

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

**Session 2**

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## “Winding Down and Moving Up”: Sustaining VTSS Implementation

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

8:45 am – Noon

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Dr. Shinn: ...That's pretty good, so thank you for coming back reasonably promptly and watching for the hand signal that's great. So if my expectation is that we watch for the hand signal, wrap up our conversations and get back to work I need to reward that especially frequently in the early stages of acquisition, so here is your non-contingent obscurely related reward. This is Math Facts.

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

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Dr. Shinn: ...All right so thank you for coming back in a prompt manner, okay so we end up, sort of this introduction to try to give you some basis for coming up with a plan, okay? Now there is a lot of things on my list and that would take a long time to get some of those things, all of those things done. But we have to start somewhere, and so the notion is to try to get some general framework of some content. I want to run through the different things that I might put in to get kind of a rational, allow you to talk and reflect on your own priorities.

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Dr. Shinn: And then do things like let's see, so I said my job number one for sure is [Inaudible, 00:04:08] based skills, let's see so they can learn to read or read to learn rather than learn to read. I'm gonna do some planning in Fall of 2014 with the idea of actually doing it fall of 2014. Okay so let's say I need to work on my master schedule. Let's say I need to thinking about what my focus will be in terms of my instructional materials or my strategies I'm gonna be using to increase basic skills reading achievement in grade seven. That's all my planning I'm gonna do this year. I could skip down right here and do things like hey you know what? I need to increase what's called local capacity, see you want to be able to have members of your staff be your ambassadors for improved technology. When I say technology that's teaching strategies. You don't want to be hiring coaches or requiring people from your network to come in and do all the training.

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Dr. Shinn: And so I like to do things like target early adopters. I'm in Boaz, Alabama. Anybody been to Boaz, Alabama it's one of the, you have. And it's hard to find, and if you get lost like I did it's one o'clock in the morning and you're turning down roads you don't want to go down it seems like very very very dark. Okay well I'm doing things on secondary there, and I'm talking about building a better grading system okay. And I'm just doing like 15 minutes on it in the morning, and at lunch one of the science teachers came up and said, would you give me feedback on my grading system. I said what do you mean? You mean the one you're using now? Oh no the one the one I developed after hearing what you had to say. I said, you did that based on 15 minutes of presentation? Yes, it's pretty straight forward you want to give me some feedback? That guy is your early adopter okay, and if I can sit down, and by the way I looked at his stuff and it was like this is really pretty great I might want to tweak this a little bit, oh yeah it's a great idea.

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Dr. Shinn: He's the person I want working with my other teachers to show how easy it is to do. So wow, in my first year I might target my early adopters on things like you know, my first priority would probably be access to the strategic instruction model, and wow we may target the vocabulary linking routine. Because it's a robust strategy that can be used across content areas, some of you are probably doing some of these things right? So that might be my priority, talking to my early adopter this year with the idea of rolling it out to my staff with my internal staff one year from now. But the bottom line today is for you to sit down and say what would be on your list? Okay, and what would be your time frame or set of priorities? Got it? Okay, we can do that and have some fun. I hope we can have a good day. Okay so we got a lot to do. So zip open the top and let's see what we can do.

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Dr. Shinn: The informal discussions, we're already had at least two or three informal discussions, really good okay. Now part of me thinks I'm preaching to the choir here right? Virginia if I would sit down and look at statewide implementation and stuff you know, I started looking where are the places that I go where I can have what I call informed conversations? Like I'm not talking about the need to do stuff, I'm talking about the how do you do. Well I can do this if I go to parts of Illinois, I can do this if I go to a good share of the state of Pennsylvania. I can do this if go to most of Ohio, some parts of Iowa, pockets of Minnesota, Colorado more common, and then I could do that with the people I run into in Virginia. This is not a naïve audience, you're struggling with issues of implementation. So let's have those conversations, okay. Now put your hat on, high school.

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Dr. Shinn: I want you to answer this question can this kid navigate simple expository text? This is an eighth grade narrative passage and I want, this is an eleventh grade student. We're gonna listen to her read for a minute, the sound gets better after about five or six seconds.

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

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Dr. Shinn: Middle school at the lake.

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

Dr. Shinn: ...Good enough for eleventh grade? Able to read that eleventh grade physics book taught by [Mr. Logansguard ?] where everything you do you have to teach yourself? Wow I have a question for you, what intervention would a kid like this with these needs get in your high school? Here is your choices, we need some data here, maybe. Okay, an intensive scientifically based, that's what SBR reading program at least an hour a day.

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Dr. Shinn: A reading intervention dependent on what the teacher prefers. Alternative language arts course, content-area tutoring, accommodations or honestly don't know....

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Dr. Shinn: A little bit short of our baseline here, baseline has been about 25, so we'll get a few more.... Huh? Now, that's enough for a pattern. I'm gonna say I'm preaching to the choir and some other people have a ways to go. One of the things that I find fascinating but I know why is that when I do this at a high school level I get a sizeable proportion of people who say that they don't know. That's not what I do, but guess what, you bare the consequences. If you don't know the intervention programs provided in your building how can you change them?

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Dr. Shinn: A single person doesn't have a voice, but if the mathematics department says we've got too many kids who can't navigate print, and it's killing us in terms of our performance you have a stronger voice. We all need to know how our students are getting, or what interventions kids are getting. If you're doing stuff like this it's probably not gonna work. If you're doing stuff like this it's not gonna make a difference. If you're going this that's good for the adults but lousy for kids. Did you know accommodations are seductive, it gives the appearance of doing something but doesn't really change much. Let's give this kid extended time, that's the number one accommodation. If you have extended time to do something you can't do you won't do it.

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Dr. Shinn: If we're gonna intervene my theme will be this, intervene early and intervene powerfully. Again preaching to the choir, this is the good news. This means probably more than half of you are doing the thing that might make the biggest difference. Now my question is if you have to do it at eleventh grade that's one thing. But wouldn't you rather do this at sixth grade? See the older kids get the more difficult it is to give them what they need. Now, let's take a look at my bias. Now remember this is a perspective not the perspective. Okay, so here is my bias. I want an intensive and what I call comprehensive intervention program. Okay, and it's probably gonna be a published program that's gonna include multisyllabic words and word knowledge. And to me this needs to be at least 75 minutes a day. Might this get in the way of graduation requirements?

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Dr. Shinn: Yes, it still doesn't make it wrong. See I'm gonna deliver what the kid needs in the short term because for many of the kids there isn't a long term. This is what I call the dilemma dilemma. We don't give kids what they need because we want them to graduate. If you don't give kids what they need they'll drop out. In our quest to get kids to graduate we increase the odds that they drop out. If a, excuse me, a kid drops out I want a literate drop out. I don't want kids to drop out. Okay, what else would that include? Pretty much everything beyond tier one kids are gonna need additional vocabulary work. Tier two more vocabulary, tier three much more vocabulary.

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Dr. Shinn: Intensive intervention, almost always those kids need additional vocabulary. Almost always if I've got a kid that's discrepant in their achievement they're probably discrepant in their motivation. Which means I need to make my behavior support plan to try hard explicit. I need to have some way of acknowledging that this kid has to get seriously engaged and work hard. And that may mean a behavior support plan. By the way, when I say this this is not a person's responsibility this is an intervention team or community's responsibility. This kid needs what I would call extensive guided reading, and when I say guided reading I don't want you to think about it as a capital G but a small G. This kid need some reading coaching, okay. If you, I like the word coaching more than I do guided reading because of the baggage that comes with guided reading unfortunately.

