



Building a Strong MTSS Foundation for Your District

Day 1

mimtsstac.org



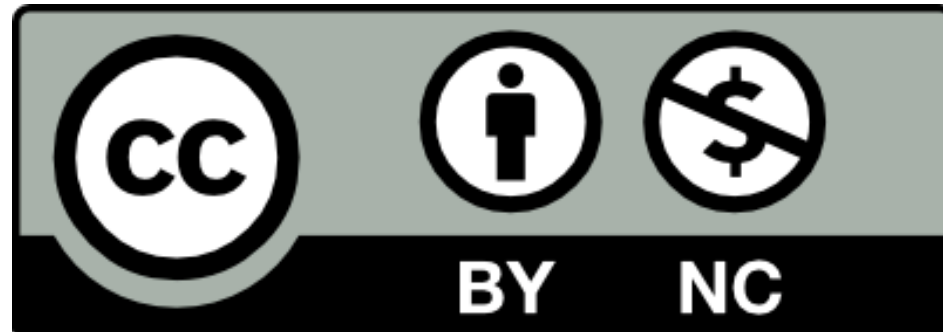
About Me: (Name, Title)

Acknowledgments

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

- Michigan Department of Education
- National Implementation Research Network
- Districts across the state of Michigan

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Disclaimer-Curriculum Materials

Any mention of specific literacy curricula or intervention programs in this presentation is for instructional purposes only and does not constitute an endorsement by the MiMTSS TA Center or the Michigan Department of Education.

To view a list of approved literacy curricula and intervention programs by the Section 35m Committee for Literacy Achievement, please visit the following page:

[The Committee for Literacy Achievement/HQ Literacy Materials Grant](https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m>)

Disclaimer Assessment Materials

Any mention of specific literacy screening or progress monitoring assessments in this presentation is for instructional purposes only and does not constitute an endorsement by the MiMTSS TA Center or the Michigan Department of Education.

To view a list of approved literacy screening or progress monitoring assessments, please visit the following page:

[K-12 Literacy and Dyslexia Law](https://www.michigan.gov/mde/services/academic-standards/literacy/k-12-literacy-and-dyslexia-law)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/k-12-literacy-and-dyslexia-law>)

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

Training Evaluation

- 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

Evaluation Questions

Thank you for participating in today's session, hosted by the MiMTSS Technical Assistance Center. This feedback survey should take less than 5 minutes to complete. We would like to understand your experience as a learner to ensure that professional learning sessions are relevant, high quality, useful, and promote equity. Results will be used to make improvements to professional learning and for reporting to TA Center funders and partners.

The session was of high quality.

Comment

The session was relevant to my current work.

Comment

I intend to use what I learned in this session in my work.

Comment

The session provided opportunities for active engagement, including opportunities to respond (e.g., chat, polls, practice, etc.), interact with others (e.g., discussion, breakout rooms), and make connections to my context (e.g., time for reflection, processing, planning).

Comment

Images, examples, stories, and wording represent the diversity and strengths of learners and educators in Michigan.

Comment

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

The purpose is to equip district teams with tools and strategies, based on the Active Implementation Framework, to establish a cohesive and sustainable Multi-Tiered System of Supports (MTSS) that enhances outcomes for all learners.

Intended Outcomes

- Understand a Multi-Tiered System of Supports (MTSS) as a complex, integrated system.
- Identify leadership practices that build strong implementation climates.
- Learn MTSS protocols and processes for better collaboration and data-driven decisions.
- Identify next steps to strengthen and sustain MTSS.

What is Behavior Skills Training?

An evidence-based approach to teaching new skills or behaviors that includes providing clear instructions, demonstrating the desired behavior, allowing for practice, and offering constructive feedback to improve performance.

(Kirkpatrick, Akers, & Rivera, 2019)

Agenda

Day 1

- 1.0 Demystifying MTSS: The Why, What, and How
- 2.0 Supporting an MTSS Framework: Curriculum, People, Professional Learning
- 3.0 Communication is Key
- 4.0 Wrap up & Set the Stage for Day 2

1.0 Demystifying MTSS

The Why, What, and How

MTSS Defined

The multi-tiered system of support (MTSS) must be a comprehensive framework composed of a collection of evidence-based strategies designed to meet the individual needs and assets of the whole pupil at all achievement levels.



