

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

**Session 5**

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

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Welcome

8:00 am – 8:15 am

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

Problem-Solving Review

8:15 am – 9:00 am

Dr. Richard Bowmaster, VTSS Coach/Consultant

Steve Hale, VTSS Coach/Consultant

Sandy Hart, VTSS Coach/Consultant

Regina Pierce, VTSS Coach/Consultant

00:00:00

Dr. Cave: Yay, one person said good morning. Let me try it again, good morning. Yay, most of the people said good morning. We're happy to get started today. I ask the coaches, I said how would you like me to introduce you, and they said here is a group you've been waiting for. Of course you all know Regina, and you know Sandy and Steve and Rick. And they have planned a day of information and I think good work for you, and a good use of your time. So I, once more I have to express my gratitude to these people. They're lovely people to work with, and they're hard workers and they're passionate, and they are also very knowledgeable. So with that I'm gonna, I don't know who is starting off this morning, all right so let's get going.

00:01:00

Ms. Hart: ...All righty good morning, so today we're gonna have a really good day because you're gonna have something that you always want, and that's a lot of time to work with your teams. But you know how we always start every session, we review what we did last time. And last time we did instruction and problem solving, and our PBIS colleagues did a stellar job of doing problem solving. So it was sort of hard to follow up and review all the excellent stuff they did. So we decided we would fall back on what we always fall back on, you ready? A skit, you ready for the skit? Places, places, that's right. All right so our skit people, Katy and Sophia.

00:02:00

Ms. Hart: All right so this is just a little skit, remember how we did it last time where you have an example and a non-example. So we're gonna start with the non-example of a problem solving meeting. Now remember problem solving meetings are much longer,

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much more you know, in-depth so we're just gonna give you like a little snippet but you'll get the idea. So remember we're starting with the non-example of problem solving. And it's gonna follow up that same student that we did an individual student data team meeting on the last time, it's sort of a follow up from him. He isn't doing well so we have to do a little bit of problem solving on him. All right so I'm the facilitator.

00:03:00

Mr. Hale: I'm counselor.

Ms. Pierce: Special education teacher.

Katy or Sophia: Reading specialist.

Katy or Sophia: Math teacher.

Dr. Bowmaster: Language arts.

Ms. Hart: Okay, all righty so here we go. Okay, let's do some problem solving on Robert. He hasn't shown any growth for the last several times we've looked at him.

Dr. Bowmaster: Well he's made some growth, I mean I wouldn't say he hasn't made any growth.

Katy or Sophia: He doesn't do too badly for me right now, I've moved him down a few bars on the worry list. Angela is actually more of a problem for me.

Mr. Hale: Well he's probably make more progress if he showed up more. Also I've been his check-in/check-out monitor for the past six weeks and he still doesn't keep up with his stuff.

Dr. Bowmaster: That's for sure, does he come to you every day? I'm still not seeing those graphic organizers he's supposed to have.

Mr. Hale: Well he has, but then I kept getting pulled to morning bus duty to fill in for Ms. Roberts because her long term sub can't get her on time.

00:04:07

Dr. Bowmaster: Plus he's been absent a few times. I did have that talk with his parents at parent conference night. He simply doesn't read enough at home and there is nothing I can do to fix that. And he won't be a better reader until he starts to read more.

Ms. Hart: All right so big problem what do you think we should do?

Ms. Pierce: Remind me again what were his interventions?

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Dr. Bowmaster: The reading specialist pulls him for 30 minutes three times a week for comprehension strategies, but she can't be here today.

Ms. Hart: And which strategies in particular?

Dr. Bowmaster: You know, reading strategies.

Ms. Pierce: Does she use those same graphic organizers that you use in the classroom?

Dr. Bowmaster: Well you know, she just works on the reading comprehension strategies.

Ms. Hart: So can we assume that he's had those reading comprehension strategies for a half a year and he's not making progress?

00:05:04

Dr. Bowmaster: You can assume that, he's had those reading comprehension strategies since third grade and he still isn't where he's supposed to be. We've been following him for a long time now.

Ms. Pierce: Well is there anything else we'd like to try?

Katy or Sophia: I don't think there is anything else we can try. The reading specialist can only see kids three times a week, we've been doing check-in/check-out, and we've all tried to keep him as much as we can in the classroom. I talk to him all the time about getting his work done. I've even moved his seat right next to my desk, maybe if I put him at my desk that would make a difference.

