**Project I4 Planning Document**

Make a copy and save this document to guide planning and the implementation of Project I4 at your school. Write your name, send to your coach, and save in your folder.

**AIM Statement:** All participants use the following aim statement to guide their work over the course of the year.

To improve equitable learning access and rigor for students by observing and having evidence-based conversations with teachers by:

* Establishing a school-based EC-NIC
* Using equity tools for observations
* Engaging in effective conversations
* Using CLE Protocols
* Using CALL survey evidence for full school (to be discussed in the fall)
* Collecting evidence and using data to make decisions

**School-Based EC-NIC:** It is important to focus the work with a small group of math teachers and possibly another school administrator (3 - 5 participants). Meetings typically take place bi-weekly or monthly. *You can use the attached calendar to draft a meeting schedule from August to December.*

The teachers who are selected to participate in the school-based EC-NIC will partner with you throughout the year. Observations and evidence-based conversations of their classrooms drive the work of the school-based EC-NIC. For example, choose teachers who can become ambassadors for the work or choose a grade level with which you have a strong relationship. Remember, you are trying new ideas, strategies and approaches. You want a team that can promote the work to the larger staff.

List possible math teachers as well as any other coaches or administrators (no more than 5 participants) to be in your EC-NIC.

|  |  |
| --- | --- |
| **Teacher/Coach/Admin** | **Grade level** |
|  |  |
|  |  |
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|  |  |

Use the [attached calendar](#Planning) or list possible dates/times you can meet with your EC-NIC. It can be in place of or in addition to a PLC or grade level team meeting.

[**Meeting Agenda Template**](#Agenda) **–** We expect you to use the Project I4 meeting template agenda for the School-Based EC-NIC.

Use the space below to describe how will you design the agendas, when you will construct agendas and who can support you?

**Observation and Conversation Plan:** Plan for 2 to 3 twenty-minute observations with follow-up conversations per teacher each month. The project requires that you document observations and conversations and report monthly to your coach and project staff. The follow-up conversations should last no more than 15 minutes.

Describe how you will adjust your schedule to observe each teacher in the EC-NIC 2 to 3 times each month?

**3. CLE Protocols:** Throughout the week you participated in many CLE protocols. The protocols are designed to cultivate relational trust, engage in deep and meaningful conversations with colleagues, and structure small and large group meetings. brainstorm the list of CLE protocols we used this week. (journey lines, personal narratives) Refer to ECU website for resources.

What protocols are most useful in your context?

How do you plan to use protocols with the School-Based EC-NIC? With the whole staff?

**Once you have completed the planning template use the** [**tuning protocol**](#Tuning) **with a partner!**

**AGENDA TEMPLATE**

Rationale:

We are strongly suggesting using an agenda template for meetings with school-based EC-NICs so that you maintain consistency and coherence. However, two other reasons for using a template are more compelling. How we construct agendas communicates what we value, including equitable participation. Secondly, agendas reflect how well we model processes and pedagogy. What we want to see in classrooms, we need to model at every meeting in a school or district. Every agenda is similar to a good lesson plan with clear outcomes, assessments, activities, and reflection time . Every agenda is similar to a good classroom because there is room to adjust as needed following what Dewey says about structuring teaching – the most structure offers the most freedom for thinking and dialogue.

Finally, we are interested in Project I4 in having participants practice using Learning Exchange processes.

Successful agendas do not “stack and pack” so many items that it becomes impossible to accomplish anything significant. Successful agendas do the following------

* Communicate clear outcomes and expectations that use observable verbs <https://curriculum.maricopa.edu/curriculum/curriculum-procedures-handbook/resources/verb-list-for-writing-behavioral-objectives>
* Model equitable processes for full engagement of all participants
* Model processes for multiple learning styles
* Use formatting that is visually engaging
* Use formatting that is responsive to visual impairment if needed in your group (font 16)
* Include projected time
* Include norms/agreements
* Include think time and reflection time
* Have a “through-line” that is clear to participants (the activities are connected and build on each other).

The attached format could vary, but every agenda should have “white” space communicating that the agenda process has breathing room/thinking time. We do not want to communicate to participants of a meeting or professional learning session that we have a list of items we are ticking off.

