Purpose of Elementary Grade Level Team Meetings

**Monthly Grade Level Team Meeting**
Comprised of 1 literacy and 1 math representative from each grade level PLC in each building.

**Curriculum Alignment and Professional Learning:** Pacing guides; Share instructional practices; Examine summative data; Shared decision making (empowers teachers decision making ability); Communicate individual building team needs (allows coordinators to differentiate PD based on individual building needs).

Strengthen knowledge of content and pedagogy as a district-wide grade level team. The team builds teacher capacity in their PLC and ensures consistency across all buildings.

In order to realize the district mission to create a guaranteed and viable curriculum and to provide equal opportunities for student achievement, teacher collaboration is essential. It is inadequate to provide our 15 elementary buildings curriculum pacing guides and leave the interpretation of those guides and consistent pedagogy to chance.

- Teachers benefit from the professional growth that occurs when collaborating and learning with their peers.
- Students benefit from the shared commitment and reciprocal accountability that occurs when teachers work together to ensure that every student, every day learns.
- District-wide grade level teams will receive quality and consistent support and in turn will provide support to teachers in their PLC teams back at their building. This alleviates inconsistency with training, communication, curriculum, and pedagogy.
- This process empowers teachers to make shared decisions and honors their knowledge and professional judgment. (Research documents improved teacher retention in districts that align practices and support teacher collaboration).
- Research supports it is not the amount of time teachers are with students that improves student achievement, rather it is the quality of the time they spend. A guaranteed and viable curriculum, when truly achieved, is proven to be the number one factor for increasing student achievement.

Last year our teachers were out of their classrooms multiple days for Investing in Teacher Days training through the funding that was provided by the state. Time away from students to meet with their grade level colleagues once a month is minimal. For the literacy teachers their students' instruction and learning will continue with a fully certified teacher who is also a literacy leader that works side-by-side with them in the classroom on a regular basis. Math
teachers in two buildings will have a sub for a maximum of 1.5 hours a month with ample time to plan for those days. In this circumstance, I would expect the teacher be prepared well enough that there is minimal disruption to student learning.

“Schools are only as good as the people who work in them.” Richard DuFour

Please take two minutes and view this link. In my professional judgment this defines our resistance much more clearly than the concern about losing instructional time. http://www.youtube.com/watch?v=GIJcFW9qMiI&list=PL4274E78A5B74E2B2

“The definition of insanity is to continue to do the same thing you have always done and expect different results.” Albert Einstein

**Schedule for Elementary Grade Level Team Meetings**

**Literacy – Wednesday Mornings - 8:00 – 11:00**
K-1 First Wednesday of the Month (Exception in Sept. they meet the 4th week)
2-3 Second Wednesday
4-5 Third Wednesday

**Math 2:00 – 4:30 PM -- 2nd & 4th Tuesday and Every Thursday**
K – 4th Thursday
1 – 4th Tuesday
2 – 3rd Thursday
3 – 2nd Thursday
4 – 2nd Tuesday
5 – 1st Thursday

A principal has been assigned and will be present at every district-wide grade level meeting. Principals in turn will share with the other principals the work of the grade level teams. Without the support of the principals and without our principals actively and effectively collaborating as a data-driven professional learning community themselves, we will never reach our greatest potential for helping every student succeed. Additionally, shared responsibility and reciprocal accountability should be a practice of all district employees, no matter what role they play in the education of our students.
Schedule for Elementary Grade Level Team Meetings

Literacy – Wednesday Mornings - 8:00 – 11:00
K-1 First Wednesday of the Month
2-3 Second Wednesday
4-5 Third Wednesday

Math Afternoons from 2:00 – 4:30
2nd & 4th Tuesday and Every Thursday
K – 4th Thursday
1 – 4th Tuesday
2 – 3rd Thursday
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Monthly Grade Level Team Meeting

Curriculum Alignment: Pacing guides; Share instructional practices; Examine summative data; Shared decision making (empowers teachers decision making ability); Communicate individual building team needs (allows coordinators to differentiate PD based on individual building needs)

Strengthen knowledge of content and pedagogy as a district level team. Take back to each building from this team ensures consistency across all buildings.
District Level Teacher Teams
Literacy and Math

Getting to a Guaranteed and Viable Curriculum

- Everyone uses the same pacing guide with district-wide articulated standards communicating essential learning targets, vocabulary, and assessments.

- Pedagogy is aligned for all students to have consistency and the opportunity to achieve proficiency.

- Offered in an agreed upon timeframe that content and skills can be taught and learned.
Curriculum Alignment

- Curriculum alignment is an agreement of what is written, taught, and tested horizontally by grade level and vertically K-12. Improvement for all students comes when we align our arrows.

BUILDING TOGETHER

One Kindergarten
One First Grade
One Second Grade
One Third Grade
One Fourth Grade
One Fifth Grade

ACROSS FIFTEEN BUILDINGS
**District Grade Level Teacher Teams**
(without having subs!)

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<thead>
<tr>
<th><strong>LITERACY</strong></th>
<th><strong>MATH</strong></th>
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<tbody>
<tr>
<td>Meet Monthly on the First Three Wednesdays</td>
<td>Meet Monthly on Tuesday and Thursday Afternoons from 2:00 – 4:30</td>
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<tr>
<td>K-1 – 1st Wednesday</td>
<td>K</td>
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<td>2-3 – 2nd Wednesday</td>
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<td>4-5 – 3rd Wednesday</td>
<td>2 Tuesdays</td>
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<td>Align &gt; Learn &gt; Share</td>
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**If I am on the district grade level team?**
**What do I Do?**

- ✓ Represent the grade level PLC in your building
- ✓ Collaboratively develop the pacing guides for your grade level [with input from teachers in your PLC]
- ✓ Learn in the content area to strengthen knowledge and help others grow in your PLC
- ✓ Ensure that no one gets left out of the loop!!
On the district grade level team what's the first thing we'll DO?

The Pacing Guide Contents

Timeline for teaching content
Essential Questions
Essential Learning Targets
Common Summative Assessments
Vocabulary

What Would Help Me Be a Good District Team Member?

I can see the big picture, it isn't about my building it's about our all our students and my grade.

I like to collaborate and learn together.

I am positive and can contribute to my grade level and my PLC team by participating.

I believe that together we can make a difference for all kids.
Do I fit for the District Literacy Team?

I use the balanced literacy model in my classroom with ease.

I have taken foundational literacy courses.

I can relate well with my PLC team in my building.

I have a strong command of the content.

I love to learn and share.

Do I fit for the District Math Team?

I use the inquiry math instruction in my classroom.

I have taken foundational math courses or SD Counts.

I can relate well with my PLC team in my building.

I have a strong command of the content.

I love to learn and share.
"Building a community of lifelong learners, one student at a time."

RCAS