



MNC Capp St. Professional Development Day—August 13, 2014
MNC Capp Street and Inclusion Team Partnership Agreements, Roles and Responsibilities 2014-2015

What We're Going to Do	How We're Going to Do It	
Agreements	MNC Capp West Roles/Responsibilities	Inclusion Team Roles/Responsibilities
<p>1. Obtain parent consent to participate in this partnership with SF Inclusion Networks.</p>	<p>Site Supervisor</p> <ul style="list-style-type: none"> - Assure that teachers take the form to the HV & explain to parents. <p>Associate Teacher</p> <ul style="list-style-type: none"> - During home visits I will make sure parents sign all consent forms and have them on them. <p>Lead Teacher</p> <ul style="list-style-type: none"> - During home visit staff members have the responsibility to ask parents to sign the inclusion consent form. <p>Floater/Sub Teacher</p> <ul style="list-style-type: none"> - My role is to speak with the parents to explain the forms to them and get them to sign them. 	<p>Inclusion Specialist</p> <ul style="list-style-type: none"> - Collect spreadsheet from administrator & share with inclusion team. <p>Family Involvement Manager</p> <ul style="list-style-type: none"> - Provide support. <p>Mental Health Consultant</p> <ul style="list-style-type: none"> - Help support MNC staff to obtain / collect consents if needed. <p>Project Manager</p> <ul style="list-style-type: none"> - Provide MNC administrative staff with consent forms during summer for families to sign during home visits.
<p>2. Work together with families to create inclusive vision for program.</p>	<p>Site Supervisor</p> <ul style="list-style-type: none"> - Even when it's everybody responsibilities, I will be working with parents providing information during parents meetings, attending IEP, encouraging parents to attend Support for Families meetings, etc. <p>Associate Teacher</p> <ul style="list-style-type: none"> - Help families create inclusive vision for program <p>Lead Teacher</p> <ul style="list-style-type: none"> - Everybody is responsible to work with families and create an inclusive vision for the program. <p>Floater/Sub Teacher</p> <ul style="list-style-type: none"> - We are all responsible. 	<p>Inclusion Specialist</p> <ul style="list-style-type: none"> - Attend parent meetings / workshops, support MNC staff in communicating with families, share resources with staff and families. <p>Family Involvement Manager</p> <ul style="list-style-type: none"> - Keep the family perspective as a priority - Support role - Participate in IEP transition meetings with Disability Manager and family - Parent orientation meetings / outreach events <p>Mental Health Consultant</p> <ul style="list-style-type: none"> - Help advocate, support, inform parents of program and



		ensure they are active participants. Help bridge.
3. Use assessment data (e.g., ASQ-3, CLASS, ECERS, DRDP, ICP, T-POT and child observation) to enhance children’s learning experiences and outcomes.	<p>Site Supervisor</p> <ul style="list-style-type: none"> - Be sure that the teachers meet the deadline for assessment, do follow up, meet with parents, make referrals if needed, and send report to Disabilities Manager. <p>Associate Teacher</p> <ul style="list-style-type: none"> - Help with the assessment data and do it on time. <p>Lead Teacher</p> <ul style="list-style-type: none"> - Complete all assessments on time. DRDP-R, observations, referrals and others. <p>Floater/Sub Teacher</p> <ul style="list-style-type: none"> - Make sure to visit the house for evaluations. 	<p>Inclusion Specialist</p> <ul style="list-style-type: none"> - Support MNC staff to use ASQ/DRDP/ICP data to make referrals, inform teaching practices and adapt curriculum. <p>Family Involvement Manager</p> <ul style="list-style-type: none"> - Provide community resources referrals to SFCD if needed <p>Mental Health Consultant</p> <ul style="list-style-type: none"> - Support MNC staff in administration + application of the data acquired. - Support parent meetings if there are concerns + assist in referral process + follow-up with all parties.
4. Identify and implement QIP/inclusive practices actions.	<p>Site Supervisor</p> <ul style="list-style-type: none"> - All of us will be working reviewing & implementing this inclusive practices actions. I will be checking that teachers implement them in the lesson plans and routines. <p>Associate Teacher</p> <ul style="list-style-type: none"> - Implement QIP / Inclusive practice actions. <p>Lead Teacher</p> <ul style="list-style-type: none"> - Review the QIP inclusive action practices and implement them through the day, so we can practice. And also write the ideas in the lesson plan. <p>Floater/Sub Teacher</p> <ul style="list-style-type: none"> - Review the goals and put them in practice in the daily routine. 	<p>Inclusion Team</p> <ul style="list-style-type: none"> - Support teachers to identify inclusive actions + QIP actions. - Support teacher to implement QIP inclusive actions. <p>Family Involvement Manager</p> <ul style="list-style-type: none"> - Help MNC team identify MNC family engagement QIP goals & support with implementation. <p>Mental Health Consultant</p> <ul style="list-style-type: none"> - Help support implementation of practices in classroom.
5. Provide supports and services to children within the classroom daily routine and support all	<p>Site Supervisor</p> <ul style="list-style-type: none"> - Working with the teams to assure that all children’s needs are met. <p>Associate Teacher</p> <ul style="list-style-type: none"> - I will provide supports and services to children within the classroom daily routine and support individual children 	<p>Inclusion Team</p> <ul style="list-style-type: none"> - Observe, plan with teachers, and provide resources, model strategies, reflect with teachers. <p>Family Involvement Manager</p> <ul style="list-style-type: none"> - Help MNC team identify MNC family engagement QIP goals & support with implementation.



