ARIZONA DEPARTMENT OF
EDUCATION

Arizona Professional Learning Series for Creating Systems Change to Increase Literacy Achievement for All Students

Module 2
Collaboration

AZPLS   **Rooted in Systems Change**

Facilitator Guide

Module 2 Facilitator Guide

PROFESSIONAL LEARNING SERIES OVERVIEW

The purpose of Arizona's Professional Learning Series is to increase literacy achievement for all students. These comprehensive modules were created through funding from the State Personnel Development Grant, known as the SPDG, awarded to Arizona by the U.S. Department of Education, Office of Special Education Programs.

The focus is to close the gap in literacy achievement between students with specific learning disabilities and their peers without specific learning disabilities in grades 4–8. The foundation of the series is based on systems change, so the professional learning and implementation is schoolwide for grades K–8. The teaching and learning strategies presented in the modules work for all student populations in grades 4–8 and can be adapted and introduced in the primary grades.

The module progression builds to sustainable systems change. The organization of the modules, coaching, and implementation provide a supportive course to increasing knowledge, skills, and achievement. Everyone is aware and involved in the step-by-step process to accomplish the common use of specific teaching and learning strategies in every class.

MODULE 2

Module 2 focuses on the intentional collaboration of all general education teachers, special education teachers, content area teachers, parents, and students. Strategies are introduced to promote collaborative planning and support for all students.

USING THIS FACILITATOR GUIDE

This facilitator guide provides the information necessary to prepare for and facilitate the module. Prior to training, facilitators should:

1. Read the complete guide.

2. Preview videos, if included.

3. Prepare materials for activities.

4. Print posters, activity materials, and Action Planning Wall Headings.

MATERIALS:

Computer, projector, screen, and speakers
Tape, markers
Half sheets of paper
Action Planning Wall (chart paper or sticky wall)
Round Colored Stickers—8 for each participant

Optional: Tabletop Stands for Collaborative Team Norms

ANCHOR POSTERS: Print one each in color. *Anchor Posters 1–3 are from Module 1.*
It is recommended to laminate the Anchor Posters, as all will be used with every module.

Anchor Poster 1: Arizona Professional Learning Series Module Overview

Anchor Poster 2: Arizona English Language Arts Anchor Standards

Anchor Poster 3: Three Questions

Anchor Poster 4: Professional Learning Norms

POSTERS 5-8: Print one each for every Collaborative Team.

Poster 5: Collaborative Team

Poster 6: Staff Perception Survey Data Analysis

Poster 7: Students and Parents Perception Survey Data Analysis

PARTICIPANT PACKET: Print one complete packet per participant. Handouts are included.

Participant Packet with Handouts and Collaborative Team Process and Tools

Collaborative Team Process and Tools provides information and examples for effective planning.

ACTION PLANNING HEADINGS: Print one each.

Collaborative Teams   Staff, Student, and Parent Perceptions   Parent Meetings

TEAM NORMS: *Print one template for each team.*

Team Norms Template

TEAM ROLE CARDS: Print on cardstock. *Team role cards should be printed once and saved for future use in every module professional learning and team meeting.*

Facilitator: Print one for each team.

Reporter: Print one for each team.

Recorder: Print one for each team.

Timekeeper: Print one for each team.

Engaged Participant: Print one for every team member.

PROFESSIONAL LEARNING SURVEY

Professional Learning Survey: *Optional*

ACTIVITY PREPARATION

Activity 1—Slide 2: Professional Learning Norms

Anchor Poster 4: Professional Learning Norms should be displayed. Go over the norms on the poster. Ask if anyone would like to add something. Add anything that is proposed and has consensus. Ask for agreement from the group for the final list.

Activity 2—Slide 6: Literacy Connections
Teams review Handout 2: Arizona English Language Arts Anchor Standards. Using Handout 3A: Beginning Connection to Arizona K-12 ELA Anchor Standards K–3 or Handout 3B: Beginning Connection to Arizona K–12 ELA Anchor Standards 4–8, individuals write down six literacy skills all students need to succeed in their classes.

Activity 3—Slide 6: Round Robin Discussions
Each team engages in a round robin discussion to share the literacy skills team members identified and why students need those skills in their classes. Teams connect the commonalities among their team members.

Activity 4—Slide 7: Team Connections
Teams go to a Collaborative Team poster and identify their grade level and team members. They brainstorm how each team member contributes to the literacy achievement of all students in their grade. Reporters share discovered commonalities. Tie in the team connection by sharing the collective mantra in the center of the poster.

Activity 5—Slide 10: Creating Meeting Process Norms
Activity 1 established professional learning norms through an abbreviated process. For teams, it is important that norms are jointly developed and owned by each team member. Since the Collaborative Teams are new, each team needs to develop meeting process norms. Teams use Handout 4: Creating Meeting Process Norms to brainstorm norms they would like to have. When they agree on norms, a team member should add them to the template at their tables. Each team appoints someone to be in charge of bringing the norms to every Collaborative Team meeting and module professional learning.

Activity 6—Slide 10: Collaboration Skills
Individuals take a preliminary inventory of the seven skills in Handout 5: Collaboration Skills. Partners share the levels of where they are now with each norm. Participants return to this handout in Slide 20 to actually rate their levels of collaboration during this professional learning and identify areas that may need improvement.

