



**Illinois
State Board of
Education**



School Year 2022/23 Capacity Builders Series

March 2023

Equity • Quality • Collaboration • Community

Welcome & Housekeeping



Agenda

- Welcome & Housekeeping
- District Spotlight
- MTSS

Housekeeping

- Please take a few minutes to register for this event by using this link:
<https://forms.office.com/r/5wnCMEGeXC>
- Please pull up the slides, we will be working in them during the session:
https://docs.google.com/presentation/d/1ujQdmospTzGgnO18z_3QLHq-ZXpX-5HXq36qjZmfjil/edit?usp=sharing
- All resources are archived on [ROE 35 google site](#) and ISBE's [Standards and Courses webpage](#)



ROE/ISC/District Spotlight



Systems Development Paw Paw CUSD 271

-Year 1: 2020- 2021

- SEL Screeners for Data Collection
- SEL Resources
- Initiate PLCs
- Establish Teaching/Learning Values (Math)
- Tier 1 Math Pilot, Adoption, and Training
- Evaluate Schedule and Scheduling Priorities

Year 2: 2021- 2022

- Tier 1 Math Implementation and PD
- Tier 2 Math Intervention
- Establish Teaching/Learning Values (ELA)
- Tier 1 ELA Pilot, Adoption, and Training
- Initial MTSS Meetings - Data and Behavior

Welcome & special thanks to
Paw Paw CUSD 271!

Kim Siemers, Instructional
Coach

Jennifer Warrenfeltz,
Superintendent



Objectives

We are learning to

- develop an MTSS-Implementation community of practice





What does MTSS mean to you?

Why MTSS?



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Group 1

- Very little MTSS/RTI processes in 7-12 initially.
- IAR catching up with supporting teachers as a “formative” assessment to focus on skills. “Type 2” is still a bit everywhere for some districts because there are fewer “crosswalks” helping assessments like STAR MATH, etc. to CCSS. “Type 3” is area of work because still trying to find digital tools to help teachers “tag” individual items with CCSS to get level of reporting now found on IAR and (even) SAT.
- Culture shift is required. Some are feeling behind.
- In teacher education, MTSS is EdTPA on steroids (and that can be a positive)

Group 2

- A way we support students in the classroom AND systems of supports for adults
- Academic, behavior, and wellness!
- District system-wide approach
- How do we support schools at different levels of MTSS implementation?
- How do we support high schools in this process? Elementary seems to be rocking it! :)
- Rooted in data!

- Moving beyond PBIS, not just student-focused
- Equity driver! How do we ensure everyone has what they need?

Group 3

- Meeting the needs of the whole child.
- It's not separate.
- It is all that we do. We approach it often as a reactive system v. the proactive and inclusive tier 1. We need to view it as everything.
- Part of continuous learning and it is the idea of not staying stagnant (checks and balances)
- Structures put in place
 - Data
 - Conversations
 - Continuum
- Valuable feedback that it provides and gives a line of direction for all teachers

Group 4

- Having a plan to meet the needs of our students. Data, Accountability, Communication
- Data support decision making process
- Strong Tier 1 in place
- Having a problem solving process in place-support for teachers
- Communication between teacher and Interventionist (effective communication)



MTSS is:

Inclusive
Academic
Instruction

Inclusive
Behavior
Instruction

Inclusive
Social
Emotional
Instruction

MTSS must also include:

Academic
Leadership

Integrated
Education
Framework

Family and
Community
Engagement

Inclusive Policy
Structure &
Practice



MTSS

A Multi-Tiered System of Supports is a **framework** for **continuous improvement** that is **systemic**, **prevention-focused**, and **data-informed**, providing a **coherent continuum of supports** **responsive** to meet the needs of **all** learners.



