

MEETING AGENDA

4:00 PM - 6:00 PM

January 7, 8, 14 at Madison Park

January 15 at BTU Hall

Topic:
Teacher Leader Team Meeting #2

Attendees: Teacher Leader Teams
Facilitators: C&I, ODA, OHC

Meeting Objectives:

Participants will...

- Reflect on their leadership work and plan for the remainder of the year.
- Learn the *Five Dysfunctions of a Team*, the symptoms of two of those dysfunctions, and how to utilize resources that address those dysfunctions.
- Apply questioning, facilitation, and decision-making strategies that facilitate adult learning and structure meaningful conversations that drive improvements in teaching and learning.
- Review Quality School Plan (QSP) to assess implementation progress and impact on student learning.

Time	Minutes	Activity
4:00 – 4:20	20	Welcome & Introduction
4:20 – 5:00	40	<i>Participants self-select one of the two options:</i> Session #1 – Option A: Team Functioning <ul style="list-style-type: none">• Build common language around team functioning using Patrick Lencioni’s Five Dysfunctions of a Team• Self-assess one of your teams on two dysfunctions: Absence of Trust and Fear of Conflict• Evaluate resources for building trust and fostering productive conflict• Apply resources to your school setting Session #1 – Option B: Meeting Facilitation <ul style="list-style-type: none">• Build tool kit with 5 in the moment facilitation moves• Evaluate a meeting agenda based on the Meeting Wise Checklist from Data Wise• Apply resources to your school setting
5:00 – 5:05	5	Transition
5:05 – 5:45	40	Session #2: Quality School Plan (QSP) Progress Check <ul style="list-style-type: none">• Implementation• Impact
5:45 – 6:00	15	Debrief <ul style="list-style-type: none">• Team Reflection• Public Commitments• Closing

Resources:

<http://boston.schoolwires.net/oee>

Next Steps:

Complete feedback survey at: <https://www.surveymonkey.com/s/WinterTLT>

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The FIVE Dysfunctions of a Team *by Patrick Lencioni*

Members of dysfunctional teams ...	Dysfunctions and ways to Overcome each one	Members of trusting teams ...
<ul style="list-style-type: none"> • Stagnates/fails to grow • Rarely defeats competitors • Loses achievement-oriented employees • Encourages team members to focus on their own careers and individual goals • Is easily distracted 	<p style="text-align: center;"><u>Inattention to Results</u></p> <ul style="list-style-type: none"> ✓ Public declaration of results ✓ Results-Based rewards ✓ Setting the tone for a focus on results from the leader 	<ul style="list-style-type: none"> • Retains achievement-oriented employees • Minimizes individualistic behavior • Enjoys success and suffers failure acutely • Benefits from individuals who subjugate their own goals/interests for the good of the team • Avoids distractions
<ul style="list-style-type: none"> • Creates resentment among team members who have different standards of performance • Encourages mediocrity • Misses deadlines and key deliverables • Places an undue burden on the team leader as the sole source of discipline 	<p style="text-align: center;"><u>Avoidance of Accountability</u></p> <ul style="list-style-type: none"> ✓ Publication of goals and standards ✓ Simple and regular progress reviews ✓ Team rewards ✓ Ability of leader to allow the team to serve as the first and primary accountability mechanism 	<ul style="list-style-type: none"> • Ensures that poor performers feel pressure to improve • Identifies potential problems quickly by questioning one another's approaches without hesitation • Establishes respect among team members who are held to the same high standards • Avoids excessive bureaucracy around performance management and corrective action
<ul style="list-style-type: none"> • Creates ambiguity among the team about direction and priorities • Watches windows of opportunity close due to excessive analysis and unnecessary delay • Breeds lack of confidence and fear of failure • Revisits discussions and decisions again and again • Encourages second-guessing among team members 	<p style="text-align: center;"><u>Lack of Commitment</u></p> <ul style="list-style-type: none"> ✓ Cascading Messaging ✓ Deadlines ✓ Contingency and Worst-case scenario analysis ✓ Low-risk exposure therapy ✓ Ability of leader to not place too high of a premium on consensus or certainty 	<ul style="list-style-type: none"> • Creates clarity around direction and priorities • Aligns the entire team around common objectives • Develops an ability to learn from mistakes • Takes advantage of opportunities before competitors do • Moves forward without hesitation • Changes direction without hesitation or guilt
<ul style="list-style-type: none"> • Have boring meetings • Create environments where back-channel politics and personal attacks thrive • Ignore controversial topics that are critical to team success • Fail to tap into all the opinions and perspectives of team members • Waste time and energy with posturing and interpersonal risk management 	<p style="text-align: center;"><u>Fear of Conflict</u></p> <ul style="list-style-type: none"> ✓ Mining for conflict ✓ Real-Time Permission ✓ Personality style and Behavioral Preference tools ✓ Demonstration of restraint by leader when people engage in conflict 	<ul style="list-style-type: none"> • Have lively, interesting meetings • Extract and exploit the ideas of all team members • Solve real problems quickly • Minimize politics • Put critical topics on the table for discussion
<ul style="list-style-type: none"> • Conceal their weaknesses and mistakes from one another • Hesitate to ask for help or provide constructive feedback • Hesitate to offer help outside their own areas of responsibility • Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them. • Fail to recognize and tap into one another's skills and experiences. • Waste time and energy managing their behaviors for effect • Hold grudges • Dread meetings and find reasons to avoid spending time together 	<p style="text-align: center;"><u>Absence of Trust</u></p> <ul style="list-style-type: none"> ✓ Personal Histories Exercise ✓ Team Effectiveness Exercise ✓ Personality and Behavioral Preference Profiles ✓ 360-Degree Feedback ✓ Experiential Team Exercises ✓ Demonstration of vulnerability first by leader 	<ul style="list-style-type: none"> • Admit weaknesses and mistakes • Ask for help • Accept questions and input about their areas of responsibility • Give one another the benefit of the doubt before arriving at a negative conclusion. • Take risks in offering feedback and assistance • Appreciate and tap into one another's skills and experiences • Focus time and energy on important issues, not politics • Offer and accept apologies without hesitation • Look forward to meetings and other opportunities to work as a group

