Our Commitment to a Culture of Collective Responsibility through PLC and RTI/MTSS

Growing hearts and minds for a better today and tomorrow - Every day, every way, every one
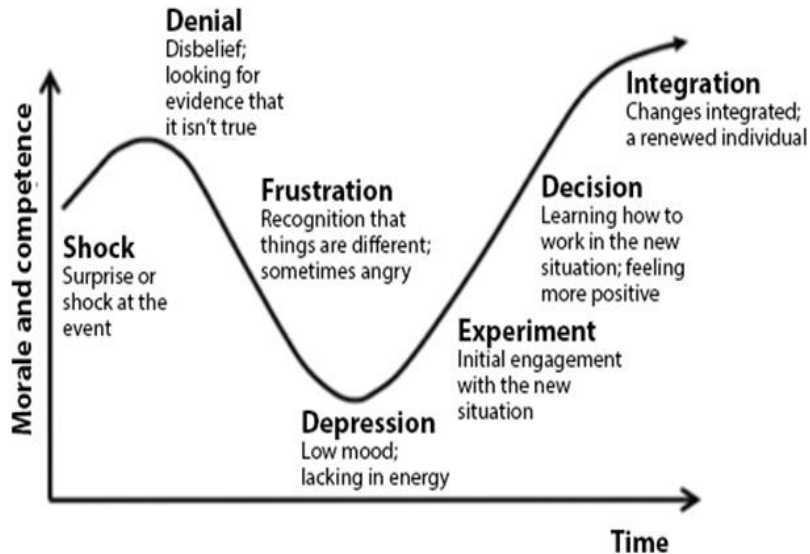
EWSD Administrator Retreat 12:30 - 2:00

Our work today - 90 minutes

1. We will revisit and reflect on the need to pay attention to both systemic, systemic alignment and cultural needs and growth

2. You will use resources to help you identify the right next step for your building
   a. Validating the work that you have done to date

3. You will create a plan for implementation of the next step the just right next step for you as an instructional leader - focusing on tier 1 and perhaps tier 2

4. We will share and build collective understanding and support for both our individual journey and collective journey through the PLC/RTI/MTSS implementation process

Intersect

The Kübler-Ross change curve™

Denial
Disbelief; looking for evidence that it isn't true

Integration
Changes integrated; a renewed individual

Shock
Surprise or shock at the event

Frustration
Recognition that things are different; sometimes angry

Decision
Learning how to work in the new situation; feeling more positive

Depression
Low mood; lacking in energy

Experiment
Initial engagement with the new situation

Morale and competence

Time

Implementing & Sustaining

8. Make it stick.

7. Don't let up.

6. Create short term wins.

Engaging & Enabling

5. Empower people to act on the vision.

4. Communicate the vision.

3. Create a vision for change.

Creating a Climate for Change

2. Build Guiding Teams.

1. Establish a sense of urgency.

Link between The Phases & The Process Of Change

What is the right work?

How do you know......

Inspirational cultures are supported and sustained by intentional systems

Your Inspiration

"Professional communities motivate teachers to take collective responsibility for ensuring all students learn… these changes in culture lead to higher levels of student achievement" (Louis and Wahlstrom, 2011).

PLC/RTI/MTSS

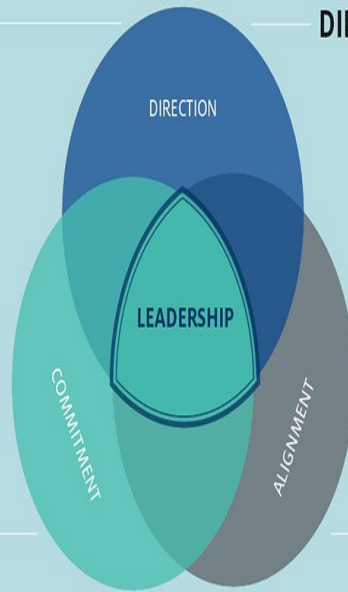PLC schools don't pick and choose. They commit to deep implementation of all PLC concepts.

* ❖ A focus on learning
* ❖ A collaborative culture
* ❖ Results orientation

Doug Reeves put it this way-

"We found that for many change initiatives, implementation that was moderate or occasional was no better than implementation that was completely absent."

Creating Consensus for a Culture of Collective Responsibility

1. The first assumption is that we, as educators, must accept responsibility to ensure high levels of learning for every child.

 2. The second assumption is that all students can learn at high levels.

While parental, societal, and economic forces impact student learning, the actions of the educators will ultimately determine each child's success in school.

We define "high" levels of learning as "high school plus," meaning every child will graduate from high school with the skills and knowledge required to continue to learn. To compete in the global marketplace of the 21st century, students must continue to learn beyond high school, and there are many paths for that learning, including trade schools, internships, community colleges, and universities

Notes: On a scale of 1 - 10 (10 being all there)..

