

## Unfinished Learning Community of Practice

### Session 4: Team Action Planning Summit

#### Team Time Norms

| Norm  | Example  | Non-Example  |
|---|--|--|
| <p><b>Take a strengths-based approach</b></p>   | <p>Our teachers are generally invested in the curriculum, they just need some more support with HOW to make it accessible to students who have unfinished learning.</p>  | <p>We've spent so many years on curriculum implementation, I don't know why teachers are still supplementing the curriculum with below grade-level work for our "lowest students."</p>   |
| <p><b>Work to find solutions → avoid getting stuck on problems</b></p>                | <p>How can we carve out time for teachers to analyze diagnostic data for each unit? Maybe we could get creative with classroom coverage so that teams could get a half day of data analysis and planning before each unit...</p>   | <p>We can't do anything about it because there just isn't time in our daily schedule for teachers to look at and respond to data like this on an ongoing basis; we never have enough time!</p>   |
| <p><b>Be compassionate with yourselves and others</b></p>                             | <p>Supporting students who have unfinished learning is NOT easy work; in fact, it's something I struggled with in my own classroom and I'm not surprised our teachers have been struggling with it, too. We haven't really provided much guidance around it before but I feel like now we are better equipped to lead this work.</p> | <p>Teachers just choose not to do this stuff. They don't use their planning time effectively and don't even spend enough time planning their core instruction, let alone figure out how to support struggling students. We need to come down hard on this from a compliance perspective and ask them to submit this as part of their weekly plans.</p> |
| <p><b>Create and maintain a safe space for taking risks, asking questions and</b></p> | <p>"This is just one idea....What do you all think about that? What other ideas do you have?"<br/>"Let's unpack the pros and cons of doing it that way."</p>   | <p>"That would never work."<br/>"There's only one way to do this."<br/>"I'm going to shut that down right away because..."<br/>"It has to be done this way."</p>   |

|                          |   |                                       |
|--------------------------|---|---------------------------------------|
| <b>challenging ideas</b> | “There’s no such thing as a bad idea right now - let’s throw them all out there.” | “That would be a huge waste of time.” |
|--------------------------|---|---------------------------------------|

**Team Time #1: Reflect and Synthesize**

**Independent Reflection**

|   |
|---|
| <p>Based on your learning from this series, what key points/ideas/resources resonated with you most? Why?</p> |
|   |

|   |  |
|---|--|
| <p>Based on your school context, reflect on:</p>  |  |
| <p>Evidence that teachers in your school currently understand, believe in and consistently do the things that are aligned to this learning?</p>   |  |
| <p>Evidence of current gaps in teachers’ understanding, mindset, and/or current practice</p>  |  |
| <p>What questions/ideas does this raise for you about how to support all teachers in effectively addressing unfinished teaching and learning?</p> |  |

### Team Time Protocol

1. **[3 minutes] Each team member shares their reflections**
  - a. Based on your learning from this series, what key points/ideas/resources resonated with you most? Why?
  - b. Based on your school context, reflect on:
    1. Evidence that teachers in your school currently understand, believe in and consistently do the things that are aligned to this learning?
    2. Evidence of current gaps in teachers’ understanding, mindset, and/or current practice
    3. What questions/ideas does this raise for you about how to support all teachers in effectively addressing unfinished teaching and learning?
  
2. **[3 minutes] Other team members ask clarifying/probing questions after each team member’s reflection and/or build on team member’s reflections**

| Clarifying Questions   | Probing Questions   | Sentence Builders   |
|--|---|---|
| <ul style="list-style-type: none"> <li>● What do you mean when you say...</li> <li>● I think I heard you say...is that correct?</li> <li>● What’s another way you might say/explain...</li> <li>● Can you tell us more about...</li> <li>● “Put another way, you’re saying...”</li> <li>● If you had to summarize all that in one sentence, what would it be?</li> </ul> | <ul style="list-style-type: none"> <li>● Why do you think this is the case?</li> <li>● What do you think would happen if...?</li> <li>● What sort of impact do you think...?</li> <li>● How did you determine...?</li> <li>● What is the connection between... and...?</li> <li>● What if the opposite were true? Then what?</li> </ul> | <ul style="list-style-type: none"> <li>● I agree with _____ because...</li> <li>● Your point about _____ really resonated with me because...</li> <li>● Your point about _____ is really important because...</li> <li>● I agree with _____, but we also have to consider that...</li> <li>● The evidence I’ve seen suggests something different...</li> <li>● We see this a little bit differently because...</li> <li>● Yes—and furthermore...</li> <li>● Adding to what _____ said...</li> </ul> |

3. **[12 minutes]** Repeat for remaining team members
4. **[5 minutes]** As a team, synthesize trends from the reflections and begin to identify emerging areas of focus
  - a. What are 2-3 key takeaways that emerged from this conversation?

