

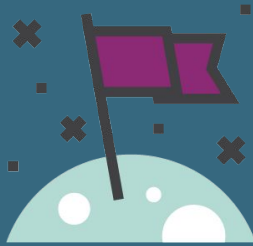


# Zooming In and Out to Embrace MTSS

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Multi-Tiered Systems of Support





# Session Objectives

- Understand what MTSS is and how it is different from RTI
- Learn more about the MTSS and how the framework creates inclusive and equitable systems
- Reflect on the strengths of your MTSS and areas that your district will need to focus to meet the needs of all students



# Optimistic Opener

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# Optimistic Opener ❤️

What is a cake/dessert that brings you back to your come-from place?

## Options:

- Pull up the item on your phone and share a pic/look at recipe
- Share the memory with a colleague
- Text someone a memory/pic of that cake!

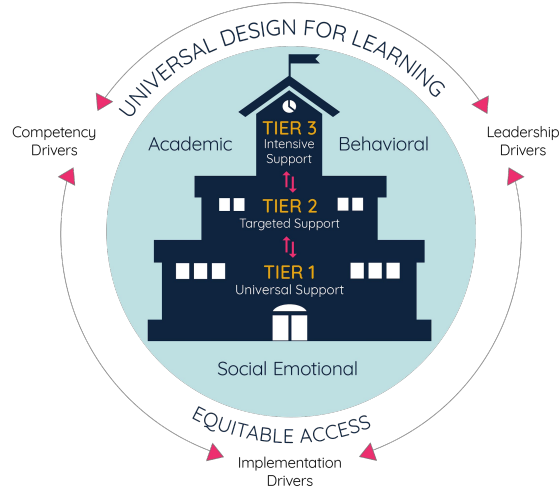




# MTSS as a Noun

## with UDL as a Foundation

# MT + SS







“The types of support students receive do not supplant access to universal instruction. Supports provide additional instruction.”

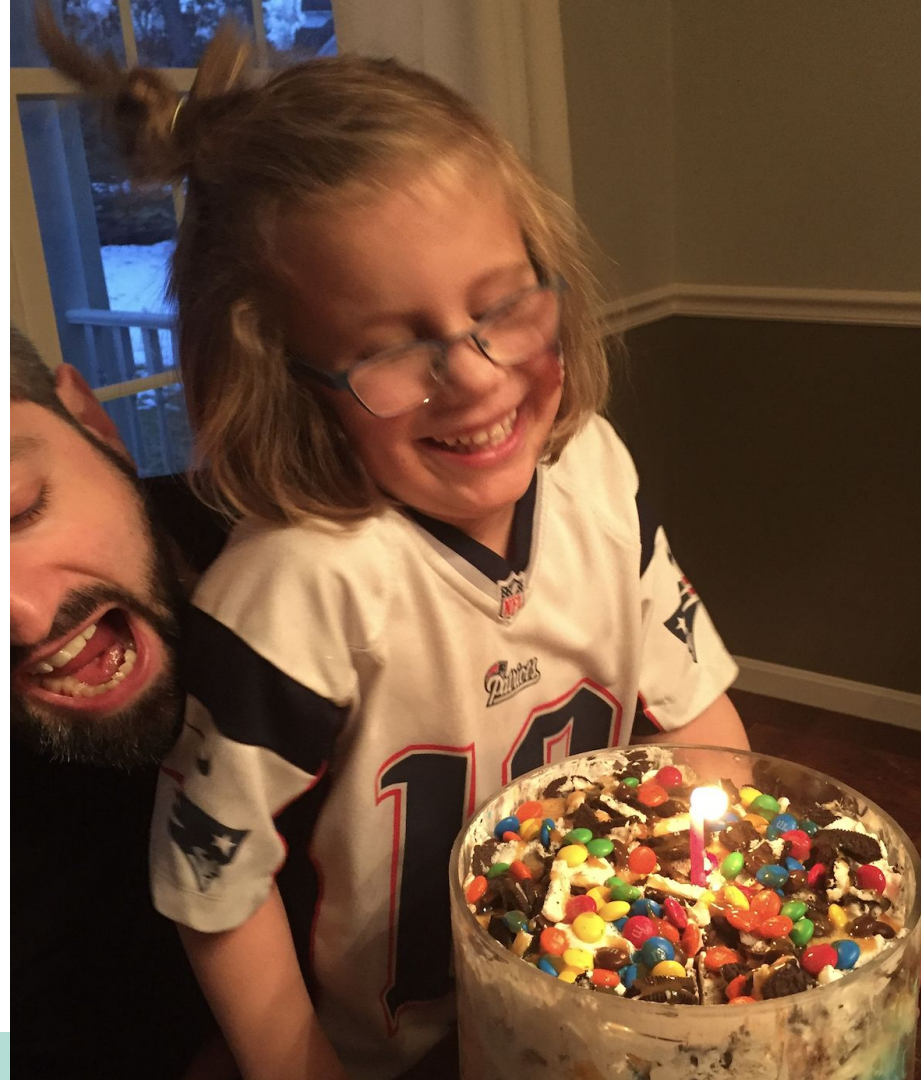
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# Flash Back!

When we were little and eating too much sugar, some adults told us our teeth would face consequences.

