Training School Based Leadership Teams for MTSS Implementation

Summit on School Climate and Culture

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Judy Elliott, Ph.D.
Former Chief Academic Officer
Los Angeles Unified School District
jelliott@4edulead.com

- Understand & communicate the importance, role, and function of the School-based Leadership Team (SBLT) in a Multi-tiered System of Supports (MTSS)

- Ensure well-round and representative membership

- Explore the water and feeding of leadership teams via facilitated training on beliefs, data, problem solving

- Long term capacity building and sustainable MTSS

The School Based Leadership Team is about the Health and Wellness of the School

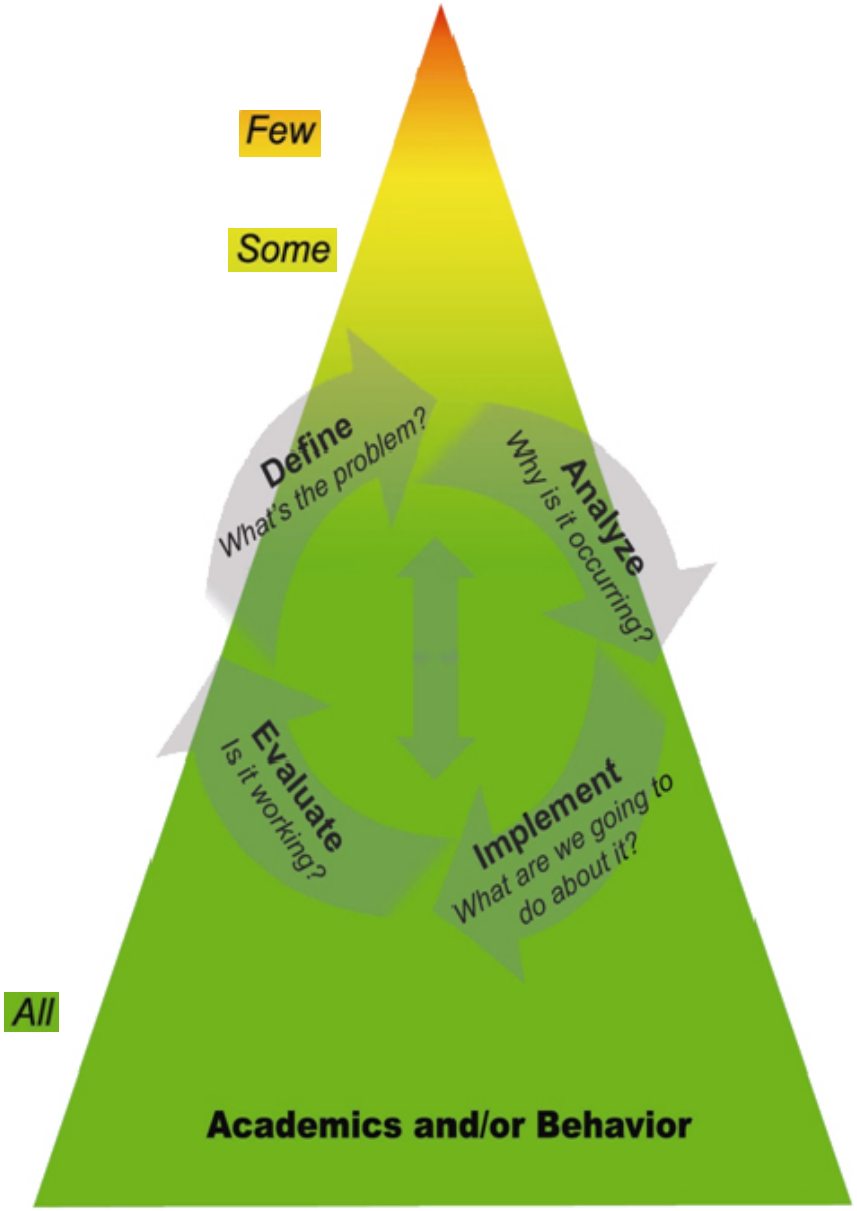
MTSS & the Problem-Solving Process

Academic and Behavior Systems

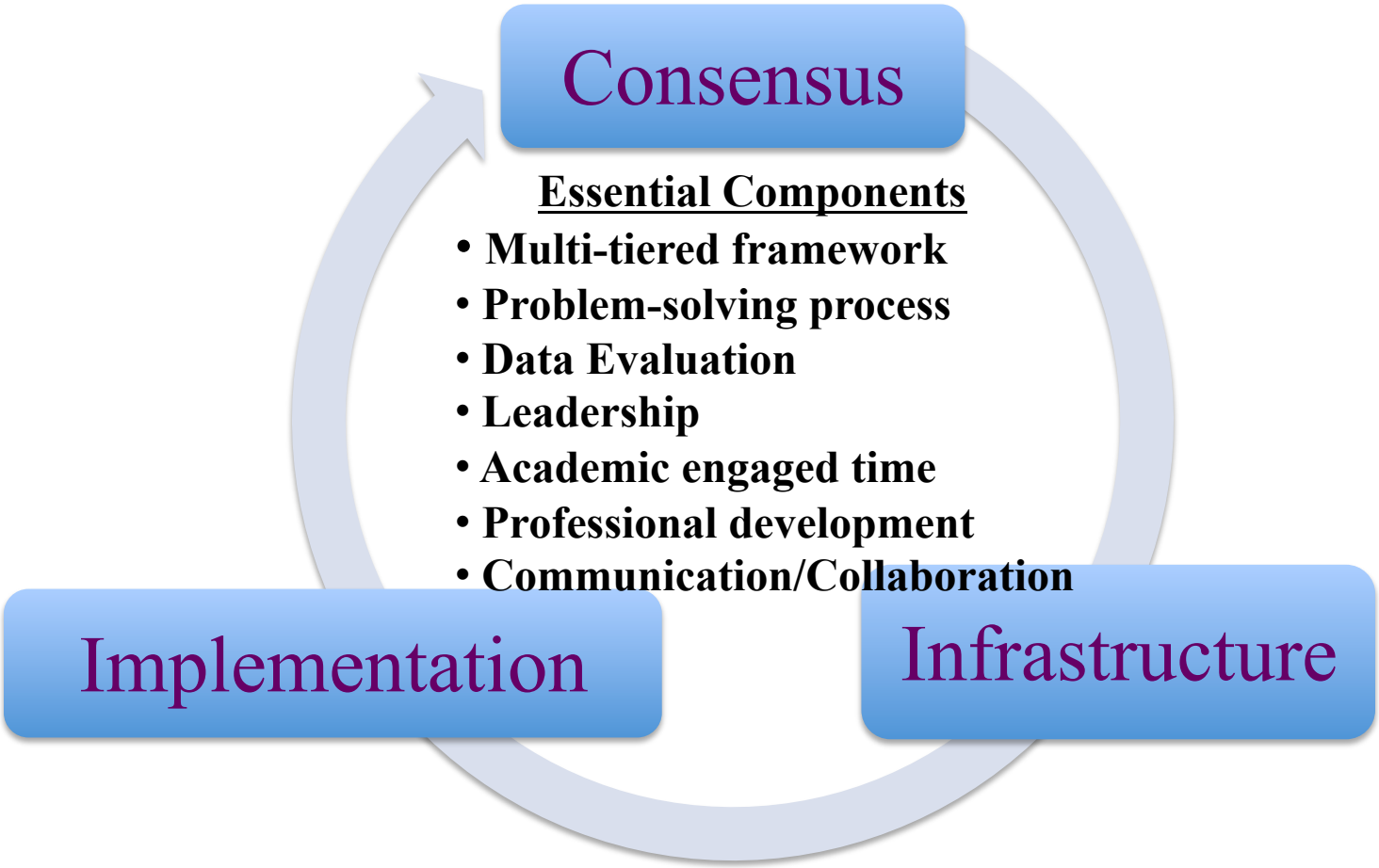
Tier 3: Intensive, Individualized Interventions & Supports.
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.
General academic and behavior instruction and support provided to all students in all settings.



MTSS Essential Components
The Change Model



What's tough on teams…

- Failure to achieve **consensus**
- School culture is ignored
- Purpose unclear
- Lack of ongoing communication
- Unrealistic expectations of initial success
- Failure to measure and analyze progress
- Participants not involved in planning
- Participants lack skills and lack support for the implementation of new skills

Reaching Consensus: Why Change?

Educators will embrace change when two conditions exist:

- They understand the **need** for change
- They perceive that they either have the **skills** or the **support** to implement change

Characteristics of a School with MTSS

- Frequent data collection on students in critical areas
- **Prevention**
- Early identification of students at risk
- Early intervention
- Tiered levels of instruction and intervention
- Instruction & Interventions evaluated frequently & adjusted
- All decisions made with and verified by data
- Learning Walks and support for good first teaching

The Role of the School Based Leadership Team (SBLT) in the World of MTSS

"How can you say we're not behaving like a team?
We're all wearing the same color shirts, aren't we?"

School Leadership Teams

Lots of Resources…

"Strategies for Effective School Leadership Teams" Sulzberger, L.A. (2011). *Strategies for creating effective school leadership team.* School of Education Training and Technical Assistance Center. College of William and Mary.

