

Training Descriptions for the Kansas Multi-Tier System of Supports

August 2011

The goal of Kansas' Multi-Tier System of Supports (MTSS) is to make quality training and facilitation accessible to every district interested in implementing MTSS. This is being accomplished through a unique partnership with many educational agencies across the state with support from the Kansas State Department of Education to create a network of recognized facilitators. This document contains detailed descriptions of all trainings provided within the system. While there is flexibility in how support is packaged from agency to agency, all Recognized MTSS Facilitators adhere to the content outlined in this document. Therefore, Kansas districts may have confidence that the content is consistent no matter where support is accessed.



www.kansasmtns.org

Overview Workshop

Note: While there are many opportunities for short overview and information sessions to be provided about MTSS, this Overview Workshop has been specifically designed and is recommended to all schools prior to participation in the MTSS Structuring training.

Length: This workshop may be accomplished in a one-half to full day session depending on number of participants and time for activities provided.

Title: MTSS Overview

Description: This session is an overview or informational workshop and is not and does not take the place of training for the structuring or implementation of the MTSS.

Participants: This workshop is designed for all building staff. Key individuals that should be included are superintendent and principals along with a cross section of staff.

Support Documents to Use: *MTSS Overview – Participant’s Guide*

When Provided: This type of presentation can be provided as a starting point for districts/buildings who are interested in exploring the MTSS to find out more about putting the MTSS into practice. It should be completed prior to Structuring.

Aim: To provide an understanding of the MTSS and to begin the selection of leadership teams.

Objectives of the Overview workshop:

- Provides an overview of the framework of the MTSS including the principles and practices.
- Provides an opportunity for participants to consider the aspects of change associated with implementing the MTSS.
- Provides activities to support selection of a leadership team.
- Provides time to develop initial plans for communication and professional development.

Learning Outcomes: Upon completion of the overview participants will be able to:

1. Understand the components of the MTSS.
2. Identify the principles of the MTSS.
3. Create awareness of the rationale for change and to help determine whether or not the district/school is interested in going forward with the MTSS.
4. Understand the factors to consider when selecting the MTSS leadership team members.
5. Begin development of initial plans for communication and professional development.

Non-Negotiable: The MTSS Overview should be done in its entirety as it is specifically designed to provide opportunities for teams to establish their rationale for moving forward with the MTSS and facilitate selection of appropriate leadership team membership

Flexibility: This workshop may be accomplished in a one-half to full day session depending on number of participants and time for activities provided.

MTSS Leadership Essentials

Length: Six-hour training prior to the beginning of the Multi-Tier System of Supports (MTSS) Structuring process and before the selection of the building/district leadership team.

Title: MTSS Leadership Essentials

Description: **MTSS Leadership Essentials** is the starting point for building and district administrators prior to the MTSS training. During this training, administrators will review the general MTSS process and identify the tasks and leadership competencies necessary to facilitate a successful MTSS. Critical requisites for MTSS will be identified and discussed. Administrators will be prepared to ready their buildings and districts for a MTSS in which data-based decision making and intentional redesign of instructional practices are paramount.

Presenters: MTSS Core Team Members

Participants:

Building and District Office Administrators

1. Building Principals & Asst. Principals
2. Curriculum & Instruction Leaders
3. Assessment Leaders
4. State & Federal Program Leaders
5. Directors/Asst. Directors of Entitlement Programs (Title, ESOL, At-Risk, Special Education, etc.)
6. Superintendent & Asst. Superintendents

Support Documents to Use:

- *Kansas MTSS: Innovation Configuration Matrix (ICM)*
- *MTSS Leadership Essentials Training Materials*

When Provided: This training is provided to administrators as the starting point for districts/buildings that want to implement the MTSS or those that would like additional information. It is completed prior to the beginning of the MTSS Structuring process and before the selection of the building/district leadership team.

Aim: To identify and discuss the tasks and leadership competencies necessary to support an effective MTSS.

