- Balancing
 ongoing "crisis
 mode" with
 opportunities for
 innovation current
 focus on rapid
 return to remote
- External influences/barriers
- policy, funding

Challenges:

- Student engagement
- Assessment
- Staffing
- Quality of instruction

Possibilities:

- Mastery based
- Self-directed learning

observation and coaching

remote learning woes for teachers in practice (not necessarily a resource thing)

partners are really struggling - especially membership orgs who depend on conferences or events and those who are solely depending on district contracts. Likely to see some consolidation in the field and potentially big gaps in available

Lots of early retirement from superintendents according to AASA

lowa offering remote state testing

> Biden released EO on opening schools in 100 days (ambitious)

Federal guidance FINALLY. Major implications for school reopening

What are we hearing? January 22

instructional - how do we build and account for things not taught (this that have been opted-out by different states)

Strike looming in CPS as union does raises major concerns about safety and they do not want simultaneous teaching.

renton eyeing neighboring district's union battle as they try to figure out opening

Planning for reopening in spring is high priority for mastery, who haven't been open since covid. Forcing them to delay SL work for a bit

planning for 100% return in mid-march (my district) indy has started phased reopening with younger students Districts starting to worry about funding for next year

We as a sector are already behind in planning for the next school year. Big worry: All planning will be pushed to summer, which is too late for anything to really be different in the fall.

Cleveland is looking at doing away with grade level structures next year to better meet needs of students post-pandemic. Lots of barriers to implementing it but exciting to see this being considered

Students with needs like dyslexia struggling without in person synchronous reading

ELL students backtracking while remote learning

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Conflict with teachers unions on the rise, as stories of unions not wanting teachers back in the classroom even if they receive

Learning Heroes doing campaigns around 1) parent teacher conferences in the springs and 2) summer as time for parents to lean in on unfinished learning. Looking for district partners.

for the whole school

design model, what

people get behind?

personalization or.

mastery based?

language will

worries about schools returning to traditional model options to end year out and for next year

Parents are hoping for spring in-person but many districts aren't actually setting up the steps to get there...

Timelines for planning seem to be all over the place some districts starting now, others likely to do all in summer.

Despite the vaccine rollout. child-appropriate vaccines likely not ready until 2022, so health measures and possibly hybrid learning necessary for at least another 12months.

grading - how do we address the gap and inconsistencies

Questions about should we extend school year -summer school

> as reopening plans get developed, major questions about staffing (renton)

learning loss

Lots of money for

reopening schools

in Biden's plan, but

not likely to be

enacted until fall

metrics to understand where students are

Learning loss and is it the learning or whole child supports we really need to focus on to enable students to engage and breach gaps?

Starting to see orgs

out there agendas.

and equity. With no

detail about how

ers can actually do

these things well.

who do policy putting

Unsurprisingly, tons of

focus on SEL/wellness

districts/schools/teach

1 HS principal moved to mastery-based grading across campus in response to failure rate (cedar rapids)

we hearing? - January 15

Is this

because MB easier?

Will next year be different?

teachers are getting a lot of support really trying to find appropriate support for school leader

Administrators asking on FB how to reach kids that are just not showing up for remote learning

Teachers asking on FB how to do virtual PE. music, and art

Transitions starting

announced/rumored

(renton cabinet

tobe

member

ann ouncing

retirement)

ISTE reached out to me about resources they are building for MA around *Simultaneous Instruction* - aka zoom in room :(Sad that this is continuing but hoping with support they will do it well???

> Districts stuck in remote, but more and more likely moving to in-person (Renton planning for Feb possibly; Austin temporarily back in remote: Monterey remote)

sustaining virtual options for parents who want them.

cases spiking (duh) - Austin at "Level 5"; Monterey at dangerous levels

LUSD has virtually no sick kids, but so many sick staff and teachers they could not go back in-person as planned this week

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- Self-directed learning

Teachers are using other fun places to capture strategies like FB - (two groups mentioned - Bitmoji **Craze For Educators** and Fabulous **Fourth Grade** Teachers)

Teachers and

connection.

meetings to be

Principal

walk, etc

Teachers are working more as teams now and leveraging each others expertise more meaningfully with planning and production of materials

Educators who had strong hybrid models are not as stressed going back to remote

students desiring encouraged small taken outside on a

Chicago is doing some serious training of their people system-wide and using this opportunity with remote PD to build better alignment and scale practices (Wednesday Workshops - 45 min take and go)

