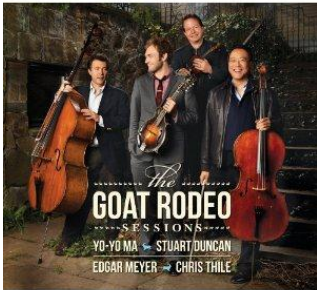# Vision Without Action is Merely a Dream

Stevan Kukic, PhD
VP, Cambium Learning
stevan.kukic@voyagerlearning.com

1

Goat Rodeo

- **Goat Rodeo**: A Goat Rodeo AKA Goat Rope, is about the most polite term used by aviation people (and others in higher risk situations) to describe a scenario that requires about 100 things to go right at once if you intend to walk away from it.
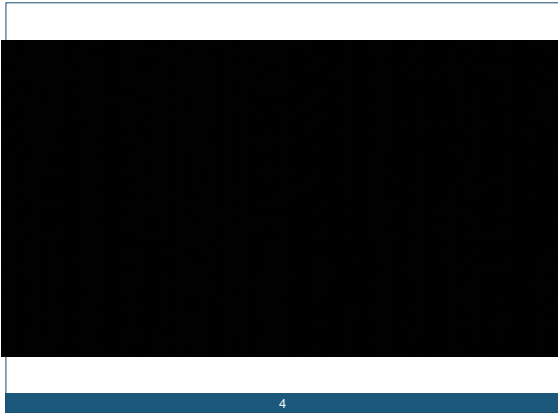- Example: "This meeting is a goat rodeo".

4

5

Vision without action is merely a dream.

Action without vision is just passing the time.

Vision with action can change, and has changed the world.

Joel Barker

Oh, crap! Was that TODAY?

REGAN

The Problem

(7)
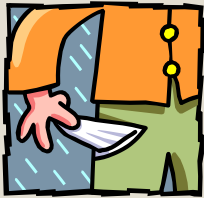
WE TALK AND TALK AND COMMISERATE AND TALK AND, OFTEN, TAKE NO SUSTAINABLE ACTION TO SOLVE OUR ACHIEVEMENT PROBLEMS.

All things being equal, a low-income student in the United States is far less likely to do well in school than a low-income student in Finland.

McKinsey & Co., 2009

The educational achievement gaps in the United States have created the equivalent of a permanent, deep recession in terms of the gap between actual and potential output in the economy.

McKinsey & Co., 2009

10

"I find this a fascinating phenomenon:
the ability we have to manipulate ourselves
so that the foundation of our beliefs is
never shaken."

Muriel Barbery

I really love being with you all and thinking beyond ourselves.

Diane Bassett, 2012

11

We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

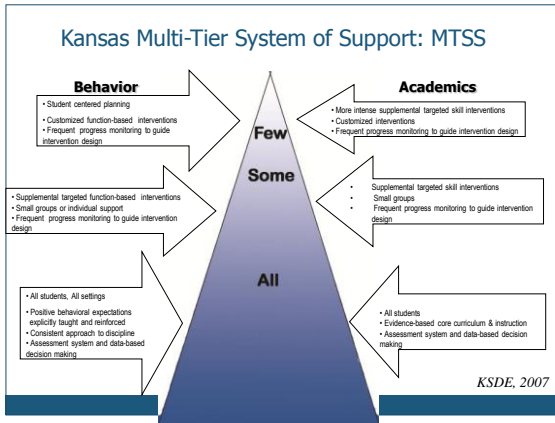*Ron Edmonds, 1982 in DuFour et al., 2004*

212 degrees

Welcome to
**Tiered Instruction Land,
a land of triangles, circles,
swirls, data, interventions,
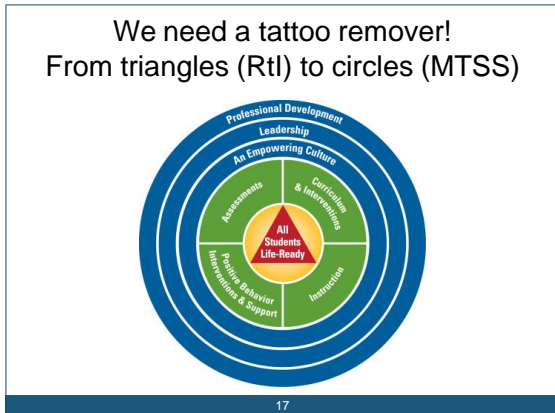technology, systems, and
student success!**

15

RtI is not a special ed initiative.

RtI is not a general ed
 initiative.

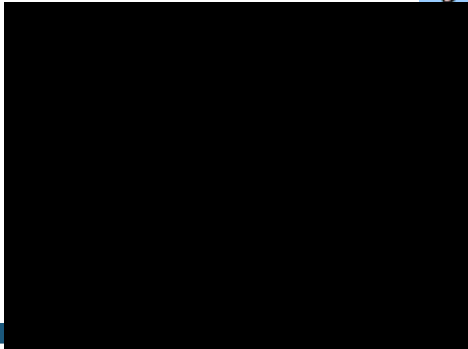RtI is an every ed initiative.

Judy Elliott

Kansas Multi-Tier System of Support: MTSS

Behavior
- Student centered planning
- Customized function-based interventions
- Frequent progress monitoring to guide intervention design

Few

- Supplemental targeted function-based interventions
- Small groups or individual support
- Frequent progress monitoring to guide intervention design

Some

All

- All students, All settings
- Positive behavioral expectations explicitly taught and reinforced
- Consistent approach to discipline
- Assessment system and data-based decision making

Academics
- More intense supplemental targeted skill interventions
- Customized interventions
- Frequent progress monitoring to guide intervention design

- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

- All students
- Evidence-based core curriculum & instruction
- Assessment system and data-based decision making

KSDE, 2007

We need a tattoo remover!
From triangles (RtI) to circles (MTSS)

17

Kansas MTSS Service Delivery Model;

www.kansasmtss.org

Illinois RtI:

Wazzup??

