**Detailed Facilitation Notes for Agenda**

**Guiding Coalition Meeting: Mission, Vision, Collective Commitments**

**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: Mission, Vision, Commitments—Facilitation Notes**

* Before beginning, inform the guiding coalition (GC) that this agenda item will serve as a dry run for a similar process with the whole staff. As described under Option B in the Detailed Facilitation Notes for Agenda, Getting Started, GC members who are willing will co-facilitate these processes with you at a full-staff professional learning session, which you will plan today during Team Planning.
* Distribute the school’s mission statement, if you have one, and the handout, Writing or Evaluating a Mission Statement.
* If you have a mission statement, use the Talking Stick to facilitate a discussion about how well your mission statement aligns to the listed criteria.
* If you have a mission statement and the consensus of the GC**—**including yourself**—**and it aligns with the criteria, you are ready to move on to Headlines**—**Our Vision.
* If the GC feels that the mission statement needs revision (or if you need to compose a mission statement for the first time), ask the Recorder to capture suggestions on a blank chart paper.
* To focus a *high* level of energy on the task and to avoid dragging out wordsmithing, ask the Timer to set his or her clock for 10 minutes.
* Ask the Recorder to tear off the finalized mission statement and post it nearby.
* Distribute Headlines**—**Our Vision.
* Allow a few minutes for each GC member to compose a headline.
* Use a read-around to share the headlines. Pass them around the table clockwise to allow everyone to read all other members’ headlines. Stop after each member has gotten his or her headline back.
* Ask the Recorder to label a new chart Common Elements and invite an open discussion about what team members noticed about commonalities while the Recorder captures them. (*Note*: When GC members facilitate this step with the whole staff, the Common Elements can be given to an ad hoc committee, or given back to the GC, for the drafting of a Vision Statement and/or the creation of an illustrated poster.)
* Distribute Collective Commitments.
* Have the team break into groups of three and join one yourself.
* Ask each triad to write out “We will . . .” statements for each of the first six categories using the blank sentence strips or paper strips, tape them under the titles that have been posted around the room. The Other category can be used as needed. When everyone is finished, each title will have a “list” of strips posted underneath it.
* For the next step, break the GC into groups of four to eight members each.
* Assign each group one of the six (or seven) categories with its taped-up list of “We will . . .” sentence strips.
* Give each group a piece of chart paper to write a *succinct*, overall “We will . . .” commitment statement for their assigned category that incorporates the main ideas of all the sentence strips.
* Groups that finish early can work with another category that has not yet been assigned.
* When finished, there will be six to seven “We will . . .” commitment statements written on chart papers. Ask each GC member to sign at the bottom of all the charts.
* Remind the team that these processes were for practice. They will co-facilitate the completion of the real documents by the staff as a whole.

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

* Please see detailed facilitation notes in Ancillary Materials for Getting Started.
* Complete a Professional Work Plan to facilitate the processes just completed in Agenda Item 4 with the full staff.
* Make appropriate adjustments so that the processes will work smoothly with the large group.
	+ Agree on a group signal that will be established with the full staff at the beginning of the session to regain the group’s attention after each step of the process.
	+ For best results, I suggest making a plan to set up the meeting room for the professional learning session so that the teachers are sitting in mixed-subject-area or mixed-grade-level groups of about seven to eight members each. The simplest way to do this is to place a printed list of names in the center of each table. If the only available tables are larger, such as cafeteria tables, consider arranging a group of seven to eight at each end of the larger tables.
	+ Avoid having table groups larger than eight. People become easily disengaged when the groups are too large. It is also more difficult for everyone in the group to hear each other.
	+ Instead of having each individual write a headline, ask each table group to write one. You will need to allow around 5 minutes for this. Be sure to have each table group appoint a Facilitator, Timekeeper, Recorder, and Spokesperson. Decide how you will have the Spokespersons share their table’s headline visually for the whole group. Is there a white board? Can they be listed on a piece of paper that is projected on a docu-cam? Can each Recorder send their table’s headline electronically to the GC facilitator for this section so that all the headlines will appear on the screen? All the headlines need to be visible at once for the Commonalities step.
	+ I suggest using sentence strips instead of electronic devices for the Collective Commitments activity because everything around the room can be easily seen at a glance. People also tend to become quickly disengaged when only one person is doing the group’s work on a device and the rest of the group cannot see the work in progress.
	+ If there are more than seven table groups, two or more groups can work on a single category, then one to two reps from each of the same-category groups can come together to write a final version of that “We will . . .” commitment statement.
	+ I suggest having a member of the office staff type the finalized Collective Commitments and having the document enlarged to poster size. Then at the next full-staff meeting, ask each teacher to sign the poster with the original groups’ work posted for reference. This is especially important at a school where trust has historically been low; teachers need to see that the printed document matches their work exactly.
	+ As discussed, all the headlines should be collected and assigned to an ad hoc committee, or returned to the GC, for the drafting of a final Vision Statement/Headline, and/or the creation of an illustrated poster. The ideal placement for display is in the staff lounge, along with the finalized Mission Statement.
	+ For additional suggestions about conducting full-staff PD, see Ancillary Materials for this book
* As discussed in Chapter 4, be sure that each GC member who is willing to help co-facilitate is given a part to play. Those who do not wish to facilitate for the large group can assist with other preparation and help with logistics during the session.

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

* Team members can add today’s new tools to their Tool Kit lists.
	+ Student Work Protocol

**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!*