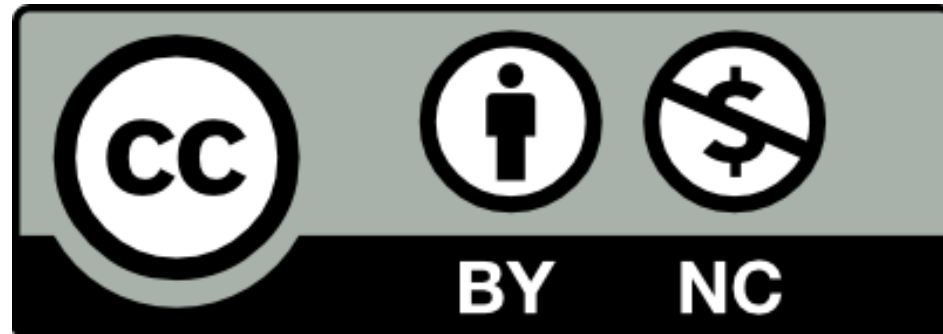# District Readiness and MTSS Teams

mimtsstac.org

Acknowledgments

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

- National Implementation Research Network
- MDE MTSS Practice Profile

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share "air time"
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

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Purpose

The purpose of this professional learning is to build foundational knowledge in district implementation infrastructure and the principles of implementation science, with a focus on their critical connection to Multi-Tiered System of Supports (MTSS).

Intended Outcomes and Agenda

Intended Outcomes	Agenda
• Explain why your district is building infrastructure to support MTSS efforts • Define a district implementation infrastructure to support MTSS • Describe the connection between Implementation Science and the district's MTSS work • Identify teams within the district that will support the component of the MTSS Framework	1. District Infrastructure to Support MTSS 2. Implementation Science 3. The Enabling Context: Teams 4. Teams in your Team-Based Leadership 5. Next Steps

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1.0 District Infrastructure to Support MTSS

Activity 1.1

This series supports the development and implementation of an MTSS framework. It is critical that staff have shared understanding of why MTSS is a priority, as well as what the district hopes to accomplish through this work.

1. Consider your Why for attending the series. Then reflect on the questions below. What answers do you anticipate? How do you support and facilitate the discussion?

2. Independently, consider the following questions.
   a. Why is MTSS implementation a priority for the district?
   b. What is your vision for MTSS implementation at the end of this school year? In three years? If MTSS implementation was successful, how would you know?
   c. Is there any information that needs to be communicated to critical groups/partners

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)

District Implementation Infrastructure
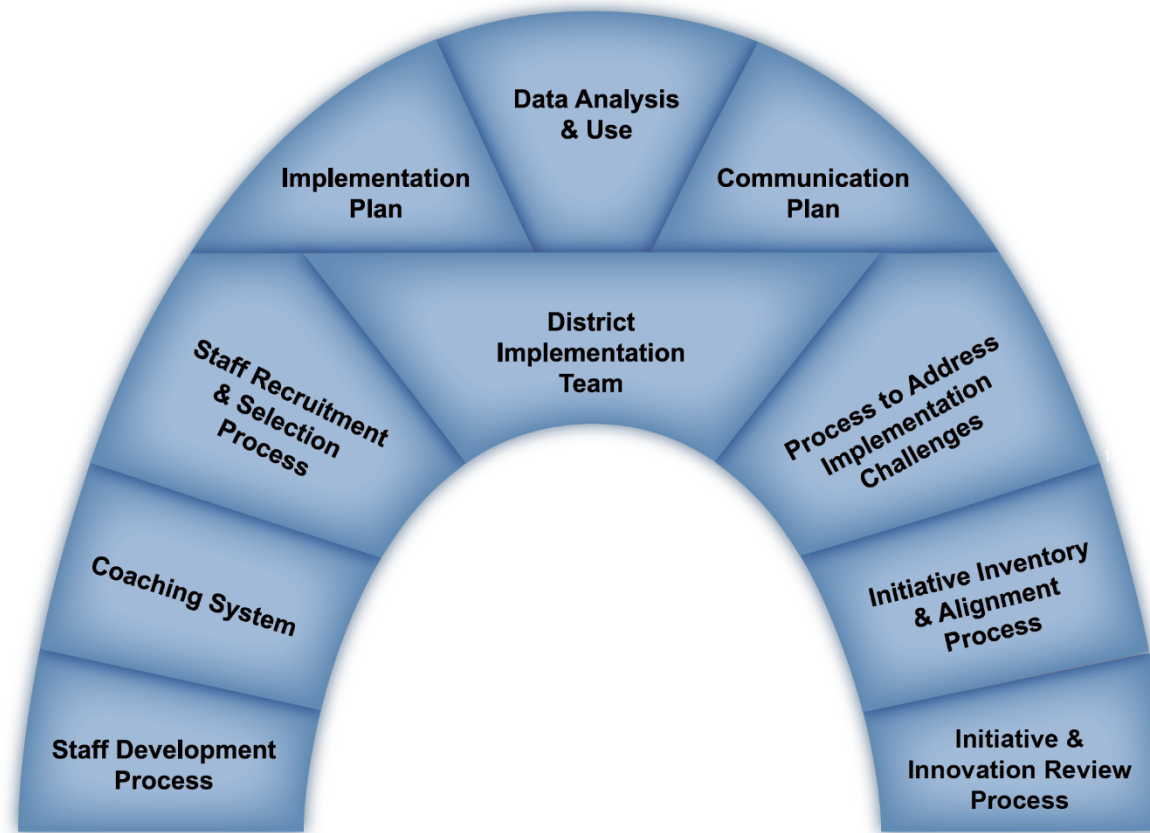
District Capacity Assessment (DCA)

