

**Virginia Tiered Systems of Supports (VTSS)
Professional Learnings**

Session 1

**December 11, 2013
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*Welcome and Introduction to
Virginia Tiered System of Supports VTSS*

10:00 am – 10:30 am

Dr. Cynthia A. Cave and Dr. Thomas Manthey

*Implementing the Virginia Tiered System of
Supports (VTSS):
District/School-Level Action Planning*

10:30 am – 12:00 pm

Keynote by Dr. George Batsche
University of South Florida

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Dr. Manthey: See if I can do that, hi I'm Tom Manthey and I'm the VTSS Coordinator, or Virginia Tiered System of Support coordinator. And for me this is like the, the first day, this is the day I was waiting for over a year now where we bring a large group of people together for aligning both academic and behavioral interventions under the VTSS. But I know that there is also some other groups here today, so there is three groups that are in the room today. We have PBIS, the state funded grant school, so some of you might be here for that, and then we also have some of the, what I call Rtl schools focused more on the academic side of, of tiered interventions. And then we have our, our new VTSS cohort one, cohort schools and they're from Frederick County, Pennsylvania County and Midway County.

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Dr. Manthey: So anyway I'd just like to welcome you all, what do I want to say? I think we started thinking about all the, the different work that VDOE does with school divisions. And there was kind of a recognition that sometimes it's not aligned very well. That we might, a school division might work with one project, but that's not really connected with another project they might be working with. And so we knew that when we needed to do a better job of aligning our services, and making it make a lot more coherent sense. And so this is our, kind of our beginning of doing this work. Of course we're trying to do this in other ways too, but, but the particular interventions in regards to behavior and academics that success for students in your schools you have to have a clear plan both behaviorally and academically.

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Dr. Manthey: and you couldn't do one and be successful, so this is where we're starting. Thank you for joining us in that journey. We're gonna have additional cohort one, I guess it'll be cohort two sites that we'll select at the end of this year and I think that'll be about we're starting off slow and then we'll start to grow. And, and here is what we have found in the state that works, but also nationwide what has been best practice. So that's all I have to say today. Once again I'm Tom Manthey if, I'm the guy that if you're having a problem with something come to me. I'll help you out okay, so the, I can say the buck stops with me actually it probably stops, stops with my supervisor. But it certainly will run over me before it gets to her, so.

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Dr. Manthey: So please, please come to me if you have an issue with something. I'm more than happy to help you. I'd like to introduce my, my supervisor Cindy Cave from the Office of Student Services.

Dr. Cave: Thank you Tom. Thank you for everything you've been doing to, to integrate. You all I'm glad you're here, you are a part of educational reform. You are a part of helping us and helping other divisions in the state make things better for the kids. You are a part of their improvement. You are a part of putting in place the systems change that we'll learn about here academically and personally. So I congratulate you for being here and stepping up to do that. I want to tell the new folks, the new PBIS schools, the divisions are not new.

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Dr. Cave: And also the VTSS cohort division schools that this is a journey we know and hope that you are flexible and you are pioneers. Because this is not something that we can accomplish in a year, or two years. This, the Virginia Tiered Systems of Supports implementation is a marathon, not a sprint. It's subject to implementation and evaluating the impact of the implementation, and going back and changing what you've done to improve. It's also subject to say we can take this approach, but you know what? Next year we'll need to do this instead. So we have to be a person who is patient, who is flexible, who is creative in order to be in this, in this cohort of schools, the effort that we are in with you, and all of you are.

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Dr. Cave: I'd like us to show the different kinds of divisions, to get you to stand up, because some of you are brand new from the Rtl school divisions, and all the academic [interventions separately ?] who have been in this for seven years at least, and are achieving great results academically doing that. My veteran PBIS

divisions here, seek them, talk to them about the impact it's having on their kids in terms of keeping the kids inside the classroom instead of sending them out of the classroom. That's supposed to, first of all who are our VTSS three new school divisions, can y'all just stand up everybody who's there or from there? All right, thank you, thank you, yay.

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Dr. Cave: Being brave school divisions, thank you, who are the PBIS school divisions implementing with state funds, [Inaudible 00:06:12]. Yay, all right. And then who, who are, who, which folks are here, which divisions are here from our Rtl, our original response to intervention program, y'all stand. All right. See there is someone here, all of you are here to help each other and learn. And now I want to welcome Dr. George Batsche. He would, we've been working with, with George since we started, yeah since our birth seven years ago.

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Dr. Cave: Because Dr. Batsche works in Florida, they've been implementing a full system of supports for ten years. They are ahead of us, and they also have deliberately and structurally and very specifically integrated their positive behavioral supports with their academic supports, Rtl, with universal strategies. And they have done it in a way and for so long now that they actually have evidence based practices, training documents, materials, whatever we can steal from them we try to. And whenever we can get George back here we want to. He has helped us so much in the past we're thrilled that he could, that you could be here and we all just know what he does. And we're all like oh my gosh is George gonna make it, and of course, you know, after my full panic over the snow it blew by us except for all of you who came from Northern Virginia and Southwestern.

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Dr. Cave: And thank goodness you're here and you're safe, not that I know what, what we're gonna miss George. But you know, there are some other people in this room that I'm confident could step up and take these two days and guide them. And they are our systems coaches who are going to be providing technical assistance to you through training, and also through on site visits. I would like all of you, you VTSS folks technical assistants, the [T-Tacs ?] from our consultants, could you all please stand up. And you'll see the kind of importance you have in this room, y'all stand up please. These are your A-team folks and they are going to be working with you throughout and I, and I have nothing but the utmost respect for them. So with that I'm gonna give you the microphone and let you take over.

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Dr. Batsche: Good morning, you can do better than that good morning. Thank you, when I came in last night I, I started getting emails from people or copies of emails from people yesterday about impending doom and the snow. And all of this kind of stuff, and it was really hard for me to wrap my head around that yesterday because with the weather you're having here, all that nasty weather that's gone up the east coast and, and what have you we have been having unseasonably, and I don't say that positively, warm weather. So when I left yesterday it was 86 degrees, and humid. It's like what? Is this June or July because this is the time of the year we start, it breaks a little bit and we look forward to it.

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Dr. Batsche: And, and the weather is, is kind of crazy, so I was paying attention to the weather yesterday anyway. So I get here last night and got in a half hour early, figure that from Atlanta right. You need to go to the lottery with that, with that date and time, and, and the gentleman who drives the van for the hotel, I said where is all the snow? He was not happy. He was not happy because he was sure he was gonna have today off. He planned to do some stuff with his kids, and he woke up at six o'clock in the morning and he's like what? And the hotel called and said, you need to be here for the six-thirty van thing. And he's just like ah, so some people really wanted to have today off. I hope it's not you because I don't want you being here going gosh I could have, had it snowed I would have missed this. And, and good thing that you're back here this year doing it because last year he had, he had some knee surgery and couldn't even stand up so you would have had to sit down and be recognized today.

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Dr. Batsche: So anyway, I'm really happy to be here and I would like this day to be interactive. There is not that many of us here. I actually think we could have shortened the room if we kind of filled up the tables. So I have stuff to talk with you about based upon conference calls we had with Cindy and others in preparation for this. But I really want your questions to be answered around this integration thing. So as I was preparing the stuff for today I knew that there would be some new folks here who were just getting into this process. I knew that there would be some really experienced folks here that have been doing this separately with Rtl and, and PBIS. The systems level coaches here are highly skilled individuals, and I don't want to bore them. But at the same time I don't want to outrun my coverage with the people that are beginning this, and at the same time all the experience in the separate systems, there are some things to know about pulling this together.

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Dr. Batsche: So I'm, my head, I multitask all the time, and the way that I, I can be of better service to you is if I get feedback from you. So if you all sit there just looking at me like blah, I'm gonna have no behavior to read. For those of you who are borderline on the spectrum it's okay to rock when you get nervous, that would be an indication that I'm outrunning coverage here. And by the way if you've seen all the people who have come out on the spectrum in the last week it just reinforces the idea we're all on the spectrum. That's why it's a spectrum, it's just at some point some of our behaviors are not so visible and in others they are. So if we had an entire group of IT people here the behavior would look a little different than if we have a whole group of literacy people here right, or counselors. So I really need your feedback, I need your questions, raise your hand I'll repeat the questions.

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Dr. Batsche: And you need to stop me when you have the question. That's really important, so I want to give you where my head was when I put stuff together. Regardless of how experienced you are in doing this your role here with some exceptions is not to do it. It's to facilitate others doing it. If you're a district team, if you're a school team you're facilitating others. So knowing that I'm gonna go over some basic things not because I don't think you know it, but because I want to share with you the words that have been effective for us in facilitating that with others. Does that make sense? Okay, if I talk about something you don't understand then go, I don't understand. That said, I want to focus on what we have to do, what, how we have to accommodate the integration.

