Vision: Every child in every district receives the instruction that they need and deserve…every day.

Building and Maintaining a Healthy School Culture

2018 ORTIi Annual Conference

Jon Potter

ORTIi

Reach & Teach *All* Students

Overview

- Why is school culture important?
- What does a healthy school culture look like?
- How can we start to change our school culture?

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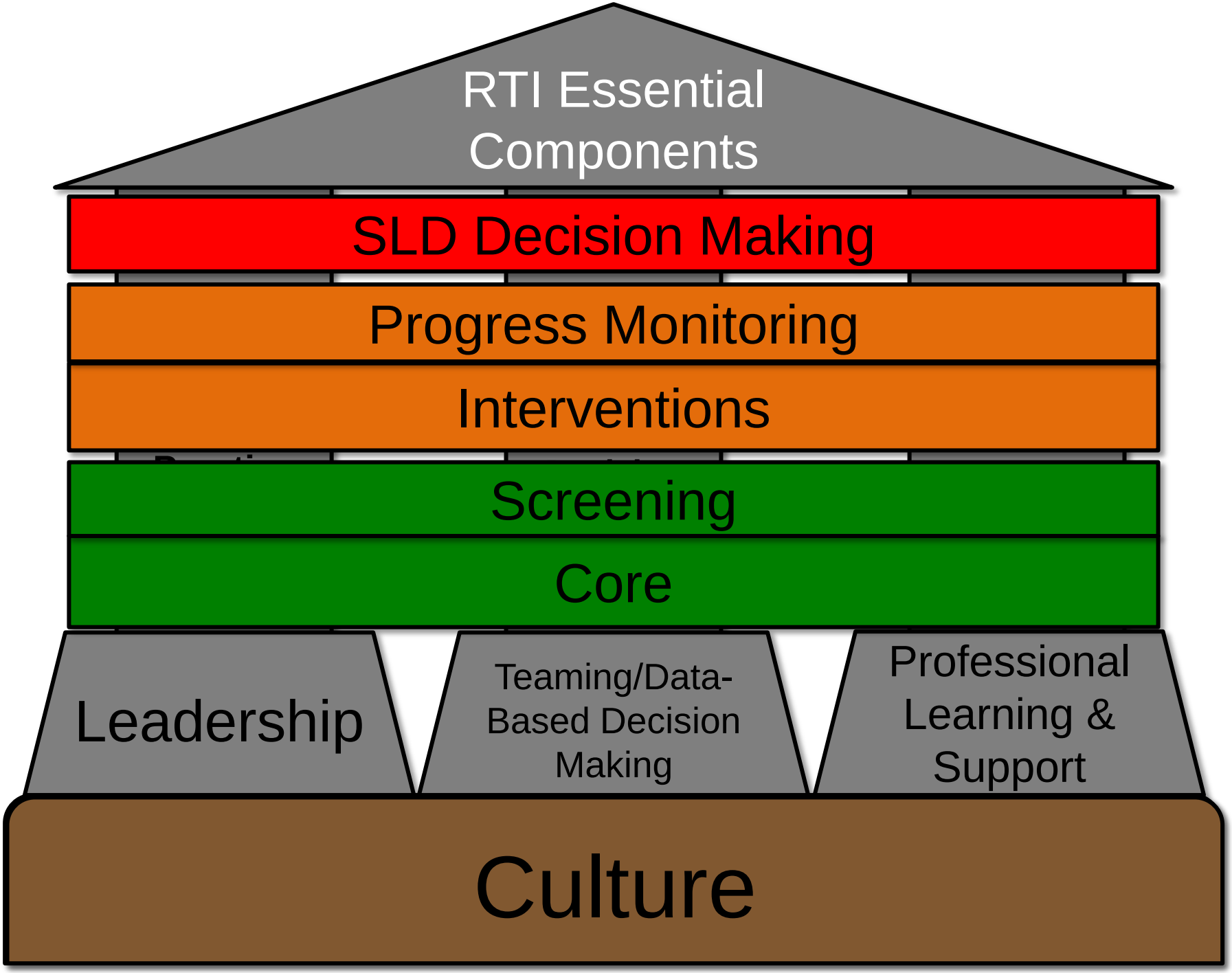
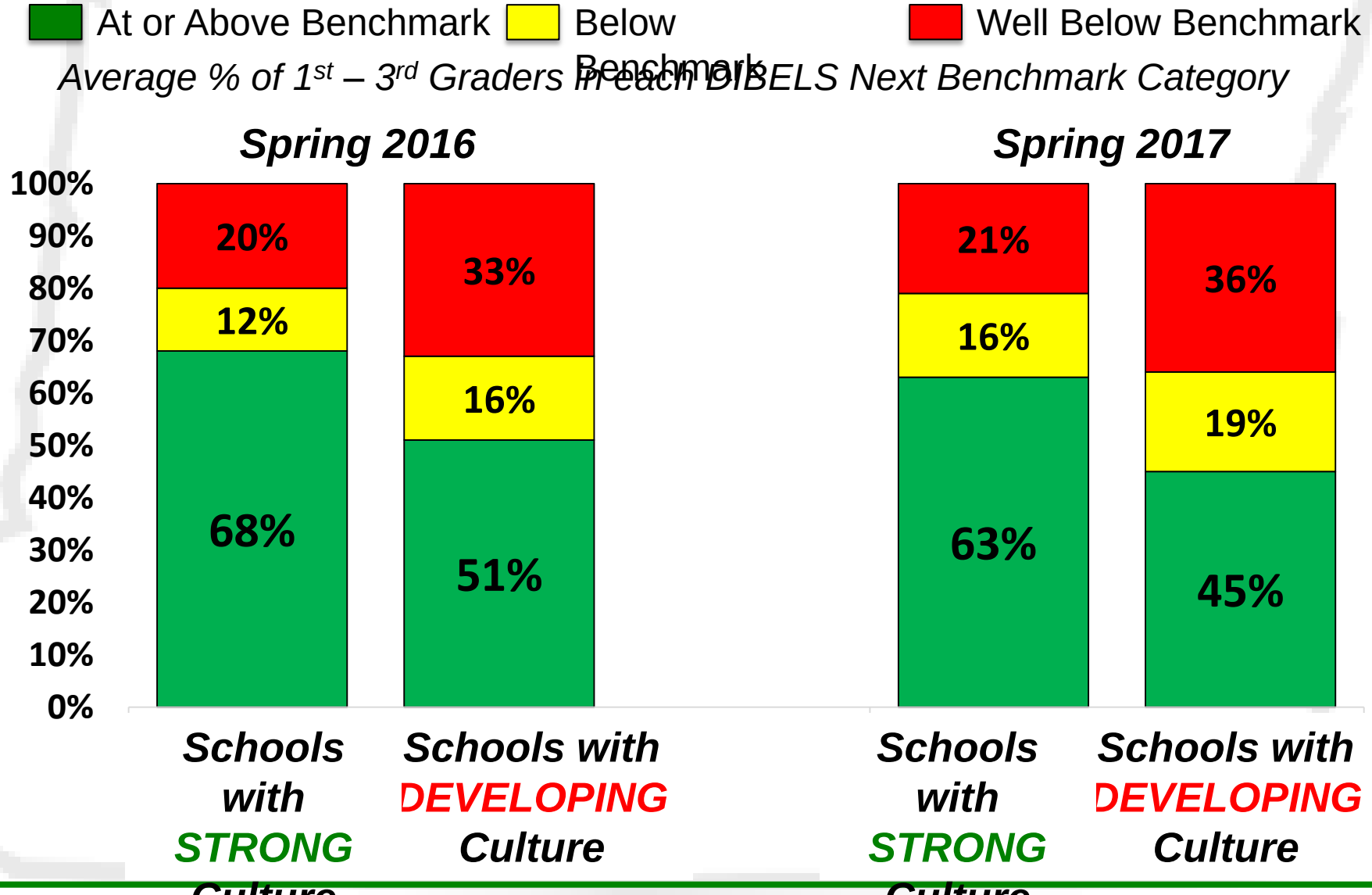
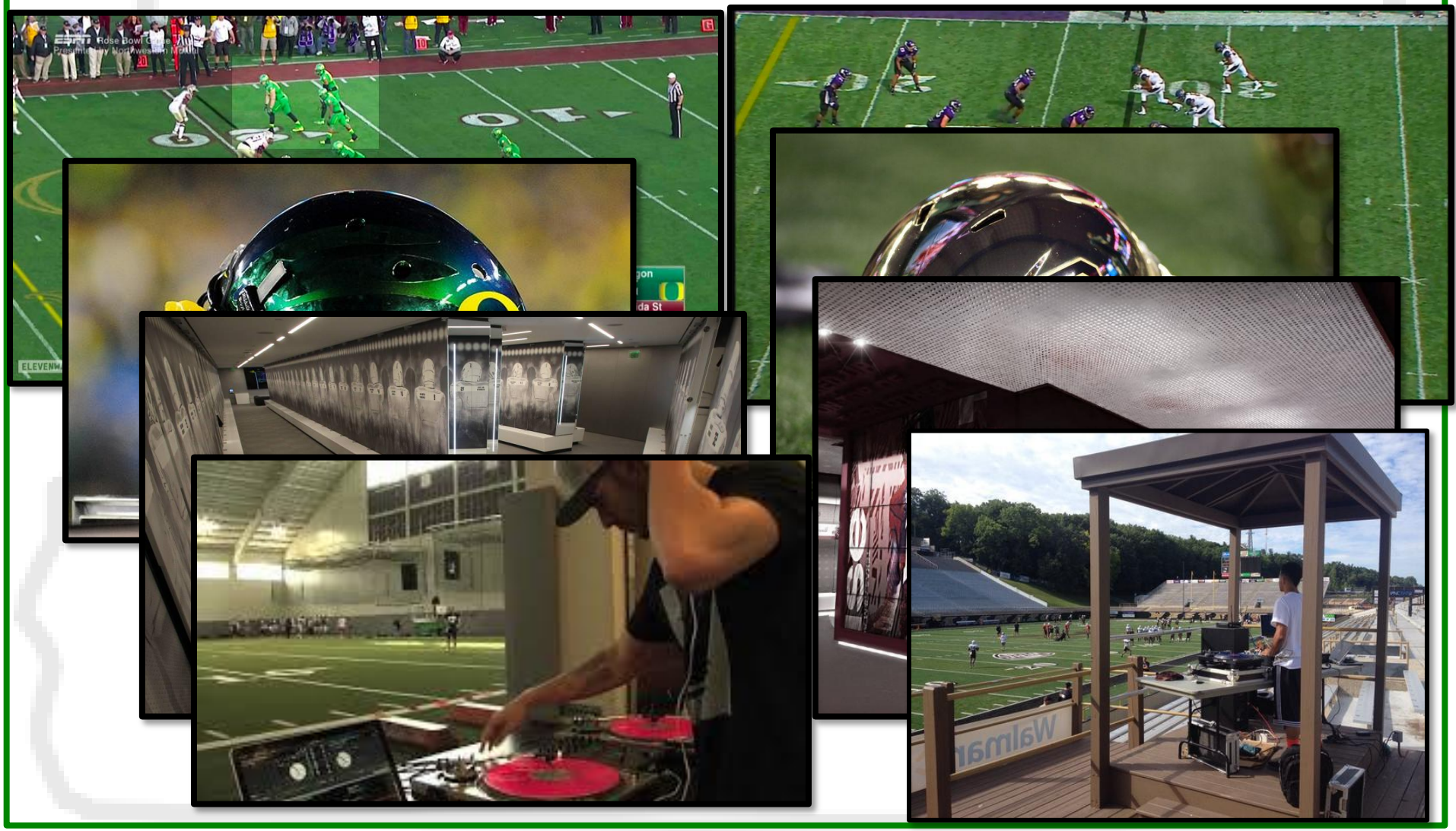
Why is school culture important?


