

**“Winding Down and Moving Up”
Sustaining VTSS Implementation**

Session 1

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Office of Student Services**

“Winding Down and Moving Up”: Sustaining VTSS Implementation

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Welcome

8:30 am – 8:45 am

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

Drawing Up Our Plans for Secondary VTSS
Dr. Mark Shinn
National Louis University

8:45 am – Noon

00:00:00

Dr. Cave: I'm Cindy Cave I'm director of the Office of Student Services, and we're so happy to have all of you here today as we continue on our journey with Virginia Tiered System of Supports. I mean you know that we have been integrating PBIS behavior side with the academic side and moving forward in that area. And we'll be, even now we're planning training round that. So with every step we take I feel like we're blazing new territory, and we've been so happy to have you as partners with us in this journey. Because you make it happen when you go back home, it's our pleasure today to have one of our very favorite people in the whole wide world, Mark Shinn, Dr. Shinn, you all have seen him so many times with us. And he's going to be talking about implementing a tiered system of support at the secondary level. And you all know mark by now, but I need to remind you we know him so well it, you know, we've, we at sometimes when I read his bio again I go oh we're so fortunate to have a leading expert in this area on progress monitoring, curriculum based measurement.

00:01:09

Dr. Cave: He is in Chicago, he is with, let me make sure I get this right. He's a full professor of school psychology and program coordinator at National Louis University, which is in Chicago. Before he came there he was at the University of Oregon, and he was director of the school psychology program. He has participated with experts throughout the nation on publications around RtI, multi-tiered systems of supports, he had just co-edited a new book that we need to check out. This is called interventions for achievement and behavior in a three-tier model. I think this is a book we need to find and, and take a look at. He is, what's interesting to me is if you're in a university environment now your a professor, your advisor becomes so critical to you in terms of your career and where you end up, your job working after you leave the university.

00:02:06

Dr. Cave: And I was, noticed that Mark had put down that his protégées, advisees work in more than 20 states around the country in school districts, universities and other leadership positions. I mean it's very telling when the folks that you have advised and

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work with so long become leaders and are contributing to the field. So we're so lucky to have Mark. Where is he by the way? Oh there he is. I say, please be in here Mark, so, so we'll begin this morning.

Dr. Shinn: Quiet, good morning. Oh geez, it's Tuesday right, good morning. Good morning. Boy this is gonna be like beating a dead horse today isn't it?

00:03:00

Dr. Shinn: Coffee hasn't kicked in enough yet, well if it hasn't kicked in for you it better start kicking in for me pretty soon too. I'm on about my eighth cup, so that means my timer will be working. So we'll be shooting for about an hour fifteen, and we know where the restrooms are down the hall. So thank you for having the opportunity to come back. This is among my favorite places to come because I like the collaboration between all the different parties. It's very rare in the world that I work where you'll have administrators, teachers, various personnel, state department people, if only we had some university people in the room. We don't have any university people in the room do we? No, I don't, darn. Because they're the last people to change right? So if we had all those people then this would really be nirvana, I, we'll be coming back I think in less than two months if anybody happens to be in Charlottesville.

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Dr. Shinn: Charlottesville, god, what am I doing? I'm getting all my, my caffeine definitely hasn't kicked in yet. The Oregon Ducks are playing the University of Virginia, and I'm hoping to participate in that, what I hope will be a debacle. If you follow Oregon football with their flashy colors and different uniforms, when I worked there for 19 years they really weren't very good. And of course as soon as I leave they become pretty decent. I grew up in Minnesota so that means I follow the Minnesota Vikings, well that's not a good choice. Minnesota Twins, definitely not a good choice, basketball they're terrible in pretty much everything, so now the Ducks get good and I'm, I don't work there anymore. But I have a chance to visit Virginia again, bringing the family, and if anybody happens to be at the game and I see you, you can ask me to buy you a beer somewhere. So it'll be my payback for the things we'll be doing today. We're going to be doing a bunch of things today including taking some data.

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Dr. Shinn: Okay, so that means we're gonna have opportunities to access where you are at in implementation. We're gonna be using some of the poll everywhere software that I used on my last visit, so if you do have a smartphone or some kind of communication device we're gonna try to get some notion about where you are in implementation. The way the day is gonna be structured is I'm gonna be doing some talking, then I'll be giving you some choices to make, some time to talk, some time to plan, that means we need to sort of learn the rules of the game to make my

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expectations clear. So here is the rules of the game. So if I put my hand up this means wrap up your conversations, and get ready to come back to the group as a whole. I’m hoping we’ll have at least eight to ten opportunities to kind of digest and plan. When we have these planning opportunities I’ll have a topic like increasing the quality of our language arts curriculum grades six through nine.

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Dr. Shinn: I’ll want you to sit down and say given some of the things I just talked about what’s your thoughts about this? What do you have in place? What do you need to build? Okay, is this of interest to you, and what might your next steps be? Okay? I’m presuming you’re sitting by team since I see little placards here. It would be nice if at least one person kind of kept track of maybe some of the decisions that you’re making. Because when you’re done here today, and I’m hoping that will be at least one thing that your middle school or high school would like to move forward on, someone will actually keep track of that. And you can actually have an implementation plan. Okay so remember my hand signal. If you have, see this hand going up wrap up the conversations, come back to a group as a whole. Periodically I’m gonna ask some of the tables to kind of report out what some of your conversations were so we can have an opportunity to share. Because what you’re gonna find is in a room like this there is probably at least one table that’s doing at least some of the things that I’m talking about.

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Dr. Shinn: But you may not know about then okay, so we need to make our opportunities for inside the state staff development pretty evident. Okay, so the other rule of the game, if you go back to my old presentations, would be that if you’ve got a question then you can raise your hand. Raise your hand everybody, raise your hand. Say hey Mark that means okay let’s interrupt me and ask some questions. I can do stand and deliver for seven days. I’ve done seven days of stand and deliver, mostly to a prison audience. Which is kind of a captive audience interesting place to work, but I’d much rather make sure that we can address some of the things that you’re interested in doing. We’re gonna cover a ton of information, you have some handouts that go along with my PowerPoint presentation, not every single slide is in the hand outs. Mostly because I try to save paper, okay.

