ESL Team Common Planning Time Rolling Agenda

5/17/19

2:00 - 2:45

Facilitators: Andre

Timekeeper: Meghan

Notetaker: Nick

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| **Group Norms:** Solutions oriented, humor, students at the center, open communication, respectful communication and accountability | |
| 2:00 - 2:05  Check-in: I-time | Lori: went to the rally yesterday, enjoyed the feast this morning, helped a student in crisis  Meghan: full moon scorpio, both kids came home from college, auditioned for two shows but didn’t get the part  Mehernush:  Kethly:  Nick: 9 hours of sleep last night! Newcomer feast was great!  Andre: Moving on June 1 |
| 2:05 - 2:10  Housekeeping:  FELL Monitoring Process - 100% finished?  WIDA MODEL - Have we picked a prompt and started? | FELL monitoring is all set  -Meghan will start WIDA testing on Monday  Mehernush: Yes, I am done. I just need to print out the forms  Note from Mehernush: Meghan shared the extended day prompt and prewriting Thanks, Meghan) |
| 2:10 - 2:20 | MCAS Reflection:  Pluses: Flexible student groups, teacher input was important, newcomers/beginners worked really hard  Deltas: not being able to see students, student cooperation could have been better, Collins/Bowditch merger caused some issues, when proctoring for 6th grade, noise level was really high because she was the only one testing on 3rd floor |
| 2:20 - 2:40  Reflections/Suggestions for new schedule | Reflection/Suggestions for new schedule  <https://docs.google.com/document/d/1IfkvXl4hWKrty9eYWTviEBorXp9Dxnsg5GJKDBtFTt8/edit> |
| 2:40 - 2:45  Next Steps | Andre will check-in with Rebecca to see if she needs to sign the FLEP monitoring forms  Andre will ask Omar about a way for kids to use WIDA Model prompt on schoology without being able to exit the screen  Meghan and Nick to meet with Andre about rising 9th graders during a review and reclassification meeting. Andre will find out about then we can have this meeting at CMS. |

5/10/19

2:00 - 2:45

Facilitators: Andre/Lori

Timekeeper: Nick

Notetaker: Mehernush

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| **Group Norms:** Solutions oriented, humor, students at the center, open communication, respectful communication and accountability | |
| 2:00 - 2:05  Check-in: I-time | Lori: Seminar and then good night Fatty’s, going to see Chertok and “Annie”; happy to be a part of community and grateful she formed great friendships  Meghan:  Mehernush: Dad came home yesterday!  Kethly: 7th Graders are using more math vocabulary and speaking English consistently  Nick: Celebrated Birthday; friends planning a surprise party/mystery parts; sister committed to go to UMass, Amherst, wants to be an engineer |
| 2:05 - 2:15  Housekeeping:  FELL Monitoring Process - Have teachers been emailed and contacted?  Challenges? | * FELL Monitoring expectations   <https://docs.google.com/document/d/17-Zlg5_ezGYWaGiQbjuPMb4gZXyfnAEFjRII-ptwYzQ/edit>  -Meghan done with FELL monitoring  -Mehernush making good progress, will be done soon  -Lori has only gotten a few back; trouble with responses from teachers  -Scheduling/chasing were most effective ways for getting responses   * Roles and Caseloads   <https://docs.google.com/spreadsheets/d/1LrlUwGC5M4T8wXDhxaNYIztLxB3BbDuXURZIU48kHKI/edit#gid=302432592> |
| 2:15 - 2:40  Looking at Student Work Protocol: Lori |  |
| 2:40 - 2:45  Announcement and Next Steps | MATSOL team-building activity next week , post assessment  If time, reflection on MCAS on the note-catcher  Questions for committee on schedule |

5/3/19

2:00 - 2:45

Facilitators: Andre/Mehernush

Timekeeper: Meghan

Notetaker: Nick

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| **Group Norms:** Solutions oriented, humor, students at the center, open communication, respectful communication and accountability | |
| 2:00 - 2:05  Check-in: I-time | Lori: Game of Thrones  Meghan: Bathroom almost done! No more trips to the gym!  Mehernush: brother and family are coming to Boston to visit  Kethly:Son coming to visit!  Nick: Great workout, best since getting this job, feeling good about it and getting healthy again |
| 2:05 - 2:15  Housekeeping:  FELL Monitoring Process - Have teachers been emailed and contacted?  Challenges? | * FELL Monitoring expectations   <https://docs.google.com/document/d/17-Zlg5_ezGYWaGiQbjuPMb4gZXyfnAEFjRII-ptwYzQ/edit>  -Meghan done with FELL monitoring  -Mehernush making good progress, will be done soon  -Lori has only gotten a few back; trouble with responses from teachers  -Scheduling/chasing were most effective ways for getting responses   * Roles and Caseloads   <https://docs.google.com/spreadsheets/d/1LrlUwGC5M4T8wXDhxaNYIztLxB3BbDuXURZIU48kHKI/edit#gid=302432592> |
| 2:15 - 2:40  Looking at Student Work Protocol: Mehernush |  |
| 2:40 - 2:45  Next Steps | * Takeaways from Mehernush’s presentation   + LH will present next CPT   + Next project presenter?   + Ask question about summer school - Can rising 9th graders get summer school?   + Schedule for next year; potentially more pushing in     - Many questions have yet to be answered     - Mehernush to create a note-catcher, next CPT we will bring ideas to Mehernush for him to bring to the schedule committee     - Reflection on how MCAS went |

