

## **Building from What You Have: The Process of Building Tiered Supports Using an MTSS**

**Overview:** This institute series is designed for Maine school teams who are planning to launch or relaunch their multi-tiered system of support (MTSS) in the 2021-2022 school year. The series of 7 sessions will be held weekly on Tuesdays 6/22/21 through 8/10/21 (except 7/6/21). The accepted teams will learn about and build school-specific MTSS implementation plans to use during the 2021-2022 school year. Team members will:

- Learn Maine’s model for MTSS and its components as well as the school’s readiness for MTSS implementation;
- Map the personnel resources needed to design, implement, and support an MTSS;
- Identify the role and importance of educator teams in making an MTSS successful;
- Map the instructional resources needed to design, implement, and support an MTSS;
- Learn and practice how to use student data effectively;
- Organize space and schedules for successful tiered supports; and
- Create a school-level implementation plan to use as a blueprint for staff professional learning during the 2021-2022 school year.

In order to foster a collaborative and engaged learning environment, five-person teams from Maine’s schools are invited to submit applications to attend.

**Format and Schedule:** All sessions will be held via Zoom on the following selected Tuesdays from 10 am to 2 pm eastern time, with a break for lunch.

- 6/22/21
- 6/29/21
- 7/13/21
- 7/20/21
- 7/27/21
- 8/3/21
- 8/10/21

**Cost:** There is no cost for attendance.

### **Facilitators:**

- Andrea Logan, M.S., Multi-Tiered Systems of Support Specialist, Maine Department of Education
- Rachel Brown-Chidsey, Ph.D., NCSP. Assistant Professor of Special Education, University of Southern Maine

### **Readings and Materials:**

- Gibbons, K., Brown, S., Niebling, B. (2018). *Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1*. Guilford Press.
- Hagermoser-Sanetti, L., Collier-Meek, M.A. (2019). *Supporting Successful Interventions in Schools: Tools to Plan, Evaluate, and Sustain Effective Implementation*. Guilford Press.

**Team Representation:** School-based MTSS teams that include the following roles will be selected to participate.

- Principal or Assistant Principal (needs to have decision-making authority for MTSS implementation)
- General Educator
- Special Educator
- School Psychologist
- Instructional Coach or other “specialist” such as
  - Title I Teacher
  - Counselor
  - Social Worker

## Application Form

**Directions:** Complete all sections and email to [Andrea.Logan@maine.gov](mailto:Andrea.Logan@maine.gov)

**Note:** Only complete applications will be reviewed. All listed participants will be expected to attend all sessions. Participants will be given an e-text version of the Gibbons et al. book. Participants, or their schools, must purchase the Hagermoser-Sanetti and Collier-Meek text.

**Application Deadline:** 5/--/2021

District Name: \_\_\_\_\_

District Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact email: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

Team Members: List below the names and email addresses of your team members. Emails are needed in order to invite attendees and give them Zoom access.

POSITION	NAME	EMAIL
Principal or Assistant Principal		
General Education Teacher		
General Education Teacher		
Special Education Teacher		
Instructional Coach or other "specialist" _____		

The school or individual participants are responsible for purchasing the following book:

Hagermoser-Sanetti, L., Collier-Meek, M.A. (2019). *Supporting Successful Interventions in Schools: Tools to Plan, Evaluate, and Sustain Effective Implementation*. Guilford Press.

How will your participants obtain the above book?

\_\_\_\_\_ Our school will purchase the books for the participants

\_\_\_\_\_ The participants will be expected to purchase their own copies of the book

1. **School MTSS Status:** In the space below explain your school's prior or current tiered support practices (e.g., RTI/PBIS/MTSS).

2. In the space below, explain how this institute will advance staff readiness and skills to improve outcomes for your students.

3. In the space below, provide 3 to 5 specific goals for your team to accomplish as a result of attending this institute.