



ARIZONA DEPARTMENT OF
EDUCATION

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

Module 2

Collaboration




Participant Packet

Table of Contents

	Page
Slides and Notes	1
Handout 1: Arizona Professional Learning Series Module Overview.....	7
Handout 2: Arizona English Language Arts Anchor Standards.....	8
Handout 3A: Beginning Connection to Arizona K-12 ELA Anchor Standards K–3.....	9
Handout 3B: Beginning Connection to Arizona K-12 ELA Anchor Standards 4–8.....	10
Handout 4: Creating Meeting Process Norms.....	11
Handout 5: Collaboration Skills.....	12
Handout 6: Team Structure.....	13
Handout 7: Collaborative Team Survey.....	14
Handout 8: Inclusive Practices and Collaboration Staff Perception Survey Results.....	17
Handout 9: Staff Perception Survey Data Analysis.....	21
Handout 10A: Student Perception Survey Results K–2.....	23
Handout 10B: Student Perception Survey Results 3–8.....	24
Handout 11: Parent Perception Survey Results.....	25
Handout 12: Student and Parent Perception Survey Data Analysis.....	26
Handout 13: Module 2 Action Plan.....	27
Active Learning Strategies	28
Collaborative Team Process and Tools Packet Follows Handouts	

Slide 1



Arizona Department of Education

**Arizona Professional Learning Series:
Increasing Literacy Achievement
for All Students**

Module 2

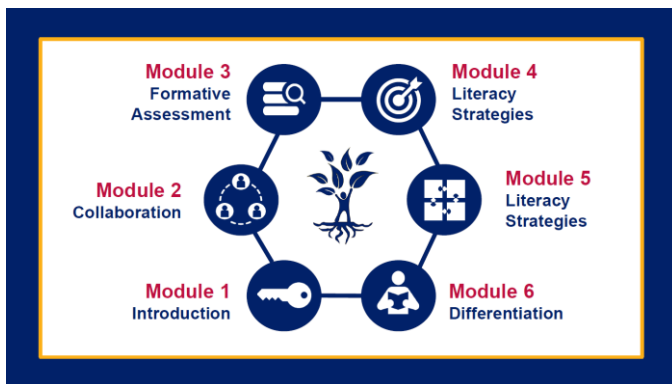
Slide 2

AZPLS

NORMS


- Begin and end on time.
- Silence cell phones.
- Limit distractions to breaks.
- Respect all voices.
- Others?

Slide 3



Slide 4

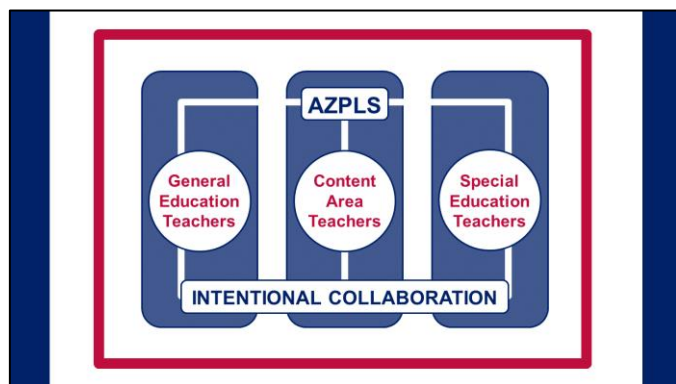
Three Questions



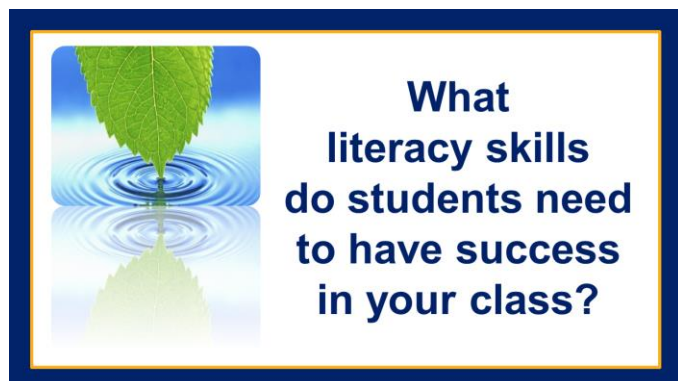
The circular diagram features three arrows pointing clockwise, each containing a question:

- Where are we headed?
- Where are we now?
- How will we close the gap?

