



ARIZONA DEPARTMENT OF
EDUCATION

**Arizona Professional Learning Series for Creating Systems
Change to Increase Literacy Achievement for All Students**

Supporting Sustainable Implementation



DLT Meeting Facilitator Guide

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PROFESSIONAL LEARNING SERIES OVERVIEW

The purpose of Arizona's Professional Learning Series is to increase literacy achievement for all students. These comprehensive modules were created through funding from the State Personnel Development Grant, known as the SPDG, awarded to Arizona by the U.S. Department of Education, Office of Special Education Programs.

The focus is to close the gap in literacy achievement between students with specific learning disabilities and their peers without specific learning disabilities in grades 4–8. The foundation of the series is based on systems change, so the professional learning and implementation is schoolwide for grades K–8. The teaching and learning strategies presented in the modules work for all student populations in grades 4–8 and can be adapted and introduced in the primary grades.

The module progression builds to sustainable systems change. The organization of the modules, coaching, and implementation provide a supportive course to increasing knowledge, skills, and achievement. Everyone is aware and involved in the step-by-step process to accomplish the common use of specific teaching and learning strategies in every class.

DISTRICT LEADERSHIP TEAM (DLT) MEETING

The DLT meeting provides a focus for ongoing support to the Building Leadership Team (BLT), as they progress through the phases of implementation. The DLT assists with problem-solving efforts needed for reaching high levels of implementation with fidelity and sustainable systems change.

Using the steps and materials in this guide, a lead DLT Meeting Facilitator, i.e., the Special Education Director or Curriculum Coordinator, coordinates the DLT meeting with school site leadership. The BLT contributes and shares site-specific information for the presentation. *If more than one school is participating in the AZPLS, each BLT shares progress. The DLT identifies how to support sustainable implementation for each school.*

USING THIS FACILITATOR GUIDE

Prior to meeting, facilitators should:

1. Read the complete guide.
2. Complete the DLT Meeting Agenda with leadership of the participating school(s). Send final agenda to all meeting attendees prior to the meeting.
3. Prepare materials and print posters, Participant Packets, and Action Planning Wall Headings.
4. Meet with each BLT and prepare any additional materials.

MATERIALS

Computer, projector, screen, and speakers

Tape, markers, and half sheets of paper

Action Planning Wall (chart paper or sticky wall)

Copies of the meeting agenda to place on tables

One copy of Arizona English Language Arts Anchor Standards per table

ANCHOR POSTERS: Print one each in color. *It is recommended to laminate the DLT Anchor Posters, as all will be used in other DLT Meetings.*

DLT Anchor Poster 1: District Leadership Team Meeting Norms

DLT Anchor Poster 2: Arizona English Language Arts Anchor Standards

DLT Anchor Poster 3: Three Questions: Sustainable Implementation

DLT Anchor Poster 4: AZPLS Theory of Action: Leading for Impact

Suggestion: BLT displays a few posters from the module professional learning to enhance their presentation.

PARTICIPANT PACKET: Print one packet per participant. *Packet includes handouts.*

School Action Plan: BLT brings one copy for each DLT member.

Suggestion: BLT also provides a picture of their Action Planning Wall from the module professional learning to enhance their presentation.

TEAM ROLE CARDS: Print on cardstock. *Team role cards should be printed once and saved for future use in every DLT meeting. Fold each in half. Team members place cards on table to show their role for the day.*

Facilitator: Print one.

Reporter: Print one.

Recorder: Print one.

Timekeeper: Print one.

Engaged Participant: Print one for each team member.

DLT ACTION PLANNING WALL HEADINGS: Print one.

DLT ACTION PLANNING/DLT SUPPORT WALL

Set up the DLT Action Planning/DLT Support Wall like the example below. Place the DLT Action Planning Headings for ongoing district support on the left. Place the school name to head a column. *If more than one school is participating in the AZPLS, add a column for each.*

	Add School Name	Add School Name
TEAMS		
PROFESSIONAL LEARNING		
DATA		
ACTION PLANNING		
LEADERSHIP		
COACHING		
PARENTS		

PRESENTATION PREPARATION FOR SCHOOLS

A set of three slides with burgundy borders are included in the PowerPoint to guide sharing of the school's Action Plan and progress. The coach and principal should be prepared to identify specific needs under the DLT Action Plan Headings that apply to their Action Plan.

Slide 8: Facilitator introduces the school and explains the DLT will use Handout 4: Focus Notes. The school's Action Plan is distributed.

Slide 9: The coach and principal share where their school is headed, where their school is now, and what actions will close the gap for each Action Plan Focus Area.

Slide 10: The coach and principal share where their school is headed, where their school is now, and what actions will close the gap with AZPLS Parent Events.

