

**Response to Intervention  
Cohort training session:  
Process Evaluation: Is it Working?**

**Session 1**

**July 12 - July 13, 2012  
Virginia Beach, Virginia  
Sponsored by the  
Virginia Department of Education  
Office of Student Services**

Response to Intervention  
Cohort training session: Process Evaluation: Is it Working?

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Welcome – 8:30 am – 8:45 am

Dr. Cynthia A. Cave – Director of Student Services

Review of April 2012 Session: Trust and Communication – 8:45 am – 9:45 am

Steve Hale, Rtl Coach/Consultant

Dr. Rick Bowmaster, Rtl Coach/Consultant

Debriefing: Lost at Sea Exercise from April 2012 session

Dr. Wayne Barry, Specialist

Office of Student Services

Virginia Department of Education

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Dr. Cave: The rest of you need to walk on the beach before you go home. So, absolutely we're glad to see you. We have an exciting two days planned for you, and are pleased to have Kevin and Melissa here, and you'll enjoy hearing from them. The first thing we're gonna do though is go back like we always do and review the content of the last time we were together. So think back to the last time we were together; what did we talk about? Leadership, no not leadership. There is always a component of leadership, but that wasn't the, components think of the components that we had. Yes, we did talk about seven habits that's true. That's good. Personal mastery, communication, remember?

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Dr. Cave: So just to make sure that you don't lose that discussion that we had we, we want to review it and Rick, who you know is one of our coaches, and Steve, who is another one of our coaches, are going to come up and sort of lead you through a review. So go ahead.

Mr. Hale: I had...and everybody knows that I'm from the mountains, and I love to come to the beach, you know, there is no beach on the east coast I don't really enjoy coming to. And ever, everybody knows their favorite beaches, and they have different personalities, but when you think about coming to the beach out, out I came yesterday was listening on the radio and there was a commercial for Virginia beach. And it was very soothing, waves lapping, and maybe children.

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Mr. Hale: And the background and there was a lot of gull sounds, and it was just so, you know, it was very relaxing. But you always forget to get to your tiny cubical here at the beach where you can enjoy it that there is probably at least 45 minutes or maybe even 2 hours of grueling terrible traffic to get here. Where, you know, you're just by the time you get here you're so exhausted that you can't even think about doing anything except getting in your room. So--

Dr. Bowmaster: Twenty thousand additional cars every day in Hampton Roads during the summer.

Dr. Cave: Well ya'll are being real downers you know that.

Mr. Hale: No, no, no.

Dr. Bowmaster: Not at all.

Mr. Hale: Once you're here that, you totally forget about it all once you're here. That's, that's my whole point you know, cause I love, I love I live in the mountains I like to get my toes in the sand sometime you know.

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Dr. Bowmaster: So if you're feeling like look at all our little pictures throughout the morning, because they are a beach theme that we will have.

Mr. Hale: Yes but what we're going to do this morning is to wrap up and bring you back to, we have worked our way through the benchmarks that we developed through our office at DOE, the Student Service Office. The benchmarks revolutionized our work, and I think as far as work and the schools and what we envision, what we see going on there it's really helped guide us and give us more direction. And so we've worked our way through and our, and if you don't remember our last, our last institute did center around communication and team building that kind of thing. We, now in your group of handouts there is one sheet, and it has, it's that five facets of trust.

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Mr. Hale: You just, just take a second and kind of find that one sheet. So much of what we do with Virginia Tiered System of Supports and RTI model is, it does revolve around teams. I think it's right there--

Dr. Bowmaster: Steve hold on.

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Mr. Hale: Uh oh.

Dr. Bowmaster: Someone picked up the entire pack. Well yeah last night, you know, when presenters come Virginia is known for it's hospitality, and so we took Melissa and we said, you know, we're very boring people so, but you have to come along with anyway. So you know, she's still recovering from last night, so we'll give you a break.

00:05:02

Mr. Hale: Yeah that's good, let's, let's make sure that everybody gets one of those.

Dr. Bowmaster: That's funny....

Mr. Hale: This is, this, this handout is reflective from our last institute where Steve Kukic, this was part of his work. Now when you look, and when you take a look at this, these facets of trust, that's what we're going to be talking about a little bit right now is how important trust is, and teams, and working together as teams. What I want you to do for just a second, now let's think about the teams that we have to deal with on a, on a weekly, monthly basis, whatever. With our Virginia Tiered System of Supports we have, we have three major teams.

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Mr. Hale: We have central office leadership teams, then we have usually a school leadership team, and then we break down to grade level teams. Now the collaboration is a skill that I think is sort of like social skills for kids. I think they can be taught. You cannot just tell somebody to go collaborate, and that, I don't know what, what other directive other than be fruitful and multiply or something. Maybe that caught on without a lot of help, but the, the as far as collaborating you got to learn it, and you got to learn how, and you got to practice it. And there are a lot of hypothetical constructs that have to be envisioned underlying collaboration and teamwork.

