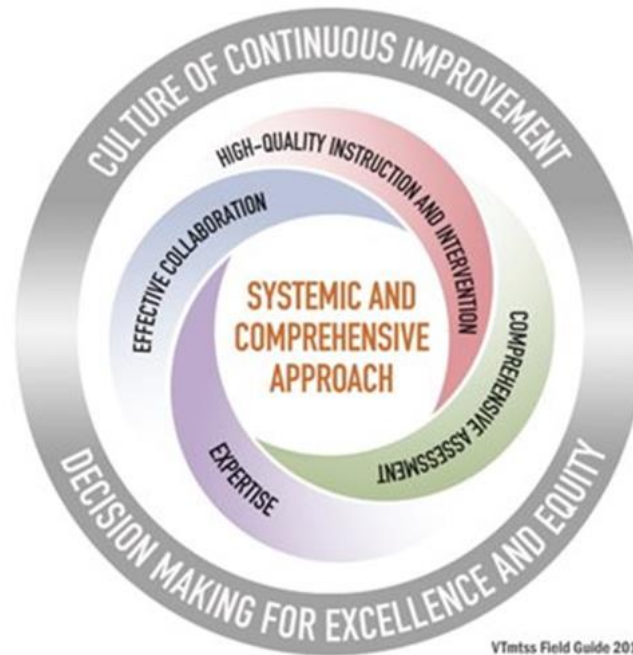


Empowering Paraprofessionals: Understanding and Utilizing VTmtss in Your Context



Contact Info

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Tech Norms

- Please mute your microphone. You may unmute yourself at the end of the presentation for the question and answer portion.
- Please type your name and SD/SU into the chat box for attendance.
- Use the chat box or hand-raise feature to pose questions and participate.
- We welcome you to turn on your video (if you are comfortable and able).

Reminders

Accessible PowerPoint, post-session survey and certificate of attendance will be sent after the session.

For any questions regarding the sessions, certificates or post-session surveys please email Ana Kolbach at Ana.Kolbach@Vermont.gov

Guest

Chris Case,
Student Support Services
Division Director

Welcome



Norms

- Use a strength-based perspective and accentuate the positive
- Step up and step back – inviting active participation from all
- Use student-first language

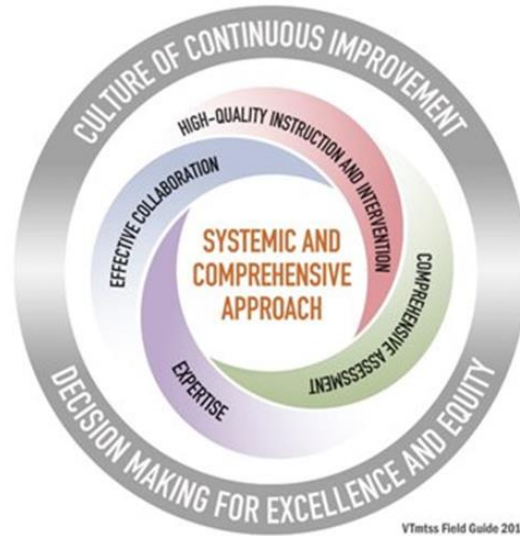
Pop Quiz!

What do you remember about the VTmtss Framework from our last session?

Put a few words in the chat about what VTmtss means to you.

