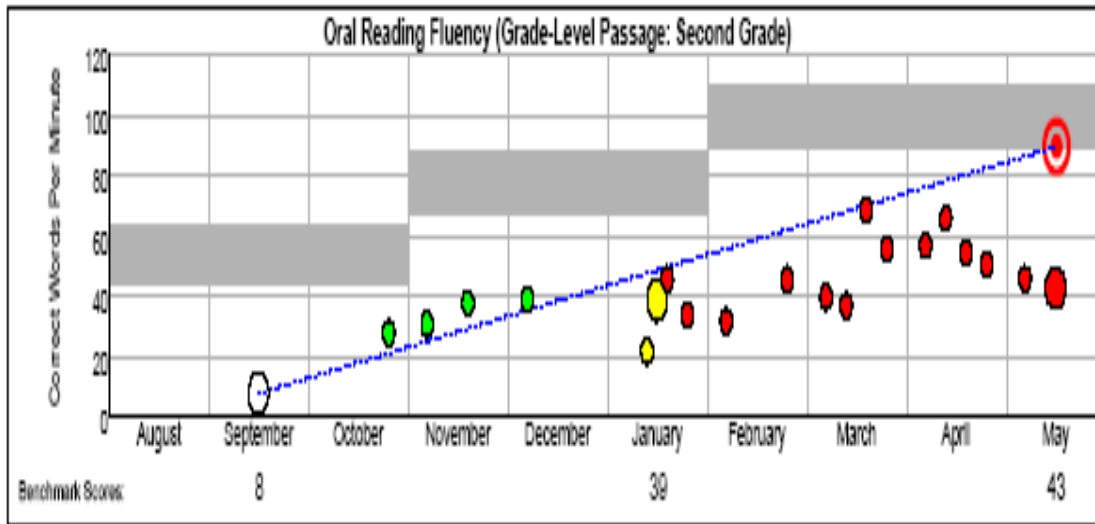
Oral Reading Fluency (Grade-Level Passage: Second Grade)

Big Ideas:

1. PROCESS: Powerful procedures make team meetings work and center on students' needs.

2. **CONTENT: Data-driven decision making and action-planning assures that all students meet goals for achievement.**

Data Driven Decisions

- **Student Achievement**

- Experiential data (observations – principal, coach, peers)
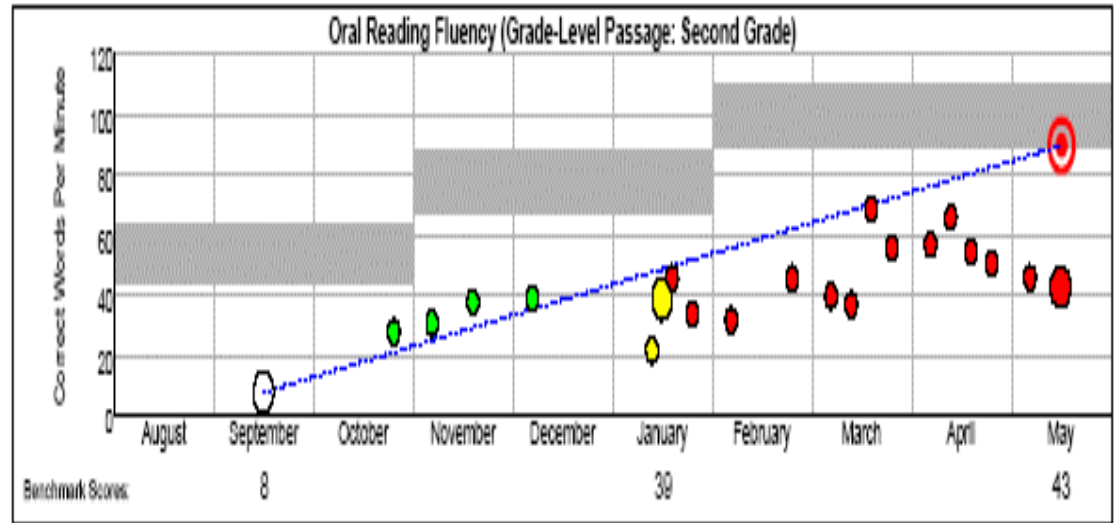
- Perceptual data (lack of buy-in, resistance to change