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Mr. Hale: And certainly the one that we want to talk about this morning is trust. Now this sheet is not like a Meyers Briggs for trust, like don't find your type here. We, what we need, these are all integrated in a definition, and a theoretical construct of what make up a trusting relationship. Now let's talk about relationships for a second, because there is no, no relationship that can possibly function or, or, or grow without trust. I mean and lets think about, you don't have to just think about your, your school relationships, or your think about your family, your faith relationships, the kinds of things that we deal with where there are team.

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Mr. Hale: And you know, the, and trust is something that means something different to a lot of different people. Now let's take a look at the, those facets that are on the handout there. Benevolence is that kind of caring that you're, you trust your grandparents type thing, you know, just because they're the kind of people they are. They have positive intentions for you and in our educational setting those benevolent trust, you're supportive of teachers and giving them confidence. Now honesty, benevolence is another, you know, I think and people put money, have money set aside when people pass on in a trust fund, you know.

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Mr. Hale: I think that's kind of an oxymoron or something because usually you put money in a trust because you can't trust the person to spend it unless you dole it out to them in a trust. But now honesty I think in our teams at school that is probably in having integrity, and being believable and telling the truth, and all you have to do is have a relationship with a person or a team, and you know that people aren't being truthful. Or you know that they've been untruthful, or they come in with some information that's not true, that it's almost impossible to recover from a situation where you've been the wool has been pulled over your eyes so to speak. But also that honesty part is about accepting responsibility on teams.

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Mr. Hale: And each one of the teams for Virginia Tiered System is a, has distinct responsibilities, and especially when you get it no problem solving teams. We have a little, had a little sneak peak of Melissa's work yesterday, and there is going to be some really good information you're gonna love some of the little video about teams and how they function. You're gonna love that, but honesty and openness, being able to share things with, in open communication, being able to express yourself well, and having some regard for other people's opinions those things are all part of trusting. Reliability, you're dependable, there is no better, or I received a compliment once from a child study committee about having, and I'll never forget it.

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Mr. Hale: Because it meant so much to me that I had, that I provided the integrity for problem solving, and as a school psychologist, and everybody knows that's what I was, well I am. I still am a school psychologist, but having integrity that I think is probably the, that's a compliment that you could, you can never stand from. It's, I felt my self I was a very complimented with that but I think that it's also a hallmark of that, and it goes along with competence, which is the last facet. Setting an example, and conflict resolution, and you know, anytime you got a team you're gonna have people who have

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different opinions. And being able to trust someone to work through conflict is really so basic to building a trusting relationship.

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Mr. Hale: The, I like, conflict resolution is something I feel I have some strength with that, but the, I like situations, and anytime there is conflict now only do you have to surpass trust, but in conflict situations and you're trying to resolve something if it's among teachers, if it's among administrators, you're gonna, everybody is gonna be a little unhappy in a conflict resolution. You know, I like situations where everybody gets scratched, but nobody gets deeply cut. So it be, and there is going to be to, to make that, our coaching position or leaders on teams have to be trusted. You have to be trusted to work through conflict, and make sure that everyone has a voice and a word.

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Mr. Hale: Now let, and all the, the things that we do as coaches when we go to your divisions we have to build relationships with, with all of you. And part of our work is certainly going to be enhanced by your ability to trust us, and trust our agency from which we work. So now, think about this just for a second. I want you to envision some of the teams you're on, and if, if you're in a situation where I know that the way, this, our institutes are set up as you know for full teams to come from your school divisions, and I also know that we've hit some hard times in this state, and certain parts of our state. And I know that there has been reductions in force.

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Mr. Hale: And lots of changes have happened, and it's been, it's really hard to keep a really total true team to be able to come to these things. Now I know that, I do know this as well the responsibility if you only, if there is only two or three of you that come from a division, or one, or one the, the, there is a great responsibility on you then to be able to have to take that information back. And be able to share that, and that's why it's so important if you can to get your team together that supposedly is the, you know, should be coming to these trainings and be able to go over the information and get that back to them. You know, that's, and I know that we have some good full teams here, but let's, sit there for just a second and I don't want you to, you don't have to come up with, nobody is going to come around and ask you the answers to this.

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Mr. Hale: But your personal definition of trust, think about that, you, and on the teams that you function on. I know we have certainly had a team at the Department of Education through our with our coaches meetings, our coaches, with Office of Student Services and the staff there. I think about that particular team, and think about it in your

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own school division. Do your teams really operate with a sense of trust? Having consistency, being dependable...I think probably in teamwork modeling, you know, from team leadership is probably the most effective way to, to lead.

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Mr. Hale: Lead by example, and you have to be able to, you must be trusted if you're going to be leading by example. And my biggest takeaway from this is no relationship can exist without trust. And I think that's one of the things that Steve was trying to, to get us to recognize, and if you really think about it the bottom line, most of the time when relationships don't make it, or teams don't function well bottom line there is probably a lack of trust there in some way, at some level for the leaders or for participants.

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Mr. Hale: Trust in their ability to make good decisions, or if they'll just be there. Okay.

