



**Academics - Tier 1:
New Team Professional
Learning
Introduction**

Remember What We Learned

“Those who write the history of these times will tell about how we responded to the needs of teachers, students and families. Let’s make sure we leave evidence of not only our recognition of the needs but also the determination, fervor and excellence with which we intervened.”

-Dr. Rosa Atkins, Charlottesville Public Schools

Meet Your Hosts

- ★ Chris Frawley
- ★ Kandy Grant
- ★ Sandy Hart
- ★ Regina Pierce
- ★ Sharon Zuckerwar

What's Your Role?



Academic TFI Roles

If you are a....	BEFORE You Attend:	DURING the Sessions:	AFTER the Sessions:
<p>CLASSROOM TEACHER —the focus is on building your capacity and the capacity of your colleagues to implement these strategies in the classroom.</p>	<ul style="list-style-type: none"> Assess your current classroom strategies for both academic and behavior evidence based practices Utilize data to identify strengths/areas for growth 	<ul style="list-style-type: none"> Take notes related to classroom strategies you would be willing to try that would meet the needs of your students. Actively engage with strategies Network with other teachers 	<ul style="list-style-type: none"> Implement academic and behavior evidence based practices Seek out coaching assistance Progress monitor efficacy of practices Coach and support colleagues in trying new practices
<p>BUILDING LEVEL COACH or ADMINISTRATOR — the focus is on coaching these strategies in order to build the capacity of others to implement with students.</p>	<ul style="list-style-type: none"> Refer to Resource Map of current practices Utilize data to identify the strengths and areas for growth of staff that you support Preview the academic and behavior evidence based practices to implement consistently in your buildings 	<ul style="list-style-type: none"> Pay attention to facilitation strategies/process Listen for strategies that would be important for your staff Design a professional learning and coaching plan to introduce, model, and progress monitor chosen strategies. Network with other building level coaches 	<ul style="list-style-type: none"> Utilize data to identify important evidence based practices to implement Launch the designed professional learning and coaching plan to support teachers implementing evidence based practices. Support a culture of reflection and collaboration Utilize data to progress monitor schoolwide implementation
<p>DIVISION LEVEL COACH or ADMINISTRATOR — the focus is on developing an effective system that supports ALL staff to support classroom implementation of these strategies.</p>	<ul style="list-style-type: none"> Refer to Initiative Map of current practices Utilize data to identify strengths and areas for growth of schools – identify skilled practitioners Preview the academic and behavior evidence based practices to implement across schools 	<ul style="list-style-type: none"> Pay attention to facilitation strategies/process Design a professional learning and coaching plan to introduce, model, and progress monitor chosen strategies and the role of the administrator in supporting implementation Identify coaching staff available Consider what supports or resources need to be made available Network with other Administrators 	<ul style="list-style-type: none"> Utilize data to identify academic and behavior evidence based practices Integrate selected practices with the definition of quality core instruction Launch the designed professional learning and coaching plan to support coaches and administrators with ensuring academic and behavior evidence based practices are implemented Provide time and resources for coaches to support school staff Develop a system for progress monitoring the fidelity of implementation of the strategies

Community *Hopes*

Be Responsible	<ul style="list-style-type: none">● Take care of your needs● Share your questions with the group
Be Respectful	<ul style="list-style-type: none">● Turn your volume/sound off on cell phones● Listen to others attentively● Follow up and complete assigned tasks
Be Engaged	<ul style="list-style-type: none">● Ask what you need to know to understand and contribute● Share your expertise, information, and ideas

Time To Chat!

Greet your teammates and then discuss:

Goldfish- *What is one thing you'd like to forget about this past year?*

Elephant- *What is one thing you need to remember and cannot forget?*

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Academic Tiered Fidelity Inventory Roadmap

Teaming

1.1	Team Composition
1.2a	Team Alignment
1.2b	Team Operating Procedures

Implementation

1.3	Aligned Curricula
1.4a	Evidence-Based Practices
1.4b	Lesson Plans
1.4c	Relevant Objectives
1.5	Performance Measures
1.6a	Formative Assessment
1.6b	Instructional Adjustment
1.7a	Professional Learning
1.7b	Coaching
1.7c	Collaborative Planning
1.8	Instructional Practices
1.9	Student Involvement
1.10	Collective Teacher Efficacy
1.11	Family and Community Engagement

Academic TFI 1.10

Collective Teacher Efficacy

Leaders and staff support a system of collective teacher efficacy around effective practices including: (a) teacher voice; (b) goal consensus around student achievement; and (c) knowledge of each other's work.

