Professional Development Opportunities

Nancy Goosen

March 25, 2024
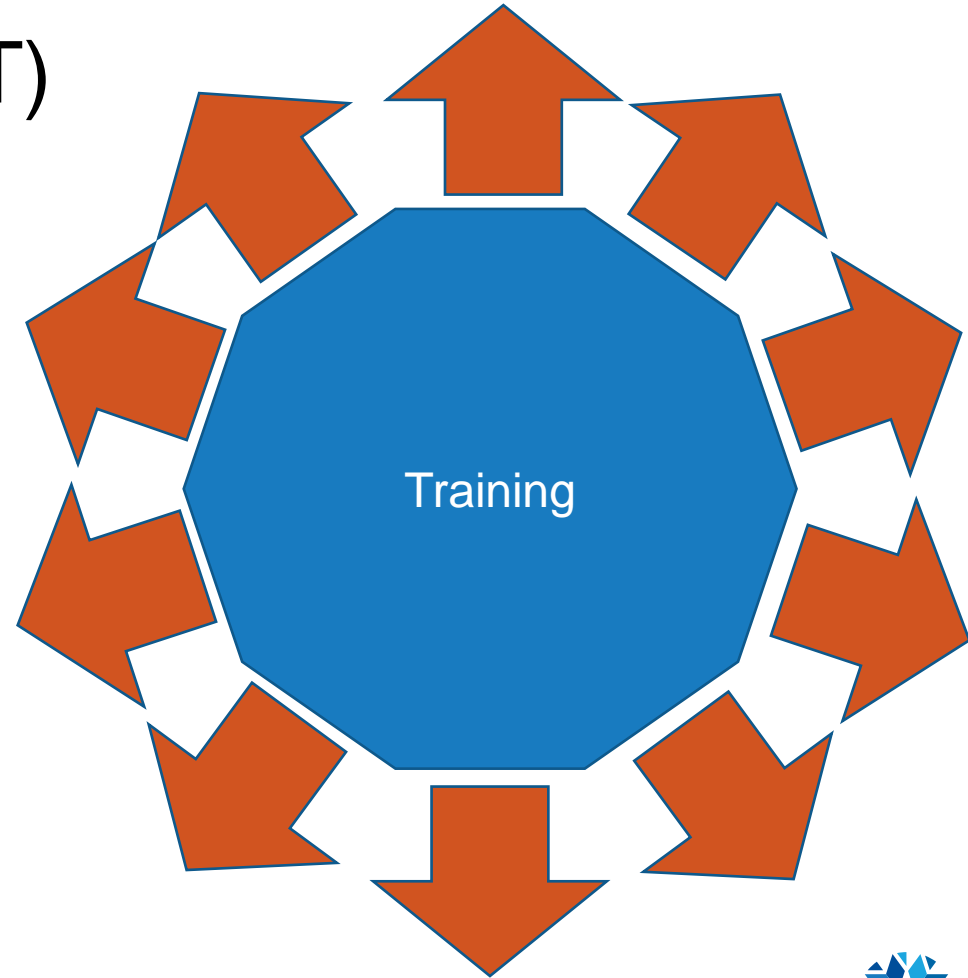
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Two Opportunities for PD

- MTSS Fidelity of Implementation Rubric Self-Assessment

- Behavior Science Training (BeST)

Knowledge Sharing
to Improve Outcomes
for Students
using Evidence-Based
Practices

Training

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2004 IDEA 34 C.F.R. § 300.307
Specific learning disabilities (SLD)

- (a) General. **A State must adopt**, consistent with §300.309, **criteria for determining whether a child has a specific learning disability** as defined in §300.8(c)(10). In addition, the criteria adopted by the State—

- (1) **Must not require** the **use of a severe discrepancy** between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in §300.8(c)(10);

- (2) **Must permit the use of** a process based on **the child's response to scientific, research-based intervention**; and

- (3) May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in §300.8(c)(10).

