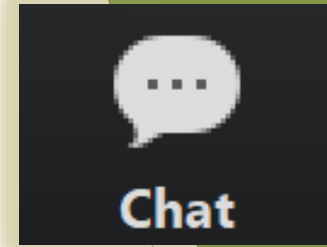# Effective Teaming Practice for Districts and Schools

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New York City Department of Education

Welcome!

Chat

▶ As we prepare to start, please feel free to share in Chat:

▶ Role, school grade level

▶ Role, district affiliation (e.g., teaching and learning, student support services, operations)

Name 2 things...

- Please feel free to use the chatbox

  - **Name one thing** you (or your group) is doing well related to teaming, or came here

    to learn about teaming

  - **Name one way** you (or your group) uses

    teaming to promote more equitable outcomes

    for all students

Overview of Today's Session

1. Discuss general considerations and best practices for **teaming structures at both School and District levels to promote more equitable outcomes for all students.**

2. Share School teaming practices supporting **equitable outcomes** across the tiers.

3. Present a District case example - Policies, Practices and Supports for Schools to support **equitable outcomes.**

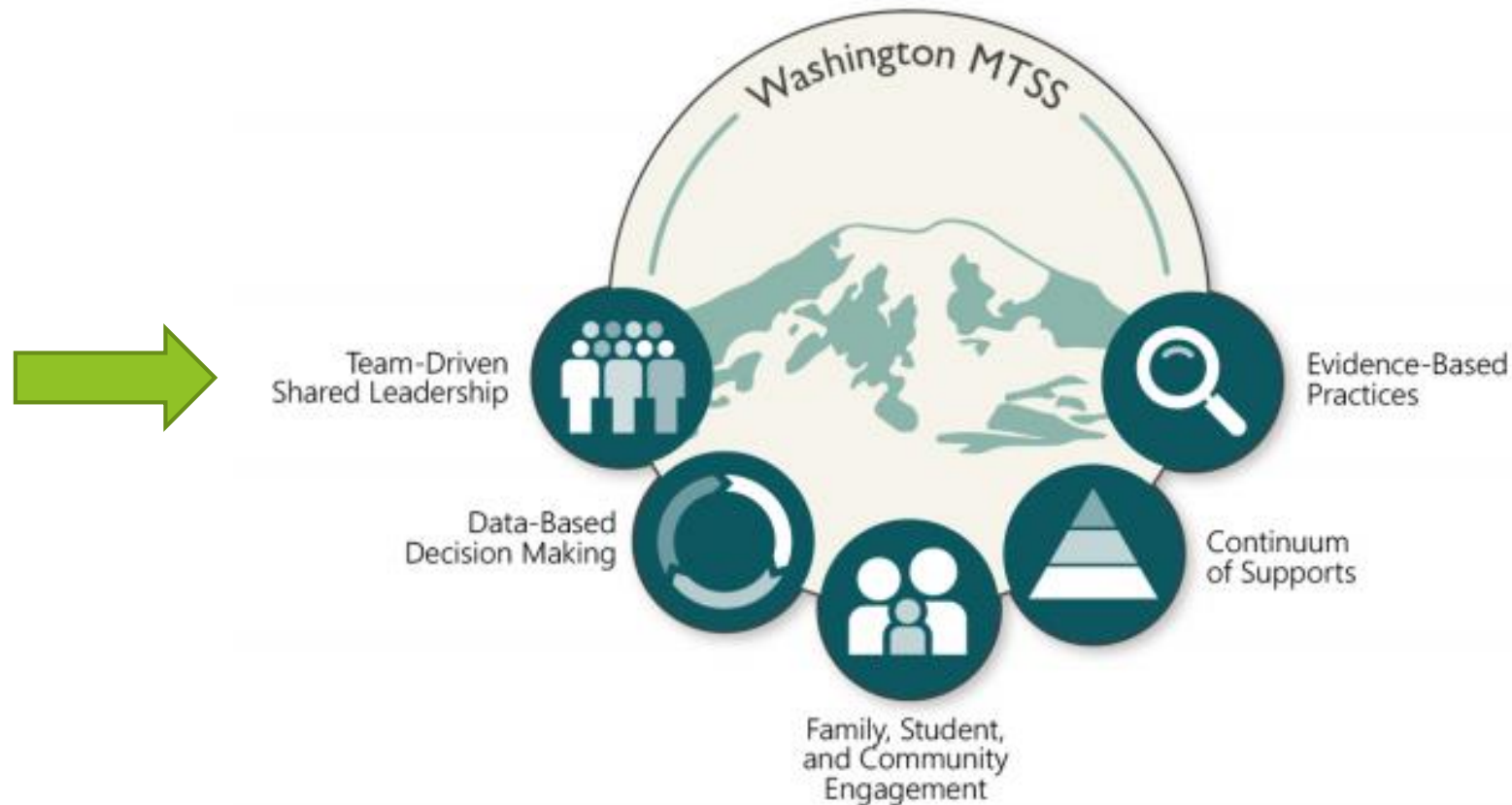# Washington's Multi-Tiered System of Supports Framework

