PROFESSIONAL DEVELOPMENT

- Role of MTSS and SIP

- SIP and Problem Solving: FCIM Coaching Cycle

- Aligning SIP with IR Action Plan

- Aligning SIP with Support Effective Teaching

- Looking Forward - SIP in 2014

Today at a Glance...

➢ *MTSS – Quick Review*

➢ *Problem Solving*

➢ *Coaching Cycle, FCIM, Lesson Study & THE SIP*

➢ *Ongoing Progress Monitoring*

Evidence-Based Practices

Program Evaluation School/District Improvement

School, Family & Community Engagement

MTSS

Align ESEA/IDEIA/State Statutes/SEA & LEA Policies & Procedures

Leadership, Coaching Skills, Professional Development & Staff Evaluation

MTSS FOUNDATION

CORE BELIEFS

- Every child can meet or exceed high standards
- Both academic and social competencies are essential
- Continual growth, learning, and reflection are needed to succeed
- Schools and district leaders are responsible for every student

VISION

- One system
- Supporting **ALL** students
- Instruction and learning based on…
  - Standard based instruction
  - Sound Research
  - Collaboration
  - Problem Solving
- Driven by multiple sources of data
- Culminating in increased student achievement

MTSS: MAJOR COMPONENTS

Integrated Data-Based Decision Making

Problem Solving Processes
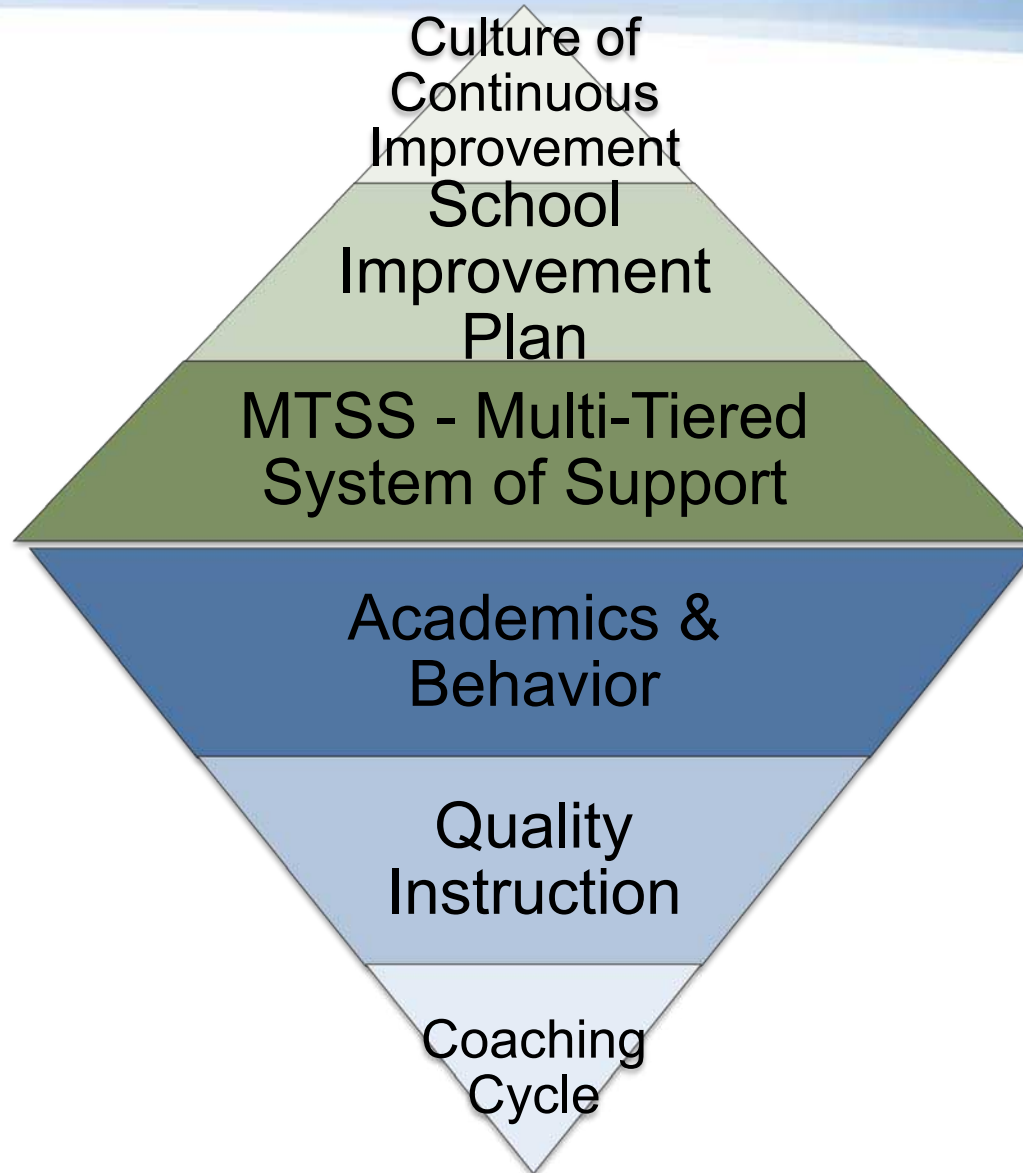
Multi-Tiered Intervention Supports

