

Team Building for Effective Collaboration and Data-Based Decision Making

Angie Whalen, Ph.D.
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Agenda

- Role of teams in MTSS
- Fine tuning team practices
 1. Before the meeting
 2. During the meeting
 3. After the meeting

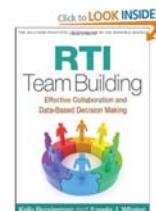
Introductions

- Angie Whalen, Ph.D.
 - Clinical Assoc. Professor & Co-Director, School Psychology Program
 - University of Oregon
 - [aWhalen@uoregon.edu](mailto:awhalen@uoregon.edu)
- With your team, identify one accomplishment in MTSS implementation and one current challenge your district is facing.
 - Share out brief district description, introduce members here today, and share your success & challenge.

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Acknowledgements:

- Broxterman & Whalen (2013), Whalen & Broxterman (2013), Broxterman & Whalen (2012)



Purchasers of this book may download forms from
www.Guildford.com/broxterman-forms.

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ROLE OF TEAMS IN MTSS

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Spectrum K12 School Solutions RTI Adoption Surveys 2007-2011

- Spectrum K12 School Solutions, with partners, conducted annual web-based survey examining RTI implementation issues
- 1,390 participating school districts
- Non-scientific study
- Margin of error is +/- 3-4% at 95% confidence interval



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2009 National RTI Adoption Survey Findings: Obstacles to Implementation

- On the 2009 survey, school administrators reported the following primary obstacles to implementing RTI:
 - insufficient teacher training,
 - lack of intervention resources, and
 - lack of data, knowledge, skills for tracking/charting.

(Spectrum K12 Solutions, 2009)

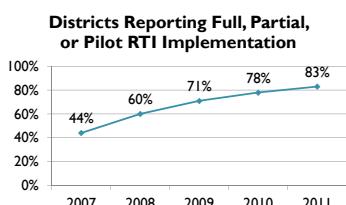
2009 National RTI Adoption Survey Findings: Obstacles to Implementation

- The primary solutions identified for mediating/ eliminating implementation barriers included:
 - interventions that address academic concerns,
 - use of data to guide decisions for instruction and intervention, and*
 - establishment and use of collaborative teams.*

(Spectrum K12 Solutions, 2009)

2011 National RTI Adoption Survey Findings: Implementation Trends

- Trends indicate steady increases in % of responding school districts indicating full, partial, or piloting of RTI implementation



Source: Spectrum K12 School Solutions (2007-11)

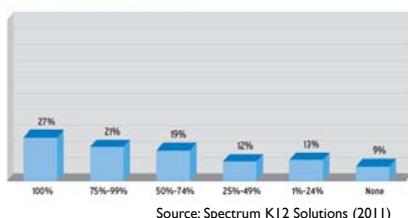
2011 National RTI Adoption Survey Findings: Implementation

- 83% of responding school districts indicated some level of RTI implementation.
 - Only 24% report full implementation
 - 59% some level of district-wide implementation or piloting
 - 16% investigating or planning for implementation
 - 1% not considering implementation

(Spectrum K12 Solutions, 2011) 12

2011 National RTI Adoption Survey Findings: Leadership Teams

What percentage of schools in your district has school-based leadership teams responsible for the implementation of RTI at the school level?



- Approx. 3/4 districts report having schools without a school-based RTI leadership team.

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In Contrast...

- 72% fully implement core reading program
- 47% fully implement universal screening 3x/year
- 31% fully implement individual progress monitoring for students receiving intervention

RTI Component	Fully Implemented	Partially Implemented	Not yet implemented/ Don't know
Collaborative meetings focused on analysis of grade-level group data to guide overall core instruction are held regularly	26%	52%	22%
Collaborative meetings focused on problem-solving for individual students are held regularly	27%	54%	19%

(Spectrum K12 Solutions, 2011)

Based on these findings...

- Steady increase in RTI implementation nationwide, with nearly all schools implementing (83%) or planning to implement (16%) RTI as of 2011
- A majority of districts had not yet established RTI leadership teams in ALL schools (73%), or fully implemented collaborative team meetings focused on analyzing group data to improve core instruction, and conducting problem-solving for individual students (74%).

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Teams = Systems

- "As educators enhance their knowledge and gain expertise in new practices, school leaders need to have systems in place for empowering educators to take on greater roles (i.e., through providing direct support to other teachers, serving on committees, or representing teachers and students in wider networks). When educators are supported in understanding school change, dealing with conflict, and creating productive professional communities, the ownership of educational reform effort is distributed and new practices are more likely to be sustained over time."