Figure 1. Multi-Tiered System of Supports, from OSPI.

https://k12.wa.us/sites/default/files/public/cisl/iss/pubdocs/WA%20MTSS%20Framework%20Publication_final.pdf

Equitable Outcomes: Where do I start? What's my point of entry?

- What do I care about? My values
- What am I good at? My skill sets
- What do I want to do? My goals

- *How do I do it?*
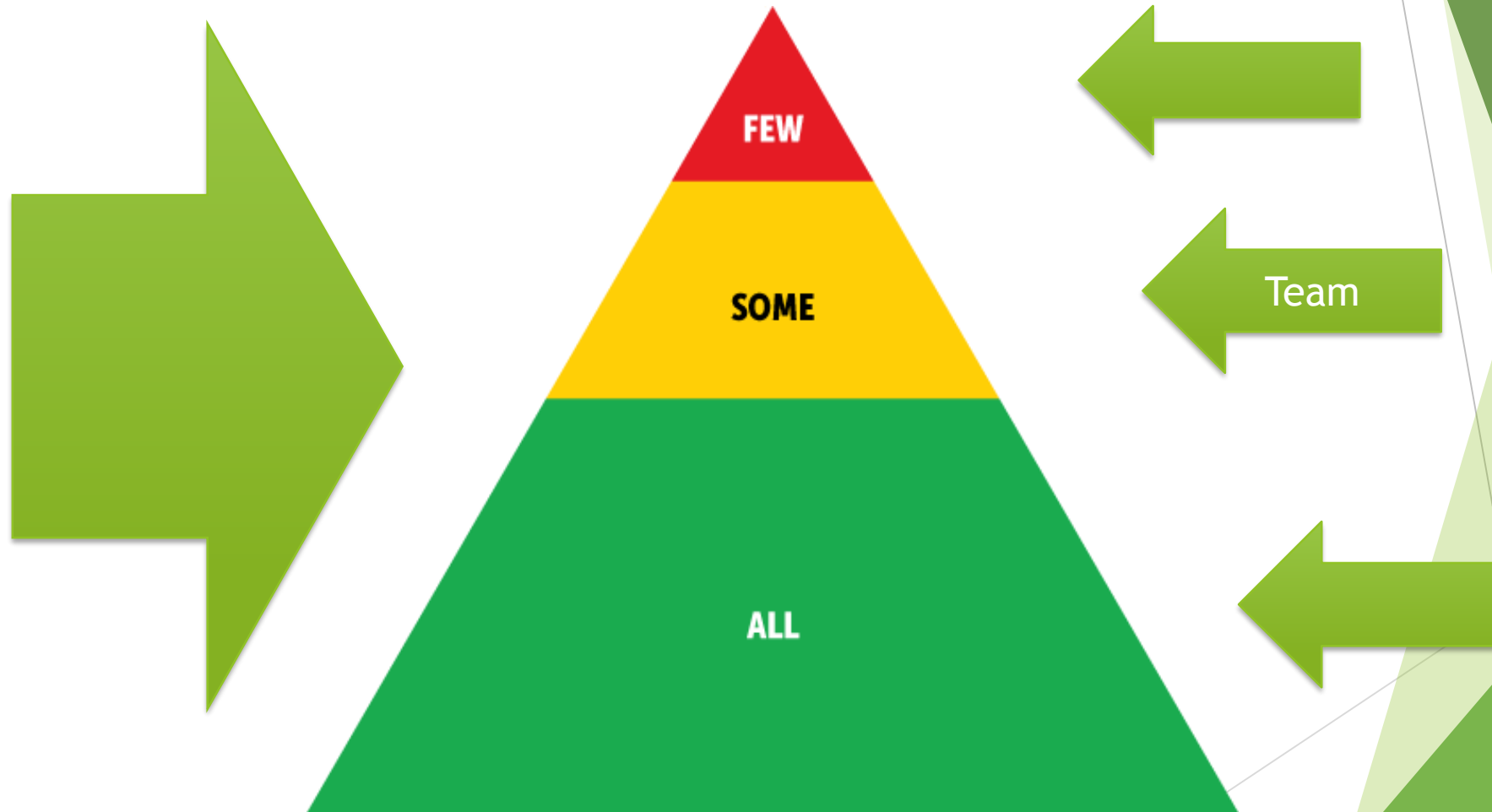
Answer: I can't do this alone. I need a **TEAM**!

