



Multi-tiered System of Support to prepare all Nebraskans for **learning, earning, and living.**

IN THIS ISSUE: MTSS MAY 2018 UPDATE

The purpose of this MTSS Newsletter is to keep all Nebraska Stakeholders informed of the work and progress of identified development teams and systems alignment efforts that occur during the 2017-2018 school year and beyond. Further communication occurs through identified Stakeholder Groups as follows:

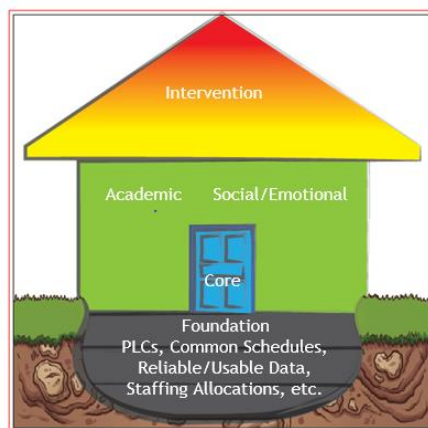
- Builders' Team (**FEW**): Creating MTSS Systems
- MTSS Stakeholders (**SOME**): Providing Feedback to Builders
- RDA Stakeholders (**ALL**): Provided with key information for implementation

TRAINING:

As of May 1, MTSS Leadership has worked with over forty school districts in five Educational Service Units to **develop** "training days" for the consistent implementation of MTSS across Nebraska. Following is a description of each **pilot day** thus far, keeping in mind that continuous improvement and ongoing development are what we are all about... so these days might change a bit!

Day 1: Participants learn about the history of Response to Intervention (RtI) and MTSS, and Nebraska definitions are clarified leading to a common, statewide

language. Trainers relay a strong message of, **"MTSS is a framework to house the tools you need for continuous improvement, problem solving and decision making."** Problem solving models are shared and schools examine their own. Participants inventory district or school initiatives leading to discussion of purpose and priorities. All initiatives and happenings are then sorted into a "house" so that teams see their district or school through the same lense.



Teams use this image to sort and classify their work, efforts, priorities, etc.

Next, participants independently complete a formal self-assessment of their own perception of MTSS

implementation in their school or district. Following the independent self-assessment, all members of the team, with equal voice, bring their self-assessment to the table and consensus is determined. One school or district score is assigned for each question and entered into the Excel Self-Assessment Tool. The average score for each essential element (comprised of multiple questions) is displayed, and schools or districts can use these data to guide decisions about next steps:

XXX Public Schools District Average Component	
Average Shared Leadership	1.8
Average Communication, Collaboration, and Partnerships	1.67
Average Evidence-Based Instruction, Intervention, and Assessment Practices	2.25
Average Building Capacity/Infrastructure for Implementation	1.89
Average Data-Based Problem Solving and Decision Making	1.55
Average Layered Continuum of Support	2.25

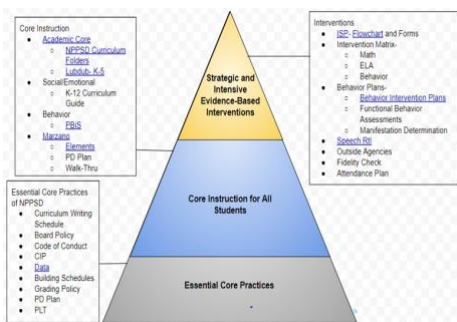
Average of Likert scale responses; 1 low and 4 high.

Participants end the day developing a communication plan around MTSS. Through this process, they identify what their common message will be when they return to their school or district, and to whom the message will be delivered.

Day 2: A day to get organized, participants learn about different types of data necessary for MTSS

Implementation. They “take stock” of their data sources and sort them by screening, diagnostic, progress monitoring, outcome, and implementation. Through the processing of their academic and behavioral data sources, schools may find that they are collecting redundant (too much) data, or not enough of certain types of data.

