

Labels Not Needed: When Teaching Together Means Learning for All

**WSRA Conference
February 7, 2020**

Join our Padlet and Share How You Define Collaboration



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Collaborative Professionalism

“Collaborative professionalism is about how teachers and other educators transform teaching and learning together to work with all students to develop fulfilling lives of meaning, purpose, and success.”

Hargreaves and O'Connor, 2018, p. 4

Today's Overview

We will share a few examples of how collaboration has transformed some of our school districts.

“The joint work of collaborative professionalism is embedded in the culture and life of the school” . . . Hargreaves and O'Connor, 2018, p.5

Ten Tenets of Collaborative Professionalism

- **Collective Autonomy** “values teachers’ professional judgment that is informed by a range of evidence rather than marginalizing that judgment in favor of data alone.”
- **Collective Efficacy** is “the belief that, together, we can make a difference to the students we teach, no matter what.”
- **Collaborative Inquiry** promotes routine exploration of issues in order to improve or transform what teachers are doing.

Ten Tenets of CP (continued)

- **Collective Responsibility** “is about people’s mutual obligation to help each other.” It is about *our* students, and teachers helping each other to become better.
- **Collective Initiative** allows “teachers to step forward. ... Educators are inspired and empowered to try out innovations that engage their students and reignite their own passions for teaching.”
- **Mutual Dialogue** allows for difficult conversation that develops into genuine dialogue supported by honest feedback.

Ten Tenets of CP (continued)

- **Joint Work** “connects people and binds them together to construct something bigger than themselves.”
- **Common Meaning and Purpose** supports “the goals of education that enable and encourage young people to grow and flourish as whole human beings.”
- **Collaborating with Students** so they are “actively engaged with their teachers in constructing change together.”
- **Big Picture Thinking for All** involving administrators and teachers alike.

Hargreaves and O'Connor, 2018, Ch 8, pgs 109-118.

Ideas for Growing Collaborative Professionalism

What we should **START** doing

- Start involving students in the process.
- Start using technology to allow educators and students to connect where they otherwise couldn't.
- Start collaborating on the school system level.

Hargreaves and O'Connor, 2018, Ch 10, pgs 129-138.

How does this apply to us?

We need to collaborate across disciplines while using our collective knowledge and experience to implement instruction that both listens to and supports the whole child.

Brain Break



Collaborative Data Delve

A Collaborative Data Delve includes:

- All stakeholders in the process
- Triangulated data
- Value for teacher expertise
- Qualitative and quantitative data

How to Prepare a Collaborative Data Delve

- A focus document is shared
- A schedule is shared
- Substitute teachers are requested
- Assessments data is collected and updated

Who Are The Collaborators?

- Classroom teachers
- Title Teachers (Reading and Math)
- Coaches (Literacy and Math)
- Psychologist
- Social Worker
- Special Education & Speech (If IEP)
- Principal

Everyone attends the meetings and participates in the conversation about students

Title Students Data Delve Preparation

Data Delve Preparation - Current Reading Students

Name	Grade	Aims	Reading Level	Cont./ Exit
Student 1	1	Below target	Fountas and Pinnell - Level E 92%, SC 1:12, 3/7 uns. Comp. Level 7-8	Continue
Student 2	1	Below target	Fountas and Pinnell - Level D 94%, SC 1:8, 5/7 sats. Comp. Level 5	Continue
Student 3	1	Above target - Spanish letter sounds	Fountas and Pinnell - Level F - 99%, SC 1:nil, 4/7 comp. Lim. Level 9-10	Exit
Student 4	2	Below Target	Fountas and Pinnell Level E 90%, SC 1:15, Comp. 6/7 Exc. Fountas and Pinnell Level F 90%, SC 1:nil, Comp. 6/7 Exec. Level 9-10	Continue - in evaluation process
Student 5 (DLL)	1	Near Target	OS in Fall and being given again now. Fountas and Pinnell Level C 93%, SC 1:nil, Comp. 4/7 lim. Level 3-4	Possible DLL student or group depending on need

Student Focus Plan

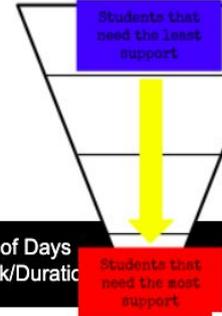
[Literacy](#)

[Math](#)

[Title Notes](#)