What is a Team?

- Merriam Webster: A number of persons associated together in work or activity

- American Heritage Online: A group organized for work or activity

General themes:

- Shared Values
- Shared Goals
- Complementary and Interdependent Actions
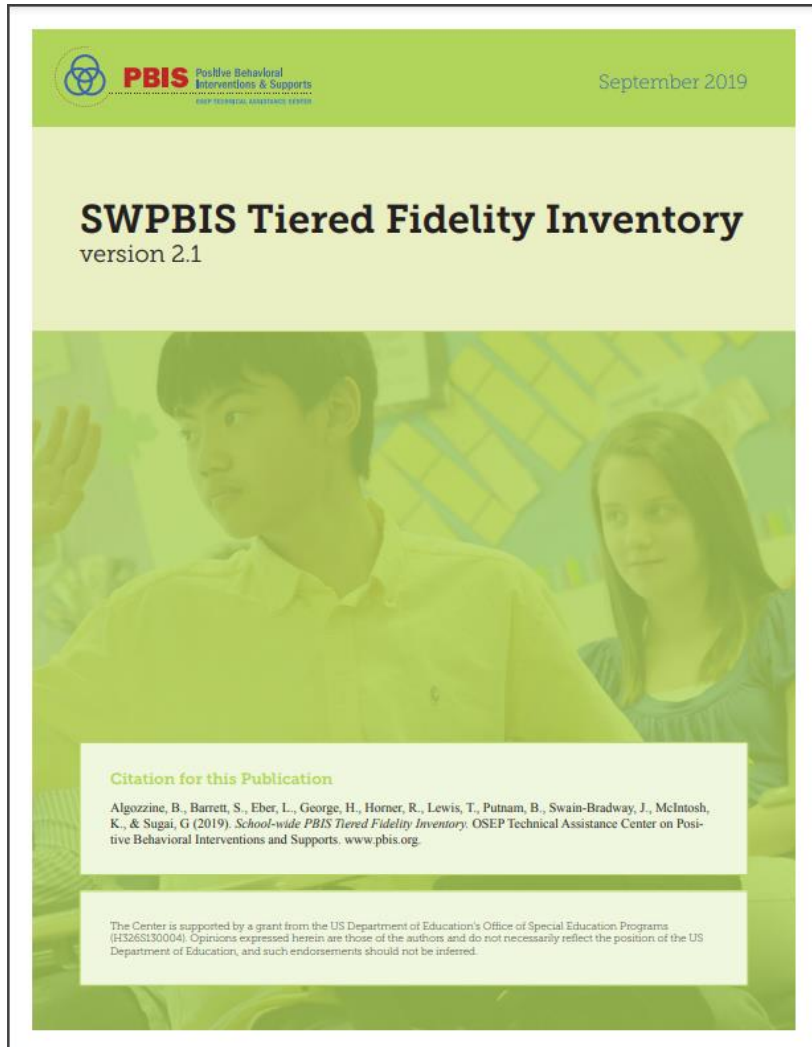
Multi-Tiered Systems of Support

Equitable Outcomes: Where do I start (revisited)! What's our point of entry?