Dr. Bowmaster: Okay so let's try to put all this in perspective. You know, all year we've been training throughout the state with this cohort, so when we think about putting it all together with trust and communication we gave you back in the fall the benchmarks for the RtI process, or, or what we're now referring to Virginia's Multiple Tiered Systems of Support, and if you read recently the waiver that Virginia has for No Child Left Behind, that it does call for tiered systems of support within that. And so you guys are already ahead of the curve from any other divisions in Virginia, but when you think about that trust and communication you're trusting your team members to have read and through those benchmarks knowing those benchmarks.

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Dr. Bowmaster: But now you're next step for that communication piece is to communicate it to parents, to central office. Communicating it on to school board with the superintendent, so that all players at the table are aware of what you're building around. It's also looking at data and sharing outcomes about closing those achievement gaps. It's about asking those tough questions, and the last session we really did look at some of the tough questions that we have to ask. Then think about what directs us rather than guides us. So what directs us rather than guides us? And we really need to be outcomes based; we have to know where we're going so it's that road map. And then ready, fire, aim equaling action, and I'm going to talk about ready, fire, aim later in relation to how we as a team perceive how that happens.

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Mr. Hale: I always used that negatively as a school psychologist I always talked about, I always used that example for hyperactive kids, they were always ready, fire, aim. But then Steve Kukic helps us reframe that into a real positive kind of action step.

Dr. Bowmaster: And then action is creativity in motion, and if you think about the problem solving process what is any more creative than that. It takes a lot of creativity to figure out why is Johnny not making progress. You know, so that creativity in that sense. The other thing that we were introduced back was it March, April, seems like ages ago there almost. But we were always taught life is always a compromise, ah forget it. Life is not compromise. It's a third alternative. And we heard several folks as we've gone out over the last two months say you know what?

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Dr. Bowmaster: I really like that third alternative. I had one group say to me, one individual, "I used it at church and I got good results." So, you know, we're just not a bout education here we're about life, but life is not a compromise. And just as a reminder the three steps for the third alternative is defining that criteria for success or from success. And again knowing your end result, where do you want to be. And then coming up with the third alternative, and then having the synergy, that energy and the ideas coming together and creating synergy. But remember pride can kill anything, and we also, sometimes we have to give up our own pride and say okay, you know, it's not about me as an individual. It's about us as a team, and--

Mr. Hale: Giving up pride.

Dr. Bowmaster: Giving up pride.

Mr. Hale: We need definite direction on how to do that.

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Dr. Bowmaster: True, in the end it's all about children. So at your table just take a few minutes to think about what are the big rocks we're trying to accomplish with children? And then identify some of those big rocks at your table that you're trying to accomplish, so just take about one minute and, and debrief.

Mr. Hale: Everybody is thinking about math.

Dr. Bowmaster: Really. [Tape Cuts] Okay, we'll come back as a group now, anyone willing to share what they identified as some big rocks? Do I have to call on a group? Any volunteers? Okay, Martinsville.

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Dr. Bowmaster: Very good, yeah and--

Mr. Hale: You did that in one minute?

Dr. Bowmaster: Really, not necessarily all based on an SOL but they all help support the SOL. Anyone else? Prince Edward you want to share? One thing Prince Edward, big rock. One big rock...attitude. And probably just not with children probably sometimes.

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Dr. Bowmaster: Makes a difference.

Mr. Hale: I can, you know, I can share something as, not from this team, but the team at the Department of Education a big rock that came up that was recognized and what we're trying to do to accomplish that. And that was an effort that we made, started a month or so ago to collaborate with other agencies, and other departments at the Department of Education, and bring things together to maybe even enhance or ability to communicate, and to respect each other's positions and jobs, and what we were doing to help kids. That was a rock that was recognized, and we've started an effort to enhance communication with our [t-tacs ?] other agents, our other departments at DOE so that we all are kind of pulling in the same direction with this. And I think that's a modeling of we have respect and trust for everyone's skills as a department

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Mr. Hale: And recognizing that and trying to do something about enhancing our collaboration.

Dr. Bowmaster: The other topic that Steve focused on, and when we were back together last time was the paradigm shift. Thinking of a paradigm shift as a change in how we think, and what we believe, and what we can imagine can be possible. And some of the factors that play into that, one being virtual learning versus face to face learning. Virginia one of those states that's out there with a combination of virtual learning, face to face learning. With all of the hoopla that went on at UVA over the president part of it was about what direction do they want to take with virtual learning.

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Dr. Bowmaster: And so it is a hot topic, also technology natives versus the immigrants. How many of you feel like you're still an immigrant when it comes to technology? I know I am. Okay how many of you, how many of you grew up with technology in your hand? Okay--

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Mr. Hale: And you know, that's something that we, that I don't think we emphasize enough is that technology is a big part of a tiered system of supports. The, to downplay that and to think that you can really kind of get by without, you know, really having to delve into that very much is really really wrong. And we need really strong, this is where and we're going to talk about that in a minute, cross generational kinds of things trusting people, and at other age groups with other skills levels. And we'll talk about that, but the technology piece of RtI and our Virginia Tiered System of Supports is huge.

