

Reconceptualizing Service Delivery

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	<u>Pages</u>
Our Many Hats Activity.....	2-3
SERP Internal Coherence Survey.....	4-10
Collaboration Reflection.....	11-12
Team Member Types.....	13-15
Collaboration Compact Worksheet.....	16-18
Underpinnings Worksheet.....	19
Pragmatic Underpinnings Resources.....	20-21
Service Delivery Brainstorming Tool.....	22-25
Action Planning.....	26
Advocacy Pitch Framework.....	27
References.....	28-29

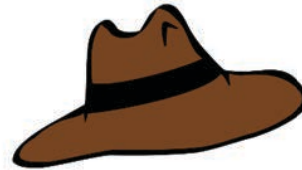
Our Many Hats Activity



Interventionist



Scientist



Diagnostician



Learner



Independence
Facilitator



Collaborator



Mentor



Coach



Compliance
Officer



Administrator



Educator



Record Keeper



Supervisor



Advocate



Motivator



Less time

Time spent during the week

More time

Reflect

Which three hats dominate your time?

Which three hats would you like to wear more often?

Revisit

How can I wear the independence facilitator hat more often?

How can I wear the coach hat more often?

What is preventing me from wearing my preferred hats more often?



Internal Coherence Assessment Protocol

Internal Coherence Survey

Developed by Richard F. Elmore, Michelle L. Forman, and Elizabeth Leisy Stosich

Acknowledgements

The Internal Coherence project knits together research from several established fields, including the work of leadership, effective teams, organizational learning, and individual and collective efficacy. The Internal Coherence Survey incorporates established items and scales from these fields, as well as items developed for this project in collaboration with experts within these fields.

Please see the page following the survey for a full bibliography of items.



Please indicate the school where you work: _____

Leadership for Learning

Please indicate how accurately each of the following statements describes your **principal**, in light of your experiences in your school **this school year**.

	Highly Inaccurate	Somewhat Inaccurate	Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
1. The principal invites input from faculty in discussions about teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The principal asks probing questions about teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The principal listens attentively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The principal encourages multiple points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The principal acknowledges the limitations of his or her own knowledge or expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The principal is knowledgeable about effective instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The principal communicates a clear vision for teaching and learning at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The principal is directly involved in helping teachers address instructional issues in their classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Psychological Safety

Please indicate how accurately each of the following statements describes your experiences **at your school** **this school year**.

	Highly Inaccurate	Somewhat Inaccurate	Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
9. People in this school are eager to share information about what does and does not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Making mistakes is considered part of the learning process in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. If I make a mistake at this school, it will not be held against me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. In this school, teachers feel comfortable experimenting with untried teaching approaches, even if the approach might not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. In this school, it is easy to speak up about what is on your mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. People in this school are usually comfortable talking about problems and disagreements about teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development

Please indicate how accurately each of the following statements describes your **professional development experiences on your campus this school year.**

	Highly Inaccurate	Somewhat Inaccurate	Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
15. My professional development experiences this year have been closely connected to my school's improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My professional development experiences this year have been valuable to my practice as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My professional development experiences this year have been designed in response to the learning needs of the faculty, as they emerge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My professional development experiences this year have included follow-up support as we implement what we have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaboration Around an Improvement Strategy

Please indicate how accurately each of the following statements describes your experiences **at your school this school year.**

	Highly Inaccurate	Somewhat Inaccurate	Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
20. Our school has an improvement plan, of which we are all aware.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. We focus our whole-school improvement efforts on clear, concrete steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. We coordinate our curriculum, instruction, and learning materials with our school improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The programs or initiatives we implement connect clearly to our school improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers' Involvement in Instructional Decisions

Please indicate how accurately each of the following statements describes **teachers' work at your school this school year**.

	Highly Inaccurate	Somewhat Inaccurate	Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
24. Teachers work collectively to plan school improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Teachers work collectively to select instructional methods and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Teachers work collectively to evaluate curricula and programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Teachers work collectively to determine professional development needs and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Teachers work collectively to plan professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. As a full faculty, we work toward developing a shared understanding of effective instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. As a full faculty, we regularly revisit and revise our thinking about the most effective instructional practices we can use with our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collective Efficacy

Please indicate how accurately each of the following statements describes the **teachers in your school this school year**.