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Dr. Shinn: So they’re not labeled, I know some OCD people say oh you’re on slide 13 and your handouts are only, oh my god don’t worry about it. Life is way too short, I’m also gonna be presenting this topic today from the perspective not just as a staff development person, but from the perspective as a parent. Okay, I have boys, some of you know, I have boys of ever generation. Pretty much I’ve got a 27 year old, I’ve got a soon to be 14 year old, and then I have the product of ten years of a losing, losing argument with my wife and his name is retirement and he’s five. So, we’re having this

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discussion about retirement, and every time I see him I say there goes retirement. So that’s his new name, so that means for me my 27 year old was in high school right? And now for my 14 year old he’s going into high school next fall.

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Dr. Shinn: So that means he’s gonna be in ninth grade, he’s doing a class this summer to kind of get ready. And to me it’s kind of like Groundhog Day. And I’m, so I want to be sharing some of those experiences, what it looks like from the other end, and I hope some of you, I’m guessing some of you have to have kids in middle school and high school right? And I want you to put your parent hat on every once in a while, because every once in a while we think our world is perfect and works really great. And I think for some other people maybe there are some improvements we can still make okay. All right, so we got a lot to do, I think I’ve covered most of my rules of the game. If you do have, remember technology if you are using your smart phones just set it to vibrate, but I do want you to use it and we’ll see where we end up. Okay, so it’s Tuesday right? So you want a school psychology joke? Okay.

[Video - See Dr. Shinn’s PowerPoint presentation]

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Dr. Shinn: That’s my school psychology joke, so don’t take it too seriously. It’s designed to kind of get you into the mood for learning cause I’m gonna lull you to sleep all day. Okay, so what are we gonna do here today? Well you’ve been to some of my presentations, some of the things I’m gonna say are not gonna be new. I hope that that’s actually gonna be kind of a good thing because what we know is that presentation of information, a single time I not a particularly effective strategy for learning. What we need is a little bit of repetitions, or a repetition of what we might call judicious review. So some of the guiding principles would be talking about, some of the concepts that I’ve talked about at middle school/high school, in the past, you’re gonna hear some of those things today. This is the product of seven days of, of training in a prison.

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Dr. Shinn: This was I think 1994, I had a high school art teacher that was mandated to participate in these seven days of training for the California Youth Authority. And she said, I reduced your entire week to a single cartoon. And yes there is more hair there it is darker and I’m considerably thinner but basically these are some of the same messages that I’m gonna be talking about here today. There is a bunch of ideas that we’re gonna have to get into our heads that the things that we do often don’t work necessarily the best for kids. Okay, I’m a teacher. Some of the things I’ll be talking about

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are not intended to be teacher bashing. Here is what I know, nobody taught me how to teach. That should be pretty clear and obvious, even in the first five to seven minutes of my presentation. Nobody taught me how to teach. I went to the University of Minnesota, eww, I have my PhD.

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Dr. Shinn: I know my content therefore I'm thoroughly equipped to teach it, knowing your content and delivering your content are completely different. Anybody have some people that seem to be pretty smart but they couldn't teach worth a lick? That could be you. How do we know that we are not [Mr. Locansguard ?], [Mr. Locansguard ?] was probably the single most worst teacher I ever had. I saw [Mr. Locansgaurd ?] my senior year where I got my first B-, my first C, my first D and by spring quarter I was skipping and it wasn't because I was a senior. That followed one year of [Mr. Ringsro ?] my junior chemistry teacher, probably the best single teacher I ever had in my whole life. I was gonna be a scientist after [Mr. Ringsro ?] and then I got [Mr. Locansguard ?]. What was the difference? The classes were basically two doors down the hall.

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Dr. Shinn: They both taught science. One was memorable, I mean lifelong impression in a positive way. The other one was a memorable impression the wrong way. Probably both of them are, knew their content, but one could deliver it and one couldn't. How do we level the playing field so I could learn some really important things about physics and not start to cringe every time I hear the word almost 40 some years later? That'll be some of the things we're be talking about today. Now.

[Video - See Dr. Shinn's PowerPoint presentation]

Dr. Shinn: For those of you, I will date myself. Yes I'm old. And yes I say some of the same things over and over and over again, but if you'll bare with me I'm also the Black Knight.

[Video - See Dr. Shinn's PowerPoint presentation]

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Dr. Shinn: I'm the Black Knight, I'm invincible. Mostly because one of the things is we need to recognize is from the student perspective we are trying really really really hard but we're not always getting the best results. And when people don't get best results my first hypothesis is we haven't been taught how. Yes getting my PhD from a very reputable school psychology program gave me a lot of knowledge but it didn't provide

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me the kind of tools in my toolbox I needed to be able to deliver it effectively. So what I want to be able to do today is have us take a sort of a blank sheet and say what do we have in place in our middle schools and high schools? And what do we need to be able to build to produce better outcomes. And again remember from the perspective of staff development and from the perspective as a parent, okay. So I can go through this pretty quickly, thanks Cindy. I want to share some of the different kinds of things from our experiences in five years of work in the University of Illinois in our state sponsored project.

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Dr. Shinn: We worked with communities just like you where I had a staff of 55 coaches that were hired from your school districts. And we worked to do this every single day. We had a clientele of probably my goodness probably catchment area maybe three to four million people. I can't even think of how many different school districts. And I want to share some of those success stories and some of those learning experiences. In other words the things that didn't work. Yep I do teach school psychology but that's sort of as an aside. I don't think most school psychologists are using their tools as well as they should to support teachers, kids and parents. And the last thing it need to do is test a kid to figure out what's wrong with them. So if there are any school psychologists in the room I apologize. Yeah, so somebody in the school psychology world thinks I'm okay, cause if you're old enough they give you an award.

