

Professional Development

**Central Bucks SD
Professional Development**

Title:	Multi-Tiered System of Supports (MTSS) - Language & Literacy Acquisition and Teaching Diverse Learners
Description	<p>The Central Bucks Schools District has had a long-established Response to Intervention (RtI) model in our primary elementary grades which has guided our decision-making on the current tiered academic supports we provide our students. To meet the needs of all our learners K-12, the three goal areas identified in our Comprehensive Plan and the aligned strategies for implementation have resulted in an integrated Professional Development Plan to support the academic and behavioral needs of our students. A Multi-Tiered System of Supports (MTSS) initiative, which will be researched and implemented over the course of this plan, allows for a coherent framework that integrates the various professional development strategies identified in our Social and Emotional Wellness, College and Career Readiness, and Innovation and Leadership goals.</p> <p>MTSS is defined as a comprehensive system of supports that includes standards aligned, culturally responsive instruction; the use of data to inform instruction; tiered-services and supports to meet the academic and behavioral needs of all learners; community engagement; and professional learning. Across our three goal areas, the following professional development needs were determined, which align with the various components of MTSS.</p> <p>Goal One, Social and Emotional Wellness:</p> <ul style="list-style-type: none">• training for staff on trauma informed care and risk assessment protocols• training for staff on SEW curriculum• training on cultural proficiency and culturally relevant instruction• School-Wide Positive Behavioral Intervention Supports (SWPBIS) <p>Goal Two, Community Connections:</p> <ul style="list-style-type: none">• identification and integration of community partnerships to enhance pathways to college and career readiness

	<p>Goal Three, Innovation and Leadership:</p> <ul style="list-style-type: none"> • investigate personalized learning to provide opportunities for differentiation and allow formative assessment to drive instruction • increase opportunities for job-embedded professional development • implementation and training on technology systems to support data-based decision making to improve student achievement <p>Under the umbrella of MTSS, the district will begin to work with the Bucks County Intermediate Unit, to complete a needs assessment on the current evidence based practices in place in Central Bucks, and the extent to which we need to develop trainings and action plans in each of the MTSS components. After this needs assessment is completed, several building based teams will begin to focus on either the academic or behavioral systems of tiered intervention. Once these pilots are complete, trainings will extend to other schools. As this is a systems-wide change initiative, it is expected that the professional development strategies identified above will last for the duration of the plan.</p> <p>Evidence: The Pennsylvania MTSS framework is supported by an MTSS Fidelity Tool that identifies key indicators of effectiveness across each of the core MTSS components. The district will identify key indicators, which we will count as evidence that we have met the terms outlined in our Professional Development Plan. Key indicators will include, but are limited to:</p> <ul style="list-style-type: none"> • Evidence from classroom observations that teachers are implementing differentiated strategies informed by their formative and summative data analysis. • Evidence that professional development is job-embedded through grade-level and team goal formation, which is informed by reliable data sources. • Evidence that universal academic and behavioral screeners are informing tiered-interventions. • Evidence that data analysis meetings are occurring, and that students’ academic and behavioral needs are being addressed through a tiered delivery of service model.
Person Responsible	Asst. Superintendent for Curriculum & Student Services, Director of Special Education, Principals, Building-Based Teams
Start Date:	7/1/2020

End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Special Education, Student Services, Educational Technology
Hours Per Session	6
# of Sessions:	12
# of Participants Per Session:	20
Provider:	BCIU and internal staff developers
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	<p>The Central Bucks School District will research, pilot, and implement an MTSS model to support the academic and behavioral needs of all students. The district believes that MTSS supports the professional development strategies outlined under our three overarching Comprehensive Planning goals. Through an integrated and coherent professional development plan, the district will understand the following key information about MTSS and will be able to effectively communicate this knowledge to all stakeholders:</p> <ul style="list-style-type: none"> • MTSS creates opportunities for all students to access college and career ready instruction through varying tiers of academic, behavioral, and social-emotional interventions matched to individual students' needs. • MTSS is a comprehensive framework for continuous school improvement that uses on-going measurement, monitoring, and evaluation to drive data-based decision making. • MTSS is characterized by a continuum of resources that support students and teachers within a collaborative problem solving process (Hayes & Lillenstein, 2015).
Research & Best Practices Base:	<ul style="list-style-type: none"> • MTSS provides an effective framework for reforming curricula to better meet the academic and social-emotional needs of students. It has been shown to better meet student learning needs, and improve outcomes for students, including those from culturally and linguistically diverse backgrounds (American Institute for Research, 2018). • In a recent study of ways to facilitate professional learning, the greatest outcomes for PD came from experiences in which teachers

	<p>were asked to engage in problem-solving, a critical component of MTSS models (Castillo, Wolgemuth, and Ferron, 2018).</p> <ul style="list-style-type: none"> • MTSS enables the integration of multiple school improvement efforts and represents an effective strategy to accomplish the following goals: improved outcomes for all students, including high-performing students and ELLs; improved instruction and alignment of curricula; improved school climate and safety; and improved support for students’ mental and behavioral health (National Association of School Psychologists, 2018).
<p>For classroom teachers, school counselors and education specialists:</p>	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Professional Learning Communities • Offsite Conferences

Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Asst Supts / CEO / Ex Dir • School counselors • Related Service Personnel
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data