Ms. Pierce: Yeah, okay well then I think we just need to go ahead and refer him for testing all agreed?

Mr. Hale: Good idea.

Ms. Pierce: Agreed, all right.

Ms. Hart: Okay so I think we've probably heard some of those things before, while I'm sitting down you can talk.

Dr. Bowmaster: Get the mic they can't hear you.

00:06:01

Ms. Hart: Talk very quickly just for a few minutes at your table about what you just heard, and look at the second one. Think about what Sophia and Carolyn talked a lot about and when they talked about the problem solving that day, what was the climate and

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culture issue that was most alarming at this meeting? So two minutes. [Tape cuts] Everybody set, okay. So here is what a good problem solving meeting might look like, jus ta snippet. All righty let's get started. We're meeting on Robert because we decided that his progress was poor the last time we met on him. Very quickly can we review the data on our data dashboard, is there anything new to add?

Dr. Bowmaster: The DRA level sill remains at 50f, so no change.

Katy or Sophia: I've been tracking his classroom work completion and his baseline was 60% and now it's up to 80% since we last met.

Ms. Pierce: Anything else new?

Mr. Hale: Well he is doing check-in/check-out with me but unfortunately when I looked at the data we've not been as consistent as I thought.

00:07:06

Mr. Hale: We should have met in the morning 22 times over the past month and because of my bus duty responsibilities and sometimes he doesn't come by so it was actually only 13 times.

Ms. Hart: Got it, all right so moving on to problem identification what specifically is the problem?

Katy or Sophia: I would say the problem is that he's about a year and a half below level, and he's remained at that level despite an additional dose of guided reading.

Dr. Bowmaster: Well I know we should only focus on one or two things at a time, so I would also say that probably work completion in the classroom is a problem.

Ms. Pierce: All right how about the discrepancy?

Katy or Sophia: Well he's a 50f and he should be a 60nf.

Katy or Sophia: My students complete 95 percent of their classroom assignments and he completes 80 percent.

Dr. Bowmaster: Wow, he's about 75 percent work completion in my class, and his CBM graph should show a rate of 1.3 of an improvement rate with words read correctly.

00:08:12

Dr. Bowmaster: And his rate of improvement is 68.

Ms. Pierce: Anything else? All right then let's move on to problem analysis, what do we think prevented Robert from making progress?

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Mr. Hale: Well I'm not sure how much it impacted the outcomes, but he can't say that, but we can't say that he received check-in/check-out with fidelity.

Ms. Pierce: Okay so fidelity issue, all right.

Dr. Bowmaster: At first I thought that he just wasn't all that motivated to get his work done either at home or at school, but now I think it's really about him feeling defeated because he just no longer wants to work. He just struggles with reading and he still doesn't want anyone to know that, so he just acts like he doesn't care if he gets his work done.

00:09:02

Katy or Sophia: I agree, when I've had him work more at his level and not [frustrational ?] he's working in a small group with me and he completes all of his work.

Katy or Sophia: I think he doesn't have much support at home.

Ms. Hart: Well that may be but we can try to think about the things we can do here at school, so do you think we need any other data?

Katy or Sophia: Well actually we talked last time about exactly where he was having concerns in reading, so I looked again at his DRA results and gave him another running record, and the data suggests that weak phonics skills and poor automaticity of sight word recognition and the end results is that he doesn't comprehend well because he's doing too much word by word reading. It might be helpful if I did a sight word inventory as well.

Ms. Hart: All right so do you think we're ready to make a plan for him?

Mr. Hale: Okay, I can talk to administration to see if I can work an earlier bus duty, so I can be consistent with his check-in/check-out. I can't say we've ever given it the real chance to work.

00:10:00

Ms. Hart: All right.

Katy or Sophia: I can work with you on some more immediate recognition for the small increments of growth he's made in work completion. We might also consider something like I'm Determined.

Dr. Bowmaster: And I'll do the sight word inventory that should be fairly easy while I'm conference with students.

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Katy or Sophia: True but that won't really solve all of his problems in reading, I'm wondering if he should have something more intensive in decoding or fluency. I could spend more time on repeated readings but maybe we should consider Decoding B.

