Our purpose is to foster a culture of collaboration to support student success.

# Outcomes:

* Identify successful practices throughout the department.
* Analyze multiple sources of data to inform action plans.
* Draft action plans for assigned area.
* Identify next steps.
* Reflect upon our learning.
* Provide feedback about the work.

# Give One to Get One with Since Last We Met….

# Since last we met,

# What successes have you had?

# What questions do you have about this work?

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| **Successes** | **Questions** |
| * being able to meet with my team and have a very positive and meaningful meeting
* our small group met and we refined our purpose and goal
* most of our group was able to meet
* increasing collaboration and connections with other disciplines and professional across the district
* we have had our first meeting and established our path
* a student engaged in play yesterday
* coaching model that allows us to better differentiate the support we provide to school teams
* working in classroom with teacher to adapt activity that totally worked (teacher had an aha moment)
* found out I was in a group and participated in the group meetings
* completed outline of PD
* assigned roles and responsibilities for next group meeting-(2)
* our team met and was able to develop objectives for our PD after we received clarity of what we were expected to do for this PD
* had a good team meeting
* The roll out of new CCR process is very much a success. It sparks initial collaboration at the school team level.
* made it through a challenging IEP meeting
* our planning group met and set objectives
* our group had a very successful meeting. we developed an outline for our PD
* collaboration with other professional to problem solve and determine a concise logic plan. getting great information from other professionals relating to low incidence
* discussing data and sharing how it relates to decision of program and placement
* we met and narrowed down our purpose/scope
* collaboration with all professionals in schools and system to provide wrap around support
* opening more dialogue with teachers (re specific challenges and some resources they have found useful)
* one teacher shared she’s had an amazing IEP meeting (previously had long, heated meetings)
* collaborative opportunities with colleagues
* I feel we have had success with the new “action plan” element of the CCR (process)
* collaborated with team successfully to develop a plan to move forward
* working with the group to accomplish goal and being ahead of planning
* met and created an informal plan-(4)
* defined our purpose
* Meeting with team that includes multiple perspectives (EE coach, teacher, SLP, etc.
 | * none at this time or do you feel that the training resources are working at your school?
* When is the expected completion date for end products? (5)
* How were groups chosen?
* How can we make sure people know about and have access to what we create?
* Will the result of the work be used?
* How do we align behavior support and strategies to the academic support/strategy?
* How do we not overwhelm people with all this?
* What are we doing? Goal of this PD?-(2)
* What is the purpose of these PD’s and who is supposed to be presenting?
* What should the end result be?
* How do we align this work with the academies?
* What is the big picture plan for our work output? Examples?
* What are the next steps?
* What is our role in PD and the thig s we can control and not control (funds, personnel, resource materials)?
* Will we be presenting the PD we create?
* How can we use evidence to inform our work? What data do we need?
* How can we align this to the same work we’re doing in the EEBCT planning session?
* How to best narrow down topic to make the most beneficial guideline for teachers?
* How to get past certain barriers (i.e. lack of time, money)?
* Concerned about so much time out of schools. How can this be addressed?
* How do we narrow our behavior PD? Combine low incidence or all teams with behavior—if we have a behavior team
* need to clarify the depth and breadth of the task
* Why?
* What is the plan for implementation?
* Are there parts of collaborative inquiry that would be beneficial toward the developed PD?
* Some groups are doing PDs…others are creating documents for the district… do we have the “back” from the district to create these documents and help to ensure it’s done properly and communicated?
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# Exploring and Discovering---Data Dive

Made observations of following data sets:

# Assessment—Assessment Details by Subgroup for ACT, MAP, and FastBridge

# Dashboard—Attendance Dashboard (current & past 3 years)

# Dashboard—Behavior Dashboard (current and past 3 years)

* Indicator 5 – LRE data
* Indicator 14- Postsecondary Outcomes data
* MSAA-Alternative Assessment data

# Next Steps

* Finalize action plan
	+ Upload to shared one drive folder for feedback by October 27, 2017
* Provide feedback to other groups using the Review Toolbar in Word by 11/3/17
* Share PD plan with others by next meeting 11/15/17 (Margie will provide format for sharing.)
	+ PD plan (length, format, target, etc.)
	+ list of materials and resources

# Reflection

Given what we learned and discussed today, what are 2-3 actions you might take?

* r
* esearch assessments for progress monitoring
* review previous PowerPoint
* begin draft on flowchart
* observe data--examine data—plan
* pull information from other departments regarding presentations & resources (chart)
* organize ideas about data analysis
* collaborate with Jackie reach across departments
* complete and upload template
* review PowerPoint
* review TNWorks modules
* review preventative strategies document
* identify video examples of strategies
* assign strategies to team members for slide creation
* what the data shows versus what I “see”
* create a goal for our timeline that was provided
* change the way I have data conversations—(2) (listen more and talk less)
* list observations regarding transition/plans/services
* look for appropriate graphic document
* look for tips regarding scheduling
* communicate with my team
* read 5th grade 3rd quarter ELA unit
* meet to align standards to CCC’s
* follow up with group to make sure
* look into 5th grade scope/sequence
* to develop clear goal and assign roles during our next meeting
* to create a sample template to share with the group
* research different types of MNPS data (wehre to locate, how to access)
* meet with DBD team to share out
* collaborative learning way to look at data, not trying to make inferences about data before making observations
* determine product, end result format of PD
* gather additional resources
* be engaged, focus on task given of PD by deadline
* develop PD
* look for strategies
* work on PowerPoint slides
* find sample data
* talk to teachers about how they prefer to receive this type of information
* begin to develop PD slides
* I will reach out to an ELA general ed teacher who was on the task force for creating a scope and sequence
* research any modified curriculum scope and sequence documents

# How was the Meeting?

|  |  |
| --- | --- |
| **+** | **∆** |
| * meeting was good—(2)
* structure
* resources
* modeling
* love the observation vs. inference activity
* completed plan—(2)
* learned about data in district
* informed ideas about presentation
* collaboration with peers—(4)
* review informative
* work together as a group
* good data discussions
* informative
* made head way in planning
* data dive was informative
* data conversations-(2)
* time for work with group
* clearer vision of our time frame
* good information
* info to be transferred to instruction
 | * a little shorter
* others talking while presenter speaking
* link data analysis to our work in our groups a little more directly—(2)
* more prep before tasks
* hard to focus on task with so much going on
* more time to work in our groups and to collaborate with groups connected to ours
* provide 3-5 min before beginning our sessions to allow participants to review previous notes
* too micromanaged…why not allow groups to create their PD and if it isn’t up to par, require this
* quicker warm up activities
* pacing is too fast
* listen to others (time) in our schedule
* needs more structure
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