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Mr. Hale: And as you can't do this by hand, this is working smarter not harder, and to, and you certainly have to be able to integrate those technology skills.

Dr. Bowmaster: Do we hear the unheard and see the unseen, and one of the little short videos that Melissa will show tomorrow is a great example of who do you have at your meetings? Who don't you have at your meetings? And that can go across the board from who do you have at a, at a team meeting, or if, if there were issues and we know you don't have a whole lot of issues out in the schools, but if it's a school board meeting and you've got an issue going on look at who you're not hearing from. You know, who is not present? Most of the time it's the underachiever, and so you have to remember the faces that are not before you when you get into decision making.

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Dr. Bowmaster: Then it's the communication gap versus generation gap, and I'm going to talk a little more, and Steve as well about generation gaps. Because a lot of what we've talked about really is a difference in generations, and we're going to spend some time in a few minutes talking about what does a generation mean when it comes to trust and communication? And then finally Bob Dylan was right, the times they are a changing, and so hopefully if everything works well when I click this button any anyone knows my technology ability.

Mr. Hale: It's technology.

Dr. Bowmaster: Let me see if it will work here, just take and listen, just listen to the words.

[Song - Bob Dylan -The Times They are a-Changin']

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Mr. Hale: I had a technology moment this morning. Well last night I decided that I didn't think I could get my alarm clock to work for me. And so I said well I'll just call the desk and wake up call and they were very nice. They didn't call, but I did get up, and then I mentioned this little dilemma and Dr. Cave then says well why didn't you use your phone? And, I'm like well you know, I don't know why. I don't know why I didn't use my phone, I should I mean I can't believe I didn't do that. But you know, it's like, sometimes you just have to be reminded.

Dr. Bowmaster: All righty, so times are a changing. How many of you when they showed the old school room packed with may 40 children in there how many of you had a first grade class, cause there wasn't kindergarten if you went to kindergarten it was private school, but how many of you had a first grade classroom that had like 30 to 40 children in it?

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Dr. Bowmaster: Yeah, you know, so quite a few.

Mr. Hale: I was in one, I never taught one.

Dr. Bowmaster: Well I meant being student in one.

Mr. Hale: Okay good.

Dr. Bowmaster: But you were part of Noah's Generation, so I'm just teasing. Okay so what do these folks have in common with us? You know who they all are? You have Shemar Moore, Betty White, the Beeber, the little girl is Aubrey Emmons-Anderson or Anderson-Emmons, she's on Modern Family. Then you have Matthew Broderick, and then Rico Rodriguez who stars also in Modern Family but does some other shows. So what do they all have in common with us? They're all in the work force. So the work force, that's representing multiple generations.

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Dr. Bowmaster: And that's what we have within our schools. Now I suppose the question to really define generations would be how many remember Betty White originally from back in the 50s in a show? Okay there are a few folks. How many of you remember Betty White originally appear, going oh Password and things like that? Okay, how many for the first time said, oh okay that's the golden girl? And now there is a whole new generation coming up--

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Mr. Hale: She was actually, did anybody ever see that movie, you know, where she there is a giant crocodile, Lake Placid. And I never, I can't believe she talked like that.

Dr. Bowmaster: You didn't see her on Saturday Night Live then. So how many of you know her recently, oh yeah that's the lady that does Off Your Rocker, or Off Their Rockers, or form Hot in LA.

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Dr. Bowmaster: Here she is ninety and a half years old, and she's now producing a show it's kind of like the old candid camera show. I can't remember the guy's name that did that, Allan, but she does Off Their Rockers, and she films old people pulling pranks on people. Then she also has a show on one of the networks where she's living with a bunch of, kind of like a modern day golden girls. So you know, that, that's the work force and that's what we also are experiencing in our classrooms and, and within our schools. So who, who are the generations within our schools? We have traditionalists, which often are referred to as the silent generation.

Mr. Hale: Well they're mostly silent because they're not around.

Dr. Bowmaster: Yeah, you know, that's a--

Mr. Hale: They're dead.

Dr. Bowmaster: But they, you know, they were born around 1925 to around 1945.

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Dr. Bowmaster: And notice I'm saying around because these dates are not set in stone. They can vary, then you have your baby boomers born anywhere, you know, around early mid 1940s, '46 to--

Mr. Hale: Now baby boomers raise your hands, see now still a majority. We dictate everything still.

Dr. Bowmaster: For a while, just wait.

Mr. Hale: But we're slowly becoming silent actually.

Dr. Bowmaster: Then you have your generation X, you know, those folks born around '65 to maybe '80, '82 depending on--

Mr. Hale: Okay Xers let's see them.

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Dr. Bowmaster: Where are the Xers?

Mr. Hale: Okay.

Dr. Bowmaster: Okay.

