

**Response to Intervention
Cohort training session:
Communication IS Rocket Science**

**Developing and Sustaining Evidence-based, Formal and
Informal Communications Strategies Within and Without the
Organization**

Session 2

**April 23 - April 24, 2012
Roanoke, Virginia
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Response to Intervention
Cohort training session: Communication IS Rocket Science!

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Continued Communication IS rocket science! – 1:00 pm – 4:00 pm

Dr. Denise Seguine, CAO, Wichita Public Schools
Dr. Steven Kukic, VP, Cambium Learning Group

Instructional Support and Resources Briefing – 4:00 pm – 4:30 pm

Thomas Santangelo, Specialist
Virginia Department of Education

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Mr. Barry: Oh I was gonna lip sink. Steve I was gonna lip sink.

Dr. Kukic: Yeah good no.

Mr. Barry: Can I give people a little bit of feedback? From this morning's session about your team, one team was particularly creative. They gave their team name as VDOE. I don't know who did that, but that was exceptional. Absolutely. So there were 19 different teams that have, I've collected the sheets on. 77 responses, so if you haven't there was one table that had two on it that didn't have a name, or didn't have a designating any kind of symbol

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Mr. Barry: So I put a question mark on those two. So the team names range from VDOE to Q to? to 13, the number 13. So if you have, the point is if you have a survey that you'd like, a team climate survey that you'd like to turn in. If you'd just leave it on the table, put your team's name on it, and we'll make sure we get everybody's. And either tomorrow, but more likely the next time we get together in July or something, I will report back on what that looks like okay? Any questions about? I have for people one person asked me do I have that exercise that I can give them. I have a couple of extra copies; it's about 4 or 5 pages with the forms, if anybody was interested in taking that home with them.

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Mr. Barry: I'd be happy to give it to you, but I can also send it to you as well.

Ms. Pierce: One more announcement we've collected some, but if you have your activity sheet from this morning ready the ones that have the little picture of Waldo at the

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bottom. We'd like to pick them up now, so just hold it up in the air and one of the coaches will come by.

Dr. Kukic: Okay let's get started for the afternoon. This is a playful thing to do to have an activity where you actually have to do more than sit right after lunch; it's kind of a good thing to do to get the adrenaline going. So this is the first of the table talks that we set up kind of in a formal way, and this on the issue of trust. And so what we want you to do at your tables with your colleagues talk about this.

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Dr. Kukic: I put that first question together that way on purpose. Because there could be some people in the room who would say like no. You know but if you say no then be prepared to be able to discuss why you would say that. And if you say yes, be prepared to discuss why. And then name a time that your high trust organization helped solved a tough problem, so that you can reflect on that and repeat it. Name a time a low trust situation inhibited progress. What informal, and formal communication strategies are you using to build trust? And then which might you use? Think about that notion. Some of it has to do with structuring meetings where you give people a chance to really have a chance to give input. Tomorrow we're going to be talking inner agency collaboration, we got a law passed in Utah, I don't even know how we got it pass, that said that every month people who were at my level of state government, across all the agencies that we were involving, would have to meet once a month and report back to the legislature the next year about what we did in those 12 meetings.

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Dr. Kukic: And I really pushed for that kind of a statute because I knew that some of the people had my kind of a level of a job in another agency would not want to meet unless there was a really firm agenda. Well the idea was to build a relationship with those folks, and we did that. And over time the agenda became the name of a student that we were dealing with during those inner agency meetings. And it really became productive. After we built relationship, because that is the key obviously, is building the relationship. So think about that kind of thing, and then what is your action plan about building a high trust organization? That's the issue, so I'm gonna ask you to do this just for about 10 minutes right now, just to kind of get the juices flowing and have a discussion about these issues. And I'll just walk around, if you have questions or comments please make em'. So spend about 10 minutes doing that if you would.

[Tape Cuts]

Dr. Kukic: Related to trust building.

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Dr. Kukic: Any table raise your hand. An action plan related to trust building. Go. What's your plan? Go ahead say it out loud.

Audience Response: We would just like a step-by-step process to know how to do it.

Dr. Kukic: Good, that's a really great point, and in that book *The Speed of Trust*, by Steven M. R. Covey, they've got that. So it's a very systematic book, it's a pretty thick one in fact that has some good specificity in it about how to proceed here with surveys to help you to know whether or not you're being successful. Okay. Very good point. Anybody come up with an informal or a formal plan for how to make trust work better in your school division? Yep go ahead, oh here we go.

Audience Response: Ours is really informal but just lots of things to think about.

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Audience Response: One, don't assume anything, don't assume that people have information, and provide lots and lots of information. Listen, avoid overload, make sure that you aren't emphasizing too many things at one time. And then try and create a place where people can go for information on their own, but it's specific, so they don't have to always be looking for it.

Dr. Kukic: Good and that way they don't also have to be embarrassed if they didn't have the information. They already have a source for getting it, they don't have to kind of come to somebody and say, you know I don't' really know what progress monitoring means. You know that sort of thing. So having those kinds of resources is a really important issue. The National Center for Learning Disabilities has that website that's called Rtlnetwork.org. That's a really fine place to start I think nationally if you want to get information about whatever it is you're interested in, and I know the department is building just all kind of resources for you.

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Dr. Kukic: And these coaches are great people whose job it is to stay on top of their game about this stuff. So you could even ask them what the meaning of life is and they could probably tell you. So, yes I think Steve you would say skiing, okay so, all right. Any other ideas before we move forward? I know this isn't the easiest thing to talk about, it's not like, yeah there's one right there at this table I think Cindi. Yeah. And his colleagues are surprised by what he's about to say.

Audience Response: Hello? We just had a systematic process for us to disseminate all the information down to everybody. You know just have a better way of giving information about changes of instruction or about anything that we might be looking into.

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Everybody a lot of times a lot of people don't know right away, or it takes a little while for them to be aware of those changes. And that creates.

Dr. Kukic: That's a real dilemma.

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Dr. Kukic: I know that one of the dilemmas I had in state government was trying to get information to teachers. And I did it through the local special Ed. directors, the local Title 1 directors or whatever, that didn't ensure that it happened. You know so what we did for professional development is set up a mechanism where if, if you know about Utah at all, you know Salt Lake City is where all the population is, but six hours away you're still in Utah. On that same day I wanted the teachers in Salt Lake to hear about the same information that the people six hours away were hearing about it. And that was the goal of professional development, to be able to get that information out to the whole state, the whole school division, whatever. To be sure that there is none of this one town versus another within some of the counties that you work in. Or one area versus another, or that's where the most influential school board lives, so that's why they always get the information. No. You do that; you're creating more problems than just that specific problem in relationship to this issue of trust. Any other comments before we move on?

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Dr. Kukic: Okay let's move on then, because I'll tell you that in my experience and in the experience of thousands and thousands of other people, they've used the best selling business book of all time to help provide them with the guidance from a principle centered perspective. To help them be able to figure out how to make this happen. How do you build a high trust situation, a highly productive and high trust organization? And that comes from the seven habits of highly effective people, so there are the seven habits. This is a catholic joke, if you are there any Catholics in the room who could explain, these are the seven habits, aren't they the seven habits? Yeah. The seven habits, and here are two of the habits having fun, they're sharpening the saw, you can see. At least the one on the right is. That's a pretty good fastball in fact that the person just threw. I'm proud to live in Colorado for lots of reasons, and one reason is that the Denver, the Colorado Rockies hired a 49 year old to pitch for them this year and he won a game.

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Dr. Kukic: Jamie Moyer, which was a pretty cool thing, he has a right hand like that as well, so that's pretty cool. So Covey says that a habit is a combination of these three things, and before I start this so I can see where you all are. How many of you have been through a three-day, seven habits workshop? Raise your hand if you've been in

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that kind of a workshop. How many of you have the seven habits of highly effective people in your office somewhere, or somewhere at home. If you haven't read it by the way, it's important to work the spine a little so it looks like you have. And make sure when you're sitting at your desk, take a picture of this from the door. The seven habits needs to be sitting so people can see it as they walk in, so it's like a cool thing to have on your bookcase. But this book is still number; it was about 2 months ago it was still number four on the USA bestseller list. It's an amazing thing that he did; he did analysis of the last 200 years of success.

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Dr. Kucic: And found that this is what successful people do. He added to that thinking with his book the 8th habit, when he said we're moving away from an ear of success, to an ear of contribution. Which is why he added, insignificance, which is why he added the 8th habit, which his find your voice, and inspire others to find theirs. Which we'll get to tomorrow. But this is what he has always said an attitude is, or a habit is, it's not enough to have the knowledge, it's not enough to have the attitude and the knowledge, it's also important that you build the skill to be able to have that habit. So that it makes sense. And that really does make some really good sense I think. So here's the way he put these habits together when he conceptualized it, and you know I'm a big fan of logos like this. And I was just saying to Cindi, and other colleagues, that that's one thing that I want VTSS to have, is some kind of a logo, because as trivial as some of you might think that is. That's a way for people to remember what you're trying to do.

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Dr. Kucic: that's why I think the MTSS logo in Kansas works so well. Because it has a way for people to remember a complex issue in a simpler way. So what Steven did is he said, you know this is the maturity continuum. Steven hypothesized that everyone starts of being dependent. And the goal in life is not to become independent; I'm saying that in Virginia, it's kind of a weird place to say it. The goal is to become interdependent, not independent. In fact a lot of people are beginning to say this about our country that we are stuck 1776, and we think that that's it. And we've done it, and we're independent, and if you don't like it tough. And a lot of people are suggesting that we might want to bring that declaration of independence back out of the vault and redo it into a declaration of interdependence. Because that's the goal, now I want you to think about all the readings you're doing about systems change in schools.

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Dr. Kucic: And tell me some authors who would agree with Covey's point that the goal is interdependence, what authors that you read are saying the same thing in different words? Fullen is one. Who else? DuFour is another. Let's complete the triumvirate. Reeves, good there'll be four, that's good Doug Reeves is saying that, and the fourth is

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Marzano. So it's just Marzano and Reeves and Fullen and DuFour, so don't listen to them. I mean what they're saying is the same thing, they're saying that the schools that are having success, the school districts, school divisions that are having success, are integrated units that are working towards the same mission. And when you can do that, then you can have success. That's called interdependence, not independence. We get into trouble with that independent thing; you know we have meandered to a place right now where teaching is a private activity, rather than a public activity.

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Dr. Kukic: And the hardest thing about doing MTSS and VTSS in this state and everywhere else in the country is, there seems to be this shield that exists between people who want to go into classrooms and help, and the teacher's perception that I'm certified, and I know what I'm doing. Stay out of here. There is no other profession that is like that, in fact you could wonder that if people actually feel that way who are called teachers, then is teaching a profession? Because every other profession is a profession of openness. Of observation, my wife is a retired nursing executive, and Jan was in charge of the new board intensive care unit at Primary Children's Hospital in Salt Lake. A great children's hospital, and when one of those little preemies would die, they would immediately gather around that bassinette, the whole team, physicians, and nurses and med techs, and you name it. And they'd talk about what did we do well, what did we do badly?

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Dr. Kukic: So the next time we have a chance to save this little life we can do a better job of it, do we do that in our schools? I hope you are doing that, because that's a big part of VTSS. Is to confront the brutal facts, to celebrate the successes, you know if you read Fullen's book on moral imperative realized, he has case studies of several districts. One of them the Sanger district, in central California, that I think I've mentioned to you before. In this place they created Sanger summits, and the school leadership team would come into the district office and would share in a good faith full way here is the good news, here is the bad news, help us figure it out. That only happens when there is high trust is the point. Cubby also says this about his habits. That if you have an independent person and a dependent person trying to interact, they will never be able to achieve interdependence. It is only when you have an independent person, and an independent person that you can achieve interdependence.

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Dr. Kukic: Now I want you to think about the way certain groups of people are being treated, and have been being treated where you live. If they feel a sense of dependence because of the way they've gotten services, then they're not very well equipped to be able to build an interdependent whole. If you've got school

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psychologists who are feeling disenfranchised because you're moving away from the IQ achievement discrepancy because of VTSS, you know they're gonna be sitting, kind of like well now what do we do? So building up the skills of those folks in the way that they always should have been built, so that they are experts in interventions. To be able to help with behavior problems, to be able to have small groups of kids at the high school level who have a big time behavior disorders, that sort of thing that school psyches can do very well. That's got to happen if you're gonna build interdependence with that related server. So how does Covey say that you do it?

