

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

Session 3

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

1:00 pm - 4:00 pm

(Continued from morning session)

Keynote by Dr. George Batsche
University of South Florida

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Dr. Batsche: Okay thank you appreciate your tolerance. I'm gonna keep this quick on the problem solving process because your people over here are gonna teach it, coach it. So here is the bit about the problem solving process it, it is the engine that tells you what to do. You gotta have one. There is only one out there that's evidence based, and it's this four step problem solving process. As a building principal, I was a building principal for three months and I was already sick and tired of the kiddy dump off. Somebody would drag a human protoplasm in my office, deposit them with something like, if they can't come here I'm gonna have to kill em'. Tongue in cheek I, there was a couple that I thought maybe not tongue in cheek. And I would be, to ask the kid what's, why are you here? And it always resulted in the teacher having a name that her parents or his parents did not officially give them at the time of their birth generally.

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Dr. Batsche: And it, I would say how did he end up down in my office at the end of school? I don't know, but I don't understand what's going on. I can't deal with it, that's what you're here for. And I'm like no it's not, but I didn't say that. So the goal was to make everybody a problem solver in the building. So we started off by saying everybody will always ask four questions when they have concerns about a kid. What do I want the kid to know and be able to do? Not what did they do I didn't want them to do? Second, why do I think they're not doing what I want them to do? Third, what can we do about it? And fourth, is it working? That is the, those are the four steps of the problem solving process but it represents a way of thinking. Staff either think like problem solvers or they think like giving it to somebody else to fix.

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Dr. Batsche: So our goal, and I'm gonna say this at the district level, we have it at the state level but I'm gonna say it here at the district level, the district needs to adopt one problem solving process. It will be the one everybody uses in the

implementation of VTSS. You cannot have options. If you move staff and you trained them in one that a school did and another school is using a different one you now have a disconnect. The district is the unit of analysis, and a, the preponderance of training around VTSS will be the use of the problem solving process at the kid level, the classroom, the grade level, the school level and the district level. There are skills associated with each step, they're directly teachable, and people learn them very well. They have a difficult time using the problem solving process on stuff they weren't trained to use it on. So we like to give them lots of different levels of training.

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Dr. Batsche: And I will talk about this when I show you some data in a moment. The integrated problem solving, we are looking at two things for all kids, academic productivity and student engagement. So for us academic productivity is skills and productivity in terms of the amount of work done that could be assignments turned in, or percent of assignments complete. Four or five times in the past two years research has come out again reiterating the necessity for practice. I don't know how we got away from it. I can't think of anything, any skill the human does that doesn't require practice to strengthen it and make it automatic.

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Dr. Batsche: Practice is reflected in the amount of work that we do, so if you're not completing assignments, 100 percent of each assignment, if you're not completing 100 percent of assignments you know have a productivity level that's not gonna sustain academic strengthening. So that's why we take those pieces of data, the MIS system has to be able to accommodate the accuracy, which is based upon the amount completed not the amount assigned. The number, percent of assignments turned in and the average amount of those assignments that are complete. So our grade book simply has yes or no for turned in, percent of it complete, and their percent of accuracy, so there are 20 things to do, they did 10, it's .5 or 50. And then you grade the accuracy of the 50 percent completed.

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Dr. Batsche: You can't do the rest of it because then the accuracy score reflects the amount of work done not the accuracy level of the work. So these three pieces of data are critical for us, and student engagement behaviors are always put in the context of the academics and you'll see that in a moment. So integrated problem solving I came back to the same one we used before, retell stories including details and demonstrate understanding of their central method, central

message. Current level of performance, 20 percent accuracy, desired, 80 percent accuracy, the peer performance is at 70 percent accuracy. The gap is 60 percent to standard and 50 percent to peers. I'm not gonna go through all these steps but I wanted to go through the first one. Because, let me ask you this, put on your thinking caps. Why do we take the peer data? What does that tell us?