Mr. Hale: Now we've already, we've already got two groups here, maybe even three participating in these teams now across generations.

Dr. Bowmaster: How about millenials? Now millenials can be anywhere from '81, '87, '78, up to about 1998, so where are the millenials?

Mr. Hale: Come on millenials raise your hands be proud.

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Dr. Bowmaster: Okay, look at how young they look, you know, give them time people, give them time in education they'll get there. Okay, so in schools you know, we're really dealing with just not children but with each other with grandparents, parents, so all of these folks come into play when we think about our trust, and our communication, and our leaderships skills.

Mr. Hale: I've always considered incorporating parents to be such an important part of our process. I personally feel strength with doing that trying to bring parents in, but you know, that's really hard on some teams. Cause, you know, oh are the parents going to be here, you know, or the grandparents, and you know, we got way more grandparents in some situations than we do parents participating certainly. They feel that they have better knowledge; well they have the kids all the time, but they also feel like they have better knowledge about how to navigate and negotiate schools rather than their gen X parents.

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Dr. Bowmaster: When you think about generations you have to think in a sense of what we call ageless thinking, so don't think of an age. Because we really have to think beyond someone being a baby boomer, or a generation X, because many people cross those lines. But also we have think about what is it that makes a generation? There are certain events and certain conditions that occur while a generation is forming, and with that those events help that generation develop their attitudes, their beliefs, their work styles, and then they become a generation. If I said to some of you where were you when Kennedy was shot?

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Dr. Bowmaster: Most of you would say--

Mr. Hale: Not born yet.

Dr. Bowmaster: No, many would say okay Dallas, you know, was it November 22<sup>nd</sup> 1963, you know, I don't remember the event. I'm one of the late baby boomers, however, I do--

Mr. Hale: I remember where I was when I heard about it.

Dr. Bowmaster: My recollection, forget it I won't say that word, any way my memory of it is wow where is Captain Kangaroo why isn't he on. And I remember asking my parents that, and they said well the president was shot. Then you ask another group and they'd say, oh Kennedy, hmm, he died in a plane accident with his wife. They were flying. Then you'll have another group go, Kennedy who? You know, they won't know. They'll go oh yeah he was a president at some point, but if we have some traditionalists, they may go oh Joe Kennedy yeah nice guy remember him. So they're remembering the father.

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Dr. Bowmaster: But then if I said, okay what do you remember, where, how many of you remember the Challenger explosion? Eighty-six, I think it was like January 28<sup>th</sup> or something like that. Yeah I remember standing in front of a group of second graders, we were all watching it, and you know, the whole team was together. And they said hey look at it, it's exploded away from the west, so it's moving further out. And that's what the commentators on the TV thought, and when they came back and said, no it wasn't blown up. Then we're face with okay how do we explain this to, you know, we had about 80 seven year olds in front of us. So, you know, those are the things that shape a generation, and generations are formed by those cohesive events over time. So let, let's look at how do they play out in our schools? We have our traditionalists.

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Dr. Bowmaster: And we think okay most traditionalists are long retired, however, the ones that are still living are still very active many of them as school board members, or as civic leaders. So, you know, if you're a principal and you're asked to go speak to Rotary, you'll be out there speaking about schools and people think of schools from their generation. And as a principal you have to really understand when they say, you know, I don't understand why children aren't reading on grade level. Because a traditionalist when they were in school if you didn't succeed well most likely you were a drop out. When you think back to the 1925s, and the 30s and the 40s the drop out rate in this

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country was huge. So now we're having to explain why we're spending additional money to get children up to reading levels.

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Dr. Bowmaster: So traditionalists are important folks for us. The baby boomers, the baby boomers are the majority of our experienced teachers. Now notice what I said, majority of our experienced teachers. They're also some of the older principals, not older but I'll say more experienced principals, and probably the more experienced superintendents.

Mr. Hale: And you know, baby boomers, yeah we're not real flexible sometimes that's for sure. As far as working with teams, because we're pretty much used to getting our way with things.

Dr. Bowmaster: That's true.

Mr. Hale: And accepting new Gen X, and you know, people who might have other skills that might be very threatening to us, it's, it can cause some problems.

Dr. Bowmaster: You have your generation X group, which are the majority of your teachers out there now.

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Dr. Bowmaster: Not necessarily the majority of experienced teachers, but the majority of teachers now are those generation Xers. Then we have the millenials, who this little group over here the millenials might be those folks who are in their first or second, third year of teaching. So those are the ones who are just beginning to enter the work force, but also many of them are still students. Many of them could be when you go into your central office, or you go into your schools and you look at your technology people, and you go wow they look so young. They could be in their early 20s working in the computer industry for us. And the children who are now entering kindergarten, preschool, first grade, they're just beginning to shape a new generation. And that generation often is referred to as the homeland security generation. Because they'll grow up in a time that much like the millenials, they don't remember a time when you didn't have to worry about transportation protection, and airport security, and how, you know, it, everything is about security.

