

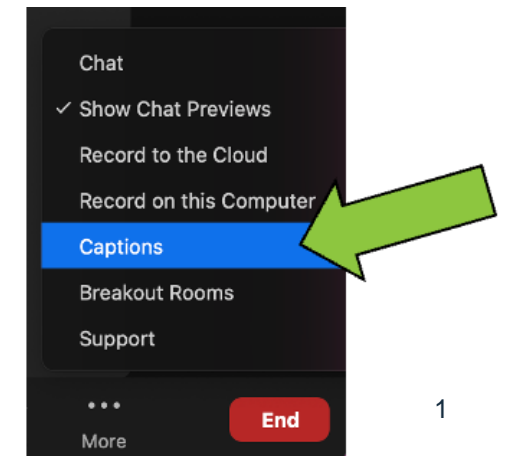
# Welcome!

## As you enter the space, please do the following:

- 01 Rename yourself to reflect the school or district you are representing (name, district)
- 02 Mute your microphone
- 03 Complete the attendance form:  
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- 04 If you would like closed captions, click on the three dots in the bottom right corner and select "captions".





SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY

# > MTSS for SEB Through an Equity Lens

Presenters: Jim Vetter and Shai Fuxman

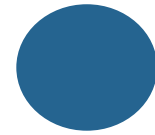


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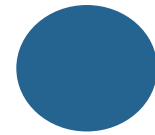
**dese**  
MASSACHUSETTS  
Department of Elementary  
and Secondary Education

# Today's Presenters



**Jim Vetter**

SEB Academy Coach/Technical Assistance  
Provider



**Shai Fuxman**

SEB Academy Director and Coach/Technical  
Assistance Provider

# Agenda



- 1. Connector**
- 2. Brief overview of MTSS and Equity**
- 3. Equity throughout MTSS Elements**
- 4. Reflection and Closing**

Join at menti.com | use code 8650 9980

 Mentimeter

# What is one way that issues of equity impact your current MTSS for SEB?

1 response

Test



# What is one way that issues of equity impact your current MTSS for SEB?

7 responses

Test

Need to be mindful of who is referred for intervention and why

Our actions have not yet shown integration of data that shows disproportionality. I also worry about lack of or decreased access to mental health supports for our MLs.

