

Share Out of a Tier 1 Community of Practice

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Access to slides

<https://tinyurl.com/axpwb6e9>



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Session Objectives

Attendees will learn about...

1. The statewide MTSS regional implementation coordinator team and inclusionary practices program team
2. The community of practice series on Tier 1
3. How district teams responded to the CoP
4. Lessons learned from the CoP





Get to Know the

Statewide MTSS regional
implementation
coordinator team &

Statewide inclusionary
practices program team

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Statewide MTSS Team

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Scope

Support school districts in promoting healthy and sustainable MTSS implementation through technical assistance

Capacity Building	Implementation Assistance
<p>Capacity building aims to help district and school leaders establish a system's environment for effective sustained MTSS implementation that is integrated, maintains institutionalized knowledge and functions independent of specific individuals.</p> <p>Technical assistance focuses on strengthening knowledge and skills, developing tools and protocols, enhancing and clarifying system policies, practices and processes, disseminating resources and guided opportunities for application.</p> <p>Supports Provided (not an exhaustive list):</p> <ul style="list-style-type: none"> • Develop and facilitate deep knowledge, common understanding and best practices of implementation science and the WA MTSS Framework • Provide systems and leadership coaching • Conduct, analyze and present action assessment data and fidelity of implementation data • Establish effective team practices at all levels of the cascading model • Facilitate development and implementation of action plans • Conduct initiative inventory and facilitate initiative braiding • Deliver professional learning in systems change • Enhance and clarify processes in data-based decision making and communication • Demonstrate and model the use of tools, protocols and processes • Support teams in designing job descriptions and recruitment and selection processes 	<p>Implementation assistance consists of targeted support to ensure that best practices are implemented consistently across the system aligned to core components of the WA MTSS Framework.</p> <p>Services focus on monitoring and evaluating practices across the system and fidelity of MTSS implementation.</p> <p>Supports Provided (not an exhaustive list):</p> <ul style="list-style-type: none"> • Conduct system needs assessments • Monitor and evaluate implementation of action plans • Refine and enhance instructional coaching frameworks • Refine and enhance assessment strategies (e.g., standardize and streamline data collection, align universal screening to best practices) • Develop and/or model the use of tools, protocols and processes • Facilitate consensus building in practices and policies of the district's integrated MTSS framework • Provide on-site professional learning in MTSS, implementation science and systems change • Facilitate the development of a district's MTSS guidebook to promote consistent implementation systemwide

MTSS Coaching Model

- Use data to evaluate action steps and refine action plan as needed
- Support district leadership teams with institutionalizing knowledge and practices
- Develop a sustainability plan that fades out coaching supports



- Provide technical assistance, and targeted leadership and systems coaching based on action plan and district needs
- Outline coaching service plan that includes teaching, modeling and co-facilitation of coaching concepts
- Establish protected time to give leaders opportunities to learn, plan, practice skills, analyze data and refine changes in the system



- Cultivate a trusting environment to conduct the District Capacity Assessment (DCA) and/or needs assessment with district leaders
- Identify strengths and areas for growth



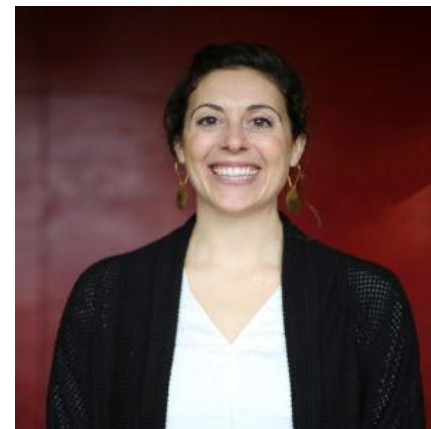
- Develop consensus and communication on the district's MTSS vision
- Prioritize and set goals based on capacity and needs assessment
- Co-develop action plan with district leaders to promote capacity building and systems change



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Scope of Work (Link to Logic Model and Driver Diagram)

140 school/district teams * Highly vetted resources based on national expertise * Coaching, modeling, and mentoring * Professional learning using synchronous and asynchronous materials * Accessible, flexible and durable resources based on the strengths and needs of each team

Structures

Responsive to needs within each ESD region * Long term relationships with teams based on individual context and need * UDL framework for adult learning experiences * MTSS Alignment * Options and choices meet the unique needs of each and every school/district * Leverage strength among IPP Coordinators, IPP Cadre, and among our schools and districts * IPP Coordinator PLCs and ESD alignment work * [AESD website](#) * [Multi tiered Collaboration](#) * [Leading Inclusionary Practices Leadership Network](#)

Inclusion and Inclusionary Practices Focus

Equity * Family and Community Engagement * Belonging * Asset Based Approach * LRE * Improving and increasing accessibility of Tier 1 for each and every student * Cognitive Science

