Welcome to Day 2
Building Leadership Teams

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NH, Summer 2011

Day Two Learning Objectives:

 Have practiced useful skills needed when working with a staff or individual around building consensus, infrastructure development, and implementation of RtI practices
 Have an expanded repertoire of strategies to use when providing support to colleagues at various levels of understanding and implementation with their practices
 Understand the role of a coach in supporting building-level RtI practices that increase student achievement
 Understand the critical steps in the collaborative data team meetings
 Understand the structure a team meeting must follow during benchmark meetings versus weekly meetings
 Have practiced useful skills needed when running team meetings
 Have created a network

Today’s Team Time Importance

• RtI is unique in every building
• The role of the team is to apply learnings to your building situations
• One of the largest barriers within RtI is the TIME for planning. Please make the most of what is provided today!
  ◦ BLANK action plans provided

Simple Fact

• Before one can clearly support and embrace RtI, one has to know exactly what it is!

• Finding: Many times, RtI consensus and implementation difficulties stem from lack of understanding!

Are you fired up?

About what?...

Setting the Stage

• Consensus building in schools and our professional development today, begins with clearing defining and describing RtI.
• Seems simple… but often differences are surfaced.
Activity: Defining and Describing RtI
- Individual One Minute Write
  ◦ How do you define/describe RtI?
- Partner Share
  ◦ Share with a stranger! (No Stranger Danger HERE!) ⚠️
  ◦ 1) Your definition and description
  ◦ 2) Why do you think we had you do this exercise?

Consensus Building: Communication
- The problem with communication is the illusion that it has been accomplished.
  – George Bennard

NASDSE Definition of RtI:
- The practice of providing high quality instruction and intervention matched to student needs using data over time to make important educational decisions for ALL learners.

Many Definitions and Misconceptions Out There!
- Judy Elliott Clip
- Listen Carefully & Compare Your Response to Judy’s
  ◦ Star Validated Points
  ◦ Take note of “newer” ideas
- Be prepared to share with Elbow Partner

Judy Elliot

3 Minute Reflection
- 1) Reflect with an elbow partner your comparison between your personal RtI description and Judy’s.
- 2) As members of a leadership team, why is it important to do a “check-in” on individual’s definitions and descriptions of RtI?
Consider Creating Similar Slides/Documents

Avoiding Myths...

- RtI IS:
  - A process designed to maximize student achievement
  - A method to deliver effective interventions earlier and efficiently
  - Focused on outcomes
  - About student progress

- RtI IS NOT:
  - A way to delay services to students
  - A way to avoid special education placement
  - A hoop to jump through to ensure special education placement
  - A process designed to maximize student achievement

Consider Creating Similar Slides/Documents

Problem-Solving Infrastructure

Universal Screening Consensus

Response to Instruction/Intervention Fidelity

TIER 1

TIER 2

TIER 3

Leadership

Progress Monitoring

Change

Diagnostic Assessments

Consensus

Universal Screening

Further Clarification: Checking for Understanding

TIME FOR A GAME!

What else was I to remember?

Pyramid Game Show:

The original series, The $10,000 Pyramid, debuted March 26, 1973 and spawned seven subsequent Pyramid series (most with a full title format matching the original series, with the title reflecting the top prize increase from $10,000 to $100,000 over the years).

How many of you can visualize the pyramid game show?

Let’s Review Pyramid

- Number off 1 and 2
- Number 1s turns their back to the screen
- Number 2s face the screen
- Number 1s will attempt to guess a series of words based on descriptions given to them by their Number 2 teammates.

Disclosure: We have no money!!!!
Pyramid Game Revised
- Large group today
- Will put up a word or phrase
- 30 seconds to try to get your partner to say the word
- If you get it, give yourself a point
- If you don’t… HAVE FUN!

Response to Intervention/Instruction

Consensus
Tier 1
OR
Core

Screening Assessments
Leadership
Infrastructure

Vision

Tier 2
OR
Supplemental

Implementation

Tier 3
OR
Intensive

Diagnostic Assessments
Formative Assessments

Team Time Activity
- As a building team,
  - Discuss the following points and determine any possible actions (Plans Provided)
    1) Do you have a clearly stated RtI definition and can every staff member state it?
       - If not, discuss the potential problems and construct possible solutions.
       - If YES, document pointers for others on posters
    2) Would/Did your staff benefit from similar exercises in clarifying how one describes RtI or the components of RtI?
       - State your intended purpose of doing these exercises.
       - When and how might you complete them?
       - How might you capture the “collective” descriptions?
       - If completed, document pointers for others on posters
    3) How would your constituents benefit from your work/activities?
       - Parents
       - District Administration
       - School Board
       - Etc.

Celebrate

QUOTE
- “If we could first know where we are…we could then better judge what to do and how to do it.”
  - Abraham Lincoln

RtI: Consensus Building Activities for Implementing Schools
- ✔ Must Be able to Define/Describe RtI
  - Sharing
  - Consider videos of others speaking about RtI and do comparison activity
- ✔ Know and Speak Fluently About the Key Components of RtI
  - Review Games: Pyramid

OTHER POINTS TO CHECK
- Clearly state the Vision
- Gain buy-in, but OWNERSHIP is better!