Including the voices of all students and families

Data showing inequities in mental and behavioral health outcomes

Ensuring all students who need tier 2 supports get them - lack of personnel

Ensuring that all students have access to solid tier 1 supports and services

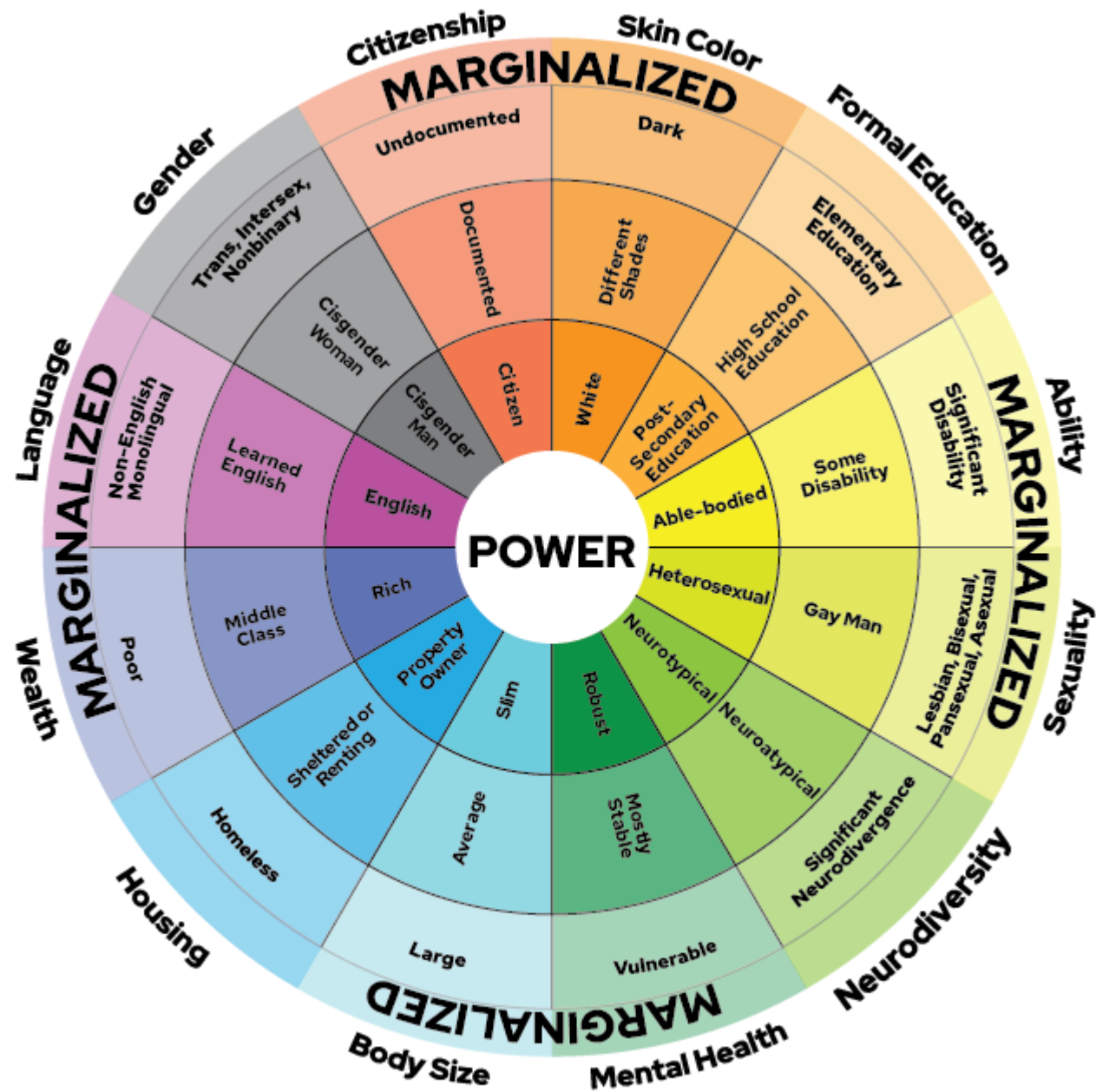


# Equity & MTSS - Reviewing the Foundations







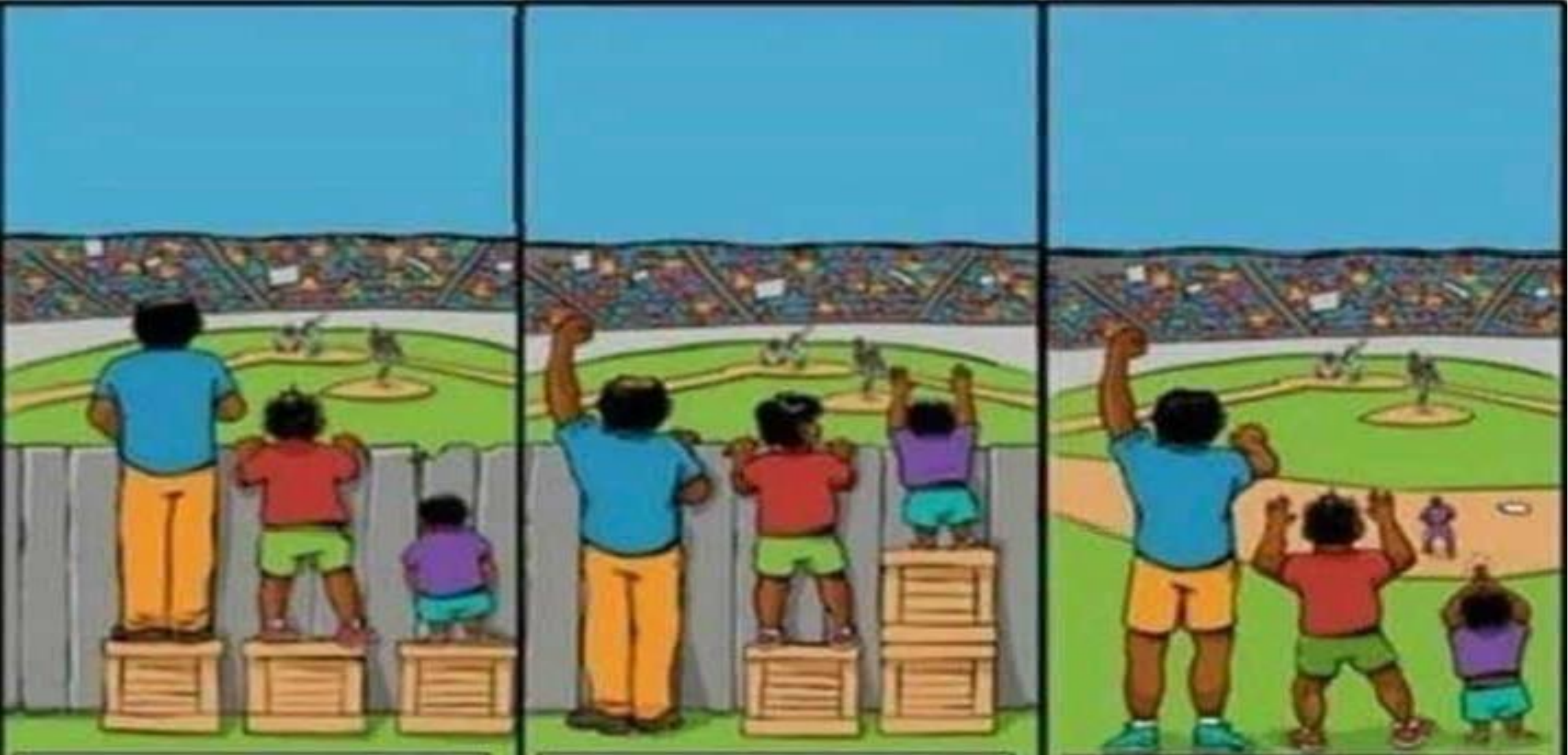




## EQUITY AS AN OUTCOME

“MTSS may be a vehicle for advancing equity; however, MTSS alone is not enough if it does not explicitly and consistently center equity as the primary goal.”

Sullivan, Nguyen, & Shaver, (2022). *Equity by Design: Foundations of Equity-Centered MTSS.*  
Midwest & Plains Equity Assistance Center.



A collaboration between Center for Story-based Strategy  
& Interaction Institute for Social Change.





Adapted from a collaboration between Center for Story-based Strategy & Interaction Institute for Social Change.





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# Equity Considerations Across MTSS





# NOTE CATCHER



## Webinar Note Catcher: MTSS Through an Equity Lens

<b>Equity Considerations</b>	<b>Our Current Situation: <i>What do we have? Strengths? Challenges? Gaps?</i></b>	<b>Opportunities <i>Action steps including who should be involved? Timeline?</i></b>
Team Structure		
Tiered Supports		<input type="checkbox"/>
Identification, Matching, & Monitoring		
Drivers of Effectiveness: Leadership, Implementation, and Staff Competency		
Data		



