

Problem Solving & Response to Intervention
Amelia Van Name Larson
Pasco County
FOIL - 2009

Slide 1: Problem Solving & Response to Intervention

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

Slide 2: PS/Rtl LEADERSHIP

Multi-year commitment for PS/Rtl study and implementation:

Learning by doing

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

Slide 3: 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?

Slide 4: PASCO COUNTY

Goals: Year One:

- Complete a needs assessment to identify areas of strength and areas of need related to a PS/Rtl system.
- Develop a communication plan that identifies who will provide the information, how the information will be shared, and communicated.
- Develop a plan to define how the district, at all levels, will support the implementation of PS/Rtl through systemic technical assistance and professional development.
- Define the policies and procedures regarding implementation of PS/Rtl (use of resources, education and involvement of stakeholders).

Technical Assistance Team: Project Liaison, Coaches, and other target supervisors in charge of key initiatives go through training with the schools

Members of Taskforce:

- Superintendent's Staff
- CIS: Reading, Math, Gifted, ELL
- School Improvement
- Research and Evaluation

- Student Services
- Special Education
- Staff Development
- Principals
- Coaches
- Union

Slide 5: PS/Rtl Taskforce

Multi-year commitment for PS/Rtl

Leadership Behavior:

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

Slide 6: Teams to Support implementation of Rtl

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

Focus on Problem Solving

Slide 7: 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/Rtl COACH/Facilitator

This is where “it” begins to happen...

- Not what to think but What to Think About
- Use of data no to get the answers but Ask the Right Questions...
- Put the Problem, no the child, into context

Slide 8: Data: What is our story?

- Demographics
- Student Learning
- Processes and Procedures
- Beliefs, Values, Perceptions

Slide 9: 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?

Slide 10: Building the Future: Rewriting our story

“Vision-a compelling image of an achievable future”...Stewart D. Friedman-Harvard Business Online

If we maintain current status, we cannot expect a different future

Slide 11: PS/RtI Accomplishments Begins with Data & Questions

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

Slide 12: PS/RtI: Systematic Levels of Support

- Students Enter Schools with Different Needs
- We Need to Set Up Timely, Directive, Systemic, and Flexible Supports: Plan ahead...do not wait until they fail
- Collective Responsibility to Help All Students Learn
- A Unified Approach: All Resources are seamlessly integrated and singularly focused on the same outcome: To ensure that all children learn at high levels

Slide 13:

Moving from silos to an integrated system...common goals, consistent messages
Superintendent's staff needs to encourage dialogue, teaming and problem solving among instructional departments...especially ESE and CIS

Slide 14:

The way it has been creates many barriers

Slide 15: Grasping the Magnitude of the Task

Time it took to plan, implement, revise, re-implement is incredible.

Forgiveness vs Permission

Proceed until apprehended (more dangerous)

Slide 16: 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
- It is our moral imperative

Slide 17: From Sorting & Sifting the Fish

Emphasis on potential and actual achievement—no action takes place until the child has such discrepancy

Moving away from the normal curve mentality

Slide 18: To Serving the Fluid Needs of All Students

Creating a fluid continuum of supports

Slide 19: From the Fish to the Water

1. Focus on Learning:

- Believe that all students can learn
- They accept responsibility for making this outcome a reality for every child

2. Collaborative Problem Solving:

- No one person possesses all the knowledge, skills, time, and resources
- Team time

3. A Focus on Results

Slide 20: Domains of Water

Curriculum-Coherence, standards-based (benchmarks), scientifically validated programs, prioritized maps, alignment, relevance, rigor, connections/integration, resources/materials...

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...

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)...

Learner-Skills, Demographics, Strategies, Motivation, Health, Family, Social/Emotional, Development, Engagement, Executive Functioning, Efficacy...

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

Slide 21: A Shift in Our Beliefs, Attitudes & Behavior

Knowledge of current research

Reflection on individual beliefs and attitudes

Inquiry and dialogue with colleagues

Slide 22: What Are We Learning? (Continued)

- 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

Slide 23: Tiers: Create & support Common Goals

Tier I

GOAL: 100% of students achieve benchmarks

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

Conscious Teaching:

1. What exactly do we expect all students to learn?
2. How will we know if and when they've learned it?
3. How you we respond when some students don't learn?
4. How will we respond when some students have already learned?

Tier II

For approx. 20% of students

Core + Supplemental...to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

Tier III

For Approx 5% of Students

Core + Supplemental + Intensive Individual Instruction...to achieve benchmarks

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

Slide 24: What Are We Learning? (Continued)

- 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

Slide 25: What Are We Learning? (Continued)

- 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

Slide 26: Pasco: The Whole and the Parts

What is our destination?

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?

Slide 27: 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

Slide 28: 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/Rtl Taskforce (Parent, Middle, High Schools)
 - Middle and High School Models
 - Increase Professional Development Opportunities

Slide 29: Blueprints

Blueprint Analogy

- Conceptual=Concrete
- Experience & Science
- Critical Information
- Connections
- Flexibility
- ACTION PLAN
 - Steps
 - Lessons Learned
 - Resources
- Foreword
- PS/Rtl 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

Slide 30: Next...Deeper: Do and Stop Doing...

- Principals
 - Role and Responsibilities
 - Expectations for Implementation
 - Time for PS Meetings
 - Surveys
 - Sharing Opportunities
- Coaches
 - Role and Responsibilities

- Scope and Sequence of Activities
- Facilitation
- Consultation
- Data Analysis
- Differentiation
- Professional Development
 - Combine Trainings (PBS, Rtl, FCIM)
 - Accelerate Sessions
 - Follow-up Coaching Sessions
 - Release of Responsibility
 - Use of Technology
- District – Connections
- PASCO STAR
 - Field Visit Walk Throughs (ASES)
 - K-12 Comprehensive Plan
 - Student Services Teams
 - Differentiated Accountability
 - School Improvement Plans

Slide 31:

“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

Slide 32: Thank You

dscanga@pasco.k12.fl.us

avanname@pasco.k12.fl.us