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The MiMTSS Technical Assistance Catalog provides information to Michigan educators about the various technical assistance offerings available through the MiMTSS Technical Assistance Center.

**Michigan’s Multi-Tiered System of Supports Technical Assistance Center**

Michigan’s Multi-Tiered System of Supports Technical Assistance Center (MiMTSS TA Center) works on behalf of the Michigan Department of Education (MDE) to provide a continuum of technical assistance to ISDs, districts, and schools in a Multi-Tiered System of Supports (MTSS) framework.

The Michigan Department of Education (MDE) has defined MTSS as a “comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes” (Michigan Department of Education, 2020; p.5). Defining the five essential components within the Michigan Department of Education Practice Profile for Multi-Tiered System of Supports, version 5.0 (MDE, 2020) further operationalizes MTSS. The five essential components include:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Intervention, and Supports
- Comprehensive Screening and Assessment System
- Continuous Data-Based Decision Making

Additional information regarding MDE's MTSS Practice Profile is on the MTSS page of the department's website (https://www.michigan.gov/mde/0,4615,7-140-81376_86454---,00.html).
Technical Assistance Defined

The MiMTSS Technical Assistance Center’s professional learning and resources intentionally align with MDE’s MTSS Practice Profile. In addition, the supports provided by the MiMTSS TA Center need to:

• Align with the values and mission of the TA Center
• Provide some flexibility to address the continuum of contextual variables while at the same time, hold to the principles that the TA Center is funded to support
• Be manageable and doable given the parameters of the TA Center’s funding and resource availability

Mission

The MiMTSS TA Center’s mission is to improve outcomes for all learners by assisting educators in developing infrastructures, including local capacity, and to support the high-quality and sustained implementation of effective data-driven practices within an MTSS framework.

Core Principles

The supports provided by the TA Center are reflective of the following core principles:

• Focus on meaningful, relevant, and equitable outcomes rather than activities
• Invest in systems to support fidelity, sustainability, and scalability
• Utilize evidence-based practices
• Use evaluation for continuous improvement
• Employ a multi-tiered framework with increasing support matched to need

The TA Center provides MTSS technical assistance on a continuum of intensity based on the supports provided and the effort required to access the TA support. The three categories of technical assistance are universal, targeted, and intensive.

Universal Technical Assistance

Universal technical assistance involves information provided primarily to educators through their own accord or in connection to larger district efforts. Examples include conference presentations provided by MiMTSS TA Center staff, professional learning session(s) related to a specific MTSS area of focus that does not include requirements outside of attendance for the event(s), the annual MTSS conference, as well as newsletters, guidebooks, and briefs available on the MiMTSS TA Center website (www.mimtstac.org).

Targeted Technical Assistance

Targeted technical assistance (TA) involves services developed based on needs common to multiple recipients and are not extensively individualized. This includes one-time events, such as facilitating strategic planning or hosting a series of state or regional events on specified content to meet an identified need. The partnership is defined by a letter of agreement for a single school year. The letter of agreement outlines mutual commitments from the TA Center and targeted TA recipients. Recipients of the targeted TA are required to attend the professional learning sessions, participate in the check-in meetings that occur after each professional learning session, collect MTSS fidelity data and installation checklist data, and enter the data into the MiMTSS Data System.

Districts or ISDs interested in targeted technical assistance will complete a request for targeted TA. Additional information is on the MiMTSS TA Center’s Targeted TA Request page (https://mimtstac.org/ta-supports/targeted-ta-request).

Intensive Technical Assistance

Intensive technical assistance involves services that require a stable, ongoing, multi-year relationship between the Technical Assistance Center staff and the intensive TA recipients. A prescribed series of activities, assessments, and data systems are implemented to reach a valued outcome, with ongoing data used to improve implementation and impact. The partnership is defined by a letter of agreement with mutual commitments from the Technical Assistance Center and the TA recipients. Intensive technical assistance is available at the district level for either an integrated behavior and reading MTSS framework or behavior only MTSS framework. The TA Center helps districts receiving intensive technical assistance to increase effectiveness by focusing on outcomes, developing implementation teams, procedures, resources, data for improvement, and implementing the components of an MTSS framework with fidelity.
The catalog is organized by the level of technical assistance (universal and targeted) and then further grouped by the various focus of support (e.g., Behavior, Literacy, MTSS Neutral).

Each offering in the catalog includes the following information:

- Title
- MTSS Essential Component Addressed
- Stage of Implementation
- Level of the Educational Cascade
- Description
- Outcomes
- Target Audience
- Format
- Prerequisite

Research indicating an increased likelihood of improved student outcomes aided in selecting practices outlined in this catalog. Research support for teaching the practices (e.g., PBIS, phonemic awareness) comes from guidance documents like the Institute for Educational Sciences (IES) Practice Guides (https://ies.ed.gov/ncee/wwc/PracticeGuides). Additionally, other resources used to review research effects for specific practices include but are not limited to the Intensive Intervention Tools Chart (https://intensiveintervention.org), Evidence for ESSA (https://www.evidenceforessa.org/programs/reading) and the What Works Clearing House (https://ies.ed.gov/ncee/wwc/). To realize these outcomes, it is important for educators participating in professional learning to take this information back and implement the practice with their students. Educators must implement the practices correctly and consistently to have the desired effect.
The four stages of implementation and definitions come from the National Implementation Research Network (NIRN). Each offering within the TA Catalog identifies the stage of implementation (exploration, installation, initial implementation, full implementation) most closely related to the training content.

**Exploration**
- Identifying the need for change
- Learning about possible educational innovations that may provide solutions
- Learning about what it takes to implement the educational innovation effectively
- Developing a team to support the work as it progresses through the stages
- Growing stakeholders and champions, leaders who are responsible for the successful use of educational innovations
- Assessing and creating readiness for change
- Developing communication processes to support the work beyond this stage of implementation
- Deciding whether or not to proceed in selecting/adopting the educational innovation

**Installation**
- Securing and developing the support (e.g., initial professional learning) needed to put a new approach or practice into place as intended
- Developing feedback loops between the educational innovation and leadership level to streamline communication and efficiently and effectively address barriers impeding implementation efforts
- Gathering feedback on the implementation of new educational innovations

**Initial Implementation**
- Trying out new skills and educational innovations and getting better at using those innovations
- Gathering data to check on how implementation is going
- Developing strategies for improvement based on data

**Full Implementation**
- Consistency in use of the educational innovation
- Integration of the educational innovation into practice
Universal Technical Assistance Offerings

An Introduction to Centering Equity in Positive Behavioral Interventions and Supports (PBIS)

**Target Audience:** Teams, Teachers, Administrators, Coaches

**Format:** EduPaths Course

**Prerequisite:** None

**MTSS Essential Component(s) Addressed:** Cross Components

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** School

This course supports educators wanting to learn more about the role of educational equity within their Positive Behavioral Interventions and Supports (PBIS) implementation and why it is so important for achieving high outcomes for all learners across all subgroups. This course introduces foundational equity constructs as defined by the Midwest and Plains Equity Assistance Center needed for advancing educational equity within the PBIS framework.

