

MTSS Bootcamp and Tier 3 Problem-Solving: Focus on Concepts, Structures and Evidence-Based Practices



October 19, 2017

MTSS Academic Implementers' Forum



Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

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Learning Intentions

- Deepen knowledge of the key elements in a MTSS model in the context of Implementation Science
- Describe the conceptual underpinnings associated with an MTSS/RTII model
- Become familiar with high-quality resources to support context-embedded professional learning
- Evaluate and advance team functioning toward collective skill and will and sustainable practices

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MTSS Key Elements



Standards Aligned System	Data Based Decision Making	Shared Ownership
Universal Screening	Multi-Tiered Interventions	Using RtI for SLD Determination
Family/Community Engagement	Central Administration Support	Professional Development

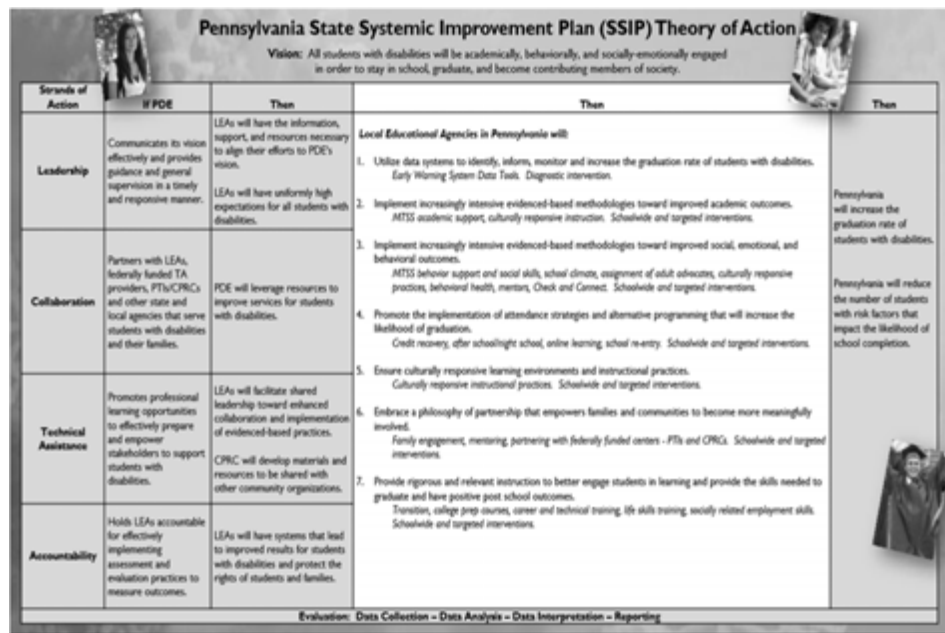
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Live Binder Materials

- Visit www.pattan.net
- Access MTSS Live Binders
 - Boot Camp
 - Tier 3 Problem Solving



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SSIP Resources for High Schools

Increasing Graduation Rates and Decreasing Dropout Rates - PaTTAN



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Using RtI for SLD Determination

Using RtI for SLD
Determination

**Using Response to Intervention (RtI) for Specific Learning Disability (SLD) Determination
School Building Application (K-12) for Approval**

Individual school teams (K-12) may seek approval to use RtI for SLD Determination specific to the areas of READING, WRITING and/or MATHEMATICS at this time. The application process requires that schools provide sufficient evidence of fidelity of RtI implementation both within and across 8 key indicators. Descriptions and criteria are provided for each indicator, as well as the required documentation needed for obtaining RtI/SLD Approval.

Requested Contact Information:

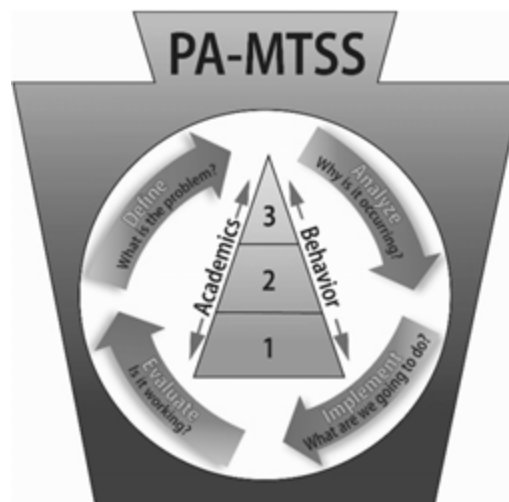
1. Contact Person: _____
2. Email: _____
3. School Building: _____
4. School District: _____
5. Intermediate Unit RtI Consultant: _____
6. Date of facilitated/guided discussion with Intermediate Unit or PaTTAN consultant: _____
7. Grade span for which you are seeking approval: _____

Prior to Completing this Application:

It is recommended that each school communicate with their respective PaTTAN MTSS Lead Consultant - Dr. Jennifer Collins, PaTTAN Harrisburg, jcollins@pattan.net; Mrs. Marianne Dudek, PaTTAN East, mdudek@pattan.net; or Mr. Mike Minor, PaTTAN Pittsburgh, mmminor@pattan.net. Each applicant must state the school's intent to apply for approval to use RtI for SLD Determination, **prior to September 30th** the year before implementation.

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Shift from RtI to MTSS



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School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?" OSEP
Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>

Behavioral Systems

1-5% Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

5-15% Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90% Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive

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Pennsylvania's Secondary MTSS Framework

Examples of Relevant Data Current/Projected Academic Performance Data:

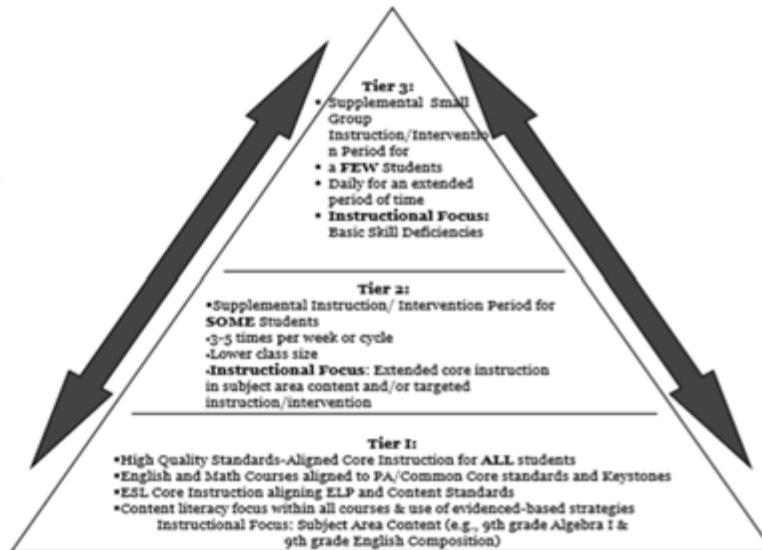
- *PVAS Projections
- *Performance: PA Keystone exams
- *ACCESS for ELLs Data
- *Performance: Classroom Diagnostic Tools (CDT)
- *Common Summative Assessments
- *SEAR
- *Formal instruments or informal observations used to inform instruction and enhance student learning outcomes.
- *Individually and/or group administered diagnostic measures

Existing Data (Use to establish career and college risk and readiness)

