



# Fox Elementary Collaborative Team Protocol



## Key Working Agreements

- We will not complain about a problem unless we offer a solution.
- We will begin and end meetings on time.
- We will remember to be open-minded and consider matters from another's perspective.
- We will stay on topic.
- We will give everyone a chance to participate.
- We will maintain a positive tone at our meetings.

Please choose one team member as a recorder and one member as your citizen facilitator. Provide a completed copy of the attached 'Data Analysis Protocol' forms to each member of your team and Frank at the conclusion of your Collaborative Teams.

Grade/Subject: \_\_\_\_\_  
\_\_\_\_\_

Date:

Members Present:

\_\_\_\_\_

*One team member will record notes on this document. Notes will be emailed to each team member and Mr. Bellomo as he will provide feedback.*

Unit: What unit are we currently working in for Journeys?

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Discussion Topics (Add notes as necessary)

-What are examples of formative assessments we are using to guide instruction? How do we collect the information? How is the student info (data) used? (You can use exit slips, white boards, writing responses, PMing....etc.)

-What successes is our team seeing in literacy instruction? What can we share?

-What challenges are we facing? How can we help each other? What ideas can team members share?

-How are we using the Elements of Explicit Instruction: (Pick a few to discuss, share....)

<b>Focus on Critical Content-</b>	<b>Break Down New Material Into Smaller Steps-</b>	<b>Design Organized and Focused Lessons-</b>	<b>Begin Lessons With Clear Statements of Lesson Goals (targets)-</b>
<b>Review Prior Skills and Knowledge Before Instruction-</b>	<b>Provide Step By Step Demonstrations (I DO)-</b>	<b>Provide Guided Practice (WE DO)-</b>	<b>Check For Understanding (YOU DO)-</b>
<b>Require Frequent Responses-</b>	<b>Monitor Student Performance-</b>	<b>Provide Immediate Affirmative and Informative Feedback-</b>	<b>Deliver Lesson At A Brisk Pace-</b>
<b>Provide Judicious Practice-</b>			

### Analyze and Summarizing the Data

1. Review the FastBridge PMing data
2. Determine who is progressing from BOY or MOY scores
3. Even if a student is still red, are they growing in their WPM by at least 2 words per week?
4. What trends do we see? (Subgroup concerns?)
5. Is your data similar to your GL team?
6. How do we intend to work with students of concern?

<i>What do you notice about the grade level PMing data?</i>	
Successes	Areas of Concern

<i>What do you believe caused the results you observed?</i>

<i>What instructional strategies may we need to adjust in CORE, Small Group, or MTSS?</i>

Which Students do we need to watch more closely? (Low, Cusp, Decreasing, Stagnant Kids)

What is our plan to enrich and extend the learning for students who are highly capable?