USING A 14:1 MODEL TO CREATE TIME FOR INTERVENTIONS

ONGOING CLASSROOM INSTRUCTION

READING
| 1 | 2 | 3 | 4 | 5 | 6 |

WRITING
| 1 | 2 | 3 | 4 | 5 | 6 |

MATHEMATICS
| 1 | 2 | 3 | 4 | 5 | 6 |
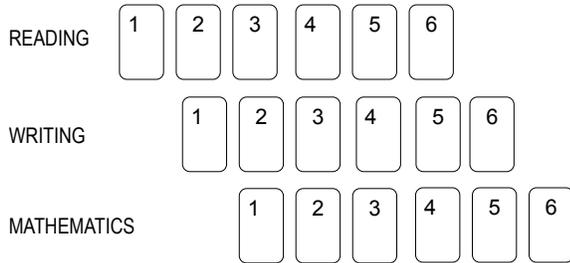
Intervention Strategies

- **Catch-up Café** (Homework completion)
- **Lunch Bunch** (Tutorial support)
- **Lunch and Learn** (Mandatory Study Hall)
- **Lean on Me Club** (Peer Tutoring)
- **ZAP** (Zeros Aren't Permitted)
- **Learning Buddies** (High School Tutors)
- **Double Dose** (Extended Day kindergarten)
- ASAP (After School Advantage Program), 2004

Intervention Strategies

1. Floating tutors
2. Peer Tutoring/Buddy Programs
3. Student Advocacy (SOS) Programs
4. Parent Education Programs
5. Special Education Teachers
6. Prescriptive Learning Centers

Whatever It Takes, DuFour, DuFour and Eaker, 2004

Intervention Strategies

1. Impact Teacher Groups
2. Math Booster Clubs
3. After School Tutoring
4. Extended Day Programming (6 to 6)
5. Counseling
6. Mentoring/Peer Tutoring
7. Volunteers and Community Partnerships

Whatever It Takes, DuFour, DuFour and Eaker, 2004

Roles in an Intervention Program

- Administration protects and promotes the importance of school-wide, systematic interventions.
- Leadership team designs the intervention structure.
- Teams of practitioners implement the interventions, keeps track of which students are getting what interventions, and make decisions on necessary realignment of students and interventions.
- Parents support the intervention programs.

Administrative Support for Interventions

- Secure the necessary resources - time, money, space and personnel.
- Ensure access to ongoing, accurate data
- Provide TIME for teachers to create appropriate groupings of students and design effective support to meet the identified needs.
- Maintain the guidelines when parents and students object to participation in the Intervention.

Teacher Support for Interventions

- ✓When are parents contacted?
- ✓When is MORE time required?
- ✓When is MORE support required?
- ✓Who implements the intervention?
- ✓How long is an intervention tried before discarded?   What records are kept?
- ✓When is special education considered?
- ✓When is placement changed?

The Critical Question

If the fundamental purpose of our school is to ensure learning for all students, how committed are we to examining all the practices, policies, and procedures of our school in light of their effectiveness in promoting learning?

Need for a Collaborative Culture

"… Improving schools requires the creation of collaborative cultures.   Without the collaborative skills and relationships, it is not possible to learn and to continue to learn as much as you need to know to improve."

Michael Fullan

The Importance of Culture

Structural change that is not supported by cultural change will eventually be overwhelmed by the culture, for it is in the culture that any organization finds meaning and stability.

Phil Schlechty

Said another way: *"Culture trumps structure every time."*

Collaboration in Traditional Schools

"… In traditional schools, teachers have not been rewarded for collaboration, and many schools remain places where teachers are isolationists, reluctant to share responsibility for the success of the entire school."

William Ferriter and John Norton, 2004

"…In most schools teaching is regarded as an individual act. Thirty teachers working in the same school are thought of as a collection of thirty individual practices. Or as DuFour has labeled this phenomenon, 'a group of independent contractors united by a single parking lot.' This is the way the profession of teaching has been set up and the way it seems to work virtually everywhere."
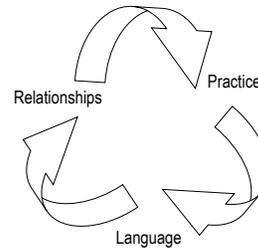
Sergiovanni, Strengthening the Heartbeat, p.117

Collaboration in a
Professional Learning Community

"… Members of a professional learning community recognize they cannot accomplish their fundamental purpose of high levels of learning for all students unless they work together collaboratively. The collaborative team is the fundamental building block of a Professional Learning Community."

DuFour et al, Learning By Doing, p. 89

Three C's of Teaming

Relationships

Practice

Language

Congeniality,
Collegiality, and
Collaboration!

