Strategically Leveraging Building Leaders to Foster Adaptive Change for an Effective, Sustainable Multi-Tiered System of Supports

Gardner Public Schools

Energizer

Read "When Leadership Spells Danger," up through the section entitled "Why Leading is Difficult." (Halfway through page 35)

Educational Leadership, April 2004, pp. 33-37

by Ronald Heifetz and Marty Linsky

INTRODUCTIONS

- Your Name
- Your Role
- District and School with Grade Levels (if applicable)
- Please describe a technical or adaptive challenge you have noticed. (Does not have to be at work.)

AGENDA

- SystemThink
- Gardner's Outcomes & Context
- Guiding Principles
- Key Ideas
- Gardner's MTSS

# *SystemThink?*

MCAS: 10th Grade Math
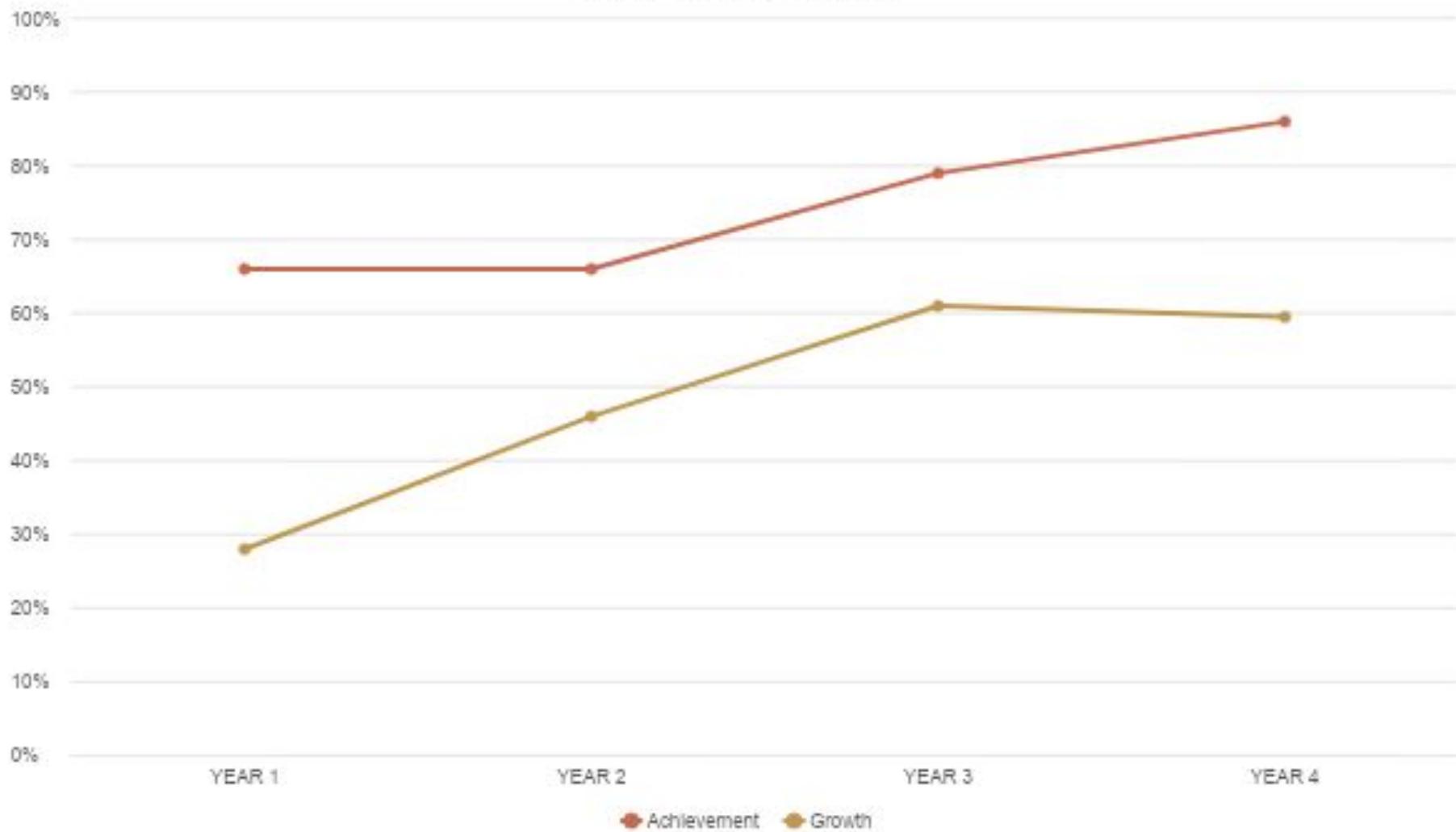
MCAS: 10th Grade ELA

Drop-out Rate

Graduation Rate

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Rate	93.3%	93.8%	96.1%	95.9%

Attendance Rate

What does that data say to you?

SystemThink

When we ask, "Was this school…

- Doing the right things?"
- Doing things right?"

MCAS: Grade 10 Math
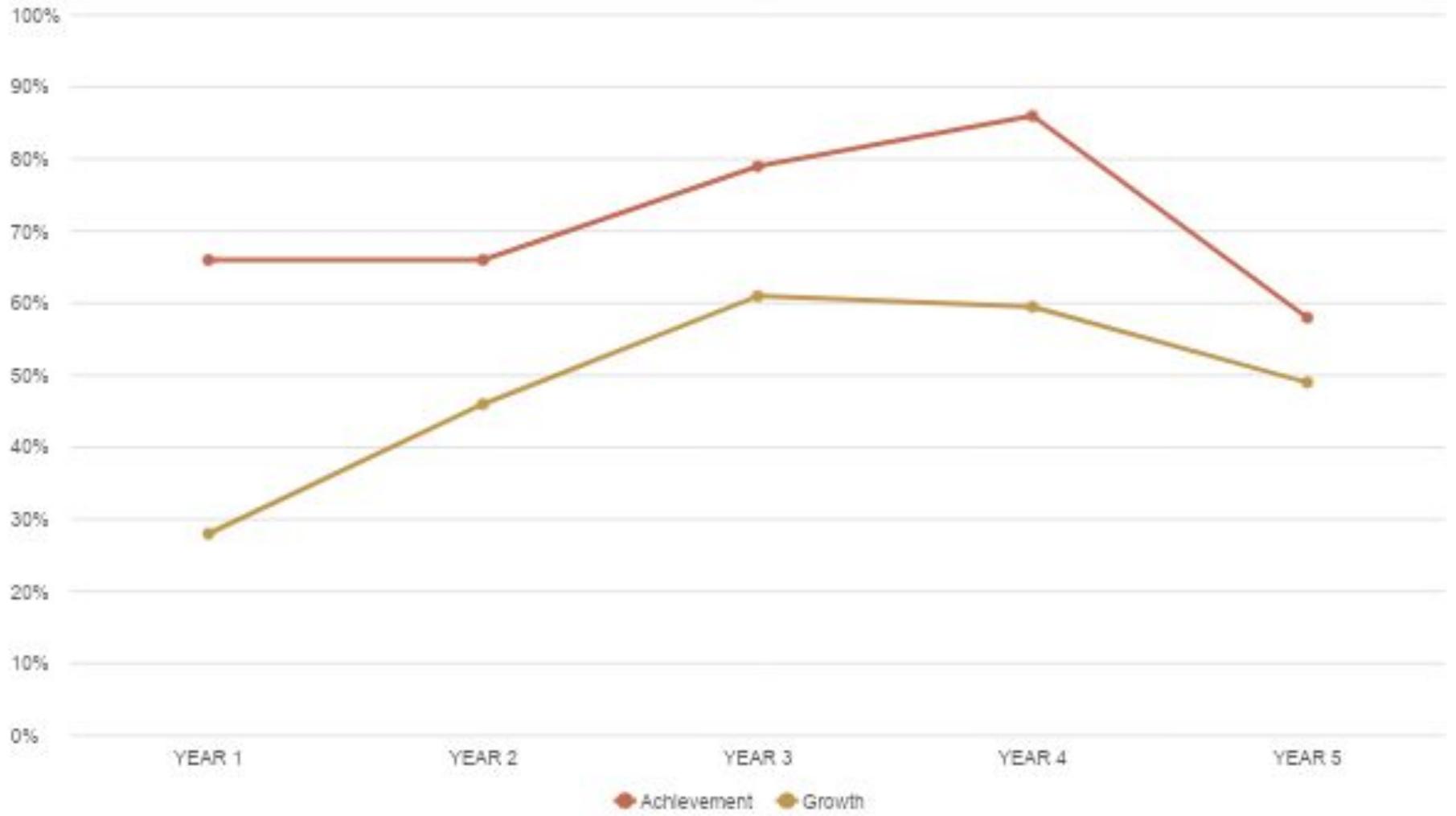
MCAS: Grade 10 ELA
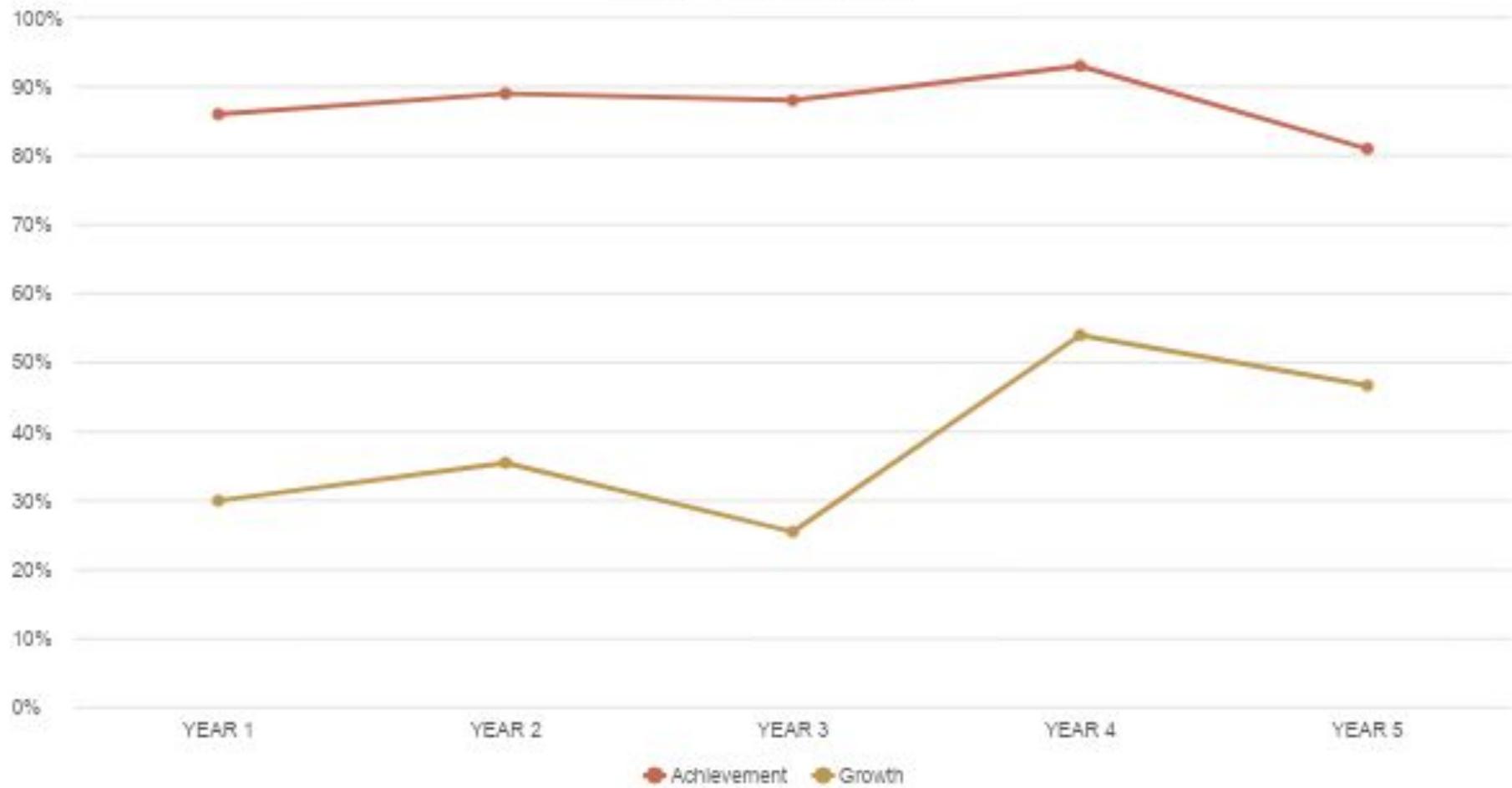
Drop-out Rate

Graduation Rate

Attendance Rate

Chronic Absenteeism

THIS Data Shows…

- We were doing the right things, BUT
- I was not doing things right!

"I" am not a system!

- *Unsustained Student Outcomes*
- *I Suffered*
- *Teachers didn't change; they complied.*

Gardner's Context & Outcomes

Gardner Schools

Student enrollment: 2400
   4 Schools:
      Elementary PK-4
      Middle School 5-7
      High School 8-12
      Alternative School 9-12

Gardner Demographics

Select Populations

- **High Needs: 72.7%**
- Students w/ Disabilities: 21%
- Low Income: 66.9%
- ELL: 6.3%
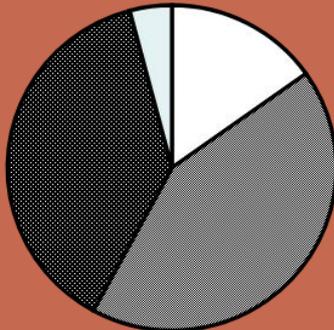
Race/Ethnicity

- White-61.7%
- Hispanic-25.5%
- Multi-race/non Hispanic-7.8%
- African American-3.2%
- Asian-1.7%
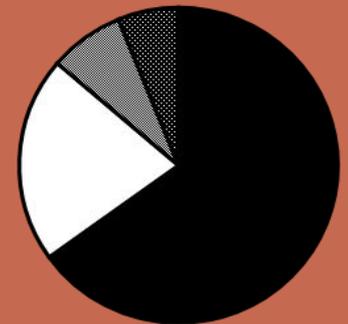
MTSS is How We Do School

- In 2019, the district piloted MTSS SEL and PBIS "Legs" with our Early Elementary School (PreK-4)

- In 2020, MTSS became a District-wide Focus

  - Social/Emotional & Mental Health

  - Behavioral

  - Academic

Elementary School Early Adoption & Pilot

Decreasing Exclusionary Practices

Waterford St. School
Major Office Discipline Referrals
School Year 2019- 2020 vs. 2021 -2022

