


**How to Move a Mountain:
Rtl, Problem-solving, and Systems
Change**

Midwest Instructional Leadership Council



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Objectives for Today

- Identify and discuss challenges to implementation of sustainable systems that increase outcomes for all students
- Identify and understand factors that serve as barriers and resisters to meaningful and sustained systems change
- Identify key systems change issues that are critical to address
- Learn about miLc System Analysis tools and strategies
 - Hear how this has been helpful in schools that have been involved.

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About Us

- Nonprofit organization formed June 2010
- Focus of the organization is **“building and sustaining capacity for improving the achievement of all children”**
- Pursuing that mission by:
 - Professional development conferences and institutes
 - Embedded coaching and support
 - Bridging research and practice

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Systems Change Not Another Initiative

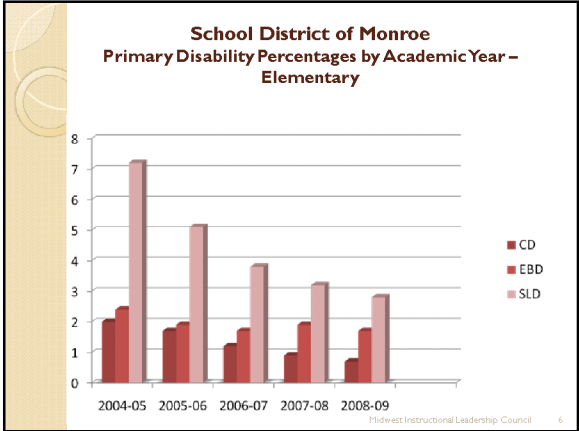
- Systems view and analysis is necessary to promote sustainable school improvements
- Analysis of practices and beliefs is required
- Self-assessment is difficult
- Objective standards for systems components are necessary

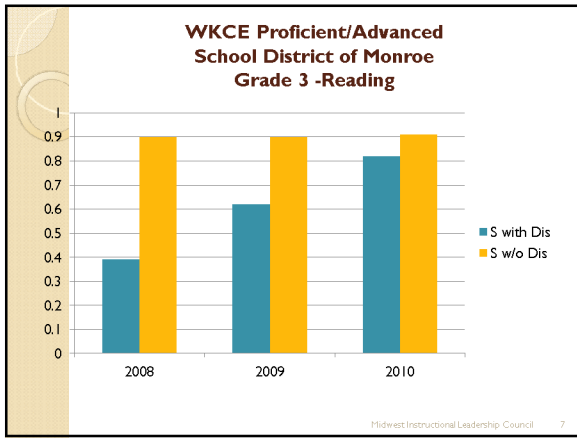
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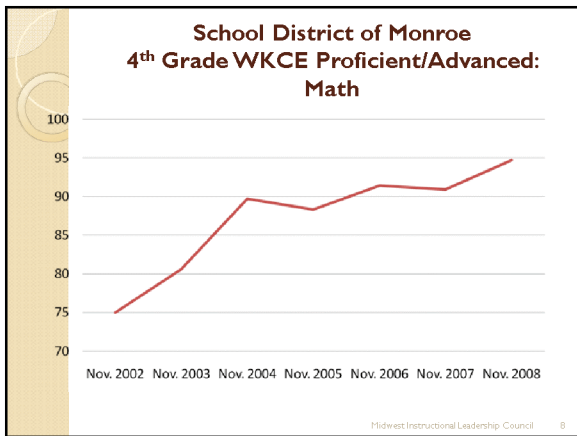
Outcomes Observed

