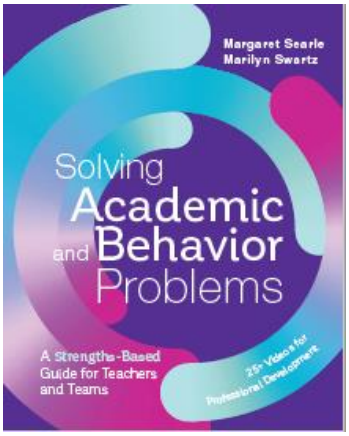

The Team Organization Meeting: Strengthening Tier 1

Lesson 3 of The RTI/MTSS Coach Training Series

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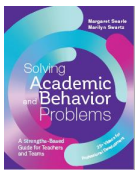
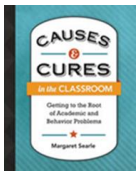
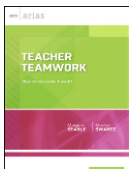
1

Outcome for The Team Organization Meeting Lesson 3

- Help you make the most of team planning time.
- Learn how strength charts focus meetings on Tier 1 strengths and concerns.







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Anticipation Guide: Lesson 3: The Team Organization Meeting

Directions: Before viewing the video and doing the readings write your best answer based on your current information in the "before" section. After completing the module, use the "after" column to change or add any new information to your original answers.
Part of our live discussions will be sharing your new insights.

Question	Pre	Post
Name 3 tools that improve meeting efficiency and make sure all voices are heard.		
Give an example of a topic that would be "out of your circle of influence" for team meetings.		
How do strength charts help focus team discussions?		

3

Lesson 3: The Team Organization Meeting

Note-taking Directions:

- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries.*
- In the right side boxes, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.

Video 1: Team Organization Meeting: Strengthening Tier 1	**Video: Questions or reflections**
1. 2. 3.	
Reading 1: Relaunching the Process pp. 18 - 20	**Reading 1: Questions or reflections**
1. 2. 3.	
Reading 2: Team Protocols (timed agendas) pp. 13 - 19	**Reading 2: Questions or reflections**
1. 2. 3.	

4

Why We Need To Change Our Approach

- 46% of teachers perceive their occupation as creating high to very high levels of stress.
- High stress levels in teachers affect both student social adjustment and academic performance.

Greenberg, Brown and Abenavoli, 2016

5

Classroom Teaching Is More Complex Than That of Medicine

- Elementary teachers have 200 – 300 exchanges every hour, most of which are unplanned and unpredictable, calling for teacher decisions as well as judgements.

Carnegie Mellon University and Temple University

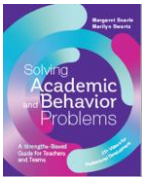
- The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster.

Lee S. Schulman, The Wisdom of Practice

6

Stressors of Teachers and How To Help

Teacher Stressor	Strategy
"I often feel isolated and overwhelmed. After I was hired, I was welcomed, shown my room, given my materials, and left to fend for myself. I wish I had someone I could go to without feeling like I'm an incompetent pest."	Hold regular team meetings designed to address concerns and share successful strategies
"We want data-driven decision making, but I don't know what data to collect or how to collect them. Sometimes it feels like I spend more time testing and compiling data than I do teaching."	Clarify problems and identify progress monitoring tools for measuring growth
"People are reluctant to share strategies for fear of being viewed as a know-it-all, having others take credit for their work, or having their ideas criticized."	Use a strengths-based model for regular team discussions
"Our staff feels like things keep being added to our plates, and we have very little say about it. It's just overwhelming. We've lost our voice as educators."	Hold strengths-based teacher meetings



