

Building a Strong RTLI Culture

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Woodland Public Schools



The focus of collaborative inquiry is both a search for best practice for helping all students learn at high levels and an honest assessment of the current reality regarding teaching practices and student learning. The dialogue generated from these questions is intended to result in the academic focus, collective commitments, and productive professional relationships that enhance learning for teachers and students alike.

“THE BEST KIND OF LEARNING”

*“**Collaborative** learning teams provide more than one-time exposure to new ideas. Over time, they can change day-to-day teaching by giving teachers the ongoing opportunity to learn together, apply learning to the classroom, and reflect on what works and why. Just as learning improves for students when they have the structured opportunity to reflect on what they know and don’t know in relation to the targets of instruction, adult learning also benefits from intentional reflection on classroom practice. **Collaborative** learning teams can transform the nature of adult interaction and learning in schools by engaging teachers in the same process of continual learning and improvement that we ask our students to strive for in their work.”*

- Chappuis, Steve, Jan Chappuis, and Rick Stiggins, 2009

*“If there is anything that the research community agrees on, it is this: The right kind of continuous, structured teacher **collaboration** improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting.” - Mike Schmoker, 2004*

So what is COLLABORATION really?

TRIANGLE #1

TRIANGLE #2

Members of a highly effective schools and districts recognize they cannot accomplish their fundamental purpose of high levels of learning for all students unless they work together collaboratively.

Learning:

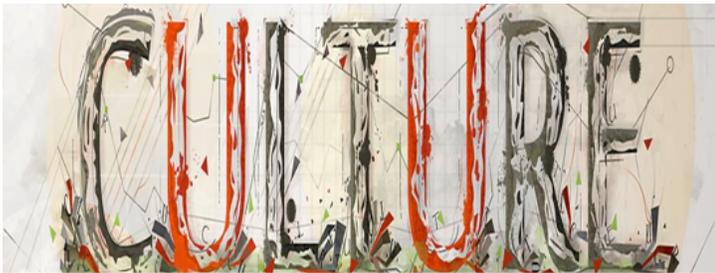
“Schools with high levels of Professional Community, Organizational Learning and Trust (PCOLT) have statistically significant improvements in student learning.”

- Kruse and Louis, 2009



Teacher teams work together collaboratively in constant, deep collective inquiry into the critical questions of the teaching and learning process, asking questions such as:

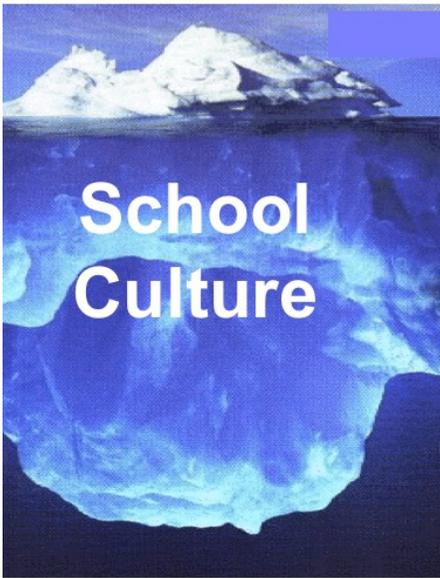
- What is it our students must learn?
- What is the best way to sequence their learning?
- What are the most effective strategies to use in teaching this essential content?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- What will we do when they already know it?
- What can we learn from each other to enhance our effectiveness?"



It is vitally important for leaders to understand how and why the culture of their school came to be. Even in schools where collaborative structures are successful and stable, in many cases, organizational commitment to “a certain way of doing things” may foster complacency within the school and stifle contemporary and sound educational change.

Culture Influences Four Key Drivers of Group Work

- **focus**, or what captures the group's attention;
- **commitment**, or the degree to which individuals identify with the group;
- **motivation**, or the willingness to invest time and energy within meetings and outside of them; and
- **productivity**, or the degree of goal achievement



ARTIFACT HUNT

Think about your organization's "collaborative culture" through the lens of Edgar Schein's three levels of culture. 1) Identify and list current artifacts that demonstrate or explain what is valued about collaborative learning. 2) Identify and list the espoused values these artifacts might represent. 3) Identify and list the fundamental assumptions the artifacts bring to the surface. 4) Focus on a specific date in the future. Envision the artifacts you might find that would indicate a successful culture of collaboration focused on student learning. What espoused values and assumptions would be evident?

Source: "Groups at Work: Strategies and Structures for Professional Learning," by Laura Lipton and Bruce Wellman, 2011, Mira Via.

