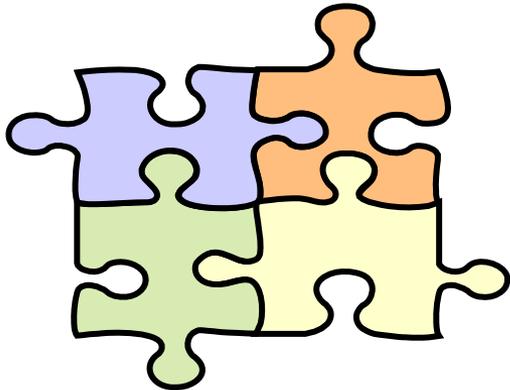


# Essential Component:

# Collaborative Teaming



“[an] emphasis on collaboration  
across disciplines and across  
general and special education  
boundaries...requires ongoing  
training in collaborative  
teaming”

(Marston, Muyskens, Lau & Canter, 2003, p. 190)



# Collaboration Toward Supporting Student Learning

- Feedback and coaching have been demonstrated to increase intervention fidelity. (Mortenson & Witt, 1998)
- Teachers prefer support from a colleague to implement a new intervention strategy. (Lane, Mahdavi & Borthwick-Duffy, 2003)
- Collaboration is most effective when teachers feel safe asking questions and revealing weakness to their peers (Fuchs, Fuchs & Bahr, 1990)



# Compartmentalization = Non Collaboration

- Compartmentalized educational system created largely by funding streams to provide services for specific populations of students.
  - Example, SPED services for students with disabilities and Title 1 tutoring services for students from low socio-economic backgrounds.
- A culture of “this is my kid- that is your kid” developed
  - Example, the SPED “Resource” teacher only provides intervention and support to students on IEPs or the school psychologist can only work with students being evaluated for special education eligibility or those receiving special education services.
- How about your school?



# RTI Framework = Collaboration

- In the RTI process.....  
.....collaborative teams are formed using the resource, talent, and personnel across the educational system.



All educators work together and are accountable for the outcomes of each and every student!



# Lessons Learned from the Front Line of RTI Implementation in (Rural) Schools

- Collaboration support
  - Provide time during weekly schedule to purposefully meet
  - Explicitly train collaborative methods
  - Monitor/Coach
- Time and money are always perceived to be in short supply– collaboration requires time!



# What Makes an Effective Team?

In your team groups, discuss the following:

- Have you ever been a part of an extremely effective team? What was it like?
- What do you think each individual must bring to a team for the team to be successful?



# Five Characteristics of Effective Collaborative Teams



# Trust Considerations

- Trust Worthiness
  - Consistency
  - Integrity
  - Capability – technical and interpersonal
- Trust Willingness
  - Vulnerability
  - Willingness to risk
  - Willingness to question own assumptions

Source: Hannon, 2007, Collaboration Works, Inc.



# Conflict Competence

- Understanding how/why conflict occurs
- Communication skills
  - Unfolding our own thinking (advocacy)
  - Exploring other’s thinking (inquiry)
- Ability to identify and work at the level of “interests”
- Ability to compromise

Source: Hannon, 2007, Collaboration Works, Inc.



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# Commitment

- Problem-solving skills
- Decision-making skills
- Personal investment
  - Think about your own personal investments in this effort – What draws you to this team?
  - What problem-solving/decision-making skills do you have that could be useful to the team?



# Accountability

- Blame, intentions, and impact
- Separating individual responsibility from justifying and blaming
- Feedback skills to encourage accountability
  - Appreciation
  - Advice/Coaching

Source: Hannon, 2007, Collaboration Works, Inc.



