

MTSS-RTII

VERMONT

VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Self-Assessment

Vermont Reads Institute at UVM
and
Vermont Statewide Steering Committee on RTII

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Guidelines and Directions

Introduction

The purpose of this tool is to support your school/SU/SD as you develop and adopt a multi-tiered system of supports designed to improve instruction and intervention for all students in the areas of behavior and academics. This Self-Assessment Tool (SAT) is based on Vermont's **MTSS-RtII Guiding Principles** and the **MTSS-RtII Field Guide**. Each of the components of the self-assessment links back to the Field Guide.

The SAT is designed to be completed collaboratively by a team of educators. You may include as many people as you wish. There are several individuals, however, who must participate:

- a. Building administrator(s)
- b. Classroom teachers(s)
- c. Special educator(s)
- d. Reading and/or math specialist(s)
- e. Curriculum specialist (if appropriate)
- f. Assessment coordinator (if appropriate)
- g. School counselor/behavior specialist/PBIS coordinator

At least one individual should be knowledgeable about the Field Guide and poised to help team members use it as a resource.

Directions

Before You Begin

1. Identify the team/group of individuals who will participate in this self-assessment process.
2. You may be completing this self-assessment from a district/supervisory union perspective or from the perspective of an individual school. If you are responding as a SU/SD, please be sure that there are representatives from the district/SU.
3. Allocate at least two (2) meeting times, totaling 3-4 hours, to complete the self-assessment and reflect on the results. Our pilot experiences suggest that this cannot be done effectively in one sitting. (Additional time is likely to be required to address the implications of this SAT and to create an action plan.)
4. Identify one or more individuals who will compile the information.

GUIDELINES AND DIRECTIONS

Completing the Self-Assessment

1. There are 5 Major sections to the Self-Assessment Tool – one for each component of the Vermont MTSS-RtII approach.
 - a. Systems
 - b. Collaboration
 - c. Instruction/Intervention
 - d. Assessment
 - e. Professional Learning
2. The Overview of Items in the front contains a listing of the “**Characteristics**” for each of the 5 components. You will be rating your school/district on a scale of 1-4 for each characteristic.
 - a. Be sure to read the Characteristic and consider it carefully.
 - b. On the Self-Assessment itself, there are “Indicators of Success” for each of the characteristics. Do **not** rate each of the indicators, but do use them to make a judgment about where your school/district stands in regards to the Characteristic.
3. Complete each section as a whole group (see directions on the Self-Assessment). You will be creating a global score for each of the five components based on a rating scale of 1-4 and a range of characteristics (from 4-8).
 - a. These “scores” are designed only to provide you a means of deciding which area(s) are a relative strength for your school/SU/SD and which are area(s) that require attention.
 - b. There is no expectation that any school/SU/SD would ever be “perfect” – these are complex components that are likely to require continuing attention over time.
 - c. These scores are not metrics that permit comparison across settings; schools may use somewhat different evaluative criteria and data to reflect and assess.
 - d. However, a school/SU/SD should revisit their own self-assessment results after a period of time (i.e., annually) to determine whether progress has been made in your context.
4. The real value of this self-assessment is not the “score” for any component. Rather, it is the conversation and discussion that is prompted as teams complete the survey, as well as the resulting actions that improve student learning.
5. After each component, take time to summarize your work in writing, using the Feedback Form provided. (You will have 5 forms, one for each component.)

GUIDELINES AND DIRECTIONS

Reflecting on the Process and Providing Feedback

1. **Component Analysis** *Use the Summary Form for each component.*
 - a. What does it tell you about your current strengths?
 - b. What does it tell you about concerns that you will need to address?
 - c. What don't you know? (I.e., do you need to collect more information or do research to further understand the practices that would result in improved student learning?)

2. **Summary Analysis and Reflection:** *Examine your results across all 5 components.*
 - a. What next (action) steps are evident at this time?
 - b. What existing initiatives can be brought to bear on this?
 - i. How? By whom?
 - ii. Specify how this existing initiative supports existing initiatives?
 - c. Prioritize the area(s) that you will address.
 - d. Embed these concerns in your action planning.

External Reflection - Optional

For schools/SUs that have been engaged in MTSS-RTII work for more than a year and would like to improve the impact and results:

1. What did you learn from the Self-Assessment about issues that you are already addressing?

2. Consider the indicators for each characteristic very carefully. You may have made great progress in some areas but significant improvement, especially in challenging areas, can depend on more nuanced and/or comprehensive responses.

3. Reflect on Guskey's¹ levels of impact. Have you considered your efforts in terms of:
 - a. Level 1-Reaction: How useful and well-received the efforts have been for professionals?
 - b. Level 2-Learning: How well professionals have acquired the knowledge and skills required?
 - c. Level 3-Organization: What impact has the work had on the system and how broadly is it supported?
 - d. Level 4-Use: How effectively are we applying, using, and implementing work that has been undertaken?
 - e. Level 5-Student Outcomes: What impact has this work had on student performance, achievement, and disposition?

4. Revisit the Field Guide for component areas that need priority attention. Engage in close reading and extended discussion with your team/colleagues.

5. Identify additional resources and/or experiences that can strengthen the work.

¹ Guskey, T. R. (1999). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59 (6), 45-51.

GUIDELINES AND DIRECTIONS

Section Feedback Form

NOTE: You will need 5 copies of this form – One for each of the 5 Components

Component: _____

(To be completed separately for each of the 5 components)

- 1) Discuss characteristics and indicators and record your school evidence on the Self-Assessment Survey form.**

- 2) Compute a “Score” for this Section:**
 - a. Compute a “Possible Score”: Multiply the number of Characteristics for this component by 4 (i.e., 8 characteristics x 4 = 32).
 - b. Compute your Total Score by totaling your rating for each of the characteristics in this component.

- 3) Summarize.**
 - a. What do you conclude about your school/district in relation to this component?