ACTIVITY PREPARATION

Activity 1 - Slide 2: District Leadership Team Meeting Norms. DLT Anchor Poster 1: District Leadership Team Meeting Norms should be displayed. Process norms set ground rules or expectations on how people treat each other at a meeting. From this meeting on, each session will begin with reviewing the District Leadership Team Meeting Norms. Go over the norms on the poster. Ask if anyone would like to add something. Add anything that is proposed and has consensus. Ask for agreement from the group for the final list. *There are five numbers on the poster, but any number may be used.*

Activity 2 - Slide 3: Team Roles. Use Handout 1: Team Structure to identify team structure, roles, and responsibilities. Each team member will have a role in each DLT meeting. The DLT selects one Facilitator, one Recorder, one Reporter, and one Timekeeper. The rest of the team members are Engaged Participants. The team members set their respective cards in front of them and assume those roles throughout the meeting. The next time each team is together the roles switch to another person. Every team member should have the opportunity to serve in each role.

Activity 3 - Slide 9: Action Plan Focus Areas. DLT uses Handout 4: Focus Notes while the coach and principal share where their school is headed, where their school is now, and what actions will close the gap for each Action Plan Focus Area.

Activity 4 - Slide 10: Action Plan Parent Events. DLT uses Handout 4: Focus Notes while the coach and principal share where their school is headed, where their school is now, and what actions will close the gap for Action Plan Parent Events.

Activity 5 - Slide 11: District Support Discussion. The DLT discusses the information and uses Handout 5: Operationalizing the Theory of Action: Leading for Impact to plan district level support. The Reporter recaps the support strategies and confirms each has DLT consensus. The Recorder adds support strategies to the DLT Action Planning Wall.

Suggestion: Take a photo of the finished DLT Action Planning Wall to aid in further work.

Activity 6 - Slide 13: Collaboration Skills. Using Handout 6: Collaboration Skills, DLT members rate their individual levels of collaboration during this meeting. With a partner, DLT members share their thoughts on their levels of collaboration and the importance of effective collaboration.

ROOM SETUP

Set up computer, projector, screen, and speakers.

Hang DLT Anchor Posters 1–4 in front of room.

Hang DLT Action Planning Wall (chart paper or sticky wall) with DLT Action Planning Wall Headings.

Show BLT where to hang school posters and/or work from the module professional learning.

Set up tables in a U-shape for meeting style discussions with Participant Packets, Role Cards, half sheets of paper, markers, and tape.

Place copies of the completed meeting agenda and the Arizona English Language Arts Anchor Standards on the tables.

DLT MEETING OUTLINE

This outline provides facilitators with a big-picture view of the DLT Meeting and activities. A slide-by-slide script follows. Total time estimate: 1 hour plus additional time for school presentations* and discussions* as noted for slides 9-11.

	Time	Slides	Activities	Materials
Welcome Introductions Establish Norms	10 minutes	1–2	Activity 1: District Leadership Team Meeting Norms	DLT Anchor Poster 1: District Leadership Team Meeting Norms
Team Structure	15 minutes	3	Activity 2: Team Roles	Handout 1: Team Structure Team Role Cards
Arizona Professional Learning Series Systems Overview	10 minutes	4		DLT Anchor Poster 2: Arizona English Language Arts Anchor Standards Handout 2: AZPLS Systems Overview
Sustainable Implementation	10 minutes	5		DLT Anchor Poster 3: Three Questions Handout 3: Sustainable Implementation Cycle
Leading for Impact	5 minutes	6		Anchor Poster 4: APLS Theory of Action: Leading for Impact
DLT Action Plan Focus	5 minutes	7		Handout 4: Focus Notes
School Introduction		8		Handout 4: Focus Notes
Action Plan Focus Areas	*	9	Activity 3: BLT Shares Action Plan Focus Areas	Handout 4: Focus Notes
Action Plan Parent Events	*	10	Activity 4: BLT Shares Action Plan Parent Events	Handout 4: Focus Notes
District Support	*	11	Activity 5: DLT Support Discussion	Handout 5: Operationalizing the Theory of Action: Leading for Impact DLT Action Planning Wall
Schoolwide Focus	3 minutes	12		
Individual Skills	10 minutes	13	Activity 6: Collaboration Skills	Handout 6: Collaboration Skills

AZPLS District Leadership Team Meeting

Slide 1



Have this slide showing as participants arrive. Introduce participating schools. Explain the Participant Packet with handouts will be used throughout the meeting for note taking and activities.

Explain:

We are meeting to connect our District Leadership Team (DLT) with each Building Leadership Team (BLT) who completed modules of the AZPLS series. Each BLT will share the action plan progress and district support needed for reaching sustainable implementation. You will review the information and determine what specific supports the district will provide each school.