42 % decrease
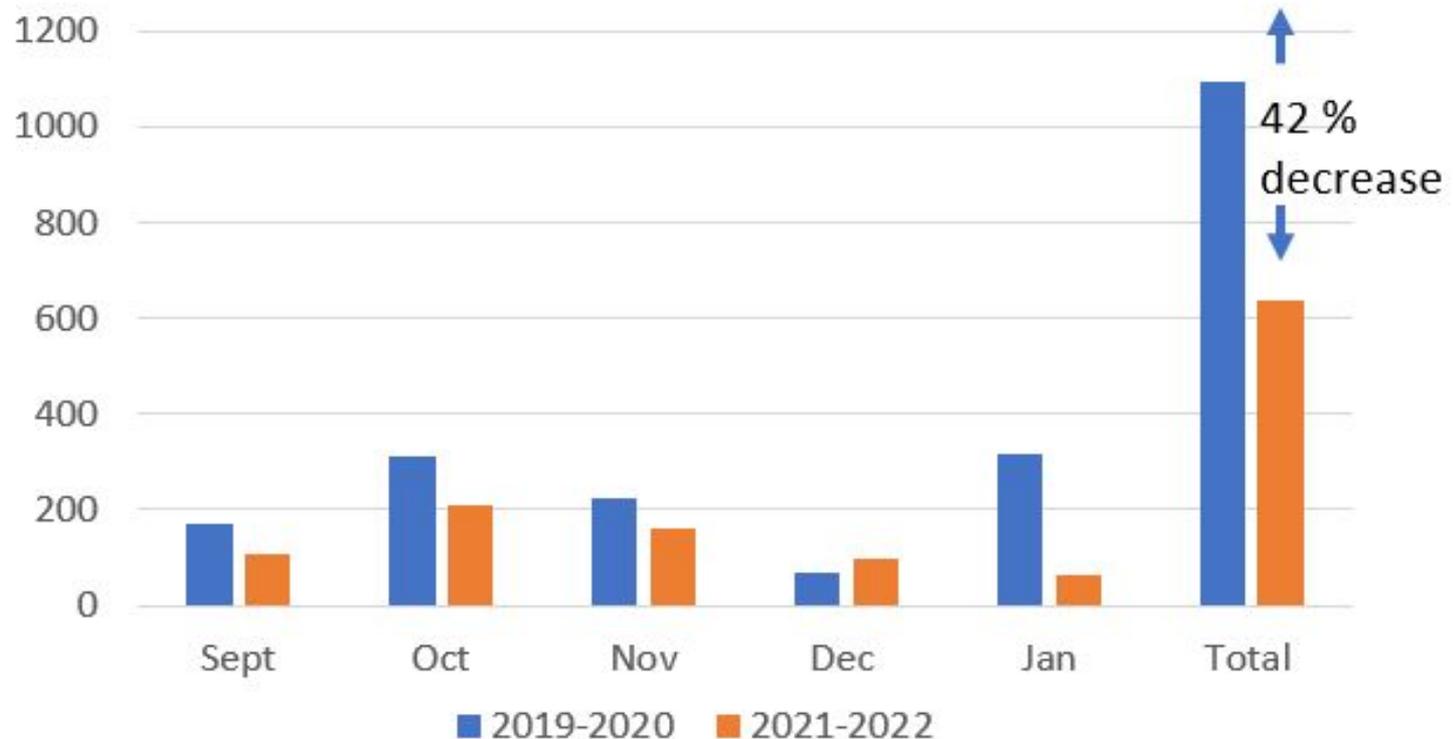
Distribution of ODR's

Waterford Street School
Students with Major Office Discipline Referrals
School Year 2019- 2020 vs. 2021 -2022

ODRs

9%   2%   6+

4%   3%   2 − 5

87%   95%   0 − 1

Sept 2019 - Jan 2020   **Sept 2021 - Jan 2022**
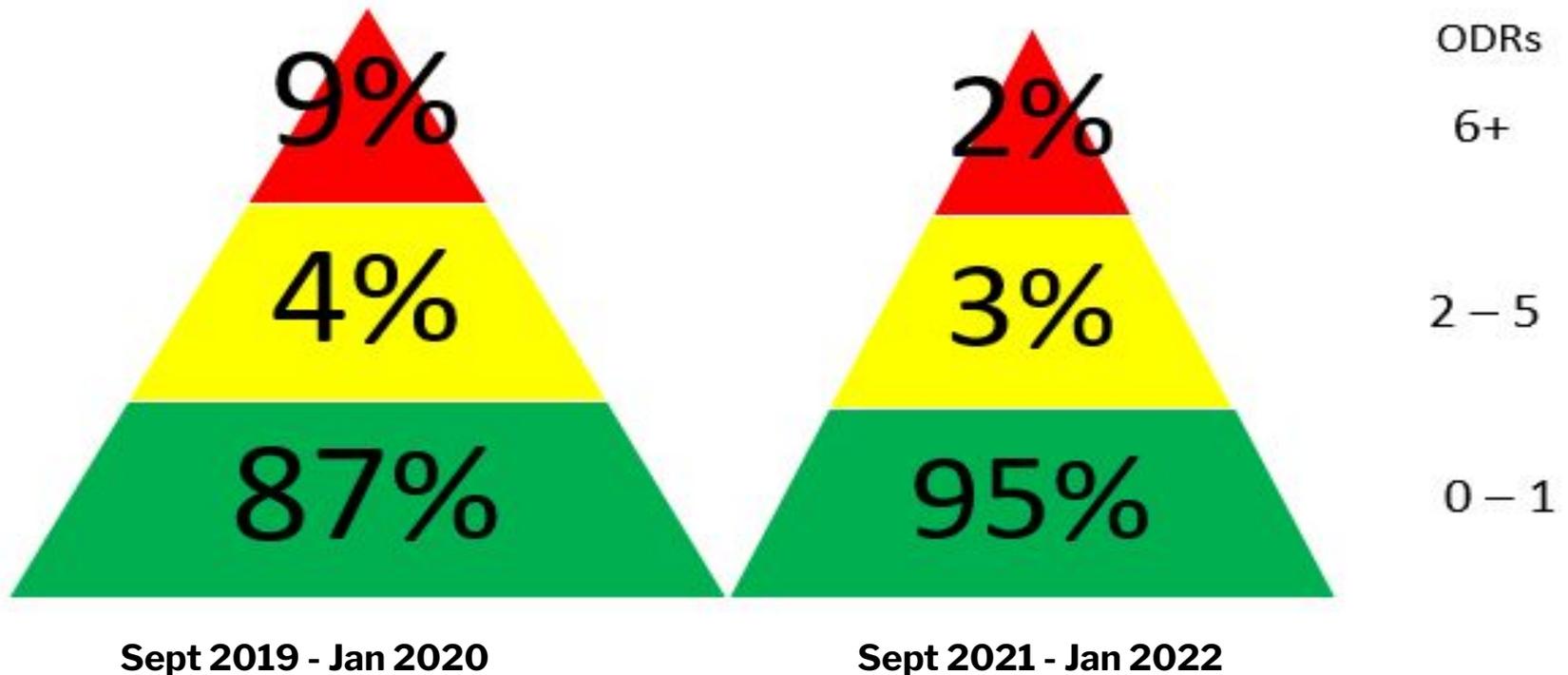
Tiers 2 & 3 Effectiveness

Tier 2 Effectiveness

21%

7%

71%

- Making progress
- Not making progress
- Students ready to graduate
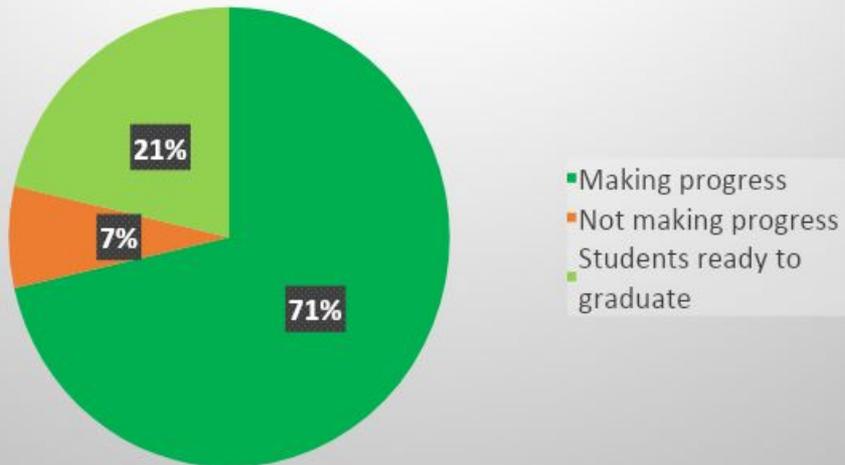
Tier 2 N=14 as of Jan. 3rd

Tier 3 Effectiveness
4 Students Enrolled as of Janaury 3rd

100%

- Making Progress
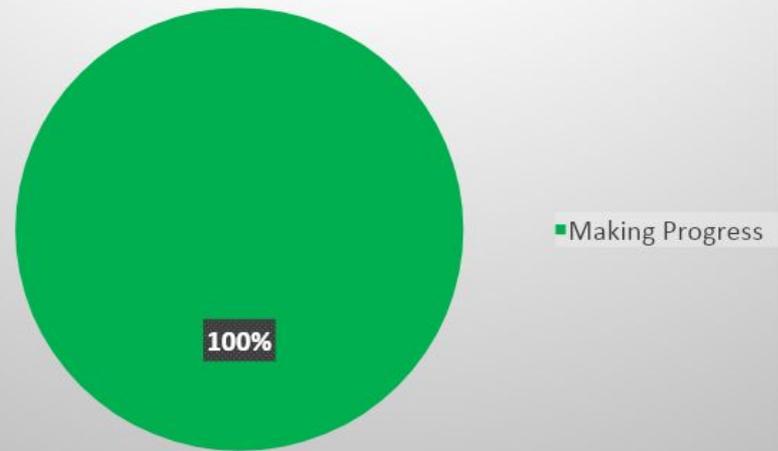
Tier 3 - N=4 as of Jan. 3rd

20-21 Attendance Improvement – Amidst the Pandemic
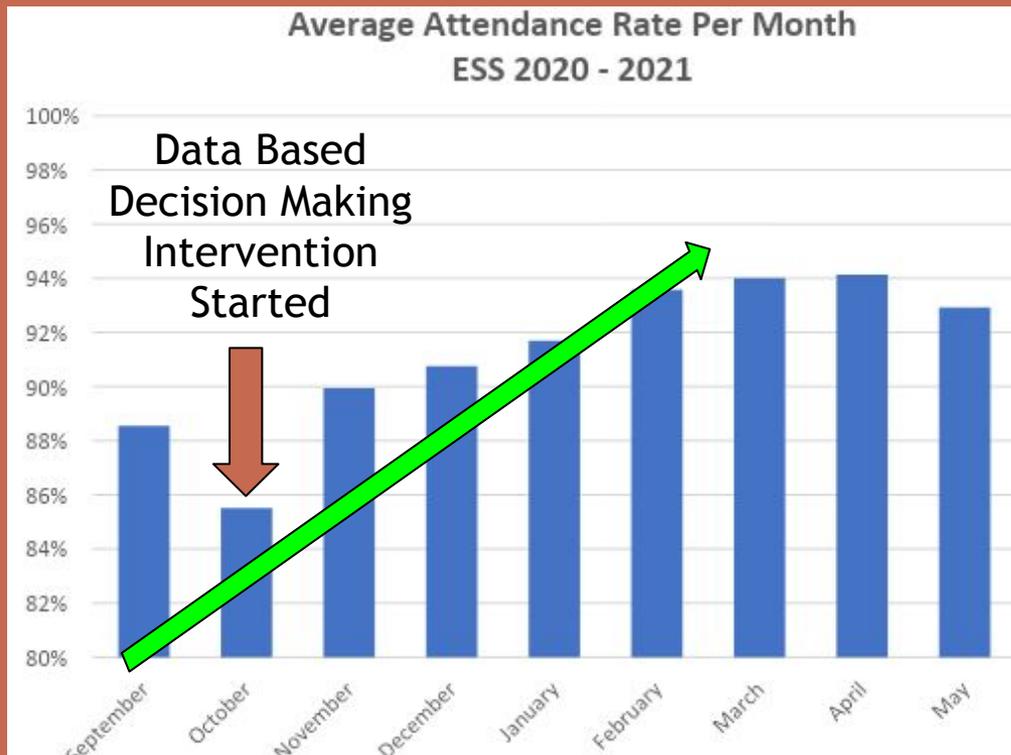
Early Adopter Elementary School

Whole District Outcomes

Fidelity of Implementation

Middle School
+10% Tier 1
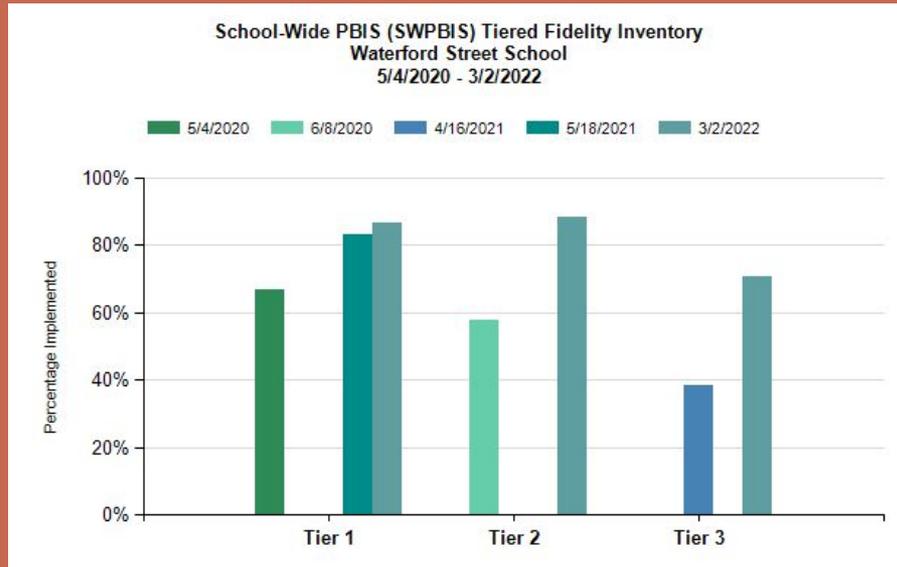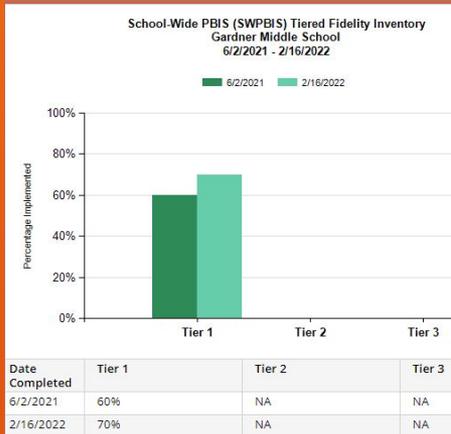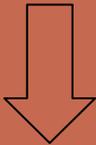
High School
+39% Tier 2
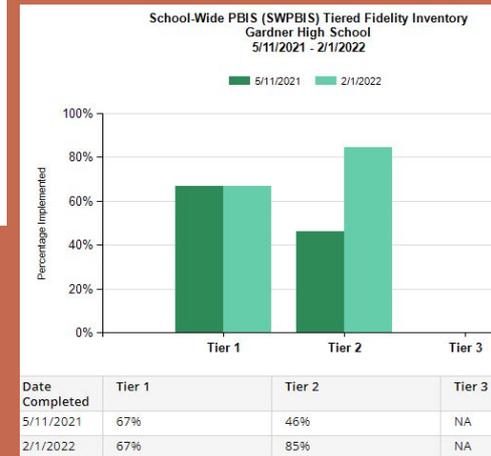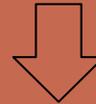
Elementary School
+20% Tier 1
+30%Tier 2
+30% Tier 3

