

**Response to Intervention
Cohort/Pilot training session:
Leadership: Realizing the Moral Imperative**

Session 1

**November 29-30, 2011
Richmond, Virginia
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Office of Student Services**

Response to Intervention
Cohort/Pilot training session: Leadership: Realizing the Moral Imperative

Session_1.mp3 - Welcome

H. Douglas Cox – Assistant Superintendent – 8:30 am – 8:45 am
Dr. Cynthia A. Cave – Director of Student Services

The Moral Imperative Realized: Doing What We Know

Dr. Steve Kukic – Voyager Learning - 8:45 am – 9:00 am

The Lee County Story: From Research to Operationalized Practice With Fidelity to Results: Virginia Tiered Systems of Supports (VTSS) Component Analysis Leadership and Organizational Structure – Part 1 – 9:00 am – 10:30 am

Dr. Larry Tihen – Retired Superintendent, Lee County, Florida 9:00 - 10:30 am [part 1]

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Mr. Cox: Well good morning, I just found I'm being recorded so I think I'm going to probably change the remarks, that I had originally, no I'm kidding. I'm Doug Cox, and it's always my pleasure to welcome you here, all of those who have really done the heavy lifting with us as we have tried to, I like to use the term define and refine our approach to what we used to call Response to Intervention; and what now we call Tiered Level, Tiered Level of support in the Commonwealth. And I think today's meeting is going to be just outstanding for you, because we're focusing on leadership, and leadership is something that I am particularly passionate about as my staff knows. They hear me talk about it a lot, whether they choose too or not, and yet I think that it is one of the most critical elements of what we do.

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Mr. Cox: We know that most organizations, or at least many organizations are way over managed but way under lead. And certainly we believe that when we're trying to change the focus of the way we do business in school divisions and at the school level, really positive strong leadership is absolutely, absolutely critical to our mission of sustaining a tiered level of support for all students. You have with you today two people who absolutely personify positive leadership in the most incredible way I know, and I'm going to start with my good friend and colleague Steve Kukic, and then he's going to in turn introduce his friend, and my friend as well Larry Tennant.

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Mr. Cox: But I don't know Larry quite as well as I've known Steve throughout the years, and I don't want to do any injustice to, to Larry's impressive history of leadership either.

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Larry has been with us before in our institutes. Many of you have had the pleasure of, of his wisdom in past meetings we've had. But first let me introduce you to Steve Kukic. Steve is a long time friend and colleague of mine, we met a long time ago, when we were together as state directors. Steve in Utah, me here in Virginia. Steve was the first person who nominated me to run for the board of directors for the National Associations of State Directors of Special Ed, and I was honored eventually to follow his footsteps, to lead that organization one year as president. Steve was a fantastic leader in Utah, not only did he provide leadership for special education, but to title one as well.

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Mr. Cox: And most of us think that that's just almost more than we could handle, but I think it served Steve well. Particularly well now when he's looking at, at bigger issues, looking at universal issues for all learners and probably his experience with challenged learners through the title one program as well as children with disabilities, probably shaped where he is right now. Steve left Utah to go to work for the Cubby Foundation where he further expanded his opportunity to help people like you and me become better leaders. And since that time is now with the Cambium Learning Voyager Corporation, where still he's providing tremendous leadership at that level as well. So Steve I'm going to turn this over to you, and start, stop wasting your time, and say welcome and Steve has learned like many of you learned this morning probably that people in Richmond do not drive well when it's raining.

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Dr. Kukic: Thanks very much, it's a, it's always a pleasure to be with you. I think, I think what Doug did was he stepped right over, Cindy and Cindy's feeling very bad, so, so Cindy can we make it up to you somehow or another, okay. So, Cindy Cave. Yes, Doug will pay for this for the next year, you'll all be very pleased to know that, so here is Cindy.

Dr. Cave: Thank you. Good morning. I wanted to tell ya'll that as we continue to work through our, our experience with you and develop additional materials for all the school divisions in the state to use, we have finally put together a set of benchmarks and essential components for what we are now calling the Virginia Tiered System of Support, VTSS.

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Dr. Cave: And it is the green in your packet. This has taken a lot of hard work and sharing of information and discussion by your coaches, by Susie, by Doug, by Steve, by Wayne, by myself, and now we're ready to share it with you all. Still in what we consider developmental form. We feel as though that this set of benchmarks and

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essential components of the Tiered System of Support will provide the framework around which we will complete our implementation manual. Which is in draft by the way, our next manual for implementation of the tiered system of supports is in draft. It'll also provide the framework around which we organize the training moving forward, particularly with other school divisions. So as pilot schools we're experiencing implementation of this new way of looking at working with students, we'd like you to take a look at these, what we consider the basic fundamental components.

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Dr. Cave: What we consider to be measures of if you're just beginning, if you're in an implementation stage, or you're merging, or you feel like you're finally meeting at a sustaining point. And we'd like to hear from you all and get your feedback on how you think these measures reflect what it's like to be in these various stages, and Larry today is going to be looking at the first component. Which is leadership, so we'll begin using these where we feel as though this will be able to help the way we organize thinking about the Virginia Tiered System of Support, and we certainly welcome and want your reactions and suggestions about it. So that's what I wanted to say this morning, and now Steve I'll give the microphone back to you.

Dr. Kukic: I've got this one.

Dr. Cave: Okay.

Dr. Kukic: Yeah, thank you.

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Dr. Kukic: Okay, Larry and I are really pleased to be with you, and I'm especially pleased because you're going to have an opportunity and a very deep opportunity to interact with the person I believe arguably is the person who's been the best superintendent in the whole United States. And so in about 15 minutes you'll begin this journey with Larry, and he's going to be explaining to you exactly what Lee county Florida did to develop it's multi-tier system of supports. It's version of the Virginia Tiered System of Supports. And, just as, this is a real treat I promise you it will be, because he has been able to figure out how to translate all the great principles that relate to RTI, to TSS, to VTSS and how to do this in a district that's just 85,000 kids. So get ready for action when we start that. There is going to be plenty of time for you to interact during this agenda as you can see by the agenda.

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Dr. Kukic: Larry's going to talk about each component that you have within VTSS, and then we'll have opportunity to interact along the way. And then tomorrow afternoon the idea is how do you actually put all of this together in your school division, in your school to be able to make this what you want it to be; in terms of a systems change that actually improves outcomes for all kids that's the point. Press Larry about that point, it's not just a matter of developing a system. The system is nothing if it doesn't improve performance, that's the issue. I think for a long time we've had a goal that is, or a mission that is to provide an education for kids, rather than to improve outcomes for kids. And I think it's time that we all think about that hard. What is the purpose of school? Is it to provide service, or is it to improve outcomes? And Larry and I would contend with you that the purpose of school is one-fold, and that's to improve outcomes for all kids. For each child. Now that's a moral imperative.

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Dr. Kukic: And what Larry and I decided would be a good title for this, this session that we're having these two days is Michael Fullan's book title that's called *The Moral Imperative Realized*, because we all talk a lot about the moral imperative. We all talk about our vision that all students will learn, we all talk about the ideas that we have, and how often do those ideas stop right there with a nice speech. Nice round of applause, and then people go back to doing what they were doing before. What Fullan says in his latest book that was just published this year, *The Moral Imperative Realized*, is that a moral imperative is nothing if it is not translated into action. And so for this next little bit of time I want to just share with you the basics of that concept, we'll get back to this the handout I'll be sharing with you in a minute, in the afternoon tomorrow afternoon. And use that as a base for that conversation.

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Dr. Kukic: I've provided you with two handouts here, one of them is on pink paper, and it's just the latest version of my collection of books and articles and reports and websites and music and like that, so enjoy that. Any of you who have been her before you've seen an earlier edition of it, and I take stuff on and put stuff, and take stuff off. You'll see on the first page, just all the Fullan books, because I am addicted to Michael Fullan's work, as you can see. He impacted me in 1993 when I was the state director in Utah, and I bought 200 copies of *The Change Forces* and 2300 copies of *The Change Forces the Sequel* and 200 copies of *Change Forces With a Vengeance*, while I was state director and passed it around the state. Because I believe so much in what Michael Fullan had to say, and he's continued to evolve his practice and his thinking into this most wonderful book that he's written to date. And that's this book called *The Moral Imperative Realized*.

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Dr. Kukic: So the other handout is a PowerPoint that I've produced to kind of briefly share with you what is in this book as a beginning point for our two days together, so go to the yellow handout if you would, and we'll get right into this. So here's basically what Fullan says, and this is my translation of it, so I don't, I always like to be careful about who I attribute these things too. And notice I'm not attributing this to the great Michael Fullan, but just to little old me here. But, the idea is shared principles plus coherent strategies implemented with fidelity. Coherent strategies implemented with fidelity equals success. To often we think that what makes for a professional is to be creative. And if you study professionals you find out that all professionals who are at the top of their game are creative to a degree, but all of them, all of them implement their practice with fidelity.

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Dr. Kukic: Read the work of Gawande, G-A-W-A-N-D-E, the checklist manifesto and you'll find out that that's exactly what professionals do. There is not really an exception to that, you know I live outside of Denver, and out in Colorado we now say it's Tebow time baby. Because of what Tim's doing. If you think that Tim Tebow's doing that just cause he's creative, think of the hours of practice that it takes to be able to do what he does. To be able to make that cut at the particular moment to beat the heck out of the New York Jets, which was a wonderful win, that was a good one. And so that kind of thing is a really important thing to remember I think. So that idea of implementing with fidelity, we'll talk a lot about that as we continue. All right, so his point in the book is, is that the moral imperative realized is about raising the bar and closing the gap of student achievement for all students not as a slogan but as a reality. How do you translate the slogan, how do you translate the principle into practice is the question.

