

Virginia Tiered Systems of Support

Organizing for MTSS and Data-Decisions Workbook

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Please feel free to use these materials. Please let me know if they are helpful to you and how you use them to support your efforts.

I. Establishing an organizational plan for MTSS

Enduring Understanding: Be able to develop a plan and organizational structures to support students to improve outcomes for all students.

Essential Questions: How do you organize systems, data, personnel, and practices to improve supports in your environment (e.g., human, financial, structural)?

What works with EBPS

See the components of evidenced-based practices

What Works with EBPs; Foreman, Olin, Hoagwood, Crowe, and Saka, 2009)

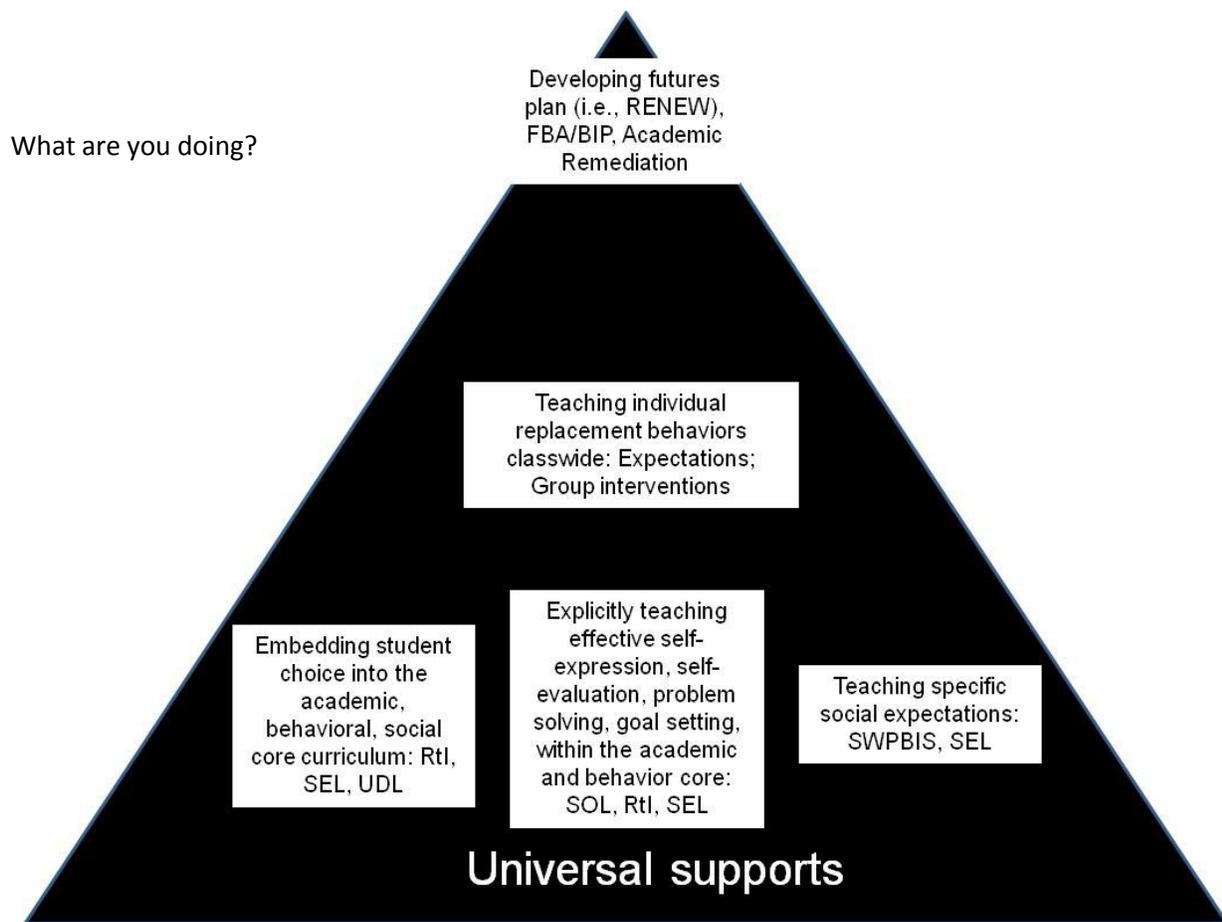
- the development of support from the administration (e.g., principal);
- obtaining support from teachers (e.g., priority);
- obtaining financial resources to sustain the project (e.g., FTE);
- providing effective training and coaching to increase fidelity;
- the alignment of the interventions with the schools' goals, philosophy, policies, and programs (e.g., PLC);
- making sure program outcomes are visible to all stakeholders (e.g., share data); and
- developing processes to address the change in staff and administrators (e.g., plan, manual, specified roles).