High School Adaptive Risk - Decrease in Risk Over Time

16.4% ⬇ in Elevated and Extremely Elevated Scores From 12/20 - 4/22

BESS Screener: Adaptive Risk Over Time
Based on the results of the BESS Teacher Report

- 12/2020: Elevated 28.26%, Extremely Elevated 14.35%
- 06/2021: Elevated 25.55%, Extremely Elevated 12.56%
- 10/2021: Elevated 19.38%, Extremely Elevated 9.17%
- 04/2022: Elevated 19.47%, Extremely Elevated 7.08%

Elevated | Extremely Elevated
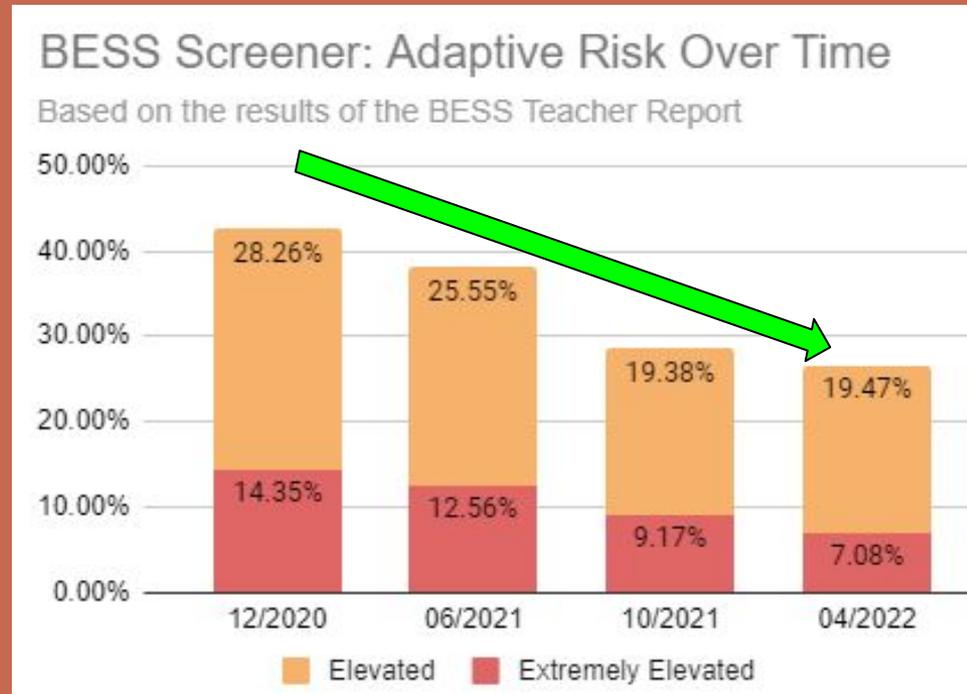
Instructional Minutes Gained From Jan 2021-Feb 2021

355,870 Instructional Minutes Gained

Gardner Public Schools Attendance Instructional Minutes Gained

(Bar chart showing instructional minutes gained with y-axis from 0 to 400000; categories WSS, ESS, GMS, GHS, District wide)
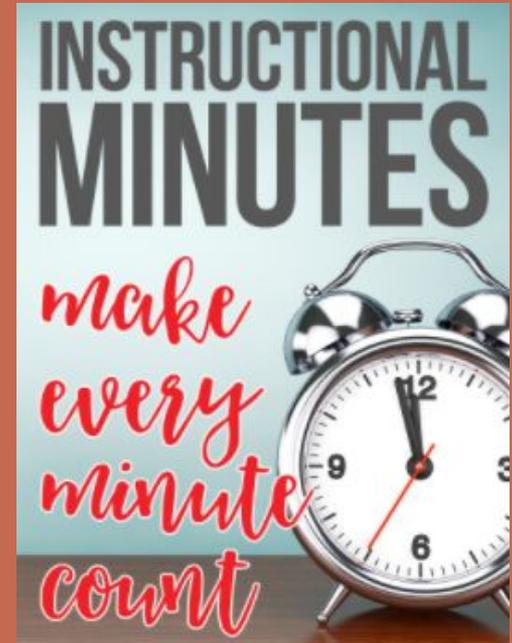
Current Attendance Data 2021-2022
Still a work in Progress - with Omicron

Correlative Outcomes from DIP 18-21
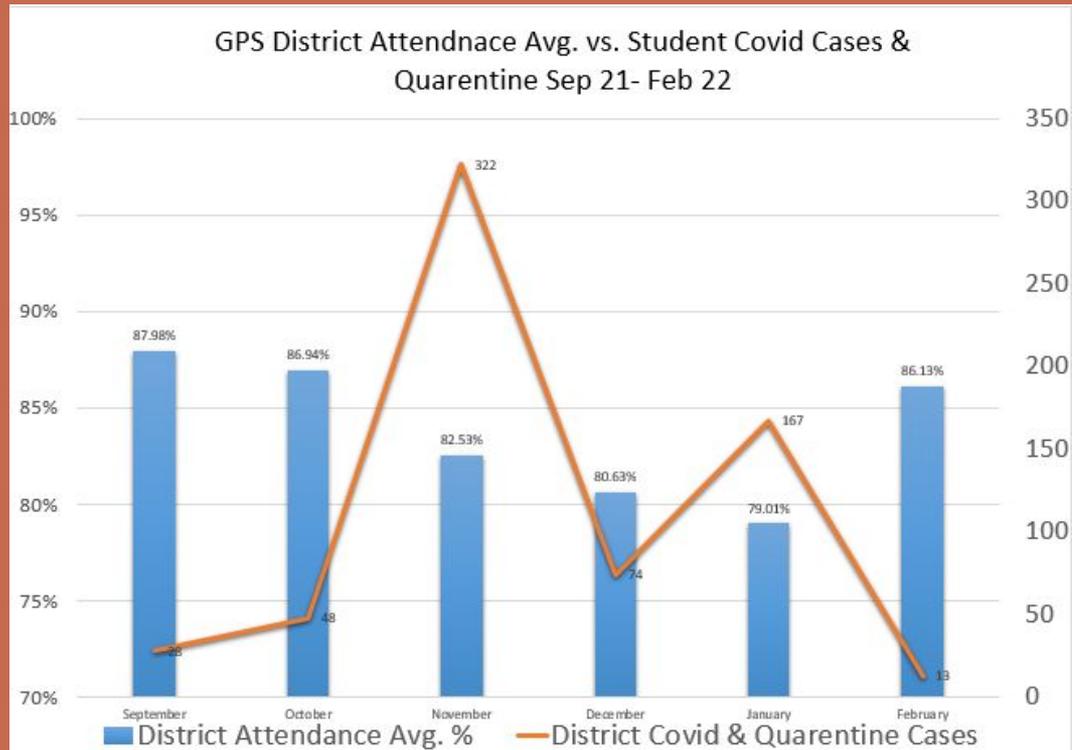
1. Full inclusion placement for students with disabilities will increase by 5%
EXCEEDED GOAL (+13%)

Placement Trend Percentage
SWD ages 6-21

- Full Inclusion: 51 (2016), 56.1 (2017), 59 (2018), 72.1 (2019), 73.4 (2020)
- Partial Inclusion: 30.4 (2016), 25.9 (2017), 22 (2018), 9.5 (2019), 10.5 (2020)
- Substantially Separate: 14.4 (2016), 12.9 (2017), 12.8 (2018), 14 (2019), 12.2 (2020)
- OOD: 3.9 (2016), 5 (2017), 5.6 (2018), 4.3 (2019), 3.8 (2020)
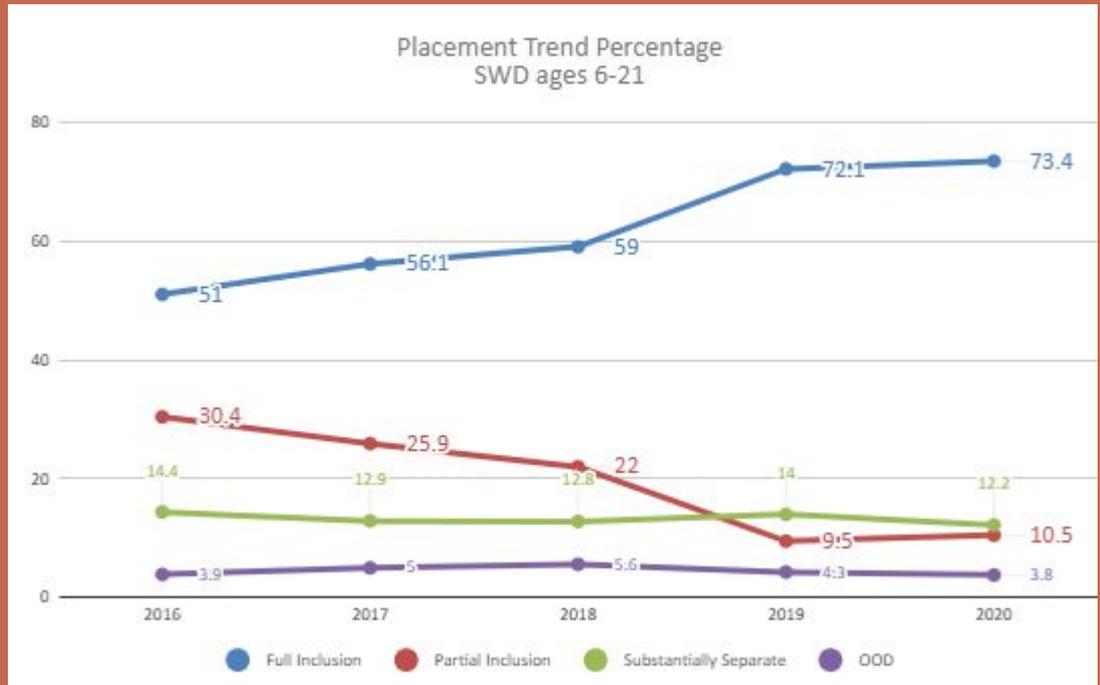
Correlative Outcomes from DIP 18-22

3. Special Education referrals will be reduced by 10% annually **EXCEEDED GOAL (-47%)**

Initial Referrals to Special Education
* does not include PK
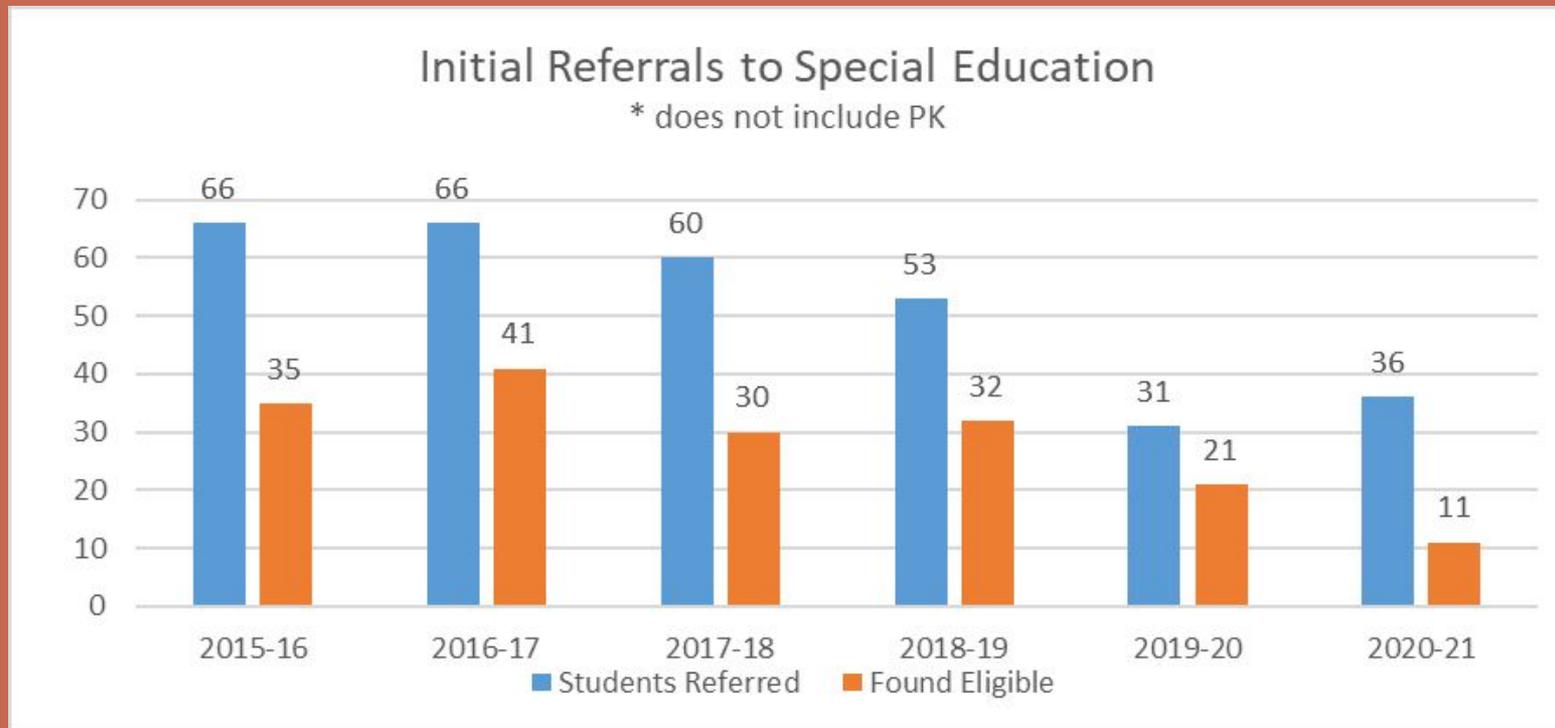
Four Year Graduation Rate (Adjusted)