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Dr. Kukic: And we'll talk about these habits in order but I'll mention one out of order here because it's the circle. The circle around that model is the seventh habit. Its' call sharpen the saw. And we'll get back to this in a little bit, but Covey is very clear about this. Is that if you don't have the habit of resilience, then you're not gonna have the energy to be able to think about dealing with the other six habits. Does that make sense? And he says you need to be resilient in four ways, you have to do it in a spiritual sort of way. You have to do it in a way that's kind of mental, in a social-emotional sort of a way, you have to do it in all of those ways, and so you have to figure out how am I going to stay resilient as a habit? I want you to be thinking about that for today and tomorrow, what are you doing for yourself? You know one of our great great children, one of our kids, she's like 47, is Kelly

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Dr. Kukic: And Kelly has been in the same high school or 20 years. Inner city high school in Houston, tough place. She just busted for those kids, she will not leave that school. It's 45 minutes of hell getting to it cause of the traffic, she does no care. Those are her kids like her kids at home, but what we are constantly fighting with Kelly about is do something for yourself. You've got to do something for yourself. So her two daughters, she's divorced, and her two daughters who are now 16 and 12. And they put her on match.com. And so Kelly is now dating a bunch of guys, and it's a really cool thing for her but she would have never done it because she was too dedicated to her profession. Just think about that if you will for yourselves. You can overdo that; you know and just take care of yourself and not your profession.

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Dr. Kukic: Also, but think about that notion. Another thing that Covey did that I think was really interesting when he did this research, he found out that unlike what I thought as an arrogant behaviorist; all of my professors at UCLA could trace their lineage back to B. F. Skinner. So I walked out of UCLA with my master's degree in school psychology as an arrogant behaviorist. I was conditioned to be a behaviorist, that's sort of what happened to me. So when Covey said that change happens from the inside

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out, I said that's not true. What we do is set up an environment that is very predictable for kids, and then they begin to behave in the way that we want them too. And then that translates into change in the inside. He says, "Well that's a nice theory but does it work very well?" "Well not perfectly," I said. And then I asked him, "So Steven why do you say that inside out stuff?" He said, "Well now Steve I want to ask you a question." "How many times have you made an important decision in your life from the outside in?" Um, never.

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Dr. Kukic: How many times have you made an important decision from the inside out? When you finally got commitment to do it and then you went forward, I'm at 10. "Should I stop?" he said, "Yeah stop." That's my point. So what Covey says is that you've got to have private victories first before you are equipped to be able to deal with other people. And the way he describes that is in these first three habits. The first one being proactive, and that is a very powerful statement. By the way, Covey got \$30 million when Covey leadership merged with Franklin Quest the planner company. He got that 30 million because he was smart enough to have trademarked Be Proactive, and begin with the end in mind, and put first things first. My mentor, one of my mentors that Ogden Lindsley guy saw him in an airport, and he said you know that Covey guy you work for Steve is the master marketer of the obvious. Oh god it's Friday night, I'm really tired Og, why'd you say that?

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Dr. Kukic: He said, "Well don't think, you got me wrong about that, that was a big compliment." So I want all of you who are implementing these habits fully to not listen for the next hour or two, and only the people in the room standing and sitting who are not having success at implementing these habits successfully maybe listen for a little. Cause this is all so obvious, to be proactive. To begin with the end in mind. To think win win, there is the most trivial one of all time, are you kidding? Try to get past that, and try to listen to what these principles have to say and see if it has any value for you. And value for your school divisions by the way, as I'm remembering now the last time I did an 8 habits work shop, I think was about 4 months ago for a school system. Because they decided that they needed to do that in order to make the most out of their RtI based systems change. And that was with LA Unified School District by the way, with their leadership team.

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Dr. Kukic: So that was a lot of fun. So being proactive is a very powerful statement, of you know I have some control. You know there is a place where I can go where I have some control over what I can do. And once you've committed yourself to that, then habit number two is to being with the end in mind. To really be clear about what your

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mission is, both personally and organizationally. There is great evidence to suggest that one of the biggest problems that teachers have right now in classrooms is they don't say what is expected of their students as a result of their teaching at the beginning of the lesson. And if they would simply do that, the data are clear. That most kids would learn at higher levels. Most kids don't discover very well, because they don't have the skills to be able to do it. If you're lucky enough to live in Lake Woebegone then all those kids can learn by discovery, fine. But how many of you live there is the question.

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Dr. Kucic: So the third habit then, Covey has a tendency to do this. He goes way off into the clouds, and then comes right back down to earth. And gives you something practical to think about. He says, well habit number 3 is put first things first. If all this stuff is so important that you've just thought about, about missions statements and all that. Then why don't you schedule yourself around what are as he calls it your big rocks. Why do you get yourself caught up in all this activity trap all the time, and not really handle the big rocks you have. That's easy to say. And pretty difficult to do isn't it? So we'll talk about that in just a second. And let me just complex this little introduction to this, then if you are successful pretty much at implementing those first three habits, then that creates a sense of independence. Now you're ready to go interact with other people. Habit number 4, is a thought process to think win win.

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Dr. Kucic: And I'd ask you this question, how many people does it take at minimum to think win win? Put up the number of fingers that says your answer. How many people at minimum does it take to think win win? Put up your hands will you? Okay the answer is either 1 or 2 right, and that is a trick question. I didn't say how many people does it take to achieve win win. I said how many people does it take to think win win? The answer is what? 1. 1, and all that that though process says is a very simple thing, if I cannot achieve a win for myself, and if you don't feel like you've had a win for you, then it's no deal. Think about how powerful that would be. As we discuss important issues in our school divisions and in our classrooms. If all of the stakeholders felt that sense of empowerment that comes from, you know I really did get some of what I really want out of that conversation.

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Dr. Kucic: So Covey doesn't like the word compromise because that means lose lose. He does like the word consensus because that means win win. Make sense? The difference, okay a compromise is as long as you don't win I'll agree. And very often that means you don't win, so that's the thought. Here is the skillset to seek first to understand, then to be understood. Most of us guys because we have testosterone poisoning don't listen to what's behind the comma in that habit. What do you mean

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seek first to understand, I would never allow that. Well just calm down for a second, and notice it's a comma not a period. It's seek first and understand, then to be understood. That's the win win, but what you want to ensure by that skillset is that you're allowing the other person or the other constituency group, or parents or whoever is coming in to yell at you, to feel that they've been heard and then you have ever right to make sure that you're heard.

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Dr. Kukic: Does that make sense? And that leads to the goal, habit number 6, to synergize, bring diverse groups together in order to be able to achieve what you want in terms of a common goal. So those are the seven habits, lets just go through them in just a little teeny bit more detail, and let's talk about it. One of the things that's important about that model that I thought was, this was a very intriguing thing that was quoted one of Covey's early books. Maslow is someone that all of us know if you've been to college and taken any psychology courses you know about Maslow and his hierarchy of needs right? So what's on the bottom of the hierarchy? The need for what? Survival, right, the need for food and water like that. What's on the top of his hierarchy? Self-actualization, when I learned that term, I called my dad. By the way the late 60s at UCLA.

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Dr. Kukic: There were not like cell phones, so I wen to the pay phone. I called dad, and I said, "Dad listen to this, just listen. Self actualization." He said, "Well that's wonderful son, what does that mean?" "That's next week dad, I don't know what that means, but you know that's really cool. You're spending your money wisely." Now Maslow surprised me because at the end of his life he decided the self-actualization wasn't the highest order of existence. He said, "I was wrong, there is one more thing above self actualization, and what is above it is self transcendence." Giving yourself up for a relationship, giving yourself up for a mission, okay. Now I might be overstepping my bounds here but I think that self-actualization is a good symbol of independence not inter dependence, self-actualization. And self-transcendence is a good symbol of inter-dependence versus independence, huh?

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Dr. Kukic: So that concept from Maslow makes a good deal of sense I believe. So this is the point about, this is the point about being proactive I think that Covey has a tendency to go to sources of wisdom to be able to gain information about the principles that he's pushing. And this one from Viktor Frenkl. The great Viennese psychiatrist, how many of you have read *Man's Search for Meaning*. Raise your hands. Many of you in this room don't have any idea what I'm talking about, it's on your book list. Get the book. It's very brief. Frankl was a Viennese psychiatrist before World War II,

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happened to have been Jewish. He lived in three concentration camps during World War II, and by some good fortune lived through it. He was not the camp psychiatrist, he was there because he was Jewish in all three of those concentration camps. He observed with his powers of observation from his training as a psychiatrist why are people living through this?

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Dr. Kukic: How are any of us living through this? The first is luck. You know that obviously happened, but beyond that, was it the people who were physically the strongest? The answer was no. The answer was the people who were psychologically the strongest, there were people who kept their sense of future in the midst of that Holocaust, if you can imagine. Interestingly enough if you're read the resilience literature about kids, one of the characteristics of kids who are resilient is that they have a future orientation rather than a past orientation. Interesting isn't it. So Maslow met someone who developed the plans for his dream house, he was an architect, and he did that in his head while he was in the concentration camp. Another person said I got my family out and they're in Milwaukee, Wisconsin in the United States. I'm gonna find my way there, and I've already charted out exactly how I'm gonna get there. What, and what Viktor Frenkl did, is he wrote his book in his head, *Man's Search for Meaning*.

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Dr. Kukic: And what he came to is this, eh said you now what the Nazi's were doing a sterilization experiment on my body. At that moment I decided guess what? Freedom is a function of my soul not of my environment. Do whatever you want to my body, but you can't affect what my feeling is about my freedom. So he said, life is full of tragedies, and the only way to live life responsibly he said is to live life, and listen to this term, as a tragic optimist. Tragedies are inevitable, I choose to be optimistic. Because no one can really decide for you what your emotion will be right? One of the phrases I hear a lot in school because there are so many heterosexual women, who work in schools, is when they say almost daily, he makes me so mad! I love that, I love that after getting Covey training, and working for Covey, look at how much power you've given away to that son of a gun.

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Dr. Kukic: He makes you mad are you kidding? You have the power to decide what your emotion is related to the whatever the person has done. That's the issue. Right? So that's what habit number one is all about, and what Covey came to is this real iconic idea. That he says, you know you got to say in your circle of influence. And not allow yourself to get off into your circle of concern. So I'm addicted to politics, and therefore addicted to every Sunday morning show, and if I can get up early enough depending on the time zone, I really do love Morning Joe, on MSNBC. Not because it's liberal, but

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because they have all kinds of people on that show, and Joe Scarborough is a conservative from the panhandle of Florida, as the host. And it's just a joy to watch that mix of people talk about all this stuff. When I listen to them however, I get off in my circle of concern about our country.

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Dr. Kukic: Because we are so broken. It's unbelievable how broken we are. How is it possible that every single idea that comes from the democratic president of the United States is wrong, how is it possible that every single idea that comes from a republican is wrong? How is that possible theoretically? But that's the way we're acting, so that's my circle of concern. Covey says if you think, keep doing that, the collection plate is coming around in a minute, if you stay in your circle of concern Covey says, it reduces your circle of influence. Because you don't have any control over that, the way Sean Covey, Steven's son wrote the 7 habits of highly effective teenagers talks about it. It's the circle of control versus the circle of no control, and he invites teenagers to stay in the circle of control and not get off into the circle of no control.

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Dr. Kukic: So what is it that I can do as a citizen to get back into my circle of influence, because Covey says if you stay in your circle of influence, it builds out toward your circle of concern. Now let me get out of the clouds for a minute, let's talk about VTSS for a second. Many of you have schools that are doing a good job with VTSS some schools, and other schools that are trying their hardest not to do anything. If you persevere on the schools that are like not doing it, then I promise you that what you're gonna do is reduce the chances that the whole system will end up being involved with VTSS. You've got to figure out a way to turn your pilots into prototypes. I want you to think about that difference in those two words, Covey talks about this in his latest book, the third alternative. And I've got a set of slides about this later for probably tomorrow. But that notion is that a prototype is designed to formally instruct you about how to build the whole system.

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Dr. Kukic: Where a pilot might just be something that's done in that one place, and then it's not looked at again. Okay, so building prototypes is something in a circle of influence. I'll tell you what I do as a citizen, and I've got a pretty strong opinions about my politics. I try to get into discussions all the time with people who are on the other side of the spectrum politically, constantly am doing that. And all I want is a respectful conversation. Because somewhere in the middle of that is the solution. And I've got a friend in Longmont (?); he is a wonderful spiritual great guy who is as conservative as I am liberal. And for a while we fought with each other until we had enough cocktails and then we stopped fighting, and started getting smarter and smarter you know. That's

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what you do when you drink a lot I guess, but Ross and I lately have not been drinking as much at those parties and have been talking, because we have something that joins us together, our spirituality. So we've both been saying well how can you be spiritual and I can be spiritual, and we disagree?