Continuous School Improvement

Sustainable systems * Leadership Best Practices * PDSA Cycles * Implementation Science * Integrated School Improvement Planning * Data Based Decision Making * Baseline and Progress Monitoring

Interagency Collaboration

AESD, AWSP, WASA, OSPI (Special Education and Multilingual Education)
Common vocabulary * Shared resources and products * Collaborative creation and review of toolkits for public use * Deep learning about the application of inclusionary practices * Collaborative and aligned messaging to schools, districts, and leaders * WA Advancing Inclusive Principal Leadership Team

Interconnected Systems and Initiatives

MTSS * ECSE, EL, ITK * PBIS/Social Emotional & Behavioral Systems * OSSl * Pyramid Model * Culturally Responsive Teaching * CCDEI and SEL Standards * Attendance and Re-Engagement * Teaching and Learning

Intersectionality of Concepts Connected to Learner Variability

Tier 1 service for each and every student including SWD, ML/EL, Dual Eligible, Twice Exceptional, and Highly Capable

Shifting Culture, Climate, and Mindsets of Adults

Implicit bias * Reactive to proactive * Asset based * Grade level expectations * Access to universal supports * Diffusion of Innovation * UDL for Adult Learners

Professional Learning Network

Inclusionary Practices

AESD Inclusionary Practices (IP) supports coordinated professional learning for school leadership teams. Its purpose is to support educators and school leaders with developing and implementing sustainable systems, structures, and practices that support all students with meaningful access and engagement in inclusive learning environments.

[IP Home](#) | [Statewide Support](#) | [School Leadership Teams](#) | [OSPI IPTN Partnership](#) | [News & Tips](#)

Inclusion in the classroom

Currently, Washington is one of the nation's least inclusive states, ranking 44 out of 50 for inclusivity. Inclusion is the belief and practice that all students have the right to meaningfully access academic and social opportunities in general education settings. It's also a vision and philosophy based on the fundamental belief that all children are competent, capable, and should be held to high expectations.

Students with disabilities, especially those with an individual education plan (IEP) are often excluded from core instruction.

AESD's Inclusionary Practices (IP) seeks to address educational inequities experienced by students with an IEP by supporting professional learning for school leadership teams that focus on creating more inclusive education environments using the lens of Universal Design for Learning (UDL).



AESD IPP Year 2 Shifting Mindset

PROJECT GOALS:

-  More students in general ed. [Watch on YouTube](#)
-  More effective teacher instruction.
-  Better student engagement & communicative competence.
-  Increased state support for inclusive practices.

This video interview highlights the journey school teams in Washington State are taking to improve and increase inclusionary practices. Educators and parents share the importance of inclusive education and the impact it is having on their students, families, and staff.

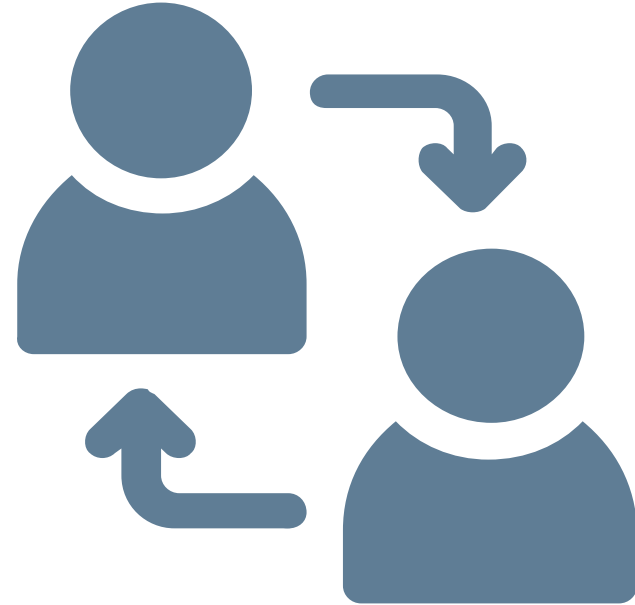


Learn about

The community of practice series on Tier 1

Answering a Need

- Noticed a gap in understanding how inclusionary practices and MTSS were linked
- Objective was to dispel confusion and highlight practices from both fields to strengthen school systems



Dispelling Confusion

Districts/schools can implement an MTSS framework and continue to engage in exclusionary practices.

Schools can implement effective inclusionary practices, and lack the need to establish a system to support and sustain practices.

