

Response to Intervention & Leadership:  
Part 2  
Effective Strategies for Sustaining  
Successful Implementation

George M. Batsche, Ed.D.  
Co-Director  
Institute for School Reform  
University of South Florida

Judy L. Elliott, Ph.D.  
Former Chief Academic Officer  
Los Angeles Unified School District

---

---

---

---

---

---

---

---

Session Goals

- Leading Courageous conversations that sustain RtI
- How *do* we sustain this work?
- Strategies for implementing and sustaining implementation
- Proactively manage creative tension that comes with change

---

---

---

---

---

---

---

---

Group Participation

➤ **Turn to your neighbor and quickly brainstorm...**

**What kinds of systems work is needed to sustain RtI<sup>2</sup>?**

---

---

---

---

---

---

---

---

### Piecemealness

**“It is not the pace of change that is the culprit, it is the piecemealness and fragmentation what wears us down.”**

*Fullan, 2003*

---

---

---

---

---

---

---

---

**Change is good.  
You go first!**

---

---

---

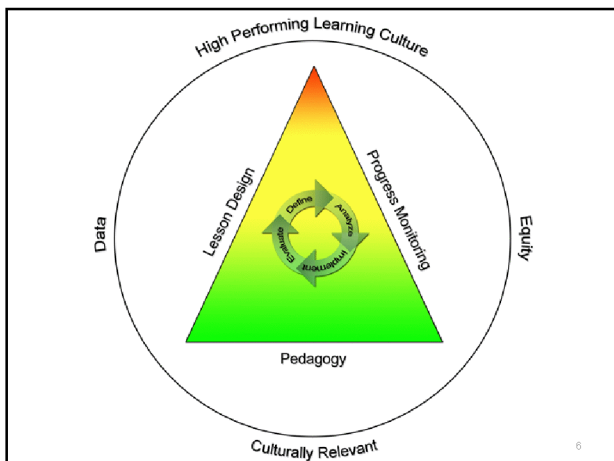
---

---

---

---

---



---

---

---

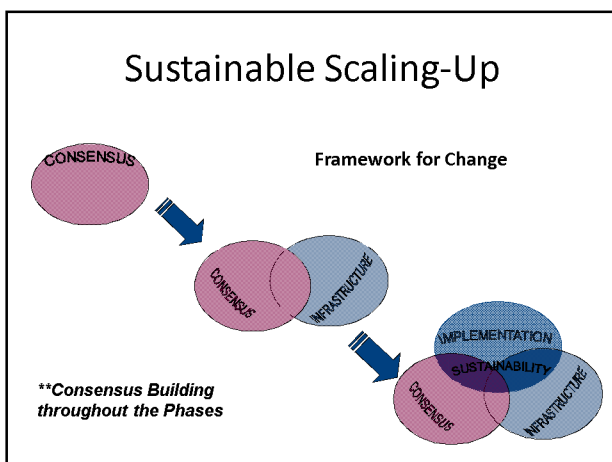
---

---

---

---

---




---

---

---

---

---

---

---

---

- ### Stages of Implementing Problem Solving/Rtl
- **Consensus**
    - Belief is shared
    - Vision is agreed upon
    - Implementation requirements understood
  - **Infrastructure Development**
    - Regulations
    - Training/Technical Assistance
    - Model (e.g., Standard Protocol)
    - Tier I and II intervention systems
      - e.g., K-3 Academic Support Plan
    - Data Systems and Management
    - Technology support
    - Decision-making criteria established
    - Schedules
  - **Implementation**

---

---

---

---

---

---

---

---

- ### The Process of Systems Change
- Until, and unless, **Consensus** (understanding the need and trusting in the support) is reached no support will exist to establish the **Infrastructure**. Until, and unless, the **Infrastructure** is in place **Implementation** will not take place.
  - A fatal error is to attempt **Implementation** without **Consensus** and **Infrastructure**
  - Leadership must come from all levels