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Indicator 3B Data Results of 544 Districts

0% proficiency for IEP subgroup - two years in a row for both reading and math per grade level:

- 4th Grade = **88 Districts (16%)**
- 8th Grade = **260 Districts (48%)**
- 11th Grade = **113 Districts (21%)**

0% proficiency for IEP subgroup - two years in a row for **ALL grade levels** in reading and math

- **27** Oklahoma School Districts

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Office of Special Education Goals

- To Improve Outcomes for Students with Disabilities by Implementing State Activities such as:
    - ➢ Building robust professional development.
    - ➢ Improving our instructional leadership by supporting evidence-based practices and removing current ineffective practices.

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Sundown the Discrepancy Model Beginning the 2032-2033 School Year

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Discrepancy Model to Identify SLD

- The traditional model of using a discrepancy between the child's IQ and Achievement scores has been criticized for being a **"wait to fail" model**, because statistically it may not be until a child is in 3rd of 4th grade before the discrepancy is considered "significant" enough to be considered as part of the key eligibility indicators to determine a Specific Learning Disability exists.

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Required August of 2032

- District will no longer be allowed to use the "Discrepancy Model" starting in August of 2032, and must use the process based on a child's "Scientific, Research-Based Intervention Model" to determine whether a child has a specific learning disability as defined in IDEA 34 C.F.R. § 300.8(c)(10).

- Eight (8) school years to prepare starting in 2024-2025.

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ESSA 2015 – Introduced MTSS term

- (33) MULTI-TIER SYSTEM OF SUPPORTS.—"The term 'multi-tier system of supports' means a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making."

- A layering of supports for **ALL** students by creating prevention and intervention programs.

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Multi-Tier System of Supports (MTSS) Framework
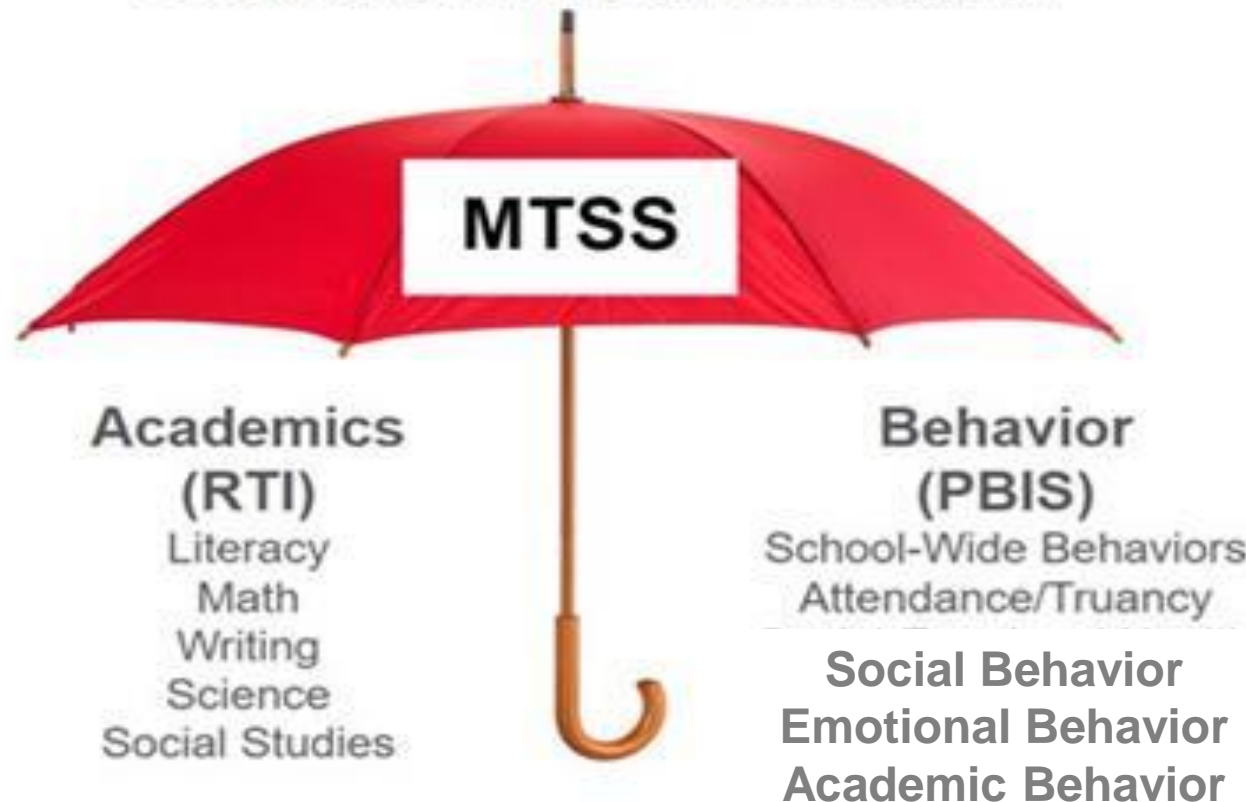# Layering Supports for ==ALL== Students