Vision
- …is the capacity to create and communicate a view of a desired state of affairs that induces commitment among those working in the organization.
  - Thomas Sergiovanni, 1984
**Having a Shared Vision**
- Shared vision provides incentive to all involved.
- Shared vision provides coordination and focus to your actions. (Drives your decisions!)
- Shared vision promotes sustainability.

**RtI Vision Considerations**
- RtI Vision Statement- Addresses CONFUSION some are feeling when it comes to school improvement!

\[ \text{Success demands singleness of purpose.} \]
\[ \text{Vince Lombardi} \]

**Vision for RtI**
- The RtI vision for your school/district must be specific but connected to your district mission, values, etc.
- The RtI vision for your school/district needs to be shared.
- Having a shared vision makes the work easier and more meaningful.
- Think about who needs to be part of your “vision” conversation.
- Who needs to be part of the shared vision?

**Example- Lynnville-Sully RtI Vision:**
Meeting all kids’ needs in a timely, proactive manner.

**Questions**
- Has your team engaged in creating an RtI vision?
  - If so, what is it?-Poster Paper: Please Share
  - If not, see activity in building resource folder.
- Does your staff know the vision?
- Is your vision statement the anchor that drives decision making?
Provided Activity: (If Needed)
Building a Shared RtI Vision

Step 1:
If you could create the school of your dreams, what would it look like?  (Individually)

Step 2:
Share out and note commonalities.

Step 3:
Brainstorm possible vision statements.

Step 4:
Come to consensus on an RtI vision statement.  (Fist-to-Five)

Provided in Building Resource Folder

Building a Shared RtI Vision

Step 5:
Celebrate!

Step 6:
Discuss options.
   - Repeat this process w/ staff OR keep vision and gain staff consensus

Step 7:
Measure consensus among staff on vision statement.

Step 8:
Determine other constituents.

RtI: Consensus Building Activities for Implementing Schools

✔ Must Be able to Define/Describe RtI
   - Sharing
   - Consider videos of others speaking about RtI and do comparison activity

✔ Know and Speak Fluently About the Key Compents of RtI
   - Review Games: Pyramid

OTHER POINTS TO CHECK

✔ Clearly state the Vision
  - Vision Writing Activity

✔ Gain buy-in, but OWNERSHIP is better!

Ownership Versus Buy In

Definition of Ownership:
   “The right of possession.”
Definition of own (verb): “take responsibility for something”

Definition of Buy In:
   “Pay to take part in something”
Definition of buy (verb): “obtain something by sacrifice”

As a team discuss:
1) Which definition aligns best to a majority of your staff? Ownership or Buy In … And why?
2) What impact does this have on consensus/ implementation?

Ownership Versus Buy In: Discussion

- Own things that align with the way you think/believe/deeply understand
- Buy in can come through compliance behaviors

To Develop Ownership…

How does a leadership team help move others from “buy in” to “ownership” of RtI?  (1 minute brainstorm with elbow partner)
Why?
What is your purpose?
What’s your cause? What’s your belief?
Why do you get out of bed everyday?

How?
What infrastructure have we built to enable us to do the work?

What?
What is it that we want all students to know, understand and be able to do?
What’s your proof it’s working?

1) Answer the “Why” question(s)
2) When’s the last time your team and staff discussed the “WHY” behind the way you do business?

- Simon Sinek

http://www.youtube.com/watch?v=OVnN4S52F3k

1. All students are part of ONE proactive educational system.
2. Scientific, research-based/evidence-based instruction is used.
3. Instructionally relevant, valid and reliable assessments serve different purposes
4. A systematic, collaborative method is used to base decisions on a continuum of student needs.
5. Data guide instructional decisions.
6. Staff receive professional development, follow-up modeling, and coaching to ensure effectiveness and fidelity at all levels of instruction.
7. Leadership is vital.

Revisit your Guiding/Core Principles
Check for evidence of understanding and implementation of those Guiding/Core Principles

- 2 Activities to Consider
  1) Rd Guiding Principles Activity (Heartland AEA Revised for NH)
  2) Core Principles Activity (Pasco County, Florida)
**Rti Guiding Principles**

<table>
<thead>
<tr>
<th>Guiding Principle</th>
<th>Clearly Evident</th>
<th>Somewhat Evident</th>
<th>Not Evident</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All students are part of core practices adopted system</td>
<td></td>
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</tr>
<tr>
<td>2. Practices are intentionally used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Interdisciplinary, valid, and reliable assessments serve different purposes</td>
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<tr>
<td>4. Use a participative method in</td>
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</tbody>
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**Consider: Learning Together**

In the Future: Read and discuss

- Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools-A Leadership Brief, Learning First Alliance, March 2003
- The Why Behind RTI, Austin Buffum, Mike Mattos and Chris Weber (ascd.org publications) October 2010/Vol. 68/Number 2 Interventions that Work Pages 10-16

**Article: The Why Behind RTI**

Austin Buffum, Mike Mattos, and Chris Weber

- www.ascd.org
- [http://www.ascd.org/publications/educational-leadership/oct10/...](http://www.ascd.org/publications/educational-leadership/oct10/...)

“Response to Intervention flourishes when educators implement the right practices for the right reasons.”

