Leadership for Kansas Multi-Tier System of Supports (MTSS)

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We can't afford to save this one, but don't worry, someone will catch him.
MTSS Definition

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.
MTSS Definition

A coherent *continuum of evidence based, system-wide practices* to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

• Ensures a foundation of quality instruction at all levels
MTSS Definition

A coherent continuum of evidence based, system-wide practices to support a **rapid response** to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

- Provides instructional assistance at first evidence of student need
MTSS Definition

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

- Acquisition of literacy, numeracy, and behavior skills
MTSS Definition

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

- Ensures provision of increasingly intense interventions
- Informs teachers and improves instruction through the use of data and data-based decision making
Curriculum
Instruction
Assessment
Worth a closer look....
Check the Curriculum

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Curriculum Considerations

- Must be evidence-based
- Must be aligned with Kansas Standards
- May include character education outcomes
- May include schoolwide behavior expectations
- Ensure all essential components of the content area are addressed
- Appropriate staff training must be available
- Must be executed with fidelity
Inspect the Instruction

A Reader Today - Is a Leader Tomorrow
Instruction

• Instruction is
  • Explicit
  • Systematic
  • Scaffolded

• Practices are
  • evidence-based
  • reflected in all teaching
  • implemented with fidelity
Required Practices

• Protected collaborative time
• Core instruction = 90 or 60
• Supplemental instruction
• Intensive instruction
Target the Assessments
Assessments

- Used for a variety of purposes
- Comprehensive and aligned assessment system must be in place
- Facilitate instructional decisions for academics and behavior
- Includes valid and reliable assessments
  - Universal screening
  - Diagnostic/functional behavioral assessment
  - Progress monitoring
  - Outcomes in each area being addressed
Required Practices

• Universal screener that is a curriculum-based measure
  – Administered 3 times a year
  – Provides accuracy and fluency data (rdg & math)
• Progress monitoring assessment matches the screener
• Diagnostic assessments
Because it’s just too easy to get stuck....
Leadership

• Facilitates sustainable change
• Ensures consistent communication and support to all stakeholders
• Creates structures
Professional Development

• Must support MTSS practices
• Requires carefully designed and executed plan
• Must include fidelity monitoring piece
• Must provide ongoing support for all staff
Empowering Culture

- Challenging
- Key to creating sustainability
- Stakeholders actively involved in school improvement process
- Stakeholders participate in appropriate decision making
- Promotes a sense of community and cooperation
Priorities for Leaders

• Build understanding for the need for change
• Establish a clear vision that links key actions to expected results
• Establish a clear vision to inspire and engage people in the work of creating a MTSS
• Continually reinforce the organization’s vision and core beliefs
Advice from the Field

- Leave cell phone and laptop off during trainings.
- Be present and engaged.
- Give thoughtful consideration to selection of leadership team.
- Have personal conversation with each team member to explain rationale for selection and role responsibilities.
- Inform team members about time commitment involved by serving on building leadership team.
- Emphasize to members that building leadership teams will be “training” building staff.
Advice from the Field

- Know who is on your district leadership team or if you have one.
- Who will be the bldg. liaison with the district?
- Be clear to building leadership teams about who will be making what decisions.
- Draw specific connections with other school improvement initiatives and avoid duplication of work.
- Plan for transition of student data from building to building.
- When developing vision/beliefs be sure to talk about what they mean and what they don’t mean.
8 Characteristics of Effective School Districts

All Systems Go by Michael Fullan, 2010

1 - Focus

- clear direction
- small number of key priorities
- relentless focus on student achievement
8 Characteristics of Effective School Districts

2 - Data

- to identify targets
- to monitor progress
- to determine instructional interventions
8 Characteristics of Effective School Districts

3 - Leadership
- resolute and focused
- no silos of C & I, standards, personnel, finance, etc.
- empowerment of other leaders
8 Characteristics of Effective School Districts

4 - Resources
- aligned/realigned and focused
- blended and collaborative
8 Characteristics of Effective School Districts

5 – Reduce Distractors

- remove inconsistent messages
- keep principals grounded in school improvement
- reduce time and energy disruptions
8 Characteristics of Effective School Districts

6 – Community
- share message/rationale with parents and other stakeholders
8 Characteristics of Effective School Districts

7 – Communication

- constant and consistent to stakeholders
- share research findings and effective practices
- stay on message
8 Characteristics of Effective School Districts

8 – *Esprit de Corps*

- sense of community
- empowering culture
- encouragement of collaboration and allegiance
MTSS
Innovation Configuration Matrix (ICM)
• Leadership and Empowerment
• Assessment
• Curriculum
• Instruction
• Data-Based Decision Making
• Integration and Sustainability
## Component 1: Effective Leadership Teams

<table>
<thead>
<tr>
<th></th>
<th>Implementing</th>
<th>In Progress</th>
<th>Not Implementing</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE1</td>
<td>Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from: • Administration • Staff • Learners • Families • Community Collaborators</td>
<td>Formal leadership teams exist only at some levels or include representation from some but not all: • Administration • Staff • Learners • Families • Community Collaborators</td>
<td>No formal leadership teams exist.</td>
</tr>
<tr>
<td>LE2</td>
<td>Each leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.</td>
<td>There are separate leadership teams identified to address academic and behavioral success that meet regularly.</td>
<td>There are no identified leadership teams attending to academics and/or behavior.</td>
</tr>
<tr>
<td>LE3</td>
<td>The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.</td>
<td>The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.</td>
<td>General roles and responsibilities are identified for each leadership team member.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No clear role is identified for how each leadership team member will support MTSS.</td>
</tr>
</tbody>
</table>
District Leadership Structuring

DESCRIPTION:
Training for District Leadership Teams in advance of individual buildings.

TARGET AUDIENCE:
Building and District Office administrators

LENGTH:
3 Modules: Completion time for each module varies by district
# Typical Training Schedule

<table>
<thead>
<tr>
<th>Training Component</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSS Preplanning Overview</td>
<td>½ Day</td>
</tr>
<tr>
<td>MTSS Leadership Essentials (District)</td>
<td>1 Day</td>
</tr>
<tr>
<td>Structuring (Building)</td>
<td></td>
</tr>
<tr>
<td>Leadership/Professional Development/</td>
<td>Criteria Completion</td>
</tr>
<tr>
<td>Empowering Culture</td>
<td></td>
</tr>
<tr>
<td>Content Specific (Reading, Math, Behavior)</td>
<td>Criteria Completion</td>
</tr>
<tr>
<td>Moving to Implementation</td>
<td>Criteria Completion</td>
</tr>
<tr>
<td>Implementation (Building)</td>
<td>Criteria Completion</td>
</tr>
</tbody>
</table>
Thank you!

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