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

Systematically Sustaining Your System

ORTIi Sustaining Training

March, 2018

Targets

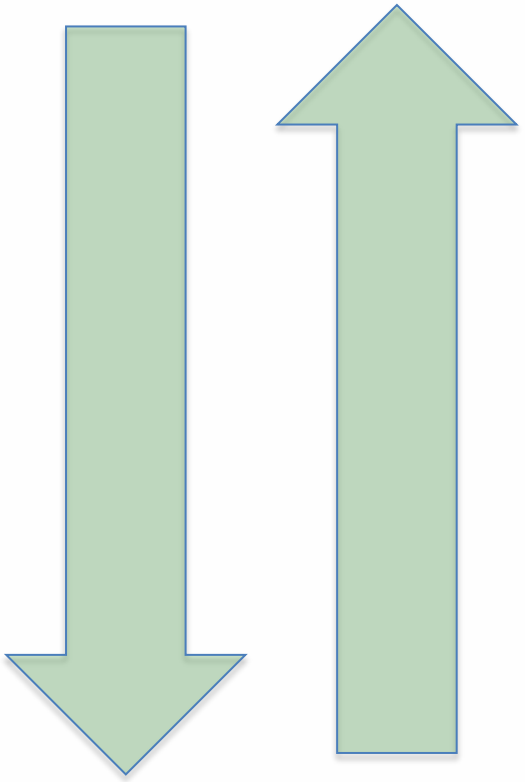
- Today we will introduce ways to sustain RTIi practices in your district
- Your teams will work through the District Tier 1 Data Review to analyze your current system and create an action plan to support your system

- “Sustainability is the ability of a program to operate on its core beliefs and values (its culture) and use them to guide essential and inevitable program adaptation over time while maintaining improved outcomes.”

~ Adapted from Centry and Levy, 2002

Stages of Implementation

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability



"The new way" becomes "the accepted way" and eventually becomes "the way we do education here in our school, district…"

Sustainability Concept #1

We sustain things when there is a valued outcome.

Do a one minute quick write about valued outcome from your hard work the past 4 years.

Share out with your table.

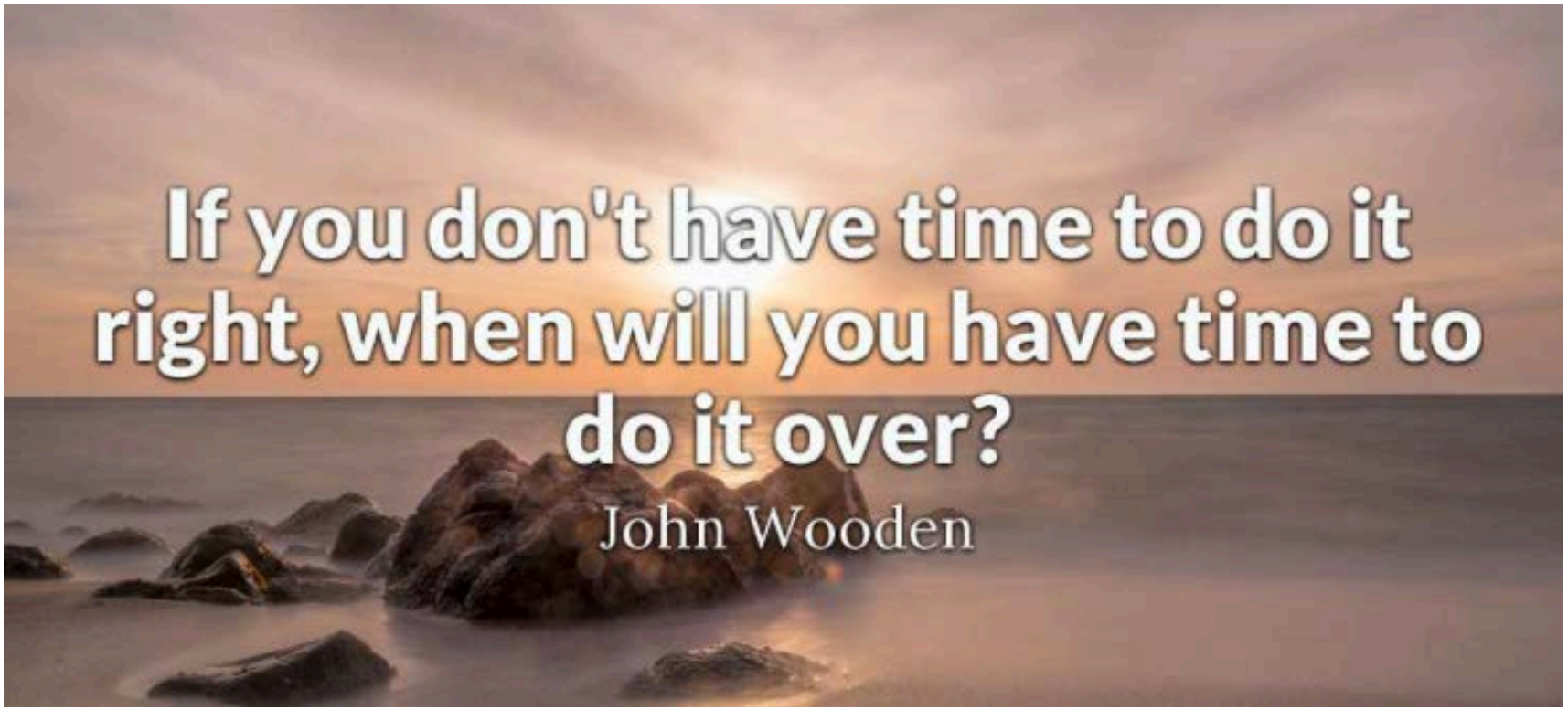
Sustainability Concept #2

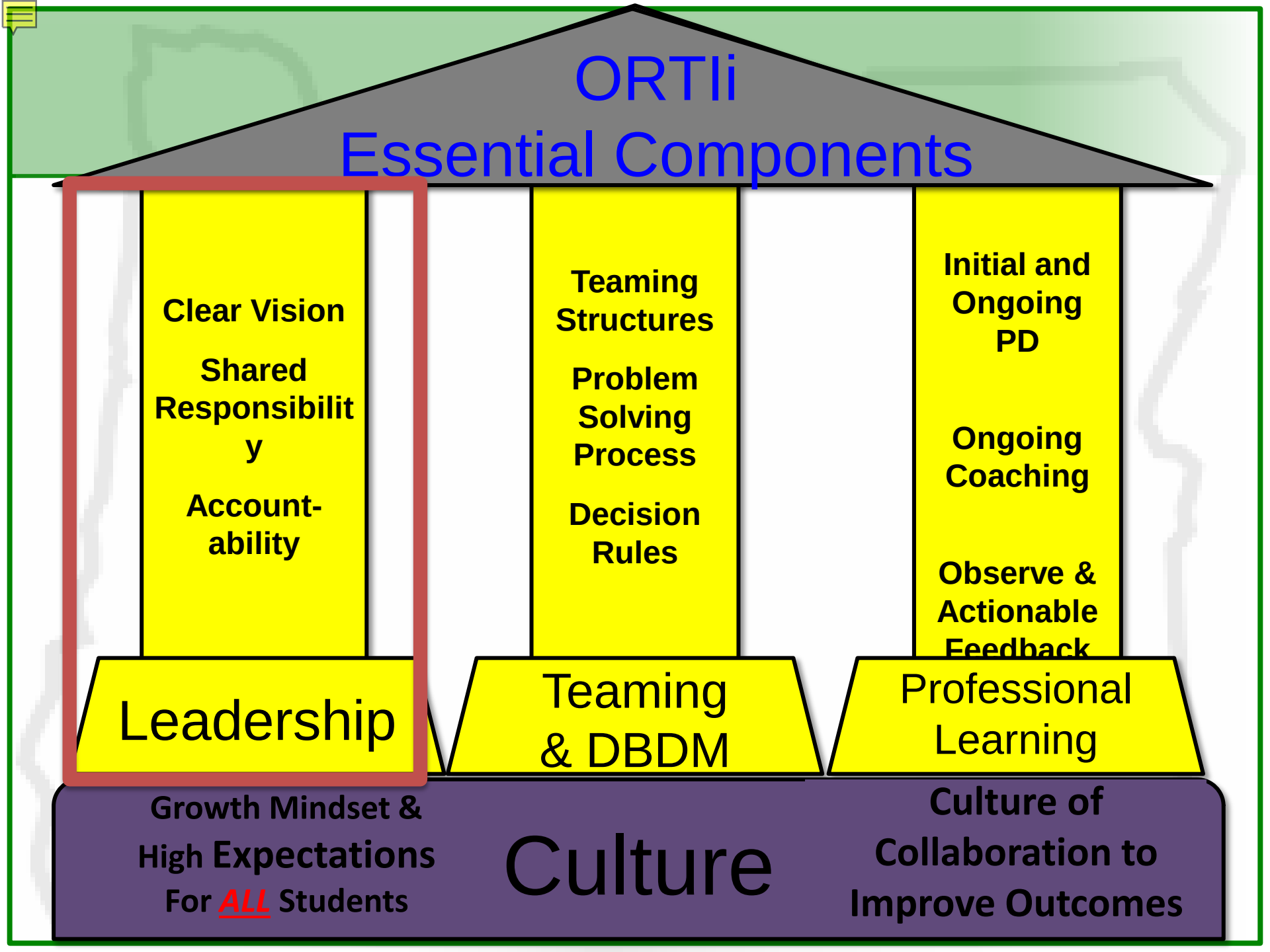
We sustain things that we know how to do well.

You have created a system that supports increased student outcomes.

Today you will examine your system and think about how to polish it.

What do successful districts do to sustain?




ORTIi
Essential Components
Clear Vision
Shared Responsibility
Account-ability
Teaming Structures
Problem Solving Process
Decision Rules
Initial and Ongoing PD
Ongoing Coaching
Observe & Actionable Feedback
Leadership
Teaming & DBDM
Professional Learning
Growth Mindset & High Expectations For ALL Students
Culture
Culture of Collaboration to Improve Outcomes

District EBIS Agenda
5.7.16
1-2:00pm

1. District Values and Priorities: Ernie
2. Review District EBIS Outcomes (Behavior, Attendance, Literacy) Katie
   - Review Problem Statement #1 and Action Items
   - Review Problem Statement #2 and Action Items
3. Prioritize and Coordinate Implementation and PD for 2016-17 All
   - Guiding Questions:
     1. Do the District EBIS Action Items reflect the District's Values and Priorities?
     2. Do you, in your role, see connections to the work you do? What are those connections?
     3. Do we agree that these are the actions on which we will coordinate for implementation and PD?
     4. With resources that are limited, what about the other work that we all do?
4. Next Meeting: June 4th 1pm – Implementation Science

NOTES:

Plan for Implementation of Evidence-Based Practices

Ontario SCHOOL DISTRICT 8C

/ Teaching & Learning Framework

2015-16

Instruction

How do we teach students?

Effective Evidence-Based Instruction
Marzano's Art & Science of Teaching
Kevin Feldman (Engagement Strategies)
Curriculum Alignment to CCSS
Sheltered Instruction/ Systematic ELD
Culturally Responsive Practices
Poverty Awareness
Core- Supplemental- Intervention Curriculum Options
Common Content Area Literacy Strategies

Assessment

What are the outcomes for students?

Standards-Based Grading
Curriculum Based Measurements/ Easy CBMs
Oregon Assessment of Knowledge & Skills/ Smarter
English Language Proficiency Assessment
Common Formative Assessments
School-wide Information System Data (SWIS)
Oregon Kindergarten Assessment

Systems

What are the proven structural supports that support student learning?

Response to Intervention (RTI)
Multi-Tiered Systems of Support
Positive Behavioral Interventions & Supports (PBIS)
Safe and Civil Schools
K-12 Literacy Framework
Instructional Coaching

Monitoring

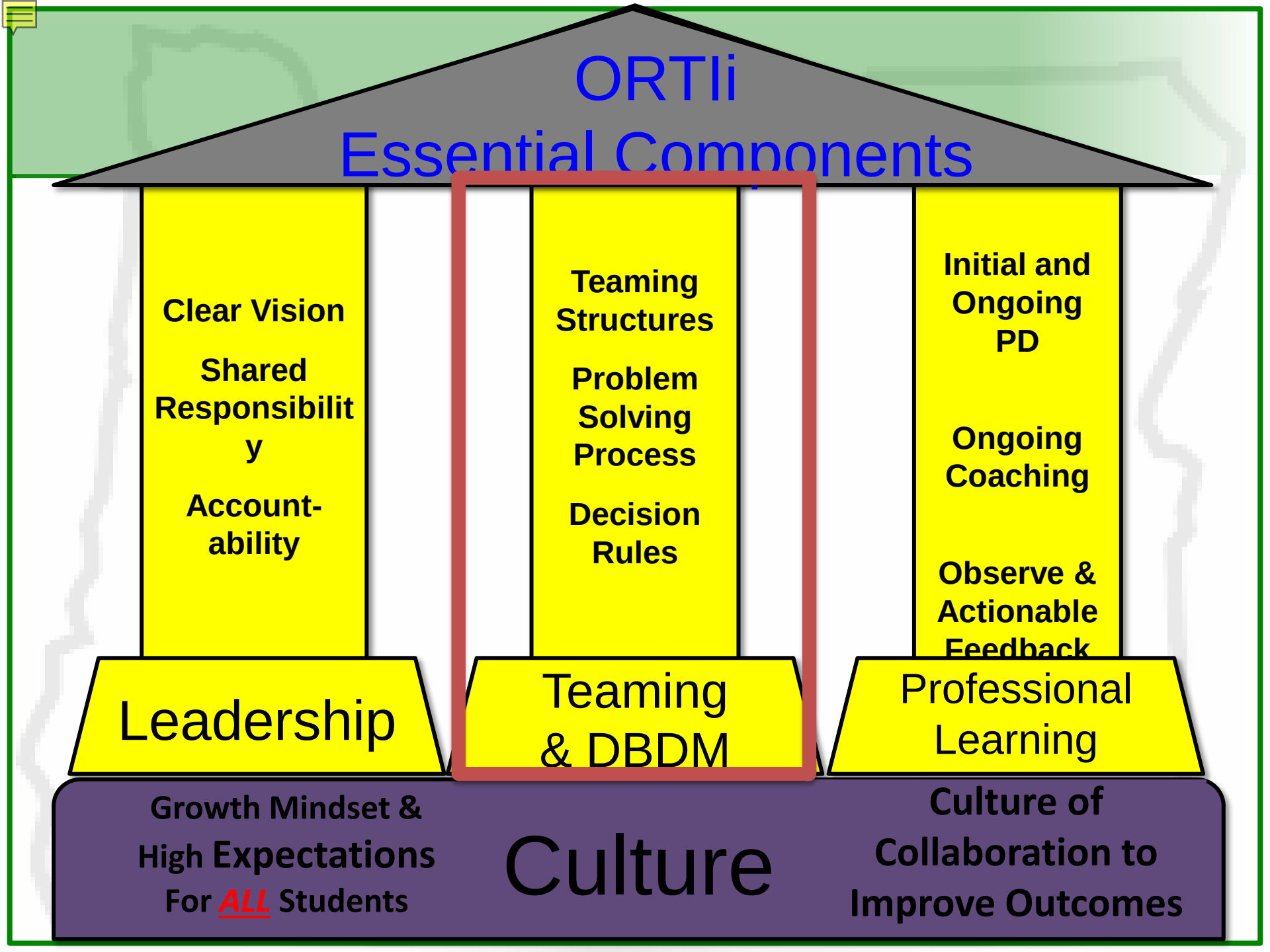
Are we doing what we say we are doing?

Instruction: iObservation
Curriculum: Fidelity Checklists
RTI/ Literacy/PBIS: District Implementation Rubric - District Systems Support Plan (DSSP) - District Implementation and Evaluation Tool (DIET) - Schoolwide Evaluation Tool (SET) – Benchmarks of Quality (BoQ) – School Safety Survey

Data Teams

Collaboration Teams; Work Groups; PLCs; EBISS Team; Grade Level

Pre-Initiating Initiating Implementing Refining Sustaining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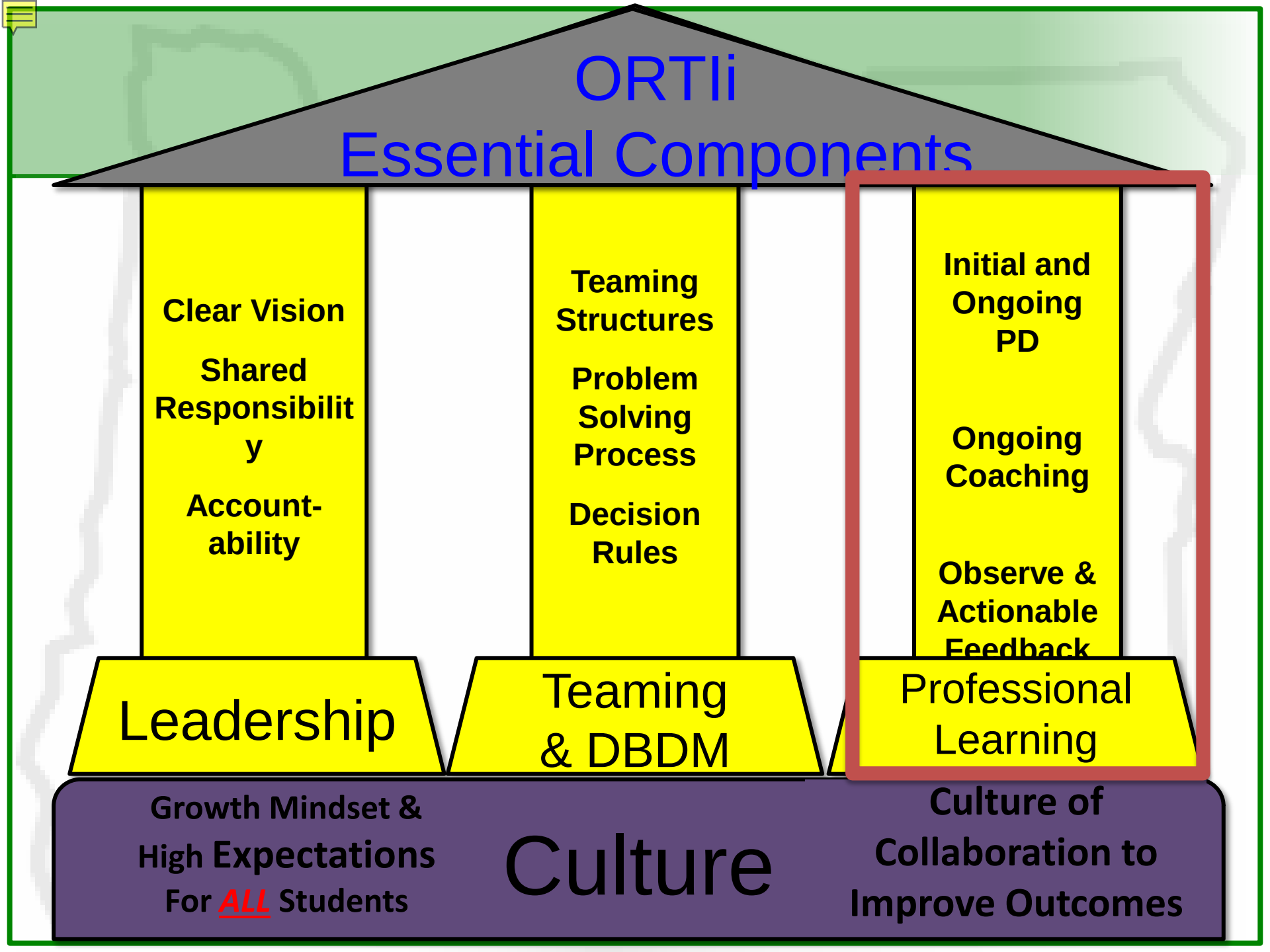
Literacy Teaming Structures for Multi-Tiered Systems of Support (MTSS)