Why Organize a Leadership Team?

- To address the challenges of meeting the needs of all learners. A school team helps structure and lead processes designed to transform teaching and learning.
- "the litmus test of all leadership is whether it mobilizes people's commitment to putting their energy into actions designed to improve things" Fullan (2001)
- "teaming is the most frequently advocated structure for implementing school reform initiatives" Friend & Cook (2007)
- "team leadership helps to facilitate rapid and sustained change" National Institute for Urban School Improvement (NIUSI, 2005))

School based Leadership Team Members Should…

- ✓ be committed to school-wide change
- ✓ be respected by colleagues
- ✓ possess leadership potential
- ✓ demonstrate effective interpersonal skills
- ✓ be able to start projects and ‘get things done’

Table 1 *Checklist for Identifying Potential Teacher Leaders*

Guiding Questions	Yes	No
1. Is the potential teacher leader familiar with the characteristics of adult learners?		
2. Does the potential teacher leader understand how to apply the collective knowledge of their colleagues in order to improve teaching and learning in the school?		
3. Does the potential teacher leader understand educational research and use that knowledge to model and coach colleagues in the selection and use of research-based strategies?		
4. Does the potential teacher leader understand that teaching and learning is rapidly changing and use that knowledge to support and lead relevant professional learning?		
5. Does the potential teacher leader have a comprehensive understanding of the teaching and learning process?		
6. Does the potential teacher leader model the practices of continuous learning, reflection upon teaching practices, and collaboration with colleagues?		
7. Is the potential teacher leader familiar with current research on assessment (formative and summative) methods?		
8. Does the potential teacher leader use knowledge of formative and summative assessment to focus on continuous improvement of instruction?		
9. Is the potential teacher leader familiar with the cultural backgrounds and languages spoken by the school's families and in the community?		
10. Does the potential teacher leader use knowledge of the school's and community's diversity to reach out to and work collaboratively with family and community members?		