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Dr. Kukic: And what that begins to do is create those kinds of bridges that I think we need. I can do that on a personal level. When 911 happened, I thought about what would Steven say to do. And I fly around so much, that when someone flies next to me who is of Middle Eastern decent, I make a special point of putting down everything that I'm reading, and saying hello. What is that gonna do? Well nothing unless a million people do it. Do you get the point I'm raising? So that idea of circle of influence versus circle of concern. If you're trying to do something at a school division level, and you're finding like there are so many reasons why that's not working. You might want to have a conversation about how to step back a little and get back into your circle of influence. So that you can prove the point and make it happen. Okay. So how do you do that? Well Tom Peters taught us back in 1993 how to do it, he said, "don't just sit around and contemplate it."

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Dr. Kukic: "Just try something." You know when you're totally confused and you don't have any idea what to do, then like try stuff. So here's an idea, this is from a book that is called *Orbiting the Giant Hairball* that is on your book list. It's one of my favorite books cause of the title. Gordon Mackenzie wrote this, he was a big executive at Hallmark cards, and when he retired he was a consultant then for corporate America. The picture of him on this book is a man with a beard and very curly hair, a tie-dyed shirt, old jeans, and barefoot. And he's a corporate consultant. And what he does, what he did when he was doing that consulting is he'd come into the room, and he'd just sit in kind of a yoga position on a table in the front and not say anything. Until it drove those executive totally wacko, because of their big time schedules, and they wanted to get things done. And then they began to talk about the problems they were having.

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Dr. Kukic: And what he said is, "Is that here is the dilemma we've got, you know every organization is a hairball," he said. "Every time you try to streamline policies in any organization you end up with more at the end of that process than you had before." That really happens in education, you know every time there is a reauthorization of something federally, especially special Ed., some group says we're gonna talk with teachers and we're gonna reduce the paperwork in special Ed. And at the end of the reauthorization there is more paperwork. Always. That's always true. What that does is make the hairball denser. And that makes the gravitational pull of the hairball more

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intense. And if you're not careful you'll get sucked in by the hairball and you'll burn out, so what Gordon says, his theory is, learn how to orbit the giant hairball. It's responsible creativity; it's keeping yourself connected to the mission, and not letting yourself succumb to the bureaucracy of the system.

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Dr. Kukic: That's the only way that VTSS will work in this state or in any state, is if people stay in their circle of influence and don't get dissuaded by the fact that there is all this bureaucracy you have to work through. Keep yourself connected to the mission. In Utah for a while we were serving three times the national average in terms of percentage of kids in behavior disorders, in our state. Compared to other states. New York was serving less than 1%, we were serving over 3. And when the feds looked at that, we said to them, so tell us what you'd like us to do? We believe that we have a good functional definition of behavior disorders versus serious emotional disturbance, and we're serving kids who need help. What do you think? And they said, "you know that actually makes sense." And so they declared that that was in compliance for us to do that. And it allowed us to be able to be functional with our approach to our kids. Keeping ourselves connected to the spirit of the mission. So here is the skillset to get right down to earth, that Gordon talks about about being proactive.

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Dr. Kukic: He says, "It's very simple, if you want to keep being free to create, if you want to keep orbiting the hairball, you got to learn how to do one important thing. And that one important thing is learn how to let go." Let go of strategies that have worked for you in the past. The most intriguing districts, I love working in these districts around the country, they are districts, Shining Mission is an example in Kansas. And you have examples in this great state as well, around Richmond, or around D.C., that were nice idyllic Lake Woebegone, and then the demographics changed. But the teachers didn't change the approach, and suddenly the kids aren't learning, and they always did before. Must be the kids. I mean that's happened in countless places around the country, and the reason why the kids used to learn by the way, is that most of them had the basic skills intact before they came to school.

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Dr. Kukic: So if you were a strict instructivist, it didn't matter that you didn't teach the skills, because the kids had them before they came to school. Now the demographics change in our country, and now you have a bunch of kids who don't have those skills if you don't teach them in an explicit way, the kids don't learn how to read. Whose fault is that? Oh the kids yeah right well no. So that's the first, second is let go of your biases, the foundation of your illusions. Big issue. A giant issue in our country it seems to me let go of our grievances, the root source of our victimhood. Let go of our so often denied

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fear of being found unlovable, that of all the things that I'm working on in my whole life, that I'll be working on until my last day, that's the problem I've got. When I look around this room and I look at the non-verbals of any of you, if any of you give a non-verbal that is anything other than like, positively neutral, then I'm a failure.

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Dr. Kukic: If one of you do that it could be that you have heartburn, you know I don't know what that is. But I'm just constantly thinking that way about it. I want everyone to love me to death. It's pretty interesting to try to get over that but I need to. And lastly if you stop letting go then your creative spirit will pass out and you will spiral into the giant hairball. So what is it that your school division needs to let go of? I want you to talk about that at your tables. What is it that your school division needs to let go of? Think about that a little bit. What is it that the department needs to let go of? Hi how are you? Good. Okay. That's good what else? And I want you to be thinking about this, I know that this is hard to be confronted this way by this hyper active guy, but I want you think of something else.

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Dr. Kukic: So how do you convince people in a respectful way to do that very thing you said? How do you in a respectful way get people to a place where they can feel comfortable that they can let go of programs that don't work? Good, it takes ongoing conversation right? So what else? What else, what else is something that you need to let go of, and by the way I want all of you to think about this. I want all of you think about this, let me have your attention here for a second. Unless you have 100% of your kids achieving at the top of the SOLs, you've got something to let go of. I promise you you do. So what is it that you need to let go of? There is a school division that I've worked in in your state that the school board said this to me. We were trying to get them to redo their strategic plan.

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Dr. Kukic: Their strategic plan had a value in it that said that all students can learn, I was trying to get them to support what DuFour says, all students will learn versus can learn right? And the school board said to me, we would never say that. Because that would mean we'd be held responsible for the success of the kids who live on the Southside of the district. And we certainly don't want to do that. So we're gonna say can. Cause that allows us not to be responsible. Is that something to let go of or not? See there is the dilemma we face folks. And we're not really willing to do that very well you know, it's a real dilemma that I think we're facing with American public Ed. right now. So what else did you come up with, anything else? Yes. Shhh.

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Dr. Kucic: Oh good. That's a good point, so creating an environment so that people feel comfortable letting go of something right? That's a very very very good point I think, because what happens often in districts, in any organization, is that when you ask people what is it that we can stop doing, the conversation stops. And then we add another thing on top of what we're already doing, and another thing on top of what we're already doing. A superintendent in Arizona told me in the last couple of years, he said Steve I'm not sure we need more money in public Ed. And I said you have to be quiet now sir you can't say that out loud. And he said, the reason I'm saying that is because we're doing so many things that have a public track record of not working. And until we stop that and then see what we need, we can't really say we need more money. Cause we really don't know if we need more money. When your district adopts a BASEL, and then the district allows teachers to use that BASEL "creatively" and not follow the teacher's edition.

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Dr. Kucic: That is like the biggest was of taxpayer's dollars I could possibly imagine, don't adopt the BASEL, why would you even adopt it? So sometimes you have to invest up front in order to save money later, does that make sense? So one of the issues to thin about about VTSS, is to make sure that you're doing this pre-K – 12, not just K-12, not just elementary school, not just one part of education. Because as you are very well aware, if you intervene with babies it costs less per baby than it does the cost per teenager. Because of how complex it gets. So thinking about ways of intervening early really does make some good sense if you can do that. So this concept I think really does make some sense, let's move on to the next habit. Habit number 2; begin with the end in mind. You all have a mission statement at your school division right? Do all of you? And is there any dust on it in the framed version of it?

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Dr. Kucic: Is it used for making all decisions? Is it used when it's politically expedient to use it? Is it a guide? Is it disregarded until it's time to apply for a grant from the state, and then you put the mission statement in? How many of you have a mission statement that really means something, raise your hands if you do? I hope you do, that's a great place to work then, because what you want is that kind of a place. Its' very clear I think that those organizations that live their mission statements are great places to work. Those organizations that don't live their mission statement are not a good place to work, because they're so personality driven. Does that make sense? So let's talk about that idea of a mission statement if we can. Joseph Campbell said something in this book by Mackenzie about following your bliss.

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Dr. Kukic: That's sort of what a mission statement is, is following your bliss, is figuring out what it is that's most important to you. And when I was doing that Covey training, one of the activities that was my favorite was, okay it's your funeral. Write the eulogy you want people to give for you at your funeral. Not the eulogy they will write right now based on where you are, but the eulogy you want them to write for you at your funeral. That begins to tell you what your mission is, does that make sense? So I want to share something with you that is the most egotistical part of these two days from my point of view. I'm only doing this because the data I've collected since 1998 when people have told me that this helps them, so excuse me for this. But this is my mission statement. And my mission statement says that balance is the key. If you're gonna have success you've got to balance the needs of three different kinds of, I don't know if I'd say, it's not exactly people but it is.

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Dr. Kukic: The first is for me this is my wife, Jan. That's sort of an important thing that I pay attention other. You know, the second thing is, is family and friends. So the needs of family and friends have to be balanced with the needs of Jan. And the third are the needs of my community and my profession. Now if I can achieve that balance which I've never been at all successful at doing, but if you could do that that's really kind of a good place to be wouldn't you think? So my experience with my life is, you can call Jan right now, I'll give you her cell phone number and I know she would agree, is that this is not a triangle in my life right now. This is way too much this profession thing over here. You know there is way too much of that stuff going on for me. And I'm not spending enough time on the other stuff. And when that happens it's not a triangle anymore, isn't it funny that it's a triangle. Rtl is sort of a triangle too isn't it. Yeah. Now from my point of view I add one more thing to this mission statement, I have something in the middle of that triangle that's called a spiritual center.

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Dr. Kukic: And if I don't keep building my spiritual center, I don't mean religious I mean spiritual, my spiritual center than I don't have the strength to even have a chance at doing this. So what I want you to think about just for a moment, individually if you would, and this is what this activity sounds like. Because it's individual, I want you to think about your individual mission statement. What is it that's most important to you that defines who you are, and what you're trying to accomplish on this planet, so let's just spend a couple of minutes if you would just quietly thinking about that. And if you have it firmly in your mind cool, and if not think about it a little bit. And then I'll tell you a little process if you're interested in developing a mission statement for yourself in just a second. So just spend a second thinking about that.

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Dr. Kukic: That's a hard one isn't it to get down into the depths of wherever you are to think about what's most important. The activity that Covey says to do about this is to write a draft of a mission statement. And then over a two-week period a couple of times a day look back at the draft, edit it. And he claims, and my experience is it the hundreds of people that I've dealt with pretty intensively with this is that after a while you stop editing it, because you finally get to it. What Covey says is sort of what Frankl says, is that you discover it. You don't invent it you discover it, in there somewhere is what's most important to you if you can allow yourself to get to it, and then work for it. So that's an important issue for a person, isn't it an important issue for an organization? And it's not enough just to have it of course; you've got to also try to live it, which is this habit number 3, to put first things first.

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Dr. Kukic: So what Covey says is that every activity that you do, every single activity you do, is either urgent or too urgent. And is either important or not important. Do you get the quadrant idea? So quadrant one is urgent and important, quadrant 2 not urgent and important, then quadrant 3 is urgent and not important, not urgent and not important is number 4. So Covey says, you should spend zero percent time in two of the quadrants. Which two would you suggest he would say you should spend zero percent of your time. By number. 3 and 4 right, so 3 and 4 are the ones to spend no time on because they're not important. Okay. So how many of you spend more time in quadrant 1 than in quadrant 2 with those things that are important and urgent, versus those things that are important and not urgent?

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Dr. Kukic: How many of you spend more time in quadrant 1 at work? On come on everyone raise your hands, come on. You would not be successful if you weren't doing that. Because that's what you have to do, you have to take care of the urgent stuff right, now the dilemma is that when Covey did the analysis of the most successful people on this planet, guess what he found? They spent most of their time in quadrant 2, not in quadrant 1. Because quadrant 2 is the relationship building part of it. Quadrant 2 is a place where as he puts it, and I love this, this statement he says, "Don't just go for recreation, change the way you say that word, go for re-creation." Which is what recreation could be, I hope all of you have something that you use for re-creation. Now I'll tell you if you're sophisticated it's golf, just kidding. But it is golf for my wife and I.