RTI Essential Components
SLD Decision Making
Progress Monitoring
Interventions
Screening
Core
Leadership
Teaming/Data-Based Decision Making
Professional Learning & Support
Culture

School Culture Matters…



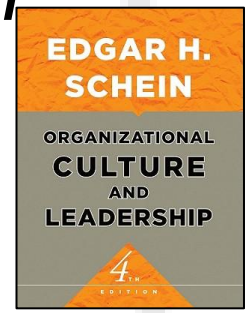
“Culture wins football games. Culture beats scheme every day” -Chip Kelly



How do we define the culture of an organization?

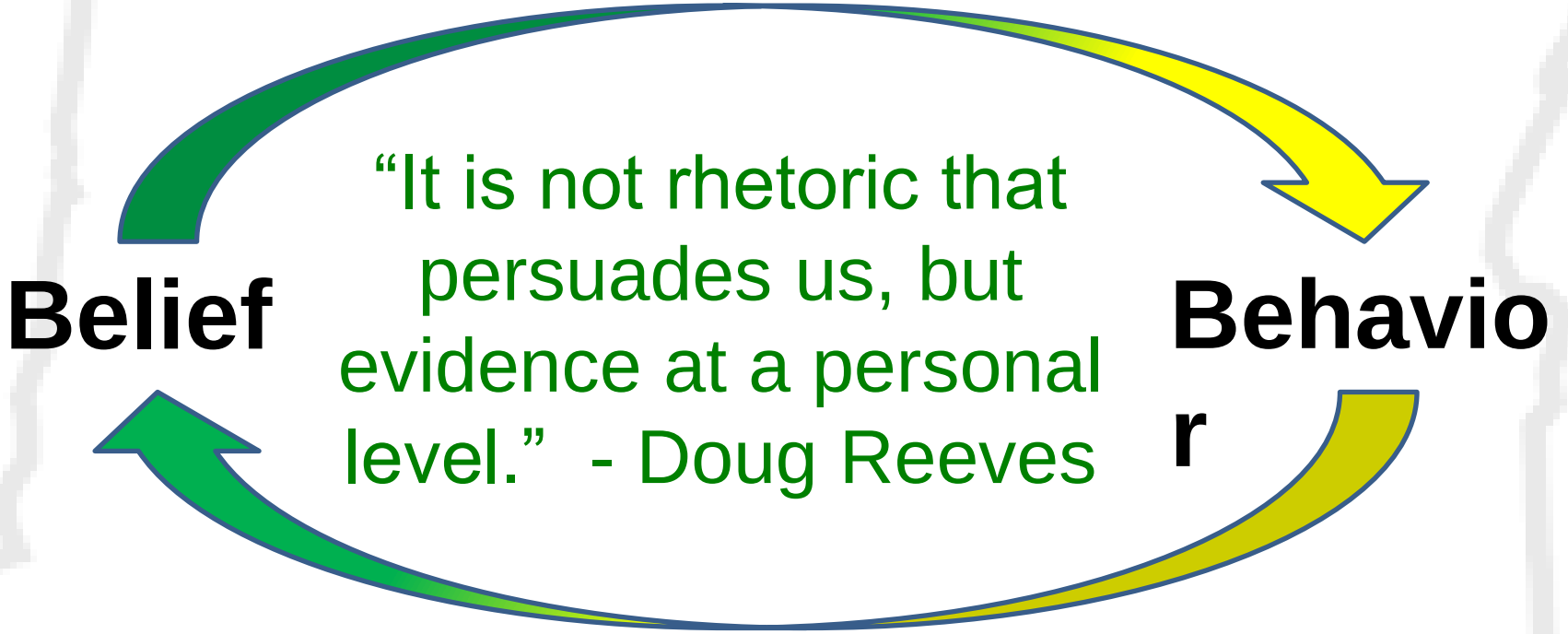
"…a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid, and therefore, ought to be taught to new members as the correct way to perceive, think, and feel in relation to those problems."

(Edgar Schein, 2010)



goals

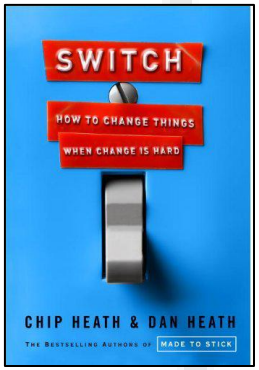
1. Shared responsibility and belief that *ALL* kids can learn



Does your staff believe ALL kids can learn?
Do they need to see before they believe it?

Find the Bright Spots

- Many examples of success already exist within your district
- It is the job of leadership (at all levels) to locate them and share them
- Recognizing “Bright spots” give us an opportunity to build on small successes



1. Shared responsibility and belief that *ALL* kids can learn

Focus on the ***ALL*** but celebrate the ***SOME***

Because

You can use the success of ***SOME*** to create the success of ***ALL***

2. A Growth Mindset, and desire for continuous improvement through feedback

- **"Growth Mindset"** – We can improve, grow, and get better at the things we put our efforts into.
- **"Fixed Mindset"** – You're either born with the talent to achieve or not

Growth Mindset

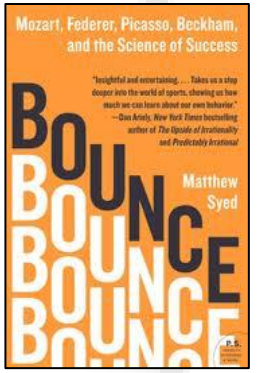
= RTI, PBIS,

MTSS

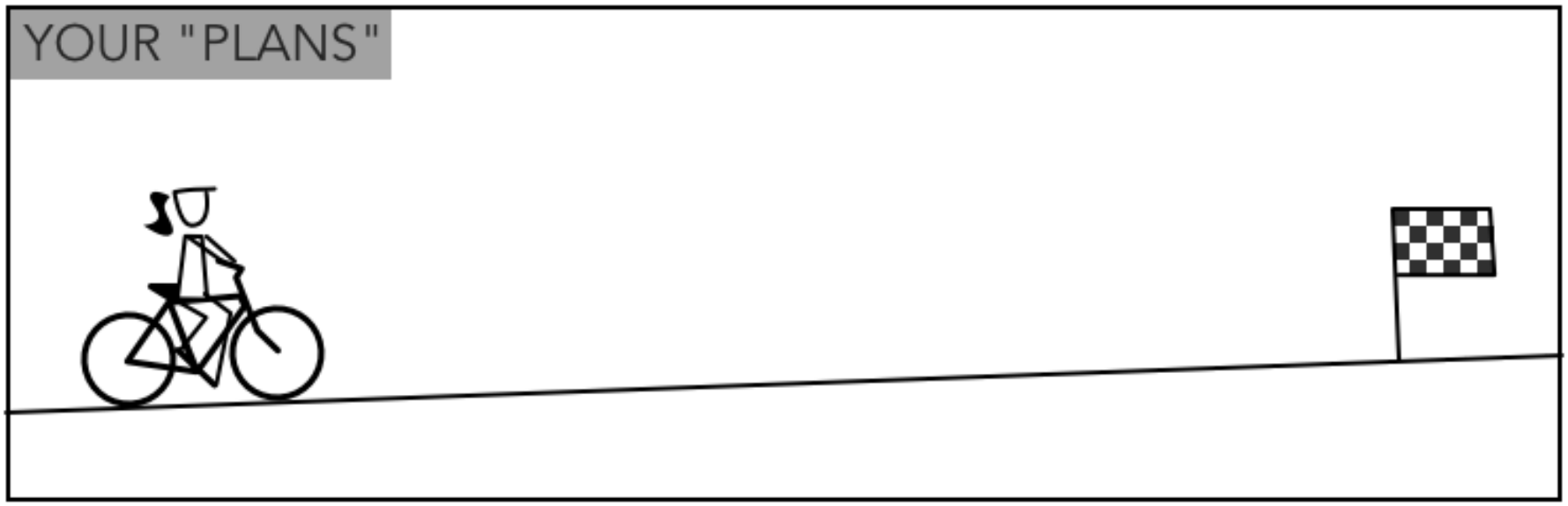
2. A Growth Mindset, and desire for continuous improvement through feedback