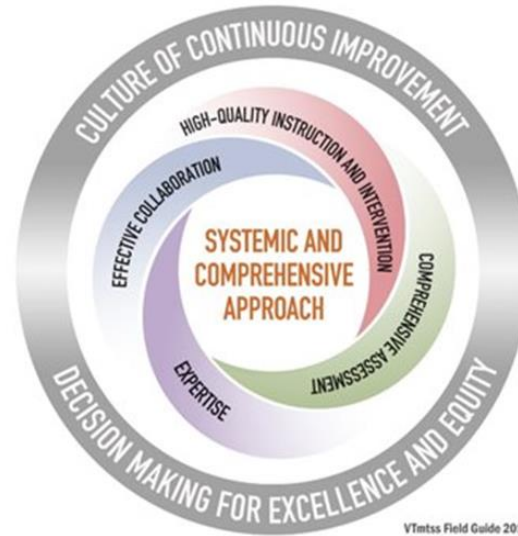


Framework Components – Part 1



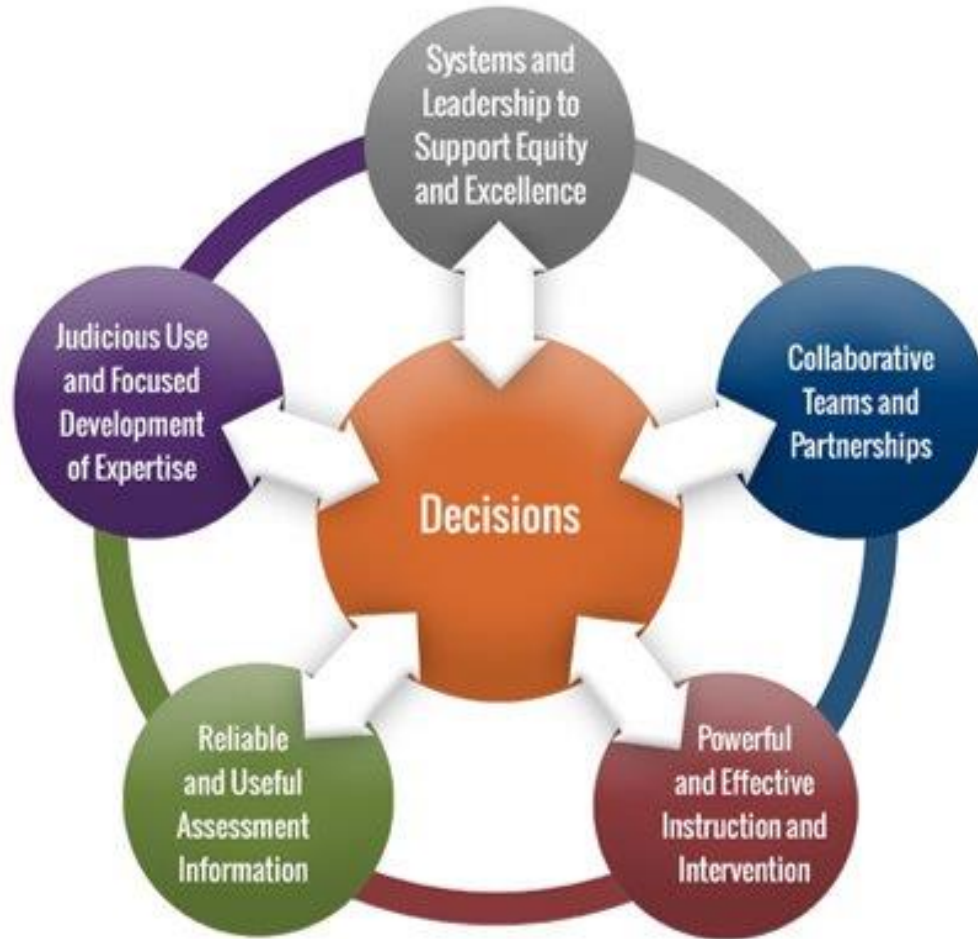
- Systemic and Comprehensive Approach
- Effective Collaboration
- High-Quality Instruction and Intervention

Framework Components – Part 2



- Comprehensive and Balanced Assessment System
- Expertise
- Culture of Continuous Improvement and Decision-making for Excellence and Equity

Decision-Making



VTmtss Field Guide 2019

Vignette

Boulevard Central School

PreK-8

95% white

35% FRL

Socio-economic diversity

Student achievement low
for math, reading, and
science

School has been working
on improving
performance through
universal instruction and
assessment with positive
results.



Simon

2nd grader

Native English

Speaker

Difficulty with ELA

Has been
responding to
additional supports
but slowly.

Boulevard Central School

Eligibility for Special Education services?



VTmtss Field Guide 2019

Comprehensive and Systemic Approach:

- + Articulated literacy curriculum and shared commercial program
- + Curriculum mapping has created an alignment across settings
- + Uninterrupted literacy block
- + Literacy expertise at both the school and district level
- + Identified evidence-based approach to intervention for reading specialist
- + Focus on high expectations for all students
- + Organized, aligned and refined materials for both instruction and intervention
- Administrative stability (there have been 3 principals in 4 years)

Effective Collaboration:

- + Reading teacher helps teams analyze data and identify students who need additional support
- + District assessment coordinator supports teams to use data
- Effective collaborative teaming (this has been initiated but is still a work in progress)

How could a para help?