Many system-level leaders are rejoining the classroom - KW was an elementary teacher this week - I can send a pick of her as a "deer teacher" with reindeer ears and a mask haha

Shifting structures in central office really hard given mindset and lack of capacity

SEL push focused on performing academically vs. meeting student non-academic needs.

admin frustrated with "mindset" challenges (with leaders and teachers), as explanation for lack of fidelity in programming, challenges with implementation broadly

Teachers are getting stressed about upcoming standards tests which many are still being asked to do

parents are tired of remote learning, but not all want to be in person necessarily. wide variance in desires [renton]

parents requesting to pull kids from hybrid to full virtual models (when full virtual models are already full) - shifting support to make this happen

Grading/Assessment

COVID slide not as catastrophic as feared, but not much growth for mid/high performing students [Mastery]

Grading and assessment is still a struggle

Shift from focus on general engagement to focus on achievement [Mastery]

High failure rates -How to "grade" in this environment when having to accommodate whole-child needs (health, trauma, SEL) as well as academics. Really highlighting the limits of traditional grading.

high failure rate, especially in HS. lots of stakeholders seeing, frustrated by, worried about local papers looking at data and raising the issue more publicly [Renton]

post-Thanksgiving shift to remote leading to lack of clarity for future (e.g., are Saturday sports canceled?) [Austin]

closing and reopening due to increased covid numbers.

Whiplash! Schools seeming to rapidly shift between remote and hybrid and in-person (impression but Cedar Rapids right?) +1 (NYC, too)

Schools shutting down even after phased reopenings (Denver)

Union Battles

in-person for SPED students postponed from Dec to Jan due to COVID spike [Monterey]

starting to think about teacher evaluations, looking for examples

[Mastery]

virtual walk

throughs and

coaching

supports

reported by

teachers) lying for ommodations for erson, <50 epted; public de between rict/teachers tinues... [Austin]

Chicago Teachers Union laid out demands including no simultaneous teaching and building closures if testing rates surpass 3%

1 student is in-person in Renton; teachers union preventing district from allowing 8 more students to be in-person

Major distrust from teachers

on data being state entities. (Mass)

Full ecosystem view - Dec 11

Professional Service Providers

has the market shifted needs on what assessments needs to be right now? Do the experts know?

How do I respond to sudden demand for mastery based assessments?

Classroom Teachers

how do I created an assessment that measures what I need?

How do we reliably assess students in these conditions?

how does ass essment influence what I teach to whom and when

How so we identify where students are at and which students need additional supports to fill gaps?

The assessments I have aren't actually aligned to what I am able to teach right now

District Leaders

How can I use this time to potentially move district to pilot things like mastery based assessments?

what is the QC process for knowing asses sments are aligned when not created by the central office?

How do I aggregate data to use data as a measuring stick given all of the caveats.

what do we need to assess to still get funding?

make assessments more responsive

how do we

does the assessment measures tell a consistent story?

> do we readjust scope of learning and outcomes?

supporting teachers with planning with assessment in mind.

How so we identify where students are at and which students need additional supports to fill gaps?

> administer gets valid results?

School Leaders + Coaches

How do I aggregate data to use data as a measuring stick given all of the caveats.

> How do we benchmarks in a way that

How do we help kids "catch up"?

How do I build my teachers' understanding and skill to do asessments in these new contexts?

Parents

What are the assessments and what does it mean?

How can I get my child to take this seriously at home?

how does assessment reflect my child's grade and placement?

Will colleges take into consideration grade fluctuations and/or testing irregularities?

Students

How do I balance grading stress with life during pandemic and other discuptions?

more assessments outside of pen to paper

can i take

what is an assessment? when do I take it?

How am I doing?

- Balancing ongoing "crisis mode" with opportunities for innovation - current focus on rapid return to remote

- External influences/barriers/
- policy, funding

- Student

- Quality of instruction

- Mastery based
- Self-directed learning

bolstering leadership team developments - how can we support principals on day to

great way to organize,

ensure everyone is on

give students a doc to

the same page, and

look back at while

and Intrinsic use

similar ideas - can

share if you want)

strong MTSS

support in

remote

models

ujubrainbreak fun way

https://www.youtube.

com/watch?v=FOgcrN

politicizing of

school

again...

reopening

bubbling up

to take a break -

check it out

working on content

(two highschools - MA

District leaders saying they are at the limit of their knowledge and more in learning mode

staffing / leadership

Verbal assessments

successful! Equally

for math at

Uxbridge were

important for

relation ship

building with

strategy name:

Positivity Sandwich

students

Austin district admin managing staffing challenges (moving to on-campus positions, quarantining, etc.)

