



ARIZONA DEPARTMENT OF
EDUCATION

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

Supporting Sustainable Change



DLT Meeting Participant Packet



Read the roles and responsibilities. Decide who will take on each of the roles for today's meeting. Set the appropriate role cards in front of each team member.

Roles <i>Positions team members assume during the training</i>	Responsibilities <i>Specific tasks team members are expected to complete as a function of their roles</i>
Facilitator	The Facilitator ensures discussions stay on topic and are discussed thoroughly by all team members.
Recorder	The Recorder documents responses during team activities and maintains a record of team discussions.
Reporter	The Reporter shares the team's information with the larger group.
Timekeeper	The Timekeeper ensures discussion topics are addressed within the designated time.
Engaged Participant	The Engaged Participant listens with an open mind and contributes by sharing knowledge, information, and experience.

Roles should change for each District Leadership Team (DLT) meeting. Everyone should have a turn at the different roles.

All DLT meetings must be structured to ensure efficiency and effectiveness. Your DLT meetings and process should include:

Structure	Description
Meeting time and place	Schedule regularly
Norms	Review at the beginning of each meeting
Assigned roles	Share the duties of the roles
Formal agenda	Follows protocol and is results-oriented Used for notetaking
Collaborative inquiry method	Choose method to accomplish work
Decision-making process	Identify method to reach decisions
Conflict resolution	Develop process for resolution
Celebrations	Recognize accomplishments
Next steps	Set specific plans for actions
Collaboration skills	Self-assess level of use
Collaborative team review	Team assessment of process

Your cohesive teamwork will lead the DLT to strategically identify needs and implement support for the AZPLS work in increasing the literacy achievement for all students.



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AZPLS Program Design Overview



Professional Learning: The overall goal of the professional learning series is to increase literacy achievement for all students through training and support for systems change. This growth occurs from strategic implementation, intentional collaboration, and invested school community.

Teams: The District Leadership Team, Building Leadership Team, and Collaborative Grade Level Teams interact to implement and support the strategies supporting systems change for increasing literacy achievement for all students.

Data: An extensive data collection and analysis plan drives implementation and demonstrates progress. Each data tool was created specifically for the Arizona Professional Learning Series to ensure fidelity through the process of systems change.

Coaching: The coach follows a guided coaching plan to assist in whole school, grade level, and individual needs to move the systems change process forward.

Leadership: The professional learning series reinforces shared leadership supporting equity with everyone working collaboratively towards the same outcomes.

Action Planning: An action plan is critical to the organization and support of implementation. Creating an action plan for each module begins during the module training. There is a specific format that gives the staff opportunities to provide input of their ideas and needs.

Cycle of Sustainable Implementation

WHERE ARE WE HEADED?

Sustainable Implementation

- Implementation of All AZPLS Systems
- Inclusive Leadership
- Collaborative Teams
- Formative Assessment
- Explicit Vocabulary and Comprehension
- Strategy Instruction
- Extended Discussion of Text Meaning and Interpretation
- Student Engagement in Literacy
- Differentiated Instruction

WHERE ARE WE NOW?

Data

- Fidelity of Implementation
- Classroom-Based Observation Checklist
- Collaborative Team Meeting Checklist
- Perception Surveys of Inclusive Practices
- Sustainability Review and Reflection
- Coaching Survey
- Benchmark Data
- State Assessment Data
- LRE Data

Action Plan

Site Leadership Empowers the Following Steps:

1. Use data analysis and the voice of the teachers to determine if the action plan focus areas need adjusting.
2. Develop a professional learning plan addressing the areas of need.
3. Align the coach service delivery plan with the action plan focus areas. Provide teachers with next level professional learning through reflection, modeling, planning, co-teaching, or reteaching concepts.
4. Teacher and collaborative teams develop goals and reflect on their implementation with the support of coaches.

HOW WILL WE CLOSE THE GAP?

Schoolwide Professional Learning Plan

Parent Events

Coach Service Delivery Plan

Create Focus for:
Collaborative Teams
Individual Teachers

Teacher Professional Learning Plan

Collaborative Teams and Individual Teachers Create Goals





Outline Your Plan

- ✓ Describe how your team defines what you are implementing, so others realize this is the way you collaborate, analyze data, action plan, provide coaching support, provide professional learning to parents, etc.
- ✓ Describe how your team trains new staff.
- ✓ Describe how your team will continue to communicate progress toward the action plan focus areas.
- ✓ Describe how your team will continue to analyze and communicate data.
- ✓ Describe how your team will continue to celebrate implementation.






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Focus Notes

 Teams	 Professional Learning	 Data	 Action Planning
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1. How can the DLT support the BLT in the implementation process?

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

 Leadership	 Coaching	 Parents
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Operationalizing the Theory of Action: Leading for Impact

Use Handout 4: Focus Notes. Discuss (If our district does this...) to answer questions. Reach consensus for each Focus Area.

FOCUS AREA		SCHOOL LEVEL FOCUS	DISTRICT LEVEL FOCUS
TEAMS	What support can we offer with implementation and capacity building?		
	Who will be responsible?		
	When will it be accomplished?		
PROFESSIONAL LEARNING	What support can we offer with implementation and capacity building?		
	Who will be responsible?		
	When will it be accomplished?		
DATA	What support can we offer with implementation and capacity building?		
	Who will be responsible?		
	When will it be accomplished?		

ACTION PLANNING	What support can we offer with implementation and capacity building?		
	Who will be responsible?		
	When will it be accomplished?		
LEADERSHIP	What support can we offer with implementation and capacity building?		
	Who will be responsible?		
	When will it be accomplished?		
COACHING	What support can we offer with implementation and capacity building?		
	Who will be responsible?		
	When will it be accomplished?		
PARENTS	What support can we offer with implementation and capacity building?		
	Who will be responsible?		
	When will it be accomplished?		



Collaboration Skills

Strong collaborative teams develop over time and require commitment to the process. That requires using the schoolwide team meeting procedures of having an agenda, roles, norms, and a decision-making process. It also requires each team member to identify and practice collaboration skills. After each collaborative team meeting, use the following list to self-assess your level of collaboration skills. As each team member improves, your team will grow stronger.

Name: _____ Grade level: _____ Date: _____

Check the level that reflects your participation within your team collaborative meeting.

Collaboration Skills	Never	Sometimes	Always
1. Pausing <i>I allow time for thinking before adding to discussion and/or decision-making.</i>			
2. Paraphrasing <i>I contribute to understanding by restating the ideas presented by others.</i>			
3. Probing <i>I ask questions to clarify information.</i>			
4. Putting forward ideas <i>I share ideas during discussion.</i>			
5. Paying attention to self and others <i>I am aware of what I say, how I say it, and how others respond to it.</i>			
6. Presuming positive presuppositions <i>I maintain the idea that my team members act from positive and constructive intentions.</i>			
7. Pursuing a balance between advocacy and inquiry <i>I inquire for better understanding before advocating for a position that leads to a decision.</i>			

Steps I will take to improve my collaboration skills: