

Grade-Level Meetings

**Passports
due:
May 4, 2007**



Grade-Level Meetings (36 Hours)

Definition:

- Grade Levels meet approximately twice a month
- Grade Level Meeting facilitated by the OCR literacy coach or content expert during and/or outside of instructional time receives one hour passport credit for each meeting

Documentation:

- Meeting agenda
- Sign-in Sheet
- Minutes
- Classroom or grade level action plans

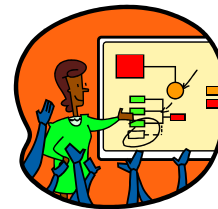
All of the above must include date, name of school and hours credited towards passport.

Suggested Actions:

- Develop
 - Learning objectives and goals based on data
 - Grade level plan for next assessment cycle
 - Unit Opener
 - Ideas for the Concept/Question Board
- Dig into manual to identify where the following occur:
 - opportunity for Accountable Talk
 - teaching writing process
 - opportunity for writing seminar
 - opportunity to link writing with the preparation of End of the Unit prompt
 - opportunities to make connections to the Concept/Question Board and unit theme
- Plan IWT interventions based on student need.
- Participates in content specific professional development (such as lesson-study)
 - professional reading club
- View and discuss
 - instructional videos
 - model lessons
 - Teachscape*

District-Approved Professional Development

**Passports
due:
May 6, 2005**



District-Approved Professional Development (No Limit)

Definition of Activities:

- District approved training that is provided by the school's literacy coach or a content expert during and/or outside instructional time (i.e. Professional Development Banked Time and/or substitute days)
- District approved training announced and provided after-school for each grade level (SOAR training, OCR content specific training, etc)
- District approved training for every hour of training one hour can be counted towards passport credit unless otherwise stated

Documentation for Activity:

- Meeting agenda
- Sign-in Sheet
- Minutes
- Classroom or grade level action plans

All of the above must include date, name of school and hours credited towards passport.

Suggested PD Sessions:

- Teaching Strategies: i.e. Direct Instruction, AEMP, differentiated learning, ELD, etc.
- Fluency building
- Reading comprehension strategies and skills
- Vocabulary instruction
- Query the Author
- Questioning and answering techniques: open-ended questions, handing-off
- Accountable Talk
- SOAR training
- Observations: modeled and demonstration lessons
- Phonemic awareness/phonics
- Blending and dictation
- Inquiry Journal, Concept/Question Board
- Writing process, writing seminar, scoring writing prompts, and sentence lifting
- OCR concept learning
- OCR videos and discussions
- Standard-based instructional strategies
- IWT: Differentiated learning and scaffolding concepts
- *Teachscape*
- Mastery III teachers may earn up to 30 hours passport time for helping a new teacher (after completion of the GRI) on his/her own time in a one on one professional development capacity
- ELD Institute - teachers can earn up to 6 hours for participating in this professional development
- Teachers can earn up to 1 hour of passport credit for participating in the Full Day Kindergarten Professional Development
- Teachers can earn up to 6 hours for participation in a 3-Day Lesson Study

Classroom Unit Assessments

**Passports
due:
May 6, 2005**



Classroom Unit Assessments (24 hours)

Definition:

- Time spent on scoring and analyzing the results of
 - OCR 6-week/unit assessments
 - end of the year fluency assessments
 - monitoring assessment log
 - mid-year kindergarten assessments
 - end of the year kindergarten
- One hour spent on scoring and analyzing assessments equals one hour of passport credit up to 8 hours per assessment reporting period.