Objectives of MTSS Leadership Essentials Training:

- To identify and discuss leadership responsibilities as they relate to MTSS.
- To outline the tasks that must be completed to prepare the building/district to implement a MTSS.
- To review the types of systems changes and their impact on the school and/or district.
- To introduce and review key tools/documents found in the MTSS Structuring Guide that will assist administrators in supporting the MTSS.

Learning Outcomes: Upon completion of the *MTSS Leadership Essentials*, participants will be able to:

1. Identify leadership responsibilities necessary to support a successful MTSS.
2. Identify the time and professional development commitments for a MTSS.
3. Understand the self-correcting feedback loop and its implications for communication district-wide.
4. Review and understand the uses of the Innovation Configuration Matrix.
5. Describe the roles and responsibilities of Leadership Teams.

MTSS PreK-12 Structuring

Length: At minimum, a total of 5 days (30 hours) will need to be planned for to complete the three modules that represent a complete structuring training. It is recommended that a school elects to complete only one content-specific module (i.e. behavior, mathematics and reading) at a time. Structuring training consists of three modules: Module 1: Framework, Module 2: the selected content area, and Module 3: Empowering Culture.

*If a school has completed the structuring process in previous years and wishes to structure for a new content area (i.e. behavior, mathematics & reading) they need *not* complete Modules 1 and 3 again. Instead, they will only participate in their content-specific module(s).

Title: MTSS PreK-12 Structuring

Description: The MTSS Structuring is the starting point for the MTSS training. During this training, teams will gain foundational knowledge of MTSS and the tools to support the creation of structures necessary to implement the MTSS. This is at minimum a five-day (30 hour) workshop if schools elect to complete only 1 content module (i.e. behavior, mathematics & reading). Each of the 3 modules are estimated to require more than one day to complete. Teams will move to the next module when all the tasks in the previous module are complete. Team consistency across all days is critical.

Participants:

MTSS Leadership Team comprised of:

- Building Principal
- Curriculum & Instruction Leader
- Assessment Leader
- Special Education Leader
- State & Federal Program Leader
- Teachers from various levels
- Entitlement Staff (Title, ESL, At-Risk, Special Education, etc.)
- Support Staff
- Superintendent

Support Documents to Use:

- *Kansas MTSS: Innovation Configuration Matrix (ICM)*
- *Kansas MTSS: Structuring Guide*
- *Kansas MTSS: Structuring Guide Behavior Supplement*
- *Kansas MTSS: Structuring Guide Reading Supplement*
- *Kansas MTSS: Structuring Guide Math Supplement*

When Provided: This training is provided as the starting point for districts/buildings that want to implement the MTSS. It is completed prior to beginning implementation training to ensure all foundational components are in place.

Aim: To provide the foundation of knowledge necessary and tools to assist districts/schools in creating the structures to support the MTSS.

Objectives of Structuring Training:

- To teach the framework of a Multi-Tier System of Supports including the principles and practices.
- To outline the tasks that must be completed to create a structure to support the implementation of the principles and practices.
- To introduce tools that will assist teams in making appropriate decisions about these structures.

Learning Outcomes: Upon completion of the structuring training participants will be able to:

1. Explain the MTSS
2. Identify the principles and practices associated with the MTSS
3. Understand the self-correcting feedback loop and its implications for refinement at the instructional and systems level
4. Describe the roles and responsibilities of Leadership Teams
5. Describe the essential components of the MTSS
6. Describe the tasks that must be completed to create a structure to support the MTSS
7. Identify tools that will support the team in making appropriate decisions around creating the structure to support MTSS
8. Show progress in completion of structuring tasks related to each component of the MTSS

Objectives of Structuring for Behavior:

- To teach the framework of a Multi-Tier System of Supports for behavior including the principles and practices
- To outline the tasks that must be completed to create a structure to support the implementation of the principles and practices
- To introduce tools that will assist teams in making appropriate decisions about these structures

