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| Purpose of the MTSS video series is: | The Office of Learning Supports (OLS) created a series of videos to be used to build understanding about the Multi-Tiered System of Supports (MTSS) Framework, its 5 Essential Components, and implementation science. | Adult Learning Principles andGoals of Inquiry QuestionsDonovan, M. et al (Eds.) 1999. *How People learn.* Washington, DC: National Academy Press. | * To present and be made aware of the information (Introduce/Illustrate)
* To determine what is familiar and what is new information. (Practice/Evaluate)
* To connect the familiar information to what the individual is currently working with/experiencing (Practice/Evaluate)
* To make meaning of new information and how it may be applied to the individual’s current setting. (Reflection/Mastery)
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| Key Vocabulary Terms, Concepts, &/or Learnings for *this* Video | ***Data-Based Problem Solving and Decision-Making**** *Define, Analyze, Implement, Evaluate, team, stakeholders, monitoring, problem solving culture, process, features, data, shift, outcomes, collective, teaming.*
 |
| Video Segment **One**: Notes (pre-printed)***Topic: Introduction*****Time:****00:00 – 1:11** | * A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.
* *Note:* Visual Graphic representation of the four-step process: Define, Analyze, Implement, and Evaluate.
 | Video Segment **One**: Prompt(s) for Reflection &/or Application:***Topic: Introduction*****Time:****00:00 – 1:11** | 1. **Practice/Evaluate**: What do you currently have in place in your system that fits with this provided definition for Data-Based Problem Solving and Decision-Making? |
| Video Segment **One**: Viewer Notes (personal) |  | Video Segment **One**: Viewer Response (personal) |  |
| Video Segment **Two**: Notes (pre-printed)***Topic: MTSS Problem******Solving******Process*** **Time:****1:12 – 3:15** | * Use data to make decisions about adjusting instruction.
* The problem solving process can occur within varied school situations at varied levels. Examples include: Faculty meetings, grade level team meetings, and department team meetings, with specific focus(es) on data relevant to the student(s), area(s), or need(s).
* Consider interacting variables, and use data to guide decisions.
 | Video Segment **Two**: Prompt(s) for Reflection &/or Application:***Topic: MTSS Problem******Solving******Process* Time:****1:12 – 3:15** | **1. Practice/Evaluate**: Within your site or situation, how does decision-making occur for varied levels of needs and applications at (a) the systems level, (b) for groups of students, and (c) for individual students?**2. Reflection/Mastery:** Identify how decisions are *monitored* for each level (a, b, and c in question one above). Include *who* is responsible, *when* it occurs, and *what* is done within monitoring process(es).  |
| Video Segment **Two**: Viewer Notes (personal) |  | Video Segment **Two**: Viewer Response (personal) |  |
| Video Segment **Three**: Notes (pre-printed)***Topic: Problem Solving Culture*** **Time: 3:16 – 4:53** | When problem solving, there should be a focus on: * Data to define the problem,
* Selected interventions(s) to achieve the best outcomes,
* And investing in the “smallest thing” (matched to data about need) that will result in the desired outcome.
 | Video Segment **Three**: Prompt(s) for Reflection &/or Application:***Topic: Problem Solving Culture*** **Time: 3:16 – 4:53** | **1. Practice/Evaluate**: Describe which of these three (*data, selected interventions,* or *investment*) poses the greatest challenge for problem solving in your system. |
| Video Segment **Three**: Viewer Notes (personal) |  | Video Segment **Three**: Viewer Response (personal) |  |
| Video Segment **Four**: Notes (pre-printed)***Topic: Use of Data-Understanding Data for Decision-Making*****Time:****4:54 – 6:13** | To initiate and sustain a problem-solving culture, the following are needed:* A clear model with steps defined.
* Access to the right information, at the right time, in the right format.
* A formal, predictable process that can be used to build and implement solutions-to make decisions for student progress and success.
* A shift in thinking: Student achievement comes from stakeholders’ collective responsibility for ensuring the appropriate fit of curriculum, instruction, and environment to enable student learning.
* Effective leadership that will facilitate the building of systems and atmosphere to support and encourage problem solving at all levels to more efficiently meet student needs.
 | Video Segment **Four**: Prompt(s) for Reflection &/or Application:***Topic: Use of Data-Understanding Data for Decision-Making*****Time:****4:54 – 6:13** | **1. Reflection/Mastery:** What elements of a problem solving culture (as described in this video segment) can be cultivated within your current system to ensure positive student outcomes?  |
| Video Segment **Four**: Viewer Notes (personal) |  | Video Segment **Four**: Viewer Response (personal) |  |
| Video Segment **Five**: Notes (pre-printed)***Topic: Collecting & Analyzing Data*** **Time: 6:15 – 7:27** | * Having data (“being data rich”) does not guarantee effective data use.