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Dr. Batsche: And there is accommodation that has to happen, but there is also functional things. And I'm gonna tell you some things straight out, I'm gonna spend about ten minutes dropping some stuff on you that I would like you to think about that's gonna, that we're gonna come back to again and again and again. Because they are fundamental things that we can never lose sight of if we want this to work. As a, I was a building principal for about ten years, best job I ever had by the way. How many people in here have been or are building principals? Is that not the best job in the world? It is the best, I'm too old to do it now. I just am too old. This is my 44th year in education, and I don't know that I have the energy to smile at every parent anymore in the produce section of the grocery store when I had their kid in timeout for 45 minutes.

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Dr. Batsche: And the kid, I'm still covered with the kid's spit, back when I was younger it would be like oh it's so good to see you. How is Tommy? Oh he had a little rough day today, but here give him a banana because he acted like a monkey today okay. I would just, I had patience back then I think I lost it

somewhere as my brain aged. So I'm too old to do that job anymore, but it gave me the opportunity to look at kids, to look at the interactions between kids and teachers. And to see how a building wraps around kids, and how the community reflects what's in the building, and that the building is simply a microcosm of everything that it sits amongst. And we have to include all of those people involved in education of our kids if we really want schooling to work. And I didn't get that until I was a building principal, I mean I got it up here, I didn't get it here. So parent engagement is a huge part of this, community engagement is a huge part of this. But once of the things I learned as a building principal that has guided our work in Florida.

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Dr. Batsche: I've done thousands of walk-throughs, I still do them because part of my responsibility in Florida is to manage part of our school reform initiative. We have a, we have race to the top, we have a statewide school reform initiative, low performing schools etcetera. I have a number of those teams, and so I'm very much involved in that. I still do walk-throughs, I hear that some of your school, school improvement people are doing, are, are doing academic reviews today. We call them instructional reviews. I learned early on as a principal that good teaching is a function of outstanding planning. So I started doing my walk-throughs in the planning sessions because you cannot teach well if you don't plan well. You can't fix it on the fly.

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Dr. Batsche: There was nothing the Dallas Cowboys could do Monday night to save their silly butts because they did not prepare for the monsters of the midway. And by the way, that's unnatural, that is not right to have receivers up to six feet eight inches tall. It is not fair because secondary in the defense they don't grow that tall. It looked like a little kid trying to jump for a treat the other night. These, these poor, these, these poor defensive secondary guys who are like, only six feet tall, you take a six foot eight guy with a thirty-six inch jump, this is not right. That is a building. So they didn't plan very well for that game, and they couldn't save it. A teacher cannot save an instructional moment if it was not planned for appropriately. So therefore we're gonna talk about lesson study today, and if you want to integrate academics and behavior within a universal design it has to be done at planning.

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Dr. Batsche: It can't be done on the fly. It's not possible. So we're gonna talk about who should be at a planning meeting. In a multi-tiered system it's easy to break it apart. We can have tier one, tier two, tier three that's what everybody talks about. What is tier one? What is tier two? What is three? You know what I'm concerned with? How the heck are we gonna get what's delivered in tier three to

show up in tier one? It is the integration of that supplemental intensive and specially designed instruction into general education that is the key. Because the reality show of education is tier one, if kids can't do it in tier one they're not gonna be able to do it post-secondary. Remember 75, 57 percent of students in programs for kids with learning disabilities, K-12 are unemployed one year post-secondary, national longitudinal study done every year by the US Department of Education.

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Dr. Batsche: The reason is they get all of this support of intensive supplemental instruction to be successful and they never learn how to accommodate it for themselves or to adjust without the people. So the minute the people aren't there they take a nosedive. We have the obligation to ensure that kids getting supplemental intensive and specially designed instruction can use it in the real world. And the real world is not special Ed., it is not. There is no special Ed. except in schools. It doesn't exist, so that transition issue is so important. Kids getting intensive instructions, instruction that doesn't exist in the real world either. So that's why the universal design for learning is so important. Using technology to bridge the people instruction gap for kids who have been getting supplemental intensive and specially designed instruction.

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Dr. Batsche: So instead of me coming up and helping you do your work I am going to start teaching you how to access through technology supports that will help you do that when I am not here. But we have to incorporate that into instruction. Now we're only starting to get decent at that, so I'm not gonna talk a lot about that today. But if you want to integrate academics and behavior into instruction it has to be done at planning. So we're gonna talk about that. Every academic behavior, every academic skill has an academic behavior, and every student behavior is affected in some way by the academic activities and success in school. So teaching academic skills without the academic behaviors will result in teachers working hard and kids not engaging instruction.

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Dr. Batsche: But we can't do that on the fly as we're planning a lesson we have our standards, and we're teaching to a standard. We have to ask what does this kid have to know, understand, and do? It's the do that causes issues, and that's student engagement. So we really have moved away from the term behavior in our state and we talk about student engagement. We've moved away from motivation and we talk about student engagement. I know many motivated kids who are not engaged, and I know many kids who are not motivated who are engaged, my son was one of those. Because engagement was the key to his freedoms, I really could care less at some point about whether he was motivated

to do something or not. He just needed to do it, so we have to start using terms that translate into strategies.

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Dr. Batsche: And we talk about motivation you know what that, that's a write off term. Well he's not motivated, the parents don't care, the parents aren't motivated. Who are we to make that judgment? So we just want kids to be engaged, we want parents to be engaged what does that look like? And we can describe it, so this lesson study is important. The last thing that I want to talk about that's gonna undergird everything we do is academic engaged time, the number of minutes of engaging quality instruction every day is the best predictor of student growth. That's a fact. It's better than IQ, socio-economic status, race, ethnicity, language, range of abilities. The more time you engage quality instruction the faster you grow depending, in, not depending even on what kind of skill it is.

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Dr. Batsche: You play the piano more, you practice more, you do more reps, you do more worksheets, you do more computer work, you do more oral recitation, you practice sounds more, the more you do it the better you get. Because that's how our brain works, so here is our bank book, 330 minutes a day of instruction, 1,656, 1650 minutes in the week, and 56,700 minutes a year. That's it, non-replaceable. End of the day they go home, thank god. Just like grandkids. I have five of them, by the way I started my day today while, while Cindy was talking I got a text from my middle kid, 34-year-old daughter, and she has a daughter. She's about to have another one in February.

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Dr. Batsche: And Emma was three on Saturday, and so cause I live in Florida I sent a gift obviously. And one of the gifts, she wanted a monkey, why she wanted a monkey I have no idea. I just, I happen to like monkeys, so I got her one. Not alive, I really wanted to get her one that was alive and have it shipped for a little payback to the grief my daughter gave me in her younger days. But anyway, a grandfather knows when he's succeeded when Slinky, as she named it, replaced Piggy to go to pre-school. And Piggy was the stuffed animal her parents gave her. The monkey went to school this morning not the pig, so I rule. So my daughter was like it was, you were a hit or it was a hit or something like that. So that's good stuff. So if we only have 330 minutes in the day and 1,650 minutes in the week, and they're not replaceable any minute that is lost for any reason affects student growth.

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Dr. Batsche: So if we have a discipline policy that sends kids to the office and has them sit on a bench that's an issue. If we have a kid who is not actively engaged in the instruction because the instruction wasn't leveled for the student that's an issue. If we have Motel 6 kids, lights on nobody is home, they're present but they're not engaged. We have attendance problems, we have to start thinking in terms of instructional minutes a day. The other reason that it's important is because a multi-tiered system of supports as we go up the triangle that means greater intensity. Greater intensity is defined specifically as the presence of two factors, one, more time, the second, narrower focus of instruction.

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Dr. Batsche: So time becomes the currency of instruction for us, in particular for students who are struggling. And one of the things that I, I was, I, I, and I can, I may this afternoon show it to you, I'm gonna take an aside here for a moment. And, and I appreciate the comments that Cyndi made about how long we've been doing this and what have you, but I can tell you it doesn't matter how long you're doing it, you're never done. This is a continuous improvement process because the needs of kids change, instructional advances occur, data systems get better, observational techniques get better. So we are constantly tweaking this system. Our major tweak in the last two years, lesson study, and the bang for the buck that we have gotten is amazing.

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Dr. Batsche: We've been very fortunate in the past six years the NAEP improvements, National Assessment of Educational Progress, Florida is second only to Maryland in the nation for the rate of growth. And we attribute that to our narrowing or our decisions around maximizing the delivery of effective instruction, and making schools engaging safe environments for kids that are inclusive of communities. And that's what VTSS is about, so the time thing let's us know how well we can intensify instruction. I'm gonna come back to this so don't write it down. All of our decisions are made in four steps, how much time do we need? What are we gonna do with the time? Who knows how to do the what?

