Welcome

Please take a few moments to answer the questions on the pre-test.
Georgia’s Tiered System of Supports for Students

Implementer Series Unit 2:
Self-Assessing Implementation of Georgia’s Tiered System of Supports for Students
Session Agenda

• Welcome, Review of Agenda and Plan for the Day
• Assess Implementation of Georgia’s Tiered System of Supports for Students
• Discuss Successes and Barriers to Implementation
• Next Steps
• Wrap-up, Review, Questions
Meeting Norms

• Place electronic devices on silence/vibrate
• Respectfully share opinions, everyone’s voice matters
• Actively engage in learning
• Learn from each other
• Reach a consensus with the ratings
Participants will be able to:

• Describe the components of Georgia’s Tiered System of Supports for Students Fidelity Rubric

• Assess my district’s/school’s implementation of Georgia’s Tiered System of Supports for Students using the Fidelity Rubric

• Discuss successes and barriers with implementing the components of Georgia’s Tiered System of Supports for Students

• Discuss next steps to support effective implementation of Georgia’s Tiered System of Supports for Students
Roles and Responsibilities for the Day

Identify the following:
- Reporter/Facilitator
- Timekeeper
- Recorder
Table Talk: Reflection

Reflect on the Overview of Georgia’s Tiered System of Supports for Students training. Chart responses to the following:

• How has the information/content from the Overview been used?

• What will be the area of focus for your school (academic and/or behavior)?

• What concerns have been discussed with your leadership team?

• What information needs to be shared with Georgia’s Tiered System of Supports for Students Leadership Team?
Essential Components of the Nationally Aligned MTSS Framework

Supported by District and School Infrastructure

Georgia added the essential component of Infrastructure.
MTSS: Integrating the What and the How

Integrating the Essential Components of Georgia’s Tiered System of Supports for Students with Georgia’s Systems of Continuous Improvement

- Screening
- Progress Monitoring
- Data-Based Decision Making
- Multi-Level Prevention System
- Infrastructure

Supporting the Whole Child
Components of the District and School Fidelity Rubrics

• Assessments
• Data-based Decision Making
• Multi-level Instruction
• Infrastructure
• Fidelity and Evaluation
Team Time: Choose, Chat, and Commit

- Choose key words or phrases that could significantly impact an individual or group’s decision on a rating.
- Chat about the differing connotations, meanings or interpretations of the selected words or phrases.
- Commit to an interpretation that everyone can support.
Evidence and Artifacts

When selecting a rating for each component of the rubric, consider the following:

• Not all evidence will have a tangible artifact, but every artifact is a piece of evidence to support a particular ranking or conclusion.

  • Evidence: information to prove something is true (used to support the ratings on the rubric)
  • Artifacts: any object made by human beings, especially with a view to subsequent use (physical evidence used to support/validate the ratings on the rubric)
Sample Evidence and Artifacts

As each component is rated, generate a list of artifacts and evidence for each of the following components.

- Assessments
- Data-based Decision Making
- Multi-level Instruction
- Infrastructure
- Fidelity and Evaluation

Many artifacts will support several components.
Essential Components Worksheets

- Tool used to guide conversation around each of the components of the rubric before actually rating each component
- Tool for collecting relevant information and recording ratings on the rubrics
- Data collected through interviews with personnel, observation and document/artifact review
- Scoring based on a 5-point scale, with 5 being the highest
- Consensus should be made in scoring each component of the worksheet/rubric
Rating Procedures

- In district and/or school teams read each element of the rubric, beginning with the rating for “3”.

- Rate each element individually then compare your ratings with the ratings of the other members of your group.

- Highlight the part of the rating that impacts your district/school in regard to reaching the next highest rating. This information will be used to determine possible next steps.

- When rating for Academic denote “A“ in the box and/or for Behavior denote “B”, since implementation may vary for each area of focus.

- Discuss any discrepancies in the ratings at your table and reach a consensus for each element.

- The recorder will record the team’s rating that was reached based on the team’s consensus.
Now let’s discuss, self-assess, and plan next steps using...