**Doing the Right Work for the Right Reasons**

“The secret to capturing the right way of thinking about RTI comes down to answering this question: Why are we implementing Response to Intervention? The answer lies in why we joined this profession in the first place—to help children. Our work must be driven by the knowledge that our collaborative efforts will help determine the success or failure of our students. RTI should not be a program to raise student test scores, but rather a process to realize students’ hopes and dreams. It should not be a way to meet state mandates, but a means to serve humanity. Once we understand the urgency of our work and embrace this noble cause as our fundamental purpose, how could we possibly allow any student to fail?”

**The Why Behind Rti Activity: Discuss How the Wrong and Right Questions Impact Consensus Building**

- **Wrong Questions**
  1. How do we raise our test scores?
  2. How do we “implement” RTI?
  3. How do we stay legal?
  4. What’s wrong with this kid?

- **Right Questions**
  1. What is the fundamental purpose of our school?
  2. What knowledge and skills will our children need to be successful adults?
  3. What must we do to make learning a reality for every student?

**Why Consensus... We need the “players” wanting to be on the field!**

Effective Teacher Research—

“The teacher’s influence on student achievement scores is twenty times greater than any other variable, including class size and student poverty.”

(Fallon, 2003)
**RtI: Consensus Building Activities for Implementing Schools**

- ✔ Must Be able to Define/Describe RtI
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**OTHER POINTS TO CHECK**

- ✔ Clearly state the Vision
  - Vision Writing Activity
- ✔ Gain buy-in, but OWNERSHIP is better!

**School Level Consensus-Building Assumptions**

- Schools have time and support available to build consensus.
- Schools understand the process and importance of building consensus before moving ahead with infrastructure and implementation.
- Schools need access to consensus building tools.

NASDE/CASE Blueprint: Response to Intervention

**Phases of RtI Implementation**

- Building Consensus ✔ (Several Activities Provided, On-going Process)
- Developing Infrastructure
- Implementing RtI
- Fidelity of Implementation

Interactive Guide to RtI, NHDOE

**Phases of RtI Implementation**

- Building Consensus
- Developing Infrastructure
- Implementing RtI
- Fidelity of Implementation

Interactive Guide to RtI, NHDOE

**The Often Forgotten Stage: Fidelity of Implementation**

- Ensuring that universal screening, progress monitoring, and evidence based curriculum and instruction are implemented with fidelity is crucial in establishing a systematic RtI framework. Student achievement can be deeply affected, for example, by whether an intervention or assessment is delivered with the accuracy and integrity with which it was developed.
  - Interactive Guide to RtI, NHDOE
**Self Evaluation Tools**

- Because organizations only improve…
  
  “where the truth is told and the brutal facts confronted”

  Jim Collins

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**RtI Implementation: Comprehensive Measures**

- Many Implementation Evaluation Tools
  - Provided:
    - NASDSE School Level Blueprint (pp49-65)
    - P-SAPSI (Pasco, Florida)
    - RtI Implementation Rubric-School Level (Colorado)
    - Multi-Tiered Systems of Supports: Innovation Configuration Matrix (Kansas)
    - RtI Readiness & Implementation: Self Assessment Tool (Pennsylvania)

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**Activity Time: Test Driving 3 Evaluation Tools**

1. NASDSE School Level Self Evaluation Portion of Blueprint
   - Consensus
2. Colorado RtI Implementation Rubric (School Level)
   - Leadership
3. Pasco County, Florida Tier Evaluation Tool
   - Tier 1 (Core)

Determine:

1. Facilitator
2. Recorder

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**Tool 1 - NASDSE School Level Blueprint**

- pp 49-51
  - Provided:
    - Consensus Building Self-Evaluation
    - Discuss Actions and Steps Provided
    - Rate Your Level of Implementation
    - Revisit earlier activities today and determine where they may fit into your action planning.

Determine:

1. Facilitator
2. Recorder

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**Tool 2 - RtI Implementation Rubric School Level (Colorado): Section 1: Leadership**

- The purpose of the rubrics is to:
  1. serve as an informational resource (i.e., blueprint, roadmap of RtI implementation)
  2. measure fidelity of RtI implementation
  3. assist with planning for action plan or school improvement plan

**Growth stages:**

- **Emerging** - The goal of this stage is to build consensus and buy-in for RtI implementation.
- **Developing** - This stage involves designing the infrastructure to implement RtI.
- **Operationalizing** - During this stage, the school implements the structures that were designed during the Developing stage and works to build consistency and fidelity.
- **Optimizing** - Within this stage, the model is embedded and done with fidelity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.

**Where are we at in our journey?**

**Test Drive Time**

Work as a leadership team to discuss and answer the questions 1-6 on pages 3 and 4.

Determine:

1. Facilitator
2. Recorder
Tool 3 – Evaluation of Each Tier: A Closer Look at the Details

- Pasco County, Florida 2010
- Provides Coaches a Series of Guiding Questions When Evaluating the Tiers
- Powerful Conversation Opportunity
- Detailed Evaluation-Leads to Strategic Planning

Begin with Tier I: Conversation

- Turn to an elbow partner
  - Take turns defining Tier I

Tier I: Visible Learning

Tier I: GOAL: 100% of students achieving at high levels

Tier I: Implementing well researched programs, practices, routines demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How are we going to teach it?
4. How will we respond when some students don’t learn?
5. How will we respond when some students have already learned?

