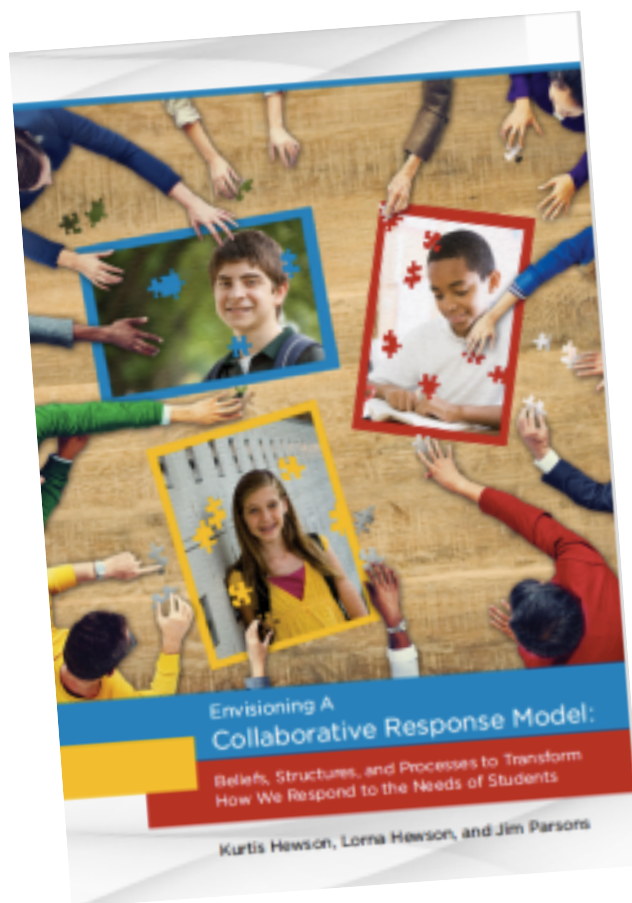


Envisioning a Collaborative Response Model:

*Beliefs, Structures, and Processes to Transform
How We Respond to the Needs of Students*



Book Study Guide

This study guide is intended to support conversations and critical discourse related to concepts discussed in the book:

Envisioning a Collaborative Response Model: Beliefs, Structures, and Processes to Transform How We Respond to the Needs of Students.

We would encourage you to reflect deeply on the questions and activities that we have provided throughout these pages, organized in relation to chapters in the book and designed to be potentially printed as a single, double-sided support page for facilitators for each chapter. Please select and/or adjust any of the activities and questions provided to best fit your needs as a school, district or collaborative team.

Many activities throughout the guide have also been hyperlinked, to access related digital resources when viewing the PDF version of this guide.

We encourage you to continue to engage in extended discourse through the following online resources, as well as invite book study guide participants to visit or sign up.

[CRM Network](#)

Join this Google + community to share learning and resources, as well as access resources shared from other schools/districts. Pose questions and find out successes and challenges being experienced in the greater educational community related to a Collaborative Response Model - <http://bit.ly/CRMNetwork>

[Jigsaw Learning Email Updates](#)

Sign up for monthly email updates from Jigsaw Learning, sharing resources and other information - <http://bit.ly/jlemail>

Email

questions@jigsawlearning.ca

Website

<http://jigsawlearning.ca>

Activities

Activity 1 – Examining Commonly Shared Phrases

Some key concepts in the introduction are shared through commonly used phrases. Divide into four groups and using a large sheet of paper, write the phrase in the center of the page. Discuss, then write and/or illustrate how the following phrases relate to your work in schools:

- Myth of average (page 2-3)
- Elephants in the room (page 3)
- Community raises the child (page 3)
- Fad of the day (page 4)

Give each group 10 minutes to record their ideas then switch to the next group.

Share as a large group - what principles or philosophies can we take away from these phrases?

What critical values do you hold as a school? Are there issues that need to be addressed arising from this discussion?

Activity 2 - Examining Our Core Beliefs

Write each of the four core beliefs (shared on pages 7-9) on a poster page and place throughout the room.

Draw a continuous line across the top of the poster with

0-----10

Provide sticky dots to participants who will place their dots on the continuum to identify their allegiance to the belief.

On the bottom half of the posters, participants will provide examples of how this belief is evidenced in their school.