19

The problem:
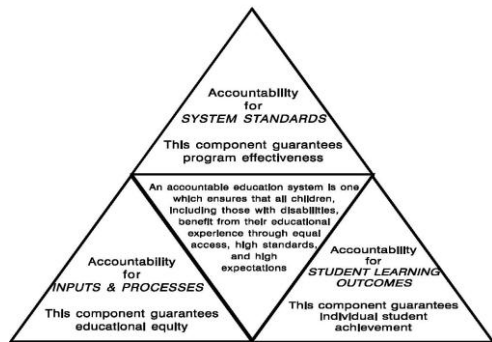**Building the plane while it's flying.**

21

www.corestandards.org

Focus on continual improvement and results requires educators to change traditional practices and revise prevalent assumptions. Educators must begin to embrace data as a useful indicator of progress. They must stop disregarding or excusing unfavorable data and honestly confront the sometimes-brutal facts. They must stop using averages to analyze student performance and begin to focus on the success of each student.

DuFour, 2004

NASDSE BALANCED SYSTEM OF ACCOUNTABILITY

Accountability
for
SYSTEM STANDARDS

This component guarantees
program effectiveness

An accountable education system is one
which ensures that all children,
including those with disabilities,
benefit from their educational
experience through equal
access, high standards,
and high
expectations

Accountability
for
INPUTS & PROCESSES

This component guarantees
educational equity

Accountability
for
*STUDENT LEARNING
OUTCOMES*

This component guarantees
individual student
achievement

27

In effect, large-scale status-oriented summative assessments appear to be relatively ineffective in providing information that can be used to make instructional decisions regarding individual students.

We agree that a value-added or growth model should be the primary type of data used by districts and states to analyze their effectiveness.

Marzano and Waters, 2009

The research reported here [analyzing 250 studies] shows conclusively that formative assessment does improve learning.

Black and Wiliam, 1998

Rapid Assessment

30

Rapid assessment is:

- 4 times as effective as a 10% increase in per-pupil expenditure
- 6 times as effective as test-based accountability
- 64 times as effective as charter schools
- 6 times as effective as test-based accountability

Yeh, 2007

Achievement Gains

(31)

Achievement gains per dollar from rapid assessment are even greater.

a. 193 times the gains that accrue from increasing preexisting patterns of educational expenditures

b. 2,424 times the gains from vouchers

c. 23,166 times the gains from charter schools

d. 57 times the gains from increased accountability

Yeh, 2007

Four Phases
To set and monitor nonnegotiable goals for achievement using a formatively based, value-added system of assessment

Phase 1: Reconstitute state standards as measurement topics or reporting topics

Phase 2: Track student progress on measurement topics using teacher-designed and district-designed formative assessment

Phase 3: Provide support for individual students

Phase 4: Redesign report card

Marzano and Waters, 2009

Assessment Literacy

We include *assessment literacy* (not literacy assessment) in our training with school and district teams. Assessment literacy is a high yield strategy that increases the collective capacity of educators:

• **To gather/access student performance data**

• **To critically analyze (disaggregate, interpret) such data**

• **To develop action plans for improvement**

• **To discuss and debate the meaning of data in public fora**

Fullan, 2003

Four Important Ways That Comprehensive Assessments Change With RtI

(34)

1. Edumetric Assessment not Psychometric Assessment
   o RtI improves our assessment by changing targets for assessment—instead of traits and within-person variables, we increasingly measure skills that these traits impact.
   o RtI improves our assessments by increasing the directness of assessment.
   o RtI improves our assessments by allowing us to better tailor our assessments to individual students.
2. Need before disability
3. Severity as well as intensity- If we can identify problems early and provide appropriate instruction early, we can distinguish between children whose problem is instructional mismatch and those with disabilities.
4. Post-hoc not a priori ATI model- an Aptitude by Treatment interaction model suggests that we can measure characteristics of individuals and match effective treatments to these characteristics. (It does not work.) We cannot predict with certainty whether a particular instructional strategy or package of instruction will work for an individual student prior to trying it.

Tilly Response to Fletcher NCLD 2010
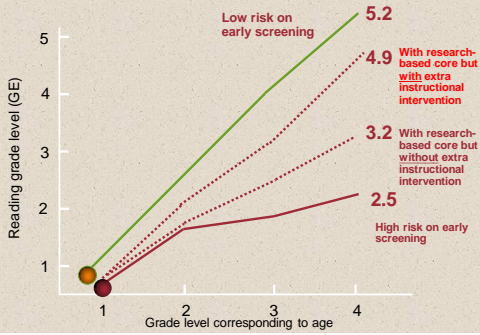

35

Good Programs

(36)

Richard Elmore (1996) has long argued that education suffers not so much from an inadequate supply of good programs as from a lack of demand for good programs—and instead we so often supply yet another program rather than nurture demand for good programs.

Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement (John A. C. Hattie)
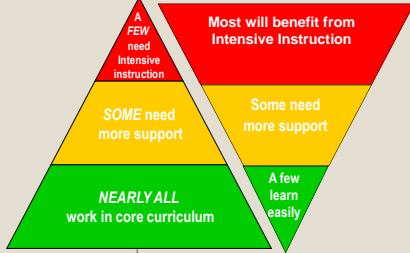
Early Intervention Changes Reading Outcomes

Reading First Assessment Committee 2000, based on Torgesen data

5.2 — Low risk on early screening

4.9 With research-based core but **with** extra instructional intervention

3.2 With research-based core but without extra instructional intervention

2.5 High risk on early screening

Reading grade level (GE)

Grade level corresponding to age

What is your reality?

