Introduction to Multi-Tiered System of Support
Goals

- Know what MTSS is and what it isn’t
- Understand the Levels of Support
- Align belief statements
- Self-assess if school/LEA is ready for the next step
- Understand cohort structure and expectations
Personal Belief
What is MTSS?

MTSS is an instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child.
What MTSS Is Not

- Just help with academics or an extra class period
- Just behavior supports
- The job of a few specialists
- Intervention in place of the core curriculum
- A buffet for staff to choose what pieces they would like to implement and if they would like to implement
- The process for determination of eligibility for entitlement programs (special education, ELL, gifted, etc.)
- Something that is done to students
Reflective Guide

Time to Reflect
Why Equity-Based MTSS?

• Equity-Based MTSS
• Values and welcomes each and every student as a full member of their school
• Provides the support students need, when needed, as long as needed
Equity in Education

Where each and every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs.
MTSS: Origin Story

Multi-Tiered System of Support

- Prevention
- Teaming
- Continuous Improvement
- Evidence Based Practices
- Data
- Response to Intervention
- PBIS
Time to Reflect

Reflective Guide
AZ MTSS Framework
AZ MTSS FRAMEWORK

MTSS is an instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child.
Equity-based
Proactive and Preventative

Culturally Relevant, Responsive Systems of Support
Highly Effective Academic Instruction

- All students in All settings
- Rapid response, evidence-based instruction
- Individualized, high intensity, evidence-based interventions
Social Emotional Learning

• Self-awareness
• Self-management
• Social awareness
• Relationship skills
• Responsible decision making
Universal Design for Learning

A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.
Universal Design for Learning (UDL)

Affective networks: THE WHY OF LEARNING
How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.
Stimulate interest and motivation for learning

Recognition networks: THE WHAT OF LEARNING
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are recognition tasks.
Present information and content in different ways

Strategic networks: THE HOW OF LEARNING
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.
Differentiate the ways that students can express what they know
Differentiated Instruction

Differentiation is responsive teaching rather than one size fits all teaching (Tomlinson, 2005). This means that teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.

(Tomlinson, 2003)
UDL
- Begins with the curriculum
- Proactive, occurs prior to instruction
- Plans lesson plans in anticipation of all student needs
- Builds methods, materials and assessments usable by all
- Removes barriers

Differentiated Instruction
- Ensures equity
- Meets individual needs
- Gives all students access to high quality curriculum
- Provides multiple methods to develop and express

Differentiated Instruction
- Begins with the students
- Reactive instruction
- Retrofits instruction based on individual student needs
- Adapts methods, materials, assessments for individual students
- Works around barriers
Reflective Guide

Time to Reflect
“the wisdom, knowledge, successful strategies, positive attitudes and affect, best practices, skills, resources, and capabilities of the organization.”

(Whitney & Trosten-Bloom, 2010, p. 64)
SWIFT Framework

- Administrative Leadership
  - Strong & Engaged Site Leadership
  - Strong Educator Support System

- Integrated Educational Framework
  - Fully Integrated Organizational Structure
  - Strong & Positive School Culture

- Multi-Tiered System of Support
  - Inclusive Academic Instruction
  - Inclusive Behavior Instruction

- Family & Community Engagement
  - Trusting Family Partnerships
  - Trusting Community Partnerships

- Inclusive Policy Structure & Practice
  - Strong LEA/School Relationships
  - LEA Policy Frameworks
Break
Strong and Engaged Site Leadership - Principle 1

The principal and a leadership team
Reflection

- Summarize key highlights from the video.
- What are your strengths of practice under this domain?
- What existing assets and resources can you build upon?
Strong Educator Support System - Principle 1

to make available professional learning opportunities
Reflection

- Summarize key highlights from the video.
- What are your strengths of practice under this domain?
- What existing assets and resources can you build upon?
Fully Integrated Organizational Structure - Principle 3 & Throughout the CNA

redefined roles for paraeducators or teaching assistants
Summarize key highlights from the video.

What are your strengths of practice under this domain?

What existing assets and resources can you build upon?
Strong and Positive School Culture - Principle 5
• Summarize key highlights from the video.
• What are your strengths of practice under this domain?
• What existing assets and resources can you build upon?
Trusting Family Partnerships - Principle 6
Reflection

• Summarize key highlights from the video.
• What are your strengths of practice under this domain?
• What existing assets and resources can you build upon?
Share Surprises, AHAs and Wonders
Trusting Community Partnership-Principle 6
• Summarize key highlights from the video.
• What are your strengths of practice under this domain?
• What existing assets and resources can you build upon?
Strong LEA and School Relationship-LEA Plan
• Summarize key highlights from the video.

