



*Leaders create culture, but cultures,
in turn, create their next generation
of leaders” ...Edgar Schein*

*Amelia Van Name Larson, Pasco County
FOIL – 2009*

PS/RtI LEADERSHIP



Multi-year Commitment for PS/RtI
Study and Implementation:

LEARNING BY DOING

- Setting Direction
- Developing People
- Developing the Organization
- Making Connections
- Communicating

PASCO COUNTY: *Twice is not enough...*



*How can we break
down internal
barriers?*

*How can we
clarify doubts
and concerns?*

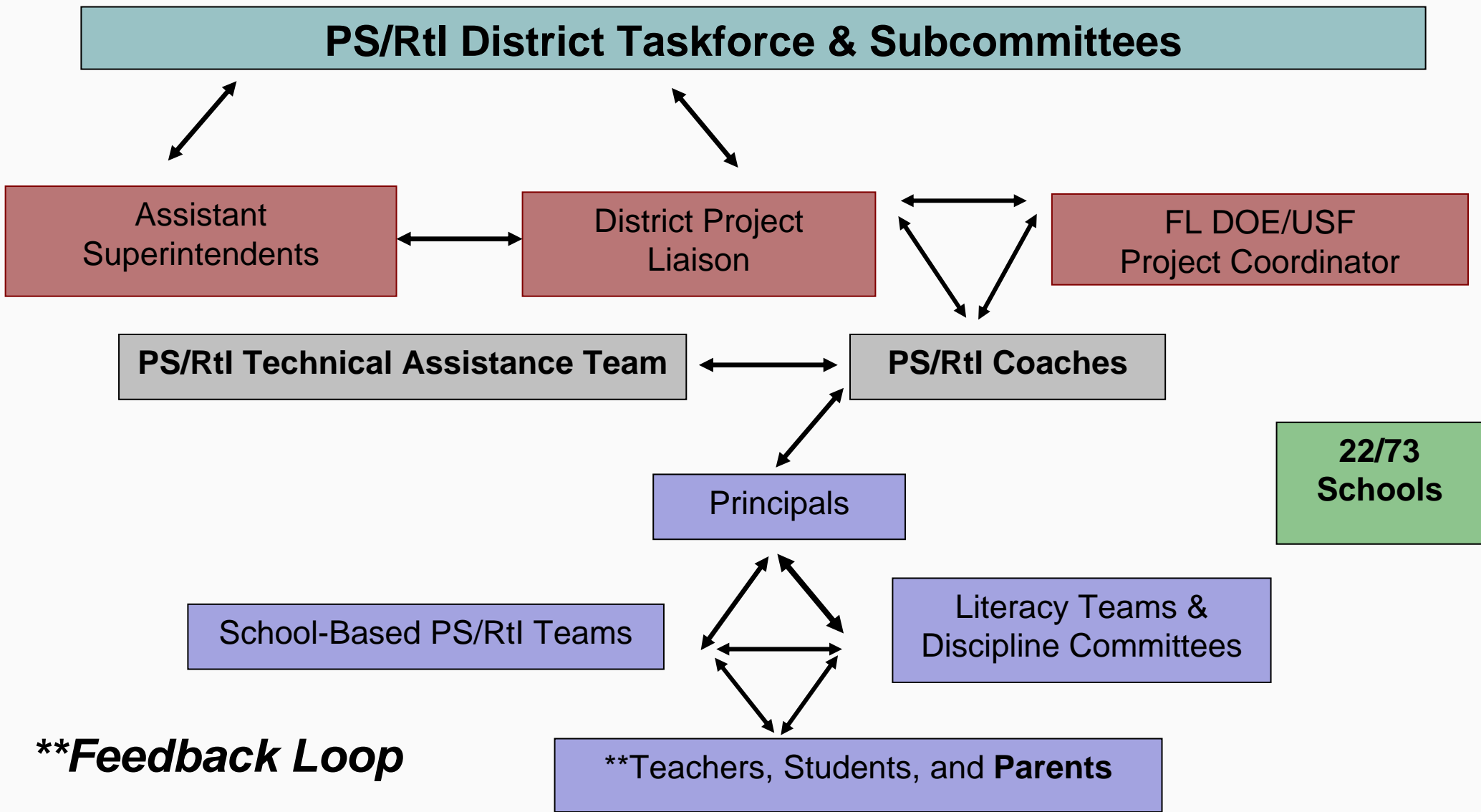
*How can we promote
transparency, collaboration
and team work?*