Reflective question: Can you think of times when these were applied with success? Or perhaps non-examples?

Celebrations and Next Steps for MTSS

Process: This could be completed by any member of a school/division leadership team.

<p>Topic: Organizing academic and behavior tiered support at the district/school/division level(s) (e.g., organizing systems, practices, and people; resources; plan development; connection – agreement on “what do we want students to know and be able to do?”; connections with school improvement, working organizational structures of school)</p>	
Describe celebrations if any:	Describe future directions if any (what would make your work easier):
<p>Topic: Structure used for communication loops (e.g., how to select programs, developing buy-in, getting input on a plan, communicating a plan, feedback loops with stakeholders)</p>	
Describe celebrations if any:	Describe future directions if any (what would make your work easier):
<p>Topic: Effective team meeting process (e.g., scheduling meetings, staying on agenda, using data, expectations for team membership, role descriptions, action planning, connecting with mission and vision of team and school, data decision rules, PLC connection – “what are we going to do if student do not respond?”)</p>	
Describe celebrations if any:	Describe future directions if any (what would make your work easier):
<p>Topic: Organizing multiple data sources (data dashboard) (e.g., generating reports that are useful for teams, combining data sets, identifying key data sources for early warning, identifying patterns of needs, connecting interventions with patterns of needs, PLC connection - “how will we know if students are not responding?”)</p>	
Describe celebrations if any:	Describe future directions if any (what would make your work easier):



Note. English SOL: 9.1 d) Assume shared responsibility for collaborative work. 10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. 10.1 CF Work with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. 10.1 The student will participate in, collaborate in, and report on small-group learning activities. 10.1 a) Assume responsibility for specific group tasks, b) Collaborate in the preparation or summary of the group activity. 7.1 c) Make statements to communicate agreement or tactful disagreement with others' ideas. 10.1 CF Respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding. Virginia College and Career Readiness Performance Expectations: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. (SOL 10.1f) (#50)

http://www.doe.virginia.gov/testing/sol/standards_docs/english/sol_ccss_comparison_english.pdf

http://www.doe.virginia.gov/instruction/english/capstone_course/english_core_comparison.pdf

Defining your purpose

Tier 1 Mission and Vision

Team structure and purpose (what is and is not the mission of your team, related to your school's mission)?

What is the mission of your universal tier I team? (*Example The mission of the universal team is to increase the likelihood of positive behavior, social, emotional, and academic achievement of our students*). If needed, think about what you will not do..

Your statement?

What is the vision (e.g., what are your outcomes – related to what do you want all students to know and be able to do?)

Examples:

- To work with students and their families to identify core climate supports to prevent health/behavioral/**attendance**/social/academic concerns.
- To identify reliable predictors of students performance.
- To determine likely source of problem and recommend changes to core interventions based on needs.
- To assist and support teachers, students, and parents in achieving efficient and effective universal interventions.

Your statement?

Reflecting on what you can do.

