



Teaming: Your Anchor for MTSS

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Land Acknowledgement



Who We Are

Sandy Gessner-Crabtree



Experience

- Classroom Teacher
- Instructional Coach
- Principal
- Curriculum Director
- Assistant Supt
- Supt
- OESD114 Regional MTSS Implementation Coordinator

~I really question the existence of mosquitoes?

Solina Adelson-Journey



Experience

- Classroom teacher
- Reading specialist
- Vancouver School District, MTSS Coach
- Restorative Practices Coach
- Building Administrator
- ESD 112, Regional MTSS Implementation Coordinator

~ I love to get magazines and mail!

Tori Hazelton



Experience

- Middle and high school teacher
- Dean of Students
- Principal, H.S., M.S., E.S.
- PSESD 121, Regional MTSS Implementation Specialist
- thazeltonsnnyder@psed.org

~ I hate mayonaise!

Warm Welcome

- Turn to a neighbor, introduce yourself and share:
 - If you could visit any lighthouse in the world or sail anywhere in the world, what one would you want to see or where would you want to go?



Why Teaming Matters

“Although the bottom line of education is to provide the individual student with high-quality instruction by the educator, we know that this outcome is more attainable and sustainable through a collaborative schoolwide approach guided by school leadership teams, which are supported in their implementation by district teams.” –

McIntosh and Goodman

Session Objectives

Participants will:

- increase their understanding of teaming best-practice
- explore and identify resources that will support leading teams
- apply learning to their leadership practice



Objective 1:

Participants will:

- increase their understanding in teaming best-practice



Anchoring Your Practice

A Clear Function for your Team #thewhy

What: Definition of why this team exists, the purpose, and how it is in service to students.

Example:

Impact (why this will help your team):

- Keeps the team on target
- Narrows the focus of the work
- Sets the course for the work (also resets the course when needed)

Anchoring Your Practice

Clear Objectives/Outcomes Tied to the Function of the Team

What: Based on needs (data), the team establishes agreed upon outputs/tasks that align to the function of the team

Examples:

Impact (why this will help your team):

- Outcomes of the time spent meeting are clear
- Reduces the distractions from competing initiatives OR creates the needs for an additional team OR makes us look at our function, objectives and outcomes and re-identify them if needed
- Collaboratively establishing these creates buy-in from team members
- The time, money, and resources pays off – #worthit



Anchoring Your Practice

Structured Agendas

What: A set, formal meeting structure that lists out the tasks the team will perform during the meeting.

Examples:

Impact (why this will help your team):

- Provides predictability for the team
- The agenda facilitates the meeting tasks
- Creates shared leadership
- Uses meeting time effectively

School:		Date:
Facilitator:		
Note Taker/Recorder:		
Timekeeper:		
Data Coordinator:		
Active Team Members Present		

Anchoring Your Practice

Regular Team Meeting Times

What: Established pattern of meeting times set at the beginning of the year. Frequency is determined by the function of the team.

Examples:

Impact (why this will help your team):

- Predictability
- Moves the work forward - #keeps momentum
- Expresses that this work as a priority
- Improves attendance



Anchoring Your Practice

Clear Action Steps and Follow-up



What: Defined tasks that support the achievement of the established outcomes based on the function of the team and reviewed at each meeting.

Examples:

Impact (why this will help your team):

- Competence builds confidence in the team and the work
- Helps build systems, patterns, and processes for the work to become embedded in the district or school
- Follow-up builds in mutual accountability and shared leadership

Anchoring Your Practice

Data is Used to Inform Progress

What: Data points are chosen that show progress over time related to the overall function of the team and are reviewed regularly as part of the structured agenda.

Examples:

Impact (why this will help your team):

- Helps the team plan
- Data can help the team course-correct
- Can measure fidelity, capacity, and progress towards outcomes of the team
- Data is not subjective which can help lead the work in a measured way, leading to less subjectivity and opinion





Objective 2:

Participants will:

- explore and identify resources that will support leading teams

Choosing the right sails...