**Sample Action Plan**

| Planning Priorities   |
|---|
| 1) Evaluate 21-22 Master Schedule (and adjust as needed) to ensure: <ol style="list-style-type: none"> <li>a) Teachers have 60 minutes of Common Planning Time</li> <li>b) No students are pulled out of core instruction for “remediation”</li> </ol> 2) Create a school vision and norm with all teachers on what it means to take an “acceleration” approach vs. “remediation” approach to addressing unfinished teaching and learning           3) Evaluate the assessments teachers are currently administering in ELA and Math; plan to roll out specific guidance for aligned assessment practices before the start of the 21-22 school year |

***The example below is a snapshot of the team’s Action Planning for Priority #1 from the list above. They repeated this process for Priorities #2-3.***

***\*Note: ILT stands for “Instructional Leadership Team”***

| Priority #1:   |          |                              |
|--|----------|------------------------------|
| Adjust 21-22 Master Schedule to ensure: <ul style="list-style-type: none"> <li>• teachers have 60 minutes of daily Common Planning Time</li> <li>• no students are pulled out of core instruction for “remediation”</li> </ul> |          |                              |
| Specific Action Steps  | Timeline | Owner(s)                     |
| Register for and attend Staffing and Scheduling Technical Support Series   | May 7    | Principal                    |
| Organize a Master Schedule creation committee  | May 20   | Principal                    |
| Identify exemplar Master Schedules to use as a reference and to identify scheduling priorities   | June 1   | ILT and Scheduling Committee |

|  |         |                      |
|--|---------|----------------------|
| Audit current master schedule to identify current strengths, weaknesses and barriers   | June 1  | Scheduling Committee |
| Draft 2-3 Master Schedule options to present to the ILT → prepare to share pros and cons of each option  | June 5  | Scheduling Committee |
| Select and finalize Master Schedule; identify potential pushback and/or staff members that may feel most impacted by the schedule changes and plan to proactively address these potential concerns | June 10 | ILT                  |
| Plan for how to roll out Master Schedule during staff pre-service in August and how to communicate the rationale behind some of these adjustments  | July 15 | ILT                  |

- What stands out to you about their action plan?
- What, specifically, makes their plan effective?

### Non-Example Action Plan

Note: The following is representative of a NON EXAMPLE plan!

| Planning Priorities  |
|--|
| <ol style="list-style-type: none"> <li>1) Figure out system for enforcing compliance with lesson planning expectations</li> <li>2) Require teachers to assign all students to a set group at the beginning of the year; ensure students in the lowest groups get small group instruction daily</li> <li>3) Move Mr. Brown down to non-testing grades because his students consistently perform the lowest on LEAP</li> </ol> |

| Priority #1:<br>Figure out system for enforcing compliance with lesson planning expectations |          |           |
|--|----------|-----------|
| Specific Action Steps  | Timeline | Owner(s)  |
| Create a new lesson plan template  | Before   | Principal |

|   |             |           |
|---|-------------|-----------|
|   | pre-service |           |
| Roll out lesson plan template and expectations at pre-service | August 20   | Principal |
| Monitor lesson plans submissions                              | weekly      | TBD       |

- What, specifically, makes this a non-example?
- What could the team do make their action plan more effective?

### Team Action Planning Time

[Blank copy of Team Action Planning Template](#)

#### Recommended Process

While each of you may choose to download and have your own copy of this template, for our planning purposes today we recommend:

1. Identify ONE PERSON on your team who will create the team version of the planning tool. ***This person will:***
2. Click on the Action Planning Tool linked above
3. Click “Make a Copy”
4. Save the Action Planning Tool google doc to your google drive
5. Share your copy of the Action Planning Tool with your whole team (add their email addresses in the Sharing Settings OR copy and share the link with them → be sure to give them “Edit Access” so you can all work in the same document