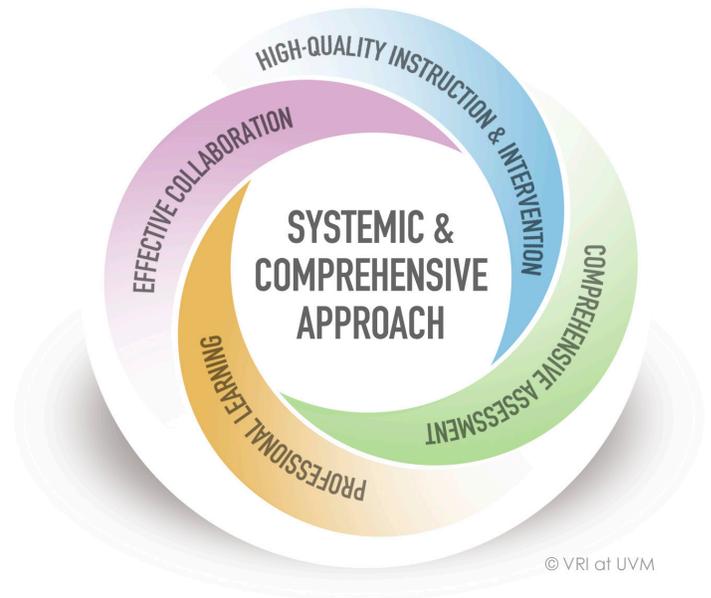
 - b. What insights did you gain?

 - c. What next (action) steps are evident at this time?

Vermont MTSS-RtII Self-Assessment

There are 5 Major sections to the Self-Assessment Tool – one for each component of the Vermont MTSS-RtII approach:

- The Overview of Items contains a listing of the “Characteristics” for each of the 5 components. You will be rating your school/district on a scale of 1-4 for each Characteristic.
- On the Self-Assessment itself, there are “Indicators of Success” for each of the characteristics. Do **not** rate each of the indicators but do use them to make a judgment about where your school/district stands in regards to the Characteristics.



Systemic and Comprehensive Approach

Effective Collaboration

High-quality Instruction and Intervention

Comprehensive Assessment System

Well-designed Professional Learning (Expertise)

² Revised June, 2013

SELF-ASSESSMENT

CHARACTERISTICS for Each of 5 Components

I. Systemic and Comprehensive Approach

1. We have a coherent, comprehensive and systemic plan that outlines our approach to developing, implementing, and sustaining a multi-tiered system of support.
2. Our system has embraced a culture of high expectations and continuous improvement.
3. We have developed appropriate, distributive leadership capacity for using a multi-tiered approach to instruction and intervention.
4. We systematically and regularly consider the quality and appropriateness of our instruction and intervention.
5. Systems and structures are in place to support a comprehensive and balanced assessment system.
6. Our SU and district have an effective system to support professional learning and regularly evaluate the utility and effectiveness of professional development related to a tiered instruction system.
7. We evaluate the efficacy of our overall MTSS system on a regular basis to ensure excellence.

II. Effective Collaboration

1. The essential elements of a collaborative school culture are in place to support MTSS-RtII.
2. School structures support collaborative engagement focus on improving student outcomes in both academics and behavior.
3. Our school has adopted and implemented structures that promote strong family-school relationships.
4. Collaborative problem solving and use of data are well-established in our school/district (SEE ALSO: Items in other component areas of the self-assessment).

III. High-quality Instruction and Intervention

1. All students have equitable opportunity and appropriate access to demanding content standards, high expectations, and excellent instruction.
2. All teachers are knowledgeable about current research on effective teaching practices in the fields they teach and apply those practices skillfully, flexibly, and responsively.
3. Instruction and intervention at all tiers are guided by an articulated framework for curriculum, instruction, and assessment, aligned with CCSS.

SELF-ASSESSMENT

4. Teachers use relevant assessment data to differentiate and provide instruction that is responsive to students' diverse strengths and needs, and is focused on accelerating academic success and/or enhancing socially-effective behavior so that all students meet grade-level standards.
5. Our multi-tiered system begins with the highest-quality classroom instruction that is informed by research and supported by a standards-based curriculum.
6. When differentiated classroom instruction is not sufficient to meet students' learning needs, we provide supplemental (additional) intervention that is tailored to their needs.
7. Students who require even more intensive or specialized instruction receive additional intervention services and supports; including, but not limited to, Special Education services.
8. Instruction and intervention are carefully orchestrated so that they provide a comprehensive, coherent, and tailored program of instruction for all students, within and across grade levels.

IV. Comprehensive Assessment System

1. We have a range of assessment data aligned with the essential skills and understandings we expect students to achieve.
2. Our assessment tools and approaches provide data that are valid, reliable, accurate, and useful.
3. We closely, frequently, and systematically assess students and make regular and effective use of the data we collect to make decisions.
4. We effectively identify students who need closer monitoring and (potentially) interventions.
5. Our professional staff is well prepared to engage in continuous assessment as they work with students.
6. Our assessment data are used to examine and inform the systems that support student achievement, including the quality of instruction and intervention.

V. Well-designed Professional Learning (Expertise)

1. Our school has a long-term professional learning (professional development) plan to support the systematic and comprehensive approach to professional learning related to MTSS-RTII.
2. Our school/district/SU has appropriate structural support for high-quality professional learning and long-term sustainability.
3. All educators and staff engage in embedded professional learning that supports effective collaboration.
4. All educators and staff engage in embedded professional learning that supports the development and implementation of a comprehensive, balanced assessment system.
5. All educators and staff engage in embedded professional learning that supports high-quality instruction and intervention.
6. We use a well-designed evaluation process to determine whether the goals targeted by our professional learning.

SELF-ASSESSMENT: 1) SYSTEMIC AND COMPREHENSIVE APPROACH

A Systemic and Comprehensive Approach

A framework for school improvement is systemic and comprehensive. The other four components of an effective MTSS approach (Collaboration, Instruction and Intervention, Assessment and Expertise) rest on a strong system that capitalizes on the strengths of the local context and is responsive to local needs.

