

# AIM Conference: Executive Workspace and Action Plans

**Campus Name:** Seagoville Middle School

**Team Member Names:** Tina Ellis, Ronesha Hollinsworth, Wayne Bollin, Aimey Cole, Tela Maupin, Maggie Shellene, Larry Flores

## Session 1 WORKSPACE Beliefs to Behaviors

### TEAM CONTRACT

**Team Names** Dragon Fire

**Team Roles**

- Team Lead: Maupin
- Communication Lead: Flores
- Tech Lead: Aimey Cole
- Social Media Lead: HOLLI
- Time Lead: Bollin
- Sub: Ellis

**Norms**

- Listen to everyone
- Participate actively
- Be engaged
- Open to learning

### CULTURE AND 5 LEADERSHIP LEVERS

**Strength(s) for Leading the Work**

- Boll Talking to everyone/ relationships
- Holding people accountable
- Available to everyone
- Knowing when to step in (Filling in gaps)
- Getting things done

**Area(s) of Improvement for Leading the Work**

- Collaborating more/ building on the strength of others
- Accountability without criticism
- Time management
- See something/say something
- Building leadership capacity

### BELIEFS TO BEHAVIORS

List your beliefs about coaching.  
Identify the top 3 after your brainstorm.

- Shellene: Collaborative,, need to hold people accountable, celebrate little "wins"
- Cole: Collaborating, Supportive, Push for growth
- Ellis: Non-punitive! Not directive, but guiding and supportive
- Maupin: Is necessary to improve student achievement, is supportive to all, is needed to

	grow teachers <ul style="list-style-type: none"> <li>• Bollin- create a safe environment where coaching is not viewed as criticism. Emphasize the positives. Through role play create action steps</li> <li>• Holli: Consider the 3 rd way</li> <li>• Flores:Constructive</li> </ul>
<b>Coaching Belief #1:</b>	
I will . . . <ul style="list-style-type: none"> <li>• Collaborate with the coaches</li> </ul>	I will not . . . <ul style="list-style-type: none"> <li>• Work by myself</li> </ul>
<b>Coaching Belief #2:</b>	
I will . . . <ul style="list-style-type: none"> <li>• Support the coaches</li> </ul>	I will not . . . <ul style="list-style-type: none"> <li>• Be punitive</li> </ul>
<b>Coaching Belief #3:</b>	
I will . . . <ul style="list-style-type: none"> <li>• Encourage growth through feedback conversations.</li> </ul>	I will not . . . <ul style="list-style-type: none"> <li>• Speak without listening</li> </ul>

## Session 1 ACTION PLAN

### Beliefs to Behaviors

Action	Person Responsible	Due Date	AIM Priority Alignment
To collaborate with teachers/admin in order to schedule times for coaching. Allowing for teacher reflection	Admin/CIC/ILT	Ongoing	<input type="checkbox"/> 1: Recruitment and Retention of High Quality Leaders <input type="checkbox"/> 2: Strategic Instructional Practices <input type="checkbox"/> 3: Transformative Positive Culture
Create an observation tracker to facilitate the feedback conversation and to keep a running record of all feedback given		NLT Aug 15	<input type="checkbox"/> 1: Recruitment and Retention of High Quality Leaders <input type="checkbox"/> 2: Strategic Instructional Practices <input type="checkbox"/> 3: Transformative Positive Culture
Ask teachers how they would like to receive their feedback		August PD Days	<input type="checkbox"/> 1: Recruitment and Retention of

			High Quality Leaders <input type="checkbox"/> 2: Strategic Instructional Practices <input type="checkbox"/> 3: Transformative Positive Culture
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## Session 1 Notes

- Resource: [22-23 e2L + DISD AIM Overview](#)
- Resource: [22-23 e2L + AIM Timeline](#)
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## Session 2 WORKSPACE

### Role and Goal Clarity

#### TEAM CONTRACT

Team Name

Team Roles

- Team Lead:
- Communication Lead:
- Tech Lead:
- Social Media Lead:
- Time Lead:
- Sub:

Norms

- 

#### BEST PRACTICES ANALYSIS

Review "The One Thing" on page 3 of the [e2L Best Practices Research White Paper](#).