By the end of this course, participants will:

1. Define equity within an educational context
2. Understand the importance of educational equity and how it impacts learner outcomes
3. Apply the four constructs of educational equity within PBIS

---

Behavior Interventions in the Classroom

**MTSS Essential Component(s) Addressed:** Tiered Delivery System

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** Classroom

This training provides participants with a working understanding of behavior science and increases their strategies for addressing high-frequency, low-intensity behavior in the classroom. At the end of this session, participants are equipped with skills and a structure to intentionally select and implement classroom strategies to support learners’ academic and behavioral success.

By the end of this session, participants will:

1. Explain the foundations for strong behavioral supports in classrooms
2. Describe classroom intervention strategies used in a Prevent, Teach, Respond framework
3. Select among classroom intervention strategies to apply to the classroom

---

Classroom Positive Behavioral Interventions and Supports (PBIS)

**Target Audience:** K-12 Classroom Teachers, Administrators, Behavior Specialists, Interventionists, Coaches

**Format:** 1 session

**Prerequisite:** None

**MTSS Essential Component(s) Addressed:** Tiered Delivery System

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** Classroom

This professional learning focuses on applying Positive Behavioral Interventions and Supports (PBIS) in the classroom setting to increase academic engagement and prosocial behaviors for learners. Learners spend most of their time in the classroom, which makes the classroom a critical location for the implementation of PBIS.

By the end of this session, participants will:

1. Provide a rationale for classroom PBIS
2. Develop or refine classroom procedures and a classroom behavior matrix
3. Develop lesson plans for teaching the classroom procedures and behavior expectations
4. Identify and plan for the use of high-leverage classroom practices

**Target Audience:** K-12 Classroom Teachers, Administrators, Behavior Specialists, Interventionists, Coaches

**Format:** 1 session

**Prerequisite:** None

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July 2021
Universal Technical Assistance Offerings

Behavior

**Functional Behavioral Assessment and Behavior Intervention Planning (FBA/BIP)**

*MTSS Essential Component(s) Addressed: Tiered Delivery System*

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** School

This interactive series supports individuals who facilitate and/or participate in teams completing Functional Behavioral Assessments (FBA) and developing Behavior Intervention Plans (BIP). An effective FBA & BIP process can reduce problem behaviors and increase desired behaviors for learners, such as academic engagement and participation. Participants will learn about the FBA & BIP process along with support tools and information on how to facilitate the process.

By the end of these sessions, participants will:

1. Facilitate the Basic FBA process from defining behavior(s) to creating a hypothesis statement
2. Complete a competing pathway for a learner
3. Develop a Behavior Intervention Plan, including identifying strategies for prevention, teaching, and responding

**Target Audience:** General Education Teachers, Special Education Teachers, School Psychologists, School Social Workers, School Administrators

**Format:** 3 sessions

**Prerequisite:** None

**Sustaining School-wide PBIS Implementation**

*MTSS Essential Component(s) Addressed: Cross Components*

**Stage of Implementation:** Full Implementation

**Level of the Educational Cascade:** School

This course provides an overview of key factors that influence the sustainability of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) beyond initial implementation, along with tools and activities to support schools/districts in sustainability. Schools that sustain implementation of SWPBIS see increased teacher satisfaction and student achievement.

By the end of this course, participants will:

1. Describe the four factors for sustaining School-Wide PBIS
2. Identify activities and tools that support the sustainability of SWPBIS

**Target Audience:** School Leadership Teams, School-level Coaches

**Format:** EduPaths Course

**Prerequisite:** None
### Universal Technical Assistance Offerings

#### Literacy

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<tr>
<th>Offering</th>
<th>MTSS Essential Component(s) Addressed</th>
<th>Stage of Implementation</th>
<th>Level of the Educational Cascade</th>
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<td><strong>Data-Based Individualization</strong></td>
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<td>Exploration</td>
<td>Classroom</td>
<td>For some students, access to individualized, and increasingly intense intervention may be required. Data-Based Individualization (DBI) is a research-based process for individualizing and intensifying interventions in order to accelerate achievement. By the end of this session, participants will: 1. Identify students who require intensive support 2. Define the 5 steps in the data-based individualization (DBI) process 3. Demonstrate how DBI fits into an MTSS framework 4. Determine next steps for accessing technical assistance in how to implement DBI within an MTSS framework to improve outcomes for all students including students with disabilities</td>
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<td><strong>Explicit Instruction Academy</strong></td>
<td>Selection and Implementation of Instruction, Intervention, and Supports</td>
<td>Installation</td>
<td>Classroom</td>
<td>The Explicit Instruction Academy focuses on the design and delivery elements that define explicit instruction. As a high-leverage instructional practice, explicit instruction consistently yields positive effects for increasing outcomes for all learners, including students with disabilities. By the end of these sessions, participants will: 1. Provide bell-to-bell instruction to optimize student learning every day 2. Select critical content for lessons, breaking complex tasks into obtainable pieces 3. Design organized, systematic, intentional lessons that contain an opening, a body, and a closing, adjusting the lesson to the content 4. Present lessons in an engaging manner that optimizes student attention and learning 5. Elicit responses throughout the lesson 6. Monitor the accuracy of students' responses and adjust the lesson based on student performance</td>
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<td><strong>REWARDS® Intermediate</strong></td>
<td>Tiered Delivery System</td>
<td>Installation</td>
<td>Classroom</td>
<td>REWARDS Intermediate is a research-validated intervention program that focuses on supporting decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension. The development and use of these skills are critical for learners to be able to read grade-level text. This session prepares individuals to support the effective use of REWARDS Intermediate, a program for students in grades 4-6 reading at or above a third-grade level. By the end of this session, participants will: 1. Summarize the benefits of REWARDS Intermediate 2. Describe the components of REWARDS Intermediate, including the materials and instructional design 3. Implement REWARDS Intermediate with fidelity</td>
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**Target Audience:** District and School Administrators, School Psychologists, Special Education Teachers, General Education Teachers, Related Service Personnel

**Format:** 1 session

**Prerequisite:** None

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**MTSS Technical Assistance Catalog July 2021**
**REWARDS® Plus Science & Social Studies**

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation
Level of the Educational Cascade: Classroom

REWARDS Plus Science and REWARDS Plus Social Studies are intervention programs designed for students in middle and high school (grades 6-12). REWARDS Plus increases multisyllabic word reading skills in more complex informational text, expands vocabulary knowledge and application, and develops students' close reading and critical thinking skills. These programs serve as a culmination of learned skills that generalize to the late-middle and high school educational demands. This session prepares individuals to support the effective use of REWARDS Plus Science and REWARDS Plus Social Studies.

