**Detailed Facilitation Notes for Agenda**

**Guiding Coalition Meeting: More Best Practice Meeting Routines, Essential Learnings and Common Assessments**

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

* As facilitator, read the agreed-upon Norms from the poster.
* Ask guiding coalition (GC) members to assume new roles using the tent cards.

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

* Share with the team that today’s community builder is Good News. Share a brief Good News item of your own first. I recommend sharing a personal family item, but it could also be positive information about something that has recently happened at school that some of or all the team members may not have heard. Good News can always be either personal or professional.
* After your own Good News item, encourage anyone who wants to volunteer a Good News item to share it with the team. Continue until everyone who chooses to share has done so.
* After Good News is completed, share the following with the team about the practice of community building:
  + Community building is a best practice for meetings because gradually team members come to know each other better both personally and professionally.
  + Over time, community building helps forge personal relationships, which people come to value and care about protecting, which impacts how they behave toward each other in a positive way.
  + This raises the likelihood that the team will operate in an increasingly collaborative fashion, characterized by courtesy, respect, and openness to each other’s ideas.
  + Meeting facilitators often tend to skip community building because it may be seen as a “fluffy” activity that simply takes time (these are sometimes referred to as *icebreakers*). In reality, it can take just a few minutes and is an investment with significant payoffs in helping teams work more smoothly.
  + Community building also sets a positive tone for the meeting, which is especially important in times of high stress, or if there have been recent negative developments that are impacting team members.
  + Community building can be a consistent, routine procedure such as Good News, but can also take a variety of other forms and be more elaborate if time allows.
* Community builders can also be designed to focus the group on the main topic of the meeting, which is a very effective opener with a large group, such as a whole staff.

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

* Introduce the after action review (AAR) form. The poster-size form will be used by the team; individual members may use their handouts to take notes if they wish.
* Ask the Timekeeper to time the five sections at 5 minutes apiece, with a 1 minute warning if needed. As facilitator, you decide whether to allot a specific number of additional minutes to any given section if you feel it is valuable, but continue to ask the Timekeeper to time it. While the discussions around the AAR are always valuable, it is easy to spend so much time on this activity that the rest of the agenda is shortchanged. What We Did will need additional time for a large GC, such as at a high school, because that is the segment where each teacher leader will share his or her team products developed since the last GC meeting.
* Ask the Recorder to chart the group’s work on the AAR poster.
* What We Set Out to Do is based on the Professional Work Plan of Meeting #1. It typically requires less than 5 minutes to list these items.
* What We Did may differ from the Plan for a variety of reasons, most commonly, time constraints. This section is divided into What Worked and What Didn’t to help the team regroup and make an improved Professional Work Plan next time. For this meeting, be sure to allow each GC member time to share the Norms his or her team developed. Also include discussion of new tools members have tried out with their teams, such as talking sticks, role cards, and the Parking Lot.
* What We Learned is probably the most important section of the AAR.
* Next Steps are notes about what is needed in relation to revisiting parts of, or building on, the last Professional Work Plan. These may be folded into today’s Plan, along with actions related to the new content of today’s meeting.
* After the AAR is completed, if the meeting space allows, move the poster off the chart rack to the wall space so that it can be referred to as the new Professional Work Plan is developed.

**Agenda Item 4: Collaboration Survey—Facilitation Notes**

* To set the context for the survey, verbally provide background information on essential learnings and teacher collaboration in a PLC. You may wish to draw on the material in Chapter 5.
* Share that the survey items describe the work of sophisticated, high-functioning collaborative teams. It is unlikely that all items will be highly rated by all team leaders. Distribute the surveys for individual reflection and marking. Be sure to provide teacher leaders of vertical teams or teams of specialists with the survey that is specific to them.
* After everyone is finished, distribute the sets of Avery mini-dots.
* Invite a few members at a time to come up to the poster and place their dots at the numbers they circled on their surveys.
* Once all the dots have been placed, invite open discussion about the results, vis-à-vis the background information you provided before handing out the surveys.
* After the team has had time to consider and discuss the range and commonalities of collaboration across the school, pose the following questions, with the Recorder capturing the group’s ideas and agreements on chart paper. Use the Talking Stick as needed to ensure that everyone’s voice is being heard.