- *PSSA
- *End of Year (EOY) Failing Grades in core subjects as early as 4th grade
- *Failing Grades in beginning and end of 9th grade full semester courses
- *Earning fewer than 2 credits; lack of promotion to 10th grade
- * <70-80% Attendance (5 weeks or more of missed school)>10 days in first month of 9th grade)
- *Mobility between 8th and 10th grade
- *Retention in elementary or middle grades
- *Intervention history
- *Poor final grades in behavior/disengagement
- *Abuse/neglect

Progress-Monitoring Tools:

- Maze passages, written expression prompts, vocabulary matching, ORF, Test of Contextual Silent Word Reading Fluency (TOWSE); Test of Word Reading Efficiency (TOWRE); CORE Phonics Survey, CORE Phoneme Segmentation Test, Easy CBM, AIMS Web



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Common Language/Convergence of Thinking

- Problem-Solving Process
- Problem-Solving Teams
- Data-Based Individualization (DBI)
- Response to Intervention (RTI)
- Multi-Tiered System of Supports
- School-Wide Model
- Three-Tiered Models
- Positive Behavioral Interventions & Supports (PBIS)
- Response to Instruction and Intervention (RtII)
- Continuous School Improvement

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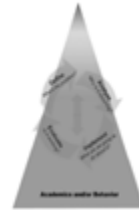
Toward a Common Understanding

What is MTSS?	What is MTSS not?
An overall integrated system of service delivery	A special education approach
Effective for all students including those who are at risk for school failure as well as students with disabilities	A way of avoiding Child Find Mandates
An excellent opportunity to more effectively align IDEA and ESSA principles and practices	Limited to students in general education (Every Ed Initiative – Gifted Ed, Special Ed, ELs, etc.)
A process designed to maximize student achievement	A system of supports and services that rests solely on the shoulders of classroom teachers
Focused on outcomes	Focused on hoop jumping toward special education determination
About student access to supports and services they need when they need them	About labeling in order to access services and supports they need

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MTSS Assumes a Prevention-Orientation It's a Public Health Model....

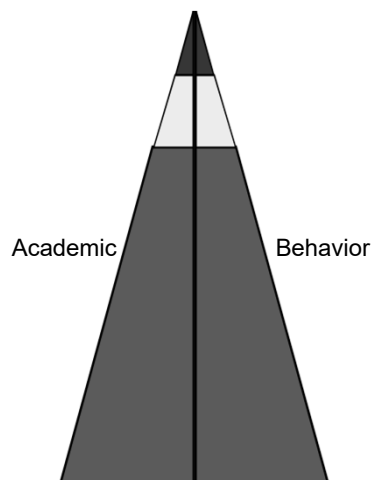
1. Identify who needs support as early as possible; Implement supports as and when needed; Determine if those supports are effective.
2. Prevent development of new problems while reducing the number of existing problems.
3. Reduce the intensity and complexity of needed supports.



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MTSS is an Integrated System

Parallel System

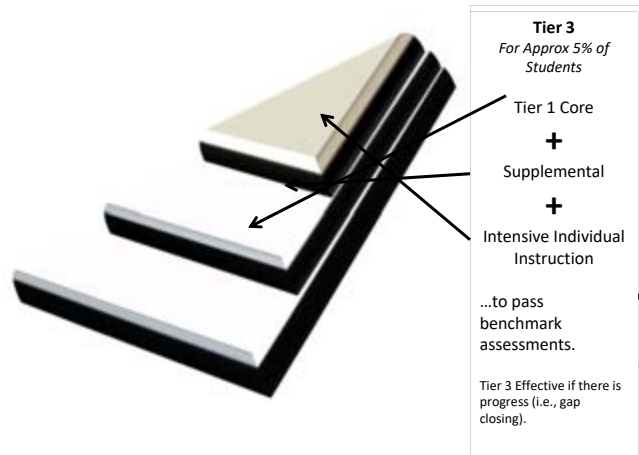


Integrated System "MTSS"



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Tiers as Resources



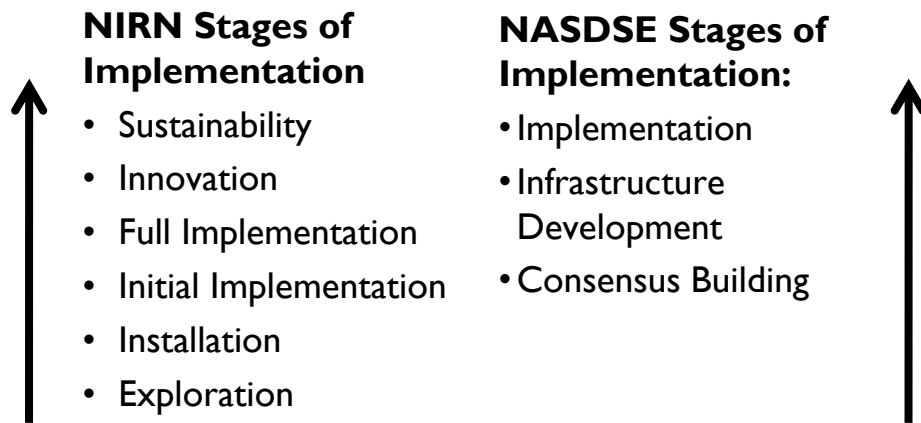
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MTSS: “THE WHAT”

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MTSS: “THE HOW”

From Implementation to Sustainability



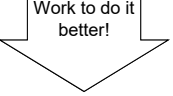


<http://active.implementation.hub>

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Stages of Implementation (Goodman—Adapted from Fixsen)

Focus	Stage	Description
Should we do it! 	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Work to do it right! 	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
Work to do it better! 	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

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Active Implementation Hub Activity

1. Overview of Active Implementation
2. Implementation Drivers
3. Implementation Teams
4. Implementation Stages
5. Improvement Cycles
6. Usable Innovations
7. Fidelity Assessment
8. Hexagon Tool

<http://active implementation hub>

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Key Elements Applied to Each Stage of Implementation	Related MTSS Strategies
Establishment of implementation teams	Training on the establishment of and characteristics of effective implementation teams (e.g., state, regional, district, school, grade and individual problem-solving teams).
Sophisticated use of data and feedback loops to drive decision-making and promote continuous improvement	Training in the analysis of student performance on state and local assessments (e.g., PSSA, Keystone, PVAAS, Universal Screening and Progress-Monitoring, Benchmark, Formative and Diagnostic) using a continuous problem-solving process/improvement cycle.
Development of a sustainable infrastructure that includes both general and innovation-specific capacity	Training on the adoption and implementation of a Multi-Tiered System of Supports (MTSS) using Rtl Methodologies.

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Is Your MTSS Model Working? Looking at Efficacy, Equity & Efficiency

Efficacy (e.g., fewer students at risk on screening; increased achievement scores/improved student learning)	Equity (e.g., vulnerable students show reduced risk and greater achievement; results are comparable across buildings and classrooms)	Efficiency (e.g., decisions are made without delay; low percentages of failed RtI; more students responding well to less intensive instructional efforts)
Number of Evaluations should decrease initially and then stabilize	Number of students in risk range should shrink over time for all students and be apparent across subgroups	Percentage of students receiving Tier 3 intervention should shrink below 10% over time
Percentage of students evaluated who qualify because of bona-fide disabilities should increase	Percentage of students who live in poverty who are evaluated should be same as overall percentage of students evaluated	Percentage of students receiving Tier 2 intervention should shrink below 20% over time
Number of students in risk range should decrease over time	Percentage of students with failed RtI should be same across all subgroups	Number of evaluations should decrease then stabilize

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How do we know if our MTSS/RtI Model is Working?