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Dr. Batsche: Go ahead. Yes, it, it, what is the peer average peer performance, put that, and you're right but that also tells us would the peers be getting 70 percent accuracy if the instruction was awful? No, if the peers were at 20 percent who has the problem this individual kid or the entire class? So that problem identification has to tell us who we're gonna work on, individual kid or the class or the grade level. At the high schools we have a, this is gonna set you on end I'm sure. We have a standard, any class, fifth period, fourth period, chemistry, any class that has more than 20 percent Fs, the judgment is that is not a kid problem.

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Dr. Batsche: Even though you go to the teacher and the teacher says they worked very hard to get that F, something isn't working if more than 20 percent of the kids are getting Fs. That becomes a shared responsibility, so those kinds of things this process helps with. We then say why is the kid unable to retell stories? We look at six areas that influence learning. What is it about the kid? Not here, the kid's background knowledge, didn't have the whatever. What is it about the curriculum? There is not a curriculum match, what the curriculum asks the kid to do the kid doesn't have the behaviors to do, the curriculum is not relevant, what? The instruction what is it about instruction? What is it about peers? What is it about the classroom? Organization, calendar, schedule, amount of minutes so it guides us through looking at the areas that are likely to explain the why.

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Dr. Batsche: This is the what, this is the why, and I already went through that one with you for interventions, and evaluation we use the same data to monitor the effectiveness that we did to identify the problem. So you don't have to have separate data. These are just, you can look at this on your own, these are just following it through the, the process. Now in your packet you have a goldenrod, goldenrod? No, this is from my principal days. I want, I want a little love shown to me for remembering this, this is buff. I used to order all this crap. Goldenrod, I mean you've, this was a long time ago, and I remember the name of the paper. That is a indicator of a very bad life.

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Dr. Batsche: This buff document, some people are looking at me like what? Go back and look at the names of the colors of the paper you order, this is buff sorry. This is a checklist we developed and evidence based, a good friend of mine named Dan [Reschley ?] a number of years ago started a line of research. He and Christy [Flugam ?] published a study that said, what is the relationship between the number of steps successfully completed in the problem solving process and student growth? And the answer was, is, is what you would expect. There was a very strong relationship between the number of steps completed and outcomes for students. We have verified it in our own scaling up. We have thousands of these things along with student growth data, so we developed this little monitoring tool. So if this is the school based leadership team, or the school based team considering a group of kids, the whole school, a classroom, doesn't matter what, one of them keeps this next to them.

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Dr. Batsche: And as the team goes through the process you just check off that no steps have been skipped. And that you don't stop the process until you get to the implementation of the action plan. And then you toss it away. It is, it is simply a self-monitoring tool for fidelity. This is the most important thing that fidelity needs to focus on because it guides all decisions around implementation, identification, follow up. You will notice that this is the initial, we have one for an initial meeting and we have one for follow up meetings. The initial you can't be evaluating the impact of the intervention cause you haven't done it yet. And why would you go back and start all over again on the follow up meeting? So we broke them out into separate ones. That website I gave you with the technical manual, all of these kinds of things are in the technical manual, all these implementation support tools.

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Dr. Batsche: So you want to have one problem solving process. You want people trained well on it, and you want to have implementation fidelity supports district wide, same process for high school as early childhood. So generally think about the consistency of your problem solving process, does your district have one? Have you done training, technical assistance and support, and do you have a way to fidelity, monitor fidelity of it? Identify quickly what your two priorities around having a, an effective problem solving process in your district would be. I'll give you a little less than five minutes just cause we're, I want to get to some other things in the next 45 minutes.

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Dr. Batsche: And by the way same problem solving process whether you're thinking about behavior, academics, it doesn't matter, same, same one..... This, to just reiterating one point and adding a second. This is one area we have the least amount of flexibility around. There is a ton of science around what problem solving process sequences work and what ones work less well. So this one is our statewide in our case model of problem solving. The other thing, on this buff form you will see at the top people to check off. That is not an attendance list, but at these problem solving meetings what we have done, we have analyzed all of these things with student growth etcetera. When the administrator is not at these meetings the impact on the student outcomes is always less successful.

