

Pre-Assessment

Pre-Assessment

____Principal ____Teacher ____Regional Resource ____Other____

Please complete and turn in by the end of the morning break.

- A. To what degree do you believe using a multi-tiered system of supports will increase student achievement?
- B. To what degree is your school using a multi-tiered system of supports to increase student achievement?
- C. What is your skill level in facilitating conversations around the use of data to improve student performance?
- D. To what degree does your school deliver effective Tier 1 instruction to all students?
- E. To what degree is your school aligned to get the results you want?

Degree	Question A	Question B	Question C	Question D	Question E
High					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					

WELCOME to DAY I LEADERSHIP

Amelia Van Name Larson

Shannon Harken

NH, Summer 2011

Multi -Tiered Systems of Support MTSS or RtI

- Have an understanding of the systems and infrastructure that are necessary to support implementation of RtI at different levels of an educational system
- How to support sustainable implementation by addressing selection, allocation, coaching, and technical assistance so staff are adequately supported
- Be able to use self-assessments and student outcome data to guide action planning, and apply problem-solving methodology across different levels of the educational system
- Establish feedback loops to inform continuous improvement and policy making
- Align RtI practices and priorities with other district/national initiatives, such as Common Core State Standards, and school improvement, climate and discipline

Shannon Harken

Husband: Brian
Children: Maddie, Mac, & Mitch

HEARTLAND AEA #11

Can you relate?

"If you don't like the weather today, just wait until tomorrow."

- 6 months: Snow and Ice Possible
- 3 months: 100+ temps Possible
- 12 months: Sunshine and Storms Possible

- 54 Public School Districts
- 32 Accredited Private Schools
- Details:
 - 129,000 students (1/4 of state's enrollment)

Scott

Mark

Matt

Isabella

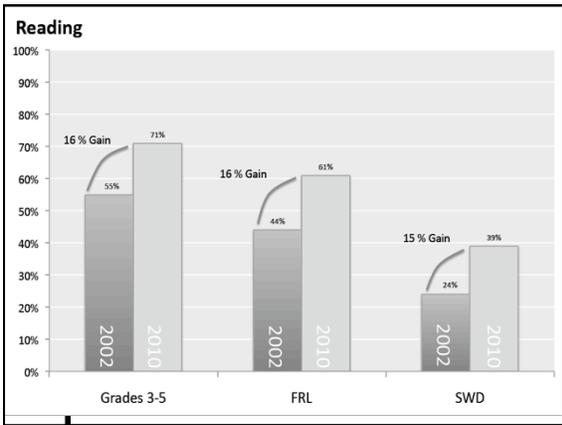
Kallie

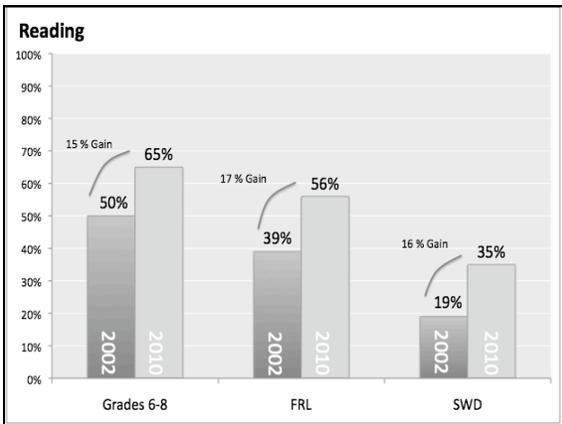
Can you relate?

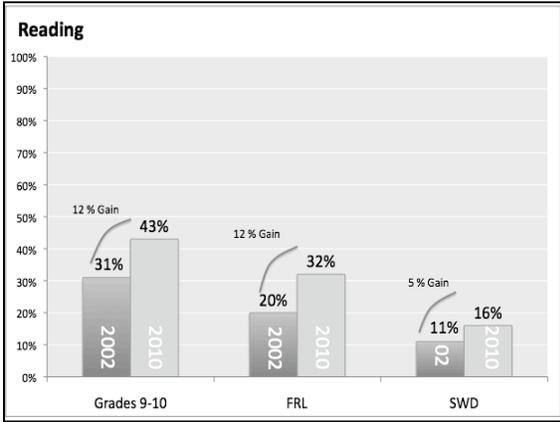
Pasco County, Florida

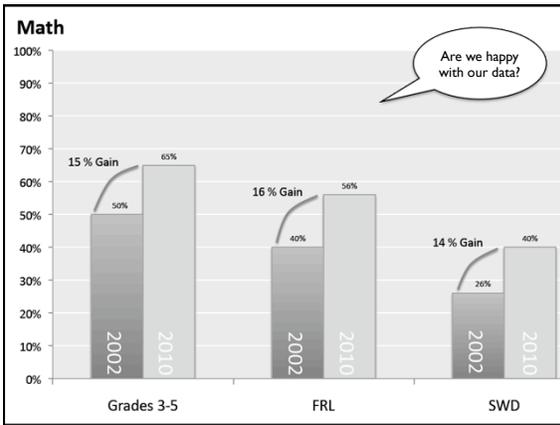
- ✓ 84 Schools
- ✓ Over 67,000 Students
 - ✓ White 68%
 - ✓ Black 6%
 - ✓ Hispanic 19%
 - ✓ Asian/American Indian/Pacific/Alaskan Native/Other 7%
- ✓ 53% Free - Reduced Lunch
- ✓ 13.7% ESE
- ✓ 4.3% ELL
- ✓ Serious Budget Cuts
- ✓ 60 Million Cut/
- ✓ 500 Lay Offs

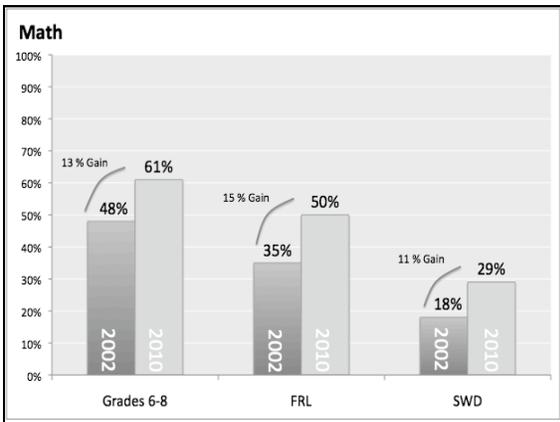


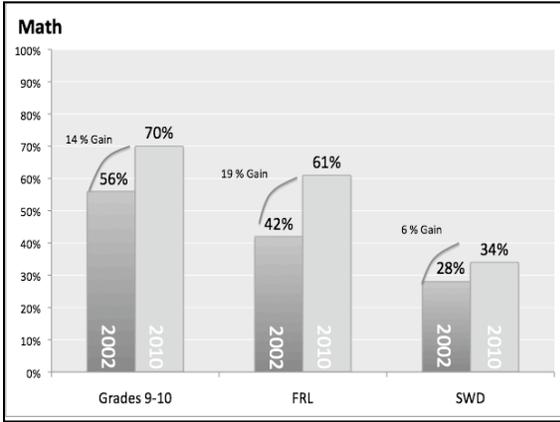


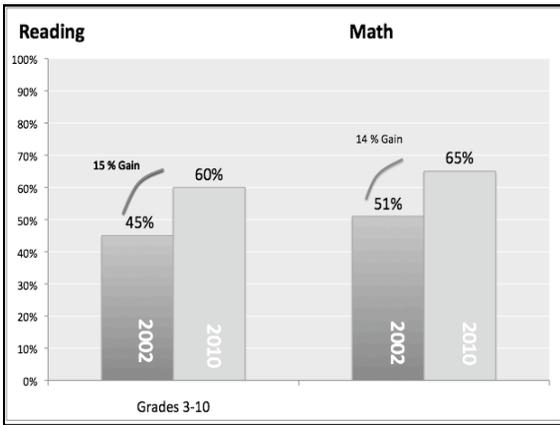












Essential Question

Is our system aligned to get the results we want?

In Pasco County, at the end of the day:

- Students show up
- Teaching needs to happen
- Learning needs to take place

Regardless, we must ask ourselves...

- Is learning occurring systematically across all classrooms, schools, and districts?
- Do all students have equitable access to rigorous and relevant opportunities to learn and grow?
- How do we know?



Key Vocabulary:

SURTHRIVAL

Meaning...

The fine art of growing, no matter what the situation and/or other people throw at you.



Stevan Kukic

Key Vocabulary

**RECIPROCAL
ACCOUNTABILITY**

Meaning...

The system invests in capacity building in return for more accountable performance.

Bottom Line:
We Have to keep on going



We Want:

- To Make the Rtl Logic Work in our Schools
- To Help the Learning of **ALL** Children
- To Create a Strong Pipeline of Well Prepared Teachers and Leaders
- To Leverage **Quality** of Instruction
- To Rectify Longstanding Inequalities

Oregon Department of Education
Proposed Policy on Scale-worthy Practices

- Practice addresses a **core educational outcomes** (e.g. reading, math, writing, graduation, social behavior)
- Practice is **operationally defined**
- Practice includes formal systems/ strategies for **professional development**.
- Practice includes formal system for measuring both **fidelity and impact on student outcomes**.
- Practice includes strategies for
- Practices has been proven feasible, socially acceptable and effective in at least **50 schools** in Oregon.
- Practice is documented as **evidence-based**

Dr. Dianna Carrizales-Englemann

During our time together



- Be present: minds and hands on all day
- Reconvene when signaled
- Inspire yourself, others...inspire us
- Remain clear about the themes that unite us
- MTSS/Rtl is more relevant today than ever because of the promise we bring:
 - **Quality, Equity, Efficiency**
- Leave the Conference **energized**
 - Impressed by the knowledge of your peers
 - Informed about practices and procedures that work
 - Clear about how you will bring the promise of MTSS to your students and families
- Have fun and suffering is optional

Key

<p>Dyads</p> 	<p>Individual</p> 
<p>Group Work</p> 	<p>Self-Assessment and Planning</p> 

Let's Review Pyramid



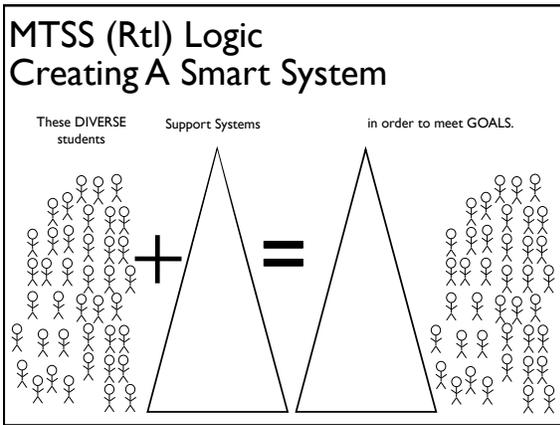
- Number off 1 and 2
- Number 1s turns their back to the screen
- Number 2s face the screen
- Number 1s will attempt to guess a series of words based on descriptions given to them by their Number 2 teammates.

Disclosure: We have no money!!!!

