

Leadership in RtI²:
Necessary Infrastructure & Implementation Tips

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<http://www.hdc.lsuhscc.edu/tiers/index.php>

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What Do You Expect From Today ?

1. Who Are You?
2. What One or Two 'Things' Do You Expect from Today's Session (135')?
Now, Let's Look at Your Handout !

- Key Leadership Behaviors
- District/School Vision incorporates RtI²
- Data Action Team(s) Functioning

| What's In Place? What Measure(s), What Criteria, When Collected, How Used? | What Needs to be Built to get Better Results? | Strategies to Do (Who, What, When) |
|--|---|------------------------------------|
|--|---|------------------------------------|

| Item | What's In Place? What Measure(s), What Criteria, When Collected, How Used? | What Needs to be Built to get Better Results? | Strategies to Do (Who, What, When) |
|--|---|---|------------------------------------|
| Key Leadership Behaviors | | | |
| District/School Vision incorporates RtI ² | | | |
| Data Action Team(s) Functioning | | | |

The Big Ideas

Secondary RtI²:

1. Is **Substantively Different** than Elementary RtI².
2. Has Much to Offer to Students, Families, Teachers, **Administrators**, and Related Services Personnel.
3. Depends upon **Key People** Fulfilling Interdependent Roles
4. Lags Behind Elementary RtI² in Implementation ...But Getting Better



Is this You implementing RtI² ?

Getting the Organization to Move is a Daunting, Risky Task !



The First Law of Improvement

“Every System Is Perfectly Designed to Achieve Exactly the Results It Gets”

(Therefore, Although Not All Change Is Improvement, All Improvement Is Change)

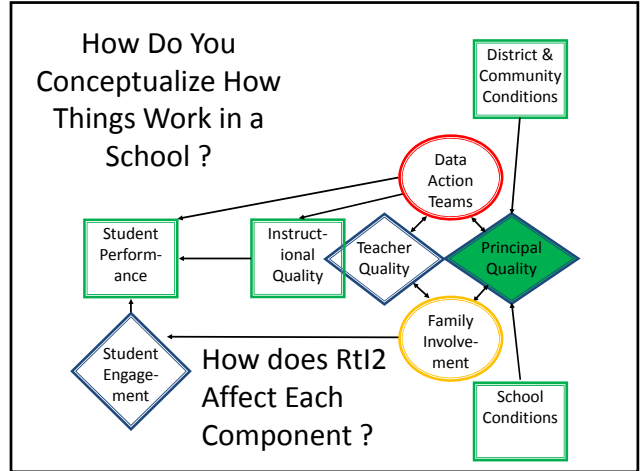
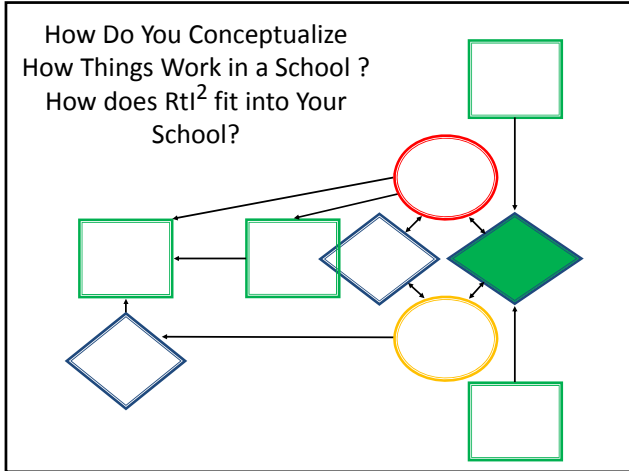


Managing & Evaluating Implementation of RtI²

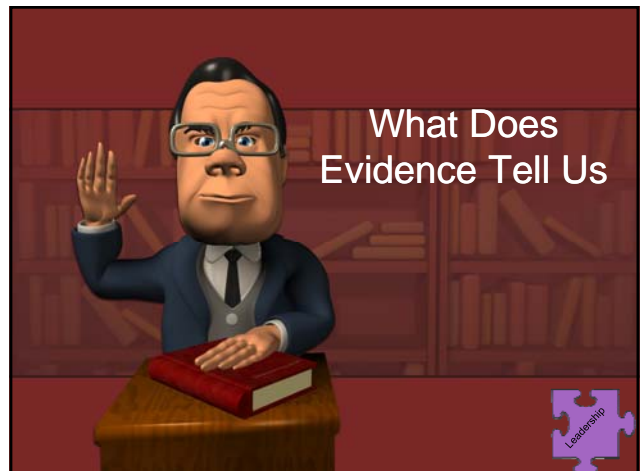
A 2x5 grid of colorful puzzle pieces representing implementation components:


- Row 1: Leadership (purple), Vision (blue), Infrastructure & Data (grey), Resources (pink)
- Row 2: Knowledge, Skills, & Self-Efficacy (green), Incentives (orange), Implementation Plans (yellow)

Compatible with *Interstate School Leadership Licensure Consortium Standards for School Leaders (ISLLC)*
Gibbons & Coulter, 2015




| Key Leadership Behaviors |
|---------------------------------|
| District/School Vision |
| Data Action Team(s) Functioning |
| |





“School Leadership is Second only to Classroom Teaching as an Influence on Pupil Learning.”

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D.(2007). *Seven strong claims about successful schools leadership*. Nottingham, England. National College of School Leadership.