The Five Dysfunctions of a Team

By Patrick Lencioni

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Instructions: Use the scale below to indicate how each statement applies to your team. It is important to evaluate the statements honestly and without over-thinking your answers.

3 = Usually

2 = Sometimes

1 = Rarely

_____ 1. Team members are passionate and unguarded in their discussion of issues.

_____ 4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.

_____ 6. Team members openly admit their weaknesses and mistakes.

_____ 7. Team meetings are compelling, and not boring.

_____ 10. During team meetings, the most important – and difficult – issues are put on the table to be resolved.

_____ 12. Team members know about one another's personal lives and are comfortable discussing them.

*These questions have been selected from a longer team assessment which is why they are numbered in this way. For the full team assessment please reference the book, Five Dysfunctions of a Team.

Scoring

Combine your scores for the preceding statement as indicated below.

Dysfunction 1: Absence of Trust	Dysfunction 2: Fear of Conflict
Statement 4: _____	Statement 1: _____
Statement 6: _____	Statement 7: _____
Statement 12: _____	Statement 10: _____
Total: _____	Total: _____

A score of 8 or 9 is a probable indication that the dysfunction is not a problem for your team.

A score of 6 or 7 indicates that the dysfunction could be a problem.

A score of 3 to 5 is probably an indication that the dysfunction needs to be addressed.

Regardless of your scores, it is important to keep in mind that every team needs constant work, because without it, even the best ones deviate toward dysfunction.

Instructions: Please use this template as you go through each resource to capture your group’s thinking as you evaluate each resource and consider possible applications.

Resource	Possible Uses	Possible Obstacles	Possible Modifications

Next Steps

- Which resource, if any, do you see yourself using in your school? How? If you don’t see yourself using any of these resources, what could be some potential next steps for your team(s)?



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North, South, East and West: Compass Points

An Exercise in Understanding Preferences in Group Work

Developed in the field by educators affiliated with NSRF

Similar to the Myers-Briggs Personality Inventory, this exercise uses a set of preferences which relate not to individual but to group behaviors, helping us to understand how preferences affect our group work.

1. The room is set up with four signs on each wall — North, South, East and West.
2. Participants are invited to go to the “direction” of their choice. No one is only one “direction,” but everyone can choose one as their pre-dominant one.
3. Each “direction” answers the five questions on a sheet of newsprint. When complete, they report back to the whole group.
4. Processing can include:
 - Note the distribution among the “directions”: what might it mean?
 - What is the best combination for a group to have? Does it matter?
 - How can you avoid being driven crazy by another “direction”?
 - How might you use this exercise with others? Students?

	<p>North <i>Acting – “Let’s do it;” Likes to act, try things, plunge in.</i></p>	
<p>West <i>Paying attention to detail —likes to know the who, what, when, where and why before acting.</i></p>		<p>East <i>Speculating – likes to look at the big picture and the possibilities before acting.</i></p>
	<p>South <i>Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.</i></p>	

Fears and Hopes Protocol

Developed in the field by educators.

Purpose

One purpose is simply to help people learn some things about each other. The deeper purpose, however, is to establish a norm of ownership by the group of every individual's expectations and concerns: to get these into the open, and to begin addressing them together.

Details

Time for this protocol can vary from 5 to 25 minutes, depending on the size of the group and the range of their concerns. If the group is particularly large, the facilitator asks tables groups to work together and then report out. The only supplies needed are individual writing materials, newsprint and markers.