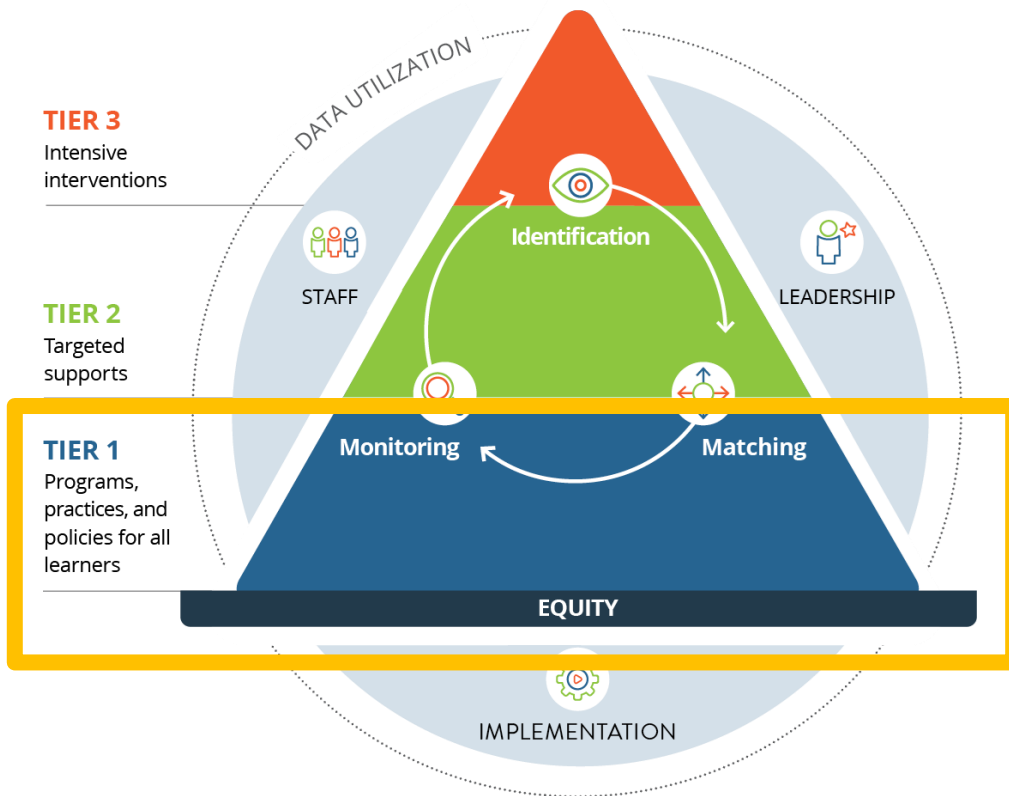
# Teaming Structures



*The team prioritizes, considers, and uplifts the various identity groups represented in our school, district, and larger community. Every voice is honored and the team operates in an inclusive, culturally, and linguistically respectful manner.*

- Who is at the table in our team? Whose voices are represented and which are missing?
- Whose voice carries the loudest and whose voice is silenced at the team? Who decides?
- Which groups make decisions and which groups have less power?