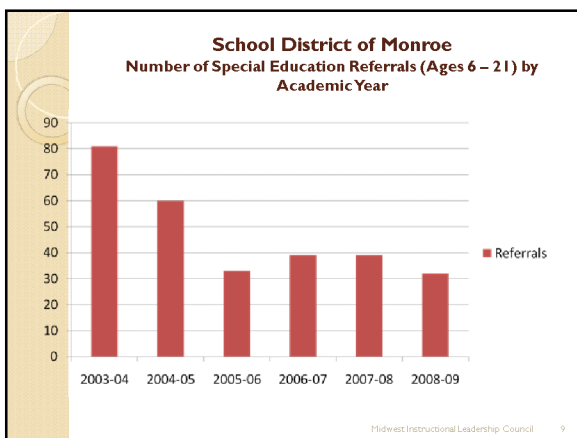
Effect of Changing Systems

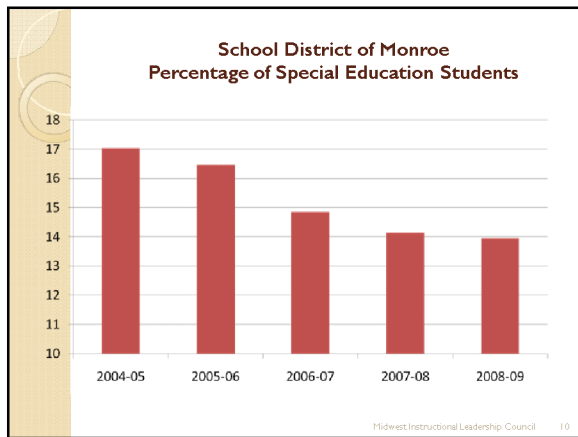
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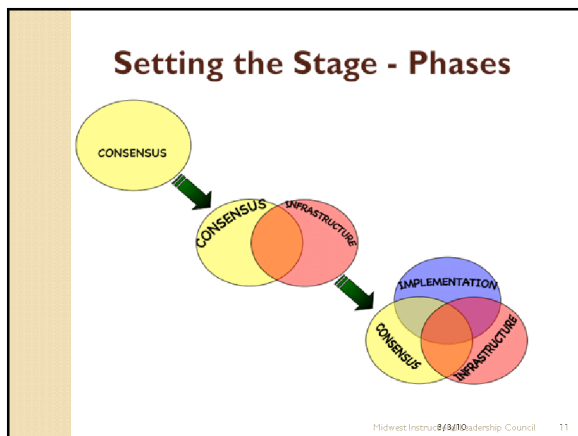












The 3 Stages of RtI Implementation

- **Consensus Building**
 - The stage where RtI concepts are communicated broadly to implementers and the foundational "whys" are taught, discussed and embraced.
- **Infrastructure Building**
 - The stage where districts and sites examine their implementations against the critical components of RtI, find aspects that are being implemented well and gaps that need to be addressed. Infrastructure building centers around closing these practice gaps.
- **Implementation**
 - The stage where the structures and supports are put in place to support, stabilize and institutionalize RtI practices into a new "business as usual."

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Systems Change Model for RtI

Batsche and Tilly

- **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 Management
 - Technology support
 - Decision-making criteria established
- **Implementation**

Curtis, M. J., Cohen, R., & Castillo, J. (2009). Facilitating Implementation of PSRRI Using Systems Change Principles. NASP Convention, Boston, MA. Midwest Instructional Leadership Council 13

miLc System Analysis Tool and Process

- Elements of "Highly Effective Schools"
 - Vision
 - Leadership
 - Instruction/Intervention
 - Decision-making
 - Resource allocation
- NASDSE Blueprints
- Kansas Multi-tier System of Support
- Wallace, Blasé, Fixsen, Naaom
- Marzano and Waters

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miLc System Analysis Tools and Process

- Stages of Scale-up
 - Batsche and Tilly
- Level of Implementation
 - Not Implementing
 - Consensus Building
 - Infrastructure Building
 - Implementation
 - Sustainability
- Actions Needed

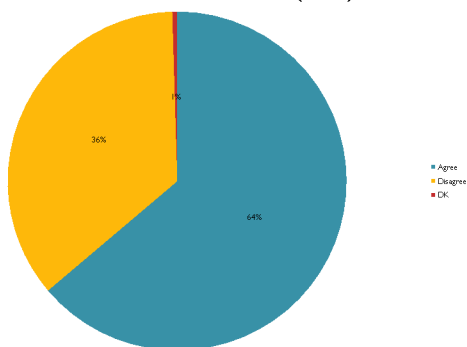
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Culture, Beliefs, and Expectations

- I believe that **all** children have the ability to achieve high academic and behavioral standards?
- Students with high incidence disabilities receiving special education services are capable of achieving grade level benchmarks/standards?
- **All** students can achieve grade level benchmarks if they have sufficient support?