"Culture is an abstraction, yet the forces that are created in social and organizational situations that derive from culture are powerful. If we don't understand the operation of these forces, we become victim of them."

- Edgar Schein, 2004

Three Levels of Culture:

1) Artifacts: *Visual organizational structures and processes*

Present -

Future -

2) Espoused Values: *Strategies, goals, philosophies*

Present -

Future -

3) Fundamental Assumptions: *Unconscious, taken for granted beliefs, perceptions, thoughts and feelings*

Present -

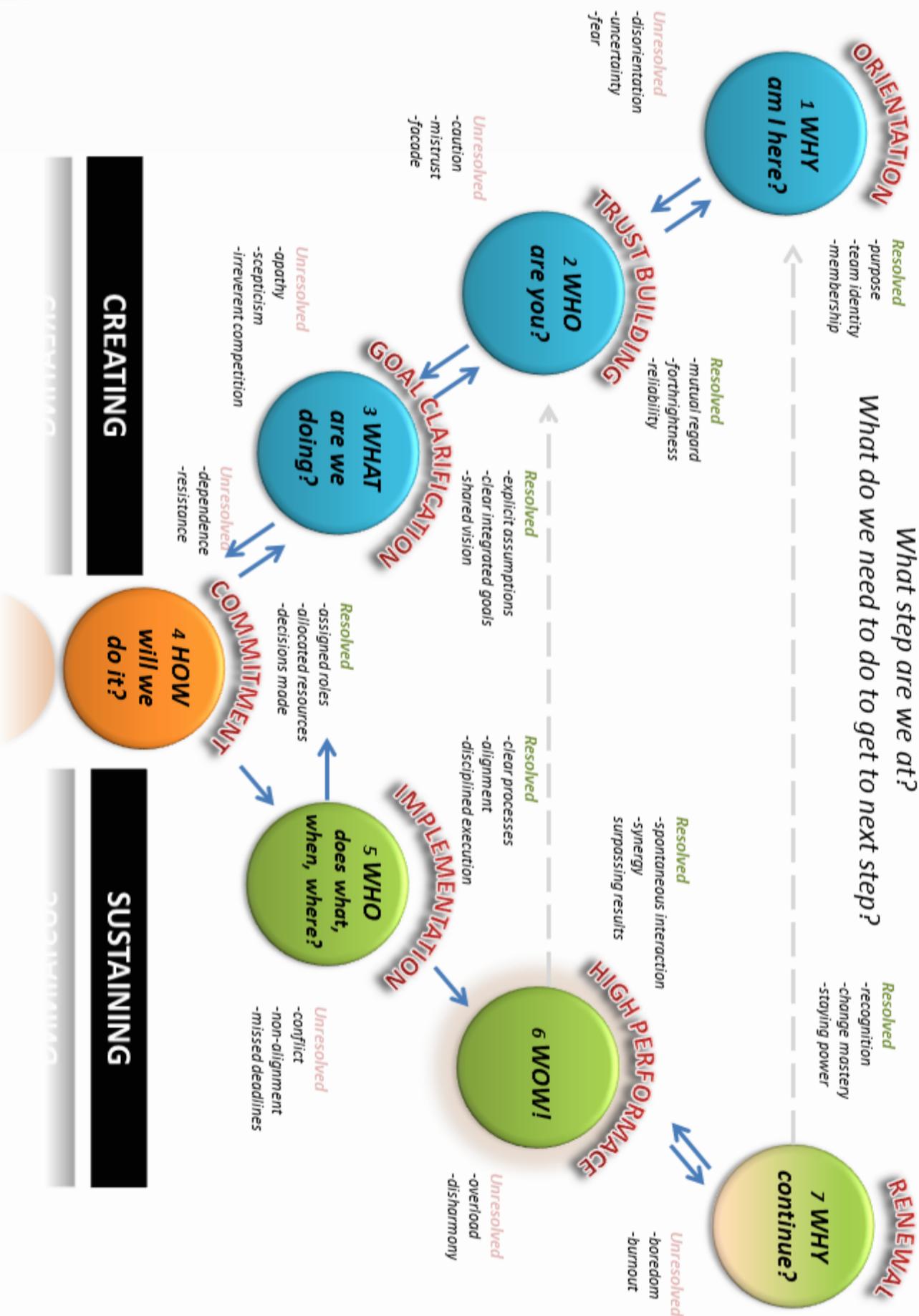
Future -

"Strong school cultures are based on shared norms and values, reflective dialogue, public practice, and collaboration in which adults feel a sense of collective responsibility for students and outcomes."

- Kruse and Louis, 2009

DREXLER-SIBBET TEAM PERFORMANCE MODEL

What step are we at?
What do we need to do to get to next step?