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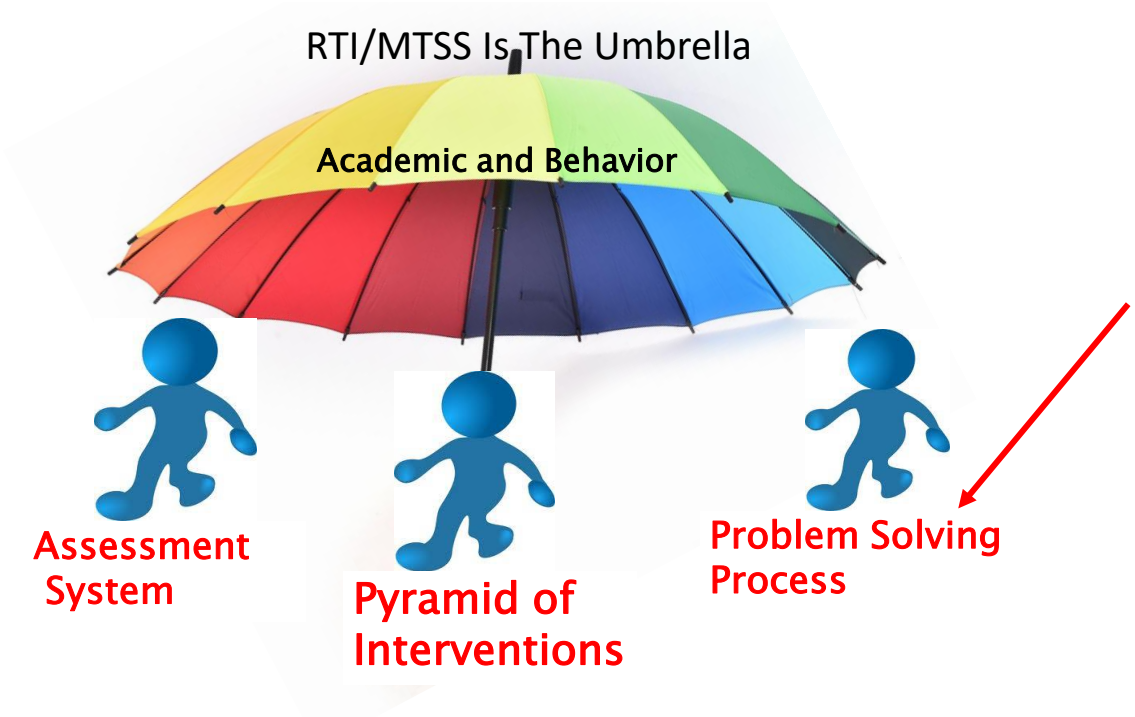

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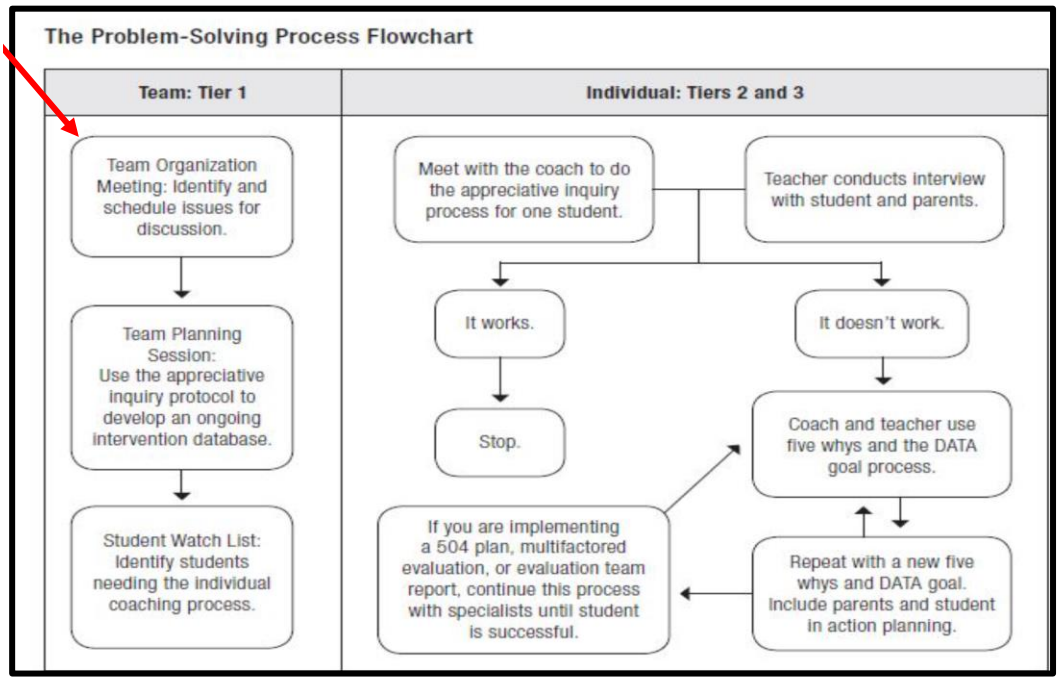
Prevention



