



• **A Roadmap for Improvement and Continuous Success:  
The Development and Application of a Multi-Tiered System  
of Supports, PreK-12** •

**Presenters:** Jamie Kinnarney, M.Ed. & Michaela Martin, M.Ed.

**Audience:** *Teams who are ready to implement or revise their implementation of a Comprehensive Multi-tiered System of Supports (MTSS). SU/SD level team configuration: Superintendent (if not possible, then designee), building-level administrators and teacher leaders from general and special education. Building level team configuration: Principal (required), classroom teacher(s), special educator(s), counselor(s) and/or behavior specialist(s).*

In order to build comprehensive academic and social/emotional systems that support all learners, leaders and other decision makers must understand the conceptual underpinnings of these systems so they can design plans that are realistic, sustainable, and transferable to their organization. Using their school and district as a model, the instructors will share how they've built effective systems in the areas of: culture and climate; assessment, instruction, and intervention; effective collaboration; and professional learning. They will also share specific decisions and plans they make, as well as strategies and actions they take to bring each of these systems to life.

Over the course of four workshop days participants will:

- Understand how to create a culture and climate that supports the interdependence of both academic and social/emotional systems;
- Understand the role of distributed leadership in a sustained model of MTSS;
- Understand how to maximize capacity and precious resources, as well as increase fiscal responsibility, within an MTSS (strategic/vision budgeting);
- Develop and/or assess their comprehensive assessment system;
- Understand rate of growth and individualized goal setting for all learners;
- Understand how to use assessment data to differentiate and provide instruction that is responsive to students' diverse strengths and needs;

MORE DETAILS ON SECOND PAGE...

**Dates:** Feb 7, 8, March 14 & 29, 2019  
**Place:** February 7 & 8 at Lake Morey;  
March 14 & 29 at Williamstown  
Schools  
**Cost:** \$650 for all four workshop days  
**Time:** 8:30-3:30



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- Understand how to develop and/or assess high quality universal instruction with a focus on deep content area knowledge;
- Understand how to develop an intervention menu for both academic and social/emotional supports;
- Develop materials and resources to support implementation; and
- Complete a three-year comprehensive action plan.

During our time in Williamstown Schools, participants will see MTSS in action through:

- Observations of academic and social/emotional data teams;
- Observing teachers and staff in classrooms and alternative programs;
- Discussions with teachers and staff who have experienced the transformation of an MTSS within their school;
- Accessing materials to support implementation at their own site; and
- Team time with Jamie and Michaela to receive coaching and feedback on their action plan.

Jamie Kinnarney, M.Ed., is principal of the Williamstown Elementary School (W.E.S). Under Jamie's leadership, W.E.S. has created a comprehensive approach to academic and social/emotional enrichment and support, resulting in increased achievement across content areas and a decrease in the number of students identified as having a specific learning disability.

Michaela Martin, M.Ed., has been a Vermont educator since 1996, serving as a classroom teacher, principal and now Co-Director of School Transformation and Effectiveness in Orange North. In the newly formed Central Vermont Supervisory Union, Michaela is working with school leadership teams to develop an integrated MTSS model in which academic and social/emotional are one interdependent system.

### ***Comments from Previous Participant:***

*“Being able to witness what MTSS should look like and feel like was my biggest “ah ha” moment and takeaway. You can read all about it, but there’s something very different and unique about being able to see it. I don’t think the course would have been as effective in helping me learn without that authentic learning experience!”*