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Dr. Kukic: And I know some of you are gonna think it's the silliest thing ever, but when Jan and I are out playing golf it is re-creation for us. For us. So whenever we can go do that we do that, because it really is that level of thing for us. And we can do it together, and it's fun, and it's a real challenge of course, just ask Phil Mickelson on the par 3, oh

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my god what he did was so awful. But at the Masters, but that's a wonderful thing for us, I hope all of you have something like that do you? Hope you do. And I hope you're spending time with your VTSS initiative in your school system on this issue of relationship building, we're back to that again, that's what we're talking about communication in these two days. That's a quadrant 2 activity. And I'm looking around the room and either there is some heartburn or some of you are getting really tired of this conversation, because this is stuff that is not like the usual thing we talk about in workshops. We want tactics now; we want something practical we can deal with right this second.

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Dr. Kucic: Well guess what's practical? Building relationships, if you don't do that you will not have success with any of the things you're trying to accomplish. That's the issue. Now about this time of the year if I get a chance to talk to principals and school staff here's what I like to tell them. I ask them to get into an activity that you can do when you get back home, ask your school people, or if you are school people go back to your schools and say this. What are the five most probably crisis's that we will face next year? The five most probably crisis's that we will face next year. Then ask yourself the question, are we prepared for them? Now don't tell me you can't predict them because you can if you've been in the school system for a little while you know that because of the physical plan of the school, as the weather gets worse in the fall, then if we really get freeze really quickly, then we will have a pipe that will burst, and then we'll have a...

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Dr. Kucic: Whatever it is, you're gonna have probable crises. The question is are you prepared for them, if you aren't prepared for them create a plan for handling the five most probable crises. Guess what will happen? When you get into that quadrant 1 activity of handling the crisis and you already have a plan that you've developed, which is a quadrant 2 activity, you'll spend less time on it and more efficient time on it. And you'll have more time for doing the things that are more important and not urgent. To be able to accomplish what you want to accomplish. Does that make sense? Now the reason why, another reason why Covey did this of course is that eh though that time management, or thinks that time management is a very important issue, so you know the Franklin Quest company that merged with Covey Leadership, Franklin Quest was the paper planner company back then when they merged. You know an I remember when I went cold turkey and started using an apple, a Newton. The first of the Pdfs.

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Dr. Kucic: And I decided I was not gonna use my paper anymore, and I was gonna use that Pdf, the personal data assistant, PDA. The PDA, yeah. The PDA, and I did that

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and it was real hard, but now most of us have a smart phone with us right? For this purpose? I just ask you to think about this, are you actually scheduling purposefully activities that allow you to handle what's most important to you every week? Or do you let things go by because you know I just didn't have time. Well jeez, too bad. That's gonna have to wait, you're gonna have to understand. If you do that over time, then you're not going to accomplish what you want as a person, let alone what you want to accomplish as an organization, that's the point that Covey raises. So what I want to do is invite Denise to come up now and talk about this issue of these first 3 habits, and what Wichita is doing related to this.

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Dr. Kukic: And then we'll move on to the table talk, and on with the break after that. So Denise.

Dr. Seguire: Thanks. Welcome to after lunch, are ya'll revved up still? I was just thinking about that third quadrant, the urgent not important and thinking a lot of times that translates more like frantic than urgent. Like we just want to build that up like it's just the most important thing, and we don't realize it might not be. Well what I've decided to, woops. Forgot to change PowerPoint, what I decided to sort of do in this section is talk about the big rocks that we decided to focus on with our MTSS movement forward

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Dr. Seguire: So that as we thought about what it is we need to do, what are the things that are maybe not urgent but the most important things that we needed to do first. So these are the four that we started with, and maybe as I'm talking you might want to have that first fact sheet in front of you and some of the things that I say might make more sense. Back to our history just a little bit, we spent an entire year planning. Before we ever did anything out in our schools, so we really thought about what is it we need to do as a system so that we have things in place to support our schools once we start actually moving forward in this MTSS work.

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Dr. Seguire: So these were the four areas that we really focused on. We knew we needed to have a relook at our comprehensive assessment system. We knew that we needed something related to positive behavior supports. And these things don't mean that we had a total void, we had things going on in these areas, we just weren't consistent across the system. And we didn't have because of that, we couldn't have an expectation that it happened everywhere. So that means that like a lot of places, we were really successful in some places and in some areas, and not so much in others. We knew that we needed to work on literacy; our superintendent has said literacy is our

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number one goal. But we knew that we didn't have the structures in place to facilitate that work.

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Dr. Seguire: So we knew we had to do that, and we need a system for data driven decision making, and so those were the things we really explored in that first year as we were working, remember with a district leadership team that didn't have teachers on it. Okay. Going backwards, we maybe, we think we should have done that, but we didn't. So we are where we are. So we tackled that comprehensive assessment system right away, like in February the year before we started implementing. So we started dabbling out there and working with some professionals around the country, and said what is it that we need in an MTSS system? So we knew that we needed formative assessments.

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Dr. Seguire: We needed universal screener, we needed progress monitoring, and we were far enough behind that we thought we already had everything we needed, and we were wrong. And when we discovered that we were wrong, we realized that we had made some investments in some things that were no longer right. So the first thing we had to do was not do some of the things we had been doing. So this chart, if you look at that right, oops pushed the wrong button, if you look at that right hand column over there, those are the things we eliminated. We eliminated Dibbles. Not that there is anything wrong with Dibbles, but what we wanted was something that went, we're looking for a pre K – 12 system. And at that time and still Dibbles couldn't give us what we needed.

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Dr. Seguire: And we wanted math and reading in the same system if you will. So our choice was to replace Dibbles with the Aimes web product. That meant we could also let go of our Jerry John's assessment. We were also using the map assessments from NWEA, I don't' now if you're familiar with those. But some of our schools really really loved those assessments. But, and I'm not saying there is anything wrong with em', but we were using them like a universal screener. And they're not mean to be a universal screener, so that meant that we had information that we didn't have available to do some of the work we needed to do. On top of that, the map assessment and all of the tools that go along with that, the Descarte system gives you tons of resources for instruction and grouping and things like that.

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Dr. Seguire: That what we discovered was our teachers were not using, they really liked it especially at the secondary level cause they had data to place kids in certain classes. But once they did that, they really didn't use it. So we felt like we were investing a lot of money for, to get a placement assessment, and not have what we needed in a universal screener. So when we went this route, we did eliminate things, that was really our teachers and school's first inclination something is happening here. So and so we had to start our professional development with this idea of assessment and what the purpose of assessments are.

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Dr. Seguire: And why we needed certain kinds of assessments so that we knew what to do in the classroom. So this is just one document that we use to help communicate that in addition to professional development that was going on. Then once we had made those decisions, we put it as simply as we could. Here's our comprehensive assessment system, and if you are a pre kindergarten teacher this is what you do. Kindergarten this is what you do, and so on. So we just set it up like a chart to make it as simple as possible. And some of this has even changed now, even though this says 11/12. So all of our teachers have that.

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Dr. Seguire: In addition we have documents for each grade level that's more specific about what they're doing when in any specific information about those assessments. But again it's pretty brief what we've given em', just what they need to know. So we do this on one sheet, this is one side, and the other side is the outcome assessment, so our state assessments. ACT, etc. that we keep pretty much on one document. The second thing that we said was a big rock, and when you look at this first fact sheet, I know I showed you this last year. And I'm sure you all remember it, there is a chart on there actually I have it later on here, that looks like this.

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Dr. Seguire: when we thought about the big rocks and what we need to do, we had to think about how are we gonna get training out there for virtually, by that time we had all of our instructional staff, we're talking about 5,500 people. So how we gonna do that in a way that makes sense. So as we thought about our resources we decided the big professional development was really gonna be around the behavior, and the literacy. So we said, let's divide the district in half, because we thought that was the capacity we had, and half of the district is gonna start with academic literacy. And the other half of the district is gonna start with behavior. And we're gonna train em' that way. Now I'll give you some hindsight on that in a minute. So we had at the time, we had 8 feeder patterns, so from elementary, middle, high that fed.

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Dr. Seguire: But we only had the capacity basically to do six sets of training, and space wise to organize it that way, so we had to combine a couple of those feeder patterns. So if you look at that chart, over to the left the feeder patterns are based on the high school names. So in cohort 2, we have 2 high school feeder patterns, Northeast and west, and cohort 3 was Northwest and south. So in that third column you can see how many schools are affected in that cohort. Okay so if you were in, these are the words you hear now in our district, I'm a behavior cohort, and I'm cohort one. So they talk about well I'm a behavior cohort.

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Dr. Seguire: Or I'm an academic cohort, and that define, everybody knows what they're talking about. I know what kind of training you've been in because of that. So this is a five year stretch out plan, and we said you know we probably can't just spent one year doing behavior, and then switch to literacy or vice versa. Because it's probably not enough, hindsight, two years might not be enough. But we decided to do two years. And then switch for the other two. So for the next two, so we have now our schools are coming to the end of year tow, and they're talking about I'm a behavior cohort and next year I'm gonna be an academic cohort. And some of em' are saying to my dismay, we'll be doing academics next year not behavior.

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Dr. Seguire: No, no this is a building thing, so you have to have all of those criteria in behavior at a certain level of implementation to really be ready to move. Well I've had a couple of principals come to me oh about February and go, you know how at the beginning you told us this was like a five year plan. So two years academic, two years behavior, and then a year of whatever we need to make sure it's sustainable. Well I though I could like wait till the end of the second year before I really had to do anything, and I just now realized I was supposed to be doing all these things all along. That was just kind of an interesting statement.

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Dr. Seguire: Since we have checks all the way along about where you should be. So it definitely raised the level of concern and in those schools things started to happen pretty quickly, cause they knew that they were going to have to add on next year. So in addition to this, so what this looks like is it's not the entire school that comes to training, it is a leadership team that the principal puts together. It is the building leadership team that comes to the training, and then in the district in-service days that follow, in their school they train their staff on what they learn in these sessions. So it's a training of

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trainers model, which in itself as you know has its pitfalls. So but it was a way for us to move the information through the system.

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Dr. Seguire: But in addition to behavior, lets say you were in the behavior cohort. So you are doing this whole structuring foundations piece for your entire school. It's a school wide effort. Okay, every single instructional staff member, 5,500, had training in the classroom management system from Safe and Civil Schools. So if you're familiar, doesn't have to be them, but if you're familiar, that's the CHAMPS piece. They call it CHAMPS, or at the secondary level it's ACHIEVE. And acronym that sets the expectation for behavior. So every teacher, every para-professional, every counselor, every psychologist, every social worker, every principal, ever assistant principal, had this training.

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Dr. Seguire: Regardless of cohort that you were in, so the expectation was that every school across the district would begin implementing the classroom management system in the first year. And so this is year two, so it doesn't matter if you go to a school that is academic, you're still gonna see evidence of that implementation. Perfectly and in every classroom, no. But I think you would be pretty hard pressed to talk to any teacher, any instructional staff in the district who couldn't talk about this. Likewise on the academic side, we knew that we, or on the behavior side, we knew that we couldn't wait two years to start addressing some of the academic issues.

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Dr. Seguire: We didn't want to send the message forget your academics for two years, we just want you to deal with your positive behavior supports. So as we were implementing the new assessment system, we required all schools to use that system in terms of the universal screener. We did not provide as extensive of training for the schools in the behavior cohort for progress monitoring. That doesn't mean that schools weren't using progress monitoring, but schools, not all schools were consistently using the same progress monitoring. So that's our goal is to be consistent, our kids move around so much, that if we don't have that consistency, we're losing some of what they need. Because we don't have the right data.

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Dr. Seguire: So that's the overall piece of professional development we decided to start with this MTSS. So is this all of MTSS? No. It is a way for us to begin to get on the same page around these big rocks. And that's a way we chose to do it. Now here's a hindsight piece; if we had decided to start all schools with literacy, we would be nowhere

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with behavior. And I do believe that our school would think that that was a second thought, an after thought, a not as important thought.

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Dr. Seguire: And the other thing that happened was, especially in the first year, the principals were always asking each other; what are you doing in your training? If they're in the other cohort, what are you doing? Cause I want to do that, because I don't want to be behind. So you know when people say we have too much on our plate, we have too much on our plate, but they still wanted to do both. They wanted to do everything; they wanted to know it all. Well we told em' they were gonna get it all, but really wanted em' to just focus in whatever their focus area was. But they did start to do some things, and they did see, they were hearing from their colleagues some of the good things that they were getting. The things they were trying, so I think this way to start out, even though we thought it was a capacity issue for us, I think it sort of propelled us forward a little bit. Because we had both of these major ideas in the works at the same time, even though it wasn't all in the same place. In the system it was all there.

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Dr. Seguire: So ask me again in a couple years, what I think about that, but we started it for one reason, but there may have been benefits for other reasons. Let me go back here, I've said before we use the positive behavior supports from Safe and Civil Schools; I've mentioned before that Randy Sprick is one of our partners, and so it is helpful to have a person at that level with the work to give us advice. And to talk to our teachers and our leadership teams. So as I said, we did that CHAMPS and ACHIEVE training for everyone, the other schools did the foundations training, which is school wide management.