By the end of this session, participants will:

1. Describe the components of the REWARDS Plus lessons
2. Accurately implement the REWARDS Plus programs
3. Implement the appropriate mastery assessments included within the programs

Target Audience: Teachers, Administrators, Coaches

Format: 1 session
Prerequisite: Complete "The Simple View of Reading and Underlying Cognitive Foundations" course in EduPaths (www.edupaths.org)

**REWARDS® Secondary**

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation
Level of the Educational Cascade: Classroom

REWARDS Secondary focuses on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage fluency, and academic language vocabulary and comprehension to access grade-level content area text effectively. REWARDS Secondary can be part of a short-term, strategic intervention for struggling readers (grades 6-12). This session prepares individuals to support the effective use of REWARDS Secondary.

By the end of this session, participants will:

1. Articulate the benefits of multisyllabic word instruction, accuracy and rate development, comprehension and vocabulary instruction
2. Accurately implement REWARDS Secondary

Format: 1 session
Prerequisite: Complete "The Simple View of Reading and Underlying Cognitive Foundations" course in EduPaths (www.edupaths.org)

**The Simple View of Reading and Underlying Cognitive Foundations**

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Exploration
Level of the Educational Cascade: Classroom

During this course, educators will acquire knowledge of the cognitive foundations of reading and learning to read. The Simple View of Reading framework describes capacities needed for reading and learning to read and how they relate to each other. Having a shared knowledge, educators can work on a team to address learners' reading needs and determine how instruction positively impacts these needs.

By the end of this course, participants will:

1. Articulate the definition of the Science of Reading
2. Summarize how the Simple View of Reading equation works and the importance of both parts
3. Understand that while the view is simple, the underlying cognitive foundations are quite complex
4. Identify how the underlying cognitive foundations translate into the learning progression for developing skilled readers

Target Audience: Teachers, Administrators, Coaches

Format: EduPaths Course
Prerequisite: None
### Universal Technical Assistance Offerings

**Measures & Data Systems**

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<th>Stage of Implementation</th>
<th>Level of the Educational Cascade</th>
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<td>Acadience® Reading K-6 Essentials</td>
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<td>K-6 Classroom Teachers, Special Education Teachers, Reading Specialists or Interventionists, Instructional Coaches, Principals</td>
<td>Comprehensive Screening &amp; Assessment System</td>
<td>Installation</td>
<td>Classroom</td>
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<tr>
<td>Acadience® Reading K-6 Data Interpretation</td>
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<td></td>
<td></td>
<td>Installation</td>
<td>Classroom</td>
<td>Online workshop offered through Acadience Learning</td>
<td>Acadience® Reading K-6 Essentials</td>
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<tr>
<td>Acadience® Reading Mentor Training</td>
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<td>K-6 Classroom Teachers, Special Education Teachers, Reading Specialists or Interventionists, Instructional Coaches, Principals</td>
<td>Comprehensive Screening &amp; Assessment System</td>
<td>Installation</td>
<td>District</td>
<td>Online workshop offered through Acadience Learning</td>
<td>Acadience® Reading K-6 Essentials and Acadience Reading Data Interpretation</td>
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### As a result of this online workshop, participants will:

1. Extend knowledge of Acadience Reading measures and data
2. Provide training in Acadience Reading K-6 Essentials and Data Interpretation
3. Navigate presentation materials necessary for Acadience Reading training topics
4. Observe and provide feedback to Acadience Reading K-6 assessors
5. Assist others in the interpretation and use of student, classroom, grade-level, school, and district-level Acadience Reading data
An Overview of the School Climate Survey Suite

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Exploration
Level of the Educational Cascade: School

The School Climate Survey Suite provides staff, family, and student surveys that are brief, valid, and reliable measures of perception of school climate. This course provides an overview of the surveys and considerations for administration. Perception data collected from these surveys can guide improvements to a school's PBIS system. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools' behavioral challenges. This course provides an overview of the SWPBIS TFI, including key features and considerations for administration.

By the end of this course, participants will:
1. Identify the purpose and features of the School Climate Survey Suite
2. Describe the process and key considerations for administering the School Climate Surveys

Target Audience: Data Coordinators, Coaches, Administrators
Format: EduPaths Course
Prerequisite: None

Becoming a PBIS Assessment Coordinator

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation
Level of the Educational Cascade: District

This course describes the role and responsibilities of the PBIS Assessment Coordinator. A PBIS Assessment Coordinator is needed to access the School-wide PBIS Tiered Fidelity Inventory and the School Climate Survey Suite through PBIS Assessment to measure fidelity and impact. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools' behavioral challenges. Individuals interested in becoming a PBIS Assessment Coordinator must complete this course and submit the required forms described at the end of the course.

By the end of this course, participants will:
1. Articulate the role of the PBIS Assessment Coordinator
2. Access and navigate the PBIS Assessment website
3. Submit the required forms to become a PBIS Assessment Coordinator

Target Audience: Data Coordinators
Format: EduPaths Course
Prerequisite: None

Check-in, Check-Out (CICO) SWIS Facilitator Training

MTSS Essential Component(s) Addressed: Comprehensive Screening & Assessment System

Stage of Implementation: Installation
Level of the Educational Cascade: District

This training prepares and certifies participants as CICO-SWIS Facilitators to support local schools implementing the CICO-SWIS web application. CICO-SWIS provides staff with an application to quickly and efficiently enter CICO point card data for those students enrolled in the Tier 2 behavior intervention, Check-In, Check-Out. User-friendly graphs and reports in CICO-SWIS support the real-time analysis of individual student progress data and the overall effectiveness and fidelity of the CICO intervention. Quick and easy access to student progress data allows staff to equitably and efficiently respond to student need, based upon data patterns.
**Early Warning System (EWS) Coordinator Training**

**MTSS Essential Component(s) Addressed:** Comprehensive Screening & Assessment System

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** District

This series prepares individuals to support the installation and ongoing use of MiEWIMS in the context of MTSS implementation. MiEWIMS is a free-access data tool for districts and secondary schools to monitor attendance, behavior, and course performance data, then use that data for decision making at a systems and student level. When educators use data to examine their systems’ health and support each and every learner, students and families will benefit from more consistent and systems-driven responses.

By the end of these sessions, participants will:

1. Explain how an Early Warning System is part of an effective Multi-Tiered System of Supports for secondary schools
2. Practice using the MiEWIMS data tool and accompanying resources
3. Describe the responsibilities of an Early Warning System Coordinator

**Target Audience:** Data Coordinators

**Format:** 2 sessions

---

**Facilitating the School-wide PBIS Tiered Fidelity Inventory**

**MTSS Essential Component(s) Addressed:** Comprehensive Screening and Assessment System

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** District

This course prepares participants for the successful facilitation of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI). A SWPBIS TFI Facilitator accurately and efficiently administers the SWPBIS TFI with School Leadership Teams. The SWPBIS TFI is an efficient, valid, and reliable measure of the extent to which school personnel apply the core features of school-wide PBIS. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools’ behavioral challenges. Individuals interested in becoming a SWPBIS TFI Facilitator must complete this course and subsequent courses and submit the required forms upon completion.