• What are your strengths of practice under this domain?

• What existing assets and resources can you build upon?

Reflection
LEA Policy Framework-LEA Plan
Reflection

- Summarize key highlights from the video.
- What are your strengths of practice under this domain?
- What existing assets and resources can you build upon?
Inclusive Academic Instruction - Principle 2

or are part of other traditionally marginalized groups.
Reflection

• Summarize key highlights from the video.
• What are your strengths of practice under this domain?
• What existing assets and resources can you build upon?
Inclusive Behavior and Social-Emotional Instruction - Principle 2
Reflection

- Summarize key highlights from the video.
- What are your strengths of practice under this domain?
- What existing assets and resources can you build upon?
Share Surprises, AHAs and Wonders
Lunch 11:30-12:30
UNIVERSAL SUPPORT
All students in All settings
Highly Effective Core Academic Instruction and Social Emotional Learning
What Big Ideas Do You Hear/See?
ADDITIONAL SUPPORT
Rapid Response Small Group Evidence-Based Academic Instruction and Social Emotional Learning
What Big Ideas Do You Hear/See?

Additional support uses evidence-based interventions to meet the needs for these students.
INTENSIFIED SUPPORT
Individualized High Intensity Evidence-Based Academic Instruction and Social Emotional Learning
What Big Ideas Do You Hear/See?

Intensified support provides a few students with specially designed instruction, extra support, and other services.
Equity in Education

Where each and every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs.
EQUITY VERSUS EQUALITY

Equity is the quality of being fair and impartial

Involves treating each individual according to his or her needs

Considers individual needs of people

Equality is the state or quality of being equal

Involves treating every individual in the same manner, irrespective of their differences

Does not consider needs and requirements of people
Personal Belief
First Things First....

All Students Can Learn
First Things First....
Break
Time to Reflect
• What is your “WHY?”
• Transformation Actions
• Grant Opportunity
• MTSS Readiness
• Resource Inventory
• Next Step Action Planning

Write one burning question you have regarding MTSS and leave it on your table
• What is your “WHY?”
• Transformation Actions
• Grant Opportunity
• MTSS Readiness
• Resource Inventory
• Next Step Action Planning
Goals

- Know what MTSS is and what it isn’t
- Understand the Levels of Support
- Align belief statements
- Self-assess if school/LEA is ready for the next step
- Understand cohort structure and expectations
What's Your Why?
“When you know your why, your what has more impact because you are walking in or towards your purpose.”

Some people need to know why the work is important, some need to know how the work is going to be done, while others need to experience the change to understand how it affects them.

Understanding why the work is important will help your team move forward with the very important work of creating systems change.

What is your "why" for your school?
Time to Reflect

Reflective Guide
Break

15 min
Transformation in Action (TA) Practices
Reflective Guide

Time to Reflect
AZ MTSS Cohort Overview

<table>
<thead>
<tr>
<th>9/30-10/1</th>
<th>12/2-3</th>
<th>3/3-4</th>
<th>6/15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laying the Foundation</td>
<td>Structuring MTSS</td>
<td>Engineering MTSS</td>
<td>Advancing MTSS</td>
</tr>
<tr>
<td>• AZ MTSS</td>
<td>• Priorities</td>
<td>• Tools</td>
<td>• Coaching</td>
</tr>
<tr>
<td>• Design</td>
<td>• Practices</td>
<td>• Resources</td>
<td>• Facilitating MTSS</td>
</tr>
<tr>
<td>• Teaming</td>
<td>• Data</td>
<td>• Trifecta</td>
<td></td>
</tr>
<tr>
<td>• Coaching</td>
<td>• Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- AZ MTSS
- Design
- Teaming
- Coaching
- Priorities
- Practices
- Data
- Resources
- Tools
- Resources
- Trifecta
- Coaching
- Facilitating MTSS
MTSS Mini-Grant Opportunity

- Funds cost related to the MTSS Cohort
  - 4 sessions
  - 2 days each session
- Implementation Coaching
- Other related costs
Grant information

Opens: August 1, 2019
Closes: August 27, 2019
Project start date September 1, 2019

Contacts
Assurances
To ensure school commitment and LEA support
Program Detail Narrative Questions
Budget
MTSS Assurances

The LEA understands a supportive, reciprocal partnership between the school and its district or local educational agency is vital for long-lasting equity and MTSS and commits to the following:

- A strengths-based whole child focus
- A shared commitment that every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs
- A culture of collaboration and high expectations for all students and Social Emotional Learning
- Equitable access to high quality instruction in Academics and Social Emotional Learning
- Support site leadership, MTSS, and PLCs during the contract
- Scheduled time for weekly professional learning communities (PLCs) during the contract
- A site leadership team that works to discover new, best meet the needs of all students
- Setting priorities – chart a clear course that all staff understand, establish high expectations, and use meaningful data to track progress and performance
- Developing people – provide teachers and others in the system with the necessary support and training to successfully refine practices
- Making the organization work – ensure that the entire range of conditions and programming fully and efficiently support teaching and learning
- Providing and protecting adequate time – coordinate the master schedule for core instruction and intervention and schedule and protect time for collaborative team work.