Documentation:

- Any summary report on key assessments on students' reading performance with dates and time spent towards Passport hours with a maximum 2 hours per activity
- Any time spent on classroom action plan

Suggested Actions:

- Scoring Assessments
- Analyzing assessment data
- Analyzing content specific trends
- Scoring and analyzing writing prompts and rubrics
- Inputting and training on SOAR
- Writing and review actions plans
- Planning short and long term focused instructional goals and objectives
- Planning IWT and differentiated learning activities based on data
- Planning for intensive and strategic students
- Planning collaboratively and individually with OCR coach and/or expert
- Monitoring assessment and observation logs
- Previewing and planning for next assessments
- Planning of concepts and learning goals

Special Events

**Passports
due:
May 6, 2005**



Special Events (10 Hours)

Definition of:

A specially planned event that features content experts, researchers of literacy, and other speakers who have been authorized by District Reading Programs Office

Documentation:

- Meeting agenda
- Sign-in Sheet
- Minutes
- Classroom or grade level action plans
- *Teachscape* activity worksheets or reflective essay

All of the above must include date, name of school and hours credited towards passport.

Suggested Actions:

- Attend presentations of guest speakers
- View video tape of a special event and write a reflective essay
- *Teachscape* can be viewed at home if assigned by the principal/coach/expert as part of the district approved training and a reflective essay documents the viewing

EFFECTIVE GRADE LEVEL TEAM MEETINGS

**These meetings need to be held at least twice per month.
Content of the meetings:**

- **Planning instruction**
- **Analysis of student progress**
- **Developing actions to improve student learning within the program**

Suggestions for building effective team meetings:

- 1. Schedule meetings routinely.**
- 2. Be sure that there is specific beginning and ending times.**
- 3. Identify a meeting facilitator, recorder and time keeper at the start of the meeting.**
- 4. Provide each teacher with appropriate grade level agenda. Post grade level agendas for staff to read.**
- 5. Base the work of the meeting on evidence of student progress in the classroom, on assessments or on the needs to plan, organize or learn portions of the program.**
- 6. Identify an expected outcome such as a plan, agreement, a set of activities to be implemented and evaluated.**
- 7. Have a follow-up process to report success and needs for assistance.**
- 8. Share the minutes of the meeting with the coach and the administrator.**

Sample Grade Level Meeting Agenda

School Name

First Grade Team Meeting Agenda

Wednesday, October 15, 2003

2:30-3:30 p.m., Room 1

1 Hour Passport credit for Grade level Meetings

Agenda

Topic: Improving blending lessons

Evidence: One third of the students in grade 1 are not engaged during blending lessons

Outcome: A plan to improve blending lessons to engage more students by increasing the pace

Record of actions and agreements:

After watching the Open Court blending tape, we agreed to invite the reading coach to model in each class next week. We believe that the pace of instruction is too slow and our students are not engaged in the process. We all agreed that we are still not comfortable with the process and need to see it modeled in our classes.

Follow-up: We are going to ask that the coach return the next week to tape student engagement in the class, and each teacher will be able to evaluate the pace in the class by viewing his/her own video. Further actions will be based on improvements in word reading by identified students on the next assessment.

Topic for next meeting: Organizing workshop to address the ELD students.

Next meeting: November 01, 2003, 2:30-3:30 p.m., Room 3

Sample Agenda

Los Angeles Unified School District
District Reading Programs

Reading First Professional Development

School Name

October 14, 2003

1:30 to 2:30 pm

1 hour Passport credit for District Approved PD

A G E N D A

Outcomes: Teachers will

- Increase their content knowledge of building fluency in the *Open Court* system
- Develop a better understanding of their schools' fluency data and how to plan a site-based professional development based on data
- Understand the Reading First accountabilities

Time	Group 1	Group 2
1:30-2:00	Building fluency in the <i>Open Court</i> system	Welcome, Professional Reading*, Reading First Update
2:00-2:30	Welcome, Professional Reading*, Reading First Update	Building fluency in the <i>Open Court</i> system

* Table groups read assigned section of *Bridging the Gap Between Standards and Achievement* by Richard Elmore; discuss the article, chart salient points; share with whole group

Next steps:

- Professional reading- *Getting At The Meaning, How To Help Students Unpack Difficult Text*
- Bring evidence of being a more active and knowledgeable administrator and how this affects student achievement
- Complete the Professional Development Reflection and *Open Court* Assessment Summary Report

Next Professional Development: Tuesday, October 21, 2003 in Room 19