

How Best to Use Your Expertise and Relationship to Engage in an Education Support Team (EST)



Tom Faris, VTmtss Coordinator and Tracy Watterson, VTmtss Program Manager 10.07.21

Before We Begin

1. Have documents on hand to reference throughout the session (e.g., data, *EST: Making Connections with VTmtss*).
2. Use your camera when bandwidth allows.
3. Mute your microphone when not speaking.
4. Use a headset when available for best audio quality and to limit extraneous sounds.
5. Write in the chat box when you have a question and to participate in activities.

Core Constructs of Equity in PBIS

- Access
- Representation
- Meaningful Participation
- High Outcomes

Meeting Norms

- Start, stop on time and self-monitor talk time allowing active participation for all.
- We will strive to listen, value others' ideas, be empathetic and nonjudgmental.
- Allow input from all on group decisions.
- Appreciate respectful humor, honor conflict, and take care of personal needs.
- Use a strength-based perspective and accentuate the positive.

Objectives

1. Identify opportunities to use existing student data to clearly describe student concerns to be addressed by the Educational Support Team (EST).
2. Connect current family engagement practices to authentically involve families in the intervention for their child.

Introductions

Please unmute your microphone and introduce yourself:

- your name
- your school
- your role, and
- (Optional) an aspect of your Education Support Team that you feel is most effective.

What is an Educational Support Team (EST)

- An EST is a collaborative team that has regularly scheduled meetings.
- An EST relies on student data to develop a specific plan.
- An EST brings additional expertise to bear to support the general instructional system.

Who is the EST?

- Classroom teacher(s)
- Early Education Provider(s)
- Interventionist(s)
- School Counselor
- Special Educator(s)
- Administrator
- Family, including student
- Others, as pertinent

When Does an EST Referral Happen?

An EST referral is made when data show that, despite best collaborative work in a well- designed system, a student is not making adequate progress.

EST Plan

- The EST develops a plan for instruction/intervention that typically is specific, measurable and time-bound.
- EST plans are revisited or reviewed as needed to ensure that they are being implemented with fidelity and that they are helping the student make appropriate progress.

Data: Context Matters

Is our intervention improving outcomes for students who need additional support?

Is the intervention working for this specific student?

Are students using assessment information to inform their goal-setting?

Are teachers and students collaborating to inform instruction and goal-setting?

Are student outcomes in our district consistent with state standards and our own goals?

Do we have the expertise we need to ensure equitable outcomes for all students?

Performance Indicator Category 3: The EST System includes a Robust Data Collection and Visual Analysis

- Documented use of multiple student-level data sources to inform decision making and establish progress monitoring.
- Documented evidence that trends in student needs feed the Comprehensive Needs Assessment (CNA) process.

What Do We Mean by Family Engagement?

The Vermont Agency of Education has identified the following definition of family engagement

- Understanding families come in many variations, inclusive language
- Build trusting collaborative relationships
- Recognizing, respecting and addressing families' needs
- Embracing a philosophy of partnership



Research Indicates...

- When students report feeling support from both home and school, they have more self-confidence, feel school is more important and as a result tend to do better in school.
 - Faster rates of literacy acquisition among children
 - Increased rates of going on to secondary education among youth
 - Increased attendance rates among students
 - Decreased rates of school dropout among youth
- The literature also underscores the importance of even basic communication between school and home.
- Research over and over show the connection between outcomes, academics, and social emotional/ well-being of students and the degree of engagement families have with school.
- This is shown in small degrees such as communication to more involved practices and initiatives.

Core Principle 4: Sharing Power and Responsibility



- Shared power and responsibility means that families, school staff, and community members are partners in school planning, leadership, and decision-making.
- These stakeholders are involved in goal-oriented relationships to promote progress among all students and representation on committees, boards, and teams represents the diversity of the student body. (pg. 24)

Objectives

1. Identify opportunities to use existing student data to clearly describe student concerns to be addressed by the Educational Support Team (EST).
2. Connect current family engagement practices to authentically involve families in the intervention for their child.

Break Out Groups

We are offering two break-out groups for the next 30 minutes:

1. Data
2. Family Engagement

Each break out group will have a note taker and facilitator provided. Prompts will be offered to assist the conversation.

We will reconvene to hear about:

- what we've uncovered about current practices regarding data and family engagement, and
- thoughts for improvements.

Reconvene and Share

- What was uncovered about current practices regarding data and family engagement?
- What are your thoughts for improvements?

Next Steps

Within your role, list actions you can take to improve the equity and effectiveness of an Educational Support Team.

Resources

- [Educational Support Teams \(EST\): Making Connections with VTmtss](#)
- [Educational Support Teams \(EST\) Practice Profile](#)
- [Family Engagement: Making Connections with VTmtss](#)
- [Universal Screening Assessment: Recommendations to Support a Strong and Healthy School Start](#)
- [VTmtss Field Guide \(2019\); Comprehensive and Balanced Assessment System, pp. 43-46](#)
- [VTmtss listserv](#)