By the end of this course, participants will:

1. Identify the role and responsibilities of the SWPBIS TFI Facilitator

**Prerequisite:** Participants must be working with a district that has signed the MiEWIMS Use Agreement

**Target Audience:** Data Coordinators

**Format:** EduPaths Course

**Prerequisite:** An Overview of the School-wide PBIS Tiered Fidelity Inventory course in EduPaths (www.edupaths.org)
MiEWIMS Overview

**MTSS Essential Component(s) Addressed:** Comprehensive Screening and Assessment System

**Stage of Implementation:** Exploration

**Level of the Educational Cascade:** School

The session provides an overview of the MiEWIMS tool and how it supports an Early Warning Intervention and Monitoring System (EWIMS) and Multi-Tiered System of Supports (MTSS) in districts, schools, and classrooms. MiEWIMS supports educators in ensuring all learners are engaged in school and on track for high school graduation. The session is for individuals interested in learning more about MiEWIMS but are not yet ready to support a district's use of MiEWIMS.

By the end of this session, participants will:

1. Define the MiEWIMS tool
2. Describe how MiEWIMS works within a Multi-Tiered System of Supports (MTSS) and Early Warning Intervention and Monitoring System (EWIMS)

**Target Audience:** Teachers, Administrators, Teams, Coaches

**Format:** 1 session

**Prerequisite:** None

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Reading Tiered Fidelity Inventory 2.0: New Facilitator Training

**MTSS Essential Component(s) Addressed:** Cross Components

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** District

The elementary and secondary R-TFI 2.0 provides schools with a tool to assess the reading components of a Multi-Tiered System of Supports (MTSS) framework. Its purpose is to provide a roadmap for teams to strengthen reading supports for all learners within a tiered delivery system, including students with disabilities. This series prepares individuals to be R-TFI Facilitators. Individuals who complete this series will have foundational knowledge related to the reading science and MTSS concepts underlying the items. They will also learn to administer the measure successfully.

By the end of these sessions, participants will:

1. Describe the purpose of the R-TFI
2. Outline the administration and scoring procedures
3. Understand the teaming structures needed at the elementary and secondary level to support the reading components of an MTSS framework
4. Explain the critical components for developing skilled readers

**Target Audience:** Data Coordinators

**Format:** 4 sessions

**Prerequisite:** None

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Reading Tiered Fidelity Inventory 2.0: Preparing Existing Facilitators

**MTSS Essential Component(s) Addressed:** Cross Components

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** District

The Reading Tiered Fidelity Inventory (R-TFI) has been updated based on validation efforts, reading research, MTSS implementation, and methods for intensifying instruction. These sessions prepare existing R-TFI Facilitators to understand the changes to the tool to administer the R-TFI successfully to school teams.

By the end of these sessions, participants will:

1. Describe new updates to the structure of the Elementary and Secondary R-TFI 2.0
2. Identify critical teaming structures and team responsibilities to support the implementation of the reading components of an MTSS framework
3. Summarize critical changes to the Tier 1 and Advanced Tier items
4. Restate the essential practices for intensifying reading instruction and how Advanced Tier items represent these practices

**Target Audience:** Data Coordinators

**Format:** 6 sessions

**Prerequisite:** Previous in-person R-TFI Facilitator training or the EduPaths R-TFI Facilitator Course series in EduPaths (www.edupaths.org)
School-wide Information System (SWIS) Facilitator Training

**MTSS Essential Component(s) Addressed:** Comprehensive Screening & Assessment System

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** District

This series prepares and certifies participants as SWIS Facilitators to support local schools interested in implementing the School-Wide Information System (SWIS). SWIS is a web-based decision system that monitors student behavior by tracking behavior incidents and supports decision making through real-time access to user-friendly comprehensive school-wide and individual student graphs. Educators can make more effective, efficient, and equitable decisions when they have the right data in the right format at the right time. Using SWIS to analyze school-wide data allows school teams to create clear and specific action plans to reduce behavior referrals by implementing strategies that prevent, teach, and respond to school-wide and individual student behavior. A reduction in behavior referrals typically results in increased time for instruction and increased engagement and achievement for learners.

By the end of these sessions, participants will:

1. Navigate the SWIS application and support school-level users in account set-up, data entry, and reporting
2. Lead schools through initial SWIS Readiness and Licensing
3. Teach schools to engage in data-based decision making using graphs and reports in the SWIS application, including equity reports to ensure positive outcomes for all students
4. Describe the role of a SWIS Facilitator in monitoring school readiness, conducting new user training, and providing technical assistance and ongoing maintenance associated with supporting SWIS implementation
5. Provide coaching for schools related to using the SWIS application for data-based decision making and maintaining readiness requirements

**Target Audience:** Data Coordinators

**Format:** 3 sessions

**Prerequisite:** None

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School-wide PBIS Tiered Fidelity Inventory: Tier 1

**MTSS Essential Component(s) Addressed:** Comprehensive Screening & Assessment System

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** District

This course prepares participants for the successful facilitation of Tier 1 of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI). A SWPBIS TFI Facilitator is responsible for accurately and efficiently administering the SWPBIS TFI with School Leadership Teams. The SWPBIS TFI is an efficient, valid, and reliable measure of the extent to which school personnel apply the core features of school-wide PBIS. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools’ behavioral challenges. Individuals interested in becoming a SWPBIS TFI Facilitator for Tier 1 must complete this course and submit the required form upon completion.

By the end of this course, participants will:

1. Identify the subscales and items within Tier 1 of the SWPBIS TFI
2. Anticipate which data sources will best support the administration of the SWPBIS TFI with a School Leadership Team

**Target Audience:** Data Coordinators

**Format:** EduPaths Course

**Prerequisite:** An Overview of the School-wide PBIS Tiered Fidelity Inventory course and Facilitating the School-wide PBIS Tiered Fidelity Inventory course in EduPaths (www.edupaths.org)

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School-wide PBIS Tiered Fidelity Inventory: Tier 2

**MTSS Essential Component(s) Addressed:** Comprehensive Screening & Assessment System

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** District

This course prepares participants for the successful facilitation of Tier 2 of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI). A SWPBIS TFI Facilitator is responsible for accurately and efficiently administering the SWPBIS TFI with School Leadership Teams. The SWPBIS TFI is an efficient, valid, and reliable measure of the extent to which school personnel apply the core features of school-wide PBIS. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools’ behavioral challenges. Individuals interested in becoming a SWPBIS TFI Facilitator for Tier 2 must complete this course and submit the required form upon completion.

