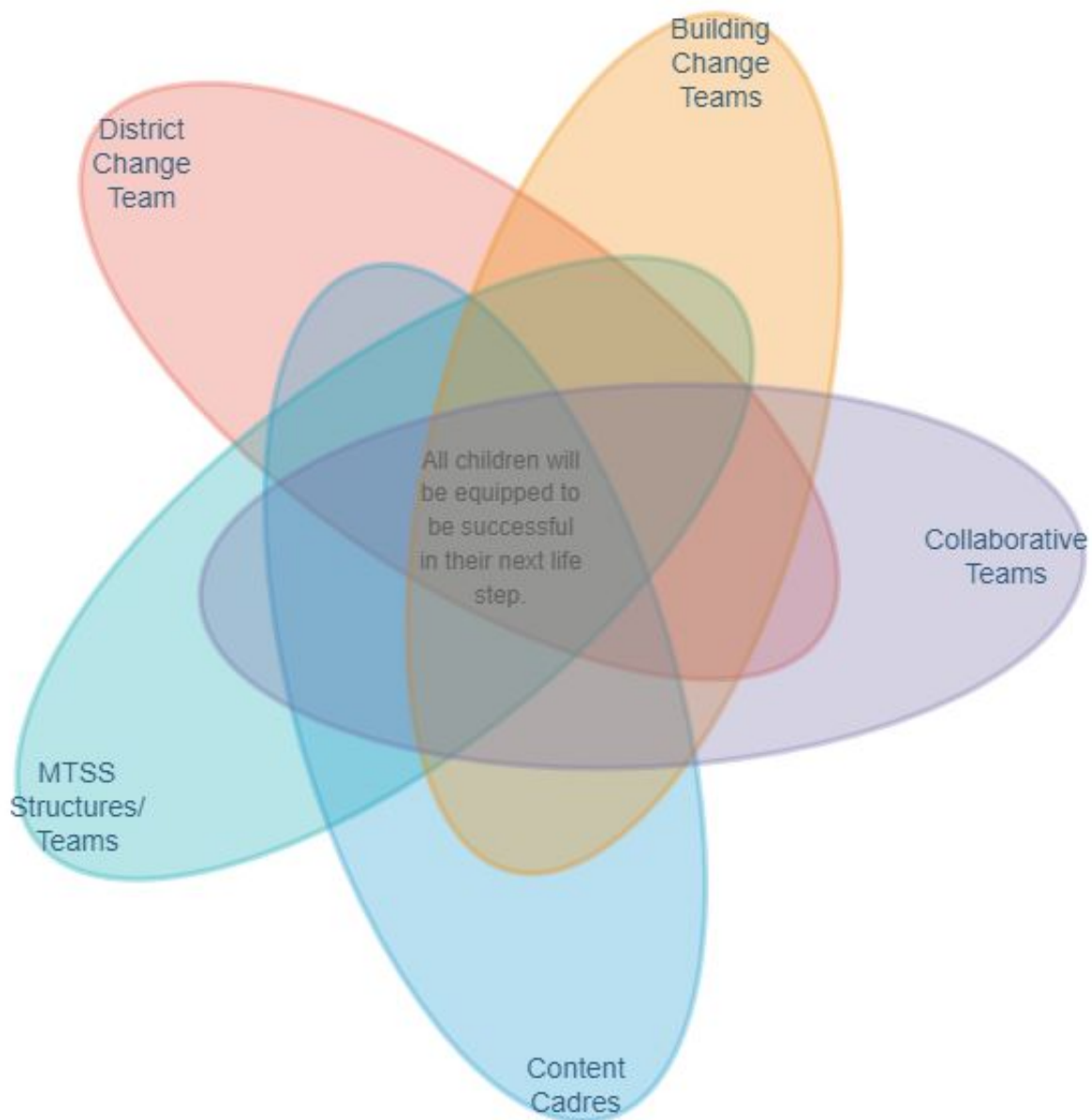# Goldendale School District Interconnected Team Manual 25-26

Empowering through Education

Goldendale School District

Interconnected Team Approach

Together is Better

Collaborative teams are the foundation of high levels of learning for students. This research and evidence based approach is highlighted by John Hattie (Teacher collective efficacy impact is 1.38), Professional Learning Community research (https://allthingsplc.info/about/), McEachen, Marzano, Schmoker, Fullan, Sinek, and many others. The conclusion is that when we team with a focus on student learning, our outcomes, efficacy, results, and engagement are all raised.