Dr. Bowmaster: That's a good thought he would also get some fluency words with that, and it would be, it would mean switching him from your group through, are you willing to try that?

Katy or Sophia: Absolutely, we'll just keep progress monitoring and see if that makes any difference for him.

Ms. Hart: All right great, let's complete that action plan. All right....

00:11:00

Ms. Hart: Can you hand me that Steve, so now just talk at your table for one minute, which skit looked more familiar like what might be happening in your school? and also think about what did they have in place that Mark Shinn talked a lot about yesterday in the second skit that they did not have in place in the first skit? Starts with a D. [Tape cuts] Big issue in skit number one, what was the climate and, the climate and culture issue that everybody said we need to be really careful of when the PBIS our colleagues talked to us last time. What was the big issue, what was really the worst part of skit number one, they were all being very what? Negativity, absolutely and we saw a lot of something that starts with an S and what was that?

00:12:00

Ms. Hart: Sarcasm, absolutely, so those were some of things and you know what? Those are the little subtle things that creep in. What did they have in skit number two that Mark Shinn talked about? What? Data, absolutely. They actually had some data, they also had a continuum of services. They had things to do when things weren't working well, and they also had, you can see they had sort of a problem solving process. So this is the one from PBIS. You can see in the middle of the circle it has data, I'm not gonna review that with you. That was tips, they went over that last time. But they had some sort of a flow to the meeting. [Tape cuts] --problem you identify the problem, come up with a reason why it's happening, and then a plan and then you just plain and simple see if it works. All righty, plan for the day. Okay, so as I mentioned we're gonna be doing, have a lot of time to work at our tables. And so make sure what you're gonna do, make sure that you, everybody got the red flash drive because the forms are also electronic.

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Ms. Hart: And there is two things that Mark Shinn gave us in terms of handouts, yeah, and so those are downloaded on there. We were just trying to save a little bit of paper copying. Okay, all right hold up your blueprint. Cause we're gonna be going back to the

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blueprint, the bottom line is at the end of the day your divisions are gonna have a three year plan for sustainability. So hold up the blueprint, okay. Everybody got it? Yeah, Steve gave us a reminder that there is a visual clue, the blueprint is blue. All righty, and we're gonna go through you have your guidebook, we're gonna be going through the eight components and you're gonna be coming up with a three year plan.

00:14:04

Ms. Hart: All right so what we're gonna do is we're gonna do a component, you're gonna have, we'll give a few key points. You're gonna hear a few short presentations, from all of our colleagues. So you know, we always like to share some of the good practice things. We're gonna have a lot of time to look at our data, so you were all asked to bring your data. So an example would be as you're looking at your data you might say well our core instruction was pretty good. But none of our kids moved out of tier two or tier three back into tier one. Once they were in a where they were getting a tiered service they were stuck there. So you may need to say something like well I may need to go back to instruction and see if there was a fidelity issue, that's on your blueprint. I may need to go back to curriculum and see do I really have a continuum of services? or I may need to go back and just see what kinds of things I was doing in terms of team meeting. Maybe we were giving kids stuff but we never met on that, we were just hoping that it worked.

00:15:01

Ms. Hart: And all of those answers would be in your blueprint, so it's problem solving, it's using your blueprints and using your data. All right we're also gonna have a time, everybody always likes to have that moment where we do the fruit basket shuffle where you can network and talk about some things. And we're gonna process a few things from Mark Shinn when we all meet and work for the day. All right so you got the plan for the day. All right so again you need your blueprint, and you're gonna have some forms for each section. We're gonna start with leadership, we're gonna go through that order. So we'll start with leadership and you're gonna work through this little worksheet, you're gonna come up with a three year plan. So you're gonna figure out what's missing on the blueprint that we're not doing? And at the bottom you can see that there are three years there and there is fall, winter, spring and summer. When do you actually plan to do that, cause you know you can't do everything at once. So you're gonna fill that in, now here is the most important part are you with me? It's always so hard to give directions to adults.

