



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

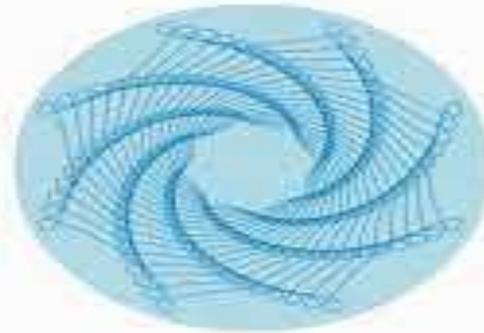
**Leveraging your Multi-tiered System of Supports (MTSS)  
to Achieve Better Outcomes for All Students-Day 1**

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



Harvard

INTRODUCTION TO DATA WISE: LADDER OF INFERENCE

I add: interpretation  
Click to add text

I select: some data

All data:  
anything I can take in  
through my five senses

Adapted from *The Fifth Discipline: The Art and Practice of the Learning Organization* by Peter Senge

**Welcome**  
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=VRD GAR>

# Let's Take a 15-Minute Break



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# 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

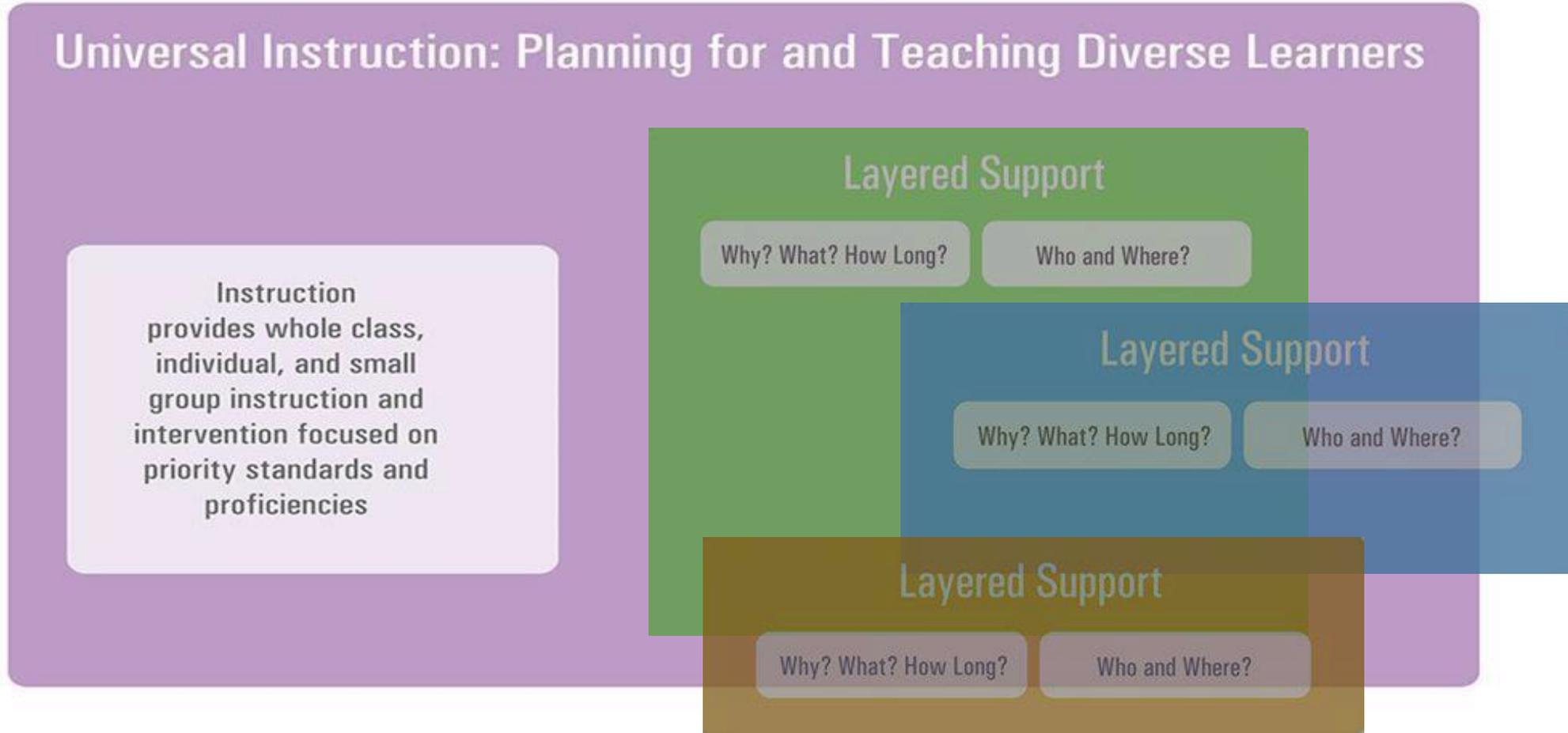


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# Examples?

