

## Appendix C.3 • Your First Change Team Meeting

*A suggested schedule for your first change team meeting*

### Meeting Outline

1. Introductions: Getting to know one another and why we're here.
2. Change Team Approach: Understanding the process of and reasons for change.
3. Baseline Capability Snapshot: Diving into the five system capabilities.
4. Change Plans: Introducing student and system change plans.
5. Closing: Sharing thoughts and strategies and committing to collective change.

### Introductions

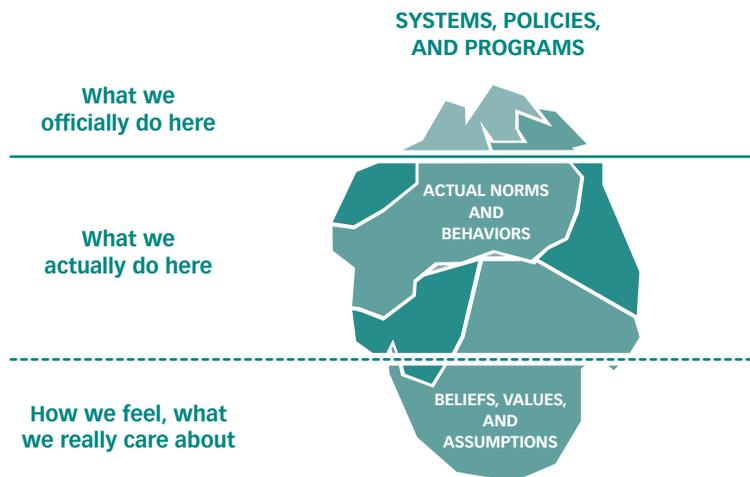
Getting to know who all of our learners are as individuals is the foundation of deeper learning. It extends beyond our students—we have to know and understand one another as well. Take the time for all change team members to share who they are, what's important to them, and their own personal reasons for change. Let everyone know *why* they're involved on the change team and *how* they add value to the work.

- Who are you? What are your backgrounds, interests, and roles? What's important for others to know about you?
- What's your “why” for deeper learning?
- What do you hope to add to and take away from the change team process?

### Change Team Approach

Share about the change team process and underlying reasons for change as they relate to your school or wider system, using the following process points to frame your discussion:

1. **Change teams** at school, district, and/or other levels are formed to connect learning partners; to share, track, measure, and spread learning; and to inform professional learning and other supports at varying levels of the school system. They take us deep into our systems—below surface policies and programs—to what we actually do, care about, and need to change (see the levels of the *Cultural Iceberg* that follow [adapted from Hall, 1976]).



*Source:* The Learner First, 2018; adapted from Hall, 1976

2. Change teams take a rubric-based approach to **inquiring into the “what,” “who,” “where,” and “why” of underachievement**. How do we define underachievement? Who is struggling, in which schools and/or classes/subjects, and with which outcomes? What are the real reasons these students are struggling, and how can we address them? Work in the change teams is driven by the five Capability Rubrics (Appendix A): (1) Understanding Your System, (2) Engaging Learners, Parents, and Communities as Real Partners, (3) Identifying and Measuring What’s Important, (4) Leading for Deep and Sustainable Change, and (5) Creating a Culture of Learning, Belonging, and High Expectations for All.
3. Findings from the assessment and measurement of system capabilities are leveraged to identify and prioritize action—what needs to change and in what order, and how can we make it happen?
4. Based on identified priorities, each level of the system designs a focused **change plan**—a dynamic, “living” document that details your system’s change process, tracks evidence of change throughout your journey, and adapts and changes on an ongoing basis to respond to and anticipate identified successes, challenges, and needs. Since the five capabilities touch on all aspects of our systems—from policies and practices to values and beliefs—change plans and their embedded actions consider all aspects of the system as well, focusing on what specifically needs to happen to effect specific changes and outcomes.
5. Along with our change plans themselves, what’s working and what needs to change in relation to identified priorities and goals is informed by **authentic mixed-method assessment (AMMA)**—the process of gathering the full range of evidence, both quantitative and qualitative, required to arrive at a fully informed understanding (measurement) of overall levels of progress and development. Introduce or discuss the authentic inquiry guides and how they support AMMA within the wider inquiry process.

6. The most important indicators of success in relation to system-level change plans and actions are students' **deeper learning outcomes**: self-understanding, knowledge, competency, and connection. These outcomes are measured in part by the Learning Progressions (Appendix D), which are informed by the same process of AMMA. In change teams, alongside the measurement of capabilities, participants should discuss and measure the system's development of each outcome using the Learning Development Rubric (Appendix B).
7. **Moderation** is one of the most important processes for identifying best practice and where further support is required. Change teams play a major role in moderating practice and learning, and they do so on an ongoing basis.
8. Change teams lead and manage change all the way through to learners' outcomes, **sharing** their learning and supporting others every step of the way.

As evidenced earlier, the change team process is carefully structured but deliberately nonpre-scriptive. Each change team should choose the right mix of approaches to address the specific needs of the students most in need of improvement.

## Baseline Capability Snapshot

One of the change team's first orders of business is piecing together an *evaluative snapshot* of the system's current capabilities and needs. The evidence gathered throughout this process informs measurement with the Capability Rubrics. Even before learning partners have had the opportunity to systematically seek out and gather evidence throughout your system and beyond, it's important to engage with the capability rubrics to form an initial understanding of the system's baseline levels of development in relation to each capability, forming a deeper, collective understanding of *evidence* and of the *evidence gaps* you can look to fill with the ensuing evaluative snapshot. Use this time to talk about evidence in light of AMMA—what qualifies as evidence, and how might we gather what we need? Time permitting, select a capability to begin with and use the Baseline Capability Snapshot (Appendix C.4) as a guide (completing this process for each capability will likely take multiple meetings). Remember that this is a first step—your ratings here help set the stage for the full evaluative snapshot, from which new ratings and, subsequently, new directions will be determined.

## Change Plans

Introduce the Change Plan (Appendix C.2) and Individual Action Plan (Appendix C.5) and their purposes. While you likely won't have enough at this stage to build out a change plan, discuss how your engagement with the five capabilities will frame your actions moving forward. With the Individual Action Plan, discuss *focal students*, their selection, and how focusing on a small number of learners at the outset supports us to develop deeper learning outcomes for all.

## Closing

First, run through some ongoing strategies and ways of working together:

- Think about a communication strategy for sharing learning and information with the community and other staff members. In what other meetings, places, times, and ways can our learning be shared?
- Remember to work from a meeting agenda, and rotate the role of facilitator.
- Keep track of and circulate “action items” determined during each meeting. Action items from this first meeting could include engaging with the Capability Rubrics, making individual ratings, and preparing to discuss them, as well as asking teachers to look to the Individual Action Plan (Appendix C.5) and Individual Profile (Appendix C.6) to start to form a deeper understanding of their learners, their needs, and how best to meet them.

Close the meeting by sharing thoughts and feelings as you kick off your journey together. How are you feeling? What questions do you have at this point? What are some other ideas for most effectively working together to deepen learners’ outcomes? Are you prepared to learn deeply and to share your learning with others?

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*Source:* The Learner First, 2018

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