IDENTIFYING SYSTEMS LEVEL INDICATORS

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**Framework for Teaching:
A Major Systems Level Indicator of an
Effective MTSS Model**

Domain 1: Planning and Preparation a. Demonstrating Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessments	Domain 2: The Classroom Environment a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space
Domain 4: Professional Responsibilities a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Participating in a Professional Community e. Growing and Developing Professionally f. Showing Professionalism	Domain 3: Instruction a. Communicating With Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness

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Potential Outcomes

- ❖ Number of students reach benchmark has increased in one or more levels in reading
- ❖ Number of students reach benchmark has increased one or more levels in math
- ❖ PVAAS DATA: annual and catch-up growth with students who are predicted to fall in the Below Basic and/or Basic ranges
- ❖ Increased number of students passing core courses
- ❖ Increased attendance rates
- ❖ Fewer number of students with behavioral infractions
- ❖ There is not disproportionate representation of minorities in special education
- ❖ Increased exchanges and collaboration between home and school
- ❖ PLC structures are in place for professional development
- ❖ Fewer percentages of students receiving the most intensive level of support

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virtualvisits



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Let's Talk...

*Share your thoughts about the Rtl model
that Tigard High School is implementing.*

*What was one big idea you had from
watching the video?*

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Toward Comprehensive School Improvement

1. *Use of Student Data*
2. *Evidence-Based Instruction and Intervention*
3. Leadership
4. Continuous Staff Development
5. Cross Role Learning
6. Sustained Effort
7. Policy Support
8. Time
9. Technical Assistance



PA RTI SLD Application Tool

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Toward an **Integrated** MTSS Model Using Data

Learning Intention:

Teams present data in a way that reflects the **relationship** between academic skills and academic behaviors using appropriate team structures and data sources.

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Review of the Literature

- Knowing how the school system is doing with the most important work, student learning, is the core focus of data-driven decision making.

Bernhardt (2003a), Elmore (2003), and Reeves (2004)

- Data should be shared and analyzed by all members of the school community.

DuFour, DuFour, Eaker & Many (2006)

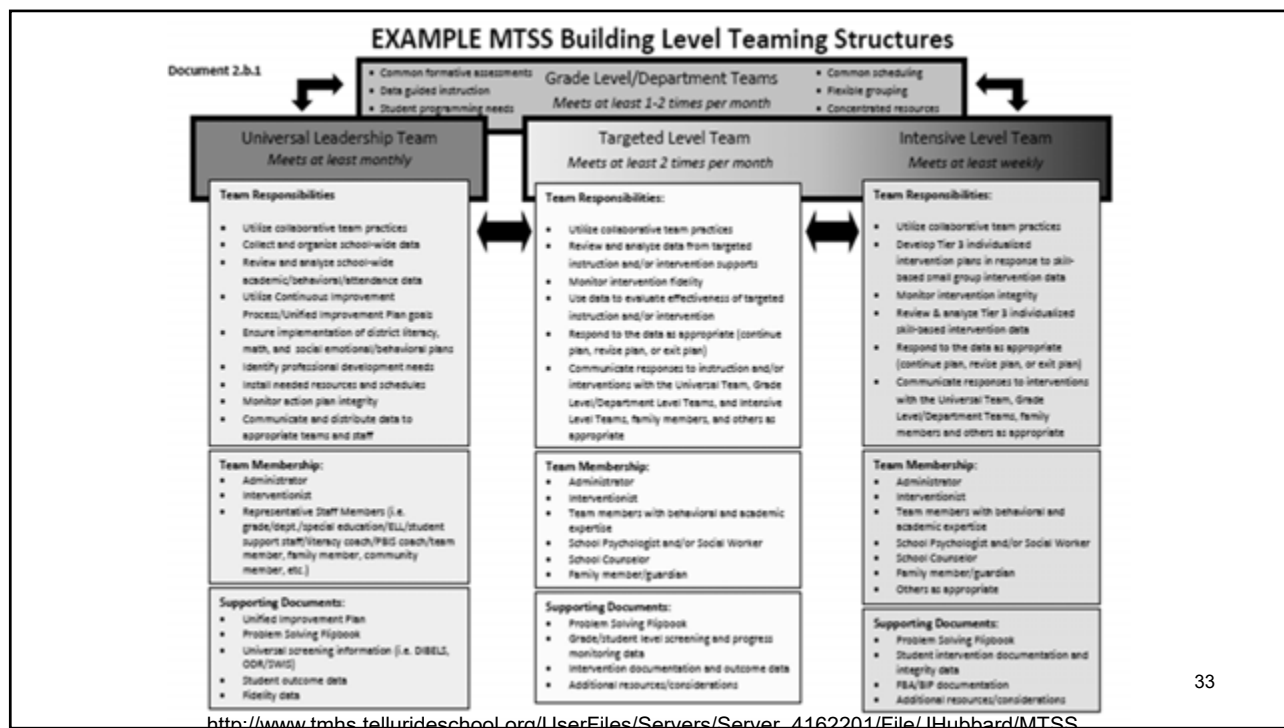
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Team-Based, Data-Driven Orientation

1. Schools must efficiently collect and use a continuum of reliable and valid data sources.
2. Teams must make decisions based on available information.
3. Teams should use Protocol(s) to help them effectively analyze and interpret data. Psychometric and content area expertise are required.

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(Q): Why do you conduct universal screening?

(Q): What do you use for universal screening?

Universal Screening

Universal Screening

Allows us to review our Tier 1 (core) instructional program.

Assist us in determining which group of students will need further levels of support.

Results in data-based decision making

More about Universal Screening in Tier 1

- **All** students assessed 3 times a year in reading, math, and behavior
- Screening tools should be predictive of future performance and serve as reliable indicators of health of Tier 1
- Data is graphed for easy analysis and interpretation
- Provides a baseline for grade-wide goal setting.
- Identifies students at risk of academic or behavioral difficulties
- Screening measures vs. process?



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Tier 1: Universal Screeners & Data Reviewed as Part of a Universal Screening Process

Literacy

- DIBELS, AIMSweb, 4Sight Benchmark Assessments, Star Reading, PVAAS

Math

- Monitoring Basic Skills Progress (MBSP), GMADE, 4Sight, Star Math, DIBELS Math, PVAAS

Behavior

- School-Wide Information System (SWIS), Social Skills Intervention System (SSIS), Systematic Screening for Behavioral Disorders (SSBD), Student Risk Screening Scale (SSRS-IE), BASC-BESS

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3 Key Indicators that Predict Student Success

1. Attendance
2. Behavior
3. Course Performance



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PDE Dashboard Metrics



EWS Metrics	Description	Calculation	Green	Yellow	Red
Attendance	Daily Attendance Rate	(Number of days student was in attendance during current school year/number of school days during current school year) * 100	> 90%	Between 80% and 90%	< 80%
Behavior (School Code of conduct)	Number of School Code of Conduct Violations during the current school year.	Count of Incidents where Infraction Category is School code of conduct violation	0 <= Count <= 3	4 <= Count <= 5	> 5
Behavior (State Reportable Offenses)	Number of State Reportable Offenses during the current school year.	Count of Incidents where Infraction Category is State Reportable Offense	0	-	> 0
Course Grades - Math	Math Course Grade for the most recent grading period	Numeric course grade value	> 70	Between 60 and 70	< 60
Course Grades - English / Language Arts	English/Language Arts Course Grade for the most recent grading period	Numeric course grade value	> 70	Between 60 and 70	< 60