"Progress is built, in effect, upon the foundations of necessary failure"

–Matthew Syed, *Bounce*



YOUR "PLANS"



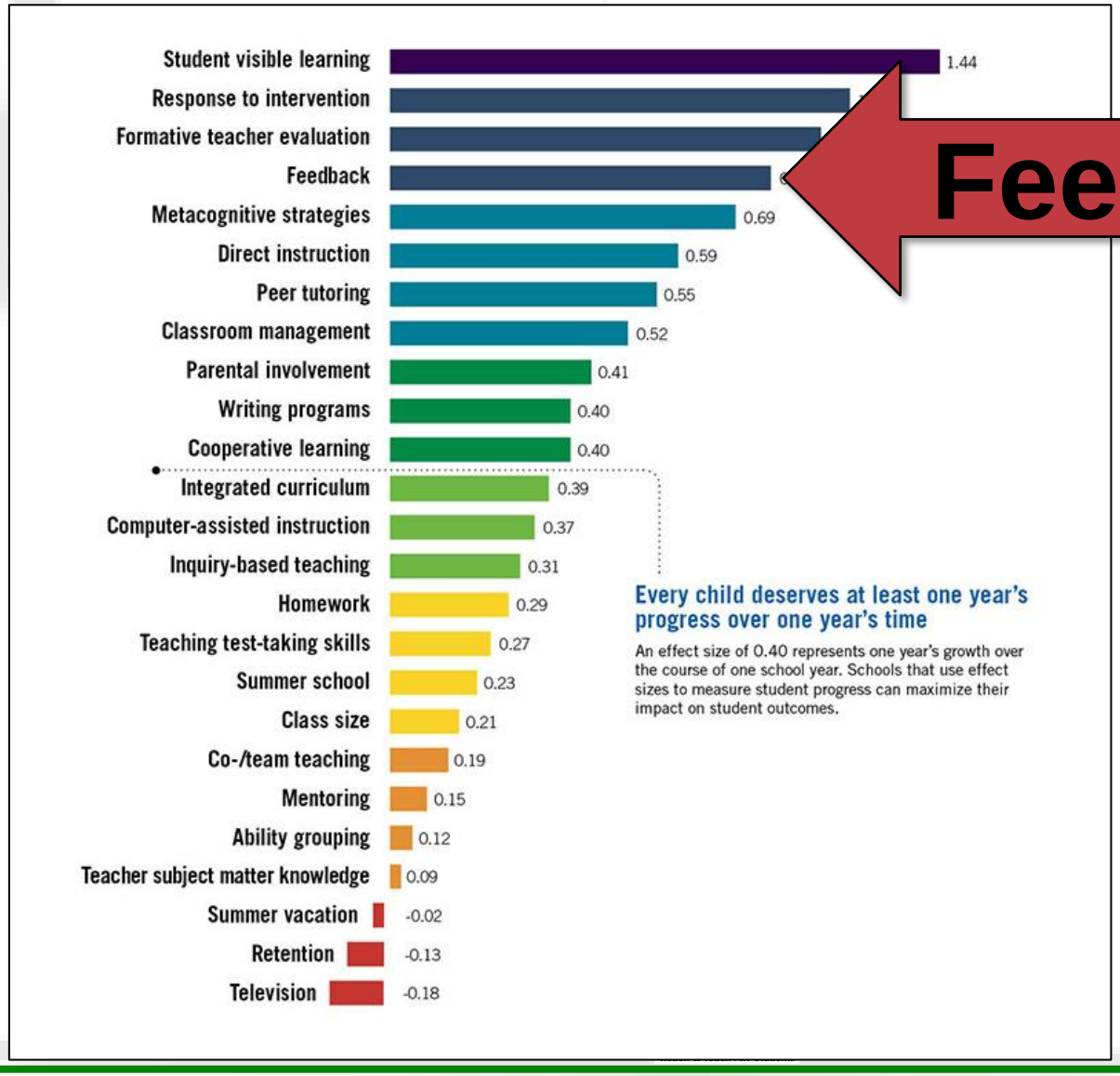
What this means for educators

*There is no such thing as ineffective **instructors**, but there is ineffective **instruction**.*

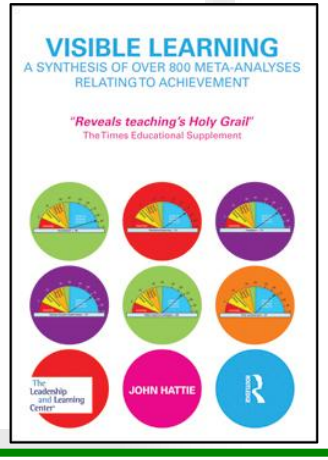
As educators, it is not who we are, but what we DO that truly matters for our students.

Reach & Teach *All* Students

2. A Growth Mindset, and desire for continuous improvement through *feedback*



Feedback

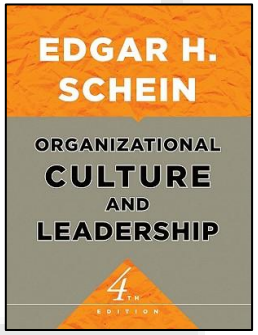


Feedback is everywhere

2. A Growth Mindset, and desire for continuous improvement through feedback

In order to give and accept feedback, we must overcome certain social norms

- When someone tells an unfunny joke, do you laugh?
- When someone asks you how they look, do you always tell the truth?



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3. A healthy and positive atmosphere of collaboration amongst your staff

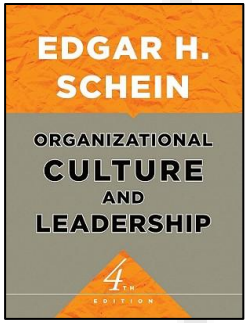
People will work harder for (*and with*) people who they like and trust

Real change does not happen on the macro level, it happens over and over at the personal, micro, level

Building relationships

"A group cannot accomplish tasks, survive, and grow if it cannot manage its internal relationships" **Schein, 2010**

Great leaders know when to focus on accomplishing tasks and when to focus on building interpersonal relationships



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Our teams are like...

An efficient system

https://www.youtube.com/watch?v=aHSUp7msCIE

A not-so efficient system

https://www.youtube.com/watch?v=bH-g6sXbkA0

Subcultures

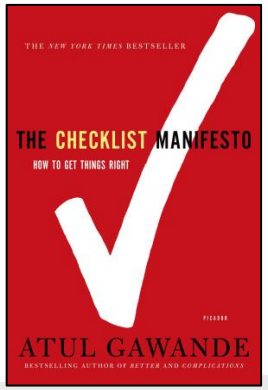
- General Ed teachers (by grade level)
- SPED teachers
- Paraprofessionals
- School Psych
- Counselors
- Principals
- Coaches
- Other?

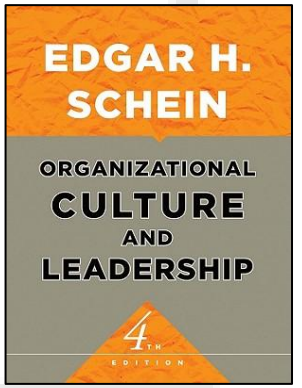
How do we get all these subcultures to work together?

Procedures and Checklists

Clear procedures and checklists help…

- …equalize the playing field by giving everyone the same “rules” to operate by
- …give everyone the same outcome to work towards
- …provide a reminder of things that get forgotten





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BEFORE the meeting, complete the section of the notes you are responsible for: SAS, teacher, Title, counselor, SBS, ELD, principal

INDIVIDUAL PROBLEM SOLVING FORM

Student Name:		District:	David Douglas
Grade:		School:	Lincoln Park Eleme
Date:		Teacher:	

Problem Solving Team Members:	Amparo Ochoa (ERC), Annette Allen (SLP), Heather Hall (Title), Sarah Fumkin (Title (SAS), Jen Carlson (IEP), Ceci De Valdenebro (Principal, Hannah Snyder (counselor) teacher)

RTI brochure provided (date):	

Parent contacted by:	Date of contact:

STEP 1: Initial Problem Identification (What is the problem?)

Student present level of performance: (grade level) *raw score and local percentile, pathway*	___ grade DORF= _____ CWPM (median) ___ Daze= _____
Expected student level of performance: (grade level) Use closest benchmark goals	
Magnitude of discrepancy (discrepancy ratio = expected performance divided by current performance)	
Level and Skill being Progress Monitored (if out of grade level ~ record or attach data report)	
Problem definition: (narrative about difference between where the student is and where they are expected to be)	
Replacement behavior	

Student Profile (file review)

Attention, motivation or behavioral difficulty? + observers	
Minor and/or Referral Data	
Attendance Rate (all previous years)	
Number of Schools Attended	
Retention?	
Title X? (yes/no)	
ELPA data for all previous years (if applicable)	
Currently SPED?	
Developmental History	

Observation scheduled: Core: _____ Intervention: _____

STEP 2: Problem Analysis (Why is it happening?) ~ Documentation of Current Supports

Domain	Relevant Known Information
INSTRUCTION: (e.g. pacing, corrective feedback, explicitness, opportunities to practice, engagement, etc.)	**Core instruction:** (whole group and small group) **Teacher:** • Minutes whole group:: _____ minutes small group:: _____ • Comments: **Observer (C):** **Intervention:** **Intervention Teacher:** **Observer (I):**
CURRICULUM: (e.g. skills taught, instructional materials, scope and sequence, expected outcomes, previous interventions, etc.)	**Core instruction:** (whole group and small group) **Teacher:** **Observer (C):** **Intervention:** **Intervention Teacher:** **Observer (I):**
ENVIRONMENT: (e.g. room setup, peer influence, expectations and rules, behavior management system, etc.)	**Core instruction:** (whole group and small group) **Teacher:** • # students: _____ • Seating: • Behavior system: **Observer (C):** **Intervention:** **Intervention Teacher:** **Observer (I):**
LEARNER: (e.g. academic skills, behavioral concerns, etc.)	**Core Strengths & Challenges:** (at least 2 strengths) **Teacher:** 1. 2. **Observer (C):** 1. 2. **Intervention Strengths & Challenges:** (at least 2 strengths) **Intervention Teacher:** 1. 2. **Observer (I)** 1. 2.