After each participant has had an opportunity to provide input, have all participants engage in a gallery walk of the evidence, with discussion to follow.

Activity 3 – Looking and Listening for our Core Beliefs

Using the [Looking and Listening for our Core Beliefs Matrix](#) (either printed or copied onto larger posters), divide into four groups. Each group will examine one core belief (shared on pages 7-9), noting what they would see or hear if the school was truly living that belief, as well as what they would NOT see or hear.

After an amount of time, rotate posters to add to the comments already provided, revise or use question marks if confused or not in agreement. Continue until all groups have seen all posters.

Engage in discussion following the completion of all posters. Consider using the posters to draft school expectations related to the establishment of a culture of response in the school.

Activity 4 – Articulating our Common Core Beliefs

As individuals, create five core beliefs that guide your practice and that you hold in high regard as a teacher and/or educational assistant in your school. Recipe or index cards work well for this activity.

Pair up with another person, share your five core beliefs. When both of you have had a chance to share your personal beliefs then amalgamate your two sets into one common set of beliefs.

Partner up with another group of two, creating a team of four. Share your common set of core beliefs then again amalgamate those sets into one common set of beliefs that represents our group of four.

(This process can be replicated again for a large group, moving to a group of eight and so on until you have 6 to 8 common sets of beliefs.)

Bring the group together and share the group's set of beliefs. Identify common statements and create a school wide set of common beliefs that represents the group. Consider creating a poster of your common beliefs that can be displayed in your meeting or staff room for easy reference and reminder.

Additional Questions for Exploration

- Looking at any of the four core beliefs, what would be some common school practices that exist that could be seen as contradictory to any core belief? Do any of those practices exist in our school that may need to be re-examined?
- The introduction ends with the quote “Our kids are worth whatever it takes”. Is that mantra alive in our school? If so, what are some examples that would support this assertion?
- How can you best use this text to further support students in your school? What are your goals in reading this book? See a [sample developed by staff at Daly Grove School](#) in Edmonton, AB.

Activities

Activity 1 – Examining Two School Cultures

Have participants individually read vignettes for Castaway Elementary (pages 15-17) and Robinson Elementary (pages 17-20), or conversely have them read one vignette then partner and discuss the other with a partner.

Answer the following questions using the [Examining School Culture T-Chart](#) comparison organizer:

- How does each teacher demonstrate instructional proficiency or care for students?
- How does each school prepare students and teachers for entry, either into a new grade level or into the school?
- How does the school identify, respond to and support struggling students and their teachers?
- How would you summarize the culture in each school?

Activity 2 – Examining Cultural Shifts

Review the Essential Cultural Shifts summarized on page 24 and then examined in pages 27-65. Two resources have been developed to support staff in examining the cultural shifts in your school (both shared on pages 25-26).

- [Essential Cultural Shifts Change Index Template](#) – this template works effectively with leadership teams to identify minor and major shifts in the context of the school and collaboratively identify next steps for action.
- [Essential Cultural Shifts Analysis Template](#) – utilize this template with team members to identify their level of belief in the essential cultural shift, as well as the degree to which the shift is currently realized in the school. Responses can then be recorded in the [Essential Cultural Shifts Survey Analysis Template](#) to visually show gaps that may exist between collective beliefs and current realities in the school.

Either activity can lead to further discussion of potential next steps or areas to be further addressed in planning moving forward for the school.

Activity 3 – Are we Proactive or Reactive?

Working in groups or individually, utilize the [Reflection on School-Wide Student Transitions](#) (page 35) to examine current practices in the school and determine next steps or further refinements to be considered.

Activity 4 – Informal versus Formal Collaboration

Have participants individually read vignettes for Collegial Elementary (page 41) and Focus Elementary (pages 41-44), or conversely have them read one vignette then partner and discuss the other with a partner.

Answer the following questions using the [Examining Collaboration T-Chart](#) comparison organizer:

- How does each scenario demonstrate a commitment from school leadership to provide time for educators to work together?
- What expectations have been communicated to grade level teams when coming together for their embedded time?
- What supports have been established for grade level teams in each of the scenarios?
- What role has leadership taken in each school to ensure collaborative time is successful?

