**Detailed Facilitation Notes for Agenda**

**Guiding Coalition Meeting: Student Interventions**

**Agenda Item 1: Review Norms and Assign Meeting Roles—Facilitation Notes**

* Please see detailed facilitation notes in Ancillary Materials for More Best Practice Meeting Routines.

**Agenda Item 2: Community Building—Facilitation Notes**

* Please see detailed facilitation notes in Ancillary Materials for More Best Practice Meeting Routines.

**Agenda Item 3: After Action Review—Facilitation Notes**

* Please see detailed facilitation notes in Ancillary Materials for More Best Practice Meeting Routines.

**Agenda Item 4: Student Interventions—Facilitation Notes**

* Distribute the Alternate Ranking handout and blank or lined paper.
* Elementary: Ask GC members to choose English language arts or mathematics as the focus for their alternate ranking.
  + Allow time for all members to complete the Alternate Ranking according to the instructions.
* Distribute the Students by Need handout and discuss the four quadrants.
* Ask members to write the first names of each of their students in one of the four quadrants.
* Ask the Recorder to title a blank chart page: What We Noticed.
* Invite team members to share insights from this process while the Recorder charts them.
* Be sure to elicit discussions of the following if they do not emerge from team members:
  + A variety of factors may interfere with learning, some academic, and some nonacademic.
  + It is typically easy to name the most able and most needy students; those in the mid-range are harder to remember—and to focus on when teaching and planning.
  + A given student’s academic abilities and nonacademic factors, such as motivation, can vary considerably from one class to another and one unit to another.
  + Information about some students may be incomplete; teachers may not have background information (e.g., regarding home, health, peers), which may be impacting learning.
* Ask the Recorder to tear off the list that has been generated and post it nearby then put the Pyramid Response to Intervention poster on the chart rack. Ask the Recorder to draw the horizontal tier lines across the full page to allow more room to write ideas for each tier on both sides of the pyramid.
* Using the Brainstorming guidelines from Chapter 12, facilitate a short, intense, high-energy brainstorming session around the six areas of the pyramid. Remember that every idea is captured, with no critiquing of its merit or feasibility. It works best to begin at the base, beginning with Academic Tier 1, then moving to Behavioral Tier 1, then moving on to Tier 2 and repeating the two sides in alternating fashion.
* Post the chart pages from the brainstorming so that they can all be seen by all team members.
* Use appropriate tools, such as the Talking Stick if emotions are high and fist-to-five consensus building as needed, as you decide which ideas to pursue during Team Planning. Be sure the charts themselves are stored in an accessible place for future reference. Using Avery dots as described in GC Meeting #2 is another strategy you can use to help prioritize the agreed-upon slate of selected ideas to implement.
* Remember to consider resources such as nearby schools that have implemented successful interventions. Professional field trips are a useful tool.
* During Team Planning, the team may also decide to use a staff professional learning session to have teachers complete their own alternate rankings and list their students in the Students by Need quadrants for group discussion.

**Agenda Item 5: Team Planning—Facilitation Notes**

* Please see detailed facilitation notes in Ancillary Materials for Getting Started.

**Agenda Item 6: Tool Kit—Facilitation Notes**

* Team members can add today’s new tools to their Tool Kit lists.
  + Alternate Ranking
  + Students by Need

**Agenda Item 7: Evaluate Norms—Facilitation Notes**

* Please see detailed facilitation notes in Ancillary Materials for Getting Started.

*Resist the temptation to skip this item!*