---

---

---

---

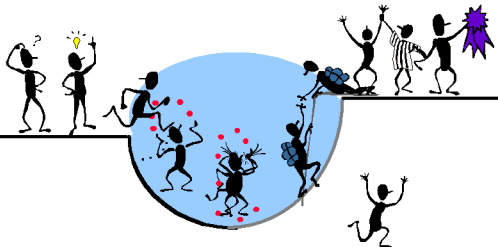
---

---

---

---

### Look familiar?



Michael Fullan, 1990

---

---

---

---

---

---

---

---

### What Are These Changes Telling Us?

- What matters is **Results** not Process
- Can no longer afford to React - Focus on **Prevention**
- **Transparency** with student outcome **Data**
- **Integrate** Services
- **Data-Based** decisions - Personnel
- Central administration insist on **Evidenced-Based Practice**
- **Accountable, Efficient, and Flexible**



---

---

---

---

---

---

---

---

### What We Bring to this Table

- **RtI** as a framework for improving student outcomes – a system compatible with reform frameworks
- **Other initiatives** fit this framework (UDL, UbD, PBIS, PLC)
- **Focus on Data** – screening, benchmarking, monitoring, inform instruction, technology-based systems
- **Knowledge & understanding** of research & evidenced based curriculum and practice.

---

---

---

---

---

---

---

---

**Growth in RtI Implementation**

- **2007 – 40% Districts piloting or implementing**
- **2008 – 60% piloting or implementing**
- **2009 - 71% piloting or implementing**  
– (Spectrum K12 School Solutions, 2009)
  
- **100% of special ed faculty report including RtI in teacher preparation important**  
(Gallagher & Coleman, 2009)

---

---

---

---

---

---

---

---

**Sustaining the Work**

---

---

---

---

---

---

---

---

**Problem-Solving is the Engine  
That Drives Instruction and  
Intervention**

***It is the MOST Critical Skill A Leader  
Can Possess***

---

---

---

---

---

---

---

---

## Engage in expert problem solving

- Identify the correct problem efficiently and effectively
- Engage in good problem analysis with an understanding that there are many causes for school underperformance
- Know that there are several identified strategies for school improvement and apply appropriate strategies based upon school-specific needs
- Evaluate the effectiveness of implemented strategies

---

---

---

---

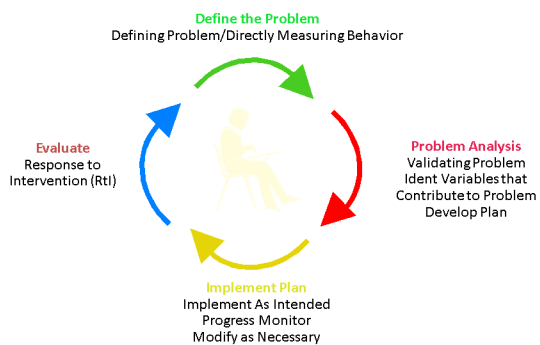
---

---

---

---

## Problem Solving Process




---

---

---

---

---

---

---

---

## Steps in the Problem-Solving Process

1. **PROBLEM IDENTIFICATION**
  - Identify replacement behavior
  - Data- current level of performance
  - Data- benchmark level(s)
  - Data- peer performance
  - Data- GAP analysis
2. **PROBLEM ANALYSIS**
  - Develop hypotheses( brainstorming)
  - Develop predictions/assessment
3. **INTERVENTION DEVELOPMENT**
  - Develop interventions in those areas for which data are available and hypotheses verified
  - Proximal/Distal
  - Implementation support
4. **Response to Intervention (RTI)**
  - Frequently collected data
  - Type of Response- good, questionable, poor

---

---

---

---

---

---

---

---

**Sustaining Implementation:  
Leadership Through Problem-Solving**

- **Problem Identification**
  - Desired Outcome and How it will be Measured:
    - *Implement the use of the Problem-Solving Process to Improve Tier 1 Instruction*
- **Problem Analysis**
  - Brainstorm all available resources/positive factors that might facilitate achievement of desired outcome and all obstacles that might prevent achieving the desired outcome:
    - Resources (+)                      Obstacles (-)

---

---

---

---

---

---

---

---

**Sustaining Implementation:  
Leadership Through Problem-Solving**

- **Implementation**
  - Brainstorm strategies to reduce or eliminate only the obstacle identified in #3 and record them below. These are only ideas. Do not consider feasibility or implementation at this stage.
  - Using the list generated in #4 as a stimulus, but not as a limit to ideas, develop multiple action plans to reduce or eliminate only the obstacle identified in #3. Specify who will do what (descriptively) and by when. **DETAIL IS A MUST!!!!**
- **Evaluation**
  - Plan for evaluation of reduction or elimination of obstacle identified in #3