* It is important for stakeholders to understand information within data sets, how to analyze data, and what to do with that information.
* Support each other through collaborative exploration and investigation of data sets.
 | Video Segment **Five**: Prompt(s) for Reflection &/or Application: ***Topic: Collecting & Analyzing Data*****Time: 6:15 – 7:27** | **1. Reflection/Mastery:** How is data fluency (such as skills in data analysis and data use for decision-making) encouraged and supported for every adult stakeholder in your system? |
| Video Segment **Five**: Viewer Notes (personal) |  | Video Segment **Five**: Viewer Response (personal) |  |
| Video Segment **Six**: Notes (pre-printed)***Topic: Collective Ownership*****Time: 7:28 – 9:34** | * All (school, school board members, districts, and state) collectively own educational outcomes for all students.
* Use the best that science has to offer (re: evidence-based education & implementation).
* Be persistent; use data systems as “the map”.
* Potential questions for data review: *What do we see? What do we not see? What questions do we still have?*
* Use various data (including outcome and fidelity data) to make informed decisions.
 | Video Segment **Six**: Prompt(s) for Reflection &/or Application:***Topic: Collective Ownership*****Time:****7:28 – 9:34** | **1. Reflection/Mastery:** Name the *language usage, actions, behaviors, or policies* that demonstrate “collective ownership” of educational outcomes within your system. |
| Video Segment **Six**: Viewer Notes (personal) |  | Video Segment **Six**: Viewer Response (personal) |  |
| Video Segment **Seven**: Notes (pre-printed)***Topic: Teaming Structures*****Time:****9:35 – 11:54** | * Utilize teams that are representative of educational stakeholders, and implement strategic teaming structures to investigate academic *and* behavioral data.
* Administrative participation is valued.
* Teaming structures may vary according to context and need, with team members understanding roles and responsibilities.
 | Video Segment **Seven**: Prompt(s) for Reflection &/or Application:***Topic: Teaming Structures*****Time:****9:35 – 11:54** | **1. Practice/Evaluate:** What qualities of effective teaming support problem solving and decision-making in your system?  |
| Video Segment **Seven**: Viewer Notes (personal) |  | Video Segment **Seven**: Viewer Response (personal) |  |
| Video Segment **Eight**:Notes (pre-printed)***Topic: Features******(Part I)*****Time:****11:55 – 14:04** | *Features (Part 1) of a problem solving culture, as described by CO Principals:** Utilizing a shared database (everyone has access; there is transparency);
* Collaborating with colleagues (problem solving in a safe space; shift from storytelling to defining the problem); and
* Investigating data trends to inform instruction (for social-emotional and academics, as well as: across grade levels and school-wide).
 | Video Segment **Eight**: Prompt(s) for Reflection &/or Application:***Topic: Features******(Part I)*****Time:****11:55 – 14:04** | **1. Practice/Evaluate:** When problem solving or making decisions within your system, what mechanisms exist to easily *access* data management systems, other adults, and/or cross-domain (academic and behavioral) data sets? |
| Video Segment **Seven**: Viewer Notes (personal) |  | Video Segment **Seven**: Viewer Response (personal) |  |
| Video Segment **Nine**:Notes (pre-printed)***Topic: Features******(Part II)*****Time:****14:05 – 17:10** | *Features (Part 2) of a problem solving culture, as described by CO Principals:** Don’t make excuses, look for solutions.
* Honesty, trust, and open dialogues.
* Allocate collaborative problem solving time.
* Problem solve with team approach, capitalizing on strengths and demonstrating shared responsibility for students’ outcomes.
* Problem solving happens pervasively (not restricted to “meeting events” alone).
* Commit to the team and to students’ needs.
* Attend to a small number of items to focus efforts to impact goals.
* District support exists for problem solving, maintaining focus on student outcomes.
 | Video Segment **Nine**: Prompt(s) for Reflection &/or Application:***Topic: Features******(Part II)*****Time:****14:05 – 17:10** | **1. Practice/Evaluate:** Describe the key features of your system’s problem solving culture. Note if these features are *facilitators* or *barriers* to improve student outcomes. **2.** **Reflection/Mastery:** What additional processes would you add to your setting to increase effectiveness in achieving improved student outcomes? |
| Video Segment **Nine**: Viewer Notes (personal) |  | Video Segment **Nine**: Viewer Response (personal) |  |