Michigan's K-12 Literacy and Dyslexia Law paragraph 23 (a-j)

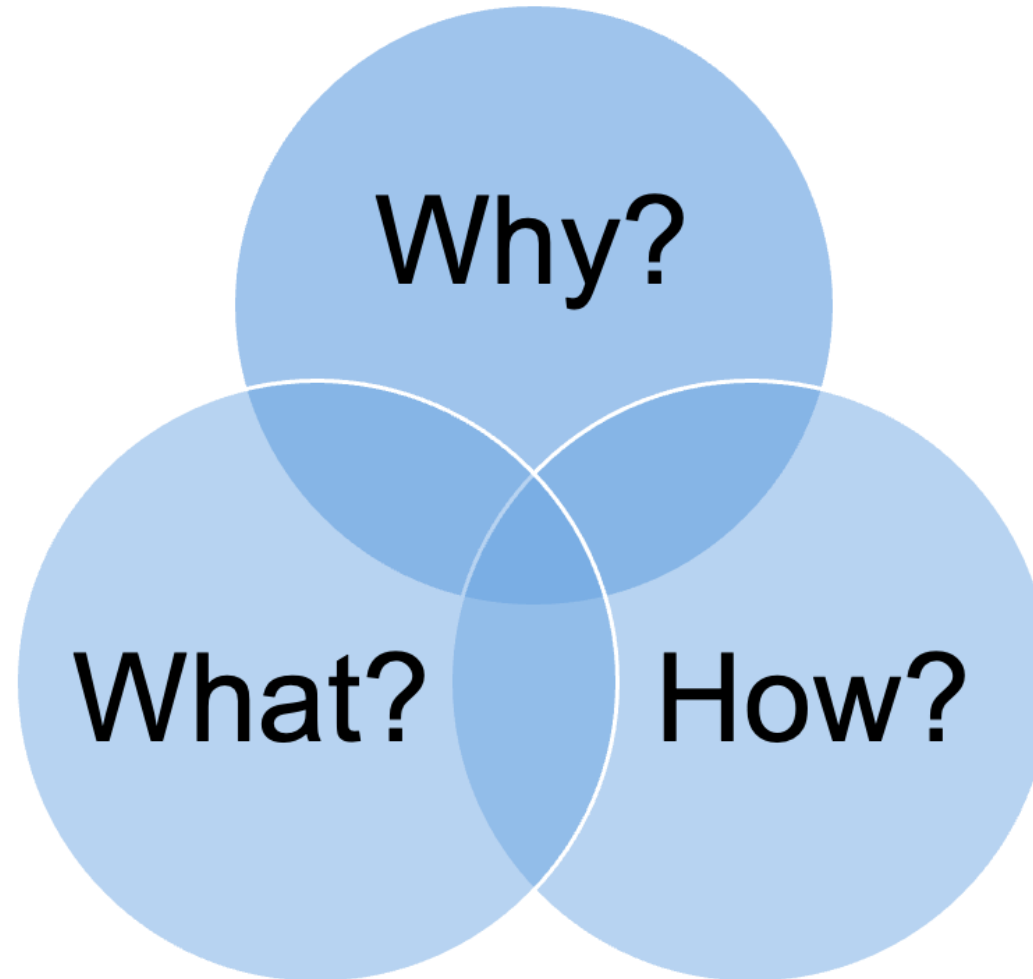


Activity 1.1 Starting with the Why

Access the activity on page 6 of the participant workbook

- Read through questions
- Consider why MTSS is a priority for your district
- Gather your thoughts
- Process with your table

Organizing your MTSS Framework



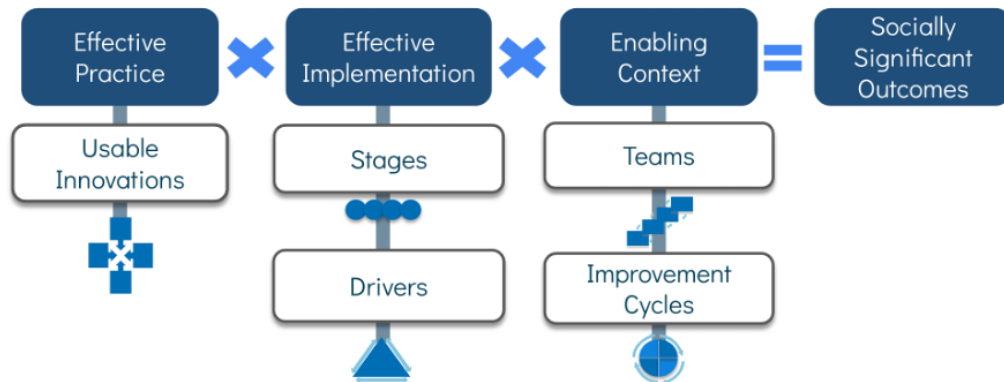
Activity 1.2 The Active Implementation Formula