The next activity in Day 2 is to build an electronic “storage system” in order to make all MTSS resources readily available for staff to immediately access what they need for problem solving at the district, building, classroom, teacher, or individual student levels. With tech support ready to assist, teams build one landing page where all MTSS supports can be linked. At this point, many schools are building in “placeholders” for efforts or programs that are currently under development. Tech support works with districts and schools to design this system within whatever platform they most often use; i.e.: Google Sites, Office 365, Canvas, etc.



Above: Just one example of a landing page, this district linked (or will link) all of the items listed in the boxes above, so teachers may have easy access to resources for problem solving and decision making.

Again, at the end of Day 2, participants will develop a MTSS communication plan to discuss next steps with district, school, and community stakeholders.

Training days 3 and 4 are under development along with discussion of a coaching model. Professional learning is best accomplished with a mix of content training and long-term coaching. The MTSS Builders’ team, along with a few pilot districts, will dedicate time soon to developing a comprehensive coaching model.

DEEPER IMPLEMENTATION:

A testimonial from Amy Mundil, ESU 1

What does a partnership between local school districts, an ESU, and the Nebraska MTSS Implementation Support Team (IST) look like? It looks like classroom teachers, Title 1 and SPED teachers, administrators, a school psychologist, a staff developer, and an implementation specialist gathered around a table reviewing student data to track progress and set goals for individual students. It’s co-planning and ongoing collaboration targeted to the specific needs of a district, their teachers and students. It’s data driven, focused, and responsive. This is the partnership districts in Educational Service Unit 1 have with Dr. Tanya Ihlo and the NE MTSS IST.

Through this partnership, district teams meet and receive training and support to develop their MTSS implementation plan, which aligns to the district’s targeted improvement plan as part of their overall school improvement process. Collaboration and connections between districts have led to sharing of resources, visits to classrooms in neighboring districts to observe instruction, and support for each other in their MTSS journey. Teaming practices and peer coaching are encouraged among administration, teachers and specialists, and reinforces a unified approach to meet student needs. Teachers receive objective and specific coaching feedback after classroom observations to assist them in the implementation of explicit instruction strategies learned during training sessions.

ESU 1 values our partnership with the NE MTSS IST and is committed to learning from and with our school districts the best way to meet the changing and sometimes challenging needs of students. Through this ongoing collaboration, communication and guidance, we are confident our schools are on the right path.

SPECIAL EDUCATION IDENTIFICATION THROUGH MTSS:

A deeply implemented MTSS must be in place prior to disability determination. Since reauthorization of

IDEA in 2004, there has been confusion around an eligibility determination process throughout the United States. For this reason, members of the Builders’ Team reviewed numerous documents from other states, as well as the Rtl Action Network and the National Center for Intensive Intervention. A smaller group of writers, including NDE, school administrators, teachers, school psychologists, representatives from higher education, and others have developed a draft MTSS TECHNICAL Assistance (TA) Document, including a chapter on the identification of **Specific Learning Disabilities**. At this point, there is no change in how NE currently identifies students for special education eligibility, and again, it is essential that a deeply implemented MTSS is in place prior to eligibility determination using MTSS in the future. **Stay tuned for more information related to the status of this TA Document and process.**

UPCOMING EVENTS:

May 8-10: ESU/PDO Collaborative work with Statewide ESU MTSS workgroup
June 7: NDE Symposium on MTSS and Special Education

August 29-31: 2018 Nebraska MTSS Summit

For PBIS Grant Districts Only:

Leadership Development Institute: June 4-6

Tier 1 School Wide Training: May 29-30 (North Platte), June 7-8 (Lincoln)

Tier 1 Classroom Training: June 18-19 (North Platte)

Tier 2 Training: May 30-June 1 (Hastings), June 11-12 (Lincoln)

Tier 3 Training: June 21-22 (Lincoln)

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