PASCO COUNTY



Organizational Chart for Communication, Reporting & Training



PS/RtI TASKFORCE

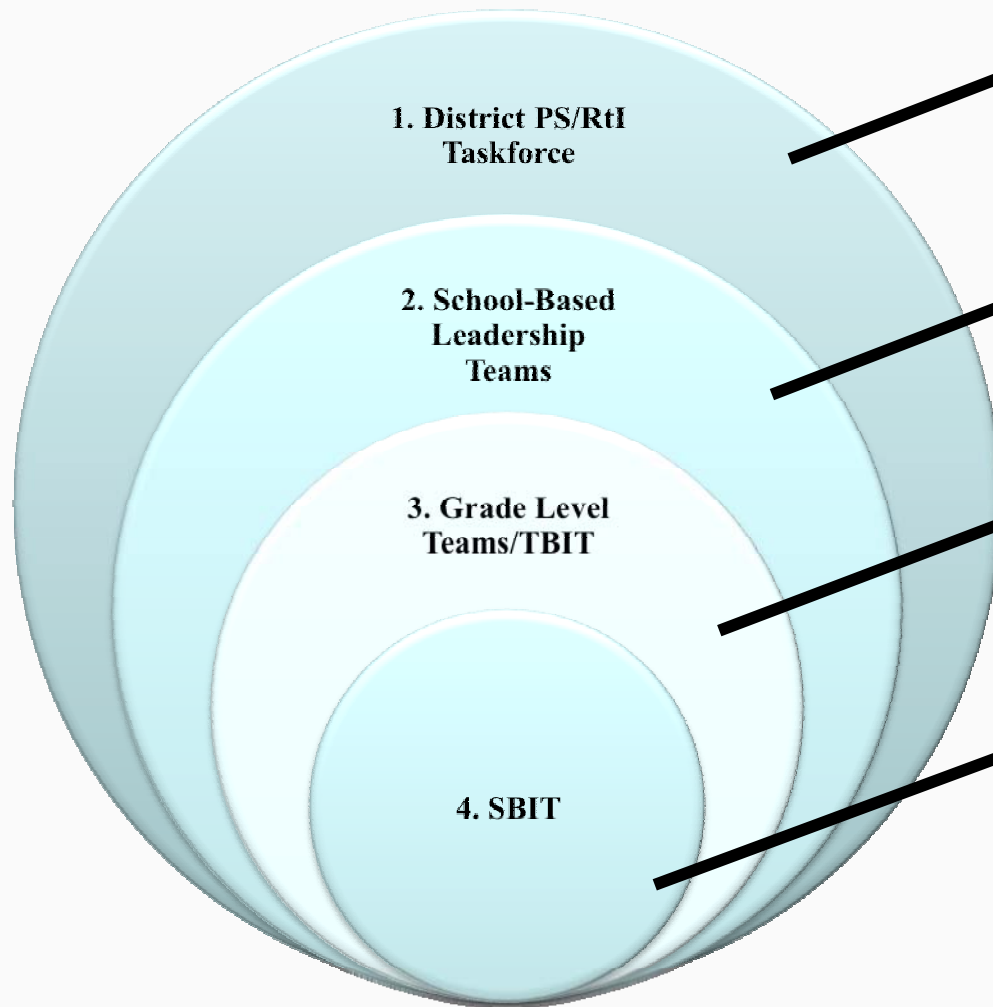


Multi-year Commitment for PS/RtI

LEADERSHIP BEHAVIOR

- Collaborative Problem Solving
- Creating Alignment and Support
- Setting and Monitoring Goals
- Addressing Problems
- Allocating Resources
- Establishing “Nonnegotiables”**

TEAMS TO SUPPORT IMPLEMENTATION of RtI



- 1. District-Level PS/RTI Taskforce** to Make Things Happen for the **District**
- 1. School Based Leadership Teams** to Make Things Happen for the **School**
- 1. Grade-Level Teams/TBIT with targeted support** to Make Things Happen for **Classrooms and Groups of Students**
- 2. Problem-Solving Teams/SBIT** to Make Things Happen for **Individual Students**

FOCUS ON PROBLEM SOLVING

SCHOOL-BASED LEADERSHIP TEAMS...

it really, really matters



- **PRINCIPALS**
- General education teachers (Primary and Intermediate)
- Special education teachers
- Literacy Coaches
- School Psychologists
- School Social Workers
- School Nurses
- Speech Language Pathologists
- Behavior Specialists
- Guidance Counselors
- **PS/RtI COACH: External**

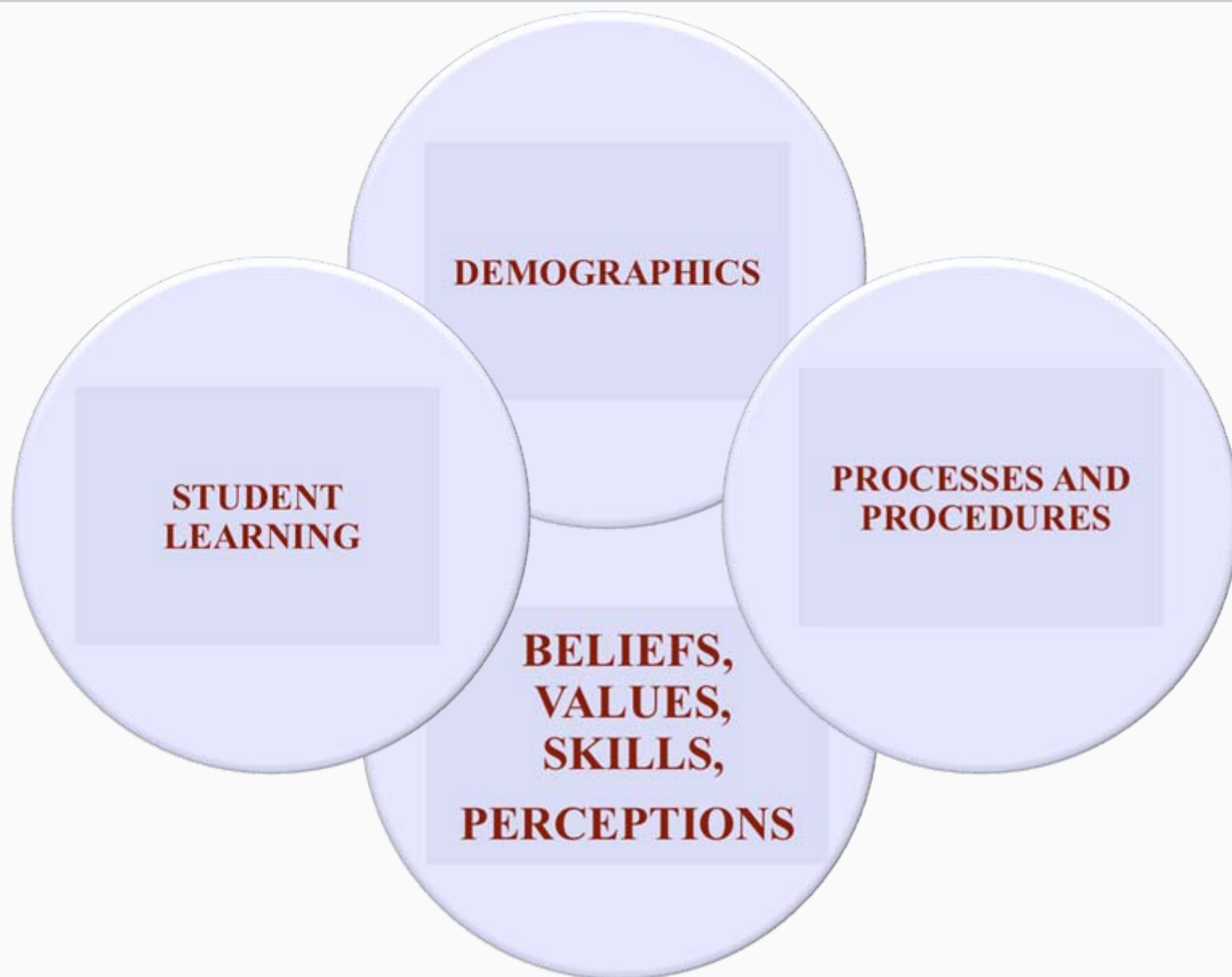
THIS IS WHERE "IT" BEGINS TO HAPPEN...

- *Not what to think but **What to Think About***
- *Use of data not to get the answers but to **Ask the Right Questions...***
- ***Put the Problem, not the child, into context***

TIR

DATA:

What is our story?



