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| Purpose of the MTSS video series is: | The Office of Learning Supports (OLS) created a series of videos to be used to build understanding about the Multi-Tiered System of Supports (MTSS) Framework, its 6 Essential Components, and implementation science. | Adult Learning Principles and  Goals of Inquiry Questions  Donovan, M. et al (Eds.) 1999. *How People learn.* Washington, DC: National Academy Press. | * To present and be made aware of the information (Introduce/Illustrate) * To determine what is familiar and what is new information. (Practice/Evaluate) * To connect the familiar information to what the individual is currently working with/experiencing (Practice/Evaluate) * To make meaning of new information and how it may be applied to the individual’s current setting. (Reflection/Mastery) |
| Key Vocabulary Terms, Concepts, &/or Learnings for *this* Video in the series | ***Family, School, and Community Partnering***   * *Multi-Tiered Partnering, FSCP, active, ongoing, two-way, shift, relationships, stakeholders, MTSS logic, Dual Capacity-Building, SACPIE, National Family-School Partnership Standards, rights, responsibilities, voice.* |
| Video Segment **One**: Notes (pre-printed)  ***Topic: Definition***  **Time: 0:00 – 0:31** | Family, School, and Community Partnering (FSCP) is defined as the collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes. | Video Segment **One**: Prompt(s) for Reflection &/or Application: ***Topic:*** ***Definition***  **Time: 0:00 – 0:31** | **1. Practice/Evaluate**: Think of a true partner in your life (e.g., a spouse, a co-worker, etc.). List words that you would use to describe the positive characteristics that make that relationship work well. |
| Video Segment **One**: Viewer Notes (personal) |  | Video Segment **One**: Viewer Response (personal) |  |
| Video Segment **Two**:  Notes (pre-printed)  ***Topic: Partnering through Relationships***  **Time:**  **00:32 – 3:03** | * All significant adults in students’ lives collaborating through positive, ongoing, supportive relationships help students reach their goals. * Respecting expertise and cultural, linguistic, socio-economic, and learning differences of all stakeholders. * Shift from traditional “involvement” to multi-tiered family-school partnering, where supports are fluid through a layered continuum and can differ over time to match the needs of the family. * Four stakeholder groups (schools, students, families, and communities). * How families function/operate may vary. | Video Segment **Two**: Prompt(s) for Reflection and/or Application:  ***Topic: Partnering through Relationships***  **Time:**  **00:32 – 3:03** | 1. **Practice/Evaluate**: Think of the members of your learning community. Identify differences amongst the varied stakeholders.  2. **Reflection/Mastery:** Select two words from your list created for Video Segment One. Describe examples of where/when you have seen those same characteristics evident in your learning community between different stakeholders (e.g., family > school or school > community). |
| Video Segment **Two**: Viewer Notes (personal) |  | Video Segment **Two**: Viewer Response (personal) |  |
| Video Segment **Three**:  Notes (pre-printed)  ***Topic: MTSS Logic and Expectations for Partnering***  **Time:**  **3:04 – 6:41** | * MTSS Logic applies to family supports. * Families are assets to the school. * Families may need additional supports. * Families can support each other and can access community resources. * Dual Capacity-Building supports stakeholder competence, confidence, valuing of partnering, clarity about how to contribute, and shared responsibility for outcomes. * A shift in educators’ beliefs or attitudes impacts their approaches to partnering practices. * CDE & SACPIE support implementation of the National Standards for Family-School Partnerships, which provide guidance and expectations for partnering. | Video Segment **Three**: Prompt(s) for Reflection &/or Application:  ***Topic: MTSS Logic and Expectations for Partnering***  **Time:**  **3:04 – 6:41** | **1. Reflection/Mastery:** Differences between families may be strengths/assets or may indicate areas of need. Reflect on your learning community, and categorize supports that exist for families according to each of the layers of support (universal, targeted, and intensive). |
| Video Segment **Three**: Viewer Notes (personal) |  | Video Segment **Three**: Viewer Response (personal) |  |