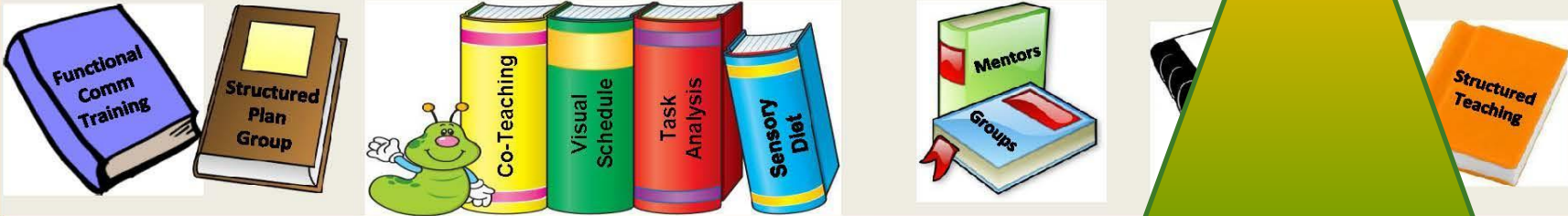
Framework

District Leadership Team



Practices for a Few

1-5%



Practices for Some

5-15%

Learning Structure

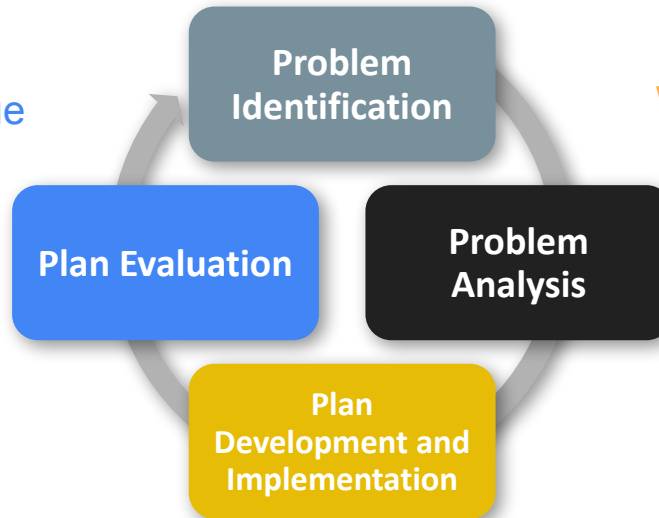
Continuous Improvement

Plan Evaluation Did the plan work?

Adequate progress?
Was the goal met?
Do we need to continue
or modify the plan?

Plan Development
What will we do?

What is the goal?
Based on why, what will we do differently?
What has the highest likelihood of success?
How will we monitor progress & fidelity?
What resources are needed?



Problem Identification What is the problem?

What is expected?
What is occurring?
What is the context?

Problem Analysis
Why is it happening?

When does it occur?
With whom?
Can't do or Won't do?
Curricula, Instruction? Environment?



Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Prevention Focus



Moving Upstream: A modern day parable emphasizing A focus on **prevention** and health of **populations**, rather than individuals.



Rtl

- Multi-tiered system of support to provide high quality instruction and interventions to match the student's need.
- Moved to a whole child approach: focusing on academics, student behaviors and social emotional learning
- Responsive

MTSS

- Much broader multi-tiered system of support
- Umbrella or bookcase for everything that happens within the district
- Systems based
- Prevention focused





What challenges or obstacles are systems/schools are facing when creating and sustaining Multi-Tiered Systems of Support?



Group 1

- IAR catching up with supporting teachers as a “formative” assessment to focus on skills. “Type 2” is still a bit everywhere for some districts because there are fewer “crosswalks” helping assessments like STAR MATH, etc. to CCSS. “Type 3” is area of work because still trying to find digital tools to help teachers “tag” individual items with CCSS to get level of reporting now found on IAR and (even) SAT.
- Culture shift is required. Some are feeling behind..
- Continued needed shift for administrators to become instructional leaders (and not just managers)

Group 2

- Keep adding so we never get a chance to zoom out to see the broader view
- Still in reactive triage mode vs. prevention
- People and resources (time, data) to dedicate towards creating and sustaining the process
- Data rich, information poor - but lack the time to use the data
- Identifying and ensure the system is in place should be first instead of focusing on getting the student-facing interventions in place

Group 3

- Time
- Personnel
- MTSS understanding
- Needs to be a district commitment
- Being reactive instead of doing the previous steps of consensus and logistics
- Never truly developed a tier 1 curriculum that meets the needs of learners
- Piecemealed PD
- These are hard conversations to have - sometimes one doesn't like to find out/realize that one isn't doing what is truly needed in the classroom. Therefore, conversations and communication are really important.

Group 4

- Creating and sustaining an effective Tier 1 program that is meeting the needs of at least 80% of their students.
- Teaching standards at the grade level in a system where most of the students are below grade level.
- Collecting sufficient evidence to show we have a student that requires assistance.