Building Literacy Team	To plan and review school-based literacy needs. K-5 Membership: Principal, LSTs, Title1/Special Ed teachers and grade level reps 6-8 Membership: Special Ed, ELD, Regular Ed, spanning grade level and content area	From Principal: To Principal: From Grade Level/Specialists Teams: To Grade Level/Specialists Teams:
Grade Level Teams	To plan, review, and enhance instruction at the grade level Membership: Grade level teachers	From Building Level Literacy Teams: To Building Level Literacy Teams:
Assessment - Specialists Team	To plan, organize, and deliver assessment. Membership: Title 1, Special education, ELD teachers, ELD teachers Ideally: School psychologist, principal	From Building Level Literacy Teams: To Building Level Literacy Teams:
Grade Level RTI Data Teams	To review data for instructional groups and individual student's progress. Membership: grade level consists of - Regular Education teachers at grade level, specialist(s) representative(s), school psychologist, principal	From Building Level Literacy Teams: To Building Level Literacy Teams: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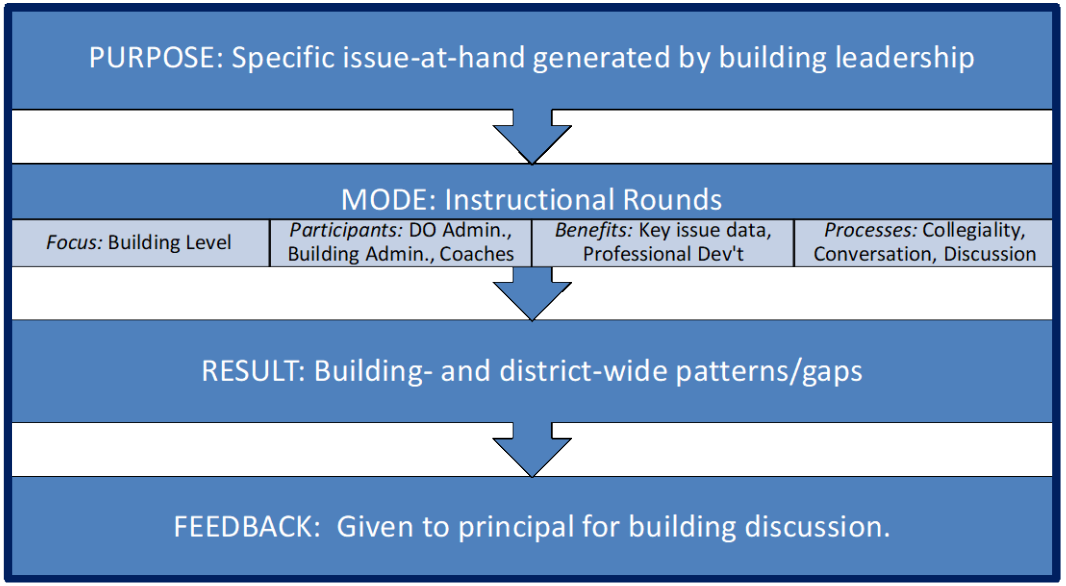
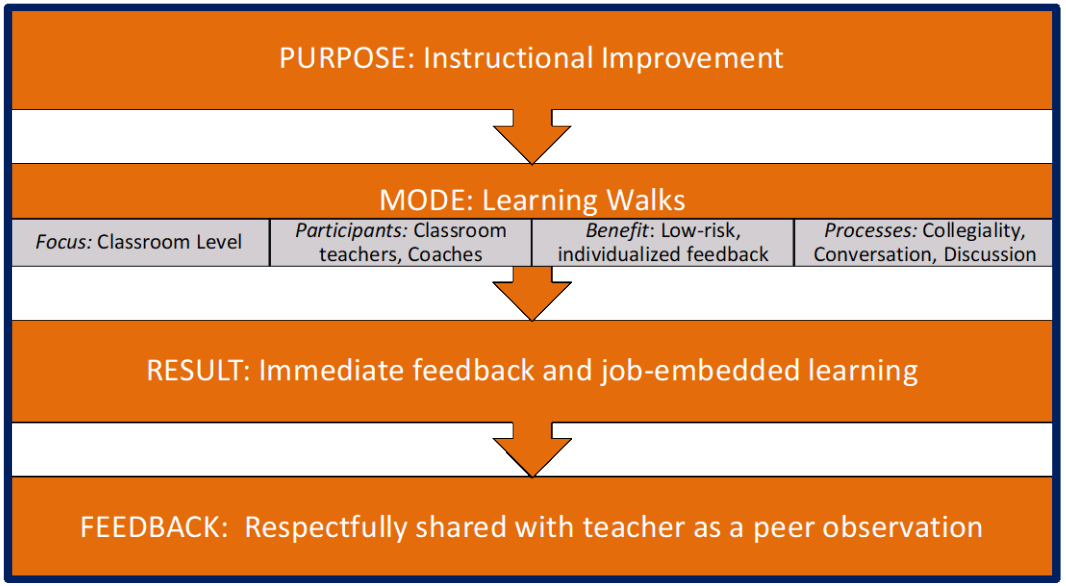
OSD Observation Definitions

MODE 1 – *Instructional Rounds* represent a periodic, in-depth format for building-wide observations, and have a two-fold purpose: 1) candid but non-evaluative feedback for building leadership regarding a specific issue of practice, and 2) professional development for educational leadership oriented toward the development of a common language of instruction.

MODE 2 – *Learning Walks* are building-level routines of peer observations designed to embed instructional improvement within the immediate context of teaching. The broad routine of learning walks is characterized by: 1) low-risk (non-evaluative) feedback, 2) relatively frequent enactment, and 3) a wide range of structures and purposes that reflect adaptability toward staff needs.





District Sustaining Practices

Culture	Leadership
• Hiring Practices includes demonstration of skills • Job descriptions define expected RTI • District team supports adult learning and collaboration at least monthly	• Effective and efficient monitoring system • Regular reporting to school board and community on progress • Steely eyed focus on mission and vision at all levels • Regular principal meetings with district staff to support RTI implementation • Allocate resources to support evidence-based practices
Data Based Decision Making	**Professional Learning**
• Tier I System Review annually • Intervention System Review annually • Regularly scheduled DILT meetings to review progress	• Training for new staff • Annual refreshers • Follow up support from Tier I System Review • Training on any new curricula

Lessons Learned from Comprehensive School Reform

- Schools that sustain reforms:
  - More continuity of leadership
  - More commitment among stakeholders
  - The reform was an obvious feature of the structure and culture of the school
  - More likely that principals played a key role

– Datnow, 2005

Lessons Learned from Comprehensive School Reform

- School level factors that inhibited sustainability:
  - Presence of competing reforms
  - Greater turnover in leadership
  - Lack of buy-in even after several years of implementation
  - Greater misunderstanding/criticism of the reform

– Datnow, 2005

Tier I Data Review

District Tier 1 Data Review

Team Members: **Date:**

Step 1: Problem Identification

What are our student outcomes?

(Review district and school level ***outcome data***)

- Are we making progress, staying the same or losing ground?
- Are our needs district-wide or just in some school/s (grades)?
- What are areas of success and what are areas that need support?

Step 2: Problem Analysis

How does our implementation support our outcomes?

(Inspect what you expect!)

(Review ***fidelity/implementation data*** for standards of practice at the district and school level)

Curriculum: How do the materials we use support student learning?

- Are we following our standards of practice and/or do we need to make adjustments?
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  - Modeling
  - Practice
  - Engagement
  - Background knowledge
  - Oral language

Environment: How do the environment and structures in which we teach support student learning? (Are we setting up our students for success?)

- Do we have a system to support positive student behavior and does it need to be strengthened?
- Do we have consistent routines across settings for the learning environment and do they need to be strengthened?

“The final stage of implementation occurs when the innovation ceases to be a new initiative and becomes standard practice.”

Horner, R. & Sugai, G. (2006)

Sustaining Districts

- District Implementation Leadership Team (DILT)
  - Purpose:
    - to ensure that implementation capacity is developed at the school level in all schools,
    - and that collectively the schools and District build the infrastructure needed for strong implementation

(Active Implementation HUB)

DILT Actions

- Gather information about the strengths & needs of schools
- Provide training, coaching and consultation based on the needs of the schools
- Create/modify & use training materials, fidelity measures and evaluation tools
- Actively engage in and initiate continuous improvement cycles as a team and with schools
- Allocate resources to support needs

DILT Meetings

Who attends?

District Leadership:

- Superintendent
- C & I
- Special Education
- EL

As appropriate:

- Principal representation
- TOSAs

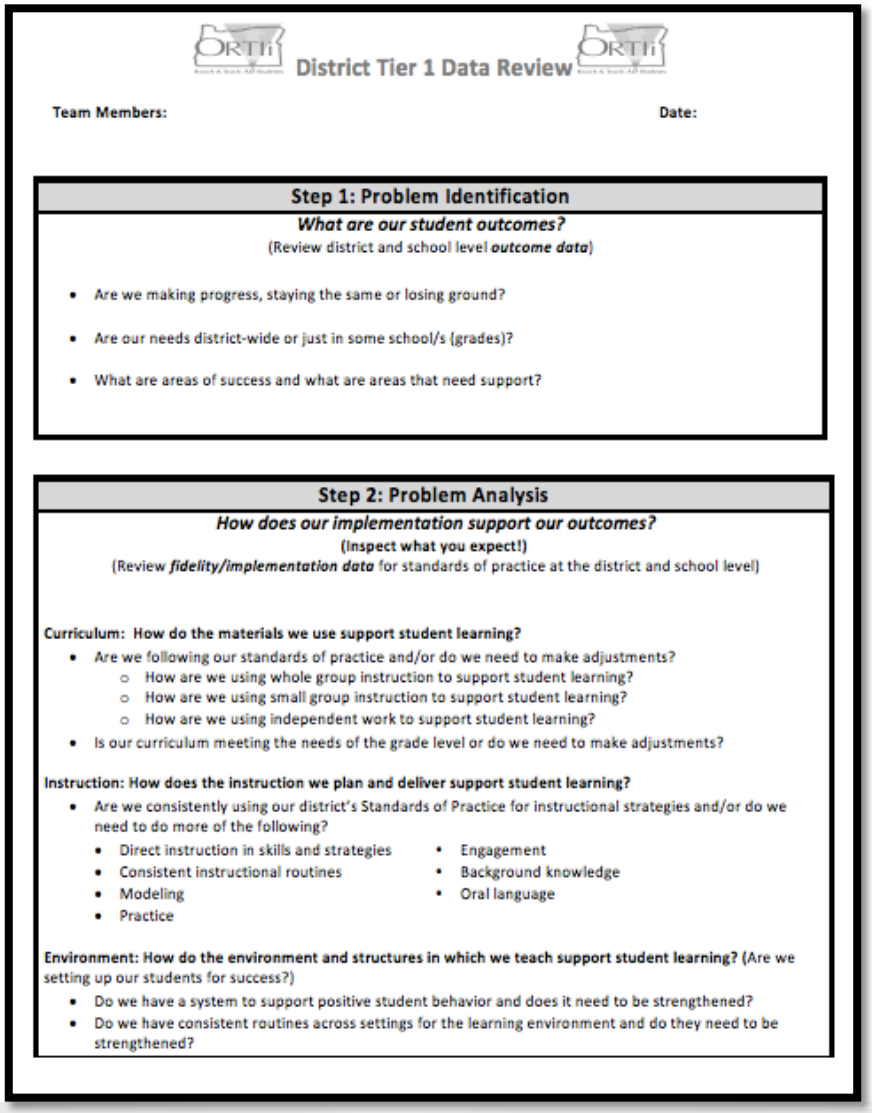
When?

At least 3 times a year

DILT Meetings

- District Tier I Review Meeting
- Intervention Systems Review Meeting
- On-going Progress Review Meetings

District Tier I Review Meeting



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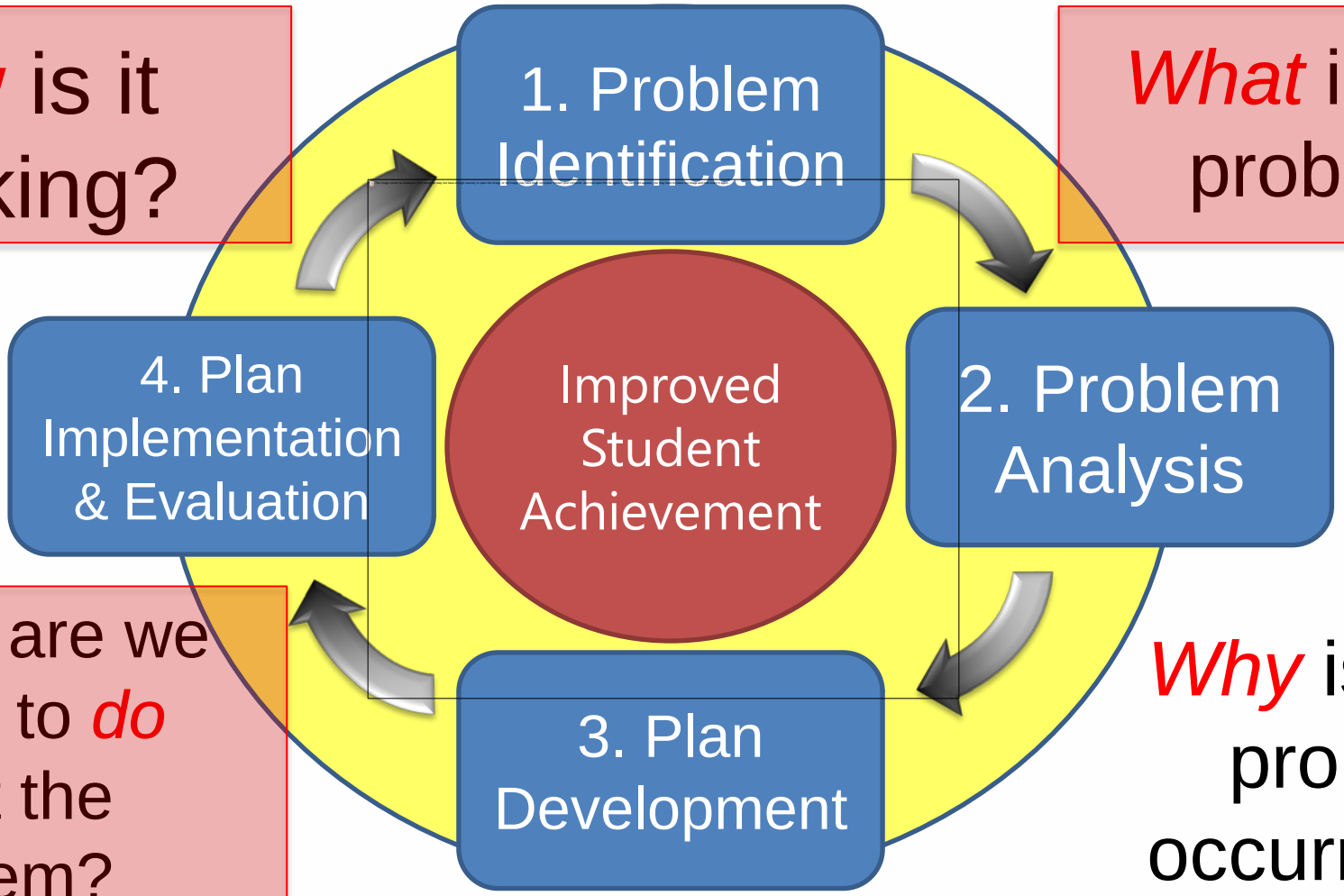
Step 1: Problem Identification

How is it working?

What is the problem?



What are we going to *do* about the problem?

Why is the problem occurring?

Over the Past 4 years…

Implementation: What have we done?

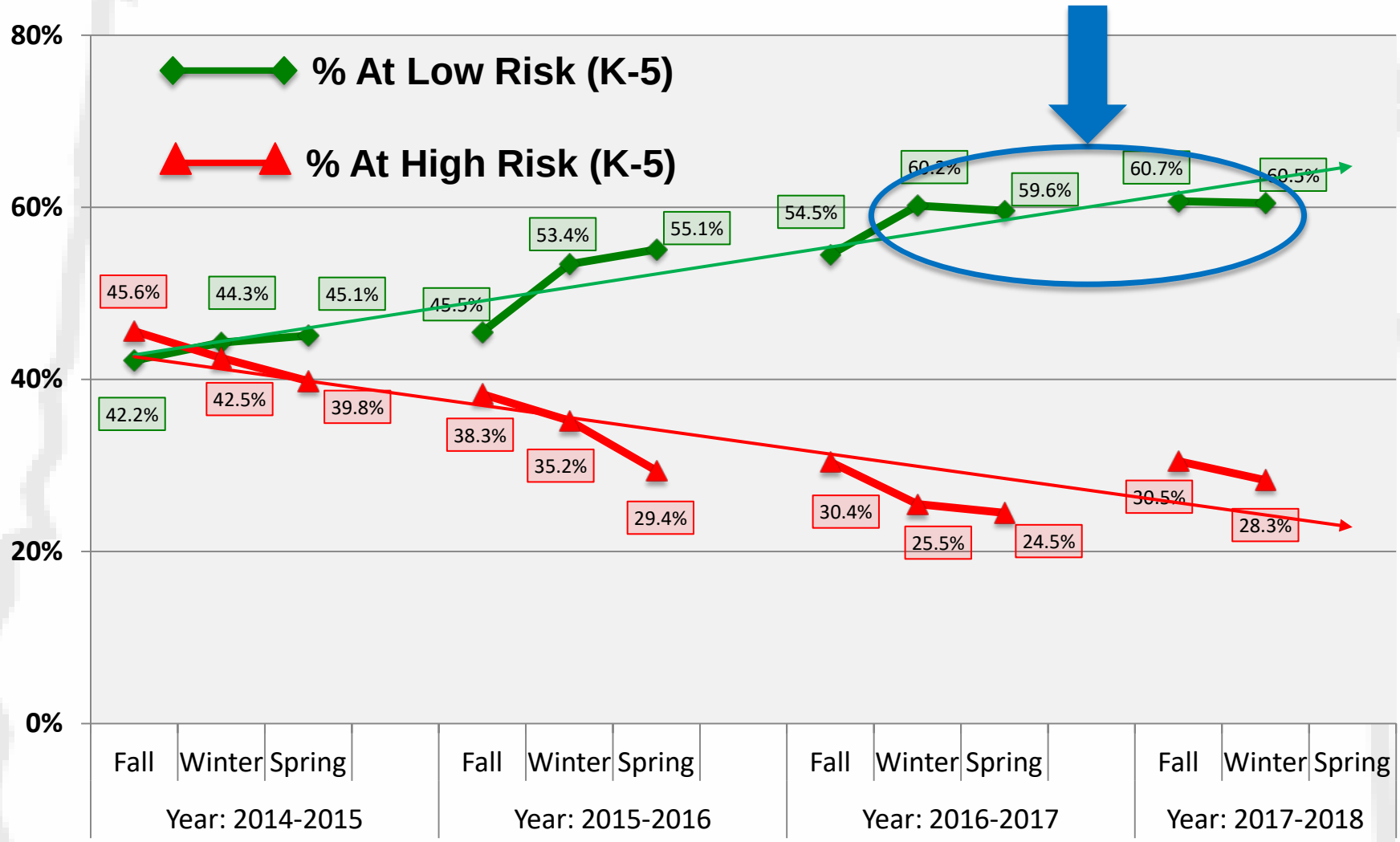
- DIET-SB2
- Staff Surveys (ORSIS)
- Installation Matrix
- RTI Handbook
- Walkthroughs

Outcomes: How is it working for our students?