Student Achievement Data

Outcome and Progress Monitoring

- **What do we know from research about setting student achievement goals?**
  - ✓ Setting goals leads to better student achievement.
  - ✓ Ambitious and realistic goals are better than meager goals.
  - ✓ When student progress is monitored toward measurable goals, achievement is enhanced.
  - ✓ When data decision rules are used in conjunction with progress monitoring data, achievement is optimal.
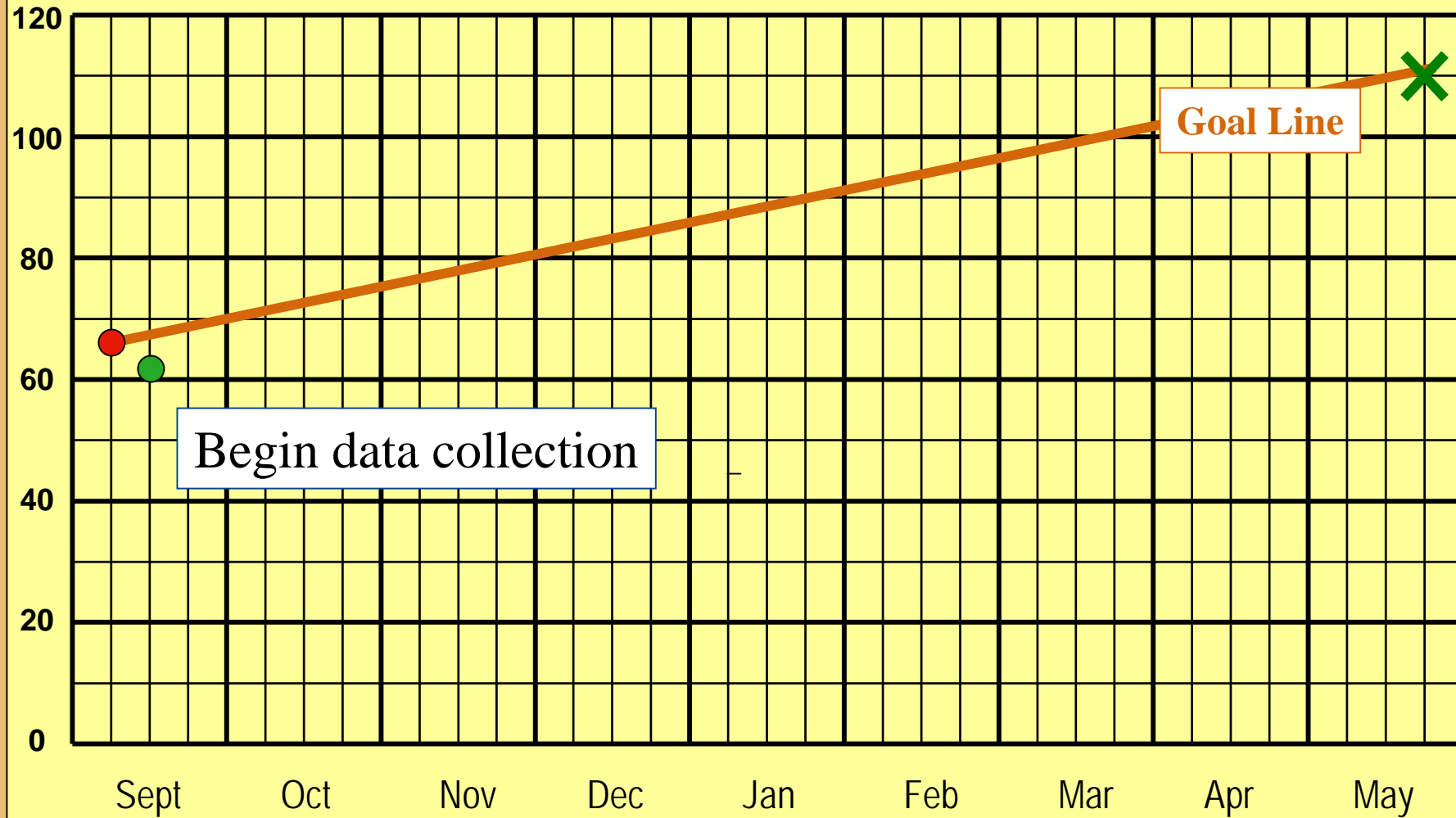
Decision Making Rules