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Dr. Kukic: So he says it's not in itself a strategy, if you don't know how to implement moral purpose you don't have it. So and if you're passionate about it and others don't get it, you still don't have it. So it takes that kind of level of consensus in terms of principle translated into action in order for you to get done what you want to get done. As Horace Mann said a long time ago, "It is well to think well, it is divine to act well." To act well. So here are the basics for making moral imperative a strategy from Bolin's book. Making a person commitment first, you know that, that's a really easy to say if you're a fan of Rick Dufour, and his work on professional learning communities. Rather than saying all students can learn, you say all students will learn, then you say oh yeah right got it. Well, think about that as a personal commitment, because when you say that all of the pressure is on the system to be able to do whatever it takes.

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Dr. Kukic: If you really believe that. And then build relationships to be able to make that happen, focus on implementation, develop the collaborative, connect to the outside, and be relentless. And divert the distractors, do not deal with them if you can. So I want to show you a really quick little video here. This is a 3-minute video that describes someone who kind of is that kind of leader, and I think, I think you'll enjoy this. At least if you're, if you're sophisticated you'll enjoy it. So, just kidding, here we go. I just wanted to see if you were awake.

[Audio from video]: So ladies and gentlemen we talk a lot about leadership and how to make a movement. So let's watch a movement happen start to finish in under three minutes, and take some lessons from it.

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[Audio from video]: First of course you know a leader needs the guts to stand out and be ridiculed. But what he's doing is so easy, just his first follower in the crucial role he's going to show everyone else how to follow. Now notice the leader embraces him as an equal, so now it's not about the leader anymore, it's about them. Plural. Now there he is calling to his friends. If you notice that the first follower is actually in the underestimated form of leadership himself, takes guts to stand out like that. The first follower is what transforms a lone nut into a leader. And here comes a second follower, now it's not a lone nut, it's not two nuts, three is a crowd and the crowd is news. So it must be public, it's important to show not just the leader but the followers, because you find that new followers emulate the followers not the leader. Here come two more people immediately after, three more people.

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[Audio from Video]: Now we've got momentum, this is the tipping point, now we've got a movement. So, notice that as more people join in, it's less risky, so those that were sitting on the fence before now have no reason not to, they won't stand out, they won't be ridiculed, but they will be part of the in-crowd if they hurry. So, over the next minute you'll see all of the, those that prefer to stand with the crowd because eventually they will be ridiculed for not joining in and that's how you make a movement. But let's recap some lessons from this. So first if you are the type, like the shirtless dancing guy, that is standing alone; remember the importance of nurturing your first few followers as equals. So it's clearly about the movement not you. Okay. But, we might have missed the real lesson here, the biggest lesson if you noticed, did you catch it? Is that leadership is over-glorified.

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[Audio from Video]: That yes it was the shirtless guy was first, and he'll get all the credit. But it was really the first follower that transformed the lone nut into a leader. So if we're told that we should all be leaders that would be really ineffective. If you really care about starting a movement, have the courage to follow and show others how to follow. And when you find a lone nut doing something great, have the guts to be the first one to stand up and join in, and what a perfect place to do that at TED. Thanks.

Dr. Kukic: That's pretty cool isn't it. But that really does say it, I think it really talks about this idea of the moral imperative realized, and what those basics are. The key, another key point that Fullan raises a lot is this point about, about connecting to the outside.

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Dr. Kukic: I have the great opportunity to, this is not the great opportunity, but I do live on United Airlines, cause I live in Denver, and my job is to work nationally with school systems at a district level and a state level to help them realize the potential of this kind of change that you're trying to do here in Virginia. And it is a joy to work with all of you in Virginia, because you all really show a commitment to trying to figure this out finally, and to really make it work. You know, Doug and I, I consider him one of my brothers I really do, and he and I have shared a lot of things over the years. And will in the future as well. And one of the things that we share is this notion of making sure that you're principles are straight, and then acting consistent with those principles, that's the point. But one of the issues that I think I notice happens all over the country is that I say something, if I'm in Virginia as an example and I say you really need to listen to Larry, Larry Tihen and hear what he did in Florida.

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Dr. Kukic: Immediately some people in Virginia in this room turn him off at first. Because he's not in Virginia. Because I think some of you probably do believe that only 5% of the knowledge known to human kind is outside the borders of Virginia. So, so if you are one of the people who believes that, that's fine get ready for the 5%. But there is a little bit that's out there. Fullan says the best teacher is the one who has one foot in the microcosm of the classroom, and the other foot in the macrocosm of the rest of the universe because that's where the ideas are. The best teacher is not someone who has both feet firmly planted in that one classroom. Think about that. Think about that. There are ideas outside of where you are is the point. So, informed optimism is what he says we need to pay attention to, we must come to have what I call informed optimism. We solved the last problem so we can figure out this one.

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Dr. Kukic: But more than that they must build relationships with skeptic and cynics to be able to move forward as well. So this makes it unstoppable, and he quotes really my favorite people who are talking about systems change; Reeds and Elmore and Dufour and many others. Moral imperative deep focus constructive monitoring and corresponding efficacious action are an unstoppable combination. Let me get that out of graduate school and say, data-based decision making. If we can shift our paradigm from whatever our ideology is that was conditioned in us by the way by our pre-service training in my opinion. To a paradigm that says data-based decision making is the way we make decisions. Think about what that would mean in terms of our ability to improve outcomes for kids. So we need as he called it focus and coherence. A coherent focus relentlessly pursued while paying attention to date, especially that which is related to individual student progress, and to the motivation of adults who can do something further to, to further achievement.

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Dr. Kukic: That's the whole idea of this, focus and coherence. So he says, you know we have to combine this idea of deep commitment to the principle, and also deep commitment to the means to enact that principle. That's really the point. You can't do one without the other, if you think you can do strategy without commitment that doesn't work. If you think you can do commitment without strategy that doesn't work, that's the point that Fullan makes that I think is so brilliant. He says what energizes educators is realized moral purpose, not just talking about it. Enough talking about it, is anyone else tired of the presidential campaign yet? That doesn't even happen for like another year, of the election. I mean that's the point, there is a lot of talk, but what are we really talking about is the point. So, this is another way of putting it, it ain't moral purpose if it ain't working. Or as one of Curtis Liten's [?] principal's put it, it's only equity if they actually do it, is the point

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Dr. Kukic: So, how do you do that? It's a combination of this moral resolutement, resoluteness I should say; impressive empathy. And then helping people realize the purpose. These how leaders are simultaneously directive, facilitative, inclusive as they help create energized an effective community. Don't lose that sentence just because I'm reading all these slides to you. Look at that sentence one more time. These how leaders are simultaneously directive, facilitative, and inclusive as they help create energized and effective communities. So this is sort of the issue. And he says that in short here, nothing will happen on any scale until system leaders start taking their moral purpose seriously, living it day after day through strategic action. That's one of my favorite terms by the way that I've learned in the last several years, is this idea of strategic action. Strategic planning is nothing, the only thing that matters is strategic action.

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Dr. Kucic: So we think that we've done it after we've created the mission statement and the strategies, and then we go back to doing what we were doing. It's only when it's strategic action that we really see a difference. Listen to what Larry says about that. Individual schools by the way cannot get on, or if they do they cannot stay on the moral track unless the whole district is working on the problem. And this is a point that I know you're grappling with, across the state of Virginia in all the school divisions. That an individual school can do this for a while on it's own, but it doesn't work over time if the whole school division is not building policy, building structure to be able to support what that school wants to do. Listen to what Larry says about that. In the moral imperative realized all excuses come off the table. There are no excuses. So, let me just kind of finish this off with some thoughts from a couple of other great thinkers; Tom Peters, who is one of the great consultants of all time in the public and private sector.

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Dr. Kucic: In 1993 I was listening to an audio tape driving around remote Utah as the state director, and I actually did get a very big ticket because I was enjoying this audiotape so much I was not paying attention to the fact that I was going about 95 in a 55, oh well. But this is what he says, he says yes, no it wasn't a state car. I avoided state cars, that was like a mistake yeah. Oh you're okay, got. So what he says is that if you're not hopelessly confused then you're out of touch, this is hard. But if you're hopelessly confused then what do you do, you only have one choice. Try stuff. During the depression, not this depression, but the first depression that we had in the twentieth century, Franklin D. Roosevelt said to his cabinet, above all try something. Let's go for it. This is the usual way we try to solve problems, and that makes sense. We learned that in scouting, we learn that if you're lucky enough to have an in-law like my wonderful father-in-law was, whose avocation was carpentry; he taught me the carpenter's rule.

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Dr. Kucic: How many times do you measure before you cut. Twice right, so you measure twice, cut once. And we've got one of Rudy's wonderful grandfather clocks that he made from just piece of walnut, from scratch. That he built in 1983 that is just working like a charm and it's wonderful, but what happens usually in most organizations. Is that we do a good job of getting ready, and we do a good job of aiming, but we do a very poor job of firing. And the reason we do that is we say, you know, this thing, this RTI thing that's morphed into something that the feds are now going to call MTSS that we're calling VTSS, that was called TSS. Before then it was called RTI. You know what, until all that calms down we're gonna keep just kind of thinking about doing this, so we're gonna aim again.

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Dr. Kukic: And you know, there is going to be some lawsuits in Special Ed over this, because you know the IQ achievement discrepancy that kind of sucks. We know that that doesn't have any scientific validity. Some of us still using it, and we're kind of pressed to give it as evidence based practice when it isn't. but you know, gosh that's gonna be trouble, because if we move totally this idea of VTSS, then there is going to be lawsuits. How about if we just allow Culpeper to get the lawsuits because they just seem to be moving ahead, and you know they're a little district and it won't hurt too much. So we'll just kind of keep doing that, in fact, you know that crazy Colorado, they declared IQ achievement discrepancy illegal in 2008. Huh, let's kind of watch that for a while, and let's don't move forward any faster than we have too. And then what happens is that the Harkin-Enzi bill comes out on ESCA. The very bad news about that bill in my opinion is that it only hold the bottom five percent of schools in this country accountable to the education of all of it's children.

