Leveraging PLCs and Problem Solving to Improve Tier 1 Reading Instruction

00:00:02 Speaker 1

Good morning, everyone.

00:00:04 Speaker 1

My name is Lindsay Brown and I'm the executive director of just St.

00:00:08 Speaker 1

Florida, and it looks like we have lots of people pouring into the room right now, so I'm going to hold off just a moment before I introduce our special guests and let everyone get into the room that registered.

00:00:20 Speaker 1

Thank you for being here this morning.

00:00:28 Speaker 1

All right, it looks like we have reached kind of a stable number of participants.

00:00:33 Speaker 1

So again, good morning.

00:00:35 Speaker 1

My name is Lindsey Brown.

00:00:36 Speaker 1

I'm the executive director of Jeff St.

00:00:38 Speaker 1

Florida and this is our second webinar for this school year that we're hosting for all of our literacy.

00:00:46 Speaker 1

And the topic this morning is leveraging professional learning communities and problem solving to improve tier one reading instruction.

00:00:56 Speaker 1

We will be recording this webinar and posting it on the justrite Florida website as well as a PDF version of the slide deck will go along with the recording.

00:01:06 Speaker 1

Website So our special guests this morning are from the PS RTTI project. Problem solving in response to intervention out of the University of South Florida.

00:01:17 Speaker 1

And they are.

00:01:18 Speaker 1

Kelly justice.

00:01:20 Speaker 1

She is the assistant director and regional coordinator for PS RTI.

00:01:24 Speaker 1

And then we also have Pam Sudish.

00:01:27 Speaker 1

And she's a learning and development facilitator for literacy. So welcome, Kelly and Pam, we get to work with PS RTTI on a regular basis.

00:01:37 Speaker 1

We have a great partnership with them and we're super excited to have them facilitate this webinar for you all this morning.

00:01:46 Speaker 2

We're happy to be here.

00:01:47 Speaker 2

Thank you so much.

00:01:50 Speaker 3

Thank you, Lindsey, for that introduction.

00:01:53 Speaker 3

So we are just so grateful to have this time to spend with you and share some information.

00:02:00 Speaker 3

The focus of today's webinar, of course, is going to be professional learning communities and how we can use that infrastructure to.

00:02:08 Speaker 3

Engage in.

00:02:10 Speaker 3

Database problem solving and improve tier one reading outcomes for for all students.

00:02:16 Speaker 3

So I'm going to go ahead and advance this line so Pam and I are members of the MTSS implementation support team within our project.

00:02:25 Speaker 3

And so the focus of our team is to support school districts.

00:02:30 Speaker 3

Across the state to utilize problem solving within a multi tiered system of support to improve outcomes for students.

00:02:38 Speaker 3

And so within our team, we have several different people.

00:02:43 Speaker 3

We have a total of five regional coordinators, four of those regional coordinators are regionally assigned and so every district across the state has a designated regional coordinator.

00:02:57 Speaker 3

And so you can kind of get a sense of those assignments based on the color coding.

00:03:01 Speaker 3

Pam and Shelby Robertson, our our learning and development facilitators, they serve as our kind of our content area specialist for the project and we were just recently joined by regional coordinator Kelly Stein.

00:03:16 Speaker 3

We have an opportunity to partner with Stadig part as part of their no cost extension from the most recent grant and so Kelly is going to be supporting school districts and schools across the state of Florida as they utilize a systems level problem.

00:03:35 Speaker 3

Solving and planning approach to improve outcomes for our students with disabilities, and so we're glad to have Kelly on board as our fifth regional coordinator.

00:03:45 Speaker 3

So we wanted to share just really quickly as we get started, some of our learning objectives.

00:03:50 Speaker 3

So we wanted to have an opportunity to build some skill and understanding or some knowledge and understanding during this session.

00:04:01 Speaker 3

We're a little bit limited in time.

00:04:03 Speaker 3

We're going to have a.

00:04:05 Speaker 3

Kind of a jam packed hour for you.

00:04:07 Speaker 3

And so we wanted to make sure that by the end of this session you are familiar with and you know the steps of problem solving.

00:04:15 Speaker 3

You know how various inquiry cycles correlate or match up with a four step problem solving process.

00:04:24 Speaker 3

That you know how problem solving can actually enhance and support professional learning communities, and we're hoping that you'll aspire or that you'll want to augment your current professional learning practices across your school or with across your district or within your school to use a database.

00:04:43 Speaker 3

Problem solving process to really look at current levels of performance amongst students and work strategically to put plans in place to support their learning and improve outcomes ultimately.

00:04:59 Speaker 3

So as an advanced organizer at following the welcome and introductions, we'll go ahead and talk to you a little bit about professional learning communities and we're going to talk about some of the touch points between statute as well as guidance that's been provided by the state.

00:05:16 Speaker 3

We'll talk a little bit about some of those other.

00:05:19 Speaker 3

Inquiry cycles that you might be familiar with that support our profession, our professional learning community.

00:05:25 Speaker 3

And we'll then move into a case scenario that we've put together that allows you to just get a taste of problem solving today again with just an hour, we won't be able to go to a great deal of depth, but we did want to at least dip your toe in the waters of problem solving, so you get a little bit of experience with respect to.

00:05:44 Speaker 3

Each one of those steps and what that would look like and feel like within the context of the work of a professional learning community.

00:05:51 Speaker 3

And then we're going to round off our time together.

00:05:53 Speaker 3

We want to provide you just some links and information about how you can connect with our project and then access some of our.

00:06:01 Speaker 3

Or resources and online supports as well as some professional learning modules if you wanted to learn a little bit more about problem solving specifically.

00:06:13 Speaker 2

Kelly, before we move on, did you want to mention the?

00:06:16 Speaker 3

Oh, thank you so much, Pam.

00:06:18 Speaker 3

So in fact, as you're saying that I'm I need to open up my chat window.

00:06:22 Speaker 3

So we really encourage you to make comments.

00:06:26 Speaker 3

Chime in to ask questions.

00:06:30 Speaker 3

During the Today session, we will do our very best to address those questions.

00:06:35 Speaker 3

We also have a colleague, Lisa Yant, who's joined us and she's going to be helping us keep an eye on that chat and addressing your questions as well.

00:06:42 Speaker 3

Lisa, feel free to draw our attention to that at at any time.

00:06:45 Speaker 3

We'll we'll do our very best to pause and kind of address some of those questions.

00:06:48 Speaker 3

So we're going to be using the.

00:06:50 Speaker 3

Chat to you for for that purpose, and we'll also have a few polls for you.

00:06:54 Speaker 3

So just kind of keep an eye open for when those open.

00:06:57 Speaker 3

So Pam, thank you so much for that reminder, I.

00:06:59 Speaker 2

Appreciate it.

00:07:00 Speaker 2

You're welcome.

00:07:01 Speaker 2

All right, So what we're going to do is just get started and just kind of give you an overview on this slide.

00:07:06 Speaker 2

Just kind of touch on the four steps of problem solving.

00:07:09 Speaker 2

And as Kelly mentioned, our focus here of course is really maximizing PLC PLC's, excuse me through a database problem solving process to really do that effectively.

00:07:23 Speaker 2

We know, of course, that districts are examining.

00:07:25 Speaker 2

We have such a wealth of wonderful data that we utilize in Florida.

00:07:31 Speaker 2

But this is going to.

00:07:32 Speaker 2

Hopefully provide you with an idea of how to utilize that effectively and what to do with that data once you get it.

00:07:39 Speaker 2

So the four steps of problem solving just starts off, of course, with step one, and this is where we look at Goal ID, which is also known as problem identification.

00:07:49 Speaker 2

And this is where you ask yourself So what do we want our students to know and be able to do and what we mean by that is we're taking a look at the expected level of performance.

