Agenda

Welcome & Introductions

Goals for Today + Connector

What is the SEB Academy?

Tools for your MTSS

Closing

About EDC

Education Development Center, Inc. (EDC), is a global nonprofit that advances lasting solutions to improve education, promote health, and expand economic opportunity. Since 1958, we have been a leader in designing, implementing, and evaluating powerful and innovative programs in more than 80 countries around the world.

1958
EDC was founded by MIT scholars and researchers.

200+ projects managed annually by EDC.

EDC has 1,300 employees.

Funders include USAID, NSF, NIH, MasterCard Foundation, DoEd, and SAMHSA

GLOBAL REACH
EDC has worked in more than 80 countries and in all 50 states in the U.S.

REGIONS
» Africa
» Asia
» Europe
» Latin America and the Caribbean
» Middle East
» United States

Examples of EDC's SEL & Mental Health Work

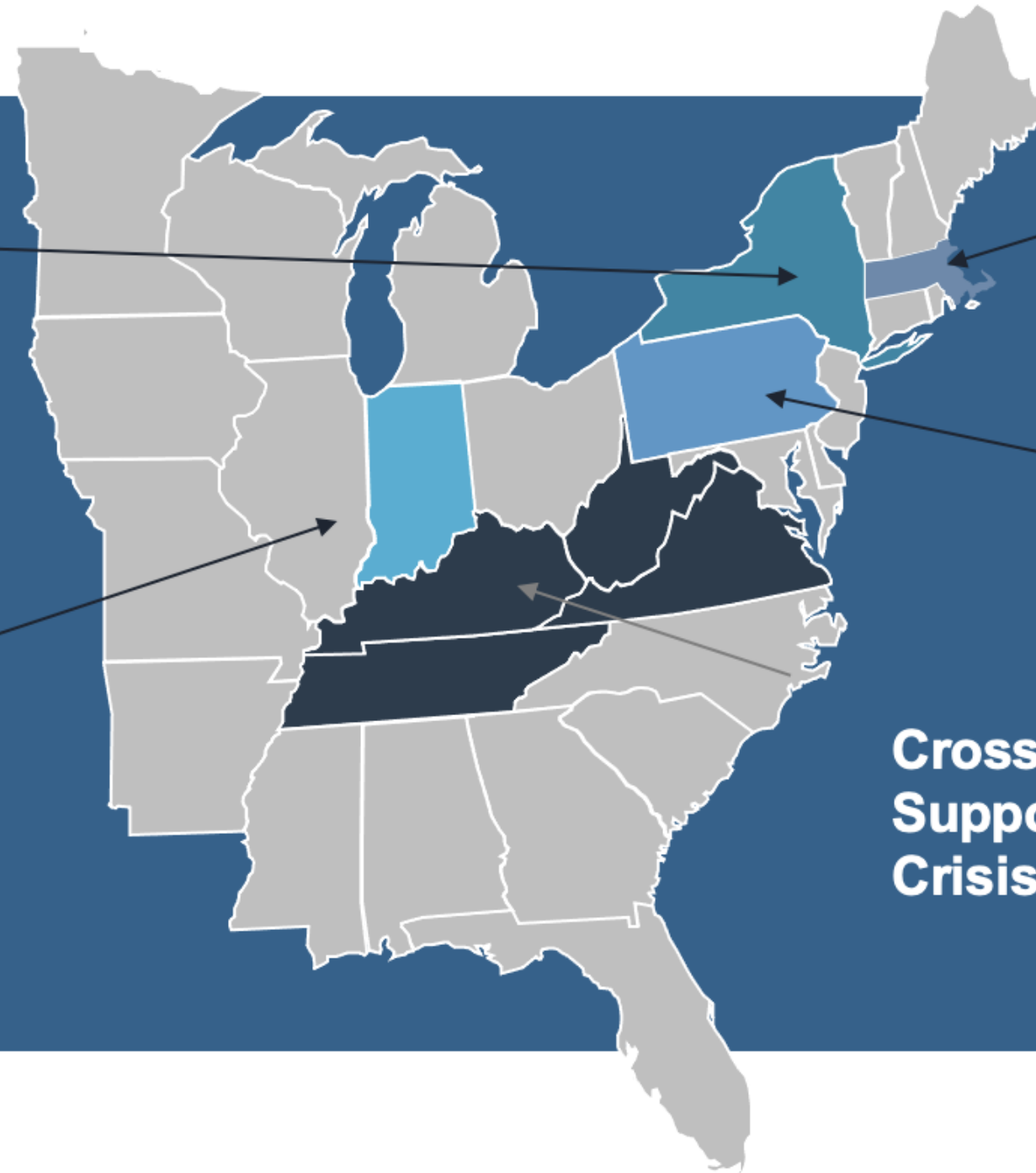NYC/DOE SEL & Mental Health Screening

SEB MA State Academy

SEL & Suicide Prevention Consulting for School District of Philadelphia

School Suicide Prevention in Indiana w/ 12 Districts

Cross-State Collaborative to Support Schools in the Opioid Crisis

Agenda

Goals for Today + Connector

Goals for Today

Describe	Describe the components of a comprehensive process for planning, implementing, and sustaining a multi-tiered system of supports for SEL and mental health in schools and districts
Engage	Engage with tools to reflect on strengths, gaps, and growth opportunities in your own school or district to support students' social emotional development
Reflect	Reflect on steps you can take back to your school and/or district to strengthen this approach

Resource: National Equity Project
"Developing Community Agreements"

Be present.

Share the air.

Speak on behalf of self.

Call in and not out.

Emphasize process.

Take ideas, leave details.

Call in and not out.

Center learning & growth.

Introductory Activity

As a table, come to a consensus on…

- **3** things that you all have in common in education related work

- **1** thing you all have in common generally

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What is the SEB Academy?

About the Academy

Funded by the Massachusetts Department of Elementary and Secondary Education (DESE), the Social, Emotional, Behavioral Academy is a 3-year MTSS Academy that aims to help school and/or district teams cultivate joyful, culturally and linguistically sustaining learning environments and implement multi-tiered systems of social, emotional, and behavioral support.

Goals/Outcomes of Academy: Participants will...