Thomas Sergiovanni, Strengthening The Heartbeat, 2004

Solution Tree

Intentional Collaboration

We don't expect people to know everything, but we do expect them to get the best answers they can get, and they get them by working with other people.
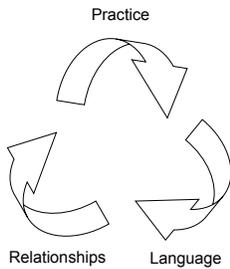
Bossidy and Charan , Execution, p .102

When teachers make collaboration intentional

Relationships
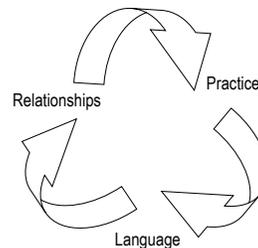
Practice

Language

Changes in
✓Practice
✓Language
✓Relationships

Solution Tree

Changes in Practice

Practice

Relationships   Language
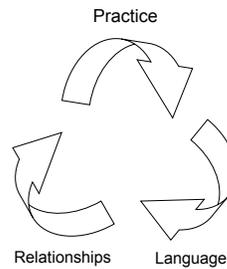
"… You don't change people's minds, you change people's practices which change people's minds."
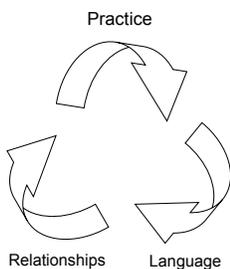
Tom Guskey

Collaborative Culture

Practice

Relationships   Language

Collaborative cultures, which by definition have close relationships, are indeed powerful. BUT, unless they are focused on the right things they may end up being powerfully wrong.

Michael Fullan

Soluti   Solution Tree

An Important Question

Practice

Relationships   Language

The fact that teachers collaborate will do nothing to improve a school. The pertinent question is not " Are teachers collaborating?" but rather, "What are teachers collaborating about?"

DuFour et al, LBD, page 91

Collaborate About What

- Clarify essential outcomes by grade or course,

- Develop common assessments,

- Establish targets and benchmarks,

- Analyze assessment results.

- Plan for interventions and instructional improvement strategies.

Soluti   Solution Tree

Collaborative Study of Essential Learning

1. Promotes clarity.
2. Promotes consistent priorities.
3. Is crucial to the common pacing required for formative assessments.
4. Can help establish a curriculum that is viable.
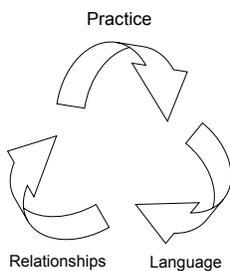5. Creates ownership of the curriculum among those who are asked to teach it.

Changes in Practice

Practice

Relationships   Language
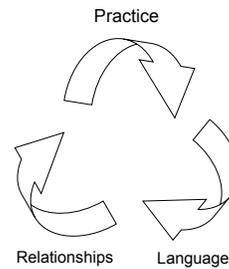
We don't think ourselves into new ways of acting, we act ourselves into new ways of thinking.

Execution, Bossidy and Charan, p. 89

Solution Tree

Changes in Practice

Practice

Relationships   Language

- More time spent collaborating with others,
- Increased focus on data and student results,
- Greater alignment of curriculum, and
- Improved pedagogy and understanding of content.

Changes in Language

Practice

Relationships   Language
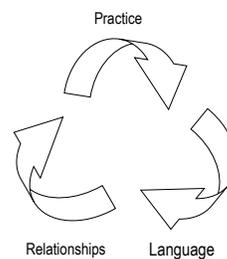
"... Terms travel easily but the meaning of the underlying concepts do not."

Michael Fullan, Leadership and Sustainability: 2005, p. 67

Solution Tree

Language and Implementation

"…The use of complex language hampers implementation. It is hard enough to explain what a complex idea means when you understand it and others don't. It is impossible when you use terms that sound Impressive but you don't really understand what they mean."

Pfeffer and Sutton, Closing the Knowing/Doing Gap, p.52

Intervention Criteria

There are no short cuts. The language around terminology must be developed locally so that teachers, principals, and parents share a common understanding.

Solution Tree

The Importance of Language

"… for professional community to exist, it is important that teachers talk. Teachers need space and time to collaborate"

R. Garmston and B. Wellman, The Adaptive School, p.266

Impact of Language

Practice

Relationships   Language
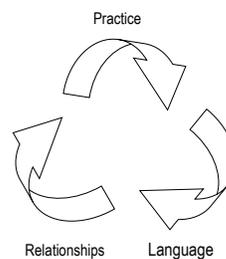
"… How teachers talk to each other is an essential resource of strong schools. Skillful talk creates professional communities that reinvent instruction to match today's students with today's curriculum and today's conceptions of learning."
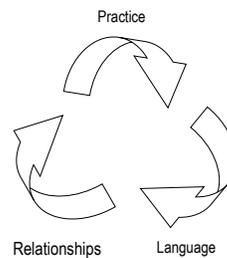
R. Garmston and B. Wellman, The Adaptive School, p. 51

Solution Tree

Changes in Language
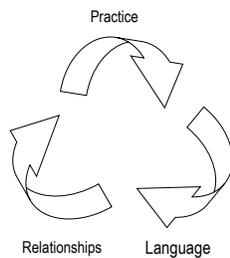
- More frequent and focused professional conversations,
- Paradox of simultaneously greater clarity and greater confusion around terminology, and
- Improved quality of questions among and between teachers.

