

# SWiFT

education center

**Equity-Based  
Multi-Tiered System of Support:  
Leadership for Implementation**

Global Implementation Virtual Summit May

27, 2021  
[swiftschools.org](http://swiftschools.org)

*Bienvenidas*

*Welcome!*

*Huānyíng*

# Share the Good Work



**#K12GlobalImplementationSummit**

**#Implementation4IMPACT**

**#SWIFTschools**

# What is SWIFT?



## **Build Equity. Join Justice.**

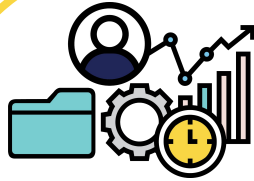
Leading the nation in equity-based Multi-tiered System of Support and inclusive education research and services.

# Theory of Change



**Achievement  
for Each  
Student**

**Achievement  
gains for students  
with and without  
disabilities**



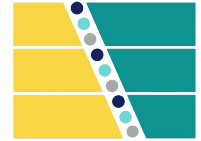
**Whole System  
Engagement**

**Whole system  
engagement**



**Strengths**

**Build upon what is  
successful,  
uniquely good,  
and alive in our  
system**



**Evidence-  
Based**

**Implementation of  
MTSS with four  
supporting  
domains**



# *Definition of MTSS*

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A multi-tiered system of support is a continuum of research-based, system-wide practices of data-based decision making used to meet the academic and behavior needs of all students.





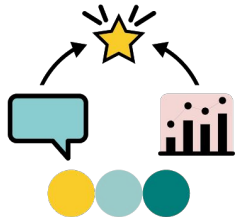
# *Definition of Equity*

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Where each and every student in a community is welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs.

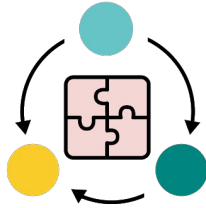


# DOMAINS & FEATURES



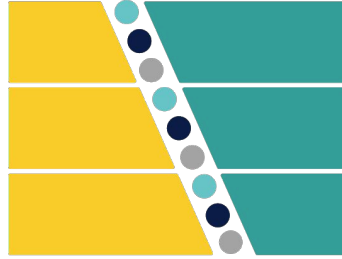
## Administrative Leadership

- Strong & Engaged Site Leadership
- Strong Educator Support System



## Integrated Educational Framework

- Fully Integrated Organizational Structure
- Strong & Positive School Culture



## Multi-Tiered System of Support

- Inclusive Academic Instruction
- Inclusive Behavior/Social-Emotional Instruction



## Family & Community Engagement

- Trusting Family Partnerships
- Trusting Community Partnerships



## Inclusive Policy Structure & Practice

- Strong LEA/School Relationships
- LEA Policy Frameworks



# The Research



A **systematic approach** to school redesign **grounded in equity-based MTSS positively and significantly** affects the **growth of academic performance for all students** (Choi et al., 2017; McCart et al., 2020).



# The Research



Equity-based MTSS, implemented with fidelity, is **positively correlated with educational equity**. Meaning the proportion of academic variance associated with race, socio-economic status, and gender is reduced. (Choi, McCart & Miller, in prep.)



# The Research

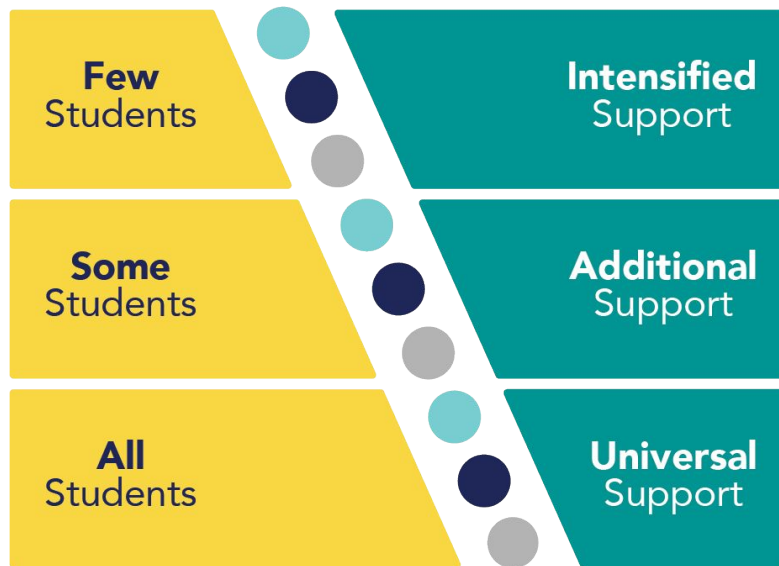


Students in high-need schools (i.e., Schoolwide Title I) **significantly reduced their suspension days** per 100 students with equity-based MTSS implementation (Choi, McCart & Miller, in prep.)



# DESIGN THE SYSTEM

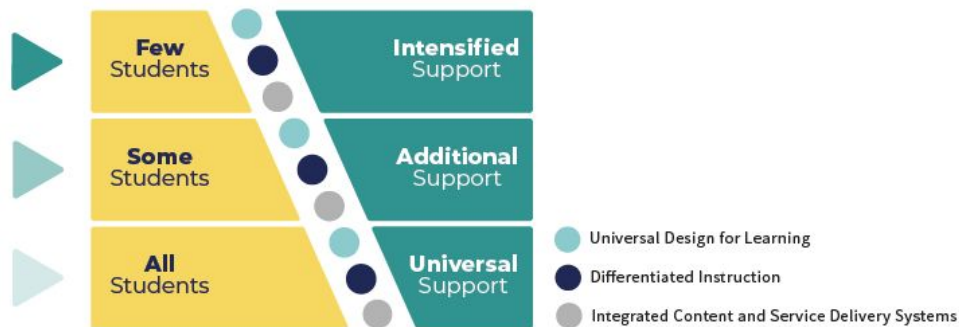
MAKE  
STUDENT  
DECISIONS





including general and special educators, administrators, staff, family, and community members.

# SWiFT Multi-Tiered System of Support



## Universal Support

### Teams

School Level  
Age/Grade/Department Level  
Teaching Teams

### Data

Universal Screenings  
Outcomes Measures  
Fidelity Data

### Evidence-based Practices

Curriculum  
Instruction

### Continuous Improvement Process

School and Age/Grade/Dept. Levels  
Strengths-based

## Additional Support

### Expanded Grade & Teaching Teams

Specialists  
Parents  
Students

### Data

Decision Rules  
Daily Monitoring  
Frequent Progress Monitoring  
Fidelity Data

### Evidence-based Practices

Based on Identified Need  
Frequency, Duration, &  
Timeline Matched to Need  
Intended to be Flexible

### Continuous Improvement Process

Group and Individual Levels  
Strengths-based

## Intensified Support

### Expanded Grade & Teaching Teams

Specialists  
Parents & Students  
Community/Agency Service Providers

### Data

Decision Rules  
Daily Monitoring  
Frequent Progress Monitoring  
Fidelity Data

### Evidence-based Practices

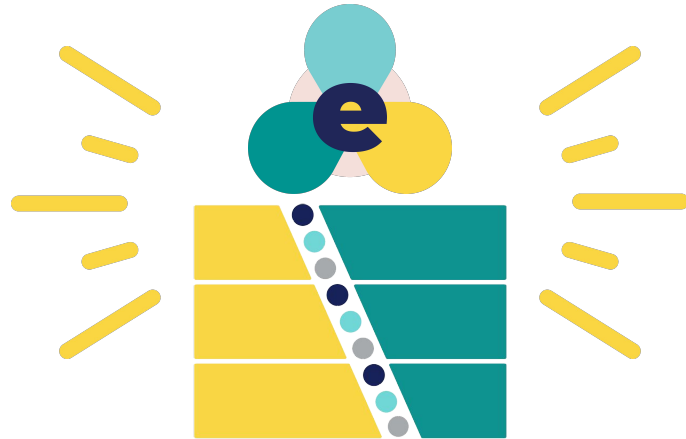
Based on Identified Need  
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Intended to be Flexible