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Dr. Batsche: And primarily because if we're having problem solving meetings it means what we have been doing isn't working, so therefore we have to change what we're doing. Change needs blessings by people who can reallocate resources, tell people it's okay to make that change. In other words have their back, and teams are gonna take less risk and less willingness to do something when you don't have the person who has their back there. The other thing is that people graduate from MSU, which means make up. Okay, so I have been in many of these meetings where somebody will say well, we can't, that person isn't allowed to provide services to that kid. And people believe that person because of common law stuff, they were there for more than eight years.

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Dr. Batsche: Like what? So there needs to be somebody there to, to be sure that, that that can be done, then the, the last reason when I was a building principal I would say, I didn't say it every time because they understood it. I said, you do what you have to do. If you're going to put me at risk let me know, but you do what you have to do. It is my job to run cover for you delivering the services you need to deliver. If somebody is gonna get in trouble over this it will be me. It will not be you, well at first they didn't trust that but then they came to trust it. Because you have to keep the team's head focused on what kids need not rules and regulations that they heard and blah, blah, blah, blah, blah. You've been at those meetings, so keep it separate. We have data to support when an administrator is there better things happen than when they're not, okay. Data.

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Dr. Batsche: You know a lot about data so I want to hit the elements for VTSS. These are the only kinds of data we have basically, there is only four ways to collect data in schools review, interview, observe, test, so we call it RIOT. And that's it because we are not allowed to take blood, we can't do X-rays, we can't

do any of those things. I'm gonna skip this for now, sources of data are what your sources of data are in your district. If you have a data poor district you will be able to do this less effectively than a data rich district. I think that I would strongly urge if you don't already do this or haven't planned it that there be some kind of meeting for district senior decision makers and IT people around what comprehensive data systems look like using the data.

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Dr. Batsche: If there is one thing, if there is one thing please, please, please if you don't remember anything from today please remember this, the data we collect are determined by the questions we want answered. Not the data that are available, it could be that the data you have available to you are not the ones necessary to answer the questions. So what questions do you want your data to answer first? Things like, what percent of kids getting only tier one services are proficient? What percent of kids getting tier two services are proficient? What percent getting tier three are proficient? Can you measure what tier of service they're in? If you want to do VTSS you not only have to have student data, you have to have a data element indicating the level of service that was being provided when those data were being taken.

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Dr. Batsche: Because a kid who is hitting proficiency but in tier three is different than a kid hitting proficiency in tier one. And if you have that as you lower the intensity of a kid's service in response to their improvement you can see what happens to their data. You want their data to hold steady as the level of intensity drops, your data system can do that all you have to do is add an element of one, two or three to the, to the system. So those kinds of discussions, but they have to answer your questions. So for any school psychologist colleagues in here or others the idea that you would go into a classroom and do a behavior observation without knowing what you're going to observe and why, and what question you want answered is bogus. A walkthrough that isn't targeted to looking at specific things determined ahead of time is bogus because there is a ton of data happening in that classroom, how do you know what data to collect?

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Dr. Batsche: You organize it around the question you want asked, so if you're asking a question is, is this kid's out of seat behavior reinforced by peers, by the teacher, or by no one? That's gonna be a different data collection system than if you're looking at a kid on task. What questions are you asking? So we have a series of questions, and as you get, move along with this hopefully you will too. Those are called our guiding questions, every database should automatically spit

out the answers to the guiding questions every three months. One percent of the kids are proficient in tier one, one percent in tier, that way you know if people are getting healthier or not. Then you can ask the data system separate questions, so the real issue with data is determine your questions. And it has to be integrated, so let's look at some data real quick. Just look at this, this is actual data the state is Michigan. I'm not gonna tell you where, it doesn't matter, it's district wide third grade data.

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Dr. Batsche: Just look at it. If, if you were the curriculum director for this district, god I almost said it, I'm not gonna say that anymore, would you be have, having a nice weekend? No, I would be probably polishing up my resume cause the person above you is okay, the message here is the longer you're in third grade in our district the more you suck. Best thing to tell parents, get your kids the hell out of the district before October 31st, because after that it's not pretty. You know the what of it, you don't know the why. But I'm not happy, at very least nothing is happening in third grade in this district.