Additional Questions for Exploration

- What are some ways that our school current puts “faces” on the data, placing attention on individual analysis rather than overall group analysis? What are some ideas we could consider? *This may be a question to return to following a reading of chapter 3.*
- Addressing cultural shifts is not intended to be easy or without conflict. How can our school ensure a safe environment that encourages exploration and open discussion when examining potentially long-standing traditions?
- When examining culture, it is important to not engage in new practices without considering what can be dropped. What are some traditions that currently occur in our school that do not have a clearly understood purpose or a direct alignment with student learning or development? What traditions or practices could be potentially dropped in our school?

Activities

Activity 1 – CRM Overview Snowball Fight

Each participant will need two different coloured sheets of paper.

As a staff, view the video [Collaborative Response Model Overview](#). Following the video, have each staff member write down one idea that resonated on one color of paper and one question that they have on another piece of paper. Crumble the two papers and engage in a snowball fight.

Following the snowball fight, have staff members pick up two random papers (one of each colour) and examine them. Meet in partners/small groups to discuss what was noted and questions that were asked.

Share as a large group. What most resonated from the video? What questions are being asked?

Activity 2 – Critically Examining Response to Intervention

In November 2015, a study was released by the US Department of Education regarding the relative failure of Response to Intervention (for an executive summary and full copy of the document, visit <http://ies.ed.gov/ncee/pubs/20164000/>)

Dr. Timothy Shanahan has shared his thoughts on the study and how the implementation of practices declared to be Response to Intervention need to be re-examined (see <http://www.shanahanonliteracy.com/2015/11/rti-when-things-dont-work-as-you.html>)

In small groups, read Dr. Shanahan’s blog posting and then compare his thoughts to the six distinct features of a Collaborative Response Model found on page 74.

- What parallels can be drawn?
- What stands out as interesting concepts to be further examined as you engage in a study of the book?
- Read the comments to Dr. Shanahan’s posting. What comments do you agree with? Which ones do you not agree with?

Activity 3 – Examining Distinctive Features

Each participant will need a copy of the [Examining Distinctive Features Anticipation Guide](#).

Page 74 shares six distinctive features of a Collaborative Response Model. Have team members individually complete the pre-reading side of the Anticipation Guide, sharing what *could* these features look like in the school. Allow opportunity for sharing and discussion.

Save the Anticipation Guides to add to either during reading for chapters 3, 4 and 5 or after reading the chapters, to collectively examine what *should* these features look like in the school, leading to conversations related to next steps.

Additional Questions for Exploration

- In our school, do we currently engage in *collegial* or *collaborative* work? Can you provide examples that could fit into either of these categories?

Activities

Activity 1 – Experiencing a Collaborative Team Meeting

Have participants read the vignette found on pages 76-80, sharing a collaborative team meeting at Focus Junior High. Following the reading, collectively view another collaborative team meeting in action, filmed at Iron Ridge Junior Campus in Blackfalds, Alberta (<https://www.youtube.com/watch?v=kWreCgnQaQQ>) .

Following the video, engage in discussion regarding the two sample meetings, using the following questions to guide discussion:

- Who is involved in the meeting and what role do they play?
- How is the meeting process formalized to place direct focus on student needs?
- How is information shared and collected related to individual student interventions?

Activity 2 – Locus of Control

Follow the workshop protocol shared on pages 85-88 to determine what factors are within the school's control, within the school's influence and outside of the school's control. Keeping or recording the results from this discussion can be valuable to reference at later dates.

Activity 3 – Team Meeting Roles

Working in small groups, determine what roles would be valuable to implement in the school's collaborative team meetings (additional ideas and thoughts related to roles can be found in a related [Jigsaw Learning blog posting](#), with team role card templates)

Post each role on a flipchart paper. Engage in a gallery walk to have staff members write down what responsibilities they would envision each role to include.

Edit and utilize these role descriptions for collaborative team meetings.

Activity 4 - Establishing Team Norms

Review the [Team Norms Workshop Protocol](#), including a video explanation, to utilize to establish collective team norms for collaborative team meetings.

Activity 5 – Embedding Time for Collaboration

Each team will need a copy of the [Embedding Time for Collaboration Template](#).