Before we proceed, we need to establish our DLT meeting norms.

Slide 2



Activity 1: DLT Meeting Norms. Refer to DLT Anchor Poster 1: District Leadership Team Meeting Norms. Add proposed norms if they have group consensus.

Explain:

Process norms set ground rules or expectations on how people treat each other at a meeting or professional learning. The AZPLS norms focus on respecting all participants. Look over the norms listed on the poster. Are there additional norms you would like to discuss? Please raise your hand if you agree with the norms.

Slide 3



Activity 2: Team Roles. Use Handout 1: Team Structure to identify team structure, roles, and responsibilities. Assign team roles.

Explain:

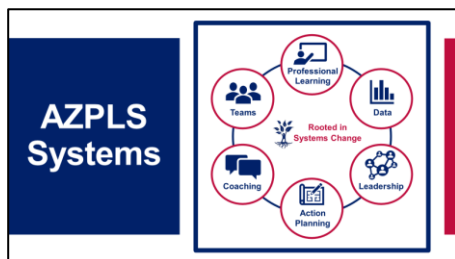
To enable our teams to work effectively, we establish team structure with roles and responsibilities. Using **Handout 1: Team Structure**, review the team roles and responsibilities to support a solid DLT structure.

For our meeting, we need to have a **Facilitator** to keep everyone on task, a **Recorder** to record the team's activities, a **Reporter** to report out group information, and a **Timekeeper** to monitor times for each activity. All other team members are **Engaged Participants** actively engaged in the group's work.

To assign today's roles, add the ten digits of your phone number. The team member with the highest number is today's **Facilitator**. The person with the lowest number is the **Recorder**. Now use the sum of your seven-digit phone number to identify the **Reporter** and **Timekeeper**. Remaining team members are **Engaged Participants**. Roles should change each time you meet.

Please take the **Role Card** that represents your role for today and place it in front of you. Choose someone to oversee bringing the **Role Cards** to every DLT meeting.

Slide 4



Refer to Handout 2: AZPLS Systems Overview and DLT Anchor Poster 2: Arizona English Language Arts Anchor Standards.

Explain:

The AZPLS is rooted in systems change. All the systems need to be in place to support the learning success of all children. **Handout 2: AZPLS Systems Overview** shows the six systems that are essential and unified throughout the module series.

Let's take a brief look at each system. AZPLS **Professional Learning** leads to the systems change that will increase literacy achievement for all students. The Arizona English Language Arts Anchor Standards shown in **DLT Anchor Poster 2: Arizona English Language Arts Anchor Standards** unite the purpose and work in implementing literacy strategies and differentiation across content areas and grade level bands to meet the needs of all learners.

AZPLS **Teams** include Collaborative Teams, BLT, and DLT building an open communication process to support the systems change practices.

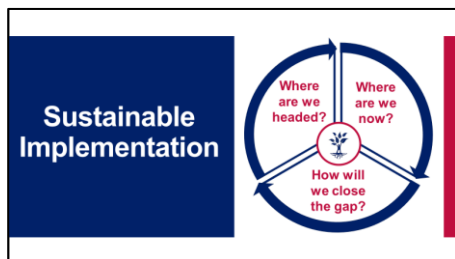
The AZPLS includes a specific **Data** system. Coaches use the AZPLS Data Collection Tools to measure implementation progress. Starting with Module 3, the teachers will implement the Dimensions of Formative Assessment to guide instructional changes for all students in all classes.

In addition to collecting and utilizing data-driven decisions, strong **Coaching** support is built into the AZPLS to enhance the job-embedded professional learning and teaching practices.

Each module includes **Action Planning** stemming from shared **Leadership** supporting equity with everyone working collaboratively towards the same outcomes.

As each school shares where they are headed, where they are now, and how they plan to close the gap with implementation, think about these connections to the systems and what could be enhanced or developed at the district level to support individual schools, teachers, students, and parents in continuing this work. District support is vital to our success.

Slide 5



Refer to DLT Anchor Poster: Three Questions and Handout 3: Sustainable Implementation Cycle.

Explain:

Throughout the AZPLS, we are working toward systems change sustainability for increasing literacy achievement for every student. **Handout 3: Sustainable Implementation Cycle** identifies how we will achieve that.

Where are we headed? By fully developing the AZPLS systems, all

students will increase their literacy achievement.

Where are we now? The AZPLS Data Collection and Data Analysis Tools guide us in identifying where we are throughout the professional learning and implementation process. Action Plans detail how we improve that data.

How will we close the gap? We will increase literacy skills through the AZPLS professional learning, strategies for teaching and learning, parent engagement, and coaching support.

Slide 6



Refer to DLT Anchor Poster 4: AZPLS Theory of Action: Leading for Impact.