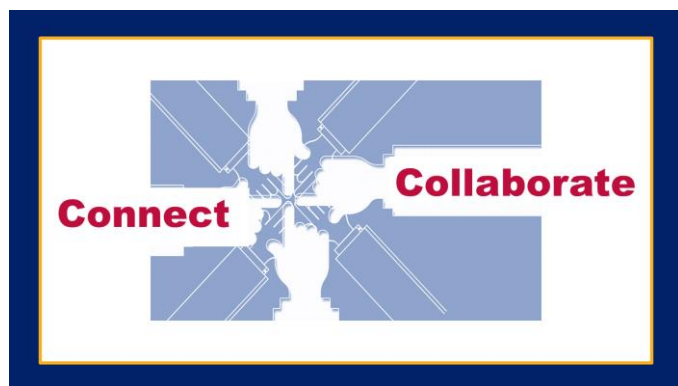
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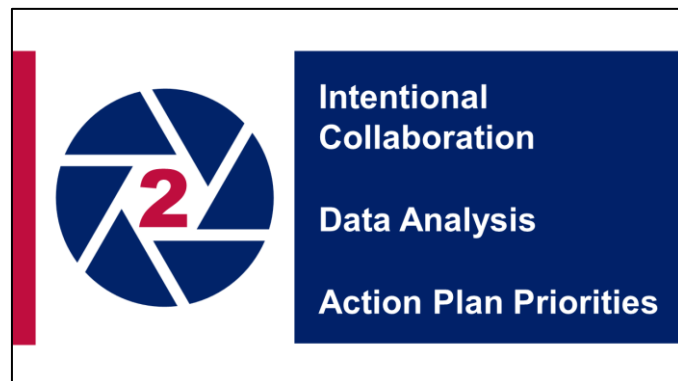
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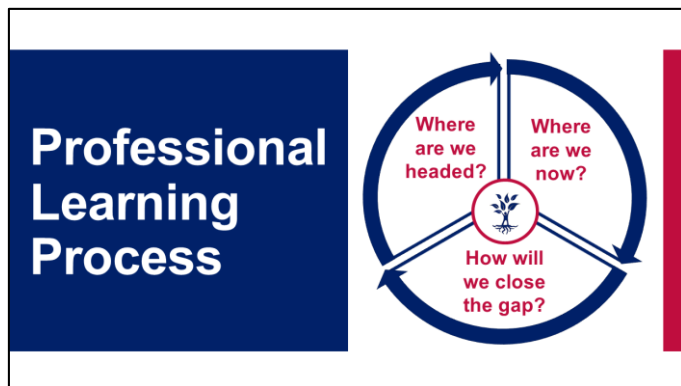
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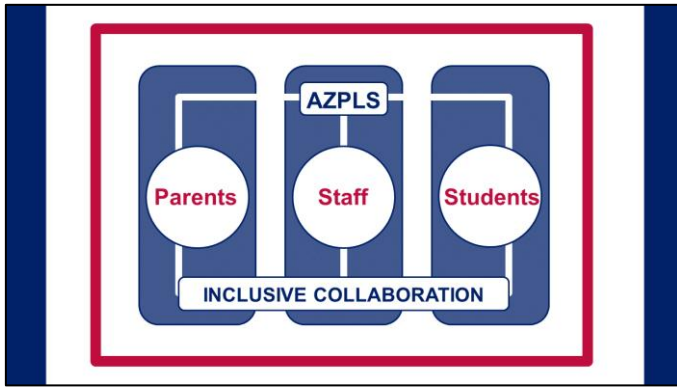
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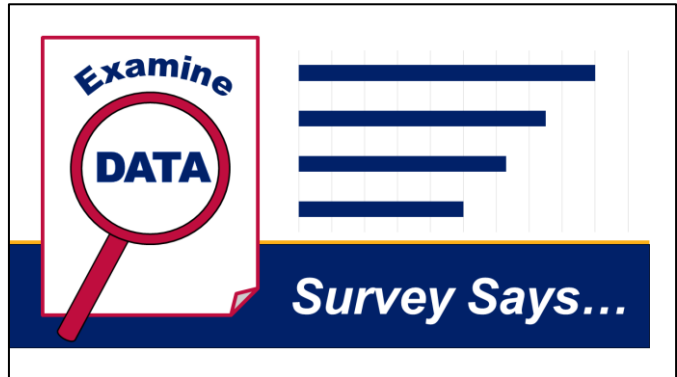
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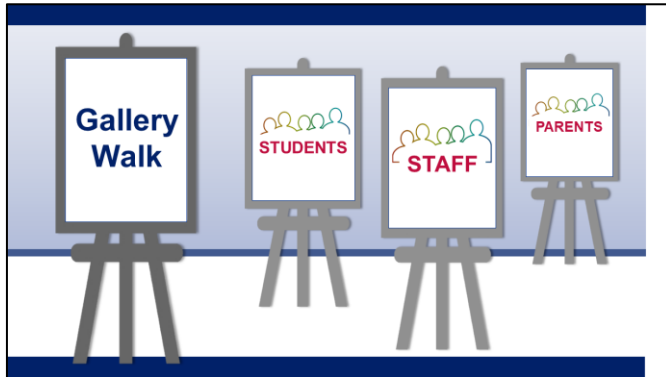
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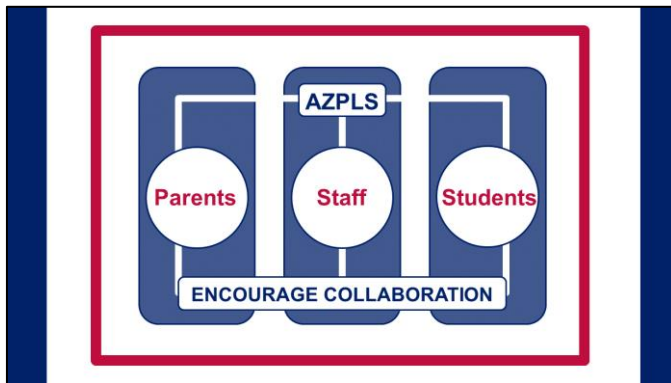
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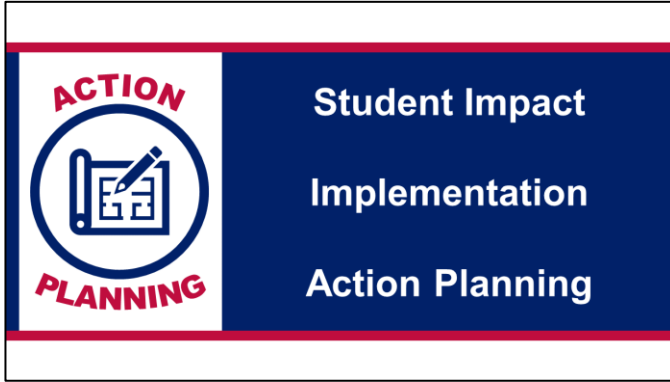
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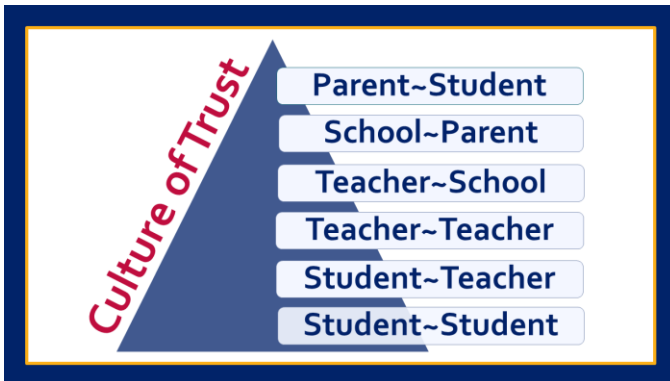
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Arizona Professional Learning Series Module Overview

Module 3 Formative Assessment

Identify formative assessment dimensions with learning goals, criteria for success, and strategies to move learning forward for all students.

Module 2 Collaboration

Create collaboration with all general education, special education, content area teachers, parents, and students.

Module 1 Introduction

Support systems change and collaborative culture of high expectations for all students.