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Dr. Bowmaster: So when we think about understanding generations it's important to realize how we recruit and interview and hire people. For baby boomers we were

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interviewed, we sat there asked, answered question after question. The generation X they turn the interview process again.

Mr. Hale: It's their, they control everything.

Dr. Bowmaster: They want to know about the company, they don't care well our motto is, or our, our branding process is, they want to know what you're going to do for them. Now keep in mind this is not, this does not mean that every baby boomer, every generation Xer, every millennial does this. These are just general guidelines.

00:44:01

Mr. Hale: Well and you, you mentioned something too a minute ago you used the church word, and I'm going to do that. This is a definite difficulty at this point for a lot of church memberships, and church services are changing to meet the needs of more contemporary, and Gen X needs, they're to recruit membership they need a different type of music, and a different type of service. And this happens every not just in a couple, this is most, most church services now have there is either a combined service or a split contemporary traditional. So there is, you know, this happens not just in educational settings, and I think recognizing that generation gap, and the characteristics that define each is really important.

00:45:02

Dr. Bowmaster: When we think about providing orientation or any kind of professional development, or any kind of professional development or coaching, how a baby boomer was coached or taught, generation X completely different. Their belief is you can show me this, but I can really teach myself. Because it's 20, they grew up 24-7 they want to know something they go online they find out, and so it's a different learning style. The hiring process, you know, most of us went through maybe a two or three week process. Once generation X interview they expect a call back within a day or two. Otherwise they're moving on. Because they want people who know what they want, they're out there and most of the time they're only going to stay maybe three to five years some place. So that's going to have a significant impact on student achievement. Because most generation X will have five different careers, and that's even higher for those millenials that will have different careers.

00:46:03

Dr. Bowmaster: So all of this plays into how we communicate with our colleagues, with our bosses, you know, and it gets back to that ready, fire, aim versus ready, aim, fire. The baby boomers it was all about, ready, aim, fire. Now it's generation X really is ready, fire, aim. And they want to work in teams, they trust that their team members are going to do the job, and they don't understand why do you have to go to the office every



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day? Why do you go at 8 o'clock baby boomer and are there until 9 o'clock at night, can't you work from home. Although if you have children I'm not sure if you can do that.

Mr. Hale: Well and baby boomers too, one thing about when we, when we're working with others in the younger generations is typically, now think about this now I'm not just talking about myself here. We, you think back usually your experience is how you approach other people.

00:47:02

Mr. Hale: And when you're interviewing a 21 year old for a position you tend as a baby boomer to view a 21 year old as maybe they don't know everything. Because you didn't when you were 21, and so the, you know, the looking at it that way, you know, it's really there are some, I hate to go back on it, but it's about trusting, trusting that those, those new additions are gonna have skills that we can rely on. And they can certainly demonstrate that.

Dr. Bowmaster: some of this you have in your handout, so I'm not going to through each of these. But I want to get down here to, remember negativity breed negativity. The one thing you don't want to do is sit there and say, well you're a baby boomer so you're a workaholic, or you're a gen X and you know, you really don't want to work. That's far from the truth, you know, both are very hard working people, it's the approaches that they take.

00:48:02

Dr. Bowmaster: For the generation X they're very laid back, and they want a fun flexible work place. When I was superintendent some of my Gen X people would come in and sit down, you know, and just walk into the office and say how is it going, blah, blah, blah. I had to be like okay, I'm thinking hmm my secretary must be not at her desk. But you know, they, they want open communication. And then finally seek to understand then to be understood. And I think that was reiterated several times at the last session.

Mr. Hale: And that, that is true. The, to see things from other peoples' perspectives and not try to always impose your opinions and ideas on others.

Dr. Bowmaster: True, so and why is it important? Because we have to create that trust, we have to build team productivity, focus on real issues, and you can see the other ones on your sheet here. But I think most important it's about promoting acceptance of the various generations.

00:49:04

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Dr. Bowmaster: No one wants to be tolerated; they want to be accepted so that's important to remember there. So where are we now? We're kind of rushing through here towards the end because we want to make sure that everyone gets their fair time here. But where are we? We have spent the whole year, we started out up there in the upper left hand corner, and we've worked our way down so that--

Mr. Hale: Yeah you can probably see this on the handout better than--

Dr. Bowmaster: So if it's Wear's Waldo, it's over here on the bottom right side. Make sure I get the right, there, so that's where we are. We're going to be talking about program evaluation. And it's probably one of the most misunderstood components, and how many of you were also, you don't have to raise your hands, but also are having to deal with school improvement as well, and you've got schools in improvement. And when I was superintendent I had that, and Kathleen Smith one day, she kept hammering away at program evaluation.

00:50:04

Dr. Bowmaster: And I'm thinking you know, when she says that I don't really understand completely that component. And so I finally said Kathleen I think we're going to have to back up here, because I don't think all of us really know about how to do an effective program evaluation and a written component.

Mr. Hale: The process evaluation, exactly.