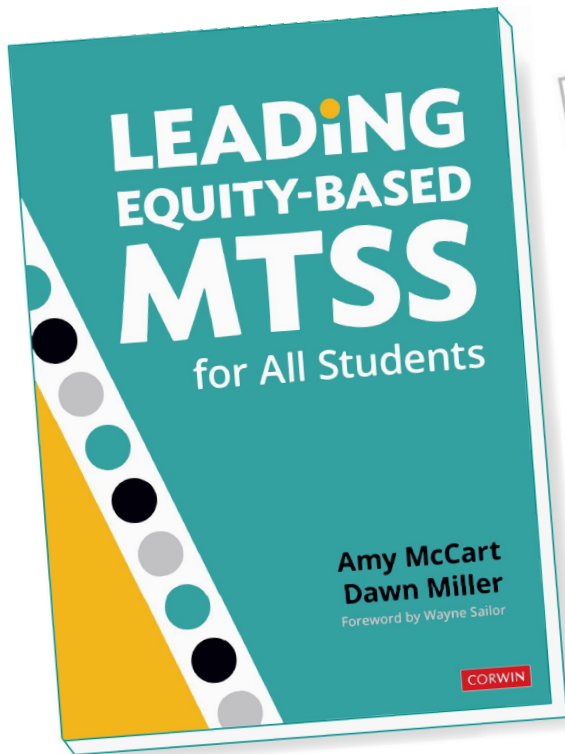
### Continuous Improvement Process

Individual Level  
Strengths-based

# - Now, More Than Ever -

An Opportunity to Build an **Equity-Based**  
**Multi-Tiered** System of Support





## EQUITY REPORT CARD

- We as a staff believe in "all means all" and that each and every child should have a place in our school that is not segregated in any way.
- I as an individual recognize that all children can learn and that I have an active role in their learning.
- I individually and we collectively actively examine whether all student groups represented in our community are a part of our school. We ask ourselves, "Who is missing?"
- Staff who serve my school embrace the mindset that each child can learn to high levels.
- Staff who serve my school have a shared understanding of our collective resources.
- Staff understand that we will consider all resources as we understand student needs.
- We have shifted our thinking from "yours" and "mine" to "ours."
- We have articulated the expectations of what Universal, Additional, and Intensified tiers are inclusive of all learners.
- We have screening and progress monitoring tools that will help guide decisions across academic, behavior, and social-emotional learning domains that are inclusive of all learners. Our tools are technically sound to the maximum extend available.
- We approach the creation of a student-centered master schedule by considering time, people, and spaces as variables we can alter to impact changes in student outcomes.
- We are committed to working with the master schedule in a dynamic manner, meaning that we make adjustments based on student data and a clear understanding of our design, needs, current reality, and strengths.
- Our resulting master schedule reflects our beliefs, attitudes, values, and priorities.
- We are prepared to continuously improve our system, reflecting on the data, available resources and our share values.
- We understand the value of social-emotional learning as a mechanism for building equitable support.

Continued

## EQUITY REPORT CARD PAGE 2

- We commit to regularly revisit our thinking around equity as we learn more about the historical pain of many and the incredible pride and individual humanity of each child and their family.
  - We commit to learning the names of all our students, our co-workers, and their families.
  - We celebrate all the family structures that make up our student and school population.
  - We recognize that equity demands that we do more, even though we have already given so much.
  - We recognize that throughout our careers we must challenge ourselves to deeply understand the students who come to us, and we commit to changing our practices as part of the way we do business.
  - We work in a place where we know we have a voice, we belong, and we work daily to show others belong too.
- We see evidence of authentic student and family voice in our school community.
- We recognize and commit to MTSS as the framework for building equity in our school, and we support the time investment it will require over a number of years.
  - We recognize that, no matter how long we have been working on equity, in many ways we are still just beginning.
  - We recognize that we are educators, and we are quite simply amazing. 😊





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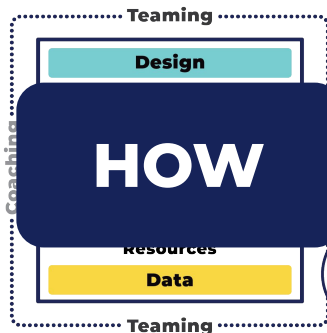


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SWIFT Multi-tiered System of Support  
DOMAINS & FEATURES

ALL Means ALL

WHAT



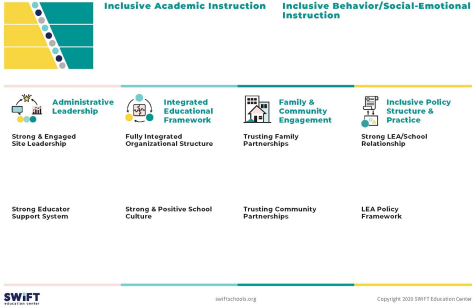
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**SWIFT Multi-tiered System of Support**  
**DOMAINS & FEATURES**

ALL Means ALL



**HOW**



**WHERE**



**Improved Outcomes**

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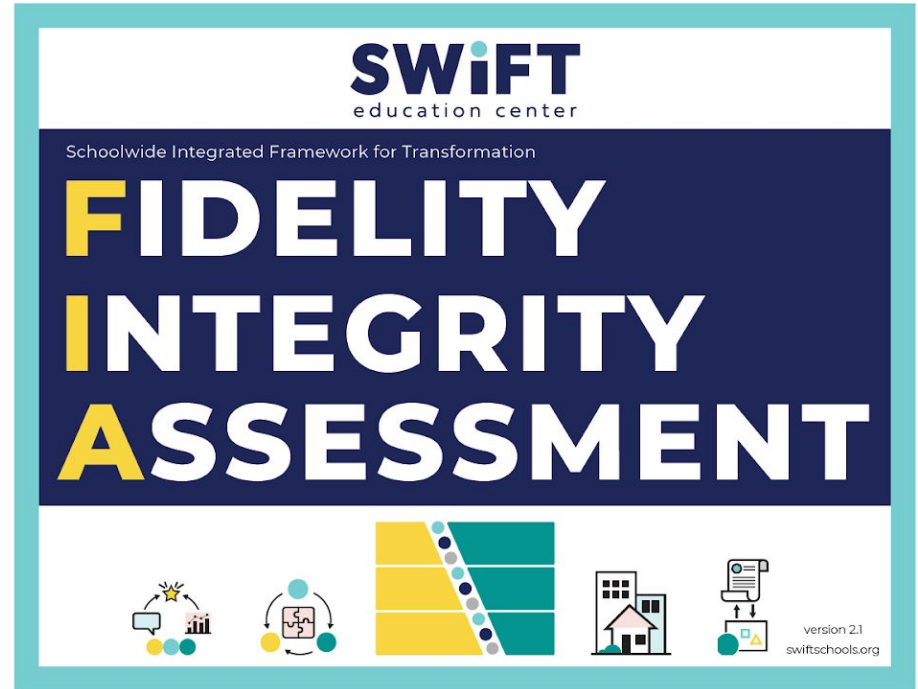
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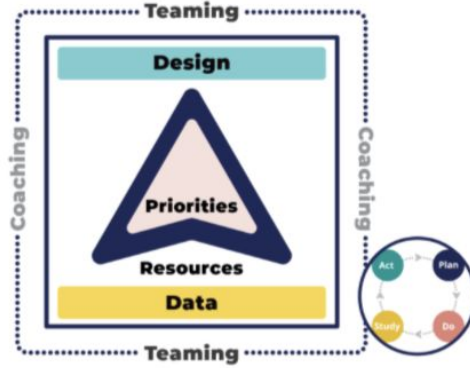
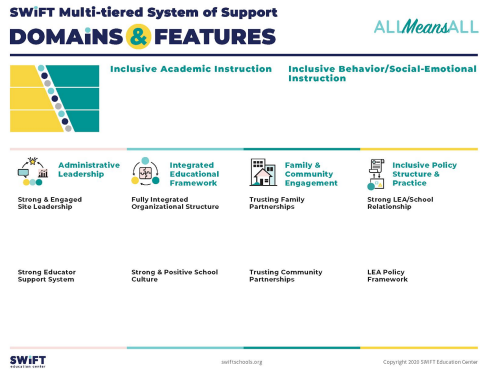
# Open Source Resources



