



Overview of Targeted Technical Assistance Opportunities

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Overview of Targeted Technical Assistance Opportunities

What is Michigan's Multi-Tiered System of Supports (MTSS) Technical Assistance Center?

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

There are three categories of MTSS technical assistance provided through the TA Center. These categories are on a continuum of intensity based on the supports provided and the expectations/effort required to access the Technical Assistance supports. The TA support categories include (1) universal, (2) targeted, and (3) intensive. Brief definitions and examples of each category are as follows:

- **Universal Technical Assistance** involves information provided to educators primarily through their own accord or in connection to larger district efforts. Examples of universal TA include conference presentations provided by MiMTSS staff, the annual state MTSS conference, as well as newsletters, guidebooks, and briefs, downloaded from the MiMTSS TAC website.
- **Targeted Technical Assistance** involves services developed based on needs common to multiple recipients and not extensively individualized. This includes one-time events, such as facilitating strategic planning or hosting a series of state or regional conferences on specified content to meet a defined audience's identified need. The partnership includes a letter of agreement with mutual commitments from the Technical Assistance Center and local educators. Examples include events that extend over a period of time, such as facilitating a series of conference calls on single or multiple topics designed around the needs of the recipients.
- **Intensive Technical Assistance** involves services often provided in-person and requires a stable, ongoing relationship between the Technical Assistance Center staff and local educators. A prescribed series of activities implemented to reach a valued outcome, using data to improve implementation and impact. The partnership includes a letter of agreement with mutual commitments from the Technical Assistance Center and local educators. This technical assistance category should result in changes to policy, program, practice, or operations that support increased capacity and/or improved outcomes. Due to the intensive investment of resources, this type of technical assistance is limited to a small number of partners who demonstrate readiness. Intensive technical assistance may also leverage resources used within targeted and universal technical assistance.

Targeted Technical Assistance Options

There are a variety of targeted MTSS technical assistance options available for districts or ISDs. The list below is the Targeted TA options available at this time. Appendices A & B provide a more detailed description of each option.

Targeted MTSS technical assistance is available to districts in the following areas:

- District Implementation Team Installation Series
- Explicit Instruction: Stage-Based Implementation Planning
- Explicit Instruction to Increase Access and Opportunities for ALL Students
- Integrating Trauma-Informed Practices into Tier 1 School-wide Positive Behavioral Interventions and Supports
- Tier 1 Behavior Components of an MTSS Framework (K-12)
- Tier 1 Reading Components of an Elementary MTSS Framework
- Tier 1 Reading Components of a Secondary MTSS Framework

Targeted MTSS technical assistance is available to ISDs in the following areas:

- District Implementation Team Installation Capacity Building
- Explicit Instruction: Stage-Based Implementation Planning
- Functional Behavioral Assessment and Behavior Intervention Planning State Trainer Network
- MTSS Strategic Planning for County/Region-wide Implementation
- Tier 1 School-wide Positive Behavioral Interventions and Supports State Trainer Network
- Tier 2 School-wide Positive Behavioral Interventions and Supports State Trainer Network
- Tier 3 School-wide Positive Behavioral Interventions and Supports State Trainer Network

Requirements for Participation

The requirements for participation will be revisited on an annual basis with district and identified school leaders. The following describes expectations for the partnership between the MiMTSS TA Center and a district/ISD receiving targeted MTSS technical assistance:

- Utilize a team for planning, monitoring, problem-solving, and continually improving implementation efforts. School-level teams must include the principal and a systems-level coach.
- The team participates in all the professional learning sessions outlined in the agreed-upon scope and sequence.
- Team leaders (e.g., principal and coach) participate in brief webinars with MiMTSS TA Center staff following the professional learning sessions to discuss action plan progress and Installation Checklist data.