4/12/19

2:00 - 2:45

Facilitators: Andre

Timekeeper: Nick

Note-Taker: Lori

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| **Group Norms:** Solutions oriented, humor, students at the center, open communication, respectful communication and accountability | |
| 2:00 - 2:05  Check-in: I-time | Lori: Spend time with Grandnephew  Mehernush: getting roof redone  Meghan: has a toilet! (renovating bathroom)  Nick: Florida for Grandmother  Andre: Running around high school translating for Portuguese speaking students |
| 2:05 - 2:15  Housekeeping:  FELL Monitoring Process - Have teachers been emailed and contacted?  Challenges? | * FELL Monitoring expectations   <https://docs.google.com/document/d/17-Zlg5_ezGYWaGiQbjuPMb4gZXyfnAEFjRII-ptwYzQ/edit>   * Roles and Caseloads   <https://docs.google.com/spreadsheets/d/1LrlUwGC5M4T8wXDhxaNYIztLxB3BbDuXURZIU48kHKI/edit#gid=302432592>  MS: Halfway done  LH:Just had meeting with Keshia/splitting list  MH: working on it/MCAS interruption  Deadline: April 26  Check-in with Rebecca: May 3rd  Weekly Memo: Reminding General Ed teachers to fill out FELL Monitoring Sheet |
| 2:15 - 2:40  Looking at Student Work Protocol: HS Flipgrid example | [Newcomer Sci Cohort 1 LASW: Macromolecules Flipgrid](https://flipgrid.com/7cbd2855)  *Prompt:*  1. Pick one macromolecule: carbohydrates, lipids, proteins.  2. Share all of the information you know about that macromolecule.  \* Use your notes and handouts in your binder to help you. |
| 2:40 - 2:45  Next Steps | * Takeaways from HS Flipgrid presentation   *One takeaway from The HS Flipgrid presentation that I can implement with my students is…*  *MH - Romeo and Juliet*   * Projects:   + MS will complete and present by Friday after the break 4/26/19   + LH will complete compare contrast by two weeks from Monday or more the following Friday 5/3/19   + Next project presenter?   Andre: How-to guide on Flipgrid |

3/29/19

2:00 - 2:45

Facilitators: Andre

Timekeeper: Meghan

Note-Taker: Lori

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| **Group Norms:** Solutions oriented, humor, students at the center, open communication, respectful communication and accountability | |
| 2:00 - 2:05  Check-in: I-time | Lori: Long week/parent teacher conferences, only one parent  Meghan: Bathroom still not finished! Shared a very creative and frustrating story.  Nick: Monday, teacher out at conference and the student teacher took over and it didn’t go well.  Andre: Taking a group of students to Harvard tomorrow to attend a youth leadership conference. Great opportunity to empower kids. |
| 2:05 - 2:15  FELL Monitoring Process | * FELL Monitoring expectations   <https://docs.google.com/document/d/17-Zlg5_ezGYWaGiQbjuPMb4gZXyfnAEFjRII-ptwYzQ/edit>   * Roles and Caseloads   <https://docs.google.com/spreadsheets/d/1LrlUwGC5M4T8wXDhxaNYIztLxB3BbDuXURZIU48kHKI/edit#gid=302432592>   * + MS’s caseload: as per spreadsheet   + MH’s caseload: as per spreadsheet   + LH’s caseload: as per spreadsheet   Deadline: April 26  Check-in with Rebecca: May 3rd  Weekly Memo: Reminding General Ed teachers to fill out FELL Monitoring Sheet |
| 2:15 - 2:40  Looking at Student Work Protocol: Meghan’s Language Function Project | * Meghan presents her student work while Andre facilitates the Looking at Student Work Protocol * Driving question: What can we learn from Meghan’s Language Function Project that we can apply to our own projects? |
| 2:40 - 2:45  Next Steps | * Takeaways from Meghan’s presentation   *One takeaway from M’s presentation that I can implement in my project is…*   * Projects:   + MS will complete \_\_ by \_\_\_   + LH will complete compare contrast by two weeks from Monday or more   + Next project presenter? |

3/14/19

2:00 - 2:45

Facilitators: Andre

Timekeeper: Meghan

Note-taker:Lori

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| **Group Norms:** Solutions oriented, humor, students at the center, open communication, respectful communication and accountability | |
| 2:00 - 2:05  Check-in: Preferred method of relaxation? | Lori: TV, read  Mehernush: Beach  Nick: Podcasts, meditation (though not much any more)  Meghan: Couch winter, beach summer  Andre: Great British Baking Show |
| 2:05 - 2:20  WIDA Model Data Analysis | 1. Open link. Add WIDA Model Scores, if any still missing 2. Look at the WIDA Model    1. Number of students increased their scores (green color) = 26/40 (65%)    2. Number of students whose score stayed the same (orange color) = 10/40 (25%)    3. Number of students had decreased scores (red color) = 4/40 (10%)   Which domain were students weakest in?  -Discourse |
| 2:20 - 2:40  Nick and Mehernush: Focus on Results Tool | Quarter 3 Project Check-In  <https://docs.google.com/document/d/1clhbt5BlVafTSkzscNyd8-EfuH0Ss-4GJPGgpjB4HIA/edit>  5 Minutes: Introduction and read the tool  10 Minutes: Discussion, using Shaping Questions  5 Minutes: Next Steps (Timeline, deliverables, etc.) |
| 2:40 - 2:45  Next Steps | Enter =/: in tracker tool for overall score in pull-outs before next CPT  Meghan to present work from her project  Nick and Lori - tweaks to tracker |

3/1/19

2:00-2:45

Facilitators: Meghan

Timekeeper: Lori

Note-taker:Nick

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| **Group Norms:** Solutions oriented, humor, students at the center, open communication, respectful communication and accountability | |
| Check-in: I-time | Nick: Enjoyed working with Keshia, had a very busy week  Lori: Using Lingt going really well except one student who refuses to listen to the playback. Glad to be back on my own schedule.  Meghan: bathroom still getting redone, workers took an entire day to install a door, daughter is coming home tomorrow |
| 2:05 - 2:15 | Grades - everyone good, grades must be in by Wednesday at midnight  We’ll have to help Keshia |
| 2:15-2:43 | LASW Protocol  Meghan shared WIDA 2 examples from her intermediate class, Lori and Nick made observations and discussed next steps for lessons and reteaching. They also noted that the writers were very different in terms of their needs. |
| Next Steps | Lori will help Keshia with the 6th grade newcomers and text Mehernush to help her with the 7th graders. |