TIR

ASKING QUESTIONS



- Who benefits from *THE CURRENT SYSTEM OF SERVICES*?
- *DO WE WANT TO CHANGE?*
- What *MUST* be transformed so every student HAS an equal chance to access learning opportunities to achieve *BENCHMARKS and BEYOND?*

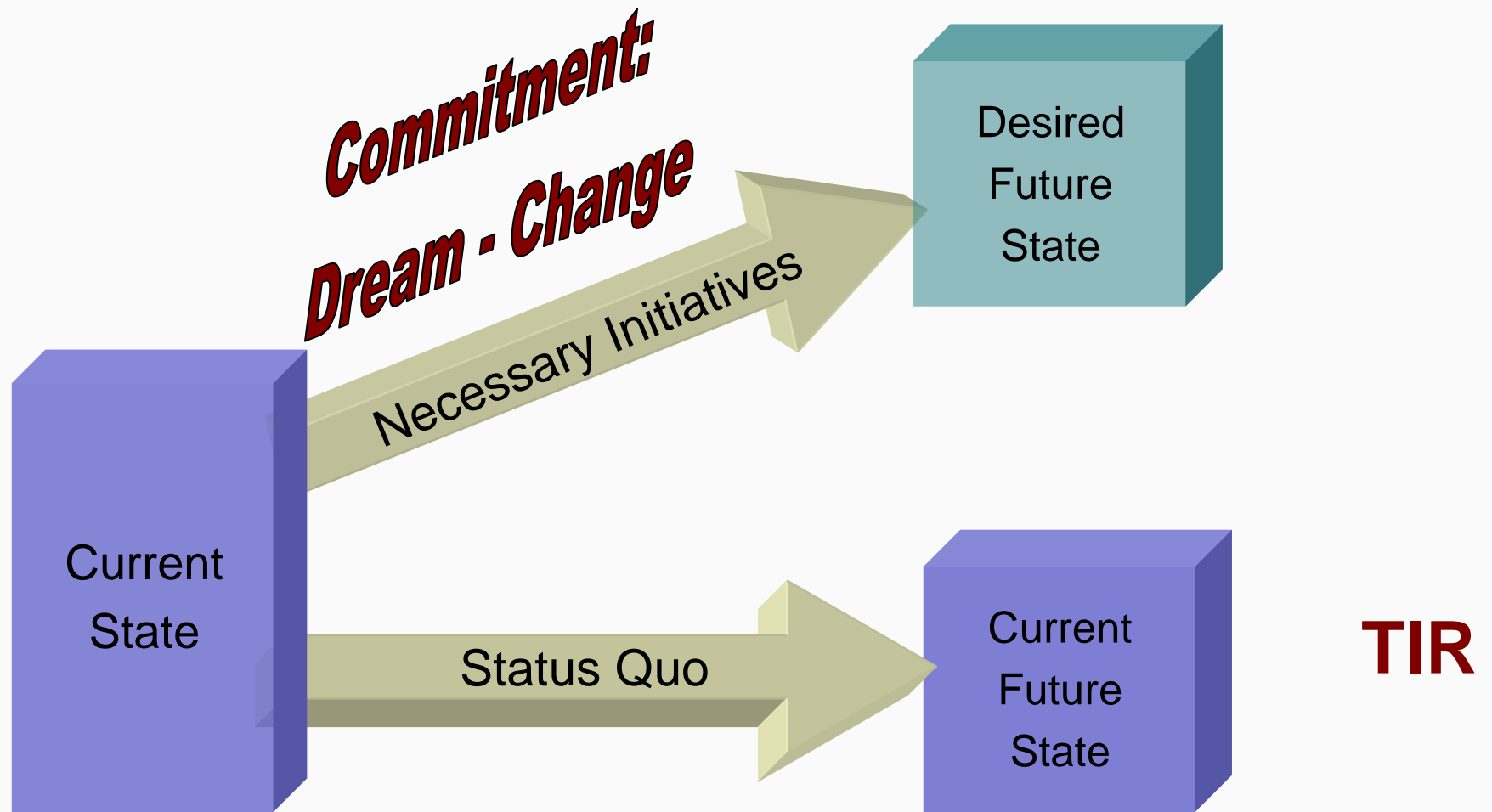
***CULTURAL AND STRUCTURAL BARRIERS**

BUILDING THE FUTURE: *Rewriting our story*



“ Vision — a *compelling image of an achievable future*”

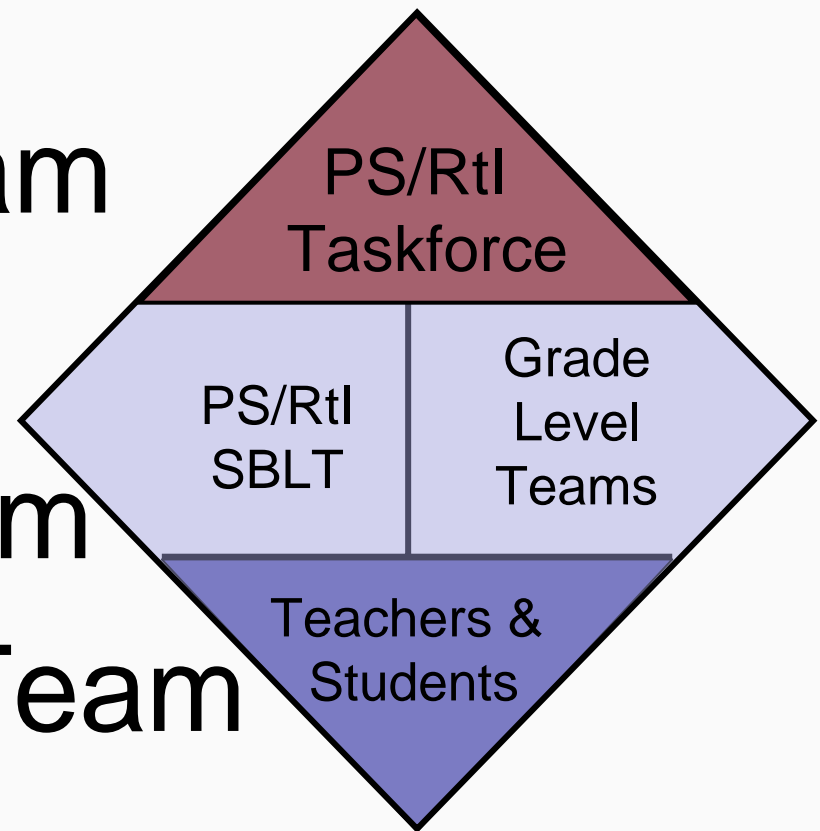
– Stewart D. Friedman – Harvard Business Online



PS/RtI ACCOMPLISHMENTS BEGINS with DATA & QUESTIONS

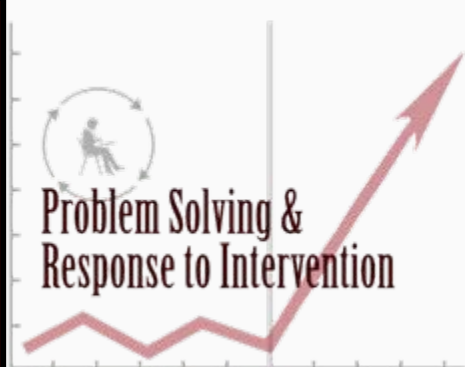


- Considered By A Team
- Owned By A Team
- Believed In By A Team
- Accomplished By A Team



