

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

Session 3

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

Session 3.mp3 – Monitoring Student Progress and Problem Solving

Dr. Larry Tihen – Retired Superintendent, Lee County, Florida 1:00 pm – 2:30 pm

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[Comments from the audience]: Look don't let me walk off and forget my phone.

Dr. Kukic: Uh we met with several people from the department at lunch time, and have listened to the feedback that you've given which has been universally positive about this great person here. I asked the two of them, which one is the clever assistant, and they said that sometimes it's Larry and sometimes it's Debbie, so that's, I think that's a good thing. But you, all of you need to know that built into the schedule is time for you to interact with one another and to ask Larry questions. So look at your agenda if you will for a moment so that you could feel comfortable with that, and then we have a very brief activity for you to do right now that will help prep you for that. So notice, notice from 2:45 to 3:15 that there is that time frame that related to discussion of what you have heard and what you think the implications are, and what questions you have and comments you have.

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Dr. Kukic: And that's there, and then tomorrow if you'll take a look you'll notice that there is built in from 10 to 10:30, some time for the same sort of issue at a natural time for doing this. And then from 1:00 to 3:00 tomorrow afternoon it's back to the moral imperative realized translating all of this into action. And so there is a concerted time in the afternoon time, tomorrow afternoon for you to be able to use. So does that make sense about how we've organized this, so you have the content. Then you have time to talk about it, then some more content, time to talk about it. And then some time at the end to put it all together. So if that makes sense, we'll, we'll continue on. Here's a little activity I want to do right now though, and you might want to kind of experience this activity from two perspectives. One is for what I'll have you actually do for the substance of it, but also for the process of it. Think about using this particular strategy as a way of brainstorming, when you're doing problem solving back at home.

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Dr. Kukic: Um, it's called the two-minute brainstorm. So here's how the two-minute brainstorm works, uh it's a think, it's a think and write activity. And whoever is facilitating it says exactly what they hope the people who are in the room will think and write. And they're given exactly 2 minutes, and I'll even time it. Uh I learned this from Ogden Lindsey, the father or precision teaching. That if you want people to really focus in then you've to really make a big deal about this idea of timing them for a, for a

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prescribed length of time. At the end of the two minutes, then what you do for this brainstorming is people put a star next to whatever it is that they've brainstormed that they think is most important to them. And then you go about the task of sharing it. So what we're gonna do right now, is I'm going to have you when I tell you to start write down questions that you have for Larry based on what was covered this morning.

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Dr. Kukic: So it's a think and write activity, think and write questions that you have for Larry. I'm going to give you two minutes to do this, so everyone get their pens in the writing position. Now this is what you do with adults, because it's a silly little thing to get people to focus. When everyone has their pen in the writing position, then we'll start timing this. Everyone ready? Okay, ready, write question, think and write questions you have for Larry based on what was covered this morning. Go. Now look through, look through your list and put a star next to the question that is most important to you. And then keep that list through this next part of the section, you might want to write down some other questions you might have. And then when we get to the time, when it's time for discussion we have these two microphones here, and we'll call on some of you to ask the questions, and get clarification on the issues you have, okay?

00:04:02

Dr. Kukic: So I'm going to turn it back to Larry.

Dr. Tihen: Thanks, Steve. And ya'll the questions Steve said would be directed to me I'll be directing to him. So, he really is the fount (?) of knowledge and was in this before I was, and will be a big help to us. So we'll drag him up here too, and Debbie, and some of you may; if there's a question and you've got some ideas about it hop on in there, because it's collective wisdom is how we're gonna benefit. That's what it's all about, so I'm glad to work with ya'll. We're gonna talk about this problem solving, now we don't call our teams multi-tiered system teams, we don't call em RTI teams, we call our school teams problem solving teams. And you'll see PST, that's a problem, because that's what they do, is solve problems. So we're gonna talk about problem analysis and systems monitoring. It's primarily in here; this area is in here that we're really kinda going to be talking about now. Look why don't we go ahead and we'll show you our models.

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Dr. Tihen: You can use your own. This is the one we use, we'll show you how we implement it. It works for us. Deb. Ya'll this decision making rubric step 1, what's the problem. And we talked about over 20% of the students are struggling, that means you're not, you don't have your 80% like you want. Examine instruction, curriculum,

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environment for needed adaptations and develop the group intervention. Go to the intervention evaluation after you've done that, this is about do you have a school wide problem? Or a district wide problem? Ya'll, cause if you have a bunch of you know, if every class in your school has a group of students that is under performing, then you got a school issue. Don't try to address it through an individual differentiated instruction for each of those children. Say oh my gosh, all the kids in our school, or a significant number, more than 80% of the, I mean more than 20% of the students in this group in our school aren't performing like we want them to perform.

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Dr. Tihen: And that becomes a school or district or issue problem. If you're down to this, and this is our core, this is what we're working in the core. If it looks good, and by gosh over 80% are going then you're gonna be saying, okay what's the problem it's probably in here, our tier 2 supports aren't what we'd like em to be. Okay, cause 80% are doing well, but not doing so good here. Tier 3 move on up, for 5% of fewer, if you got 95% going you're probably over here. Now every once in awhile ya'll, you will have a school, I haven't ever been in one because in our county I don't think they exist, but you're in a school that is all high performing kids. See, and your bottom 5% can be handled through differentiated instruction through the core. That's a hallelujah. Okay. That, that is, be grateful okay. But in most cases that's not the case.

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Dr. Tihen: Now I want to talk to you about this for a minute because I've talked to you about, oh if you have more than 80% you're going to have to go to this. I want to show you how you begin to investigate some of that, the causes first of all. What's, I'll show you a data example, then I'll show you a skill example. Okay. So let's start with the data one. Ya'll this is high school A, this is a high school with very good teachers, good principal, hard workers; it's got differentiated instruction, not getting where we want to be. So, principal and I met and the department head for the reading here, okay the language arts department heads, and their problem solving team. And we said, okay let's, and we were first talking about how are we gonna differentiate the instruction, what are we gonna do here or there? And then we said, well I asked Richard Itson, just run some data for me. Run some data for me, so we see how this school is different from other schools, because it's not the quality of the teachers that's different. It's not the quality of the principal.

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Dr. Tihen: They brought in RTI, but we're not getting there, okay. Here is what we found. This school, which, ninth, starts with ninth grade, had this number of students. If you start adding this up, what you're seeing is you have about 400 students that are

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reading sixth grade level or below. When we looked at math for them, they had over 800 students, 800 that were functioning sixth grade or below level, and they were going into a high school algebra class. Now think about that. Were we gonna solve that, were we gonna solve this; this is about 200 kids in this school. Little over, 250, well approaching yeah 250. 270. Are we gonna solve the problem of kids being four grade levels behind by saying to our content area teachers, differentiate instruction? If you can do that, that's great. Okay. We, we weren't able to do it.

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Dr. Tihen: Okay, so that is what drove us to begin to look at intensive reading classes, and how we were going to implement them. And what levels we had to have in our high schools, because ya'll when you're dealing with here on back, we checked the fluency rate of all of these kids. In other words, we ran a fluency check, none of them, zero could read fluently. Zero. Okay, that doesn't mean they didn't have vocabulary prior knowledge, comprehension strategies, bottom line is when you're in high school and you're reading at a fifth grade level and below, they're not fluent readers either. Not fluent, and definitely not fluent at grade level. Which when they go into a class they get grade level text. That's what they get, okay. So we begin to look at the problem for this school is, that one of the problems we wanted to start with, what are we gonna do about, and we had 800 and some, 800 and some that were going into an algebra class that were sixth grade level or below in math.