Challenge: Beliefs

The central question is not:

“What about the students is causing the performance discrepancy?”

but

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

This shift alters everything else.



Challenge: Lack of Systems Thinking

Focuses on the parts of the system that **enable, support, sustain, and expand** evidenced based practices.



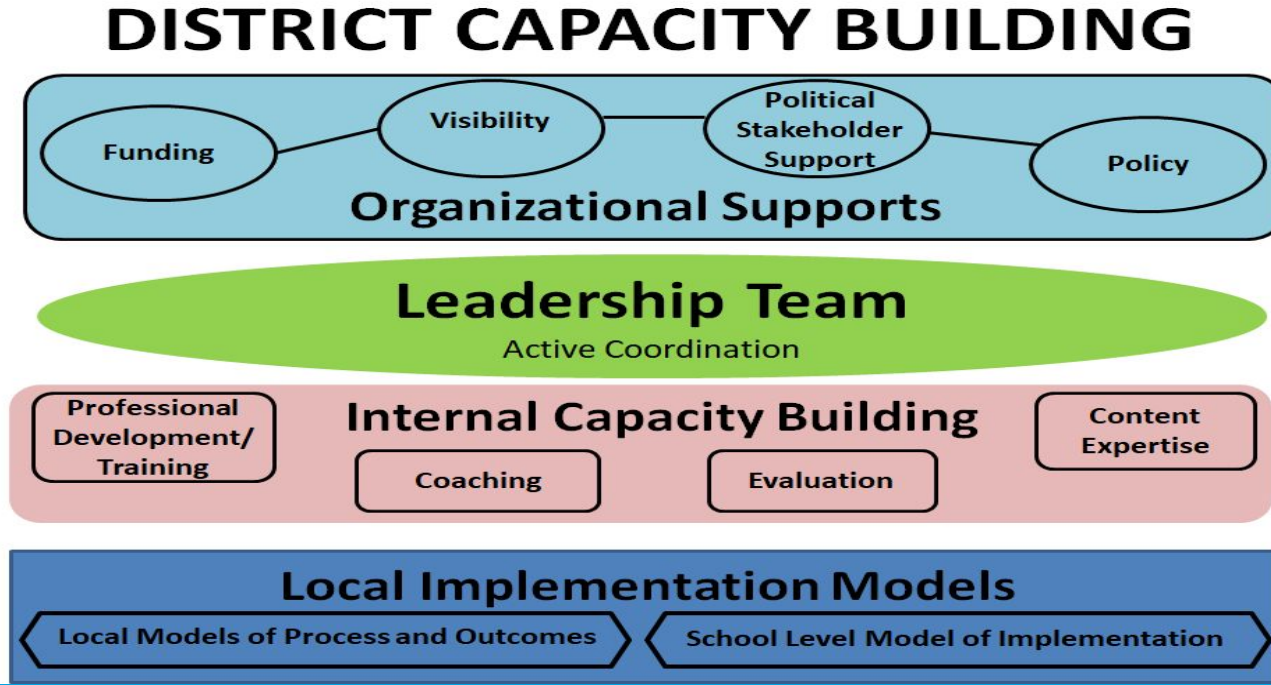
Challenge: Lack of Valued Outcomes

Valued Outcomes occur when...

- ✓ **effective** evidenced based practices
- ✓ are implemented with high **fidelity**
- ✓ **sustained** over time
- ✓ expanded and modified to **meet the changing needs** of the school community.



Challenge: District Capacity Building





What components need to be in place for seamless intervention systems and/or supports? What examples have you seen?



Group 1

- ELA Culture Shift (threw away years-old book resources) and got rid of other “popular” systems that were not helping students
- Moved toward 6 constructs in ELA (Leveled Literacy Intervention), which has helped students with responses to reading
- “Workplace Wednesdays” included handouts to reveal how current curriculum supports future skills in careers

Group 2

- Common vocabulary of what our MTSS process looks like, sounds like, feel like
- Common meeting time
- PLC structure
- Strong curriculum review process
- Have experienced leaders who can support the implementation
- Tracking what this looks like at all levels and clearly definition roles
- Have a multi-year plan and go “slow/intentional”

Group 3

- Strong administration commitment
- Open communication
 - Communication to all (don't want it to be seen that it is a small group making decisions)
- Everyone understands the ‘WHY’
- Time dedicated to auditing their committees, programs, resources, committee members, and mapping out the purpose of why in each area, who is responsible for each group, etc. It increased productivity, efficiencies, etc.
- Action plans
- ‘Organized abandonment’ - letting go of things that are no longer effective. Don't be afraid to let things go.

