School Support Institutes

Day 4:
Team Planning Summit

Meet INSERT FACILITATOR NAME

INSERT PHOTO THAT REPRESENTS SOMETHING IMPORTANT TO YOU/THE LAST BULLET IN YOUR INTRO

YOUR NAME

- Current title/org
- Brief background (i.e. former teacher, school leader, etc.)
- Based in (location)
- Fun/personal fact(s)

Zoom Norms

Be present: keep camera on when possible

Audio: stay on "mute" if you are not speaking

Engage with others: Zoom Breakout Rooms feature!

Chat: use the chat feature when prompted

Materials: Soft copy of the note catcher; links in chat box

Access Your Materials

Click on the Materials Link in the chat

Click "Make a Copy"

Learning Series at a Glance

Session 1	Session 2	Session 3	Session 4
Defining our Approach: Addressing Unfinished Teaching and Learning in Math	Defining our Approach: Addressing Unfinished Teaching and Learning in Early Literacy	Preparing to Lead this Work	Team Planning Summit: Looking Ahead

Objectives

- Synthesize and share key learning from the learning series
- Reflect on your current school context and share reflections about how to support all teachers in effectively addressing unfinished teaching and learning
- Create an action plan focused on spring, summer and fall action steps to keep moving this work forward for the upcoming school year

Agenda

Time (minutes)	Topic
15 minutes	Getting Started
35 minutes	Team Time: Reflect and Synthesize
20 minutes	Analyze Sample Action Plan
40 minutes	Team Time: Action Planning
10 minutes	Wrapping Up

Team Time Norms

- Take a **strengths-based** approach

- Work to **find solutions** → avoid getting stuck on the "problems"

- Be **compassionate** with yourselves and others

- Create and maintain a **safe space** for taking risks, asking questions, and challenging ideas

What do these norms look like in action?

- **Review** the example and non-example for each norm

Reflect

- What does this illuminate for you about each norm?
- Which of these norms do you anticipate may be most challenging for you/your team to commit to during our Team Time? Why?
- What can you say/do to support your team in living these norms in our Team Time today?

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Let's Prepare: Team Time

1. **[3 minutes]** Each team member shares their reflections

2. **[3 minutes]** Other team members ask clarifying/probing questions after each team member's reflection and/or build on team member's reflections

3. **[12 minutes]** Repeat for remaining team members

4. **[5 minutes]** As a team, synthesize trends from the reflections and begin to identify emerging areas of focus

Guiding Reflection Questions

- Based on your learning from this series, what key points/ideas/resources resonated with you most? Why?
- Based on your school context, reflect on:
  1. Evidence that teachers in your school currently understand, believe in and consistently do the things that are aligned to this learning?
  2. Evidence of current gaps in teachers' understanding, mindset, and/or current practice
  3. What questions/ideas does this raise for you about how to support all teachers in effectively addressing unfinished teaching and learning?

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Review the Sample Questions and Sentence Starters

Review the Sample Questions and Sentence Starters in your note-catcher

Clarifying Questions	Probing Qustions	Sentence Builders
- What do you mean when you say… - I think I heard you say…is that correct? - What's another way you might say/explain… - Can you tell us more about… "Put another way, you're saying…" - If you had to summarize all that in one sentence, what would it be?	- Why do you think this is the case? - What do you think would happen if…? - What sort of impact do you think…? - How did you determine…? - What is the connection between… and…? - What if the opposite were true? Then what?	- I agree with _____ because… - Your point about _____ really resonated with me because… - Your point about _____ is really important because... - I agree with _____, but we also have to consider that… - The evidence I've seen suggests something different... - We see this a little bit differently because... - Yes−and furthermore... - Adding to what _____ said...

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For Example

- every team member voiced concerns around teacher mindsets about students with unfinished learning → this has to be a priority to address as a school community in order to move this work forward

- teachers are generally invested in using the curriculum but need support in how to make it accessible for students with unfinished learning

- in both math and ELA, many teachers are using a "fixed groups" model for small group instruction vs. more flexible groups based on unit-specific data

Let's Go: Team Time!

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Analyze Sample Plan

Examine a leadership team's sample action plan

- What stands out to you about their action plan?
- What, specifically, makes their plan effective?

Let's Discuss!

- What stands out to you about their action plan?
- What, specifically, makes their plan effective?

Action Planning: Key Points

- **Started with 3 planning priorities that are:**
  - ambitious but also realistic and measurable
  - aligned and connected to the key learning from this training sequence
  - high-leverage and not "compliance focused"

- **They then broke these planning priorities down into action steps that are:**
  - Specific
  - Concrete
  - Bite-sized

Additionally, their plan...

- leverages the expertise of other educators in the building → they have a plan of shared ownership of the work!

- carves out time to create a thoughtful plan for rolling out and communicating to staff

- builds in time to anticipate push-back and plans to proactively address potential concerns

Compare to a Non-Example

Review the non-example action plan

- What, specifically, makes this a non-example?

- What could this leadership team do to make their action plan more effective?

Let's Discuss!

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- What could this leadership team do to make their action plan more effective?

Zoom In: Planning Priorities

Improvement #1:

Strengthen the focus of the Planning Priority

Original	Revised
Figure out system for enforcing compliance with lesson planning expectations	Revisit planning expectations and systems/structures to ensure they support teachers in planning intentional supports to address unfinished teaching and learning

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Let's Prepare!

- **Review** The Team Action Planning Protocol in your note-catcher
- **Reflect:** What questions do you have before we get started?

Recommended Process:

1. Identify ONE PERSON on your team who will create the team version of the planning tool. *This person will:*
2. Click on the Action Planning Tool linked in your note-catcher
3. Click "Make a Copy"
4. Save the Action Planning Tool google doc to your google drive
5. Share your copy of the Action Planning Tool with your whole team (add their email addresses in the Sharing Settings OR copy and share the link with them → be sure to give them "Edit Access" so you can all work in the same document

Let's Go: Team Time!

Team Action Planning

Planning Priorities
Choose 2-3 high-leverage areas of focus to move this work forward.

1)

Use the templates below to break down each of your planning priorities into concrete, measureable and bite-sized steps (add/remove rows as needed!).

Priority #1:		
Specific Action Steps	**Timeline**	**Owner(s)**

Priority #2:		
Specific Action Steps	**Timeline**	**Owner(s)**

Action Planning Norms

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Share Your Reflections

Based on your team's action planning today….

What are you most excited to get started on?

What do you anticipate might be most challenging about your plan?

What questions does this raise for you? And/or what support might you need?

Capture your reflection(s) on our Jamboard!

Thank You!

Please click on the link shared in the chat and take a few moments to **complete our survey** →
we appreciate and value your feedback!