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Doing What We Know:

Relentlessly doing whatever it takes to improve achievement through MTSS by the empowerment of and synergy with our colleagues



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3 Minute Management Course

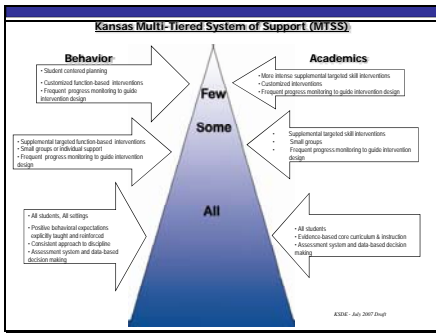


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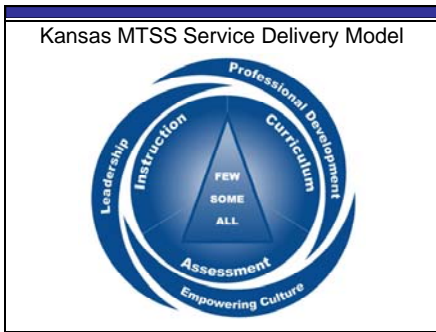
This concludes your three minute management course.

Now, get out there!

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KANSAS
Multi-Tier System of Supports (MTSS)
Innovation Configuration Matrix (ICM)


- **Leadership and Empowerment**
- **Assessment**
- **Curriculum**
- **Instruction**
- **Data-Based Decision Making**
- **Integration and Sustainability**



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Assumptions About Change

- Do not assume that your version of what the change should be is the one that should or could be implemented.
- Assume that any significant innovation, if it is to result in change, requires individual implementers to work out their own meaning.




Fullan, 2002

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Assumptions About Change

- Assume that conflict and disagreement are an inevitable and fundamental part of successful change.
- Assume that people need pressure to change (even in ways which they desire), but it will only be effective when they are allowed to react, to form their own position, to interact with other implementers, to obtain technical assistance, etc.



Fullan, 2002

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The Truth: Part 1

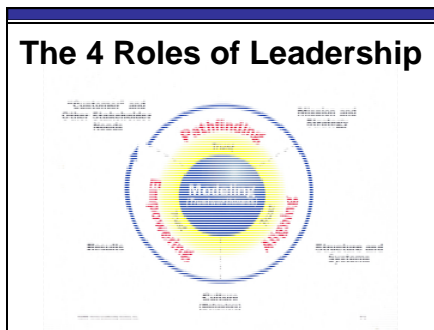
Every organization is perfectly aligned for the results it gets.

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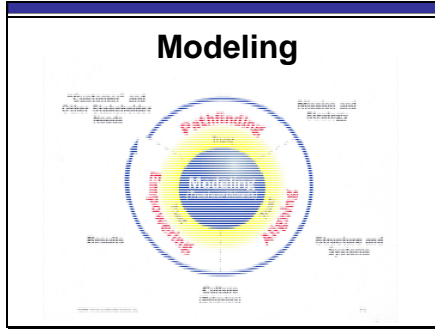
The Truth: Part 2

Every person is perfectly aligned for the results he/she gets.

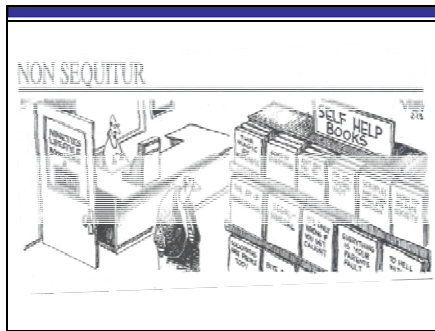
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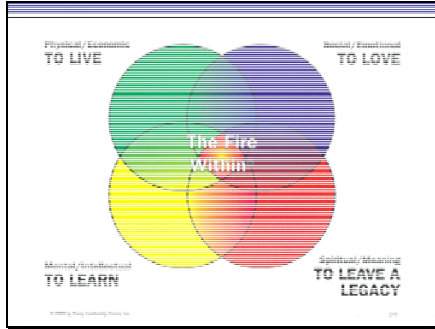


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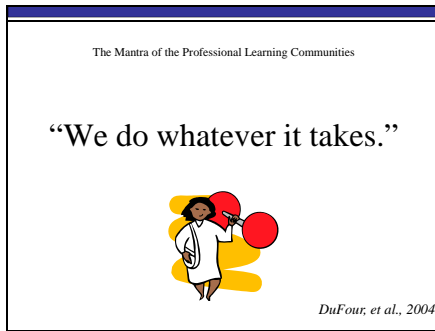
This above all
to thine own self be true,
and it must follow, as the night the day,
thou canst not then be false to any man.