00:08:00 Speaker 2

And we're also looking at students current level of performance.

00:08:04 Speaker 2

So really examining those data to determine, you know what is occurring.

00:08:10 Speaker 2

And then we move over into Step 2 and this is.

00:08:14 Speaker 2

I have to tell.

00:08:14 Speaker 2

You a secret?

00:08:15 Speaker 2

This is my favorite part.

00:08:17 Speaker 2

Actually, I love the problem analysis because this is where you're really examining.

00:08:22 Speaker 2

Why is this problem occurring?

00:08:24 Speaker 2

So you're really diving in, having those thoughtful conversations, examining the barriers that might.

00:08:30 Speaker 2

Be preventing students from really achieving and.

00:08:33 Speaker 2

Moving forward and.

00:08:34 Speaker 2

What we can do, and in this case, as a team to say yes, we know in fact this is true.

00:08:40 Speaker 2

We have the baseline, we have the data to support that.

00:08:43 Speaker 2

So we're really making those thoughtful decisions within step.

00:08:47 Speaker 2

Two then in step three, what's happening is that you're really taking a moment and taking again those thoughtful conversations and applying it to an instructional or intervention design where we're asking ourselves, what are we going to do.

00:09:03 Speaker 2

So we're really creating a plan here and we are diving in to say.

00:09:08 Speaker 2

You know, what is it?

00:09:09 Speaker 2

Who's going to do what?

00:09:11 Speaker 2

When, where, how?

00:09:13 Speaker 2

Why are we doing this?

00:09:14 Speaker 2

Really examining fidelity of that.

00:09:17 Speaker 2

What does that look like?

00:09:18 Speaker 2

You know, whoever or the team, whoever is providing that intervention, to ensure that they have the support that they need.

00:09:26 Speaker 2

And in addition to that, if they actually have been trained in that to effectively provide that intervention or the instruction that's occurring.

00:09:36 Speaker 2

So all of that comes together.

00:09:38 Speaker 2

We're also making those thoughtful decision rules to say, gosh, you know, at this point, even before we're implementing this way out in front.

00:09:46 Speaker 2

We're saying, what are we determining that is positive?

00:09:49 Speaker 2

What is going to be a questionable result and what is going?

00:09:52 Speaker 2

To be a poor result.

00:09:54 Speaker 2

Even before we're implementing that, so this those two steps to me are.

00:09:59 Speaker 2

Are probably my favorite.

00:10:01 Speaker 2

I have to tell you.

00:10:01 Speaker 2

And then in step four, what we're doing is we're examining.

00:10:05 Speaker 2

That's the response to intervention or RTI that folks refer to all the time that is actually step four.

00:10:11 Speaker 2

And then we say is this working?

00:10:14 Speaker 2

And how do we know?

00:10:15 Speaker 2

And then what are we going to do about it?

00:10:17 Speaker 2

What are?

00:10:17 Speaker 2

We going to do about those results.

00:10:19 Speaker 2

So I think we can go to the next slide, Kelly.

00:10:22 Speaker 2

Thank you.

00:10:25 Speaker 3

Yeah, I apologize for interrupting. I saw in the Q&A that the chat has been disabled. So if someone could help us get that enabled, that would be great.

00:10:36 Speaker 3

So folks could post questions, chime in. I went ahead and opened my Q&A box as well, so I'll keep an eye on that, but hopefully we can get that.

00:10:45 Speaker 3

Payable for folks.

00:10:46 Speaker 2

Ah, I got you.

00:10:47 Speaker 2

OK, thank you.

00:10:49 Speaker 2

So what we know and how does this uh tie in?

00:10:53 Speaker 2

Thank you, Kelly.

00:10:54

Where was I?

00:10:57 Speaker 2

So how does this tie in and why is this so important?

00:11:00 Speaker 2

So what we know is that Florida has adopted these strong reading initiatives.

00:11:06 Speaker 2

We all know that we have embraced them.

00:11:08 Speaker 2

We have so much support.

00:11:09 Speaker 2

And just read Florida and all of the partners that that we have within the state of Florida with the initiatives that we have and we can easily find that districts find that quite easily.

00:11:21 Speaker 2

Within the K12 reading plan that is also supported by the reflection tool, the self reflection tool that districts have.

00:11:30 Speaker 2

So what that looks like is that we take those initiatives and we examine those in districts, take that information they did, they dive in deep, they create a very thoughtful plan.

00:11:42 Speaker 2

And then they come back at the end of the year to say how well did our district do and make those decisions based on that, what we know is that within the K12 reading plan and the self Reflection Tool Literacy leadership teams are found and they're very prominent in that.

00:11:59 Speaker 2

That, along with professional learning communities, which we know are taking place across the state of Florida, are basically the infrastructure for the building blocks to be able to support those reading initiatives throughout the school.

00:12:14 Speaker 2

So what we're going to do is we're going to touch on not only literacy leadership teams.

00:12:19 Speaker 2

But also what that looks like within PLCS as well.

00:12:24 Speaker 2

So Kelly, can I get you to move forward?

00:12:27 Speaker 2

Thank you.

00:12:28 Speaker 2

So with literacy leadership teams, I love to refer to this as the heartbeat of the school or the Golden Nugget because what happens here is that districts establish, you know, what needs to happen.

00:12:41 Speaker 2

You know what is it supposed to look like?

00:12:43 Speaker 2

What is the purpose of those literacy leadership teams and they communicate that?

00:12:48 Speaker 2

Expectation of course with the principals.

00:12:51 Speaker 2

And the principals take that and run with it, right.

00:12:53 Speaker 2

And they're the ones who also communicate that throughout their school districts.

00:12:58 Speaker 2

Also, as I mentioned earlier, they monitor and support their schools throughout their district and then schools.

00:13:06 Speaker 2

In turn, they're the ones who establish that the principals and like takes that information.

00:13:11 Speaker 2

And they established that team of key personnel they meet regularly and they make those decisions thoughtfully through a database decision making process like the one we're sharing here.

00:13:23 Speaker 2

I think what's really important is to.

00:13:26 Speaker 2

Know the members of the team because that would be folks like the administrative team could be on it, the support personnel reading coaches, of course, should definitely be on that team.

00:13:39 Speaker 2

Math coaches as well.

00:13:41 Speaker 2

If you have those within your school also taking those those teacher leaders as well.

00:13:47 Speaker 2

That are across the content areas because what happens there is that those folks obviously know their classes, they know their educators, they know their students.

00:13:57 Speaker 2

And they're making those thoughtful decisions based on that, and it gives them the opportunity to take those reading initiatives based on the database decision making process to say, yes, if we ensure and we provide this strategy, this support, if we all take, you know, this initiative and move it forward then.

00:14:17 Speaker 2

We're assured to make that those changes within the school.

00:14:21 Speaker 2

So I'm going to turn it over to Kelly to address.

00:14:26 Speaker 3

Yeah. Thanks. Thanks, Pam. So in addition to our literacy leadership teams, many schools have PLC's in place or professional learning communities that they facilitate on an ongoing basis.

00:14:38 Speaker 3

So again, we just wanted to kind of highlight some touch points between that and some guidance that is provided by the.

00:14:46 Speaker 3

State as well as statutes.

00:14:48 Speaker 3

So when we think about professional learning communities, we know that the rule and I I'm not as good as some as far as rattling off the numbers.

00:14:59 Speaker 3

So I I have a CHEAT SHEET right here, but it's 68 dash 6.053, so the the rule pertaining to the comprehensive evidence based reading.

00:15:08 Speaker 3

Plan makes mention of the need for principals to ensure time for professional learning or professional development, which would include activities like professional learning communities or PLC's. And if you look at the guidance or the reflection tool that.