1 Develop a clear understanding of what an effective, proactive, culturally and linguistically sustaining MTSS entails for social, emotional, and behavioral support;

2 Build an integrated social, emotional, and behavior multi-tiered system of support, with the ability to focus on specific goals and local context/needs; and

3 Improve the learning experience and outcomes for students.

A Two-Pronged Model of Support

Targeted Coaching: Participating teams are expected to meet at least monthly throughout school year with their academy-assigned coach. Coaches will support teams to assess needs, identify & prioritize areas of growth, develop & implement action plans, & monitor progress.

Learning Opportunities: Participants will be expected to participate in bi-annual, academy-wide, in-person convenings. In addition, optional professional development events will be offered including webinars, peer-sharing calls, and onsite PD.

Program Expectations and Commitments

Team Composition

Each participating school or district team should include at least one of the following members:

- district administrator/leader
- school administrator/leader
- student support staff
- classroom educator
- family member(s)

Readiness Requirements

Teams should be prepared to:

- School/district leadership commitment to a process of needs assessment, identification and prioritization of areas for growth, action planning and implementation, and progress monitoring
- Time for team members to meet with academy coach and participate in bi-annual in-person events.

A Brief History of the Academy

The Social, Emotional, and Behavior (SEB) Academy was created by the Department of Elementary and Secondary Education (DESE). It envisions an integrated social, emotional, and behavioral support program.

PBIS Academy

SEL and Mental Health Academy

Sense of Belonging Network

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

Graffiti Walk: What Do We Already Know?

- What are a few words that come to mind when you think of these topics: MTSS, PBIS, SEL, and Belonging?

- What examples of Tier 1, Tier 2, and/or Tier 3 supports can you share from your school/district?

- What successes have you had with implementing MTSS in the past?

- What feels challenging about implementing MTSS for SEB?
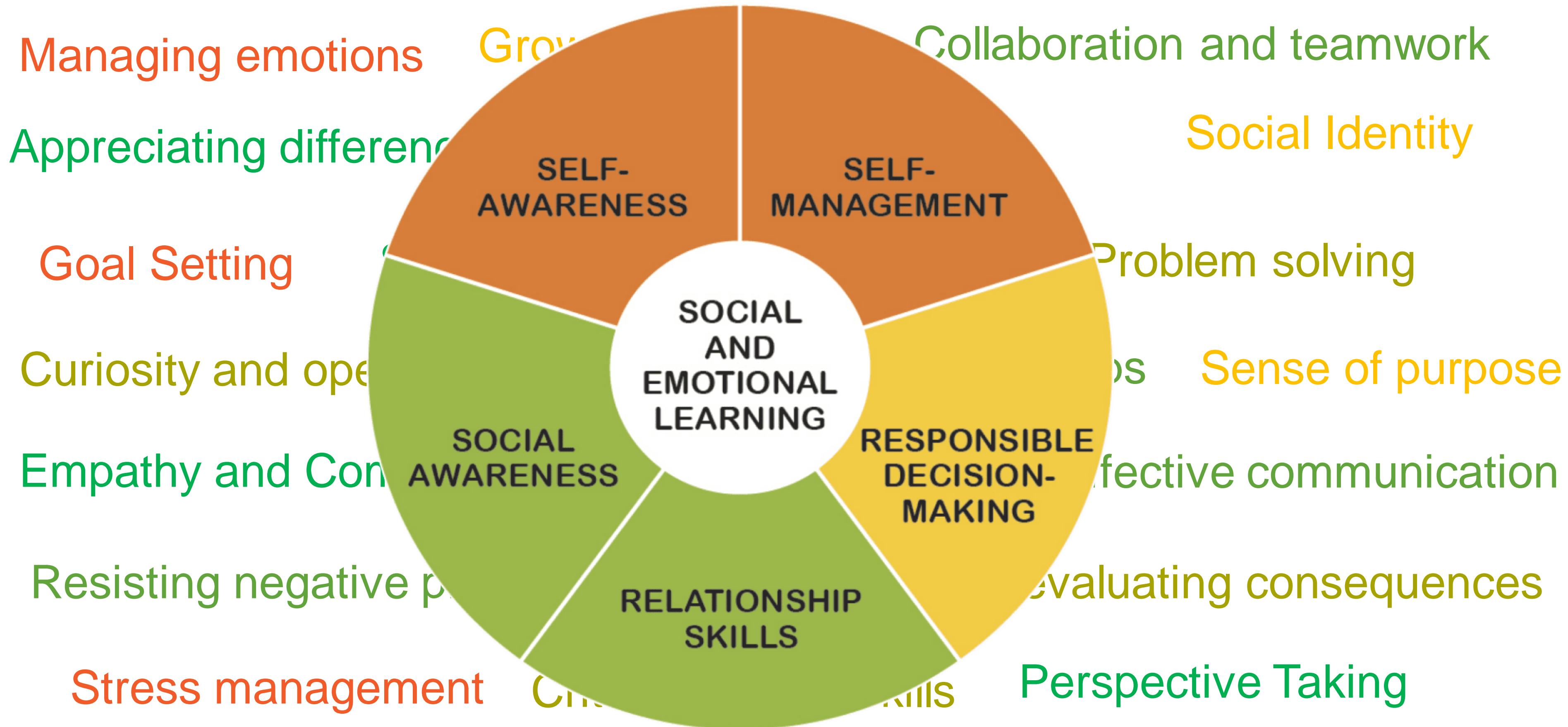
Directions:

- Use the post-it notes on your table to respond to these questions. You can use as many post-its and share as many responses as you want.

- Bring your post-its to the posters on the walls to add your thoughts.

- Bring a pen with you to +1 or comment on others' thoughts.

Large Group Debrief

- What responses/comments resonated?

- What did you see that was surprising?

- What did you learn from other responses?

- Did you notice any common themes?
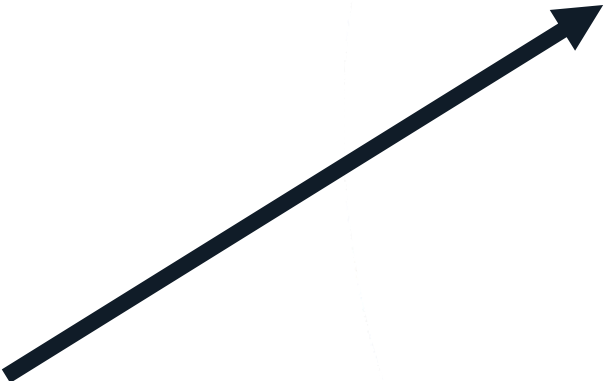
- Any other thoughts

What is Social and Emotional Learning?