- **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



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## 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

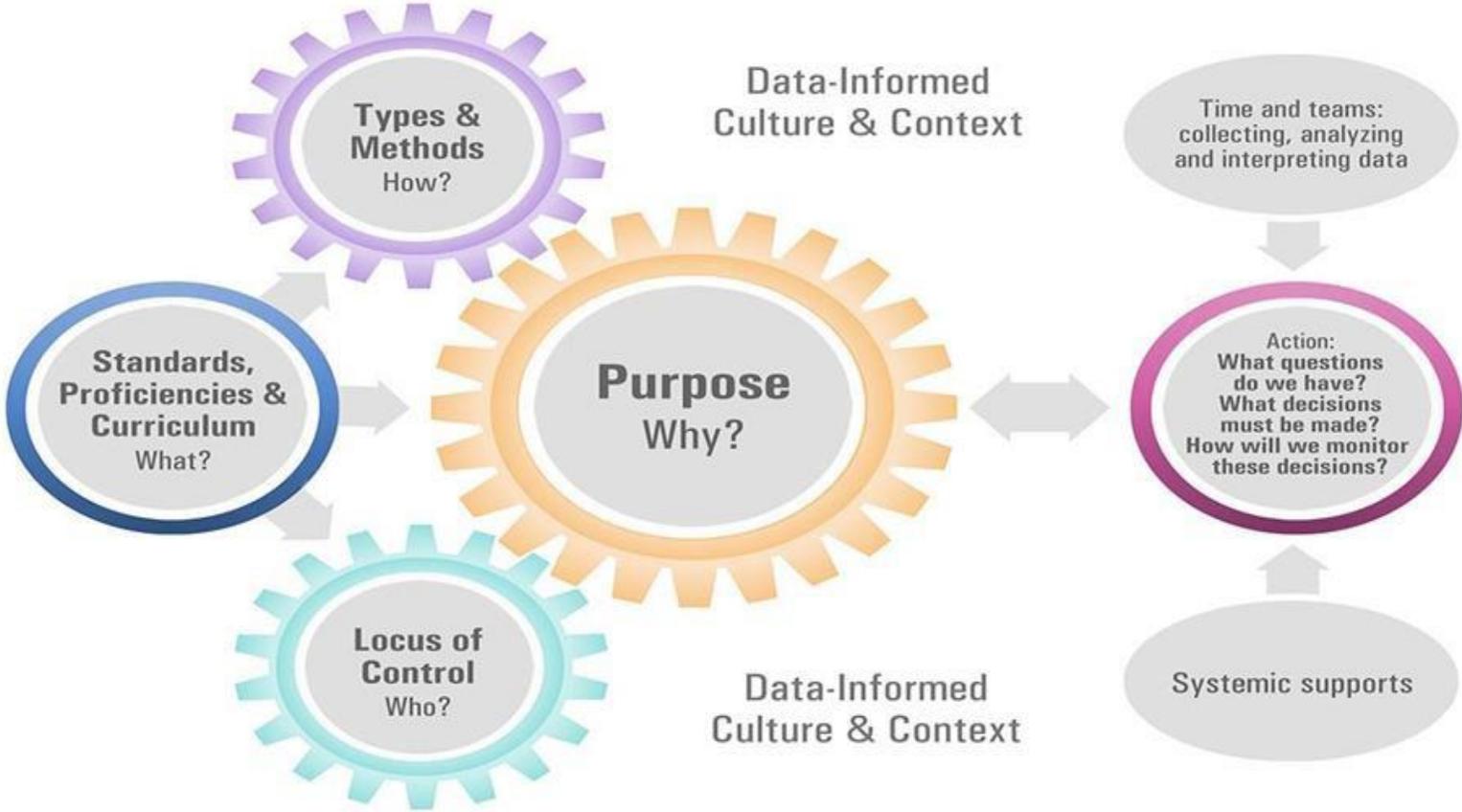


Image created for VTmtss Field Guide  
2019

# Component 5: Expertise



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# 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