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Dr. Shinn: But this kid need some coaching with some corrective feedback. This kid needs a wide range of suitable difficulty in terms of materials to read inside and outside of school. If I can't do what's call increase reading volume this kid may become a better reader but is still gonna have problems with understanding because they're still gonna know little about the world around them. And comprehension is not just what's on the

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page, it's what you know about the world. Oh and this kid, I'm gonna monitor their progress with a basic skill progress monitoring tool like oral reading, curriculum based measurement and I want that goal to reduce the gap. This kid would be well below the tenth percentile of even eighth grade students. By the end of this year I want this kid to be reading above an eighth grade standard, and I can do that. Kid will still struggle with content area classes, but those are kids that I can support.

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Dr. Shinn: That's what I would do with this kid. Now if we have more time we'd talk about what you would do but we've got a reasonable baseline, preaching to the choir. Now here is what I would like to be able to do, I'd like to do this with a delivery process that goes something like this. Let's say this is a move-in kid, kid has been her about a week. His science teacher, social studies teacher say eww I'm really concerned about this kid they seem not to have very good reading skills. I'd like a screening process conducted by a trained person, taking less than 20 minutes with a meeting that takes less than an hour that can be delivered within a week of the screening. That's the system I want to be able to build. To be able to collect a little bit of data, to make a timely decision, to provide an intervention without eating up massive amounts of time. Most of your high school staff is gonna sit down and say well I'd go for that, would I ask the high school science teacher to do this screening?

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Dr. Shinn: No, that's crazy. Why would I put that already on top of the job of a high school teacher? Taking less than 20 minutes, wow I can screen this kid probably in less than ten. It shouldn't take long to sit down and say, okay this kid really needs to fit into our double block intervention period. That's scheduled between here and here, we need to rearrange is schedule. I should be able to do that reasonably quickly. That's what I'd like to do. Oh by the way I would like that intervention delivered by a special Ed. person. Is this kid a special education student that's eligible? Don't think so because this kid has not probably had appropriate instruction. The kid is discrepant, but what is their rate of progress provided intensive intervention? To me this might be a good candidate for tier three. Me, my bias is I like to staff my tier three interventions with special Ed. personnel. Most of the kids already have an IEP, but it's a general education intervention.

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Dr. Shinn: Remember? Special education is not a room number, it's not a place, it's a set of services that are specially designed. This kid doesn't need specially designed services, at least not yet. But they do need an intensive intervention. Now let's take middle school, this is Randy. Randy is being asked to write a short essay on perspective taking. If you really want to see where all of the language arts fit together have kids write. Cause you can run but you cannot hide, so here is this essay on perspective taking. Some of you have seen this before. Perspective is I want Randy to write a short

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essay about what it would be like if he were the teacher of the class for the day. Okay, for those of you that have not navigated poor writing, some of you would be very good at it in the room, but let me read it to you.

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Dr. Shinn: This is, so from Randy’s perspective if he were the teacher of the day there, it’s the wrong there, would, wrong would, be a lot of parties. No work, games, I don’t know about TV but free time all the time. We would have a lot fun. Midwestern kid so we call it pop, candy, anything you want it would be like Neverland. Okay, if Randy were in your middle school what intervention would Randy receive? Tell me what would happen to an eighth grade student like Randy. The perspective is gonna be pretty similar, an intensive scientifically based writing program at least an hour a day, writing intervention depending upon the teacher, alternative language arts, content area tutoring, accommodations, honestly don’t know.

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Dr. Shinn: ...Right around our baseline it’s a very different picture isn’t it? Very different picture. Again preaching to the choir I would predict that unlike many places I’ve worked many of you are delivering appropriately intensive interventions with a, with a basic skills focus. I mean that’s why you’re involved in a project like this. But we still have a bunch of things that are probably not gonna make a really big difference here. Writing I would expect to be much less developed than reading. But I strongly encourage a language arts focus okay, that means reading, spelling, writing. Because reading and spelling coordinated, that in and of itself produces a little bit better writers. But as you get into middle school and high school here is what happens. The expectations to communicate what you know are almost exclusively in writing. You’re being assessed in mathematics on your extended response.

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Dr. Shinn: So while the kid may know some things about math if they can’t communicate it they’re in trouble. And the real world implications of writing, like filling out that job application at Wal-Mart require kids to communicate in writing as well. So me, my bias is to treat these things as language arts. Now I didn’t include a mathematics example in here, mostly because most people get overwhelmed just with language arts right now. And by the way if people want to focus the same concepts in reading would apply to mathematics okay. But here is what we would like to be able to do, we’d like to create the capacity to provide this. Yes, we can work on some of this, okay, and we’ll come back to content area tutoring, which is not wrong it’s just not right. nothing with helping kids a little bit with their homework, but if you help with homework at the, to the extent of not doing other things in the long term you’re really not helping very much.

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Dr. Shinn: Now, skip over some things because I want to take a broader example. This is ninth grade. This is the predicted level of performance based on a computer delivered reading test. Not bad screener, and what this ninth grade all the kids in a very big ninth grade high school, it tells me that in this ninth grade class I've got 200 and some kids that would be predicted based on this computerized test to be able to navigate post high school or in other words college level text, that's unbelievable. That's pretty great, that's probably more than half of this ninth grade class can navigate college material.

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Dr. Shinn: Unbelievable, in the same ninth grade classroom there is ten kids we predicted to have difficulty navigating first grade level text. Whoa, same high school? Yeah, there are 70 kids, ninth grade, 70 kids that would be predicted to have difficulty navigating fifth grade text, 70 kids. That's not a few that's a lot, these are the kids, anybody below this line would be predicted to have difficulty navigating grade nine. Anybody predicted above this hey that should be relatively straightforward in terms of navigation. These are the kids I would call the serious have-nots. What's our ninth grade program for these students? These are the kids that I have the serious haves, these kids have it in spades. Wow, look at that level of reading proficiency. What could I do with that? These are the have-nots, and these are the haves.

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Dr. Shinn: If this were your ninth grade what would you do? Why don't you tell me if you saw those data, and this is what I think schools do at the school improvement level. They look at their data and they see how they're meeting the needs of their kids, what's their data say and what's their plan? Tell me, is this your school and you're ready to meet them? This isn't our school but if we had data like this we'd be right on the money. This is our school and we're not ready. Or this isn't our school and we wouldn't be ready. Tell me if you thought about your ninth grade incoming class for next year what do they look like? I should have an answer that says I don't know.

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Dr. Shinn: ...Yeah, yeah so the question what's my, what's my belief about inclusion okay? And so inclusion is a philosophy, okay. My philosophy is aligned to what's called a cascade of services, it actually comes out of the late 1960s that obviously the, the desire is to have kids in the least restrictive environment to the greatest degree possible.

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Dr. Shinn: But least restrictive environment to me is defined for me as the environment in which they are successful, okay. I, my bias is I want to know first and foremost what a kid gets, and secondarily where they get it. If where is more important than what I'm gonna say we're misguided. If I'm, so here is my litmus test when I get questions like

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this, cause I get them all the time. What do you think about co-teaching? I'll say this, what do you do when you co-teach? And if I get well you know, co-teach, then I'm gonna say you haven't thought it out well enough. Cause I've seen co-teaching done well and I've seen co-teaching done poorly. But it's what you do not where or how you do it. So if you say, well full inclusion, by full inclusion what we're doing is we're pushing our services into the classroom so that kid is getting that 75-minute reading as part of their language arts block in ninth grade or whatever.