Generic Models **Another Reality**

A **FEW** need Intensive instruction

Most will benefit from Intensive Instruction

SOME need more support

Some need more support

NEARLY ALL work in core curriculum

A few learn easily

Duration of intervention is a meaningless indicator of intervention strength in the absence of integrity data.

Amanda VanDerHeyden, 2010

13

The Art and Science of Medicine

It's ludicrous, though, to suppose that checklists are going to do away with the need for courage, wits, and improvisation. The body is too intricate and individual for that: good medicine will not be able to dispense with expert audacity. Yet it should also be ready to accept the virtues of regimentation.

Gawande, 2007

40
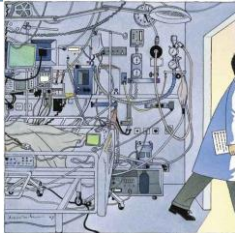
Experts need checklists–literally–written guides that walk them through the key steps in any complex procedure. Gawande thinks that the modern world requires us to revisit what we mean by expertise: that experts need help, and that progress depends on experts having the humility to concede that they need help.

Malcolm Gladwell in The Checklist Manifesto

41

People celebrate the technique and creativity of cooking. Chefs are personalities today, and their daring culinary exploits are what make the television cooking shows so popular. But as I saw at Rialto, it's discipline—uncelebrated and untelevised—that keeps the kitchen clicking. And sure enough, checklists were at the center of that discipline.

The Checklist Manifesto: How to Get Things Right (Atul Gawande)

The Recipe

43

First there was the recipe—the most basic checklist of all.

The Checklist Manifesto: How to Get Things Right (Atul Gawande)

Use the recipes with FIDELITY!

44

The Checklist Manifesto: How to Get Things Right (Atul Gawande)

45

46

We have a rich educational research base, but rarely is it used by teachers, and rarely does it lead to policy changes that affect the nature of teaching.

The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization
(John C. Maxwell)

The Art of Teaching

47

The act of teaching reaches its epitome of success after the lesson has been structured, after the content has been delivered, and after the classroom has been organized. The art of teaching, and its major successes, relate to "*what happens next*"—the manner in which the teacher reacts to how the student interprets, accommodates, rejects, and/or reinvents the content and skills, how the student relates and applies the content to other tasks, and how the student reacts in light of success and failure apropos the content and methods that the teacher has taught.

Hattie, 2008

The Big "BIG" Idea of RtI

DECIDE WHAT IS IMPORTANT FOR STUDENTS TO KNOW

TEACH WHAT IS IMPORTANT FOR STUDENTS TO KNOW

KEEP TRACK OF HOW STUDENTS ARE DOING

MAKE CHANGES ACCORDING TO THE RESULTS YOU COLLECT

Dave Tilly, Heartland AEA; 2005

The single greatest determinant of learning is not socioeconomic factors or funding levels.

It is instruction.

A bone-deep, institutional acknowledgement of this fact continues to elude us.

Schmoker, 2006

Instructional Design Questions

1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a cohesive unit?
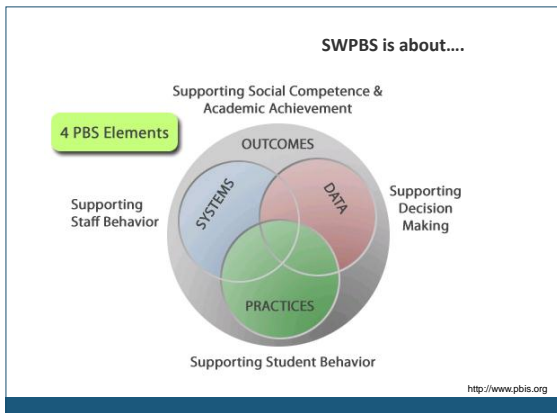
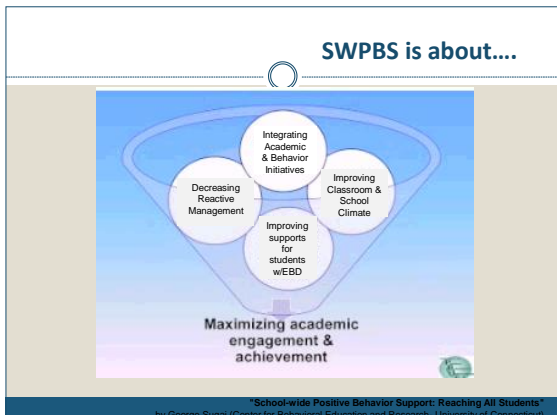*Marzano, 2007*

Explicit Instruction
Archer & Hughes, 2011

16 Elements

1. Focus instruction on critical content.
2. Sequence skills logically.
3. Break down complex skills and strategies into smaller instructional units.
4. Design organized and focused lessons.
5. Begin with a clear statement of the lesson's goals and your expectations.
6. Review prior skills and knowledge before beginning instruction.
7. Provide step-by-step demonstrations
8. Use clear and concise language.
9. Provide an adequate range of examples and non-examples.
10. Provide guided and supported practice.
11. Require frequent responses.
12. Monitor student performance closely
13. Provide immediate affirmative and corrective feedback.
14. Deliver the lesson at a brisk pace.
15. Help students organize knowledge.
16. Provide distributed and cumulative practice.

52

SWPBS is about….

4 PBS Elements

Supporting Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff Behavior

Supporting
Decision
Making

Supporting Student Behavior

http://www.pbis.org

SWPBS is about….