ESL Team Common Planning Time Rolling Agenda

3/1/19

2:00-2:45

Facilitators: Andre

Timekeeper: Mehernush

Note-taker:Nick

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| **Group Norms:** Solutions oriented, humor, students at the center, open communication, respectful communication and accountability | |
| Check-in: I-time | Mehernush: working on lessons plans, looking forward to using Lingt and planning with Nick  Nick: Worked at HMLS February Academy, had a great experience  Lori: reconnected on Facebook with family members from a previous marriage of her grandmother; emotional time with family  Meghan: redoing bathroom but taking longer than expected  Andre: upcoming trip to a conference in Florida  Lori’s question: FEL Monitoring Forms - do we discuss concerns regarding continued status? Still have 4 that have not been returned (one teacher). Suggestions? |
| 2:05 - 2:10: Plan setting | District initiative - Lingt and speaking project  What would be useful for us?  -Use VR headsets |
| 2:10 - 2:40: | Current/Upcoming work share-out  **Lori:**  Topics: reading El Deafo; research Helen Keller and compare to the main character  Main Standards: listening and speaking  Main Language Function:  Compare and Contrast  Culmination task: Intermediate do a compare and contrast essay with speaking exercise that is also compare and contrast on lingt.  **Meghan:**  Topics: unit 8 Tiger book; where your food comes from and farming vocab; writing comparative essay  Main Standards: reading and writing  Main Language Function:  Compare and Contrast, Sequence Words  Culminating Task: Writing comparative essay on Schoology.  **Mehernush:**  Topics: Habitat, plants;  Culminating in research paper  (Unit 3 in Tiger Book - Our Living Planet)  Main Standards: Speaking and Writing  Key Use of explaining and describing; could focus on a problem of a particular ecosystem  Main Language Function: Explain/Describe  Culminating Task: research paper, \*add speaking component |
| 2:40 - 2:45 Next Steps | Writing data analysis (Next week, so that our new teacher can learn what we’re looking for in the writing?)  -3/8 Look at WIDA writing next Friday  -Following Friday: look at the data together  -March 15 - Setting up dates for LASW |

ESL Team Common Planning Time Rolling Agenda

2/15/19

2:00-2:45

Facilitators: Andre /Mehernush

Timekeeper: Meghan

Note-taker: Nick

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| **Group Norms:** Solutions oriented, humor, students at the center, open communication, respectful communication and accountability | |
| Check-in:  Plans for February Vacation? | Nick: Driving to Amherst to visit school friends, SHS MCAS prep, Americorps retreat, Maine  Mehernush: relaxing, spending time with dad  Lori: staying in Salem, going to see School of Rock, visiting Chinatown for Chinese New Year Festivities  Meghan: redoing bathroom, going to Puerto Rico, improv show tomorrow night  Andre: staying local, showing brother around (Accidentally on Purpose at MLT Saturday at 8) |
| 2:05 - 2:23: Mehernush: MATSOL: Review of Team Self Assessment  Trust Building Exercise #1 | Notes:  -Mehernush, Lori and Nick will present  - Mehernush checked data again   1. Review of Team Self Assessment (2) Minute INDIVIDUAL READ   -Reviewed team assessment data  -created graphical representation of results  -Strengths Meetings are compelling (not boring) (Q7) Meetings are results-oriented (Q13)  Areas of Development Teammates do not challenge others’ approaches (Q14) Everyone should feel like they are in a safe space and respected (Q15)  What team needs: Trust between teammates and learning about others’ classroom work, practices, classroom environment etc.  <https://docs.google.com/spreadsheets/d/1Vslkgd8w-Bau6PnAsMHWmuChS9VxXSK9DVqxzgpmI8w/edit#gid=0>  2) Consensus around “Areas of  Development” (5 minutes)  PARTNER  <https://docs.google.com/presentation/d/1CEKCxAtBIbEw47YLbbpkKDzjVcFdMP3hEgMHbcfRu1g/edit#slide=id.g4f9cb95e6d_0_0>  Do we agree on these Team areas of development?  3) Trust Building Activity #1: ”Personal Histories”  With a partner, have each of you answer three questions (3 minutes):   1. Where did you grow up and what was that like? 2. How many siblings do you have and where do you fall in the sibling order (oldest, youngest, etc.) 3. What was the most important or difficult challenge in your childhood and why?   As a group ((5 minutes):Each teammate should be prepared to share out one piece of information from your partner  4) Next Steps   1. Trust Building Exercise #2: will be worked on my Nick and Mehernush over break 2. Sharing of classroom work protocol (more to come)   Long-Term- Post Team Assessment |
| 2:23 - 2:41: Norming on speaking - samples from Lori | <https://wida.wisc.edu/sites/default/files/resource/Speaking-Writing-Interpretive-Rubrics.pdf> |
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| 2:41 - 2:45 Next Steps |  |

2/1/19

2:00 -2:45

Facilitator: Andre/ Mehernush

Timekeeper: Nick

Note taker: Lori

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| 2:00-2:05  Check-in  One thing my co-workers may not know about me is… | Andre - can juggle  Lori - has a 2nd degree black belt in Soo Bahk Do  Nick - has been to Antarctica  Mehernush - severely cut finger in boys scouts  Meghan - fluent in German |
| 2:05-2:10  Housekeeping | Scoring Speaking  2nd Round of Writing (Do we choose which one as individual teachers or as a team?)  Data Tracker (see Abigail’s email) by the 27th |
| 2:10 - 2:20 | Finalize group norm  Wrote norms on board and categorized  **Solutions oriented, humor, students at the center, open communication, respectful communication and accountability** |
| 2:20 - 2:40 | **Mehernush: 20 Minute group activity**  **ELL Journey: Writing (5 minutes)** <https://docs.google.com/document/d/1NVNy773Txuipo_CI6ghm7uWcN002iecre9PEexwCumA/edit>   1. Write about your experiences with teams throughout your life.   Guiding Questions:   1. Which different types of teams have you worked on throughout your life? 2. What has made teams successful or unsuccessful? 3. What was your overall experience with ELL teams specifically?   **Share out (5 Minutes)**  **Team Self Assessment: Fill out individually (5 Minutes)**  Predictions of Team Self Assessment (5 Minutes); Anecdotes  Usually:  Sometimes:  Rarely:  **Skipped predictions in the interest of time**  Next Steps:   1. Mehernush will compile data and share next meeting 2. Draft of timeline slide - share and elicit feedback 3. Trust building exercise |
| 2:40- 2:45  Next Steps | Lori will bring some exemplars of recorded speaking tests to norm / get feedback  Andre will check with Abigail re: 2nd round writing assessment - team wants to use the prompt about field trips |

ESL Team Common Planning Time Rolling Agenda

2/1/19

2:00 -2:45

Facilitator:

Timekeeper:

Note taker:

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| 2:00-2:05  Check-in  How do you feel on a scale of 1 -10? Why? | Meghan: From 8-5  Mehernush 6-7, optimistic about things  Nick 7, week got better  Rae 6  Lori: 5-6  Andre: 5  Amy: |
| 2:05-2:10 | **Our mission**  Our ELL PLC team’s mission is to collaboratively target the academic, social, and emotional needs of our ELLs and their families.  **Our vision**  Our ELLs will exceed school expectations by becoming biliterate leaders who take part in all aspects of the school experience with their families. |
| ACCESS Check-in  2:10 - 2:15 | **Window closes February 8**  Any students still need to be tested?  6th grade: Daniel Santiago, Felipe Silva → Mehernush reached out DRC  Edgar: Meghan checked in and he was disregulated; Rebecca says do your best, we have done everything we can for him  Andre and Mehernush to meet early next week |
| 2:15 - 2:30 | Norms  **Brainstorm (3 mins)**  On one post-it: What behaviors would you like to see others demonstrate on our team? What behaviors do you need to demonstrate to be your best self?  **Compare community agreements (3 mins)**  Read and make note of any that you like and might reflect your ideas.  From the list you created and the one you read, write up 5 norms on each of your sticky notes.  **Pair-Share (2 mins)**  With a partner, share the top five you picked and why they’re important to you  **Whole-group share (2 mins)**  Put our sticky notes up on the board so they can all be read. Take a moment to read all of them. Are there any that need to be clarified? Can we group and combine any of these?  **Voting (3 mins)**  Put a checkmark next to five of the norms you most agree with. Review - can we live with these norms? |
| 2:30 - 2:40 | MATSOL Trajectory  <https://docs.google.com/document/d/1Ie-I-Ve_AnIj9FBySV7dy-EIuxS4K_vj_g-K6wat-PE/edit>   1. Read trajectory silently (2 minutes) 2. Discuss (5 minutes) 3. Next steps (3 minutes) |
| 2:40- 2:45  Next Steps | [Riccio Groups and LEP Profiles](https://docs.google.com/document/d/1TUzp137Mh6qnayVPd9xfqF9ulkfOnnHLn2kYGJ1JsxY/edit) |

1/25/19

2:00 -2:45

Facilitator: Andre

Timekeeper: Mehernush

Note taker: Rae

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| 2:00-2:05  Check-in  What is one upcoming thing you’re excited about, and one thing you’re not excited about? | Rae- not excited about packing, excited for a new apartment  Lori- not excited about Rae leaving, excited for 7th graders continuing progress  Mehernush- Excited for working with the team on MATSOL, not excited to lose Rae  Andre- Not excited to lose Rae, excited for Meghan’s play  Meghan- Excited about her play and sleeping, not excited about conversation with daughter’s college schedule |
| 2:05-2:10  ACCESS updates | Mehernush:   * Finished last “late arrival” YMC morning of 1/25 * Need to fill in bubbles for AR * Finished makeups yesterday * Need to see about Speaking Test for FS and DS; contact Rebecca/DRC   Opt-out students: (Yanisse) Completed  How can we confirm that every student that needed to take the ACCESS has done so? WIDA AMS  Edgar - still need to test; contacting former teachers - Edgar did respond to incentives last year; however, not responding to incentives this year |
| 2:10 - 2:40 Mission, Vision, and Norm setting | **Mission and vision setting protocol:**  [**https://docs.google.com/document/d/19\_WE8E6K1mYECSdLnxS4wkpwatQr8HnsoRbDJMvfE78/edit**](https://docs.google.com/document/d/19_WE8E6K1mYECSdLnxS4wkpwatQr8HnsoRbDJMvfE78/edit)  **Ideas:**   * Collaboratively target academic progress * Sharing resources * Cutting down on numbers of long-term ELs * Finding ways to meet academic and social/emotional needs * Use the time to think of how we can share our knowledge with other teachers in the school so they are less reliant on ELL team * ELLs exceed expectations through biliteracy * ELLs take leadership positions * Providing ways for ELLs to get together in groups `informally * ELL students and families to feel that school and school activities are safe and accessible for them   **Our mission**  Our ELL PLC team’s mission is to collaboratively target the academic, social, and emotional needs of our ELLs and their families.  **Our vision**  Our ELLs will exceed school expectations by becoming biliterate leaders that  Norms  **Brainstorm (5 mins)**  On notecard: What behaviors would you like to see others demonstrate on our team? What behaviors do you need to demonstrate to be your best self?  **Compare community agreements (3 mins)**  Read and make note of any that you like and might reflect your ideas.  From the list you created and the one you read, write up 5 norms on each of your sticky notes.  **Pair-Share (5 mins)**  With a partner, share the top five you picked and why they’re important to you  **Whole-group share (5 mins)**  Put our sticky notes up on the board so they can all be read. Take a moment to read all of them. Are there any that need to be clarified? Can we group and combine any of these?  **Voting (3 mins)**  Put a checkmark next to five of the norms you most agree with. Review - can we live with these norms? |
| 2:40- 2:45  Next Steps | Andre will talk to ELL dept about ideas for Edgar  Mehernush to check on WIDA AMS about any students that need to finish ACCESS  Lori taking on Co-Facilitator Role |

1/18/19

2:00-2:45

Facilitator: Andre

Timekeeper: Meghan

Notetaker: Mehernush

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| --- | --- |
| 2:00- 2:05  Check-in:  I-time | Andre: Brother coming to live with him; adjusting to two cats  Rae: Moving back home; wrapping head around all tasks that need to be done  Lori: Son will come Sunday night; dog is coming and Lori will dog sit next weekend  Meghan: Tech Week for show (Opening night Friday for her play at MLT)  Mehernush: Dad is in hospital  Nick: Helping for an event at Lynn Tech; Escape Room Field House; painting MLK Mural |
| 2:05 - 2:20 ACCESS Updates - How many students tested? How many left? | Make-ups:  Deniel - Speaking left  Jose Toribio -- Writing and speaking  Angel Vega- Writing and Speaking  Adrian Acevedo - Speaking  Yanisse -- waiting on SASID, all domains  Adelis -- All four domains of ALT  Jordy -- Pull out of ELA  Yulisbel -- done with listening, needs the rest  Edgar -- Still refusing - Andre will ask Rebecca if she has any ideas  Yandres - needs to make-up writing  Tanisha- Needs makeup Writing  Rae - all done!  Speaking:  Support needed over the next few weeks: |
| 2:20 - 2:40 ACCESS reflection cont’d | **Keep:** Show Flow, 2 proctors per room, hallway helper, Make ACCESS priority in testing calendar  **Stop:**  **Change:** Make clear that teacher has to clear out of room for the whole day.  Could we test Thursday and Friday, do 5 rooms, five kids per room?  Morning shift and afternoon shift for testing kids?  Master list of students in buckets; letting students know who they are testing with and where  Email to accompany test ticket for speaking and makeup |
| 2:40 - 2:45 Next Steps |  |