Questions 1-3 help us ensure a guaranteed and viable core curriculum

DISCUSS Knowledge and Skills Teachers Need:

Tier I: Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How are we going to teach it?
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<table>
<thead>
<tr>
<th>Questions</th>
<th>Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>What exactly do we expect all students to learn?</td>
<td></td>
</tr>
<tr>
<td>How will we know if and when they’ve learned it?</td>
<td></td>
</tr>
<tr>
<td>How are we going to teach it?</td>
<td></td>
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<td>How will we respond when some students don’t learn?</td>
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<tr>
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</table>
What knowledge and skills do teachers need to have to address these questions:

<table>
<thead>
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</thead>
</table>
| What exactly do we expect all students to learn? | Common Core Standards: Math and Language Arts
  *Benchmarks/Standards
  *Power Standards
  *Expected Pace
  Common Core Provides Guidance
  Should "narrow our focus"

Question: How much time has been spent reviewing the Common Core Standards? 
  Is your "what to teach" clearly articulated?
Instructionally relevant, valid and reliable assessments serve different purposes.

• Screening assessments collect data to identify low- and high-performing students at risk of not having their needs met.
• Diagnostic assessments gather information from multiple sources to determine why students are not benefiting from instruction.
• Formative assessments guide instruction through the frequent, ongoing collection of both formal and informal data.

If we just concentrate on the “what we teach” and how we assess it, will we reach our “desired state”?

◦ Why or Why Not

Discuss at your table

What knowledge and skills do teachers need to have to address these questions:

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>How are we going to teach it?</td>
<td>Instruction- • Provide a safe and engaging environment (Management) • Determine clear expectations • Know and implement with fidelity, agreed upon research-based instructional routines. • Use Whole/Small Groups • Use data to guide instructional decisions • Provide feedback • Use a Structure for Instruction: (i.e. Gradual Release Model)</td>
</tr>
</tbody>
</table>

Individually Read Chapter 1 (in handouts)
• Star 3- “Take Aways”

At your table:
• Take turns sharing one Take Away
• Review pages 5 and 6 Figures 1.2, 1.3 and 1.4
• Discuss which figure represents the majority of the classrooms in your building?

A Structure for Instruction that Works

Establish purpose for ALL
Model expert thinking
Typically lasts 15 minutes or less
Today we're going to learn a strategy that will help you figure out the main idea of a piece of text. We've been working on summarizing what we read and in order to summarize we need to be able to pull out the most important parts of the text. Most paragraphs have a main idea that the author wants us to remember. Otherwise, why would the author include that paragraph in his/her writing if he/she didn't want us to remember an important point from it? The main idea is the most important part that the author wants you to remember from a paragraph. By the end of this lesson, you will be able to tell me the main idea of several paragraphs.

I'm going to read aloud this piece of text. At the end of each paragraph, I'm going to stop and ask myself two questions, "Who or what is this paragraph about?" and "What's the most important thing about the who or what in this paragraph?" If I can answer those two questions, I probably understand the main idea the author wanted me to get out of that paragraph.

**Why Do We Model?**

**TRANSPARENCY**

Students are invited into the mind of someone who can already solve the problem or use the skill/strategy.

**Modeling Elements**

- Name the strategy, skill, or task.
- State the purpose of strategy, skill, or task.
- Explain when the skill, strategy or task is used.
- Use analogies to link to prior knowledge.
- Demonstrate how the skill, strategy, or task is completed.
- Highlight errors to avoid.
- Self-assess.

**Guided Instruction: “We do it”**

- Can be done with whole group, or small purposeful groups based on assessment information.
- Students share common instructional need.
- Teacher strategically uses cues, prompts, and questions.

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**Gradual Release of Responsibility**

**TEACHER RESPONSIBILITY**

- Focus Lesson
- Guided Instruction
- Collaborative
- Independent

**STUDENT RESPONSIBILITY**

A Structure for Instruction that Works
“We do it!”

- “Now, for the next couple of paragraphs, you’re going to help me figure out the who or what of each paragraph and the most important thing about the who or what of each paragraph.”

- Read aloud the next couple of paragraphs, stopping to get responses from students. Record their responses.

Guided Instruction

- You try it, and I’ll be there to help you with the tricky parts.”

Guided Instruction

- Students begin to take on what they have begun to learn
- Often, they “use but confuse”
- Teacher is there to help with the tricky parts
- Strategic use of questions, prompts, and cues

Gradual Release of Responsibility

- “I do it”
- “We do it”
- “You do it together”
- “You do it alone”

Collaborative (Productive) Group Work: “You do it together”

- Small groups of 2-5 students working together (heterogeneous)
- Students consolidate their thinking and understanding.
- Review of previous knowledge and apply knowledge to new settings
- Interact and negotiate their understanding with peers
- Individual accountability

“You do it together!”

- Distribute sticky notes to students. Let students work in pairs. Discuss their responses as a group.
- “For the rest of this piece of text, you’re going to work with a partner and use sticky notes after each paragraph to record who or what is the paragraph about and what’s the most important thing about the who or what.”

See Handout!
Knowing what to look for:
Productive group work in action

How do you know productive group work when you see it?
How do you know productive group work when you hear it?