SBLT Implementation Critical Elements

- Membership on the School Based Leadership Team that represents ‘Every Ed’
- Clear Purpose and Vision for the work of the team
- Regular calendar for data-based decision-making
- Protocols for meetings that drive the way of work
- Roles of the Principal, Coach/Facilitator, team members

Who is on the SBLT?

- Principal/Assistant Principal
- Data Coach (**role**, not necessarily title)
- Facilitator
- General Education Teacher - grade or subject area representation
- Special Education Teacher
- Specialized Teacher (e.g., reading, math, gifted)
- Student Services
- EL Teacher

Function of the SBLT in MTSS?

- Promote the use of data-based decision-making to achieve high student performance across multiple measures
  - Share data with staff (Depts, Grade Levels, PLTs)
  - Share success stories
  - Model and mentor highly effective instructional practices
- Facilitate Data Days
- Provide training and mentoring for school-based personnel in the use of the MTSS process

Function of the SBLT in MTSS?

- Acquire the skills necessary to implement the MTSS process
  - Problem Solving
  - Data analysis
  - Data driven – Qualitative and Quantitative
  - Courageous conversations – Beliefs
- Assess the impact of instruction in Core (Tier 1)
- Assess the impact of instruction on Tiers 2 & 3 **and** relative to success in Core (or help build the Tiers if they don't exist)
- Collaborate with building staff to strengthen or modify instruction and interventions

School-Based Infrastructure

- School-based leadership team (SBLT)
- School-based coaching
  - Technical Assistance and support
  - Interpretation and Use of Data
- Master Calendar of MTSS Meetings/Events
- Data Days
- Evaluation Model

Tier 1 Data Days

- 3 Times/Year minimum
- Separate from grade level/Dept data review based on formative assessment
- Health and wellness check
- Identify students by risk category, review instruction and review outcomes
- This is **not** a time for specific problem-solving, but rather standard protocol intervention decisions
- Individual student problem-solving takes place at another meeting.

Principal's Role in Leading Implementation of MTSS

- Models Problem-Solving Process
- Expectation for Data-Based Decision Making
- Scheduling "Data Days"
- Schedule driven by student needs
- Instructional/Intervention Support
- Intervention "Sufficiency"
- Communicating Student Outcomes
- Celebrating and Communicating Success

Reflection…

- What Teams already exist at your school? (e.g. PLC, Departments, grade levels etc.)
- What are their purpose, role, and function?
- How effectively do these teams collaborate and communicate?
- What is their impact on student outcomes?

Where to start…

Decision Rules for Supports

- What data, across multiple measures, do you use to measure success/proficiency in Tiers 1, 2, and 3?
- What data and decision rules do you use to decide who needs Tier 2 or Tier 3?
- What data do you use to determine when students no longer need supports?

It's about CORE
Tier 1 Data Analysis-Building Level:

- What % of Tier 1 students made proficiency?
- What % of Tier 2 students made proficiency?
- What % of Tier 3 students made proficiency?
- What was the overall % of students who made proficiency?
- What does this look like by student groups?

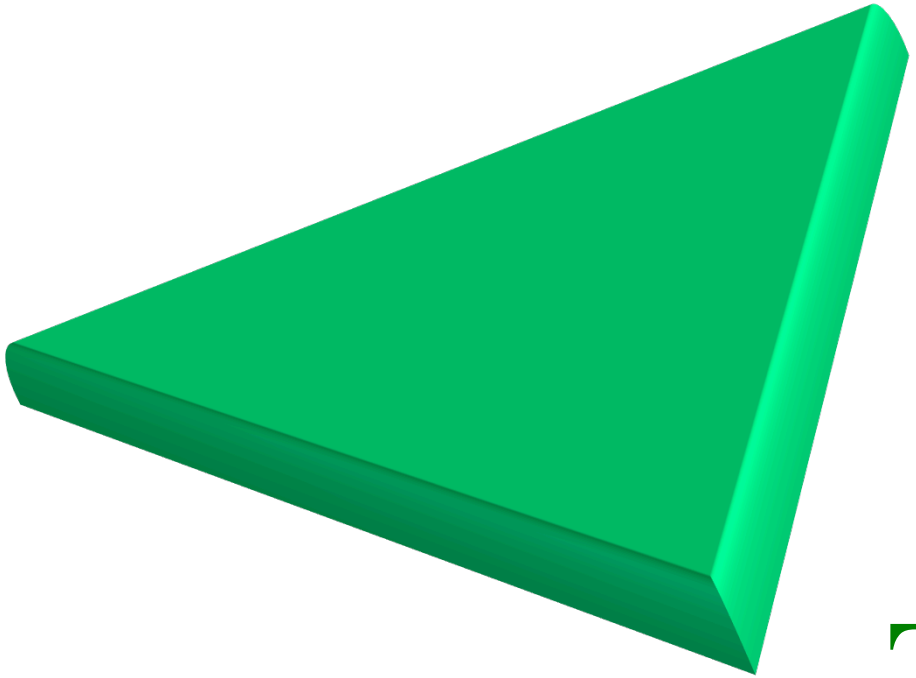
Tier 1 Data Analysis-Building Level:

Step 1

- What percent of students receiving **only** Tier 1 are proficient?
- What percent of student receiving only Tier 1 are **not** proficient?
- What % of students have increased in proficiency?
- What % of students, when disaggregated, are proficient/ are not proficient?
- Same question for **Tiers 2 and 3**

Tier 1 Data Analysis-Building Level: Step 2

- Are you happy with:
  - % of students in core who are proficient in Tier 1?
  - Tiers 2 and 3?
- What is the % of students in each the three Tiers?
- What are you going to do about it?



Tier 1

Health and Wellness Checks

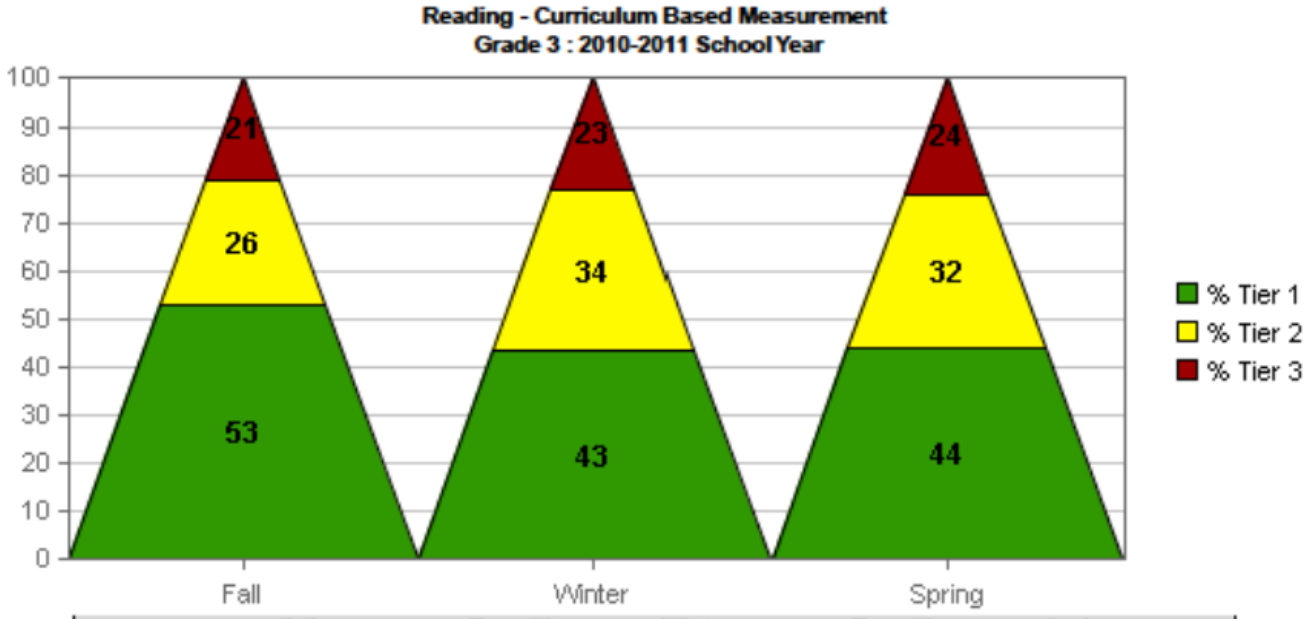
Every 3 Months

Health and Wellness Checks

- 3-4 times each year
- **Critical Question**: Are a greater percent of students proficient or moving toward proficiency **this** assessment window /this quarter, than the previous window?
- **Critical Question**: Are we considering **all** students, by disaggregated groups?

Is this a “healthy” district when student performance in 3rd grade literacy is considered?

District Example



	Fall	Transition	Winter	Transition	Spring
Tier 3	81 (21%)	70 11 0	91 (23%)	76 11 0	92 (24%)
Tier 2	101 (26%)	19 73 8	133 (34%)	15 94 24	124 (32%)
Tier 1	206 (53%)	0 39 160	168 (43%)	0 18 146	170 (44%)
New Student		14		2	
Unscored		8		8	
Total Students	388		392		386

Note: Unscored also includes any students who may have been transferred.

What about this one?

