Facilitate Wise Meetings

Dr. Jorge Peña, Office of Catholic Schools
Archdiocese of Chicago
Webinar: September 22, 2017
Sharing the Loaves and Fishes

(sign of the cross)
Sharing the loaves and fishes,
You gave us an image of solidarity with the hungry, O Lord.
Sharing yourself in the bread and wine,
You called all to the table, O Lord.
Give me the hunger to be a part of the feeding
And the healing of this world.
Nourish me with your Grace,
So I may work with joy to serve your children.
Open my eyes and my heart
To recognize those in poverty
And increase my awareness
Of the structures and systems
That need to be changed
So we may all break bread together.
In your name we pray for the end of hunger.
(sign of the cross)
Webinar Objectives

Objective 1 Distinguish between effective and ineffective meetings

Objective 2 Identify topics and objectives for Continuous Improvement Leadership Team meetings
Why focus on meetings?

- Time as a resource
- Meetings as powerful learning spaces
- Learning organization
- Great meetings are like great classrooms
Effective Meetings

- Helps a group of people make progress on objectives that are in explicit service of the broader goal of improving the core work of the educational enterprise: learning and teaching.
- If time is a limited resource, spend it wisely
Estimate the cost of meetings

Think of a regular meeting you attend. Estimate the cost of that meeting in a year (multiply the number of people at the meeting by the number of hours in the meeting by the average hourly earnings of the people in the meeting by the number of meetings per year). What is the annual investment in that meeting?

_____ people × _____ hours × _____ hourly earnings × _____ meetings per year = $ ________/year
### Estimate the cost of meetings

<table>
<thead>
<tr>
<th>Meeting</th>
<th># of People</th>
<th># of hours</th>
<th>Hourly earnings</th>
<th># of Meetings per year</th>
<th>Cost/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Improvement Leadership Team (CILT)</td>
<td>5</td>
<td>1</td>
<td>$25</td>
<td>16</td>
<td>$2,000</td>
</tr>
<tr>
<td>Meeting</td>
<td># of People</td>
<td># of hours</td>
<td>Hourly earnings</td>
<td># of Meetings per year</td>
<td>Cost/Year</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Continuous Improvement Leadership Team (CILT)</td>
<td>5</td>
<td>1</td>
<td>$25</td>
<td>20</td>
<td>$2,500</td>
</tr>
<tr>
<td>Faculty Meetings</td>
<td>25</td>
<td>1</td>
<td>$25</td>
<td>14</td>
<td>$8,750</td>
</tr>
<tr>
<td>Grade-level Meetings: Horizontal</td>
<td>2</td>
<td>1</td>
<td>$25</td>
<td>40</td>
<td>$2,000</td>
</tr>
<tr>
<td>Grade-level Meetings: Vertical</td>
<td>3</td>
<td>1</td>
<td>$25</td>
<td>20</td>
<td>$1,500</td>
</tr>
<tr>
<td>Specials Team</td>
<td>5</td>
<td>1</td>
<td>$25</td>
<td>10</td>
<td>$1,250</td>
</tr>
<tr>
<td>Inclusive Education Team</td>
<td>5</td>
<td>1</td>
<td>$25</td>
<td>30</td>
<td>$3,750</td>
</tr>
<tr>
<td>Professional Development Days</td>
<td>25</td>
<td>5</td>
<td>$25</td>
<td>6</td>
<td>$18,750</td>
</tr>
</tbody>
</table>

$38,500
Rate the Quality of Meetings

- 45% Excellent use of time
- 25% Tolerable use of time
- 30% Waste of time
Solutions

- Meeting Wise Checklist and Agenda Template
- Meeting Norms
<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>1. Have we identified clear and important meeting <strong>objectives</strong> that contribute to the goal of improving learning?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Have we established the <strong>connection</strong> between the work of this and other meetings in the series?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
# The Meeting Wise Checklist

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Have we incorporated <em>feedback</em> from previous meetings?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Have we chosen challenging <em>activities</em> that advance the meeting objectives and engage all participants?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Have we assigned <em>roles</em>, including facilitator, timekeeper, and note taker?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Have we built in time to identify and commit to <em>next steps</em>?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Have we built in time for <em>assessment</em> of what worked and what didn’t in the meeting?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>PREPARATION</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>-------------</td>
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<td>----</td>
</tr>
<tr>
<td>8. Have we gathered or developed <strong>materials</strong> (drafts, charts, etc.) that will help to focus and advance the meeting objectives?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. Have we determined what, if any, <strong>pre-work</strong> we will ask participants to do before the meeting?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
## The Meeting Wise Checklist