• Project ELITE, Project ESTRE2LLA, & Project REME. (2015, p. 6).

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FINE TUNING TEAM PRACTICES: BEFORE THE MEETING

- Identify Your Team Structure
- Define or Refine Your Team's Mission
- Identify Team Members and Define Roles
- Develop An Agenda

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Types of Teams Integral to Successful RTI Implementation

District RTI Leadership Teams

School RTI Leadership Teams

RTI Data Teams (aka 'Grade-Level Teams')

Problem-Solving Teams

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District RtI Leadership Team

- Develop a vision and blueprint for RTI implementation throughout the district.
- Build consensus among district administration and leadership, develop capacity for RTI leadership at the school building level.
- Assess district needs, allocate resources, develop policies and procedures that promote sustainable RTI practices, and provide professional development.
- Identify and address barriers to RTI implementation and ongoing systems change efforts.
- Use data to evaluate effectiveness of the RTI model at the district and school levels.
- Use data to identify the need to provide support to struggling schools.

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School RtI Leadership Team

- Translate the district vision into a vision at the school level, and support implementation of RTI at the school level.
- Build consensus among key stakeholders at the building level, develop capacity for RTI leadership at the grade level.
- Assess school needs, allocate resources, support implementation of policies and procedures that promote sustainable RTI practices, and provide or arrange professional development for school staff.
- Identify and address barriers to RTI implementation.
- Use data to evaluate the effectiveness of the RTI model at the school and grade levels.
- Use data to identify the need to provide support to struggling teachers/classrooms within the school.

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RtI Data Teams

- Develop a vision for RTI implementation at the grade level.
- Implement RTI practices established by the district and/or school leadership teams.
- Meet regularly to collaborate and provide support to each other regarding implementation of RTI.
- Identify and address barriers to RTI implementation.
- Use data to make evaluate the effectiveness of the RTI model at the grade level and classroom level, and modify supports when needed to improve student outcomes.
- Use data to conduct universal screening and identify students needing intervention within the grade level.
- Use data to conduct instructional planning (e.g., group students with similar needs for intervention; select and modify instruction/intervention provided across tiers).
- Use data to evaluate student progress in response to intervention, and modify interventions as needed to improve student outcomes at the grade level.

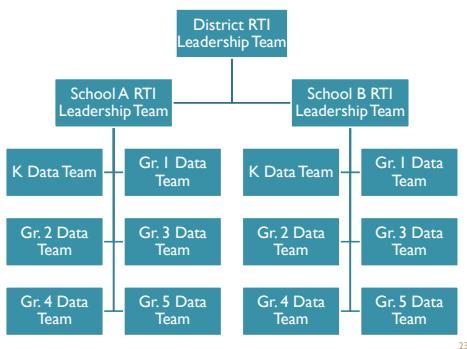
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Problem-Solving Teams

- Provides assistance to teachers throughout the school regarding individual students who are not responding to interventions across Tiers 1 and/or 2.
- Provide assistance regarding individual students when more time or expertise is needed for problem-solving than what can be provided on the grade-level RTI Data Team.
- Use a problem-solving model to conduct individualized assessment to identify student needs, plan and support intervention implementation, and evaluate student progress.
- Work with other school teams to determine when special education should be considered for struggling students.

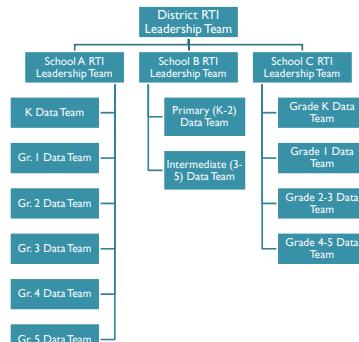
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Typical RTI Team Structure



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Alternate RTI Team Structure



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One Size Does Not Fit All: Considerations for Identifying Your RTI Team Structure

- Size of school and district
- Number of teachers
- Number of at-risk and struggling students per grade
- Availability of specialists to attend
- Other existing teams (e.g., PBIS, PLCs, School Improvement, Special Education, etc.)
- Participation of ALL certified staff

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Membership: Making Sure the Right People Are at the Table

Leadership teams require a group of individuals with the collective knowledge, skills, and access to resources necessary to set a vision and develop a comprehensive plan for RtI implementation.

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Team Collaboration Time

- Identifying your current team structures
- Who is at the table? Who is not?
- Which type of team is here today?