---

---

---

---

---

---

---

---

**How Do We Sustain RtI at the District Level?**

- Organized by a District PLAN
- Driven by Professional Development
- Supported by Coaching and Technical Assistance
- Informed by DATA

---

---

---

---

---

---

---

---

### Strategies for Sustainability: Its All About the Culture

- **Central Frame, Local Control**
  - Content controlled locally
  - Consensus on local responsibility
  - Acceptance of accountability (building level)
  - Accountability evidenced in performance evaluations
- **Student & Implementation data should inform policy**
  - When data demonstrate adverse or restrictive policies, data should be used to change those policies. Positive approaches cannot be sustain with restrictive policies

---

---

---

---

---

---

---

---

### Strategies for Sustainability

- **Leadership models the dialogue**
  - Problem-Solving Process
  - Multi-Tiered System of Supports
  - Using data to make decisions
  - Flexibility to adjust instruction
  - Consistent reinforcement of the frame
- **Collaboration, not CLOBBER-ATION**
  - School Based Leadership Team
  - Professional Communities
- **Consensus**
  - Regular monitoring and Discussion

---

---

---

---

---

---

---

---

### Strategies for Sustainability

- **Sharing data ON A REGULAR BASIS and celebrating success**
  - Teachers, Students, Community
- **Accountability**
  - Implementation (fidelity) and Student Outcomes
  - Included in Annual Performance Evaluations, at EVERY Level
- **Professional Development**
  - New staff training
  - Support and Mentoring for ALL Staff

---

---

---

---

---

---

---

---

Central Frame  
Local Control

---

---

---

---

---

---

---

---

It's about gentle pressure,  
relentlessly applied!

Vicki Philips, 2008

---

---

---

---

---

---

---

---

Critical Elements Necessary for  
Sustainability

- District Infrastructure
- District Implementation Policies and Procedures
- School Level Infrastructure
- Principal Leadership
- Professional Development and Support
- Data are Non-Negotiable

---

---

---

---

---

---

---

---

**RtI Infrastructure:  
Critical Elements**

- District-Based Leadership Team (DBLT)
- School-Based Leadership Team (SBLT)
- School-Based Coach/Facilitators
  - Professional Development
  - Process Technical Assistance
  - Interpretation & Use of Data
- Evaluation Data

---

---

---

---

---

---

---

---

**The Critical Questions That Must  
Be Answered**

Central  
Local District  
Buildings

---

---

---

---

---

---

---

---

**Critical Questions  
Central Office**

- Are the curriculum and supports all focused on the same mission and outcome—e.g., meeting district standards? (Common Core State Standards, CA Standards?)
- Are all services deployed/distributed in a multi-tier frame consistent with student need (based on performance data)?
- Do the student outcome data reflect an efficient and effective implementation system across *local districts*?
- Can a parent take a student anywhere in the district and realistically expect the same positive outcome for their student?

---

---

---

---

---

---

---

---

**Critical Questions  
Local District**

- Are the curriculum and supports across *buildings* all focused on the same mission and outcome—e.g., meeting district standards? (Common Core State Standards, CA Standards?)
- Are all services deployed/distributed in a multi-tier frame consistent with student need and performance rather than based simply on student population in a school?
- Do the student outcome data reflect an efficient and effective implementation system across buildings?
- Can a parent take a student to any building in the local district and realistically expect the same positive outcome for their student?

---

---

---

---

---

---

---

---

**Critical Questions  
Building**

- Are the curriculum and supports in the building all focused on the same mission and outcome—e.g., meeting district standards? (Common Core State Standards, CA Standards? Consensus Measures)
- Are all services deployed/distributed in a multi-tier frame that is consistent with student need and performance?
- Is the curriculum integrated across the tiers?
- Are students engaged with the learning environment?
- Do the student outcome data reflect an efficient and effective implementation system?

