

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

**Session 7**

**July 16-17, 2013  
Hotel Roanoke and Conference Center  
Roanoke, Virginia  
Sponsored by the  
Virginia Department of Education  
Office of Student Services**

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

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“Winding Down and Moving Up” Workshop  
(continued)

1:00 pm to 3:00 pm

Dr. Richard Bowmaster, VTSS Coach/Consultant

Steve Hale, VTSS Coach/Consultant

Sandy Hart, VTSS Coach/Consultant

Regina Pierce, VTSS Coach/Consultant

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Dr. Bowmaster: We're on the last leg here, so we, we're going to start off with a little video. And we use a lot of videos to get points across because we all like videos and sometimes you can look at something, and look at it for fun. The others you look at it really to learn a lesson from. This particular video you're going to have to use your best reading skills because when the words come up they come up quickly. It's one line but you need to read them quickly, and this is a story that can be related to Rtl. It is a story of two squirrels. You've got an adult squirrel and a baby squirrel, and just watch it and think about what you see as far as Rtl goes.

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

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Dr. Bowmaster: Okay what a great video. What in there applies to Rtl, or PBIS? Never give up.

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Dr. Bowmaster: With the right layers of support you get there. Yeah, it said at first he ran away, then had to come back. How often do we see whether they're high school students or pre-kindergarten students who you try to give a layer of support and they put up resistance. But all of a sudden they, really okay I can do a little but if this, and then with a little additional support. So you know, that to me was just the perfect intro to get into the curriculum component. So with that curriculum, in Virginia our curriculum basically standards of learning. However that's just one component of the curriculum.

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Think about where you are with your local curriculum. How many of you have already spent part of the summer looking at your math results and your reading results, especially reading this year, going wait a minute we have to go back and re-do the curriculum? Anybody there?

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Dr. Bowmaster: Nobody gosh you guys, okay I'm seeing hands now. I was beginning to think wow you know, we, we're really ahead in Virginia. So you know, yesterday you heard again and again and again Mark Shinn talking about the resources that Virginia has. Part of this I can't talk about curriculum without mentioning the Virginia Department of Education's resources. One of the best resources that we have is the Teacher Direct, how many of you get teacher direct, not so much in the summer because they're on vacation, cause seeing more hands go up. If you're not signed up for teacher direct you need to have every teacher, everyone who, who touches instruction and curriculum in your school system they should be signed up for teacher direct because it has a lot of resources. When you think about curriculum think about rigor and relevance. What part of your day do you feel like students have the most rigor?

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Dr. Bowmaster: What part do you feel like the rigor still needs to be there? When we look at where we are in Virginia with our math and our reading scores right now we know that it's because of the amount of rigor. And we have to change our teaching strategies, our instructional strategies in order to get that child or those groups of children ready to meet the rigorous standards that we now have. I noticed there were some people here earlier today from Orange County, and one of the principals in Orange, she was in her final year of school improvement, and I was working with them. And she said, I did my instructional walk-throughs, and she said, I suddenly realized I really needed to do curriculum walk-throughs. Because she said, I found out we did not have fidelity to our local curriculum. And so she would go through on a regular basis and just not separate out instruction from curriculum but she'd combine them together.

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Dr. Bowmaster: And what she found was that when her students went into learning centers or learning stations, whether they were kindergarten or whether they were in a fifth grade classroom and they had, you know, some type of learning station to do during their two hour reading block she discovered there was no rigor. That it was a very low level easy way of children working without having to go back and interrupt the teacher because we all know the sacred thing is you never ever ever interrupt the teacher when she's with a reading group. But what they decided as a faculty was to really go back and trash the majority of their learning centers and start over. So she provided professional development, quite a bit of professional development on rigor and relevance. One of the

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resources that she used was from the Virginia Department of Education and if you go on to Teacher Direct and you click on that it comes up with some resources.

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Dr. Bowmaster: I think one is SOL events in the other resources, or library I think is what it's called. And if you click on SOL library and you scroll down there are several great short video segments talking about what rigor and relevance looks like within a good curriculum and within an instructional day. So those are a couple key points that I wanted to make, Steve you want to talk about continuum of services?

Mr. Hale: The green light is on it should be, okay. Well you know, curriculum and instruction is like love and marriage you can't talk about one without the other. We all know that when you ask people about what, what, what are curriculum and instruction it's usually curriculum is the what and instruction is the how.

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Mr. Hale: And the, and certainly when you're ready to deliver instruction there has to be a pool of tools, and a, instruction really we, we, we often take away the idea of the art of instruction. And that's what if you really want to know that one thing that makes teacher A different from teacher B, or you know, that what is that magic that she has with her kids and the way she gets the information across to her kids is probably not always about just the availability of, of knowledge and tools. But it's that art of being a teacher, and the way that they deliver instruction.

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Mr. Hale: But the, and I know that we've talked about this several times in the past when we did our nuts and bolts talk, and we've done, we try to reinforce this when we go to site visits at schools, is the concept of a continuum of services. Now when I, my best example is to you know, how we, we look at the triangle every possible way and you may, may or may not agree with this, but when I think about a continuum of instruction I like to lay the triangle on its side. And you look all the way from the very, look at that on a continuum all the way from your most very gifted students who are in part of our core instructional program, and that's something I also want to mention a little bit is our recognition of the need to differentiate for gifted students. We put a lot of emphasis on bringing the, those that are behind up to par.

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Mr. Hale: But then enrichment is also a, a great need for intervention as well in instruction, but if you lay the triangle on its side I like to see that tier one core instruction, there is a continuum of, of services in core you need to go all the way from being able to enrich all the way to those that are on the edge of needing something additional. And then at tier two there is a, there is a range, and a, a portion of the continuum. There has

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to be a little bit of intervention or a little bit of something more all the way up to needing the most intensive types of intervention that we have. Which is, would be in most cases tier three, we have some other models out there but that's the most commonly used is the three tier model.

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Mr. Hale: Now these are examples of the, of, of, of some examples of giving a provision of a continuum of services, tier one, two and three for grades three through five. And that would be in phonics you can see you know, there is the, what we have for tier one. The kinds of things we do there, and then also then for those who need something additional or need more to bring them up to core standards tier two and tier three for phonics, fluency, comprehension. You know, we do a really good job with fluency most of the time with reading. We have a, for some reason there is a, a robust and rich fund of intervention strategies for fluency. But then, and I've seen this happen you know, we can make some kids, I mean they could read the Christmas play, you know, be the narrator you know at the, in the third grade.

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Mr. Hale: But they don't know a thing they've read, so we have the comprehension, there are comprehension strategies. But the idea here is, is that there is something for everyone along the continuum. It is not just like you do a one shot for tier one, one shot for tier two. There is something for everybody along the way. Now can we, oh okay. Now this, yeah, where did you find that? Yeah right, this was the one from yesterday, I thought we'd lost this for some reason you know. That, that how leaders you know, how they deliver the, the interventions, and this is the, another good example if you recall yesterday's, the way he explained this.

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Mr. Hale: Going from the corrective, all the, you remember this how this is all a range of those kids in tier one all the way up. And that, that there is something there for everybody, all those levels is the, the point of this. That's the continuum of services, and I, I find very often that school divisions probably have provision to do this, but maybe haven't organized it quite as well. And maybe that that's another one of those arts of teaching is a teacher who has a fund of ready services available to differentiate. Because that's always our big, you know, that's the big word you know that, that you don't differentiate or have, can you differentiate for, for our kids.

Dr. Bowmaster: It's, it's also the instructional match that takes place.

Mr. Hale: Yes that's true.

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Mr. Hale: That was the, I think the purpose of this. But now today I'd like to invite from Pulaski County, this is Kim Sink who is a newly appointed assistant principal at, or interviewed and passed the test, assistant principal at Pulaski Elementary School. and Pulaski Elementary School has been with us throughout the walk of, for five years, of the Rtl into VTSS transformation, and they've been with us all along as many of you have, the five-year people. But I think Kim not, there are a couple things that I think she can explain to you is how their instruction at Pulaski Elementary changed as a result of their Rtl and VTSS implementation.

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Mr. Hale: As well as integrating the school improvement initiative, and I know that many of you are doing that. And that's where instruction meets the, the rubber meets the road for instruction is when you, when you're, when you're trying to integrate those, those initiatives. So Kim. Yeah we're, we're PowerPoint-less.

Ms. Sink: Hello I was told I didn't need a PowerPoint so I'm just gonna talk. He said it's gonna be a casual ten minute conversation. So here we go. I am newly to the administrative role at Pulaski Elementary but not new to the school. I was there when we first began the Rtl process back in 2006.

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Ms. Sink: And the state did a great job at helping us begin the development of the processes to put in place for RTI. We immediately it was almost intuitive to us to go straight to that tier two population. And that's what we had worked on for several years, and because we did that it landed, it stressed our teachers out and it landed us into school improvement needing that rapid help for the curriculum instruction area. So school improvement came in and helped us understand what does the curriculum instruction portion look like for tier one students at Pulaski Elementary School? What do we need to do in order to rapidly improve our core instruction so we're not remediating over half our population in tier two. School improvement, I don't know if you know but when they come in they're very aggressive and they kind of say here is a list of things that you can do to help you rapidly improve. And we're going to monitor your process along the way. The list of things it's, it's like, it's about 100 different indicators that are research based.

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Ms. Sink: And they parallel exactly what VTSS outlines in their documents. They look at the leadership, they look at the curriculum, they look at the instruction. They look at how you're gonna monitor the whole process. So one thing that we did at Pulaski Elementary we just looked at the curriculum and instruction first. At the beginning of the school year during the teacher workdays we had our grade level teams sit down and begin looking at the standards of learning for reading and math. We wanted to focus on those two because that's what was driving our AYP. We had them, we called it unpacking the

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standards, but it was actually just critically looking at each SOL, what is it asking us to do? What level do we need to teach it at? And then from there once we discussed it, looked at it we developed a common pacing. Our county is set up to where we have nine weeks pacing where we have to teach this set of objectives for this nine weeks, and then we assess countywide.

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Ms. Sink: But we took it a step further at Pulaski Elementary and we developed a weekly pacing guide, which allowed our teachers to be able to look at the standards across grade levels on a weekly basis and kind of compare. And also take their time to plan together lessons for these students.

Mr. Hale: Planning together that's big.

Ms. Sink: So once we had our weekly pacing in place we had the teachers come in, meet and start looking at okay this is the objective that we're gonna do for this week. Let's develop together a pre and post assessment that's gonna help us know if these students mastered that individual objective. And this was a long process, and it was the process of teachers meeting, talking about the standard, and then developing their own assessment that helped them know what they were gonna teach during that time. And we continued this throughout the whole school year. That was, that was our weekly meeting time.

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Ms. Sink: Look at the objective, make a pre and post assessment for it, and then discuss how effective was it? And during that time we also discussed ideas for how is it gonna look in the classroom? What type of activities can I come up with, develop for, for groups to, that need that remediation time? What is the remediation time gonna look like in the classroom for that small group? What are we gonna do to help those students who need enrichment? One thing that we made sure that happened because we wanted to make sure teachers were staying where they needed to be in the meetings as far as looking at the objectives, the standards we made sure there was an administrator at every meeting to kind of keep the flow going for the meeting time.

Mr. Hale: That will definitely keep the flow going in the right direction.

Ms. Sink: And we, I had developed a sheet for teachers to use for each SOL objective, it was kind of like a global tracking sheet to where based on their pre and post assessments teachers could kind of have a visual representation what their class looked like at one shot with which SOLs they needed to go back and work on and which ones they didn't.

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Ms. Sink: So that was very helpful. So once we got all that in place we had our pre and post assessments, we had our common pacing we began talking about okay, we know we need this activity for this group for, you know, because they need help. We know we need this enrichment activity but what is the instruction gonna look like? So as a team we sat down and came up with a list of five things that we wanted to work on in our classrooms for instruction. Some of the things that we focused on was the small flexible grouping. Flexible meaning that the groups would change based on the weekly objective, whatever we were trying to accomplish. And teachers would build their groups around that. One thing that was huge at our school we wanted to make sure that students knew what objective that the teachers were teaching at that point in time.

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Ms. Sink: So we always looked for the objective for the week. When we did our walk-throughs we would go up to students and say hey, what is it you're supposed to be learning right now? Tell me more about it, cause we wanted the students to be able to be aware of what they knew, what they had to have. And we also, along with that we had a tracking sheet for students to where they can mark their mastery of the objectives.

Mr. Hale: And that is huge too cause the kids become so motivated and so involved when they, and we I think we talked about that in one of our, one of the tables a moment ago. When they become involved in tracking their progress they just, it's very motivating.

Ms. Sink: It was a big success for those students. We would have students coming up to us in the hallways saying Ms. Sink, Ms. Sink I just mastered SOL 4.38 and it was exciting for them. And with elementary students you give them a sticker on their tracking chart and that's profound.

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Ms. Sink: So once we had our list of things that we knew we were gonna look through in the classroom we just went in and did daily observations based on what the teachers you know, what we talked about. This is what we're looking for, this is what we're doing. Part of school improvement they suggest that administrators spend 50 percent of their time in the classroom, well that's a lot. But it took a lot that first year to get us to rapidly improve, and we did it. And with that once we did our walk-throughs we would look through the paperwork and say okay we are seeing this common amongst the grade level. These are the things that they're doing really well. And we would give that feedback to teachers during the weekly meeting. And then we looked to see what can we improve on and then we would give that immediate feedback to the teachers. So that first year when we went to school improvement I have to say our pass rate for SOLs was 69 percent. That year just by doing, looking at the instruction, looking at how we're implementing it we went from 69 to 90 percent.

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Ms. Sink: And we, and--

Mr. Hale: Yes can you believe that.

Ms. Sink: We've been able to keep the processes going and having high results since then.

Mr. Hale: Right but all the, the point here not only is that this is how instruction changed at the school level, and the, and not, not always just set with certainly the practice and drilling down and unpacking the SOLs, working as a team was really, that was a big change. And you know, you know how teams are like you know, sometimes they function really well and you know, we always kind of shoot for 80 percent on a team too you know, like if they really get into it. It's the same as the, the same as anything else. But I think you find that with consistently sticking with this the process, and collaborating at grade level team meetings, and getting feedback about what you're doing right and what maybe you need to do bring some other areas up it's magic.

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Mr. Hale: And it did do a lot, but the point to is, is that this school improvement initiatives fell under the Rtl, or the VTSS framework beautifully. There was no need to re-invent other teams or say hey we're doing school improvement now you know. There, there are all the, the tiered model and Pulaski did do a fine job with that.

Ms. Sink: Well in fact we already had the Rtl team in place, and then when school improvement came in and said you have to develop your school wide team, you have to have your instructional teams it was just automatic to roll--

Mr. Hale: We already got one.

Ms. Sink: We did, school improvement/Rtl and that's how the teachers refer to it, and so now it's just our process how we do things.

Mr. Hale: Okay well thanks.

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Ms. Sink: Thank you.

Dr. Bowmaster: One of the things that we've published, and I'm not sure if we have it ready to give out in the near future or not, we, for those how many of you are actually in school improvement? Okay quite a few, what we've done is taken all of the [Indastar ?] school improvement components and merged them with the Rtl eight components. And matched up so that when you're in school improvement you'll see how the Rtl, Rtl really is school improvement. And so we have that document, I don't know probably within the next couple of months we'll be able to send that out. Okay we do have some copies

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here. Yeah so we'll go ahead and probably put that with the other resources that we have out there so that you can have that to rely up on. anything else? Okay right so at this point we're going to give you your 15 minutes to work at your table, looking at your curriculum, and thinking about where you are with your math scores.

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Dr. Bowmaster: You know, one of the things that some folks have said is wow, you know, math scores didn't bounce right back like we thought they would at third grade. So it could be that many of you are looking and thinking about your third grade curriculum with that, or think about where you are with your reading you know, scores and what, what changes are needed in curriculum. So in the next 15 minutes--

Mr. Hale: Well you know, and that brings up a really good point too about the, how unpacking those SOLs, I know that's drilling down to a really, you know, to that, to that level, but if you're gonna become familiar enough with those to be able to teach them and then assess them and their effectiveness then that, it's just a, almost a requirement you know, to do that. And especially since the SOLs in math made some dramatic changes.

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Mr. Hale: And the expectations changed, that further enforces the idea that when they needed to be looked upon again with a more critical way for how we're gonna teach those.

Dr. Bowmaster: And if you're here, I know a few of the divisions are here and have K-12 people I, I would probably try to team up because whenever you work on curriculum you really want to try to do a K-12 comprehensive team meeting with that. So if you have a, some folks here up front and some folks in the back feel free to move back and forth. Cause I know that they've got elementary and middle and high school all here. So next 15 minutes, okay get to work. [Tape cuts]

Ms. Pierce: Two minutes, two minutes, two minutes. [Tape cuts]

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Ms. Hart: We're going to try to move you quickly through the rest of our afternoon because we do--

Ms. Pierce: Like I said we still got a few more--

Ms. Hart: I have treats they're called handouts. We do have two more presentations, and I know that there has been so much value in what we've heard from our colleagues in the field that we, we want you to have time to see those. So we're gonna quickly talk about some big ideas around instruction. I think that you heard Mark Shinn say 20 times

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the term explicit instruction yesterday. So much of what we now know is working with our students, especially our students who may lack some of the background knowledge to figure things out on their own is that explicit instruction.

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Ms. Hart: There is intervention in tier one as Rick was just saying that's a big part of that core instruction. It's definitely not just about the interventions. We're gonna talk, give an example in just a minute of the importance as leaders of making those instructional expectations clear. And that's something in your blueprint. We wanted to mention fidelity, again we had an example yesterday of an intervention that was designed for 70 minutes per lesson and taught 35 minutes per lesson. You can't expect that to have the kinds of results with students that it should. So monitor and the only, well an important way to monitor fidelity is through that administrative observation, a walk-through and a checklist.

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Ms. Hart: And one more reminder before we go back to the next slide and that is rigor, rigor, rigor with all kids, even those tier three and special education students.

Ms. Pierce: All right so just one very quick little snippet. This is an example from high school, we talked about the fact that if you wanted people to follow through on things you have to make it explicitly clear. This is a high school in Shenandoah County and they were talking about exactly what would happen in terms of vocabulary, and what it would look like when you walked in. And so they were brainstorming this, and so when he walks in those teachers know explicitly what that lesson design and delivery should look like so that it's clear to all stakeholders. All right, so what we're gonna do now is just before we go into family and community involvement we're gonna do a little review. We're gonna have like a little review test okay, so what we're gonna do, we're gonna show you come cartoons and we're gonna show you some snippets from the blueprint.

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Ms. Pierce: And after each one you're gonna decide are you more like the cartoon or are you more like the blueprint? All right you ready? Got your teams? Okay so here is the first one. I vary her diet with a wide variety of pasta shapes, so are you more a menu of evidence based interventions defined for matching instruction, a continuum of services, or are you more like the cartoon where you just kind of keep giving them the same thing in just a little bit of a different format? Oh come on you know that's funny. That's right, all right which one do you think you're more like? Do you really have a continuum of services or do you just do the same old double dip no matter what the problem is? All right here is our next one are you ready?

Ms. Hart: Heads nodding.

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Ms. Pierce: I know, all right oh was that today? So with your leadership teams are you meeting on a regular basis?

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Ms. Pierce: Or are you not meeting on a regular basis and missing out on a few things? Which one is more like you? Okay, ready one more. No, Thursday is out how about never, is never good for you? So do you have time for collaborative planning in your schedule, or do you just keep avoiding the issue?

Ms. Hart: And this is a great time to set those schedules up.

Ms. Pierce: Absolutely good point Sandy, all right. Cat training, sit, sit, sit, and then you kind of just give up. So do you, are your, is your staff really trained in some instructional practices for academics where you're really getting the results that you need? Or are you more like cat training you just say a lot of things and hope that they do it eventually? All right, the missing glasses support group, this is my personal favorite.

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Ms. Pierce: So do you have problem solving teams comprised of individuals representing other areas of support who share the responsibility? All right, or do you have some problem solving teams where you all have sort of the same problems but you can't figure them out? All right and last one, so that's how you buckle a seat belt? So are your staff trained in evidence based instructional practices for behavior including student engagement, or do you kind of just doing the same old same old things where they're all gonna know what it is? So which one looks more like you? All right so that was just a little review test, and we're gonna talk a little bit now about family and community partnerships. And we have Katie Wojcicki from Powhatan, and Powhatan has been fairly new but one of, in the cohort, but they have just jumped right in and Katie is their Rtl coordinator. She wears a number of other hats, but she had a really strong passion for making sure that as they went along that parents were involved.

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Ms. Wojcicki: Okay and I promise I'm going to be brief. Okay, first of all I wanted to give you guys a chance to answer this question. This is taken from a Gallup survey that Regina actually found I think in Ed. Helper is that? Ed. Week I'm sorry, and they asked teachers how would you rate the effectiveness of your school district in the following areas? And so those are the areas, so just take a minute and think which one of those would you imagine in your district teachers would rate the highest? And then which one do you think they would rate the lowest if your teachers were answering this poll? Okay and these are the results from that survey and it was kind of interesting to note that the teachers who participated in this survey rated that they said they provide a quality education for their students with the highest, it was just under 100 percent.

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Ms. Wojcicki: The lowest where they rated not too effective at ten percent was their partnerships with families and also partnerships with community members. Which probably isn't too surprising, I think probably a lot of us struggle with that just sometimes just simply from a time issue. And so while it's true, you know, a lot of times we have that negativity that can creep into our discussions about student achievement and we don't want to be blame parents. But it comes sometimes that you know, we, we look at things and we think well if the parents were more involved then you just fill in the blank, you know, such and such wouldn't happen. But I would like to, one thing that I've been thinking about a lot lately is that everyone, all of us, and parents too, we all use the background knowledge that we have in whatever situation we're in.