Key Observable Responsibilities

1. Communicates a Vision of Data-Use & Evidence-Based Practices
2. Hospitable (Safe) Environment
3. Encourage Leadership of Others
4. Focus on Improving Instruction & Results
5. Improve Outcomes Through Coordination



Let's Do an Assessment ?

- How do You Spend Your Time ?
- Assume 10 hours+ per day
- Estimate times for Typical Work Week aka 50+ hours per week
- Think about **6** categories to code your use of time (last typical week)



School Leader **Use** of Time

6 Broad Types of School Leader Behaviors*

1. Administration
2. Organization Management
3. Day-to-Day Instruction
4. Instructional Program
5. Internal Relations
6. External Relations

Administration

- Fulfilling compliance requirements
- Managing school schedules
- Managing student discipline
- Managing student services, attendance
- Preparing/implementing testing
- Fulfilling special education requirements of school leaders



Organization Management

- Managing budgets, resources
- Hiring personnel
- Dealing w/teacher concerns
- Managing non-instructional staff
- Networking w/other principals
- Managing personal schedule
- Maintaining facilities
- Ensuring a safe environment



Day-to-Day Instruction

- Informally Coach Teachers to Improve Instruction
- Formally Evaluate Teachers
- Conduct Classroom Observations
- Implement Professional Learning
- Use Data to Inform Instruction
- Directly Teach students




Instructional Program


- Developing a program across the school
- Evaluating curriculum
- Using assessment results for program evaluation
- Planning professional development
- Counseling or releasing teachers
- Planning/Implementing Supplementary or after-school instruction



Internal Relations


- Developing relationships w/Students
 - Communicating w/parents
 - Interacting socially w/staff about non-school & school-related topics
 - Attending school activities
 - Counseling staff
 - Counseling students or parents
 - Informally talking to teachers about students not related to instruction
- 

External Relations

- Working w/Local community member/organizations
 - Fundraising
 - Communicating with District
 - Using District Office Communications
- 


School Leader Use of Time

6 Broad Types of School Leader Behaviors*

1. Administration ____%
 2. Organization Management ____%
 3. Day-to-Day Instruction ____%
 4. Instructional Program ____%
 5. Internal Relations ____%
 6. External Relations ____%
- 

High School Leader Use of Time

6 Broad Types of School Leader Behaviors*

1. Administration -27.4%
 2. Organization Management – 21%
 3. Day-to-Day Instruction – 5.9%
 4. Instructional Program – 6.7%
 5. Internal Relations – 14.6%
 6. External Relations – 7.7%
- 48.4% (bracketed next to items 1 and 2)
- Red arrow pointing to item 4
- 



Instructional Manager v Coach?

“ those principals who spend the most time on Organizing and Managing the Instructional Program

have test scores & teacher and parental satisfaction results that are Higher

than those Principals who spend time coaching teachers and popping into classroom lessons.”

Wallace Foundation Study

Principal Efforts to Improve Instruction
+
Teacher Trust in Principal
+
Shared Principal-Teacher Leadership

=

Higher Scores on standardized Achievement Tests

Louis et al, (2010). *Learning from leadership: Investigating the links to improved student learning.*

Where there is a correlation between Principals' Influence on teachers & student performance, it occurs when Principals:

- ✓ Create and **Sustain an Academic Ethos** in the School,
- ✓ **Organize Instruction** across the school (*aka Multiple Tiers*), and
- ✓ **Align School Lessons to Standards and student needs...**

Adapted from: Larry Cuban (2013). *Inside the Black Box of Classroom Practice: Change without Reform in American Education.*

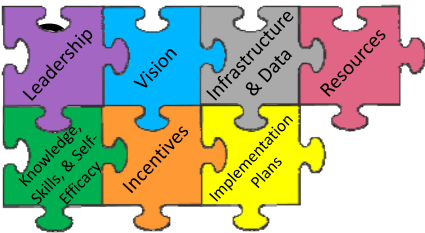
Leadership

You Aren't an Administrative Manager –
You're an Instructional Leader Using Data



McNulty and Besser, 2011

Managing Implementation of RtI²



Anarchy

Gibbons & Coulter, 2015

Key Leadership Behaviors

District/School Vision

Data Action Team(s) Functioning



Dream Big But Have a Roadmap.....

Can You Focus?

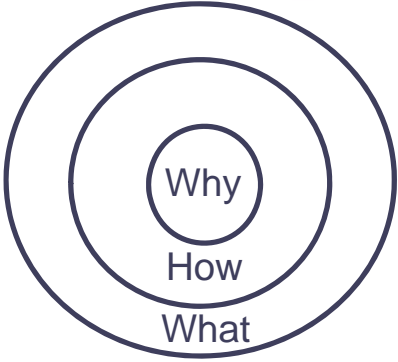



Where are Your Eyes?
Is Your Rhetoric Consistent with Your Focus?

Why Have a Vision that includes Rtl²?

- Supported by Evidence (IES, etc.)
- Helps Staff Understand 'Why'
- Provides Basis for Clear Plan
- Leads to Initiative Braiding
- Defines School Culture

Character of Your Vision



Samuel Pierpont Landry

Ask Yourself :



How does my School's Vision Noticeably Incorporate Rtl² ?

Vision

- a public declaration that schools use to describe their high-level goals for the future — what they hope to achieve if they successfully fulfill their organizational purpose or mission.