Activity 7—Slide 11: Team Role Cards
Using Handout 6: Team Structure, teams discuss the importance of having team roles and responsibilities to support a solid Collaborative Team structure. Each team selects one Facilitator, one Recorder, one Reporter, and one Timekeeper. To assign roles, the team members will add the ten digits of their phone numbers. The team member with the highest number is assigned the role of the Facilitator. The person with the lowest number is the Recorder. Next, they will use the sum of their seven-digit phone number to identify the Reporter and Timekeeper. The remaining team members will be Engaged Participants. Team members set their respective Team Role Cards in front of them and assume those roles throughout the professional learning.

Activity 8—Slide 11: Collaborative Team Survey
Teams review Handout 7: Collaborative Team Survey and determine how their teams work collaboratively through Infrastructure, Structure and Process. Facilitators guide teams through

discussion of each section and find consensus for each question.

Activity 9—Slide 11: Action Planning
Teams decide if any action plan items relating to the whole school are needed. Using the half sheets of paper and markers, Recorders add their teams' thoughts under the Action Planning Wall Heading: Collaborative Teams on the Action Planning Wall.

Activities 10–12 Note: *Prior to this professional learning, collect the data from the staff, student, and parent surveys from the previous module. Fill in the result percentages for each survey item on Handout 8: Inclusive Practices and Collaboration Staff Perception Survey Results; Handout 10A: Student Perception Survey Results Grades K–2; Handout 10B: Student Perception Survey Results Grades 3–8; and Handout 11: Parent Perception Survey.*

Activity 10—Slide 15: Staff Perception Survey Data Analysis
Using results in Handout 8: Inclusive Practices and Collaboration Staff Perception Survey, teams identify overall strengths and opportunities for growth. Individuals take notes on Handout 9: Staff Perception Survey Data Analysis. Teams prioritize actionable items for schoolwide change and add the top three in each category to Poster 6: Staff Perception Survey Data Analysis.

Activity 11—Slide 16 Student Perception Survey Data Analysis
Using results in Handout 10A: Student Perception Survey Results Grades K–2 and Handout 10B: Student Perception Survey Results Grades 3–8, teams identify overall strengths and opportunities for growth. Individuals take notes on the upper half of Handout 12: Student and Parent Perception Survey Data Analysis. Teams prioritize actionable items for schoolwide change and add the top three in each category to the upper half of Poster 7: Students and Parents Perception Survey Data Analysis.

Activity 12—Slide 17 Parent Perception Survey Results
Using the results in Handout 11: Parent Perception Survey Results, teams identify overall strengths and opportunities for growth. Individuals take notes on the lower half of Handout 12: Student and Parent Perception Survey Data Analysis. Teams prioritize actionable items for schoolwide change and add the top three in each category to the lower half of Poster 7: Students and Parents Perception Survey Data Analysis.

Activity 13—Slide 18: Gallery Walk
Facilitate a gallery walk to view all grade level results. Participants use the round colored stickers to mark one response they feel is the highest priority for improvement in each section. After the professional learning, they can use this information for teachers, Collaborative Teams, and the entire school staff to improve perceptions of inclusionary practices during the year.

Activity 14—Slide 18: Action Planning
Using the half sheets of paper and markers, the Coach adds the highest priority needs for improvement from the gallery walk under the Action Planning Wall Heading: Staff, Student, and Parent Perceptions on the Action Planning Wall.

Activity 15—Slide 19: Action Planning
Teams discuss AZPLS parent collaboration and determine the support needed to engage at this level. Recorders write the top two needs on the half sheets of paper provided and add them under the Action Planning Wall Heading: Parent Meetings on the Action Planning Wall.

Activity 16—Slide 20: Collaboration Skills
Individuals return to Handout 5: Collaboration Skills and complete the checklist to rate their levels of collaboration during this professional learning. Teams discuss how each person's participation can support each other.

Action Planning Note: Action planning begins during professional learning, so all staff have input. Teams discuss each topic, and Recorders add their teams' needs under the headings. It is a good idea to take pictures of the final Action Planning Wall to provide a visual aid when the BLT creates the formal action plan to share with staff and the DLT. A detailed explanation of action planning can be found in the Action Planning Guide.

ROOM SETUP
Set up computer, projector, screen, and speakers.

Hang Anchor Posters 1–4 in front of room. *Note: These four Anchor Posters will be used at every module professional learning.*

Hang Posters 5–7 for each Collaborative Team.

Note: You will need additional wall space for Activities 9–12. Each Collaborative Team has three posters. Posters 6 is two pages for Staff Perception Survey Data Analysis and Poster 7 is one page combining Student and Parent Perception Survey Data Analysis. Also, participants need room to complete Activity 12—Gallery Walk. If your room does not offer enough space, you might consider using the hallway or another appropriate space.

Hang Action Planning Wall (chart paper or sticky wall) with the three Action Planning Wall Headings.

Set up tables with Participant Packets, Collaborative Team Norms template, Role Cards, half sheets of paper, markers, tape, and eight round color stickers per participant.

Seat participants by grade level teams. Content area teachers, special education teachers, and special area teachers should sit with the grade level they support most often.

REFERENCES
Arizona Promising Practices
This website provides research to practice guidelines, strategies, and resources to support Arizona professionals and parents in improving results for students with disabilities.