By the end of this course, participants will:

1. Identify the subscales and items within Tier 2 of the SWPBIS TFI
2. Anticipate which data sources will best support the administration of the SWPBIS TFI with a School Leadership Team

**Target Audience:** Data Coordinators

**Format:** EduPaths Course

**Prerequisite:** An Overview of the School-wide PBIS Tiered Fidelity Inventory course and Facilitating the School-wide PBIS Tiered Fidelity Inventory course in EduPaths (www.edupaths.org)
School-wide PBIS Tiered Fidelity Inventory: Tier 3

**School-wide PBIS Tiered Fidelity Inventory: Tier 3**

**MTSS Essential Component(s) Addressed:** Comprehensive Screening and Assessment System

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** District

This course prepares participants for the successful facilitation of Tier 3 of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI). A SWPBIS TFI Facilitator is responsible for accurately and efficiently administering the SWPBIS TFI with School Leadership Teams. The SWPBIS TFI is an efficient, valid, and reliable measure of the extent to which school personnel apply the core features of school-wide PBIS. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools’ behavioral challenges. Individuals interested in becoming a SWPBIS TFI Facilitator for Advanced Tiers must complete this course and submit the required form upon completion.

By the end of this course, participants will:

1. Identify the subscales and items within Tier 3 of the SWPBIS TFI
2. Anticipate which data sources will best support the administration of the SWPBIS TFI with a School Leadership Team

**Target Audience:** Data Coordinators, Coaches

**Format:** EduPaths Course

**Prerequisite:** An Overview of the School-wide PBIS Tiered Fidelity Inventory course and Facilitating the School-wide PBIS Tiered Fidelity Inventory course in EduPaths (www.edupaths.org)
MTSS Neutral

Developing Readiness Using the MTSS Practice Profile

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Exploration
Level of the Educational Cascade: District

The MDE MTSS Practice Profile guides the development and refinement of the necessary supports for MTSS implementation (e.g., professional learning). This session prepares district and school leaders to understand its contents and to use the MTSS Practice Profile as a starting point for creating district-wide readiness for more in-depth MTSS related professional learning.

By the end of this session, participants will:
1. Identify the five Essential Components of the MTSS Practice Profile
2. Relate the critical information within the Essential Components to additional MTSS related professional learning available to districts/schools
3. Measure staff readiness to develop a plan for MTSS implementation efforts

Target Audience: District and School Administrators
Format: 1 session
Prerequisite: None

District Leadership: Supporting the Whole Child Through MTSS

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Exploration
Level of the Educational Cascade: District

This session supports district leaders in understanding the basic components of supporting the whole child through an MTSS framework as defined by MDE's MTSS Practice Profile and the science of how we learn. This session includes specific, actionable next steps a district can take to support the whole child through MTSS.

By the end of these sessions, participants will:
1. Articulate the five Essential Components of the MTSS Practice Profile
2. Identify how to apply the science of how we learn to support all learners within the MTSS framework
3. Identify actions that a district can take to build an infrastructure to support the whole child within an MTSS framework

Target Audience: District Administrators
Format: 2 sessions
Prerequisite: None

Multi-Tiered System of Supports: Why MTSS?

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Exploration
Level of the Educational Cascade: School

Interested in learning more about what a Multi-Tiered System of Supports is, what the benefits are of implementing an MTSS framework, and how to get started with MTSS in your school or district? This overview session supports individuals exploring an MTSS framework by building background knowledge and identifying actionable next steps.

By the end of this session, participants will:
1. Define Multi-Tiered System of Supports (MTSS)
2. Articulate the benefits of implementing an integrated behavior and academic MTSS framework
3. Identify how an MTSS framework integrates evidence-based practices
4. Describe how the use of data-based decision making creates an efficient, effective, and equitable MTSS framework
5. Identify specific steps to get started with MTSS in your school or district

Target Audience: Teachers, Coaches, Administrators
Format: 1 session
Prerequisite: None

Shared MTSS Understanding Using the Practice Profile

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Exploration
Level of the Educational Cascade: ISD

MTSS understanding and the implementation supports provided spans across the ISD (cross departments or offices). The MDE MTSS Practice Profile guides the development and refinement of the necessary supports for MTSS implementation (e.g., professional learning). It is also a good tool to create common understanding and shared language about MTSS. This session prepares ISD leaders and staff to understand how use of the Practice Profile can help create internal staff capacity to develop and support the use of the components within an MTSS framework.

Target Audience: Teachers, Coaches, Administrators
Format: 1 session
Prerequisite: None
Universal Technical Assistance Offerings

MTSS Neutral

By the end of these sessions, participants will:
1. Identify the five Essential Components of the MDE MTSS Practice Profile
2. Relate the critical information within the Essential Components to additional MTSS related professional learning available to ISD’s for capacity-building efforts
3. Measure staff readiness to develop an MTSS capacity-building plan

Target Audience: ISD staff
Format: 2 sessions
Prerequisite: None

Supporting the Whole Child Through MTSS for School Staff

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Exploration
Level of the Educational Cascade: School

This session supports school staff and administrators to understand the basic components of supporting the whole child through an MTSS framework as defined by MDE’s MTSS Practice Profile. The session unpacks the science behind how we learn and how this science can be applied to an MTSS framework. Specific, actionable next steps for classroom teachers and administrators are identified.

By the end of this session, participants will:
1. Articulate the five essential components of the MDE MTSS Practice Profile
2. Identify how to apply the science of how we learn to support the whole child within an MTSS framework
3. Identify actions that teachers and administrators can take to apply this learning in the classroom

Target Audience: Teachers and Administrators
Format: 1 session
Prerequisite: None

Targeted Technical Assistance Offerings

Functional Behavioral Assessment & Behavior Intervention Plan State Trainer Network

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation
Level of the Educational Cascade: ISD

The purpose of this State Trainer Network series is to develop local training capacity within ISDs to train individuals to facilitate and/or participate on teams completing a Functional Behavioral Assessment (FBA) and create a Behavior Intervention Plan (BIP). High-quality FBAs and BIPs can lead to improved outcomes for students accessing Tier 3, individualized support.

By the end of these sessions, participants will:
1. Explain misrules, legal mandates, and best practices associated with Functional Behavioral Assessments and Behavior Intervention Plans
2. Describe behavioral principles, key terms, and common data collection methods using examples and non-examples
3. Model facilitation of the FBA process from defining a target behavior to creating a hypothesis statement
4. Practice developing a Behavior Intervention Plan using a Prevent, Teach, Respond framework
5. Effectively evaluate the quality of an FBA and BIP when provided examples to review
6. Apply metrics to measure both the implementation of the BIP (fidelity) and the impact of the plan on student outcomes
7. Prepare to train school teams in the FBA and BIP process

Target Audience: ISD identified trainers
Format: 3 sessions
Prerequisite: None
Behavior

Integrating Trauma-Informed Practices into Tier 1 School-wide Positive Behavioral Interventions and Supports (PBIS)

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Intervention, and Supports

Stage of Implementation: Initial Implementation
Level of the Educational Cascade: School

This series supports School Leadership Teams with integrating trauma-informed practices into their existing Tier 1 School-wide PBIS system. The PBIS framework allows schools to incorporate knowledge about trauma into an established multi-tiered system rather than focusing on trauma as a separate initiative. Schools that integrate trauma-informed practices into Tier 1 can respond to the needs of all students with increased efficiency and effectiveness.