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Dr. Shinn: I'm gonna feel much more comfortable than if you say well you know, full inclusion. So I was the Rtl consultant for Chicago Public Schools for six months. You know, and I think I've told this story before. My wife, probably not so jokingly said, if you don't stop doing this I'm going to leave. She was actually sort of joking, but, but her phrase was they're sucking your soul. Okay, because I would ask questions like Chicago was found out of compliance because of disproportionality. So the way they solved that problem is full inclusion, there are no placements. They were no longer non-compliant, but what services were they providing kids? So I did say so what do you do when you do full inclusion? I would get, you know, full inclusion. I would get the place of the philosophy not what's being done.

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Dr. Shinn: So to me first and foremost I want to know what, then I want to know where and how. If you can't tell me the what I don't even what to go to where or how because I'm gonna suggest that that's not specially designed instruction. It may meet the needs of adults, it might be consistent with philosophy and let me tell you I'm strongly committed to where that kid can be as much as possible with kids who are not kids who are special Ed. eligible. And that's first and foremost it's a big civil rights issue for me, but I don't want to be wedded to my philosophy more than the needs of kids okay. So it's sort of a long answer, but I would use the same strategy to do you like resource rooms. I'd say, well what do you do when you do a pull out model? Well you know, we do a, oh, okay that's irrelevant tell me what you do. Okay push in, pull out, class within a class, co-teaching, full inclusion these are all where or how but don't necessarily tell me what.

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Dr. Shinn: What drives my program okay? So good question, okay so here is this deal, I used this example because one it's real life, and two if we are only thinking about tiered services at the kid by kid level we can't solve the problem. We have to look not only at kid by kid, we have to look at kid, kid, kid. Okay, because if I see all of this I can't do it for this kid. I've got to be thinking bigger. Okay, so when I see stuff and this is not uncommon, this is just sort of an extreme example okay, here is what my bias would be.

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If this is ninth grade, and somebody says so Mark what would you do? I’m gonna say first in this ninth grade I gotta have at least a double block.

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Dr. Shinn: I have to have at least 80 minutes, preferably 90 if I can get it. If I got two 55-minute periods fantastic, I might just do this only at ninth grade. But I’m gonna use my data and I’m gonna select a comprehensive reading program. This will not be just the ninth grade teacher English department’s favorite novels. Not gonna work, cannot be done. Doesn’t mean novels are wrong. I want kids to be reading those too, but if I’m gonna tackle this I’m gonna have to have a comprehensive program. And I’m gonna have to have a scheduled range of reading and language arts options aligned with student needs. Schedule, not one kid at a time, you can’t schedule kids one at a time. And by the way if the kids are already in a schedule you guys know how hard it is to change the schedule.

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Dr. Shinn: So I need to base my planning not in the fall or winter of ninth grade, I’ve got to plan the kids’ schedule at the end of eighth grade at the latest. Wow, in my son’s high school we had a meeting. All of the parents in the high school end of April discussing the language arts options in ninth grade at Highland Park High School. Wow, and they laid out our broad plan goes something like this. Some kids will be in our double period language arts block that covers this. Others of kids, and most of our kids will be in this second language arts block that does that, and a few kids will be in this language arts block that’s integrated with a social studies thing.

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Dr. Shinn: Okay, they explained it. They explained how they were gonna make these decisions, and we knew wow, probably in June which block our kid was gonna be in. And if we wanted to talk about it we could schedule a meeting, we were just fine with it. But it was proactive and planned. Now you can’t see this but this is a high school. it’s done by a colleague of mine I’ve been working with for a long time, a guy named Wayne Calendar. Here is his website, if you want to see this in bigger detail and remember the one per page will also be a little bit bigger on your scale. This is how a high school screens their kids, okay. And then aligns them to scheduled classrooms, and here is the schedule. Let’s take a look at what happens. The farther you go down this way the greater the reading difficult. So some kids are gonna be in a published program called Read to Achieve, I mentioned that earlier.

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Dr. Shinn: [Nancy Martella Marshan’s ?] program, if you’re a pretty good reader you could be a narrative or content okay, it’s divided into two parts. If you are a struggling reader, a little bit more at risk, you could be in Anita Archer’s Rewards. If you’re more

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discrepant you could be in sections E or F of Language!, you’re a more discrepant reader from there you could be in sections C or D of Language!, you’re really a struggling reader, discrepant you could be in Corrective Reading C for those of you familiar with more special education type curriculum. You could go down in this high school and be scheduled into Corrective Reading A, that’s like basically non-readers. It’s built into the schedule and staff are assigned to teach it. If you’re gonna have large-scale issues you’ve gotta have large scale solutions.

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Dr. Shinn: Now for you folks to go from zero to 60 miles an hour by September of 2013 that’s not gonna happen, but if you looked at your ninth grade data what are the range of reading needs you would have to cover? Do you cover them now? What do you have in place? What do you need to build? That’s what part of our talk time will be today on our language arts curriculum. Because here has what’s been our history, one kid at a time. Reactive versus proactive, all right. So, when we begin, so any questions on sort of this overview stuff? Kind of lingering things, things I can backfill a little bit, any apologies I need to make?

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Dr. Shinn: Yes. Absolutely a question on EL, where do they fit I treat English learners like every other student. Are they discrepant? If they’re not discrepant in their reading, language arts or mathematics I don’t need to be worried. If they are discrepant what do they need? Okay, do English learners need more explicit instruction? Yes, do they need more explicit vocabulary? Yes, do they need to learn strategies that make a difference? Absolutely, might some of those students need additional language support to maybe explain more complicated concepts in their native language? Maybe, okay but for kids who are discrepant here is the overarching idea, the needs of the kids are more alike than different.

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Dr. Shinn: Okay, we’ve made it so we have balkanized our services because we think the kids’ needs are so different, and that’s not necessarily true. Okay, and by the way that gets me in trouble with some people in the English learning community. So here is the deal on English or all English learners, we’re learning academic English. Okay, conversational English doesn’t get you very far. Academic English, again we’re all learning that, any other lingering questions? Okay you should never ask a question yes or no that’s not a good way to answer questions. Okay, now how many of you are experiencing pushback? And you’re pushing back but you won’t tell me.

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Dr. Shinn: Okay, so there should be some pushback because there is the tendency to make this feel a little overwhelming. Look, I work at a college, you know, I work at a

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university, can I change the university schedule? No, can I get the changes that I might like to see since we think our, we produce really great teachers at our institution I like pride that’s really great. But I’m not so sure we produce really great teachers. My wife is a school principal, she interviews teachers and she will no longer, and she will no longer hire special Ed. teachers from the place that I work at. Oh, whoa that really bums me out, except for this she says I ask them how you would teach reading. And some of the applicants say well reading is a process that can’t be taught. Would you hire a special education teacher that says reading is a process that can’t be taught when 90 percent of the kids you’re going to be dealing with are kids that can’t read?

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Dr. Shinn: You probably wouldn’t hire them, well can I change that at my own institution? I try but I fail, but I do try. So pushback is understandable, but what we want to do is we want to minimize pushback. And this is where you in ambassadors in coming today, give me 15 minutes because you need to know what it is you’re trying to do. So here is what most of the people I run into, why they’re doing tiered services or especially RtI. They’re doing it because it’s the law. And if you do that this teeny little print in a special education law from 2004, you will not get your best teachers engaged. I don’t do special Ed. look I do advanced English. Look I’m a French teacher, I’m a music teacher, I don’t do this stuff. Don’t involve me.