Georgia’s Tiered System of Supports for Students Essential Components Worksheets and Fidelity Rubrics
Component #1: Assessments

- Screening Tools
- Universal Screener
- Data Points to Verify Risk
- Progress Monitoring Tools
- Progress Monitoring Process
Reflection of Component #1: Assessments

Given ratings on the Assessment component of the rubric, discuss, summarize and chart the following:

• Strengths
• Areas of Concern
• Discrepancies between the “academic” and “behavior” ratings
• 2-3 Possible Next Steps
Component #2: Data-based Decision Making

- Decision Making Process
- Data System
- Responsiveness to Secondary and Intensive Levels of Intervention
Reflection of Component #2: Data-based Decision Making

Given ratings on the Data-based Decision Making component of the rubric, discuss, summarize and chart the following:

- Strengths
- Areas of Concern
- Discrepancies between the “academic” and “behavior” ratings
- 2-3 Possible Next Steps
Component #3: Multi-level Prevention System

• Tier I
  ▪ Research-based Curriculum Materials
  ▪ Articulation of Teaching and Learning Materials
  ▪ Differentiated Instruction
  ▪ Standards-based
  ▪ Exceeding Benchmark

• Tier II
  ▪ Evidence-based Intervention
  ▪ Complements Core Instruction
  ▪ Instructional Characteristics
  ▪ Addition to Primary/Core Curriculum
Component #3: Multi-level Prevention System (cont’d)

• Tier III
  ▪ Data-based Intervention Adapted to Student Need
  ▪ Instructional Characteristics
  ▪ Relationship to Primary
Reflection of Component #3: Multi-level Prevention System

Given ratings on the Multi-level Prevention System component of the rubric, discuss, summarize and chart the following:

• Strengths
• Areas of Concern
• Discrepancies between the “academic” and “behavior” ratings
• 2-3 Possible Next Steps
Component #4: Infrastructure

- Prevention Focus
- Leadership
- Professional Learning
- Schedules
- Resources

- Family and Community Engagement
- Communication with and Involvement of All Staff
- Effective Teaming
- Cultural Linguistic Responsiveness
Reflection of Component #4: Infrastructure

Given ratings on the Infrastructure component of the rubric, discuss, summarize and chart the following:

• Strengths
• Areas of Concern
• Discrepancies between the “academic” and “behavior” ratings
• 2-3 Possible Next Steps
Component #5: Fidelity and Evaluation

- Fidelity
- Evaluation
Reflection of Component #5: Fidelity and Evaluation

Given ratings on the Fidelity and Evaluation component of the rubric, discuss, summarize and chart the following:

- Strengths
- Areas of Concern
- Discrepancies between the “academic” and “behavior” ratings
- 2-3 Possible Next Steps
Reflections. . .

"I don't have a story, Tommy. I can offer a retrospective of your day, followed by a deep-dive to identify opportunities for improvement."

CARTOONSTOCK.com

Search: D. Jones 196
Team Time

For each component that your team listed

Next Steps:

• Narrow your focus and determine action steps.
• Discuss a timeframe and the resources, including support from your regional coach, needed to facilitate implementation of these action steps.
• Share with the rest of the group.
Are you able to:

• Describe the components of Georgia’s Tiered System of Supports for Students Fidelity Rubric?

• Assess the district’s/school’s implementation of Georgia’s Tiered System of Supports for Students using the Fidelity Rubric?

• Discuss successes and barriers with implementing the components of Georgia’s Tiered System of Supports for Students?

• Discuss next steps to support effective implementation of Georgia’s Tiered System of Supports for Students?
Next Steps
Please complete the post test and training evaluation
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<tr>
<th>Date(s)</th>
<th>Content</th>
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<th>Audience</th>
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<tr>
<td>8/21 – 8/22/2019</td>
<td>Evidence-Based Practices and Evidence-Based Interventions</td>
<td>GaDOE West Tower, 20th Floor Atlanta, GA</td>
<td>All GaDOE, All Georgia educators (Priority given to Cohorts 1 &amp; 2)</td>
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<td>September 2019</td>
<td>Infrastructure and Needs Assessment</td>
<td>Individual Sites</td>
<td>Cohort 2 Districts &amp; Schools</td>
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<td>9/12/2019</td>
<td>SSTAGE Fall Conference</td>
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<td>10/8/2019</td>
<td>Screening**</td>
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<td>Screening**</td>
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** This professional learning module will be offered on two different dates. Cohort 2 Districts can choose which of the two sessions they wish to attend.
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## Professional Learning Calendar

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<td>1/22/2020</td>
<td>Multi-Level Prevention System Part 1**</td>
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<td>January-</td>
<td>Fidelity Rubric Verification</td>
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Georgia’s Tiered System of Supports for Students

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Georgia’s Tiered System of Supports for Students

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Launa Chamberlin, Regional Coach

Jody Drum, Regional Coach

Christy Jones, Regional Coach

Claire Smith, Regional Coach

Deshonda Stringer, Regional Coach
Need More Information?
Georgia’s Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports
or
www.gadoe.org/MTSS

Resources Available
• Fact Sheets: Simplify essential components/framework
• Professional Learning Units
• Training Webinars
• Subscribe to Newsletter
• Register for Upcoming Events
Connect With Us

Join Georgia’s network of MTSS professionals

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Project Officer, Jennifer Coffey.
Offering a holistic education to each and every child in our state.

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