Let's Review Pyramid

ALL Students		
Leadership	Tier I	Data Driven
Infrastructure	Collaborative Culture	
Consensus	High Quality Instruction	Universal Screening
Progress Monitoring	Problem Solving	Implementation

Judy Elliot



Where's the Evidence?

*The practice of **providing high-quality instruction and interventions** matched to student need,*

using data over time (learning rate level of performance, fidelity of implementation)

to make important educational decisions

National Association of State Directors of Special Education Policy Guide

**Behind the Logic:
PRINCIPLES**

1. *ALL students are part of **ONE proactive and responsive** seamless educational system
2. Great Teachers – Use of scientifically validated programs, evidence-based practices and behaviors, collegiality, professionalism, and reflection
3. Comprehensive data system – Valid, reliable and instructionally relevant assessments, user-friendly system
4. Collaborative Culture – Teams using the problem-solving framework to make data-driven decisions
5. Quality professional development supports with follow-up coaching and modeling
6. *Great Leaders: Focus, Monitoring, and efficacy
Supportive leadership is vital
7. Meaningful Parent/Student Involvement



National Association of State Boards of Education

This morning

- Discuss leadership that works and the distinctions between the district and building roles for implementing RtI
- Identify key leadership practices essential for principals to lead an initiative regardless of whether or not principals are dealing with resistance or full commitment from staff
- Explore the necessity of tiered leadership supports for schools, leaders, staff, teams
- Change Model and Leadership

For You to Decide:

- What is the value?
- What are processes and procedures?
- What is the art? What is the science? What is the math?
- What are the systems for achieving implementation and sustainability?

What are the specific instructional leadership factors, conditions and behaviors that must be visible in order to help us reach our identified goals?

Acknowledgments

- Bob Marzano
- Doug Reeves
- Doug Fisher
- Michael Fullan
- Kim St Martin, MiBLSi
- Leadership and Learning Center
- Florida PS/RtI Project
- Florida DOE
- Pasco County Schools
 - Crews Lake Middle School



Quick Check

- What is it like to be a principal?
- How are things different for other system leaders?





Setting the Context

- Leadership matters
- Principalship is probably the most important leadership role in the district because the school is where “it” gets implemented
- Leadership functions and managerial functions compete for the principals ‘ time and attention



The Challenge of Leadership Development

- Three decades of research prove that leaders have a profound influence on teaching effectiveness and student achievement
 - Goodlad – 2,500 case studies
 - Marzano, McNulty, and Water – meta-analysis
 - Reeves and White – quantitative analyses
- Leadership is stressful and high-risk, often because leadership evaluation is ineffective
- Empowerment, encouragement, and improvement



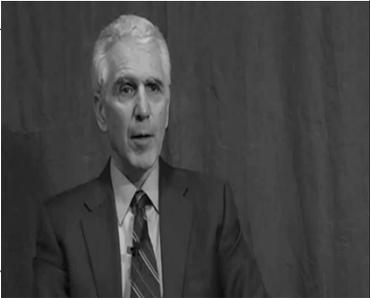
Keys to Improved Leadership Performance – Feedback is key!

Feedback is only effective if it is:

- **Accurate** – based on objective evidence and clear performance descriptions sufficiently clear that different evaluators come to the same conclusion
- **Constructive** – designed not just to evaluate people, but to improve performance over time
- **Timely** – provide soon after the performance and with the ability provided to the leader to use the feedback to improve

Marzano on District Leadership That Works

"...when district leaders are carrying out their leadership responsibilities effectively, student achievement...is positively affected." (2006)



**What do we know?
District Leadership Factors**

District Responsibilities	Effect Size
Nonnegotiable goals for achievement and instruction	.33
Board alignment and support of district goals	.29
Defined autonomy; superintendent relationship with schools	.28
Monitoring goals for achievement and instruction	.27
Use of resources to support the goals for achievement and instruction	.26
<small>Waters and Marzano</small>	
District Leadership Behavior Effect Size .24	

Explaining "Defined Autonomy"

- Goal of the district is to **standardize the process**
- Goal of the building is to **customize the implementation**

Standardizing the Process

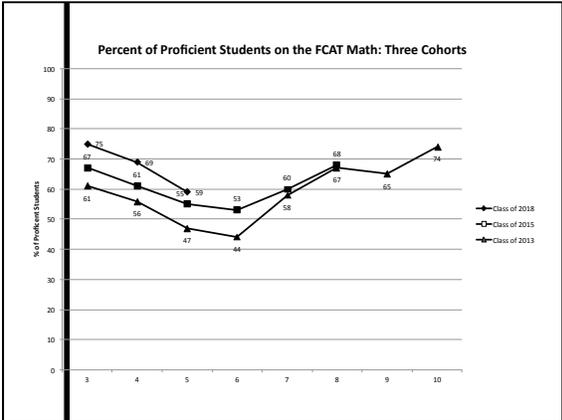
- Data sources to support decisions for practice and program selection are used to assist in identifying collaborative and non-negotiable goals for improvement
- Selection, training, and coaching of evidence-based practices and programs for implementation
- Accountability mechanisms to ensure fidelity of implementation and leadership that supports the implementation

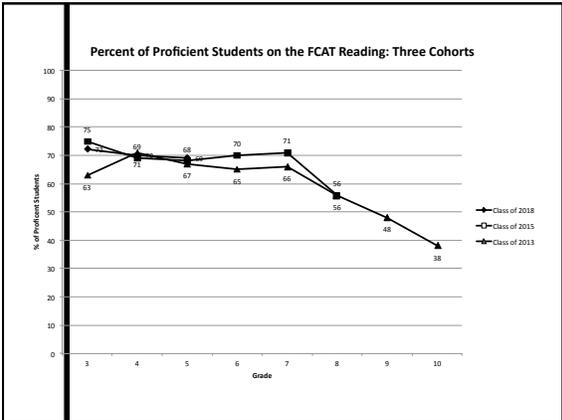
Customizing the Implementation

- Resource allocations is contingent on needs-student outcome, screening, and progress monitoring data
- Process (fidelity) data might also impact resource deployment
- Coaching support is contingent on variables like staff turnover, skill level, level of resistance to implementation

Thinking About Your District

- To what extent are:
 - Practices and programs common across all buildings in the district (core and intervention practices/programs)
 - Data aggregated across the district (overall and cohort) and disaggregated by building on a annual basis for goal setting and frequently used for progress monitoring







Thinking About Your District

- To what extent are:
 - Training (initial and follow-up) occurring for high probability practices and programs with an instructional methodology of **modeling, coaching and feedback in the classroom**
 - District-wide accountability structures in place for how practices/programs will be used with students across tiers of support



Thinking About Your District

- To what extent are:
 - Principals **uniformly observing** implementation of practices/programs and can identify variations of implementation
 - Principals and teachers receiving accurate, timely and constructive feedback



Your Turn:

What do you expect some of the challenges to standardizing this process effectively? For teachers? For administrators? For districts?

What might be some solutions?

Be prepared to share



What do we know? School Leadership Factors Influences on Student Learning

1. Develop a strong school leadership team
2. Distribute some responsibilities throughout the team
3. Select the right work
4. Identify the order of magnitude implied by the selected work – First or Second Order Change
5. Match the management style to the order of magnitude of the change

Principal Leadership Behavior Effect Size .25 Marzano

Marzano on Magnitude of Change

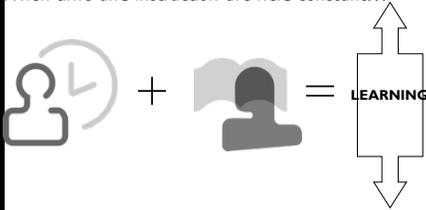


• **Successful leaders anticipate staff responses to the decisions they make by careful planning and by having a decision tree of necessary next steps**

Think about the magnitude of the change and the implications for adult behaviors

Traditional View of Learning

When time and instruction are held constant...



... learning outcomes vary.

Adapted from Buffum, Mattos, & Weber, 2009

A New View of Learning

When time and instruction are variable...

... *learning is held constant.*

What I do as an educator causes learning to occur!

Adapted from Buffum, Mattos, & Weber, 2009

**The Glue Behind the Rtl Principles:
Look Fors & Ask Abouts**

1. Do we believe that the actions we take as educators can impact student learning?
2. Do we believe that our first focus should be on increasing the reach of core instruction (TIER I)?
3. Do we believe our instruction should meet the needs of diverse students? DIFFERENTIATION
4. Do we really believe that decisions are best made with data?
5. Do we really believe that all students can learn? Will learn?

**Effective Leadership:
Anticipate and Pre-Plan**

- Will majority of the teaching staff view this as a second-order change?
- What elements of the MTSS/Rtl logic might present philosophical challenges?
- What are any and all possible questions, comments, challenges that I might receive from staff, other principals and central office administrators, or board members?



Beliefs = Behaviors

- It is common for staff to say, “I’m supportive of the work” but their behaviors are inconsistent with their statements of support
- When you think about tiered leadership support, carefully examine the behaviors of the staff to determine what tier of support is necessary



Beliefs = Behaviors

- People’s behaviors will change before their beliefs
- The principal’s role in acknowledging their implementation efforts is critical
- Equally important is continuously presenting data to staff to show their efforts (actions) are making a difference in improving both process measures and student outcomes

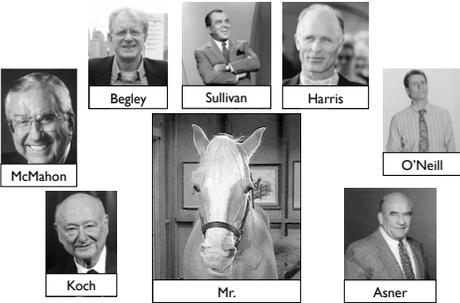


STRONG LEADERSHIP TEAM Results Oriented SBLT

- Rally around mission, vision, and core values
- Set **clear expectations** and learning goals
- Engage **each member** to play a significant role in the learning on behalf of the whole team - PURPOSE
- Create a **feedback- rich environment**
- Allow **each person to** develop new insights, skills, and competencies
- Go back to definition for everything

- Think about your staff in relationship to the triangle. 
- Identify staff who perceive Rtl practices as first order change and place them in the green zone & estimate percentage – LEADERSHIP TEAM
- Identify staff who might be “sitting on the fence” between first order and second order change by placing them in the yellow zone & estimate percentage
- Identify staff who perceive the change as second order by placing them in the red zone & estimate percentage

SBLT: This is about...