Record your thoughts and ideas on the chart page 7

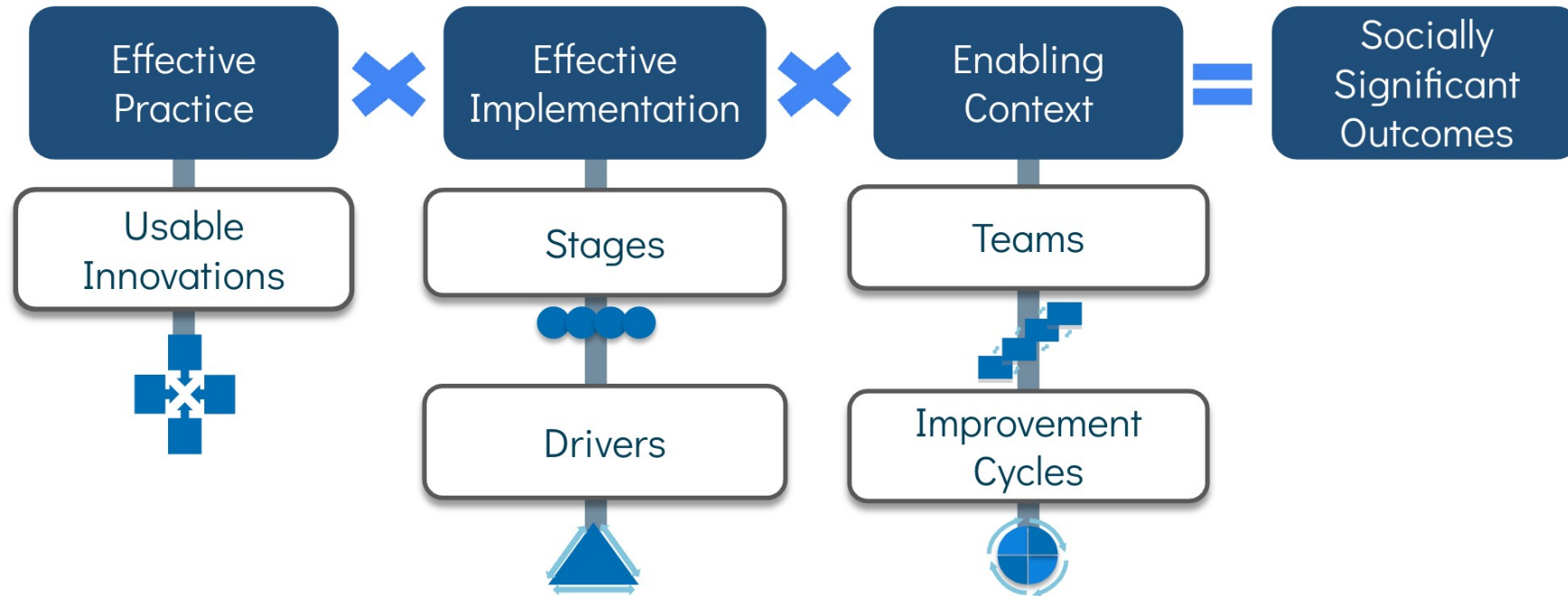
- **Plus (+)**
- **Minus (-)**
- **Interesting (?)**

Be ready to discuss and share

<https://www.youtube.com/watch?v=CQvmx1vvYJw>



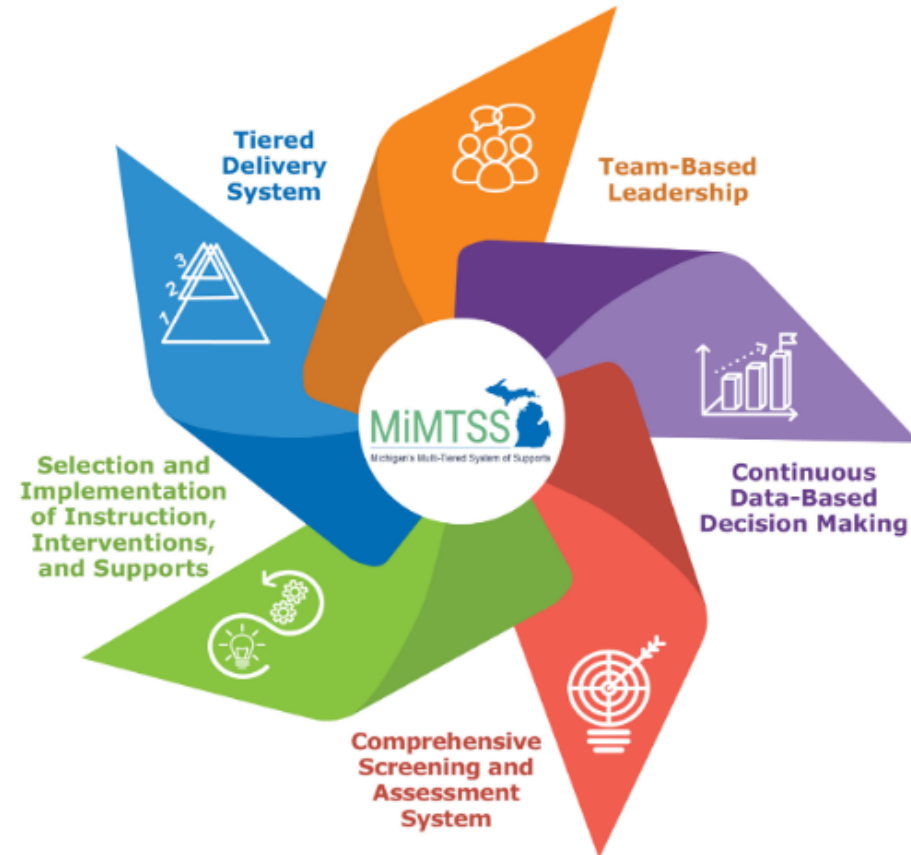
Active Implementation Framework



By focusing on the formula, districts can help ensure they're using the curriculum and assessments in the way they were designed, and they can also make sure these practices are consistent across different grades and schools.