Steps

1. *Introduction.* The facilitator asks participants to write down briefly for themselves their greatest fear for this meeting/ workshop/ retreat/ class: *"If this were the worst meeting (class) you have ever attended, what will happen or not happen? (Adapt it to make it age appropriate)"* Then they write their greatest hope: *"If this is the best meeting (class) you have ever attended, what will be its outcomes (what would I learn)?"*
2. *Pair-Share.* If time permits, the facilitator asks participants to share their hopes and fears with a partner.
3. *Listing.* Participants call out fears and hopes as the facilitators lists them on separate pieces of newsprint.
4. *Debriefing.* The facilitator prompts, *"Did you notice anything surprising or otherwise interesting while doing this activity? What was the impact on you or others of expressing negative thoughts? Would you use this activity in your school (at home)? In your classroom? Why? Why not?"*

Facilitation Tips

The facilitator should list all fears and hopes exactly as expressed, without editing, comment, or judgment. One should not be afraid of the worst fears. A meeting always goes better once these are expressed. The facilitator can also participate by listing his or her own fears and hopes. After the list of fears and hopes are complete, the group should be encouraged to ponder them. If some things seem to need modification, the facilitator should say so in the interest of transparency, and make the modifications. If some of the hopes seem to require a common effort to realize, or if some of the fears require a special effort to avoid, the facilitator should say what he or she thinks these are, and solicit ideas for generating such efforts. It is easy to move from here into norm-setting: *"In order to reach our hoped-for-outcomes while making sure we deal with our fears, what norms will we need?"*

Variation

One variation that cuts down on time is to use picture or picture postcards that have fairly ambiguous meaning, and to ask participants to introduce themselves and tell how the images they have picked (randomly) express their hopes and fears for the meeting. In this variation, the facilitator listens carefully and makes notes while participants speak, so as to be able to capture expressed hopes and fears for the group's reflection.

Possible Protocol:

- Have each team member fill out their storyboard individually
- Each team member verbally shares their storyboard. This could be the entire storyboard or select parts.
- To close, each team member should reflect on one thing that they have learned about a colleague

Storyboard: The Self I Bring to Work	Scene 1	Building Trust - Sharing Personal Histories		
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Part 1: Origin of My First Name

Part 2: City of My Birth

Part 3: Gender

Part 4: Race/Ethnicity/National Origin

Part 5: One Way I Am Like My Father

Part 6: One Way I Am Like My Mother

<p style="text-align: center;">Storyboard: The Self I Bring to Work</p>	<p style="text-align: center;">Scene 2</p>	<p style="text-align: center;">Building Trust- Sharing Personal Histories</p>		
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Part 7: One Thing that I am Very Proud Of

Part 8: My Favorite Things to Do in My Spare Time

Part 9: Something Someone Did for Me Recently that Made Me Feel Good

Part 10: The Source of My Values Comes From...

Part 11: I Know I'm Successful When I...

Part 12: One Thing I Value About My Work



We Have to Talk: A Step-By-Step Checklist for Difficult Conversations

Think of a conversation you've been putting off. Got it? Great. Then let's go.

There are dozens of books on the topic of difficult, crucial, challenging, important (you get the idea) conversations (I list several at the end of this article). Those times when you know you should talk to someone, but you don't. Maybe you've tried and it went badly. Or maybe you fear that talking will only make the situation worse. Still, there's a feeling of being stuck, and you'd like to free up that stuck energy for more useful purposes.

What you have here is a brief synopsis of best practice strategies: a checklist of action items to think about before going into the conversation; some useful concepts to practice during the conversation; and some tips and suggestions to help your energy stay focused and flowing, including possible conversation openings.

You'll notice one key theme throughout: you have more power than you think.

Working on Yourself: How To Prepare for the Conversation

Before going into the conversation, ask yourself some questions:

- 1. What is your purpose for having the conversation? What do you hope to accomplish? What would be an ideal outcome?**

Watch for hidden purposes. You may think you have honorable goals, like educating an employee or increasing connection with your teen, only to notice that your language is excessively critical or condescending. You think you want to support, but you end up punishing. Some purposes are more useful than others. Work on yourself so that you enter the conversation with a supportive purpose.

2. **What assumptions are you making about this person's intentions?** You may feel intimidated, belittled, ignored, disrespected, or marginalized, but be cautious about assuming that this was the speaker's intention. Impact does not necessarily equal intent.
3. **What "buttons" of yours are being pushed? Are you more emotional than the situation warrants?** Take a look at your "backstory," as they say in the movies. What personal history is being triggered? You may still have the conversation, but you'll go into it knowing that some of the heightened emotional state has to do with you.
4. **How is your attitude toward the conversation influencing your perception of it?** If you think this is going to be horribly difficult, it probably will be. If you truly believe that whatever happens, some good will come of it, that will likely be the case. Try to adjust your attitude for maximum effectiveness.
5. **Who is the opponent? What might he be thinking about this situation? Is he aware of the problem?** If so, how do you think he perceives it? What are his needs and fears? What solution do you think he would suggest? Begin to reframe the opponent as partner.
6. **What are your needs and fears?** Are there any common concerns? Could there be?
7. **How have you contributed to the problem?** How has the other person?