Systems can build capacity using non-evaluative classroom observations to promote fidelity of implementation and inform professional learning



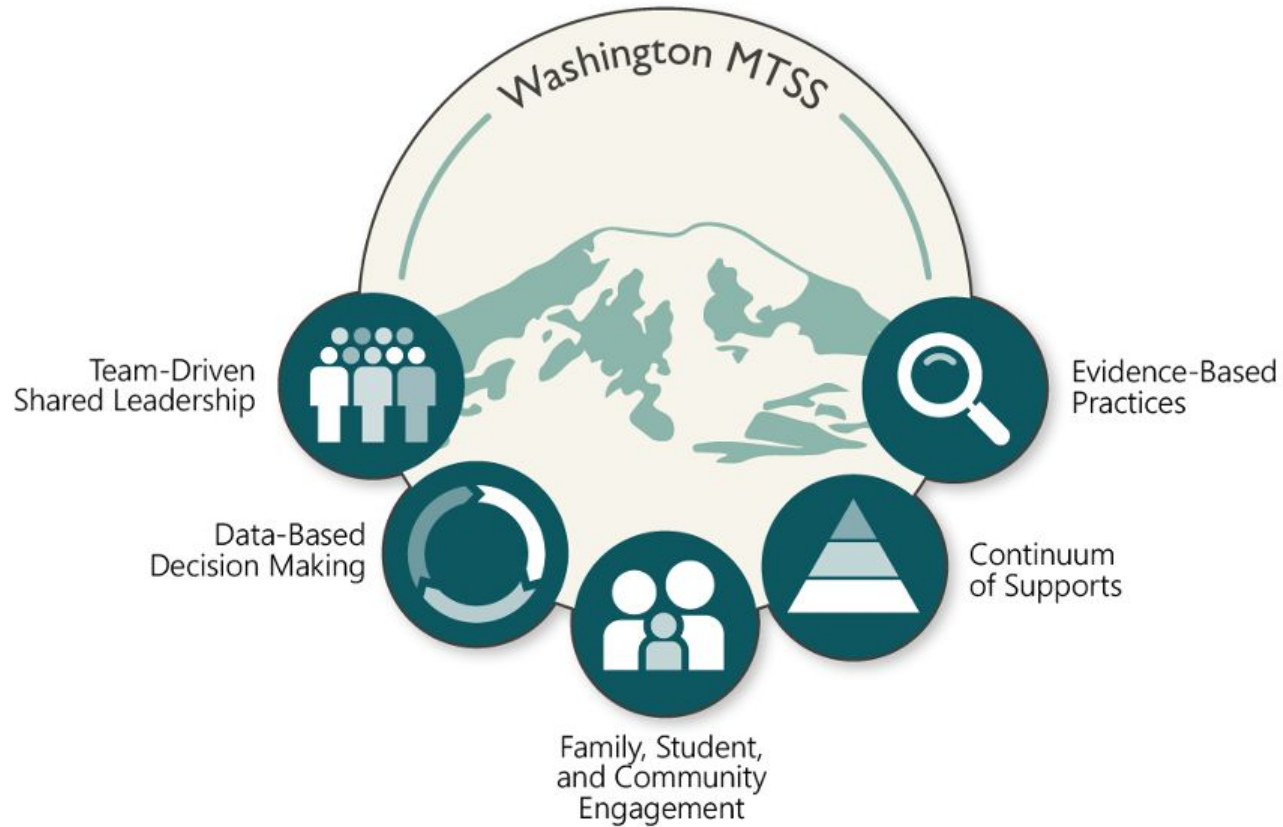
Goals of the COP

- Support teams in defining Tier 1 non-negotiable instructional practices that center inclusion
- Adapt a classroom observation tool to align with Tier 1 non-negotiables to promote fidelity of implementation and understand professional learning needs
- Establish a learning community