- Resource: Form 2.I Identifying team membership on district and school RtI teams

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Defining/Refining Your Team's Mission

- Each team needs a shared vision and common goal(s)—a mission statement
- Common challenges
 - Values and priorities will vary between stakeholder groups
 - Change is difficult, anxiety-provoking, etc.
 - Not everyone volunteered for this job!
- Collaborative development of the team mission promotes buy-in, personal investment, contextual fit

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Steps to Developing Your Team Mission Statement

1. Honest discussion of team members' values, desired purpose and goals of the team
 - Also discuss the non-purpose (Delehart, 2007)
2. Develop a draft mission statement
 - Concise statement reflect values, purpose, goals
 - Brief. No longer than 1 paragraph
3. Conduct a team self-check
4. Revise and finalize the mission statement

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Sample Mission Statement: District-Level Leadership Team

The RTI Leadership Team strives to provide a vision, leadership, resources, and support to our district's educators as they implement the ABC District RTI framework. We believe that through implementation of evidence-based practices and data-based decision making, we can have a positive impact on children's lives, and help all K-12 students achieve academic success.

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Sample Mission Statement: Kindergarten RTI Data Team

The K Team is committed to working together to establish the early literacy skills of all kindergarten students, preparing them for future reading success. By providing high quality data-driven instruction in an enriching environment, we can provide a strong foundation for future learning and personal success for our students.

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Helpful Strategies

1. Review examples of other team mission statements
2. Discuss and list team values and beliefs, purpose, and goals.
3. Highlight agreed-upon key words critical to the team's mission.
4. Each team member drafts a 1-2 sentence mission statement. Identify similarities to inform a 1st draft for the team.
5. Collaboratively write one sentence reflecting values/beliefs, one on purpose, and one on goals. This becomes the 1st draft.
6. Consult with stakeholders for input about the purpose. Use this to inform a 1st draft.

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Developing Your Team Mission Statement

Discuss and list team ideas for each of the following components of the RTI team mission statement:

Values/Beliefs.What are our core beliefs and values that will drive our actions and decisions?	Purpose.What is the purpose of this team? Who does it serve? What are our priorities?	Measurable goal(s).What do we hope to accomplish? How will success be measured?
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Team Self-Check of Mission Statement

Is the mission statement clear and concise?	YES / NO
Does it reflect our core values?	YES / NO
Does it provide the team with a sense of purpose?	YES / NO
Does it connect emotionally with us, and motivate us to work toward a common goal?	YES / NO
Is each member of the team committed to this mission statement, and agree that it will be used to guide future team activities and decision making?	YES / NO

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Team Collaboration Time

- Defining or refining your shared team mission
- Resource: Form 2.2 Developing the RTI team mission statement

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Identifying Team Member Roles & Responsibilities

- Non-productive meetings are the result of many factors, including ineffective team functioning due to:
 - Lack of designated or clear leader, poor facilitation, lack of focus on high priority items, poor time management, unclear decision-making procedures, poor record-keeping, unequal participation and responsibility, etc.
 - Many can be avoided by creating a team structure with clearly delineated member roles & responsibilities
- Clear roles and responsibilities for each team member can increase team efficiency and effectiveness, while also promoting buy-in and ownership

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Useful Roles for RTI Team Members (adapted from Delehart, 2007; Scholtes et al., 2003)

Facilitator	• Sets agenda, facilitates meeting and data-based decision making, assigns follow-up tasks, orients new members
Recorder	• Records meeting minutes, disseminates minutes
Timekeeper	• Tracks time allocated and spent on each agenda item
Taskmaster	• Redirects team to topic, provides team feedback to improve functioning
Data Gatherer	• Generates relevant graphs & reports, disseminates to team members
Data Interpreter	• Assists with data interpretation, identifies data and trends needing further examination

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Other Roles to Consider

- Sponsor:** an individual who may or may not actually be on the team, who reviews the work of the team, identifies need for improvement, and supports work (Scholtes, Joiner, & Streibel, 2003)
- Process Observer:** a member of the group or an outside observer who gathers descriptive information about team functioning and provides feedback about strengths and areas for growth (Delehart, 2007)
- Ad Hoc Member:** an individual who is not a standing team member, but who is invited to join team meetings or serve as a consultant on an as needed basis

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Sample Roles for Members of Two 3rd Grade RTI Data Teams

	Team Member	Role(s)
School A	3rd Grade Teacher 1	Facilitator, Team Member
	3rd Grade Teacher 2	Recorder, Team Member
	3rd Grade Teacher 3	Timekeeper, Team Member
	3rd Grade Teacher 4	Taskmaster, Team Member
	Reading Specialist	Data Gatherer & Interpreter, Team Member
	School Psychologist	Data Interpreter, Team Member
School B	3rd Grade Teacher 1	Recorder, Team Member
	3rd Grade Teacher 2	Timekeeper, Team Member
	Data Coach	Facilitator, Data Gatherer & Interpreter, Team Member

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Maintaining a Focus on Data

- What types of data-based decision making will occur through the year?
- Which data are needed to enable decision making?
- Who will bring data, graphs, spreadsheets, etc.? Cannot make data-based decisions without data available in the meeting.