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Dr. Seguire: In addition to that, those were the big rocks, but we also knew that our leaders, our principals, needed more. They couldn't just learn the stuff with their teachers; they had to lead it back in the school. And so all through the year we would have other meetings about leadership. Now this is what you know about this particular piece, what is your role as a leader? To make sure this gets implemented. What support do you need? Sometimes those, I wouldn't even call those trainings, they were conversations because different people had different ideas about how to make it happen. But I do think that was a critical piece for them. With literacy, we used a two-pronged approach. We revised the literacy curriculum protocol, and we are revising it again as we speak actually right now the district team is meeting, looking at the final draft of another revision.

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Dr. Seguire: And a revision means we've taken things off. So there are things that we've been using that we're not gonna be using anymore. That we've been watching the data, we did change our kindergarten curriculum based on the data. We're used to once we got to one adoption, we kind of want to hang with that. But when we looked at our data, our kindergarten wasn't, we weren't getting where we needed to go at the earliest grades, and so we changed our curriculum at the kindergarten level. That was a big shift, that was really scary for people, but we've done it and we're gonna keep doing that.

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Dr. Seguire: Now we're gonna watch first grade as those kids move in, and there are some other curricula that we have taken off of there. On the other hand, especially when we were looking at tier 2 and tier 3 curriculum, we were not consistent across the district. Schools that had money, title 1 schools, were buying piece of curriculum that were available to them, but we couldn't guarantee it for all of our schools. And we said we have to this for all of ours schools, so that's the other move that we're making right now. Is we are, if it's on the protocol we provide it from the district level, it doesn't matter how much money your school has or doesn't have, the district is going to provide that and the training to support it. So you can tell it's got to keep getting narrower and narrower, cause we have less and less money. And fewer resources to support.

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Dr. Seguire: So those are the things that we're doing there, so that's one part of the prong, is making sure that the curriculum is appropriate. The second piece is making sure that all of our teachers understand what it takes for literacy acquisition. Because we can provide as much curriculum as we want that's research based, and proven that it will work. But if a teacher says I like that part, I don't like that part, I'm gonna do that part, I'm gonna add in this piece. If they don't understand why then they're much more likely to do that. So we've kind of bit off this piece where every teacher will have training in literacy acquisition, and we're doing that through Louisa Moats' Letters program.

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Dr. Seguire: This is not curriculum for students; it is curriculum for teachers to understand literacy. It's gonna take us five years just to train all of our teachers in the appropriate components. And we started at early literacy in the early grades, and we will bring on more through the years. We invested in having trainers within the district, so we now, and it's a pretty rigorous training requirement. But we have 14 trainers now in our district, so that we can, we have the capacity to move forward with this whether we have budget cuts or not have budget cuts. So when we had a little bit of money, we focused it there so that we could continue our work. So that's the literacy focus.

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Dr. Seguire: In a nutshell, in a real nutshell. We also invested in a data system of data driven decision-making. And we chose to use a company that really is about performance management. And what they had, the name of the company is Urban Policy Development; they're out of Baltimore. They go by UPD; well what they had that we were interested in is a process for having these conversations. And that is what we really paid for with that. Included an analyst who put together specified data that we wanted everyone to look at, and facilitated the conversations in a specific way to lead to the outcomes we were looking for.

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Dr. Seguire: And what we're really looking for is that our schools and our leaders have the capacity to do this work on their own. What is not always clear is when you're in the midst of a lot of professional development, people just think they're gonna keep getting professional development, you know training for more things. But in the end what it's really about is them taking over. It's not gonna be district directed the whole time, we're gonna use our MTSS framework as how we go about doing things and these years, these first years are about getting everyone the skills they need to do it. So it feels tighter to them right now, but it's gonna loosen up as those skills develop and we move into year five in a couple years. So they have UPD, has a system that they call STAT.

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Dr. Seguire: And we have STAT sessions in the district. Because it's data driven when we started and wanted to learn just the process, we thought we need to start with something that's sort of black and white. So we chose to start using the STAT process with our facilities teams. Nothing to do with academics, cause what does academic data look like? It's very, it's not black and white, it's not causal necessarily, direct cause and effect. But if you're looking at work orders for, if work orders are opened or closed, then you've got data that you can look at and see some direct result. So we learned the process by working with our facility STAT folks, which was pretty interesting.

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Dr. Seguire: Because we had plumbers and electricians, and concrete workers, and roofers all in this conversation who I'm not sure really had looked at data before. But that's where we started. Once we learned the process, which was just about, we spent about a semester doing that before we added principals, and I'm gonna go a little bit deeper in what that looks like. But we have all of our principals in a STAT session every month. And it takes 13 sessions to get em' all, because they're smaller sessions so then everyone has a chance to look at their data and talk in the process. So we have a

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principal STAT, we have in our schools that have some kind of improvement status; they're working with leadership teams in the school in this process. And a couple of schools that have additional money are doing it actually at the classroom level and team level

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Dr. Seguire: That teachers are involved. So that's just another consistency that we put in the system. Okay. That's a lot. This is as we move forward with this; this is something that I say all the time. There is a hundred different reasons why not to do what we know we're supposed to do. And it's hard sometimes to recognize distractors, because sometime distractors sound like quadrant 1. Urgent and important, but many times if you really look at them they're just a sense of urgency and it might just be because I don't know what to do. So I say my plate's full.

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Dr. Seguire: There's too much going on, we hear every once in a while even from principals, we don't know where we're going. We don't know where we're going, and so we contemplate that, what does that mean? Because what else could we say or do that would help you know where we're going, and we think what the message is, I'm a little bit afraid of leading this work. I'm just not real sure how to move forward. So if that's the case then that's not an indictment on them; it's just to say we have some work to do on that area, but it doesn't mean that we go down the exact road that they're saying. Like if they say we don't know what we're going, and what they say is we need detailed agendas of all of the training for the entire year at the beginning of the year.

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Dr. Seguire: There is not much you can do with an agenda for May when you're in September. So we just know that we need work in terms of helping them lead the work and maybe what they're asking for isn't exactly what they're asking for. So thinking about things in terms of distractors, so you can keep moving forward. Cause if you go down every rabbit hole you won't go anywhere, so okay. I think that's...

Dr. Kukic: So did you notice a couple of things about what Wichita has done that is very proactive? One is including facilities with program; you heard that part of it. And learning from the facilities discussion, which was incredible, that how much more efficient you became in terms of plumbing issues and electrical issues as a result of doing that issue, and how much money that saved.

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Dr. Kucic: That could be used for programming for other purposes for kids, and for keeping up the schools in a better way as a matter of fact. And then the other is academics and behavior, and then to even be more proactive, investing in Louisa's Letters program, which is a modular based program that she developed when she was in a five year research project funded by the National Institutes of Health in Washington D.C. Along with her colleague Barbara Foorman who was in Houston in the inner city and they proved the power of professional development when it's done systematically. So they invested in that for all of their teachers. So that in the next five years all of those teachers will understand the why of what they're doing with any intervention they're using. Which is a pretty cool thing to do as well obviously. Kind of daunting, if you do part of this does that work? I have to tell you the answer is no. It's when you do all of it that you have a chance of having it work, so that really is a good example of those first three habits in place in that district and really keeping the big rocks kind of clear.

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Dr. Kucic: I think there is a big rock that needs to be tended to right now, that has to do with the bottom of Maslow's hierarchy. It's called taking a break. So we're gonna do that. And this time it's going to be 10 minutes from whatever your watch says.

[Tape Cuts]

Dr. Kucic: Is pretty simple, you have no more than 5 rules, you post those rules. You then post what will happen when kids follow the rules, and then you post the negative hierarchy when kids don't follow the rules. And the first step in the negative hierarchy was to do what? Remember what it was? Write the kids name on the board, that was a warning. And then remember the check marks? Yeah, so here is what was not proactive about that particular set of events that Wichita did not fall into the trap about. Wichita is really being careful not to make any assumptions about the background knowledge of the teachers in Wichita.

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Dr. Kucic: Because it isn't true to this day that teachers in general Ed. especially have competency based training in behavior management, in positive behavior supports. It's not necessarily true that teachers walk out of their pre-service training understanding the power of the positive consequence. Because what Canter actually taught, that people don't give him credit for, is he said that, "In the best classrooms there is an 8 to 1 ratio of positive comments to negative." But how do people implement assertive discipline? They didn't post rules, they didn't post what happens when kids follow then, but if kids didn't follow them, boy did they write those names on the board. Phyllis, you do that again and I'm gonna put a check mark after your name. By the way I had your

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sister last year, and you're even worse than she was. So breaking chalk on the board, all kinds of things going on.

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Dr. Kucic: And the net result of that of course is that assertive discipline was viewed as something that did not work, but the reason it didn't work is because it wasn't implemented with fidelity. And the reason it wasn't implemented with fidelity looking back on it is that teachers were not ready for what assertive discipline offered. They were not convinced that the way you change behavior is with positive consequences, versus using negative consequences. By the way that's a K-12 finding, you just have to figure out how to do it differently with teenagers versus with little kids. So that example for me has always been ringing in my head to be certain that if I could ever help another system do something that was complex, that they'd be really proactive about it. And figure out a way of making it work so that you can reduce the chances of that kind of a failure happening. So the lesson for me is, you know, really paying attention to the idea of fidelity. Really paying attention to the background knowledge that the adults have, and don't make the assumption that they all have it. Make sure you understand whether or not they actually have the background to be able to implement what you're asking them to do.

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Dr. Kucic: Another example of this that I think could be our downfall in this whole revolution is progress monitoring. Because making the assumption that all teachers are dedicated to data based decision-making is an interesting thing to do. Because most of them have not been trained on how to live their life that way. You know the label I'd like to put on the best teacher is the passionate scientist. You're really dedicated to kids, and you use data to make decisions. That's the way to make it work best right? If you can have success with kids, so what we want you to do now if you would, is take a look at these four questions, discussion starters; and just talk at your tables about these issues related to the first three habits that Covey came up with. So take just about 7 minutes in honor of the 7 habits and do that if you would at your tables.

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Dr. Kucic: Oh yeah. Cool. Oh that's really cool. Adult, these are adult toys. I love it, it certainly worked with me, I love it. Yeah that just proves that adults are chronologically a certain age, but not necessarily a maturity of a certain age. Yeah. So I lost it I was gonna talk to you about right there for a second. Oh, how many years did it take Wichita in planning to get ready for this 5-year cycle? The answer is one. The answer is exactly one. One. That's good, yeah you already knew yeah. But you look like Denise, that's why they knew that. But it was one year, they simply went from their

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strategic plan being redone, adopted by their board, spent on year planning for a five-year cycle.

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Dr. Kukic: Now that is a fine example of what Fullen and a lot of other people, Tom Peters being one, talk about when they say do not practice Ready, Aim, Fire; practice Ready, Fire, Aim. Like go for it. Get into it to try to see what you can find out about it, because that's the only way to understand the complexity of it, is to actually dive into it. So what do you think about anything you want to share anybody about this? Any school division having success at kind of focusing on big rocks rather than little pebbles? It's very tough to do this. Okay we're gonna move on okay? So moving on, let's move on to these three habits four, five and six. And I want to talk to you about that in terms of the basic issues that relate to these habits.

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Dr. Kukic: And talk about them together, habits, four, five and six, to think win win, to seek first to understand, then to be understood, and to synergize. So Fullen said a long time ago that, "You know where our deeper ownership comes from, it comes from the learning that arises from full engagement in solving problems." When you can get people fully engaged then you have a chance of getting really deep ownership. But here is the problem we've got; I have not found a better definition of collaboration than this one. It's kind of R rated I guess, but it's an unnatural act committed by unconsenting and unwilling adults, despite their mutually benefiting goals. Would you agree? I'm gonna show you a video that was done by a man named Sir Ted Robinson, who does a lot of work with that TED.com site. How many of you get on TED.com, do you do that?

01:37:01

Dr. Kukic: Yes very cool isn't it, and this is a video with him talking about collaboration in the 21st century, so let me share this with you to begin this conversation.

[Video - See Dr. Steve Kukic's PowerPoint presentation]

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Dr. Kukic: So he's talking about the idea of being creative, but it's an original idea that actually means something. So getting people involved in this implementation of VTSS and figuring out innovative ways of accomplishing whatever it is with an individual child or a set of children in a school, or within a school division is a really wonderful thing. But it is not creative unless it means something. The act of just doing it is not enough, of having the thought; you actual have to evaluate it to see if it has any impact.