1. Setting the Stage

Developing common language
and understanding



MTSS + IP/UDL = Inclusive Education

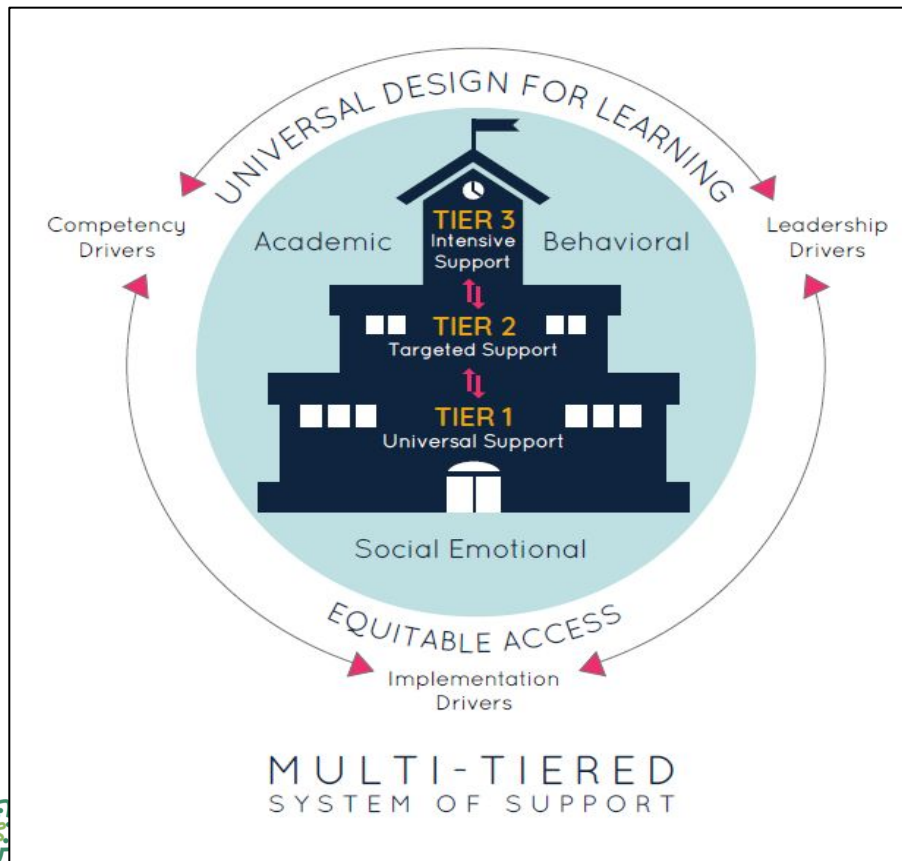
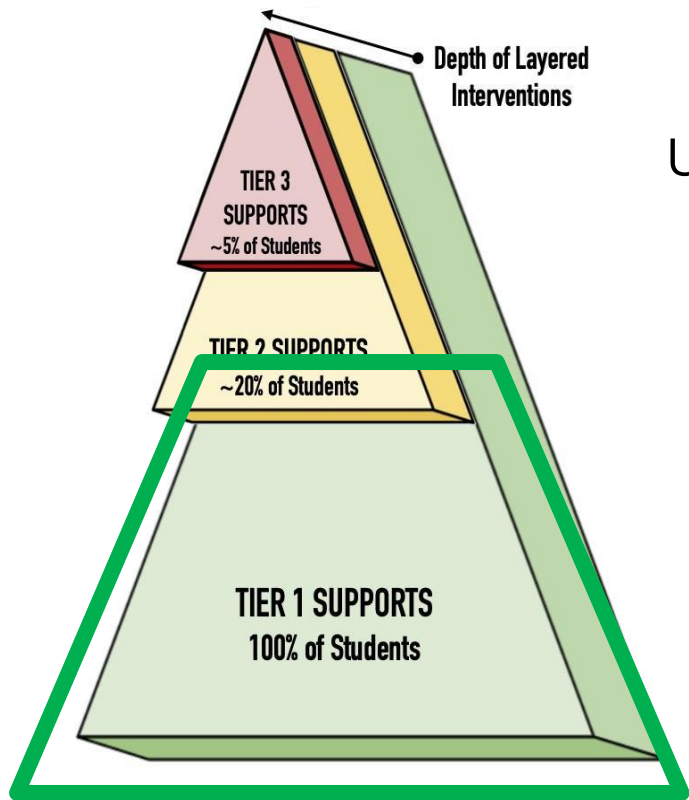


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Tier 1



Universal programming for **ALL Students**

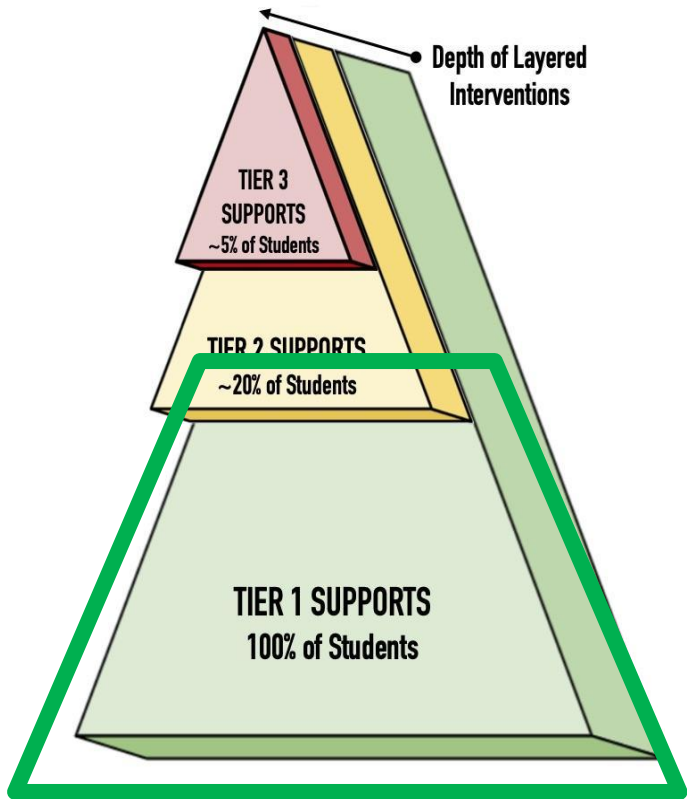
- Horizontal and vertical alignment of standards that clarify learning expectations and outline skills that build upon one another
- Standards driven curriculum
- High quality evidence-based instructional practices