MAXIMIZE STUDENT OUTCOMES

- **The Successful/Effective System**
  - Allows for full-option graduation

- **Responsibility of the Districts**
  - Prevent disengagement and academic skill gaps
  - Quickly respond and adapt to student engagement and academic deficits

THE BIGGER PICTURE

Culture of
Continuous
Improvement

School
Improvement
Plan

MTSS - Multi-Tiered
System of Support

Academics &
Behavior

Quality
Instruction

Coaching
Cycle

PROBLEM SOLVING OVERVIEW

- Problem Solving Model

  – Define the problem

  – Develop a plan

  – Implement Plan

  – Evaluate

Problem ID – The chicken needs to get across the road
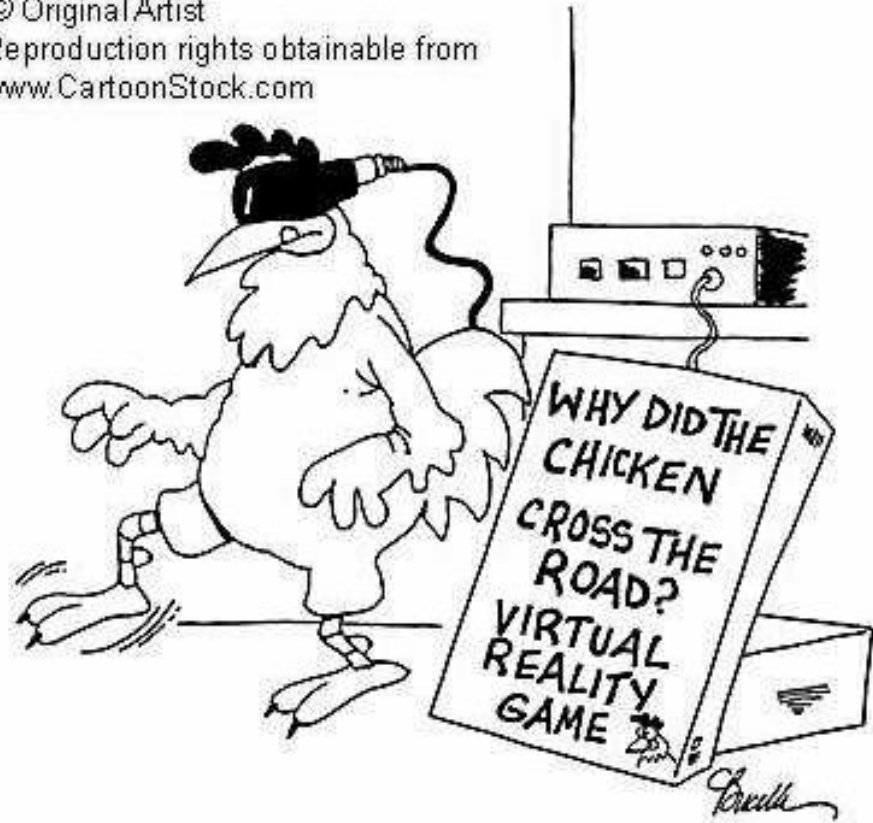
Problem Solving 101

