

---

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

Diverse Classrooms in the 21st Century Conference  
Fort Hays State University  
January 30, 2012

MTSS Core Team Specialist  
Todd Wiedemann  
frederick.wiedemann@gmail.com

---

[WWW.KANSASMTSS.ORG](http://WWW.KANSASMTSS.ORG)



WE CAN'T AFFORD TO  
SAVE THIS ONE, BUT  
DON'T WORRY, SOMEONE  
WILL CATCH HIM.

WELFARE  
SYSTEM

JUDICIAL  
SYSTEM

ALTERNATIVE SCHOOL

GANGS

George  
L. Johnson  
THE UNIVERSITY OF MICHIGAN



---

# 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

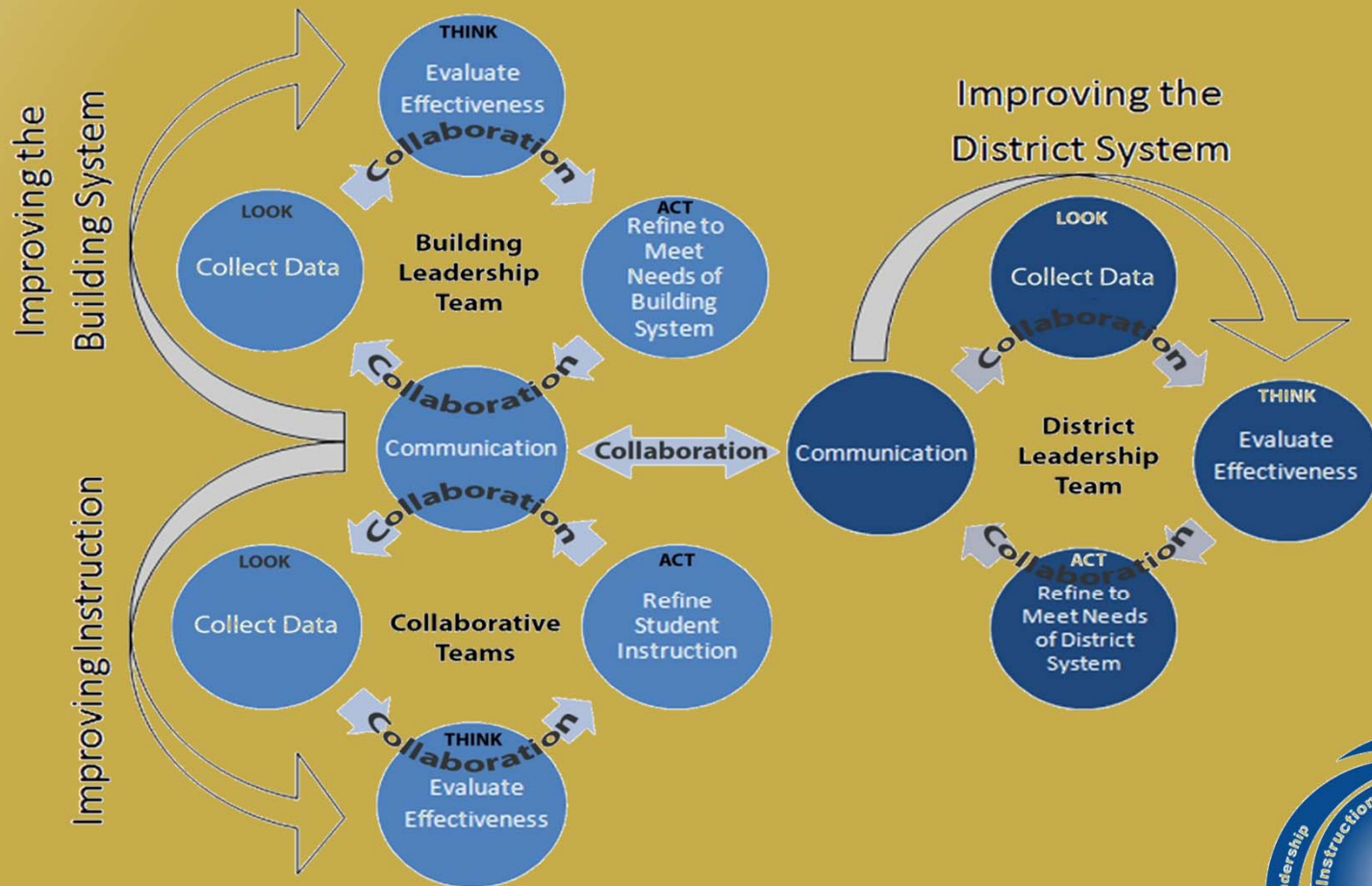
A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

- Ensures provision of increasingly intense interventions
- Informs teachers and improves instruction through the use of data and data-based decision making



# Self-Correcting Feedback Loop

## Self-Correcting Feedback Loop





M  
T  
S  
S



---

# C urriculum / nstruction A sssessment



# Worth a closer look....



[WWW.KANSASMTSS.ORG](http://WWW.KANSASMTSS.ORG)