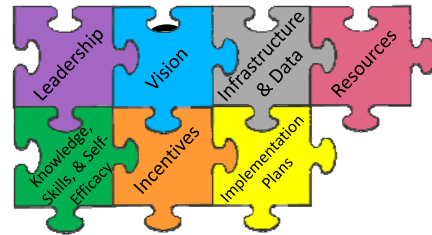


Vision

- describes a school's loftiest ideals,
- its core organizational values, its long-term objectives, or
- what it hopes its students will learn or be capable of doing after graduating.

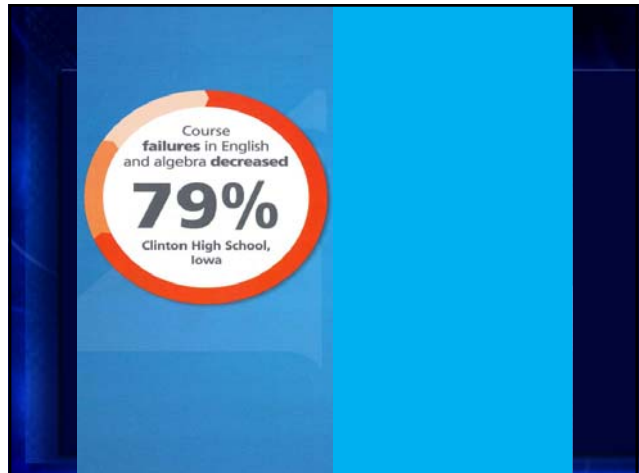
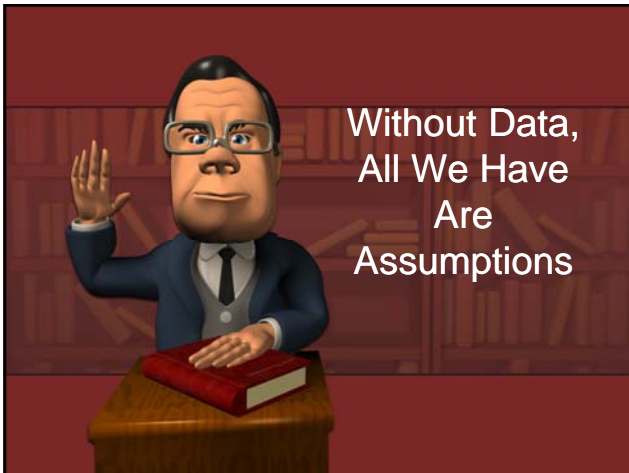
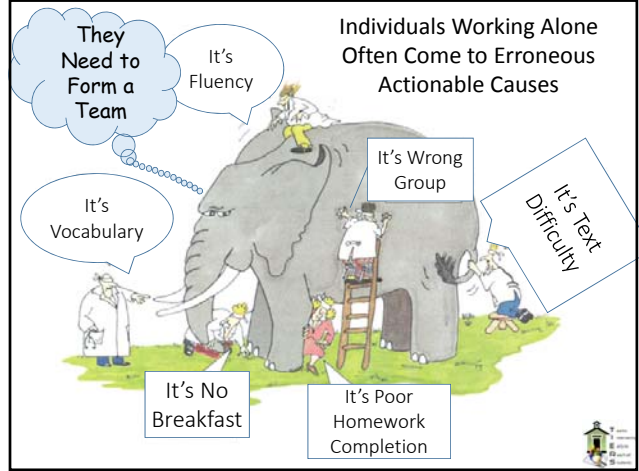


Managing Implementation of RtI²



Confusion

Gibbons & Coulter, 2015



“Principals need to be **Fluent** in the **Use of Data** as a Leadership Tool.”

P. 104

Portin, B. S., et al. (2009). Leadership for learning improvement in urban schools. Center for the Study of Teaching and Policy. University of Washington



Remember this from the Morning Session?

What Can We Do with Data that are Easily Accessible ?

Predicting High School Drop-Outs from Data on 1st Grade



Data – Too Little? Too Much?

- Audit What Data you currently collect
- Audit Why you collect each Measure (Data)
- Audit How these Data are Used
- Respect Qualitative Data



How educators define “Data” informs how they defined Learning, and vice versa

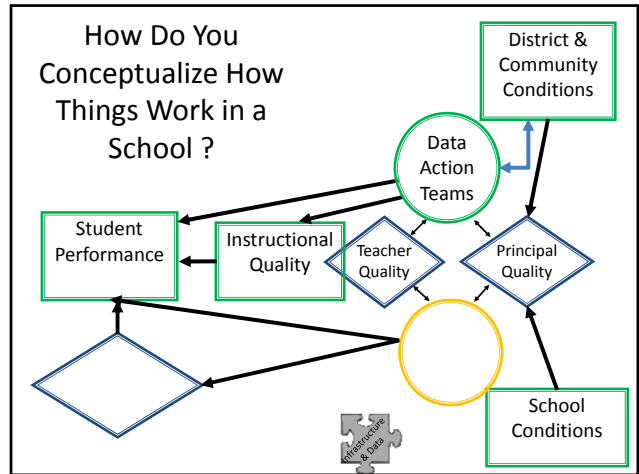
Amanda D. Park, V. and Kennedy, B. (2008). Acting on data: How urban high schools use data to improve instruction. Center on Educational Governance. USC Rossier School of Education. Los Angeles CA.



