

An Overview of the Early MTSS and VTmtss Framework



Act 28 Advisory Council on Literacy

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Objectives

To state a common understanding regarding:

1. the evolution of tiered systems of support in Vermont;
2. terms used throughout our frameworks; and
3. the essential concepts of our frameworks and its tools.

Appreciative Inquiry

- What do you expect to hear from this presentation?
- What questions do you hope to have answered?
- What do you think about when you hear the term multi-tiered system of supports?

The Evolution of Tiered Systems of Support in Vermont

An innovative systems approach . . .



. . . to educating all students.



The First Decade 2000-2009

Education
Support Services
2000

Reauthorization
of
IDEA 2004-2005

Vermont
Integrated
Instructional
Model 2006

The Second Decade: Part 1

2010-2014

Race to the Top
Early Learning
Challenge Grant

2013

Act 166-Universal
Pre-Kindergarten
Education

2014

MTSS-RtII Field
Guide

2014

The Second Decade: Part 2

2016-2019

The VTmtss
Team
2016

Act 173
2018

The VTmtss
Field Guide
2019

The Third Decade 2020-present

Vermont Early
Childhood Action
Plan
2020

Act 112 Grant
2022

District Quality
Standards
2023

Key Terms Used Throughout Our Frameworks



The VTmtss Framework

- Systemic infrastructure
- Administrators as key innovators
- Interconnected, interrelated, and interdependent components



Systemic and Comprehensive Approach

- A spotlight on District-level coordination
- A focus on building a systemic culture of growth and improvement
- A comprehensive approach

Effective Collaboration

Establishing ongoing, authentic, collaborative partnerships with families and community to address the needs of the whole child; non-academic and academic.

Embedded time for collegiate planning, problem-solving, and data analysis.

High-Quality Instruction and Intervention

- Assumption 1: Excellence starts with high-quality universal instruction for all students, PreK-grade 12.
- Assumption 2: Academics, behavior, social-emotional, and mental health well-being are intertwined.
- Assumption 3: Every student is provided effective interventions and layered supports as needed.

Comprehensive and Balanced Assessment System

The assessment system provides information about all aspects of the VTmtss Framework: student data, school data, and District data.

Data are used to make decisions and engage in continuous improvement efforts to equitably distribute human and material resources.

Expertise

- Utilizes the collective expertise of all staff within the system, families, community partners, and students.
- Intentionally cultivated through hiring processes, supervision, and ongoing, embedded professional learning.

Thrives within a culture of growth mindset and active learning for improvement.

VTmtss in Action



VTmtss Field Guide 2019

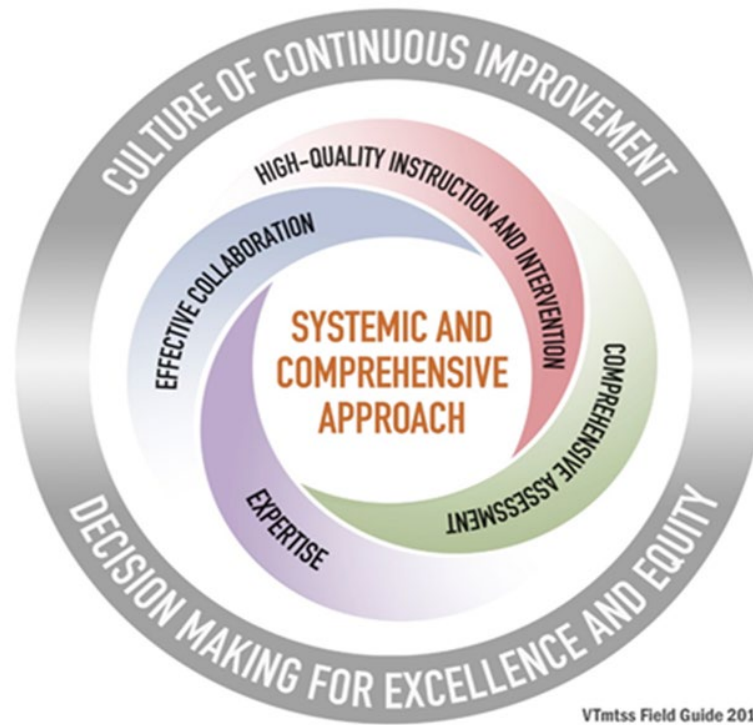
VTmtss Tools

[Making Connections with VTmtss Series](#): A series of needs assessments that include performance indicators, best practices, and connections to the VTmtss Framework.

[VTmtss System Screener](#): Describes characteristics of each of the VTmtss Framework components to identify your systems' areas of strengths and areas of growth.

[VTmtss Survey](#): An annual collection of data reflecting a school's tiered system of supports.

What Are Your Questions?



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Appreciative Inquiry 2

What was new learning for you?

What confirmed what you already knew?

What questions remain?