Activity:

- You will be given a choice board with different resources on teaming to explore
- There will be resources for you to read, watch or explore
- You will be given _____ minutes to look over the resources that interest you the most and will be the most applicable to your context



Teaming Choice Board

Teaming



- [Team Compact \(Terms of Reference\)](#)
- [Team Audit](#)
- [School Level Team Checklist](#)
- [District Level Team Checklist](#)

Watch



- [Teaming - OSPI](#)
- [George Sugai- Teaming](#)

Read



- [Ch. 5 Integrating Teaming](#) from *Integrated Multi-Tiered System of Supports* by K. McIntosh and S. Goodman
- [Ch. 6 Integrating District Support Systems](#) from *Integrated Multi-Tiered System of Supports* by K. McIntosh and S. Goodman

Explore



- [Team Meeting Foundations](#)
- [Structured Meeting Agenda Templates](#)



Objective 3:

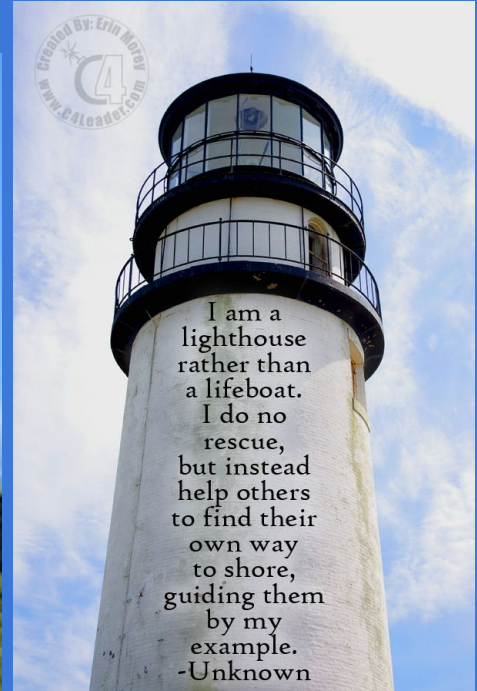
Participants will:

- apply learning to their leadership practice

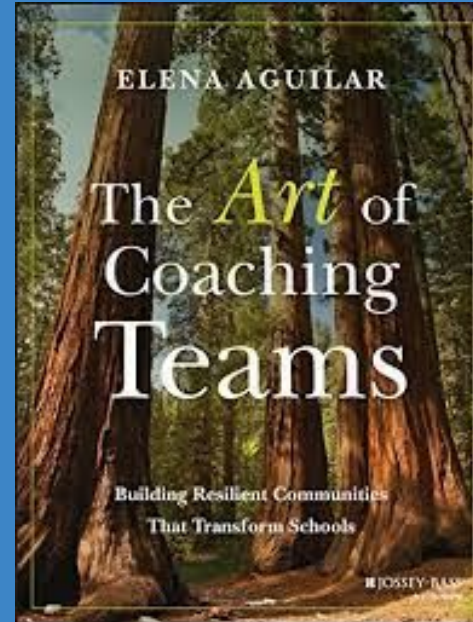
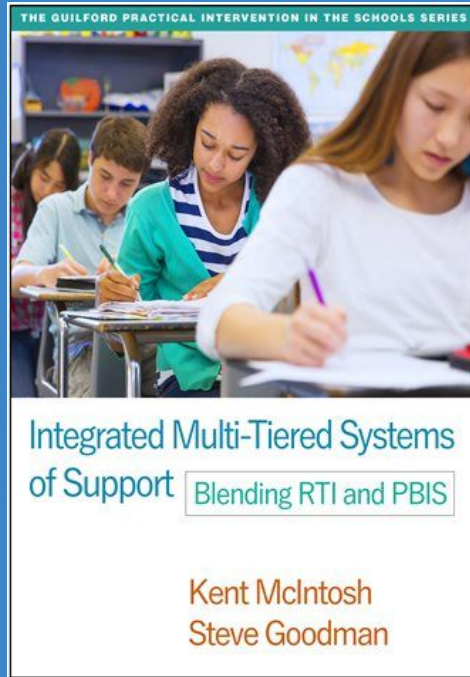
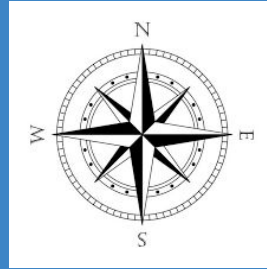
“Once you know this information, you can’t go back to the typical teaming practices – much like a lighthouse illuminates the way, so does the research on teaming light the way forward for our school teams.”

