

# COMING BACK TO CLIMATE: MODEL AGENDA FOR DATA MEETING WITH FACULTY

## HOW TO USE

Creating climate with teachers requires consistent opportunities for community building, collaboration, and reflection. This document provides school leaders with sample objectives, key questions, and facilitation considerations to create improvement-oriented agendas over the course of the school year.

[Coming Back to Climate](#) highlights how bringing climate data into continuous improvement cycles signals to teachers an investment in conditions for learning through regular reflections on climate data. We encourage leaders to leverage existing routines such as staff meetings, professional development sessions, town halls, or principal coffee chats.

This document is a scaffold for **beginning-of-year, middle-of-year, and end-of-year agendas**. Each includes opportunities for co-creating **community, knowledge, investment, and plans**. Agendas are designed to facilitate a 45-60 minute meeting. Educators should also be supported in incorporating student voice into these meetings by collecting and sharing student climate data in these meetings.



### We recommend reflecting on these questions:

- What are the 1-2 objectives for each agenda component that will be most meaningful to faculty?
- From the benchmark and formative data staff have collected, what will be most meaningful to discuss, and how will it be accessible for all participants?
- What are opportunities for distributed leadership to demonstrate and increase community voice and agency?
- What approaches foster a culture of care and encourage authentic dialogue amongst a group of diverse staff?

BEGINNING OF THE YEAR

MIDDLE OF THE YEAR

END OF THE YEAR

**The beginning-of-year (BOY) agenda** focuses on introducing key concepts of belonging, engaging staff in research and school-specific data, and developing a plan for the school year.

### SAMPLE AGENDA:

BUILD  
COMMUNITY

10  
min.

BUILD KNOWLEDGE  
& UNDERSTANDING

20  
min.

BUILD  
COMMITMENT

10  
min.

BUILD  
A PLAN

15  
min.

CLOSING &  
NEXT STEPS

5  
min.

	Potential Objectives	Potential Questions	Facilitation Considerations
Build Community	Engage in a dialogue about our own experience with the school	When you were growing up, who was an adult who you had a caring and supportive relationship with? How did that impact your life?  When have you felt the most welcomed at our school?  When have you felt the least welcomed at our school?	<i>With less than 10 participants:</i> Give each participant one minute to share their name, connection to the school, and answer one of the key questions  <i>With 10 or more participants:</i> Give participants 3 minutes in pairs to answer two of the key questions. Ask if there are two pairs that would like to share out. Share your response with the whole group
	Acknowledge and create space to understand how individual members of the community are experiencing the current racial situation in our country	How has the current racial situation in the country impacted you? How does it relate to your experience at our school?  How have you seen it impact our students?  How has your role as an educator been different this year, compared to previous years?	<i>Virtual Hall Modifications:</i> Virtual meeting software may provide the opportunity to create breakout groups, or share reactions through the chat function
	Acknowledge and create space to understand the impact of COVID-19 on the lived experiences of members of the community	How has COVID impacted you? How has it impacted your experience at school?  How has your community changed as a result of COVID and current racial tensions?	
Build Knowledge & Understanding	Understand how school climate impacts student achievement	What is school climate data? What data sources do we look to in order to evaluate our climate data?  Why is school climate data important? What does the research tell us about the impact of school climate on student achievement?  What from the research resonates with you and your teaching experience?	Identify 2-3 key talking points leveraging the <a href="#">Coming Back to Climate</a> Report  If there is pre-work, share an article with participants and ask them to identify 2-3 bullet points that stand out to them
	Engage in a conversation about the school's mission, strengths, and areas for growth as it relates to school climate data	How has our school climate data changed over time?  What did the data look like in [a previous cycle]?  What does the data make you wonder about your classroom practice?	Begin the conversation by stating the school mission and vision  Provide participants with 2-3 key data charts to review

	Potential Objectives	Potential Questions	Facilitation Considerations
Build Commitment	Disaggregate data in order to apply an equity lens to current and previous school climate data to identify trends for subgroups	<p>What does our data look like by race, gender, free-and-reduced meal status and other factors that influence our community?</p> <p>What does the data tell us about how our students are experiencing school based on their identity?</p>	<p>Review previous data charts with a focus on equity</p> <p>Provide staff with their specific classroom data, disaggregated by race</p> <p>Keep in mind, in-school variation may be more telling than differences from other school communities</p>
	Review and discuss school climate data together in order to identify areas of growth and appropriate strategies	<p>What does the data tell us about our school's strengths?</p> <p>What does the data tell us about our school's opportunities for growth?</p> <p>What questions do you have about the data?</p>	<p>Key themes can be charted in a public place to allow participants to track the conversation</p> <p>Consider using a data review protocol to support participants in reflecting on successes, areas for growth, and new opportunities they see from the data</p>
Build a Plan	Share school improvement plan, draft goals and strategies, and key areas of priority for school climate	<p>What about your practice will need to look different based on our goals?</p> <p>What support do you anticipate needing to be successful?</p> <p>What other ideas do you have for how we can support our students?</p>	<p>Provide participants with research and/or background that highlights why the strategies were selected</p> <p>Give staff time to reflect on the implications of the strategies and priorities on their classroom</p> <p>Provide staff with an opportunity to identify what training and support they will need, and share when they can expect to receive additional professional development</p>
Next Steps	Provide participants with an overview of climate milestones for the year by providing them with clear owners and next steps	Who would like to join the climate council and take on additional leadership in this area?	Share a calendar of future meetings and/or opportunities for engagement
Follow-Up	<p>Send a thank you to all participants</p> <p>Identify a public space (website, bulletin board, etc.) for regular updates to the community</p> <p>Encourage teachers to collect formative data via student exit tickets</p>		

BEGINNING OF THE YEAR

MIDDLE OF THE YEAR

END OF THE YEAR

**After the initial meeting,** formative data cycles on community-selected indicators are grounds for a discussion on what is changing, for which students, and what adjustments the school anticipates needing to make as a result of the data collected. This checkpoint may also provide the opportunity to collaborate with the staff to identify climate priorities for the next school year’s budget. Additionally, this is a prime opportunity to allow staff to learn from their peers—consider inviting teachers to co-facilitate the meeting by sharing climate practices they’ve adopted.