- Majority, Consensus, Autonomous

- 3 point decision rule

Oral Reading Fluency (Grade-Level Passage: Second Grade)

Using the 3-Point Rule for Instructional Decision Making

Michael

Begin data collection

Goal Line

120
100
80
60
40
20
0

Sept   Oct   Nov   Dec   Jan   Feb   Mar   Apr   May

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Analyzing Progress Data

- # **3-Point Decision Rule**
  - ▪ After plotting six weeks of data on the students' graphs review the data using the following rules…

National Center on Student Progress Monitoring, *Advanced Applications of CBM in Reading, p.6.* and Deno, et al *Progress Monitoring - Study Group Content Module.*
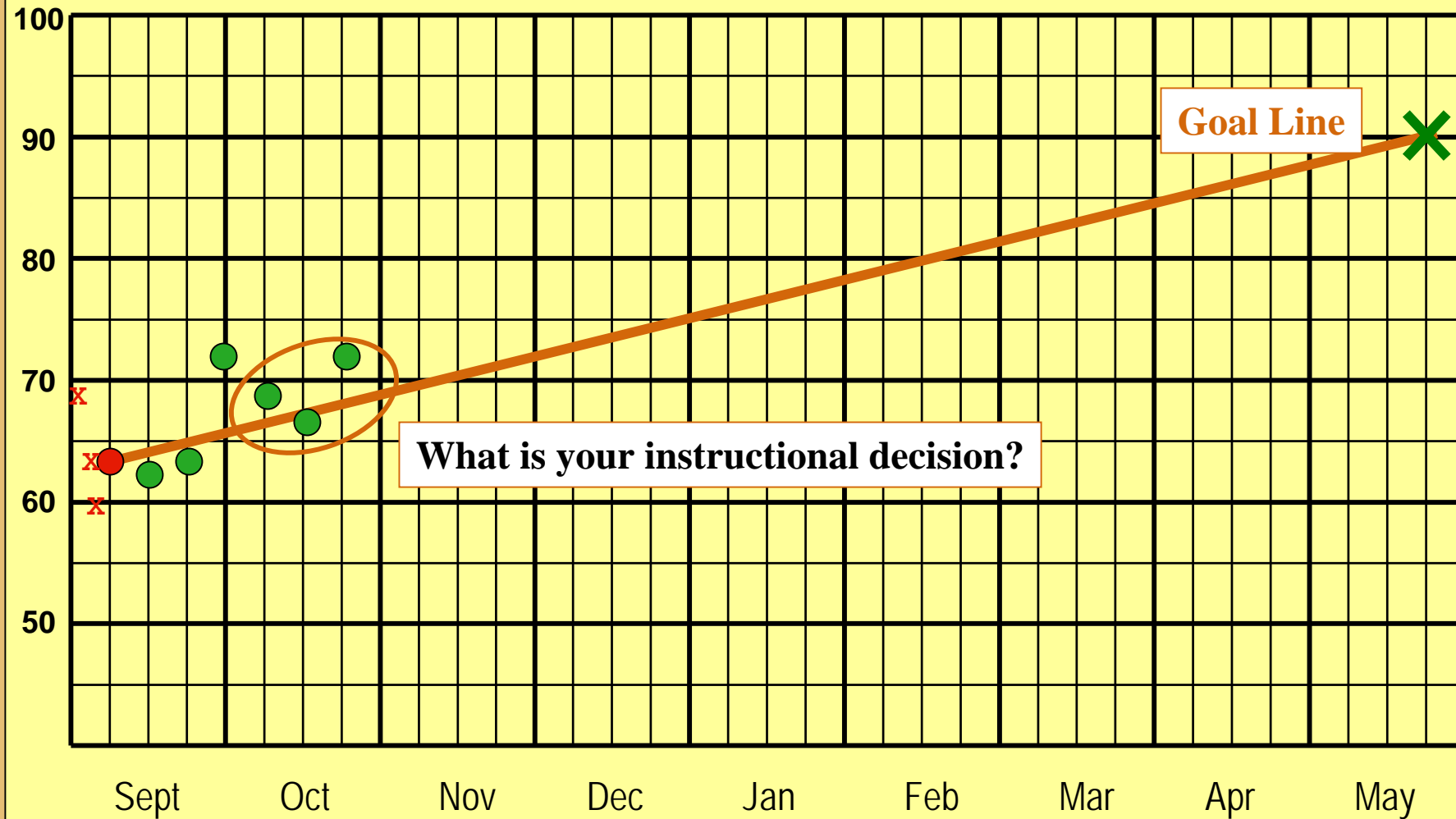
3-Point Decision Rule