- What do *we* care about? Our values
- What are *we* good at? Our skill sets
- What do *we* want to do? Our goals

- How do *we* do it?
  - What can I contribute, and whose support do I need?

School Level: Who should be on our team(s)?

- Who do we need?
  - *Think about skillsets*

- At all tiers (where relevant and appropriate)
  - Data Person(s)
  - Internal MTSS/PBIS Coach or Behavior Specialist
  - General and Special Education Teachers
  - Administrator
  - Family Representative
  - Student Representative
  - Community Representative

Tiered Fidelity Inventory – www.pbis.org

PBIS Positive Behavioral Interventions & Supports

September 2019

SWPBIS Tiered Fidelity Inventory
version 2.1

Citation for this Publication

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The Center is supported by a grant from the US Department of Education's Office of Special Education Programs (H326S130004). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

Feature

1.1 Team Composition:
Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.

1.2 Team Operating Procedures:
Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
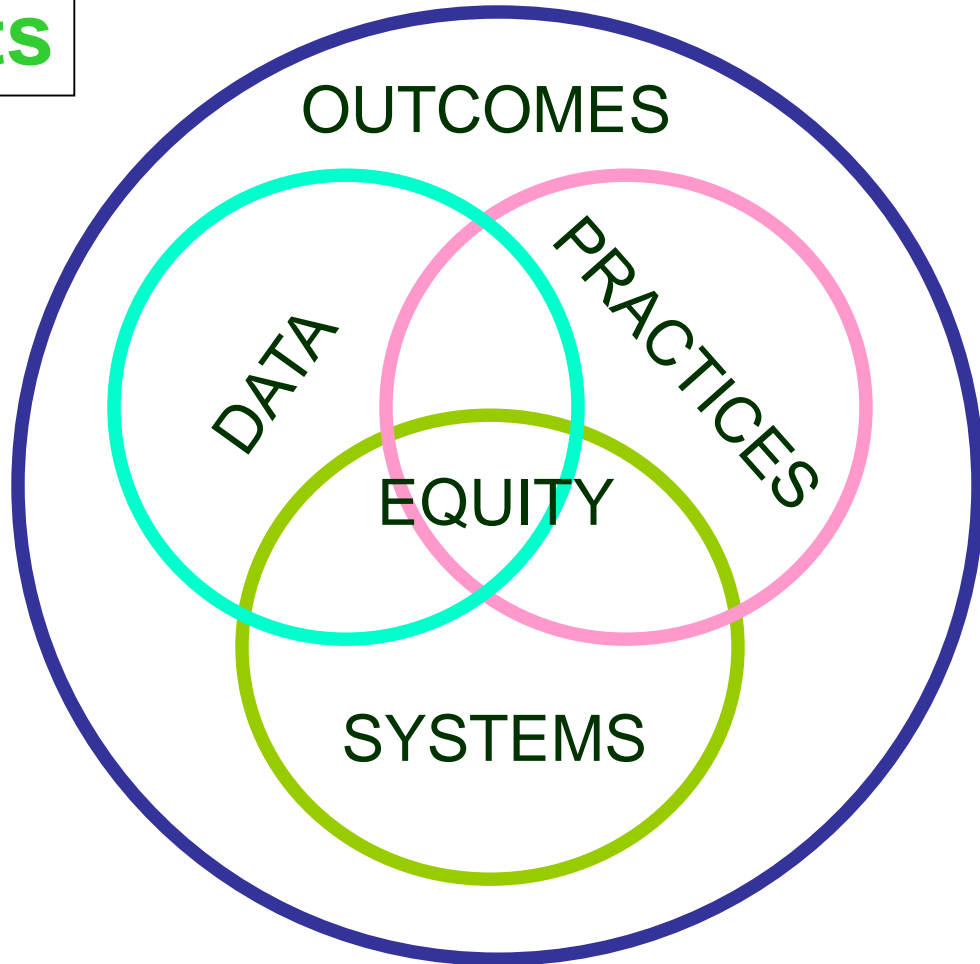
Agency

Voice

https://www.pbis.org/resource/tfi

Data to Support Equitable Outcomes

What data do we need to make equitable decisions?