00:16:01

Ms. Hart: All right, so most important part, everybody with me? You see there is an exit ticket, all right. While you're working you're also going to be filling out the exit ticket. The doors are gonna be locked at three o'clock, and you don't leave until you've given the exit ticket to Susan Trulove okay. We good? The, okay and the exit ticket is yellow. All right, so again you're gonna be working on a few things simultaneously, but look at what

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you're gonna have at the end of the day. You're gonna have a three year plan, and you're gonna have a few things that you're immediately gonna start with. And so this is gonna be really important in terms of planning PD, for us to plan PD, all of that all right we ready? Everybody ready to start with leadership? Here we go.

00:17:00

Mr. Hale: I'm stepping up here, you know, wow. In the last five years, in the past five years we've really come a long way baby with, when I think about our initial attempts at, with our first cohort of schools to, to develop an initiative such as the Rtl initiative, now the Virginia Tiered System of Supports. Now today we've got an exciting day planned to assist the teams in sustaining the VTSS initiative and to solidify your practices so that you can sustain, and you can move forward. The, the VDOE, our office at VDOE really our, our direction became so much more focused when we as a team worked on these particular benchmarks.

00:18:05

Ms. Hart: And those eight components, and I'm using a strategy here of repetition, repetition, repetition, but those eight components are leadership and you can follow that on your exit ticket. Organization, structure and culture, monitoring student progress, problem solving, curriculum, instruction, family and community partnerships, and evaluation plan. Now I don't want to you know, there is a reason the leadership is first. Not to say that any of the components are more important than the others, but the leadership is a key element in any implementation effort.

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Mr. Hale: Let's talk vision for just a second, because leadership without vision and consistent commitment from your central office or we use synonymously with central office team very often our division team. Some people bring in more people for the, the division team, but they're never gonna sustain a systems change like VTSS or Rtl or the, the myriad things that we can call it if you don't have that consistent vision from your leadership team. That is the, the, the glue that keeps everything moving and keeps us, that binds us. Now, but let's talk about the vision thing for a minute, and you know, we ask people always, I mean you do it in schools, you do it in churches, you do it in clubs, you know, to have a vision.

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Mr. Hale: And a vision statement, and you know, I, you know how that goes. Everybody tries to come up with the best long sentence that you know, has everything in it. And ends with about economy or something. But really a true vision does not have to be that complicated, but it has to be something that's elementally complete and something that everyone agrees upon. It shouldn't be like well why don't you do the vision statement for us and then we'll get that over with. Cause the, it's the same way with, I'm a school

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psychologist and I have a counseling background. It's the same thing you do with like, and I've used this example before, like prenuptial counseling for potential marriage candidates. And I know that I've often said that everybody pretty much has an idea about how a wedding ought to go and how Cancun ought to go.

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Mr. Hale: And then beyond that you know, what's next year supposed to look like in our life? The second year, how about five years from now do we have any idea of what we want in that amount of time? But, also like when I'm a gardener, and people always say, oh I would love for you to come up with a plan, you know, give me, I'd love for you to landscape my, my, my front lawn. That would be the greatest thing, well what do you want? What do you have in mind for this? Well I just want it to look good. Well no you're gonna have to tell me more than that, you know, that's the same way, I feel the same way with this. You know, especially with a landscape plan just like VTSS you're gonna evolve, it's gonna change, it's gonna grow, you're gonna have to probably, you know, make arrangements for how things are gonna grow in the future not what they're gonna look like right today as you put them together.

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Mr. Hale: So I've had in my experience with DOE in working with this initiative I've had the opportunity to work with 11 districts in central and southwest Virginia. And there are all these, all districts have demonstrated some strengths in our eight components. And you know, I like a superintendent told me once when I was trying to get a raise, I think I was talking, I was really pumping myself up. And he looked at me and said, well you know, Steve nobody bats 1,000. So in other words I don't, I know that nobody has ever done I don't think the perfect job of implementation of everything, but everybody has got some strengths as well.

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Mr. Hale: Now with leadership in the VTSS initiative naturally you've got, we have three opportunities to demonstrate leadership and at different levels. Certainly the central office of division, division wide team demonstrates the, the kind of the ultimate leadership. Then your school has to have a leadership team of some sort, and there has to be support for moving forward. And then it goes down to the grade level teams, and grade level teams just as the team that you saw this morning has to have some form of leadership to carry it, you know, there are gonna be people, people will do, emerge as leaders in those, in those situations. Now today I've had the opportunity to be, I don't, I don't even want to say a part exactly.

