



# Developing Sustainable Teams

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## Purpose

A range of educators is needed to make postsecondary work a school-wide effort where all adults feel a shared sense of responsibility to help students reach their goals. At Network for College Success partner schools, Counseling Departments and/or Postsecondary Leadership Teams (PLTs) are responsible for leading school-wide postsecondary work. Unlike Counseling Departments, PLTs often include teachers and administrators in addition to Counselors and College & Career Coaches. PLTs are an effective way to support comprehensive college access programming, with particular regard for the needs of first-generation students and/or diverse students. Experience tells us that key performance indicators on college access move when there is a coordinated team effort and a clear plan for the work.

## How & When to Use

Tool Set C contains many rich examples of school-based artifacts on postsecondary work and team planning. They are great tools to reference as you begin the planning process or reflect on team activities throughout the school year.



## Developing Sustainable Teams

# A Strategic Approach to Postsecondary Leadership Teams

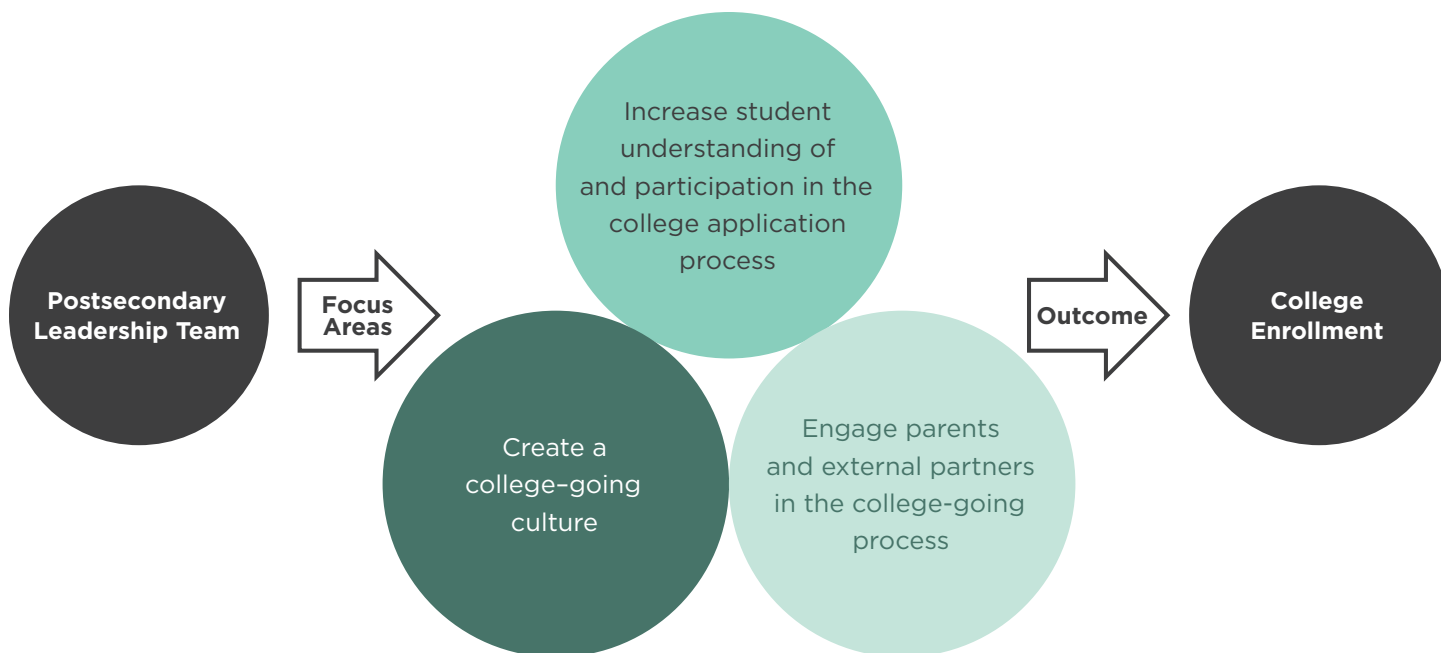
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Sample work products from Washington High School on their approach to postsecondary success, including the various roles and responsibilities of educators.



## A Strategic Approach to Postsecondary Leadership Teams: Theory of Action

Sample from Washington High School



We believe that...

- If we increase student understanding of and participation in the college application process while providing them with the social capital they need to successfully navigate all of its components...
- If we establish a college-going culture in which all staff members push students to go to college and ensure that students are well-prepared and college-ready...
- If we establish deep and meaningful relationships with parents while developing strategic partnerships with universities and other postsecondary institutions...
- Then, we will dramatically increase college enrollment, empowering and transforming student lives and the community.