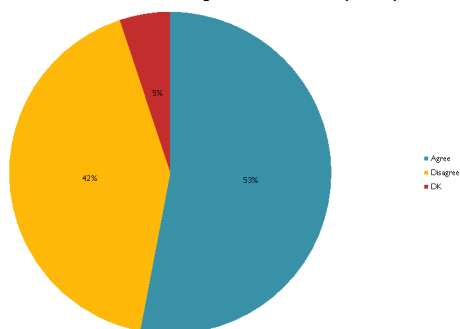
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Q. I believe that ALL children have the ability to achieve to high academic and behavioral standards. (N=650)

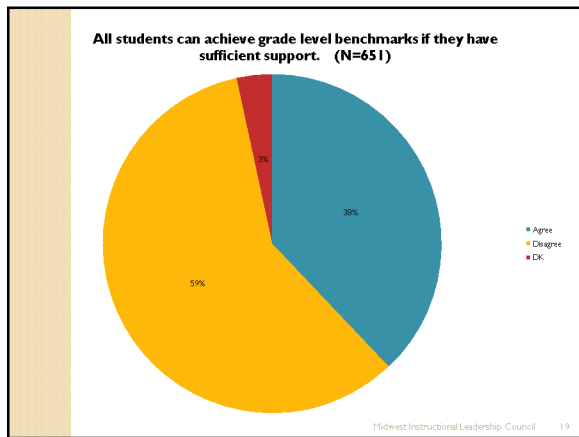


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Students with high incidence disabilities (LD, EBD, S/L) receiving special education services are capable of achieving grade-level benchmarks/standards in reading and mathematics (N=651)



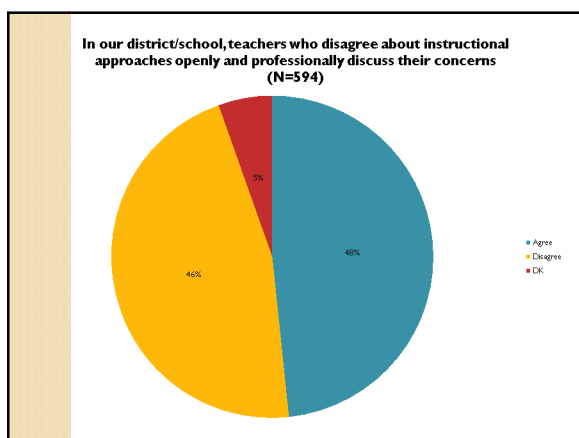
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Culture, Beliefs, and Expectations

- General education teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body?
- Prevention and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education?
- In our district or school, staff who disagree about instructional approaches openly and professionally discuss their concerns?

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What Does This Mean to Educational Leaders?

- Are beliefs about students and their abilities the “reality” or are there other explanations to which educational leaders should attend?
- In what ways will the disconnect between beliefs and practices hinder implementation efforts?

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What Does This Mean to Educational Leaders?

The public school establishment is one of the most stubbornly intransigent forces on the planet. It is full of people and organizations dedicated to protecting established programs and keeping this just the way they are. Administrators talk of reform even as they are circling the wagons to fend off change, or preparing to outflank innovations.

(Bennett, Finn, & Cribb, 1999)

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What Does This Mean to Educational Leaders?

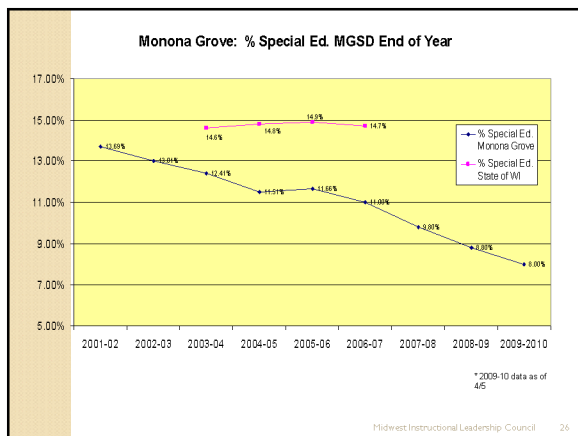
- Organizations [districts/schools] are perfectly designed to get the results they are getting.
- Are you satisfied with the results that your district and/or school is getting?
 - Students of color?
 - Students with disabilities?
 - Students and families experiencing poverty?
 - Students with limited English proficiency?
 - Students at-risk?
- How do you know?

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Status Quo Versus Paradigm Shifting Questions?

