Poll – Your Multi-tiered Systems of Support

▶ What aspect of your SPDG's MTSS are you most proud of?

Please type your answer into your chat pod.

MTSS CoP

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Introductions

- Please share your name, role in the SPDG, and interest in this new community

Community Logistics- Why have a Community of Practice?

▶ A forum to learn from and collaborate with your peers across the US consistently and in real time.

▶ Relationship building inspires and creates opportunities

▶ Problem Solving with peers who may have similar issues

▶ Capacity building

▶ SPDG best practices in professional development and implementation may be solid foundation for SSIP work

▶ Increasing sustainability

Logistics and Norms

▶ Bi-monthly meetings with virtual correspondence during off months.

▶ At least 80% participation rate

▶ Voice communication via phone as opposed to the chat function on the computer.

▶ Agenda and call in information will be provided at least three days prior to meetings.

▶ This community is a safe place to share problems, issues and concerns. No information will be shared outside the group unless by specific request to help problem solve or troubleshoot.

Tentative Meeting Times

- Second Thursday of alternating months
- 1:00-2:00pm ET
- Does this work for you? Please respond in the chat pod.

Rationale for the MTSS CoP

Many SPDG projects support MTSS implementation.

MTSS implementation is complex and SPDG projects can benefit from other SPDGs and experts' learnings and good work.

Polls – Your Goals for this CoP

What would you like to get out of participating in this group?

Where do you hope to be in your MTSS implementation 1 year from now?

Poll Questions

What MTSS Challenges would you like to cover?

What good work or lessons learned would you like to share?

MTSS Needs in 2017

- Alignment and integration with existing Implementation efforts and priorities at the SEA level to support sustainability and scale-up of MTSS.

- MTSS that supports truly inclusive settings.
  - Inclusion of students with significant disabilities

- Formative assessment

- How to be inclusive of families throughout MTSS processes.

- The role of "coaching" in an MTSS model.

- How to address concerns (and national/local movements) about over-testing, while ensuring effective screening and other necessary assessments are in place

- How to best assure that tiers are not places and that special education supports are considered at all tiers of the system.

- How to integrate academics and behavior in MTSS.

- Key components of MTSS in relation to special education and specially designed instruction in comparison to supplemental and intensive interventions.

- How to ensure there are effective practices in place and working in Tier.

- How to counteract reports/papers that describe this system as ineffective (mainly due to lack of improper implementation).

- Getting district level personnel on board and viewing MTSS as a framework (not just another initiative).

Needs, continued

- Best strategies for getting leadership teams to really value and dig in to the work, tools that support the process, how to start with teams that are new to the process (or not new but haven't not truly engaged in the work)

- Integrating Behavior supports and academics other than literacy

- How a MTSS framework for family engagement can align with the support students receive for academics and behavior.

- Please address what a MTSS approach means for professional development and personnel preparation too. That is, OSEP has suggested using MTSS to organize SDPG work (as well as delivery of services to children) such that we ask "What do all school-based personnel (i.e., general and special education teachers, principals, early intervention/early childhood personnel, and related services providers) need to know to improve outcomes for CWD? What do some personnel need to know? What do a few, specialized personnel need to know?" and how can we build capacity accordingly? Also please talk about the important role of related services providers in addressing the needs of CWD. Finally, please address the connection needed between personnel preparation and professional development efforts, and how SPDGs can lead that work.

Are these still the right areas of focus?

Outside (*and inside*) Presenters

Who do you recommend?

Questions