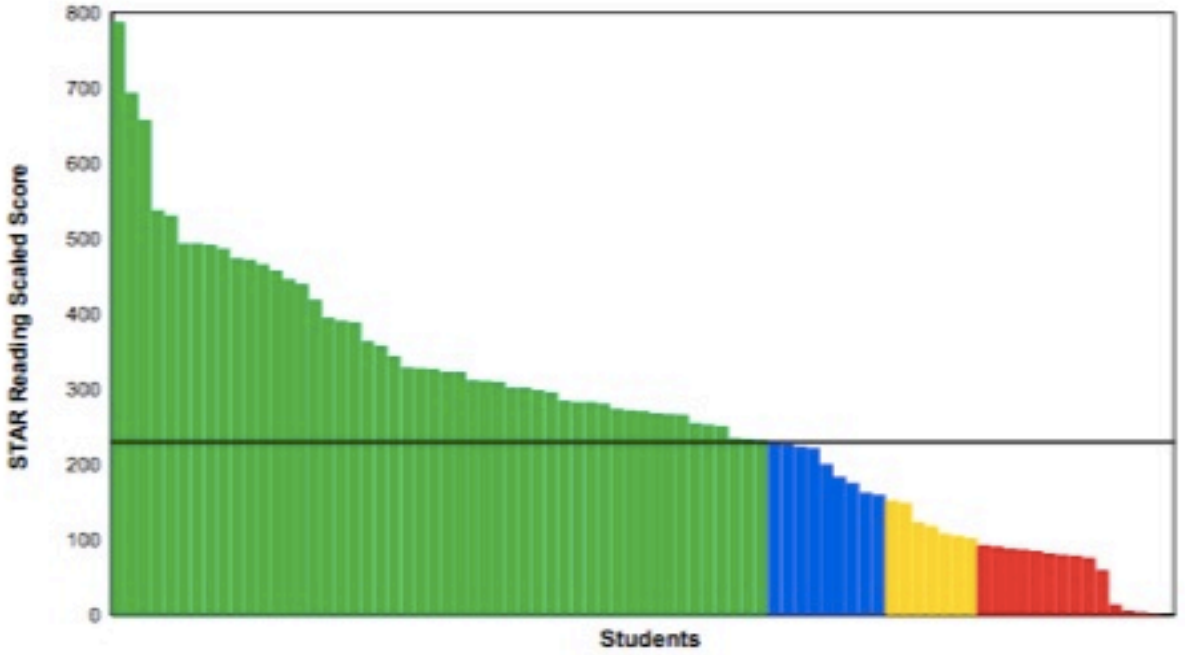
Fall Data

School: Centerville Elementary School

Reporting Period: 9/2/2015 - 9/30/2015 (Fall)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 2



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 230 SS	At/Above 50 PR	50	63%
Category Total			50	63%
Below Benchmark				
On Watch	Below 230 SS	Below 50 PR	9	11%
Intervention	Below 156 SS	Below 30 PR	7	9%
Urgent Intervention	Below 97 SS	Below 15 PR	14	18%
Category Total			30	38%
Students Tested			80	

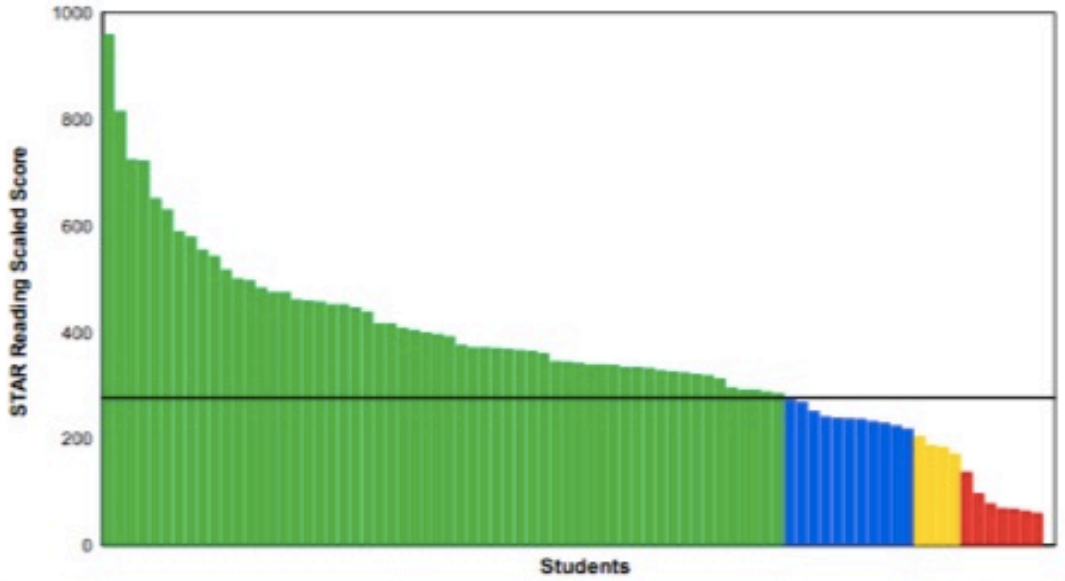
Winter Data

School: Centerville Elementary School

Reporting Period: 1/6/2016 - 1/22/2016 (Winter)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 2



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 277 SS	At/Above 50 PR	58	73%
Category Total			58	73%
Below Benchmark				
On Watch	Below 277 SS	Below 50 PR	11	14%
Intervention	Below 207 SS	Below 30 PR	4	5%
Urgent Intervention	Below 142 SS	Below 15 PR	7	9%
Category Total			22	28%
Students Tested			80	

Fall/Winter Comparisons

	Fall	Winter	
At/Above Proficiency	63	73	+10
On Watch	11	14	+3
Intervention	9	5	-4
Urgent Intervention	18	9	-9

What about this one?