Cedar rapids has teachers teaching students from multiple schools remotely due to teacher shortage

observations in virtual classrooms (+1 KSK)

partnership, PLCS etc have been listed as VITAL to survival and thriving in this space. How can we help push districts and states to build more formal ways to do

Teacher collaboration

benefits of having dedicated teachers for remote vs hybrid. easier to manage work load

Educator fatigue like what we are seeing in the medical community front line/essential workers struggling

One teacher flagged the challenge for introvert teachers in remote teaching giving students choice boards on how to engage with content has helped because it moved her away from Edu-tainer! (Intrinsic)

teachers

Challenges:

- engagement
- Assessment
- Staffing

Possibilities:

ositive remote practices

There are and students

thriving in remote - who knew?

named as a great way

whiteboards - You can

to do virtual

nvite kiddos and

online whiteboard

(can save work, can

put up a template,

others boards) - Carla

and can write on

Cedar rapids 5th grade teacher said that she is actually closer with her students in the remote space than she ever would have been in person and they are closer to each other! (giving you all ome positive today)

Fun and positivity (surprise surprise) have been positive some teachers threads through effective schedules and class instruction remotely as well as hybrid - (possible

> districtwide initiative as a result of the need to ensure that all students are contacted and engaged through remote learning. Each educator, leader, para, office staff, etc. has 5 students that are their 1:1 connections they

students in fun ways build commodore (e.g re-imagine hallway moments) - examples Intrinsic did virtual among us at "lunch" and 55 students joined, "in-door" recess- cedar rapids (vitual uno and

connection time for

Highline had high participation in fall diagnostics on i-Ready. They know it's not perfect, but provides them a base to make data

informed decisions Schedule - thoughs??)

report cards messaging and adjusting parent expectations

engagement

the praised of go guardian - they use it with their own kids as well. Huge help with supporting students (especially younger ones) virtually and also keeping watch to ensure everyone is on task and understands

Renton grappling with what does student engagement (it does not = Zoom camera on) and

then how do we

improve it?

engagement raised by multiple SL districts as top of mind issue

student

In some classes, students engage by using chat function. Concern of whether this will get to the deep level of discussion required

Phoenix struggling to turn engagement into academic progression with 30% of their students

closures

Milford district shutting down due to high rates of COVID in the community. This is despite very few positive tests of students and staff and no evidence of transmission in schools

Dallas ISD having school closures due to high number of staff quarantined.

county health department facing lawsuit from parents to recommending and pushing school closure..(+1 KSK happening in Marin too)

Mastery & Phoenix

next year

thinking about schedules for next year (considering changes, open to new ideas)

Uncertainty of which model schools will be in for remainder of year makes it hard for people to commit to partnerships with programs (specific example was with a nutrition program)

Longer-term trends:

- Balancing ongoing "crisis mode" with opportunities for innovation
- Awareness of external influences
- Staffing
- Assessment
- Quality of instruction
- Self-directed learning
- Student engagement
- Mastery based

Cedar Rapids principals -- not all elementary schools have hotspots for every kid

> failure rates from Q1 are high in Austin/Indy, many concerns about failing grades in

Renton, as well

Mastery based learning requires valid assessments. Wondering if students can self report to track

assessment

Math teachers wondering how to get valid assessments. Piloting verbal assessments at Uxbridge

questions around alignment - what teachers are supposed to be teaching vs. reality; alignment b/w curriculum and assessment

shifting mindset around assessment for teachers What are we hearing? - November 13

One thing that is helping educators is building a clear plan and sharing it often and in an open way so students truly know where to go, what to do, when, and how -(e.g. open agenda, googleclassroom, color coding, etc.)

