**Multi-Tiered System of Supports (MTSS)**

**Selection of Evidence-Based Practices (EPB)**

**Participant Guide**

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| **Session Focus** |

In this module, the content focuses on evidence-based practices within an MTSS Framework. Participants will get an overview of the use of evidence-based practices. Additionally, the video provides credible sources for locating evidence-based practices within the context of the local school community.

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| **Session Participant Materials** |

* [MTSS Selection of Evidence-Based Practices Video Module](https://youtu.be/FXQPcIV5tHY) (10 minutes and 59 seconds)
* Participant Guide
* Pen or pencil
* Optional highlighter and post-it notes.

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| **Icon Legend**  These icons signal the grouping for reflection, discussion and activities. |

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| **Individual** | **Partner or Small Group** | **Whole Group** |

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| **Participant Note Taking Tool** |

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| **Participant Directions:** Prior to watching the video, use the table below to write your current understanding and any questions you may have regarding evidence-based practices. |

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| **Key Concept** | **My Current Understanding** | **Questions** |
| **Evidence-Based Practices** |  |  |

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| **Participant Directions:** While watching the video, use the table below to write your new learning and any questions you may have regarding evidence-based practices with an MTSS Framework. |

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| **Key Concept** | **New Learning** | **Questions** |
| **Evidence-Based Practices** |  |  |
| **Every Student Succeeds Act (ESSA)** |  |  |
| **EBP Selection Process** |  |  |
| **1.Review existing data and practices to determine improvement areas.** |  |  |
| **2. Conduct an inventory of current practices.** |  |  |
| **3. Determine if EBPs need to be selected, deselected and reviewed.** |  |  |
| **4. Utilize clearinghouses to locate, review and discuss and research.** |  |  |
| **5. Selection of best practices.** |  |  |
| **Effect Size, Efficiency and Fidelity** (Refer to Common Language Section for definitions.) |  |  |

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| **Participant Video Reflection** |

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| **Directions:** After watching the video,use the table below to write down your thoughts, questions and any realization regarding the evidence-based practices within the MTSS Framework. |

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| **Thoughts**  **Individual icon** |  |
| **Questions**  **Individual Icon** |  |
| **Realizations**  **Individual Icon** |  |
|  | * Allow time for participants to share initial **thoughts**, lingering **questions**, and key concept **realizations.** |

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| **Post Video Discussion and Questions** |

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| **Directions:** The facilitator will use questions below to guide a discussion regarding the learning from the video. |

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|  | * How might exploring and learning more about evidence-based practices support the work in our school or district? * How does our process for selecting evidence-based practices regarding instruction, intervention and support in all tiers support our school’s student population? What unique factors define our student population? * What is the collaborative, problem-solving team’s role in selecting evidence-based practices in all tiers?   + What data is used during the selection process for evidence-based practices?   + How might the use of an EBP initiative inventory support the selection process?   + How does research inform the MTSS problem-solving team and other stakeholders when selecting EBPs? * Are there any unique factors that may need to be considered when selecting Tier 2 or Tier 3 EBPs for our school or district? (Think about student population and data.) * How do we ensure that every student on our campus has access and opportunity to evidence-based practices? |
|  | * What questions do you have regarding the use of MTSS evidence-based practices? * Do we know what the EBP selection process is in our school? Have we participated in the process? How does the selection process impact our instruction, intervention, and support for our students? * Do we know what EBPs our school has chosen for our three-tiered delivery model? * Fidelity refers to how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were designed and intended. Using this definition, think about how we ensure we are delivering evidence-based instruction, interventions and supports with fidelity in our classroom or school. How do we measure fidelity? |
|  | * How might this learning impact your role in the MTSS System? * What next steps might you consider based on today’s learning? |

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| **Post Video Closing Questions** |

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| **Closing Questions** | * How might this learning impact the EBP selection process and planning for next steps? * Who else might benefit from this learning? * What information confirmed your beliefs about the importance of utilizing evidence-based practices within the MTSS Framework to ensure student success? |

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| **Next Steps** |

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| **Directions:** Use the table below to discuss and write down the next steps with MTSS implementation in your school or district. Use the questions and prompts to guide the process. |

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| **Guiding Questions** | **Who will lead the work? Who might need to be included in the next step? What resources are available or what resources might be needed?** | **Start and Projected Completion Date** |
| **What is the next step for our team or me regarding MTSS implementation?** |  |  |

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| **Resources** |

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**Referenced in Video:**

* [Initiative Inventory](https://education.ky.gov/curriculum/standards/teachtools/Documents/CIBRS_Initiative_Inventory_Template.docx)
* [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/)
* [National Center on Intensive Intervention](https://intensiveintervention.org/tools-charts/overview)
* [EdReports](https://www.edreports.org/)

