

## Course Syllabus Fall 2017

### **MULTI-TIERED SYSTEM of SUPPORTS:**

An interdependent system that ensures that WE are working together to ensure that students are provided the supports needed for them to reach their greatest potential.

#### **This course is offered by:**

Center for Health and Learning  
28 Vernon Street, Suite 319  
Brattleboro VT 05302  
802.254.6590 (phone)  
802.254.5816 (fax)

#### **Lead Instructors:**

Jamie Kinnarney, MA Principal Williamstown Elementary- jkinnarney@onsu.org 802-433-1931

Michaela Martin, MEd Co- Director of School Transformation Orange North SU- mmartin@onsu.org  
802-345-3871

#### **Course Registration:**

Catherine Diduk: Catherine@healthandlearning.org (802) 254-6590 (Monday – Thursday 9 am-4:30 pm)

#### **About the Course:**

- This course will focus on how to effectively implement a Multi-tiered System of Supports while recognizing the individual needs of each school district/supervisory union. Each participant will have a completed three year comprehensive implementation plan by the end of the course. The course has been approved for one graduate credit hours by The Union Institute and University One credit = 15 hours (each contact hour is 50 minutes).
- The course may be taken for credit or audit.
- Students must attend both days of the course and complete the assigned reading(s), MTSS self-reflection, and course project described in this syllabus to obtain one graduate credit.
- This course requires a minimum of 15 hours of contact time.
- **Location:** This course is offered at Williamstown Middle High School. Students should plan to prepare for this two day training with reading assignments. In addition, students must submit a Project Implementation Plan, complete a project, and submit a Final Report (see Schedule and Due-Dates below)

#### **Course Description:**

The course focuses on creating a culture and climate that supports the interdependence of both an academic and social/emotional system to support student success through Multi-Tiered Systems of Support, along with how to develop a comprehensive and systematic plan for implementation that includes effective collaboration, high quality instruction and intervention, balanced and comprehensive assessment and professional learning.

## **The Union Institute University Learning Outcomes:**

The goal of this course is to give participants the personal and professional development they need in order to competently provide services which may be required in a schools' alcohol and drug abuse prevention education program. Students must also demonstrate competency that meets a minimum of one of the UIU's Learning Outcomes.

### **Outcome I: Communication**

Students express and interpret ideas clearly using a variety of written, oral and/or visual forms.

### **Outcome II: Critical and Creative Thinking**

Students use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.

### **Outcome III: Ethical & Social Responsibility**

Students express ethical and social implications in social, professional, and/or scholarly practice.

### **Outcome IV: Social & Global Perspectives**

Students can articulate a perspective on power in the world and their own place in the global community.

## **Goals and Objectives:**

Participants will gain knowledge and skills for:

1. Creating a culture and climate that supports the interdependence of both an academic and social/emotional system.

a. **How to use the structure of PBiS to inform your work with MTSS**

b. **How to ensure that both academic and social/emotional are discussed simultaneously when discussion student's needs.**

2. Developing a comprehensive and systematic plan that includes:

a. **Systemic and comprehensive approach**

\*Using Distributed Leadership Model for sustaining a Multi-tiered System for evidence based instruction and intervention

\*How to use progress monitoring to ensure fidelity of implementation and better outcomes for kids

\*The importance of a School District/Supervisory Union approach to school improvement

\*System and Structure to support a comprehensive assessment system

b. **Effective collaboration**

\*How interdependence among all Tiers supports a collaborative school culture

\*The partnership with local mental health agency in creating an effective system

c. **High quality instruction and intervention**

\*The importance of high quality universal instruction with a focus on deep content area knowledge and a clearly aligned curriculum

\*That all teachers and staff need to acknowledge their role as an interventionist

\*That all interventions need to be aligned to clear targets and provided by highly trained staff

\*The use of relevant assessment data to differentiate and provide instruction that is responsive to students' diverse strengths and needs

d. **Balanced and comprehensive assessment**

\*How to use a range of assessment data that includes both academic and social/emotional data aligned to clearly identified targets

\*Structures that allow at the minimum of bi-weekly use of data to progress monitor student growth

**e. Well-designed professional learning**

- \* How to use common professional learning to support all staff in a MTSS
- \* The importance of embedded professional learning to promote instructional growth
- \* How to promote a culture of continuous improvement and sustainability

**Sequence and Schedule**

**Day 1 Thursday, November 9, 2017- 8:30-3:30**

Systematic & Comprehensive Approach  
Collaboration  
Professional Learning

**Day 2 Thursday, December 7, 2017- 8:30-3:30**

High Quality Instruction & Intervention  
Comprehensive Assessment Systems  
Professional Learning

**Course Due Dates**

**MTSS Self-Assessment due: November 22, 2017**

**Implementation Plan due: December 13, 2017**

**Reading Assignments/Bibliography**

<http://mtss.vriuvn.org/wp-content/uploads/2014/06/MTSS-RtII-Field-Guide.pdf>

**Pgs. 1-18 assigned for November 9, 2017**

**Pgs. 20-42 assigned for December 7, 2017**

**Description of Class Assignments:**

A Project Implementation Plan aligned to the completed MTSS self-assessment (link below). The plan must include identified goal(s), measurable tasks, person(s) responsible, and clearly identified timeline for completion. A template will be shared at the completion of Day 1.

Completion of MTSS Self-Assessment (reviewed at the completion of Day 1)

<http://mtss.vriuvn.org/self-assessment/>

## **Course Policies/Expectations:**

This course is designed to help participants integrate the teachings into their personal or professional experience. While all participants must fulfill the same basic requirements, each participant will have freedom and flexibility in adapting the course project to fit individual and professional needs.

Course expectations are

1. Full attendance and active participation in all course meetings, and completion of an evaluation
2. Completion of MTSS Self-Assessment by November 22, 2017
3. Submission of an Implementation Plan by December 13th for a grade

## **Course Grading:**

This course will be assessed via a proficiency model and therefore, it will be assigned a grade of pass/fail.

Proficiency will be defined as:

- Effective communicator (engaged in collaborative conversations throughout the two days and in sharing information learned with greater educational community)
- Reflective learner (completion of MTSS self-assessment and demonstrated ability to collaborate effectively to advance learning)
- Respectful, responsible implementer (completion of an Implementation Plan with a clearly articulated action plan for realization of a MTSS.) \*See prior notes in assignments regarding expectations of the Implementation Plan.

## **Attendance Expectations:**

Full attendance and active participation in all course meetings and completion of an evaluation

The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

## **Academic Honesty & Professionalism:**

All students are required to be familiar with and adhere to the "Academic Honesty Policy Procedures" delineated in the academic handbook from Union Institute:

Handbook can be found at [www.uniongraduatecollege.edu/pdf/students/Handbook.pdf](http://www.uniongraduatecollege.edu/pdf/students/Handbook.pdf)

## **Accommodations:**

Accommodations will be provided to eligible students with disabilities. Please obtain an accommodation letter from the office/web site:

<http://www.myunion.edu/About/Policies/ADAAccommodationProcedure.aspx>

## **Religious Observance:**

The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

## **Electronic Submissions/Internet Use:**

Respectful internet use is expected for this course.