How does being part of a *team* of educators benefit students?

How can this inform our practice?

Systems that Support Us

What teams do I belong to?
  Co-teacher Teams
  Grade-level/Department Teams
  Student Support Teams
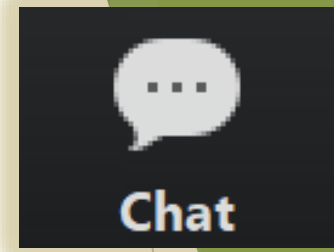 IEP Teams

Where can I have _voice and agency_?

What professional learning opportunities are available to us?

Practices that Meet Needs and Shared Values

What can we do to improve more equitable outcomes for students?

What do I need from my team or teams, and what can I contribute?

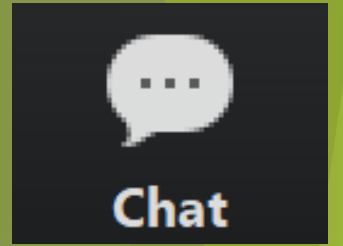How can MTSS/PBIS principles support us as educators in our practice?

Q & A

(please use the Chat box)

Chat Box around Teaming Practices

1) What can we do to improve more equitable outcomes for students?

2) What do I need from my team or teams, and what can I contribute?

3) How can MTSS/PBIS principles support us as educators in our practice?

District Example – New York City Creating Commitment for Equity

▶ Exploration into Installation

▶ Alignment to and Leveraging State and Local Initiatives and Policies

▶ Teaming and Communication Protocols

▶ Focus on District-level readiness activities prior to School-level work

Demographics: NYC Public Schools

▶ 1,800+ schools across 5 boroughs (Brooklyn, Queens, Manhattan, Bronx, Staten Island)

▶ 32 School Districts + Specialized Districts

▶ Of the over 1.1 million students in our system,

　　▶ 72.8 % are economically disadvantaged,

　　▶ 20.2 % are students with disabilities,

　　▶ 13.2 % of students are English Language Learners.

　By race or ethnicity, our student population is

　　40.6 % Hispanic,

　　25.5 % black,

　　16.2 % Asian, and

　　15.1 % white.

https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance

District Level: Who should be on our team(s)?

▶ Who do we need?

  ▶ *Think about skillsets*

▶ At all Levels

  ▶ Data Person(s)

  ▶ Academic and Behavior Specialists

  ▶ General and Special Education Trainers and Coaches

  ▶ Student Support Services and Mental Health Leaders

  ▶ District Administration and Leadership

  ▶ Family and Community Representatives

Team Purpose

MTSS Behavior Network Purpose

▶ Our purpose as a Behavior Specialist Network is to provide consistency in content, technical assistance and delivery of positive behavior support, and to provide a platform for accessible sharing of evidence-based resources and materials within and across specialist teams and districts.

▶ Guided by the principles of implementation science, we use a multi-tiered systems of support (MTSS) framework to assist the systems change work of schools, districts, family, and community partners to promote more equitable academic, social and behavioral outcomes for all students.

New York State Culturally Responsive – Sustaining Framework

▶ Four core components:

  ▶ Welcoming and Affirming Environment

  ▶ High Expectations and Rigorous Instruction

  ▶ Inclusive Curriculum and Assessment

  ▶ Ongoing Professional Learning and Support

http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf

Local Initiative on Equity

► "NYCDOE Chancellor's initiative on Equity and Excellence for All and promotion of Culturally Responsive- Sustaining Education requires a *thoughtful and deliberate approach* to tackling important and timely local issues facing us related to opportunity and achievement gaps for students with disabilities, students of color, and English Language Learners."

https://www.schools.nyc.gov/about-us/vision-and-mission/equity-and-excellence

Exploration Phase in NYC: Establishing District Commitment

- Creation of District/Citywide Leadership Team and Interdisciplinary Committee on Diversity, Equity and Inclusion (DEI)

