

State Personnel Development Grant

The Newsletter for Vermont's SPDG

December 5, 2016

Volume 1, Issue 2

From the Desk of: Early-Aligned vtMTSS Networking Day. By Meg Porcella, SPDG Co-Director

Spotlight: Windsor Southeast Supervisory Union. By Jan Willey, Systems Coach for both the K-12 and Aligned vtMTSS Leadership Teams

vtMTSS Village

Because it takes a village of interconnected initiatives to "do" school equitably...

Data Snapshot: [Participate in a brief survey](#) about training/meeting evaluation forms

Upcoming Training 2016-2017 Save the Dates

Registration information coming soon. Contact your systems coach with questions.

Math:

November 17, 2016
January 27, 2017
March 9, 2017

Location: VT Technical Center, Randolph, VT
[Register online](#)

UDL:

December 8, 2016
Location: Capital Plaza, Montpelier, VT
[Register online](#)

Literacy:

[VRI at the University of Vermont](#)

Behavior:

[PBIS Professional Development Calendar](#)



Early-Aligned vtMTSS Networking Day

On November 3, 2016 members from the four Early-Aligned vtMTSS pilot sites funded by the SPDG were invited to kick-off the new school year with a networking meeting at the Agency of Education. In addition to holding a facilitated discussion around topics related to being an Early-Aligned pilot site such as parent participation, Data2Action in Early MTSS, Leadership Team logistics and functions, and communication processes, the members from the three "newer" pilot sites had the opportunity to hear from members of the Windsor Southeast Supervisory Union's (WSESU) Early Childhood team. We believed that in addition to benefiting from facilitated networking with other pilot site team members, pilot sites that are newer to their implementation process would be able to learn from the successes and lessons learned from WSESU's first year of implementation.

The leadership team of the Early-Aligned vtMTSS pilot in WSESU is led by Jan Crow, director of early education, and is comprised of three parents, the early education teacher, the principal, the K-8 literacy coach, and a Kindergarten teacher. We were thrilled to have a panel of three members of the WSESU Aligned vtMTSS leadership team present at our Networking Day, including Jan Crow, Regina Davis, K-6 Instructional Coach at Windsor State Street School, Emily Gissel, WSESU Pre-K Teacher at Windsor State Street School and Lead Teacher for the Aligned vtMTSS work, and Jan Willey, Systems Coach for both the K-12 and Aligned vtMTSS Leadership Teams.

The panelists were asked to speak about WSESU's transition professional learning community plan. One of the goals of Early MTSS at WSESU is to ensure a smooth transition from Pre-K into Kindergarten, with a focus on social/emotional skill development during the first year; following that, early literacy and early numeracy will be introduced in years two and three.

According to the exit tickets, the ability to hear from a group that is a bit further along in the implementation process was helpful to the other members of the audience.

One person responded to the question "How was today helpful" by writing, "today was helpful in understanding the process we are just beginning to embark on. Hearing from the panel was very valuable!"



Pictured, seated Left to Right: Regina Davis, Jan Willey, Janice Crow, and Emily Gissel. Photo by Kate Rogers.

Spotlight: Windsor Southeast Supervisory Union

All schools in the Windsor Southeast Supervisory Union (WSESU) made the commitment to participate in the SPDG4 grant as part of Cohort 2. At that time Superintendent David Baker made it clear to his administrative team that he wished to have WSESU explore the possibility of becoming a pilot school for the implementation of Early MTSS. The SU was selected as one of four pilot sites, and began the planning process in the fall of 2015.

Janice Crow, Director of Early Education for WSESU, has overseen this pilot project since the beginning. With the recent development of the Vermont Early Learning Standards (VELS), it seemed both wise and practical to have this document become the vehicle for implementing MTSS at those particular grade levels. A draft plan that articulates specific activities that would facilitate the implementation of this pilot project was created this summer. The plan identifies the specific desired outcome for children involved in the project, which is that all students completing grade three will demonstrate proficiency in grade-level learning standards for literacy, math, and behavior.

Several strategies can accomplish that desired outcome: Design and implement a Pre-K to Kindergarten transition that maximizes both the readiness and support of primary grades to meet the needs of each child/family for success aligned to VELS, and design and implement Pre-K to Kindergarten transition procedures based on research and evidence-based practices.

The transition procedures are designed to maximize the school's readiness to meet the needs of each child and every child/family, to support each child's readiness, aligned to the VELS with an emphasis on providing responsive and supportive learning environments, and supporting social/emotional skills and development in Pre-K – Grade 3, and to ensure heterogeneous class groupings in Pre-K to Grade 3. Several action steps have been completed, including sending all Pre-K staff to attend the 2-Day VELS training, aligning curricula across Pre-K and Kindergarten, having the Pre-K teacher conduct an observation of Kindergarten classes in the fall and creating a Pre-K to Kindergarten Transition Team Professional Learning Community that meets monthly.

The vtMTSS Village

This month we're focusing on the Edcamp-style math training session that began in November. Judi Maynard, Fran Huntoon, Karen Moylan, and TJ Jemison comprise the team delivering the mathematics training through the SPDG this school year. The overarching goals of the three state-wide sessions are to extend participants' knowledge in topics that are relevant to their needs and those of their school/district, develop and strengthen coaching/leadership capacity in Mathematics, explore strategies for engaging all learners in Universal Instruction, and network with other teachers/coaches in Vermont.

Because Edcamps are a participant-driven professional learning model, part of the work leading up to the actual session in November involved soliciting feedback from all of the registrants around topics for discussion from which participants would be able to choose. The pre-survey results indicated that Effective Math Coaching, Differentiated Instruction, and Mathematical Mindsets are the three areas of greatest interest. Those topics became three of the discussion/learning topics at the training. In addition, participants chose from topics such as Co-and-Team Teaching, Computational Fluency, Effective Intervention, Engaging Students with Social-Emotional Challenges, and Instructional Strategies.

The next Edcamp date is set for January 27, 2017 at the Vermont Technical Center in Randolph.

The contents of this document were developed under a grant from the US Department of Education, #H323A120017. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Polly Maccini.

The VT SPDG page coming soon to:

education.vermont.gov