Tier 1

Success Criteria

- Demonstrates effectiveness for 80% or more students (including each student population)
- 95% of students who start the year on track, end the year on track
- 100% accessible to all students



Behavior
contract

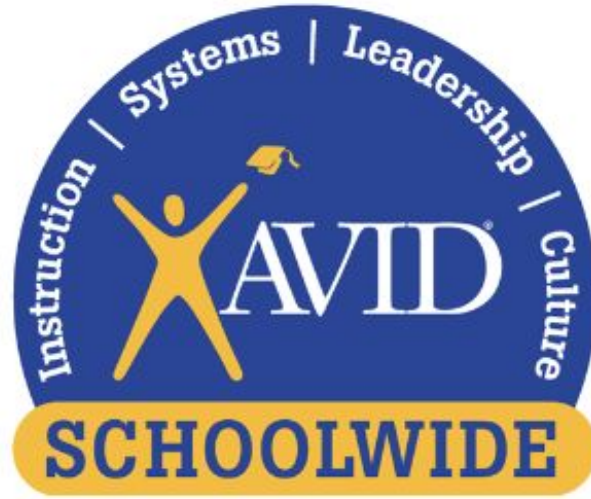
Behavior
contract

Behavior
contract



Why Tier 1?

When a large number of students show similar needs, it is most effective to intervene at the group level.



When a program or strategy will benefit all students
AND
It aligns with your mission, goals, and values,
Implement it at the universal level

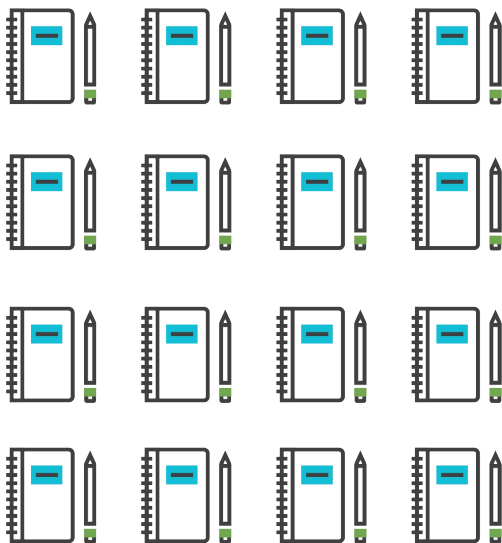


Inclusion:

All students, including students with disabilities, experience meaningful participation in general education settings, both academically and socially.

Inclusionary Practice

Early Inclusion Efforts



Inclusion Reimagined





Inclusionary practices are **actions** that educators, schools, and districts take to **create opportunities for students with diverse abilities to learn and be a part** of the general education curriculum, classroom, and school

Self-Evaluation

How well did you know these definitions of Tier 1 and inclusionary practices?

Minimal
knowledge



Expert
knowledge

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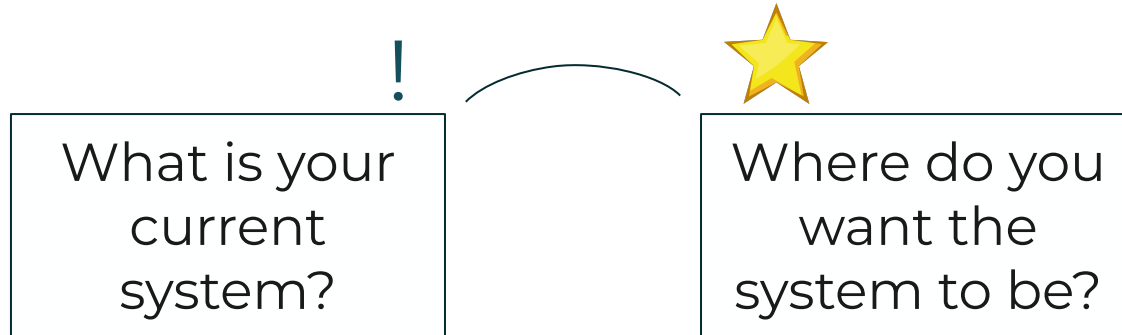
2. Targeted Focus

Identifying Tier 1 Non-negotiable
Instructional Practices

Assess Current Levels

Take time to reflect and understand your current level of implementation

What is the gap?