Restoration comes from the choice to value possibility and relatedness over problems, self-interest, and the rest of the stuck community's agenda. It hinges on the accountability chosen by citizens and their willingness to connect with each other around promises they make to each other. Restoration is created by the kinds of conversations we initiate with each other. These conversations are the leverage point for an alternative future. The core question that underlies each conversation is "What can we create together?" Shifting the context from retribution to restoration will occur through language that moves in the following directions: from problems to possibility; from fear and fault to gifts, generosity, and abundance; from law and oversight to social fabric and chosen accountability; from corporation and systems to associational life; and from leaders to citizens.

In contrast to the isolating effects of retribution, a restorative experience, relationship, or community produces new energy rather than holding us in place. Restoration is associated with the quality of aliveness and wholeness that Christopher Alexander talks about. This quality is not only in the artifacts, buildings, and spaces that he refers to, but also in the gatherings and conversations we choose to create. The energy crisis we face is not so much about fossil fuels as it is about the calcified experience that is too often created by the way we hold conversations, both publicly and when we come together in more private settings.

Restorative community is created when we allow ourselves to use the language of healing and relatedness and belonging without embarrassment. It recognizes that taking responsibility for one's own part in creating the present situation is the critical act of courage and engagement, which is the axis around which the future rotates. The essence of restorative community building is not economic prosperity or the political discourse or the capacity of leadership; it is citizens' willingness to own up to their contribution, to be humble, to choose accountability, and to have faith in their own capacity to make authentic promises to create the alternative future.



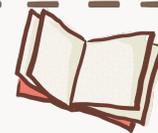
This means that the essential aspect of the restoration of community is a context in which each citizen chooses to be accountable rather than entitled.

Accountability is the willingness to care for the whole, and it flows out of the kind of conversations we have about the new story we want to take our identity from. It means we have conversations of what we can do to create the future. Entitlement is a conversation about what others can or need to do to create the future for us.

Restoration begins when we think of community as a possibility, a declaration of the future that we choose to live into. This idea of a communal possibility is distinct from what we commonly call an individual possibility. Community is something more than a collection of individual longings, desires, or possibilities.

The communal possibility has its own landscape, and its own dynamics, requirements, and points of leverage. In the individualistic world we live in, we can congregate a large collection of self-actualized people and still not hold the idea or experience of community. The communal possibility rotates on the question "What can we create together?" This emerges from the social space we create when we are together. It is shaped by the nature of the culture within which we operate but is not controlled by it. This question of what we can create together is at the intersection of possibility.

Focused Reading



Got it. I know or understand this



This is really important information



I'd like clarification or elaboration of this material



How to Catch a Monkey in the Wild: A Cautionary Tale

by Connie M. Moss and Susan M. Brookhart

There are probably many ways to catch a monkey in the wild. One of the most effective is insidious in its simplicity.

The hunter gets a coconut and bores a small, cone-shaped hole in its shell, just large enough to allow a monkey to squeeze its paw inside. The hunter drains the coconut, ties it down, puts a piece of orange inside, and waits. Any monkey that comes by will smell the orange, put its paw inside the coconut to grab the juicy treat, and become trapped in the process. Capturing the monkey doesn't depend on the hunter's prowess, agility, or skill. Rather, it depends on the monkey's tenacious hold on the orange, a stubborn grip that renders it blind to a simple, lifesaving option: opening its paw.

Make no mistake: the hunter doesn't trap the monkey. The monkey's abiding tendency to stick firmly to its decision, ignore evidence to the contrary, and never question its actions is the trap that holds it captive.

The beliefs that we hold also hold us. Our beliefs are the best predictors of our actions in any situation (Schreiber & Moss, 2002). And, like the monkey's death grip on the orange, our beliefs are deeply rooted, often invisible, and highly resistant to change. That's why so many "tried-but-not-true" methods remain alive and well in our classrooms despite clear evidence of their ineffectiveness. Take round-robin reading, for example. This practice has been rightly characterized as one of the most ineffectual practices still used in classrooms. You know the activity: the first student in a row reads the first paragraph from a book, the second student reads the second paragraph, and so on. Round-robin reading has long been declared a "disaster" in terms of listening and meaning-making (Sloan & Latham, 1981), and the reading comprehension it promotes pales in comparison to the effects of silent reading (Hoffman & Rasinski, 2003). So why do teachers still choose it for their students, and why do the principals who observe it in classrooms continue to turn a blind eye?