- **3-Point Decision Rule**
  - If 3 consecutive data points are below the goal line, consider making an instructional change in the student's program.

  - If 3 consecutive data points are above the goal line, consider raising the goal.

  - If the consecutive data points are neither all above or nor below the goal line, continue with the student's instructional program and monitor progress.
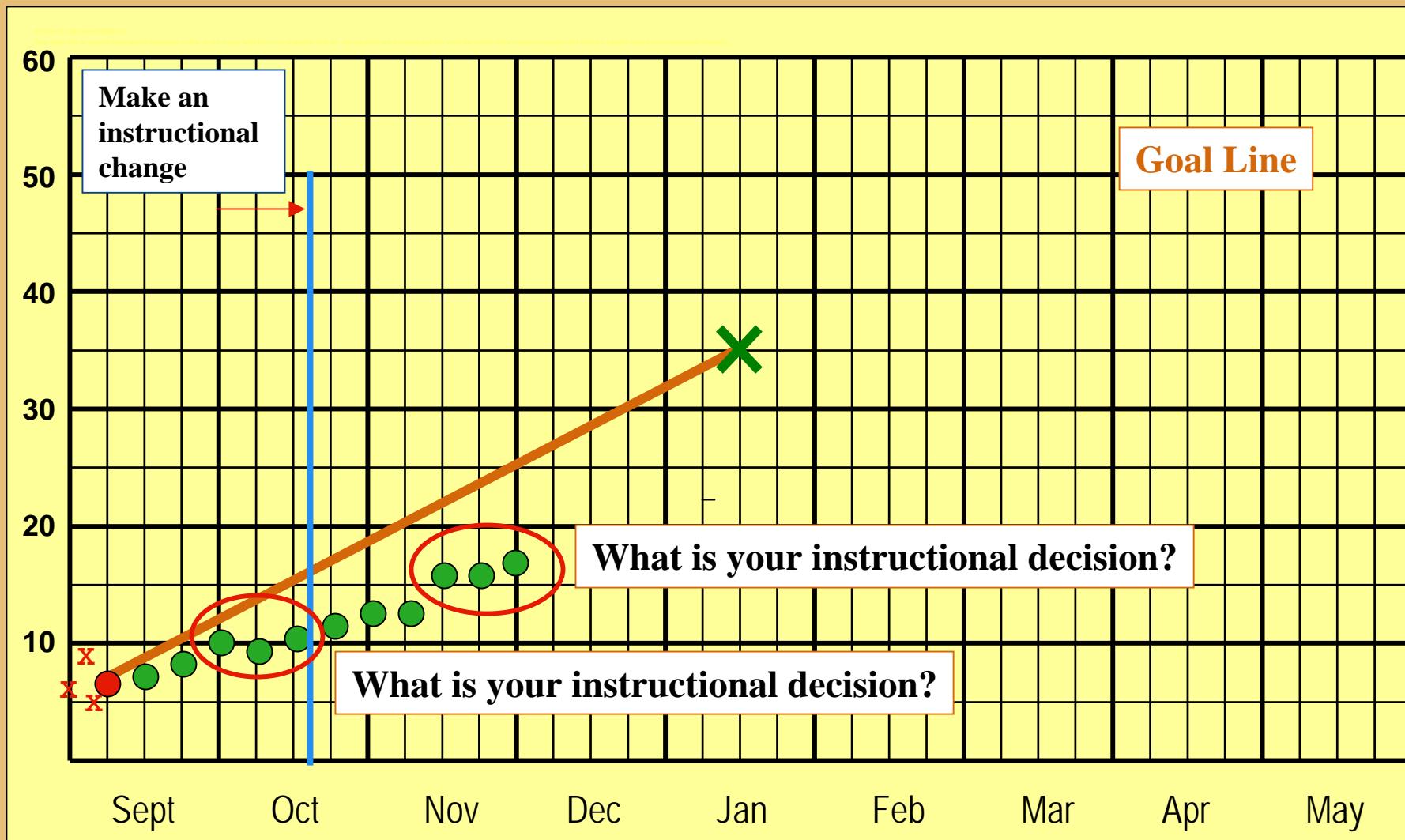
Brianna