- **Status quo questions**
 - What program can we get this student into?
 - What label is best for this student?
 - What tests and/or assessments are best to get the result we are seeking [placement into a program or service]?
- **Paradigm Shifting Questions**
 - How will we respond when students enter our doors unequally prepared for success?
 - What do students need in order to achieve high expectations and how will we get those resources to those students?
 - Is our focus laser-like or do we chase every new and shiny thing?
 - Do our staff possess the knowledge, skills, and support required to do the work required in the new paradigm?

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Organizational Assessment

Continuous School Improvement/Response to Intervention
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Ed O'Connor, Ph.D. – Lead Organizational Consultant and Instructional Data Coach

John H Faust – Executive Director

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About Us...

- **Origins...A Rainy Night in Georgia**
- **Nonprofit organization formed in June 2010**
- **Focus of our organization – “building and sustaining capacity for improving the achievement of all children”**
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 - Bridging research and practice

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Continuous Improvement Response to Intervention....

- **Are long-term systems change...not just another initiative**
- **A systems view and analysis is necessary to promote sustainable school improvement**
- **An analysis of practices **and** beliefs is required**
- **Objective standards for systems components are necessary**

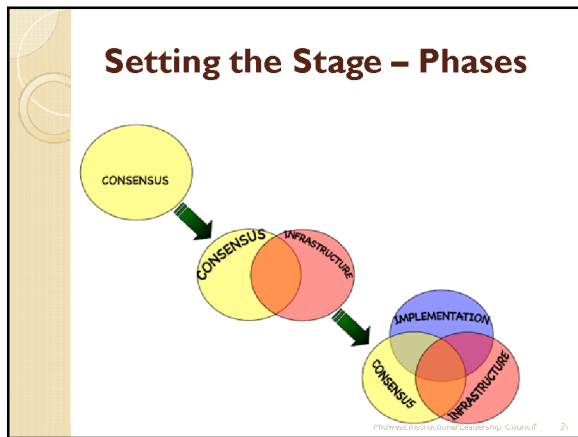
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Systems Change Model for Rtl

(Batsche and Tilly)

- **Consensus**
 - Belief is shared
 - Vision is agreed upon
 - Implementation requirements are understood
- **Infrastructure Development**
 - Regulations
 - Training/Technical Assistance
 - Model
 - Tier I and Tier II intervention systems [e.g., K-3 Academic Support Plan]
 - Data management
 - Technology support
 - Decision-making criteria are established
- **Implementation**

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- ### miLc System Analysis Tool & Process
- **Elements of “Highly Effective Schools”**
 - Vision
 - Leadership
 - Instruction
 - Intervention
 - Decision-making
 - Resource allocation
 - **NASDSE Blueprints**
 - **Learning First Alliance**
 - **Kansas Multi-tier System of Support**
 - **Wallace, Blasé, Fixsen, Naaom**
 - **Marzano and Waters**
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- ### miLc System Analysis Tool & Process
- **Online survey**
 - Demographic information
 - Beliefs
 - Practices
 - **Focus group interviews [Leadership Teams]**
 - **Data review**
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miLc System Analysis Tool & Process

- **Stages of scale-up** [Batsche & Tilly]
- **Level of Implementation**
 - Not implementing
 - Consensus building
 - Infrastructure development
 - Implementation
 - Sustainability
- **Actions needed**

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End Result...

- **Written Report**
 - District
 - Buildings
- **Report Contents**
 - Summary
 - Survey responses and charts
 - Beliefs and practices charts
 - Disaggregated responses by survey question
- **Oral Report**
 - District
 - Buildings

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How Long Does This Take...

- **Focus group interviews**
 - 60-90 minutes per location
- **Online survey**
 - 30-45 minutes per respondent
- **Oral Reports**
 - 60-90 minutes per location

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What Happens Afterward...

- **District decision**
- **Some districts/schools have opted for**
 - Assistance in data analysis and alignment of data targets throughout the system
 - Establishing endpoint targets
 - Assessment 101
 - Planning [short and long-term]
 - Assistance with data retreats

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Implementation Time-line

Full implementation: 3-5 years

Entry and acceptance phase: 2-3 years

Implementation with high accuracy and sustainability:
5-10 years (OSEP, 2004)

Curtis, M. J., Cohen, R. & Castillo, J. (2009). Facilitating Implementation of PBS/RtI Using Systems Change Principles. NASP Conference, Boston, MA.

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The Good, The Bad and The Ugly...

STORIES FROM THE "TRENCHES"

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