

# Supporting Results-Driven Accountability: Keys to Success with TIPs

Outcomes for the day?

- Review Critical Factors in Infrastructure that Supports/Sustains the Implementation of the TIP.
- Review and examine the evidence-based strategy selected (does the strategy selected have a high likelihood of having the impact desired?)
- Identify core elements of the evidence-based strategy selected and define what systemic and strategy specific fidelity should look like
- Identify and define measures that could/should be used to evaluate the effectiveness of the strategy selected and the impact of their TIP

Premises - I think:

- ✓ You are engaged in the planning and implementation of a Targeted Improvement Plan (aka TIP – Phase 2)
- ✓ You belong to/represent a Team *“In order to benefit fully from the conference activities, we encourage Team participation” Nebraska Department of Education!*
- ✓ You are interested in improving your Inner & Outer Game for getting Better Results

Grateful

a.

b.

c.

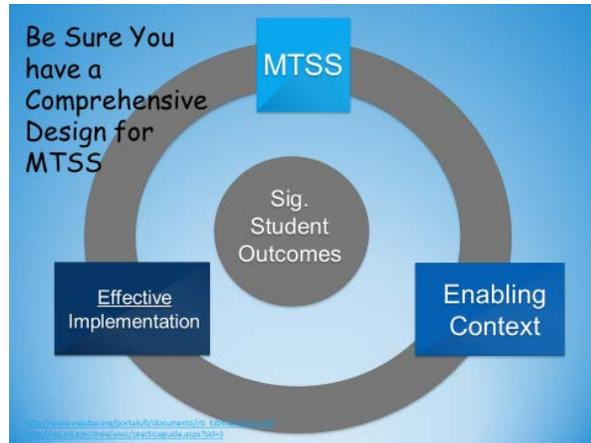
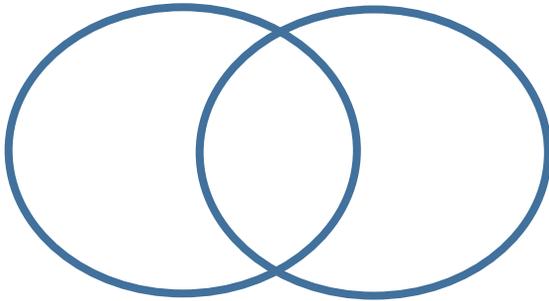
Let's Review !

What's Your Altitude (Perceptual Preference)?

Why RDA in Nebraska?

Nebraska's 4 Keys

1. Shift from P\_\_\_\_\_ Compliance Towards R\_\_\_\_\_ Compliance
2. Identify A\_\_\_\_\_ R\_\_\_\_\_ C\_\_\_\_\_
3. Ensure Evidence-Based Strategies/Practices Stick
4. Make this P\_\_\_\_\_ !



**Where Does Improvement (aka TIP) Begin?**

- 1.
2. D\_\_\_\_\_ (inc. F\_\_\_\_\_)
3. A\_\_\_\_\_ C\_\_\_\_\_
4. T\_\_\_\_\_ of A\_\_\_\_\_
5. R\_\_\_\_\_ P\_\_\_\_\_ (aka TIP)
6. Changed R\_\_\_\_\_

**Please Re-State – Your Focus of Improvement:** \_\_\_\_\_

**Your Evidence-Based Strategy(ies):** \_\_\_\_\_

**Compare w/other TIPs:**

**Summary: Better Results**

- ✓ If \_\_\_\_\_, Then \_\_\_\_\_
- ✓ If we Focus on \_\_\_\_\_, Then \_\_\_\_\_
- ✓ If We Improve Our \_\_\_\_\_ Then, \_\_\_\_\_
- ✓ \_\_\_\_\_ Lost Can Never Be Recovered. Use \_\_\_\_\_ Well...

