



District Readiness

Session 1: District Infrastructure to Support and Sustain Effective Implementation of MTSS

Spring/Summer 2021

mimtsstac.org



Group Expectations

Be Responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please turn off cell phones
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and internet browsing

Be Safe

- Take care of your own needs

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Purpose

This session provides district leadership with a common understanding of the requirements, technical assistance support, and scope of work districts commit to in an intensive partnership with MiMTSS Technical Assistance Center.

Intended Outcomes

- Identify the requirements of an Intensive TA partnership with MiMTSS Technical Assistance Center
- Identify the district resources required to support MTSS
- Define a District Implementation Infrastructure to support MTSS
- Define the purpose of and collect baseline District Capacity Assessment (DCA)
- Identify next steps for partnership with MiMTSS TA Center

Agenda

1.0 Interactive Review

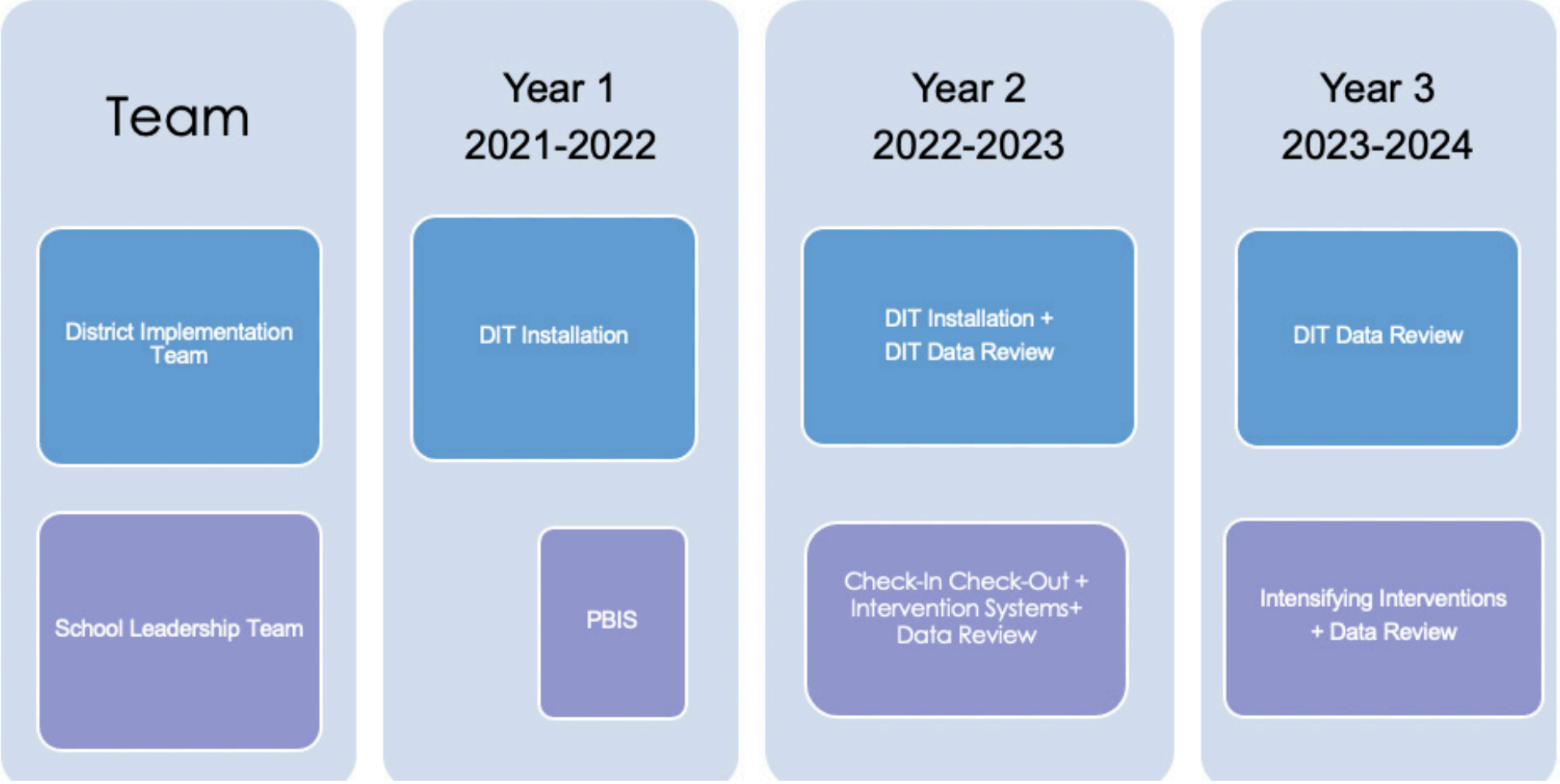
2.0 District Infrastructure to Support MTSS

