

**How to Use MCL Team Meeting Sample Agendas**

The following sample agendas can stand alone or work together to form a general scope and sequence for multi-classroom leader team meetings focused on lesson planning, delivery, and data analysis. These agendas highlight what MCL teams should focus on: backward planning, team collaboration, and public practice.

**Planning the Flow of MCL Team Meetings**

Use one or both of the following agendas as needed:

* [Task analysis](#Task):This agenda focuses on backward planning from a summative assessment, and is most useful when a task is aligned to a unit plan—whether from the central office district or written by the MCL. The task analysis is the first step toward getting the team to fully grasp the unit and adapt it to their students’ needs, context, and prior knowledge.
* [Unit planning](#UnitPlanning): Use this agenda when the team has a unit plan in place—whether from the central office district or written by the MCL—so the team can fully grasp the unit and adapt it to their students’ needs, context, and prior knowledge.

Then, throughout the unit, cycle through:

* [Lesson planning](#LessonPlanning): Use this agenda to practice a key component for an upcoming lesson; all team teachers should practice the same component. Focus on a high-leverage component—for example, modeling, student discourse, aggressive monitoring of independent/guided practice, questioning, or response to student misconceptions.
* [Rehearsal Protocol](#RehearsalProtocol): MCLs should use this protocol when team teachers publicly practice an aspect of instruction.
* [**Data Analysis**](#DataAnalysis)and [Analyzing Student Work](#Analyzing): These agendas offer two options for discussing student data and the instructional changes prompted by the data—MCLs should choose which best fits the team’s needs.

An example of how this might look when scheduled throughout a quarter:

|  |  |  |
| --- | --- | --- |
| **Date; Time Needed** | **Agenda** | **Notes** |
| 9/24; 45 minutes | Task Analysis | To do before students begin their new unit of study. |
| 10/1 (teacher workday); 2 hours | Unit Planning | This comes the week before we start our new unit. |
| 10/8; 45 minutes | Lesson Planning | Planning a key component to practice with team teachers.  |
| 10/15; 45 minutes | Rehearsal Protocol | Practicing a key teaching move. |
| 10/22; 45 minutes | Data Analysis | Reviewing student work for key lesson 1. |
| 10/29; 45 minutes | Lesson Planning | Planning a key component to practice with team teachers.  |
| 11/5; 45 minutes | Rehearsal Protocol | Practicing a key teaching move. |
| 11/12; 45 minutes | Data Analysis | Reviewing student work for key lesson 2. |

****

**MCL Team Meeting Sample Agenda: Task Analysis**

This agenda focuses on backward planning from a summative assessment, and is most useful when a task is aligned to a unit plan—whether from the central office district or written by the MCL. The task analysis is the first step toward getting the team to fully grasp the unit and adapt it to their students’ needs, context, and prior knowledge.

|  |  |
| --- | --- |
| **Date:** **Time:** **Location:**  | **Team:** **Note-Taker:** **Timekeeper:**  |
| **Topic:**  | **Attendees:** **Facilitator:**  |
| **Meeting Objectives:**  | **Team Meeting Norms:** 1. **Keep Kids First**
2. **Be on Time**
3. **Be Engaged**
4. **Be Fully Present**
 |
| **Guiding Questions:*** Based on the summative assessment:
	+ what standards are being assessed? Determine ***how*** they are assessedby asking:
		- what do students have to know and understand?
		- what do students have to do?
 |
| **Team teachers—to prepare for this meeting, please:** * Put on your “student hat” and take the assessment from the perspective of a student.
* Put a star by questions that stand out as high rigor.

*Note any “aha” moments while taking the assessment.*  |
| **MCL/facilitator—to prepare for this meeting, do the following, then delete this section before sending to the team:** * Using the [Team Meeting Tool](#MeetingTool), break down the standards to be tested, accompanying skills/knowledge, and general prior knowledge. Share with team teachers along with the summative assessment.
* If assessment is too lengthy, choose key questions or sections for team teachers to focus on when taking the assessment.
 |

**Part 1: Debrief assessment:**

* What was it like taking the assessment as a student?
* What habits made you successful that you will want to see modeled from your students?
* Where do you anticipate challenges?
* What skills are emerging as most important to teach in the unit?