Integrating
Academic
& Behavior
Initiatives

Decreasing
Reactive
Management

Improving
Classroom &
School
Climate

Improving
supports
for
students
w/EBD

Maximizing academic
engagement &
achievement

"School-wide Positive Behavior Support: Reaching All Students"
by George Sugai (Center for Behavioral Education and Research- University of Connecticut)

55

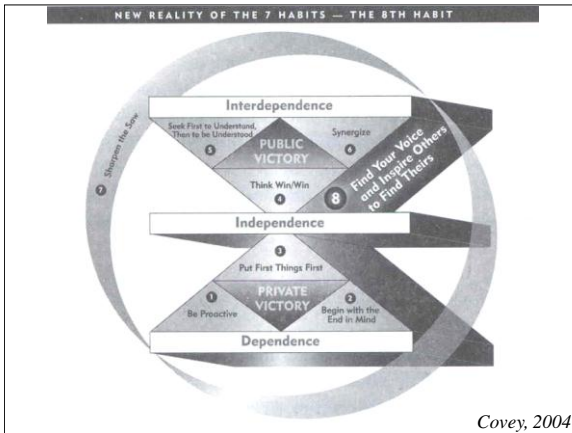NEW REALITY OF THE 7 HABITS — THE 8TH HABIT

Covey, 2004

Cultural Shifts for Developing the Culture of a Professional Learning Community

1. From a focus on teaching to a focus on learning
2. From working in isolation to working collaboratively
3. From focusing on activities to focusing on results
4. From fixed time to flexible time
5. From average learning to individual learning
6. From punitive to positive
7. From "teacher tell/student listen" to "teacher coaching/student practice"
8. From recognizing the elite to creating opportunity for many winners

DuFour, et al., 2004

The 4 A's of the Family School Partnership

- **Approach:** The Framework for Interaction with Families
- **Attitudes:** The Values and Perceptions Held about Family–School Relationships
- **Atmosphere:** The Climate in Schools for Families and Educators
- **Actions:** Strategies for Building Shared Responsibility

Christenson, 2004

Problem Solving Process
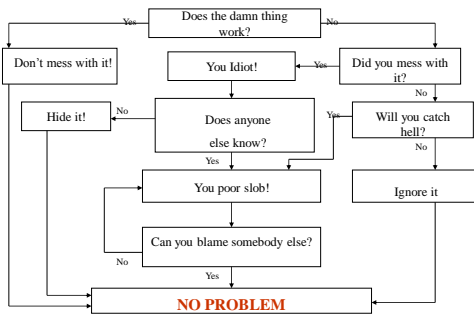
Can't do or Won't do?

Functional assessment will help in determining whether the student:

CAN'T do it…or

WON'T do it

Why Problem-Solving ?
BIG IDEAS

- AYP and Disaggregated Data (NCLB) move focus of attention to student progress, not student labels
- Building principals and superintendents want to know if students are achieving benchmarks, regardless of the students "type"
- Accurate "placements" do not guarantee that students will be exposed to interventions that maximize their rate of progress
- Effective interventions result from good problem-solving, rather than good "testing"
- Progress monitoring is done best with "authentic" assessment that is sensitive to small changes in student academic and social behavior

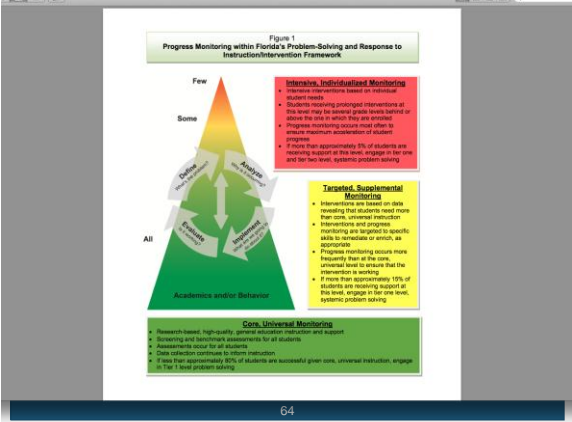Batsche, 2006

Big Ideas (cont'd)

- Interventions must be "evidence based" (IDEA/NCLB)
- Response to Intervention(RtI) is the best measure of problem "severity"
- Program eligibility (initial and continued) decisions are best made based on RtI
- Staff training and support (e.g., coaching) improve intervention skills
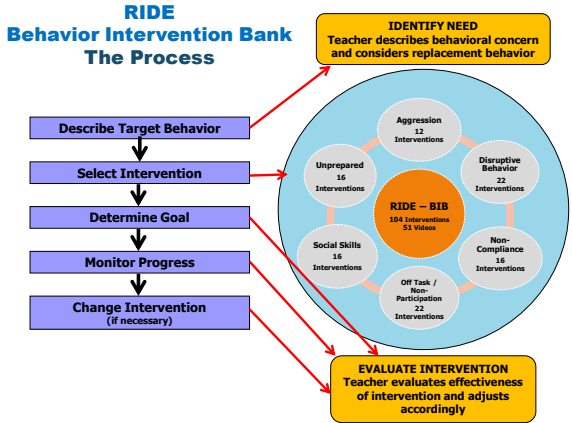- "Tiered" implementation improves service *efficiency*

Batsche, 2006

Problem Solving

- A process that uses the skills of professionals from different disciplines to develop and evaluate intervention plans that improve significantly the school performance of students

Batsche, 2006

64

RIDE
Behavior Intervention Bank
The Process

Describe Target Behavior
Select Intervention
Determine Goal
Monitor Progress
Change Intervention (if necessary)

IDENTIFY NEED
Teacher describes behavioral concern and considers replacement behavior

Aggression 12 Interventions
Unprepared 16 Interventions
Disruptive Behavior 22 Interventions
RIDE – BIB 104 Interventions 51 Videos
Social Skills 16 Interventions
Non-Compliance 16 Interventions
Off Task / Non-Participation 22 Interventions

EVALUATE INTERVENTION
Teacher evaluates effectiveness of intervention and adjusts accordingly

66

IT OUGHT TO BE REMEMBERED THAT THERE IS NOTHING MORE DIFFICULT TO TAKE IN HAND, MORE PERILOUS TO CONDUCT, OR MORE UNCERTAIN IN ITS SUCCESS, THAN TO TAKE THE LEAD IN THE INTRODUCTION OF A NEW ORDER OF THINGS.