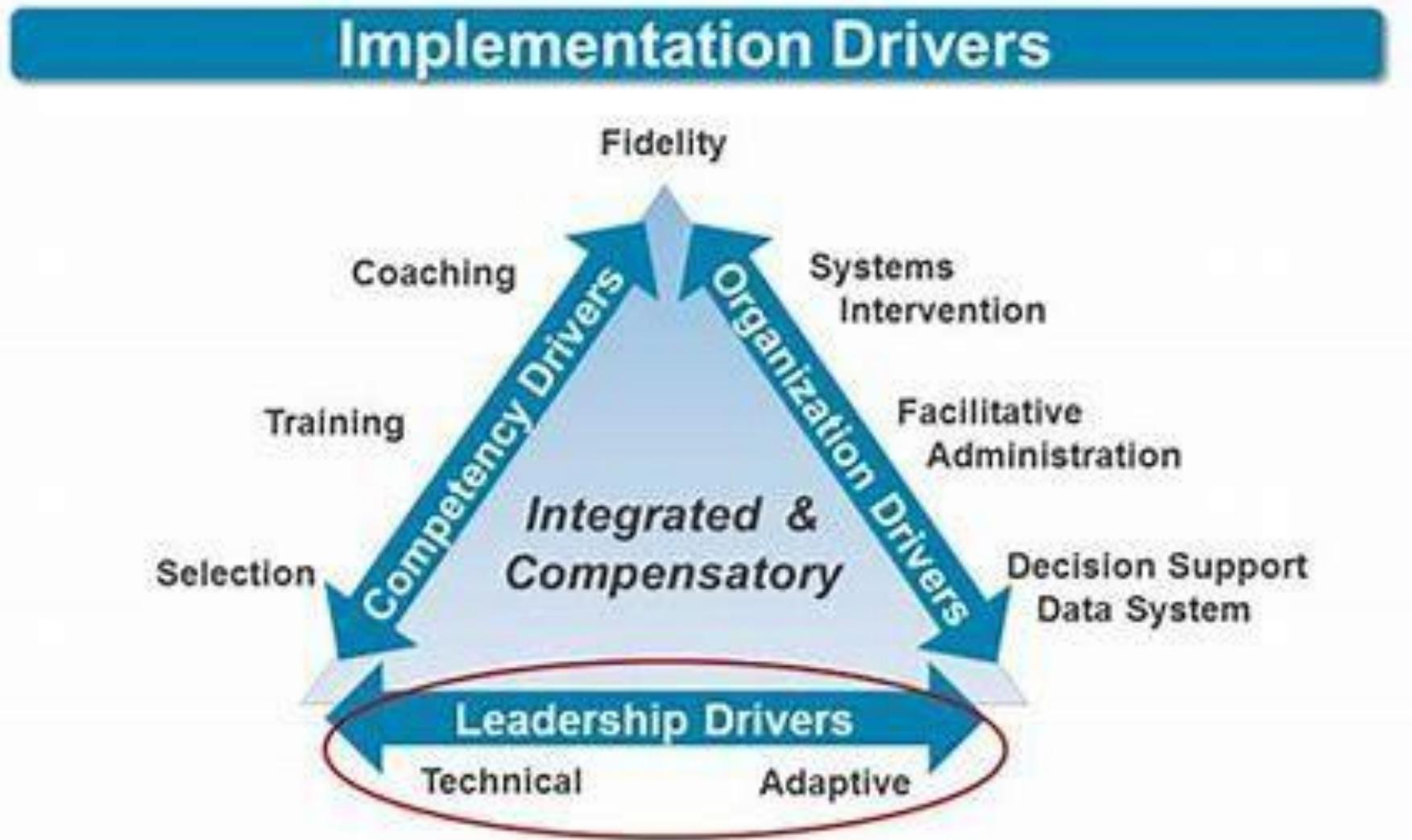
This image was created for the VTmtss Field Guide 2019

# 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

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**A**wareness-Why is the change necessary?

**D**esire-How does the change affect me?

**K**nowledge-What skills/content/pedagogy do I need to engage in this change?

**A**bility-How can I learn the skills/content/pedagogy?

**R**einforcement-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

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# 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](mailto:Thomas.Faris@vermont.gov)

[Nancy.Hellen@vermont.gov](mailto:Nancy.Hellen@vermont.gov)

[Tracy.Watterson@vermont.gov](mailto:Tracy.Watterson@vermont.gov) 434-249-2317 (cell)

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