Collective Teacher Efficacy



Collective Teacher Efficacy

Domain. **School**

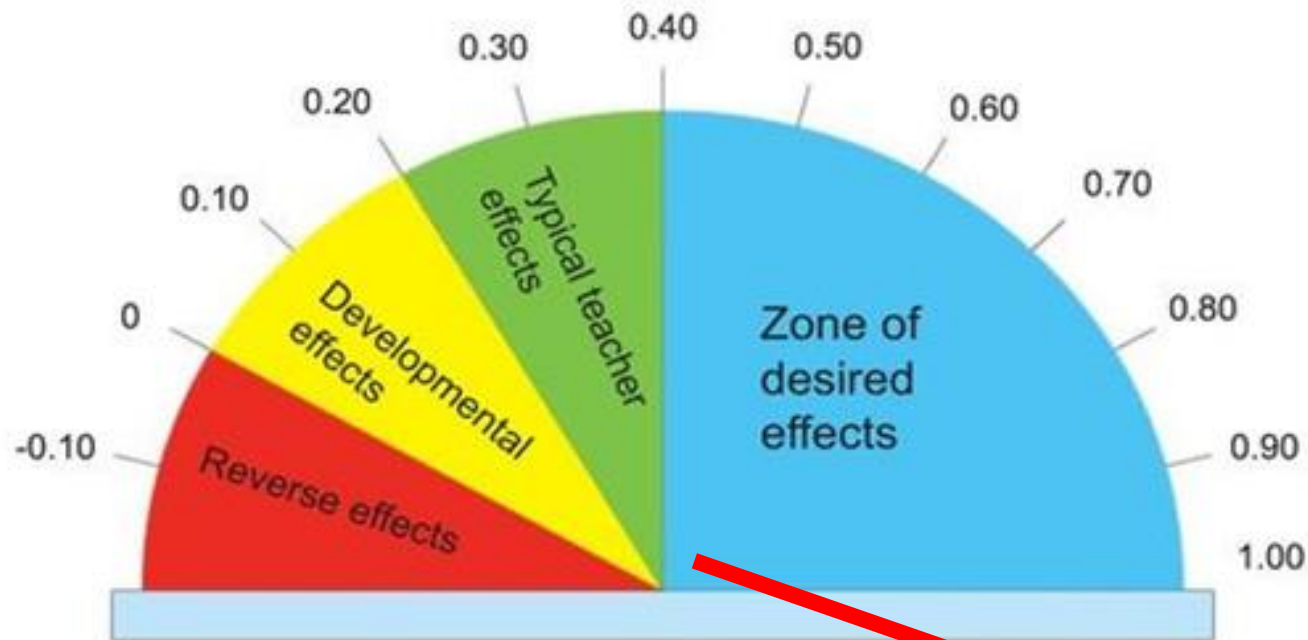
Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

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**1.57
Collective
Teacher
Efficacy**

Why?

Strong collective efficacy...
improves student performance.
decreases the negative effects of low socioeconomic status.
enhances parent/teacher relationships.
creates a work environment that builds teacher commitment to the school.

What is Collective Teacher Efficacy?



What is "collective teacher efficacy"?

Let's Give It a Nickname:
In the chat box, what would you call this when talking with your colleagues?