# Check the Curriculum



WWW.KANSASMTSS.ORG





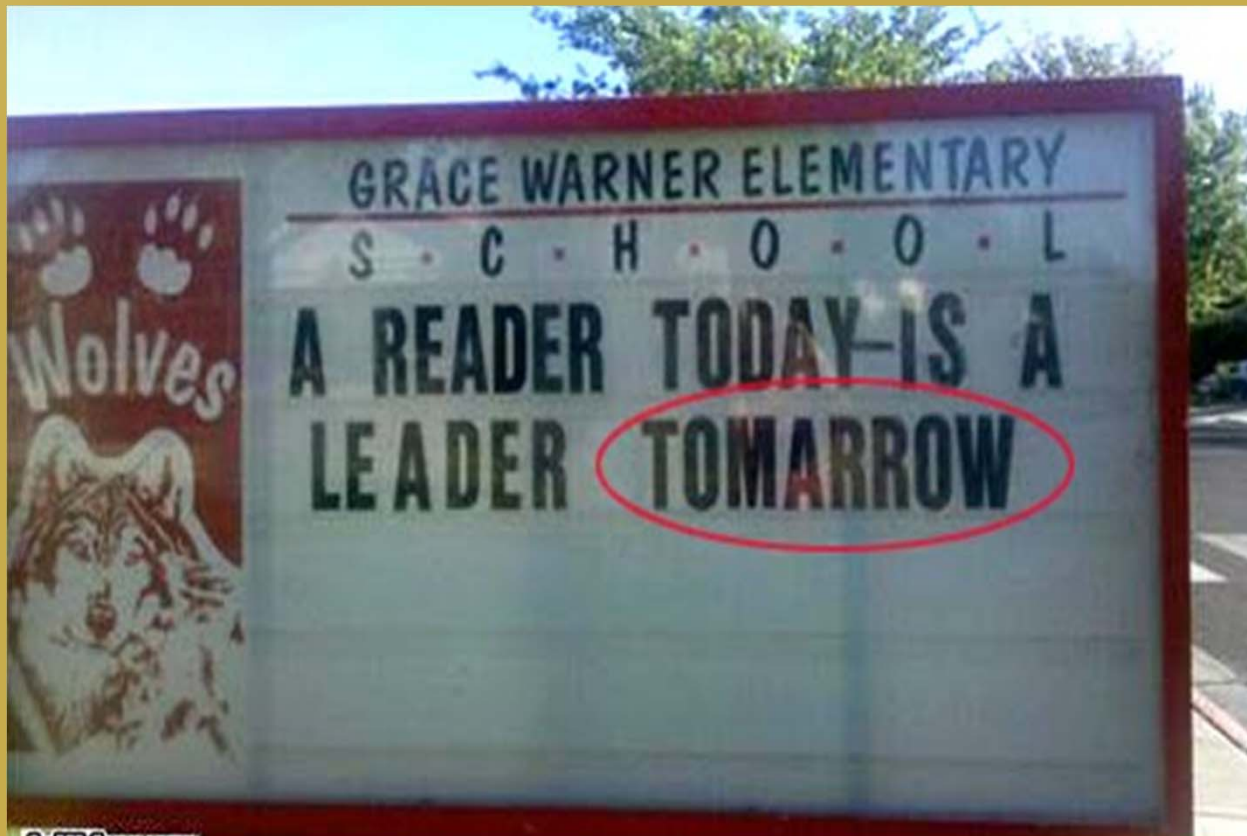
---

# 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





---

# 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....



[WWW.KANSASMTSS.ORG](http://WWW.KANSASMTSS.ORG)





M  
T  
S  
S



---

# 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



# ICM LEADERSHIP

Component 1: Effective Leadership Teams				
Implementing		In Progress		Not Implementing
LE1	<p>Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff</li> <li>• Learners</li> <li>• Families</li> <li>• Community Collaborators</li> </ul>	<p>Formal leadership teams exist only at some levels or include representation from some but not all:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff</li> <li>• Learners</li> <li>• Families</li> <li>• Community Collaborators</li> </ul>		No formal leadership teams exist.
LE2	Each leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.	There are separate leadership teams identified to address academic and behavioral success that meet regularly.	The leadership team is informally identified to address academics and/or behavioral concerns.	There are no identified leadership teams attending to academics and/or behavior.
LE3	The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.	The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.	General roles and responsibilities are identified for each leadership team member.	No clear role is identified for how each leadership team member will support MTSS.





---

# 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

MTSS Preplanning Overview	½ Day
MTSS Leadership Essentials (District)	1 Day
Structuring (Building)	
Leadership/Professional Development/ Empowering Culture	Criteria Completion
Content Specific (Reading, Math, Behavior)	Criteria Completion
Moving to Implementation	Criteria Completion
Implementation (Building)	Criteria Completion





Todd Wiedemann: [frederick.wiedemann@gmail.com](mailto:frederick.wiedemann@gmail.com)