MTSS is the Umbrella Term for RtI and PBIS

Integrated Multi-Tiered System of Supports (I-MTSS)

Data- Decision Making Process

Universal Screeners and Progress Monitoring

DBI

Reliable and Valid - Diagnostic Measures

Evidence-Based Continuum of Interventions

Multi-Level Prevention System

Collaboration & Communication

MTSS

Academics (RTI)
Literacy
Math
Writing
Science
Social Studies

Behavior (PBIS)
School-Wide Behaviors
Attendance/Truancy

Social Behavior
Emotional Behavior
Academic Behavior

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OSDE Initiatives for MTSS Framework Implementation

Provide supports to implement MTSS framework for **ALL students:**

- Professional Development
- Resources
- Systemic Data Collection

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American Institutes for Research Partnership

American Institutes for Research (AIR)

- National Center for Intensive Intervention (NCII)
- Center on Multi-Tiered System of Supports (MTSS Center)

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MTSS is a School-Wide Framework

- A MTSS is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' behavioral needs. It is a schoolwide framework in which schools organize and align their supports and resources. When implemented with a high degree of fidelity, MTSS enables educators to engage in data-based decision making to ensure positive outcomes for students. The MTSS framework comprises four essential components: universal screening, progress monitoring, a multi-level prevention system using evidence-based interventions, and data-based decision making. It also includes numerous infrastructure and support mechanisms that impact its success. The fifth component is the infrastructure regarding fidelity of implementation across all levels.

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AIR – MTSS Center

- Since 2007, the MTSS Center at AIR has provided comprehensive, ongoing MTSS professional learning opportunities to hundreds of schools and districts in nearly 40 states. Presenters from AIR have extensive background implementing MTSS in rural, suburban, and inner-city school districts, as well as technical and research knowledge of evidence-based practices.

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AIR – MTSS Fidelity of Implementation

- There is a significant discrepancy in the implementation of a multi-tiered system of support (MTSS) framework across the Oklahoma Local Education Agencies (LEAs), including the fact some LEAs have not aligned their MTSS implementation to evidence-based practices.

- In order to have consistency across Oklahoma, AIR will conduct four regional sessions to walk districts through the MTSS Fidelity of Implementation Rubric Self-Assessment.

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AIR – MTSS Fidelity of Implementation

- Self-Assessment has 31 Indicators, which is aligned to the essential components and infrastructure necessary for successful implementation of MTSS.

