

Top 10 in 10

Supporting Learning and Learners



putting Michigan on the map as a premier education state

Multi-Tiered System of Supports Through the Lens of the Michigan Department of Education

8th Annual Special Populations Conference
September 21, 2018



Today's Objectives

- Explain the connection between the MDE's Mission, Vision and Top 10 in 10 Strategic Plan and the MDE MTSS Practice Profile
- Articulate how and why the MDE is rolling-out the MDE MTSS Practice Profile in a Transformation Zone prior to statewide implementation
- Navigate and use the DRAFT MDE MTSS Practice Profile in your LEA to see how current practices align
- Identify the Five Essential Components and the importance of integrating the work of school psychologists



MDE Mission Statement

**Support Learning
and Learners.**





MDE Vision Statement



Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

To realize Michigan becoming a Top 10 education state within the next 10 years, the existing structure and system of education must be challenged and reshaped. Michigan must establish an educational system that grants indelible rights for all stakeholders to succeed – a system focused more on what is best for children and their learning.

This is a framework of the strategic goals necessary to move Michigan forward.

STRATEGIC GOALS

1 Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education – to maximize lifetime learning and success.

2 Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

3 Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.

4

Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.

5

Ensure that parents/guardians are engaged and supported partners in their child's education.

6

Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.

7

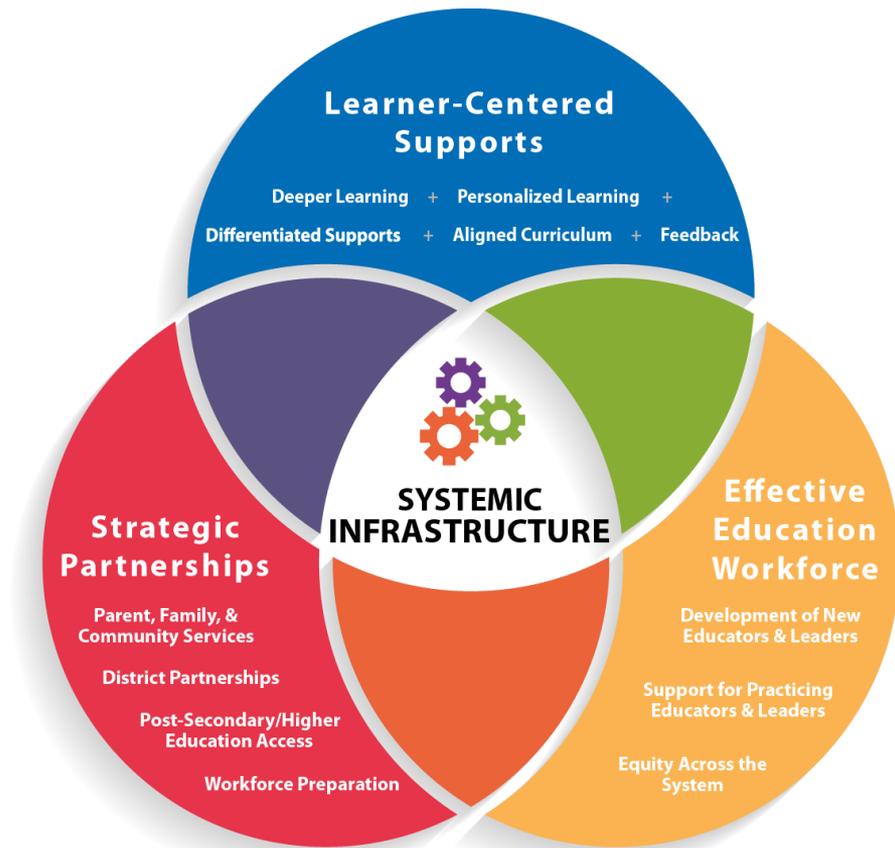
Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).