4 Steps to a Successful Outcome

The majority of the work in any conflict conversation is work you do on yourself. No matter how well the conversation begins, you'll need to stay in charge of yourself, your purpose and your emotional energy. Breathe, center, and continue to notice when you become off center—and choose to return again. This is where your power lies. By choosing the calm, centered state, you'll help your opponent/partner to be more centered, too. Centering is not a step; centering is how you are as you take the steps. (For more on Centering, see the Resource section at the end of the article.)

Step #1: Inquiry

Cultivate an attitude of discovery and curiosity. Pretend you don't know anything (you really don't), and try to learn as much as possible about your opponent/partner and his point of view. Pretend you're entertaining a visitor from another planet, and find out

how things look on that planet, how certain events affect the other person, and what the values and priorities are there.

If your partner really was from another planet, you'd be watching his body language and listening for unspoken energy as well. Do that here. What does he really want? What is he *not* saying?

Let your partner talk until he is finished. Don't interrupt except to acknowledge. Whatever you hear, don't take it personally. It's not really about you. Try to learn as much as you can in this phase of the conversation. You'll get your turn, but don't rush things.

Step #2: Acknowledgment

Acknowledgment means showing that you've heard and understood. Try to understand the other person so well you can make his argument for him. Then do it. Explain back to him what you think he's really going for. Guess at his hopes and honor his position. He will not change unless he sees that you see where he stands. Then he might. No guarantees.

Acknowledge whatever you can, including your own defensiveness if it comes up. It's fine; it just is. You can decide later how to address it. For example, in an argument with a friend, I said: "I notice I'm becoming defensive, and I think it's because your voice just got louder and sounded angry. I just want to talk about this topic. I'm not trying to persuade you in either direction." The acknowledgment helped him (and me) to re-center.

Acknowledgment can be difficult if we associate it with agreement. Keep them separate. My saying, "this sounds really important to you," doesn't mean I'm going to go along with your decision.

Step #3: Advocacy

When you sense your opponent/partner has expressed all his energy on the topic, it's your turn. What can you see from your perspective that he's missed? Help clarify your position without minimizing his. For example: "From what you've told me, I can see how you came to the conclusion that I'm not a team player. And I think I am. When I introduce problems with a project, I'm thinking about its long-term success. I don't mean to be a critic, though perhaps I sound like one. Maybe we can talk about how to address these issues so that my intention is clear."

Step #4: Problem-Solving

Now you're ready to begin building solutions. Brainstorming and continued inquiry are useful here. Ask your opponent/partner what he thinks might work. Whatever he says, find something you like and build on it. If the conversation becomes adversarial, go back to inquiry. Asking for the other's point of view usually creates safety and encourages him to engage. If you've been successful in centering, adjusting your

attitude, and engaging with inquiry and useful purpose, building sustainable solutions will be easy.

Practice, Practice, Practice

The art of conversation is like any art—with continued practice you acquire skill and ease. Here are some additional hints:

Tips and Suggestions:

- A successful outcome will depend on two things: *how* you are and *what* you say. How you are (centered, supportive, curious, problem-solving) will greatly influence what you say.
- Acknowledge emotional energy—yours and your partner's—and direct it toward a useful purpose.
- Know and return to your purpose at difficult moments.
- Don't take verbal attacks personally. Help your opponent/partner come back to center.
- Don't assume your opponent/partner can see things from your point of view.
- Practice the conversation with a friend before holding the real one.
- Mentally practice the conversation. See various possibilities and visualize yourself handling them with ease. Envision the outcome you are hoping for.

How Do I Begin?

In my workshops, a common question is *How do I begin the conversation?* Here are a few conversation openers I've picked up over the years—and used many times!

- I have something I'd like to discuss with you that I think will help us work together more effectively.
- I'd like to talk about _____ with you, but first I'd like to get your point of view.
- I need your help with what just happened. Do you have a few minutes to talk?

- I need your help with something. Can we talk about it (soon)? If the person says, “Sure, let me get back to you,” follow up with him.
- I think we have different perceptions about _____. I’d like to hear your thinking on this.
- I’d like to talk about _____. I think we may have different ideas about how to _____.
- I’d like to see if we might reach a better understanding about _____. I really want to hear your feelings about this and share my perspective as well.