Table Activity

Brainstorm all available resources/positive factors that might facilitate achievement of desired outcome and all obstacles that might prevent achieving the desired outcome:

Resources (+)   Obstacles (-)

PROBLEM SOLVING PROCESS

Define the Problem
What is the problem and why is it happening?

Develop a Plan
What are we going to do?

Implement Plan
Carry out the intervention.

Evaluate
Did our plan work?

DEFINE THE PROBLEM WHY IS IT OCCURING?

- ## Domains of Analysis
  - ICEL
    - Instruction
    - Curriculum
    - Environment
    - Learner

- ## Method of Data Collection
  - RIOT
    - Review
    - Interview/Survey
    - Observe
    - Test

EVALUATE EFFECTIVENESS

- ## Decision Rule
  - ### What is a "sufficient" response to intervention?

Positive Response

➢Gap is closing
➢Can extrapolate point at which target student will "come in range" of peers, even if long-range

Questionable Response

➢Rate at which gap is widening slows considerably, but gap is still widening
➢Gap stops widening, but closure does not occur

Poor Response

➢Gap continues to widen with no change in rate

DEVELOP/IMPLEMENT A PLAN

- Teaching Strategies
  - What to teach, AND
  - How to teach it

- Consistency
  - Critical that instruction be matched with the problem

Making good decisions will increase student progress.

SIP TEMPLATE

2011 SCHOOL IMPROVEMENT PLAN

GOAL

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

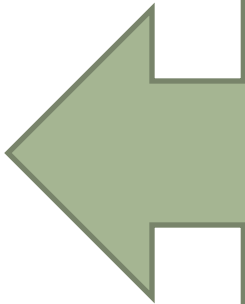| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in content area.	Content Goal #1:
2011 Current Level of Performance: *	2012 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Here is embedded Problem Solving

Brainstorming Barriers

Teachers will utilize data to make instructional decisions and differentiate instruction to all levels of student achievement.

Identified Strategy

Higher order questions will be used during whole group and small group instruction.

IMPORTANCE OF DATA

- ## Assumptions
  - The appropriate data are needed for school level problem-solving
  - No matter how useful the data may be, they are NOT useful if not used
- ## Avoid Data Chaos
- ## Management and Use
  - To teach others about data we need to separate
    - Management (infrastructure-data system)
    - Use (analysis and decision-making)

SIP & COACHING CYCLE

"School improvement will fail if the work of coaches remains at the one-to-one level. Coaches are *systems leaders*. They need development as *change agents* at both the instructional level and the level *of organizational and system change.* It's time to recast their role as *integral to whole-system reform*."

(Michael Fullan & Jim Knight. 2011)

MTSS Coaching Definition

- *Systems Coaching* (v.):

application of a set of skills that provides dynamic support and facilitation to develop the *capacity* of school/district leadership teams to implement MTSS aligned with the school/district improvement plan in order to enhance student outcomes.

Example from Action Plan

Teachers will receive support through the coaching cycle (pre-planning, modeling, co-teaching, observing, and debriefing) on how to develop higher order questions and implement questioning strategies.