As our cautionary tale illustrates, it is essential for us to recognize our tendency to hold on to unexamined beliefs and practices. Each of us has our own mental map, a theory of action that directs our behavior in any situation (Argyris & Schön, 1974). What's tricky is that we actually operate under dual theories of action: an espoused theory and a theory in use. Our espoused theory is what we say we believe works in a given situation, whereas our theory in use is what actually guides our day-to-day actions (Argyris & Schön, 1974). For instance, if you ask a teacher what he believes makes assignments meaningful, he might tell you that students should be engaged in authentic tasks. Yet a visit to his classroom might reveal students copying vocabulary definitions from their textbooks. If you want to uncover what someone truly believes about any situation, look for what that person actually does in that situation.

Learning involves detecting and eliminating errors (Argyris & Schön, 1978). When something isn't working, our first reaction is to look for a new strategy—a way to fix the problem—that will allow us to hold on to our original beliefs, and to ignore any research or suggestions that go against our beliefs. Argyris and Schön (1974) call this belief-preserving line of reasoning single-loop learning.

Deeper levels of learning happen when we uncover what is not working and use that information to call our beliefs into question. When we question our beliefs and hold them up to critical scrutiny, we engage in the belief-altering process of double-loop learning (Argyris & Schön, 1974). Double-loop learning is how vibrant organizations change and grow (Argyris & Schön, 1978; Schön, 1983).

When Nobel laureate and astrophysicist Arno Penzias, honored for his discovery of cosmic microwave background radiation, was asked what accounted for his success, he replied, "I went for the jugular question Change starts with the individual. So the first thing I do each morning is ask myself, 'Why do I strongly believe what I believe?'"

The best way to eliminate the disparity between what we say and what we do and to invite the jugular questions is to forge a unified theory of action, shared across a school or district, that both explains and determines the actions that members take as individuals and as a community.

LEADING A CULTURE OF COLLABORATION

"The measure of collective efficacy is that school and district leaders have confidence that they and their peers can, together figure out how to, make progress. That is, their ongoing interaction and experience with one another build the trust and knowledge that they are collectively responsible and good at their work. It is not the sum total of individual qualities that counts, but the fact that people learn from and identify with one another."

- Fullan, 2010



LEADING AND SUSTAINING A COLLABORATIVE CULTURE

BELIEVING YOUR STAFF INTO BRILLIANCE

UNDERSTANDING OF CONTEXT AND HISTORY

RELATIONSHIP

CULTIVATING COMMITMENT

RISK TAKING

SHARED ACCOUNTABILITY

PROCESS, RATHER THAN A DESTINATION

DISCOURSE AND DISSENT AT THE CENTER

KNOWLEDGE, SKILLS, AND PERSISTENCE

COLLABORATIVE NORMS

ADAPTIVE LEADERSHIP AND FACILITATION

EFFECTIVE COMMUNICATION

TRUST

MAKING DATA VISIBLE

FIRST PRIORITIES

Emphasize the Role of the Professional Teacher
Organize Staff Into Meaningful Teams
Provide Teams with Time to Collaborate
Provide Supportive Structures that Help Groups Become Teams
Clarify the Work Teams Must Accomplish
Monitor the Work of Teams and Provide Direction and Support as Needed

8 Actions of High Performing Teams

Maintain a clear focus
Embrace a spirit of inquiry
Put data at the center
Honor commitments to learners and learning
Cultivate relational trust
Seek equity
Assume collective responsibility
Build shared knowledge

Emphasize the Role of the Professional Teacher

Teachers represent the heartbeat of a school, and the changes essential to school improvement must be manifested by individual teachers at the classroom level. You must continue to “practice” your profession through the constant exploration of the art and science of teaching for your entire career. *Professional* teachers:

- **Emphasize learning rather than teaching.** Professional teachers ask, “What are the best instructional strategies to help all of my students learn what is intended?”
- **Emphasize active student engagement with significant content.** Professional teachers ask, “How can I engage students in real and meaningful ways over the sustained period of time that is necessary for students to reach high levels of learning?”
- **Focus on student performance and production.** Professional teachers ask, “How can the performances and products be made more authentic? What standards should students be expected to meet? Have my teammates and I agreed on the criteria we use in evaluating the quality of student work, and do we apply the criteria consistently?”
- **Routinely collaborate with colleagues.** Professional teachers ask, “How can I learn from my colleagues and contribute to their learning as we work interdependently to achieve our common goals?”
- **Become students of teaching and consumers of research.** Professional teachers ask, “What new advances in curriculum, instruction, and assessment can I implement to improve learning for all students?”
- **Function as leaders:** Professional teachers ask, “How can I be a leader in my school’s journey to improve student learning?”