Managing emotions

Appreciating differences

Goal Setting

Curiosity and ope...

Empathy and Com...

Resisting negative p...

Stress management

Grow...

Collaboration and teamwork

Social Identity

Problem solving

Sense of purpose

...fective communication

evaluating consequences

Perspective Taking

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AND EMOTIONAL LEARNING

RESPONSIBLE DECISION-MAKING

SOCIAL AWARENESS

RELATIONSHIP SKILLS

Where is the "L" of SEL?

The "L" in SEL

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Benefits of SEL

11

percentile-point gains in academic achievement[1]

42%

less likely to be involved in physical aggression in schools[2]

$11

return on investment for every dollar spent on SEL programs[3]

Long Term Increases in…
college readiness, career success, positive relationships, better mental health, and engaged citizenship.[4]

Long Term Decreases in…
Violent and drug crime convictions, and lower risky sexual behaviors[5]

Multi-Tiered System of Supports

"The practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions."

- Batsche et al., 2005
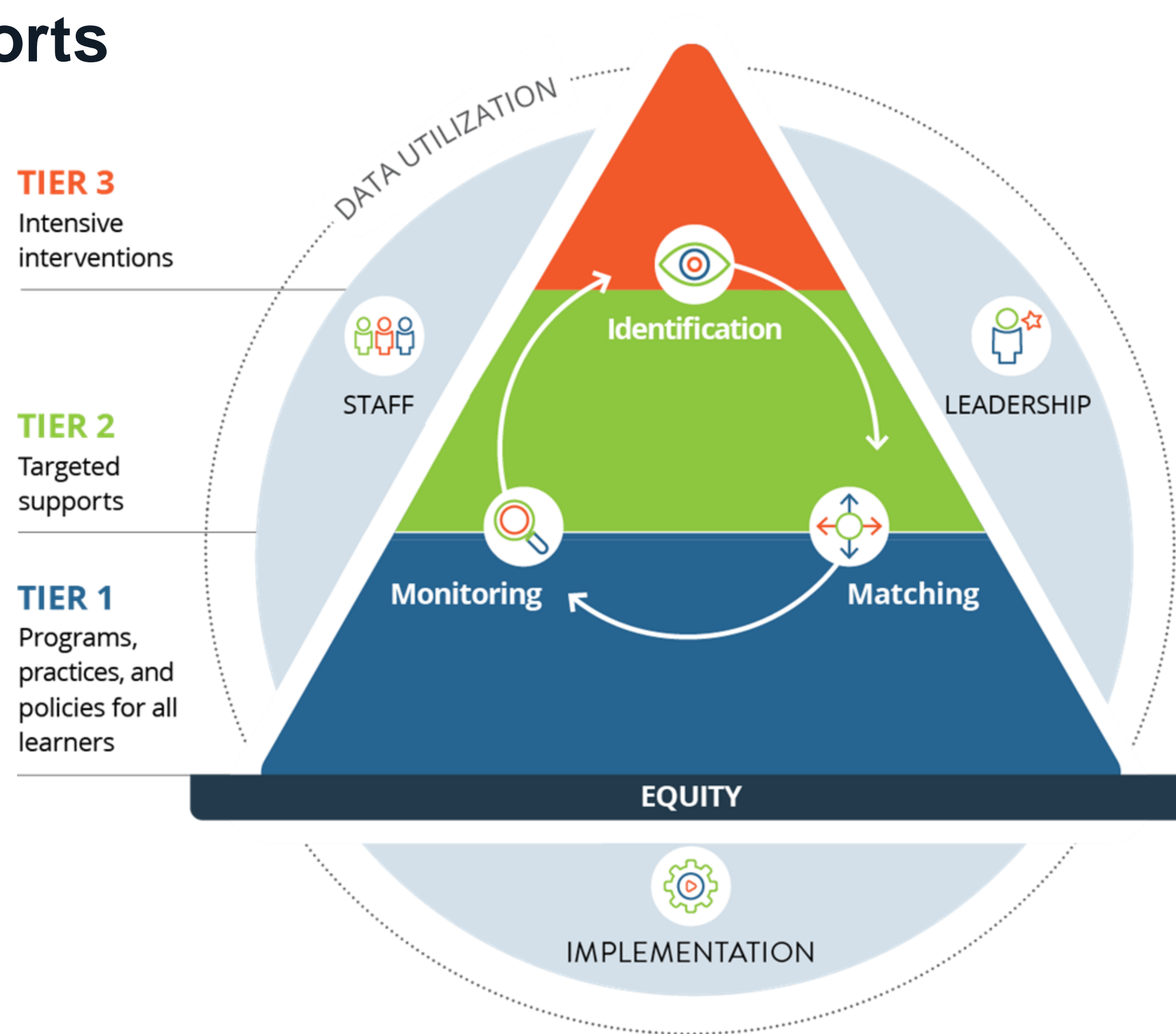
Tier 1

School/District-Wide Curricula

School Culture & Shared Identity

Schoolwide and Classroom Practices

Universal Screeners

Tier 2

Toolkit of Targeted Interventions

Small Group Support

Additional Classroom-Based Support

School/District-Wide Curricula

School Culture & Shared Identity

**Schoolwide and Classroom Practices**

Universal Screeners

Tier 3

Individualized Strategies

System of Wrap-Around Supports

Referral to Outside Supports

Toolkit of Targeted Interventions

Small Group Support

Additional Classroom-Based Support

School/District-Wide Curricula

School Culture & Shared Identity

Schoolwide and Classroom Practices

Universal Screeners
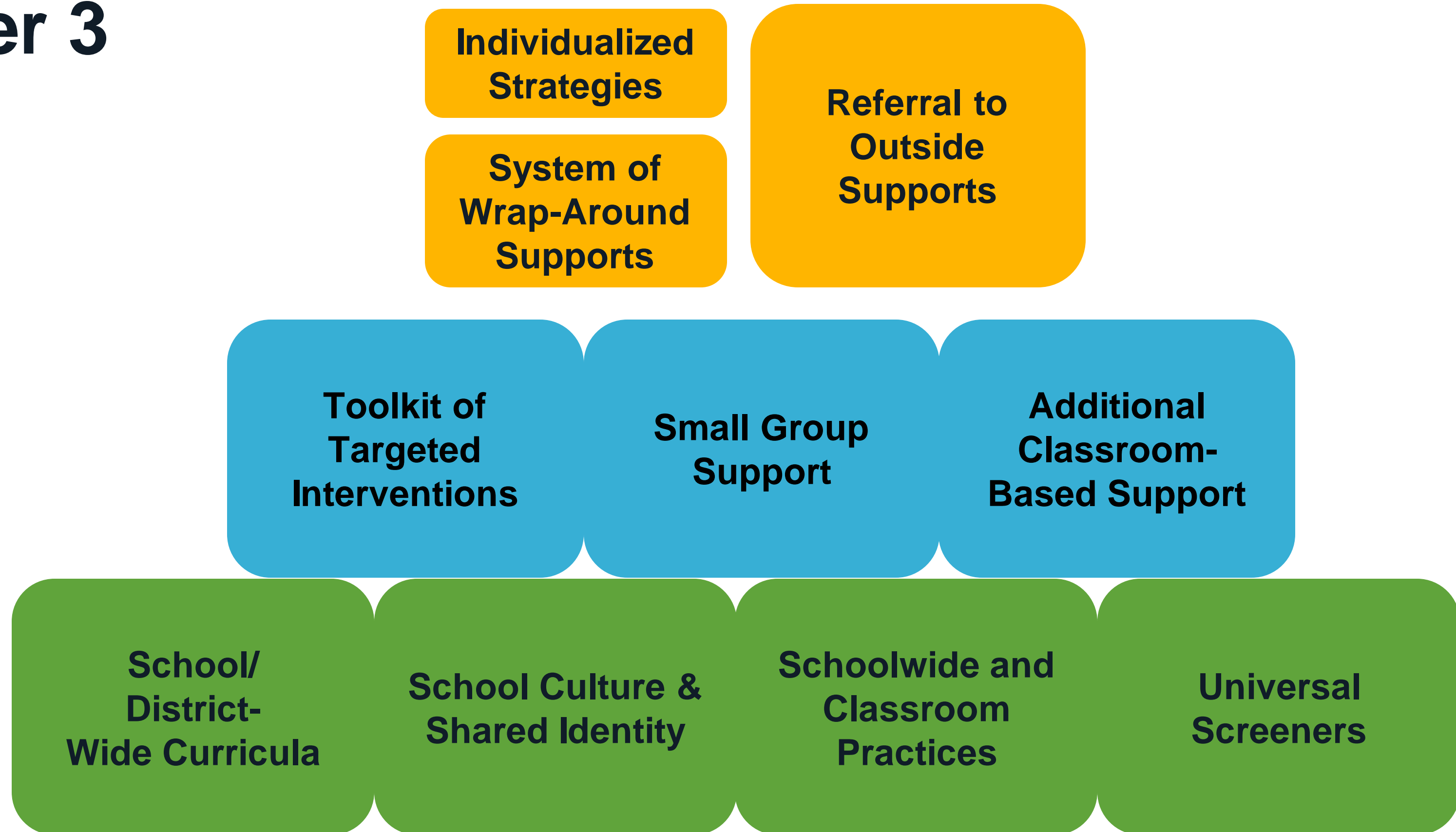
Multi-Tiered System of Supports
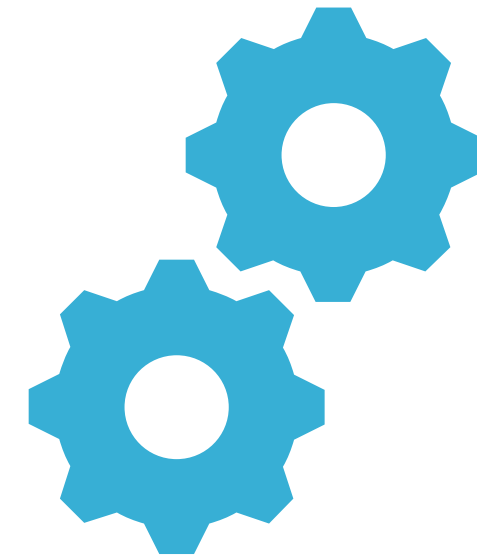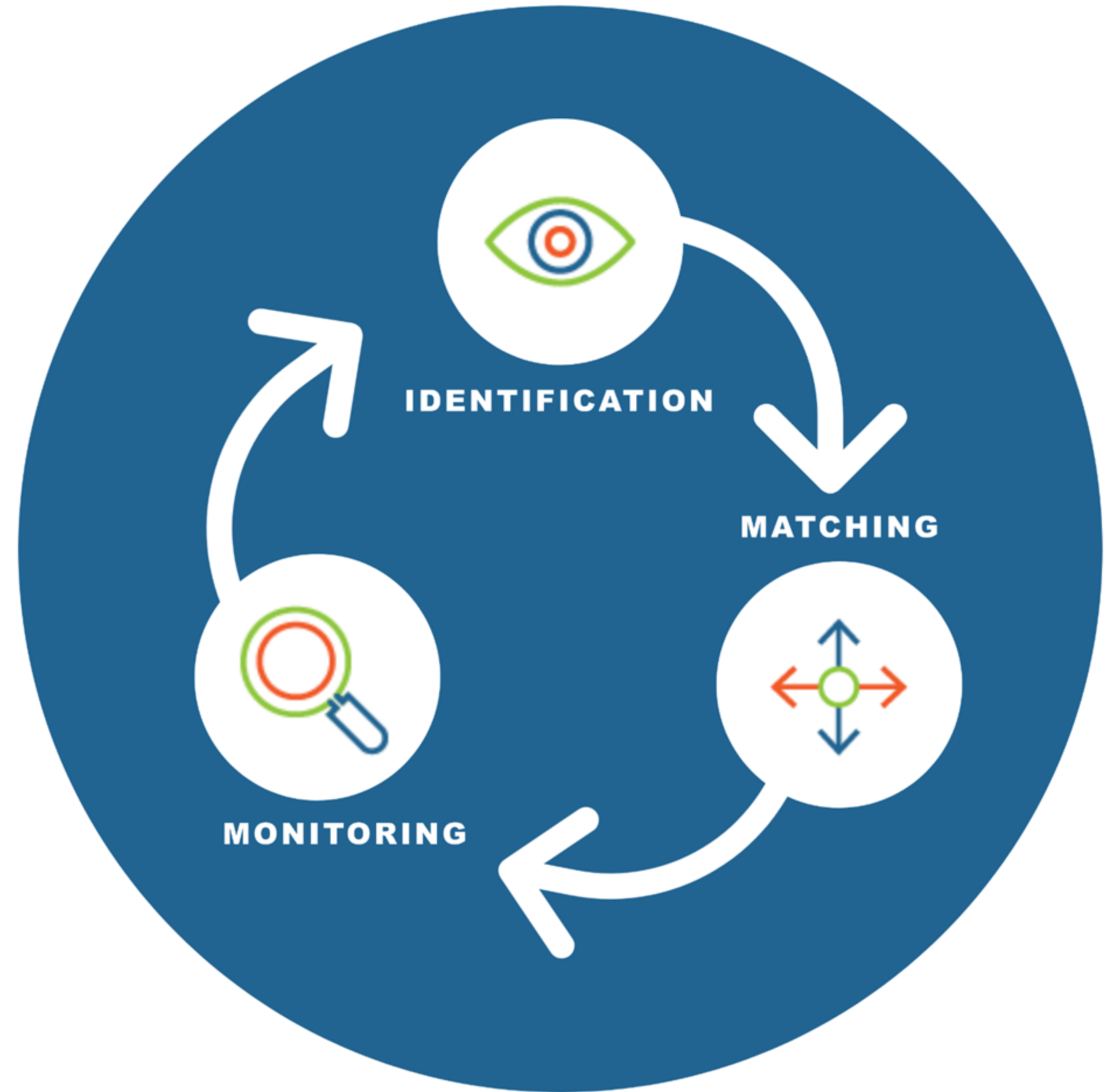

