

Facilitating Transition Conversations

How to support students to demonstrate proficiency of curricular learning outcomes.

Facilitation resource to support transition conversations K-12.

This guide is aimed to support a 2 hour workshop. Sample Agenda, Resources and Facilitation Support is available on page 2 of this document.

Purpose: Preparing students in Math to make a smooth transition from elementary school to middle school to high school by examining essential learning outcomes, and the competencies and skills necessary for student success.

It is important to establish and state the purpose of the transition conversations. Use the previous statement as a guide to building your own purpose to share out on your agenda to situate the work. Consider having subject-area specific transition conversations be able to support learning outcomes and transitions effectively.

Norms: Establishing team norms helps create a clear set of expectations for how team members participate, contribute and interact with one another to achieve team goals and results. Norms matter to a team because they lead to:

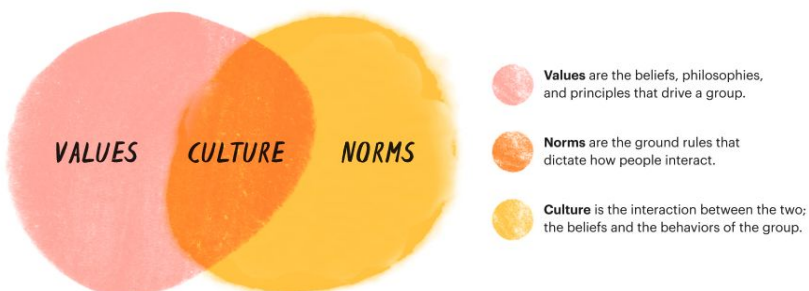
- Effective decision making.
- Clear expectations for how the team interacts and performs.
- Effective assimilation of new team members.

Expectations: This will lead us to be a cohesive team that works consistently to support our students.

Be clear what your expectations from the conversation will be so that staff can meet your target. Reciprocal accountability is important to leadership credibility, building relationships, and creating healthy accountability loops in a learning community.

Examples of Norms

1. We recognize the value of our diverse experiences, styles, backgrounds and perspectives; we encourage one another to share our points of view and listen respectfully.
2. Everyone has a voice even when one decision needs to be made.
3. We are present and actively contribute by refraining from iPhone/cell phone use during meetings and in public spaces unless it is an urgent matter or directly related to the meeting.
4. We hold ourselves and each other accountable to meet commitments; we accept personal responsibility for decisions and actions.
5. We provide timely updates when delays or obstacles arise.



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Sample Facilitation [Slide Deck](#) - (make a copy and personalize)

[Resource Guide](#), [Prioritizing Outcomes Planning & Action Plan Template](#) (make a copy and personalize)

Sample Agenda for a Math Transition Meeting

- Review Workshop Purpose & Meeting Norms**
 - Use your organizational/group norms if you have them established, introduce meeting norms you have selected, or to have buy in from the group co-create meeting norms.
- Land Acknowledgement and Introductions** of folks gathered for the workshop
- Prioritizing Outcomes**

Transition meetings can derail quickly and it can be hard to establish a focus to achieve outcomes in a short period of time. To help with that you will see that this agenda established a clear scope for the conversation through triaging outcomes as essential or supporting. This conversation will focus essential outcomes. We know that supporting outcomes will be met as essential outcomes are moved forward in learning tasks. Below are possible conversation topics.

 - What are the most important outcomes (1-3) from the E perspective?
 - What are the most important outcomes (1-3) from the JH perspective?
 - What are the most important outcomes (1-3) from the SH perspective?
 - How can we map/track these outcomes from E/Jr/Sr high?
 - What are the expectations at each level?
 - What vocabulary, instructional strategies might we use to teach these outcomes at each level?
 - How can we create coherence and consistency between levels?
 - What competencies are most important in these outcomes?
- Course Selection & Timetable Creation:** How can we ensure students are placed in the most appropriate courses or groupings for their abilities & academic goals? (What are the 'look-fors' to prepare students for success)
- Action Items:** What are some action items (for e, jr & sr high teachers) that can support students to transition from kindergarten to high school?
- Responsibilities:** What commitments will each of us make in order to address the purpose & expectations of this work?



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Post Conversation and subsequent team meetings.

Integrate the Team's Norms into Day-to-Day Activities

1. Ensure the team's norms are communicated during the onboarding process.
2. Use the team's norms for recognition, celebrations and encouragement.
3. Incorporate the team's norms to support a feedback-rich environment; identify when team members model the team's norms, and address team members when the norms are not demonstrated.
This is a process referred to as the process observer model for team engagement. Groups establish process observers at the beginning of the meeting/workshop/professional learning session. At the end of the event process observers share with the group how they attended to the norms. If someone significantly ignores the norms with toxic behaviour the process observer will address the behaviour immediately.
4. Regularly check in with the team on the effectiveness of each norm to see if adjustments need to be made.

