

AGENDA/MEETING SUMMARY FORM

Grade	
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Date	
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Participants			
Facilitator		Note Taker	
Time Keeper		Other	

DRT Norms	
Start and end on time.	Be an active participant in the meeting.
Be prepared with all needed materials.	Be solution-oriented.

SMART GOAL:					
<i>(Student)'s</i>	replacement behavior of			<i>(replacement behavior that feeds the same function)</i>	
will increase from	%	/	days, to	%	/ days, by
<i>(Data review Date)</i>				as measured by	
<i>(Tool of measurement)</i>					

SMART GOAL:					
	replacement behavior of				
will increase from	%	/	days, to	%	/ days, by
				as measured by	

SMART GOAL:					
	replacement behavior of				
will increase from	%	/	days, to	%	/ days, by
				as measured by	



SMART GOAL:					
		replacement behavior of			
will increase from	%	/	days, to	%	/
					days, by
					as measured by

1. What is the intended goal of the meeting? (What do you expect the students to learn?) (How will you know they learned it?)

2. What were our successes? (What worked and how do you know?)

3. What did we learn? (What did you learn from students? What did you learn from your instruction?)

4. What actions will be taken? (What will you do for students who didn't get it? What will you do for those who already have it?)

5. Due for next meeting

	4- Highly Effective	3- Mostly Effective	2- Progressing towards	1- Beginning Signs
Data Use	Team uses qualitative and quantitative data based on	Team has data that can be acted on within the	Team has data that can be acted on in the next	Team has data, but it isn't collected or

	<p>current needs as a measurement for student learning and strategy effect.</p> <p>Student work samples are used as models for identification of errors, benchmarks, and exemplars.</p>	<p>next week.</p> <p>Student work samples are present allowing teachers to make inferences on learning gaps or misconceptions.</p>	<p>few weeks. Data isn't organized to allow for more time focused on instruction.</p> <p>Student work samples are missing to reinforce inferences.</p>	<p>organized in a manner that advances the conversation.</p> <p>Student work samples are missing to reinforce inferences.</p>
Instructional Strategies	<p>Team spends the majority of the time discussing curriculum, instruction, resources and/or assessment.</p> <p>Team members discuss the explicit steps for quality implementation and the strategy is directly connected to the standard and addresses the four possible distinct gaps in student learning.</p>	<p>Team spends at a minimum $\frac{1}{2}$ of the time discussing curriculum, instruction, resources and/or assessment.</p> <p>Team members discuss the explicit steps for quality implementation and the strategy is directly connected to the standard and addresses at least two distinct gaps in student learning.</p>	<p>Team spends at a minimum $\frac{1}{3}$ of the time discussing curriculum, instruction, resources and/or assessment.</p> <p>Some time is used to describe the explicit steps for quality implementation, but the strategy may or may not connect to the rigor of the standard or gap in student learning.</p>	<p>The team sees the need to discuss curriculum, instruction, resources and assessment, but may not get to the explicit steps of quality implementation.</p> <p>Team members discuss whole group instruction.</p>
Success Criteria	<p>The vision of the successful use of a strategy is so clearly conceived that an observer could identify the following criteria: language of standard, rigor, and implementation, as well as the linear steps for using the strategy.</p>	<p>There is clear evidence of team discussion towards successful implementation of an instructional strategy that includes the criteria: language of standard, rigor, and implementation.</p>	<p>There is some evidence of team discussion towards successful implementation of an instructional strategy that include two of the criteria: language of standard, rigor, and implementation.</p>	<p>There is some evidence of team discussion towards successful implementation of an instructional strategy that include one of the criteria: language of standard, rigor, and implementation.</p>

Adapted from Dr Doubek Creative Leadership Solutions .