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Timed Agendas

- A simple meeting agenda, distributed in advance, is one of the most important tools for ensuring successful and productive meetings.

1. It sets the right tone for getting down to business.
2. It clarifies the purpose of the meeting
3. It keeps people focused
4. It helps people come prepared

10

Timed Agenda for Team Organizational Meeting		
Meeting date	**Agenda**	**Time allotment**
August 24	Identify the top 3 tier 1 concerns affecting student groups	6 minutes
	Clarify and decide how to progress monitor growth	20 minutes
	Discuss and schedule next meeting agendas	9 minutes

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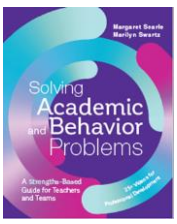
Roles and Responsibilities



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- **Coordinator** - Builds respect within the team and ensures that discussions stay focused and detailed. Balances talk so each person has an equal chance to contribute.
- **Time Keeper** - Ensures that the entire agenda or task is completed and no time is wasted. Have meetings start and end on time and see that time limits are honored.
- **Analyzer** - Promotes clear and specific action plans by asking clarifying questions as stories and ideas for interventions, accommodations, and progress monitoring are discussed.
- **Recorder** - Facilitates communication using chart paper or a projector to take notes so the team can look for patterns of what works as ideas are shared. Distributes notes within 24 hour to appropriate people.
- **Summarizer** - Reviews progress and refocuses efforts when discussions veer off coarse. Help team members hear their own conversation points by frequently paraphrasing what is said.

12

Common Focus for The Meeting

Each member thinks of 3 concerns that your school team is likely to have with at least 15 students this year. Do this alone.

- Make at least one an academic concern. The others may be executive function issues.
- Put only one idea per post-it.

Examples of common concerns:

Cannot draw a logical conclusion

Cannot upload and download material

Unable to stick to the task at hand

Hands in poor quality work even when it is easy enough for them to do

Unable to remember what was covered in class

Disrespectful to others

Can't figure out steps in a math problem

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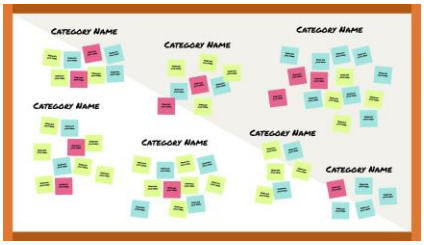
Putting Things In Priority



Team Organization Meeting

Form A

General Issue	Specific Concern	Meeting Focus (Skill we want to see more of – see charts)	Criteria For Measuring Growth	Start Plan	Stop Plan

Analyzer:

1. Cluster your post-its for concerns that affect many students by like ideas.
2. Rank them by the concerns you want to address first in your team meetings for the next 6 weeks.

Recorder: Record the top 3 concerns on the team organization chart.

Timekeeper: You have 6 minutes for all three steps.

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Team Organization Meeting

General Issue	Specific Concern	Meeting Focus (the skill you want to see more of – see charts)	Criteria For Measuring Growth	Start Plan	Stop Plan

15

In A Remote Setting

1. Teachers submit their 3 Tier 1 issues electronically to the team member whose role is the analyzer.
2. The analyzer compiles the issues by category and submits those categories to the team.
3. The team can then use a zoom meeting to complete the discussion.

