



# Shared MTSS Understanding Using the Practice Profile

## Session 2



[mimtsstac.org](http://mimtsstac.org)

# Acknowledgments

The content for this training day was developed based on the work of:

- MDE's MTSS Practice Profile

# 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

# Purpose

This webinar series is designed to prepare ISD leaders and staff to understand the MDE MTSS Practice Profile and use it as a starting point for creating internal capacity to develop and support the use of the components with an MTSS framework.

# Intended Outcomes

- Identify the five MTSS Essential Components
- Relate the critical information within the Essential Components with additional MTSS related professional learning available to ISDs for capacity-building efforts
- Measure staff readiness to begin to develop a plan for MTSS Implementation efforts

# Agenda

## Session 1

- 1.0 Why MTSS?
- 2.0 MTSS Essential Components & ISD Supports

## Session 2

- 3.0 Interactive Review
- 4.0 Available Technical Assistance
- 5.0 Readiness: Potential Next Steps



## 3.0 Interactive Review

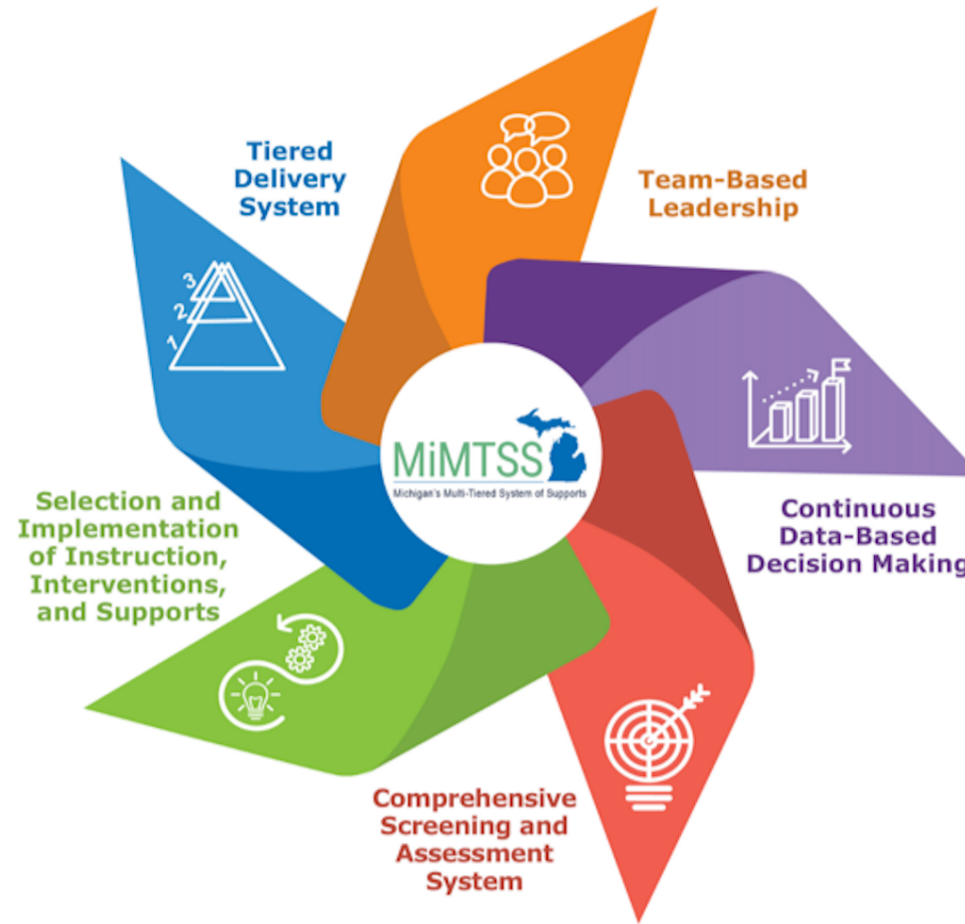


# Activity 3.0

Without referencing materials, write down:

- The 5 essential components of MTSS
- The essential component that is unique to MTSS
- At least 2 talking points if asked, “why should we implement MTSS?”
- An elevator speech about the MDE MTSS Practice Profile and its value to educators in Michigan

# Recall: MDE MTSS Practice Profile



(MDE, 2020)

## 4.0 Available Technical Assistance

# Types of Technical Assistance

## Universal

- One-time virtual session with no requirements outside of attending the event
- Materials accessed independently (newsletter, guidebook, etc.)
- Content areas: Behavior, Reading, and Measures & Data Systems

## Targeted

- Series of events on specified content to meet an identified need
- Partnership agreement w/ mutual commitments
- May include additional work outside of the event (collection of data, check in, etc.)
- Content areas: Behavior, Reading and MTSS Neutral

## Intensive

- Multi-year relationship/agreement between MiMTSS TA Center and TA recipients
- Prescribed series of activities, assessments, and data systems are implemented to reach a valued outcome
- Work outside of events

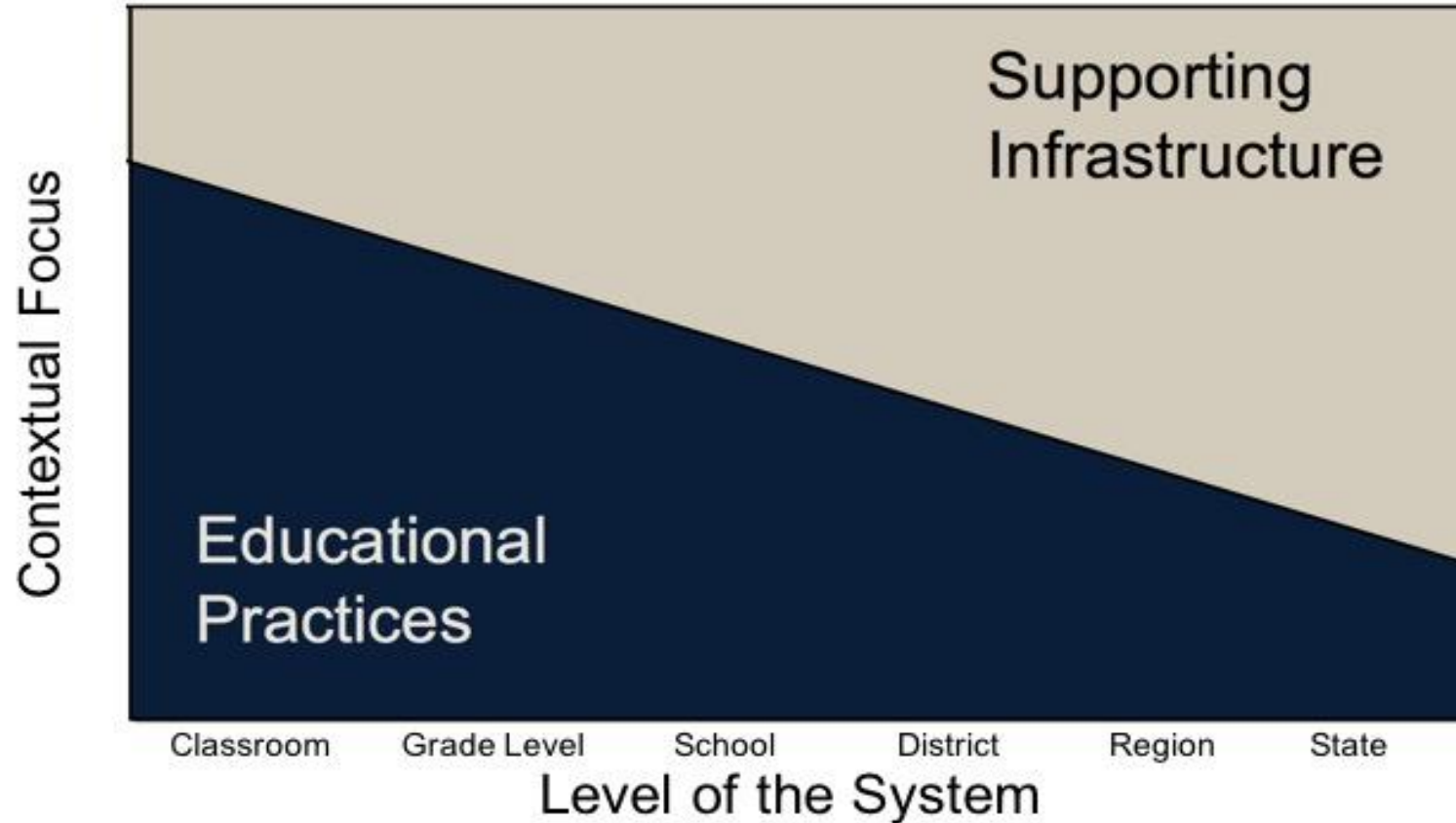
# Leveraging TA to Meet your Regional Needs

- MTSS is complex
- Contextualizing is necessary
- ISD and Districts may access technical assistance at various, “entry points” with the MiMTSS TA Center
- 31a funds can be leveraged to provide research based professional development that supports MTSS

**Your entry point for MTSS TA should match your regional need**

# Alignment across the cascade

## Framework for Addressing Practice and Supports



(McIntosh and Goodman, 2016)

# ISD MTSS Coordinator Community of Practice

- 6 virtual sessions
- ISD MTSS Coordinators from across the state
- Time and space for
  - MDE Connections
  - Shared Learning
  - ISD Spotlight
  - Lifting up barriers to MDE MTSS Leadership Team
  - Lifting up TA needs to MiMTSS TA Center



# Identifying Regional Needs

- **Review of the MTSS Practice Profile**
- District MICIP Plans
- Available Data
  - District Capacity Data (DCA)
  - Fidelity Data (R-TFI, SWPBIS TFI)
  - Student Outcome data

# ISD Support: Team Based Leadership

## Example ISD Supports

- ISD supports internal staff and district staff in paradigm shift and communicates vision for MTSS
- ISD staff serves as external coach to a district implementation team
- ISD Supports districts with removing barriers to MTSS
- ISD supports the development of district and school-level implementation teams

## Technical Assistance Available

- Today's learning
- Developing ISD Capacity to Support DIT Installation (p.55)
- District Implementation Team Installation Series (p.57)

# ISD Support: Tiered Delivery System

## Example ISD Support

- ISD provides training to districts about data, systems and practices across Tiers 1, 2 and 3.
- ISD supports data, systems and practices across tiers.

## Technical Assistance Available

- Tier 1-3 School-wide PBIS State Trainer Network Series (p.48-p.49)
- FBA & BIP State Trainer Network (p.44)
- Attend the Tier 1 and/or Tier 2 Behavior Components of an MTSS Framework Series (K-12) with participating schools (p.46-p.47)
- Attend the Integrating Trauma Informed Practices into Tier 1 School-wide Positive Behavioral Interventions and Supports (PBIS) with participating schools (p.45)

# ISD Support: Selection & Implementation of Instruction, Interventions & Supports

## Example ISD Support

- ISD supports districts in developing and using a Review/Selection Process to objectively select/deselect initiatives
- ISD serves on a district team using a review/selection process providing expertise in areas like academic/content area, behavior, mental health, data measures

## Technical Assistance Available

- Developing ISD Capacity to Support DIT Installation (p.55)

# ISD Support: Comprehensive Screening & Assessment System

## Example ISD Support

- ISD collaboratively develops screening and assessment system alongside district, taking into consideration resource allocations and unique contexts of districts including which content area MTSS is being applied to.
- ISD builds internal capacity around some MTSS measures and local district builds capacity around other measures

## Technical Assistance Available

- District Implementation Team Installation Series (p.57)
- Measures and Data Systems offerings (p.27- p.39)

# ISD Support: Continuous Data Based Decision Making

## Example ISD Support

- ISD supports district with MTSS data collection, organization and how to use data for decision making as part of the MICIP process

## Technical Assistance Available

- [MTSS Supports for MICIP webpage](#)
- MICIP Process Guide
- Measures and Data Systems offerings

# Identifying Regional MTSS Needs through MICIP Plans

- Review of the MTSS Practice Profile
- **District MICIP Plans**
- Available Data
  - District Capacity Data (DCA)
  - Fidelity Data (R-TFI, SWPBIS TFI)
  - Student Outcome data

# MICIP Indicator Example 1

Several districts across the region identify behavior as an area of need (increase in office referrals, suspensions & expulsions). Plans reveal that several practices have been adopted across districts, but it is noted that the practices have not been embedded into a tiered delivery system.

Depending on the current capacity of the ISD, the ISD might consider:

- Tier 1-3 School-wide PBIS State Trainer Network Series (p.48-p.49)
- Attend the Integrating Trauma Informed Practices into Tier 1 School-wide Positive Behavioral Interventions and Supports (PBIS) with participating schools (p.45)
- Encouraging schools to attend Tier 1 Behavior Components of MTSS (p. 46)



## MICIP Indicator Example 2

Districts identify a need to develop district systems/infrastructure to support implementation/sustained use of MTSS.

For some districts, Tiered Fidelity Inventory Data reveal that PBIS and School-wide Reading fidelity has varied greatly in the past 3 years with scores ranging from 40%-80%.

- Depending on the context, the ISD might explore:
  - Developing ISD Capacity to Support DIT Installation (p.55)
  - Encouraging a district to register for targeted District Implementation Team Installation Series (p. 56) with the MiMTSS TA Center
  - Encouraging a district to apply for intensive technical assistance with the MiMTSS TA Center

# MICIP Indicator Example 3

District MICIP plans indicate a need to strengthen MTSS, but fidelity data are not being collected and it has been some time since professional learning has occurred in the region, specific to MTSS.

Depending on the context, the ISD might explore:

- Tier 1-3 School-wide PBIS State Trainer Network Series (p.48-p.49)
- School-wide PBIS Tiered Fidelity Inventory Tiers 1-3 (p.30, p.32, & p.37-p.39)
- Reading Tiered Fidelity Inventory courses (p.29, p.32, & p.35)

# Identifying Regional Needs through MTSS Data

- Review of the MTSS Practice Profile
- District MICIP Plans
- **Available Data**
  - District Capacity Data (DCA)
  - Fidelity Data (R-TFI, SWPBIS TFI)
  - Student Outcome data

# Review Available Data

Behavior Fidelity				Behavior (most recent scores)
<u>SWPBIS TFI Total</u>	<u>SWPBIS Tier 1</u>	<u>SWPBIS Tier 2</u>	<u>SWPBIS Tier 3</u>	<u>Major Referrals/100 Students/Day</u>
				3.74
50%	70%	46%	35%	
60%	87%	54%	41%	1.70
41%	57%	50%	21%	1.14
66%	87%	4/20/2021	35%	0.35
76%	93%	85%	53%	0.40
49%	83%	19%	41%	0.10
83%	93%	81%	76%	0.03
30%	43%	31%	18%	0.00
59%	73%	54%	50%	1.07
49%	60%	62%	29%	0.17
71%	80%	73%	62%	1.33
74%	83%	69%	71%	0.55
9%	27%			

# Institutionalizing

As districts learn how to build infrastructure to support MTSS and apply MTSS to a specific area like reading or behavior, a best practice is to have written systems, processes and procedures to institutionalize them.

- Permanent products are important for:
  - Clarity
  - Transparency
  - Continuous Improvement
  - Sustainability
  - Accountability-internal and external (31a)
  - Succession Planning

# Opportunity for Comprehensive Planning

## TA Offering: MTSS Scale-Up Planning (p.57)

- 3-5 year plan
- Brings ISD leaders together to create a shared vision for MTSS Scale up
- Infuses Implementation best practices into MTSS Planning with support to your ISD staff from MiMTSS staff
- Accounts for various levels of background knowledge
- Will support readiness

# Context and Capacity Considerations

As part of the MiMTSS TA Center supports in developing an MTSS Scale Up Plan, questions like these would be asked:

- What MTSS work/teams already exists in your region?
- Which content areas are districts interested in applying MTSS to?
- What might the ISD already have capacity to support?
- What types of TA might the ISD want to leverage to meet districts' needs as the ISD works to build capacity?

# Initial Scale Up Planning Partners

## Similarities

- Brought together leaders across the ISD
- Developed a structured plan based on implementation best practices with goals related to MTSS capacity building
- Clear, actionable activities that align with ISD and district stages of implementation

## Differences

- The approach to including local districts in scale up planning work
- The stage of implementation each of them were at
- Entry points for technical assistance





# Activity 4.0

You will be put into random breakout rooms

- Based on what was shared so far today:
  - Share 1 thing you are thinking about for your ISD related to MTSS
  - Share 1 thing you or your ISD might want to dig into further

# 5.0 Readiness: Potential Next Steps

# Communication Consideration

- Developing a Multi-Tiered System of Supports is big work
- Who else might benefit from digging into the MDE MTSS Practice Profile and/or the MiMTSS TA Center Catalog from your ISD?

# Building Shared Language and Understanding

Consider inviting internal ISD staff as well as local district staff to come together to engage in some shared learning, starting with the practice profile

- Jigsaw each essential component and ask staff to write down takeaways, questions and thoughts on how it might impact their role
- Dig into each essential component and ask guiding questions like, “how does this currently look?” or “What might we need to move towards this?”
- Revisit the Guiding Principles of MTSS outlined in the MiMTSS FAQ and discuss how these align with the mission and vision of the ISD

# Identify Regional Needs

- Revisit your starred ISD activities
- Review MICIP plans and/or
- Review any available MTSS data

Consider a need for ISD staff to come together and develop a Scale Up Plan for Regional MTSS Implementation

**Seek out TA that matches the needs of your context**



# Activity 5.0

Take 2-3 minutes to think and/or jot yourself some notes.

- What do you see as next steps for your region?
  - Add one idea to the chat
- Who is one additional person you might have a conversation with about this work?

# Stay Connected

- Check out the [MiMTSS eNewsletter](https://www.michigan.gov/mde/0,4615,7-140-81376_86454-551524--,00.html)  
([https://www.michigan.gov/mde/0,4615,7-140-81376\\_86454-551524--,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_86454-551524--,00.html))
- [Sign up for the MiMTSS TA Center listserv](https://lp.constantcontactpages.com/su/ePs3zCv)  
(<https://lp.constantcontactpages.com/su/ePs3zCv>)

# References

Michigan Department of Education, (2020). Michigan Department of Education Multi-Tiered System of Supports Practice Profile vs 5.0, Lansing, Michigan.