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Mr. Hale: But I've been a witness of the kinds of things that have gone on in Dickenson County which is in far southwest Virginia, and it is, I think if you will look at this table

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here with this particular team, the Dickenson County team you're gonna frequently in all of our institutes that team has been there, they have been intact, they are here early, they stay late, and they demonstrate to me what the leadership team, the kind of cohesiveness that and that direction and vision needed to really carry this forward. And I've asked that we have from Dickenson County we have Amy Davis who is their Rtl coordinator as well as special Ed. duties, you'll notice too that in our districts that we work not just southwest Virginia it's everywhere.

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Mr. Hale: The medium sized districts have leadership teams that, that people wear a lot of different hats, and maybe it's not just one duty that you have. Now some of our larger divisions we have you know, some very specific duties that, that are carried out, but in our medium and smaller sized divisions there have to be a lot of hats worn. And certainly that's the case in Dickenson. They, and they do have the top-down leadership commitment from their superintendent down through the central office. And I would like for Amy if she could come up and give us a little rundown on the way that, that your team has functioned over the last two years. Okay, oh that's good. That's great. Now that's what I mean okay. Now do you need that?

00:26:02

Ms. Davis: ...This is good.

Ms. Hart: We're the back of the, yes, there you go, the [Rondels. ?]

Ms. Davis: Well a few weeks ago Steve asked us to come and present, and he said you've got to keep it to ten minutes. And I looked at him and I said, are you sure we can do that? So we'll try to keep it to ten minutes and if we get long somebody gives the cut signal or something. But we are from Dickenson County and as Steve said, I'm Amy Davis I'm the Rtl coordinator. You notice from our slide that it says M-TIM, our Multi-Tiered Instructional Model and that's what we call it in Dickenson county, or Rtl, or VTSS.

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Ms. Davis: And this is our central office leadership team or our advisory committee, and I'll introduce everybody. We have our director of instruction Debbie Collie, our special Ed. director Denesha Edwards, our school psychologist Gene Collins, our title one coordinator Deidra Deal, and we have just recently added on our PBIS coordinator from the central office, and he wasn't able to make it today. Now I'm gonna turn it over to Gene and he's gonna go through our communication flowchart to give you an idea of how things work in Dickenson.

Mr. Collins: First of all do we have any other psychologists in the office? Yay, good, good good, it's good to see some other people out there, but I know from surveying the

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counties you know, surrounding Dickerson I’m the only school psychologist that is heavily involved with the Rtl process.

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Mr. Collins: It’s, you know, we’re still just testing much too heavily and doing those things that Mark Shinn said that we should not be doing too much. And we should be investing more of our time with VTSS. I love emails when they come to the central office or within our staff they say to the M-TIM ladies and Gene. So that’s always been a, you know, a little snippet, you know, with our team. First of all you know, we developed this communication flow chart to see how the process works with us, and we start out with our central office advisory committee. And we’re going to talk about the nuts and bolts of that about the meetings and so forth like that a little bit later, so I won’t beat that to death. But then coming on down from that we have our district level planning and implementation team, which includes all of us plus the four elementary principals involved with VTSS.

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Mr. Collins: And, and they represent all of our schools, you know, with the elementary and middle school level. And we also have teacher representatives and parent representatives. Coming down from that and this team meets quarterly, so we have it, you know, set into the division wide calendar and we meet quarterly. Branching from that we have the leadership teams in each school. The principals set that team to include the principal, the assistant principal, the guidance counselor, a language arts teacher, a math teacher, title one, special Ed., and others as they so choose. One very important person on that team is called the M-TIM liaison.

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Mr. Collins: And that is a person that comes back and meets with us monthly, and they bring a lot of input from the school, from the teachers and nuts and bolts of how things are going, a lot of problem solving going on you know, that team with us. And then under that umbrella comes all of the specific teams within the schools. The grade level problem solving team, which is everyone, yeah, in each grade level including the teachers, title one, special Ed., para-pros, the lab people and they look very heavily at the data, especially after every screening and, and forward the, no for the, the meetings. And, and they meet practically ongoing and as needed.

