

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>

2. Whole Group: Sharing Best Practices and Lesson Experiences (5 minutes)

- Report out and document lessons learned from each teacher's individual experience teaching today or this week.
 - 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.

3. Whole Group: Review of IM Algebra 1 Math Content (20 Minutes)

- Do Math together (**choose 1 activity and name one product that will be developed through this activity**)
 - 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...
 - 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

6. Facilitator or Ally: Next Steps and Action Items (5 minutes)

- Quickly summarize key takeaways and action points.

- Assign immediate responsibilities for incorporating shared practices or resources into upcoming lessons/sections/units.

7. Norm/Process Checker facilitated debrief (choose **one** to respond to) (5 minutes)

- 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?