Write a possible opening for your conversation here:

Good luck! Let me know if this article has been useful by contacting me at <http://www.judyringer.com>

Resources

The Magic of Conflict, by Thomas F. Crum (www.aikiworks.com)

Difficult Conversations, by Douglas Stone, Bruce Patton, and Sheila Heen (www.triadcgi.com)

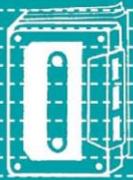
Crucial Conversations, by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler (www.crucialconversations.com)

FAQ about Conflict, by Judy Ringer <http://www.JudyRinger.com>

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About the Author: Judy Ringer is the author of *Unlikely Teachers: Finding the Hidden Gifts in Daily Conflict*, stories and practices on the connection between aikido, conflict, and living a purposeful life. As the founder of Power & Presence Training, Judy specializes in unique workshops on conflict, communication, and creating a more positive work environment. Judy is a black belt in aikido and chief instructor of Portsmouth Aikido, Portsmouth, NH, USA. Subscribe to Judy's free award-winning e-newsletter, *Ki Moments*, at <http://www.JudyRinger.com>

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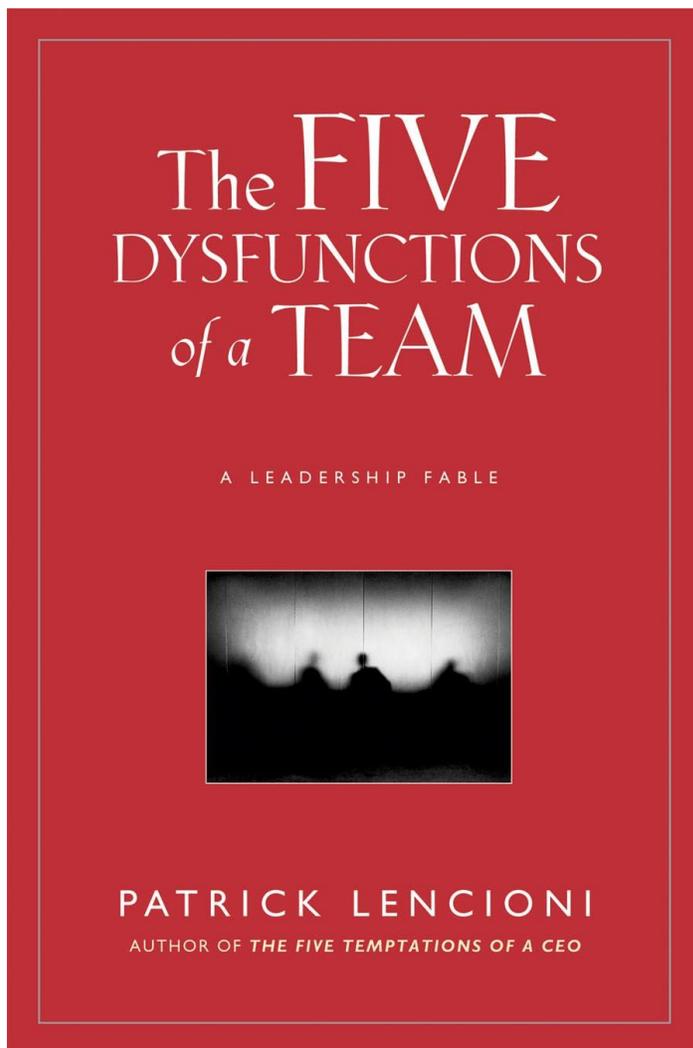


Audio-Tech Business Book Summaries

Overcoming the Five Dysfunctions of a Team

A Field Guide for Leaders, Managers,
and Facilitators

by Patrick Lencioni



OVERCOMING DYSFUNCTION #2 BY MASTERING CONFLICT

Establishing trust makes it easier to overcome Dysfunction #2, the *fear of conflict*. Conflict — in a positive sense — is essential for strong teams.

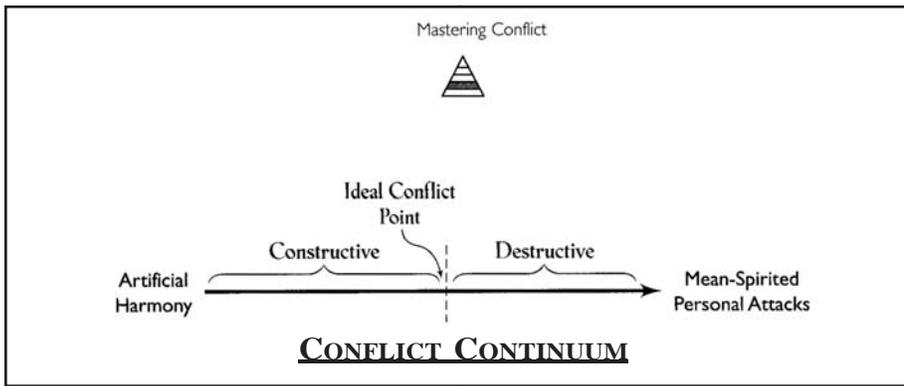
It involves passionate, unfiltered debate about important issues. Where trust exists, conflict becomes much less fearful.

On strong teams, intense debates are common. But they're constructive rather than destructive.

That's because their goal isn't to gain *personal advantage* but to pursue a *collective truth*. Thus, conflicts shouldn't be attempts to win arguments, but rather efforts to say what needs to be said.

Admittedly, even among the best teams, conflict is always somewhat uncomfortable. But team members need to push one another outside their emotional comfort zones in order to make the best decisions.