Narrowing Non-Negotiables: Starting with the Student

Who are the learners who are not meeting learning standards?

Consider behavior, academic, social emotional standards.



Name and be clear who you are
centering learning for.

Consider the question:

Who are the students most marginalized and
furthest from educational success in your
system?



Agreement and clarity on who instruction will be centered for will help to better narrow and define which instructional practices are key to their success.



Additional Examples

Centering Student Agency, Belonging, and Competence

- Choices in learning
- Environment and lessons honor student identity
- Supports for all
- Student understanding of learning goals
- Mastery oriented feedback

Centering Multilingual Learners

- Routines for student discourse
- Multiple formats: visual, simulations, videos, text in home language
- Direct teaching of academic vocabulary

Centering Students with Disabilities

- Supports for all
 - Flexible methods and materials
 - Fosters community and collaboration
 - Students put in leadership roles
- 

Evidence-based Instructional Practices

Small group
cooperative
learning

Think aloud
strategies

Multiple avenues of
demonstrating
knowledge

High opportunities
to respond



This tool can be used by teachers, instructional coaches, and evaluators to observe and set goals for more universally designed learning environments.

[illegible]

10 Focus Areas for UDL Observations

UDL Look-Fors at a Glance

MTSS Observation Tool

Inclusive Practice Tool: What to Look For

[illegible]

- Support a variety of tasks and learning formats
- Provide positive reinforcement and motivators
- Clearly display expectations and routines
- Use clear and effective displays of information, tools, resources, prompts, etc.
- Support student use of resources and scaffolding
- Be safe and respectful of all cultures and backgrounds
- Be rich with connections to student experience and interest
- Be conducive to collaboration and group work
- Allow for smooth physical movement of students and educators
- Create a *nonthreatening*, *nonjudgmental* environment

- How do you engage students who are "hard to reach"?
- What strategies have you put in place to address challenging behaviors?
- How do you provide tiered interventions and supports for students who need them?
- What data have you used to guide your instruction?
- In what areas do all students struggle, and in what areas do only some students need support?

Reflection

Have you identified Tier 1 non-negotiable instructional practices in your system?

YES

What process did you use to identify these practices?

What tools are you using to support high fidelity of implementation and to inform professional learning needs?

NO

How can you get this conversation going in your system?

Who needs to be involved?
What framework would guide identifying practices?



3. Engage in Rapid Cycles of Improvement

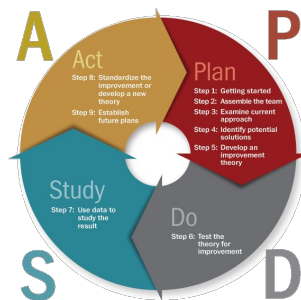
Refine observational tools based on
experimentation and feedback

Leadership Resources Based on the Barrier

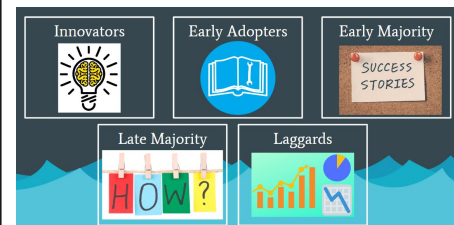
Are you not quite clear on the root cause on your barrier?

Vision	Skills	Incentives	Resources	Action Plan	=	Success
Vision	Skills	Incentives	Resources	Missing	=	False Starts
Vision	Skills	Incentives	Missing	Action Plan	=	Frustration
Vision	Skills	Missing	Resources	Action Plan	=	Resistance
Vision	Missing	Incentives	Resources	Action Plan	=	Anxiety
Missing	Skills	Incentives	Resources	Action Plan	=	Confusion