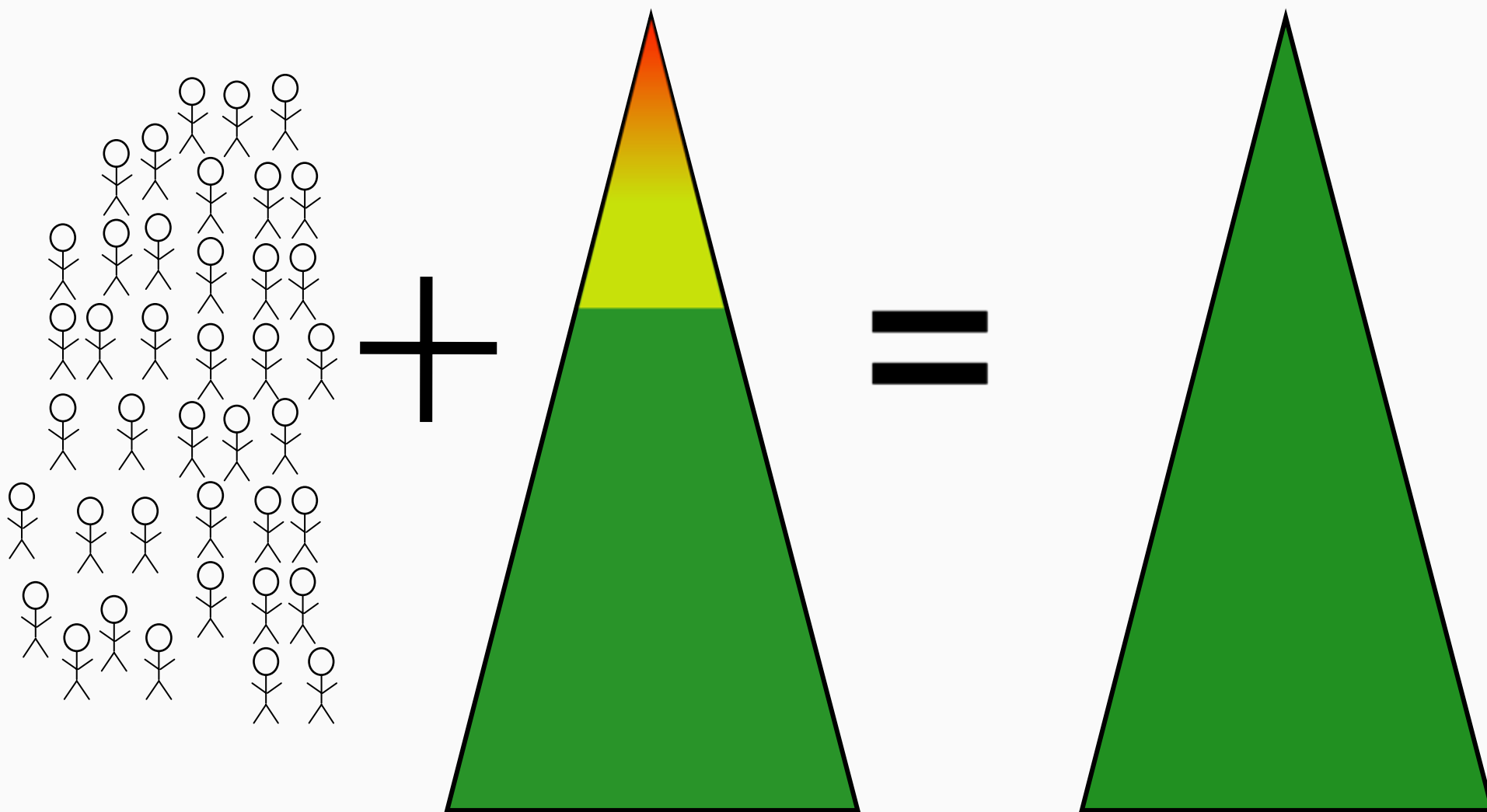
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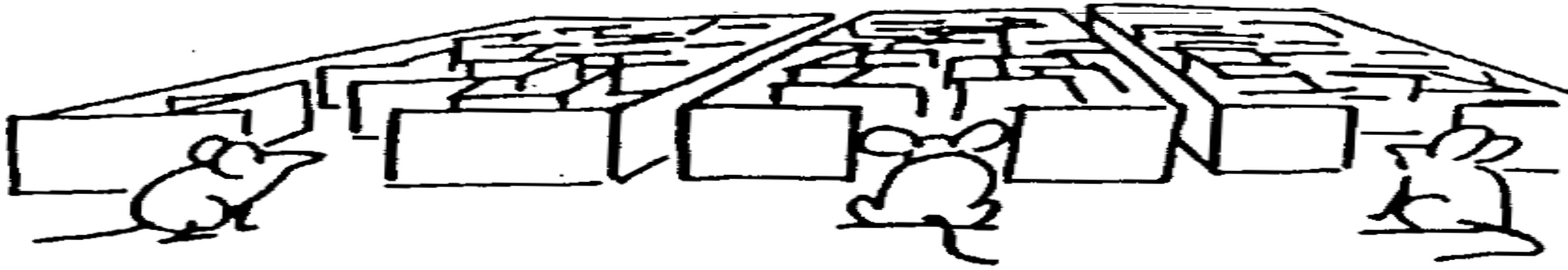
PS/RtI: SYSTEMATIC LEVELS OF SUPPORT



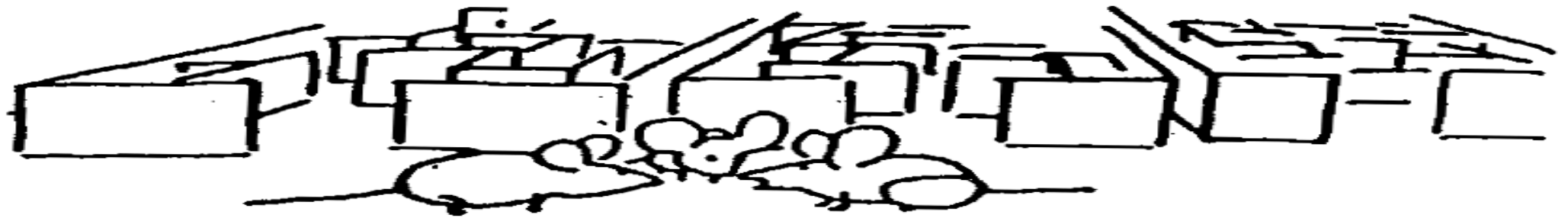
These students

in order to meet GOALS.