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Clarifying - Team Organization Meeting

- Coordinator: Have the team members describe what the general issue looks like and sounds like in their classroom.
- Analyzers: Use the strength charts to help narrow down the specific skill needed to help remedy the concern.
- Summarizer: Lead the discussion on how to progress monitor the skill and make sure you have consensus on the plan.
- Timekeeper: 20 minutes
- Recorder: Capture the information on the organization chart and write your top concern on the chart paper on the wall.

17

Progress Monitoring Chart For Team Action Plans

What is being measured				How the team will collect data		
Student Name	**Baseline Data**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Total growth**

4

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Team Organization Meeting

General Issue	Specific Concern	Meeting Focus (Skill we want to see more of see strength charts)	Criteria For Measuring Growth	Start Plan	Stop Plan
Motivation	Some student don't get started with work without a teacher boost. Some ask for help before trying.	**Chart:** Motivation **Category**: Sees How Effort Affects Success **Subskill**: I try to solve problems myself first and know ways to get help when I cannot.	Attempting daily bell ringer and asking for help when needed.	Sept 3	Oct 1

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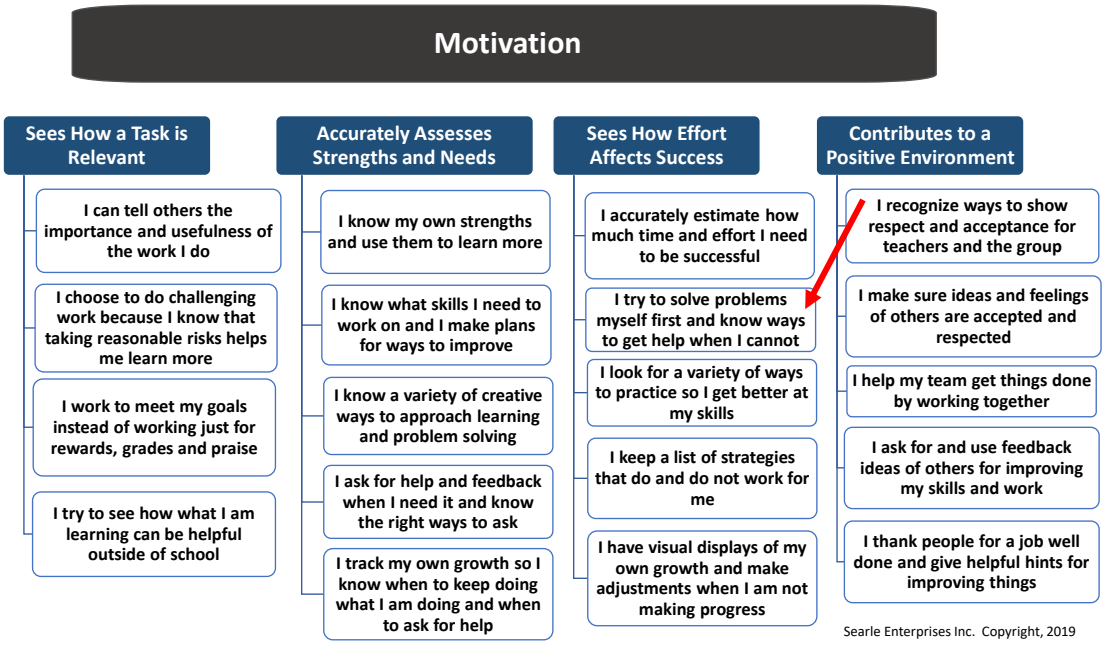

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Team Organization Meeting

General Issue	Specific Concern	Meeting Focus Question (the skill you want to see more of – see charts)	Criteria For Measuring Growth	Start Plan	Stop Plan
Mental Health	Some students are passive and unengaged while others are disruptive.	**Chart:** Resilience & Flexibility **Category**: Build my own Self-Confidence **Subskill**: I know and use strategies for shifting my own energy up or down to match the situation.	See if students can explain how their use their Zones of Regulation to help them control their energy.	Oct. 1	Oct. 29