- AIR will email the LEA's individual results to each district, which will identify the individual essential components of implementing MTSS into three categories:

  1. Full Implementation,
  2. Partial Implementation, and
  3. Low Implementation.

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AIR – MTSS Fidelity of Implementation

Each location/dated is a repeated session (**chose only one**):

- **Tulsa/Owasso area – Monday, June 10, 2024**
  - ➢ Tulsa Technology Center, Owasso Conference Center
  (10800 N. 137th E. Ave., **Owasso**, Oklahoma 74055)
- **Woodward area – Tuesday, June 11, 2024**
  - ➢ Woodward Conference Center
  (3401 Centennial Lane, **Woodward**, Oklahoma 73801)
- **McAlester area – Monday, June 17, 2024**
  - ➢ Eastern Oklahoma State College - Ballroom
  (1301 W. Main Street, **Wilburton**, OK 74578)
- **Lawton area – Tuesday, June 18, 2024**
  - ➢ Cameron University – MCC Ballroom
  (2800 W. Gore Blvd., **Lawton**, OK 73505)

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AIR - MTSS Fidelity of Implementation

Who should attend?

District MTSS Leadership Team. For **example**:

- Superintendent (District-Central Office Administration, Director of Special Services, Associate Superintendent of Curriculum and Instruction)
- Site Principal (Elementary and Secondary)
- General Education Teacher
- Special Education Teacher
- School Psychometrist/School Psychologist/Speech-Language Pathologist
- Other as defined by the district as their MTSS Leadership Team (such as RSA Leader, Intervention/Instructional Coaches, Title Coordinator, etc.)

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ListServ Group Email

- Every Tuesday and Thursday
- ListServ Email is titled "OK State Dept of Ed"
  - Announcements
    - Data
    - Finance
    - Alternate Diploma
  - Training/Webinars (SDE)
    - OKMTSS on EDPlan Training
    - State Systemic Improvement Plan (SSIP) Informational Sessions
    - Look for it here **MTSS Fidelity of Implementation Rubric Self-Assessment**
  - Professional Development (Others SDE contracts)
    - Special Education and Management Training for Paraprofessionals
    - Effective Instructional Practices for Teaching Transition Skills

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MTSS takes years to set up

- Districts should start now working on creating systems and frameworks for MTSS Implementation. Working on schedules to incorporate a continuum of interventions tiered/layering of supports.

- The first step is to take a self-assessment to see which of the essential components your district is either fully implementing with fidelity, partially implementing, or have just begun implementing.

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Additional Questions Regarding MTSS Fidelity of Implementation Rubric Self-Assessment

Behavior Science Training (BeST)

Dr. Scott Singleton, Professor at University of Central Oklahoma (UCO)

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Two Day – In Person Training

Day 1: Science of Behavior

- Rationale for a Scientific Approach – Operationally defining behavior.
- Motivation - What motivates behavior?
- Cues - What triggers behavior?
- Functions - What causes behavior to be resistant to change?
- Functional Behavior Assessment (FBA)
- Progress Monitoring

Day 2: Behavioral Intervention

- Level 1 Prevention Strategies
- Level 2 Targeted Interventions
- Level 3 Intensive Interventions

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One Hour Follow-up Support per LEA

- FBA and Intervention Plan Review
- Written Feedback Provided

- Completion Certificate will be provided after the FBA and Intervention Plan Review, as well as written feedback by Dr. Singleton has been provided.
  - Feedback will be provided based upon the individual FBA and BIP submitted no later than May 31, 2025, per district's team throughout the 2024-2025 school year.

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BeST – Dr. Scott Singleton Three Locations (Repeated Sessions)

- **Oklahoma City** training: **July 15th and 16th** of 2024 (8:30 a.m. to 4:00 p.m. both days Springlake Metro Tech Center: 1900 Springlake Drive, Oklahoma City, 73111)

- **Sapulpa** training: **July 17th and 18th** of 2024 (8:30 a.m. to 4:00 p.m. both days Central Tech Center: 1720 S. Main Street, Sapulpa, OK 74066)

- **Woodward** training: **July 22nd and July 23rd** of 2024 (8:30 a.m. to 4:00 p.m. both days High Plains Tech Center: 3921 34th Street, Woodward 73801)

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Additional Questions Regarding the BeST – Behavior Science Training

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Policies and Procedures

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