	Highly Inaccurate	Somewhat Inaccurate	Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
31. Teachers are confident they will be able to motivate their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Teachers have the skills needed to produce meaningful student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. If a child doesn't learn something the first time, teachers will try another way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Teachers believe that every child can learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Teachers are skilled in various methods of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Teachers have what it takes to explore new instructional approaches to help underperforming students meet standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you participate in a grade-level or content-area team?

37. Please select all that apply:

grade-level team content-area team other (Please describe.) _____

I do not participate in a teacher team. (Skip to the end of the survey.)

If you participate in more than one team, please choose **one** team on which to base your answers to the following items.

Teams' Shared Understanding of Effective Practice

Please indicate how often you have worked with members of your **team** to do each of the following **this school year**.

	Almost Never	2-3 Times a Year	About Once a Month	2-3 Times a Month	Once a Week	More Than Once a Week
38. How often have you worked with members of your team to discuss teaching decisions based on student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. How often have you worked with members of your team to discuss teaching decisions based on student assessment data?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. How often have you worked with members of your team to evaluate curricular or assessment materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. How often have you worked with members of your team to discuss lesson plans or specific instructional practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support for Teams

Please indicate how accurately each of the following statements describes the **principal in your school this school year**.

	Highly Inaccurate	Somewhat Inaccurate	Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
42. The principal provides teacher teams with the right balance of direction and independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. The principal gives teacher teams a clear and meaningful purpose for their time together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. The principal provides adequate time for teacher teams to meet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. The principal ensures that teacher meeting time is protected and maintained consistently throughout the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. The principal supports teacher teams in following through on instructional decisions made by the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Team Processes

Please indicate how accurately each of the following statements describes your experience on your **team this school year**.

	Highly Inaccurate	Somewhat Inaccurate	Inaccurate	Somewhat Accurate	Accurate	Highly Accurate
47. Our team meetings have an agenda, which we do our best to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. There is always someone who has the responsibility of guiding or facilitating our team discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. When our team makes a decision, all teachers on the team take responsibility for following through.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Our team meetings include productive debate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. All members of the team are actively involved in our collective learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Team meetings connect to each other and the overarching purpose for team work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Item Sources

Items 1-5 and 9-14 are adapted from “Is Yours a Learning Organization?” by D. A. Garvin, A. C. Edmondson & F. Gino, 2008, Harvard Business Review, March, p. 109-16.

Items 7 and 15-16 are from Consortium on Chicago School Research. (2009). Survey of Chicago public schools - high school teacher edition [Online survey and Website]. Chicago, IL. Reprinted with permission from the Consortium on Chicago School Research and the University of Chicago Urban Education Institute.

Items 24-28 are from “A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools,” by Y. L. Goddard, R. D. Goddard & M. Tschannen-Moran, 2007, Teachers College Record, 109, p. 877-96.

Items 31-35 are from “A Theoretical and Empirical Analysis of the Measurement of Collective Efficacy: The Development of a Short Form,” by R. D. Goddard, 2002, Educational and Psychological Measurement, 62, p. 97-110.

Item 36 is from Bay area school reform collaborative. (2002). Bay area school reform collaborative - teacher survey. [Online survey and Website.] Oakland, CA. Retrieved May 31, 2011 from [http:// www.stanford.edu/group/suse-crc/cgi-bin/drupal/sites/default/files/survey/BASRC-teacher-survey2002.pdf](http://www.stanford.edu/group/suse-crc/cgi-bin/drupal/sites/default/files/survey/BASRC-teacher-survey2002.pdf).

Items 38-46 were developed with assistance from Susan F. Henry, Educational Consultant on Teacher Collaboration. (2010).

All other items were developed for the Internal Coherence project by Michelle L. Forman, Richard F. Elmore, and Elizabeth Leisy Stosich.

Collaboration Reflection Handout

Organization:

After taking the SERP Internal Coherence Survey (see handouts), reflect on the areas that you feel are strong in your organization and those that are weak.

