



**DON'T DO THAT, DO THIS:  
HIGH QUALITY PROFESSIONAL  
DEVELOPMENT FOR  
EXCEPTIONAL RESULTS**

**A PRESENTATION FOR THE 55<sup>TH</sup> ANNUAL  
COOPERATIVE CONFERENCE FOR SCHOOL  
ADMINISTRATORS**

August 1, 2016

Missouri Department  
of Elementary and Secondary Education

Daniel Williams

Superintendent, Tipton R-VI Schools

Formerly:

Principal

California Elementary

Moniteau Co. R-I



# The Power of PD

3

- One essential step to improving student achievement is to build educators' instructional capacity.
- Instructional leaders focus on building instructional capacity for themselves and their staff.



# Obstacles To Providing PD Opportunities

4

- Time
- Money



# MO-MTSS Has The Remedy

5

- This online resource provides 24/7 access.
- Provides for a job-embedded professional development platform.
- Building leaders and staff can work at their pace and can adjust at anytime.
- The training materials can be implemented at no or limited cost to a district depending on the presentation platform chosen by the district.



# How MO-MTSS Worked For Our School

6

- Gave the ability to provide multi-tiered levels of professional development to our staff based upon the instructional needs and experience levels of our teachers.
- Implementation was on our timeline.
- 24/7 access to training materials to all staff.
- Pace of training could be adjusted based on individual teacher needs.



Jimalee James

Principal

Willow Springs High School

Willow Springs R-IV



# Engaging Staff

8

- ❑ Cultivate a culture of high achievement and continual improvement
- ❑ Communication is key
- ❑ Lessons learned



# CFA Data Collection Form

Mid Instruction CFA / Reteaching CFA (GRADE-LEVEL SUMMARY)									
RPDC									
District	County District Code		District Name			Building Code		Building Name	
Grade-level		Total Grade Size	#SWD in Grade		Total Teachers in Grade		# Teachers participating in report		
Content Area	<input type="checkbox"/> Math	<input type="checkbox"/> ELA	Instructional Practices						
Core Standard Addressed							Date Submitted to RPDC		
Mid Instruction CFA Date Administered					Reteaching CFA Date(s) Administered				
<b>Groups</b>	<b># All Students</b>	<b># SWD</b>	<b>% All Students</b>	<b>% SWD</b>	<b>Groups</b>	<b># All Students</b>	<b># SWD</b>	<b>% All Students</b>	<b>% SWD</b>
Proficient and Higher					Proficient and Higher				
Close to Proficiency					Close to Proficiency				
Far to Go (likely to become proficient)					Far to Go (likely to become proficient)				
Intervention Students (not likely to become proficient)					Intervention Students (not likely to become proficient)				
<b>TOTALS</b>	<b>0</b>	<b>0</b>				<b>0</b>	<b>0</b>		
# SWD Not Taking CFA					# SWD Not Taking CFA				
Reason(s) SWD not taking CFA					Reason(s) SWD not taking CFA				

Jessica Trost  
Principal  
Twin Chimneys Elementary  
Ft. Zumwalt R-II



# Collaborating with RPDC

11

- Develop a strong relationship with your RPDC representative and have them build trust with your teams
- Data Teams must be solid and knowledgeable about the implementing foundational practices
- Focus on student work and data, then look at instructional practices. This keeps the teacher protected and focused on student growth



# Growing your Teams and Teachers

12

- Find a way to make everything you do connected
- For example-Data Teaming, Assessment Capable Learning, Hallway and Classroom Scoreboards, and areas of Professional Development (choose 3-4 Highly Effective Instructional Strategies)
- Incorporate all of these pieces into your School Improvement Plan and Action Plan for the year
- Be transparent



# We Have Been Data Teaming... Now What?

13

- Choose 3-4 Instructional Practices---Based on DATA and best practices to weave into data teaming
- What we chose?---Hattie, Hinge Point  $<.70$ , Assessment Capable Learners, Feedback, Student Teacher Relationships, and Reciprocal Teaching
- Individual Teachers or Teams take the MOEDU-SAIL Practice Profiles to self-assess and focus your time with your RPDC rep



# MO EDU-SAIL Practice Profiles

**How to Use.**

💡 Members of a Collaborative Data Team complete this self-assessment then share with their team members.

💡 the self-assessment as a way of self-monitoring implementation at the beginning, mid-points, and end of the year.

When discussing results, remember to review your data and documents that provide evidence for each 💡 of implementation.

[Click to START](#)



# Example of a Practice Profile Self-Assessment

15

## Assessment Capable Learners: Self-Assessment

When teaching students to develop learning goals, do you... Yes or No?

Write learning targets in student-friendly language (i.e. "I can" or "I know" statements)?