Dr. Bowmaster: The process evaluation, and so hopefully Melissa will be able to, when you walk out tomorrow you'll be an expert on it. High expectations here for you. So, so with that when we last left off together we were all trying to figure out how to survive in a life boat, and Wayne took us through that scenario where we had to decide which is more important the wine or the chocolate, or the wine, the chocolate, and the batteries, or the wine, the chocolate, the batteries, and the you know, matches. So he has some follow up work for us, so take it away.

00:51:02

Dr. Barry: Thank you Rick, can you pull up my? I want to thank Rick and Steve for introducing me to this next generation that's in kindergarten, homeland security, what is it?

Dr. Bowmaster: Homeland security, homeland security generation.

Dr. Barry: Homeland security generation.

Dr. Bowmaster: It's a new title they may not keep it.

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Dr. Barry: Could somebody take these and pass these out around? Oh thanks, so I'm thanking you for introducing me to the homeland security generation idea. And I think you all should thank Rick and Steve for not agreeing to allow me to sing the *Times They are a Changing*, it's one of the few songs I'm able to play on guitar. And when I heard they were going to have Dylan sing it, I said I think I can do a live presentation of that.

00:52:03

Dr. Barry: And they said, nah it would be a little bit too much. So thanks Steve and Rick for not allowing me to...so you're getting a one-page handout, a front and back of what I walked you through in Roanoke. What we were trying to help you begin to access was the health, the health of your team. And so we walked you through the exercise of if you were on a lifeboat and you had some items, how would you prioritize the importance of the items? And so we hoped to inspire some thinking about, on a neutral task.

00:53:04

Dr. Barry: Survival, everybody is in the same situation, you had an experience of trying to problem solve about how to prioritize these items. And then we asked you to take that experience and compare it to the experience you have on your problem solving team in your school. And I asked you, I gave you a 14 item scale that asked you to rate your teams, your experience of your problem solving team on your, in your school. Everybody remember that was there filling that out and leaving it, and I asked you to kind of anonymously make a symbol that would capture your team. And there was some creative team names.

00:54:05

Dr. Barry: There was some creative brands developed, and so I gathered that information together and we thought it would be good since we're talking about evaluation to kind of give some feedback on what that looked like. So I, I think I walked through this, but we'll walk through it again. Items one through four of that team climate survey had to do with vision, which is the starting point that was on the last slide that Rick just showed. We started in the beginning of the year with looking at vision, the importance of vision, so items one through four I agree with the teams objectives, team objectives are clearly understood by all members, our team objectives can actually be achieved, our team's objectives are worthwhile to the school division, those four items have to do with the vision of your team.

00:55:04

Dr. Barry: Items five through eight have to do with the safety that the team members feel, the participants on the team. And those items are our team has a, we are in this

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together attitude, team members keep each other informed about work related issues, team members feel understood and accepted by each other, there are real attempts to share information throughout the team, participative safety. Items nine, ten, and eleven captured the team's orientation to the task. How on task, how important is the task. Nine, team members are prepared to question the basis of what the team is doing. Our team critically appraises potential weaknesses in what it is doing in order to achieve the best possible outcome. Members of our team build on each other's ideas in order to achieve the best possible outcome.

00:56:08

Dr. Barry: How many people remember seeing the scene the Regina showed from *Money Ball*, wasn't that outstanding? About teamwork, participating, yeah. Or lack of exactly. So items twelve through fourteen, support for innovation. People on this team are always searching for fresh new ways of looking at problems. On this team we take the time needed to develop new ideas. People on the team cooperate in order to help develop and apply new ideas, so that little 14 item survey lifted from the literature in health care, and how some teams in public health worked, I adapted or gave to you guys to see if you might use that, glean something from that about the team that you function.

00:57:07

Dr. Barry: So this is, and you have this on the back of your paper, you also have some information related to how the group, the 93 respondents, there were 93 responses. Ninety could be put on teams, there were two people that were individuals, I did not consider them a team. And then there was one response that wasn't valid, so just look at the front page, the mean score across the 93 responses look on your paper it's not up here, I didn't make a slide for it. But the mean score for vision was the highest.

00:58:03

Dr. Barry: So of the 93 responses the items 1 through 4 gleaned or gathered the highest rating on a scale from 1 to 5, a 4.13. So everybody has the vision piece, feels like the vision piece on their team is being addressed. The second safety, the mean score was 3.93. And then task orientation 3.83, and support for innovation 3.8 so all good scores, but vision the strongest. What I did do was collect on the back, and I highlighted two scores on your paper, but what I'd like you to do is take a couple of minutes as a team and look at that, and see if you can't glean one, or two, or three things. I'm gonna give you two to three minutes as a team to see if some numbers jump out at you that jumped out at me.

00:59:10

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Dr. Barry: In addition to the two that I identified, so take a couple of minutes as a team, and let's see if we can agree on, I'm looking at some data. Looking at some evaluation data, what's some numbers there that grab our attention? [Tape Cuts] Steve would you be kind enough to maybe grab this, and if somebody wants to make an observation, a statement that would be great. So I highlighted on the back of your paper this number didn't I, 4.87?

