

754X Trio Team Meeting Protocol

Mondays & Tuesdays during 2nd / 3rd Period

Purpose: To provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve

First Week in Cycle: Anticipate Misconceptions

Purpose: Teachers engage in task analysis for instructional design as a process of analyzing and articulating the kind of learning that we expect the learners to know how to perform.

1.	<p>Presenting Teacher gives a brief introduction to the unit of study by answering the following questions in front of the trio group:</p> <ul style="list-style-type: none"> • Where is this unit of study situated in the year? What did students learn in the previous unit? • What is the new learning (i.e. the primary skill) for this unit of study?
2.	<p>All teachers in the trio take the end-of-unit Final Performance Task (FPT) as given to students. Sections of the assessment can be divided amongst team members.</p> <p>Teachers annotate the FPT considering the following criteria:</p> <ul style="list-style-type: none"> • What do students need to know and be able to do in order to be successful? • Is the assessment tightly aligned to the intended learning outcomes for the unit? • Where do you think students will struggle the most? • What is the test-taking language that students need to be aware of and practice? • What do you consider to be a proficient response on this assessment? Exactly what do students need to say or write for you to consider their work proficient?
3.	<p>Teachers take turns sharing their ideas from their annotations.</p> <p>Presenting teacher asks clarifying and probing questions to colleagues.</p>
4.	<p>As a community, trio team completes the graphic organizer: Misconceptions Template. Teachers will consider the following prompts:</p> <ul style="list-style-type: none"> • What are the anticipated student misconceptions? • Suggestions for clarifying activities to support students' understanding <p>If time remains, trio team can provide additional recommendations to presenting teacher regarding the FPT design and quality of questions.</p>

Mid-weeks in Cycle: Reflect & Share

Purpose: (1) Teachers provide feedback to presenting teacher with Weekly Pacing Guide & (2) Discuss Inter-visitations

<p>If applicable</p>	<p><u>Inter-visitation Debrief</u></p> <ol style="list-style-type: none"> 1. Presenting Teacher leads the conversation through reflection by responding to a few of the following prompts: <ol style="list-style-type: none"> a. To what extent did my students and I meet my instructional goals? What evidence helps me to know? • Were there students for whom the work was too difficult or too easy? What evidence helps me to know? • What are the similarities and differences between what I planned and what actually happened? • What changes would I make if I were to teach this lesson again to the same group of students? • Thinking about the results I got, how did I design the lesson in a way that helped yield those results? • Did this lesson reveal any aspects of my practice that would benefit from focused professional development? 2. Visiting teacher respectfully adds to the conversation after listening to Presenting Teacher by asking probing questions to guide thinking. Then offers feedback. 3. Trio team brainstorms next steps for Presenting Teacher and identifies any resources that will support the teacher in helping students achieve mastery.
<p>1.</p>	<p>Presenting teacher brings 2 copies of My Weekly Pacing Guide with the following sections pre-populated in advance of the PLC meeting:</p> <ul style="list-style-type: none"> • Sections highlighted in red: Unit Topic, CCLS, Level of Proficiency, FPT description, and Skill(s) being taught Mon.-Fri. • Teacher completes only one section in the chart: 1A, 1E, 3B, 3C, or 3D. (Note: The non-highlighted areas indicate teacher-choice. It is recommended that a section is selected that will best support the presenting teacher in his/ her professional practice. Different Danielson components can be selected each week to maximize support or the same component can be repeated throughout the cycle to track growth.) <p>Presenting teacher gives a brief oral introduction summarizing the weekly objective to colleagues. He/ she can also use this time to discuss what’s working and what’s not from the last meeting to provide additional context to the trio team.</p>
<p>2.</p>	<p>Trio team members read and annotate the Weekly Pacing Guide by completing the section highlighted in blue.</p>

3.	<p>BEFORE sharing constructive criticism, trio team members will ask a round of clarifying questions to the presenting teacher. The presenting teacher responds to queries. Next, teachers can engage in a round of probing questions. The presenting teacher responds again to queries.</p>
4.	<p>Taking turns, colleagues share their emerging understandings of the weekly pacing guide based off their annotations and presenting teachers' answers to questions. While colleagues are speaking, the presenting teacher remains silent and takes notes.</p>
5.	<p>The Trio team will engage in professional conversations to further enhance the Weekly Pacing Guide. The Presenting Teacher participates in the conversation and remains receptive to feedback.</p> <p>To guide conversations, the Trio team can respond to the following prompts that are pertinent to the component selected by the presenting teacher:</p> <ul style="list-style-type: none"> • 1A: (i) What might be some student misconceptions, and how will you plan to address those misconceptions, (ii) how will you ensure that the instructional strategies are suitable to the content and will improve student understanding, and (iii) what prerequisite knowledge will be necessary for students to have? • 1E: (i) What conceptual or content understanding do you want students to learn from this lesson, (ii) how will this lesson support students in learning the content or concept, (iii) how are the materials and resources appropriate to the learning needs of the students, and (iv) how will you organize your lesson/ unit to advance student learning and why? • 3B: (i) What are DOK Level 2-3 questions that we can write to make students think and reflect to deepen understanding, (ii) what criteria or tools did you use to craft your questions, (iii) are these questions text-dependent (literacy) or do these questions build students' conceptual understanding (math), (iv) how can you connect pair, group, and class discussions to writing and/or opportunities to extend thinking, and (v) in what ways do the use of questioning provide the opportunity of students' mastery of the objective? • 3C: (i) how will the activities and/or assignments promote student thinking, (ii) how/ where will the activities ask students to explain their thinking, (iii) how did you group your students and why, and (iv) how can you improve the structure of the lesson so that students will be intellectually engaged throughout the lesson? • 3D: (i) what is the criteria for assessing students' work, (ii) are the students aware of the assessment criteria—how do you know, (iii) how will you know that when students meet the learning outcome, (iv) how can students use the assessment criteria to check their work, and (v) describe how you plan to provide timely and specific feedback to students.

Last Week in Cycle: Analyze Student Work

Purpose: Teachers analyze students' performance on FPT and action plan for next units

1.	<p>Presenting teacher brings GRADED students' FPT assessments, answer key, and/or scoring rubric.</p> <p>Trio team members read and review the graded assessments.</p>
2.	<p>As a community, sort students' work into three groups: HIGH (objectives met), EXPECTED (objectives partially met), and LOW (objectives not met). Record students' names onto the recording sheet.</p>
3.	<p>Choose a few samples to review from each level (low, expected, high) and discuss and identify the prerequisite knowledge that students demonstrated that they knew.</p>
4.	<p>Using the reviewed samples from each level, discuss and identify the misconceptions, wrong information, and what students did not demonstrate that was expected.</p>
5.	<p>What patterns or trends are noted for the whole sample? What instructional strategies will be beneficial for all the students?</p>
6.	<p>Next Steps: Based on the team's diagnosis of student responses at the high, expected, and low levels, what instructional strategies will students at each level benefit from?</p>