By the end of these sessions, teams will:

1. Explain what trauma is and what a trauma response might look like in the classroom
2. Understand the importance of a professional development plan and using data for decision making
3. Identify strategies to integrate into their Tier 1 School-wide PBIS system

Target Audience: School Leadership Teams with School-level Coaches
Format: 3 sessions
Prerequisite: Successful implementation of Tier 1 School-wide Positive Behavioral Interventions and Supports (PBIS)

Sustainability Support for School-wide Positive Behavioral Interventions and Supports (SWPBIS)

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Full Implementation
Level of the Educational Cascade: School

This series focuses on what it takes to sustain the implementation of School-wide Positive Behavioral Interventions and Supports over time.

By the end of these sessions, teams will:

1. Describe the factors that research has demonstrated contribute to sustained implementation of PBIS
2. Assess current efforts relative to the sustainability factors and develop actionable next steps

Target Audience: School Leadership Teams and School-Level Coaches
Format: 4 sessions
Prerequisite: Completion of the full scope and sequence of School-wide PBIS training offered through the MiMTSS TA Center and collection of at least Tier 1 of the School-wide PBIS Tiered Fidelity Inventory (TFI) in the past year
Targeted Technical Assistance Offerings

**Behavior**

**Tier 1 Behavior Components of an MTSS Framework Series (K-12)**

**MTSS Essential Component(s) Addressed:** Selection and Implementation of Instruction, Intervention, and Supports

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** School

This series supports schools installing Tier 1 Behavior Components using a Positive Behavioral Interventions and Supports (PBIS) framework. Schools that implement School-wide PBIS experience increased positive and prosocial behaviors, resulting in improved academic instruction time.

By the end of these sessions, teams will:

1. Summarize the foundations for School-wide PBIS and identify a compelling why for the implementation to support stakeholder buy-in
2. Explore ways to intentionally seek input and participation from staff, students, and families with diverse perspectives when developing behavior systems
3. Create a plan to develop necessary products for School-wide PBIS leading toward a Kick-Off of implementation
4. Describe how fidelity and outcome data can support decision making and continuous improvement

**Target Audience:** School Leadership Teams and School-Level Coaches

**Format:** 4 sessions for School Leadership Teams and School-Level Coaches, additional 2 sessions for School-Level Coaches

**Prerequisite:** None

**Tier 1 School-wide Positive Behavioral Interventions and Supports State Trainer Network**

**MTSS Essential Component(s) Addressed:** Tiered Delivery System

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** ISD

This series develops local training capacity within ISDs to support training School Leadership Teams and Coaches to install and implement Tier 1 School-wide Positive Behavioral Interventions and Supports (SWPBIS), focusing on centering equity. Schools that implement SWPBIS demonstrate increases in a positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools’ behavioral challenges.

By the end of these sessions, participants will:

1. Explain what SWPBIS is to a novice learner and respond to common questions based on the foundation of SWPBIS
2. Identify active engagement strategies for adult learners
3. Review SWPBIS data sources used within a school’s PBIS framework
4. Prepare to train schools in the installation and use of Tier 1 SWPBIS

**Target Audience:** ISD identified trainers

**Format:** 6 sessions

**Prerequisite:** None

**Tier 2 School-wide Positive Behavioral Interventions and Supports State Trainer Network**

**MTSS Essential Component(s) Addressed:** Tiered Delivery System

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** ISD

This series develops local training capacity within ISDs to support training School Leadership Teams and Coaches to install and implement a Tier 2 Behavior Intervention System and Tier 2 Intervention Check-in, Check-Out (CICO). Schools that implement a Tier 2 Behavior Intervention System have the means to ensure efficient, effective, and equitable access to intervention supports for behavior matched to the learners’ needs.

By the end of these sessions, participants will:

1. Explain CICO to a novice learner and respond to common questions related to CICO
2. Explain why an intervention platform is critical to efficient, effective, and equitable access to intervention supports for behavior matched to the learners’ needs

**Target Audience:** ISD identified trainers

**Format:** 6 sessions

**Prerequisite:** None
3. Determine how communication around data use and analysis flows through a Behavior Intervention System

4. Identify how intervention access and effectiveness data contribute to an efficient, effective, and equitable Behavior Intervention System

**Target Audience:** ISD identified trainers  
**Format:** 3 sessions  
**Prerequisite:** Tier 1 School-wide Positive Behavioral Interventions and Supports State Trainer Network series or equivalent offered through the MiMTSS TA Center

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**Tier 3 School-wide Positive Behavioral Interventions and Supports State Trainer Network**

*MTSS Essential Component(s) Addressed:* Cross Components

*Stage of Implementation:* Installation  
*Level of the Educational Cascade:* ISD

These sessions develop local training capacity within ISDs to support School Leadership Teams and Coaches to install and implement Tier 3 behavior supports. Through activities designed to build background knowledge and respond to common questions that arise during training, these sessions prepare participants to train teams and coaches in the systematic intensification of behavioral interventions to improve students’ access to Tier 3 support.

By the end of these sessions, participants will:

1. Describe features of Tier 3 supports
2. Explain the specific intensification variables that can be applied to interventions to improve student outcomes through the use of examples and non-examples
3. Apply intensification variables to interventions with practice scenarios

4. Provide a rationale for including interventionist meetings as a part of the intensification of interventions within a behavior intervention system

5. Define the structure and function of a Student Support Team

**Target Audience:** ISD identified trainers  
**Format:** 2 sessions  
**Prerequisite:** Tier 1 and Tier 2 School-wide Positive Behavioral Interventions and Supports State Trainer Network series or equivalent offered through the MiMTSS TA Center
By the end of these sessions, participants will:
1. Outline the challenges with learning to read
2. Explain how phonological skills develop and should be taught
3. Describe why code-emphasis instruction is important
4. Understand how reading and spelling are related
5. Explain “advanced word study”
6. Explore position-based spelling correspondences and other orthographic conventions
7. Understand the relationship between oral reading fluency and reading comprehension
8. Align class-wide reading and intervention instruction with research-supported instructional methods

**Target Audience:** Teachers, Interventionists, Ancillary staff, Coaches/Lead Teachers, Administrators

**Format:** 12 sessions

**Prerequisites:** All participants must have the LETRS Volume 1 printed materials and online learning access. Before attending each session, participants need to complete the assigned readings (units) and online learning modules, including the unit learning assessment.