Where is your culture?   **How do you know?**

Learning for all does not mean that all kids learn at the same pace, in the same way or at the same time.

PLC and RTI/MTSS supports these ideals:

❏ We will maximize the potential of all of our students

❏ We will do what we can do mitigate the obstacles that we can influence

❏ We will take into consideration real obstacles and make accommodations (this is different from making excuses)

It should not matter who your teacher is …

This is a plan to be implemented over time

(

This work is about making it happen

True Commitment comes when people see that changes work.

They key is to build consensus, then get started doing the work.

But...
You will never get commitment until you start doing the work, but you cannot start the work until you have consensus ..... (?!)

How do you find the right balance?

The goal of the work is not to "make" people look at data

That is a piece of the collaborative effort, but that is not the end game

We are building together …

Simultaneous Loose-Tight Leadership and Culture

Simultaneous loose and tight cultures establish clear parameters and priorities that enable individuals to work within established boundaries in a creative and autonomous way. PLCs are characterized by 'directed empowerment' or what Marzano and Waters refer to as 'defined autonomy' – freedom to act and lead within clearly articulated boundaries." - DuFour & DuFour (2012); Marzano & Waters (2009)

Are we about leading the horse to water or ...

Are we providing enough examples and opportunities in our buildings so that everyone feels like they can access the work and they have a place in making it happen??

What do we have in place?

What are the obstacles to implementation that you may face?

And for each obstacle?

Have you identified an action step in the RTI/PLC model that you think can help?

What are the next steps for you as you think about implementing PLC's RTI/MTSS at a high level in your building?

Essential action chart # 1

Tight Elements of a Professional Learning Community (_Learning by Doing_, page 14)

1. Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together.
2. The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.
3. The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.
4. The team develops common formative assessments to frequently gather evidence of student learning.
5. The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.
6. The team uses evidence of student learning to inform and improve the individual and collective practice of its members.

Essential Action Chart #2

A Culture of Collective Responsibility

ACTION 1: Establish a Guiding Coalition

ACTION 2: Build a Culture of Collective Responsibility

ACTION 3: Form Collaborative Teacher Teams

ACTION 4: Create Time for Collaboration

ACTION 5: Commit to Team Norms

Essential Actions –

Tier 1	
Teacher Team Essential Actions	**Schoolwide Essential Actions**
ACTION 1: Identify Essential Standards for Each Grade Level or Course	ACTION 1: Ensure Access to Essential Grade-Level Curriculum
ACTION 2: Create an Essential Standards Unit Plan	ACTION 2: Identify and Teach Essential Academic and Social Behaviors
ACTION 3: Implement the Team Teaching-Assessing Cycle	ACTION 3: Provide Preventions to Proactively Support Student Success
ACTION 4: Give Common End-of-Unit Assessment for Essential Standards	
ACTION 5: Identify Students for Tier 2 Support by Student, Standard, and Learning Target	

Essential Actions –

Tier 2	
Teacher Team Essential Actions	**Schoolwide Essential Actions**
ACTION 1: Design and Lead Supplemental Interventions for Academic Essential Standards	ACTION 1: Schedule Time for Supplemental Interventions
ACTION 2: Consider Screening in Immediate Prerequisite Skills	ACTION 2: Establish a Process for School-wide Student Intervention Identification
ACTION 3: Monitor the Progress of Students Receiving Supplemental Supports	ACTION 3: Plan and Implement Supplemental Interventions for Essential Social and Academic Behaviors
ACTION 4: Extend Student Learning	ACTION 4: Coordinate Interventions for Students Needing Skill *and* Will Supports

To Do - Task 1
Individual Reflection and Planning 15 - 20 minutes

❏ Review the essential actions charts and think about culture … think about systems…

❏ What have you already accomplished in your building? (think culturally and structurally)

❏ How do you know this?? What evidence do you have?

❏ What is your next step as a leader? Is is systemic or is it cultural, or both?

❏ What will you resource?
  ❏ Draft your Plan

❏ How will you know if you are successful?

Grade Level Group - 15 - 20 minutes (FMS/Fleming, ADL/EMS. Hia, Sum, EES, EHS/CTE,

Mad Lib

The need to pay attention to culture and

systems has me thinking about _____ , and

_____,   and _____ .

We can celebrate _____

And _____

Our next steps include

_____ , _____, and _____ .

Our challenges are _____ , _____ , and

_____

Some

resources that will be helpful are _____ ,

_____ and _____ .

In Closing

MAD LIB

The need to pay attention to culture and

systems has us thinking about _____ , and

_____, and _____ .

 Our next steps include

_____ , _____, and _____ . Some

resources that will be helpful are _____ ,

_____ and _____ .

Thank you!!!!