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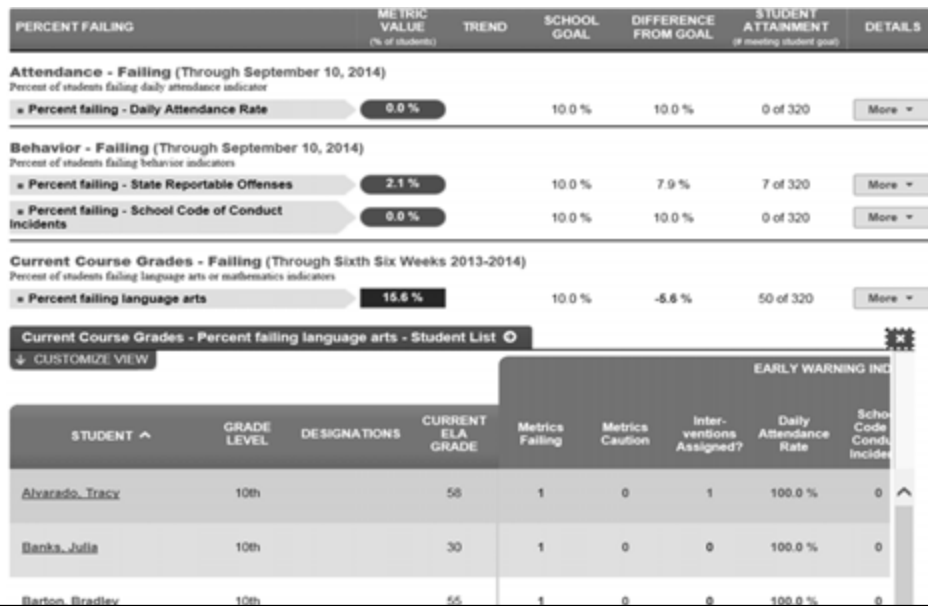
Implementing an Early Warning System

1. Develop or adopt an EWS data collection system
2. Determine on-track and off-track criteria for high school graduation
3. Monitor attendance data monthly
4. Monitor behavior data (ODRs and/or suspensions)
5. Monitor academic performance quarterly (course failures, GPA, credit accrual)
6. Identify and monitor students who are retained in ninth grade

(www.betterhighschools.org)

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Early Warning System PDE Educators Dashboard



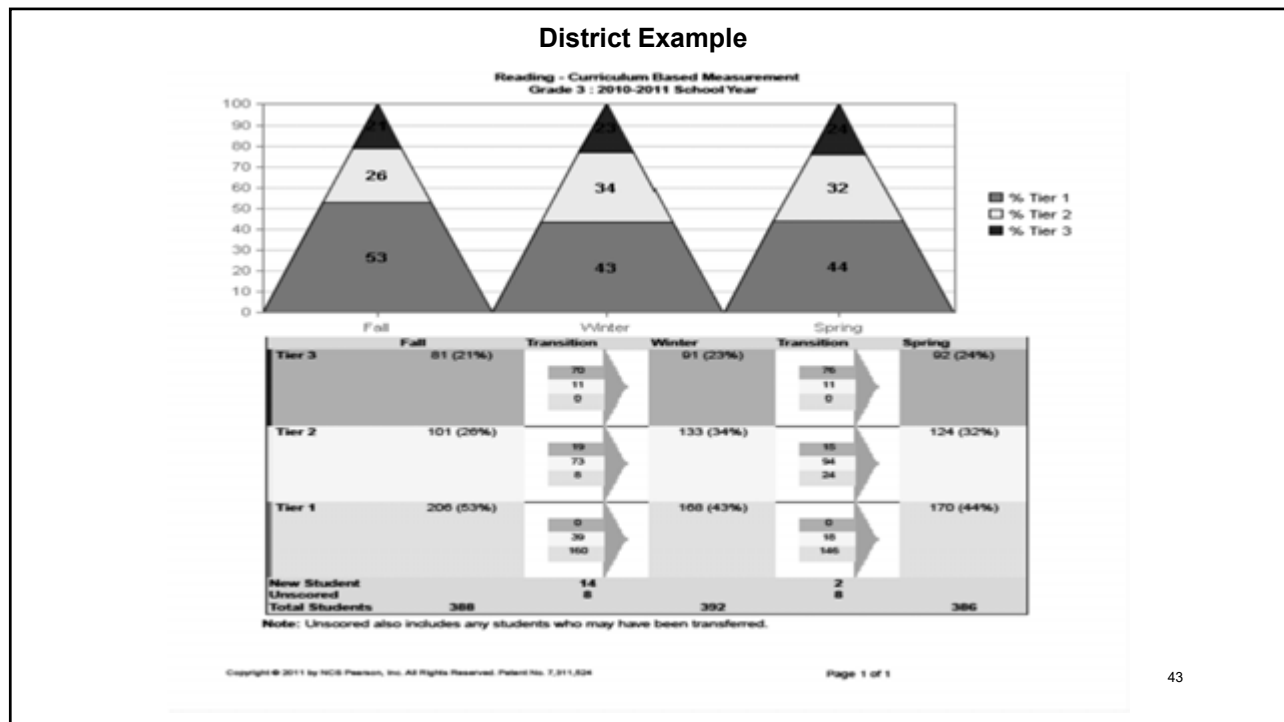
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Remember.....the Importance of Tier I

If students are not successful in Tier I (Core Instruction), then additional supports (Tier 2, 3, SDI) are needed.

In most schools, 80% of the resources (staff, space, busing, materials, etc) are allocated to Tier I (Core).

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Student Performance & Resource Allocation

If only 40% of students in Tier I are proficient and
80% of the resources exist in Tier I,

Then.....

20% of the resources are expected to “fix” 60% of
the students. This will not work no matter how
effective supplemental, intensive and SDI might be.

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Teams

- Grade Level/Department Team
 - Establishes grade level goals
 - Establishes peer coaching structures
 - Monitors fidelity of implementation of effective instructional practices
 - Communicates professional development needs to the administrator
 - Organizes the system to provide for enhanced Tier 1 and Tier 2 supports and services

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Teams

- Tier 3 Problem Solving Team (Neurosurgeons)
 - Team of interdisciplinary experts who are focused on mobilizing intensive supports and services for the most at-risk youth and monitoring response to instruction and intervention through frequent progress monitoring

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Tier 1: Foundation-Standards Aligned Instruction for All Students – A Year’s Worth of Growth

Definition:

Standards aligned instruction and school-wide foundational interventions provided to all students in the general education core curriculum and includes:

Access to High-Quality Standards Aligned Core instruction

Whole and Small Group Differentiation

Evidence-Based and Culturally Responsive Practices


Reliable and Valid Assessment Practices and Measures including Universal Screening