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**Literacy**

**Developing Skilled Readers Series Part 2: Understanding Comprehension Processes and Comprehension Instruction**

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

This series builds upon Developing Skilled Readers Part 1 and the reading learning progression by focusing on listening comprehension (including oral language, vocabulary), and reading comprehension components within the Simple View of Reading. This series prepares educators to understand the complexities of reading comprehension and design and deliver high-quality instruction that helps students construct meaning from challenging text.

By the end of these sessions, participants will:
1. Understand the relationship between vocabulary knowledge, background/topic knowledge, oral language proficiency, and reading comprehension
2. Explain instructional methods to teach vocabulary
3. Survey the language and cognitive skills that support reading comprehension
4. Outline instructional methods to mediate comprehension before, during, and after text reading
5. Describe how to organize reading instruction to teach both foundational reading skills and language comprehension using high-quality text
6. Explain the importance of developing skillful writers
7. Outline ways to meaningfully integrate reading and writing instruction to support students’ understanding of content and to advance the component skills in both areas
8. Align class-wide reading and intervention instruction with research-supported instructional methods learned throughout the series

**Target Audience:** Teachers, Interventionists, Ancillary staff, Coaches/Lead Teachers, Administrators

**Format:** 12 sessions

**Prerequisite:** Developing Skilled Readers Part 1 (LETRS Volume 1); all participants must have the LETRS Volume 2 printed materials, online learning access, and the book, *The Reading Comprehension Blueprint* (Hennessy, 2020). Before attending each session, participants need to complete the assigned readings (chapters for the book and units for LETRS Volume 2) and the LETRS online learning modules, including the unit learning assessment.

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** Classroom

Teacher knowledge and use of a learning progression for developing skilled readers are a critical first step in providing a tiered delivery system designed to accelerate reading outcomes for all students, including students with disabilities. LETRS details for teachers the what, why, and how of scientifically-based reading instruction. It addresses the structures of the English language, the cognitive processes of learning to read, and the teaching practices to prevent and accelerate outcomes for students with reading difficulties, including characteristics of dyslexia. Professional learning encompasses individual readings, online learning, and live training sessions. This is the first of a 2-part series that will primarily focus on the skills within the decoding and word recognition component of the Simple View of Reading. Part 2 is a separate request for Targeted Technical Assistance.
Explicit Instruction to Increase Access and Opportunities for ALL Students

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

Explicit instruction consistently yields positive effects for increasing outcomes for all students, including students with disabilities. This series prepares participants to design and deliver high-quality reading lessons that integrate students' access to quality text to increase understanding of discipline-specific content. Principals and other teacher leaders who will provide coaching support to colleagues will participate in additional specialized sessions focused on collecting explicit instruction implementation data to inform celebrations and opportunities for further learning. School/district leaders who seek to implement the information presented in this series should also consider accessing the "Explicit Instruction: Stage-Based Implementation Planning" Targeted Technical Assistance offering.

By the end of these sessions, participants will:
1. Define the elements of explicit instruction
2. Outline best practices for delivering high-quality instruction that engages all learners
3. Describe the different types of active participation procedures to increase students' opportunities to demonstrate understanding of the content
4. Identify critical elements for designing explicit teaching lessons that include an opening, body, and closing
5. Distinguish between the purpose and different types of practice to embed into lessons
6. Apply the elements of explicit instruction to reading lessons and discipline-specific lessons that incorporate the use of high-quality text (e.g., using passage reading procedures, teaching vocabulary, teaching factual knowledge and skills)

Target Audience: Teachers, Interventionists, Leaders, Coaches/Lead teachers, Administrators

Format: 8 sessions, plus 3 additional sessions for principals and coaches/lead teachers

Prerequisite: None

Explicit Instruction: Stage-Based Implementation Planning

MTSS Essential Component(s) Addressed: Team-Based Leadership

Stage of Implementation: Exploration, Installation

Level of the Educational Cascade: District

Although implementation is easier said than done, the “Implementation Stages Planning Tool” assists individuals in attending to each stage of implementation to ensure high-quality use of an innovation. This series prepares individuals to carefully plan and oversee explicit instruction implementation across schools and within a district. Although explicit instruction is the learning object being applied to the “Implementation Stages Planning Tool,” the information in the sessions is generalizable across practices or programs whose implementation success requires careful planning, coordination, and monitoring.

By the end of these sessions, teams will:
1. Define “Implementation Science”
2. Label the variables in the formula for successful implementation
3. Use the “Implementation Stages Planning Tool” to retrospectively assess the implementation of a previous initiative

Target Audience: ISD consultants or teams; District Implementation Teams; School Leadership Teams

Format: 3 sessions

Prerequisite: None

Tier 1 Reading Components of an Elementary MTSS Framework

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Interventions, and Supports

Stage of Implementation: Installation

Level of the Educational Cascade: School

This series supports schools installing Tier 1 reading components of an MTSS framework within an elementary school setting. Schools implementing the Tier 1 reading components with fidelity are more likely to see improved outcomes for learners. School Leadership Teams and School-level Coaches begin initial implementation planning during this series.

By the end of these sessions, teams will:
1. Define the distinct roles of the School Leadership Team (SLT) and the school-level coach
2. Articulate the Tier 1 reading components of an MTSS framework

3. Outline specific installation action steps for the SLT, administration, and staff related to the Tier 1 reading components of an MTSS framework

Target Audience: School Leadership Teams and School-level Coaches

Format: 4 sessions

Prerequisite: None

## Tier 1 Reading Components of a Secondary MTSS Framework

**MTSS Essential Component(s) Addressed:** Selection and Implementation of Instruction, Interventions, and Supports

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** School

The benefits of being a competent reader who regularly engages with written text are numerous. In addition to reading frequently and widely, part of becoming a skilled reader involves incorporating a set of before, during, and after instructional strategies and reading methods within core subject areas. These strategies and methods support students' abilities to successfully read and understand the text used to learn discipline-specific information. This series encourages increased use of written text, focuses on teaching specific content area reading strategies to an identified department team, and supports a School Leadership Team to oversee the school's reading implementation efforts.