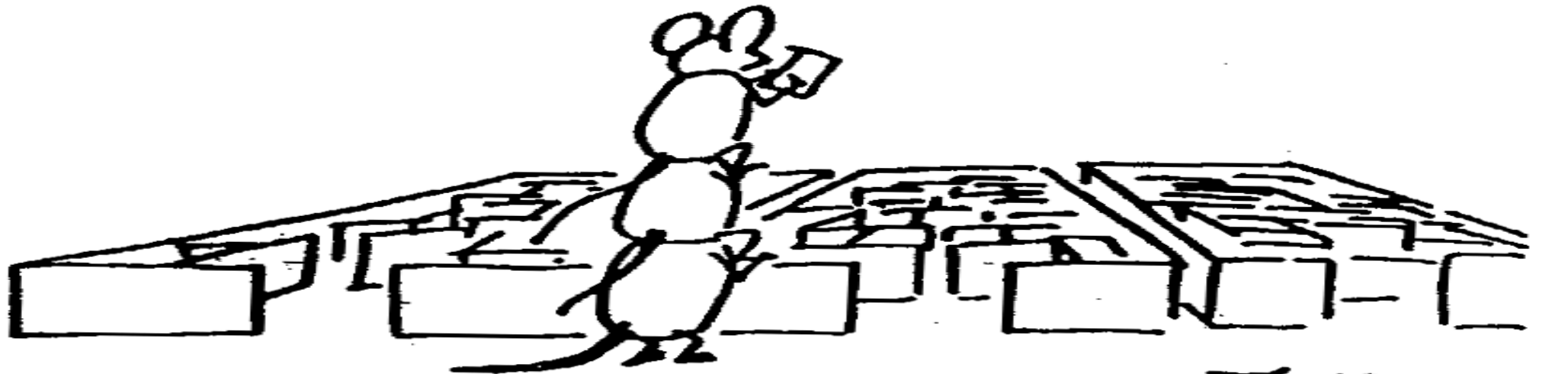




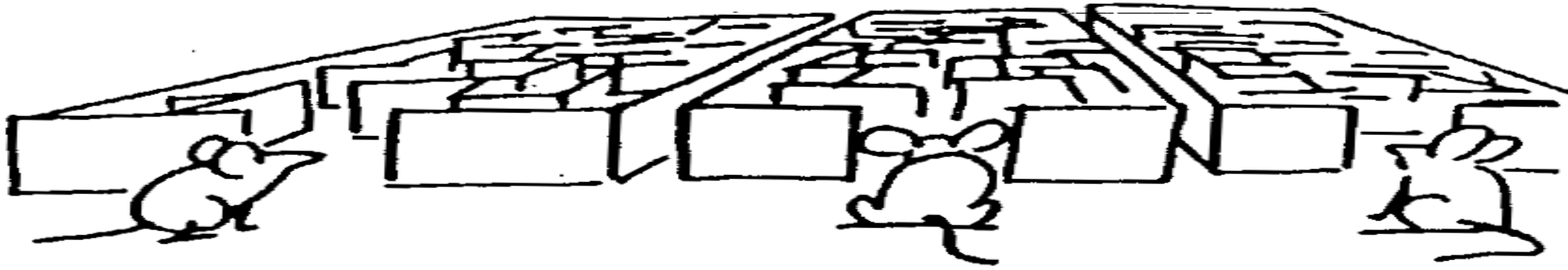
Past 30 Years... “Separate Kingdoms, Funding, Focus, Training, Goals”



Begin with a shared understanding of where we want to go, **TOGETHER**



Integrated approach to service delivery that **encompasses** and **connects** general, remedial, & special education through a multi-tiered service delivery model – A NEW WAY OF EDUCATING ALL CHILDREN



Past 30 Years... “Separate Kingdoms, Funding, Focus, Training, Goals”



Dissolve the cultural and structural barriers to create a continuum of supports

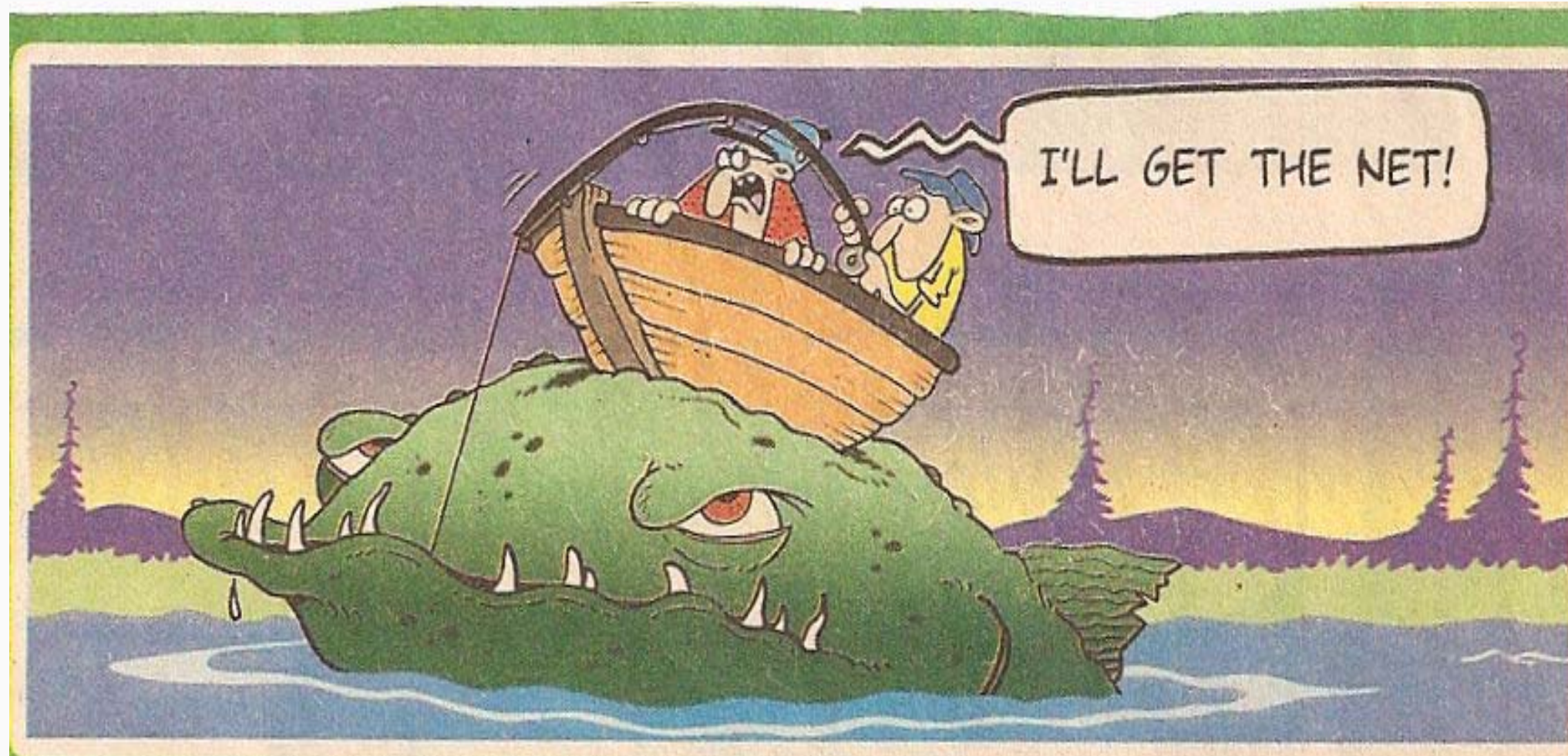


Integrated approach to service delivery that **encompasses** and **connects** general, remedial, & special education through a multi-tiered service delivery model – A NEW WAY OF EDUCATING ALL CHILDREN