Areas of strength _____

Areas of weakness _____

Review your responses about teams on pages 5 and 6. What do you feel is the most critical area to focus on to improve? _____

Identify at least two things you can do to improve your team's effectiveness.

Team:

Reflect on any team you are currently a member of and the last meeting you attended with the team. (Based on Norse & Waagan, 2019)

What did you notice about the interactions among members? To what extent is the team demonstrating trust and transparency?

How productive is the team in terms of achieving its shared mission (versus individual agendas)?

Based on your observations and experiences, what stage of development is this team experiencing? What evidence can you cite that supports your conclusion?

Self: Actioned Team Member Quiz (Actioned, 2019)

After taking the Actioned Team Member Quiz (www.actioned.com/team-member-quiz/) and reviewing the Team Member Types handout, reflect on the areas below:

What member of the team are you? _____

Copy the definition here:

Review the performance issues and management tip provided on the above link. Do you agree with this assessment? Record any information about your team persona below that you feel is helpful.

Now, bring this back to your team. Think about the members of your team and based on the persona descriptions below, try to place people in categories.

Team Persona	Brief Description	Team Member(s)
Creative Spark	The ideas machine for the team	
Productive Dynamo	The workhorse of the team	
Team Driver	The glue that holds the team together	
Intellectual Powerhouse	The brains of the team	
Maven Influencer	The team promotor	

Write down at least one thing you will do to use this information to improve your team's effectiveness (e.g., share survey with team members, take on a different persona that is missing).

UNDERSTANDING TEAM MEMBER TYPES



The ideas machine for the
team

Contribution to Team Performance
The Creative Spark is always looking for innovative new ways to do things and are great at thinking outside the box. This is an important skill to have on any team and one that not many people possess. The team member's creative thinking, optimistic nature, and focus on improvement makes them a fantastic asset to the team.

Possible Team Performance Issues

The Creative Spark can become bored if there is not enough stimulus and projects take too long. They are also not great with details and their work can appear careless at times.

Team management tip: Ensure that the creative needs of these team members are met – if necessary, with extra projects outside of their core role. Provide checklists and coaching for quality assurance.



The workhorse of the team

Contribution to Team Performance
The Productive Dynamo is focused on getting things done and enjoys achieving goals. While other people are talking about things, they're actually doing them. This team member works hard and can handle anything that's thrown at them. All great teams need a Productive Dynamo on board!

Possible Team Performance Issues

The Productive Dynamo can sometimes be so engrossed in the work that they forget to ask enough questions or challenge whether something should even be done at all. They can spend a lot of time perfecting things that may not warrant that level of attention. They can also become burnt out if their workload is not managed carefully.

Team management tip: Coach this team member in taking time to prioritize and triage their work. Encourage them to let you know if they have too much on their plate.

Contribution to Team Performance
The Team Driver keeps everyone organized and on task and are not afraid to follow up. This team member is great at facilitating meetings and putting in systems that keep everything running and moving forward. Without the Team Driver on board, it's very difficult for teams to work together.



The glue that holds the team together

Possible Team Performance Issues

Sometimes, Team Drivers can get so focused on the process of the team that they miss the bigger picture. They can also be intolerant of team members that work in a more ad hoc manner.

Team management tip: Encourage this team member to recognize the value that different types of team members bring to the team. Have a clear team or business vision and remind this team member of the overall goal.



The brains of the team

Contribution to Team Performance
When something goes wrong, the Intellectual Powerhouse is the person everyone turns towards to find a solution and solve the problem. They're highly analytical and can tell a good idea from an average one. This team member's specialist skills are rare and really important for the team.

Possible Team Performance Issues

The Intellectual Powerhouse has brains but often works chaotically and can be disorganized. They are also quick to judge ideas and other people's work – even seeming pessimistic at times.

Team management tip: Help this team member recognize the value that other team members bring – perhaps by pairing them up with a colleague for a project. Although they're often reluctant participants, team building activities are very useful for this type of team member.