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Identifying Team Member Roles: Take Stock of Individual Strengths

Areas of Expertise or Skill Related to RTI and/or Teaming	RTI Team Members				
	TS	MS	KT	JW	NV
Knowledgeable about RTI and/or has expertise with systems-level RTI models and implementation	x				
Expertise in evidence-based instruction and intervention	x	x	x	x	
Expertise in assessment for universal screening & progress monitoring	x			x	x
Expertise in data-based decision making and/or problem-solving	x			x	
Skilled in creating effective data summaries and displays	x			x	
Skilled in interpreting data from various sources	x			x	
Skilled/effective meeting facilitator	x		x		
Skilled in use of technology					
Detail-oriented	x	x		x	x
Skilled note taker, communicates effectively in writing	x	x			
Taskmaster-keeps people on-task and meetings focused	x		x		x
Consensus builder-brings people together for common goal	x		x	x	
Skilled in coaching, consultation, professional development	x			x	
Other:					

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Team Collaboration Time

- Defining roles and responsibilities of team members
- Resource: *Form 2.3 Defining RtI team member roles and responsibilities*

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Planning for Changes in Team Membership

- Expect changes between school years
 - New teaching assignments, retirements, newly hired educators
- Team facilitator welcomes new members and provides orientation
 - *Form 2.4 "Welcome to the RtI Grade-Level Team!"*
- Re-examine previously assigned roles and responsibilities

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Establishing Routines

Just as classroom instructional routines help to maximize productive academic learning time for students, **team collaboration and decision making routines** help to maximize productive meeting time for teams.

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Establishing Routines

- 1. Decision-making procedures
- 2. Predictable meeting schedules
- 3. Agenda templates
 - Assign team members to recurring agenda items
- 4. Forms for meeting minutes and action plans, and procedures for ensuring follow through
- 5. Procedures to facilitate ongoing team improvement

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Routine: Decision Making Procedures

- As a *decision-making team*, what is your team's decision making strategy?
- 2 common approaches
 - Voting – efficient, but results in "winners and losers" that may divide teams, does not encourage working together or compromise
 - Consensus – more time consuming, but encourages collaboration and has potential to increase commitment to decisions.
 - Others?

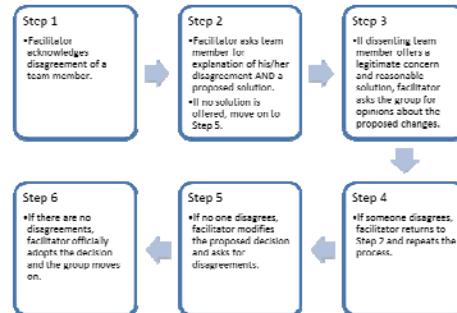
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Consensus Decision Making

- Does not require all team members to wholeheartedly support a decision
- A decision is reached by consensus when all team members agree to the following:
 - I agree with this decision. – OR – Although this decision may not be my first choice, I can live with it.
 - I will publicly support this decision.
 - I will do my part to implement the decision.
- When disagreement occurs, the facilitator uses the following systematic approach to reach consensus.

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Consensus Decision Making (Schiola, 2011)



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When Consensus Cannot Be Reached...

- Simple majority vote
- Break, brainstorm/consult, and reconvene the team
- Consult an administrator for input or to make the decision for the team

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Routine: Predictable Meeting Schedules

- District/school culture must include strong administrative leadership that maintains collaborative teaming as a priority, and holds teams accountable for data-based decision making.
- Respect educators' time. Create a schedule of (only) necessary meetings with clear purpose, and don't cancel them.
- Scheduling protected time requires coordination with principals and other district/school leaders.

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Protecting Meeting Time

- Educators are busy people. There will always be competing demands on time.
- Administrators set the expectation that team members commit to the meetings.
- Each scheduled meeting should serve a specific decision-making purpose.
- It is the responsibility of the facilitator to begin and end on time, as scheduled.
- Consider use of the “100-Mile Rule.”