- Use personnel to perform critical roles. Note roles are specific to the type of TA requested:
 - School or District Team member
 - Systems-level coach for School Leadership Team(s)
 - Instructional Coaches or Teacher Leaders to support specific instructional practices
 - District-level coach for a District Implementation Team
 - Data Coordinator (individuals who will learn how to administer, score, and interpret required MTSS fidelity assessment(s))
 - Trainer
- Allow identified personnel outlined above to use work time to engage in the professional learning sessions outlined in the scope and sequence.
- Allocate resources to adopt and sustain for use specific measures and data systems necessary for engaging in data-based problem-solving at the school and district levels within designated timelines.
- Use the Michigan Department of Education's MiMTSS Data System for entering and accessing reports of Installation Checklist data, Sustainability Checklist data, District Capacity Assessment data, and/or MTSS fidelity data.
- Commitment by district/ISD executive leadership to support MTSS components as a priority, ongoing allocation of resources, and removal of barriers to implementation.

If the agreements for participation are unable to be met, the TA Center will provide alternative universal MTSS technical assistance options for the ISD or district/schools to access instead of the professional learning sessions outlined in the targeted MTSS scope and sequence. This will help accommodate ISD, district, and school needs given a variety of contextual factors.

Who Should Submit a Request?

District/ISD leaders are responsible for initiating a Request for Targeted MTSS Technical Assistance. For school-level TA options, they will collaborate with the school principal(s) to complete this request for targeted technical assistance. District/ISD leaders must attend an information webinar related to each area of targeted TA for which the District/ISD intends to submit a targeted TA request. The informational webinar will allow the District/ISD leaders to better understand the scope of the targeted TA of interest.

A district/ISD should consider the following before submitting a request:

- Previous experience and sustained implementation after participating with MIBLSI (now the MiMTSS TA Center) in the district and/or school-cohort model of support.
- Ability to identify personnel who have sufficient time to provide coaching supports to School Leadership Team(s) and data coordination to help the schools collect and use MTSS fidelity data.
- Ability to have staff (School Leadership Teams, coaches, data coordinator(s), teachers, trainers, and other staff when applicable) prioritize work time to participate in professional learning sessions to learn how to implement components of an MTSS framework.

- Ability to adopt specific required fidelity measures and data systems necessary for engaging in data-based problem-solving at the school level. (See the Rationale for Required Assessments on the [Targeted TA Request webpage](https://mimtsstac.org/ta-supports/targeted-technical-assistance) (https://mimtsstac.org/ta-supports/targeted-technical-assistance)).
- Sustained commitment by district/ISD leaders to support school leaders and staff to implement the MTSS components that include maintaining a focus on a sustained, multi-session professional learning series that will lead to high-quality implementation and create the conditions for sustainability.
- Stability of the district in regards to current priorities, leadership, and school configurations to request partnership with the MiMTSS TA Center.

Costs Associated with Implementation

The targeted MTSS technical assistance provided by the MiMTSS TA Center is specifically funded by the Michigan Department of Education, Office of Special Education, to provide professional learning to implement an MTSS framework. Therefore, TA Center funds support the MiMTSS TA Center-created professional development and technical assistance activities.

This targeted technical assistance is not intended to cover the costs associated with MTSS implementation within a given fiscal year and throughout collaboration with the TA Center. Funding and additional resources are not available through the TA Center to participating districts and schools beyond the TA Center-sponsored professional development. Consequently, districts/ISDs are strongly encouraged to leverage existing funding sources to offset implementation costs to develop, sustain and scale up local capacity for MTSS. One source of funding for local implementation efforts might include Section 31a, subsection 3 of the State School Aid Act for implementing a K-12 MTSS framework.

Appendix A: Targeted MTSS Technical Assistance Options for Districts

Important Note: Each Professional Learning series will involve prework for participants before the professional learning session(s) and postwork following each session. This is in addition to any identified prerequisite requirements. Each session is virtual and the times are Eastern Standard Time.

District Implementation Team Installation Series

This series focuses on installing a district infrastructure to support implementing an MTSS framework defined by the Michigan Department of Education (MDE) MTSS Practice Profile to improve outcomes for learners.