TOP 10 IN 10 YEARS



putting Michigan on the map as a premier education state

Top 10 in 10 Focus Areas



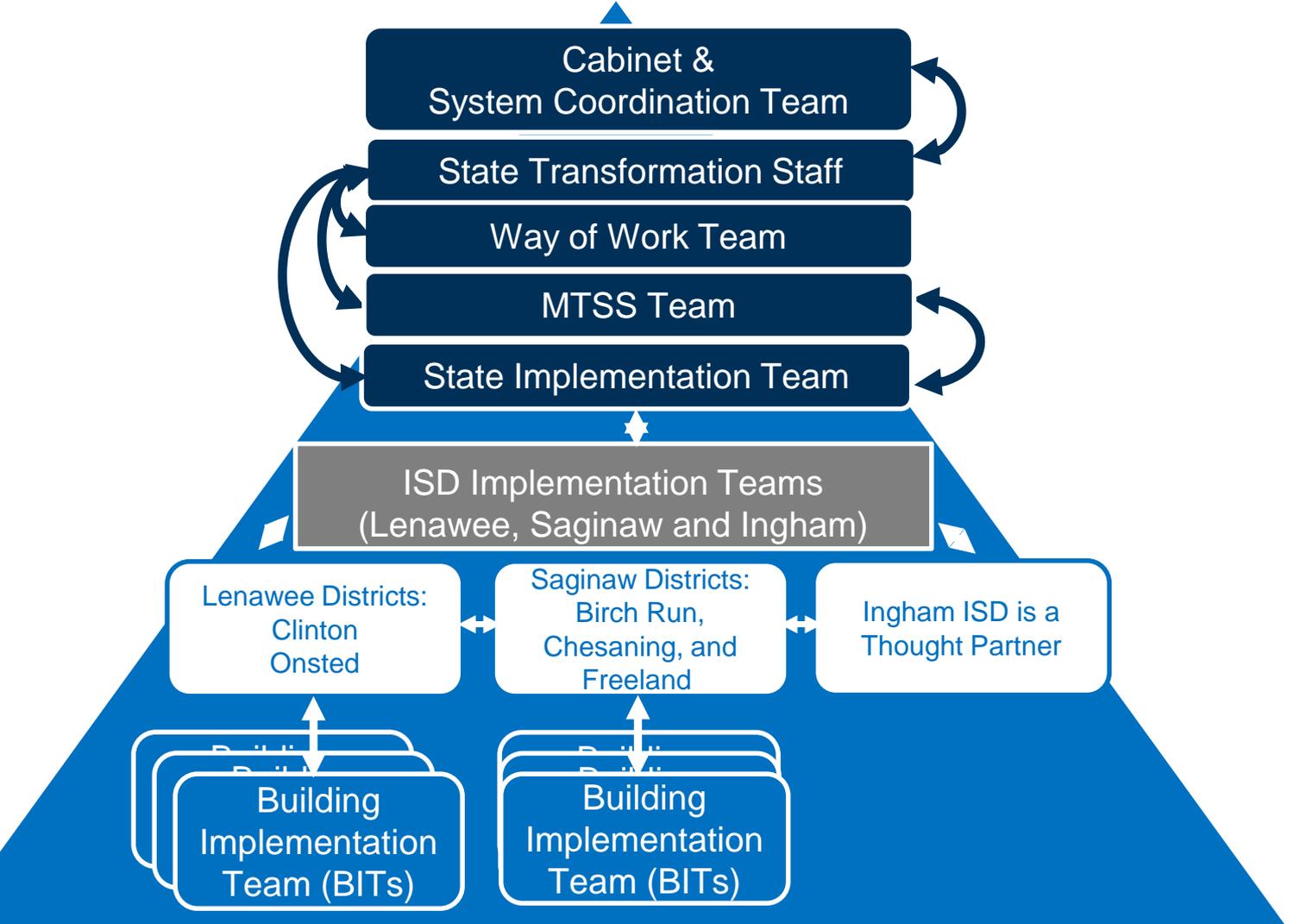


PARTNERSHIP

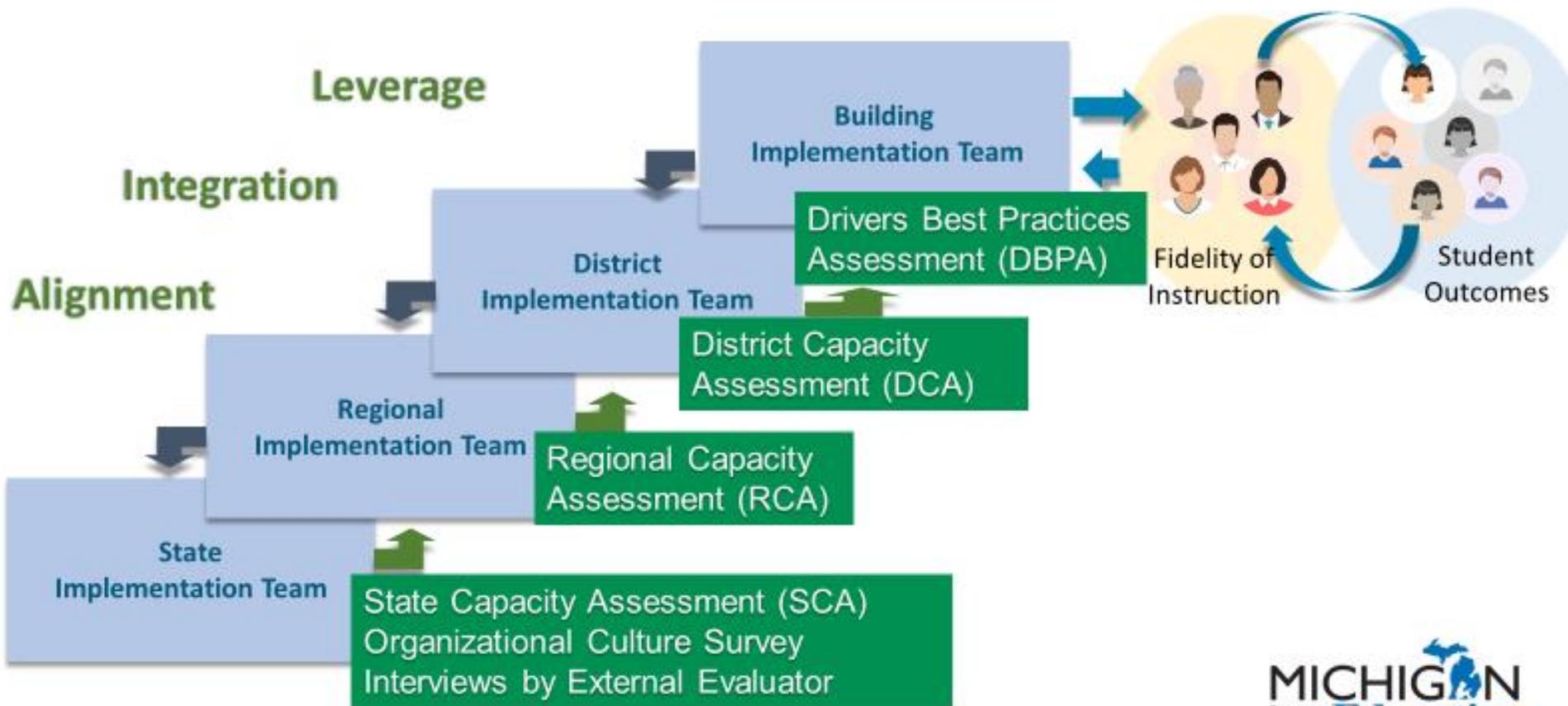
The purpose of the SISEP Center is to help SEAs establish state, regional, and district capacity to provide the critical content and foundation for establishing large-scale, sustainable, high-fidelity implementation of effective education practices to maximize academic and social outcomes of all K-12 students. This work is accomplished through the use of the science of implementation and strategies for organizational change.

