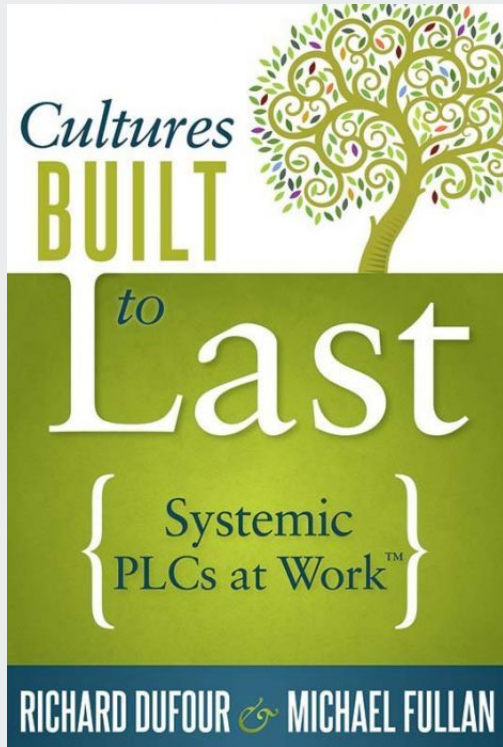


Cultures Built to Last



Tuesday, September 20, 2022

Coming together as a collective community.



Learning from each other: Takeaways from Team Austin

Our Culture and Collective Commitments

- Before we get started talking about RTI (Our response to Intervention), we must have a **culture of collective responsibility**.
 - They are **all OUR students**
 - No ONE teacher can do all three tiers alone!!!
 - It takes commitment & vulnerability- we need to be dedicated to the PLC process and ok with asking for help
 - There is no effective intervention system without collaboration
 - “We can have all the parts, but not the car.”
 - We have all the resources we need, but need to commit to a shared mission and vision that each of us plays a role in educating OUR students.
 - To build this **culture of collective responsibility**, we must first understand the **WHY**
 - Remember the power of **YET!**

The ***Best Intervention is Prevention***



If it's ***Predictable it's Preventable***

- Tier 3 is built in the master schedule before school starts
- Place students with best teachers and interventions for them
- Design classroom accommodations ahead of time

It takes a collaborative effort to make RTI at Work successful

It is redesigning a public school system based on the global economy.

It is supporting colleagues that are resistant to this change and making change happen. Get on the bus!!



Starting with Why:

Play “Time Bomb” video

Your Groups for this PD Series

Cheryl Jo Ellen Jess Marsha June Jennifer BL Alison A Carly D. Amanda L. Marianne Colette Taylor Kathi L.	Bridget Amanda W Pete Gilly Emily F Cecilia Dani Caitlin Susan Jen W Melissa Kitty	Christina Betsy Journey Jen K Liz Sara B Lynn Stacey Lisa Rhea Nancy Kelsey Kate	Anna Sonia Heather Jenn Y Kati Ringer Emily Y. Sierra Stephanie Ramona Kimberly Janet Colleen	Jen R Beth Carol Jane Corinn Teresa Sarah B. Karen Katie Reed Mary L Pam Virginia Kumi	Ashley Ellen Lauren Shannon Emily G. McKenzie Brea Julia S Ashley B. Mary M Brooke Julia A.
<u>Taylor's Rm.</u>	<u>Susan's Rm.</u>	<u>Christina's Rm.</u>	<u>Anna's Rm.</u>	<u>Library</u>	<u>Brooke's Rm.</u>

“Everybody coming together to support our kids”



“For the PLC process to be successful, we all have to be excited about its impact!”

1. With a partner, share one quote or take away from what you read. How does it connect to your work at EES?
2. Choose 1 takeaway from each partnership to share with the whole group.
3. Record this takeaway in this [form](#).

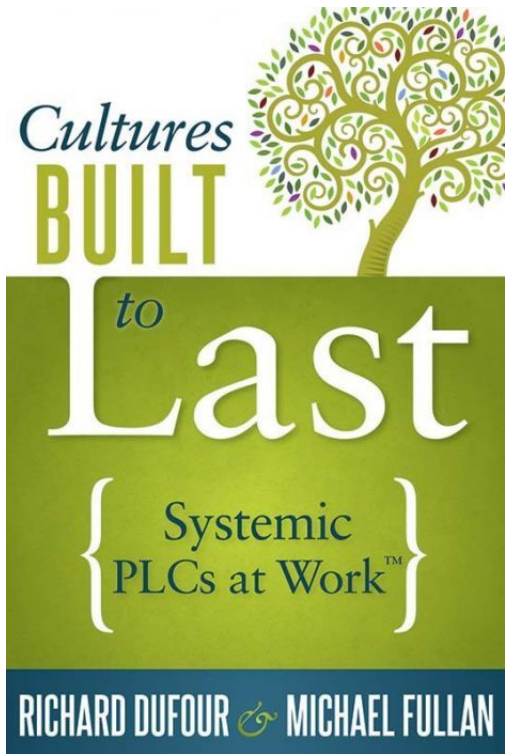
How do we function systematically?

PLC's are about people practices and processes....not a program.

New ways of working together must be embraced.


We're good at naming the need but need to get better about acting on what to do as a team. We are all leaders and have the responsibility collectively.

Adult learning and engaging in PD



October 18, 2022
Cultures Built to Last- PD session #2

- Read Ch. 2 (*Creating Coherence and Clarity*) prior to the meeting
- [Takeaways](#) from the last meeting
- Same groups as last time.



Cheryl Jo Ellen Jess Marsha June Jennifer BL Alison A Carly D. Amanda L. Mariette Colette Taylor Kathi L.	Bridget Amanda W Pete Gilly Emily F Cecilia Dani Caitlin Susan Jen W Melissa Kitty	Christina Betsy Journey Jen K Liz Sara B Lynn Stacey Lisa Rhea Nancy Kelsey Kate	Anna Sonia Heather Jenn Y Kati Ringer Emily Y. Sierra Stephanie Ramona Kimberly Janet Colleen	Jen R Beth Carol Jane Corinn Teresa Sarah B. Karen Katie Reed Mary L Pam Virginia Kumi	Ashley Ellen Lauren Shannon Emily G. Kimberly Brea Julia S Ashley B. Mary M Brooke Julia A.
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Group Discussion



1. What is a driver? Why do educators working to improve schools often choose the wrong driver for their efforts?
2. What common mistakes do leaders make that hinder coherence? Have you made any in your PLC? How can these mistakes be overcome to achieve greater collectiveness?
3. Why is establishing coherence just as important as structural alignment?
4. What is one thing EES can do to support a shared mindset with this work? Add your group's responses to **number 4** to this [form](#).