Using Your Education Support Team to Build Collaborative Capacity

BEST Summer Institute
Day 2 - June 23, 2020

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Overview of Agenda

1. Discuss responses to Day 1 Reflection Question

2. Review Norms

3. Review Purpose for Continuous Improvement Work within VTmtss Framework

3. Develop & prioritize EST Problem of Practice & SMART Goal

4. Conduct Causal Analysis on POP – small group breakout

5. Wrap-Up/Feedback

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Norms

Self monitor talk time allowing active participation for all & input from all on group decisions.

We will strive to listen, value others' ideas, be empathetic and nonjudgmental.

Appreciate respectful humor, honor conflict, and take care of personal needs.

Use a strength based perspective and accentuate the positive

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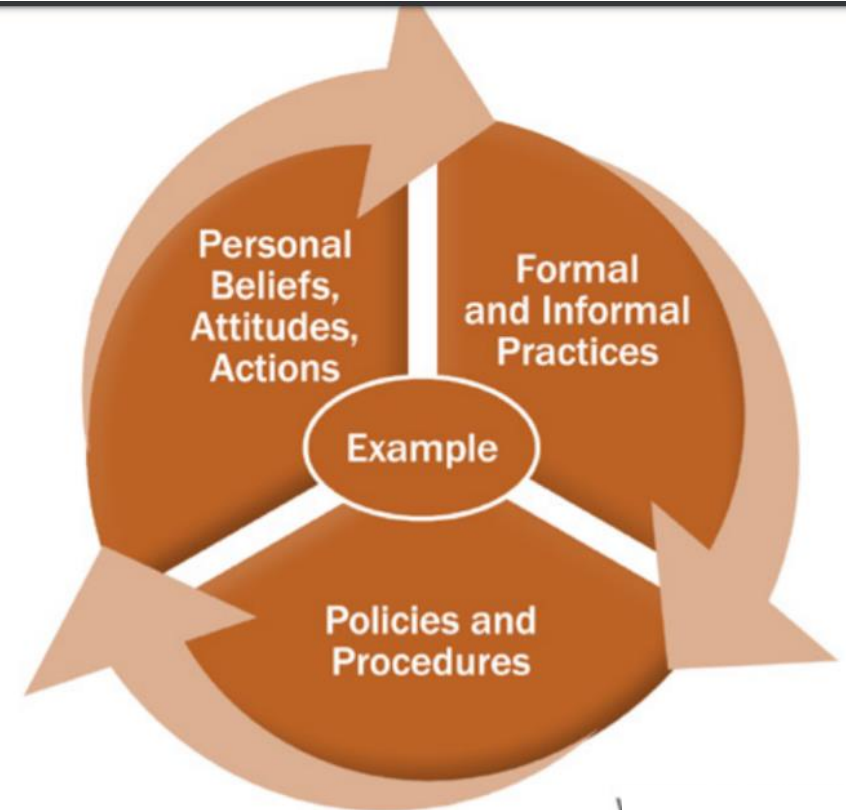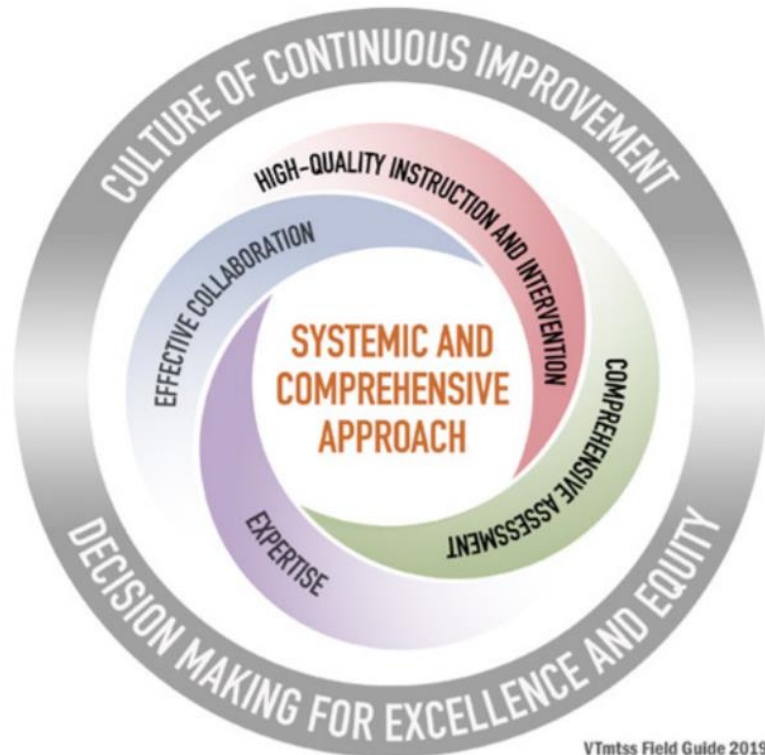
Guiding Framework Principles