Team Roles/Responsibilities for Day 1:

1. Facilitator
2. Recorder/Note Taker
3. Time Keeper
4. Materials Manager
5. Team Encourager

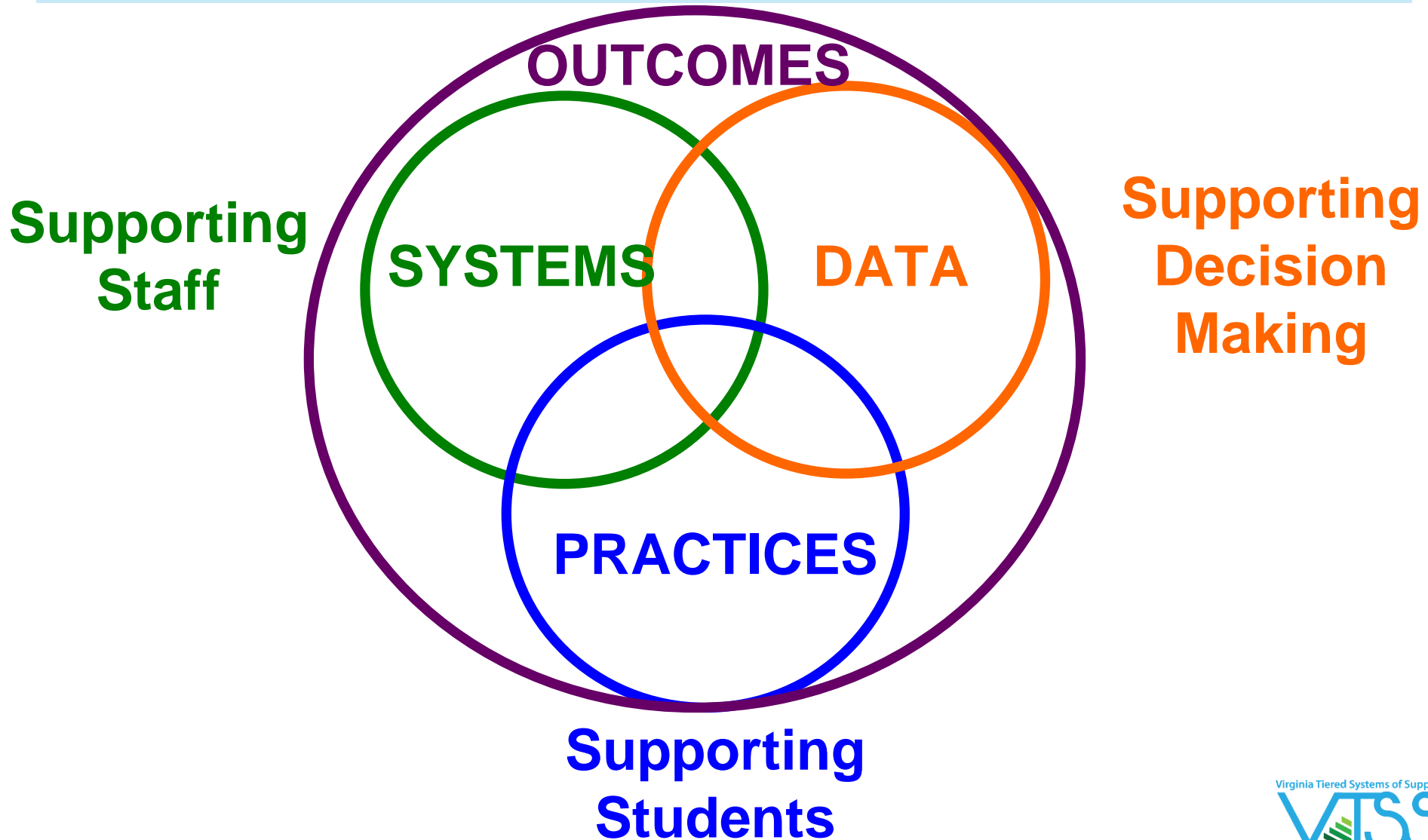
Let's Practice...with a Pop Quiz!

1. Assign Team Roles for today.
2. Number a piece of paper, 1-10.
3. When the clue is given, collectively decide on your answer.
4. Recorders will note your team answers on the padlet link.