- Bi-annual self-assessment of a district's implementation infrastructure (Jan./Feb. and Aug./Sept.)

- Typically completed by a District Implementation Team

- Responses are framed around an "Effective Innovation"

- Responses to the DCA can be framed around the defined components of an MTSS framework (e.g., behavior, reading)

- Data is used for on-going action planning and improvement
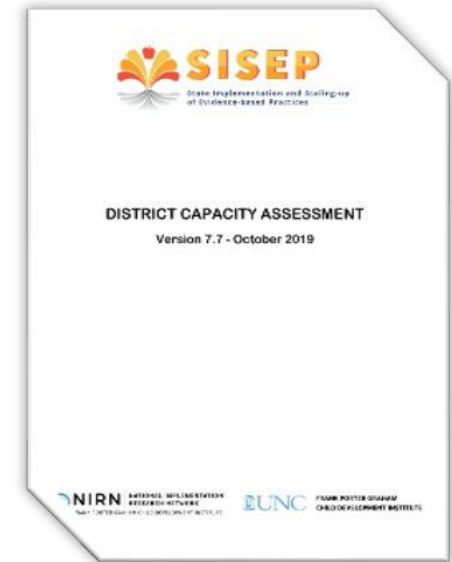
MDE MTSS Practice Profile

Purpose: To define MTSS in the State of Michigan

- Defines standards and expectations for what MTSS should look like in practice

- Describes the actions that educators and leaders should take

- Defines the role of the district

- Five essential components

(MDE MTSS Practice Profile, 2020)
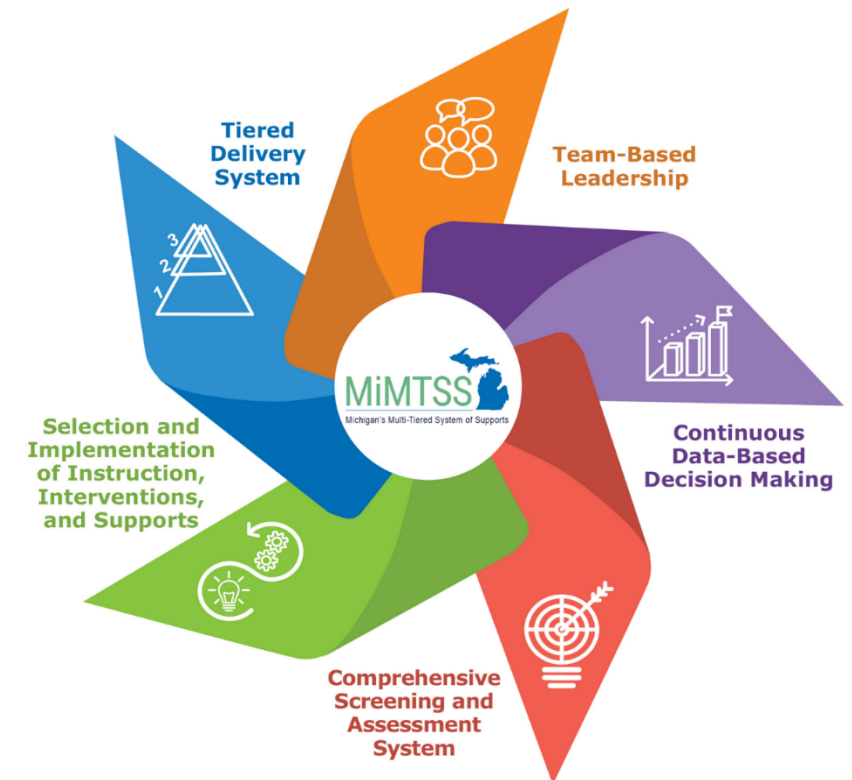
Activity 1.2

- What are one or two words resonating with you right now?

2.0 Implementation Science

Activity 2.1

- Watch the [Active Implementation Framework Video](#)