Every Ed ! C. Dorman

Florida Problem Solving & Response to Intervention Project - Resources - Program Evaluation - Evaluation Tools

http://floridart1.usf.edu/resources/program_evaluation/evaluation_tools/index.html

Goals Cr. Objectives Instructions...al Coaching District Sch. y: Calendars Apple Yahoo! Google Maps YouTube Wikipedia News

Resource Topics

Problem Solving & Response to Intervention

A collaborative project between the Florida Department of Education and the University of South Florida

Home The Florida Project **Resources** What's New

Resources/Topics

Evaluation Tools

Note: Adobe Reader is required to view Presentations in pdf format and may be downloaded free from Adobe

A Tool for Progress Monitoring Implementation of Problem Solving/Response to Intervention

Self-Assessment of Problem Solving Implementation (SAPSI)	PDF Download
Tools for Examining Consensus Development	
Beliefs Survey	PDF Download
Perceptions of Practices Survey	PDF Download
Tools for Examining Infrastructure Development	
Perceptions of RT Skills Survey	PDF Download
Coaching Evaluation Survey	PDF Download
School Level Data Review Worksheet (example of Direct Skill Assessment)	PDF Download

Leading Second Order Change

- Staff who perceive the practices associated with MTSS/Rtl as second order change will require building principals to focus on seven essential leadership practices that will help move them through the change process

Based on the work of Marzano, Waters & McNulty (2005)

Seven Essential Practices

- 1) Knowledge of the practices associated with MTSS/Rtl
 - Your knowledge will help you respond to challenging comments/questions posed by staff
- 2) Positive support for staff who engage in the practices they are expected to implement
 - Cheerleading is not just for sports teams! You will play a major role in supporting their efforts since their implementation may feel awkward

Based on the work of Marzano, Waters & McNulty (2005)

Seven Essential Practices

- 3) Deepening the knowledge of staff in MTSS/Rtl
 - Staff need to understand the rationale behind MTSS/Rtl practices and their role in implementation
- 4) Willingness to disrupt the status quo in the face of uncertain outcomes
- 5) Monitoring and evaluating the implementation efforts and the impact it is having on staff and student outcomes

Based on the work of Marzano, Waters & McNulty (2005)



Seven Essential Practices

- 6) Tight (Directive) and loose (non-directive leadership) as the situation warrants*
 - As staff continue to resist implementation, the line in the sand will need to be drawn (accountability)
- 7) Absolute belief in what staff are being asked to implement will positively impact the students*
 - You cannot lead something you do not believe in. It is like a vegetarian selling meat!

Based on the work of Marzano, Waters & McNulty (2005)



LEADERSHIP THAT WORKS

“I’m increasingly persuaded that schools that go slow and a little at a time end up doing so little that they succeed in only upsetting everything without accruing the benefits of change” (Fullan, 1993, p. 8).



**Bottom Line:
Levels of Protection & Support**

- Central office support is critical
- The role of the school district is to standardize the process and the role of the building is to customize the implementation
- Principals must not be “hung out to dry.” Important decisions that need to be made should carry with them a guarantee that if the going gets tough then the support will be there

Layering Support

- The necessary layers of support for successful MTSS/Rtl implementation requires support up and down all levels
 - Students need support from their teacher
 - Teachers need support from their principal
 - Principals need support from their assistant superintendents and superintendents
 - Superintendents need support from their...

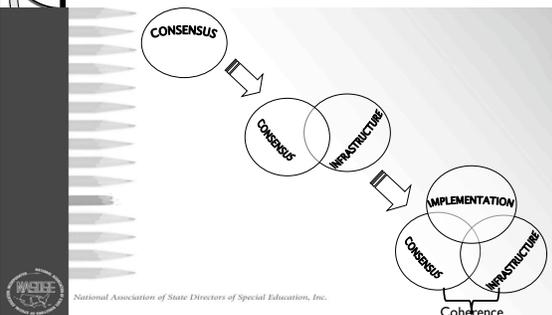
YOUR TURN LEADERSHIP THAT WORKS



- Based on the information presented, which supporting factors or conditions do you have in place?
- Which factors or conditions do you have some control over and which do you not?
- How can you cultivate the ones you do have some control over?
- Be prepared to share

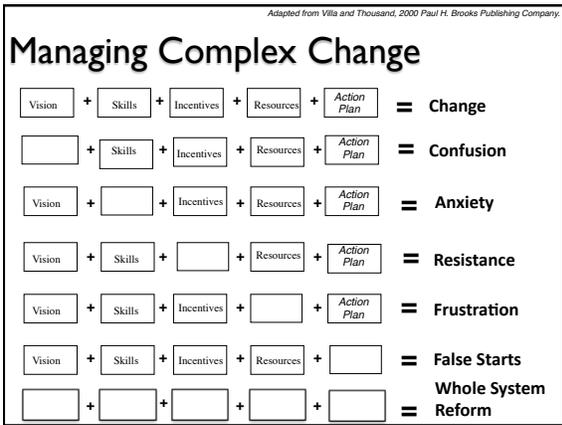
Supporting Factors/ Conditions	No Control
Some Control	Cultivate

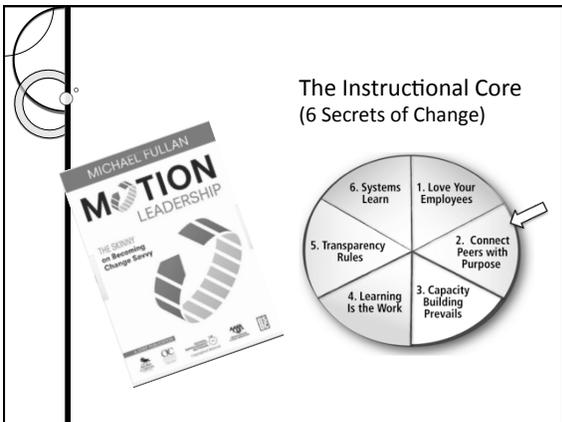
Change is a Constant



National Association of State Directors of Special Education, Inc.





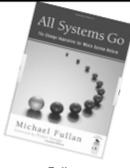




EQ What does it take for leaders to cause positive movement in turning around individuals, organizations, and systems?

I. Ready – Fire – Aim

1. Relationships first (too fast/too slow)
2. Honor the implementation dip
3. Beware of fat plans
4. Behaviors before beliefs
5. Communication during implementation is paramount
6. Learn about implementation during implementation
7. Excitement prior to implementation is fragile
8. Take risks and learn
9. It is okay to be assertive

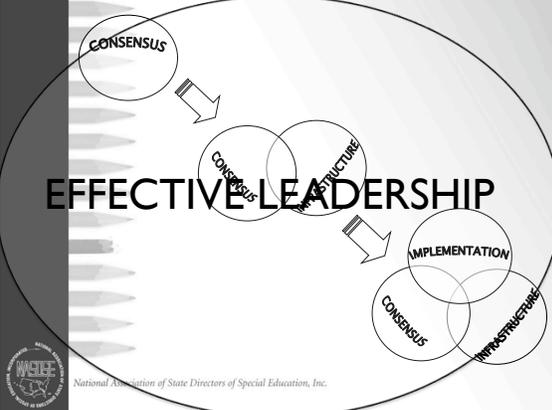


ALL SYSTEMS GO
Elements of Successful Reform

EQ:
How do you turn around entire systems?

1. A small number of ambitious goals
2. A guiding coalition at the top
3. High standards and expectations
4. Collective capacity building with a focus on instruction
5. Individual capacity building linked to instruction
6. Mobilizing the data as a strategy for improvement
7. Intervention in a non-punitive manner
8. Being vigilant about “distractors”
9. Being transparent, relentless, and increasingly challenging

Fullan



EFFECTIVE LEADERSHIP

Diagram illustrating the components of effective leadership: CONSENSUS, IMPLEMENTATION, and INFRASTRUCTURE.

WEISBE National Association of State Directors of Special Education, Inc.

EFFECTIVE LEADERSHIP

<ul style="list-style-type: none"> • READY - FIRE - AIM • IS FOCUSED: Small numbers of Key Priorities • MONITORS: <ul style="list-style-type: none"> – Clear learning goals – Provides Feedback – All means all • Works systemically – ** needed activities across the years (Expectations) <ul style="list-style-type: none"> • Shared Ownership • Collaborative Culture 	<ul style="list-style-type: none"> • Builds capacity of staff to deliver • Uses data to improve teaching and learning • Resolute Leadership: Keeps the main things, the main things • HIGHLIGHTS CAUSAL RELATIONSHIPS • FOCUSES ON RESULTS • Celebrates • LEARNS
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Relevance of Leadership Today

- We **know** more than we **do**.
- We need to **focus on doing what works**.
 - **Funding limitations force careful allocation of resources.**
- **Large scale** use of an integrated MTSS framework will mean finding ways to achieve the core features in different ways for different contexts.
 - **Different paths to a common goal**

Essential Questions

Is your system aligned to get the results you want. How do you know?

What and how do you plan?

What do you monitor?

How are you spending your time?
How much time are you in classrooms?

What do you celebrate?

What do you model?

What behaviors get confronted ?

Next

- Aligning MTSS/Rtl practices and priorities with other district/national initiatives, school improvement, climate and engagement
- How to build capacity to support sustainable implementation
- Be able to use self-assessments and student outcome data to guide action planning, and apply problem-solving methodology across different levels of the educational system

**What stops us?
Consider this:**

“When the number of initiatives increases, while time, resources and emotional energy are constant, then each new initiative...will receive fewer minutes, dollars and ounces of emotional energy than its predecessors.”

Doug Reeves





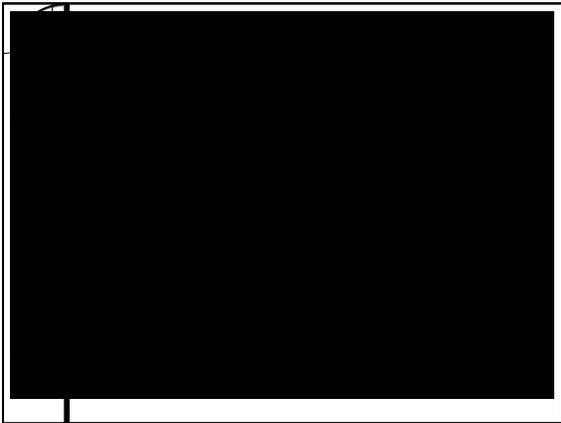
ESEA

"I absolutely see education as the civil rights issue of our generation. We have a moral, social, and economic imperative to get better."

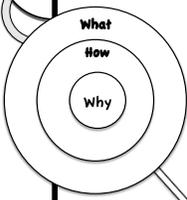
"The only way we will get there as a country is through a quality education"

Arne Duncan
Secretary, U.S. Education Department





Why?



Our vision:
To create a community which works together so all Pasco County students will reach their highest potential.



The Great Equalizer:

- ✓ Ensuring a Strong Start
- ✓ Promoting a Bright Future

Strategic Plan: Living the Vision 2008-2013

Our Goal
The district supports schools and is accountable for results.

The district and school will communicate with and engage all stakeholders in the educational process.

The district will ensure fiscal responsibility and equitable distribution of resources.

Schools in the district will use technological resources.

The district and schools will recruit, retain, and train highly skilled and diverse employees.

Performance gap will close for NCLB subgroups and academic proficiency.

All students will graduate prepared for success in the present and future economies.

The district supports schools and is accountable for results.

Teachers and students will be empowered by data that drive teaching and learning.

Our Goal
Empower leaders, teachers and students with data that drive teaching and learning.

Pasco's Support Structures

- Great Leaders
- Great Teachers
 - Instructional Best Practices (LFS, CRISS, ...)
 - Lesson Study
- Multi-Tiered Systems of Support
 - Problem Solving
 - Data Driven Decisions
 - Continuum of Services
- Professional Development and Coaching
- Continuous Improvement
- Professional Learning Communities



How?