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Sample 1-Year Data Team Schedule

Meeting Purpose	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Team Planning or Debriefing											
Ongoing Professional Development/Coaching											
Screening to Identify At-Risk Students											
Intervention Planning											
Evaluating Individual Student Progress											
Evaluate Effectiveness of Instruction											

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Strategies for Making Time to Meet

- Replace one staff meeting per month with grade-level data team meetings
- Schedule common planning time for grade-level data teams once/month
- Use one early release/late start period per month for data team meetings
- Hire roving substitute teachers quarterly for classrooms while teams meet
- Consider reconfiguring school teams

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Routine: Meeting Agendas

- There will be recurring types of team meetings/decision making, such as:
 - Screening
 - Instructional planning
 - Progress monitoring
 - Evaluating outcomes
- Each involves answering a specific set of questions, using specific data sets
- Create a set of agenda templates to streamline pre-meeting preparation

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Example:

Agenda Items for Screening Decisions	Agenda Items for Instructional Planning Decisions
<p>Identify students needing Tier 2 and Tier 3 intervention</p> <ol style="list-style-type: none"> Which students are performing at/above, somewhat below, and substantially below the expected level? Which students need Tier 2 intervention? Tier 3 intervention? <p>Specify details of interventions for groups at Tier 2 and Tier 3</p> <ol style="list-style-type: none"> For each intervention group, what is the intervention plan (i.e., goal, materials, strategies, interventionist, days, time, place, progress monitoring plan)? 	<p>Group students with similar instructional needs</p> <ol style="list-style-type: none"> For each student identified as needing Tier 2 or 3 intervention, what are his/her instructional needs? Which students have similar needs?

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Example:

Agenda Items for Progress Monitoring Decisions	Agenda Items for Evaluating Outcomes Decisions
<p>Identify students making adequate progress</p> <ol style="list-style-type: none"> Should we continue or fade the intervention? <p>Identify students not making adequate progress</p> <ol style="list-style-type: none"> Has the intervention been implemented with fidelity, or is support needed to increase fidelity of implementation? Is lack of progress observed among multiple students in the intervention group, or is it limited to one student? Should we make modifications to the intervention at the group level, or for an individual student? What modifications will be made? Do we need to refer any students to the Problem-Solving Team for further consideration? 	<p>Evaluate the effectiveness of instruction and intervention across Tiers 1, 2, & 3</p> <ol style="list-style-type: none"> At this time of year, what is the expected level of performance for students at this grade level? What percentage of students are performing at/above, somewhat below, and substantially below the expected level? What are areas of strength and areas for improvement within the multi-tier system of supports at our grade level? Are we seeing improvement in student outcomes over the course of this year? Over the last several years? <p>Set goals for improving the effectiveness of the multi-tiered system of supports</p> <ol style="list-style-type: none"> Have we met our goal for the percentage of students performing at/above the expected level? If we have not met our goal, what changes (if any) are needed to the instructional supports provided at Tiers 1, 2, and/or 3?

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Sample Agenda: RTI Data Team Intervention Planning Meeting

Time	Topic	Presenter	Desired Outcome	Action items (who, what, by when?)
25 mins	Screening & grouping for intervention**	Team Member	List of students needing intervention, grouped by similar instructional needs	
15 mins	Select and/or modify interventions	Coach	Intervention plan details documented for groups (time, instructor, location, materials, etc.)	
10 mins	Planning for progress monitoring	Facilitator	Progress monitoring plans documented for groups/ individual students	
5 mins	Identify responsibilities	Recorder	Review documented responsibilities for action items	
5 mins	Summary	Facilitator	Meeting ends	

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After Developing the Agenda

- Disseminate the agenda to team members in advance of the meeting. Include any planning notes.
 - E.g., “**Prior to meeting, review benchmark assessment reports for your grade and class (attached), and individual student progress graphs for students receiving intervention (see data system). Bring additional relevant data (behavior, attendance, classroom assessments, etc.) to the meeting.”
- Identify supporting materials needed (e.g., data summaries, graphs, spreadsheets) and confirm responsibilities for gathering materials with team members
- Make sure the right people will be in the room to accomplish meeting objectives
 - Invite colleagues to participate/consult on an ad hoc basis, as needed

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Routine: Meeting Minutes & Action Plans, Follow Through

- Agendas = roadmap for the meeting
- Minutes = communication to stakeholders (team members, administrators, specialists, etc.)
- Action Plans = documented steps to be taken, by whom, by which date
- All promote accountability, fidelity of implementation of key components of an RtI system

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Procedures for Ongoing Improvement of Team Functioning

By providing occasional prompts for group members to make suggestions for improving team functioning, buy-in and commitment to the team from individual members can be strengthened.