**Part 2: Question analysis**

* Use this chart to match questions with standards. The example was based on the released North Carolina end-of-grade test for sixth-grade English language arts.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard / Question #** | **Question Stems** | **Skills** | **Knowledge** | **Corresponding lesson name(s) and/or number(s) that teach these skills & concepts**  | **What steps would a student have to go through to achieve mastery? See** [**here**](https://trg.kipp.org/reading-thinking-steps/about-reading-thinking-steps/) **for examples and resources.**  |
| *Example: RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**19, 34, 36, 39* | *19. What is the meaning of line 10 (Friendship is a simple story)?* ***(inference)****34.* ***In the selection,*** *why did\_\_\_ believe \_\_\_\_?**36. In the selection, what was the grandfather trying to teach his grandson by telling the* ***fable****?* *39. Based on the selection, what does the American Indian culture value?*  | *19. Restate a phrase that requires inferencing*  | *19.* ***Inference****34. Language of “in the selection”*  | *Introduction of inferences in lesson 3; practice is woven into lessons 4– 5 as we read our short story.* |  |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |

**Part 3: Consider the rigor**

* Which questions are the most rigorous? Does this match your experience taking the assessment? What standards are they associated with?
* How can you support students in achieving mastery on these questions in particular?
* If there were additional challenges you encountered, what additional support might students need to excel on this assessment?



**MCL Team Meeting Tool:**

**Analyzing Standards for Task Analysis Meetings**

|  |  |  |
| --- | --- | --- |
| **Standard** | **What does the standardask students to do, know,and understand?** | **Does this standard assume prior knowledge?** |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |



**MCL Team Meeting Sample Agenda: Unit Planning**

Use this agenda when the team has a unit plan in place—whether from the central office district or written by the MCL—so the team can fully grasp the unit and adapt it to their students’ needs, context, and prior knowledge.

|  |  |
| --- | --- |
| **Date:** **Time:** **Location:**  | **Team:** **Note-Taker:** **Timekeeper:**  |
| **Topic:**  | **Attendees:** **Facilitator:**  |
| **Meeting Objectives:**  | **Team Meeting Norms:** 1. **Keep Kids First**
2. **Be on Time**
3. **Be Engaged**
4. **Be Fully Present**
 |
| **Guiding Questions:*** What are the unifying themes, big ideas, and essential questions present in the unit? How can you create excitement and connection with students? How does this unit connect with prior units?
* Which lessons are key in being able to achieve mastery? Why?
	+ Look at the scope and sequence to see which lessons are most important for achieving mastery.
	+ If students are struggling with these key lessons, where is there an opportunity to address misunderstandings in the unit?
 |
| **Team teachers—to prepare for this meeting, please:** * Review the themes and essential questions for this unit of study
* Brainstorm which lessons are the most critical for students to achieve/demonstrate mastery of this unit and be prepared to share in our meeting
* Bring our completed task analysis for this unit assessment to build on
 |
| **MCL/facilitator—to prepare for this meeting, do the following, then delete this section before sending to the team:** * This meeting may take one to two hours.
	+ If you have a longer amount of time (such as on a teacher workday), consider combining this with the task analysis agenda to get deep into planning as a team.
	+ If you have only 30 to 45 minutes, choose the highest-priority parts of this agenda for your team (for example, focus on discussing unit themes to ensure content understanding, or on drafting a unit calendar if sequencing lessons is a skill the team should practice).
* Adjust this outline to fit your needs, such as having a scripted curriculum or following a district pacing guide.
 |