- **Principle 2:** A well-developed, coherent and comprehensive system ensures equity by providing an appropriate context for learning with layered supports and personalized instruction for all students.

- **Principle 10** The Framework principles are interrelated and most effective when integrated within a coherent plan for continuous improvement that recognizes how recursive assessment, reflection and adaptation improve instruction and increase student achievement.

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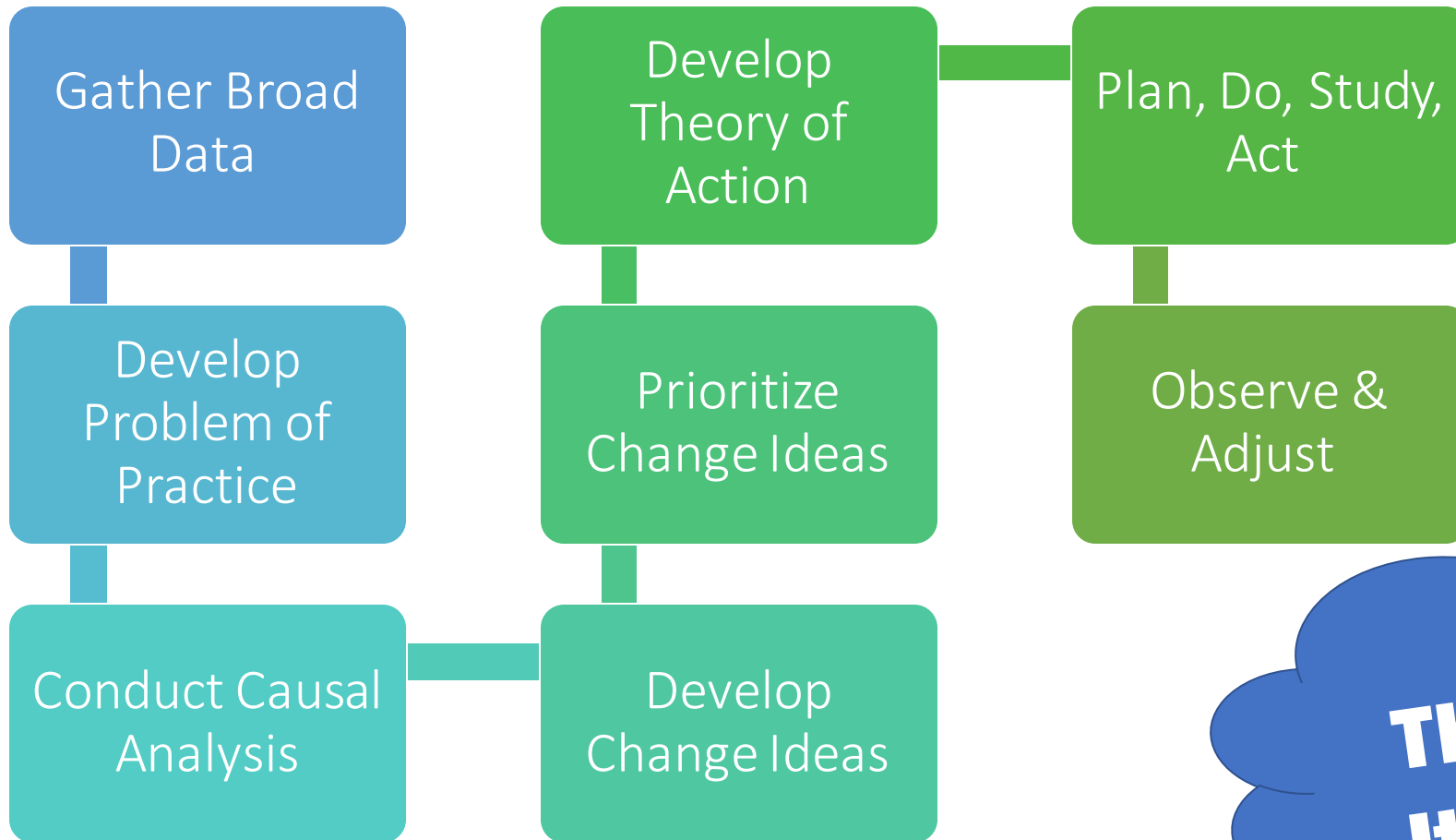
"Seeing the System" Discussion Question