- Scheduling Weekly DEI Meetings

- Stakeholder awareness- and team-building activities for broader District/Citywide staff across all workflows (Operations, Policy, Instructional Supports and Technical Assistance)

- Developing a Theory of Action Statement

An Equity Theory of Action

▶ *If "X" (our shared beliefs/values on equity),*

▶ *and "Y" (our actions/behaviors to support equity),*

▶ *then "Z" (we can achieve valued, measurable, and equitable outcomes for all students).*

Hearts, Minds, Behaviors and Outcomes
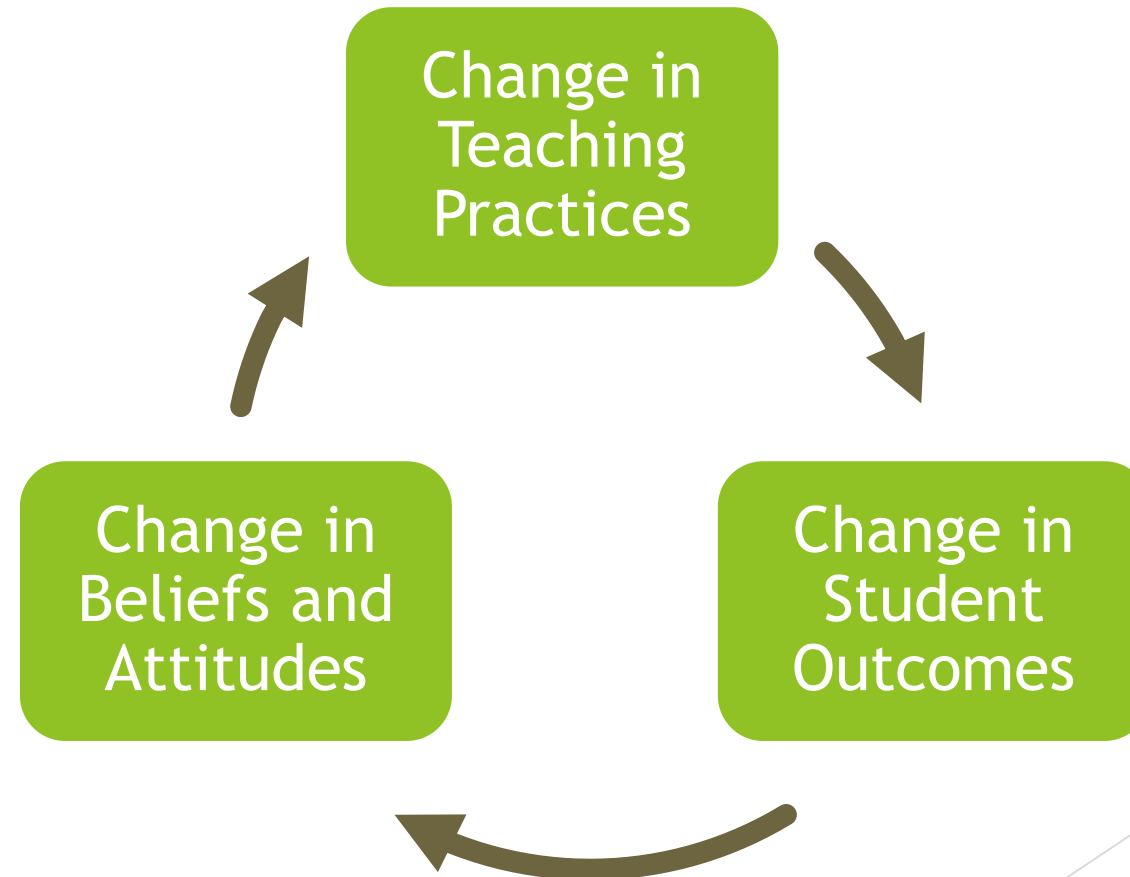
Feeling (Hearts)

- Guiding Questions:
  - How do I feel about equity?
  - How does my community feel about equity?
  - Are these compatible? Why and why not?

