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Driven to Discover®

Outcomes & Questions for the Next Hour

- "This Book," **Why** ?
- It's so Hard to Focus on Instruction, **Why**?
- Beliefs & Mindframes Matter, **Why**?
- Action Planning Improves Universal Instruction, **Why**?



We Know We Have Gaps



Why This Book?

- Achievement Gaps for All Students Compared to Proficiency Standards & for Subgroups
 - students with disabilities, members of minority groups, and children living in poverty
- Gaps Between Research & Practice
- My Professional Mission has been to Help Close these Gaps!

Multi Tiered System of Support (MTSS): What We Know



- **Not** Just a Process of Providing Interventions to a Small Group of Students.
- **It's** a School Reform model - Involves New Ways of Thinking & Doing Our Business.

The Relationship btwn MTSS & the Book

Why This Book?

- Many Districts around the country are Implementing MTSS.
- Effect Size of MTSS on Student Achievement is Large when Implemented w/Fidelity ($d=1.09$).
- Many Districts begin Implementation Focusing on Tier 2 & Tier 3.
- 1st step - Evaluate Effectiveness of Universal Instruction (T1).



In some Respects, it's Much
Easier to Design & Implement
Interventions for At-Risk
Students than to Analyze
Universal Instruction.

The Work Is Hard but the Payoffs are Large!



What's Needed

- Time & Collaboration,
- Extensive Professional Learning & instructional Coaching to Fill Gaps,
- Solid Leadership at a Time when Turnover among Administrators at All-Time High,
- Setting Aside Our Beliefs about what We Think Works & Examining the Research Base to Discover What Works Best,



What We Need to Do!

- Embrace a Fundamental Belief: All Children Can Learn Despite Many Obstacles Outside Our Control,
- Understand: If We Keep Doing What We have been Doing, We will Keep Getting What We have been Getting: Great Variability in Outcomes & Further Disadvantaging of the Most Disadvantaged.
- Create A Sense of Urgency & Conviction: We Can & Must Do Better for Large Numbers of Students!



The Challenge

- Should We Throw Up Our Hands & Say “Too Much?!”
- My Challenge to You is this:

Use a Positive, Systematic,
Collaborative Approach to Improving Universal
Instruction.

Evaluate What You Do &
Do Not Assume Fidelity.



How do we rise to this challenge?

- Disrupt the system substantially by rolling out large-scale changes across whole districts and states?
- Often times, directives change, guidance is absent, and key provisions sometimes don't work at all.





We are Often Distracted

- Too much discussion focused on between school differences (34%) when the biggest issue is within school differences (64%)!
- What is the cause of the variance?
- Teachers: Variability in their impact on student learning