Class Recommended Level of Instruction Report

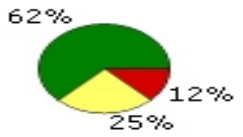
District: Your District | **School:** Your School | **Teacher:** Teacher Name

Grade: Kindergarten | **Probe:** All | **Student:** All

Assessment: All | **School Year:** 2004-2005 | **Date/Time:** 6/20/2005 8:40 AM

Class List	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Student A	Initial	Initial	Initial	Initial
Student B	Strategic	Initial	Initial	Initial
Student C	No Level	No Level	Intensive	Intensive
Student D	Initial	Initial	Initial	Strategic
Student E	Initial	Initial	Initial	Initial
Student F	Strategic *	Strategic	Initial	Initial
Student G	Initial	Strategic	Initial	Initial
Student H	Initial	Strategic	Initial	Initial
Student I	Initial	Initial	Removed	Removed
Student J	Initial	Initial	Initial	Initial
Student K	Initial	Strategic	Initial	Initial
Student L	Strategic	Strategic	Strategic	Initial
Student M	Initial *	Initial *	Initial	Initial
Student N	Strategic	Initial	Initial	Initial
Student O	Initial	Initial	Initial	Initial
Student P	Initial	Initial	Initial	Initial
Student Q	Strategic	Strategic	Initial	Initial
Student R	Intensive	Strategic	Strategic	Initial
Student S	Intensive	Strategic	Strategic	Initial

* Score was not achieved in this class. Student is not represented in pie graph.



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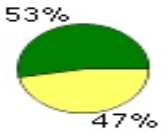

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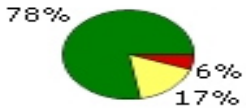

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Early Warning Systems

Early Warning Systems

- **Goal:** Identify those students, as early as possible, who are at-risk for failure, graduation and post-secondary outcomes.

- **Challenge:** Identify the accurate indicators taking into consideration age, race/ethnicity, SES, etc.

Early Warning Systems

- GradNation-America's Promise
- National High School Center
  - Betterhighschools.org (2013)
- State Level SEA work
- District specific

The relationship between academic and behavior variables and the importance of that relationship in predicting positive and negative student outcomes

Characteristic	# Students	% Dropout	% Graduated	% Enrolled in Post-Secondary	Avg Post-Secondary Terms Completed
0 Suspensions	133,044	16	75	58	4
1 Suspension	25,812	32	52	39	1.9
2 Suspension	11,693	42	38	31	1.2
3 Suspension	5,833	49	30	26	.9
4 Suspension	5,506	53	23	23	.7
Attendance ≥ 95%	101,296	11	81	62	4.3
90-94	34,601	25	63	47	2.7
85-89	16,210	39	44	35	1.6
80-84	7,307	47	31	26	1,1
F grades: 0	93,626	8	85	67	4.9
1	18,500	23	66	44	2.3
2	14,909	29	56	40	2.0
3	7,482	38	45	31	1.2
4+	27,865	51	26	25	.9

Elated Elementary School

3rd Grade Data		
Attendance	7% (less than 95% of the time)	93% (at least 95% of the time)
mCLASS: TRC	57% (Proficient)	43% (Not proficient)
Behavior Data	Major: 5% (of K-5 ODRs)	Minor: 15% (of K-5 ODRs)

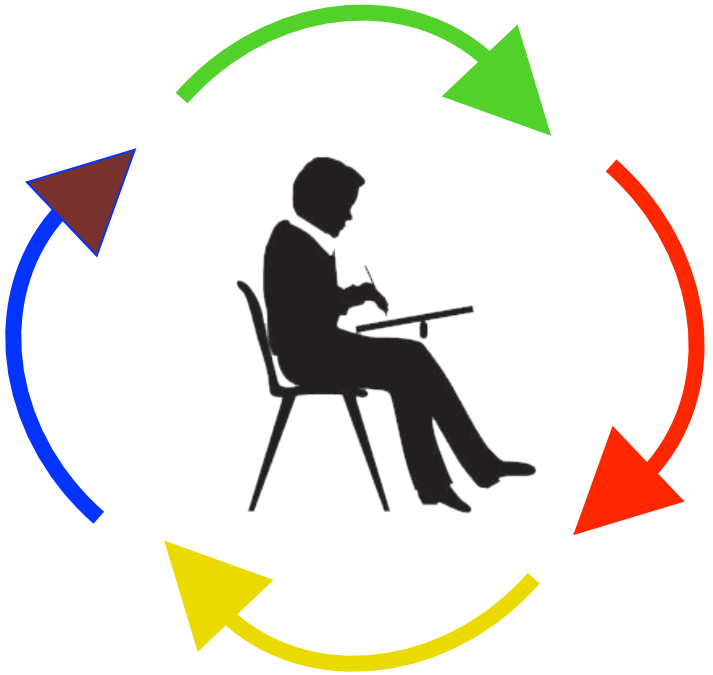
Happy High School

9th Grade Data		
Course Failures	39% (1 of more F's)	61% (No F's)
GPA	22% (Less than 2.0)	78% (2.0 or Greater)
Attendance	17% (Less than 95%)	83% (95% or Greater)

Problem Solving Process

Define the Problem. Identify the goal

•What do we want students to know, understand, and be able to do ?



Problem Analysis

Why is the goal *not* being attained?

•Validating Problem
•Identify Variables that contribute to Problem
•Hypotheses/Data Collection

Implement Plan

What are we going to do about it?

•Implement as Intended
•Progress Monitor
•Modify as Necessary

Evaluate

Did it work?