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Dr. Kukic: For sure, for real. Because the top 95% of schools in the country are doing so well. Huh, maybe not. But the other thing it does that's really wonderful, is that only 15 times we counted MTSS is mentioned. MTSS is going to be an integral part of ESCA no matter what it turns out to be. And that's called a paradigm shift. So believe me that what's going to be happening is that MTSS is going to be the requirement in Title 1 for schools that are in needs improvement category, and that's the republicans and the democrats talking in the house and the senate side. So, so what do we do about this? How do we avoid being torn apart by yet another paradigm shift? Well Peter said in 1982, 1993, and 2004 that a better way of doing this is called Ready, Fire, Aim.

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Dr. Kukic: Now that sounds irresponsible when you first hear it. Until you remember how many of you are practicing teachers right now, raise your hands if you're a teacher. Those of you who are teachers, you don't practice ready, aim, fire in your classroom. You practice ready, fire, aim. You get ready, you have an objective, you have a way of assessing. You give it your best shot, you look at what happens to the kids. You monitor then you adjust. Right? That's ready, fire, aim. When I was a student at UCLA, that would be 11 national basketball championships by the way, I'm really glad that that game is over. 50 to nothing against USC. USC stand for the University of Spoiled Children by the way, but that's a different story. But when I was a student there, Madeline Hunter was there in the graduate school of education. And this is what she taught us, you set yourself up with your objective, your behavior objective she said, a way of assessing it directly, give it your best shot, monitor, adjust, teach again.

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Dr. Kukic: So, ready, fire, aim is probably a better approach. So just one last concept. There is two ways of thinking about leadership about VTSS, and here they are. One is called the Tarzan theory of leadership. The Tarzan theory of leadership says, I'm not letting go of the vine I have until I have the new vine, because if I let go of the vine I have I might fall through the rainforest and that'd be a bad thing. Now that sort of makes sense, it also probably is ready, aim, fire isn't it. Cause you got to make sure that everything is set before you move forward. The other theory of change is called the Indiana Jones theory of change, and do you remember in the movie when there was the chasm here, and on the other side there was the cave, and the knight and the chalices were there. He found the Holy Grail, only he had to figure out a way to get across, and he remembered um, it's called the leap of faith. And this big dusty boot came up and he took a step out into the chasm, and it was a bridge.

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Dr. Kukic: Larry and I are going to contend with you that the only way to make this work is to take that leap of faith. To turn that moral purpose into strategy, and that's this point about ready, fire, aim. And Fullan talks about that in his book, you know if you read enough you can always find justification for your biases. So ready, fire, aim is what I think should be happening, and I kept reading books until I found a book that actually validated that. I'm not going to go through all of this, but we will talk about this all during the two days and tomorrow afternoon in particular about how you can practice this idea of ready, fire, aim. Go and try stuff as a result of what you hear from Larry during these couple of days. So we'll be talking about this as we go. So this, that talks more about the metaphor. So just, just akin to this from one of Fullan's books in 2010 called *Motion Leadership*.

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Dr. Kukic: "Leaders can clearly and succinctly articulate what they are doing, show results and explain exactly how they got them. You know they have the skinny of leadership. When a lot of leaders do this simultaneously and they cultivate it in others, that becomes a revolution." I'm a proud member of the RTI revolutionary army in this country. And I hope all of you are too. Because this is an answer to the question that we've all had in our whole career, what can we do to organize schools in a way so that all kids can improve their performance? And the answer lies within that idea of VTSS. So thanks for that little, that little prelude. It's my pleasure now to introduce my very good friend, Larry Tihen, and I want to say a couple of quick words about him. Larry Tihen, PhD., you can call him by his middle name Larry rather than his first name doctor.

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Dr. Kukic: Yeah it was superintendent by the way, is the recently retired superintendent for Lee County Schools in Fort Meyers, Florida. A district of 85,000 kids, well over 100 languages. Florida is not suffering from a recession, Florida is suffering from a depression, when I've flown into Fort Meyers to visit with Larry I notice not only houses in foreclosure, but housing developments. Condo developments, shopping centers, in foreclosure. Very tough when you hear what he did with his leadership, and the leadership of all the other people in Lee County, you're going to really think it's amazing. His great wife Debbie is right here with him, so say hi to Debbie Tihen as well. And Debbie and Larry really worked hard on something that's called the Florida Reading Model. There is no state that's done a better job on that idea of what does it really take for kids to be able to make meaning from their reading. And as a result of the development that Larry and Debbie did, Florida has a model that is really a fine one that Larry will touch on as he goes through the couple of days.

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Dr. Kukic: He's been on lots of state committees, and he is, including the Design of Educational leadership and Reading Certification Assessments. He's the collaborator on the Literacy Essentials and Reading Network for the state of Florida. His previous experience includes a principal, director of exceptional student education, the executive director of curriculum staff development quality and continuous improvement, teaching graduate level courses at three universities, and presenting at state and national conferences. One other thing I'll tell you about this, two other things I'll tell you about this Larry. He actually is a cowboy from just south of Wichita; he'll tell you about that as we go. And you'll find out why he's doing what he's doing now. The other thing, Larry I don't know if I've ever said this to you in your presence, but I use this as an example everywhere in the country I go. The one thing Larry had before he became the superintendent, from his superintendent, his superintendent gave Larry his ring.

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Dr. Kukic: It's like getting the king's ring, so when Larry walked around as the director of accountability and curriculum for the district, and someone would say why do we have to listen to you. Then Larry would just sort of have you know, this is really the superintendent's ring you know. And so after a while people just, just paid attention to that. But that's not really why they paid attention to it, they paid attention to it because of this great man. And what he has done to realize moral purpose. So with that, let me have you all welcome please, a good Virginia welcome to Larry Tihen.

[applause]

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Dr. Tihen: Thank you. Morning everybody. Is this mic coming over?

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Dr. Tihen: Great. It's great to be back in Virginia, we're from Florida as you probably know and we just don't have the history that we weren't part of the original 13 colonies or anything like that. So it's great to be here to see all the things that you have, and I enjoy coming back. I appreciate Steve's introduction, we have known each other a long time, we work together. I was a little concerned when you talked about my leadership skills, and then showed a video [indiscernible]. I wasn't, but I appreciated that because sometimes that is kind of how you feel when you're out there trying to make some of the changes, that we're all about with multi-tiered systems of support. Let me get started, as we get started I just kind of, how many people can you hold up your hands, how many people are DOE related, or Department of Education? What about office administrators? Principals? A lot of principal. Teachers? Wow, other support positions like social workers, psychologists, [indiscernible], okay.

00:36:05

Dr. Tihen: There may be some positions I've forgotten and I apologize for that, I wanted to get a general feel for the audience. Cause all of you are important leadership initiatives, you, and I want to thank Susan Truelove [?] for this, and Cindy and her team, Doug. Have a copy of our RTI manual, and we do approach multi-tiered systems of support from a systems perspective. I wanted to kind of walk through this quickly because you'll notice you don't have a PowerPoint presentation. So we, a lot of the slides that we have, they're simply too small when we tried to put them on there you can't see them. So we have a number of things, a number of charts and graphs in here that we'd like to utilize as we move through this process. So I'll just kind of walk through this in about 5 minutes, not going to walk through the whole manual but a few things for you to be aware of. Steve talked about our systems, and on page 16, if you turn to page 16 you'll see that we have a chart there, and that's how we've systematized our whole approach to multi-tiered systems instruction.

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Dr. Tihen: So, as we move through this next two days, what I'll be essentially doing is working through this chart, and then we'll have a time where we actually pull the chart aside, I hope we have that time. And I actually walk through each of those stages with you, so that you can kind of see how the whole comes together. But you know there is a lot of issues there, if you look at the top red, just briefly when we talk about our core programs you see that there is yellow sections, typically that's where we're doing our student interventions. Wherever you see red on here means that we got a challenge,

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and we have a lot of challenges. Pardon. Oh yours are black and white sorry about that, well we'll get you a copy. You'll see a copy, I'll explain it to you. We have a section for ELL students, because the state of Florida has a very large English language learning population.

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Dr. Tihen: So, and we have to account that because we have statues that are very precise about protecting children from moving into systems outside of the regular education program. We have speech pathologists input to help us with that particular process, so we'll be covering that chart with you but it's there for a reference for you. The next section I'd like you to look at, is if you turn to the behavior section, and there's you have the tabs, it's page 23. And that's our behavior section. If you turn to page 28 and 29, 27, 28, 29 what you'll see in your manual is that we have lots of explanations about tiers. Now I'm not gonna have time to go through this whole manual obviously with you, and that wouldn't be the best use of your time anyway, okay.

00:39:00

Dr. Tihen: But what I want you to recognize is these types of information are in here, tier 1 supports the initiatives that we have, the assessment and monitoring process that we have; these are in the book for things like the behavior. If you, the next section I'd like you to look at, is we'll be covering tomorrow is reading, and that reading and the math; let me get the page for you. Alright math is on page 93. So as you look at page 93, if you thumb through the next 3 or 4 pages, 4 or 5 pages, you'll see how we've established our multi-tiered systems of support for mathematics. And, oh I'm sorry it's, is it the mathematics is 93, did I say 93? Okay, then yours is a little out of order, alright I have a little different manual that's alright.

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Dr. Tihen: What I want you to recognize then is we'll have a reading and a math section, and we'll be going through those sections with you. You'll have those charts, now the main thing isn't the charts, I mean charts are just charts. The main thing is what we do with those systems that you see, those systems that you're looking at. What do those charts mean? How are they implemented? How do they affect student achievement, what did it take to get there? So I just wanted you to be aware these things are in the manual we'll be referring to them. There is more information in there than I can possibly cover with you, so I'm going to cover the systems pieces. Ya'll we do strongly believe in a systems approach. Debbie why don't we go ahead to the first slide. I want to talk to you a little about our districts, we are about a 85,000 now, 83,000 as Steve mentioned. We've gone up and down, so I want to put what we did in context, because then you understand why we did what we did.