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Dr. Batsche: And finally where? Where doesn't matter, you can do it on a bus. You can do it in a portable, you can do it in a Taj Mahal. The where is irrelevant if the who doesn't know how to do the what, and have the time to do it. So if you don't have any time why would you be messing talking about the what? Cause you're not gonna have any time to deliver the what, and what if the what that you do is tied to a particular who and that who doesn't know how to do the what? This is a Dr. Seuss approach to educational decision making, so the old thing, kids eligible for special Ed. We put them in special Ed., put them in Tom's special Ed. class because the kid has a SLD whatever that is. And Tom is a SLD teacher,

whatever that is, and that's the SLD room whatever that is. But what if the what that Tom needs is not in the competency of the who that is associated with the label?

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Dr. Batsche: So now Tom goes to a label for an amount of time to get a what, and what Tom gets is the what that the who knows in the time that the who has. And Tom doesn't progress. Tom needed more time of something different, but that was, all of those things were tied to a person cause we made the who decision first. Does that make sense? So our organizational delivery system for some of our title, special Ed. services and what have you are not pedagogically driven. They're organizationally driven, kids are pedagogically driven so the time, what, who, where, so what happens if the what, what's your first name? Jessica, what if the what that Jessica needs ain't the what that the who knows?

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Dr. Batsche: The kid would still, Jessica would still have a disability, but in our state she would not be eligible for special Ed. Because that eligibility for special Ed. would put her at risk for getting the instruction that she needed. So we very much operate on the dual criterion system. Having a disability is the entry level criteria, but just cause you have a disability doesn't mean you're eligible for special Ed. That's what 504 is for, you can't have a service that a kid, that people tie a label to and put a kid there when that's not what the kid needs just because the kid has a label. So we make our decisions instructionally, and fit everything else around it. That is a belief. That is a philosophy. It is a way of work.

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Dr. Batsche: So that's part of this because we got tired of people saying at school based leadership team meetings we can't do that because. And we're saying let, let me just play is back at you, my training is in, my doctoral degree is in psychology so I always act like a psychologist I suppose. I said let me play this back at you, you can't give a kid what the kid needs because of why? That would be like you going to the emergency room and they look at your insurance and say you're not, you're not eligible for that. You need this to live but unfortunately you've got the wrong insurance. You've got the wrong label. Tom doesn't, doesn't know how to do that. So we're, you're gonna die. But we'll try to make you as comfortable as possible till that happens.

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Dr. Batsche: So we'll keep you in this nice place where people care about you. Everything we do as educators is evaluated in the context of student growth, that's a belief. Our job is problem solvers, our job is to get student growth

improved, so our litmus test, how effective is special Ed? Student growth. How effective is intensive instruction? Student growth. How effective is supplemental instruction? Student growth in tier one. How effective is title one reading? Student growth in tier one. Kid has been in title one for three years and there is no change in growth? Why are we keeping that kid in title? On re-eval the old issue in special Ed. used to be, what was the, what was the movie? Waiting to Exhale, people remember that movie?

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Dr. Batsche: Awesome movie, that's what an annual review or a tri-annual review is like. Everybody is waiting to exhale, to be sure that the kid is still eligible. Well in the old world of SLD and hopefully nobody is doing that anymore where we had ability/achievement discrepancy the kid was only eligible if the gap didn't close. So everybody was happy that a kid was eligible because the kid was ineffective. For the kid to remain eligible the program had to not work. What's wrong with that? So if we get all of that crap out of our head and we come together as a group, there is a table back here that's beginning this journey. And I'm not, this is rhetorical I'm not, I'm not gonna make you stand up because this person is looking at me like don't come near me.

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Dr. Batsche: The work that has to be done around for this group because they're coming together as, as VTSS for the first time is no different, and I think it's gonna be easier than the groups that have had their own houses and now have to blend a family. That some of them aren't part of the romance, the kids. You know, when you blend families the adults are so happy they're so in love with each other and what have you, and the kids are like whatever. I'm not part of that, so in some ways you'll have it easier. But as you begin to talk about your culture, and talk about what your beliefs are, and talk about what guides your decisions is it going to be time is important? Is it going to be that our value of our service is based upon student growth not how hard we work? Are we having common language/common understanding around these things? Because it's always, I've never found that its peoples' lack of skills that destroys or stops good things happening.

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Dr. Batsche: It's the lack of belief in that work that stops people from working, so beliefs are very important and they have to be talked about. So I'm gonna ask you to go, we're gonna have stopping points today. I'm gonna ask you to do things like identify one thing we've talked about that you think is affirming for you, your district, whatever, the schools you work with, whatever your head is here with your job? What is something we've talked about that makes you uncomfortable, that is a clash of beliefs? And identify those up front, and work on

those because it's that work that will facilitate implementation not giving people training and the skills. People can get trained in the skills. Does that sound like the day might work if we do that kind of stuff? Yes, no?

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Dr. Batsche: Okay thank you, so here are some websites for you. We add materials all the time, I'm gonna share some materials with you today. Anything you want you can take, you never have to ask permission for it, and we're constantly updating stuff. And I'll refer back to these websites, the first one is our project website. We do things a little bit differently in Florida, all of our discretionary dollars are lumped into a large amount, which for us is about a half a billion dollars. And then instead of the state department keeping those monies the state department lets them out to projects to do the work of the state department. So I direct about five of those projects, and things like school based Medicaid and what have you. So we really are, we're not independent, we are independent, but all of our work is vetted back through the state education agency into statutory regulatory policy supports all of that kind of stuff.

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Dr. Batsche: We're the worker bees, but we're just outside the state education agency, but we're using their money. So that first one is our, our technical assistance website stuff. The second one is our MT, state MTSS website. We changed the name to MTSS four or five years ago, equivalent to your VTSS. But changing the, the website was too much trouble and so we just left it. People find it. These are just some of the things that we constantly remind each other that we're facing. You're facing all of these things as well, and by the way I just want to stay, say out front for transparency Florida is one of the 46 states that is doing common core. I could care less about common core. I mean I happen to like it, simply because of the orientation of it. However, but for our work it doesn't matter.

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Dr. Batsche: They're simply standards, they're known as the Florida standards. So for our work it doesn't matter, I know Virginia is not a common core, it doesn't matter. We all have the same responsibility, aligning our work with the standards wherever they are. Whether we like them or not, and some of us like, none of us like all of our standards. It doesn't matter if you like them, the work has to be aligned with them. So to me it, who is doing common core? Who isn't, I'm more concerned that who is doing work that are aligned with their standards. That gives kids the best position to demonstrate what they know on assessments that regardless of common core, what have you, are aligned with your standards right? That's the issue, so it doesn't matter if we're common core or not. We have, we've been working to end of course assessments at the high school

instead of high stakes assessments. Those are now elementary and what have you, so that required a shift because the data was an issue. Economic crises, we're all having one.

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Dr. Batsche: We're having to do more with less, so how do we cross train, how, all of, these are all the things that are defining the environment that we live in right now. But for us what this means is stop, and I, I hope this isn't offensive to anyone. It's just a, a saying I used all, all the time, and it's gonna come out of my mouth sooner or later so I'll apologize ahead. We don't want to get our underwear in a knot over issues that we have no control over. We simply need to develop strategies to address those, and when we're implementing something new the, the environmental factors are always changing. We had a big thing four years ago in Florida, we eliminated teacher tenure. It doesn't exist anymore, 50 percent of everybody's evaluation, principals, everybody, district, is student growth. It's changed the way we use data.

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Dr. Batsche: It's changed, so our system had to accommodate it. I don't get into politically saying this is good, this is bad. We operate a schooling system that as these changes occur we can't just act as if that doesn't affect us. It does, and we have to accommodate for it. So the things you're accommodating for may be different than some of these, but I have a, I have a sense that they're very similar. So we need a system that can accommodate and that's what MTSS, VTSS is, and we're gonna talk about that throughout the day. So why are we integrating this stuff? So here, I'm gonna put two hats on you here, one hat is you might find some of this stuff interesting. It might be new to you. It might be affirming, however, you should constantly be asking yourself is this something that as I train, as I try to get consensus around, as I try to move this initiative forward, is this something that should be included as part of the information?

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Dr. Batsche: Yes or no, so everything here is available to you if you want more of it, Cynthia I can send you stuff. So I'm just giving you how we did the conversation about it. There is a ton of research, I'm not gonna go through any of it. There is just stuff here. I haven't updated it lately, but there is a couple of 2013s in there. We constantly update it. This research that says this, if you integrate academic and behavioral components in the delivery of instruction kids grow faster than if you treat them separately. So therefore schools that had academic teams and behavior teams would not be operating in a way consistent with effective practices. That's why we integrated the two, why would we keep things separate when it's a clear indication if we integrate them it's better for kids.