Module 4 Literacy Strategies

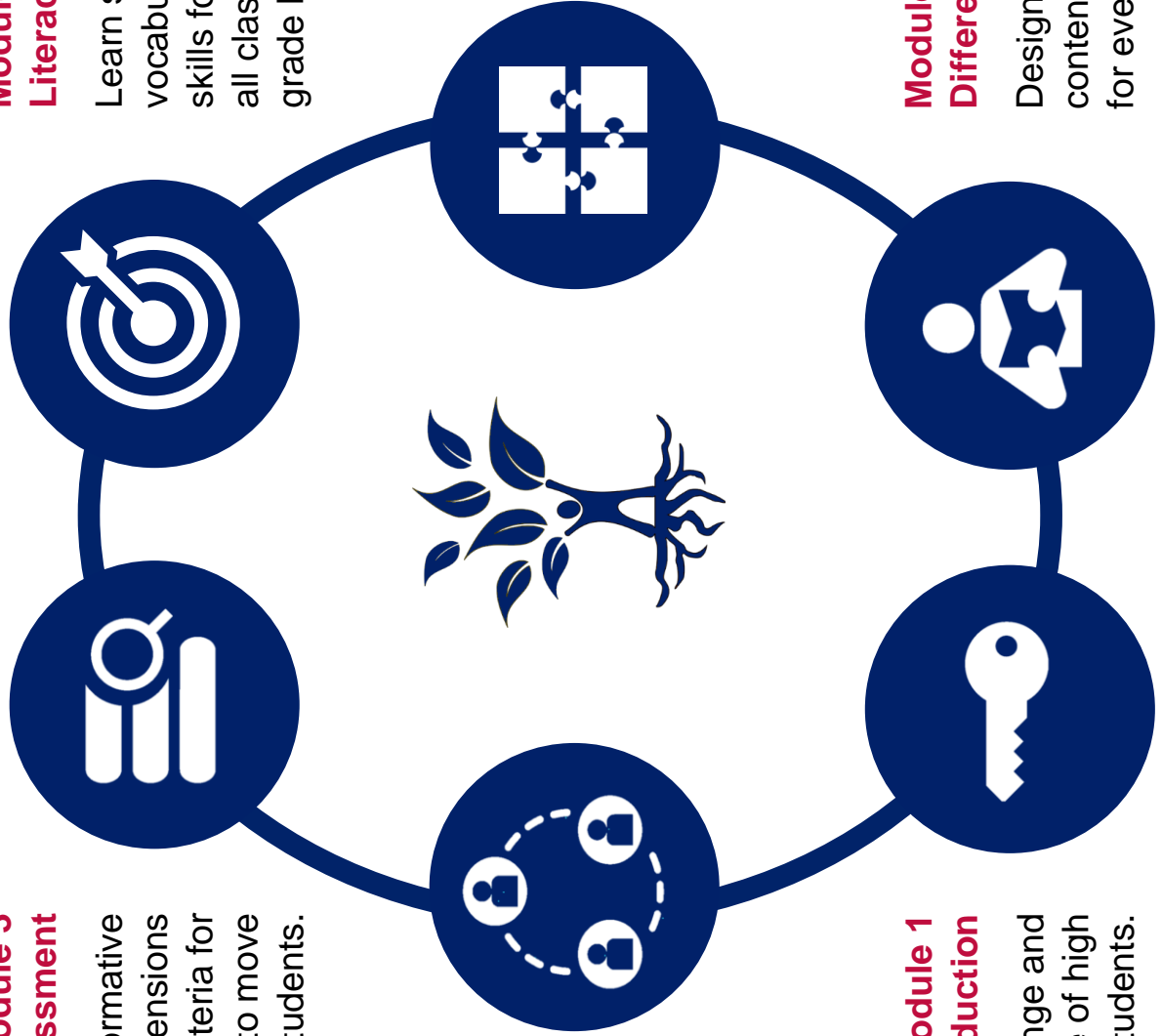
Learn strategies for improving vocabulary and comprehension skills for every student across all classes, content areas, and grade levels.

Module 5 Literacy Strategies

Extend literacy skills with higher-level questioning and discussion of all text tailored to include every student.

Module 6 Differentiation

Design instruction to include content, process, and product for every student.



Arizona English Language Arts Anchor Standards

Reading Standards for Literature and Informational Text		Writing Standards		Language Standards		Speaking and Listening Standards	
Key Ideas and Details		Text Types and Purposes		Conventions of Standard English		Comprehension and Collaboration	
R.1	Read carefully to determine what the text says explicitly and to make logical inferences from it.	W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
R.2	Determine central ideas or themes of a text and analyze their development.	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Production and Distribution of Writing				SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Vocabulary Acquisition and Use		Presentation of Knowledge and Ideas	
R.6	Assess how point of view or purpose shapes the content and style of a text.	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Integration of Knowledge and Ideas		W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Research to Build and Present Knowledge					
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Range of Writing					
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
		W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
		W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				



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Grades K–3

**What Literacy
Skills Do
Students
Need
to Have
Success in My
Class?**



Grades 4–8

**What Literacy
Skills Do
Students
Need
to Have
Success in My
Class?**



Creating Meeting Process Norms

Effective teams need established ground rules to guide team members' behavior and work. Norms are the rules that the team agrees to follow, as it conducts its work. When norms are consistently followed, there is an increase in trust in team members and their intentions and a decrease in disagreements.

Team norms should be established and agreed upon by all team members. Everyone should be clear on the consistent behaviors necessary to move work forward.

Here are some questions to consider when creating your norms:

- How should all team members be treated?
- What are the expectations of team member participation?
- How will we reach decisions?
- What are the guidelines during the meetings?
- How will we not be distracted and stay on task?
- How will we respect everyone's time?
- How will everyone stay engaged with every voice heard?

Brainstorm ideas for your norms and choose no more than five. This will make the norms easier to remember and practice. Use consensus to determine the proposed norms that everyone can support or at least accept.

Our team norms are:

- 1.
- 2.
- 3.
- 4.
- 5.

Your norms should be visible and reviewed at every team meeting. As your team develops, you may need to revise your norms. Remember the norms should always support all team members in being able to accomplish the work in the most effective way.



Collaboration Skills

Strong collaborative teams develop over time and require commitment to the process. That requires using the schoolwide team meeting procedures of having an agenda, roles, norms, and a decision-making process. It also requires each team member to identify and practice collaboration skills. After each collaborative team meeting, use the following list to self-assess your level of collaboration skills. As each team member improves, your team will grow stronger.

Name: _____ Grade level: _____ Date: _____

Check the level that reflects your participation within your team collaborative meeting.

Collaboration Skills	Never	Sometimes	Always
1. Pausing <i>I allow time for thinking before adding to discussion and/or decision-making.</i>			
2. Paraphrasing <i>I contribute to understanding by restating the ideas presented by others.</i>			
3. Probing <i>I ask questions to clarify information.</i>			
4. Putting forward ideas <i>I share ideas during discussion.</i>			
5. Paying attention to self and others <i>I am aware of what I say, how I say it, and how others respond to it.</i>			
6. Presuming positive presuppositions <i>I maintain the idea that my team members act from positive and constructive intentions.</i>			
7. Pursuing a balance between advocacy and inquiry <i>I inquire for better understanding before advocating for a position that leads to a decision.</i>			

Steps I will take to improve my collaboration skills:



Read the roles and responsibilities. Decide who will take on each of the roles for today's training. Set the appropriate role cards in front of each team member.