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|---|--|---------------------------------|---|---|---|---|
| <p>1) We have a coherent, comprehensive and systemic plan that outlines our approach to developing, implementing, and sustaining a multi-tiered system of support.</p> | <p>a. Multi-year Plan</p> <ul style="list-style-type: none"> • Our school/district/SU has developed a multi-year plan for MTSS that matches our needs and resources, while still honoring the VT Guiding Principles in the MTSS Field Guide. • We have created the team structures necessary for the successful implementation of MTSS. • Our plan integrates MTSS data into our existing school reports and other formal and informal reporting practices. • Our district/SU has developed written procedures to ensure consistency of MTSS across the district or supervisory union. <p>b. Integration in Effective Schools</p> <ul style="list-style-type: none"> • The implementation of MTSS forms the foundation of our school action plan developed in accordance with the VT School Quality Standards. • Our approach to MTSS is integrated into the school's vision. • Our systemic approach unifies general and special education in a deliberate, intentional, ongoing collaboration to improve outcomes for all students and prevent failure. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> • Describe your team(s) and their functions. • What type of plan do you have? Integrated plan? • Note and discuss evidence related to these indicators. • Reference links to other documents, where appropriate. |
| | | 1 | 2 | 3 | 4 | |

⁴ 1 = We do not do this in our school; 2 = Starting to move in this direction; 3 = Making good progress; 4 = This is well established

SELF-ASSESSMENT: 1) SYSTEMIC AND COMPREHENSIVE APPROACH

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|---|---|---------------------------------|---|---|---|---|
| <p>2) Our system has embraced a culture of high expectations and continuous improvement.</p> | <p>a. Student Outcomes</p> <ul style="list-style-type: none"> Challenging standards set expectations for all students. We have established and communicated appropriately ambitious benchmarks. These benchmarks measure progress toward attainment of the standards. <p>b. Continuous improvement</p> <ul style="list-style-type: none"> Our evaluation and supervision process promotes critical reflection and professional learning for all faculty. Evaluation procedures for school and district administrators are aligned with MTSS and indicate progress in identified areas. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Consider how you demonstrate high expectations for all students. Consider both academics and behavior. |
| <p>3) We have developed appropriate, distributive leadership for using a multi-tiered approach to instruction and intervention.</p> <p>(See also Collaboration Component.)</p> | <p>a. Leadership Team</p> <ul style="list-style-type: none"> A strong instructional team organizes and guides MTSS within the context of the school/district/supervisory union. The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole (Field Guide, pp. 9-13). School/district/SU leadership ensures that staff and resources are (re)allocated, utilized, and supported to optimize their capacity to provide tiered interventions. <p>b. Distributed Leadership</p> <ul style="list-style-type: none"> Staff at all levels of the system share in decisions of substance pertaining to curriculum, instruction, and professional development. Supports and structures have been developed to ensure successful distributed leadership. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Consider how/where leadership is situated. Specify examples and/or evidence of variation across grades or teams or schools (this might include meeting notes, schedules, plans, etc.). |

SELF-ASSESSMENT: 1) SYSTEMIC AND COMPREHENSIVE APPROACH

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|--|---|---------------------------------|---|---|---|--|
| <p>4) We systematically and regularly consider the quality and appropriateness of our instruction and intervention.</p> <p>(See also the Instruction and Intervention Component.)</p> | <p>a. Development</p> <ul style="list-style-type: none"> Our SU/SD has developed or adopted a core curriculum of expected knowledge, skill, and dispositions for all students aligned with the CCSS. There are expectations for positive behavior that have been agreed to by all relevant professionals and shared with all stakeholders. <p>b. Support</p> <ul style="list-style-type: none"> Professional expectations are clear and supported with appropriate coaching, mentoring, or professional learning. We have a process for checking on the quality and appropriateness of instructional practices/strategies for behavior and academics across all settings with feedback and coaching to staff members provided throughout the year. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Note specific procedures or practices used to establish or examine the quality of instruction and intervention (across contexts and settings). |
| <p>5) Systems and structures are in place to support a comprehensive and balanced assessment system.</p> <p>(See also Assessment Component.)</p> | <p>a. System</p> <ul style="list-style-type: none"> A data management system has been established that houses a balanced and comprehensive array of student performance data electronically. The data management system is linked to or aligned with point-of-use systems (e.g. EST, eligibility determinations, report cards, etc.). An identified school/ SU/SD staff person is responsible for managing and troubleshooting the data management system. <p>b. Knowledge and Skill</p> <ul style="list-style-type: none"> All staff have the requisite skills and knowledge to enter, access, analyze, and act upon data. The district provides schools and teachers with technology, training, and support for integrated data collection, data entry, reporting, and analysis systems (RTI-DT4). | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Consider how/where the system is situated. Highlight indicators that are in place. Identify indicators that require attention. |

SELF-ASSESSMENT: 1) SYSTEMIC AND COMPREHENSIVE APPROACH

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|---|--|---------------------------------|---|---|---|---|
| <p>6) Our SU and district have an effective system to support professional learning and regularly evaluate the utility and effectiveness of professional development related to a tiered instruction system.</p> <p>(See Professional Learning Component.)</p> | <p>a. Quality of Professional Learning Experiences</p> <ul style="list-style-type: none"> The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs (45). The district regularly (re)allocates resources to support school, staff, and instructional improvement (RTI-DT5). <p>b. Professional Learning for MTSS</p> <ul style="list-style-type: none"> Professional learning for educators and staff are aligned with the principles and practices of MTSS and include ongoing support and coaching. The school/district plans and supports professional learning to develop expertise specific to both academic and behavior to meet the needs of learners at each tier of support. Professional learning addresses the role of families in implementation of MTSS. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Note specific procedures or practices used to establish or examine the quality of instruction and intervention (across contexts and settings). Consider how/where the system is situated. Highlight indicators that are in place. Identify indicators that require attention. |
| <p>7) We evaluate the efficacy of our overall MTSS system on a regular basis to ensure excellence.</p> | <p>a. Evaluation Plan</p> <ul style="list-style-type: none"> The SU/SD has a detailed plan for evaluating the effectiveness of MTSS implementation at the building and system level and it is reviewed annually. The plan specifies who is responsible for evaluating the system and what types of data are collected and utilized. | 1 | 2 | 3 | 4 | |

SELF-ASSESSMENT: 1) SYSTEMIC AND COMPREHENSIVE APPROACH

| | b. Taking Action <ul style="list-style-type: none"> • The district/SU team regularly evaluates MTSS implementation across schools to assure effectiveness and positive learner progress. • The SU/district regularly uses systems data to analyze the effectiveness of existing resources, including staff, professional development, adequacy of planning time, funding, and networking opportunities. • These data are used to make recommendations for adjustments to the system in relation to: <ul style="list-style-type: none"> • sufficiency of instructional procedures; • fidelity of implementation of all instruction; • effectiveness of engaging learners, families, and communities; and • sufficiency and effectiveness of the multi-tier system to meet the needs of all learners | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> • Describe the sources of information used to judge this indicator. |
|--|---|---|---|---|---|---|
| | | | | | | |

SELF-ASSESSMENT: 2) EFFECTIVE COLLABORATION

Effective Collaboration

Dynamic, positive and productive collaboration among students, families, and professionals with relevant expertise is the foundation for effective problem solving and instructional decision-making within a multi-tiered system.

