Multi-Tiered Systems of Support
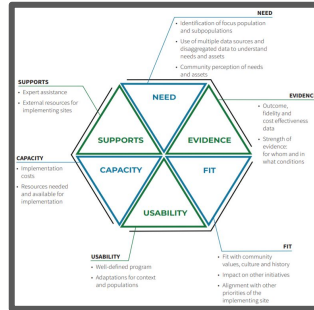## In
Early Childhood Settings

Session #6 ~ Content Overview
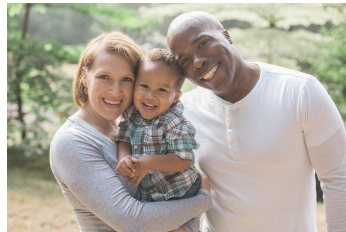
Session 1: MTSS Overview
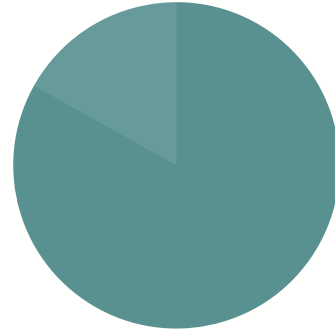
Session 2: Resource Mapping

Session 3: The Hexagon Tool

Session 4: Capacity Assessment

Session 5: Family Engagement

MTSS in Early Childhood Settings

Session 6 Action Planning

Session Recap

Session 1: MTSS Overview & Implementation Frameworks

Session 2: MTSS Resource Mapping

Session 3: Utilizing the Hexagon Tool

Session 4: Capacity Assessment

Session 5: Using an MTSS framework to improve family engagement strategies.

Session 6: Action Planning

Planning your next steps

Moving forward with a strong MTSS framework is going to take commitment from a number of engaged educators. Take time to consider those needed to inform your MTSS framework team and assign roles to those who can carry out the determined next steps.

MTSS team facilitator: One who organizes meetings and keeps the group moving toward a common goal.

Resource Mapping component lead(s): One(s) who carry out each component of the resource mapping protocol.

Once roles are identified and meeting times are set, move forward with resource mapping and developing a timeline with set goals and deadlines.

People

Identify those you have access to and what "resources" they might offer the team

Example: Principal, Guidance counselor, Ed Tech, Parent, etc.

Determine how you will learn about their "resources"

Example: Survey, staff highlights, morale event, etc.

Organize their "resources" in an accessible way

Example: Spreadsheet, booklet, highlight wall in the teacher room, etc.

People (Part 2)

Identify people you have available to you non-categorically as well. If you have a person in your building that is a whiz at master scheduling but doesn't have a "title" that would imply they do, how will you find that out and utilize their expertise?

Family/community members You do not have to be the hero. If there is an action or task that you don't have experience with, or a passion for, why not try to pool family and community partners to help? In the scheduling example above, you may have parents with children in your school who love a good time scheduling puzzle. Why not reach out to a variety of people to help meet needs creatively and economically?

Time

Determine what time you have available to meet and carry out your goals

Example: weekly/monthly, before/after school, etc.

Identify student time

Example: time in class, time at recess/lunch/allied arts, etc.

Identify teacher time

Example: time in class, prep time, break time, etc.

How will this information be **collected** and **accessed**?

Time (part 2)

Lead:

Time is one of your biggest resources, and it it complimentary

When thinking about time, be sure to think of it as a resource - something that works for you, not against you.

You've heard the phrase "time is money." In many cases this is also true with budgeting our student and learning time. The same process you would use to stretch a dollar can be rethought into a process for stretching a minute (or 5). Be sure your schedule is working for you, not against you.

How will you know? Take a pulse check.

Are students succeeding? How's behavior across the school (students and adults)? Are adults stressed and complaining about time?

Never be afraid to say, THIS ISN'T WORKING and fix it.

Curriculum/Instruction

Lead:

List all of the curricula/instructional programs currently purchased and available to teachers, by grade level.

Example: Handwriting Without Tears (Pk-2), Eureka Math (K-1), etc.

Identify the fidelity requirements to implement each C/I

Example: online/in-person training, coaching, assessments, etc.

Apply the Hexagon Tool to each identified C/I

Curriculum/Instruction (part 2)   Lead:

When organizing curricula and instructional practices, remember you are in control, not the curriculum

If a curricular program or instructional practice has "always been used at tier 2" but could benefit the tier 1 setting…. Why not give it a shot in tier 1? This goes for any curricula that has been sorted…. You can, and should, re-sort and reuse curricula and practices in a variety of ways if it works for students and gets results for their learning.

Data

List all of the student data you currently collect by tool and grade level

Example: DIAL (Pk-K), teacher-created assessments (Pk-3), etc.

Determine where to save and access this data

Example: locked spreadsheet, secure online platform, etc.

Schedule regular time to review the data and make data-driven decisions

Example: monthly, quarterly, etc.

Apply the Hexagon Tool to each identified data source

Data (part 2)

1. **Data should answer a question that has been asked *before* it is collected**

    Be careful not to collect data just to have it and then try and determine what it is telling you. Ask a question you want the answer to, determine the data you will collect that will inform the question, and review it with integrity. Also, in a full scale MTSS, you always start with the group data

2. **Subjectivity and bias is the arch nemesis of data**

    Be careful not to interject things you "know" into data analysis. At tier 1, whole group, consider removing the names and other identifiers of a data pool so that things you know or believe about students, other educators, etc. do not cloud the information that is emerging in the strategically collected data

Facilities

Identify all of the space you have available to work with students

Example: Title space, cafeteria, outdoor space, etc.

Create and share a space-use schedule to best utilize your facilities

Example: Cafeteria is available between 8am and 10:30am, etc.

Facilities (part 2)

How you use your space is almost as important as how you budget your time

When children enter a playground, in their minds the equipment they see can be anything they want it to be, not just what it is supposed to be. A slide can be an avalanche in an epic skiing or hiking adventure, or the zipline could be a lifeline over a pit of burning lava or hungry snakes.

When thinking about your facility and the space it provides, be sure to view it as a resource that works for you, not against you. Rooms are just rooms - just because it has an official title or status does not mean it can not be rethought and repurposed to meet student and school needs.

Also, time as a resource and space as a resource make a very good team when utilized effectively. How you move students through time and space can make or break a time budget.

Capacity Assessment

Lead:

RESOURCES