

<p>Date: Who:</p>	<h1>Feedback</h1>
<p>Mr. A 8/10</p>	<p>Reinforcements:</p> <ul style="list-style-type: none"> ● Reviewed norms ● Team has awareness of the resources to support planning – curriculum, unpacking document ● Equity of voice ● The team displays knowledge of the important concepts to instruct the students ● Instructional outcomes are clear and in student friendly language ● There was an opportunity for team members to learn from each other during the ,meeting ● Learning activities aligned to instructional outcomes ● Team reviewed norms at the end of the meeting ● There is trust, mutual respect as a team <p>Refinements:</p> <ul style="list-style-type: none"> · What can discussions for planning look like for differentiation? · Use your item specification document as you plan ELA and math. It will give you additional insight on how you can support student learning and what to expect. This document is in your PLC binder in tab 4 or 5 · What are your CFU's for instruction in your class? · Is the team crystal clear with regard to what must be done in the classroom at the end of the meeting? – This is a good closure/check in question possibly at the end of your meetings <p>Celebrate your reinforcements and grow your refinements. Nice work. Thank you.</p>
<p>10/12 Armstrong</p>	<p>Reinforcement:</p> <ul style="list-style-type: none"> ● Agenda driven meeting with safety and equity of voice present ● Team worked to implement backwards planning with building math illuminate CFA and then having that drive the planning for

	<p>instruction-nicely done!</p> <ul style="list-style-type: none"> • Team uses illuminate to craft CFA based on current standard and discussed student potential misunderstandings, needs and supports. • Learning goal and success criteria discussed and created collaboratively <p>Refinement:</p> <ul style="list-style-type: none"> • When planning for student interventions (when planning around ELA) how is the team using fastbridge data to determine skill needs, interventions and grade level supports?
<p>11/30/21 Armstrong</p>	<p>Reinforcement: Planning from math with use of pacing guide, go math documents and calendars to drive discussion around student need and types of problems to cover need with mult/div being reciprocal processes Team is collaborative, safe and centered around student learning in all conversations Learning goals created and agreed upon Intentionality around planning for students to be successful on interims</p> <p>Refinement: Continue to have and use the DOK resource that is available to you. This guides intentionality and strategy and will help with incorporating academic language into your work</p>
<p>2/8/2022</p>	<p>Reinforcement: Planning conversation was well looking at materials to share when building the lesson for ELA to support what you want kids to do as well as the assessment being created Two man team able to share roles and responsibilities to ensure content covered in time shared. Providing students with different ways to be assessed to determine success and ability to move forward Video uploaded this time :)</p> <p>Refinement: Test length seems a lot for the unit you are discussing-what is the purpose and can that be broken up? What is the ultimate purpose for the assessment when going at this length? Please ensure you record the entire planning meeting moving forward-can be on agenda as a reminder role to ensure that it is captured.</p>
<p>2/14/2022</p>	<p>Reinforcement: Timer used to monitor Math planned and had the district guide, materials and items prepared to share out when planning Team was able to navigate and catch up team member working with parent Use of illuminate test bank in alignment with Go Math</p>

	<p>Rich discussion around potential student concerns with questions and how they will be adjusted DOK levels discussed and used to craft assessment Refinement: Please ensure you are responding to feedback so we are aware of refinements, supports needed and aren't repeating these items. I know when working with CFA's we've discussed 5 questions but it seems what I see is longer so can that be shared as to the rationale and need around this?</p> <p>Team Response:</p> <ul style="list-style-type: none"> ● That was not a CFA, it was an End of Unit Assessment which is why it was longer ● Thank you for reminding us about feedback! We added it as a business meeting item
4.25.22	<p>Reinforcements:</p> <ul style="list-style-type: none"> ● Developed an action plan for math to allow for a week of review before post tests ● Splitting the load of work between the members (topics and responsibilities) ● After book study transitioning into poetry <p>Refinements:</p> <ul style="list-style-type: none"> ● How is the team documenting the things to keep and adjust for next year? Full ownership of the learned process this year.