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|---|--|---------------------------------|---|---|---|---|
| 1) The essential elements of a collaborative school culture are in place to support MTSS-RTII. | <p>a. Common Vision and Goals</p> <ul style="list-style-type: none"> All educators and staff in our school share a clearly stated mission and/or vision that acknowledges collective responsibility for the learning and well-being of all students. Our school provides support for effective use of a “learning communities” or Professional Learning Communities (PLC) model. <p>b. Collaborative Behavior within a Problem-Solving Culture All educators and staff:</p> <ul style="list-style-type: none"> are expected to work collaboratively to address academic and behavioral challenges; share responsibility for participation, decisions, and actions; interact in respectful ways that encourage the participation of all colleagues; and enact a research-based approach to collaborative problem solving. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Describe the actions/ behaviors that support your conclusions about this characteristic |
| | | 1 | 2 | 3 | 4 | |

⁴ 1 = We do not do this in our school; 2 = Starting to move in this direction; 3 = Making good progress; 4 = This is well established

SELF-ASSESSMENT: 2) EFFECTIVE COLLABORATION

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|---|--|---------------------------------|---|---|---|---|
| <p>2) School structures support collaborative engagement focused on improving student outcomes in both academics and behavior.</p> | <p>a. Leadership Structure</p> <ul style="list-style-type: none"> Our school and district or SU use a distributed leadership model designed appropriately to match the size of the school. We have a system for engaging the entire professional staff in contributing to, discussing, and responding to the recommendations of the Leadership Team <p>b. Professional Team Structures</p> <ul style="list-style-type: none"> Our school has appropriate professional teams that match the size and culture of the school. Teams engage in timely and effective problem solving response to student achievement data All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about implementation, sufficiency and effectiveness of the curriculum and instruction. Teams and families have a forum for initiating or influencing changes. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Describe the steps taken to support collaborative engagement. “Professional Teams” may include professional learning communities with structures such as data teams, teacher/specialist collaborations, grade level intervention teams, and educational support teams. |
| <p>3) Our school has adopted and implemented structures that promote strong family-school relationships.</p> | <p>a. Respectful School-Family Relationships</p> <ul style="list-style-type: none"> Our family-school partnerships are designed to help the school be responsive to the specific strengths and concerns of the local community. Our school has established trusting collaborative relationships among teachers, families, and community members. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Highlight indicators that are in place. Identify indicators that require attention. |

SELF-ASSESSMENT: 2) EFFECTIVE COLLABORATION

| | | | | | | |
|---|--|---|---|---|---|---|
| | <ul style="list-style-type: none"> • Our administrators, teachers, and other staff members recognize, respect, and address families' needs, as well as class and cultural differences, and ensure equitable access to information and supports. • Professional learning programs for educators and staff include assistance in working effectively with parents/families. (See also Component 5: Professional Learning.) <p>b. Family Participation in Decision-making</p> <ul style="list-style-type: none"> • Parents/families understand processes and procedures for equitable access to the full range of supports available in MTSS. • Broad-based groups of parents/families participate in school decision-making by serving on teams that make important recommendations and/or decisions about planning or management of the school. <p>c. Family Support to Improve Student Learning</p> <ul style="list-style-type: none"> • We use family/community input in designing responsive instruction and intervention. • We help guardians/parents become better equipped to support their student's learning. • The school has family-friendly policies in place to make parent participation in meetings more likely. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> • Note specific practices in place that support parents with their child's learning. |
| <p>4) Collaborative problem solving and use of data to improve teaching and learning are well- established in our school/ district (see also items in other component areas of the self-assessment).</p> | <p>a. Problem-solving Approach</p> <ul style="list-style-type: none"> • Instructional teams meet regularly to use student academic and behavioral data to assess strengths and weaknesses of the curriculum and instructional strategies, including social and emotional learning. • All educators have the knowledge and skills needed to be productive contributors to the collaborative problem solving in our school. (See also Component 5, Professional Learning.) <p>b. Support for Culturally-responsive Teaching</p> <ul style="list-style-type: none"> • Our professional staff discusses and considers the contributions to student performance and instructional efficacy that result from socio-cultural diversity and English-language status. • Collaborative teams provide information to support decisions about which culturally responsive, high quality instruction and assessment approaches will be used to ensure that students learn. <p>c. Sharing Data with School Partners</p> <ul style="list-style-type: none"> • School-level assessment data are openly shared with the communities served by the school or district. • Teams of administrators, teachers, special educators, parents/guardians, and relevant specialists meet to review data related to their student's progress and to participate in the decisions/recommendations for instruction or intervention. • Parents/families are engaged in the process at the earliest opportunity to review and discuss data and possible responses. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> • Note specific procedures or practices used to establish and support collaborative problem solving. • Note specific practices used to assure that a student's language and culture are considered in decisions about instruction and interventions. • Note specific practices used to ensure that appropriate educators, specialists, and community members participate in data-based decisions about the school. • Note specific practices that ensure that appropriate educators, specialists and family members participate in data-based decisions about individual children. |

SELF-ASSESSMENT: 3) HIGH-QUALITY INSTRUCTION AND INTERVENTION

High-quality Instruction and Intervention

A multi-tiered system of RtII focuses first on ensuring that students are experiencing the highest-quality classroom instruction – instruction that is differentiated and responsive to diverse students and provides appropriate supports for both academic success and socially effective behavior. At the same time, to address the full range of students’ needs, schools provide a comprehensive, responsive system of instruction and intervention supports.