Guide students to use the learning targets to set individual student learning goals?

Involve students in the development of rubrics?

How often? (select one)

How often do you use these strategies to develop learning goals?

Select One

When teaching student to self-evaluate learning progress, do you...

Yes or No?

Provide descriptive feedback?

Ask students key questions about where they are in the learning process?

Guide students in the use of rubrics to assess where they are?

Guide students to use portfolios to self-assess their work?

How often? (select one)

How often do you use these strategies to teach students to self-evaluate?

Select One

When teaching students to identify next learning steps, do you...

Yes or No?

Guide students to use rubrics, portfolios, and self-assessments to determine next steps?

Navigation Home

ACL Practice Profile

Next Self-  
Assessment: FB

Data Dashboard



Thea Scott

Director, Tiered Model Support

Department of Elementary and Secondary  
Education



# Missouri Multi-Tiered System of Support (MO-MTSS) Website

17

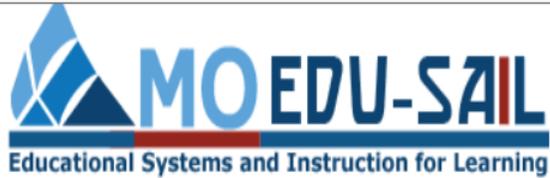
<http://www.moedu-sail.org/>

- Allow Missouri educators to implement and scale research-based practices that are shown to have positive impact on student achievement
- Allow for continuum of support to all Missouri districts/buildings
- Allow for 24/7 access to all resources and materials - no restrictions



# Missouri Multi-Tiered System of Support (MO-MTSS) Website

18



[Home](#) [What is MO-MTSS?](#) [Key Elements](#) [Getting Started](#) [Tools](#) [MTSS Questions](#) [Facilitator Materials](#) [Q](#)



<http://www.moedu-sail.org/>

# What is MO-MTSS

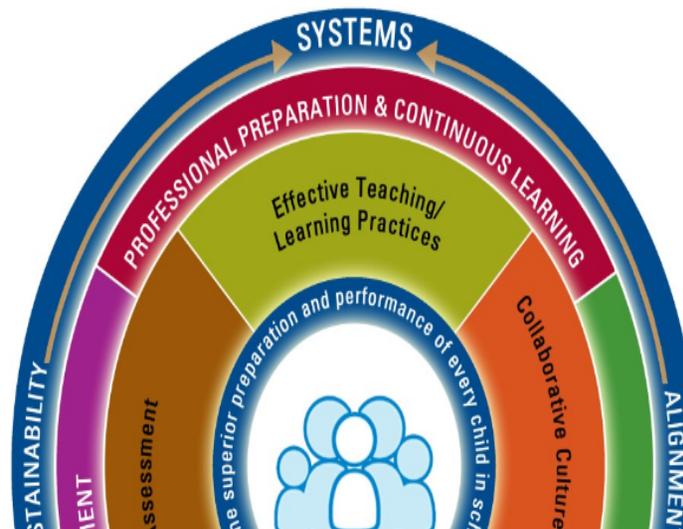
19



[Home](#) [What is MO-MTSS?](#) [Key Elements](#) [Getting Started](#) [Tools](#) [MTSS Questions](#) [Facilitator Materials](#) [Q](#)

## Missouri Multi-Tiered System of Supports (MO-MTSS)

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of education that uses data to make educational decisions and which integrates academic and social-behavioral systems. The integrated supports are provided in varying intensities through multiple levels (universal, targeted, and intensive) based on need. "Need driven" decision-making



### KEY ELEMENTS

Leadership

Collaborative Culture and Climate

Effective Teaching and Learning Practices

Measurement and Assessment

# What is MO-MTSS

## MISSOURI MULTI-TIERED SYSTEM OF SUPPORT (MO-MTSS)

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of education that uses data to make educational decisions and integrates academic and social/behavioral systems. The integrated supports are provided in varying intensities through multiple levels (universal, targeted, and intensive) based on need. "Needs driven" decision making seeks to ensure that resources reach the appropriate district/building/classroom/student at the appropriate level to accelerate the performance of ALL students to achieve and/or exceed proficiency.

### **Belief Statement**

We believe that a comprehensive MTSS that addresses the academic and social/behavioral needs of all students will enable the educational system, at all levels, to focus resources more effectively and efficiently to help ensure that all students graduate college and career ready.