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Dr. Batsche: And a district person, district curriculum person should look at that after the first month and go what would you, take the right two triangles away. We've got 51 percent I can't read that. I tell you what else sucks is getting old. Fifty-three percent of the kids are at or above proficiency. Twenty-five percent or twenty, thank you, twenty-six, which, which leaves the, the top one so that's eighty-nine, which, which, seventy-nine which should leave twenty-one percent at the top is that what it is? Anyway doesn't matter, I would expect if I, in that fall I would expect that the red and the yellow should shrink, at least the yellow should shrink. If the yellow shrinks and the red gets bigger are you happy? No, if the yellow shrinks the green has to get bigger for you to be happy.

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Dr. Batsche: You don't even have to know numbers. You just have to know bigger than and less than and colors. In a snapshot I can tell you the effectiveness of third grade. Okay, now what Michigan will say is they had a bunch of kids move in from Ohio and screwed up their data. Northern Florida blames it on Georgia, I don't know who you blame it on. Hopefully Washington D.C. Right? So that's a wellness check, that also could be your school, and then we share with the teachers. And I ask the same questions, are we happy? And they're like, no. What are we gonna do about it? As opposed to saying we suck and here is what we're gonna do, it's a, it's a sharing out of this. Okay, behavior

data, this is Ridgewood High School is a district that I work a lot with, these are ODRs as a function of implementing PBIS.

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Dr. Batsche: Are things getting better? Sure, by the way we always in an integrated model we never talk about ODRs ever, ever, ever, ever, ever. We talk about lost instructional time. We multiply the ODRs by the amount of instructional time and now it becomes engage-able to the teachers. That's an integrated model, so between 2008 and 2009 we recoup the equivalent of 351 days of instruction because for a teacher referral to the office should equate to lost instructional time. That's the urgency, the gut value, that's an integrated model for, for integrating it with explanation. And just here is some absences same data same high school. Now this is different, in an integrated model we don't want to have behavior charts and academic charts. We want to have integrated charts, so in this one it integrates in this case attendance with academic performance.

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Dr. Batsche: And if you look at these graphs, we're not gonna spend any time on them, this is, this happens to be Wichita, Kansas. A school district of 52,000 kids with 102 buildings, all the kids. In the elementary levels if you're attending, good attendance and the criteria for good, bad and ugly attendance is at the bottom, if you're, the kids who attend good, well, on average they're 78 of those kids are proficient. For the kids who are not attending well 71 percent of proficient, so at the elementary grade level does attendance hugely affect reading proficiency, yes or no? No, 78 and 71 is not huge, does it affect it? Yes, but not huge.

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Dr. Batsche: What about the middle school and the high school? And by the way once we started doing this some of you have seen or heard this before, everything bad that happens, happens worse in the middle school. That place is where kids are most vulnerable. And when bad things happen man they get slammed. Notice that you'll see across these graphs there is lower in the middle and there is some recovery at the high school. Middle school is just a tough time for kids. That's attendance on reading, this is attendance on math. Attendance has a bigger hit on math in this district. So therefore if we're teaching math first and we have a lot of tardy problems in our district what is one quick way to fix the impact of that? Change when you teach math. We have a lot of kids in our state that their families, the clock is not the primary guider of their day.

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Dr. Batsche: And kids always don't get to school on time, so we have moved, we've changed our schedule. When are 98 percent of our kids in house? That's when we start academics, we've done SROs, we've done going through the streets with you know, Gatling hooks. We've done all that kind of stuff, teach them when they get there. But this is integrated data. This is the effect of behavior on reading, much more. And you have to be able to explain that. Two reasons, one if we're ODR-ing them they're losing instructional time, and the other if they're misbehaving they're in their, in the room but they're not engaged. So it's either ODR or engagement, those now become the focus of our attention, and math.

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Dr. Batsche: And by the way if you looked at the difference between reading and math at the middle and high school, whether it's behavior or attendance you see that math is the one subject area that does not recover in high school. Reading recover some math does not, so integrated data that's a different set up. You have to be able to ask your database, take all of the kids, suspension bah, bah, bah, and tie it to their academic performance. Your IT people right now have separate spreadsheets. It doesn't help, we need to know the relationship between these factors, that's an integrated model.