01:00:03

Dr. Barry: That's the highest single rating on that, and that represents that two people that were on that team representing a team felt the strongest in that group of 93 respondents about their team's vision. The other number I highlighted was 2.58 I believe, which was three people from team six that felt like their participation in the team wasn't nearly what it could be. That group of three would probably like more of the stuff of the items that have to do with participative safety.

01:01:01

Dr. Barry: Now as we, I didn't have it in this form, but as we talked about this in our DOE team meeting, it surfaced that some of you would probably like to know where your team's rating is. And if you would like to I can help you back track, we did for the purpose of just maintaining anonymity, which we do with most evaluation data. But I could help find out who team 9 is, or who team 12 is if you really want to know. I don't know that that's time best spent, but I can help you do that if you want to do that. What other observations, what, so I highlighted those two, any observations people want to make about this graph? Sue?

Respondent: I was just looking and it looked to me like the teams that had four in there had kind of the higher more consistent data points.

01:02:05

Dr. Barry: Teams with four members?

Respondent: So, so that's what I was wondering about the dynamics of a team of four as opposed to a team of nine, or a team of two, and just how did that play out with the numbers?

Dr. Barry: Actually I'm most encouraged in this data by the score of 4.15 and 4.08 with a team of eight or nine, that's, it's much more impressive to get that kind of a score with a large group than it is with a group of two or three. So if you do--

Mr. Hale: Yeah there would be some indication of trusting, you know, especially with the participant safety.

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Dr. Barry: Umm hmm. So Sue I didn't look at, but I mean, but it would be a nice study it would be to look at all of the groups that have four or more whether those ratings some ways are different. I didn't break it out along those lines, somebody raised a hand and wanted to make an observation yes?

01:03:01

Dr. Barry: Steve right in front of Sue.

Respondent 2: Oh, it appears it appears that team six that all of their scores over all were lower than the others.

Dr. Barry: So that was a good general observation is that team six, their grand mean across the four dimensions if I'm not mistaken was the lowest right? So good observation that, yes that's something we would want to know when we're looking at data.

Mr. Hale: They probably didn't like each other.

Dr. Barry: What's the high points, what's the best functioning team along those same lines, same gentleman would you say? Team six is possibly experiencing the greatest challenges. Team eleven, team fourteen, yeah look at team eleven has eight members.

01:04:04

Dr. Barry: And have a grand mean of 4.39, that could be a money ball team though couldn't it? I mean couldn't that be a team, I don't know. Okay, you, Cindi disagrees...observations, any other observation? Whoops, those are the numbers that I highlighted. The task orientation across the 93 responses, across the teams, the other measure was the 93 responses. This is grouped by teams.

01:05:01

Dr. Barry: So task orientation is the lowest of the four. Vision is the highest, team eleven jumped out at me. I think this is somewhere in the, maybe the second highest, second or third highest score. So just kind of to wet your appetite, to give you some feedback on a task that you did and to wet your appetite for what we'll be hearing the rest of today and tomorrow regarding evaluation. I think what Melissa has prepared is evaluation on a different set of dimensions, but it is something that serious teams take seriously. Evaluating how we're doing and feeling free in, on the team to say we're not really doing as well as we could do.

01:06:02

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Dr. Barry: What can we do differently? That's the beginning of teams improving in the direction that presumably they want to improve. Just a, a little tid bit, I did a small study for my dissertation on teacher trust, and the emotional intelligence of principals. My hypothesis was that where teacher trust was higher the rating of the principals' emotional intelligence would be higher, capische. This is Daniel Goldman's Emotional Intelligence, this is Megan Tschannen-Moran's Relational Trust, and in fact while it was not statistically significant, it was barely not statistically significant.

01:07:01

Dr. Barry: That where trust by teachers in their principal's emotional intelligence as defined by Daniel Goldman was higher, where the teacher trust was high the principal's emotional intelligence was high. And these are skills we can teach. These are skills we're being irresponsible if we don't help each other to learn about.

Mr. Hale: That's good yeah, I actually I know we've all been on a team before when things went south, you know? Where you're just like, I mean there was no team, and things weren't really, communication was bad. I was recently in a situation, not a school related one, where we had, and I'm big into as school psychologist body language is really important to me.

01:08:01

Dr. Barry: Especially in any kind of group activities, when you're doing group therapies and that kind of thing, to see everybody's body language. Well in this particular interaction I was having there was, I'll try to give you the, this, this is the way it went. There were points being made, and it was like [LAUGHTER], so now I just expect him just to, so that's exactly what was happening you know, I was, he was shooting me. So there is a lot that you can get from body language too, and that's another observation.

Dr. Cave: Thank you to Wayne, thank you to Steve, thank you to Rick for all of that good job. Good job. So what we've learned is that data can really hurt, but it's important to know about it even if it's uncomfortable looking at it. The rest of this time we're going to look at different ways that you can evaluation where you are in your process of implementing the Virginia Tiered Systems of Supports.