

Team Planning Meeting: Applying Appreciative Inquiry

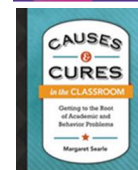
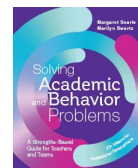
Lesson 4 of The RTI/MTSS Coach Training Series

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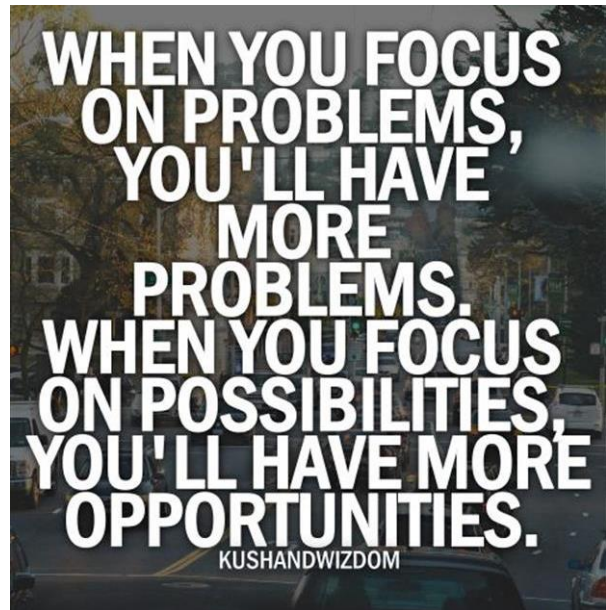
Outcomes: The Team Planning Meeting Lesson 4

- Explore a strength-based method for solving problems (Appreciative Inquiry).
- Learn the 6-step team process for preventing Tier 1 problems.



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Why Use Appreciative Inquiry?



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Deficit and Appreciative Inquiry



Deficit Model

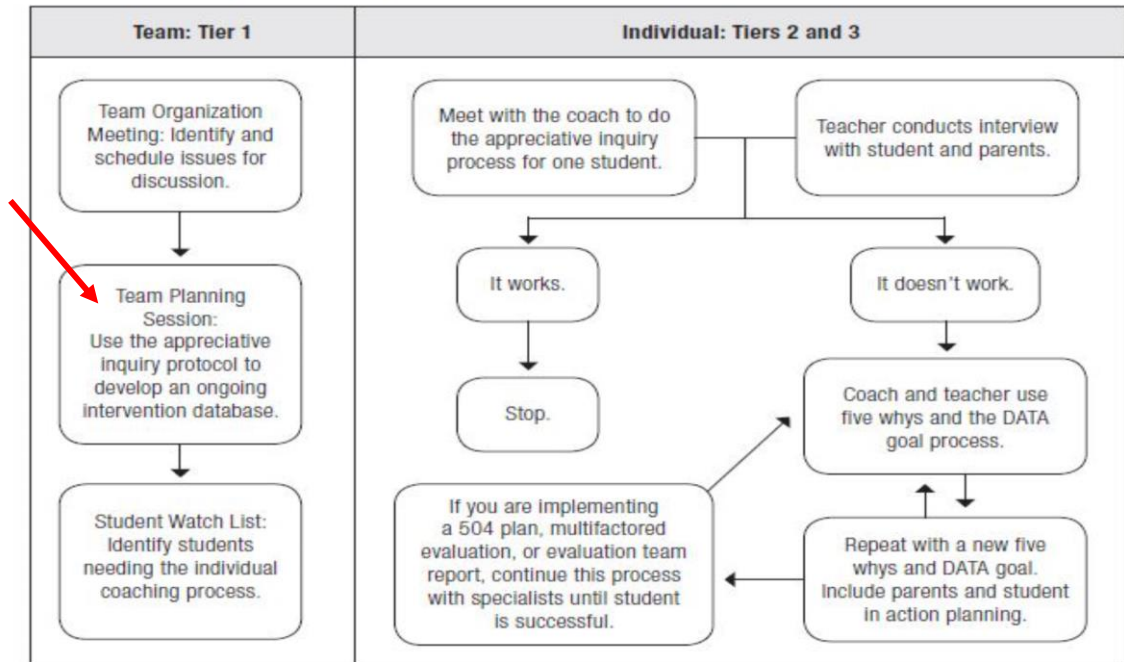
1. Start with "Felt Need," identification of Problem
2. Analyze causes
3. Generate possible solutions
4. Action plan

Appreciative Inquiry model

1. Start with what is working.
2. Clarify where you are now and what you need.
3. Identify root causes and turn them into positive statements what is needed.
4. Action plan for the future created with the parents and the student.