# SWIFT-FIA Self Assessment

- Examine the current status of implementation efforts
- Capture School Leadership Team members' perspectives
- Maintain focus on the big picture
- Monitor progress
- Processed using a Strengths and Opportunities approach





**WHERE**



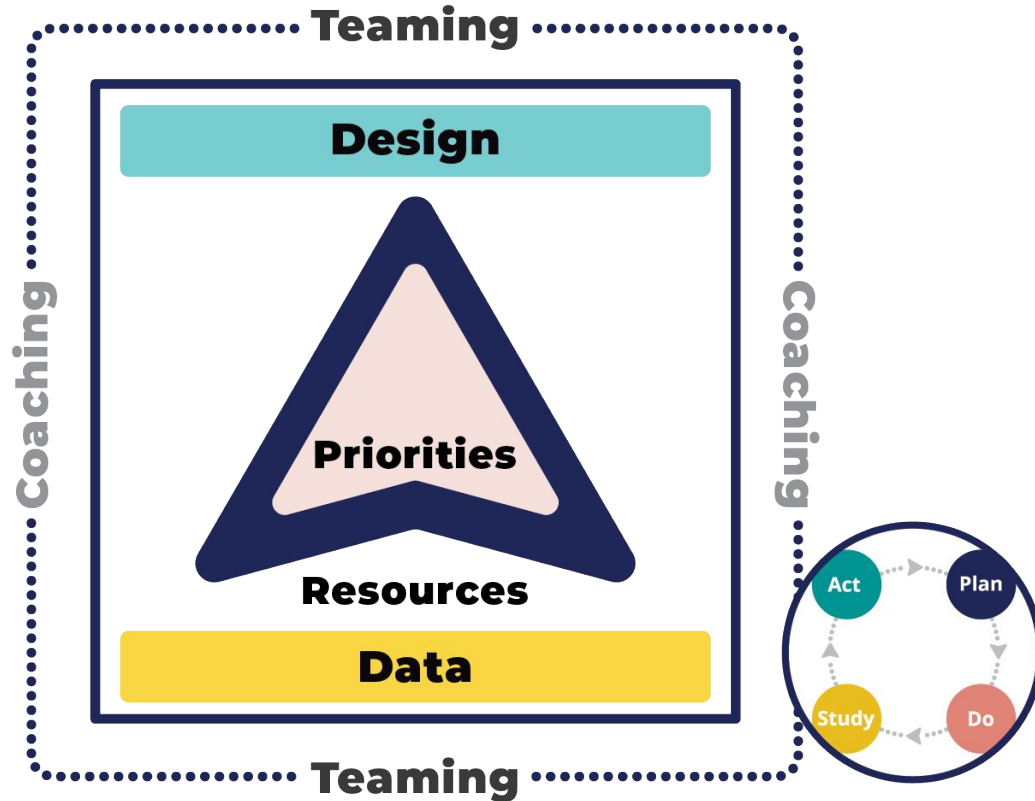
**Improved Outcomes**

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# Transformation in Action Practices