Lighting Your Way– Optimistic Closure

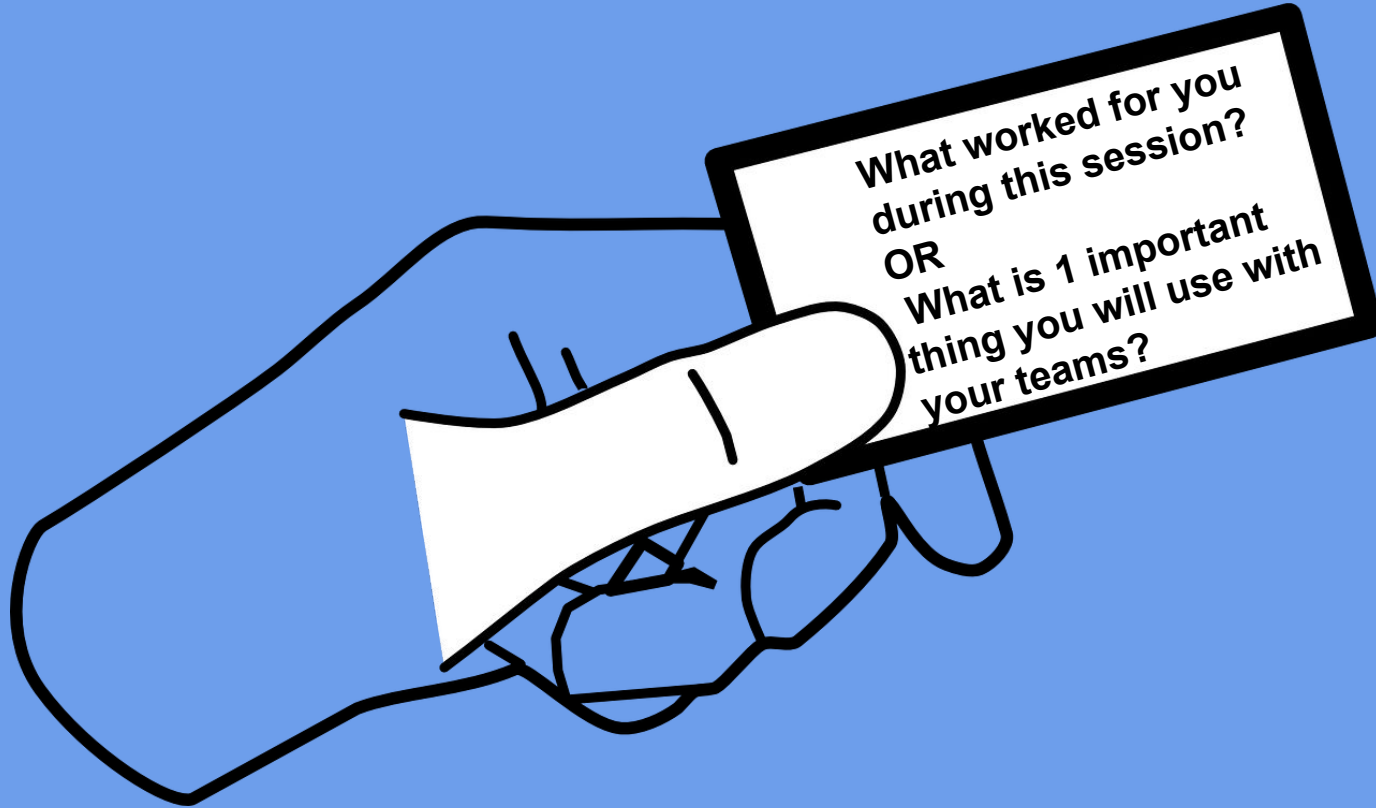
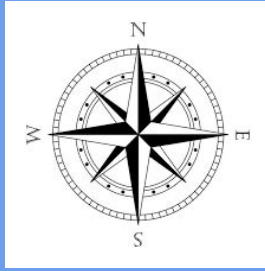
At your table group or with your team, share one word or phrase that reflects how you feel about moving forward with something you learned today.



Our Compass Points



Exit Ticket: To Guide Our Leadership



Draft Agenda

Why is this relevant to leaders?

- M&G Quote about teaming

Difference between typical practices vs best practices based on research

A Clear Why

Clear Objectives/Outcomes tied to the Why

Structured agendas

Regular Set Times (frequency of meetings)

Action Steps

Data to Inform Progress

Once you know this information, you can't go back to the typical teaming practices - much like a lighthouse illuminates the way, so does the research on teaming light the way forward in our schools.

UDL: read, watch, explore (choice board)

Tools: District and School Teaming Checklists from M&G, Leadership Team Meeting Foundations