4 Year Grad Rate
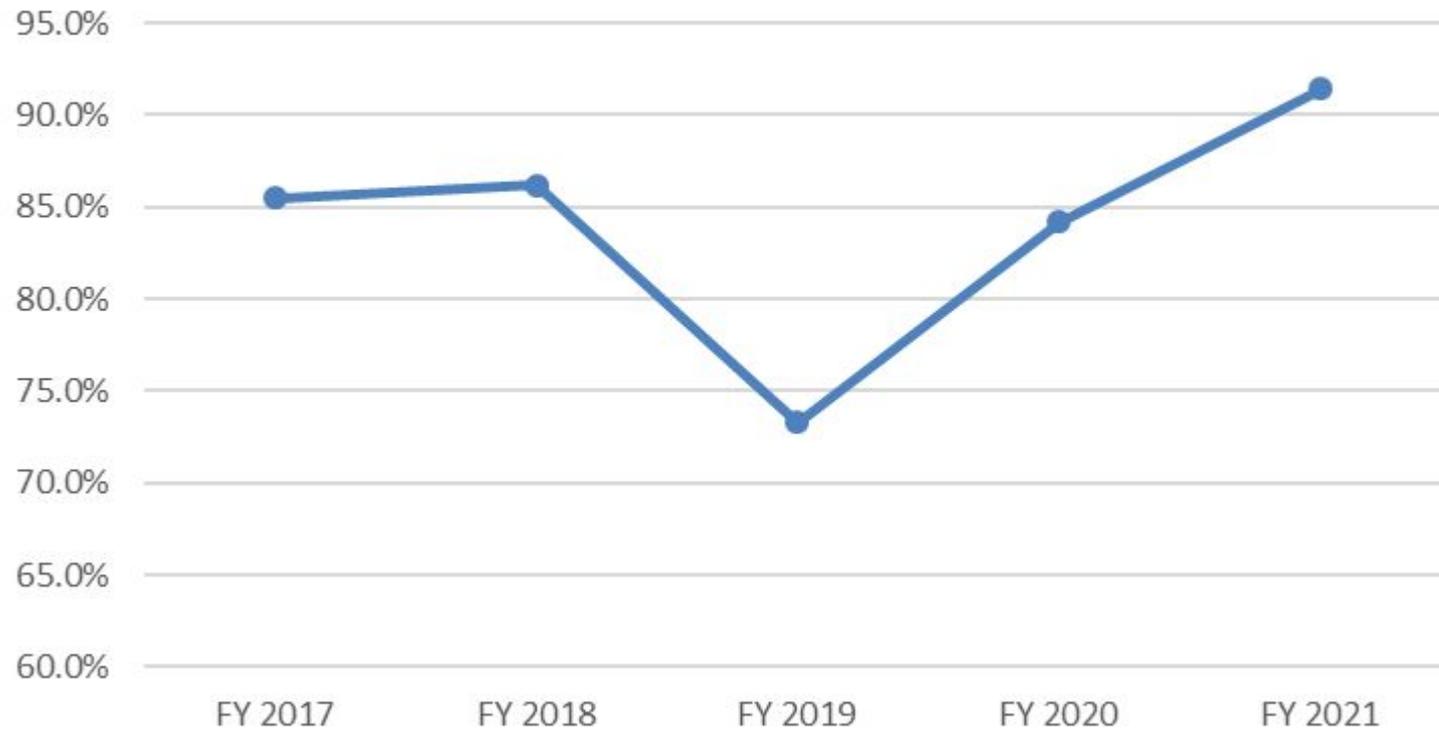
Other Accomplishments

- *MCAS: No school "Needing Assistance"*

- *NO identified disproportionality by race or ethnicity in special education identification, placement, or discipline. First time ever!*

- *District and School Assistance Center NO LONGER NECESSARY*

- *Students' Acts of Aggression reported by staff dropped from over 100 per year, to less than 10 last year.*

Interesting...

Teacher Retention Rates — a line chart comparing Gardner and State teacher retention rates from 2018 to 2022.
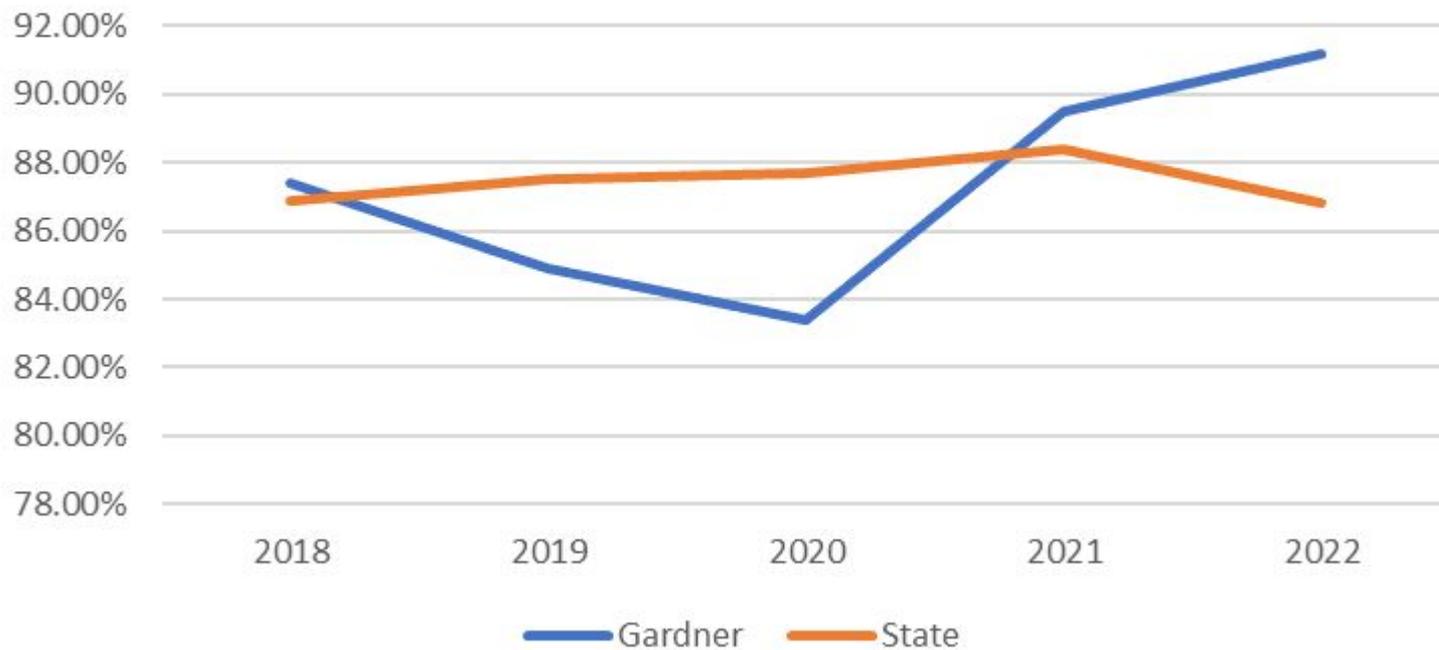
Guiding Principles

Guiding Principles

1. Proactive and Preventative
2. Data-driven
3. Evidence-based
4. Comprehensive & Aligned
5. Culturally responsive
6. Sustainable
7. Equitable
8. Aligned at a District Level

Guiding Principles

INTERCONNECTED SYSTEMS FRAMEWORK

1. Identify students with social-emotional-behavioral needs earlier
2. Link students to evidence-based interventions
3. Use data to ensure students are receiving support to improve outcomes
4. Expand roles for clinicians to support school personnel and students at every tier
5. Create healthier school environments

CENTER on PBIS Positive Behavioral Interventions & Supports

KEY MESSAGES

Single System of Delivery

Access is Not Enough

Mental Health is for All
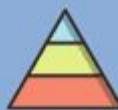
Multi-Tiered System of Support (MTSS) is Essential to Install Systems to Support School Mental Health (SMH)

ENHANCED MULTI-TIERED SYSTEM OF SUPPORT CORE FEATURES

Integrated Teams

Expanded Data-based Decision Making

Collaborative Selection & Implementation of Single Continuum of Interventions

Comprehensive Screening for Early Access

On-going Coaching

EQUITY IS OUR DRIVER

Equality

The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity

Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice

All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

District Theory of Action

IF we have strong leaders *at every level* who focus on equity, have the capacity to develop effective leaders, facilitators and teams, and have the primary goal of creating a Multi-Tiered System of Support in their school;

THEN GPS will develop a district-wide, robust Multi-Tiered System of Supports that strives to eliminate inequitable outcomes for students, and bring about adaptive change to address the myriad of issues facing our schools.

Key Ideas

Key Idea 1: This is Adaptive Work

Leadership ON THE Line

Staying Alive through the Dangers of Leading

Ronald A. Heifetz
Marty Linsky

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Adaptive v. Technical Challenges

- "What makes a problem technical is not that it is trivial; but simply that its solution already lies within the organization's repertoire." (p. 18)
- Adaptive Challenges "…require experiments, new discoveries, and adjustments from numerous places in the organization or community. Without learning new ways--changing attitudes, values, and behaviors--people cannot make the adaptive leap necessary to thrive in the new environment. The sustainability of change depends on having the people with the problem internalize the change itself." (p.13)

Technical versus Adaptive

	What's the Work?	Who Does the Work?
Technical	Apply Current Know-How	Authorities
Adaptive	Learn New Ways	The People with the Problem

LEADERSHIP ON THE LINE
By Ronald Heifetz and Marty Linsky
2017, p.14

Our Mini Adaptive Journeys

1

TECHNICAL CHANGE
Admin plans initial and implements training, support, and accountability system

2

TECHNICAL & ADAPTIVE CHANGE
Admin initially provides intensive support and accountability to teams and individuals.

Gradually, admin releases responsibility and accountability to teams & individuals, considering each team's or person's progress.

3

ADAPTIVE CHANGE
When a team/individual has changed and are fully accountable for progress.

Our Mini Adaptive Journeys

1

TECHN
Admin [...] *untability system*

2

TECHN
Admin i [...] *teams and individu* [...]

Gradua [...] *teams & individuals, conside* [...]

3

ADAPT
When a [...] *for progress.*
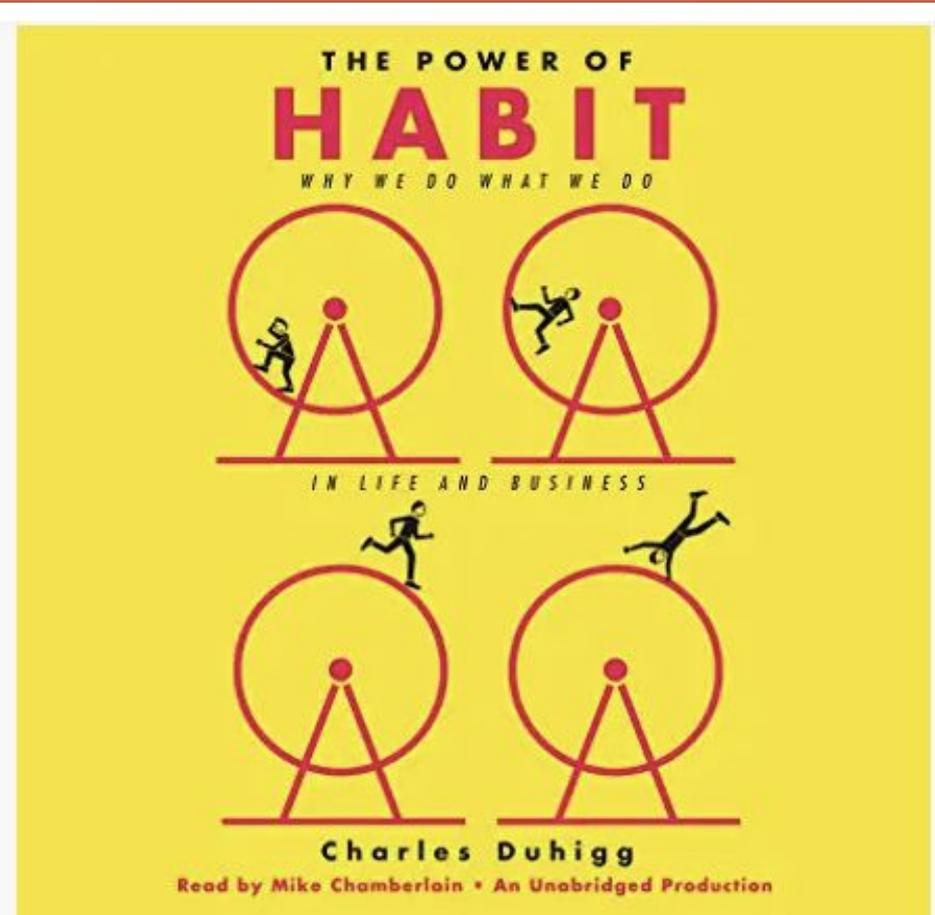
What is *your* Adaptive Challenge

You must identify your adaptive challenge to plan your strategies and leadership moves.

As you implement MTSS in your school or district, what is your next adaptive challenge? What Technical and Adaptive leadership moves need to happen to ensure success and sustainability?

Key Idea 2: The Principal is Essential

Principal Mindset: MTSS is counterintuitive and too slow for many leaders' current mindset.

- Administrators have been rewarded for doing Technical Work. Adaptive Change needed?

- Administrators are not experts in all things!

- "What Got You Here Won't Get You There"

    by Marshall Goldsmith, 2013

We re-aligned principals' work from doing good work, to getting others to lead others to Adapt.

Mark, here are your results

Gardner Public Schools

Saboteur	Score
Hyper-Rational	6.9
Hyper-Achiever	6.9
Controller	6.3
Restless	3.1
Hyper-Vigilant	3.1
Stickler	1.9
Victim	1.3
Pleaser	1.3
Avoider	0.6

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Positive Intelligence
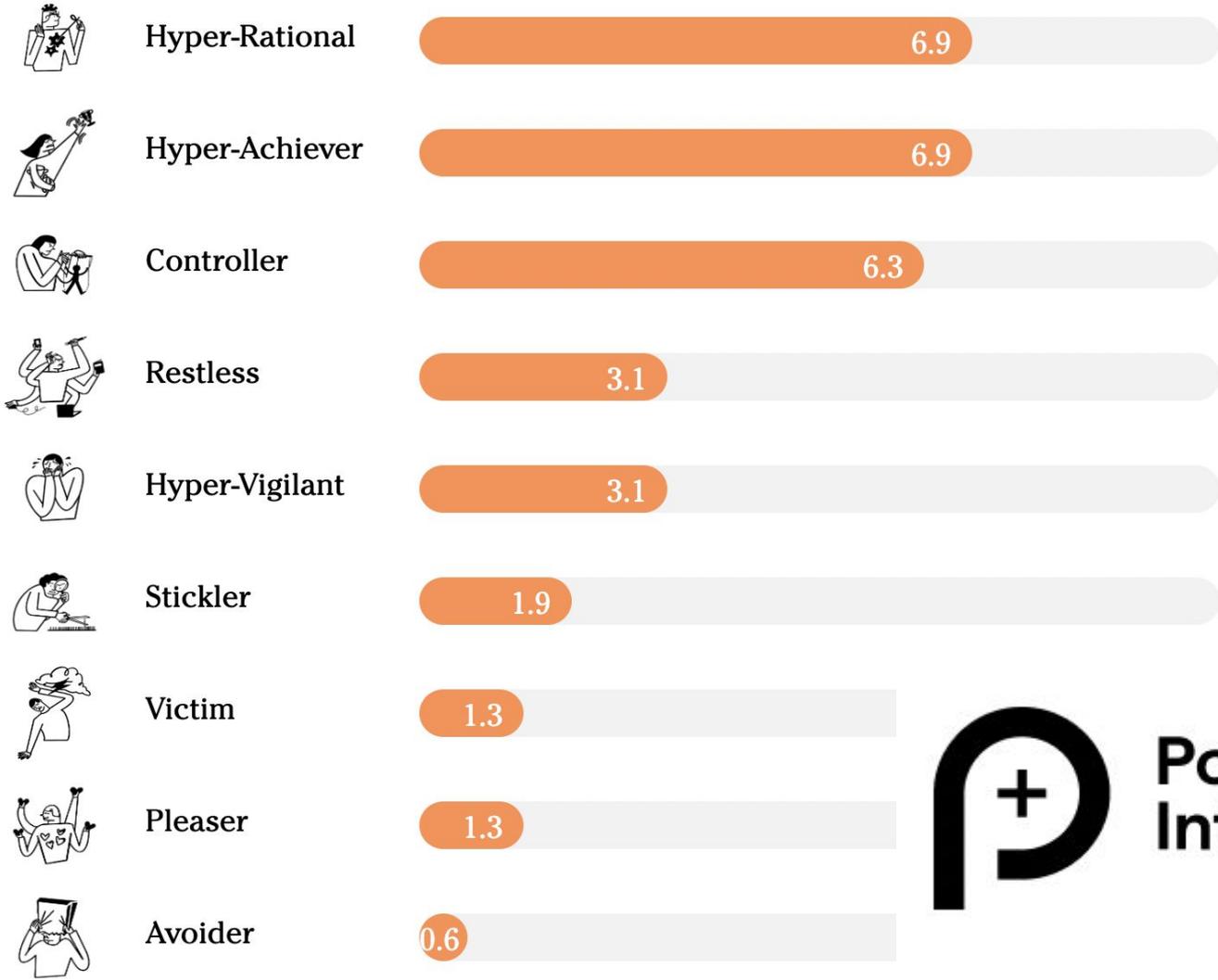
The Principal is Essential