Group 4

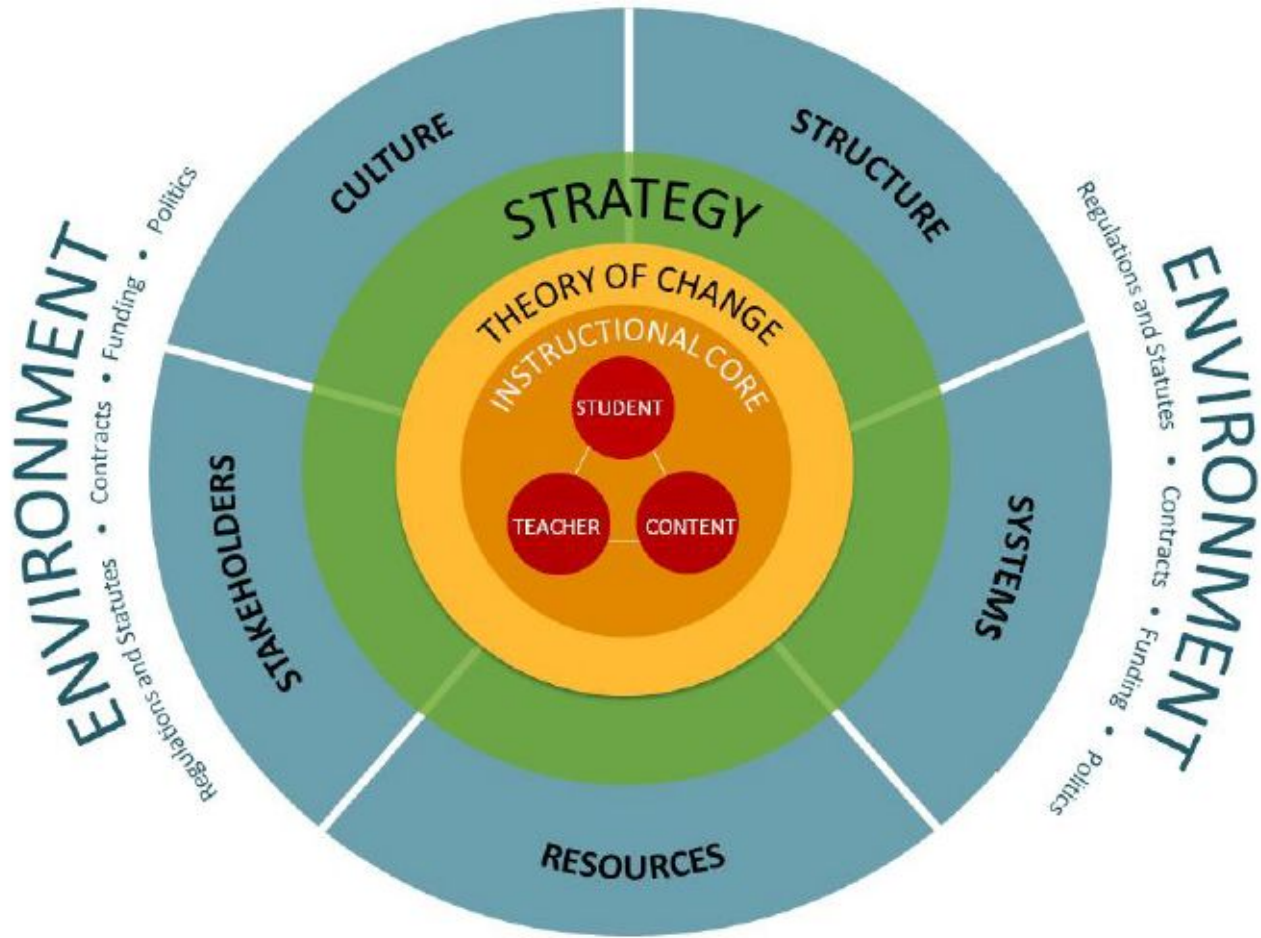
- Strong Tier 1 - (Making it the very best it can possibly be.)
- Collective ownership between classroom teacher and special education teacher.
- Teams that represents multiple grade levels
- Ensure goals are used and clear, precise and measurable
- Effective assessments to guide decision making process (attendance data)
- Have teachers provide some of the interventions - use some of the student strategies in the regular classroom.