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Dr. Tihen: So the problem for that school, the first problem was lets not start with 800 kids doing an RTI plan, or multi-tiered system plan. Each of 800 kids. Is what are we gonna do about 800 kids coming into high school, sixth grade level or below? And I'll show you what we did tomorrow. Cause we had two levels of algebra, now we have five. And they're on different instruction for different reasons, and I'll tell you how we diagnosed the kids, and how they're placed. But we looked at that and said, differentiated instruction, we're gonna need it cause we need differentiated instruction in those five levels. But you got to have the five levels. Okay. Because different children are different places. These kids who are just a year or so behind, needed a way different program than these kids, way different and ya'll this is the students that you see here, these are our non-ESE students. Remember I told you we were getting 6,500 new students a year, and only 16% could pass the tenth grade FCAT.

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Dr. Tihen: Remember I said, that means 84% of the new ones can't. So you begin to see after 2, 3, 4 years you begin to have some very big numbers with students coming in who can't pass. Yes.

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[Comments from Audience]: [Inaudible]

Dr. Tihen: Yes.

[Comments from Audience]: [Inaudible]

Dr. Tihen: Oh yes. Well no, not this is reading here, we test their math. Yeah, oh yes, yeah. Cause ya'll it's, what we look at is we don't not support children because of how they came to us. Okay. We do, we don't make a decision that our children from South America, right now our children from South America, only 9% total across all grade levels, only 9% can pass any district or state exam, grade level exams their first year with us. 9%, okay.

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Dr. Tihen: Now we could say that's because they're from South America, you know that's the way it is, and gosh terrible. Okay. But we don't. We say we got to pick those kids up; we got to pick that 91% up and move em up, so they don't. They get the say, if we're gonna give double blocks or extended time for our children down here who have been with us, and then say well our children who haven't been with us, who know another language, we're not gonna do that for them. Gonna do that, okay. Everybody has the same opportunity to have their needs met. Because remember that Hispanic woman that I told you in schools said there is no place in this school to be successful, she wasn't kidding. Okay, so if that's true and it was true. It was true. Then go to do something.

00:13:01

Dr. Tihen: Because for us it's a heck of a lot of kids. 6,500 a year rolling in. Lot of kids. Okay. So the system is designed to take, we don't, we don't ask you why you're where you are, except let's say that we had students and you're their computational problems and others ELL kids had word problems, and we'll talk about that, cause why you're there can be different. And that has to do with targeted assessment, but are you gonna get help? Yes. You're gonna get help.

[Comments from Audience]: [Inaudible]

Dr. Tihen: That's okay.

[Comments from Audience]: So, these huge numbers, that based on your numbers [Inaudible]

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Dr. Tihen: Uh huh.

[Comments from Audience]: [Inaudible]

Dr. Tihen: Uh huh. Great.

[Comments from Audience]: Will they see how you're [Inaudible], for ESL students who [Inaudible].

00:14:04

Dr. Tihen: The state of Florida has a meta agreement that requires that all of our teachers in the district have 300 hours of training on ESOL strategies. That's a requirement of Florida statute, okay. So all of our teachers have that, we expect every teacher to do that. But what we find is, gosh not everybody catches up with just doing that. Because they're too far behind, so this is in addition to ESOL strategies for all teachers. All teachers are required by Florida statute, that's not just in Lee County, you have to have 300 hours of training in ESOL strategies in the state of Florida to keep your certificate. Okay. That's part of our meta agreement, okay. So what I'm getting at is, before you start with one child, take a look at the school profile in terms of achievement, and get an idea, see I would be very comfortable saying with a 2 year spread here I could probably go into a regular algebra class, and have a teacher differentiate within the time allocated, and pull this off.

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Dr. Tihen: Here no. And you know how I know that? We ran all of those kids, sixth grade or below, all of em that tested out of this DSS range, zero kids passed algebra. Zero. When you have something that's 100% ineffective, you probably better stop doing it, okay. And that's what we were doing, we were doing something that was 100% effective, well ineffective. When you have that stop doing it. Because you're wasting your time, your teachers' time, and your kids' time. Okay, now when we begin to look down here, we saw that in fact we had kids passing. We could differentiate the instruction enough; we could provide the additional support within the classroom. WE could look at some restructuring, and we could be successful. But if you run when your problem solving ya'll, please find your own data. If your data says well actually our teachers really can differentiate instruction, and they can have these kids succeed at a very high rate.

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Dr. Tihen: Then that's your cut off. Wherever your cut off is for you that you find out that's working for you, then go with it. But look to see where it is, you know. Because

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we want to be very effective, not we were, and I'm not pointing fingers at you, I'm pointing fingers at us. We were 100% ineffective with those kids, 100%. That's a pretty, gives you some pause. So we got rid of that. We changed that. If we're gonna be 100% ineffective with these kids, remember Steve said try some stuff. Okay. Got nothing to lose, try some stuff. Okay. And that's what we'll talk to you about tomorrow with the curriculum, okay. But that's an example of the data on how far are your children behind, and where, what works where. What works for who, okay? Cause unfortunately, we haven't found it if there is we haven't found the on template that meets all the needs of all the kids all of the time. We haven't found that.

00:17:00

Dr. Tihen: So we differentiate our differentiation, okay we do that. Okay, next one Deb. This is from the Florida Center for Reading Research; this is some of Joe Torgeson's work, and Patricia Matthis, here Torgeson and Matthis' work. Okay, here is what they found out. If you take equal verbal ability, in other words, these kids, all these kids here have the same vocabulary prior knowledge, oral language okay. But then they went back and they looked at phonemic awareness, letter knowledge, and they looked at the kids who were below the twentieth percent in first grade, and didn't get intervention to fix it, and this is the difference by fifth grade. 3.5 grade levels. So for a while people were saying, well these kids are low because you know they're background, and they're verbal, they don't have the vocabulary etc. etc. Well there are kids like that, but guess what, there is also a very significant number of kids who when they don't get these skills this is the difference.

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Dr. Tihen: Three and a half years, that's not my opinion that's the research, that's the data. Now what are you gonna do when you're bringing in kids into fourth and fifth grade, and third grade where no phonemic awareness, or letter knowledge skills are taught, and this gap will keep growing if you don't fix it. Extrapolate this on out to high school. And middle school. You see the challenges our teachers are facing? I want ya'll to, to put, let's just do this real quick okay. Write down the word fit, F-I-T, just write it down okay. If you look at phonic skills with kids, decoding skills okay, where are their reading levels, and these are housed in decoding. These are two skills associated with decoding, okay. By the research. If you look at F, other than that word of, where it makes a V sound, the way it makes up sound, F.

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Dr. Tihen: All right, so if you put a one above F, cause it only makes one sound. Then you put a 2 above I, cause it, ours I only makes two sounds that we know of, it's not swa, keeping swa out of this. And then T only makes one in general, all right. So one

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times two is two, and two times one is two. So there is only two ways to pronounce that word if you know phonics, fit or fight. That's if you don't know the phonics rules, you don't know about open or closed syllables, and you don't know about final E. There is two ways to pronounce a word; this is a second grade word. Write down the word imagine. Second grade word, took it right out of our reader okay. Imagine, I, above I you got two sounds for I, one for M, three for A not counting swa a, ah, ahhh. Three for A, two for G, two for I, one for N, and let's forget, let's say the kid actually understand final E is silent, lets say they do. If you multiply those numbers across I think you'll get 24 won't you?