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# Results-Oriented

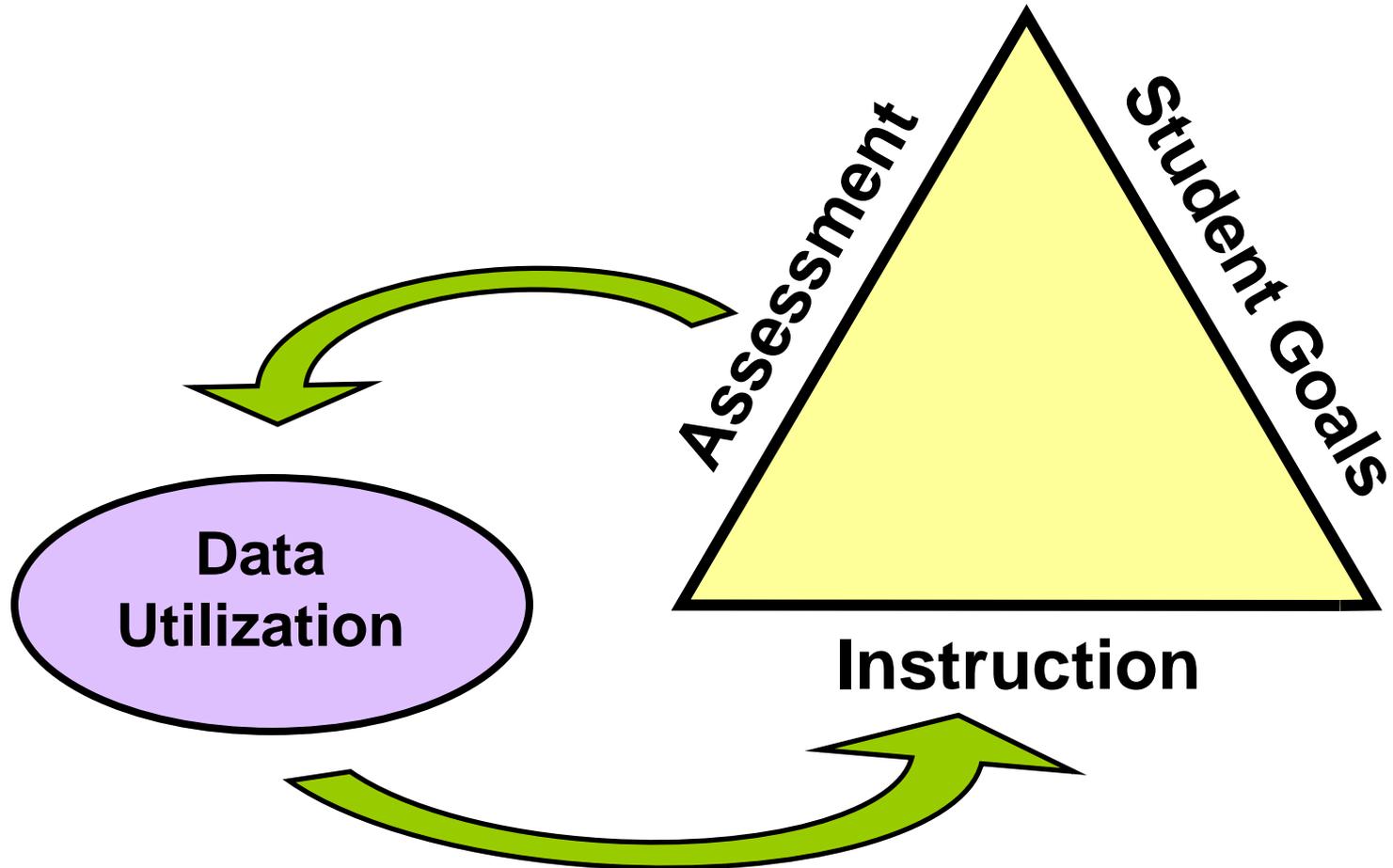
- Commitment to a higher purpose
  - Need of child vs. need of adult
- Loyalty to team
  - Making others look good even not present
- Team-orientation
- Celebrating team accomplishments

Source: Hannon, 2007, Collaboration Works, Inc.



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# Ongoing Cycle: Linking Assessment, Instruction, and Student Goals



**RTI Collaborative Teams** work to evaluate outcome data to inform instruction, to make school level and student goals, and to plan for professional development

# The team process looks a little different in every school.

The composition and number of collaborative teams needed will be based on the needs of

- students
- staff
- the local culture
- resources available
- size of school!



# RTI Team Skills and Knowledge

- Team members are knowledgeable about and capable of using the skills listed below:
  - Group processing
  - Effective classroom organization and management
  - Problem-solving and collaboration
  - Data collection/evaluation
  - Instructional adaptations and interventions
  - And.....