---

---

---

---

---

---

---

---

**Student and Implementation  
Data Should Inform Policy**

---

---

---

---

---

---

---

---

### Student Data Informing Practice at the HS Level

- When more than 20% of students are failing a course, the focus is on the course, not the students.
- When advisement patterns (e.g., remedial math/algebra) result in a trajectory of failure, we look at the advisement pattern.
- When attendance is related to credit recovery, we focus on attendance supports

---

---

---

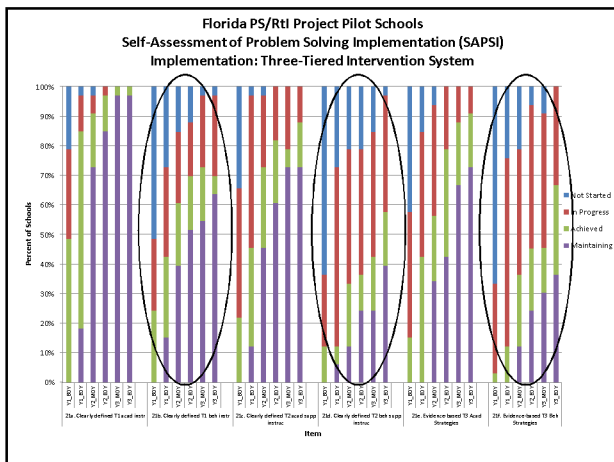
---

---

---

---

---




---

---

---

---

---

---

---

---

### Leadership Models the Dialogue

---

---

---

---

---

---

---

---

### What do we know about systems change & Rtl?

- Communicate a clear and common vision
  - Common Language & Common Understanding
- Planned and pursued in a systematic manner over time
- One size does *NOT* fit all
  - *NASDSE* District & School Blueprints
- Professional development is critical
- Outcome evaluation is *NON-NEGOTIABLE!*

---

---

---

---

---

---

---

---

### Principal's Role in Leading Implementation of Rtl

- Models Problem-Solving Process
- Expectation for Data-Based Decision Making
- Scheduling "Data Days"
- Schedule driven by student needs
- Instructional/Intervention Support
- Intervention "Sufficiency"
- Communicating Student Outcomes
- Celebrating and Communicating Success

---

---

---

---

---

---

---

---

### Collaboration Not Clobber-ation

---

---

---

---

---

---

---

---

### School-Based Infrastructure

- School-based leadership team (SBLT)
- School-based coach
  - Process Technical Assistance
  - Interpretation and Use of Data
- Master Calendar
- Data Days
- Evaluation Model

---

---

---

---

---

---

---

---

### Why have past educational initiatives failed?

- Failure to achieve CONSENSUS
- School culture is ignored
- Purpose unclear
- Lack of ongoing communication
- Unrealistic expectations of initial success
- Failure to measure and analyze progress
- Participants not involved in planning

---

---

---

---

---

---

---

---

### Sustaining Consensus

---

---

---

---

---

---

---

---

## Strategies

- Monitoring through the use of staff beliefs, practices and skills surveys
- School-wide meetings following each benchmark data analysis/report card event
- Use of the problem-solving process to overcome barriers to implementation

---

---

---

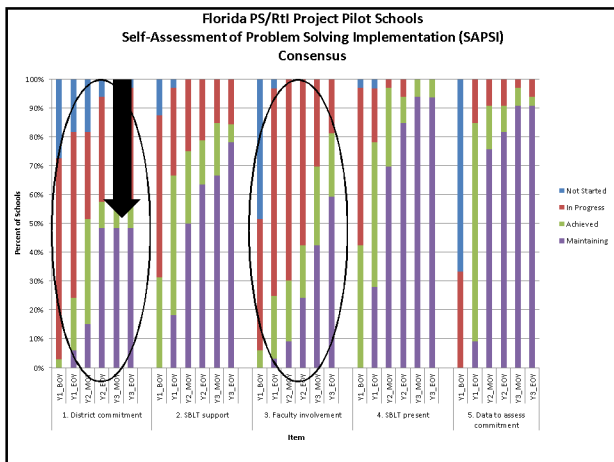
---

---

---

---

---




---

---

---

---

---

---

---

---

## Sharing Data and Celebrating Success

---

---

---

---

---

---

---

---

### Levels of Implementation and Impact on RtI Schools in LAUSD-Using SAPSI

	Hi Implementing Schools	Low Implementing Schools
Developing hypothesis for undesired performance	40%	20%
Data collected to confirm hypothesis	50%	32%
Intervention Plan Developed	30%	21%
Teacher receives staff support to implement plan	40%	14%
Data Collected to Ensure Plan Was Implemented As Intended	60%	14%
API 08-09	747	710
API 09-10	763	721
Growth	+16	+11