1/11/19

2:00-2:45

Facilitators:

Timekeeper: Lori

Notetaker: Rae

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| 2:00- 2:05  Check-in:  Appreciations:  *I appreciate what \_\_\_ did because…*  *One thing I appreciate was…*  *I’d like to shout out...* | -Andre appreciates everyone  -Meghan appreciates Andre for chromebooks/headphones, Mehernush - bins, Lori’s questions, Rae - revision  -Rae appreciates everyone  -Mehernush appreciates everyone on the team and Mainstream teachers for helping, Matt for making ACCESS a priority  -Lori appreciates everyone, Nick, Rebecca |
| 2:05 - 2:20  Speaking tests - troubleshooting and scheduling | <https://docs.google.com/document/d/1Bxb5LTeIN86m6aSUSszq_Sxr_x0Wr2hu_j3Qi-INOTY/edit>  Duplicate names in WIDA AMS-Check test tickets and double check WIDA AMS |
| 2:20 - 2:30  Scheduling: Make-ups  Yandres  Tanisha  Jordy  Yanisse  Deniel | **Make-up Writing:**  **Alcantara, Edwin (Done)**  Casanova Perez, Yandres  **Colon Velazquez, Joisenerie (Done)**  **Inoa Hiciano, Genesis (Done)**  Madera, Tanisha  **Rodriguez, Jordy (Done)**  Yanisse (New Student)  Deniel (New Student) |
| 2:30 - 2:40  Scheduling: Small groups  Yenisse, Daniel, Adrian and Angel will test together (Mehernush and Andre from 9:00 - 10:30 on Monday 1/14, and Andre and Mehernush 11:45 - 12:30 on Thursday the 17th) | Acevedo, Adrian  Chavira Ibarra, Edgar (What special plan can we make? Who should be included?)  Lora, Jostin (Lori - Done by 24th/25th)  Pimentel Tejeda, Yulisbel (Mon, Tues, Wed, Thurs of next week)Yulisbel was absent Mon, refused Tues, completed Listening Wed, came back too late from lunch today to take another domain  Polanco Toribio, Jose **(Done with Listening, will finish on Monday and Tuesday)**  **Rodriguez, Adelis (1:1 will ALT with Shroff on Tuesday and Wednesday)**  Vega Nolasco, Angel  Ynoa Velazquez, Wascar (Lori - Done by 24th/25th) |
| 2:40 - 2:45  Next Steps: | Headphones for SHS  (Lori can give 8, Mehernush can give 8, Meghan can give 8, Rae will help)  In a future CPT, reflect on ACCESS experience (Keep, Stop, Change Graphic Organizer)  **Keep:** Show Flow, 2 proctors per room, hallway helper  **Stop:**  **Change:** Make clear that teacher has to clear out of room for the whole day. |

1/4/18

2:00-2:45

Facilitators: Mehernush and Rae

Timekeeper:

Notetaker:

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| 2:00 - 2:05  Check-in:  I-time | Rae suggested we split up the task of writing passes for students and giving them to their homeroom teachers. - Agreed! |
| 2:05 - 2:20  Show Flow run-through  Group rosters  ACCESS scheduling Speaking | Show Flow  <https://docs.google.com/document/d/120uvT1gsNnIZOaJnydh1DZ56nEScRIYFm7kDtsuae9A/edit>  Group Rosters /End of Testing Checklist  <https://docs.google.com/document/d/1bOK_scmUY9WXoB0cA8dWfQ-nqa_o-61l50XM8uhOtA4/edit> |
| 2:20-2:30 ACCESS Bins | Mehernush will give run through of bin |
| 2:30-2:45 Other Updates   * Ordering paper-based * Adding LR and WAP (which group?) * Which teacher to each test room?   301: Rae/Colon  302: Horsman/Fonseca  303: Holtz/Weaver (Overflow)  304: Shroff/Corkum   * Proctors? | Next steps: Have Millie on Standby to call missing students during proctoring  Full list of students and HRs  <https://docs.google.com/spreadsheets/d/1F9ri0JGE3ahHU41sf8RR1UzR378kwsBucTH-uMLxYwU/edit#gid=0>  303: Overflow room  Andre to bring 8 headsets to Meghan today  5 dividers for Rae  3 dividers for Meghan  3 dividers for Mehernush  All teachers fill out ACCESS passes and put in Rae’s mailbox by Monday |

12/21/18

2:00-2:45

Facilitators: Mehernush and Rae

Timekeeper:

Notetaker:

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| 2:00 - 2:05  Check-in: What will tomorrow morning be like for you? Why? |  |
| 2:05 - 2:40 ACCESS Updates and work time | Proctors:  Speaking test Scheduling: |
| 2:40 - 2:45 Next steps |  |

12/14/18

2:00-2:45

Facilitators: Mehernush and Rae

Timekeeper: Meghan

Notetaker: Andre

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| 2:00 - 2:05  Check-in: If you could choose one vacation destination, where would you choose and why? | Andre: DR (Because tropical and our students)  Lori: Morea (because of the huts on the water)  Mehernush: Anywhere tropical  Rae: Amalfi coast  Meghan: India (Kerala)  Nick: New Zealand ( A lot to explore - and Lord of the Rings) |
| 2:05 - 2:20  ACCESS/Facilitator Updates from Mehernush and Rae | **ACCESS**  Student accommodations - Who will get what?  <https://docs.google.com/document/d/1MZuDl-0du5MrXZZa_G_nEGmrUw1aHSsArUXpFHx9qMo/edit>  IT Issues  1)Protocol for trouble-shooting during testing   1. Test Proctor 2. ELL Coach 3. Matt Weaver 4. IT Help Desk 5. WIDA Tech Support   2) Extra chromebooks in library are reserved for entire test window  Divide up and place chromebooks in each testing room?  ACCESS Parent Notification Letters:  FEL Monitoring  Distribution of students:  -Meghan: 8th grade (students)  -Rae: 7th Grade  -Mehernush: 6th grade  -Lori: 6th and 7th  Timeline (Team Decision): Feb 8th?  Monitoring document: FLEP Progress Monitoring Form  Suggestions for completion:   1. ESL Teacher transcribe content teacher comments and have teacher read and sign 2. Place in mailboxes 3. Attend Team Meeting |
| 2:20 - 2:35  MATSOL | 1. Look at proposal 2. Use Rubric as a guide 3. Give and incorporate feedback   **Proposal**  <https://docs.google.com/document/d/1fLICKTs05XI0IsOl7uE3YifCcUxrDHgA8LZ6OUjEP84/edit>  **Rubric**  <https://drive.google.com/drive/folders/1HHF3kmZ_dMP0LqTr6Ez_tG0dajcVh7V8> |
| 2:35 - 2:40  LASW sign-ups | Mehernush:  Rae:  Lori: |
| 2:40 - 2:45  Next steps | Rebecca meeting with Matt on Monday to discuss ACCESS; more to come!  Edgar Chavira Ibarra, 6th grade → Refusing to test → TSP unsure how to get him to test → took test last year at Bates by choosing when to take it and coming back and trying over several weeks  Scribes: Do they punctuate for students? What exactly do we need to know as the scribe? What’s the routine?  Check-in on students that have question marks or blanks?  Group students for read aloud  Andre will help Kethly get certified |