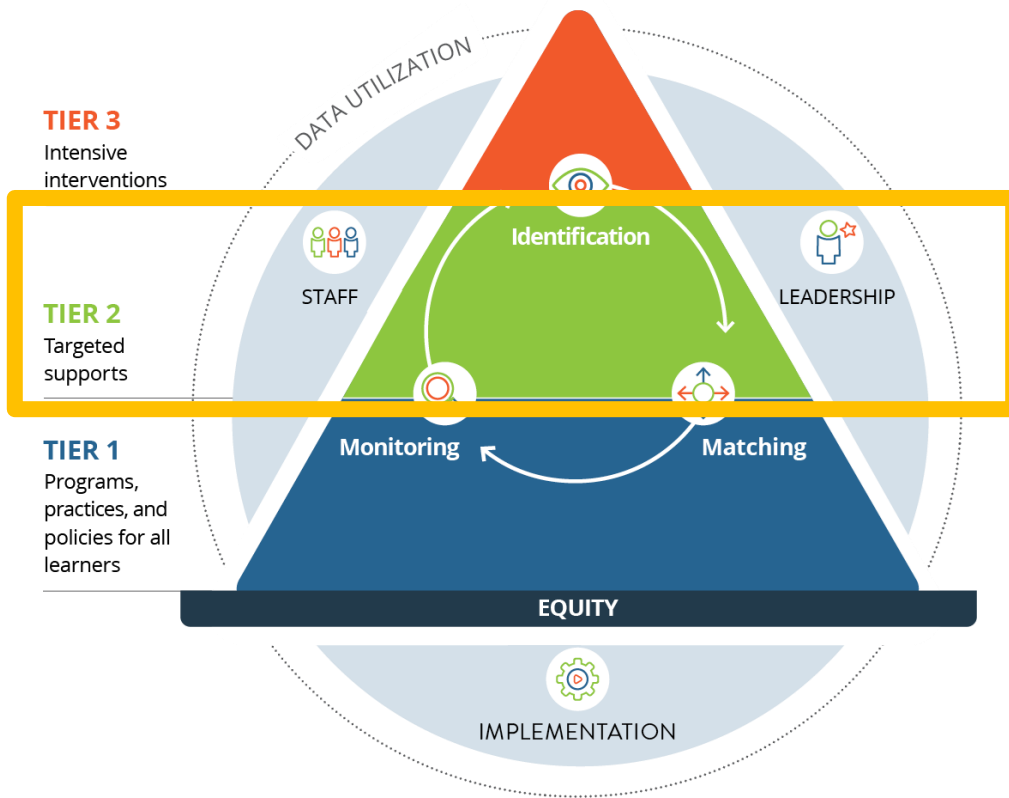
# Tier 1 Supports



*The guiding framework is informed by the social identities, cultural practices, and values of the various groups represented in the school community. **Universal** supports are adaptive and responsive to the needs of all learners across different identity groups.*

- To what extent are our tier 1 supports affirming of the social identities, cultural practices, and values of our students and families?
- How proficiently have we adapted our tier 1 supports to make them more culturally affirming while honoring the evidence base of the supports?
- Which groups are currently well supported by our tier 1 approach and which groups are not?

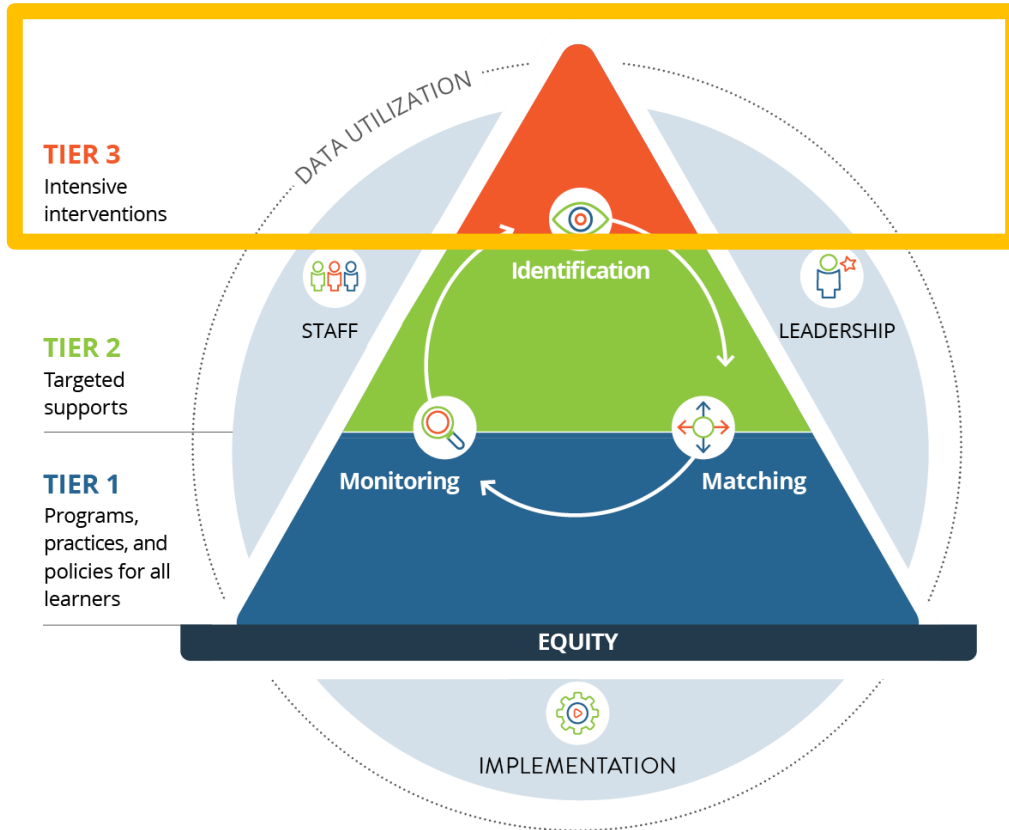
# Tier 2 Supports



***Targeted** supports are responsive to the assets, cultural values, and linguistic repertoires of students. Implementation and progress monitoring are critically analyzed through a lens of inclusive, anti-racist practices to identify and address implicit bias and exclusionary practices.*

- To what extent are our tier 2 supports affirming of the assets, cultural values, and linguistic repertoires of our students and their families?
- How have we addressed staff's implicit bias in implementing tier 2 supports? To what extent are our tier 2 supports reflective of exclusionary practices?