**Part 1: Connecting standards & unit assessment questions to lessons within the unit**

Take our completed task analysis and add the last column on the right to map out your unit. The example was based on the released North Carolina end-of-grade test for sixth-grade English language arts.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard / Question #** | **Question Stems** | **Skills** | **Knowledge** | **Corresponding lesson name(s) and/or number(s) that teach these skills & concepts**  |
| *Example: RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**19, 34, 36, 39* | *19. What is the meaning of line 10 (Friendship is a simple story)?* ***(inference)****34.* ***In the selection,*** *why did\_\_\_ believe \_\_\_\_?**36. In the selection, what was the grandfather trying to teach his grandson by telling the* ***fable****?* *39. Based on the selection, what does the American Indian culture value?*  | *19. Restate a phrase that requires inferencing*  | *19.* ***Inference****34. Language of “in the selection”*  | *Introduction of inferences in lesson 3; practice is woven into lessons 4–5 as we read our short story.* |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |

*If you don’t have a pacing guide or unit plan completed already, use your task analysis to help you build a sequence of objectives/standards:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard / Question #** | **Question Stems** | **Skills** | **Knowledge** | **What order do I want to teach these standards in?**  | **How many lessons will it take to introduce and practice this knowledge/skill?** |
| *Example: RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**19, 34, 36, 39* | *19. What is the meaning of line 10 (Friendship is a simple story)?* ***(inference)****34.* ***In the selection,*** *why did\_\_\_ believe \_\_\_\_?**36. In the selection, what was the grandfather trying to teach his grandson by telling the* ***fable****?* *39. Based on the selection, what does the American Indian culture value?*  | *19. Restate a phrase that requires inferencing*  | *19.* ***Inference****34. Language of “in the selection”*  | *This could come close to the beginning of this unit because students can build on this concept as we identify themes.*  | *One lesson to introduce; 2–3 lessons to practice and review* |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |

**Part 2: Understanding key themes, essential questions, and flow of the unit**

Discuss the following questions as a team:

* What **connections** do you see between the standards covered in this unit and the theme of the unit?
	+ Which standards are the meatiest in this particular unit?
	+ How many lessons are you spending on each standard and sub-standard?
	+ Which lesson(s) might require the heaviest intellectual lift from students in this unit?
* How might you connect this to previous units you’ve studied as a class? Where do you see **opportunities to reteach and/or dive more deeply** into concepts or skills you’ve engaged in already this year?
* How are you going to build and sustain **excitement** for this unit with your students?
* What **community assets** (of students, our classroom, our broader community) can we draw on or make connections to this unit?
* Are there any lessons/texts that cover particularly **sensitive issues** or knowledge that require more preparation? If so, how will you prepare for these lessons, and what outside guidance will you consult?
* Is there any content or skill you need to gain more **practice** or **confidence** with before teaching it to your students? What might that mean for student understanding of these same concepts?

**Part 3: identifying critical lessons in the unit**

Now that you’ve discussed key unit components, identify the 1–3 lessons that will be critical to student ability to demonstrate mastery on the unit assessment by following this group narrowing process.

* List the lessons you identified ahead of this meeting as key levers in this unit. Everyone should share here—you may have the same lessons identified, or you may not; either is great!
* Based on the discussion you’ve just had, are there any lessons not on this list that you want to add?
* Now, evaluate the lessons you have listed against the criteria below. If the lesson does not meet all of these criteria, cross it off the list.
	+ Will this be critical **for where your students are and what they need?**
	+ Is this lesson connected to a substantial portion of the unit or end-of-year assessment?
	+ Is this lesson foundational for subsequent objectives and/or building upon a key skill woven throughout the unit or grade level?

**Part 4: Drafting a unit calendar**

If you don’t have a calendar for this unit, go ahead and make one now! (Note: If time does not permit, this can be independent work.)

Calendar tips:

* Put your assessment on the calendar
* Schedule your high-priority lessons/objectives **first**.
* Strategically reserve days where you don’t have an objective to allow for flex/reteach time. Consider when your interim assessments occur and how you can use interim assessment data.