2 Types of Critical Data

| | |
|---|---|
| <p>Effect Data</p> <p>Kids</p> <p>State Test Scores Benchmark Tests Progress Monitoring</p> | <p>Cause Data</p> <p>Adults</p> <p>Teaching, Curriculum, Parental Involvement, Leadership, Etc.</p> |
|---|---|

Adapted from: Center for Performance Assessment © 2006



Teacher Use of Data had a Direct Impact on their Perceptions of Collective Efficacy

Filbin, J. F., 2008. Examining the effects of changes in pedagogical precision, principal data use, and student achievement on collective efficacy. Unpublished dissertation Univ. of Denver

Successful Principals

To See Improvement over time -

- ✓ Established PLCs/ Data Action Teams (DATs)
- ✓ Established measurable goals for instructional improvement **based on Data**
- ✓ Measured and reported progress towards the instructional goals **using Data**
- ✓ Provided for Collaborative Common Planning **Time**

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, IES, U.S.D.O.E. Retrieved from <http://ies.ed.gov/ncee/wwc/practiceguides>.

| |
|--|
| |
| Key Leadership Behaviors |
| District/School Vision |
| Data Action Team(s) Functioning |
| |



Types of Data Action Teams

- ✓ Building
- ✓ Content/Grade Level
- ✓ District

Infrastructure & Data

Team Roles & Responsibilities

A diagram illustrating various roles within a team using 3D white human figures. The roles and their associated actions are:

- Recorder**: A figure holding a notepad and pen.
- Data Specialist**: A figure pointing to a sign that reads "Data Organized" and "Data Displayed".
- Engaged Participant**: A figure standing with hands on hips, looking thoughtful.
- Team Leader**: A figure holding a red arrow pointing right with the text "Use Data Smartly".
- Time Keeper**: A figure holding a clock.
- Focus Monitor**: A figure pointing towards the center of the team.

Adapted from Center for Performance Assessment © 2006

DAT Leader (Unobtrusive Leadership)

- Facilitates DAT meeting process:
 - ✓ Sets Agenda,
 - ✓ Uses Norms for Effective Meetings,
 - ✓ Listens well,
 - ✓ Asks 'Right' Questions,
 - ✓ Reinforces Member Roles,
 - ✓ Facilitates Team's Reflection on Process & Progress,
 - ✓ What else ???




Team Leader

Adapted from Center for Performance Assessment © 2006

Documentation (Memory)

- ✓ Takes Accurate Minutes
- ✓ Distributes to DAT Leader, Colleagues, Administrators...



Recorder

Adapted from Center for Performance Assessment © 2006

Time is Limited

- ✓ Follows Time Frames Allocated on Agenda
- ✓ Informs Group of Time Frames during Dialogue



Time Keeper

Adapted from Center for Performance Assessment © 2006

Data Informed

- ✓ Gathers All Data from Team members
- ✓ Creates Tables, Charts, Graphs
- ✓ Shares results with Team members




Data Specialist

Adapted from Center for Performance Assessment © 2006

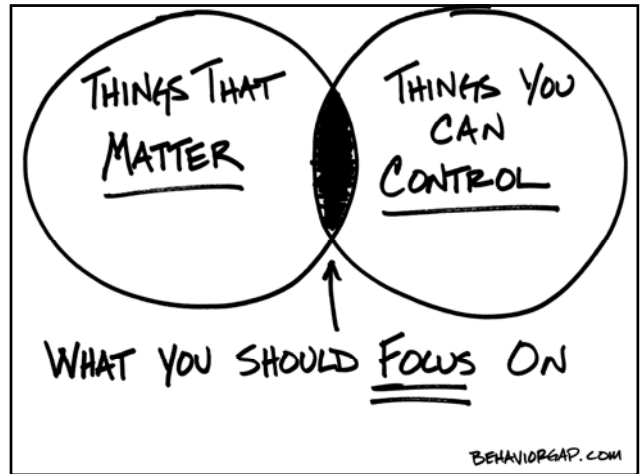
Stay Focused

- ✓ Reminds Members of Tasks and Purpose
- ✓ Refocuses Dialogue on Processes and Agenda Items



Focus Monitor

Adapted from Center for Performance Assessment © 2006



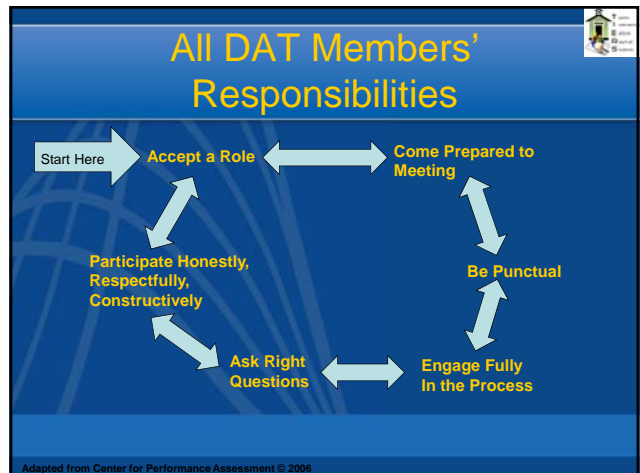
Be Engaged

- ✓ Listens
- ✓ Questions
- ✓ Contributes
- ✓ Commits



Engaged Participant

Adapted from Center for Performance Assessment © 2006





1st Meeting – To-Dos ✓

- ✓ Agree on
- ✓ Role Assignments
- ✓ Mission/Vision Statement
- ✓ Team Norms

Structure & Routine is Essential:

- ✓ Regular Meeting Times
- ✓ Active Facilitation
- ✓ Protocols
- ✓ Leadership by Example

Frequency and Length of Data Action Team Meetings

- Varies: Weekly to Once a Month
- Shortest (45 minutes) to longest (120 minutes)

Note: Schools that realize the greatest shift to a data culture scheduled meetings Once a Week!

