



Desired Outcomes and Agenda

Team: [Team]

Location: School **Time:** 2:30 - 3:15 **Date:** 8/18/15

<p><u>Desired Outcomes</u> <i>By the end of this meeting, we will leave with:</i></p> <ul style="list-style-type: none"> ● A shared understanding of the collaborative inquiry cycle. ● Common agreement on the team's norms and expectations. 	<p><u>Roles</u> <i>Facilitator(s):</i> Teacher Leader <i>Recorder:</i> Teacher B <i>Timekeeper:</i> Teacher C <i>Process Observer:</i> Teacher D</p>	<p><u>Norms</u></p> <ol style="list-style-type: none"> 1. <i>TBD</i> 2. <i>TBD</i> 3. <i>TBD</i>
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Agenda Item	Process	Facilitator	Time	Materials/Follow-Up
<ul style="list-style-type: none"> ● Opening ● Desired Outcomes and Agenda ● Roles 	<ul style="list-style-type: none"> ● Group Welcome and Share ● Set Roles for Group ● Reflection (Favorite student, Favorite teacher) 	Teacher Leader	5-10	
Compass points	<ul style="list-style-type: none"> ● Review compass points activity ● Select leadership style ● Strengths and weaknesses of style ● Norms as a team 	Teacher Leader	15-20	- Chart Paper
Collaborative Inquiry Cycle	<ul style="list-style-type: none"> ● Complete beginning of KWL (Know, Want to Know, Learned) ● Read CIC materials ● Group Discussion: <i>How is it similar to what we have done before? How is it different? What do we want out of it?</i> ● Finish KWL 	Teacher Leader	15-20	- T3 Collaborative Inquiry Cycle from FIG.
Next Steps/Clarifying Questions	<ul style="list-style-type: none"> ● Develop next steps ● Answer clarifying questions 	Teacher Leader	5	
Meeting Evaluation	<ul style="list-style-type: none"> ● Conduct +/- 	Teacher Leader	5	

Use for note taking

● Agenda Item	● Notes
● Reflection – favorite student, favorite teacher	● Team members shared out about their favorite teachers and students
● Compass Points	<ul style="list-style-type: none"> ● In keeping with norm of communication we talked about honesty factor – how do we, as teachers, operate in our own work? What are our strengths and weaknesses? How can we bring those together in order to serve/target every single student in every single room? ● TL gives directions on compass points activities – which most accurately reflects the way you teach, lead, work, etc. ● What conflicts could you see arising? <ul style="list-style-type: none"> ○ Detail/results driven people feel that things aren't delivered ○ Detail/results people can have difficulty delegating ○ North/west people feel they have to pull the weight of the South/east people ○ Visioning can be difficult for north people – can get lost in the daily grind of the classroom ○ Importance of context – knowing for a particular meeting or set of meeting what type of work is going to be done. Is this a vision setting meeting (east)? Is this a meeting where something needs to get done (north)? ● Based on our different leadership styles, what norms do we want/need as a team? <ul style="list-style-type: none"> ○ We will communicate honestly and openly. ○ We will collaborate with a spirit of generosity. ○ We will stay focused on our outcomes.
● Collaborative Inquiry Cycle	<ul style="list-style-type: none"> ● Know - Teachers can grow by working together ; it's helpful to read articles about teaching practice; often difficult to implement if you don't see someone doing it (see it to believe it). ● Want to Know - How this will affect our planning time; will this be another initiative that is tossed aside after a year; will we focus on methods associated with our teacher evaluation. ● Learned - decisions need to be evidence-based; the team's work will be determined by the group (not just one person); we will get to see each other's classrooms in a non-judgmental way (yay!)
● Next steps/Clarifying questions	<ul style="list-style-type: none"> ● Finding a planning time for non-T3 meetings (back to school night) ● Teacher C is working to prepare materials for back to school night – she will put things out electronically and then edit/use etc. She can bring them to the next meeting and work through how each team member will be able to use them.

<ul style="list-style-type: none">● Meeting Evaluation	<ul style="list-style-type: none">● Plus/Delta and Next Steps<ul style="list-style-type: none">○ Bringing up how to prepare for Back to School Night, preparation for families○ Talking about our strengths and weaknesses as teachers.○ When do we start these different cycles? - Once we have all of our data, we can start our inquiry cycles○ Making sure to take turns when we are speaking○ When to make time for other meetings?● Perhaps we can be a little more succinct when discussing these areas – or build more structured time.
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