

Creating Coherence and Integration within a Multi-tiered System of Support

MTSS Panel



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MTSS & PeAK Coordinator



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PBIS Coach



Welcoming Inclusion Activity

menti.com

Code: 8458 7008

Which fictional “team” do you most relate to?



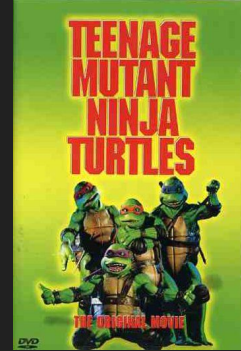
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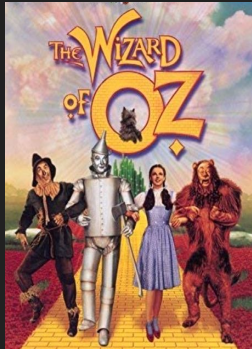
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3



4



5



6



7



8

Objectives

- Briefly explore the ***purpose*** of the Nebraska Multi-tiered System of Support (NeMTSS) is and the goal of ***coherency***.
- Review the ***roles*** of NeMTSS regional team members and an ESU staff member to identify ***support options*** for districts, schools, and programs in Nebraska.
- Examine specific ***collaborations*** between a Regional NeMTSS Team and ESU #8 that allowed for ***strategic professional learning*** planning and offerings.

Turn, Talk, Share

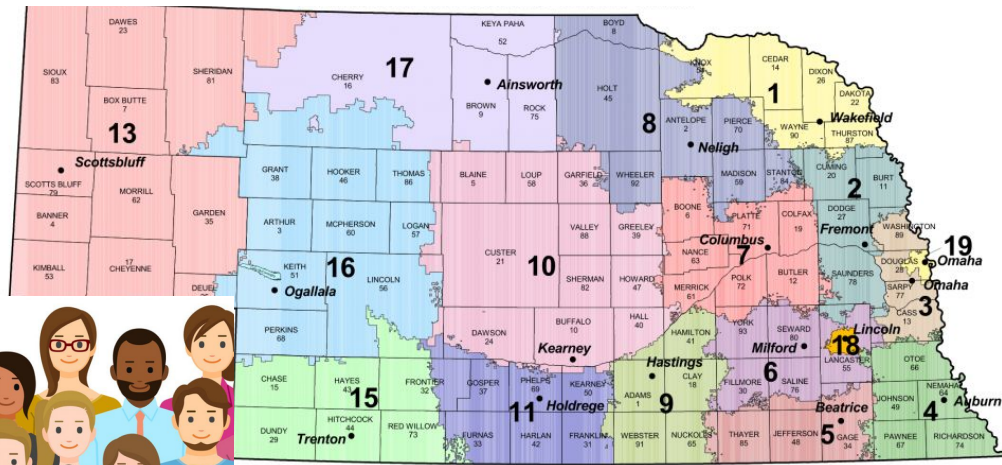


**What is your
objective for
being here?**

In Nebraska, a Multi-tiered System of Support (MTSS) is defined as an ***educational framework for continuous improvement***, problem-solving and decision-making. It offers a meaningful and effective way to organize instruction and intervention to help improve outcomes for ***all students*** in the state.

As a Reminder, We:

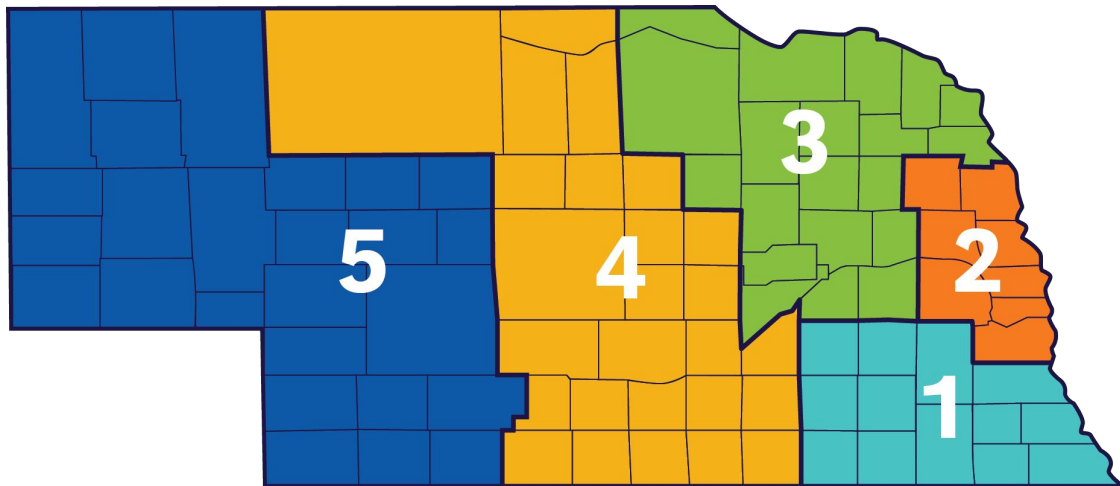
Serve and support
ALL Nebraska
Educators