## A Strategic Approach to Postsecondary Leadership Teams: Overview

### Sample from Washington High School

George Washington High School's Postsecondary Leadership Team (PLT) is a team of leaders within the school charged with building a college-going culture. The end goal is to increase college enrollment and, ultimately, college graduation. Washington's PLT members are directly responsible for deciding, planning, and implementing postsecondary-related initiatives. The PLT will meet on a monthly, and sometimes bi-weekly, basis wherein the team will regularly examine data, plan postsecondary-related events, and engage in professional learning. The team will draw heavily from data pertaining to colleges at the local, regional, and national levels. This data, among other relevant sources, will inform decisions about curriculum, professional development, programs/initiatives, and school-based systems and structures that support postsecondary success.

The PLT is also charged with bringing together the intersections of academic achievement and postsecondary access to create equitable outcomes for students. The team is responsible for shaping a culture of success in which students aspire to a quality life beyond high school as well as receive opportunities and resources to fully participate in their academic and personal development.

| Washington's PLT Composition                               |
|--|
| Team Lead (Assistant Principal I)                          |
| Assistant Principal II                                     |
| Principal  |
| Counselor, 9th grade team member                           |
| Counselor, 10th grade team member                          |
| Counselor, 11th grade team member                          |
| Counselor, 12th grade team member                          |
| Postsecondary Coach  |
| Postsecondary Coach (through community partner)            |
| Program Coordinator  |
| Senior Seminar Teacher I,<br>12th Grade-level team member  |
| Senior Seminar Teacher II,<br>12th Grade-level team member |
| Science Teacher, 12th grade team member                    |
| Math Teacher, 12th grade team member                       |
| Social Studies Teacher, 11th grade team member             |
| English Teacher, 11th grade team member                    |
| External Partners  |
| Student (Senior)   |

**Washington's Counselors will provide:**

- Classroom guidance (e.g., academic skills, postsecondary planning, career planning, social/emotional strategies, etc.)
- Individual student planning (e.g., goal setting, academic plans, career plans, transition plans, etc.)
- Responsive services (e.g., individual and small-group counseling, individual/family/school crisis intervention, consultation/collaboration, etc.)
- System support (e.g., professional development, collaboration/teaming, program management and operation, etc.)
- Data-driven support (e.g., college application data, standardized test data, etc.)

**Postsecondary Coach responsibilities include:**

- Developing and strengthening relationships with colleges, universities, trade schools, and external partners
- Organizing college-related events (e.g., college advising forums, college/career fairs, parent nights, guest speakers, etc.)
- Leading college visits for student and parent groups
- Leading high-profile scholarship opportunities (e.g., Gates Millennium, Questbridge, Posse, etc.)
- Providing classroom guidance
- Providing individual, small group, and school-wide student and family planning
- Managing, utilizing, and sharing data to drive support
- Developing Senior Seminar, Advanced Placement, International Baccalaureate, and Career and Technical Education
- Attending weekly Senior Seminar meetings, monthly PLT meetings, and individual check-ins with the administrative team
- Developing a school-wide college-going culture

**Program Coordinator responsibilities include:**

- Managing, utilizing, and sharing data to drive support
- Providing postsecondary supports for students in their respective programs
- Assisting with organizing college visits for student and parent groups
- Monitoring progress of students' effective transition to college
- Marketing their program to internal and external stakeholders
- Providing individual, small group, and school-wide student and family planning
- Developing a school-wide college-going culture

**Senior Seminar Teachers responsibilities include:**

- Building a department/program culture that 1) strengthens support for seniors' access to college 2) focuses on adult professional learning, and 3) fosters collective responsibility for student success
- Improving instruction with a focus on: using data to monitor milestones, utilizing common instructional strategies based on best practices, and demystifying the college application process
- Attending weekly Senior Seminar meetings, monthly Grade-Level Team meetings, and monthly PLT meetings
- Providing individual, small group, and school-wide student and family planning
- Analyzing data and creating solutions
- Developing a school-wide college-going culture



## Developing Sustainable Teams

# Postsecondary Leadership Team: Responsibility Chart

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A sample chart from Julian High School that shares how the school community approaches postsecondary programming by illustrating various tasks and corresponding stakeholders. The chart is a great way to check in as a team on how work is being prioritized as well as promoting mutual accountability.



