

Branching Minds Webinar

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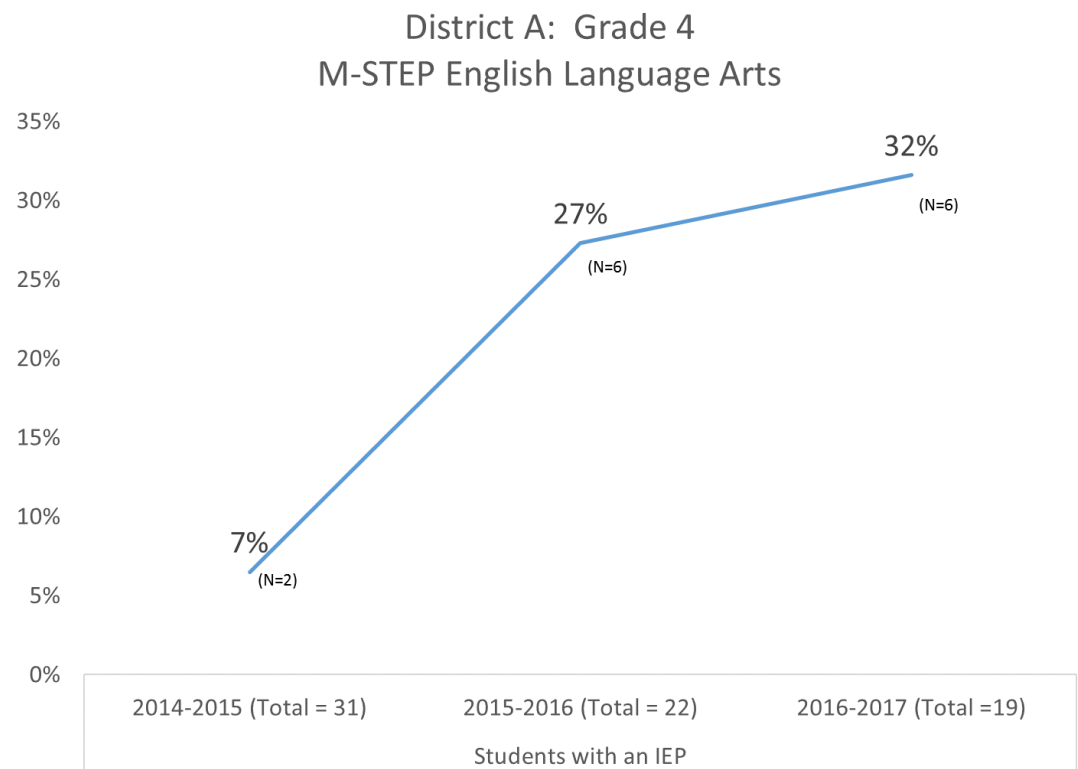
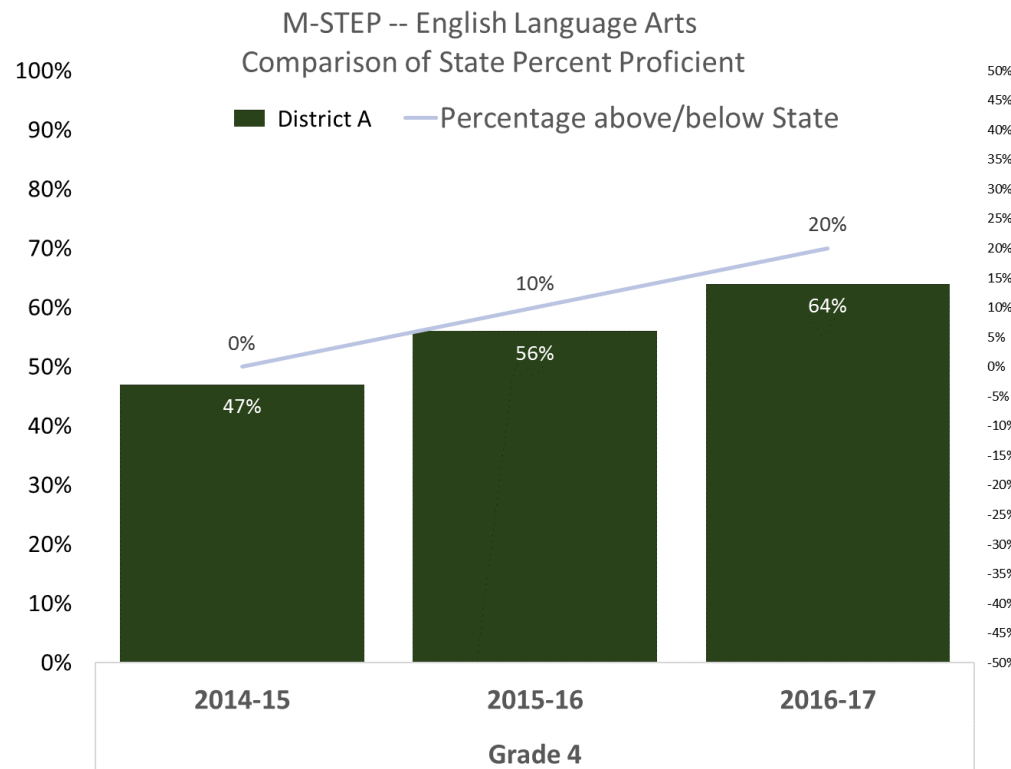
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A STRONG Relationship Exists
Between the Performance of All
Students and the Performance of
Diverse Learners