COACHES AS SYSTEM LEADERS

Implementation Example

Coaching Cycle	Step	Notes
Day 1	Identification	Administrator identifies focus area
	Pre-Observation Email/Conversation	Preview the lesson to be observed
	Observation	Coach observes all aspects of the lesson/block
	Debrief & Target Setting	Collaborative review of lesson and setting goal for the coaching cycle. Pick one area of focus ONLY!
	Coach plans for modeling	Coach and teacher plan together
Day 2	Coach models the focus area	With the teacher's class. Teacher MUST use the "Coaching Cycle Teacher Observation Form"
	Debrief & set goals for co-teaching	Review Observation Form and plan next lesson together (create script).
Day 3	Co-teaching	
	Debrief and set goals for teacher lesson	
Day 4	Teacher teaches focus area and coach observes	
	Debrief	Decide if goal is met. If met=Completion If not met=restart cycle on Day 2.

"THE SIP" & Ongoing Progress Monitoring

2012-2013 School Target
(Lake Shore Middle School)

FCAT	Reading	Math	Writing	Science	Points to be Earned
% Meeting Proficiency (FCAT Level 3 & Above)	35 26	44 34	80 79	20 14	179 153
% Making Learning Gains	65 56	68 58	**Target Total** FY13= 462 C	133 114
Learning Gains of Lowest 25%	75 64	75 64	Total FY12 = 395 D	150 128

SY 2012-2013 Goals

- Reading Proficiency 26% (+ 9% by FCAT 2013)
- Math Proficiency 34% (+ 10% by FCAT 2013)

<u>6 Months</u>:

September

October

November/December

January

February

March

SIP Progress Monitoring

Reading Proficiency

- Increase 1.5% per month

Math Proficiency

- Increase 1.6% per month

Key Questions?

- How do you ensure the average increase per month?

- What are the components (actions) that must be implemented with fidelity?

- How do you build consensus with instructional staff?

- What supports are needed to reach goals?

HOW USEFUL IS YOUR DATA?

- **Characteristics of Useful Data**
  - Provide sufficient information to select appropriate services and supports
  - Allow you to group students with similar needs
  - Match the nature of the problem, the target responses/knowledge identified for change, & key problem-solving questions.

Example: Progress Monitoring

Student Name	Student Number	Fall Diag	Winter Diag	SRI				Ind. RRR	Inst. RRR	ELL Code	ESE Code	SBT or Child Study Team	RtI (Tiers)	# of Ret.	iii	Conferences	Rdg. Grades	Math Grades	Tutorials	Behavior	Attendance	Comments

Report Card

Definition to Application

Coaching to facilitate MTSS capacity in schools and districts requires the following skill domains:

- 1) Problem-Solving Facilitation Skills
- 2) Content Knowledge
- 3) Shared Leadership Support
- 4) Professional Development

"Principal McWit, I don't care how much you interfaced, interacted, coordinated, arranged, or organized last month. Just tell me how many of your students passed their standardized tests."

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MTSS Specialist

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COACHES AS SYSTEM LEADERS

Next to the principal, coaches are the most crucial change agent in a school.

Michael Fullan and Jim Knight

There's been a growing realization that we need education reform on a larger scale—at the level of the district, state, or country. This raises an interesting question about the role of coaches. It's futile to develop their role unless we treat it as part of an overall strategy to change systems.

For example, the work of coaches is squandered if school principals are not instructional leaders. At the same time,

the work of schools will go nowhere unless school districts organize themselves to focus relentlessly on instructional improvement. Without coaching, many comprehensive reform efforts will fall short of real improvement.

Good coaching gets results—and it gets them fairly quickly. However, "good coaching" is not the reality for many coaches who operate in systems that are not organized to create,

develop, and sustain the conditions for instructional improvement.

In the United States, for example, whole-system education reform focuses on the wrong drivers (Fullan, 2011a)—accountability, individual teacher development, technology, and piecemeal reform components. Such reform drivers as capacity building, teamwork, pedagogy, and systemic reform are much more compatible with the strategies of good coaches.

Coaching Your Way to Success

All schools in a district must be treated as part of a single system. Changing one school at a time is no longer an option for countries that want to compete internationally.

Take York Region District School Board, a large multicultural district in the greater Toronto area in Ontario, Canada. It has 130,000 students; 8,800 teachers; and 192 schools. The district has had major success in literacy, numeracy, and high school graduation rates over the last decade (Sharratt & Fullan, 2009).

