



Reflective Team Process (RTP)

A Facilitated Dialogue to Support and Enhance the Effectiveness of Early Intervention Teams



SERC is offering school-based teams the opportunity to reflect on their beliefs, actions, and experiences with early intervention. This on-site, job-embedded professional development activity is ideal for Early Intervention Teams, Student Assistance Teams, Child Study Teams, and other collaborative problem-solving/instructional support teams, such as grade level teams. SERC's *Reflective Team Process* (RTP) helps teams to refine their current practices. Through purposeful inquiry, SERC Consultants will assist school faculty and administration to establish shared understanding as to the effectiveness of their current processes and to support the school's continued efforts to enhance early intervention practices that will result in improved student achievement.

Based on outcomes of a case study review and a staff survey analysis, this reflective process is a mutually positive learning experience for participating school-based teams and SERC. Schools feel re-energized from this valuable learning process and are better able to identify how they can embed early intervention in the daily practice of the school. In addition, SERC gains greater insight into the long-term effectiveness of early intervention resulting in student success and determines how to best direct SERC's future professional development activities and technical assistance to support districts' sustainability efforts.

Participants will:



- utilize the reflective process to enhance instructional practices resulting in improved student outcomes;
- explore implementation of a continuum of student support and assessment methods for monitoring students' response to interventions;
- examine and self-assess current practices for integrity of instructional strategies and intervention plans designed to create conditions of success for students; and
- develop a strategic plan for next steps based on analysis of reflections in order to continue the enhancement of early intervention practices designed to support positive student outcomes.

A school-based team of 6-12 faculty members selected to represent the school's early intervention process, including the building administrator, must commit to a full day (9:00 a.m. to 3:00 p.m.) for this on-site, professional development activity with SERC Consultants. District level administrators are encouraged to participate.

How to request an RTP...

Building or district level administrators should complete and return this application to request an RTP. Mail to: SERC/EIP, attention Ildiko S. Reno, Senior Project Assistant, SERC, 25 Industrial Park Road, Middletown, CT 06457-1520. Schools interested in participating will be contacted by email to select a mutually convenient date for the on-site activity.

Contact Name _____ Email _____

Title/Position _____ School Phone _____

District _____ School Name _____

School Address _____

Please state reason for interest in the Reflective Team Process (RTP) _____

Please check one of the following:

EIP Team (year trained _____)

SAT Team

CST Team

Grade Level Team

Administrator's Signature _____ Email _____