### Inner & Outer Game in Getting Better Results<sup>1</sup>

Define Inner

Define Outer

#### 4 Key Principles for the TIP

1. Small, Slow C \_\_\_\_\_ Occur O\_\_\_\_\_ in C\_\_\_\_\_ P\_\_\_\_\_.
2. School S\_\_\_\_\_ In\_\_\_\_\_ In\_\_\_\_\_.
3. Teacher In\_\_\_\_\_ is C\_\_\_\_\_ in In\_\_\_\_\_ Re\_\_\_\_\_.
4. No Single way of T\_\_\_\_\_ Works Best with A\_\_ Students.

#### Outcome #1: Review Critical Factors in Infrastructure that Supports/Sustains the Implementation of the TIP

“Every S\_\_\_\_\_ Is Perfectly Designed to Achieve Exactly the R\_\_\_\_\_ It Gets”  
 (Therefore, Although Not All Change Is I\_\_\_\_\_, All Improvement Is C\_\_\_\_\_)

Why Vision?

Vision for Your TIP?: Why should the staff be committed to this TIP? Why Should Anyone Care?

The Pitch:

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<sup>1</sup> Inner Game – “*Insufficient skepticism is perhaps the most unrecognized and under reported global crisis of all. Applied vigorously and consistently, skepticism could change humankind for the better overnight. It is our most neglected defense and underutilized weapon. ...*” Guy Harrison on the Importance of Thinking...

Team Activity Option (Remember the Key Points from the Video?)

Considerations for Sustainability (Stickiness)

Initiatives within District	How Aligned to District Vision
Your TIP:	

Summary –

How are the Initiatives Aligned with each other?

Where Are the “Natural Synergies” among Initiatives?

Judging Evidence for Probability of Impact<sup>2</sup>

Where are there “Tensions” among Initiatives?

Where are there “Gaps” between the collection of Initiatives and the Vision?

Commitment –

How have you determined Commitment of Staff to TIP?

**Outcome #2 Review & Examine the Evidence-Based Practices/Strategy selected (does the strategy selected have a High Likelihood of having the Impact Desired?)**

Briefly describe your Evidence-Based Practice(s)/Strategies:

Expected Impact	Why? Evidence for Expectation

Sources of Evidence?

### About the Intervention and Progress Monitoring Charts

	Intervention Tools Charts (Academic and Behavior)	Progress Monitoring Tools Charts (Academic and Behavior)
<b>What is evaluated?</b>	<p>Evaluates the quality of the studies that demonstrates the intervention's efficacy.</p> <ul style="list-style-type: none"> <li>• Studies can be single subject design or group design.</li> <li>• More than one study may appear for a single intervention</li> </ul>	<p>Evaluates individual assessment tools</p> <ul style="list-style-type: none"> <li>• Tools reviewed by focus area and grade level.</li> <li>• A tool may be listed across multiple focus areas and grade levels.</li> </ul>
<b>How are they rated?</b>	<ul style="list-style-type: none"> <li>• <b>Academic Intervention Rating Rubric</b></li> <li>• <b>Behavioral Intervention Rating Rubric</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Academic Progress Monitoring Rating Rubric</b></li> <li>• <b>Behavioral Progress Monitoring Rating Rubric</b></li> </ul>
<b>How are results reported?</b>	<p>Reports on both the <i>study quality</i> and <i>study results</i> in terms of <i>effect size</i> and <i>visual analysis</i>. These must be used together to make decisions</p>	<p>Reports on the evidence for <i>psychometric</i>, <i>progress monitoring</i>, and <i>data-based individualization</i> standards.</p>
<b>What kinds of tools are included?</b>	<ul style="list-style-type: none"> <li>• Tools identified as <b>standard protocol</b> are intended as starting point for DBI.</li> <li>• Tools identified as strategies may be used to <b>adapt interventions</b> within the DBI process.</li> </ul>	<p>Academic progress monitoring tools are either general outcome measures or mastery measures.</p>

### Suggested Steps for Using the Chart

The tools charts include a large amount of information and the “best” tool is not going to be the same for everyone. Users should review all the elements of the chart before making decisions. We recommend using the following steps to make your decisions:

1. Gather a team.
2. Determine your needs
3. Determine your priorities.
4. Familiarize yourself with the content and language of the chart.
5. Review the data.
6. Ask for more information.