Learning Outcomes: Upon completion of the behavior structuring training participants will be able to:

1. Provide rationale for the use of a positive, proactive behavior system building-wide
2. Begin to build a comprehensive assessment structure
3. Understand the need for explicit instruction in behavioral expectations
4. Establish building-wide common behavioral expectations
5. Show progress in completion of a building-wide system for recognizing students and adults
6. Show progress in delineating a continuum of consequences for discouraging undesirable behaviors
7. Show progress in writing rules to support behavioral expectations
8. Understand the importance of building a strong behavioral curriculum before moving students to tiered interventions

Objectives of Structuring for Reading:

- To teach the framework of a Multi-Tier System of Supports for reading including the principles and practices
- To outline the tasks that must be completed to create a structure to support the implementation of the principles and practices
- To introduce tools that will assist teams in making appropriate decisions about these structures

Learning Outcomes: Upon completion of the reading structuring training participants will be able to:

1. Identify the 4 types of assessments included in a comprehensive assessment system
2. Explain the model of instruction selected for the multi-tier system of supports for reading
3. Explain the components and duration of time for a core reading program
4. Explain the difference between core reading time and supplemental and intensive supports
5. Explain the difference between supplemental and intensive supports
6. Identify effective instructional practices

Objectives of Structuring for Math:

- To teach the framework of a Multi-Tier System of Supports for mathematics including the principles and practices

- To outline the tasks that must be completed to create a structure to support the implementation of the principles and practices
- To introduce tools that will assist teams in making appropriate decisions about these structures

Learning Outcomes: Upon completion of the mathematics structuring training participants will be able to:

1. Identify core beliefs related to mathematics teaching and learning
2. Identify the 4 types of assessments included in a comprehensive assessment system
3. Explain the model of instruction selected for the multi-tier system of supports for mathematics
4. Explain the difference between core instruction and interventions for mathematics
5. Explain the difference between supplemental and intensive supports
6. Identify effective instructional practices

Non-Negotiables for all Content Areas:

- Structuring Training is a requirement for all leadership teams.
- The training should be provided in its entirety, completing the tasks in all three modules, with additional support if needed.

Flexibility:

- For most teams, Structuring in its entirety will be appropriate. If a school believes that structuring in its entirety is not warranted, school leaders will work with the Recognized MTSS Facilitator to provide evidence and documentation that all structuring tasks have been completed and/or to determine which tasks are yet to be completed.
- Training days do not have to be consecutive. However, to ensure that the initial structuring components are completed and in place prior to beginning Implementation, it is recommended that the three modules of Structuring be completed by mid-spring if a school wants to begin implementing in the fall.

Implementation

Title: MTSS Implementation

- ◆ **Description:** All districts and buildings participating in this training will have completed Structuring Training and/or meet with the Recognized MTSS Facilitator to ensure all structures are in place to begin implementation. In order to successfully complete this training for academics all districts must bring their universal screening data, assessment plan, curriculum matrix, master schedule, and model of instruction/support. For behavior all districts must bring their universal screening data (office discipline referrals--ODRs), Decision Notebook, and Monitoring Fidelity of Paper Implementation Tool.

Length of Module: Academic training is 30 hours over 5 days and covers both system level implementation and content specific implementation. Academic training days are organized around data collection times. Behavior implementation is minimally a two year process, with 3 to 5 days of initial training for Tier 1.

Suggested Participants: MTSS Leadership Teams & Collaborative Teams

Support Documents to Use:

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- *Kansas MTSS: Implementation Behavior*
- *Kansas MTSS: Implementation Reading*
- *Kansas MTSS: Collaborative Team Workbook Reading*
- *Kansas MTSS: Implementation Math*
- *Kansas MTSS: Collaborative Team Workbook Math*

Aim: For academics, to facilitate a review of the system by using data to ensure fidelity of implementation and to establish initial student groupings as well as subsequent groupings throughout the year when additional data is available to enhance instructional match of interventions and instruction. For behavior, to facilitate a review of the building system by using data to target and refine instruction and modify building systems and structures for all students.