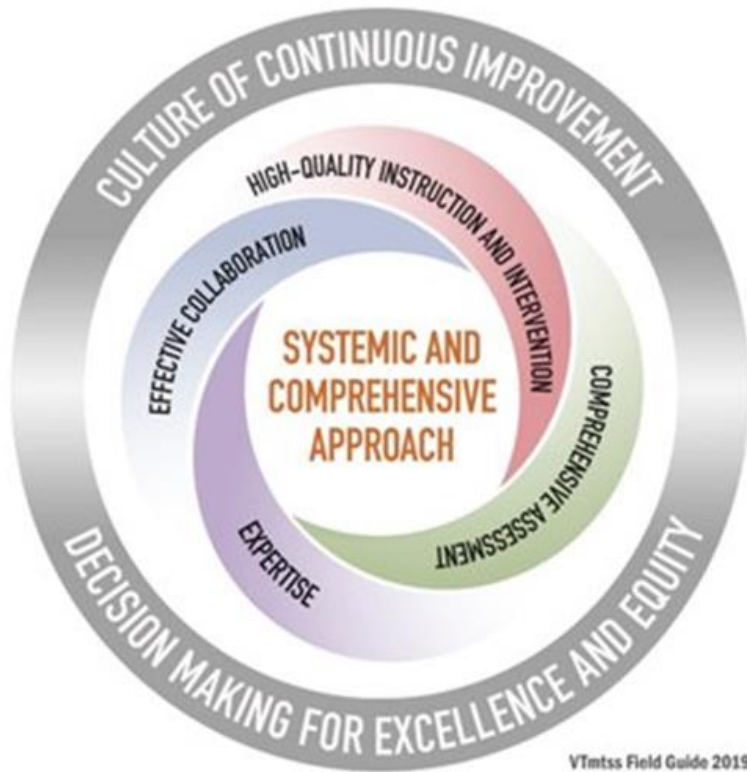
A para could ask to:

- Participate in meetings
- PD for specific skills
- Communication with family
- Data collection training

Any Questions?



How does this apply to my work?



1. How would you, as a para, offer a solution to the problem?
2. Who could you share your suggestions with so that they are considered and acted upon?
3. How might you advocate for joining the teachers when they receive instruction, modeling, or coaching from the specialists or learn *from* them at another time?

VTmtss Webpage

VERMONT MULTI-TIERED SYSTEM OF SUPPORTS

A Multi-tiered System of Supports is a framework that unifies educational opportunities and supports to improve outcomes and ensure equity for all students.

The [Vermont Multi-tiered System of Supports](#) (VTmtss) is a systemic approach to decision-making for excellence and equity within a culture of continuous improvement that focuses on successful outcomes for all students. This systemic approach:



- Supports the collaboration of all adults to meet the academic, behavioral, social and emotional needs of all students,
- Provides a layered system of high-quality, evidence-based instruction, intervention, and assessment practices that are matched to student strengths and needs,
- Relies on the effective and timely use of meaningful data,
- Helps districts and their schools organize resources to accelerate the learning of every student, and
- Engages and develops the collective expertise of educators, students, family and community partnerships.



VTmtss Framework

Learn how VTmtss focuses on successful outcomes for all students



VTmtss Field Guide

Use the Field Guide to drive your VTmtss practice



VTmtss Framework Tools

Assess strengths and weaknesses of your system to inform continuous improvement



Data Collection: Survey and Report

Analyze data and statewide trends in VTmtss



Educational Equity

Discover ways to help every student access equitable opportunities to learn



Educational Support Team

Strengthen your EST process to support the needs of all students



Technical Assistance



The BEST Project



Professional Resources

Resources for the VTmtss Framework

- VTmtss Technical Assistance ([Request Form](#))
- Networked Improvement Communities: Early Learning and VTmtss
- [MTSS listserv](#)
- Weekly Field Memo and social media
- Monthly VTmtss Office Hour
- Monthly Education Equity Briefs

Questions?

What are your remaining questions?

What additional support would you need to apply this to your work?



Appreciations

- ❑ *“Teachers encourage minds to think, hands to create and hearts to love.” Gordan Neufeld*
- ❑ *“Take the attitude of a student, never be too big to ask questions, never know too much to learn something new.” – Og Mandino*
- ❑ *“Education is for improving the lives of others and for leaving your community and world better than you found it.” – Marian Wright Edelman*

Thank you &
don't forget the
evaluation!