GRASPING THE MAGNITUDE OF THE TASK



Problem Solving &
Response to Intervention



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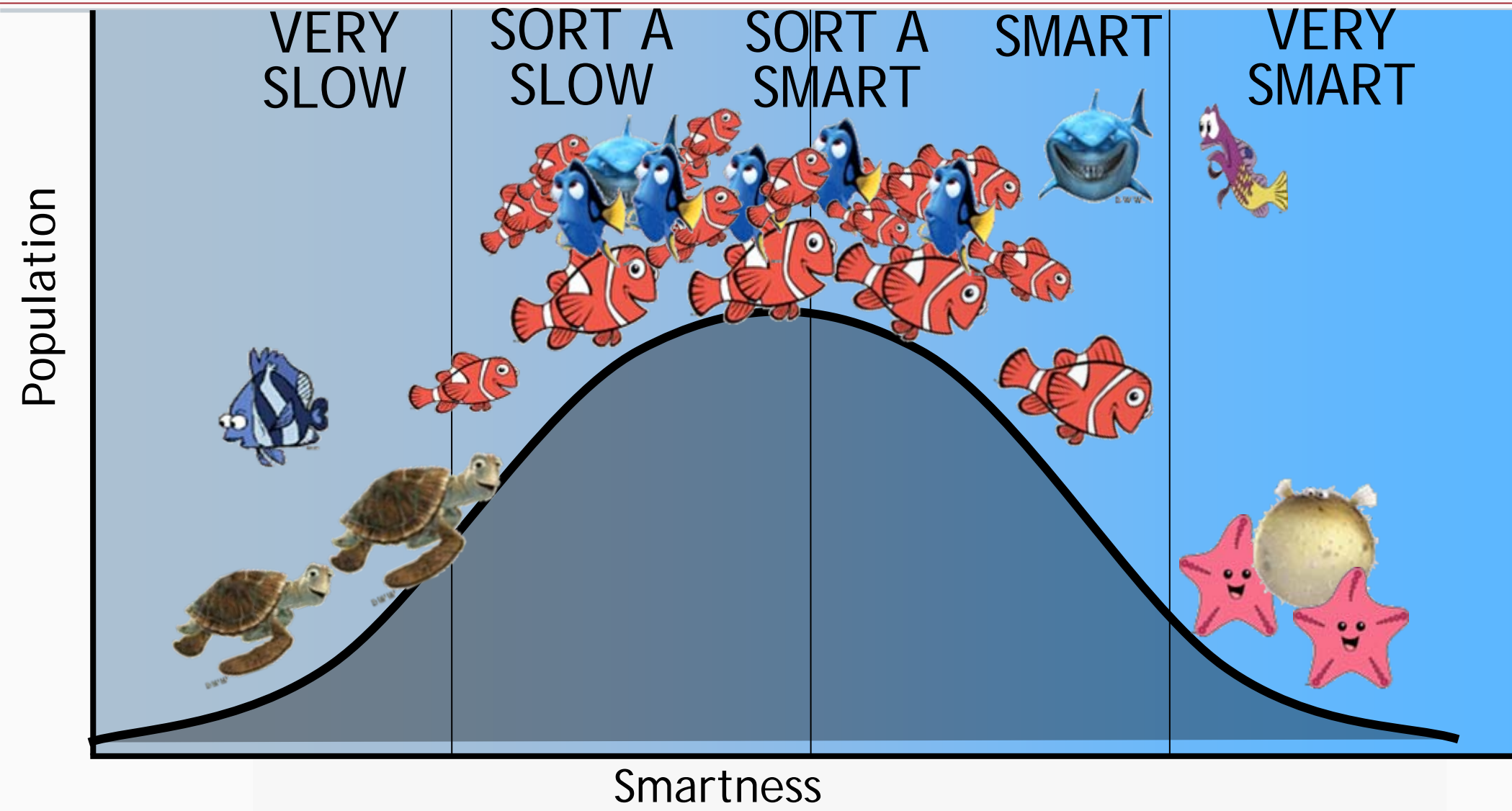
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WHAT ARE WE LEARNING?



- We must address the CULTURE of schools
- System-wide change begins with small efforts that connect to one another
- People come first...**the little people**
- We must communicate the compelling “why”
- Student achievement comes from collective responsibility
- Each student must get the opportunity **TIR**
- It is our moral imperative

FROM SORTING & SIFTING THE FISH



TO SERVING THE FLUID NEEDS OF ALL STUDENTS



HIGH RISK



MODERATE RISK



PROFICIENT/LOW RISK



A - ADVANCED



FROM THE FISH TO THE WATER



DOMAINS OF WATER



C Curriculum	Coherence, Standards-Based (Benchmarks), Scientifically validated programs, Prioritized Maps, Alignment, Relevance, Rigor, Connections/Integration, Resources/Materials...
O Organization	Culture, Mission, Core Values, Perceptions, Beliefs, C-I-A Processes, Resource Allocation, Scheduling, Systems, Structure, Management, Planning, Job Embedded Professional Development, Continuum of Services, Movement of Students, Instructional Time, Procedures...
I Instruction	Content knowledge, Standards-Driven Learning Units, High-Quality Lesson; Research-Based Instructional Practices (i.e., previewing, explicit instructional skill/strategy, modeling, scaffolding, graphic organizers, summarizing, questioning), Student Movement (Grouping strategies, levels of support (instructional time, content, level, intensity)...
L Learner	Skills, Demographics, Strategies, Motivation, Health, Family, Social/Emotional, Development, Engagement, Executive Functioning, Efficacy...
E Environment	Rapport, Respect, Shared Responsibility, Resource Rich Environments (i.e., materials, word walls, student work displayed); Peers (Expectations, Reinforcement, Values, Support); Classroom (Rules, Distractions, Seating, Schedule, Physical Plant), Home/Family Support

