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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 and  Goals of Inquiry Questions  Donovan, 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) |
| Key Vocabulary Terms, Concepts, and/or Learnings for *this* Video | ***Evidence-Based Practices***   * *Evidence-Based Practices (EBPs), Instruction, Intervention, and Assessment, selection, fidelity, outcomes, impact, problem solving, efficiency, effectiveness, context ,core features.* |
| Video Segment **One**: Notes (pre-printed)  ***Topic: Definition***  **Time: 00:00 – 0:45** | Definition of Evidence-based Practices:   * Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students. | Video Segment **One**: Prompt(s) for Reflection and/or Application:  ***Topic: Definition***  **Time: 00:00 – 0:45** | **1. Practice/Evaluate**: Considering the definition provided, describe at least two practices used in your setting which you believe qualify as evidence-based. |
| Video Segment **One**: Viewer Notes (personal) |  | Video Segment **One**: Viewer Response (personal) |  |
| Video Segment **Two**:  Notes (pre-printed)  ***Topic: Rationale for using Evidence- Based Practices***  **Time: 00:46 – 4:10** | * The goal is to have the smallest number of evidence-based practices that can have the biggest effect. * When effective, practices are aligned with student outcomes, and adults are confident about implementation of practices. * Avoid using opinion over evidence. * Ineffective practices “can hurt” because time is too limited to “just try things”. * When determining impact, consider: Alignment with school outcomes, prioritizing practices using data, and fidelity of implementation. * If going through the trouble to make a change, make it worth it for students. * MTSS helps clarify “contextual fit” with environment. * Supports and interventions need to be intentionally-monitored using universal screening and progress monitoring. * Use data for resource allocation decisions. | Video Segment **Two**: Prompt(s) for Reflection and/or Application:  ***Topic: Rationale for using Evidence- Based Practices***  **Time: 00:46 – 4:10** | **1 .Practice/Evaluate**: What do you see as the value of using evidence-based practices with students in your current setting?  **2. Reflection/Mastery**: Using the main ideas from this segment, assess your own system. Note the strengths and gaps that you recognize, and describe next steps you might take to “fill” any gaps in your system. |
| Video Segment **Two**: Viewer Notes (personal) |  | Video Segment **Two**: Viewer Response (personal) |  |
| Video Segment **Three**:  Notes (pre-printed)  ***Topic: Considerations for selecting evidence- based practices***  **Time: 4:11 – 7:20** | * Evidence-based practices are not all equal. * Look at evidence-based practices through the lenses of population, context, & skill set. * Use pertinent data in the problem solving process to define/analyze the problem and determine what specific practice(s) have the best promise to deliver intended outcomes. * Determine if the staff is ready to implement the evidence-based practice(s) selected. * Make sure the practice is contextualized to where it will be applied. * Monitor the implementation of the evidence-based practice regularly for fidelity and intended outcomes. * Adjust implementation of evidence-based practice(s) for efficiency and effectiveness. | Video Segment Three: Prompt(s) for Reflection and/or Application:  ***Topic: Considerations for selecting evidence- based practices***  **Time: 4:11 – 7:20** | **1. Practice/Evaluate**: With a learning partner or colleague, discuss the considerations provided in this video segment to affirm or revise your thinking about methods used at your site for selecting practices.  **2. Reflection/Mastery**: Craft a process for your site that includes considerations that you clarified with your partner (per your discussion from Prompt One above) and that align with the learning from this video segment. |
| Video Segment **Three**: Viewer Notes (personal) |  | Video Segment **Three**: Viewer Response (personal) |  |
| Video Segment **Four**:  Notes (pre-printed)  ***Topic: Determining Usability and Primary Focus***  **Time: 7:20 – 9:43** | * *Core Features* of evidence-based practices (delivery, outcome & fidelity measures, intended user/consumer, staff supports, cultural & contextual relevance) * Formalize focus on implementation fidelity. * Kids are the primary focus for making decisions at all levels of the framework. * There is an importance of accuracy in implementation to maximize benefits. | Video Segment **Four**:  Prompt(s) for Reflection and/or Application:  ***Topic: Determining Usability and Primary Focus***  **Time: 7:20 – 9:43** | **1. Practice/Evaluate:** In your site/situation, what documentation exists (*or could exist*) to verify that the *Core Features* are considered when adopting evidence-based practices?  **2. Reflection/Mastery:** After viewing the entire video, synthesize all of your thinking about evidence-based practices. Describe how you plan to (a) select, (b) implement, and (c) evaluate practices in your site/situation. |
| Video Segment **Four**: Viewer Notes (personal) |  | Video Segment **Four**: Viewer Response (personal) |  |