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00:41:02

Dr. Tihen: Okay. So we have about 83,000 students now, each year we have about 6,500 new students to our school district. So we have about 3,000 growth, and about 3,500 leave. Some years it's been as high as 8,000, some years a little slower, little lower around 5,000. Okay, our percentage minority majority is 52% minority, 48% majority, so we are, our majority is the minority. We're about 75% free and reduced lunch, we have 98 languages from 159 countries. So let's go on to the next slide Debbie, and we have about 5,000 teachers, but one of our big challenges is we have 300 to 600 new teachers a year. So we can't keep up with our in-services if we just keep repeating the same thing every year for 300 to 600 people. So it really is about establishing culture for our whole system, and I'll talk to you about how we did that to keep that going.

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Dr. Tihen: Here is the number of district schools, 48, 47% of the next students to your district before, perform below grade level standards on our district and state assessments. So remember we have about 6,500 students coming in a year that are new, and 47% of them are gonna be below grade level. Every year. Okay, so we are an intervention school district in many ways, that's who we've begun to look at ourselves. In high school, if we look at 10th grade only 16% of our new students can pass our state FCAT, our state tests, and you're required to pass that for graduation. So you can see high school people, how many high school principals are here? Just one. Middle school? Two. Okay, ya'll we're gonna talk about secondary schools, because secondary schools were for us the much more transformational than what we had to do at elementary schools.

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Dr. Tihen: Much more transformational requirements under RTI, huge challenges in our secondary schools. Our, you know there is no reason for us to be talking to you if we weren't successful, we've increased our student, our points for our district for 6 straight years. We're one of 13 districts in the state of Florida, and only one of two mid to large size districts that's a district of excellent. In other words we have all A and B schools, we have no D and F schools. 90% of our schools are now A and B. Used to have about 40% of our schools were C, D, and F. Okay so it's been a long haul, it's not been easy. And we don't have the answer, I like what Cindy talked to you about the emergent thing and then the more accomplished practices. Every time we feel we're accomplished we find out we're really emerging, so that's kind of what happens with the problem-solving piece. In '06-'07 was the first time we were working on closing the achievement gap, minority and non-minority. I put this slide on because this was the

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first year we actually averaged 80%, so when you talk about multi-tiered systems of support; this was the first year that we hit the 80% to say our core at the elementary level was across the district at 80%.

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Dr. Tihen: Now that doesn't mean it was at every school, cause some schools were a little higher some a little lower, we'll talk about that. As you begin to look at this, this was a 23-point gap, and in 3 years we closed it to 13. Now it's about 6 I think that we're, where we are right now. That's a continual challenge because of the 6,500 new students a year coming in, at about, as I said about 52% are minority students, so we have many more students. Ya'll secondary schools, I was asked to bring up some information with you on secondary schools, this is seventh grade. This is the state average gain for, and I, I'm looking this way I don't want to ignore the people over here.

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Dr. Tihen: This is the average gain for the state of Florida on our district, on a state assessment. These are the gains of our black students, Hispanic students, multiracial students, white students, and then the average of all groups against the state gains. Ya'll multi-tiered systems work. Okay. They work. That's the most important thing probably that I want to really say to you, is we've done it and it works. It's a lot of hard work, it isn't perfect, it doesn't, every student doesn't make gains every year like we would like to. And I'll show you our next slide because looked at our bottom 25%, okay so we're not talking about how many, what percentage of students in the school achieve. We're talking about what percentage of the bottom 25% made over a years gain. Our criteria since you're behind is more than a years gain. Okay. So these are, as you look these are, this encompasses all of our middle schools. That's why I stopped here, this encompasses all of our middle schools.

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Dr. Tihen: And second, some high schools, here here is, I had a high school here, I'll have to pick it out a minute. But we can get, we're getting here mostly in the 70s, in other words even our lowest 25% we can get 70%. Remember we want to get 80 for the core, but we want to get gains, gains every year a grader, of our bottom students. Because otherwise they just fall further behind. If you don't get a years gain out of your bottom 25% you're losing. Okay, so we want to make sure that our bottom 25% is going along with the other students that we have. Okay. What did we have in Lee County, what did it take? It took a shift in thinking for our leadership. What about the interaction of the, here's what we looked at: Curriculum instruction. We looked at our students, our learning environment, organizational system. This is what we hadn't been looking at before, should be altered so that students will learn.

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Dr. Tihen: And ya'll I would, I was a principal and I, this was a hard lesson for me in a way, but a very good lesson for me. I used to go in and observe my teachers, and I know we have a lot of principals in the room, and we have a lot of teachers in the room. I'd go in and observe my teachers, and you know what I would leave that room thinking my god am I a fortunate principal I have great teachers. I mean they were doing a fabulous job, they stayed after school, they worked hard, they sacrificed themselves and their family for their children, their students that were assigned to them. That was typical of the teachers that I worked with. Then the end of the year, the tests wouldn't be where we wanted to, and I would have those teachers that were sacrificing time with their own families and their own children, and staying and putting in that work. I'd have those teachers come to me and say, Larry, Dr. Tihen, cause I'd say call me Larry, they didn't they called me Dr. Tihen. Dr. Tihen, I'm sorry we didn't get the gains we wanted.

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Dr. Tihen: And I, there is something, there is something that's fundamentally wrong to have people that are making those sacrifices. Working in a system, a system that doesn't allow them to have the types of achievement for their students when they really have the skills to get there. So a lot of what we looked at was this, systems change. And I have to tell you as as a principal, because I was getting desperate, you know Thomas Edison lives in Fort Meyers and he said, about his inventions and success. It's 1% inspiration, 99% perspiration. Our school district, myself at least was 1% inspiration, and 99% desperation. Okay we were, we were look, we were not solving our problems. Okay. So when I read Deming's work that said 95% of your problems have to do with your systems, and ya'll we're going to spend a lot of time on systems, that's what I really hope that I can bring to you. Lot of time on systems and leadership in systems.

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Dr. Tihen: So, so I said, oh that's great. 95% of the problems are systemic, and I was spending 95% of my time evaluating my teachers when the research says 95% of your problems are systemic. That's not to say 5% aren't something else, but 95% are systemic, so I was thinking well that's good. I was really glad to hear that, but you know what I didn't know what our system was in our school, and I was a principal. I knew what we did. Okay I knew what we did, but I didn't know the components of the system in our school. We started making some lists about things that we did, but we really hadn't ever defined our system and as a district we never defined our system. We never defined it. So when Steve talked to you about people coming from all different directions, and some people do this, some people doing that that's what we had. In fact

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in some schools we had 3 textbooks in one school, I won't go into all that, except to say we weren't organized systemically either within our schools or within our district.

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Dr. Tihen: Ya'll this is our environmental readiness. So we looked at reading first initiative, leadership preparation, principal preparation, principals are key and I'm going to talk about principals first. Because if we did not get our principals on board, you're dead in the water. I mean that's our experience. That may not be true for everybody, but if principals are not on board the teachers take their, their perspective from the leadership. And if you're principals are not on board, it's going to be a very very long haul for you. Very long haul. Inclusion processes, how we tied those into multi-tiered systems, district RTI Committee. We set up a committee for the district, and monthly level principals meeting, why don't we do the Reading First Initiative. Ya'll we already had 23 reading coaches, how many of you had Reading First schools? How many Reading First schools do we have? One, two, three okay. Not a lot, four. Okay. This was a huge huge help for us, because we already had data collection. We already had looking at differentiated instruction within the Reading First Initiative.

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Dr. Tihen: We had weekly training for the reading coaches so they could go out with instructional strategies to our teachers. Do you all have reading coaches here? Is it district? Is it each district selects? How many of you have reading coaches, or curriculum specialists? Some of you but not many of you, okay. Where we didn't have that, ya'll the principal, the assistant principal and whoever the principal delegates are the people that got to pick up some of this stuff to support what's going on in your schools. Principals have a huge job, and Steve talked about them being manager, versus you know the past educational leaders, but it's tough. I've been a principal, your time is used up on a lot of things. So principals need a team with their school, however ya'll design that is going to be different for different schools. But ya'll we had weekly trainings every Friday afternoon, people came in we solved problems across our district, we had 94 schools.

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Dr. Tihen: We implemented the coaches log, so our coaches could tell us how they were doing, what they were doing, and how they were doing it. If you assign staff, everybody will be busy. Okay. Everybody. So what gets done is often maybe not the priority in the school, the priority really is about your students and supporting your teachers. And I want to make sure we clarify that, we never, while we looked at student achievement, and our outcomes like Steve said, we always looked at the teachers' needs as well. Because those are inextricable. If you're not meeting your teacher's

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needs in terms of their ability to teach the way they need to teach, and the time they need to reach their students and the structure they need for that to occur, and the resources, then you're not going to see the changes in your students. So however you set that up in your school, somebody needs, whoseever going to help out with that process, you really need to start keeping a record. Cause otherwise people say we did this, we did this, well it didn't work.

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Dr. Tihen: That's cause we didn't put any time in on it. We didn't do it, we talked about doing it. We said we were going to do it if we had time, but we didn't do it. So, this was a huge awakening for us when we actually looked at the time we were supporting this process, district wide assessments we had already. This allowed us to look at our district database, so we were a data-based initiative already, intensive intervention requirements, they were in Reading First we already had intervention strategies built up. So when we went to multi-tiered systems we just carried on from here. Really important, Doug talked about leadership, and I was going to talk to you about leadership. Starting with the principals. Ya'll we met with our principals to provide an overview of the nature, purpose and components to the RTI process; we took a year with our principals and with our RTI team that I'm going to talk to you about in a few minutes to set this up. Because this is a huge change in culture.