Add online

https://docs.google.com/document/d/1F4RBPkG538DNjwiIV1XcuQZ_5u07awYk127WQeclv8/edit?usp=sharing

Based on the SAPSI – what factors are totally out of your control (e.g., backgrounds of students, state funding allocations)	Based on the SAPSI – what factors are totally in your control? (e.g., role assignments, choice of professional development options)

II. Structures used for communication loops

Enduring Understanding: Be able to describe a process for defining your audience and steps for alignment towards a common mission

Essential Question: What are the processes we can use to prevent miscommunication and enhance support for our actions?

III. Identify effective team meeting process

Enduring Understanding: Be able to describe steps for working together as a team to accomplish our goals

Essential Questions: What are ways to encourage teams to work together effectively?

Action Plan Tuesday

Status: C= Complete, I=In progress, N=Not started

Task	Who	When	Status
Define outcomes of core instruction	Whomever wants to help	At some point	?
Fix bad behaviors	Mrs. B.	By tomorrow	Hurry!

(contact Hank Bohanon hbohano@luc.edu)

Bad Meeting Example

Team Meeting Friday!!!

We will be discussing the following agenda items:

- Problems
- Ideas

Meeting notes from Friday

3:00 – Two team members were present

3:15 – Two present team members realized that time and place had not been announced

3:20 – Announcement made over loudspeaker

3:40 – All 8 team members present

3:45 – Team had an in-depth discussion about the problems with the raffle system. Comments included the following:

Mr. A. and Mr. B. feel that not enough teachers are using the raffle tickets, and that we should track somehow which ones are not.

Ms. C., Mr. D. and Ms. E. all feel that teachers should do this voluntarily and should not be punished for not using it. (This discussion went on until 4:05, with no resolution, when the next issue was raised).

Ms. F. commented that many times the raffles do not happen at all because there is no system for them. Ms. G. and Ms. H. offered the idea of setting up a schedule. The team debated the pros and cons of a schedule. Mr. A feels that a schedule makes things too rigid and is a problem if someone is out sick. Ms. D. agreed. Ms. G. and Ms. H. felt it would be better than the current situation. At 4:30, Ms. H. and Mr. A. began shouting and pointing fingers at each other, at which point Ms. G. and Mr. B. stood up and called for an end to the discussion since the meetings typically end at 4:15 and more business needed to be covered.

4:30 – Mr. B. brought up the issue of having a meeting facilitator. Ms. C. told a story about one staff member who ruined a team by becoming the leader and behaving like a tyrant. Ms. D. told a story similar to that of Ms. C.

4:45 – The team agreed to disagree for the time being and set another meeting for Monday, time and place TBA.

Adapted from reality Kira Hicks, Contact Hank Bohanon hbohano@luc.edu or <http://www.hankbohanon.net>

Effective Meetings

Reflection Activity

1. Rate the health of their teams on each item

5 positive things are going great
1 not at all and we need to work on this

- ___Scheduling and communication
- ___Creation and use of an agenda
- ___Meeting begins and ends on-time
- ___Keeping the meeting on track
- ___Action plan/delegating tasks
- ___Meeting Participation
- ___Dissemination of meeting notes

What are your expectations as a team

As we work together, we do we value (example...at Toyota...*We're always looking for ways to improve our operations, always challenging ourselves to innovate, always improving each day in everything we do, we also believe that when good ideas are shared great things happen*)

:

If we value this, what does it mean: (e.g., anyone can bring up a concern if done respectfully, people have a right to be heard, people have a right to be free to share without fear of retribution, people may have expertise and information to offer outside of their professional roles, good ideas come from the bottom up and top down):

VTSS Team Meeting and Problem-Solving Action Planning Form

Today's Meeting: Date: Time: [Click](#) Location: [Click](#) Facilitator: [Click](#) Minute Taker: [Click](#) Data Analyst: [Click](#)
Next Meeting: Date: Time: [Click](#) Location: [Click](#) Facilitator: [Click](#) Minute Taker: [Click](#) Data Analyst: [Click](#)
Team Members (bold are present today): [Click here to enter text.](#)

Today's Agenda Items	Next Meeting Agenda Items
1. Celebrations	1. Celebrations
2. Click here to enter text.	2. Click here to enter text.
3. Click here to enter text.	3. Click here to enter text.