We Also:

Ensure equity for stakeholders through a **Statewide System of Regional Facilitation** focused on:

Communication
Partnerships
Accountability
Commitment
Teamwork



Regional Teams



**NeMTSS
REGIONAL
SUPPORT
TEAM**

	Regional Support Lead
	Early Childhood Implementation Facilitator
	Social, Emotional & Behavioral Learning Specialist
	Positive Behavior Interventions & Supports Coach

- Partnerships with ESUs
- Support continuous improvement efforts
- Promote social, emotional, behavioral, and academic support
- Support students birth through high school graduation
- Build collective efficacy
- Focus on all levels: community, district, school, collaborative, student

Project Leads: Amy Rhone, Shirley Vargas, Zainab Rida, and Marissa Payzant

Incoherence Negatively Impacts Students



- Increases friction causing stalled action and confusion,
- Leaders advocate for actions they do not believe to be best for students because they think they have to with fear of compliance, and
- Has greatest negative impact on historically underestimated student groups.

We Can Do Better



- We can simplify our language and make sure we are using the same terms to define the same things.
- We can streamline the different messages stakeholders experience from different offices.
- We can design this work in a way that allows us to all see connections.

Shared Vision and Language

We believe we can align:



- **NeMTSS**
- **Academic Supports, including High-Quality Instructional Materials**
- **School and District Continuous Improvement Processes**
- **Social Emotional Learning and Whole-Child Supports**

Turn, Talk, Share



**How should this
coherency impact you in
your role AND within the
educational system you
support?**

Starting with NeMTSS Framework

- System of support with a **strong regional model**
- Advances equity
- Provides Continuous Improvement
- Improves outcomes for all
- Enhances culture and climate



Regional Support Leads

Assist districts with their continuous improvement efforts through the implementation of a Multi-tiered System of Support

- Focusing on whole child academic, social, emotional, and behavioral outcomes
- Refining infrastructure and shared leadership
- Creating a layered continuum of support
- Guiding data-based decision-making
- Selecting evidence-based practices and HQIM
- Implementing data-based action planning
- Developing professional learning plans for staff
- Creating a stakeholder communication plan
- Promoting collaboration and partnerships
- Promoting efficacy of educators
- Fostering equitable and inclusive practices



Early Childhood Implementation Facilitators

Assist districts and programs with early childhood MTSS Implementation, focusing on Pyramid for children birth-age 5

- Refining a sustainable system
- Developing leadership teams
- Creating program-wide expectations
- Establishing community partners (Head Start, Childcare Centers)
- Promoting confidence and competency of educators
- Focusing on social, emotional, and behavioral outcomes
- Addressing disparities in discipline practices
- Promoting family engagement
- Supporting data use for decision-making
- Fostering inclusive practices



[Click Here](#) to Learn More

SEBL Specialists

Assist schools and districts in meeting the social, emotional, and behavioral learning needs