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|---|---|---------------------------------|---|---|---|---|
| <p>1) All students have equitable opportunities and appropriate access to demanding content standards, high expectations, and excellent instruction.</p> | <p>a. High Expectations for All Students</p> <ul style="list-style-type: none"> All staff hold high expectations of each student and demonstrate the belief that all students can succeed academically and socially. All staff convey their belief in each student’s capability for success to students, parents and colleagues, through their words and actions. Goals for all students, including those on IEPs or 504 or EST plans, are aligned and consistent with the outcomes expected of all students. All students experience a supportive and encouraging learning atmosphere, conducive to building confidence, competence and self-regulation. <p>b. Access to Challenging Curricula and Excellent Instruction</p> <ul style="list-style-type: none"> Regular and special educators collaborate to ensure that all students receive expert teaching, appropriate levels of support, and careful monitoring their progress. All students access grade-appropriate content with support that is matched to their current level of performance as well as access to evidence-based instructional enhancements, as needed. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Describe the actions/ behaviors that support your conclusions about this characteristic |

⁴ 1 = We do not do this in our school; 2 = Starting to move in this direction; 3 = Making good progress; 4 = This is well established

SELF-ASSESSMENT: 3) HIGH-QUALITY INSTRUCTION AND INTERVENTION

| | | | | | | |
|--|---|---|---|---|---|--|
| | <ul style="list-style-type: none"> Students at all levels of performance have opportunities to grow, thrive, and engage in substantive learning. <p>c. Monitoring Instructional Effectiveness</p> <ul style="list-style-type: none"> Instructional and administrative teams use student-learning data to evaluate the effectiveness of the academic and behavioral curriculum and instruction. The teams examine these practices and approaches to ensure that they are equally effective for all subgroups of students. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Describe the actions/ behaviors that support your conclusions about this characteristic |
| <p>2) All teachers are knowledgeable about current research on effective teaching practices in the fields they teach and apply those practices skillfully, flexibly and responsively.</p> | <p>a. Knowledge and Responsive Use of Research-based Practices</p> <ul style="list-style-type: none"> Instruction at all tiers of the MTSS is informed by research evidence. All staff are trained in the responsive use of evidence-based instructional practices for academics and behavior. All staff members understand the critical features and application of these practices to their specific roles and settings. Faculty exercise professional judgment and responsibility for differentiating instruction based in individual student progress. <p>b. Ongoing Support for Developing Expertise</p> <ul style="list-style-type: none"> Ongoing support and coaching: <ul style="list-style-type: none"> develops expertise needed to maintain the integrity of instructional practices. promotes teachers' effective decision-making in response to changes in student performance. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Processes and procedures that ensure that specific instructional strategies and techniques are selected based on their documented effectiveness for specific populations of students. Processes and procedures that provide information about implementation and decision making. |
| <p>3) Instruction and intervention at all tiers are guided by an articulated framework for curriculum, instruction, and assessment, aligned with CCSS.</p> | <p>a. Coherent, Articulated Curricula Aligned Within and Across Grades</p> <ul style="list-style-type: none"> Standards-based curricula are in place and used to inform instruction at all grades and tiers of instruction. Instructional materials support standards-based outcomes for all students. Instructional teams develop, adopt, or adapt standards-based units of instruction for each subject and grade level. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data (i.e., 4 to 6 hours monthly, whole days before and after school year, etc.) PTC04. |

SELF-ASSESSMENT: 3) HIGH-QUALITY INSTRUCTION AND INTERVENTION

| | | | | | | |
|---|---|---|---|---|---|---|
| | <p>b. Instruction and Intervention Lead to College and Career Readiness for All Students</p> <ul style="list-style-type: none"> • Instruction and intervention at all tiers allow students to build the foundational skills and knowledge needed to be literate, to think mathematically, to be socially competent, and to be career and college-ready. • Instruction and intervention at all tiers are focused on helping students think critically, make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others. <p>c. Articulated Framework for Support and Intervention</p> <ul style="list-style-type: none"> • Decision-making protocols for supplemental intervention are documented and in place, including guidelines for how students will enter into or exit from supplemental intervention. (See Comprehensive and Balanced Assessment component for more detail.) | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> • Describe relevant components and elements used to determine comprehensiveness and balance. • Consider variation across content and contexts. |
| <p>4) Teachers use relevant assessment data to differentiate and provide instruction that is responsive to students' diverse strengths and needs, and is focused on accelerating academic success and/or enhancing socially-effective behavior so that all students meet grade-level</p> | <p>a. Monitoring All Students' Progress to Inform Instruction</p> <ul style="list-style-type: none"> • Educators engage in close observation of student behavior/academic performance and use effective progress monitoring tools to gauge the impact of their instruction on students. • All teachers use this information to refine their practice and tailor their instruction to enhance learning for individual students. <p>b. Using Formative Assessment Data to Close Performance Gaps</p> <ul style="list-style-type: none"> • All teachers differentiate assignments in response to individual student performance on formative assessments (e.g. pre-tests, student self-assessments, observations, etc.) with the goal of accelerating student progress towards grade-level standards. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> • Consider practices and procedures across ages and grades. |

SELF-ASSESSMENT: 3) HIGH-QUALITY INSTRUCTION AND INTERVENTION

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|--|---|---------------------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 5) Our multi-tiered system begins with the highest quality classroom instruction that is informed by research and supported by a standards-based curriculum based on the CCSS (See MTSS Principle 2). | a. Access <ul style="list-style-type: none"> Instructional professionals concur that children should receive instruction from their classroom teacher to the greatest degree possible | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Provide examples to support your rating. |
| | b. Classroom instruction <ul style="list-style-type: none"> Instruction is designed to yield high levels of achievement and prevent learning difficulties. Teams routinely discuss and apply research on how children learn. Classroom instruction provides a full range of instructional practices: <ul style="list-style-type: none"> based on common core standards; provided by expert teachers; and supported by appropriate resources. | 1 | 2 | 3 | 4 | |
| 6) When differentiated classroom instruction is not sufficient to meet students' learning needs, we provide supplemental (additional) intervention that is tailored to their needs. | a. Coordinated Across Settings: <ul style="list-style-type: none"> Supplemental instruction is provided in addition to, and coordinated with, classroom instruction. Interventions are enhancements to the general curriculum that are guided by articulated plans for enabling students to meet grade level outcomes/standards. Scheduling is not the primary driver of supplemental supports: systems, logistics, and structures permit (some) flexibility to allow for responsive and developmentally appropriate teaching across all tiers. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Describe the specific steps your school/ district has taken to address each of these indicators. |
| | b. Focus on Acceleration of Learning <ul style="list-style-type: none"> Supplemental instruction/intervention provides frequent, but short-term, support for the purpose of accelerating students' growth and development. | 1 | 2 | 3 | 4 | |