AGENDA OUTLINE

The following table provides an outline of the agenda for the professional learning session. It includes timing, slide numbers, activities, and materials. The outline provides facilitators with a big-picture view of this professional learning and activities. Total time estimate: 4 hours

Agenda Items	Time	Slides	Activities	Materials
Welcome Introductions Establish Norms	10 minutes	1–2	Activity 1: Professional Learning Norms	Anchor Poster 4: Professional Learning Norms
Arizona Professional Learning Series Module Overview	10 minutes	3–5		Anchor Poster 1: Arizona Professional Learning Series Module Overview Handout 1: Arizona Professional Learning Series Module Overview Anchor Poster 3: Three Questions
Literacy Connections to the Arizona English Language Arts Anchor Standards	30 minutes	6–7	Activity 2: Literacy Connections Activity 3: Round Robin Discussion Activity 4: Team Connections	Anchor Poster 2: Arizona English Language Arts Anchor Standards Handout 2: Arizona English Language Arts Anchor Standards Handouts 3A and 3B: Beginning Connection to Arizona K–12 ELA Anchor Standards Poster 5: Collaborative Team
Intentional Collaboration	5 minutes	8–9		Anchor Poster 3: Three Questions
Team Norms Individual Skills	15 minutes	10	Activity 5: Creating Meeting Process Norms Activity 6: Collaboration Skills	Handout 4: Creating Meeting Process Norms Team Norms Template Handout 5: Collaboration Skills
Team Structure	30 minutes	11–13	Activity 7: Team Role Cards	Handout 6: Team Structure Team Role Cards

Team Survey			Activity 8: Collaborative Team Survey	Handout 7: Collaborative Team Survey
Action Planning			Activity 9: Action Planning	Action Planning Wall Heading: Collaborative Teams
Perceptions Survey Data Analysis	Staff 30 minutes	14–17	Activity 10: Staff Perception Survey Data Analysis	Handout 8: Inclusive Practices and Collaboration Staff Perception Survey Results Handout 9: Staff Perception Survey Data Analysis Poster 6: Staff Perception Survey Data Analysis
	Students 15 minutes		Activity 11: Student Perception Survey Data Analysis	Handout 10A: Student Perception Survey Results Grades K–2 Handout 10B: Student Perception Survey Results Grades 3–8 Upper half of Handout 12: Student and Parent Perception Survey Data Analysis Upper Half of Poster 7: Student and Parent Perception Survey Data Analysis
	Parents 15 minutes		Activity 12: Parent Perception Survey Data Analysis	Handout 11: Parent Perception Survey Results Lower half of Handout 12: Student and Parent Perception Survey Data Analysis Lower Half of Poster 7: Student and Parent Perception Survey Data Analysis
Gallery Walk	20 minutes	18	Activity 13: Gallery Walk	Gallery Walk

Action Planning			Activity 14: Action Planning	Action Planning Wall Heading: Staff, Student, and Parent Perceptions
Action Planning	10 minutes	19	Activity 15: Action Planning	Action Planning Wall Heading: Parent Meetings
Collaboration Skills	10 minutes	20	Activity 16: Collaboration Skills	Handout 5: Collaboration Skills
Wrap Up	15 minutes	21–23		Handout 13: Module 2 Action Plan
Professional Learning Survey *Optional*	5 minutes	n/a		Professional Learning Survey

Arizona Professional Learning Series: Module 2
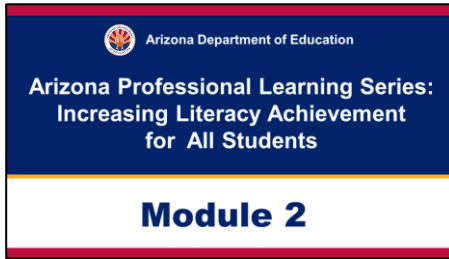
Slide 1	
	Have this slide showing as participants arrive. Remind participants their Participant Packet with handouts will be used throughout the professional learning for note taking and activities. **Explain:** Today, we are building a foundation for schoolwide systems change that will support increased literacy achievement for all students. That foundation will be reinforced by strategies of intentional collaboration with all staff, parents, and students.