STAFF   LEADERSHIP   IMPLEMENTATION
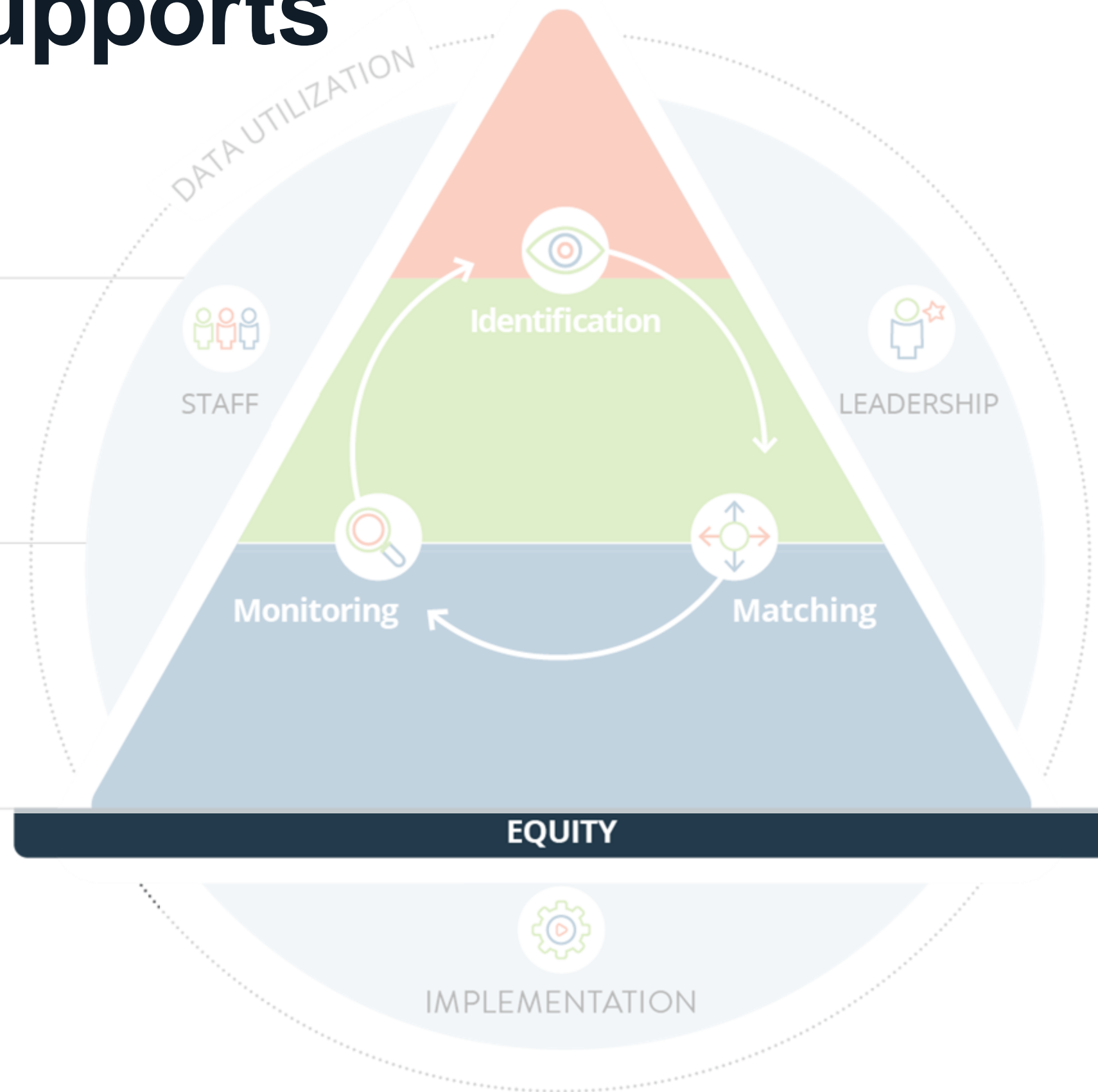
Multi-Tiered System of Supports

Multi-Tiered System of Supports

TIER 3
Intensive interventions

TIER 2
Targeted supports

TIER 1
Programs, practices, and policies for all learners

DATA UTILIZATION

STAFF

LEADERSHIP

Identification

Monitoring

Matching

EQUITY

IMPLEMENTATION

Equity is the foundation of the model

An integrated MTSS is the integration of several Multi-Tiered Systems of Support into one coherent strategically combined system meant to address multiple domains in content areas in education.