San Diego apparently adopted standards-based grading as equity play recently

external influences

state test/sped waivers. PA high school students set to take keystones in Jan 2021

accountability Finance measures for implications schools that are for schools to take at least 2 deemed under the years to clear "continuous improvement* umbrella - how does

this affect grants

Secretary of

a big say

Education will have

will there be etc for next year? additional funding that flows to schools to address the gaps

Question of whether states will hold schools accountable for standardized testing. Biden's

focused and

personalized

support for teachers

Mastery - challenge knitting together discrete initiatives into comprehensive teaching + learning strategy

Mastery picking back up on redesign work that covid paused (HS redesign)

stu engagement is a struggle

Return to remote as COVID spikes

> Schools are starting to go remote based on covid numbers

employees teaching.

rural schools are starting to plan to remote now that covid is being strongly hit in middle America.

Question of whether the window for reopening has passed. Raised by NYTimes

Indy moving to full-remote due to COVID-spike (11/12), staff being pulled into schools from central office - NK

virtual options for parents now available - so in PA to prevent students to go to cyber charters - public district schools will have to provide this option moving

hearing engagement is tough in hybrid learning but question of whether this is a new trend or just manifests differently in hybrid setting

Engagement is still a struggle both with the content and each other - also the word engagement* needs clarification

Building in opportunities for thinking routines can help students who are not "engaging" to have some time to collect their thoughts before sharing out less stressful

Enga up as a problem (Renton & Mastery). Differing views on what it actually means, how it's evaluated/tracked (e.g., screen on/off, turning in assignments, etc.)

Students aren't collaborating as well as hoped when -person so some of that is also moving to the remote time.

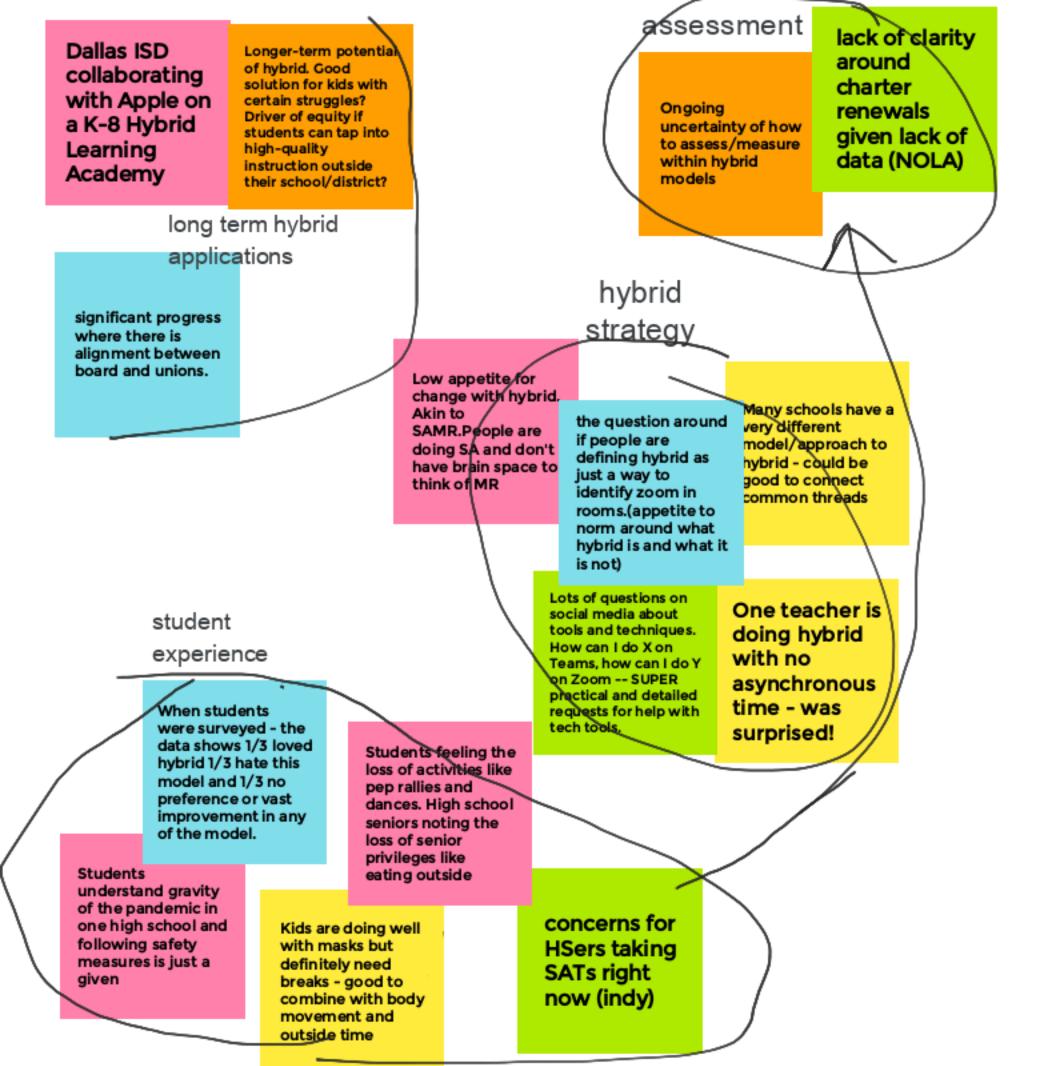
is key to effective implementation even more now! (Dallas one pagers are awesome) considerations