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Dr. Shinn: So we’ve gotta change this, so again some of these slides I’ve used in previous trainings because they are really important. You need to have a clear message to your staff. So Michael Fullan and others will say what’s your message? What do you want to deliver, and Fullan says it has to have a clear strong moral purpose. So here is my pitch to an eleventh grade social studies teacher. Why should you be interested in this? Because it’s supposed to make your job easier. Most people their first reaction is this is more work because it is portrayed and delivered as more work. Somehow that eleventh grade social studies or science teacher thinks that they’re gonna have to deliver 180 different programs to 180 different kids. That’s not what we’re trying to do. See if your kids can read better your job is easier. If your kids have study and organization skills your job is easier.

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Dr. Shinn: If you have identified the critical vocabulary words that kids need to learn your job is easier. And the purpose of this investment is actually staff development, to make the difficult job of teaching a little bit easier. So what do I mean by that? By providing services in a timely manner the job of teaching gets easier. If you’re in high school and our middle school intervention is delivered and makes a difference your job is easier. We’ve gotta build this notion in terms of how we’re pitching our school improvement stuff to our staff and to our community, no doubt. My bigger purpose of this is I do want

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to get more kids ready for college. So I work with a principal, he's, of course he got promoted out of his high school.

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Dr. Shinn: Darn it, a really good principal, Dr. Charles Johns, Charles Johns it's not on my, it's not on this site but if you want to Google him or his LinkedIn network he does some amazing stuff. So Charles and it took me a while to catch on to what he was trying to do, he built his high school data system around college readiness. He worked in a school that was on the watch list for not making AYP. But his data system for school improvement was not the state test, he had that to deal with, but was the college readiness standards measured by the ACT. And so in eighth grade he knew entry leveled predicted ACT score. Ninth grade he knew how the kids were doing, tenth grade, and goal is aid, but Charles all kids aren't gonna be college ready. And he said, oh I know that but I want to make them more college ready.

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Dr. Shinn: If I've got kids that are predicted to be 14-16 on ACTs and get them to be 18 to 20 that's a big move on the dial. So think about it, being ready for college is not the same as going there, okay. But I want to have this as a goal, I think it's good for our country. And/or I want them to be ready for employment. I've gotta have two issues that are driving what it is I'm trying to do. If I don't communicate making the job easier for teachers by investing in staff development, coaching and training, by investing in a service delivery system that has less meeting, less testing, quicker deliver with the idea of getting kids more ready for college and/or ready for work I should expect serious pushback from my staff. I will still get pushback, okay. That's the nature of change.

00:45:00

Dr. Shinn: But I want to do everything I can to minimize it. Okay, so our, you know, ironically the, the place I work, we decided we're gonna move to a uniform, a more uniform syllabus for all of our classes, okay. Something I've been arguing for, for a really long time. So guess what? Most of the college did. Pushback, you're stifling my creativity as a teacher. My pushback was you missed a couple things. I would probably suggest making, okay so the concept is great. It will be some work for people but overall it'll make the job of our teaching so much easier if we're a little bit more standard. But the pushback is on the little details not the big idea. That's fine. Now if we're gonna intervene we have to take as the overarching feature intervene early and intervene hard. Because I'm gonna go with this notion that we've gotta solve the problem or the gap gets bigger.

00:46:01

Dr. Shinn: If you don't fix it in grade six the gap will be bigger by grade nine, okay. And that means what are you gonna do at grade six? This is why for me in a middle school if

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I can't work on grade six, seven and eight I'm gonna target my intervention changes at grade six and show what can be done. I can't get my whole staff on board, but I can get grade six going because it's really important. Did you know you can prioritize your grades within your building if you feel like you can't get the whole thing done at once? It's okay to do that, but know where. That's why six and nine are really big for me six and nine. If I can't tackle the magnitude of scale six and nine. Okay, and I'm gonna say, eleventh grade is better than drop out, ninth grade is better than eleventh grade, seventh grade is better than ninth, wouldn't you like your elementary schools to get the job done? Everybody pushes the problem down below, but I learned this phrase from I don't know who, I teach the kids I have not the kids I want.

00:47:05

Dr. Shinn: Okay, so no whimpy intervention. Starts with here, how many of you are school principals? I hope it's at least 20 percent of you, how many, do we have any superintendents in the room? What? Four of them? Former oh okay well that's a start. Here is the other part of the problem, any school board members here? Sometimes people wear dual hats. We need to get the right people at the table because here is what we need, when people don't do what we want I'm gonna attribute it to three variable. We don't know what to do, we haven't been provided the leadership to do it, or our staff development is lacking. Pretty much explains almost all the reasons why things don't work.

00:48:02

Dr. Shinn: So here is things, if, yeah so if things don't work it goes like this, we either don't know what to do right? Sometimes we know what to do but we're not expected or lead or rewarded to do it, that's a leadership issue. Sometimes we're, we know what to do, we're expected to do it, but nobody provides us the staff development. That's where a lot of us sort of break down, that staff development which comes from coaching. That's where things often tend to fall apart. I tend to view them in a hierarchy, if we don't know what to do leadership doesn't matter. If you know what to do and you don't have leadership you're gonna get stuck. If you know what to do, have leadership but have no staff development people are gonna get really frustrated cause you're expecting them to do stuff without the kind of training and support they need. Now I'm gonna work like this, at an elementary school if I've got a strong school staff I can work around weak principal leadership.

00:49:01

Dr. Shinn: I can, if you've got a good staff, gets along and by the way I'd really like to have strong principal leadership too, but I can work around it at the elementary level. Middle school, more dicey, at a high school if I don't have two parties that have a shared vision and get along not been successful. It's already hard at a high school, but here is what happens at high school. Special education becomes socially sanctioned

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segregation. It becomes a place where I’m a high school science teacher, I can’t reach this kid, give him to somebody else. Now as a teacher can people appreciate that perspective? I can. I’ve had students that I can’t reach.

00:50:00

Dr. Shinn: You fix em’, now if that becomes okay to do that, that worries me. Because maybe I could if I learned how to do some things. Okay, so I’ve got to have to parties that work together at a high school and navigation can be really difficult. So here is what we’ve gotta be able to do, and I’m gonna spend some time giving you some time to talk about leadership in your building, okay. It’s gonna be our first topic of conversation. But here is the difference I think, I don’t use the word consensus. I would like consensus, but it is misguided to think that everyone will be wanting to do something. It is even more misguided to think that 80 percent of your staff will want to do something before they do it. That’s crazy. It comes from the old days when consultants would go out and say if your staff doesn’t want me I don’t want to consult with you.

00:51:05

Dr. Shinn: But this is not about the consultants this is about what works for kids. I prefer the word commitment, that leadership builds commitment. I don’t ask my staff if they want to do positive behavior support. Cause most people say no we don’t need it. Really? How is that harassment stuff going on? How is that bullying going on? How is that stuff that you don’t see going on? Is it happening in white upper middle class communities? Uh yeah. Is there intimidation, harassment, violence that we don’t see? Absolutely, are kids rude and disrespectful? Absolutely, it’s not something you vote on. It’s good for kids. Consensus comes after implementation in pretty much every major human endeavor.

