



Multi-tiered System of Support to prepare all Nebraskans for **Learning, Earning, and Living**

IN THIS ISSUE: NEMTSS FALL, 2018 UPDATE

The purpose of this NeMTSS Newsletter is to keep all Nebraska Educators and 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.

Farewell to Tanya Ihlo, Ph.D.:



Within the UNL Center for Research on Children, Youth, Families & Schools, Dr. Tanya Ihlo has been a Research Associate Professor and Director of the Nebraska Multi-tiered System of Supports Implementation Support Team. Since 2007, Tanya has had a tremendous impact on continuous improvement efforts and improved student outcomes across Nebraska.

As of September 1st, Tanya will be taking on a new position at the National Implementation Research Network at the University of North Carolina – Chapel

Hill (NIRN). Although we will miss Tanya's daily presence, we know that we will continue to benefit from her research and training efforts through the NIRN. We are so very thankful for the work that Tanya has done to support Nebraska schools since 2007.

Welcome to Our New NeMTSS Team Members:

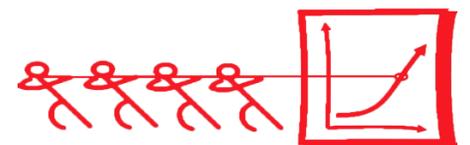
We are excited to announce new members to our NeMTSS implementation team.

Andrea Boden- School Psychologist will be returning to the team as a Project Manager. Andrea works collaboratively with the Nebraska Department of Education to develop plans for providing support to schools that are building systems to implement NeMTSS.

In this role, Andrea develops materials and resources that are used to provide training and technical assistance to district teams interested in implementing evidence-based practices within an MTSS framework. Andrea and her colleagues provide direct support to schools and utilize Implementation Science to guide their work which has a primary focus of getting evidence-based

practices deeply implemented in schools, ensuring better outcomes for students.

In addition to this project, Andrea has extensive experience with building systems and implementing practices that improve outcomes which has included work at a residential treatment center for at risk youth, reforming a K-6 reading program, (1100 students each year) that sustained for 10 years, and working in north eastern Australia to build a comprehensive system for education in four schools that was later replicated in additional schools. Andrea received her Education Specialist degree from the University of Nebraska at Kearney.



Mary Jo McElhose – Classroom Teacher has been a teacher for 25 years and has experience in both public and private school classroom settings in the Omaha, Elkhorn and Bennington areas. She has a BS degree in Elementary and Early Childhood Education from The College of Saint Mary in Omaha. Her expertise in classroom application of MTSS will

benefit the implementation team and help to keep NeMTSS “real.”

Mary Jo has always loved to teach, and one of her favorite aspects of the profession is to work collaboratively with families, co-workers and various team members to discover best practices and strategies to reach all learners. She strongly believes that developing and nurturing relationships with students and team members is essential in establishing a positive environment where learning and student success can thrive.

Mary Jo is excited for the opportunity to bring a general education classroom teacher’s perspective to the NeMTSS team and to help facilitate discussion and learning among Nebraska’s districts about MTSS and the benefit of using a problem-solving mindset in all aspects of education.

PBIS Coaches:

Our new PBIS coaches for 2018-19 are **Linda Clavel** from North Platte, **Heather Gill** from Ogallala and **Sunny Edwards** from Harrison. We look forward to the varied years of experience, expertise with PBIS implementation, and talent these individuals will bring to the NeMTSS team.

Review of 2017-18 Progress:

Check out the **NeMTSS website** as its development was a priority over this past year! The goal has been accomplished, thanks to our **UNL Team led by Seth Teager**. Detailed information about the development of each essential element is explained, along with resources that schools and districts can use to move toward deeper implementation of MTSS.



<http://nemtss.unl.edu/>

Another communication priority was the development of a **NeMTSS Framework Document**. Although not a substitute for training, the intent is to provide technical assistance and guidance around MTSS best-practice implementation.

The *NeMTSS Framework* is divided into two sections; the first applies to ALL students and the development of a deeply implemented MTSS process. Section two describes a process of identifying students with a specific learning disability (SLD). It is important that districts can assure the implementation of the NeMTSS essential elements prior to SLD identification. Over 35 stakeholders from across Nebraska participated in the development of the *NeMTSS Framework Document*. A special **THANKS** to each of you and your commitment to improved teaching and learning for ALL Nebraska students!

Stakeholders identified the development of an MTSS Self-Assessment as a priority, as well. The **NeMTSS Self-Assessment** was developed and piloted across multiple service units, districts, and schools. Considering feedback from over 150 respondents, the NeMTSS Self-Assessment was revised and is now available for district use. The purpose of this tool is to provide schools with data to help support their decisions around MTSS implementation. A *Survey Monkey* link can be found on the NeMTSS Website.

Aligning existing models of training is a priority that will continue into 2018-19. Four “core” days of professional learning were developed and are structured to provide awareness and basic tools for MTSS implementation. Additional tiers of coaching will include the NeMTSS Support Team, PBIS Coaches, Educational Service Units, and Contracted Consultants working together on specialized plans intended to meet the unique needs of individual schools and districts.

Continued collaboration and the reduction of redundancy will continue. To this end, a **Crosswalk between AQuESTT and the NeMTSS Essential Elements** has been completed. Further work will involve coordination at the NDE level to align systems and departments. This has begun with the Teaching and Learning team and the efforts associated with “Materials Matter.” Further information about Materials Matter can be found at:

<https://nematerialsmatter.org/>.

Next Step Priorities for 2018-19:

As we continue to move forward with NeMTSS, the following are identified goals for the upcoming year:

Awareness – Disseminate NeMTSS Framework Document across the state, Plan NeMTSS Summit for 2019

Partnerships– NDE, District, and ESU collaboration around NeMTSS

Implementation Supports – Tiered Training, Coaching Model, and Academic/Behavior Models

Quality and Quantity of NeMTSS Resources – Instructional videos of NeMTSS Summit Break-out sessions, Exemplar District Examples, Co-developed Training Modules

NeMTSS Support Documents and Guidance – Guidance for Non-Public Schools, Fiscal and Funding Recommendations

Helpful Links to Consider and Explore:

A Teacher’s Guide to MTSS:
http://floridarti.usf.edu/resources/forma_t/pdf/Teacher%27s%20Guide%20to%20Problem%20Solving%20Within%20The%20MTSS%20Framework.pdf

All Things PLC:
<http://www.allthingsplc.info/>

UPCOMING EVENTS: Checkout the NeMTSS Website for the latest updates and activities.

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