•Response to Instruction & Intervention

Why Problem Solving Matters…

Those individuals and organizations that are most effective do not experience fewer problems, less stressful situations, and greater fortune, they just deal with them differently.

Fullan

Core Skill Areas for ALL Staff

- Data-Based Decision Making Process
- Coaching/Consultation
- Problem-Solving Process
- Data Collection and Management
- Instruction/Intervention Development, Support and Evaluation
- Intervention Fidelity
- Staff Training
- Effective Interpersonal Skills

How to Build Capacity and Consensus SBLT Training on…

- Systems Change – The Compelling 'Why'
- Multi-tiered system of supports for Instruction & Intervention (Got Tiers?)
- Data analysis and ROI of current practice (Got Data?)
- 4-Step Problem Solving Process
- Belief Survey – Align't of practice & beliefs
- SAM – Self Ass't of MTSS to evaluate implementation
- Lots of opportunities to practice
- Typically 4-5 days of learning together works best (or protected time that is consistently used)

Health of the Core		
Participants – School Based Leadership Team		
ES, MS, HS by Region		
	Overarching Objectives	**Professional Learning Day Outcomes**

Day 1	*P-Primary Focus, S-Secondary Focus, R-Reinforce, C-Connection*
	
	(P) Create an integrated school infrastructure to support the implementation of MTSS to increase academic engaged time and in turn student achievement
	
	(P) Build consensus on staff beliefs and commitment
	
	(S) Effective use of data to evaluate progress at least quarterly and modify practice as indicated by data
	
	(P) Using the problem solving model, identify effective practices and structures for school wide use
	
	(C) Using data make midcourse corrections as aligned to the SIP process.
	
	(C) Building capacity and apply implementation of MTSS within current structures (e.g. PLT, Committees)
	
	(P) Increase in the performance of all students
		Big Ideas
		• Compelling Why
		• Team Role: Why Me? What's my role?
		• MTSS Overview: Common Language and Understanding
		• Systems Change:
		  o Consensus
		  o Infrastructure
		  o Implementation
		• Tier I: Core
		
		Expected Learning
		I can:
		• Use common language to articulate the connection of MTSS to current district wide initiatives
		• Analyze and evaluate beliefs to improve overall student achievement
		• Evaluate school's consensus, infrastructure, and implementation for systems change
		• Describe and appraise high quality core instruction in your building
		
		Learning Activities:
		• Beliefs Survey Data: Data Driven Dialogue Protocol
		• Infrastructures: Brick and Mortar
		• Tier I Core Practices Aligned with ETF: Spice Activity
		• Tier I Core Instruction: Bone Diagram
		• Turn and Talk
		• 3-2-1 Bridge
		• Standing Debrief
		
		Homework:
		• Identify and bring Tier I Core Data for Problem Solving

Health of the Core		
Participants – School Based Leadership Team		
ES, MS, HS by Region		
	Outcome	**Objectives**
Day 2	*P-Primary Focus, S-Secondary Focus, R-Reinforce, C-Connection* **(P)** Create an integrated school infrastructure to support the implementation of MTSS to increase academic engaged time and in turn student achievement **(P)** Build consensus on staff beliefs and commitment **(P)** Effective use of data to evaluate progress at least quarterly and modify practice as indicated by data **(P)** Using the problem solving model, identify effective practices and structures for school wide use **(C)** Using data make midcourse corrections as aligned to the SIP process. **(C)** Building capacity and apply implementation of MTSS within current structures (e.g. PLT, Committees) **(R)** Increase in the performance of all students	***Big Ideas*** • Tier I Data Across Multiple Measures • TIPS Overview • Team Structures and Foundations • TIPS: Collect and Use Data • TIPS: Identify Problem ***Expected Learning*** I can: • Interpret different types of data to gauge the health of core instruction • Analyze data to identify problems specific to the school across multiple measures • Apply the initial steps in problem analysis and lead data discussions to facilitate purposeful action • Understand the indicators of a healthy team culture, as well as, how and when to intervene when teams become ineffective • Connect today's work to their own school teams and PLTs ***Learning Activities:*** • Sore Spots of a Team • Chalk Talk • PLT Video Analysis • Turn and Talk • Shape Up Review • Table Assigned Data Source: Tier I Data Across Multiple Measure • Graffiti Protocol • Modeling Case Study

Health of the Core		
Participants – School Based Leadership Team		
ES, MS, HS by Region		
	Outcome	**Objectives**
Day 3	*P-Primary Focus, S-Secondary Focus, R-Reinforce, C-Connection* **(P)** Create an integrated school infrastructure to support the implementation of MTSS to increase academic engaged time and in turn student achievement **(C)** Build consensus on staff beliefs and commitment **(P)** Effective use of data to evaluate progress at least quarterly and modify practice as indicated by data **(P)** Using the problem solving model, identify effective practices and structures for school wide use **(C)** Using data make midcourse corrections as aligned to the SIP process. **(C)** Building capacity and apply implementation of MTSS within current structures (e.g. PLT, Committees) **(C)** Increase in the performance of all students	***Big Ideas*** • TIPS: Developing a Hypothesis • ICEL • RIOT • Implementation: SAM Introduction ***Expected Learning*** I can: • Apply additional steps in problem analysis • Explain how to use data using ICEL by RIOT focusing on school-wide groups • Be prepared to lead data discussions and facilitate purposeful actions and progress monitoring • Determine next steps needed to build capacity of school-based teams to discuss the health of core instruction utilizing steps of the problem solving model ***Learning Activities:*** • Day 2 Review Inclusion Activity • Unpack ICEL by RIOT Matrix • ICEL Activity: Summarize, Draw, and Give Example • Modeling Case Study • Gallery Walk • Brainstorming Hypotheses/Root Causes • ICEL Sort • Interrelationship Digraph • Team Time ***Homework:*** • Test and Validate Hypotheses via RIOT • Craft Precise Problem Statement • Bring SIP for Day 4 • Choose 1 step of TIPS to Practice in the Context in which