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Dr. Shinn: I was in, in the area of evidence-based practices. I do believe that as we think about multi-tiered systems of supports, which I really like, the concept that Virginia is trying to use merging academics and behaviors. These are not separate initiatives. The evidence based practices for academics and behavior go hand in glove. That is the interventions book that's, Cindy referred to, and if anybody buys it I'll give you a dollar. Cause I think what Hill Walker and I make for royalties. Okay, I was at, I do get around every once in a while, 42 states that's not so bad. All right so let me take care of one item of business. I'll do this in I hope less than 30 seconds. Whenever somebody makes a presentation from outside your own school you should ask them to give you a disclosure statement, this is mine. I have commercial interests, in other words people pay me to do stuff. I'm getting paid by the Virginia Department of Ed. to talk here today. That seems pretty obvious.

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Dr. Shinn: But I am a consultant for Pierson Assessment, Pierson sort of owns the world, you know, together with Rupert Murdoch. I swear two places own pretty much everything. I help them with their progress monitoring system and screening called Aimesweb. I, I believe they hire me for a reason. Okay I might know some things about progress monitoring. I do serve as a consultant to the VMath product for Cambium.

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Cambium also is owning the world. They bought [Soparas ?] and Voyager, they had me do their progress monitoring system for VMath. There is a theme there, every year my wife, I get a check from McGraw Hill for their [Jamestown Reading Navigator ?] product. My wife and I go out to dinner, it almost covers the check. And they ask me to help them with their progress monitoring system, there is that theme again. And then I'm a member of the Consortium on Reaching Excellence, okay used to be Consortium on Reading Excellence. I'm on their national advisory board, I've been on the board for I think 14 years, I never asked them how they picked me.

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Dr. Shinn: I do go to their national conference, which to me is the best two days of learning I will have in a year. If you ever want to go to San Francisco at the end of February early march you will learn more about evidence based reading, language arts and behavior in two days from people who are really exceptional. Go there. They give me a stipend not for saying that, but to go to a meeting and help them in their assessment and progress monitoring practices. Okay I'm done with my disclosure. I will name other product names today. Things that in my personal opinion I think aren't too bad, that's a Minnesota way of saying I like them, okay. If I name a name you should know that I'm not making money on that okay. So I'm a really big fan of a middle school high school one year language arts curriculum called Read to Achieve. You'll come back to that, it'll be in your slides.

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Dr. Shinn: I can say that because I don't get a commission. I don't get a thank you note, but in terms of seeing how well designed it is it does a nice job. Okay, if I use a name then know that it doesn't come back and line my pockets and that's important when you're doing staff development. Okay, so we go back to the way we're gonna structure this. This is an oral presentation with some opportunities for discussion, some planning on your part, and some opportunities for feedback in terms of some of the things you're trying to do. That's great, but you know what? Reading is not just a tool for kids. It works great for adults, and so I would encourage you sometime in the next few days sit down with a glass of Virginia wine, which apparently is up and coming. Or a microbrewery, which there are, I don't think there were many local beers there last night it was little disappointing.

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Dr. Shinn: And dive into some of the things, at least one thing that I put together for you for reading. Something aligned with your interest, a general overview. You'll find on my website, I'll show you how to get there in a second. This is something I was asked to put together on secondary implementation of Rtl in the Rtl Answer Book. Okay, the, it's designed in a question and answer format, so you can just cover the questions you might be interested in. And again in a second I'll show you how to access it. Here is how

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you access it, if you haven't been to my website this is a not-for-fee, doesn't cost any money, it's not designed to track any information. I'm not collecting your email and selling it to anybody else. It's designed for your personal use for staff development. You can, you have to navigate on pictures of my family. So there is, there is retirement right there. There is my soon to be 14 year old, so July 24th he's gonna be 14.

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Dr. Shinn: He's three years and three months post diagnosis of type one diabetes, so if there is any family members we can have a little conversation. When anybody talks to me about how difficult it is to monitor progress for kids in terms of like kids in special Ed. I want to tell them to get a real life where you're monitoring progress eight to ten, twelve times a day, and the stakes are actually kind of high. He's a really nice kid, he's the one, that's Dominic. So you will hear some Dominic stories, and you'll see a little thing from his science teacher today. And then somewhere in there, there is my 27 year old who is living in my basement. What do you get if you go to college in terms of a job in today's market? Not much, so he's processing four closed loans for a, a lawyer's, a law firm and, and he's really busy which is not a good sign. So good for him. Okay how do you navigate? See that blue icon, that's the blue icon, that's called downloads for professionals icon.

00:26:00

Dr. Shinn: If you click on that you'll see a folder called presentations and handouts, and go to way down at the bottom, it starts with a V, Virginia Model of Tiered System of Supports. Okay, so it actually looks like this. My apologies for my [back ?] and of course this was working really fast before so it must, okay there we go. So there is all the gang. That's my favorite picture right there, click on here. Okay, so you'll see all these things are alphabetized. You see some of them say academic and instructional interventions. You'll see some names okay Anita Archer. You'll see behavior, common core resources, which is not relevant in Virginia but I think you might have made a good decision. Daniel Willingham oh he kind of teaches in our, in your state right. University of Virginia he's pretty brilliant.

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Dr. Shinn: Let's see I didn't want to click on there, that's Daniel Willingham's file. Let's go all the way down, you can access any and all of these folders for your own personal use okay. Let's go down to presentations and handouts, that right there, click on that folder. Okay now, these are all alphabetized and so we gotta go all the way down to the Vs, you can get into any and all of these folders too. Different places I've been in the last two, three years, and including the former things that I've done in Virginia. So you've gotta find the right one, and that's gonna be this one. Okay, so if you want a copy of the handouts it goes just like that. Click on that and there is what you can access later on. these are called key terms, this is vocabulary. This is the handouts if you want a one

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per page version, a two per page version, a four per page, four per page version and then a list of things called secondary readings and handouts.