# Open Source Resources

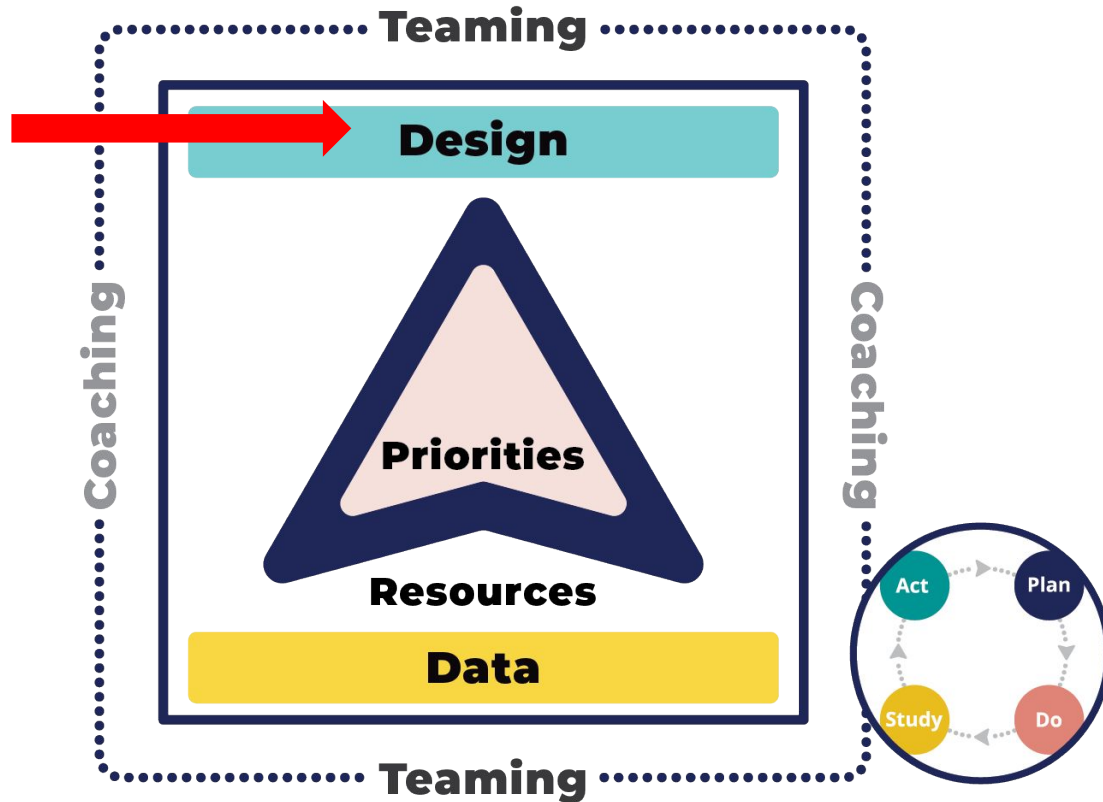




# SWIFT Playbook

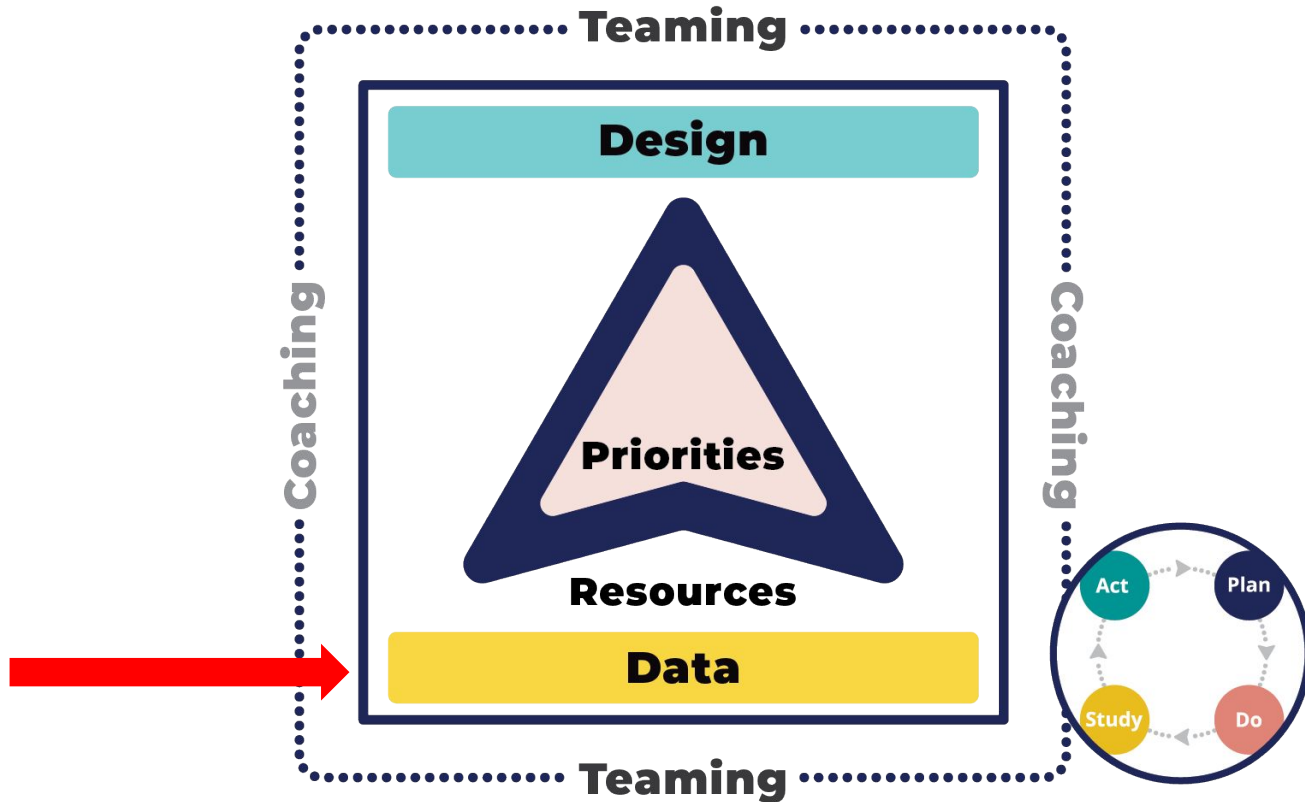


# Transformation in Action Practices



High Quality Instruction & Student Well-Being	Climate	High Quality Instruction & Student Well-Being	Organizational Alignment	Exceptional Staff
<ul style="list-style-type: none"> <li>We are life-long, collaborative learners, who take risks.</li> <li>Authentic world connections with community, and each other.</li> <li>We use innovative strategies to meet the academic, social, and emotional needs of all students.</li> <li>Learning is always authentic and purposeful.</li> <li>We use engaging curriculum with the use of technology, Problem-based Learning, and ISTE standards</li> </ul> <p style="text-align: center;"><b>MTSS</b> Multi-Tiered Systems of Support</p> <ul style="list-style-type: none"> <li>Team includes a variety of stakeholders with multiple perspectives and expertise</li> <li>Flexible</li> <li>Individualized</li> <li>Clearly defined process/system that includes a data-based and solution-focused approach</li> </ul>	<ul style="list-style-type: none"> <li>Students come to school empowered to take risks they need to feel</li> <li>Students feel supported and inspired.</li> <li>We teach students to struggle and grow through purposeful learning</li> <li>We support students emotionally, and academically</li> <li>Students know they are connected and supported</li> <li>Staff takes risks professionally, both across grades and within their own classrooms</li> <li>A joyful atmosphere encourages and collaboration, of sharing - both with individuals; staff</li> <li>Staff highly value access to resources</li> <li>Teachers build trust, need, strength, and relationships</li> <li>Administrators collaborate, and everyone accounts for the success of all students</li> <li>Wilburton reflects the success of all students and takes pride in their school</li> </ul>	<ul style="list-style-type: none"> <li>We are life-long collaborative learners who take risks</li> <li>Authentic world connections with community, and each other</li> <li>We use innovative strategies to meet the academic, social, and emotional needs of all students</li> <li>Learning is always authentic and purposeful</li> <li>We use engaging curriculum with the use of technology, Problem-Based Learning, and ISTE Standards</li> </ul>	<p>Policies reflect equity; not equality.</p> <p>Instructional practice and curriculum design will be inclusive to the needs and strengths of each student.</p> <p>We will work together as a school community (staff, students, families, and community) to grow our understanding of Equity and Inclusion at Wilburton.</p> <p>We are a leader in collaboration and innovation.</p>	<ul style="list-style-type: none"> <li>Valued</li> <li>Empowered</li> <li>Connected</li> <li>Inspired</li> <li>Joyful</li> </ul>
		<p><b>MTSS</b> Multi-Tiered System of Support</p>		
		<ul style="list-style-type: none"> <li>Team includes a variety of stakeholders with multiple perspectives and expertise</li> <li>Flexible</li> <li>Individualized</li> <li>Clearly defined process/system that includes a data-based and solution focused approach</li> </ul>		