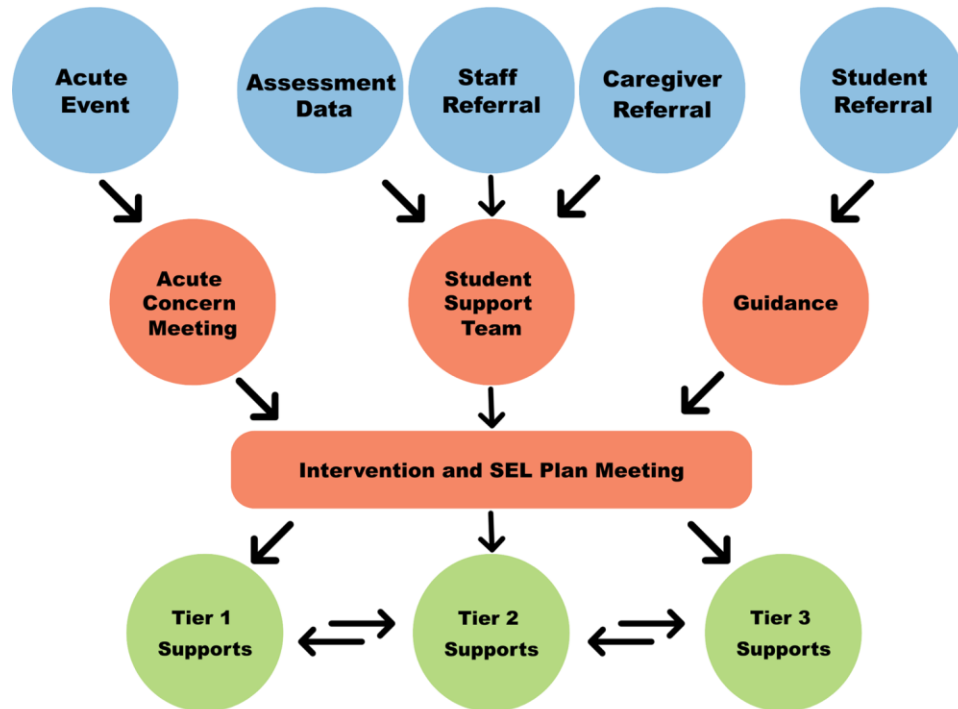
# Tier 3 Supports



*The selection and implementation of **intensive** supports are responsive to the assets, cultural values, and linguistic repertoires of students. Implementation and progress monitoring are critically analyzed through a lens of inclusive, anti-racist practices to identify and address implicit bias and exclusionary practices.*

- To what extent are our tier 3 supports affirming of the assets, cultural values, and linguistic repertoires of our students and their families?
- How have we addressed staff's implicit bias in implementing tier 3 supports? To what extent are our tier 3 supports reflective of exclusionary practices?

# Identification, Matching, and Monitoring



*Identification, matching, and monitoring processes are critically analyzed through a lens of inclusive, anti-racist practices that are culturally and linguistically sustaining to identify and address implicit bias and exclusionary practices.*

- To what extent are students identified as potentially benefiting from tier 2 or 3 supports in ways that are free of implicit or explicit bias?
- Which groups of students are overrepresented in receiving tier 2 and 3 supports? To what extent do these disparities reflect exclusionary practices?

# Drivers of Effectiveness: Leadership



*School/district leaders articulate their vision for equitable social, emotional, and behavioral supports, set clear equity goals, and ensure supports (e.g. time, finances, learning, etc.) are equitably distributed to those tasked with carrying out the various elements of an effective MTSS.*

- Is there a clear definition and vision for equity?
- Are there well-defined equity goals?
- Does leadership set expectations for all staff about equity-related goals?