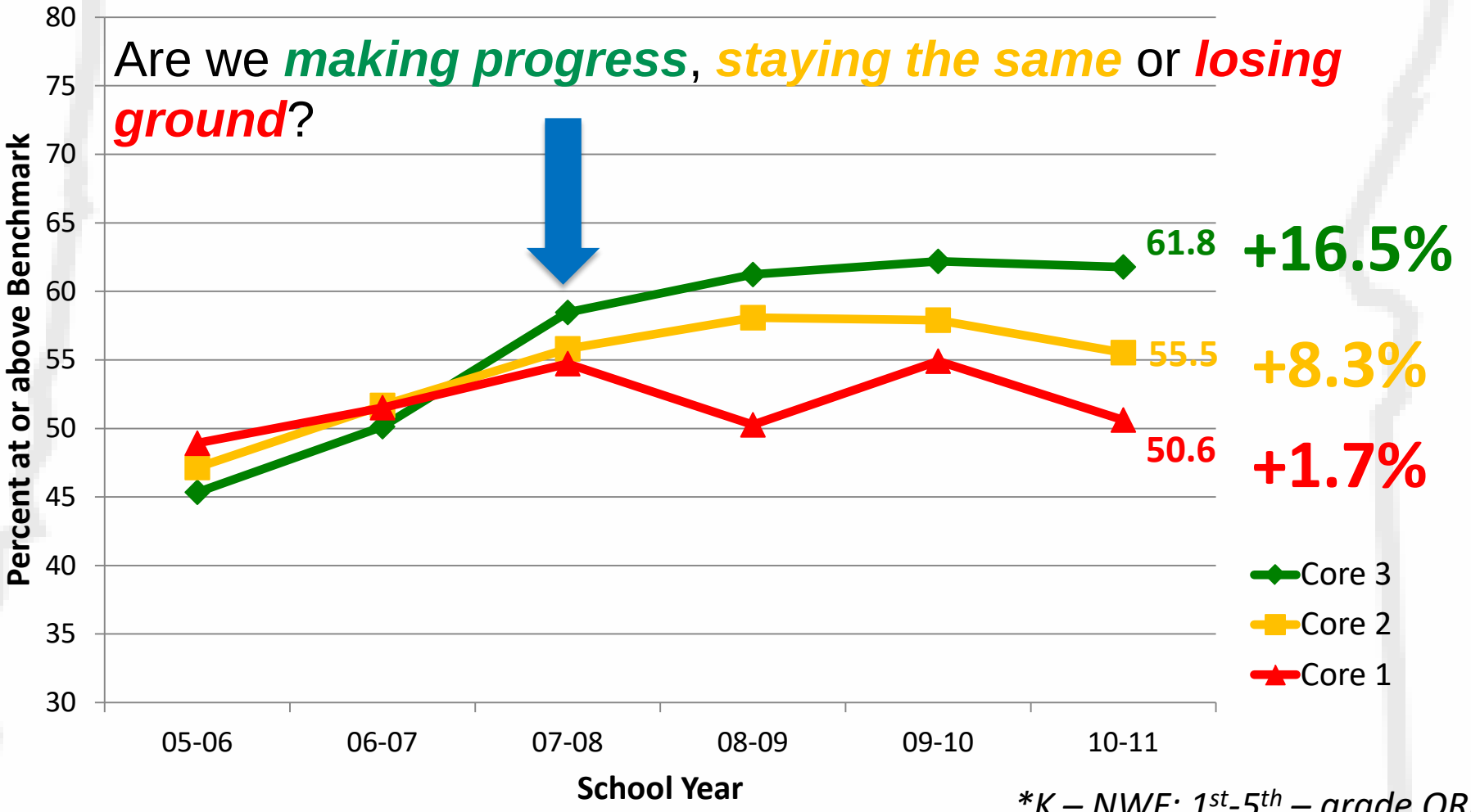
- Screening Data
- SBAC

What are our student outcomes?

Are we making progress, staying the same or losing ground?

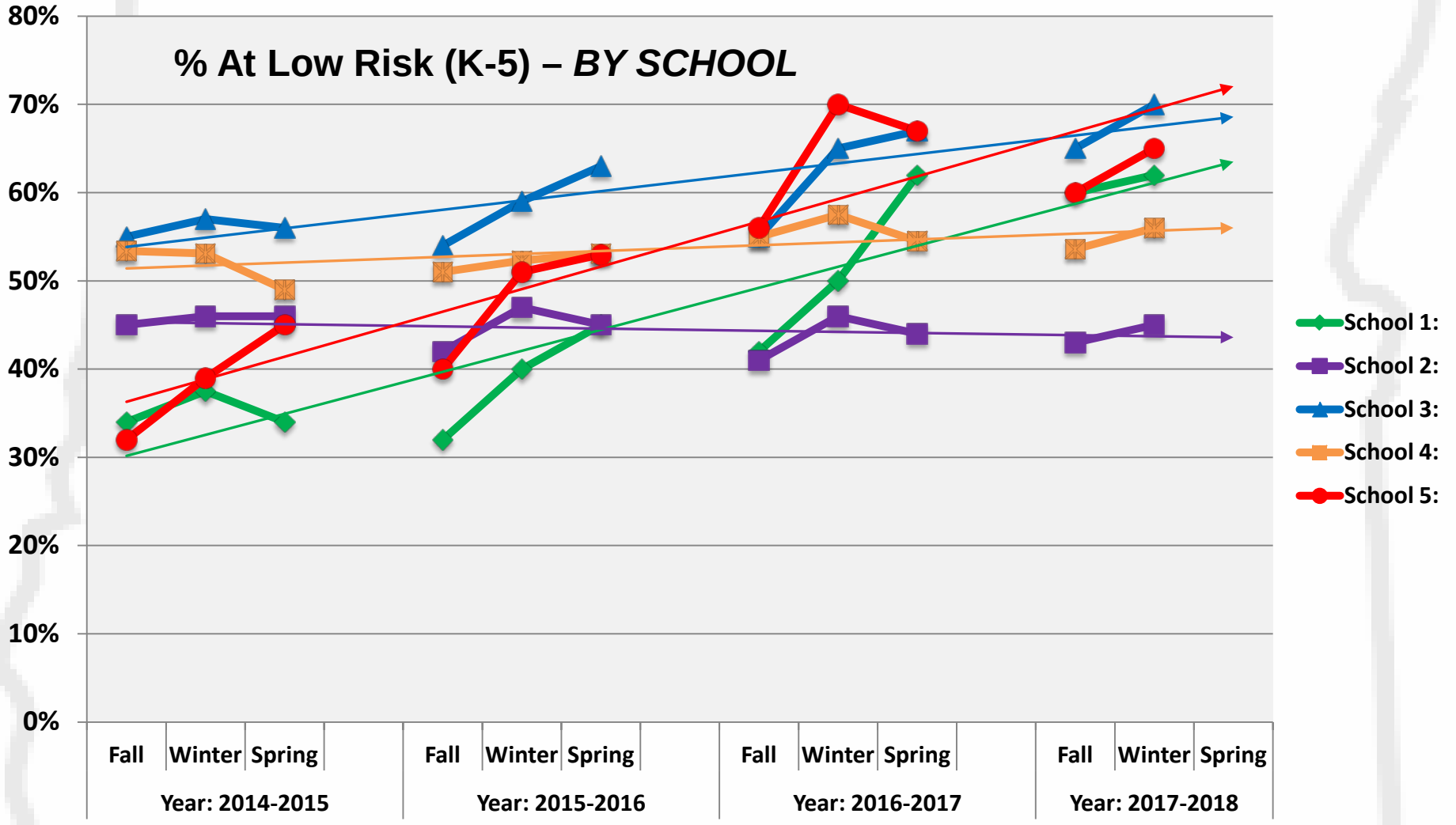


Cadre 1: Core Implementation



*K – NWF; 1st-5th – grade ORF

Are our needs district-wide or just in some schools?



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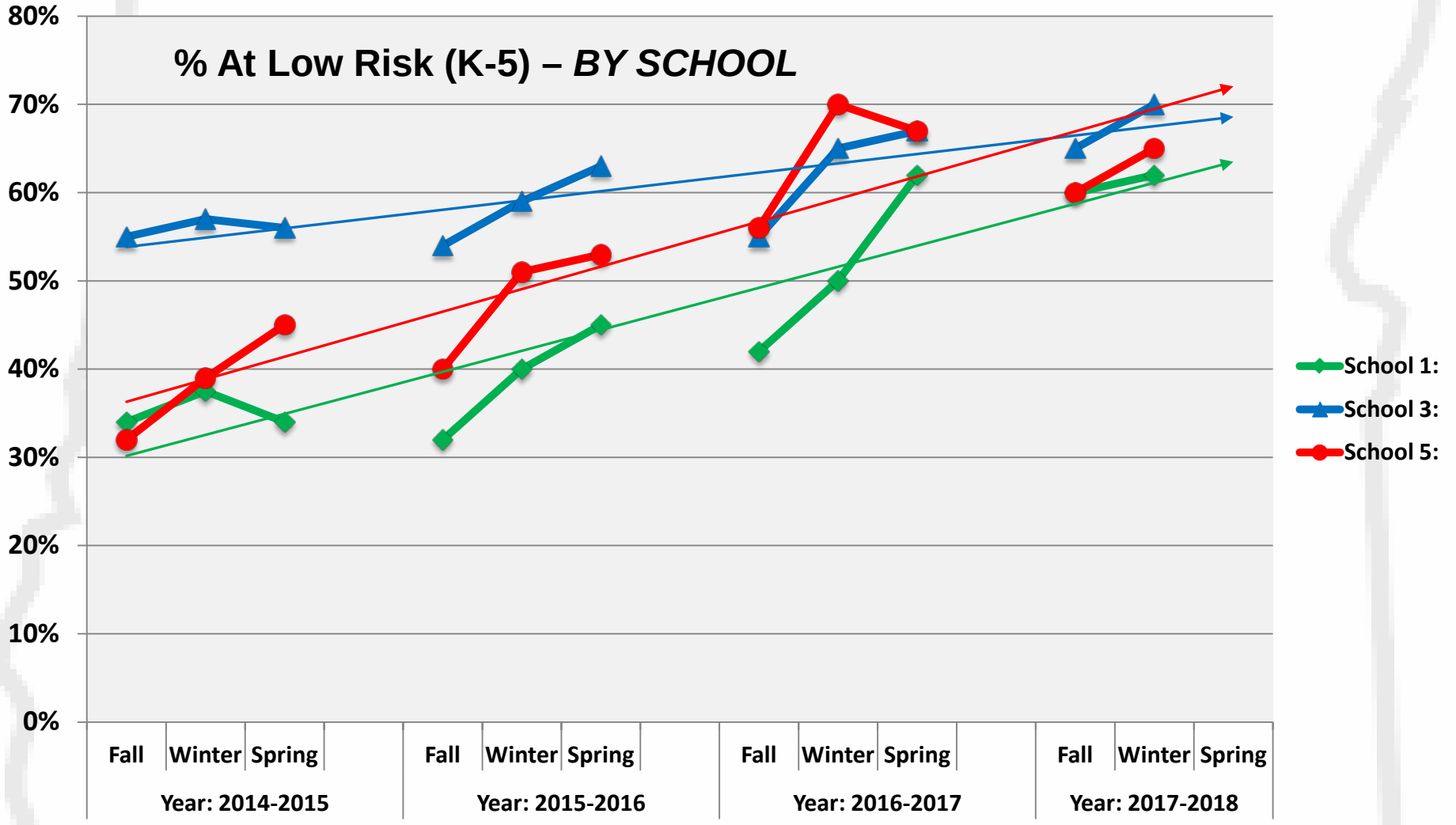

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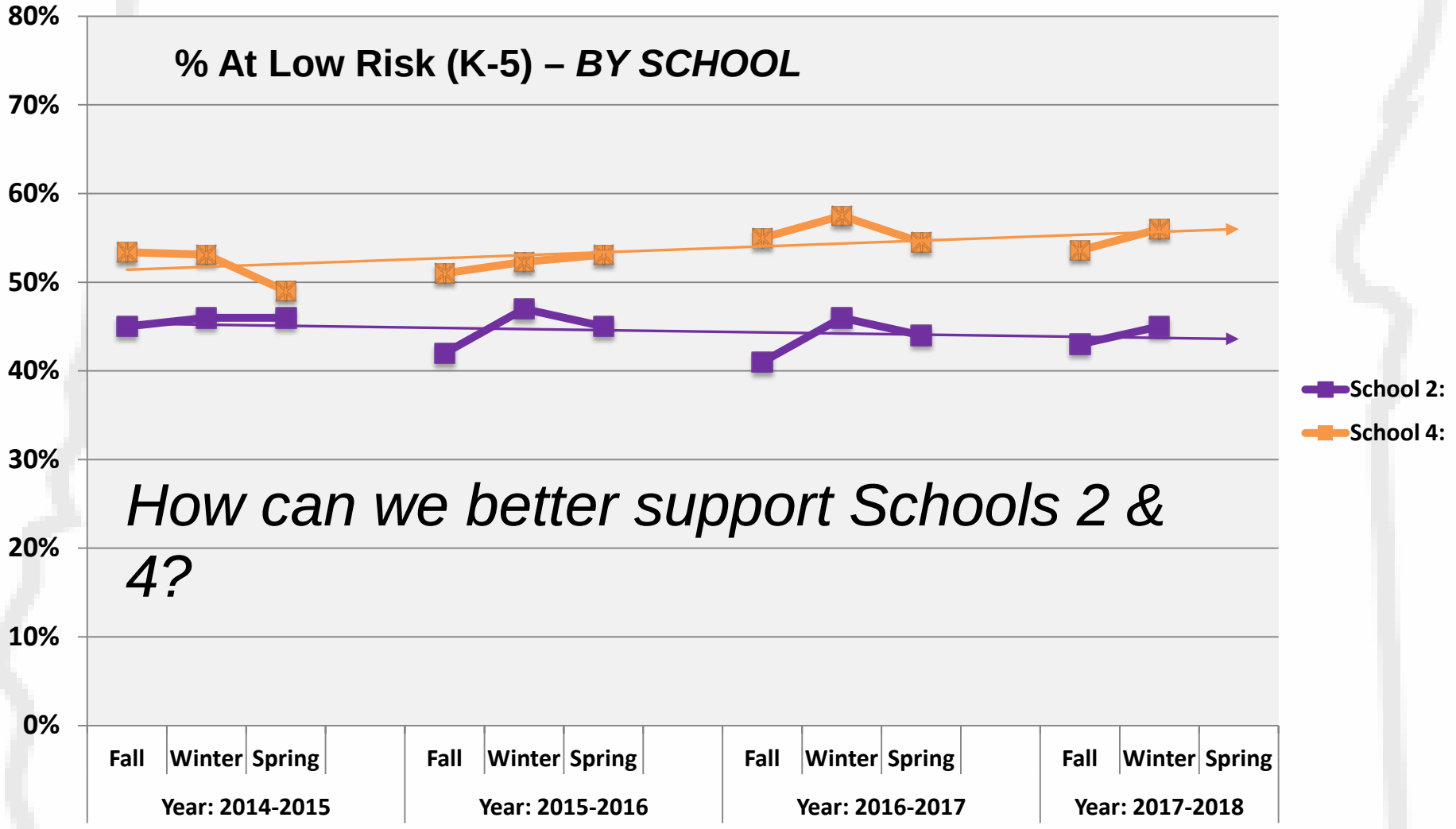