- Theme:
  - Reflecting/processing implicit and explicit bias in personal, professional, and institutional systems/contexts

- Domain:
  - Social Emotional, Behavioral and Mental Health Development in personal and professional contexts

Thinking (Minds)

- Guiding Questions:
  - What's happening to create and sustain disparities in academic and behavioral outcomes for students?
  - Why does it happen?
- Theme:
  - Data, context and information
  - Awareness, building knowledge and skill sets
- Domain:
  - Problem of Practice
  - Identification and Root Cause Analysis

Doing (Behaviors)

- Guiding Questions:
  - What can we do, and how can we do it?
  - How do we know our actions made a difference?
  - What can we do differently next time /next cycle / next year /in three years?
- Theme:
  - Implementation Science and cycles of continuous improvement
  - Measurable systemic change and impact
- Domain:
  - Actions and Behaviors
  - Progress Monitoring

Two Types of Change
(Heifetz, Grashow, & Linksy, 2009)

▶ **Technical change**

   ▶ Use of specific strategies, tools, interventions

How

▶ **Adaptive change**

   ▶ Shifts in beliefs and attitudes

Why
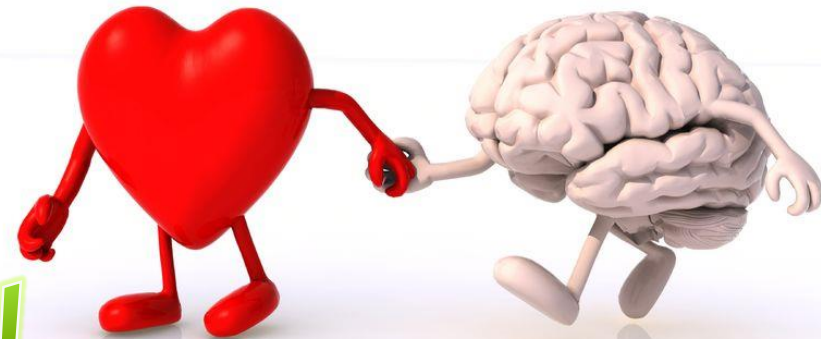
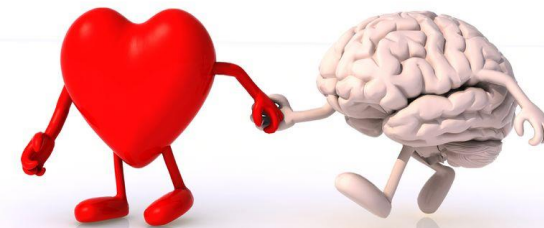# How to Make Lasting Change Happen in Schools (Guskey, 1986)

Change in Teaching Practices → Change in Student Outcomes → Change in Beliefs and Attitudes

Lessons Learned- Exploration/ Installation

- ▶ Invest in Teaming Structures and Communication Protocols

- ▶ Pay attention to Shared Beliefs/Values -> *Commitment*

- ▶ Human Developmental approach
  - ▶ Feeling (Hearts)
  - ▶ Thinking (Minds)   **VALUES**

  - ▶ Doing (Behaviors)   **ACTIONS**

Next Steps on Building Commitment for Equity

- Surveys on needs of District Audience
  - Where are we in the process of promoting Equity? What are points of entry?
- Resource Gathering for Equity
  - Based on Identified Stakeholder Needs
    - Self-study, Professional Learning Opportunities
- Sub-Teams
  - Around Feeling, Thinking, Action Planning