# Transformation in Action Practices



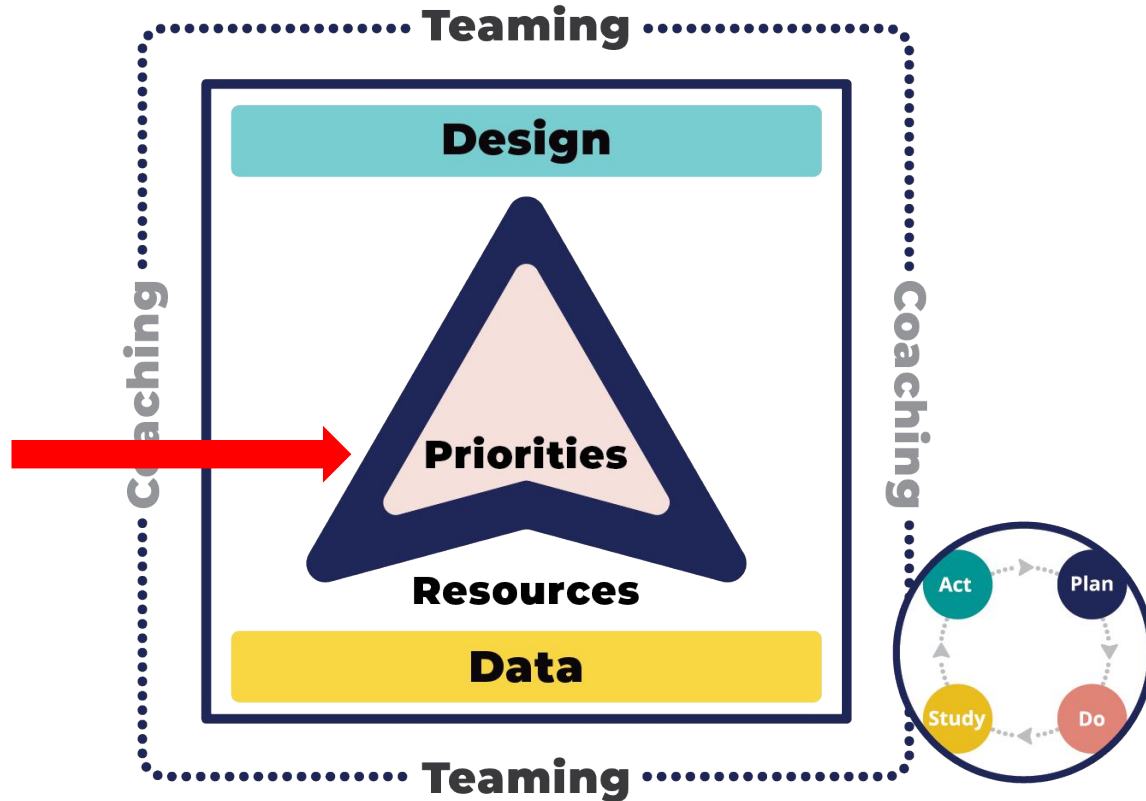
# Data

<b>Observations</b> <i>"I notice"</i>	<b>Strengths</b> <i>"Alive, uniquely good"</i>	<b>Opportunities</b> <i>"Leverage strengths for your vision"</i>
<ul style="list-style-type: none"> <li>Majority of the items are in installation - little less than half in Foundation</li> <li>More items in Foundation that are considered outside of the school building</li> <li>For a Domain or feature, items are split - not all falling in one area with the exception of Feature 8 (Community) and 10 (LEA)</li> <li>We use the Title I as the SLT referenced in FIA</li> <li>Strong district and educator support</li> <li>Trusting family partnerships and school culture similar</li> <li>Discrepancy between FIA and FIT with LEA Domain</li> <li>Academic MTSS domain a strength</li> </ul>	<ul style="list-style-type: none"> <li>Newly formed Title Team focused on systems transformation that includes various voices in the group</li> <li>Prioritize instructional interventions</li> <li>Trying to reinvent MTSS behavior process and working with district and behavior interventions to help with process</li> <li>Have availability for sped to collaborate with gen ed through PLC process</li> <li>MTSS in reading is strong (data - interventions) - Grade levels have taken that over with the TLC (e.g., DIBELS data to identify areas of work)</li> <li>Lower primary has many more interventions to draw from and the process seemed more drilled down - and flexible groupings</li> <li>Pockets of differentiating and flexible groupings</li> <li>Have people that really understand data</li> <li>District work focused on standards-based grading</li> <li>Have a lot of opportunities for interventions</li> <li>Listening to student voice (when students were asked about being in the portable)</li> <li>Staff dedicated to building relationships with students and families. Students and families are welcomed</li> <li>Staff dedicated to each other and care about each other</li> <li>District going through a visioning and strategic planning process and the focus</li> </ul>	<ul style="list-style-type: none"> <li>Figuring out a way to share broadly the work of the Title I Team (Admin)</li> <li>Strengthen the PLC collaboration time when sped and gen ed are able to maximize (IEF/Admin)</li> <li>Strengthen the MTSS process in writing, reading comprehension, and math based on the success of what has been done with DIBELS and reading (MTSS)</li> <li>Strengthening the intermediate process that would allow the teams to drill down with data and have sufficient menu to interventions options (MTSS)</li> <li>Provide sufficient professional learning and scale the differentiating and flexible groupings across <u>group</u> that are not based on "high/med/low" - more skill focused that can be fluid. (Admin/MTSS)</li> <li>Allowing colleagues with strengths in data to be available to support colleagues across the building (Admin/MTSS/IEF)</li> <li>The district rollout of standards based grading will connect skill - standards - and learning (MTSS/District)</li> <li>Professional developments for teachers related to matching interventions with needs that allow them to dig deeper (e.g., not just ORF) - AND addressing how to find the time that allows them to be used - in BOTH reading and math (Admin/MTSS)</li> <li>Inviting more student <u>voice</u> - (e.g., students making proposals about front landscaping,</li> </ul>

# DIT Essential Questions

- How many schools are implementing MTSS components?
- How well are they implementing?
- What is the impact on student outcomes?
- What are the facilitators that are promoting implementation?
- What are the barriers to implementation and how can these be addressed?

# Transformation in Action Practices



# Priorities Planning: Overview Identify Entry Point

**SWiFT**

## Priorities Overview

**Priority:** An opportunity identified by the team in order to achieve their vision.

**Practice:** A purposefully selected intervention or collection of activities that leads to accomplishment of a priority.

Laying the Foundation Why/What?	Installing Where/How?	Implementing How are we learning?	Sustaining Schoolwide Implementation How are we sustaining?
Learn Options	Prepare People & Systems	Try Out the Practice	Students & System Outcomes Show the Practice Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice & System	Competent, Organized, Well Led System for Practice
<ol style="list-style-type: none"> <li>1. We know what options (practices) exist for this priority.</li> <li>2. We agree on which practice we want to implement.</li> </ol>	<ol style="list-style-type: none"> <li>3. We have people and systems prepared to implement this practice.</li> <li>4. We have well-trained people who will be trying out this practice.</li> </ol>	<ol style="list-style-type: none"> <li>5. We have tried out this practice.</li> <li>6. We have reflected on initial implementation efforts and recommended improvements in the practice and systems that support it.</li> </ol>	<ol style="list-style-type: none"> <li>7. We have student and system outcomes that show this practice is working.</li> <li>8. We have a competent, organized, well led system for this practice.</li> </ol>



School/District: Pomona

Priority: Universal ELA Support

Practice: Shared Agreements for Universal ELA

## Laying the Foundation: Stage-Based Outcomes

### 1) We know what options (practices) exist for this priority.

- We are able to identify practices that would be associated with our priority.
- We know what options exist to address our priority.

#### Team Work:

- Three district examples of how shared expectations for Universal ELA Support embedded for review [linked here](#).

### 2) We agree on which practice we want to implement.

- We have a clear (enough) description of what this practice will look like in our school/district.
- We are clear on who will be involved in selecting the practice we want to implement.
- We are clear (enough) on WHO will be doing WHAT, WHERE, and the CONDITIONS (when/how).
- Key leaders agree with the rationale for and descriptions of the practice.
- Key stakeholders agree with the rationale for and descriptions of the practice.

