Coordinating Collaborative Response: Sharing District Perspectives


Panel Discussion moderated by Kurtis Hewson:

- Mark Davidson – Medicine Hat Public School Division
- Reagan Weeks – Prairie Rose School Division
- Mark McWhinnie – Wolf Creek Public Schools
How do we ensure...

Embedded staff collaboration is focused, student-centered and data informed?

Response to intervention efforts hinge upon collaborative examination of students?

We maximize the collective expertise, strengths and moral imperative of our staff?

Collective Efficacy

Coherence
Collaborative Response Model

- Video overview
- Three page article overview
- Book information
- District/School partners
- CRM Google + Community
- Collaborative Response Model Conference

April 25-27 - Edmonton, AB
Three important collaborative Response Structures or Processes
Collaborative Response Model in Prairie Rose

First the what, then the how.....

★ Literacy Playbooks
★ Wellness Playbooks
★ ELL Playbook
★ Early Learning Playbook
Coaching and Assessment

★ Coaching – How it started, how it’s going
★ Math Screen – MIPI
★ Literacy Screens
  ○ Writing – HLAT (Working with Edmonton Public)
  ○ Reading – MAP Growth (NWEA)
The Meetings

★ Who attends?
★ Who decides?
★ How do we stay on track?
★ How do we pivot?
   ★ What we found out and what is next
Pyramid of Interventions to Continuum of Supports

- **Optimal Learning Environments (OLE's)**
- **Built on Existing: Connected the Disconnected**
- **Centrally Defined Meanings**
- **Sites Developed Continuum of Supports**
- **Shared process: Steering, Leadership then All**
- **Informed System Planning: Needs Based**
Assessment

- Screens! Give us screens!
- Determined Screens and Protocols
- Implementation
- The Screen is Just a Screen
  - Breathe
  - Breathe Some More
- Teacher Progress Monitoring (Understanding Assessment)
- Informed Future Work (Assessment and Reporting)
Collaborative Team Meetings

- **Purpose before Form**

- **Norms**

- The **Meetings**: Ego and Honesty
  - Breathe
  - It’s about “Learning” above “Teaching”
  - Breathe Some More

- **Intervention Defined and Attacked**
  - Ready, Fire, Aim

- **Informed System and Site Planning: Needs Based**
The BIG Three for Wolf Creek
Making An Impact on All Learners

1. The Timing Process: Aligned CRM Days with Guiding Principles

- Initial Beginnings: Sharing the Moral Imperative with All Stakeholders
- Started With Identifying PD Days Vs CRM Days
- Developed Guiding Principles on Distribution of Days
- Communicated with Local ATA Executive and School Admin on Purpose
- Hosted a Common “Learning Session” with CRM Meeting structures for School Leaders
2. The Discussion: A Focussed Discussion on ALL Learners with Additional Scheduled Time for Intervention Discussions

- CRM Software Facilitates recording the Action Items From Discussion
- Discussion on All “levels” or “Tiers” of Students is Important
- Celebrate Successes and Share the Challenges – Trust
- Ensure Discussion is “Chaired” so All Members can Contribute
- Ensure Data to Inform Discussions is Readily Accessible
- Ensure more complex discussions move to the Intervention Team Meeting
3. The Follow-Thru: **All members are committed to Implementation of Instruction/Assessment Practices**

- CRM Software Facilitates sending reminders and Summaries
- Meetings include actions of key people: Teachers, EA’s, Support Coaches
- Administrators Rotate through, Listening, Supporting
- Previous commitments and action items are revisited at Next Meeting
- Collaboration between members occurs between meetings – Ongoing
- Information is moved forward to Next Year’s Team (CRM) meetings
- Solid Transition Planning (Semesters and Year End)
Challenges...
What We've Learned...
QUESTIONS
Connect With Us...

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