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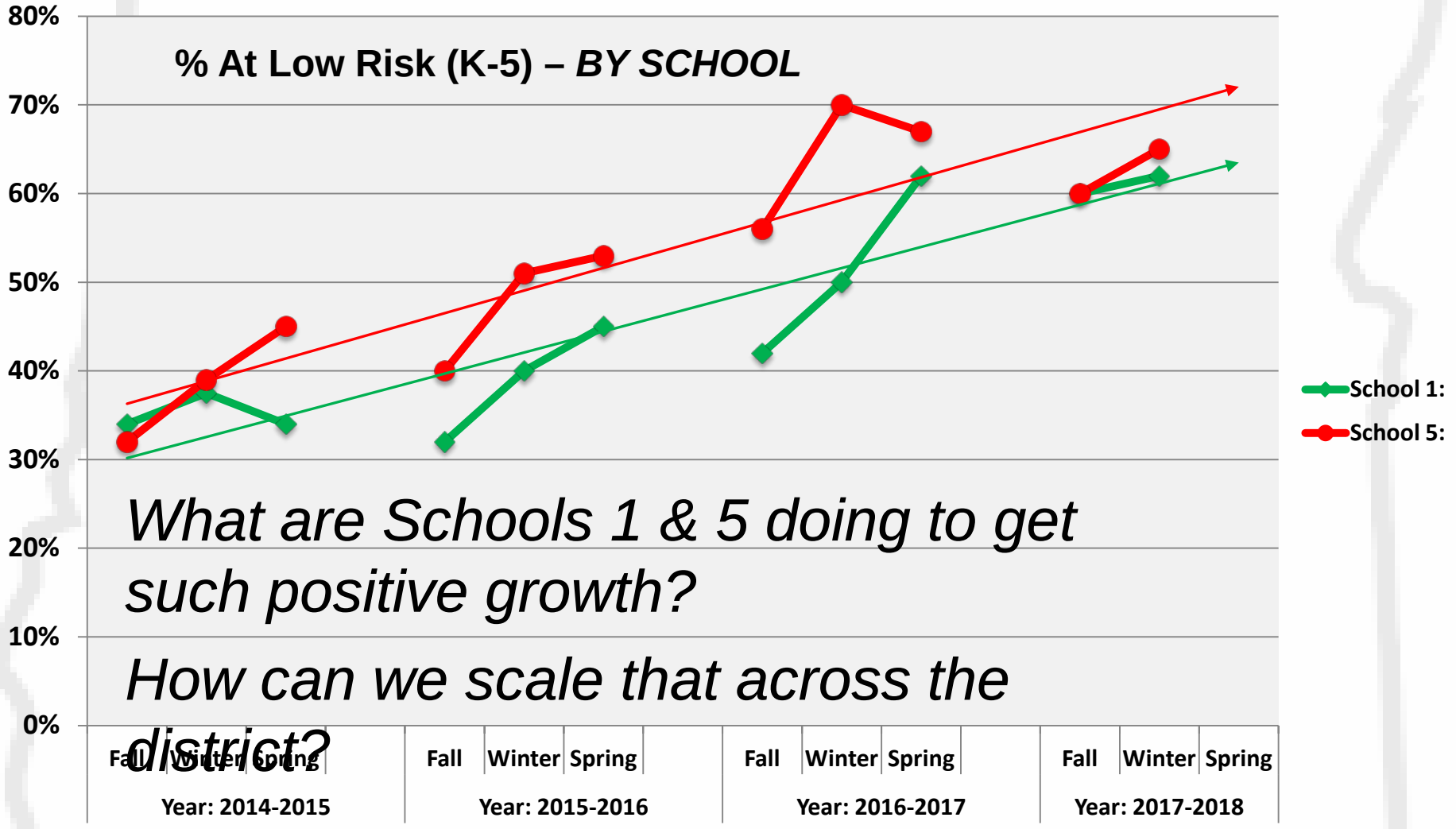
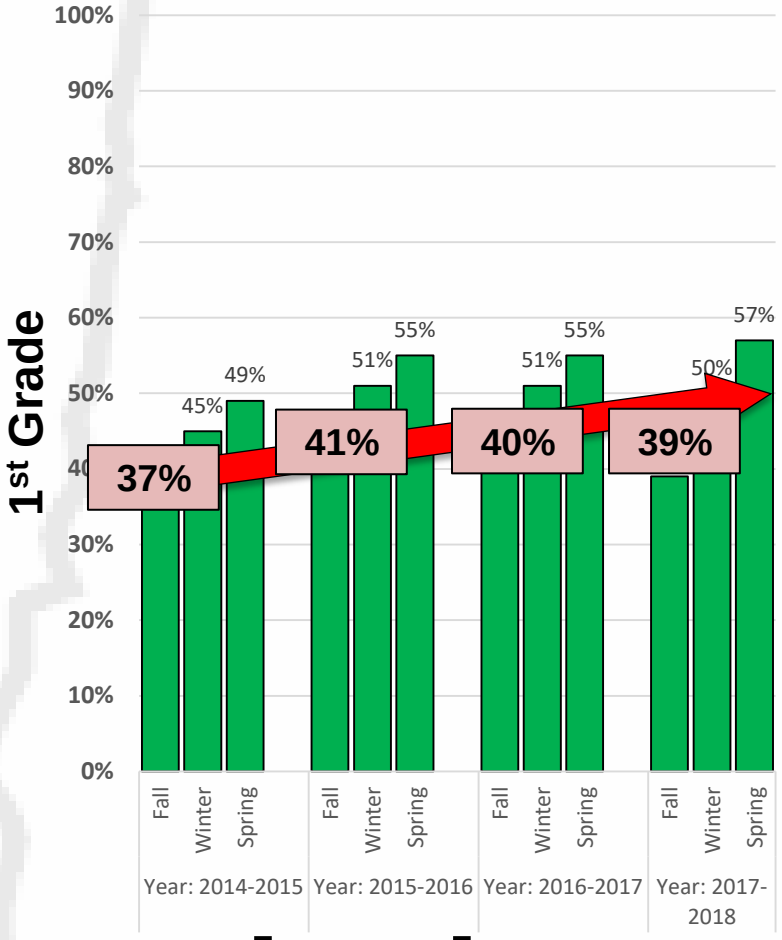


What are Schools 1 & 5 doing to get such positive growth?

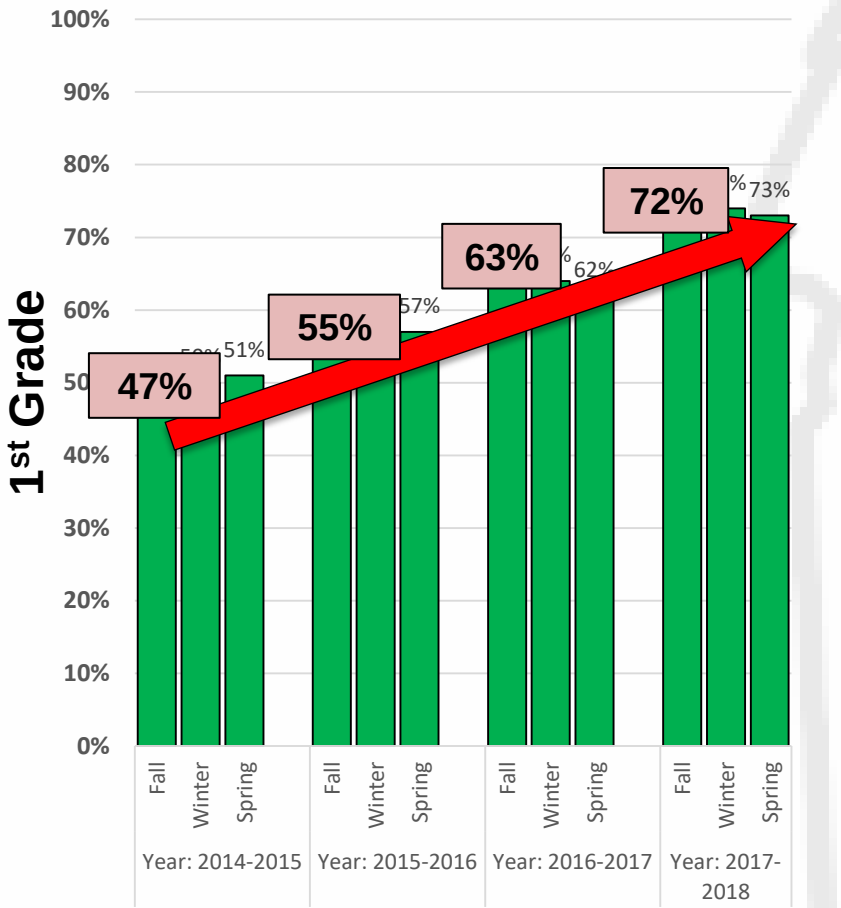
How can we scale that across the district?

Are our needs district-wide or just in some grades?

*Which district's **1st grade** is more effective?*



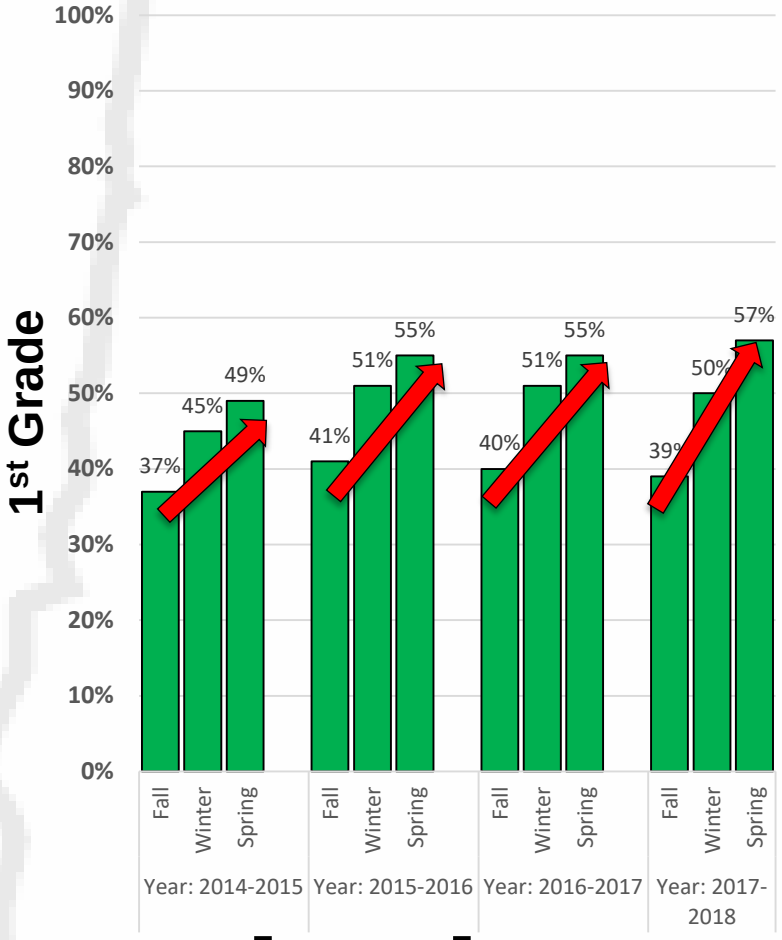
District



District B

Are our needs district-wide or just in some grades?

*Which district's **1st grade** is more effective?*



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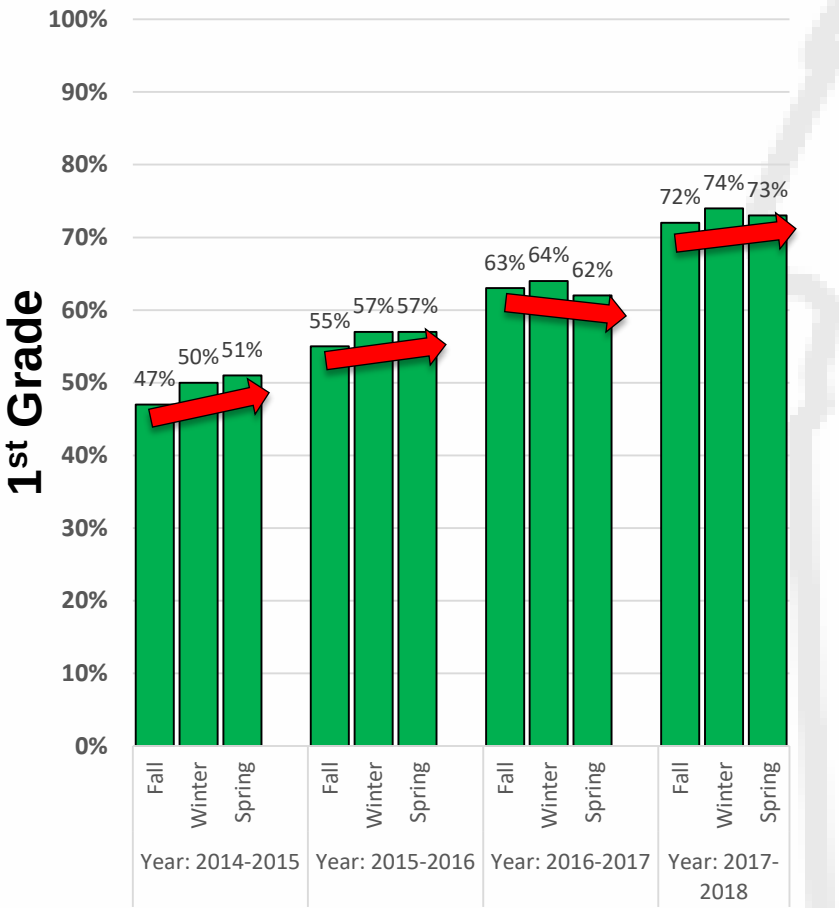

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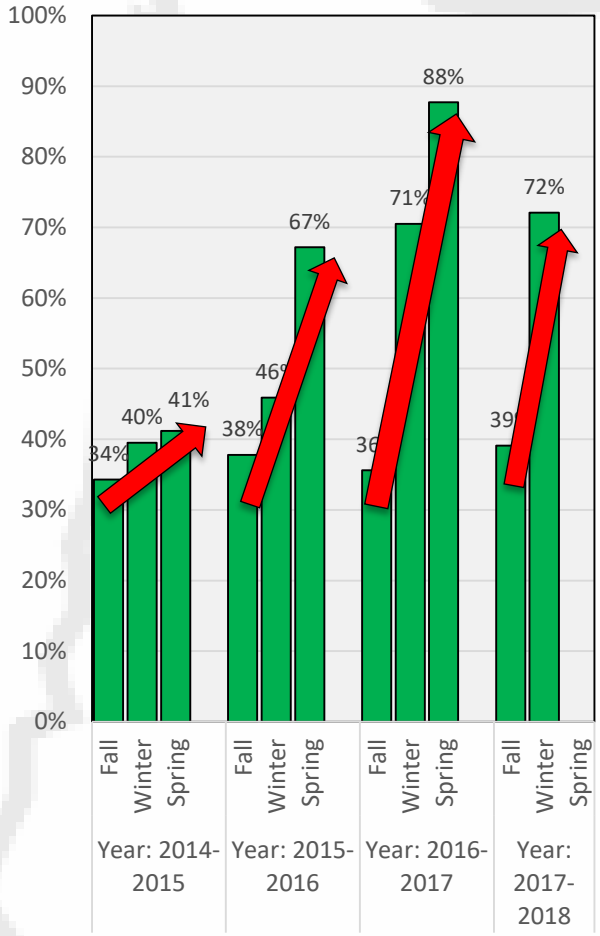
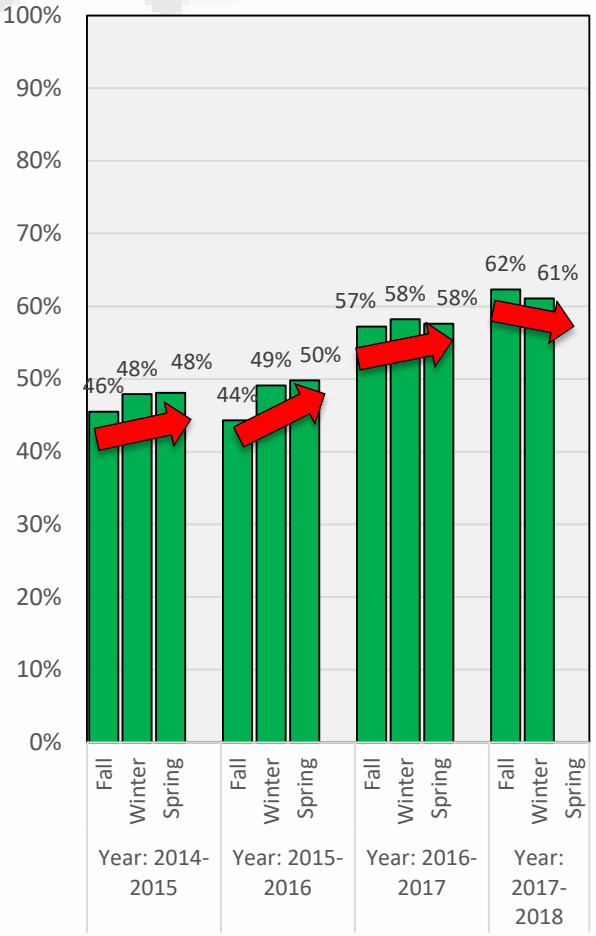
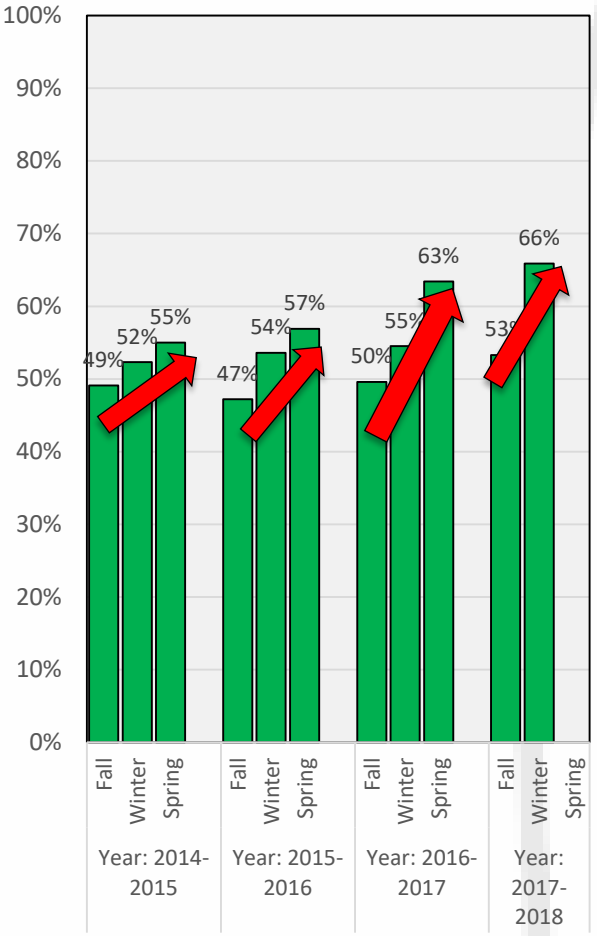


K



1st



2nd

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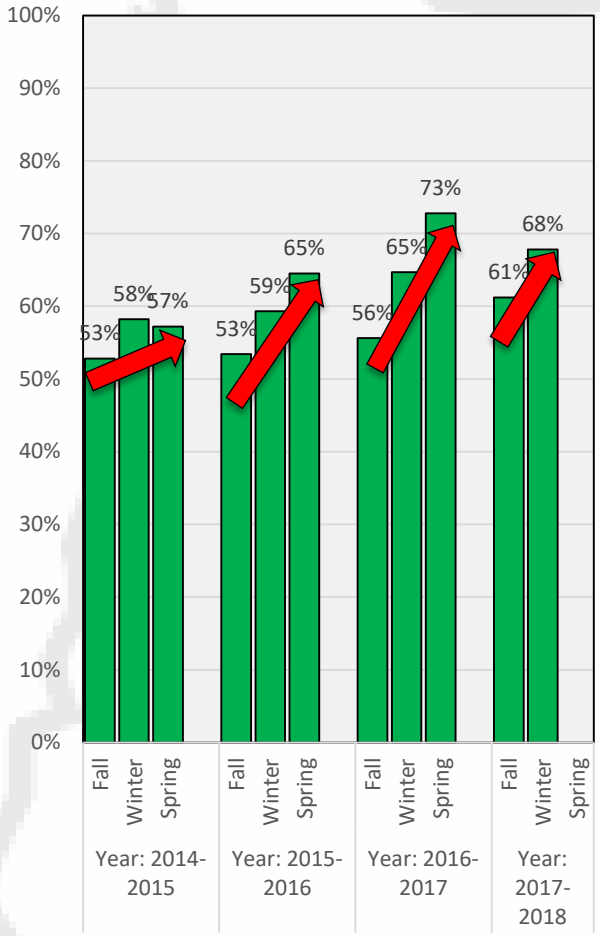
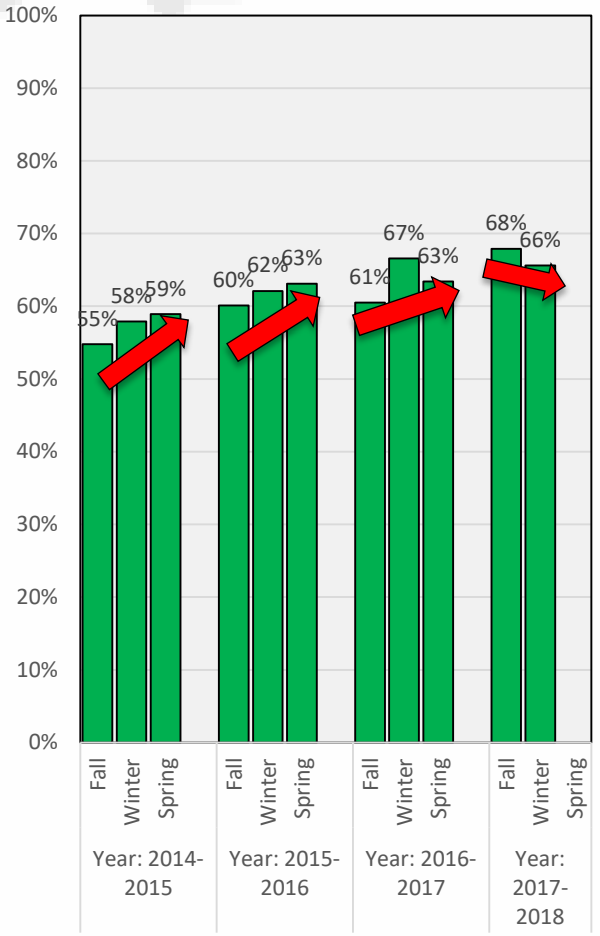
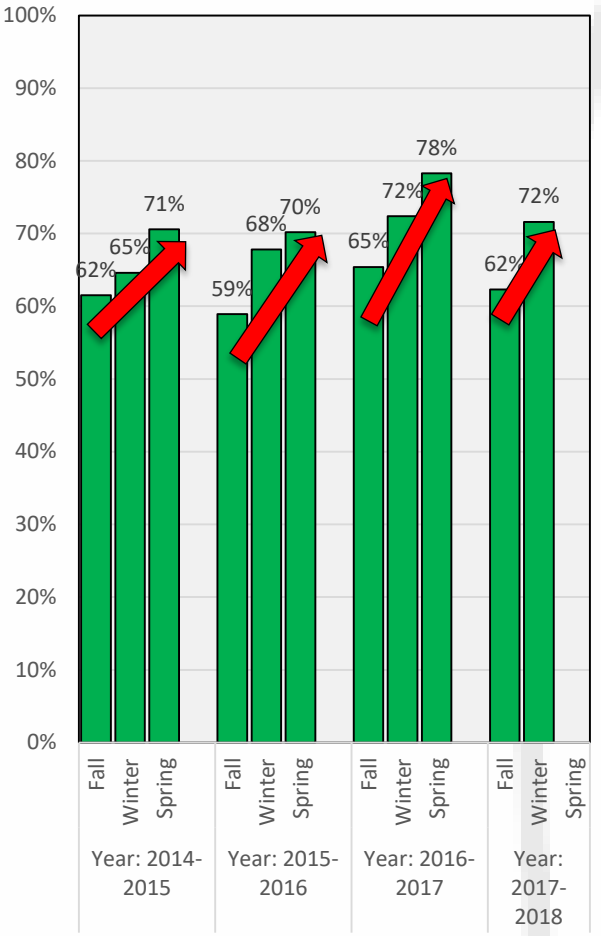






3rd **4th** **5th**

What are areas of success and what are areas that need support?