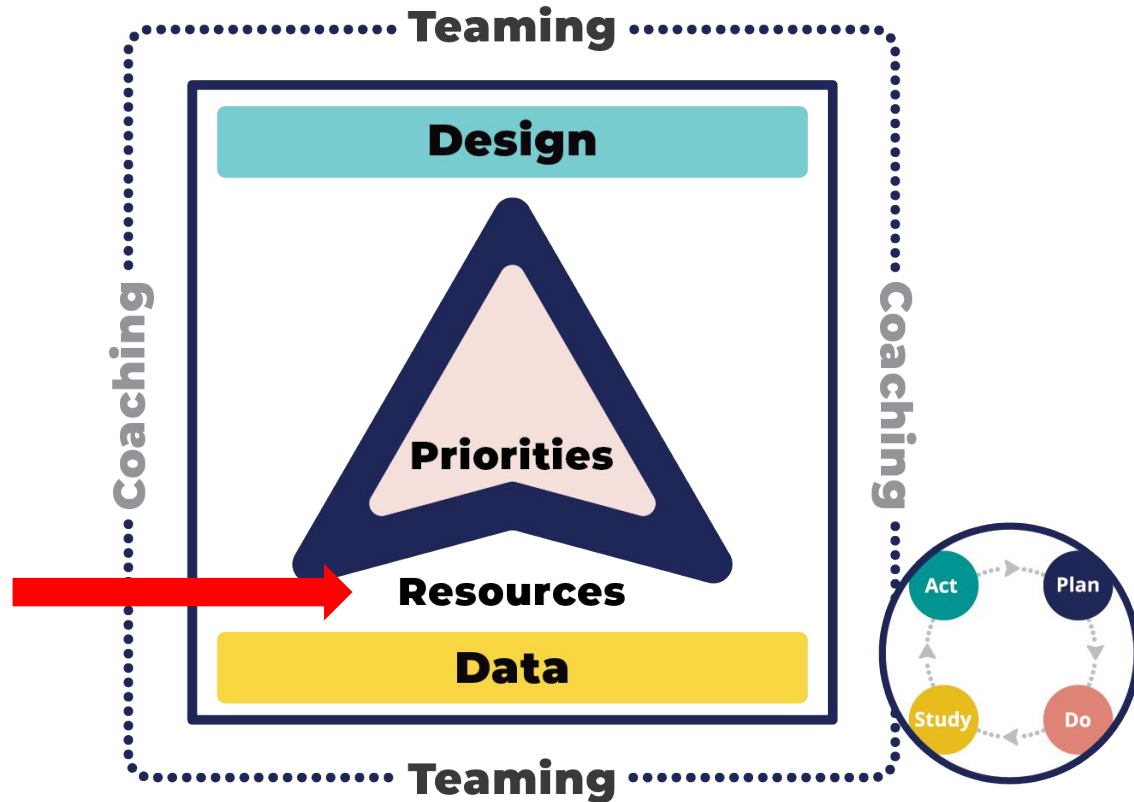
#### Team Work:

- Team generated ideas for shared expectations. See linked summary [here](#)
- Team generated draft of rationale for Shared Agreements. (see slides in [Agenda and Group Work](#))
- Presentation of rationale to staff with questions generated by PLC's - [slide deck linked here](#).

## Installing: Stage-Based Outcomes

### 3) We have people and systems prepared to implement this practice.

# Transformation in Action Practices



# Resource

SWIFT Resource Mapping

Colorado Springs

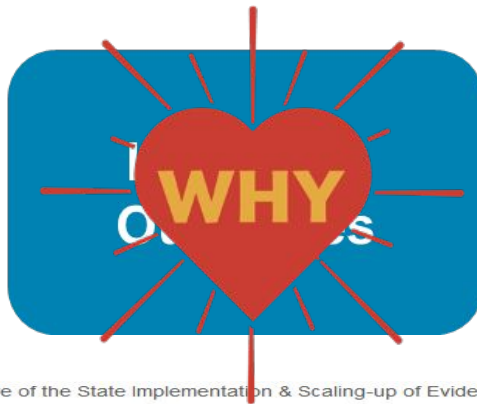
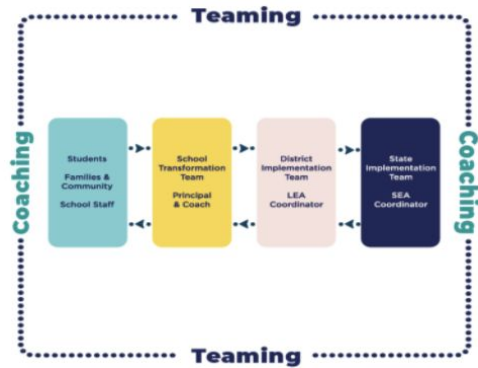
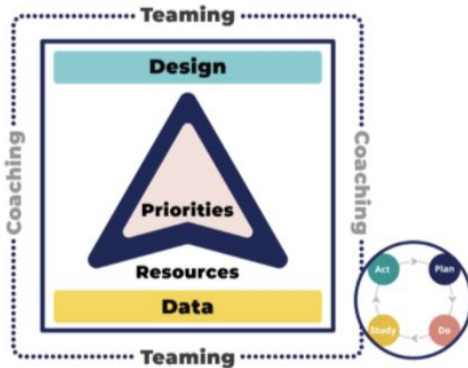
October 7, 2019

School Top Priorities	Resources Identify resources that address priorities		
	In District Availability	In State Availability	National Availability
<ul style="list-style-type: none"> <li>• Push-In Support (co-teaching)</li> </ul>	<ul style="list-style-type: none"> <li>• Trailblazer school does a lot of co-teaching and allow visitors to come at certain times</li> <li>• Trainings that were offered for secondary sites (need to find out who/what) - Linda Sanders?</li> </ul>	<ul style="list-style-type: none"> <li>• UCCS - verbal consult - Kristy Kasa</li> <li>• CDE?</li> <li>• Center for Creative Leadership?</li> <li>• CCIRA Conference in Fall/Spring - Denver</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Blog on co-teaching or just taking turns</a></li> <li>• <a href="#">Nuts and Bolts</a></li> <li>• <a href="#">Villa and Thousand book and training</a></li> <li>• <a href="#">Youtube video for co-teaching</a></li> <li>• ASCD - Educational Leadership article</li> <li>• <a href="#">Six Approaches to Co-teaching</a></li> <li>• <a href="#">different model carousel</a></li> <li>• <a href="#">Pros and Cons of each model by Edutopia</a></li> </ul>
<p><b>Common Priorities Across Schools</b></p> <ul style="list-style-type: none"> <li>• Behavior MTSS               <ul style="list-style-type: none"> <li>◦ classroom management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Behavior interventionist training through Cluster</li> <li>• Sonia/Jen team available to schools - with MH</li> <li>• SPED certified staff are utilized to assist</li> <li>• District SPED team available for individual student and ABLES</li> <li>• Trauma-informed care PD including next phases of training - Jennifer               <ul style="list-style-type: none"> <li>◦ Trauma Informed - then trauma sensitive and then</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RULER training</li> <li>• CDE PBIS training and supports</li> <li>• Nov 12-13th Ross Green training - Denver</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and the Brain conference - student anxiety - San Francisco in February (other times as well)</li> <li>• <a href="#">School Mental Health Journal</a></li> <li>• <a href="#">Dr. Ross Green book "Lost and Found" - changing mindset of consequence approach</a></li> <li>• <a href="#">Evidence-Based Classroom Management Strategies</a></li> <li>• <a href="#">Classroom Strategies from Atkinson Elem (pg 9-10)</a></li> </ul>

**SWIFT Multi-tiered System of Support**  
**DOMAINS & FEATURES** All Means ALL

<b>Inclusive Academic Instruction</b> 		<b>Inclusive Behavior/Social-Emotional Instruction</b>	
<b>Administrative Leadership</b> Strong & Engaged Site Leadership	<b>Integrated Educational Framework</b> Fully Integrated Organizational Structure	<b>Family &amp; Community Engagement</b> Trusting Family Partnerships	<b>Inclusive Policy Structure &amp; Practice</b> Strong LEA/School Relationship
Strong Educator Support System	Strong & Positive School Culture	Trusting Community Partnerships	LEA Policy Framework