Many people express fears about conflict getting too personal, but that rarely



happens. The bigger problem for most teams is that their debates tend to be overly tepid rather than heated.

To overcome that, look at conflict as a continuum. At one end, there's artificial harmony with no conflict at all, and at the other there are mean-spirited, personal attacks.

The safe end — the harmony side — is where most teams tend to congregate. But the most productive place to be is around the middle. That's where a team can have every bit of constructive conflict possible — without getting overly personal.

What if a team steps over the line, and goes beyond the middle of the continuum? That's not only okay; it can actually be a good thing, as long as the team commits to working through it. When a team recovers from destructive conflict, it builds confidence that it can survive such an event, which in turn builds trust.

There are four tools and exercises available to help your team get more comfortable with productive conflict. They include:

1. Conflict profiling
2. Conflict norming
3. Mining for conflict
4. Recognizing conflict obstacles

Conflict profiling involves the participants' learning to engage in productive conflict around issues. To make this possible, it's necessary for the group to understand its collective and individual preferences related to conflict.

To that end, have the team members do three things:

- First, review their behavioral profiles from the MBTI, with emphasis on implications relating to conflict.
- Second, have members share those implications, along with other conflict-related influences

in their lives, including families, life experiences, and culture.

- Third, discuss the similarities and differences between their outlook and their teammates' viewpoints on the matter of conflict.

Conflict norming is the second tool for mastering conflict. It should emphasize establishing the team's norms for engaging in conflict.

Norming provides clarity about how the group members will participate in vigorous debate. Some teams like to get emotionally charged, use colorful language, and interrupt each other during debates. They believe this approach is productive, so people don't get offended by it. Other teams try to keep discussions free of emotion.

The best approach depends on the team. To discover what will work best, ask members to write down what they regard as *acceptable* and *unacceptable* behavior in such debates.

Then, have them discuss their preferences, with the goal being to arrive at a common understanding of how the team members will engage each other.

Unfortunately, even when people recognize productive conflict's value, they tend to avoid it. In such cases, the leader probably will have to assume the role of agitator.

Another way of looking at it is that he must use the third tool by *mining for conflict*. That means seeking out opportunities for unearthing buried conflicts — but only when it's important to uncover a significant issue.

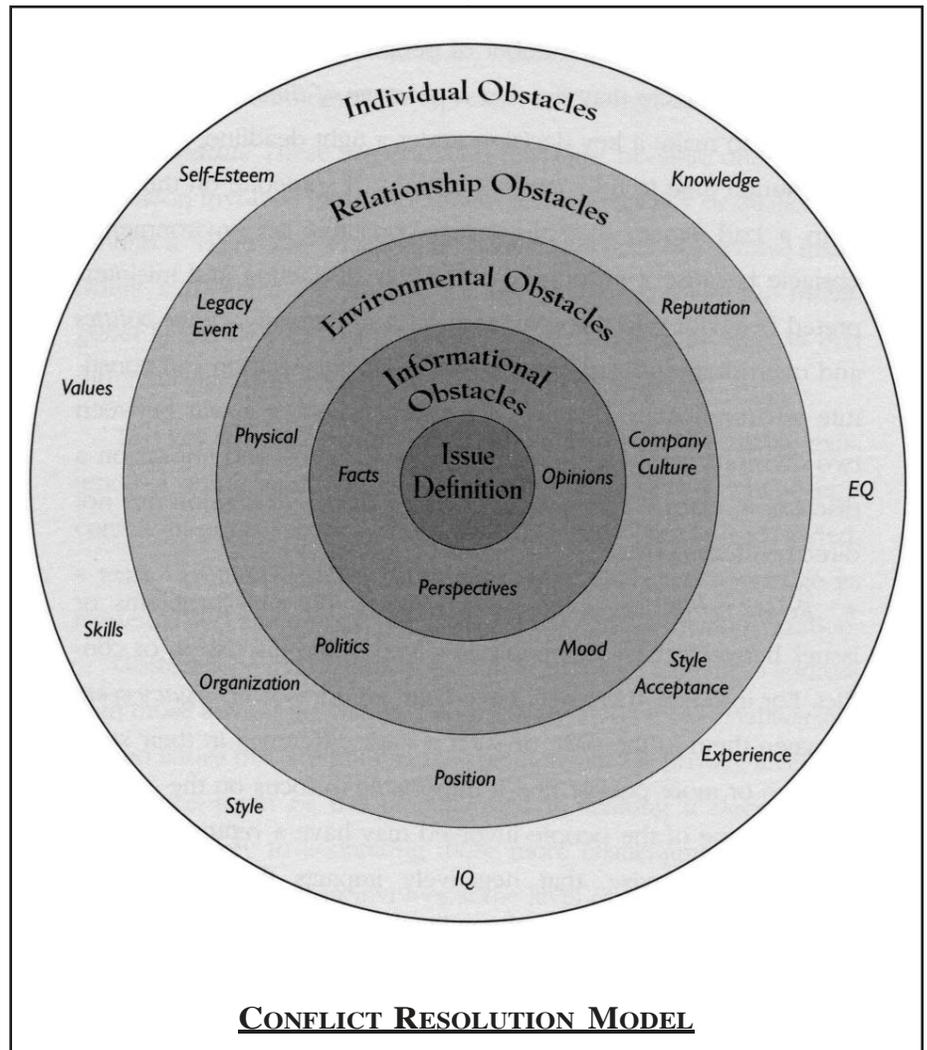
On occasions when the team gets into real conflict, it's appropriate for the leader to interrupt — and remind them that what they're doing is okay. Say something like: “This is good. Keep it up.”

