Dream Team: Fundamentals of Instruction	(30 minutes)

Purpose	Dream Teams are a sacred time when a community rallies around a single student to encourage them, challenge them, and understand them as the unique individual that they are. Dream Teams are a powerful collective of a student's family, key influencers, and their goal coach. Dream Team meetings should feel different than the day to day school experience and the physical space conveys that message. The decorations, the backdrop, the attire, all send a clear signal- that this moment really matters.
Prep	❏ Goal Coach ensures every child has a complete Dream Team that includes at least one parent or guardian, an additional family member (e.g. another guardian, older sibling) and at least one important influencer (e.g. pastor, godparent, coach). This is the minimum bar and families are welcome to add on to this list. ❏ Goal Coach manages the logistics of the event, ensuring DT members have as much notice as possible and following up with reminders to strengthen attendance ❏ S completes written goal reflections that represent their best quality work ❏ S selects an artifact that represents a recent proud moment and is prepared to share with the Dream Team ❏ S complete the Dream Team Agenda Planner and it represents their best quality work ❏ S have practiced the portions of the meeting they will lead so they can execute with increasing confidence ❏ All tangible materials are fully prepped and ready to share (posters are hung up on the wall before DT members enter, handouts are printed and easily accessible) in order to maximize every precious moment together.
Wins	❏ All DT members leave crystal clear on the wins, progress, and areas of growth against paceline ❏ The DT sets goals are clear, measurable, and attainable in the allotted time period. Everyone knows their role in ensuring the goals are met. ❏ All DT members feel a stronger and more trusting relationship by working collaboratively to celebrate and support the student ❏ Students lead, with increasing confidence and presentation skill, portions of (K-2) or the entire DT meeting (3-6) ❏ Students feel girded up by the encouragement from DT members and increasingly confident in the goals they've set for the next few months

Focus	Time	What Happens	Markers of Excellence
Opening	3 min	❏ Student welcomes DT members, articulates the key wins for this time together and summarizes the agenda for how we will get there together	❏ All DT members are present and feel welcomed ❏ S confidently welcomes DT members and demonstrate a clear understanding of the flow of the event by verbally summarizing the agenda ❏ S models the sacred nature of this time (e.g. "We are going to maximize every moment together because it's critical that I meet my goals -- and I get the support I need from you all.") ❏ The opening is warm, but efficient so the group can spend the bulk of the meeting on the critical agenda topics
Compass Phase Work	5 min	❏ Goal Coach frames up the purpose for this part of the meeting ❏ S share one selection of Compass phase work from the last few months and present to their Dream Team, in the same fashion they would share in Circle ❏ Goal Coach introduces the resonance routine and invites one Dream Team member to share resonance with the student	❏ DT members feel clear on the importance of the overall holistic learning that Compass adds to the unique school model *(e.g. "As you may have seen _____ working on at home the Compass SDL work is a key part of _____'s work in Goal Teams. Compass is a place where students think critically about their identity, values, and hopes for their future")* ❏ S shares their phase work with confident vulnerability ❏ The community responds with resonance that builds authentic connection ❏ GC monitors time and warmly moves the group forward *(e.g. You may have more resonance to share and I encourage you to share that with _____ in follow up. We a few more important items to tackle together so I'm going to move us forward- thank you _____ for sharing")*

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Celebration	5 min	❏ S and/or Goal Coach frames up the purpose for this part of the meeting
		❏ S shares one example of what they are most proud of from the last few months, using concrete artifacts to bring their progress or success to life, such as:
		   ❏ *Academics*: A piece of writing, a photo of a culminating investigation, a quiz
		   ❏ *Expeditions*: Artifacts from the last Expeditions showcase (e.g. photo of their sculpture, video excerpt of a performance)
		   ❏ *Enrichment:* Video excerpts from their work such as mid year dance performance, video game they created in last unit of coding & robotics
		❏ S reflects concretely on the story behind this artifact by sharing some already prepared reflections
		   ❏ *Why are you most proud of this work?*
		   ❏ *What did it take to make this work happen? (e.g. specific skills, Compass habits)*
			❏ The framing offered grounds Dream Team members in the importance of coming back to the goals set and celebrating as a community *(e.g. "So much has happened over the last few months and before we start pouring over the details we want to really celebrate _____ and the learning and progress they've made")*
			❏ Student's tell a clear story behind their moments of pride that either illuminates what led to that win OR why this is personally important to them (e.g. does it represent an emerging spark or passion?)
			❏ GC leverages follow up questions to help the scholar identify what led to this moment of pride and if this might reveal any "sparks" for this student
			❏ Dream Team members feel comfortable adding any highlights, even if they are happenings outside of the school
			❏ Students are able to "soak in" the celebrations and resist the urge to deflect or distract from the critical role of celebrations

