Let’s Get Serious, Together!

Using RTI and a Multi-Tier System of Supports to Achieve Improved Outcomes for ALL students.

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Cambium Learning Group is the leading educational company focused primarily on serving the needs of at-risk and special student populations. The company operates three core divisions:

- Voyager Learning, which provides core-alternative and intervention solutions, including curriculum products and professional development;
- Sopris Learning, which offers supplemental solutions; and
- Cambium Learning Technologies (CLT), which develops instructional and assistive technology.

Cambium Learning Group is committed to providing research-based solutions that help educators raise the achievement levels of preK-12 students in preK – 12th grade, as well as adult learning communities.
Pillars of Capability

• **Teachers Matter** - Improve teacher readiness and effectiveness through in-school and online opportunities – “a shared responsibility and ongoing process

• **Time Matters** - Increase practice and time on task, engage students, extend the school day, and improve academic performance

• **Information and Results Matter** - Research-based and research-validated curriculum with embedded assessment. No company is more transparent about results
Oh, crap!
Was that TODAY?
The Problem

We talk and talk and commiserate and talk and, often, take no sustainable action to solve our achievement problems.
All things being equal, a low-income student in the United States is far less likely to do well in school than a low-income student in Finland.
The Problem

The educational achievement gaps in the United States have created the equivalent of a permanent, deep recession in terms of the gap between actual and potential output in the economy.

McKinsey & Co., 2009
Purpose of Common Core Standards

- To improve U.S. educational attainment by focusing schools on higher learning goals
- To standardize educational opportunity
- To focus attention on fewer, higher, better standards (more on outcomes than on processes)
Why Do We Need Common Core Standards?

Why now?

• Disparate standards across states
• Global competition
• Today’s jobs require different skills.
• For many young people, a high school degree isn’t preparing them for college or a good job.
Why Is This Important for Students, Teachers, and Parents?

• Provides **clear, focused guideposts**

• Delineates **learning progressions** that can help target instruction to the learners’ level

• Offers **economies of scale**
Aligned with college and work expectations

• Prepare students for success in entry-level, credit-bearing, academic college courses (2 and 4 year postsecondary institutions)

• Prepare students for success in careers that offer competitive, livable salaries above the poverty line, opportunities for career advancement, and are in growing or sustainable industries
Curriculum Coverage & Structure

• English Language Arts
• Mathematics
• No other areas of the curriculum slated for inclusion at this time
• Small number of college and career readiness standards organized within themes/categories
• Backmapping (K-12) to show how attainment can be accomplished
What Makes These Standards Special?

- Independent analysis indicates that they are more rigorous/demanding than the standards of MOST states
- That they are held in common by so many states should mean less tailoring of textbooks and assessments
- Internationally benchmarked
- They go through grade 12 (ACT report)
- Increased stress on expository text, critical reading, and use of technology
- Emphasis on disciplinary literacy in the upper grades
- Recognition of importance of text difficulty
- Recognition of value of canonical text
How can we ensure that ALL students achieve to high levels on the common core?
What Can We Do?

Let’s Get Serious!
The Heart, Art, and Science of Teaching

One must first have the heart for teaching. One can then learn the science and the art of teaching.

Dea Allan, 2010
The Conundrum of American Public Education

We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.

Ron Edmonds, 1982 in DuFour et al., 2004
Mindset

Fixed v. Growth

Dweck, 2007
...We have come to this hallowed spot to remind America of the fierce urgency of NOW...

Dr. Martin Luther King, Jr.  
August 28, 1963
I Have a Dream

...We have no time for the tranquilizing drug of gradualism...

Dr. Martin Luther King, Jr.
August 28, 1963
THE LEGAL SYSTEM CAN FORCE OPEN DOORS AND SOMETIMES EVEN KNOCK DOWN WALLS. BUT IT CANNOT BUILD BRIDGES. THAT JOB BELONGS TO YOU AND ME.  

