

Dropout Prevention Alliance for Utah Students With Disabilities
Building Shared Knowledge: Effective Use of Multi-Tiered Student Supports
Team Planning Guide
February 19, 2015

The purpose of Team Planning Time is to think through and plan how to strategically address a challenge or problem associated with meeting students needs in mathematics. Use the four questions below and the prompts under each question to push each other to be explicit about what you're going to do and why. Don't be afraid to challenge assumptions and ask, "What if..." Use the resources in the room – your colleagues within and outside your school and USOE and WestEd staff – to deepen your thinking and inform your plan.

1. How do we understand the problem and the system in which it operates?

- Describe the problem or issue. Consider the five areas Becky Unker shared in her presentation (Time, Intensity, Explicitness, Strategic Instruction, Response Opportunities). Being specific here will help shape implementation in ways more likely to lead to improvement.
- What makes this a high priority issue?
- Are you sure you have correctly identified the underlying problem? Check your evidence and challenge your assumptions! Can you imagine any other problem that would lead to the same data profile?
- Is the problem the same at each grade level? For all students? How do you know?

2. What are we trying to accomplish?

- What is your goal or implementation target related to the issue? Consider a frame like: In order to _____ (provide more leveled, targeted math instruction for students in the after-school program), we will _____ (e.g., begin better communication between math class and intervention teachers; align after-school curriculum with the math class curriculum; target ninth grade students for after-school intervention).
- Unpack the broad statements in your dropout prevention plan (e.g., Implement math interventions) to align with the more specific problem you outlined in #1.

3. What change can we make that will result in improvement?

- What evidence-based program, policy, or practice will you implement?
- Are you sure this is the right way to go? Does it address the specific problem you outlined above? Challenge your assumptions about what works one more time!
- How will you adapt or adjust implementation to address the local context? What are the fundamental elements of the program or policy that DO need to be done in order to get results?
- Will everyone implement at the same time in the same way? Will you pilot something? Are there some small changes you might try implementing before you scale up across the school or district?
- Consider adding a more specific timeline (not August 2014 to June 2015 but what will happen each month).
- What will you need to do immediately? In the next month? In the next three months?

4. How will we know that a change is an improvement?

- What are your implementation targets and what evidence or data will you collect to monitor this?
- What processes have or will you establish to monitor progress, review evidence and make mid-course adjustments regularly?

School:

Team Members:

1. Check one focus area. Describe the specific problem we are trying to solve, the system in which it operates, and the evidence that shaped our thinking:

Time Intensity Explicitness Strategic Instruction Response Opportunities

2. State our aim or goal:

3. Describe the change that will result in improvement:

4. Describe how we'll monitor this change to know it is resulting in improvement:

| | <i>Immediate actions when you return to your school or district:</i> | <i>Initial actions in the next month:</i> | <i>Actions to be taken beginning in January:</i> |
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Who needs to be informed of this and how will you inform them?

What additional questions do you have or support do you need?