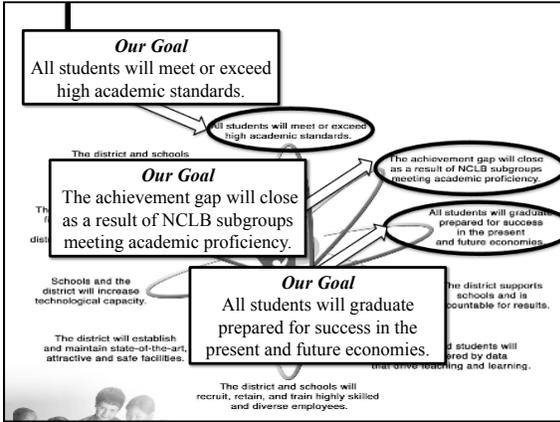
- Match resources to needs
- Create connected tiered levels of support
- Use a problem solving framework
- Use a comprehensive data system
- Use authentic measures of student growth

Rtl



What?

- Provide high quality instruction and intervention matched to student needs
- Use data over time to make important educational decisions
- Celebrate







**Aligning and Connecting
The Right Stars**

LEADERSHIP

Why?

- ✓ What is your purpose?
- ✓ What's your cause? What's your belief?
- ✓ Why do you get out of bed everyday?
 - ✓ Individuals, Schools, District, Society

How?

- ✓ Actions you take as a leader help shape and inspire actions in others – Personalization, Precision, Feedback, Embedded Professional Learning

What?

- ✓ A person who is highly respected for his or her ability to get results is far more persuasive and influential. What's your evidence? Deliverables

Consensus

National Association of State Directors of Special Education, Inc.

Your Turn Rationale for Implementation



- What is your school/district/state hoping to achieve with Rtl implementation?
- How is Rtl implementation related to your vision, mission, and strategic plan?
- What process was used to create your Rtl Communication Plan?
- Is there an expectation that implementation should be included in the school, district evaluation processes? ...

YOUR TURN - SELF - REFLECTION

PASCO-SAPSE: CONSENSUS BUILDING

Directions: In responding to each item below, please use the following response scales:

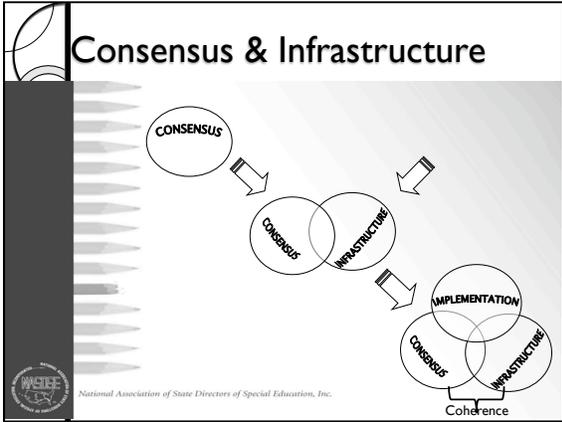
Implementation Status	Level of Priority for Next Steps of Implementation
1. Not Yet	HP High Priority for Next Steps of Implementation
2. Just Started	MP Moderate Priority for Next Steps of Implementation
3. Substantial Progress/Evidence	LP Low Priority for Next Steps of Implementation
4. Well Established/Maintaining	

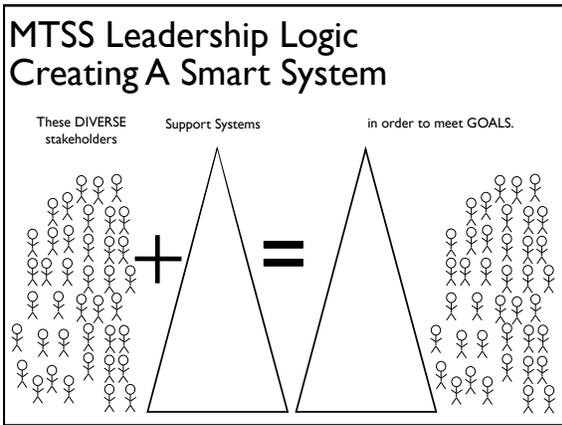
For each item below, please write the corresponding number (1, 2, 3, 4) that best represents your Leadership Team's response in the column labeled "Level of Implementation Status". In the column labeled "Implementation Priority", please indicate level of priority for next steps of implementation.

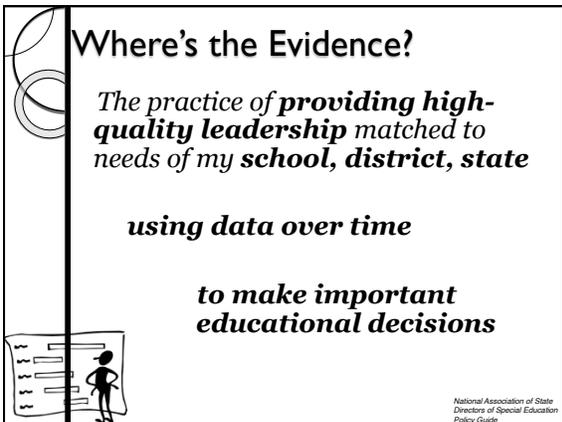
CONSENSUS BUILDING	Implementation Status (1-4)			Implementation Priority (HP, MP, LP)		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
1. A School-based Leadership Team (SBLT) is established and represents the roles of an administrator, content specialists, support staff, general, and special education teachers.						
2. The SBLT embraces a shared vision that PS&R is an "every education initiative" and this initiative will result in more efficient, effective and equitable outcomes for ALL students.						
3. The SBLT establishes a rationale for the adoption of PS&R practices and demonstrates how PS&R connects to ESQA, IDEA and is interdependent with existing district goals, priorities, and initiatives.						
4. The SBLT shares information about PS&R practices including the definition, guiding principles, components, research, benefits, barriers, and the expected change when implementing the framework.						

Lessons Learned

- Align with current vision, strategic plan, initiatives, and mandates - ongoing
- Use purposeful redundancy
 - Definition
 - Core Principles
- Watch for fragmentation – grouping of stars or constellations
- Try to communicate with one voice – the big ideas
- Focus on the main things
- Be relentless
- Keep the main things, the main things
- Create a strong leadership team
- Keep the end in mind
- Establish PLCs and engage in adult learning that focuses on teaching and learning
- Hire the right people
- Stay curious
- Think whole system reform
- Tell stories and Celebrate
- Debate and inform!!!!







Application
CREWS LAKE



Think/Pair/Share

- Count off into pairs
- By yourself, answer the following question:
What is your vision for the perfect school?
What do you see? What do you hear? How do adults act? How do students act?
- Share answer with partner
- Partners share with school group

Year One Focus Topics

- Development of Vision Statement and Core Values.
- Development of a Behavior Plan through the lens of Response to Intervention.
- Teacher Empowerment through Action Research Within Professional Learning Communities.
- Agree on Consistent Grading Procedures

4 Indicators of Success in Schools

- Common Curriculum in Each Grade Level
- Formative Assessment in Each Curriculum Area
- System of Inquiry/Problem Solving
- Groups working in defined Professional Learning Communities

School Realities

- Isolated Staff Development
- No Reflection of Learning
- Meetings Focused on Managerial Tasks
- Limited Systems for School Wide Communication
- Staff Looking up for Answers
- No Sense of a Professional Learning Community Based on Teaching and Learning

What can these realities lead to?



Focus Area #1: Developing and Nurturing a Vision

- Developing a Vision with core values is a unique journey. Each school has to chart its own course. The key to success is collective buy in and constant revisiting of agreed upon values and vision.
- Both new schools and existing schools can benefit from establishing a Vision statement.
- Year 1 Strategy: Once core values are established, define them by creating “What we will see” and “What we won’t see” statements.

CLMS Vision Statement

Crews Lake Middle School will ensure a student-focused learning environment that instills pride, fosters respect and establishes collaboration that empowers students to design their own ship, achieve academic excellence and navigate in a global society.

Defining the Core Values

Ensure a student-focused learning environment that collaborates with our community.

We will see.....	We will not see.....
Open doors	Closed doors
Data Driven Decision Making	Disorganization
Inviting Atmosphere	Isolation
Rubrics	Gossip
Graphic Organizers	Confusion
Open Communication	Students off task
Recognition	Uninformed parents
Use of Best Practices	Lack of parent presence
Action Research	Negative attitudes
Respect	Disrespect
	Bickering
	Sarcasm

Defining the Core Values

Collaborate to establish effective communication and clearly convey expectations.

We will see.....	We will not see.....
Sharing	Cliques
Unity	Confusion
Donations	Arguing
Open lines of communication	Misunderstandings
Modeling	Gossip
Meetings	Rumors
Clearly defined system of communication	Denial
Parent nights	Foul language
Community Support	Disrespect
Extracurricular activities	Failure
Community service	Arguing

Defining the Core Values

Foster a culture of mutual respect among students, staff, and community.

We will see.....	We will not see.....
Cooperation	Profanity
Sense of community	Violence
Consideration for others	Theft
Manners	Bullying
High Expectations	Discrimination
Equality for all	Rudeness
Fairness	Favoritism
Democratic Process	Gossip
Constructive Feedback	Yelling
Success	Negativity
Self Respect	Failure
Morals	
Quality work	

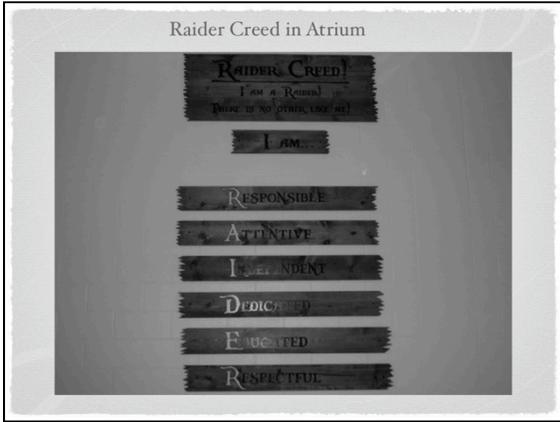
Defining the Core Values

Instill Raider pride through positive attitudes and a dedication to excellence.

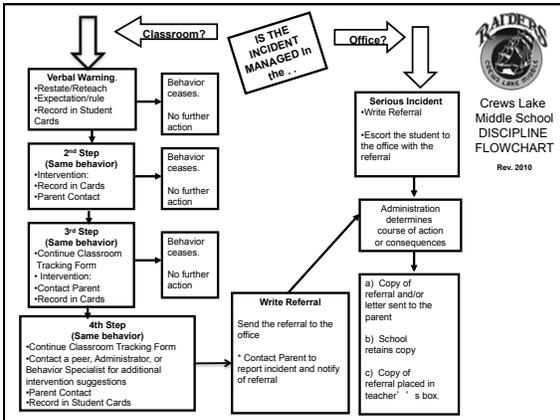
We will see.....	We will not see.....
Self Pride	Vandalism
Smiles	Gum on campus
Involvement	Fighting
Friendly People	Vulgarity
Courtesy	Negativity
Manners	Rudeness
Dedicated staff	Disrespect
Support	Trash
Kind deeds	Graffiti
School Spirit	Tardies
On task	Lack of Effort
Morals	
Quality work	

Tier I Behavior with Positive Behavior Supports

- Expectation Matrix and Discipline Flowchart are the building blocks for a safe learning environment. This is the TIER I curriculum that all students understand and all teachers enforce consistently.
- Positive Behavior Supports strengthen the curriculum by focusing on and rewarding positive behavior.
- A Monitoring System allows the staff to track behaviors and provide additional supports.