Contribution to Team Performance
The Maven Influencer uses their networks and persuasive powers to break through roadblocks and get external support for the team. They know what's important and always have the bigger picture in mind. This team member is great at communicating and they are also an enthusiastic, and sometimes entertaining, resource for the team



The team promoter

Possible Team Performance Issues

Maven Influencers march to their own drum and they don't like having to adhere to too many team processes (and may choose to ignore them). They are full of ideas – but sometimes these are not practical and need to be shaped considerably.

Team management tip: This team member can be vitally important but also difficult to manage. Be clear about the goals and KPIs for the team and their role. Keep them focused on these.

Collaborative Compact Worksheet*

To get started:

“Begin with a conversation about collaborative work – what pleases or discourages the group – and how participants would like to agree to improve their level of collaboration. Suggest the group consider a collaborative compact, not as a set of rules, but as principles that might guide their work. Have pairs read and comment to one another about the ideas. Talk about the ideas as a full group and determine what they would like in their own compact that can be committed to print” (Garmston & Zimmerman, 2013, p. 11).

How We Agree to Work Together

Meeting Standards:

- Group members discuss only one topic at a time.
- Members use only one process at a time.
- Participation in the meeting is balanced.
- Conflict about ideas is encouraged, but affective conflict is eliminated.
- Group members understand and agree on meeting roles – typically, facilitator, recorder, group member, and person with role or knowledge authority (Garmston & Wellman, 2009)
-
-
-
-
-

Working Agreements:

- Demonstrate mutual respect: Be hard on ideas and soft on people.
- Listen to understand: Seek first to understand, then to be understood. Use paraphrases to communicate understanding and inquire before advocating.
- Be present: Eliminate personal distractions and participate.
- Check in with silence: When group members seem disengaged, check in with them by asking what they are thinking or feeling.
-
-
-
-
-

* Based on: Garmston, R. J. & Zimmerman, D. P. (2013). The collaborative compact. *The Journal of Staff Development*, 34(2), 10-16.

**Based on Pigeon & Khan (n.d.). Leadership lesson: Tools for effective team meetings – How I learned to stop worrying and love my team. Association of American Medical Colleges. Retrieved from:

https://www.aamc.org/members/gfa/faculty_vitae/148582/team-meetings.html

Team Meeting Guide**

Before the meeting checklist:

Advance notice of meeting (typically at least one week's notice)

Agenda sent in advance (one sentence description of meeting goal with a list of topics to be covered and who will address each topic, and the amount of time estimated for discussion.

Technology tested and issues resolved (test remote connections, establish ground rules for participating via videoconferencing).

Assign administrative roles. It can be helpful to create a plan in advance for rotating roles so everyone has the opportunity to serve.

Facilitator: focuses on asking instead of telling, listens attentively, builds consensus, ensures effective participation, keeps the conversation flowing, avoids too much or too little participation from team members, summarizes discussions and recommendations, adheres closely with the timeline.

Timekeeper: assists the facilitator in managing time. It can be helpful to determine a system for "time warnings" in advance. For example, the team can use cue cards with "5-minute" and "1-minute warnings"

Recorder: Keeps meeting minutes using an agreed-upon template. Gets the facilitator the minutes quickly (agree on this in advance).

During the meeting checklist:

Open with member "check-in" – take 5-10 minutes to check in with team members. Determine in advance whether this should be more personal: "Tell us how you're doing" or more purposeful: "What has been your experience with [agenda issue]" or "What do you hope gets accomplished today?"

Review ground rules – this can be accomplished easily if they are listed at the top of every agenda.

Facilitator moves the group through the agenda items adhering closely to the timeline with the Timekeeper's help.

Summarize decisions and assign action items. When an agenda item is resolved or a mutually agreed-upon plan is established, the facilitator verbally summarizes and this is recorded in the minutes.

Save time at the end to wrap up the meeting with an assessment of process and progress. Consider breaking the review down by task progress and team process:

Task progress: Compare the team's progress against specific goals and set task goals for the next session:

- What has the team accomplished?
- Has it met its task goals?
- What aspects of the project or task are presenting unusual challenges?
- Are action plans achievable?

Team Process: Assess team's ability to work together and set goals and roles for next session.

