

MTSS: A Journey in Progress

Presented by Clearwater Elementary
East and West

USD 264

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USA Convention

The most effective way to do it,
is to do it.



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Session Outcomes

- Develop an understanding of MCREL's Balanced Leadership research as it relates to MTSS development and implementation.
- Discover development and implementation strategies that were successful in a school's MTSS efforts.

Balanced Leadership Framework



Focus



Change



Purposeful
Community

← **Leadership** →

Adapted from MCREL's Balanced Leadership
Framework 2006

Change



“The art of progress is to preserve order amid change and preserve change amid order.” –Alfred North-Whitehead

Leadership Responsibilities: Second Order Change

Positive Relationship

- Knowledge of CIA
- Optimize
- Intellectual Stimulation
- Change Agent
- Monitor/Evaluate
- Flexibility
- Ideals/Beliefs

Leadership Responsibilities: Second Order Change

Negative Relationship

- ➡ Culture: That is not the way we do things here.
- ➡ Communication: No one ever tells me anything.
- ➡ Order: Why are they asking me to do things I don't know anything about?
- ➡ Input: No one ever asks me how I feel about it.

Resources

- Original MTSS Team
- Outside Expert
- Subcommittees Capitalizing on Strengths & Interests
- Data Managers

Focus



“Knowing the right thing to do is the central problem of school improvement. Holding schools accountable for their performance depends on having people in schools with the knowledge, skill, and judgment to make improvement that will increase student achievement”
Richard Elmore (2003).

“The problem in low-performing schools is not getting people to work, it is getting people to do the ‘right work’” Marzano, Water, & McNulty (2005).

Focus

- Data Interpretation
- Diagnostics
- Intervention Strategies

Involvement in Curriculum, Instruction & Assessment

- Interpretation of Screener Results
- 5 Weeks of Classroom Intervention prior to Tiered Interventions

Monitor & Evaluate

- Data Managers
- Change is ongoing to meet the needs of students and system
- The principal sees results when the teachers see results.

Purposeful Community



A purposeful community is one with the collective efficacy and capability to develop and use assets to accomplish purposes and produce outcomes that matter to all community members through agreed-upon processes.

MCREL 2004

Leadership Responsibilities: Purposeful Community

- Affirmation
- Communication
- Culture
- Ideals/Beliefs
- Input
- Relationships
- Situational Awareness
- Visibility

Goals for next year:

- Even though we know we need to do MTSS for math, we are still working on refining our reading system.
- Continue to develop vertically integrated relationships PK-3. No more blame game.
- Quicker implementation (October)
- Strengthening reading core curriculum



Questions?



Research-Based Intervention Resources

- Florida Center for Reading Research
www.fcrr.org
- Infinitec
www.myinfinitec.org
- Mid-Continent Comprehensive Center
www.nc3edsupport.org
- Intervention Central.org

Assessment Resources

- Kansas Guide to Early Reading Assessments

www.ksde.org

Research

- Balanced Leadership

mcrel.org

Greg Cameron gcameron@mcrel.org

- Center on Instruction

www.centeroninstruction.org

Books

School Leadership That Works: From
Research to Results

Robert Marzano et al (2005)

The Data Coach's Guide to Improving
Learning for All Students: Unleashing the
Power of Collaborative Inquiry

Nancy B. Love et al (2008)

Books

Fierce Conversations: Achieving Success at
Work & in Life, One Conversation at a
Time

Susan Scott (2004)