Roles: Positions Team Members Assume	Responsibilities: Tasks Team Members Complete
Facilitator	The Facilitator ensures discussions stay on topic and are discussed thoroughly by all team members.
Recorder	The Recorder documents responses during team activities and maintains a record of team discussions.
Reporter	The Reporter shares the team's information with the larger group.
Timekeeper	The Timekeeper ensures discussion topics are addressed within the designated time.
Engaged Participant	The Engaged Participant listens with an open mind and contributes by sharing knowledge, information, and experience.

At each professional learning, there should be a different Facilitator, Recorder, Reporter, Timekeeper, and Engaged Participants. Everyone should have a turn at the different roles.

Collaborative Team meetings outside of professional learning must be structured. You will be doing important work, and structure ensures efficiency and effectiveness. You may use the following formats or your own. Your Collaborative Team meetings and process should include:

Structure	Description
Meeting time and place	Schedule regularly
Norms	Review at the beginning of each meeting
Assigned roles	Share the duties of the roles
Formal agenda	Follows protocol and is results-oriented Used for notetaking
Collaborative inquiry method	Choose method to accomplish work
Decision-making process	Identify method to reach decisions
Conflict resolution	Develop process for resolution
Celebrations	Recognize accomplishments
Next steps	Set specific plans for actions
Collaboration skills	Self-assess level of use
Collaborative Team review	Team assessment of process

Your cohesive teamwork will lead your team into strategic implementation to increase literacy achievement for all students. Your coach will support your work and be available to offer technical assistance, when needed.

Collaborative Team Survey

Directions: Rate your site on your current level of collaboration with an emphasis on a team's ability to support students with specific learning disabilities to improve their outcomes in literacy.

A. Infrastructure for Collaboration

Structures or essential elements for establishing proper foundations for collaborative teams to effectively function are in place.

Item	Indicators	Not Started	Beginning	Progressing	Implementing	Evidence for Rating
1.	Common planning time is provided for collaborative teams.	0	1	2	3	
2.	Availability of special education staff is considered when developing the schedules for common planning time.	0	1	2	3	
3.	Clear expectations exist for the use of common planning time for collaborative planning team meetings.	0	1	2	3	
4.	A process for addressing the needs of students with specific learning disabilities during collaborative planning team meetings is established.	0	1	2	3	
5.	Roles of staff (general and special educators) in the collaborative planning team meetings are defined and clear.	0	1	2	3	
6.	Collaborative planning team meetings are given priority over other meetings/activities.	0	1	2	3	
Column Totals:						Section Average Score:

Notes:

- 0 Not Started
 1 Beginning – People in the school are familiar with this practice and see it as a goal to move towards. It occurs to a limited extent or by only a few people.
 2 Progressing – The school is moving towards implementing this practice. It is partially or inconsistently in place.
 3 Implementing – This practice is well-developed and part of the school culture. It is implemented fully and consistently and seen as important for stakeholders.

B. Structure of Collaborative Planning Team Meetings

Focused time and specific evidenced-based practices to increase a meeting's effectiveness are in place.

Item	Indicators	Evidence for Rating			
		Not Started	Beginning	Progressing	Implementing
1.	The structure of the collaborative planning meeting includes a shared vision and mission.	0	1	2	3
2.	The structure of the collaborative planning meeting includes norms for how the meetings are conducted.	0	1	2	3
3.	The structure of the collaborative planning meeting includes clearly defined meeting logistics (who, when, where, etc.).	0	1	2	3
4.	The structure of the collaborative planning meeting includes an agenda with goals, outcomes based on the use of data, decisions, and next steps.	0	1	2	3
5.	The structure of the collaborative planning meeting includes a process for distributing minutes to all members and leadership.	0	1	2	3
6.	The structure of the collaborative meeting includes facilitative tools, such as discussion protocols.	0	1	2	3
Column Totals:					Section Average Score:

Notes:

- 0 Not Started
 1 Beginning – People in the school are familiar with this practice and see it as a goal to move towards. It occurs to a limited extent or by only a few people.
 2 Progressing – The school is moving towards implementing this practice. It is partially or inconsistently in place.
 3 Implementing – This practice is well-developed and part of the school culture. It is implemented fully and consistently and seen as important for stakeholders.

C. Collaborative Planning Team Meeting Processes

Collaborative planning teams utilize intentional procedures that make planning time effective and center on students' needs.

Item	Indicators	Not Started	Beginning	Progressing	Implementing	Evidence for Rating
1.	Collaborative teams listen to the views of all participants.	0	1	2	3	
2.	Collaborative teams reach decisions through an identified decision-making process.	0	1	2	3	
3.	Collaborative teams use a problem-solving technique to assess the root cause of a problem.	0	1	2	3	
4.	Collaborative teams assess and reflect on their own progress within the collaborative process, to continuously strengthen and improve their collaboration.	0	1	2	3	
5.	Collaborative teams have a mechanism to resolve conflict within their collaborative process.	0	1	2	3	
6.	Collaborative teams implement decisions and actions steps with fidelity.	0	1	2	3	
7.	Collaborative teams use data to assess the impact of their activities.	0	1	2	3	
Column Totals:						Section Average Score:

Notes:

- 0 Not Started
 1 Beginning – People in the school are familiar with this practice and see it as a goal to move towards. It occurs to a limited extent or by only a few people.
 2 Progressing – The school is moving towards implementing this practice. It is partially or inconsistently in place.
 3 Implementing – This practice is well-developed and part of the school culture. It is implemented fully and consistently and seen as important for stakeholders.

Inclusive Practices and Collaboration Staff Perception Survey Results

A. School: _____ Fall: _____ (year) Total number of Respondents: _____

B. Inclusive Practices - Rate the following based on experiences at your school.

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Inclusive education has a positive effect on the academic development of students with specific learning disabilities.	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
2. Inclusive education has a positive effect on the academic development of students without specific learning disabilities.	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
3. Students with specific learning disabilities should be educated in the general education classroom.	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
4. Although students may differ intellectually, physically, and psychologically, all students with specific learning disabilities can make academic progress.	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
5. Teachers adjust instruction to meet the needs of diverse learners.	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
6. Teachers hold high standards for students with specific learning disabilities.	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
7. Teachers hold high standards for students without specific learning disabilities.	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
8. Inclusion of students with specific learning disabilities affects my capacity to meet the needs of other students in the class.	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
9. Professional development is provided to prepare teachers to work with students with specific learning disabilities.	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
10. My relationship with parents of students with specific learning disabilities is positive.	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