SAMPLE AGENDA:



	Potential Objectives	Potential Questions	Facilitation Considerations
Build Community	Identify shared places of pride in the school	<p>What is something that you have been proud our school has accomplished since the beginning of the year?</p> <p>When have you seen one of our climate strategies in action this year?</p> <p>Is there a student that you have seen make progress because of a strategy you have implemented?</p> <p>What climate data have you shared with your students?</p> <p>What are 2-3 learnings from your data that you are bringing into this meeting?</p>	Collect this feedback from staff and incorporate it into the next community newsletter, or a climate data display, to highlight the impact of climate strategies on the community
Reflect on Plan	Engage in a conversation about the school’s mission, strengths, and areas for growth as it relates to school climate data	<p>What did we say we were going to do?</p> <p>What classroom practices did we commit to?</p>	Provide participants with school climate goals and milestones from the beginning of the year and give them an opportunity to reflect individually or in teacher teams

	Potential Objectives	Potential Questions	Facilitation Considerations
Reflect on Action	Apply an equity lens to current and previous school climate data to identify trends for subgroups	<p>What did we do?</p> <ul style="list-style-type: none"> <li>Did we implement with fidelity?</li> <li>How was buy-in amongst staff and students?</li> <li>How did students respond?</li> <li>What feedback did students provide us on their experience?</li> </ul> <p>What impact did we have?</p> <ul style="list-style-type: none"> <li>What does the data tell us about our priorities?</li> <li>What trends do we see in the data based on subgroups?</li> <li>What do we need to stop, start, or continue doing?</li> </ul>	<p>Provide climate data in charts and/or student quotations from other meetings and <a href="#">Exit Tickets</a></p> <p>Share school climate data collected since the beginning of the school year (see <a href="#">Exit Tickets and Student Agendas tools</a>)</p> <p>Invite 2-3 students and or staff to share their reflections in-person on the implementation of strategies to-date</p>
Refine Plan for Future	Examine school climate data and trends in order to identify budget priorities	<p>What is the implication of the data for the rest of the school year?</p> <p>What is the implication for our budget for next year? How should we be thinking about how we utilize personnel, train staff, and support students?</p>	Provide participants with a list of potential climate budget investments and ask them to prioritize the investments based on the progress to date
	Consider whether adjustments are necessary to current strategies	<p>If we keep going with our current strategies, will we make the progress we need to in order to achieve our goals?</p> <p>What shifts do we need to make in order to achieve our goals?</p> <p>What role can stakeholders play to support us for the remainder of the year?</p>	
Closing & Next Steps	Provide participants with an overview of climate milestones for the year by providing them with clear owners and next steps	What other ideas do you have for how we can keep stakeholders engaged in the climate work?	Share a calendar of future meetings and/or opportunities for engagement
Follow-Up	<p>Send a thank you to all participants</p> <p>Continue to update the public space (website, bulletin board, etc.) with progress towards climate goals</p>		

BEGINNING OF THE YEAR

MIDDLE OF THE YEAR

END OF THE YEAR

**Creating the opportunity for reflection and celebration** at the end of the school year provides leaders with the opportunity to highlight progress over time, share priorities for the following school year, and begin to build investment for the next phase of the climate work. It is also the perfect opportunity to express gratitude to stakeholders for their consistent engagement over the course of the year.

SAMPLE AGENDA:



	Potential Objectives	Potential Questions	Facilitation Considerations
Build Community	Identify shared places of pride in the school	What is something that you have been proud our school has accomplished since the beginning of the year?  When have you seen one of our climate strategies in action this year?  What reflections from conversations with students about climate data?	Consider providing participants with a sheet of paper that lists all of the climate wins - big and small! - since the beginning of the school year; positive comments from student engagement are helpful here
Looking Back	Engage stakeholders in conversation on disaggregated EOY feedback and data from teachers and staff	What do you think we should continue to do?  What should we change?  Would our students agree with our recommendations?	Provide participants with 3-5 climate reports from surveys or formative data collection
	Reflect on implementation of climate strategies	What did we implement?  What impact did we have?	Invite 1-2 students and/or teachers to reflect on their experiences over the school year with the climate strategies  Share school climate data collected (see <a href="#">Exit Tickets and Student Agendas tools</a> )
Looking Ahead	Utilize EOY data to reflect on lessons learned and priorities for the next school year	What will we do differently next year based on feedback and the data?  What excites you about the next school year?  What ideas do you have?  What do you have questions about?	Provide staff with a draft/template of the next school improvement plan or updates on budget ideas from previous meetings to spark brainstorming for next year
Closing	Thank participants for their ongoing engagement over the course of the school year  Name specific ways their input will be used over the summer and during the beginning of the school year to launch the climate work		

# BLANK AGENDA TEMPLATE

Customize this blank agenda template for meetings with faculty and staff.

COMING BACK TO CLIMATE – FACULTY AGENDA TEMPLATE																										
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<b>Meeting Objective(s):</b> <i>Objective 1:</i>  <i>Objective 2:</i>  <i>Objective 3:</i>		<b>Participants:</b>																								
<b>Resources:</b> <i>Related tools from Aspen Education &amp; Society can be found at [insert link].</i>																										
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