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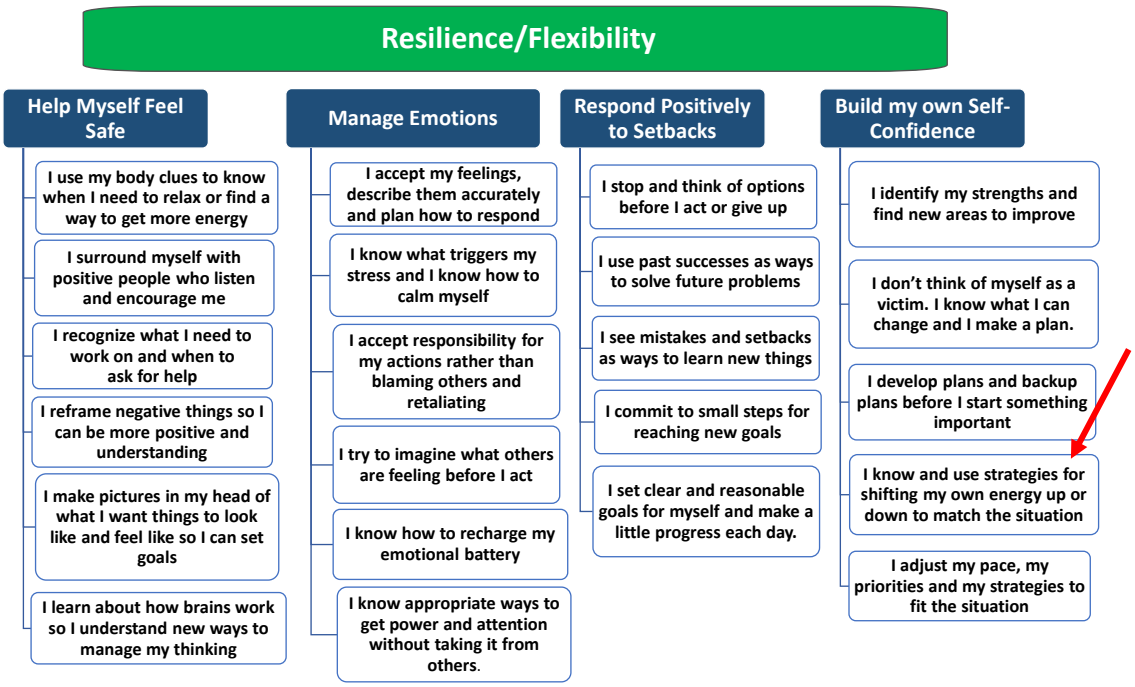

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Team Organization Meeting

General Issue	Specific Concern	Meeting Focus Question (the skill you want to see more of – see charts)	Criteria For Measuring Growth	Start Plan	Stop Plan
Organization	Some students don't bring supplies and assignments. Some cannot find materials even when they have them.	**Chart:** Organization **Category**: Following Through **Subskill**: I have a system for double checking how well I sort and arrange my things and ideas that I use regularly.	Periodic scavenger hunt. Weekly, can they pull out what they need?	Nov 2	Nov 30

