


ReadOhio Literacy Academy  
Collaborative Problem Solving Process

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## Working Agenda

- Learn about the Student-Focused Coaching (SFC) Collaborative Problem-Solving Process
- Apply the Process to a Phase 1 academic, behavioral, or social-emotional problem
- Decide how the Process could be used by administrators, instructional coaches, teachers, and more



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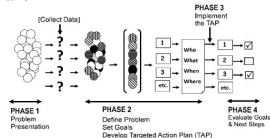
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## Collaborative Problem-Solver

- Work with teachers to address an academic, behavioral, or social-emotional problem that prevents a student from making adequate gains
  - Examine issues related to the identified problem
  - Collect and analyze relevant information
  - Develop goals
  - Create a targeted action plan



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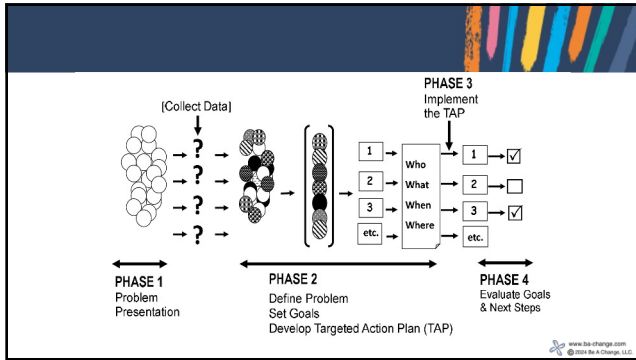
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### Phase 1: Problem Presentation

- Hear presented problem (description, context, history, current understanding of the problem)
- Data collection plan (interviews, observations, assessments, records review as needed)
- Learn about your colleague (beliefs, background, experience, teaching "style," philosophy)

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### Phase 1

- Is the problem/concern currently getting worse? Better? Is it fairly stable?
- What interventions have you tried and for long?
- Has the student's family been involved?
- Have other teachers been involved?

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## Phase 1

- What is known about the student's attendance history?
- How often does the student complete assigned work? Always? Usually? Sometimes? Rarely? Never?
- Is the quality of the work satisfactory?
- Does the student do well in one subject but not in another?

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## Phase 1: Reminders

- Coach with "two imaginary brains"
  - Front:
    - Listen intently
    - Use best communication skills
  - Back:
    - Skeptical
    - Unconvinced
- Hidden agendas

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## Phase 1: Develop a Plan to Collect Data

- Interviews
  - Teachers
  - Students
  - Family members
- Observations
  - Student
  - Student-teacher interaction
  - Instruction
  - Ecology
- Assessments
- Records Review

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## Phase 2

- Share and describe collected data (stop the meeting if more data is needed)
  - Develop problem definition
  - Set goal(s)
  - Create an evaluation plan (for Phase 4)
  - Develop the Targeted Action Plan (TAP) (for Phase 3)
  - Determine how the SFC Coach will support the TAP implementation

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## Phase 3

- Teacher
  - Implement the TAP
  - Take note of what is happening daily in the classroom
- SFC Coach
  - Provide support
  - Ensure the TAP gets implemented accurately and completely
  - Ensure evaluation data is collected as planned
  - Have a system for checking in regularly

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## Phase 4

Evaluate each goal separately

Goal achieved

- End TAP immediately or phase it out over time
- Develop new goals and new TAP

Goal not achieved

- Adjust the goal
- Eliminate the goal
- Adjust or modify the TAP
- Continue the TAP for now

Next steps?

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## Practice: Phase 1

- Describe the problem
- Identify additional data to collect

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## How could this Process be used in your school, district, or organization?

- Administrators
- Instructional Coaches
- Teachers
- Other

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## Thank you!

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