MDE MTSS Practice Profile

- A tool that outlines standards for MTSS implementation in Michigan, guiding districts on actions to take when using an MTSS framework.
- District Infrastructure provides the procedures and process to make that happen.
- Page 9 of the participant workbook provides an alignment chart



(MDE MTSS Practice Profile, 2020)

Impact on Student Outcomes



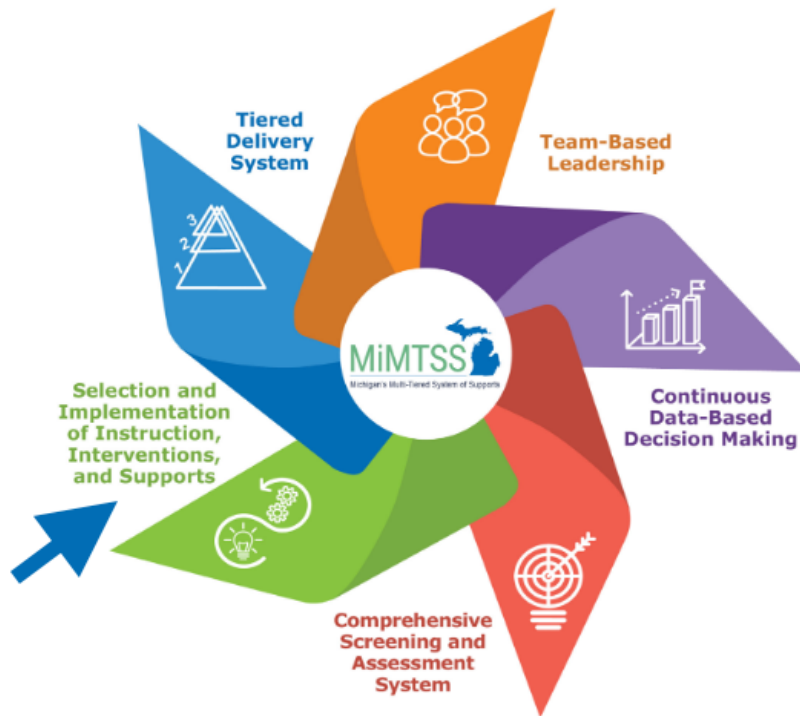
“Developing capacity for implementation at the local district level contributes to preventing practice abandonment, thus allowing the sustainability of effective practices that have demonstrated evidence for improving outcomes”

(Fixsen, Blasé, Metz & VanDyke, 2013)

2.0 Supporting the MTSS Framework

Curriculum, People and Professional Learning

What is your MTSS Framework Supporting?



- MTSS framework must support an **effective practice** such as reading math, or social emotional behavioral health (SEBH)
- Start with a scan of the status of the practice
 - Initiative Inventory
 - What is happening in the district that is duplication or a misalignment of the current vision?

One Part in Bigger System

Initiative Inventories



Alignment Questions



Review Process

Selection or
De-Selection



See full descriptions on page 10 participant workbook

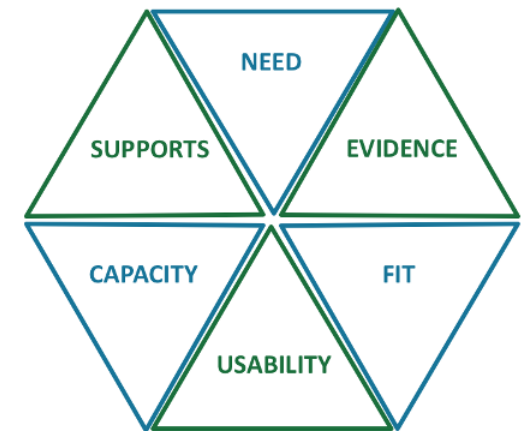
Deeper Dive into the Hexagon Tool

Analysis of program indicators:

- Evidence to demonstrate effectiveness
- Readiness for usability
- Supports available

Analysis of implementation site indicators:

- Need for the curriculum or assessment
- Fit and alignment with other practices and assessments
- Resources/capacity needed to fully implement



See participant workbook page 12

Missed Opportunities to Use a Review Process



Most Popular



See scenarios on page 14 of participant workbook

Activity 2.1 Reflecting on our Effective Practices

Pause and Process

What is the focus of MTSS framework?