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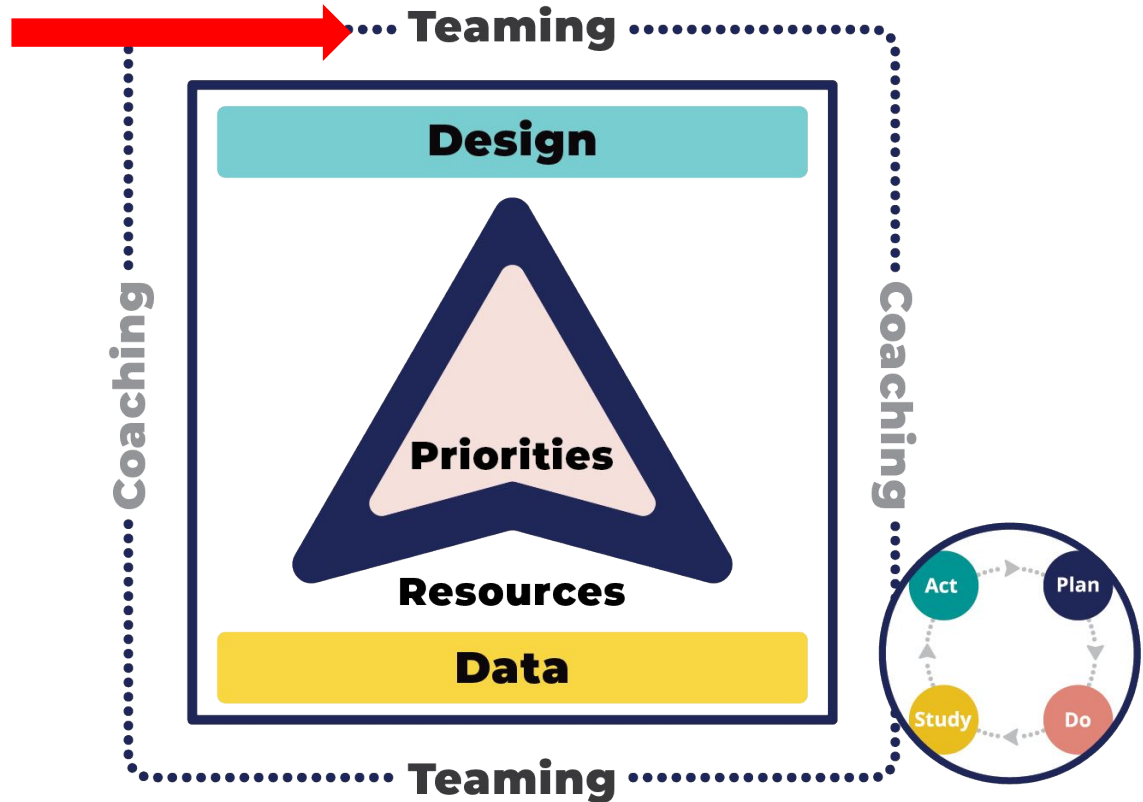


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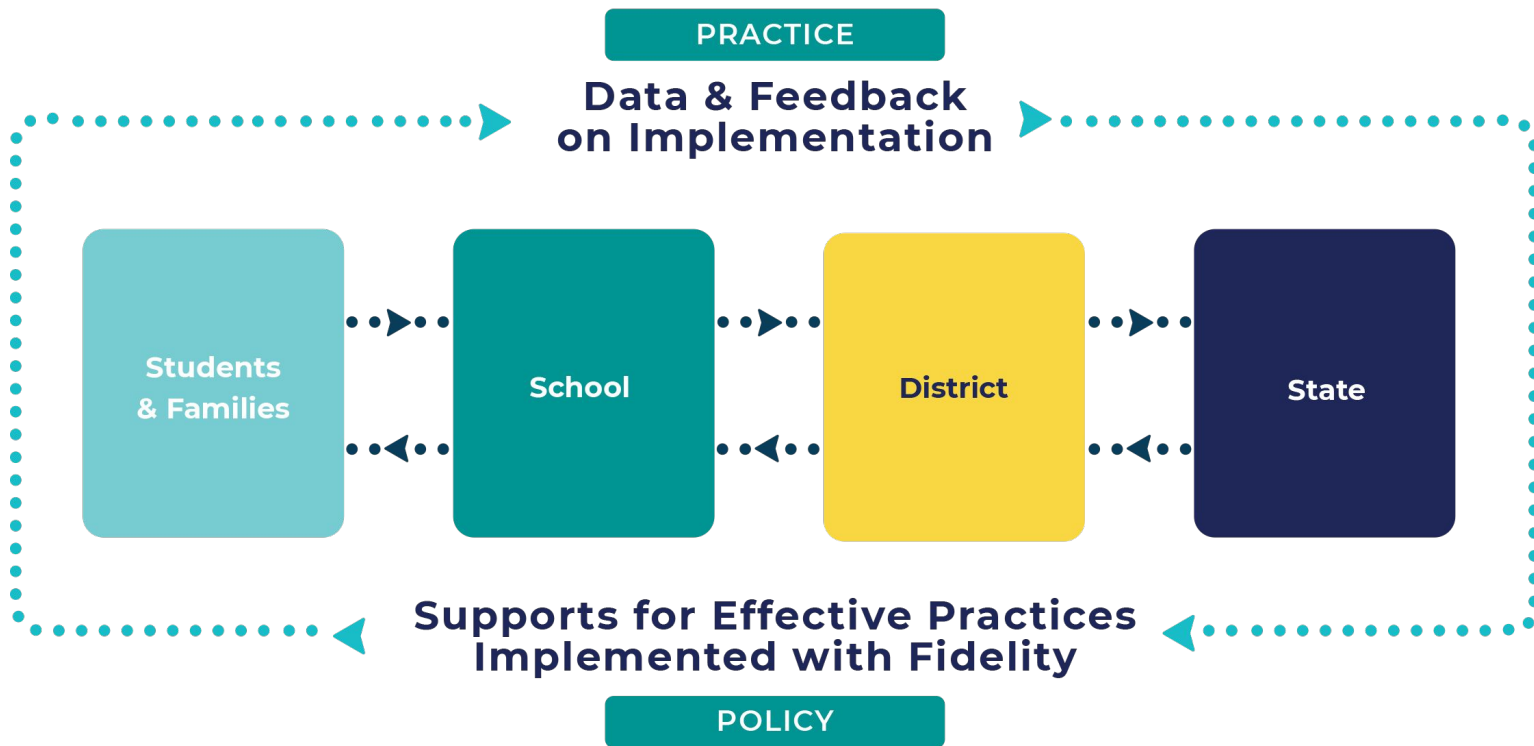