Using the Embedding Time For Collaboration Template, work in teams to note ways that the school already provides embedded time, including possible tweaks or ideas for adjustments.

Have teams follow the link on the template to access a collection of Ideas for Embedding Time, generated by a variety of schools engaging in Collaborative Response Models in their own schools. Have the team note in the template any ideas of interest generated from the examination of the collection.

Have teams share and discuss.

Activity 6 – Essential Elements – Collaborative Team Meeting

Each participant will need a copy of the [Collaborative Team Meeting Essential Elements Rubric](#).

Utilizing the Essential Elements Rubric (also shown on page 82), have each member of your team reflect on the rubric and highlight the areas that describe the elements that you have in place in your school.

Share the self-evaluations and discuss the areas that reflect the greatest collective need. As a group, discuss and identify what steps you will take next to address those areas.

Additional Questions for Exploration

- Who would need to be involved in our collaborative team meetings to ensure *cognitive diversity* and multiple perspectives when discussing students?
- How can our school ensure our meetings are *action*-focused, rather than *discussion*-focused? What structures and process should we be considering to maximize our responsiveness?

Activities

Activity 1 – Assessments at Focus Elementary

Have participants individually read the vignette describing how Focus Elementary coordinates the administration of school-wide assessments found on pages 130-132.

Individually, in teams or as a large group, engage in discussion focusing on the following questions:

- How are students assessed within the school’s collaborative response model?
- How is it determined which students will be assessed?
- Who is responsible for assessing students?
- How is data from the assessments disaggregated, shared, and used?

Activity 2 – Assessment Planning

Each team will need a copy of the [Assessment Planning Template](#).

Using the Assessment Planning Template (also shown on page 153), have teams note assessments currently being used in the school and determine which purpose they would align with (benchmark, teacher, progress monitoring).

After reading the chapter, have teams make notes of ideas and next steps to be considering. A useful resource to reference specifically in relation to benchmark assessments may be a [Collection of Benchmark Assessments](#) being used by schools engaging in Collaborative Response Models.

Engage in a discussion, focusing on the following questions:

- Are there any current assessments that are being improperly used (i.e. an assessment that is diagnostic being used as a benchmark with every student)?
- Are benchmarks and progress monitoring assessments common across the school?
- Is there any ways that the assessments being used in the school (or in consideration to be used) be more effectively administered using a team approach as described in the chapter?
- Do we have more than 1-2 benchmarks happening in the school? If so, what could be discontinued (typically any more than two benchmark assessments is likely equivalent to over-assessing using school-wide benchmarks)?

Activity 3 – Disaggregating Assessment Data

Each participant will need a photocopy of the vignette shared on page 156-157.

Have participants read the photocopied vignette found on pages 156-157, sharing how assessment information is shared at Information Elementary and at Focus Elementary. As participants read, have them place checkmarks by things they agree with and question marks by things they have questions about.

Have participants circulate around the room, first sharing the items that they checkmarked. Following that, have them circulate to share their questions with others. However, in this conversation, have the partner offer suggestions or ideas to address the question being asked.

Return back to tables to share question responses that were suggested.

Activity 4 – Essential Elements – Assessments

Each participant will need a copy of the [Assessments Essential Elements Rubric](#).

Utilizing the Essential Elements Rubric (also shown on page 135), have each member of your team reflect on the rubric and highlight the areas that describe the elements that you have in place in your school.

Share the self-evaluations and discuss the areas that reflect the greatest collective need. As a group, discuss and identify what steps you will take next to address those areas.

Additional Questions for Exploration

- On page 160, the authors state, “Although teacher professional judgment is absolutely critical and highly valued, it cannot be the sole determinant in a school’s systematic response model to determine which students are being addressed and how we are addressing their needs”. What are your thoughts about this statement? Do you agree or disagree?
- How can we implement the three levels of assessment (benchmark, teacher, progress monitoring) for focus areas that are not easily assessed, such as student engagement, behavior or critical thinking?
- What do we already do in relation to assessments that could be adjusted to align with the ideas presented?

Activities

Activity 1 – What is a Pyramid of Interventions?

As a team or individuals, engage in a Google image search for the phrase “pyramid of interventions” (or conversely examine the myriad of pyramid samples available in the CRM Network). Choose 8-10 images and then engage in discussion regarding the similarities and differences of the pyramids. Consider the following questions:

- Do the pyramids align with the suggestions presented in Chapter 5?
- What pyramids do you find to be highly informative when responding to students?