Quick Scan

- Curriculum
- Assessment
- People

Effective Practice / Tier of MTSS	Literacy	Math	Social Emotional Behavioral Health
Tier 1			
Advanced Tiers			

The Engine of Your MTSS

Enabling Context





Activity 2.2 Defining Team-Based Leadership

- Access the activity on 16-18 in the participant workbook
- Read the MDE MTSS Practice Profile excerpt and DCA excerpt
- Create a mini-poster include 3-5 critical features for both:
 - District team
 - School-based teams
- Be ready to share how this may lead to future decisions about team membership

Teams that Support MTSS



District Implementation Team



School Board



Administrators



School Leadership Team



Intervention Response Team



Coaches



Grade Level/Department Team



Interventionists

- Team-based leadership is an essential component of MTSS
- Many teams are responsible for the implementation of MTSS
 - District Level Teams
 - School Level Teams (Tier 1 and Advanced Tiers)
 - Grade-Level / Department Teams

Activity 2.3 MTSS Teams Audit

Access the chart on page 19 and 20

Reflect on the teams you currently have in your MTSS framework.

- Is this a function that exists in your framework?
- Do parts of this exist?
- Focus on function
- Teams may overlap
- How can you get started and get better?

Guidance for Team Selection

- District Implementation Team
- School Leadership Team
- Multidisciplinary Team (Advanced Tiers)

www.mimtsstac.org

See the Capacity Building Tab for additional resources to support topic areas and teams

A Roadmap to Guide MTSS Across the District

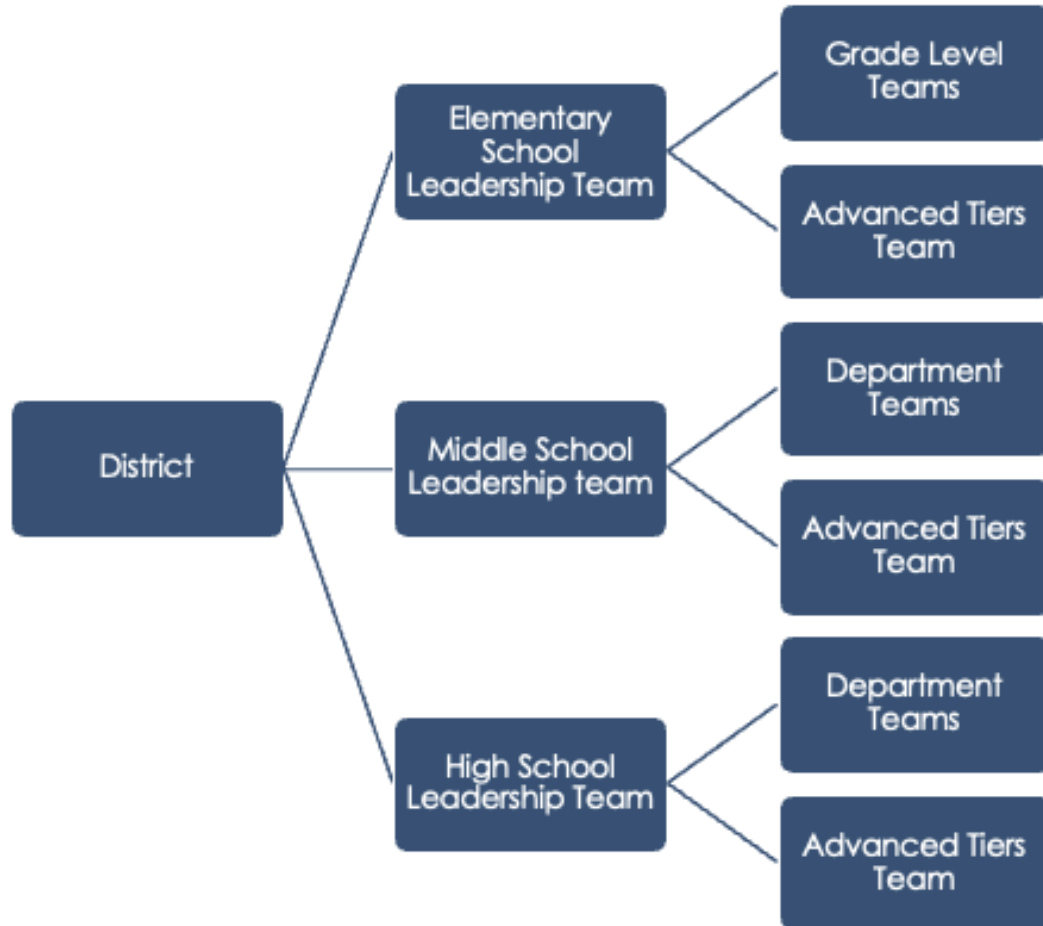
An **Implementation Plan** includes:

- **Goal:** What do we want to accomplish?
- **Strategies:** How will we do it?
- **Roles and team structures:** Who will do what?
- **Timelines and milestones:** By when?
- **Communication and feedback processes:**
How will we communication, in what forms, with whom, when?



Resource: What is an Implementation Plan?