# Drivers of Effectiveness: Implementation



*Staff implementing social, emotional, and behavioral supports examine the supports they are providing to ensure strategies are culturally and linguistically sustaining for the students they are intended to support.*

- Are programs and interventions culturally responsive? Do they represent the cultures, values, and identities of your students?
- Are all students engaged and well-served by the programs and interventions? If not, who is not engaged or well-served?

# Drivers of Effectiveness: Staff Competency



*Staff receive professional development and ongoing coaching (internal or external) that supports their understanding of culturally responsive and affirming social, emotional, and behavioral supports, and helps them to critically examine potentially biased and exclusionary existing practices.*

- Are teachers trained on topics such as equity-promoting practices, cultural responsiveness, and implicit bias?
- Are there active conversations among staff about how to identify and address inequities?
- Is incorporating equity into one's work an important expectation at the school? Is it part of the evaluation processes?



# Using Data to Identify and Address Inequities



# Data Considerations

Are tools measured for validity and reliability with relevant populations?

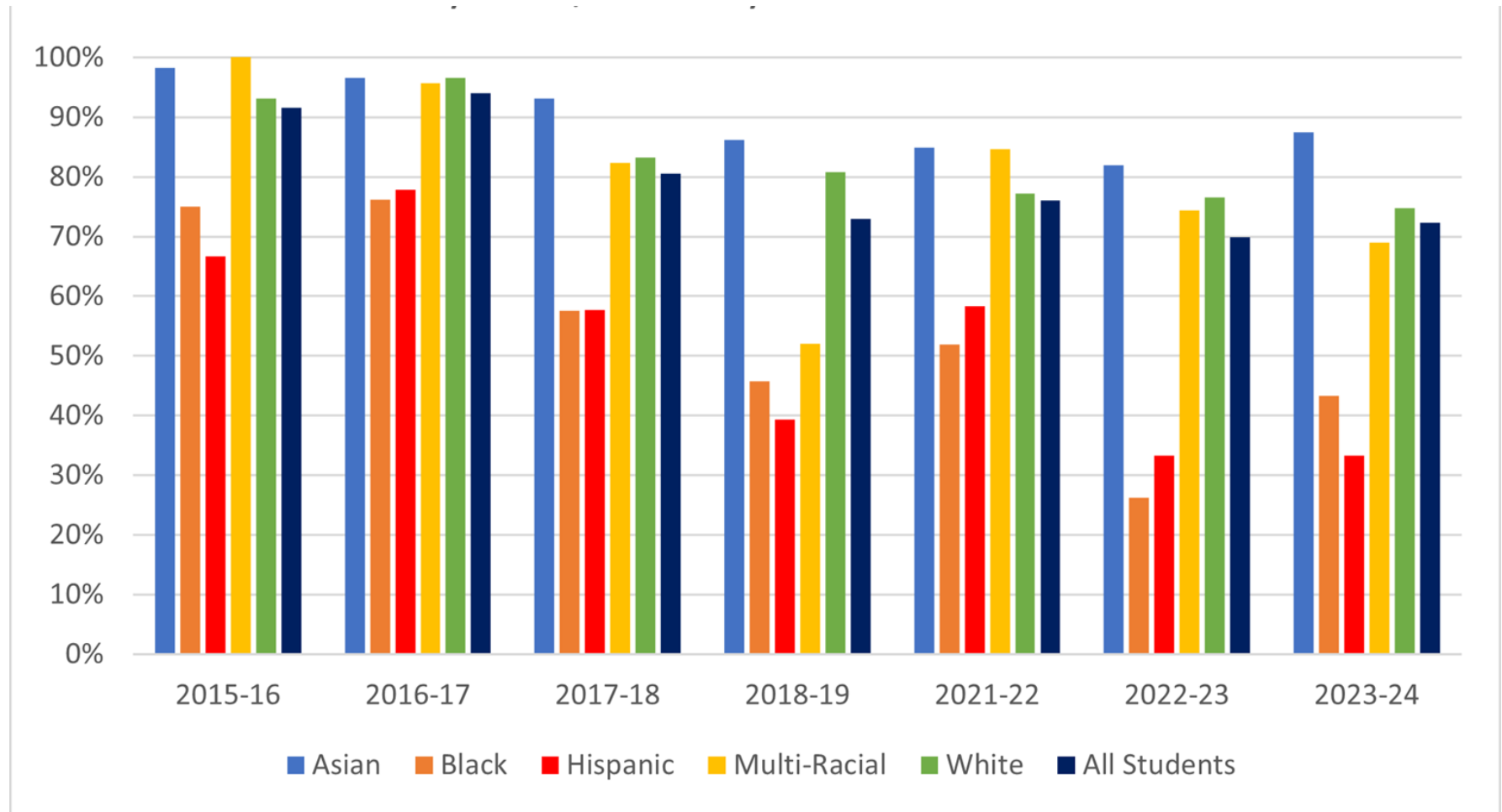
Instrument: In school setting?	
Past administration of instrument: In secondary school setting?	Yes
Past administration of instrument: Uses?	Research
Reliability	Cronbach's $\alpha$ : Cooperation (student measure) = .88, Advocate/Guide (student measure) = .80, and Negotiation = .78 (student measure). The conventionally accepted criterion of reliability for Cronbach's $\alpha$ is $\geq .70$ (Nunnally, 1978).
Content validity	The authors outlined a theory that defines the measured skills.
Substantive validity	Not available
Structural validity	The authors conducted an exploratory factor analysis to examine the dimensional structure of the measures. Three factors emerged: Cooperation, Advocate/Guide, and Negotiation. A confirmatory factor analysis was then used to attempt to confirm that the measure contained three dimensions. This model failed to reach conventionally accepted criteria for good fitting models.
External validity	Between-factor correlations are reported within and across measures.
Generalizability	Correlations are reported for the scores between the measures for the three modes of measurement (student-report, teacher-report, and situational tasks). These are all in the expected direction.
Consequential validity	Correlations are reported between the measures and course grades. The Cooperation factor scores were positively correlated with course grades in science and music; Advocate/Guide scores were positively correlated with course grades in science, social studies, and music; and Negotiation was positively correlated with course grades in math.
Fairness	The authors examined differences in mean scores for demographic subgroups. No significant differences were reported for gender or racial/ethnic subgroups. Significant differences were found for age, where older students scored higher on the instrument.

