



The Problem-Solving Process: Moving from Admiring Data to Data-Driven Decision-Making

Join Judy Elliott, a nationally known leader in the MTSS process. In this six-session interactive series from 3:00-4:00. We will explore data-based decision-making using a well-researched problem-solving process. We will also examine data systems and infrastructures necessary to build the capacity for sustainable MTSS implementation. Each session will be recorded and participants will have access to the recordings after the sessions.

February 22: Introduction to the Problem-Solving Process

We will develop a common language and understanding of the six components of MTSS. We will become familiar with the 4-step problem-solving process (PSP) and its relation to Team Initiated Problem Solving (TIPS). We will begin Step 1 by identifying the problem with precision.

March 18: Using Data to Precisely Identify Your Problems

In this session, we will dig into Step 1 of the PSP and move into Step 2 to create a hypothesis as to why the problem is occurring.

April 17: Helpful Tools for Problem Analysis

In this session, we will continue working through step 2 using the ICEL (instruction, curriculum, environment, learner) and the RIOT (review, Interview, observe, test) tools to validate our hypotheses surrounding the root cause of the problem. The next step will be to validate each hypothesis using data.

May 8: Designing an Instruction and Intervention Plan

In this session, we will review and complete Step 2. We will begin Step 3 which is to develop a plan of action to address each hypothesis.

May 29: Evaluating the Plan

In this session, we will share our progress on Steps 2 and Step 3 and learn how to evaluate whether positive, questionable, or poor responses to instruction are occurring because of the actions you implemented.

June 5: Putting it All Together

In this session, we will review and share our work with the problem-solving process, including Step 4. Did it work? We will connect the dots to other data sources to ensure data-driven decision-making.

[REGISTER HERE](#)

Questions Email: AASC@mailbox.sc.edu or

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Meet Judy Elliott



Judy Elliott is the former Chief Academic Officer of the Los Angeles Unified School District where she was responsible for curriculum and instruction from early childhood through adult, professional development, innovation, accountability, assessment, afterschool programs, state and federal programs, health and human services, magnet programs language acquisition for both English and Standard English learners, parent outreach, and intervention programs for all students.

Before that, she was the Chief of Teaching and Learning in the Portland Oregon Public Schools and prior to that an Assistant Superintendent of Student Support Services in the Long Beach Unified School District in CA. Judy also worked as a Senior Researcher at the National Center on Educational Outcomes at the University of Minnesota. She started her career as a special education classroom teacher and then school psychologist. During this time she was an adjunct Professor at the State University College at Buffalo New York where she taught graduate courses in curriculum and instruction and applied behavior analysis in the Department of Exceptional Education. In 2012, she was appointed by Commissioner John King as the first-ever New York State "Distinguished Educator" to help support and oversee the Buffalo City School District Priority Schools.

Judy continues to assist districts, cooperatives, schools, national organizations, state and federal departments of education in their efforts to update and realign systems and infrastructures around curriculum, instruction, assessment, data use, leadership, and accountability that includes all students and renders a return on investment. Her research interests focus on systems change and leadership, equitable and accessible effective instruction for all students, data-based decision-making, and accelerated student achievement. She has trained thousands of staff, teachers, and administrators in the U.S. and abroad in areas of integrated service delivery systems, multi-tiered system of supports, effective use of data, linking assessment to district and classroom instruction and intervention, strategies and tactics for effective instruction, curriculum adaptation, collaborative teaching and behavior management. She has published over 51 articles, book chapters, technical/research reports, and books. She sits on editorial boards for professional journals and is active in many professional organizations.

Judy is nationally known for her work in Multi-Tiered System of Supports/Response to Instruction and Intervention. She has led many successful projects in this area and actively continues to support school districts and national organizations in this work.