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Dr. Tihen: Is that right, you got three times one times, I think you'll get 24. All right, there are 24 ways to pronounce that word. That's how many there are, if you know phonics. If you now phonics there are 24 ways that you could decode that word, okay. Now if you draw a slash line between, see working memory is seven plus or minus two. All right, that means by the time the kids do M, I, A, and descend to G, working memory is gone. Okay. It's not my opinion, that's what working memory is, it's gone, okay. Now if you divide that word, put a slash behind the I, put a slash behind the M-A, you'll see that the most you have is only four elements and there's only three syllables. All of those are within low working memory if you know syllabication. But see, one of those phonemic awareness skills is syllabication. You see what I mean? If you don't have that, if you don't have that skill the ability to begin, the fact that you know phonics is not going to get you through.

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Dr. Tihen: Not gonna do it. Cause you'll be perfect at phonics with the 24 options, you got no way of getting through that word, okay. Now ya'll I'm not gonna, I'm not gonna make this into a reading lesson, but I'm going to show you something. Right down the word, confident, yesterday, and alcove okay. Write those words down, because these things don't take as long as people think. Okay, what, what was the first word I gave you?

[Comments from Audience]: [Inaudible]

Dr. Tihen: What is it? Alcove? Well let's do alcove okay, you're wise, E on the end of the word you ignore. Go to the next vowel back, the next vowel working from the back, ignore the E, or the Y. Go to the first vowel, go to the consonant right in front of it and put a slash. Okay. Now you got the two syllables. What's the next word? Confident. Take the word, start from the back, go to the first vowel, go to the consonant right in front of it, draw a slash. Move to the next vowel, go to the consonant right in front of it and draw a slash, you got your syllabication.

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00:22:08

Dr. Tihen: What's the third word?

[Comments from Audience]: [Inaudible]

Dr. Tihen: Go to the last word, we don't use Y, go to A, go to the consonant in front of it, draw a slash. Go to the TER, the R, the E, go to the consonant in front of it and draw a slash. So but you're, you're done. If you have kids who cannot do syllabication, at least teach em a two-minute strategy so they can sit there and say I can't figure this word out, let's divide it up. This isn't, you know, 20 hours of work to get somebody to acquire a skill that they don't have in fifth grade, when you're there. Because remember we're not teaching that in fifth grade, but you got to fix it. Okay. So, when you're saying what's the problem, you may find a fifth grader that can't read, and all the comprehension strategies, and the vocabulary, but when you do the diagnostics, and we're talking about progress monitoring now. Maybe you need to be back at syllabication.

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Dr. Tihen: So you go to the root cause, okay. One of the things that we had the most trouble with is we looked at the obvious problem. So a kid failed a comprehension test, we worked on comprehension strategies, why do we do that? Because they failed a comprehension test. But the reason they failed the comprehension test could have been for all kinds of reasons other than having comprehension strategies. For example, if this was that kid teaching that child GIST, or story mapping, or KWL is does not fix phonemic awareness problems. Doesn't fix em. Okay. So what is the problem, spend time identifying the real problem ya'll. And usually that means you go back, sometimes with some kids you go back to the beginning. Because I will tell you our first year, our first year in this, we spent way too much time working on the, not the real problem. We worked on the first thing we identified that seemed to be a priority.

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Dr. Tihen: That's what we're, everybody agreed a kid who cant' pass a comprehension test, and they're a reader, and you know they passed the questions, and they can't do it, and everybody agreed we should work on that. Well, and we should. But that's not the root cause of the problem. So track the root cause back, use fish bones or other things to do that, there are analysis systems you can use to do that. But I'm ramping this up, because it's really critical that you don't use your teacher and your principal, your teacher time and your student time to fix something that doesn't fix anything. It doesn't fix the problem, okay, so it's very important that you spend time on problem analysis and where are we going with this. Okay, are there any questions on this? Do ya'll see

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where I'm coming from? We didn't do that. We, we were too quick to take the state test and say well this kid didn't pass this, this and this. That's what we're gonna work on. So let's say they failed comparison contrast questions, well let's work on comparison contrast.

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Dr. Tihen: That's great, you can work on that, but what are you going to do about the kid who can't read the passage on the state test? You have taught compare and contrast, but the kid can't read the passage. What good's it really going to do? We did that. Okay, cause we identified stuff, and then we went to work on stuff. Okay, first things first, okay. First things first. Okay, ya'll this is Debbie did this, this is the chart that we use for reading to begin to break down some of the things we're gonna look at when we begin to do problem analysis on somebody who has a reading problem. We start up here with the fluency, because fluency is your divider, if a kid's fluent the child is fluent, you don't have to worry about this. You don't have to worry about it. Got a fluent reader. Decodes, rapid word recognition, phonemic awareness skills, handles multisyllabic words. The rest of your analysis now can be over here, in the vocabulary, comprehension, higher order thinking skills on our state test.

00:26:04

Dr. Tihen: You head this route, if you have a kid whose not fluent, you're going to come down into your fluency counts themselves, fluency and then your phonics skills, open syllables, close syllables, multi-syllabic words, and your phonological awareness skills. And our teachers know how you go from what I just talked to you about, here is a kid with a comprehension problem, but before you go over there and start doing comprehension strategies, check this stuff out to make sure you haven't left out the part that's causing the problem. Okay. Okay. So, you come here, now there is one group of children, and this chart's in there, but I want to talk to you about this one group of children. There is a group of children that have phonological awareness skills intact, and phonic skills intact, but they do not have rapid word recognition. They do not have word automaticity, so they are not fluent readers, but they have good phonics and phonological awareness skills. Those kids typically have not had enough experience with reading to gain the rapid word recognition, okay.

00:27:04

Dr. Tihen: Have any of you read Sally Shaywitz's book on overcoming dyslexia, has anybody seen it? Okay, I'm going to tell you a real real, yes one person. Real real quick, there is a brain function where crossing the occipital lobe, temporal lobe, parietal lobe, there is a brain function that some of our kids don't have. And it's related to rapid word recognition and word automaticity. That's not an opinion; she's got the functional

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MRIs for it. You can see em, pull em up, look at em. That's a problem some kids have, those kids you need to work on word automaticity, and we have programs for automaticity, for them to develop that cross, that brain function, okay. And the good news is the brain will actually change, and if you, if you don't believe me, read her book. She's done the functional MRIs out of Yale, and it's reputable and the stuffs done, okay so take a little. The reason I'm bringing this up is, is that if you're gonna go to the root cause and you're going to have all of your teachers prepared to do that, you need to support your teachers and say do we have assessments for this?

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Dr. Tihen: Do you know how to do this? Do you know how to check this? Do you know how to check this, okay? And you don't leave it to chance, the less you leave to chance the more successful you're gonna be okay. Cause it's really hard to predict chance, real hard. So if you're trying to predict your success, leave less to chance. As much, less to chance as you can okay. And Florida uses this, this is on a lot of the networks and whatever, so and we're not trying to sell this. I'm not even saying this is what you should use it works for us. You want to change it go on and change it, add your own stuff. You know, that's, that's entirely up to you what you decide to look at. But what I would say is, if you're going to ask your teachers to identify the root cause of a reading problem, then you, it'd be nice if you got. You know if you had some consensus about well, then what are we gonna look at, that's all. What are we gonna look at? Okay, so that's what this chart is for. Okay. Deb.