Slide 2	
	Activity 1: Professional Learning Norms. Refer to Anchor Poster 4: Professional Learning Norms. Add proposed norms if they have group consensus. **Explain:** Process norms set ground rules or expectations on how people treat each other at a meeting or professional learning. The AZPLS norms focus on respecting all participants. Look over the norms listed on the poster. Are there additional norms you would like to discuss? Please raise your hand if you agree with the norms we have.
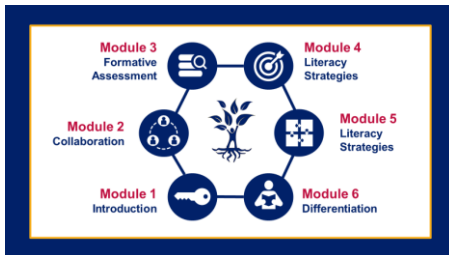
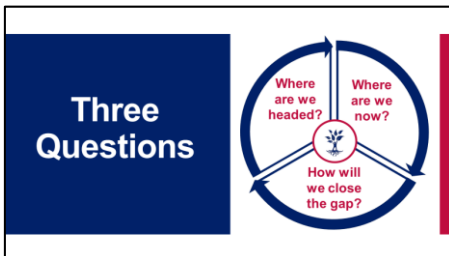| Slide 3	
	Describe module content and progression. Refer to Anchor Poster 1. Participants have the same information in Handout 1: Arizona Professional Learning Series Module Overview. **Explain:** As we learned in Module 1, there is a well-planned progression of the AZPLS modules. The organization of the modules, implementation, and coaching provide a supportive process to increasing knowledge, skills, and achievement. Everyone is aware and involved in the step-by-step process to accomplish the common use of specific teaching and learning strategies in every class. **Handout 1: Arizona Professional Learning Series Module Overview** is the brief outline of the modules and indicates how they build on each other. Modules 1 and 2 outline the frameworks for your systems change that will lead to increased literacy achievement for every student. You will learn the importance of including your entire school community in creating a culture that supports high expectations for all. You will apply strategies of intentional collaboration to support your teamwork for collective learning and implementation. You will identify how inclusive collaboration connects every teacher to your AZPLS work. Module 3 identifies the formative assessment dimensions with learning goals, criteria for success, and strategies to move learning forward for all students. Ongoing classroom data will drive instruction, and your implementation will be supported by your Collaborative Team and your coach.

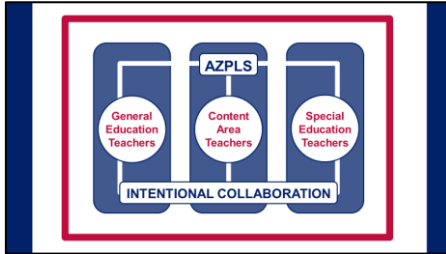|	Modules 4 and 5 continue the systems change process by introducing and collaboratively using fundamental literacy strategies to support all students and increase their achievement in all disciplines. Strategies will strengthen vocabulary, comprehension, higher-level questioning, and discussion skills.
	Module 6 examines inclusive practices to meet the needs of all learners by designing your planning and instruction to include differentiated content, process, and product.
	By the end of this professional learning series, you will have gained the knowledge and skills to impact literacy learning for every student in all classrooms across your campus.
Slide 4 	*Refer to Anchor Poster 3. Identify how the Three Questions will frame the work.* **Explain:** The AZPLS modules map a journey to sustainable implementation and systems change. Throughout the journey, remember that this professional learning series is not a product. It is a process to guide and assist you in building your foundation for systems change. This foundation is necessary to support your step-by-step strategic learning and implementation towards the goal of increasing literacy achievement for all students. Throughout each module, we will be centering on the three big questions. • To identify our desired reality, the question is: Where are we headed? • To identify the current reality, the question is: Where are we now? • To make the current reality our desired reality, the question is: How will we close the gap? These same questions are used to identify the overall AZPLS foundation. • Where are we headed? Increasing literacy achievement for all students, including students with specific learning disabilities. • Where are we now? There is a gap in literacy achievement between students with specific learning disabilities and students without specific learning disabilities. • How will we close the gap? We will follow the AZPLS professional learning plan of schoolwide systems change and implement specific strategies that will increase literacy

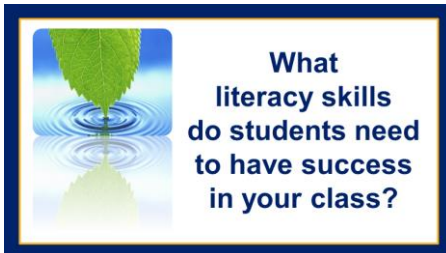|	
	achievement for students with specific learning disabilities. These strategies will also increase literacy achievement for all students.
Slide 5 	**Explain:** Before we go on, let's clarify why each of you are here. Systems change should include the whole school to be most effective. It supports a new way a school does business, so everyone should be included. For instance, today's module is on collaborating and connecting. This definitely can and should involve every grade level. Today, we will begin the process of all teachers working together to achieve the same goals for all students. You may wonder: If this professional learning is to increase literacy achievement for students with specific learning disabilities, isn't this just for special education teachers? No. Students with specific learning disabilities, along with other specific groups of students, should be spending most of their day in general education classrooms. The responsibility for educating all students is the responsibility of all teachers. Another question may be: If this is to increase literacy achievement, why am I here? I don't teach reading. Content teachers are here because students must use literacy skills in every class. We will identify the connections to content areas with the Arizona English Language Arts Anchor Standards. As we move through the modules, connections and examples will be identified for literacy strategy use in content areas.
Slide 6 	*Activity 2: Literacy Connections. Identify the connection of the Arizona English Language Arts Anchor Standards to literacy skills needed for success. Refer to Anchor Poster 2. Participants have the same information in Handout 2: Arizona English Language Arts Anchor Standards.* *Activity 3: Round Robin Discussions. Use Handouts 3A (K–3) and 3B (4–8): Beginning Connection to Arizona K–12 ELA Anchor Standards for team discussions. After a round robin discussion, teams share commonalities with the whole group.* **Explain:** Let's look further into this. Take a moment to identify literacy connections in your classes. Review **Handout 2: Arizona English Language Arts Anchor Standards**. Then, using **Handout 3A or 3B: Beginning Connection to Arizona K–12 ELA Anchor Standards**, write down six literacy skills all students need to succeed in your class.