- What went well today?
- What needs to be improved? (Consider communication, decision making, resources, accountability, guidance, etc.)

* Based on: Garmston, R. J. & Zimmerman, D. P. (2013). The collaborative compact. *The Journal of Staff Development*, 34(2), 10-16.

**Based on Pigeon & Khan (n.d.). Leadership lesson: Tools for effective team meetings – How I learned to stop worrying and love my team. Association of American Medical Colleges. Retrieved from:

https://www.aamc.org/members/gfa/faculty_vitae/148582/team_meetings.html

Team Meeting Template

Our mission:

Our Meeting Standards:

Out

Our roles:

Facilitator _____ Time Keeper _____

Recorder _____

Agenda

Item (include person responsible and time allotment)	Notes	Action Item(s)	Member(s) responsible
1.			

Evaluation

Task Progress	Notes
What has the team accomplished?	
Have we met our task goals?	
What aspects of the project or task are presenting unusual challenges?	
Are action plans achievable?	
Team Process	Notes
What went well today?	
What needs to be improved?	

* Based on: Garmston, R. J. & Zimmerman, D. P. (2013). The collaborative compact. *The Journal of Staff Development*, 34(2), 10-16.

**Based on Pigeon & Khan (n.d.). Leadership lesson: Tools for effective team meetings – How I learned to stop worrying and love my team. Association of American Medical Colleges. Retrieved from:

https://www.aamc.org/members/gfa/faculty_vitae/148582/team_meetings.html

Underpinnings Worksheet

Student IEP Goal or State Standard:

Underpinnings:

Elementary Standard

CC.1.1.1.D.: Know and apply grade-level phonics and word analysis skills in decoding words. • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade-level words with inflectional endings. • Read grade-appropriate irregularly spelled words.

Underpinnings:

Middle School Standard

CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Underpinnings:

High School Standard

CC.1.4.9-10.A: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Underpinnings:

Examples of Pragmatic Language Underpinnings Required to Collaborate with Peers

Joint attention	
Understands that people are important (develops a social priority)	Knowledge
Responds: follows the gaze of the partner to determine what the partner is looking at.	Skill
Responds: follows a point by looking at the same object/event as their partner	Skill
Initiates: points to something to get partner's attention for the sole purpose of sharing attention (as opposed to behavior regulation)	Skill
Initiates: gives an object to partner to share	Skill
Initiates: shows something to the partner	Skill
Initiates: coordinated joint attention; looks between the partner and the object/event then back to the partner	Skill
Initiates: pairs a verbalization with a point, coordinated look, share, or give	Skill
Convey interest in speaker	
Mirror facial expressions	Skill
Comprehend verbal messages from multiple group members	Skill
Uses appropriate verbal (e.g., uh huh) and nonverbal (e.g., nodding, leaning in) feedback to peers	Skill
Maintain partner's interest when you're the speaker	
Use vocal inflection to add variety to voice	Skill
Stay on topic	Skill
Draw partner into conversation with questions and comments	Skill
Topic is of interest to partner	Knowledge and skill
<ul style="list-style-type: none"> • It's relevant to previous discussion 	Knowledge
<ul style="list-style-type: none"> • You've determined a shared interest 	Knowledge
<ul style="list-style-type: none"> • Focus on partner instead of yourself 	Skill
Differentiate among sincerity, sarcasm, and lies	
Understand why someone might tell a polite lie	Knowledge
Understand the five different types of sarcasm (i.e., vocal overemphasis, vocal underemphasis, exaggeration, statement doesn't match context, statement is completely outlandish)	Knowledge and skill
Interpret fleeting facial movements	Knowledge and skill
Interpret prosodic features	Knowledge and skill
Combine paralinguistic, extralinguistic, and linguistic information with knowledge of human behavior to generate a social inference about what your communication partner thinks, feels, is trying to do, and is trying to say	Knowledge and skill