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Dr. Batsche: Now I'm gonna show you some stuff, this happens to be Florida but it was a national study, Johns Hopkins, about why we have early warning systems. This will blow you away. This is another form of data both at the district and the school level. These are all ninth graders in Florida followed two years post secondary. So six years, and the impact on drop out, graduation, post-secondary enrollment, and sustaining post-secondary enrollment. No suspensions, 75 percent graduated, 58 percent enrolled in post-secondary and they hung in there for four terms, two years. We only went through junior college or community because a lot of people don't go beyond that, and that would be successfully completing it. They did, one suspension drops the graduation rate 23 percent.

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Dr. Batsche: It drops post-secondary down to one semester. Attendance, you see the impact of attendance. Look at grades, Fs, no Fs 85 percent graduation rate, and this is federal uniform rate so it means on time, eight semesters. One F drops it from 85 to 66, so although the impact of suspension and Fs is awful the impact of Fs is worse. So what does this mean for us? F is one of the biggest

issues in early warning, F, there are only two grades in high school A through D and F.

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Dr. Batsche: F does not earn credit, A through D does. Credit is the bigger risk for non-completion than grades, so we monitor that stuff and we monitor the relation between it and outcomes. Not just suspensions, so as a result of this Los Angeles Unified School District in May passed a board policy you could have no suspensions for willful disrespect. Because they looked at their data what were kids getting suspended for? Eighty percent of their kids were getting suspended for disrespect. That's fine, but you need to know that one suspension drops graduation probability by 23 percent. Is that what you want to have happen when you suspend a kid? But if you know it you can mitigate it.

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Dr. Batsche: So what, hmm?

Respondent: Is that an F in any class, or just a core subject?

Dr. Batsche: Any class because it is not tied to proficiency it's tied to graduation, and it's credit. So credit in art has, lack of it in art has the same impact as lack of it in biochem on the graduation issue, make sense? Yeah, it's credits yes. Well here is the issue, the issue is that that has to be problem solved. And I'm not saying don't suspend, all I'm saying is, is if I'm gonna give you a treatment for something that's awful you need to know the negative side effects before giving it to everybody. So who gets over suspended in our, in our culture?

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Dr. Batsche: What race? Black, I don't say African American because in Florida that is not a term that describes all people who are black, males. And then we wonder why we have the economic issues with black males from low socioeconomic areas. Because our policies engage in things that have high probability of reducing graduation rate, so I'm not, I'm not making a political statement here. What I'm saying is if we know that one suspension drops it by that, then, and we do it, we have to do it. Our community makes, whatever, how are we gonna mitigate the results of it? What support systems do we now bring in? How do we get that kid to believe we don't want you to be not in school even though we just acted like we don't want you to be not in school? Do you know what I'm saying? How do we undo the disaffiliation?

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Dr. Batsche: And Fs by the way represent less skill and more work habits. People have certain work habits that align to Fs, right. So all I'm saying is that this relationship between the academic stuff and the behavioral stuff is what we have to get to, not separately. This is urgent, and in some districts as a result of these data, these data are a year old on the 13th of this month. All some districts are doing is saying to teachers and administrators, showing them these data, that's all it takes. And all of a sudden the school is saying, what are the reasons for suspension? We look at how many are suspended for what, if they're coming in with drugs, sex, rock and roll we, we basically have fewer degrees of freedom.

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Dr. Batsche: But if they're doing this stuff, come on. Can't we find, get the kids involved, can't we get the staff, how do we not do this? Now if it increased the graduation rates then we should be suspending people right and left. The relationship, am I making my point? This is so important. So I'm gonna ask you this is some stuff that I think you can do later as a group. We don't need to do it here, we don't have time to do it here. We've talked about this all day. What is tier one? What is tier two? What is tier three? What does instruction for academics and behavior integrated look like in tier one, two and three? What does core instruction for behavior, core instruction for academics look like? This is really the common language, common understanding so everybody understands what happen in tier one, what happens in tier two, what happens in tier three?

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Dr. Batsche: And we've talked about, there are data questions here you can look at those. This is gonna be part of your training, I don't really have to go through this. This is a schedule by the way, this is a fourth grade schedule. Notice that it's a fourth grade schedule, it is not Rolling Meadows Elementary School schedule. The schedule at grade levels differs by the needs of kids. What if you have 20 kids getting intensive instruction in third grade and three getting intensive instruction in fourth grade? There is a different need for time. We develop a schedule for grades one through five. The only schedule that we have to modify every year is first grade. Because the schedule in second grade becomes the schedule that worked for the first graders as they moved to the second grade.

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Dr. Batsche: And the schedule that worked in the second grade moves to the third grade, it worked why change it? So the schedule follows kids. One thing I'll just have you note here is that there is different things on different days, but also for reading we have things, blocks. If you have a, if you have a VTSS you have to have a schedule that reflects it. And yours, you're launching literacy so we'll look

at that. Reading, 8:45 to 10:15, 90 minutes, reading intervention 12:30 to 1:00, 30 minutes. We're now up to 120. Two o'clock to three o'clock Language Arts, Language Arts/ESOL for this building, another 60 minutes.

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Dr. Batsche: So we're now up to 180 minutes a day available for literacy instruction. If you have VTSS you have to have a schedule that allows time for all of that stuff. You can't fit it in. You can't, can you take this kid for another 20 minutes? The schedule has to reflect it, the way we do it most often to free up the extra 60 minutes is we roll social studies into literacy. And don't break it out separately, other schools do thematic instruction where they do math, science, social studies and literacy all together. We read about dinosaurs, measure dinosaurs, talk about why they're socially extinct. Unless you have grandkids under five who have seen some of these movies who now believe we're all liars and in fact the dinosaurs are real. Fidelity was brought up, what is your first name by the way? Wanda, because you get the two points also for the great question about fidelity.

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Dr. Batsche: Fidelity requires two things in a VTSS model. The first thing is, that's what happens when you're old, tired and try to talk too fast. Sufficiency and integrity, sufficiency means they got enough of it, integrity means they got the right thing delivered the right way. So we have computerized and sheet forms to measure how much time every week kids get tier two and tier three instruction. The number one reason why kids getting tier two and tier three instruction do not move rapidly is that we find out the kids who are not moving are different from the kids who are because the kids who weren't didn't get as much as they were supposed to. These were kids, if they had behavior problems they may have been in procedure.

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Dr. Batsche: If they have attendance, these, kids who are struggling in school don't just struggling with one thing in their life. They often struggle with many things that affect access to consistent instruction. So before you decide an intervention isn't working you better be sure the kid got the one you're saying didn't work, important. We also have a system to ensure integrity. Pushing the wrong button, and I'll talk about that in a second. Tier three instruction I want to mention just a couple of things about that. One is don't get a big head about it. Intensive instruction we don't know what it looks like. It is seldom if ever delivered, ever delivered. Intensive instruction in reading would either be 180

minutes a day total of instruction, or if it was an alternate reading program it would be at least a combination of tier one and tier two.

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Dr. Batsche: Which for us is about 135 minutes for us, tier one is 90 minutes, tier two is another half, tier three is another half. Joe [Torgusson ?] and others at the Florida Center for Reading Research demonstrated that for kids who are more than two years behind in elementary unless they got that 180 minutes a day they were never gonna catch up. So we, that's how it was built. Sharon Vaughn and others have said, intensive, kids who need intensive instruction, and it's not because they just didn't get it for so long that they're now just totally messed up, these kids have serious, serious reading problems that there are no protocols for those kids. That it has to be done on very careful monitoring, problem solving, changing instruction, trying to, they're in an experimental world. That's why we can't have very many of these kids, so we have a formula for tier three that we use as a checklist.

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Dr. Batsche: It doesn't tell us what to do but it tells us how to decide, first of all more instructional time, we know how much that is, second smaller instructional groups, three or less. We never do it one to one, there is lots of reasons for that. We don't have time to talk about it. More precisely targeted at the right level. These, by that it means these kids cannot practice inappropriate responses. The supervision means supervision is provided so that every response is the right one, and they're getting better and better. They're not increasing their error rate. Clear and more detailed explanations, you don't allow kids to try to do something until you're sure they fully understand it. So they get it right, more systematic instructional sequences, extensive opportunities for guided practice. Guided, the purpose of guided practice is to reduce the error rate, that's it.

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Dr. Batsche: And error correction and feedback is tied to that, so if they miss something they mispronounce, they misread, they misunderstand at least three to five successful repetitions for the one they missed. Not one to one, not two to one, three to five to one over correction because they're, at this point they can't afford not to progress. They can't keep making errors. So those are our guides. We've talked all day about integrating the tiers, you're going to have a lot of training on that. We've talked about pre-teaching, there is one other, we're gonna go through it with, with lesson study here in one minute.

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Dr. Batsche: If you'll take out your green sheet please, I'm gonna give you the big ideas and, and fill in a couple of the blanks for you. We've already talked about this, so the first thing is who needs to be there? At the lesson planning meetings everybody who works with the students at that grade level needs to be there. So we have kind of like these mega planning meetings that set the stage for about a month, two weeks to a month of lesson plans. And as long as everybody understands where in the materials, you know, in general then you can have interim calibration meetings without having everybody there. But once a month we like to have everybody there. The next thing that happens, and this is common core language, so you can fix your own language here, the learning goals, standard progression levels are identified explicitly.

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Dr. Batsche: Here is what kids need to know, understand and do. The instructional strategies that are, that the teachers are gonna use to do that are identified, and explicit student performance behaviors necessary to engage and perform are identified and kids are named who can't do it. These are the kids that can't do it. At that meeting alternatives for the kids who can't do it or a discussion about what are we gonna do about that occurs. If the kids are being provided instruction by tier two and tier three providers then they will offer suggestions. We can help cover that. We suggest you do it, blah, blah, blah, blah, blah. But problem solving that problem occurs, the next thing is that the tier two and tier three providers meet separately. Now we've heard what's gonna happen for the last, the next month, how do we align our instruction with that scope and sequence, with that content?

00:44:07

Dr. Batsche: How do we pre-teach to that content? And for kids in elementary school you definitely have to have those kids bring their classroom materials to the supplemental and/or intensive instruction setting so that the strategies can be applied to their, they're in the concrete stage of development still. If they apply it to what they're working on in class they get it, they get the transfer. If you don't they don't. They have to see and feel the instructional integration. This is just more how we align it and how we pre-teach that type of stuff. Tier two and tier three uses tier one assessments as well as their own to measure progress. Tier two and tier three people observe their kids in core instruction, so they can see what's happening with their kids in core instruction.

00:45:06

Dr. Batsche: And they increasingly take an active role in the conversation around tier one once this gets going. This is the good news and bad news around it, so I'd like for you to, to look at this, talk about how would lesson planning look different? How would IEPs look different? How would 504 plans look different? How would what Title One does look different? I'm sorry we had to rush at the end. Has today given you some ideas about what this might look like? So I gave you the fire hose version of it. It took us all of ten years to get here.

00:46:03

Dr. Batsche: If I come back here in two years from now I'm gonna be telling you more of what we're doing. You need to take a breath and say, how do we do this in an orderly fashion? We have had no districts that we can identify that do this successfully without it being a four year process. Putting things in place every year, doing what parts you do with what you put in place. If we just started making all of our decisions around two things, existing student data and putting early warning systems in to identify students at risk before they became a problem and the relationship between those things like we saw with the suspension and the grades, that would change our priorities. So this all does boil down to data based decision making.

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Dr. Batsche: At the end of the day it's taking what you do currently and making it data based decision making rich. My last thing for you to consider, as you roll this out with your staffs I think it is a good strategy to say VTSS is not a different way of work. It is doing what we have always done more efficiently and effectively with tools we didn't have in the past to be able to do that now. Don't roll this out as the next piece of cheese, you could have people who might be allergic to cheese. Enjoy your day tomorrow and thank you very much, appreciate it.

[Tape cuts]

Dr. Cave: He has been a help to us through all this.

00:48:02

Dr. Cave: And will continue to be a help to us, and we look forward to this year and the next year and the next years as we move to take all of this information and implement it and help you implement it within your divisions.

Safe travels George, and we're looking forward to tomorrow where we begin the, the conversations about what was presented here today and implementation steps. Thank you so much and enjoy the rest of your day and evening.