# **For Further Guidance:**

# [KyMTSS Implementation Guide](https://education.ky.gov/curriculum/standards/teachtools/Documents/KyMTSS_Implementation_Guide.pdf)

* [KyMTSS Self-Assessment Tool](https://education.ky.gov/curriculum/standards/teachtools/Documents/KyMTSS_Self-Assessment_Tool.docx)
* [Data Inventory Template](https://docs.google.com/presentation/d/1mXRWBkS6MAEmTzeJw3YlEaxJjfliWqB8jT5zprE5k4A/edit?usp=sharing)
* [Four-Step Problem Solving Model](https://education.ky.gov/curriculum/standards/teachtools/Documents/Data_Analysis_Protocol.docx)
* [NIRN Initiative Inventory](https://nirn.fpg.unc.edu/resources/initiative-inventory)
* Every Student Succeeds Act (ESSA)
  + [Evidence for ESSA](https://www.evidenceforessa.org/)
  + [Every Student Succeeds Act (ESSA)](https://www.everystudentsucceedsact.org/)
  + [Every Student Succeeds Act (ESSA) | U.S. Department of Education](https://www.ed.gov/essa?src=rn)
  + [Every Student Succeeds Act (ESSA) - Kentucky Department of Education](https://education.ky.gov/comm/Pages/Every-Student-Succeeds-Act-(ESSA).aspx)
  + [ESSA Tiers of Evidence: What You Need to Know](https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf)
  + [WWC | ESSA Tiers Of Evidence](https://ies.ed.gov/ncee/wwc/essa)

| **KyMTSS Common Language Key Terms** |
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* Clearinghouse: Registries of programs and interventions that have been reviewed and rated according to criteria set by each clearinghouse. Ratings typically reflect whether, and to what extent, the impact of the programs or interventions is supported by evidence.
  + National Center on Intensive Intervention (NCII): A technical assistance center funded by the U.S. Department of Education’s Office of Special Education Programs managed by the American Institutes for Research that builds district and school capacity to support implementation of intensive intervention, in reading, mathematics, and behavior for students with severe persistent learning and/or behavioral needs.
  + What Works Clearinghouse (WWC): The What Works Clearinghouse (WWC) was established by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, and the public with a central, independent, and trusted source of scientific evidence revealing what works in education.
  + EdReports: An independent, non-profit organization designed to help educators identify and demand instructional materials that are effective, reliable and aligned to high standards.
* Effect Size: A standardized measure of the magnitude of a difference; effect size represents the change measured in standard deviations an average student’s outcome is expected if that student receives the intervention being measured.
* Efficiency: The extent to which a school or teacher utilizes time for academic, behavioral and social emotional development of all students.
* Every Student Succeeds Act (ESSA)- A Federal K to 12 education law of the United States, signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” ESSA extends flexibility to States in education and lays out expectations of transparency for parents and for communities. ESSA requires states to measure and report performance.
* Evidence-Based Practices (EBPs): Activities, strategies and interventions that are derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher and student performance.

| **KyMTSS Common Language Key Terms (continued)** |
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* Fidelity: How closely prescribed procedures are followed. In the context of schools, the degree to which educators implement programs, assessments and implementation plans the way they were designed and intended.
* High Quality Instructional Resources (HQIR): Materials that are aligned with Kentucky Academic Standards; research and/or externally validated; comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments; based on fostering vibrant student learning experiences; culturally, relevant, free from bias and accessible for all students.
* Improvement Goals: The target a school or district plans to meet in a specified amount of time.
* Kentucky Academic Standards (KAS): A set of standards that contain the minimum required skills all Kentucky students should have the opportunity to learn at each grade level in each content area.
* KyMTSS Multi-tiered System of Supports: A multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention.
* Institute of Educational Sciences (IES): A research arm of the U.S. Department of Education.
* Intervention Report: A summary of findings of the highest-quality research on a given program, practice or policy in education.
* Reliability: The dependability or consistency of a measure.
* Rural: Typically, the least populated living areas are an open and spread-out country area away from a city or town.
* Selection Process: The steps involved in selecting Evidence-Based Practices.
* Stakeholders: Anyone who is invested in the welfare and success of a school and its students; including administrators, teachers, staff members, students, parents, families, community members, local business leaders and elected officials such as school board members.
* Strategy: Methods, techniques, procedures and processes that a teacher uses during instruction.
* Suburban: A place where people live away from a city or town; typically, a suburb primarily provides residential housing and surrounds an urban area.
* Universal Screeners: Assessments that are typically brief, reliable and valid. The assessments are conducted with all students from a grade level used to identify students who may be at risk for poor learning outcomes.

| **KyMTSS Common Language Key Terms (continued)** |
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* Urban: Typically, a densely populated metropolitan city with a continuously growing area with over 50,000 people.
* Validity: An assessment measuring what it intends to measure.