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The Problem-Solving Process Flowchart



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Teacher Team Meetings

The purpose is to:

- Design a 4-week growth plan for multiple students focused on one issue.
 1. Share information about the successful strategies team members have used
 2. Develop a clear goal
 3. Agree on an action plan
 4. Commit to a beginning strategy and a way to measure growth

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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)	

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Team Organization Meeting (Video 2.2)

General Issue	Specific Concern	Meeting Focus (the skill you want to see more of – see charts)	Criteria For Measuring Growth	Start Plan	Stop Plan
Motivation	Some student don't get started with work without a teacher boost. Some ask for help before trying.	I try to solve problems myself first and know ways to get help when I cannot.	Attempting daily bell ringer and asking for help when needed.	Sept 3	Oct 1
Mental Health	Some students are passive and unengaged while others are disruptive.	I know and use strategies for shifting my own energy up or down to match the situation	See if students can explain how their use their Zones of Regulation to help them control their energy.	Oct 1	Oct 29
Organization	Some students don't bring supplies and assignments. Some cannot find materials even when they have them.	I have a system for double checking how well I sort and arrange my things and ideas that I use regularly.	Periodic scavenger hunt. Weekly, can they pull out what they need.	Nov 2	Nov 30

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The Story



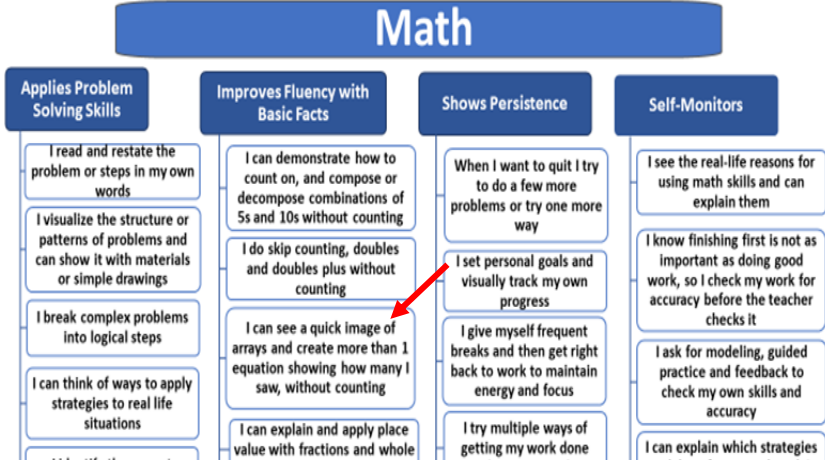
What has been successful in the past?

This positive core builds the “can do” environment and reveals values and strengths to build on.

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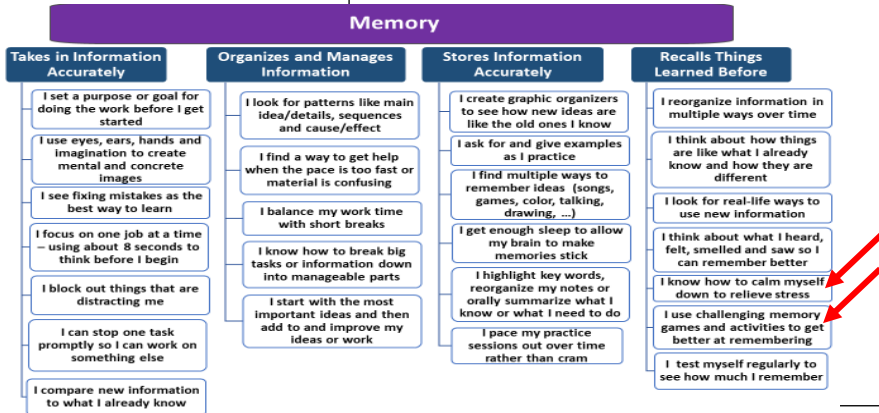
<p>What works for seeing and remembering patterns and steps?</p>	<p>What positive effect it has on students (strength charts can help here)</p>
<p>Partner work – Go fish game where students make combinations of 10</p> <p>Drawing the patterns she sees as a result of “quick flash” cards.</p>	<p><u>Relieves stress</u> because she can ask her partner questions without embarrassment. Games make practice <u>fun</u>, and memorable</p> <p>Helps her <u>articulate</u> as she works Helps her <u>visualize</u> numbers without counting</p>

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<p>Success story ideas to improve visualizing patterns in math</p>	<p>What positive effect it has on students’ thinking (strength charts can help here)</p>
<p>Drawing the patterns seen during “quick flash” cards.</p>	<p>Helps her visualize numbers without counting.</p> 