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Routine: Procedures for Ongoing Improvement of Team Functioning

- Create norms that include routine reflection and proactive planning to gather data on teaming.
- A few strategies:
 - Team debriefing
 - At end of each meeting and/or periodic
 - As a group and/or individually (anonymous)
 - Obtaining feedback from others
 - E.g., skilled facilitator, coach, administrator
 - Consider content and process

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FINE TUNING TEAM PRACTICES: DURING THE MEETING

Group Norms
Participation
Meeting Content
Decision Making

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Team Collaboration Time

- Taking stock of team functioning during meetings
- Resource: Form 3.5 Self-assessment of team functioning during meetings
- Resource: Form 3.4 Debriefing team functioning

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Fine Tuning Practices During the Meeting

Norms

Participation

Content

Decision Making

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Common Meeting Roadblocks - Norms

- Too much time devoted to organizing documents during the meeting
- Meetings start later than scheduled
- Meetings are canceled
- There are concerns about lack of follow through with intervention implementation and/or data collection
- The group often runs out of time before decisions can be made

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Setting Group Norms

- Short statements
- Few in number
- Prompt, encourage, and enforce
- Address the what if's
 - What if a person misses a meeting?
 - Are meeting roles rotated?
 - Who will follow up on action plan items?

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Ideas for Norms

- Everyone participates. Side conversations are discouraged.
- Know your role and be prepared.
- Be respectful. Evaluate the work, not the people.
- Differing opinions are OK. If you disagree, say it during the meeting.
- No laptops.
- We will use a parking lot for important ideas that do not fit into the current agenda.
- We will start and end on time, and use the “100-mile rule.”

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Table Tents

Name/Role here

Norms of Collaborative Behavior	PARAPHRASING. <ul style="list-style-type: none"> • “Are you saying...” • “What I hear you saying is...” • “Let me try to re-phrase that...” PAUSING. <ul style="list-style-type: none"> • Allows time for thinking and enhances dialogue, discussion, and decision making. 	PROBING. <ul style="list-style-type: none"> • “Please say more...” • “I’m curious about...” • “I’d like to hear more about...” • “Tell us more about...” PUTTING IDEAS ON THE TABLE. <ul style="list-style-type: none"> • “Here’s something I’d like the group to consider...” • “One thought I have is...” • “A possible approach might be...”
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Common Meeting Roadblocks - Participation

- Meeting participants stray from the agenda and talk about *related* or *unrelated* topics
- Participants frequently want more time to discuss topics
- One individual consistently brings a negative attitude that hinders productivity
- Team members begin looking at the clock and packing up about 5-10 minutes before the end of the meeting

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Participation by Role (adapted from Delehart, 2007; Scholtes et al., 2003)

Facilitator	• Sets agenda, facilitates meeting and data-based decision making, assigns follow-up tasks
Recorder	• Records meeting minutes, disseminates minutes
Timekeeper	• Tracks time allocated and spent on each agenda item
Taskmaster	• Redirects team to topic, provides team feedback to improve functioning
Data Gatherer	• Generates relevant graphs & reports, disseminates to team members
Data Interpreter	• Assists with data interpretation, identifies data and trends needing further examination

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Facilitator Responsibilities

- Orients new members
- Organizing and pre-meeting planning
- Time management
- Flexibility
- Promote equal participation
- Manage team decision making process
- Intervene with team members
- Follow up on action items



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Promoting Equal Participation

- “Hold on, I’d like to hear what ideas Brian and Nicole are discussing.”
- “Beth, thanks for adding some humor to the situation. Now let’s focus our efforts on creating the action plan.”
- “That’s a good point, Jackson. Let’s move that to the parking lot so we remember to discuss it later.”
- “Maggie, I don’t think Chris was finished. Chris, would you like to continue your point?”
- “Jamar, I’m curious what you think about this.”

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Recorder Responsibilities

- Collaborate with facilitator to structure agenda, minutes, action plan documents
- Take meeting minutes
- Document action plan
- Communicate documentation to team members, other stakeholders
- Follow up on action items



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Timekeeper

- Assist facilitator with time management
- Be aware of time allocated for each agenda item
- Use a timekeeping device to monitor time
- Signal the team when it is time to wrap up discussion of a specific agenda item
 - Verbal and/or visual warnings



Taskmaster

- Monitors on-task conversation and behavior
- Assists facilitator to redirect conversation to agenda topics, use parking lot
- Provides feedback to the team during debriefing activities about on-task/off-task behavior
- May be assigned to lead debriefing activities and/or obtaining feedback from non-team members



Data Gatherer

- Works with facilitator to identify data needed for the meeting
- Gathers all relevant data, graphs, spreadsheets, etc., needed for decision making
- Brings data to meeting – OR – provides to facilitator in advance to send out for review with agenda