00:29:00

Dr. Tihen: Ya'll, our continue of problem solving is we always start with our classroom teachers, problem identification, problem analysis, and intervention. Our classroom teachers do this all the time, you see teachers walk through the room, they'll see a child do something, they'll ask them a question, and they file it in their head. I got to do this next time, cause this kid isn't getting it. They're good at it, so we recognize that what we, if we have teachers that need help with that, we want to start with a classroom teacher, then your grade level teams. So teachers talk among teams, and we have grade level teams, and they'll bring their to their team meetings, and they'll talk about this kid is having this difficulty, so before we get into RTI and problem solving with our problem solving team and all that, we have our teachers work it out, on our grade level teams. Okay, school based problem solving teams, these are, these tend to be either our child study teams, which are usually primarily for placement from ESL after our problem solve, I mean ESE, special Ed. after our problem solving teams. But this is where our problem solving teams come into. So this is what you might call the RTI team.

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Dr. Tihen: The group that gets together, extra resources, maybe got social workers, speech pathologist, psychologist on these teams, you add in whoever you need. But we don't jump from we got a problem, and we jump to the school based problem solving team. Let it work itself out first okay. These are the things that we tell our school, tell, we work with our schools, see it's up here. We, this isn't ours. That when you're doing problem analysis, look at the instruction, curriculum, environment, and the learner. And you may use reviews, interviews, observations, and tests. So I see Ellen Riot (?), okay so what we try to do is just very quickly say, here are the things we want to look at, and here are some ways to look at em, okay. And that's kind of what that is for. Problem solving teams. We're gonna, tomorrow we're gonna go through the forms okay, because when you say apply a systematic problem solving process, and you tell the schools, and your teams to do that, then it's a legitimate question to say, what is that?

00:31:06

Dr. Tihen: What's gonna make you happy? If you want us to do this, what's going to make you happy that we did it okay? And so we brought our teachers, and principals and people together, and we identified systematic problem solving process. And we'll go through some of that now, and some tomorrow. Focus on modifying instructional environment to support students, so how can we modify, this may be school restructuring. And that's why that first chart that I, not the first chart, the chart I showed you earlier. Our teams look at that and say, well where is the problem? It might be instructional resources. I mean the teacher might literally not have in his or her hand what they need to be able to teach what needs to be taught, might not even be there. And some things you need materials for. Or could be an instructional practice, what, within the environment, the instructional environment do we have? Is it that we have the wrong software, we have the wrong supplemental materials, is this child's core not what it should be, do we not have differentiated instruction, is the assessment process so poor that it doesn't even identify what the kids needs are?

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Dr. Tihen: And the teacher can't find out what they are. What is it about that we're gonna focus on in the instructional environment, to for the problem solving team to solve? Use interventions that have been determined to have a high probably of success given the problem identified. And that's our research base; you'll see in our book we have a lot of research-based interventions. Some of those are not research based by the way, they've been published, and there is efficacy studies that in one way or another you know single, single subject studies etc. Non, they're non-empirical studies, we don't throw them out, okay. Cause they have benefit, but we just use them with a little more caution. Collect relevant data and monitor student progress frequently to access response to interventions and that's what I'm going to talk to you about next, how to

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redo that, now that we're in that. Here is our problem solving model, and what we do, define the problem. Talk to you about that; analyze the cause, talked to you a little bit about that. Develop a plan, implement the plan, and then we go back, revise, modify and intensify with expanding support, whether it's core, or tier one, tier two, I mean tier two, tier three.

00:33:14

Dr. Tihen: Strategic or intensive intervention, evaluate the plan, start over again. What worked what didn't, what's the problem that it didn't work? Go through it, push that Debbie. So you see how that rotates, this just keeps, it's kind of neat isn't it. I didn't come up with that, but I still think it's kind of neat. Because that's what really happens, you saw we start over with defining a problem all over again. So it's kind of cyclical, now the next slide is gonna be define the problem. I want to give you this deficit skill area, analyze the cause, problem solve. This is the thing, develop a hypothesis, I want to kind of make everyone really comfortable of that. And focus on explanations that can be addressed through instruction.

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Dr. Tihen: And then of course you're gonna consider the rate of learning the child has as you begin to analyze the causes and how fast do you have to improve, because you might, you might say the child can have a half hour a day, or twice a week. Twice a week half hour, because they don't have very far to go, but if they got a long ways to go, you're gonna be saying it's got to be a half hour a day. So, you need to look at the consideration of rate of learning that you're after too, ya'll this takes away the fear, what we try to do, and we use this word, develop a hypothesis, cause this is a problem solving experience. You're not chastised because gosh, what you said was the problem turned out not to be the problem, you were wrong. We don't do that. Yes, it took time, but you know what? Steve talking about said, we just excluded something. We just excluded something. Okay, and we used our best judgment, now we're going back and saying that wasn't what we thought it was.

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Dr. Tihen: What do we think it is now, with the additional data we've got when we look at that child's response to this, and their behavior, how did it change? What's our new hypothesis as to why this happened? Okay, we have a PMP, for progress monitoring, for our people progress monitoring plan, but but we're, we're using that's on a database for teachers to pull up electronically. But we're changing that, okay to the problem solving team forms that you'll see in your manual. We just haven't gotten them all on the database yet. Okay. Identify the interventions, once you've hypothesized, looked at your rate of learning, identify the interventions, I mean identify the interventions. Create

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a time frame, determine frequency of interventions, how to evaluate. And you have to determine how you're gonna evaluate it too, in other words we don't create plans that we can't evaluate. So, and we used to. Used to. Want them to do better, so now the evaluation plan is built into your student improvement plan.

00:36:04

Dr. Tihen: Okay, that's in your book and I'll go over it with you tomorrow. So you'll see how it all lays out for the teachers. Okay what we want to do, some people, we looked at forms and our teachers told us this, no one likes another form okay. That's got a lot of em, okay. But on the other hand if you're gonna hold people accountable, and they feel like that they're being scrutinized for their work they want to have a very good plan in place. Or they have some probability of success, and beyond that, it's not a one teacher on the line program. It's your problem solving team, the teacher is one member. And if it doesn't work, we don't point at the teacher and say the plan didn't work. So, we say to the team we drew up a plan, the plan didn't work. So let's go back as a team and look for another plan, and take some of the pressure off our teachers that are carrying the load for us everyday in the classroom. They feel the pressure more than anybody else.

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Dr. Tihen: See what I mean, it's, so the teachers actually like it that there is shared responsibility, okay. That's not, and our teachers, look we got good teachers. Our teachers don't avoid the responsibilities. They aren't, they aren't out there hiding. Okay. But, we want to make sure we give them the resources they need to, to assist them when they've got challenges in their classroom that are complex and demanding, okay. Next one Deb. This is the last two. Implement the plan with fidelity by qualified staff, and that's where our training comes in. And both those are important, fidelity, qualified staff, and document delivery of the interventions. We have that on our forms, and we just put down what we have, and you'll see em. Some of em are pretty quick you know, they have three levels, and check them pretty quickly what they are. And then evaluate the plan, collect data through progress monitoring. The data must be charted, graphs, student progress versus aim line, if necessary revisit the plan and make appropriate modifications. That is our problem solving approach in Lee County.

