

Your observation notetaking sheet for team meeting video observation, “Guidance/EL Hawai’i Team #1”

Special thanks to emerging teacher leader, Bree Wee, her team and the Hawaii State Dept. of Education, PDERI Teacher Leader Academy.

EDITED EXCERPT from Figure 29 “STL Meeting Reflection Tool” from *Intentional Moves: How Skillful Team Leaders Impact Learning* (Corwin, 2023) by Elisa MacDonald.

Key:	
+	Evident in meeting.
~	Missed opportunity/ Area for growth.
(blank)	N/A or not the focus for observation.

Y	Primary Intention	OBSERVABLE INDICATORS OF HIGH FUNCTION Reflect on team dynamics (collegiality, engagement, communication, productivity) and collaborate about teaching.	OBSERVABLE INDICATORS OF HIGH IMPACT Reflect on team performance and collaboration about student-learning outcomes.
3. Nurture group culture.			
	Foster an inclusive culture.	<ul style="list-style-type: none"> ◇ People respected and included one another on the team. Everyone felt welcome. No one felt excluded, ridiculed or “less than”. ◇ Dialogue was mindful of inclusive practices for staff, students, families and/or community. 	<ul style="list-style-type: none"> ◇ New members on the team and members of traditionally marginalized groups felt a sense of belonging. ◇ Dialogue actively sought to address any non-inclusive practices among staff, students, families and/or community.
4. Design and plan learning.			
	Plan purposeful meetings.	<ul style="list-style-type: none"> ◇ Clear reason for meeting – everyone understood purpose for each agenda item. 	<ul style="list-style-type: none"> ◇ The reason for meeting was worthwhile.
	Structure talk.	<ul style="list-style-type: none"> ◇ Meeting was designed with structures that promoted good “flow” and organization to the conversation. ◇ Clear task directions – everyone knew what was expected of them. 	<ul style="list-style-type: none"> ◇ Tasks were designed to promote higher-order thinking and bring about new learning for adults.
	Learn with a text-based discussion.	<ul style="list-style-type: none"> ◇ Texts such as readings, standards, videos were used to engage everyone in discussion. 	<ul style="list-style-type: none"> ◇ People engaged with texts in ways that prompted new learning and insight into students’ or adults’ thinking or behaviors.
5. Engage and interact.			
	Boost engagement.	<ul style="list-style-type: none"> ◇ Equitable opportunities to participate. No individual dominated the meeting’s air space. ◇ No one distracted or off-task. 	<ul style="list-style-type: none"> ◇ Less dominant voices were empowered to speak. ◇ Active participation (e.g., presenting, questioning, researching, problem solving)
6. Lead with purpose and direction.			
	Align with priorities and standards.	<ul style="list-style-type: none"> ◇ Connection to district/school/department priorities and/or standards. (Meeting did not feel out of place.) 	<ul style="list-style-type: none"> ◇ Decisions driven by what’s deemed important.
	Focus on a student-centered challenge.	<ul style="list-style-type: none"> ◇ Dialogue focused on teaching and activities. 	<ul style="list-style-type: none"> ◇ Dialogue focused on evidence of student-learning challenges and progress.
7. Promote intentional data use.			
	Facilitate data talk.	<ul style="list-style-type: none"> ◇ Willingness to analyze data together. 	<ul style="list-style-type: none"> ◇ A healthy team attitude toward data analysis. (No shame, no blame.)

Sample observation notes from team meeting video observation, “Guidance/EL Hawai’i Team #1”

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Y	Primary Intention	My Observations: Please indicate evidence of high-function and/or impact as well as with growth opportunities (marked by ~).
1. Optimize learning conditions.		
	Maximize collaborative time.	+Team of guidance counselors and EL. ~No core-instructional teachers on team.
	Enhance the learning space.	+TL accommodates teachers’ preference to sit on floor; TL made slides visible to all Ts.
2. Establish group expectations and responsibilities.		
	Share responsibility through roles.	+TL is facilitator. ~No evidence of notetaker, although meeting was being video recorded.
3. Nurture group culture.		
	Foster an inclusive culture.	+Meeting content was inclusive: TL expressed desire for whole community involvement; T1 offered suggestions for project that would help students get to know staff members such as caf workers; TL wanted to use news project to celebrate all students throughout the school; TL spoke enthusiastically about news project; All teachers expressed enthusiasm when EL student made progress. ~Team culture: T2 minimally participated. Follow-up with T2 to ensure she feels included and ideas welcome.
4. Design and plan learning.		
	Plan purposeful meetings.	+TL stated purpose upfront: Els need to improve speaking skills. Meeting’s intended outcome was unclear. Team left with knowledge of the TL’s ideas for the news project and worked out some logistics. ~More worthwhile outcome: All will leave with an understanding of EL WIDA speaking expectations, evidence of what current Els can and can’t do yet, and specific strategies to help Els make progress.
	Structure talk.	~No planned structure to the conversation. No protocols used. Could structure brainstorming such as: <i>EL speaking expectations/ EL data/News Project Logistics/News Project Topics/Teacher involvement/Measuring progress.</i>
	Learn with a text-based discussion.	+TL walked through news project ideas with slides. ~No text-based discussion of WIDA standards or EL data.
5. Engage and interact.		
	Boost engagement.	+TL enthusiastically presents ideas. Teachers listen intently and gave verbal affirmation. ~Verbal ‘ping pong’ between TL and T1. T2 little participation and when she did it was offering affirmation, not contributing ideas.
	Focus talk.	
6. Lead with purpose and direction.		
	Align with priorities and standards.	+TL connected to Academic Plan goal: To improve speaking skills for Els; Connects project to “real work” of educators (e.g., amplify skills guidance counselors teach or as an aide for classroom teachers when they need to fill SEL block, build school spirit and communication); T1 makes connection to the school-wide initiative Behavior Matrix. TL suggested teachers could use the new show to fill time in their SEL block. ~No discussion of WIDA standards so that the team knew what was expected of EL students’ speaking.
	Focus on a student-centered challenge.	+TL explicitly states student-centered challenge at the start of the meeting and explains how her news project aims to address this need. ~Conversation focused on generating topic ideas for news project, but did not focus on evidence-based practices to improve EL speaking skills.
7. Promote intentional data use.		
	Facilitate data talk.	~No data analysis. No evidence presented of specific students with specific speaking strengths and needs.
8. Engage in critical and creative thinking.		
	Cultivate diverse perspectives.	+/-Agreement with all of TL ideas. TL did not actively invite alternate perspectives, however TL did express desire for team to own the project and make sure it worked to help promote their guidance counselor goals.
	Make clear impactful decisions.	+Some logistical decisions were made. E.g. When Ts should text their videos. ~No decisions on which Els or what specific subskills.
10. Assess.		
	Solicit feedback.	TL sought support for ideas throughout meeting. ~No method to solicit feedback from team members after meeting.