What resonates with you about "The One Thing"?

--standards district providing all of the lessons. There was not a struggle to understand the content. Teaching other people's lessons without understanding it themselves

- Internalize lesson plan and catering it to students individual needs
- Students tracking their progress towards meeting standards.
- Teachers are tracking student data.
- Facilitating collaboration amongst the students
- ensuring that it is relevant to students life/ interesting
- make assignments relevant to themselves or students.

Even small things like changing students' names in the text.

Use the [Life Ready Best Practices Research](#) to review

-to help the students track their own data

<p>the Best Practice assigned to your job.</p> <p>Share your connections to student achievement, TEI, and the LRBP rubric.</p> <p>Resources:  <a href="#">e2L Best Practices for DISD Rubric</a>  <a href="#">TEI Standard</a></p>	<p>-helps teachers differentiate with resources</p> <p>-Use the Buerk rubric reflection ( PLC)</p> <p>-management system needed</p>
<p>What is in place on your campus that currently aligns/supports the LRBP rubric? What might you need to add?</p>	
<p><b>ROLE AND GOAL CLARITY</b></p>	
<p><b>Goal</b></p> <p>The focus in year 3 of the engage2learn partnership will be <b>transformation of the campus culture and classroom practice.</b></p>	<p><b>Scope</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional Lead Teacher (ILT) and Teacher Coaching</b> - Coaching on e2L Best Practices for Dallas ISD</li> <li>• <b>Campus Instructional Coach (CIC) Coaching</b> - Coaching on e2L Coach Standards</li> <li>• <b>Executive Coaching</b> - Coaching on Dallas ISD's Core 4 Culture Tenets</li> <li>• <b>Front Office Staff</b> - Coaching on Dallas ISD's Core 4 Culture Tenets</li> </ul>
<p>Review 21-22 AIM <a href="#">badging data</a>.</p> <p>Fidelity of Implementation - Instructional Best Practices</p> <p>What are some steps that can be taken at the campus level to help teachers attain level 3 badges?</p> <p>What are some ways to sustain continuous implementation of instructional best practices after teachers / ILTs have earned badges?</p>	
<p><b>My Role (include a response for each team member)</b></p>	
<p>What is 'my why' for supporting coaching?</p>	<p>Student achievement, many new teachers, teachers retention, encouraging/motivating teacher growth, pride school wide, create a culture of feedback</p>
<p>What is my role in supporting coaching?</p>	<p>Practice the coaching with coaches + Leads, watch them give the feedback and give feedback, role play, collaborating with people giving the feedback</p>
<p><b>Gap Analysis</b></p>	
<p>What am I currently doing that I will need to <b>do more of</b> to facilitate the implementation of coaching?</p>	<p>Collaborating with the 3 levels of leadership, hold all staff accountable,</p>

What am I doing now that I will need to <b>do less of</b> to facilitate the implementation of coaching?	Taking on all the roles, micromanaging, letting it be someone else's problem (working together not against each other)
What do I <b>need to add</b> in order to facilitate the implementation of coaching?	Structure, routine, PLC weekly schedule
What do I <b>need to eliminate</b> in order to facilitate the implementation of coaching?	Eliminate distractions, excuses, negativity judgment

## Session 2 ACTION PLAN

### Role and Goal Clarity

Action	Person Responsible	Due Date	AIM Priority Alignment
			<input type="checkbox"/> 1: Recruitment and Retention of High Quality Leaders <input type="checkbox"/> 2: Strategic Instructional Practices <input type="checkbox"/> 3: Transformative Positive Culture
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## Session 2 Notes

# Log in to



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Email: Dallas ISD Email address

Password: engage

(Change it to whatever you'd like when you log in.)



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- eSuite Resource - [Designing a Buerk Rubric Video](#)
- eSuite Resource - [Facilitating a Buerk Rubric Video](#)
- eSuite Resource - [What is a Buerk Rubric?](#)

Complete the feedback form

<https://bit.ly/e2Lfeedback22>

Your facilitators today were:

Crystal Cross, Julie Moynihan and Mario Layne