Center for Performance Assessment © 2006



Things that Ruin Your Day

Cautions for Sustainability



Careful !



- ✓ *District Use of Data had negative effect on Student Achievement (test scores)*

If:

- ✓ *Building Principals did not believe that they & their teachers were capable of what was expected of them.*

Data Action Teams Reflect

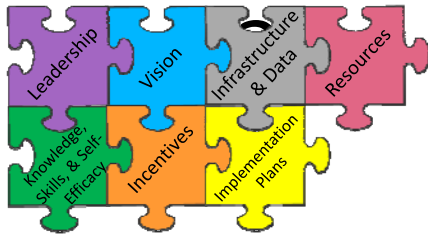


“If the Team does not ask at least once in meetings, “Are we doing what we said we would do? (aka Vision)” – the team ceases to be effective.”

(R. Horner)



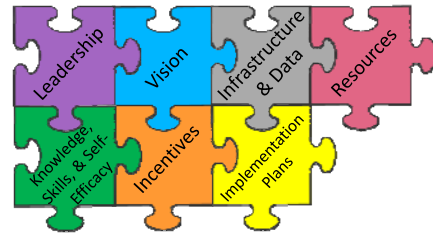
Managing Implementation of RtI²



Chaos

Gibbons & Coulter, 2015

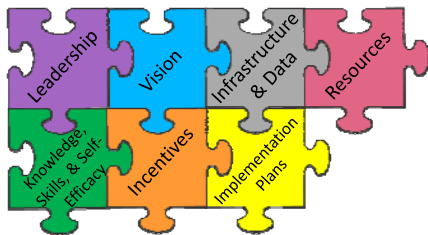
Managing Implementation of RtI²



Anxiety

Gibbons & Coulter, 2015

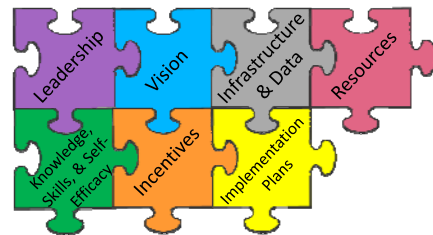
Managing Implementation of RtI²



Resistance

Gibbons & Coulter, 2015

Managing Implementation of RtI²



Treadmill

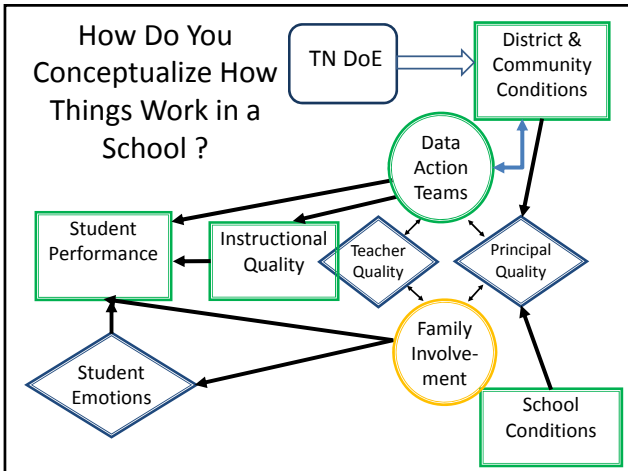
Gibbons & Coulter, 2015



Managing Implementation of RtI²

Sustained **Change**,
Improving **Results**

Gibbons & Coulter, 2015



- Key Leadership Behaviors
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| What's In Place? What Measure(s), What Criteria, When Collected, How Used? | What Needs to be Built to get Better Results? | Strategies to Do (Who, What, When) |
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| Key Leadership Behaviors | | | |
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School Leaders Help Others Make Learning Happen

RtI² Alters the Design of Your School

Questions - Comments



Alan, don't forget 'Dancing Man'



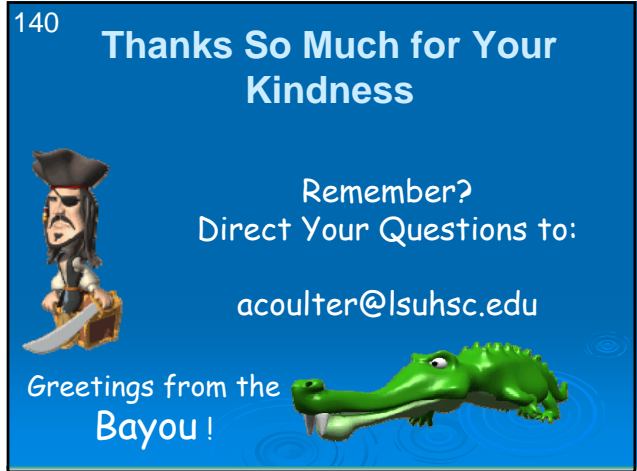
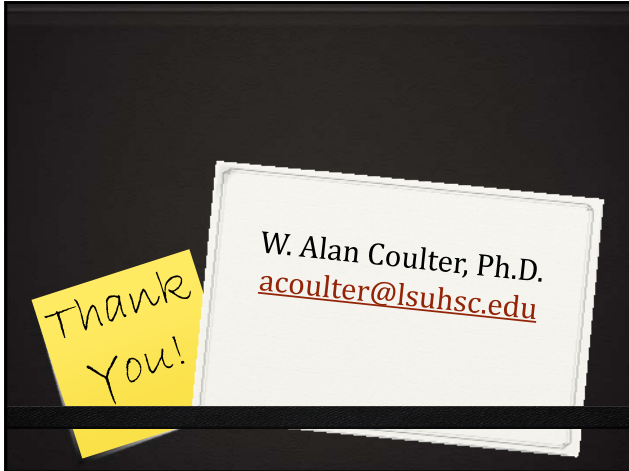
It takes **13** years to take a new healthcare innovation from the point where we've demonstrated its benefit to the point where it has been established as the standard of care.