What's Needed

A ***system-wide approach*** that builds a district's ***capacity to improve outcomes for ALL*** students through implementation of ***Evidence Based Practices (EBPs)***.





Building Components

Leadership

Data Informed Decisions

Teaming

**Tiered System of Curriculum, Instruction, Assessment
and Learning Supports**

Professional Learning

Partnering and Communication

Evaluation

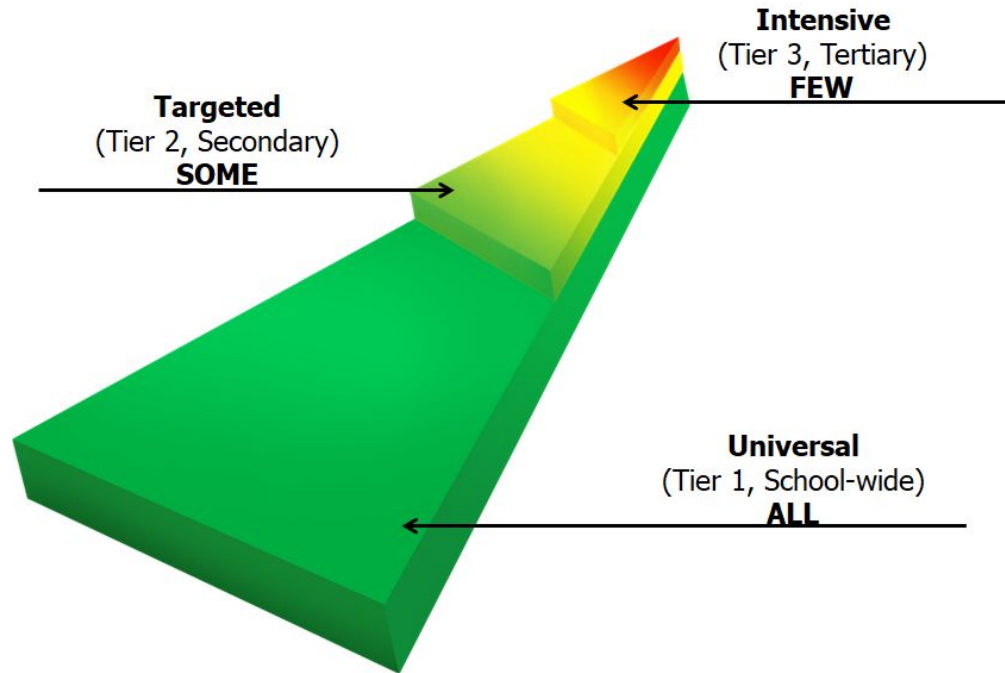


Evidence Based Practices

- Trauma Lens (NME)
- Core Curriculum
- Positive Behavior Supports
- Transitions
- Classroom Management
- Special Populations
- Differentiated Instruction
- Youth Mental Health First Aid
- Reading Interventions
- Math Interventions
- Parent Engagement
- Coaching Skills
- Adaptive Schools
- Co-Teaching



Supplement, Not Supplant



Intensification of supports
Stair-stepped, not a
pathway to an eligibility
determination.



Problem Solving Cycle





How can you use the capacity builders initiative to support MTSS implementation?



Group 1

- **Cultural shift** away from special education eligibility to a whole-school/whole-student approach to implementing systems that help student learn and teachers teach
- Use plans already in place with area schools to use capacity builders resources→hybrid between curriculum resources and SEL needs of the students

Group 2

- Remind districts to be intentional and plan the process
- Have exemplars for districts to look at as they develop
- Starting to see how all of these initiatives/tools fit together
- Benefit of bringing MTSS teams together for a CoP to learn about the process and bring problems of practice
-

Group 3

- Data-decision making assistance. Looking at data to determine tools and resources needed to support all learners in the classroom.
- PD on embedding SEL into Tier 1 instructional practices and curriculum
- Looking at systems

Group 4

- Use this to support PD for districts and schools in our county
- Helping schools create a plan for an effective Tier 1
- Staffing - using funds to increase staffing resource
- Help districts to use data to make decisions - educate staff