11. My relationship with parents of students without specific learning disabilities is positive.	____ %	____ %	____ %	____ %	____ %	____ %
12. Students with specific learning disabilities actively participate with students without specific learning disabilities in classroom activities.	____ %	____ %	____ %	____ %	____ %	____ %
13. Students with specific learning disabilities can receive an appropriate education in an inclusive general education classroom.	____ %	____ %	____ %	____ %	____ %	____ %
14. I have the time to differentiate instruction for all students with specific learning disabilities.	____ %	____ %	____ %	____ %	____ %	____ %
15. A specific learning disability is caused by intellectual or cognitive disabilities.	____ %	____ %	____ %	____ %	____ %	____ %
16. Inclusion works best in non-academic classes such as art, music, and PE.	____ %	____ %	____ %	____ %	____ %	____ %

C. Collaboration - Rate the following based on experiences **at your school**.

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Paraprofessionals and teachers collaborate to help students with specific learning disabilities.	____ %	____ %	____ %	____ %	____ %	____ %
2. General and special education teachers collaborate to help students with specific learning disabilities.	____ %	____ %	____ %	____ %	____ %	____ %
3. General education and special education teachers share responsibility for the achievement of all students.	____ %	____ %	____ %	____ %	____ %	____ %
4. Teacher collaboration has positive effects on students' academic performance.	____ %	____ %	____ %	____ %	____ %	____ %
5. My school principal supports collaboration of general education and special education teachers.	____ %	____ %	____ %	____ %	____ %	____ %
6. General education and special education teachers' contributions are equally valued, and they have equal power in decision-making.	____ %	____ %	____ %	____ %	____ %	____ %

D. Leadership and Support - Rate the following based on experiences at your school.

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Special education teachers have opportunities to participate in school-based content area staff development activities.	____ %	____ %	____ %	____ %	____ %	____ %
2. Special education teachers have equal access to the same instructional resources provided to the general education teachers.	____ %	____ %	____ %	____ %	____ %	____ %
3. Teachers and support staff have sufficient administrative support in planning and preparation time to meet the needs of students with specific learning disabilities in their classrooms.	____ %	____ %	____ %	____ %	____ %	____ %
4. Supports (materials, personnel, coaching, etc.) provided by the district for inclusion are effective.	____ %	____ %	____ %	____ %	____ %	____ %
5. Additional supports must be implemented in my district for students with specific learning disabilities to be effectively included in the general classroom.	____ %	____ %	____ %	____ %	____ %	____ %

E. Differentiated Instruction - Rate the following based on experiences at your school.

<i>At my school, this is a barrier:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. The differences and similarities among students are used to plan instruction.	____ %	____ %	____ %	____ %	____ %	____ %
2. Teachers are flexible in their teaching approaches to address students' academic needs.	____ %	____ %	____ %	____ %	____ %	____ %
3. Teachers adjust curriculum, as necessary to address students' academic needs.	____ %	____ %	____ %	____ %	____ %	____ %
4. Paraprofessionals play an active role in supporting a variety of students.	____ %	____ %	____ %	____ %	____ %	____ %

F. Instruction - Indicate the extent to which this is true **at your school**.

<i>At my school:</i>	Not at All True	Somewhat True	Moderately True	True	Very True
1. Teachers use direct, explicit instruction.	____ %	____ %	____ %	____ %	____ %
2. Teachers use meaningful accommodations.	____ %	____ %	____ %	____ %	____ %
3. Instruction is individualized and differentiated.	____ %	____ %	____ %	____ %	____ %

G. Barriers to Include Students with Disabilities in the General Education Classroom - Indicate the extent to which each of the following is a barrier **at your school** to the inclusion of students with specific learning disabilities in the general education classroom.

<i>At my school, this is a barrier:</i>	Not at all	Somewhat	Moderate	Fairly Great	Great
1. Teachers lack knowledge regarding how to include students with specific learning disabilities in the general classroom.	____ %	____ %	____ %	____ %	____ %
2. There is inflexibility in the curriculum.	____ %	____ %	____ %	____ %	____ %
3. There is insufficient training on inclusive practices for general education teachers.	____ %	____ %	____ %	____ %	____ %
4. There is insufficient training on inclusive practices for special education teachers.	____ %	____ %	____ %	____ %	____ %
5. The school schedule hinders inclusive practices.	____ %	____ %	____ %	____ %	____ %
6. There is a lack of resources.	____ %	____ %	____ %	____ %	____ %
7. There is a lack of paraprofessionals.	____ %	____ %	____ %	____ %	____ %
8. There is a lack of assistive technology.	____ %	____ %	____ %	____ %	____ %
9. There is a lack of knowledge about accommodations.	____ %	____ %	____ %	____ %	____ %
10. There is a lack of collaboration between general education and special education teachers.	____ %	____ %	____ %	____ %	____ %
11. Instructional staff have negative attitudes.	____ %	____ %	____ %	____ %	____ %
12. Administrators have negative attitudes.	____ %	____ %	____ %	____ %	____ %



Staff Perception Survey Data Analysis

A. Staff Survey Number of Respondents: _____

B. Inclusive Practices

Overall Strengths	Opportunities for Growth

C. Collaboration

Overall Strengths	Opportunities for Growth

D. Leadership and Support

Overall Strengths	Opportunities for Growth

E. Differentiated Instruction	
Overall Strengths	Opportunities for Growth

F. Instruction	
Overall Strengths	Opportunities for Growth

G. Barriers	
Overall Strengths	Opportunities for Growth



Student Perception Survey Results K-2

Date: _____

Total Number of Respondents: _____

1. Percentage of Completed Surveys: Grade K _____ Grade 1 _____ Grade 2 _____

	No	A Little	Yes
2. I like my school.	____%	____%	____%
3. My teacher thinks I do good work.	____%	____%	____%
4. Other students think I do good work.	____%	____%	____%
5. My principal thinks I do good work.	____%	____%	____%
6. My teachers work together as a team.	____%	____%	____%
7. I learn a lot in my classes.	____%	____%	____%
8. My teacher believes that all students can do good work.	____%	____%	____%
9. My teacher helps all students learn in my class.	____%	____%	____%
10. All students have a chance to learn at my school.	____%	____%	____%

