

# **Advanced Interventions: Coordination of Students' Day-to-Day Instruction**

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# Context

- More different than similar
- Some working on improvement, while others focusing on sustainability
- Fewer resources than previous years
- Much *is* working, some is not
- Reasons to celebrate AND worry
- Ongoing need to take action

# Reaffirmation of Beliefs

- We can make a difference.
- We must work together.
- We cannot make excuses or we invite disappointment or failure.
- We are improving reading outcomes for many children.
- There is still more work to be done, so we cannot let the barriers overcome us.

# Specific Session Focus

This is an interactive session with a clear and specific purpose:

*To address the coach's role in promoting student success through multiple perspectives and identify multiple solutions for strengthening the coach's capacity to ensure student success.*

# Objectives

- Celebrate
- Identify needs
- Share
- Plan for action
- Delineate steps for taking action
- Collaborate
- Celebrate!

# Revisiting the Goals

- Overall goals
- Specific goals at multiple levels
  - State
  - District
  - School
  - Classroom
  - Student
- Alignment within and between levels

# Success Examination

*In other words . . .*

*REASONS to CELEBRATE!*

- What are our successes?
- How have we achieved this success?

*Small Group Focus Topic*

# Considering the Challenges

What are they?

Do we have common challenges?

What is our plan to face or overcome them?

*Small Group Focus Topic*

# The Top Ten List

- Form small groups to generate your top ten list of reasons . . .
- Why?
- Why not?

What is the relationship between the two?

A converse relationship may suggest an easy fix, but what about the rest?

# Adhering to the Plan

- Revisit the plan and refine as necessary
- Look for areas of alignment
- Focus on intervention (assuming that all other areas are in great shape)
- Strengthen the areas that will have the greatest and most immediate impact on student success

# How Do We Know . . .

- what we're all doing?
- whether it's working?
- if individual students are progressing?
- if individual students are making sufficient progress?

# Important Questions

- What are the criteria for beginning or ending intervention?
- What does intervention look like and how does it align with instruction?
- How visible are the features of effective instruction during intervention?
- What *is* explicit and systematic about the intervention?

# More Questions

- *How* are intervention and instructional programs aligned? What is the process for alignment and how does this look?
- How do we determine if intervention is working?
- When and how are adjustments in intervention made?
- How much time do we have?

# Identifying the Specific Needs

- Instruction or intervention
- Classroom variables
- Materials or delivery
- Teachers, interventionists, coaches
- Time

# The magnitude

- Is there a problem?
  - Pinpoint the specifics
- What is the extent of the problem?
  - How do we measure the extent?
- What are the potential solutions?
  - Consideration for multi-dimensional and multi-contextual solutions

# Consideration for Multiple Perspectives--

*A necessary step*

# From the students' perspective

- Do my teachers really know me and know what I need?
- Who is this coach--I didn't think I played a sport? What does he/she do for me?
- Does the coach have other team members who support me indirectly?
- Let me tell you how crazy my day is . . .

# From the teachers' perspective

- What happens when my students leave the room for intervention?
- How can I be sure that what I'm teaching aligns with what my student is getting elsewhere?
- Am I providing intervention in the classroom and what should this look like?
- I can “read” the data, but am I really responding to it with instructional changes?