CORE Assessment Data

Assessment Description (include any accommodations provided)	Date Administered	Individual Score	Average Class Score

Intervention In-Program Data *(if applicable)*

Assessment	Date Administered	Individual Score	Average Group Score

4. Cultural Responsiveness and awareness of Implicit Bias

- ***Beliefs*** - Do we have high expectations for ***ALL*** students from ***ALL*** backgrounds?
- ***Behavior*** - Are we implementing culturally responsive practices?

How do you know?

Have you looked at your ***<u>disaggregated</u>*** data?

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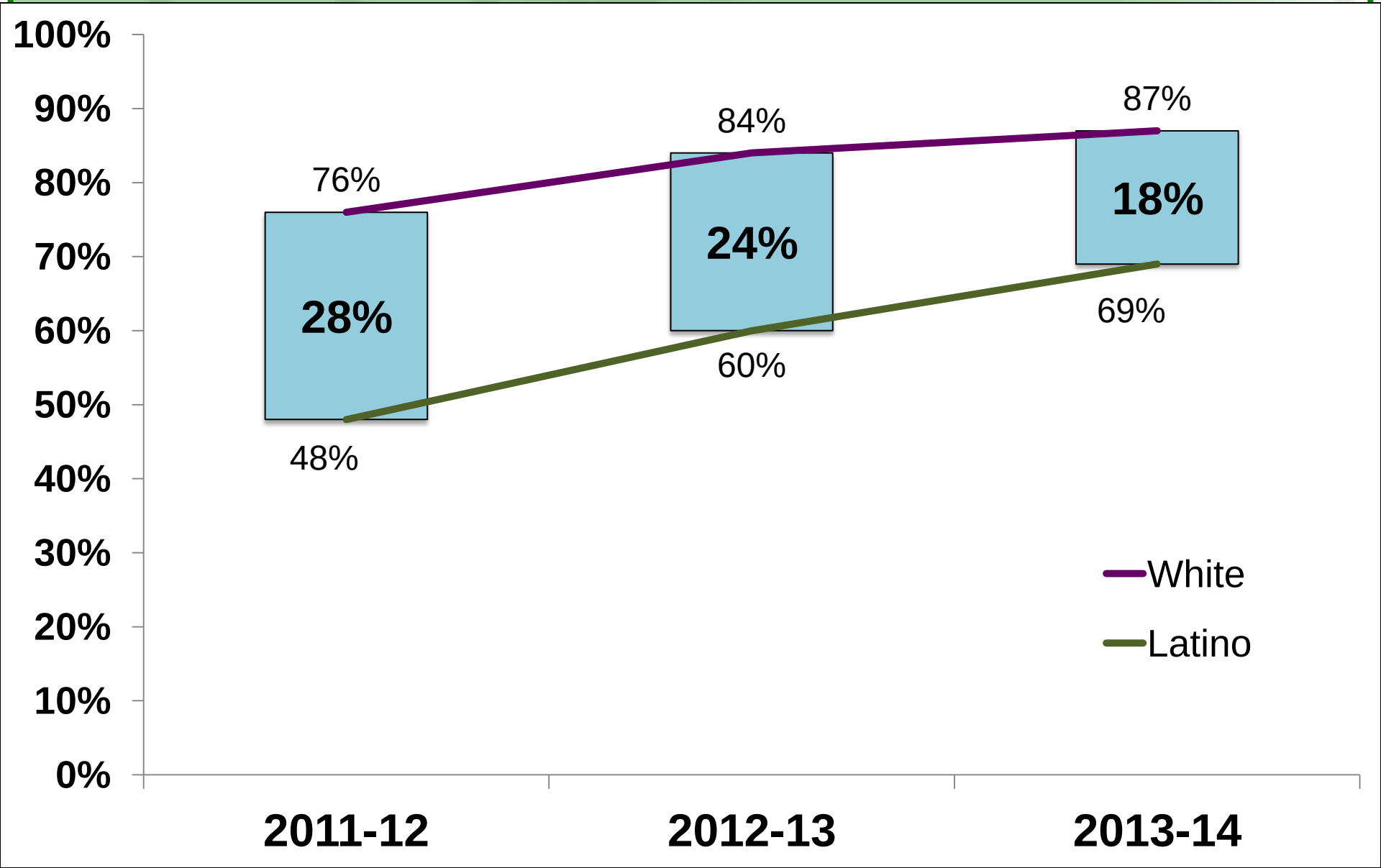
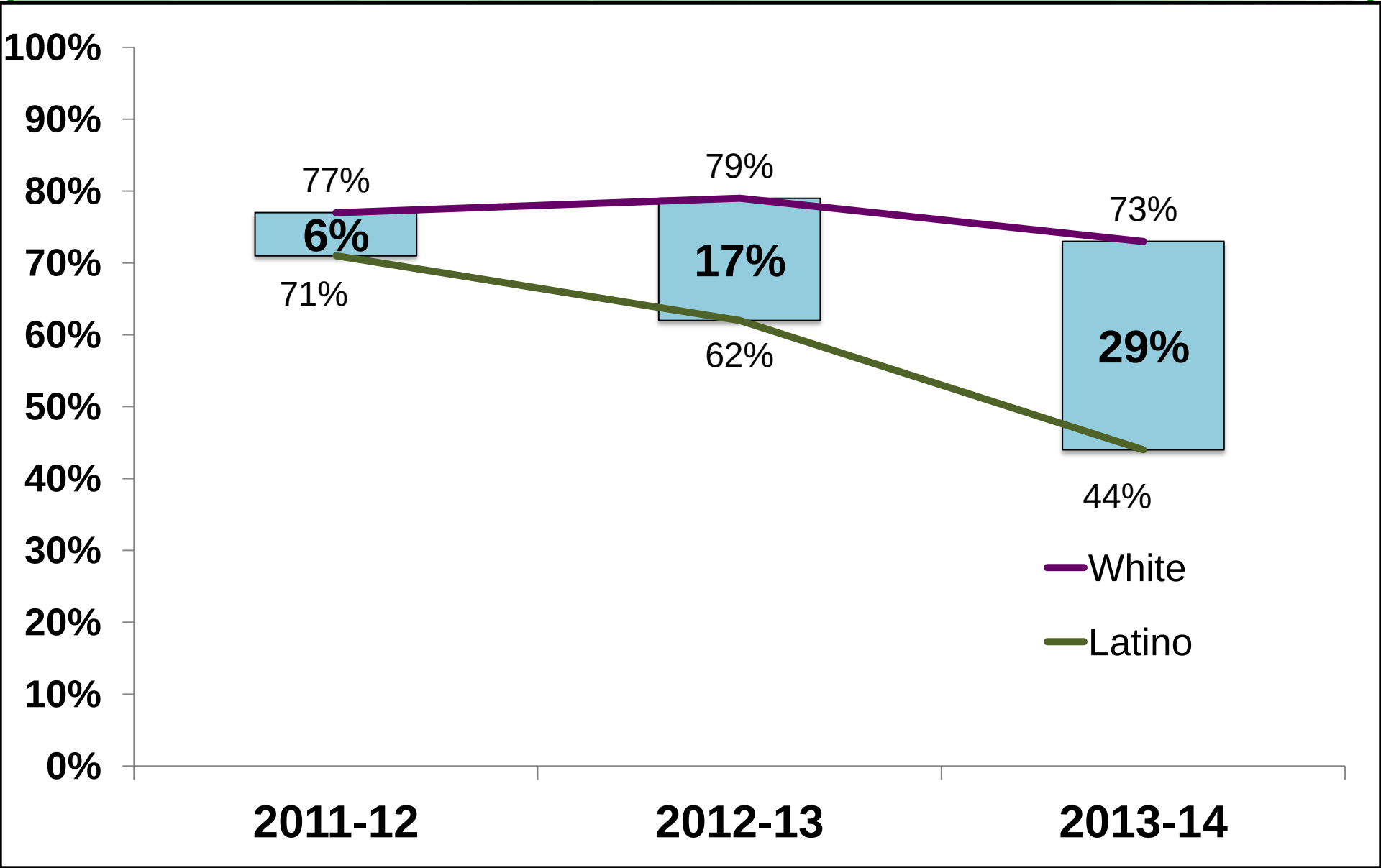
Are we *closing* the achievement gap?



Or are we *creating* the achievement gap?