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	Now, do a round robin within your team to share the literacy skills you identified and why students need those skills in your class. Connect the commonalities within your team. After building your collaborative foundation, we will solidify this connection throughout the modules.
Slide 7 	*Activity 4: Team Connections. Use Poster 5: Collaborative Team for each team to identify the different team members' positions and how they can work together. Have each team share out any commonalities discovered.* **Explain:** The Collaborative Teams may be different than teams you have worked with in the past. Your group members will be equally working together to learn and implement strategies that will support inclusionary practices to increase literacy achievement for all students. Inclusionary practices bring general education teachers, special education teachers, and content area teachers together in teaching all students. Together, you will learn strategies that support every student in all classes. Research studies show that schools that support teacher collaboration tend to have higher student achievement than less collaborative schools (Spencer Foundation, 2017). According to John Hattie (2012), collective teacher efficacy has the greatest impact on student achievement, even higher than factors like teacher-student relationships, home environment, or parental involvement. Let's examine who your team members are and how you can connect to inspire growth and change in your students. Use the **Collaborative Team poster** to identify your grade level and team members. Brainstorm how each of you contribute to the literacy achievement of all students in your grade. *After the teams share out commonalities discovered, make the connection:* The collective mantra in the center of the poster supports our direction. Coming together is the beginning. The AZPLS unites grade level Collaborative Team members in a unique way to increase literacy achievement for all students. Keeping together is progress. The AZPLS will support your teams in the work ahead and guide your collaborative work. Working together is success. Throughout the AZPLS, your team will increase literacy achievement for every student through implementing specific strategies.
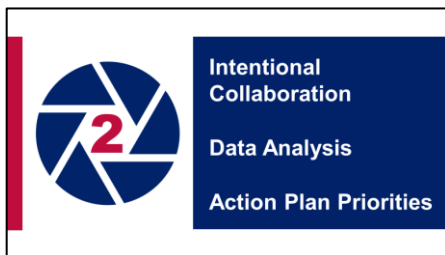
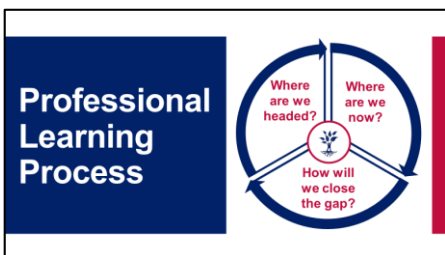| Slide 8	*Refer to the Action Planning Wall. Explain how teachers have a voice in making systems change through the action planning process.*
Intentional Collaboration **Data Analysis** **Action Plan Priorities**	**Explain:** Today's focus is on intentional collaboration, data analysis, and action plan priorities for supporting inclusive practices. This is the beginning of the step-by-step systems change process that will lead to increased literacy achievement for all students. We need to start with a solid base. This is your Collaborative Team. Each team includes all staff members who work with a specific grade level. This supports a working partnership with general education teachers, including content area teachers, and special education teachers. Intentional collaboration is foundational to the AZPLS. Throughout the professional learning series and your implementation work, you will be working with your Collaborative Team members. Today, you will be setting the intention of your process and your work. There needs to be a recurring common time for each Collaborative Team to meet. After today, your team time will include planning implementation of module strategies, analyzing specific data, providing support for each other, and celebrating your successes. Throughout this process, our AZPLS Coach will provide guidance and support for teams and individuals. The coach is receiving additional training to be fully able to scaffold your implementation needs. Today, our data analysis is examining the results of the staff, student, and parent surveys for perceptions of inclusive practices. This will serve as your baseline, as you work towards improving these practices and perceptions. Finally, at specific points during today's module, you will clarify action items for this module. Everyone will have input as to what the action plan should include. From that input, the Building Leadership Team will create and share the formal action plan with you. Everyone will be responsible for implementation and will be supported by the Building Leadership Team and AZPLS Coach.
Slide 9	*Refer to Anchor Poster 3: Three Questions.*
Professional Learning Process Where are we headed? Where are we now? How will we close the gap?	**Explain:** Using our three big questions throughout the modules is a simple way to stay focused on our learning and implementation needs. Let's identify where we are headed regarding our module topic. Established, high performing Collaborative Teams are implementing intentional and inclusive collaboration practices. This

	work supports sustainable systems change to increase literacy achievement for all students, including students with specific learning disabilities, and improves perceptions of inclusiveness from our school community. Where are we now regarding our topic? Today, we are building a foundation for systems change. How will we close the gap? We will create team structures and processes that are necessary foundations for intentional and inclusive Collaborative Teams. We will analyze the perceptions of inclusiveness from our school community to establish a baseline and beginning actions for improvement.
Slide 10 **Team Norms** **Individual Skills**	*Activity 5: Creating Meeting Process Norms. Handout 4: Creating Meeting Process Norms. Teams collaboratively create norms to bring to every professional learning and add to Team Norms template. Highlight the importance of process norms. Activity 6: Collaboration Skills. Handout 5: Collaboration Skills.* **Explain:** The Collaborative Teams will follow set individual and group practices that are known for resulting in successful outcomes. Keep in mind that after each AZPLS professional learning you will be implementing the strategies learned. To do that, your Collaborative Team will have work to do. Meeting practices will help you accomplish that in the most efficient and effective way. Earlier, we established training norms in an abbreviated process. For your teams, it is important that norms are jointly developed and owned by each team member. Since the Collaborative Teams are new, you will need to develop team meeting process norms. Use **Handout 4: Creating Meeting Process Norms** to brainstorm the norms you would like to have. When you have agreed on your norms, add them to the template on your table. Choose someone to oversee bringing the norms to every meeting and module professional learning. Now, let's briefly look at **Handout 5: Collaboration Skills**. You will find the seven skills of collaborative work. These are to help each of you reach your highest individual collaborative level that will lead to maximum collaborative team results. Before we move on, take a preliminary inventory of the seven skills. Turn to a partner and share what level you think you are with each norm. Later today, you will use the checklist to rate your own level of collaboration in today's professional learning and identify areas that may need improvement. Continuing to use this checklist in the future will ensure you will be participating at a level to best assist your team.