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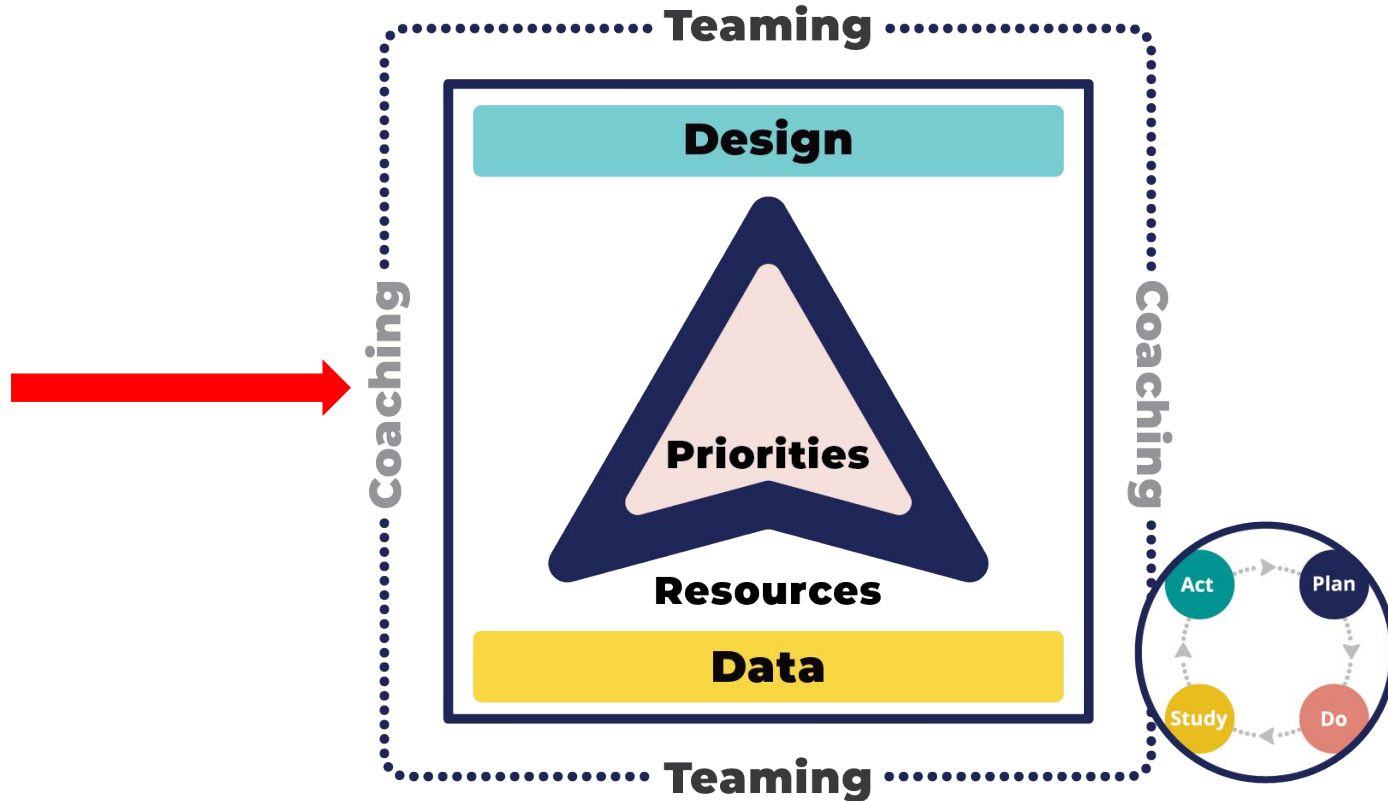
# Transformation in Action Practices



# System Teaming Structures



# Transformation in Action Practices





## **Coaching Commitments:**

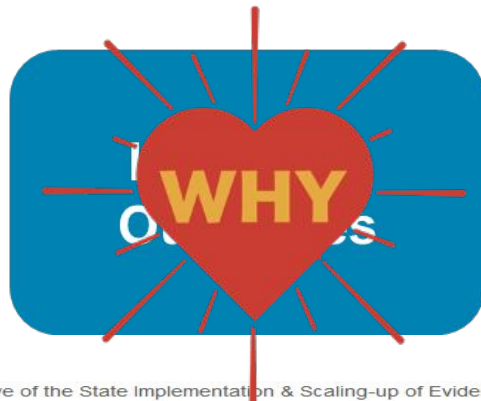
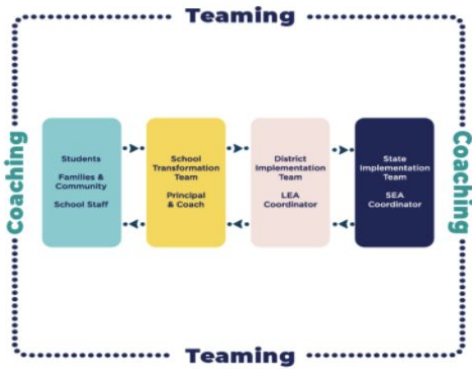
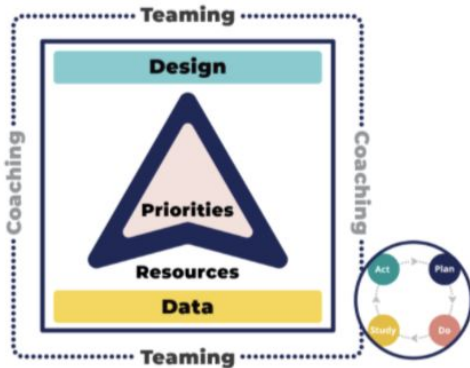
- Build and maintain trusting relationships
- Lean into simple and complex issues
- Seek relevant knowledge and advance information



**SWIFT Multi-tiered System of Support**  
**DOMAINS & FEATURES** All Means ALL

<b>Inclusive Academic Instruction</b> 		<b>Inclusive Behavior/Social-Emotional Instruction</b>	
<b>Administrative Leadership</b> Strong & Engaged Site Leadership	<b>Integrated Educational Framework</b> Fully Integrated Organizational Structure	<b>Family &amp; Community Engagement</b> Trusting Family Partnerships	<b>Inclusive Policy Structure &amp; Practice</b> Strong LEA/School Relationship
Strong Educator Support System	Strong & Positive School Culture	Trusting Community Partnerships	LEA Policy Framework

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The Active Implementation Hub is an initiative of the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and the National Implementation Research Network (NIRN) located at The University of North Carolina at Chapel Hill's FPG Child Development Institute.



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Leading for equity requires us to understand the differences between **adaptive** and **technical** challenges.

# Adaptive and Technical

“**Technical problems** live in people’s heads and logic. They are susceptible to facts and expertise.”

“**Adaptive challenges** live in people’s hearts and stomachs. They are about values, loyalties, and beliefs.”



— Ed O'Malley and Amanda Cebula,  
*Your Leadership Edge*

# Adaptive Strategies

1. Getting on the balcony - Stepping out of the fray to see the key patterns and the bigger picture.
2. Identifying the adaptive challenge - Putting the unspoken issues out on the table.
3. Regulating distress - Creating a safe environment for challenges to be discussed, and creating a space for diversity of opinion, experiences, and values as well as the opportunity to challenge assumptions.
4. Maintaining disciplined attention - Being aware of patterns of behavior that indicate that there is a purposeful or unconscious attempt to avoid disturbing or difficult issues.
5. Giving the work back - Creating conditions that help people take greater responsibility for the work of change, including defining and solving the problems.
6. Protecting all voices - Relying on others to raise questions about adaptive challenges and provide support and protection for employees who identify internal conflicts in the organization.

— Heifetz, Linsky & Grashow, 2009

Poll: Which of the 6 are most resonant for you now?

# For more information..



**Dawn Miller**  
[dawnmiller@ku.edu](mailto:dawnmiller@ku.edu)



**Maura Hart**  
[maurahart@ku.edu](mailto:maurahart@ku.edu)

**SWiFT**

[swiftschools.org](http://swiftschools.org)



*Thank You!*



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