Goldendale has adopted an interconnected team approach because we know that 'together is better' for students and staff.

Reflecting on how we work together and what we work on is important to continuous improvement. Sample reflections for teams:

Reflection

Reflecting on how we work together and what we work on is important to continuous improvement. Sample reflections for teams:

- Which component (aspect of collaboration) is challenging this week?
- Which component is a highlight?
- What are you noticing has been on the back burner for a while?
- How might we summarize progress for sharing out with other teams?

Touchstones

Touchstones outline the key elements of what we do, why we do it that way, and what is flexible.

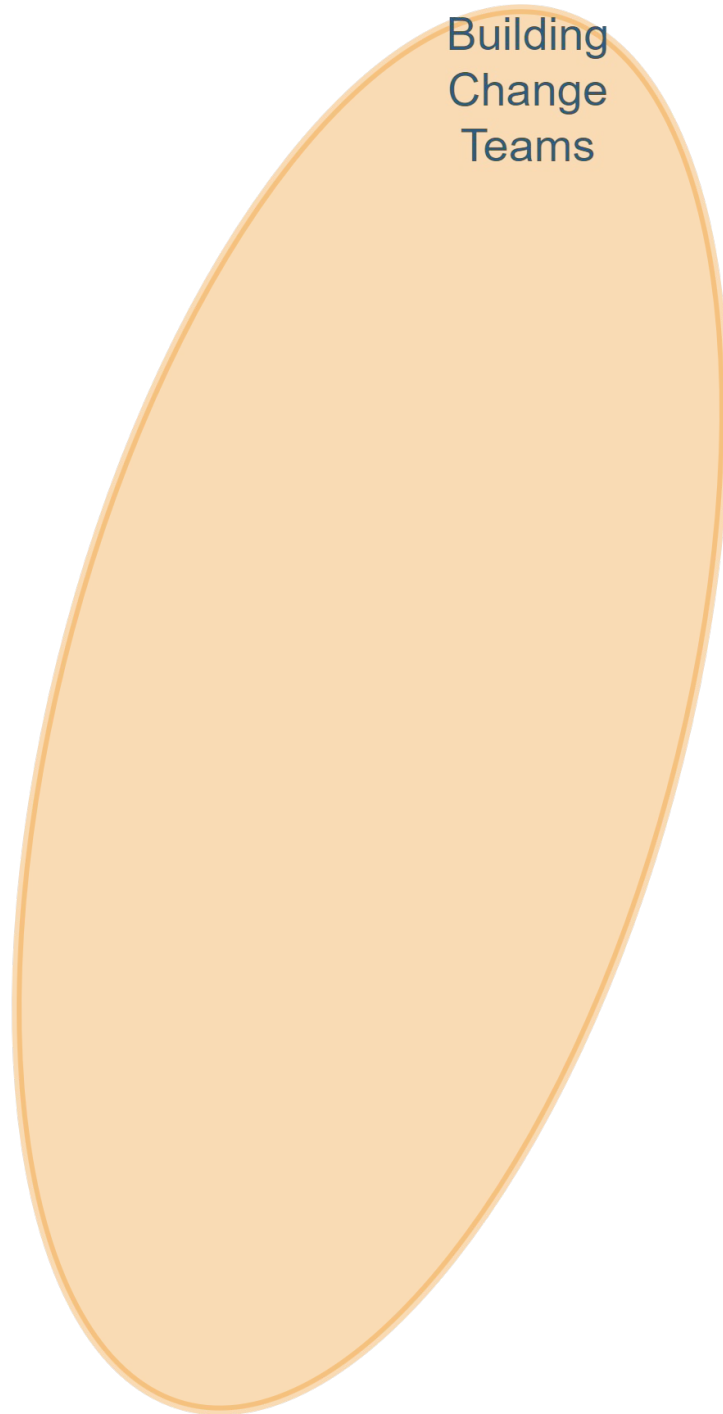# District Change Team

District
Change
Team

District Change Team

Who: Board member, building principals, superintendent, special education director, 3-4 representatives from each building (teachers, counselors, paraprofessionals), district level representative. (We will continue to work towards family and student representatives)

What and Why: Change teams are formed to connect, share, track, measure, and spread learning; and to inform the system. They allow us to take a deeper dive and become collectively responsible for student learning using continuums that describe progress. The district change team is charged with building leadership capacity, modeling collaborative practices, and creating mutual responsibility for the learning of all students using inquiry and action orientation.