<table>
<thead>
<tr>
<th>Pacing</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Have we put <em>time allocations</em> to each activity on the agenda?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Have we ensured that we will address the <em>primary objective</em> early in the meeting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Is it <em>realistic</em> that we could get through our agenda in the time allocated?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Meeting Wise Templates

- Agenda Template
- Rolling Agenda Template
- Meeting Wise Checklist
Solutions

- Meeting Wise Checklist and Agenda Template
- Meeting Norms
Meeting Norms

- Norms are ground rules for how members of a group agree to behave during a meeting.
Sample Meeting Norms

1. Take an inquiry position
2. Ground statements in evidence
3. Assume positive intentions
4. Start and end on time
5. Stick to protocol
6. Be here now
Norm Setting Protocol

- Reflect in writing for one minute norms that you have found useful in the past
- Identify a Recorder in your team. Share norms and the Recorder notes the norms on chart paper by capturing the idea of the norm
- Identify the norms that will guide your meetings
Living Our Norms

- Our norms will only be useful if we all have a shared commitment to using them
- What will we do to hold ourselves to a high standard for collaborative work?
Webinar Objectives

Objective 1 Distinguish between effective and ineffective meetings

Objective 2 Identify topics and objectives for Continuous Improvement Leadership Team meetings
CILT- sample meeting topics/objectives

**September**

- review the skills in Part 4 of the CSIP
- identify the process to determine student learning of the skills on the CSIP
- review articles/videos on instructional strategies to support the CSIP
CILT- sample meeting topics/objectives

October

- review the CSIP Action Plan (Part 4), Plan to Assess Progress (Part 5), and the Professional Development (Part 6)
- create a schedule for ACT Aspire Interim #1 test administration
- identify when short-term assessments will be collected and when will faculty/grade-level teams analyze the short-term assessments
CILT- sample meeting topics/objectives

**November**

- analyze ACT Aspire Interim #1 results
- analyze ACT Aspire Interim #1 results with faculty/grade-level teams with an emphasis on the skills identified on the CSIP and compare these findings with Short-term assessment results
- perform classroom observations of teachers using the instructional strategies on the CSIP
CILT- sample meeting topics/objectives

**December**
- create a schedule for ACT Aspire Interim #2 test administration
- debrief classroom observations on the instructional strategies on the CSIP
January

- analyze ACT Aspire Interim #2 results
- analyze ACT Aspire Interim #2 results with faculty/grade-level teams with an emphasis on the skills identified on the CSIP and compare these findings with Short-term assessment results
- identify the types of adjustments and interventions needed for student learning; perform a formative assessment of the CSIP
February

- perform classroom observations of teachers using the instructional strategies on the CSIP
- debrief classroom observations on the instructional strategies on the CSIP
- create a schedule for ACT Aspire Interim #3 test administration
CILT- sample meeting topics/objectives

March

- analyze ACT Aspire Interim #3 results
- analyze ACT Aspire Interim 3 results with faculty/grade-level teams with an emphasis on the skills identified on the CSIP and compare these findings with Short-term and Interim Assessments #1 and #2 assessment results; identify the types of adjustments and interventions needed for student learning;
- create a schedule for ACT Aspire Summative test administration
April

- review post-test administration procedures using Plus/Delta Protocol
- review/evaluate the effectiveness of the professional development opportunities participated by the faculty
CILT- sample meeting topics/objectives

May

- review the CSIP Evaluation protocol (Part 7)
- facilitate the CSIP Evaluation with faculty/grade-level teams
CILT- sample meeting topics/objectives

**June**

- review the reflections from the CSIP evaluation
- identify participants for the workshop on interpreting and analyzing the ACT Aspire summative results (workshop will be last week in July and first week of August)
Review next steps

- CILT to identify monthly topics
- Complete and monitor the CSIP
- Commit to making the most of collaborative time by having wise meetings
- Webinar 1 of 3 series: #2- ACT Aspire Summative Analysis (refresher training) and #3- Create the CSIP (refresher training)
- Take an inquiry stance: email or call questions to Dr. Jorge Peña: jpena@archchicago.org/ 312-534-5289