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Dr. Tihen: Huge change in culture. So, it had, if you really do it. Now it's not a change in culture if you just say you're doing it, it's not a change in culture okay. But if you do it, it's a huge change in culture because you organize your school around your students and your teachers' needs. That's how your school is organized, and different schools have different needs, and different teachers because of the students that they have, have different needs. So this was, this was a year's process. We asked the principals to challenges they're gonna face, and I'm going to show you some of the things that we came through, that we did with our principals and our RTI leadership team. And this, gathered they're inputting recommendations on how we could best support them in the process, identified school based resources. This was an important item ya'll because, and I've done it. And I've done it too often, you start an initiative you can't support.

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Dr. Tihen: You know. Because it's a good initiative, it's right for kids and it's right for teachers and it is. And you can't support it and it fails. That was our experience, now you may be able to put in initiatives you don't have to support and they succeed. We didn't have much success with that, so this, before we started on the multi-tiered system we went to our principals and our teachers. Our principals went back to our teachers

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and I'll show you the slide that we, our principals took back to talk to their teachers about and got their input. So what do we need to do for you and with you, to make this work? That was very important for us. Ya'll, the inclusion process, when we first talked to, we'd had inclusion for 10 years, do ya'll have inclusion here? Special education inclusion? Okay. What this was a big help to us, because as soon as you see we started, oh we got a huge initiative, multi-tiered systems, response to intervention. People you know, come on.

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Dr. Tihen: We had enough change already we got one more thing here, it's big now you want us to, you've been having us do this, now you're having us do that. This whole process, when we talked to our principals and our teachers we talked to them about when you have students who are coming out of special education programs and going back into regular Ed. What are you doing with them? Well they said, some kids need a whole lot of help you know and we do this, and some of the special Ed students coming out really don't need much help and we just kind of do this with them. So what we talked to them about was, if you got inclusion going this way okay, we're going to build our multi-tiered system of support on that same avenue. Cause you're already doing some of that stuff. What's the difference between a student coming out of special education, and coming to you that needs phonics skills for example at the elementary grade, so you're doing additional phonics skills you know the child's in the fourth grade and you're working on decoding skills.

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Dr. Tihen: What's the different between that, and the student who isn't in special Ed and is coming up and needs to work on phonics skills, what's the difference? There is no difference, both of them need to work on phonics skills okay. So what we, that kind of made people feel a lot better because we weren't bringing one more system in, we already had a system of inclusion and we were aligning the inclusion part with the multi-tiered system going up. That was a big help to us, kind of cause people got the idea well we're already doing a lot of this. Now really we weren't doing a lot of it, but we were doing some of it. Now really what we were really doing is giving our special Ed kids a multi-tiered system of support coming out of special Ed, but we weren't giving our regular Ed kids a multi-tiered system of support coming up the other way. We weren't doing that, okay. Now we just aligned those two things. So, it was aligned with the existing process.

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Dr. Tihen: And so I've already talked about all of this, moving across the tiers. That's important ya'll because ya'll already know, and when people start talking about multi-

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tiered systems and if you don't associate with that, with your conclusion, you're leaving a whole body of knowledge that you're acquired and skills and resources that you put together over the years to make your included students successful. So want to take advantage of that. So this is the district RTI committee. Composed of principals, psychologists, teachers, counselors, district staff and ya'll we wanted everybody's input on what it was going to take for them to get the information and resources and support they needed to make this work. Collective wisdom, I mean whatever successes I've had have been due to the collective wisdom of the people I've worked with. You really want to get everybody's input, the other thing is when we did our training to move into RTI, you're really better off having teachers or teachers and administrators train teachers than just administrators or just somebody from staff development out of central office.

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Dr. Tihen: Because teachers believe other teachers. Okay. Same way with the principals, when we did our principal training our principals who were on the RTI committee did the principal training. Okay. Because the principals had worked with them, they trusted them, they believed in them, they knew they knew the challenges of the principal in terms of implementation. So they wanted to hear from these people about what they thought, and how they were looking at the whole process. So as well as that collective wisdom, these are the people who go out and give the credibility to this can be done in the district, because they're their own folks, they're their own folks, okay. This committee met monthly, addresses challenge of implementation, recommends revision to the process. That committee still meets, doesn't meet monthly now cause we've had this for 3-4 years now, well longer than that; but they meet now probably once a semester. And we review the process. Where are we?

01:00:00

Dr. Tihen: We now, uh, they assist in the district RTI training I talked to you about, and this served to standardize the implementation, and we'll talk to you about what our principles, principles, L-E-S, not E-L-S, that our team that our principles agree. We said we were going to do this district wide, ya'll want, and I know how many of you are piloting school? Are you pilot, how many of you are pilots? How many of you are, how many of you, what? Okay, but are, are you, is anybody doing this system wide, or is everybody doing, yes everybody is doing it system wide, wonderful. Okay. Because our experience was, our experience was if you don't do it district wide, you leave a principal out to dry. Ya'll if we have one school, two schools, three schools doing this, and 30 aren't, what happens is the word goes around if that's so great why isn't everybody doing it?

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Dr. Tihen: Why do the teachers in this school have to use that student improvement plan? And that comprehensive student review plan, why do they have to meet with a team to discuss things that need to be done with their students, when the teachers in the other school don't have to hold those meetings? And you begin to get that kind of dissention that goes about when you have different expectations of people who essentially have the same job. So it was very important for us that we standardize that across the whole district, which is what we did. Here are the six core principles, this is what we agreed on, and what our principals and our teachers and our social workers and our psychologists went to in-service their people, in other words what leadership, when we looked at our leadership, and ya'll everybody's a leader. There are teacher leaders, okay. There are teacher leaders and the teachers know who they are, there are principal leaders, there are central office leaders. So, sometimes leadership isn't by the administrative hierarchy.

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Dr. Tihen: Leadership might be that person that came out and danced second. Okay. Or third. Fifth, whatever that group, whatever that person might have been. Here is what all of our groups said we're gonna do, and we tried to keep it not a, an epistle and a long long treatise, six basic points that we all agreed we were going to implement across our district. First, use scientific research based interventions in instructions. Interventions/instruction, and ya'll we and I, I'm one of those people. You know, if you know, when somebody has a problem, and if you are the first one to raise your hand and say well here is what I think we should do, and it sounds good everybody says that sounds good, and if we follow that we get out of this meeting. So, I was one of those people that usually came up with a pretty rational, sometimes not so rational, but usually pretty rational kind of opinion.

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Dr. Tihen: But the truth is it was just an opinion. Okay. And so you know, the people say hey that's good opinions, all right. But what we talked about with opinions, is we respect everybody's opinion. Teachers in the classroom have experiences, they understand and have opinions based on those experiences, so do principals, so do central office staff. We respect those opinions, but an opinion if we, when we accept it it's to investigate it. Is that opinion accurate? Remember when Steve said, ready, fire, okay. Let's check it out. Did it work? Yes, no. If it didn't work that's an opinion that goes out the door, we still respect it, we respect who gave it. But we do not make any decisions based on opinion, and our staff knows it. We want to know what your data is, we want to know what your research is, what are you basing what you're saying you're going to do on?

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Dr. Tihen: Is it just, some though that came, cause I had some of those thoughts in the middle of the night, 2 o'clock in the morning you know. I have an idea. So epiphany or something, and sometimes they were and sometimes they weren't an epiphany they were something else, so it's, it's, that's extremely important. Monitor classroom performance, we used to wait for our state and district assessments, and you know we would have the exams and then somebody would say oh that kid failed, he's a level 1 or 2 on the FCAT, then next year we were uh oh here we go. Ya'll we, right now even at our high schools and middle schools, if you enroll in Lee County as a student your first day when we're setting up your classes, because we don't set up your classes unless we know what your needs are, we do a fluency check on you. I don't care whether you're elementary, middle or high. We do a fluency check, because with 6,500 students coming in ya'll, and you misplace them for one year, it's killer.

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Dr. Tihen: Just lost a year of instruction. Plus you had children and teachers experiencing failure because you didn't do what you needed to do, we didn't do I don't know what you do. I'm not familiar with all the things that you do, but what we didn't do was, we didn't look at the kids. They're in 5th grade, well put them in 5th grade, freshman, freshman in high school. Here you go, line up, take algebra, let's go. We don't do that anymore, okay. If you fail that screening, then we do a targeted assessment on you, a diagnostic so we know now where we need to put you in our system. Okay. Ya'll, that's a critical, we were losing a year of instruction every year with our students simply because we didn't find out anything about them. Oh look kid is getting Ds on his report card on his transcript, must not be a very good student.

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Dr. Tihen: Well maybe the kid can't read. We have a lot of kids who can't read, we have a lot of kids who can't do math and I'll show you some data on that when we get into our progress monitoring. Conduct universal screening and benchmarking, this is what I talked about. Other sources of evidence, so if you begin, we see a problem then we do a targeted assessment. Someone in this school needs to be assigned, in our high schools because a reading fluency test takes one minute. One. You're gonna have 180 days of instruction that may be in appropriate when you could have stopped that with one minute of screening, one minute. Those are big mistakes. Those are the kind you can't overcome. Okay. When you, when you trade off 180 days for one minute you're in trouble, okay. So, that's critical for us. The schools are high schools it's the counselors. Why because our counselors are assigning kids their classes, so if you're a new student in the Lee County in a new high school, the counselor does, takes a 9th grade reading passage and has you read it.

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Dr. Tihen: And we do you fluency rate for one minute, and I'll show you later when we get into fluency how we use those scores, okay. But that's done we're ready to go, okay. Multi-tiered system, increasingly intense levels of service, all student receive instruction in the core, supplemental and strategic interventions when needed. We've changed that a little, and I'll talk to you about who we changed it with and why we changed it. Because we actually have some schools that 90%, I'm not kidding you, 80-90% of the kids when we started 6 years ago needed intervention. I mean, it was bad. It was very bad. So, those schools we went, we did no, we use the core, our core became something else, okay, and our student assignment processes became something else which we'll talk to you about.

