

Fourth Quarter Vertical Team Conversations

Professional Learning Outcome

Teachers understand the math content and skills students have before and after their current grade level by major content strands.

Meeting time: 50 - 60 minutes

Part 1: Introduction (10 minutes)

Each teacher independently reflects on their student progress from the current year using this protocol to answer the outer quadrant questions. After independent reflection, individual grade level teams discuss the responses.

1. What major math content areas were taught this year?
2. What content will need review and/or needs more instruction the next year?
3. What strengths did students exhibit due to prior learning this year?
4. Moving forward, what prior learning needs to occur to ensure student success?

Part 2: Vertical Team Conversation (30 minutes)

Teams move through 2 rotations, meeting with a team below grade level and then meeting with a team above grade level. During each conversation review the questions below.

Lower grade shares responses to these questions:

1. What major math content areas were taught this year?
2. What content will need review and/or needs more instruction the next year?

Upper grade shares responses to these questions:

1. What strengths did students exhibit due to prior learning this year?
(Example: Grade 1 students did well with generating and recognizing patterns due to good coverage in Grade K)
2. Moving forward, what prior learning needs to occur to ensure student success?
(Grade 2 students struggled with composing and decomposing numbers to 100 since they struggled with math facts to make 10 during Grade 1)

As a cross-grade level group, the team answers the questions below:

1. Which standards or big ideas will be new to students in the next year?
(Example: Rising third graders will be learning the concepts of multiplication and division)
2. Which standards will be familiar to students in the next year?
(Example: Grade 4 students can make connections to addition and subtraction processes from grade 3)
3. What standards need unpacking or emphasizing in the next year?
(Example: Grade 3 struggled with multiplication facts; these need to be revisited in Grade 4)

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Part 3: Reflection (10 minutes)

Everyone moves back to single grade level team groups. Each teacher independently reflects and answers the center question on the protocol, "What's one change you'll make for the upcoming year based upon the information shared?" Then the grade level team discusses their takeaways from the process and next steps for planning.

What major math content areas were taught this year?

What content will need review and/or needs more instruction?

What's one change you'll make for the upcoming year?

Save this question for after cross-grade-level discussion.

What strengths did students exhibit due to prior learning?

Moving forward, what prior learning needs to occur to ensure student success?