School Climate and Positive Behavioral Support

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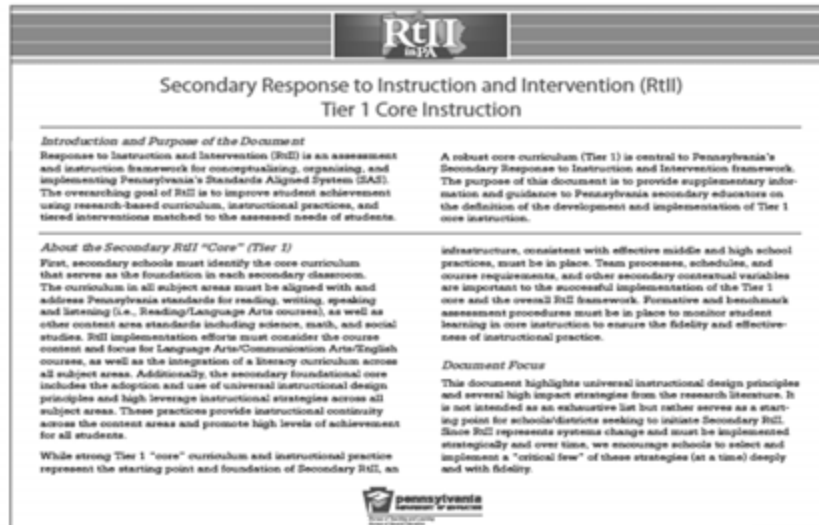
Effective Instruction Activity



 Effective Instruction Strategy:	
What does it look like?	What does it sound like?

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Tier 1 Core Instruction



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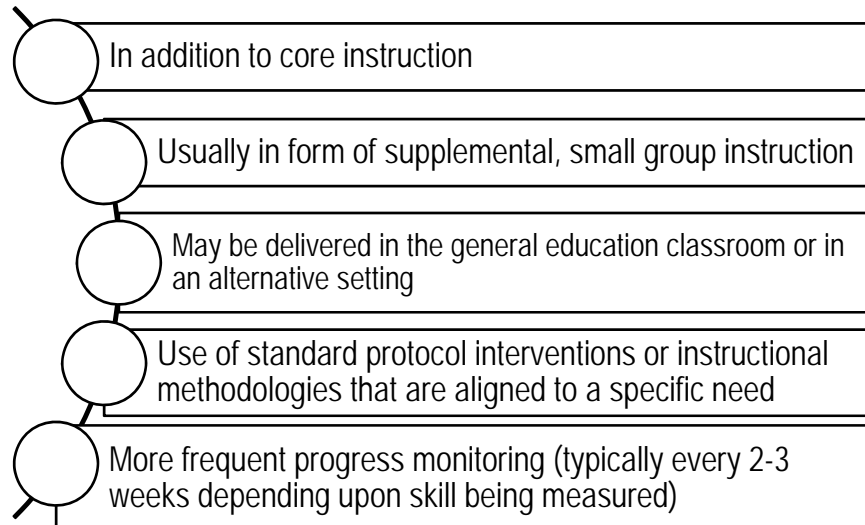
Evidence-Based Methodologies

1. Instructional and intervention methodologies are adopted only if they have been proven to be highly effective.
2. Progress-monitoring is used to guide instructional decision-making (intensify, maintain, transition to a lesser state of intensity).
3. Student response to instruction and intervention is determined in part by monitoring rate of improvement (ROI).

Multi-Tiered Interventions &
Implementation Fidelity

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Tier 2: Intervention for SOME Students



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Tier 2: Examples of Evidence-Based Practices

Literacy:

- Word Generation, Professional Development in LETRS, QAR Strategy, Self-Regulated Strategy Development, PALS

Math

- Inside Algebra, IMPROVE, Power Teaching Mathematics

Behavior

- Second Step Violence Prevention Curriculum, Social Skills Intervention System, Skill Streaming the Adolescent, Check-in Check-out

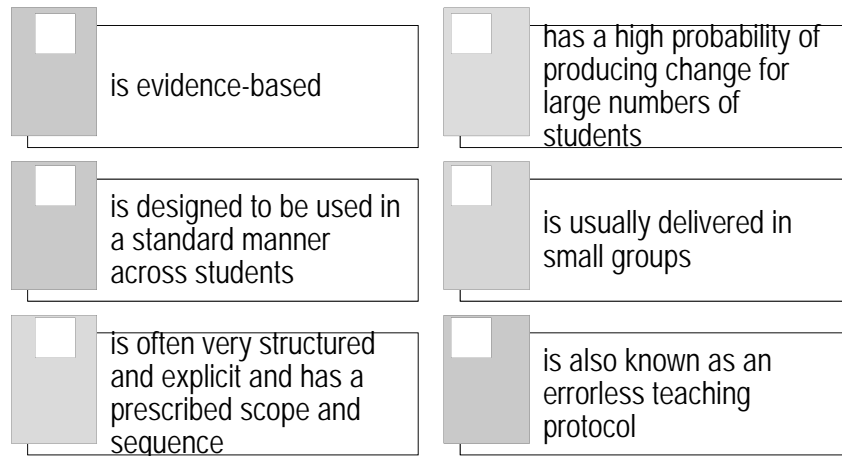
<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>

<http://www.edreports.org/#?f=&o=0>

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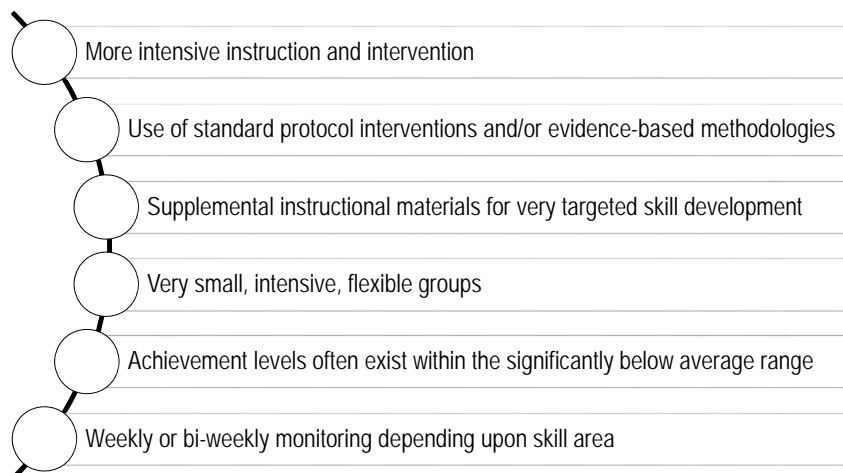
What is a Standard Protocol Intervention?