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Dr. Tihen: That's what we use, it's used every PST meeting, and other things can be filtered into that, but that's the model. We don't get out of it. Okay. And that's how our systems and forms and everything are set up, for our teachers. So a teacher goes from one school to another, she or he doesn't have to change how they do business, and well we do this this way in our school, somebody does it differently in their school, and

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it's either working or it's not working. So that's what we're, that's the plan that we have. Okay. The documentation plan, you'll see who's responsible, how will it be, what will be done, when will it occur, and how will the data be shared. All of those are planned by our teams, so we don't just have a meeting and then everybody goes home. Okay. This is decided when are we gonna come back? What are we gonna look at? Who's going to look at it? How are we going to do it? So all those things are set out by the team, the problem solving team. And they're the ones that decide, not the district. So, while I worked on that, I never looked at anybody and said, and within three weeks you have, five weeks, no we didn't do any of that.

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Dr. Tihen: The people at the school know what's best for the people at the school, okay. When it isn't working we want to support em to see what we can do to help em solve that issue, but we don't assume that we're the experts, and the people in the schools aren't the experts. Okay. There are a lot of expertise in the schools, and they're not shy about asking for help when they need it too. Okay. Deb. Challenges, when students are not progressing the first step should be change the instruction, cause then with the program was invalidated with students like those in the class, has it been validated with students like those in the class? And ya'll many times we were buying programs that really were not designed, somebody mentioned ELL, you did back there. We had programs that were nowhere designed for children that came to use with ELL needs, was nothing in those programs that was designed for those kids to get what they needed. Okay, they were still good programs, but they just weren't designed to help us, okay. So we had to begin to say, well wait a minute, maybe we just don't have the right program in place and the resources that we need.

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Dr. Tihen: Is it an appropriate level for students, and the program is well implemented, and are they sufficiently differentiating instruction? So ya'll, the first thing is change the instruction, now somebody mentioned to me, and it's true and we faced it during lunch. And it was a good statement, and a very good observation. She said, we, if a teacher has 80% or 90% success in their classroom, they're worried about changing what they're doing, because then the 90% that they're putting their time in here may start to go down. You see what I'm saying? So if I'm 90% successful, then somebody says, and we want you to do this, it isn't that teachers aren't willing to do that I don't think. I think they worry about what the subsequent and contingent effect is upon the instruction that they're giving now. Okay, so that's something to be aware of, and to work through with your teachers, because your good teachers who have very high standards for themselves, will be, will tend to be, they want to help you at 5% or 10% they do.

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Dr. Tihen: But not at the expense of the 90%. So that's kind of a, a balance that you have to respect with your teachers. And then begin to work through how you're gonna do that, and sometimes that's one teachers. Sometimes that's usually in teacher teams. You might say to your teachers, guys the way it looks is this isn't a one-person job. We're going to have to pull a team of teachers together, and begin to look at how we're structuring our school, and then decide what we want to do. That's okay. There is no right or wrong answer, there's just whatever works for the kids, okay. The next one Deb. Determining whether school is, your program is being well implemented, assessment dates, observing in the classroom. Ya'll, we, we really worked hard to take the fear out of principal observations, and other teacher observations. All right. You really, you know if somebody comes back to a meeting and says I implemented with fidelity, they might believe they did. That doesn't mean that they're not being honest and straightforward, just means they think they did. Okay.

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Dr. Tihen: And so, before you make the change which may be that what you're doing will work; take a good look at it. Send somebody in there, and sit down and say, hey let me see and if you're on the, the problem solving team you go in there as a member. And you say I'm on the problem solving team too, this doesn't seem to be working, can I take a look at it too so I can figure out when I go back to the next meeting, I can be a little bit more helpful than I would have been if I didn't go in and observe the class and the student. I'll be more helpful if I look, it didn't invalidate the teacher's work. Teachers don't need that, it's, but it is to make the members of the team more productive, and to see something from a set of eyes maybe that isn't at the same time looking to monitor 7 other kids and what they're doing and keep this going, and like that teacher is trying to do when he or she is in a classroom. So we really ask that before PST meets again somebody from the team go in and work with the teacher, and observe the classroom that's all. Different set of eyes makes you more productive on the team, okay. These are some resources; well go on to that I'll come back to that later, all right. What's the next one Deb?

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Dr. Tihen: Okay. Ya'll with our progress monitoring, I'm going to show you how now, remember I said that we progress monitor the team gets information, ya'll what you don't want to have is going back into the room and everybody talks for 45 minutes to find out what the heck, how the child did and describe it. If you're progress monitoring in ways that, graphing it's very very quick. Look nobody has trouble if you're trying to increase something, the percentage of something, nobody has trouble interpreting a line that looks like that, or one that looks like that. Look at it; it went up, now it went down. Okay. And here's the rate it went down. It went down this fast, or it went up this fast,

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and I'll talk to you about the lines, and what they mean in terms of do you need to change the program. But graphs are very very very quick, and with an excel sheet, with an excel sheet which we'll get to, you just type the number in, you're done.

00:44:02

Dr. Tihen: Two numbers. That's it. Done. Very quick. Okay. So, let's, so ya'll we have different types of assessments, I don't know if you all have gone through this, but these are the assessments we use in our schools for multi-tiered systems. We have screening assessments administered three or four times a year, they're given to all students, they're used to identify risk groups, assist in forming intervention groups, and some of those screening tests like fluency for example, could be used to evaluate student progress. So remember I said the screening, that any new student gets a quick one-minute, one minute test on fluency. That's an example of a screening test that we have, we also have the Florida Assessment for the Instruction of Reading, and there is assessments in there that you can look at that we utilize, okay. Screening assessments, I'm not going to go through all those with you, but and you'll use Virginia's. Whatever you guys are calling it. Okay that's what you'll use. But the diagnostic assessments, identify students' strengths and needs, and ya'll this is terminology I want to talk about in our county. We've worked hard, we haven't won it.

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Dr. Tihen: But we never talk about student strengths and weaknesses. We talk about strengths and needs. Okay, because strengths and needs tell you where to go, weaknesses don't tell you where to go. This kid's weak in math, kid's weak in reading. Kid's weak in phonics. And that, and the other thing is it takes the focus back to the child being inadequate, versus us being able to meet the needs of the students. Put the focus on needs okay, it changes how you talk. It changes how you look at what you're gonna do, cause if your goal is to identify weaknesses, you'll be able to do it. Okay, and if your goal is to identify needs, then you'll be able to do that. So, keep your focus on strengths and needs, I would recommend that you do that. Okay, focus on the critical skills, and I talked about that earlier. There is a lot of things kids can and can't do, the critical skills, that's what we want to find out about.

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Dr. Tihen: Indicate strategic instruction needs, this, we use diagnostic assessments at level 2, strategic instruction, and this is what guides our strategic instruction. May require more complex assessments not just one area okay. We do know that it's hard to get the time to do assessments, we get it. But you don't have time not to do it, because you can't be wasting your teacher and students' time working on the wrong stuff. Just can't do it, there is not enough time okay. So you take the time, progress

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monitor. Typically it's a formative assessment, progressing, and we're using the information we're getting to modify, change or continue instruction. These are usually bi-weekly, every two weeks. I never know if bi-weekly is every two weeks or twice a week, but they tell me it's every two weeks. So, bi-weekly, every two weeks at this level 2, determined by the teacher-student need though, cause level three some teachers may say I need to do this once a week or whatever. Maybe time tests like oral reading fluency, but there's others as well. May start (?), May star etc., and charted for the problem solving team.

