

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday September 2 &amp; 3, 2008</b>	<b>Thursday September 4, 2008</b>
1.75	Tony	<b>Topic: Parental</b> <ul style="list-style-type: none"> <li>• Review grade level missions</li> <li>• Identify where Parental Involvement fits into mission</li> <li>• Identify what Parental Involvement means</li> <li>• Brainstorm types of Parental Involvement</li> <li>• Identify 1-2 possibilities for the team to focus on</li> <li>• Identify pros / cons of possibilities</li> </ul>	<b>Involvement</b> <ul style="list-style-type: none"> <li>• Read article on Parental Involvement – Did the information in the article match team’s meaning and pros/cons?</li> <li>• Examine entire list of Parental Involvement activities and their pros/cons identified at teamings</li> <li>• Each team should reexamine list and identify the 1-2 activity(ies) they will agree to do</li> <li>• As a team they should identify specifics:                             <ul style="list-style-type: none"> <li>✓ implementation structure</li> <li>✓ how they will monitor the activity</li> <li>✓ how they will assess the success of the activity</li> </ul> </li> <li>• Share vision of Parental Involvement</li> </ul>
1.0	Team Work	Due to Tony by 9/8	<ul style="list-style-type: none"> <li>• Teams will work together to create forms and information they will share with parents for Open House.</li> <li>• Information/forms must be approved prior to Open House sharing.</li> </ul>
Total	Hours =	<b>2.75</b>	

**Notes:** Provide copies of grade level mission statements. Locate article on Parental Involvement. List of all possible Parental Involvement activities and pros/cons from each teaming

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday September 23 &amp; 24, 2008</b>	<b>Thursday September 25, 2008</b>
1.75	Jeri	<b>Topic: Writing</b> <ul style="list-style-type: none"> <li>• Unpack grade level writing curriculum</li> </ul>	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Model of integrated reading/narrative writing lesson using criteria list</li> </ul>
1.5	Independent Work	Due to Tony for the October 7-8 teaming time	<ul style="list-style-type: none"> <li>• Teachers/Teams will work together to create their own integrated reading/ writing lesson using criteria list</li> </ul>
Total	Hours =	<b>6.0</b>	

**Notes:** Create criteria list for distribution to teachers

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday October 7 &amp; 8, 2008</b>	<b>None</b>
0.75	Tony	<b>Topic: Writing Curriculum</b> <ul style="list-style-type: none"> <li>• Review teacher developed integrated reading/ writing lessons using curriculum and criteria</li> <li>• Teachers identify date(s) of lesson implementation (no later than October 17<sup>th</sup>)</li> <li>• Teachers implement lesson</li> <li>• Informal viewing of selected implemented lessons</li> <li>• Teachers should collect student narrative writing – not scored</li> </ul>	
1.0	Independent Work	<ul style="list-style-type: none"> <li>• Written reflections of lesson based on teacher implementation and student work:                             <ul style="list-style-type: none"> <li>✓ What went well and why</li> <li>✓ What didn't go well and why</li> </ul> </li> </ul> <p>Due for the October 21-22 teaming time</p>	
Total	Hours =	<b>7.75</b>	

**Note:** Identify sample lessons to observe and record thoughts

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday October 21 &amp; 22, 2008</b>	<b>Thursday October 23, 2008</b>
1.75	Jeri	<b>Topic: Writing</b> <ul style="list-style-type: none"> <li>• Discuss teacher/Tony reflections of lesson</li> </ul>	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Share narrative writing anchor documents</li> <li>• Score narrative writing papers using writing rubrics</li> <li>• Discuss concerns/questions</li> </ul>
Total	Hours =	<b>9.5</b>	

**Notes:** Bring samples of narrative writing anchor documents

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday November 18 &amp; 19, 2008</b>	<b>Thursday November 20, 2008</b>
1.75	Tony Mary LeBeau	<b>Topic: Assessment Data /</b> <ul style="list-style-type: none"> <li>• Examine assessment data <ul style="list-style-type: none"> <li>✓ Team level data</li> <li>✓ Class level data</li> <li>✓ Individual student data</li> </ul> </li> <li>• Identify students needing to be challenged (over 80% proficiency on assessments)</li> <li>• Identify students needing support (“double dosing” in a second classroom for additional direct instruction)</li> <li>• Identify students needing intervention (grades K-2 – Teacher Assistant; grades 3-5 – Reading Specialist)</li> <li>• Information to be placed on PLP/TST “students at risk” database.</li> </ul>	<b>Guided Reading</b> <ul style="list-style-type: none"> <li>• Model Guided Reading lesson for struggling student</li> <li>• Model Guided Reading lesson for student on grade level</li> <li>• Model Guided Reading lesson for student needing to be challenged</li> </ul>
Total	Hours =	<b>11.25</b>	