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Tier 3: Interventions for a FEW Students

In addition to Core instruction:



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Tier 3: Examples of Evidence-Based Practices

Reading

- Language! Live, Step Up to Writing, Comprehension Plus, Sonday System

Math

- Corrective Mathematics, Connecting Math Concepts, Algebra Ready

Behavior

- RENEW, Group-Based Cognitive Behavioral Therapy, Career Academies, Check and Connect, SSIS (Social Skills Improvement System)

What Works Clearinghouse--<http://ies.ed.gov/ncee/wwc/aboutus.aspx>

Intervention Central-- <http://www.interventioncentral.org/home>

National Center on Intensive Intervention - <http://www.intensiveintervention.org/>

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Intensive Intervention



<http://www.intensiveintervention.org/video-resource/what-are-some-lessons-learned-implementing-intensive-intervention-middle-or-secondary>

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Progress Monitoring: A Primary Vehicle for Calculating ROI & Informing Instructional Intensity



Pennsylvania Training and Technical Assistance Network

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Progress-Monitoring

Table Talk:

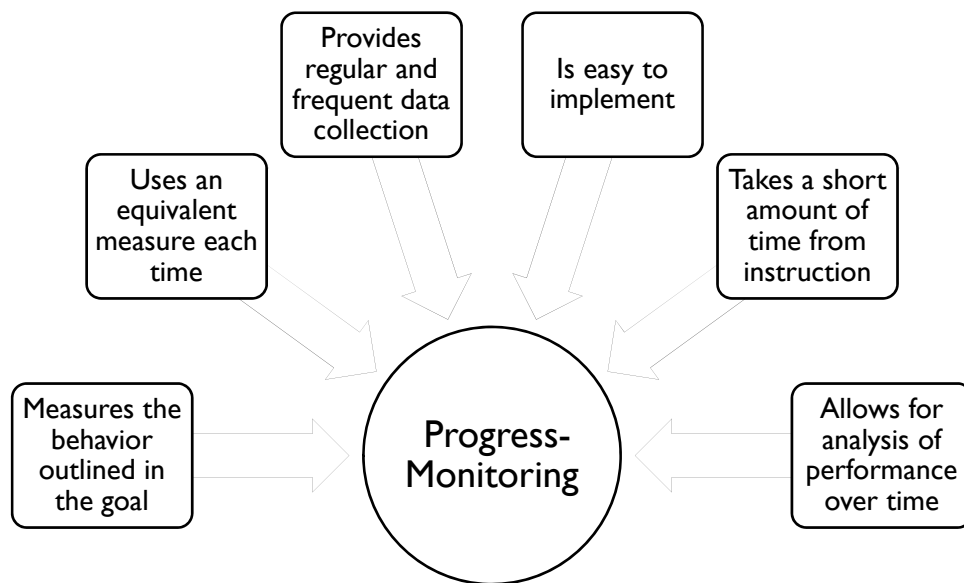
Define: Progress-Monitoring

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Why Progress-Monitor? a.k.a. the Toothpick Test?



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We Progress-Monitor Using these Indices

- Reading
 - Oral Reading Fluency (ORF)
 - Word Use Fluency (WUF)
 - Reading Comprehension
 - MAZE
 - Retell Fluency
 - Early Literacy Skills
 - Initial Sound Fluency (ISF)
 - Letter Naming Fluency (LNF)
 - Letter Sound Fluency (LSF)
 - Phoneme Segmentation Fluency (PSF)
 - Nonsense Word Fluency (NWF)
- Spelling
- Written Expression
- Behavior
- Math
 - Math Computation
 - Math Facts
 - Early Numeracy
 - Oral Counting
 - Missing Number
 - Number Identification
 - Quantity Discrimination



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Progress-Monitoring Logistics

1. Which students will be progress-monitored bi-monthly? Weekly?
2. Will ALL educators assist with progress-monitoring and why?
3. Who will schedule regular data meetings to help teams analyze the progress-monitoring data and response of students who are being monitored?
4. Who will help the problem-solving team calculate and interpret Rate of Improvement?

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Remember....

Students who are monitored every 2-3 weeks have performance that exists between the 25th and 40th percentiles (low average range)

Students who are monitored weekly have performance that exists below the 20th percentile (approaching the significantly below average range)

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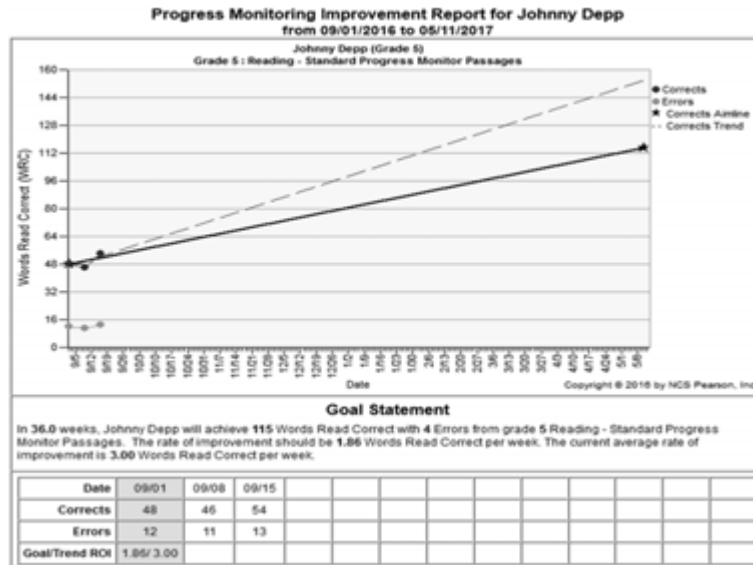
When Is It Time To Make A Change?

Center on Response to Intervention



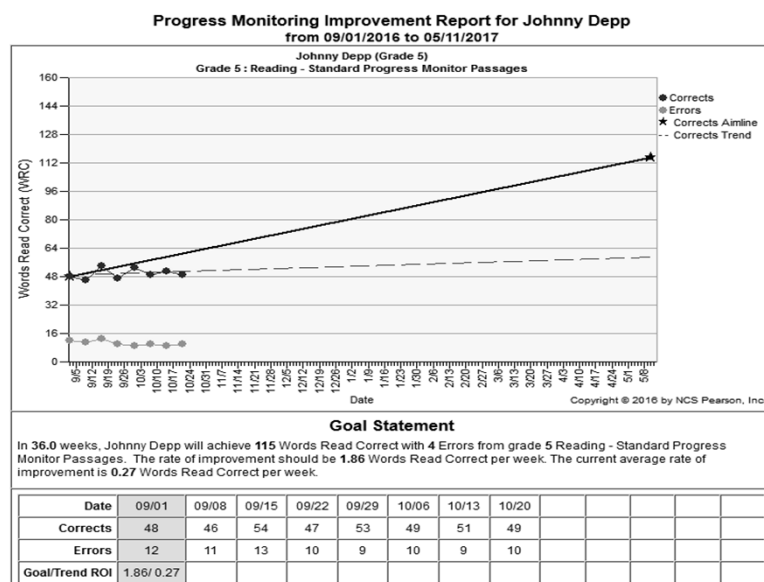
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Example of AIMSweb Decision Making



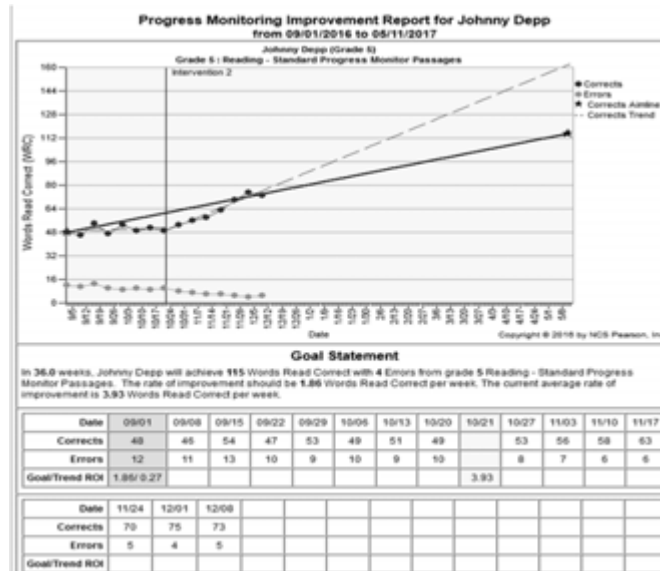
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Example of AIMSweb Decision Making