12/7/18

2:00-2:45

Facilitator: Andre/Mehernush

Timekeeper: Nick

Notetaker: Rae

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| 2:00 - 2:05  Check-in: Adjective to describe your week | Mehernush: Balanced  Andre: Healthy  Rae: Grateful  Meghan: More technologically confident  Lori: Exhausted, Confident  Nick: Resilient  Rebecca: Full |
| 2:05 - 2:35 ACCESS Check-in | **Calendar:**  https://docs.google.com/document/d/1nk80cYqZAOpQcx7HWLj07pGiQgvsLyJoTUlZSl\_Lzu4/edit  Questions:  -New student from Rhode Island - IEP different. ACCESS Accommodations? (WAP)  -Has Matt communicated with teachers that students with be doing ACCESS in the AM?    1)Has everyone populated all four domains for all scholars on their caseload?  Meghan: Needs to input TSP  WAP  Next Steps:  -Input students who arrived after October 1st manually into WIDA AMS  -Are we able to test students in afternoon as well? Check in with Matt  -Edgar Plan  -Admin- send out an email to staff informing them of ACCESS testing schedule and students who will be affected  -ELD teachers send a personal email to teachers whose classes will be affected  **Staffing:**  Questions:  1) Where and how to place Kethly and Andre  -Take one of Mehernush’s intermediate groups  2)How we best utilize Nick and Kayla?  Suggestions:  -Runners?  Next Steps:  -Ask Kethly about teaching schedule during ACCESS testing  -Ask about Boys and Girls Club space for testing  -Ask Matt to open up to staff to see if there are other people available to help proctor  **End Date: Feb. 8 End of window**  Jan. 15 - Do not test new ELLs  Next Steps:  **IEP/504 Accommodations:** Mehernush will email group batch of IEPs and 504s (Shout Out to Lisa Roberts!)  Next Steps: |
| Grade 8 Level 2 Publishing Party  Dec. 21 9:00-9:45  2:35 - 2:40 LASW sign-ups  Meghan has 14 Tiger books and a manual  Mehernush has 5 Tiger books  Lori has 9 bee books and a manual  Rae has 6 Bee books and a manual. She also has 8 Tiger books and a manual | Mehernush: 12/14  Rae:  Lori: |
| 2:40-2:45 Next steps | MATSOL Proposal  -ACCESS Run like MCAS at high school - next year? Propose to admin  Shroff: Test Tickets  Shroff: Set up test sessions  Nick: food suggestions |

11/30/18

2:00-2:45

Facilitator: Andre

Timekeeper: Lori

Notetaker: Rae

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| 2:00 - 2:05  Check-in: How was Thanksgiving? | Mehernush- Mother and father were together for a typical Thanksgiving  Nick- Went to dad’s house with his sister and stepmom- low-key  Rae- Lazy Thanksgiving  Meghan- Went to parent’s house - never made a turkey. Girls home from college, quiet and nice  Lori- went to son’s house with his girlfriend - son made vegetarian meal (except turkey, but it was dangerous)  Andre- ordered food from the high school culinary department  WIDA.us account for ACCESS certification  <https://identity.wida.us/account/login?returnUrl=%2Fconnect%2Fauthorize%2Fcallback%3Fclient_id%3Dwidawebclient%26redirect_uri%3Dhttps%253A%252F%252Fportal.wida.us%252Foidc%26response_mode%3Dform_post%26response_type%3Dcode%2520id_token%26scope%3Dopenid%2520profile%2520email%2520wida_idp%26state%3DOpenIdConnect.AuthenticationProperties%253DuKJQj3IYSLn6VOROCD2YtmTVIb-ZNG_kuC-FPLD6MZKYpR2GF5VELlje2F0d4SWdjYjIRHiPbG6E2iGDt9yyEHuhZAqBGzksPI9MVzWRcUVHcyAS1gnZpPLdHdBEpng4KWnUAEonXhkHi1I96Al7ZpsZuCyhlnkWkCOAEFBr1FoHy2m-axxjYy7ZP205Ub1xJpuApAKVnqjonIMRwALtbA%26nonce%3D636791977832911988.NTdjNzViNWMtYTk1My00YmY0LTgwZWMtN2U2ZTgwY2ViOTA2N2Q4NjlkMDUtOGIwNi00NmY5LWIyYWUtOWUyY2EwYTE5NWJi>  Nick and Lori- get certifications  Meghan, Mehernush, Rae- refresh on certification  How many bee and tiger books? How many readers? Meghan has 14 Tiger Books  Snow fox books? |
| 2:05 - 2:10 Announcements, questions regarding ASPEN grading and debrief ELL Night | NPEN - Lori  Standards on gradebook questions- Meghan  Besides the Filipino/Tagalog dictionaries, are we all set on dictionaries for MCAS?  ELL Night   |  |  |  | | --- | --- | --- | | Pluses | Deltas | Next steps | | -Staff representation  -Nancy’s presentation  -Well-made certificates  -Parent’s excited/Sharing gratitude  -Intimate feel  -Coaching parents on how to keep student engagement up  -Planning | -Attendance  -More interaction/roles for staff to take on  -Parent’s declined invitation for different reasons  -Timing of event  -More open house feel with stations or student work | -Drop in  -Stations (student work, games, food, information about program, curriculum resources)  -Send flyers with an RSVP  -Phone calls: Asking what times work best for parents  -Set up a log for parent contact | |
| 2:10 - 2:40 ACCESS Planning | <https://docs.google.com/document/d/1nk80cYqZAOpQcx7HWLj07pGiQgvsLyJoTUlZSl_Lzu4/edit?usp=sharing> |
| 2:40-2:45 Next steps | * Get back to Andre about how many Bee and Tiger books we have * Lori: no tiger books, 9 Bee books and a manual. I think I also have three that are old and one old practice book   Standards that CMS ELL Team need to input on Gradebook on ASPEN:  Lori:  Beginner standards for ESLNONSEC-004  Intermediate standards for InterventionG6-G6ELLLH  Intervention67-G7ELLLH  Meghan: Beginner standards for ESLNONSEC-003  Intermediate standards for Intervention G8-G8ELLMH  Rae:   * Beginner standards (1-2) for ESLNonsec-002 * Beginner Standards (1-2) for ESLNonsec-005 * Intermediate Standards (3-5) for InterventionG7-G7ELLRR   Mehernush: Beginner Standards for Grades 6-8  Intermediate Standards for Grade 6-8  Study carrels at CMS?  ELL Facilitators: Talk with Lisa Roberts (Team Chair) about student accommodations for students on IEPs |