individual children’s developmental progress.	<p>developmental progress.</p> <p>Lead Teacher</p> <ul style="list-style-type: none"> - We as teachers need to observe and then make a plan in order to support each child’s need and have good communication between us. Team support. <p>Floater/Sub Teacher</p> <ul style="list-style-type: none"> - Observe and ensure we cover all the needs of every child 	<p>Mental Health Consultant</p> <ul style="list-style-type: none"> - Observe and identify which children need extra support and help support staff in implementing individualized strategies created during consultation. - Observe and identify what times during daily routine need extra support and create plan and help implement it.
What We’re Going to Do	How We’re Going to Do It	
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6. Support teaching team members to effectively utilize strategies learned through workshops and coaching in the classroom.	<p>Disability Manager</p> <ul style="list-style-type: none"> - Ensure that appropriate workshop & training is made available to teachers that any resources needed are provided, i.e. coverage in the classroom, and ensure no other training/ meeting conflicts, etc. - Coach and guide teacher on the implementation of policies / procedures related to classroom intervention, i.e. CSEFEL, Bx obs report - Come & observe when teachers have questions or challenges implementing <p>Lead Teacher</p> <ul style="list-style-type: none"> - Bringing the strategies what we have learned through workshops and coaching in the classroom. We brought materials that stick out and apply it to our classroom and for each individual child, especially the “focus” child. It helps us to evaluate and lean the whole dynamic of a child. 	<p>Occupational Therapist</p> <ul style="list-style-type: none"> - Review and use info from assessments and provide and use clinical observation - Engage in dynamic conversation with teachers to strategize and develop adaptations/ modifications - Enhance perspective to empower children to be full participants in class. <p>Speech and Language Therapist</p> <ul style="list-style-type: none"> - After observations + review of assessment tools distinguish strategies for As-Lang based on QIP/ICP - Use modeling in-class moments & team teaching mtgs. to discuss + coach teachers - Track implementation and use of strategies via continued observation and input of teaching team. - Track implementation and use of strategies via continued observation and input of teaching team.
7. Engage with families to extend strategies used in	<p>Disability Manager</p> <ul style="list-style-type: none"> - Help families understand why & what we are doing in the classroom so they can decide if helpful for home. 	<p>Occupational Therapist</p> <ul style="list-style-type: none"> - Be available to provide consultation / conversation with families @ areas of concern or need



<p>classroom to home environment.</p>	<ul style="list-style-type: none"> - Communicate to families any interventions recommended & provide additional resources & support for use @ home. <p>Lead Teacher</p> <ul style="list-style-type: none"> - Strategies that we can share with the families that they can help and take home the strategies that we are using in the classroom such as social stories, we also want to have open-communication with the parent so we are building our relationship. Also, we are supporting the need of the child consistently. <p>Associate Teacher</p> <ul style="list-style-type: none"> - Communicate with families about what are we going to do to support the child at home and they can use our strategies to be consistent. 	<ul style="list-style-type: none"> - Communicate with teachers / admin to related needs as determined by family. <p>Speech and Language Therapist</p> <ul style="list-style-type: none"> - Being available at pick up & drop offs to meet with families, introduce self, share strategies, info. - Effectively communicate with teachers, Disability Manager, etc. to share home program/ information to families.
<p>8. Work with families, site consultants and administrative staff to make referrals to SFUSD, GGRC and other agencies.</p>	<p>Disability Manager</p> <ul style="list-style-type: none"> - Ensure that timely referrals are made - Help with identification process, i.e. pre-observations then communicate to teachers, help reach out to family to express concern / observation & get more info from - Touch base with teacher, consultants, parents, site supervisor - Collect & organize all pertinent documentation to form packet - Meet with parent, assist in referral packet, explain process, their rights, out support, etc. <p>Lead Teacher</p> <ul style="list-style-type: none"> - Make sure that is handed to the parents and gets back to the administrative staff. Also, make introduction about the referral/s and keeping the parents updated. 	<p>Occupational Therapist</p> <ul style="list-style-type: none"> - Add to assessment / observation to determine need for referral. - Specific eye on school readiness skills - Document / support referral process & communication to SFUSD. <p>Speech and Language Therapist</p> <ul style="list-style-type: none"> - Complete observations to informally assess speech – language development in timely manner - Provide results and recommendations to administrative staff and teachers
<p>9. Maintain communication (in person, email,</p>	<p>Disability Manager</p> <ul style="list-style-type: none"> - Ensure previously scheduled mtg. happen so communication openness are supported i.e. don't 	<p>Occupational Therapist</p> <ul style="list-style-type: none"> - Use teaching team mtgs. to learn about teacher classroom needs