BECAUSE THE INNOVATOR HAS FOR ENEMIES ALL THOSE WHO HAVE DONE WELL UNDER THE OLD CONDITIONS, AND LUKEWARM DEFENDERS AMONG THOSE WHO MAY DO WELL UNDER THE NEW.

FOCUS ON RESULTS

+

INTERPERSONAL SKILLS

=

EFFECTIVE LEADERSHIP

The 4 Roles of Leadership

"Customer" and Other Stakeholder Needs

Mission and Strategy

Pathfinding

Trust

Modeling
(Trustworthiness)

Empowering

Trust

Trust

Aligning

Results

Structure and Systems

Culture (Behaviors)

A Revolution

When leaders can clearly and succinctly articulate what they are doing, show results, and explain exactly how they got them, you know that they have the skinny. When a lot of leaders do this simultaneously and they cultivate it in others, it becomes a revolution.

Fullan, 2010

70

Making All Systems Go

1. Resolute Leadership
2. Intelligent Accountability
3. Collective Capacity
4. Individual Capacity
5. Moral purpose/High Expectations

These five components represent a complex resource, one that compounds and multiplies its effect through interrelated use.

Fullan, 2010

71

School Leadership is Serious Business

72

It takes a combination of :
- -clear personal values
- -persistence against a lot of odds
- -emotional intelligence
- -thick skin
- -resilience
- -a knack for focusing on the right things
- -a knack for problem solving

Fullan, 2011

73

Effective change cannot be accomplished overnight, but skinny change agents can accomplish quality implementation with high impact in remarkable short time frames-much shorter than we hitherto thought possible.

Fullan, 2010

74

Deep excitement comes from doing something worthwhile, doing it well, and getting results.

Fullan, 2010

Be Assertive

75

Leaders can get away with being assertive under three conditions:

(1) when they have built trusted relationships,

(2) when it turns out they have a good idea, and

(3) when they empower people from day one to help assess and shape the idea.

Fullan, 2010

Collective Capacity
(76)

Nothing succeeds like collective capacity.

Fullan, 2010

Love, Resistance, and Trust ❤
(77)

- Do start with love.
- Trust is powerful, but you must behave your way into it. The skinny of the skinny is trust-behave your way into it with integrity and competence.
- So many things conspire if you are change savvy that you end up reducing if not eliminating resistance.
- The idea is to maximize trust and effectiveness in order to reduce resistance to a minimum.

Fullan, 2010

Resolute Leadership
(78)

Resolute leadership is morally driven, but it is also change-savvy driven.

Fullan, 2010

The Moral Imperative Realized

(79)

The Moral Imperative Realized is about raising the bar and closing the gap of student achievement for all students—not as a slogan, but as a reality.

Fullan, 2011

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(80)

Moral purpose by itself is not a strategy. If you do not know how to implement moral purpose, you really don't have it. And if you are passionate about it and others don't get it, you still don't have it.

Fullan, 2011

Basics for Making the Moral Imperative a Strategy

(81)

1. Make a personal commitment
2. Build relationships
3. Focus on implementation
4. Develop the collaborative
5. Connect to the outside
6. Be relentless (and divert distracters)

Fullan, 2011

Unstoppable

82

You see it time and time again in the works of Reeves, Elmore, DuFour, and many others...

The moral imperative, deep focus, constructive monitoring, and corresponding efficacious action are an unstoppable combination.

Fullan, 2011

Social Enterprise

83

The moral imperative is a distinctly social enterprise.

Connecting to the outside is essential for the moral imperative to have sufficient infrastructure. In fact, a principal's moral imperative is stunted if it is only applied internally to that specific school.

The moral imperative is systemic.

Fullan, 2011

Focus and Coherence

84

We need to think of focus and coherence together—coherent focus, relentlessly pursued—while paying attention to data, especially that which is related to individual student progress and to motivation of adults who can do something to further achievement.

Fullan, 2011

Commitment and Strategy

85

The moral imperative to be realized must combine deep commitment and the means of enacting on it. Thus *commitment plus strategy* are required. If either commitment or strategy is weak, the result is failure.

Fullan, 2011

86

Waiting for "Superman" captures the moral imperative writ large, and writ deep. But in my view, this is not the moral *imperative* if only a handful of disadvantaged kids get a chance.

We need moral purpose actualized, and on a very large scale.

Fullan, 2011

87

Becoming *"Superman"* requires creating dramatically better leadership and working conditions with associated capacity building prior to and during one's career.

Fullan, 2011

Waiting for Superman

88

Then the new day, the rest of the career, becomes wildly exciting and energizing when these teachers realize that they don't have to "wait for Superman" because *Superman is us*!

Fullan, 2011

89

It ain't moral purpose if it ain't working.

Or as one of Curtis Linton's (2011) principals put it, "It's only equity if they actually do it."

Fullan, 2011

90

Nothing will happen on any scale until system leaders start taking their moral purpose seriously, living it day after day through strategic action.

Fullan, 2011

System Leadership

1. School leaders who become more committed to linking to other schools while still staying n heir own principalship
2. School leaders who take positions that oversee or otherwise help other schools
3. System leaders themselves who undertake direct whole-system reform

Fullan, 2011

Fullan has shown that real change is possible but only by taking a truly systematic approach.

Senge in Fullan, 2010

Going to scale means fundamentally developing the system at all levels.

Fullan, 1999

Schools and Districts

94

Individual schools cannot get on—or if they do, cannot stay on—the moral track unless the whole district is working on the problem.

Fullan, 2011

Making All Systems Go

1. Resolute Leadership
2. Intelligent Accountability
3. Collective Capacity
4. Individual Capacity
5. Moral purpose/High Expectations

These five components represent a complex resource, one that compounds and multiplies its effect through interrelated use.