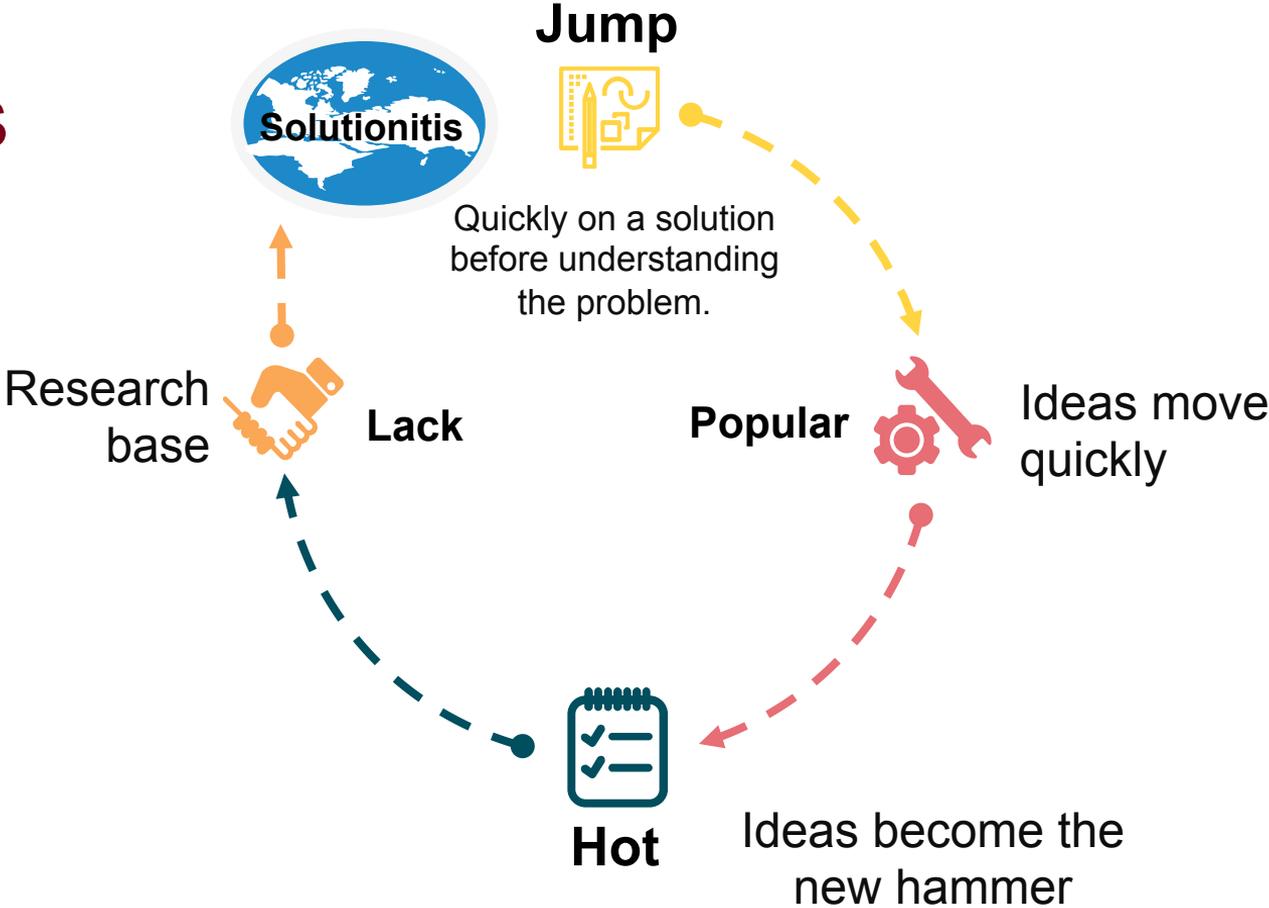


Common Distractors



- Appeasing the parents
- Fixing the infrastructure
- Fixing the students
- Fixing the schools
- Fixing the teachers

Solutionitis



- We love Talking about Distractors that Don't Matter!
- Some of Our Most Politically Popular “Fixes” have the Lowest Impact on Student Achievement!
- Focus on INSTRUCTION & Supporting Teachers to Use Evidence-Based Strategies, Create Engaging Instructional Environments, Form Effective Relationships w/Students, & Collaborate w/ Colleagues Using Data.



We Can Rise to this Challenge By.....

- Being Thoughtful, Planful, & Using Data to Guide Decisions
- Not Jumping on Every New Educational Bandwagon
- Being Careful & Deliberate
- Connecting the Work We Do on UI to other Programming w/in Building & District.



Remember: It is Impossible to Intervene Your Way Out of a Problem w/Universal Instruction!

- Lack of Resources
- Band-Aid vs. Genuine Solution

The Universal Tier (T1)
Our Largest Opportunity to Impact Student Achievement & **Prevent** Achievement Gaps.

Embedding an Action Planning Process into the Work

- Is universal in practice?
- If UI is not efficient, what needs must be addressed?
- How will the needs identified be addressed?
- How will the effectiveness and efficiency of UI be monitored over time?
- Have improved solutions been effective?