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Dr. Batsche: This is not about us having fiefdoms, it's not about us having PBIS. It's kind of like you know, the special Ed. people have their own money, the title people have their own money. They act at times like they're not part of the community because they have their own money. This is integrated because that's what the research tells us is best for kids. There is a kind of a, a national definition of MTSS, and your, your Virginia Tiered System of Supports aligns well with it. And the only reason I say it aligns with this is because this has been around a while. So I'm just gonna hit some big ideas here. The multi-tiered system of supports basically says this, kids need instruction in different intensities based upon their need that's all. And by the way how many of you have been involved in education for more than 30 years? Be honest and stick your hands up, 40 years. Come on I can't be the oldest person in this room. Okay thank you.

00:43:00

Dr. Batsche: We've always done this, we've always had general education, supplemental education and some kind of intensive education because that's the way funding happens. And we've organized our services around funding forever, so this is not new. We just need to put it into a system that integrates stuff and makes what was more effective, this is not new. Anybody who has been around for a while knows that, but what is different is this integration of academic and behavior. So give you an advanced organizer, we have a standard, I have some for here, for you that we'll work with. Kids have to do X, Y, Z, and this is gonna be the advanced organizer, you don't have to write any of this down cause you actually have some materials on it. So we say what academic skills does this kid have to have, this, this group of kids?

00:44:01

Dr. Batsche: What instructional strategies are evidence based to teach those skills? And now we add a third thing, what engagement behaviors do kids have to have to both engage the instruction and perform the task? And if they don't have them, and you proceed with those instructional strategies that require behaviors kids don't have they're gonna disengage the instruction and now you're gonna have either kids motel 6 kids, or kids who require management. But unless you vet that at the planning stage or at the very least say, these four kids will not be able to handle this instruction or this performance method. And plan what you're gonna do before they start letting you know in the middle of the instruction.

00:45:00

Dr. Batsche: So there are no behavior teams and academic teams, because there are no behavior kids and academic kids. We don't have separate brains

walking around the building, and we shouldn't have separate teams walking around the building. So that's that first part of it, the second is it's delivered in varying intensities. The tiers, I don't know what tier, I know what tier one is absolutely. It's what everybody gets. I know what tier three is. Tier three is the most intensive instruction you can give in your building. This is a building delivery system not a district delivery system, it's a district responsibility system. But MTSS the unit of analysis is the building because that's where the resources are, so it's the most intensive services you can give in that building. Tier two is something in the middle. The bookends are established in a building, what's in the middle is not. So when do you go from tier two to tier three? I don't know.

00:46:00

Dr. Batsche: I'm gonna give you some ideas, but does it matter? If you focus on intensifying the structure pretty soon it's gonna be obvious that this kid is getting instruction in a very small group. And that very few kids need this intensity of instruction, that's intensive instruction. Tier one is what everybody gets, tier two is what some kids get, tier three is what every few kids get. That's our definition of it, and that's enough. And by the way small group instruction is much more powerful than individual instruction, that's evidenced repeatedly for academics and behavior. So we don't have instructional groups of less than three kids. It reduces the impact of instruction. And then the last one, and this is for the administrators, how many of you here are district administrators? Okay thank you, we now allocate resources to building based upon two factors, one is how well they're implementing VTSS, and the other is student performance data.

00:47:03

Dr. Batsche: We do not have formulas anymore because otherwise schools would be getting all the resources and doing just fine continue getting them. We don't do it on the basis of demographics because demographics does not mean high or low performance, students mean high or low performance. So we look at student performance levels to determine what supports buildings get, that's probably a shift. So here is your VTSS definition, which aligns really well, and you're integrating RtI, PBIS and your literacy initiative. I'm glad to see that you call it PBIS, we have steadfastly refused to do it in Florida. So we could have PBS coming after us, but they haven't. As you know for, you may not know the Public Broadcasting System threatened positive behavior supports for using PBS legally.

00:48:03

Dr. Batsche: And a lot of places changed it to PBIS we did not, we're like fine come on. You want to spend that money come on. You're just attacking little innocent children. And we'll say that, so we continue to, it's Florida PBS. And we have, some of us have purchased some striped shirts to see if we do look good

in stripes. And we've decided that we look fine in stripes so, so your model here in incorporates basically the same things. So provides resources and support to help every student be successful in academics and behavior. So you don't have special Ed., alt Ed., title, you have students. Special Ed. students legally are general Ed. kids first. So I would, I would hope that one of the conversation changers are that's a student getting speech support.

00:49:07

Dr. Batsche: That is a student getting whatever support, reading support. That is a student getting specially designed instruction. As opposed to that's a special Ed. Student, no the student is not. There are some aspects of that student that require specially designed instruction, because remember special education separate from a disability, special education is determined for a kid who has a disability and requires specially designed instruction and related services. It's the service the kid needs that designates special education, not the disability. So if you have a grandparent, a child, a friend and they come over, and you're talk, or you're talking about them do you say my disabled mother?

00:50:04

Dr. Batsche: When you're a teenager you're convinced she is mentally, emotionally, physically, she's freaking' crazy. But you don't say that, so why would we say a special Ed. kid? It's what they get, this, I know that this may be splitting hairs for some people but words matter. Words matter, and if you want to change peoples' beliefs as leaders think about the words you use. So I'm gonna give Cynthia a, a document that our project just did three months ago adopted by the state board of education. And is now our policy in our state, and the question was this, with VTSS what is now special about special education? And special Ed. was starting to feel, uh, so we went back, we looked at everything. We developed a very clear definition differentiating intensive instruction from specially designed instruction.

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Dr. Batsche: And I'm gonna give you the short version of it and then I'll send her the, the document because this is a conversation as you implement VTSS that happens. Well how is, are special Ed. kids tier four? No, because they're not special Ed. kids, they're kids who require specially designed instruction. So where does SDI fit in VTSS? That's the question, so here is how we answered it. Kids getting special education require specially designed instruction. Specially designed instruction is instruction designed to minimize the impact of a disability on student learning. Can it be given intensively? Yes, can it be given in tier one? Absolutely.

00:52:00

Dr. Batsche: Intensive instruction is instruction designed to reduce, minimize or eliminate the impact of factors other than a disability on student learning. Because if you don't know the difference between SDI and intensive instruction it's because the conversation about instruction designed to minimize the impact of that particular disability on learning has not been had. You just give kids with disabilities intensive instruction. They need instruction that is designed to minimize the impact of their particular disability on student growth. And we need to get back to that conversation, so one of your things you have to think about is in your VTSS system where does specially designed instruction fit?

00:53:05

Dr. Batsche: The US Department of Education has a graph, again I'll show it to you later, and what it is, is this white bar running down the middle from the top of the triangle to the midpoint on the base. That's specially designed instruction, it can occur with no special education person involved. We might have, they have a particular disability, there is a particular way to deal with this, let me give you a good example. How many of you work with amplified classrooms? Sure, kids getting specially designed instruction, but it doesn't require that a kid be getting special education services from a special education person, that would be tier one. It could be all the way up to intensively delivered specially designed instruction. What should set some people on their, on their end by the way is, what is today?

00:54:00

Dr. Batsche: Wednesday? I think last week, sometime last week Science Magazine reported some very interesting research that has, that has had ripple effect around the world. This was done in England, on dyslexia, and basically the conclusion of the research was this, kids, adults, dyslexic simply means dysfunction in reading, tend not to have processing problems. Their processing is just fine, it's the connectivity between the parts of the brain that integrate those processes that is a problem. For example, kids who read can read, but they read haltingly, they read slowly, they never can get the fluency. Their individual process that enable them to read are fine, but it's the integrating of those processes across different parts of the brain and that's what they validated.

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Dr. Batsche: So that's gonna send everybody, all the processing people for a loop for sure, so stay tuned. So what does it look like? So you can do a checklist on this, put a check next to it if you're doing this now. All decisions are made using data-based problem solving process. People don't say I had a kid like this, I think that, peoples' opinion don't matter. Remember two bumper stickers, in god we trust, everyone else brings data. If you're god you can do what you want at a

school based leadership team meeting. If you think you're god that's the administrator's problem who is working with you. And the other bumper sticker is data will set us free, because there should be no conversations ever around things like I don't support direct instruction in reading.