Gardner Public Schools MTSS Structure

Response to Intervention

Engagement Strategies

Tiered Interventions

Instructional Practices

Building Equity/Family Engagement Team

Building Leadership Teams

District Equity Team

Building SEL Team

District SEL Team

District Strategy Team

District PBIS Team

Building PBIS Team

District Academic Team

Grade Level/Subject-Specific Academic Teams
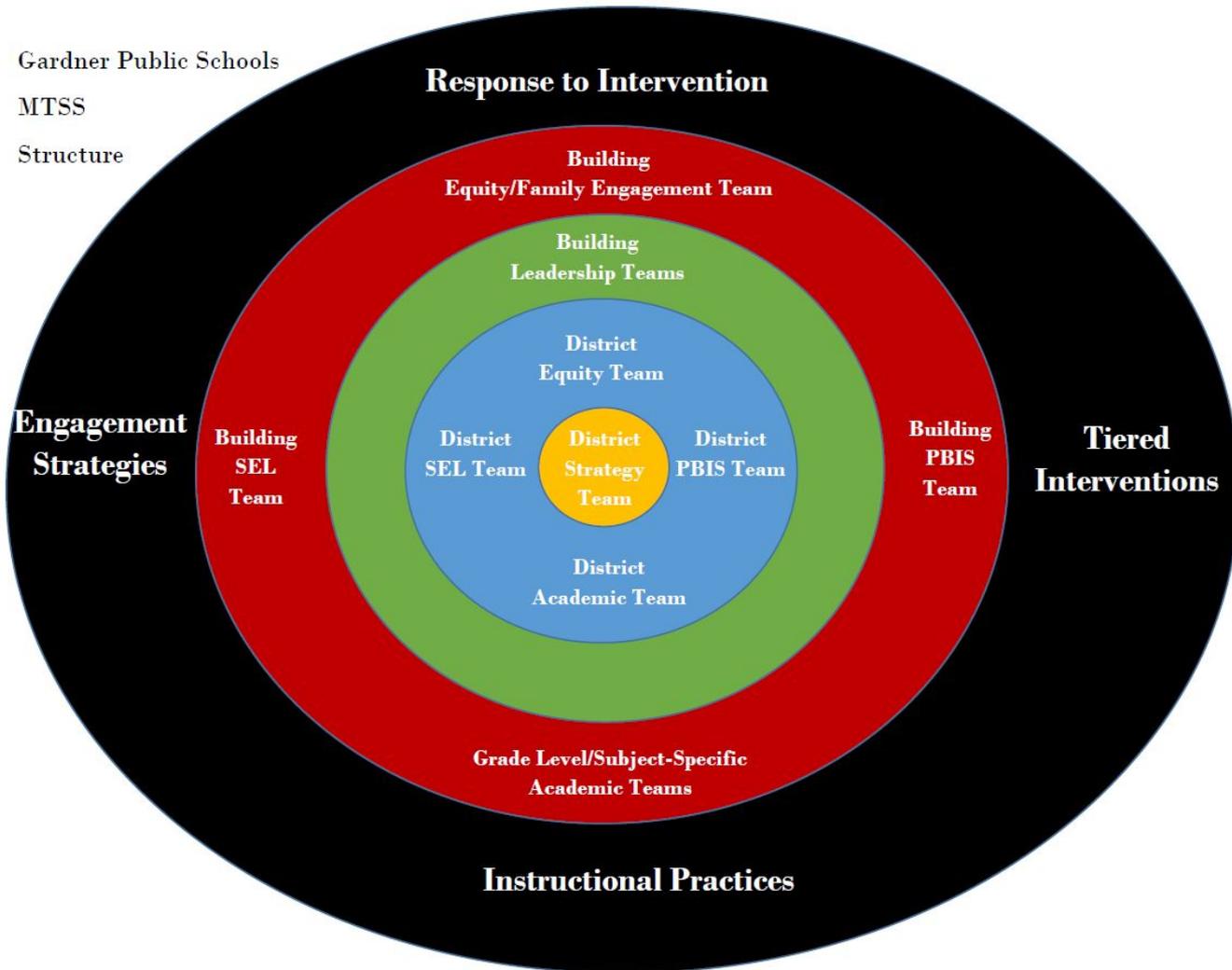
The Principal is Essential

- *The Five Dysfunctions of a Team, A Leadership Fable, Lencioni, P.; 2002*
- *Death by Meeting, A Leadership Fable ...about solving the most painful problem in business; Lencioni, P.; 2004*

The Positive Functions of a Team

RESULTS — A great team accomplishes the results it sets out to achieve

ACCOUNTABILITY — On a strong team occurs directly among peers

COMMITMENT — Requires clarity & buy-in; great teams disagree and still commit to a decision

CONFLICT — Requires trust, which is about engaging in passionate debate around issues

TRUST — The foundation of team work is all about vulnerability

The Principal is Essential

In order for principals to do this work and be effective leaders for MTSS, they need the one thing they always ask for but never receive--**More Time**.

1. Do your principals (or you if you're the principal) have time to do this important work?
2. What are the major activities that take up so much of their (or your) time?

The Principal is Essential

Some things we've done to give principals **More Time**:

Technical Changes

- *Eliminated or Reassigned Other initiatives*
- *Created a Mental Health Walkie-Talkie Team in each school*
- *Utilized weekly coaching as productive time*
- *This year we are re-distributing evals to APs*

Adaptive Challenges

- *Distribute Leadership and Increase Staff Capacity*
- *Pushing Principals to change their mindset and be Executives*

Is there anything s/he, you, or the district leaders can do to give your principal more time?

Gardner Public Schools

Key Idea 3: Success takes Planning & Time

Systems for Professional Development, Coaching, and Accountability are necessary to make progress.

This requires teams of the right people, with adequate time and resources who will strategically prioritize and implement the ongoing work.

PD, Support, Coaching, & Accountability System
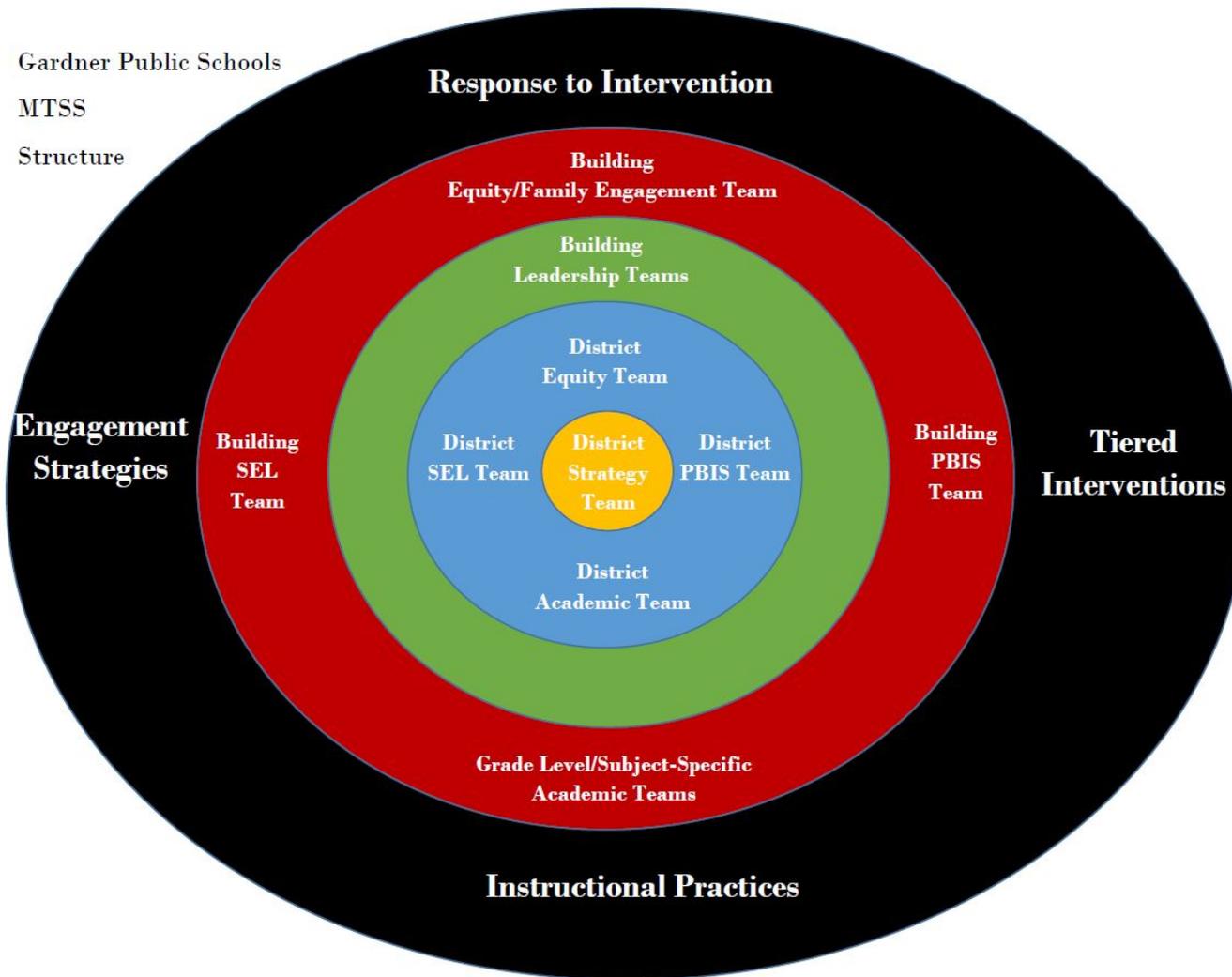
Change Adoption Curve
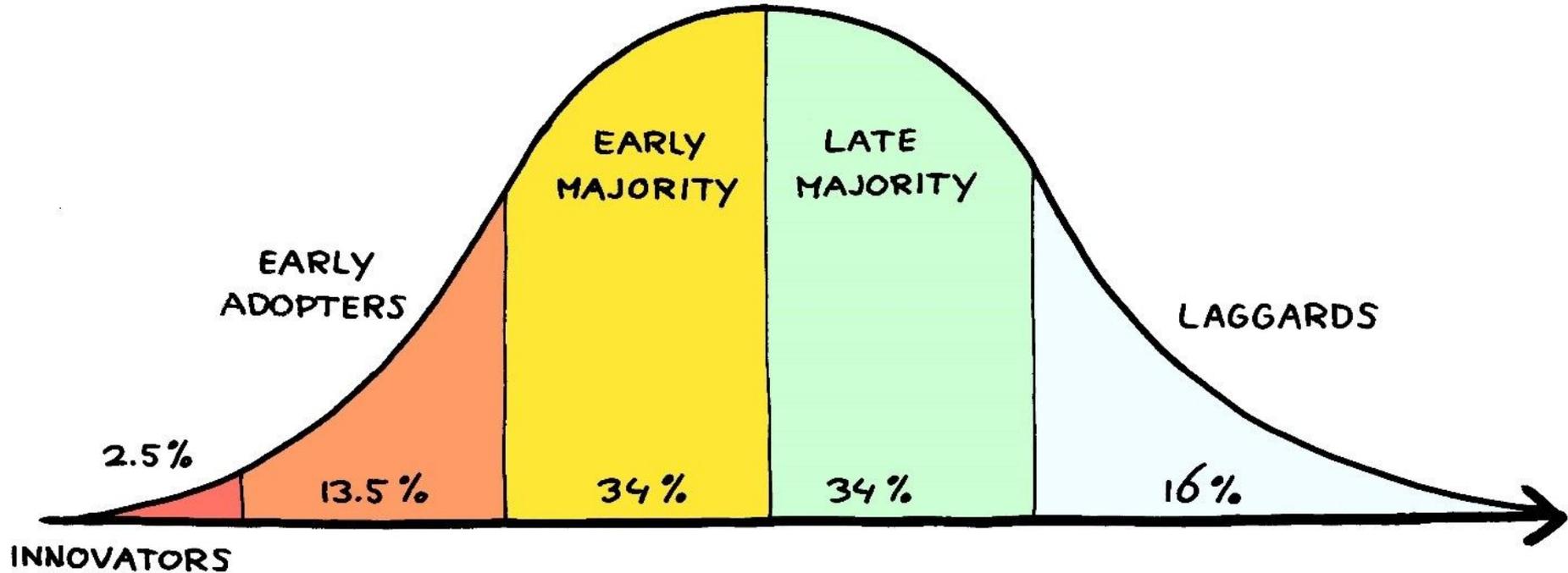
What if we gave the Innovators and some Early Adopters extra support, leadership training, and formal authority?

Key Idea 4:
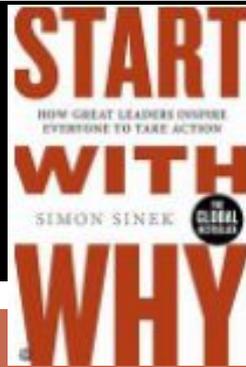
All MTSS meetings and PD Start with the WHY

Start With Why: How Great Leaders Inspire Everyone to Take Action
- Simon Sinek

A few quotes:

"Why is the thing that inspires us and inspires those around us"

"When motivated by Why, success just happens"

"If you don't know Why, you can't know how"

"If we're starting with the wrong questions, if we don't understand the cause, then even the right answers will always steer us wrong…eventually."

Gardner's Journey

What Gardner did...

We will be walking through the steps Gardner took to develop their Disrtrict-Wide MTSS program. We do not claim to have done things perfectly. Additionally, I understand that your context matters. At each stage, we will have activities that will ask you to:

1. Describe what you are doing now;
2. Uncover the adaptive change you intend; and
3. Identify immediate and long-range actions to make the change come to fruition.

