



2019 BEST/MTSS Summer Institute
Vermont Education at its Peak:
Forging the Trails of Academic and Social Success

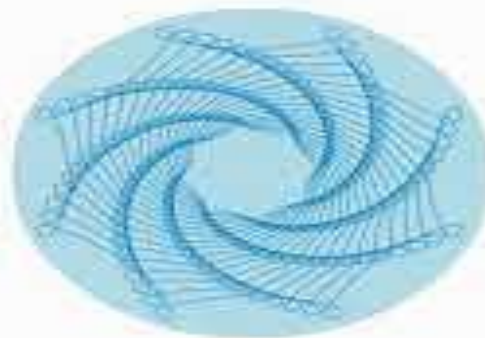
**Leveraging your Multi-tiered System of Supports (MTSS)
to Achieve Better Outcomes for All Students-Day 1**

Facilitators: Tom Faris, Nancy Hellen, and Tracy Watterson

Welcome! Relax.

<https://www.youtube.com/watch?v=I-RkfE6Mqzk>

Breathe in



Overview of Week

We will be supporting you this week in addressing a goal or problem of practice using your own data.

- *Understanding the VTmtss Framework*
- *Evaluating Drivers of Change*
- *Analyzing your VTmtss Framework*
- *Using your VTmtss Framework for Making Decisions & Determining Next Steps*
- *Committing to Next Steps*

Day 1 Learning Objectives

- Build relationships within & between teams.
- Learn and use protocols for analyzing data and decision-making discussions.
- Establish common language for about the VTmtss Framework.
- Learn and apply the Stages of Change & Implementation Drivers in considerations of a decision for improving student outcomes.



Today's Agenda

- **Norms and Roles (5 mins)**
- **Team Building Activity (25 mins)**
- **Ladder of Inference (10 mins)**
- **Break (15 mins)**
- **VTmtss Framework overview (40 mins)**
- **Movement Break (5 mins)**
- **Implementation Drivers, Stages of Change, and Your CIP (35 mins)**
- **Wrap-up, Evaluation, & Homework (20 mins)**

Norms and Roles

- **Consistent throughout the day:**
 - **Norms (VTmtss Team norms + your additions)**
 - **Process Monitor* (reports out at end of day on how well we adhered to our norms.)**
- **As needed:**
 - **Facilitator (leads the tasks and holds the team accountable for the objectives)**
 - **Time Keeper (helps keep the team focused)**
 - **Note Taker (records and shares the discussions and decisions of the team)**
 - **Presenter (shares information, on behalf of their team, with other Strand teams)**

The Process Monitor

How did the objectives support our work today?

How well did we address the SURE (Safe, Useful, Respectful, and Engaging) principles?

What are the decisions or recommendations we agreed upon?

What will our team be working on this week (tomorrow)?

What do we need to communicate this week (tomorrow)?

The Ultimate Team Member Activity

As a team:

- 1.Spend the first 2 minutes listing your individual strengths and positive attitudes you believe you bring to your school team.**
- 2.Spend the next 8 minutes taking turns around the table for each team member to share their list.**
- 3.Spend the final 10 minutes creating the Ultimate Team Member. This imaginary team member should be given a name, an image, and a story that highlights all the strengths and positive beliefs they bring to the team.**

NOTE: Each team will be given 1 minute to share their Ultimate Team Member with the other teams in our Strand.

Using the Ladder of Inference



Kathryn Boudett/Data Wise Leadership Academy

<https://www.bing.com/videos/search?q=ladder+of+inference+kathryn+boudette&&view=detail&mid=165BA3F623E78D10FDED165BA3F623E78D10FDED&&FORM=VRDGAR>

Let's Take a 15-Minute Break



[This Photo](#) by Unknownauthor is licensed under CC BY.

VTmtss

- **A Framework**
- **To focus important work and create coherent systemic responses**



VTmtss

Image created for VTmtss Field Guide 2019

Metaphor Activity

- **Think about the difference between a program or process compared to a framework.**
- **Create a metaphor that uses a framework and the activities that may fit inside that framework.**
- **Bonus points – think about the verbs we associate with frameworks and with activities. Are they different?**

Noticing and Wondering



This image was created for the [VTmtss Field Guide](#) 2019.