Explain:

The DLT leads for impact using a theory of action for student success based on **if...then...** thinking.

If the district leaders support the school leaders, **then** the school leaders are more effective in supporting their teachers.

If the school leaders are more effective in supporting their teachers, **then** the teachers are more impactful in their practices.

If the teachers are more impactful in their practices, **then** all students achieve at higher levels.

We will use the theory of action and **if...then...** thinking throughout our work. Remember that each step in the theory of action is necessary and leads to the final result of an expected outcome that increases literacy achievement for every student.

Slide 7



Introduce Handout 4: Focus Notes.

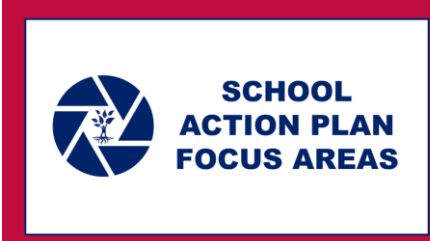

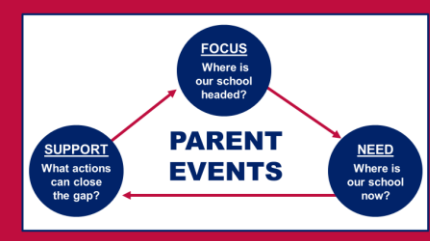

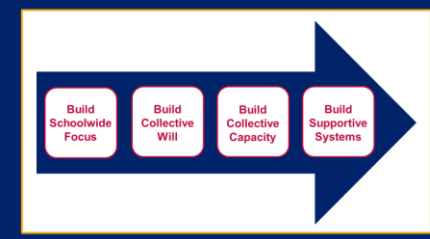
Explain:

As you listen to each school's progress, we ask that you focus on these two points as you take notes on **Handout 4: Focus Notes** for the six AZPLS systems and AZPLS Parent Events.

1. How can the DLT support the BLTs in their implementation process?

2. How can the DLT support capacity building for the AZPLS at the school site and at the district?

These focus points will guide your development of support plans to assist each school after the presentations.

<p>Slide 8</p> 	<p><i>Introduce the BLT. The BLT distributes their Action Plan.</i></p> <p><i>Repeat slides 8–11 if more than one school presents.</i></p>
<p>Slide 9</p> 	<p><i>Activity 3: School Action Plan Focus Areas. DLT uses Handout 4: Focus Notes.</i></p> <p>Explain: While the coach and principal share where their school is headed, where their school is now, and what actions will close the gap for each Action Plan Focus Area, use Handout 4: Focus Notes to record key ideas that need district support.</p> <p><i>Turn presentation over to BLT for this slide/activity and Slide 10.</i></p>
<p>Slide 10</p> 	<p><i>DLT continues using Handout 4: Focus Notes while the coach and principal share where the school is headed, where their school is now, and what actions will close the gap with AZPLS Parent Events.</i></p>
<p>Slide 11</p> 	<p><i>Activity 5: Summarize school information and finalize district support. DLT uses Handout 4: Focus Notes, Handout 5: Operationalizing the Theory of Action: Leading for Impact, and the DLT Action Planning Wall.</i></p> <p>Explain: Discuss the information and reach consensus on DLT support strategies for BLT Action Plan Focus Areas and AZPLS Parent Events. Use Handout 5: Operationalizing the Theory of Action: Leading for Impact to record district level support. The Reporter will recap the support summary and the Recorder will add the strategies to the DLT Action Planning Wall.</p>
<p>Slide 12</p> 	<p>Explain: Working through the modules and implementation, the Collaborative Teams will build a strong schoolwide focus for the work. Teachers, parents, and students will learn how their voice plays a role in systems change while building collective will for the work. District and school site leaders will support teachers along this journey, build collective capacity, and support systems to reach sustainable implementation. Working together will bring sustainable success to all as we increase literacy achievement for every student and close the literacy achievement gap between students with and without specific learning disabilities.</p>

Slide 13



Your Collaboration Skills

Activity 6: Collaboration Skills. Use Handout 6: Collaboration Skills

Explain:

Today, you participated in many collaborative activities. Take a moment to reflect on your personal collaboration skills with

Handout 6: Collaboration Skills and complete the checklist.

Turn to a partner and share a positive area and an area that may need some improvement.

Each DLT member's participation is essential. Using effective collaboration skills keeps the work focused and supports each member.

Slide 15

Your
support
impacts
growth
for every
student!



Explain:

It takes systems change and collaboration with the entire school community of the district, school staff, students, and parents to improve inclusionary practices, implement teaching and learning strategies, and increase literacy achievement for all students in all classes.

The AZPLS is rooted in systems change, and your support impacts growth for every student!

Slide 15



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Exceptional Student Services