Data Teams Problem Solving
Woodburn School District
February 9th, 2016

Objectives:

1. *Build capacity to **overcome challenges** with the data team process with collaborative problem solving*

2. *Make connections between managing **complex change** and potential solutions*

3. *Provide an opportunity for **implementation planning***
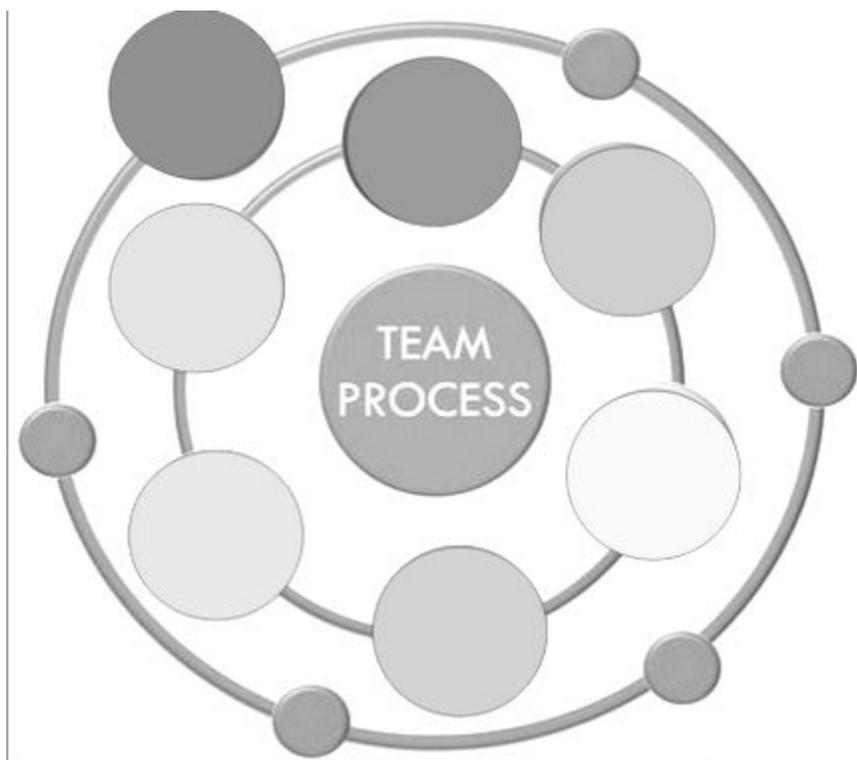
Agenda:

Welcome/Objectives

Data Team Process Review

Know Thy Resources

Managing Complex Change

Problem Solving

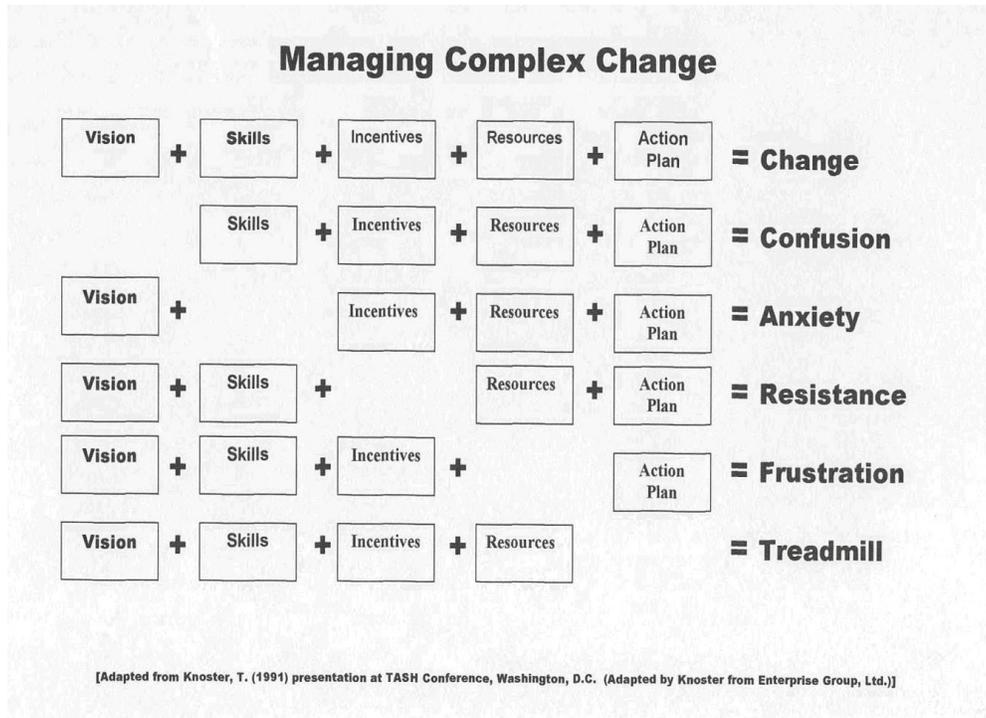Implementation Planning

Reflection and Closing

People BINGO!

Get to know your friends and resources better. Read the descriptions below. Read the descriptions below. See if you can find someone who matches that description. Ask that person to write their name (legibly) in that particular box. Each person may sign your sheet TWICE. Try to be the first person with a blackout to get a BINGO.

You are looking for someone who has….

B	**I**	**N**	**G**	**O**
Addressed chronic lateness successfully	Given written feedback on agendas	Explained why a team member had to/needed to change teams	Facilitated a Data Teams Celebration	Given feedback on deconstructing standards
Planned a PD on deconstructing standards (Step 1)	Has found tricks for making the "shared space" work for teams	Used the COR for a data team observation	Planned a PD on analyzing student work (Step 3)	Has a method for monitoring the work of teams (other than observation)
Has supported a blend/split classroom through data team work	Planned a PD on results indicators	Who wants a partner to practice coaching scenarios	Has helped a resistant teacher get onboard	Their behavior team (Example: PBIS) utilizing the data team process
Asked their supervisor for feedback on how they interact with data teams	Supported a team who is using data team work to fulfill their effectiveness goals	Been holding facilitators meetings regularly	Has found a team for a "singleton"	**List your own need**: Someone who _____ _____ _____

Managing Complex Change

Vision	+ Skills	+ Incentives	+ Resources	+ Action Plan	=	**Change**
	Skills	+ Incentives	+ Resources	+ Action Plan	=	**Confusion**
Vision	+	Incentives	+ Resources	+ Action Plan	=	**Anxiety**
Vision	+ Skills	+	Resources	+ Action Plan	=	**Resistance**
Vision	+ Skills	+ Incentives	+	Action Plan	=	**Frustration**
Vision	+ Skills	+ Incentives	+ Resources		=	**Treadmill**

[Adapted from Knoster, T. (1991) presentation at TASH Conference, Washington, D.C. (Adapted by Knoster from Enterprise Group, Ltd.)]

What are your team members _really_ saying?

	Sounds like… Confusion, Frustration, etc.	They might need… Skills, Resources, etc
Why do we need to use this process when we have the curriculum of EngageNY?		
I don't need a pre-assessment. I haven't taught it yet. They'll all get a 0.		
Why should I write the assessment. Isn't there someone smarter than I am who is paid to do that?		
I've been teaching this grade level/class for 27 years - I already know what I am going to do.		
Do I need to include all my students? Some will never get it.		
Can you just sit and help me through the whole thing? What if I do it all wrong and all the kids fail?		
Why do we need to record all of this. I've feel like I've done this form 10 times and it isn't getting any better.		

Notes from your Partner Talk

Shape Partner	
Color Partner	
Mis-Match Partner	

Support Roles and Intro to Bootcamp
Woodburn School District
February 8th, 2016
Reflection

Please rate how well we did with today's objectives (1=Did not meet, 4 = Exceeded)

*Build capacity to **overcome challenges** with the data team process with collaborative problem solving*

1   2   3   4   Comments:

*Make connections between managing **complex change** and potential solutions*

1   2   3   4   Comments:

The most helpful part of today was_____.

Next time I need _____.

My next steps are:
1. _____.

2. _____.