11. What I need from my teachers to help me learn is...



Student Perception Survey Results Grades 3–8

Module 2: Handout 10B

Date: _____

Total Number of Respondents: _____

1. Percentage of Completed Surveys: Grade 3 _____ Grade 4 _____ Grade 5 _____ Grade 6 _____
Grade 7 _____ Grade 8 _____

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. I like my school.	____%	____%	____%	____%	____%
3. My teacher thinks I will be successful.	____%	____%	____%	____%	____%
4. Other students think I will be successful.	____%	____%	____%	____%	____%
5. My principal thinks I will be successful.	____%	____%	____%	____%	____%
6. My teachers work together as a team.	____%	____%	____%	____%	____%
7. I learn a lot in my classes.	____%	____%	____%	____%	____%
8. Teachers believe that all students can do good work.	____%	____%	____%	____%	____%
9. My teacher teaches in different ways so that everyone can learn.	____%	____%	____%	____%	____%
10. I like being part of a classroom that has students with specific learning disabilities and students without specific learning disabilities.	____%	____%	____%	____%	____%
11. All students have the opportunity to learn at my school.	____%	____%	____%	____%	____%



Parent Perception Survey Results

Date _____ Total Number of Respondents _____

1. Percentage of Results for Each Grade:

Kindergarten _____ Grade 1: _____ Grade 2: _____ Grade 3: _____ Grade 4: _____

Grade 5: _____ Grade 6: _____ Grade 7: _____ Grade 8: _____

In my child's school:	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
2. Reading instruction includes all students.	____%	____%	____%	____%	____%	____%
3. My child's education has been positively affected by having students with specific learning disabilities in the general education classroom.	____%	____%	____%	____%	____%	____%
4. All teachers work together in educating all students.	____%	____%	____%	____%	____%	____%
5. All teachers think all students can do good work.	____%	____%	____%	____%	____%	____%
6. All teachers teach in different ways so all students can learn.	____%	____%	____%	____%	____%	____%
7. Having students with specific learning disabilities in the general education classroom promotes acceptance of differences.	____%	____%	____%	____%	____%	____%
8. All students have the opportunity to learn.	____%	____%	____%	____%	____%	____%
9. Having students with specific learning disabilities in the general education classroom has a positive effect on the social and emotional development of my child.	____%	____%	____%	____%	____%	____%
10. Having students with specific learning disabilities in the general education classroom has a positive effect on the academic development of my child.	____%	____%	____%	____%	____%	____%



Student Survey Number of Respondents: _____

Overall Strengths	Opportunities for Growth

Parent Survey Number of Respondents: _____

Overall Strengths	Opportunities for Growth

Module 2 Action Plan

Date Delivered to Staff ____/____/____	Collaboration: Implement strategies to strengthen infrastructure, structure, and process of high-performing Collaborative Teams. Identify school culture perceptions to improve and support inclusive practices.			
Where Are We Headed? <i>Focus Area Goal</i>	Where Are We Now? <i>Baseline/Date</i>	How Will We Close the Gap? <i>Strategies</i>	Who Is Responsible?	When Will It Be Accomplished?
Quarter 1 Target: _____ Actual: _____	Focus Area Progress:			
Quarter 2 Target: _____ Actual: _____	Focus Area Progress:			
Quarter 3 Target: _____ Actual: _____	Focus Area Progress:			
Quarter 4 Target: _____ Actual: _____	Focus Area Progress:			
Sustainability Plan	Next Steps:			



Active learning strategies help teachers and students engage in learning. The strategies from each module in the Arizona Professional Learning Series can be adapted to support teaching and learning in your classroom.

Analysis: Analysis is a process of observing a set of facts and interpreting what they mean.

Assignment of Roles for Group Tasks: Students can add the numbers of their birthdate, address, or phone numbers. The highest total is assigned the first role. The lowest number is assigned the next role, and so on. Any grouping of numbers can be used.

Brainstorming: Brainstorming is a process for generating creative ideas and solutions through spontaneous group discussion. Contributions are noted without criticism, and all group members are encouraged to suggest as many ideas as possible.

Collaboration Skills: Collaboration skills required for successful group work are listening without interrupting; summarizing, paraphrasing or adding to others' ideas; and asking questions to clarify someone else's idea.

Collaborative Learning: Collaborative learning is a process of two or more students working together to search for understanding, meaning, solutions, or to create an artifact or product of their learning.

Consensus: Consensus is a process to reach agreement that does not require a unanimous outcome. All students support and accept a decision and understand the reasons for making it.

Gallery Walk: A gallery walk is a structured discussion in which small groups rotate and respond to prompts or questions posted around the classroom.

Norms: Norms are ground rules set by a group to ensure everyone works together respectfully and effectively. Classroom norms can ensure a safe and inviting learning environment for all students.

Round Robin: Round Robin is a brainstorming strategy with equal participation. Students sit around a table taking turns to share ideas on a specific topic or question.

Self-Reflection: Students are guided to think about what they are learning and how their learning connects to them.

Survey: A survey is a method of gathering information from a sample of people. Student surveys can provide information on how students learn, how students feel in the classroom, and what interests students have.

Table Talk: Students sit in small groups. During learning, they turn to their group and discuss the information.

Think-Write-Pair-Share: Individual students think about a topic or question, write their ideas, and share with a classmate. The pairs discuss and combine their ideas to share with the class.

Three Questions: The three questions frame information. Students can identify what they are supposed to learn, what they know now, and what steps will close that gap.



ARIZONA DEPARTMENT OF
EDUCATION

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

Module 2

Collaborative Team Process and Tools





Effective teams need established ground rules to guide team members' behavior and work. Norms are the rules that the team agrees to follow as it conducts its work. When norms are consistently followed, there is an increase in trust in team members and their intentions and a decrease in disagreements.

Team norms should be established and agreed upon by all team members. Everyone should be clear on the consistent behaviors necessary to move work forward.

Here are some questions to consider when creating your norms:

- How should all team members be treated?
- What are the expectations of team member participation?
- How will we reach decisions?
- What are the guidelines to follow during meetings?
- How will we not be distracted and stay on task?
- How will we respect everyone's time?
- How will everyone stay engaged and hear every voice?

Brainstorm ideas for your norms and choose no more than five. This will make the norms easier to remember and practice. The norms should be supported, or at least accepted, by everyone.

Our team norms are:

- 1.
- 2.
- 3.
- 4.
- 5.

Your norms should be visible and reviewed at every team meeting. As your team develops, you may need to revise your norms. Remember the norms should always support all team members in being able to accomplish the work in the most effective way.



Read the roles and responsibilities. Decide who will take on each of the roles for today's professional development. Set the appropriate role cards in front of each team member.

At each professional learning session and Collaborative Team Meeting, there should be a different Facilitator, Recorder, Reporter, and Timekeeper with the remaining team members as Engaged Participants. Everyone should have a turn at each of the different roles.

Note: Print Team Role Cards on cardstock. Appoint a team member to bring the cards to every team meeting and AZPLS professional learning.