Gradual Release of Responsibility

TEACHER RESPONSIBILITY

Focus Lesson

Guided Instruction

Collaborative

Independent

STUDENT RESPONSIBILITY

A Structure for Instruction that Works

“Do it”

“We do it”

“You do it together”

“You do it alone”

Industrial: “You do it alone”

• Newly (or barely) learned tasks do not make for good independent learning.
• Requires individual application of information previously taught
• Opportunity to apply knowledge in a new way

“You do it alone!”

• “When we start our next story, I’m going to ask you to use sticky notes to show me the main ideas you think the author wanted us to take away from the text.

Current practices vary .... And in some classrooms ...

TEACHER RESPONSIBILITY

Focus Lesson

Guided Instruction

Independent

STUDENT RESPONSIBILITY

“I do it”

“We do it”

“You do it alone”

(c) Fisher & Frey, 2006

See Handout!
Activity: Elbow Partner
• Do you currently have some type of “structure for instruction”?
• How would (or does) “a structure” benefit your teachers and students?

Questions
Knowledge and Skills
How will we respond when some students don’t learn? (Continued)
*Use of Problem-Solving Process
“How to “Beef up/Shore up” the core!: -More explicit instruction,
-More modeling,
-More guided practice,
-More feedback
*Check Structure for Instruction
*Consider additional levels of support (Tiers)

Teaching is Complex
• What knowledge and skills do teachers need to have to address these questions:

Questions
Knowledge and Skills
How will we respond when some students don’t learn?
*Use of Problem-Solving Process
1. Problem Identification: What’s the problem?
2. Problem Analysis: Why is it occurring?
3. Intervention Design/Implementation: What are we going to do about it?
4. Response to Instruction/Intervention: Is it working?

Teaching is Complex
• What knowledge and skills do teachers need to have to address these questions:

Questions
Knowledge and Skills
How will we respond when some students have already learned?
*Use of Problem-Solving Process
1. Problem Identification: What’s the problem?
2. Problem Analysis: Why is it occurring?
3. Intervention Design/Implementation: What are we going to do about it?
4. Response to Instruction/Intervention: Is it working?
What knowledge and skills do teachers need to have to address these questions:

### Questions

1. How will we respond when some students have already learned? (Continued)
2. How will we know if and when they've learned it?
3. How are we going to teach it?
4. How will we respond when some students don't learn?
5. How will we respond when some students have already learned?

#### Knowledge and Skills

- Use of Problem-Solving Process
- Alternate Pacing & Activities
- Extension of Grade Level Core When Needed

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**Team Emphasis Embedded**

**Tier I:** Begins with clear goals:

1. What exactly do we expect all students to learn?
2. How will we know if and when they've learned it?
3. How are we going to teach it?
4. How will we respond when some students don't learn?
5. How will we respond when some students have already learned?

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“A successful face-to-face team is more than just collectively intelligent. It makes everyone work harder, think smarter and reach better conclusions than they would have on their own.”

James Surowiecki
The Wisdom of Crowds

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“Teachers who participate in structured dialogues to analyze student work and solve problems in their schools are more likely to implement positive changes in their teaching practice and improve their students’ achievement”

-Collaboration: Closing the Effective Teaching Gap, 2009 (Berry, Daughtrey, Wieder)

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**TIER I: Link to RtI Definition**

**PROVIDING HIGH QUALITY INSTRUCTION and INTERVENTION**

- Attend to academic and social-emotional learning
- Unwrap standards and benchmarks (Know and Do)
- Identify big ideas we want students to remember (Understand)
- Write E.Q. to guide instruction and assessment
- Use research-based instructional practices and routines (Art & Science)

**USING DATA OVER TIME**

- Establish clear learning targets and share them with students
- Conduct checks for understanding
- Ask higher order questions requiring explanation with “Student Accountable Talk” to justify thinking and explain logic
- Use benchmark, progress monitoring, diagnostic data (formative/summative)

**TO MAKE IMPORTANT EDUCATIONAL DECISIONS**

- Make necessary adjustments of core, supplemental, intensive instruction
- Be responsive to the instructional needs of students – differentiate
- Problem Solve, evaluate outcomes, evaluate programs, practices
III. Lesson Planning and Delivery

- Teachers follow instructional pacing guides that are aligned with the standards.
- Essential Questions are written in student-friendly language, posted in the classroom, and referred to during every lesson to build connections between activities and learning.
- Teachers unpack standards to determine the content, knowledge, and abilities expected at each grade level or with a course of study.
- Teachers develop lesson plans using a research-based lesson format that promotes a gradual release of responsibility.
- Teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.
- Teachers use the Test Item Specifications to select examples for use during explicit instruction, modeled instruction, guided practice, independent practice, and lesson assessment for instruction of benchmarks.
- Lesson delivery is appropriately paced and allows students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs.
- The re-teaching of previously taught material is seamlessly integrated and students are provided opportunities to apply prior knowledge to new content/concepts and to real-world contexts.
- Teachers share lesson ideas and evaluate the effectiveness of lesson planning and delivery through common planning time, the Lesson Study Process, and Professional Learning Communities (PLCs).