Shakespeare

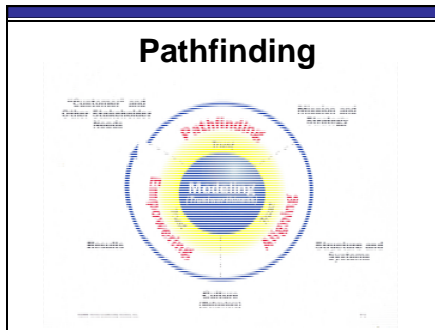
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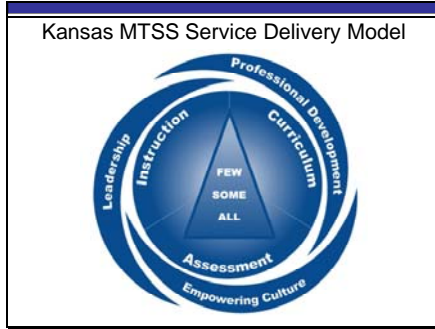
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A Remarkable Convergence

Powerful Factors that are deeply compatible—indeed synergistic.

- Moral purpose
- Understanding change
- Developing relationships
- Knowledge building
- Coherence making



Fullan, 2001

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"We are convinced that every student can and will achieve grade-level standards or above, and because of this conviction, every member of the Los Pen staff lives by a 'No Excuses, Whatever it Takes' philosophy. We believe we can create a school of learners who can achieve future goals that up to this point would have been but a distant dream: goals of being the first in their family to graduate from a university, goals of breaking the chain of history of poverty, goals of entering a profession. It is the power of our belief in *the ability of every student to achieve success* that makes us strong."

Darren Lopez, Principal, Los Penasquitos in DuFour, et al., 2004


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Like the medical community after 1910, education must own up, collectively, to the gap between what we know and what we do, between "what we've always done" and what our clients need. Public schools, as an institution, must care enough about kids to be unafraid to express, in Roland Barth's words, our "moral outrage at ineffective practices." (2002)

Schmoker, 2006

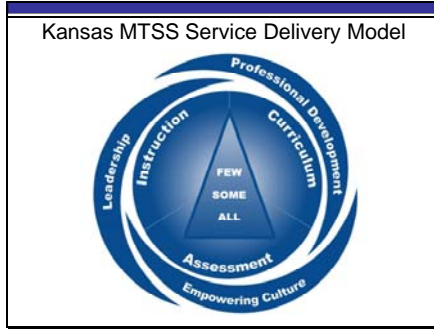
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It is time for the education professions to develop a healthy amount of what Roland Barth calls "moral outrage at ineffective practices" (2002).



Schmoker, 2006

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**KANSAS
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The effective school research challenged the long-standing belief that only those who has won the genetic lottery were capable of high levels of learning .

Compelling evidence was presented to support two bold new premises: first, "all students can learn" and second, "schools control the factors necessary to assure student mastery of the core curriculum."

Lezotte, 2004 in DuFour, et al., 2004

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In the Professional Learning Community,
failure is not an option!

Student success is not a variable,
it is a given.

Time and resources are the only variables.

DuFour, et al., 2004

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Marzano (2003) has described three different levels of curriculum.

The first is the intended curriculum—
what we intend for each student to learn.

The second is the implemented curriculum—
what is actually taught.

The third is the attained curriculum—
what students actually learn.

DuFour, et al., 2004

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The Stretch Culture

The Professional Learning Community model is based on the premise that all student benefit when placed in a challenging and supportive environment. The staff of a Professional Learning Community attempts to create a culture that stretches all students beyond their comfort zone and then provides the support to help them be successful in meeting the challenge.

DuFour, et al., 2004

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Unfortunately, structural changes have little lasting impact unless the changes ultimately become deeply rooted in the school's culture—the assumptions, beliefs, expectations, values, and habits that constitute the norm for that school.

DuFour, et al., 2004

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Cultural Shifts for Developing the Culture of a Professional Learning Community

1. From a focus on teaching to a focus on learning
2. From working in isolation to working collaboratively
3. From focusing on activities to focusing on results
4. From fixed time to flexible time
5. From average learning to individual learning
6. From punitive to positive
7. From "teacher tell/student listen" to "teacher coaching/student practice"
8. From recognizing the elite to creating opportunity for many winners

DuFour, et al., 2004

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Schools that attend to both strategies—building a collaborative culture that focuses on student learning and creating a system of timely interventions for students—experience a powerful synergy.

DuFour, et al., 2004

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Kansas MTSS Service Delivery Model



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Collaboration


An unnatural act committed by unconsenting and unwilling people despite their mutually benefiting goals.



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Seven Essentials to Developing Relationships


1. Setting clear standards
2. Expecting the best
3. Paying attention
4. Personalizing recognition
5. Telling the story
6. Celebrating together
7. Setting the example



Kouzes & Posner, 1998

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Completion of tasks and achievement of objectives will not, however, fuel momentum unless people in the school are made aware of the progress that is being made [through celebration.]

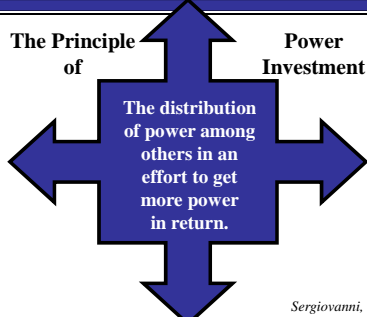


DuFour, et al., 2004

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The Principle of Power Investment

The distribution of power among others in an effort to get more power in return.