00:31:04

Mr. Collins: We’ve also added the school improvement team cause most of our schools are now in school improvement for reading or math. We’ve also added the behavioral support teams and the child study teams. So within the umbrella of this whole picture within Dickerson County now comes under the Rtl process. So we wanted to centralize, you know, the committees have operating procedures within you know, the things that

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are standardized. But also looking at the total picture of what’s going on within the school, so services are not fragmented any longer so we’re all under the same umbrella.

Ms. Davis: I knew I needed to write down a few notes, I was afraid I’d forget something. One of the biggest things we found especially after going to the first cohort training and you, some of you remember the big snowstorm in Roanoke when we were here.

00:32:07

Ms. Davis: Had to stay an extra night couldn’t get home kind of thing, we felt a really urgency to go ahead and start planning. So as soon as we got back we decided on Mondays at two o’clock, and we meet nearly every Monday at two o’clock. And we usually have a formal agenda, and we go through several things. On occasion we don’t have an agenda but we still get together, and in some instances we have very impromptu meetings. We might get an email with a question, we might be in one of the school and someone pulls to the side and say did you think about this? We’re doing this and I’m not sure this is working. We always tell everyone you’re gonna need to wait just a little bit.

00:33:00

Ms. Davis: We get together, we do everything together. We think it’s better to have five minds thinking than just one. So that’s what we do and we hold tight to that Monday meeting. You can see from the calendar example that we have in that meeting in red we even had during that month we had a district level meeting. And that’s where we pull in all those other people and we do that quarterly.

Ms. Collie: And in the course of those meetings our main responsibility is to guide the process. To create a consistent process across all of our schools, and for us to be aware of that. In our meetings we discuss what’s going on in the schools and how we can do things to improve that process for our teachers and most important for our students. The one thing that you’ll hear throughout all of our discussions on a Monday afternoon, which for some reason I guess it’s because we are all so totally passionate about why this is important for our students.

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Ms. Collie: Nothing is too small for us to, to lock on to, and, and to talk about. And we bring to it all of our different areas of expertise and needs, and, and concerns. And, and knowledge base because it’s important to us to coordinate, that was a big thing we’ve done over the last year or so was coordinate with title one and our schools that are in school improvement. We realized that all of our schools are so small for the most part that that team overlapped, and so what was the point of them meeting multiple times when they had the same purpose really. And that was to do, to improve what was going on in our schools to the best interest of kids. And that’s the thing that we really focus on

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repeatedly in our guiding of the process is we ask ourselves is this something that's in the best interest of our kids?

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Ms. Collie: We aren't doing it unless it's in the best interest of our kids. So that's the guiding thing for everything we do. We examine data, it's one of our after every universal screening we, we're small enough that we literally look at every child's data. And so when we go out into our schools we can sit down with our teacher teams and talk about their kids by name. Because we know what they did on their last PALs screening. Not just what their sum score, not just whether they were ID-ed, but what are we doing about the fact that this kid looks pretty good except that? And we're looking at individual data. When we do our universal screenings for the older students in, in math and we added math last year for the screenings, and we're gonna add it this year for the interventions.

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Ms. Collie: We look at that process and try to decide how we can best support it all the time. Whether it has to do with things that Gene brings to the table, what Denesha brings to the table from special Ed. tables, and, or what it has to do with the school improvement program which is a big part of what Deidra does. So our guiding of the process is more than just sampling it and getting the big picture. We really do use those Monday meetings to get into the nuts and bolts. We surveyed teachers about what they need on, for professional development. And then we plan that. We have, we work together to plan those things. We do your little skit, we, we borrow things from what you all do here and take it back and use it. After one of the meetings we've done we realized we had not articulated a vision. We shared a vision, and it was so evenly shared among us that we didn't need to, we didn't, there was no need for us to state it.

00:37:04

Ms. Collie: But we felt that that was something, you know, we've not done that. So we sat down and, and wrote a vision. And our vision reflects what we believe that every child has dignity, worth and value. And they can and will learn, and that's what we focus on. And that guides us as we guide the process. And it's, and that can't be done without that regular contact among the, this group and then with the others that are part of our process. But that's the biggest thing for us is you don't guide the process if you're not intimately knowledgeable about the process. And that's what we do. Oh yes, we, we also had no money, so we figured out, we, we, we looked at all those forms that we got at one of the sessions and went oh my god they'll never do these they're 20 pages here.