By the end of these sessions, teams will:

1. Increase students' opportunities to read informational text
2. Implement identified secondary content area reading strategies with fidelity
3. Articulate the components of Tier 1 reading components of a secondary MTSS framework
4. Identify specific action steps to support implementation efforts of Tier 1 reading components of a secondary MTSS framework
5. Define the distinct roles of the School Leadership Team and the Department Teams related to Tier 1 implementation of the reading components of an MTSS framework

Target Audience: School Leadership Teams and Teachers from one Department Team with Special Education Teachers and Instructional Coaches (if applicable)

Format: 4 sessions

Prerequisite: None

## Targeted Technical Assistance Offerings

### Literacy

#### Tier 1 Reading Components of a Secondary MTSS Framework

**MTSS Essential Component(s) Addressed:** Selection and Implementation of Instruction, Interventions, and Supports

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** School

The benefits of being a competent reader who regularly engages with written text are numerous. In addition to reading frequently and widely, part of becoming a skilled reader involves incorporating a set of before, during, and after instructional strategies and reading methods within core subject areas. These strategies and methods support students' abilities to successfully read and understand the text used to learn discipline-specific information. This series encourages increased use of written text, focuses on teaching specific content area reading strategies to an identified department team, and supports a School Leadership Team to oversee the school's reading implementation efforts.

By the end of these sessions, teams will:

1. Increase students' opportunities to read informational text
2. Implement identified secondary content area reading strategies with fidelity
3. Articulate the components of Tier 1 reading components of a secondary MTSS framework
4. Identify specific action steps to support implementation efforts of Tier 1 reading components of a secondary MTSS framework
5. Define the distinct roles of the School Leadership Team and the Department Teams related to Tier 1 implementation of the reading components of an MTSS framework

Target Audience: School Leadership Teams and Teachers from one Department Team with Special Education Teachers and Instructional Coaches (if applicable)

Format: 4 sessions

Prerequisite: None

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#### District Implementation Team Installation Capacity Building

**MTSS Essential Component(s) Addressed:** Cross Components

**Stage of Implementation:** Installation

**Level of the Educational Cascade:** ISD

These sessions prepare identified ISD staff to train and coach district teams to develop a district infrastructure needed to install, implement and sustain an MTSS framework. Identified ISD staff support a local district in forming a District Implementation Team and develop all of the following: (a) Coaching System, (b) Communication Plan, (c) process for aligning, reviewing, and selecting educational innovations, and (d) a process for removing barriers impeding MTSS efforts.

ISD staff need to allocate approximately 30-35 days to engage in all aspects of this targeted technical assistance opportunity. This series includes five days for a district team and five days for an individual coordinating the district team because they are the ISD's learning partner. The ISD identified staff who will train and coach the district team will attend all training sessions and be responsible for coaching the individual coordinating the team before, during, and after the district team meeting. Additionally, the ISD identified staff will attend sessions before scheduled district team training sessions to understand the focus of learning and review materials used during district team training sessions.

By the end of these sessions, participants will:

1. Understand what it takes to train and coach a district in building the infrastructure to install and implement an MTSS framework successfully
2. Provide real-world examples and stories about building district infrastructure to support MTSS that will support replication of the DIT Installation series with future district teams

Target Audience: ISD Staff learning how to train/coach districts in developing a district infrastructure to support MTSS alongside a local district

Format: 10 total professional learning sessions with the TA Center (see below for details)

**District Learning Partner:** 5 District Implementation Team sessions (facilitated by the TA Center), five additional sessions for the person responsible for coordinating the district team (facilitated by the ISD), monthly District Implementation Team meetings (9-10 meetings attended by the ISD identified staff).

ISD: Participates in all sessions listed for
Targeted Technical Assistance Offerings

MTSS Neutral

District Implementation Team Installation Series

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

Level of the Educational Cascade: District

This series supports District Implementation Teams in installing a district implementation infrastructure to effectively implement, scale-up, and sustain educational innovations encompassed within an MTSS framework. Developing capacity for implementation at the district level allows for the sustainability of effective practices, thus improving students’ outcomes.

By the end of these sessions, teams will:

1. Describe the purpose of the District Implementation Team (DIT)
2. Explain the district's process for recruiting, selecting, and supporting individuals who provide coaching support
3. Explain the district's process for communicating with critical teams and individuals, reflecting how their work integrates within an MTSS framework
4. Outline the steps of the district's process to identify and remove barriers impeding MTSS implementation efforts
5. Explain the components of the district's process for aligning, reviewing, and selecting educational initiatives and innovations
6. Identify the data sources used by DITs for decision making to improve implementation

Target Audience: District Implementation Teams

Format: 3 sessions for District Coordinators and 3 sessions for the District Implementation Teams and District Coordinators

Prerequisite: None

MTSS Strategic Planning for County/Region-wide Implementation

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Exploration and Installation

Level of the Educational Cascade: ISD

The ISD provides valuable supports to districts to address a range of needs. MTSS implementation is one area districts work to address; however, implementation is easier said than done. This session prepares ISD leaders to assess county-wide MTSS readiness, needs, and consider the internal capacity to meet the range of needs. ISDs will have the tools needed to develop an MTSS strategic plan.

By the end of these sessions, participants will:

1. Assemble a team of ISD leaders who will develop and approve a strategic plan to scale-up MTSS implementation across the county/region
2. Assign an individual who will draft the components of the strategic plan for team members to refine and meet with the TA Center trainer
3. Use MTSS related professional learning

Target Audience: ISD Executive leaders and Administrators

Format: 5 team sessions, 5 additional sessions for the individual responsible for drafting the strategic plan

Prerequisite: Shared MTSS Understanding Using the Practice Profile sessions

Sustaining a District Implementation Infrastructure

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Full Implementation

Level of the Educational Cascade: District

Research has demonstrated the positive impacts of a Multi-Tiered System of Supports (MTSS) on attendance, behavior, academic performance, and student perceptions of school climate and safety. A District’s ability to sustain high-quality implementation of MTSS increases the likelihood of maintaining these positive impacts on learner outcomes. This series provides an overview of the critical components of implementation science and the key indicators of a high-quality district
Targeted Technical Assistance Offerings

MTSS Neutral

implementation infrastructure that enable District Implementation Teams to sustain implementation of MTSS. Using their most recent DCA scores, teams will assess their current implementation infrastructure, learn how to determine what concepts to prioritize for improvement, and examine resources to assist with improvement efforts. These sessions also provide teams best practice recommendations when considering adding a new innovation within their current MTSS Framework.

By the end of these sessions, teams will:

1. Summarize the key indicators that enable a District Implementation Team to sustain a district implementation infrastructure
2. Identify the critical concepts of implementation science
3. Explain the relationship between the key markers of a sustainable implementation infrastructure and the active implementation frameworks
4. Examine DCA scores and determine which infrastructure components are fully in place and which components need to be strengthened
5. Prioritize infrastructure components to increase the likelihood of sustainability
6. Identify resources to support the ongoing implementation of a district implementation infrastructure
7. Determine action steps to address areas for improvement on identified DCA items
8. Demonstrate understanding of the Implementation Stages Planning Tool and how it is used when considering stage-based activities
9. Determine next steps when considering adding a new innovation within an MTSS Framework

Target Audience: District Implementation Teams

Format: 3 sessions

Prerequisite: At least one District Capacity Assessment (DCA) within the past year with a Total Score at or above 80%
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