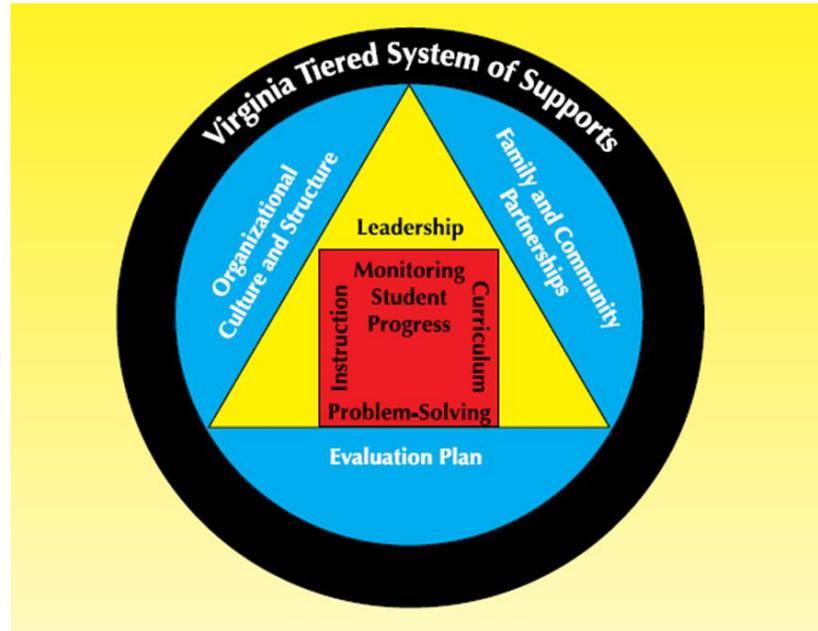


Virginia Tiered Systems of Support (VTSS)

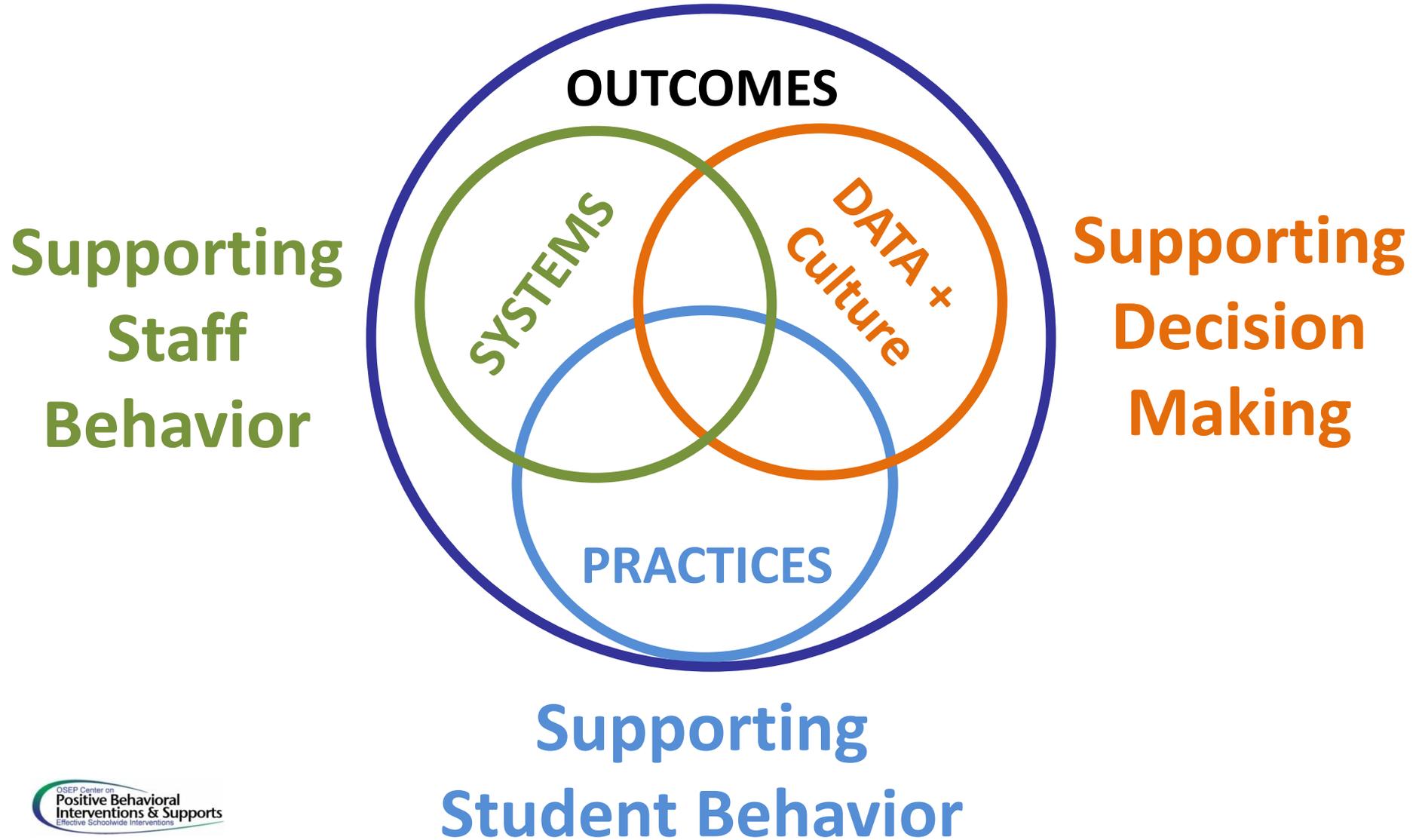


Virginia Department of Education
Richmond, VA
March 20-21, 2014

Connections



Tiered System Supporting Improvements in Social Competence & Academic Achievement



HEO'S SEVEN-C'S OF A HEALTHY TEAM

PRESENTED BY

Howard E. Ormond

CREATIVITY



This includes developing a vision from within; sharing this vision, sharing the vision with others in a manner that they can receive (humor) and expand that vision.

COMMUNICATION



This includes forthright and humane casual conversation giving a sense of belonging, clearing up misunderstandings, and takes time and practice. Listening and being open to the real message is key.



COMMITMENT

COLLABORATION



Can you imagine
doing this alone?
Me either.



CARING

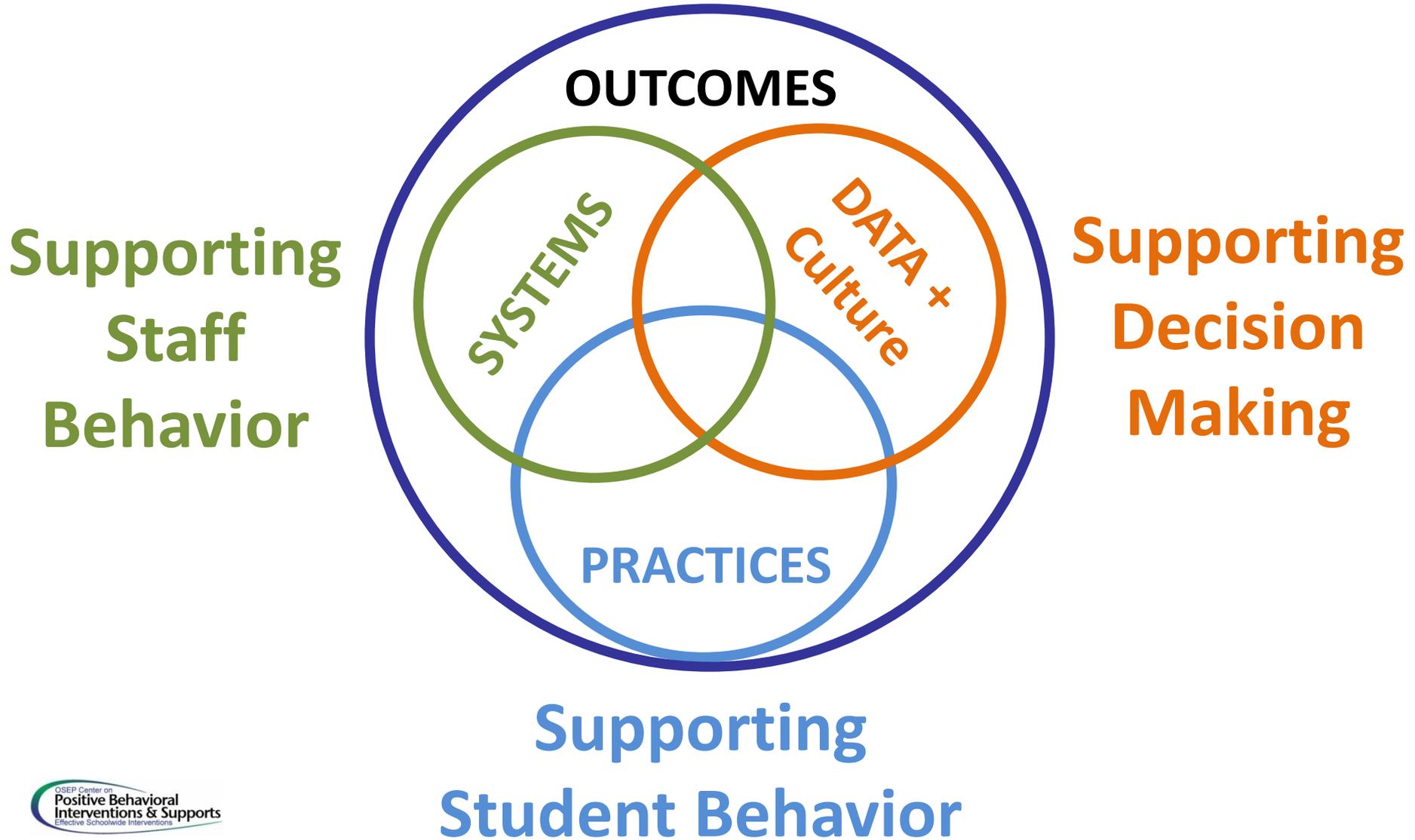
COPING

IF "Plan A"
Didn't Work.
The alphabet has
25 more letters!
Stay Cool.

CONVIVIALITY



Tiered System Supporting Improvements in Social Competence & Academic Achievement



Data

- Know:**
1. The indicators to look for in the data
 2. The data points to access tiered support (tier definition)
 3. The role of administration concerning data
 4. The ways to make data transparent
 5. The ways to know when the indicators have been met

- Understand:**
1. The relationship between academic and behavioral data
 2. A process for mining the data
 3. The importance of teaching teachers data utilization
 4. The need for precise and structured data meetings

- Do:**
1. Complete Assessment Mapping as part of Resource Mapping
 2. Utilize structures for data meetings
 3. Create data dashboards for various purposes

How are we organized for Data-Based Decision Making?





Purpose of Assessments

Sample Starter: Purpose of Assessments

			Monitoring Progress		
	Universal Screening	Diagnostic Measures	Benchmark Testing/Short Cycle	Progress Monitoring with General Outcome Measures (CBM)	Summative
<i>Purpose/Definition</i>	<i>Brief, predictive and reliable (NASDSE). Purpose is to find at risk students, identify groupings, identify students</i>	<i>Further assessment to determine the strengths, weaknesses and skill level in order to provide targeted instruction and an</i>	<i>Assessments to determine if students are mastering the content skills applicable to the state test objectives. Assessments of specific</i>	<i>Assessment of both the rate and level of achievement. Progress monitoring requires frequent data collection (i.e., weekly) with technically</i>	<i>Typically administered near the end of the school year to measure content knowledge and state benchmarks</i>

Universal Screening

1. What is the health of the curriculum and does it show growth throughout the year (i.e. is it working, and how do you know it is working)?
2. For which sub-groups is the curriculum working/not working?
3. Who are the individual students (both at-risk and high performing) who will require additional support?
4. What is the progress of all students so that an early intervention can occur should the need arise?
5. What is the efficacy of the programs and practices that are utilized in tiers 2 and 3?
6. Which students are predicted to do poorly/well on a state assessment?

Diagnostic Assessments

1. Needs across groups of students
2. Identify needs of individual students
3. Identify instructional match
4. Diagnose reasons for lack of progress
5. Diagnose a need for specialized instruction

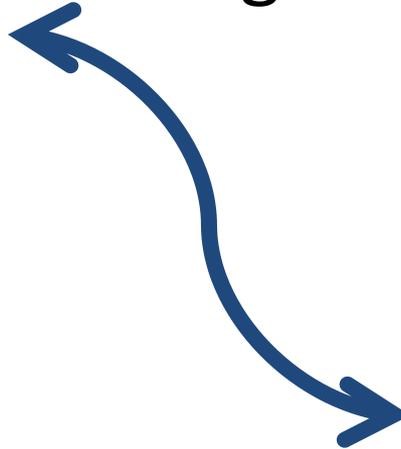
Monitoring Progress:

Short Cycle

Formative Assessment

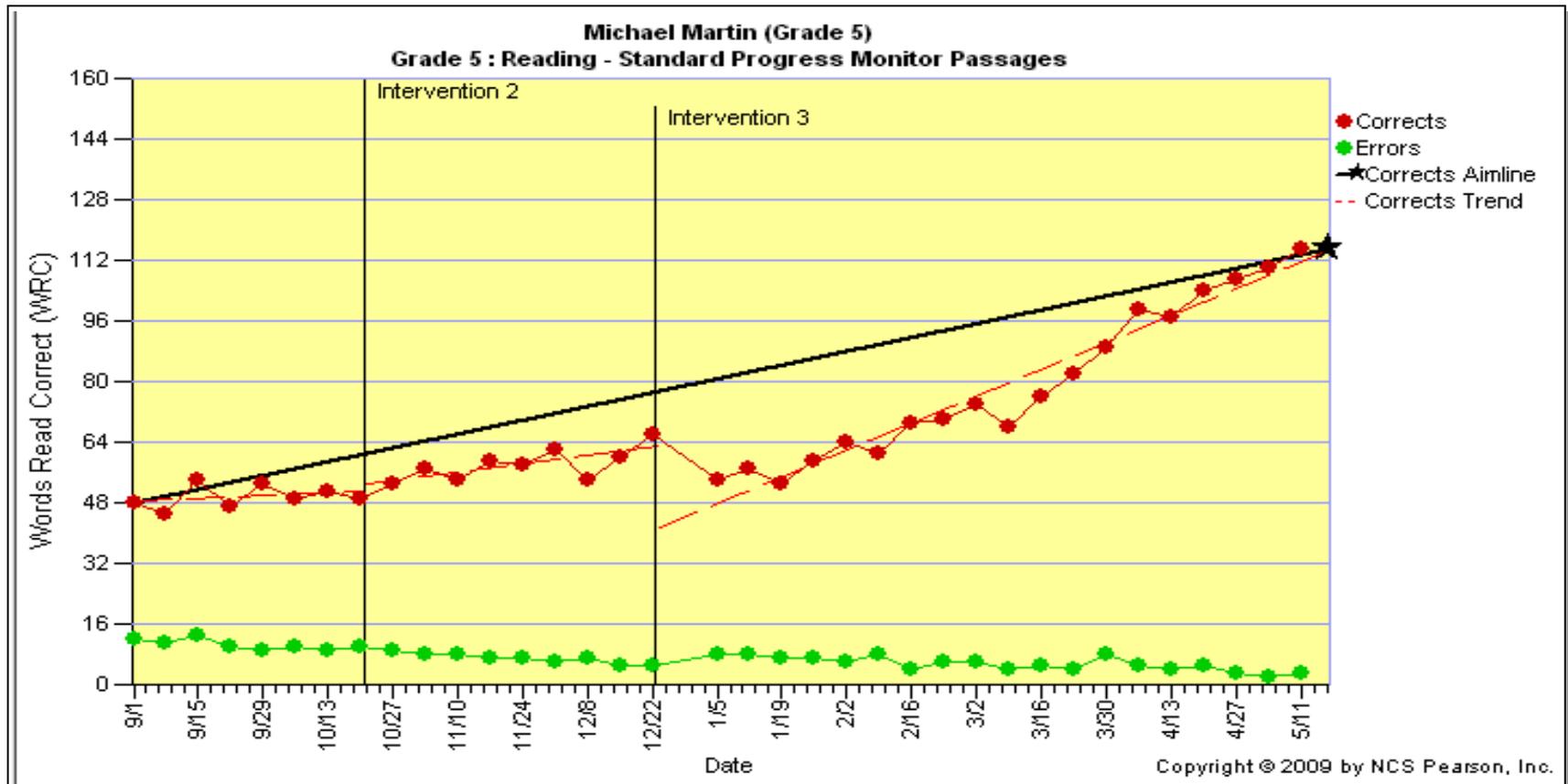


We taught it.



Did they get it?

Monitoring Progress: Curriculum Based Measures Formative Assessment



Rate and Level of Learning

Summative

SOL

ACT

SAT and PSAT

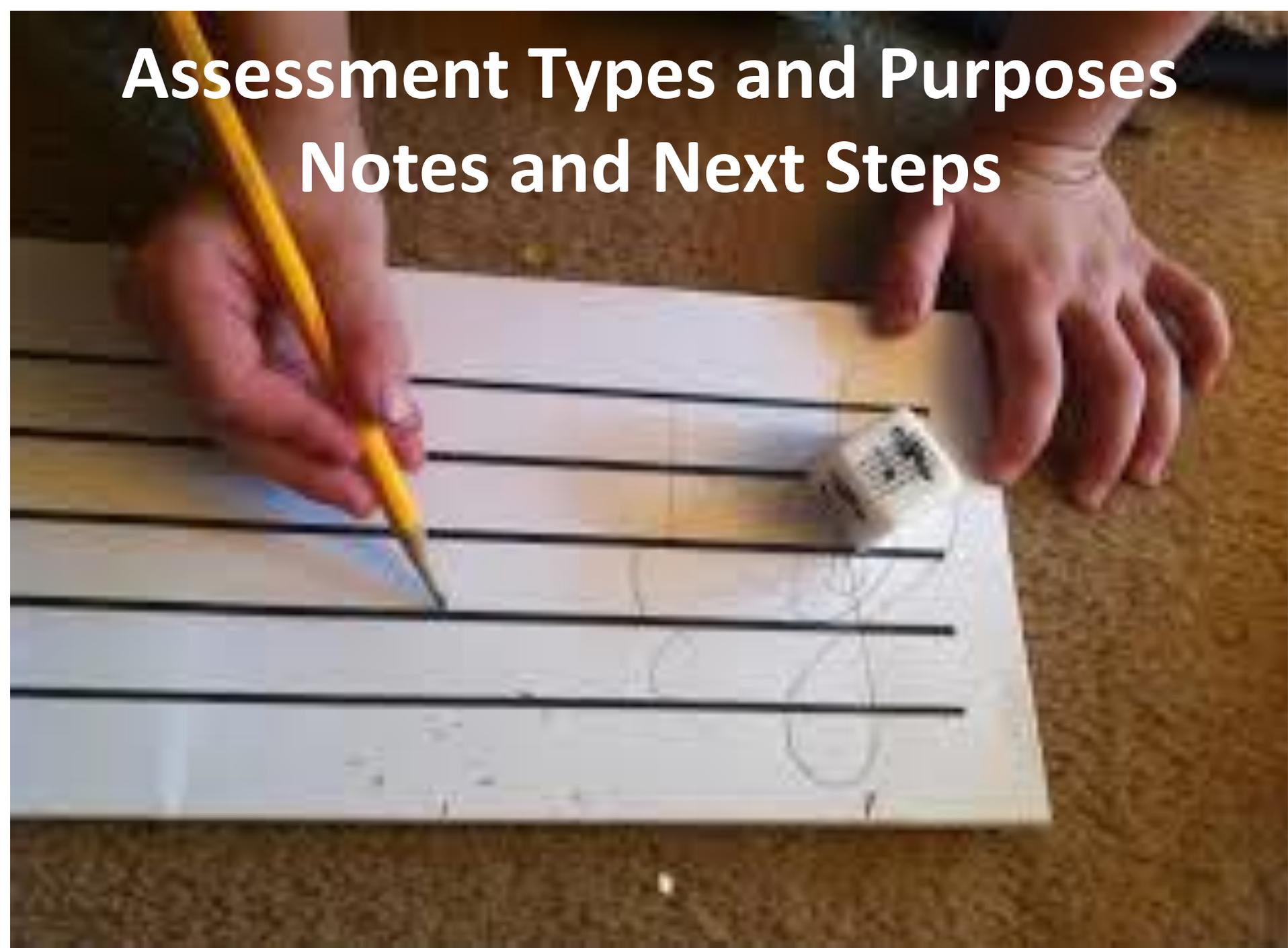
Final Exam

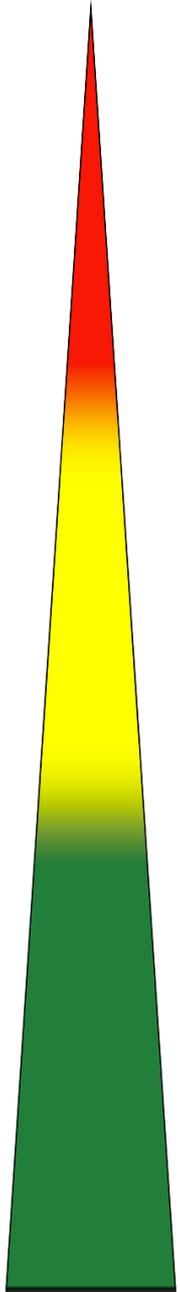
What about fidelity?



Assessment Types and Purposes

Notes and Next Steps





**The questions we ask across
tiers
should drive
the data we use
in our
problem solving
efforts.**

Common Assessment Questions Across the Tiers

Assessments should be able to answer specific questions in order to help guide problem solving efforts and in alignment with evidence-based instructional practices.

Some of those questions are (but not limited to):

Tier 3 — Assessments at Tier 3 are intended to be very frequent and assess more micro-level skills to address significant learning challenges or barriers to reaching success at Tiers 2 and/or Tier 1. The frequency of assessments used at Tier 3 for monitoring progress should be based on the intensity of needs of the student and matched accordingly. A general rule of thumb: the more a student is behind Tier 1 expectations of performance and/or the less responsive a student is to previous interventions attempted, the more frequent and varied the assessments should be to ensure matched instructional supports to “catch-up” to grade level expectations. Many of the questions posed at Tier 2 are applicable to Tier 3, except the focus at Tier 3 is typically at the individual student focus. Additional questions to ask:

1. Is the student appropriately matched to the intervention plan(s) developed for the student?
2. Does problem-solving address the “whole student” in that likely both academic and behavioral needs are significant?
3. If the student is demonstrating positive response to the intervention(s), then is the student also demonstrating improvements in their Tier 1 assessment performance? If not, why not? What next goals/needs should be targeted? Does the student need Tier 3 services anymore (they may still need Tier 2 services)?
4. If the student is not progressing, is fidelity a concern? Does this student need a long-term (2 or more years) plan for “catching-up” to grade level standards (including transition plans between grades)?

Tier 2 - Assessments at Tier 2 are likely to be varied for different student needs.

The frequency of assessments can be as low as once a month to as frequent as once a week depending on the needs of the small group of students and the assessment parameters. In addition, assessments of behavior at Tier 2 may occur each period or each day. Just as with Tier 1, assessments at Tier 2 should be able to answer specific questions such as (but not limited to):

1. Which students require supplemental instruction or practice based on an analysis of their current needs in relation to Tier 1 standards of performance?
2. How should students receiving supplemental instruction be grouped together for small-group instruction (e.g., based on skill/content/subject area of need)?
3. Which students will be provided with a standard protocol approach to address common and recurring concerns for which there are ample evidence-based options for intervention/instruction?
4. Which students will need modified interventions or more in-depth problem solving (particularly problem analysis) in order to ensure an appropriate match between the instruction/service supports and the students' needs?
5. Which students are demonstrating a positive response to the supplemental instruction/intervention being provided to them? Which are demonstrating moderate to poor response to instruction/intervention (remember to check fidelity first for those not progressing)?
6. Are the majority of students within a given supplemental instructional group demonstrating a positive response to the instruction (i.e., is Tier 2 effective)?
7. What modifications are needed to increase student positive response to instruction/intervention at Tier 2?
8. Which students may need more intensive services? And, which students may be ready to either address other areas of need or transition back to receiving Tier 1 instruction only?

Tier 1 - Assessments at Tier 1 typically include both formative and summative measures and may occur as frequently as daily or weekly such as classroom mini-skill assessments (to assist with lesson planning) to quarterly benchmark assessments and/or end-of-year summative measures, end-of-course exams, etc., to monitor progress of all students and evaluate effectiveness of Tier 1 instruction and supports.

1. What percent of students are meeting grade level expectations and/or are “on-track” for promotion/graduation?
2. Is Tier 1 instruction for each grade level/content or subject area effective (i.e., approximately 80% or more students are proficient or making significant growth)?
3. How effective have improvement plans (i.e., SIP) been at increasing the growth of all students in addition to reaching higher percentages of students reaching proficiency in content and subject areas?
4. Which students demonstrate significant gaps between their current performances on Tier 1 assessments in relation to grade level expectations of performance for a given point in time?
5. What is the relationship between Tier 1 formative classroom assessments or benchmark assessments and performance on summative measures (e.g., FCAT, end-of-course exams, etc.)?

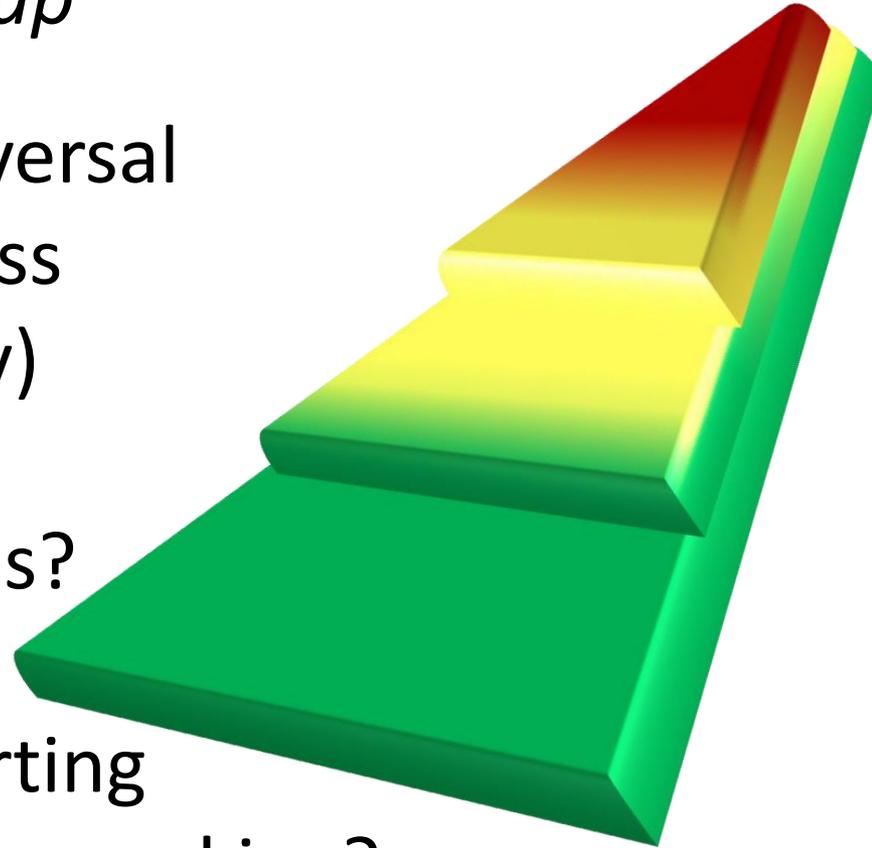
Identify one question that you are focused on at each tier. What data are you collecting, monitoring, and analyzing to answer the question?

Assessment Mapping

Let's revisit your *Resource Map*

What ***data sources*** (e.g., universal screening, diagnostic, progress monitoring, outcome, fidelity) are attached to your programs/practices/initiatives?

Are your data sources supporting ***effective*** and ***efficient*** decision making?
Do they ***support*** your questions?





Dr. Jeffery O. Smith

Superintendent

West Point Public Schools

Reflections and Connections



I WILL make the most of my Lunch break

I WILL make the most of my Lunch break

I WILL make the most of my Lunch break

I WILL make the most of my Lunch break

I WILL make the most of my Lunch break

I WILL make the most of my Lunch break

I WILL make the most of my Lunch break

I WILL make the most of my Lunch break

I WILL make the most of my Lunch break

I WILL make the most of my Lunch break

A man with a beard and short hair, wearing a light blue button-down shirt, is looking intently at a large digital display. The display shows various data visualizations, including a line graph, a pie chart, and a table of data. The background is a blurred office setting.

**“I think the leader
today has to
demonstrate both
transparency and
vulnerability...”**

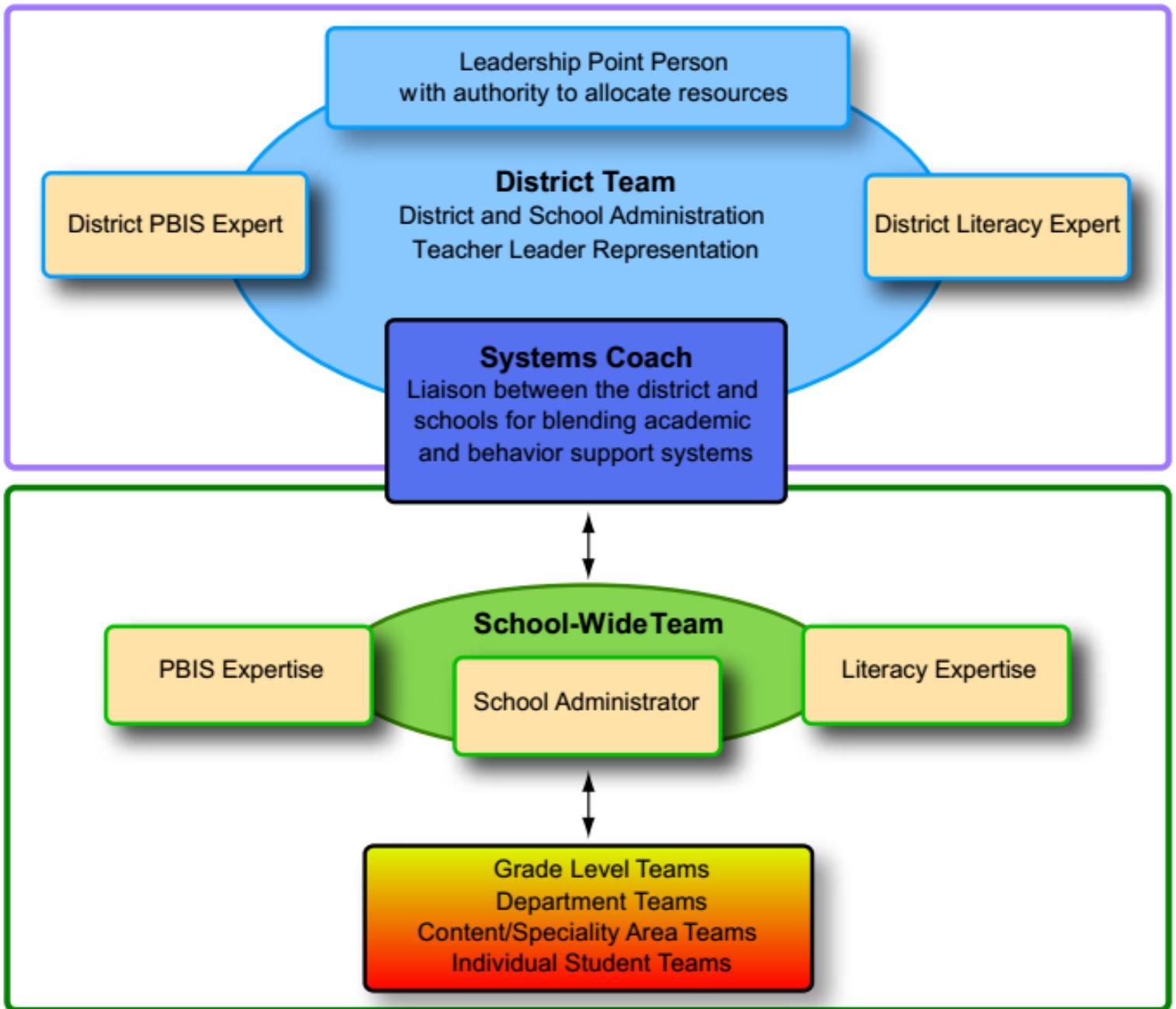
Starbucks CEO, Founder



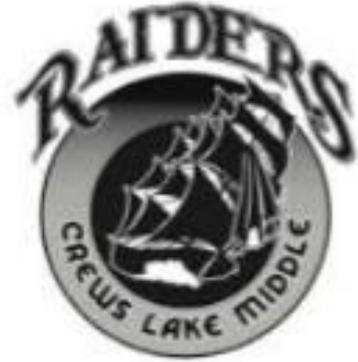
Crittenden Middle School



Sample



Quarter Long Warning System 2010-2011 (Qtr. 1)



Off Track Attendance
6 or more days
absent
5%

Off Track
Academics
Failing one
or more
Courses
7%

Off Track Behavior
4 or more referrals
.03%

At-Risk Attendance
8%

At-Risk Academics
1 or more D's in core
Courses
16%

At-Risk Behavior
2 to 3 referrals
1.7%

*% 's out of 790 Student

On Track Attendance
3 or fewer days absent
87%

On Track Academics
Passing all classes with a C
Or better
77%

On Track Behavior
0 – 1 Referrals
98%

Existing School Data Inventory (Example)

<u>Measure</u>	<u>Proficient Score</u>	<u>At-Risk</u>	<u>High Risk</u>
1. ODR	0-1	2 or more	5 or more
2. Classroom Minors	2-4	5 or more	15 or more
3. Absences	>5/trimester	5+/trimester	10/trimester
4. Tardy	>4/trimester	4+/trimester	10/trimester
5. ISS	0-1	2	4 or more
6. OSS	0	1	2
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses
8. Reading Inventory	800+	799 or lower	599 or lower
9. Writing Assessment	3 or 4	2	NS; 1

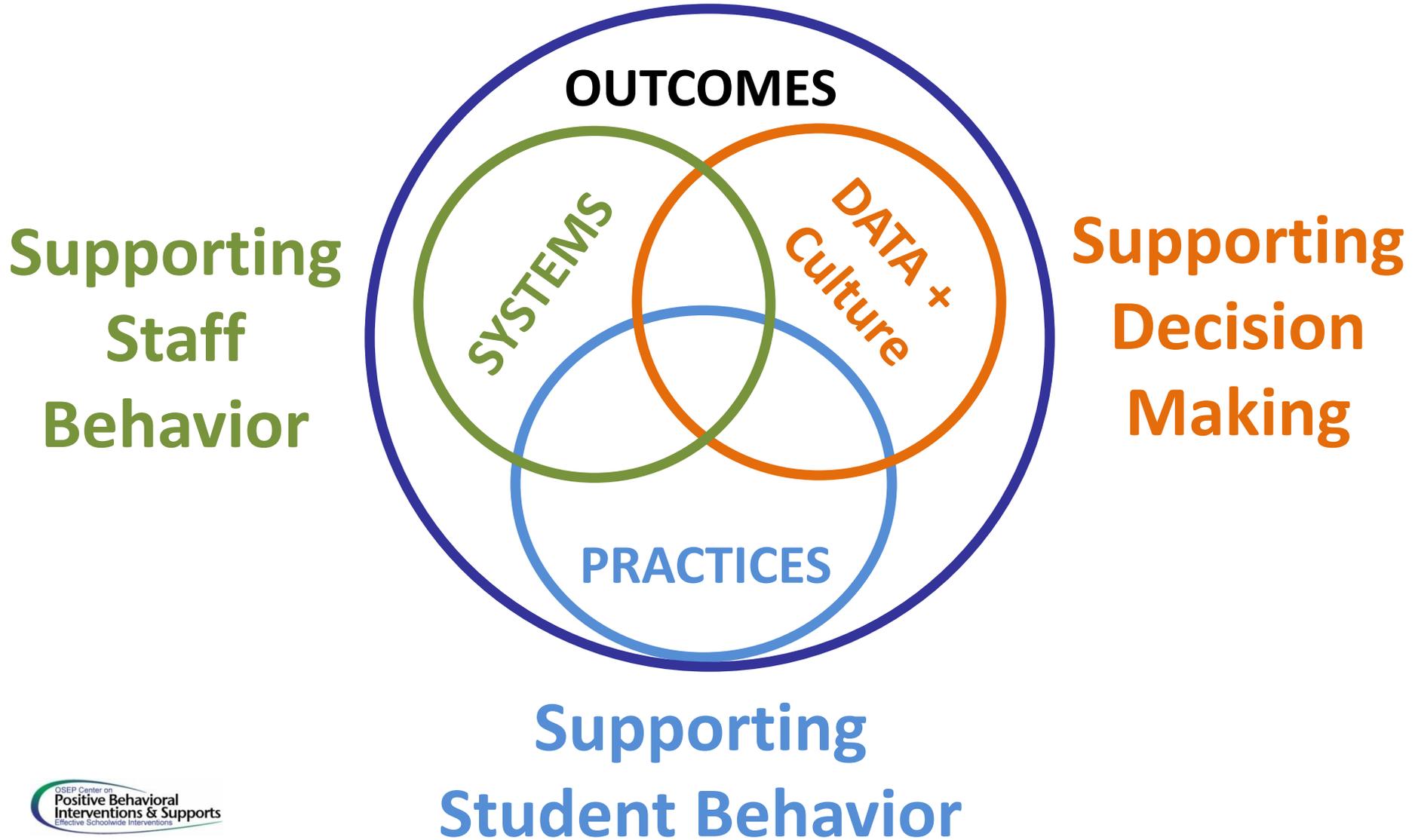
Existing School Data Inventory

<u>Measure</u>	<u>Proficient Score</u>	<u>At-Risk</u>	<u>High Risk</u>

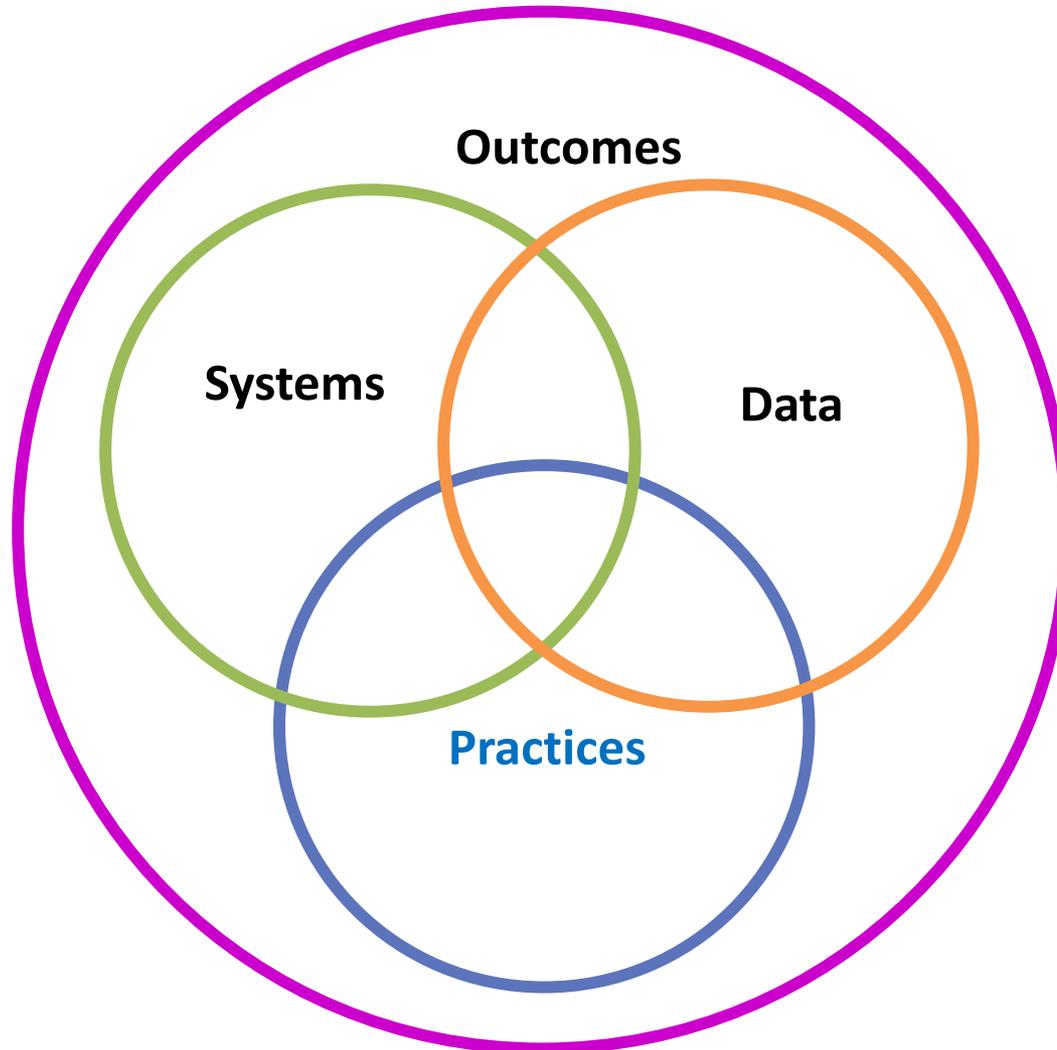
Reflections and Connections



Tiered System Supporting Improvements in Social Competence & Academic Achievement



Optimizing Differentiated Core Instruction



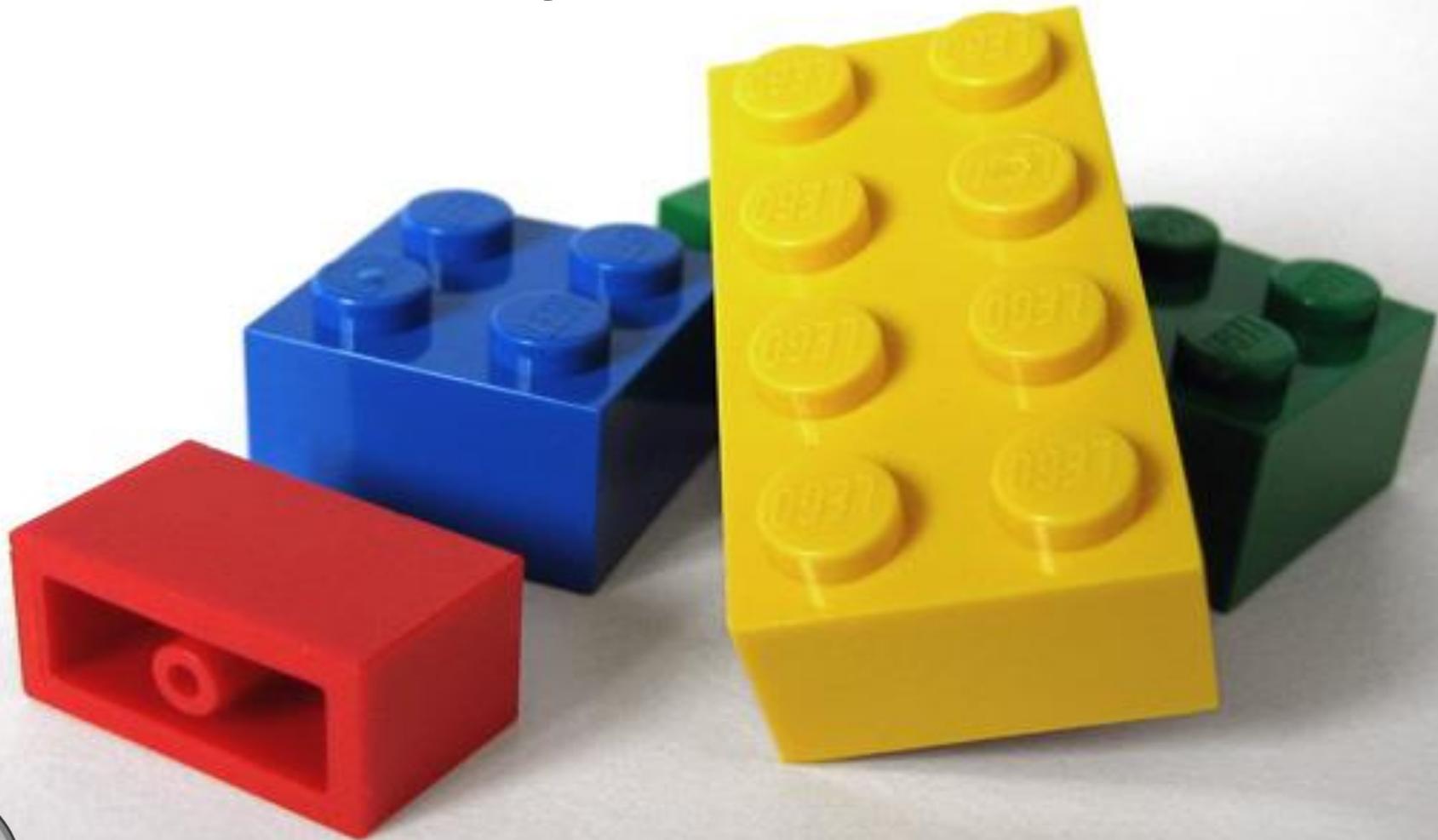
Practices

Know: Unit design that begins with the end in mind and differentiates the plan for getting there will ensure the success of at least 80% of all students.

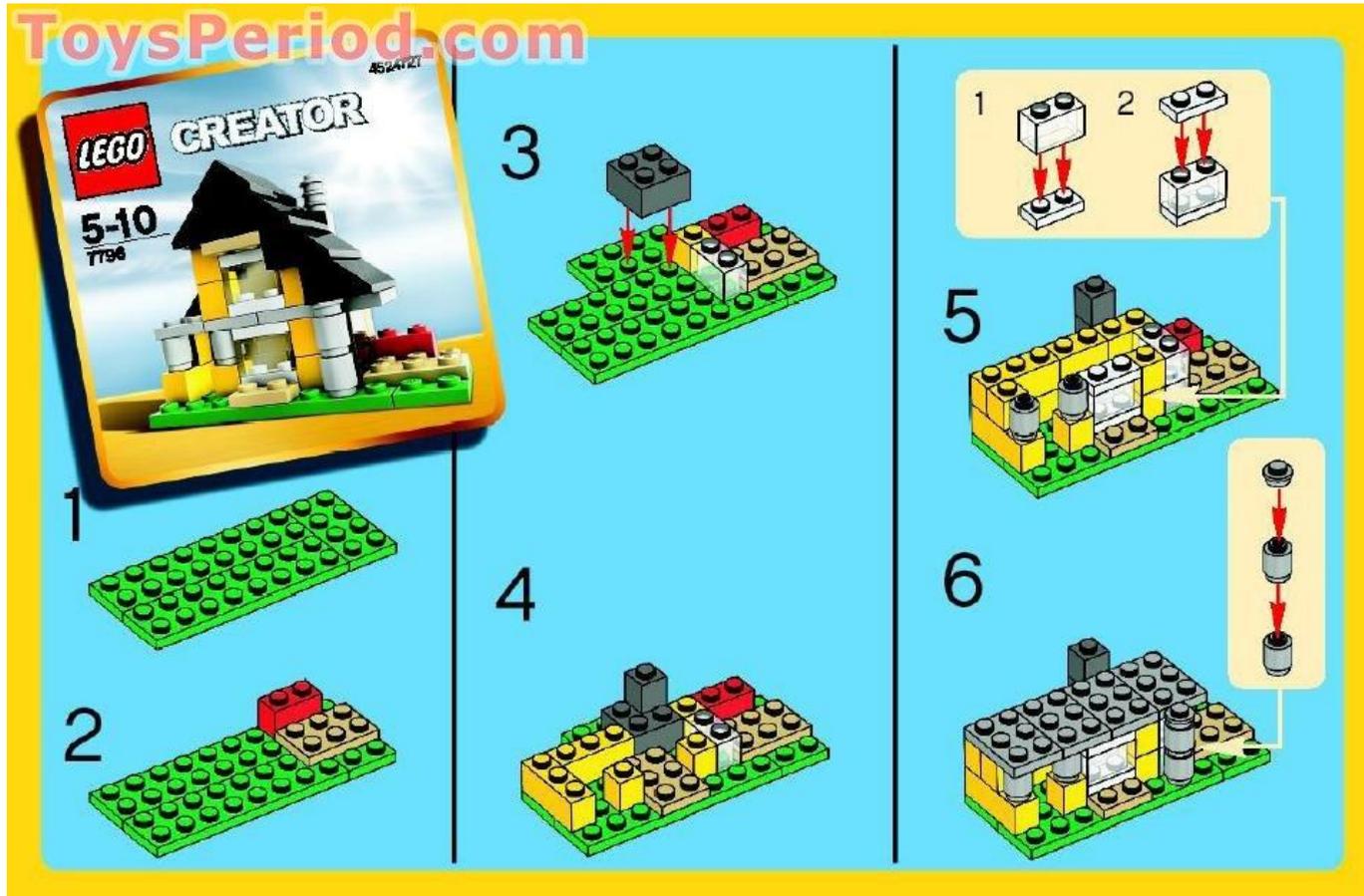
Understand: Essential knowledge, understandings, and skills are the same for all learners; we use multiple means of representation, engagement, and expression to differentiate learning plans.

Do: Map effective design practices onto current structures and processes and identify wishes for professional learning and/or coaching.

Let's Play!



Making the Plan for Core Instruction



**By Planning Backward
and Differentiating Instruction**

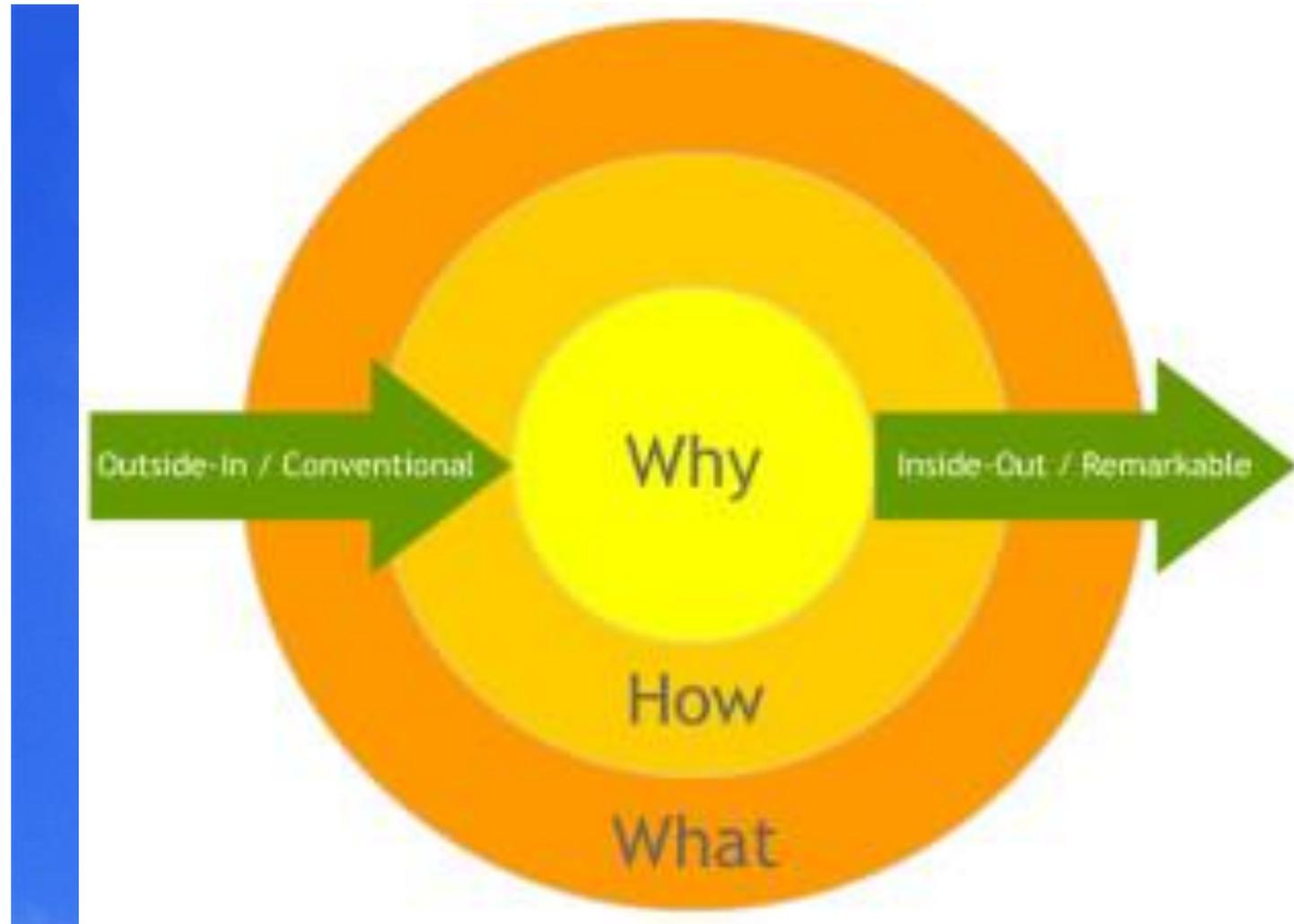


**What does it
mean
to plan
backwards?**

BEGIN WITH THE END IN MIND

Plan

Begin with the End in Mind!



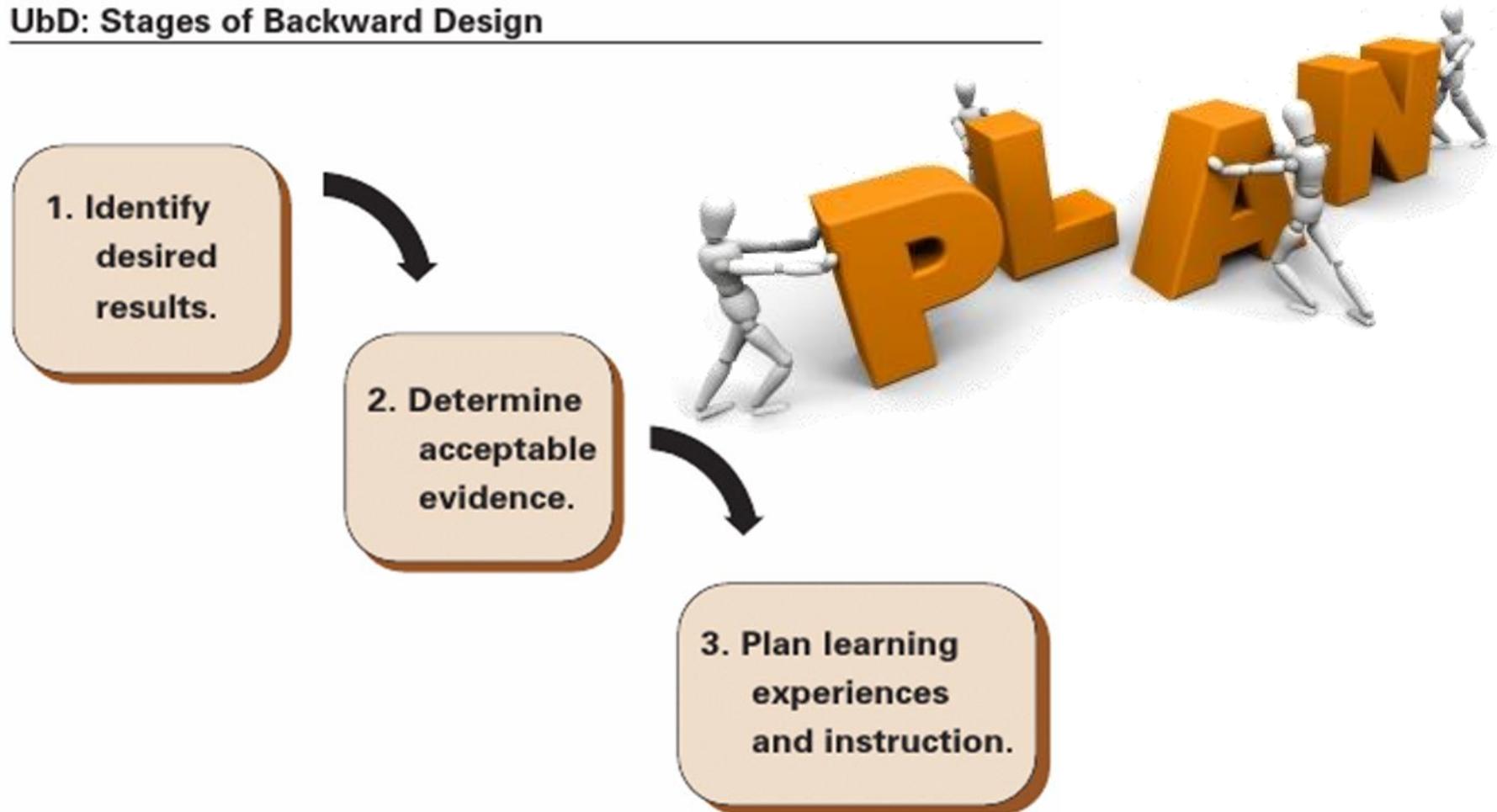
Why Unit Plans?



Applying backward design to instruction

Figure 1.1

UbD: Stages of Backward Design



Stage 1 – Desired Results

UbD Template - with question prompts

Established Goal(s):

G

- *What relevant goals (e.g., Content Standards, Course or Program Objectives, Learning Outcomes etc.) will this design address?*

Understanding(s):

U

Students will understand that...

- *What are the “big ideas”?*
- *What specific understandings about them are desired?*
- *What misunderstandings are predictable?*

Essential Question(s)

Q

- *What provocative questions will foster inquiry, understanding, and transfer of learning?*

Students will know...

K

- *What key knowledge and skills will students acquire as a result of this unit?*
- *What should they eventually be able to do as a result of such knowledge and skill?*

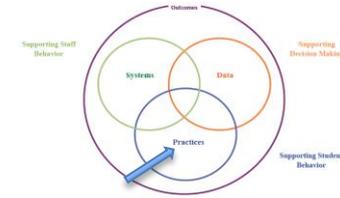
Students will be able to...

S



**How do I
know what
they are
supposed to
understand?**

Stage One in Action...



Stage 1: Desired Results

Established Goals:

Math 8.12 – The student will determine the probability of independent and dependent events with and without replacement.

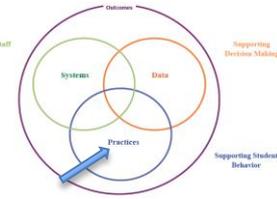
Understandings:

Essential Questions:

Students will KNOW:

Students will be ABLE TO:

Stage One in Action...



Stage 1: Desired Results

Established Goals:

Math 8.12 – The student will determine the probability of independent and dependent events with and without replacement.

Understandings: (2 Examples)

Essential Questions:

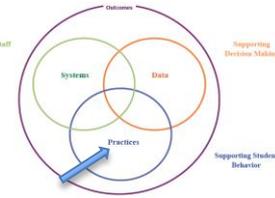
What is probability and where do we see it in everyday life?

How are independent and dependent events alike and different?

How do we calculate and represent the probability of independent and dependent events?

How does replacement impact events and probability?

Stage One in Action...



Stage 1: Desired Results

Established Goals:

Math 8.12 – The student will determine the probability of independent and dependent events with and without replacement.

Understandings: (2 Examples)

Probability is the likelihood an event will happen and its evident all around us from games of chance, to weather predictions, to the sports page.

Replacement changes the number of possible outcomes and sometimes changes the number of successful outcomes.

Essential Questions:

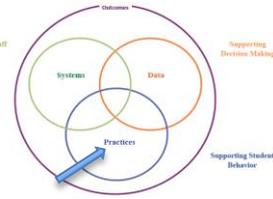
What is probability and where do we see it in everyday life?

How are independent and dependent events alike and different?

How do we calculate and represent the probability of independent and dependent events?

How does replacement impact events and probability?

Stage One in Action...



Stage 1: Desired Results

Established Goals: Math 8.12 The student will determine the probability of independent and dependent events with and without replacement.

Understandings: Probability is the likelihood an event will happen and its evident all around us from games of chance, to weather predictions, to the sports page. It can inform/influence decisions.

Essential Questions:

- What is probability and how does it impact everyday life?
- How do we calculate and represent the probability of independent and dependent events?

Essential Knowledge:

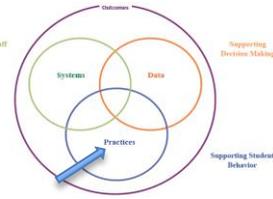
Essential Skills:

Calculate the probability of independent and dependent events to criteria in VA SOL.

Calculate probabilities that include replacement.

Distinguish between independent and dependent events.

Stage One in Action...



Stage 1: Desired Results

Established Goals: Math 8.12 The student will determine the probability of independent and dependent events with and without replacement.

Understandings: Probability is the likelihood an event will happen and its evident all around us from games of chance, to weather predictions, to the sports page. It can inform/influence decisions.

Essential Questions:

- What is probability and how does it impact everyday life?
- How do we calculate and represent the probability of independent and dependent events?

Essential Knowledge:

Define independent and dependent events, as well as replacement and probability.

Recognize examples of independent and dependent events in the real world.

Explain how probability intersects with decision making.

Essential Skills:

Calculate the probability of independent and dependent events to criteria in VA SOL.

Calculate probabilities that include replacement.

Distinguish between independent and dependent events.



Backwards Practice...

Processing Choices

Make a choice from the menu below that makes the best use of your processing time.

1. Choose a standard(s) and define essential questions, understandings, knowledge and skills.

2. Talk with a colleague or two about mapping unit planning and backward design to your process.

3. Talk with a colleague or two about the reflection questions on Collaboration and Defining Essential Understanding.

4. Consider the reflection questions on division infrastructure for instructional design.

Stage 2 – Assessment Evidence

Performance Task(s):

T

- *Through what authentic performance task(s) will students demonstrate the desired understandings?*
- *By what criteria will “performances of understanding” be judged?*

Other Evidence:

OE

- *Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?*
- *How will students reflect upon and self-assess their learning?*

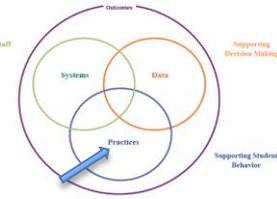
TAKING A FINAL TEST

EVERY ANSWER IS C

quickmeme.com

Assessments: Not just tests anymore!

Stage 2 in Action...



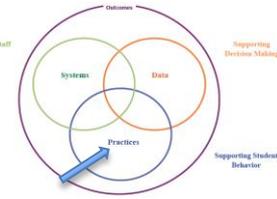
Stage 2 – Assessment Evidence

Performance Tasks: CHOOSE ONE

Other Evidence:

- Vocabulary Knowledge Rating Scale (ongoing)
- T-chart on Independent and Dependent Events
- Whiteboard Responses
- Journal entries on essential questions
- Exit slips with practice questions that parallel VDOE sample.
- Quiz
- Performance Task Self Reflection

Stage 2 in Action...



Stage 2 – Assessment Evidence

Performance Tasks: CHOOSE ONE

- Create two games of chance for a carnival booth. One is based only on independent events and the other includes a dependent event. Calculate the odds of winning and discuss the implications for prizes and ticket prices.
- Analyze video clips of 4 games from The Price is Right for in/dependent events and calculate probabilities. Analyze the relationships to prizes.
- Create a display or podcast that analyzes the probabilities of box scores in the sports page.

Other Evidence:

- Vocabulary Knowledge Rating Scale (ongoing)
- T-chart on Independent and Dependent Events
- Whiteboard Responses
- Journal entries on essential questions
- Exit slips with practice questions that parallel VDOE sample.
- Quiz
- Performance Task Self Reflection



Backwards Practice...

Processing Choices

Make a choice from the menu below that makes the best use of your processing time.

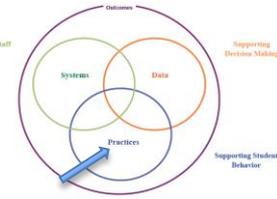
Brainstorm a list of ways that students can evidence their understanding for the standard you worked with in the last exercise.

Talk with a colleague or two about the reflection questions on collaborating to effectively assess understanding.

Talk with a colleague or two about the reflection questions on ways to assess students.

Consider the reflection questions on division infrastructure for assessing instruction.

Stage 3: The Learning Plan



Stage 3: Learning Plan

Prior Knowledge Activators:

- Review counting principle, proportional thinking, percentages, fractions, conversions. (Smart Board/ Whiteboards)
- Two rooms/two raffles. One room is limited to 20 people and will give away 1 great prize. One room is limited to 30 people and will give away 3 smaller prizes. No one can win more than one prize. Which room would you choose and why?
- Group Constructed Concept Web for Probability
- Vocabulary Knowledge Rating Scale

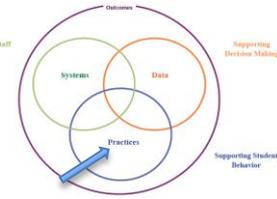
Entry Point

- Two rooms/two raffles/same number of tickets. In one room, winning tickets are removed from the bowl. In the other, winning tickets are put back into the bowl. Which room would you choose and why? Just capture discussion...no talk about calculating probabilities yet.

Introduce Independent and Dependent Events using Explicit Instruction

- Identify definitions and rules; Provide notes and make sketches of examples
- Give examples and explain (ask students to re-explain to partner)...use colored counters for early practice then generalize to other scenarios
- Class practice, Small Group Practice, Individual Practice (all practice occurs one problem at a time with response cards and white boards)
- Sort

Stage 3: The Learning Plan



Stage 3: Learning Plan

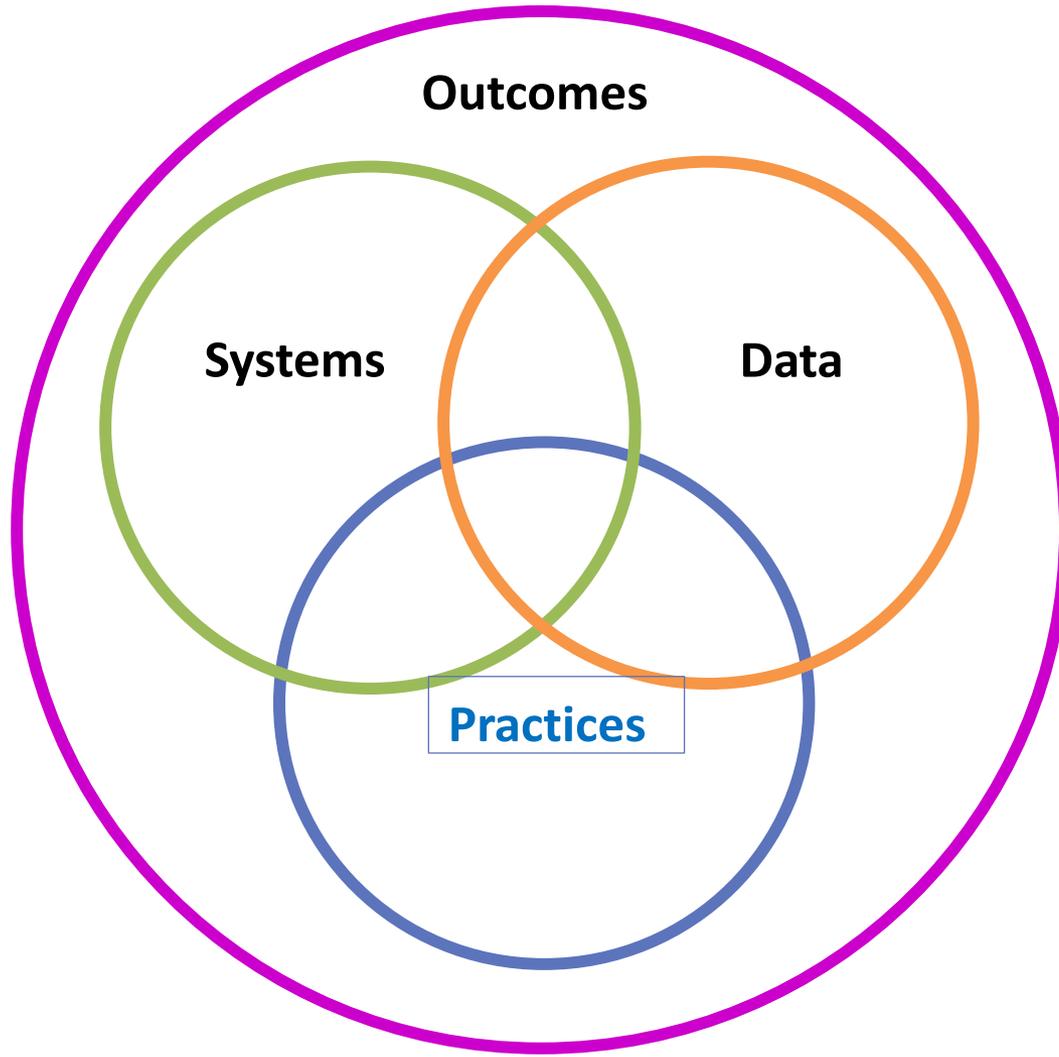
Key Questions for Learning Plans:

1. From what evidence base are we drawing our practices?
 - Marzano
 - Hattie, Visible Learning
 - What Works Clearing House
 - Professional Organizations
 - Division Resources
 - KUCRL
2. What key content, concepts, and ideas should be explicitly instructed? What understandings will students construct through exploration, problem solving, and reasoning?
3. How can we find multiple ways to represent content, engage students, and elicit expression of student understanding (in short, differentiate)?
4. How will specialized instruction be integrated into the plan?

Tomorrow morning we will deepen conversations around effective learning plans.



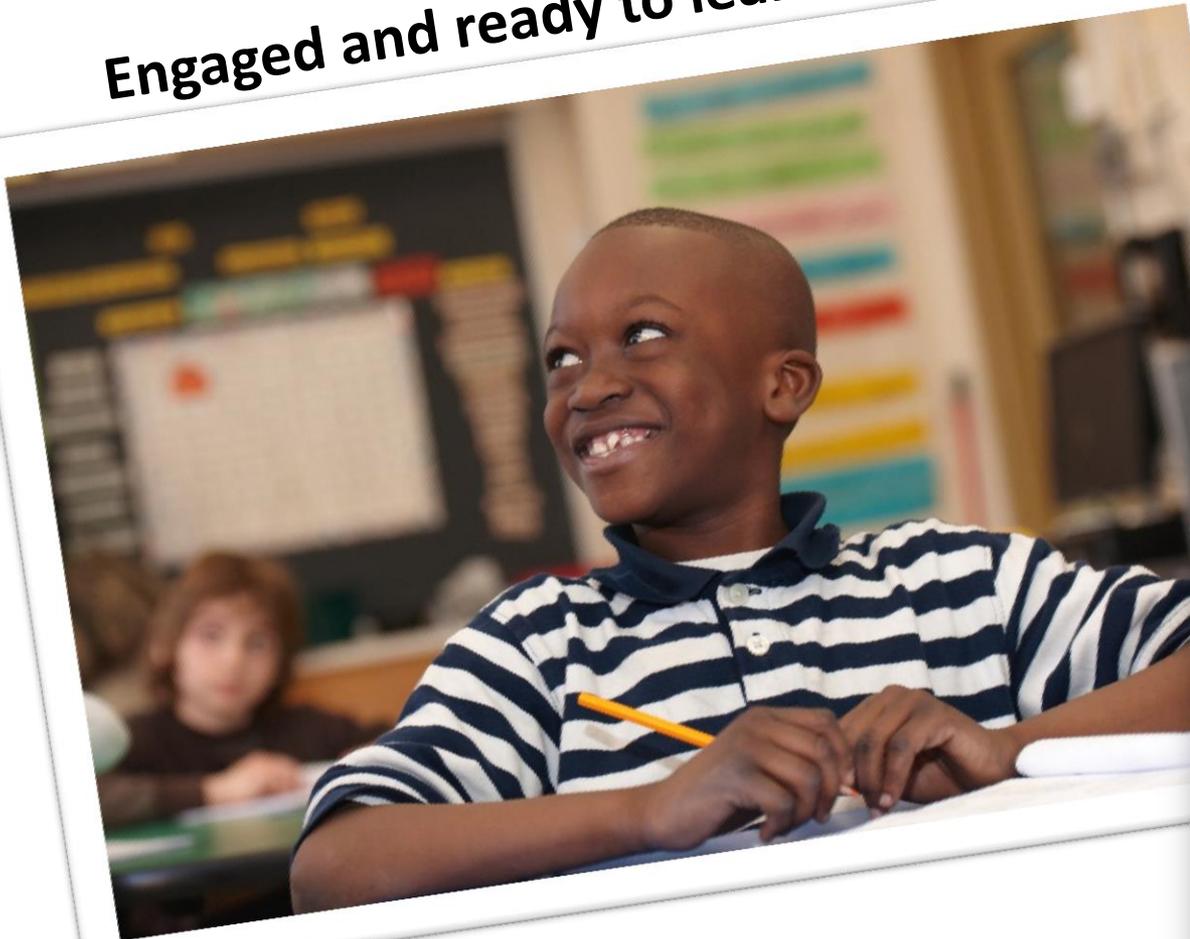
Instructional Practices to Engage all Students



Optimizing Learning Plans

All Students – Same Goal

Engaged and ready to learn...



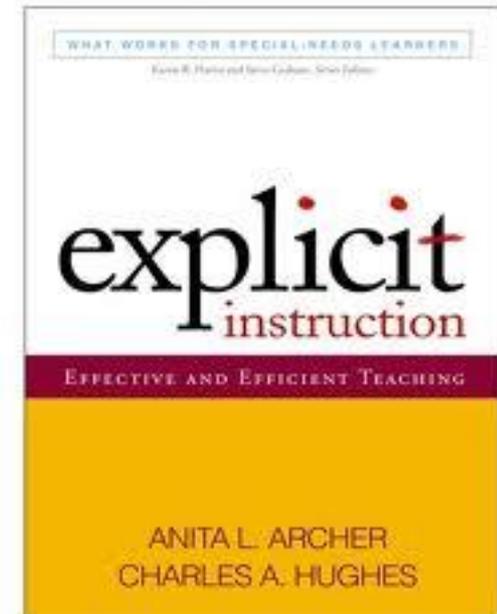
Or not...



Explicit Instruction

- ✧ Optimize Engaged Time/Time on Task
 - ✧ Active Participation
 - ✧ Teach Academic and Behavioral Routines

- ✧ Promote High Levels of Success
 - ✧ Rate of Correct Responses
 - ✧ During initial instruction
 - ✧ During guided practice
 - ✧ Monitoring student responses/feedback



SLANT



SLANT Video

✧ Did you see...?

✧ Routines

✧ Choral responses

✧ Partner work

✧ Monitoring of student practice

✧ Strategies that would work across disciplines and grade levels

 it up tall

 isten

 sk questions

 od your head

 rack the teacher

Monitoring Student Responses

- ✧ Walk around, look around, talk around
- ✧ Prevent the practicing of incorrect responses
- ✧ Provide immediate **feedback**
 - ✧ Correction provided
 - ✧ Immediate
 - ✧ Specific and informative
 - ✧ Focused on the correct versus incorrect response
 - ✧ Delivered with appropriate tone
 - ✧ Ended with the students giving the correct response

Feedback in Action...

4,8,19,20,21,25,34

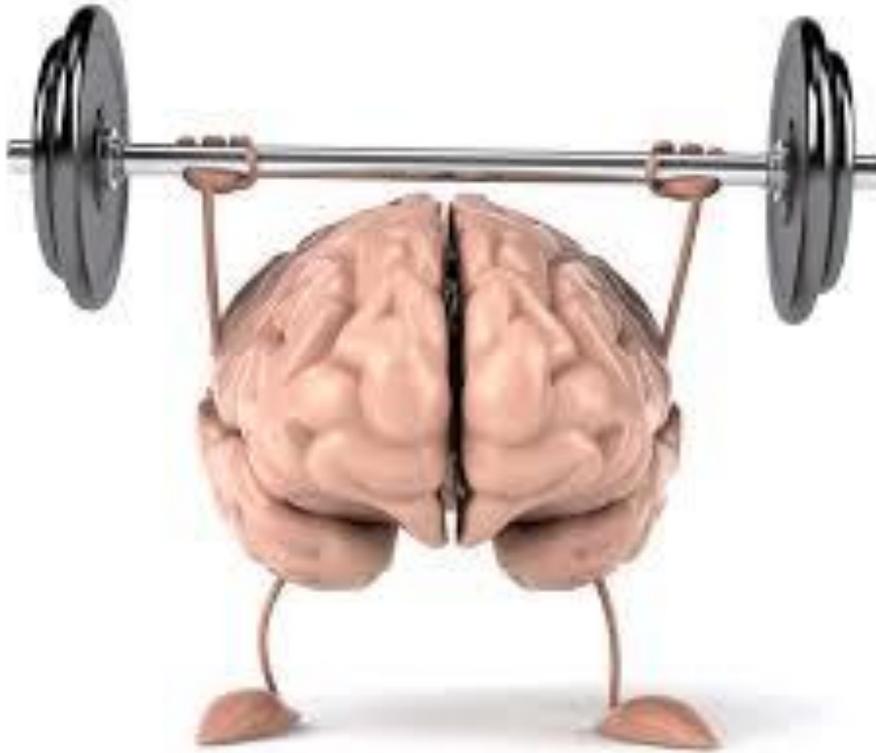
...or not!

Feedback Fosters GROWTH

4,8,19,20,21,25,34

The correction provided was...

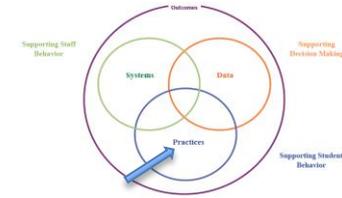
- ✧ Immediate
- ✧ Specific
- ✧ Focused on the correct answer
- ✧ Delivered with the appropriate tone
- ✧ Ended with the student giving the correct response



Teaching for the WHOLE Brain

- ✧ Attention getters- “Claaass...yeessss”
- ✧ Partners
- ✧ Action Responses – Gestures
- ✧ Monitoring of responses





In this book, **Carol Ann Tomlinson and Jay McTighe**

explore the essential underpinnings of Differentiated Instruction and Understanding by Design and demonstrate how the logic of each intersects with the other to promote classrooms that provide rich, durable, meaningful curriculum for the full range of learners that typify today's schools. The fusion is based on the belief that useful instruction is an imperative in order to bring curriculum to life for young learners, and flexible instruction is necessary to make curricula work for academically diverse student populations. The rationale behind

Integrating

+ Differentiated Instruction UNDERSTANDING *by* DESIGN

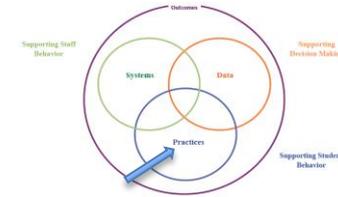
is really that straightforward. It's about connecting content and kids. High-quality learning SHOULD be the outcome of classrooms in which teachers consistently ask these essential questions: "How can I get to know my students and their needs?" "What is most important and enduring for my students to learn about this topic?" "How can I ensure that each of my students learns as effectively and efficiently as possible?" "How will I know if my students have learned what matters most?" The text includes a list to help educators meet the goal of **Connecting Content and Kids** and to guide the professional growth of teachers who wish to develop the skills needed to answer these questions more fully through their practice.

Deepening
Understanding

Optimizing Differentiated Core

Instruction: Nutshell Review

- Units integrate the standards into relevant and meaningful curriculum.
- Begin with the end in mind: essential knowledge and skills for ALL learners.
- Differentiate learning plans so that at least 80% of students are successful with core instruction.



Stage 1: Desired Results

Established Goal

- Should include the relevant standard

Resources for Identifying Established Goals:

- Standards of Learning
- VDOE Vertical Articulation Technical Assistance Documents
- Division Curriculum and Pacing Guide

Essential Understandings

What key information evidences understanding of the essential questions?

Essential Questions

What intriguing questions will foster inquiry, understanding and transfer of learning?

Students will know:

What key knowledge will students acquire as a result of this unit?

Students will be able to:

What should they eventually be able to do as a result of such knowledge and skill?

Resources for Constructing Essential Knowledge, Skills, and Understandings:

- VDOE Curriculum Framework (including mathematics process goals)
- VDOE Instructional Resources
- Everyday life – Relevant Connections
- Math: VDOE Cognitive Demand Characteristics

Stage 2: Assessment Evidence

Performance Tasks

Through what authentic performance tasks will students demonstrate desired understandings?

By what criteria will performance of understanding be evaluated?

Other Tasks

Through what other tasks will students demonstrate desired understandings? (Tests, quizzes, homework, journaling, observations, sorts, responses, etc.)

Self-Assessments

Resources for Designing Assessments

- VDOE Test Blueprints
- VDOE Sample Test Items (Including TEI)
- Using Statewide Results to Guide Instruction Presentations:
- VDOE Professional Learning Resources 2012 and 2013 (Math Performance Assessments)

Stage 3: Learning Plan

Key Questions for Learning Plans:

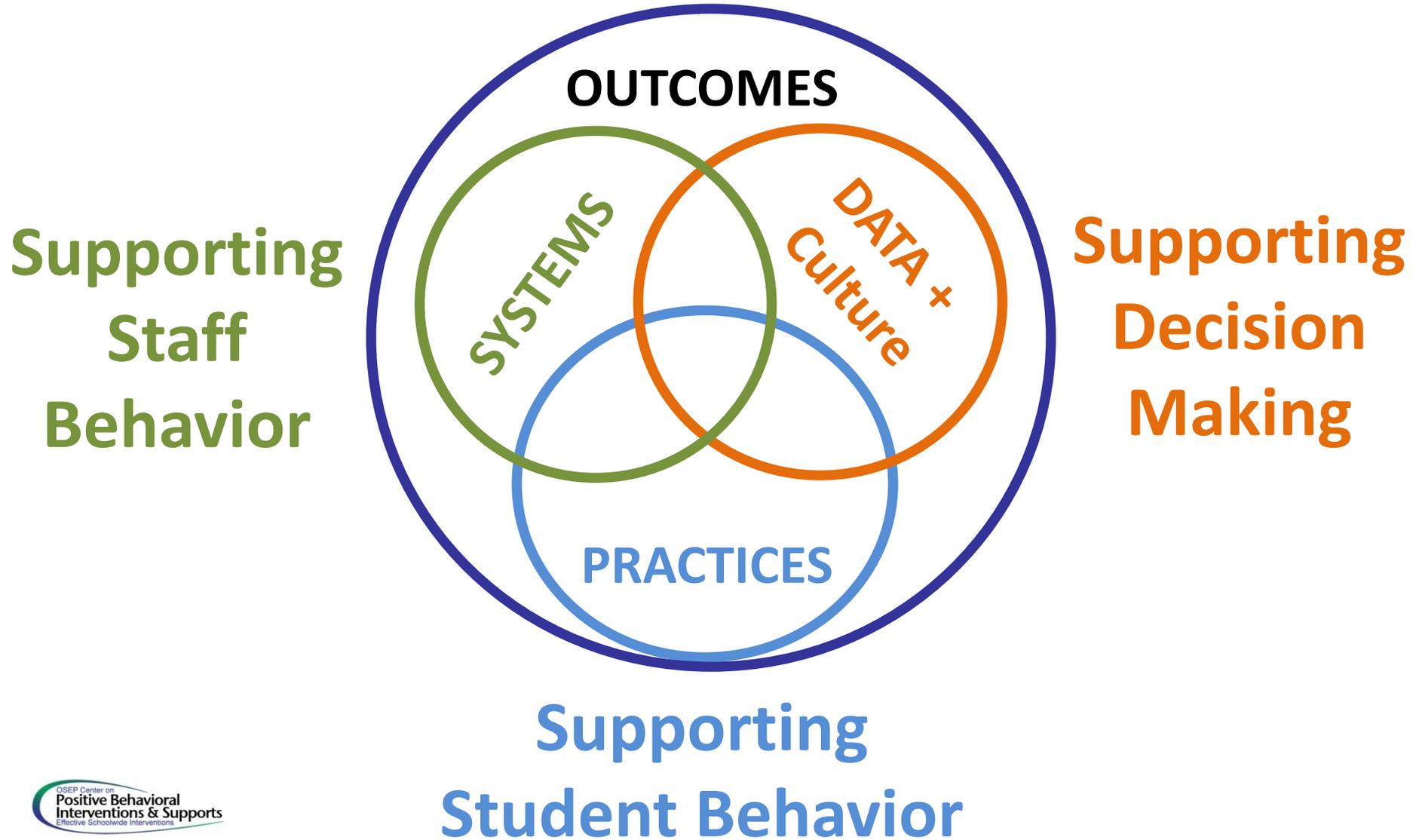
- From what evidence base are we drawing our practices?
 - Marzano
 - Hattie, Visible Learning
 - What Works Clearing House
 - Professional Organizations
 - Division Resources
 - KUCRL
- What key content, concepts, and ideas should be explicitly instructed? What understandings will students construct through exploration, problem solving, and reasoning?
- How can we find multiple ways to represent content, engage students, and elicit expression of student understanding (in short, differentiate)?
- How will specialized instruction be integrated into the plan?

Should **not** be differentiated

May be differentiated

Should be differentiated

Tiered System Supporting Improvements in Social Competence & Academic Achievement



Systems

Know: 1. The organizational structure (the flow from central office, school, grade level or content area teams, classroom)
2. The ways in which we will build communication skills among staff (listen to understand, reciprocity)

Understand: 1. Our systems are aligned for the results we get
2. Intentionality with building systems
3. The importance of a guidance document
4. Understand communication as critical system component

Do: 1. Begin to build a guidance document that integrates data, practices, and systems for Tier 1

Partnership Principles: *We as Leaders*

Partnership carries the intention to balance power between ourselves and those around us. Peter Block, *Stewardship*

Dialogue- Are We (as Leaders) Thinking Together?



Voice-Are We (as Leaders) Listening?



Reciprocity- Are We (as Leaders) Learners?



Strategic Communication: A Guide to Support Communication Efforts

COMMUNICATION

Explore Leadership Teams' Roles and Responsibilities - **Communicator**

- Understands and articulates VTSS to others through collegial discussions, presentations, work sessions, demos, or conferences
- Informs faculty about work session discussions and decisions re: school-wide initiative
- Communicates regularly with VTSS Leadership Team, faculty, and administration
- Provides positive feedback to staff
- Provides faculty with necessary information to facilitate successful student access to the curriculum at all tiers
- Participates in discussions of VTSS implementation in cross-curricular settings
- Shares information about the VTSS with the community

The total amount of communication going to an employee in three months- 2,300,000 words or numbers.

Typical communication of a change vision over a period of three months is 13,400 words or numbers(= to 1-30 minute speech, 1- hour long meeting, 1- 600 word article and 1- 2,000 word memo).

**13,400/2,300,00= <1% OF THE
COMMUNICATION MARKET SHARE**

SOURCE: *LEADING CHANGE* BY JOHN P. KOTTER



Pulling it All Together ...