Sample PD Plan

Submitting Agency / District / School:	ROE X	
Agency's District Partner:	Marigold School	
RCDT Code:	0000000000	
Is this school/district partner a targeted or comprehensive school?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Targeted <input type="checkbox"/> Comprehensive	<input type="checkbox"/> No
Topic and/or Focus:	MTSS	
Describe the anticipated outcomes of this COP / programming on student learning:	<small>Participants will be able to:</small> 1.) Explain the importance of having a comprehensive, multi-faceted multi-tiered system of support 2.) Understand and utilize the MTSS problem-solving cycle 3.) Assess current program implementation using the RTI Implementation & Exemplary Practices checklist 4.) Review and revise current Tier 1, Tier 2, and Tier 3 interventions for inclusive academic, social-emotional, and behavior instruction for students 5.) Review and revise current Tier 1, Tier 2, and Tier 3 interventions for educator support and parent/community engagement	
Describe the connection between this proposed work & the topic(s) discussed at the Capacity Builders Series:	During the February and March capacity builders trainings, we discuss both system wide social and emotional learning and the MTSS process	
Anticipated Expenses:	Planning, Facilitation, and Progress Monitoring - \$3,000	
Scope of Work (ex. planning, consultation, facilitation, coaching, progress monitoring)	The COP will convene during the months of April, May, and June. The COP will also meet in September, October, and January to progress monitor implementation. Planning, consultation, facilitation, coaching and progress monitoring	

Participants will be able to:

- 1.) Explain the importance of having a comprehensive, multi-faceted multi-tiered system of support
- 2.) Understand and utilize the MTSS problem-solving cycle
- 3.) Assess current program implementation using the RTI Implementation & Exemplary Practices checklist
- 4.) Review and revise current Tier 1, Tier 2, and Tier 3 interventions for inclusive academic, social-emotional, and behavior instruction for students
- 5.) Review and revise current Tier 1, Tier 2, and Tier 3 interventions for educator support and parent/community engagement



Resources



[Illinois MTSS Network](#)

[IL-MTSS Network Resource List](#)

[RtI/MTSS Implementation and Exemplary Practices Checklist](#)

[Curriculum Evaluation Tool Look Fors](#)

[A Framework for Coherence \(AIR\)](#)

[Illinois Quality Framework](#)

[TRS-IA](#)

[Critical Components Tool for Special Education Systems](#)



Coming in May: Science

Mark your calendars!
NGSS
May 1st



Homework

- Continue to complete and submit your PL plans for approvals
- Continue to submit reimbursement forms to Krissy Darm at kdarm@roe35.org



Reimbursement



- ROE/ISC/Districts are eligible for reimbursements for implementation expenses related to facilitating new or existing CoP's
 - Wages for ROE/ISC staff participating in/ facilitating communities of practice
 - **Set up a meeting with Krissy to discuss this process
 - Reimbursement for ordinary expenses or tangible materials required when ROE/ISC/Districts facilitate communities of practice
 - Virtual Platforms
 - Technology needed for offering virtual communities of practice (webcams, mics, etc)
 - Substitute pay for teachers participating
 - Books for book studies
 - Stipends for participating educators
 - Costs associated with travel
- Each ROE/ISC Region is eligible to put in for reimbursements ~~up to \$11,200~~
- **NEW: Starting in February: Each ROE/ISC is eligible for reimbursements on a first come first serve basis.**



Reimbursement Process



1. Send and collect needs assessment data from local education agencies in your region
2. Complete the [PD Plan](#) and submit to Krissy (kdarm@roe35.org) for team review and approval
 - a. If you are struggling with the PD plan completion, consider using these [guiding questions](#) when answering
3. Begin executing the PD plan by facilitating a new community of practice or support an existing community of practice based around information from the needs assessment data and information shared during Capacity Building Sessions
4. Save and compile any supporting expense documentation (receipts, invoices, copy of check to pay invoice, direct deposit vouchers, copy of timesheet, etc.).
5. Complete the [Expense Reporting](#) file and send both the expense reporting file and any supporting documentation to Krissy Darm at kdarm@roe35.org with the subject line: Capacity Builders (ROE number/ ISC Name/ District Name)

Please submit reimbursements as soon as possible so ROE 35 and ISBE can work on the reallocation of funds come spring.



Meeting Dates & Times



Upcoming Zoom Meetings

May 1: NGSS

June 5 (office hours reimbursement questions)

10:00 - 11:30 a.m.

Mark your calendars!



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Thank You!



Contact Information: ROE Leads

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