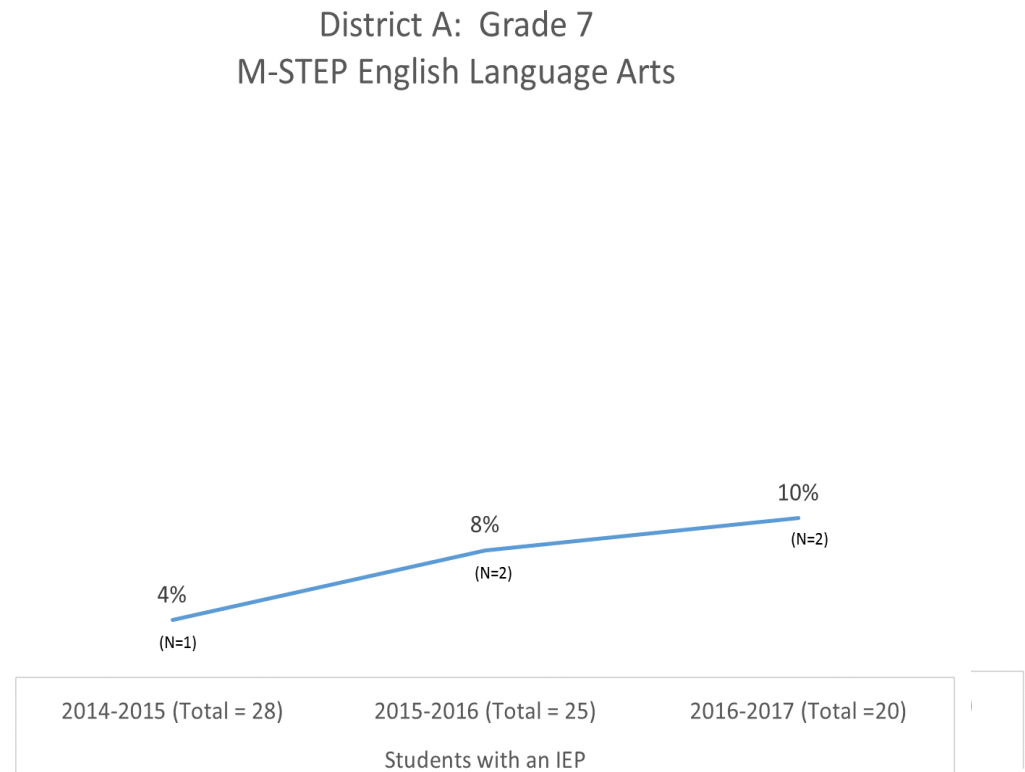
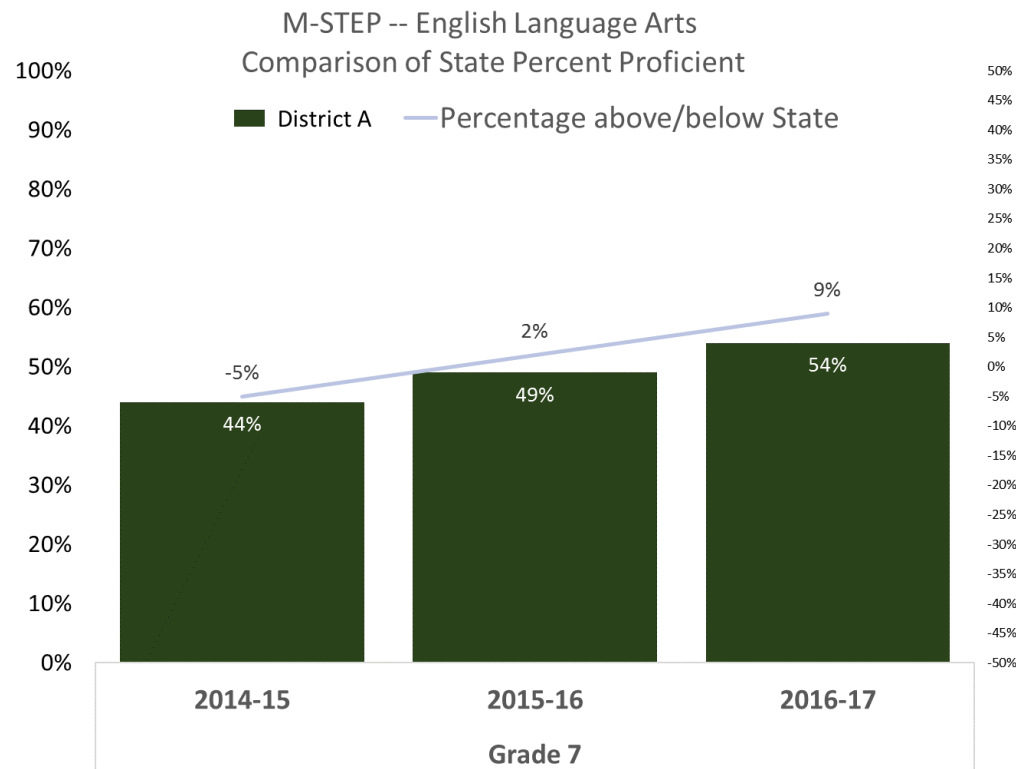
Improve **Universal** Instruction (Tier 1) for ALL
Students **First.**