3.0 Next Steps and Confirming Partnership

Interactive Review

Integrated Training Scope and Sequence





Personnel to Support MTSS

- District
 - District Coordinator
 - District Implementation Team (including executive leader)
 - District Data Coordinators
- School
 - School Leadership Team Coaches
 - School Leadership Teams (including school administrator)
 - Grade Level Teams (Elementary) / Cross-Department Teams (Secondary)
 - Student Support Teams

Time Allocation

Adequate time needs to be allocated for district and school staff to engage in professional learning and team meetings

- MiMTSS professional learning
- Monthly meetings for district and school teams (e.g., DIT, SLT, grade level, department)
- Professional development for school staff
- Staff meetings

Fiscal Resources

Leverage existing funding sources to offset the cost of implementation

- Associated sub costs
- Travel/mileage costs
- Compensation for staff fulfilling key roles to support MTSS (e.g., coordination, coaching, data coordination)
- Purchase of measures / data systems
- Purchase of instructional resources and materials



Activity 1.1

- Prior to this session, you were asked to watch the overview video explaining the requirements of the Intensive TA partnership and review your district's application
- Your MiMTSS Implementation Specialist will facilitate the following:
 - Discussion about why your district chose to apply
 - Respond to questions about the scope and sequence, required measures, or general questions about the Intensive TA partnership
 - Discussion regarding the district's capacity to support this work and how it will fit with existing district priorities

2.0 District Infrastructure to Support MTSS

District Implementation Infrastructure

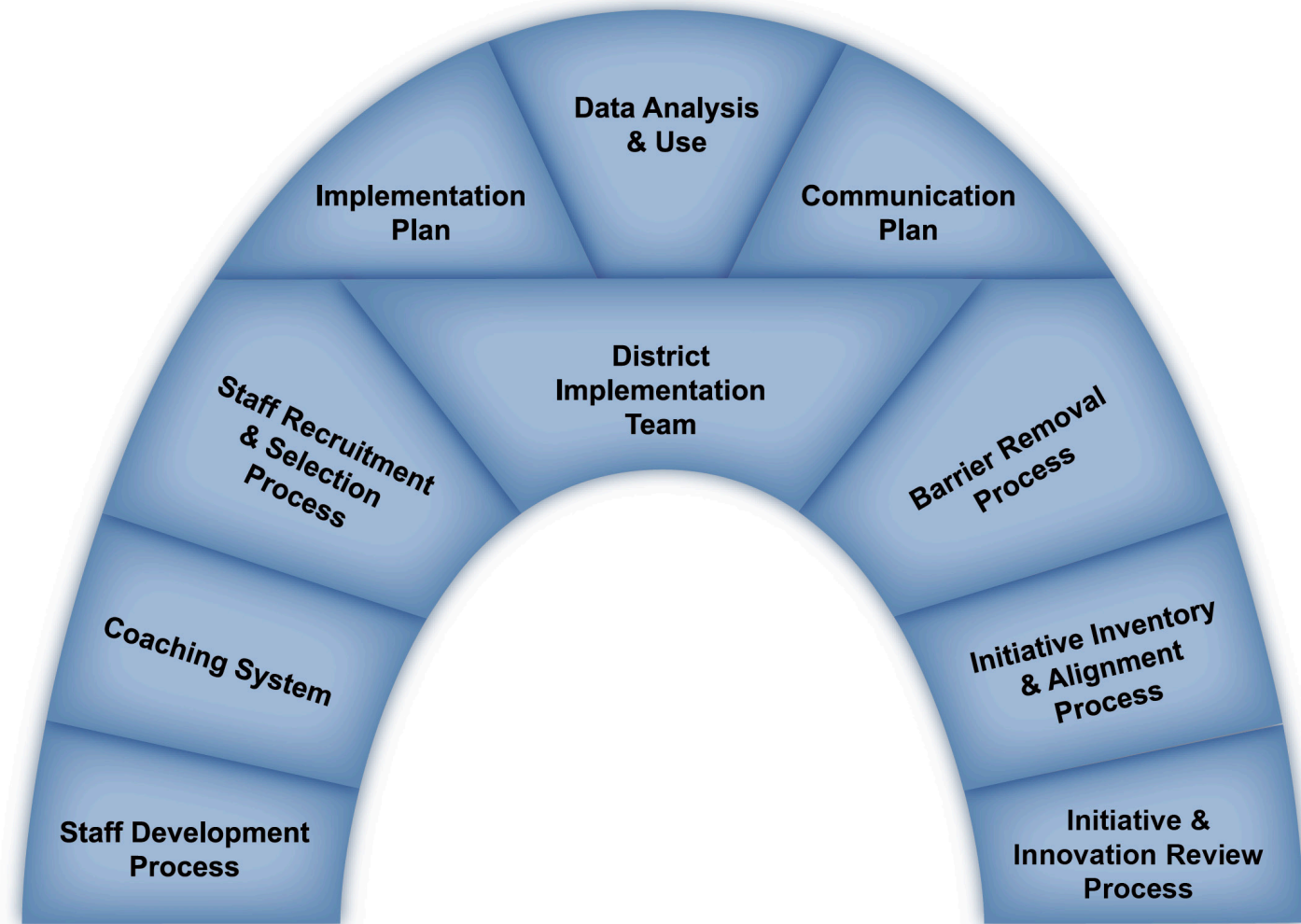
- Intended to ensure **innovations** (e.g., programs, practices, or frameworks like MTSS) can be used as intended, scaled-up across grade levels and schools within the district and sustained overtime
- Your district will be installing a district implementation infrastructure to support the implementation of a MTSS framework