FOCUS Plan November 2018–2019

Literacy– 4th mono



Names of Students Nov (fall)	Names of Students Feb (winter)	Names EOY	Instruction	Number of Days per Week/Duratio
	<p>Student 1 (R) (196/31%) Student 2 (T) (205/52%) Student 3 (R) (199/40%)</p>	<p>Student 3 (T)</p>	<p>Independent Learning: (Literacy) What has been successful? What should be done next?</p> <p>*Student 3 - She made excellent progress this year. She continued to be in many LDG's to work on her comprehension and assigned reading. Because she enjoyed discussions, she would read the books to participate. Her comprehension grew and her motivation to read increased.</p> <p>Level R - 4th Grade At-Grade Level for end of February</p> <p>Level T - 4th Grade At-Grade Level for end of the year</p>	<p>Student 4 - gained confidence as a reader - grew and is qualified for speech and language (23 M-R)</p> <p>Student 5 (benefit in writing) Student 6 (benefit in writing)</p> <p>Student 7 - language learner (should still be labeled ELL)</p> <p>Student 8 - good with sentence frame (should still be labeled ELL)</p>

45 Minutes of Discussion

The 45 minute block is to discuss:

- ★ We will look at your FOCUS Time Doc for the year.
- ★ You DO NOT have to fill in T1 (universal) students
- ★ Current students in intervention and next steps.
- ★ Proposed students to intervention.
- ★ Tier 2 students of concern.

Data Delve

Professional Collaboration

- **Collective Autonomy** - Values teachers
- **Collective Efficacy** - Together we make a difference
- **Collective Responsibility** - Obligation to each other
- **Collective Initiative** - Teachers step forward
- **Mutual Dialogue** - Difficult conversations and honest feedback

Brain Break



Students as Collaborative Partners

~The Empower Academy~

An innovative support model for high school students. It is in its third year at Oshkosh West High School.

“I HATED going to speech in 8th grade because I had to walk to the 6th grade wing and it was embarrassing,” Morgan Kern.



We can't forget our "why" and "who" we are teaching...and their feelings about support and how they best want their needs met.

The Empower Academy at Oshkosh West High School

The program can support up to 60 students (12:1 student-teacher ratio). *There are approximately 20 students on the waitlist.*

Not all students in the Empower Academy have an IEP, but the students who do have an IEP receive support from a Special Education Teacher assigned to the program.

How the Empower Academy Works to Support Students

Established Criteria for a student to enter the academy:

Students are recommended to the Empower Academy by their middle school teachers and counselors. Specifically, we ask them to identify students who tend to struggle academically, behaviorally, and/or socially because the traditional model does not meet their needs. The recommended students are then prioritized using WISEdash data on assessments, attendance, and discipline.

What Contributes to the Success of the Empower Academy?

Behind the scenes, the Empower team has daily common planning time. They use this time to work as a team to plan projects and lessons, analyze student data and plan interventions, and meet with students individually.

Also, the relationships within the program are key. Students have reported that Empower has given them a place to belong in a large school of 1700.

Would You Like More Information about the Empower Academy?

Here is a website with some more information -
<https://aaronherm.wixsite.com/empowerowhs>