How: Meet monthly on the 2nd Tuesday of the month. The agenda is formatted to listen to each building to find ways of removing barriers and supporting growth, review actions taken over the month, and assessing progress using evidence.
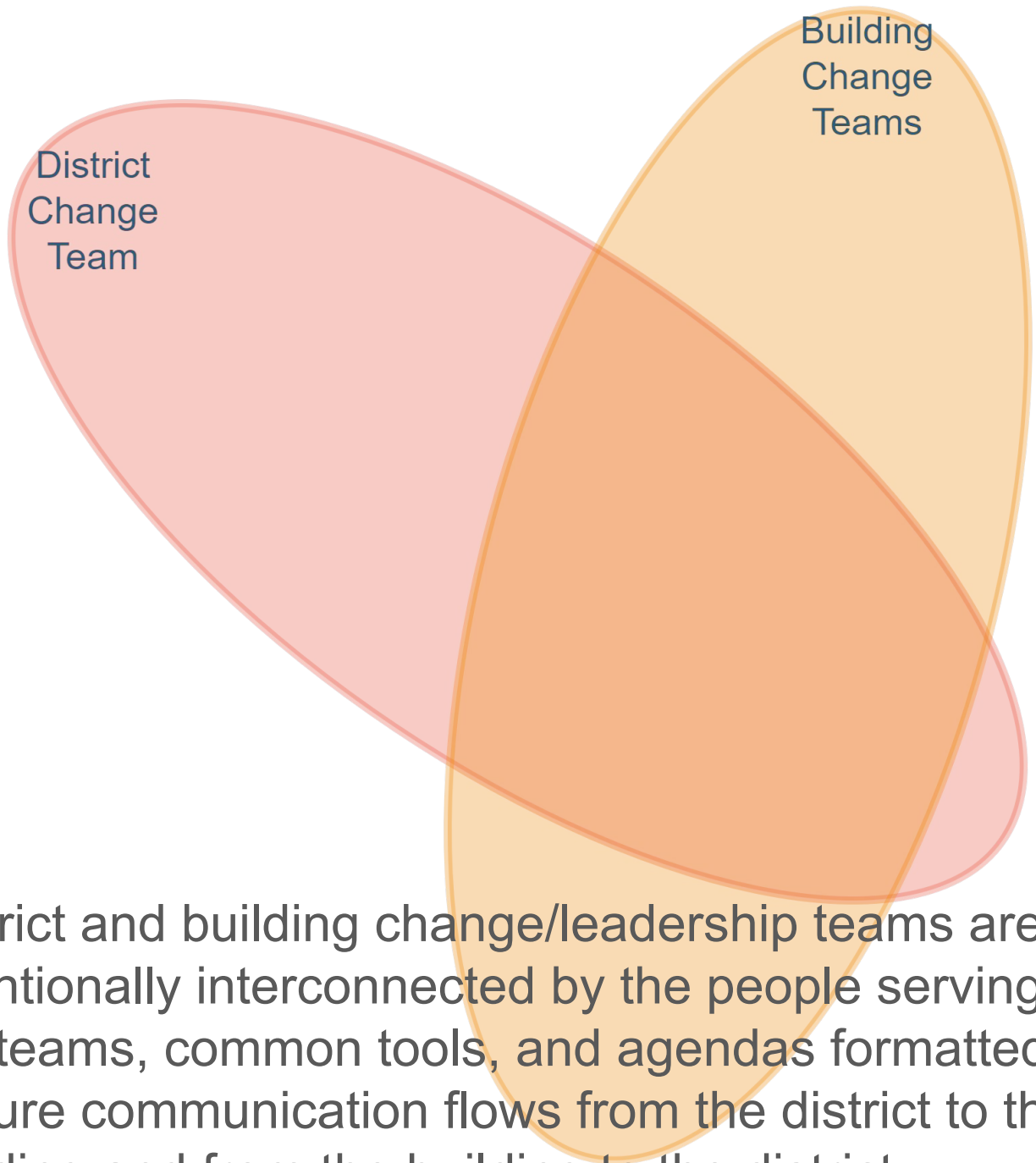
Building Change/Leadership Teams

Building
Change
Teams

Building Change Team

Who: Building level representatives to the district change team, building administrators, representative staff (at least one member from each building level collaborative team). We commit to working towards including family and student voices.

