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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 andGoals of Inquiry QuestionsDonovan, 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)
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| Key Vocabulary Terms, Concepts, and/or Learnings for *this* Video  | ***Video Title*: *Shared Leadership**** *Training, Coaching, Teams, distributive leadership, sustainability, system, District Leadership Team*
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| Video Segment **One**: Notes (pre-printed)***Topic: Definition******Time: 00:00* – 2:24** | * Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.
* George Sugai defines shared leadership as distributive leadership where leadership functions are distributed around the school. Leadership functions support the implementation of MTSS. Three domains that affect the biggest influence on student outcomes are:
* School-wide culture
* Teacher quality
* Classroom culture and climate
 | Video Segment **One**: Prompt for Reflection and/or Application***Topic: Definition*****Time: 00:00 – 2:24** | **1. Practice/Evaluate**: Compare what leadership looks like in your setting with the definition and concepts of team-driven shared leadership provided in this video. Note the similarities and differences between your system and the video’s description. |
| Video Segment **One**: Notes (personal) |  | Video Segment **One**: Viewer Response (personal) |  |
| Video Segment **Two**: Notes (pre-printed)***Topic: District Team*****Time: 2:25 – 6:18** | * It is important to focus on sustainability; the system is dependent on itself, not on any one person (with awareness of turnover).
* The district leadership team is responsible for sustainable implementation efforts.
* School is the unit of implementation; the District is the unit of support.
* District Leadership Teams prioritize these considerations for improved student outcomes:
* Adequate student growth
* Safe environments
* Teacher implementation of selected practices
* Providing proper supports
* The MTSS Teaming Framework includes Leadership Teams at cascading levels of support: Building/School Leadership Team, District Leadership Team, and State Leadership Team.
* The District Leadership Team should be communicating with the administrators and decision-makers including superintendent and senior-level leadership.
* The District Leadership Team sets the vision, provides resources, and communicates broadly. Communication loops between teams include “nice to know, need to know, and what to take action on.”
 | Video Segment **Two**: Prompt(s) for Reflection and/or Application ***Topic: District Team*****Time: 2:25 – 6:18** | **1. Practice/Evaluate**: In what ways could the aligned systems approach described in the video segment impact student outcomes?**2. Reflection/Mastery:** How does the aligned systems approach described in the video segment resonate with you or challenge your thinking?  |
| Video Segment **Two**: Notes (personal) |  | Video Segment **Two**: Viewer Response (personal) |  |
| Video Segment **Three**: Notes (pre-printed)***Topic: Vision*****Time: 6:19 – 7:41** | Example from one CO principal: * Paradigm shift: Ensure every student is on the road to success.
* Move from expert model to a collaborative team approach.
 | Video Segment **Three**: Prompt(s) for Reflection and/or Application ***Topic: Vision*****Time: 6:19 – 7:41** | **1. Practice/Evaluate:** What are the beliefs and principles held by stakeholders in your learning community? **2. Practice/Evaluate:** What concepts of Team-Driven Shared Leadership need to be developed in your system? |
| Video Segment **Three**: Notes (personal) |  | Video Segment **Three**:Viewer Response (personal) |  |
| Video Segment **Four**: Notes (pre-printed)***Topic: Teaming*****Time: 7:42 – 10:23** | Examples from several CO Principals:* All teamwork of the system is collapsed under one team, embedding all of the system’s needs; team membership spans entire school.
* Strengths of different professionals add value.
* Legislative priorities (ESSA & IDEA) contribute to local decision-making to support students.
* Distributive Leadership: Teachers as leaders; for example, taking ownership of professional development, Educator Effectiveness implementation, Unified Improvement Planning (UIP), READ Act implementation, and instructional decisions.
 | Video Segment **Four**: Prompt(s) for Reflection and/or Application ***Topic: Teaming*****Time: 7:42 – 10:23** | **1. Practice/Evaluate:** Identify the teaming structures in your system that support successful implementation of MTSS.**2. Mastery/Reflection:** How is your system efficiently and effectively using resources to support students?**3. Practice/Evaluate:** In your system, where is teacher voice represented in school-wide strategic efforts and action planning? |
| Video Segment Four: Notes (personal) |  | Video Segment Four:Viewer Response (personal) |  |