Facilitated by Skilled Facilitators

Provide Structures for Teams

Team Norms: *Protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.*

SMART Goals: *Goals that are Strategic and Specific, Measurable, Attainable, Results- oriented, and Time-bound (O’Neill & Conzemius, 2006).*

Team Tools: *Teachers can benefit from a Team Notebook to help them remain focused on the critical questions of learning.*

Protocols: *Agreed upon guidelines for a conversation, and it is the existence of this structure — which everyone understands and has agreed to — that permits a certain kind of conversation to occur — often a kind of conversation which people are not in the habit of having.*



LEADERSHIP ROLES IN GROWING CULTURES OF COLLABORATION

“Possibility without accountability results in wishful thinking. Accountability without possibility creates despair, for even if we know we are creating the world we exist in, we cannot imagine its being any different from the past that got us here.”

- Peter Block, 2009

- 1. Develop and keep on the forefront a declaration of a future that has the quality of being and aliveness that generates energy, passion, and action you and others choose to live into. Make a declaration of a school you want faculty, staff, students, and parent to inhabit.**
- 2. Take time to build trust. Start by modeling vulnerability and sharing your own learning that comes from failure and reflection.**
- 3. Focus and emphasize your belief that teachers have the capacity and gifts (skills, expertise, strengths, actions), that, when brought collaboratively to the center, can drastically improve student learning.**
- 4. Inspire and develop your staff by providing them the opportunities to self direct and to share in authority and decision making opportunities.**
- 5. Repurpose time. You will never find more time for collaboration. A collaborative culture takes a deep look at the way it currently spends time and finds ways to repurpose the way they already spend it each day.**
- 6. Demonstrate a respect for varying opinions, beliefs, and values by creating a space for dissent.**
- 7. Create, look for, and facilitate opportunities to balance advocacy and inquiry.**
- 8. Make building and refining collaborative skills, attitudes, beliefs, and behaviors, that lead to the future you want to create, a clear and valued daily expectation for yourself and others.**
- 9. Daily monitor and confront the attitudes, values, beliefs and actions of stakeholders (including yourself) that misrepresent the declaration of the school you want to inhabit.**
- 10. Celebrate those who choose to live in the future you are creating and is modeled through individual and team attitudes, values, beliefs, and actions. You get what you celebrate.**



STRENGTHENING A COLLABORATIVE CULTURE

Protocols that focus adults on collaborating to improving student learning.

Protocol	Purpose	Intention	Source	Time
Becoming One Community	Share roots, historical view and perspectives.	Develop a common identity and foundation for working together.	https://www.nsrharmony.org/wp-content/uploads/2017/10/one_community_0.pdf	+ - 60 minutes
Fears and Hopes	To acknowledge the fears and hopes that stakeholders have about collaboration.	Build a sense of shared expectations.	http://www.tpress.com/pdfs/mcdonaldprot.pdf	+ - 15 minutes
Force Field Analysis	To encourage staff to think about the school as a system, rather than distinct parts, and how parts work for and against the status quo.	To anticipate factors that might emerge in the process of change.	https://www.mindtools.com/pages/article/newTED_06.htm	+ - 60-120 minutes
Why Activity	To gain insight into issues related the school culture.	Uncover some of the antecedents to school culture problems.	https://www.nsrharmony.org/wp-content/uploads/2017/10/why_activity_0.pdf	+ - 45-60 minutes
Cultural Diagnosis, Cultural Pulse Taking, and School Culture Inventory	Diagnose the school culture.	To assist schools in adapting to internal and external pressures impacting collaboration.	www.mnasa.org/cms/lib6/MN07001305/centricity/domain/3/Chapter_3.doc	Varies

"Mental models are the images, assumptions, and stories which we carry in our minds, of ourselves, other people, institutions, and every aspect of the world. Like a pane of glass framing and subtly distorting our vision, mental models determine what we see. Human beings cannot navigate through the complex environments of our world without cognitive 'mental maps' and all of these mental maps, by definition, are flawed in some way."
Senge et al, 1994



STRENGTHENING A COLLABORATIVE CULTURE

Protocols that focus adults on collaborating to improving student learning.