Multi-Tiered System of Supports
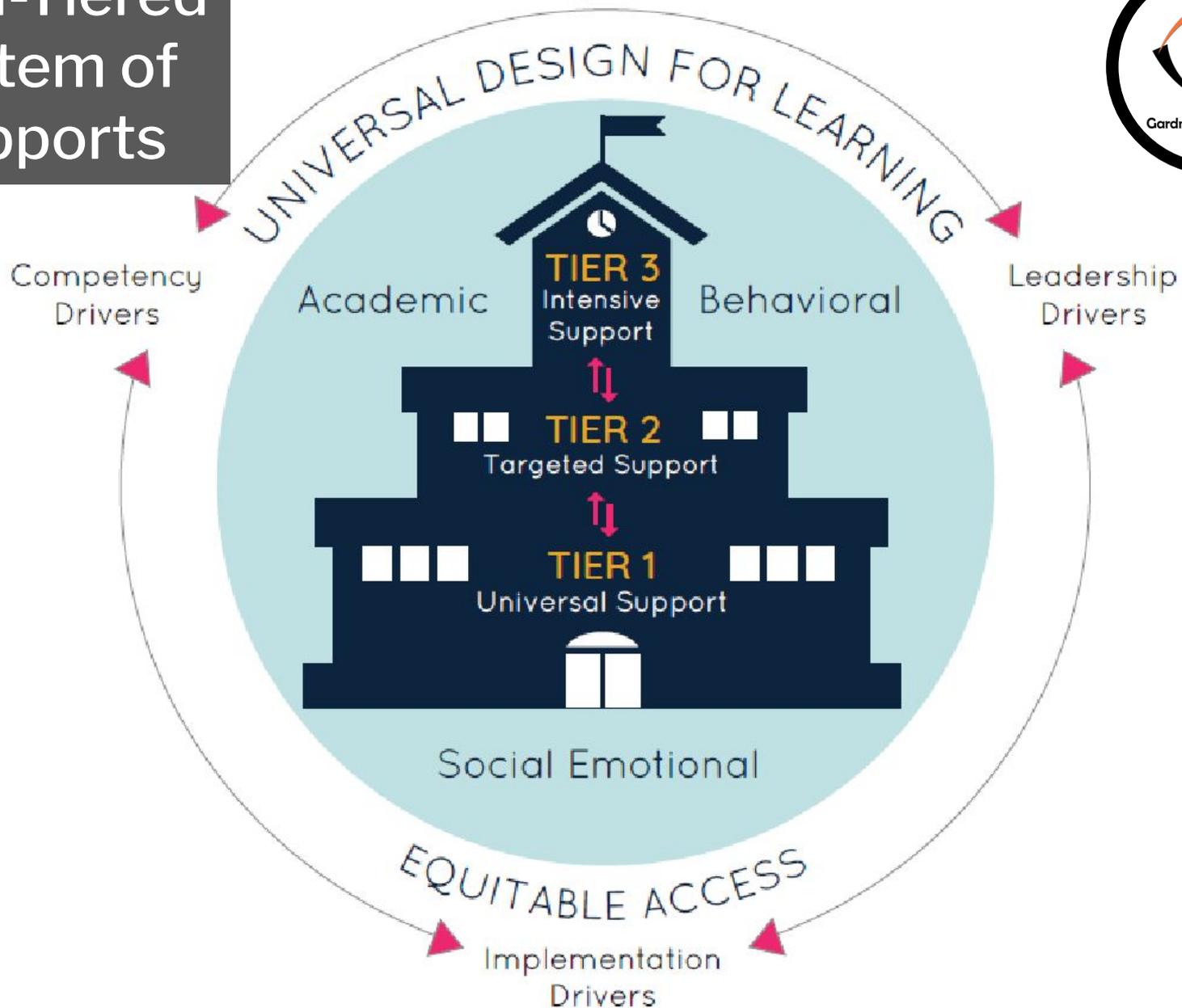
Our Structure

Gardner Public Schools MTSS Structure

Response to Intervention

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Building Leadership Teams

District Equity Team

Building SEL Team

District SEL Team

District Strategy Team

District PBIS Team

Building PBIS Team

District Academic Team

Grade Level/Subject-Specific Academic Teams
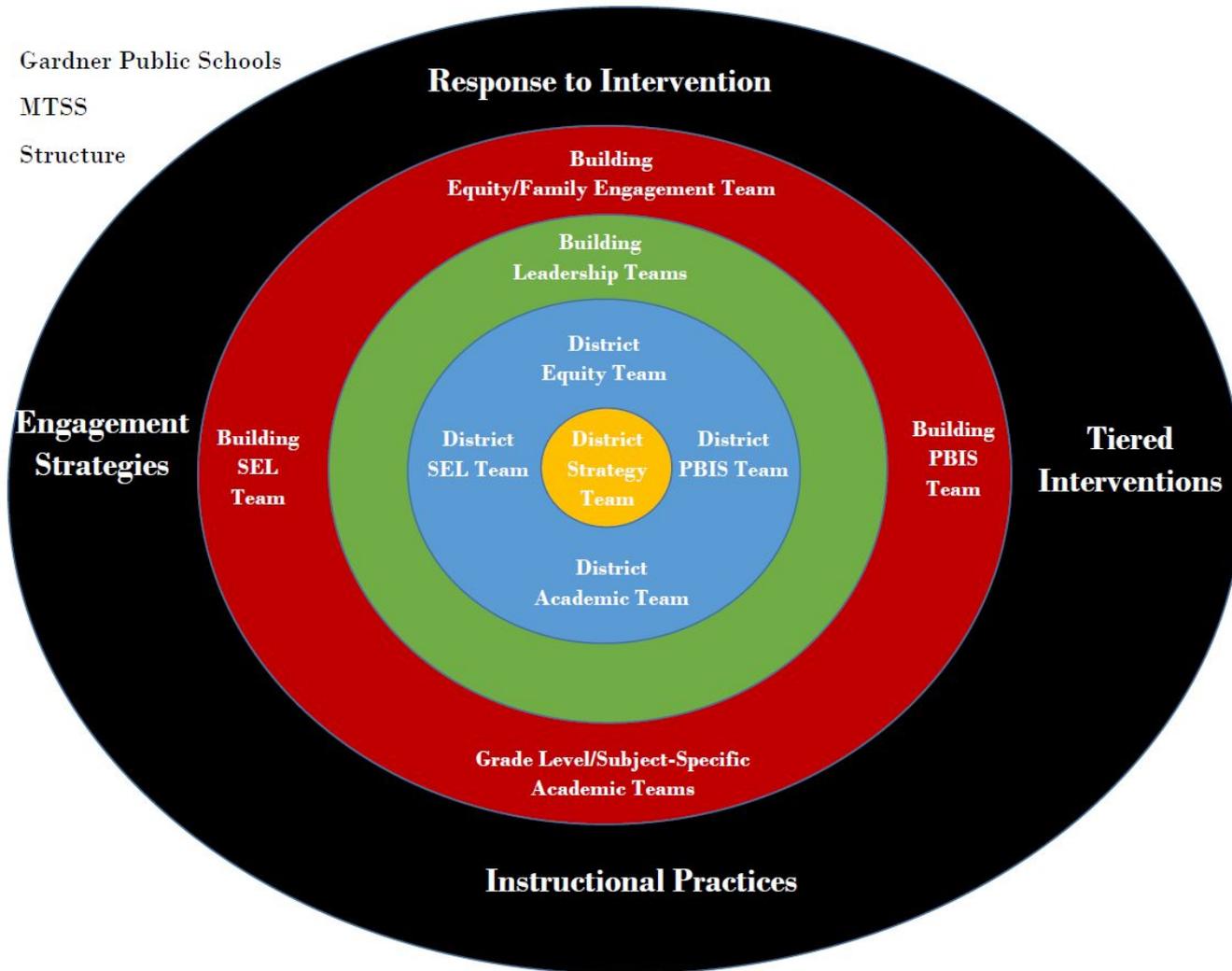
Why Start with Social/Emotional, Mental Health, & Behavioral MTSS Programming?

WHY Start with MTSS PBIS & Mental Health?

➢ We Believe Students Need to Be Available to Learn in order to Learn

➢ High Level of student need (Data from Staff, Parents, and Administrators)

➢ Rates of Social Emotional/Mental Health Issues

➢ Unmanageable # of ODR at Elementary Schools

➢ Admin/Counselors/Staff firefighter mode

➢ Initiative Overload lacking sustained student progress

➢ A district of schools vs. a school district
  • no uniform system
  • silos
  • response based on individual leader/school ideas

Activity: Your SEL & Behavioral "Legs"

Do you have a team or multiple teams who are responsible for identifying and addressing the mental health, social/emotional, and behavioral needs of your students?

1. Who is on the team?
2. Who is responsible for leading the meeting?
3. How often do they meet?
4. Is there a structure/tiered focus to the meetings?
5. How do they Communicate with, Support, Train, & hold accountable the staff as a whole?
6. Do you find the team to be effective?
7. What Adaptive Challenges are the teams addressing for the staff as a whole to be successful?

Gardner's SEL & Behavioral "Legs"

In Gardner, each building has two teams who are responsible for identifying and addressing the mental health, social/emotional, and behavioral needs of our students.

Building Based Mental Health Team

Principal, *Teacher Leader*, School Counselor(s), BCBA, and a School Psychologist

Meet Weekly: 2 Tier 1, 1 Tier 2, and 1 Tier 3 each month, during school.

Teacher Leader and Principal meet with Building Leadership Team (BLT) Twice/Month to plan PD and communications.

Building Based PBIS Team

Administrator, *Teacher Leader,* and a School Counselor(s)

Meet Weekly: 2 Tier 1, 1 Tier 2, and 1 Tier 3 each month, after school.

Teacher Leader and Administrator meet with Building Leadership Team (BLT) Twice/Month to plan PD and communications.

1. Who do you **want** on your school teams?
2. Who do you **want** to lead the meetings?
3. How often do you **want** them to meet?
4. What do you **want** the focus of the meetings to be?
5. How do you **want** the teams to support, train, and hold staff accountable?
6. What data do you **want** the team to use to measure success?
7. How must the team Adapt to be successful?

Building Leadership Team

Meets biweekly to plan PD, coaching, support, and accountability based on data. Members: Principal; All Admins; Academic, SEL, PBIS, & Equity Teacher Leaders; Academic & Behavioral Coaches

Building Based Mental Health Team

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THE TEAMS DECIDE!!!

Teams will decide how to operate. You can only hold your expectations and facilitate the meetings, but the teams need to make the decisions as they are responsible for the outcomes--NOT YOU!

Tier 1 MH/SEL Classroom Supports

First Focus: Tier 1 Supports

    a. Reduce the need for Tier 2 and Tier 3 Supports which are more taxing on our system.

    b. Create large-scale, easy-to-implement supports that that address large numbers of disregulated students.

What Tier 1 supports do you have in your buildings?

Which are in your classrooms every class, every day?

Tier 1 Classroom Supports

Classroom Practices

- School-Wide Positive Expectations posted

- Expectations taught to fluency

- Acknowledgement system being distributed for following the expectations

High Leverage Classroom Behavior Practices (HLCBP)

- Instruction
- Praise to error correction ratio
- Opportunities to respond
- Proactive monitoring/active supervision

These practices maximize on-task behavior, build better student teacher relationships as well as academic performance

Systems Approach to HLCBS Practices

- **Provided brief training** on HLCBS practices and how the classroom observation system works

- **Used the Classroom Observation Tool** – (Handler & Putnam 2000; Revised - Putnam & Handler, 2020)

- Using data from the tool, provided graphical performance feedback on these variables to the instructional staff.

Sample Observation Graph (The Goal)
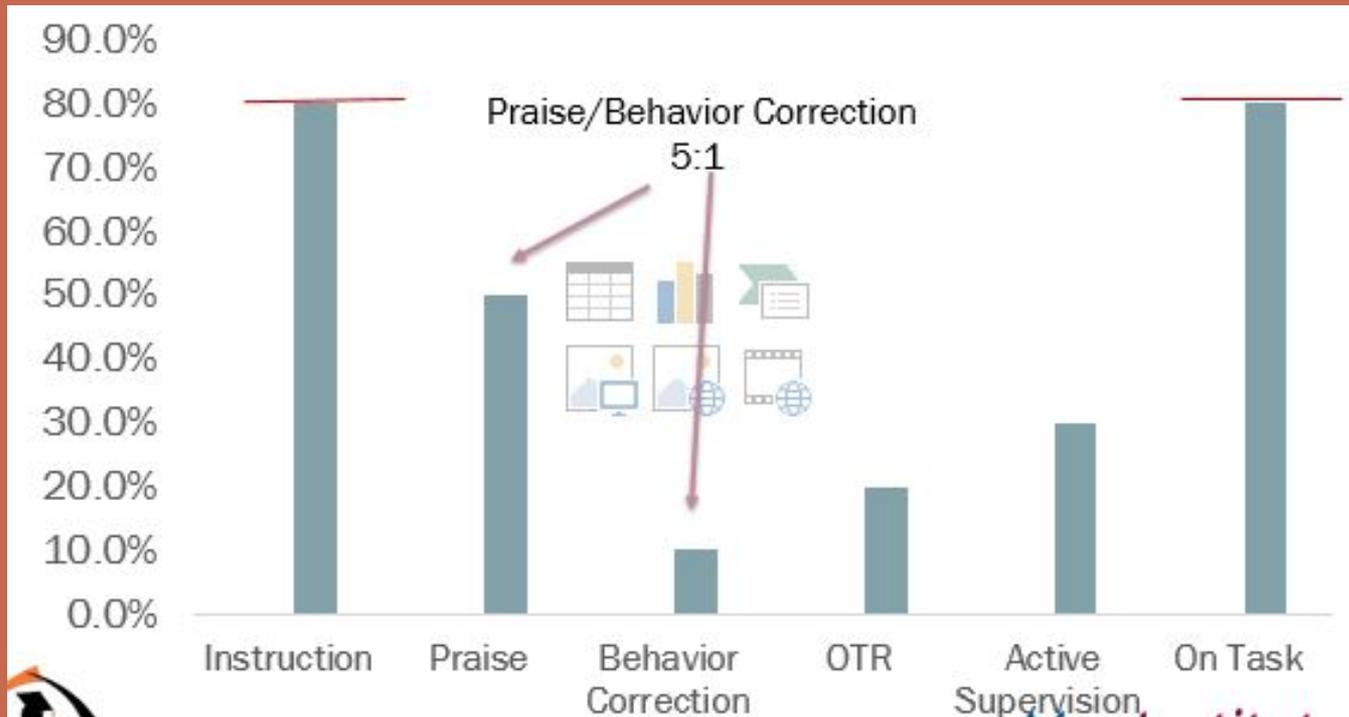
Observation Tool & Summary Sheet

Gardner Public Schools

Interval	Teacher Behaviors		Interval	Student Behaviors	Notes
0:00	Instruction Praising	Monitoring Behavior Correction → + -	0:15	On-task Off-task OTR	
0:30	Instruction Praising	Monitoring Behavior Correction → + -	0:45	On-task Off-task OTR	
1:00	Instruction Praising	Monitoring Behavior Correction → + -	1:15	On-task Off-task OTR	
1:30	Instruction Praising	Monitoring Behavior Correction → + -	1:45	On-task Off-task OTR	
2:00	Instruction Praising	Monitoring Behavior Correction → + -	2:15	On-task Off-task OTR	
2:30	Instruction Praising	Monitoring Behavior Correction → + -	2:45	On-task Off-task OTR	
3:00	Instruction Praising	Monitoring Behavior Correction → + -	3:15	On-task Off-task OTR	
3:30	Instruction Praising	Monitoring Behavior Correction → + -	3:45	On-task Off-task OTR	
4:00	Instruction Praising	Monitoring Behavior Correction → + -	4:15	On-task Off-task OTR	
4:30	Instruction Praising	Monitoring Behavior Correction → + -	4:45	On-task Off-task OTR	
5:00	Instruction Praising	Monitoring Behavior Correction → + -	5:15	On-task Off-task OTR	
5:30	Instruction Praising	Monitoring Behavior Correction → + -	5:45	On-task Off-task OTR	
6:00	Instruction Praising	Monitoring Behavior Correction → + -	6:15	On-task Off-task OTR	
6:30	Instruction Praising	Monitoring Behavior Correction → + -	6:45	On-task Off-task OTR	
7:00	Instruction Praising	Monitoring Behavior Correction → + -	7:15	On-task Off-task OTR	
7:30	Instruction Praising	Monitoring Behavior Correction → + -	7:45	On-task Off-task OTR	
8:00	Instruction Praising	Monitoring Behavior Correction → + -	8:15	On-task Off-task OTR	
8:30	Instruction Praising	Monitoring Behavior Correction → + -	8:45	On-task Off-task OTR	
9:00	Instruction Praising	Monitoring Behavior Correction → + -	9:15	On-task Off-task OTR	