We discovered the crucial role that literacy coaches played 10 years ago when one of us, in conjunction with the superintendent of curriculum and instruction, worked with 17 low-performing schools in this district (Sharratt & Fullan, 2009). In the schools that improved significantly, literacy coaches worked closely with principals to implement 14 key parameters (see "Fourteen Parameters for Success," p. 52). The coaches typically spent their day planning lessons with classroom teachers, modeling lessons, observing instruction, facilitating meetings, reviewing student data, and leading the collaborative marking of student work. We eventually brought all the schools in the district into the change process. The system improved dramatically—by more than 20 percent on most measures. School leaders saw themselves as part of a systemwide effort.

Take Crosby Heights, a K–8 school with 662 students. When a new principal was appointed in 2004, the school was one of the worst in the district. The culture was toxic, characterized by deep conflict between the union and management; the building was dilapidated; and morale was low.

In addition to setting a new direction for Crosby, the principal and literacy coach started working with teachers to improve instruction. For example, a 5th grade teacher and the literacy coach worked on a lesson to strengthen

students' word choice in their writing. They planned the flow of the lesson, the posters they would create to describe success criteria in student-friendly language, the student groupings they would use, and the strategies they would implement. Together with the principal, the coach and 5th grade teachers also collaboratively examined and graded student work. Rich conversations emerged about best practices teachers could use with struggling students.

Teachers' new positive teaching experiences began to change the culture of the school. Four years later, the school had raised its proficiency rates in literacy and numeracy from an average

of 43 percent to 83 percent. The turnaround was the result of successfully integrating the 14 parameters. The literacy coach was a key member of the school team that led this effort.

Teachers and school leaders experienced the success as a system phenomenon. In one school survey, a majority of teachers responded that the literacy focus had "raised the expertise of teachers within their schools," "raised literacy expectations for all students," "produced more consistency and continuity in literacy across subjects," and "facilitated sharing of expertise with teachers from other schools."

The role of school leadership—of principals and coaches—must be played out on a systems level to get widespread and sustainable improvement. Successful coaches combine instructional expertise with knowledge about schoolwide and districtwide strategies. The small and the big picture merge

for these coaches. They're equally comfortable on the dance floor and the balcony.

How to Squander Your Coaching Efforts

Staff members at the Kansas Coaching Project at the University of Kansas Center for Research on Learning have visited more than 100 schools around the world in the past three years. They've found that coaches are often placed in impossible situations. Too often, they collaborate poorly with administrators. In many schools no one—including the coach and the principal—understands school improvement plans. Other schools exhibit a kind of organizational

Countries that had gone from great to excellent focused 78 percent of their interventions on professional learning and only 22 percent on accountability.

attention deficit disorder, jumping from one intervention to another before achieving meaningful change. As the following examples show, in far too many settings, coaches are unable to do their work.

Give Coaches the Wrong Work

In a state-sponsored coaching workshop, the 50 coaches in attendance were asked how they used their time in school. More than 75 percent reported that they had spent less than 25 percent of their time on coaching in the previous week; more than 40 percent reported spending 10 percent or less of
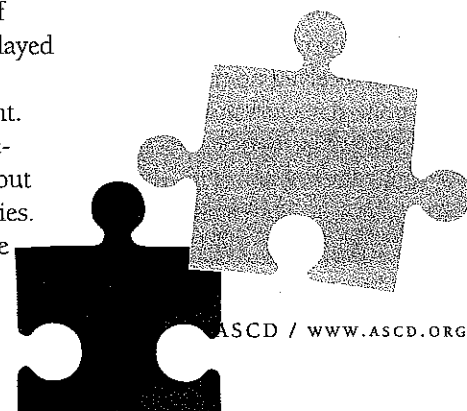
their time on coaching. Indeed, some coaches had spent *no* time on coaching in the previous week.

Many coaches explained that because their roles and responsibilities were poorly defined—and because their principals weren't clear how best to employ them—they ended up doing quasi-administrative or clerical work rather than improving instruction. Instead of helping teachers reach out to more students, they photocopied papers, filed documents, or ordered supplies.