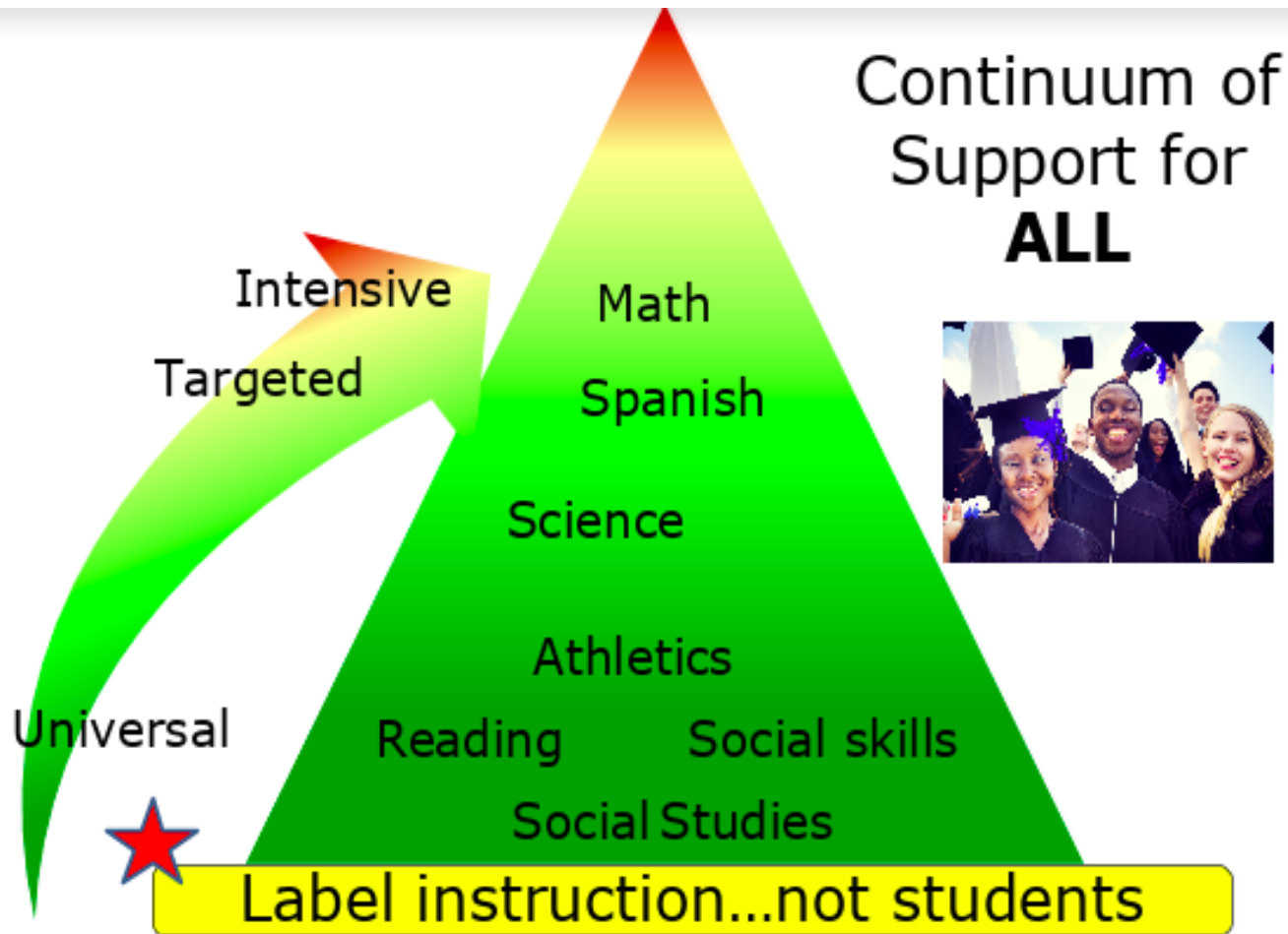
<https://padlet.com/szuckerwa/atfipopquiz>