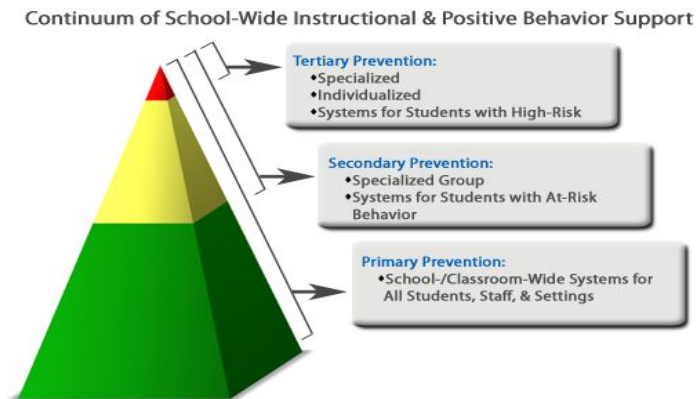
- Refining a sustainable system within an MTSS Framework
- Focusing on social, emotional, and behavioral competencies
- Assisting MTSS leadership teams with SEBL data
- Building educators' SEBL capacity
- Establishing community and family partnerships
- Promoting confidence and competency of educators
- Creating equitable learning environments
- Promoting family engagement
- Improving district and school climate, culture, and learning



PBIS Coaches

Through a focus on prevention, assist districts and schools to create positive and behavioral interventions and supports

- Refining a multi-tiered system to support (behavior component of MTSS)
- Fostering a positive and safe learning environment
- Focusing on social, emotional, and behavioral outcomes
- Developing leadership teams
- Creating program-wide expectations
- Organizing and delivering evidence-based practices
- Supporting data use for decision-making
- Achieving academic and social success
- Navigating perceptions of safety
- Reducing office referrals and bullying



MTSS & PeAK Coordinator

Assist districts across ESU 8 with the development of a district-wide MTSS program that supports the whole child.

- Developing systems and supports to establish and implement a tiered framework, using data to meet the needs of all students
- Collaborating with administrators and educators to provide guidance to districts to ensure that research-based MTSS strategies, interventions, and systems are in place to support students academically, socially, emotionally, and behaviorally
- Giving students the support they need in order to see results as part of the continuous improvement process
- Assisting districts with their Targeted Improvement Plan (TIP)



Turn, Talk, Share



Are there any gaps in support?

What barriers might you come across in accessing support?



***How did your ESU8 partnership with
NeMTSS start to develop?***

What does Implementation Support look like when a school requests it?

What does that collaborative planning process look like at ESU 8?



NeMTSS Framework Workshops

Explore

NeMTSS for Continuous Improvement

1. Core Beliefs, Historical Perspectives, Cohesiveness
2. MTSS for Continuous Improvement and Implementation Science
3. A Continuous Improvement Plan
4. Teaming and Problem Solving
5. Communication Planning

Complete Self-Assessment or CNA 2.0

Organize

Alignment and Integration

1. Taking Stock of Data for a Balanced Assessment Plan
2. Taking Stock of Evidence-Based Curriculum: Examining High Quality Instructional Materials
3. Taking Stock of Evidence-Based Instruction
4. Plan Analysis, Alignment, and Integration
5. Teaming for Problem-Solving
6. District Level Action Planning: Community-Based and Whole Child Approach

Continuously Improve Action Plan

Repeated Annually

Examine

Tier 2 Targeted and Tier 3 Intensified Practices

1. Evidence-Based Tiers Two (Targeted) and Three (Intensified) Practices
2. Data-Based Problem-Solving for Tier Two and Three Practices
3. Decision-Making: Decision Rules, Screening, layered supports, PM
4. Student Level Action Planning: Whole Child Approach

Examine

Tier 1 Core Practices

1. Equitable and Inclusive Learning Environments
2. Evidence-Based Tier One Core Practices
3. Data-Based Problem-Solving for Tier One Core Practices: Assessment, Instruction, and Curriculum
4. Refining Tier One Core Practices
5. School Level Action Planning: Whole Child Approach

***What has been the most difficult part
of building your ESU 8 and NeMTSS
partnership?***

How does ESU 8 and NeMTSS use data to drive decision making when it comes to workshops and support?

School, Accreditation, and MTSS Organization that schools started with

ORGANIZATION	ESU 8: Year 1	ESU 8: Year 2	ESU 8: Year 3	ESU 8: Year 4	ESU 8: Year 5	NeMTSS: Day 1	NeMTSS: Day 2	NeMTSS: Day 3	NeMTSS: Day 4	Accreditation
NeMTSS & ESU 1 (Y3)						X	X	X	X	Cognia
NeMTSS & ESU 8	X	X				X	X	X	X	Framework
										Cognia
										Framework
NeMTSS						X	X	X	X	Framework
ESU 8	X	JH								Cognia
NeMTSS & ESU 8	X	X				X	X	X	X	Framework
UNL (Y5)										Framework
NeMTSS						X	X	X	X	Framework
ESU 8	X	X								Framework
ESU 1 (Y4)										Framework
NeMTSS & ESU 1 (Y3)						X	X	X		Cognia
NeMTSS						X	X	X	X	Framework
ESU 8	X	X	X		JH					Cognia
NeMTSS & ESU 8	X	X				X	X	X	X	Framework
NeMTSS & ESU 8	X	X	X	X		X	X	X	X	Framework
UNL (Y5)										Framework
NeMTSS & ESU 8	X	X				X	X	X	X	Framework