Fullan, 2010

Elements of a Successful Reform

1. A small number of ambitious goals
2. A guiding coalition at the top
3. High standards and expectations
4. Collective capacity building with a focus on instruction
5. Individual capacity building linked to instruction
6. Mobilizing the data as a strategy for improvement
7. Intervention in a nonpunitive manner
8. Being vigilant about "distracters"
9. Being transparent, relentless, and increasingly challenging

Fullan, 2010

> Resolute leadership, allegiance, and professional power create the conditions for sustainability.
>
> *Fullan, 2010*

Five District-Level Leadership Responsibilities

1. Ensuring collaborative goal setting
2. Establishing nonnegotiable goals for achievement and instruction
3. Creating board alignment with an support of district goals
4. Monitoring achievement and instruction goals
5. Allocating resources to support the goals for achievement and instruction

Marzano and Waters, 2009

The Systemic Work of MTSS Leadership

- It requires creating a culture and deep belief that all students can learn.
- It requires the vision and the intentional message that instructional reform efforts and resources must be aligned to ensure growth in student achievement and that delivery of quality professional development, for both teachers and administrators, is systemic.
- It requires the knowledge, appreciation, and continual use of data in making instructional and programmatic changes that are second nature to all consumers in the system.

Judy Elliott, 2008

Top Down v. Bottom Up

(100)

Top-down change doesn't work--people resist when leaders try to tighten things up. The track record for bottom-up change (let a thousand flowers bloom) is not any better.

Fullan, 2010

Change flourishes in a "sandwich". When there is consensus above, and pressure below, things happen.

Pascale, 1990, in Fullan, 1993

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(102)

Change-savvy leaders always know that you can't directly make people change. But you can create a system where positive change is virtually inevitable.
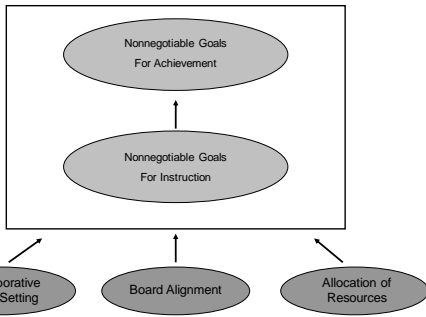
Fullan, 2010

Consistent and Innovative

(103)

You ... must be both consistent and innovative.

Change-savvy leaders who are relentlessly consistent are at the same time seeking continuous improvements.

Fullan, 2010

Marzano and Waters, 2009

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(105)

Today's relentless consistency is tomorrow's innovation, and tomorrow's innovation is the next day's relentless consistency.

Fullan, 2010

106

Shared Principles + Coherent Strategies + Fidelity of Implementation = Success

Kukic, 2011

Real, Dynamic Examples

107

Eight Lessons: Whole-System Reform in Ontario Canada

108

1. The drive to make progress in our schools can't be a fad.
2. Education reform is not important to your government unless it's important to the head of your government—personally.
3. You won't get results unless teachers are onside.
4. To succeed you need to build capacity.
5. Settle on a few priorities and pursue them relentlessly.
6. Once you start making progress, you've got permission to invest more.
7. You're never done.
8. The best way to sustain your effort to improve schools is to keep it personal.

Dalton McGuinty, Premier of Ontario in Fullan, 2011

Components of Ontario Strategy

109

1. A small number of ambitious goals
2. A guiding coalition at the top
3. High standards and expectations
4. Investment in leadership and capacity building related to instruction
5. Mobilizing data and effective practices as a strategy for improvement
6. Intervention in a nonpunitive manner
7. Being vigilant about distracters
8. Being transparent, relentless, and increasingly challenging

Fullan, 2011

An Example from the US!

Long Beach Unified School District (LBUSD)

lbschools.net
Long Beach Unified School District

- Carl Cohn became superintendent in 1992.
- Cohn worked on bringing things together centrally with respect to vision, high expectations, and standards.
- Cohn made instruction the main focus.
- In LBUSD, building the district's capacity for data driven decision making was a key component in designing interventions and support systems that achieved results.

  Between 1999 and 2002, the number of fifth graders reading at grade level increased from 6.7% to 53.5%.

Fullan, 2010

District 96, Illinois (11 schools)
Tom Many, Superintendent

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The power of *lateral capacity building*

Principals link up with a sister school in other districts in the region.

(Making additional connections where there are only limited internal resources to draw upon.)

Fullan, 2011

Sanger Unified School District
Marc Johnson, Superintendent
(112)

At present, 70% of the students are Hispanic, 18% white, and 10% Asian, More than 75% of the students qualify for free or reduced lunch. The majority of students are English language learners.

Fullan, 2011

Sanger Unified School District
Five Key Elements
(113)

1. Systems of intervention
2. Developing principals as leaders
3. The very powerful annual Sanger Summits
4. Administrative retreats
5. Ongoing support and focus

DuFour et al, 2010 in Fullan, 2011

Sanger Unified School District
Marc Johnson, Superintendent
(114)

In 2003-2004, the percentage of students at or above proficiency in math and language arts were 31% and 27%, respectively.

In 2007-2008, the corresponding figures were 59% and 50%.

...moral imperative in action districtwide.

Fullan, 2011

Sanger Unified School District
Marc Johnson, Superintendent
(115)

The flow of success went along the following lines…

1. The Program Improvement designation was treated as a timely wake-up call.

2. The superintendent began to establish a guiding coalition at the central level—a focused team mirrored and reinforced the new direction.

