The Data Wise Project
at the Harvard Graduate School of Education

supporting teams of educators in using data to improve learning and teaching

Step 1 Mini-Lesson
Organize for Collaborative Work

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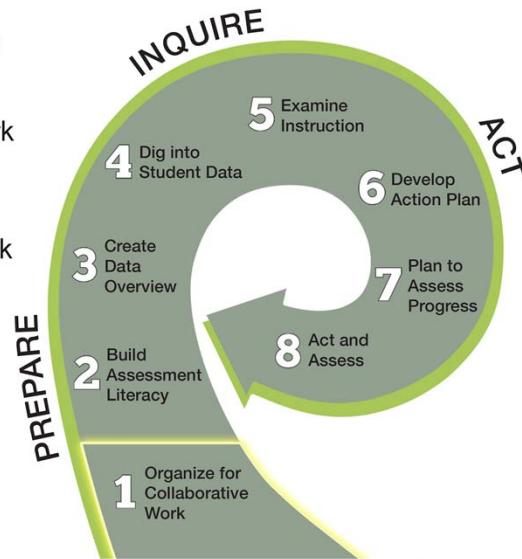
Duration: 14 minutes

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Step 1: Organize for Collaborative Work

KEY TASKS

1.1 Adopt an improvement process
1.2 Build a strong system of teams
1.3 Make time for collaborative work
1.4 Set expectations for effective meetings
1.5 Set norms for collaborative work
1.6 Acknowledge work style preferences
1.7 Create a data inventory
1.8 Create an inventory of instructional initiatives.

INQUIRE
ACT
PREPARE

5 Examine Instruction
4 Dig into Student Data
6 Develop Action Plan
3 Create Data Overview
7 Plan to Assess Progress
2 Build Assessment Literacy
8 Act and Assess
1 Organize for Collaborative Work

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Welcome to the first step in the in the Data Wise Improvement Process: Organizing for Collaborative Work. In this step, the faculty will build the foundational skills of collaboration that support the Data Wise Improvement Process. At times schools rush some of these key steps or leaders assume teachers know how to work effectively together in meetings. We encourage you to deliberately work through every step in this process. This is the foundation that holds Data Wise Improvement Process up and we want our Data Wise "house" to have a strong foundation!

In you team meetings this week, you will dive deep into all these tasks. In this mini-lesson, we want to shine the light on the importance of Key Task 1.4: Set expectations for effective meetings. To do so, we will be highlighting some of the most important take aways from Meeting Wise: Making the Most of Collaborative Time for Educators.

Why we need Wise Meetings

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We all know what a good meeting feels like, but we don't always have good meetings. Time is a precious resource, especially in schools where teachers are busy serving students. Effective meetings can have a powerful impact on school learning and we want to share with you some of the strategies we've learned to ensure that every meeting is worth your time.

In this mini-lesson, we will highlight some of the key routines in conducting effective meetings and illustrate these routines in action.

Meeting Wise Check List

The Meeting Wise Checklist—Full Version		YES	NO
PACING	10. Have we put *time allocations* to each activity on the agenda?	☐	☐
	11. Have we ensured that we will address the *primary objective* early in the meeting?	☐	☐
	12. Is it *realistic* that we could get through our agenda in the time allocated?	☐	☐
	timekeeper, and note taker?		
	6. Have we built in time to identify and commit to *next steps*?	☐	☐
	7. Have we built in time for *assessment* of what worked and what didn't in the meeting?	☐	☐

We start by highlighting the 4 components of the meeting wise checklist:

1) Purpose: Have we identified clear and important objectives? Is there a connection between the work of this meeting and other meetings?

2) Process: Have we incorporated feedback from the previous meeting? Have we selected activities that will meet the objectives and engage all participants? Have we assigned roles: notetaker, time keeper, facilitator? Have we built in time to identify next steps?

3) Preparation: Have we gathered the materials we need? Have we determined pre-work that we need the team to complete in advance of the meeting?

4) Pacing: Do we have time allocations on the meeting? Have we ensured that we will complete our priority objectives? Is the agenda realistic for the time?

Here we look at an example agenda that you will use later this week.

Notice clear objectives are set and pre-work is identified. All materials are hyper-linked so that everything you need is at your finger tips.

Next we see each objective has its own place in the agenda. In the left most column, we place the "start time" for that portion of the meeting to help the time keeper. In the second column we note the total time. And the the third column we list the objective and tasks to achieve the objective.

Next we will see a start of a Wise Meeting and examine how the team engaged in the plus/delta routine.

Start of meeting: Video

- Facilitator starts by asking Time Keeper to set time.
- Facilitator reads objectives.
- Facilitator checks in with team members about pre-work.
- Notice that all team members have the agenda open on a laptop.
- Facilitator reviews role assignments.
- Facilitator reads plus/deltas
  - Team celebrates plusses and shares a laugh!
  - Team brainstorms how to address deltas without assigning blame.

- 0:01
- 0:08
- 0:30
- 0:58
- 1:43
- 1:58
  - 2:15
  - 2:45

Reflection - Start of Meeting

Quiz - 1 question

Last Modified: Jun 15, 2015 at 10:38 AM

PROPERTIES

On passing, 'Finish' button: Goes to Next Slide

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Allow user to leave quiz: After user has completed quiz

User may view slides after quiz: At any time

Show in menu as: Multiple items

[a] Edit in Quizmaker   {⚙} Edit Properties

In the meeting: Video, part 1

- Facilitator asks Time Keeper to start timer.
  - Facilitator adjusts time to give a warning before total time runs out.
- Facilitator reads objective and starts task.
- When the Note Taker, Max, contributes, he asks Bonnie to take notes.
- Facilitator paraphrases Max's contribution to check her understanding.
- Facilitator asks Bonnie to share her thoughts to ensure everyone participates.

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- 0:05
  - 0:12
- 0:18
- 1:12
- 1:42
- 2:06

Later in the meeting…….

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In the meeting: Video, part 2

- The Note Taker is recording Bonnie's contribution.
- When Max contributes, Johanna starts taking over as a Note Taker for him.
- The timer goes off so that everyone knows time is up without the Time Keeper needing to interrupt.
  - Johanna finishes her contribution and adjusts time as needed to stay on track.

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- 0:09
- 0:34
- 1:26
  - 1:28

Reflection - Middle of Meeting

Quiz - 1 question

Last Modified: Jun 15, 2015 at 10:44 AM

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Bullet time stamps:
- :02
  - 1:10
- 1:21
- 1:53
  - 2:29

Reflection - End of Meeting

Quiz - 1 question

Last Modified: Jun 15, 2015 at 10:48 AM

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Try it out for yourself!

Meeting Wise
Making the Most of Collaborative Time for Educators

Kathryn Parker Boudett and Elizabeth A. City

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We invite you this week to "try on" "Wise Meetings". We have carefully planned agendas to guide you throughout the week. This is an opportunity for you to experience what it feels like to benefit from more effective meetings.

As you begin to think about how to incorporate some of these strategies more broadly in your school, we also want to emphasize the importance of modeling WISE MEETINGS. We have found that teachers and school staff need clear and transparent models of what wise meetings look and feel like before they themselves can conduct wise meetings. We hope this week to give you that model, so you can bring that model home to your schools sites.

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