	Remember that developing these skills take work, and teams that practice these skills work most effectively. You should review your level of collaboration skills after each Collaborative Team meeting.
Slide 11 Team Structure Team Survey	*Activity 7: Team Role Cards. Use Handout 6: Team Structure and Team Role Cards placed in center of tables to actively engage team members in determining their roles for today.* *Activity 8: Collaborative Team Survey. Teams use Handout 7: Collaborative Team Survey to determine baseline data. Teams complete one document to be given to the AZPLS Coach. The baseline data will be used to compare trends found in quarterly data collections throughout the school year.* *After the activities, explain that schoolwide structures and forms already in place can be used. If all structures are not in place, there is a Collaborative Team Process and Tools guide in the Participant Packet after the handouts. Teams can use this to find more information, forms, and examples.* *Activity 9: Action Planning. Remind teachers of their voice in the process of action planning to make schoolwide change. Using the data from the Collaborative Team Surveys, teachers determine needs and add under the Action Planning Wall Heading: Collaborative Teams.* *Summarize the items on the Action Planning Wall. Discuss how the Building Leadership Team will use these items to prioritize a schoolwide focus to enhance the Collaborative Team process around infrastructure, structure, and process.* **Explain:** Using **Handout 6: Team Structure**, discuss the importance of having team roles and responsibilities to support a solid Collaborative Team structure. For the rest of our training today, each team needs to have a Facilitator to keep everyone on task, a Recorder to record the team's activities, a Reporter to report out group information, and a Timekeeper to monitor times for each activity. All other team members will be actively engaged in the group's work. To assign roles, add the ten digits of your phone number. The team member with the highest number is assigned the role of the Facilitator. The person with the lowest number is the Recorder. Next, use the sum of your seven-digit phone number to identify the Reporter and Timekeeper. The remaining team members will be Engaged Participants. There are Role Cards in the center of your tables. Take the card that represents your role for today and place it in front of you. Choose someone to oversee bringing the Role Cards to every Collaborative Team meeting and module professional learning. You will be changing roles each time you use the role cards. **Handout 7: Collaborative Team Survey** will help you attain the

| | highest level of structure for your Collaborative Teams. Let's establish a baseline for your team by completing the survey now. Review the document and determine how your team works collaboratively through Infrastructure, Structure and Process.

Timekeepers, set the timer for 25 minutes and notify the Facilitator at the 10-minute mark and 20-minute mark.

Facilitators, guide your team through discussion of each section and find consensus for each question. When you are finished, have the team decide if you need to create any action plan items that relate to the whole school. If you have more than one, narrow your list to the one with the highest priority.

Recorders, keep track of the final consensus for each question. When your team decides on an action plan item, write it on a half sheet of paper in the center of your table. Add it under the **Action Planning Wall Heading: Collaborative Teams**.

Reporters, you will share out key findings from your team's reflection and discuss the action item the team selected that relates to the whole school. |
|---|---|
| **Slide 12**
 | **Explain:**
The Summary of Evidence in Inclusive Education (Hehir, Grindal, Freeman, Lamoreau, Borquaye, and Burke, 2016), provides strong evidence that supports positive outcomes of including students with disabilities in the general education setting. Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too (Dupuis, Barclay, Holmes, Platt, Shaha, & Lewis, 2006; Alquraini & Gut, 2012).

The summary also reports that while teachers may support inclusion, they question their own ability to teach in an inclusive classroom. One large study conducted in the United States indicates that around one-fifth of general education teachers who teach students with disabilities report that they do not have adequate support, and one-third feel that they were not adequately trained to support students with disabilities in their classrooms. The report continues with studies that support teachers' attitudes towards inclusion change when provided proper training.