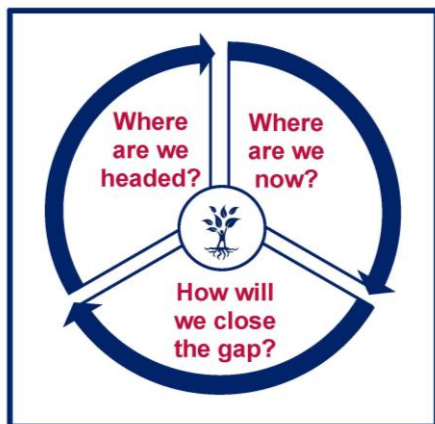
Team Roles	Responsibilities
Facilitator	The Facilitator ensures discussions stay on topic and are discussed thoroughly by all team members.
Recorder	The Recorder documents responses during team activities and maintains a record of team discussions.
Reporter	The Reporter shares the team's information with the larger group.
Timekeeper	The Timekeeper ensures discussion topics are addressed within the designated time.
Engaged Participant	The Engaged Participant listens with an open mind and contributes by sharing knowledge, information, and experience.





Collaborative team meetings outside of professional learning, must be structured. You will be doing important work, and structure ensures efficiency and effectiveness. You may use the AZPLS formats or your own. Collaborative team meetings and process should include:

Structure	Description
Meeting time and place	Schedule regularly.
Norms	Review at the beginning of each meeting.
Assigned roles	Share the duties of the roles.
Formal agenda	Follow protocol. Create results-oriented items. Use for note taking.
Collaborative inquiry method	Choose method to accomplish work.
Decision-making process	Identify method to reach decisions.
Conflict resolution	Develop process for resolution.
Celebrations	Recognize accomplishments.
Next steps	Set specific plans for actions. Identify metrics for successful completion.
Collaboration skills	Self-assess level of use.
Collaborative team review	Assess team process.



Note: The same three questions can be used with your students. Teach them how to ask and answer the questions within groups or as individuals.

It is important to understand that your collaborative inquiry method must be a continuous cycle. You will always be reviewing the needs of your students and using data to drive change.

To begin the process, use the three questions to define your goals:

- Where are we headed?
- Where are we now?
- How will we close the gap?

This cohesive work will lead your team into strategic implementation to increase literacy achievement for all students. Your coach will support your work and be available to offer technical assistance.



What Is Consensus Decision Making?

Consensus decision making is a way of reaching agreement between all members of the team. Instead of simply voting for an item and having the majority of the team getting their way, a team using consensus is committed to finding solutions that everyone actively supports, or at least can live with.

The team listens effectively, discusses (not debates) all ideas, and merges thoughts and opinions. In the end, all team members agree with the proposed decision and are willing to carry it out. Everyone commits to supporting the decision and implementing it.

Levels of consensus could be:

1. I agree.
2. I can accept the decision.
3. I can live with the decision.
4. I do not fully agree with the decision, but I will support it.

Guiding Principles of Consensus Decision Making

It is important to ensure all team members understand the principles of consensus decision making. Here are six guiding principles that all team members must understand.

Guiding Principles of Consensus Decision Making	
Inclusiveness	All ideas are heard.
Accountability	Everyone participates and accepts the consensus decision making process.
Facilitation	An impartial team member manages the process, ensures the ground rules are followed, and helps to maintain a productive climate for communication and problem solving.
Flexibility	Team members decide on the process that will provide the best way to discuss each topic and reach a decision.
Ground Rules	Team members share in the responsibility for setting and maintaining the ground rules for reaching a decision.
Commitment	All team members commit to carrying out their agreement.



Site Overview

AAA is a medium-sized, middle school (grades 4-8) in Arizona. Several years ago, after a thorough examination of their data, the staff concluded that one of their priority focus areas would be improving the outcomes for their students with specific learning disabilities.

Their initial step was exploring the most effective methods to achieve this goal. Work groups reviewed literature and conducted book studies to build a collective understanding of the types of practices that support improved results for students with specific learning disabilities. The staff made the decision to increase access to general education through developing more inclusive practices throughout the grades.

The district provided professional learning opportunities to build the understanding of the best methods to approach this change. It was determined that one of the most effective ways to build inclusive practices was through teacher collaboration. Teachers needed the opportunity to work together to design and create instructional environments within general education classes that support diverse learners.

The next step was creating collaborative meeting times. They soon discovered that building collaborative meeting times into their schedules required adjustments. Staff worked with site and district leadership to create collaborative meeting time schedules that allowed for special education staff to participate on an ongoing basis.

The site leadership team worked with the district and school community to adapt their bell schedule to allow for an early student dismissal giving staff 90 minutes per week of collaborative meeting time. Special education staff schedules were modified, as much as possible, to allow for teachers to be onsite to participate in the collaborative meetings.

Since there were two special education teachers who support students with mild to moderate disabilities across the campus, it was decided that these teachers would be scheduled to support grade bands 4-6 and 7-8. This presented an additional challenge as to how the special education staff could support all classes in each grade band since the meetings for all grades occur at the same time.

After trying several options, the staff decided to have teams within each grade band meet in a large room allowing specialists the ability to move quickly between the teams. They also staggered their discussions on literacy instruction (the site focus area) allowing the specialists to participate in each discussion for at least 30 minutes.

Once the collaborative meeting time was in place, the site leadership worked with all teams to develop their working team products and processes. Each team developed:

- A team vision aligned to the school's culture of inclusiveness.
- Norms, roles, agendas, meeting schedule, and method for making group decisions.
- Procedures for how the team works before, during, and after meetings.
- A process of setting clear goals driven by data with built-in accountability and follow up.

One Team's Example

The fifth-grade team, consisting of two fifth grade teachers, the special education resource teacher, and the speech therapist have been early adopters of the collaborative process. Their team collaboration began about a year prior to the site focus on collaboration, as they were piloting co-teaching as a model for increasing inclusive practices. The team met informally during lunch and after school, so they had already developed a relationship as a team. They had a great deal of enthusiasm to make this new process work, but they were frustrated that they often ran out of planning time. Important decisions and next steps were frequently not finalized. Many of their discussions and decisions had not been written down, so they often had to review their discussions to recall their decisions.

They worked with the site principal and district coach to develop a vision for their collaborative time which included their belief in high expectations and inclusive practices. Then, they worked on team norms and roles.

Their norms included:

1. Actively participate by sharing ideas and opinions.
2. Actively listen with an open mind to others' ideas and techniques.
3. Stay on topic and focus on solutions/productive comments.
4. Be respectful.
5. Honor time limits.

The group decided that the team roles of Facilitator, Recorder/Reporter, Timekeeper, and Engaged Participants would rotate from meeting to meeting. They also agreed on their responsibilities as team members.