01:08:02

Dr. Tihen: This monitor progress frequency, use assessments frequently. They're essentially just small changes, frequent data collection, curriculum based measure, we decided we would do that, now the biggest challenge that we had on that from our leadership was convincing people who already believe that we had too many tests that we want to do more. Okay, cause everybody believes we're testing too much. We may be testing some things too much, and not some other things enough. We tried to use curriculum based measure, which I'll get into as we looked at the monitoring and the assessment piece, cause if you use curriculum based measure your teachers are doing that anyway. But some of those curriculum-based measures are not sensitive to small change. The other thing we found is, and I really encourage you to do this because it misled us, we made a mistake. When we started curriculum based measure, and I'm going to use our elementary school. We did a study at Orange River, and what we found was as we looked at our students, whether they were level one, two, three, four, or five, and we ran all of those levels, okay.

01:09:05

Dr. Tihen: To see what happened. Is that as they moved to from chapter to chapter, all groups, all groups had peaks and valleys. So unit 3, everybody as a group seemed to score higher on, but unit 4 everybody as a group seemed to score less high on. So if you're using curriculum based measures you want to check out those measure, because just because they're in the same reading book, and they have the same you know, format for their testing. Does not mean that they're equally rigorous. It does not mean that. And why is that important, because when you have that line of improvement, and you have a dip that goes like this, you might, we did, we thought well that means that strategy isn't working. But it might have been working, because of

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dipping this far, this child only dipped that far. So we actually had a strategy that was working, but we didn't know it.

01:10:01

Dr. Tihen: Do you understand what I'm saying? If you have a line of improvement you want your students to get on a line of improvement, and we'll talk about lines of improvement a little bit, and like this, and you use curriculum based measures, make sure those measures are equally rigorous. And ya'll it's not hard to do, you just do what we did, take your, your levels of students, however you rate your students on your state assessments and just run them against the, the results of your assessments through out the year. And in one year you have all the information you need. First year is a little rough, but then after that you say well wait a minute this is a low one, let's look at this data little differently, okay. Because otherwise people get really confused, and the other thing is one of the big things about this that really was important to us, is you've got to have credibility with your parents, your teachers, your principals, and your students. And your students. Because the students see their line of progress in our district. Okay, they see it. So if you tell them, they didn't do so well and they dropped here, they're thinking oh my gosh all this stuff you've been having me do isn't working.

01:11:04

Dr. Tihen: When in fact it might be working, okay. So data reflects not only the research base, and the situation, but you need to make sure it's interpreted within a context. Cause data is about interpretation of the data, okay. Not just the number. Okay, so that was a hard lesson for us that was one of those thing we. Okay, Debbie go back to this a second, go back I forgot something here. Implement with fidelity, Steve talked about this, allow sufficient time. Interventions applied consistently and accurate, and qualified and trained staff. Ya'll we really had to go out and I was, Steve mentioned I was executive director of curriculum and staff development and accountability. I mean I had the whole side of academics before I was a superintendent, and when I look at the, this area here. We were doing this, and I was part of that, okay.

01:12:07

Dr. Tihen: We start, we would, we would adopt a textbook okay. Then we didn't structure our school so that our teachers had sufficient time, we didn't provide the amount of training that we needed, so when the program didn't work we replaced the book. Well replace the book, then that book we didn't structure our school and provide our instructional strategies for our teacher. We didn't do our training with it, we didn't structure our school so we bought another book. Okay, you know, we never addressed the problem, which is that our system wasn't set up to support our teachers and our schools in the way it needed to be for us to be successful. We just weren't set up for

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that, we were, we were one of those districts for years, that we were in Fort Meyers and we would go to a bigger city like Tampa, or Orlando, or Hillsborough county in Tampa, and we would see what they were doing, and then we would, we would drag that out Orlando. Drag it back to Lee County, and of course we couldn't afford to bring everybody in so we trained 50 teachers.

01:13:09

Dr. Tihen: And then they went out and did something, and then we saw something over in Dade County, we drug that over here, and then we trained 50 more teachers. And then they did out and did something, and then we brought some people in, from Briar County to train us, and what we were doing is we were paying people to fractionalize our district. We paid good too, they got paid good to fractionalize this. So down here this is really important stuff now in Lee County, for anyone to train in Lee County, and I'm talking anyone. You have to show how it fits our models that I'm going to go through with you. If you do not fit our models, and you cannot show how you're increasing our probability of success with our models you don't come in to Lee County. Now if you can convince us that you have some new research and data that we need to consider, we're really open to that.

01:14:01

Dr. Tihen: But you got to show us that. Okay. So we're not into fads, we're not into buying the next supplemental program out there that comes along, unless it aligns with what we're doing. We'll show you how we align our curriculum, what we look at, and then how we align on instruction, how we align our school, school restructuring. How we align our staff development, I'm going to go through all that with you. Cause we don't leave that to chance, okay. Are there any questions about this so far, and probably most of you have something like this, it's just we use this to train with, yes there was a question. Was there a question?

[Comments from the Audience]: Will we have access to the PowerPoint?

Dr. Tihen: Yes, we're gonna, thank you for asking. We're going to give you this PowerPoint, all, and ya'll there is so much. I mean I commend, in fact I hadn't even gone through some of the handouts, but I will that you do have. I want to commend Cindy and Susan, they're team for putting together and getting the manual. Because we tried to put some things on PowerPoint, the three slides just didn't work. Too, too many charts that just didn't copy. So you will get all of this.

01:15:03

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Dr. Tihen: And you're welcome to use it in training with you school, and if you want to go into this and uh change something, that's okay with us. Don't say its Lee County because I believe it will be good. But Virginia you have unique challenges we may not have, we have some unique challenges you may not have and so you're modifications fit your needs and that's the way it should be. Okay. Yes. So we'll give you all of this, all the things you're gonna see in the next, you will have, you will have access too okay. All right then what's the next one? That's the last one? The other way. Yes. Okay, ya'll this is what our, this is consensus building and knowledge, this is what our principals and when we begin to look at our staff development, this is what our principals our teachers, when we got all done, and said what is it that we need to do and that we need to train people on and get consensus on. Is the relationship between RTI, and that's Florida. You all call it multi-tier system. Florida has a law that has RTI in it, that's why we use it instead of multi-tiered, but we consider it a multi, it is a multi-tiered system.

01:16:11

Dr. Tihen: But, this was very very important what that relation was between those multi-tiers and student achievement, what those relationships were. Because people, if you don't , they're not going to do it if they don't understand why it's valuable. Cause teacher's time is too valuable and so is principles, we spent a lot of time on that and that was done with data. Need to, this is what our principals and teachers said, because if you're going to say to your teachers, well you have to use research based strategies and data, it's reasonable for them to say well what strategies are research based that you would accept? And how do you want us to collect the data? Those, those are very very reasonable questions, so we, that came back to us and we had the need to in our district, to get the consensus building and the knowledge, our leadership, our teams needed, and our leadership consists of all of representatives from our groups needed to address this type of issue.

01:17:04

Dr. Tihen: Uses of, the problem solving method, I'll go through our problem solving method with you, but we wanted a problem solving method that was the same across the whole district. For 3-600 teachers a year, and that doesn't count the movement. We have 94 schools you have tremendous mobility among your teachers, tremendous mobility. We couldn't have teachers from one school go on to another school and then they do everything differently. WE also have 40% student mobility in our district, what are you going to do about the child who is in the middle of a problem solving process in one school, and 40% of them move and somebody says well we don't solve problem like that here. That's not how we do things here, what are you going to do about that kid? With 40% mobility, so those are things that we can't, you can't leave things to

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chance. What we're trying to do, look we're trying to reduce the variance that leads to errors. Okay.

01:18:01

Dr. Tihen: Okay we want to reduce the variants, cause ya'll if you don't control variables, they control you. That's the way it is. Because if you, if we, if we as a system said that we're not going to use the same problem solving place in every, method in every single school, that means our teachers and principals face that they just lost a half a year of what we were gaining at another school when a child moves to their school, they've lost it. So that variable controls you now, you're behind. Now you got to go back, where you train the student about what you're gonna do and how you're gonna do it, what' the process. And you also got to talk to the parents. And parents sometimes are not very happy when they hear you're gonna change what's working for their child, so they bring in a line of improvement chart like this for their child from Tanglewood elementary, and now you're at Edgewood and the parent says, "Well of course you're gonna keep doing what, look at the gains my child made. Of course you're gonna keep doing this." Oh no we don't do that here.

01:19:03

Dr. Tihen: That doesn't help you with parents. So we face that, remember 40% mobility, we face it, we face it a lot. Technology and other supports available and necessary to implement RTI. Ya'll one of the things with RTI, we have credit retrieval as part of our RTI, but then we had to get, we had those credit retrieval programs technology based. That means we had to buy the technology for our middle and high schools of course and credit retrieval, okay. So that was very important to us, our dropout rate dropped from over 9% last year to 1.3%. That's the drop out rate in our district. 1.3%. Okay. Now, the, RTI, multi-tiered system had a lot to do with that. Part of that multi-tiered system was support, was we used to retain 9th graders who failed language arts or biology or algebra, they had to stay in 9th grade cause they didn't earn the credits they needed to.

01:20:01

Dr. Tihen: Well that meant they were not out of sync with their classmates that they'd been with, so what we did was create credit retrieval programs and go ahead and promote em. Now they moved with the other students, and then we went back. Because world history and US history aren't necessarily required for one another to be able to do well. We have students who did well in algebra not in geometry and vice versa. Okay. So, when students begin to be able to move through and stay on the same track for graduation, and by taking these credit retrieval classes the following years, and with our programs we had, they entered that credit retrieval technology

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based class, software based class. We tested them on the standards to see what they had, and then they only finished what they had to finish. They didn't have to repeat the whole year. Works so much better. Then went at an individual pace, they weren't our teachers weren't face again with a student coming back into their class, where the student is already half through the program, was sitting there saying, "I got the first half, what I am doing sitting here?"