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Dr. Shinn: Let's just take a look at this one. You can download it, okay, like that it's really simple. This is my resources, this is what I call my great books and great articles list. So here are some things on big ideas, let me scroll through. This is what I call the physicians desk reference. The books that I believe I need to have if I'm gonna move the dial in terms of middle school/high school. There are some things on there, there are great books. I use them over and over and over and over again. Some stuff my Anita Archer, Doug Carnine, Michael Coin, Karen Harris, Steve Graham, Randy Sprick stuff that is, I can use over and over and over again. Just look at some of the headings here, I'm gonna skip this one. Things on secondary Rtl, a bunch of articles. Things on universal screening and progress monitoring middle school/high school a bunch of articles.

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Dr. Shinn: Reading and content area literacy, a bunch of articles. Vocabulary, eww that's gonna be big today. Mathematics, other academic areas, behavior okay. Wow there is a lot of articles there. Okay, now let me get out of this. Let me go back here, because where can I find these articles? You can find almost all of them if you go in this folder. So when I talk about let's see mathematics most of the articles that are on that list are gonna be found in the folder for you.

00:30:04

Dr. Shinn: So what I've tried to do is make it kind of easy to at least get some resources for you, flag them, and then make them accessible for you for your own personal use. Now don't go out and make photocopies and send them to all, dah, dah, dah, please don't do that. Keep it to your own personal use for you know, that sort of thing, fair use copyright. Okay, so you've got plenty of things to be able to read, and I would argue this forms a very nice staff development plan. You've got a lot of stuff that you can use to help. Okay, pretty easy, So we have all this stuff what are we gonna do with it? Okay I need to collect some data. For those of you that are familiar with your middle school implementation of multi-tiered system of supports, or Virginia Tiered System of Supports of Rtl I need some data.

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Dr. Shinn: And I want you to pull out your cell phone or your website, and I want you to tell me at the middle school level is your implementation deeply entrenched? That means teachers are implementing and administrators are supporting. Or this is a Minnesota term it's called putzing. So what we're doing here is we're, what's more than putzing like we're kind of serious about this. Some of our elements are solidly in place.

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Or you could say well we’re just kind of getting started we’re putzing. We’re kind of doing a little of this and a little of that but nothing kind of serious yet. And then the bottom line is well hey look here is our middle school, wide spread passivity or just downright resistant. Tell me what’s going on in your middle schools.

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Dr. Shinn: This will also give me a baseline because we’re gonna be doing about eight to ten of these polls here today. If you can’t see the numbers they’re also in your handouts. The first time you do this it usually takes about three minutes to get an accurate sample with people that are moderately technologically adept. The next time you do it, it’ll take you typically less than a minute cause you can go right to the same spot and be able to do this pretty efficiently.

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Dr. Shinn: ...Kind of getting the hang of it, I’ll give you about one more minute to get your stuff in. I think we’re starting to see a pattern here. Oops maybe not. Now you can continue voting and we can come back to this, but I want to take a look at this and see what this means. This is what I would predict given this audience. Many of you have been involved with tiered system of supports or Rtl for a number of years, you’ve had access to consultation and coaching.

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Dr. Shinn: So I would expect in a group like this that many of you would be more than putzing. I would be surprised if there were things that were deeply entrenched. We’ll come back to that, and I would expect a few places, a few where there is at the middle school level wide spread passivity if not resistance. Notice as we move up the implementation scale we’ve got more positive perspectives. Okay, now I want to take the exact same scale and now I ask you about your high school implementation. Did some of you already vote? Oh you’re already ahead of the game here huh?

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Dr. Shinn: I got a baseline of about 25 it looks like, so I’m hoping we get similar numbers up here. See our baseline? Do those patterns between middle school/high school look different? Absolutely, when I see high school I’m gonna more commonly see scales, answers down here where they’ll be little things and I’m gonna typically see more of this.

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Dr. Shinn: Not in this scale, but most of the stuff is gonna be down here. Now this is entirely understandable, okay. This is predictable, and of course we need to be able to change this. So what are we gonna do about some of these things? We think about why this difference between middle school and high school, and if you go back and say

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where were we at elementary when did this almost a year ago? Elementary was very much up here, okay. All of that is a function of staff development. Middle school/high school, high school you're a high school science teacher, you go to Rtl training, they're gonna be talking to you about the importance of getting kids off to a healthy start in reading and phonemic awareness and all that other sort of stuff. That doesn't help me one bit. That turns me off on tiered services or Rtl. Almost all the training is targeted towards elementary and hardly any of it is unique to the needs of students and teachers in middle school/high school.

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Dr. Shinn: We've gotta change that in terms of the topic, so what am I gonna do here today? Secondary schools are not as prepared to implement as elementary. Mostly because we've had 15 years of elementary staff development. Hardly anything unique to supporting content area teachers, which is really the name of the game at middle school and high school. Therefore we've gotta sit down and just set our clocks back. If you were going to look at a typical high school in terms of implementation of multi-tiered systems I suggest setting your watch back to what your knowledge and awareness was at the elementary level say in 1998. Take a minute and think about what your heads were, where, if you're even that old.

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Dr. Shinn: Where your heads were in terms of Rtl, Virginia Tiered System of Supports, or MTSS in 1998, was it even on your radar that things were not working so well for some kids? There were things we needed to do, early intervention, data-based decision making, probably not. And I'm gonna say that that's pretty much what it feels like for a high school teacher right now. That means we've got to do some backfilling for information. We've got to target our staff development to some things that teachers and students need, and while they might be similar to elementary they are not the same. Here is what our focus needs to be. Increasing good teaching, good pedagogy, and increasing behavior support in content area classrooms. Whoa, pedagogy and behavior.

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Dr. Shinn: Sound familiar? Sound part of your initiative? Not pedagogy, oh and by the way somebody else does behavior, not behavior and somebody else does good teaching. But a unified system that sees both of these things at critical. And here is the other part that we build our capacity to provide the intensive basic skill interventions that some kids “sadly” still need in middle school and high school. If you're a ninth grade science teacher and your kids can't read the text your job is unbelievably more difficult than it needs to be, doesn't that make you mad? If you're an eleventh grade social studies teacher and your kids can't write a sentence doesn't that make you mad? We need to provide intensive basic skill interventions to those kids who still need it.