11/9/18

2:00-2:45

Facilitator: Andre

Timekeeper:

Notetaker:

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| 2:00 - 2:05  Check-in: One Word or one short phrase to describe your week | Lori wants to share info on Critical Thinking from workshop at NPEN.  Rae would like to discuss access dates.  Mehernush: Variety  Andre: up and down  Rae: discombobulated  Lori: rollercoaster  Nick: Exhausting but rewarding  Kethly: anxiety |
| 2:05 - 2:10  Recap - Oral Language Assessment | Packet distributed  Andre available for questions about assessment as well as technology to record |
| 2:10 - 2:35  LASW Protocol - Meghan | Great White Shark opinion and fact paragraph from research of facts to support opinions |
| 2:35 - 2:40  Family night follow-up  NPEN  ACCESS | Family night follow-up  Lori: NPEN - next time  ACCESS: follow up from Rae’s email - administer early January or late January  All want to go early. Mehernush will follow up with Matt |
| 2:40 - 2:45  Next steps | Lori NPEN next time |

11/2/18

2:00-2:45

Facilitator: Andre

Timekeeper: Mehernush

Notetaker: Rae

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| 2:00 - 2:05  Check-in: Greatest moment in school so far? | Meghan: Seeing students engaging in English with one another; showing kindness and care for each other  Rae: 6th grade newcomers friendly letters to each other. They were very excited about it!  Lori: 7th grade intermediates - bonding and sharing; showing courage and support for one another  Nick:  Mehernush: Beginner ELD focus from start to finish; different, engaging activities  Andre: Reading Angel Vega Nolasco’s poem; seeing student work |
| 2:05 - 2:15: LASW Protocol explanation | * LASW protocol will be used weekly in CPT * Different presenter each week |
| 2:15 - 2:35 LASW Protocol sample and sign-ups for LASW next week | LASW sign-up 11/9: Meghan  LASW sign-up 11/16: - PD  LASW sign-up 11/23: Mehernush  LASW sign-up 11/30: Rae  LASW sign-up 12/7: Lori |
| 2:35 - 2:40 Family night updates | * Matt on board * Remind & RAZ-Plus accounts * Nancy coming to present about what it means to be an EL |
| 2:40 - 2:45 Next Steps? | * Printed certificates for FLEP 1 (Meherenush) * Ask for admin attendance * Calls to families to invite them (everyone - for families in pull-out) * Print up a flyer for event (Lori) * Presentation for RAZ-Plus (Rae) |

10/26/18

2:15-2:45

Facilitator

Timekeeper:

Notetaker:

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| 2:15 - 2:20  Check-in: Highlight and lowlight of the week | Andre: Highlight - Nancy is on-board to present at CMS parent night!  Lowlight - Halloween crowds  Mehernush: meetings discussing students - high  Meetings being time consuming - low  Lori: student participation/poem writing - high  Lack of participation - low  Rae: Donors Choose funded - high  Challenges with 1 student - low  Meghan: seeing student progress - high  Community meeting - low  Nick: LEAP movie night - high  Too much energy - low |
| 2:20 - 2:30  Meaningful interaction PD presenters?  Parent goal for family night?  Team goal for teachpoint? | Anyone taken meaningful interaction training?  Anyone interested in running a meaningful interaction PD, with my support? |
| 2:30 - 2:40  List of CMS ELLs and FLEPs | Family Night goal: RAZ Plus accounts and Remind |
| 2:40 - 2:45  Next steps | FLEP 1 Scholars email - Mehernush  Andre - certificate paper for Family night  CMS shared Ellevations account - can’t see the composite level  MHoltz gnocchi1  Rae and Mehernush - paper copies for ACCESS |

10/19/18

2:00 - 2:45

Facilitator: Andre/Mehernush

Timekeeper:

Notetaker:

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| 2:00-2:05 Check In  Current favorite book, movie, or TV show? | Mehernush: The Great Gatsby  Rae: The Office  Lori: The Handmaid’s Tale/ The Far Pavilions  Nick: The Green Mile  Andre: Blackkklansman |
| 2:05 - 2:20 Graphic Organizer Examples (Family Night Follow-up)  Family Night: Nov. 14th  Location: Learning Commons  Time: 4:00-5:00pm | Mehernush: Tree diagram  Rae: Photo Analysis  Lori: Focus on claim |
| 2:20 - 2:35 MATSOL Conference | <https://matsol.memberclicks.net/index.php?option=com_content&view=article&id=842:2019-call-for-proposals&catid=90:2019-conference&Itemid=341>  When would you like to meet?  Teambuilding: During CPTs  Data, etc. - another time  Next Steps: Email when can we meet?  Level of Interest?  Rae: In  Lori: In  Mehernush: In  Andre: Support |
| 2:35 - 2:45 Housekeeping/Next Steps | Parent Night: November 14th  4-5 pm (One hour before dinner, in library (IMC)  Andre will invite Nancy to present  License for RazPlus (ELL Edition) - tracks student level from A - ZZ.  Next week: Ideas for parent take-away from Parent Night  Dictionary Counts: Send to Andre ASAP  ACCESS Ordering  Andre will bring list for double-checking  Team Goal for TeachPoint? Clarification on Wednesday  Next week: 2:15 start |