00:38:00

Ms. Collie: So we worked together and created forms that we would use to, that each of, each group uses as they go through their process we, to record data, to track data, to,

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we call it big PM and little PM, progress monitoring on a frequent scale progress monitoring with universal screenings and all that. So we have, we have a, we do everything from scratch yeah. We're, it's like biscuits they're only good when they're from scratch, so but, but we, we are able to use all of what we have as knowledge and experience and skills, and apply it to the process. And, and we're totally committed to that. That's why we're here at all of these things even, but we--

Ms. Davis: And the travel.

Ms. Collie: Yes and there has been a lot of travel so, I'll let Denesha, oh no Deidra is next.

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Ms. Deal: Debbie already talked a little bit about data. Of course data is a very very big part of this whole process. And we have over the last three years asked and in some cases had to beg teachers to let data drive what they're doing. And that was a big change for a lot of teachers. They weren't accustomed to that, and it's getting easier. It's getting better, but what we've tried to do as a leadership team is lead by example. And we try to let data drive what we do. So there is a few ways that we do that, one like Debbie talked about, the school send us their data from their universal screenings, and we go through that. And we use that data to formulate questions when we have meetings out in the schools. As a team we go to the schools and meet with each grade level team at each of the schools, and that takes a tremendous amount of time.

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Ms. Deal: We would love to do that more than once a year, but so far the past two years we've done that once. But it takes a lot of time, but it's very beneficial. It's beneficial to us, it's beneficial to the teachers. And during those meetings we gather more data that we can use. How do we support this better? What trainings do we need to do? What do we need to reteach, what do we need to focus on, what are our next steps? Our next steps depend on what's going on in the schools. And we're not gonna know what's going on in the schools unless we go find out, so that's part of what we do. Another thing that we look at when we're at the school is we actually pool their progress monitoring data and we sit there and we go through it. And that gives the teachers time to ask us questions to clear up anything that they don't understand, any communication barriers that we have. Also we revamp our forms based on teacher requests at times.

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Ms. Deal: Because they're the ones using them not us, so we can get a lot of information about that from them. And we also over the past couple of years have asked our teachers to complete surveys where we ask them very specific questions that help us know what we need to do next, or what we need to do better, how can we support it? So we use all of that information when we design and facilitate our trainings. So that's

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been, been very useful. We try to, as I said, lead by example and, and use their data to move the whole process forward. We try.

Ms. Edwards: Of course just to add on to some of our responsibilities, troubleshooting ad Deidra mentioned when we go out into our buildings and we find an issue then we come back together and we decide okay how can we bet support the issue?

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Ms. Edwards: And we provide whatever materials, we provide instructional strategies, we provide data, we provide whatever is needed for the teachers because as Deidra said it's not important for us to know it's important for the teachers that are actually out there doing the job every day to have all of the resources that they need. So on a continual basis as Gene said the M-TIM ladies and Gene can get emails and we do get email directly from teachers. So when we have an issue we go directly to the issue. If it's a situation that we need to involve the principal we certainly involve the principal along the way. The principal may have an issue, we're just there to support the entire process in any way that we can with the resources that we have. Communicating I think Deb mentioned this early on, we use a lot of acronyms.

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Ms. Edwards: We started with the M-TIM many years ago before VTSS came about. And we decided it was very important for us to keep that in place because that's what we started with. We didn't want to change in mid-stream. We didn't want to take something out and replace it with something else because we were trying to teach the process. And we felt it was very important to keep M-TIM as our guide and our acronym. So we learned early on that we needed to communicate with everyone across the division including our parents. So we developed a brochure as you can see on the side that has some basic information including acronyms, including terms, including a description of the process, progress monitoring, screeners, we included everything in there that we could think of in very simple terms that our parents would not have difficulty following.

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Ms. Edwards: So we put that in a brochure, and we have that ready. We had it printed this summer, we have boxes of brochures now to give out to all of our parents when school starts. So we're trying very diligently to communicate with every party that's involved in our school system. We're left out our school board in the top down process, but they were the initial point of contact. Because without their support in what we're doing it would not go anywhere. Because we needed then to back us up when the teacher started calling, or the principals started calling and saying this is too much work. You know, why are we doing this? We needed them to understand the process. And we needed them to understand why we're doing this. It's not for us, it's not because we

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wanted another job to do because many of us wear multiple hats and if we went down the list of duties that we each have you would wonder how we have time to do M-Tim.