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Example of AIMSweb Decision Making



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Strength of PM to Reliably Inform Instruction

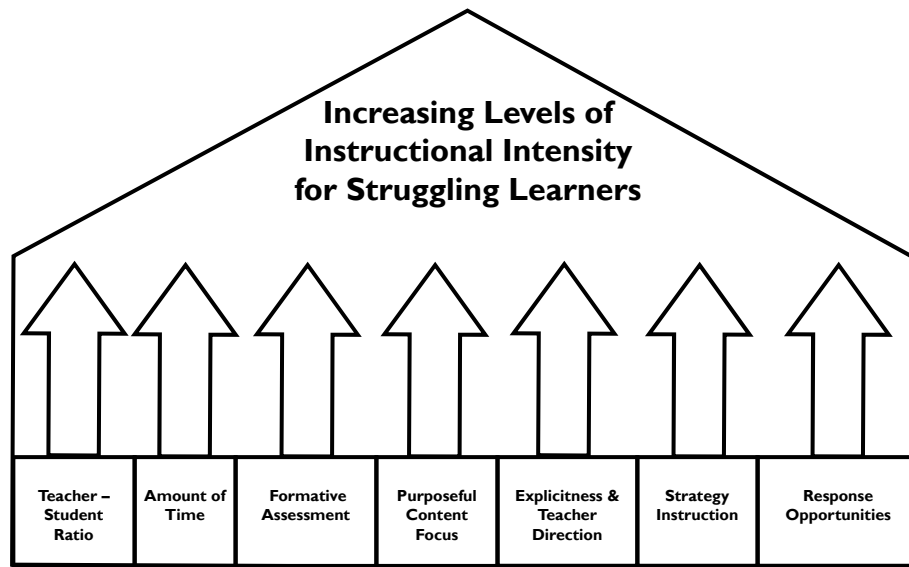
Progress Monitoring Frequency	After 4 week Period	After 6 week Period	After 8 week Period	After 10+ week Period
2x/week	Good	Excellent	Excellent	Excellent
1x/week	Fair	Fair	Good	Excellent
Every 2 weeks	Poor	Poor	Poor	Fair

1 probe per session

AIMSweb/Pearson 2009

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Progress-Monitoring Should Inform Intensity!



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Calculating Rate of Improvement

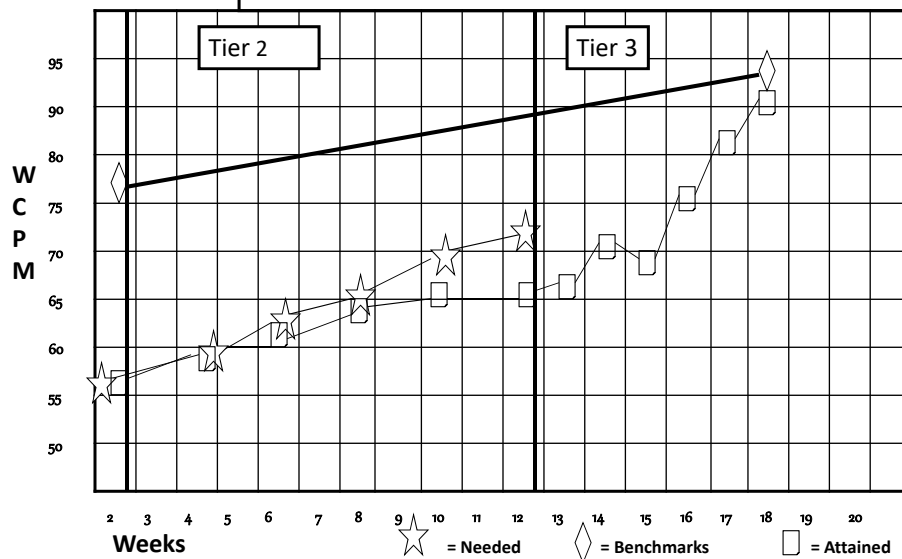
[Rate of Improvement.com](http://RateofImprovement.com)
[ChartDog](#)
[Frequency Rate Graphic Template](#)



Rob

3rd grade benchmarks: Fall = 77; Winter = 94

Data shows that Rob is responding to Tier 3



Shared Ownership within an MTSS/RtII Framework

Shared ownership
of students across
staff and
departments

All staff assume an
active role in each
level of tiered
instruction
(general and
special educators,
Title 1, ESL,
paraeducators, etc)

Administrator's
leadership is
critical

“All hands on deck”

- General Educator
- Special Educator
- Reading Specialist/Title I
- School Psychologist
- Speech/Language Therapist
- School Counselor
- ESL Teacher
- Para-Educator
- Principal
- Other Related Service Providers



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Let's Talk about Family-Engagement within
Leadership and Communication/Collaboration

because....

MTSS is Family-Engagement.

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MTSS is predicated upon Family, School, and Community Partnerships

1. It is about establishing sustainable and intentional lasting relationships.



2. The focus is ALWAYS on student success.

3. Differences are directly addressed, so that: A climate is created for mutual understanding – mutual understanding of the culture of the family and of the culture of the school...this is so that students see their worlds working together.

(Coll & Chatman, 2005)

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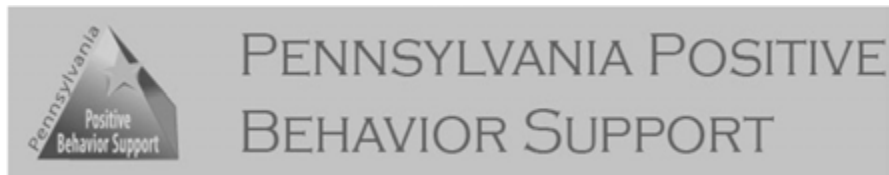
Family-School Partnerships – Assessing Your Practices