### **Rationale**

Many existing initiatives share the common elements of a MTSS (e.g., Schoolwide Positive Behavior Support [SW-PBS], Response to Intervention [RTI], Professional Learning Communities [PLC]). Although

# Key Elements



## Key Elements of MTSS

We believe a Multi-Tiered System of Support uses data to make educational decisions and The foundation of the MTSS is a framework of implementation and sustainability of the system Collaborative Culture and Climate, Measurement Effective Teaching/Learning Practices, and Student

- Leadership
- Collaborative Culture and Climate
- Effective Teaching/Learning Practices
- Measurement and Assessment
- Data-based Decision Making
- Student, Family, and Community Engagement

-based model of education that and social/behavioral systems. ent areas critical to the e areas include: Leadership, Data-based Decision Making, Community Partnerships.

Click on one of the boxes below to find out more about each of these Key Elements. You will learn:

**KEY ELEMENTS**

**Leadership**

---

**Collaborative Culture and Climate**

---

**Effective Teaching and Learning Practices**

---

**Measurement and Assessment**

# Key Elements

## Key Elements of MTSS

We believe a Multi-Tiered System of Support (MTSS) is an evidence-based model of education that uses data to make educational decisions and integrates academic and social/behavioral systems.

The foundation of the MTSS is a framework comprised of Key Element areas critical to the implementation and sustainability of the system. In Missouri, those areas include: Leadership, Collaborative Culture and Climate, Measurement and Assessment, Data-based Decision Making, Effective Teaching/Learning Practices, and Student/Parent/Family/Community Partnerships.

Click on one of the boxes below to find out more about each of these Key Elements. You will learn:

- Why use this area
- What the area looks like in a district and/or building
- What research has to say
- How to quickly assess your building or district's current reality
- Where to locate online learning resources to develop skills

### KEY ELEMENTS

[Leadership](#)

[Collaborative Culture and Climate](#)

[Effective Teaching and Learning Practices](#)

[Measurement and Assessment](#)

[Data-based Decision Making](#)

[Student, Parent, Family, and Community Engagement](#)



# Key Elements

Leadership

Collaborative  
Culture  
and Climate

Effective  
Teaching/Learning  
Practices

Measurement  
and  
Assessment

Data-based  
Decision-Making  
MTSS

Student, Parent,  
Family, and  
Community  
Engagement

# Getting Started

## How to Get Started

Welcome! The materials on this website have been developed to accommodate a wide range of users and are organized by key elements. Within each key element you will find general information about that area and a brief self-assessment to help you select a course. You may also select a course according to level of support (universal, targeted, and intensive) and topical area (academic and social/behavioral) to begin learning.

To get started, all you have to do is make a couple of quick decisions. These decisions will help you use the website in the most efficient way as well as help sequence and organize your learning. To start, determine what type of user you are, and then select one of the buttons below to begin using the online resources.

### Types of Users

The course materials are organized to provide maximum flexibility of access for all users, from

#### KEY ELEMENTS

[Leadership](#)

[Collaborative Culture and Climate](#)

[Effective Teaching and Learning Practices](#)

[Measurement and Assessment](#)

[Data-based Decision Making](#)

# Getting Started

## Types of Users

The course materials are organized to provide maximum flexibility of access for all users, from totally self-directed to highly directed and structured. While the type of user may vary, all users have access to all course materials at any time.

Below are descriptions of the most typical types of users and how to best engage with the site:

### – District Trainer

**Who is this?** A person who has been designated by the district/building to lead a group of learners through coursework on the MO-MTSS website. For example, you may be a building principal training all or part of your staff. Or you might be a district or building level instructional coach responsible for providing professional learning to district and/or building staff. Maybe you are a lead teacher responsible for providing training to a particular grade level or group.

**How do they engage with the site?** Select the course package upon which you will be training. You will need to access the trainer/facilitator materials (ppt. with and without notes, handouts, etc.). Those materials are located under the **Facilitator Materials** tab. You may also choose to use the corresponding online course materials under the **Key Elements** tab to provide additional interaction during the face-to-face training.

Data-based Decision Making

Student, Parent, Family, and  
Community Engagement

# Getting Started

The course materials are organized to provide maximum flexibility of access for all users, from totally self-directed to highly directed and structured. While the type of user may vary, all users have access to all course materials at any time.

**Student, Parent, Family, and Community Engagement**

Below are descriptions of the most typical types of users and how to best engage with the site:

**+ District Trainer**

**+ Group of Learners**

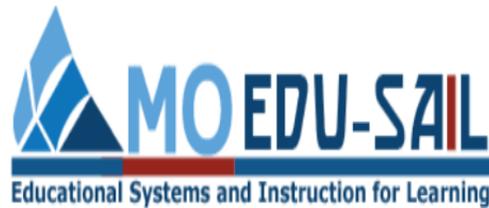
**+ Individual Learner**

**I DON'T KNOW WHERE TO START. TAKE ME TO THE SELF-ASSESSMENT.**

**I AM A DISTRICT TRAINER AND KNOW WHERE TO START. TAKE ME TO THE FACILITATOR MATERIALS.**

**I AM IN A GROUP OF LEARNERS OR AN INDIVIDUAL LEARNER AND KNOW WHERE TO START. TAKE ME TO THE COURSES.**

# Tools



The following tools are available to assist as you implement concepts learned throughout the coursework. For each tool, you will find a description of the tool's purpose, when it should be used, who would use the tool, and how to use the tool.