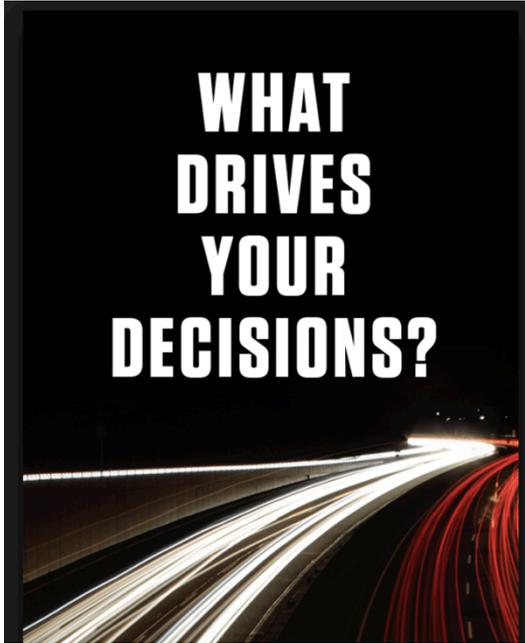
SOLUTIONITIS

Embedding Action Planning

- Chapters 2-3: Prerequisite information on learning targets and universal assessments.
- Deep dive into 5 questions
 - Chapter 4: How to Determine effectiveness of UI
 - Chapter 5: Reasons Why UI may Not be Effective
 - Chapter 6: How to Address Identified Needs
 - Chapter 7: How Teams can Monitor Effectiveness of UI
 - Chapter 8: Framework for Evaluating UI
 - Chapter 9: Sustaining Our Efforts



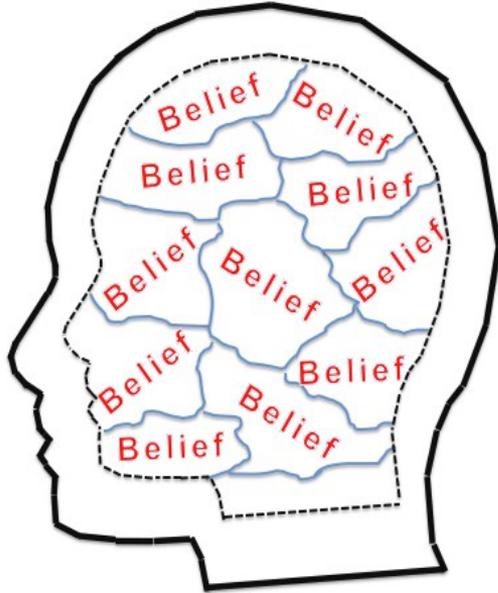
Grounding and Taking Stock of Beliefs



Reality Check

- Do We Really Believe We Can Teach All Kids?
- Or, Do We Believe All Kids Can Learn Except for:
 - Felicia?
 - Robert?
 - Jackie?





Setting the Stage
for the
Instructional Shift:
Core Beliefs
Matter!

It's All about Mindframes!

**How We Think about
the IMPACT of
What We Do is More
Important than
WHAT We Do!**

**SERIOUS
IMPACT!**

15,000 Hours & 50 Teachers



Let's Think About Education...

and move the
debate from
how best to
teach...

to how we best
evaluate the
impact of our
teaching!



Howard Gardner and the 3 E's



- What makes Success Work?
 - Excellence
 - Engagement
 - Ethics

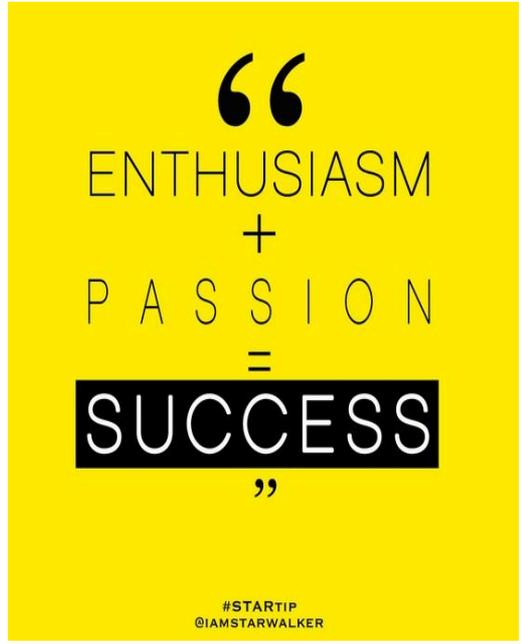
- Successful Workers know what they are doing, See it Gets Done, & can Name Reasons Why They are Doing What They are Doing.





3 E's Apply to Educational Expertise

- Competence & Mindframes
- Passion & Enthusiasm Impact Students (What Drives the Car!)
- Passion & Enthusiasm Manifests Itself in **10 Mindframes.**



10 Mind Frames for Visible Learning (Hattie, 2018)

1. “I **Build Relationships** & Trust So that Learning Can Occur in a Place Where It is Safe to Make Mistakes & Learn from Others.”
2. “I Focus on Learning and the **Language of Learning.**”
3. “I am a **Change Agent** & Believe that All Students Can Improve.”
4. “I **Explicitly** Inform Students What Successful Impact Looks Like From the Outset.”
5. “I Give & Help Students Understand **Feedback** & I Interpret & Act on Feedback Given to Me.”