The authors examined differences in mean scores for demographic subgroups. No significant differences were reported for gender or racial/ethnic subgroups. Significant differences were found for age, where older students scored higher on the instrument.

Source: Wang, L., MacCann, C., Zhuang, X., Liu, L., & Roberts, R. (2009). Assessing teamwork and collaboration in high school students: A multimethod approach. *Canadian Journal of School Psychology*, 24(2), 41-54.

# Data Considerations

Do we disaggregate data by relevant sub-populations to identify inequities?



# Data Considerations

Who is at the table interpreting data and using data for decision making?



# Breakout Session

1. What are some of your school's/district's strengths related to bring an equity lens to your SEB efforts?
2. What are some of your challenges?
3. What is one idea or action step you would like to take to make your SEB MTSS efforts more equitable?

Questions 





## NEXT STEPS

### TA Provider Support

- Schedule a check-in as needed
- Reach out for support with resources

### Webinars

- Supporting Educator Wellbeing: 10/22/24
- Centering Belonging: 10/29/24





# EVALUATION

Please complete the evaluation survey for today's event to help us improve future offerings:

<https://go.edc.org/SEBEval>





THANK  
YOU

A white rectangular sign with the words "THANK YOU" written in large, red, hand-drawn letters. The sign is decorated with several small, colorful hearts: a green heart between the 'A' and 'N' of "THANK", a purple heart to the right of the 'K', an orange heart to the left of the 'Y' of "YOU", and a red heart between the 'O' and 'U' of "YOU". The sign is supported by two thin metal stakes and is placed in a garden bed with green plants and small flowers. To the right of the garden is a low stone wall, and to the left is a paved road with a white line. In the background, there are trees and a dark car parked on the road.