00:52:01

Dr. Shinn: After we do things we tend to like things, anybody ever like oysters? Have you ever tried one? See, good example, so go down to New Orleans, or actually go out to the coast and have a really good microbrewery beer, try an oyster or two. Here is another one for you, how many of you don’t like scotch? Scotch, ever tried it? First time I tried scotch it was like oh this is gross. Now every once in a while when my son is really thinking nicely of his dad he’ll go out and buy his dad a bottle of scotch. Consensus comes after not before, so here is what part of that is, a visible plan and a timeframe, a visible plan.

00:53:00

Dr. Shinn: So my wife has now been delegated to develop a visible plan for K-12 implementation of multi-tiered services in the district. She’s probably writing it as we’re talking today. It’s gonna be presented to staff with involvement and feedback and discussion as a draft but a visible plan and a timeframe. Giving permission and guiding

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the abandonment process, how many of you have a list of things you're not gonna do next year? How many have a list of things you're not going to do next year? cause part of implementing Virginia Tiered System of Supports is not doing some things anymore. If you constantly add things in will it feel like more work? Yes because it is more work. So what are you not gonna do anymore? You need to allocate resources including shifting personnel.

00:54:02

Dr. Shinn: That's what leadership can do. You need to coordinate your staff development plan. Who is in charge of your district staff development plan? That's a really good question. I was working with a high school in our neighborhood, and not my son's high school, it was about three-four years ago and I said, so let's take a look at your staff development plan for the last three years. And the assistant principal looked at me and said, like how would I know that? I said well how about talking to your staff development coordinator? Do we have one? So if they could not tell me what they've already learned how to do how could I sit down and say what they need to learn how to do? What's your staff development plan? Now a colleague of mine did this, and when she compiled the last three years of staff development she said it was a whole bunch of disconnected contradictory sort of stuff where one person would come in and say to the staff and say you need to do this.

00:55:02

Dr. Shinn: And the other person would come next week and say, you're not gonna do that that's really dumb. Your staff development plan needs to be aligned to your visible plan. Do you have that? When we talk about adjusting the master schedule, have you done that? Only leadership can do that. And then ensuring the work gets done, me, my bias is I like to have a leadership team that meets at least monthly in the first year that includes representatives of my teaching staff, my parent community, and my related services staff to be able to sit down and say we're building this thing to be coordinated. These are the things that are really important. Now principals your job is to take this triangle and flip it.

00:56:04

Dr. Shinn: And unless you're willing to say I've got really good teachers and we're gonna get even better we're not gonna move the dial. If we think that this is just about special education it's not gonna matter. Everything will be pretty much the same. We're gotta shift this thing so we get the triangle and the where we're gonna have our biggest impact set up to be more proactive and coordinated. It can be very important for us. So do we know what to do? Sure, it's not hard. A couple things before we have some talk time here. This one will be this, I want you to look at what we know about improving adolescent literacy in content area classrooms, teeny little print. Here is one of the big items, strong evidence for this making a difference.

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00:57:01

Dr. Shinn: Provide explicit vocabulary instruction, a couple words, explicit, vocabulary, instruction that's actually three. Direct and explicit comprehension strategy instruction, like the music teacher should do this? Yep, PE teacher should do this? Yep, science teacher should do this? Yep, let's just take one. Vocabulary you can't read this very well, this is Dominic's vocabulary instruction for one week. Now here is what I like, eighth grade science teacher, really hard working caring teacher, shows interest in all the kids. Everybody thinks he's a really good teacher and I would say probably, and here is one of the things that I like about him. He knows that vocabulary is important and he spends time identifying the words kids need to know.

00:58:01

Dr. Shinn: Here is one week's worth of words, words that are related to science around elements in families. So element families, so don't get me talking much more about it cause I don't know much about it. So Dominic of course is trying to study on the last quiz he failed it. So now of course mom assigns dad to solve the problem. Anybody been in that situation? So again here is the good news, the teacher has written definitions, so rather than having the kids look the words up, the teachers provided the definitions for these 21 terms that have to do with elements. Okay, there are 441 words in the definition. I know that cause I counted them. I think I counted them accurately cause I counted them twice.

00:59:01

Dr. Shinn: So that must mean it's accurate, okay so for my son to do well he's supposed to what? Memorize 21 words with 441 words in the definition? That seems kind of a heavy load for a, a week if not a career. So he's struggling, and so here is what dad did. What I did is looked at the definitions that the science teacher provided and I found that the person was actually quite consistent in some of the features of the words. What was implicit in those vocabulary words were some examples of what some of the elements were. Every single word had an example of what it included. Some if not most of the words had descriptions of appearance, implicit were the appearance except for one.

01:00:01

Dr. Shinn: Which are echinoid series rare earth, okay and the reason which I had to look up that there were no appearance is because they're invisible at air temperature. But guess what that could have been? Invisible at air temperature. So I found that the person had most of the words with some notion about conductivity, most of the words with reactivity, most of the words with electron but notice how there are gaps? Some of the words with this thing combines with, and some of the words with bonds with. I put it into a table for Dominic. He looked at the table, he looked at the words and he looked at the descriptors and now all of a sudden he could, we could talk about so which ones are

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shiny? We could organize them, we could cluster them around some big ideas. Now why didn't the science teacher do this? Didn't know how.

01:01:00

Dr. Shinn: Did the person not care? Not in the least, this is a very caring teacher. This is a person who didn't know how to organize vocabulary not at the level of words with lots of words, but thinking about what the words have in common or how the words differ. Okay, this is just a pedagogy thing, Dominic got an A on the test. Now, I know nothing about science okay. But I do know some things about maybe I'm trying to read the science teacher's mind. This is better and this is more effective. So when we look at those issues in leadership, here is your first discussion period, I want you to take a look at all those things that leadership does. Build commitment not consensus, allocate resources, meets regularly, managed contingencies, look at that list and I want to give you from 11:10 to at least 11:20.

01:02:02

Dr. Shinn: I want you to tell me of the things I talk about agree, disagree, what's in place for leadership? What needs to be done? Okay, and this is gonna be your framework for each of these little discussion periods, okay. I'll get to the ten minute mark and if you need more time say it. Okay, but I don't want it to be we need more time because we were really talking about what we were gonna do for lunch. Okay, so business oriented if you need more time and we'll see about reporting some of you back, okay. So use this, somebody probably should probably organize some of your thinking in notes. I will circulate if you have individual questions and anybody at the front table could also circulate if you'd like. Okay so go. Talk about those things.

01:03:00

Dr. Shinn: [Tape cuts] Thank you that was really great if only you could rotate to the other tables and be at your own table at the same time. The conversations are fascinating, because what you discover is the barriers are very similar across the table. The perceptions, all the issues are really pretty common. Just, and this is gonna take somebody to be sort of bold, but share some of those conversations. Anybody who would like to tell us some of things that you guys talk about. Anything that anybody in the room could maybe help you with that has come up, let's problem solve?

01:04:00

Dr. Shinn: ...Yeah....

Respondent: Here oh sorry, okay but having a new administrative team might be positive because we can use this as an opportunity to put in or encourage or develop some of these plans that maybe were weaker with the previous administration.

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01:05:09

Dr. Shinn: So do you have, did you have a leadership team that was responsible for your implementation plan?

Respondent: No.

Dr. Shinn: Okay, because if, obviously if you did then you could develop what's called the transition plan for the new leaders. If you didn't have an existing team I would form one really quick. Because and/or raise the question of forming your leadership team with your new people okay. Because this notion about taking inventory is a concept I really like a lot. What's in place? What needs to be built? And how can you as new leaders help us okay? And make those questions, this key phrase I like this word it's called explicit, okay don't let them discover what's on your mind.