00:56:01

Dr. Batsche: I believe in whole language approach to reading. I don't care what you believe in and it doesn't matter. What matters is what happens to the kid's growth with that instruction is given. And if the instruction that is given is not working there are two words to solve the problem, change it. Don't go and defend your method, this is not about you. This is about the kids. And if the kids are not progressing that is about us, and you don't want that cause that's not good. All problem solving considers academic and behavior, school-based team is responsible for monitoring student performance. School-based teams their main, their main job health and wellness of the building for all kids. We'll look at what those data look like. That's the primary responsibility, it is not individual kids first.

00:57:00

Dr. Batsche: It is how good is this building, how healthy is this building? Are all students growing, are only some students growing? We had a big problem in Florida because our school grading system did not align with the federal AYP system. And our school grading system is, it was, it was organized around percent of kids meeting and exceeding benchmarks. But here is what would happen, is we would have an A school that didn't make AYP. And this was an ego issue for the district, this was an embarrassment, how dare the federal government tell us that we're not an A level school. Well you know why you weren't an A level? The primary reason in Florida is because for the ten or twenty percent of the kids for whom that school was not an A level school were of a particular demographic and in particular it was African American.

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Dr. Batsche: You can't have a school that's successful for some kids, even if it's 95 percent of them, what about the five percent? That's not fair, so this is Ombuds-people, that's the function of the SBLT. And parents are engaged on the problem solving process, that is, we'll talk more about that. Student engagement is a primary priority. I would much rather have less effective instruction and high levels of student engagement than high levels of effective instruction and students motel six. Most of us are above average, not many of us are outstanding so we have to remember that.

00:59:00

Dr. Batsche: Above average, average is just fine, it's what most of us are. And we're just fine, so student engagement will determine the traction any instruction gets. So it can be less powerful, more engagement, so the question is what are you gonna work on? Are you gonna constantly focus on these highly effective instructional practices, or are you also gonna put that in the context of engagement. We already talked about lesson study, early warning systems. How many of you are familiar with them or have them in your district? Okay, that's, we'll give you some examples of it this is critical. Early warning systems the short version of the story is this, it will tell you long before it's a problem that a problem is gonna happen. We can tell you with about 92 percent accuracy who will be successful in high school by the time they reach sixth grade.

01:00:00

Dr. Batsche: If you're asking things like what's a good screening system for high school kids, it's a bad question. It means you're not using the longitudinal data you have and you could have predicted that. I just had one of my doctoral students who got her PhD in August, her dissertation was implementation of an early warning system for one of our medium to large districts, which is 72,000 students, Pasco County. Because every district is a little bit different on, on what data are important, here, bottom line the most predictive factor for sixth graders in this district for predicting successful completion of high school was grade point average. Now we had to compute that because the district didn't do GPA for middle school kids. We computed it and transformed the data because we had evidence that GPA could be important as low as fifth grade.

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Dr. Batsche: So we just took kids' grades out of the, out of the data system and had the computer compute GPA for all kids. We followed 4,624 kids for six years, and we know what happened to those kids. We know what factors predict in sixth grade, they change a little bit in seventh grade. The risk factor for unprotected movement means nothing was done about the kids, was 49 percent in sixth grade for predicting risk in 12th grade. By the time it got to ninth grade that risk factor increased to 392 percent, and basically if that happened nothing changed the trajectory for stuff implemented at ninth grade to save kids in high school, particularly if they were more than two years behind or came out of ninth grade two credits short. That was a kiss of death, they did not recover.

01:02:02

Dr. Batsche: Because the credit recovery system did not give kids credit, so they went into credit recovery to increase their skills but continued to lose credits because they were replacing credits that they had lost. But the replacement

process didn't give them credit for that time, you see what I'm saying? The treatment was worse than the disease, so it was no-win situation. The early warning system taught us that. We made massive changes in policies, but we didn't know it until we had these early warning systems. So if you want to learn more about them go to the website betterhighschools.org, plural, .org, and they have software that will enable you to begin modeling the early warning system within the MIS database and see how it works for you. They are probably the best technology gift we have, and by the way, the early warning systems integrate academics and behavior.

01:03:04

Dr. Batsche: Yes? They do, here is what we've learned. The, the, and this is just, this is, this is true everywhere okay. Early warning systems on betterhighschools.org treats every one of those risk factors as if they're constant over time. They're not. So the risk factors in sixth grade are not the same ones at eighth grade, you lose sensitivity and specificity if you keep the same factors. So you want to use that to, to validate it for your district. One of the things we found, I don't know what percent of your kids here are, are Hispanic English language learners, or Hispanic culturally Hispanic, but we have lots of them in Florida. What we found is that office discipline referrals for Hispanic kids do not predict risk.

01:04:00

Dr. Batsche: And we're like what? So we went back, and I mean this study took us a long time, we went back and we're drilling down and sideways. We know there is water down there somewhere we just can't find it, and we found it. The ODRs that Hispanic kids get sent to the office for are different ones than the ones white and black kids get sent to the office for. The ones that white and black kids get sent to the office for tend to be dis-identifying, disaffiliating kinds of things that are more likely to result in exclusionary outcomes, not for Hispanic kids. Hispanic kids are things like not participating in class, not, they're more passive things that are typical of that culture for a lot of reasons that are understandable. So all of a sudden now we don't use ODRs for Hispanic kids anymore because they don't predict. And we were, what happened was when we included the ODRs the risk factor didn't hold up for Hispanic kids, they were having these ODRs and finishing high school just fine. And we're like what is with that?

01:05:00

Dr. Batsche: So you have to take that system and apply it locally to reflect your, that's all I'm saying, so as you move ahead with VTSS early warning systems have to be central to this. Early warning is different than progress monitoring.

Early warning predicts, it's prevention, progress monitoring is intervention. You've already got a kid in trouble if they're at that level, so now think about this, academic engaged time, amount of time left, kids at risk drop out of high school by the time that they enter sophomore year and turn 16. So if you have a kid at risk, seriously at risk you're down to two or three semesters. How are you gonna take a kid who is two or three years behind and turn them around in three semesters, when you have not been able to do that in ten years? Let's get real. Somebody needs to say we haven't helped this kid in ten years, how can we tell these parents we're gonna turn the kid around in two semesters? Past behavior predicts future behavior better than anything else.

01:06:02

Dr. Batsche: So what you're trying to do is get that gift of time, find this out long enough ahead of time while you still have plenty of time so that the improvement rate of growth is less. Strong leadership exists at all levels, and the school principal is the number one lynchpin in all of this. If you have a good school principal you're great. If you have a bad one you're SOL, sunning on a lake. It is not, we cannot afford to have poor performing principals. That is the cornerstone of effective education. Every piece of research we have has shown us that. The other thing we have got to stop doing is doing the principal roulette.

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Dr. Batsche: Moving them around, hopefully you're not doing that but it's a national epidemic. And we move them around because of this, we take a good performing one and move them to a low performing building, that's not the solution. The solution is get somebody else, increase the number of high performing principals. Don't rotate the few you have around and hope to get lucky, get rid of the bad ones and put good ones in. Well we only have three really good principals for the nine buildings. We're gonna have to move them around, you know what happens? The research is clear, after three years of a good principal leaving the school goes back down the tubes again. So those are important issues, okay. So critical elements, multiple tiers, problem solving process and data, data-based decision. We have to know the what and we have to know the why.

01:08:01

Dr. Batsche: You all know what it looks like, this is what it looks like. You have to be able to show this, and have people look at that, and think that's exactly what my building does. We have a school-based leadership team that looks at data three times a year to look at the effectiveness of core instruction, because your supplemental and intensive instruction is the kids come from poor core

instruction. It's like a lava lamp. They just bubble up, that's my age speaking do you any of you know what a lava lamp, I heard they're on a come back at least they were last Christmas, a number of these people were like have you seen this stuff at Wal-Mart? It's like you saw it through a different lens in the 60s I can assure you. It wasn't a Wal-Mart experience in the 60s, and there actually were people in the lava lamp waving at you by the way. Only the people from the 60s understand what I'm saying. It wasn't about the lava lamp folks I can assure you that.

01:09:01

Dr. Batsche: And then we have supplemental instruction that catches kids before they're in failure mode, and it's designed to support and get them back on success in tier one. And then we have intensive care, and these are kids who are gonna die educationally unless something very unusual happens for them. Because core didn't work, supplemental didn't work, we are now into experimental mode because this is all we have to give. If this doesn't work what do we do? It's the last stop for kids, so, and what we do is determined by the problem solving process. It is the engine that drives the instruction.

01:10:00

Dr. Batsche: So when we integrate VTSS one of the first things we have to do is ensure that the problem solving process that is done for behavior issues and academic issues is identical, the same steps, the same words. We have to have words that don't say, if I hear somebody saying on the behavior side I'm like, you haven't made it across the river. So what we talk about is student engagement threats to this academic performance. So all the words have to be the same. I'm gonna, I'm gonna show you a document you can get it, something about, the problem solving process is really important. Everybody has to understand it, and it's simple four steps. What do we want kids to know and be able to do? That would be your state standard for academics.