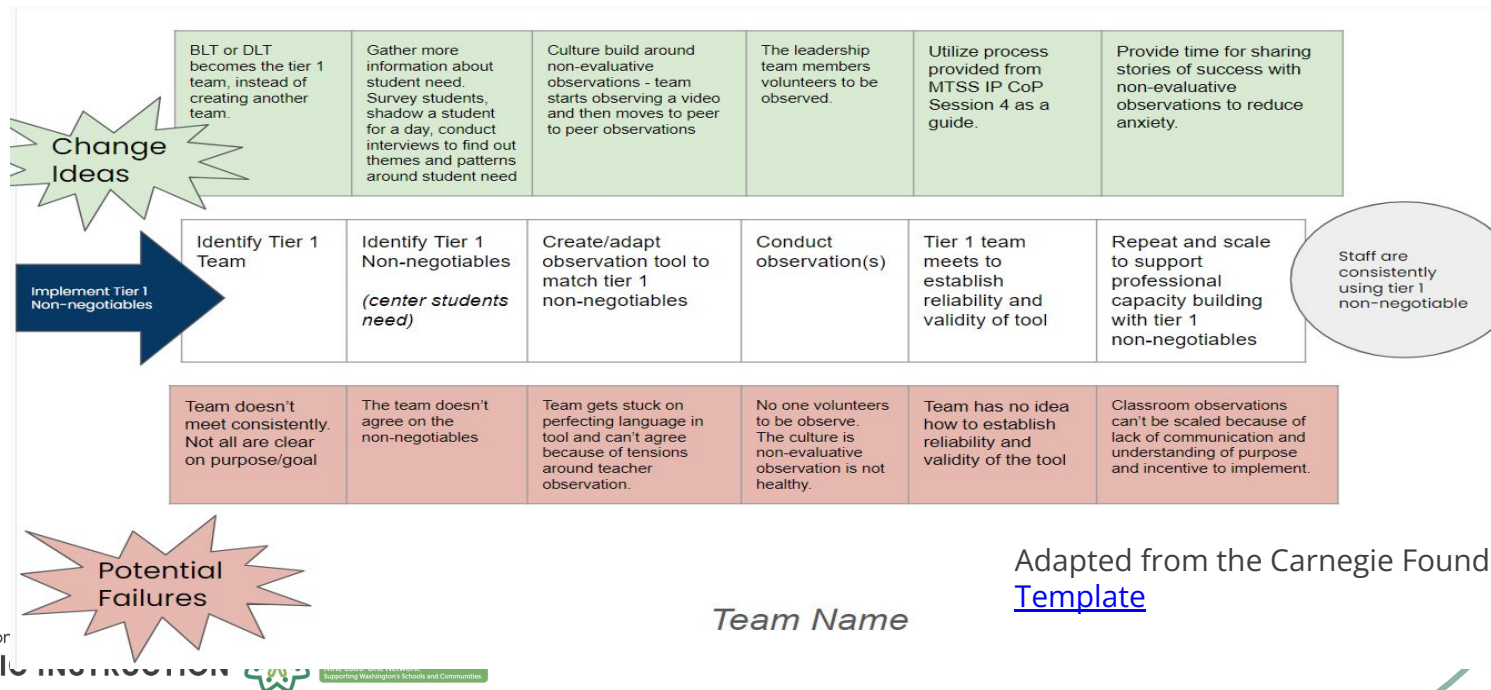
Do you feel that your staff is struggling to understand the purpose of the tier 1 non-negotiables?



Is there variability in the acceptance of tier 1 non negotiables and non-evaluative observations?



Failure Mode Effect Analysis: Tool for Identifying & Overcoming Barriers



Building Professional Capacity Toward Tier 1 Non-Negotiables

Short Term Planning

- Identifying Tier 1 Non-Negotiables.
- Refining a Classroom Observation Tool as a reliable and valid source of data to better understand accessibility and effectiveness of tier 1 instruction.
- Creating or improving the culture for classroom observations.
- Go with the go-ers!

Long Term Planning

- Develop culture and structures for peer-to-peer observation.
- Use the observation tool to create a lesson planning guide. Consider a learning lab or lesson study option.
- Connect year long professional learning efforts to tier 1 non-negotiables.
- Create feedback loops - like exit surveys (consider contract language and social validity)



Opportunity to explore
and ask questions

MTSS & Inclusionary
Practices Community
of Practice
2023-24 Sessions at a
Glance

Session 1: Define Tier 1

January 30, 2024 [Presentation](#) // [Agenda](#) // [Recording](#)

Session 2: Determine Tier 1 Non-Negotiables

February 22, 2024 [Presentation](#) // [Agenda](#) // [Recording](#)

Session 3: Identify & Refine a Classroom Observation Tool

March 26, 2024 [Presentation](#) // [Agenda](#) // [Recording](#) // [Jamboard Q&A](#)

Session 4: Identify and Overcome Barriers

April 23, 2024 [Presentation](#) // [Agenda](#) // [Recording](#) // [Jamboard Q&A](#)

Session 5: Action Planning Network

May 30, 2024 [Presentation](#) // [Links & Activity](#) // [Recording](#)

Remember to reach out to your MTSS and Inclusionary Practices Coordinators for personalized support:

MTSS Regional Implementation Coordinators

[Tammy Woodard \(ESD 113\)](#)
[Tori Hazelton-Snyder \(ESD 121\)](#)
[Solina Journey \(ESD 112\)](#)
[Kelly Bolson \(ESD 123\)](#)
[Sandy Gessner \(ESD 114\)](#)

AESD Inclusionary Practices Coordinators

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How teams responded to the CoP

"I appreciate the opportunity to participate in the learning, meeting others doing this work and time with our district team."