Protocol	Purpose	Intention	Source	Time
<i>Fist-to-Five</i>	<i>To determine what each person's opinion is at any given time.</i>	<i>To build consensus among team members.</i>	http://www.kipbs.org/new_kipbs/fsi/Files/ActFist5.pdf	N/A
<i>Success Analysis Protocol</i>	<i>To analyze what makes practice successful</i>	<i>To build an awareness of "best practices"</i>	http://www.plainfieldnj12.org/Staff/Teacher%20Tools/Chapter%206.pdf	+ - 15 minutes
<i>Analysis of Time Usage</i>	<i>To identify how non-instructional time is spent on various tasks and indicate if that time is spent alone or in collaboration.</i>	<i>Consider and make recommendations on how to increase collaborative time that is most satisfying to the staff and has the greatest impact on student learning.</i>	http://www.plainfieldnj12.org/Staff/Teacher%20Tools/Chapter%207%20tools.pdf	N/A
<i>Goal Setting Protocol</i>	<i>To help teams set agendas for the year</i>	<i>Provide an overall picture of what the group hopes to accomplish collaboratively and create a shared ownership.</i>	https://www.nsrharmony.org/wp-content/uploads/2017/10/goal_setting.pdf	+ - 50 minutes

"Leadership has been delightfully defined as 'the ability to foster consequential relationships.' Easier said than done. To promote collegial relationships in the school, someone has to make relationships among adults a 'discussable.'" Someone must serve as a minesweeper, disarming those landmines. I can think of no more crucial role for any school leader."

- Barth, 2006



&



TRUST

Protocol	Purpose	Intention	Source	Time
Barriers or Bridges	<i>To help teams focus on the importance of perspective and attitude.</i>	<i>To build relationships in order to create meaningful change.</i>	https://www.nsrfharmony.org/wp-content/uploads/2017/10/barriers_bridges_0.pdf	5-10 minutes
Appreciative Inquiry	<i>To generate robust inquiry questions that lead to school transformation.</i>	<i>To place inquiry at the heart of the work, support reflective practice, encourage evidence-based, positive narrative culture, and to develop a vision-based professional voice.</i>	https://www.nsrfharmony.org/wp-content/uploads/2017/10/appreciative_inquiry_0.pdf	N/A

Relational trust involves a willingness to be vulnerable because one has confidence that others will play their part. It should not be mistaken for feelings of warmth or affection.

- Tschannen-Moran and Hoy, 2000

NORMS

Protocol	Purpose	Intention	Source	Time
Developing Team Agreements	<i>To establish explicit agreements about team member behavior</i>	<i>To strengthen commitment through increased levels of team productivity.</i>	http://www.plainfieldnj12.org/Staff/Teacher%20Tools/Chapter%206.pdf	+/- 30 minutes
Forming Ground Rules	<i>To develop norms for teams to work together</i>	<i>To build trust and clarify group expectations with one another.</i>	https://www.nsrfharmony.org/wp-content/uploads/2017/10/forming_ground_rules.pdf	+/- 30 minutes

3rd Grade Team Learning Log

Week of:

Date:	Team Members Present:
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Description of Standard: <i>I can find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</i>	Example of Rigor: <i>Precisely tiling, labeled side lengths, and a multiplication sentence that represents the area.</i>
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<p>Prerequisite Skills: <i>I know how to multiply numbers 1-10.</i> <i>I know how to find the perimeter of a rectangle.</i> <i>I know the meaning of area.</i> <i>I know the difference between centimeters and inches.</i></p>

<p>Common Assessment(s): <i>CFAs designed by the third-grade team are administered halfway through and at unit's completion.</i></p> <p>Data Analysis: Both Student work and assessment results</p>	<p>Extension Standards/Skills: <i>I can measure the area of partial shapes.</i></p>
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<p>Short-term results (SMART GOAL):</p> <p><i>By February 26, all 3rd grade students will find the area of rectangles with 80% accuracy.</i></p>

Instructional Strategies

<p>Methods: <i>Build arrays, use manipulatives, relate area to previously taught multiplication strategies.</i></p>	<p>Instructional Strategies: <i>Math cubes to create closed shapes. Compare and contrast the area and perimeter of different polygons.</i></p>
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<p>Differentiated Instruction:</p> <p>ELL: Visual representations, vocabulary for different aspects of area.</p> <p>At Risk: Use the tiles in the hallway to demonstrate area for physical learners.</p> <p>Students with IEPs/504s:</p>
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3rd Grade Team Learning Log

Week of:

Date:	Team Members Present:
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Description of Standard:.	Example of Rigor:
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Prerequisite Skills:

Common Assessment(s):	Extension Standards/Skills:
Data Analysis:	

Short-term results (SMART GOAL):

Instructional Strategies

Methods.	Instructional Strategies:
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Differentiated Instruction: ELL: At Risk: Students with IEPs/504s:

Building a Strong RTLI Culture

Data Driven Decision
Making
A Team Approach

Academic

Details Assessments Interventions CAST Notes FYI **GIT/BIT** SRSS

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Rectangular Strip

Save

New Academic GIT/BIT

C SD CF SD FT PC CI GIT Notes PC CI Refer BIT Notes MDT

Performance Deficits (Prioritize 1-3)