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Ms. Edwards: But we do, we find time, so we communicate and we're trying to do more of that as we move along. And then of course the last thing is serving as quality control. Gene our school psychologist when he goes out and does testing for a child that's referred for special education, he asks the teacher for their M-TIM folders. And we have color-coded folders, notebooks. We have a yellow, we have a green and we have a red folder. And when he goes out he asks for those grade level folders, so when he does his testing he not only does standardized testing but he also looks at the data that's provided in the progress monitoring tools in those folders. And we had a situation that we were talking about yesterday where we had a child that was referred, and the child did not qualify because the child was making tremendous progress in the M-TIM process.

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Ms. Edwards: The classroom teacher was not happy because she wanted that child to qualify, she said the child can't read. Well the child was making progress, and Gene had the evidence. It was showing up in the educational testing as well, so the child did not qualify. So that data is used not only daily in the classroom, but it's used in those types of decisions as well. So as serving as quality control when Gene sees an issue when he's looking at those notebooks during the referral process we see that there is an issue with progress monitoring. We go directly to the teacher how can we help you? Let us, let us show you how to do this because this process was overwhelming to our teachers. When we first started this process, oh my goodness we didn't have a program to share with them we had a process to share with them.

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Ms. Edwards: And when we started doing this it was more work for the teachers, you know, they had to do progress monitoring. They had to do the screeners, they had to keep up with data, they had to do the meetings, and it was just very overwhelming to the teachers. So we tried to provide as much support for them as possible, so when we saw an issue with the process then we went out and we tried to provide support for the teachers so that they, so it would make their job easier. So to make what they were doing flow smoother. Okay, that's all.

Ms. Deal: And just to add to that before we sit down, you knew we couldn't do this in ten minutes. I mean I, there is just no way. But oh sorry, but as, as what she was saying is that we used that information, but once the process is in place it isn't overwhelming. Because it's part of good teaching, and we're beginning to see teachers accept the idea that assessment is not just something you have to do and check off.

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Ms. Deal: It's what you have to do to be, to teach well and we're seeing that not just with the interventions that are part of this process, but in, in the changes it's making in how instruction is differentiated during the core. And that's been a big distinction for us, and that was a big goal for us as well. But I want yeah.

Ms. Edwards: One more thing, sorry, wait just one I have to share. When we decided to add math this year because we already have the process in place because we've taught the process we tried to use the same forms or forms that were similar with our math intervention. And of course we'll do the trainings for our teachers this summer, but adding that component was much easier this year than it would have been three years ago. Because now the teachers know the process. They're familiar with the forms, they're familiar with the terms that we're using, and it's much easier to implement.

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Ms. Edwards: And it's, it's received in a more positive manner at this point because now they realize, or most teachers realize it is good instruction. It's why we do this every day. The other thing that we're adding gradually is behavior. We are again looking at forms that are very similar across the board. This why we've added our PBIS person to our team because behavior is not a secondary item it's an item that's involved every day. Whether it's reading or math or whatever. We just are so small we had a very difficult time supporting and we want to support our teachers. We don't want to just give them something to do and not provide the support. So in adding behavior again it's much easier now because they are familiar with the process.

Ms. Davis: And I hope we've given you a little insight of what our central office group does, and we truly believe because children have dignity, worth and value they all can and will learn.

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Mr. Hale: That's right, and listen you know, very often you know, we naturally at our, and from our perspective we focus with the leadership and central office or division level like this. And you know, we forget sometimes what we're asking teachers to do, and the amount of massive change in their practice. But the great thing about this leadership team is they're not asking those teachers to do anything they wouldn't do, and that they are not asking teachers to do anything that they could not demonstrate through their leadership. And lead by example. That's, that's the key I think here. so I really want to thank you guys for doing that. It's always a pleasure, and I, I have a deep commitment for the kids in southwestern part of our state.

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Mr. Hale: Because I feel that just, believe it or not here in Roanoke you know, there is a big section of our state that territory wise bigger than the rest just about. But the, that our kids in southwest Virginia deserve the same opportunity to have cutting edge and dynamic educational practices as anybody. And, and I think this is a, a excellent demonstration of following the lead with Rtl and VTSS process, and really making it happen in Dickenson County. Thanks.