- As you watch the video reflect on the following questions:
  - What are your key takeaways from the video?
  - How does the information from the video connect to your current MTSS work?
  - After watching the video, what are you interested in learning more about?

Active Implementation Formula

Effective Practices ✖ Effective Implementation ✖ Enabling Context = Socially Significant Outcomes

Implementation Science

- Ways to successfully use innovations as intended and to sustain their use while scaling-up across settings to replicate improved outcomes

- Active Implementation Frameworks are the basis of implementation science
  - Effective practices that have been made usable
  - Effective implementation to support effective use of practices
  - Enabling contexts to create the environment for practices to be used well

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Making Connections
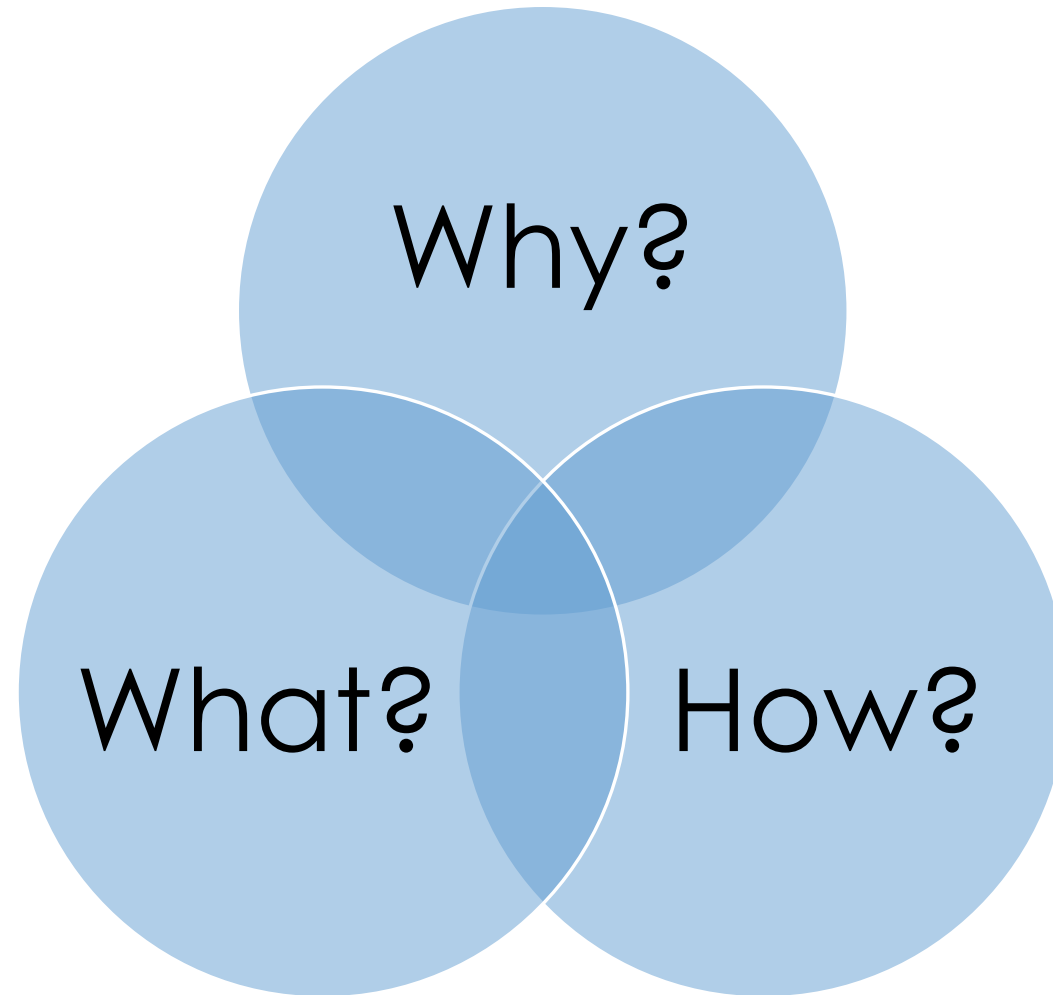
STORY FROM THE FIELD