What and Why: Change teams are formed to connect, share, track, measure, and spread learning; and to inform the system. They allow us to take a deeper dive and become collectively responsible for student learning using continuums that describe progress. The building level change team is designed to monitor and adjust implementation of the school improvement plan, understand challenges and supports at the building level, and to generate and monitor action plans to address student learning.

How: Building change teams meet monthly. They listen to input from representatives from collaborative teams and district teams (change and cadres). They lead learning at the building level for adults and address needs through action plans.

Interconnected

District
Change
Team

Building
Change
Teams

District and building change/leadership teams are intentionally interconnected by the people serving on the teams, common tools, and agendas formatted to ensure communication flows from the district to the building and from the building to the district.

Grade/Content Collaborative Teams

Collaborative
Teams
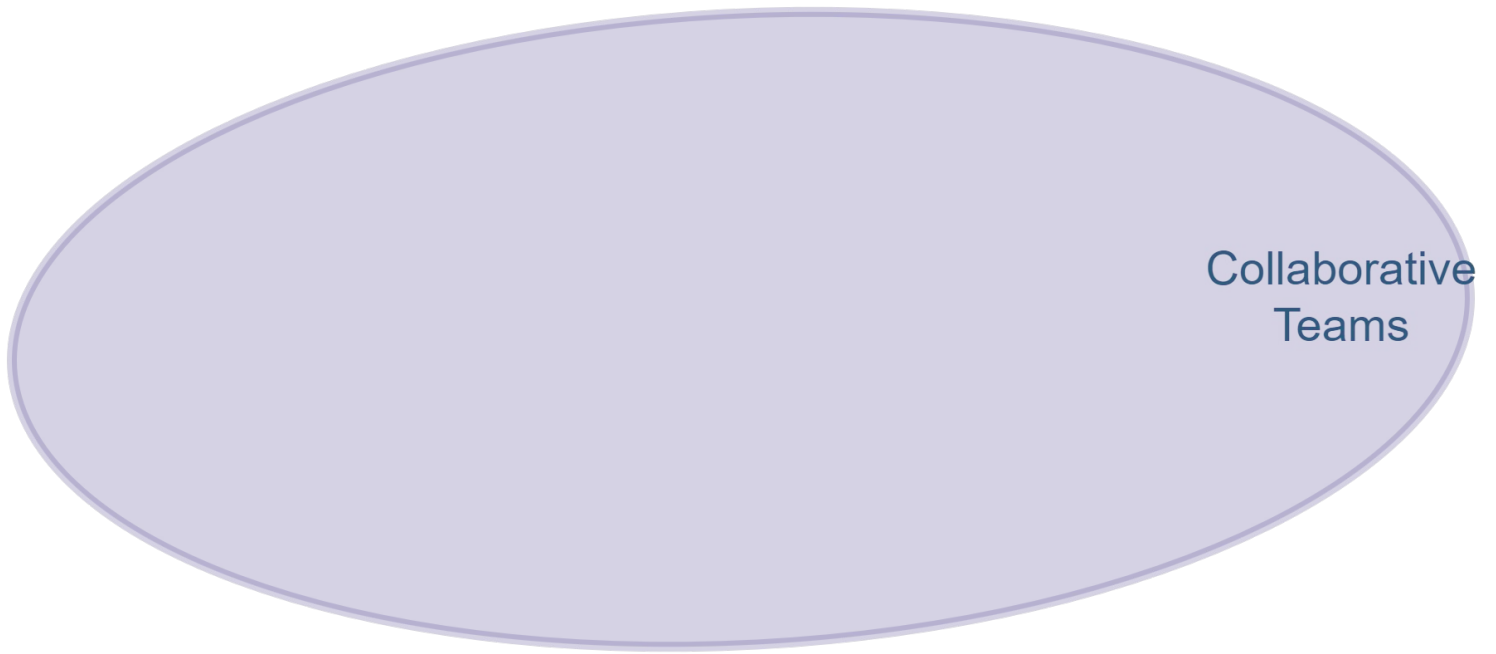
Grade/Content Collaborative Teams

Who: All instructional staff will engage during each Wednesday early release with their collaborative team. These are organized by content or grade level. A calendar is co-developed by each building indicating the team configuration.