**Note:** Teachers should input and print assessment data in preparation for the teamings. Teachers should be informed that Tony will be in classrooms observing Guided Reading lessons and providing feedback on lesson

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday December 16 &amp; 17, 2008</b>	<b>Thursday December 18, 2008</b>
1.75	Jeri	<b>Topic: Integrated Informational Writing</b> <ul style="list-style-type: none"> <li>• Unpack social studies curriculum</li> <li>• Examine informational writing curriculum</li> <li>• Examine social studies assessments and anchor documents</li> </ul>	<b>and Social Studies Lesson</b> <ul style="list-style-type: none"> <li>• Model creating an integrated social studies/reading lesson using set of curriculum indicators</li> <li>• Model creating informational writing assessment</li> </ul> Model lesson using reading strategies leading to the assessment
1.5	Independent Work		<ul style="list-style-type: none"> <li>• Teachers/teams develop integrated social studies/reading and informational writing assessment lesson using identified criteria</li> <li>• To be shared with Tony at January 13<sup>th</sup> &amp; 14<sup>th</sup> teamings</li> </ul>
Total	Hours =	<b>14.50</b>	

**Notes:** Create criteria list for distribution to teachers

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday January 13 &amp; 14, 2009</b>	<b>None</b>
0.75	Tony	<b>Topic: Integrated Informational Writing and Social Studies Lesson</b> <ul style="list-style-type: none"> <li>Teachers share integrated social studies/reading and informational writing assessment lesson using identified criteria</li> <li>Identify date(s) for implementation for Tony to observe (no later than February 5<sup>th</sup>)</li> </ul>	
1.5	Independent Work	After implementation of lesson teachers should: <ul style="list-style-type: none"> <li>Write a reflection of the lesson to include:               <ul style="list-style-type: none"> <li>✓ what went well/ what didn't go well and why based on teacher implementation and student responses</li> <li>✓ Questions/concerns about curriculum</li> <li>✓ Questions/concerns about integration</li> </ul> </li> <li>Revise lesson based on reflection</li> <li>Score student writing</li> </ul>	
<b>Total</b>	Hours =	<b>16.75</b>	

**Note:** Observe lessons and record thoughts

Hours	Facilitator	Teamings	Faculty Meeting
		<b>None</b>	<b>Thursday January 22, 2009</b>
0.75	Tony Mary LeBeau		<ul style="list-style-type: none"> <li>Parental Involvement check-in               <ul style="list-style-type: none"> <li>✓ What's working</li> <li>✓ What are the obstacles</li> </ul> </li> <li>Revisiting Guided Reading               <ul style="list-style-type: none"> <li>✓ What's working</li> <li>✓ What are the obstacles</li> </ul> </li> </ul>
<b>Total</b>	Hours =	<b>17.5</b>	

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday February 24 &amp; 25, 2009</b>	<b>Thursday February 26, 2009</b>
1.75	Jeri	<b>Topic: Informational Writing</b> <ul style="list-style-type: none"> <li>• Share informational writing products from integrated social studies lesson and informational writing assessment</li> </ul>	<b>and 6-Traits</b> <ul style="list-style-type: none"> <li>• Examine informational writing anchor documents</li> <li>• Clarify forms of writing</li> <li>• Identify 6-Traits of Writing within each form</li> <li>• Identify/discuss teacher struggles in teaching writing</li> <li>• Identify/discuss student struggles in writing</li> </ul>
Total	Hours =	<b>19.25</b>	

**Notes:** Bring samples of informational writing anchor documents. Review math problem solving strategies in preparation for March 24-25 teamings. Identify strategy to be assigned to each team.

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday March 10 &amp; 11, 2009</b>	<b>None</b>
0.75	Tony	<b>Topic: Assessment Data</b> <ul style="list-style-type: none"> <li>• Examine assessment data <ul style="list-style-type: none"> <li>✓ Team level data</li> <li>✓ Class level data</li> <li>✓ Individual student data</li> </ul> </li> <li>• Identify students needing to be challenged (over 80% proficiency on assessments)</li> <li>• Identify students needing support (“double dosing” in a second classroom for additional direct instruction)</li> <li>• Identify students needing intervention (grades K-2 – Teacher Assistant; grades 3-5 – Reading Specialist)</li> <li>• Information to be placed on PLP/TST “students at risk” database.</li> <li>• Identify information necessary for final year “push”</li> </ul>	
Total	Hours =	<b>20.0</b>	