of leveraging district staff to push into schools where possible.

Concourse staffing model allows for teachers to never mix remote and in-person students. This model seems to work well

Cedar Rapids coming up with robust paper materials as possible. Challenge: People who made those materials are now teaching classes.

Cedar Rapids moving to full-remote due to COVID-spike (11/10). 20% teacher shortage = district



Question across all of our work: Do we actually understand what we mean when we say "leapfrogging"? How can we align and get more specific within different areas of practice + leadership choices?

Serious uptick of cases in Europe but most countries keeping schools open. As it happens in US, will we do same?

Kids are being pulled for the winter term from daycares, pre-K and schools because of concerns of COVID/flu season

What are we hearing? - October 30th

Pandemic Uncertainty A lot of the decision for schools to reopen is now on trust and politics.

Racial divide persists in terms of students coming back to schools. POC less likely to send students back to school in person

staffing

teachers who have been doing PL have been better situated to adapt from remote to hybrid and or hybrid to remote models. Cedar Rapids thinkin creatively of how to use support staff like interventionists who have seen workload i person decrease significantly. How can they be used to support remote people

hard to find subs sub-pool is low - RI is working on bringing on a ton of new subs.

deployed into schools (online and in person)
staff culture is big

Educators need teams to thrive in this world - someone to lean on for personal and professional support - some are doing this themselves but how can leaders set up a way to scale this?

concern for district
admin; at "breaking
point" (cedar rapids)
that t
are do

Students are noting that teachers overall are doing a good job with hybrid learning instruction with Zoom and Room even though teachers are feeling like they're not doing a good job

Hearing of central

district staff being

Teacher capacity and support What are we hearing? - October 23rd Great quote: Students are craving Being thrown into Folks are not connection. One Opportunity to "Schools are hybrid with no aligned on include students in group at design support but lots of deciding in charrette Teachers are design of hybrid what true limitations (policy, brainstormed ways about 3 days environment rules, etc. - have you (continuing) that remote students asynchronous process of defining (Boston that hybrid heard about the can interact to be burnt Teachers realizing student Prep/Norwood learning is (vs. ABCs of informally with in doesn't work." they need to dedicate independent High/design out attendance?) homework) person students some in person time learning metrics charrette) (think about passing to support students and adjusting based periods, lunch time) develop self directed on grades learning skills so they Hybrid A lot of ways equity lens are successful in Taft Early students who aren't schools are coping remote times A lot of students are learning is a Students are with hybrid models Learning showing up, guidance of working at jobs on struggling wth The work is REALLY completely do not get at root difference in 'home' Center's driving their own the days they are hard for structure for Gaps in self different environment, issue that the way remote in order to learning (as we teachers....many model only they are teaching avoiding the directed learning continue to see, students are support their context. Not now expected to just does not fit in a works in 'grit/perseverence' families parents for zoom and room and just a model hybrid model narrative hybrid it is breaking them capacity asynchronou learning time hybrid Interesting call staffing parents around lunch pick up for remote and in person students at Milford-High School **Uxbridge Public** wants to implement Schools, Mix of grab success coaches but and go and in low enrollment staffing is tough. In classroom procedures already leading to particular want to district-based in schools. potential staffing focus on students comms/media staffing (NT) changes (indy) RELATED: Lack who have declined confidence in p precipitously from schools, moves last ye private schools A general uptick in **Cedar Rapids** those who can need/appetite for significant %age of mainstream media afford it staff is being split the field to create established a teachers opting out profiling schools within models (esp counter narrative to In the media: school of in-person centralized that have reopened when in hybid board races (NOLA, mainstream teaching (700/5000 or noting that in model - bus duty, virtual Monterey), school narratives about in Austin; 40% general schools do board/superintende lunch dty, remote education. academy Boston Prep) calamities (boston, not seem to be learning facilitation transitions seattle) super spreaders etc.) So many orgs are Parents sympathetic Transitions! From Delaying having the same to all that school in-person to comms challenges we reopening leaders having to deal when there i are...but bright spot is with, but also getting outbreak, to that there's greater to rises in Rising cases + push SUPER frustrated with alot of folks are openness to from in-pers what feels like lack of to reopen creating a cases (Bost starting to work collaboration and when there planning and not second wave of appetite for hearing towards hybrid outbreak, etc having kids' best back-to-school how the field is given lower interest first (adult decisions for leaders coming together to numbers with interests first). respond. COVID