How Long Does it Take in Public Education ?



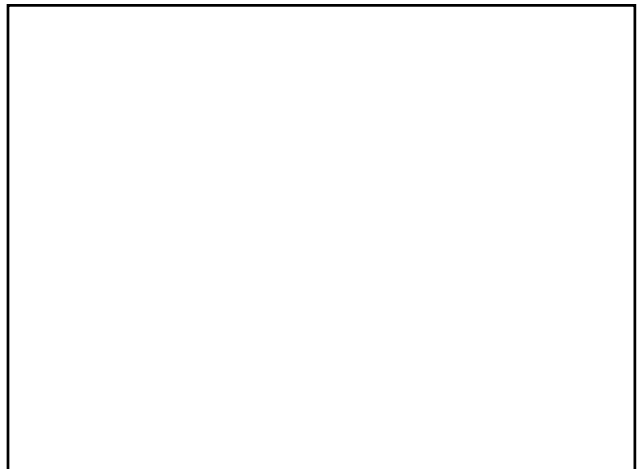
Medical Errors Happen Every Day

- Iatrogenic Effects
- 44,000 to 225,000 deaths every year (3rd leading cause of death in U.S.)
- New England Journal of Medicine, 1/09
19 point checklist based on evidence-based practices
- Used in 8 hospitals in a controlled study reducing deaths by 40%



| World Health Organization | | |
|--|---|---|
| SURGICAL SAFETY CHECKLIST (FIRST EDITION) | | |
| Before induction of anaesthesia | Before skin incision | Before patient leaves operating room |
| <p>SIGN IN</p> <ul style="list-style-type: none"> <input type="checkbox"/> PATIENT HAS CONFIRMED <ul style="list-style-type: none"> • IDENTITY • SITE • PROCEDURE • CONSENT <input type="checkbox"/> SITE MARKED/NOT APPLICABLE <input type="checkbox"/> ANAESTHESIA SAFETY CHECK COMPLETED <input type="checkbox"/> PULSE OXIMETER ON PATIENT AND FUNCTIONING <p>DOES PATIENT HAVE A:</p> <p>KNOWN ALLERGY?</p> <ul style="list-style-type: none"> <input type="checkbox"/> NO <input type="checkbox"/> YES <p>DIFFICULT AIRWAY/ASPIRATION RISK?</p> <ul style="list-style-type: none"> <input type="checkbox"/> NO <input type="checkbox"/> YES, AND EQUIPMENT/ASSISTANCE AVAILABLE <p>RISK OF >500ML BLOOD LOSS (PULKING IN CHILDREN)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> NO <input type="checkbox"/> YES, AND ADEQUATE INTRAVENOUS ACCESS AND FLUIDS PLANNED | <p>TIME OUT</p> <ul style="list-style-type: none"> <input type="checkbox"/> CONFIRM ALL TEAM MEMBERS HAVE INTRODUCED THEMSELVES BY NAME AND ROLE <input type="checkbox"/> SURGEON, ANAESTHESIA PROFESSIONAL AND NURSE VERBALLY CONFIRM <ul style="list-style-type: none"> • PATIENT • SITE • PROCEDURE <p>ANTICIPATED CRITICAL EVENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> SURGEON REVIEWS: WHAT ARE THE CRITICAL OR UNEXPECTED STEPS, OPERATIVE DURATION, ANTICIPATED BLOOD LOSS? <input type="checkbox"/> ANAESTHESIA TEAM REVIEWS: ARE THERE ANY PATIENT SPECIFIC CONCERNS? <input type="checkbox"/> NURSING TEAM REVIEWS: HAS STERILITY (INCLUDING INDICATOR RESULTS) BEEN CONFIRMED? ARE THERE EQUIPMENT ISSUES OR ANY CONCERNS? <p>HAS ANTIBIOTIC PROPHYLAXIS BEEN GIVEN WITHIN THE LAST 60 MINUTES?</p> <ul style="list-style-type: none"> <input type="checkbox"/> YES <input type="checkbox"/> NOT APPLICABLE <p>IS ESSENTIAL IMAGING DISPLAYED?</p> <ul style="list-style-type: none"> <input type="checkbox"/> YES <input type="checkbox"/> NOT APPLICABLE | <p>SIGN OUT</p> <ul style="list-style-type: none"> <input type="checkbox"/> NURSE VERBALLY CONFIRMS WITH THE TEAM: <input type="checkbox"/> THE NAME OF THE PROCEDURE RECORDED <input type="checkbox"/> THAT INSTRUMENT, SPONGE AND NEEDLE COUNTS ARE CORRECT (OR NOT APPLICABLE) <input type="checkbox"/> HOW THE SPECIMEN IS LABELLED (INCLUDING PATIENT NAME) <input type="checkbox"/> WHETHER THERE ARE ANY EQUIPMENT PROBLEMS TO BE ADDRESSED <input type="checkbox"/> SURGEON, ANAESTHESIA PROFESSIONAL AND NURSE REVIEW THE KEY CONCERNS FOR RECOVERY AND MANAGEMENT OF THIS PATIENT. |