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Dr. Kukic: And that really is the point that I believe he's making, would you agree that that's what you hear from him as well. Let me show you another one now on this issue, because remember we're talking about now, is this combination of habit number 4, the mindset to think win win, the skillset to see first to understand, then to be understood, and the goal to synergize. So when Covey wrote his latest book, *The Third Alternative*, let me kind of give you a little bit of information from him about this book.

[Video - See Dr. Steve Kukic's PowerPoint presentation]

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Dr. Kukic: So what Steven is saying here is that all of this leads up to this particular way of thinking. It's not your way or my way it's our way. And I'll tell you what; I really do appreciate the department allowing me to have a chance to talk about this with all of you.

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Dr. Kukic: Because this issue is at the core of the success or failure of TSS activities around this country. It really is. We know the science, we know how to do all the activities, and we know the interventions, but if we don't get to this place where we are actually working together, in this really solid deep way, we won't accomplish all that we can together. Do you know any examples of schools, or school divisions that have had success at this complex task without having this kind of a collaborative atmosphere? I know of none, I know of zero. Now some of them are, it's interesting, because some of

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them like Wichita didn't wait until there was 100% consensus before moving forward. But what happened from year one to year two in the, in the pre-training that is done each year in Wichita in September, there is a two day training for all the leadership teams from the 100 schools.

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Dr. Kucic: In year one there was a lot of skepticism and a little resentment, you're forcing us to do something, who do you think you are, it's top down and all that. And we Americans hate that; because of the kind of support the district provided that first year, when we all came back for the second year, and that two-day experience, there wasn't that resentment. Because the district had proven that it was true to its word in two ways. One is our non-negotiables that we've established are serious. We're going to do this. And by the way your paycheck doesn't come from your schools, your paycheck some from the school district. And secondly, and secondly, then we're going to provide support for you during the year that will be responsive to your needs, and the net result of those two things together produced some really nice initial success for what Wichita is trying to accomplish. See here's the problem, Dr. King said so many things for us all, this sermon I wish I could have heard.

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Dr. Kucic: Because it would have been the most negative thing of all time till the last word, because we all are caught up in an inescapable web of mutuality. You know whether we want to admit that or not we are all caught up in an inescapable web of mutuality. It is only with all of us that we can have success, so in his book he says, these third alternative organizations are marked by a deep respect and empathy for the people who work for them. And the people who do business with them. In other words it's a real inwardly focused and outwardly focused organization that shows respect for all the stakeholders. Fullen put it an interesting way in a book he wrote in 1993, called *Change Forces*. He said the best teacher has one foot in the microcosm of the classroom, and the other foot firmly planted in the macrocosm of the rest of the universe. Because the good ideas are there, and how many of you know teachers who say um you know, no. I'm firmly planted in my classroom, and that's where I'm going to be. And don't give me ideas I can't use tomorrow.

01:52:02

Dr. Kucic: Because if they aren't that practical they're worth anything. Well that's not what the best teacher does, what the best teacher does especially now that we have all this social networking, and all this internet based information that we can get to. Is one foot firmly planted in both places? Our daughter Kelly in that inner city high school was told by her administration to have the kids give her their smart phones if they had them on. And of course the kids find a way to get through the metal detectors and everything

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else. And Kelly was catching the kids texting in their pockets. They were doing pocket texting, and she said whoa. That was really cool; there is no way I could do that. And so what she said to the kids is, bring your smart phones out on to your desk, and as we talk if you want do a little research while we're talking about whatever the English concept we're talking about. Go into the Internet and give us some information, let's go. Let's get serious from the point of view of the kids perspective, rather than from the perspective of just us adults right?

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Dr. Kukic: You know kind of being a drag, kicking and screaming into the 21st century. So that I think really does make some good sense, and having respect that way it really does make sense. So Covey uses that word paradigm a lot, and when I got my doctorate that University of Utah, my major professor forced me to read something that really did change my perspective about the way the world works. It was an essay by a man named Thomas Kuhn, called the structure of scientific revolutions. And in that book eh proves the point that science, pure science in this world has not been evolutionary at all. We move from earth in the middle of the solar system, to the sun in the middle of the solar system, not because of some evolutionary thing, it's because Galileo and his people finally got enough political power to overcome the prevailing thought of earth in middle of the solar system.

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Dr. Kukic: And that happens over and over again, the changes that really matters is revolutionary. It's truly at Kuhn put it, a paradigm shift. The problem we've got is that all of us have paradigms, in order to kind of keep all this complexity straight. And if you're not careful with them, as Joel Barker (the futurist puts it, you get paradigm paralysis. The terminal disease of certainty. So I don't know whether this is useful for you or not, but for me on complex issues of my life, if I ever feel really certain that I'm right, then I know I'm wrong. Cause that's the terminal disease of certainty, there's like no way to be that certain about a complex issue. So there is a lot of that that you have to really pay attention to I think, and that really can cause a dilemma if we get caught in our old paradigms. And Covey proves that by highlighting this model that I've shown to any of you who have been in front of me in any presentation I've ever given. Because I believe that this is at the core of his wisdom.

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Dr. Kukic: This is what he gave the world that's not a habit; you know it's not a habit at all. It's a way of thinking about the way people actually make decisions, and this says, to remind you the way you see the world determines what you do. It doesn't affect what you do, it determines what you do. And that determines what you get. So the way you see the world determines what you do, that determines what you get. In the program

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reviews that I know we do in our company, we do these review by looking at results. That's the get part. And then we ask questions and look at data about what the system is doing that is causing the result. And then we ask the question, why are you doing it? What is it about the way you see the world that is causing you to do that, because if you don't deal with both issues at the same time in VTSS, systems change; you will not make the systems change. The overly simplistic way we used to do school reform was to say after a while we can't get consensus so oh well screw that.

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Dr. Kucic: Let's just kind of force people to do something different. If you have them do something different that is contradictory to the way they see the world, what happens when you leave the room? They revert to behavior that's consistent with the way they see the world. The best example that has existed in the last 30 years in our country, is giving people who worship to the King James Version of the constructivist Bible open court. Or the new Holton Mifflin, or the new trophies, or the new Scott Foresman, which has some oh my god, explicit instruction in it. And if you give that person that BASEL while they're in the room, while you're in the room they will follow the teacher's edition. When you leave the room and you close the door, I promise you they will go back to using it as a set of activities that they can choose from.

01:57:00

Dr. Kucic: Because that's the way they see the world in relationship to reading. So you have to figure out a way to respectfully deal with that issue on the top of that triangle. As well as helping people to understand the power of doing something different. And there is no way Denise that Wichita over time will be successful if all you do is implement your non-negotiables with fidelity. If you don't pay attention to the reality of that top part of that triangle. Denise has done a masterful job with one of her colleagues in the district office, and we've all be observing this as her external partners. It's a really really really complex tough issue, a very good person who I think has good intent in terms of what should be done, but that person has done a lot of behaving that is contrary to what Wichita is trying to accomplish with MTSS. How does Denise handle that? How does the superintendent handle that? How do that person's colleagues handle that?

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Dr. Kucic: In order to be able to keep things rolling along, and over time it's a little less bad. I didn't say it was better, I said it was a little less bad with that person, cause its' reality. So keep that thought in mind as we continue on here. So the way Covey talks about this in this latest book I think is worth repeating. Our paradigms govern our behavior, which in turn governs the consequences of our actions. Our paradigms govern our behavior, the way you see the world determines what you do. And that in

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turn governs the consequences of our actions, what we get. We get results based on what we do, and we do what we do depends on how we see the world around us, and that's the issue. I have dealt with way too many school districts around the country that have the same characteristic, and that is, a statement that's made in their mission statement, in their shared values that says, we value diversity.

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Dr. Kucic: Or even, we celebrate diversity. And then when you look at what the district is doing in relationship to poor kids of color, you find behaviors that aren't consistent with celebrating diversity. What you find is a paradigm that says something more like we either celebrate or accept, or barely tolerate diversity depending on who you are, and where you are in the district. And that was exactly what the Palm Dale district told me from California that's in the Antelope Valley where I grew up in southern California. The high desert above Los Angeles, where Edwards Air Force Base is, you might have heard of that place. And it was a dusty little place until the housing costs got to be so big in LA, that the people who lived in the urban area couldn't afford it. They all, a bunch of them moved up to this dusty cow town, and suddenly they're living up there with the urban issues. And these people are like of different color, and they like they're all over the place in terms of socio economic status.

02:00:02

Dr. Kucic: What is this? That district finally came to grips with the fact that the way they were behaving was not consistent with we celebrate diversity, but it was consistent with that other statement I made. About either celebrating, or accepting, or barely tolerating. When they did that it wasn't like oh my gosh we're all gonna go to hell. It was you know what? Remember we're passionate scientists, now that we understand that that's true, what are we going to do about it? How are we going to be creative as Sir Ted talked about, in a way that actually makes a difference? To be able to break through this paradigm that we have. That's a big one I think. Would you agree that it is or not? Am I off base about that, or is it true that that's an issue. And we seem to not be to like deal with it. You know it's like we don't, we can't really talk about that. Well why not, lets get into it and talk about it. And it's easy for me to say what I just said, because that same Kelly who I've been talking to you about for 20 years was married to an African American guy.

02:01:05

Dr. Kucic: And Kelly's a freckle-faced woman from my wife's first marriage, she's Scandinavian. And when Andre rolled into our front driveway, bringing Kelly home from college for us to meet him. It was Sidney Poitier who came out of the car, and we said, that's weird guess who's coming to dinner. Now please if you're heard this story before, excuse me, but I want to reiterate this point. I pride myself, well I prided myself I should

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say at not having prejudice, because after all I'm a child of the late 60s, and I was an undergraduate during the hippie days, and you know. Free the UCLA 27,000, you know that's the way we always talk. As soon as I saw Andre with our daughter Kelly, ever piece of prejudice came out in me. And it was shocking, and embarrassing, and I was very disappointed in myself. Until we got to the rehearsal dinner and the black relatives came from Las Vegas.

02:02:03

Dr. Kukic: And the white relatives came from Kansas, and they looked at those two kids getting married; and the black relatives looked at the two. And then looked at Andre and then basically were saying to him, what in the world are you doing? And the white relatives did the same in the reverse okay. And it told me that that's a dilemma we've got. So we worked really hard to be a family. The result of that slap in the face is that I can tell you now, that of course I have prejudice but it's not related to that issue. That issue is gone. Because of those experiences, and also because that union gave us the two brightest young grand daughters in the world, so they are the best. And they're the answer to the question probably, the answer to this whole big dilemma we've got about race in our country probably comes from Sierra and Megan who are half black and half white. And if they stay in Houston they'll marry Hispanic men, and have babies. And then it won't matter what their race is, and that'll be the end of that racial problem.

02:03:00

Dr. Kukic: But that's a real issue that we have to kind of face down, some issue exists for kids with disabilities. And I think the biggest culprits here are all of us who were trained as special educators. Because we all have the statue of liberty complex, oh come over here and I'll hug you. I'll love you to better results, and so what you see still with a bunch of special educators is, you see special educators really protecting kids, but not having high expectations for them. And the net result is obvious, because the way you see the world determines what you do, and that determines what you get. So here's what Covey is talking about when he talks about Synergy in this latest book. So would you be willing to look for a third alternative we haven't even thought of yet? He says hardly anyone ever asks that question, but if you could do that you really could come up with something that really would be amazing. Really amazing. I find myself very fortunate having had the two years of conditioning working for him that I'm always thinking of the third alternative.

02:04:03

Dr. Kukic: So a conversation comes up and I'm facilitating it, and I see two positions coming forward. Good, then let's think of a third. That combines those two ideas, and that really is where the gift is I think, to find the win win. So that's the mindset that win

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win thing, and that is the beginning and not the end of synergy obviously cause that's the mindset. And you need to have this thought of having a mindset of abundance, that we really can come up with a solution. Its' really possible to come up with a solution to these difficult problems that we are trying to face down. So id' like you just to read this if you would for a second, I'm gonna show you another video in a second. And it'll summarize a lot of the slides that are coming up here, because I want those to be a reference for you. But read this one; I thought this one could kind of summarize it.

02:05:00

Dr. Kukic: When I observe what Wichita is doing, what I observe what Lee County Florida has done, when I observe what LA Unified with 700,000 kids was doing under Judy Elliott's Leadership, when she was chief academic officer there. There are places everywhere in this country, and there are places right her in Virginia that are really cooking with this idea. This idea of bringing together all of these services around a model, and I'm a little worried with myself because I might be getting caught in a paradigm paralysis thing. But I really do believe that the essence of this is a tiered system of supports. You know, many of you read more than I do, but the reading I do is telling me that that's at the core of every district's success, is this idea of organizing your interventions in a way that makes some sense. Providing the least intrusive intervention first, see if that will work, because that's much more parsimonious to do it that way. And then if that doesn't work then provide more and more intensive interventions to be able to help kids.