Objectives of Implementation Training:

- To present processes and tools that support data analysis
- To teach appropriate instructional questioning for a multi-tiered system
- To engage participants in setting goals & refinement of goals for groups of students
- To teach using data to guide instructional grouping in a multi-tiered system
- To teach principles related to refinement at the instructional and systems level through understanding the self-correcting feedback loop
- To teach appropriate instructional questioning for refining instruction within a multi-tiered system
- To use data to guide regrouping of students
- To use progress monitoring data to adjust supplemental and intensive instruction
- To teach how to approach evaluation of data at the system level to determine if the system is achieving the desired outcomes and to establish needed communication
- To plan for system refinement

Learning Outcomes: Upon completion of the training participants will be able to:

1. Develop a structure to conduct data analysis
2. Develop precision problem statements and solution tables based on behavior data.
3. Know what instructional questions to ask and when to ask them
4. Establish, review, and refine appropriate student groups for supplemental and intensive support
5. Establish, review, and refine goals for district, building, grade levels
6. Conduct, review, and refine instructional planning at the grade, classroom and individual student levels
7. Develop plans for progress monitoring
8. Plan for reflection on what is contributing to the functioning of the MTSS
9. Evaluate fidelity of instruction, curriculum, assessment, professional development, and system framework
10. Use multiple pieces of data to make decisions about student intervention needs
11. Begin reflecting on what is contributing to the functioning of the MTSS and refine system components
12. Plan for continued support and transition of students
13. Create a plan for ensuring integration and sustainability of the system

Non-Negotiable:

- Prior to starting Implementation training for academics, facilitators must ensure that each school has successfully completed ALL Structuring tasks
- MTSS Implementation training is a requirement for all teams
- MTSS Implementation should be done in its entirety as it is specifically designed to provide opportunities for teams to learn critical skills through the provision of examples, guided practice, and independent practice and application
- In order to be successful schools will need to bring documentation of the following from Structuring:
 - Plan for Communication
 - Assessment plan
 - Curriculum Matrix/Behavior Expectations Matrix
 - Master Schedule for Building
 - Model of Instruction/Support for academics
- All teams attending this training must also have:
 - universal screening data (for behavior, office discipline referrals)
- The *Kansas MTSS Implementation Guides* must be used in the training and a hard copy provided in its entirety to participants

Flexibility:

- The Implementation training for academic content areas (reading and math) may be approached in a couple of ways.
 - Option 1: Five days of training (30 hours) completed in one year. Day 1 (August – October; after 1st universal screening data is collected), Day 2 (October), Day 3 (December – January; after 2nd universal screening data is collected), Day 4 (February – March), Day 5 (April – May; after 3rd universal screening data is collected).
 - Option 2: Five days of training (30 hours) completed over 2 years. Training will be scheduled around universal screening completion and school schedules.
- Schools may need to access additional support from a facilitator beyond the 30 hours of training to accomplish the tasks associated with implementation.
- For behavior, training will take between 3 and 5 days to complete Tier 1, depending on the building data

Other Workshops/Trainings

There are many workshops and trainings offered by agencies across Kansas that are related to and support MTSS. Recognized MTSS Facilitators provide many of these trainings which is beneficial to schools in making the appropriate connections and improving their systems. The workshops/trainings outlined in this document are the only ones directly supported by Kansas MTSS. These trainings provide the foundation for creating the structures and implementation for the MTSS. Additional training is very likely to be necessary to learn about specific content around instruction, assessment, and other areas.

Recognized MTSS Facilitators

A complete and up-to-date list of Recognized MTSS Facilitators can be found on the Kansas Multi-Tier System of Supports web site, www.kansasmtss.org, under training.