WYOMING MTSS-PLC

Collaborating to Improve Learning for ALL Students

Thursday, May 14th, 3:30-5:00pm

Tentative Agenda

- 3:30 – 3:40   Welcome, Overview of MTSS-PLC
  - Format, MTSS-PLC Norms, Review of MTSS Framework
- 3:40 – 4:00   *Progress to Date*
  - Team Share Out – 2-3 minutes per team
- 4:00 – 4:10   *Learning From Each Other*
  - – Addressing Identified Challenges in Implementation – MTSS Teaming
- 4:10 – 4:30   *Best Practices in MTSS Implementation*:
  - Developing System for Ongoing Communication with Staff and Embedding MTSS in Teacher Teams
- 4:30 – 4:50   *Lessons Learned from the Field*
  - Communicating with staff and teacher teaming to support MTSS implementation
  - Analyzing existing policies and practices impact on MTSS implementation
- 4:50 – 5:00   Closing and Next Steps

Why are we here?

- *A **professional learning community**, or PLC, is a group of educators that meets regularly, shares expertise and experiences, and works collaboratively to improve learning for all students.*

MTSS-PLC Format

Month/Date	Format	Topic	Rubric Components Targeted	Output/Assignment
April	On site	Introduction to MTSS CoP What is MTSS and its Essential Components? Building an Effective MTSS Team	1, 2, 3, 4, 5, 6	Completed Team Self-Assessment of Fidelity Rubric Draft of MTSS Team Schedule, meetings norms, members and purpose statement
May	Remote	Building an Effective MTSS Team	5b, 5h, 5i	Final MTSS Team Schedule, meetings norms, members and purpose statement Staff MTSS Knowledge and Support Survey (Sample Provided)
June	Remote	Screening Tools and Data System	1a, 3b	Screening Tools Analyses (Form Provided) • What tools for what grades and content areas? • Evidence of validity and Reliability?
July	Remote	Screening Process	1b, 1c, 6a	Description of strengths and areas of improvement for current process for identifying at-risk across grades and content • How are we using screening data?

MTSS-PLC Norms

- Appreciate all perspectives
- Equity of voice
- Attentive listening
- Commitment to the work
- Use technology to enhance professional learning

"Life is really simple, but we insist on making it complicated."

— Confucius

What is MTSS?

▸ Multi-tiered System Support (MTSS) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.
▸ With MTSS, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on a student's responsiveness, and RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

(National Center on Response to Intervention, 2010)

Essential Components of MTSS
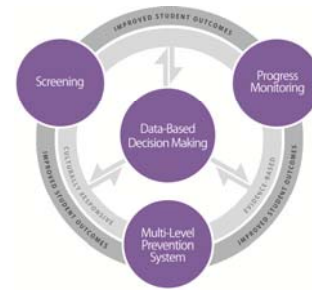
NCRTI, 2010

WY MTSS Fidelity Rubric

▸ Adapted from the Center for Response to Intervention Fidelity Rubric
▸ Clarifies implementation criteria for the essential components and other implementation factors

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Today's Target Areas

▸ 5b: Decisions and actions by school and district leaders proactively support the essential components of the MTSS framework at the school, and help make the framework more effective; support for MTSS implementation is a high priority.
▸ 5h: All of the following conditions are met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.
▸ 5i: All of the following conditions are met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.

Progress To Date: Shareout

▸ In 2-3 minutes, have one team member....
  ◦ Summarize MTSS activities since last training
    · Representation of key stakeholders?
    · Structures and processes in place for decision making?
    · Regular meeting time?
  ◦ Share 2-3 successes in MTSS teaming
  ◦ Share 1-2 challenges in MTSS teaming
▸ Other teams, please use chat box to ask questions for presenting teams.

Addressing MTSS Team Challenges

▸ What questions or concerns do you have with establishing or maintain an effective MTSS Team?
▸ What advice would you have for others?