Not following Directions	<input type="text"/>	Inappropriate Language	<input type="text"/>	Fighting/Aggression	<input type="text"/>
Work Completion	<input type="text"/>	Disruptive/Talking out of Turn	<input type="text"/>	Social Relationships	<input type="text"/>
Difficulty Communicating	<input type="text"/>	Tardy/Absence	<input type="text"/>	Withdrawn	<input type="text"/>
Health Concerns	<input type="text"/>	Verbal Defiance	<input type="text"/>		

New Academic GIT/BIT

Save

C SD CF SD FT PC CI GIT Notes PC CI Refer BIT Notes MDT

Skill Deficits

Rectangular Strip

Provide any info from classroom based assessments, formative assessments or observations.

	Additional data	Accommodations you have tried (ie. peer tutoring, preferential seating)
Reading	<input type="text"/>	<input type="text"/>
Math	<input type="text"/>	<input type="text"/>
Writing	<input type="text"/>	<input type="text"/>
Other Subject Areas	<input type="text"/>	<input type="text"/>

Of the above, which is the highest priority?

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Rectangular Strip

Save

New Academic GIT/BIT

C SD CF SD FT PC CI GIT Notes PC CI Refer BIT Notes MDT

Possible Contributing Factors

Get/Obtain	Avoid/Escape	Other
Adult Attention <input type="checkbox"/>	Adult Attention <input type="checkbox"/>	ELL <input type="checkbox"/>
Peer Attention <input type="checkbox"/>	Peer Attention <input type="checkbox"/>	Grief/Loss <input type="checkbox"/>
Preferred Activity <input type="checkbox"/>	Work <input type="checkbox"/>	Medical Issues <input type="checkbox"/>
Preferred Object <input type="checkbox"/>	Activity <input type="checkbox"/>	Hearing/Vision <input type="checkbox"/>

Student Data

Reading

Math

Writing

Other Subject Areas

ELL

New Academic GIT/BIT

Former Teacher

Checked with former teacher

When

Specific strategies implemented previous year

Counselor

Checked with counselor

When

Specific strategies implemented previous year

New Academic GIT/BIT

Parent Communication

How did you contact the parents?

email phone conference

When

Additional Information Provided by the Parents

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New Academic GIT/BIT

C SD CF SD FT PC **CI** [GIT Notes](#) [PC](#) [CI](#) [Refer](#) [BIT Notes](#) [MDT](#)

Classroom Interventions Documentation

List interventions (building as well as classroom) you have already implemented, length of the intervention and the results.

Intervention (A strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings)	Duration (6-8 weeks)	Results
<input type="text"/>	Start: <input type="text" value="mm/dd/yyyy"/> End: <input type="text" value="mm/dd/yyyy"/>	Pre-Data: <input type="text"/> Post-Data: <input type="text"/>
<input type="text"/>	Start: <input type="text" value="mm/dd/yyyy"/> End: <input type="text" value="mm/dd/yyyy"/>	Pre-Data: <input type="text"/> Post-Data: <input type="text"/>
<input type="text"/>	Start: <input type="text" value="mm/dd/yyyy"/> End: <input type="text" value="mm/dd/yyyy"/>	Pre-Data: <input type="text"/> Post-Data: <input type="text"/>
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<input type="text"/>	Start: <input type="text" value="mm/dd/yyyy"/> End: <input type="text" value="mm/dd/yyyy"/>	Pre-Data: <input type="text"/> Post-Data: <input type="text"/>

[Back](#) [Save](#)

New Academic GIT/BIT

C SD CF SD FT PC CI **GIT Notes** [PC](#) [CI](#) [Refer](#) [BIT Notes](#) [MDT](#)

GIT Notes

Date:

People Present:

Next Steps:

[Back](#) [Save](#)

New Academic GIT/BIT

C SD CF SD FT PC CI [GIT Notes](#) **PC** [CI](#) [Refer](#) [BIT Notes](#) [MDT](#)

Post GIT

Follow-up contact with parents (let them know what was suggested and what you are going to try)

How did you contact the parents?

email phone conference

When:

Additional Information Provided by the Parents:

Classroom Interventions Documentation

List interventions you are implementing, length of the intervention and the results.