| Video Segment **Four**:  Notes (pre-printed)  ***Topic: Standards 1- 2: Welcoming Families into the School Community* and *Communicating Effectively***  **Time:**  **6:42 – 10:24** | * Set expectations about attendance and participation for all stakeholders. * Providing access through resource allocations may show partnering is a priority. * Responsive scheduling – consider flexible hours, locations, and types of meetings. * Communication should be ongoing, two-way, and utilizing a method that works for each of the stakeholders. * Early invitation from the school and communication to families can help build rapport and establish relationships. * Homework can be an effective home-to-school link and communication tool. * To help children succeed, schools can enlist families as teammates by developing relationships through positive contacts. | Video Segment **Four**:  Prompt(s) for Reflection &/or Application:  ***Topic: Standards 1- 2: Welcoming Families into the School Community* and *Communicating Effectively***  **Time:**  **6:24 – 10:24** | **1. Practice/Evaluate**: Throughout the year, Parent-Teacher Conferences (PTCs) can serve as a universal support (when available to each family), and PTCs can be targeted or intensive supports when held with a few families or in 1:1 opportunities. How can your system ensure your universal, targeted, and intensive meeting structures are intentionally-welcoming to families?  **2. Reflection/Mastery:** With a thinking partner, friend, colleague, or peer, brainstorm a list of methods of effective communication between stakeholders that accounts for diverse backgrounds, perspectives, assumptions, and experiences. |
| Video Segment **Four**: Viewer Notes (personal) |  | Video Segment **Four**: Viewer Response (personal) |  |
| Video Segment **Five**:  Notes (pre-printed)  ***Topic: Standards 3-4: Supporting Student Success* and *Speaking Up for Every Child***  **Time:**  **10:25 – 13:09** | * Shift: Families can contribute (e.g., at home) to the learning process. * Jointly-create educational plans using the four-step Problem-Solving Process and shared decision-making. * Learning is coordinated and reinforced in multiple settings. * Families feel empowered to be advocates for their own and other children. * Families should have access to information about: Operations, programs, policies, activities, rights, responsibilities, and resources. | Video Segment **Five**:  Prompt(s) for Reflection &/or Application:  ***Topic: Standards 3-4: Supporting Student Success* and *Speaking Up for Every Child***  **Time:**  **10:25 – 13:09** | **1. Practice/Evaluate**: Explain how the learning and problem solving processes in your community actively include families.  **2. Practice/Evaluate:** Within your learning community, what mechanisms exist to ensure families feel empowered and knowledgeable about the system and opportunities to partner? |
| Video Segment **Five**: Viewer Notes (personal) |  | Video Segment **Five**: Viewer Response (personal) |  |
| Video Segment **Six**:  Notes (pre-printed)  ***Topic: Standards 5-6: Sharing Powe*r and *Collaborating with the Community***  **Time:**  **13:10 – 16:24** | * Active partners share voices and knowledge in decision-making about the plans, policies, and programs that relate to their learning communities. * Families feel valued and present, resulting in positive outcomes for students. * Honor and acknowledge that parents/families know their children best. * Community opportunities provide innovation, resources, and places for students to learn and grow. * Match community supports to context and fit (e.g., FFA in rural settings or local mentors). | Video Segment **Six**:  Prompt(s) for Reflection &/or Application:  ***Topic: Standards 5-6: Sharing Power* and *Collaborating with the Community***  **Time:**  **13:10 – 16:24** | **1. Practice/Evaluate:** In your learning community, where have you seen evidence of *or* need for the family voice in policies that impact the system?  **2. Practice Evaluate:** Provide two examples of your school’s or district’s visibility in the local community and two additional examples of the local community directly supporting the school or district.  **3. Reflection/Mastery:** With another stakeholder or within a team, select at least one Standard to help focus improvements FSCP in your site/situation. With your collaborator(s), craft an action plan for learning more about your system’s implementation of that/those Standard(s), including data collection that will help inform next steps for FSCP. |
| Video Segment **Six**: Viewer Notes (personal) |  | Video Segment **Six**: Viewer Response (personal) |  |