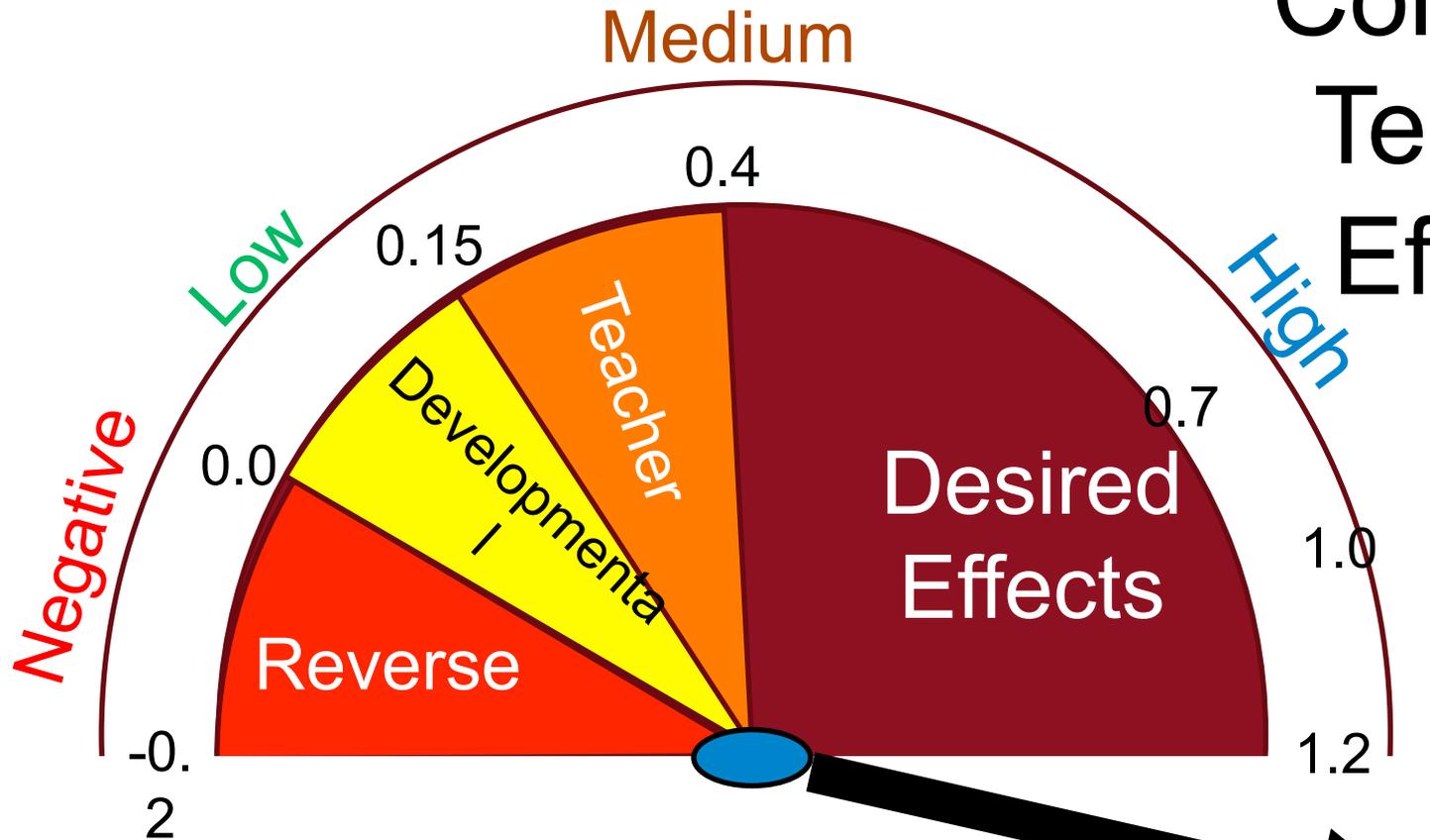


10 Mind Frames for Visible Learning (Hattie, 2018)

6. “I Engage as Much in **Dialogue** as Monologue.”
7. “I Strive for **Challenge** & Not Merely ‘Doing Your Best.’”
8. “I am an **Evaluator of My Impact** on Student Learning.”
9. “I see **Assessment as Informing** My Impact & Next Steps.”
10. “I **Collaborate** with My Peers & My Students about My Conceptions of Progress & My Impact.”