The fourth tool for mastering conflict is to *understand the obstacles to conflict resolution*.

Four different kinds of obstacles can prevent issues from being resolved:

1. Informational
2. Environmental
3. Relationship
4. Individual

- *Informational obstacles* are the easiest to discuss because they are actually related to the issue being debated.



To engage in the kind of conflict that achieves resolution, teams must exchange information, facts, opinions, and perspective.

- *Environmental obstacles* refer to the location or atmosphere in which the discussion is occurring. That might include limitations in physical space — such as an uncomfortable room; a shortage of time to explore options; and office politics or cultural realities.
- *Relationship obstacles*

have to do with problems between the people involved in the discussion or conflict. They may trace back to past conflicts, stylistic differences, or the organizational pecking order.

- *Individual obstacles* exist because of internal differences between people. The obstacle may be something like IQ, knowledge, or self-esteem, or it could involve values or motives.

To use this approach,

remind everyone of the potential existence of these four types of obstacles, and refer to them whenever a conversation gets bogged down. For example, you might say, “We're not making any progress because of an environmental obstacle: This conference room is too small. Let's move across the hall to the larger room.”



5 Facilitation Moves to Try Tomorrow!

<u>Move</u>	<u>Description</u>	<u>Reflection</u>
Power of Yet	<p><u>What:</u> Use the word “yet” when discussing tasks that may not be complete or current practice.</p> <p><u>Why:</u> Using the word “yet” at the end of a sentence implies a positive assumption about the group’s intention to do something and that it will happen, even if it has not happened yet. It decreases the potential for blame and increases willingness to share struggles or challenges associated which can increase trust on the team.</p> <p><u>Example:</u> “Which tasks have not been completed yet?”</p> <p><u>Non-Example:</u> “Which tasks have not been completed?”</p>	<ul style="list-style-type: none"> • <i>How might/does this impact your team meetings?</i> • <i>Will you try/continue this move? If so, what will it look like?</i>
Clarifying Questions	<p><u>What:</u> Ask <i>for</i> a type of input rather than asking team members <i>if</i> they have input.</p> <p><u>Why:</u> As the facilitator, you want to make sure that there is clarity within the group by eliciting any uncertainties from team members. By asking, “What questions do you have?” your language normalizes the type of input you’re soliciting (e.g., uncertainty or concern), and encourages and structures this input.</p> <p><u>Example:</u> “What questions do you have?” “What concerns do we have about this?” “What isn’t clear about this process yet?”</p> <p><u>Non-Example:</u> “Does anyone have any questions before we move on?” “Do you guys have any concerns about this?” “Is there anything that isn’t clear?”</p>	

<p>Visual Notes</p>	<p><u>What:</u> A designated team member takes notes during a meeting in a manner that lets everyone see the notes as they are transcribe.</p> <p><u>Why:</u> It can be a challenging task to capture each person’s contributions accurately during a meeting. Sometimes it is best to take notes in a way that the entire group can see the notes in order to add, adjust, or clarify their contributions. This may be used in times when the notes must be returned to later in order to accomplish a task, or when there might be disagreement and each person’s voice is best captured verbatim.</p> <p><u>Example:</u> Notes could be typed and displayed using an LCD projector or written using a marker and chart paper.</p>	
<p>Think Time</p>	<p><u>What:</u> Provide processing time for participants before asking a question or soliciting input/action.</p> <p><u>Why:</u> Think time may help avoid pitfalls that some teams succumb to like group think and unequal talk time. It allows more members to participate, fosters deeper conversation, and allocates the time needed to formulate creative solutions and ideas.</p> <p><u>Example:</u> Be clear how much time will be provided, why it will be provided, and the expectations for participants during this time. Team members may jot their thoughts down during or just use the time to think.</p>	
<p>Turn and Talk</p>	<p><u>What:</u> Pairs are given time to share and listen to one another’s ideas.</p> <p><u>Why:</u> This strategy can be used to:</p> <ul style="list-style-type: none"> • Expose team members to different perspectives • Provide practice verbalizing ideas in a small and safe setting • Slow down the pace of a conversation • Structure and prioritize processing time • Encourage participation in the larger discussion/activities • Normalize talking, contributing, and attentive listening <p><u>Example:</u> Depending on the purpose, a facilitator might incorporate turn-and-talk before, during, or after a whole group discussion/activity or an individual task. Team members could share their own thoughts or their partner’s.</p>	