Practice

Relationships   Language

Changes in Relationships

"… the relationship between the adults in the schoolhouse has more impact on the quality and character of a school - and on the accomplishments of youngsters - than any other factor."

Roland Barth

Practice

Relationships   Language

Changes in Relationships

As a result of efforts to make collaboration more intentional, three facets of relationships changed as the adults in a school developed a sense of:

1. shared responsibility for the success of all students,
2. mutual accountability among the faculty and administrative staff, and
3. reciprocal responsibility between the faculty and administration.

"…Collaborative cultures, ones that focus on building the capacity of schools and the people within them for continuous improvement are meant to be new ways of working and learning."

Fullan, School Administrator, 2006

Changes in Relationships

Practice

Relationships   Language
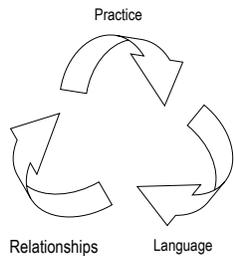
- Shift in the basis of relationships,
- Greater sense of satisfaction and self efficacy, and
- Increased accountability among and between teachers.

Solution Tree

Ron Edmonds once posed the question

"…How many schools would it take to convince you that our practices can have a dramatic impact on student achievement?"

Solution Tree

Kildeer Countryside Community Consolidated School District 96
Climate and Culture Survey
January 2003

Together We Can

"… Schools with high levels of collective efficacy embrace a no-excuses approach to teaching and learning. Teachers with a strong sense of collective efficacy believe that they collectively make a difference in learning and success of their students."

Oliver and Kiefer-Hipp, 9/06

Solution Tree

Impact of Becoming a
Professional Learning Community

Kildeer Countryside
Community Consolidated School District 96

Grade	Subject	District Yr1	School 1 Yr1	School 2 Yr1	School 3 Yr1	School 4 Yr1
3rd Grade	Mathematics	94	95	93	93	92
	Reading	83	83	79	91	88
5th Grade	Mathematics	90	80	91	91	93
	Reading	86	80	84	90	90
Collaboration		3.5	3.1	3.5	3.7	3.8

Grade	Subject	District Yr1	District Yr2	School 1 Yr1	School 1 Yr2	School 2 Yr1	School 2 Yr2	School 3 Yr1	School 3 Yr2	School 4 Yr1	School 4 Yr2
3rd Grade	Mathematics	94	95	95	96	93	94	93	92	92	93
	Reading	83	88	83	94	79	79	91	86	88	91
5th Grade	Mathematics	90	94	80	94	91	94	91	91	93	97
	Reading	86	88	80	91	84	82	90	86	90	93
Collaboration		3.5	3.7	3.1	3.8	3.5	3.3	3.7	3.5	3.8	4.1

Peace River School Division #10
Peace River, Alberta

Provincial Achievement Test Results
T.A. Norris Junior High School
Grade 9

		Year 1	Year 2	Year 3	Change
Language Arts	% Accetable	87.6	89	93.2	5.6
	% Excellent	11.3	13.2	15.9	4.6
Mathematics	% Accetable	61.9	75	82.8	20.9
	% Excellent	8.2	14.8	19.5	11.3
Science	% Accetable	78.4	81.3	82.8	4.4
	% Excellent	8.2	9.9	12.6	4.4
Social Studies	% Accetable	65.2	81.9	83.8	18.6
	% Excellent	13.5	9.6	18.8	5.3

Impact of Becoming a Professional Learning Community

"… In the nearby but less advantaged Chicago Public Schools, those with 'strong professional learning communities were four times more likely to be improving academically than schools with weaker professional communities. We can no longer afford to be innocent of the facts that 'collaboration' improves performance."

Mike Schmoker, 2004

Motivation

"… People who are not initially motivated can become strong collaborators as results emerge - usually seeing positive changes in and for their students. A critical mass of determined, positive staff can bring about a shift in motivation of unmotivated staff over time."

William Ferriter and John Norton, 2004

Solution Tree

Collaborative Culture

"… Creating a collaborative culture is the single most important factor for successful school improvement initiatives and the first order of business for those seeking to enhance the effectiveness of their schools."

Eastwood and Lewis

Collaboration Improves Performance

Collaboration is _the_ critical competency for achieving and sustaining high performance.

Kouzes and Posner, The Leadership Challenge, 2002, p. 242

Solution Tree