ORGANIZATION	Shared Leadership	Communication, Collaboration, & Partnerships	Evidence-Based Practices Intervention & Assessment	Date-Based Problem-Solving & Decision-Making	Layered Continuum of Supports	Building Capacity & Infrastructure for Implementation	AVERAGE IMPLEMENTATION SCORE	
ESU 1 (Y3)	1	1	2	1	2	2	1.5	
								October 4 (Explore) February 7 (Organize) April 26 (Examine)
ESU 8	2	2	2	2	1	2	1.833333333	
ESU 8								
ESU 8								
ESU 8	2	2	3	3	2	2	2.333333333	-Day 1: (Sep 7/Oct 26) for Cohort 2 and 3 to attend -Day 2: Feb 21/Feb 28
ESU 8	3	1	2	2	2	2	2	
ESU 8	2	2	3	2	2	2	2.166666667	
ESU 1 (Y4)	2	2	3	2	2	2	2.166666667	
ESU 8	3	2	2	2	2	1	2	-Day 1: (Sep 7/Oct 26) for Cohort 2 and 3 to attend -Day 2: Feb 21/Feb 28
NeMTSS & ESU 8								
UNL (Y5)	3	3	3	3	3	3	3	
NeMTSS	3	2	3	2	2	1	2.166666667	
ESU 8	3	2	2	3	2	2	2.333333333	
ESU 8	3	3	3	3	3	3	3	
ESU 1 (Y3)	3	3	3	3	3	3	3	4/5/2023 (Continuously Improve)

NeMTSS Implementation Survey Results

ANY
QUESTIONS?



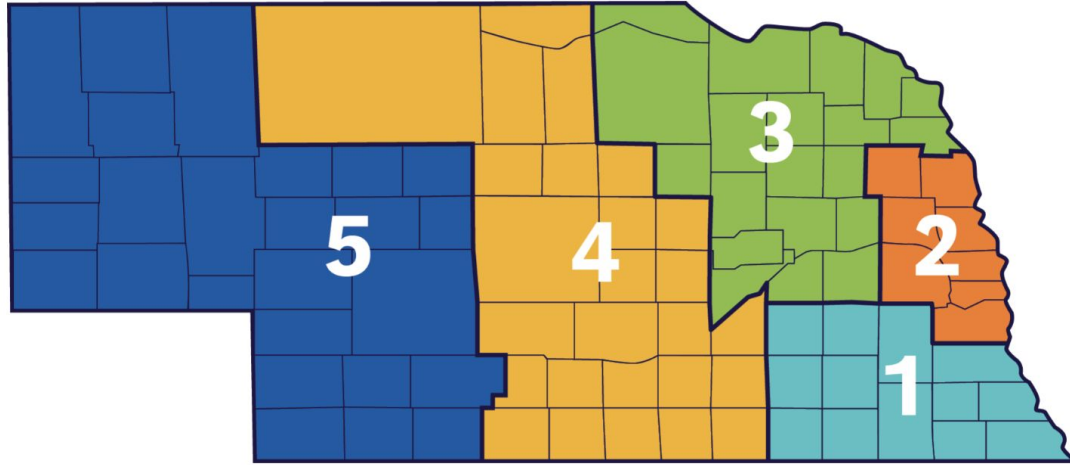
Optimistic Closure

Think of a colleague you are grateful for, why are you thankful for them?

As we close out our time today, think of a way to show them you appreciate their collaboration.



NeMTSS Team Contact Information



[Click Here](#)



2022 NeMTSS SUMMIT

CREATING COHERENCE

October 13-14, 2022



WE WANT YOUR FEEDBACK!

Scan the QR code to complete a brief evaluation after each session throughout the summit.