Intervention (A strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings)	Duration (6-8 weeks)	Results
<input type="text"/>	Start: <input type="text" value="mm/dd/yyyy"/> End: <input type="text" value="mm/dd/yyyy"/>	Pre-Data: <input type="text"/> Post-Data: <input type="text"/>
<input type="text"/>	Start: <input type="text" value="mm/dd/yyyy"/> End: <input type="text" value="mm/dd/yyyy"/>	Pre-Data: <input type="text"/> Post-Data: <input type="text"/>
<input type="text"/>	Start: <input type="text" value="mm/dd/yyyy"/> End: <input type="text" value="mm/dd/yyyy"/>	Pre-Data: <input type="text"/> Post-Data: <input type="text"/>
<input type="text"/>	Start: <input type="text" value="mm/dd/yyyy"/> End: <input type="text" value="mm/dd/yyyy"/>	Pre-Data: <input type="text"/> Post-Data: <input type="text"/>
<input type="text"/>	Start: <input type="text" value="mm/dd/yyyy"/> End: <input type="text" value="mm/dd/yyyy"/>	Pre-Data: <input type="text"/> Post-Data: <input type="text"/>
<input type="text"/>	Start: <input type="text" value="mm/dd/yyyy"/> End: <input type="text" value="mm/dd/yyyy"/>	Pre-Data: <input type="text"/> Post-Data: <input type="text"/>

Refer to Building Intervention Team

"I have completed the previous GIT/BIT process tabs and now wish to refer this on to the Building Intervention Team"

BIT Notes

Date:

People Present:

Next Steps:

Refer to SPED

Reason:

Back

Save

New Academic GIT/BIT

C SD CF SD FT PC CI GIT Notes PC CI Refer BIT Notes MDT

Multi-Disciplinary Team

Date

People Present

Decision to Evaluate Yes
 No

Notes

Email to Classroom Teachers

Email Teachers

Behavior

Back

New Behavior GIT/BIT

Save

Teacher Tab BIT Notes Fast FBA Tier 2 Interventions BIT Referral Tier 3 Interventions Tier 3 BIT Notes

Rectangular Strip

Classroom Teacher Information	
Student Strengths	<input type="text"/>
Situations where this student is successful	<input type="text"/>
Problematic behaviors	<input type="text"/>
What have you already tried?	<input type="text"/>
Parent contact? <input type="checkbox"/>	
Talked to grade level team? <input type="checkbox"/>	
Talked with last year's teacher? <input type="checkbox"/>	
Any other helpful info?	<input type="text"/>

Refer to Building Intervention Team

If I have completed the above and now wish to refer this on to the Building Intervention Team:

[Refer to BIT](#)

Back

Rectangular Strip

Save

New Behavior GIT/BIT

Teacher Tab BIT Notes Fast FBA Tier 2 Interventions BIT Referral Tier 3 Interventions Tier 3 BIT Notes

BIT Notes	
Date	<input type="text" value="mm/dd/yyyy"/>
People Present	<input type="text"/>
Next Steps	<input type="text"/>

New Behavior GIT/BIT

What is the problem behavior - specifically what does the student say or do?

Record the student's schedule and indicate the likelihood of the problem occurring.

Activity/Time of Day	Who is Present?	Likelihood of Problem (1 is low, 6 is high likelihood)
		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6
		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6

For each activity rated as 4 or higher...

What specifically is occurring during the activity when the problem occurs? (Describe specific features of the activity, easy task, group math, transition)

Academic Task

Non-Academic Activity

Peer Activity

Transition

What most often occurs after and seems to reward the problem behavior?

Obtain Attention From

Avoid Attention From

Obtain this Activity/Item

Escape this Activity/Item

What is your Best Guess/Hypothesis?

Context/Setting

Trigger (Antecedent)

Problem Behavior

Consequence (Pay Off)

Interventions

Intervention #1 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #2 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #3 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
Intervention #4 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #5 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #6 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
Intervention #7 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #8 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #9 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1

New Behavior GIT/BIT

BIT Referral

Date:

People Present:

Next Steps:

Refer? Refer to Tier 3 Continue Tier 2/Modify Interventions

New Behavior GIT/BIT

Interventions

Intervention #1 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #2 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #3 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
Intervention #4 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #5 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #6 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
Intervention #7 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #8 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Intervention #9 Type: <input type="text"/> Start: mm/dd/yyyy End: mm/dd/yyyy Effectiveness: <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1

New Behavior GIT/BIT

Multi-Disciplinary Team

Date

People Present

Notes

- Refer?
- Refer to SPED
 - Continue Tier 3/Modify interventions

Refer to SPED

[Refer to SPED](#)

Building a Strong RTLI Culture



Notes,
Ideas, &
Thoughts

Building a Strong RTLI Culture



Notes,
Ideas, &
Thoughts