00:15:27 Speaker 3

Pam mentioned it also within this section.

00:15:31 Speaker 3

I think it's section E related to professional development.

00:15:35 Speaker 3

It highlights and it encourages district leaders to reflect on the degree to which PLC's are guided by data they're using data to make their decisions, and this is especially meaningful to me.

00:15:48 Speaker 3

Because both both.

00:15:50 Speaker 3

Both Pam and I are former classroom teachers and and we have participated in professional learning.

00:15:55 Speaker 3

Communities within that capacity in the past and so I participated in some professional learning communities where there was just great collegial conversation.

00:16:04 Speaker 3

And we did some amazing book studies.

00:16:07 Speaker 3

I still think about or reflect on used to this very day, but I have to admit that we weren't always really data based.

00:16:14 Speaker 3

We weren't always sitting down as a professional learning community and looking at data together and making decisions, so that really speaks to me and I think it provides us a nice window or.

00:16:26 Speaker 3

for problem solving to come in and really augment some of those practices and the outputs that that come out of those professional learning community sessions.

00:16:38 Speaker 3

We mentioned at the start about just an opportunity to look at some of the inquiry cycles or or.

00:16:47 Speaker 3

Approaches to decision making that you might already be familiar with within the context of your current professional learning communities, and so this matrix.

00:16:59 Speaker 3

Was designed again with the help of my colleague Lisa Yont.

00:17:02 Speaker 3

You got a shout out earlier.

00:17:04 Speaker 3

She helped me put this together so that.

00:17:06 Speaker 3

We could really.

00:17:07 Speaker 3

Put problem solving side by side with a couple of other familiar inquiry cycles that you might use.

00:17:15 Speaker 3

So some of you may be familiar with the critical questions that.

00:17:19 Speaker 3

Are often used by professional learning communities, so you can see.

00:17:22 Speaker 3

See those captured there in that middle row, whereas problem solving is in the top row in this matrix and the bottom row we have the IES where the Institute for Educational Science, Learning Cycle or inquiry Cycle that is commonly used again.

00:17:42 Speaker 3

And other professional learning communities and is and is.

00:17:46 Speaker 3

And extended upon and really expanded upon by Ariel West or Regional Education Laboratory.

00:17:54 Speaker 3

West has put out a nice guidance document related to that, but they really talk about how you use data and information to then guide decision making so.

00:18:06 Speaker 3

By looking at this side by side, we kind of get a a sense of of, you know, the commonalities as well as some of the differences.

00:18:13 Speaker 3

So we can compare and.

00:18:15 Speaker 3

And so one thing that really stands out to me is that we can see that each each type of inquiry seems to do a really good job with identifying problems, so that that very first column there the problem identification.

00:18:29 Speaker 3

So we can see that each one of those within the context of those they spent some time kind of identifying what we.

00:18:35 Speaker 3

Expect students to now be able to do or kind of getting a sense of of current levels of performance, and then that third column over.

00:18:43 Speaker 3

You can see those are pretty well filled in across all three inquiry cycles, so we get a sense of that.

00:18:50 Speaker 3

Not only are they reviewing data identifying potential problems, but also it seems as though all three attend to the effort to.

00:19:01 Speaker 3

Respond to that and put some type of instructional plan in place to address that.

00:19:06 Speaker 3

One thing that really stands out to me when you look at that second and 4th column, Step 2 and Step 4 is that problem solving at provides us some added advantages.

00:19:18 Speaker 3

And the first is that problem analysis piece, that opportunity for professional learning communities to pause and really think about why the problem is occurring or delve into some of those underlying causes.

00:19:32 Speaker 3

And I think the other advantage of problem solving is step four are that RTI response to intervention.

00:19:38 Speaker 3

Piece and that's that. Careful.

00:19:40 Speaker 3

Use of both group student data as well as individual student data to make sound educational decisions and instructional decisions for our students.

00:19:50 Speaker 3

So again, just an opportunity to realize that you may already be using an inquiry cycle.

00:19:56 Speaker 3

Perhaps you're using the critical questions already.

00:19:58 Speaker 3

So we're not talking about something vastly different.

00:20:01 Speaker 3

But problem solving does provide us some added advantages of looking at underlying causes and then monitoring progress over time to make subsequent instructional decisions.

00:20:12 Speaker 3

OK.

00:20:13 Speaker 3

So we're going to go ahead and revisit that problem solving cycle that Pam did such a tremendous job orienting you to at the beginning of our session.

00:20:21 Speaker 3

But we're going to dig just a little bit deeper, get get some familiarity with what are some of the critical activities that occur within each of the four steps, so.

00:20:32 Speaker 3

The first step again is goal identification, and sometimes it's more commonly referred to as problem identification, and each one of the steps, as Pam mentioned, has a driving question or a critical question attached to that.

00:20:46 Speaker 3

So for this one, again, we're going to ask that question.

00:20:48 Speaker 3

What is it we want students to know.

00:20:51 Speaker 3

And be able to do.

00:20:55 Speaker 3

So within this step we are thinking about the comparison between current level of performance and expected level of performance and we can typically identify our expected level of performance based on depending on the content area based on standards as well as if you're thinking about the content area.

00:21:16 Speaker 3

Behavior oftentimes, school wide expectations would allow us to know what the expected level of performance is.

00:21:22 Speaker 3

So within this step of problem identification, we're trying to get a sense of of where those two levels lie with respect to each other.

00:21:33 Speaker 3

So kind of getting a sense of what the gap might be.

00:21:36 Speaker 3

So if expected level of performance is up here and then our current level of performance is is slightly below.

00:21:43 Speaker 3

We get a sense of what we talk about as the magnitude of that problem or the size of the gap.

00:21:49 Speaker 3

So the bigger the gap, the bigger the magnitude of that problem and.

00:21:53 Speaker 3

At times, the more intensive the instruction will be required to close that gap, and it also might look at the scope of it as well to get a sense of are we talking about problems that are that are impacting individual students?

00:22:08 Speaker 3

A small group of students?

00:22:09 Speaker 3

Are we talking about a large scale tier one type problem?

00:22:13 Speaker 3

So I want to draw your attention to.

00:22:16 Speaker 3

You a special consideration when we're talking about tier one problem solving and looking at current and expected levels at Tier 1?

00:22:26 Speaker 3

So first of all, I think a common misconception is that when we're talking about tier one or we're talking more specifically about a Tier 1 intervention, that that is simply just the first intervention.

00:22:39 Speaker 3

We try with an individual.

00:22:40 Speaker 3

Student whereas what a Tier 1 intervention is is really a change or an adjustment that we make to instruction that has the ability to impact all students.

00:22:51 Speaker 3

We're thinking about universal changes.

00:22:54 Speaker 3

We're thinking about large groups of students, their current level of performance, and then comparing that to the expectation.

00:23:01 Speaker 3

So when we think about expected level for tier one, we use the general guideline or the rule of thumb that our expectation is that if tier one is sufficient, we would expect the majority of students or approximately 80% of students.

00:23:19 Speaker 3

To be meeting our expectation or standard.

00:23:23 Speaker 3

So if it is greater than or equal to it, we would consider tier one to be sufficient.

00:23:30 Speaker 3

If it was somewhat lower than that, then in general terms we consider tier one to not be sufficient.

00:23:36 Speaker 3

So and there's really nothing magical.

00:23:38 Speaker 3

About that 80%, the idea is that in order for us to have.

00:23:44 Speaker 3

Are the capacity to provide supplemental supports to students who need that, that level of support and that are most intensive, individualized supports to students who need that level of intervention, we really need to hold Tier 1 to a standard and have that expectation that it will with the right adjustments.