What and Why: The focus of collaborative teams is to improve the outcomes and accelerate the learning for all students. This is done through data focused inquiry using lead learners to highlight outcomes for students and changes in instructional practice.

How: Collaborative teams meet regularly using Wednesday early release. The collaboration touchstones guide these teams work.

Collaboration Touchstones

**Touchstones for agendas and feedback (for ALL teams) 25-26**

- Check - in/Connection
    - Make sure everyone feels heard and seen
      (Example: In one word how are you feeling about (*insert topic - collaboration, implementation, data*))

        - What do we want students to learn?
        - How will we know they have learned?
        - What will we do if they have not learned?
        - What will we do if they have already learned?

- Lead Learner Focus/Inquiry Cycle: Refocus on inquiry cycle, agreements from previous meetings, data to be shared.
    - [Data](#)
        - Looking at data or student work ([focused on specific students](#)) as agreed to at previous meeting
          What was the agreed upon implementation?
          What do you notice about the data?
          What worked? For whom?

    - What's next? Identifying strategies/data/student work to implement and bring back
      What did you learn?
      What will you adapt, expand or abandon?

- Agreements
    - Confirm decisions regarding common implementation and what each member will bring back to the next collaboration meeting
        - This might be learning design, proven practices, assessments, etc.

- Reflection on the team process and progress
    - Share 'Glows and Grows' for the team

- Agenda/feedback/notes will be shared with administrators

Interconnected

District Change Team

Building Change Teams

Collaborative Teams
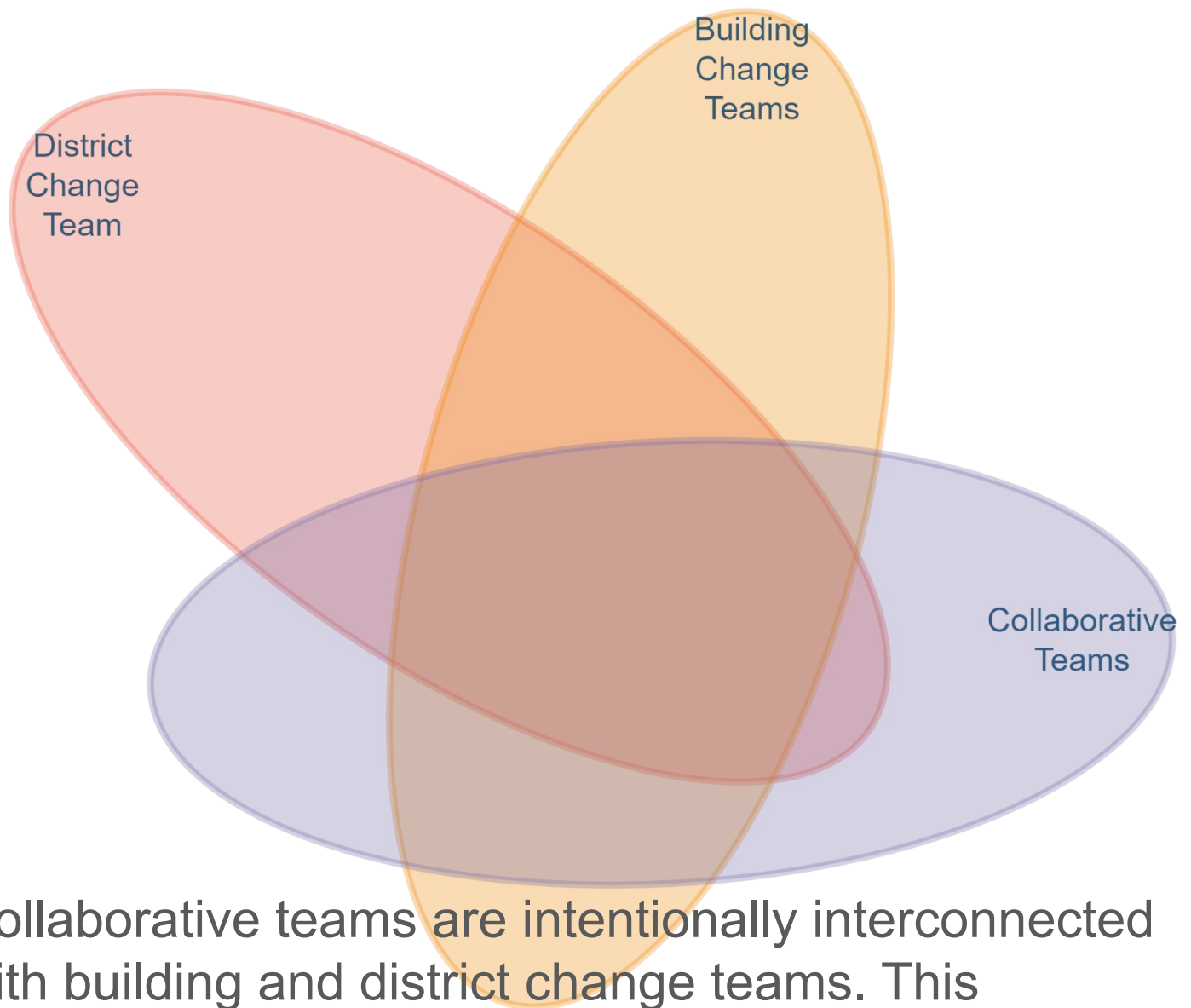
Collaborative teams are intentionally interconnected with building and district change teams. This connection is through the participants (at least one person from each collaborative team serves on the building change/leadership team). In addition, using the touchstones supports a common data informed inquiry process.