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Dr. Tihen: So our progress monitoring as it relates to the problem solving team, and multi-tiered system is always charted. Because otherwise you're collecting data, you're collecting data and nobody can use it. It's a waste of everybody's hard work and efforts okay. District assessments, these are some of the district assessments we use for formative, for reading and for mathematics, I just want you to know we have em. You use whatever you want; in addition to this what isn't on here cause I'm going to talk about it later when we get into curriculum is common course exams. We have over 100 of our classes that have common course exams. And those are designed by our teachers to select them to find the information they say they need to be able to modify their instruction in ways to be able to help kids, okay. I'll show you those tomorrow, okay. Outcome assessments, this is your state tests, assessments of academic achievement like the FCAT or other, the Stanford 10 whatever it may be. Teaching and learning effectiveness indicators.

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Dr. Tihen: In other words we begin to look at our outcomes in terms of the effectiveness indicators for teaching and learning, whatever they may be. Cause some of these are not on [indiscernible] assessment. For example, the fifth grade test that I talked to you about, in the fifth grade assessment, have a separate test for decoding, okay. We don't. But we do outcome assessments, we want an effective indicators that skill if that's what we need at that level, so our outcome assessments sometimes is a skill based test. They're typically standardized, and then these are the common course exams with predictive validity. And ya'll when I talk about it's why it's important to have predictive validity. Teacher, and I can come back to the teachers, cause ultimately ya'll, the leadership brings it into the school, the principals and the teachers make it work. Okay. I didn't go into any schools and teach a class, I used to. But I didn't do that as superintendent. Okay, or as executive director of curriculum and staff development, I didn't do that.

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Dr. Tihen: So eventually the teachers need to say if I'm given this common course exam, they're glad that their child has that line of improvement is going up, but ultimately they know at the end of the year they're gonna be evaluated on how their child does on the Virginia assessment. So does that test predict in the first quarter if you have below a certain score, does that say you're gonna do poorly on the Virginia test? Or if you have this score does it predict you're gonna do well? Because teachers benefit from it saying, by god there is at least some relationship to what they're asking me to do, and how I'm going to be judged as an effective teacher. I'm going to be judged at the end of the year as an effective teacher, and the teacher doesn't want to reach the end of the year with all of these little lines going up, and then be evaluated on the fact that their children didn't do well on the Virginia achievement test. There has got to be some relationship between what we teach, and then how we evaluate our children. And our teachers, there needs to be. Florida, if you're not aware of this, why it's so important for us. Is we're going to merit pay.

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Dr. Tihen: We're going to performance pay by Florida statute, okay we're working on it now. Four years from now teachers will be paid, about 50% of their pay, 50% of their evaluation will be based on student achievement, okay. By Florida statute it's a done deal. So we're on it now, so that becomes absolutely critical when you have teachers whose performance is being looked at in terms of their job, okay. They want to know right now what it is they're going to be evaluated on, and how it needs to be done to fix it. It's not working, okay. Informal assessments, teachers do em all the time walking around the classroom etc. There's quick checks of comprehension, ya'll a lot of, let me just give you quick examples. Because a lot of this isn't a test. So lets say I'm a teacher and I've decided well I've got some ELL kids that need vocabulary and prior knowledge review for this book, because you know why? When they get into it, I'm finding out that they're failing understanding what they're reading on my assessments, because they don't have the prior knowledge and vocabulary they need.

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Dr. Tihen: They don't know what the heck the words mean, okay. So what I decide to do is, I'm going to pre-teach the vocabulary and prior knowledge these kids need before I put them into this reading assignment. Okay. So I do that. But that's a universal benefit, instructional benefit. In other words that works for everybody, not just ELL kids. So lets say I do that for my class. When I have children read then, I've done that I've prepared them, when I have them read I stop and say, okay, where does that word unfortunate mean, what does that mean? And if they can answer that, then I say okay, and as I'm testing, very quick one sentence, one sentence, what does that mean? Kid tells me, and reading, then I know the amount of time and the strategies I'm using to pre-teach vocabulary are working. They're working. If on the other hand every time I

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check that the child doesn't have an answer, I know I'm going to have to go back and relook at how I teach vocabulary and how much time I spend teaching that vocabulary.

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Dr. Tihen: What am I doing to teach it, and how much time does it take? How do I know that? Because when I do a quick informal comprehension check or vocabulary check, what does that mean? They're getting it. Okay, that's just quick. No big tests. Just part of instruction. What teachers do everyday, okay. Okay, we'll talk about; I'm going to go to the progress monitoring charts now. What time is Deb? We got half hour? Two. Okay. I'm going to go to the progress monitoring charts. Ya'll progress monitoring in a multi-tiered systems if you don't use it you can't determine the rate at which the gap is closing, and sometimes closing the gap when you close it and how you close it is very very important. Continuous feedback improves the instructional planning, if you're not doing enough formative assessments, poor instruction not because the teacher, because the PST said this is the strategy that's not working, it goes on too long. So it allow earlier decisions about what to do, increase time, decrease time, revisit the problem etc. Provides measures for intervention effects.

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Dr. Tihen: Whether they're better or worse, okay, so that's why we problem, and we monitor progress, because our teachers and our students' time is valuable, every valuable. Ya'll this is, this we haven't solved. Okay, so I'm going to talk to you about it, but I don't have an answer okay. We do not know what the line of improvement should be. Now everybody talk about what the line of improvement in multi-tiered systems, what we've come to groups with is we don't know what we it should be. Now if we say we want the child to be on grade level by the end of the year, then we just draw a line to being on grade level with the assessments you're giving from here to the end of the year. That's an easy thing to do, but here's the problem. This is what you're reading here is the DSS scores for the FCAT okay. In kindergarten, first and second grade we use the Stanford 10 okay, but by third grade this when our state assessment starts and it goes to tenth grade. Here are low-level one DSS score, developmental scores.

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Dr. Tihen: Here our high level one, see the gap between high, ones and two, so we look at high level, one. Here's level two in blue, these are your DSS scores at each grade level. Okay so at, at seventh grade the average DSS score is 1760 for being a child at level 2, if for, if you're at level 3 in seventh grade it's 1865 DSS score all right. So we know when we get our state assessments back, we know relatively speaking how far a child is behind. So if I'm looking at a ninth grader, and that ninth grader is scoring about, instead of this what is that? 1843, 1943, instead of scoring 1943, that child is

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scoring around 1700, I start walking it down, I come to 1700 and I see I've got a child who's functioning in terms of the state assessment like they're in the fifth grade level.

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Dr. Tihen: Now, if I got a child who's below, but this child here is only 1934 against 2015, I probably, I can draw a line of improvement that that child will catch up in one year. Okay. It's a reasonable line of improvement, not very far behind, pretty darn close. Okay. Same grade. This child. One, two, three, four years behind. Should I be drawing the same line of improvement for that child as I do for this one? If, if I do I'm gonna have a whole lot of failures. Okay, a whole lot of failures. Go to the next slide Debbie, now ya'll I'm bringing this up, because when we started intensive reading at our high schools, and middle schools, you know what happened to us? And I hate to say it because we didn't think it out very well, teachers said I want out.