## SELF-ASSESSMENT/PRACTICE PROFILE

### Purpose

To assist with reflection on implementation at the team, classroom building, and district levels.

<http://www.moedu-sail.org/spdg-cw/>

### When to Use

- At beginning of implementation as baseline and guide for developing training plan

### Who Would Use

- Educators (individually and as collaborative teams), building and district leaders

### How to Use

The excel file provides instructions. Educators complete the questionnaire items and based on results the

# Tools

## PRACTICE PROFILES

### Purpose

To describe effective implementation of a practice.

### When to Use

- To self-monitor implementation (educator).
- To observe implementation and provide feedback.
- To guide coaching conversations.

### Who Would Use

- Educators working to implement and/or maintain an effective practice.
- School-based implementation coaches.
- School leaders.
- RPDC Consultants.

### How to Use

- Reflective conversation
- Follow-up to observation
- In conjunction with the **self-assessment/practice profile** excel tool.

## FIDELITY CHECKLISTS

### Purpose

### When to Use

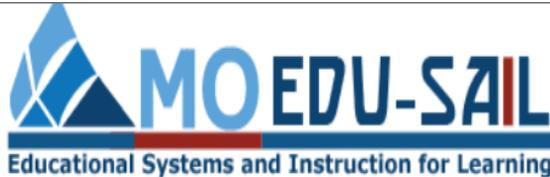
### Who Would Use

### How to Use



# MTSS Questions

29



[Home](#) [What is MO-MTSS?](#) [Key Elements](#) [Getting Started](#) [Tools](#) [MTSS Questions](#) [Facilitator Materials](#) [Q](#)

**Have questions?** The answer to your question may be found in the “frequently asked questions” (FAQ) section below. If you don’t see the answer to your question in this section, feel free to email us at [deseonlinelearning@dese.mo.gov](mailto:deseonlinelearning@dese.mo.gov). We will send you a response as soon as possible.

## FAQ

1. Can I use the presenter materials found under the “Facilitator Materials” tab if I am not a designated presenter?

Yes. All materials are designed to be used by anyone at any time.

2. Is my progress saved as I move through a course?

No. You will not be able to save your progress as you complete a course at this time. We anticipate adding this feature in the coming

<mailto:deseonlinelearning@dese.mo.gov>

# Facilitator Materials

30



[Home](#) [What is MO-MTSS?](#) [Key Elements](#) [Getting Started](#) [Tools](#) [MTSS Questions](#) [Facilitator Materials](#) [Q](#)

The July 1, 2016 launch represents the initial phase of development for the MO-MTSS website; therefore, the resources posted at this time are limited to mostly foundational learning material at the universal level. The resources on this page consist of materials to be used by a trainer and/or facilitator. You will find resources such as PowerPoint presentations (with and without notes), handouts, activities to accompany presentations, etc.). The online, interactive materials found on the **Getting Started** tab may be used in conjunction with the facilitator materials.

Click on a key element below to go to the list of resources in that area.



# Facilitator Materials

31

Home

What is MO-MTSS?

Key Elements

Getting Started

Tools

MTSS Questions

Facilitator Materials



Assessment

Making

Engagement

## LEADERSHIP

- Universal

Academic

Social/Behavioral

## COLLABORATIVE CULTURE AND CLIMATE

+ Universal



# Facilitator Materials

32

[Home](#) [What is MO-MTSS?](#) [Key Elements](#) [Getting Started](#) [Tools](#) [MTSS Questions](#) [Facilitator Materials](#) [Q](#)

## COLLABORATIVE CULTURE AND CLIMATE

+ Universal

## EFFECTIVE TEACHING AND LEARNING PRACTICES

+ Universal

+ Targeted

## MEASUREMENT AND ASSESSMENT

+ Universal



# Questions

33



## Contact Us

Daniel Williams

[williamsd@tipton.k12.mo.us](mailto:williamsd@tipton.k12.mo.us)

Thea Scott

[Thea.Scott@dese.mo.gov](mailto:Thea.Scott@dese.mo.gov)

Jimalee James

[jamesj@wspgs.com](mailto:jamesj@wspgs.com)

Jessica Trost

[jtrost@fz.k12.mo.us](mailto:jtrost@fz.k12.mo.us)