00:24:04 Speaker 3

And with the right concentration of time and and and narrowing the focus on those most important standards that we are able to achieve that level of of sufficiency and certainly that's.

00:24:21 Speaker 3

The overall goal.

00:24:24 Speaker 3

So we want to Orient you first to just a the case scenario that we put together.

00:24:31 Speaker 3

So we designed this case scenario centered around a fictitious elementary school, Sunnyvale Elementary, and it's their second grade PLC, and they're coming together now.

00:24:42 Speaker 3

That PLC includes general education teachers.

00:24:45 Speaker 3

As well as exceptional education teachers.

00:24:49 Speaker 3

And they're coming together to engage in tier one problem solving.

00:24:52 Speaker 3

So remember, they're they're looking at large group data and more specifically for this session, they're thinking about grade level data.

00:24:59 Speaker 3

So they're going to be looking at some data that helps them get a sense of what the trends and needs on the strengths are among their second grade students across the entire grade level.

00:25:08 Speaker 3

And so for this particular session it's mid year, so they have their fast star reading data at their fingertips.

00:25:16 Speaker 3

So 4:00 PM too.

00:25:19 Speaker 3

So again LC 2nd grade tier one problem solving and they're going to be looking.

00:25:24 Speaker 3

At PM two data.

00:25:27 Speaker 3

For a moment, though, I want us to to think back with the PLC, because of course this is their their their second progress monitoring back in the fall though they reviewed the fast start reading screening report and that gave them a sense of the percentage of second graders across the grade level.

00:25:47 Speaker 3

Who were performing at?

00:25:49 Speaker 3

Or above benchmark.

00:25:50 Speaker 3

So with this report they could get a sense of of the percent of second graders that that at or above benchmark level.

00:25:59 Speaker 3

Now that was back in the fall, so let's Fast forward back to our PM two.

00:26:02 Speaker 3

So this is today, this is this is mid year and they're looking at their their PM two data.

00:26:09 Speaker 3

So as of the PM two, they reviewed again, returning to that that fast start screening report for 2nd grade, just again getting a sense of performance across the grade level.

00:26:21 Speaker 3

They noticed that a slightly lower percentage of second graders were at that at or above benchmark level.

00:26:30 Speaker 3

And so they.

00:26:33 Speaker 3

They consulted and used additional data sources to to support that finding. They had additional data like Common formative assessment, other classroom assessments that they were looking at to again get a sense of, you know, the data suggests that only about 48% of our students are currently performing.

00:26:53 Speaker 3

That are above benchmark, what other data sources do we have that might confirm and support that finding so they are again using multiple data sources to to guide their thinking and decision making?

00:27:05 Speaker 3

Amount so it this is a perfect time for pole one.

00:27:09 Speaker 3

So if you'll bear with me just one second, I should be able to pull that up.

00:27:16 Speaker 3

So we we want to give you a chance just to kind of reflect on that, that, that guideline of about 80% or approximately 80% of students meeting expectation to indicate Tier 1 sufficiency. So bear with me one second and I will launch the poll.

00:27:38

OK.

00:27:39 Speaker 3

All right, Pam, can you give me a thumbs up if you can see that.

00:27:43 Speaker 3

OK.

00:27:44 Speaker 3

So we've got two questions for you here.

00:27:46 Speaker 3

And the first is just a simple yes.

00:27:48 Speaker 3

Now and then we have a short answer.

00:27:50 Speaker 3

So the question is do do the data indicate that tier one is sufficient to meet the needs of the majority of students?

00:27:59 Speaker 3

And then after you respond to that, yes, no question, just if you would spend a little bit of time and just share your rationale, just a short answer, couple of a quick phrase, just to to let us know that.

00:28:13 Speaker 3

How did you make that determination?

00:28:14 Speaker 3

What was it that you saw in the data that they were looking at today that supported that decision?

00:28:22 Speaker 3

And I'm just kind of monitoring, giving you a little a little time to respond as folks are chiming in and then I will share those results with everyone.

00:28:54 Speaker 3

Some answers coming in.

00:29:02 Speaker 3

OK, so it looks like it's leveling.

00:29:05 Speaker 3

Off a little bit.

00:29:17 Speaker 3

Starting to slow down.

00:29:20 Speaker 3

Take a few more seconds and then we'll go ahead and see what we came up with.

00:29:34 Speaker 3

I didn't share our results.

00:29:38 Speaker 3

So let's see well.

00:29:44 Speaker 3

So we had a majority of folks indicated that no based on the data, the.

00:29:53 Speaker 3

The tier one was not currently sufficient to meet the the needs of the majority of students.

00:29:58 Speaker 3

Now unfortunately we have some good some good responses in there and I didn't realize that it would allow us to view your responses within the polls, so we'll have to review the transcripts on those.

00:30:10 Speaker 3

But just briefly thinking about the rationale for that and I'll go ahead and stop sharing.

00:30:17 Speaker 3

And clear that out for a moment so that you can see the presentation again, but just kind of thinking about that rule of thumb or that guideline of 80%.

00:30:26 Speaker 3

So we can clearly see at this point in time that based on the data and some of that additional data they were reviewing, you could see that right now the.

00:30:37 Speaker 3

Tier one wasn't currently sufficient without additional changes or additional supports for students in order to allow them to meet expectations.

00:30:48 Speaker 3

So at this time, the answer would be no, and the rationale would just be again based on that, that rule of thumb of about or approximately 80%.

00:30:58 Speaker 3

And we can see that there's there's a little bit of a gap there with respect to that expectation and where the majority of students are currently performing.

00:31:10 Speaker 3

So we're going to go ahead and move into the next step with this, which is problem analysis.

00:31:14 Speaker 3

And as Pam mentioned at the start, our driving question for problem analysis is why is the problem occurring.

00:31:23 Speaker 3

And so within the problem analysis step, we're going to do a couple of things.

00:31:29 Speaker 3

We're going to POC members in this case are going to generate ideas as to why they think that problem is occurring.

00:31:36 Speaker 3

Why is there a gap between where we where we expect students to be aware they're currently performing?

00:31:41 Speaker 3

So using our example so.

00:31:42 Speaker 3

You know, if we wanted.

00:31:44 Speaker 3

Approximately 80% of students to be meeting the expectation or being at or above benchmark at this point in the year and right now we're only seeing about 48%.

00:31:54 Speaker 3

We're going to start thinking about what are some of those underlying causes or possible reasons why that is the case, and then it's likely, especially when you have a group of educators together.

00:32:05 Speaker 3

That there's going to be a lot of great ideas, a lot of good hypotheses as to why there is that gap present.

00:32:12 Speaker 3

And so we're going to gather some information because given that we have a number of great ideas.

00:32:17 Speaker 3

Is we want to be able to narrow that down to the one that we think is most likely to be true.

00:32:24 Speaker 3

So we're going to invest a little bit of time for gathering additional information to say, you know what, this seems like a really strong hypothesis.

00:32:33 Speaker 3

What data could we look at, what additional information might we gather to confirm that?

00:32:37 Speaker 3

That that is indeed true.

00:32:42 Speaker 3

As we think about that, that fancy word hypothesis and what what exactly does that mean?

00:32:47 Speaker 3

And so it's basically an educated guess that we take as far as where we why we're seeing a difference or why that problem is occurring.

00:32:55 Speaker 3

We want to make sure and encourage members of the PLC or teams that we're working with to make sure that.

00:33:01 Speaker 3

We're thinking about those possible reasons we stay grounded in research.

00:33:06 Speaker 3

We focus on things that are alterable, are things that we.

00:33:09 Speaker 3

Change through that complex interaction between the learner environment, curriculum and instruction.