# RTI Team Skills and Knowledge

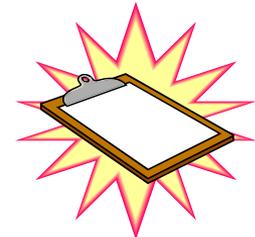
- In addition, team members should have knowledge and training in the following:
  - The Montana State Standards
  - Critical components of reading, math, written expression instruction
  - Culturally sensitive instructional issues
  - Evidence-based instructional materials and practices
  - Types of assessments and appropriate use
  - Availability of school and community resources
- Does any one person know all of this?



# Collaborative Teams

- Tier 1 Systems Level: Identify areas of need
  - Core curriculum
  - Interventions for specific skill deficits
  - Data management systems
  - Professional development
- Tiers 2 & 3 Student level: Identify student need
  - Students in need of supports in addition to the core curriculum in reading, math, social skills
  - Students in need of further evaluation
  - Monitoring of progress
  - Students who progress and can be EXITED from extra supports.

See Handout: Collaborative Teams, Example of RTI Teams



# Recommended RTI Steering Team Members

- School Principal
- General Education Teacher(s)
- Special Education Teacher
- Instructional Coach
- Data Coordinator
- School Psychologist
- School Counselor
- Parent
- Others



# Role of the Teams

- Define the problem
- Analyze why it is occurring
- Develop an intervention plan
  - based on data
- Monitor student progress
  - based on data
- Monitor fidelity of implementation
  - based on data
- Evaluate plan effectiveness
  - based on data



# Individual Meeting Roles

- RTI Teams are efficient and effective.
- Team meetings should be no more than 25-30 minutes when fully implemented.
- Roles are assigned to facilitate meetings
  - **Meeting Facilitator** - directs team through the meeting (should not be the Principal).
  - **Case Manager** - makes sure all stakeholders are invited and present; coordinates implementation of team decisions.
  - **Scribe** - takes notes and completes the RTI Intervention Plan document.
  - **Timekeeper** - redirects team to immediate focus of meeting; keeps and calls “time” for various meeting components in problem solving.



# Before the Team Meets: Problem Solving Team Referral

- Parent consultation
- Informal staff consultation
  - previous teacher, staff working with student, etc.
- Review CUM records:
  - prior SATs
  - support services (Title I, Speech, etc.)
  - discipline history
  - report cards
- Complete Problem Solving Team Referral



# Problem Solving Team Meeting

- Adhere to agenda/role responsibilities
- Define area of concern
- Develop strategies & interventions
- Define responsibilities
  - school, parent, teacher, student
- Schedule follow-up meeting
  - (6-10 weeks)



# Critical Elements for Meetings

- Purpose
- Attention to structure
  - Agenda
  - Topic outcomes
  - Content vs. process
- Clarity about meeting roles
- Meeting closure



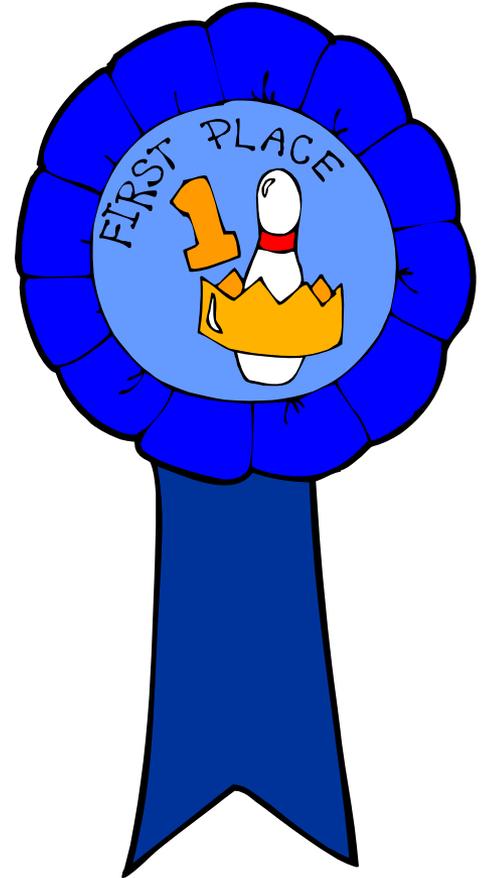
# Remembering the Basics

- Maintain confidentiality.
- Hold meetings in a timely manner (within two weeks of referral).
- Display agenda during meeting.
- Set clear time limits.
- Are responsive to staff and student needs.
- Access and use auxiliary personnel and other appropriate resources.
- Have members that represent a variety of experience and expertise: knowledge of classroom management, curriculum and instruction, and student motivation.
- Continue to stretch and grow.