Keep Goals Unclear

A school district was awarded a grant to hire coaches in all its secondary schools. The district hired the coaches but never articulated what their professional development goals should be. Were the coaches supposed to support classroom management, differentiated instruction, curriculum development, Response to Intervention, content knowledge in all disciplines—or all of these?

In addition, the district provided no professional learning for principals, so they were unable to provide the coaches with either clarity or support. In some schools, the principals directed their coaches to take a top-down, assertive approach to their work that left little room for the professional discretion of individual teachers. Not surprisingly, the coaches' efforts prompted resistance, with little change occurring in classrooms.

Don't Train Your Coaches

An inner-city district received a large federal grant in August to provide coaching to teachers. Because school was starting in just a few weeks, the district immediately hired the coaches from a small pool of teachers who were interested in taking on this new work.

The coaches received no training, except for a one-day workshop that didn't take place until mid-October. Not knowing what to share and how to coach, and in some cases lacking the pedagogic, communication, and

leadership skills necessary for their work, the coaches were disheartened by mid-October; many had already decided to return to the classroom the following year. In some schools, the coaches shared their frustration with teachers, which negatively affected culture and morale. What could have been a promising step forward for the district became a wasteful step backward. The coaching program was abandoned after two years.

It Can Be Done

Developing effective instructional strategies systemwide is a new goal for many school leaders, including coaches,

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Fourteen Parameters for Success

The York Region District School Board has found that these strategies improve students' literacy achievement:

1. Shared beliefs and vision
2. Embedded literacy coaches
3. Timetabled literacy blocks
4. Principal leadership
5. Early and ongoing intervention
6. Case management approach
7. Literacy professional development
8. In-school grade and subject meetings
9. Book rooms with leveled books and resources
10. Allocation of resources to literacy learning
11. Action research focused on literacy
12. Parental involvement
13. Cross-curricular literacy connections
14. Shared responsibility and accountability

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except in those few countries that have accomplished systemwide success, such as Singapore, Finland, and Canada.

This is not abstract work. For the past 8 years, we've taken a large, stagnant system of 2 million students in 4,000 elementary and 900 secondary schools in 72 school districts in Ontario and achieved substantial improvements in student achievement. Literacy and numeracy are up 14 percent across the 4,000 elementary schools, and the high school graduation rate has climbed from 68 to 81 percent. At the heart of the strategy is instructional capacity building, with coaches at the school, district, and province levels working with instructionally focused administrators—principals, superintendents, and province officials. Literacy coaches are integral to our success at the elementary level. At the high school level, the system has funded "student success teachers." These coaches serve as change agents; working as part of the school leadership team, they focus on struggling students.

Whole-system reform also requires new capacities at the state level. In 2004, we established a unit within the ministry of education called the Literacy Numeracy Secretariat. It houses some 100 "student achievement officers"—in effect, literacy and student success coaches—to support school and district change leaders.

The new system identifies, spreads, and supports high-yield pedagogical practices, such as the *critical learning pathway*, a six-week cycle during which teachers look at student work to improve instruction. Coaches from the province, district, and school levels participate. Peers also learn from peers. One veteran 4th grade teacher who'd been sent to the workshop by her principal but who didn't want to be there was shocked at the high quality of the student writing that other teachers brought. She didn't think her own students were capable of such work. But as the workshop cycle progressed,

her students' writing "soared." She's now eager to do more. She explained, "I now realize that for 25 years I've set my goals too low. How many more of my students could have reached so much higher if only I had known I could take them there?" (Fullan, 2011b, p. 20). Coaches, then, help teachers realize moral purpose.

A recent report (Mourshed, Chinezi, & Barber, 2010) that looked at how school systems improve found that schools that had gone from poor to fair in developing countries focused their interventions equally on accountability and professional learning. However, countries that had gone from great to excellent focused 78 percent of their interventions on professional learning and only 22 percent on accountability. The researchers concluded that once the capacity of teachers reaches a certain level, peer culture becomes the source of innovation and energy. Thus, peers become change agents. This is good news for coaches because developing peer cultures—and linking them to the bigger system—is the work they should do.