"I love and appreciate the knowledge of the speakers. I am in a lot of different trainings right now and this one stands out to me as a favorite. I feel like the information we get each time is stuff I can immediately use in the classroom."



“I also appreciated time talking with other teams/district who were the similar size. They shared great idea.”

“Planned networking groups based on district size was great.”



Average perception of return on investment of time for the COP



Average perception of COP improving understanding of identifying and implementing Tier 1 non-negotiables



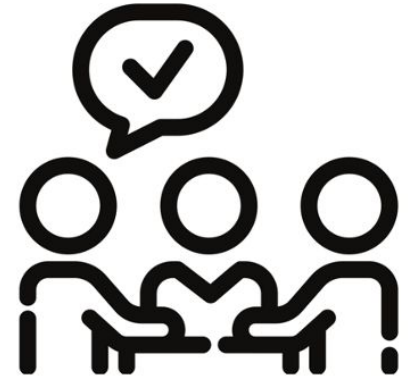


Lessons learned

From the CoP

Teams

Having a core team to lead and monitor implementation is necessary.

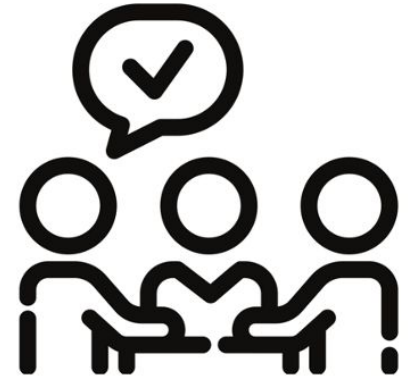


Teams

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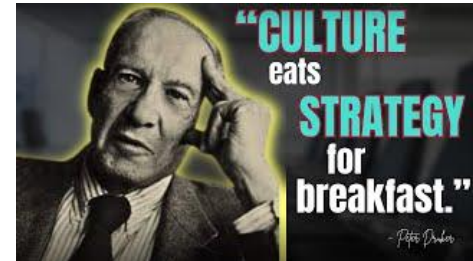
Responsibilities:

- Facilitate communication
- Identify procedures (how, what, when, who)
- Facilitate defining non-negotiable instructional practices
- Lead rapid PDSA cycles



Deliberately Cultivate a Culture for Implementation

“Culture eats strategy for breakfast.” -Peter Drucker

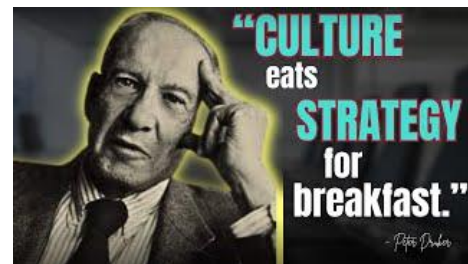


Deliberately Cultivate a Culture for Implementation

“Culture eats strategy for breakfast.” -Peter Drucker

Mindset shifts in the belief that:

- 100% of students can have meaningful access to Tier 1
- All students can learn

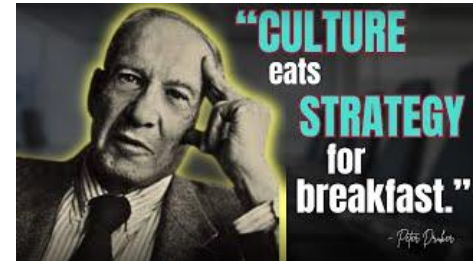


Deliberately Cultivate a Culture for Implementation

“Culture eats strategy for breakfast.” -Peter Drucker

Mindset shifts in the belief that:

- 100% of students can have meaningful access to Tier 1
- All students can learn
- 80% or more students demonstrating success is achievable
- Classroom observations can support continuous improvement without needing to be evaluative



Identifying District-Wide Non-Negotiables is a Process

- Multiple conversations and multiple lens are necessary (e.g., integrate student voices)
- May take more time for large systems



Identifying District-Wide Non-Negotiables is a Process

- Multiple conversations and multiple lens are necessary (e.g., integrate student voices)
- May take more time for large systems
- Consider variations for elementary, middle and high school
- Focus centering practices for students who are furthest from educational access and justice (i.e., be specific, name the group)



Reflection

How do you think your teams would respond to this community of practice?

How can you take today's share out and use the information to advance inclusionary or MTSS implementation efforts?



Who to Reach Out to for Support?

Regional MTSS
Coordinators

Regional IP
Coordinators



Opportunity to explore
and ask questions

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Additional Resources

[OSPI Inclusion Practices Handbook, Chapter 3: Inclusive Teaching Practices](#)

Inclusive Teaching Practices

Washington State Inclusionary Practices Handbook
Chapter 3

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