What are some connections between yesterday's work and the "VTmtss in Action'" section and/or Chapters 4 and 5 of Anthony Bryk's "Learning to Improve" videos?

* Raise hand or answer in the chat

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Culture of Continuous Improvement

CULTURE OF CONTINUOUS IMPROVEMENT

HIGH-QUALITY INSTRUCTION AND INTERVENTION

EFFECTIVE COLLABORATION

COMPREHENSIVE ASSESSMENT

EXPERTISE

SYSTEMIC AND COMPREHENSIVE APPROACH

DECISION MAKING FOR EXCELLENCE AND EQUITY

VTmtss Field Guide 2019

Personal Beliefs, Attitudes, Actions

Formal and Informal Practices

Example

Policies and Procedures

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Continuous Improvement Overview

Context Matters

"…Context matters and, also, that when adopting any new innovation we should expect variation. "The critical issue is not what works, but rather what works, for whom and under what set of conditions." (**Bryk, Gomez, Grunow, & LeMahieu , 2015**)

In order to identify the key factors and influences, it is typically critical to understand the system that produces the current outcomes.(Bryk et al., 2015).

In other words, how do the specific contexts and cultures in the local community support or create barriers to change?" (VTmtss Field guide, 2019)

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Identifying Problem of Practice

VTmtss Field Guide 2019

1. Focuses on instructional and/or systemic issues.

2 .Is directly observable.

3. Is actionable.

4. Connects to a broader strategy of improvement and the school's or system's action plan.

5. Is high-leverage.

(Pijanowski, University of Arkansas)

Problem of Practice - Protocol

Develop POP Part 1 (small group): (10 minutes)
1. Break out into the same small groups from yesterday
2. Use the Problem of Practice doc to develop POP and SMART Goal

* Facilitators will join rooms to support

Develop POP Part 2 (SU): (10 mintes)
1.. Join SU Breakout Room when finished *(OE & Hartford Only)*
2. Facilitator will support brief discussion of each POP and conduct a poll on priority POP

*Single-group SU's will have more time developing POP during Part 2 and may take a break if finished early.

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Example Problem of Practice

"White Spruce Middle School" is very **concerned that their collaborative team time is not working** effectively. **Teachers are not engaged in substantive conversations** about student performance and **do not follow up instructional suggestions with action**. The administration wants to provide training in a **new collaborative protocol for team**s.