Component 1: Systemic and Comprehensive Approach



Image created for VTmtss Field Guide 2019

Systemic and Comprehensive Approach

- **A system is a collection of interacting, interrelated and interdependent elements.**
- **Systems, especially educational ones, involve buildings, programs, materials – but, importantly, people.**

Component 1: Systemic and Comprehensive Approach

- A spotlight on leadership
- A focus on building a **systemic** culture of growth and improvement
 - To engage the expertise and resources of the entire system
 - To be effective and sustainable
 - To make equitable outcomes a reality for *each student*
- A **comprehensive** approach
 - To unify the important work of the *entire organization*.
 - To anticipate how one possible solution may impact other aspects of the system
 - To discourage a one problem at a time approach

Component 2: Effective Collaboration



Image created for VTmtss Field Guide 2019

Component 2: Effective Collaboration

- A spotlight on building a culture of collaboration
 - Working interdependently to accomplish collective commitments
- A focus on systemic collaboration
 - Knowledgeable and expert professionals, staff, families and community bring the power of their collective expertise to bear on solving problems.
 - Importance of leadership

Component 2: Effective Collaboration

- **Reframing traditional roles**
 - **Match student needs with educator expertise**
- **Practical Matters**
 - **Collaborative arrangements**
 - **Time**
 - **Professional learning for collaborative skills**
 - **Resources for establishing and maintaining collaborative partnerships with families and community**

Component 3: High Quality Instruction & Intervention



Image created for VTmtss Field Guide 2019

Component 3: High Quality Instruction & Intervention

- **Assumption 1:** Excellence Starts with High Quality Universal Instruction for All Students
- **Assumption 2:** Academics, Behavior and Social-Emotional Well-being are Intertwined.
- **Assumption 3:** Students are Provided Effective Interventions and Layered Supports.

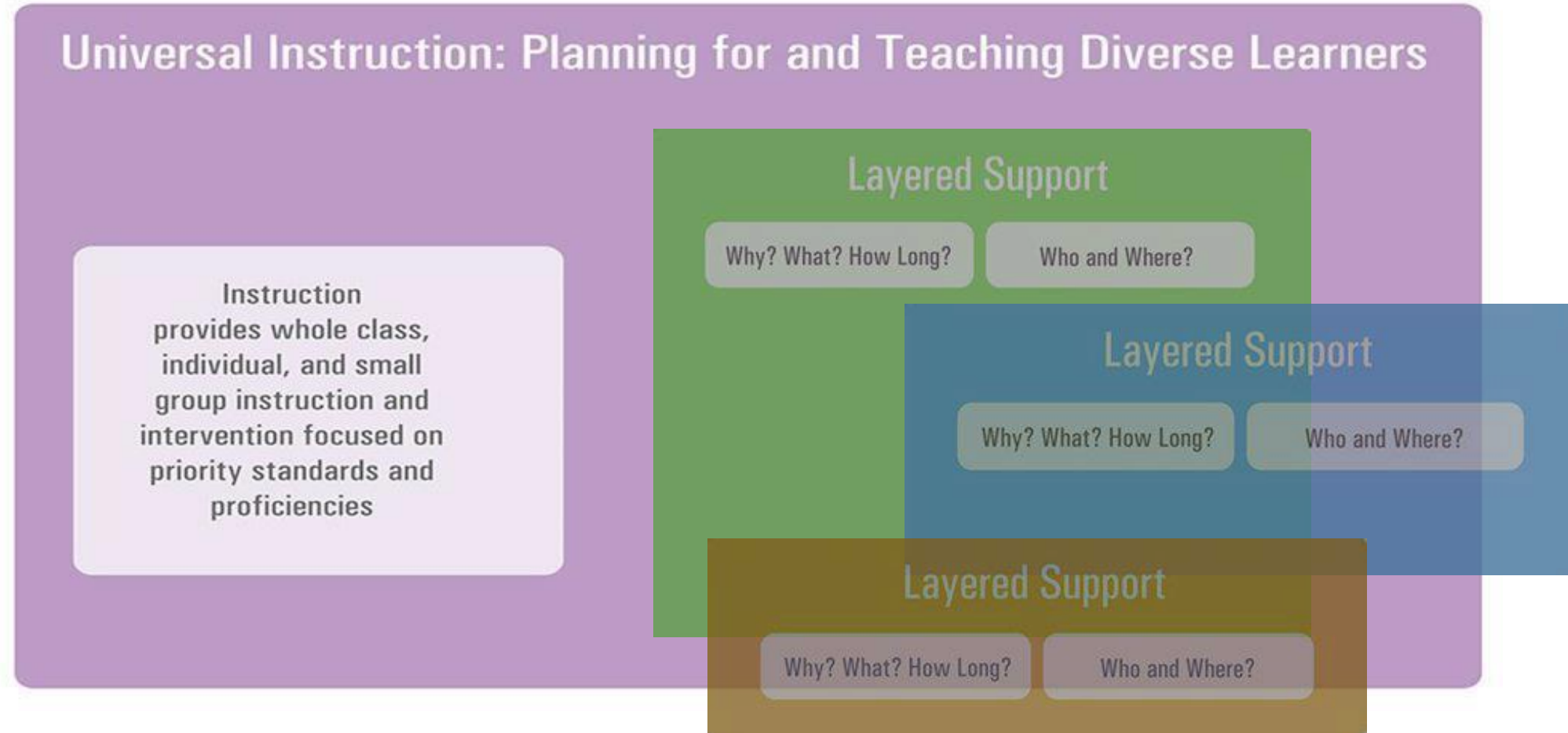
Layered Supports (nottiers)