Aaron Herm

Assistant Principal
Oshkosh West High School
(920) 424-4090 x3013

Brain Break



Collaborative Intervention

*The Next Step Forward in Reading Intervention
(RISE & RISE UP)*

Jan Richardson & Ellen Lewis

<http://www.janrichardsonguidedreading.com/home>

Reading Intervention for Students to Excel

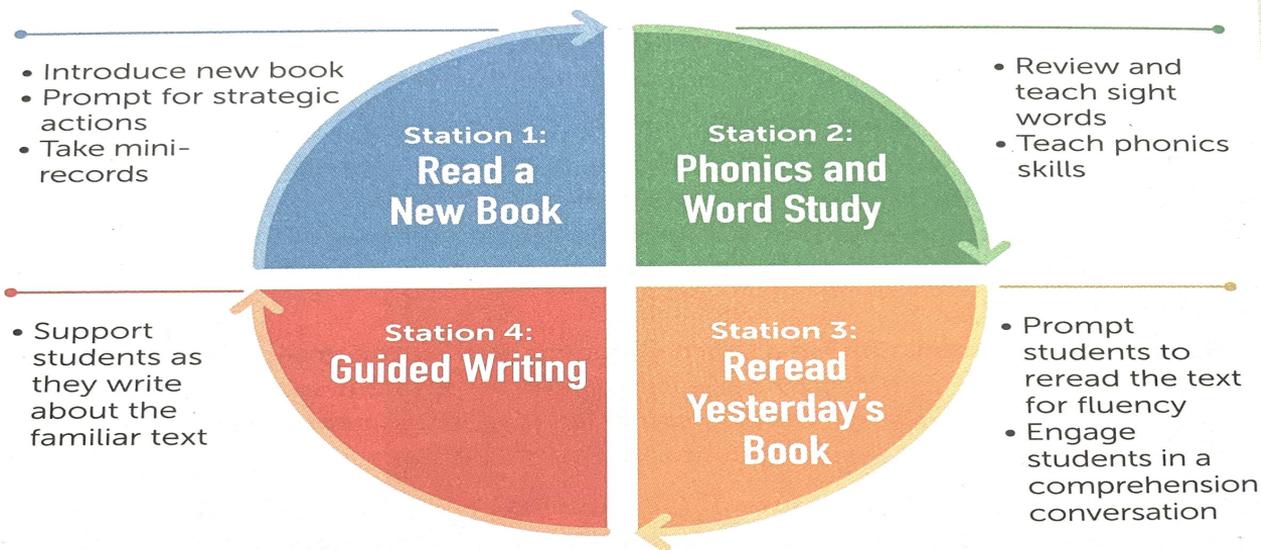
Three things make RISE powerful:

- The lesson framework
- The children's engagement and guided practice
- The RISE teacher team collaboration

Lesson Framework

RISE: Reading Intervention for Students to Excel

For children in grades 1 to 5 who read at text levels C–N.



(45- to 60-minute intervention; 12 to 15 minutes at each station)

Children's Engagement and Guided Practice



STATION ONE: READ A NEW TEXT FOR LITERAL COMPREHENSION

RISE Teacher Team Collaboration

Immediately following the intervention time:

- Summarize each child's reading, writing, and word study achievements
- Include final running record and sight word chart
- Recommended next steps for classroom teacher

Scheduling RISE and RISE UP

Variety of Models:

- 45 Minute, Three-Station Model
- 60 Minute, Three or Four-Station Model
- Single Teacher — 40 Minute Model

Brain Break



Private and Public School Collaboration

Schoolwide Title I

Schoolwide: is a comprehensive reform model used to upgrade the entire educational program in a Title I school, it has the primary goal of ensuring that *all students*, particularly those who are low-achieving, demonstrate at least proficient levels of achievement.

Eligible at 40% or higher poverty level

- Free and reduced lunch counts
- Temporary Assistance to Needy Families (W2 or Wisconsin Works)
- Medicaid enrollment

Private and Public School Collaboration

Targeted Assistance Program

- Employs staff paid with Title I funds to serve only students identified as most at-risk of failing.
- Utilizes multiple measures of student academic achievement to determine student eligibility.

Funding

- Remains in LEA control.
- Collect same poverty data as LEA to determine which **schools** are eligible.

Private and Public School Collaboration

Private Schools Cont.

- Provides services to eligible students:
 - Pull-out instruction
 - In-class instruction
 - Extended day, week, or year programming
- Eligibility
 - Student resides in Title I Public school attendance area
 - Student is determined to be in need of academic support

Private and Public School Collaboration

Getting off to a Good Start:

- Meaningful & timely consultation
 - How to ID needs of EL students
 - Types of services offered
 - How , when services will be offered
 - Assessments
 - Funds available
 - How and when the LEA will make decisions about services and how the NonPublic schools will be included in those decisions

Private and Public School Collaboration

Programming:

- ESEA states that programming in NonPublic schools should be *equitable* to that in the public schools
 - Separate design appropriate for private school students
- Teachers providing Title III must be fluent in English and any other language providing instruction
- LEA maintains control over the federal funds used to provide services
 - materials
 - Equipment
 - property

Closing - Q and A

Sue Madsen, Dodgeland School District, Title 1 Coordinator,
madsen@dodgeland.k12.wi.us

Karen Van Offeren, Chilton School District, Reading Specialist,
vanofferenk@chiltonsd.org

Wanda Kern (currently on medical leave from the Oshkosh Area School District, 2nd grade teacher) teachwanda@gmail.com

Nancy Papa-Ruppert, Title 1 Reading Specialist, Waukesha School District npaparuppe@waukesha.k12.wi.us

Linda Bruun, Director of Curriculum, Instruction, & Assessment, School District of Reedsburg, lbruun@rsd.k12.wi.us

Diane Salazar, Supervisor, NonPublic Title I Program, Racine Unified School District, diane.salazar@rusd.org