00:33:16 Speaker 3

So what are the things that we, as educators, have control over and can alter?

00:33:20 Speaker 3

We want to make sure that it's something that's measurable as well as that it's going to.

00:33:24 Speaker 3

Ultimately lead us.

00:33:26 Speaker 3

To intervention.

00:33:26 Speaker 3

So we want to stay grounded in things that that will ultimately.

00:33:30 Speaker 3

If if we're able to confirm that it's true, it's going to really outline exactly what we need to do instructionally for this group of students, or if we're looking at individual students for those individual students that we're focused on and problem solving for.

00:33:48 Speaker 3

And so we have a lot of different ways that we can gather that information.

00:33:52 Speaker 3

Again, if we have multiple ideas or hypotheses as to why the problem is occurring, there are methods for gathering the information and there are places we can go to find those answers.

00:34:02 Speaker 3

So we use that riot by ISIL.

00:34:05 Speaker 3

The riot stands for review, interview, observe and test.

00:34:09 Speaker 3

And then the isol part is instruction curriculum environment and the learner.

00:34:13 Speaker 3

So the riot part, those are methods for gathering information and then the ISO part, the ICE L.

00:34:22 Speaker 3

Those are our domains or those are places where we can go to gather more information.

00:34:26 Speaker 3

So think about that.

00:34:27 Speaker 3

If we've got a great hypothesis and.

00:34:29 Speaker 3

You know the PLC is in, in in pretty good level of consensus or agreement that gosh, you know I really think this is the underlying.

00:34:36 Speaker 3

And calls.

00:34:37 Speaker 3

We think about so, so where could we go to confirm confirm that what might we consider within the domain of instruction curriculum environment or the learner and how could we get get a hold of that information?

00:34:50 Speaker 3

What could we review?

00:34:52 Speaker 3

Who could we interview?

00:34:53 Speaker 3

Where might we observe?

00:34:55 Speaker 3

Or is there something that we might?

00:34:57 Speaker 3

Is test more specifically as far as just to kind of get a quick sense of skill or understanding?

00:35:04 Speaker 3

So again, this this matrix is just a nice reminder for PLC's and other teams that we have a lot of ways to gather additional information.

00:35:13 Speaker 3

You know, test the learner of course is 1 cell of this matrix.

00:35:18 Speaker 3

But if you think about that there are 16 cells, 16 possibilities of how we could gather that information.

00:35:23 Speaker 3

So we don't always have to grab it to you.

00:35:25 Speaker 3

Gravitate towards retesting the learner.

00:35:27 Speaker 3

It's likely that we have some of that information at our fingertips, or we could use some other methods to gather that and to confirm that we're on the right track.

00:35:37 Speaker 3

So this just gives us a quick example of what we're talking about.

00:35:41 Speaker 3

What are some examples of hypothesis within the domain of instruction within curriculum environment of the learners?

00:35:48 Speaker 3

So when it we were thinking about instruction, it might be something like fidelity.

00:35:53 Speaker 3

Which curriculum, you know, it's looking at that match between the curriculum and the standards.

00:35:58 Speaker 3

Not limited to that, but just again an example we think about environment.

00:36:04 Speaker 3

What are some of the things we might consider?

00:36:06 Speaker 3

Well, it might be classroom management and organization that might be impacting learning within the clan.

00:36:15 Speaker 3

For the learner, we might look at things like engagement, opportunities for practice and so forth.

00:36:23 Speaker 3

So again, just this is not an exhaustive list by any means, but just kind of gives you a sense of, OK, so we talk about those various domains, what what kind of things would might we be looking at in order to gather more information.

00:36:35 Speaker 3

So that we're able to better target our instruction.

00:36:39 Speaker 3

OK.

00:36:40 Speaker 3

So we're going to return to Sunnyvale Elementary and our PLC 2nd grade PLC.

00:36:48 Speaker 3

So they have examined the data to kind of get a sense that a sense of where second graders are performing currently at this as of.

00:36:59 Speaker 3

PM too, and they also took a look.

00:37:01 Speaker 3

This monitor student mastery dashboard for their cohort now keep in mind you can look at these data relative to an individual student, but you can also run this report and look at this data for group.

00:37:17 Speaker 3

So what we're looking at here is group data.

00:37:19 Speaker 3

So we've pulled this report for.

00:37:21 Speaker 3

The second grade grade level or that cohort, right?

00:37:25 Speaker 3

And So what is represented in the bubble is the average relative to the various strands as of PM two.

00:37:33 Speaker 3

And so I'm going to skip the poll because I'm really disappointed that I didn't get to.

00:37:41 Speaker 3

Share responses from other participants with you, So what I'd like you to do instead, since we have that chat enabled.

00:37:51 Speaker 3

If you would just respond to this question in the chat so that we can see each other's responses and kind of bounce off of each other's ideas. So one of the hypotheses that this PLC came up with based on the data.

00:38:04 Speaker 3

You know, you see that arrow there at the bottom for phonics and word analysis and for the so that is something that caught the attention of this PLC.

00:38:12 Speaker 3

So not their only idea and not their only hypothesis or educated guess, but one of their hypothesis.

00:38:20 Speaker 3

Was around the domain of the learner, so they when their hypothesis was only 48% of second graders are on or above benchmark because they lack skills in the area of phonics and word analysis.

00:38:34 Speaker 3

So again, that's just one educated guess of many, but it just gives us an example in that domain.

00:38:39 Speaker 3

Of the learner.

00:38:40 Speaker 3

And so my question to the group and for you to respond in the chat box this time is if you were a member of the PLC and we think.

00:38:49 Speaker 3

That a contributing factor to that gap is that lack of skill in the area of phonics and word analysis.

00:38:57 Speaker 3

How could we confirm that where we where might meet, where might we go?

00:39:01 Speaker 3

What could we do to confirm that that really is perhaps a barrier skill or or or an area of need?

00:39:09 Speaker 3

For these second graders, so if you'll just chat your yeah, chat your responses in the chat box, or type those in the chat box, we're really interested in in some of your ideas, we think it's phonics and word analysis, but where might we go?

00:39:21 Speaker 3

How could we confirm?

00:39:22 Speaker 3

And that so I see phonics screeners, classroom observations and phonics instruction, other screeners test the hypothesis with the phonics Screener.

00:39:33 Speaker 3

Nice classroom observation Tesla learner.

00:39:36 Speaker 3

I like how Marianne you're using.

00:39:38 Speaker 3

You're using the terminology the the domain as well as the.

00:39:42 Speaker 3

Method running records excellent classroom based measures and I like how you're highlighting as well as participants are chiming in some of the data that we already have at our fingertips because it's likely that through some of our formative assessments we have some information to kind of confirm you know.

00:39:59 Speaker 3

We see the data within this report, but we want to use multiple sources to confirm that so triangulate the data very nice.

00:40:07 Speaker 3

Multiple sources of data.

00:40:11 Speaker 3

Chiming in, I would want to use the report to determine the benchmarks.

00:40:15 Speaker 3

So we can actually delve into and those little carrots expand.

00:40:19 Speaker 3

We can look actually at those specific standards.

00:40:22 Speaker 3

Iris, I'm so glad that you reminded us of that weekly data collection following phonics intervention.

00:40:28 Speaker 3

So yeah, so for providing interventions to certain.

00:40:30 Speaker 3

Students within the classroom.

00:40:32 Speaker 3

We should be carefully monitoring their response, so we likely have some RTI data right that we could take a look at to kind of get a sense of where those students are following.

00:40:42 Speaker 3

So yeah.

00:40:44 Speaker 3

Thank you so much for your participation and for kind of shifting a little bit and and pivoting with us when we realized that the the poll wasn't going to allow us to look at at responses.