See Handout: Building Resource Folder

Florida DOE: Instructional Review Doc

1. Explore the remaining Rd evaluation documents.
2. Discuss how your team currently evaluates RtI implementation.
3. Determine if/how/when your team may use these new documents to assist in developing or refining current evaluation practices.

Document on Action Plan!

Because organizations only improve…

“where the truth is told and the brutal facts confronted”

Jim Collins
Random vs Focused Acts of Improvement

7+ Steps PS/Strategic Planning
- Step 0: Prerequisites
- Step 1: Goal Setting
  - (Problem Identification)
- Step 2: Drivers and Barriers
  - (Problem Analysis)
- Step 3: Prioritize Barriers and Develop Hypothesis and Prediction Statements to Frame Future Actions
- Step 4: Brainstorm strategies to reduce or eliminate the barrier selected

Test Drive
- 7+ steps PS/Strategic Planning

2. The Big Ones: Data System & Data Driven Decisions

Small Group Problem Solving/Strategic Planning

STEP 1: GOAL Setting (Problem Identification)
- Difference between desired and current reality
- Identify desired goal in concrete, descriptive, behavioral terms

EXAMPLE
- Desired Level/Goal: 62% of the students proficient in reading on the FCAT
- Current Level: 57% of the students were proficient in reading on the FCAT
- Benchmark Level: 79% of the students proficient in reading on the FCAT

If you want to find out what students know and can apply, complex performances are required.”
Alan November
SMART GOALS
- Specific, strategic
- Measurable
- Attainable
- Results-oriented, realistic
- Time-bound

And let's focus on behaviors, not just test scores – in other words, measure what the grownups do. We need to set as many standards for the adults...as we do for kids.”

- Douglas B. Reeves in Harvard Education Letter, March/April 2002

Classroom Observation – Baseline 2009-2010

LESSON CONTENT
- Energetic Pacing: 26%
- Activating Strategy: 10%
- Distributive Practice: 15%
- Summarizing: 8%
- Extending and Refining: 1%

CLASSROOM LIBRARIES
- Use of Instructional Materials
  - Yes: 54%
  - No: 46%

BOARD CONFIGURATION
- Clear of Clutter
  - Yes: 64%
  - No: 36%

CLASSROOM LIBRARIES
- Traditional
  - Overhead/Whiteboard
  - Textbooks
  - Worksheets
  - Magazines
  - Handouts
  - Handouts

CLASSROOM LIBRARIES
- Non-Traditional
  - Computer/Web-based
  - Video clips
  - Materials
  - Real-world objects

BOARD CONFIGURATION
- Student Engagement
  - High Complexity: 8%
  - Moderate Complexity: 19%
  - Low Complexity: 82%
  - Total: 105%

BOARD CONFIGURATION
- Student Actions
  - Listening: 82%
  - Reading: 19%
  - Speaking: 8%
  - Hands on: 19%
  - Writing: 19%

CLASSROOM LIBRARIES
- Student Work
  - Low Complexity: 75%
  - Moderate Complexity: 25%

TECHNOLOGY IN THE CLASSROOM
- Student Engagement
  - High Complexity: 8%
  - Moderate Complexity: 19%
  - Low Complexity: 82%
  - Total: 105%

TECHNOLOGY IN THE CLASSROOM
- Student Actions
  - Listening: 82%
  - Reading: 19%
  - Speaking: 8%
  - Hands on: 19%
  - Writing: 19%

TECHNOLOGY IN THE CLASSROOM
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  - Real world objects

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- Student Actions
  - Listening: 82%
  - Reading: 19%
  - Speaking: 8%
  - Hands on: 19%
  - Writing: 19%
Small Group Problem Solving/Strategic Planning

Step 2: Drivers and Barriers (Problem Analysis)
What’s in the way? How can we remove/reduce barriers?
- Analyze existing data (e.g., DAIR Indicators, Learning Walks)
- Brainstorm and record all drivers (resources/ideas) and all barriers obstacles that must be overcome or reduced (Drivers and Barriers)

**Drivers**
- Coaching staff to support teachers
- Time reserved for professional development and common planning
- Formative assessment tools
- Research based curriculum

**Barriers**
- Implementation of gradual release of responsibility model with fidelity
- Implementation of content literacy strategies across content areas
- Use of higher order thinking skills
- Vocabulary/Background Knowledge
- Alignment of Standards, Instruction, and Assessment

Free Flow of Ideas

Step 3: Prioritize Barriers and Develop Hypothesis and Prediction Statements to frame future actions
- Cluster and select from the list of barriers
- Select an important barrier – Alterable & Related to Goal
- In early stages of skill development, choose something likely to be workable – other barriers can be selected later
- Generate Hypothesis and Prediction Statement

**EXAMPLE: Chosen Barrier**
- Implementation of literacy strategies across all content areas

**Hypothesis & prediction statement:**
- If we implement literacy strategies across all content areas, then students' reading, language, and writing skills will improve.