00:40:05

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Dr. Shinn: And that has to be not a secondary or tertiary or casual intervention, it's gotta be an intensive one. Our goal will be to deliver it at grade six rather than grade nine. The goal will be to control the things that we can control and we have the kids, and get really serious about it. Now here is the good news, we don't have to wait for somebody to discover something. We know tools and techniques that make a really big difference. Nobody has got to get a Nobel Prize to discover new information about how adolescents learn. Sorry that's not gonna help us much. We just need to implement what we've known for 20 to 30 years. And then be able to put it together to meet the needs of our unique kids because no two middle schools are the same, no two high schools are the same, we need to have what we call a standard process but we need to be able to customize its implementation based on what we have in our building or our district.

00:41:11

Dr. Shinn: Okay, so what are we gonna do about that? Okay so last year Dominic was in eighth grade, and we really like his middle school okay. Went to North Wood, it's actually junior high but most people do middle schools these days, but we really liked his school. We really liked the staff, we really like the way that they communicated, but you know what? He had nine teachers, nine. Okay he's 13 years old he can't even pick out his socks in the morning I swear. He's got nine teachers, and he has three different schedules. An A schedule, a B schedule, and a D schedule, now that information tells me something. My guess is that at one time there was probably a C schedule too.

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Dr. Shinn: So who in their right mind would for adolescents, wacky weird can't find their way out of a paper bag, design a schedule with nine teachers and three different schedules? So here is my little test to see how that system works. Dominic, what day is it tomorrow? I don't know. How can you not know? Well when we get off the bus they put the letter of the day on the door. That's a little too late. Now, there is nothing inherently good or bad with that system except the unintended consequences. There is gonna be a lot of kids who aren't gonna be planful and organized. So if you're gonna build a schedule like that guess what your priority is for staff development? How to teach your teachers to teach the students to be planful and organized? Didn't happen.

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Dr. Shinn: So guess what my son's world looks like? I got a few heroes in the world, and here is a couple of them. Jean Schumaker and Don Deshler, Don Deshler emailed me let's see the day before my handouts were due. And he said, now be sure to talk about the things we're doing in Virginia. And okay I will for sure do that, Don Deshler is one of the nicest guys in the world, and he knows middle school/high schools like nobody else I know. So here is one of my favorite quotes. One of the greatest achievement to student achievement, student growth and achievement is fragmentation. My son's world is

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fragmented into nine different teachers, and three different schedules. He doesn't have any two teachers who do the same thing the same way. Now not every teacher has to do everything like everybody else the same way, but there are probably a few things besides taking attendance that somebody might want to do consistently.

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Dr. Shinn: My son's world is fragmented. His teachers' world is probably much more consistent than the student world. My son's language arts teacher delivers four one and a half hour periods a day, and it's all eighth grade, okay so while one class might be a little ahead one class might be a little bit behind, that person's world is reasonably consistent. I don't say easy but it's much more consistent than the kid. When you have multiple teachers the teachers rarely if ever coordinate what or how they teach. Coordination, if we're gonna do middle school/high school coordination is going to be the key. Coordinate, we do some things the same especially some really important things the same way. Secondary students who struggle with learning do not get the necessary reinforcement of critical skills, strategies and subject area information.

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Dr. Shinn: The two most important to me are going to be for everyone the critical skills and strategies. What are these critical skills and strategies, do we know what they are? Oh you bet, so kids experience disjointed and uncoordinated programs that don't build the stuff so kids get really good at stuff. So when I say Dominic when is that homework due? He has no consistent system that he can say, well I'm gonna look in my assignment calendar, or I can look on my website, which is gonna be different since there are nine teachers, six of them have a website, and they're all whacky, weird and different. Good intentions but not well put together because they don't coordinate, so here is what happens. Because kids worlds are fragment more than they need to be they rarely get the instructional synergy, what a great word, instructional synergy doing some really important things over and over and over again so it becomes automatic.

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Dr. Shinn: Like I'd like my son, he's got a smart phone, I'd like him to use it for something other than YouTube. I'd like him to be able to keep a calendar, not necessarily the same way his mom and dad does, but I'd like him to be able to be planful. When are you gonna do that? When is it due? Dah, dah, dah, dah that would be great. Now, what are these critical skills and strategies? Close reading, deep reading of narrative and informational text with an emphasis on informational text. Close and deep reading, he's gotta be able to do that. Dominic is a voracious reader. He has probably read I don't know how many hundreds of books. He's reading something even at 14 even when he's deeply immersed in this video game culture stuff.

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Dr. Shinn: He still is reading all the time, in fact we have to go in at night and tell him to stop reading and go to bed. But he's a poor reader because he doesn't know how to navigate well. He reads for fun, and when I say that here is what his eighth grade teacher asked him. So Dominic, tell me what's gonna happen next? His response to the teacher was, I don't want to know. And the teacher said what do you mean you don't want to know? And he said, I read so I'm surprised. When you're reading for enjoyment you don't say now well I wonder what's gonna happen next. You don't do that prediction orientation, you're letting the system unfold. That's not the kind of reading he needs to be able to do to work in the world of academics. He's gotta read it differently. He's gotta do something different.

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Dr. Shinn: And he's not been taught how to do that, expansion and use of academic English, academic English is different than conversational English. Conversational English may get you a job at McDonalds. But academic English is what you need to succeed in middle school and high school. And that's gonna be typically vocabulary and language well above the sixth or seventh grade level, and right now academic English acquisition is sort of haphazard. Some kids get it, some kids don't, you're more likely to get it if your parents have some variation of academic English. You're more likely to get it if you are a wide reader. But if your parents don't have academic English and you are not a wide reader it's almost guaranteed that you will have conversational English and struggle in school. Academic English, effective study and organizational skills including note taking.