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<p>Success story ideas to improve visualizing patterns in math</p>	<p>What positive effect it has on students' thinking (strength charts can help here)</p>
<p>Partner work – Go fish game where students make combinations of 10</p>	<p>Games make practice fun, which strengthens memory. Partner practice relieves stress & reduces embarrassment.</p>



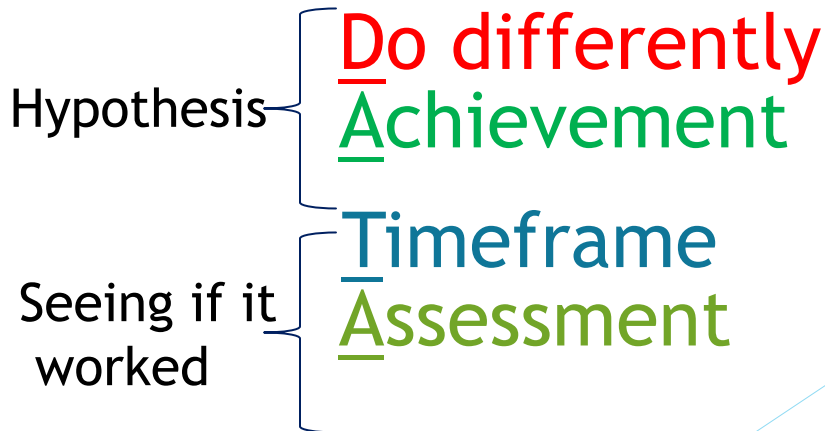
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Page 1 Of The Team Meeting

- Coordinators:**  ▶ Start with a connect question (2 minutes). Remind the team of the focus question that will guide all success stories (2 minutes).
- Analvzers:**  ▶ Help your team analyze how each strategy affects student skills and thinking (9 Minutes).
- Summarizers:**  ▶ Ask clarifying questions to get people to elaborate on their stories. Refocus the team if they go off track.
- Timekeepers:**  ▶ Help the team use the times listed down the side of the meeting template efficiently so every person at the table has time to share.
- Recorders:**  ▶ Capture ideas from the stories and what effect each idea has on student thinking on chart paper in enough detail that people will remember the specific ideas a month from now.

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Data Goal



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DATA Goal

Two Part Statement Using Four Basic Steps for Setting a DATA goal:

Hypothesis
If-then statement

1. Focus on student learning – “If we teach...”
(A sub-category from the strength chart)
2. Clarify the result for the student, not the strategy – “Then... will happen” (The change you want to see)

How to measure
growth

3. Decide how long is needed to reach the goal (No more than 6 weeks)
4. Establish specific measurements

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Team Meeting Page 2		Form B pg. 2							
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							
	Design: What ideas from the story are the best fit for this group of students?	Action plan for the next 4 weeks. <table border="1"> <tr> <td>Ways teachers will support</td> <td>Suggestions for parents</td> <td>What students do for themselves</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>			Ways teachers will support	Suggestions for parents	What students do for themselves		
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				

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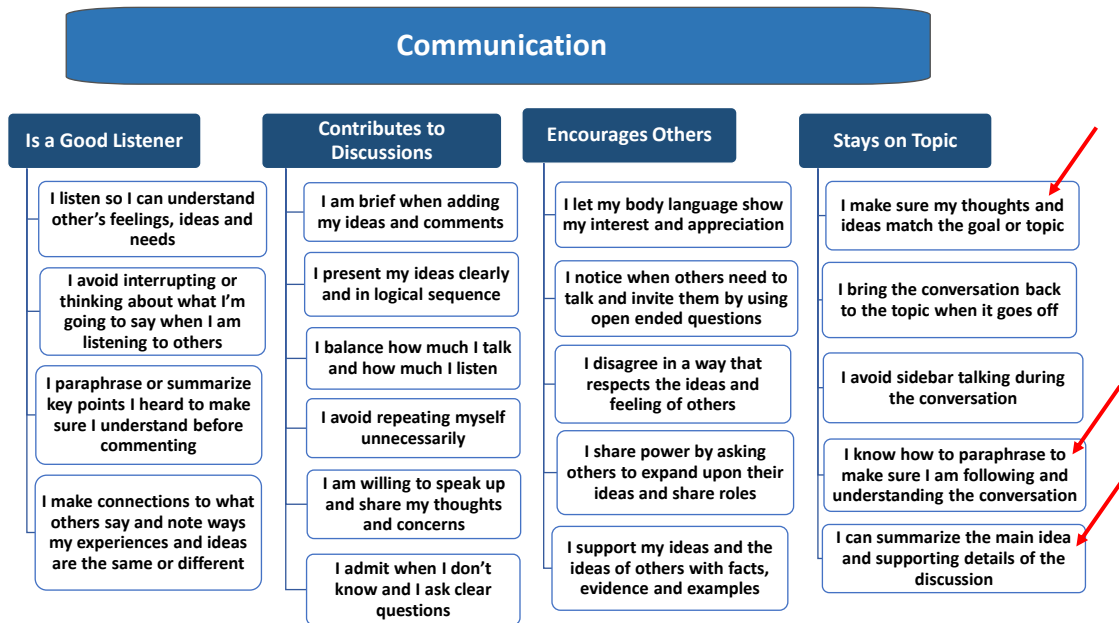
Pause the Video