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Ms. Wojcicki: And so if you come at it from that perspective, which is what I've tried to do, what background knowledge would we like them to have if we want the parents to be more of our partner? And so these are obviously the blueprints, so when we started our process, which this is just, we're going into our second year of implementation now, we kind of tried to incorporate parents as much as we possibly could. And I'll be very honest, the very first year that we were doing beginning to put elements of the framework in place we didn't really publicize much to parents. Because we really didn't know what to tell them yet, because we really didn't know what we were doing. So we didn't start until last, this past school year. The first thing we had a title one family night, and so we just invited any title one family to come. And we just provided an overview of this framework, our mission there was to introduce the concept of interventionists, which was new.

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Ms. Wojcicki: We, we tried to regroup from he's a PALs tutor, she's a title one teacher, you know, just everybody was an interventionist. And we wanted to explain what happened during intervention. And we also wanted to explain what the other students were doing, cause that's a big thing. You know, if my child is intervention what are they missing? And so we had to reassure the parents that those kids were still gonna get a lot of the same opportunities, but that really our priority was to make sure that they had the skills they needed to be successful in school all day long and not just during those 30 minutes. And then we provided resources and contact information, very quick, very brief meeting. Just to kind of lay the groundwork. The next time we got a little fancier, we tried to incorporate some elements of what it is that we want parents to be able to know. We explained terms, we got into the assessment progress-monitoring tool a little bit and explained about, you know, rate of improvement and how we would, we would use that to make some decisions.

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Ms. Wojcicki: Mainly my purpose in that, and I did these trainings myself because I did them on parent teacher conference day, and obviously the teachers were tied up in the conferences. And so I just scheduled a time at each of our schools that are participating, and I had a pretty good turn out. I sent invitations to parents just to, I wanted them to be able to come to the meeting and ask questions. So when they saw the graph and when they understood the terms that we were using they could go into the meeting and ask the, the teacher some questions that were pretty specific. And you know, again trying to expand their background knowledge. I also gave them just a few things if they wanted them that they could try and do at home with their child. Then after getting some feedback from teachers we had another parent teacher conference day, and so this time I had the reading specialist from each school present with me. And we just went over very specific topics.

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Ms. Wojcicki: We talked about test taking, we talked about some reading strategies, and we talked about homework and organization. And that was the thing that the teachers really wanted the parents to know about. How to keep your child organized, how to help them with their homework. We gave them some information on some of those division subscriptions that we have. Like we, we subscribe to Reflex Math, kids can use that at home and if the kids in a math intervention why not use it at home if they have internet access? So ended up doing a little follow up training there on how to get online, how to use the web page and all of that stuff. And I did give them tons of activities from the FCRR, you guys are probably real familiar with that website, downloaded a bunch of games and stuff. And just, I had run them off on card stock so they could take them home and use them. They really liked that, in fact I got a lot of follow up in the couple of weeks thereafter from parents who hadn't come or hadn't been invited to come even.

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Ms. Wojcicki: And they wanted the games, so I just went ahead and sent them home. And that was, that's pretty much the extent of our organized activities so far. One other thing that we have is, is a brochure and again trying to expand background knowledge. It's information for parents but it's also information for staff because sometimes they get confused in terms when you're introducing something new. And so I wanted to make sure the common vocabulary was out there, and again I'm trying to get the parents to, to feel like they can be a partner. Cause my assumption is not that they don't want to be a partner, but that they don't always feel that they have the tools to be a partner. So that was the purpose behind the brochure. And so you know, we're kind of doing our self-assessment. It's still a work in progress for us, and we're, you know, we're gonna continue to get better. So that's something we're working on, and I just wanted to share this quote with you guys.

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

Ms. Wojcicki: ...And it may be hard to include parents, but we have to.

Dr. Cave: Thank you, thanks Katie so what we're gonna do now is we're gonna go ahead because we are at the Hotel Roanoke and you know they are gonna give us some delicious snack even though we just had a delicious breakfast and a delicious lunch and cake we do need our snack. So we're gonna take a break and we're just gonna maybe keep it to ten minutes. We're gonna come back at 2:15 and we're gonna have another really good presentation about evaluation with a handout that you're really going to want. All righty, so see you at 2:15.