Meeting Wise Checklist

Meeting Date: _____

Attendees: _____

		Yes	No
Purpose	1. Have we identified clear and important meeting objectives that contribute to the goal of improving learning?		
Process	2. Have we built on the progress we made on the next steps from our previous meeting?		
	3. Have we incorporated feedback from previous meetings?		
	4. Have we chosen challenging activities that advance the meeting objectives?		
	5. Will this meeting engage all participants so that we take full advantage of each participant's knowledge and expertise?		
	6. Have we built in time to identify and commit to next steps ?		
	7. Have we built in time to assess what worked and what didn't, including the extent to which we followed our norms?		
	8. Have we clarified roles for all participants, including facilitator, notetaker, and timekeeper?		
Preparation	9. Have we gathered or developed materials (drafts, charts, etc.) that will help to focus and advance the conversation?		
	10. Have we determined what, if any, work we will ask participants to do to prepare for the meeting?		
Pacing	11. Have we ensured that we will address the most important objective early in the meeting?		
	12. Is it realistic that we could get through our agenda in the time allocated?		

Source: Boudett, K.P., & City, E.A. (forthcoming). *Meeting Wise*. Cambridge, MA: Harvard Education Press. All rights reserved. Please include citation if you choose to use this checklist. For more information, contact Melita_Garrett@harvard.edu.



Meeting Agenda Template

MEETING AGENDA Date: Insert date here Time: Insert meeting time here Location: Insert meeting location here		
Topic: Insert Meeting Topic Here	Attendees: Insert attendees or group name Facilitator: Insert facilitator's name Recorder: Insert note taker's name Timekeeper: Insert timekeeper's name Other Role(s): Use if there are other roles	
Meeting Objectives: <ul style="list-style-type: none"> Insert meeting objectives, one per bullet point 		
To prepare for this meeting, please: <ul style="list-style-type: none"> Insert preparation instructions, one task per bullet point 		
Materials we will use at the meeting: <ul style="list-style-type: none"> Insert names of documents & other resources to be used in meeting, one per bullet point 		
Schedule [insert total number of minutes]		
Time	Minutes	Activity
X:XX-X:XX	X	Welcome: Review meeting objectives and agenda
X:XX-X:XX	X	Recap: Review activities and feedback from last meeting (if applicable)
X:XX-X:XX	X	Topic name (protocol name, if applicable)
X:XX-X:XX	X	Topic name (protocol name, if applicable)
X:XX-X:XX	x	Next Steps: Agree on what participants will do after this meeting
X:XX-X:XX	X	Plus/Delta Protocol: Assess what worked and what didn't in this meeting

January TLT
Sample Agenda

Meeting Outcomes

By the end of the meeting, team members will have:

- An understanding of the performance of Grade 3-5 students on the Paced Interims
- Used Paced Interim data to determine strength areas and areas of growth

Pre-Work

- Review Agenda
- Grades 3-4-5-please bring a copy of the Paced Interim Assessment

Agenda

Timeframe	Content	Facilitator(s)	Resources
8:00 – 8:05	Opening and Welcome		
8:05 - 8:15	Ladder of Inference and Data Inquiry “Swoosh”		Ladder of Inference
8:15-8:40	ILT Interim Data Review Break ILT into 3 teams: <ul style="list-style-type: none">• Grade 3• Grade 4• Grade 5		Data from Paced Interims
8:40-8:43	Gallery Walk---View Data		Grade Level Charts
8:43-8:55	Sharing of trends across grades		Visual notes: list
8:55-9:00	Plus + /Deltas –		Visual notes: T-chart

**Teacher Leadership Team
Quality School Plan (QSP) Check-in**

A. Identify one of your QSP Goals:

Keep this goal in mind while you complete the rest of this document to drive your thinking.

Complete parts B-E independently, and then compare notes with your team and collaborate to complete parts F-H.

B. Review the Action Steps from your QSP

Identify one action step that relates to your leadership role at the school.

C. Self-Assessment of Progress in Completing Action Step:

Rate your progress on your action step on a scale from 1 (no progress) to 4 (exceeded target progress).

1

2

3

4

D. Evidence of Progress in Completing Action Step:

Provide any evidence of the progress you have made in

Evidence	Date/Frequency
1.	1.
2.	2.
3.	3.
4.	4.

E. Impact of Action Step on QSP Goal/Student Learning:

What has been the impact of your action step on achieving your QSP goal and/or on any other aspects of student learning?

Compare your answers to B-E with your team and collaborate on parts F-H.

Check Applicable Area(s):				Team or Person Responsible	Timeline	Resources Needed	Evidence of Implementation	Measure of Impact
Action Step	Instructional	PD	Family Engagement					

January TLT Public Commitment

What did you take from today that your team can commit to bringing back at your school?

School Name:

