

Training Descriptions for the Kansas Multi-Tier System of Supports

July 2009

Kansas' training system for Multi-Tier System of Supports (MTSS) has the goal of making 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 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.kansasmtnss.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 Academic 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: The description of this session needs to indicate it is an overview or informational workshop and is not training for the structuring or implementation of 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 MTSS to find out more about the implementation of the MTSS. It should be completed prior to Academic Structuring.

Aim: To provide an understanding of MTSS and identify leadership teams.

Objectives of the Overview workshop:

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

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

1. Understand the components of MTSS.
2. Identify the principles of 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 MTSS.
4. Understand the factors to consider when selecting 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 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 K-12 Academic Structuring

Length: At minimum, 3 day initial training with 2-6 additional days of facilitated support. Buildings that have had the most success typically spend 5-6 days of facilitation dedicated to this work.

Title: MTSS K-12 Academic Structuring

Description: MTSS Structuring is the starting point for MTSS training. During this training, teams will gain foundational knowledge of MTSS and the tools to support the creation of structures necessary to implement MTSS. This is a 3 day workshop therefore team consistency across all days is critical.

Participants:

MTSS Leadership Team comprised of:

- Building Principals
- Curriculum & Instruction Leaders
- Assessment Leaders
- Special Education Leaders
- State & Federal Program Leaders
- Teachers from all 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: Academic Structuring Guide*

When Provided: This module is provided as the starting point for districts/buildings that want to implement 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 MTSS.

Objectives of Academic 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 3-day structuring participants will be able to:

1. Explain MTSS
2. Identify the principles and practices associated with 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 MTSS
6. Describe the tasks that must be completed to create a structure to support MTSS

7. Identify tools that will support the team in making the appropriate decisions around creating the structure to support MTSS
8. Show progress in completion of structuring tasks related to each component of MTSS

Non-Negotiable:

- Structuring Training is a requirement for all teams. For most teams, structuring in its entirety will be appropriate. For buildings where it is believed that most tasks of structuring have been completed and implementation maybe appropriate, the structuring task checklist and tools for documenting structuring components should be used to ensure that all structures are appropriately in place. If a school believes that structuring in its entirety is not warranted, school leaders will work with the Recognized MTSS Facilitator to provide evidence that structuring tasks have been completed.
- The *Kansas MTSS: Academic Structuring Guide* must be used in the training and provided to participants in its entirety.
- The training should be provided in its entirety of 18 hours.

Flexibility:

- MTSS Structuring is a full three day training/facilitated workshop and should be presented in its entirety. The three day workshop should be completed either in three consecutive days or may be spread over a relatively short window of time to insure continuity of work toward accomplishing the tasks of structuring (e.g. Two days before school starts followed by one day a month later; Each Monday for three weeks; Three work days over a semester)
- Following the initial three required days, additional support may be needed by districts/buildings in order to complete the structuring phase. This additional support is flexible and at the discretion of the facilitator and the district/building. This can be done over a period of days, weeks or years as long as the required tasks of structuring are completed.
- Exceptions to the full three day initial training should only be made when a school can provide documentation that a significant portion or all of the structuring activities have been completed appropriately. If all structuring tasks have not been completed then teams should be lead through the sections of the structuring training based on gaps.

Elementary Academic Implementation: Beginning of Year

Title: Elementary Academic MTSS Implementation -Beginning of Year

Description: This training is the first implementation training for MTSS. All districts and buildings participating in this training will need to 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 all districts must bring their universal screening data, assessment plan, curriculum matrix, master schedule, and model of instruction/support.

Length of Module: 9-12 hours within the following options: 2 day training of building leadership teams OR ½ day training with the MTSS leadership team and 1 day training at school site with entire building staff. Most school teams report that the second option which combines separate MTSS leadership training with facilitation of building staff is beneficial.

Suggested Participants: MTSS Leadership Teams & Collaborative Teams

Support Documents to Use:

- *Kansas MTSS: Elementary Academic Implementation Guide Beginning of Year*
- *Problem Solving Table Tents*

When Provided: This training is to be completed as soon as feasible following the first universal screening data collection.

Aim: To facilitate establishment of groups/individuals in need of supplemental and intensive instruction, establish goals, plan for instruction, and plan for progress monitoring as well as to begin considering elements that function to improve the MTSS.

Objectives of Implementation Training Beginning of Year:

- To present processes and tools that support data analysis.
- To teach appropriate instructional questioning for a multi-tiered system.
- To engage participants in goal setting for groups of students.
- To teach using data to guide instructional grouping in a multi-tiered system.
- To introduce the components contributing to a school/district-wide MTSS.

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

1. develop a structure to conduct data analysis.
2. know when and what instructional questions to ask.
3. determine appropriate student groups for supplemental and intensive support.
4. set goals for district, building, grade levels.
5. conduct instructional planning at the grade, classroom and individual student levels.
6. develop plans for progress monitoring.
7. plan for reflection on what is contributing to the functioning of the MTSS.

Non-Negotiable:

- Prior to starting the Beginning of the Year Implementation training, facilitators must ensure that each school has successfully completed all structuring tasks.

- MTSS Academic Implementation Beginning of the Year training is a requirement for all teams.
- It 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
 - Building Master Schedule
 - Model of Instruction/Support
- All teams attending this training must also have:
 - beginning of year universal screening data
- The *Kansas MTSS: Elementary Academic Implementation Beginning of Year Guide* must be used in the training and provided in its entirety to participants.
- In cases where the training is provided over 2 days for MTSS leadership teams only, the facilitator should follow-up to ensure leadership teams were able to successfully facilitate the tasks of data analysis and grouping with building staff using their own data.

Flexibility:

- This Implementation Beginning of Year training may be approached in a couple of ways.
 - Option 1: 2 day training of MTSS leadership teams. During day 1 and part of day 2, building leadership teams will learn the process of data analysis and grouping students and plan how they will facilitate that process upon returning to their building. During day 2, MTSS leadership teams will understand their role and learn about the components that contribute to the overall functioning of the MTSS. (Note: See also bullet 6 from non-negotiable section)
 - Option 2: 1 day training at school site with entire building staff followed by ½ day training with MTSS leadership team. During day 1, the facilitator will be on site to guide the entire staff through the process of data analysis and grouping of students. During day 2 (½ day), the facilitator will be working with the MTSS leadership team to understand their role and learn about the components that contribute to the overall functioning of the MTSS
- Schools may need to access additional support from a facilitator beyond the 2 day training to accomplish the tasks associated with beginning of year implementation.

Elementary Academic Implementation: Middle of Year

Title: Elementary Academic MTSS Implementation - Middle of Year

Description: This training is the second implementation training for MTSS. All districts and buildings participating in this training will need to have completed Elementary Academic Implementation – Beginning of Year prior to this training. In order to successfully complete this training all districts must bring their universal screening data, status reports from beginning of year implementation, assessment plan, curriculum matrix, master schedule, and model of instruction/support.

Length of Module: 9-12 hours within the following options: 2 day training of MTSS leadership teams OR ½ day training with MTSS leadership team and 1 day training at school site with entire building staff. Most school teams report that the second option which combines separate MTSS leadership training with facilitation of building staff is beneficial.

Suggested Participants: MTSS Leadership Teams & Collaborative Teams

Support Documents to Use:

- *Kansas MTSS: Elementary Academic Implementation Guide Middle of Year*
- *Problem Solving Table Tents*

When Provided: This training is to be completed as soon as feasible following the second universal screening data collection.

Aim: To refine instruction by using data to re-visit student grouping and enhance instructional match of interventions, and, to refine the system by using data to monitor progress toward indicators of success.

Objectives of Implementation Training Middle of Year:

- 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 engage participants in the review and refinement of goals set for groups 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.

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

1. consider fidelity of instruction, curriculum and assessment.
2. use multiple pieces of data to make decisions about student intervention needs.
3. know when and what instructional questions to ask.
4. review and refine student groups for supplemental and intensive support.

5. review and refine instructional planning at the grade, classroom and individual student levels.
6. review and refine goals for district, building, grade levels.
7. begin reflecting on what is contributing to the functioning of the MTSS and refine system components.

Non-Negotiable:

- Implementation Middle of Year training is a requirement for all teams before going on to Implementation End of Year training.
- The *Kansas MTSS: Elementary Academic Implementation Middle of Year Guide* must be used in the training and provided in its entirety to participants.
- In order to be successful schools will need to bring documentation of the following:
 - Planning for Communication
 - Assessment Plan
 - Curriculum Matrix
 - Final model of Instruction/Support
 - Final Master Schedule

From Implementation – Beginning of Year work:

- Grade Level, Building Level, Classroom Level Status Worksheets
- middle of year universal screening data which should include:
 - Distribution reports at building and district level, by class and by school
 - Class lists
 - Oral Reading Fluency passages
 - Summary of Effectiveness or Impact report
- progress monitoring data for all students receiving supplemental and intensive instruction. Without this data teams will not achieve the training or learning outcomes as outlined above.
- It 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 cases where the training is provided over 2 days for building leadership teams only, the facilitator should follow-up to ensure leadership teams were able to successfully facilitate the tasks of data analysis and grouping with building staff using their own data.

