

Framework for Teacher Discussions

The purpose of this framework is to provide a structure for valuable teacher to teacher discussions. When this is done we are at our best. Versions of this are going on around the building every single day! This would typically happen with people of the same discipline. Several teachers thought it would also be valuable for occasional cross discipline planning. This is meant to be a guide not a checklist and at a given meeting some steps might not apply, but the focus on student work should be clear.

Outline for a 30 minute meeting:

1. General Purpose- To establish major concerns and strategies to promote better results for an agreed upon SMART goal. (1 min.)
2. Strategies That Worked- Team members share what worked since the last meeting (5 min.)
3. Chief Challenges- Team members share biggest challenges preventing them from reaching their goal (5 min.)
4. Possible Solutions- Practical solutions to these problems are discussed. (10 min.)
5. Action Plan- Solutions that would best meet the needs of the team are established to be completed prior to the next meeting. People responsible are noted. (10 min.)

Items that may be brought to the meeting:

1. Assessment results from the past month.
 - a. This could include authentic or traditional assessments like CRAs or tests.
 - b. This could simply be a gradebook printout or a performance tracker report.
2. Lists of essential skills that were taught during the month
 - a. This may be essential questions or objectives you have taught.
 - b. This is still critical for students to see daily in your class through PowerPoint or in some way on the board
3. Lesson Plan Books showing standards that have been taught.
 - a. This could be a curriculum map that has your standards on it.
 - b. This could be your plan book that you bring to the meeting
 - c. It is true that you need to be looking to see what standards you are covering over the course of the year. If this is not in your map it is something to be working toward.
4. Samples of student work that reflects what you have been teaching.
 - a. This should be actual student work that you would collect.
 - b. An example of this is what you currently do for your writing folder.
 - c. This also could be projects some of you have hanging in the hall.
 - d. Any samples of students' work that demonstrate student understanding of the skill or content you are teaching.