General education teachers provide: content knowledge and instructional expertise for core instruction, overall lesson objectives aligned to state standards, a deep understanding of long-range plans for core instruction and assessment expectations, and monitoring progress on core content.

Special education teachers provide: specialized instruction aligned to state standards to match student needs, documentation of progress with IEP goals, and development of any specialized adaptations or materials.

Both provide: Lesson planning, design, and delivery based on meeting the needs of every student.

After working with the agenda for a few months, the team shared their process and its effectiveness and recommended some adjustments to the working group who developed this form. The team's final agenda and other example documents were presented to the whole staff for a decision on choosing the schoolwide form. The final agenda format was put into a Google Doc for all to use.

After two years of use, the staff found that the process resulted in efficient meetings where all are heard, and clear decisions with next steps are documented. The agenda format is on page 7.



Collaborative Team Meeting Agenda

Date:	Location:	Start Time:	End Time:
Facilitator: Recorder: Reporter: Timekeeper: Engaged Participants:		Norms:	
Consensus Rule:			

Where are we headed?

Where are we now?

What evidence of learning or data is needed?

Meeting Notes: How will we close the gap?

Allotted Time	Agenda Item/ Lead Person	Agenda Item Notes Discussion: What needs to be done? By when?	Who Will Do It?

Next Meeting Information and Agenda

Date:	Location:	Start Time:	End Time:
Allotted Time	Agenda Item/Lead Person		

Team Reflection

On a scale of 1 - 5, how well did we follow our Norms?

1 2 3 4 5

What area needs improvement?

What did we do well?

Complete Self-Reflection:
Collaboration Skills



Strong collaborative teams develop over time and require commitment to the process. That requires using the schoolwide team meeting procedures of having an agenda, roles, norms, and a decision-making process. It also requires each team member to identify and practice collaboration skills. After each collaborative team meeting, use the following list to self-assess your level of collaboration skills. As each team member improves, your team will grow stronger.

Name: _____ Grade level: _____ Date: _____

Collaboration Skills	Never	Sometimes	Always
1. Pausing <i>I allow time for thinking before adding to discussion and/or decision-making.</i>			
2. Paraphrasing <i>I contribute to understanding by restating the ideas presented by others.</i>			
3. Probing <i>I ask questions to clarify information.</i>			
4. Putting forward ideas <i>I share ideas during discussion.</i>			
5. Paying attention to self and others <i>I am aware of what I say, how I say it, and how others respond to it.</i>			
6. Presuming positive presuppositions <i>I maintain the idea that my team members act from positive and constructive intentions.</i>			
7. Pursuing a balance between advocacy and inquiry <i>I inquire for better understanding before advocating for a position that leads to a decision.</i>			

Steps I will take to improve my collaboration skills:



Directions: Rate your site on your current level of collaboration with an emphasis on a team's ability to support students with specific learning disabilities to improve their outcomes in literacy.

A. Infrastructure for Collaboration

Structures, or essential elements, for establishing proper foundations for Collaborative Teams to exist and effectively function are in place.

Item	Indicators	Not Started	Beginning	Progressing	Implementing	Evidence for Rating
1.	Common planning time is provided for collaborative teams.	0	1	2	3	
2.	Availability of special education staff is considered when developing the schedules for common planning time.	0	1	2	3	
3.	Clear expectations exist for the use of the common planning time for collaborative planning team meetings.	0	1	2	3	
4.	A process for addressing the needs of students with specific learning disabilities during collaborative planning team meetings is established.	0	1	2	3	
5.	Roles of staff (general and special educators) in the collaborative planning team meetings are defined and clear.	0	1	2	3	
6.	Collaborative Team meetings are given priority over other meetings/activities.	0	1	2	3	
Column Totals:						Section Average Score:

Notes:

0 Not Started

1 Beginning—People in the school are familiar with this practice and see it as a goal to move towards. It occurs to a limited extent or by only a few people.

2 Progressing—The school is moving towards implementing this practice. It is partially or inconsistently in place.

3 Implementing—This practice is well developed and part of the school culture. It is implemented fully and consistently and seen as important for stakeholders.

B. Structure of Collaborative Team Meetings

Focused time and specific evidenced-based practices to increase a meeting's effectiveness are in place.

Item	Indicators	Not Started	Beginning	Progressing	Implementing	Evidence for Rating
1.	The structure of Collaborative Team meetings includes a shared vision and mission.	0	1	2	3	
2.	The structure of Collaborative Team meetings includes norms for how the meetings are conducted.	0	1	2	3	
3.	The structure of Collaborative Team meetings includes clearly defined meeting logistics (who, when, where, etc.).	0	1	2	3	
4.	The structure of Collaborative Team meetings includes an agenda with goals, outcomes based on the use of data, decisions, and next steps.	0	1	2	3	
5.	The structure of Collaborative Team meetings includes a process for distributing minutes to all members and leadership.	0	1	2	3	
6.	The structure of Collaborative Team meetings includes facilitative tools, such as discussion protocols.	0	1	2	3	
Column Totals:						Section Average Score:

Notes:

0 Not Started

1 Beginning—People in the school are familiar with this practice and see it as a goal to move towards. It occurs to a limited extent or by only a few people.

2 Progressing—The school is moving towards implementing this practice. It is partially or inconsistently in place.

3 Implementing—This practice is well developed and part of the school culture. It is implemented fully and consistently and seen as important for stakeholders.

3. Collaborative Team Meeting Processes

Collaborative Teams utilize intentional procedures that make planning time effective and center on students' needs.

Item	Indicators	Not Started	Beginning	Progressing	Implementing	Evidence for Rating
1.	Collaborative Teams listen to the views of all participants.	0	1	2	3	
2.	Collaborative Teams reach decisions through an identified decision-making process.	0	1	2	3	
3.	Collaborative Teams use a problem-solving technique to assess the root cause of a problem.	0	1	2	3	
4.	Collaborative Teams assess and reflect on their own progress within the collaborative process to continuously strengthen and improve their collaboration.	0	1	2	3	
5.	Collaborative Teams have a mechanism to resolve conflict within their collaborative process.	0	1	2	3	
6.	Collaborative Teams implement decisions and actions steps with fidelity.	0	1	2	3	
7.	Collaborative Teams use data to assess the impact of their activities.	0	1	2	3	
Column Totals:						Section Average Score:
Notes:						

0 Not Started

1 Beginning—People in the school are familiar with this practice and see it as a goal to move towards. It occurs to a limited extent or by only a few people.

2 Progressing—The school is moving towards implementing this practice. It is partially or inconsistently in place.

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