Major Reasons for Differing Results

- Varying degrees of staff implementation
  - Needed practice (Curriculum & Instruction)
  - Direct instruction (Instruction)
  - Engagement (Instruction)
  - Classroom Management (Environment)

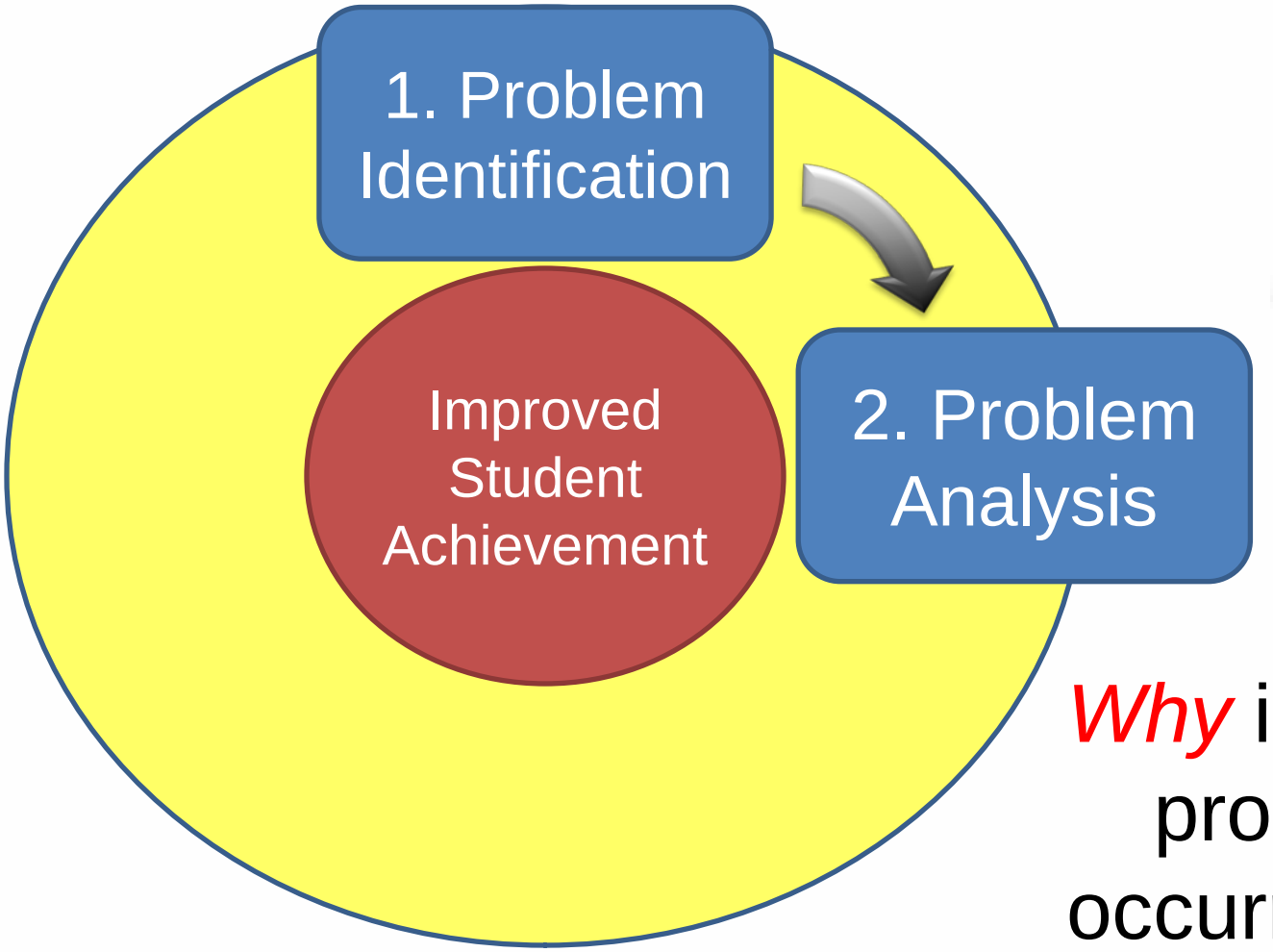
Jo Robinson

How can our district get better results?

We need to move from a question of "what works?"
to "what works best?"

John Hattie

Step 2: Problem Analysis



Why is the problem occurring?

Step 2: Problem Analysis

How does our implementation support our outcomes?

Sustainability Concept #2

We sustain things that we know how to do well

We need to inspect what we expect

to see how we well are implementing……

…….to help us to improve our implementation

How does our implementation support our outcomes?

Review & ***Monitor*****…..**

your standards of practice

ICEL

I – Instruction

C – Curriculum

E – Environment

S-System Capacity

Problem Analysis

Step 2: Problem Analysis

How does our implementation support our outcomes?

(Inspect what you expect!)

(Review ***fidelity/implementation data*** for standards of practice at the district and school level)

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Curriculum

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How do the materials we use support student learning?

- Are we following our standards of practice and do we need to make adjustments?

- Is our curriculum meeting the needs of the grade level or do we need to make adjustments?

Are we following our standards of practice and do we need to make adjustments?

- Lesson targets posted
- Targets stated during the lesson
- Sound/Spelling Cards & Vocabulary posted
- Anchor text
- Frequency of Decodables
- Frequency of Leveled Readers

Do we need to provide more clarity & guidance?

Whole group, small group, independent work

Are we following our standards of practice and do we need to make adjustments?

- Digging Deeper
  - How are we using **whole group** instruction to support student learning?
  - How are we using **small group** instruction to support student learning?
  - How are we using **independent work** time to support student learning?

Are students getting enough **practice**?

Whole Group: Clarity & Guidance

- **All** kids should get access to grade level text
- Ensure sufficient practice is provided.

(May be more than your program provides)

  - ECRI
  - Lines of Practice

Whole Group

K-2 Curriculum Sample Standards of Practice

Whole Group

Warm Up	Read Aloud
Anchor Text	Utilize first read for target skill and story preview
	Use second read for fluency-for students who read accurately • For non-accurate students replace second read with small group instruction
Companion Text	
Vocabulary	Use vocab routine for identified words and vocabulary strategies of the lesson
	Post & use vocab picture cards
Foundational Skills/ Word Work	A-Z Sound Spelling Cards posted in front of room
	Teach the PA and Phonics lesson from the curriculum • Include dictation and word writing
	Daily Phonemic Awareness, Phonics, and Word Building Instruction and repeated in small group if needed
	This weeks sound and sight words visually posted and used for instruction.

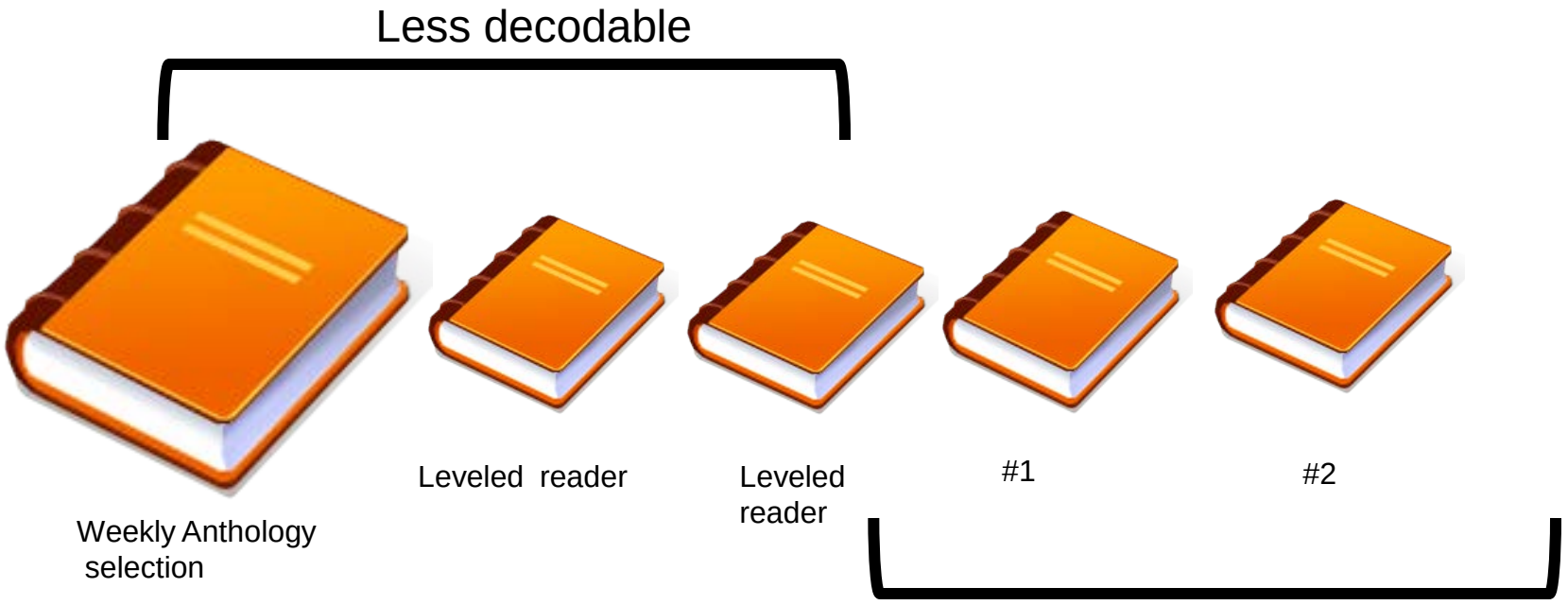
Small Group: Clarity & Guidance

Small group research:

- K-3 Every child every day
- 4-5th Every below-level child every day

Jo Robinson

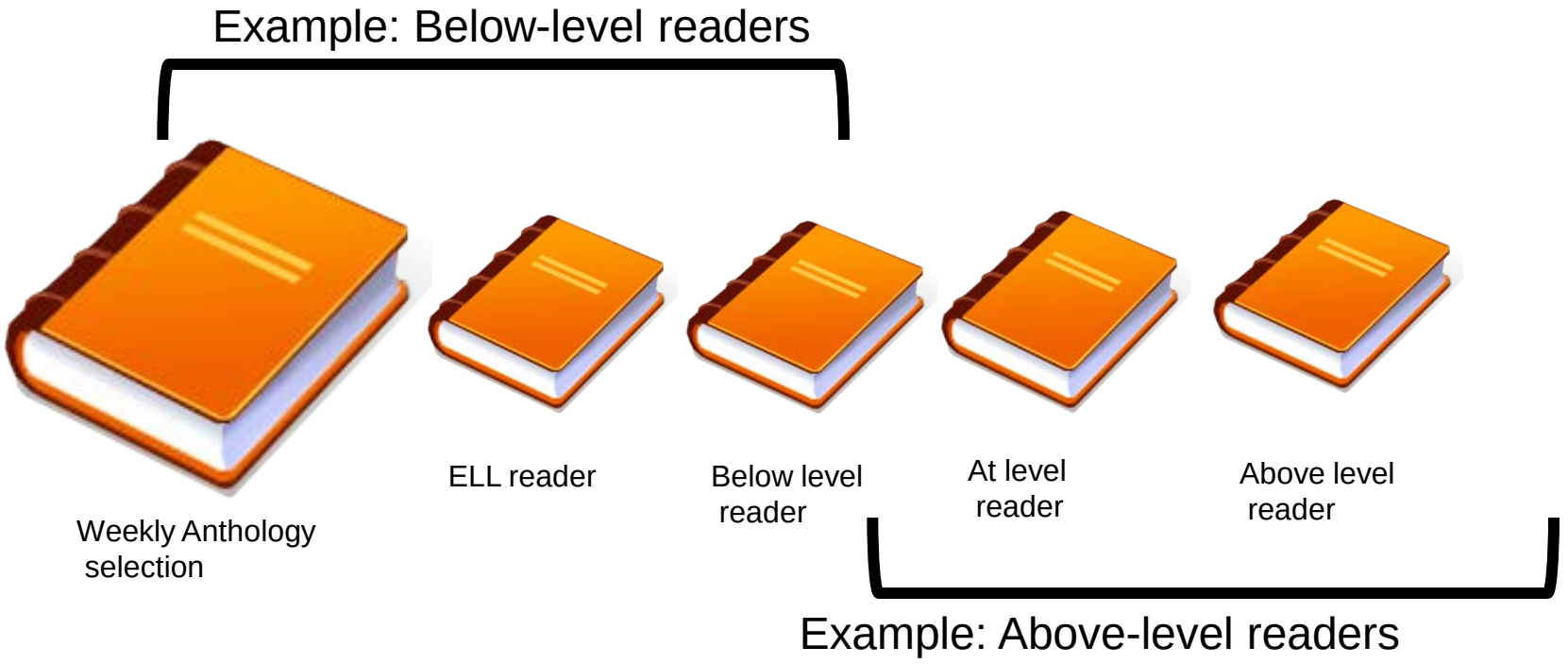
Maximize Program Reading Material K-2



Decodables
Most Important – Do first
Must Pass

Jo Robinson

Maximize Program Reading Material 3rd-6th



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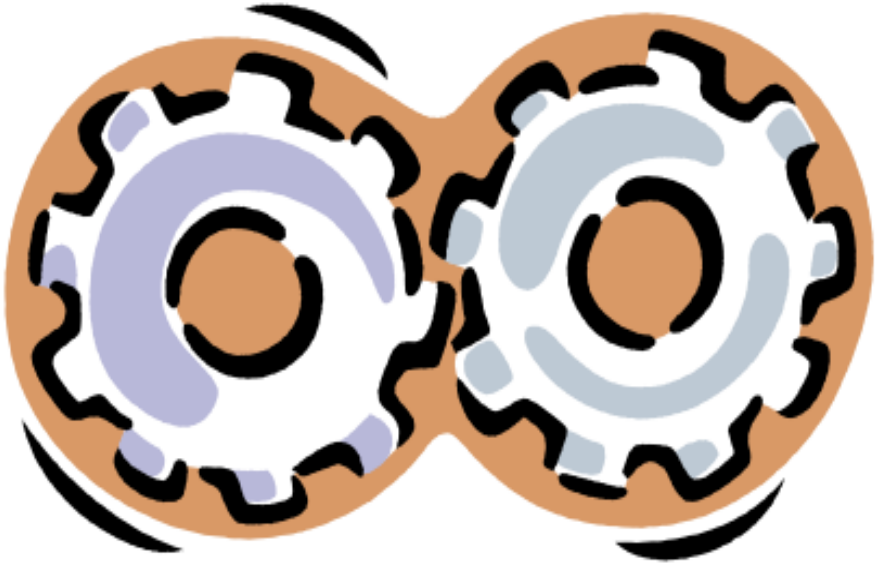
Independent Work: Clarity & Guidance

Seatwork must match your reading program and student need



Jo Robinson

Independent Work

- Students should complete the daily sound, sight word and sentence work
- Correct work and give feedback on must do's (dot correction)
- Ensure oral reading in partnerships occurs

Plan seatwork for each day

Day	Vocabulary Job	Comprehension Job This week-Evaluate
Monday	Make personal vocabulary cards	Job that requires evaluation
Tuesday	Enter words into vocabulary log	Job that requires evaluation
Wednesday	Do “2 Fors”	Job that requires evaluation
Thursday	Semantic Feature Analysis	Answer Questions 1 and 2 at the end of selection
Friday	Personal or partner vocabulary card review/ test	

90 Minute Reading Block Guidance

SAMPLE 90 Minute Reading Block Structure
TTSD School District

Instruction	Time	Class Configuration	Seat Work

The Reading Block
 	
Total Time:
90 Consecutive Minutes Daily
	30 min. daily OR +/- on certain days of the week	**Whole Group**
		All Students
		• Journeys
		  o Explicit vocabulary routine
		  o Anchor text, comprehension skill/strategy, phonics skills
		• ECRI Routines/Dictation
			Instruction and independent activities should be meaningful for all students and can include:
			• Journeys Grab and Go
			• Word building
			• Vocabulary development
			• Word sorts
			• Writing in response to reading
			• Other resources from the Approaching Teacher Folder

	60 min. daily OR +/- on certain days of the week
	
	(Research says **ALL** K-2 students should have small groups **Daily** or Equivalent ~ In grades 3-5, **ALL Below Level** students should have small groups **Daily** or Equivalent)
		Teacher Led Small Group Instruction
		Small group opportunities for students to practice and extend previously taught skills in whole group
		Materials: Journeys Decodables, Leveled Readers, Vocabulary Readers, Write-in Readers, ECRI materials, and additional practice materials from the Approaching Teacher Folder
		• Other text, *after evidence of mastery of* Journeys decodables and leveled readers: Instructional focus should reinforce whole group skills/strategies taught as well as the Big Five in Reading
		• Required assessments may be given either in small group or whole group setting, following guidelines on Unit Maps.
		• All students will take required assessments.
		  o Acceptable accommodations:
		  ▪ Students must read passages and test question responses. Teacher may read the test question ONLY.
		  ▪ If a written response is required, student may dictate their response to a scribe.	