01:11:01

Dr. Batsche: What is it for behavior? Rhetorical question, do you have behavior standards or do you have criteria for when kids are not behaving well? Average ODRs, we need, that's not gonna work. The purpose of problem solving is not to get rid of something bad, it's to increase the good it's replacements, so we have a standard thing as long as there is no egregious events. Compliance of 75 percent of the time is just fine, because the average kid complies only 75 percent of the time. If you want 100 percent of the time then on your teams and on your leadership team in the district you're gonna have to get a priest, a minister, a rabbi, a imam, somebody who can help bring you to human perfection.

01:12:00

Dr. Batsche: But it ain't educators, so what is appropriate engagement behavior? What percent of assignments should be completed? We don't have 100 percent for academics, C is just fine, that's 70 percent. Why do we have behavior standards that are 100 percent of something, it makes no sense. So one of the things you're going to have to do is to identify what are behavioral expectations in this integrated model. What is the expectation on task? We have the same standard, if kids are on task 75 percent of the time that's absolutely sufficient to be successful. What do you want the kid to be doing at the desk when you're observing them this? No, so what behavioral levels are appropriate for academic and social success?

01:13:01

Dr. Batsche: They have to be clearly stated in a pro social way, otherwise we're using a pro social system for academics and we're using a fix a problem for behavior. And therefore when we're looking at behaviors everybody is on reductive strategies, and when we're on academics everybody is on productive strategies. It, the systems just don't operate, so we've got to come to a pro social positive everything is about increasing things, increasing on task, increasing time in class. If you're in class you're not in the office. If you're in class you're not non-attending. If you're producing a certain amount of work you're probably in your seat or you don't need to be if you're producing it. So if a kid, if a kid gets referred cause constantly out of seat the first thing I want to know is what's the academic productivity?

01:14:00

Dr. Batsche: Percent of assignments turned in, the percent of assignments turned in that are, the amount that's complete, and if they're just fine then what is the out of seat issue? Now if the kid is going around bopping everybody on the head that's an issue, cut off his arm or take the stick away. I mean it's, there is a number of things that can be done here. But the behavior by itself can never be considered. It has to be considered in the context of what kids are expected to do at school, and that's part of the integration. Problem analysis, the same why are they not able to do what you want them to do? Not why are they having the problem, that's faulty decision making. Why are they, they may be having a problem that has nothing to do with the reason why they're not doing it. Or it may be a problem you can't get rid of, you have high schools that count homework for 30 percent of the grade, 20 percent of the grade, and we have kids in typically low socio-economic families where older kids are having to take care of younger kids.

01:15:07

Dr. Batsche: They don't have time to do homework when they go home, they're taking care of four little kids. That can't change. But because they're not doing homework the highest grade they can get is a C, so now they only have a ten percent slippage and they're getting D's and F's. That's a grading policy issue. That is not a kid issue. So we want to focus on improving the kid, the third thing is what are we gonna do about it? And the fourth thing is did it work, so all we want people to do in integrating this model is say, what do I want the kid to know and be able to do? I want the kid during instruction to have these engagement behaviors. These are the skills that the kid has to learn, and this is how the behaviors occur when they perform it. That's what they have to know, understand and do, the cud of it. Why are they not doing that?

01:16:00

Dr. Batsche: Attendance problems on Monday and Tuesday are devastating in elementary, not so much on Thursday and Friday, why? What's done on Monday and Tuesday in elementary schools? New material, Thursday and Friday is rehearsing, strengthening, assessing. You miss Monday and Tuesday it's a killer, you miss Thursday and Friday not so much. So those are the things, the impact, he's not coming to school. Well if he's really a bad behaving problem well probably the parents want him in school and the teachers are glad he's not there. Not coming to school why is that important, because god says or at least your commissioner of education says you have to come to school. No it's because attendance is access to instruction. It's when you miss, how much you miss, that's the integration of attendance and instruction, and that's how we think about it in a VTSS model.

01:17:02

Dr. Batsche: Different from call the social worker and get their butts in here, that's not, that's not the problem, that's not the issue. It's the why of the attendance, so that, that model, so I want you to take a couple of minutes here if you will and I want you to identify one idea that we've talked about so far that, that you're really comfortable with, you think you're already doing or that the people you work with will have no issue. And then what is something we talked about that is going to be challenging for your culture? Whether that's at the district level, the school level or what have you, an dafter you do that individually I want you to do it individually, and then I would like you to share it with each other. I'll give you about five minutes to do that. [Tape cuts]

Dr. Batsche: If you would please share, we don't need to have everybody do this just get a sampling. What are, share a couple of things that was, that were affirming for you.

01:18:01

Dr. Batsche: Like I'm okay, we're already doing this I don't think that's a stretch. Just put up your hand and say it, somebody start it come on, come on I don't want to have to pick you guys are all leaders here. Thank you, two points for you whatever you, spend them where you want.

Respondent: I think when you talked about the planning process, I think that is critical not just practicing bell to bell, but teaching bell to bell and making sure the students are actively engaged at all times.

Dr. Batsche: Okay so this belief that the planning process and that bell-to-bell instruction is key, awesome. What's another thing that, that your, is affirming for you or that you're doing or you're comfortable with? I'm gonna quit giving you turn and talk times if you're just like changing out water buckets, yeah. Yes, thank you.

Respondent 2: George. I was gonna say they're being a little shy.

Dr. Batsche: Yeah I know, I have to tell you something as soon as I came in this room I remembered the last time I was here you guys were really shy. And I'm just like I don't want to have a culture insensitivity here.

01:19:02

Dr. Batsche: But I have friends in Virginia that are not educators and they are not shy. I can assure you matter of fact they're a little on the borderline of their behavior, so.

Respondent 2: You're getting their southern charm right now. I was gonna say a big celebration working from them is that they do, they have built a wonderful professional learning infrastructure where they've supported the teachers in lesson planning development.

Dr. Batsche: Great PLCs around that.

Respondent 3: And we have systems and processes in place, it's the fidelity with which they're being implemented.

Dr. Batsche: So here is a person, go ahead.

Respondent 3: It's going from, I mean I think the central office is trying to work with the principals. But it's getting it all the way down that we're in this together and the reason we're doing this is not for another thing for you to have to do, but this is what's good for children. This is what makes it work for them.

Dr. Batsche: And that belief system has to become part of everybody's way of working. If you didn't hear something she said at the front side of that, it's not the getting the systems in place and having everybody with southern charm.

01:20:08

Dr. Batsche: It's implementing with fidelity, and the role of the building principle it critical to that, and how walk-throughs are done. Walk-throughs should not be and observation and gotcha. They should be an instructional moment that are planned for, so let me give you a quick example. When I was a building principal I had a lot of ELL kids. I happen to have grown up in a foreign country, I didn't move to the United States till I was 16 years old and my first language was Spanish. And so I was very sensitive to English language learners in the building. And we had a number of them, and we know which instructional strategies are most powerful with English language learners. Those are direct instruction, guided practice, and feedback.

01:21:02

Dr. Batsche: Guided practice because if you don't guide it they just do it with a lot of errors, and error pattern strengthens etcetera. So when I would be with a teacher and say, it's, you know, we're, one of your walk-throughs is due. Let's meet Friday, talk about the lesson I'm gonna observe. Tell me the decisions you've made about instructional delivery, the what and the why of it, and tell me what I'm supposed to see. You have eight English language learners in that class. I know that you are differentiating instruction, on Friday let's talk about the why, let's talk about what I will see you doing that. So that I don't have to just wonder why is she doing that? So this was a way for that person to think about the planning, to practice what a good lesson delivery would look like cause it's a walk through. I don't care that it's a walk though.

01:22:00

Dr. Batsche: If the person does that the probability is they'll do it again when they plan, so that, bringing fidelity to it is the principal's not sole responsibility, but significant responsibility. Than you for that, that's awesome. What is something that, you think is gonna challenge the system, challenge your staff, challenge your co-workers that we've talked about so far? What are some of the potential

barriers? Thank you, I'm gonna have to get some reinforcers. I'm gonna have to go to the gift shop and get something to start dropping on tables here.

Respondent 4: Yeah I better get a prize for this.

Dr. Batsche: Yeah okay, well I'll, there is a good prize available, whether it earns the good prize we'll see.

Respondent 4: Okay, but no what we were talking about at our table is how you were talking about getting rid of that special education label first. And thinking of the student as a student before thinking, okay it's a special Ed. student what do you need to do? And that, it is a difficult thing to do.