Source: <http://www.intensiveintervention.org/chart/instructional-intervention-tools>

**Outcome #3: Outcome #3 (a)Identify Core Elements of the Evidence-Based Practices/Strategy selected & (b)Define what Systemic & Strategy-Specific Fidelity should look like**

**Systemic & Strategy-Specific Fidelity**

Why Fidelity?

5 Elements

- 1. 2.
- 3. 4.
- 5.

Encouraging Factors


Discouraging Factors


## Decision-Making Matrix

Student Performance Measures

	Good (@ or above the Aim Line)	Question- able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
Implementation Fidelity Measures			

What is/are the Fidelity Measure(s) for TIP?

How will you build capacity to implement?

Outcome #4: Identify & Define Measures that could/should be used to Evaluate the Effectiveness of the Strategy selected & the Impact of their TIP

**Inner Game** - *"If we were to have an enemy who wanted to destroy us, and if it were within his power to implant within us a device designed to so confuse our thinking and overexcite our emotions as to render us incapable of coherent and intelligent action, he could hardly do better than to implant a device akin to that part of our self-esteem that insists on being right, even when we are wrong."* George Rogers on Ego...(from the book Ben Franklin's The Art of Virtue)

**If You Can Only Read One or Two Books related to Your Implementation of a TIP**

- a.. Fullan, M. & Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin Press
- b.. Sharratt, L.& Planche, B. (2016). *Leading collaborative learning: Empowering excellence*. Thousand Oaks, CA: Corwin Press

## The 30 Second Elevator Pitch<sup>3</sup>

An elevator pitch is a clear, brief message or “commercial” about your Targeted Improvement Plan (TIP). It communicates who you are, what you’re looking for and how you can benefit a company or organization. It’s typically about 30 seconds, the time it takes people to ride from the top to the bottom of a building in an elevator. (The idea behind having an elevator pitch is that you are prepared to share this information with anyone, at any time, even in an elevator.)

At a meeting, you can use your pitch to introduce your TIP to others. It is important to have your pitch well-rehearsed. Rehearse your 30 second elevator pitch with a team member or in front of a mirror. The important thing is to practice it OUT LOUD. You want it to sound natural. Get comfortable with what you have to say so you can breeze through it when the time comes. This elevator pitch is:

- Absolutely not longer than 45 to 60 seconds
- Or - in words - approximately 100 to 150 words •or - in sentences -15 to 20 sentences

**A SAMPLE ELEVATOR PITCH OUTLINE.** These 8 tips (no pun intended) will help to write a carefully planned and prepared pitch that grabs attention and says a lot in a few words. This format suggestion helps you to avoid creating a sales pitch. Use each idea to write one short powerful sentence.

1. Smile to your counterpart, and open with a statement or question that grabs attention: a hook that prompt your listener to ask questions when you are finished.
2. Tell who you are – make it personal.
3. Briefly, tell what your TIP is (show enthusiasm). **WHAT DOES YOUR TIP OFFER THE LISTENER?**
4. Tell what problems can be solved.
5. Offer a vivid, brief example.
6. Tell why you are interested in the TIP. **WHAT ARE THE BENEFITS**
7. Tell what very special service, product or solutions you can offer him or her.
8. What are the advantages of the TIP for **THEM?**

### CHECKLIST FOR FINE-TUNING

STEP 1: First write down all what comes up in your mind.

STEP 2: Then cut the jargon and details. Make strong short and powerful sentences. Eliminate unnecessary words.

STEP 3: Connect the phrases to each other. Your elevator pitch has to flow natural and smoothly. Don't rush.

STEP 4: Memorize key points and practice.

STEP 5: Have you really answered the key question of your listener: **What's In It For Me?**

STEP 6: Create different versions of your elevator pitch for different situations (faculty meetings, parent encounters, Board meeting, etc. Note them on 3x5 cards.