00:40:57 Speaker 3

So good.

00:40:58 Speaker 3

Thank you so much.

00:40:59 Speaker 3

We appreciate it.

00:41:01 Speaker 3

We'll go ahead and move forward and Pam, I'm going to pass it.

00:41:04 Speaker 3

Back over to you.

00:41:06 Speaker 2

OK, that's great.

00:41:07 Speaker 2

And I'm so glad that.

00:41:09 Speaker 2

I was like.

00:41:09 Speaker 2

What are we gonna do about that?

00:41:11 Speaker 2

So I'm so glad you brought that up, Kelly.

00:41:12 Speaker 2

I'm like, what a great idea.

00:41:13 Speaker 2

Thank you.

00:41:15 Speaker 2

OK, so as I mentioned, right, that's the reason I love Step 2 so much, because it gives those the PLC and.

00:41:24 Speaker 2

The time to really have those thoughtful conversations that Kelly mentioned and shared so beautifully.

00:41:30 Speaker 2

So within step three, that's where we are now taking all the information that we've gathered so far.

00:41:36 Speaker 2

We've come up with an idea.

00:41:38 Speaker 2

We've created a goal and now we're going to go ahead and create.

00:41:42 Speaker 2

That instructional or intervention plan that we want to implement it and.

00:41:47 Speaker 2

So this is that.

00:41:48 Speaker 2

Question that we're asking what are we going to do about that?

00:41:51 Speaker 2

So Kelly, can I get you to move?

00:41:57 Speaker 2

Thank you.

00:41:58 Speaker 2

So within step three, one of the things that we really thought about intentionally was to think about how, what, what makes a good plan.

00:42:10 Speaker 2

Let me just say that what?

00:42:11 Speaker 2

Makes a really good plan.

00:42:12 Speaker 2

Like how do we?

00:42:13 Speaker 2

Know that this.

00:42:15 Speaker 2

Is going to come off as intended.

00:42:17 Speaker 2

How do we know it's going to be effective?

00:42:20 Speaker 2

What do we know that we're measuring?

00:42:21 Speaker 2

How are we going to do that?

00:42:23 Speaker 2

So within our the plan, we need to establish who's going to actually implement that instruction or intervention.

00:42:30 Speaker 2

You know, what are we going to do?

00:42:32 Speaker 2

When is that going to be done and where something else to also think about and what happens in this stage is that we want to ensure that, you know, if we're aligning that and we've examined and we've researched and.

00:42:46 Speaker 2

We thought, yeah, this is.

00:42:47 Speaker 2

Exactly what we need to do, we have to ensure that the folks.

00:42:52 Speaker 2

That are implementing that are well trained.

00:42:55 Speaker 2

They know what they're doing.

00:42:56 Speaker 2

We may, we may need to provide additional, you know, professional learning.

00:43:01 Speaker 2

For that person or that that group of folks who are going to be implementing that plan.

00:43:05 Speaker 2

So really to really think about this thoroughly, to ensure that we have good success.

00:43:11 Speaker 2

So we're going to show you what that plan would look like or an idea of a template of one is the next slide.

00:43:20 Speaker 2

So this is actually something that we utilize with districts and we've found really good results with that.

00:43:26 Speaker 2

And this is obviously a blank template and the first column what you're noticing is that is the actually the intervention plan and where we're going to put the information that we're gathering, we're determining here who is responsible, what's going to be done, when will it occur and where will it occur.

00:43:47 Speaker 2

And the second line is what we've referred to several times is that support plan, who is going to support that person or that?

00:43:56 Speaker 2

Group of folks.

00:43:57 Speaker 2

Who are implementing that plan?

00:43:59 Speaker 2

So again, that could be the reading coach.

00:44:03 Speaker 2

It could be other educators.

00:44:04 Speaker 2

It could be outside sources to come in to ensure that this is taking place to help support the progress monitoring that's occurring.

00:44:12 Speaker 2

The great thing about that is it doesn't seem as though now remember this plan.

00:44:18 Speaker 2

Can be done with.

00:44:19 Speaker 2

A group of.

00:44:20 Speaker 2

Folks like we're doing here for a PLC, but it also can be intended for, you know, a few group of students or even an individual student.

00:44:29 Speaker 2

So in thinking about that as well, we're thinking about the idea.

00:44:32 Speaker 2

Via that, that person, whoever's intern. Or excuse me, implementing that plan isn't alone. They have that whole group of folks that are helping and supporting them along the way.

00:44:44 Speaker 2

So those same kind of ideas are brought forth with the support plan to say how are we going to ensure that this is you know?

00:44:53 Speaker 2

Implemented with Fidelity and that we're making sure that we are.

00:44:57 Speaker 2

Making excuse me. Good progress.

00:45:00 Speaker 2

The next one is the fidelity documentation.

00:45:03 Speaker 2

This is where we're going in bringing that information there based on the same key components that you're finding across the columns and also the last one is that progress monitoring plan.

00:45:15 Speaker 2

This is where we're capturing the data to say, you know, is this working, remember?

00:45:20 Speaker 2

We've already where?

00:45:21 Speaker 2

This is where we're also established.

00:45:23 Speaker 2

And the decision rules and we're determining right here, if it's positive, you know what the results will be, if it's questionable if it's poor based on that data.

00:45:33 Speaker 2

So it's those really effective goals and it's that the way of to do that to ensure that we are going to.

00:45:41 Speaker 2

Get good results.

00:45:43 Speaker 2

So that's what that's.

00:45:44 Speaker 2

So let's take a look at an example.

00:45:49 Speaker 2

So what we did here, because as you can see that template would be really hard to see.

00:45:54 Speaker 2

We actually have examples that you could take a look at.

00:45:58 Speaker 2

But what Kelly and I?

00:45:59 Speaker 2

Decided to do was just.

00:46:00 Speaker 2

Kind of narrowly focused on just the first column.

00:46:03 Speaker 2

So in that first column, we've decided that of course this is the PLC, it's the 2nd grade team.

00:46:09 Speaker 2

They're the ones who are going to implement this plan.

00:46:11 Speaker 2

So what's going to be done?

00:46:13 Speaker 2

So within this plan, what they're going to do is they're going to facilitate explicit, systematic scaffolded.

00:46:20 Speaker 2

Decoding activities and instruction with corrective feedback through differentiated instruction and then below that you'll notice some key bullets that those are the activities that are going to occur.

00:46:33 Speaker 2

So at this point we're thinking how are we going to capture that?

00:46:36 Speaker 2

How are we going to progress, monitor all of that needs to be decided.

00:46:40 Speaker 2

On that template to be able to have a very good, thorough plan.

00:46:45 Speaker 2

When will it occur daily during Tier 1 instruction and and where is it going to occur?

00:46:51 Speaker 2

Excuse me in the class.

00:46:53 Speaker 2

So this is just column one, right?

00:46:56 Speaker 2

So we're thinking we want you guys to think for a moment if this is what's being implemented and you are that second grade team, you've got some folks in there.

00:47:06 Speaker 2

We know we know most often reading coaches really come in and work with PLC's effectively support teams.

00:47:13 Speaker 2

Could possibly be there as well so.

00:47:16 Speaker 2

How could you?

00:47:17 Speaker 2

If now we're not gonna do a.

00:47:19 Speaker 2

Poll again but.

00:47:20 Speaker 2

If you don't mind jumping to the chat.

00:47:22 Speaker 2

Thinking about how might we be able to support that second grade team, those team of teachers, how can they be supported?

00:47:31 Speaker 2

Thinking who could do it?

00:47:34 Speaker 2

What when or where could it be done?

00:47:37 Speaker 2

So thinking about that for just a moment based on this plan, if you guys wouldn't mind just.