Dr. Batsche: It is a difficult thing to do.

Respondent 4: When we're differentiating it's hard to think of it in that way.

Dr. Batsche: And it's also hard to do with special, the special Ed. kid stop looking at special Ed. and looking at more specialized instruction, that was the challenge. It is because we have, I, I was practicing in education for five years before the first special Ed. law ever hit the ground in 1975. We didn't have that mentality then, that law all of a sudden created another class of citizens. And with a whole infrastructure that took care of them, it was the Statue of Liberty syndrome for the first five years. We walked through the halls going give us your weak, your crippled, your blah, blah, blah, bring them unto us and we will take them off somewhere and fix them, and return them to you. Well that didn't work, and so we built this idea that only special Ed. people understand those kids.

01:24:01

Dr. Batsche: I don't wanna, so we have to work very very hard, this is a kid. The kid is not identified by their disability. In school they simply require specially designed instruction. And we don't want that to turn into SDI kids either that, so and that's a leadership issue. So I agree you've identified a huge issue. What are some other barriers or uncomfortable's? Yes.

Respondent 5: I think the understanding that you need behavior to engage instruction and be on task, because I think teachers are really good at the instruction piece but they lack behavior experience or the ability to analyze behavior. And just looking at what they receive pre-service they don't have that background.

Dr. Batsche: The issue that behavior is part of academics and not a problem to be solved when it occurs. I will forward Cynthia if you will, and I hate to ask you to do this because you're not my assistant.

01:25:02

Cynthia: Yes I am.

Dr. Batsche: But, no you're not, but if you, I'm telling you things I'm gonna give you and I will forget. So the SDI document, and then let me forward you a thing I got yesterday. This national group that is being very critical of teacher education, the N, the NGTC or something like that I forget the acronym. That they're you know, saying basically teacher education programs are awful blah, blah, blah, blah, blah, blah. Which is not the right thing to do, cause then it circles the wagons and, but anyway. One of the conclusions that came out yesterday of this group is one of the prime areas that needs strengthening in teacher education is classroom management and academic behaviors. So I will give that, and if you can send it out to people then that might be something that you can use to start some conversations around that. Because what, what is, and I know this is hard to do because number one we don't think about it.

01:26:01

Dr. Batsche: But number two, it's just, it's not part of the culture, is we started a few years ago we were just really bad at it. When we have things like this, and I know that there are some people here because they're involved in this from Old Dominion, we invite all of the either department chairs or deans of the colleges of education to these big state initiative training events. So that they get a clue, and, and can begin training their people toward where the state public schools are moving. So that, that could be an issue to think about too. Anything else that's a barrier? Yes ma'am.

Respondent 6: I think that some teachers think that they're teaching and they're really, they're not teaching. You know, the rigor is not there, they want to give a packet. And this is the packet for the week, and this is the instruction. This is the process.

Dr. Batsche: Do it, just do it.

Respondent 6: Just do it.

Dr. Batsche: The Nike approach to education.

01:27:04

Respondent 6: You know so that's a barrier to say you know, when you go into the planning and the observation that you know, all we have is 100 practice items for the week and that's the, that's their planning. It meets the requirements because it meets the standards.

Dr. Batsche: So what does teaching look like? Examples and non-examples, a certified person in a room full of kids is not teaching. So yes.

Respondent 7: I'm gonna bounce off of what you said, we kind of talked about getting everybody to buy in. I mean one of the easiest ways to get 100 percent participation or engagement is doing like an opinionated anticipation activity where you put them in the hallway. Yes now you gotta move or if you stay in the middle or you better be able to justify why you stayed in the middle. So making sure that you're getting away from practice like that and doing more active engagement of the students.

Dr. Batsche: Yes.

01:28:00

Dr. Batsche: I want to build on that for a moment about implementing this. If you so choose at that first website, and I'll come back and give this, we have developed and validated nationally beliefs surveys, perceptions of practices, perceptions of skills. And we have staffs of buildings and districts or they do, they take it on SurveyMonkey. It's anonymous, and then we use that to say here are our beliefs, and here is what happens 80 percent of the time. Peoples' beliefs are good, the practices are not. And so we talk about the need to align beliefs and practices, and either that we have to shift the beliefs to the bad practices, or we have to say how do we move our practices in line with our beliefs. So it's the same, there are a number of those activities. I really like that one.

01:29:02

Dr. Batsche: We have a document that is, I have up here that is available to you, that is our common language common understanding document. And we did that as we brought our behavior, academic and UDL teams together to create one dictionary of terms if you will. And the process we used to do that, to define a term would be we would say here is a term, what, say brainstorm just one word what does, what does that term mean to you? All kids, data, whatever, and everybody on all sides, PBS, RTI, etcetera, and we created a word wall of everybody's words. Then we gave everybody five round sticky things, and said, for this term to define it go and take your five stickies and put it on the words that you think are critical to that definition.

01:30:08

Dr. Batsche: So let's say that you were committed to love, okay. You don't look like the type that might be, I don't mean that personally I mean picking that word okay. And let's say that you believed that we couldn't have the definition without love in it. What if no one on the wall put a circle next to love? We don't have to have that discussion anymore, because the agreement was the words that have consensus go in the definition. So we're not sitting here arguing it, nobody is, just like sending them to the ends right. That's their choice of where they're going, and the visual alone makes the point, and now the fact that nobody put the thing you can either interpret that as nobody loves you.

01:31:02

Dr. Batsche: Nobody loves your love, or something else but you, you can't argue with it. So having what, and I gave that example just because having those kinds of strategies to bring it real are so important for consensus building. So thank you for prompting that. And so however you do, don't do something new. If you have strategies like were just mentioned here use those to do with this. But anytime that you can get that kind of work around the consensus is really important. Okay, before we move on here I'm going to introduce something to you that we're really not gonna talk about today because that's not where we are today, but I want to give you an advanced organizer to where we went with this. The reason I asked you to do these two things is because in strategic planning and implementation it is seldom the plan that isn't good that results in non-implementation.

01:32:01

Dr. Batsche: It is seldom the plan. It is the failure to remove the barriers to the plan. You don't know what barriers exist until you implement the plan, and now all of a sudden there is a barrier. Let me give you a very concrete example and one not so concrete. The concrete example would be you forgot to look at the union contract. This plan is a great idea. It's great pedagogy, the union contract ain't gonna permit those three things to happen. So what process do we go through to eliminate or reduce that barrier? Let's say that another one is that in elementary you are focusing on literacy and it becomes the number one priority, and you maximize time in literacy but that's gonna cost time in something else, typically not math and not literacy but everything else is kind of up for grabs.

01:33:00

Dr. Batsche: For those kids that need more time, you only have 330 minutes in the day. If you're amping up reading from 90 minutes to 180 something has gotta give. We have ways to do that, that is, that are equitable but it always tends to fall on the same three or four areas. Well now teachers in those areas had no idea that they would be quote slighted as kids worked their way up the triangle. So how do we minimize the impact of that barrier on the implementation of the pedagogy? So my point is this, unless you have a problem solving process that you can put in place to reduce or eliminate barriers to implementation you're gonna come to a grinding halt on the implementation science of it. We developed something called the Eight Step Problem Solving Process, over the last three years every bureau in our state education agency has been trained in it. Every individual involved in school improvement has been trained in it. We are now training district leadership teams to use the Eight Step Problem Solving Process to remove barriers to implementation.

01:34:07

Dr. Batsche: A year ago we released our new school improvement plans and our DIAPPs, our district improvement and planning process, two required elements of those plants at the school and district level are how are they implementing the seven components of MTSS? And how are they using the Eight Step Problem Solving Process to remove barriers to the implementation of MTSS? It is required text in the school improvement and the district improvement and action planning process. Because unless you can learn how to remove barriers you will never successfully implement plans. So it's a critical skill that helps you keep your implementation science moving, and I would be glad to send you some stuff on it if you would like to have it. But these are things we learned along the way.

01:35:01

Dr. Batsche: Okay so let's now, what we're gonna do for the rest of the day is to take everything we talked about, and I'm gonna hit critical components for things that you should address. And we'll pull it all together in that lesson planning process and some implementation stuff. So everything we've talked about, theory, the ideas, great now how do we make it real? We have three kinds of behaviors in the integrated system academic skills, academic behaviors, and inter and intra-personal behaviors. They're all considered in the planning process. Academic skills are driven by your standards, academic behaviors are the things kids need to be able to do to engage the instruction and perform the skill. Inter and intra-personal are things that could be facilitators or barriers, but are not part of performing the skill itself. So for example, in our fifth grade standards for doing graphing our standards now are different.