Intensify Instruction
Second.

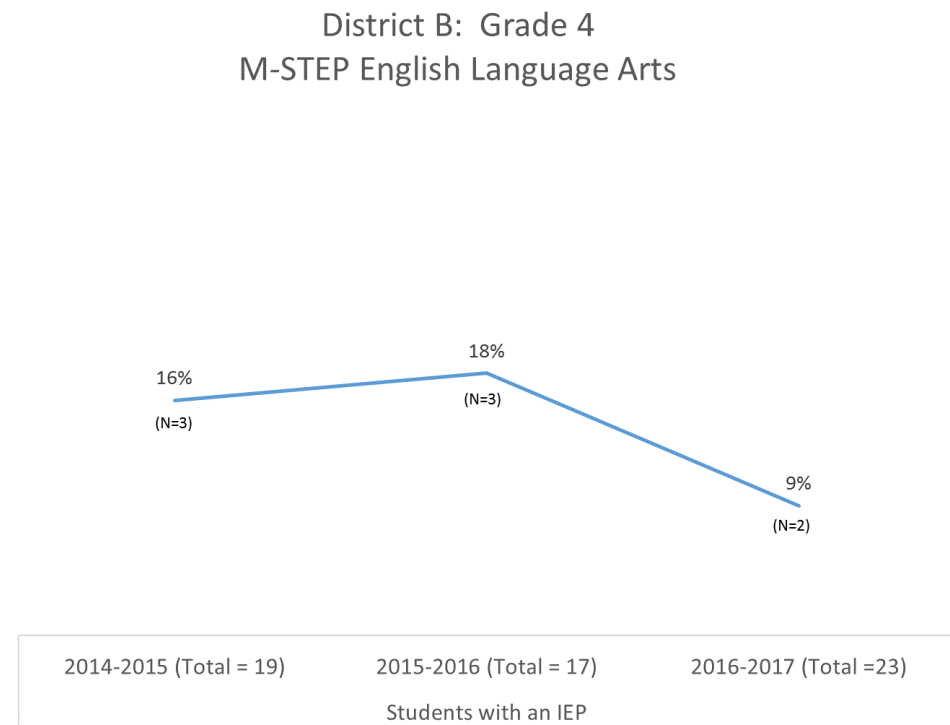
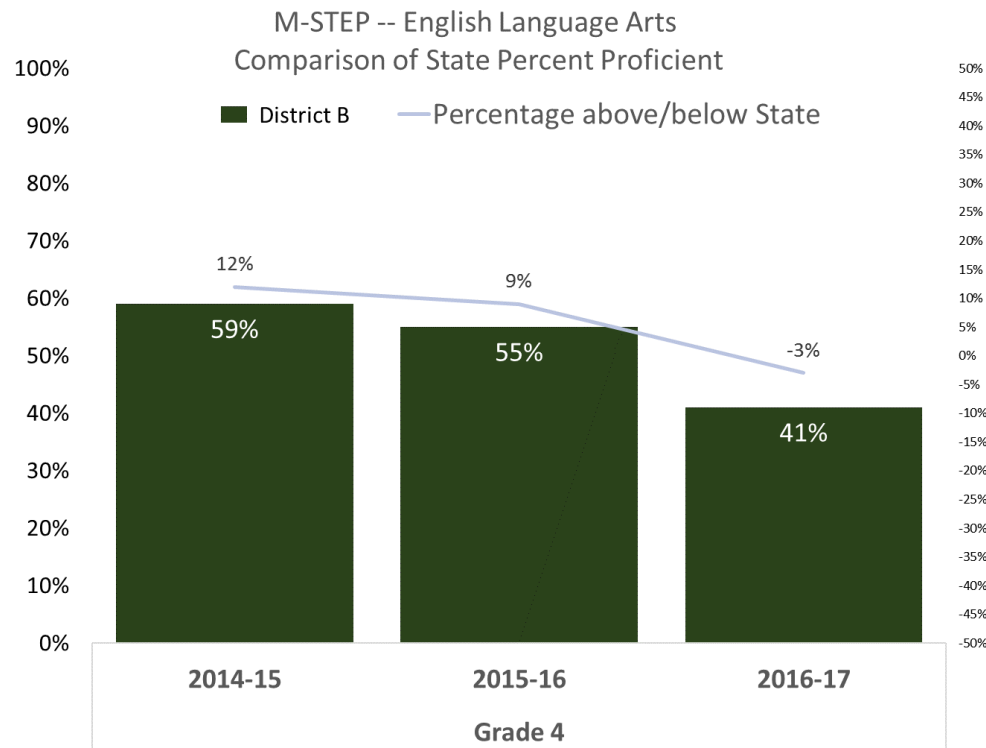
Relationship Between Performance of General and Special Education Students