Potential Problems Raised
1. Click here to enter text.

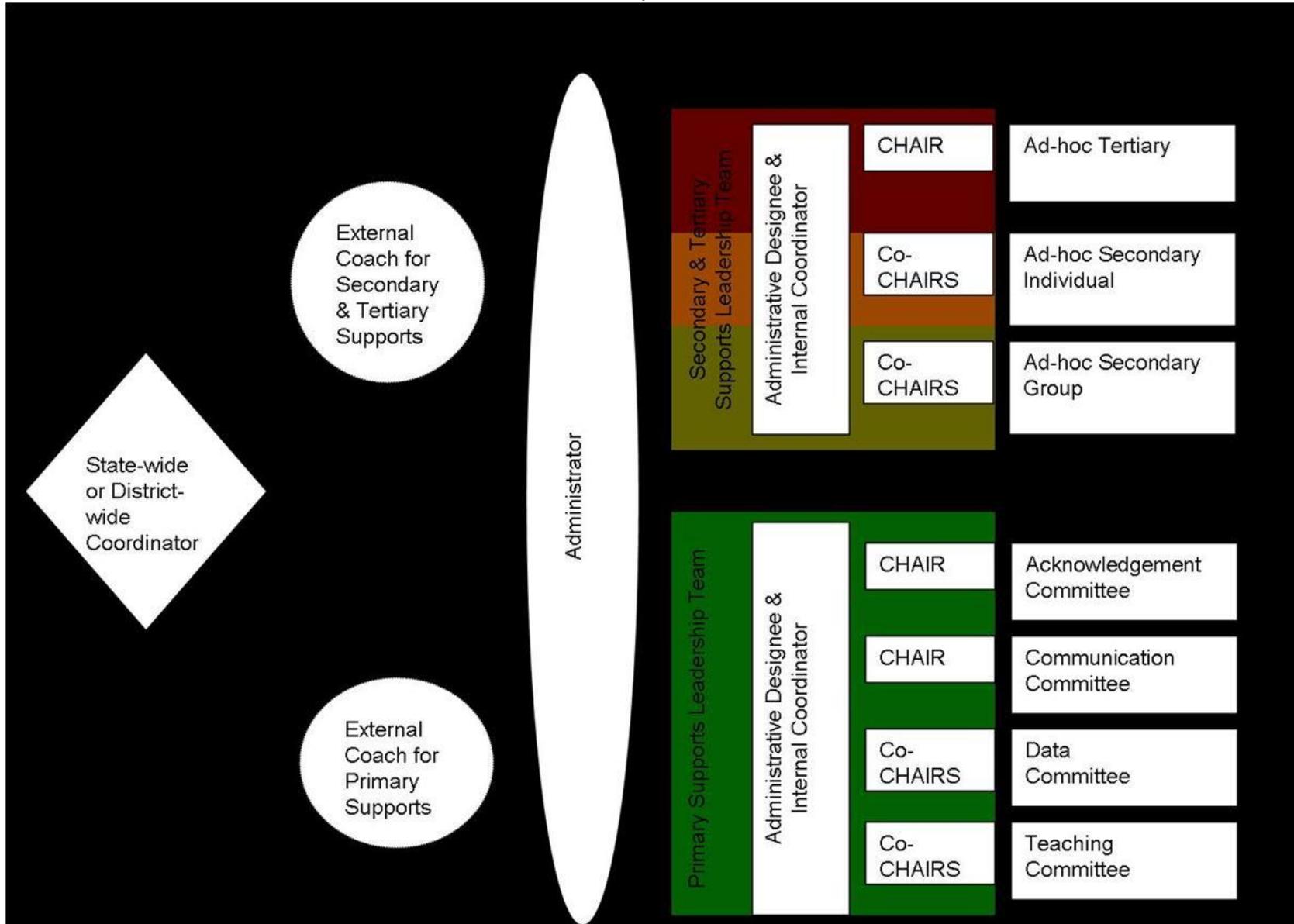
Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
Aligned Organizational Structure			
Data Informed Decision-Making			
Evidence Based Practices			
Family, School and Community Partnerships			
Monitoring Student Progress			
Evaluation of Process			