---

---

---

---

---

---

---

---

---

---

### CST and Periodic Assessments What is the Message Here?

Grade 2  
Periodic Assessment 1 Scores Comparison

Local District	2009 – 2010 Fall % Proficient	2010 – 2011 Fall % Proficient	Change In Percentage of Proficient
LAUSD total	56	66	+10
LD1	65	75	+10
LD2	55	67	+12
LD3	62	70	+12
LD4	59	68	+9
LD5	51	60	+11
LD6	56	65	+9
LD7	45	57	+12
LD8	54	64	+10

---

---

---

---

---

---

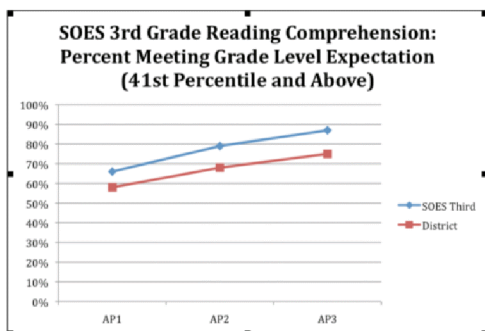
---

---

---

---

### Seven Oaks




---

---

---

---

---

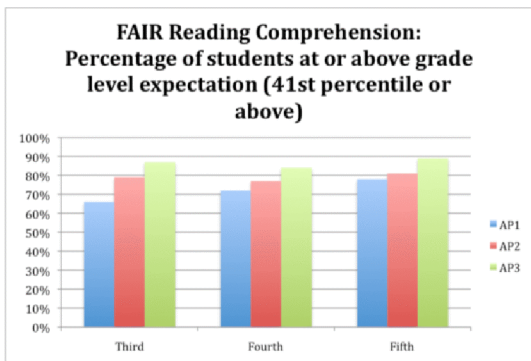
---

---

---

---

---



---

---

---

---

---

---

---

---

### Accountability

---

---

---

---

---

---

---

---

### Key Elements of Accountability

- Implementation Integrity
  
- Performance evaluations
  - Implementation levels
  - Student outcomes

---

---

---

---

---

---

---

---

## Monitoring Implementation and Integrity

---

---

---

---

---

---

---

---

## Monitoring Tools

- SAPSI
- Integrity Measures
- Satisfaction
- Beliefs
- Student Outcome Data

---

---

---

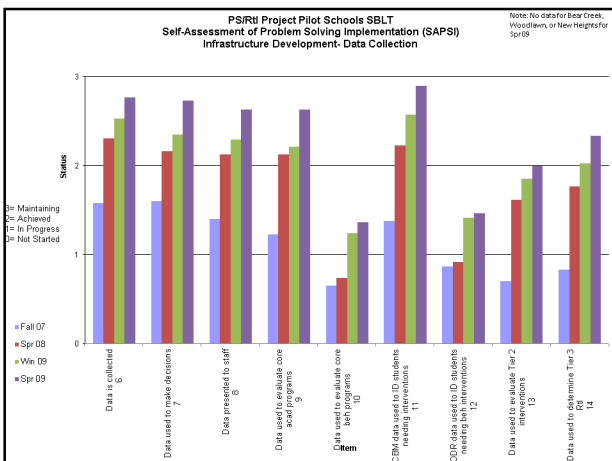
---

---

---

---

---




---

---

---

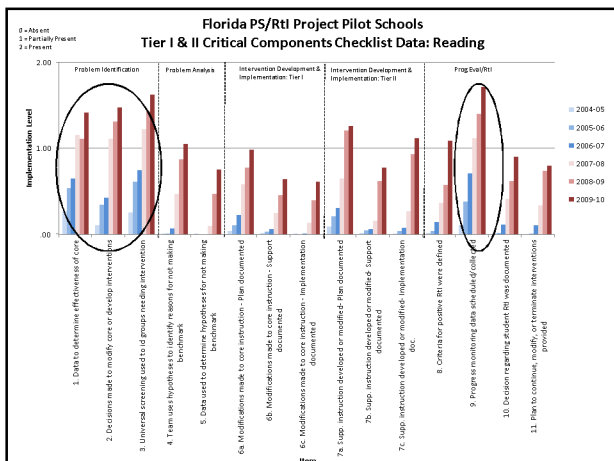
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