00:56:04

Dr. Tihen: I want out. Go back to that slide Debbie. What we were doing was saying, well if we put you in intensive reading class at ninth grade, then at the end of the year since you've been in intensive reading, we want you to pass the FCAT. Cause we put you in intensive reading class, okay. Well you know what the teachers that got these kids, these kids, they did it. Intensive reading got them there, for teachers that got this, we didn't go back and look at em, we just said oh well they're they're all level one or whatever they are, cause see down here, this 1701, 1738 is a, is a high level one, but it's still level one. So we said oh we got a level one kid, they didn't make it though. We didn't treat those kids differently; we wanted em all to pass. Okay, and remember I talked to you about one year miracles, so you kill a teacher. What if we had done this instead, which is what we're trying to do now.

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Dr. Tihen: If we did this. The kid comes in ninth grade, and this child is 1701, needs 268. So we say, all right you're ninth grade, you might not pass this year, you might not pass this year, but you have until you're a senior to graduate. All right cause of the state of Florida, unless you pass that test you don't graduate. Special Ed kids get a special diploma. Okay, and there's a write off for another thing, how they can even get a regular one. But regular kids outside of special education, you don't pass that test you don't get a diploma, period. Okay, that's just, that's Florida statute, that's the way it is, okay. So, kid comes in here, signs up for the class, takes intensive reading, really wants to pass the test so he or she can graduate, and they don't pass the test and they say this class don't work, this is just like all that other stuff they talked about. And I want out of here. Okay. Cause I'm not graduate anyway, so why am I in this reading class. Okay. What we're doing now, that's different.

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00:58:02

Dr. Tihen: Is we take that and we say okay to the kids, yes you're a ninth grader. Yep you're at 1701 or 1778, and there is about 300 points difference between these two things right here. Okay. Now, you got four years to graduate. So you look at the teacher who has that child the first year, cause we get to take this test all the way to your senior year. All right, if you don't pass it you get to take it your junior year twice, and if you don't pass that you can take it your senior year twice. So to graduate you got to be able to pass it your senior year, not your tenth grade year. That's when we give it to you, and if you pass it you're okay you've met the requirement. But its twelfth grade year that you have to pass it. So now what we tell our teachers is, if you improve this child 100 points a year, they will graduate. Okay, so did this child go from a whatever it is, one to a three, no. But did they make the gain they needed to meet, make on your plan for them to graduate in four years, which is your goal? Yes.

00:59:03

Dr. Tihen: Were you successful? Yes. Was the child successful? Yes. So, you look at your time allocation, and what we were doing was making what we did, was make failures out of our teachers and students when it wasn't necessary. Was not necessary. We had four years to do this, and we were telling everybody they had to do it in one, regardless of where they were, okay. That wasn't a good plan. And when we begin, our teachers begin to say get me out of here, this isn't working. Then we begin to say, we need to rethink this. Okay. And what we've found is if we go to the four-year plan, we, that's a great part of why we only have a 1.3% drop out rate now. Because practically all our kids think they're gonna graduate. They really do. Because most of them make that 100-point gain, not all of em, but most of em do. So, what we got now there may be other issues, there always are with students, but what we want you to, the reason that I'm looking at this, go to the next slide Debbie.

01:00:06

Dr. Tihen: Ya'll, here is a fourth grader who's one year behind. Fourth grader functioning at the third grade level, so okay, so this is where the student is; they're at fourth grade. I want em to be on grade level by the end of fourth, fourth grade. Here is my line of improvement. You got a mountain to climb. Okay. Mountain. Now, what if I am willing to say the line of improvement that I'm establishing you will be that you'll be on grade level by the time you leave fifth grade, and you'll enter middle school on grade level. That's a lot less of a mountain to climb, that, that slope, maybe you can get up if you're willing to go three years, the of course it's down. So the longer you're willing to put in, the greater your opportunity for success is if your plan and your on the time line.

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Now somebody is gonna say, well we need to put this kid in special Ed, because three years is too long.

01:01:00

Dr. Tihen: We did a study in our county. Do you know the average length of time a child who enters ESE is in in Lee County? Six years. Most of em are identified by elementary, and they don't get out. They don't get out. They stay. Okay. So, if we're looking at our intervention to be special Ed, well then three years is looking pretty good against six. See what I mean? It's where, it's where you want to put the focus, see before we had 94-142, we weren't taking the LD kids out of regular classes. They stayed in regular classes. Here is another thing I want you to be aware of okay, cause I was an ESE director. Discrepancy. When we had kids with 100 IQ, and you needed only 15-point discrepancy at the lower grades between your cognitive ability, and your grade, do ya'll use a discrepancy score?

01:02:03

Dr. Tihen: Okay, for later on that's the standard deviation. When you're 100 it's easy to get an 84. When you're a 78, you're 75 or something, you got to function down in the low EMH range academically to be eligible for LD, so guess what? The kids we were taking out to put in LD classes were kids with 100 IQs, 90 IQs. The kids who were staying in the regular class, the kids with 75 IQs. Now which of those kids do you think probably needed the most differentiation? And was gonna take most of the teachers time? So, in the reality our teachers have been faced with this long climb, and those are the kids that year after year, the teacher says well you know Johnny who is doing better, because remember his discrepancy score in academics was 84 against his 100 IQ. This kid has a, a 65 okay, but his IQ is, is a 72.

01:03:03

Dr. Tihen: And the teachers looking and saying, this kid can't perform anywhere near this kid, but that kids going down to the LD teacher getting extra help. And I'm sitting here with this kid in my class that's functioning way lower, and you know what the teacher's right. That is what's happening, okay. So, when we begin to look at this, and the reality of what instruction does the teacher have to provide, ya'll this is gonna be, we don't, I'll tell you what we're doing right now. We're taking our lines of improvement that our teachers have drawn, and we're seeing on the average, on the average what line of improvement do you have if you're two years delayed academically? What's the line you seem to improve, if you're delayed a year academically, in the better situations, the top 25%, the top half cause we look at them both, what's the average rate of increase. Then that becomes a line that we say, gosh we look at really good instruction, really

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good resources, and really good support this is a really good line. But ya'll, if you want all of your kids to go on into ESE draw this line.

01:04:01

Dr. Tihen: If you want a whole, whole 40% cut then draw this line, it's up to you. And I, I told you when I started; I don't have the answer to that. I don't know what the best line is that differentiates the true child who should be in special Ed, from the child is who is a long time behind, and is gonna need time to catch up. Ya'll I don't have a chart here, but I want to tie it to this, if you write this down, do you all have full time kindergarten in Virginia or not?

[Comments from Audience]: [Indiscernible]

Dr. Tihen: Okay. Ya'll, if you had a child, when was I was ESE director, most of our children, the biggest grade level where we entered children for learning disabilities, academics was third grade. Okay, because by then they were functioning at the end of a first grade level, and they met our criteria for getting there essentially, okay that's what it was, okay. So we had a third grade student who is functioning at a first grade level. That means they're two years delayed. Now they picked up two years, cause you're full time kindergarten and first grade. That means they're learning rate, they're learning rate is fifty percent. Right?

01:05:06

Dr. Tihen: Half of what we where we'd expect them to be. Ya'll understand that? Look at learning rates, you started school the same time everybody else did, you got half as far. Your learning rate is at 50%, cause you're only half as far as the other kids who started school that are grade level. So if I ask, what's your name? Sandy. I assign Sandy these kids, and Sandy gets these kids who are two years behind, right, but you know she's a good teacher. Okay. And I say, well you know if fourth grade you teach em what's in second and third and then in fifth grade you teach em what's in fourth and fifth, we double what the kids learn. But we're really gonna concentrate. It is double the work for the teacher, okay. But two years of progress for the kid is four times their previous learning rate. Remember they were 50%, she's not. She's 100%, so this doubles her load, but a kid who's at 50%; you just quadrupled the learning rate on that kid.