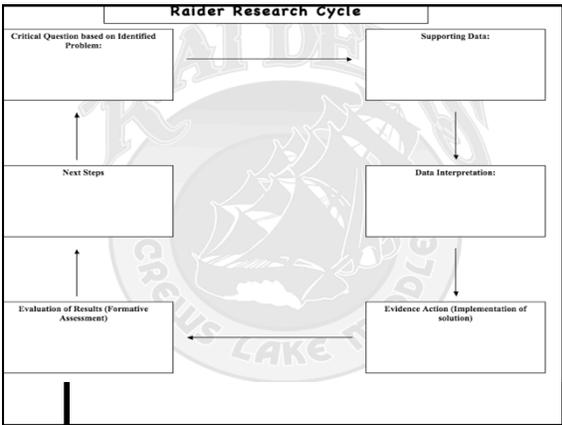


Expectations	The Galley	Hallway	Restroom	Arrival	Dismissal	School Bus
R espect	Keep Hands, feet, and food to self.	Keep hands, feet, body, and objects to self.	Keep hands, feet, body, and objects to self. "Flush"	Keep restroom clean	Keep hands, feet, body, and objects to self.	Keep hands, feet, body, and objects to self.
A tentive	Listen and follow all staff directions.	Be aware of those around you. Keep to the right.	Value Others' Privacy	Go directly to Restroom and return promptly	ObeY All Directions	ObeY All Directions
I ndependent	Make Healthy Choices	Walk Calmly Use a quiet voice	Use time wisely	Make Entry Choice	Exit Promptly	Enter/Exit Promptly and Safely
D edicated	Clean Up the Area	Keep Hallway Clean	Keep Restroom Clean	Keep Campus Clean	Keep Campus Clean	Keep Bus Clean
E ducated	Use manners	Keep to the right Use proper Stairwell	Use Good Hygiene Wash Hands	Be on Schedule	Know Where You Are Going	Honor your Riding Privilege
R esponsible	Follow Galley Procedures	Walk calmly Always keep...	Use Facility Properly	Stow Your Gear	Have Your Homework/Materials	Stay Quietly Seated



Teacher Empowerment

- The greatest gift an administrator can give to his/her faculty is the gift of empowerment.
- When a faculty owns their students strengths and weaknesses, true magic can occur in schools.
- Action Research is one way teachers can own their problems and seek out solutions that yield positive results.
- Research projects for Year 1 were based on data analysis from years past, not on teacher interest.



For Action Research to work...

- It must be celebrated.
- Research cycles must be discussed at every meeting.
- Research cycles that yield positive results must be shared and replicated throughout the school.

Common Grading Practices

- Improvements in Teaching and Learning can be negated by poor or inconsistent grading practices.
- Faculty needs to agree on consistent grading practices that truly measures mastery of standards and moves away from a compliance classroom.
- These discussions will be difficult, as grading is very personal for most teachers.

Take Time: Breakthrough

- Read Breakthrough
- When considering Fullan's Breakthrough framework:
 - Personalization
 - Precision
 - Professional Development
- What key actions are needed for a Breakthrough system to take off in your school, district, state?

Breakthrough

- *"In the absence of pervasive personalization, the opposite will happen - mass production, one-size-fits all mentality that fits those who benefit from the status quo."*
- To be precise is to get something right
- To prescribe is to lay down rigid rules
- Precision is in the service of personalization: being precise to the learning needs of the individual
- Assessment for learning has helped... The fatal weakness remains: going from assessment to instruction
Fullan, Hill & Crévola, 2006 (pp 17)



Professional Learning

- BREAKTHROUGH means focused, ongoing learning for each and every teacher.
- You cannot have *'personalization'* and *'precision'* without *daily* learning on the part of the teacher, both *individually and collectively*.

Fullan



Professional Learning

- Schools need to work from the classroom out
- Professional learning must be *'in context'*
- Teachers must *interact in relation* to teaching and learning
- We need to start at the classroom and embed personalization, precision and professional learning into the daily experiences of students and educators.

Fullan



PLC and MTSS

- Bring pieces into one integrated system:
- Understand these three piles of data: Leadership, Teaching, and Student Learning
 1. What is the student data?
 2. What is the relationship between teacher action and student data?
 3. What is the relationship between leadership action and teacher action?
- Data driven system with courageous conversations

126



The practice of *providing high-quality leadership* matched to needs of *teachers, schools, districts, state* (PERSONALIZATION)

using data over time (PRECISION)

to make important educational decisions (PROFESSIONAL LEARNING)



National Association of State Directors of Special Education Policy Guide



LEARNING FORWARD

What is your capacity to deliver?

- What is the evidence that your actions, decisions, and efforts are increasing the effectiveness of your stakeholders in ways that also raise levels of student performance?
- What do the performance data of your students reveal about the learning needs of your students, teachers, leaders, and system?
- How effective have your efforts been in causing our stakeholders to take greater responsibility for the learning of ALL students?
- How effectively are you monitoring your actions and efforts so it causes your stakeholders to learn from each other's successes, and collaborate to learn from experts elsewhere?



Your Resource



INFRASTRUCTURE AND IMPLEMENTATION	Level of Implementation Status (1-4)			Impact (%)		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
High Quality Instruction and Intervention						
36. The school staff has identified essential learning standards, big ideas, bodies of knowledge and disciplines.						
37. Grade-level teams utilize district/local curriculum maps, pacing guides, and test specifications.						
38. Processes ensure that curriculum is articulated across grade levels.						
39. Lessons follow a Gradual Release of Responsibility Model:						
a. A clear "think aloud," explicit modeling, heavily guided practice or other form of clear multi-session, example and step-by-step processes are thoughtfully planned and tightly delivered.						
b. The teacher regularly checks for understanding during guided practice so that students transition to independent practice when they are ready.						
c. Students have ample, successful opportunities for active learning so that they get to practice the skill independently. The VYU activity should be at the same difficulty level as the "I" activity so that complexity doesn't increase while support decreases. The teacher moves around the classroom consistently during independent practice to assess mastery and provide individual help.						
40. There is evidence of differentiated instruction to better meet the needs of diverse learners. All students have access to a rigorous curriculum and instruction is differentiated to meet the needs of both struggling and advanced students.						
41. Lessons are interactive and make maximum and effective use of time.						
42. The school master schedule has time allocated for students to receive additional/ supplemental academic instruction with fidelity.						
43. The special and the general education academic programs are integrated.						

**Behind the LOGIC: THE BIG ONES
CAPACITY TO DELIVER**

COMPONENTS:

1. Multi-tiered Systems of Support
2. Comprehensive Data System
3. Problem-Solving Framework
4. Monitoring (Keeping Score)
5. Depth of Implementation and Allocation of Resources



National Association of State Directors of Special Education, Inc.

**What do we know?
School Factors**

Influences on Student Learning

1. Guaranteed and Viable Curriculum
2. Challenging Goals and Effective Feedback
3. Parent and Community Involvement
4. Safe and Orderly Environment
5. Collegiality and Professionalism



Marzano

**1. The BIG ONES - MTSS
Tiers are Actions...Not Labels**

- Common Language of Instruction
 - Art and Science
- Provide a specific framework for what data should be considered, when, on what students, and with what resulting actions (PS)
 - 1. What we teach
 - 2. How we teach
 - 3. Is it working
- Allocate resources where they will do the most good, according to those same data



FOCUS LESSON

- What do I want my students to learn?
- How will I establish a purpose for this learning?
- What vocabulary do I need my students to know?
- How will I teach my students when they will use this skill/strategy?
- How will I show my students how this skill/strategy is completed? Model
- How will I provide my students with opportunities to work collaboratively and independently?
- How will I ask my students to produce higher order thinking?

Essential Question

Activator

Explicit Instruction
You do... (direct vocabulary instruction, lecture, theorem)

Modeled Instruction
Think aloud

Guided Practice
We do...

Collaborative Learning

Summarizing Strategy

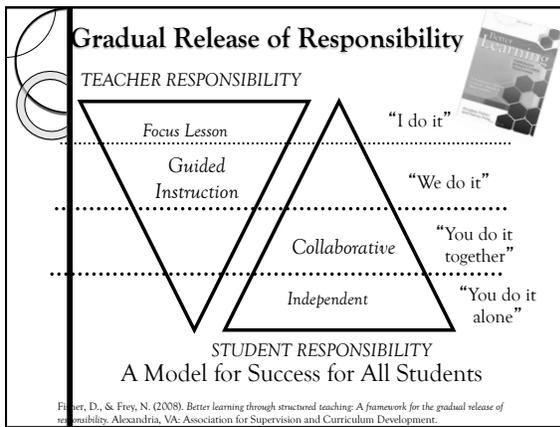
Independent Practice
I do...

Research based best practice to promote student engagement and learning

● = Checks for Understanding
 ● = Gradual Release
 ● = LFS EATS Lesson
 Legend

Part of Our Common Language of Instruction

- Essential Question
- Activator
- Teaching Strategies
 - Extension/
 - Refining Activities
- Summarizing



TIER I: Core, Universal

TIER I: All Students
GOAL: 100% of students achieve at high levels

Tier I: Implementing well researched programs, and high probability instructional practices demonstrated to produce good outcomes for the majority of students most of the time.

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 ensure they learn what we want them to learn?
4. How 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

**What do we know?
Teacher Factors (Art & Science)**

Influences on Student Learning

1. Instructional Strategies
2. Classroom Management (Engagement)
3. Classroom Curriculum Design
4. Assessment Practices

Common Language of Instruction
More than Instructional Strategies
Include Classroom Management Strategies
Organization of Content




Marzano

**Marzano-Looking Beyond
High Yield Strategies**

**Five Conditions to Support
Teacher Expertise**



Recognition of Progress

Common Language of Instruction

Focused Feedback and Deliberate Practice

Teacher Expertise

Opportunity to Observe and Discuss Teaching and Learning

Clear Criteria for Success and Plan for Success

Marzano

What is Deliberate Practice?

The process by which teachers attain **incremental gains in teacher expertise**

- under the **supervision and direction** of their **administrators**
- and **through the support** of their peers
- in order to **produce gains in student achievement** from year to year

Where are you with developing a common language of instruction?

- Just heard of its importance
- Beginning to gather information
- Know enough to try it out
- Fully implemented and working on making it better
- Ready to work on helping other so that it becomes culturally embedded in our practice

Always Begin with TIER I: Core/Universal

Effective interventions must be built on a solid foundation of effective core instruction

School and district resources should be directed first and foremost to improve Tier 1 core instruction

We CANNOT intervene our way out of a core instructional problem

This approach leads only to overtaxed intervention providers and diluted, ineffective intervention programs

141





Year Two Focus Topics

- Develop TIER 1 Curriculum through focused School Improvement Planning.
- Develop TIER 2 Behavior Supports now that TIER 1 Behavior System is firmly in place.
- Explore Grading Practices
- Enhance monitoring efforts to increase depth of implementation.