Reflecting on Progress	7 min	❏ S and/or GC moves the conversation to looking back at the specific goal set last time and current progress to paceline
		   ❏ Did the S meet their goal? Why or why not?
		   ❏ What did we learn as a community from working toward this goal?
		❏ All DT members review most recent progress report to analyze the student's status against pacelines in each content area
		❏ S share their written goal reflections and gives voiceover to help tell the story by naming:
		   ❏ One area where they are advanced, on pace, OR made significant progress <u>and</u> what led to that progress
		   ❏ One area they are not yet on pace <u>and</u> what they think is holding them back
		❏ S invites the Dream Team to add their reflections:
		   ❏ Where have you observed me meeting my paceline goals or making progress? What do you think led to that win?
		   ❏ Where have you seen me not yet meeting my paceline goals? Why do you think it is leading to that challenge?
		❏ GC synthesizing the major takeaways from the collective reflection by sharing one big positive and one challenge
			❏ S is comfortable sharing honestly where they are toward paceline goals, even if they are struggling to get or stay on pace, because they know this group is here to support them
			❏ The DT also reflects on the role they played in supporting the scholar over the last few months
			❏ DT members get very concrete about the wins and areas of challenge to support the scholar in more deeply understanding the academic impact of their actions, habits, or behaviors

Goal Setting	7 min	❏ GC invites DT to share the ways they most want to see the scholar grow in the next few months ❏ Dream Team community collaboratively determine one academic and one passion or enrichment goal for the next quarter	❏ The framing thoughtfully ties to the previous reflections and grounds in paceline as a shared goal *(e.g. Given these reflections and the school wide goal of ensuring all students are on pace, where do you think it is most important for*

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		❏ S is able to articulate why this specific goal matters to them personally (either in the short or long term)
		❏ Dream Team brainstorms at least one concrete action it will take to get to each goal (e.g. achieve X goal by….)
		❏ S selects 1 challenge or hurdle they foresee in reaching the next set of goals and the DT engages in a problem solving protocol by:
		    ❏ First asking clarifying questions to better understand the nature of the challenge; the student responds briefly with additional details
		    ❏ Next offering generative potential solutions for the student to consider
		    ❏ S responds to the solutions generated by sharing which idea feels most promising
		    ❏ DT uses questioning to support the student in analyzing the solutions
		    ❏ S closes out the problem solving protocol by sharing their gratitude and biggest takeaways from this routine
			_____ *to focus most heavily in the next few months?)*
			❏ DT community sets top quality goals:
			    ❏ Academic Examples:
			        ❏ Math Problem Solving: Score above 80% on weekly math quizzes (5 out of 6 questions correct)
			        ❏ Math SDL: Get "on pace" in Zearn by completing an extra 3 lessons/week until I'm caught up.
			        ❏ IR: Getting to X number of words by reading 60 minutes each night (instead of just 30 minutes)
			    ❏ Enrichment Example: (Dance) Move from Approaching to Proficient in Memory by working harder to memorize the choreography and making only 1-2 mistakes.
			❏ DT members listen actively when the student presents the challenge (all eyes are on the student, nodding, jotting down notes)
			❏ DT members respond in an even and non-judgemental tone, using clarifying prompts to understand the need:
			    ❏ "Tell me more about that"
			    ❏ "Why do you think that has felt tricky for you?"
			    ❏ "What solutions have you already tried in this situation or in similar situations in the past?"
			❏ DT members offer a wide range of solutions and leverage what they know about the student to personalize as much as possible (e.g. "I know you've mentioned one of your best friends is in that course with you, do you think they might be interested in some after school work time to hold each other accountable?")
			❏ DT uses strong prompts to pressure test the solution:
			    ❏ "Which of these ideas resonate with you? Why?"
			    ❏ "What could go wrong?"
			    ❏ "Is this solution feasible?"
			❏ GC cues as necessary throughout to ensure all voices are heard and the student does the heavy lifting
			    ❏ "_____(student) we really want to know what you think"
			    ❏ "Could anyone offer an alternative reaction/idea/perspective to add to our conversation?"

Closing	3 min	❏ All DT members take a minute quiet minute to reflect on the following: ❏ What is at least one commitment you will make to this group to support_____ until our next Dream Team meeting? ❏ DT members take turns sharing their responses and the GC captures all commitments in writing ❏ The student thanks DT members for their support to officially close the meeting	❏ All DT members feel grateful for this opportunity to come together and agree it was a good use of their collective time ❏ All DT members offer a specific commitment and convey, through words and expressions, energy and belief in the importance of the commitment they are making *(e.g. "I'm so proud of the progress you've made this quarter but I believe in you and know you can do even better. It sounds like you didn't always love the books you had to read and it has been getting in the way of your independent reading focus. I commit to taking a trip with you to the library every Saturday morning to search out books that you won't want to put*

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			down. I know for me finding the right book matters and I'm excited for a new weekly library adventure")

Dream Team Follow up: Student or Goal Coach emails the Dream Team a summary of the commitments, a thank you, and *(optional)* any photos from the event.

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