

3-5th BLUE CREW - Lead: Jessica Jolliffe

Paula Noe	3rd STEM	4th STEM	science, humanities need to stand the test of time, and will meet changing needs of students
Jennifer Houghton	3rd STEM	5th STEM	math
Craig Levy	3rd STEM	4th STEM	all grades, experience with online writing
Gabriela Rodriguez	4th STEM	5th STEM	
Lee Warren	5th STEM		
Kellie Marino	3rd Humanities	4th Humanities	5th Humanities lang and literacy, want to see everyone's work to make it cohesive
Elizabeth Lopez	4th Humanities		SS/CLL all grades, collaboration
Melissa Watt	3rd Humanities		SS/CLL worked with CU in all subject areas, engaging and existing lessons
Nita Gutierrez	5th Humanities		SS/CLL, 2nd grade and HS, perspective taking
Eileen Salinas	3rd Humanities DL	4th Humanities DL	all grades, help with consistency
Patricia Nunez	4th Humanities DL	5th Humanities DL	all grades, focus on anti-racist education
Jessica Kamphaus	TDC	3rd and 4th, all subject areas, learn to Humanities, helping to make cross curricular connections	
Emily Smith-Buster	TDC	4th and 5th, masters in literacy consistency in areas, aligning in content	
Erica De Los Santos	TDC	3rd and 4th grade, all subjects, student experience when engaging with content, streamlining, DL and ESL consistency	
Alexa Starz/Amber Pleasant	SEL (tentative)		EC, 3-5, upbeat energy, team building, supporting with streamlining to make lessons accessible and engaging
Sherril Moe	CU		
Jennifer Artmann	CU		
Jaren Pennington	MTSS		
Christina Nelson	Library Tech Librarian		
Emily Hamel/Amey Cox	SpEd		PPCD, secondary, special lens of intervention and accessibility

Roles:	Calendar invite sender: Melissa Watt	Chief link checker(s): Elizabeth Lopez, Jessica K	Chief accessibility checker: Craig Levy
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Guiding questions for Blue Crew functioning:

What schedule of meetings will we agree to follow?	Beginning collaboration session (2 hours) to discuss content upcoming, ideas for innovative ways to teach the TDCs. Considerations related to planning for equity opportunity to review and reflect on feedback loops from prior week's designs, and sharing of relevant tech, SEL, and other resources to guide the planning.	Daily check in plans to review work to date, build in checks for accessibility. BL/PCR the day prior to the check links, consider the priority on equitable content representation, and include any other wordings/feedback.	End-point review (2 hour mini submission deadline) in order to make final checks on accessibility, formatting, link credibility, equity perspectives, etc...
What agreements do we need to have in order to function well as a team?	We need to be efficient and effective with our time. Honor our expertise. Be open to the process. Work to meet needs of the team. Have tight agendas and schedules. Be prepared to contribute. Offer targeted feedback around directions and clarity of process. Need clear guidelines.	Date/Time:	Date/Time

Clarification of Roles:

TDCs:	Offer feedback on directions and flow, support with personalized learning design lens, help with design, look at TDCs, structure, technical support, student experience, and instructional lens
SEL:	Offer feedback on directions and flow, can help where able and needed
Librarian:	Offer feedback on directions and flow, reference point for resources/licenses available districtwide
ESL:	Offer feedback on directions and flow
SpEd:	Offer feedback on directions and flow
CU:	Offer feedback on directions and flow
MTSS:	Offer feedback on directions and flow