Think/Pair/Share

- Count of into pairs
- By yourself, answer the following question:
What is the purpose of a school improvement plan? What should it include? Who should be involved in writing it? How often should it be revisited?
- Share answer with partner
- Partners share with school group



CLMS Approach to Focused School Improvement

- Focus on Tier I Behavior with Positive Behavior Supports.
- Focused and inclusive school improvement planning to strengthen Tier I Curriculum and Instruction.
- Targeted and Appropriate Tier II interventions.
- Stay on message and keep it simple.



Developing and Nurturing a School Improvement Plan

- Developing a School Improvement Plan should be as inclusive as possible. The plan should have a limited scope, and be primarily used to define and strengthen TIER I curriculum.
- Year 2: Write plan by Departments. Have each department share work. Those strategies that are interdisciplinary in nature, should become school priorities. Priorities should be limited to just a few and discussed at every meeting. They should also drive your school walkthroughs and lesson plan development and monitoring.

Reading Goal 1: Proficiency

CLMS School Improvement Plan
2010-2013

Goal Area: Reading Goal # 1
Goal Statement: Seventy-nine percent of the students will be proficient in reading, with 100% of AYP criteria met as measured by the 2011 FCAT Reading.
Time Frame: Year 2 of two-year goal.

<p>COMPELLING DATA</p> <p>30% of the students are below grade level in reading (70% are currently proficient)</p>	<p>GOAL</p> <p>79% of the students will be proficient in reading with 100% of AYP criteria met.</p>	<p>STRATEGY</p> <p>Develop a school action plan to meet reading strategies (POWER) that to increase facility</p>	<p>LOOK FOR</p> <p>With enough and POWER strategies in lesson plans</p>	<p>ASK FOR</p> <p>What POWER strategies are you incorporating into the unit?</p>
		<p>STRATEGY</p> <p>Implement a system of formative assessment using FAIR with planning time for teams to analyze data and use strategies.</p>	<p>LOOK FOR</p> <p>Group strategies based on FAIR data analysis. Specific strategies employed based on student literacy needs.</p>	<p>ASK FOR</p> <p>How are you incorporating the FAIR strategies into your lesson plans?</p>
		<p>STRATEGY</p> <p>Differentiate instruction based on student need and learning style.</p>	<p>LOOK FOR</p> <p>Grouping strategies and differentiated assignments.</p>	<p>ASK FOR</p> <p>How have you differentiated assignments in this unit?</p>

Implementation Responsibility:
Lead Literacy Team, Administration

Year 2 CLMS SIP School Priorities

- School wide Implementation of POWER literacy strategies.
- School wide Implementation of 6-Traits of Writing and DRAPES.
- School wide Implementation of Writing Portfolio Program.
- Implementation of TIER II Behavior Supports

Communication: Before, During, After

Tier I Interdisciplinary Curriculum

Focus energies on strategies that are going to strengthen TIER I Curriculum and Instruction

- POWER Literacy Strategies (developed during Year 2 School Improvement Planning)
- 6-Traits/DRAPES Strategies (developed during Year 2 School Improvement Planning)
- Writing Portfolio Program
- Share out through displaying examples of excellence.

What is POWER?

School developed acronym of the 5 top Literacy strategies. Designed to be general in nature, so they can be used in all subject areas.

- P = Preview and Predict
- O = Own Your Own Vocabulary
- W = Write as You Read
- E = Evaluate and Make Connections
- R = Retell or Summarize

POWER Implementation

- Principal Rolls out 1 Strategy a week on morning news program. This serves as staff development.
- Each strategy is accompanied by a video of Reading Coach using strategy in classroom.
- Posters are made for every room.
- Walkthroughs are developed for each strategy.
- Resources are developed and available on-line.
- Coaching cycles for teachers in need of support.

POWER Website

VIDEOS
CLICK ON LINK TO
WATCH VIDEO

1. "P" VIDEO
2. "O" VIDEO
3. "W" VIDEO
4. "E" VIDEO
5. "R" VIDEO

P Preview / Predict
O Own the Vocabulary
W Write as you Read
R Retell or Summarize

POWER Video Example



POWER Walkthrough Tool

POWER Walkthrough

Date: _____ Team: _____ Subject: _____

Schedule: Block/1-6 Beg, Mid, End Period: _____

Preview & Predict	Own your Vocabulary	Write as you Read	Evaluate & Explain Connections	Retell or Summarize
-Video/movie clip -Make predictions with read aloud -Read Around the Text -Preview text -Group prediction -Preview terms -BKWL, KWL -Anticipation guide	-Illustrated glossary -Digital photos -Words to symbols in math -Context clues -Ticket out defining key ideas -Frayer model -Word Wall	-Create outline -Recording from a math word problem -Illustrate -Explain results -Record and respond to EQ -Graphic Organizer	-Journal -Blog response -Evaluating math answers -Tying concepts to real life -Debate	-In ten words or less -Summarize prior learning -5Ws and H -\$1.50 summary -EQ Journal -Ticket Out -Story Map -ABC Summary -BKWL, KWL

What are the 6 Traits of Writing?

6 traits that all quality pieces of writing should include:

- Ideas
- Organization
- Voice
- Sentence Fluency
- Word Choice
- Conventions

What is DRAPES?

Elements that will strengthen writing:

- D-Dialogue
- R-Rhetorical Question
- A-Analogy
- P-Personal Experience
- E-Example
- S-Statistics

Writing Portfolio Program

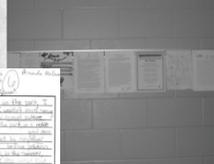
Student Writing Portfolios...

- List what, where, and when students should write.
- Ask students to set quarterly writing goals.
- Provide a forum for students to conference with teachers about their writing progress.
- Move with the students throughout the grade levels.

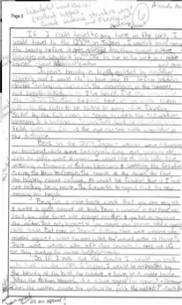
Writing Across the Curriculum

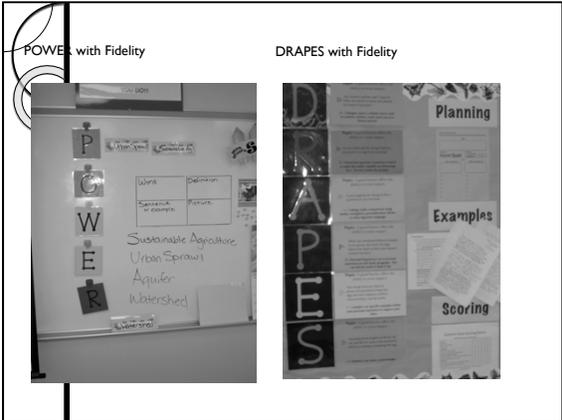


Anchor Papers Posted in Atrium



Quality Essay used as Staff/ Student Development





Example of Guiding Questions To Facilitate PS - Improving PLCs

SBLT

1. What do teachers need to know and be able to do? **Tight:** a. connect to school-wide priorities; b. use data to focus their study and learning where they (teachers) need to be more effective in meeting the needs of students; c. teachers work collaboratively.
2. What is the current level of teacher skill, motivation and commitment?
3. What variables and procedures will facilitate this effort, and which might be barriers?
4. What supports/incentives are in place to help move this effort forward?
5. How will we get this done?

Example of Guiding Questions To Facilitate PS - Improving PLCs

TEAMS

1. What do we believe high-quality teaching in this area looks like? What do our current instructional practices look like? or
2. When we think of the teaching we want to do and the learning we want to see, what gets in the way? Focus on alterable variables
3. What do we need to understand at a deeper level to be able to increase student learning in this area? What can we do differently in our classroom to improve student _____?
4. How will we get this done?
 - ✓ Get their ideas about how meetings should be used and connected to this purpose
 - ✓ Concrete suggestions for how team members should interact productively and for handling violations
 - ✓ Concrete suggestions about how to monitor and evaluate efforts
 - ✓ Concrete ideas for resources and supports

Creating A Smart System Takes A New Logic

- Begin with the idea that the purpose of the **WHOLE** system is student achievement
- Acknowledge that student, teacher, leader, school needs exist on a continuum rather than in typological groupings
- Organize resources to make **ALL** educational resources available in direct proportion to need

Adapted from David Tilly 2004

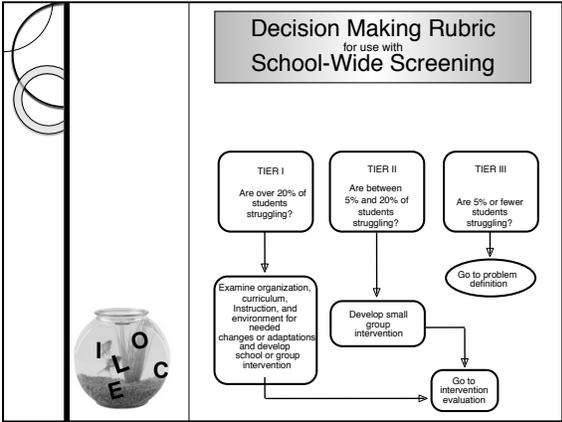
*****The Constellation**

- All students can achieve high standards given *sufficient time and support*.
- All teachers can teach to high standards given the *right conditions and assistance*.
- High expectations and early interventions are essential.
- Teachers need to be able to articulate *what they do, how they do it and why they do it*.

2. The BIG ONES:
Data System & Data Driven Decisions

Formative Process

- Evaluate effectiveness of instructional and intervention practices; programs, strategies
- Identify at-risk students early
- Identify and define problems
- Identify and expand successful programs; practices; strategies
- Analyze reasons for identified problems and/or successes



Your Turn:
Assessment for Learning

- List the assessment practices/tools that are currently used in your school.
- Of these practices/tools, which are the most powerful? Have the teachers been involved in determining the most powerful practices?
- Do the teachers on each grade level team use the same tools and compare the results?
- To what extent do the assessment tools used inform instruction?
- In what way(s) are teacher effectiveness and student achievement monitored and tracked over time in your school/district/state?