***Don't worry--there are no grades, just a chance to talk and review some terms.*

VTSS Implementation Logic: How We Organize Ourselves



Triangle of Intensity: How we Organize our Supports



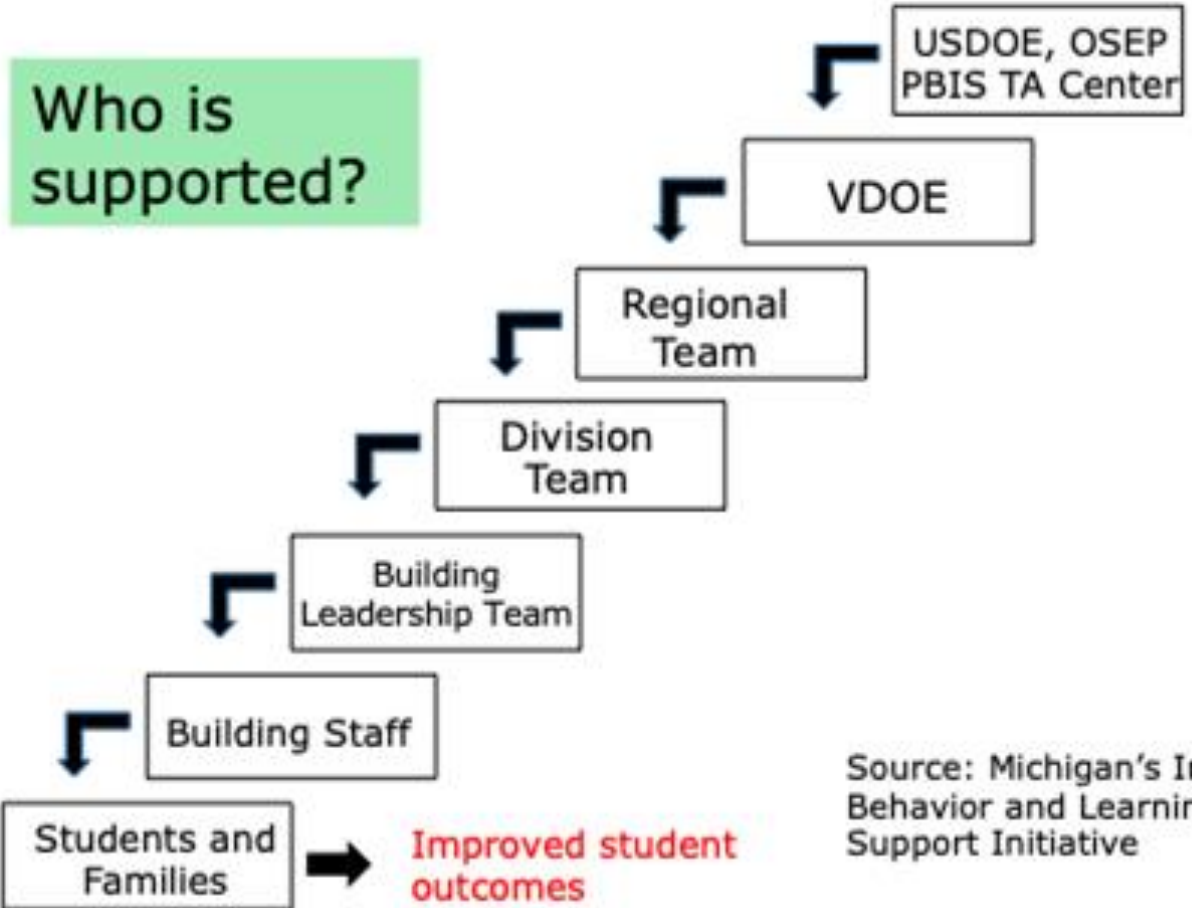
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Cascading Model of Support



Source: Michigan's Integrated Behavior and Learning Support Initiative



The Role of the School Leadership Team

- Supports the VTSS Vision and Mission utilizing VTSS documents and action steps
- Plans and develops the Tier 1 universal core supports and Tier II/Tier III supports and system infrastructure based on VTSS research/evidence based practices
- Builds VTSS commitment by educating all faculty, staff, students, parents, and community members
- Utilizes effective data meeting structures to monitor student progress
- Provides a plan to develop the capacity for school staff to implement VTSS and effective instructional practices

Learning Intentions

Throughout the three days, teams will . . .