ES, MS, HS by Region

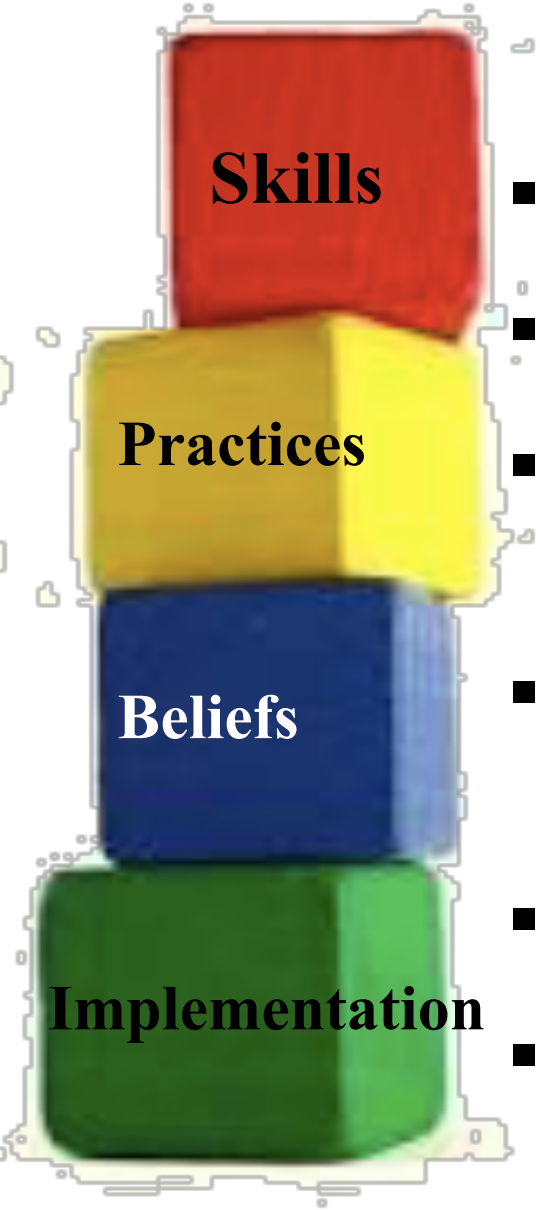
	Outcome	Objectives
Day 4	*P-Primary Focus, S-Secondary Focus, R-Reinforce, C-Connection* **(P)** Create an integrated school infrastructure to support the implementation of MTSS to increase academic engaged time and in turn student achievement **(R)** Build consensus on staff beliefs and commitment **(P)** Effective use of data to evaluate progress at least quarterly and modify practice as indicated by data **(P)** Using the problem solving model, identify effective practices and structures for school wide use **(C)** Using data make midcourse corrections as aligned to the SIP process. **(C)** Building capacity and apply implementation of MTSS within current structures (e.g. PLT, Committees) **(P)** Increase in the performance of all students	***Big Ideas:*** • TIPS: Solutions • TIPS: Develop and Implement Action Plan • TIPS: Evaluate and Revise Action Plan • Opportunities for Alignment: ETF and MTSS Explorer • SAM Analysis and Implementation Planning • SAM and SIP Alignment ***Expected Learning:*** **Engage in the last three steps of the TIPS process** • Identify and prioritize strategic solutions for improvement that match the precise problem statement. • Assess school readiness, skill sets, and infrastructures required to develop an effective plan with solutions that elicit the desired change. • Determine how to evaluate the effectiveness of implementation. **Plan for ongoing systems change using the MTSS framework** • Reflect on current baseline of MTSS implementation using SAM to develop next steps for fidelity and sustainability. • Develop and clarify MTSS implementation plan and socialization of plan with school staff for the 2015-2016 year. • Identify how our new learning can be aligned and connected to SIP. • Assess needs of our team to sustain implementation. ***Learning Activities:*** • Twitter Celebrations • Brainstorming Solutions

Tools

- Beliefs Survey
- Perception of Practices Survey
- Perception of Skills
- Self Assessment of MTSS (SAM):
  - www.floridarti.usf.edu
  - Technical Manual

Developed by Florida Problem Solving and Response to Intervention Project

Four Building Blocks that Support MTSS Implementation



- Professional Learning impacts **Skills**
- **Skills** impact **Practice**
- Improved **Practice** improves **Implementation**
- Improved **Implementation** impacts student outcomes
- Better student outcomes shift **Beliefs**
- And, shifts in **Beliefs** impacts **Implementation** of MTSS

Just say ‘NO’ to Silos

National Resources to Support District and School MTSS Implementation

- www.floridarti.usf.edu
- www.florida-rti.org
- www.nasdse.org (Blueprints)
- www.rtinetwork.org
- www.rti4success.org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