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

# Outcomes:

* Identify successful practices throughout the department.
* Identify barriers for students achieving at high levels based on the areas of focus for this year.
* Begin developing logic models to serve as a road map to inform future work.
* Identify next steps.
* Reflect upon our learning.
* Provide feedback about the work.

# Inter-VENN-tion

* Individually, what are your hopes, fears, successes, and goals for your role in exceptional education?
* Share in pairs.
* Whole Group Share

|  |  |  |
| --- | --- | --- |
| **Fears** | **Hopes** | **Successes** |
| * disseminating wrong information
* time constraints
* being spread too thin
* never building capacity because not at schools
* the multiple initiatives and information sources
* overwhelmed schools and teachers
* as district grows, the need grows—how will the needs be handled?
 | * impact student success
* empowering and supporting families and teachers
* building capacity—empowering others; ownership of information; “teach them to fish”
* teacher relationships so feedback can occur
* improved data collection
* culture of collaboration
 | * empowering others and growing leaders
* expertise being shared with others
* coaching to improve practice (modeling, feedback, etc.)
* building relationships—trust
* smooth transition to new tier
* has workspace
* building teacher understanding
 |

# How do we spread these successes throughout all MNPS classrooms?

Shift the Narrative: ”From ‘fixing the teacher’ to collaborative expertise” (Hattie, 2015)

Hattie, J. (Fall 2015). What works in education: The politics of collaborative expertise. London, UK: Pearson. Retrieved from https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526\_ExpertiseWEB\_V1.pdf

Here’s a link to other John Hattie books and resources: https://visible-learning.org/category/books/

# Fishbone Analysis

Areas of Focus for 2017-2018

* Data- Based Decision Making
* Instructionally Appropriate IEP’s
* Access to High Quality Core Instruction
* Effective Intensive Interventions

# Gallery Walk for Feedback

  

  

  

# Logic Model Outcome

Based on the top barrier decided by the Spend A Buck protocol, what would be the ideal outcome if the barrier was completely removed?

* Instructionally appropriate IEPs will lead to higher quality instruction and ultimately higher student success. GROUP LEAD: Jill Purdue
* Special Education focused PD for General Educators GROUP LEAD: C. Flor
* All teacher would understand how to determine and implement effective and appropriate interventions. GROUP LEAD: Kerri Bocker
* All teachers would know how to make data-based decisions. GROUP LEAD: Charishma Price
* All MNPS low incidence teacher have access and knowledge of resources to access high quality instruction. GROUP LEAD: Alexis Sutor (Shidler)
* Successful implementation of district wide modified curriculum and scope and sequence (set of standards/expectations) GROUP LEAD: Adrienne Fehringer Cook
* Collaboration among Admin, teachers, and coaches to support student success. GROUP LEAD: Marsha Pritchard

# Leading Groups Strategies

What strategies, structures, and principles did you observe me using during today’s session that you might use when leading groups?

* Gallery Walk/Chalk Talk
* Fishbone Analysis
* Timed Activities with Flexibility
* Venn Diagram
* Think-Write-Pair-Share
* Walk Around Room
* Began session by walking around and talking to people to build relationships
* Third Point

# Next Steps

* Small group plan to meet to finish discussing logic model, or road map, to inform creation of PD sessions for the spring 2018.
* Use provided PD planning template to establish objectives for the Oct. 18th meeting.
* Incorporate strategies used from today’s session into the PD planning.

# Reflection

Review your Inter-VENN-tion from this morning. What is your goal now?

* support teachers with more academic and data discussions
* exiting students
* fine tune curricular and content support for LI teachers
* to support my schools by building capacity with instruction and compliance
* to advocate more for best practices at IEP meetings and to use district data more when making decision for IEPs
* to understand more about developing PD and group dynamics
* work smarter not harder
* increase student outcomes by empowering teacher to make appropriate decisions about need and interventions
* to collaboratively develop and implement plans for success for our students, teacher, parents
* build something to scale
* to increase communication and collaboration with my teammates and other professionals
* to make my schools more informed about how to make data-based decisions
* support schools effectively
* build capacity for teachers and admin
* to assist schools to build capacity to positively impact student success
* to help ensure that all teachers across district have knowledge/awareness of access to low budget resources for low incidence students to access modified core curriculum
* build capacity of high school EE teachers
* to ensure that everyone on the team, who support student with disabilities, has a clear understanding of expectations and access to materials to help student show growth
* build capacity in buildings, teacher leaders and for all staff to gain confidence
* to assist teachers in becoming confidently and expertly able to provide SPED services

# How was the Meeting?

|  |  |
| --- | --- |
| **+** | **∆** |
| * good
* felt like I can make a difference
* I like the collaborative strategies
* team collaboration
* identification of root causes
* team work
* balance talking points with activities
* time to collaborate with co-workers
* interacting with my colleagues
* brainstorming ideas (problems, solutions with DBD)
* always nice to collaborate
* good information
* presented well
* good modeling
* activities
* learned new strategies for group learning facilitation
* great presentation
* excellent process to foster building capacity
* opportunity to collaborate with peers
* collaborative inquiry
* great strategies
* enjoyed learning about new books
* I enjoyed the highly collaborative component
* collaborative work
* attempt to get actionable steps in place
* fishbone—like the idea of deciding barriers and making a plan
* pacing of activities
* organized
* very knowledgeable
 | * time constraint
* maybe start time earlier
* stick to time frame
* coming in, I was unclear of the purpose of today
* more guidance on what needs to be included on a DBD presentation
* way too long
* talked too much
* Isn’t there someone in the district in charge of PD? Why are we developing them for them?
* did not clearly understand what the expectation was when the PD was placed on my calendar
* overwhelming
* big task
* we could have gotten more planning done
* too much frou frou
* longer PD sessions and breaks
* creating a PD is not an appropriate goal for our group. We need time to develop scope/sequence.
* clear expectations of what the purpose was today
 |