# Postsecondary Leadership Team: Responsibility Chart

Sample from Julian High School

KEY: Lead

## Responsibilities

Inform Support

*Beasley-Green*  
*Bird*  
*Brown*  
*Bradford*  
*Brumfield*  
*Hobson*  
*Jones*  
*Kay*  
*May*  
*Pittman*

| Student Postsecondary Advising   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|
| In Advisory (homeroom), monitoring student engagement in the postsecondary process and creating interventions when necessary   | L | I | S | S | I | S | L | L | S | L |
| Individually advising students in your cohort about postsecondary options  | L | I | S | L | I | S | L | L | S | S |
| Sending college application documents (transcripts, fee waivers, SAT/ACT, school profile, etc.) for students in your cohort  | L | I | I | S | I | L | S | L | L | S |
| Collecting and tracking acceptance and award letters, FAFSA correspondence, and other documents from students in your cohort   | L | I | I | L | I | S | L | L | L | S |
| Unifying School-wide Voice: Staff and Students   |   |   |   |   |   |   |   |   |   |   |
| Planning and implementing postsecondary events for students in your cohort or schoolwide   | L | I | S | L | L | S | L | L | S | L |
| Aligning the collaborative efforts of Julian partners (BAM, WOW, GearUp, and OneGoal) as they relate to postsecondary work   | L | S | S | L | I | S | L | I | S | L |
| Planning and implementing professional development opportunities for staff to learn more about postsecondary advising, how to use Naviance (software program), and the work of the Postsecondary Leadership Team (PLT) | L | L | L | I | L | S | S | S | S | L |
| PLT Leadership   |   |   |   |   |   |   |   |   |   |   |
| Facilitating meetings (agenda, minutes, process observation, etc.)   | L | S | S | S | I | S | S | L | S | S |







## Developing Sustainable Teams

# Annual Postsecondary Plan

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An annual postsecondary plan from Bowen High School that outlines the work of a Postsecondary Leadership Team across grade levels. The plan details programs, corresponding stakeholders, and the anticipated outcomes.





## Annual Postsecondary Plan Sample from Bowen High School



### GOALS

- 65% College Enrollment
- 70% College Persistence

### VISION

Develop a college-going culture by increasing postsecondary awareness and engagement at each grade level. Ultimately, students will actively engage in the postsecondary planning process toward best-fit opportunities.

|     | ACTIONS   | LEVERS  | INDICATORS  |
|-----|---|---|---|
| 9th | <ul style="list-style-type: none"> <li>• Three college tour opportunities</li> <li>• Three college/career fair opportunities</li> <li>• Quarterly Grade Point Average (GPA)/Behavior, Attendance, &amp; Grades (BAG) Report workshops</li> <li>• Advising sessions with College Possible</li> <li>• Junior Achievement of Chicago: Career Exploration workshop</li> </ul> | <ul style="list-style-type: none"> <li>• Postsecondary Leadership Team (PLT)</li> <li>• Grade-level team</li> <li>• Counseling Department</li> <li>• External partners: OneGoal</li> <li>• College Possible</li> <li>• BAG Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Postsecondary program participation rates</li> <li>• GPA growth</li> <li>• Post-workshop survey</li> </ul> |

For sample of a BAG report, go to [page 257](#) in this Toolkit.

|      | ACTIONS   | LEVERS  | INDICATORS  |
|------|---|---|---|
| 10th | <ul style="list-style-type: none"> <li>• Three college tour opportunities</li> <li>• Three college/career fair opportunities</li> <li>• Quarterly GPA/BAG Report workshops</li> <li>• Sophomore Day of Action</li> <li>• In-class Naviance workshops (bi-monthly)</li> <li>• Advising sessions with College Possible</li> <li>• Junior Achievement of Chicago: Career Exploration workshop</li> </ul> | <ul style="list-style-type: none"> <li>• PLT</li> <li>• Grade-level Team</li> <li>• Counseling Department</li> <li>• External partners:                             <ul style="list-style-type: none"> <li>◦ OneGoal</li> <li>◦ College Possible</li> </ul> </li> <li>• BAG Reports</li> </ul>        | <ul style="list-style-type: none"> <li>• Postsecondary program participation rates</li> <li>• GPA growth</li> <li>• Post-workshop survey</li> </ul> |
| 11th | <ul style="list-style-type: none"> <li>• Four college tour opportunities</li> <li>• Three college/career fair opportunities</li> <li>• Quarterly GPA/BAG Report workshops</li> <li>• In-class Naviance workshops (bi-monthly)</li> <li>• Junior Achievement of Chicago: Career Exploration workshop</li> </ul>  | <ul style="list-style-type: none"> <li>• PLT</li> <li>• Senior Grade-level Team</li> <li>• Counseling Department</li> <li>• External partners:                             <ul style="list-style-type: none"> <li>◦ OneGoal</li> <li>◦ College Possible</li> </ul> </li> <li>• BAG Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Postsecondary program participation rates</li> <li>• GPA growth</li> <li>• Post-workshop survey</li> </ul> |