<sup>3</sup> Adapted from: <http://sfp.ucdavis.edu/files/163926.pdf>

# 7 Scientifically Proven Benefits of Gratitude That Will Motivate You To Give Thanks Year-Round<sup>4</sup>

Amy Morin

It's that time of year where many people begin thinking about everything they have to be thankful for. Although it's nice to count your blessings on Thanksgiving, being thankful throughout the year could have tremendous benefits on your quality of life.

In fact, gratitude may be one of the most overlooked tools that we all have access to every day. Cultivating gratitude doesn't cost any money and it certainly doesn't take much time, but the benefits are enormous. Research reveals gratitude can have these seven benefits:

**1. Gratitude opens the door to more relationships.** Not only does saying "thank you" constitute good manners, but showing appreciation can help you win new friends, according to a 2104 study published in *Emotion*. The study found that thanking a new acquaintance makes them more likely to seek an ongoing relationship. So whether you thank a stranger for holding the door or you send a quick thank-you note to that co-worker who helped you with a project, acknowledging other people's contributions can lead to new opportunities.



**2. Gratitude improves physical health.** Grateful people experience fewer aches and pains and they report feeling healthier than other people, according to a 2012 study published in *Personality and Individual Differences*. Not surprisingly, grateful people are also more likely to take care of their health. They exercise more often and are more likely to attend regular check-ups with their doctors, which is likely to contribute to further longevity.

**3. Gratitude improves psychological health.** Gratitude reduces a multitude of toxic emotions, ranging from envy and resentment to frustration and regret. Robert A. Emmons, Ph.D., a leading gratitude researcher, has conducted multiple studies on the link between gratitude and well-

<sup>4</sup> <http://www.forbes.com/sites/amymorin/2014/11/23/7-scientifically-proven-benefits-of-gratitude-that-will-motivate-you-to-give-thanks-year-round/#681dd6d46800>

being. His research confirms that gratitude effectively increases happiness and reduces depression.

**4. Gratitude enhances empathy and reduces aggression.** Grateful people are more likely to behave in a prosocial manner, even when others behave less kind, according to a 2012 study by the University of Kentucky. Study participants who ranked higher on gratitude scales were less likely to retaliate against others, even when given negative feedback. They experienced more sensitivity and empathy toward other people and a decreased desire to seek revenge.

**5. Grateful people sleep better.** Writing in a gratitude journal improves sleep, according to a 2011 study published in *Applied Psychology: Health and Well-Being*. Spend just 15 minutes jotting down a few grateful sentiments before bed, and you may sleep better and longer.

**6. Gratitude improves self-esteem.** A 2014 study published in the *Journal of Applied Sport Psychology* found that gratitude increased athlete's self-esteem, which is an essential component to optimal performance. Other studies have shown that gratitude reduces social comparisons. Rather than becoming resentful toward people who have more money or better jobs – which is a major factor in reduced self-esteem- grateful people are able to appreciate other people's accomplishments.

**7. Gratitude increases mental strength.** For years, research has shown gratitude not only reduces stress, but it may also play a major role in overcoming trauma. A 2006 study published in *Behavior Research and Therapy* found that Vietnam War Veterans with higher levels of gratitude experienced lower rates of Post-Traumatic Stress Disorder. A 2003 study published in the *Journal of Personality and Social Psychology* found that gratitude was a major contributor to resilience following the terrorist attacks on September 11. Recognizing all you have to be thankful for – even during the worst times of your life – fosters resilience.

We all have the ability and opportunity to cultivate gratitude. Simply take a few moments to focus on all that you have – rather than complain about all the things you think you deserve. Developing an “attitude of gratitude” is one of the simplest ways to improve your satisfaction with life.

*Amy Morin is a psychotherapist and the author of 13 Things Mentally Strong People Don't Do.*

Other Resources on Gratitude:

a. Amin, A. **The Science of Gratitude: More Benefits Than Expected; 26 Studies and Counting.**

<http://happierhuman.com/the-science-of-gratitude/>

b. Five Minute Journal - <https://www.intelligentchange.com/products/the-five-minute-journal>