---

---

**Professional Development**

---

---

---

---

---

---

---

---

---

---

---

---

**We know what to do.  
How come it isn't happening?**

**Some Specific Skill Sets  
For  
Administrators, Teachers, & Systems**

---

---

---

---

---

---

---

---

---

---

---

---

### Specific Skill Sets

- Implementers of the four step problem-solving process
- Demanders of data!
- Implementers of universal screening and progress monitoring data collection in literacy, numeracy, and behavior
- Users of data to inform the development and evaluation of interventions
- Ability to evaluate of fidelity to core instruction

58

---

---

---

---

---

---

---

---

### Specific Skills Set

- Ability to evaluate positive, questionable, and poor response to instruction/intervention for large and small groups as well as individual students
- Ability to use consultation and group facilitation to ensure communication, collaboration, and technical assistance
- Ability to listen, question, paraphrase, summarize, synthesize, display empathy, assert but tactfully provide feedback

59

---

---

---

---

---

---

---

---

### *We need Teachers, Administrators, & Systems that...*

- Can analyze and use data to improve instruction that results in student learning
- Can apply effective instruction strategies for literacy and numeracy across all content areas
- Understand and believe special education is the last option for students not achieving (not the first stop)
- Know and use applied behavior analysis or behavior techniques that catch students 'being good'

60

---

---

---

---

---

---

---

---

***We need Teachers & Administrators that...***

- Have good interpersonal relationship skills
- Have fire in the belly for kids
- Aren't afraid of failure or taking risks
- Challenge authority in professional ways (e.g., assertive but tactful feedback)
- Rely on research and evidenced-based practices to go after student learning and behavior

61

---

---

---

---

---

---

---

---

***We need Teachers & Administrators that...***

- Know, understand, and can teach in culturally relevant and responsive ways
- Understand and can teach students learning a second language
- Understand and can teach standard English learners
- Use school-based data to determine the effectiveness of academic and behavior instruction at the core and strategic and intensive levels of instruction
- Have skills to engage students and families in the instruction and intervention process of education

62

---

---

---

---

---

---

---

---

**Leading Together Through Responsible Transparency**

**Nine Necessary Behaviors :**

1. Being overwhelmingly honest
2. Gathering intelligence
3. Being Composed
4. Letting your guard down
5. Keeping promises
6. Properly handling mistakes
7. Delivering bad news well
8. Avoiding destructive comments
9. Showing others that you care

*Pagano&Pagano, 2004*

---

---

---

---

---

---

---

---

### Professional Development: Pedagogy

- Direct Instruction
- Modeling
- Practice
- Feedback
- Application
- Technical Assistance

---

---

---

---

---

---

---

---

### Personnel Needed

- Trainers
- Coaches
- Evaluators

---

---

---

---

---

---

---

---

### Developing a Resource Map

- Focus of PD is SBLTs
- 10 SBLTs trained at one time
- 5 days of training
- 5-7 days of TA
- Trainers needed
  - # teams Divided by 10 = 1 Training Group
  - # Groups X 10/12 Days

---

---

---

---

---

---

---

---

## Training Sequence

1. Train Trainers
2. Train Coaches and Principals
3. Train District Personnel
4. Train SBLTs
  - SBLT's train school staff
5. Data Infrastructure
  - Assessment Tools
  - Technology for Analysis of Data (e.g. Survey Monkey)

---

---

---

---

---

---

---

---

---

---

## Implement the RtI Professional Development Plan

- Identify ALL personnel who will be available to support training at the district level.
- Identify ALL personnel who will be available to support implementation at the building level.
- Do job descriptions/roles need to be changed for some personnel areas?
- Do personnel evaluations need to be modified to incorporate new job descriptions/roles?
- *Who has the responsibility for doing this in your district and how are you doing with this task?*