“If you keep eating all that sugar...”


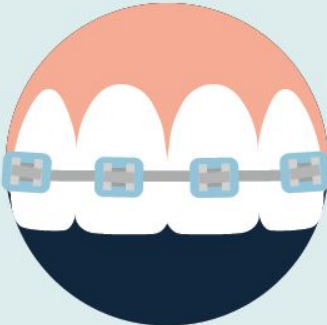



# MTSS and the Dentist







Tier 1 Examples	Tier 2 Examples	Tier 3 Examples
Check Up	Braces	Root Canals
Cleaning	Cavity Filled	Surgical Procedures
		

# Reflection Alert

How does the dental analogy impact your understanding of tiered supports in an MTSS as well as how important Tier 1 instruction is for ALL learners?

Options:

- Have a chat (feel free to stand if you're able)
- Want to share with everyone?  
Use the chat box!



2:00

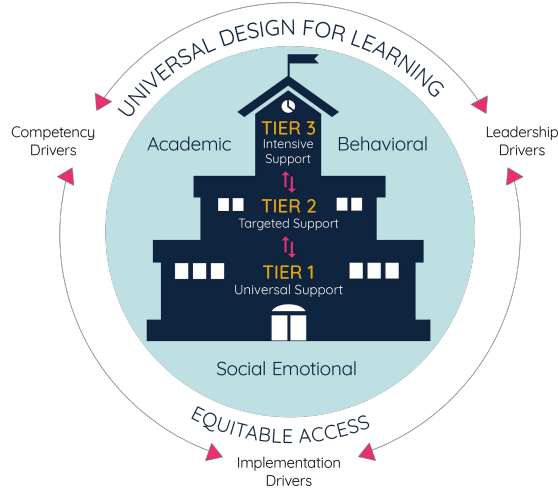




# MTSS Self-Assessment

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# MT + SS





# A Recipe Analogy

There are “ingredients” you need to create an inclusive multi-tiered system to drive equitable access and outcomes. Those ingredients are:

- Competency drivers
- Implementation drivers
- Leadership drivers

## Butter Cake Recipe



2 1/4 cups all-purpose flour  
1 stick butter, softened  
1 1/2 cups granulated sugar  
3 1/2 tsp baking powder  
1 tsp salt  
3/4 cups milk  
2 tablespoons oil  
1 tbsp vanilla extract  
3 large eggs



# Activity Alert

Scan the MTSS Self-Assessment.  
What do you notice? What do you wonder?

Options:

- Have a chat (feel free to stand if you're able)
- Want to share with everyone?  
Use the chat box!

5:00

## Butter Cake Recipe



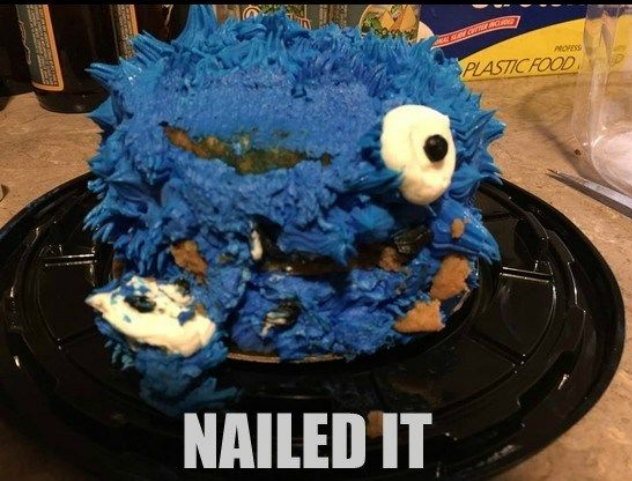
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1 stick butter, softened  
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3 1/2 tsp baking powder  
1 tsp salt  
3/4 cups milk  
2 tablespoons oil  
1 tbsp vanilla extract  
3 large eggs

# Outputs vs. Outcomes

Goal: Make a delicious cake.

- Outputs: Here is a picture of the cake I made!
- Outcomes: Here are tasting notes from 20 anonymous tasters and the winning ribbon at the baking competition.





**NAILED IT**

1. No one is buying cakes at the MTSS Bakery.
2. Some cakes are delicious but some are terrible and customer service reviews are inconsistent (see Cookie Monster!).
3. We need a vision for the type of bakery we are going to run and feedback we desire.
4. We need to measure the quality of service and cakes using multiple measures that **MATTER**.
5. Every time we get feedback, we reflect and adapt as necessary.
6. We work together in marketing, baking, and customer service to create the **BEST** experience (and most delicious cakes!)

# Outputs vs. Outcomes

## Outputs

- Share the evidence ratings of the intervention materials selected
- Provide a copy of the new schedule
- Provide a copy of the position posting and a list of the newly assigned staff

## Outcomes

- Results of statewide assessments and universal screening measures that report annual growth as a result of shifted systems for each identity group
- Feedback from students, teachers, and parents on impacts of inclusion

# Outputs vs. Outcomes

Be honest. How often does your district talk about the “activities” and “outputs” as opposed to the impact on students and their instruction, learning, and identity?

Options:

- Post to the chat
- Share your thoughts with a colleague in a conversation or text



How has this session helped you work toward the session objectives?

## Objectives

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# Final Reflection