our commitment at SPA to creating a holistic educational experience that prioritizes literacy alongside social, emotional, and behavioral development.

…[MTSS Integrated Model] was chosen because it provides valuable support in developing and strengthening systems within our school that benefit both students and staff, establishing a more well-rounded foundation for long-term success.

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Activity 2.2

Think back to how we started this session, it is critical that staff have shared understanding of why MTSS is a priority, as well as what the district hopes to accomplish through this work.

- **Why** [insert your why]
- **What:** MTSS Framework supporting [reading, SEBH, integrated]
- **How:** Implementation Science

Task

1. Visit the three websites

2. See if you can identify the organization's Why, What, and How of MTSS.

3. Formulate your MTSS vision
   - Are they talking points?
   - Is it an elevator speech?
   - Is it an infographic?
   - Who needs to hear / see the MTSS vision / message?

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What is your MTSS Framework Supporting?

- MTSS framework must support an **effective practice** such as reading, math, or SEBH

- Start with a scan of the current status of the practice
  - Initiative Inventory
  - What is happening in the district that is duplication or a misalignment of the current vision?
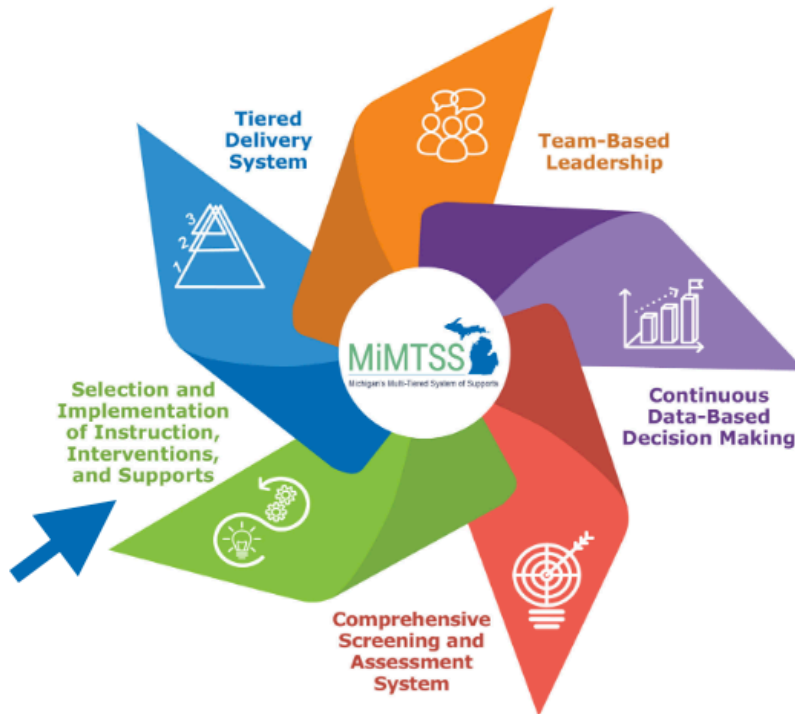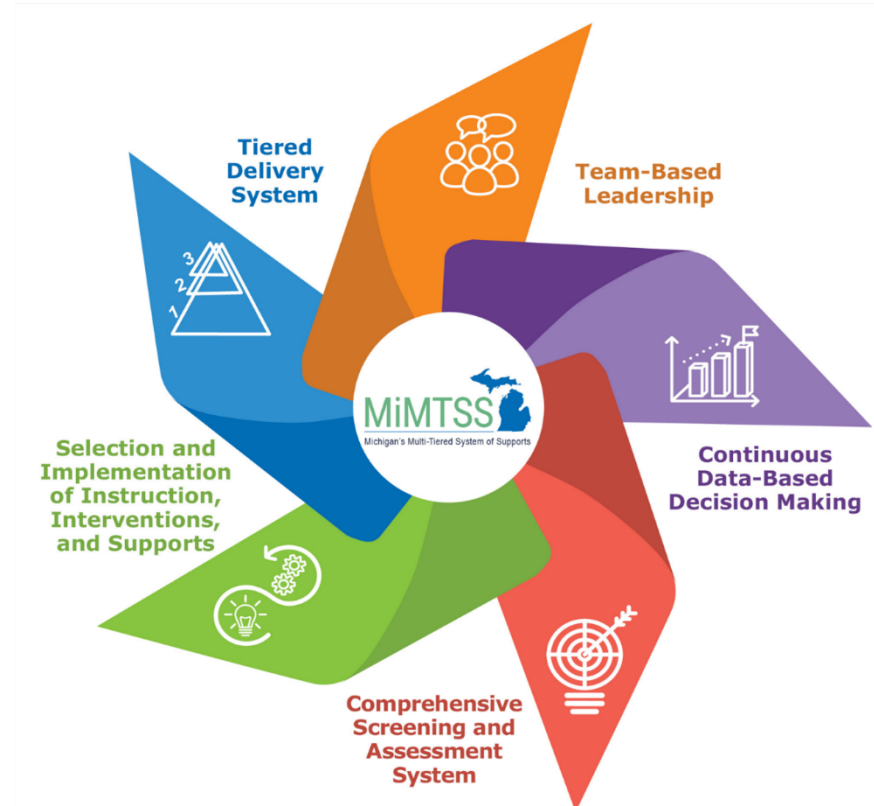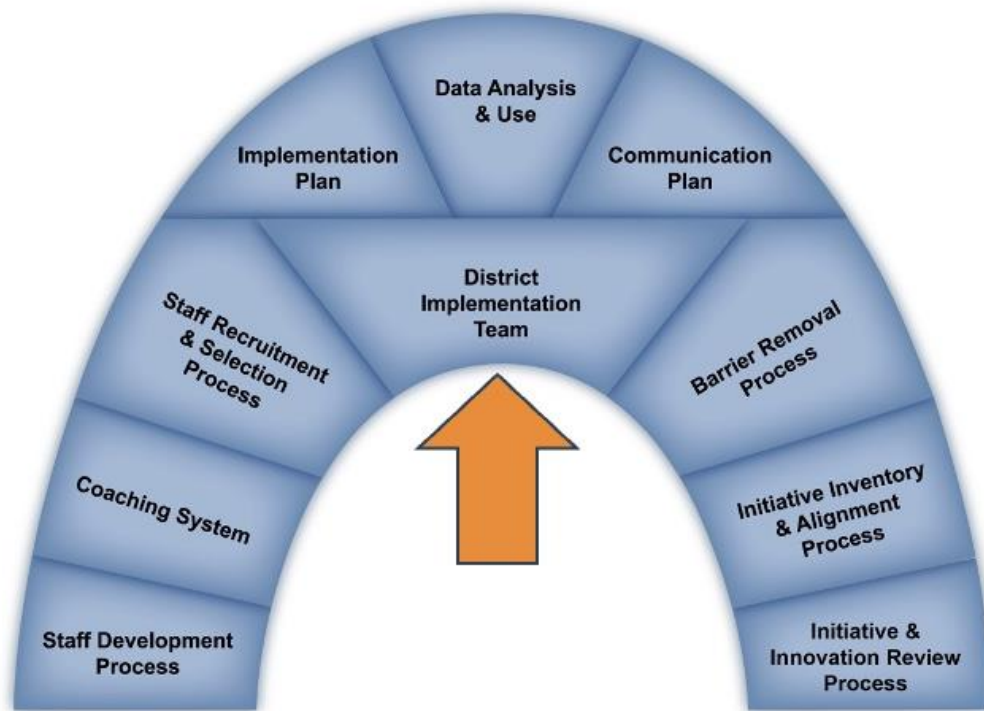
3.0 The Enabling Context