The AZPLS professional learning will provide you with specific instructional strategies to support all students, including students with specific learning disabilities. You will learn to see your classroom as a place where every student reaches the highest potential for learning. No one group is singled out or looked at separately when planning instruction. You will truly have high expectations for all students, and your students will perform at a higher rate of literacy achievement. |
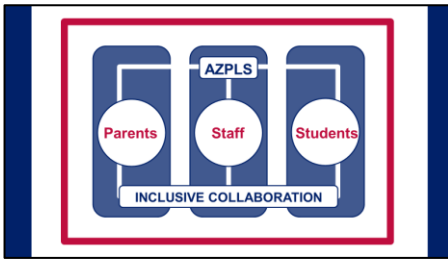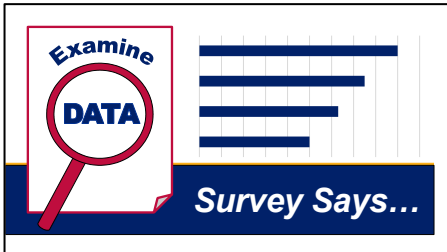
Slide 13 	**Explain:** Inclusive collaboration means valuing others' differences while working together. This is an expansion of our inclusive community culture of high expectations for all students. The starting point to determine our level of inclusive collaboration was the staff, student, and parent perception surveys our school community completed prior to this training. Today, we are going to analyze the survey results to identify how everyone perceives inclusive practices in our school. It will establish a baseline and a guideline for sustaining positive inclusive collaboration where all means all.
Slide 14 	**Explain:** In order to see what inclusion looks like at our school site, surveys were given to students, parents of students, and staff working with students. The survey data will serve as a baseline to calculate growth over the course of implementation. The survey asked questions about inclusive practices that support students with specific learning disabilities, instructional practices, and barriers to including students with specific learning disabilities in the general education setting. It also asked questions that specifically address collaboration between general education and special education. All of these areas are essential to supporting every student, including students with specific learning disabilities, and will continue to be addressed in future modules. We will review the surveys in three rounds examining one survey at a time.
Slide 15 	*Activity 10: Staff Perception Survey Results. Teams use Handout 8: Inclusive Practices and Collaboration Staff Perception Survey Results to analyze the data and record their individual notes on Handout 9: Staff Perception Survey Data Analysis.* *Teams discuss and prioritize actionable items for schoolwide change. The top three results for each section are added to Poster 6: Staff Perception Survey Data Analysis.* **Explain:** Let's start with **Handout 8: Inclusive Practices and Collaboration Staff Perception Survey Results**. As a team, discuss the results identifying overall strengths and opportunities for growth. You can take notes on **Handout 9: Staff Perception Survey Data Analysis**. Prioritize actionable items for schoolwide change and add the top three in each category to **Poster 6: Staff Perception Survey Data Analysis**.

Slide 16 	*Activity 11: Student Perception Survey Results. Teams use Handout 10A: Student Perception Survey Results Grades K–2 and Handout 10B: Student Perception Survey Results Grades 3–8, to analyze the data and record their individual notes on the upper half of Handout 12: Student and Parent Perception Survey Data Analysis.* *Teams discuss and prioritize actionable items for schoolwide change. The top three results for each section are added to the upper half of Poster 7: Student and Parent Perception Survey Data Analysis.* **Explain:** Review your students' results with **Handout 10A: Student Perception Survey Results Grades K–2** and **Handout 10B: Student Perception Survey Results Grades 3–8**. As a team, discuss the results identifying overall strengths and opportunities for growth. You can take notes on the upper half of **Handout 12***:* **Student and Parent Perception Survey Data Analysis**. Prioritize actionable items for schoolwide change and add the top three in each category to the upper half of **Poster 7: Student and Parent Perception Survey Data Analysis**.
Slide 17 	*Activity 12: Parent Perception Survey Results. Teams use Handout 11: Parent Perception Survey Results, to analyze the data and record their individual notes on the lower half of Handout 12: Student and Parent Perception Survey Data Analysis.* *Teams discuss and prioritize actionable items for schoolwide change. The top three results for each section are added to the lower half of Poster 7: Student and Parent Perception Survey Data Analysis.* **Explain:** Review the parent results with **Handout 11: Parent Perception Survey Results**. As a team, discuss the results identifying overall strengths and opportunities for growth. You can take notes on the lower half of **Handout 12***:* **Student and Parent Perception Survey Data Analysis**. Prioritize actionable items for schoolwide change and add the top three in each category to the lower half of **Poster 7: Student and Parent Perception Survey Data Analysis**.
Slide 18 	*Activity 13: Gallery Walk. Participants walk around and review the Staff, Student, and Parent posters. They place one sticker on each section designating their choice for highest priority. Each table should have enough round stickers for every participant to have eight (one for each section).* *Activity 14: Action Planning. Using the data from the Staff, Student, and Parent Posters, the coach writes the designated high priority needs on half sheets of paper and adds them under the Action*