Evaluation of Team Meeting (Mark your ratings with an "X")	Our Rating		
	Yes	So-So	No
1. How well did we use our norms of collaboration in the meeting today?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In general, are the completed tasks having the desired effects on student behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If some of our ratings are "So-So" or "No," what can we do to improve things? [Click here to enter text.](#)

Sample Model



Universal Support Positions

Position	Description	Approximate Time Allocated for Position	Possible Individual to Fill this Position
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District Administration			
District Level Administrator (Director of Secondary Schools)	Makes administrative decisions that will support MTSS efforts at the building level (e.g. resources, supporting initiative expectations) and provides input on recommended building level approach	Available for quarterly check in meetings and ongoing communication when necessary	
Building Level Administrator Representative	Provide building level perspective of feasibility of MTSS implementation	Available for quarterly check in meetings and ongoing communication when necessary	
Curriculum Director	Support adoption of scientifically research based practices in core content academic areas	Available for quarterly check in meetings and ongoing communication when necessary	
Director of Support Services	Provide support for implementation of scientifically research based practices for students at-risk or identified students with needs (e.g. receiving special education services)	Available for quarterly check in meetings and ongoing communication when necessary	
Director of Discipline/School Safety	Provide support for implementation of research based practices for behavioral supports at the building level within the district	Available for quarterly check in meetings and ongoing communication when necessary	

District Based Staff			
Districtwide Coordinator (3 Tier Prevention)	Oversees support and training of MTSS initiatives within a 3 Tier Prevention Model (e.g. RtI, PBIS, SEL) in district schools	Primary Responsibility	

External Coach (primary supports)	Provide support and training with MTSS implementation, data analysis, and sustainability at the schoolwide level (e.g. support team meetings, organize data)	10-20 hours a week	
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Building Based Staff			
School Liaison	Administrator who oversees functioning and makes administrative decision for all tiers of MTSS within the building (e.g. attends meetings, allocates resources)	10 hours a month	
Internal Coordinator (Primary Support Leader Team)	Internal staff who can lead staff, with support from the External Coach, in implementing MTSS schoolwide academics and behavior practices, run meetings and oversee sub-committees	10 hours a month	
Acknowledgement CHAIR	Lead the acknowledgement of student and staff behavior for schoolwide efforts, sub-committee in planning for celebrations and reinforcement systems within the school, meet with internal coordinator 2 times a month	8 hours a month	
Acknowledgement Sub-committee	Facilitate schoolwide acknowledgment activities, including design and implementation.	4 hours a month	
Data CHAIR (co-chairs)	Lead the data sub-committee in reviewing schoolwide academic and behavior data on a continuous basis to determine school needs and ongoing evaluation of implementation (e.g. ODRs, CBM). Prepares reports for schoolwide academic and behavior meetings, meets with internal coordinator 2 times a month	8 hours a month per co-chair	
Data Sub-committee	Facilitate schoolwide data activities, including collection and dissemination of relevant school data.	4 hours a month	

Teaching CHAIR (co-chairs)	Lead the teaching sub-committee in development of behavioral based lesson plans (e.g. lessons that teach expectations) around school needs (determined by data review) and support implementation of scientifically research based academic practices and curriculum (e.g. core curriculum review, Universal Design), meets with internal coordinator 2 times a month	8 hours a month per co-chair	
Teaching Sub-Committee	Facilitate schoolwide teaching activities, including the development of behavioral based lessons plans.	4 hours a month	
Communication CHAIR	Lead the communication sub-committee in development of plans and organization of initiative information to communicate to staff and students, meets with internal coordinator 2 times a month	8 hours a month	
Communication Sub-Committee	Facilitate schoolwide communication activities, including the development of plans and organization of relevant information to staff and students.	4 hours a month	