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

Step Zero

- Common data sources are agreed upon (administered the same way, around the same time)
- Teams understand how common data sources selected align to improvement efforts and desired outcomes
- Data sources directly inform important decisions and address questions the team asks
- Data are readily available, organized, and presented in a format that is understood by all participants

If you want to find out what students know and can apply, complex performances are required.
Alan November

INFRASTRUCTURE AND IMPLEMENTATION	Level of Implementation Status (1-4)			Implementation Priority (HP, MP, LP)		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Comprehensive Data System						
19. A data system is used to maintain, display, summarize, and report data on school, department, grade and student performance.						
20. Common assessments aligned to the standards are developed, administered and collected.						
a. Common assessments are administered several times per year						
b. Common assessments are administered to all students at or around the same time						
c. Common assessment results are used in problem-solving meetings						
21. Benchmark assessment data are available to staff, in a timely manner, and results are used for continuous improvement.						
22. School-wide data and benchmark assessments are used to evaluate the effectiveness of core academic systems (i.e., overall and subteams) and to modify plans accordingly.						
23. Data sources are used to identify students for whom core instruction is insufficient and need academic supplemental/targeted interventions to get back on track.						
24. Data are used to group students for group interventions in ways that optimize learning and maximize resources.						
25. Data sources are used to evaluate the effectiveness of Tier II academic intervention systems. Students for whom supplemental/targeted interventions are insufficient are identified in a timely manner.						
26. Diagnostic data are used to inform instructional practices for at-risk students.						
27. More frequent progress monitoring data are collected and used to evaluate IEd for students receiving Tier II/Tier III levels of support and to make changes as necessary (e.g., move, fade, re-group, intensify).						

Adapted From SAPSI - Florida Problem Solving/Response to Intervention Project

EVALUATION

Procedures
that are used:

R: Review/Reflect
I: Interview/Dialogue
O: Observe
T: Test

Assessment Domains
are not limited to the one student or a group of students:

C: Curriculum
O: Organization
I: Instruction
L: Learner
E: Environment

PRECISION

Taking the analyzed data and using it to inform instruction is easy to say but evidence shows that it is very rarely done effectively within the classroom context.

Fullan

PRECISION

The missing step and next piece is to make sense of the whole thing as one unified picture of where each student lies in terms of where to go next

Fullan

LESSON STUDY



Lesson study puts a collaborative lens on student learning

When things go well...not well

We ask ourselves:

What is my instruction made that happen?

Capacity Building

In what ways might learning together require taking risks	Imagine planning a lesson together as a team. There are several different ideas about how to approach a part of a lesson. How would you want to interact as a team during this discussion
Imagine that you are teaching the research lesson for your colleagues to observe. The lesson, for whatever reason, does not go well. What would help you feel supported by your team in that situation?	Imagine that you have an idea that differs from what seems to be the majority opinion. Why is it important that you speak up? What would help you voice your idea? How would you want your idea to be received?

3. The BIG ONES:
Problem Solving/Inquiry



- Problem Solving is the systemic inquiry process that is used to develop effective instructional and intervention plans.



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 Intervention-**
Is it working?

Problem Solving within PLCs:
Getting down to business....

A Data Driven Inquiry Process to Determine:

- (1) **what** a leaders, school, department, team, grade level, group of students, or student needs to do to be more successful or reach desired goals – **GAP between desired and current reality**
- (2) **why** the leaders, school, department, team, grade level, group of students, or student are not doing what we want them to do (barriers) – **Theory of Action**
- (3) **which evidence-based** high-quality practices to implement and support with fidelity (content and strategies)
- (4) **what** data should be collected, **how** often it should be collected, and **what** progress is considered "good"

Step I - What is the problem?

"Begin with the end in mind." (Covey)

- How would you describe your ability to use data to inform decision-making processes?
- How do you currently evaluate program's effectiveness in meeting the needs of your students? Are at least 80% of are students on track?
- What types of data do you use when making student placement and course selection decisions?
- How do you use walk-through data to provide timely and effective feedback?
- Do do students fare in your school, district?

Conduct Gap Analyses
 Desired versus Current Reality

Three Domains

Program Evaluation

- Implementation Fidelity
- Program Expansion

Teacher Evaluation

- Deliberate teaching practices and strategies

Student Outcomes

- Students are demonstrating the intended outcomes

Step 2 - Why is the gap happening?
 Understand the questions you are asking and why

How faithfully is the curriculum being implemented?

- Be clear about your hypotheses, and be open to unexpected findings
- Clearly identify the data needed to address your hypotheses
 - Be sure to align your data directly with the questions you're asking
 - Incorporate whatever information you have that inform the questions you're asking

Know Your Data and Your Story

- Check for accuracy
 - If something looks weird or incorrect, it probably is
- Produce multiple views of your data
 - e.g., aggregated vs. disaggregated data, raw numbers vs. percentages, etc.
- Look for patterns, trends, and anomalies
- Seek out comparison points
 - e.g., county or state data, other "like" schools or districts
- Look for relationships between different variables or sources of data (triangulate!)

Step 3 - What are we going to do about it?
Develop Action Plan and Take Action!

- Using data to inform practice requires that actionable steps are identified, taken, monitored over time and evaluated
- For example, if the data show that fidelity of implementation efforts are off, then steps targeting more appropriate support and monitoring should be taken and evaluated

Step 4 – Is it working?

Program Evaluation

- Implementation Fidelity

Teacher Evaluation

- Deliberate teaching practices and strategies

Student Outcomes

- Students are demonstrating the intended outcomes

“Are you closer to your the end in mind?”

Your Turn: Self-Reflection

INFRASTRUCTURE AND IMPLEMENTATION	Level of Implementation Status (1-4)			Implementation Priority (HP, MP, LP)		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Meeting Structure/Use of Problem Solving Framework						
28. The SRLT meets regularly – at least monthly – to discuss consensus, infrastructure and implementation needs.						
29. The SRLT gathers input from parents and students, as appropriate.						
30. The SRLT meets to evaluate Tier I effectiveness. Results are used for continuous improvement (e.g., modeling and/or directing efforts, creating an infrastructure to accomplish desired outcomes, or allocating resources in direct proportion to needs).						
31. The SRLT analyzes the instructional feedback data and uses the data to determine professional learning needs. Feedback data are shared with the staff. The staff helps develop additional professional development and coaching strategies.						
32. Teachers have sufficient and protected time for grade-level/teams department planning and collaboration. Teachers meet regularly to share best practices, analyze evidence of student progress and proficiency, and continuously improve instruction.						
33. Grade-level/teams/department work effectively and regularly design, observe, reflect, and evaluate Tier I and II instructional practices (Lesson Study).						
34. Grade-level/Dept level teams have identified facilitators who are trained in problem-solving/instructional planning.						
35. School/Grade/Team/Dept. meetings utilize problem-solving (4-step problem-solving and strategic planning).						
a. Teams engage in collaborative problem-solving for Tier I academic systems in order to remove continuous improvement.						
b. Teams engage in collaborative problem-solving for Tier II academic systems to identify systemic problems and solutions.						
c. Teams engage in collaborative problem-solving for Tier III academic and behavior concerns.						

ACTION BIAS

- **Ready, Fire, Aim** **Beware of Fat Plans**

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.

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

Michael Fullan, 2009 Reeves, 2009

Bottom Line:
Leadership Maps™

Achievement of Results	<p>Lucky High Results, Low Understanding of Antecedents Replication of Success Unlikely</p>	<p>Leading High Results, High Understanding of Antecedents Replication of Success Likely</p>
	<p>Losing Low Results, Low Understanding of Antecedents</p>	<p>Learning Low Results, High Understanding of Antecedents Replication of Success Likely</p>

Causes: The Antecedents of Excellence Doug Reeves

4. KEEPING SCORE



Think/Pair/Share

- Count of into pairs
- How does your school currently monitor school/district priorities? Based on your discussions of new structures/priorities today, what monitoring methods could be put into place?
- Share answer with partner
- Partners share with school group

Evaluating the Effectiveness of Multi-Tiered Services

Red flags for Tier I

- Less than 70% of the school at or near grade level
- Too much whole-group instruction – No Gradual Release of Responsibility
- No evidence of flexible grouping
- Blaming students for failure
- “This is how I’ve always done it”



Evaluating the Effectiveness of Multi-Tiered Services

Data is used to determine not only the response of students to intervention but ultimately how responsive the system is to students' needs

- Effectiveness of Core/Universal System of Support (Tier I)
 - ✓ Percent of passing/failure rate
 - ✓ Percent of students on-track
 - ✓ Percent of students disengaged as indicated by absences or discipline problems
- Effectiveness of intervention courses/programs
 - ✓ Is there a need for more and more or less and less intervention classes over time?
 - ✓ Do intervention courses improve the outcomes for students in core content courses?

The Essentials of Keeping Score

- What ADULTS are doing – specific teaching and leadership actions
- Objective – either measurement or rubric
- Clear link to student achievement

4 Keys to Teacher Growth

Goal is for every teacher to increase his/her effectiveness every year:

- Assessed growth in use of research-based strategies (multiple measures against a common language/framework of instruction)
- Rigorously aligned professional development to what teachers are actually working on to improve
- Deliberate practice within a professional growth plan
- Connections to student achievement

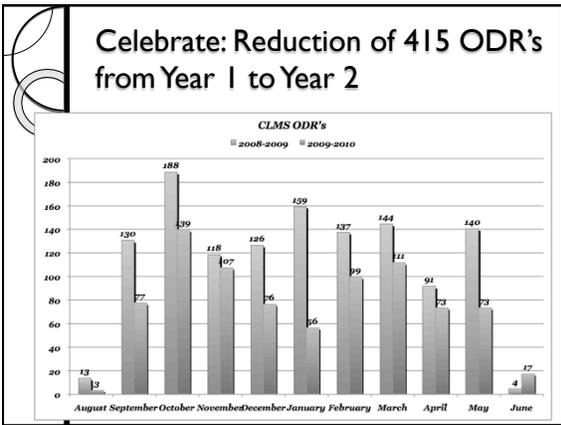
Monitoring EVIDENCE

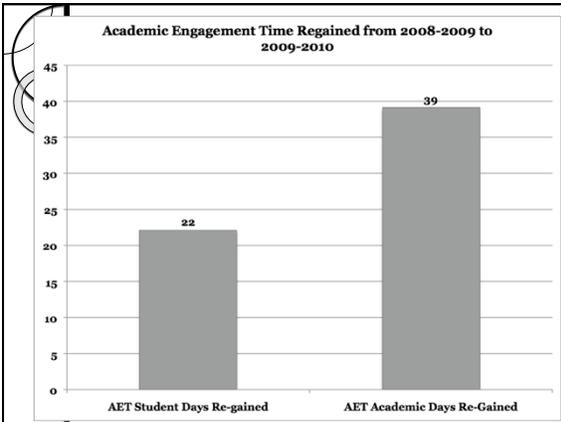
Foundational Best Practices Observation Tool - Individual Classroom