- There is no specific number of tiers required in a multi-tiered system of supports.
- Instructional supports/practices/interventions can be “tiered” – **students can not!**
 - There *are no* “tier 2 students” (or tier 4 or tier 1 or....).
 - By assigning this type of label to students we make their current status permanent. This is the antithesis of the concepts underlying a multi-tiered system of supports.

Layered Supports (continued)

- Individual professionals may be providing support in multiple tiers – and no single tier is the responsibility of a particular profession.
- Layers of support are not necessarily sequential. Students may be accessing more than one type of intervention or additional support at a time.
- The type(s) of support students need/receive do not supplant access to universal instruction. They result in additional instruction not “instead of ” instruction.

Continuum of Layered Supports



Examples?

- What might be some examples of short-term layers of support? Who could implement them? Where?
- What might be a longer, more intensive support?
- What supports might occur outside universal instruction?
- How might all this layering be created and monitored?



Component 4: Balanced & Comprehensive Assessment System



Image created for VTmtss Field Guide 2019

Component 4: Balanced & Comprehensive Assessment System

- **The assessment system provides information about all aspects of VTmtss -- student data, but also information about each of the components of the Framework.**
- **Data are used to make decisions and engage in continuous improvement.**

Balanced & Comprehensive Assessment System

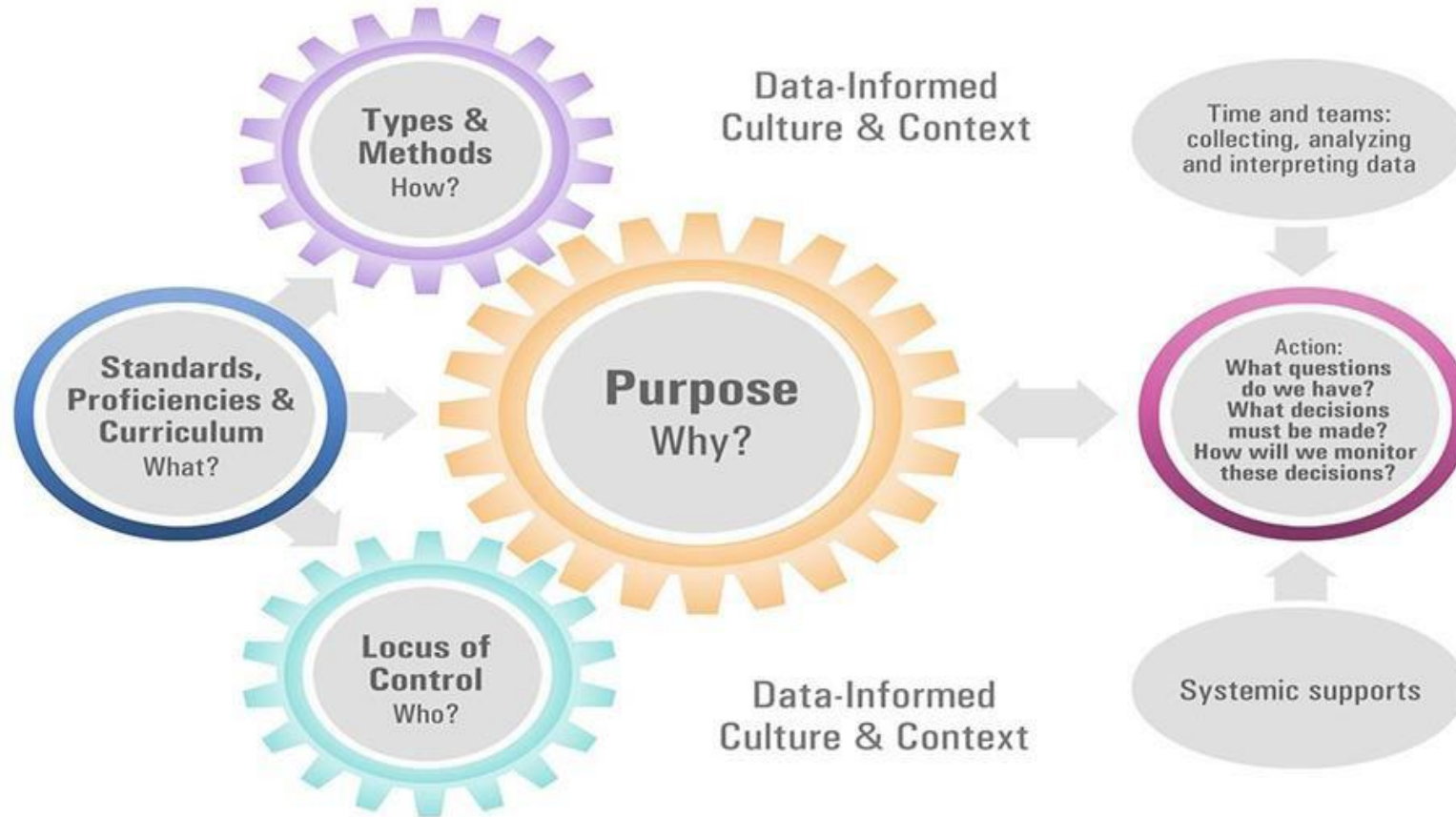


Image created for VTmtss Field Guide
2019

Component 5: Expertise

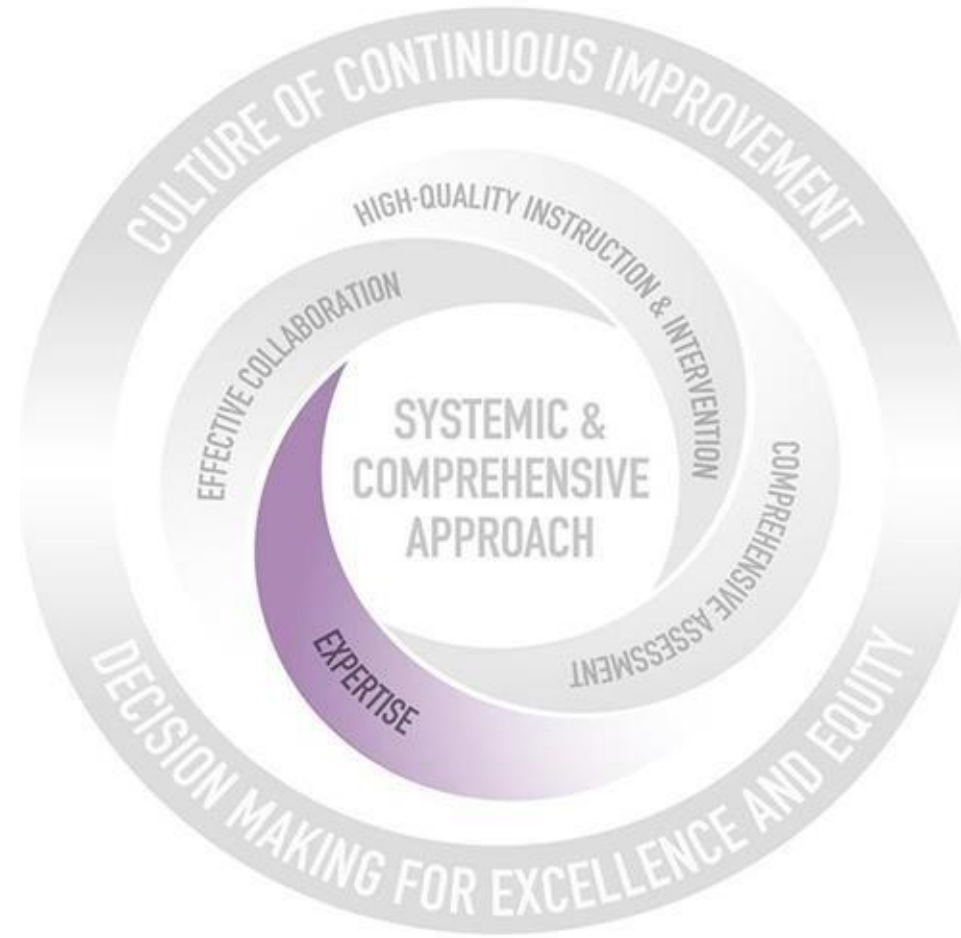


Image created for VTmtss Field Guide 2019

Component 5: Expertise

- **A Spotlight on Systemic Expertise**
- **A Culture that Builds Expertise**

Component 5: Expertise

- **Not just teachers, but all educators in the system**
- **Intentionally cultivated through hiring processes, supervision, and professional learning**
- **Growth mindset, active learning for improvement**