Who Should Follow an Implementation Plan



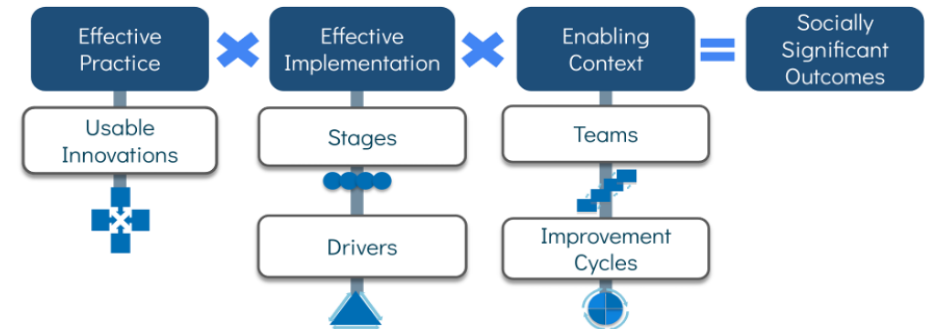
- Each team should have a plan
- Goals and progress would be fed up the chain to inform continuous improvement efforts
- How does the school support the teams and staff?
- How does the district support the schools and staff?

Resource: Implementation Plan Templates

Activity 2.4 Reflecting on your Implementation Efforts

Pause and Connect

- We have explored an aspect of each factor within the Active Implementation Formula
 - Effective Practice (Literacy, Math, and/or SEBH)
 - Effective Implementation (Plans)
 - Enabling Context (Teams)
- What is a priority to strengthen first?

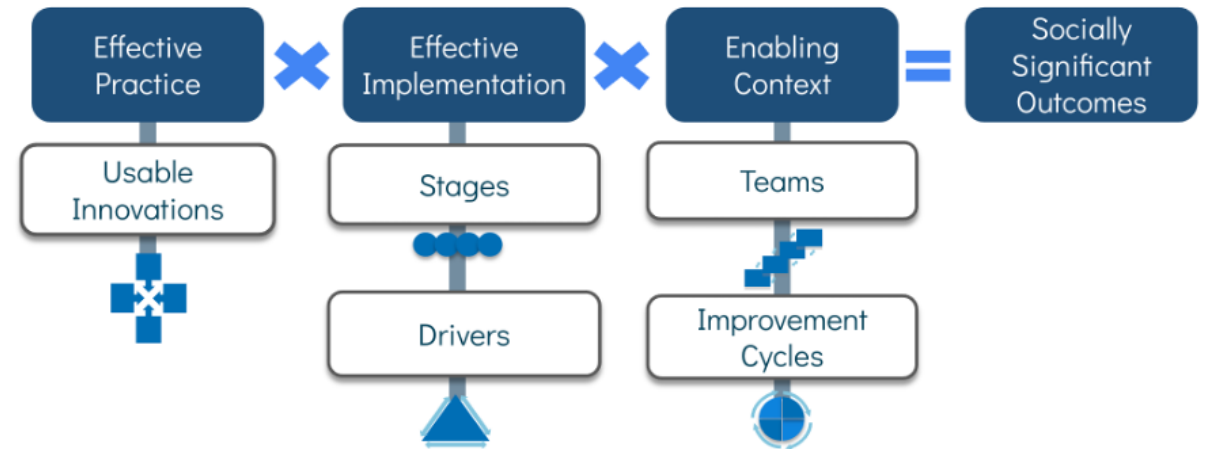


3.0 Communication is Key

Activity 3.1 What's Missing?

The district is implementing a new K-5 reading curriculum.

- Read assigned scenario (page 21)
- Decide what is missing
- Identify an action this district should focus on to improve implementation for this scenario.



Effective communication is essential to the success of any initiative in a district.





Activity 3.2: Communication Factors

Reflect and discuss

- What factors have led to positive communication experiences?
- What factors have contributed to poor communication experiences?

Use the table on page 22 to record your ideas

Do more of this	Do less of this

Activity 3.3: MTSS Communication Plan (How)

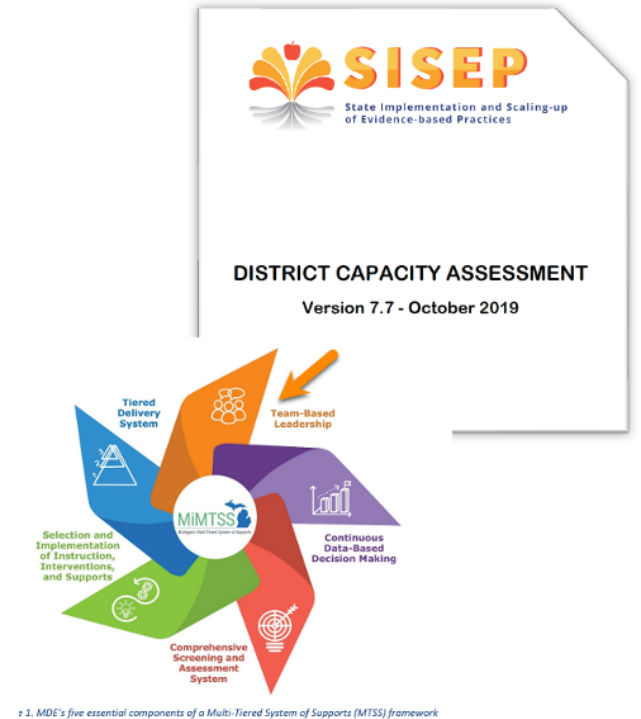
Access activity on pages 23-24

Review each table:

- Team-based Leadership 1.4
- District Capacity Assessment item #10

Notice how the process and protocols are monitored in the DCA.

How will strengthening and systematizing **communication** support your MTSS efforts?



Communication Plan

A written document which outlines the protocols (process) for communicating to and gathering information from internal and external groups/teams whose work would be impacted by the selection and use of effective innovations across the district



Communication Plan Components

1. Identified Groups / Teams (e.g., internal, external)
2. Designee/persons responsible for communication with each group
3. Protocol (process) for **what information** needs to be gathered and disseminated to each group / team, **in what format**, and in **a pre-determined timeframe**
4. Communication survey and the dates to assess the effectiveness of communication

Activity 3.4 District Communication (What)

- Let's explore information the district is responsible for communicating
- Turn to pages 23-25 in the participant workbook
- Review the selected key actions
 - Make a note if and how you are currently communicating with staff
 - This is to give an idea of **what** the district communicates to support an MTSS framework

Communication Methods/Formats

Informal Communication Methods

- Texts
- Phone Calls
- Hallway Conversations
- In context of another meeting
- As needed

Formal Communication Methods

- Written Guidance
- Checklists
- Calendars
- Scheduled Reminder Messages
- Newsletters / Updates
- School Board Updates / Annual Reports
- Scheduled check in meetings

Resource: Communication Methods Audit page 23

Activity 3.5 District Communication Plan

Putting the pieces together

- Review both communication plan worked examples
- Reflect on the critical components
- Identify areas that you may want to include

Recall Critical Components

- Written
- Identifies
 - Critical Groups / Teams
 - Designees / Contacts
- Protocol
 - Information
 - Method to / from
- Survey for effectiveness

Flaws in a Communication System

“The single biggest problem in communication is the illusion that it has taken place.”

— *George Bernard Shaw*

“Change is hard because it’s friction against habit, not against intention.”

— *James Clear (Atomic Habits)*

Steps Teams Can Use to Improve Communication

1. Identify communication need
2. Match audience
3. Clarify purpose
4. Identify the responsible designee
5. Determine format and method
6. Define timing

Practice Time

Team Communication Fidelity Checklist page 28

Scenario 1 Midyear MTSS Updates

The district wants to update families and the community about MTSS progress mid-year. The DIT has identified highlights such as:

- New positive behavior recognition system in all elementary schools
- Literacy intervention groups showing 70% goal attainment
- Family feedback sessions planned for spring

Goal of Communication:

Celebrate progress, explain the “why” of MTSS for families, and promote upcoming opportunities for engagement on the district website, social media platforms, and quarterly newsletter mailing.

Scenario 2 Preparing for Upcoming Assessments

Winter universal screening (e.g., DIBELS 8) begins next week. The DIT needs to ensure consistency in messaging and logistics across schools.

Goal of Communication:
Clarify the timeline, roles, and purpose of screening, and reinforce how results will be used to guide Tier 1 and Tier 2 decisions.

Scenarios on page 29

Scenario 3 Communicating Results Staff Survey

Staff completed a mid-year survey about MTSS implementation and communication effectiveness. The DIT has compiled themes:

- High agreement that MTSS supports students
- Requests for clearer guidance on Tier 2 documentation

Goal for Communication:

Share what was heard, what will be done in response, and next steps for collaboration.

Communication Logistics:

- Short slide deck to summarize the survey to be prepared by DIT data analyst
- Slide deck will be available at the next principal's meeting
- Superintendent and MTSS Coordinator can support individual preparations
- Principal's use slides at next staff meeting

Activity 2.6 Skill Check Time!