01:06:01

Dr. Shinn: Tell them what's on your mind. You know, my wife is the first year of her new superintendent, and she's kind of checking things out with the person. And, and part of the thing that drives me crazy we can't talk about work at home, although I can't help myself and, and she gets frustrated because she doesn't think dah dah dah. And I said but can he read your mind? I keep going back, can he read your mind? Have you shared this? Well he's new on the job, well then you can't complain if you haven't shared what's on your mind. Okay you gotta let the person, give them a chance to know what you're experiencing, what's working, what's not working etc. And if you can be proactive in that effort any group of teachers, positive and constructive part of a team can be, what harm can it do? And you will know sooner versus later the person's style.

01:07:00

Dr. Shinn: Everybody's eyes start going down, not making eye contact. So you know, I'm making two or three errors in teaching right now right. Number one error is I'm relying on what's called free for all, or a volunteer model. Not good, we should actually have popsicle sticks with table numbers or names, but because I'm a trusting professional that's an encouragement or prompt or guilt. The other thing is, is I violated the 22 second rule. Most of us as teachers can tolerate no more than six to eight seconds of silence. And you discover if you can withhold your mouth 20 seconds or more you get higher levels of engagement and more thoughtful deeper kinds of comments or questions.

01:08:08

Dr. Shinn: Maybe that'll guilt you, one or two more comments from your tables and we'll cover our next topic. Yes.

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Respondent 2: --so that gave us some different perspective, one from central office perspective, the commitment of the principal is the biggest determiner I feel in whether or not it goes forward. But then the other comment that I thought was a really good comment cause I was saying, well what more, we're worked as a division to develop expectations and policies and things like that. But seriously what more do they want from us is just if a teacher comes and complains to say this is what we're doing. But that otherwise it's best if the school is handling it and setting it up because each school is different.

01:09:03

Respondent 2: Each area of our county is different, I thought that was a great observation.

Dr. Shinn: Yeah so I do like this phrase, standardize the process customize the implementation. Okay, it's a really good one because you know what? We do, we believe that we should screen all of our kids on entry into ninth grade so we can plan their schedule aligned with their needs. We might do it differently depending upon dah dah dah. Okay, we've got a whole bunch of high need low socioeconomic kids coming into our high school we might do it differently than you know, high upper middle class dah dah dah. But the process is similar, we have a screening process that aligns and schedules kids into their classes based on need okay. One more. Yes.

Respondent 3: Well this may not be very helpful, but it was interesting to find out whether we're a very small school division or a very large school division we're dealing with the same problems.

01:10:07

Respondent 3: And then I think something nice that has come out of something negative is that the week SOL results are being very supportive of our implementation of Rtl.

Dr. Shinn: Yeah think of all of these things regardless of initiative, and this is where I get a little discouraged sometimes. These are all part of school improvement. If you can't link it up to overall school improvement then why are we doing this okay? In Illinois we've got everybody all you know, we're losing interest in Rtl in our state because we've now gone on to the new thing, which is you know, the common core state standards. And so we've got to start all over again right. Well what, why would we start over because there is also in our state common core state standards, aren't these improving pedagogy and behavior support hand in glove, part of multi-tiered services?

01:11:01

Dr. Shinn: Oh we never thought of it that way. Well there is part of the problem. If you don't think about these things as improving pedagogy and behavior support it will always be Groundhog Day. You're gonna wake up and throw out stuff you just did

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yesterday and replace it, it's crazy. What works wins, and good teaching and good behavior support improve students' achievement regardless of what you call it or regardless of how you measure. So good teaching, good behavior support. Wayne was there a little finger going up there? No.

Respondent 4: --connection between pedagogy and behavior, I'm just wondering if you took that slide of the ninth graders, the numbers above on grade level and above, the haves and below the have-nots, we were looking at that academically.

01:12:03

Respondent 4: Would you speculate on whether you would see more behavior difficulties then among the have-nots than among the haves? I'm just trying to make some, some ways of, of making the behavior pedagogy connection more a visual. And it would seem to me that if we did a screening of those kids below the ninth grade academic skill level we would see a higher number of office referrals, or tardys, or office visits to the school nurse. Would that seem like a reasonable hypothesis to you?

Dr. Shinn: Yeah well certainly now as, also as schools have moved toward at the very least reading language arts screening you're also seeing people increasingly doing behavior screening.

01:13:00

Dr. Shinn: Okay, my bias is I really like Hill Walker and, and Herb Severson's Systematic Screening for Behavior Disorders. It's pretty time efficient, it's been validated through middle school in terms of use. There are three parts to it. One is having teachers read a set of descriptors that identify the characteristics of internalizing and externalizing. Those internalizing and externalizing kids teachers complete a rating scale on them. The third part is an observation component that has never been validated to add anything to the first two levels. The teacher's systematic screening of every kid very quickly followed by more intensive rating of those few kids. And I would expect that if, if what we would know would true more of those kids that would labeled low in terms of their reading skills would be co-morbid with externalizing problems.

01:14:02

Dr. Shinn: Okay, and, and why not? I mean look if, if you don't know that levels of engagement and school success are not highly correlated if you're not successful you're likely not engaged. If you're not engaged Randy Sprick has this great phrase kids like adults will do nothing unsuccessfully for more than five minutes without doing something else. Okay, so I'd expect levels of engagement to be much lower for those kids. If they're not engaged guess what? Impulse control and bothering your neighbor, okay or escape and avoidance. All of those things go hand in glove, that's why you're successful, to me your successful implementations of multi-tiered services are not separate academic and behavior. You know, we're trying to play nice in Illinois. I think

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we've made some progress except our, in our state we argue about what to call tier one whether it's tier one or primary. It's like oh good god can you believe that?

01:15:01

Dr. Shinn: Tier two are secondary, tier three are tertiary really? Is that what we have to be, can't we just get along and do a Rodney King moment? You know, have, I don't care what the words are as long as the concepts are the same cause they are. And until we get that battle done we're not gonna be as successful as we could. Okay, the leadership part, principal leadership that's great. Love it, except it's not always there. In our state we did a little survey as part of our state and federal grant. And which programs were the, had the least amount of content knowledge about tiered services? General Ed. teachers, special Ed. teachers, related services personnel or administrative licensure programs? Administrative licensure program has the least amount of knowledge and training in multi-tiered services and supports. Have you done inventory in the state of Virginia the alignment of the expectations for VTSS and your training programs?

01:16:05

Dr. Shinn: In our state we're doing an audit and it's a really good thing. And in fact it's generated some changes that have been very unpopular in some disciplines. Our state is moving out to a licensure program rather than certification. And to get a professional educator license you must have completed course work in scientifically based reading instruction. To get your license as an educator you gotta have at least a little bit of background in reading? Does that mean a music teacher has got to have a little bit of background in reading? What about a school nurse? Yep, do they need the same amount? Nope, but they need some. Some of our school psychology training programs are like freaking out because where are they gonna put reading into their curriculum. I'm going like well you're identifying reading problems, don't you think you might want to know about reading solutions. Unbelievable, so that audit is actually having some impact on our training programs, it's kind of a good thing.

01:17:02

Dr. Shinn: But if our leaders don't know how can they lead? Kind of a problem. Okay, a couple minutes before our lunch I think. So guess what? I'm not gonna let other people off the hook. Special Ed. directors turns out the best boss I ever had, a guy name [Keith Cromer ?], still alive if you can imagine that living in Florida. Director of Special Education Minneapolis, Minneapolis Public School. What a nice quiet guy very strong leader. He seemed to have the knack of picking the right people to do the job and then let them do it. And if you needed is support he'd back you up. Rare person that I can still remember those meetings with him. And you know what? Some things he said you don't vote on. You do them because they're the right thing. And so some of these things have to do around quick fixes that are really important that set the tone.