Created Achievement Gaps

- A third of SES Achievement Gap is due to school practices *(http://hechingerreport.org)*
- Significant disparities in discipline (U.S. GAO, March 2018)
  - Black students make up 15.5% of student population in US public schools, but make up 39% of all students who are suspended
- Significant disparities in referral rates

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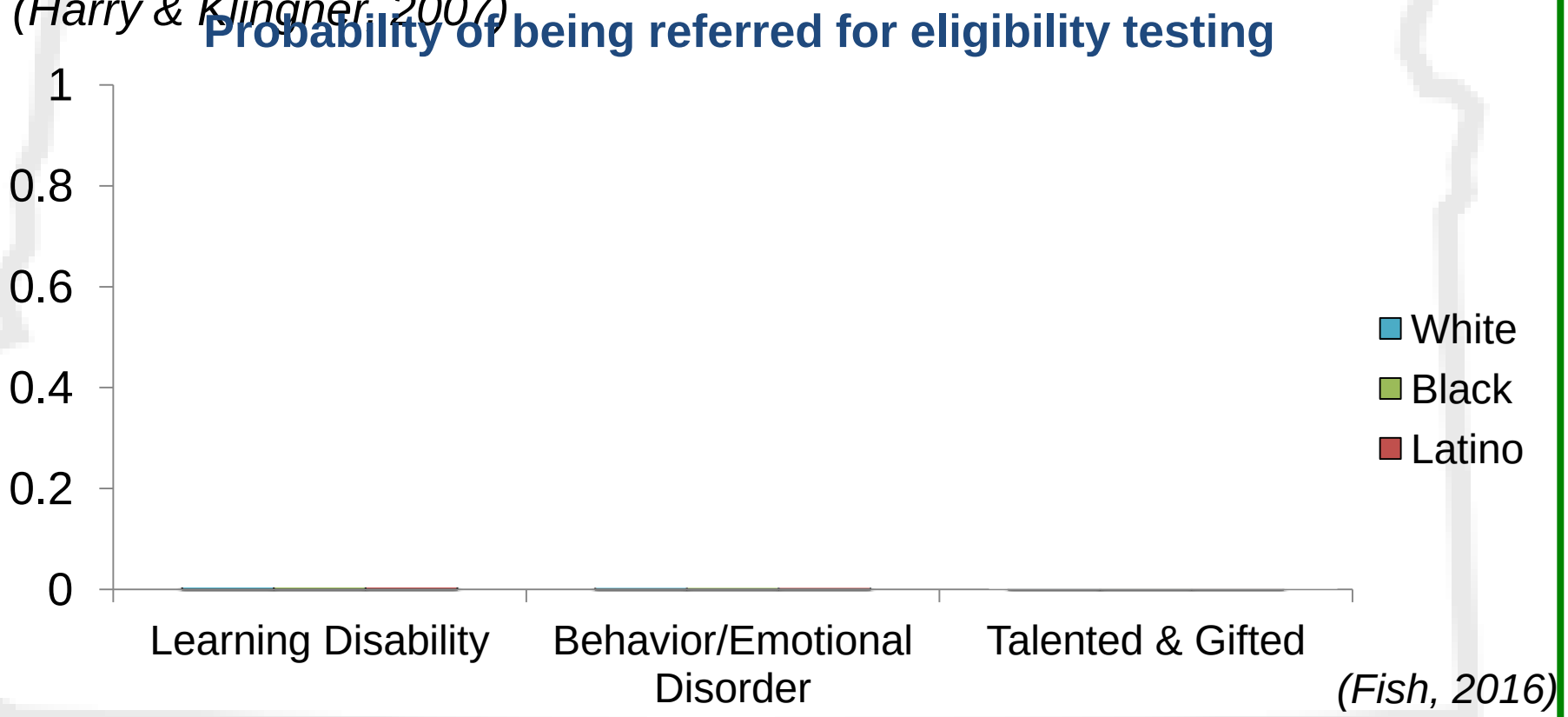
Teacher Referral by Race

- 75% of referrals for SPED come from teachers *(Lloyd et at, 1991)*
- Between 73% and 90% of students referred are found eligible *(Harry & Klingner, 2007)*



(Fish, 2016)

4. Cultural Responsiveness and awareness of Implicit Bias

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- ***Behavior*** - Are we implementing culturally responsive practices?

How do you know?

Have you looked at your ***<u>disaggregated</u>*** data?

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Healthy school cultures have...

1. A ***shared*** responsibility and belief that ***ALL*** students can learn
2. A growth mindset, and desire for continuous improvement through feedback
3. A healthy, positive, and collaborative atmosphere amongst staff
4. A knowledge of culturally responsive practices and implicit biases

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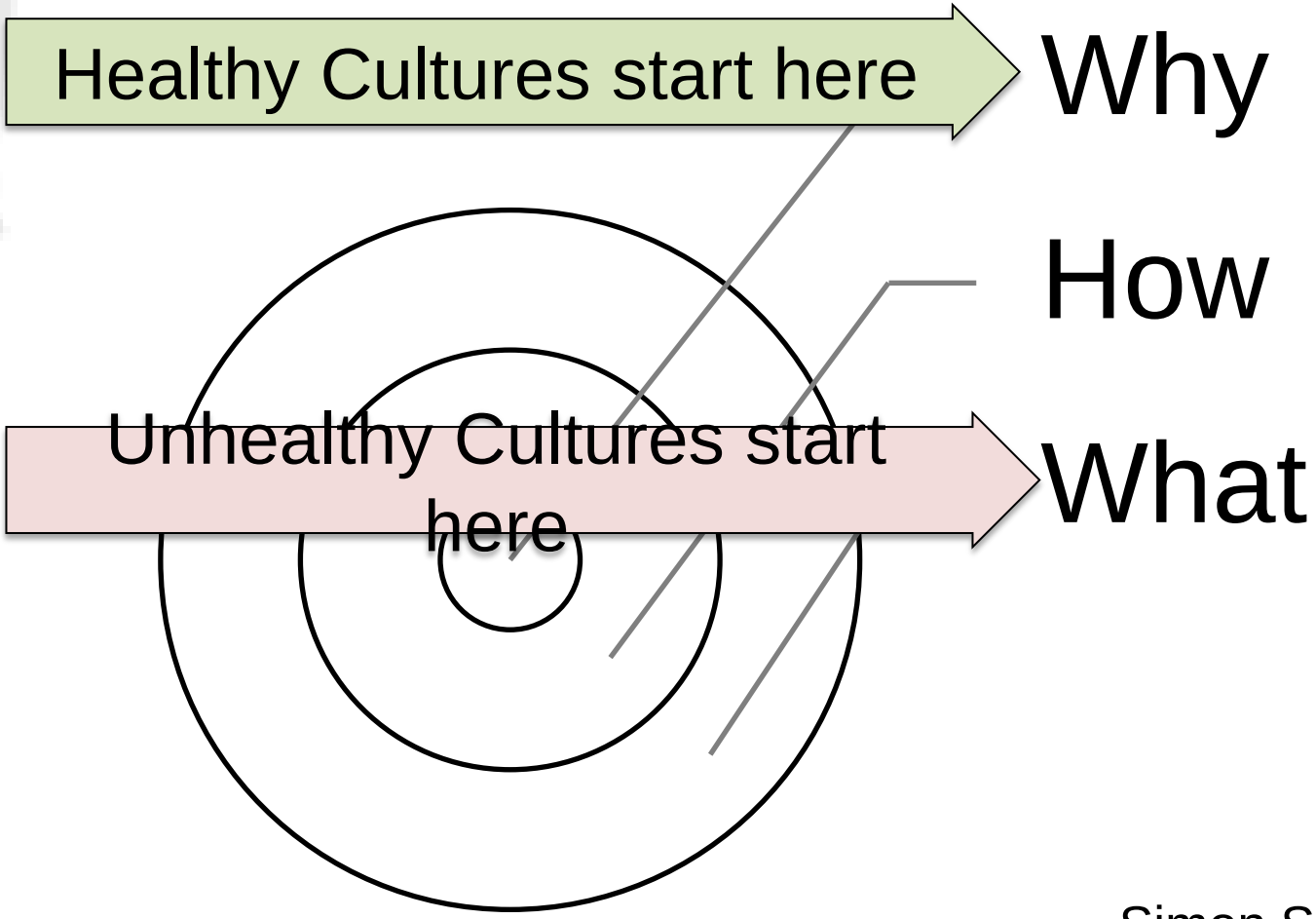
How can we start to change our school culture?

Improving your culture



Simon Sinek

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Improving your culture

You tell **WHY** to important people, and you tell **WHAT** or **HOW** to unimportant people.

This tells people what you think of them.