SUMMARY of CLASSROOM OBSERVATION
(Handler & Putnam, 2000)

Classroom Teacher: _____   Target Student: _____
(if applicable)

Grade: _____   Date: _____

School: _____   Time: _____

Subject Area: _____   Observer: _____

Instructional Format: Large Group or Class ____   Reliability: _____
Small Group ____
Independent Seatwork ____   Staff : Student ratio: _____
Small Group / Independent Seatwork ____

Teacher Behaviors	# of Intervals / the Behavior was Observed	Total # of Intervals Observed	x 100 =	% of Intervals
Instructional Activities ("Instruction")	_____ / _____		x 100 =	_____ %
Monitoring	_____	_____	x 100 =	_____ %
Praising	_____	_____	x 100 =	_____ %
Behavior Correction (BC)				
Positive (+)	_____	_____	x 100 =	_____ %
Negative (-)	_____	_____	x 100 =	_____ %
Total Behavior Correction (TBC) (BC intervals with either + or -)	_____	_____	x 100 =	_____ %

Student Behaviors	# of Intervals / the Behavior was Observed	Total # of Intervals Observed	x 100 =	% of Intervals
On-task	_____ / _____		x 100 =	_____ %
Off-task	_____	_____	x 100 =	_____ %
Opportunities to Respond (OTR)	_____	_____	x 100 =	_____ %

Actual Results: Classroom 1
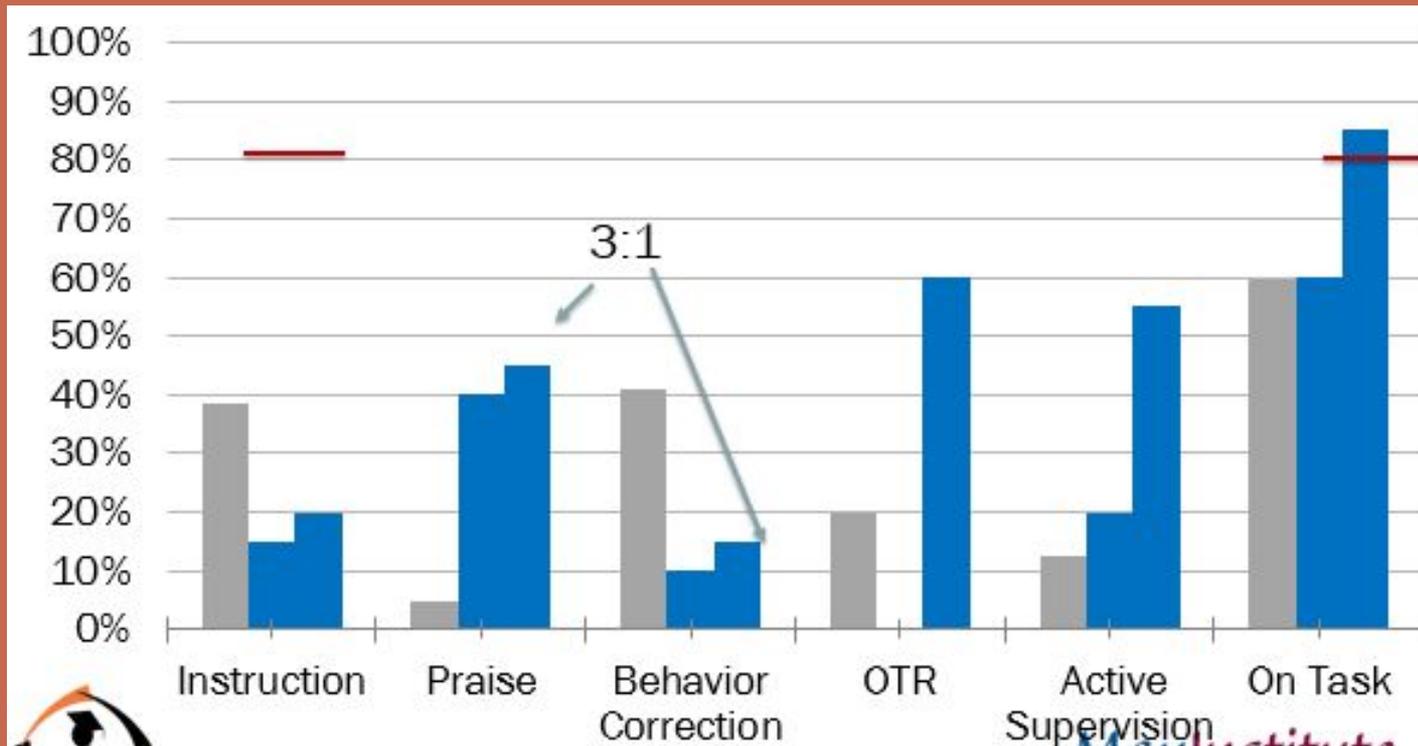
Obtaining Buy-In

- Team & Admin nominate classrooms with **good** and **needing support** without knowledge to the observers (blind)
- Teachers complete a teacher efficacy scale to further test validity and compare to teacher efficacy
- Provide PD, observations, and data based performance feedback with the nominated classroom teachers (blind)
- Shared results (coded no teacher names) with team/admin
- Results of the classroom observation tool data indicated validity in identifying good versus needing support in behavioral management classroom practices **which helped obtain buy in!**

Important for Buy In

- **Separate** the system from the instructional staff evaluation system; used only by the behavior coaches

- **No surprises** – observations conducted at instructional staff's preferred times

- Only focus on the **positives** – what instructional staff are doing right

Barriers

- The word "Observation" was a trigger for anxiety for some teachers

- Teachers began to question how they were being identified for these "observations"

- Union started to get involved

We needed to make some adjustments and provide more clarification building upon our

"No Surprises" Motto

Adjustments to System

- Changed the name from "Classroom Observation Tool" to "Classroom Support System"

- Met with PBIS, Instructional Coaches and MH staff conducting the observations to identity teacher concerns

- Developed District Wide Process/Procedures to clarify any questions/areas of concern that went through Superintendent's office and then Principal's review

HLCBS Practices in YOUR school...

What are your thoughts on instituting HLCBS in your school/district?

What are your roadblocks and barriers to implementing this adaptive change?

Why Do We Need to Improve Our Academic Instruction?

Annual Learning Walks

Gardner Public Schools Rigor Rubric

Alignment: Student perform challenging tasks that align to the objective which meets the state standards and any future assessments or advanced subject requirements.

4: Student task aligns with objective and state standards and is at *creation and/or evaluation* level	3: Student task aligns with objective and state standards	2: Student task partially aligns with objective and/or state standards	1: Student task is not aligned to the objective and/or state standards

Higher-order thinking required: Students perform challenging tasks that require use of higher-order **thinking** skills (i.e. answering thought provoking questions, creation-level application of skills learned, higher level Webb's Depth of Knowledge (DOK), etc.) and an explanation of their thinking.

4: Student task requires higher-order thinking skills that are at the *creation and/or evaluation* level of Webb's DOK and an explanation of their thinking	3: Student task requires higher-order thinking skills that are at the *application and/or analysis* level of Webb's DOK and an explanation of their thinking	2: Student task(s) requires higher-order thinking skills that are at the *understand* level of Webb's DOK and an explanation of their thinking	1: Student task(s) requires thinking skills that are at the *remember/recall* level of Webb's DOK

Student engagement: Lesson requires that all students engage in a rigorous student task.

| 4: *All students* actively participate throughout the entire lesson	3: *Almost all students* actively participate throughout the entire lesson	2: *Some* students participate or there is downtime for some students	1: *Few* students participate or there is too much downtime for the most or all of the class

Percentage of Rigorous Student Tasks in GPS Classrooms

Teachers Collaboratively designed lessons!

Legend: Alignment with State Standard, Higher Order Thinking, Student Engagement
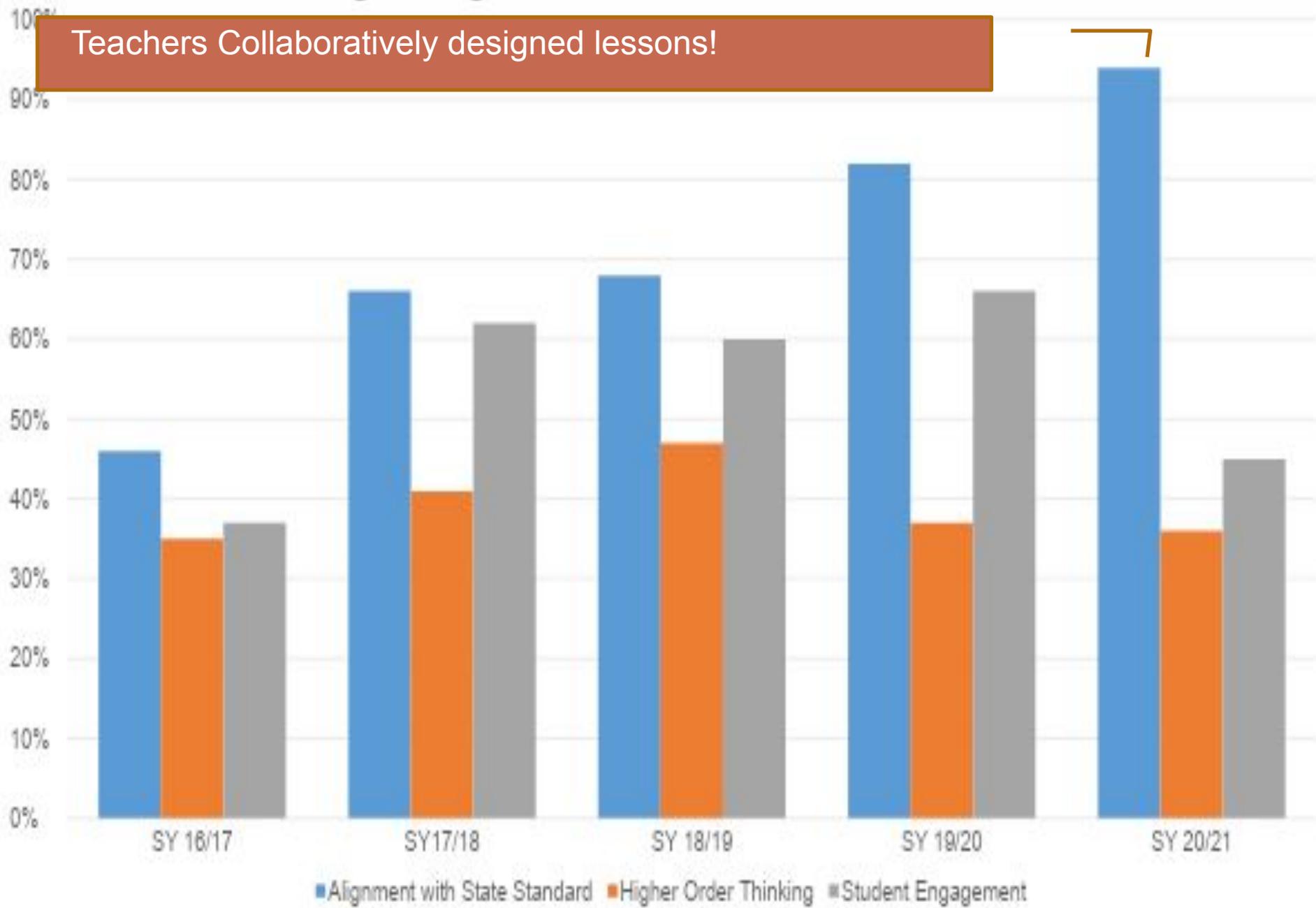
Aligned but not Calibrated