01:21:01

Dr. Tihen: Okay, so those are things when we begin to look at our technology, there were certain things that technology brought to use that other things couldn't. Administrative and leadership support necessary to maximize the implementation. I'll talk to you about our principals' meetings in a minute we'll get into that. Provide practical models and examples, all that math and reading stuff we're going to go over too. You're going to see our models. Now most of our models, we have elementary models, middle models and high school models. We try to keep em to one page. I hate to say this, but everything that's two pages or bigger goes in the drawer, okay. So, most of our models including the Florida reading model, which is what the state of Florida uses for it's reading model in the state of Florida, is a one page model. Because then people, teachers thumb tack it to the board, or they set it on their desk. And they see that big broad picture, if you looked at that page, whatever it was 16 that I showed you, our chart on our RTI problem solving process that had, what I was talking about all the colors it's one page.

01:22:06

Dr. Tihen: Okay, cause you start getting multiple pages In here and people want to get it off their desk, now I hate to say that in a way. But in another way I understand it because I was one of those people who did that, I got all kinds of stuff stuck on shelves. Okay, so can't say I was any different than anybody else there. So these are, we have these models out, which I'll be, need for demonstration and guided practice opportunities. Ya'll those are out, we have RTI coaches which I'll talk to you about a little bit, cause we used our recovery funds to do that, our ERA [?] dollars. So that set up and began to train our teachers and to train the trainers model, how we did that. So and we still have now reading coaches, for example every middle, every middle and every high school has a reading coach. Okay, every one of em. All right, and not all of them are full time because we have some small middle schools for example. They may have a half time reading coach. Alright, but to do this, we felt we needed someone assigned in the school, and the state of Florida has what's called a K-12 reading grant.

01:23:09

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Dr. Tihen: So we're actually, we apply for that grant every year, and if we meet the requirements of the state, we have enough to fund a reading coach for all of our middle and high schools. And that's really an RTI coach all right, but we get that through a grant. Elementary already had, okay. This is the characteristics of a building with RTI; these are the things that I've kind of gone over with. I want to talk to you about this one. These are, if you look at these, these are things I've already talked with you about that came up in our discussions. We made this for our principals, so that they can, and our teachers, so that they could go in schools when they were training, and this is one of the things they start with. Our, our special Ed referrals now are down 43%. Special Ed referrals, Lee county are down 43%, okay. We simply don't get the referrals at all that we used to. Also our minority groups, which were way overrepresented are not now overrepresented in that group.

01:24:08

Dr. Tihen: A little. A lot of kids say they're not overrepresented a little they are, but I think that's tied to poverty. I think it's tied to poverty okay. This is a 40%, and so this is kind of a slide that you'll get, that lets you talk about some of the things that were our outcomes, cause Steve talked about outcomes that we wanted. This is of course the significant one, because it makes all these other things happen, okay. Outcomes of RTI is you all, this last little, they're outcomes, it forces you, forces you to look at how you use your resources and how you structure your school day differently. Otherwise you can't do it. If you're not, you know, if you, if, if you want to make a difference, you got to be different. I mean, you don't, you don't make, you know you don't make exponential gains by taking incremental steps, it just doesn't happen.

01:25:02

Dr. Tihen: If you take incremental steps you'll get incremental gains. Okay, because that's what you decide to do, that's what you decided to do. So many of the outcomes that we came out, this changed our school district in terms of how we look now. We look differently now than we did before we put in multi-tiered systems and that's what I'm going to go over with you on the curriculum piece, and also on the next piece where we do our progress monitoring and assessments. Tier one, what time is it Deb?

[Comments from the Audience]: [Muffled]

Dr. Tihen: Okay, we're alright. This is what we agreed on as a district, so this is our agreement for tier one, okay in general. What are we saying we're about? High quality research based instruction for general education in the core curriculum, okay. Well we all agreed that we are going to go to research based instruction, and with a district that's going to support that, we're going to train our teachers, we're going to give em the

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resources. Now is important, not necessarily grade level instruction, but differentiated instruction. Okay.

01:26:02

Dr. Tihen: Now I'm going to give you an example, cause we have, just like you do. Ya'll we have really excellent principals and teachers, and administrators, and so do you. Okay. There is no difference in the quality our people against the quality of your people, there isn't all right. We do things differently though than a whole lot of people do them, a lot differently. One of the things that you look at here, we used to just say to our teachers, we're gonna stick with the core. Okay. And we want you to differentiate your instruction in the core. Well let's take 5th grade as an example. A teacher who had a student, who had low prior knowledge in vocabulary for example, could say well before I have this child read, I'm going to go in and provide the prior knowledge they need, and I'm going to do vocabulary review. And I'm going to do that before every lesson, so that this child when they read now understands what this vocabulary means, okay. And they have the prior knowledge necessary to be able to comprehend what they're reading.

01:27:05

Dr. Tihen: Our teachers can differentiate within a core and do that, but what about this problem? You got a child in 5th grade and he's non-fluent, and he's non-fluent because he doesn't decode well, and he doesn't decode well because his phonemic awareness skill of syllabication, he doesn't have it. The 5th grade curriculum does not teach any phonemic awareness skills, period. There is nothing to modify because it ain't there. It's not there to modify, it's not there to differentiate. Okay, within that core of the 5th grade. So we had to do then was say, everything isn't necessarily going to be grade level instruction. Because if we're gonna ask a teacher, in 5th grade to fix a decoding significant decoding problem, then we better have the resources there for that teacher to use to do it.

01:28:01

Dr. Tihen: The last thing we need our teachers doing, who are already overburdened and overworked, is sitting there trying to design programs that are grade level. Because what the skills the child needs aren't even there to be taught. So we made a decision that we would look at the skill bases of our children, what was required, reading is developmental okay. What do we have that allows our teachers to differentiate the instruction and also to have the resources they needed to be able to have them available at their hands for the kids to use, when they're differentiating that instruction? Is that available? We at first, it's wasn't, we didn't have that. Maybe, I hope you all do, I don't know if you do but we didn't. That took some rethinking, it also took a change in philosophy, because we had people out there that were absolutely determined that a 5th

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grade child was gonna stay on the 5th grade curriculum, even though if you ask people do you believe kids develop differently sometimes, do you think there are individual differences between kids in terms of their development?

01:29:08

Dr. Tihen: Everybody would say absolutely. If you ask everybody when IQ tests, when we had them, were children with 75 IQs acting differently than children with 120 IQs everybody say, oh yeah, yeah yeah. Then why do you all expect them to be all in the same grade level doing the same stuff. If you're saying there, they function differently and their needs are different, their instruction needs are different, then why are you using the same stuff? We were doing that. Okay, I was part of that, so when I talk to you about these changes, ya'll, it was a learning experience for me too. Okay, going through that process, having to change some of the ways I thought. Cause I, I carried my biases with me too as we started that process. This is, the schools I talked to you about, schools with a risk factor for low achievement, high risk, must be given consideration to redesigning the core to meet the needs of the student population. Ya'll the question becomes, this over riding question if you put one question up there.

01:30:07

Dr. Tihen: To guide what your multi-tiered system would look like in terms of resources and implementation, the question we put up in front of our principals and teachers and staff is, is this school designed to meet the needs, the instructional needs of the teacher, and the learning needs of the students? Is that how you designed this school? And to the degree you can answer that yes you'll be a successful school, and to the degree you can't you will not be a successful school. That's our experience. If you just take something you read in a book, and I did that, okay I've done that. Sounds great, okay. This is how we set up our school in this book, okay. And, and it's you know what it worked where they were fine, it worked. Okay. But even within our own district, we have different cores now going on. I'll show you that when we hit reading and math, what we do about that. And they've very different, they're not a little different. They're very different.

01:31:01

Dr. Tihen: Okay. Very different, okay. Lack of responsiveness, rate of improvement that is not sufficient, proficiency with state standards by the end of the year without additional interventions. In other words, if we look at a child and ya'll we're out of the one-year miracle business. We used to be in that business. Problem with the one-year miracle is it take a miracle, that's the real problem with it. And so but if we look at a child though, and that child's not going to be able to reach grade level, then we begin to think about interventions. Now those may be universal instruction, I give you an

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example of one of the interventions could be vocabulary, and teaching prior knowledge, that works for every child. That doesn't just work for the kid on the multi-tiered system that works for everybody. Especially when you have about 40% of your students who are ELL, they're not, they don't have a disability etc. But they benefit from that.

01:32:00

Dr. Tihen: Okay, they benefit from that. All right so we, if we don't get where they're, the lack of responsiveness, if we're not getting where we're going those children enter some sort of differentiated instruction, now remember differentiated instruction occurs for us at tier one. Differentiated instruction, tier one okay. Many interventions can and should be done in regular classrooms, so whenever we can we do it in the regular classroom. Now one of the decisions you will, you will make or not make okay, well you'll make it. Just a question of what decision you make, is you can have your teachers all working like I did when I taught. Okay, which is the Lone Ranger, you come in in the morning, you talk to your fellow teachers. Thank heavens you get to do that, they give some ideas, but then you open the door, you go in and whoever you have you have, and some years you get the bear and some years the bear gets you. Okay. That's the way it works. Okay, and principals over time kind of look around and pick their teachers, and they say well we got to equalize this out, and this class maybe it not quite as proficient as another.