**Survey Debrief Questions**

**If Teams Have Not Created a Curriculum Map for the Year**

**(See discussion in Chapter 5)**

* What would be a reasonable timeline/deadline to expect all course-alike teams in the school to complete their curriculum maps, and to be ready to share their focus of instruction for the next upcoming unit?

*Note*: A 2-week time frame should be sufficient and reasonable.

**If Sharing Student Assessments Is New to Most Teams**

If common assessments are new to course-alike teams in the school, or inconsistent from team to team, ask:

* What would be a reasonable timeline/deadline to expect all course-alike teams in the school to select or develop their first (or next) common assessment, and administer it to their students?

*(Important note: From this point on, the term* assessment *may mean an assignment, quiz, or performance task*.*)*

*Note*: Another 2-week time frame should be sufficient and reasonable.

If vertical or specialist teams have never engaged in individual sharing of student work or data for team feedback, ask:

* What would be a reasonable timeline/deadline to expect all vertical or specialist teams in the school to engage in their first collaboration around the first volunteer member’s student work/data (to be continued on a rotating basis)?

*(You may wish to provide these team leaders with an advance copy of the Student Work Protocol from Chapter 10, which is an example of a structure for this kind of collaboration, or you could provide it in advance of this meeting when you send the agenda out to all GC members)*.

**If at Least Some Sharing of Student Assessments Are in Place**

If course-alike and vertical/specialist teams are already past the stages described above, but team collaboration practices are inconsistent or surface level, ask:

* What would be our next steps in moving all of our teams to higher-level collaboration using the assessments you are currently using/developing?
* What specific team member practices/behaviors would be different than what they are now?
* What would be the timeline/deadline for the new practices/behaviors to be in place in each team?
* How can we gauge and support progress on making these practices/behaviors habitual in each team?

**Consensus Building**

If you have been using the Talking Stick for these discussions, you probably can determine fairly easily when you have attained consensus. However, you can introduce the fist-to-five strategy if you have members who seem to be having difficulty with the agreements you are developing.

Begin by saying: We are moving toward consensus, so let’s take a poll of where we all are. A fist means zero, or total disagreement, and a five means total agreement. Please hold up your fist-to-five position at this point in our discussion.

For those with a fist-to-two, ask:

[Robin], you are showing a [one] on this agreement. What would it take to get you to at least a two?

Allow that member to express his or her concerns and continue the group discussion to try to address them or reach a compromise. Continue with that member until a three is reached. Repeat with any other member at a fist-to-two, and continue until everyone on the team is at least at a three.

Conclude by saying:

All of us are now between a three and five, which means we have consensus. We may still have specific questions or issues to work out, but consensus means that everyone here will support this agreement when we leave this room, both privately and publicly to everyone else outside this group. Consensus is much stronger than voting, because those who voted against something and lost can always say that they didn’t vote for it. That is why in our teams and on our staff we will no longer vote on issues unless we have an outside mandate to take a vote. Fist-to-five is a strategy you can begin using right away as you lead your own teams.

*(Note: If you did not need to use fist-to-five to gain consensus on the agreements you just made, you may still wish to introduce it if time allows, because it is such a valuable tool for leaders*.*)*

**Save Notes for Professional Work Plan**

If the meeting space allows, move the notes captured by the Recorder to the wall spaces so that they can be referred to as the new Professional Work Plan is developed.

**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
  + Community building
  + After Action Review (AAR)
  + Surveys
  + Fist-to-five consensus building (if introduced)

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

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

*Important note: Of all the items on the agenda, Evaluating Norms is the most tempting to skip because it comes at the end*. *Your modeling says more than words*. *Norms are next to worthless unless team members consistently remind each other when a Norm is being violated and unless the team’s adherence to the Norms is regularly evaluated and discussed*. *Without the power of Norms, your teacher leaders are left without the use of an important tool to lead their teams effectively*. *By evaluating Norms at the end of each GC meeting—even when the Norms were perfectly followed—you are symbolically giving this practice value*.