Improvement Strategies Include
- Use of instructional best practices
- Curriculum alignment
- Development & use of common assessments
- Embedded Professional development
- Process improvements
- Systemic interventions
Step 4: Brainstorm strategies to reduce or eliminate the barrier selected

- Importance of content expertise and knowledge of research

**EXAMPLE:**
- Provide professional development, modeling and coaching support for use of literacy strategies across content areas
- Teachers implement mini-lessons focusing on teaching pre-, during-, and after-literacy strategies
- Language Arts, Social Studies, Mathematics, and Science teachers provide direct, explicit instruction in prefixes, suffixes, and roots utilizing content-specific, grade level vocabulary
- Reading Teachers provide direct, explicit instruction in prefixes, suffixes, and roots for students enrolled in reading intervention using both instructional and grade level vocabulary.

Step 5: Design a concrete plan of action, specifying who, will do what, and by when

- Contract for action
- Name or title
- Detailed description
- Specific date

Step 6: Establish detailed procedures for follow-up & evaluation of progress

- Prompts for action
- Periodic updates
- Additional support
- Modification or New action plan

**ACTION BIAS**

- Ready, Fire, Aim
  Do not get caught in ‘Analysis Paralysis’ syndrome. Plan what you want to do, and then take Action and GO. You can always adjust after you have started.
  Michael Fullan, 2009

**Beware of Fat Plans**

- The size and the prettiness of the plan is inversely related to the quality of action and the impact on student learning.
  Reeves, 2009

Step 7: Develop plan for evaluating progress – (Communicate, assess implementation and results, share results, and celebrate)

**EXAMPLE:**
- Have we implemented the action plan as designed?
- Has the implementation of literacy strategies across content increased?
  - ✔ Walk-through data
  - ✔ Teacher Surveys
  - ✔ Student Interviews
- Has the implementation of instructional practices impacted student proficiency level?
  - ✔ FAIR and FCAT data

**No Action Plan?**

Walk Through Data from September

Collaborative Structures Work Through Form
**Test Drive: PS/Strategic Thinking and Planning Protocol Sheet**
- Review the 3 RtI Evaluation tools
- Determine one problem or issue as a team to address
- Complete the provided protocol sheet
  - For Step 2: Additional Handout provide: COILE, RIOT
- Reflect how this activity differed from past meetings

**Benchmark Meetings VS Weekly Meetings: Discuss**
- What is the content difference between benchmark meetings and daily/weekly meetings that your teachers are or will be having?

**BENCHMARK School-wide PS Meetings**
**PURPOSE:**
School-wide PS Meetings turn data into action for ALL students
- To determine the effectiveness of the core programming
- Make necessary adjustments to the core programming if it is not meeting the needs of most students and subgroups (at least 80%)

**General Questions for Grade Level /Department Teams**
- How effective is the core curriculum/instructional routine for all students?
- How effective is the core curriculum/instructional routine for subgroups of students?
- Do data indicate areas in need of professional development/interventions for the entire grade/class?
- Have we identified ways to provide a first dose of differentiated instruction in our Tier I?
- Which students may require differentiated instruction?

**BENCHMARK General Features**
**When:**
3 times per year (following collection of your school-wide benchmark data)
**Who:**
Principal, PS/RtI Coach, Literacy Specialist, ESE Coach Counselor, Grade Level Team (could also include Special Education Teacher, ELL Teacher, School Psychologist…)

**BENCHMARK General Features**
**What:**
Use grade level data to answer questions about core instruction
**Outcomes:**
Identify prioritized areas of need for the core curriculum AND develop a plan (with a goal) for improving schoolwide achievement
Focus
To thrive in this world will require of us a new skill. Not drive, not sheer intelligence, not creativity, but focus.
Marcus Buckingham, *The One Thing You Need to Know*

We don’t talk about individual students at Benchmark PS Meetings because… Benchmark PS Meetings turn data into action for ALL students

Tier One Meeting agenda

Purpose of meeting: To determine the effectiveness of the core program and make necessary adjustments. Determine if your system is moving students toward benchmark goals.

1. Review data trends
2. Review purpose for meeting
3. Review core program data collected for most students
   a. Review and analyze benchmark screening data
   b. Review and analyze core program assessments
4. Review Tier Two and Tier Three students
   a. Which students are not meeting their current grade level benchmark? Why?
   b. What is the current grade level benchmark of students at risk?
   c. Review the current Tier Three students
5. Review Tier One students
   a. Review the Tier One students who are making annual growth and those who are not
   b. Review the Tier One students who have met the benchmark and those who have not
6. Review Tier Two students
   a. Review the Tier Two students who are meeting the benchmark and those who are not
   b. Review the Tier Two students who have met the benchmark and those who have not
7. Review Tier Three students
   a. Review the Tier Three students who are meeting the benchmark and those who are not
   b. Review the Tier Three students who have met the benchmark and those who have not
8. Review Tier Four students
   a. Review the Tier Four students who are meeting the benchmark and those who are not
   b. Review the Tier Four students who have met the benchmark and those who have not
9. Review Tier Five students
   a. Review the Tier Five students who are meeting the benchmark and those who are not
   b. Review the Tier Five students who have met the benchmark and those who have not
10. Review Tier Six students
    a. Review the Tier Six students who are meeting the benchmark and those who are not
    b. Review the Tier Six students who have met the benchmark and those who have not

Is our core curriculum/instructional routine sufficient in reaching students? Why? Why Not?

What percent of students are achieving standards/benchmarks (80-90%)? What percent of students in subgroups are achieving standards/benchmarks (80-90%)?