<p>phone or notes) and resolve conflicts in a timely manner.</p>	<p>schedule other mtg., bring in Capp sub to provide release time for other duties</p> <ul style="list-style-type: none"> - Come down to classroom regularly check in - Communication binder - Communication board with schedule <p>Lead Teacher</p> <ul style="list-style-type: none"> - It is really important have a relationship and maintains communication and resolve conflicts in a timely manner, so the message is clear. Also, we are in a right track and we can clarify what we are doing and learn from one another. <p>Associate Teacher</p> <ul style="list-style-type: none"> - Work together as a team and have a meeting with teacher and inclusion members and the child’s family and take about what is working in that time. 	<ul style="list-style-type: none"> - Find out from teacher the best way / time / method to communicate - Provide notice if there are any changes to schedule. - Use binder for written communication <p>Speech and Language Therapist</p> <ul style="list-style-type: none"> - Check-in at start of class visits with teachers + site sup – “set up visit” - De-brief at end of class visits with teachers + site sup - Maintain notes re: visits, strategies - Email + phone + meetings - Communicate schedule changes - OPEN COMMUNICATION <p>Project Manager</p> <ul style="list-style-type: none"> - Make time to connect and talk – pay attention to what in needed – be a good listener – communicate verbally and in writing
<p>10. Work together to identify inclusive practices to share with others during the 3rd year of project.</p>	<p>Disability Manager</p> <ul style="list-style-type: none"> - Help team assess practices & identify best practices to share - Lots of reflection to determine pivotal points in process and group what contributed - Celebrate mistakes & highlight the growth & learning process - Emphasize the individualization <p>Lead Teacher</p> <ul style="list-style-type: none"> - Share what we have learned either wrong or right and share it openly and with honesty. - Share our experience through this project. <p>Associate Teacher</p> <ul style="list-style-type: none"> - Share ideas and strategies to support the child and families. 	<p>Occupational Therapist</p> <ul style="list-style-type: none"> - Be a participant in reflecting at what worked, what didn’t - Reflect at professional growth and perspectives. <p>Speech and Language Therapist</p> <ul style="list-style-type: none"> - Reflect on work being done at sites – what works / what doesn’t work - Think about “the story” and consider video, booklets, other media for sharing <p>Project Manager</p> <ul style="list-style-type: none"> - Provide consultant to meet with teacher and administrative team to discuss & explore what you want to share and how we can help you share it.



Teaming and Collaboration Ideas Brainstormed

Benefits of Teaming	Priority Characteristics of Effective Teams— Focus for 2014-2015	Other Effective Team Characteristics Brainstormed
<ul style="list-style-type: none"> • Wide area of ideas/lenses • Sharing expertise and experience • More options and perspectives • Providing and getting support needed • Reflection and feedback – test ideas • Shared responsibilities • Big picture/details • Learn from others (e.g. culture, traditions) • Problem solving • More information to work with – complete picture • Making others feel they aren't alone • Common goal/purpose 	<ul style="list-style-type: none"> • Respect • Good communication • Common objective • Adaptive / flexible • Reflective learn from experience • Diverse (education, culture, experience) • Systems, now how to work together • Active participation • Humor 	<ul style="list-style-type: none"> • Good listeners • Open minded • Recognize skill in others • A method of conflict resolution • Supportive • Open to change routine or ideas • Ready and open to learn • Knowing everyone's roles and responsibilities • Positive environment • Knowing strengths/weaknesses and acting on them • Golden Rule—be friendly, fair, kind and take care of others • Leadership • Accountability, reliable, responsible • Build good social connections • Trust others, feel trusted • Positive focus • Asking for and offering help • Compassion • Balance of team



Capp West Teaming Action Plan 2014-2015

What are the team's strengths?	What areas does the team want to develop?
<ul style="list-style-type: none"> • School-home connection • Open minded • Persistent • Persevere • Relationships with families and kids • Go to lots of training/workshops • Taking classes at SF State 	<ul style="list-style-type: none"> • Have enough staff • Have a good sub list • Feel confident in having difficult conversations with families • Reading reports, memos, IEP's, children's files • Site Supervisor suggested that the children would have 2 or 3 goals per month • Full day floater to help develop lesson plans

Capp East Teaming Action Plan 2014-2015

What are the team's strengths?	What areas does the team want to develop?
<ul style="list-style-type: none"> • Creative • Diverse • Culture 	<ul style="list-style-type: none"> • Learn more about ourselves and teaching styles • Communication • Even though we're diverse, we need to keep in mind the language barrier • Being a team player – it's hard to build • Reflection – what we haven't done or need to do • Organization – paper work, observation, Individualize Learning Plans (ILP's), etc.