Collective Teacher Efficacy



$d = 1.57$

Collective Teacher Efficacy

Helping Staff Understand the Way They Go about Work has a Significant Impact on Student Results – For Better or Worse



Definition of the Universal Tier

- What ALL students receive in the form of academic and social-emotional instruction and supports.
- Everything it takes to get students proficient at grade level
- Focuses on the implementation of the district's core curriculum aligned to standards.
- Differentiated using data to guide decision-making
- Time dedicated to learning is based on student need
- Implemented with Fidelity



Quality Components of Universal Instruction

- Research-Based Curriculum
- Articulation of Teaching & Learning Standards
 - Within Grade Levels
 - Across Grade Levels
- Standards Based
- Differentiated Instruction
- Exceeding Benchmark



Infrastructure for Universal Improvements

1. Allocating time and resources to system level work
2. Collaborative teams established that focus on INSTRUCTION
3. Identify barriers to effective universal instruction
4. Teams develop plans to address barriers
5. Teams continue conversations by monitoring, evaluating, and modifying action plans as implementation unfolds.



Barriers to Address UI Ineffectiveness

- Assuming that MTSS is about Interventions
- Assuming that we have “done it” already
- Challenging beliefs about students abilities to achieve academic success
- The swinging pendulum of initiatives
- Culture of closed classroom doors
- System vs. Teacher Issues
- Lack of knowledge about the current state of the universal tier.
- Lack of collaborative teams and/or processes to guide their work.



Lessons Learned Regarding UI (Chapter 9)



- Leadership is Critical.
- Universal Instruction is Part of a Multi-Tiered Service Delivery model.
- Improving Universal Instruction is System Change.
 - Technical vs. Adaptive Change

Adaptive vs. Technical Change

Perhaps the single biggest failure of leadership is to treat adaptive challenges like technical problems.

- Technical change involves fixing an ordinary problem without changing the system.
 - Medication for high blood pressure
- Adaptive change involves fixing a problem by disrupting the system.
 - Changing diet and lifestyle to address high blood pressure

Source: National Institute for School Leadership



Technical Change

- Problems & Solutions:
 - are Easy to Identify,
 - Sometimes Solved by Mandates, &
 - Rarely Involves Underlying Root Causes of Problems.

Adaptive Change

- Adaptive changes:
 - require Systems View,
 - Involves Changes in Values,
 - Are Difficult to Identify,
 - Require Ownership of Problem by People Closest to It,
 - & Require Experimental Thinking.





LESSONS LEARNED

- Take Stock of Assessment & Instructional Practices to Ensure Reliable & Valid Assessments & Using High-Impact Instructional strategies.
- Encourage Grade Level Teams Use Multiple Sources of Data to Make Decisions.
- Set Ambitious Goals.
- Begin w/Clearly Defined Plan w/Consensus from the Grade Level.



- Provide Job-Embedded Training & Coaching to Support Learning & Application.
- Team Routines & Protocols are Essential.
- Always Discuss & Include Ways to Measure Fidelity of Implementation.

Tools Included to Guide the Work

- Agendas
 - Building leadership team and PLC team by month
- Inventories
 - Assessment by purpose
- Protocols
 - Data team for evaluating universal instruction



Tools Included to Guide the Work

- Checklists
 - PLC Fidelity, Tier 1 Barriers, Classwide intervention, UI Action Plan, Key components of UI, Communication plans
- Templates
 - Action planning
- Discussion Questions for PLC:
 - At the end of each chapter



Who's My Teacher?