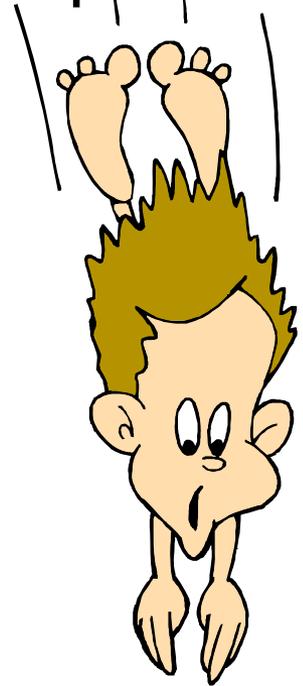
# Making Problem Solving Teams Work

- ✓ Leadership: Time and Perception
- ✓ Staff Assignments
- ✓ Training
- ✓ Intervention Implementation Assistance
- ✓ Intervention Integration
- ✓ Data Based Decision Making
- ✓ Structured Meeting Process



# Before You Jump In...

- ❑ Consider Building a Site Interventions Library
  - ☺ Not Everything Costs Money!
  - ☺ Survey Your Building, District, and/or Coop's:
    - 📁 Resources/Materials
    - 📁 Expertise
    - 📁 Volunteers
- ❑ Select and Train Progress Monitoring Tools
- ❑ Talk with others Using the Model
- ❑ Be Flexible in Defining Roles
- ❑ Share Responsibility



# Benefits of Problem Solving



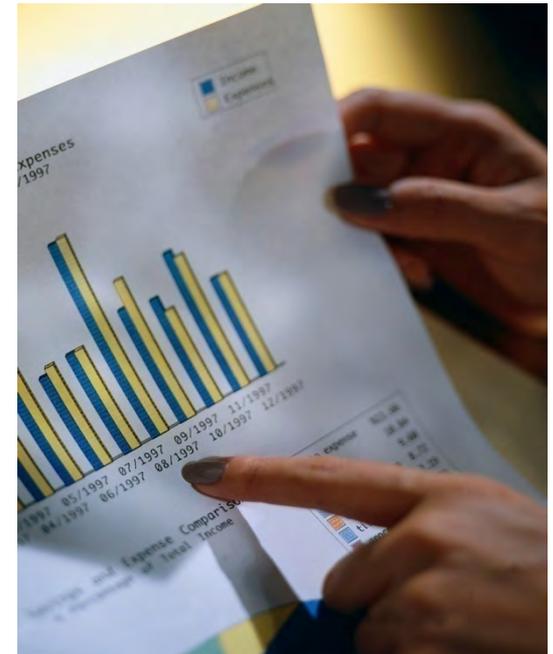
- ✓ Defines Levels of Need within a School
- ✓ Addresses Academic and Behavioral Problems
- ✓ Utilizes Research-Based Methods to Deliver Evidence-Based Instruction



# Critical Features of Problem Solving

Data...data....data...data...data....data...data...

- Data-driven decision making
- Problem Solving is:
  - Outcome focused
  - Data-driven
  - Links assessment to intervention
  - Context specific



# Time to Discuss & Decide

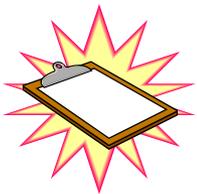
## Collaborative Team Activity

- Where are we now?

Compare your current Pre-Referral Team(s) to Problem-Solving Collaborative Teams in RTI

- What do we need to do differently?

Talk about potential changes for planning “Next Steps”



\*Use the Questions from the handout to help guide your discussion.



# Montana RTI Self Assessment

## Collaborative Teaming



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