02:06:08

Dr. Kukic: And that kind of a process really is working in so many places it really is a cool thing, so what I've go in here in the rest of, for the next few slides is kind of a reference for you on how this works. But rather than showing you those slides, what I'd like to do is show you a video on this. If I can get the right one, hold on, there it is.

[Video - See Dr. Steve Kukic's PowerPoint presentation]

02:07:00

02:08:00

Dr. Kukic: Let me go back for just a second, so this is the traditional way that negotiations are done. I don't know if that's a slide that you have on the next several that I've given you, but I want to make sure that you have this kind of traditional way of doing things. Where it's asking, then justifying, then haggling, then arriving at compromise. And notice that if you look under the lines where it says ask, justify, haggle, arrive. Ask for more, justify that's yourself, haggle win-lose, and the result is

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arriving at a compromise which is a lose lose. So that's more, a traditional way of handling a difficult situation between two people or several people.

[Video - See Dr. Steve Kucic's PowerPoint presentation]

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Dr. Kucic: So the obvious difference between making decisions that lead to a lose-lose, to a compromise, versus to synergize, to come up with the third alternative. It's a really kind of a interesting practical idea to kind of brainstorm a couple of opposing points of view until they're very well described, and then have the group that you're working with come up with a third alternative, that realizes that potential of both ideas. A real simple one that happened to me in state government, is that I had one staff member whose position was accomplishing a lot. Mostly not because of him, but because of the consultants that he had around him. And he hated paperwork and wouldn't do it. And then I had another person, who was accomplishing a lot in his position, and Dale's favorite thing in the world was paperwork. I mean he was into it. In fact he was the kind of guy whose office had to be set up exactly correctly with everything on the desk precisely in the right place.

02:15:05

Dr. Kucic: When he was gone we'd often more things around a little bit just to see him, just hear him yell when he came back. So I was trying to figure out how am I going to deal with this guy who is accomplishing so much with his assignment, but he's like not willing to do the paperwork that a state government person probably has to do. So I approached Dale, and Dale hated it when he had to leave the office and do something different that paperwork. So I said, Dale, I mean would you do Ken's paperwork? Would you let me? And I said, yeah. If Ken agrees, and so I walked into Ken's office, and Ken with his consultants there of course. Ken said, Dale will really? And that's okay? And I said well yeah, do that. Do that just keep producing what you're producing from your assignment, cause it's exactly what we need for our mission. And I found a third alternative that allowed me to be able to move forward with that staff, and use the skills in the best possible way of those two people. So that kind of thing does happen to

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you sometimes, but to make it planful, to be proactive about it is the whole point of what we're trying to talk about here.

02:16:06

Dr. Kukic: So you've got some information here that we won't go through in detail right this second, I did want to stress a couple of quick things before we'll transition on. This is one. This is like this obvious thing, but it really does work. Have any of you ever had an actual talking stick from a Native American given to you by anyone like that. A medicine man from the Navajo reservation gave me one, and it was a little stick about this big and it had wonderful feathers and beads and things on it. And they actually used it in council meetings so that when it really got tough, what would happen is that the tribal leader would hand it to someone, and that person got to talk till they were through. And the only thing that the other people in the meeting could do is to actually just ask questions to clarify what that person was saying but not to judge. And then when that person was through, that person would hand the talking stick to someone else in a physical way.

02:17:03

Dr. Kukic: There was something about the physical nature of that, that allowed the emotion to be stepped back a little bit. So that's kind of a nice approach to use, because this does get fairly emotional doesn't it? And there are times when you might want to have some kind of a facilitator that way, it's not appropriate to use the talking stick to pound someone on the head when they're doing the wrong thing. That's the wrong thing to do. So let me give you another example here. This example is where we'll stop here, but this is really what it's all about. This is how you know you've been synergizing appropriately. You know that you're doing this; it's kind of like when good music come together, and its complex music. How many of you really enjoy listening to music? Isn't it intriguing the differences amongst all of us in terms of what we like but no matter what you like, when it gets kind of complex and it still works it's fun isn't it? It's fun to try to figure out what in the world makes that happen.

02:18:00

Dr. Kukic: And that's what he's trying to say is the real idea of a synergy. So here is this idea of a goat rodeo that we'll close the afternoon with. And then we'll come back to the discussion tomorrow about synergizing. There is a definition. It's not always good. Like to be in a goat rodeo, it's usually bad, but there is another term for goat rodeo that I thought would not be appropriate to put on a slide, but that's what this is. And that's what these guys decided to call their album. *The Goat Rodeo Sessions* because of what they were facing, the daunting task of this Yo Yo Ma coming up to them and saying, you now I'm this big classical cellist guy, and I want to play with a bluegrass band. And they like what? They didn't quite understand what he was even talking

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about at first. This is a guy, Yo Yo Ma, who also has an international band that goes around the world and they pick up music from Mongolia and from India and other places, and put it together into an interesting synergy.

02:19:09

Dr. Kukic: He did an album with Bobby McFerrin who is the artist who uses his voice as a musical instrument; you've heard him before. And they did an album together. He does that kind of thing constantly; he says he just likes to scare himself by doing those things. So I just wanted to show you a couple of quick videos as a parting shot here before we turn it over. So the first one comes from this notion of the goat rodeo, so let me get that one for you. Hold on a second. Once I find it here.

02:20:00

Dr. Kukic: I know it's here cause I looked at it last night, if I can't find it I'll go on to the other one cause I know where it is. Oh here it is.

[Video - See Dr. Steve Kukic's PowerPoint presentation]

02:21:00

02:22:00

Dr. Kukic: Stick with me here, just tolerate this for a second. Cause I'm gonna show you a symbol of what can happen with your VTSS initiative using this goat rodeo session as the example. So let me show you that.

[Video - See Dr. Steve Kukic's PowerPoint presentation]

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Dr. Kukic: Excuse his language. Pretty cool huh? See that's, that's when you get together in a school division, and you're handling the toughest kid in the 6th grade.

02:27:03

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Dr. Kukic: And you talk about it and talk about it, and finally come up with a plan and you go for it. Did you notice when they were doing their instruments, and they were trying to tune them so they could actually play together. And then they finally just kind of started. One of their interview said at one point we just had to start, just start the song. And hope that it would work. So I wish you really well with your goad rodeos because you face them every single day, and that's the reason why we're talking about this communication stuff. Because with good communication those wonderful artists were able to do what they did. And create that song, so let me turn it over to Cindi do you want to say a word to introduce tom? Okay.

Dr. Cave: We were going to say how do we pull all of this together?

02:28:00

Dr. Cave: Now you know some of this you've heard before in terms of when we've talked about building understanding and collaboration; those terms are what we have presented and we talk about a lot. But you know what, the whole theme of today has been how do you change yourself first, how do you come to some self understanding that's changed your behavior, so that you can then help facilitate change in your group and change in your school. So putting this all together in the context of organizational development and communication processes is something we really never have done before. And it takes a little while to hang in and ya'll have, so now I want you to do one more thing before we go to Tom. And that is what does today mean for you and for your group? What did we started out with lost at sea, you looked at your group process, you realized that group is more important than individuals for getting things done.

02:29:04

Dr. Cave: We ended today with group is more important for individual, and sometimes getting people that don't even play the same instruments in the same space with the same ability to tune, can come something beautiful. So what does it mean for you? So just at your table we'd like you to just process for maybe five minutes what are you're takeaways? What are you gonna do differently? What do you have to do differently? What else do you want to know about? Five minutes before we go to Tom.

02:30:00

[Tape Cut]

Dr. Cave: What you can do with as always is continue your conversations anywhere you want to, but what we want to do is introduce this whole concept of the process side of our organization. The things that always get in your way, but you got to be deliberate about. So continue this conversation this evening when you get home, involve other people, but now I'd like to introduce you to somebody from the Department of Education

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on the instructional side. We are trying to practice what we're preaching, and you all have said that alignment and braiding within your school divisions, and working together across divisions; I mean to talk about collaboration, working across the divisions and offices is one thing, to do it is another. And at our level at the state we have the same challenges that you do in terms of having an integrated approach.

02:31:00

Dr. Cave: We have the same challenges that you do of having an integrated approach, and so instructional folks, so in our agency we've had to involve instruction with our efforts so we're not a silo. Now we're looking at effective school wide discipline. We want to look at school improvement, we have our own challenges. But Tom has been following, he has been, we have been doing; he represents the reading program, he represents the instructional part of literacy. And one of the things we want to bring to you are the resources that you might need for this. The coaches when we meet monthly with the coaches, we bring in somebody else from the agency. So that the coaches can learn what resources are available. Title 1 folks are coming this month. We've had school improvement folks come, so that we can link you to the kinds of things that you need to get your job done.

02:32:00

Dr. Cave: So Tom has said he's like to come and talk a little bit about resources available to you for literacy.

Mr. Santangelo: Is this thing on? All right great, thank you for the opportunity to be with you this afternoon, I am going to share a lot of information. And I don't expect you to walk out with every single bit of it, but if something really speaks to you and there something you want, just kind of jot down and take with you, grab it and go with it. And then I'll feel like I will have accomplished something good for you this afternoon. So if I can just find here it is. We'll just start off with talking, asking some questions actually. I'd like to kind of guide my brief discussion this afternoon by asking about the dyslexia report; I like to speak about this when I have a group of folks.

02:33:04

Mr. Santangelo: Because it was instrumental in some key decisions, that's the 2010 dyslexia report, and what did it say about PALs, and I'm going to ask the other question, can PALs do new tricks? I'm also gonna ask how can teachers be supported in using assessment results such as those provided by PALs, and which new VDOE resources may be of interest. As we are heading into full implementation of the new English standards of learning this fall. I think some of this information is vitally important. So there is a look at the report, if you have an opportunity you might want to download it. And the reason I'm bringing it up is because the dyslexia report examined the available

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data on early screeners for dyslexia. There was a concern in the commonwealth, brought forth that we needed to be able to assess kindergarten students, and find those students that are at risk for dyslexia.

02:34:03

Mr. Santangelo: And so we were commissioned to the Department of Education was commissioned to conduct a study, and to make some recommendations as to whether dyslexia screening is advisable. And if so what's the most effective method. And what was interesting, one piece of information I thought was particularly important to bring up to your attention was the summary table of findings. From the National Center on Response to Intervention, and in their review of the PALS kindergarten. The PAR, predictive assessment of reading, and the Dibbles, they found that there is convincing evidence of accuracy, reliability, and validity of PALS K placing it on par, if you will with par, with the edge going to PALS K, because it can be group administered, and has a scoring key and can be generalized to a moderately high degree. I know it's worth point out that you will notice a significant administrative scoring differential among these instruments, with PALS requiring the most amount of time.

02:35:06

Mr. Santangelo: That's because in addition to functioning as a screener and progress-monitoring tool, it is also a diagnostic. Some other tools may be faster but PALS does provide the necessary information. And that's where this next slide goes. You can see the number of subtests available. Also in this chart here, this compares the screening implements found most frequently in the literature, against four core literacy skills. And examination of this table demonstrates that not all screening implements assess students in each of the core areas identified by Jenkins; this was a study done by Jenkins as the best predictors of reading achievement. So just quickly, and I know we don't have a lot of time; I want to kind of brief this. I'm briefing you, and that there were some recommendations made by this report.

02:36:06

Mr. Santangelo: And that was that through Virginia's early intervention reading initiative, public schools should continue screening kindergarten students using the PALS-K or an alternate screening instrument. And that Virginia public school divisions should continue use of PALS-K data to strengthen instruction and intervention. And Virginia public school divisions should not add an additional screening for dyslexia, since those students at risk for dyslexia are included with those identified with reading weaknesses using the PALS. This isn't saying that this is the only instrument to use, but when the question, remember what was driving this report was, what are we doing for dyslexia. And what this report was able to show was that this is it as a predictor.

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02:37:00

Mr. Santangelo: If again it mentions that if there is a need for additional screening for dyslexia, midyear PALS screening could be considered to ensure students with borderline scores continue to develop early literacy skills at an appropriate pace. Assuming that a school division has sufficient resources for the screening. The idea of a midyear screen is mentioned as way to ensure that our borderline students continue to develop skills. Evidently many of you have been seeing the value of a midyear screen, how many people here have seen that value? Okay, well in fact you'll notice a steady increase in the number of Virginia kindergarten students screened at midyear. It's also interesting to note that since this report was published, the numbers continue to grow. So you can see my chart left off at 2010, in 2011 38,567 kindergarteners were screened at midyear with PALS. And just a few months ago the midyear screening for this school year, anyone want to guess how many?