Teams

Active Implementation Framework

https://youtu.be/EBP3-VexBK0
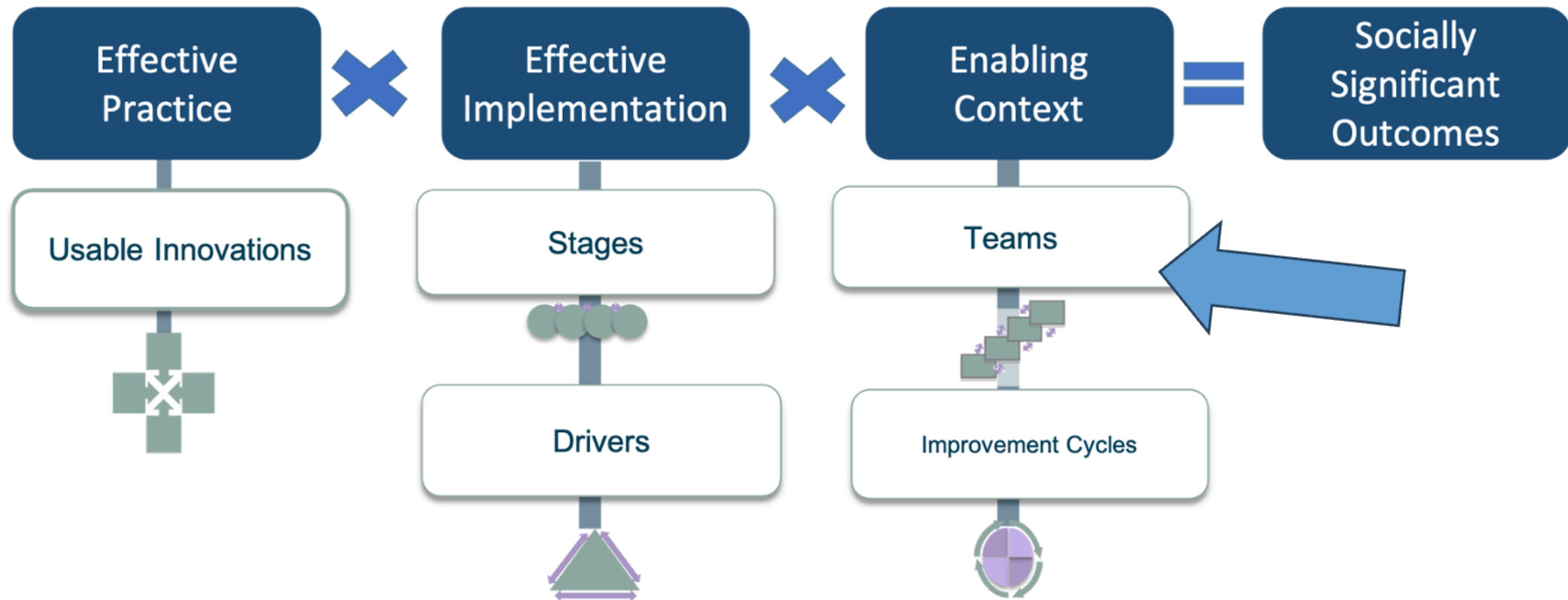
Connecting to the MTSS Framework

Formula for Success

Education continues to rely on the "excellent teacher" myth rather than on the "improved system" approach.

Excellent teachers are a gift, and we should admire, learn from and support them. But the real issue is how to (a) train more "excellent teachers," (b) give them curricula that really works, and (c) give them a system that makes it easier and more likely that excellent teaching happens by design rather than by heroic efforts to overcome the system.