We know that we always over-plan; most always, we think we can accomplish more in any given time period than we actually can (or probably ever could). In those moments, we have to remember the first LE axiom: *Learning and leadership are dynamic social processes*. Dynamic and social take time.

**Agenda**

**SCHOOL NAME and Logo**

Project I4 School-based EC-NIC

A close up of a sign

Description automatically generated

Date

(Use a virtual clock as a circle)

noon Name 2:00 Name 4:00 Name 6:00 Name 8:00 Name 10:00 Name midnight Name

**Quotes and/or images** provide useful additions to the agenda—particularly if the quote or image captures the key elements of the meeting and perhaps is connected to opening circle.

Could include

ESSENTIAL QUESTION

|  |  |
| --- | --- |
| **OUTCOMES** | **AGREEMENTS** |
| 1. Example: Cultivate relational trust in EC-NIC group. | Work with your EC-NIC members to construct agreements. |

YOU MAY HAVE SOMETHING TO INCLUDE HERE THAT REMAINS CONSISTENT IN EVERY AGENDA

*Assign roles: Facilitators should be decided before meeting so each facilitator can be prepared, but timekeeper and notetaker roles can alternate.*

*Suggested times for one hour meeting*

|  |  |  |  |
| --- | --- | --- | --- |
| **TIME** | **ACTIVITY** | **PROTOCOL** | **FACILITATOR** |
| 5 min | Opening Circle (OC) |  |  |
| 5 min | Dynamic Mindfulness |  |  |
| 10 min | Personal Narrative |  |  |
| 30 min | Content Focus  Example: Analyzing completed observation evidence with an equity lens. |  |  |
| 5 min | Closing Circle – Reflection on Equity  How does our co-generated aim statement ensure an equity focus? |  |  |

*Be sure you are prepared with an opening circle question that is related to the overarching question and outcomes for the meeting. For EC-NIC meetings (small group), probably could use a consistent talking piece to pass around. If you use same agenda template for larger meetings, you may have to vary how you organize OC as you have time constraints.*

**Please attribute if used.**

**Equity-Centered Critical Friends TUNING PROTOCOL**

Adapted from work of SFCCES (San Francisco Coalition of Essential Small Schools) with input from Kristen Bijur and Nora Houseman from SF Community School.

There are two types of protocols related to the CRITICAL FRIEND protocols developed in the 1980s by the Annenberg reform movements: Consultancy PROTOCOL to deal with the dilemmas we consistently face in schools and Tuning PROTOCOL to look at ideas or proposals. We are using the Tuning Protocol to look at your action plans.

**One key point of this process is to uncover what obstacles (particularly related to overarching equity concerns) stand in the way of accomplishing what you plan to do.**

You have developed an action plan based on your learning and reflection during the Summer Learning Exchange. You have a chance to “tune” the action plan based on feedback from another member of the EC-NIC; this is your **critical** (important and vital) **friend**. That means they are hoping to be warm (helpful and supportive) demanders – asking questions and making suggestions that offer you a way to improve your plan in a way that is helpful.

|  |  |  |
| --- | --- | --- |
| Process | Time | Who Participates? |
| Introduction: Review processes and time periods | 1 min | Presenter and discussant |
| Presentation of Action Plan | 3 min | Presenter |
| **Clarifying** Questions: Discussants make sure they are factual questions | 2 min  page2image65353408page2image65340736 | Discussant asks presenter  page2image65341312 |
| **Probing** Questions Discussants asks probing questions and presenter responds | 3 min  page2image65348032page2image65347264 | Discussant to presenter  page2image65350528 |
| Discussion: Discussant refer to **plan and responses to probing question** to offer ideas about ways to improve plan, offering warm and cool feedback. | 5 min | Discussant offers ideas about improvement while presenter takes notes |
| Presenter says what is helpful and what next steps might be | page2image652748161  min | page2image65281728 Presenter |
| Switch presenters and repeat process | page2image65277696page2image65278272 | page2image65277120 |

Planning Calendar

August 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 24 | 26 | 27 |
| 30 | 31 | September 1 | 2 | 3 |

September 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
|  |  | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | October 1 |

October 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

November 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 19 | 30 |  |  |  |

December 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
|  |  | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |