

**Under the VTSS Umbrella:  
Process Integration and School Schedules**

**Session 1**

**February 11-12, 2013  
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Richmond, Virginia  
Sponsored by the  
Virginia Department of Education  
Office of Student Services**

## Under the VTSS Umbrella: Process Integration and School Schedules

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Welcome

8:30 am – 9:00 am

Dr. Cynthia A. Cave, Director of Student Services  
Virginia Department of Education

Review of October 2012 VTSS Training:  
Explicit Instruction

9:00 am – 9:45 am

Dr. Rick Bowmaster  
VTSS Coach

Steve Hale  
VTSS Coach

Part 1

9:45 am – Noon

Process Integration Workshop

Dr. Rick Bowmaster  
Steve Hale  
Sandy Hart, VTSS Coach  
Regina Pierce, VTSS Coach

00:00:00

Dr. Cave: How are ya'll, good morning. Did anybody watch the Grammy's last night? Yes, no, some, it was a pretty good show actually. Oh wow, I just got projected way over the room. My name is Cindi Cave, and I'm director of the office of Student Services. And I'm happy to be working with a bunch of wonderful people on the implementation of the Virginia Tiered System of Supports as we go forward in our journey and look at integrating behavior and academics together. We have a good two days worth of work for you and information for you, very hands on. We like to call this our nuts and bolts training, and I know that you'll go back and have lots of tools, materials and information to share with the rest of your folks.

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Dr. Cave: I'm very grateful to these three people right here for putting this training together. Dr. Rick Bowmaster is one of our coaches, and then Regina Pierce is one of our coaches, and then Sandy Hart one of our coaches. And most of you know that we stole them as soon as they, well we stole two of them as soon as they retired, Sandy and Rick and said come on you have to come work with us on this. And then Regina is

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everywhere all over the country all of the time. But we said, no you still have to work with us and be one of our coaches, so they have put this together for you based on their wildly successful nuts and bolts training that we had last year. so I'm glad to see you, we're thrilled that we have this level of participation and we're looking forward to these two days. I just encourage you to meet new people, talk to other folks and school divisions, find out what's going on around the room and, and enjoy your two days thank you for being here. Okay who is first? Are you first?

00:02:09

Ms. Pierce: ...All right you know we always start with a review from last time, and this is really hard to sort of do anything after Anita Archer, it's sort of a little bit of a let down. But we're gonna start with just a quick review of Anita Archer, and then we're gonna move on to the workshop for today. But here is one little thing, if you don't, you don't need your laptops right now. Unless you're using them to take notes, cause I know there is always the power issue cause you're gonna need them later in the day. So don't lose all your battery power, so you don't need them right now but you will a little bit later in the day.

Dr. Bowmaster: Okay there are some outlets around the room, so if you look and your battery is low just find a spot around the room. Also you may notice we're one short up here of our coach, and that's Steve, and Steve is unfortunately kind of recuperating after a ski accident.

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Dr. Bowmaster: So we are thinking of him because he helped plan as much as this too, and so for you Pulaski folks who are nearby if you see him wish him well there. All righty, last time we had Anita Archer. She talked about explicit instruction. And we're going to look at some of the review items, and towards the end we have a little segment of Anita Archer talking a little bit about what it means to be a relentless teacher as well as a relentless principal. With this you have to remember, and her book if you've not ordered the book, it's called Explicit Instruction, Anita Archer and Charles Hughes. A lot of good material in there, all of what we're reviewing is directly from the book. You have to think of the 16 elements of explicit instruction as a recipe. If you're going to make a coconut cake and you have all of your spices in the drawer are you going to use every spice in the drawer?

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Dr. Bowmaster: No, otherwise you may come up with a curried coconut chili spice cake. May not be so great, the same thing with these 16 elements of instruction. You really have to know where your children are. You need to know what your purpose of the teaching component that you're going to be doing, so these elements will vary according to the strengths or weaknesses of your children. The first one, the critical content.

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You're really getting down to what skills you want to get across, what vocabulary you want to get across, what strategies you want to get across. Then you look at your sequence skills logically. You want to make sure that you go from the easiest skill over to the harder skills. You're really scaffolding and building upon prior knowledge, and remember you know, if the child doesn't have prior experience or prior knowledge that's going to critically impact your next step of the instructional process.

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Dr. Bowmaster: The small instructional units, you're really breaking down your entire unit making, going from the small component to the larger component so you're building on whole concepts. Organized and focused lesson, you want to know that you're well planned. You want to be able to know what to do if a child asks a particular question. The one thing that you want to make sure of is that you're not bird walking, because we've all seen especially in high schools where children, students will sometimes try to get the teacher off task to avoid doing a lesson. So you want to make sure that you stay on that focused lesson for the day. Lesson goals, expectations same thing, that pretty much tells the same as the organized and focused. You want to know what your objectives are. Here is where the SOLs, your mapping and your pacing, you know, you're not teaching a child an SOL.

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Dr. Bowmaster: The SOL is the outcome, you really have to break that SOL, SOL down and look at the objectives that you're teaching. So if you're in the classroom, and you may have the SOL on the board, which is great. It tells the administrator, okay I know that they're focused on an SOL. You don't need to let the children know what the SOL, SOL is. It's more important that they know what the objective is. Review prior skills, step by step instructions, with the step by step instructions remember when Anita Archer went through and she would say, it's I do, I do, I do meaning the teacher, the teacher is modeling and showing, and modeling and showing. And then the teacher says, okay we do, and so it's the teacher with the class doing the activity. Then you do that several times, and then it's you do. Meaning the student does, so it's I do, we do, you do. So you're just repeating that whole process.

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Dr. Bowmaster: Use clear and concise language, examples and non-examples. If you're teaching primary and secondary sources you want to be able to know that the child can identify what is a primary source or what is an example of a secondary source. So it could be, you know, the Bill of Rights being a primary source and not giving the Bill of Rights as an example for a secondary source. Guided and supported practice, you know, where have we heard these over and over? For those of us who have been in education 30 plus years when we listened and were engaged with Anita Archer it was what we learned back in the 70s from who? Madeline Hunter, somebody over here said

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it, so okay. Then frequent, frequent responses; now you want to make sure that they are continuously being assessed, and again remember assessment is not necessarily just paper pencil.

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Dr. Bowmaster: It's that authentic assessment, monitoring the student performance immediate affirmation and feedback, you know, with that one you want to make sure that you are really building a high rate of success. So that the student has less and less failure to get to that achievement level. You know, delivering the lesson at a brisk pace, you know, if you're in the classroom observing or you're in the classroom actually teaching then you want that pace, you want to monitor and make sure, okay, okay they have it I don't need to kill a dead horse and move on with it. Or if they don't have it you go back, you monitor and adjust your instruction. Organizing knowledge, distributive and cumulative practices; distributive practice is you're teaching a skill. It could be subtraction with regrouping, and if you've ever taught 2<sup>nd</sup> or 3<sup>rd</sup> grade, one of the harder skills in 2<sup>nd</sup> or 3<sup>rd</sup> grade. So you're teaching that over and over and over.

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Dr. Bowmaster: And then under cumulative practice you teach that over and over, but then you're adding a new skill with it. So that you're always holding the child accountable for all prior knowledge, with cumulative practice it could be where you tie in your decimals, fractions, percentages so that they get an understanding that it's cumulative. Of the 16 elements Anita Archer said, you have those 16 elements. We're going to break those elements down, and so what she's done has put those elements and categorized them into six teaching functions. The first function is review. Again it's reviewing that prior lesson from the day before, reviewing homework, relevant previous learning. Reviewing the prerequisite skills and the knowledge, you know, if they're just beginning algebra you may have to go back and figure out, you know, where are they?

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Dr. Bowmaster: Do they understand all the concepts that were previously taught to build up to algebra? Under the presentation it's stating the lesson goal, presenting new materials in small steps, modeling the procedures, providing examples and non-examples. So again that's a critical component. Avoiding digressions and using clear language. Guided practice, corrections and feedback under guided practice. Require high frequency of responses, again informal assessments. Ensure high rates of success; provide timely feedback the clues, the prompts. Have students continue practice until they're fluent. A lot of times when we go out to the schools we'll hear, you know, it's kind of hard to have them practice and practice when they're not fluent because we have a mapping and pacing component to keep up with.

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Dr. Bowmaster: And so you really have to balance when you have to move on, and how you're going to build in that review time. Under corrections and feedback, go back and reteach when necessary. It may be that you have to go back and pick up some time with the child later during the course of the day, or you may have an instructional assistant come in. And remember it will be necessary to have that correction and feedback, and then the last two, independent practice. We are monitoring the initial practice. The child is making attempt after attempt, you're documenting it. Have students continue practiced skills until they become automatic. Under the weekly and monthly reviews, will that be progress monitoring perhaps? We think so, so you have collection of data. Knowing what to do with the data; it could be running records that you're collecting. Assessment has many forms, and I don't need to, I feel like I'm preaching to the choir on that one because I think over the four years that the cohort has been together we've really grown a lot in our understanding of that.

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Dr. Bowmaster: ...She also talked about the principles of effective instruction, and the first one being optimizing gauged time on task. And again that's where your mapping and pacing comes in. It's quantity and quality of work, and when I say quantity of work I don't mean well let's just pile the work on. You know, that's not quantity. Quantity is you know, really giving the appropriate amount to know that the child is going to have enough guided practice with hit. Promote high levels of success; it's looking at your materials, looking at the types of questions you're going to engage the children in, making sure that you're modeling and that they're able to model back. Increasing content coverage, you know, knowing what to teach, how to teach, how you're going to have the child practice.

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Dr. Bowmaster: The next one there, have students spend more time in instructional groups. [Broffi ?] who is a major education researcher, a lot of work done there shows that the best learning for the child occurs when he or she is with the teacher. And so that's why we're really pushing small group instruction. And then just scaffolding the instruction and building on prior knowledge, and then adding on so that there is a understanding by the child from small bits to whole bits. When you scaffold you want to be able to chunk, it's like chunking information in ways that it's easy for the child to remember. There is a reason why our phone numbers and our zip codes are between seven and nine digits. Because much more than that we have a hard time remembering the patterns of them. Address the different forms of knowledge, and there really are three different forms of knowledge. One is the declarative knowledge, the declarative knowledge is just the basic memorization, two plus two is four.

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Dr. Bowmaster: Five times three is fifteen, the capital of Virginia, Richmond. You know, it's the things that are just facts. Then you have procedural knowledge, and that knowledge is really understanding how to apply what you've learned. How do you write a check? You know, for many high school, middle school folks they're teaching the personal finance and economics class. One of the things they have to cover is how do you write a check? So having something like that down. Subtraction with regrouping, how do you go through those steps? The other is conditional knowledge, knowing when to apply something. So with punctuation, you know, when do I know to use an exclamation mark, a period or a question mark? And so those three declarative, procedural and conditional.

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Dr. Bowmaster: With that just kind of a fast overview of what Anita Archer spent two days doing, we haven't done her justice. But again this was supposed to be a faster review. We have a very packed schedule today, so we want to take a few minutes though just to hear Anita talk about, can you click on that? Talk about what it means to be a relentless teacher, principal. Uh oh. Hopefully you can read lips.

Dr. Cave: Hang on, hang on.

00:16:00

Dr. Bowmaster: Can we start it over?

Dr. Cave: We're gonna start over.

Dr. Bowmaster: If you notice the background it's where Steve had his skiing accident.

Dr. Archer: It would first of all mean that I, I have taught something and when I taught it initially I gave you enough practice so that you have gained some accuracy. But sometimes we stop there, then we move on teach something else and teach something else and teach something else. But it also should mean that I have taught it and given you practice opportunities, and then I immediately have distributed practice. So the next day you practice it maybe mixed with other things that are similar. And the next day, and the next day, and we also have cumulative review. So we keep coming back, sometimes we schedule it like every two weeks on vocabulary we'll come back and review it. Or when we finish a math unit that had distributed practice we'll go back and review everything that we've covered.

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Dr. Archer: But it is relentless in that way, it's not just practice initially but distributed and cumulative practice. But it also means that you didn't get it, I am going to work with you five minutes later in the afternoon, that we are going to stay after school for five minutes and work on it. I'm gonna send it home with your mother to go over, I am absolutely

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relentless. And you know, relentless is not just for teachers to be, we have some studies that show that the principals, administrators who are best in their roles are relentless, that they get a vision. These are the three things we're working on, and it's again and again and again that they're going over it.

Dr. Bowmaster: You will be seeing that whole relentless theme when we talk about school improvement and putting VTSS, combing those together to show you how they fit under one umbrella.

00:18:10

Ms. Pierce: Ok, so we're ready to start goals and objectives. A few things, we're gonna do it, it's a workshop okay so workshop means we're gonna do some work. And since we're in Richmond, it means we're gonna work today we can go shop at Short Pump in the afternoon. So we're gonna start with shorter, I know exactly, not until four o'clock thank you Dr. Cave. All right, so we're gonna start, you're gonna be getting times to work. The times that we're gonna start with in the morning will be a little bit shorter. But there is lots of activity, lots of things we're gonna do. But the whole goal is that we're gonna think about all of the things that all fit under one umbrella. We have so many of what we're calling our favorite things that are going on in schools, lots and lots of things. How do we fit and put them all in to one system?

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Ms. Pierce: So the objective is that you're going to be doing some work to make that work a little more streamlined and efficient. So what happens is coaches when we do our Anita Archer, walk about, talk about and look about we hear things like this. I, hey I can't focus on VTSS I'm in school improvement and I'm really busy with that.

Ms. Hart: No way I'm gonna ask my teachers to do one more thing.

Dr. Bowmaster: Why are you always changing the way I teach.

Ms. Pierce: All we do is test.

Ms. Hart: Are we still doing the RTI?

Dr. Bowmaster: We're good we've got some interventions going.

Ms. Pierce: We like that concept, we like doing tiered systems but we don't have, you know, we're not one of those Title schools. We don't have a lot of people in the building, so we just really don't have the staff to do it.

Ms. Hart: If you could give us some more time in the day we could do VTSS.

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Dr. Bowmaster: Just tell us what to do.

Ms. Pierce: All right, so now here is where I'm gonna give some very explicit instruction, everybody ready? Only one person from your school division can operate the cell phone, okay. So you need to at your table, and only one [respondee ?] per division. So pick that person who has got a cell phone that can operate it handily. Yeah, yeah, so I'm gonna give you 30 seconds to pick that person and get your cell phone out....

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Ms. Pierce: All right have we figured that out? Yes? All right, now we, we're gonna be talking first about the big one is sort of integrating school improvement, and Rick is also a school improvement coach so he'll be doing a lot of that for us. Oh somebody already got started, good job. So you text the thing that you put in the text message, the code is gonna be the 2-2-3-3-3, and then depending on if you're A, B or C. So if you're A we have one or more schools in improvement that you either have a focus or a priority school. B is that we don't have schools in improvement, but we have one or more schools required to submit an improvement plan. And C, if you're one of the lucky ones you don't have any schools required to turn in anything related to any federal waivers. So, so far we've got five schools that have typed in.... Yee haw we have a C.

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Ms. Pierce: ...We've got seventeen in. We should have a few more. Has everybody gotten theirs typed in? All right, so you can see that really three quarters of the school that's gonna be a big initiative for you, you're either in school improvement or you're required to do one of those improvement plans.

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Ms. Pierce: And so all of that is not gonna be a separate thing, it's all gonna follow under the one umbrella. So but the big thing that we all know is that who really needs to understand these links aside from the administrators? The teachers, exactly, exactly. So let's do one more poll question, in our division the staff all right, so the teachers recognize the links between VTSS school improvement and that whole teacher evaluation process. So do you think everybody really understands how all these things connect? So one answer per division....

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Ms. Pierce: ...All right so I think you can see where your work is cut out for you today, and this is what we're gonna work on okay. How to link all these systems together.

Dr. Bowmaster: Ninety-four percent.

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Ms. Pierce: We're gonna have now a little, just to get us going Dr. Cave was telling us at our last meeting about brain research okay. We have fascinating meetings, and about how you have to do different things to get your neurons going.

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Ms. Pierce: So we're gonna start the morning with a sing along, and we have with us a very highly trained vocalist Robin Trump from Shenandoah County. And I'm gonna flash up the words for you. So I'm gonna give you a minute to look at the words, woops. And then we're gonna start the music, so just take a minute and get your lyrics down a little bit.

Ms. Trump: Please sing along.

Ms. Pierce: Yes, now here is the other deal. We're gonna, we have treats for this morning. Okay, we have treats. We're gonna walk about, talk about and look about. And if your table is not singing you get no treats, okay. So every table has to sing along all right. Yes, even, exactly. All right. Are we ready?

00:26:00

Ms. Trump: ...I think I missed it.

Ms Pierce: Start again.

Ms. Trump: Growth rates and standards and rigor in teaching, Teachers in panic and burnout exceeding, [Lexiles, quantiles ?], budgets in strings, These start to feel like impossible things! Solutions are needed in tiers and in systems, Explicit instruction will usually fix em' Flow charts and data and leaders that think, We need to know how it all can just link! Blueprints and benchmarks and plans for improvement, Tools in our toolbox for school wide achievement, Interventions abounding and a core that won't sting, we need these things to do problem solving!

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Ms. Trump: When the scores come, When the board meets, When I'm feeling sad, I simply remember my systems and links, And then I don't feel so bad.

Ms. Pierce: Thank you Robin. All right, so the first link system and link we're gonna be making is with school improvement.

Dr. Bowmaster: And actually Regina wrote the song. Good job. Is this back on? I turned it off because believe me you would not want to hear me sing. I was the only kindergarten teacher when they were, when we would do music if they covered their ears they could sing.

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Dr. Bowmaster: Cause they wouldn't want to hear me. Our umbrella slipped again over the words, but that's okay. Okay, school improvement. If you noticed it was what 92 percent of us had schools in school improvement, and all the joy that comes with that. You know, you survived hopefully through January so then on January 18<sup>th</sup> the gods were looking down on you, because what happened? Snow, and we got to delay it to the 22<sup>nd</sup>, so but fortunately I think most of you by the 18<sup>th</sup> pretty much were on your way with submission for you plans. But we really do want to look at how all of these various initiatives fit under one umbrella. And first of all the Virginia Tiered System of Supports, VTSS or RTI as we now know is Virginia's design of RTI. So when you hear VTSS it's simply Virginia putting it's own unique as they always do, their own unique way and processes into place to have a response to intervention process.

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Dr. Bowmaster: It's part of the no child left behind, for over a decade we wished every day please make no child left behind go away. And we always heard, be careful what you wish for. Our wish came true July 1<sup>st</sup>, we woke up and we were not under no child left behind anymore. However we are under a waiver, which has proven to be just as frustrating at times. However, we know that the waiver is a better fit for how children learn. It is a requirement in Virginia's waiver to have a tiered system of support in place. And many of the schools that are in improvement quickly realized, oh wait a minute if we're doing VTSS then it's probably a connection here.

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Dr. Bowmaster: And so the umbrella went from kind of that closed position to the full open position. VTSS also includes PBIS, or what once was known as ESD. So at the end of the day you'll have a test on all of the new acronyms, and then finally VTSS is school improvement. I went and trained all of the school improvement coaches back in think it was December on some of the components of VTSS. And so now many of them have a better understanding of what that process looks like. With VTSS in school improvement here are the commonalities, what do you notice about the ones that are up there? Where have you seen those before? Remember the bags of candy that are coming.

00:31:01

Dr. Bowmaster: Bench, benchmarks okay. I feel like that episode of Jerry Seinfeld on Saturday night trying to get the class to respond. You probably have seen it many years ago. Yes so, okay, so those are our benchmarks, but also for those folks that are in school improvement you saw those at another point earlier in the year when you did your what? Your indicators, yes and something else. Needs, needs assessment and need sensing interview. So remember those need sensing interviews that took hours to do? They were all around leadership, organizational culture, structure, all of those that are up there. We're going to focus a lot today on the leadership component.

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Dr. Bowmaster: The relentless leader, part of that is missing. Let me go back one. We're good there. Okay, the relentless leader has to really understand some universal screeners, some tier differentiation of supports and some progress monitoring. TA01, TA02, TA03 are from the Indistar program, Indistar indicators. Indistar is a requirement if you're in school improvement of how you keep your school improvement plan. Most, 92 percent probably have that. There are some localities in here, some school systems that are not in improvement; however, they use Indistar because it's a very detailed way of keeping a historical track of your school improvement process. Whether it's school improvement or district or division level improvement.

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Dr. Bowmaster: The three indicators are also the three major components for our VTSS program. If you look at ID 10, it says leadership team regularly looks at data and aggregated classroom observation data, and uses the data to make decisions about school improvement and professional development needs. When you go through most of your school improvement plans most people identify that as one of their indicators. Let me go back before and just say these three indicators, the folks who are in school improvement had no choice. They had to do these. It was easier for the ones in here who are here today because they, you've been trained on RTI or VTSS, and so this was not new to you. You may have had to still tweak some of the ways that you do some of these indicators, and coming up with some of the tasks but for, and believe me many of the schools that are out there who are improvement were not using the VTSS component.

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Dr. Bowmaster: Later on this morning you're going to hear from a principal from Prince William? Prince William who was in school improvement but worked their way out because of the VTSS process. Okay, so when you look at this ID 10, the leadership team regularly looking at data and aggregated classroom observation data, where do you think something like that would fit into the VTSS? Just kind of do a one minute discussion at your table. Where would you see that fitting into the VTSS process? [Tape cuts] Okay, I'm gonna call on a group that's out there and just give me a response if you have one, and I'll call on Martinsville. Martinsville, [Angelie ?] what did you come up with?

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Dr. Bowmaster: ...Oh okay, she has to share it with the table. Okay so, because of time we'll just do one. Thank you. The other part of this is with leadership there is also a professional development component. And we're going to kind of look at that as well. IE08 and IF08, i.e. principal spends at least 50 percent of time working directly with teachers to improve instruction and doing classroom observations. So how many of you

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are principals in here? Before you were in school improvement and you don't have, don't, don't raise your hand but ask yourself were you, did you spend at least 50 percent of your time in the classroom doing observations or working directly with the teachers?

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Dr. Bowmaster: Or were you spending it more probably more managerial things as well as your regular discipline club that you had to deal with? Especially if you were in a small school. Spending at least 50 percent of that time, means that you're attending data meetings, you're attending problem solving meetings, you're attending to immediate data to help teachers understand where to make data based decision makings. And then the other component, the principal IF08, the principal ensures professional development includes assessment of strengths and areas of improvement from observations and indicators of effective teaching. So for those teachers in here, they're not just coming in to, to make your life more difficult.

00:37:00

Dr. Bowmaster: You know, every profession has it's unique components, and probably as educators we're probably one of the few professions where somebody actually comes in and watches you actually do your job. And gives you an evaluation upon it. When you think about this component of it, when you plan your professional development as a principle you should be pulling the needs from your classroom observations. You're collecting data, maybe during a faculty meeting you analyze some of your walk-throughs, and you've realized man, we have to have a better understanding of good student engagement. And so as a faculty group you sit down and you say, you know what? I did observations, and 63 percent of you are not actively engaging students and we need to look at what good engagement should reflect in the classroom.

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Dr. Bowmaster: You're not pointing out individual teachers, but you're talking whole group and helping them understand how the school operates as a whole. Currently we're working on taking all of, well not all because there are hundreds of Indistar indicators and doing a crosswalk to the school level and division level benchmarks. And we're almost done with those, and hopefully maybe by our meeting in April we'll be able to give that to you. So that you can see where in the benchmarks you'll be able to know where some of the indicators occur. So that if you do need to go back and tweak and make some changes in your improvement plan you'll be able to have that at your disposal. Professional development, key component of what as principals, as central office leaders that you need to be looking at.

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Dr. Bowmaster: You know, the old days it was just like, you know, you give everybody the same thing, you pray that they got it, you leave, you never revisit it. In the old days especially in the last couple years when we looked at our budgets professional development was one of the first places we would begin to make cuts. But it really, reality is it should be the last place that we make cuts. Because it's how we grow as professionals; it should be based on the observations and data that you're collecting. It's about effective teaching strategies and management. All of the Anita Archer stuff that we had last time was it November I think she was, that we were last together? How many of you actually have done some follow up back in your schools with it? Okay. Great, how many of you are planning, spending time now in order to play for the upcoming summer and do some things over the summer?

00:40:00

Dr. Bowmaster: You're in the planning stages with it. Good. It's about individualizing to the needs of teachers. Many of you use PD360, PD360 is a great way of individualizing some professional development. That's when it truly gets to be professional development, cause there are three levels. You have professional development that really gets to the quality of teaching, and to the practice. You have staff development, which simply is okay we all have to have the blood borne pathogen. And so everyone gets that every year. That's staff development, then you have in-service. In-service is we have a new reading series, we just adopted Reading Streets, so the vendor is coming in and they're going to be walking us through how to use this new reading series or new math series. That's in-service; so you have the staff development component, all staff get it. In-service, specifically to an initiative of practice that everyone is going to be using.

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Dr. Bowmaster: And then you have professional development, it really gets to the core of the teaching, of the individual teachers' needs. So it's individual needs and group needs of teachers. Planned and sustained over time, how many of you in your school improvement plan, or your division plan, and even if you're not in improvement you have some kind of plan. It could be strategic, it could be a division plan, how many of you actually have in their plans for professional development over the next three to six years? If you don't you need to go back and look at that. That's where you need to go in, if you're in improvement look at what you're doing in Indistar and make sure that you're documenting that PD component. You really want to make sure that it, that you're looking at least two to three years out for your professional development programs.

00:42:02

Dr. Bowmaster: So that it's just not becoming a one shot deal, and then look for the results. Making sure that you're getting the results you want, so you need to evaluate. So if you're doing staff development on Anita Archer's strategies then you pull your data

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from your observations and you really say, I'm not seeing it. Or man that, that workshop really paid off; the key to that is making sure that you know because we have teacher turnover rate, we have principal turnover rates, people come and go kind of like they at the Wizard of Oz they come and go so quickly they say. You want to make sure that you turnkey train some of your key people who you know are going to be there for a while. So that as new people come in they have some of that sustained history of the lessons.

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Dr. Bowmaster: Okay, the relentless leader simply has to be practically perfect in every way. You know, you have your magic bag of tricks like Mary Poppins, and it's all about keeping it under one umbrella. And that's it, you just, you're maintaining one umbrella whether you're in school improvement or not you know, if you have your required state plan every six years, the strategic plan, you know, VTSS drives that plan. If, how many of you are in advanced Ed. or members of the SAC's accreditation process? Okay, same thing, VTSS clearly aligns to their standards, and so you, you don't have to have a separate part. Is Prince Edward here yet? Yeah you guys have spent time looking at how, because they're getting ready for advanced Ed. visit.

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Dr. Bowmaster: So they're really taking and aligning, the VTSS process to some of the standards of, the five standards of the SAC's accreditation that they'll go through. So any questions? Clear as mud? Okay. Hopefully.

Ms. Pierce: One more slide?

Dr. Bowmaster: Yeah one more slide.

Ms. Pierce: All right, work session number one. Now this one you're only gonna get about ten minutes for. And actually before I lead into that one little piggy back on there is that we're trying to make a conscientious effort to talk more about middle and high as we roll through. Honestly the engagement strategies every district we go into its middle and high that really need the student engagement strategies and have those defined, and taught. All right, so work session number one. You're gonna have about ten minutes. Pull out your flow chart, and pull out the plan that you were asked to bring with you. So whether it's your school improvement plan, your continuous improvement plan, your five year plan, your one day good plan, pull that out.

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Ms. Pierce: And on, look at your plan, look at your flow chart, and write on the flow chart where those things from the plan would fit. And you're gonna hold on to this, cause you're gonna need this at the end of the day, all right? Any questions? And go. [Tape cuts]

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Dr. Bowmaster: And turn your attention over to Regina, we will move on to the next portion. So let's try this on three and fall silent. One, two, three everybody fall silent. They remember Anita Archer.

Ms. Pierce: I know exactly, all right so we're gonna move on. One of the best ways that we know to link things is through the data meetings. But you know, the connotation with meetings we never want to have meetings, but it really is we're gonna talk about some of the clarity and efficiency of the data meetings because that's a really simple way that it's gonna link everything together.

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Ms. Pierce: So I happened to just see this on the Internet. The National Center for Response to Intervention was talking about like what are some of the minimum criteria for middle and high? Like minimum before we'll even talk to them about RTI, or MTSS or VTSS, what are some minimum things to see that they've even started on that path? So read the very bottom bullet. You need a process. Remember we're talking today, everything is systems and processes. Everything we do is gonna fit into a system. We're gonna have a systematic way to do things to make things go smoother. So I kind of have some good news and bad news. First before we do that though, pull out, hold on this pink sheet that says clarification of data meetings. That is handout number three.

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Ms. Pierce: So everybody get handout number three, and then also make sure you have with it handouts one and two. Cause you're gonna need handouts one and two when you watch the clip. So the good news, I have good news bad news, good news bad news. The good news is I had this principal who the one that got out of school improvement in two years who does everything in a system and process. When you look at this if you look down at the, the grade level PLC meetings we're gonna start with that. So how does a good, how do you run a really good grade level PLC meeting? Now Clint Mitchell, the guy you're gonna see. The bad news is that he was gonna come and then he realized he couldn't come. So that's the bad news, the good news is that we talked it through and he said I could come and video him. That's the good news. The bad news is that I am not Franco Zeffirelli, and so I had a flip camera. But it's gonna work, so it'll be fine. Clint Mitchell is nominated as one of the three principals, the Washington Post as the Agnes Meyer Principal of the year.

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Ms. Pierce: And he's one of the three nominees for principal of the year. He's done an amazing job. His school is not a cupcake school. They are of high poverty, high English language learners. Thirty-five percent mobility index, so he said think about it. He said, a third of my kids are never in the same seat all right? So a really really high needs school. These are all of the things that are going in his school. He was in school improvement, he's now out. They're a Baldrige School, and that's a school management

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process. They're a PLC, they rely heavily on PLCs that's one of the things that they do. They're a PBISV school, they also, they're a CEIS school. In Prince William that's a separate, they have these coordinated early intervening specialists in some of the high needs schools, and the idea is to ultimately build some sustainable system support MTSS support in there.

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Ms. Pierce: They were also a [Tippa ?] school, and was a new initiative for teacher performance pay so that if they performed in certain ways then certain teachers got more pay. All right, so he had all of those things going on, what I want you to really focus on. He's gonna talk for almost 15 minutes. What I want you to focus on are those, those planning sheets, the planning and reflection sheets. That is his tier one grade level planning and reflection, his data meetings. And then he'll talk a little bit more about the intervention plans, things like that. You also have that intervention plan in your packet. But the main thing is to be thinking about how he even just runs tier one, all right.

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Mr. Mitchell: ...A little bit about, you know, our data systems in my school, so the goal today is to kind of walk you through our PLC model. Talk a little bit about the ITI model that we use, and I might try to tie everything to, you know, the whole school improvement process. Just a little quick background, you know, Bel Air, we were a school that were doing great. And about, you know, three years ago we went through school improvement process. And you know, two years after we went in the school improvement process we were able to get out of school improvement process because we have to really change a lot of our systems.

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Mr. Mitchell: So my goal today is to kind of walk you through our systems, how we do it, and hopefully at the end of the day you'll get a better understanding of how you can tie everything up together okay. So I'm gonna first start with what we call our PLC team meetings. You know, a lot of people you know, talk about PLCs, but really the idea is what exactly are you focusing on, you know, in your buildings. For us we have two main components, and those two components come in the form of what we call a team planning sheet. It's very very important, all of the grade level teams utilize this throughout the school. On the team planning form there are several questions that need to be answered. The first one is, you know, again what do we want our students to learn. We also gonna focus on how will we know when each student learned it? What resources, materials will we need from the specialist? For example [Esource, Sped, Title One ?] if they cannot attend the team meetings.

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Mr. Mitchell: And also from administration, and we have another component where we talk about the instructional strategies that teachers use in the classroom. One of the key components for me is I want to know who is participating, who is contributing as part of those team meetings. So it's important that every teacher or each teacher bring a strategy when they're getting ready to teach the unit. For example in this particular one they are working on a smart goal dealing with cells, plants in terms of fifth grade. And if you look at that, every single teacher here brought a particular strategy. Whether it's the play-doh planning animal cells, onion specimen microscope activity, whether it's a PowerPoint presentation on vertebrates and cells. Whether it's a discovery streaming video, everyone is responsible for bringing a strategy. The teams fill this out for each unit, it's emailed at the end of the day after the planning period by the grade level chairs to all of the teachers providing services to all students.

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Mr. Mitchell: So if you are a [Estal, a Sped ?] specialist you have a direct copy of what was done throughout the course of the day on this unit. The next component then comes after we finish with the unit, and that is that what we call the daily reflection form. And the daily reflection form really is an extension of the team planning unit. So the same smart goal they created in the top they have to answer the question did our team accomplish our smart goal? And if not why not? So they list the class average, they list their pass rate, and then they have to list what accounted for the results on the assessment. So for example if a question most of the kids got it wrong they're supposed to be responsible for identifying that and try to figure out what was wrong with that particular question. Then they have to write what instructional strategies worked, or were the most effective, or least successful for each particular subgroup.

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Mr. Mitchell: So for example we look [Esaw ?] students, what worked what didn't work. We look at our [Sped ?] students, what worked what didn't work? We look at our African American students, our gifted students, what worked what didn't work? And at the end of the day the teachers are required to list on the data reflection form the children who actually did not meet the benchmark, and then what will be the next step. So if I have five or six or eight kids fail that particular assessment what am I doing in my classroom to remedy those children? They have to write a plan and list the activities and the timeline as to when they're going to do that, and then eventually for the gifted students or the kids who actually met the benchmark what are we gonna do to actually enrich those particular students who actually met the benchmark. This is where it starts for us as a school in terms of this whole daily discussion, and then RTI process and school improvement.

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Mr. Mitchell: So anyway, for me in my building everything is what I call systems and processes. You know, administratively I need to know what's going on in the classroom, so I have my teachers fill out what we call a year long template. And on the year long template, you know, it contains several things. It contains [DRA levels ?], word study, it contains Pals information, Aimesweb information, writing prompt, and what we do is really that's a way for me to see whether or not a particular student is meeting the objectives. If they're making progress throughout the course of the school year, and if you look across you will see that, you know, for the children who consistently scored in the red that's a concern. For the classroom the teachers have a way of really tracking the data based on children's reading progress.

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Mr. Mitchell: For that we utilize what we call a progress, what we call the [Jan Richardson ?] progress monitoring tool, and that deals with the [DRA ?] for guided reading activities. The teachers track the kid's progress for one month, it's color coded, so I could look at the child. Look to see how they did in September, compared to October-November, and where we are in the current month, which is January. That's really critical for us as a school because it gives us an opportunity to see progress over the course of time. So if I see a child really struggling and staying at the same [DRA ?] level then that brings us to our RTI model where we discuss, you know, each particular student how they are doing, and what are we gonna put in place, what research based programs we're gonna put in place? And for that is a complete system for us as a school, in a little while I'll just show you how that works for us. So to go back to the beginning.

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Mr. Mitchell: We have the teacher systems, we have the administrative systems, so how does that fit into the whole RTI, MTSS, and school improvement process? When we talk about school improvement a lot of misconceptions, or a lot of mistakes I think we do sometimes is we try to categorize school improvement as one particular process. We categorize RTI as one particular process. We categorize, you know, especially in our county, you know, what we call the school vision, school improvement plan in one process. So we have all these processes in place, so for me it becomes one. It's the whole umbrella, so what we do is the school improvement process come in two phases. The first phase is what I call the management side of it, and as a principal my job is to make sure that I manage the Indistar and the school improvement process along with my assistant principal. That is, that is making sure with my leadership team we assess the indicators.

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Mr. Mitchell: You know, that is pulling the data on a monthly basis, that is making sure that my assistant principal she's responsible for taking and inputting the meeting notes

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on Indistar. That is really a management tool that really aligns your systems so that you can have one central way of providing information to your team, your community, your students, your staff. Now the other flip side of school improvement is what I call the instructional side, and on the instructional side that's where we kind of really go ahead and intertwine that with what we call the MTSS, RTI process. It shouldn't be any different. The management piece is one side, instructionally school improvement, RTI, PLCs, data reflection, Baldrige, all of those tools that are out there should come under one umbrella. And that is what are you doing for the kids who are struggling?

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Mr. Mitchell: That's RTI, that's MTSS, that is Baldrige, it's no different. So the question is what are you doing as a principal with your teams, with your community? And at my school this is what it looks like, so on the second chart we're going to look at specifically, you know, how I manage the whole RTI process. This is new for us this year, I added a new layer. We know as per the state guidelines if a child failed Pals in grades one, two, three, K, we have to write an intervention plan for them. What I did with the MTSS process is we've said if ever, if a child falls in a tier two, tier three, you know, in a tier two or tier three we as a school have to write an intervention plan. See it doesn't matter about PALS, if you're tier two, tier three we have an intervention plan in place, and this is what it's gonna look like. I send a letter home to parents in English and Spanish.

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Mr. Mitchell: And basically the letter talks about this year we're implementing, you know, this RTI process. It talks about how we are gonna go ahead and we're going to you know, communicate to the parents so that they know hey, my child has an intervention plan. Here is what it is, here is the letter it's in English, could we also have it in Spanish? So for our non-, you know, for our ELL students where English is not the first language of the home the parents can see what's going on. We also then write on a monthly basis, we meet together as a team. That includes all grade level PLC teams, that includes all specialists, that includes CIS specialists, that includes LD specialists, that include [Esaw ?] specialists, that includes the Title One reading and/or math specialist. If you're working in our building you're responsible for being present in this particular room, we call it our data room. On a monthly basis we meet with K, one, two on one day, we meet with grades three, four, five on one day.

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Mr. Mitchell: And our Encore teachers are very gracious what they do for us is they extend the 45 minute Encore to hold the kids for an hour so we can have those monthly meetings. Because to me that's where the rubber hits the road. That's where it happens. So what do we do? We go ahead and we sit down, and we talk about where this kid falls. So in that particular case, I'm going to use this child who is really a tier three

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student. And this particular child here, what we've identified for that child is a plan. And that plan includes daily guided reading instruction in the classroom with practice on high frequency words, and recognition and decoding. That's an area of weakness, we know that because we have the data, the teachers know that from the previous chart. So then what we do then is we've identified the general tier one instruction, it's gotta be top notch. Then what do we do for that tier three instruction? For this particular child he is reading what we call Reading Recovery, and the Reading Recovery is actually being provided by the Reading Recovery teacher.

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Mr. Mitchell: If you go a little bit below, we have another child. Similar process, tier one instruction, they are receiving what we call My sidewalks, a tier two, tier three intervention, and that's being taught by one of our intervention specialists. It could be the CIS teacher, or it could be what we call our PALs remediation teacher. They are trained to provide those services, now on the flip side I'll give you another one. We have a situation where again, the daily guided reading tier one instruction, and then we're looking at what is that child getting, and that child may not need a research based program but we feel they can benefit from a second dip of guided reading. So for example the reading specialist may be pushing into the classroom, you know, to provide that reading instruction. Or in some cases they pull out, now what's unique about this plan is we don't just say hey we're gonna do it. My intervention specialists, or my CIS teacher, her role is to be able to monitor those intervention plans.

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Mr. Mitchell: So on a monthly basis what she does is in the back of the sheet we have where we talk about on a monthly basis, we start with October. All the way to January, October, November, January, and she's responsible for writing the data to show the child's progress. So for example, this child we could see they started an [I-Station ?] of a 92 for October, they increased to a 201, to a 197 to a 193, looking at comprehension. Then if you look at the DRA they started in September with a six, now we are in December and they've been progressed to a 12. So really that's how we look at it, and at the end of the second quarter of the school year, we just had this meeting in this room a week ago, what we do is we meet as a team, classroom teachers, specialists, and what we do is we determine how many of these children here have met their goals.

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Mr. Mitchell: And I can share with you current data, fresh off the press. We started off with approximately about 100 plus kids, you know, on the intervention process with a plan. And I can tell you after our last meeting we have closed 20 percent of the plans that we started with because the children met their goal from September, they started reading not on grade level, but now they are on grade level based on the interventions in place. So therefore we closed the plan, so we don't need to do it. We're still gonna

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continue with the tier one instruction and the tier two instruction, I'm sorry the tier two and tier three research based programs, but if they met the goal we close it. We don't track it, but we keep the instruction in place. So then we inform the parents again, your child was in a plan. Now we're telling you hey they met their goals, so now we're gonna close the plan. Again this letter goes home in English, and also we send the same letter home in Spanish to parents to make sure they know the plan has been closed.

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Mr. Mitchell: For children who continue to make progress we keep those research based programs in place. We continue with tier one, tier two, tier three instruction, and what we do is for children who consistently don't show any growth despite of the fact we have provided tier two, tier three, tier one instruction. My philosophy as a principal, all of my teachers know that is I don't go to the intervention process for special education unless we have put interventions in place for children for at a minimum of one year. If we've monitored the child for a year, and it doesn't work, we then go ahead and maybe recommend a sign up for eligibility if we look at special education services. So this is how our system works. It's very systematic, again it's administratively things that I look for and there are things that teachers look for. Now in this room one of, one of the things I want to show you is in this data room we track as a school, again talk about systems, we track our school as a school, our grade level performance on each assessment.

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Mr. Mitchell: And then we also have what we call our tier definitions, what makes tier one, what makes it tier two, what makes it tier three? And how do you get out of a tier two back to a tier one? How do you get of a tier three back to a tier two or to a tier one? I got to tell you, I'm not gonna take credit for this. This is the work of one of my colleagues, one of my colleagues who presented I think at the last MTAS, MTSS/RTI conference. Cindy Crowe Miller, principal of Dale City really started this work, and what we did was hey we're gonna work smarter not harder. So if indeed she already started this process we decided as a school we're gonna go ahead and pretty much you know, work off the draft that she had and curtail it to our school. So it's been a great tool for us.

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Mr. Mitchell: especially for teachers, and the good news about that is that they are able to see directly hey if I'm in a tier three how do I get out? If I'm in a tier two how do I get out, and it's very systematic, there is no way that you can argue it. Because the kid must meet the goal for both areas, so in a nutshell, you know, that's how our systems work. You know, and, and I certainly hope that at the end of the day, you know, the information shared here can be beneficial to you. But in summary please do not look at school improvement as a separate entity, entity than that of RTI, MTSS, or Baldrige, or School Vision, or whatever programs you have in your school. It should be one thing. You got to differentiate with the management side versus the instructional side, and to

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me all of the key components on the instructional side have to happen or it must happen at the RTI processes in your school.

01:08:00

Ms. Pierce: Okay so, you know, we saw a lot of things in there that they have in place. Tier definition, the intervention plans, they have a continuum of service. They have a variety of things that they can offer kids. So what we're gonna do now, we're gonna have one more explanation of how to run data meetings. The next one is gonna be universal screening, but I think what we're gonna do is take our break first. So after we do universal screening then you're gonna have a, another workshop activity. So should we go ahead and take our break? Fifteen minutes, all right so at exactly 10:05 be read for a really good one. I know.