Sergiovanni, 1990

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**Strong Principals Who Empower Teachers
(Simultaneous Loose/Tight Leadership)**

Leadership was widely distributed in each of four schools.



The collaborative team process in place in each of the schools was designed to encourage very fluid situational leadership.

DuFour, et al., 2004

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Stakeholder involvement and buy-in throughout all stages of the implementation process

-Nothing about us without us!

Fixsen, et al., 2005

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Commitments to Face Adversity, Conflict, and Anxiety

At the same time they are encouraging autonomy and discretion, principals must insist on adherence to certain tenets that are essential to the Professional Learning Community concept and make it clear that teachers autonomy does not extend to disregarding those tenets.

These leaders encourage freedom within parameters—
“an ethic of entrepreneurship within a culture of discipline.” *Collins, 2001*

DuFour, et al., 2004

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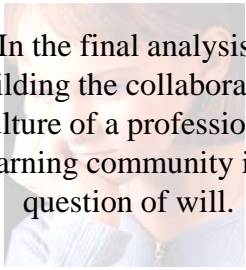
“Change zealots tend to demonize resisters, but they are not really bad people.

Like all of us, they are product of their history. They have had experiences that have led to the adoption of certain deeply ingrained behaviors and habits...

The best solution is usually honest dialogue.”

John Kotter, 1996, in DuFour, et al., 2004

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In the final analysis,
building the collaborative
culture of a professional
learning community is a
question of will.

DuFour, 2004

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Kansas MTSS Service Delivery Model




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The problem starts at the secondary level, not with the originator or developer of the idea, but with the people who are attracted by it, who adopt it, who cling to it until their last nail breaks, and who invariably lack the overview, flexibility, imagination, and, most importantly, sense of humor, to maintain it in the spirit in which it was hatched. Ideas are made by masters, dogma by disciples, and the Buddha is always killed on the road.

Robbins, 1980

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While they are not effective by themselves for producing changes in clinical settings, training workshops are an efficient way to impart important outcomes.



Joyce & Showers, 2002

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Training by itself seems to be an ineffective approach to implementation.



Fixsen, et al., 2005

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After a few decades of research on training, teachers, Joyce & Showers (2002) began to think of training and coaching as one continuous set of operations designed to produce actual changes in the classroom behavior of teachers. One without the other is insufficient.

Fixsen, et al., 2005

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In highly functional systems, staff evaluation is part of a sequence of supports designed to have good people well prepared to do an effective job.

Fixsen, et al., 2005

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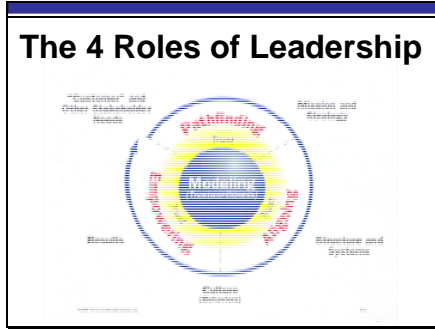
The Mantra of the Professional Learning Communities

“We do whatever it takes.”



DuFour, et al., 2004

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*“To know and not do
is really not to know.”*

Covey, 2002

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If you're not hopelessly confused,
you're out of touch!
If you are hopelessly confused,
then you only have one choice—
try stuff.

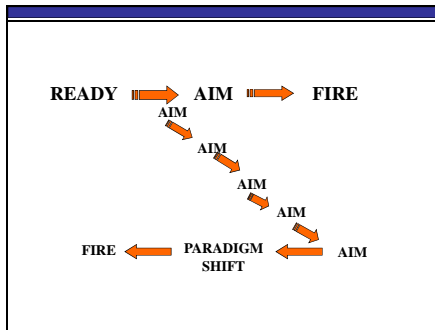
Peters, Embracing Chaos, 1993

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Above all,
Try something.

Franklin D. Roosevelt

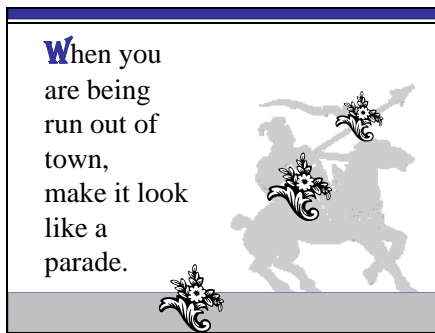
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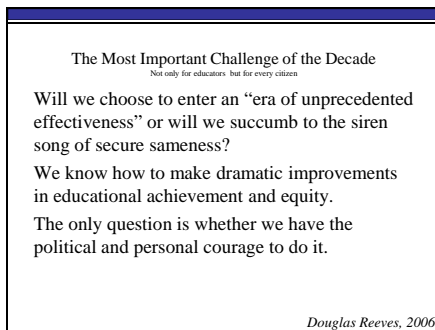
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August, 2008 Steve Kukic's Collection
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Books:

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