Data Goal To Evaluate:
 What is there and what is missing?

- ▶ We will show students how to take notes. In 6 weeks their note taking skills will improve.



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Rewritten DATA Goal

- **Do:** If we teach students to capture the main ideas and details of a discussion

Achieve: We will see this outcome: Students will take better notes and retain more information.

Time: In 4 weeks

Assessment of growth: Their notes will include at least 3 accurate main ideas supported by two details per idea.

Test scores will go up by at least 10%.

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Progress Monitoring Chart For Team Action Plans

What is being measured			How the team will collect data			
Student	Baseline Data	Week 1	Week 2	Week 3	Week 4	Total growth
Jerry	1 main idea, no supporting details Avg. test score is 40%					

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Data Goal For 7th Grade Team Organization Skills

- D** ▶ If we teach our students to develop a personalized organization plan,
- A** ▶ they will remember to bring and be able to find the materials they need for class.
- T** ▶ Within four weeks,
- A** ▶ each student will increase their time and accuracy for having and finding 3 things within 2 minutes by at least 50% using the scavenger hunt.

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Team Meeting Page 2		Form B pg. 2																										
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Design Video Reflection

What happened to the plan as the teachers widened their thinking to home and student activities?

What are the benefits of a 3-pronged action plan?

Ways teachers will support	Suggestions for parents	What students do for themselves
Modeling a variety of strategies	Help students see ways parents organize at home	Observe and record home organization strategies and choose one that works for them.
Create visuals to guide students' organization skills		Design their own organization plan and monitor what works for them and what does not

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Page 2 Of The Team Action Plan Meeting

Analyzers: Lead the writing of the DATA goal.

Coordinators: Help the team extract and elaborate on the ideas from your stories to create an action plan. Make sure you have teacher actions, parent suggestions and things students will learn to do independently.

Recorder: Make note of what strategies, observations and resources are selected. Record each teacher's commitment for where to start.

Timekeeper: 22 minutes – (6 min. for DATA goal, 9 min. for design and 7 min. for commitment).

Summarizers: Make sure your team has consensus and help them reflect on how well the process worked.

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Commit Video Reflection



How is the commit part of the meeting helpful?

What will the team discuss in two weeks?
Will it be a data-driven decision-making conversation at this point?

Ways teachers will support	Suggestions for parents	What students do for themselves
Modeling a variety of strategies	Help students see ways parents organize at home	Observe and record home organization strategies and choose one that works for them.
Create visuals to guide students' organization skills		Design their own organization plan and monitor what works and what does not

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Progress Monitoring Chart For Team Action Plans

What is being measured		How the team will collect data				
If we teach our students to develop a personalized organization plan, they will remember to bring and be able to find the materials they need for class.		Weekly scavenger hunts with time and accuracy data recorded on a graph. Target goal is 15/15 (3 per day) for the week within 2 minutes.				
Student Name	Baseline Data	Week 1	Week 2	Week 3	Week 4	Total growth
Alex	3/15					
Jessica	5/15					
Carl	2/15					
Pamela	7/15					

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Steps For An Appreciative Inquiry Team Meeting (Developing Action Plans For Tier 1 Concerns)



1. Open with a connect activity to generate positive energy.
2. Review the tier 1 focus skill to be worked on. (This was determined at an earlier organization meeting.)
3. Every person tells a very specific story about what they did in the past that worked for students to solve this problem.
4. Record the list of successful strategies so the entire group can see each idea as well as why the strategy works.
5. Create a DATA goal to guide the design.
6. Use the story ideas to create a three-pronged action plan that can be implemented by teachers, parents and students.
7. Each teacher commits to start with a specific, small step right away.
8. Each teacher writes down the names of four students to progress monitor.

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