01:33:09

Dr. Tihen: We saw all kinds of things going on, or, or you can decide and we let our teachers do this, you can decide that you want your teachers to work as teams. So your algebra teachers work as teams, your second grade teachers work as teams, and all teachers in second grade are equally responsible for the student achievement. Okay. You don't get to buy out, don't get to it down the hall and say, thank god I didn't get Debbie's class. Okay. If that class isn't working, it isn't just Debbie that's going to carry the load for the school, okay. That's not fair, it's not right. It's not right for the teacher, it's not right for the kids. When you got a classroom that for whatever reason isn't going like it needs to, you need to think about how you're gonna implement your multi-tiered system, and it may not be the best situation to say, oh that's gonna be about what's your name.

01:34:15

Dr. Tihen: What's your, Gary. Gary you got it. Okay. You got the most diversity of educational need in your classroom, and I'm sorry it's from here to here, and I'm sorry Cindy's is only from here to here. But you know next year I'll take care of you, okay. That's not good for him, Gary, and it's not good for his students. So you got a decision to make, am I just gonna leave the kids where they are, how they are, and what's going

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on? Try to do the best I can with Gary even that I'm looking at him and saying, you know what I used to teach second grade, and I had a situation like that and oh my god. So I don't even believe he's going to get it done, and he's a good teacher, he's a good teacher. Okay, or am I going to take my five second grade teachers, and say how can we divide these students up. Are we gonna have a walk to read?

01:35:03

Dr. Tihen: Is somebody gonna pick up the intervention piece in phonological awareness, and somebody else in vocabulary for an extra half hour a day, how we going to do that? Or is it just going to be Gary? Right now for Lee County, we have that all, that's completely changed. Okay, we look at grade levels and teams now in terms of how we implement multi-tiered systems. That was one of our outcomes. Can't afford to do it Lone Ranger. Ya'll this is what I really believe. I believe our teachers are doing the best they can in the circumstances they're in, that may mean we have teachers who are undertrained, yeah because we undertrained them. Or maybe university did, but they're probably doing the best they can for the training that they got. They're doing the best they can with that period of time that they got to do, differentiate that instruction. When you look at, we used to look at our students who weren't doing well this way, this is the way we looked at em. Well they're in fourth grade and they came from uh, lets put it, lets say a northern state okay.

01:36:06

Dr. Tihen: Ohio, came from Ohio. And darn the kid can't read. Must not have had very good teachers. So if we do, if we just do what we're supposed to do but we do it better than the previous teacher, then this kid of course is going to succeed. Cause we're just going to teach them, we're going to do better. It's really more profitable, it's more productive to assume that the teachers this child had before they got to you were good teachers. That's more productive, because then you have to ask the question, why with good teachers in the classroom isn't this child learning? Okay. What about the system and maybe it's the teacher support, maybe we didn't provide the teacher with training in differentiated instruction. Maybe we didn't provide the resources for them okay; you can look at all those types of things as you begin to consider why that occurred.

01:37:02

Dr. Tihen: But it's more productive for us to say children had good teachers. Because then we don't just say, well gosh Gary's a good teacher and this kid's been failing, but you know Gary's a good teacher so this kid will be okay, because they're not okay even with good teachers. Unless you're able to provide the type of differentiation that you need, okay. That's a big change for us, looking at teacher teams instead of Lone Ranger approaches to problem solving, okay. Fifteen minutes, strategic interventions

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tier two. These are our, we call instead of tier 2, it's tier 2 cause that's Florida, but we call it strategic interventions okay. That's what we, we call it here tier 2. Provided the student's not achieving the standards, this is really at tier 2, we try to supplement not replace the instruction the course system. And that's what I talked to you about new materials, new instructional strategies, maybe dividing the children up among teachers. Maybe having them walk to read, or walk to math or multi-teachers involved in assisting the kids who need the help.

01:38:09

Dr. Tihen: This is more targeted, in other words we actually do diagnostic assessments here, it's not universal screening when we get to tier 2, it's a diagnostic assessment. Because, ya'll teacher's time is so valuable. I mean it is incredibly valuable, and we don't want to be telling our teachers to work on the wrong stuff. Okay, get right down to it, identify what the problem is, and then go through it. And people say it takes time to give a test, yeah it does, but my gosh it takes a lot longer by happenstance to come upon what you need to have, and then you've lost all that instruction time. So, we find those, is documented in a plan when you hit tier 2 we actually have as a student improvement plan which I'll go over with you. That is, that plan is formalized, it assures that your research based instruction, it assures that people are assigned to that child for the time that they need to have, the time that they need.

01:39:02

Dr. Tihen: We set that plan up, okay. And that'll be part of what I go over with you tomorrow. Interventions need to be in place long enough to accumulate meaningful data, 8 to 12 weeks. Ya'll we, we used to have, I just where it was. We would get children who were, and we we do this in Florida at least twice, at least twice. So your minimum time is 16 to 24 weeks, okay. We do at least twice. That way we run through this process, cause if it doesn't work we come back to the team and try something else. We probably, well we don't call them RTI teams, we call the problem solving teams cause that's what they do is solve problems, related to instruction and the teacher and the student needs. But we used to have these four week things, you know if you come into LD whatever it was 6 weeks, and then you had another six weeks, and in, so we had a child who was two years behind in reading, do you know any child ever that's made up 2 years of reading in 12 weeks. I've never seen one that made up 2 years in 12 weeks.

01:40:02

Dr. Tihen: So, if you were referred to LD you automatically were gonna have the academic spread in terms of our assessment, because in 12 weeks we couldn't catch up, if you're two years behind there is no possible way to catch you up. So, we're

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making sure that we increase the time, and I'm going to talk to you about that line of improvement when we get into progress monitoring. And this is typically 5-10% of the student body, in tier three, Deb. It's okay. This serves less than 5%, this is our intensive interventions that supplement the core and strategic interventions, so the core and this don't necessarily disappear. Sometimes they do, and I'll show you in those instances are when we hit the curriculum. Tomorrow we hit curriculum, I'll show you the breaking line on that. Targeted to specific individual needs, so this is more about individual students and growth than groups of students.

01:41:01

Dr. Tihen: Significant low standards, and haven't responded to tiers one and two. Targeted assessments administered again prior, now is where if you go through tier three twice, typically twice, and you go through it. Student could be referred to our child study team for an ESE consideration, Exceptional Student Education program. Could be. You can also go back through the whole process again, and again, and again. And a lot of that, whether that occurs will be based on your line of improvement, and what you made it look like. And I'm going to talk to you about that in our next session okay. So Debbie, what's next? This is what it looks like for us, intensive interventions, strategic, core interventions. We do have three tiers, the reason I put that chart on there, is I've been to some states that have two tiers and the third tier is special Ed. Okay. Are you all three tiers and then special, good so are we. Okay, I've been to states where it's two.

01:42:01

Dr. Tihen: Okay. So, ours is a three-tier system, before referral to, and I, okay thanks Debbie. This, the RTI academic coaches, ya'll this was a huge advantage for us, we happened to be in the multi-tiered systems when the ERA [?] dollars came. Huge advantage, because we made a decision, see if you hire you know, we have, remember I said we have 300-600 teachers new hired a year. Okay we have about 200 plus teachers that leave every year for different reasons, maybe they retire, maybe the raising of family, maybe one of their spouses gets transferred etc. So we know we're gonna have at least 200, well we know we're gonna have 300-600, but we know that even our own teacher population is gonna go down, let alone student growth. So what we did was, bring in when we got our ERA [?] dollars we brought in teachers that are principals and teachers recommended.

01:43:04

Dr. Tihen: Okay. And then we trained them in the RTI process to go out and support the teachers. We had the ERA [?] dollars for two years, okay. There were approximately 40 for the district, so we had about one for every 2 to 3 schools. Okay it was funded by

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our stimulus dollars, hired and evaluated directly by the curriculum department. Assigned out to schools as needed with RTI logs maintained, and they met and trained biweekly as a group. And the reason I'm bringing that up is, because while we made massive changes very quickly, we were very fortunate to have the support that we needed, very fortunate. And some of you I know are coming from very small districts, and that creates its own special challenges. Okay. Because you may not have opportunities, like for us this was a, we had the stimulus dollars were significant for a district of about 85,000. Very significant, so we had the opportunity to do this. This helped us immeasurably in implementing our multi-tiered system in our schools, immeasurably.

01:44:09

Dr. Tihen: And they were, we love having teachers involved in the process, so we trained our teachers, but more importantly, cause this isn't a one way street. These teachers that, that were out here met and trained biweekly, they came back and they told us you know that stuff you think is gonna work, it ain't working. It's not working. So then we went back to the drawing board with our teachers and our staff and our principals, and said we need to think of something else. For example, I'll give you the very best example. The best example for us was when our teachers came back and said, "We this teacher really really really knows how to differentiate instruction, but the diversity of educational need is so broad in the group, that by the time she differentiates she doesn't have enough time with each group of kids to make meaningful gains." That's when we knew we had to go to teams. When our teachers really knew the stuff, they really knew it.

01:45:05

Dr. Tihen: They were implementing it and it wasn't working. Because they didn't have enough time, see Marzano [?] says the two biggest variable, two biggest period, and by far the two biggest for student achievement are, the quality of teacher instruction, that's number one. But the second one is academically engaged time, and some of our kids need more time than they're getting, a lot more time. How are you going to use the resources you have to make that occur. And it's easier to do that with a group of six teachers dividing that up, that responsibility than one like Gary carrying the load. That, that teacher feedback changed how we ran our district. Okay. That's it for that. What time is Deb?

[Comments from Audience]: This is [indiscernible]

Dr. Tihen: Ya'll I think you're supposed to have a break at 10:30 and it was well earned, cause I, a well-earned break. When we come back I'm going to go into how we do our systems analysis.

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01:46:05

Dr. Tihen: How we change our leadership, what does our leadership actually do when they go into the schools? How do we evaluate, how do we work together? What do we do to change the system as leaders? That's what I'm going to cover next period okay. All right, thank you all for your attention I really appreciate, thank you very much. Is it working? Good.