How do the materials we use support student learning?

- Are we following our standards of practice for curriculum and do we need to make adjustments?

- Is our curriculum meeting the needs of the grade level or do we need to make adjustments?

Is our curriculum meeting the needs of the grade level or do we need to make adjustments?

- Do the materials address the grade level needs?
- Is the pace of skill introduction too fast or slow?

Curriculum Cumulative Review

- Do we need to adjust our standards of practice for our curriculum to provide more clarity & guidance?
  - Whole group, small group, independent work
- Is our curriculum meeting the needs of our students or do we need to make adjustments?
  - Scope & sequence guide, pacing guide, supplement

Instruction

How does the instruction we plan and deliver support student learning?

How does the instruction we plan and deliver support student learning?

- Are we consistently using our district's Standards of Practice for instructional strategies and/or do we need to do more?

What do you need to inspect?

Standards of Practice: Instruction Example

I do it:

- ☐ **Instructor provides explicit instruction**
  - Set the purpose for the instruction
  - Identifies the important details of the concept being taught
  - Provides instructions that have only one interpretation
  - Makes connection to previously-learned material
- ☐ **Instructor models instructional tasks when appropriate**
  - Demonstrates the task (e.g. uses think alouds)
  - Proceeds in step-by –step fashion
  - Limits language to demonstration of skill
  - Makes eye contact with students, speaks clearly while modeling skill
- ☐ **Instructor engages students in meaningful interactions with language during lesson**
  - Provides and elicits background information
  - Emphasizes distinctive features of new concepts
  - Uses visuals and manipulatives to teach content as necessary
  - Makes relationships among concepts overt
  - Engages students in discourse around new concepts elaborates on student responses

We do it:

- ☐ **Instructor provides multiple opportunities for student to practice instructional tasks**
  - Provides more than one opportunity to practice each new skill
  - Provides opportunities for practice after each step in instruction
  - Provides feedback during and after task completion
  - Elicits group responses
  - Provides extra practice based on accuracy of student responses
- ☐ **Instructor provides corrective feedback after initial student responses**
  - Provides affirmations for correct responses
  - Promptly corrects errors with provision of correct model
  - Limits corrective feedback language to the task at hand

We do it together:

- ☐ **Instructor utilizes precision partnerships**
  - Assigning of roles is based on skill level
  - Specific roles are assigned to partners (partner 1 talk, partner 2 listen & repeat)
  - Teacher calls an listener to share partners thinking
  - Teacher provides corrective feedback while monitoring conversations
  - Students follow a student to student feedback protocol
- ☐ **Instructor utilizes cooperative group work**
  - Heterogeneous groups are assigned by teacher
  - Group roles are assigned by teacher
  - Individual and group accountability is evident
  - Elicits a high percentage of accurate response from group
  - Holds same standard of accuracy for high performers and low performers

Standards of Practice: Instruction Example

What	Why	How
Increase Opportunities to Respond	More practice is needed	Precision Partner Talk Choral Response with Cueing Written Responses Partner Responses
Increase Explicit Instruction	Increases clarity and support	Modeling Guiding Practice Corrective Feedback Independent Practice
Increase Use of Academic Language	Increase rigor and provides for understanding	Vocabulary Routine Sentence Stems Lesson Targets Depth of Knowledge Questioning
All Means All	Ensures that all students are actively participating in their learning	Precision Partner Talk 10 – 2 Bell Ringer Fist of Five

Do we need to do more?

- Direct instruction of skills and strategies
- Practice
- Engagement
- Consistent Instructional Routines
- Oral Language
- Background Knowledge

More Practice!!!!!!!!

Opportunities to Respond

How many times it takes to learn something new

- Above Average Learner — 4-14 times
- Average — 14-250 times
- Truly disabled student — 250-350 times

Jo Robinson (2008)

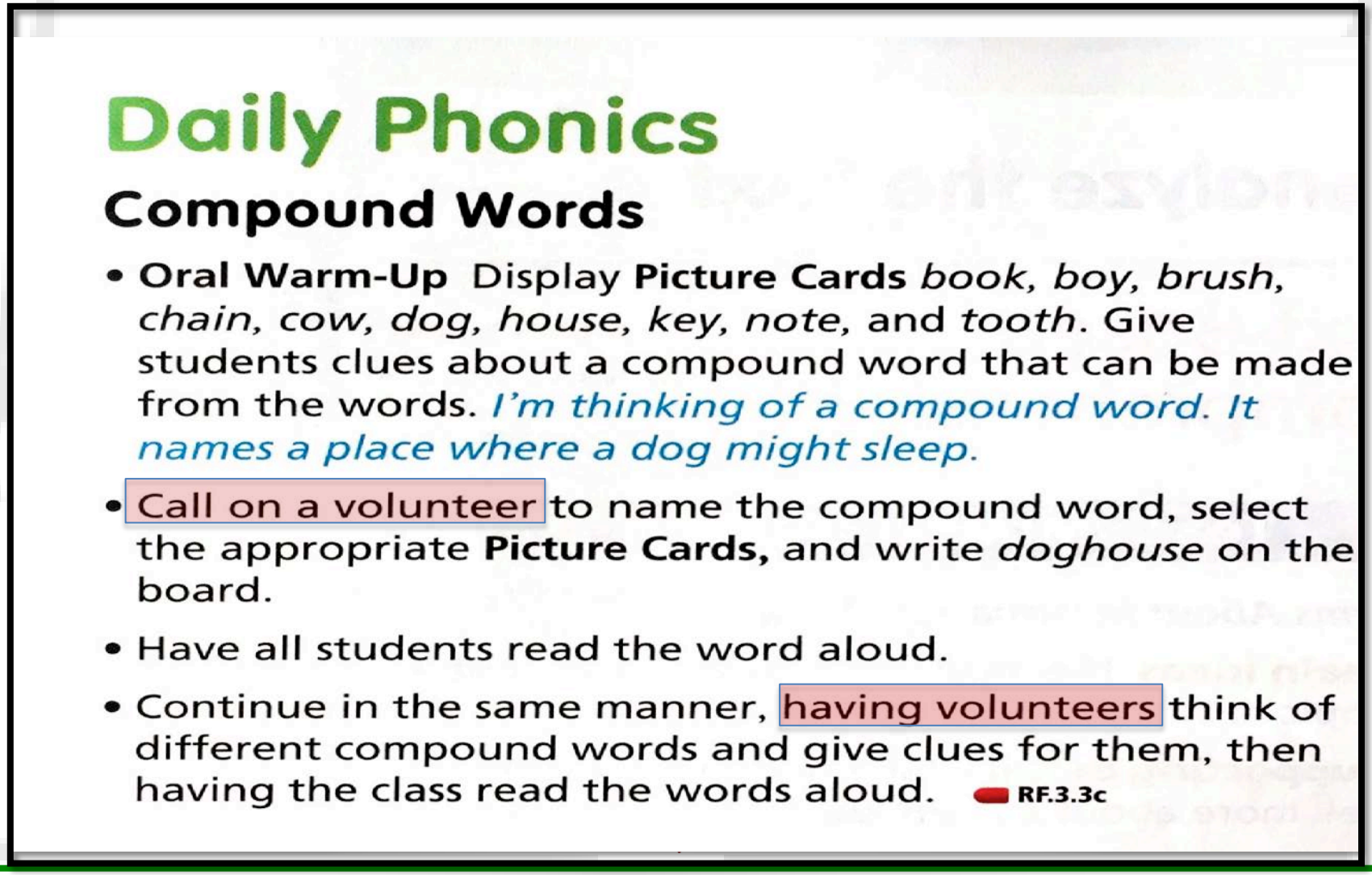
Ideal Rates?

- Large-group: 3-6/minute
- Small-group: 8-12/minute

- New material: 4-6/minute, at least 80% accuracy
- Review material: 8-12/minute, at least 90% accuracy

- Students with disabilities: 10/minute

Ample OTRs?



Daily Phonics

Compound Words

- **Oral Warm-Up** Display **Picture Cards** *book, boy, brush, chain, cow, dog, house, key, note,* and *tooth*. Give students clues about a compound word that can be made from the words. *I'm thinking of a compound word. It names a place where a dog might sleep.*
- Call on a volunteer to name the compound word, select the appropriate **Picture Cards,** and write *doghouse* on the board.
- Have all students read the word aloud.
- Continue in the same manner, having volunteers think of different compound words and give clues for them, then having the class read the words aloud. RF.3.3c

Phonemic Awareness

PHONEME ISOLATION: INITIAL

Listen for Initial Sounds Tell children you will say some words and they will listen for the beginning sound in the words. Say the following words, emphasizing the sound at the beginning of each word.

MODEL ***Fox.*** **I say the word slowly. /ff/ /oo/ /ks/.**

Fox **begins with /f/. Say the word with me. *Fox.***

What sound does *fox* begin with? (/f/)

What sound does *mop* begin with? (/m/)

What sound does *dance* begin with? (/d/)

What sound does *farmer* begin with? (/f/)

What sound does *rose* begin with? (/r/)

What sound does sip begin with?
What sound does pot begin with?
What sound does bug begin with?
What sound does nose begin with?
What sound does Tom begin with?

PHONEME MATCHING: INITIAL

Tell children to listen for the beginning sounds in the words you say to identify words with the same beginning sound.

MODEL **fan pot fish**

The beginning sound in *fan* is /f/.

The beginning sound in *pot* is /p/.

The beginning sound in *fish* is /f/.

Fan* and *fish* have the same beginning sounds. Say the words with me: *fan, fish.

Say the following words. Ask children to name the words that have the same beginning sound.

4 8 9

1 fat fine door 5 mouse man fix 9 cat top ten

2 doll dime field 6 pan four pipe 10 lion four fin

3 mouse meet sun 7 red sand rain 11 fox fish mop

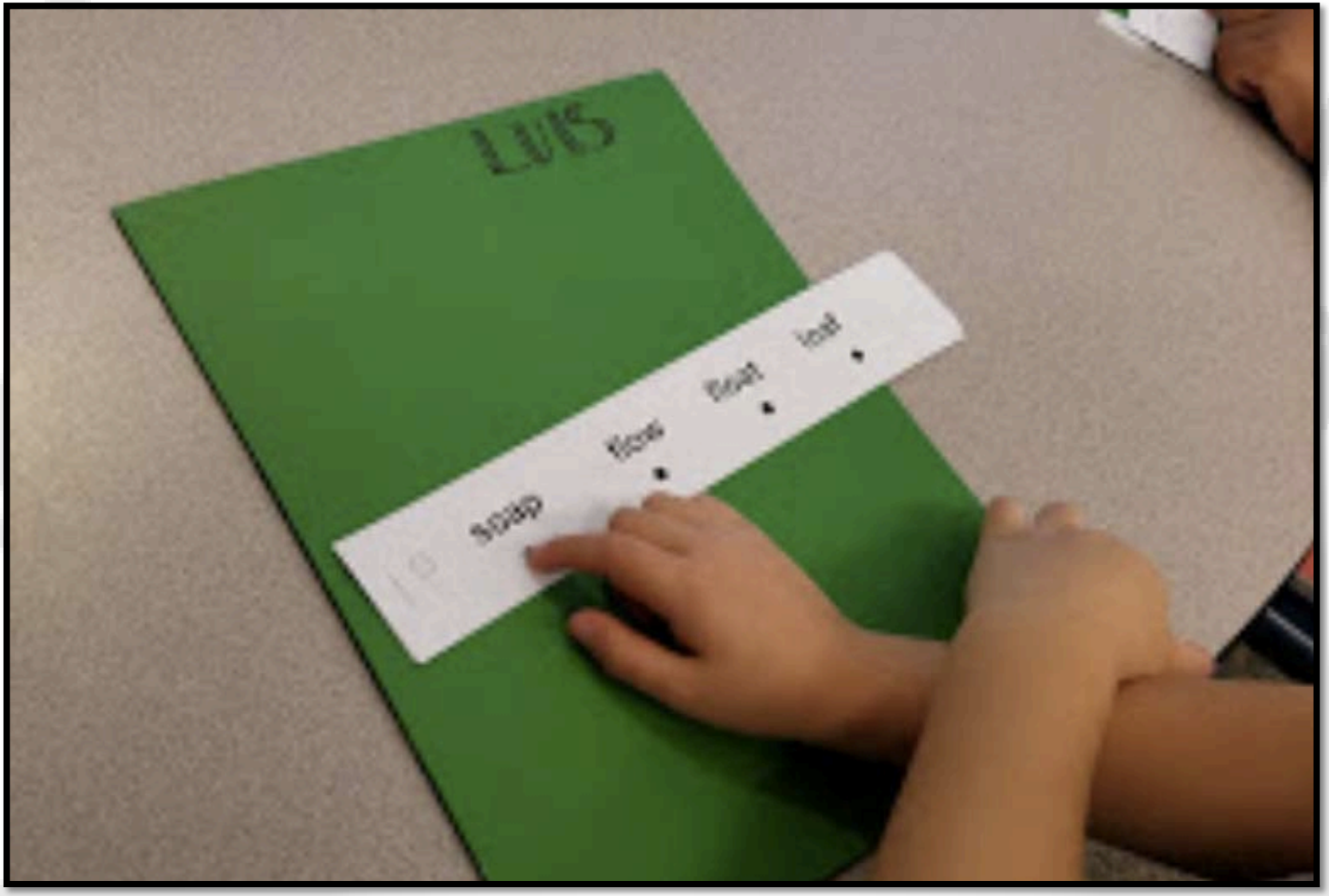
BELOW-LEV

Say the words *fish* and *ma*
ing the initial sound in eac
children to repeat each wo
have them say the word ag
the sound they hear at the
of the word. Repeat the ac
word pairs *for/moon, fix/ni*
fill/pick, door/family.

10 minutes

Use same / different cards

10-20
can cap
toe light
me mouse
run fat
rose man
big lid
hop run
more mine
rip top
made miss


LUIS
soap
bone
bait
lost

Clear Instructional Routine

DECODABLE READER ROUTINE

STEPS	EXPLANATION/SCRIPT
STEP 1: REVIEW HIGH-FREQUENCY WORDS • Display the **High-Frequency Word Cards** for the high-frequency words found in the text. • Review the words with children using the **Read/Spell/Write** Routine.	Place the following Word Building Cards in a pocket chart: *one, two, they, her, does.* Then review each one using the Read/Spell/Write Routine. **Read** Point to and say the word one. *This is the word one. It is a number word. I have one book.* [Point to the word one.] *What is the word?* **Spell** *The word one is spelled o-n-e. Spell the word one with me: o-n-e.* **Write** *Let's write the word one. Say each letter as you write it.* [Wait for students to write the word.] *What is the word?* [Continue with the remaining words.]
STEP 2: PREVIEW AND PREDICT • Read the title aloud. Ask students to discuss what they see on the cover. For English Learners, describe the cover using academic language prior to asking them about the cover's contents. • Then ask what they think will happen in the story. Use the questions and prompts provided in the lesson. **Teacher Tip** • This portion of the lesson should be quick and take no more than 2 minutes.	Point to the book's title and have students sound out each word as you run your finger under it. Then ask: • *Where are the children?* • *Why do you think the children are at a chicken coop, or chicken home?* • *Does the hen look happy? How do you know?*
STEP 3: FIRST READ (READ TOGETHER) • Turn to the first page of the book. • Have students point to each word, sounding out decodable words and saying the high-frequency words quickly. Students should chorally read the story the first time through. • If students have difficulty, provide corrective feedback page by page as needed.	*Say: Turn to page 2. Put your finger on the first word. Let's sound out each word together. Ready? Begin.* **Corrective Feedback Models** **Choral Reading** If a student does not read a word correctly: • Model how to sound out the word, using the blending routine. • Repeat the routine with the same word, asking students to blend the sounds together with you. • Go back to the beginning of the sentence and read each word with students. **Partner Reading** Provide sentence starters to help partners provide feedback. • *The word is _____ .* (If a decodable word, have the partner model how to blend the sounds.) • *Let's say the word together, _____ .* • *Now let's read the sentence again.*

Clear Instructional Routine?

Steps	Explanation/Script
STEP 4: CHECK COMPREHENSION • Ask questions that focus on overall comprehension and prompt students to revisit the text. At least one of the questions should involve partner talk. • Prompt students to answer in complete sentences. • Have students find sentences in the story to support answers. • Call on students to discuss any difficult words in the selection.	Ask the following questions: • *Why did Meg and Ben want eggs?* • *Why didn't Ben get eggs? Find the sentence in the story that tells why.* • *Point to the name of the animal that has eggs.* • *Discuss with a partner why Mom didn't make eggs.*
STEP 5: SECOND READ (BUILD FLUENCY) • Have students reread the book. Use this time to differentiate instruction and practice. • Chorally reread the book with On-Level and Approaching Level students. • If Approaching Level students struggle sounding out words, provide "with you" blending models. Then review blending using the words on the word list at the end of the story (book) during Small Group time. Conclude by guiding students through a rereading of the book during the small group session. • Have Beyond Level students read the text to a partner. Partners should read alternating pages. The reader should point to each word as the listener follows in his or her book. Students then switch roles. Have partners retell the story to each other. • On Day 2 of the Decodable Reader lesson, use this time to teach an accelerated skill minilesson, such as the one provided in the Teacher's Edition.	*Say: Great job working through the story. Now let's reread the story to make sure we can decode all the words.*
STEP 6: CUMULATIVE REVIEW As time allows throughout the week (and always on DAY 5), have students reread this week's decodable stories and as many previous stories as possible.	

Environment

How do the environment and structures in which we teach support student learning?

(Are we setting up our students for

How do the environment and structures in which we teach support student learning?

- Is classroom management supportive of student learning or does it need to be strengthened?

- Is the physical environment of classrooms conducive to student learning or does it need to be adjusted?

How do the environment and structures in which we teach support student learning?

- Is classroom management supportive of student learning or does it need to be strengthened?

- Is the physical environment of classrooms conducive to student learning or does it need to be adjusted?

Classroom Management

Identify and teach expectations

Teach routines explicitly

Reinforce expectations

Manage misbehavior

Identify and Teach Expectations

	Auditorium	*Hallway/ Commons*	*Classroom*	*Lunchroom*
RESPECT	• Be silent during performance • Enter/Exit during applause • No food/drink in auditorium • Remove your hat • Applaud appropriately	• Use appropriate language and volume (2) • Keep feet/hands to yourself • Close lockers/doors quietly • Wait in line appropriately	• Be in class on time • Listen to opinions and answers of others • Use appropriate voice level • Have positive attitude	• Come in, sit down, and wait your turn • Use quiet voices (2) • Show courtesy/ include others • Handle food appropriately
RESPONSIBILITY	• Arrive on time • Enter quickly & sit quietly in your designated seat • Stay seated in an appropriate manner • Clean up after yourself	• Walk at all times/stay stay to the right • Remember your purpose • Have a pass during non-passing times • Keep hallways clean and clear	• Do your best • Be on task • Be accountable • Actively participate in learning activities	• Take only what you will eat of self-selected foods • Clean up after yourself
CITIZENSHIP	• Leave no trace • Walk, move in aisle with caution • Show respect to the flag	• Leave no trace • Enjoy the posters and artwork on display without touching • Respect authority	• Leave no trace • Follow all rules/accept consequences • Respect school property	• Leave no trace • Keep your hands and feet to yourself • Walk at all times
VOICE LEVELS **0 SILENT** No conversation	**1 WHISPER** Your peers around you can read a book & not be disturbed	**2 TALKING** Normal classroom conversation, quiet enough to hear teacher	**3 PRESENTATION** Loud enough for the entire class to hear you	**4 STADIUM** 10,000 voices competing to be heard

Classroom Expectations

At Carpet

1. Listening ears
2. Eyes on speaker
3. 0 Voice
4. Hands in lap
5. Sit Up Straight

Examples & Non-Example

During independent work time, you work quietly and without disrupting others. This is respectful.