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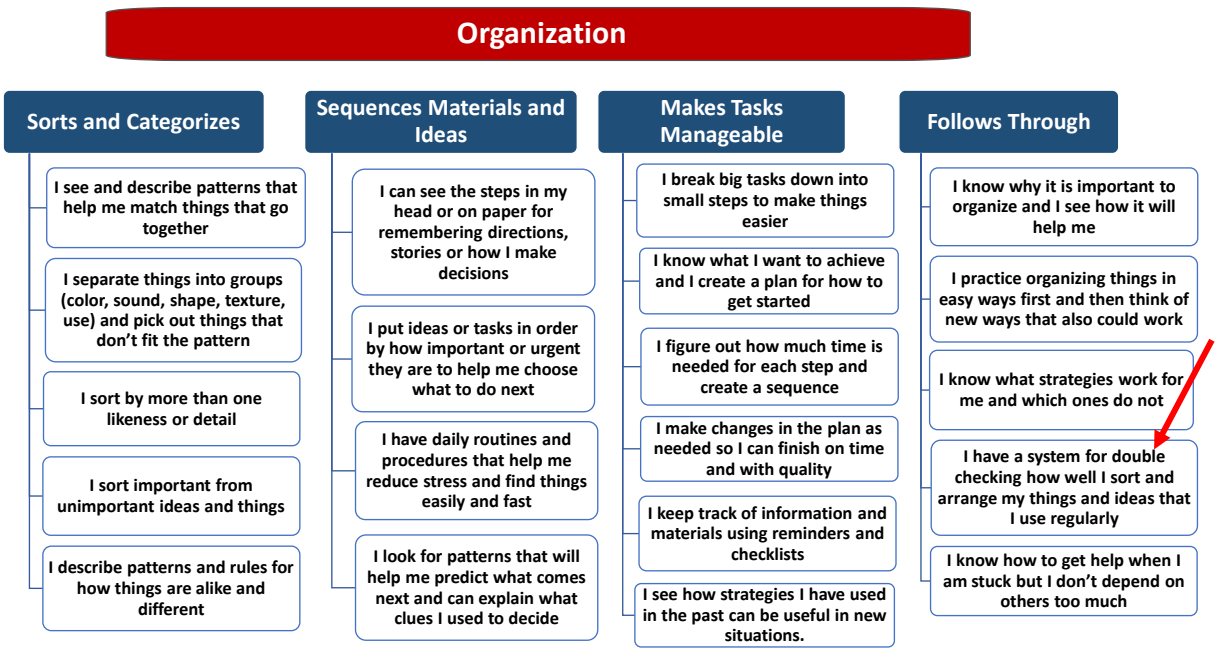

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Team Organization Meeting (Video 2.2)

General Issue	Specific Concern	Meeting Focus (the skill you want to see more of – see charts)	Criteria For Measuring Growth	Start Plan	Stop Plan
Motivation	Some student don't get started with work without a teacher boost. Some ask for help before trying.	I try to solve problems myself first and know ways to get help when I cannot.	Attempting daily bell ringer and asking for help when needed.	Sept 3	Oct 1
Mental Health	Some students are passive and unengaged while others are disruptive.	I know and use strategies for shifting my own energy up or down to match the situation	See if students can explain how their use their Zones of Regulation to help them control their energy.	Oct 1	Oct 29
Organization	Some students don't bring supplies and assignments. Some cannot find materials even when they have them.	I have a system for double checking how well I sort and arrange my things and ideas that I use regularly.	Periodic scavenger hunt. Weekly, can they pull out what they need.	Nov 2	Nov 30

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it's your turn

Pause

Which strength chart would help you identify the specific skill that addresses your top concern?

Strength Charts:
margaretsearle.com Downloads

1. Focus and Attention
2. Communication
3. Collaboration
4. Language Development
5. Math
6. Memory
7. Motivation
8. Organization
9. Problem Solving
10. Positive Relationships
11. Reading
12. Remote Learning
13. Resilience/Flexibility
14. Self-monitoring
15. Self Regulation/Impulse Control
16. Writing

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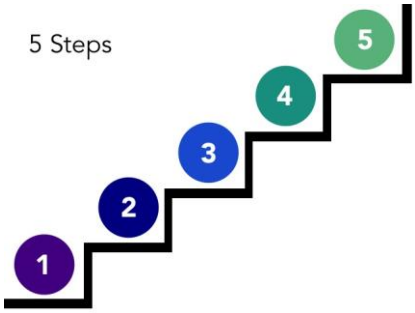
Organization Meeting

1. What are the concerns?
2. Clarify
3. Strength charts for missing skill.
4. Choose data tools
5. Decide the timeframe for implementing each action plan.

Use this as your focus for upcoming meetings (new topic about every 4 weeks) .



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Lesson 4
Team Planning Meeting

1. Appreciative Inquiry
2. 6 steps for creating the action plan
3. Increasing student independence

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