(Horner, 2013)

4.0 Teams in your Team-Based Leadership

Activity 4.1 Defining Team-Based Leadership

1. Access the note catcher

2. Locate the MDE MTSS Practice Profile excerpt and DCA excerpt

3. Take a few minutes to read through

   1. Definition and expected use in practice (MTSS Practice Profile)

   2. DCA items 1-3 2pt criteria

4. In breakout rooms discuss and determine the 3-5 critical features of a district implementation team.

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Selecting a District Implementation Team

The right people need to be at the table **doing** this work. The primary functions of an implementation team are:

- Communicating
- Planning
- Problem-Solving
- Ensuring Training and Coaching
- Collecting Data
- Analyzing and Studying Data

Resources to Support

- DIT Recruitment and Selection Document
- District Committee Audit

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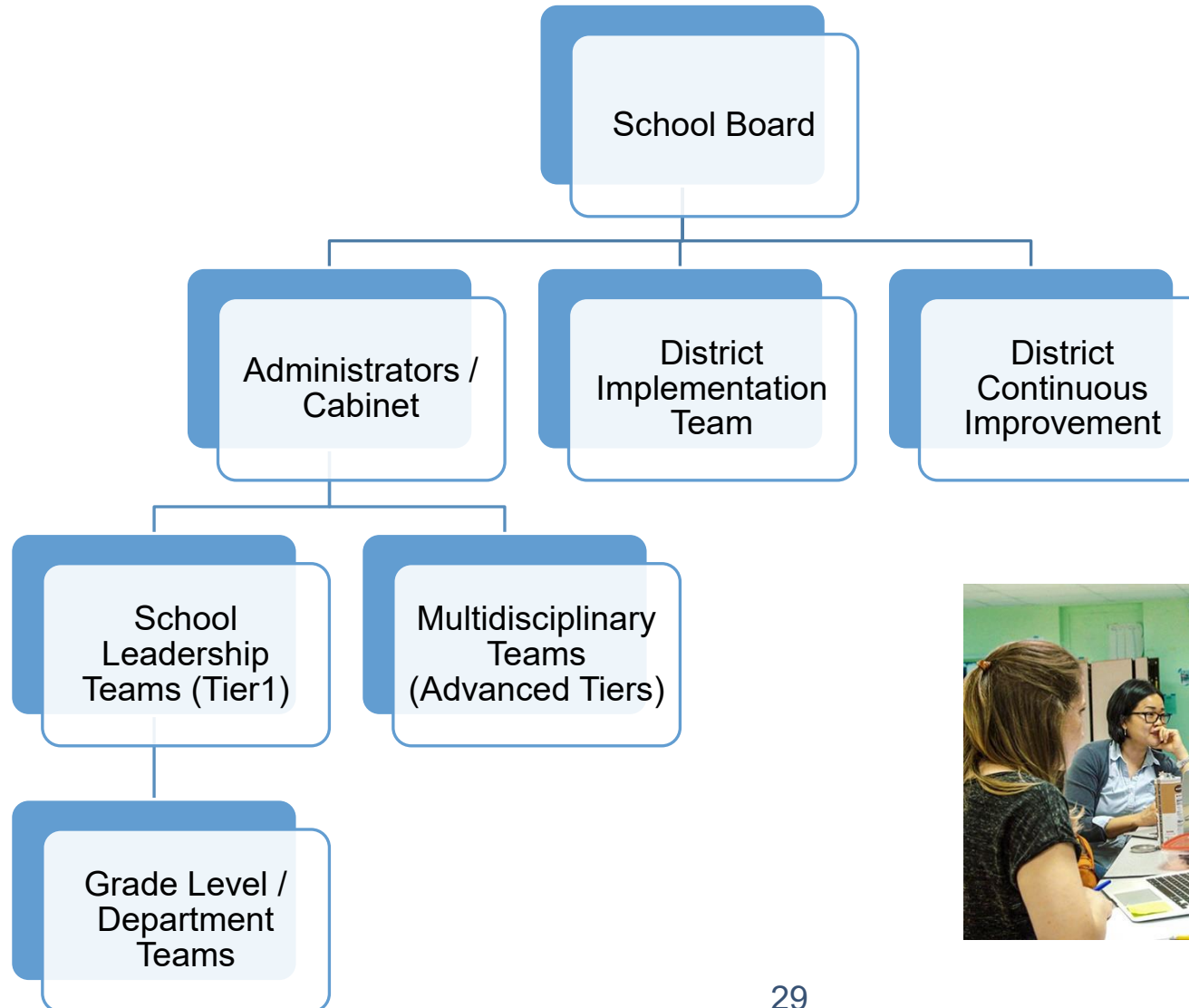# Examples of District Implementation Meeting Topics