During independent work time, you distract others by making noise and tapping your pencil.

Teach Routines Explicitly

- Teach students procedures for common tasks in class, such as entering classroom, handing in work, asking for a hall pass, getting teacher's attention, etc.
  - Define a procedure and its steps

Bathroom Pass Routine

1. When pass is available, raise hand, wait to be called upon.

2. Ask respectfully to use the restroom.

3. Write name and time on sign-out sheet.

4. Take pass. Return within five minutes.

5. Write time in. Return pass.

Template and Examples, page 9

Reinforce Expectations

- Praise, acknowledgement, feedback are synonymous.
  - All used to let students know they are performing a skill correctly.
- Create a comprehensive acknowledgement system to strengthen desired behavior

WHITEFISH BAY MIDDLE SCHOOL
LION PRIDE

PRIDE TICKET

Date: _____

Presented to: _____

Staff Name: _____

Staff Comments: *(optional)* _____

_____

_____

- ❑ Perseverance
- ❑ Respect
- ❑ Responsibility
- ❑ Integrity

Please turn into the office before or after school to be part of the Friday PRIDE Drawing

Behavior-Specific Praise

Before	After	Changes
1 per 4 mins	1 per 1.5 mins	On task from 55% to 80%
1 per ~20 mins	1 per ~10 mins	On-task from 50% to 80%
1 per 10 mins	1 per 2 mins	On-task from 48% to 86%
Zero rates	1 per 3 mins	Disruptive Behavior from 1 per 2 mins to 1 per 5 mins

Pair up with your elbow partner. The expectation you are praising is "responsible". Person with newer shoes goes first.
Give behavior-specific praise, then switch and other person goes.

Manage Misbehavior

- Create a structured, comprehensive system to manage misbehavior

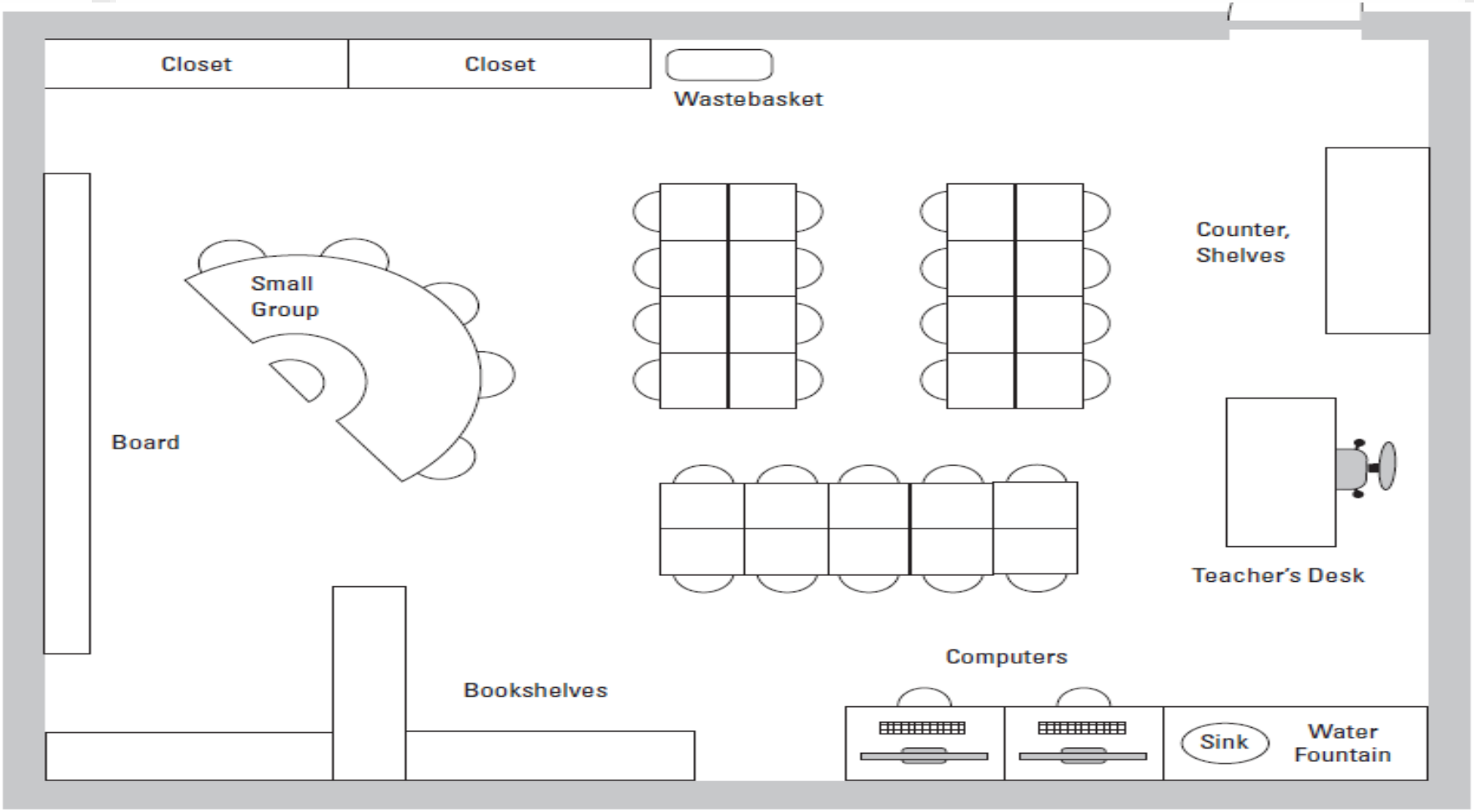
Misbehavior is an opportunity to reteach

How do the environment and structures in which we teach support student learning?

- Is classroom management supportive of student learning or does it need to be strengthened?

- Is the physical environment of classrooms conducive to student learning or does it need to be adjusted?

Is the physical environment of classrooms conducive to student learning?



Harlacher, Classroom Mang

Active Supervision

- Catch errors early and provide specific, corrective feedback
  - **Move**: Constant, randomize movement, target problem areas
  - **Scan**: Visual and verbal
  - **Interact**: Positive contact with groups of kids

Monitoring Form Example

Walkthrough Tool

Teacher	Observer	Grade Level	Date & Day	Start Time	End Time

Core Review Meeting Agreements:

Priority skill:	**Instructional strategy:**	**Active engagement:**

Standards of Practice: Materials

Curriculum:	**Whole Group/Small Group/Independent work**	**Teachers Guide used?**	**Lesson target posted?**	**Vocab/high frequency/Sound Spelling posted?**
Main selection: ☐ Companion Text: ☐ Leveled Readers: ☐ Decodable book: ☐ Vocabulary: ☐ Worksheet: ☐ Written response: ☐ Other: ☐	WG SG IW	☐	☐ **Lesson target stated?** ☐	V: ☐ HF: ☐ SS: ☐
Other: Lesson architecture:				

Monitoring Form Example

Building/Grade_____ Date_____

	Tally	Comments and Details
Cues		
Error Correction		
Praise		
K-2 Evidence of Diagnostic Practice		
3-5 Evidence of Diagnostic Practice		
3-5 Evidence of Extreme Intervention		
Pacing Urgent or Passive		
What are the other kids doing? IA use and tasks for groups		
Evidence of Explicit Vocabulary Instruction		
Opportunities to Respond		
Overall Implementation Rating on 1 to 4 Scale		

Notes:

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

Building System Capacity

Thanks to references:

Vincent & Associates, Ltd.
Innovation Management Services
innovations that work
Brand Learning, Part Accenture
Institute for Strategic Communications and Change

Organizations Working Through Change..

Consider the 3 C's!

- Chains
- Choice or
- Chance…

Organizations Working through Change Consider:

- Competence
- Capability
- Capacity

Competence

- Competence… is the quality or state of being functionally adequate or having sufficient knowledge, strength and skill.
- Competence is another word for an individual's *know-how or skill.*

Competence

- Who knows how?” and “How well do they know?” Booz, Allen and Hamilton

- All about getting the *right people in the right place at the right time.*

Capability

- Capability is simply the ability to do something. A power to perform a specified task. Individuals have capabilities***. And so do organizations.***
- When organizations **don't have the power to perform** a specified task as well as they want to, they have a *capability gap.*

Capability

- **“capability building”** refers to the skills and knowledge required for a particular task.
- An organization may have the *capacity* to change, *but lack certain key capabilities*

Components of Capability

- Culture
- Skills
- People
- Standards of Practice
- Processes, Systems
- Clear Objectives and Strategies

Capacity

- In the context of transformation, **“capacity building”** refers to an individual or organization’s ability to absorb change

effectively.

Capacity

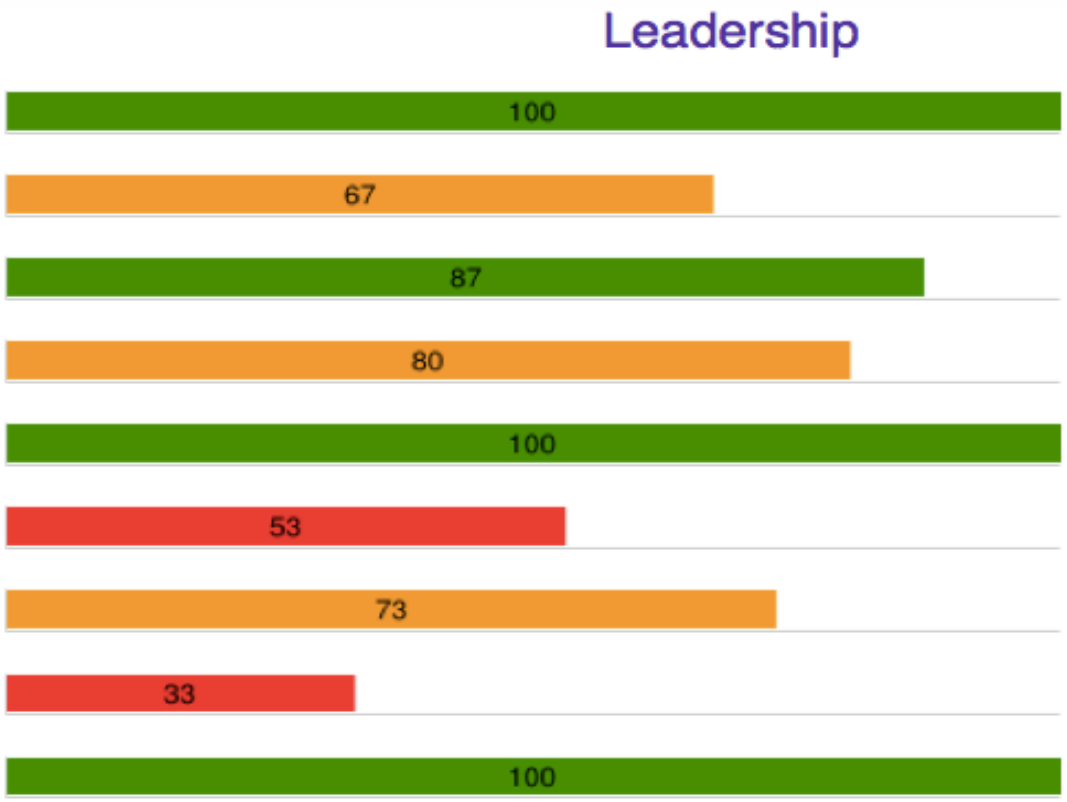
"Too often, the pace and scope of changes outpace the organization's ability to absorb it – like pouring a jug of water on a sponge that's already totally saturated. In such cases, it is important to *identify the capacity issue, and forge strategies to address it*."

Capacity

- **Time:** providing employees with more time to complete a task in order to allow for assimilation.
- **Resourcing**: bringing in additional resources to liberate employees from their day-to-day tasks so that they can better absorb the change.
- **Understanding:** providing employees with psychological safety by demonstrating understanding that change is difficult, and that tasks may take longer, or may have a higher error rate than usual.
- **Energy:** Given that periods of intensive change are depleting, employees may need encouragement to manage their energy, not just their time.

Capacity and capability support is not a ‘one over the other’ proposition, both are critical.

District Problem or School Level Problem?



Do you use your resources to identify gaps?

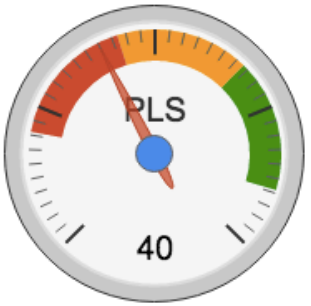
Culture

Culture score is: SLIGHTLY ABOVE AVERAGE

Leadership

Leadership score is: CONSIDERABLY ABOVE AVERAGE

PLS

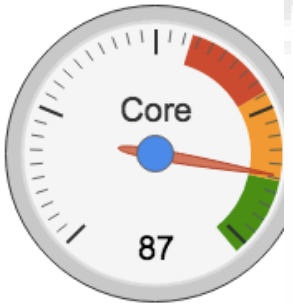


PLS score is: CONSIDERABLY BELOW AVERAGE

DBDM

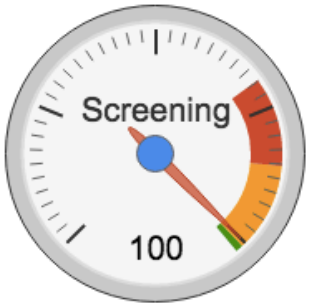
DBDM score is: CONSIDERABLY ABOVE AVERAGE

Core



Core score is: SLIGHTLY ABOVE AVERAGE

Screening

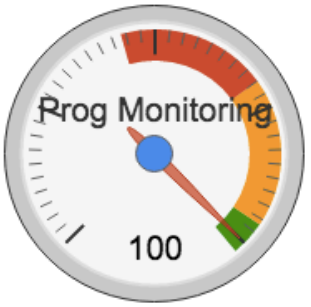


Screening score is: SLIGHTLY ABOVE AVERAGE

Interventions

Interventions score is: CONSIDERABLY ABOVE AVERAGE

Prog Monitoring

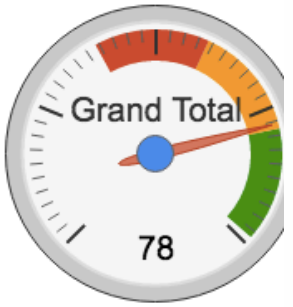


Prog Monitoring score is: CONSIDERABLY ABOVE AVERAGE

SLD

SLD score is: SLIGHTLY BELOW AVERAGE

Grand Total



Grand Total score is: SLIGHTLY ABOVE AVERAGE

Digging Deeper for Planning

7. Core walkthrough process not tied to district standards of practice OR not visible to majority (>70%) of teachers

-[Staff Survey Data]

12. My principal (or other school leader) regularly does walkthroughs in my classroom to ensure fidelity of core implementation and effective instructional practices

Strongly Agree(0 of 17)	Somewhat Agree (9 of 17)	Somewhat Disagree (5 of 17)	Strongly Disagree (1 of 17)	Not Applicable (2 of 17)
0%	53%	29%	6%	12%

13. I receive actionable and useful feedback as a result of the principal walkthroughs

Strongly Agree(3 of 17)	Somewhat Agree (8 of 17)	Somewhat Disagree (3 of 17)	Strongly Disagree (3 of 17)	Not Applicable (0 of 17)
18%	47%	18%	18%	0%

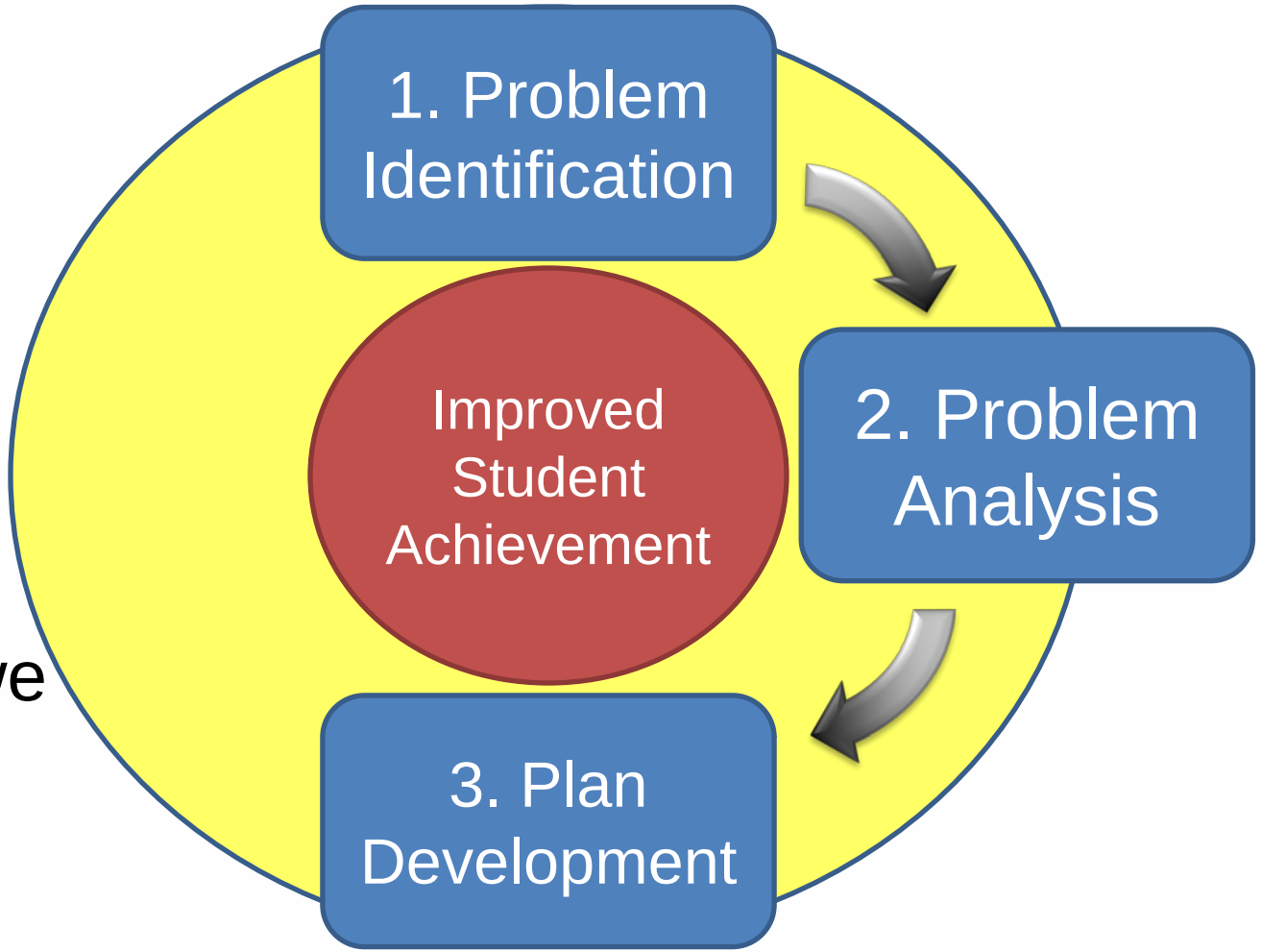
Team Planning: System Capacity

1. Discuss areas of strength in your system for building capacity
2. Discuss areas of growth for your system in building capacity
3. Utilize the System Capacity section of the Tier I Data Review Template to drive your discussions

System Capacity: How do our system structures support student learning?