Content Cadres
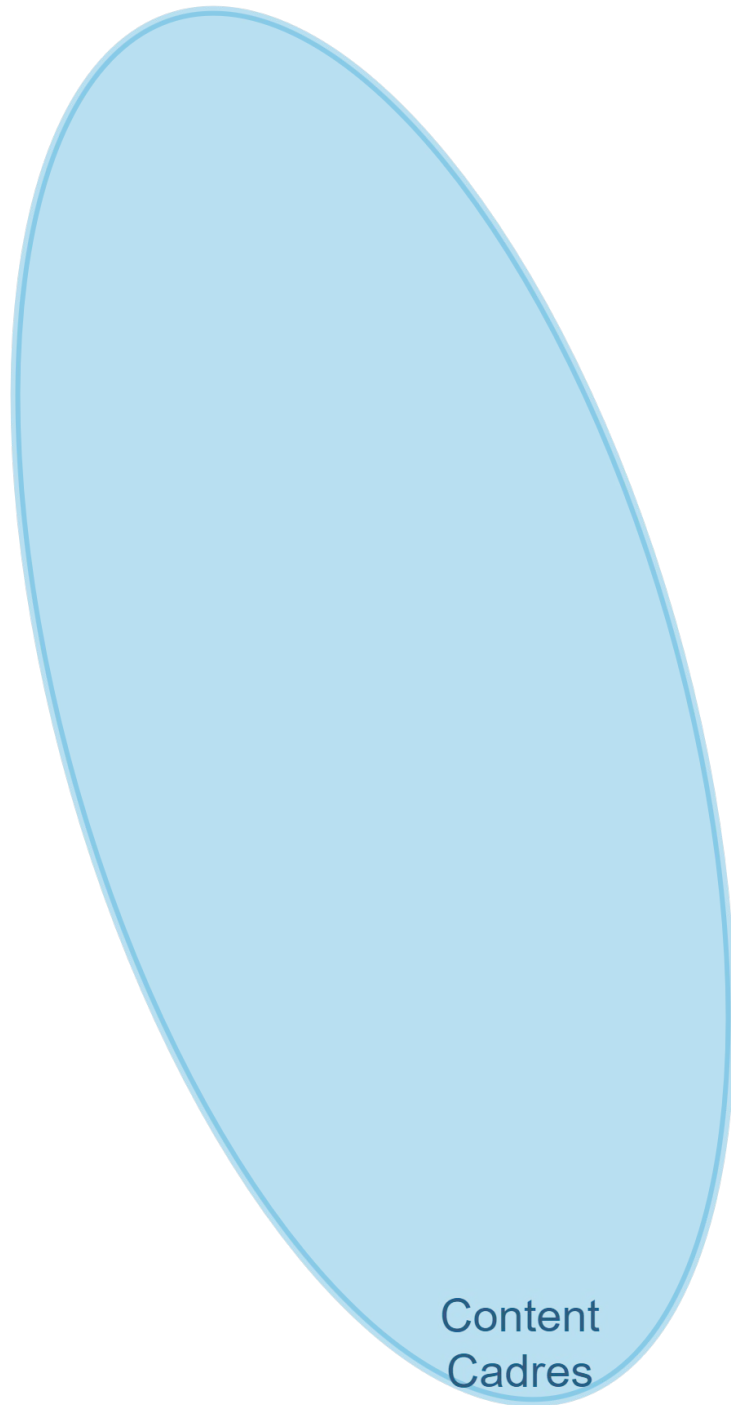
Content
Cadres

Content Cadres (Literacy and Math)

Who: Building administrator, teacher representatives

- K-2
- 3-4
- 5-6
- 7-8
- HS (consider content levels, CTE,)

What and Why: Literacy and Math cadres focus on what we want our students to learn (essential standards), common assessments, and use data to inform inquiry and learning. These teams focus on the content, vertical implementation, common vocabulary and practices specific to the content area that will support student success.