Evaluate emotions	
Interpret fleeting facial movements	Knowledge and skill
Combine facial movement information with contextual information to generate an inference about communication partner's emotion	Knowledge and skill
Initiates	
Understands the task	Knowledge
Initiates conversation around the task with pertinent information/opening	Knowledge and skill
Uses knowledge of human behavior to "read" group members	Skill
Understands the concept of turn-taking to initiate at the appropriate time	Knowledge and skill
Uses the right vocal volume for the circumstance	Knowledge and skill
Maintains the interaction	
Stays on task	Skill
Follows the conversation when different group members contribute	Skill
Reads nonverbal cues to know whether group members understand, are interested, have something to add, etc. (interpret facial expressions/body language/gestures)	Knowledge and skill
Stays on topic	Skill
Changes topic in a way that connects previous ideas	Skill
Integrates ideas from others to summarize (requires understanding of paraphrasing, and hierarchy of ideas)	Knowledge and skill
Actively listens to peers	Skill
<ul style="list-style-type: none"> • Mirror facial expressions 	Skill
<ul style="list-style-type: none"> • Comprehend verbal messages from multiple group members 	Skill
<ul style="list-style-type: none"> • Uses appropriate verbal (e.g., uh huh) and nonverbal (e.g., nodding) feedback to peers 	Skill
Focuses on conversational balance by drawing partner in, sharing the floor, and contributing equally	Skill
Terminates the interaction	
Reads nonverbal and verbal cues to know when it's time to end the collaboration.	Knowledge and skill
Integrates ideas from others to summarize (requires understanding of paraphrasing, and hierarchy of ideas)	Knowledge and skill
Exchanges closing pleasantries (e.g., thanks for your help, I think we created a great project, see you later)	Knowledge and skill

Service Delivery Brainstorming Tool

Establishment

Have you built buy-in?	<input type="checkbox"/> Yes or <input type="checkbox"/> No (If no, start here first!)
Does your student own their goal?	<input type="checkbox"/> Yes or <input type="checkbox"/> No (If no, work on this before proceeding.)
What knowledge, skills, and strategies are needed to meet this goal?	Knowledge: Skills: Strategies:
What supports are most successful?	Environmental: Facilitative: Structural:
What do extenders need to know?	Know:
What do extenders need to do?	Do:
What is my service delivery plan?	Plan:
What is my progress monitoring plan?	Plan:

Mastery

Have I decreased supports?	<input type="checkbox"/> Yes or <input type="checkbox"/> No (If no, you're still in establishment.)
Can my student independently use their knowledge, skills, and/or strategies in context in which intervention took place?	<input type="checkbox"/> Yes or <input type="checkbox"/> No (If no, you're still in establishment.)
What will collaborative services look like?	Collaborative Services Plan:
What is my updated progress monitoring plan?	Progress Monitoring Plan:

Generalization

<p>Can my student demonstrate their new knowledge, skills, and/or strategies across:</p> <p style="padding-left: 100px;">People</p> <p style="padding-left: 100px;">Places</p> <p style="padding-left: 100px;">Activities</p> <p>Was handover of prompting to student successful?</p> <p>What will indirect services look like?</p> <p>What is my updated progress monitoring plan?</p>	<p><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p>Indirect Services Plan:</p> <p>Progress Monitoring Plan:</p>
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Maintenance

<p>Can my student demonstrate their new knowledge, skills, and/or strategies across time?</p> <p>What will consultative services look like?</p> <p>What is my updated progress monitoring plan?</p>	<p><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p>Consultative Services Plan:</p> <p>Progress Monitoring Plan:</p>
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_____ 's Caseload by Intervention Stage

Directions: Think about the students on your caseload. Try to organize them by intervention stage. Remember, some students may have speech or language goals in different stages!

Establishment
Buy-in, ownership, intensity, skilled scaffolding
Mastery
Increased independence, skilled fading

Generalization

Independence across contexts

Maintenance

Sustained independence

Action Planning

What is preventing me from providing more inclusive services?

Identify at least two steps you can take to move in this preferred direction at the start of the school year.

What will success look like?

Advocacy Pitch Framework

What is your idea?

Who is the decision-maker(s)?

What do they value?

How can your idea support that value?

Did you know

Imagine if

You don't have to imagine

*Based on Horn, S. (2015). *Got your attention?: How to create intrigue and connect with anyone*. Oakland, CA: Berrett-Koehler Publishers Inc.

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