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Tools for your MTSS

Overview Of The Academy & MTSS

TIER 3
Intensive interventions

TIER 2
Targeted supports

TIER 1
Programs, practices, and policies for all learners

DATA UTILIZATION

STAFF

LEADERSHIP

Identification

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EQUITY

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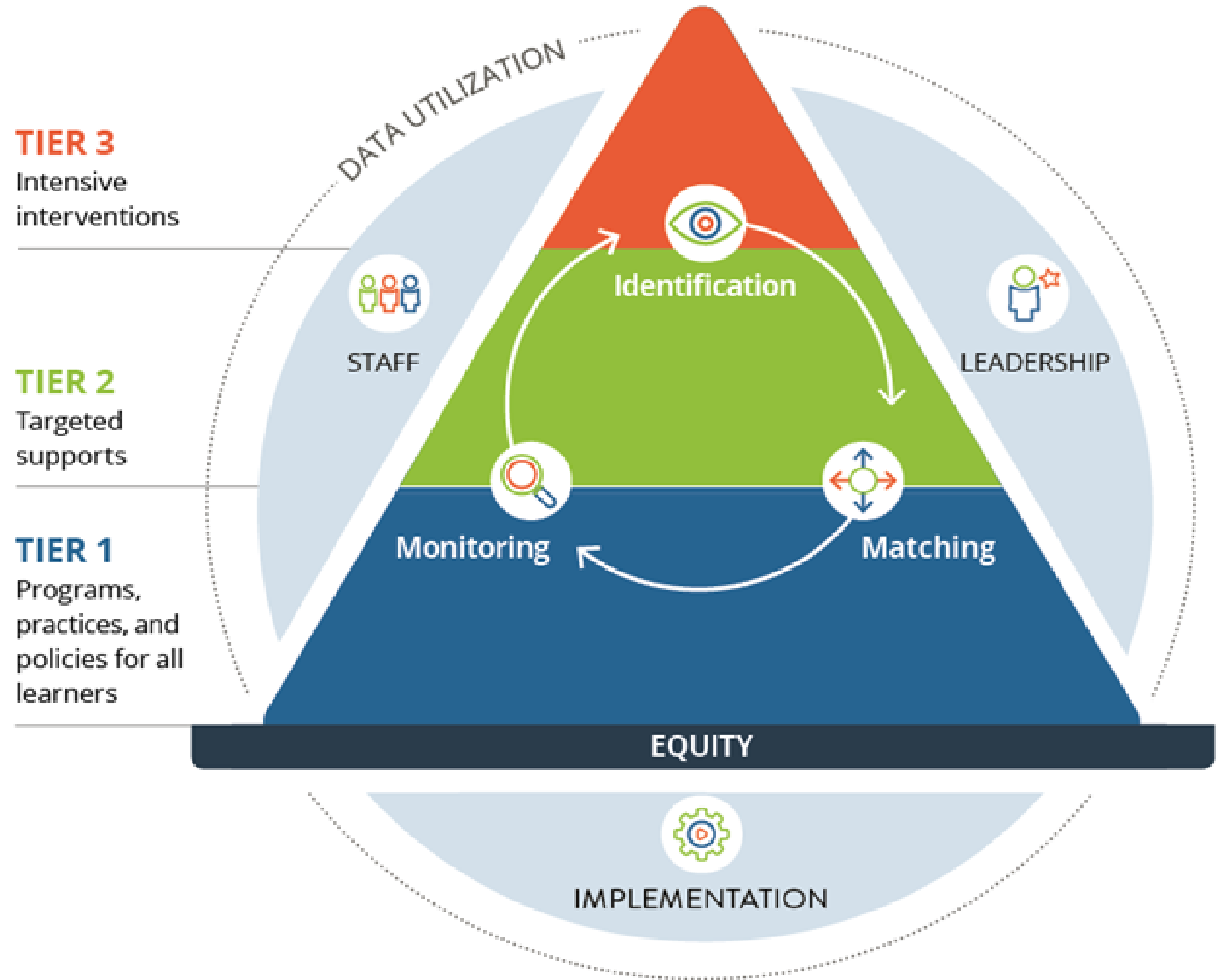
Academy Tools: A Brief Look

Working Smarter: Alignment & Integration

- Purpose: To determine potential areas of alignment/misalignment and collaboration/redundancy to promote streamlined, integrated, and effective progress.

- How it works: Complete as a team

🔖 Working Smarter: Alignment & Integration

Existing Teams/Working Groups							
TEAM	PURPOSE	EXPECTED OUTCOME	TARGET AUDIENCE	SCHEDULE OR MEETING CADENCE	TEAM MEMBERS	ALIGNMENT WITH MISSION, GOALS AND IMPROVEMENT PLAN (1 = LOW, 5 = HIGH)	PRIORITY (1 = LOW, 5 = HIGH)
EXAMPLE: School Culture Team	develop and facilitate school wide celebrations and events	school-wide events that increase belonging and promote community	students, staff and families	monthly	Assistant Principal, classroom teachers, counselor, ABA	1 2 3 **4** 5	1 2 3 **4** 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5
						1 2 3 4 5	1 2 3 4 5

🔄 **Next Steps**

+ Share gained insight with relevant stakeholders.

+ When prioritizing, setting goals, and developing an action plan refer back to the above to ensure consistency and collaboration and to avoid redundancy and/or conflicting efforts

Academy Tools: A Brief Look

Self-Reflection Rubric

- Purpose: Reflect on the status of key components of a multi-tiered system of supports (MTSS) within the school/district, to inform prioritization, goal setting, and action planning for the coming year.

- How it Works: Team members can use a Google form individually, and then come together to discuss areas of consensus and/or disagreement.