JUSTICE THURGOOD MARSHALL
The Standard

All policies, programs, and practices are considered through the lens of “How does this impact student learning?” Those that encourage learning are embraced. Those that interfere with learning are discarded.

DuFour, et al., 2004
If it works, don’t break it.
If it doesn’t work, break the sucker!

Kukic, 1993
Every organization is perfectly aligned for the results it gets.
SEE

GET ← DO
Let’s Get Serious!
What Can We Do?

What we need to develop is a sustainable and coherent Multi-Tier System of Supports that results in improved student achievement for ALL students

That’s all...
What Can We Do?

Fullan has shown that real change is possible but only by taking a truly systematic approach.

Senge in Fullan, 2010
Cultural Shifts for Developing the Culture of a Professional Learning Community

1. From a focus on teaching to a focus on learning
2. From working in isolation to working collaboratively
3. From focusing on activities to focusing on results
4. From fixed time to flexible time
5. From average learning to individual learning
6. From punitive to positive
7. From “teacher tell/student listen” to “teacher coaching/student practice”
8. From recognizing the elite to creating opportunity for many winners

DuFour, et al., 2004
The System

Big Ideas for Whole-System Reform
1. All children can learn
2. A small number of key priorities
3. Resolute leadership/stay on message
4. Collective capacity
5. Strategies with precision
6. Intelligent accountability
7. All means all

Senge in Fullan, 2010
Relationship between collaborative goal setting, board alignment, allocation of resources, and nonnegotiable goals for achievement and instruction.
The culture of PLC is embraced, expected, and supported at the school and district level as operationalized by the MTSS innovation configuration MATRIX.

District level standard protocols; in the areas of academic and behavior assessment, curriculum, intervention, instruction, and operations; are established, implemented and supported with fidelity.

The focus of Professional Development is expecting and supporting fidelity of implementation.

Results-driven leadership is expected and supported.
An Example!
Long Beach Unified School District, CA (LBUSD)

- Carl Cohn became superintendent in 1992.
- Cohn worked on bringing things together centrally with respect to vision, high expectations, and standards.
- Cohn made instruction the main focus.
- In LBUSD, building the district’s capacity for data driven decision making was a key component in designing interventions and support systems that achieved results.

Between 1999 and 2002, the number of fifth graders reading at grade level increased from 6.7% to 53.5%.

Fullan, 2010
Welcome to RTI Land:

A land of triangles, circles, swirls, data, interventions, technology, systems, and student success!
Kansas Multi-Tier System of Support: MTSS

**Behavior**
- Student centered planning
- Customized function-based interventions
- Frequent progress monitoring to guide intervention design

**Academics**
- More intense supplemental targeted skill interventions
- Customized interventions
- Frequent progress monitoring to guide intervention design

- Supplemental targeted function-based interventions
- Small groups or individual support
- Frequent progress monitoring to guide intervention design

- All students, All settings
- Positive behavioral expectations explicitly taught and reinforced
- Consistent approach to discipline
- Assessment system and data-based decision making

- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

- All students
- Evidence-based core curriculum & instruction
- Assessment system and data-based decision making
Kansas MTSS Service Delivery Model;  
www.kansasmtss.org
What is your reality?

Generic Models

- A FEW need Intensive instruction
- SOME need more support
- NEARLY ALL work in core curriculum

Another Reality

- Most will benefit from Intensive Instruction
- Some need more support
- A few learn easily

What is your reality?
Early Intervention Changes Reading Outcomes

Reading grade level (GE)

Grade level corresponding to age

Low risk on early screening

With research-based core but without extra instructional intervention

With research-based core but with extra instructional intervention

High risk on early screening

Reading First Assessment Committee 2000, based on Torgesen data
To *know* and not *do* is really not to know.

* Covey, 2002
The student achievement gap can be solved only when the adult gap between what we know and what we do is reduced to zero.

We can do this.

It is a matter of will, not skill.

Kukic, 2009
What Can We Do?

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