III. Organizing multiple data sources

Enduring Understanding: Be able to identify organizational approaches for working with multiple data sources

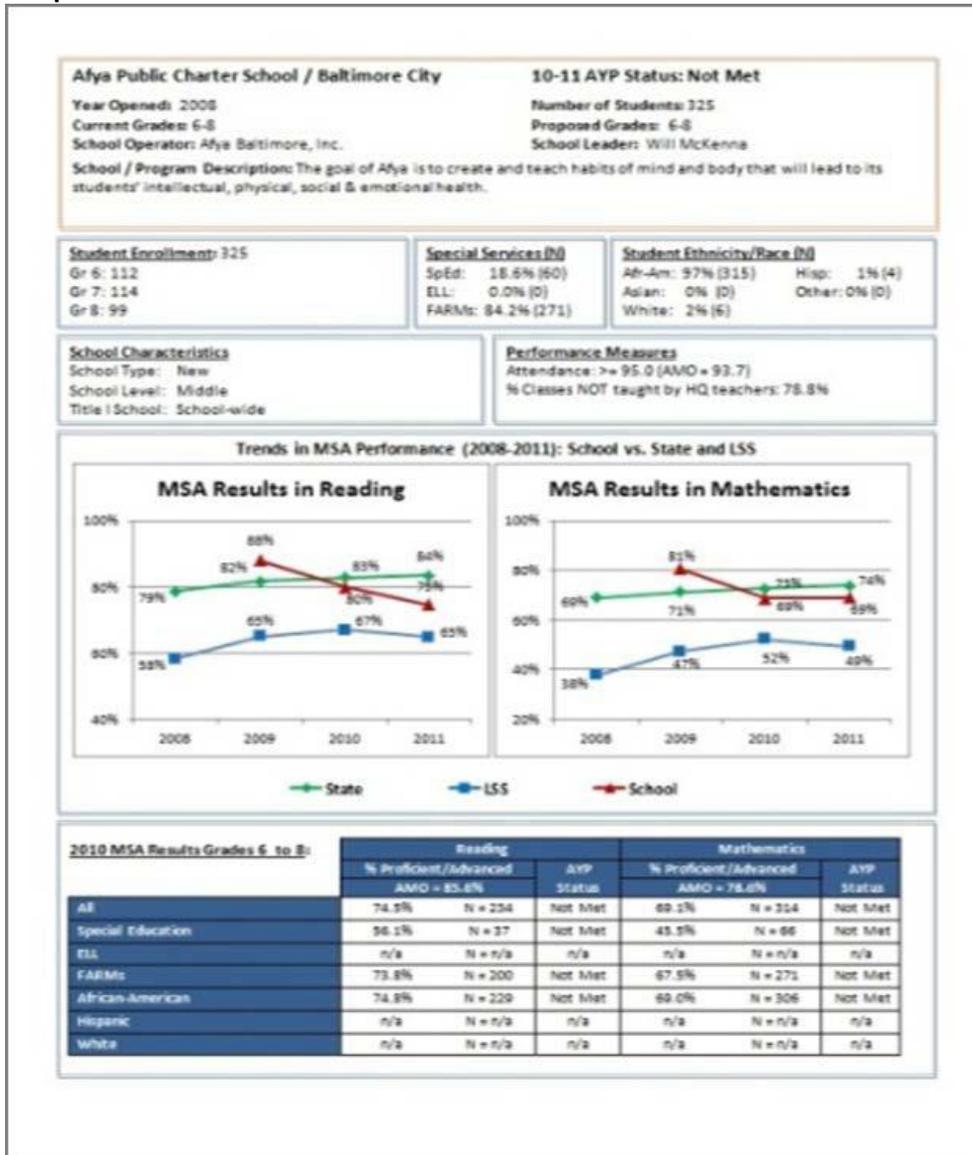
Essential Questions: How do we begin to look at relationships and analysis of data for decision making?