Installation

- Welcome

- Accomplishments

- Review / Update any action Items

- Implementation Challenges

- **Drafting/Revising of District Infrastructure process**

- Review any school-based data

- Review communication to/from

- Assign any action items

Implementation

- Welcome

- Accomplishments

- Review / Update any action Items

- Implementation Challenges

- Review any district / school-based data

- **Planning time: professional learning, coaching, resource selection, etc.**

- Review communication to/from

- Assign any action items

Teams that support MTSS

School Board
├── Administrators / Cabinet
│   ├── School Leadership Teams (Tier1)
│   │   └── Grade Level / Department Teams
│   └── Multidisciplinary Teams (Advanced Tiers)
├── District Implementation Team
└── District Continuous Improvement

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Activity 4.2

Access the workbook

Reflect on the teams you currently have in your MTSS framework

Is this a function that exists in your framework?

1. Name that team, committee, or structure

2. Naming the staffing helps the district consider if they have necessary staff

Do parts of this exist?

1. Circle, highlight, or underline the parts that are in place

2. Who fulfills the function you identified?

3. Consider how to plan for what is missing

Resources for Teams

- SLT Recruitment and Selection Guidance

- MDT Recruitment and Selection Guidance

- www.mimtsstac.org
  - See the Capacity Building Tab for additional resources to support topic areas and teams

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3.0 Next Steps

Big Ideas

- It is critical to have a shared understanding of why MTSS is a priority

- Use Implementation Science to create a strong infrastructure for MTSS sustainability

  - Effective Practice x Effective Implementation x Enabling Context = Outcomes

- MTSS must be enacted around an academic and/or SEBH initiative

- Multiple teams will support MTSS from the district level to the grade-level

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Assignments

Form your DIT team

1. Use the recruitment and selection document for guidance.
2. Consider function first

Develop your Vision/Mission for MTSS

1. Use the questions from Activity 1.1 to develop the district's Why, What, and How of MTSS.

Communicate your MTSS Vision / Mission

1. Now that you have a clear message begin to test it out with a couple of groups like principals and interventionists. Get feedback and tweak as necessary.
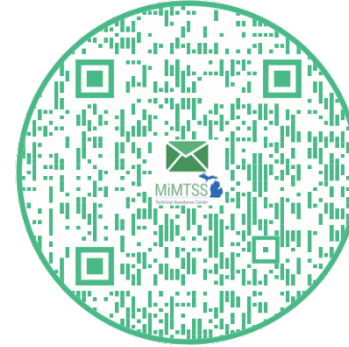
Determine your MTSS Focus

1. What is your focus? Reading, Math, SEBH, Integrated. Whatever it is now is the time to <u>start an inventory</u> to see what is currently in your system.

Stay Connected to the MiMTSS TA Center- new QR

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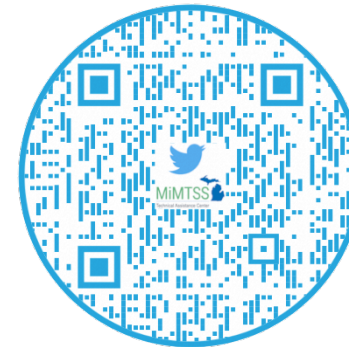- facebook.com/MiMTSSTACenter
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References

- Fixsen, D. L., Blase, K. A., Metz, A., & Van Dyke, M. (2013). Statewide implementation of evidence-based programs. *Exceptional Children (Special Issue), 79*(2), 213-230.

- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the literature. The National Implementation Research Network.

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