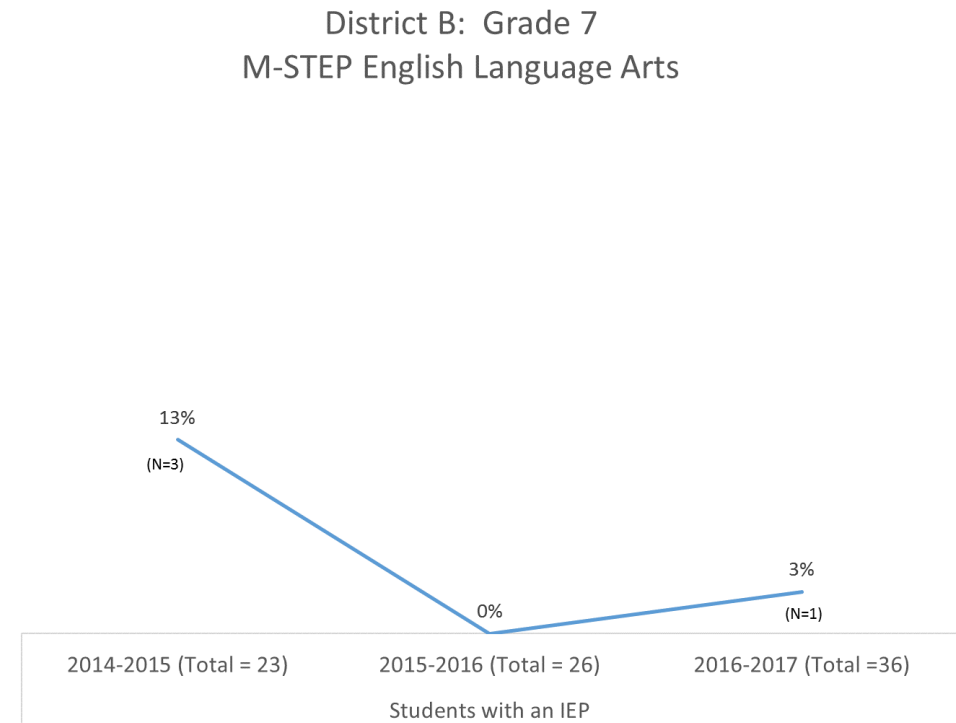
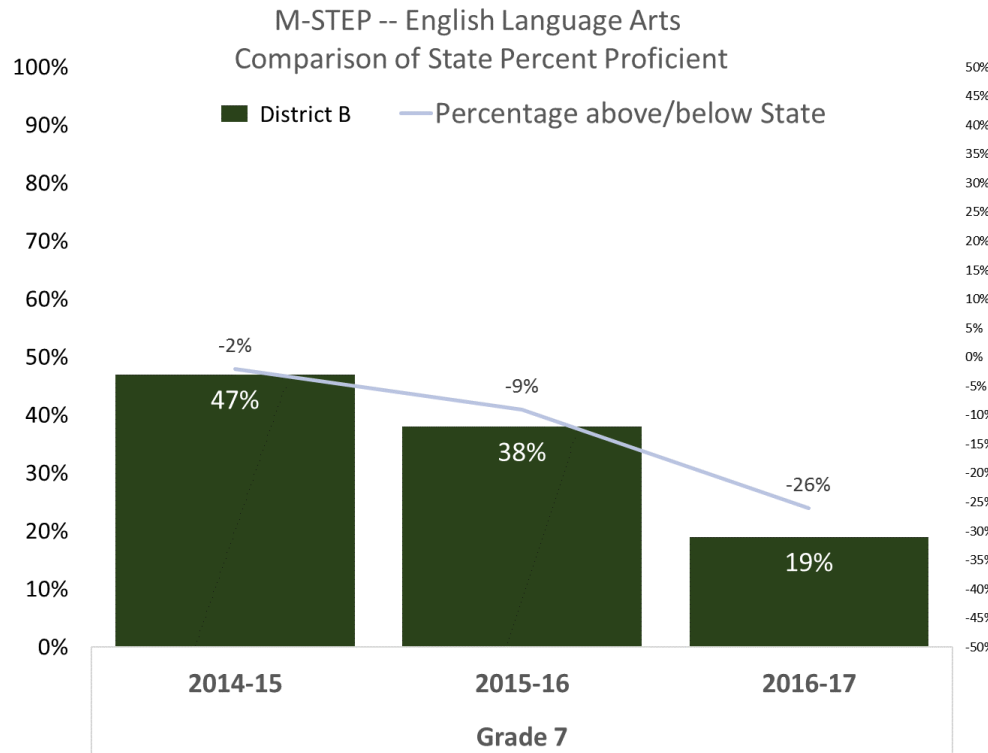
Relationship Between Performance of General and Special Education Students