SISEP & Executive Core Sponsor Team

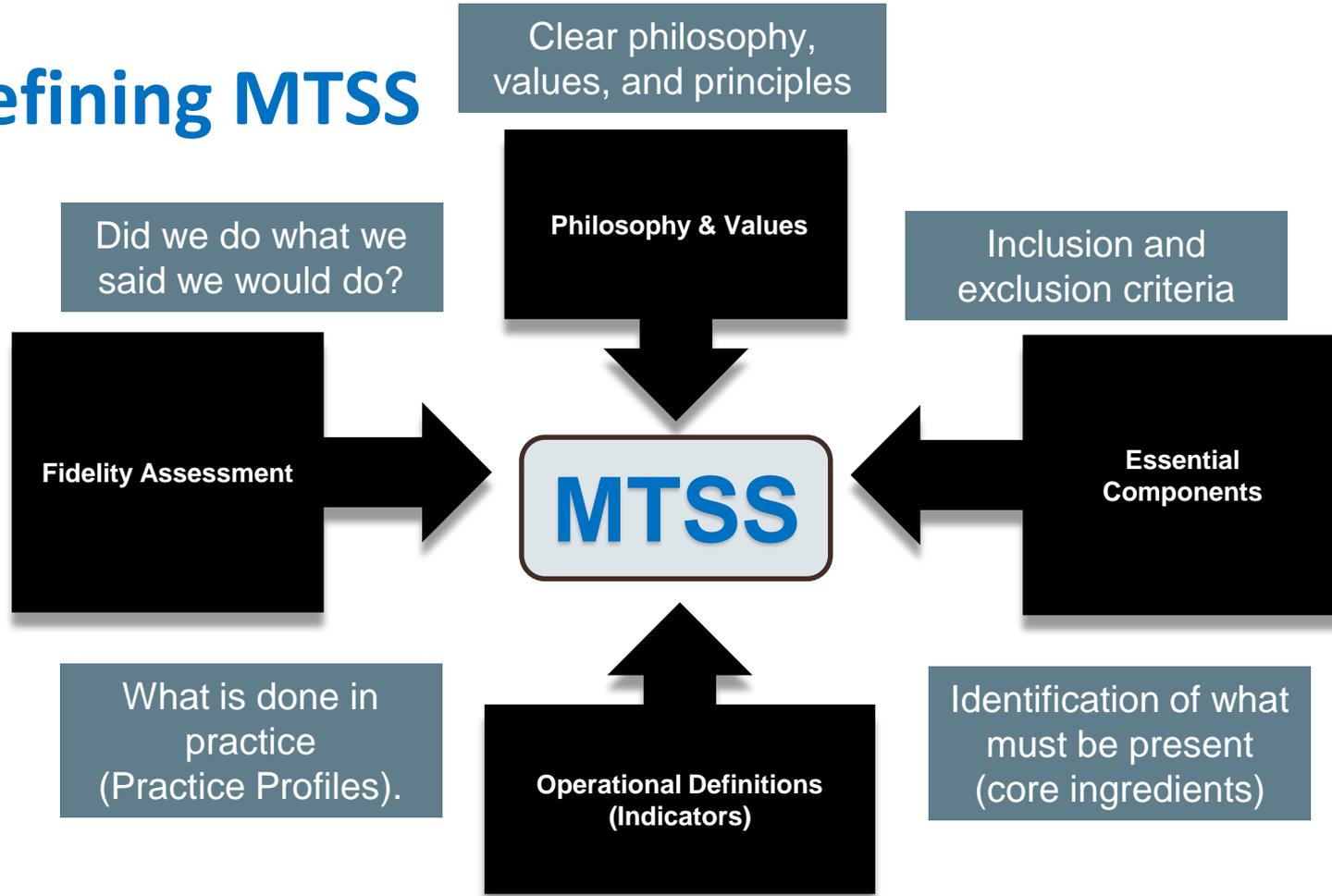
Transformation Zone



Levels of Education System & Capacity Assessments



Defining MTSS



MTSS: PRACTICE PROFILE DEVELOPMENT

DOCUMENT review

Total: 18

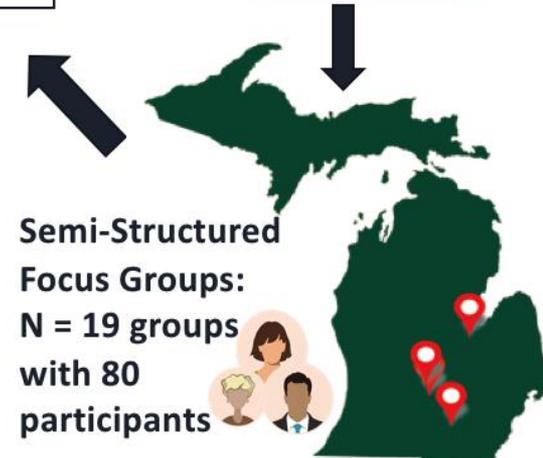
MI Documents = 6
Other SEAs = 6
Other Documents = 6



Scoping Review:
21 articles



Semi-Structured Focus Groups:
N = 19 groups
with 80 participants



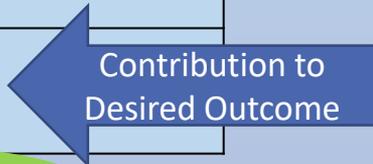
Components of the MTSS Practice Profile

<p>Five Essential Components</p> 	<p>Essential Component: Team-Based Leadership</p>		
<p>Citation of Research Used:</p>			
<p>Definition:</p>	<p>Description of this component.</p>		
<p>Contribution to Desired Outcome:</p>	<p>Explanation of how the component contributes to the desired outcome.</p>		
<p>Expected Use in Practice</p>	<p>Development Use in Practice</p>	<p>Unacceptable Use in Practice</p>	
<p>Description of Practitioner (adult) Behavior: <i>Activities and behaviors that exemplify practitioners who generalize required skills and abilities to wide range of settings and contexts; skills are used consistently and independently – skills are sustained over time while continuing to grow.</i></p>	<p>Description of Practitioner (adult) Behavior: <i>Activities and behaviors that exemplify practitioners who implement required skills and abilities but in a more limited range of contexts and setting –skills are used inconsistently or need coaching to complete or successfully apply skills for improvement to move into expected. This column helps to define the focus of coaching.</i></p>	<p>Description of Practitioner (adult) Behavior: <i>Activities and behaviors that exemplify practitioners who are not yet able to implement required skills or abilities in context.</i></p>	