over course of year

content we already

have

What are we hearing? - October 16th

opening

Resurgence Hall's all remote kindergarten class had record gains (51 kids)

Schools have done great job with operations planning for reopening.
Teachers have expressed that this has largely gone well

Chicago Public Schools considering bringing preschool and students with IEPs to school buildings

Continued questions about hybrid and requests for examples, schedules, etc. Still feels very operational and logistical, and no one really talking about aligning the instruction with the location and tech platforms

Heard about a great schedule and staffing model at Taft Early learning Center but it ONLY works in hybrid. Major concerns of what happens if school has to return to remote

imall group
nstruction and
partner/group work
ire big question
narks for teachers.
They noted they are
doing more whole
group instruction
than ever before.

Local anecdote: wealthy parents choosing remote over in-person so can travel, lifestyle, etc. At least until Jan. desire from indy to start thinking critically at how quality their instruction is rather than just logistics of making hybrid

all 5 traditional SL districts are either hybrid or surveying parents about hybrid. both charters are waiting longer, have phase-in plans later in fall

Rural districts in CA going hybrid over next 1-3 weeks and really struggling with how to do it.

weeks Educators and leaders alike are still

struggling to even

understand what

(remote, online,

means what

hybrid, etc.)

ramping up

learning is 1-3

for hybrid

Everyone is talking about hybrid learning in a different way - rea need to focus on clear definition internally and with partners KSK: +1

comms

Parents are getting frustrated with hybrid and/or the moving back and forth between remote and hybrid - feel like private schools doing better than public public registrations dropping

Hybrid

Learning

Traditional challenges coming up in districts that are reopening: example, Indy transportation issues

Dallas hybrid learning work & trainings are brilliant. Calling it 'simultaneous learning zones* (blended + remote). (KSK QQ: Is this the same as "yoked?")

small school districts in CA poor instruction all around +1 (maybe

not all but a lot of

poor instruction)

seems to be a lack of adjusting instruction given the idea of not losing rigor - but....

Finding ways to connect with students virtually continues to be hard for many teachers.

instruction

are still addressing fundamental nee and maybe not e ready to access of remote learning resources. Let's r assume we're *ov remote and mov hybrid.

Insignt from Beth

many are still in crisis mode - it has not changed significantly from march or summer +1

crisis mode

the spectrum some and still working on finding while some are leveraging this moment to push systematic change

phoenix: essential needs trum everything

back

Lot of enthusiasm in coaching network an team conversation about 'leap frogging Curious if we really a know what this means and how to go more concrete about specific

longer runaway of

support for more

building and hand

relation ship

holding

changes/opportuniti s to orient around? Doubling down on

some of the more innovation that is being done right now vs. reverting up

Phoenix: systems are in place for mastery-based, adults need to catc

monterey thought

along w/equity than

they were, still very

superficial (in their

words) (COVID

reflection)

they were further

Renton: pushback/interest in more ir clusive design work, want to be part of community not going to dommunity to do research

phoenix: change management is big concern. 'teachers don't see same system; fear of unknown, lack of clarity

Struggling to adjust and think about strategic planning as so many things shifts and unknowns

Leaders feel a lack of power to change in bigger districts/CMOs because they have no control over shifting approach (or at least feel like they don't)

monterey anxious about school board election that could interrupt progress

Holland - remem how many distric

> schools are across students and access

monterey: 'high-variability of capacity in our system, concerned about capacity in our classrooms' to implement quality instruction

monterey supporting leaders more than pre-covid

> Seattle enrollment dipped by 31,000 (Kinder alone down by 14%) where are all of the kids? How can we help?