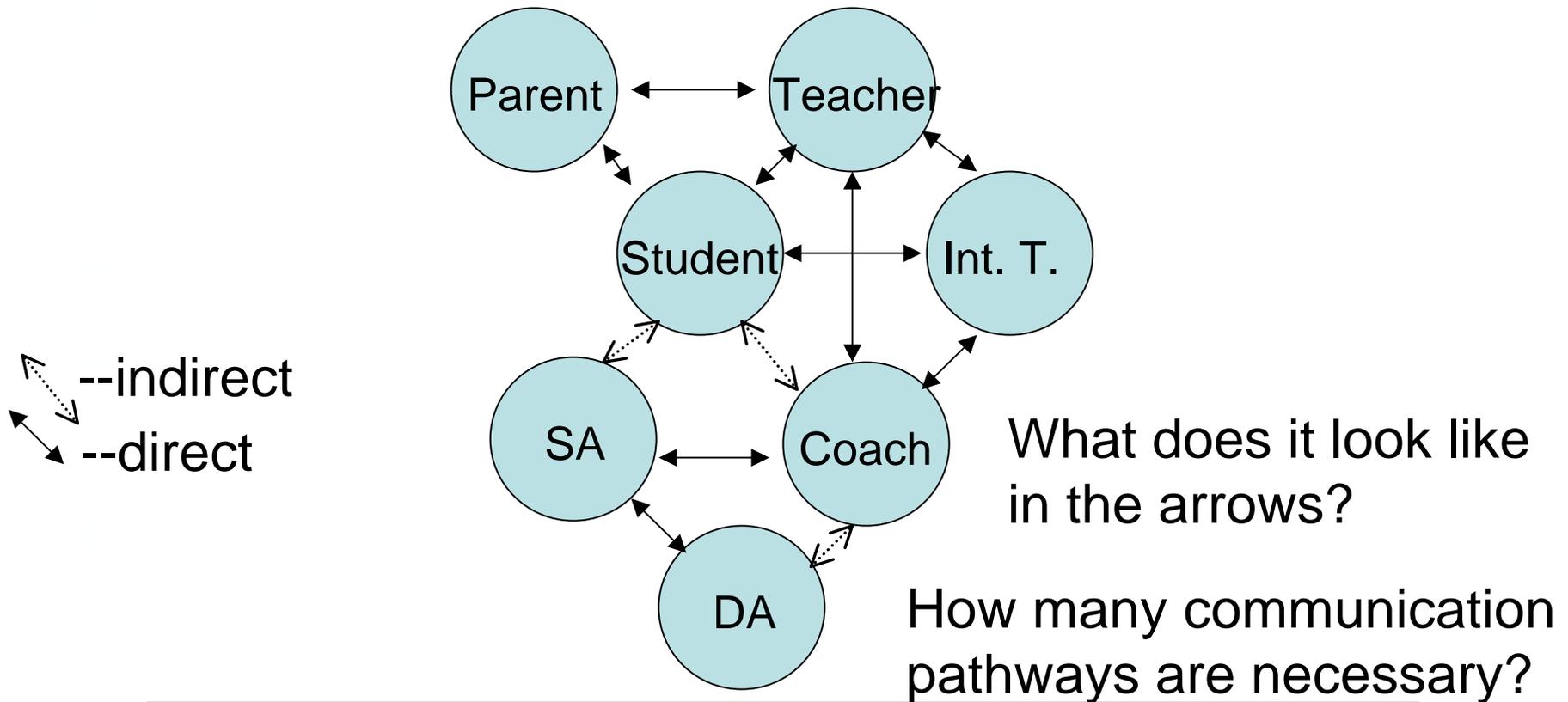
# From the principals' perspective

- Are we going to “pass” this year?
- What more can I be doing to support students, teachers, coaches, etc?
- How am I using data to inform what we're doing and allocate resources?
- Is our mission transparent to all?
- Who are my stars and who needs help?
- What more can I do to ensure student success?

# From the coaches' perspective

- How much more can I do?
- Am I working with efficiency?
- Do I convey what's most important?
- How can I delegate appropriately and still maintain my role as a coach?
- What are the non-negotiable items that I still need to support?

# The Network of Communication/Collaboration



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*Who's in your circles? Where are your arrows?*

# Necessary Communication Types and Formats

## **Direct and Formal**

- GL meetings
- Team meetings
- 1:1 meetings
- Folder routing
- Data reviews
- Emails
- Phone calls
- Conferences

## **Indirect or Informal**

- Hallway conversations
- Phone calls
- Emails
- Meetings within meetings--focus groups
- Communication plan

# Role Playing

Pair with someone who shares a role different from yours. Think for a minute, share for a minute to complete this statement:

*In my role as a \_\_\_\_\_, I can improve instruction and intervention for students by \_\_\_\_\_.*

Provide feedback for a minute and then switch.

# Problem-Solving Scenarios

***Refer to Handout, “Problem-Solving Scenarios”***

1. Choose a scenario that matches your role.
2. Form a small group that is comprised of representatives of each role.
3. Discuss how you would “intervene” to improve the situation. Be specific about how this would look when dealing with it.
4. Solicit feedback from the group members about your solutions and their firsthand experiences, if appropriate.
5. What are the consequences and alternatives?

# The Solutions

- Simple to complex
- Require examination at multiple levels
- Should be based on data--evidence!
- Need to be monitored
- Require flexibility to adapt to varying needs, but should be sustained if they're working (*and how will you know they're working?*)

# Making Connections

# Reminders

- Interventions don't replace instruction, they add to it.
- If something's not working, we need to consider all variables to determine what to fix (instruction, intervention, delivery, etc.).
- Issues and solutions are multi-dimensional as opposed to one dimensional.
- Maintain the attention on the plurality--us, we, collaboration.

# What are our targets?

- The classroom
- The teacher and/or interventionist
- The implementation
- Groups of students
- Individual students
- Something else?

# Ongoing Self-Assessment

- The coach's role and impact on the following:
  - Student achievement
  - Environment
  - Implementation
  - Data collection and decision making

# Identifying the Source

	R Review	I Interview	O Observe	T Test
Instruction				
Curriculum				
Environment				
Learner				

*From PS/Rtl, USF, Tampa, FL and FL DOE, 2008.*

# Scenario Sample

	R Review	I Interview	O Observe	T Test
Instruction		✓	✓	
Curriculum	✓			
Environment			✓	
Learner				✓

- What needs to be done to explore all options?
- Important to consider efficiency
- It may be that each variable is impacted, but attending to one will have an immediate effect.

# Match Making

- Instruction and student
- Intervention and student
- Instruction and intervention
- Changes and data
- Support and need

# Wrap Up

- Continued emphasis on using data sources appropriately.
- Focus on continued improvement *and* sustainability for “what’s working.”
- Maintain focus on students.
- Believe that “we” can do it!

# Thank you!

Questions, Comments, Additions

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