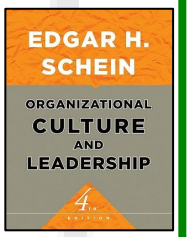
How can we create change?
(Schein, 2010)

We must learn something new

AND

We must *unlearn* old habits

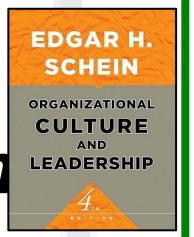
The most difficult part is the *unlearning* because previous habits, no matter how dysfunctional, still serve some positive function



Balancing the Anxiety of Change

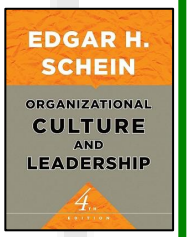
1. **Survival Anxiety** – Stress from doing the ***same*** thing
   - Low student growth
   - High workload
   - Lack of resources/support
   - Unhappiness with individual efficacy

"Unless we change, something bad will happen



Balancing the Anxiety of Change

2. **Learning Anxiety** – Stress from doing the ***new*** thing
   - Fear of loss of power or position
   - Fear of temporary incompetence
   - Fear of punishment of incompetence
   - Fear of loss of personal identity
   - Fear of loss of group membership



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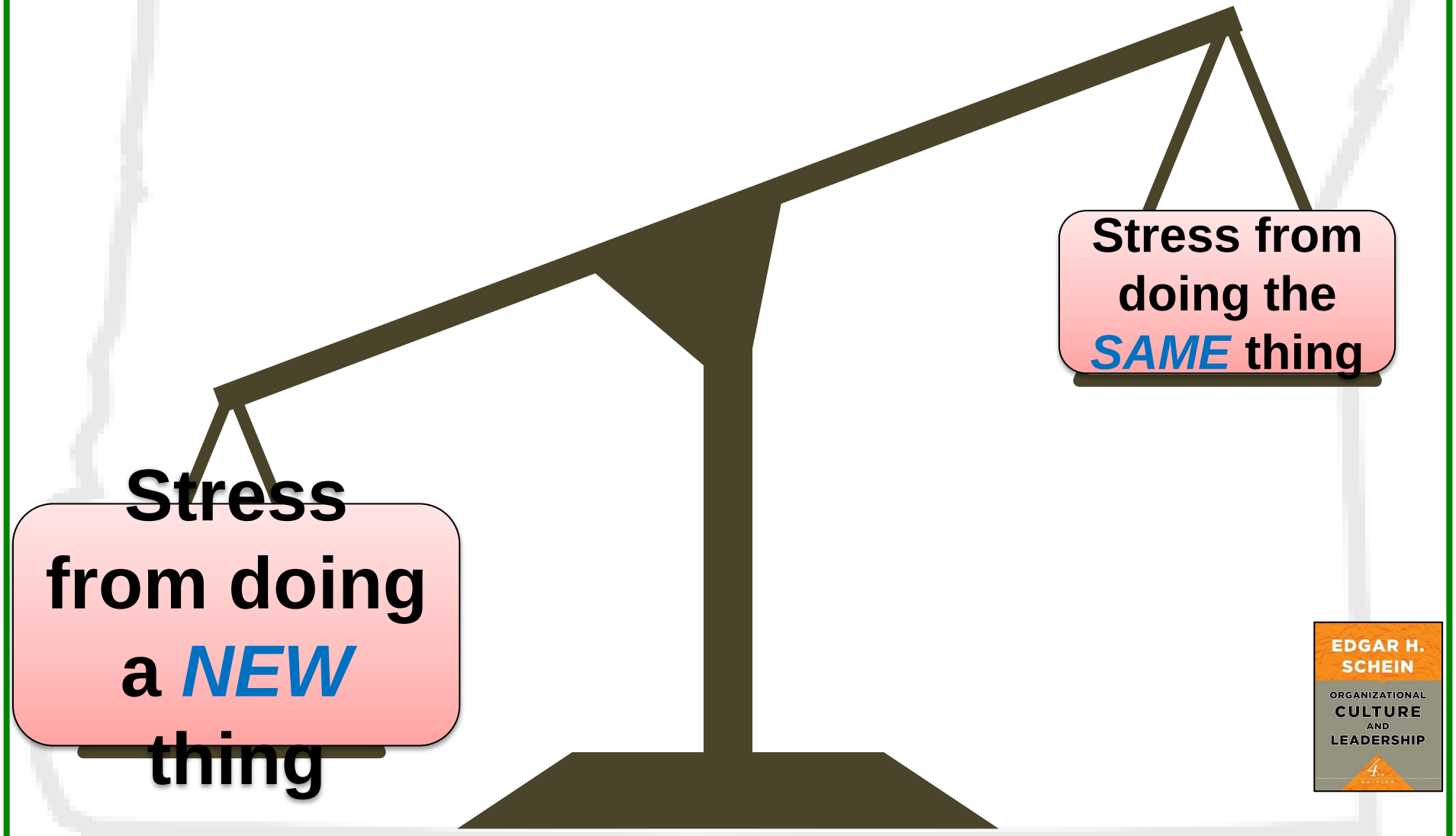
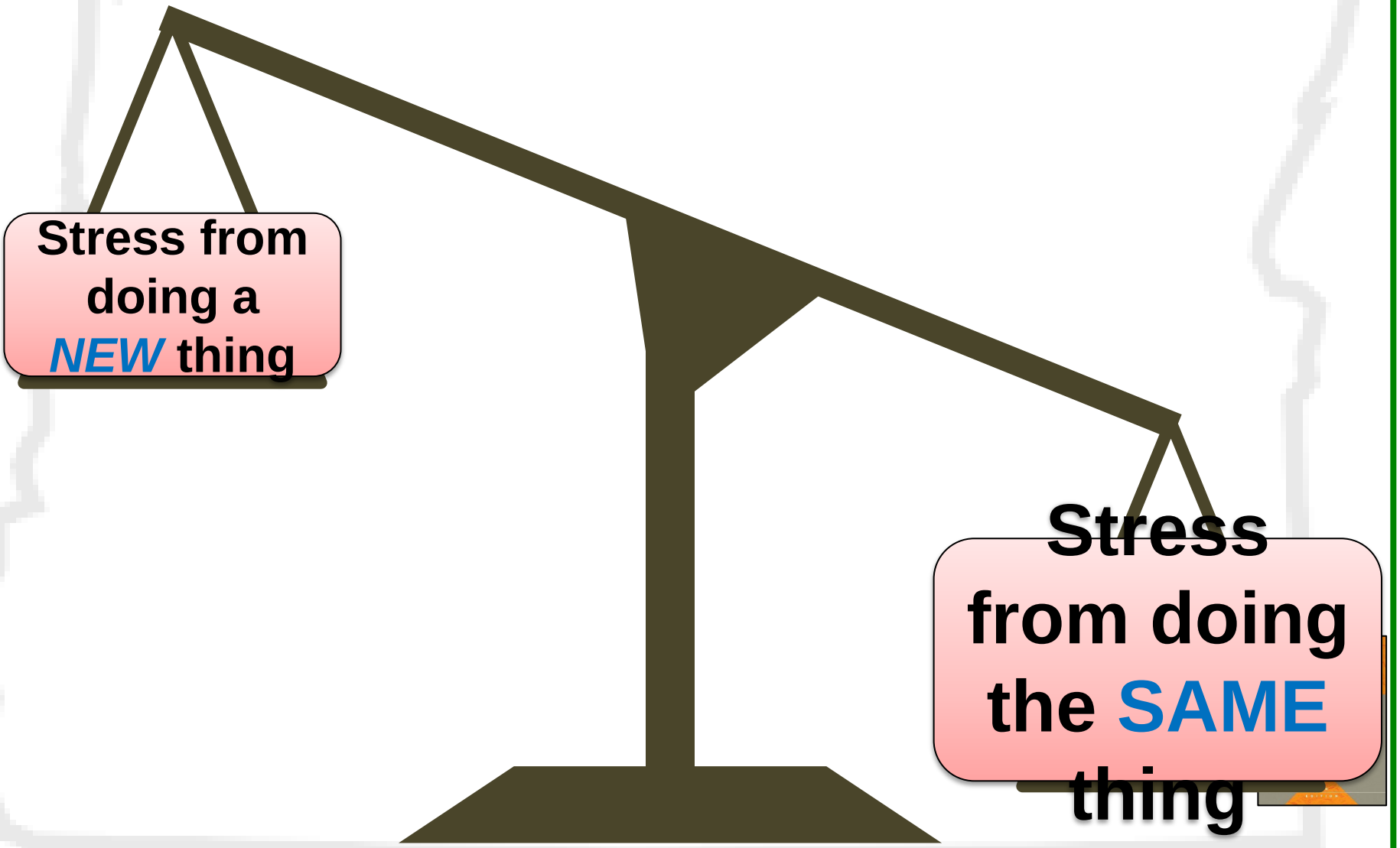
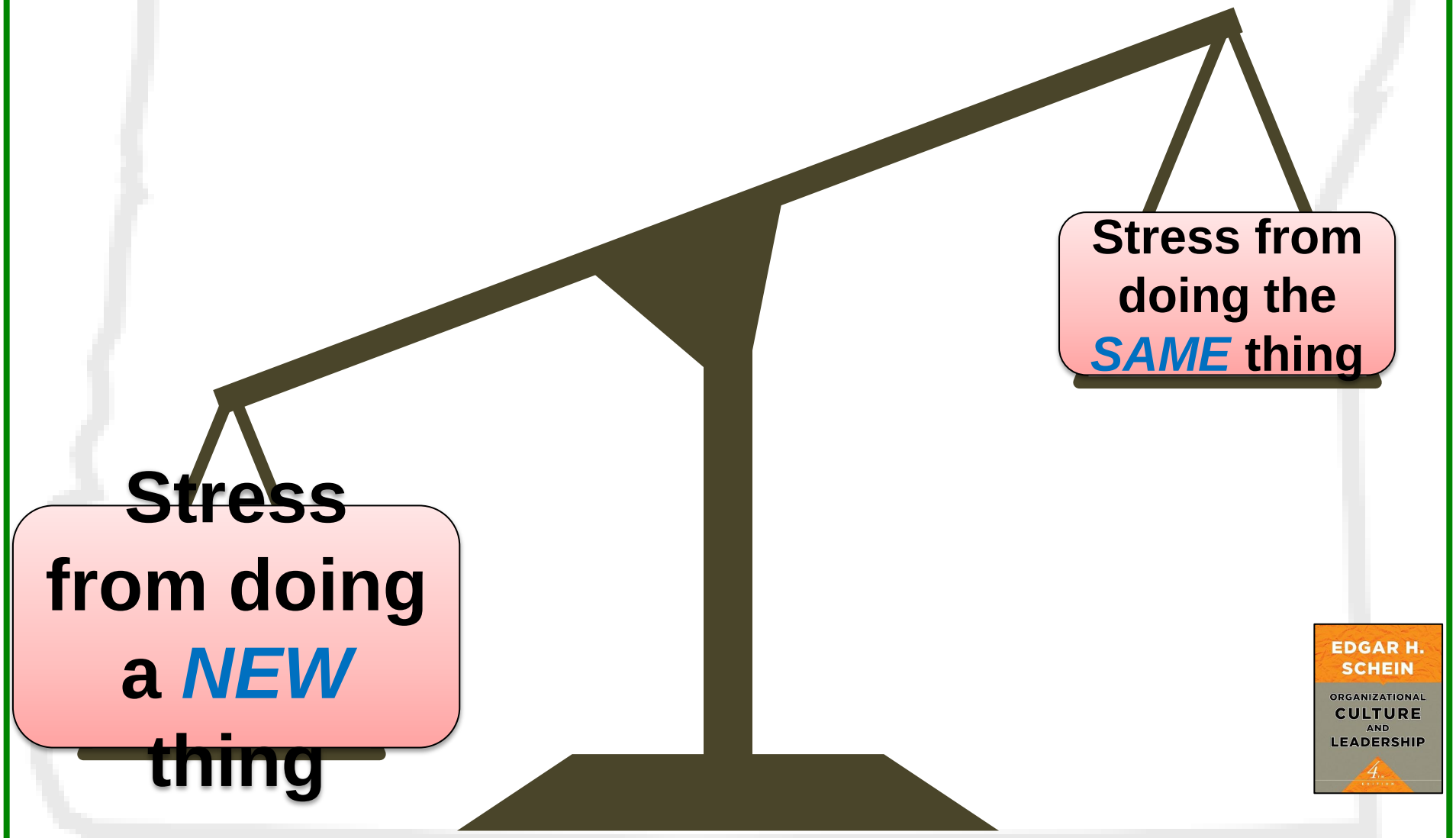
This is why we have a hard time making a change