Impact on Student Outcomes

“Developing capacity for implementation at the local district level contributes to preventing practice abandonment, thus allowing the sustainability of effective practices that have demonstrated evidence for improving outcomes”

(Fixsen, Blasé, Metz & VanDyke, 2013)

Components of a District Implementation Infrastructure



DIT Description

- Oversees the development and use of a district implementation infrastructure to support schools in their use of effective innovations
 - Shapes district processes and procedures for selection and use of EIs
 - Engages in district data analysis to support implementation
 - Ensures communication amongst groups / teams across the district
 - Ensures meaningful participation from multiple and diverse stakeholders
- Functional size
- Membership includes Executive Leader and District Coordinator

District-wide Collaboration

- The DIT works in collaboration with executive leaders and administrators to execute the district's vision and priorities
- Consistent communication is necessary between executive leaders, administrators, and the DIT to support decision-making
- The District Implementation Team is not charged with either usurping the authority granted to administrators or “telling people what to do”

DIT Installation Series

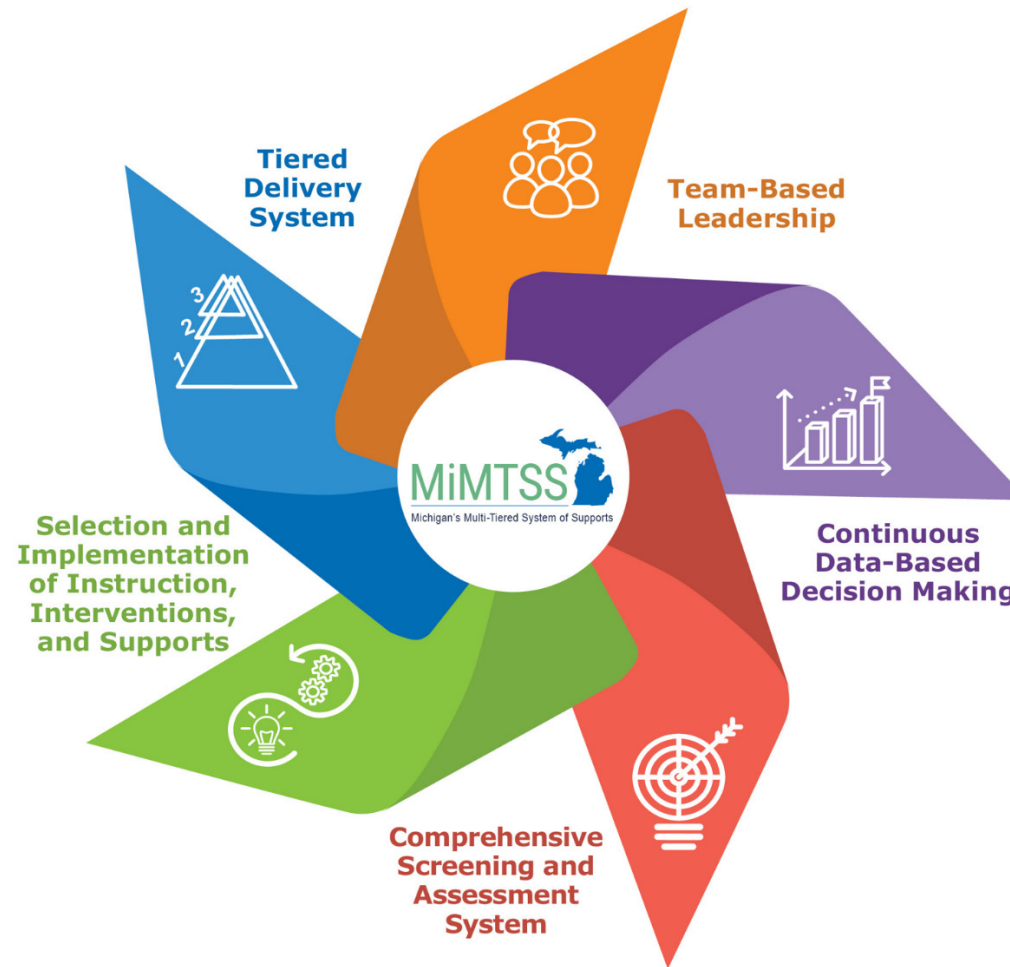
- Professional learning provided to District Implementation Teams will guide the development of each of the components of the district implementation infrastructure
- The series is module-based to allow teams to move faster or slower in particular topics based on need and the context of the district