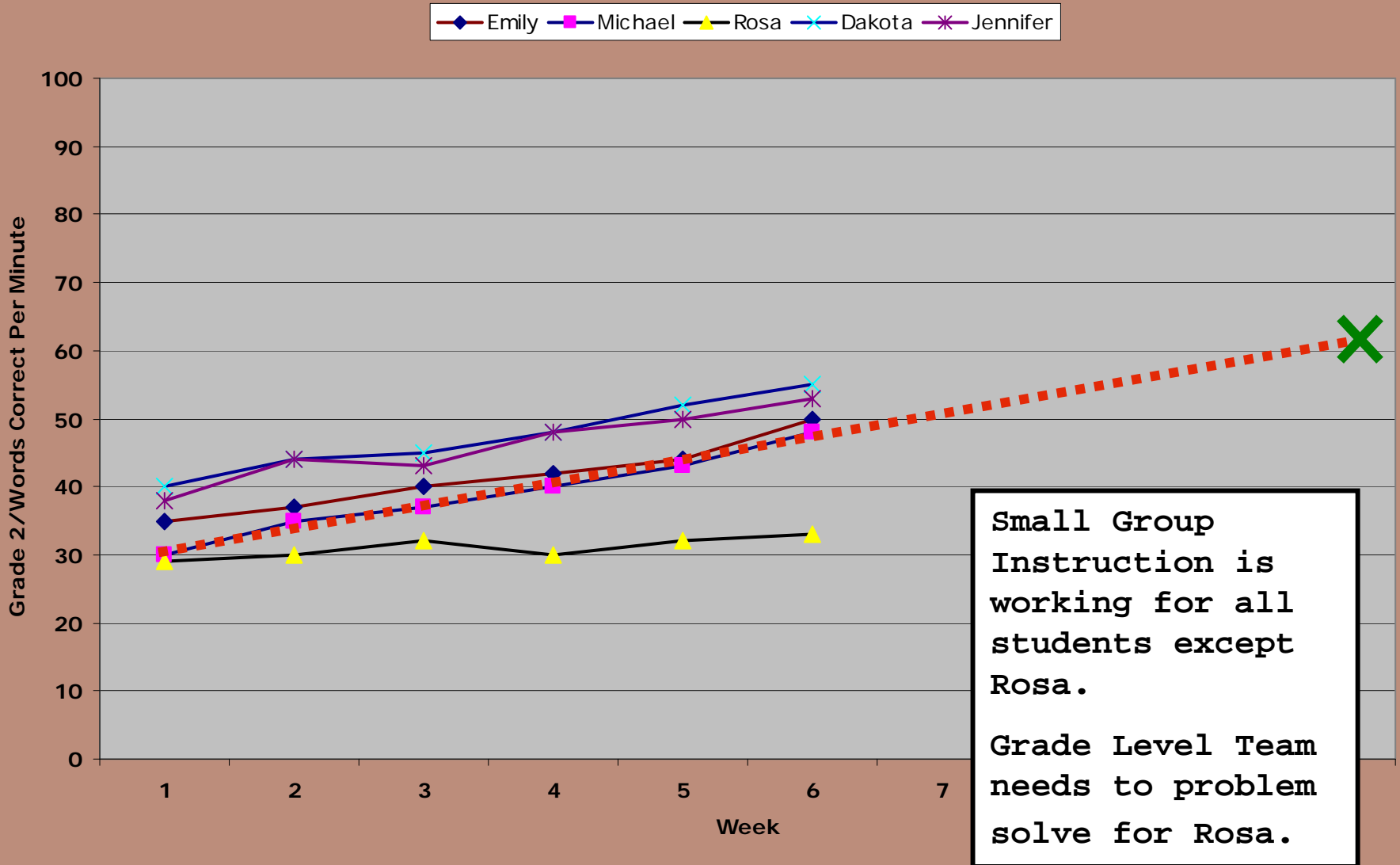# Using the 3-Point Rule for Instructional Decision Making