Which students made annual growth? Which students failed to make annual growth? For which subgroups is the core not sufficient?

Have we identified ways to adjust our curricular and instructional practices to “shore up the core”?

How do we identify which grades/classrooms may require extra assistance?

Is there a need for more professional development for a particular area of instruction? Is there a need for more intensive coaching?

Are materials allocated to maximize learning? What makes the materials relevant and challenging?

Is the instruction rigorous, relevant? What is the evidence that is challenging?

Do the students have sufficient access to the curriculum? How are the learning activities varied? How are students expected to interact with each other? With the teacher?

Take time to celebrate success

• What is working?

What do our data look like?

If the Core is not meeting the needs of the majority of your students…

…you must ask the question:

“Why?”

“What will we do to improve the core?”
What are the common curriculum needs for ALL students, (based on the data)?

**Reading Comprehension**

- Oral Reading Fluency & Accuracy
- Phonics (Alphabetic Principle)
- Phonemic Awareness

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**Fidelity to the Core**

- Learning Walks
  - Core program fidelity checklists
  - Dosage
    - Are we all doing what we said we were going to do, the way we were going to do it? - Dosage

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**Instructional Routine**

- Mastery learning principles to guide instructional planning and delivery
- Principles of effective instruction (e.g., direct instruction, scaffolding, guided practice; informed feedback; pacing of lessons)

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**Instructional Strategies**

- Strategies reflect actions of the adults in the system that change the thinking/performance of students
- Prioritized to reflect those strategies that will have greatest impact
- Includes teacher modeling of how selected strategies would be implemented
- Research-based; high-probability strategies

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**Engagement Strategies**

**Academic Engaged Time**

- Instructional match is appropriate for the students and clear directions of what is expected are provided
- Ensure that there is both academic press (high expectations, well structures learning environment) and support for learning (caring environment)
- Maximize instructional relevance (e.g., clearly stated purpose, graph progress toward goals)
- Allow students to have choices within course selection and assignments (Skinner et al., 2005).

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**Academic Engaged Time**

- Increase time on task and substantive interaction through cooperative learning, whole class or group instruction
- Set learning/mastery goals over performance goals – ensure mastery goals permeate the philosophy of the classroom/school culture
Systemic and Professional Learning Needs

Anticipate and be willing to meet the newly emerging needs based on student performance.

Do teachers have the skills to implement changes to the core?

What agreements can we make around…

...common Curriculum needs
...Fidelity to the core
...common Instructional Routines & Strategies
...common Active Engagement Strategies
...Professional Development needs

Action Plan and Goal

- All teachers agree to hold each other accountable to the action plan created
- Set an attainable goal:

<table>
<thead>
<tr>
<th></th>
<th>Current Reality (Winter)</th>
<th>Spring Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Strategic</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Intensive</td>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>

What else

- Goals are SMART
- Describes teacher and student behaviors that will be seen if the selected strategies are implemented
- Describes the change in student performance to the expected if strategy is having desired impact
- Establishes interim time-frame to monitor the implementation of the strategy
- Establishes Support Plan

Benchmark Meetings Activity

3-2-1 Activity with a partner

3: Things you want to remember to do at benchmark meetings
2: Confirmed Ideas that you already thought about benchmark meetings
1: New Learning

Grade Level/Dept Meetings

- Built into regular planning – (As we discussed earlier!)
  - Clarify what students must learn
  - Gather evidence of student learning
  - Analyze that evidence
  - Identify the most powerful teaching strategies
  - Build time for collaborative reflection

On-going!
Once Tier 2 and Tier 3 Infrastructures are Built: Who is Responsible?
Implementation of these additional tiers, lead to additional problem-solving responsibilities...
- Data needs to be analyzed
- Diagnostics given, if needed
- Groups Determined
- Logistics: (Who, What, When, Where, How)
- Progress Monitoring Determined
- Documentation Addressed (See Student Success Worksheet Provided)
- Professional development needs determined
- Fidelity Checks
- On-going Decision Making

Once Tier 2 and Tier 3 Infrastructures are Built
The question of, “Which team takes responsibility for Tier 2 and Tier 3 implementation/evaluation?”… has more than one answer.
NON-NEGOTIABLE: Have this question clearly answered.

Possible Solutions:
1) Building Leadership Team
2) Grade level/Department Team
3) Combination of Grade Level/Department Team with some assistance from sub-set of BLT.
4) Other
The decision depends on your buildings infrastructure. What makes sense for you?

Tier 2 and Tier 3 Support
- Complicated
- Usually requires additional targeted professional development-Takes time to develop the necessary skills.
- Needs to directly connect to your Child Find Process, so if needed, it's seamless
- Documented Decision-Making Rules/Protocols are helpful (Ensure consistency)
- Keep linked to Tier 1: It's about the total package that is formed by addition of Tiers.

Tough Lesson Learned…
In absence of high quality instruction… the RtI framework is insufficient — it will not work!

When we know better, we do better.”

Maya Angelou
The achievements of an organization are the results of the combined effort of each individual.

Vince Lombardi

Final thought...

“If not us, then who…
In not now, then when…
I didn’t get into education to make a little difference…I still want to change the world for kids.” - Roland Good, 2011

My connection…

I’ve got a feeling…

Thank You!