MDE's MTSS Philosophy

- A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child.
- MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes.
- The five essential components of MTSS are inter-related and complementary.
- The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed.”

(MDE MTSS Practice Profile, 2020)

MDE MTSS Practice Profile



District Infrastructure to Support MTSS

- Development of a district implementation infrastructure is necessary for effective implementation of a MTSS framework
- The district and school work over the course of MiMTSS TA Center partnership is designed to help districts achieve the highest level of use for each of the MTSS Essential Components

School-Level MTSS

- Teaming structures to support implementation efforts (e.g., school, grade, department, individual)
- Explicit, Systematic Instruction
- Use of reliable and valid assessments (e.g., screening, progress monitoring)
- Data-based decision making across the school, grade, individual student levels
- **Behavior Components:** Positive Behavioral Intervention and Supports (PBIS) and Social-emotional behavioral supports
- **Reading Components:** Scientifically-Based Reading instruction aligned with the Big Ideas of Reading / Adolescent Reading



Activity 2.1

- Consider the District Implementation Infrastructure and how it connects to successful implementation of MTSS
 - How would the installation of a district implementation infrastructure benefit your district?
 - How does it fit with the priorities of your district?
 - What added value would an intensive partnership with MiMTSS TA Center bring to your district?

District Capacity Assessment (DCA)

- Bi-annual self-assessment of a district's implementation infrastructure (Jan/Feb. and Aug/Sept.)
- Responses are framed around an “Effective Innovation” (EI)
- Effective Innovation (EI) is defined as:
 - A set of defined practices used in schools to achieve outcomes that has been proven to produce desired results
- You will frame your responses to the DCA around either:
 - Behavior and reading MTSS framework (Integrated partners)
 - Multi-tiered behavioral framework (PPSC partners)

District Capacity Assessment (cont.)

- Typically completed by a District Implementation Team
 - For today, central office leadership and school principals will collect baseline DCA data because of the level of background knowledge about the existing district processes and procedures
- Data is used for on-going action planning and improvement
 - We will not use DCA data for action planning at this time. The learning and work your District Implementation Team (DIT) will start in the fall is intended to address the items in the DCA.



Activity 2.2

- Access your copy of the District Capacity Assessment (DCA)
- Your Implementation Specialist will administer the DCA
- Your data will be entered into the MiMTSS Data System, giving you access to a visual display of the data
- If you chose not to move forward with the partnership, your data can be removed from the data system

3.0 Next Steps and Confirming MiMTSS TAC Center Partnership

Confirming MiMTSS TA Center Partnership

- We have provided you with as much information as possible to try to give you a good idea of the type of work that will occur at the district and school levels
- If you still feel a partnership is a good fit for your district, then the following will need to happen:
 - Signed Letter of Agreement
 - Considerations for the first cohort of schools

Partnership Agreement

- Partnership is a mutual selection process, meaning it is a good fit for both the MiMTSS TA Center and the district
- Over the course of the partnership, we will continuously re-evaluate the partnership to ensure it is a good match and is meeting the needs of the district

Selecting School Cohorts

- Not every school is ready at the same time
- Benefits of a second cohort:
 - Addresses readiness
 - Ensures adequate resources are available
 - Provides opportunities for schools to learn from one another
- Factors to consider when determining readiness:
 - Philosophical alignment with PBIS and/or Scientifically-valid reading practices
 - Success of previous attempts to implement innovations and initiatives
 - Number of initiatives schools are currently implementing

Activity 3.1

- Confirm partnership with MiMTSS TA Center
 - MiMTSS TA Center Partnership Letter of Agreement
 - Electronic sign-off for MiMTSS Data System
 - Acadience Data Management System Agreement (Integrated Applicants ONLY)
- During DIT Installation, the DIT will work with school administrators to finalize school cohorts. Determine if any recommendations or guidance should be communicated to the DIT regarding cohort selection.



Assignment

- During our next session, we will be developing a high-quality recruitment and selection process to be used when forming your District Implementation Team
- In preparation for the upcoming session, individuals will need to be identified to complete a District Structure and Committee Audit

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.