



Anticipation Guide: Lesson 4 - The Team Planning Meeting

Directions: Before viewing the video and doing the readings write your best answer based on your current information in the “before” section. After completing the module, use the “after” column to change or add any new information to your original answers. Part of our our live discussions will be sharing your new insights.

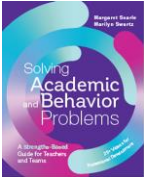
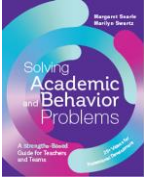
Question	Before	After
How is using Appreciative Inquiry different than a deficit model for problem solving?		
What is the quickest and most effective way to identify successful strategies for solving student problems?		
How can a strength chart help a team write a clear and specific DATA goal?		
How do you make sure your support plan does not create “learned helplessness”?		
How do you know if your plan is working or not without taking away from instructional time?		



Lesson 4: Team Meetings Transformed

Note-taking Directions:

- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries*.
- In the right side boxes, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.



Video 1: The Team Planning Meeting	Reading 1: Questions or reflections
1. 2. 3.	
Reading 1: New Lens For Solving Old Problems pp. 1-3	Reading 2: Questions or reflections
1. 2. 3.	
Reading 2: Sharing Success Stories pp. 30 – 34	Video 1: Questions or reflections
1. 2. 3.	

Team Planning Meeting		Date:		Form B
Purpose		Build capacity of the team to provide classroom learning opportunities for groups of struggling students.		
2 min.	Connect: What do you appreciate about this team? What do you like best about being a teacher?	This starts the conversation on a positive note. (Examples of other questions: Your best accomplishment this week; Who inspired you to become a teacher; What would you like to be known for; Your funniest school experience; Your favorite book, movie, place to visit...)		
2 min.	Focus: What outcome would be most beneficial for these students?	Concern:	Meeting focus (This is set during the organization meeting and reviewed here to focus the stories)	
9 min.	Stories: Ask the teachers to describe a time when they helped struggling students become successful at this skill. Be very specific about: 1. What did the student do 2. What you did that helped 3. What the parents did 4. What the other students did	Team’s specific success stories	How does this strategy change student thinking? (May help to refer to charts)	

6 min.

DATA Goal: If we apply what we know to this situation, what could happen in 4 weeks?

Do: If we teach students to _____

Achieve: We will see this outcome: _____

Time: In _____ weeks

Assessment of growth: They will improve by _____ percent

9 min.

Design: What ideas from the story are the best fit for this group of students?

Action plan for the next 4 weeks.

Ways teachers will support

Suggestions for parents

What students do for themselves

7 min

Commit: What small step will each teacher act on tomorrow to move the plan forward?

Report back in 4 weeks:

What will each person do to support the group?

How will each teacher monitor student growth?

Teacher Name	Tomorrow I will start by...	How will I support the team?	Progress monitoring

Lesson 4: The Team Planning Meeting



Directions: In each row, highlight or underline the phrases or sentences that best describe where you see yourself or your team right now. In the blank column on the right, write strategies and concepts you want to use from this module to change or fine-tune what you do.

RTI/MTSS Best Practice	Somewhat Effective	Least Effective	My Plan For Improvement
My team starts every meeting by establishing a positive frame of mind. Our protocols make sure each member feels heard, respected and energized	Some meetings start on a positive note by making people feel heard and respected before working on a problem.	My team starts meeting by describing the problems we face.	
My team establishes a clear focus for our meetings and generates possible solutions by sharing success stories and why they work.	Some meetings have a clear focus. Solutions are suggested but not necessarily based on what we already know works.	We come to meetings without knowing what the agenda or focus is.	
My team writes measurable goals and develops a 3-pronged action plan (teacher, parent and student) so students are supported while still taking responsibility for growth.	My team writes goals (sometimes measurable) and develops action plans for the teachers that seldom include what parents and students could do.	My team often develops strategies that reward or punish students for solving the problem instead of providing the reteaching of the skill needed.	
Every planning meeting ends by asking each member to commit to a starting activity and a progress monitoring strategy.	Meetings end by reviewing every members commitment. There is seldom a review of the data on student success.	My team assumes everyone will start and seldom revisits the goal to see if it worked.	