**MCL Team Meeting Sample Agenda: Lesson Planning**

Use this agenda to practice a key component for an upcoming lesson; all team teachers should practice the same component. Focus on a high-leverage component—for example, modeling, student discourse, aggressive monitoring of independent/guided practice, questioning, or response to student misconceptions.

|  |  |
| --- | --- |
| **Date:** **Time:** **Location:**  | **Team:** **Note-Taker:** **Timekeeper:**  |
| **Topic:**  | **Attendees:** **Facilitator:**  |
| **Meeting Objectives:**  | **Team Meeting Norms:** 1. **Keep Kids First**
2. **Be on Time**
3. **Be Engaged**
4. **Be Fully Present**
 |
| **Guiding Questions:*** What moment in this lesson is most important for students to achieve mastery?
* How can I improve my instruction around this lesson element?
 |
| **Team teachers--to prepare for this meeting, please:** * Bring a lesson plan and be able to share:
* Objective
* Measure of mastery
* The flow of the lesson (what activities are happening)
 |
| **MCL/facilitator—to prepare for this meeting, do the following, then delete this section before sending to the team:*** Option 1: Choose a lesson in the upcoming week that your team teachers will be teaching.
	+ Choose the moment of that lesson that is the biggest lever for student achievement. (Be prepared to share your thinking and use this in framing the meeting.)
	+ Practice that portion of the lesson using the [rehearsal protocol](#RehearsalProtocol).
* Option 2: Choose a key lesson component that poses a challenge for teachers (best for teams composed of teachers who teach different subjects or the same subject in different grades).
	+ Have each teacher bring an upcoming lesson plan that contains the key component (such as modeling, aggressive monitoring, opportunity for student discourse).
	+ Briefly analyze a lesson to determine objective, key lesson moments to achieve mastery, and a measure of assessment (such as an exit ticket.)
	+ Practice the key lesson part as a group using the [rehearsal protocol](#RehearsalProtocol).
 |

**Part 1: Open and Share**

Team teachers can answer these questions in the form of a written reflection, with a partner, or whole team whip-around.

* What is the objective of your lesson? How is that objective assessed?
* How does it connect with the summative assessment and overarching themes of the unit?
* Describe the flow of the lesson (activities that are happening) in two minutes or less.

**Part 2: Model**

* The MCL or a team teacher who excels in this models the lesson element for the team. Video models from the MCL or team teacher could also be used.
* MCL frames how this lesson element is essential for mastery of the lesson objective.

**Part 3: Practice** (see the Rehearsal Protocol)

* (2 minutes) The rehearsing teacher gives context for their lesson before beginning to practice.
* (7 – 10 minutes) The rehearsing teacher teaches their lesson segment.
* All other teachers participate as students (if desired).
* The MCL/facilitator notes strengths and opportunities centered on the teaching practice identified at the beginning of the team meeting.
* (8 – 11 minutes) Discuss the rehearsal.
* **Always** begin by having the rehearsing teacher share their immediate reflections and/or questions for the team.
* Then, move into discussing the strengths and opportunities that this instructional activity provided to students. If the team participated in the rehearsal as students, this is also a time for them to share how the lesson felt as a student.
* Close by having the rehearsing teacher share their next steps and takeaways from the conversation.

**Part 4: Debrief**

Team teachers can answer these questions in the form of a written reflection or through team discussion.

* Did you have any “aha” moments?
* How could personal improvement around this lesson component affect student learning and growth?
* How could today’s practice be incorporated into other lessons?



**MCL Team Meeting Sample Agenda: Rehearsal Protocol**

MCLs should use this protocol when team teachers publicly practice an aspect of instruction. Use this tool in conjunction with the [MCL Team Meeting Sample Agenda: Lesson Planning](#LessonPlanning).

|  |  |
| --- | --- |
| **Date:** **Time:** **Location:**  | **Team:** **Note-Taker:** **Timekeeper:**  |
| **Topic:**  | **Attendees:** **Facilitator:**  |
| **Meeting Objectives:**  | **Team Meeting Norms:** 1. **Keep Kids First**
2. **Be on Time**
3. **Be Engaged**
4. **Be Fully Present**
 |
| **Team teachers—**to prepare for this meeting, please:* Refresh your understanding of this aspect of practice: \_\_\_\_\_\_\_ by reviewing this resource: \_\_\_\_\_\_.
* Bring an upcoming lesson to rehearse that includes this instructional activity: \_\_\_\_\_\_If you’re not planning to lead this activity soon, you can also bring a lesson you have recently taught that contains this instructional activity (don’t create something just for this meeting!). Be prepared to practice a 7–10 minute segment of this instructional activity.
 |
| **MCL/facilitator—**to prepare for this meeting, do the following, then delete this section before sending to the team:* **Determine the aspect(s) of practice your team will investigate together.** This can be selected at your discretion or collectively with the team. *Example: we decided to focus this rehearsal’s conversation and feedback on surfacing and responding to student errors during instruction.*
	+ Some teaching core practices you may want to investigate together: teaching toward an instructional goal; positioning students as competent sense-makers; eliciting and responding to student ideas; attending to student thinking (precision, errors, etc); creating and maintaining an equitable learning environment; teacher understanding of content and instructional goals.
* **Determine the instructional activity your team member(s) will rehearse**. The instructional activity should be content-specific and will be the vehicle through which your team will refine their understanding of the teaching practice you have selected. Again, this can be selected at your discretion or collectively with the team. *Example: we’re going to rehearse a quick images activity from our math blocks.*
	+ Some examples of content-specific instructional activities you can use to anchor your investigation of teaching practices: quick images, choral counting, contemplate then calculate (math); interactive read-alouds, close reading, warranting interpretive claims (humanities); lab procedures, constructing evidence-based explanations (science).
* **Decide how you will select who is rehearsing**. Will you take volunteers? Will you have a rotation? Will you randomly select?
* **Map out the flow of practice**: How many people will have a chance to practice publicly? Will you allow peers to give feedback on the rehearsing teacher’s practice?
* If this is your first time practicing publicly together, **determine your working agreements/norms** for how you will engage in practice as a group.
 |

|  |
| --- |
| **Step One: Review Purpose of Practice & Rehearsal Norms** (5–7 minutes)* Share both the teaching practice you will focus your discussion around as well as the instructional activity that you will be rehearsing together.
	+ *Example: we decided to focus this rehearsal’s conversation and feedback on surfacing and responding to student errors during instruction. We’ll do this through rehearsing a quick images activity from our math blocks.*
* Review your public practice working agreements/norms!
* Determine who will rehearse today if you haven’t already.
 |
| **Notes:**  |
| **Step Two: Rehearsal!** (20 minutes)* (2 minutes) The rehearsing teacher gives context for their lesson before beginning their practice.
* (7 – 10 minutes) The rehearsing teacher teaches their lesson segment.
	+ All other teachers participate as students (if desired).
	+ The MCL/facilitator will note strengths and opportunities centered on the teaching practice identified at the beginning of the meeting.
* (8 – 11 minutes) Discuss the rehearsal.
	+ **Always** begin by having the rehearsing teacher share their immediate reflections and/or questions for the team.
	+ Then, move into discussing the strengths and opportunities this instructional activity provided to students. If the team participated in the rehearsal as students, this is also a time for them to share how the lesson felt as a student.
	+ Close by having the rehearsing teacher share their next steps and takeaways from the conversation.
 |
| **Notes:**  |
| **Step Three: Action Planning & Next Steps**(10 minutes)* Everyone can learn something from public practice! Take 5–7 minutes for everyone to revise their upcoming lesson with this instructional activity.
* Have 1–2 teachers share the adjustments they made based on today’s public practice.
* Determine how you will follow up as a team: After everyone has a chance to teach this instructional activity with this teaching practice in mind, how will you look at student data to see the potential impact of your group learning?
 |
| **Notes:**  |

*For additional information about leading rehearsals, visit* [*https://tedd.org/leading-rehearsals/*](https://tedd.org/leading-rehearsals/)

*To see an example of an extended job-embedded learning lab, visit* [*https://tedd.org/learning-labs/*](https://tedd.org/learning-labs/)



**MCL Team Meeting Sample Agenda: Data Analysis**

|  |  |
| --- | --- |
| **Date:** **Time:** **Location:**  | **Team:** **Note-Taker:** **Timekeeper:**  |
| **Topic:**  | **Attendees**: **Facilitator:**  |
| **Meeting Objectives:**  | **Team Meeting Norms:**1. **Keep Kids First**
2. **Be on Time**
3. **Be Engaged**
4. **Be Fully Present**
 |
| **To prepare for this meeting, please:**  |
| What is the assessment and primary focus for the data conversation? |

|  |
| --- |
| **Brief Background** |
| What was the student(s) asked to do? | How long did the student(s) have to do it? |
| Was the work completed independently or collaboratively? |
| **Low-Inference Observations** |
| What do you see? |
| **Interpreting the Student Work** |
| What was/were the student(s) thinking? Why? | How did the student(s) interpret the assignment? |
| What did the student(s) understand? | What did the student(s) not understand? |
| What questions do you have when you look at the work?  |
| **Classroom Implications** |
| What are the implications of this work for assessment? | What are the implications of this work for teaching? |
| What steps will the teacher take next with the student(s)? | What teaching strategies will be most effective?  |
| What are the missing elements in the student work?What kinds of assignments could provide this information? | What does this conversation make you think about in terms of your own practice?  |
| **Reflection** |
| (Presenter) What did you learn about the student(s) and the work?  | What could be improved? |



**MCL Team Meeting Sample Agenda: Analyzing Student Work**

|  |  |
| --- | --- |
| **Date:** **Time:** **Location:**  | **Team:** **Note-Taker:** **Timekeeper:**  |
| **Topic:**  | **Attendees**: **Facilitator:**  |
| **Meeting Objectives:**  | **Team Meeting Norms:**1. **Keep Kids First**
2. **Be on Time**
3. **Be Engaged**
4. **Be Fully Present**
 |
| **To prepare for this meeting, please:**  |
| What is the assessment and primary focus for the data conversation? |

|  |
| --- |
| **Step One: Item-Level Think-Aloud**(5–7 minutes)Teacher talks while collaborative partner listens* On which two questions did two students perform the best? What do you think caused this high performance?
* On which two questions did two students perform the worst? What misunderstandings are revealed here?
	+ What steps do students need to take to answer this question correctly?
	+ What practice do students need to master this standard?
	+ What didn’t work the first time—how did you initially teach this?
	+ How can you try again with the whole class or small groups?
* On questions that measured the same standard, did students perform better on some then others?
	+ If so, what are the differences in difficulty or content between those questions?
	+ Why did students do better on one question than on another?
* Compare similar standards:
	+ Do the results on one standard influence the other?
 |
| **Notes:** |
| **Step Two: Solution Brainstorm Discussion**(10 minutes)Participants share their perspectives on how to address challenges addressed by data. *Ideas to explore:* * **Explicit instruction:** What would I have to teach to overcome these misunderstandings? How will that teaching be different than the last time?
* **Assignments/activities:** What activities/assignments will students need to practice this new skill to the point of mastery?
* **Assessment/check for understanding:** Where will I build in assessment/checking for understanding during the lesson itself?
 |
| **Notes:** |
| **Step Three: Action Planning**(10 minutes)* Establish next steps to implement solutions
* Create observation and follow-up plans to be set on calendar so that partners can provide feedback on action plans
 |
| **Notes:** |