**Note:** Teachers should input and print assessment data in preparation for the teamings

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday March 24 &amp; 25, 2009</b>	<b>Thursday March 26, 2009</b>
1.75	Tony	<b>Topic: Mathematics</b> <ul style="list-style-type: none"> <li>Identify which problem-solving strategy the team will be responsible for (based on prior decision)</li> <li>Discuss/explain the math problem-solving strategy to ensure teacher understanding</li> <li>Review/model one problem from Math Problem-Solver and how the strategy would be used by students</li> </ul>	<b>Problem Solving Strategies</b> <ul style="list-style-type: none"> <li>Presentation of math problem-solving lesson</li> </ul>
1.0	Independent Team Work	<ul style="list-style-type: none"> <li>Teachers should plan a lesson matching assigned strategy using Math Problem-Solver:                             <ul style="list-style-type: none"> <li>✓ Teaching the math problem-solving strategy to students</li> <li>✓ Modeling a math problem-solving lesson</li> <li>✓ Guiding students in a math problem-solving lesson</li> </ul> </li> <li>Teams should plan to present a 10-minute lesson to the staff to include:                             <ul style="list-style-type: none"> <li>✓ Explanation of strategy</li> <li>✓ The problem used with students</li> <li>✓ How they taught it</li> <li>✓ What worked/what didn't</li> <li>✓ What they would do differently</li> </ul> </li> </ul>	
Total	Hours =	<b>22.75</b>	

**Note:** Teachers should bring Math Problem-Solver binders to teamings

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday April 28 &amp; 29, 2009</b>	<b>Thursday April 30, 2009</b>
1.75	Jeri	<b>Topic: Mathematics</b> <ul style="list-style-type: none"> <li>Unpack mathematics: Number and Operations strand in GLEs</li> </ul>	<b>Curriculum</b> <ul style="list-style-type: none"> <li>Analyze how Saxon Math/NECAP assesses Number and Operations strand in GLEs                             <ul style="list-style-type: none"> <li>✓ Do we set students up for success?</li> <li>✓ What can we do to set students up for success?</li> </ul> </li> </ul>
Total	Hours =	<b>24.5</b>	

**Note:** Bring NECAP release tasks that focus on Number and Operations strand

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday May 1 – 22, 2009</b>	<b>None</b>
0.75	Tony	<b>Topic: Individual Reflections</b> <ul style="list-style-type: none"> <li>• Individual meeting with teachers to discuss reflection of: <ul style="list-style-type: none"> <li>✓ Understanding of teaching reading strategies</li> <li>✓ Understanding of teaching writing / scoring student work</li> <li>✓ Understanding of social studies curriculum</li> <li>✓ Understanding of math problem solving</li> </ul> </li> </ul>	
1.0	Independent Work	<ul style="list-style-type: none"> <li>• Teachers should complete Reflection Sheet <u>prior</u> to individual meeting</li> </ul>	
1.0	Independent Work	<ul style="list-style-type: none"> <li>• Teachers should complete student grouping cards prior to May 26<sup>th</sup> – 27<sup>th</sup> teamings and May 28<sup>th</sup> faculty meeting.</li> </ul>	
Total	Hours =	<b>27.25</b>	

**Note:** Create reflection sheet and distribute to teachers prior to May 1<sup>st</sup>.  
Distribute grouping cards prior by May 11<sup>th</sup>.

Hours	Facilitator	Teamings	Faculty Meeting
		<b>Tuesday &amp; Wednesday May 26 – 27, 2009</b>	<b>Thursday May 28, 2009</b>
1.75	Tony	<b>Topic: Assessment Data /</b> <ul style="list-style-type: none"> <li>• Examine assessment data <ul style="list-style-type: none"> <li>✓ Team level data</li> <li>✓ Class level data</li> <li>✓ Individual student data</li> </ul> </li> <li>• Identify how students needing to be challenged succeeded</li> <li>• Identify how students needing support succeeded</li> <li>• Identify students needing intervention succeeded</li> <li>• Identify information necessary for beginning next year with students</li> </ul>	<b>Student Grouping</b> <ul style="list-style-type: none"> <li>• Teachers should use criteria for grouping students by classes.</li> </ul>
Total	Hours =	<b>29.00</b>	
6	Parent Meetings =	<b>35.0</b>	
4	PSD Mandatory Hours =	<b>39.0</b>	

**Note:** Use predetermined grouping criteria sheet for teachers to set up classes.