Data Interpreter

- Responsible for data interpretation
- Reviews data prior to the meeting
- Identifies trends needing further examination, and collaborates with facilitator to set agenda items
- Consults with outside resources (e.g., coaches, specialists), as needed, to understand data and implications
- Supports team members in understanding data used for decision making



Common Meeting Roadblocks – Content/Decision Making

- Data are not available for all students
- There are too many students in need of support, or not responding to intervention
- There is confusion about how students should be placed into interventions
- There are too many students and graphs to review/discuss at one meeting
- One teacher has the majority of students in need of support in their class
- There is disagreement when decision making and lack of clarity about how to resolve the disagreement

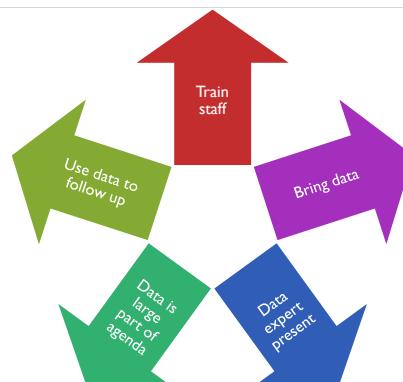
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Content and Decision Making

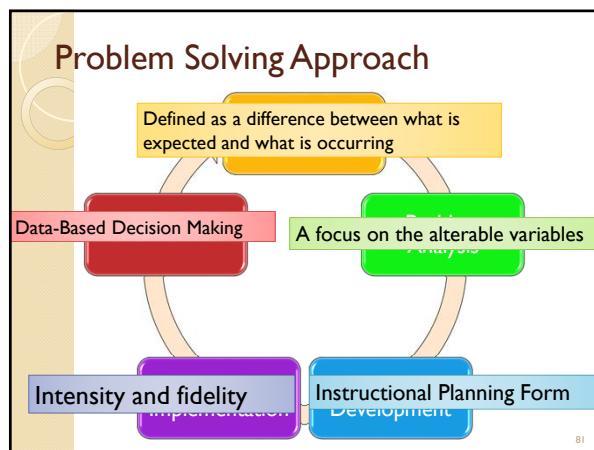
- Invest in agenda development
 - What questions do you need to answer?
 - What data are required for decision making?
- Select and refine your decision making process (consensus, voting, other)
- Identify professional development needs
 - E.g., problem-solving, data interpretation, facilitation
- Seek help when you need it

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Facilitate Data-Based Decision Making

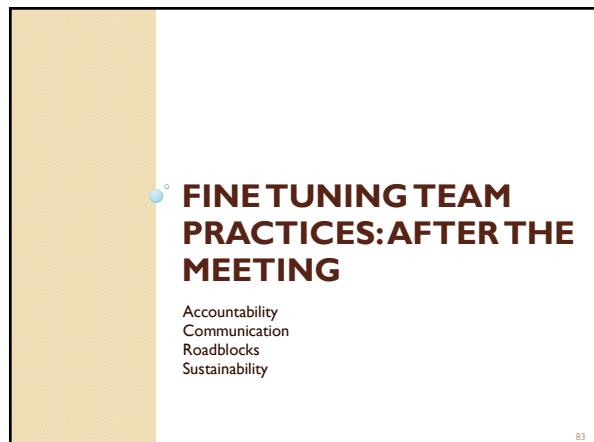


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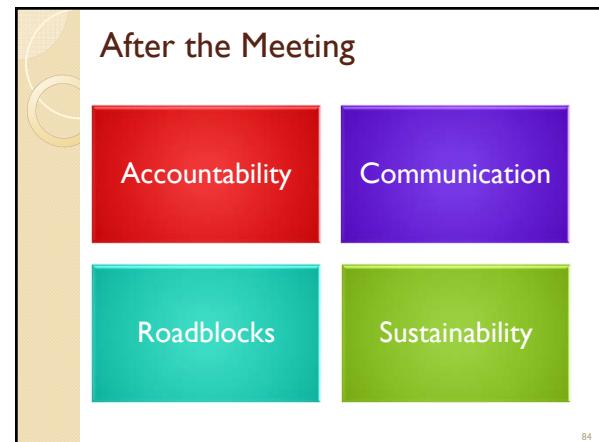


- Team Collaboration Time**
- Debriefing team functioning during meetings
 - Suggestions for improving content/ focus of meetings
 - Suggestions for improving meeting facilitation or teaming
 - Resource: Form 3.4 Debriefing team functioning

