

Context Form

Meeting Facilitation Video

The meeting facilitation in this video occurs at our District Office on a Monday afternoon at about 4:30pm. The other individuals who are attending this meeting are members of our Literacy Lead Team. These teachers, resource specialists, and English Language coaches are representatives from each of the district's 12 elementary school sites. I currently represent my school site, but I am transitioning into a new role for next year as a Literacy Teacher on Special Assignment (TOSA). I have been on this team for the past three years. Most of the members of the team have been Literacy Lead Teachers for more than three years. I know many of the teachers in other capacities as well. One was a former parent in my classroom. Others are members of our district's Literacy Training Team, of which I am also a part. Many also attended our district's two-day Reading Institute last summer, which I helped to plan and facilitate.

As leaders and representatives from each school site, the teachers on this committee have a big voice in helping to foster and support the literacy of all students across the district. As this year came to a close, my colleague, Kelly, and I decided that we needed feedback from the group to help set priorities for their future professional development. To help build leadership capacity, we also knew that we needed to meet teachers where they are in their learning trajectories. With many possible directions and ideas of what was important for us to focus on, we knew it would be important for us to lead the group in determining priorities. By involving the Literacy Lead Team in the process of establishing professional development, we hope to help the members of the team take ownership of the learning that they will engage in over the next few years and feel confident to help pass that learning on to other teachers.

Before the clip shown on the video, I led the group in a carousel activity aimed at gathering information about the experiences of the Literacy Lead Teachers. Two of the prompts to which members responded were specifically incorporated because they would help begin the decision making protocol. This protocol involves four parts: 1) brainstorming ideas, 2) clarifying ideas gathered during brainstorming, 3) advocating for ideas gathered during brainstorming, and 4) voting to determine priorities. Although I led the team through the entire protocol, the video only shows the introduction of the protocol to the group, and my facilitation of the brainstorming portion and the beginning of the clarifying portion.

There were two main goals that I had for the meeting facilitation. The first goal was to gather input from the lead teachers regarding the direction for professional development for the coming years. Because I have been a part of this group for the past three years, I knew that making decisions can be contentious at times. Some members are very vocal and others are not. There has been animosity between group members and between the Literacy TOSAs in the past. I wanted to make sure that all voices were heard during this decision making process, so I did some research and decided to try the decision making process outlined above. I also met with the Director of Elementary Education, the current literacy TOSAs, and my new co-TOSA to plan the meeting. We all decided that the protocol would fit the needs of the group.

The second goal focuses on my personal development as a leader and facilitator. Because I will be taking over the facilitation of future Literacy Lead Team meetings in my new position, I wanted the opportunity to lead this last meeting of the school year. To prepare, I met with my current principal to gather input about my demeanor when I have facilitated at staff meetings and professional development days in the past. My principal encouraged me to smile more when I am leading to help the group remain relaxed and to help project an aura of calm and confidence.