A SHIFT IN OUR BELIEFS, ATTITUDES & BEHAVIOR



*Knowledge of
current
research*



*Reflection on
individual
beliefs and
attitudes*



*Inquiry and
dialogue with
colleagues*

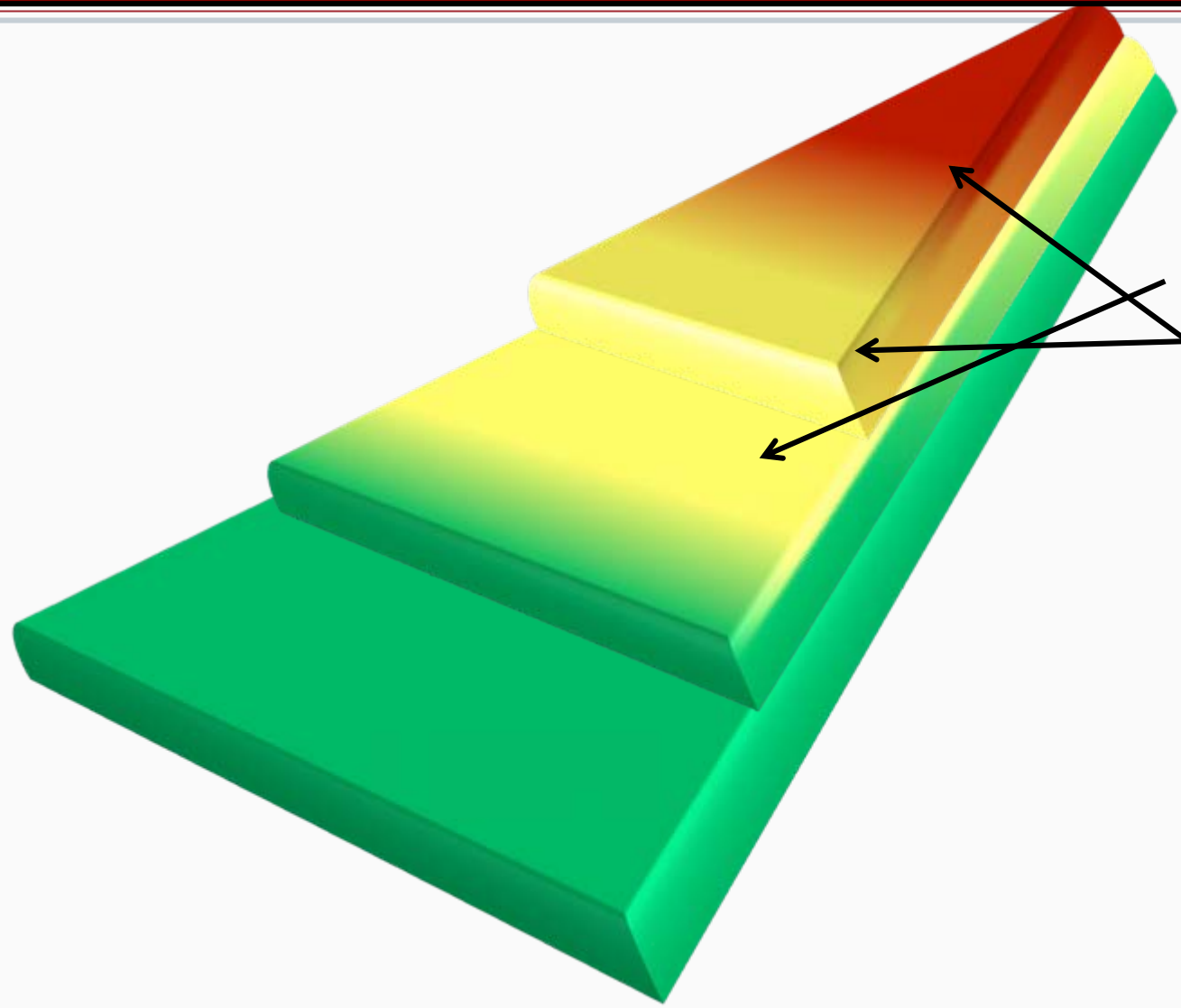
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WHAT ARE WE LEARNING? (cont.)



- **TIER I FOUNDATION first and foremost**
- Clear expectations for instruction
- Clear focus, alignment, planning
- Early identification & effective intervention
- Data-driven decision making and action planning assures accountability and positive outcomes
- Powerful procedures make meetings work and center on students' needs

TIERS: Create & Support Common Goals



Tier III

GOAL: 100% of students achieve benchmarks

Core

Tier I effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Supplemental

Conscious Teaching

1. What exactly do we expect all students to learn?
2. How will we know if and when they've learned it?

Intensive Individual Instruction

3. How you were effective when at least 70% of students don't learn? ...to achieve benchmarks
4. How will we respond when some students have already learned?

Tier III Effective if there is progress monitoring standards). progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

WHAT ARE WE LEARNING? (cont.)



