

Collaborative Team Meeting

Facilitator's Support Reference

Date

Team

Prior to Meeting

- ☐ Prep meeting notes to be projected
- ☐ Set up meeting space
- ☐ Resources available (role displays, continuums, etc.)

Process for Meeting

- Establish roles and clarify process/focus
- Have timekeeper set timer for norms/celebrations
- **Review norms** - pick one to practice or focus on
- **Celebrations** - ask individuals to share a celebration for a student
 - Try to encourage focusing on individuals or small groups, rather than large groups or generalizations
 - **Most critical** - clarifying "what did you or we do that you think led to that success?"
 - Encourage participants to ask questions, if wishing further clarification from colleagues
 - Listen for actions - record these actions in the notes (i.e. staff shares the use of a checklist was successful - asking them to please share that checklist with the rest of the team)
- **Key Issues** - set a timer for each key issue (8-12 minutes)
 - Ask colleague to, as succinctly as possible, share the key issue (consider not having them share the student name)
 - Ask questions if needing to further clarify the key issue (possible questions below)
 - Have other staff think/jot down the name of a student also impacted by that key issue
 - Begin brainstorming - **the goal is to surface as many ideas or strategies as possible**
 - When time is nearly done, move to actions, asking staff to share the name of the student (just name, no story) and 1 action they intend to take - determine timeline
- **Additional students** - set a timer and have staff share students needing to be referred to the school support team
 - Important to limit discussion in the CTM
- **Clarify actions to conclude**

Reminders for Facilitators

- Focus on "what led to that success?" during celebrations
- Ensure focus on the key issue, not the student
- No evaluating of ideas or suggesting them to individual staff during key issue brainstorm
- When assigning action, be specific to a student (even if the action is intended to impact many)
- Direct timekeeper to advise when time is getting close
- When recording key issues, ask recorder to wait until key issue is clearly articulated - then record

Voice Tally - How Many Times Have They Shared?

| Name | Tally |
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Potential Probing Questions to Clarify Key Issues

- When does that happen? Time of day? Time during lesson?
- What do you mean by that?
- What are you doing as a teacher when that typically occurs?
- Do you find it's happening primarily during direct instruction, independent work time, when engaging in small groups or during unstructured time?
- What are other students doing?
- Why do you think that may be happening?
- Which of those issues do you feel is of greatest concern?
- What does that look like?
- Could you summarize that into 8 words or less?
- I think what I'm hearing is ... - would you say I have that correct?

Access the
CTM Facilitation Guide
for further resources and more detailed
information related to the structures and
processes for the collaborative team meeting.



bit.ly/ctmguide