01:36:06

Dr. Batsche: Once again we have common core state standards, we actually, our standards were very aligned with common core before they came out. So it wasn't much of a change for us. Fifth grade graphing standard, when given a data set and a target audience a group of fifth grade students will determine the best graphic presentation format for the data, and will verbally present that graph to the class successfully. In the past it was just graphing, given a data set you can graph. But because we've amped up the critical thinking, reasoning and problem solving it's now what they do with the skill, not just the skill itself. So now think about that, think about the performing side. You have a table of fifth graders, what behaviors are necessary to engage that performance component?

01:37:04

Dr. Batsche: It is listening, it's sharing, dividing up, discussing, what if you have an ADHD kid with no social skills? This is not gonna go well. So what supports does that kid need? Those are the academic skills and academic behaviors. The inter and intra-personal things tend to be personal management of the first two or classroom management of the first two, self-control, that type of stuff. How many of you are familiar with Skill Streaming? It's a social skills training program published by Research Press. They have early childhood, elementary, middle, and high school curricula. They're very cheap, the books are about ten bucks a piece.

01:38:02

Dr. Batsche: They divide the behaviors in there into classroom survival skills, and then intra and inter-personal skills. The classroom survival skills are listening, following directions, ignoring distractions, setting of goals, self-monitoring, the classroom survival skills are the academic behaviors. So we use that, a list to get people to understand the difference between academic behaviors and inter and intra-personal behaviors. That's not to say on occasion they don't overlap, but if you have kids that cannot listen, follow directions, you know what the biggest one is? I should say I'd modify this for your group, cause you're not doing so well with it, it's not answering with questions, which you're not doing so well with, it's asking questions. In the new standards whether they're common core or not intellectual initiative and curiosity is absolutely key to this.

01:39:06

Dr. Batsche: And we have kids that have never been taught how to ask a question, you ask them what do you want to know or what do you need? And they can tell you, in response to your question, they can't raise their hand and, and ask you a question. It is a critical skill, that's a, that is an academic behavior.

So we have a finite list of academic behaviors, and when we do the lesson planning stuff that we're gonna do this afternoon that, that list is on the table. And if people don't, they say well what are the academic behaviors during the instruction? And people just give that look, say look at the list. For this instructional strategy which of these behaviors are gonna be critical that kids do? All you have to do is do that two or three times and people get it, and they, teachers grasp this.

01:40:01

Dr. Batsche: And I'll tell you one of the things that we found, this was not brought on our part. It wasn't insightful it just happened, the comment that you made about how behavior is viewed, that's true. Behavior is a problem to be dealt with, it's not critical to instruction. We could not get people to make the shift, so we changed it to engagement. And when we changed it to engagement the traction amongst our stakeholders, teachers got it. Because teachers have said, he's just not engaged. So we started using vocabulary that they were comfortable with to talk about behavior. And it made all the difference in the world, so that's why, that's the reason we quit using the term behavior. We talk about student engagement and disengagement, and some, one of my favorite singers, my favorite singer is Tina Turner.

01:41:00

Dr. Batsche: And being a, being a person of the 60s with Creedence Clearwater Revival I tell this story all the time. Proud Mary, when Tina Turner did it, and she had a bigger hit with it than CCR did, she starts out first we're gonna do it easy. And then we're gonna do it rough, those are the kids we have some are easy, and some are rough, and some disengage easy, and some disengage rough. So that disengagement got traction on this issue, so that's what we call it academic behaviors and student engagement and separate it out. So here, this is a key issue for you in integrating. How are you going to break down a task and separate it into the critical elements of that task from the student perspective in an integrated way, every task integrated as academic skills, academic engagement behaviors and inter and intra-personal behaviors?

01:42:03

Dr. Batsche: That was key to us in doing this. All instructional tasks involve those, and instructional tasks we don't mean academic we also mean behavior. Behavior is instructed. Here is something else that we're evolving with right now, if I had it to do over again I would do this. So that's why I'm sharing it with you. We are seriously considering eliminating the term interventions. Interventions are instruction, but they imply something is wrong with the kid. They're putting the kid

in another category. I would encourage you to think about adjectives to instruction to identify the tiers and not instruction being core and intervention being something to fix a kid.

01:43:00

Dr. Batsche: I think it's more evolved to talk about it all being instruction. We teach kids how to behave well. They are not born with the bad behavior gene, even if you did teach their parent and grandparent. We teach them how to engage in academic engagement and how to have appropriate inter and intra-personal skills in order to function. So that's just an aside. I, if I did it again I would not use the term interventions. How many interventions do they have to have before we can refer them for special Ed? Think about the language of this, and if somebody said how much instruction should they have that doesn't make sense does it? It makes no sense because instruction is on a continuum, but interventions we only have to do two of them and then we get to refer them for special Ed. We only have to instruct them twice, they'd be, nobody would say that out loud.

01:44:00

Dr. Batsche: Somebody would look at you like you're crazy, so think about it. So let's talk about this integration, and then we'll start taking a look at it piece by piece. Academic skills and academic behaviors are identified, that is skill integration in a VTSS model. Data are presented in a way that reflects the relationship between academics and behavior, we'll give examples of this. That is data integration. The instruction provided in tier two's, tier two and three integrates tier one instruction. That is tier integration going up. Instruction in tier one integrates effective tier two and tier three strategies into tier one. That's also tier integration going back down. So there is three kids of integration in bringing this tuff together skill, data and tier.

01:45:04

Dr. Batsche: And all three have to be addressed, and we'll see how that comes about. Remember the most powerful instructional strategy we have for kids who struggle whether because of a disability or lack of opportunity on that continuum is pre-teaching prior to the initial event. Because think about yourself, you're sitting here and I don't know if I'm moving too fast for you or not, but at some point you tart to get overwhelmed. And now you start getting nervous that you're not getting it, and now all of a sudden your intra-personal behaviors start becoming a barrier to your ability to listen, ask questions other than can I please get out of here? Pre-teaching tends to diminish that reactive experience.

01:46:00

Dr. Batsche: Because you're, you had mentioned anticipation before, if the anticipation is comfortable and aligns with the event you're gonna engage it much more. A quick side story, last week I talked to my oldest daughter who is the mom of my oldest two grand kids, ages seven and five. And the seven year old Adeline, Addie, is, is, is awesome. She loves school. She loves life. She just wakes up every morning just wrapping the world around her, which is wonderful unless you're the one she wraps around, she has a few boundary issues. And, and she does wonderfully in school, but math is not her strongest area even though she's strong in it. And she's a little perfectionist, and she gets worried if she gets something wrong and her parents have worked on that.

01:47:04

Dr. Batsche: And it's just I don't know where it comes from, so she's getting very anxious about math because she missed one on a quiz and blah, blah, blah. So you know, my daughter we were together for Thanksgiving, and she was saying so when they come home every day you know, I'm working with her to be sure she has confidence and blah, blah, blah. And if she didn't understand something you know, we may do it four or five times. And I said here is a thought, instead of taking all that time to do what they just did, cause she goes to a school where the parents have the lesson plans and they know exactly what's gonna be taught and all of this kind of stuff. I said, put that energy into pre-teaching, trust her to learn. Don't try to fix it, but increase her comfort with the content by pre-teaching. So if she sits there and the teacher starts talking, and she goes I know that, that's very different than I don't understand it we're gonna have a quiz, or whatever goes through a crazy seven year old's head.

01:48:03

Dr. Batsche: My daughter called back three days later and she said, it is like the cloud has been lifted. So that's just a personal experience with the pre-teaching it is really, really important. So tier two and tier three incorporating integrating tier one instruction would have a heavy dose of pre-teaching, which means tier two and tier three providers have to have the tier one lesson plans. They have to be teaching to that content. They're pre-teaching what's gonna happen in two days. They're gotta use those specialized strategies on some content, why not use it on the content the kids, those are the kinds of integrative discussions we have. How do we share instructional strategies? The anticipation issue is strong. Tier two and tier three can't always be back filling, catching the kid up, they could be leading the kid.

01:49:01

Dr. Batsche: Those are the conversations that tier integration gives birth to, and those are important conversations. Yeah, yes.

Cynthia: We need to take a break and come back and revisit this and come back and start up with this again.

Dr. Batsche: Exactly we, and, and as Cynthia is saying we'll come back. It's lunchtime anyway, I think we're breaking at noon, which is like three minutes late. So what we will do when we come back is we're gonna go through each of these and show what that absolutely looks like. And then we're gonna do the lesson study, I'd like you for you to review it if you have a few moments for pre-teaching. It is the green sheet in your packet. It's a front and back sheet, don't, I'm just asking that you read it. You don't even have to think about it, I would just like for you to become, have the overall idea of the flow okay. So how long is lunch and where is it? And what do we do?