1 Teacher
&
165,000
Hours



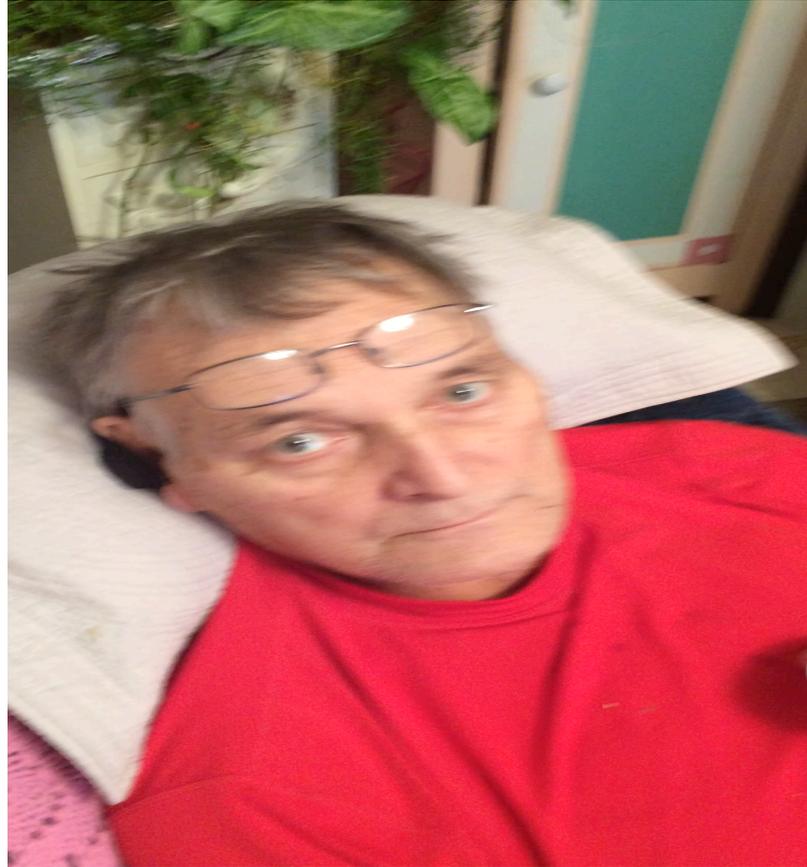
What are the Big Rules in Life?

- Physicians
- Carpenters
- Race Car Drivers
- *First Do No Harm*
- *Measure Twice, Cut Once*
- *Look Only Where You are Going*

What are Your Rules?



The Big Three According to Roger Voss



The Big Three: #1 Signal Your Intentions

- Tell Students What the Learning Targets & Goals are for Each Lesson (w/ High Expectations).
- Be Clear & Transparent.
- Don't Make Students Guess.



The Big Three: #2 Check Your Mirrors

- Look Behind, to the Sides, & Ahead of You.
- Collect Multiple Sources of Data to Make Decisions (not a Single Data Point).
- Convergent Data
- Be Proactive; Try to Prevent Problems from Occurring



The Big Three: #3 Check Your Blind Spot



- We all have blind spots in life and we have to be aware them.
- Get better at getting better by recognizing areas of growth.
- Collaborate with colleagues to bring more than one perspective to problems of practice.
- Use data to evaluate your overall impact.



Are You Ready to Focus on Instruction and Evaluate the Impact????

- **Our Vision:** To be the premier network hub that builds educator's databased decision-making capacity through high quality technical assistance, professional learning, and program evaluation in education.
- **What We DO:** We partner with our member districts to bring the latest information on cutting-edge research with a focus on data-based decision-making and evaluating the impact of system change.





Resources to Help

- CAREI Assembly
- Member-Only Portal with Resources
- Professional Learning
- Book Studies (My book is one 😊)
- Data Analytics
- Networked Improvement Communities
- MTSS Implementation Reviews and Action Planning
- Program Evaluation
- Research Watch





Are You Ready to Focus on Instruction and Evaluate the Impact????

- **Membership:** You can become a CAREI member and access great resources and professional learning and networking opportunities!



Member Benefits	
Access to the “Research Watch” newsletter published 8 times per year	✓
Four assembly meetings per year on topics determined by needs and priorities of members * Remote and on-site participation available	✓
Access to “Members Only” section of CAREI Website with tools and resources	✓
Access to the Minnesota Student Survey Data Analytic Dashboard	✓
A 20% discount on CAREI Professional Learning Workshops (new this year)	✓
A 20% discount on enrollment fees to participate in a CAREI Networked Improvement Community	✓
A 20% discount on CAREI Data Analytic Services	✓

Student Enrollment	Annual Dues
Fewer than 2,000 students	\$850
2,000 – 8,000 students	\$1,250
8,001 – 20,000 students	\$1,650
Over 20,000 students	\$2,050



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