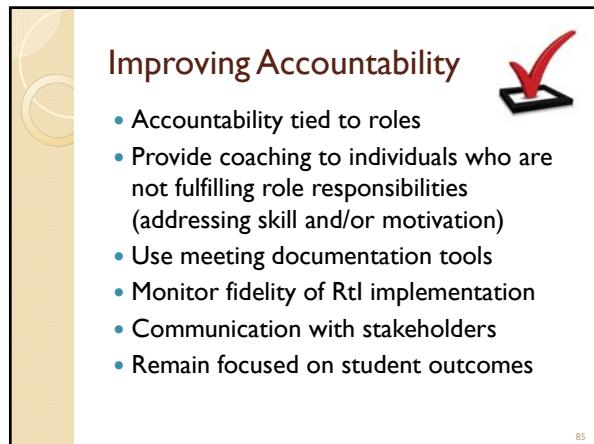
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- Team Collaboration Time**
- Promoting fidelity of intervention implementation
 - Resource: Form 5.3 Providing feedback
 - Resource: Form 5.4 Tier 2 and Tier 3 interventions: Supporting ongoing intervention fidelity

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Sample Agenda w/Action Items: RTI Data Team Intervention Planning Meeting				
Time	Topic	Present	Desired Outcome	Action items (who, what, when?)
25 mins	Screening & grouping for intervention**	Team Member	List of students needing intervention, grouped by similar instructional needs	Student groups disseminated w/meeting minutes by Emily (recorder), today.
15 mins	Select and/or modify interventions	Coach	Intervention plan details documented for groups (time, instructor, location, materials, etc.)	Intervention and progress monitoring plans documented by Nora (coach), placed in 2nd grade RtI binder by Nov. 1
10 mins	Planning for progress monitoring	Facilitator	Progress monitoring plans documented for groups/ individual students	
5 mins	Identify responsibilities	Recorder	Review documented responsibilities for action items	n/a
5 mins	Summary	Facilitator	Meeting ends	n/a

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Team Collaboration Time

- Addressing completion (or lack thereof) of action items
 - Form 5.6 Action item completion

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Improving Communication

- Consider your communication practices before, during, and after meetings
- Use agendas and meeting minutes/action plans to communicate with external stakeholders
- Body language
- Norms
- When the group gets stuck, consider using the following dialogue techniques:

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Productive Dialogue Techniques

Pair and share

Open-ended questions

Round robin

Top 3 ideas

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Team Collaboration Time

- (Re-)Assessing team member buy-in and commitment
 - Form 2.5 Self-assessment of team commitment
 - Form 7.2 & 7.3 Data analysis commitment letters for school staff and team members

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Sustainable Systems and Practices

"As educators enhance their knowledge and gain expertise in new practices, school leaders need to have systems in place for empowering educators to take on greater roles (i.e., through providing direct support to other teachers, serving on committees, or representing teachers and students in wider networks). When educators are supported in understanding school change, dealing with conflict, and creating productive professional communities, the ownership of educational reform effort is distributed and new practices are more likely to be sustained over time."

Project ELITE, Project ESTRE2LLA, & Project REME. (2015, p. 6).

Role of Principal as Instructional Leader

- Clearly articulate the vision/mission and specific procedures for RtI in the school
- Consistently promote the established vision/mission and priorities to maintain staff buy-in and motivation
- Visibly promote high expectations for all, and take steps to ensure accountability
- Invest in the ongoing professional development of all staff
- Allocate resources to accomplish priorities

Professional Development

- School leaders (principals, coaches, building-level leadership teams) must ensure the PD needs of educators are addressed
 - Identify content and plan methods of PD, coordinate resources to deliver PD
- Coordinated, job-embedded PD helps educators develop new knowledge and skills, then transfer new learning into classroom practices
- Need to plan for differentiation of PD to meet the needs of all building staff, including principals, teachers, coaches, specialists, etc.

Ongoing & Job-Embedded PD

- School leaders (principals, coaches, building-level leadership teams) are responsible for meeting the PD needs of educators
- Identify content and plan multiple methods of PD, coordinate resources to deliver PD
 1. Professional learning communities (PLCs)
 2. Coaching
 - E.g., direct teaching, modeling, observing, mentoring, providing feedback
 3. Observation and reflection
 4. Analysis of student work and data
 5. Evaluation

Team Collaboration Time

- Planning for ongoing, job-embedded professional development
 - *Form 4.2 Professional development planning outline*

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NEXT STEPS FOR PARTICIPANTS



- Consider your team's current strengths and areas for improvement. Name at least one strategy discussed today that could be used to strengthen the work of your team.
- Are there any barriers to implementing this strategy? If so, what resources could you seek for support?

Thank You!

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