00:47:44 Speaker 2

Adding some ideas into the chat box that would be great.

00:47:54 Speaker 2

Reading coach modeling. Love it.

00:48:00 Speaker 2

Love it.

00:48:00 Speaker 2

Love centers.

00:48:03 Speaker 2

Modeling use of videos.

00:48:05 Speaker 2

Oh yes.

00:48:07 Speaker 2

Curriculum resources.

00:48:08 Speaker 2

Oh my gosh, you guys are flooding in.

00:48:10 Speaker 2

I hope this is saved.

00:48:11 Speaker 2

We can utilize.

00:48:13 Speaker 2

We can utilize this chat at another time.

00:48:16 Speaker 2

These are amazing examples.

00:48:18 Speaker 2

Thank you so much.

00:48:18 Speaker 2

Model paraprofessional.

00:48:20 Speaker 2

Absolutely thank you for bringing that.

00:48:23 Speaker 2

Bringing that up, love FCRR center activities.

00:48:27 Speaker 2

Oh my goodness, I love them so much.

00:48:30 Speaker 2

So right they are tried and true.

00:48:35 Speaker 2

Ensure appropriate resources are available.

00:48:38 Speaker 2

Oh my gosh, this is definitely.

00:48:41 Speaker 2

You guys are rock stars.

00:48:42 Speaker 2

Thank you.

00:48:44 Speaker 2

Hi, Melanie.

00:48:45 Speaker 2

Sorry, I saw Melanie.

00:48:46

Perfect.

00:48:47 Speaker 2

Me know Melanie.

00:48:49 Speaker 2

So thank you.

00:48:50 Speaker 3

Hey, Pam, as as folks are continuing to respond, I just I kind of I wanted to chime in on something as I know you and I always approach this with the with the heart of a teacher, right?

00:49:01 Speaker 3

And so I think you know to me.

00:49:05 Speaker 3

UM.

00:49:06 Speaker 3

This is such an important part of the intervention plan when it comes to fidelity, because certainly there's a call in that's dedicated to how will we measure fidelity because it that that plan is so comprehensive.

00:49:17 Speaker 3

But I think you know we can increase and promote support fidelity by making sure that our teachers are supported.

00:49:26 Speaker 3

By taking the time to turn to them and ask them, you know, we created this plan.

00:49:30 Speaker 3

What is it that you need in order to be to do this well and to do it with fidelity?

00:49:36 Speaker 3

And I think the more we do that, the better outcomes we're going to get ultimately.

00:49:40 Speaker 3

And so I I I I'm partial to this column you said which one your was your favorite step?

00:49:44 Speaker 3

This is probably my the support column is my favorite column because you really look to the person taking responsibility and build in that support what they need in order to be successful.

00:49:55 Speaker 2

I love that absolutely.

00:49:57 Speaker 2

It's those thoughtful discussions as well, right.

00:49:59 Speaker 2

And asking them, I I, you know, obviously we all have so much to do, but educators goodness, they have so much on their shoulders, so.

00:50:08 Speaker 2

Thank you.

00:50:08 Speaker 2

OK.

00:50:09 Speaker 2

Gosh, you guys.

00:50:10 Speaker 2

Thank you so much for playing with us.

00:50:12 Speaker 2

So let's go ahead and get going.

00:50:14 Speaker 2

I don't even know how much time we have left, but we get a lot less than 10 minutes, so let's go ahead and move forward.

00:50:20 Speaker 2

We're only on Step 3.

00:50:25 Speaker 2

Thank you, Kelly.

00:50:28 Speaker 2

OK, so you can see that if Step 2 is done thoughtfully and thoroughly, right, we're diving in deep, we're.

00:50:36 Speaker 2

Having you know those thoughtful.

00:50:38 Speaker 2

Discussions and coming up with wonderful hypotheses, we're validating.

00:50:42 Speaker 2

Those ensuring that we're coming up with a great goal and then in step three we create that really great, thorough plan.

00:50:49 Speaker 2

We're implementing that, and now we've arrived at step four and this is where we say what is our response to that instruction or intervention and is it working and then making thinking about those predetermined?

00:51:03 Speaker 2

Decision rules to say you know how, what do we?

00:51:05 Speaker 2

How well did we do you know, what does this look like, you know?

00:51:09 Speaker 2

Are we effective?

00:51:10 Speaker 2

You know, in thinking again, going back to Step 2 and step three if those are really done thoughtfully and thoroughly, then we should get good results with Step 4.

00:51:20 Speaker 2

Just thinking about that makes a lot of sense, right?

00:51:23 Speaker 2

We've really designed, picked and didn't just go from, oh goodness, we have a problem.

00:51:27 Speaker 2

This is what we're going to.

00:51:28 Speaker 2

About it, we really take a moment to step back and go.

00:51:31 Speaker 2

Yes, this is exactly what we need to do.

00:51:34 Speaker 2

We've talked to our educators, we've even talked to our students.

00:51:37 Speaker 2

We've talked to parents.

00:51:39 Speaker 2

We, you know, surveys, whatever it is that we need to do to really ensure that we have what we need at the table.

00:51:45 Speaker 2

So let's go ahead and move to the next slide.

00:51:49 Speaker 2

So what we wanted to do here is to give you guys an idea of what that would look like.

00:51:54 Speaker 2

What is the response?

00:51:55 Speaker 2

And if we're thinking, what is a good response, what is questionable, what is poor?

00:52:00 Speaker 2

This is actually an example of a good response, because what we're seeing here is that overtime our expected level is closing, our gap is closing and is meeting and closing that gap for our student performance.

00:52:16 Speaker 2

So that's what we would look at to say, yes, OK for sure.

00:52:20 Speaker 2

We definitely know what we're doing is effective.

00:52:22 Speaker 2

It's working.

00:52:23 Speaker 2

And then we.

00:52:24 Speaker 2

Have to make those decisions based on that.

00:52:26 Speaker 2

That and what we would say with a questionable response is that, you know we've it's still rising, right.

00:52:32 Speaker 2

Our expected level is is rising, but it's questionable because either the gap seems to be widening or it's slowing down or it's really not moving, it's flat lining and everything else is moving to the no, no, that would be poor excuse me.

00:52:46 Speaker 2

Like it's kind of.

00:52:47 Speaker 2

Moving, but it's just not moving along fast enough to close.

00:52:50 Speaker 2

The gap.

00:52:51 Speaker 2

OK, sorry.

00:52:52 Speaker 2

And then the next one would be like the poor, it's a poor response if it's flat lined and we're moving up.

00:52:58 Speaker 2

So you can definitely see that the gap is widening.

00:53:00 Speaker 2

So that would be considered a poor response here, but this obviously is a a really good example with our box and whiskers of a good response.

00:53:10 Speaker 2

That we would hope to find.

00:53:13 Speaker 2

And then the next example is something obviously teachers are very familiar with.

00:53:18 Speaker 2

It's really great to have a a graph to look at, and educators can definitely look at it to say, Oh yeah, I can clearly see the results of what I've implemented.

00:53:29 Speaker 2

If the plan is working to be able to ensure that it is effective.

00:53:33 Speaker 2

So this is just another example of what that would look like.

00:53:39 Speaker 2

OK, so now we're going to look at Step 4.

00:53:43 Speaker 2

So what happened here is that this is progress monitoring.

00:53:47 Speaker 2

Three of our fast Star reading report for our our Sunnyvale Elementary school for our grade level 2.

00:53:56 Speaker 2

So what we determine?

00:53:59 Speaker 2

Is that the decision rules are at the bottom right hand side, so they determined as a team.

00:54:06 Speaker 2

That if it was a positive response, it would be greater than or equal to 61%. So this is closing in on the end of the year.