THIS CHECKLIST IS NOT INTENDED TO BE COMPREHENSIVE. ADDITIONS AND MODIFICATIONS TO FIT LOCAL PRACTICE ARE ENCOURAGED.



139 Weight Chart for Women and Men

| Height | Weight | | | | | |
|--------|---------------|---------------|----------------|----------------|---------------|---------------|
| | Small Frame W | Small Frame M | Medium Frame W | Medium Frame M | Large Frame W | Large Frame M |
| 4'10" | 102-111 | | 109-121 | | 118-131 | |
| 4'11" | 103-113 | | 111-123 | | 120-134 | |
| 5'0" | 104-115 | | 113-126 | | 122-137 | |
| 5'1" | 106-118 | | 115-129 | | 125-140 | |
| 5'2" | 108-121 | 128-134 | 118-132 | 131-141 | 128-143 | 138-150 |
| 5'3" | 111-124 | 130-136 | 121-135 | 133-143 | 131-147 | 140-153 |
| 5'4" | 114-127 | 132-138 | 124-138 | 135-145 | 134-151 | 142-156 |
| 5'5" | 117-130 | 134-140 | 127-141 | 137-148 | 137-155 | 144-160 |
| 5'6" | 120-133 | 136-142 | 130-144 | 139-151 | 140-159 | 146-164 |
| 5'7" | 123-136 | 138-145 | 133-147 | 142-154 | 143-163 | 149-168 |
| 5'8" | 126-139 | 140-148 | 136-150 | 145-157 | 146-167 | 152-172 |
| 5'9" | 129-142 | 142-151 | 139-153 | 148-160 | 149-170 | 155-176 |
| 5'10" | 132-145 | 144-154 | 142-156 | 151-163 | 152-173 | 158-180 |
| 5'11" | 135-148 | 146-157 | 145-159 | 154-166 | 155-176 | 161-184 |
| 6'0" | 138-151 | 149-160 | 148-162 | 157-170 | 158-179 | 164-188 |
| 6'1" | | 152-164 | | 160-174 | | 168-192 |
| 6'2" | | 155-168 | | 164-178 | | 172-197 |
| 6'3" | | 158-172 | | 167-182 | | 176-202 |
| 6'4" | | 162-176 | | 171-187 | | 181-207 |

*W= Women and M=Men.
*Weight in pounds, based on ages 25-29 with the lowest mortality rate. (Indoor clothing for women weighing 3 pounds, for men 5 pounds and shoes with 1" heels).
Source: <http://www.healthchecksystems.com/heightweightchart.htm>

Contact Alan?
acoulter@lsuhsc.edu

Contact Alan's Momma?
junepsi@gmail.com



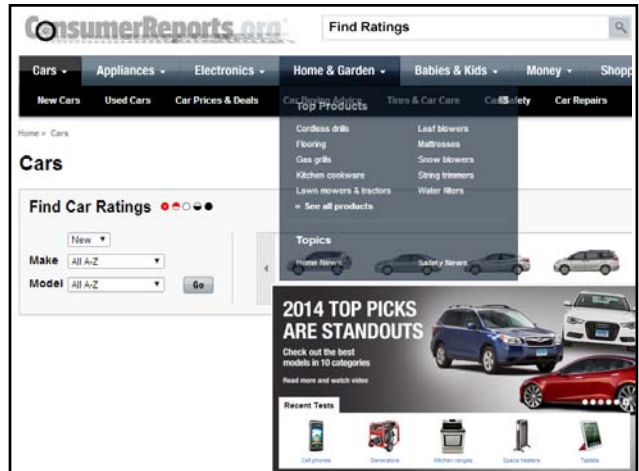
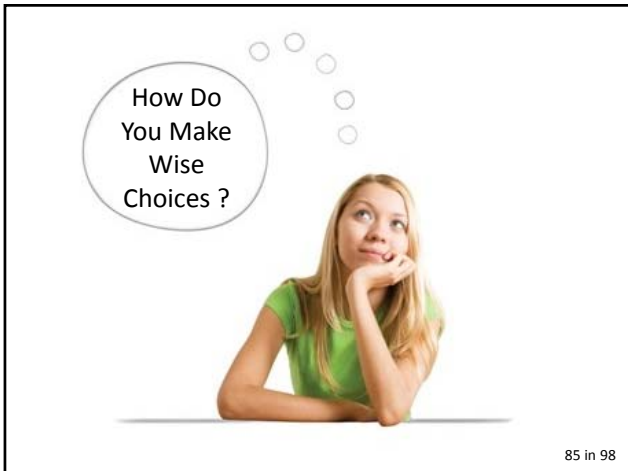
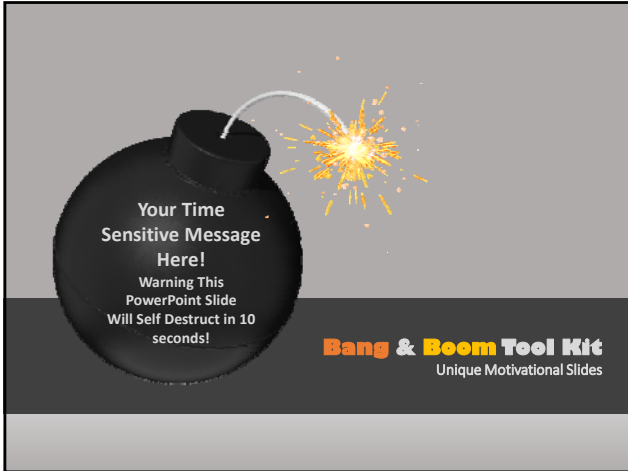
TN Leadership Session