- Are we providing sufficient professional learning and coaching?
- Are we hiring the right staff?
- Does our culture support RTI?
- Does leadership support RTI?
- Does our data-based decision making support our decision making?

Step 3: Plan Development



What are we going to *do* about the problem?

Step 1: Problem Identification

What are our student outcomes?

(Review district and school level ***outcome data***)

- Are we making progress, staying the same or losing ground?
- Are our needs district-wide or just in some school/s (grades)?
- What are areas of success and what are areas that need support?

Step 2: Problem Analysis

How does our implementation support our outcomes?

(Inspect what you expect!)

(Review ***fidelity/implementation data*** for standards of practice at the district and school level)

Curriculum: How do the materials we use support student learning?

- Are we following our standards of practice and/or do we need to make adjustments?
  - How are we using whole group instruction to support student learning?
  - How are we using small group instruction to support student learning?
  - How are we using independent work to support student learning?
- Is our curriculum meeting the needs of the grade level or do we need to make adjustments?

Instruction: How does the instruction we plan and deliver support student learning?

- Are we consistently using our district's Standards of Practice for instructional strategies and/or do we need to do more of the following?
  - Direct instruction in skills and strategies
  - Consistent instructional routines
  - Practice
  - Engagement
  - Background knowledge
  - Oral language

Environment: How do the environment and structures in which we teach support student learning? (Are we setting up our students for success?)

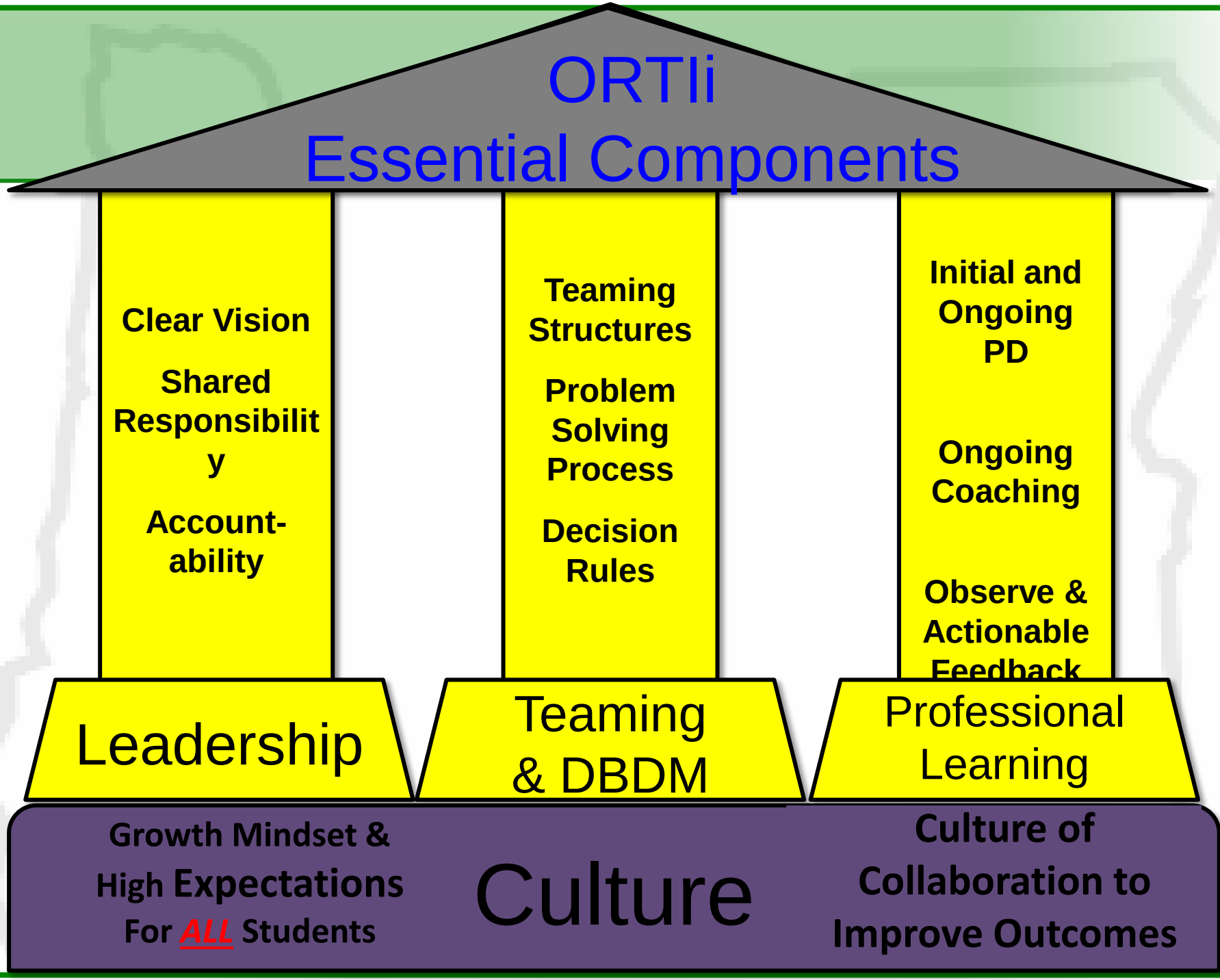
- Is classroom management supportive of student learning or does it need to be strengthened?
- Is the physical environment of classrooms conducive to student learning or does it need to be adjusted?

System Capacity: How do our system structures support student learning?

- Are we providing sufficient professional learning and coaching?
- Are we hiring the right staff?
- Does our culture support RTI?
- Does leadership support RTI?
- Does our data-based decision making support our decision making?

Sustainability Concept #1

We sustain things when there is a valued outcome.


ORTIi
Essential Components
Clear Vision
Shared Responsibility
Account-ability
Teaming Structures
Problem Solving Process
Decision Rules
Initial and Ongoing PD
Ongoing Coaching
Observe & Actionable Feedback
Leadership
Teaming & DBDM
Professional Learning
Growth Mindset & High Expectations For ALL Students
Culture
Culture of Collaboration to Improve Outcomes

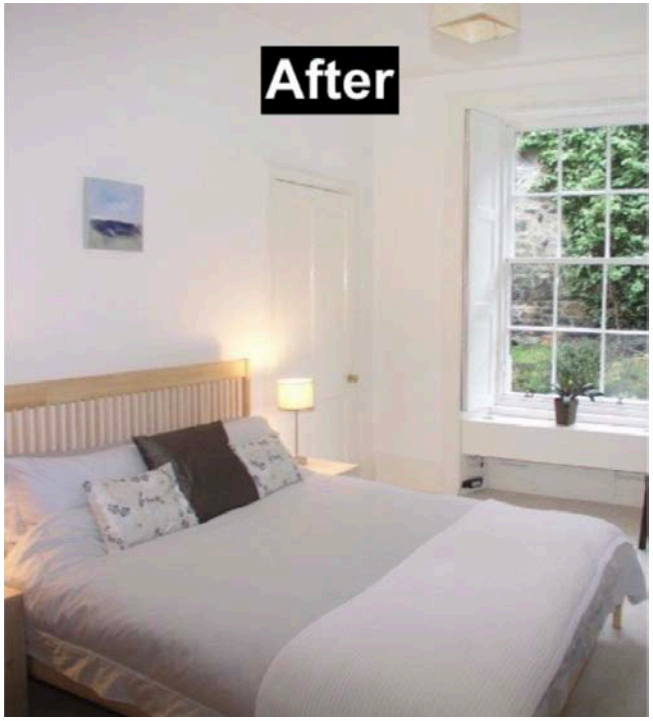
Strength & Flexibility

APPROVED

Step 3: Plan Development

Step 3: Plan Development
What are our district priorities for implementing RTI? What are the barriers?
Do we have the capacity to implement our priorities? Review resources (are we providing sufficient funds to do the work?
How are we communicating our priorities to the superintendent, administrators, staff and students?
Who is facilitating this work?

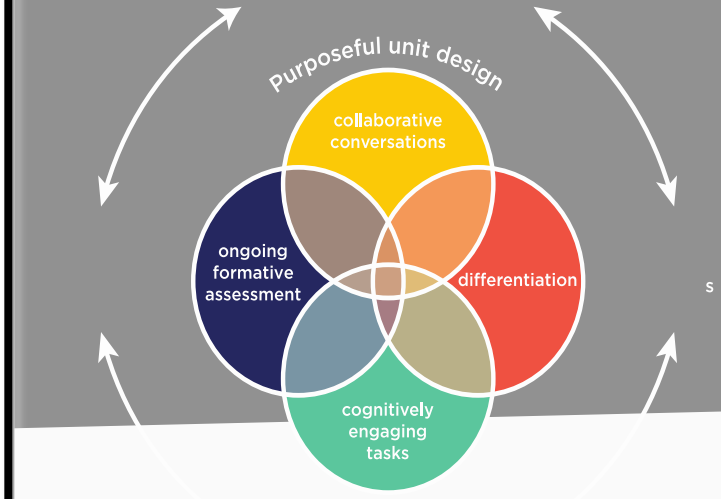
Prioritizing & Letting Go



Est. 1883

BEND-LA PINE
Schools

520 NW Wall
Bend, OR 97701

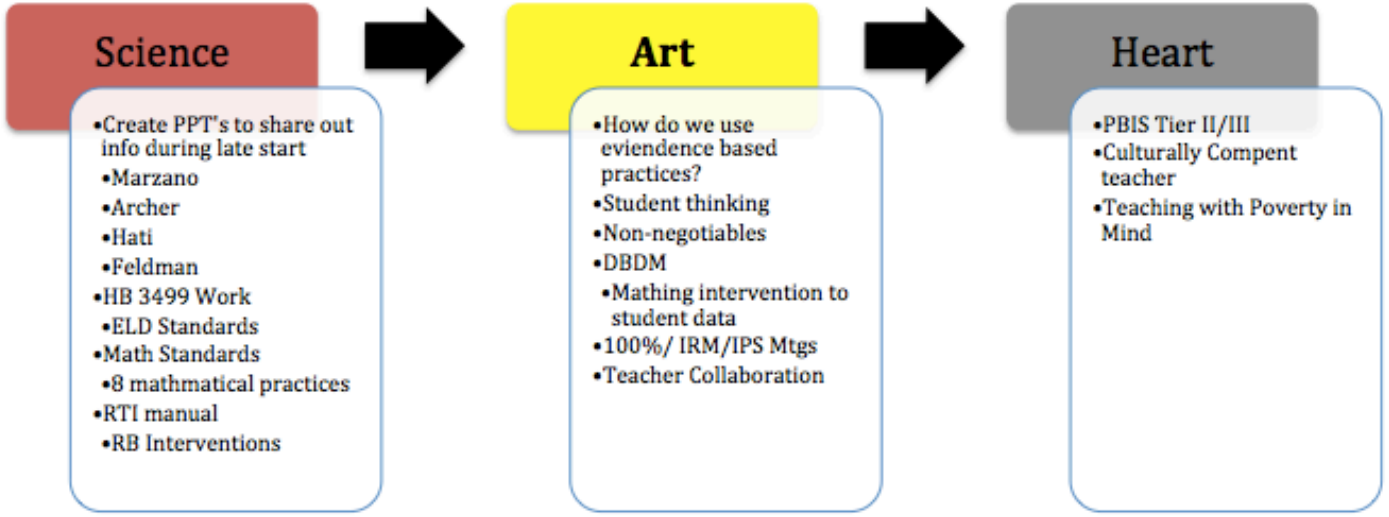


ORTII

Step 3: Plan Development

Step 3: Plan Development
What are our district priorities for implementing RTI? What are the barriers?
Do we have the capacity to implement our priorities? Review resources (are we providing sufficient funds to do the work?
How will we communicate our priorities and expectations, both internally and externally?
Who is facilitating this work?

2017/2018 Instructional Coaches Meetings Framework



- Full day meeting in August to review RTIi Framework and EasyCBM update
- Meet monthly: each meeting will consist of the three components listed above. The goal is to make the coaches meetings meaningful and to provide supports to each other
- Different school hosts each month
  - Hosting school provide treats and coaching strategy
- 2.5 hour long meetings
  - 2 hours of meeting, 30 minutes of coaching walkthroughs in classrooms

What do we know about professional learning?

Longitudinal Studies of a Variety of Comprehensive School Reforms

Effective Interventions	**Actual Supports Years 1-3**	**Outcomes Years 4-5**
Every Teacher Trained	**Fewer than 50% of the teachers received some training**	**Fewer than 10% of the schools used the CSR as intended**
Every Teacher Continually Supported	**Fewer than 25% of those teachers received support**	**Vast majority of students did not benefit**

Aladjem & Borman, 2006; Vernez, Karam, Mariano, & DeMartini, 2006

Step 3: Plan Development

Step 3: Plan Development
What are our district priorities for implementing RTI? What are the barriers?
Do we have the capacity to implement our priorities? Review resources (are we providing sufficient funds to do the work?
How are we communicating our priorities to the superintendent, administrators, staff and students?
Who is facilitating this work?

Step 3: Plan Development

Step 3: Plan Development
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Do we have the capacity to implement our priorities? Review resources (are we providing sufficient funds to do the work?
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The Power of Shared Responsibility

Ontario SCHOOL DISTRICT 8C

K-2 Literacy Meeting/Scheduling Summit
2.23.18
9:30 am- 11:30 am
DO Boardroom

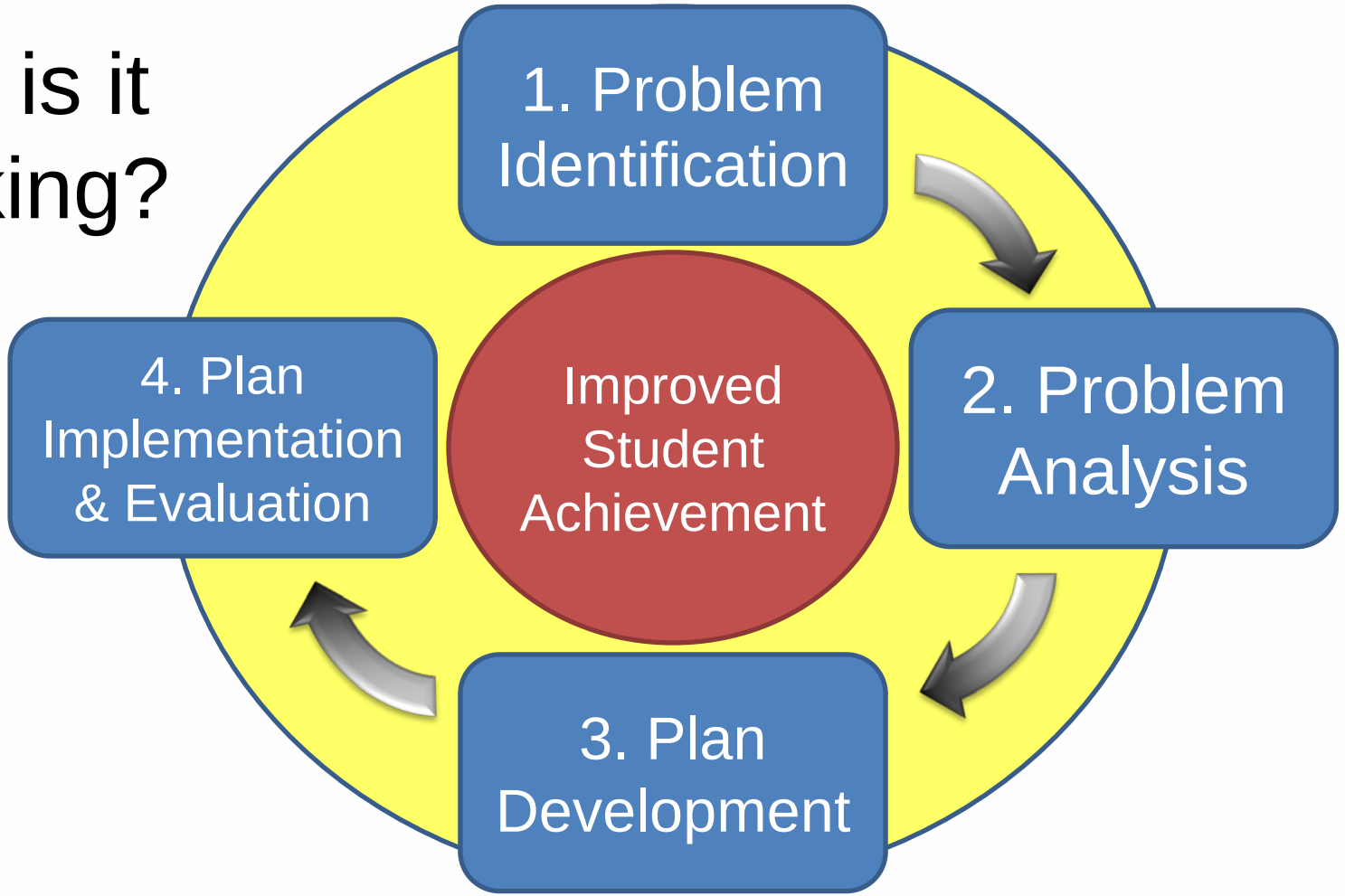
Item	Facilitator	Screening Tools	Notes for Shelby
District Level Questions: What are our district needs at a K-2 Level?	Melissa/Shelby		
1. Are grade levels (district wide) at benchmark (80% at low risk) in Reading? 2. Is there a common instructional need (PA, Phonics, Fluency, Vocabulary, Comprehension) within a grade level?	Split into teams to analyze K-2 data	• easyCBM: District tab: Grade/Measure Comparison • Core program common assessments • ELFA	
1. Is there a common instructional need in math? 2. School Wide Schedule: Math analysis	Steve	• CFA	

Team Time: Create Your Plan

Step 3: Plan Development
What are our district priorities for implementing RTI? What are the barriers?
Do we have the capacity to implement our priorities? Review resources (are we providing sufficient funds to do the work?
How are we communicating our priorities to the superintendent, administrators, staff and students?
Who is facilitating this work?

Step 4: Plan Implementation & Evaluation

How is it working?



Step 4: Plan Evaluation

Step 4: Plan Implementation and Evaluation
What are our student outcomes? (Review district and school level ***outcome data***) • Are we making progress, staying the same or losing ground? • Are our needs district-wide or just in some school/s (grades)? • What are areas of success and what are areas that need support?
• Continue with Step 2 (Problem Analysis)