3. The district emphasized a small number of inspiring priorities and pursued them relentlessly.

   1. Hope is not a strategy.
   2. Don't blame kids.
   3. It's about learning.

Fullan, 2011

Sanger Unified School District
Marc Johnson, Superintendent
(116)

The flow (cont.)…

4. The district leadership began to make personnel changes, particularly at the school leadership level.

5. The district began to systematically invest in team-based capacity building, professional learning communities, response to intervention (RtI), and direct instruction.

6. Sanger established transparency and openness about practice and results.

Fullan, 2011

Sanger Summits
(117)

Sanger Summits represent a potent strategy of bringing problems and success out in the open. The sequence is crucial here.

After receiving training and in an overall climate of nonjudgmentalism (it's okay to make mistakes as long as you learn; if results show problems, nothing negative will happen as long as you start working on the problems, etc.), principals are clearly on the line.

Fullan, 2011

Sanger Unified School District
Marc Johnson, Superintendent

(118)

Moral purpose realized is the best working condition a teacher will ever experience,. In Sanger, state achievement results have increased by 40 points. Scores on the state's Academic Achievement Index have increased in each and every school by at least 118 points, with an average increase of 198 points. In 2002, all Sanger schools ranked in the bottom half of the state. By 2007, all were in the top half, with 10 schools in the top decile. Several of the schools have won awards, including Blue Ribbon recognition.

Fullan, 2011

Lee County (FL):

Using MTSS Systemically and Productively

- Depression in Lee County (Ft. Myers)

- Over 150 languages

- Low achievement

- MTSS based systems change preK – 12

- Significant student growth

Lee County, FL Larry "Tihenisms" (Part 1)

- One child (teacher, school) at a time...that didn't work.
- From a system of schools to a school system
- Tier 1 was the problem.
- A teacher is someone who helps a student learn something they couldn't have learned without the teacher.
- We stopped talking about teachers being the problem. The problem was the system.
- Teaching is a science (nonnegotiable) and an art (negotiable).
- Common language leads to systems that work.
- From constant change to continuous improvement

Lee County, FL Larry "Tihenisms" (Part 2)

- Reducing variation and possible options...control variables or they will control you.
- The core question is: what can the system do?
- The system is clear: You WILL learn to read.
- We are out of the "1 year miracle" model
- You don't make exponential change with incremental growth.
- I didn't think of this until I started thinking about it.
- Never start a change you can't support.

**The first step in renewal is not the development of new plans.
The first step is diagnosis.**

WICHITA
PUBLIC SCHOOLS

How was it going in the Wichita Public Schools?

Diagnosis

- **Achievement Data**
- **December 2008 Needs Analysis from the Kansas State Department of Ed's Kansas Learning Network**
- **Financial crisis**

2008 KLN Needs Analysis for Wichita PS

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The overriding finding was:

WPS does not have a coherent system of services

A Theory of Action

"Forget the arduous, intellectualized number crunching and data grinding that gurus say you have to go through to get strategy right...In real life, strategy is actually straightforward. You pick a general direction and implement like hell."

Jack Welch, 2005 in Fullan, 2008

Wichita's Theory of Action

Wichita Public Schools is organized around teaching and learning with
- *A belief and commitment that all students will reach rigorous standards*
- *A focus on classroom instruction*
- *A culture that emphasizes continuous learning*
- *Continuing professional development for all staff*
- *Alignment in standards, curriculum, assessment, and professional development*

All Systems Go
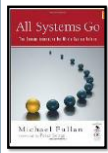
• Michael Fullan

Unless you align
- **school,**
- **district,**
- **state, and**
- **national agendas,**

innovation within schools cannot be sustained.

MTSS District Leadership Team

- Began in Fall 2009
- 22 Member Team
- Work based on The Strategic Plan
- Work measured by the MTSS Innovation Configuration Matrix

Jewels from the Land of Oz-
May 4, 2010 meeting with Wichita PS MTSS Leadership Team

- All Systems Go
- 5 year plan
- Years 1-3: Primary emphasis on implementation
  Years 4-5: Primary emphasis on sustainability
- Supporting schools in the context of district non-negotiables and MTSS
- One team for school improvement /school
- Synergize school improvement with MTSS
- Synergize state department with MTSS
- Validate, Refine, Change, Develop—in that order
- Focus on Academics, Behavior, and Operations simultaneously
- Use social networking for lateral capacity building
- Develop a list of "Stop Doings". What are we willing to give up?
- Transition is Ending, Neutral Zone, New Beginning

Inviting Collaborative Partners

- **Stevan Kukic:** Strategic Reform
- **James Baker:** Academic Structuring and Implementation
- **Robert Pipik:** Performance Management
- **Randy Sprick:** Positive Behavior Supports
- **George Batsche:** Leadership and RtI

While it is true that schools are unique and must operate in such a way as to address their unique needs, it is also true that each school must operate as a functional component of a larger system. It is the larger system – the district – that establishes the common work of schools within the district, and it is that common work that becomes the "glue" holding the district together.

Marzano and Waters, 2009

Relationship between collaborative goal setting, board alignment, allocation of resources, and nonnegotiable goals for achievement and instruction

Nonnegotiable Goals For Achievement

Nonnegotiable Goals For Instruction

Collaborative Goal Setting

Board Alignment

Allocation of Resources
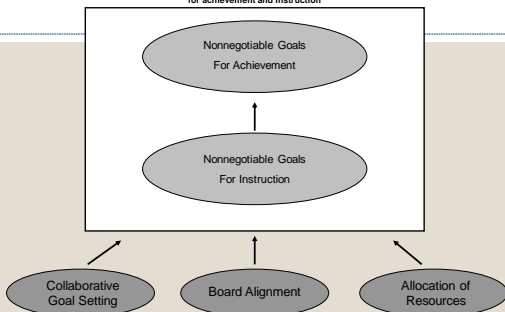
Marzano and Waters, 2009

Defining District Non-Negotiables

1. The culture of PLC is embraced, expected, and supported at the school and district level as operationalized by the MTSS innovation configuration matrix.
2. District level standard protocols, in the areas of academic and behavior assessment, curriculum, intervention, instruction, and operations are established, implemented and supported with fidelity.
3. The focus of Professional Development is expecting and supporting fidelity of implementation.
4. Results-driven leadership is expected and supported.