What are we hearing? - October 2nd returning to hybrid Hybrid! Both next week needs for instruction al guidance and Large learning conditions. Schools and Hard to make shifts curve to be within larger parents agile to shift systems - who has Cedar Rapids is **HYBRID!** realizing this internal hybrid to start, the power to change surveying families to see their whole school or take a step back capacity and preference for older year going to students to prep for systems staffing (all-hands-on-deck) be hybrid Need for support around formative Chicago Public assessment Leaders are Renton Schools struggling (Phoenix, Cedar Teachers and overwhelmed with Hybrid learning is planning to with implementing Central Offices are Rapids) leaders are burnt really difficult. the amount of return to remote option for out! - from principal not set up to Teachers are information they are Hybrid soon. when school buildings in NYC - said function with agility spending a lot of surveying processing from the open (if that and respond quickly multiple people state federal. time planning, "feels families now happens), Centralized Around the corner want to quit daily :(remote option like my first year" students. need: Teacher partnering with (both Milford HS and evaluation +1 Also edtech plus individual Cristo Rey in Uxbridge HS) seeing requests for Around the schools can offer Lawrence, MA said teacher reflection remote plans they at least wanted tools to start beginning of corner need: year in person to form relationships Assessment People liking the in person component Assessment is a real How do we assess pain point, Math much better States are despera teachers at Uxbridge students to figure Union president at than the for guidance on Teacher at Uxbridge said they shortened out where they are Milford noted split How do we adjust assessment! FB them and made them said while she is 50-50 of membership and what the gaps remote part Instructional instruction to Instruction is groups of principal synchronous. Let go happy to be back in in wanting to come are. account for gap materials is a of worrying about and K-12 admins back. He emphasized person she has lagging from March to June kids cheating at home also asking a ton to members assume nagging fear of big lever not - do we? positive intent on all catching the virus about assessment being sides from a student and grading pedagogy planning is secondary - most of the time is spent **Teachers** Lack of national operationalization having hard data and huge Need for SEL+ of offering multiple Indy used a fragmentation of executive Professional services models. time microsoft teams Lots of success with response makes are still looking for functioning skills asynchronous PD What do you do connecting to webinars on edtech "big" sensemaking concrete resources to support at Phoenix with their teachers when more kids tools like Peardeck and storytelling help teachers and (over-age, kids to prep for hybrid want to return back leaders with that were recorded hard to do undercredited to school? Lots of emotionally implementation in so teachers can HSers) logistical remote (feeling watch on demand

implications (Cedar

Rapids, Fairhaven)

(Milford)

overwhelmed) -

Teaching Lab



There really are trends!

Time to pick our heads up and connect dots, ask questions, push our thinking

making

I like that they are on Fridays. Good way to reflect on the week

Dedicated time

facilitation +1 (KSK)

Appreciate that Kira and Juliana are here to help provide organization level view to see how individual projects can support to larger initiatives.

Just so impressed with the work you all are doing and have done and what we HAVE learned!

Pulse

Appreciate hearing updates from the field from across TLA

Deeper understanding of patterns/needs at different altitudes in the system

learning from others, feeling more in tune with what's happening

efficiently unearthing from all voices what we're hearing from the field

cross-learning and connecting multiple data points

Way to capture stories, anecdotes, and other data that may not come out anywhere else

the time to do this

action

Greater ability to make decisions (or to suggest specific actions) based on what we're learning

Knowing how to go from "Oh here's a trend" to "Here is what we should do" what we're already doing in a smarter/better way bias towards action - moving towards doing things about

where it's

sense

possible/makes

In debriefs, it seems like there's sometimes

can do is add more to

a sense that all we

our plates. It's not

about how we do

always about doing

more but sometimes

Can we get updates what we're learning on synthesis and other action items that sprang from this? Could also surface areas where support is needed and collaboration

can support

tighter focus

alignments so

into too many

we don't go

and

things.

Knowing we only

have a small piece

districts, but how representative of

whole country?

networks, our

of the picture....our

longer time

horizon

starting by looking at the week before to sense a longer period of time

Can we track themes that emerge week to week? More continuity between meetings. Right now, they feel pretty independent

> better connections/sensema king week-to-week/over time

personal system for writing ideas down has not been effective for me (NK)

getting more specific of the roles involved - (maybe not the intent but can be helpful for us to not generalize)