

Example Team Meeting Agendas

Sources Used: Shaping Literate Minds

Results That Last (videos)

Stenhouse Publishing, Portland, Maine

- **1st team meeting**
 - Assessment Review (group students using assessment results)
 - Set up Reading Assessment Wall (reading).
 - Discuss the “team meeting” schedule.
 - Introduce the “Reflection Log.”

- **2nd Team Meeting**
 - Move cards on assessment wall (reading).
 - Discuss “trends” or movement on the wall.
 - *Discuss “plan of action” for problem solving on difficult groups or individual children (schedule- Intervention team meeting if necessary or schedule a meeting between the Intervention teacher and the classroom teacher).
 - Introduce the “focus study” (Change Over Time in Reading, Writing, Orthographic systems) and introduce professional book/books and tapes to be used during the team meetings (*Shaping Literate Minds & Results That Last*, Stenhouse Publishing, Portland, Maine).
 - Give an overview of *Shaping Literate Minds*.
 - Assign reading: Chapter 1 & 2 for next team meeting.
 - Participants write in reflection log.

- **3rd Team Meeting**
 - Move cards on assessment wall (reading).
 - Discuss “trends” or movement on the wall.
 - Discuss Chapter 1 & 2 from *Shaping Literate Minds*.
 - Assign reading: Chapter 3 for next team meeting.
 - Participants write in reflection log.

- **4th Team Meeting**
 - Move cards on assessment wall (reading).
 - Discuss “trends” or movement on the children on the wall.
 - Discuss Chapter 3: (pages 29-36: emergent level).
 - View and discuss “Emergent Reader” tape 2 from *Results That Last*.
 - Assign reading: Review Emergent Chart from *Shaping Literate Minds*; Emergent Reading Behaviors: Decoding and Reading Fluency; Read: Emergent Writing: Encoding and Writing Fluency.
 - Assign: Bring in 1 emergent reader’s running record for analysis.
 - Participants write in reflection log.

- **5th Team Meeting**
 - Move cards on reading assessment wall.
 - Discuss “trends” or movement on the wall.
 - Discuss Chapter 3: Review Emergent Reading Behaviors.
 - Discuss running records: analysis, teaching points (using clear and precise language to activate a response).
 - Discuss Chapter 3: Emergent Writing Behaviors.
 - Introduce Writing Assessment Wall (paying close attention to benchmark one).
 - Assign Reading: Reread; Emergent Reading, Writing & Read: Orthographic system.
 - Assign: Bring in 2 emergent writing samples for analysis.
 - Participants write in reflection log.

- **6th Team Meeting**
 - Move cards on reading assessment wall.
 - Discuss “trends” or movement on the wall.
 - Review Chapter 3: Emergent Reading & Writing Systems.
 - Discuss the Orthographic System.
 - Analyze as a group the writing samples.
 - Begin collecting “anchor papers” for benchmark one.
 - Discuss the reciprocal processes between the reading, writing & orthographic systems at the emergent level.
 - Assign Reading: Early Reading (page 37-44) from *Shaping Literate Minds*.
 - Bring one early reader’s running record for analysis.
 - Participants write in reflection log.

- **7th Team Meeting**
 - Move cards on reading assessment wall.
 - Discuss “trends” or movement on the wall.
 - View and discuss “early reader” tape 2 from *Results That Last*.
 - Analyze the running records and discuss the reading checklist.
 - Continue to collect proficient writing samples “anchor papers” for benchmark one.
 - Assign: Bring in cards filled out for the writing assessment wall.
 - Assign Reading: Reread Early Reading; Read Early Writing (44-47)
 - Assign: Bring in 2 early writing samples (beginning early level & later early level) for analysis.
 - Participants write in reflection log.