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Dr. Shinn: What is the note taking strategy that you teach your students to use in your middle school or high school? And do all the teachers know it? Do all the teachers expect it? And do all the teachers reward the use of note taking, like good note taking I really like the way you wrote that down. That's gonna help you later one, this is really important to know. Those are things that we need to make sure the kids are really good at. How about this, effective writing with use of evidence. I just don't want your opinion I want you to tell me why, and how about mathematics understanding? And there is a whole bunch of stuff that goes in here, procedural skill, standard algorithms, knowing how to identify known and unknown information to solve a problem.

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Dr. Shinn: There is a ton of stuff. I want you to think about the kids that you teach, the kids you work with, and here is what I want you to tell me. Some place, I want you to tell me the percent of kids who struggle with at least one of those critical skills or strategies. You can go back and look on your handouts for the list, but what percent of kids, hey in our high school almost all of our kids are cool with that stuff. That would be few. Some of our kids, like 33 percent of our kids struggle with at least one of those three things.

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Many, well it's not, you know, it's about two thirds of our kids or less, okay that's a lot. Most or nearly all. Nine out of ten kids in our building struggle probably with at least one of those areas.

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Dr. Shinn: ...Right around our baseline do we see a pattern? Is this an isolated set of things that some kids, just a few struggle with? I'm gonna look at these data and say pretty much most of our kids are struggling with at least one of these areas. What's our plan if these are really important things for kids to know and do to be successful in school? What's our priority to get these into the kids' repertoire in any way shape or form that we can do this?

00:52:03

Dr. Shinn: If I were your school board and looking at these data, and saying wow pretty much, probably 90 percent of you are saying at least two thirds of your kids struggle with at least one area. It seems like something we might want to fix, wouldn't it? If these are gonna be essential for school success both at middle school and high school. Now one of the things I like about being able to do online polling is it kind of drives some interesting discussion. Because although we might have individual opinions when we look at our collective data it tells us about the magnitude of our concerns. We've got some serious things that we could or should be doing. Now this is not an individual teacher's responsibility. This is our collective community's responsibility. When one person has a concern that's one thing, but when most of us have concerns about something as important as study and organizational skills, and by the way did you know that we're really good at developing new diseases for kids who don't have stuff?

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Dr. Shinn: So what's the new disease we've invented for kids that lack study and organizational skills? Executive functioning, so now we're having kids referred because they lack executive functioning. Wow, in the old days we'd call those study and organizational kills, but you see study and organizational skills are about what we teach kids to do. When you make it a new disease you can always refer them for special Ed. And I'm not joking about that, okay, so we need a plan. Here is the other bottom line, how many of your kids are struggling with at least one content area class? Take all the kids, let's say you're got 2,500 kids at your high school, what percent of those kids are struggling with at least one? And by the way I'm gonna say if you don't know this you need to collect some data on your kids, what percent of your kids are struggling with at least one content area class each term?

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Dr. Shinn: ...That's right around our baseline, I would put the previous slide, and by the way I'll, I'll put all the polling together. It's all anonymous, and I'll send it back so you

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guys can take a look at it. See if you know that a lot of your kids are lacking some critical skills for school success and you know that a lot of your kids are struggling with at least one content area class it says we need to do something.

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Dr. Shinn: We can't wait for something like well let's solve every problem with special education, we need to actually sit down and say what are we doing to address this, proactively and positive? I gotta tell you the next one is even more important. This is, I hope somewhere, oh, think of your own kid. When your child or children were in middle school or high school how many of them had challenges with at least one content area class? Almost ends up being a rhetorical question because if you've had a kid in middle school and high school it's almost always everyone. So my wife is a school principal, she's the district's RtI coach and coordinator including middle school and high school.

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Dr. Shinn: And during the week, our week is really stressful because we're struggling with our son Dominic who is a bright kid. Just seems to have difficulty with at least one course each term, and that one course each term generates tons of all kinds of oh my, and all kinds of wacky and crazy stuff. It's kind of interesting, when you start putting your own demands on your own kid and put on your teacher hat the next day, do you feel different? I do. When it's your own kid then somehow the rules of the game change, and when we start talking about implementing tiered systems of supports I want us to not think about our job as teachers, but think about our own kids and what our own kids need, and if we thought our own kids were the kids we were talking about my guess is we'd probably do things a little differently. Okay so where are we gonna go from here?

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Dr. Shinn: Here is where I want to be able to go. I want to lay out some things, a vision. Not the vision, but when I ask people to sit down and say what would multi-tiered systems look like in your middle school or high school I'm gonna give you a blank piece of paper what would be on that page that would say yes we're doing it, no we're not? What would that page look like? A lot of the times they get a blank page or I might get words like well we need to screen kids. Okay that's pretty vague, but screen for what and how? I want to lay out a vision, mostly to give you something to compare to, okay. And when we talk about this the things I want to talk about will really be emphasizing tier one. How do we improve content area instruction when we've got people who are working really hard but who's teacher education programs has probably not prepared them very well?

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Dr. Shinn: Most of the time when I go out for beers with middle school and high school teachers, and we talk about so, where did you learn how to teach? They will say, on the

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job. Not, oh my teacher training program did the best, nobody says that. They will say, I had a really great student teaching supervisor, or my colleagues helped me a bunch, that's where they'll get most of their training. Our teacher Ed. programs do a dreadful job, I mean I taught in teacher Ed. my first class, and I was supposed to be part of this new program at the University of Oregon that were gonna get full professors teaching. And I was gonna do the first class, I signed up for this by the way, and they wanted me to teach future teachers all the dead psychologists.

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Dr. Shinn: And I mean that, and not only dead but dead and disproven, they wanted me to start with Freud. Well dead, disproven, then to go to Erickson, remember this stuff? Dead, disproven, Piaget, dead, disproven and we're gonna take a whole quarter and teach you about all the dead and disproven psychologists, and that's gonna help you teach. So my first day on my job with a BA, eww man I'm in this adolescent, child and adolescent treatment center okay. And I'm supposed to be the teacher aide, this kid walks up to me and says, hi you're new. I heard your name is Mr. Shinn, I said yes that's right. Boom, kicked me right in the shin, I went [Laughing], okay so what did my preparation program teach me? Well let's see I probably shouldn't kick him back, but I don't think I learned that in my program.