However, a closer look at the entire system suggests that the problem may have **different roots.** For example, **the assessment system** in the district (and at the school) provides **very little information about student proficiency** generally **and about the progress of individual students** specifically.

As a result, conversations during collaborative t**eam time tend to lack depth and suggestions for instruction** are necessarily quite general. Other aspects of the system may be contributing also. For example, **the timing of meetings may mean that only some professional expertise is represented**, teachers may lack the expertise needed to create progressions that would support learning, etc. (VTmtss Field guide, pg. 61)

Example SMART Goal (from POP)

- **Specific**: Improve collaborative teams have an impact on learning
- **Measureable**: Teachers are reporting collaborative conversations feel substantive
- **Attainable**: Different components within the system can be addressed to attain this (assessment & systemic & comprehensive-timing)
- **Relevant**: By reaching this goal teachers will learn more about progress monitoring & proficiencies, and will be able to make actionable instruction decisions based on this knowledge
- **Timely**: Develop assessmets, plan relevant PDs, and rearrange collaborative strauctures within the summer before next year

Example Goal: Improve collaborative teaming opportunities and resources so that teachers are having substantive conversations and are sharing their collective expertise around progress monitoring of proficiencies to inform instructional practices before SY 19/20 begins.

Problem of Practice Share Out (optional)

Causal Analysis Brainstorm – 5-Whys Protocol

* Finish POP activity first – if needed

1. Return to original small group breakout room (from Part 1)

2. Assign Facilitator, Note-taker, Timekeeper *(use timer)*

3. Brainstorm "Why is that?" question around POP to get started on https://app.nearpod.com/ *(2 minutes)*

4. As a group decide which answer(s) fits in each VTmtss Component category – *facilitator will support (5 minutes)*

5. As a group, complete FIVE "5-Why's" documents for each of the five categorized answers from brainstorm *(7 minutes each)*

– Note sub-causes, change ideas, evidence during discussion

5 Whys Exemplar

Identified Problem of Practice: Ineffective Collaboration	
Why is it happening?	
1. Conversations don't feel substantive	Supporting data: No Meeting Minutes
Why is that?	
2. No structure during team meetings	Supporting data: No agendas, no expectations, or norms during meetings
Why is that?	
3. Lack of planning around team meeting purpose or objectives	Supporting data: No additional time in schedules to plan for meetings (in addition to collaboration time for meetings)
Why is that?	
4. Schedule is already too full to carve in time to plan for collaborative meeting agendas	Supporting data: No "Collaborative planning time" currently listed in schedules for anyone (other than leadership)
Why is that?	
5. No point person/facilitator assigned for collaborative groups	Supporting data: Staff schedules
Identified Root Cause: Lack of timing or point person to plan collaborative agendas	

Change Ideas:

-Change the schedules – use one of the scheduled meetings for planning
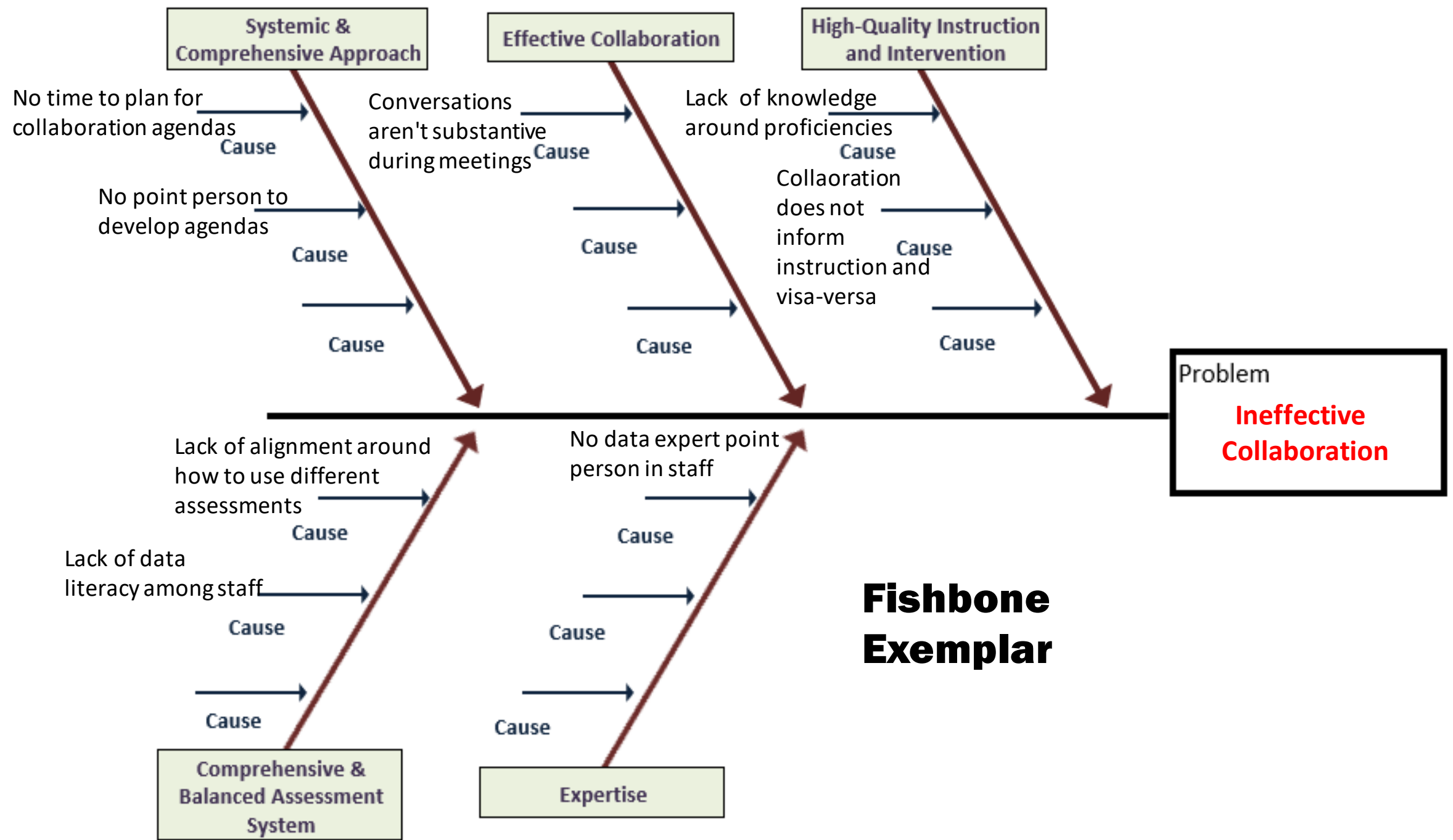-or-
Assign a facilitator of each collaborative meeting to plan (based on personal schedules)

**Causes and change ideas are context specific*

*Note any change ideas that come to mind during any stage of brainstorming

Fishbone Diagram

Systemic & Comprehensive Approach

No time to plan for collaboration agendas
Cause

No point person to develop agendas
Cause

Cause

Conversations aren't substantive during meetings
Cause

Effective Collaboration

Cause

Cause

Lack of knowledge around proficiencies
Cause

Collaoration does not inform instruction and visa-versa
Cause

High-Quality Instruction and Intervention

Cause

Problem

Ineffective Collaboration

Lack of alignment around how to use different assessments
Cause

Lack of data literacy among staff
Cause

Cause

Comprehensive & Balanced Assessment System

No data expert point person in staff
Cause

Cause

Cause

Expertise

Fishbone Exemplar

Day 2 Wrap UP

<u>In preparation for Day 3:</u>

1.Review all Fishbone diagrams from SU

2. Review Driver Diagram Tools

* Note any questions that arise about tool