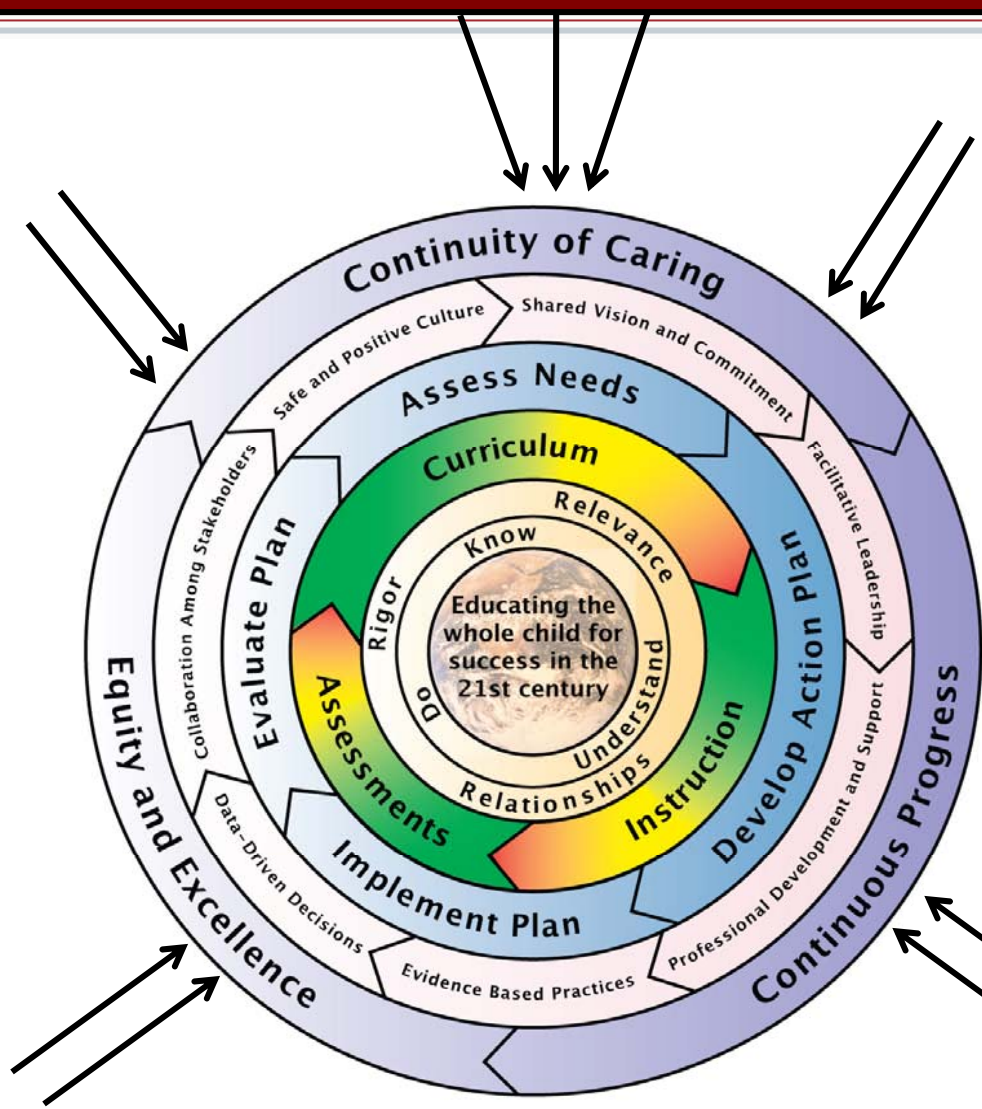
- **TIME**: Teams need time to collaborate regularly, share effective practices, and practice new processes and skills
- **COACHING**: IT MAKES A DIFFERENCE
- **SCHEDULING**: FLEXIBILITY
- Where we have the research, the data and adult consensus, we improve instructional effectiveness and make achievement gains
- **LEADERSHIP is critical**

WHAT ARE WE LEARNING? (cont.)



- **Progress Monitoring & Evaluation**
 - Setting goals leads to better implementation and student achievement.
 - When progress is monitored toward measurable goals, achievement is enhanced.
 - When data decision rules are used in conjunction with progress monitoring data, achievement is optimal.
 - **FOCUS ON STUDENT RESULTS**

PASCO: The WHOLE and the PARTS



What is our destination?

What is in your ▲ ?

1. How does "it" fit into the ? ▲
2. How does "it" integrate into the core? How is "it" used?
3. How are we going to know if "it" works?

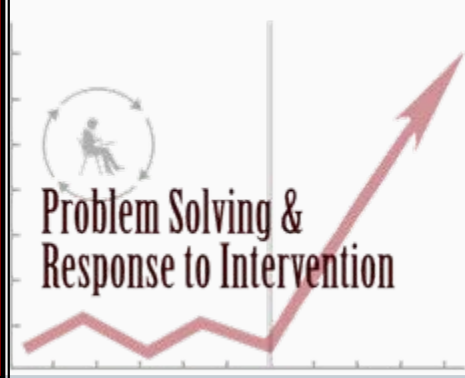
PASCO: Organizing the Work Around...



- DATA: *RIGHT KIND...RIGHT QUESTIONS*
- TEACHING AND LEARNING
- CURRICULUM and INSTRUCTION
- PROFESSIONAL DEVELOPMENT
- **PROBLEM SOLVING TEAMS**
- EFFICIENT USE OF RESOURCES
- TIMELY, DIRECTIVE, SYSTEMIC, and FLEXIBLE SUPPORT
- CELEBRATION of OUTCOMES

NEXT...WIDER:

Scaling Up



✓ **Summer-Fall 2009:**

Dissemination of the Blueprints

Parent Information

Teacher Information

Consistency of Message

✓ **Beginning Fall 2009:**

Differentiated Accountability Schools

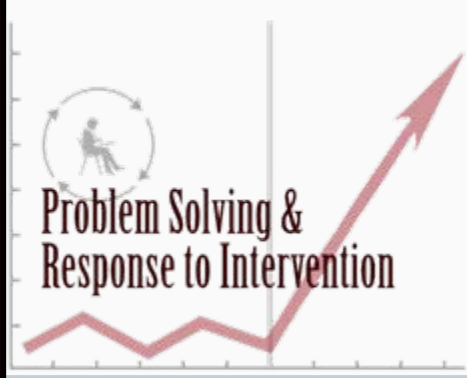
PS/RtI Taskforce (Parent, Middle, High Schools)

Middle and High School Models

Increase Professional Development Opportunities



BLUEPRINTS



Blueprint Analogy

- Conceptual=Concrete
- Experience & Science
- Critical Information
- Connections
- Flexibility
- **ACTION PLAN**
 - Steps
 - Lessons Learned
 - Resources



- Foreword
- PS/RtI District Taskforce Team
- School Based Leadership Team
- Executive Summary
- Response to Intervention: A Working Definition
- How to Use This Document
- District Level Blueprint
- School Level Blueprint
- Resources
- Appendix: Subcommittees

NEXT...DEEPER:

Do and Stop Doing...



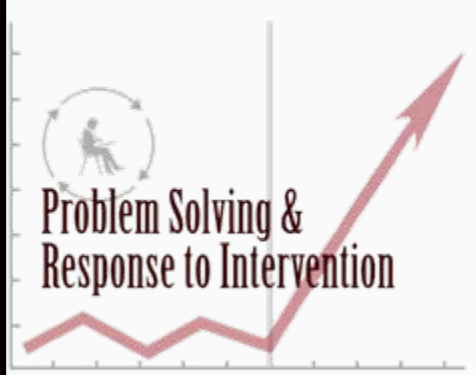
- **Principals**
 - Role and Responsibilities
 - Expectations for Implementation
 - Time for PS Meetings
 - Surveys
 - Sharing Opportunities
- **Professional Development**
 - Combine Trainings (PBS, RtI, FCIM)
 - Accelerate Sessions
 - Follow-up Coaching Sessions
 - Release of Responsibility
 - Use of Technology
- **Coaches**
 - Role and Responsibilities
 - Scope and Sequence of Activities
 - Facilitation
 - Consultation
 - Data Analysis
 - Differentiation
- **District – Connections**
 - PASCO STAR
 - Field Visit Walk Throughs (ASES)
 - K-12 Comprehensive Plan
 - Student Services Teams
 - Differentiated Accountability
 - School Improvement Plans



"Change will not come if we wait for some other person or if we wait for some other time. We are the ones we've been waiting for. We are the change that we seek."

Barack Obama

Thank You



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