01:00:01

Dr. Shinn: What would Piaget do? Crazy, we need to be putting tools in the toolbox for things that nobody has taught us. They're not hard to learn, they don't cost a ton of money, but they make a really big difference. We go back to teacher education, I was 44 years old when I volunteered to do this. And I went out and got myself some staff development as a full professor because I wanted to be teaching 180 freshmen for the first quarter on something important to teaching. So if I'm gonna do that I better get a lot better at my teacher, at my teaching. The tools that some of the things I learned I'm gonna share with you today. At tier two we need to organize more effective and efficient remedial programs, most of our remedial programs tend to be louder or longer. So we'll just do more of a, a children's, or more of adolescent literature, that's not gonna really work very well.

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Dr. Shinn: For tier three which is not special education, but I see them as sort of closely aligned, we cannot serve every kid who is a little crooked in tier three. We've gotta be clearer, stronger focused, I'll give you a perspective to reflect on. But the bottom line is this I'm gonna give you some examples of what and how to do it, but I want you to figure some stuff out. You will have some resources, so you can learn more and make some data-based decisions, but you will have some time to assess your interest and establish priorities. So we're gonna do things like what is your core language arts curriculum? Is it

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teacher’s favorite literature, is it a published program, is it a published program plus literature, if it’s literature how heavily weighted is it to non-fiction?

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Dr. Shinn: And I’m gonna ask you to reflect back, do you do a double block every day, at least 80 minutes? If not, why not? What are the barriers if you are doing that, how can you make it better? Assess that interest so you can establish some priorities and make a plan. Now here is the deal, we’ll go through some of these things not with the intent of doing these things Fall of 2013. That’s like a month away, but you do need to start thinking about what can you do in, in 2013-2014, but let’s be sort of more serious about rolling some things out after planning, targeting what we call early adopters, building local capacity, let’s think about more serious putzing fall of 2014. And let’s get really serious about intensive intervention perhaps fall of 2015.

01:03:00

Dr. Shinn: Presuming that you have just a little bit in place right now you might be able to move that faster, but you certainly should not move that more slowly. So listening to the things today, don’t get all freaked out. Okay, there is no way I can do that by, you know, September. And by the way, don’t sit back and say, well I don’t have the power to do that. How many of you are content area teachers? You probably can’t change the building master schedule. But I don’t want you to sit down and say well I can’t change it therefore it’s not important. How many of you are directors of special education? One, two, there are things that you can change without a committee, and some of those things can move more quickly and I’m not saying you know, sort of like dictatorial power is a good thing.

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Dr. Shinn: But yeah it is, you’ll see it one of the, some of the things we don’t vote on because it just makes sense, and one of these things will be school-wide positive behavior. Well our school doesn’t have a lot of office referrals. So? That’s not the sign of needing good school positive behavior support. Because you have bullying, you have harassment, you have all kinds of things that you don’t see. And you also have things like anxiety and depression. You don’t see that until it happens, so a year ago now the high school in my wife’s community, three kids jumped in front of a train not all at the same time. But you don’t jump in front of the metro that’s going at 75 miles per hour or whatever and say that’s a cry for help. That is the end. So you’re gonna have some opportunities to talk about some of these choices that we’ll make.

01:05:02

Dr. Shinn: Pretty close to our break, so let me do this, let me run through fairly quickly the things that we’ll cover the rest of the day. Notice we’ve got some people going up some steps, and these are gonna be my steps. Remember the difference between my

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steps and your steps is this is my opinion, but unless I give you something to reflect back on you're gonna have that blank piece of paper. So if I were being asked, what would be my steps? Don't go backwards, here is what they would be. I need to ensure that my students have sufficient basic skills so they can use these tools to learn. If I'm a middle school person yes I really believe that my kids should come to middle school ready for middle school. But we know that that's not the case for too many kids, and even more there is still more to learn. To do this I need to strengthen in almost everywhere I know, my language arts curriculum grades six through nine.

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Dr. Shinn: In some places that may mean grades six through they're still in school in twelfth grade thank goodness, I need to do that too. Depending upon your community, but at least grades six through nine. I need to clarify who I serve in special education. Because special education is not designed for kids who are failing social studies. Social studies is not a disability category. That means I have a clear picture as to who is and who is not eligible. And I'm gonna suggest it needs to be a clear distinction between kids that have severe basic skill deficits, who need what I call treatment, and kids that need support in content area classes. I need to be able to clarify that or I'm gonna be continuously bogged down.

01:07:00

Dr. Shinn: I need to ensure that if kids get a special education program and for mild disabilities it has an intensive basic skills focus. It is not help with homework, it is not reduced expectations, it is not just accommodations, it's something worth getting, and that's gonna mean some high quality special education IEP goals tied to basic skills and frequent progress monitoring. I need to commit to school wide behavior support, and I don't care if you call it PBS, PBIS, EBS, all the variations out there they're all operating on the same database and they all live in Eugene, Oregon. They do, or they came from Eugene, so George Sugai is at University of Connecticut. I worked with George for how many years at the University of Oregon. Okay, so everybody is coming from the same database, but there is gonna be some things that are especially important and one is gonna be dealing with tardies.

01:08:01

Dr. Shinn: Tardies is unnecessary noise in the system that can be reduced typically 70, 80 or 90 percent with very little investment at all. We need to be able to do that at least in my world, and I need to start building out tier two and tier three behavior support. Because there are gonna be kids at risk that I can actually reach, and there are gonna be some kids that need an intensive behavior support plan that we just don't have the capacity to deliver right now, and we've gotta increase that. I need to build my screening system. I need to be able to screen kids for basic skill deficiencies. I need to be able to do that with all my kids at some point, and I need to be able to do it with some of my

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kids at another point. So that might mean at grade six I am screening everyone, it might mean at grade nine I'm screening individual students when there are concerns. But we're not gonna do it the same way at every grade, kind of like what they do at elementary.