Component 5: Expertise in VTmtss

- **Assessing Expertise as it exists in each component**
- **Expertise at the heart of decision-making for equity and excellence**

Turn and Talk

- **What sort of Expertise will this BEST institute support?**
- **How might this week lead to increased systems expertise?**
- **What could help make that happen?**

VTmtss In Action: Excellence, Equity, & Continuous Improvement



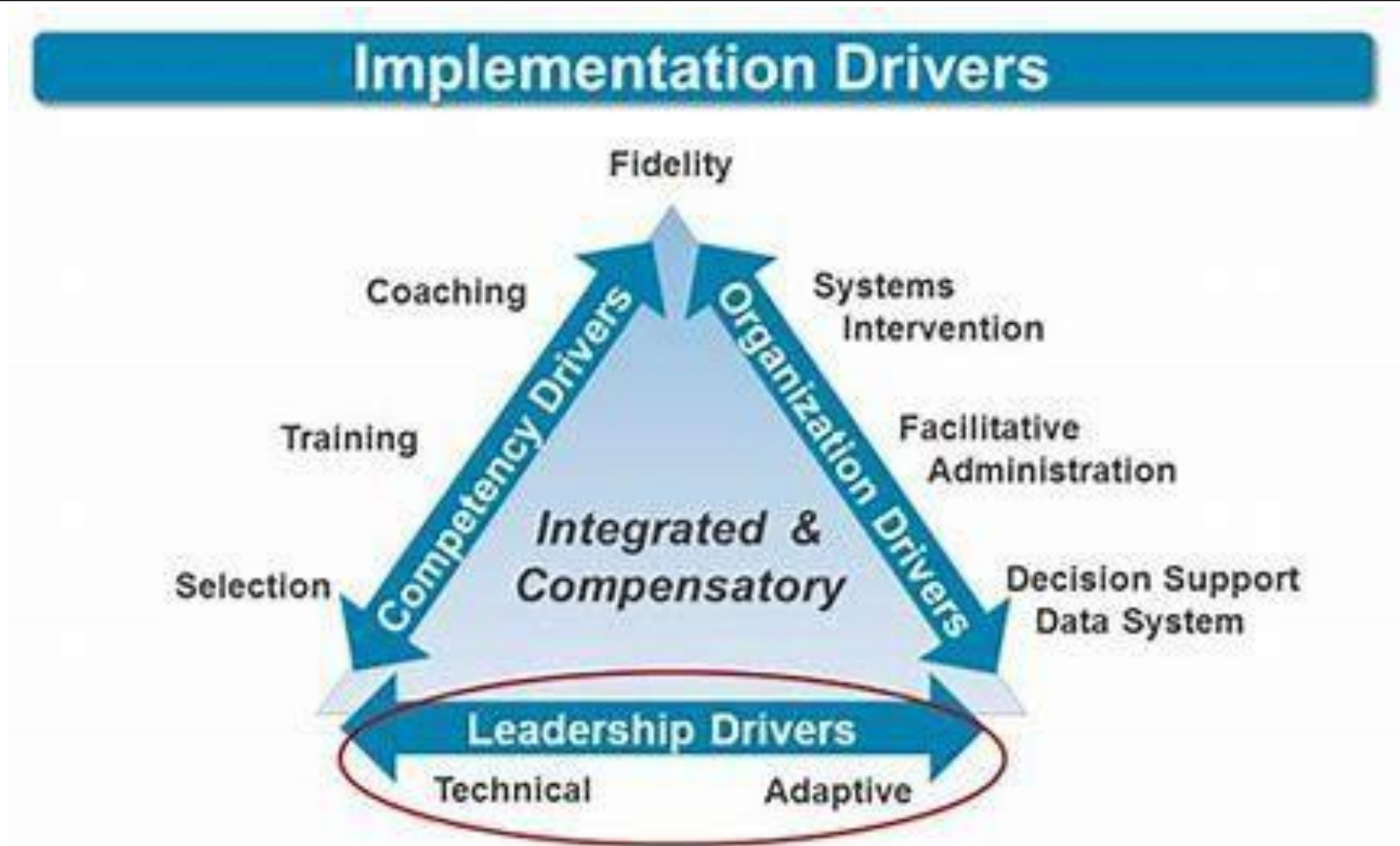
This image was created for the VTmtss Field Guide 2019