How: Cadres are led by a teacher leader(s) who ensures that the team functions with an agenda, focus, and action orientation. The cadres meet 6 times throughout the school year 3:00-4:30.

Interconnected

District
Change
Team

Building
Change
Teams

Collaborative
Teams
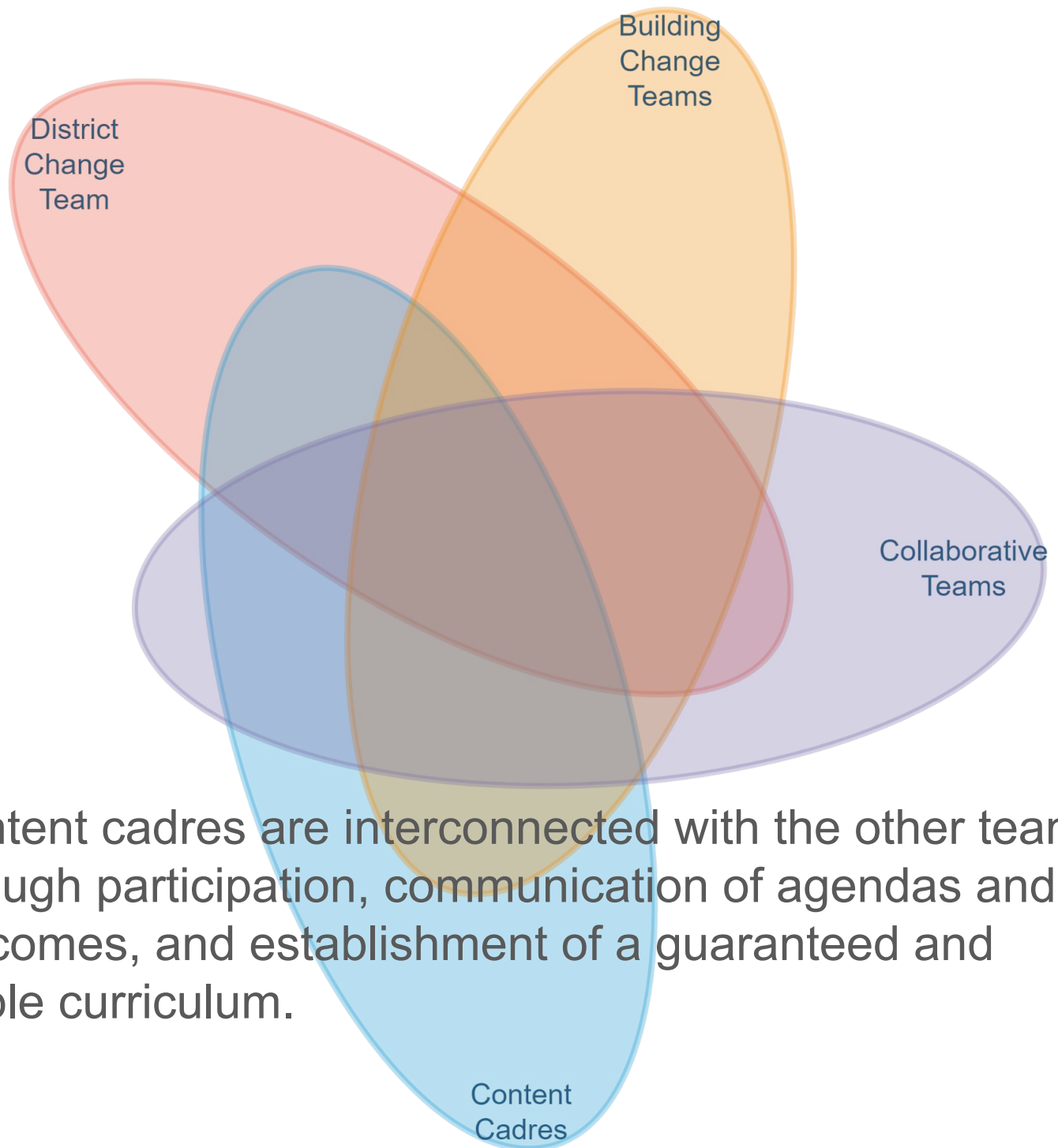
Content
Cadres

Content cadres are interconnected with the other teams through participation, communication of agendas and outcomes, and establishment of a guaranteed and viable curriculum.