Target Audience: District Implementation Team, including identified District Coordinator

Format: 5 sessions with the District Implementation Team (including the District Coordinator) and 5 sessions with the District Coordinator

Prerequisites: None

Dates for Fall Series Option:

- District Coordinator Sessions: All sessions are from 3:00 to 5:00 p.m. unless otherwise noted; October 13th, November 17th (4:00 to 6:00 p.m.) December 8th, January 11th, and February 8th
- District Implementation Team Sessions: All sessions are from 3:00 to 5:00 p.m. unless otherwise noted; October 27th, November 30th, December 15th (4:00 to 6:00 p.m.), January 25th, and February 22nd

Dates for Winter Series Option:

- District Coordinator Sessions: All sessions are from 3:00 to 5:00 p.m. unless otherwise noted; January 18th, February 15th, March 15th, April 27th, and May 18th (4:00 to 6:00 p.m.)
- District Implementation Team Sessions: All sessions are from 3:00 to 5:00 p.m. unless otherwise noted; February 1st, March 2nd, April 6th, May 4th, and May 31st

Explicit Instruction to Increase Access and Opportunities for ALL Students

Explicit instruction consistently yields positive effects for increasing outcomes for all students, including students with disabilities. This series will prepare participants to design and deliver high-quality reading lessons and lessons that integrate students' access to quality text to increase understanding of discipline-specific content. Principals and other teacher leaders who will be providing 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. Schools/district leaders who seek to implement the information presented in this series systematically should also consider accessing the "Explicit Instruction: Applying a Stage-Based Implementation Planning" Targeted Technical Assistance offering (3 sessions).

Target Audience: Teachers, interventionists, leaders, coaches/lead teachers, administrators

Format: 6 sessions plus additional 3 sessions for principals and coaches/lead teachers

Prerequisites: None

Dates: All times are from 3:15 to 4:45 p.m.

- Elementary Educators: October 4th, November 1st, December 7th, January 13th, February 3rd, and February 17th
- Secondary Educators: October 25th, November 22nd, December 8th, January 20th, February 10th, and February 24th
- Administrators, Coaches, and Literacy Teams: January 27th, February 11th, and February 25th

Explicit Instruction: Stage-Based Implementation Planning

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 innovation use. This series prepares people to carefully plan and oversee explicit instruction implementation across schools and within a district. Although explicit instruction is the learning object applied to the "Implementation Stages Planning Tool," the session's information is generalizable across practices or programs whose implementation success requires careful planning, coordination, and monitoring.

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

Format: 3 sessions

Prerequisites: None

Dates: All times are from 8:30 to 11:30 a.m. January 12th, February 9th, and March 9th

Integrating Trauma-Informed Practices into Tier 1 School-wide PBIS

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 all students' needs with increased efficiency and effectiveness.

Target Audience: School Leadership Team with School-level Coaches

Format: 3 sessions

Prerequisites: Successful implementation of Tier 1 School-wide Positive Behavioral Interventions and Supports (PBIS)

Dates: All times are from 3:30 to 5:30 p.m. March 8th, March 22nd, and April 11th

Tier 1 Behavior Components of an MTSS Framework Series

This series focuses on supporting School Leadership Teams and school-level coaches to install and begin using the Tier 1 behavioral components of an MTSS Framework. The training series prepares the School Leadership Team and coach to coordinate, lead, and manage the use of Tier 1 School-wide Positive Behavioral Interventions and Supports (SWPBIS) to increase time

spent on academic instruction by increasing positive, prosocial behaviors and decreasing behavioral challenges.

Target Audience: School Leadership Team, including identified School-Level Coach

Format: 4 sessions with the School Leadership Team (including the School-Level Coach) and additional 2 sessions with the School-Level Coach

Prerequisites: None

Dates: All times are from 3:30 to 5:30 p.m. unless otherwise noted

- School Leadership Team Sessions: December 7th, January 11th, February 8th, March 8th
- Coaching Sessions: December 14th, January 25th, and attends all School Leadership Team sessions

Tier 1 Reading Components of an Elementary MTSS Framework

This series focuses on supporting School Leadership Teams and school-level coaches to install and begin using the Tier 1 reading components of an MTSS Framework as outlined in the Reading Tiered Fidelity Inventory Elementary-Level Edition.

Target Audience: School Leadership Team, including identified School-level Coach

Format: 2 sessions with the School Leadership Team (including the school-level Coach) and 2 sessions with the school-level Coach

Prerequisites: None

Dates; All times are from 3:30 to 5:30 p.m.

- Coaching Sessions: February 9th and February 23rd
- School Leadership Team Sessions: March 7th and March 21st

Tier 1 Reading Components of a Secondary MTSS Framework

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.

Target Audience: School Leadership Team, including school-level Coach and identified Department Team

Format: 4 sessions

Prerequisites: None

Dates: All times are from 2:45 to 4:15 p.m.; January 27th, February 3rd, February 10th, and February 17th

Appendix B: Targeted MTSS Technical Assistance Options for ISDs

Important Note: Each Professional Learning series will involve prework for participants before the professional learning session(s) and post work following each session. This is in addition to any identified prerequisite requirements. Each session is virtual and the times are Eastern Standard Time.

District Implementation Team Installation Capacity Building

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, developing a Coaching System, Communication Plan, creating a process for aligning, reviewing, and selecting educational innovations, and designing a process for removing barriers impeding MTSS efforts.

ISD staff will need to allocate approximately 30-35 days to engage in all aspects of this targeted technical assistance opportunity. This series includes 5 days for a district team and 5 days for an individual coordinating the district team because they are the ISD's learning partner. ISD identified staff who will train and coach the district team will attend all training sessions and will be responsible for coaching the individual coordinating the team **before, during, and after** district team meetings. 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.

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

Format: 10 sessions with the TA Center

District Learning Partner: 5 District Implementation Team sessions (facilitated by the TA Center), 5 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 the District Learning Partner and 5 additional sessions with the TA Center trainer to understand the professional learning modules and resources used with the District Implementation Team during each of their team sessions. Additional allocated time with the District Coordinator is needed before and after learning sessions, meetings (approximately 5-10 days).

Prerequisites: None

Dates: All times are 1:00 to 3:00 p.m. unless otherwise noted;

- ISD staff responsible for coordinating the district team: January 6th, February 8th, March 8th, April 12th, and May 11th
- District Implementation Team Sessions (with identified ISD staff): January 21st (12:30 to 3:30 p.m.), February 22nd, March 22nd, April 26th, and May 25th

Explicit Instruction: Stage-Based Implementation Planning

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

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

Format: 3 sessions

Prerequisites: None

Dates: All times are from 8:30 to 11:30 a.m.; January 12th, February 9th, and March 9th

Functional Behavioral Assessment & Behavior Intervention Planning State Trainer Network

The purpose of the State Trainer Network 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 develop a Behavior Intervention Plan (BIP). High-quality FBAs and BIPs can lead to improved outcomes for students accessing Tier 3, individualized support.

Target Audience: ISD identified trainers

Format: 3 sessions

Prerequisites: None

Dates: All times are from 9:00 to 11:00 a.m.; April 12th, April 22nd, May 4th

MTSS Strategic Planning for County/Region-wide Implementation

The ISD provides valuable supports to districts to address a range of needs. MTSS implementation is one of the areas that districts are working to address; however, implementation is easier said than done. These sessions prepare 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.

Target Audience: ISD Executive Leaders and Administrators

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

Prerequisite: Shared MTSS Understanding Using the Practice Profile

Dates: To be coordinated with each ISD starting in December

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

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.

Target Audience: ISD identified trainers

Format: 6 sessions

Prerequisites: None

Dates: Choice of times 9:00 to 11:00 a.m. or 1:00 to 3:00 p.m.; November 16th, December 1st, December 15th, January 6th, January 26th, and February 19th

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

This series develops local training capacity within ISDs to support training School Leadership Teams and Coaches to install and implement 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.

Target Audience: ISD identified trainers

Format: 3 sessions

Prerequisites: Tier 1 School-wide Positive Behavioral Interventions and Supports State Trainer Network series or equivalent offered through the MiMTSS TA Center

Dates: Choice of times 9:00 to 11:00 a.m. or 1:00 to 3:00 p.m.; January 20th, February 16th, March 3rd

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

This series develops 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.

Target Audience: ISD identified trainers

Format: 2 sessions

Prerequisites: Tier 1 and Tier 2 School-wide Positive Behavioral Interventions and Supports State Trainer Network series or equivalent offered through the MiMTSS TA Center

Dates: All times are 9:00 to 11:00 a.m.; March 10th and March 29th

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.