Best Practices in MTSS Implementation ››
Communication With and Involvement of All Staff (5h)

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All criteria must be met:
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- (2) a system is in place to keep staff informed; and
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Developing an MTSS Guidance Document

- **What is it?**
  - Written document/resource that is accessible to target audience
  - Provides an overview and an explanation of the core components of MTSS in the district/school.
  - Describes what MTSS is and what it is not in the school/district
  - Critical first step in defining WHAT is being implemented and WHY it is being implemented
- **What is it not?**
  - Substitute for training or ongoing communication with staff
  - Legal policy statement

Developing an RTI Guidance Document (NCRTI, 2010)

Developing an MTSS Guidance Document

- **Why?**
  - Communicates a common language and focus for MTSS implementation for all staff
  - Clarifies policies, describes best practices, and provides links to available resources and information.
  - Communicates information to external stakeholders in the community, such as parents

Developing an RTI Guidance Document (NCRTI, 2010)

Developing an MTSS Guidance Document

- **How?**
  - Identify small writing team, usually composed of leadership team members, who are able to effectively describe MTSS and what it looks like at the district and/or school level.
  - Ensure stakeholder involvement in development and review
  - Use existing resources or guidance documents to organize document

Developing an RTI Guidance Document (NCRTI, 2010)

Developing an MTSS Guidance Document

- **Recommendations**
  - Keep the document/resource short and simple, especially initially
  - Use graphics and tables to increasing accessibility of information
  - Avoid too many specific detail in the document during initial implementation

Developing an RTI Guidance Document (NCRTI, 2010)

Developing a Guidance Document

▸ **Resource:** NCRTI Information Brief: *Developing a Guidance Document*
  ◦ Provides template for organizing document
  ◦ Provides sample text and resources that can be cut and pasted into your document

Developing an RTI Guidance Document (NCRTI, 2010)

Communication With and Involvement of All Staff (5h)

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▸ (2) **a system is in place to keep staff informed; and**
▸ (3) teacher teams collaborate frequently.

System for Keeping Staff Informed

▸ Consider using an existing effective, *systematic* communication system
▸ Standing agenda item at staff meetings
  ◦ Progress of team activities
  ◦ Present information on a new topic each month
  ◦ Gathering feedback from staff
  ◦ Sharing school/district level benchmark data
▸ Platform for resources/documents/agenda notes
  ◦ Website, google docs, sharepoint
▸ Continuously assess support or comfort level of all staff

Fist-to-Five Quick Check

FIVE   All for it...I can be a leader for this decision.
FOUR   All for it...You can count on me to support this no matter what
THREE For the idea...I will support it in concept but may not be out in front of the gang leading in implementation.
TWO   I'm not sure...But I trust the group's opinion and will not *sabotage* the decision.
ONE   I'm not sure...Can we talk some more?
FIST   No...We need to find an alternative.

Harken

Fist-to-Five Quick Check Tool

HOW to USE it:
▸ Someone makes a statement that he/she needs consensus on

▸ If anyone holds up a fist, or only one or two fingers, the group has not reached consensus. You will need more discussion or dialogue.

▸ If you get all three, four, or five fingers showing, you can declare consensus.

Harken

Communication With and Involvement of All Staff (5h)

All criteria must be met:
▸ (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff;
▸ (2) a system is in place to keep staff informed; and
▸ (3) **teacher teams collaborate frequently.**

Teacher Teams Collaborating

- Establish regular time for collaboration
- Provide a consistent structure for collaborating (similar to MTSS team)
- Provide professional development on effective approaches to collaborating
- Clarify purpose and desired outcomes of collaboration

Involving Teachers on MTSS Collaborative Teams
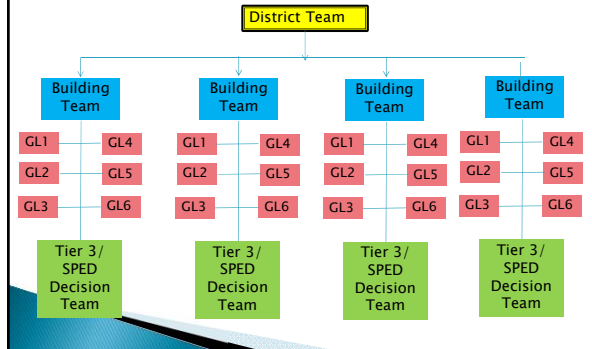
Roles MTSS Collaborative Teams

District Level Team Roles
- develop MTSS model components,
- to draft and update a district MTSS implementation plan,
- ensure schools receive adequate supports and resources for effective implementation, and,
- conduct ongoing evaluation of district level MTSS implementation integrity and effectiveness.