Weekly Professional Learning Communities (PLCs) during the contract:
- Shared commitment to improving student learning and outcomes
- Collective responsibility and shared practices
- Supportive and shared leadership by all members
- Well-defined communication structures
- Action-oriented
- Data-based decision-making processes and procedures
- Team attendance and active engagement at all MTSS trainings including completion of action items between sessions

Mentors with MTSS Leadership Coach as scheduled.
Narrative Questions

School
• How will participation in the AZ MTSS benefit your school, staff and community?
• Identify the goals the school hopes to accomplish through participation in the AZ MTSS cohort.
• Describe how the school leadership team participants are or will be selected.

LEA
• How will participation in the AZ MTSS benefit the LEA?
• Identify the goals the LEA hopes to accomplish through participation in the AZ MTSS cohort.
• Describe the current LEA initiatives and how AZ MTSS fits within those initiatives.
• Who will provide support to the school team/s participating in the AZ MTSS cohort and what do you envision support will look like?
Budget

- AZ MTSS cohort registration
  9/30-10/1, 12/2-3, 3/3-4, 6/15-16
- Associated travel costs
- Off contract MTSS Implementation Team planning
- MTSS implementation coaching sessions
- Monitoring activities
- Evaluation activities
MTSS Readiness Discussion

Use Your Reflection Guide:
• Why is this good for kids?
• How does it improve what we do?
• Does it align with our beliefs?
• Are we committed to a team-based problem-solving approach to address students' needs?
• Is this the right thing for us to do now?
Time to Reflect

Reflective Guide
<table>
<thead>
<tr>
<th>Resource</th>
<th>Intention</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Increase thinking about all human resources that may be accessed, regardless of current role and responsibilities</td>
<td>List, by position, all personnel working in the building</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>List all rooms and spaces available in the building</td>
<td>Consider all the space available to the school (e.g., room 351-small room next to cafeteria)</td>
<td></td>
</tr>
<tr>
<td>Curriculum &amp; Interventions</td>
<td>Identify all available instructional resources and materials used for academic and social emotional learning instruction</td>
<td>List the curricular materials available for core curriculum interventions and supports for academics and social emotional learning</td>
<td></td>
</tr>
<tr>
<td>Time allocations &amp; requirements</td>
<td>Identify specified time requirements for core instruction and time currently allocated for providing additional interventions and supports</td>
<td>List the current schedule for delivery of content</td>
<td></td>
</tr>
<tr>
<td>Additional resources</td>
<td>Identify any supplementary resources available to support MTSS implementation</td>
<td>List the additional resources available to meet student need across tiers (e.g., Boys &amp; Girls Club)</td>
<td></td>
</tr>
<tr>
<td>Schoolwide data</td>
<td>Provide a general overview of the percentage of students who need additional support</td>
<td>Indicate schoolwide need as determined by data (e.g., 38% of students who may need additional reading instruction)</td>
<td></td>
</tr>
</tbody>
</table>
“ACTION EXPRESS PRIORITIES.”

-MOHANDAS GANDHI-
Think about and discuss

- Who do you need to talk to first?
- Who do you need to get support from?
- What might be your obstacles?
- Will you develop a new team? Use current Leadership or other team?
<table>
<thead>
<tr>
<th>Action Step/Task</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Resources (financial, human, organizational, other)</th>
<th>Partners</th>
<th>Potential Challenges</th>
<th>Communication</th>
<th>Results</th>
</tr>
</thead>
</table>
| What will be done? | Who will do it? | When will it begin and when will it be completed? | A. Available | N. Needed | Who needs to be involved to complete this task? | What challenges or barriers might you anticipate? | Who needs to know about this action and how will it be communicated? | What evidence will indicate completion? | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N. | A. | N.
Next Steps

- E-mail interest to Trish at trish.geraghty@azed.gov
- Apply for the grant
- Sign up for sessions through Event Management System (EMS)
Questions