Using Schoolwide Data (Dowdy, Ritchey, and Kamphaus, 2010):

Reflective question: Based on what works for using schoolwide data, where are you? What are your action steps?

1. Establishing a team to guide planning and implementation
2. Identifying the purpose and specific goals for screening within a school settings (SEL - PLC 1)
3. Examining the utility of screening tools in light of the purposes of screening (PLC 2)
4. Selecting screening tools that are linked to goals (PLC 2)
5. Identifying available resources to provide interventions in the school settings based on screening outcomes (PLC 3)
6. Developing a specific timeline and process for data collection (e.g., action plan) (PLC 3)
7. Sharing the results with stakeholders (e.g., teachers, schools, and individual students), studying and reporting data to district level personnel. (PLC 3)

Sample Dashboard for Schoolwide Review



(From <https://www.relmidatlantic.org/forums/creating-and-using-automated-data-dashboards-0>)



Creating and Using Automated Dashboards

Presented by Rosemarie O’Conner, Ph.D.

Step 1: Make a model report in Word

- Create a model of what you want your “final” copy to look like and populate your charts and tables with fictional data

Step 2: Add bookmarks to your model report

- a) Print your model report and circle or highlight every single detail that needs to change from one report to another – words, numbers, tables, charts, etc.
- b) Add bookmarks in Word a. Make your bookmarks visible to keep yourself organized: Word Options → Advanced → Show document contents → Show bookmarks
- c) Make a list of every single one of the bookmarks you just created
- d) Save this Word document with the bookmarks as a .dotx file (This is called a Word “template”)

Step 3: Organize the data in Excel

- a) Make a “setup” sheet with 3 columns:
 - Column of dashboard data – the column where the datum is going to come from
 - Bookmark name
 - Short description of the bookmark to keep yourself organized
- b) Make a “data” sheet
 - Transpose the data from the “Setup” into the first 3 rows of the “Data” sheet
 - Fill in your data! ■ Use the =text() function to convert all numbers to text
- b) Make your “charts” sheet
 - Generate all the charts beforehand (and edit them individually before finalizing the report)
 - Each chart has a name, and you have to record that name

Step 4: Run the code

- a) Code info sheet
 - Add the name of the template you created
 - Add the name of the folder where you want the completed reports to be stored
 - Add the row number where the actual data begin
- b) Run the macro

(From <https://www.relmidatlantic.org/forums/creating-and-using-automated-data-dashboards-0>)

Data Next Steps

What data are connected to your universal outcomes?

(Examples: Who is not responding to universal support according to specific criteria: 3 or more major office discipline referrals within a 4- week period; 5 or more unexcused absences in a quarter; 2 or more class failures in a quarter; 5 to 10 nurse visits in a 2-week period; 6 tardies to a class in a quarter; and/or, student failed to complete a minimum of 50% of class assignments in a 2-week period after initiating parent contact and student conferences; Malloy, J., Bohanon, H., Francoeur, K. (In Submission).)

Where are they?

To get these data into a format for decision making:

Who needs to be contacted:

Who needs to approve:

Who needs to be informed:

Who is responsible:

Who can be out of the loop for now:

The One Thing

Based on day 1 and the SAPSI

Step 1: Choose an area you want to address

Step 2: List out possible next steps

Step 3: Which are the top three that are most likely to make everything else work more effectively? Top two? Top?

Step 4: Based on your top priority, what is one thing you can do that will make this everything else easier or not necessary (break it down even smaller)?

Make sure you break down your plans to the next actionable step..(e.g., I need pay my electric bill – 1. Find bill).