Definitions



Contribution to Desired Outcome

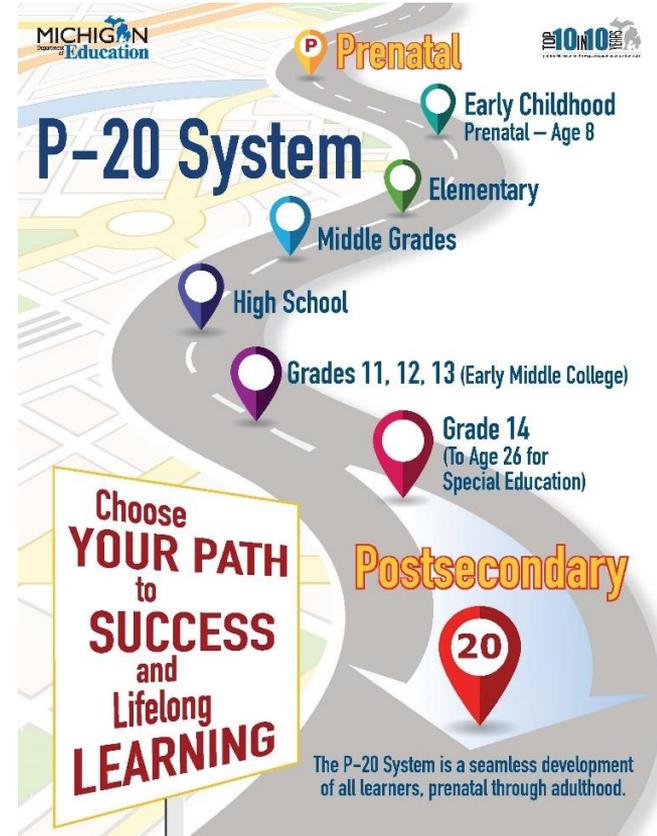


Fidelity Assessments



The MDE MTSS Practice Profile is forward thinking as it has been designed to support:

- ALL learners within the P-20 system
- The whole child (cognitive, physical, behavioral, social and emotional)
- A growth mindset





MDE's MTSS Philosophy

A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed.

MDE MTSS Practice Profile
Draft 4.5

MDE MTSS Practice Profile

Essential Components



- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions and Supports
- Comprehensive Screening and Assessment System
- Continuous Data-Based Decision Making



Team-Based Leadership

An active, organized, knowledgeable and representative group exists to provide whole child (cognitive, physical, behavioral, social, and emotional) supports, remove barriers, coordinate and evaluate activities across the system.



Team-Based Leadership

Features

- The district supports the building team
- Shared accountability and responsibility
- Team focus helps build capacity and sustainability at district and building levels

School Psych Perspective

- What is your existing role in team-based leadership?
- What do you think your role should be?



Tiered Delivery System

A responsive framework that provides instruction, interventions and supports intended to meet the needs and assets of the whole child. Based on an aligned curriculum, the instruction, interventions and supports are organized along a continuum to meet the needs of each and every learner. Tiers are intended to be layered with intensification of supports as matched to learner need.

- Tier 1 is the research-based instruction and classroom interventions that will be available to all learners and effectively meet the needs of most.
- Tier 2 are supplemental, targeted interventions intended for some learners who require support or extension beyond tier 1.
- Tier 3 supports provide intense individual interventions for few learners with highly accelerated, or severe and persistently challenged, academic and/or non-academic needs.



Tiered Delivery System

Features

- Focus on establishing instructional routines
- Use of standard fidelity measures
- Prioritizing skills/concepts – helps teachers narrow focus

School Psych Perspective

- What steps does your district take to ensure that the needs of all learners are being met through accurate identification and placement in interventions?
- How are the needs of all learners met by Tier 1 supports? Tier 2? Tier 3?
- How does your role best support the Tiered Delivery System?



Selection and Implementation of Instruction, Interventions and Supports

Instruction, interventions and supports are chosen because there is evidence that indicates expected success for the identified need. The selection process considers a whole child approach, the population of learner(s) being served, and alignment with the district's existing philosophy, programs, and initiatives. Selection also considers the resources and capacity needed to support implementation with fidelity.



Selection and Implementation of Instruction, Interventions and Supports

Features

- Selecting programs based on local context
- Involving parents/families
- Selection considers a range of learning needs from accelerated to severe and persistently challenged

School Psych Perspective

- How will the selection process include your students' families and community partners?
- How might your professional development needs differ from others?



Comprehensive Screening and Assessment System

A comprehensive screening and assessment system is a coordinated system of multiple assessments and measures – each of which is valid and reliable for its specified purpose and for the population with which it will be used – designed to help educators make informed instructional and programmatic decisions. The system provides information about the needs and assets of each and every learner from a whole child perspective. The data acquired through the system is used to inform understanding, policy and practice to support improved learner outcomes and school capacity.