00:54:13 Speaker 2

They're examining that information. A questionable response would be between 55 to 60% and a poor response. Remember, it's all established in step three would be less than 55%.

00:54:27 Speaker 2

We want to make sure and Kelly mentioned this so beautifully earlier, is that additional data sources.

00:54:33 Speaker 2

We're also, you know, looked at right, we're just not going off of just one set of data to make these decisions.

00:54:40 Speaker 2

We have that whole support, the support that's coming in to be able to support those educators, educators are in the classroom and they're observing as well.

00:54:48 Speaker 2

They know exactly what's happening with the instruction.

00:54:51 Speaker 2

If there's some bumps in the road, you know.

00:54:53 Speaker 2

All of that is taking place.

00:54:55 Speaker 2

Those discussions are happening.

00:54:57 Speaker 2

They're they're ensuring that we're moving forward if they have all of this information.

00:55:02 Speaker 2

So the results here at the end for progress monitoring three are that of 62% are at or above benchmark level.

00:55:14 Speaker 2

So what we wanted to ask you here within this poll is do you believe that this would be a positive?

00:55:23 Speaker 2

A questionable or a poor response.

00:55:27 Speaker 2

For the work that has been implemented within the problem solving process, if you guys don't mind for just a.

00:55:33 Speaker 2

Hot minute. Just.

00:55:34 Speaker 2

To jump into the chat and pause OK.

00:55:39 Speaker 2

Yes, absolutely.

00:55:45

A little.

00:55:45 Speaker 2

A little move, but we're definitely moving in the right direction and.

00:55:51 Speaker 2

Then what?

00:55:52 Speaker 2

What would we do?

00:55:54 Speaker 2

What would your suggestion be?

00:55:57 Speaker 2

If if this was a positive response.

00:56:00 Speaker 2

What would?

00:56:01 Speaker 2

What would you suggest?

00:56:03 Speaker 2

What do we do next?

00:56:07 Speaker 3

Pam, I saw someone comment just a second ago about, you know, it's positive, but there's more work to do and I think.

00:56:12

I love.

00:56:12 Speaker 3

That's that.

00:56:13 Speaker 3

That's a great synopsis of that, and I really I like the way you ran through that Pam.

00:56:19 Speaker 3

As far as just really highlighting how those decision rules that they set in advance allowed them to make that determination.

00:56:26 Speaker 3

Very quickly, and so, even before the first day of implementation, those decision rules were outlined for them.

00:56:32 Speaker 3

So it was just.

00:56:32 Speaker 3

Really nice.

00:56:34 Speaker 2

I love that thing that's coming.

00:56:35 Speaker 3

Great ideas in.

00:56:35 Speaker 2

Yeah, I.

00:56:36 Speaker 2

Know I'm looking and continue and I have to say overwhelmingly continue, continue.

00:56:42 Speaker 2

Keep going.

00:56:43 Speaker 2

Absolutely because.

00:56:46 Speaker 2

If if we're continuing, then we know we're we're meeting with success.

00:56:51 Speaker 2

I didn't see someone that said questionable moving in the right direction, but it's not at a right rate of growth.

00:56:57 Speaker 2

I love that right.

00:56:59 Speaker 2

So it brings it back to the.

00:57:00 Speaker 2

Team to say.

00:57:01 Speaker 2

Gosh, we want to close that gap quicker.

00:57:03 Speaker 2

What could we do?

00:57:04 Speaker 2

Well, how can we do that?

00:57:06 Speaker 2

What do we?

00:57:06 Speaker 2

What do we need to?

00:57:07 Speaker 2

Add to this to give.

00:57:08 Speaker 2

Or oomph to what we're already implementing?

00:57:12 Speaker 2

Drill down in the data to see.

00:57:14 Speaker 2

Oh my goodness.

00:57:15 Speaker 2

OK.

00:57:16 Speaker 2

I love this group.

00:57:16 Speaker 2

We have so much fun.

00:57:18 Speaker 1

This is great.

00:57:19 Speaker 1

Thank you so much.

00:57:21 Speaker 1

OK.

00:57:23 Speaker 2

Is there anything else, Kelly that you want to touch on before we move on?

00:57:27 Speaker 3

No, I just just flooding in great ideas.

00:57:30 Speaker 3

I just I I like the fact that folks are honing in on, you know, they set that range, but it is just right over the lower end of that range.

00:57:39 Speaker 3

And so they're saying, hey, you know, I think there's some more work to be done.

00:57:42 Speaker 3

You might even consider questionable.

00:57:44 Speaker 3

The nice thing is within the context of your real setting.

00:57:47 Speaker 3

Those are conversations that you have with.

00:57:48 Speaker 3

Your with your team members as far as you know, we're just above that threshold.

00:57:55 Speaker 3

I'm not so sure we should feel super confident yet.

00:57:58 Speaker 3

I think we need to kind of just keep our keep our foot on the accelerator.

00:58:01 Speaker 3

So that makes a lot of sense, but yeah.

00:58:04 Speaker 3

And and I also saw a comment about drilling down and start looking at individual students or groups of students that.

00:58:09 Speaker 3

May need additional.

00:58:10 Speaker 3

Board because we know that has to continue to happen.

00:58:12 Speaker 3

We have to continue to provide supplemental and intensive supports in tandem with these universal Tier 1 supports so.

00:58:20 Speaker 2

Absolutely. Thank you.

00:58:23 Speaker 2

OK.

00:58:23 Speaker 2

Thank you guys so much for adding all that wonderful information.

00:58:28 Speaker 2

Let's go ahead.

00:58:29 Speaker 2

So what we wanted to share here guys is if you want to learn more about problem solving or anything, all of the fabulous resources that we have to offer, this is actually Lincoln.

00:58:39 Speaker 2

You are going to be getting the presentation.

00:58:43 Speaker 2

For you guys, but it will be provided for you, but we have within our think if of courses we have courses and modules and fact sheets and a whole plethora of wonderful resources that we would love to share with you.

00:58:56 Speaker 2

So we're, like I said, you're going to.

00:58:57 Speaker 2

Get this.

00:58:58 Speaker 2

I know we're running out of time.

00:58:59 Speaker 2

So Kelly, would you mind moving forward?

00:59:03 Speaker 2

And then we both want to thank you so much for being so wonderful and being so pleasant.

00:59:09 Speaker 2

And please contact us.

00:59:11 Speaker 2

We would love to work with you, so this is our link, our website to reach out to any of us.

00:59:19 Speaker 2

Our regional coordinators are amazing.

00:59:21 Speaker 2

And so is Shelby.

00:59:23 Speaker 2

Our math and science.

00:59:27 Speaker 2

So anyway, so here we go.

00:59:30 Speaker 2

And Kelly.

00:59:30 Speaker 2

Do you want to say anything?

00:59:31 Speaker 3

No, just thank you everyone for your time and your attention and just thank you, Jeff, for giving us this opportunity.

00:59:38 Speaker 3

We, we cherish our partnership with you.

00:59:41 Speaker 3

So it's just it's really nice to be here.

00:59:44 Speaker 2

Thank you so much, Lindsey.

00:59:46 Speaker 1

We do 2 ladies.

00:59:47 Speaker 1

We love working with you both and all of.

00:59:50 Speaker 1

The the rest of the PSRT I.

00:59:52 Speaker 1

Project thanks again for all of our participants for being here with us today.

00:59:58 Speaker 1

We will have this recording and slide deck posted within a few days on our website.

01:00:04 Speaker 1

And again, thank you, Pam and Kelly, for your wonderful presentation and just look forward to continuing to work together.

01:00:12 Speaker 1

Thanks everyone, hope you have a great Valentine's Day.