01:06:06

Dr. Tihen: So, Sandy who now is twice as effective, remember this, she's twice as effective as any other teacher because she moves their learning rate from 50%, from 50% to 100%. Doesn't get two years in, but she gets a year for a year. Moves em from

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50% learning rate to 100% learning rate, in two years if she says, if she kept those children for two years, they would still be two years behind, cause she doubled their learning rate, and she got second grade taken care of in one year. Cause she doubled the learning rate, they were only half before. And then the next grade she double, but they're still two years behind, they have a teacher who's twice as effective. So, you want to think about learning rates when you begin to look, not grade, you know grade levels are one thing, and we don't discourage grade levels. But when you give a teacher the responsibility of moving a child from this grade level to that grade level, it isn't just about the grades. It is about the learning rate the child has demonstrated, and how much you're gonna have to do.

01:07:09

Dr. Tihen: Now if I gave her three hours instead of one and a half hours per day for reading, and she can double what the kids did in, in an hour and a half, then she could make it. She can do it. Okay. Twice, twice as, moving em up twice, but I still got to give her an extra hour and a half. We have kids in reading three hours a day. Cause Florida has mandatory third grade retention. And we do not want kids retained twice. So do we have teachers where the teacher reading three hours a day? Yes we do in intensive reading classes, because that's what it really takes when you begin to look at the learning rate. So when you draw these lines ya'll, this is important part, because what we're worried about is if we draw the line too, too flat, we're not doing the rate and the improvements we should do.

01:08:01

Dr. Tihen: And if we draw it too high, we're penalizing our teachers and our students, and we're taking away things that actually work. Now, again, I don't have the answer to it, I think in two years we will have. We will know at least what the average learning rate is for children at different levels being behind, we'll know what they are, but that's two years away. So, that's a challenge for you. Okay, I don't have an answer to it. You'll do the best you can, you're teachers will give you the best information they can, and you'll monitor the line you draw. And then you'll, you'll make decision about that. I already talked to you about this, let's go on to the next one. Ya'll this is, no. This is the line I said, if we have a green line for, this is our monitoring record, so if you're a principal and your ELL group is down here, and you draw a line of improvement like this, then you're monitoring the district achievement standard against your school or grade or class okay. Could be your school, lets, let's for get about EL for a minute, cause this is for grades and classes too.

01:09:03

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Dr. Tihen: If your schools' scores are here, then for your school you draw a line like this, and you involve all your teachers to move a group of students up whatever they might be. ELL whatever they are, but it's for a school, a grade, or a class. Could be an individual classroom that your classroom is behind, but ya'll we monitor on our progress not only students, but classes, schools and districts. Because we do not restrict ourselves to improving one child at a time. We do not restrict ourselves to that, okay. So that's, here is where you move whole groups of kids up, and it's either working, this one isn't working quite as well as we would like. Our teachers, our principals this is usually kept by our principals, cause they're leading this initiative. They always lead the whole school initiatives, okay. So go on to the next one Deb. This is if you have a percentage, this is the same thing. What is the district achievement standard, what ever it is? What is it for the group, cause we always look at students in terms of both of these?

01:10:02

Dr. Tihen: Cause we don't care what group you're in, we still want you here. But a school that has this is gonna say, we got to get this kid help because he's way below the reference group whatever it is, way below. So you go ahead and put that child on and start moving, line of improvement, measurements, non-measurements and here we go. We require 8 to 12 measurements before the PST meets again. Okay Deb. This is for, where fluency, so if I'm looking at words correct per minute. Cross the measurements, here is where the group is, or the whole school is. Here's the district criteria is 90 words correct per minute at the second or third grade, and here's the, this kid's at 30 words correct per minute. I want him at the end if he's nine, maybe this is weeks, maybe its months, I want him up here at this 70 words correct per minute. So I draw that line, and I begin to monitor the chart for progress. If it starts to go like this, you probably want to think about what else do I need to do, you maybe, you just need to give more time. Maybe you don't change anything but more time. That's all. Okay.

01:11:00

Dr. Tihen: This is behavior, we have it for behavior, fi I want to decrease the incidences of a behavior, of course we hope the line goes down. But ya'll these are available for our teachers, so anytime they keep a record, all they go in and do, this is excel, go in and type a number. That's it. In this case it's one number. 2,3,4,5,6,7 put the number in done. Cause our teachers time is valuable, so anything we can do to cut down their time, we want to do. Okay. What's a good response to intervention? Let's go to the next chart Debbie. You saw this, cause this is kind of graphs it out, here is a child, rolling along over time. They're performance is down here, okay. This is what we, let's say this is fourth grade, this is what we would expect people to do; this is this child's baseline. This is his, his or her rate of improvement, and of course what we want to do is get the child on this trajectory at least because at least they're not falling further

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behind. But if they're on this line, they're falling further behind, and if they're on this line then they're catching up.

01:12:03

Dr. Tihen: So when your PST meets, they look at your lines of improvement. It's very quick; you don't sit there and have a long discussion about whether strategy is working, if you see go back to that Debbie would you, thanks. If you see this line, the team meets, and the teacher holds that up, you know you're gonna change. No big talk about it, no discussion, and you know you'll talk about why you think isn't working, and what's your new hypothesis is, but you don't have any doubt when you sit down and that's show to you, you know you're gonna change. And when you come out to a class, first of all they probably won't reconvene the child study team, the PST if you have that line. These are the two lines we typically reconvene on. Okay. Yeah, this line, teacher things are going great, done keep going. Okay. So, graphing is so quick, teachers one number on an excel chart, one or two numbers, team looks at it, if our teachers can put it on SharePoint, or share it within the school system, I mean within their school.

01:13:09

Dr. Tihen: So if other people want to on the PST team, all you do is pull it up and look at it. And you see where things are the 80, so you don't have to wait till the twelfth week, or ninth week, you just pull it up and look at it. Looks like going pretty good. And principals especially do that in our school system, because we're really holding our principals accountable for implementing programs where children achieve. And the least we expected to do is to look at how they're doing, and then do something about it okay. We don't all have the answers, but we at least need to be trying to do something, okay. Thanks. It's 2:40, okay go to the reading model, and I want to, I want to show one thing. Ya'll, we just got, what?

[Comments from Audience]: Breaks at 2:30.

Dr. Tihen: Breaks at 2:30 so we're past it.

[Comments from Audience]: Yeah.

Dr. Tihen: Just put that, okay ya'll we're past your break time.

01:14:01

Dr. Tihen: And you know you, it's now. So I think you're gonna be leaving, so thanks. I hope this helpful to you, what we tried to do is to show you how we look at the process, cause...

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[Comments from Audience]: We're not leaving.

Dr. Tihen: I'm just taking a break.

[Comments from Audience]: Yes.

Dr. Tihen: You're taking a break; I'm taking a break, okay. Yeah.

[Comments from Audience]: Don't leave.

Dr. Tihen: I won't leave unless you run me out okay. Thanks. Appreciate it. Go.

[Comments from Audience]: As a matter of fact at 2:45 [inaudible due to overlap]

Dr. Tihen: What time is it now?