SELF-ASSESSMENT: 3) HIGH-QUALITY INSTRUCTION AND INTERVENTION

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| | <ul style="list-style-type: none"> Supplemental interventions increase intensity by providing both more total time and more tailored instruction. Decisions about interventions are based on data from continuing progress monitoring. <p>c. Increasing Expertise</p> <ul style="list-style-type: none"> Supplemental interventions are provided by teachers with additional expertise and are focused on specific areas of diagnosed need. As students require more support and intervention, the student teacher ratio decreases and the expertise of the teacher increases. | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> The schedule provides sufficient time for core, supplemental, and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized (I5KS). | | | | |
| 1 | 2 | 3 | 4 | | | | | | | | |
| <p>7) Students who require even more intensive or specialized instruction receive additional intervention services and supports; including, but not limited to, Special Education services.</p> | <p>a. Increasing Instructional Intensity:</p> <ul style="list-style-type: none"> Diagnostic assessment data are used to refine and tailor more intensive instruction. As students need for support and intensity of intervention increases, student-teacher ratio decreases and the teacher expertise increases. <p>b. Decision-making Roles and Responsibilities:</p> <ul style="list-style-type: none"> A clearly identified team meets regularly to monitor the progress of students with more intensive needs, and make programmatic decisions and adjustments as needed. This team includes the family or utilizes input and feedback from the family. All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about the implementation, sufficiency, and effectiveness of the curriculum and instruction and have a forum to influence changes. Instructional teams utilize student-learning data to determine whether a student requires a referral for special education services. | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Consider both the nature of your interventions and the processes used to make decisions for individual students. |
| 1 | 2 | 3 | 4 | | | | | | | | |
| 1 | 2 | 3 | 4 | | | | | | | | |

SELF-ASSESSMENT: 3) HIGH-QUALITY INSTRUCTION AND INTERVENTION

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|--|--|---------------------------------|---|---|---|---|
| <p>8) Instruction and intervention are carefully orchestrated so that they provide a comprehensive, coherent, and tailored program of instruction for all students, within and across grade levels.</p> | <p>a. Coherence and Comprehensiveness Across Contexts</p> <ul style="list-style-type: none"> Instructional approaches and materials across all tiers and settings are integrated and complementary. Instruction and intervention is thoughtfully planned and monitored so that students who receive instruction in more than one setting receive a full range of opportunities to acquire appropriate knowledge and skills. <p>b. Collaboration and Communication</p> <ul style="list-style-type: none"> All teachers, interventionists, and other stakeholders communicate and collaborate to ensure that each student's experience is consistent and coherent. Parents are informed of the MTSS process and intervention options available for their child before interventions are implemented. Teams of regular educators, interventionists, special educators and other staff involved in a student's multi-tiered supports have adequate time and mechanisms for on-going coordination and collaboration. The MTSS team analyzes intervention data from supplemental instruction, quality of implementation of supplemental instruction and curriculum...and makes recommendations for adjustments to the system for C/I and programs used for supplemental instruction. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Regular and special educators ELL and other specialists coordinate and align curriculum, instruction, and intervention across all tiers and all settings. Teams of educators across regular and special education and other specializations regularly collaborate to plan instruction and build supports that will enable all students to succeed. |

SELF-ASSESSMENT: 4) COMPREHENSIVE ASSESSMENT SYSTEM

Comprehensive Assessment System

A comprehensive and balanced array of assessment data that addresses multiple purposes (e.g. screening, benchmark and formative progress monitoring, and diagnosis) is needed to provide useful data regarding student progress towards and attainment of our essential skills and understanding.

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|--|--|---------------------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 1) We have a range of assessment data aligned with the essential skills and understandings we expect students to achieve. | a. Data Represents Essential Academic and Behavioral Outcomes <ul style="list-style-type: none"> We have operationally defined the essential skills and understandings expected of all students at each grade level for mathematics, literacy, and behavior. All essential aspects of literacy, math and/or behavior are assessed appropriately. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Describe specific components of literacy, mathematics and behavior captured by your assessment system (e.g., word-level and text-level skills; Common Core content; positive and problematic behaviors). Describe the range of data types incorporated in your assessment system (e.g., academic, medical, developmental, familial/cultural, curriculum-based measures, parent and student interviews, observation, and behavioral and classroom management data). |
| | b. Range of Data Types and Purposes <ul style="list-style-type: none"> Data included in the management system are collected from a variety of sources. Our assessment system for academics and behavior provides information to address the following purposes: <ul style="list-style-type: none"> <i>Screening</i>: to identify students who require a closer look; <i>Diagnostic/functional behavioral assessment</i>: to investigate and analyze learning difficulties; <i>Progress monitoring (both formative and benchmark)</i>: to ascertain students responsiveness to instruction/intervention, inform instruction, and monitor progress towards benchmarks; and <i>Outcomes assessment</i>: to verify learning. | 1 | 2 | 3 | 4 | |

⁴ 1 = We do not do this in our school; 2 = Starting to move in this direction; 3 = Making good progress; 4 = This is well established