---

---

---

---

---

---

---

---

---

---

Problem Solving - Response to Instruction/Intervention Training Outline

	Year One	Year Two	Year Three
Day 1	<b>Curriculum</b> Change Model- Consensus, Infrastructure, Implementation Big Ideas of Problem Solving Four Problem Solving Steps - Overview Problem Identification Problem Analysis Intervention Design/Implementation Response to Instruction/Interventions Three Tiers Model of Service Delivery Law - NCLB, IDEA, Florida Rule/Statute Formation, Function and Purpose of Problem Solving Teams <b>Data Collection</b> Beliefs Survey Perception of Practices School Personnel Satisfaction Days 1 & 2 back to back	<b>Curriculum</b> Review of Year 1 Training Consensus Focus on Tier One Four Problem Solving Step State Rtl Plan National Rtl Data Review Data from Year One S&P/ID Data Survey Data Skill Assessment Data Strategies for Consensus Roles for Team Members <b>Data Collection</b> Perception of Practices School Personnel Satisfaction Skill Assessment Training Evaluation Technical Assistance Session (1)	<b>Curriculum</b> Problem Solving Case Study Example Tier Three Problem Identification T1, T2, T3 data source Linking the Tiers in context Using Tier Two data to determine effectiveness of Tier Two and appropriateness of Tier Three intervention T3 Problem Analysis Hypothesis Generation, Validation, Prediction Statements Worksheet - Problem Identification, Problem Analysis School Blueprint - Consensus <b>Data Collection</b> Skill Assessment Training Evaluation Technical Assistance Session (1)
Day 2	<b>Curriculum</b> Step 1 - Problem Identification Tier One Data Sources Academic, Behavioral Replacement Behavior Current Performance Benchmark Performance Peer Performance Gap Analysis <b>Data Collection</b> Perception of Skills Beliefs Survey Skill Assessment Training Evaluation Technical Assistance Session (1)	<b>Curriculum</b> Data Feedback Activity Examples: Tier 1 Data Indicating Tier 2 Needs Tier 2 Deficit & Characterized Standards/Intervention Protocol Strategies for Identifying Tier 2 Standard Protocol Needs Tier 2 and the K-12 Reading Plan <b>Data Collection</b> Skill Assessment Training Evaluation Technical Assistance Session (1)	<b>Curriculum</b> Case Study Review Review T3M Cases Briefly Skill Assessment Performance Review Integrated Tier One, Tier Two, Tier Three Scheduling with examples Review of Master Schedule & Resource Maps Tier Three Intervention Development Characteristics of Tier Three Interventions Intervention Support Comprehensive Intervention Plan Tier Three Components 1 & 2 Green Book Examples/References Worksheet - Intervention Development School Blueprint - Infrastructure Collect School Blueprint - Consensus <b>Data Collection</b> Skill Assessment Training Evaluation Technical Assistance Session (1)

---

---

---

---

---

---

---

---

---

---



## Evaluating the Implementation of Professional Development

---

---

---

---

---

---

---

---

## Resources

- [www.floridarti.usf.edu](http://www.floridarti.usf.edu)
  
- [www.florida-rti.usf.edu](http://www.florida-rti.usf.edu)

---

---

---

---

---

---

---

---

## Program Evaluation Methods

1. Skill Assessments During Training
  - Direct Assessments
2. Skill Assessments During Application
  - Observations
3. Permanent Products
  - Review
4. Implementation
  - Self Reports

---

---

---

---

---

---

---

---

**It's About Every Ed...**  
***Your Cheese Will Move...***

- ★ Become change agents rather than victims
- ★ Use positive forces, blunt negative ones
- ★ Perfect happiness and harmony don't exist
- ★ Alliances and partnerships are major vehicles for change. *It is about relationships!*
- ★ Make the best of your situation- learn to make lemonade out of onions...
- ★ Repeatedly say "I love my job, I love my job, I love my job!"

---

---

---

---

---

---

---

---

It ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

Because the innovator has for enemies all those who have done well under the old conditions, and lukewarm defenders among those who may do well under the new.

Machiavelli

---

---

---

---

---

---

---

---