MTSS Structures/Teams

MTSS
Structures/
Teams

MTSS Structures/Teams

Who: Standing team (regular participants) at the building level plus the teacher(s) bringing each student forward.

What and Why: Many of MTSS requirements are met through the interconnected team process outlined here. In addition, a student success team, focuses on specific students who are not making desired progress. Students brought to the SST have previously been brought forward in the collaborative team process. Data from this process, implementation of interventions and student response are used by the SST to determine what other support may be needed and provided.

How: SST meets at least every other week, using the SST touchstones to guide their work.

SST Touchstones

Tight: The profile format will be used for lead learners, tier 1 PLC data conversations, and start of SST referral.

Loose: All cells do not need to be completed by teachers for every student.

[Student Action Plan](#)

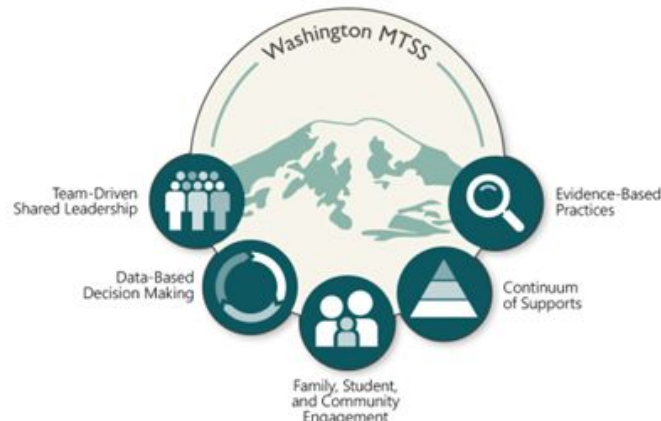# MTSS Framework and Team Driven Shared Leadership

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

Team-Driven Shared Leadership Sustained Implementation of MTSS is dependent on building the capacity of the organization to lead and support the essential MTSS components. This is done by leadership teams who share the responsibility to support all adults in the school building by planning, coordinating, monitoring, and adjusting MTSS implementation activities. Leadership teams are responsible for building the capacity of the team to lead the work as well as providing ongoing training and support to staff, families, and community partners to implement as intended. Leadership teams should have broad representation and an established process to regularly solicit input and collect data from staff, students, families, and community partners.
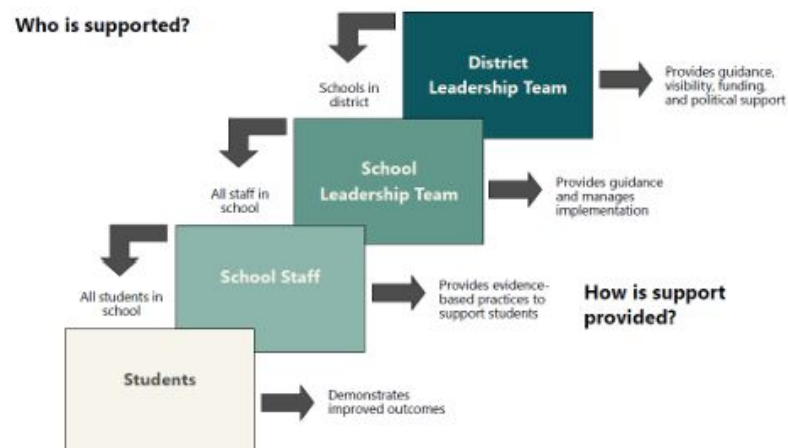

Figure 2: Cascading Systems. Adapted from Michigan Multi-Tiered Systems of Supports Technical Assistance Center (MiMTSS TAC) with permission.

Interconnected Teams

District Change Team

Building Change Teams

Collaborative Teams

MTSS Structures/ Teams

Content Cadres

All children will be equipped to be successful in their next life step.