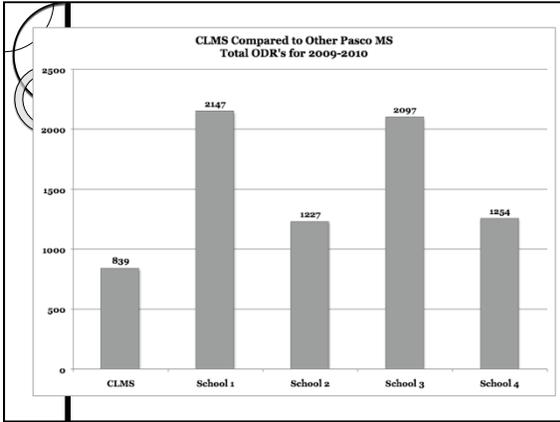
Subarea	Subarea/Grade	Element
Element: Inquiry (1)	Element: (2)	Element: (3)
Element: (4)	Element: (5)	Element: (6)
Element: (7)	Element: (8)	Element: (9)
Element: (10)	Element: (11)	Element: (12)
Element: (13)	Element: (14)	Element: (15)
Element: (16)	Element: (17)	Element: (18)
Element: (19)	Element: (20)	Element: (21)
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Element: (40)	Element: (41)	Element: (42)
Element: (43)	Element: (44)	Element: (45)
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Element: (52)	Element: (53)	Element: (54)
Element: (55)	Element: (56)	Element: (57)
Element: (58)	Element: (59)	Element: (60)
Element: (61)	Element: (62)	Element: (63)
Element: (64)	Element: (65)	Element: (66)
Element: (67)	Element: (68)	Element: (69)
Element: (70)	Element: (71)	Element: (72)
Element: (73)	Element: (74)	Element: (75)
Element: (76)	Element: (77)	Element: (78)
Element: (79)	Element: (80)	Element: (81)
Element: (82)	Element: (83)	Element: (84)
Element: (85)	Element: (86)	Element: (87)
Element: (88)	Element: (89)	Element: (90)
Element: (91)	Element: (92)	Element: (93)
Element: (94)	Element: (95)	Element: (96)
Element: (97)	Element: (98)	Element: (99)
Element: (100)	Element: (101)	Element: (102)

Other Monitoring Efforts

- Weekly POWER scavenger hunt by principal
- Writing Portfolio review
- LLT literacy walkthroughs







Reading Proficiency

School	Read Prof. 2009	Read Prof. 2010	Gain/Loss
CLMS	54.6	61.6	+7
BFMS	56.6	56.6	=
CHMS	39.6	34.6	-5
GMS	60.3	60	-0.3
HMS	60.3	59	-1.3
PMS	56.3	56.3	=
PRMS	56.6	56	-0.6
RBSMS	56.3	59.6	+3.3
RRMS	69	64.6	-4.4
TEWMS	67.3	64	-3.3
CENMS	66.3	66.6	+0.3
SSMS	76.3	74.3	-2
PVMS	75	74.6	-0.4
JLMS	74.6	75.6	+1
CSRMS	75	73.5	-1.5

CAPACITY TO DELIVER:

5. Depth of implementation and aligning resources to accomplish the goals

Year Three Focus Topics

- Increase Fidelity of TIER I Curriculum from School Improvement Plan (STAY ON MESSAGE)
- Define Resources and Supports
- Define Role of Work Groups
- Implement Early Warning System to establish a common language for student success
- Establish Protocols for TIER II Behavior Supports

Define Resources and Personnel to get the job done

Year 3 brings great challenges. Administration must clearly define how the school will get the job done. Staff needs to understand how BIG plan can be accomplished.

- Increase fidelity on essential TIER I Curriculum initiatives.
- Define support for formative assessment District initiatives.
- Define structure for implementation of the Early Warning System

Eliminating Committees and Creating Problem Solving Teams

- School Based Leadership Team
- Positive Behavior Supports Team (Formerly Discipline)
- Lead Literacy Team
- Media/Technology Team
- Student Services Team (PS/RTI Steering)



**Defining Each Teams Role
School Based Leadership Team**



- Leaders share out Raider Research to help infuse strategies throughout building.
- Review pertinent data (FAIR, Core K-12) and adjust SIP goals and strategies accordingly
- Dissemination of information.
- Review Implementation of SIP Goals
- Represent teams on school decisions
- Celebrate

**Defining Each Team's Role
Lead Literacy Team**

- Support school's literacy initiatives through staff development and coaching.
- Development of FAIR Calendar with team planning.
- Development of instructional strategies that are TIERED to support FAIR levels.
- Goal setting with strategies after each FAIR assessment window.
- Report outs to Leadership Team and Faculty at scheduled meetings.

**Defining Each Team's Role:
Positive Behavior Supports Team**

- Focus on campus safety and supervision.
- Continue to refine TIER I Positive Behavior Supports.
- Begin work on TIER II supports.
- Review Discipline data per grade level on a quarterly basis.
- One member (SSAP) pulls attendance and discipline data bi-weekly for use in the Early Warning System
- Formation of Student Removal Appeal Team
- Creation of Discipline Plan to be presented at early staff meeting.

PASCO-SAPS: INFRASTRUCTURE & IMPLEMENTATION	
Directions: In responding to each item below, please use the following response scales:	
Implementation Status	Level of Priority for Next Steps of Implementation
1. Not Yet	HP High Priority for Next Steps of Implementation
2. Just Started	MP Moderate Priority for Next Steps of Implementation
3. Substantial Progress/Evidence	LP Low Priority for Next Steps of Implementation
4. Well Established/Maintaining	

For each item below, please write the corresponding number (1, 2, 3, 4) that best represents your Leadership Team's response in the column labeled "Level of Implementation Status". In the column labeled "Implementation Priority", please indicate level of priority.

INFRASTRUCTURE AND IMPLEMENTATION	Level of Implementation Status (1-4)			Implementation Priority (HP, MP, LP)		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Efficient Use of Resources						
11. The established SLC/T has well-defined roles (i.e., facilitator, note-taker, time keeper, ...).						
12. Data are used to conduct needs assessment. Needs and barriers are prioritized.						
13. There is a focused school improvement/action plan that is aligned with school-wide priorities. The plan has goals that are prioritized, supported, implemented and monitored.						
14. There is alignment between the school-wide priorities and the necessary support structures (e.g., resources, professional development and commitments).						
15. Professional development is closely aligned with school-wide priorities and goals. The focus is on practices and instructional strategies rather than resources.						
16. The SLC/T optimizes the use of resources (e.g., budget, staff, schedule, meetings, etc.) and works collaboratively to ensure that all students learn at high levels.						
17. The schedule is optimized to provide flexibility, adequate time for planning, instruction, practice, collaborations, and coordination of services.						
18. There is careful and purposeful use of the problem-solving framework to integrate school improvement efforts and to strengthen classroom instruction (participation, instruction, assessment).						

Final Thoughts

- Every leader, to be effective, must have a moral purpose.
- Moral purpose should be involved in both the process and the end product.
- Moral purpose cannot just be stated. It must have strategies to make it happen.
- Moral purpose is difficult because you have to contend with the different ideas and cultures that people in an organization bring to the community.
- Culture and core values are often the glue that holds an organization together

Fullan

EFFECTIVE LEADERSHIP

NO FOCUS

- Diffusion of efforts
- No follow through
- Random Acts of Improvement

No ALIGNMENT

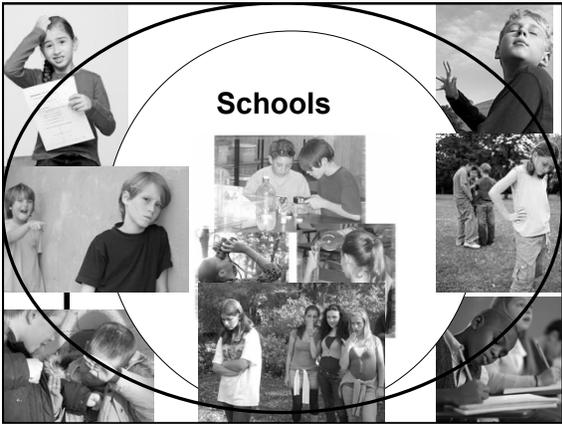
- Underdeveloped systems
- Poor fidelity
- Frustration

Systems Thinking

- Capacity building and follow through
- Empowerment
- Ownership
- Change in beliefs and practices

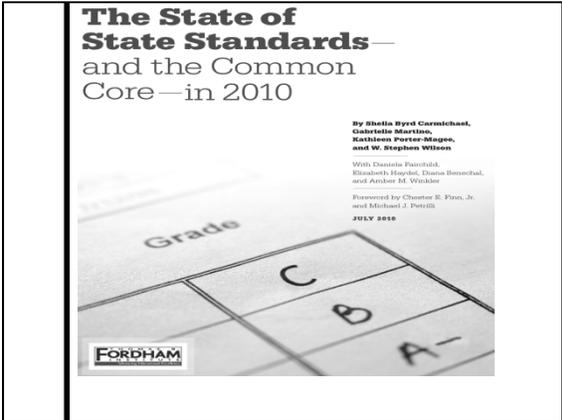
Final Thoughts

- MTSS is expanding to an increasingly wide range of settings/ disciplines.
- We need to remain clear about the themes that unite us
- MTSS is more relevant today than ever because of the promise we bring:
 - **Quality, Equity, Efficiency**
- Leave this Conference **energized:**
 - Impressed by the knowledge of your peers
 - Informed about practices and procedures that work
 - Clear about how you will bring the promise of MTSS to your schools, students and families

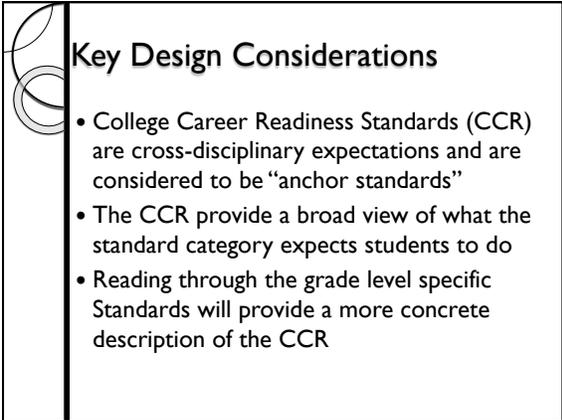


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THANK YOU!









Key Design Considerations

- Standards are outcomes. The resources and instructional strategies necessary for students to learn the standards are district-level decisions
- Although standards are divided into strands, they are closely connected and reflected throughout the document



Key Design Considerations

- Each standard need not be a separate focus. Several standards can be addressed in a single task
- Research and media skills are blended into the Standards as a whole



Organization of CCSS

- Three main sections:
 - K-5
 - 6-12 ELA
 - 6-12 Literacy in History/Social Studies, Science, Technical Subjects
- Three appendixes

Organization of CCSS

- Each section is organized into strands:
 - **Reading:** text complexity and growth of comprehension (includes Foundational Reading Skills)
 - **Writing:** text types, responding to reading, and research
 - **Speaking and Listening:** flexible communication and collaboration
 - **Language:** conventions, effective use, and vocabulary

Organization of CCSS

- Appendixes:
 - **Appendix A:** Research Supporting Key Elements of the Standards and Glossary of Key Terms
 - **Appendix B:** Text Exemplars and Sample Performance Tasks
 - **Appendix C:** Samples of Student Writing

Text Complexity and the Growth of Comprehension

“Begin with the end in mind.” (Covey)



CCSS Comprehension Focus and Areas

- Literature
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text Complexity
- Informational Text
 - Same areas as listed above



Comprehension Growth

- Begins with Foundational Skills (K-5)
 - Necessary components of an effective and comprehensive reading program
 - Designed to develop proficient readers who have the capacity to comprehend texts across a range of types and disciplines
- More to come...



Comprehension Standards

- Range of Reading Level and Text Complexity:
 - Read and comprehend complex literary and informational texts independently and proficiently
 - Refer to Appendix A (pages 3-10)