If one quart of paint covers eight square feet, what is the minimum number of quarts one would need to purchase in order to paint this object:
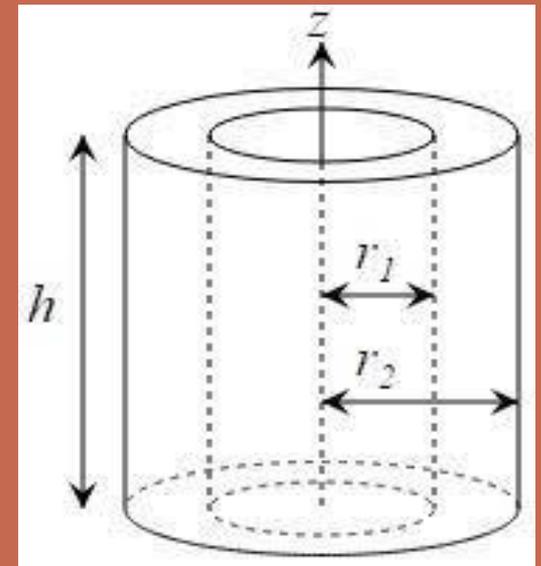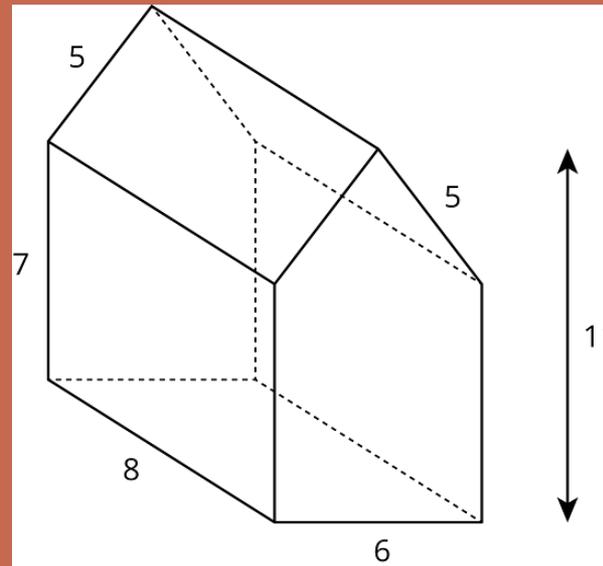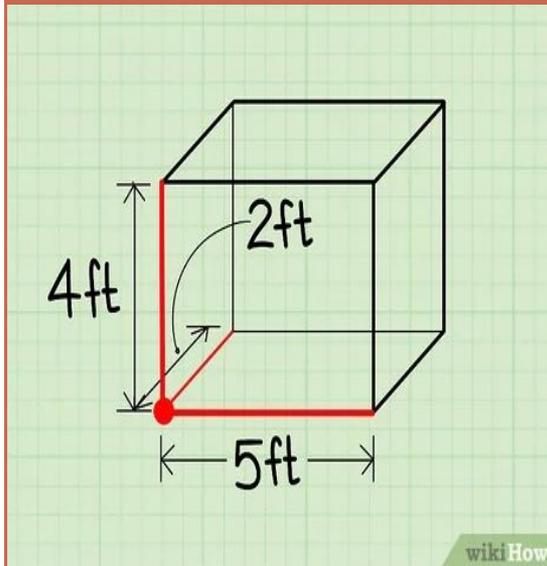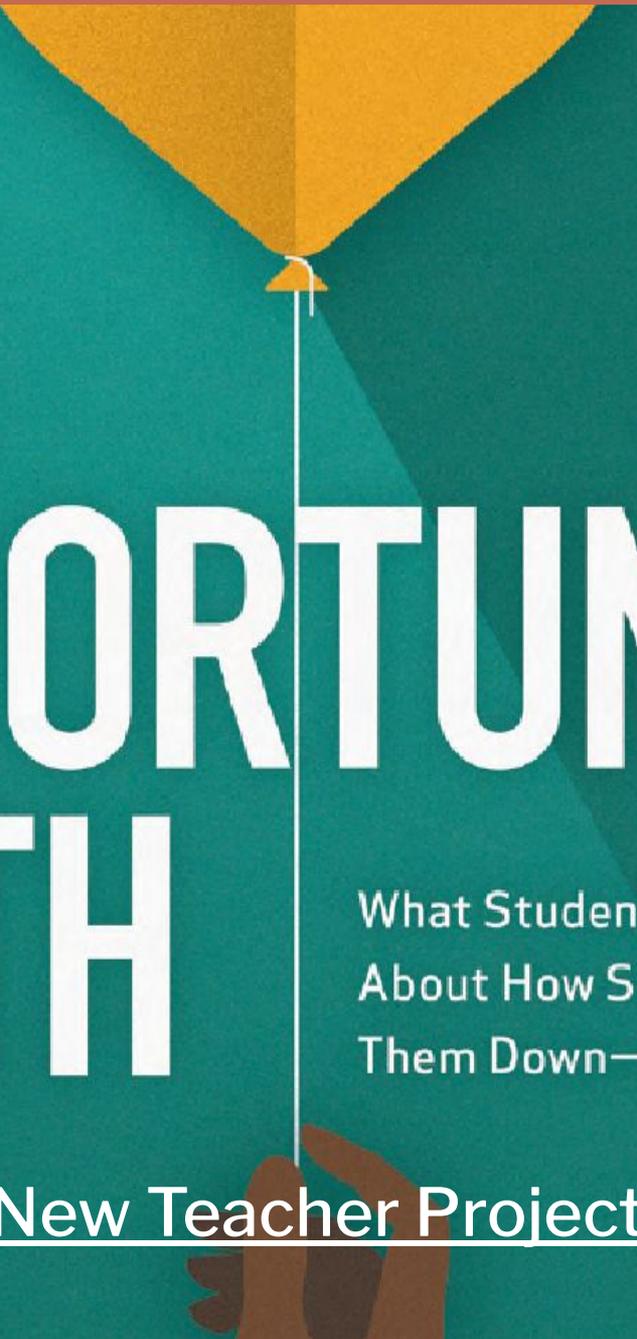
By: The New Teacher Project

We partnered with

FIVE diverse school systems

We observed nearly lessons

1,000

We reviewed nearly assignments

5,000

We analyzed more than student work samples

20,000

We collected nearly real-time student surveys

30,000

Just in Time Support

This analysis is informed by aggregated data from over 100,000 classrooms and over 2 million students who used Zearn's K-5 online math platform during the 2020-21 school year—approximately 10% of the total elementary public school enrollment nationwide.

REMEDIATION	ACCELERATION
Spending significant time in below-grade level content before moving into new learning	*Connecting unfinished learning into the context of new learning*
..... covering many objectives or standards from prior grades/units (usually extending to a month or more of instruction)	.... integrating a few lessons from prior grades/units
.... isolated from grade-appropriate learning	.... Just-in-time to grade-appropriate learning (whether in core or extended time)
.... usually with greater than 50% of time on procedural fluency	.... always with an appropriate balance of fluency, conceptual understanding, and application work *See Appendix for a detailed example*

Students spend most of their time in school without access to four key resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations.

Students spent more than 500 hours per school year on assignments that weren't appropriate for their grade and with instruction that didn't ask enough of them—the equivalent of ==six months of wasted class time in each core subject==. And students reported that their school experiences were engaging just 55 percent of the time overall (among high schoolers, only 42 percent of the time). Underlying these weak experiences were low expectations: We found that while more than 80 percent of teachers supported standards for college readiness in theory, less than half had the expectation that their students could reach that bar.

Activity

With 2 or 3 folks at your table, discuss your thoughts on:

- the lack of grade level activities in schools
- whether or not your school/district struggles with low rigor; and
- how low rigor in the classroom may affect the SEL struggles of students

Gardner's Academic "Leg"

MTSS Academic Leg
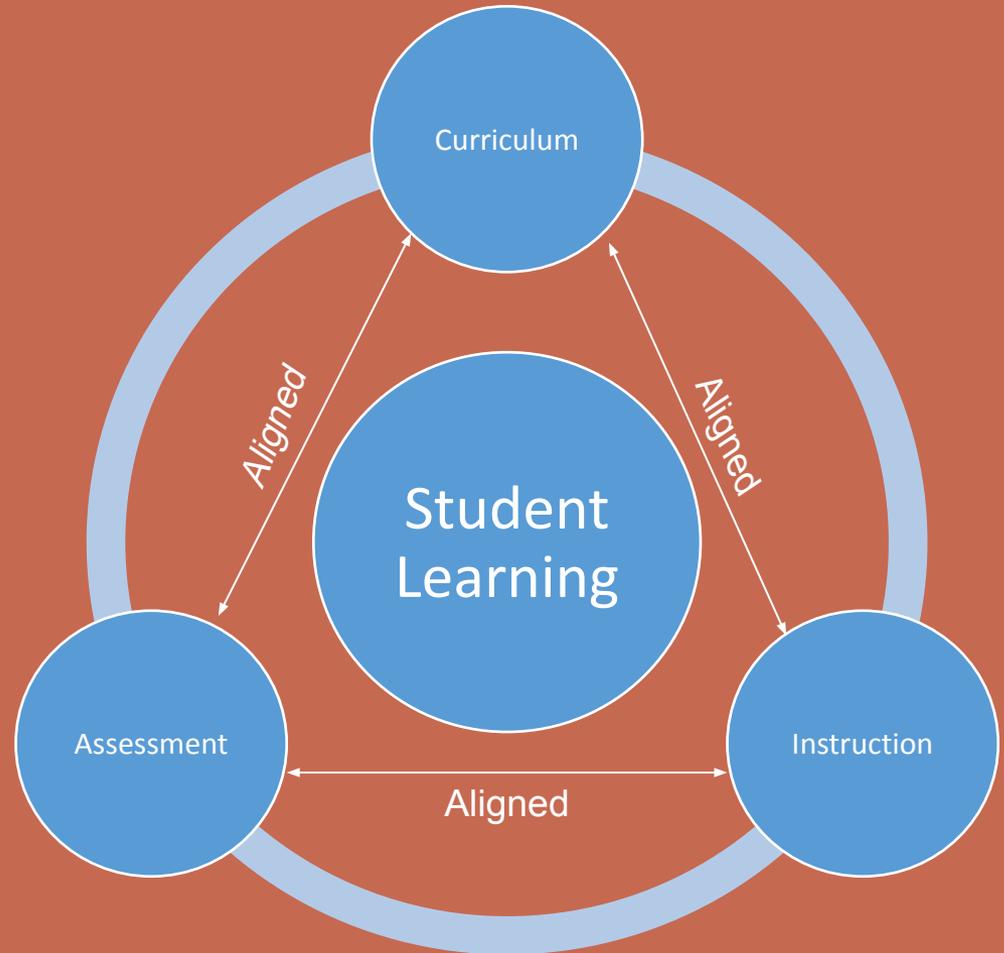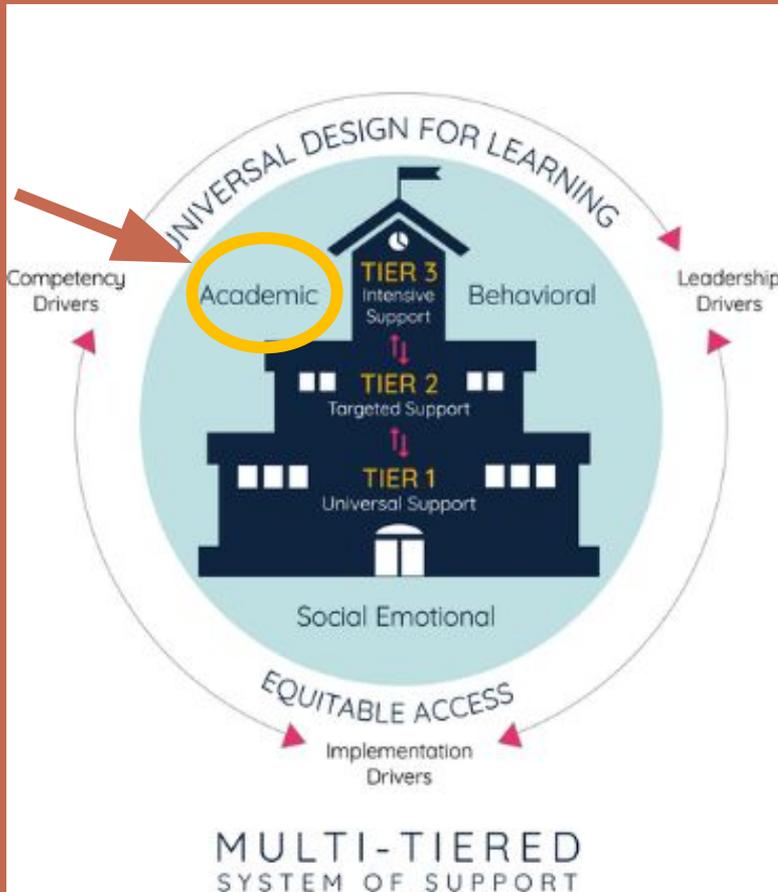
MTSS Academic Leg

District Leadership Team

Building Leadership Teams (Core Team)

Common Planning Teams

Superintendent/ CAO/PPS Director/Building Administrators/Instructional Coaches

All Building Administrators, Instructional Coaches, Specialists & Teacher Leaders

Coaches/Admin, Teacher Leaders & Core Teachers

Gardner Public Schools

Activity: Your Academic "Leg"

Do you have a team or multiple teams who are responsible for identifying and addressing the mental health, social/emotional, and behavioral needs of your students?

1. Who is on the team?
2. Who is responsible for leading the meeting?
3. How often do they meet?
4. Is there a structure/tiered focus to the meetings?
5. How do they Communicate with, Support, Train, & hold accountable the staff as a whole?
6. Do you find the team to be effective?
7. What Adaptive Challenges are the teams addressing for the staff as a whole to be successful?

Gardner's 3 Step Action Plan

TIER ONE: STEPS TO IMPLEMENTATION			
			Step Three...
		Step Two...	
	Step One...		
Team	**Systems**	**Data**	**Practice**
Building Leadership Team (BLT) Review Data to Support Professional Development and coaching of staff and teacher leaders	Review Data for Effective CPT Team Facilitation & Development •Observe CPT •Meeting Agenda, Minutes & Goals •Admin/Teacher Leader Coaching Meetings	Ensure Assessment Implementation •LinkIt! Formative Assessments •Common Classroom Assessments of Objectives/Learning Targets •LinkIt! Benchmark Assessments •Admin/Teacher Leader Coaching Meetings	Review Data to Assess Effectiveness of Tier 1 Supports and Fidelity to Practice •Mini Learning Walks to assess fidelity of practices •Lesson Plans •Results of LinkIt! Benchmark Assessments •Admin/Teacher Leader Coaching Meetings
Teacher Leaders lead their Common Planning Time (CPT) Team to promote Data-Driven Instruction and Evidence-based Effective Practices	CPT Meeting Goals: •Align curriculum, instruction and assessments to the state standards so they are common to all grade-level teachers •Decide how students can demonstrate mastery of the standard •Unpack the standards to identify Objectives/Learning Targets •Develop Lesson Plans that meet the standards/Objectives/Learning Targets •Meeting Agenda, Minutes & Goals	Implement Assessments to Generate Relevant Data •LinkIt! Formative Assessments •Common Classroom Assessments of Objectives/Learning Targets •LinkIt! Benchmark Assessments	Review Assessment Results to Inform Responsive Practices •Universal Design for Learning (UDL) •Effective Use of Classroom's Inclusive Supports •Four Evidence-Based Practices

Gardner's Action Plan-Step 1

|	
TIER ONE: STEPS TO IMPLEMENTATION	
Step One...	
Team	**Systems**
Building Leadership Team (BLT) Review Data to Support Professional Development and coaching of staff and teacher leaders	Review Data for Effective CPT Team Facilitation & Development ● Observe CPT ● Meeting Agenda, Minutes & Goals ● Admin/Teacher Leader Coaching Meetings
Teacher Leaders lead their Common Planning Time (CPT) Team to promote Data-Driven Instruction and Evidence-based Effective Practices	CPT Meeting Goals: ● Align curriculum, instruction and assessments to the state standards so they are common to all grade-level teachers ● Decide how students can demonstrate mastery of the standard ● Unpack the standards to identify Objectives/Learning Targets ● Develop Lesson Plans that meet the standards/Objectives/Learning Targets ● Meeting Agenda, Minutes & Goals

1. Who do you **want** on your school teams?
2. Who do you **want** to lead the meetings?
3. How often do you **want** them to meet?
4. What do you **want** the focus of the meetings to be?
5. How do you **want** the teams to support, train, and hold staff accountable?
6. What data do you **want** the team to use to measure success?
7. How must the team Adapt to be successful?

Building Leadership Team

Meets biweekly to plan PD, coaching, support, and accountability based on data. Members: Principal; All Admins; Academic, SEL, PBIS, & Equity Teacher Leaders; Academic & Behavioral Coaches

Academic Common Planning Teams

Teacher Leader
Core Subject Teachers Grades 8-12
Grade Level SS/ELA & Science/Math Teachers Grades 3-7
Grade Level Core Teachers Grades PreK-2
Each team will have a coach or administrator liaison

THE TEAMS DECIDE!!!

Teams will decide how to operate. You can only hold your expectations and facilitate the meetings, but the teams need to make the decisions as they are responsible for the outcomes--NOT YOU!

Strategy & Resources

Advocate for an educationally driven budget. The education of the students should not be driven by the budget.

Structural
- Rules
- Roles
- Goals
- Policies
- Technology
- Environment

- Social
- Architecture

- Attune
- Structure to Task
- Technology
- Environment

Human Resources
- Needs
- Skills
- Relationships

- Empowerment

- Align
- Organizational & Human Needs

Political
- Power
- Conflict
- Competition
- Organizational Politics

- Advocacy

- Develop Agenda and Power Base

Symbolic
- Culture
- Meaning
- Ritual
- Ceremony
- Stories
- Heroes

- Inspiration

- Create Faith
- Beauty
- Meaning

Adapted from Bolman & Deal's Reframing Organizations

Thank You! Questions?