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01:18:00

Dr. Shinn: Okay, and I'm gonna find two of them where our special education directors must look. They're gonna be our quality of our IEPs and our SLD at the very least identification practices, okay. Because at middle school and high school we have to change the culture that not every problem is a special education problem. Kids don't do their homework, refer them for special Ed. Find something wrong let's make them ADD or something because anybody can be ADD. Here is the way the old system works, and it works to meet the needs of adults. And I get that, that doesn't make it right but I get that. I can't teach this kid in social studies. I can't reach this person. So we refer them, test them, place them, not my problem anymore. That's the old system. I understand that.

01:19:00

Dr. Shinn: But what a kid gets typically will be accommodations, extended time, modified grades, alternative social studies, lowered content, and reduced expectations that doesn't help anybody. Well it does help the adults, but you see if a kid is having problems with social studies I don't see social studies on this list of things that can be broken. I don't see doing your homework as a disability category. I don't see that. Now it might be that this kid is failing social studies because they lack basic reading skill. That part I get, but our assessments are like Woodcock Johnson social studies subtest. But why would we do that? It's unbelievably bizarre, but it works for adults. So here is what I want us to be able to do, we have to decide that we're gonna change how we do business. We need a clearer focus who we serve and who we don't serve.

01:20:05

Dr. Shinn: And until we get there special education will be the enabling system to allow business as usual. Okay, you know what an enabling system is right? Nobody has to change. If I can move a problem that's a lot easier than solving a problem. So what do I mean by that? First I want to collect some data. If you have a kid that's struggling with academics right now almost always in middle school high school it's gonna be under specific learning disabilities. How do you do business right now? You do business with still usability, achievement, discrepancy? Do you use say a dual discrepancy model under Rtl? Do you use some alternative method patterns of strengths and weaknesses? Do you do ability achievement and Rtl? Do you do ability achievement and strengths and weaknesses?

01:21:01

Dr. Shinn: Or you do AOTM or the map? ...I could have included and I don't know.

01:22:00

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Dr. Shinn: ...Fascinating data, getting close to our baseline level and when I look at that data you know what I see? Regardless of our report I'm gonna say your state is all over the map. A decade after passage of IDEA.

01:23:02

Dr. Shinn: All over the map, by the way that's not designed to be a criticism of Virginia. So I just did something for the Oregon Rtl conference, their state grant okay. Most of the people, Oregon is an either or, you can do patterns of strengths and weaknesses or Rtl. The most common method in, from the people on the grand and there were 200 and some people, the most common method was both. It's an either/or state, why would you do both? I, you know, and I'm preaching to the choir. Why would you if have an option of doing one or the other why wouldn't you do one and try to do it well? And I'm gonna argue if you're gonna do one the one way to do it will be with a dual discrepancy in achievement and lack of progress.

01:24:03

Dr. Shinn: But I sure wouldn't do both, why is eligibility important? It's not the single most important thing but it set the tone for change. It says that the old way of doing business, finding a problem and labeling the kid is no longer okay. Okay, and so wow there is two places that are doing Rtl. There is seven places, twelve places that are doing both. That seems awfully inefficient. That's got to be confusing to your staff. You can't be that good at doing two things. You can't, and if you are in a community that has high proportion of low socioeconomic status that's not only inefficient it's really wrong.

01:25:03

Dr. Shinn: And I don't use the words like wrong often in a workshop, but it's really wrong. The law was changed in 2004 for a really good scientific and practical reasons. So if indeed you want to lead, and again preaching to the choir here, where is the leadership to say, to advance the agenda of early intervention and response to high quality instruction we have to have the capacity to measure the achievement discrepancy. We have to have the capacity to measure progress, and we have to have the capacity to know whether something is evidence based. And if you can't do those three things everything will stay exactly the way it's always been. You'll never raise the bar in terms of being able to identify early enough. It'll be based on teacher referral, and teacher referral is a lousy way to do business.

01:26:02

Dr. Shinn: We all know teachers who don't refer and we all know teachers who over refer. And here is the deal if I've got 100, if I've got 100 as an example, 100 sixth graders and I can plan that I need to provide tier two to 15 of those kids I need to provide tier three to ten of those kids I can do my planning in advance. The old referral model means by the end of the year what do we get? It's kind of going out fishing, how

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many fish did we catch this year? I want to know that I need to plan to provide tier services to maybe ten percent of my kids. I can turn that into a math problem. I got 200 sixth graders, how do I provide services to 30? If I know that I need to be able to provide services to kids in my bottom tenth percentile and I got 200 kids how do I provide services to 20? I can make that proactive and schedule it.

01:27:00

Dr. Shinn: And staff it, if I want to have two additional 30 minute intervention periods at my middle school of 10 kids or 5 kids I can sit down and schedule that. The old model of this stuff will mean what you get at the end of the year is after the fact and you can't be proactive and plan. You can't organize your resources and you're gonna spend an awful lot of time and resources looking for things that we don't know exist. It's called looking for love in all the wrong places. I'm looking for love in the achievement discrepancy. The kid's rate of progress given appropriate intensive instruction. Those are the three things that drive my world and until you make them the most important thing in your world versus what a school psychologist might test depending upon which program in your state they went to.

01:28:00

Dr. Shinn: Did you know that, that no two school psychologists agree if they're from different programs? I bet you didn't know that. In Illinois State or you went to National Louis you're gonna have very different ways of doing business. If you go to Southern Illinois and Illinois State your training is gonna be very different. if you go to National Louis and Chicago Professional School your brand is gonna influence your testing practices, your assessment practices more than your knowledge base which is sort of odd given our explicit state criteria. So how do we change some of this stuff? We end this morning like this. Me, this goes back to the smartest guy I ever met in American schools. A guy named [Gary Germin ?], director special education 1982, kind of like a division okay. It's a rural cooperative of I believe eight districts okay, so ranging from kind of middle class to sizeable proportion of Native Americans, includes on of the reservations north of the Twin Cities.

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Dr. Shinn: A guy named [Gary Germin ?], high school special Ed., middle school system was broken mostly because as he said it's a system designed by adults for adults. So Gary said we need to take a step back, and we need to be able to distinguish that kid who is doing poorly in social, social studies, we need to figure out if that kid has a severe basic skill discrepancy. Because if that kid really is struggling with reading that kid needs to learn how to read, and read well as quickly as we can. If that kid has low level basic skills there are a lot of kids with low levels of basic skills. These are the kids that we need to learn how to provide content area support. These are the kids, we want to make this fundamental distinction between the kids that we treat and the kids that we

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support. In our first year of implementation we can make dramatic changes in how we treat students with severe basic skill discrepancies.

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Dr. Shinn: A very simple and solvable problem by shifting our focus, by providing intensive basic skill programs for those kids who are significantly discrepant. Now we'll get, after lunch we'll talk about how do we define significantly discrepant, that'll be very important. This is something that can be done within a year. The longer term problem is how do we support kids that are low performing? Okay, that is a longer term staff development issue. I'm gonna argue that many divisions in Virginia are farther ahead because I would probably say Virginia might be number in the top five of national implementation of things like strategic instruction model.

