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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 5 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 | ***Data Use and Decision Making***   * *Universal Screening, Progress Monitoring, Fidelity, Data, Systems, Practices, Outcomes, Intensity, Duration, Frequency, Poor, Questionable, Positive, Problem Solving (four steps), Measure, Decision-making.* |
| Video Segment **One**:  Notes (pre-printed)  ***Topic: Definitions***  ***Time:***  ***00:00 – 2:09*** | * **Visual Graphic:** To reach *Outcomes*, implement MTSS as an efficient framework that depends on the effective interaction of *Data* (used for decision making), evidence based *Practices* (to support students’ needs), and *Systems* (facilitating the adult implementation of practices). * **Universal screening** is a type of assessment that is characterized by the administration (usually three times a year) of quick, low cost, repeatable data collection of academic and behavioral skills of all students. It shows how function the curriculum and instruction are in the school and detects whether or not students are making acceptable progress in the curriculum. * **Progress monitoring** is a systematic approach to gathering academic and behavioral data using a variety of data collection methods. Student performance is examined frequently over time to evaluate response to instruction and intervention. | Video Segment **One**:  Prompt(s) for Reflection &/or Application:  ***Topic: Definitions***  **Time:**  **00:00 *–* 2:09** | **1.** **Practice/Evaluate**: How do the provided definitions of Universal Screening and Progress Monitoring fit with your thinking and experience(s)?  **2. Reflection/Mastery:** How might you improve the interactions of your data, systems, and practices to ensure they effectively “overlap” to produce positive outcomes? Consider how the intersection and integration may strengthen your system. |
| Video Segment **One**: Notes (personal) |  | Video Segment **One**:  Viewer Response (personal) |  |
| Video Segment **Two**:  Notes (pre-printed)  ***Topic: Elements of Universal Screening and Progress Monitoring***  ***Time:***  ***2:10 – 4:32*** | * George Sugai stated: * Problem solving is a prevention-based approach that includes universal screening and progress monitoring. * Use of data can highlight the difference between students’ current and expected levels of performance. * Monitor implementation efforts for efficiency; this is of benefit when considering the addition of new activities.   Universal screening:   * At a school-wide level, it is important to check student progress on a regular basis and see how students are responding to the general education curriculum. * This is considered best practice and identifies students who may need additional supports to be successful.   Progress monitoring:   * To increase the efficiency and effectiveness of resources, use ongoing data to determine if it is necessary to adjust the support(s) or intervention(s) being used with a student or group(s) of students. * Progress monitoring is a research-based practice where students’ academic and/or behavioral progress is measured to for the purpose of evaluation, to help determine the effectiveness of the teaching practice and to inform instructional decision-making. * The same tool is used over time and in consistent increments. * Progress monitoring is done more frequently with the intensity of the intervention. | Video Segment **Two**:  Prompt(s) for Reflection &/or Application:  ***Topic: Elements of Universal Screening and Progress Monitoring***  ***Time:***  ***2:10 – 4:32*** | **1. Practice/Evaluate**: Craft a list of data sets that you have within your system that are used for Universal Screening and Progress Monitoring (include information for both the academic and behavioral domains).  *\*You may choose to use formal data audit tools such as MTSS, UIP, or other models (of tables or matrices for the documentation of an assessment framework). See the* [*MTSS Data-Based Problem Solving and Decision-Making web page*](http://www.cde.state.co.us/mtss/databasedproblemsolving) *for examples.*  **2. Reflection/Mastery:** What would you describe as the areas of strength (or assets) and the areas of potential growth (or gaps) in the data inventory you created in question one (above)? |
| Video Segment **Two**: Notes (personal) |  | Video Segment **Two**: Viewer Response (personal) |  |
| Video Segment **Three**:  Notes (pre-printed)  ***Topic: Using Data for Decision-Making***  ***Time:***  ***4:33 – 6:13*** | * Use data patterns to identify factors that contribute to an identified concern. * Select an intervention that aligns with and addresses the identified concern, has a likelihood of effectiveness, and can be feasibly implemented. * The Problem-Solving Process (Define, Analyze, Implement, and Evaluate) can be applied to multiple levels including individual student, classroom, building, district, and systems levels. [Note: It also can be applied to each stakeholder group; the process is not exclusively for student application.] | Video Segment **Three**:  Prompt(s) for Reflection &/or Application:  ***Topic: Using Data for Decision-Making***  ***Time:***  ***4:33 – 6:13*** | 1. **Practice/Evaluate**: How does your system use data within the problem solving process? Include what data inform the problem solving process at your site and at what point your process is impacted by such data. |
| Video Segment **Three**: Notes (personal) |  | Video Segment **Three**: Response (personal) |  |
| Video Segment **Four**:  Notes (pre-printed)  ***Topic: Using Data for Decision-Making***  ***Time:***  ***6:14 – 7:44*** | * Visible representations of benchmarks (which are the goals to be reached) help to clarify if students are progressing. * Multiple data sets may be needed for a clear understanding of performance. * During *Evaluation*, responses to data are reviewed for possible next steps:   + Poor (re-enter problem solving)   + Questionable (persist with intervention &/or re-enter problem solving)   + Positive (continue &/or fade) * When making decisions during *Evaluation*, check for fidelity of implementation to make reasonable adjustments and decisions. | Video Segment **Four**:  Prompt(s) for Reflection &/or Application:  ***Topic: Using Data for Decision-Making***  ***Time:***  ***6:14 – 7:44*** | 1. **Practice/Evaluate**: During *Evaluation,* how are relevant data sets made available to team members for collaborative review? Consider problem solving at all levels of application (individual student through system-wide). |
| Video Segment **Four**: Notes (personal) |  | Video Segment **Four**: Response (personal) |  |
| Video Segment **Five**: Notes (pre-printed)  ***Topic: Data for Districts and Measures***  ***Time:***  ***7:45 – 11:12*** | District-level Decision-Making:   * Focus of the district leadership team is to ensure intended student outcomes are being realized. * District-level Considerations: * Students making adequate academic gains. * Safe environment established for students to be successful. * Teachers implementing practices effectively. * District providing sufficient supports.   Measuring Fidelity and Outcomes:   * Fidelity data inform decision-making. Checking for fidelity (“doing what we said we would do”) should be considered when evaluating intended outcomes. * *In addition to asking, “Did we choose wrong or pick a poor instructional approach?” Ask: “Did we not implement well? Did students not receive the instructional approach?”* * First, “Do it right!” Then, if there *is* high fidelity *and* intended outcomes are still not being realized, “dig deeper” (asking different continuous improvement questions). | Video Segment **Five**: Prompt(s) for Reflection &/or Application:  ***Topic: Data for Districts and Measures***  ***Time:***  ***7:45 – 11:12*** | **1. Practice/Evaluate**: Within your system, how has district-level decision-making taken shape and influenced student outcomes?  **2. Reflection/Mastery**: What methods of fidelity checks are used (or could be used) within your system to ensure integrity of decision-making (which requires measurement and evaluation of ***both*** performance data and fidelity data)? |
| Video Segment **Five**: Viewer Notes (personal) |  | Video Segment **Five**: Viewer Response (personal) |  |