

Collaborative Team Meeting

Facilitation Overview

The following overview is intended to assist leaders in facilitating Collaborative Team Meetings. It is important to review this overview in depth prior to the Collaborative Team Meeting, to ensure understanding and preparation for the conversation.

This overview will not focus on the important work of [pre-establishing dates and times](#) for collaborative team meetings. Consider the use of a [team meeting overview template](#) to help communicate dates, times and intended participants.

Prior to Meeting

- [Establish a focus](#) - this should be communicated clearly to participants and ideally should be linked to a data-analysis process to help determine the students to likely be bringing forward in a pre-meeting organizer.
- Provide meeting participants with a [Pre-Meeting Organizer](#) to pre-identify a student to celebrate, as well as some students to address during the meeting. For Collaborative Team Meetings, it is critical to ensure that teachers come ready with students and a **key issue** they wish to address.
- Establish a [notes document](#) for the meeting (or schedule the meeting if using [WeCollab](#) or [Dossier](#)).
- Consider using a [CTM Facilitation Plan Template](#) to help plan out the structure for the meeting.
- Consider the [design of your meeting room space](#), to optimize it for the collaborative conversation

Meeting Facilitation

- Have team norms, notes document and other resources open for the meeting, with documents projected for the entire team to view.
- **Team Norms** - visualize [team norms](#) when reviewing. Pick one norm to practice (here are some ideas for consideration for [practicing and deepening team norms](#)).
- **Establish roles** - determine [roles](#) for the team meeting.
- **Celebrations** - Ask teachers to share a student to celebrate (from their pre-meeting organizer). Ask what did we or they do that led to that success - try to have the staff articulate the strategies they employed for the success they are sharing.
- **Key Issue Discussion** - the process is critically important for the key issue discussion, to focus on brainstorming potential responses and not have an issue specific to only a single teacher. Consider setting a time limit for each discussion.
 - Have a teacher identify a student they wish to discuss with a single key issue.
 - Have all other teachers identify a student or students dealing with the same issue.
 - Brainstorm possible solutions (and have these recorded in the notes document or in an [additional brainstorming template](#)). During this process, avoid language like "you should" or dismissing ideas that teachers do not feel will work for the identified students. Language like "we could" or "what if we..." should be modeled and encouraged.
 - After brainstorming, have each teacher, for the student(s) they identified, determine an action they commit to try for that student(s). Record actions in the notes document.
 - Repeat the key issue discussion, with other teachers initiating the conversation based on a student key issue they came prepared with in their pre-meeting organizer.
- **Additional Students** - identify additional individual students of concern that may require administrator or other actions to happen. These students may be moved to another [layer of meeting structure](#), if requiring additional focus and conversation.
- **Review and Closure** - Review actions to ensure clarity and timelines. Determine any possible [team tasks](#), that may require a follow-up collaborative conversation with members of the team.

Potential Meeting Agenda

5 min - Review norms, establish roles
 10 min - Celebrations
 40 min - Key Issues Discussion
 10 min - Additional Students
 5 min - Review of Tasks, Team Tasks and Closure

Additional resources and samples for Collaborative Team Meetings can be found in the [Samples and Resources section of the Jigsaw Learning website](#).