|             | ACTIONS  | LEVERS   | INDICATORS   |
|-------------|--|--|--|
| <b>12th</b> | <ul style="list-style-type: none"> <li>• Eight college tour opportunities</li> <li>• Three college/career fair opportunities</li> <li>• GPA/BAG Report workshops</li> <li>• In-class college application completion workshops</li> <li>• In-class Senior Seminar lessons</li> <li>• In-class Naviance workshops</li> <li>• Senior Day of Action</li> <li>• Decision Day</li> <li>• Junior Achievement of Chicago: Career Exploration workshop</li> </ul> | <ul style="list-style-type: none"> <li>• PLT</li> <li>• Senior Grade-Level Team</li> <li>• Counseling Department</li> <li>• External partners:                             <ul style="list-style-type: none"> <li>◦ OneGoal</li> <li>◦ College Possible</li> </ul> </li> <li>• BAG or College Access Progress Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Postsecondary program participation rates</li> <li>• GPA growth</li> <li>• Post-workshop survey</li> <li>• KPIs:                             <ul style="list-style-type: none"> <li>◦ Apply to 1+ match college</li> <li>◦ Apply to 1+ four-year college</li> <li>◦ Apply to 3+ colleges</li> <li>◦ Complete FAFSA</li> </ul> </li> </ul> |



## Developing Sustainable Teams

# Modified Fishbowl Protocol and Observation Tool

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This is a protocol school teams can use when examining postsecondary data and collectively thinking about implications for the work. The Network for College Success recommends the Fishbowl protocol in professional learning communities or during school-wide professional development. Educators can observe a team in action and reflect on key criteria for effective team functioning.

## Modified Fishbowl Protocol and Observation Tool

### Protocol designed to surface the following:

- Effective data use (from Naviance reports)
- Team functioning and cohesion as well as day-to-day meeting practices
- Ability to problem-solve and think about tiered interventions

### Activity

Observe a modified Postsecondary Leadership Team meeting. The entire team is not necessarily present and only a portion of the meeting will occur. The team will be reviewing current student application data to action plan for the month before winter break. The team will sit in the middle of the room and observers will sit in a circle surrounding the team.

### Materials

- Team meeting agenda
- Data report
- Observation Tool

### Process

- Facilitator provides context for the Postsecondary Leadership Team meeting and general guidance for Fishbowl activity (see below). (5 minutes)
- Observers will remain silent while the presenting team meeting takes place. Observers should record evidence and questions on the Observation Tool. (20 minutes)
- Observation Debrief (30 minutes)
  - Part 1: Observers share evidence from each of the Rubric elements
  - Part 2: Observers share questions for the presenting team and also for their practice
  - Part 3: Presenting team members respond to the questions and then engage in whole group discussion
  - Part 4: Everyone engages in individual reflection and shares ideas in pairs

*Based on the School Reform Initiative Fishbowl Protocol.*



## Fishbowl Observation

The presenting team is conducting a modified meeting that includes analyzing current college application data, derived from Naviance reports. With the following guiding questions in mind, the team will engage in a modified Atlas Protocol as described in the steps listed below.

**Guiding questions:** What interventions will help our students meet application milestones and priorities before the winter break? What resources and supports can facilitate this process?

**Modified Atlas Protocol (from the School Reform Initiative):**

- 2 minutes: Team silently reviews the data
- 5 minute round: What did we see?
- 5 minute round: What does the data suggest?
- 8 minute round: What are some implications and/or possible next steps?

## Observation Rubric and Evidence Tool

| Description of Elements   | Evidence from Observation* | Questions from the Team Observation or for my Practice |
|---|----------------------------|--|
| <p><b>Regular and Effective Meetings</b><br/>Team meets regularly with a written agenda, review of action items, and a note-taker. Minutes are distributed within a week of the meetings.</p> |                            |  |
| <p><b>Use of Data and Progress Monitoring</b><br/>Team regularly uses one or more source of appropriate and timely data to drive decisions toward addressing Key Performance Indicators.</p>  |                            |  |
| <p><b>Interventions</b><br/>Team regularly uses tiered interventions at all grade levels to respond to gaps in postsecondary achievement.</p>   |                            |  |
| <p><b>Team Cohesion</b><br/>Team members communicate well, trust one another, and work collegially in the best interest of one another, students, and the Postsecondary Leadership Team.</p>  |                            |  |

\* You may or may not observe evidence for all of the elements.



## Observer Reflection and Assessment of Your School

Have we created subgroups for our senior class based on their academic qualifications? What are the next steps?

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Are we effectively using Naviance reports (or some other data source) to monitor student progress for each subgroup? What are the next steps?

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Do we use a protocol and/or process for effective data review? What are the next steps?

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Do we have effective interventions for each subgroup? What are the next steps?

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What elements of the Rubric does our team need to focus on? What are the next steps?

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