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Dr. Shinn: Those are some of the strategies that we use to support kids in content area instruction. I at least have informed conversations in this state. I go to places like Oklahoma, which is not that far from Kansas and it's like I'm talking a completely different language. Okay not pick on people from Oklahoma they're really nice. But until we get this thing separated out we're gonna struggle with all the other implementation issues in, in high school. So right before lunch here is how I would do it. My bias, my interpretation okay. Now this is gonna be high school, there are some little nuances for middle school. but we'll talk about this after lunch. We'll come back to it. A kid may be eligible under the category of specific learning disabilities in my world, grades nine through twelve if they are significantly below end of grade seven standard. We'll come back to this, this is called a standards based approach. This is how I'm gonna define the discrepancy.

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Dr. Shinn: Look if a kid has end of grade seven reading skills or better that's a low achieving reader but not a kid who is significantly discrepant okay. A kid who is below an end of grade seven standard, and we'll come back and say is grade seven too high, grade six too low, grade eight too high? These are things that we need to talk about at a level of a division. But I'm gonna say as a place to begin I'm gonna have kid read a seventh grade passage of oral reading. And if a kid is below that standard that kid would be discrepant. Necessary but not sufficient, if a kid is discrepant and not making progress with a goal that reduces the achievement gap the kid is discrepant in their achievement, they're discrepant in their progress. Necessary but not sufficient because that intervention has to be tier three and suitable intensity.

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Dr. Shinn: It can't be a whimpy intervention. It can't be going through the motions. It has to be delivered with fidelity. It can't be somebody saying it, we want to use the

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observation requirement as part of IDEA not to just go in and put in our observational time. But our observation as a purpose to observe the student during instruction to see if the intervention is actually delivered. The proposed special Ed. intervention has a direct instruction basic skill focus that is described in detail that reflects specially designed instruction to meet that student’s unique needs. So I need to know not only what the kid has already had, but I need to know that the kid, if they’re eligible will receive this intervention. I’m not gonna be writing an open ended bland check for special Ed. and that’s not a money issue.

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Dr. Shinn: If a person says they need special education I want to say and what will they get? And if I get that answer, well you know, special Ed. I’m gonna say that’s just like the discussion, or inclusion or class within a class, or co-teaching. That’s the name of the intervention or the place or the philosophy but it is not the what. So for me a kid to be eligible I need to know what they’re gonna get with that special Ed. program. And I need to know that all the other procedural requirements, which are called the determined and exclusion components. And if a kid has discrepant, not making program, appropriate intensive intervention delivered with fidelity, and we can provide a program that’s specially designed and we’ve met the inclusionary/exclusionary components that kid may be eligible under, may be eligible under SLD. Now that is the professional judgment database decision consistent with IDEA.

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Dr. Shinn: Now that’s my bias, and that would mean a kid like that student who read this morning. This is the performance of end of grade seven on oral reading. Measure of general reading achievement, basic skill reading. If this kid is in this green box and different publishers have different colored boxes, if that kid is an average reader or above compared to an end of grade seven standard that kid would not be considered significantly discrepant. The standard is a kid to be proficient has to be in end of grade seven. If they’re above it, at it, they’re not discrepant. If they’re below it they may be eligible. Now is this kid significantly discrepant? Yes this kid is well below the tenth percentile. So here is the kid’s response to an intensive tier three intervention.

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Dr. Shinn: If the kid is improving at or above that rate of improvement that kid is reducing the gap. That kid is becoming more close to that end of grade seven level of proficiency. Notice how the intervention is doing great and then somebody had the really great idea of adding something to it. And it didn’t quite work so well. Now not a lot of data, but still going the wrong direction so they made a change. Now the student is back improving at the rate, now the kid is still below the level of progress, but the rate of improvement is at or above. And I’m gonna say this kid is benefiting from the tier three

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intervention. So although the kid is discrepant the kid is benefiting from tier three, my judgment would be continue the tier three intervention. This kid is not eligible.

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Dr. Shinn: Okay I don't need to address the other components because the kid as not met the second discrepancy. Now this is how I would do it with these caveats. One is I'm using some kind of screening process. My bias with high school students is if I'm doing universal screening, that's screening everyone we'll come back and do this in more detail, I'm gonna use my existing data. I don't want to go out and collect more data because in multi-tiered services I actually want to reduce the amount of testing we do. We collect way too much data on kids, we need to scale it back. I want to ensure that we're using existing data to the greatest degree possible grades ten through twelve above I want to do individual screening. Some type of grade level or department teams with administrative support, triage. So you'll come back to after lunch I'm not a big fan of a kid going from tier one, to tier two, to tier two, to tier three, to tier three to referral.

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Dr. Shinn: I'm a big fan if the kid is significantly discrepant if they're at risk they get tier two. It's called triage it's what hospitals do. Schools make things way too complicated. The clear intent of my multi-tiered service is to provide appropriate intervention not as hoop jumping. So if a kid is getting tier two it's not to figure out who goes to tier three. It's to, because we think tier two makes a difference, and until I can get that as a mindset I don't want to get all bogged down with intervention, with special Ed. eligibility. I want to ensure the process doesn't include wait to fail. Tier one fail, tier two fail, tier three fail now you get the good stuff. That's crazy. Only rarely do kids that receive tier two move to tier three. If you make it so kids fail at tier two to get to tier three your tier two intervention is gonna be weak and whimpy. It'll be business as usual.

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Dr. Shinn: Tier two for kids a little discrepant can make a huge difference if you build them of appropriate intensity. And last you provide intensive basic skill programs and people don't make them up. I got a kid in ninth grade in a tier two intervention, I don't want that teacher to make up their intervention program. I don't want them to take a little bit of this and a little bit of that and put it all together in some unique combination. That's way too inefficient, and you spend more time messing around than you do delivering stuff really good. So my son when he was diagnosed with type one diabetes they gave us a dietician. And the dietician was not designed because with type one it's not a function that you can't eat stuff, it's a function you just need to know how much stuff is in there. My son can eat whatever he wants as long as he's got blood glucose control. We needed to know what blood glucose control was, and we went through a standard treatment program as parents.

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Dr. Shinn: So we had to learn stuff and learn it fast, and the person didn't make it up. We had homework. We had stuff to do. and guess what we got really pretty good at it pretty quick, of course the consequence were kind of serious too so that kind helped. Okay, so I'm gonna come back, we're gonna kind of digest a little bit. We need to kind of get a sense as to where you're at. Special education here is the deal on this multi-tiered services, there is this tendency to make it so general Ed. that special Ed. becomes business as usual. In our state a kid is more likely to get a powerful intervention at tier three than in our special Ed. program. We have made this so much of a general Ed. initiative that I'm gonna argue special Ed. has been left behind. Whether you want to do it or not as a card-carrying member of the Council for Exceptional Children special Ed. leads. I don't need to advertise that, I don't need to promote it but special Ed. leads.

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Dr. Shinn: Because we have a legal and moral obligation to many of our children that a lot of other people don't have, that legal part is kind of a big deal. It's a civil rights issue. So regardless of how we want to pitch multi-tiered special Ed. implicitly if not explicitly leads. It starts by the things that really matter who, who we serve and how we serve them. And then the quality of our IEP goals and progress monitoring. Now that's a lot to digest in a morning, okay. We'll come back and I'll give you some time to talk about this, figure out what's in place, what needs to be built, what questions you have. You've got about an hour for lunch right? so that means shoot back for oh my goodness 1:10. Okay so go eat lunch and maybe someone I can sit at your table and chat about stuff. Especially if you live around where the football game is gonna be.