Principal 1: It has to be easier to change than it is to remain the same



Principal 2: We have to make it easier to change, rather than just making it harder to stay the same



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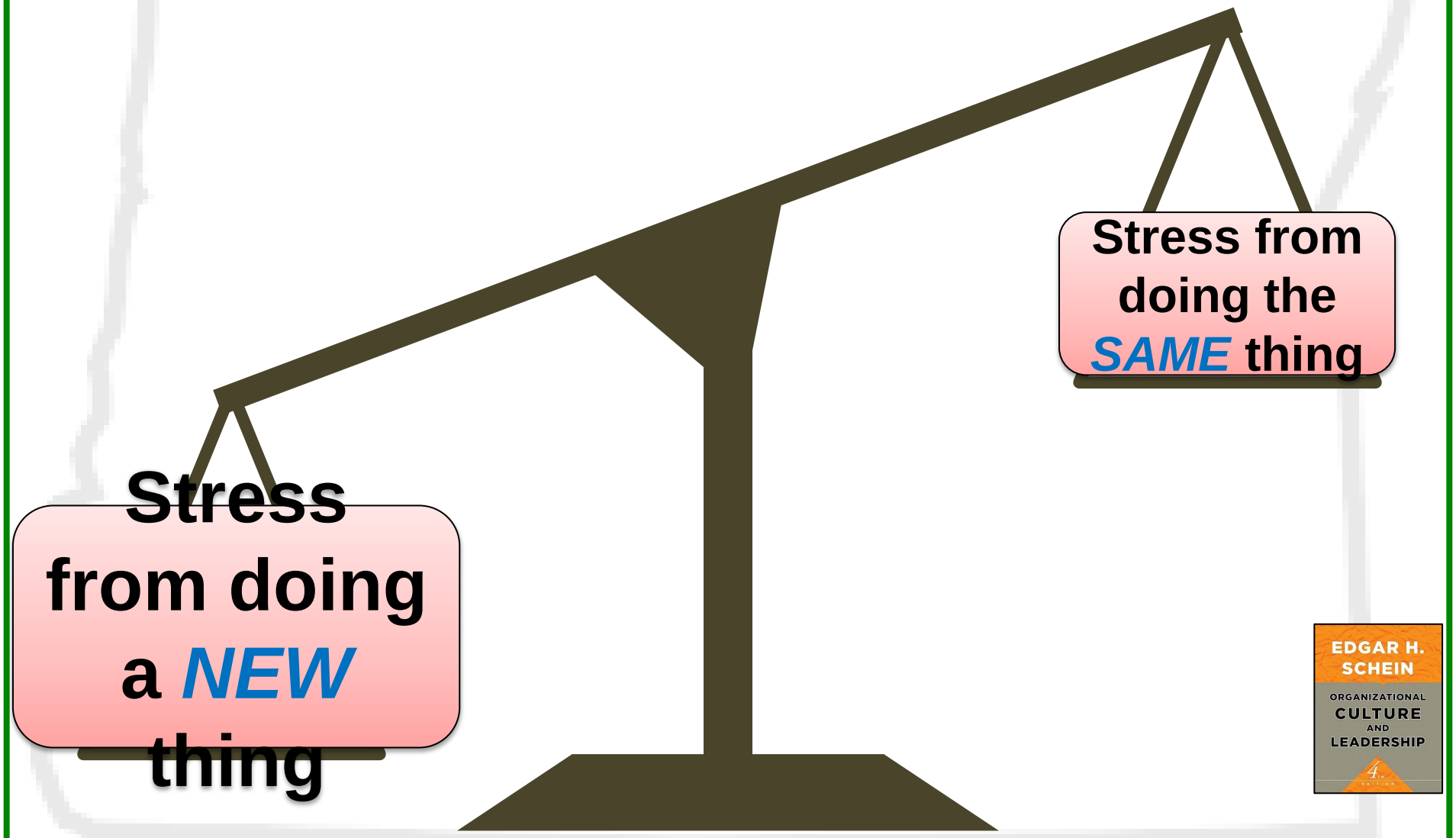
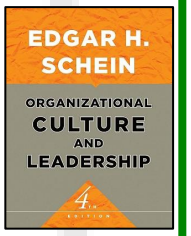


Principal 2: We have to make it easier to change, rather than just making it harder to stay the same

How we reduce "Learning Anxiety"? How do we make it easier?

1. Have a compelling vision
   - The "new way of working" must be better and it must be non-negotiable
   - What do your school/district leaders pay attention to most consistently?
   - If everything is important, then nothing is important



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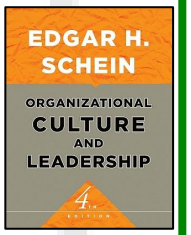
How we reduce "Learning Anxiety"? How do we make it easier?

2. Formal (effective) Training
   - There's a difference between "won't do" and "don't know how to"
3. Involvement of the learner in the training
   - The outcome is non-negotiable, but the methods of informal learning can be individualized
4. Informal training of groups
   - Train people together



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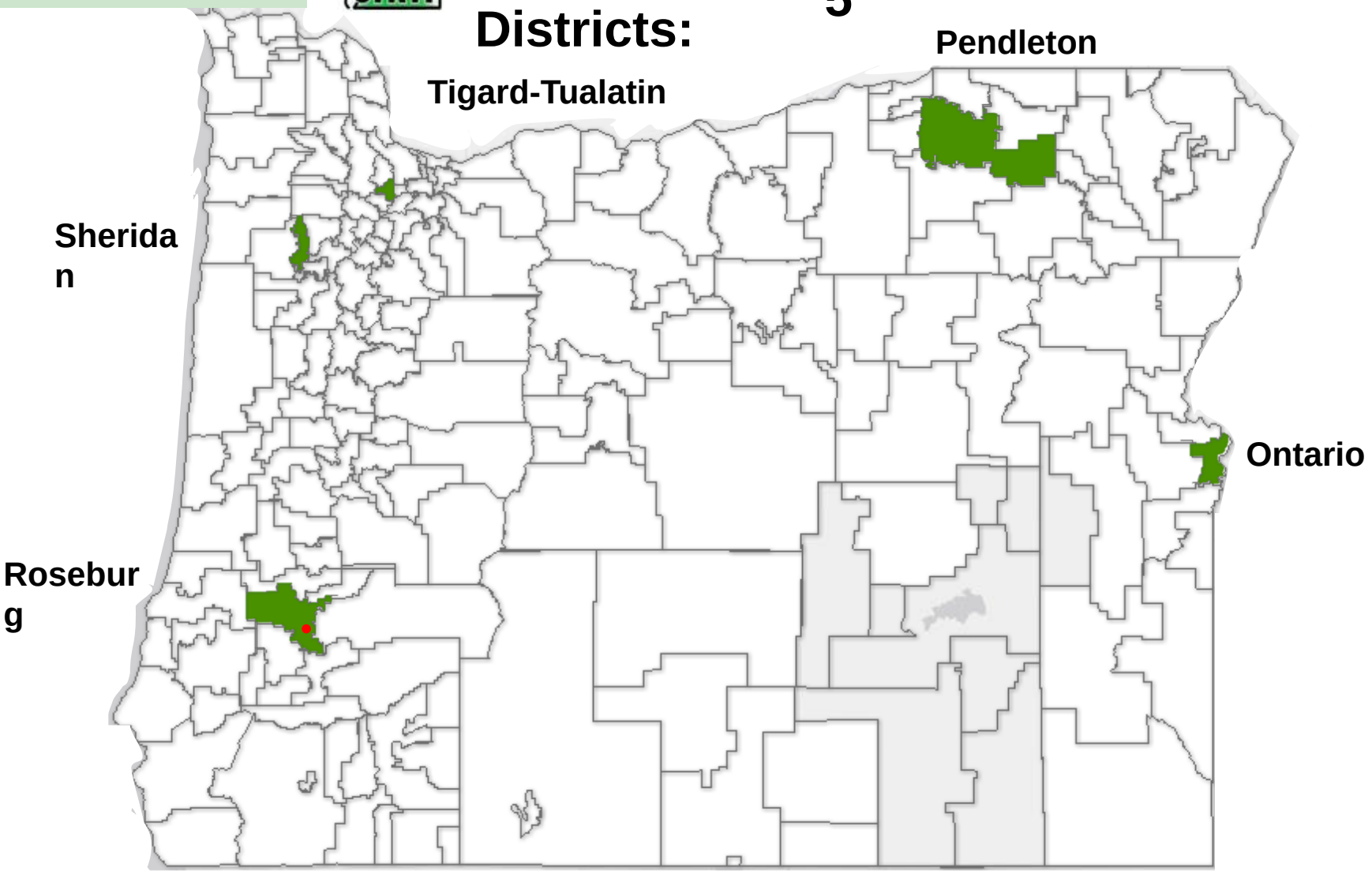
Rally the Herd