Movement Break



Brain Gym Link Up <https://www.youtube.com/watch?v=omhiTFV6h7w>

Implementation Drivers: Focus on Leadership



Technical Challenges

- clear agreement on a definition of the dimensions of the problem at hand
- agreement that the problem would be defined similarly by the groups impacted by it and engaged in addressing it
- clear pathways to solutions-not necessarily quickly or easily but the challenge and path to a solution are largely known.

TURN AND TALK (3 minutes):

- Give an example of a technical challenge you have faced in your school.

Adaptive Challenges

- involve legitimate, yet competing, perspectives — different views of the problem and different perspectives on what might constitute a viable solution.
- viable solutions and implementation pathways are unclear and defining a pathway for the solution requires learning by all (no single leader).
- require a different type of leadership and often require leadership at many levels.

TURN AND TALK (3 minutes):

- Give an example of an adaptive challenge you face in your school.

ADKAR Model of Stages of Change

[© Prosci Inc.](#)

Awareness-Why is the change necessary?

Desire-How does the change affect me?

Knowledge-What skills/content/pedagogy do I need to engage in this change?

Ability-How can I learn the skills/content/pedagogy?

Reinforcement-What supports will be offered to me in making this change and sustaining the change?

Grain Size of Change Ideas

Too Big	Just Right	Too Small
Programs	Practices	Immediate Action Steps/To Do's
Curricula	Processes	
Policies* (school discipline policy)	Policies* (in-school suspension policy)	Tools or materials outside of the process
Structures* (changing schedule to include common planning time)	Structures* (changing the schedule to include common planning time with strategies and process for collaboration)	

Your Continuous Improvement Plan (CIP)

As a team (for the next 15 minutes) look at your SU and/or school CIP and discuss the following questions:

- 1. What type(s) of change ideas are included (e.g. adaptive and technical)**
- 2. Is the grain size too big, too little, or just right?**
- 3. How does this analysis inform our decision of where to focus our change efforts?**
- 4. If our school and SU goals are the same how might we support the SU goal(s) within in the context of our school's identified needs?**

Recap: Today's Agenda

- **Norms and Roles (5 mins)**
- **Team Building Activity (25 mins)**
- **Ladder of Inference (10 mins)**
- **Break (15 mins)**
- **VTmtss Framework overview (40 mins)**
- **Movement Break (5 mins)**
- **Implementation Drivers, Stages of Change, and Your CIP (35 mins)**
- **Wrap-up, Evaluation, & Homework (20 mins)**

Recap: Day 1 Learning Objectives

- Build relationships within & between teams.
- Learn and use protocols for analyzing data and decision-making discussions.
- Establish common language for about the VTmtss Framework
- Learn and apply the Stages of Change & Implementation Drivers in considerations of a decision for improving student outcomes.



Forging Your Trail

What's your personal learning goal for this week?

What's the peak you want to reach?

While you are learning this week, think about:

- **What** will you be able to **implement**?
- **How** will you know you're implementing it **well**?
- **How** will your most **vulnerable** students benefit?
- **How** will you/your team **sustain** what you're implementing?

Wrap Up ~ How Was Our Day?

- **Process Monitor oral report to Strand participants**
- **Homework**
- **Evaluation**

Thank you!



Processing Our Morning

How did the objectives support our work today?

How well did we address the SURE (Safe, Useful, Respectful, and Engaging) principles?

What are the decisions or recommendations we agreed upon?

What will our team be working on this week (tomorrow)?

What do we need to communicate this week (tomorrow)?

Homework: Day 1

As a team, and using your learning from today:

- **Think about the goal you came with or goals in your CIP**
- **Consider which goal has a potential connection to what we presented this morning and the projection for the week.**
- **What area of change will you work on?**
- **Draft a SMART goal for the week, and another for the long-term.**

Ways to Contact Us

Thomas.Faris@vermont.gov

Nancy.Hellen@vermont.gov

Tracy.Watterson@vermont.gov 434-249-2317 (cell)

Sign up for an afternoon consultation (see Institute website).