SELF-ASSESSMENT: 4) COMPREHENSIVE ASSESSMENT SYSTEM

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| <p>2) Our assessment tools and approaches provide data that are valid, reliable, accurate and useful.</p> | <p>a. Technical Quality of Tools</p> <ul style="list-style-type: none"> • Our assessment procedures are standardized and we regularly review and calibrate procedures. • All relevant professional staff have been formally trained to administer assessments and we regularly review procedures in order to maintain the reliability and validity of the assessment data. • The technical adequacy of the tools and methods is acceptable and has been documented by school/district personnel. <p>b. Appropriateness and Utility of Data</p> <ul style="list-style-type: none"> • The data provided by our assessments provides a comprehensive and balanced picture of students' progress and achievement. • Our assessment methods, tools, and data are aligned with our standards/instruction and are appropriate given the age, grade, and content. • The tools and processes used for progress monitoring are aligned with intervention goals. • We monitor our system regularly to be sure that the data we collect provides appropriate information for our purposes and is used appropriately. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> • Describe tools/procedures used to ensure quality. • Describe relevant processes and procedures. |
| <p>3) We closely, frequently, and systematically assess students and make regular and effective use of the data we collect to make decisions.</p> | <p>a. Frequency of Assessment</p> <ul style="list-style-type: none"> • The assessment system provides information about all students at least 3 times each year to determine progress toward standards-based objectives and to identify students who are at risk and/or not responding to instruction/intervention. • Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered instruction/intervention. • Our data management system allows easy and timely access to student data over time in support of our efforts to monitor all students' academic and behavior progress. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> • Highlight indicators that are strengths in your system and identify areas for growth. |

SELF-ASSESSMENT: 4) COMPREHENSIVE ASSESSMENT SYSTEM

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| | <p>b. System for Regular Data Analysis and Decision-making</p> <ul style="list-style-type: none"> Teachers and administrators have access to common assessment data and regularly use it to make decisions. A clearly identified team meets at regularly scheduled times to examine and analyze system-wide data to: <ul style="list-style-type: none"> monitor all students' progress; and identify trends for academic and behavioral decision making. This team meets at regularly scheduled times to examine and analyze academic and behavioral data from groups receiving supplemental instruction and make recommendations for continuation or release from supplemental instruction/ intervention. Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to address student needs. | 1 | 2 | 3 | 4 | |
| <p>4) We effectively identify students who need closer monitoring and (potentially) interventions.</p> | <p>a. Process for Student Identification</p> <ul style="list-style-type: none"> A system is in place that chronicles school-wide action steps, responsible parties, and methods for gauging progress. <p>b. Effective Problem Solving Process</p> <ul style="list-style-type: none"> A clearly identified team(s) understands and is engaged in all aspects of the problem-solving process. This/these team(s) follows clearly-documented decision rules to ensure early identification for intervention for learners in both academic and behavior regarding: <ul style="list-style-type: none"> access to supports; changing supports ; intensifying supports; and exiting supports. Base decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the multi-tiered system. Determine, at key decision points, the degree to which the intervention has been adequately executed to evaluate its effectiveness. Determine, at key decision points, whether the intervention should be continued, modified, intensified, redesigned or terminated. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Describe relevant processes and procedures that illustrate your system's problem solving processes, and how they are available for reference by all educators. Who are the members of this team and where is the process documented? |

SELF-ASSESSMENT: 4) COMPREHENSIVE ASSESSMENT SYSTEM

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|--|--|---|---|---|---|--|
| <p>5) Our professional staff is well prepared to engage in continuous assessment as they work with students.</p> | <p>a. Professional expertise</p> <ul style="list-style-type: none"> All staff have the requisite skills and knowledge to enter, access, analyze, and act upon data. School staff receive ongoing professional learning opportunities on all assessments and assessment procedures. <p>b. On-going Assessment</p> <ul style="list-style-type: none"> All teachers of literacy and/or mathematics regularly and skillfully analyze student work, recognize common errors, diagnose misconceptions or partial understandings and plan effective instruction and early intervention based on that analysis. All educators are trained to conduct simple functional behavioral assessments and recognize behaviors that enhance or hinder instructional efficacy. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Provide specific examples and/or evidence of variation across grades or teams. |
| <p>6) Our assessment data are used to examine and inform the systems that support student achievement, including the quality of instruction and intervention.</p> | <p>a. Monitoring the Comprehensive System</p> <ul style="list-style-type: none"> The school/district regularly sets and monitors goals for both academics and behavior. We disaggregate data to examine the impact of instruction/intervention on specific subgroups. We consider the impact of our curriculum and instruction on the assessment results. The school's teams meet to examine each round of building-wide data to consider core effectiveness and instructional groups. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Provide additional indicators if appropriate. |

SELF-ASSESSMENT: 5) WELL-DESIGNED PROFESSIONAL LEARNING (EXPERTISE)

Well-designed professional learning for MTSS-RtII aligns with research based standards for professional learning (Learning Forward, 2012) and supports the acquisition or refinement of expertise in the four critical components detailed in the Field Guide: (1) **systematic and comprehensive approach**, (2) **effective collaboration**, (3) **a comprehensive, balanced assessment system**, and (4) **high-quality instruction and intervention**.

| CHARACTERISTICS TO CONSIDER | INDICATORS OF SUCCESS | OUR CURRENT STATUS ⁴ | | | | SCHOOL-BASED EVIDENCE How are we supporting our conclusions about this characteristic? Be sure to note any variations across grade levels, subject matter and/or behavioral data. |
|--|---|---------------------------------|---|---|---|--|
| | | 1 | 2 | 3 | 4 | |
| 1) Our school/SU/SD has a long-term professional learning (PD) plan, to support systematic and comprehensive professional learning related to MTSS. | a. Focused and Responsive Professional Learning <ul style="list-style-type: none"> We have professional learning Plan that is part of our School Improvement Plan Our professional learning plan: <ul style="list-style-type: none"> is based on our school's needs-assessment of the current levels of expertise among all types of educators (teachers, specialists, administrators, etc.); responds to the results of an analysis of student performance data; is responsive to input from educators, staff and community; and is aligned with student curriculum standards. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Highlight indicators that are in place. Identify indicators that require attention. National standards suggest using: <ul style="list-style-type: none"> <i>learning communities</i>, committed to continuous improvement, collective responsibility, and goal alignment; <i>skillful leaders</i> who develop capacity, advocate and create support systems for professional learning; <i>integrated</i> theories, research, and models of human learning to achieve its intended outcomes; and <i>research</i> on change to sustain support for implementation of professional learning for long-term change. |
| | b. Nationally-developed research-based standards <ul style="list-style-type: none"> Aligned with Learning Forward professional-learning standards (2012). Our professional learning experiences are differentiated based on educator and staff strengths and next steps for learning. | 1 | 2 | 3 | 4 | |
| | c. Supportive of MTSS Goals <ul style="list-style-type: none"> Our professional learning experiences develop, maintain, and refine shared values and vision for MTSS/RtII. Professional learning that promotes family involvement is included in our professional learning plan. | 1 | 2 | 3 | 4 | |