Climbing To SUCCESS
An Animated PowerPoint Template

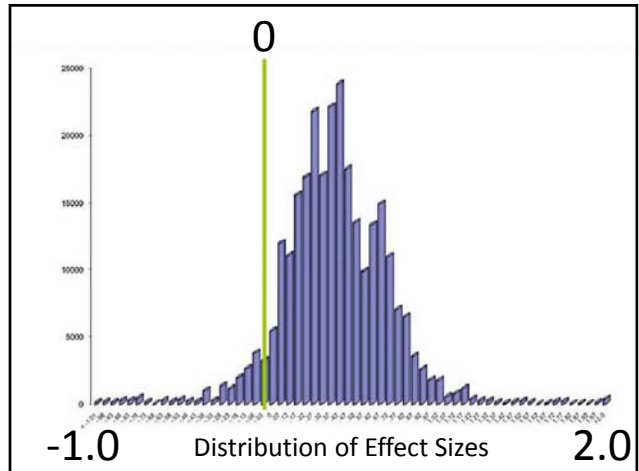


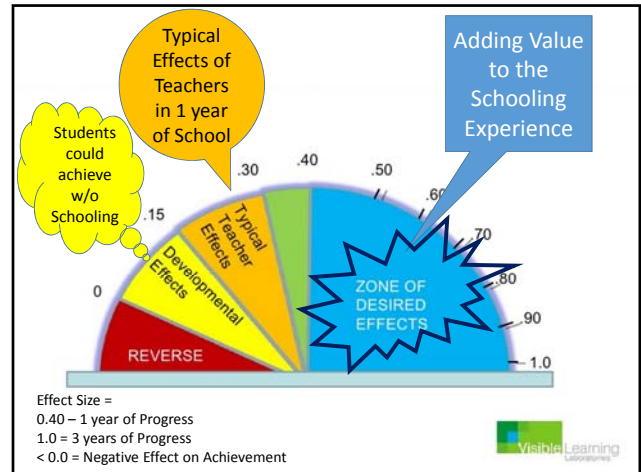




What If

- ✓ Sample 240 Million Students
- ✓ 50,000 Vetted Research Studies
- ✓ 800 Meta Analyses
- ✓ Influences could be Rank-Ordered
- ✓ (like Consumer Reports !)






Rank These – Top 3 & Bottom 3

- | | |
|---|------------------------------|
| • Reducing Disruptive Behavior in Class | • Individualized Instruction |
| • Feedback | • Formative Evaluation |
| • Class Size of 15 | • Teacher Training |
| • Spaced Practice | • Retention (1 year) |
| • Homework | • Teacher Subject Knowledge |

How Did You Do?

- | | |
|---|--|
| • 4. Reducing Disruptive Behavior in Class (0.34) | • 6. Individualized Instruction (0.25) |
| • 2. Feedback (0.73) | • 1. Formative Evaluation (0.90) |
| • 7. Class Size of 15 (0.13) | • 8. Teacher Training (0.11) |
| • 3. Spaced Practice (0.71) | • 10. Retention -1 year (-0.12) |
| • 5. Homework (0.29) | • 9. Teacher Subject Knowledge (0.09) |




Feedback

(0.73 Effect)

“information provided by an agent (e.g. teacher, peer, parent, self-experience, book, etc.) regarding one’s performance or understanding.”

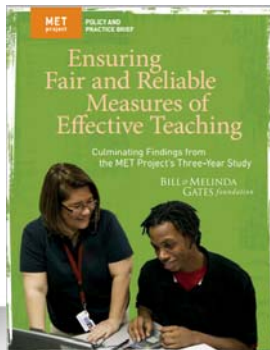
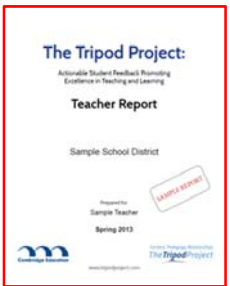
5 Things to Remember about **Feedback**

- ✓ Quality Feedback is Needed, Not More Feedback
- ✓ Feedback by Teacher to Student is often Not Valued and Not Acted On
- ✓ Students w/Growth Mind-Set Welcome Feedback - More Likely to Use to Improve their Performance
- ✓ Oral Feedback is Much More Effective than Written
- ✓ The Most Powerful Feedback is Provided **from the Student to the Teacher**




Hattie, 2009

Systematic Feedback From Students to Teachers

If Feedback is so Important, what kind of feedback should be taking place in our Classrooms?



Discuss in Pairs for 2 minutes