Roles MTSS Collaborative Teams

Building Level Team Roles
- to draft and update a building level MTSS implementation plan,
- ensure teachers receive adequate supports and resources for effective implementation, and,
- conduct ongoing evaluation of building level implementation integrity and MTSS effectiveness.

Roles of MTSS Collaborative Teams

Grade Level Team Roles
- ensure delivery of robust Tier I curriculum and instruction
- design and implement Tier I and Tier II interventions and supports
- conduct ongoing data decision making
  ◦ effectiveness of grade level curriculum and instruction
  ◦ Identification of non-responders

Roles of MTSS Collaborative Teams

Tier III/SPED Referral Team Roles
- Ensure implementation of Tier III supports using data based individualization for Tier II non-responders
- Ensure IDEA childfind and prereferral obligations are met

Lessons Learned from the Field

▸ 5b: Decisions and actions by school and district leaders proactively support the essential components of the MTSS framework at the school, and help make the framework more effective; support for MTSS implementation is a high priority.

▸ 5h: All of the following conditions are met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.

What process is used to determine if a decision or action supports or potential hinders MTSS implementation at Uinta #1 SD ?

How do you address existing policies or procedures that create barriers to MTSS implementation?

Building level teams complete a survey based on the Fidelity Of Implementation Rubric two times per year. This information is then used to problem solve barriers (including decisions and actions) to implementation.

We are continue working through this... In some respects we still view MTSS as something else we do and not *the* organizing framework for the system. Without MTSS being the hub decisions are made about ancillary things without considering impacts on MTSS implementation. MTSS needs to be the focus...

How did you ensure MTSS implementation is a high priority?
• We have multiple initiatives happening in our district. (i.e. blended learning, new math curriculum, new word work program, new reporting program).
• The challenge has been to help people understand that when you use the MTSS framework and adhere to basic MTSS principles it organizes your entire system to be more effective at meeting student needs.
• Consistency of structured building team meetings.
• Being visible. Because MTSS is all encompassing it can be brought up in any discussion.

How has this changed since initial implementation?
• It has changed since initial implementation. After people became engaged in the work and started to understand the components of MTSS and how they work together there has been a lot more excitement about what is possible with MTSS. I think this is a shift in mindset from MTSS being an intervention to a recognition that it is a framework to help *all* students.

• MTSS being the priority continues to be a discussion...

How does the MTSS District team communicate expectations (e.g., the what, the how) about MTSS implementation with staff?

Building Team Representatives are part of the MTSS District team. They then communicate expectations to building level teams who then decide how to best communicate with staff. Staff has received messages in various ways: staff meetings, newsletters, emails, and training with coaches.

MTSS Website

How does the district assess school staff knowledge and support of MTSS?
-surveys after training
-informal quizzes
-building level meetings

How does the district ensure MTSS in embedded into teaming at all levels, not just the district level?

Having broad representation on the district and building level teams is key. If there is a stake holder group that you need buy in from they should at least have one representative at the table. They then take information to their respective groups.

-Systematic and consistent professional development that helps people know how to use the process outlined in an MTSS framework.

-Accountability system that supports giving assignments and then having follow through to ensure task was completed.

-Open feedback loop between teachers, building teams, and district team.

Closing: Next Steps

▸ Assess school staff knowledge and support of MTSS using simple survey technique
▸ Identify school and district decisions, policies, and practices and group them as either 1) proactively supporting MTSS implementation or 2) potentially hindering implementation.

▸ **NEXT MEETING:** June 11, 2015, 3:30-5:00pm, *Topic:* Screening Tools and Data Systems