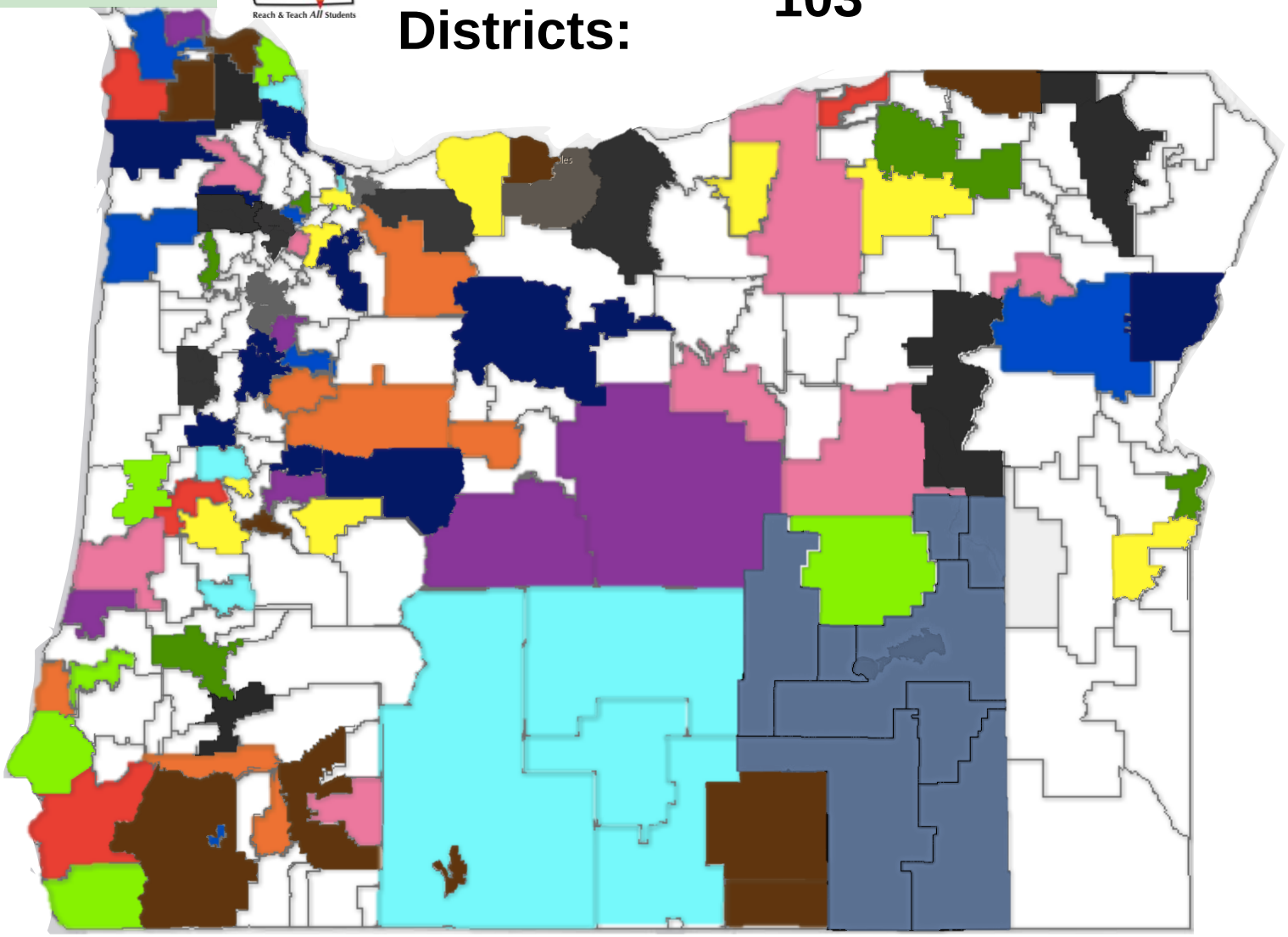
2005-2006

# of Districts: 5



2017-2018

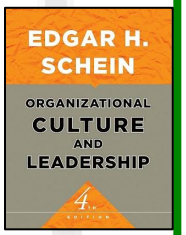
# of Districts: 103



The “Herd” is growing

How we reduce "Learning Anxiety" and create lasting change

5. Practice → Coaching → Feedback
6. Positive Role Models
   - Show them the "Bright Spots"
7. Have "support groups" for learners to discuss their problems
8. Maintain systems/structures that support the "new way of working"
   - Recognize your staff for doing the work the new way



- The “payoff” for changing is often not immediate

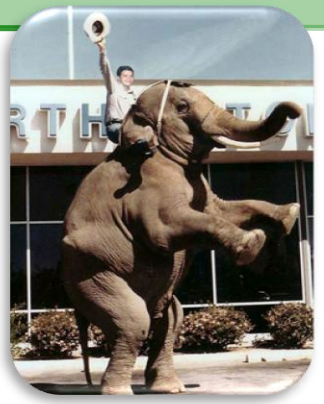
  Cost now – Benefit Later

- The “payoff” for continuing to do the same thing is almost always immediate and highly engrained

  Benefit Now – Cost Later

- How do we positively *and immediately* recognize our staff for changing?

People change for different reasons



- **Rational side**
  - "Show me the data!"

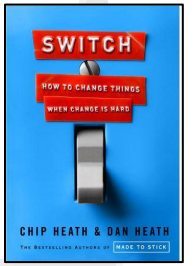
  Win their minds

- **Emotional side**
  - "I want to feel good about it"

  Win their hearts

- **The path**
  - "Just show me how to do it"

  Make it easier to do



Make it easier for your staff: Remove the barriers

Instead of asking this question:

"How can I get them to do it?"

Try asking this question:

"Why aren't they already doing it."

Not enough time

Not enough training

Not enough materials

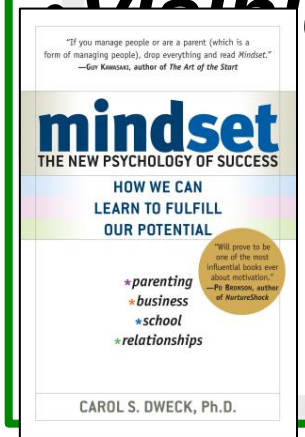
An influential teacher doesn't like it

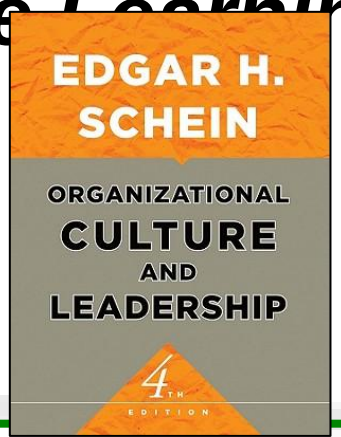
"I can't do everything"

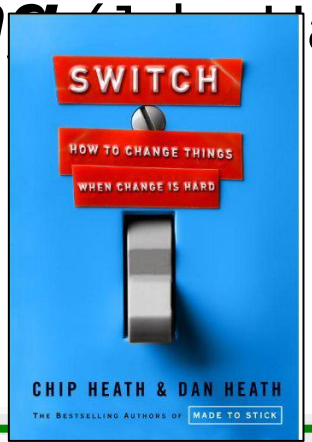
Kurt Lewin

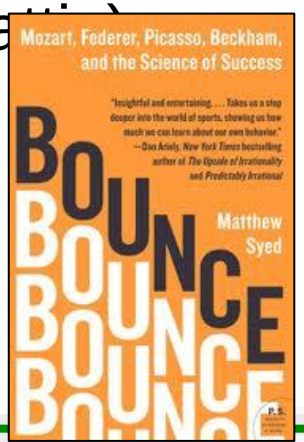
Resources/Acknowledgements

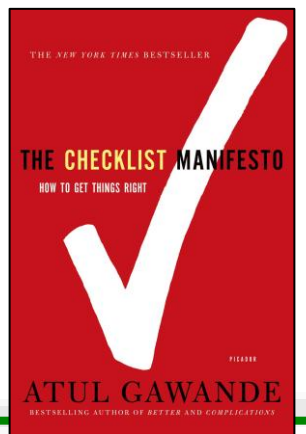
- ***Growth Mindset*** (Carol Dweck)
- ***Organizational Culture & Leadership*** (Edgar Schein)
- ***Switch*** (Chip and Dan Heath)
- ***Bounce*** (Matthew Syed)
- ***The Checklist Manifesto*** (Atul Gawande)
- ***Visible Learning*** (John Hattie)

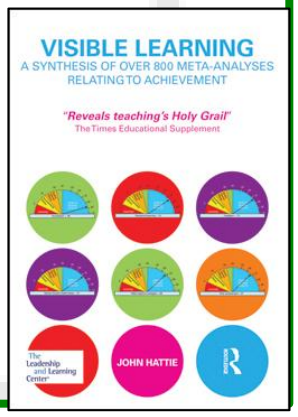












Have a growth mindset

https://www.youtube.com/watch?v=g8mPaPeeYjw