

PROFESSIONAL LEARNING COMMUNITIES IN ACTION

<p>Learning Team Members In Attendance:</p> <p>Denise Jordan Jennifer Moore Donna Stevenson Candice Miller Cindy Hurtt Valerie Powell</p>	<p>Date: 08/14/13 Time: 1:45</p> <p>Purpose of Meeting:</p> <p><input type="checkbox"/> Mentoring Meeting <input type="checkbox"/> Plan <input type="checkbox"/> Examine Student Work <input type="checkbox"/> Solve Instructional Problem <input checked="" type="checkbox"/> Other (specify) Math - Grade Level</p>	<p>Need-Based Focus for Meeting:</p> <p>Discuss Talk Moves & Research Articles</p>
<p>Minutes of Meeting:</p> <ul style="list-style-type: none"> - Reviewed Student Successes from use of "Talk moves last year. - Watched videos of evidence of students use of talk moves - Read & Researched article "Productive Talk Moves" - Passed out article for Sept. 16 meeting 	<p>Action(s) To Be Taken</p> <ul style="list-style-type: none"> - Introduce & discuss talk moves as part of Class Procedures - Research article "The Tools of Classroom Talk" 	<p>Who</p> <p>Grade Level</p> <p>Target Date</p> <p>1st Few weeks of school</p> <p>Sept. 16th</p>
<ul style="list-style-type: none"> - Learned 5 Talk Moves & verbiage to use - Focus on one new talk move at a time 	<p>Δ</p>	<p>Rx</p>
<p>Administrator Signature:</p> <p><i>[Signature]</i></p> <p>Date: 8-14-13</p> <p>Comments:</p>		

PLT Members	Habit of Mind	Evidence	What Made this Happen?	Conjectures?
The Row below gives descriptors and/or examples of each column				
Description and/or example of information for each column	List Practice Standard by number and/or bullet	Verbatim quotes, sketches, paraphrasing, or other captures of classroom instances	What caused the previously cited classroom instances to occur (student interactions, instructional moves, environmental characteristics)	Curiosities, conjectures and implications for instruction supported by cited instances
3 Denna	1e	Emma stated she regrouped because smaller number was on top. Valerie agreed with Emma and used hand signals.	Students were taught to begin entry point at "ones" place. Students were previously instructed to regroup if bottom # is larger.	Jennifer liked how teacher provided wait time & inadvertently while monitoring progress. Denna liked use of hand signals.
4 Candice	1i	Abby restated that "Avery basically just took the hundred and got 10 tens to make the hundred."	Had practice using base ten blocks to regroup with subtracted. Students were able to regroup ones for tens + tens for hundreds.	Jennifer liked how Candice was true the verbiage of "restating". Cindy liked how students worked together.
5 Jennifer	1e	Teacher reviewed by saying... "So you are saying that 15-18?" "So you are saying that you have to regroup because the smaller # is on top?" Alex explained that he put 5 hundreds and 3 ones on place value chart. When asked why he said "then I took 100 away. Jennifer agreed with Alex."	Teacher previously taught appropriate steps for regrouping w/ 3-digit sub. Students had experience solving standard algorithm on smart board.	Candice liked how teacher taught regrouping across zeros in multiple steps so students could visualize taking away from 10 tens.
6 Cindy	3i	Valerie disagreed with Denna and said "She should take a ten from the tens place and trade it for 10 ones."	Students were previously taught to use base ten blocks a place value chart to show number sense.	Valerie liked how 2 groups worked as opposing groups to check one another's work.
7 Valerie	1j	Rheagan disagreed with Denna and said "She should take a ten from the tens place and trade it for 10 ones."	Teacher previously modeled how to use base ten blocks properly. Students had experience explaining their reasoning for solving problems.	Candice liked how Rheagan was able to solve problem using different method.
8 Valerie				
9 Valerie				

Part I: Administrative Duties: (15 minutes)

- Identify the facilitator and record keeper for the meeting. Distribute agenda, complete sign-in sheets
- Review Norms – 7 Collaborative Norms
- ~~Review 3 PLT Big Ideas~~
- Review PLT Goal [see blow]

~~What can we do differently in our classrooms to facilitate the CCSS Mathematical Practice Standards in order to engage students in productive discourse?~~

Part II: Video Analysis - Evidence/Data: (150 minutes)

- 1) Follow Explicit Steps for Video Analysis
- 2) Determine Next Steps for Action Research revolving around this analysis discussion and record conjectures/curiosities that teachers commit to below

Item	Evidence	Person(s) Responsible	Deadline
Restating	Video	Cindy Hurtt	Dec. 16, 2013
Add on	Video	Jennifer Moore	12-16-13
Revoicing	Video	Valerie Powell	12-16-13
Agree/Disagree (more explanations)	Video	Donna Stevenson	12-16-13
Agree/Disagree (more explanations)	Video	Candice Miller	12-16-13

NOTE: All PLT members should be represented by a commitment to action research on the charts above. All teachers should bring student video evidence for the next meeting.

Next Meeting date: 12-16-13