02:38:05

Mr. Santangelo: We had a midyear record of 43,017 kindergarteners screened at midyear. So that represents just over half of all kindergarteners screened, so evidently people are seeing the value of the midyear screen to their interventions. Can PALS do new tricks? Various feature of PALS have been either added or improved over the last few years. And it might be helpful to become acquainted with some of these in order to make our teachers aware of them as well. In 2010 we convened, the department convened a state literacy team in compliance with the Striving Readers Comprehensive Literacy grant, one of the recommendations to issue from the team was that PALS should be expanded to include grades 4 through 8.

02:39:02

Mr. Santangelo: Now due to funding we thought we would never see this happen. But after some checking with the US Department of Education they determined that we would be able to use a portion of the Striving Readers Comprehensive funding to fund the development of a PALS grade 4 through 8. In January of this year we inked a deal with UVA to develop this instrument. Which I'm happy to report is being developed at this time. Of course it will not be required to be used, we're not making any requirement, it will simply be made available to school divisions upon request. And it will be available entirely electronically, and any printing costs necessary will be incurred by the user. WE anticipate this new tool, being available sometime during the next school year.

02:40:00

Mr. Santangelo: Now quick checks may not be all that new of a trick, but for some of our teachers it may be a good idea to help them become reacquainted. Of course you

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know they're short probes given between PALS screening windows. They're criterion reference assessments, and they provide frequent feedback about the cumulative effect of classroom instruction, tier 1 as well as tiers 2 and 3 instruction. I always thought it's interesting to kind of take a look and see what's kind of the same about quick checks versus PALS and what's a little bit different. And you'll notice from this slide some the key similarities, some of the key differences, so due to some of these differences it might be worth our while to re-familiarize our staff with quick checks. I thought of particular significance for RtI is that PALS quick checks will work with any text the teachers selects.

02:41:00

Mr. Santangelo: And it will produce a graph as we see here, so you can be using with the grade level text you can insert, you can see this section here, I've got a couple screen shots going. Where it says oral reading in context, they can insert the information from the book, number of words, number of errors, total time etc., and then the submission process will run the calculations and then it will make this nice chart with the dates progressing. Many of you may already be familiar with this, but I wonder are there some teachers in our schools, in our school divisions, that somewhere may not be as familiar with this function and it might be well worth the time to kind of revisit that. The quick checks guidance documentation may be something of interest as well. This is where teachers are to reflect upon their tier 1 instruction in light of some of the guiding statements; such as they're asking the question is my language arts block at least 90 minutes?

02:42:04

Mr. Santangelo: Of course the DOE is not telling you how long that has to be, but there is just some guiding questions that come along with these quick checks. Ask another question for example, am I using PALS data to differentiate instruction and to group students, so as I mention while the department doesn't specify the length of the language arts block, this document does, so you'd have to adhere by your local policies of course. But for the new teachers, those unfamiliar with organizing for optimal language arts instruction this may be beneficial. The question is then, how can we better support teachers in their use of assessment results. Teachers who are supported in their use of PALS begin to fully understand it's results, and how it translates into instruction. Would it help to provide teachers with a better understanding of the role of formative versus summative assessment perhaps?

02:43:02

Mr. Santangelo: Or is this something teachers are rock solid on? I guess that's a question, what do you think. I think Fairfax has a good idea here, each teacher gets a card with information such as this on one side, and a list of assessment best practices

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on the other. The items listed here are just a sampling of what's on the card, and there were a number of other items listed on the card that I left out. But as you can tell it does prompt the discussion of you know what is a formative assessment versus what's a summative assessment. And to have this type of a card handy to teachers, I thought was quite a nice tool, and so I do applaud Fairfax for that effort. Now PALS also has instructional support built into it's website, from this screen shot you can see that the planning instruction tab, as well as the electronic lesson plans.

02:44:01

Mr. Santangelo: The planning instruction tab has sample lesson plans, reading stage characteristics, information on word banks, running record forms, grade level expectations for word study. And so really if you notice those four tabs there is really something for everyone here when it comes to PALS results. So I guess the question to consider is how well are K through 3 teachers using PALS data to inform instruction. So I guess the question I would pose to you is time available for teachers and specialists to review assessment reports for individual students, and can it be built into existing arrangements? Are teachers encouraged to conduct the optional midyear PALS screening, and I saw a number of you are already encouraging that practice.

02:45:04

Mr. Santangelo: Encouraging teachers to sit down together and review student needs will be beneficial. Often times teachers treat PALS as if it's an outcome measure only, you know what did Johnnie get on PALS, they may ask you know looking at his sum score. And they say, well he passed PALS, and that's about it. So having teachers digging deeper is very important, so for example on this screenshot you'll notice their words per minute, a number of subtests that you can dig in deeper here as well to help plan for more targeted interventions. Do teachers need support in utilizing the reporting features of PALS, I mean take for example this report where teachers can interact with and produce small groups. This formulation report they can actually add students and put them in particular groups based upon PALS results.

02:46:08

Mr. Santangelo: These groupings then influence the types of activities that will be invoked within the PALS electronic lesson plan. How many of you are familiar with those electronic lesson plans? They're quite nice; it's a pdf that does some magical things I've never really seen pdfs do before. But they are quite nice, so these electronic lesson plans, I could have, you know discussed them earlier in the what's new section of my talks. But these have been around for a few years now, and since I just showed you that grouping feature of PALS I wanted you then to follow me to the progression of moving from assessment to instruction. Based upon the assessment. These lessons plans are designed for students at particular stages of reading growth. Take for

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instance the beginning reader lesson plan. As the teacher makes selections based upon student need, these activities present themselves with detail directions on how to conduct the activity.

02:47:08

Mr. Santangelo: You've got a number of selections a teacher can make there. Focus words, choosing activities, now I realize that these are not intervention plans necessarily, but couldn't they be. As we help teachers when reviewing data with them, and then determining what instruction components need to be included within their differentiated as well as intervention instruction, we make a direct impact on students. If you've ever asked how can I know that reading instruction is meeting the needs of my students, well here's how. So is the instruction within each intervention group strongly tied to assessment results?

02:48:03

Mr. Santangelo: Informal as well as formal assessment results are in view here. So here's how I know. I got this email from a colleague who had been working with a school reading coach at the beginning of the school year in third grade, and it reads: On Friday a coach and I were examining PALS data for all of the current third grade students who were identified at the end of last year. When they were second graders, she wanted to analyze this data because she had a large number of second graders identified at the end of the year. Since they have not taken the PALS yet, we went to the history and growth tab, and looked at the oral reading report and the spelling phonics report for each child identified. This showed all PALS results since first grade. We were able to look for trends and patterns in the student's results. Most of these students spelling results looked the same, they had made no growth at all during second grade, and they all seemed to get stuck at the same spelling feature.

02:49:07

Mr. Santangelo: Their oral reading levels also remained the same throughout the year. This information then took us to the core reading program to see how the spelling feature that these students were missing was taught. She also went back to the intervention plans for these students to see how this issue had been addressed last year. When she saw how it had been addressed in the core program, and how it had been taught in the intervention plans. She had a real ah ha moment, she's now working on helping teachers design additional lessons to address these missing pieces. Aren't these the kinds of conversations we want to take place? How can we encourage more of these types of conversations? Are PALS results being used to this degree in your school?

02:50:00

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Mr. Santangelo: Small groups are a big deal. Have you ever wondered if time spent in small group instruction is time well spent? Just because a group is small does not mean that students are getting what they need. Understanding the hierarchy of reading skills is essential to planning and delivering effective intervention instruction. Notice this progression. Phonemic awareness, and phonics, word recognition, phonics word recognition, fluency, fluency and comprehension, comprehension and vocabulary. You can think of these as separate small groups or you can think of these as focal points of instruction. Depending upon student need. Each of these focal points build upon the next, in a comprehensive sequence.

02:51:00

Mr. Santangelo: So that when teachers are reviewing assessment data they understand what to do next with the student. This decision maker flow chart depicts the types of decisions teachers will need to make based upon assessment results. As you know not all interventions should focus on the same reading skills, one size does not fit all. Especially when it comes to intervention. These are some of the questions to be asked when making intervention instruction decisions. Notice the boxes on the right are the small groups or instructional areas of focus I mentioned previously. I can go even further and describe the characteristics of students needing each instructional area of focus. I don't want to spend a ton of time here, but I wanted to raise the awareness level of the significance of teachers making the connection between their informal assessments and their instruction.

02:52:05

Mr. Santangelo: You're supporting role in this effort is vital; we could do an entire day of this for teachers and coaches. So to wrap up I just want to view some important resources that you may find helpful in your work. The K-12 online writing webpage is a new resource. The online writing webpage contains advance copies of the enhanced scope and sequence lesson plans pertaining to writing. It's got graphic organizers, progression charts, a checklist for writers, you really should check this out. Especially since all of our writing assessments will be online for the full implementation year of 2012 for 2013, 2012 to 13 school year.

02:53:00

Mr. Santangelo: Also we have a literacy webpage; this contains our state literacy plan as well as a number of other resources. Going back again to that emphasis that we're placing on writing this year, and in anticipation of the writing test going online. We thought it best to provide teachers with advanced copies of simple writing lessons that will appear in the enhanced scope and sequence to be released this summer. So although we're expecting the ESS, as we like to call it to be released in August, we do

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have some advance copies of lessons that teachers can download and begin to implement today. Covering from K through 12. Teachers throughout Virginia wrote these lessons to correlate with the 2010 English standards of learning. Teachers may also be interested in downloading this writing process graphic, suitable for framing.

02:54:00

Mr. Santangelo: This also is available on the literacy webpage, and I think I made one of these progression charts available in your handouts. The English standards of learning progression charts for reading, writing, grammar, and research. These progression charts identify the grade level at which specific skills are formally introduced in the 2010 English standards of learning. You may be interested in downloading these progression charts. They provide, excuse me, they provide a visual representation of the grade level at which a student should have formal instruction on specific skills. And as you use these, and as you talk with teachers about these, please keep in mind not all the skills in the English standard of learning are represented in these charts, nor are the skill progression charts a replacement for the English standards of learning. Or the curriculum framework. And I think you've got a copy I think of the reading, I gave you in your handouts.

02:55:04

Mr. Santangelo: So but both the writing and the grammar charts are available on the online writing webpage. This is our English elementary English page, we also have a middle and high school English page, some items that you may be interested on this page, I'm going to show the screenshot here; is you might be interested in the K-3 achievement record sample, the early literacy instructional videos, and the reading comprehension and vocabulary strategies videos again these videos are all with Virginia teachers teaching Virginia students. You may be interested in letting your folks know, and this is a very important announcement about the 2010 English standards of learning, English institutes that will be taking place in July and in August. We are in inviting from each school division; we're inviting a central office curriculum administrator.

02:56:04

Mr. Santangelo: We are inviting one elementary teacher, one middle school teacher, and one high school teacher to come to the institute, and they are done regionally. So there is a superintendent's memo that is forthcoming. It's not quite out just yet, but you might want to make a note of these dates and let your people know. You may have also heard, and I'm gonna kind of end with this, the governor's initiative house bill 1181 was a bill that provided reading intervention to those students who show deficiencies in third grade. It requires school divisions to work with parents in the division to develop reading intervention plans. And at the end of grade 2 or beginning of grade 3 it utilizes the PALS or any other diagnostic test that meets criteria established by the department

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to assess reading deficiencies. This also requires school division to provide reading intervention services, and document that the deficiency has been remediated.

02:57:06

Mr. Santangelo: Based on testing prior to promoting the student from grade 3 to grade 4. And with that, I was please to see, and you'll notice the history of the funding provided for EIRI was pretty historically for a number of years, we've had funding at the kindergarten, first, and second grade levels at 100% of eligible students, and at the third grade level 25% of eligible students. Well beginning 2012-13 the general assembly, the governor has bumped that up to enable us now to reach 62.5% of the eligible third grade students, and then moving into 2013, can't wait for that; and that's gonna be 100% of eligible students being able to get the instruction they need. Now these actions increased the state share of EIRI funding by 2.1 million dollars in fiscal year 13 and 4.1 million dollars in FY 14.

02:58:11

Mr. Santangelo: So with that I'd like to thank you for this opportunity, thank you for placing me at the end of the day Cindi, and if you have any questions please feel free to get ahold of me anytime. Thank you very much.

Dr. Cave: Thank you all and thank you Steve, thank you Denise, thank you Tom, thank you.