PRINCIPLES
(Beliefs, Work, Objectives, Action Plans)

- Fullan
- Pascale: "The Change Sandwich"
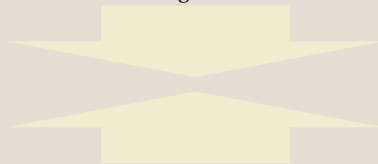
INNOVATIONS
(that fit within the principles)

MTSS is the Work in Wichita Public Schools!

Special Ed Re-invented:
THE moral imperative realized!
(136)

"Good news—I hear the paradigm is shifting."

Characteristics of CO Special Ed Re-Invented
June 2012
(137)

- Intelligent accountability, focusing on growth, related to common core academic standards and emotional and social wellness standards.
- All services meeting the demands of universal design and sustainable and coherent MTSS.
- Teacher certification based on the diagnostic and prescriptive instructional skills of teachers in core content and behavior areas.
- Flexibility across funding streams in order to improve outcomes for all students.
- ALL students with median growth levels below the 35th percentile will have an individual growth plan.
- Special education is ONLY for students whose disabilities cause very significant adverse effects on achievement and growth.

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After a few decades of research on training, teachers, Joyce & Showers (2002) began to think of training and coaching as one continuous set of operations designed to produce actual changes in the classroom behavior of teachers. One without the other is insufficient.
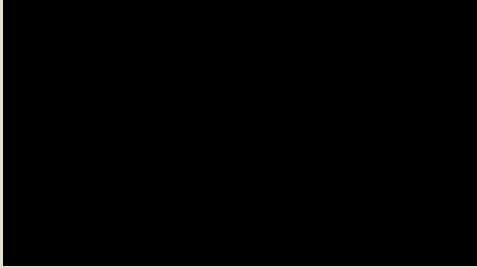
Fixsen, et al., 2005

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Two ways to make change

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The Tarzan Strategy

Two ways to make change

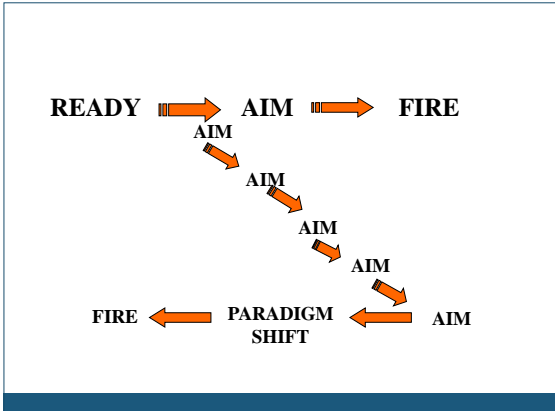(142)

The Indiana Jones Strategy

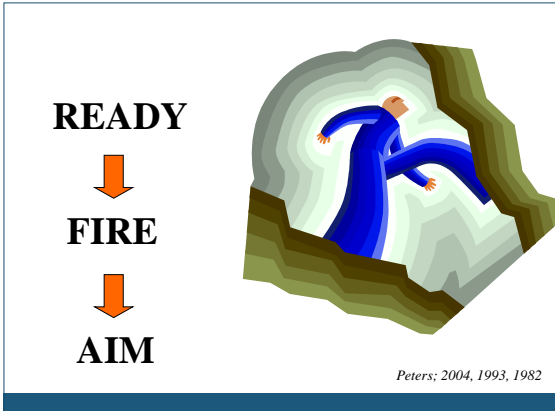If you're not hopelessly confused, you're out of touch!

If you are hopelessly confused, then you only have one choice— try stuff.

Peters, Embracing Chaos,1993

Above all,

Try something.

Franklin D. Roosevelt

READY → AIM → FIRE
AIM
AIM
AIM
AIM
FIRE ← PARADIGM SHIFT ← AIM

READY
⬇
FIRE
⬇
AIM

Peters; 2004, 1993, 1982

Ready, fire, aim

Ready, fire, aim represents purposeful learning and taking learning risks is embedded in the psyche of successful organizations.

Fullan, 2010

Ready-Fire-Aim

- Relationships first (too fast/too slow)
- Honor the implementation dip
- Beware of fat plans
- Behaviors before beliefs
- Communication during implementation is paramount
- Learn about implementation during implementation
- Excitement prior to implementation is fragile
- Take risks and learn
- It is okay to be assertive

Fullan, 2010

The ready-fire-aim metaphor

These elements synergize into a bias for purposeful action.
The skinny goes like this:

- To get anywhere, you have to do something.
- In doing something, you need to focus on developing skills.
- Acquisition of skills increases clarity.
- Clarity results in ownership.
- Doing this together with others generates shared ownership.
- Persist no matter what. Resilience is your best friend.

Fullan, 2010

So, what we do to get serious?

- Improve Tier 1 curriculum and instruction.
- Serve students who need Tier 2 interventions (30th to 50th percentile) and Tier 3 interventions (less than 30th percentile).
- If limitations demand it; improve Tier 1 preK – 12 (with the help of Tier 2) AND offer Tier 3 for incoming K, last year of Elem., last year of Middle, and first year of HS
- In time, IF outcome data are used to make all decisions, the district can actually achieve the dream of 80% needing only Tier 1, 15% needing Tier 2, 5% needing Tier 3

To *know* and not *do*
is really not to know.

Covey, 2002

The student achievement gap can be solved only when the adult gap between what we know and what we do is reduced to zero.

We can do this.

It is a matter of will, not skill.

Kukic, 2009

What can we do?

Let's get serious!

Go for it!