Rating Scale

0 = Not at all or Unsure

1 = Barely, needs significant work and/or there is not currently documented evidence

2 = Somewhat, needs refinement

3 = Completely, consistently and effectively in place, just needs to be sustained

1. Team Structure

A team composed of individuals representing diverse roles, backgrounds, and perspectives meets regularly, using a consistent meeting format to reflect, plan, and act in support of the MTSS for social, emotional, and behavioral development. Input from community members outside of the team (staff, students, families), as well as other data, is gathered and incorporated into decision-making throughout the year.

Equity Consideration: The team prioritizes, considers, and uplifts the various identity groups represented in our school, district, and larger community. Every voice is honored and the team operates in an inclusive, culturally and linguistically respectful manner.

0	1	2	3
The team does not exist.	A team exists but is not representative and/or does not meet regularly.	A representative team exists and meets regularly, but does not have consistent routines for reflection, planning, and acting in ways that promote an effective MTSS for SEB growth and input from community members is sometimes included.	A representative team exists which meets regularly and engages in consistent structures for reflection, planning, acting and incorporating feedback from community members

NOTES

Academy Tools: A Brief Look

Tiered Supports Inventory

- Purpose: Create a clear inventory of what supports we have available, who those supports serve, and the current status of those supports to inform decisions next steps around fidelity, implementation, and initiation of tiered supports.

- How it Works:

1) Team will brainstorm all the programs, practices and policies designed to boost students' social, emotional and behavior strengths and/or address their needs.

2) Team (or a subset) will assess the extent to which various supports are working and whether they should be continued, modified, or discontinued.

Tier	Support	Population	Lead	Status	Comments
	Example: Implementing evidence based SEL curriculum	K-5 students	Classroom teachers	Implemented in grades K-3, next year will add grade 4-5	Figure out current frequency and fidelity of implementation
Tier 1					

Tier	Support	Implementation	Relevance	Moving Forward	Comments/Priorities
	Example: Implementing evidence-based SEL curriculum	☐ Yes ☑ Somewhat ☐ No	☑ Yes ☐ Somewhat ☐ No	☐ Continue ☑ Modify ☐ Discontinue	Need to ensure consistent implementation across grades Top priority
		☐ Yes ☐ Somewhat ☐ No	☐ Yes ☐ Somewhat ☐ No	☐ Continue ☐ Modify ☐ Discontinue	
		☐ Yes ☐ Somewhat ☐ No	☐ Yes ☐ Somewhat ☐ No	☐ Continue ☐ Modify ☐ Discontinue	
		☐ Yes ☐ Somewhat ☐ No	☐ Yes ☐ Somewhat ☐ No	☐ Continue ☐ Modify ☐ Discontinue	
Tier 1		☐ Yes ☐ Somewhat ☐ No	☐ Yes ☐ Somewhat ☐ No	☐ Continue ☐ Modify ☐ Discontinue	
		☐ Yes ☐ Somewhat ☐ No	☐ Yes ☐ Somewhat ☐ No	☐ Continue ☐ Modify ☐ Discontinue	

Self-Reflection Rubric: Tiered Supports

Pair Work (10-15 min)

Please pair with someone in the room – if you do not currently work in a school or district, try to find someone who does!

1. Decide on one person to begin engaging with the tool

2. Read through together –

   For the person listening, please ask clarifying questions to help your partner think deeply about their response

3. Work together on final rankings

4. For last 5 minutes: reflect on where you see strengths? gaps? opportunities?

Large Group Debrief

- What did you discover?

- What stood out as potential areas of strength? How might you build on these areas?

- What stood out as potential gaps/areas for improvement and growth?

- Any other thoughts

Data-Driven Decision Making is ESSENTIAL to your MTSS

Academy Data Tools

Identification, Matching, and Monitoring
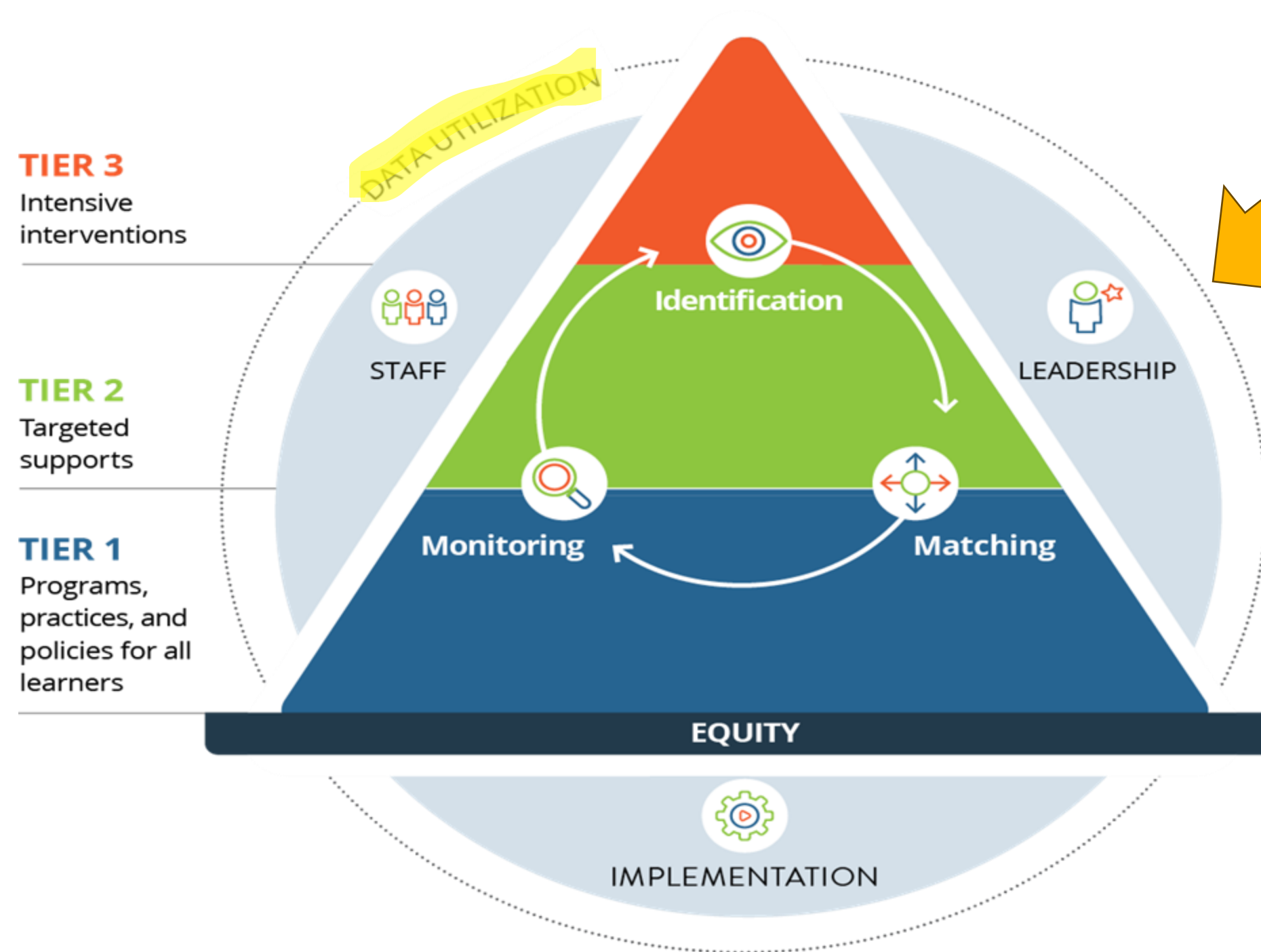
Data Inventory

