

| <b>MEETING AGENDA</b><br><b>[Date], [start time]-[end time]</b><br><b>[Location]</b>  |  |
|---|--|
| <b>Facilitator:</b><br><b>Note taker:</b><br><b>Time keeper:</b><br><b>Attendees:</b>   | <b>Team Norms</b> <ul style="list-style-type: none"> <li>● <i>Insert norms here</i></li> </ul>   |
| <b>Meeting objectives:</b> <ul style="list-style-type: none"> <li>● Unpack a relevant content or practice standard.</li> <li>● Describe what students currently know and can do by looking at student work.</li> <li>● Hypothesize and name a Learner-Centered Problem by identifying the gap between where students are and where the grade-level standards define proficiency.</li> </ul> |  |
| <b>To prepare for this meeting, please:</b> <ul style="list-style-type: none"> <li>● Read this agenda</li> </ul>  | <b>Materials:</b> <ul style="list-style-type: none"> <li>● <a href="#">Unpack Standards Template</a></li> <li>● PARCC or MCAS Scoring Guide</li> </ul>   |
| Time  | Activity   |
| <b>X:XX-X:XX</b><br>(5 min)   | <b>Welcome</b> <ul style="list-style-type: none"> <li>● Objectives</li> <li>● Norms               <ul style="list-style-type: none"> <li>○ <i>Highlighted norm</i></li> </ul> </li> <li>● Roles</li> </ul><br><b>Balcony View</b> <ul style="list-style-type: none"> <li>● Next steps and feedback from last meeting</li> <li>● Facilitator shares balcony view, framing where the team is in the cycle. Team may refer to the <a href="#">cycle overview &lt;link&gt;</a> and the <a href="#">facilitation guide</a> for this step.</li> </ul>  |
| <b>X:XX-X:XX</b><br>(25 min)  | <b>Step 1: Unpack Standard (Link to <a href="#">Unpack Standards Template</a>)</b> <ul style="list-style-type: none"> <li>● Identify and unpack the CCSS Standard for the assignment               <ul style="list-style-type: none"> <li>○ <i>What <u>big ideas</u> are embedded in this standard? (NOUNS)</i></li> <li>○ <i>What are the performances? (VERBS)</i></li> <li>○ <i>What are the criteria (ADVERBS and ADJECTIVES)</i></li> </ul> </li> <li>● <i>Unpack the understandings, knowledge, and skills</i> <ul style="list-style-type: none"> <li>○ <i>What should students come to <u>understand</u> (conceptually) if they really learn this content well?</i></li> <li>○ <i>What <u>factual knowledge</u> must students acquire to meet the standard?</i></li> <li>○ <i>What specific <u>skills</u> are stated or implied by this standard?</i></li> </ul> </li> </ul><br><b>Step 2: Create a student exemplar</b> <ul style="list-style-type: none"> <li>○ Write a response that reflects what you would expect to see from an on-grade level response.</li> </ul> |



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|   | <ul style="list-style-type: none"> <li>○ Compare your response to the PARCC/MCAS rubric/Scoring Guide</li> </ul> <p><b>Step 3: Independently Gather Evidence</b></p> <ul style="list-style-type: none"> <li>● Silently read through the student responses.</li> <li>● You can make notes on the student work about what you notice or wonder about the student work</li> <li>● As a group: what do students understand and what are they able to do?<br/>Use specific and descriptive language:</li> </ul> <p>Take Notes Here:</p> <ul style="list-style-type: none"> <li>● High:</li> <li>● Medium:</li> <li>● Low:</li> </ul> <p><b>Step 4: Interpret the Student Work to Identify Weakness</b></p> <ul style="list-style-type: none"> <li>● As a group: what do students misunderstand and what are they struggling to do?<br/>Use specific and descriptive language:</li> </ul> <p>NOTES</p> <ul style="list-style-type: none"> <li>● High:</li> <li>● Medium:</li> <li>● Low:</li> </ul> <p>[type meeting notes in blue here]</p>   |   |  |
| <p><b>X:XX-X:XX</b><br/>(10 min)</p>                                      | <p><b>Name the Learner-Centered Problem:</b> Based on the student work, the goal is to identify a learner centered problem (LCP) that is common to many students, and if solved, would help meet your larger goals (i.e. instructional focus) for your students</p> <p><b>Quality Indicators of an LCP:</b></p> <ul style="list-style-type: none"> <li>● A <i>statement</i> about student learning, not a question.</li> <li>● Based on evidence you found when analyzing data (LASW)</li> <li>● Directly related to your instructional focus</li> <li>● Specific and small</li> </ul> <p><b>Examples of an LCP:</b></p> <p>Grade 3 Math Team: Students struggle to use academic vocabulary to describe and reason about unit fractions and apply understanding of unit fraction to solve problems.</p> <p>Grade 1 Math Team: Students struggle to provide a mathematical representation of the strategy they use to solve a word problem</p> <p><b>(5 min) Brainstorm an LCP</b></p> <ul style="list-style-type: none"> <li>● Individually (or in pairs) hypothesize 1-2 Learner-Centered Problems that you're seeing based on the patterns of description across the student work samples<br/><u>(write in table below)</u></li> </ul> <table border="1"> <tr> <td> <p><b>Learner-Centered Problem</b><br/><i>Students struggle to...</i></p> </td><td> <p><b>Vote for LCP that feels most relevant and high leverage</b><br/><i>(Place an "x" next to the LCP of your</i></p> </td></tr> </table> | <p><b>Learner-Centered Problem</b><br/><i>Students struggle to...</i></p> | <p><b>Vote for LCP that feels most relevant and high leverage</b><br/><i>(Place an "x" next to the LCP of your</i></p> |
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|                                   | <table border="1"> <tr> <td></td><td><i>choice)</i></td></tr> <tr> <td>[type meeting notes in blue here]</td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> </table> <p><b>(5 Min) Synthesize and Decide</b></p> <ul style="list-style-type: none"> <li>Read over brainstormed/hypothesized LCPs.             <ul style="list-style-type: none"> <li>What similarities do you notice?</li> <li>Are there any that could be combined?</li> </ul> </li> <li>Each person votes for their preference. The top vote-getter is selected.</li> <li>Make your thinking visible for each Learner-Centered Problem by placing an “x” next to the LCP you feel is most relevant and high leverage for student learning:</li> </ul> <p>[type meeting notes in blue here]</p> |         | <i>choice)</i> | [type meeting notes in blue here] |  |  |  |  |  |  |  |  |  |
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|                                   | <i>choice)</i>  |         |                |                                   |  |  |  |  |  |  |  |  |  |
| [type meeting notes in blue here] |   |         |                |                                   |  |  |  |  |  |  |  |  |  |
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| <b>X:XX-X:XX</b><br>(X min)       | <p><b>Commit to next steps from this meeting</b></p> <table border="1"> <tr> <th>Who</th><th>Will do what</th><th>By when</th></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </table>  | Who     | Will do what   | By when                           |  |  |  |  |  |  |  |  |  |
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| <b>X:XX-X:XX</b><br>(X min)       | <p><b>Assess what worked well and what we would like to change for next time</b></p> <table border="1"> <tr> <th>Plus</th><th>Delta</th></tr> <tr> <td></td><td></td></tr> </table>   | Plus    | Delta          |                                   |  |  |  |  |  |  |  |  |  |
| Plus                              | Delta   |         |                |                                   |  |  |  |  |  |  |  |  |  |
|                                   |   |         |                |                                   |  |  |  |  |  |  |  |  |  |