Comprehensive screening and assessment systems includes:

1. Balanced assessment system (formative, benchmark/interim, summative)
2. Universal screening measures and decision rules for using those data
3. Progress monitoring assessments and decision rules for using those data
4. Diagnostic assessment process



Comprehensive Screening and Assessment System

Features

- Considering whole child
- Categories of assessments –
Formative, Benchmark/Interim,
Summative, Universal Screening,
Progress Monitoring, Diagnostic
- Defined screening vs. assessment

School Psych Perspective

- How do you ensure the district is using the “right” assessments for your learners?
- How can we help stakeholders to see how assessments fit together?



Continuous Data-Based Decision Making

The utilization of all relevant whole child data to analyze, evaluate, and plan strategies that support sustainable systemic improvement and whole child learner outcomes. Data-based decision making is inclusive of the comprehensive needs assessment, efficient data collection practices for multiple data sets, and a formal improvement process. Data used are timely, valid, reliable, accurate and reviewed in ongoing cycles. The roles and responsibilities for data-based decision making within the system are clearly defined and executed.

MDE MTSS Practice Profile
Draft 4.5



Continuous Data-Based Decision Making

Features

- Whole child focus
- Health of system to all stakeholders
- District focus
- Utilize multiple types of data
- Communication with parents

School Psych Perspective

- What data sets are collected for within your district?
- How is that data used by the district to evaluate the effectiveness of the system AND the needs and progress for all learners to inform continuous data-based decision making?



Whoa...





COMMITMENT & VISION FOR SCALING OF MTSS

- Committed to scaling and sustaining the use of a Multi-Tiered System of Supports through the educational cascade
- Continuous refinement and development of the necessary supports and resources to further local efforts driven by data

Version 4.3 11/22/2017

Michigan Education

Essential Component: Team-Based Leadership

Citation of Research Used:	Freeman, R., Miller, D., & Newcomer, L. (2015). Integration of academic and behavioral MTSS at the district level using implementation science. <i>Learning Disabilities: A Contemporary Journal</i> , 13(1), 59-72. Benazzi, L., Horner, R., Good, R. (2006). Effects of behavior support team composition on the technical adequacy and contextual fit of behavior support plans. <i>The Journal of Special Education</i> , 40(3), 160-170. Hughes, W., Pickeral, T. (2013) School Climate and Shared Leadership. <i>School Climate Practices for Implementation and Sustainability</i> . A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center (NSCC).	
Definition:	An active, organized, knowledgeable and representative group exists to provide whole child (academic, behavioral, physical, social, and emotional) supports, remove barriers, coordinate and evaluate activities across the system.	
Contribution to Desired Outcome:	Teams (district, building, and educator) that collaborate and communicate contribute to the alignment and cohesion across the multiple levels of the system. The alignment and cohesion of leadership teams creates sustainable, scalable and engaging school climates to support successful implementation of MTSS and learner achievement.	
Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
The district creates and maintains a team and ensures its authority and responsibility for leading and coordinating MTSS efforts across the district. The team: <ul style="list-style-type: none">• Has shared accountability and responsibility for maintaining the MTSS framework with fidelity in the district.• Meets monthly.• Reviews the status of MTSS-related activities at the district and building level.	The district creates a team that: <ul style="list-style-type: none">• Has limited accountability and responsibility for maintaining the MTSS framework with fidelity in the district.• Meets less than monthly.• Engages in limited review and follow up on MTSS-related activities to ensure action and decision making are happening as needed.• Addresses all three tiers of instruction.	The district creates a team that: <ul style="list-style-type: none">• Is not empowered and fails to have accountability for MTSS implementation.• Does not share a decision-making process across teams.• Does not maintain fidelity of the MTSS framework through observation and communication.

Presenters:

Elizabeth Newell, EdS, LPC, CTS
State Transformation Assistant Administrator
Office of Strategic Planning and Implementation
Michigan Department of Education

NewellE@michigan.gov

Arminda Westra
State Transformation Assistant Administrator
Office of Strategic Planning and Implementation
Michigan Department of Education

westraa@michigan.gov

