**Sample Artifact for IV-C-1:** Meeting Notes

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| Name | Tags | Description | Rationale |
| Meetingnotes.docx | IV-C-1. Professional Collaboration | Monthly meeting notes with mainstream teachers | These notes from monthly meetings with mainstream teachers demonstrate proficient practice in IV-C-1. I have been meeting with mainstream teachers who teach Spanish SEI students routinely since the beginning of the year to discuss these students' strengths and weaknesses and then what each of us can do to better support these students. In the notes, I included an explanation of how the Spanish SEI students are doing in the mainstream class and also a list of actions that the mainstream teacher and I will each take to support the students’ achievement. These notes from meetings with mainstream teachers are strong evidence of how I consistently and effectively collaborate with colleagues to analyze student performance and plan appropriate interventions (IV-C-1). |

**Artifact:**

**Notes: Meetings with Mainstream Teachers**

**11/29: Meeting with Mr. J, 10th grade ELA teacher**

• 3 of my students struggling in his class

• 1 has trouble expressing herself orally and in writing: needs more grammar support

-decided to see about changing her into another ESL class (multilingual ESL 3 class instead of one of Mr. J’s classes where she will get more individual attention and more grammar work)

• 2 others get frustrated with the large class and bad behavior of the other students, don’t get enough attention from the teacher

-give them recordings of the book to listen to at home with no distractions

-get help after school or from Ms. P occasionally during E block

-new seats in class to try to control behavior of other students

**12/7: Meeting with Mr. N, history/civics teacher**

• Teaches many ESL students, wanted to check in on them to see how they are doing

• He said that most of the students are doing very well, understanding and engaging with the material in and out of class

• One student he is worried about: doesn’t seem to understand anything in class

-makes comments that are off topic

-doesn’t even seem to know what information to copy down from the board

-doesn’t understand the basics about the class

• **Solution**: I will meet with this student and discuss his difficulties in Mr. N’s class

-I will ask another student who has the same teacher to explain the basics about the class

-I will check in again with Mr. N in a couple of weeks about this student

-In the future, Mr. N will notify me of any students having difficulties

**12/13: Meeting with Ms. B, ESL teacher in Chinese SEI**

• Teaches 4 students from the Spanish SEI in his ESL 1 Homeroom (and I took 3 of his Chinese students)

• Biggest issue he’s having: HR attendance. 1 student never arrives in time for HR and another misses it occasionally

-I will follow-up with students emphasizing importance of arriving earlier

• One student appears to not understand most of what he says and gets frustrated

-I explained my experience with this student: that she looks confused but she really does understand is actually one of the quicker students, but gets frustrated quickly

-Gave specific strategies to use when working with this student

**12/19 Meeting with Ms. F, ESL teacher in Chinese SEI**

• Teaches 7 students from the Spanish SEI so I wanted to check in on them to see how they are doing

• Attendance issues with certain students

-I will check in with these students and encourage them to come to school earlier so as not to miss HR

• In terms of work, students are doing well and keeping up without trouble

**1/8: Meeting with Ms. T, Math teacher**

• Class of primarily Spanish SEI students which is causing her a lot of problems

• Behavior issues: phones, talking over her, refusing to do what she says

-in better communication with Mr. V about discipline

-need to come up with a solution for phones: talk to Mr. V

• Students who refuse to speak English with her in her mainstreamed class

-Strategies to get them speaking more: get to know them better individually, don’t call them out in front of the entire class

-I will speak with these students as well and encourage them to speak up more in English in class

**1/25: Meeting with Mr. D, History teacher**

• Teaches 3 SEI students in her mainstream history class

• Attendance issues: students skip her class frequently and thus are not passing

-I will follow up with the students and assign administrative detentions

-students will stay with Mr. D after school to make up the work they missed

• One student is uncomfortable being 19 in a class of freshman

-I will sit down and explain the importance of focusing on passing the class, not making friends in the class

• I will continue to check in on students’ progress and attendance