



**WYOMING**  
DEPARTMENT OF EDUCATION

*Wyoming*

**Jillian Balow**

Superintendent of Public Instruction



**Cheyenne Office**

Hathaway Building, 2nd Floor  
2300 Capitol Avenue  
Cheyenne, WY 82002-0050  
Phone: (307) 777-7675  
Fax: (307) 777-6234

**Casper Office**

539 S. Payne  
Casper, WY 82609  
Phone: (307) 577-4686  
Fax: (307) 577-6785

**Riverton Office**

320 West Main  
Riverton, WY 82501  
Phone: (307) 857-9253  
Fax: (307) 857-9257

**On the Web**

edu.wyoming.gov  
www.wyomingmeasuresup.com

02/17/2015

The Wyoming Department of Education, Special Programs Division is providing districts the opportunity to be part of a state-wide Multi-tier System of Support Professional Learning Community (MTSS-PLC). This will start April 17<sup>th</sup>, 2015 and will continue over the next year. The following letter will provide you with further details about the PLC. Attached separately is an application form. Please submit by March 13<sup>th</sup> 2015.

*What is MTSS?*

**Multi-Tier System of Supports:** A comprehensive system of differentiated supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessments, research-based interventions matched to student's needs, and educational decision-making using student outcome data

School districts are seeing valuable outcomes in schools where MTSS is being implemented with rigor and fidelity. Research and current practices show that school and district engagement in aligning resources, promoting greater collaboration, and striving to serve students through a rigorous MTSS leads to:

- Gains in reading and math assessment scores for all students
- A decrease in inappropriate referrals to special education
- A decrease in suspensions and expulsions
- Improved collaboration between general and special education
- Corresponding cost benefits

### What is a Professional Learning Community (PLC)?

The term Professional Learning Community refers to an ongoing process in which educators work collaboratively so seek and share learning to improve professional practice and, ultimately, student outcomes. PLCs can be school-based, district-based, cross-district or national. Whatever their composition, true PLCs have the following five common characteristics:

- Shared commitment to improving student learning and outcomes.
- Collective inquiry, collaboration and shared practice.
- Supportive and shared leadership by all members: administrators *and* teachers
- Supportive conditions for collaboration, including designated meeting times & a well-developed communication structures.
- Action-oriented: PLCs don't just examine data; they use data as a catalyst for action and continuous improvement.

### District Responsibility

The district agrees to convene a district MTSS Core Team comprised of key district and school staff representing both general and special education. The Core Team should include members with decision-making authority. The MTSS Core Team will do the following:

- Actively participate as a core team in onsite trainings and monthly webinars
  - First on-site meeting- April 17, 2015 9:00 a.m. to 4:00 p.m. (location- TBA)
  - Second on-site meeting- October 2015 (details- TBA)
- Meet at least monthly to process MTSS PLC information
  - Online Session-2<sup>nd</sup> Thursday of each month 3:30 p.m. to 5:00 p.m.
- Develop a communication plan for sharing information about the MTSS-PLC with school staff
- Conduct evaluations during the PLC process
- Submit a statement of support from the District's Superintendent to WDE with the application.

### District Benefits

- Professional learning opportunity with colleagues, state and national experts
- Reimbursement for time and travel
- Reimbursement from WDE for substitute teacher payment while PLC members are away on MTSS travel
- Each PLC member will receive a \$1500 stipend upon completion of required activities

MTSS-PLC Facilitator

**Tessie Rose Bailey, Ph.D.** is an Assistant Professor of Special Education at Montana State University Billings (MSUB). She received her Ph.D. in Special Education from the University of Utah and completed post-doctoral work in response to intervention (RTI) and transition services at the Center for Promoting Research to Practice at Lehigh University, Pennsylvania. Prior to her current position, she was a Senior Research Analyst for American Institute for Research (AIR) in Washington, D.C.. In this role, she served as Co-coordinator of Technical Assistance for the National Center on Response to Intervention (NCRTI) and collaborated on the development of numerous national and state technical assistance resources. In addition to classroom special education teaching experience, she has served as principal investigator or project coordinator on various grant and contract projects, including facilitation of RTI implementation, evaluation of efficacy of multi-tiered systems of supports (MTSS), model demonstration sites in progress monitoring, and evaluation of academic interventions. She has published and presented extensively in special education law, MTSS/RTI, data analysis, and capacity building.

Interested in Participating? Address these six questions on the attached application form

1. How will participation in the MTSS-PLC benefit your district, schools, staff and community?
2. What data (e.g., district, school behavior, academic, special education referral) suggest the need for Multi-Tier System of Supports (MTSS) in the district?
3. Describe your previous participation in Positive Behavioral Interventions and Supports (PBIS) or Response to Intervention (RTI) local or state initiatives.
4. Describe any behavioral and/or academic initiatives being implemented at the district level or the building level. Please indicate focus level of the initiative (e.g., district, building).
5. Describe how information gathered from the MTSS professional learning community will be shared with your district/school colleagues.
6. Provide evidence of the core MTSS team's commitment to active participation in the MTSS-PLC. Be sure to include how participation fits into current duties/roles as well as any potential barriers to full participation and solutions to addressing these barriers.