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Relationship Between Performance of General and Special Education Students



How Much Does Leadership Matter?

- Leadership explains about 25% of the variation in student learning across schools.
- Classroom factors explain more than 33% of the variation in learning across schools

(Louis, Leithwood, Walstrom, & Anderson. *Investigating the Links to Improved Student Learning.*)

Leadership exercises 2 core functions...

- Providing Direction
- Exercising Influence
 - *Leadership as influence-- the extent of influence exercised by most stakeholders in and around schools on decisions in the school. **Collective leadership** is one example.*

Leadership that is related to improved student outcomes...

- Sets a tone or culture in the building that supports continual professional learning (**Instructional Climate**)
 - Principals whose teachers rate them **high on Instructional Climate** *emphasize* the value of **research-based strategies** and **are able to apply them in the local setting**.

Leadership that is related to improved student outcomes...

- Involves taking explicit steps to engage with individual teachers about their own growth (**Instructional Actions**).
 - **Instructional Actions** include principals' **direct observations** and **conversations** with teachers, **in their classrooms** and **in team meetings**.

Leadership that is related to improved student outcomes...

- **Collective leadership** has a **stronger influence on student achievement** than individual leadership.
- Higher-performing schools **award greater influence** to teacher teams, parents, and students, in particular.
- Schools leaders have an impact on student achievement **primarily** through their **influence on teachers' motivation and working conditions**; their influence on **teachers' knowledge and skills produces less impact on student achievement**.