Data source	For whom do we have data?	Who reviews and discusses the data, and what, if any, protocols do you use to guide the discussion?	When is the data reviewed and/or discussed?	Who else is the data shared with?	How is the data used to inform decision making?
EXAMPLE: Devereux Student Strengths Assessment (DESSA)	K-8 students	Grade level teams review and discuss grade level data using CASEL's SEL Data Reflection Protocol. Middle school students look at data for their own progress monitoring.	The week following DESSA completion	We share aggregated data with students and families.	To understand school, grade level, and classroom level trends related to specific SEL competencies, help target tiered supports provided at each level; also informs professional learning for staff.

Recommendations and Resources for Equitable Data Use

Part 1 Reflection

Use the guiding questions below to reflect on your school/district's processes for identification, matching, and monitoring.

	Guiding Questions	Team Reflection
Identification	+ How do we identify students who may need services at Tiers 2 and 3? + Who is involved in this process (teachers, families, counselors, etc)? + What data informs this process?	
Matching	+ What is our process for matching the student with the specific interventions that can benefit them at a given time?	
Monitoring	+ What is our process for monitoring how students are responding to supports they are receiving? + How is it decided whether adjustments need to be made to the supports, or a different support is needed? + How do we determine when a student is no longer in need of those supports?	

Prioritization and Goal Setting

- Identify 1-3 elements of an effective MTSS on which to focus and set aligned goals to guide your work for the upcoming year. Consider:
  - Feasibility
  - Readiness
  - Potential Impact
  - Match for the need

- Draft goals with clear and specific action steps
  - Envision what success will look like for students, staff, and/or the school as a whole
  - Identify possible data that can be collected to measure the impact of the goal
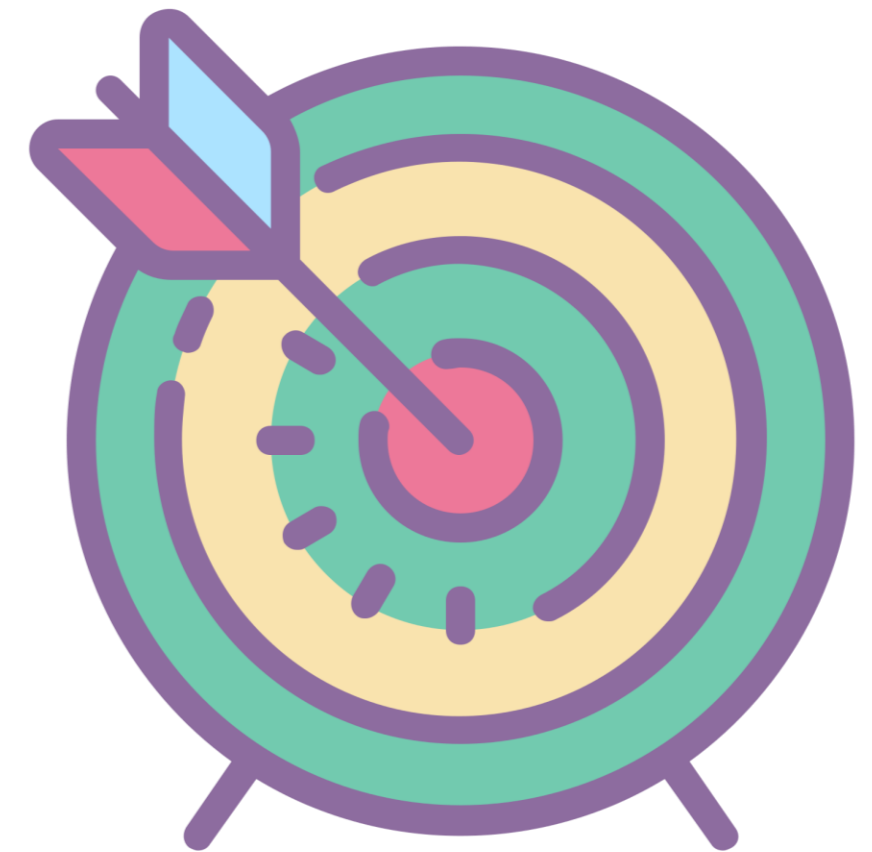
Continuous Improvement and Sustainability

- **Monitor implementation – collect data and make changes**

- **Reflect on planning and improvement processes – which tools will you want to revisit?**

- **Identify ongoing supports for your MTSS work**

Case Example: Holliston High School

- Commitment from district leadership (Director of SEL and Equity)

- Team with regular meetings (missing: educators)

- Took the time to use each tool and reflect

- As a team, identified clear priorities

- Buy-in from new principal

- In Year 2, organizing subgroups to work towards goals

1. Build skills of all educators to incorporate SEL-related skills into their classrooms and interactions with students.

2. Develop systems for data collection related to all 1:1 interactions with students, in conjunction with a system for identification and placement of students needing supports.

3. Support adults at HHS with their own wellness and SEL needs.

Agenda

Closing

Reflection

- I used to think.... and now I think...

- I'm curious to learn more about...

- I'm excited to try...

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