

Sample Agenda for Weekly Meetings Newest Meetings on Top

Roles¹: Facilitator, Ally (co-facilitator/co-planner to keep the work moving in the event that the facilitator is absent), Recorder, Timekeeper, Norms/Process-checker

Norms:

- Start on time and end on time
- Presume and have positive intentions
- Speak about students and teachers as if they're in the room
- Respect each others learning edges
- Make space, take space - speak only if it improves the silence
- Honor commitments
- Balance our support with our learning and planning time

Meeting Info	Discussion Item & Notes	Action Steps What is to be accomplished? Who's Responsible? When will action be complete? (Check when complete)
Once weekly Math Team Meeting Attendees: ...	1. Facilitator or Ally: Welcome and Objective Setting (5 minutes) <ul style="list-style-type: none"> ● (Time-keeper: Note start-time and segment time allocations) ● Check-in theme: How will I learn more about what students are thinking? ● Review the outline for this meeting. 	<ul style="list-style-type: none"> ● ● ● ● ● ●

¹ Descriptions of team roles can be found in [this document](https://www.brightmorningteam.com/resources/books/the-art-of-coaching-teams), available from <https://www.brightmorningteam.com/resources/books/the-art-of-coaching-teams>

	<p>2. Whole Group: Sharing Best Practices and Lesson Experiences (5 minutes)</p> <ul style="list-style-type: none"> ● Report out and document lessons learned from each teacher's individual experience teaching today or this week. <ul style="list-style-type: none"> ○ Quickly share impactful routines, prioritized activities, or supports used while teaching this week ○ Focus on concise, effective teaching strategies for specific lessons, activities, or challenging concepts. <p>3. Whole Group: Review of IM Algebra 1 Math Content (20 Minutes)</p> <ul style="list-style-type: none"> ● Do Math together (choose 1 activity and name one product that will be developed through this activity) <ul style="list-style-type: none"> ○ Warm-Up or Activity (for lesson planning/inquiry) ○ Cool down (for lesson planning/inquiry) ○ Mid-Unit assessment (for unit planning) ○ End of Unit assessment (for unit planning) ● In order to... <ul style="list-style-type: none"> ○ anticipate student thinking from the math done, create assessing and advancing questions, and plan additional scaffolds/supports. ○ highlight any key topics for the upcoming sections/lessons <p>6. Facilitator or Ally: Next Steps and Action Items (5 minutes)</p> <ul style="list-style-type: none"> ● Quickly summarize key takeaways and action points. 	
--	--	--

	<ul style="list-style-type: none"> ● Assign immediate responsibilities for incorporating shared practices or resources into upcoming lessons/sections/units. <p>7. Norm/Process Checker facilitated debrief (choose one to respond to) (5 minutes)</p> <ul style="list-style-type: none"> ● Was the agenda clear? Did we follow it? Did we accomplish our goals for this meeting within the allotted time? ● Has today's team conversation helped us think about how we work with students and, if so, in what ways? If not, why not? ● Was practice shared in concrete accessible ways during this team meeting? ● What questions emerged for us as a result of today's team conversation? ● Did we hold each other accountable for the work we said we would do at our last meeting? ● Did we end the meeting with a clear direction of where we go from here? 	
--	--	--