10/12/18

2:00 - 2:45

Facilitator: Andre

Timekeeper: Mehernush

Notetaker: Lori

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| 2:00-2:05 Check In  How are you?  If I could have one superpower, it would be … because… | **Andre - Freeze time**  **Nick - flying**  **Mehernush - time turner**  **Rae- teleport**  **Lori - Bewitched powers**  **Meghan - teleport** |
| 2:05 - 2:10 Housekeeping | Received boxes of Spanish novels last spring from NBS?  - **NO (Susan Morganstern?)**  Email Andre dictionary needs for ELLs and FLEPs - **FLEP list by Mehernush-6th,**  **Rae -7th, Meghan-8th**  Teacher schedules in Shared Folder (I have Kethly’s and Rae’s) |
| 2:05 - 2:25 Follow-up on ELL PD - Analyzing graded WIDA Model with a focus on discourse and language functions | Patterns? **Stamina, lack of planning, density, repetitive,** **cohesion**  Student needs? **Reteaching parts of an essay, CER, transition words, stamina writing (write for 5 minutes without putting pencil down)**  Which language functions do we need for our upcoming units?  What exemplars have we created/could we create?  What organizers and scaffolds could we use? |
| 2:25 - 2:40 ELL Night | Goal for ELL night?  **Welcome, what the program is, who the teachers are, celebrate FELLs, handout...sign up on Remind?**  **Family Coordinator helps with calls**  Look at SHS example |
| 2:40 - 2:45 Next Steps | Mehernush:   1. Flyer for ELL Night 2. Talk to Team, then talk to admin and check on dates (mid-November 12-16 3. Thanksgiving Dinner Nov 15th 6pm (have before? 5-6pm) 4. Andre will invite Nancy once date is confirmed 5. Decide on a take-away for parents   Bring best practice share out to help build discourse  At next meeting Lori will discuss free books (what do we want and I’ll get it for next event - not enough time for this one)  Lori will also share resource for inexpensive backpacks and school supplies  Robocall?  Reps from District to help explain program and explain what everyone’s roll is  Rae: Maus II |

10/5/18

2:00-2:45

Facilitator: Andre

Timekeeper: Meghan

Notetaker: Lori

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| 2:00-2:05 Check In  How are you?  On a scale of 1 -10, I am a...because… | Andre: 9 happy to see other classes  Rae: 7 behind on planning but excited about long weekend so can plan and is going to have first observation for practicum  Meghan: 7 also feels behind and rattled by pack, football game in Western Mass to see son and daughter  Mehernush: 8 feeling planning is on target, looking forward to lessons next week  Nick: 8 seeing friends this weekend  Lori: 8 feeling behind on planning, but 6th and 7th are planned out. Planning for newcomers over the weekend |
| 2:05 - 2:10 Dictionaries | -Emailed soft copy distributed (digital online)  -4 hard copies distributed  -Other dictionary needs? Mehernush will need Portuguese |
| 2:10 - 2:40 Norming around WIDA Model Writing Grading | -Read through WIDA Anchor models  -Everyone looks at sample CMS students 1,2, 3 and gives a grade  -How well do we align? |
| 2:40 - 2:44  Next Steps | Bring questions about any scoring for next week |
| 2:44 - 2:45  Pictures of staff and students  Schedules |  |

09-28-18

2:00-2:45

Facilitator: Andre

Timekeeper: Mehernush

Notetaker: Rae

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| 2:00-2:05 Check In  How are you?  Finish the sentence: If I were an animal today, I would be a ….. because…. | Mehernush - lion  Nick - duck  Andre - sloth/Antelope  Lori - chipmunk  Rae - puppy  Kethly - turtle  Meghan - velociraptor/screech owl |
| 2:05-2:15   * Housekeeping: Shared CMS Drive, all docs in one place * Dictionaries: Fill out list | * Keep all documents in CMS ESL Team folder * MCAS approved dictionary list (in shared folder)   + All teachers fill out list * Check with Nancy for current dictionary publishers for approved MCAS dictionaries |
| 2:15-2:30  WIDA Model Writing | * 6th, 7th, and 8th finishing (6th and 7th did paper version)   Administering  Newcomers will NOT do WIDA Model 1  Scoring   * WIDA Performance Definitions   + Discourse, Sentence, Word * Use Sonia’s model to conference with students and show them progress |
| 2:30-2:40   * Sharing resources: HS Newcomer ELL binder | -How much of this can be used at CMS?   * Newcomer Binder with sections for student work.   + Travels with student to all classes.   + Systematic approach : all newcomer students have the same resources and materials |
| 2:40 - 2:45   * Next steps | -Re-familiarize ourselves with the WIDA Performance definitions for Speaking and Writing, specifically Word, Sentence, and Discourse  -List of acceptable publishers  -7th grade, 8th grader need to finish WIDA Model writing  -Bring student work  -Work with co-teachers to make classrooms/instruction EL friendly  -FELL celebrations for end-of-October - share slides from HS family night  -Process for identifying SLIFE |

09-21-18

2:00-2:45

Facilitator: Andre

Timekeeper: Meghan

Notetaker: Mehernush

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| 2:00-2:05  Check-in. How are you?  Share a pit and a peak from this past week. | Rae: Pit - planning for newcomers, pacing  Peak: 6th grade newcomers talk with their hands  Mehernush: Peak - Working with beginners for 90 mins, no pits  Meghan: No projector, peak: learning TSP culture  Lori: Pit - Not knowing what’s going on, Peak: Finally meeting students! |
| 2:05-2:35  WIDA Model Writing Prompt Creation   * Writing prompt for Task 1 is up * Task 2 is also an option - can be created by Monday * Administering WIDA Model | * Should newcomers be tested? * WIDA aligns with ACCESS Test   Administering  Option 1: Start with task 2, Winter task 1  Option #2: Task 2; pick based on grade etc.  Paper copies? See Rae  Start on Tuesday given chromebook rollout  Comprehensive data Tracker |
| 2:35-2:40   * Dictionaries: How many do we have? * Where are they? * Nancy list pending - should we create our own? | Rae: 28 Spanish  Lori: 20 Spanish, 1 Albanian  Shroff: 1 Arabic, 1 Russian (NOT for MCAS), and 9 Spanish  Online dictionary for class use? Not Google Translate |
| 2:40-2:45   * Next steps | * Andre will create Task 2 for administration * Can Rae get a Macbook Air? * Share CMS ELL Team with Andre? * Beginner scaffolding? * Team will investigate times to meet * Next Meeting: Friday, 2 pm, Lori’s room * Kethly: Classroom * Phonics instruction for older students? |