- develop an understanding of the essential knowledge and skills needed to implement Tier 1 of an academic tiered system of supports.
- apply their understanding of a Tier 1 academic system to plan for supporting implementation in their buildings.

A few things to remember along the way...

The School is the Primary Organizational Unit for Change.



Keep a Focus on Equity.

CENTERING EQUITY COMPASS (VIRGINIA'S EQUITY 5C'S)

Continuous Reflection

- Data Driven Decision Making - Culturally relevant data guides decision making.
- An Equity Dashboard for data is published on the website.
- Accountability Mechanisms
- Examine Implicit biases
- Engage students, families, and stakeholders
- Requires Self Awareness through Self Assessment

Culturally Responsive

- Culture is centered as a vehicle for learning.
- Instruction is tailored to meet student needs.
- School climate fosters affirmation of ALL students.
- Power imbalances based on race, culture, ethnicity, and class are mitigated.
- Teacher Evaluation, Educator Licensing, & Teacher Preparation.
- Staff communicates high expectations for ALL students.

Compassionate Student & Family Engagement

- Social Emotional Learning (SEL)
- Student Supports
- Restorative Practices
- Asset-based Interventions
- Trauma Informed

Courageous Leadership

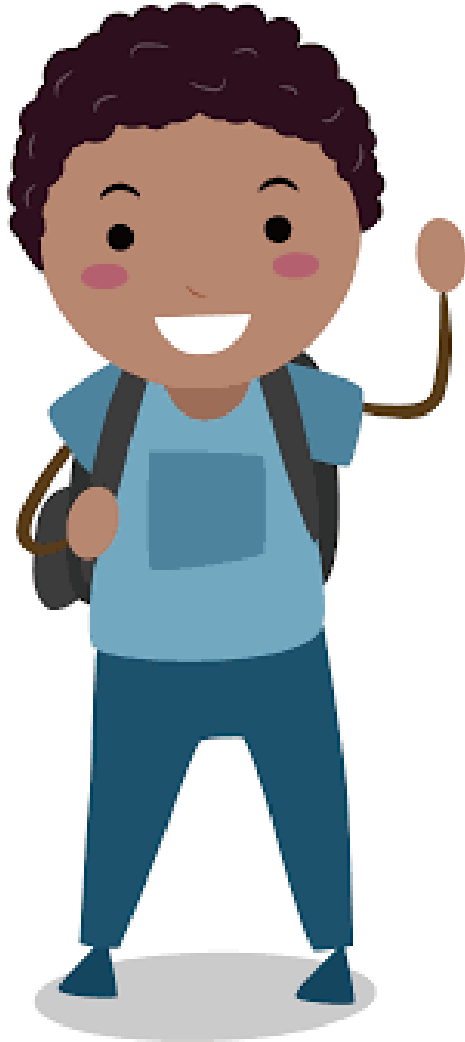
- Anti Racism & Equity Policy is explicitly stated and published to the broader community.
- Equity Audit is conducted annually and results published.
- School division leaders promote Diversity & Cultivate Responsibility for Equity
- Equity goals in Strategic Planning are explicitly stated
- Resource Allocation advances equity goals.



Curriculum Reframing

- Cultural Competency Audit
- Culturally Relevant
- Deeper Learning Aligned
- High Quality Instructional Resources
- Embedding Student Voice

Students/Student Outcomes are the North Star!



Facilitating Change is a Team Effort.

Photo: Seattle Municipal Archives



Coming together is a beginning.

Keeping together is progress.

Working together is success.

Henry Ford

Change is a *Process*, not an Event.



Organizations adopt change,
individuals implement change.



Your Actions are Key to the success of the change process.





Remember:



“School never stopped. Education never ceased. Teachers, school staff, and community partners have proven their infinite worth throughout the pandemic. As we transition back to more ‘normal’ times, we must *remember* lessons learned. A school building is not what makes an education, the people inside and outside of the building do.”

-Sarah Summers, Gloucester County Public Schools