Activity 2 – Personal Pyramid of Interventions

Encourage participants to think of their classroom in terms of a pyramid of interventions and reflect on the following:

- What do you do to support the learning for all the students in your classroom? (Universal)
- What do you do to support those students who struggle with some concepts? (Targeted)
- What do you do when students struggle beyond classroom supports?
- How can these supports be transferred to a school wide system of supports?

Have participants share responses. This activity may function effectively as a pre-cursor to Activity 3.

Activity 3 – Developing a Pyramid of Interventions

Described as Starting Steps on pages 168-170, engage in the staff activity to collectively develop the school’s initial pyramid of interventions. A variation of this activity can also be found in a [PowerPoint presentation](#) (to be used or edited). Following its initial creation, engage participants with the following questions:

- Are there any surprises that you note in the initial pyramid creation?
- Are there any tiers that are lacking or potentially include less impactful practices?
- How could this pyramid be communicated so that it is accessible during our collaborative team meetings?

Activity 4 – Critically Examining Interventions

Each team will need a copy of the [Examining Intervention Strategies - Template](#).

NOTE: This activity is best completed following the completion of Activity 3 (or a similar process).

Create a team to examine interventions established in tiers 2, 3, and 4. Using the Template, have teams ensure that identified interventions meet the three criteria (or if they would be most aptly described as strategies or accommodations, as discussed on pages 174-175).

Have each team share their determinations and use to further shape the school's pyramid.

Activity 5 – Essential Elements – Pyramid of Interventions

Each participant will need a copy of the [Pyramid of Interventions Essential Elements Rubric](#).

Utilizing the Essential Elements Rubric (also shown on page 166), have each member of your team reflect on the rubric and highlight the areas that describe the elements that you have in place in your school.

Share the self-evaluations and discuss the areas that reflect the greatest collective need. As a group, discuss and identify what steps you will take next to address those areas.

Additional Questions for Exploration

- The text describes the inherent difference between a three and a four tier pyramid of intervention. Do you agree with the value placed in establishing a four-tier pyramid of interventions? Why or why not?
- The authors contend that parents need to remain informed of supports put in place for students, rather than providing explicit permission for interventions (pages 198-199). What are some ways that your school could work to inform and involve parents in assigning tier 2, 3, and 4 supports? What supports would need to still involve parental permission? How could your school communicate shifts being explored through the development of a Collaborative Response Model?
- Are there any current practices that exist in the school that would need to be examined in light of the phrase “students at the greatest level of need receive guidance (from) the most trained and qualified staff in the school” (page 191)?

Activity 1 – Debriefing a Collaborative Team Meeting

As a team, watch a [sample Collaborative Team Meeting](#), using the Collaborative Response Model System (CRMS) software. The video is approximately 17 minutes in length and shows how a meeting can involve all three essential components of the Collaborative Response Model.

Following the video, engage in small or large group discussion utilizing the following questions:

- What structures were in place to guide the meeting?
- What was the role of leadership in the meeting?
- How was assessment data used to guide the conversation?
- How was the meeting structured to ensure action-focused conversations?

Activity 2 – School Stories

Divide participants into two groups.

- Have group one watch a school story video, sharing [reflections from St. Catherine’s School](#)
- Have group two watch a school story video, sharing [reflections from Vulcan Prairieview School](#)

Have participants come together in partners or in small groups to discuss what they viewed, what stood out for them and other questions that they still had after viewing.

As partners or small groups, develop a list of top five key learnings from the videos to share with the large group.

Activity 3 – Dice Discussion

Each small group will need a copy of the [Dice Discussion Questions](#) as well as a dice.

In small groups, have participants take turns rolling the dice and answering the corresponding question on the Dice Discussion Questions page. Use the questions on the page as a discussion starter related to next steps for the school.

Additional Questions for Exploration

- Respond to the assertion made by Hargreaves and Fullan that, “teachers who work in cultures of collaboration tend to perform better than teachers who work alone” (page 210). Do you agree with this statement? Does this align with your past teaching experiences?

Additional Study Guide Notes