States, provinces, and nations need to recognize that a combination of change agents is essential for success. If teachers are the most significant factor in student success, and principals are second, then coaches are third. All three, working in coordinated teams, will be required to bring about deep change. The work of coaches is crucial because they *change the culture of the school* as it relates to instructional practice.

A New Role for Coaches
When a system is heavily laden with accountability-driven reforms, it's difficult for an effective education system to evolve. Schools need less blatant accountability and testing and more capacity building, team learning, learning across schools, and transparency of results and pedagogical practice—the very things that coaches are good at. They also need more pedagogically

The work of coaches is squandered if school principals are not instructional leaders.

driven technology and deep learning around the higher-order skills of advanced literacy, collaboration, and citizenship.

School improvement will fail if the work of coaches remains at the one-to-one level. Coaches are system leaders. They need development as change agents at both the instructional level and the level of organizational and system change. It's time to recast their role as integral to whole-system reform. **EL**

References
Fullan, M. (2011a). *Choosing the wrong drivers for whole system reform.* Melbourne, Australia: Centre for Strategic Education.

Fullan, M. (2011b). *Moral imperative realized.* Thousand Oaks, CA: Corwin.
Mourshed, M., Chinezi, C., & Barber, M. (2010). *How the world's most improved systems keep getting better.* London: McKinsey and Company.
Sharratt, L., & Fullan, M. (2009). *Realization: The change imperative for deepening district-wide reform.* Thousand Oaks, CA: Corwin.

Michael Fullan is professor emeritus of the Ontario Institute for Studies in Education at the University of Toronto in Ontario, Canada; www.michaelfullan.ca. He is currently special advisor to Ontario's premier and minister of education. His latest book is *Change Leader: Learning to Do What Matters Most* (Jossey-Bass, 2011). **Jim Knight** is a research associate at the University of Kansas Center for Research on Learning and president of the Instructional Coaching Group; jmknight@mac.com. He is the author of *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction* (Corwin, 2010).

Planning and Problem Solving Worksheet

Priority Selected:

_____

_____

1.   **Desired Outcome and How it will be Measured:**

_____

_____

_____

_____

2.   **Brainstorm** all available resources/positive factors that might facilitate achievement of desired outcome **and** all obstacles that might prevent achieving the desired outcome:

Resources (+)   **Obstacles (-)**

3. Select one (1) obstacle from #2 to address first and identify it in behaviorally descriptive terms – ensure everyone understands it.

    _____

    _____

4. **Brainstorm** strategies to reduce or eliminate only the obstacle identified in #3 and record them below. These are only ideas. Do not consider feasibility or implementation at this state.

5. Using the list generated in #4 as a stimulus, but not as a limit to ideas, develop multiple action plans to reduce or eliminate only the obstacle identified in #3. Specify <u>who</u> will do <u>what</u> (descriptively) and by <u>when</u>. <mark>DETAIL IS A MUST</mark>!!!!!

6. Specify a plan for follow-up for each action plan. (How will completion be verified and outcome evaluated).

    #1   **Who: _____**
             What Action: _____
             When: _____
             Plan for Follow-Up: _____
             _____
             _____

    #2   **Who: _____**
             What Action: _____
             When: _____
             Plan for Follow-Up: _____
             _____
             _____

    #3   **Who: _____**
             What Action: _____
             When: _____
             Plan for Follow-Up: _____
             _____
             _____

{Use Additional work sheets if necessary}

7. **Plan for evaluation of reduction or elimination of obstacles identified in #3:**

_____

_____

_____

REPEAT PROCESS
BEGINNING WITH #3
SELECTING A NEW OBSTACLE

8. **Plan for evaluating progress toward achievement of desired outcome specified in #1:**

_____

_____

_____