Flexibility:

- This Middle of Year Implementation training may be approached in a couple of ways.
 - Option 1: 2 day training of MTSS leadership teams. During day 1 and part of day 2, MTSS leadership teams will learn the process of data analysis and grouping students and plan how they will facilitate that process upon returning to their building. During day 2, MTSS leadership teams will understand their role and learn about the components that contribute to the overall functioning of the MTSS. (Note: See also bullet 6 from non-negotiable section.)
 - Option 2: 1 day training at school site with entire building staff followed by ½ day training with MTSS leadership team. During day 1, the facilitator will be on site to guide the entire staff through the process of data analysis and grouping of students. During day 2 (½ day), the facilitator will be working with the MTSS leadership team to understand their role and learn about the components that contribute to the overall functioning of the MTSS
- Schools may need to access additional support from a facilitator beyond the 2 day training to accomplish the tasks associated with beginning of year implementation.

Elementary Academic Implementation: End of Year

Title: Elementary Academic MTSS Implementation - End of Year

Description: This training is the third implementation training for MTSS. All districts and building participating in this training must have completed the beginning and middle of year implementation training prior to this training. In order to successfully complete this training all districts must bring their universal screening data, status reports from beginning of year implementation and updated at middle of year, assessment plan, curriculum matrix, master schedule, and model of instruction/support.

Length of Module: 9-12 hours within the following options: 2 day training of building leadership teams OR ½ day training with building leadership team and 1 day training at school site with entire building staff. Most school teams report that the second option which combines separate building leadership training with facilitation of building staff is beneficial.

Suggested Participants: MTSS Leadership Teams & Collaborative Teams

Support Documents to Use:

- *Kansas MTSS: Elementary Academic Implementation Guide End of Year*
- *Problem Solving Table Tents*

When Provided: This training is to be completed as soon as feasible following the spring universal screening data collection.

Aim: Refine system by using data to re-visit student grouping and enhance instructional match of interventions and begin planning for the next school year.

Objectives of Implementation Training End of Year:

- To teach end of year instructional questioning for refining the multi-tier system.
- To use data to guide regrouping of students.
- To engage participants in the review and refinement of goals set for groups of students.
- To use progress monitoring data to adjust supplemental and intensive instruction.
- To plan for system refinement.

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

1. evaluate fidelity of instruction, curriculum and assessment.
2. use multiple pieces of data to make decisions about student intervention needs.
3. know when and what instructional questions to ask.
4. review and refine student groups for supplemental and intensive support.
5. review and refine goals for district, building, grade levels.
6. review and refine instructional planning at the grade, classroom and individual student levels.
7. plan for continued support and transition of students.
8. create a plan for ensuring integration and sustainability of the system.

Non-Negotiable:

- MTSS Elementary Academic Implementation End of Year training is a requirement for all teams.
- The *Kansas MTSS: Elementary Academic Implementation End of Year Guide* must be used in the training and provided in its entirety to participants.
- In order to be successful schools will need to bring documentation of the following:
 - Planning for Communication
 - Assessment Plan
 - Curriculum Matrix
 - Final model of Instruction/Support
 - Final Master Schedule

From Implementation – Beginning of Year and Middle of Year work:

- Grade Level, Building Level, Classroom Level Status Worksheets
- All teams attending this training must also have:
 - end of year universal screening data which should include:
 - Distribution reports at building and district level, by class and by school
 - Class lists
 - Oral Reading Fluency passages
 - Summary of Effectiveness or Impact report
 - progress monitoring data for all students receiving supplemental and intensive instruction. Without this data teams will not achieve the training or learning outcomes as outlined above.
- It 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 cases where the training is provided over 2 days for building leadership teams only, the facilitator should follow-up to ensure leadership teams were able to successfully facilitate the tasks of data analysis and grouping with building staff using their own data.

Flexibility:

- This Implementation End of Year training may be approached in a couple of ways.
 - Option 1: 2 day training of MTSS leadership teams. During day 1 and part of day 2, MTSS leadership teams will learn the process of data analysis and grouping students and plan how they will facilitate that process upon returning to their building. During day 2, MTSS leadership teams will understand their role and learn about the components that contribute to the overall functioning of the MTSS. (Note: See also bullet 6 in non-negotiable section)
 - Option 2: 1 day training at school site with entire building staff followed by ½ day training with MTSS leadership team. During day 1, the facilitator will be on site to guide the entire staff through the process of data analysis and grouping of students. During day 2 (1/2 day), the facilitator will be working with the MTSS leadership team to understand their role and learn about the components that contribute to the overall functioning of the MTSS
- Schools may need to access additional support from a facilitator beyond the 2 day training to accomplish the tasks associated with beginning of year implementation.

Future MTSS Support

Secondary Support

The MTSS Structuring Training now provides support for both elementary and secondary buildings, and is available through all Recognized MTSS Facilitators. During the 2009-2010 school year, Secondary Implementation training materials will be field tested and it is anticipated that training will be available system wide by summer 2010.

Behavior

During the 2009-2010 school year behavior is being integrated into the MTSS Structuring Training and is anticipated to be available system wide by summer 2010.

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 one directly support by Kansas MTSS. These trainings provide the foundation of creating the structures and implanting 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.