PBIS Elements

High Expectations for Each Student

OUTCOMES

DATA

PRACTICES

EQUITY

SYSTEMS

Disaggregate All Data by Student Group
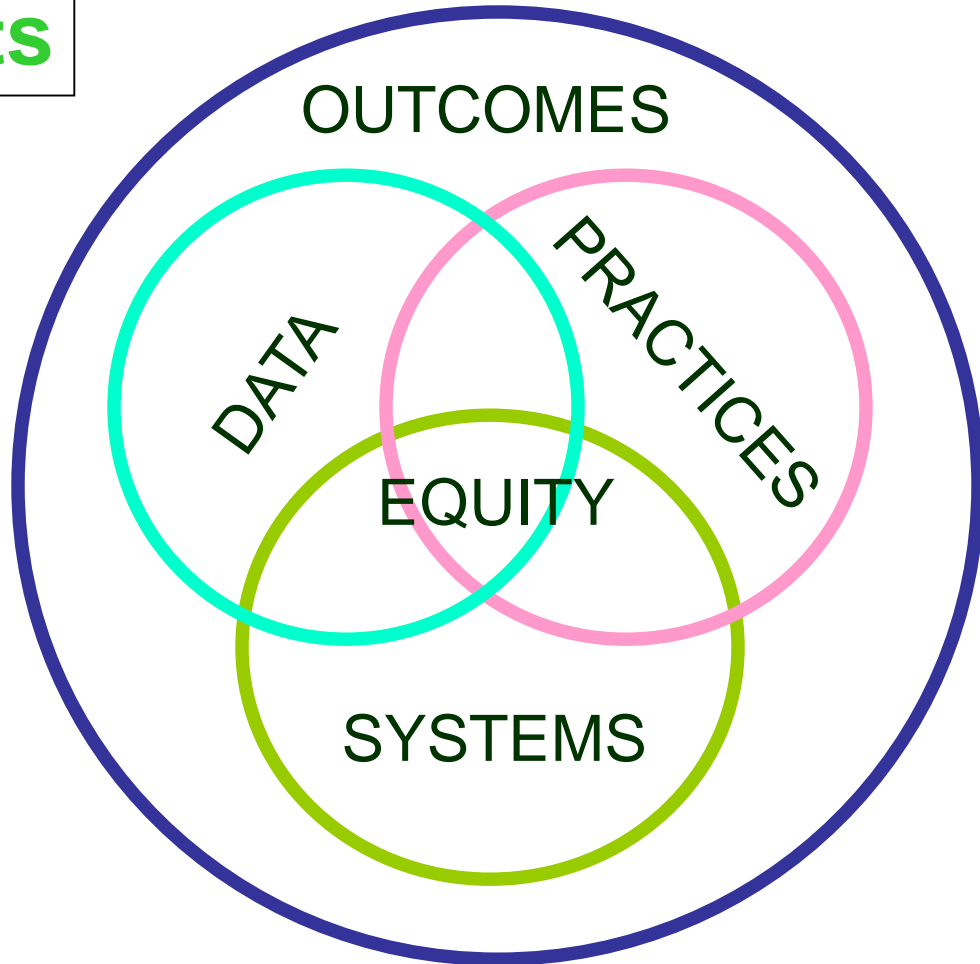
Adapt Practices to Meet Needs and Values

Support Educators through Equity-focused PD

Data to Support Equity

What data do we need to make equitable decisions?

How does being part of a *team* of district administrators and teacher leaders benefit schools?

How can this inform our practice?

Systems that Support Us

What teams do I belong to?

**Teaching and Learning
Student Support Services
Operations
Family and Community Engagement
Diversity, Equity, Inclusion**

Where can I have *voice and agency*?

What professional learning opportunities are available to us?

Practices that Meet Needs and Shared Values of Equity

What can we do to improve more equitable outcomes for schools and school teams?

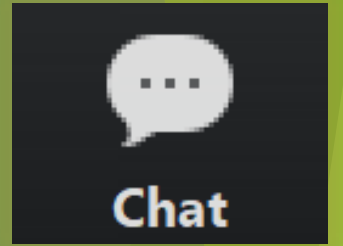What do I need from my team or teams, and what can I contribute?

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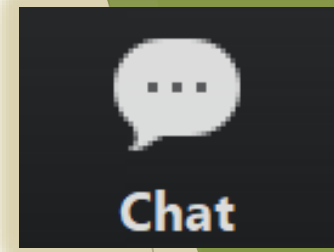
Chat Box around District Teaming Practices

1) What can we do to improve more equitable outcomes for schools and school teams?

2) What do I need from my team or teams, and what can I contribute?

3) How can MTSS/PBIS principles support us as educator administrators and leaders in our practice?

Chat

Thank you!

Satish Moorthy
nycpbis@gmail.com