**Every system is perfectly
aligned for the results it gets.**

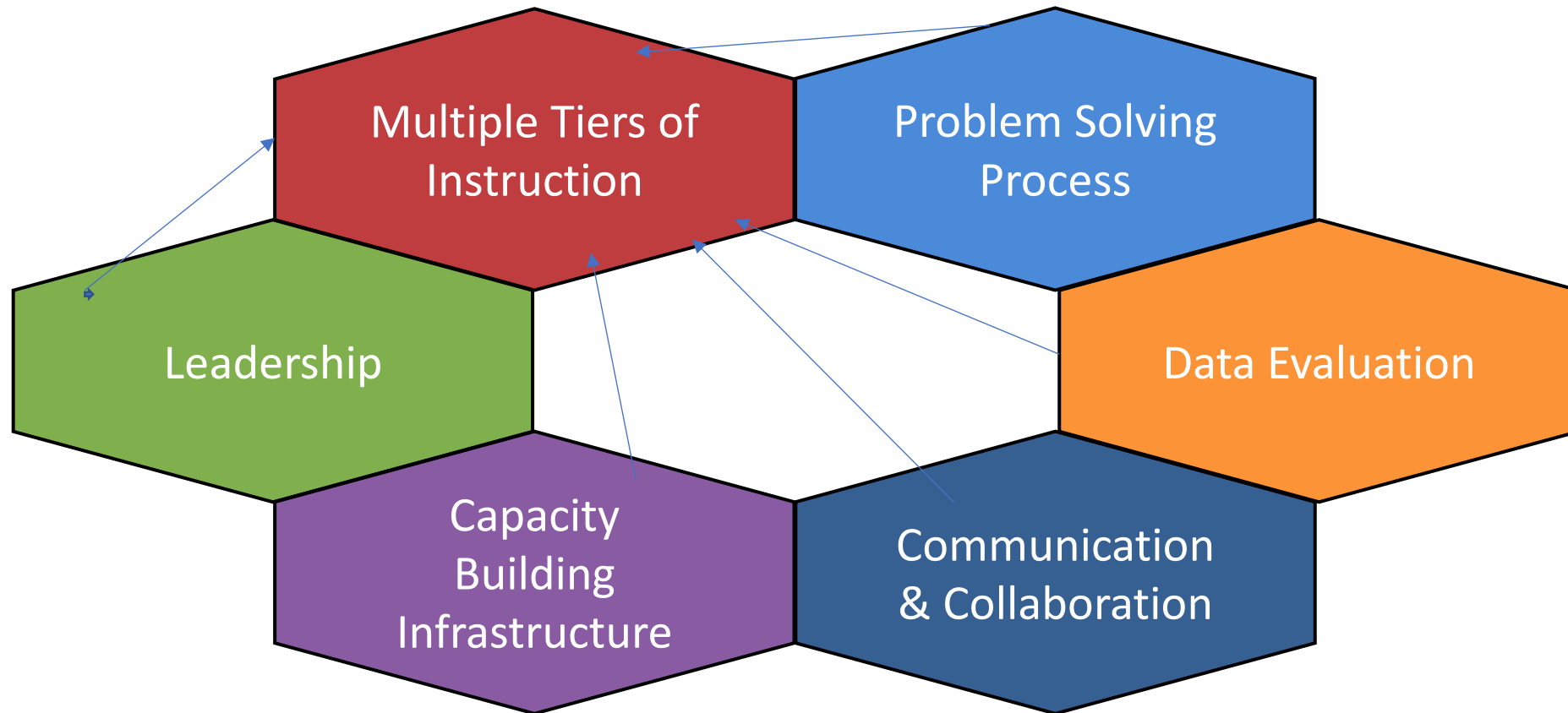
A system that produces the same outcomes over a three year period of time has demonstrated that its way of work is organized and efficient in producing those outcomes consistently.

GOOD or NOT GOOD

A well implemented MTSS has the potential to “disrupt” a system that is perfectly aligned to continue results that are not benefitting ALL students in an equitable manner.

A well led MTSS can improve outcomes for ALL students through a “continuous improvement” process in a way that is inclusive and supportive of all stakeholders.

Critical Components of MTSS



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Infrastructure to Support Effective Practices

- Capacity to deliver Universal Instruction—Instruction designed to support progress for diverse learners simultaneously
- Integrated Lesson Planning driven by the principles of UDL
- Standards-aligned instruction for the grade-level in which the student is enrolled
- Inclusive instructional settings (level of inclusion)
- Data-based instructional decision-making (Early Warning, Screening, Benchmark and On-going Progress Monitoring)