01:09:04

Dr. Shinn: We need to be smarter than that. I need to be able to have frequent progress monitoring for kids with basic skills. So if I've got a kid in seventh grade with a tier two reading invention, 30 to 45 minutes a day I need to monitor that kid's progress probably once a month. And I need to know how to do that, I shouldn't have to invent it, I shouldn't have to spend a lot of money on it, it should be automatic. I need to have that capacity. I need to make a commitment to ongoing staff development for all of my teachers. To do some things that don't cost money, like this. A high quality syllabus in paper and electronic format. When I say electronic format that means if we're going to have a website for each teacher that it looks reasonably consistent. So it's not like my son who has like I said, nine teachers, six websites, one teacher, wow you look at this website.

01:10:06

Dr. Shinn: Right on the first level homework. Another teacher you've gotta drill down like nine levels and it's, as a parent I gave up and I'm highly motivated. It was too confusing. How difficult is it that kids know that oh if I look here I'll be able to find it for every teacher? Here is one, for me a grading system makes my job of teaching a lot easier. But nobody taught me how to build a grading system, nobody. Oh yeah, 60 percent is a D, 70 percent is a C, 80 percent is a B, everybody knows that. But what is a good grading system? What is my capacity to do what we call recoupment? You know what recoupment is right? Recoupment is oops you're way behind you're gonna fail, or you're not gonna get the grade you want, how can you get back on track? See if a grading system doesn't instill hope it could actually instill no hope.

01:11:05

Dr. Shinn: And who's easier to teach a kid with hope or a kid with no hope? I've worked with teachers that have a four-quarter system, if you fail any individual quarter you fail for the year. So a kid fails the first quarter, what's that kid's hope? That kid has no hope. How would you like to teach that kid for three more quarters knowing that that kid has no hope of passing your class, what effort is that kid gonna make? Did anybody sit down and think of the consequences of that as a grading system? No, it wasn't the teacher sitting down saying I'm gonna get tough, it was the fact that they didn't anticipate the unintended consequence of a poor grading system. It doesn't cost money to do this. And your teachers have access to training and coaching in the strategic instruction model, 35 plus years of tools that work to improve student achievement.

01:12:03

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Dr. Shinn: Easy to do, not super complicated, make a big difference. Wow, I want to learn about that. How about this one? Teaching from a big ideas focus? We'll cover each of these topics in detail, but I want us to be able to sit down and do this. I want us to be able to sit down and flesh out some of these topics by the end of the day. I want us to sit down and say oh yeah teaching from a big ideas focus, so when that kid goes home tonight and they're reading that sonnet from Shakespeare they should come to class tomorrow to say, what did that sonnet, sonnet tell us about life? Because reading literature, one of the big ideas of reading literature is reading literature teaches us about the human condition or about life. And if a kid has that as a framework you can't tell me what you read that, how it does, how that doesn't contribute then you haven't done your homework. I need to know strategies to increase engagement.

01:13:00

Dr. Shinn: All of us need to be able to decide do you have problems with engagement with kids in your class? When we cover this I'll give you the little test that I've yet to have people not answer in the predictable manner. How many of you have, have non-engaged kids in their class, pretty much everybody raises their hand. Where do they sit? Back of the room. Who do they sit with? Other non-engaged kids. It's the dance I call it, pretty predictable. Now we get the fourth one, what do you do about it? Oh, see we know that in some classes you're gonna have more engaged kids and less engaged kids. If you're teaching your senior year AP English most, most of those kids are probably gonna be reasonably engaged. But how many of you are eighth grade general math teachers? You're gonna have problems with kids who are not engaged. So how do we solve that problem, what strategies do we use? We need to have a plan.

01:14:00

Dr. Shinn: We get down to the bottom we need to build our tier two and tier three with a basic skills focus grades six through ten. Interventions that are really powerful that we don't make up, things that make a difference, that are proven tools to work, and high quality progress monitoring. And the last part for me given I'm a school psychologist is I'm shifting all my related services to minimum testing and maximum support. You know, if I have a school psychologist taking a kid out of a classroom to ask them why we elect senators, I ask myself that same question every single day. Somehow that's not gonna help me figure out what that kid needs to learn, so my bias is this. I'm gonna assign my school psychologists and my assistant principal, assistant principals almost always have behavior. They don't have a staff to deal with it, so I'm gonna take my school counselors and my school principal and my school psychologist and I'm gonna assign them to the person in charge of discipline.

01:15:00

Dr. Shinn: I now have the capacity to provide school wide behavior support across three tiers, oh my goodness. Now that's my blue print, when we come back from our break, I

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think that's right around the right time yep, when we come back from our break here is what we're gonna do. if this is a model, not our model, but I took all of those ideas and when we come back I'm gonna say, okay now let's see some of these things I want to do as soon as possible. Some of these things I'm gonna roll out in Fall of 2014. By the end of the day I'd sort of like you to be able to start forming your own blueprint, and put some things as to when you think you'd like them to be able to be done. Okay, now if we do that I hope we can have some fun, I hope we can have some good discussion. Remember our table talk rules, we'll collect some data. We'll have opportunity for I hope no more than a ten, fifteen minute presentation, then I'm gonna set aside at least ten, potentially fifteen minutes for you to talk at your table, figure out what your response is, what makes sense, ask questions etc.

01:16:04

Dr. Shinn: Got it? I'm looking forward to today, I hope this has been a pretty good way of springing the discussion, getting it going. We have some data to be able to reflect back on, and remember any time we want we can go back, look at our data and say the Dr. Phil thing, how are things working for us right now? And we'll have an opportunity to do that. Okay, so we have what? Fifteen, so about 10:05, grab some coffee, like a lot of it, and, and get sugarnated, and, and come on back.