Scenario One: Grade 2 - Small Group

Legend: Emily, Michael, Rosa, Dakota, Jennifer

Y-axis: Grade 2/Words Correct Per Minute (0 to 100)
X-axis: Week (1 to 7)

Small Group Instruction is working for all students except Rosa.

Grade Level Team needs to problem solve for Rosa.

Scenario Two: Grade 2 - Small Group
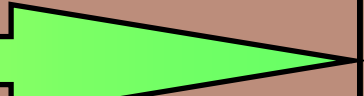
Emily Michael Rosa Dakota Jennifer
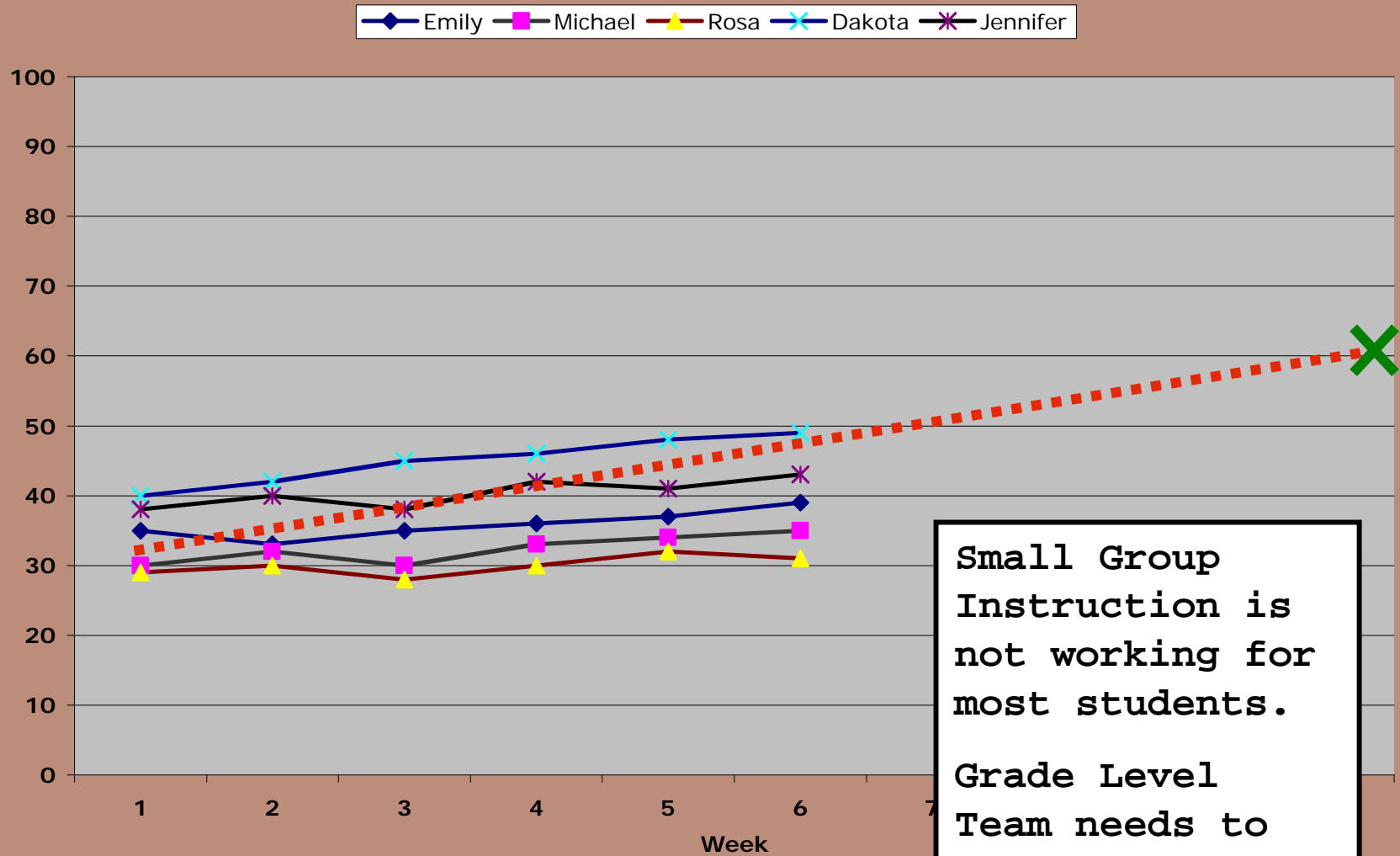
Small Group Instruction is not working for most students.

Grade Level Team needs to problem solve for small group.

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ALTERABLE VARIABLES TO INTENSIFY INSTRUCTION

Key Elements	Level of Specific Enhancement			
Options	1	2	3	4
Grouping for Instruction	Check group placement & provide whole & small group instruction	Check for group homogeneity and reduce size of small group	Check further for group homogeneity and further reduce size of small group	Provide individual instruction if needed
Instructional Delivery	Implement all parts of the comprehensive learning system	Seek professional development to improve skills at explicit instruction, error correction, and opportunities to respond	Seek coaching to Improve skills at explicit instruction, error correction, and opportunities to respond	Consider a content specialist for additional instructional support
Time	Schedule & deliver 90 minutes of daily reading instruction during protected reading block	Increase reading block time, e.g., to 120 min., and/or add intervention period daily	Schedule two intervention sessions daily (a double dose of 90 min. + 90 min.)	Schedule before school, after school, and summer school instruction sessions
Instructional Materials	Change placement in program	Add scaffolding to program	Add additional intervention program(s)	Change program(s)

INCREASING INTENSITY ➡

Modification of Kame'enui, Simmons, Coyne, & Harn (2003)

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Experiential Data

1. Is the teacher teaching to mastery?
2. Are the materials being used for instruction match the instructional needs of the group?
3. Is the instruction being delivered with enough instructional intensity?
4. Is the program/materials in use being implemented with integrity?
5. What is the evidence?

Perceptual Data

- **A** – Awareness

- **D** – Desire

- **K** – Knowledge

- **A** – Ability

- **R** – Reinforcement

Change Management, Hiatt & Creasey 2003

"Developing and sustaining the use of research-based classroom practices is far more complicated than announcing the existence of a knowledge base and requiring teachers to use it"

Gersten, Chard, & Baker, 2004