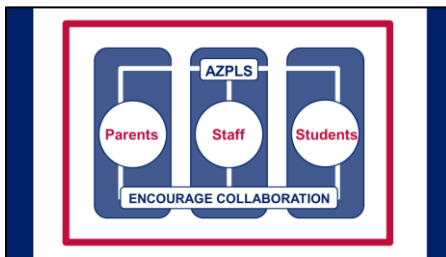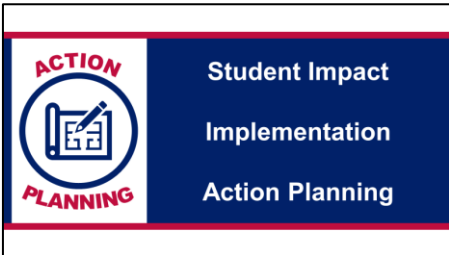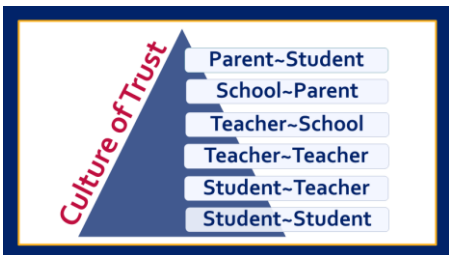|	
	Planning Wall Heading: Staff/Student/Parent Perceptions.
	Summarize the items under the Action Planning Wall Heading: Staff/Student/ Parent Perceptions. Discuss how the Building Leadership Team will use these items to prioritize a schoolwide focus to enhance perceptions of inclusionary practices and the school culture.
	Explain: Let's expand your inclusive team collaboration into whole school inclusive collaboration with a gallery walk. Please take eight round stickers with you. The stickers are in the center of your table. As you review the posters, place a sticker next to one response in each section that you think has the highest priority.
	After the gallery walk: The Coach is adding the highest priority needs under the **Action Planning Wall Heading: Staff/Student/Parent Perceptions**. This information will be used to create a schoolwide focus for enhancing perceptions of inclusionary practices and the school culture.
Slide 19 	*Activity 15: Action Planning. Clarify the connection of parent collaboration to the professional learning of the AZPLS. The goal is to create a positive, academic collaboration between school and home.*
	Facilitate discussion of parent collaboration and support needed. Collaborative Teams determine needs, write the top two on half sheets of paper, and add under the Action Wall Heading: Parent Meetings.
	If a date has been set for the first Parent Meeting, share this and the expectation of all staff to actively participate. If a date has not been set, determine who will set the date.
	Explain: To further support our partnership goals and encourage whole school collaboration, the AZPLS provides a unique family collaboration feature. Each module has a coordinating parent module. The focus of each module and specific strategies will be shared at an AZPLS Parent Meeting. These strategies will be the same strategies we will learn and implement with our students.
	Parents will actively participate in learning the strategies to use at home to support their children. This collaborative work will provide a strong connection between school and home and ongoing support for our students' learning.
	All parents should be invited and encouraged to bring their children to participate with them. It is important that all staff members attend to show commitment to the AZPLS and increasing literacy achievement for all students.
	As a team, discuss this parent collaboration and determine the

	support you need to engage at this level. Write your top two needs on the half sheets of paper provided. Add them under the **Action Wall Heading: Parent Meetings**.
Slide 20 	*Activity 16: Collaboration Skills. Participants revisit Handout 5: Collaboration Skills. This time they should fill out the checklist to identify their collaboration skill levels. A team discussion reflects on how participation in the Collaborative Team supported each other.* **Explain:** Today, you have participated in many collaborative activities. Take a moment to reflect on your personal collaboration skills. Go back to **Handout 5: Collaboration Skills** and complete the checklist. Then, discuss how each team member's participation supported the work today.
Slide 21 	*Refer to Handout 13: Module 2 Action Plan. The Building Leadership Team will use this final form to generate the action plan focus items from the discussion and key items shared by the teachers.* **Explain:** You have created foundations to support your AZPLS work and analyzed baseline data for perceptions of inclusionary practices in our school. As we look across the Action Planning Wall, you see your input for what is needed to move forward. Our Building Leadership Team will review the input and synthesize the information to create measurable action plan items for Module 2, using the format of **Handout 13: Module 2 Action Plan**. The final Module 2 Action Plan will be shared with every team. These are the items that everyone will work toward while implementing specific module strategies. Our coach will develop a planned focus to support job-embedded professional growth in the areas outlined.
Slide 22 	**Explain:** The integration of everyone in the school community is the backbone of AZPLS success and stems from a schoolwide culture of trust. Research supports successful systems change to increase student achievement is built on trust (Bryk and Schneider, 2002). This trust means everyone can openly discuss their thoughts without any worry or fear to collectively identify where they are, where they want to be, and how will they close the gap for any issue. Within the AZPLS school community, there is a common belief of high expectations for all students. This universal principle fosters a trusting relationship between staff and parents. As partners in supporting the increase of literacy achievement for all students, a bond is established. School leaders promote a safe culture, model integrity in

	relationships, encourage open discussion, and advocate for shared decision-making. Their support allows teachers the freedom to express and implement ideas without any fear. The principle ensures everyone that they have a voice that should be heard. This support is necessary for AZPLS Collaborative Teams to prosper in increasing literacy achievement for all students. The key is real collaborative efforts that result in decisions that will build the systems change to support increased achievement. It is much more than just getting together or discussing a specific topic. To be an effective Collaborative Team, the team must follow the established norms, roles, procedures, and processes. This is a truly safe environment to express opinions, and suggestions lead to effective and lasting results. Research indicates that trusting relationships between students and teachers can support students' engagement, wellbeing, and identification with their school. Teachers must treat all students respectfully, scaffold different learning needs, implement collaborative learning activities, and provide a safe, open learning environment. This visible support and positive practices will automatically transfer to the students and their relationships with each other. They will be able to recognize, respect, and support individual strengths and needs. They will be able to support each other in collaborative learning and their collective endeavors will contribute to an increase in achievement for all students.
Slide 23 Seeds of Collaboration Are Sprouting!	**Explain:** It takes collaboration of the entire school community of staff, students, and parents to increase literacy achievement for all students. Your collective collaboration supports the growth of all students. The AZPLS is rooted in systems change, and now the seeds of collaboration are sprouting!
Slide 24 Arizona Department of Education Exceptional Student Services	*Optional Professional Learning Survey: Ask participants to complete surveys before they leave.*