<http://www.cde.state.co.us/mtss/practice-profile-fscp-2016>

Practice Profile: Family, School, and Community Partnering v. 9-22-15 2			
	Ideal "Gold Standard"	Acceptable Variation	Unacceptable Variation
Welcoming All Families	Families are active participants in the educational system, and feel welcomed, valued, and connected to each other, to staff, and to what students are learning and doing. Positive relationships exist. The school community respects and includes every family.	Relationships have been established between families and between families and educational staff. Families feel comfortable attending school/district activities, at school(s) and in the community.	Families feel intimidated by the school(s). Some families are not included in efforts to partner effectively. Relationships are not established.
Communicating Effectively	Families and staff engage in regular, two-way, meaningful communication about student learning. Communication is timely and reciprocal, authentic; inquiries are made of families, and staff members are responsive. Multiple methods of communication ensure access and equity. Communication is ongoing.	Plans for multiple methods of communication are being developed and implemented. Staff members share information on relevant topics (e.g., instruction, issues, and decisions). Families are encouraged to initiate communication.	Communication is one-directional. Information is infrequent &/or minimal. Only one communication method is used. Content is rarely related to student learning. Access and equity are not considered.
Supporting Student Success	Families and staff continuously collaborate as active partners to support students' learning at home and at school through a tiered system of supports. Information is shared about student-level and system-level progress.	School-based learning activities are known and supported by families and staff. Student-level progress data is consistently shared with each family.	There is no home and school coordination for student learning and progress. Learning is school-owned. Progress data is not known by all.
Speaking Up for Every Child	Families are empowered to be advocates for their own and other children, to ensure fairness and access. Families know how school systems operate, how to raise questions, and what their rights and responsibilities are.	Families feel empowered to advocate for their own children. Every family has awareness of family rights and responsibilities.	Families feel discouraged from asking questions or advocating. Families are not aware of their rights or how school systems operate.
Sharing Power	Families and staff are partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Family voice and family leadership are evident. Shared responsibility is exhibited in problem solving processes.	Select policies, documents, and procedures are results of partnering. Common language but inconsistent protocols are used in problem solving and decision-making processes.	Family voice is absent from individual and system-wide decision-making. Strategic, inclusive problem solving is not taking place.
Collaborating with Community	Families and educational staff mutually collaborate with community partners (e.g., businesses, organizations, institutions of higher education) to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.	Links to community resources exist. The school/district has a place in the life of the greater community.	Families, educational staff, and community partners do not collaborate on projects. There is no mutual commitment between stakeholder groups to support student learning.
Dual Capacity - Building	Evidence-based adult learning principles are applied in an enabling context to provide varied opportunities (e.g., side-by-side workshops, online modules, forums, academies, etc.) to support the capabilities, connections, cognition, and confidence of families and educators to partner effectively throughout a multi-tiered framework.	Learning approaches, language, and content are considered when planning for adult learners. Tiered supports for families and educators are evidence-based. Delivery methods are limited.	Adult learning principles are not considered. Partnering content and/or skill development is not available. A single delivery method or stakeholder group is served. Multi-tiered partnering is not visible.

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What does MTSS Behavior look like?



<http://www.papbs.org>

<http://www.pattan.net/category/Educational%20Initiatives/Behavior>

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Student Voice



High School Students
and SWPBIS

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PBIS Administrators' Toolkit

- Review the Toolkit and Behavior Resources for Educators:
[http://www.pattan.net/category/Educational%20Initiatives/Behavior/page/Behavior Resource for Teachers.html](http://www.pattan.net/category/Educational%20Initiatives/Behavior/page/Behavior+Resource+for+Teachers.html)



The image shows a screenshot of a table of contents for the PBIS Administrators' Toolkit. The table has multiple columns, likely representing different sections or topics, and rows listing various resources or documents. The text is small and difficult to read, but it appears to be a structured list of contents.

- The Administrators' Toolkit can be accessed here:
<https://www.dropbox.com/sh/1u4h4sa020n5bg5/A5Tnfii0jn>

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The Power of PLC's Professional Learning Communities

The most promising strategy for sustained and substantive school improvement is building capacity of school personnel to function as a professional learning community. The path to change in classrooms lies within and through professional learning communities.

Dufour & Eaker

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A Learning Community is Characterized by

1. Shared Mission, Vision, and Values
2. Collaborative Teams
3. Collective Inquiry
4. Action Orientation/experimentation
5. Commitment to Continuous school improvement
6. Results Oriented
7. SMART goals

Dufour, Dufour & Eaker

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Collaboration

“Even the best professional development may fail to create meaningful and lasting changes in teaching and learning – unless teachers engage in ongoing professional dialogue to develop a reflective school community.”

Regie Routman, 2002

Spoof on Collaborative-Planning

DuFour - PLCs

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How do we build organizational and relational trust?

Strongest Level Of Trust:

- 1 in 2 chances of making significant improvements in student learning

Weakest Level of Trust:

- 1 in 7 chances of making significant improvements in student learning

Bryk and Schneider - *Trust in Schools: A Core Resource for Improvement*

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MTSS/RtII CAN work, that doesn't mean that WILL work....

1. Most children should respond to instruction and intervention – check implementation
2. Most children should score at benchmark given adequate instruction – check implementation
3. Intervention failure should be rare, if it isn't – check implementation
4. Instruction and intervention without assessment data is akin to driving without a map
5. There is a national, state and local need to focus more on implementation
6. Effective teachers, administrators and schools are defined by the results they produce

(VanDerHeyden and Tilly, 2010)

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Revisit Your Action Plan – Next Steps

What are your team's strengths and needs?

What elements are in place?

What elements need to be addressed?

MTSS Boot Camp Action Plan				
Elementary MTSS Key Elements	Current Practices /Interventions	Tasks to be Completed/Person Responsible	Timelines for Implementation	Resources Needed to Support Implementation
Standards Aligned System -Access to high-quality standards aligned to core standards -Whole and small group differentiation -Evidence based culturally responsive instructions -Reliable and valid assessment practices -Positive Behavior Support and School Climate				

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The challenge is to ensure that the incentives, structures, and operations at the systems, organizational, and practitioner level are consistent with each other and aligned in a way that supports desired practitioner behavior.



Professional Development

Training Steps	Knowledge Acquisition	Skill Acquisition	Classroom Application
Theory	Medium 50%	Very Low 5%	Very Low 0%
Theory & Demonstration	High 80%	Low 15%	Very Low 0%
Theory, Demonstration & Practice	High 85%	High 80%	Very Low 5%
Theory, Demonstration, Practice & Coaching	High 90%	High 90%	High 95%

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High-Quality Tools & Resources

Problem Solving/Response to Intervention

Evaluation Tool Technical Assistance Manual Revised

http://sss.usf.edu/resources/presentations/2012/fasp_files/Resources/ta_manual_revised2012.pdf

<http://www.floridarti.usf.edu/resources/presentations/index.html>

Beyond Islands of Excellence

<https://learningfirst.org/sites/learningfirst/files/assets/biefullreport.pdf>

NC MTSS Beliefs Survey

https://www.pbis.org/Common/Cms/files/Forum16_Presentations/A1_H3_NCMTSSBeliefsSurveyDescription.pdf

National Implementation Research Network (NIRN)

<http://implementation.fpg.unc.edu/resources/video-vignette-12-what-research-says-about-readiness>

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References

National Center on Response to Intervention

http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=8&Itemid=110

Children of the Code

<http://www.childrenofthecode.org/Tour/c3/innate.htm>

International Dyslexia Association

<https://dyslexiaida.org/>

Center on Instruction

<http://www.centeroninstruction.org/>

National Right to Read http://www.nrrf.org/old/synthesis_research.html

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References

World-Class Instructional Design and Assessment

<http://www.wida.us/>

The IRIS Center

<http://iris.peabody.vanderbilt.edu/>

Florida Center for Reading Research

<http://www.fcrr.org/>

Achieve

<http://www.achieve.org/>

Positive Behavior Interventions and Supports <http://www.pbis.org/>

Comprehensive Integrated Three Tiered Model of Prevention <http://www.ci3t.org/>

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Websites

- [http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20\(MTSS-RtII\)](http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII))
- www.pattan.net – Increasing Graduation Rates and Decreasing Dropout Rates
- <http://www.intensiveintervention.org/>
- <http://www.rti4success.org/>
- <http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3>
- <http://www.centeroninstruction.org>
- <http://www.rtictrl.org>
- <http://ebi.missouri.edu>
- <http://www.pdesas.org/>
- <http://www.ndpc-sd.org/>
- <http://www.attendanceworks.org/>

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Commonwealth of Pennsylvania

Tom Wolf, Governor