

Bright Futures “Meeting Plan” # 6
<http://www.maine.gov/education/ml/>

Bright Futures: A Framework of Twelve Core Practices for Maine Middle Grades Schools Developing Full Academic, Personal and Social Potential for Maine Young Adolescents, the Report of the Commission on Middle Level Education, has recently been published by the Maine Department of Education. In 2010 there will be a series of free webcasts focusing on this document. Information about the webcasts can be found at <http://www.maine.gov/education/ml/>. Each webcast will explore several of the 12 Core Practices and have an accompanying “meeting plan” that school leaders can use or adapt to facilitate faculty meetings, conversations, or study groups looking at the Core Practices.

Meeting Plan(s) # 6: Core Practice 9 & 10

Meeting Plan 6 A—Core Practice 9

9. Students have access to a co-curricular program that encourages all students to participate, develop skills, be a member of a team or activity, and simply have fun.

Time needed: approximately 30-45 minutes

Materials & Room Set-up

- Chart paper and markers for facilitator and small groups
- Computer, LCD projector, screen and speakers
- Connection to the internet
- The room should be set up so that people can work in pairs and quartets.

Process:

1. Set the purpose for the meeting: to assess the school’s current co-curricular program and explore ways to improve it.
2. Listen to podcast(s) from the Skowhegan Area Middle School. Go to <http://richterstudents.podbean.com/> Scroll down—there are two podcasts to choose from.
 - an audio podcast interviewing staff members involved in the after school program
 - an enhanced podcast with pictures and an interview with a student
 - 3rd choice—listen to the first part of the *Bright Futures* webinar with Ron Bonnevie, director of the program.
<http://stateofmaine.na4.acrobat.com/p17582790/>
3. Think-Pair-Share:
 - Participants pair up
 - Individually they *think* about following prompt: *In what ways does content of the podcast address Core Practice 9?* (Hint: Have the prompt on a PowerPoint slide so your visual learners can see it.)
 - In their *pairs* they *share* their individual thoughts.

- Pairs *share* with the entire group
- The facilitator should chart the big ideas so that there is a record of the ideas

4. Exploring what we have and what we desire: Ask participants to get into groups of 3 or 4.

- Give each group a piece of chart paper and markers
- Ask them to make a chart with three columns. Columns should be labeled:

Here’s What We Have Here’s What We’re Missing Here’s What We Can Do

- Each small group should have conversations about each column label and write their ideas in the appropriate columns.
- Each group shares their chart
- The facilitator charts the big ideas and then summarizes the discussion.

5. Save the charts! The Leadership Team now has useful information for planning next steps!

6. This entire activity would also be interesting to do with students and then look for similarities and differences between staff and students. Might be interesting to do with parents too.

Meeting Plan 6 B—Core Practice 10

10. Teachers' professional development is an ongoing process that is embedded into the daily life of the school.

Time needed: approximately 30-45 minutes

Materials & Room Set-up

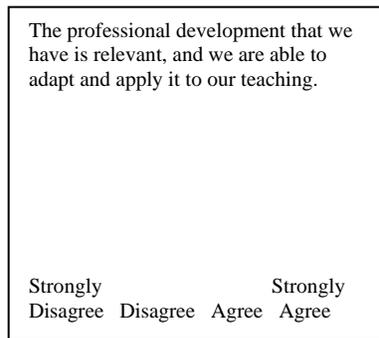
- Consensogram charts (see below)
- Sticky dots or small stickie notes
- Paper or computers; Computer, LCD projector and screen
- Chart paper and markers for the facilitator
- The room should be set up so that people can work in small groups.

Process:

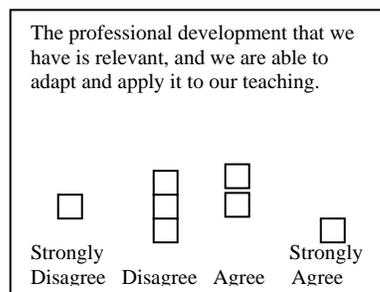
1. Set the purpose for the meeting: assess the professional development process and explore ways to make it more effective.
2. Use the consensogram process to help staff think about current professional development process. Create 3 charts that look like these:

Our professional development models the kind of learning we want for our students.			
Strongly Disagree	Disagree	Agree	Strongly Agree

We take enough time to reflect about our practices.			
Strongly Disagree	Disagree	Agree	Strongly Agree



- Place them around the room.
- Give each participant 3 sticky dots or small sticky notes.
- Ask them to reflect on the statement on each poster and to place their “stickie” on the Likert scale above one of the 4 categories. They will be making bar graphs.



- One “stickie” per person per chart.
- The group now has data to consider
- Process the charts with a series of questions; use think-pair-share (directions in section above) to allow folks time to think before sharing with the entire group.
 - What do you notice?
 - What surprises you?
 - What beliefs were validated by this information?
 - What other information do we need?
- Work hard to have folks make objective statements rather than jumping to conclusions or solutions.
- The next step will allow the staff to think about their professional development more deeply and to make some suggestions to the leadership team.

3. Here’s What! So What? Now What?

- Divide the participants up into groups of 3 or 4

- Have each group fold a piece of paper into 3 columns. They should label them Here's *What!* *So What?* *Now What?* They could do this work on a computer.
- Put a PowerPoint slide up with the same columns and the clarifying questions. See example below. Ask groups to have a conversation about professional development in your school/district in terms of the three columns and fill in them in.

Here's What!

*What's are our strengths?
 *What are our challenges?
 *What results would we like to see?

So What?

*Why is it important to change the way we operate?
 *What are the major areas we need to change?

Now What?

*What additional information do we need in order to problem solve & make good decisions about a plan of action?
 *How do we involve staff in our developing a plan of action?
 *What are our next steps?

- Have group share their ideas. The facilitator should chart big ideas.
- Save charts and papers for future reference