⁴ 1 = We do not do this in our school; 2 = Starting to move in this direction; 3 = Making good progress; 4 = This is well established

SELF-ASSESSMENT: 5) WELL-DESIGNED PROFESSIONAL LEARNING (EXPERTISE)

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| <p>2) Our school/district/SU has appropriate structural support for high-quality professional learning and long-term sustainability.</p> | <p>a. Systems to Support Change and Improvement</p> <ul style="list-style-type: none"> • Our Leadership Team manages and understands the process of short and long-term change, including the barriers and solutions related to professional learning. • Our resources for professional learning are adequate to meet learning needs within the system to support MTSS-RtII. • Our professional learning experiences are varied and provide ongoing support for teaching and coaching, including job-embedded models (i.e. PLC's, coaching, lesson study, mentoring, peer observation and feedback). • Administrators are well-versed in the elements of effective MTSS approaches and use them to support all professional staff. <p>b. Sustainability</p> <ul style="list-style-type: none"> • Roles and responsibilities for planning and implementing MTSS professional learning are clearly defined. • We have a clear and fair system for accessing professional learning resources. • Our plan(s) take into account teacher/leader turnover. New staff are trained and included in the MTSS process. | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> • Highlight indicators that are in place. Identify indicators that require attention. • National standards suggest using: <ul style="list-style-type: none"> • <i>learning communities</i>, committed to continuous improvement, collective responsibility, and goal alignment; • <i>skillful leaders</i> who develop capacity, advocate and create support systems for professional learning; • <i>integrated</i> theories, research, and models of human learning to achieve its intended outcomes; and • <i>research</i> on change to sustain support for implementation of professional learning for long-term change. |
| 1 | 2 | 3 | 4 | | | | | | | | |
| 1 | 2 | 3 | 4 | | | | | | | | |
| <p>3) All educators and staff engage in embedded professional learning that supports effective collaboration.</p> | <p>a. Professional learning is offered to support collaboration</p> <p>strategies for how to work effectively as a professional team and how to effectively use collaboration time.</p> <ul style="list-style-type: none"> • Educators and staff learn to utilize professional learning communities to support problem-solving teams. <p>b. Our professional learning experiences promote family and community involvement and collaboration with MTSS</p> | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | <p>For Example:</p> <ul style="list-style-type: none"> • Educators make use of protocols, meeting norms, procedures for resolving conflicts and achieving consensus. • Times blocks of 4-6 Hours once a month, whole days before or after school year, etc.). |
| 1 | 2 | 3 | 4 | | | | | | | | |
| 1 | 2 | 3 | 4 | | | | | | | | |

SELF-ASSESSMENT: 5) WELL-DESIGNED PROFESSIONAL LEARNING (EXPERTISE)

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|---|--|---|---|---|---|---|---|---|---|---|---|
| <p>4) All educators and staff engage in embedded professional learning that supports the development, refinement, and implementation of a comprehensive, balanced assessment system.</p> | <p>a. Professional learning improves professional's expertise in assessment</p> <ul style="list-style-type: none"> As appropriate to their job responsibilities, all educators and staff learn: <ul style="list-style-type: none"> the <u>purposes</u> of each component of the school's assessment system ; <u>protocols</u> for the collection, analysis and synthesis of student; <u>how to use assessment tools</u> for universal screening, diagnostic assessment, progress monitoring and to verify learning; how to assess student progress by <u>looking at student work and observing</u> their learning; and how to determine the technical adequacy and appropriateness of each assessment tool used. <p>b. Communicate and Use Assessment Data</p> <ul style="list-style-type: none"> How to interpret and discuss student assessment data from multiple sources. How to use student performance data to make decisions about techniques for differentiating instruction, interventions, and positive behavior supports to improve learning outcomes for students. How to help families understand and use data. | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Highlight indicators that are in place. Identify indicators that require attention. |
| 1 | 2 | 3 | 4 | | | | | | | | |
| 1 | 2 | 3 | 4 | | | | | | | | |
| <p>5) All educators and staff engage in embedded professional learning that supports high quality instruction and intervention.</p> | <p>a. Our professional learning develops expertise specific to both academics and behavior to meet the needs of all learners, including:</p> <ul style="list-style-type: none"> Professional learning about social behavior and classroom management strategies for the programs they are expected to teach; Professional learning opportunities to become knowledgeable about current research on effective teaching practices in the fields they teach; and On-going support and coaching are provided as educators and staff members implement the instructional and intervention practices/strategies. | <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Identify opportunities for embedded learning. Consider variations across ages and grades. | | | | |
| 1 | 2 | 3 | 4 | | | | | | | | |

SELF-ASSESSMENT: 5) WELL-DESIGNED PROFESSIONAL LEARNING (EXPERTISE)

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|---|--|---|---|---|---|--|
| | <p>b. Enhanced Intervention Support</p> <ul style="list-style-type: none"> As appropriate to their job responsibilities, professionals learn how to apply evidence-based practices skillfully, flexibly, and responsively. All educators are specifically trained in the use of identified, evidence-based, intervention practices/strategies for academics and behavior. | 1 | 2 | 3 | 4 | |
| <p>6) We use a well-designed evaluation process to determine whether the goals targeted by our professional learning have been achieved in practice.</p> | <p>a. Multiple Types of Information are Used</p> <ul style="list-style-type: none"> All staff receive professional support in how to collect, interpret, and use a wide range of student data. Evaluation of professional learning is conducted using: <ul style="list-style-type: none"> student outcome data ; data about implementation; and self-assessment. <p>b. Professional learning aligned with evaluation</p> <ul style="list-style-type: none"> Our school has a growth-oriented supervision model that informs professional learning decisions. Indicators of effective teaching for MTSS are used during observations. | 1 | 2 | 3 | 4 | <ul style="list-style-type: none"> Our plans and procedures include clear guidance for ensuring sustainability and for maintaining the quality of the system and its component parts. |