Task:

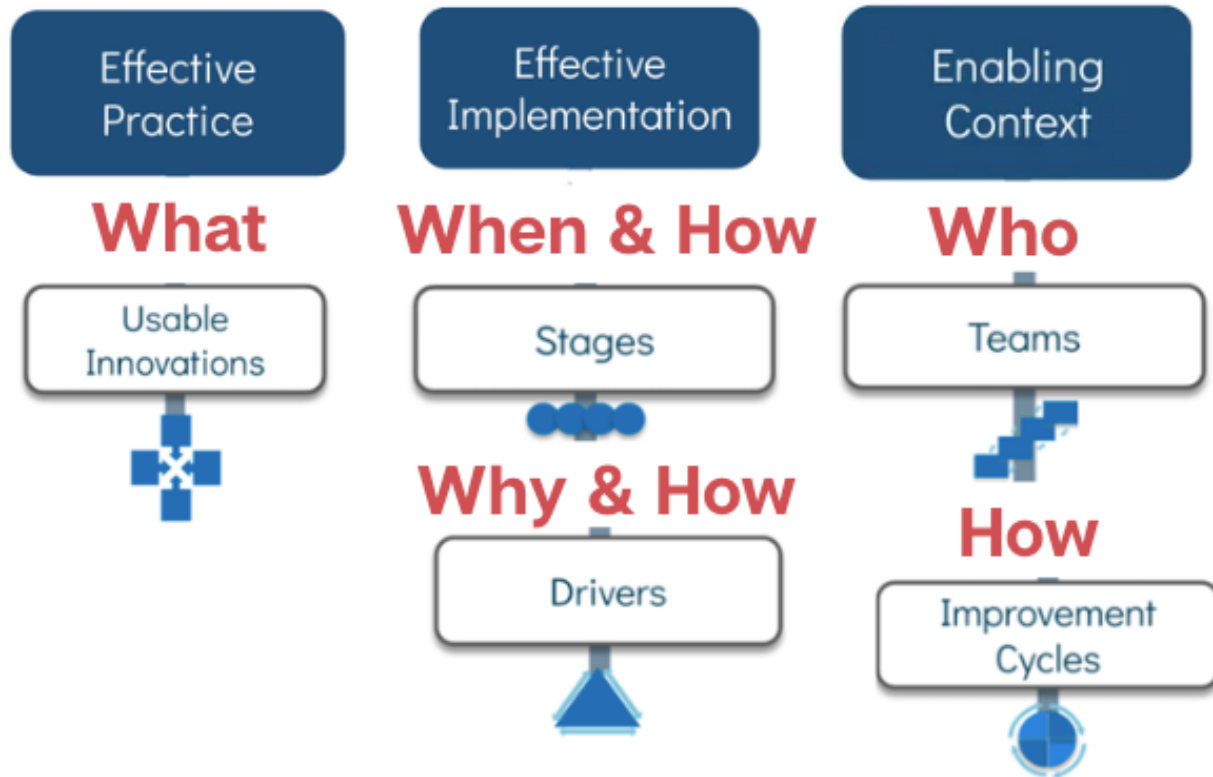
- Identify the 6 steps to using a communication plan
- Two scenarios

Success Criteria is a score of 6 out of 8

- Unlimited attempts



Connecting to the MTSS Framework



- Teams
- Implementation Plans
- Inventories, Alignment, Review
- Communication

Activity 3.7 Creating a Vision for MTSS

Access the activity on page 31-32 of the workbook

Vision for MTSS Components

- **Why** – your priority
- **What** – effective practice
- **How** – Active Implementation Framework / Systems

Task

1. Visit the three websites
2. Look for 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?

Benefits

“Effective communication is the best way to prevent and solve problems.”

(Adapted from Bradford Winter)

Challenges Happen

Challenges are inevitable
when districts install and
implement new practices
or refine existing
practices!





Activity 3.8 Identifying Critical Features

- Review the tables on page 33
- Use this information to begin to develop of a list of critical features or components to include in your process
- When developing the list keep your communication plan and the critical groups in mind

Steps to Address Implementation Challenges

Step 1: Add Challenge to Agenda and Implementation Challenges Log

Step 4: Identify Steps to Remove the Challenge

Step 2: DIT Review of Challenges Log

Step 5: Provide Status Updates

Step 3: Assign Personnel to Address Implementation Challenge

Step 6: Communicate Challenge Removal

Implementation Challenge Example

School Leadership Teams (SLT) are established to install Tier 1 Social Emotional Behavioral Health (SEBH) in each of the buildings

Sunnyside Team Challenge:

- Not enough time allocated for work to be accomplished in current meeting schedule (1 hour monthly)

Sunnyside Team requests to meet after school to complete work

School/District Challenge:

- Master schedule is not conducive to collaborating (no common planning time)
- Schedule B is not established for this work to be done after school hours

Implementation Challenge Example Steps

1. SLT Coach and Principal agree to lift this to the DIT for support
2. DIT hears the context of the challenge to see if it is occurring at all schools or just one.
3. DIT assigns two potential paths forward
 - a) Curriculum Director to research how other districts of similar size set up master schedules for ideas.
 - b) Business Office and State & Federal investigate viability of schedule B compensation
4. Each plan is presented to DIT the following month for the best solution short and long term. Communicate progress to the teams.
5. DIT implements the short-term solution and follows up the next month to check on the progress.

Activity 3.9 Challenge Scenarios

- Review the challenges and consider if this is a school or district challenge
- Imagine that we all belong to Michigan School District 4 Buildings: HS, MS, Upper Elementary and Early Elementary
- MTSS: Reading and SEBH

Implementation challenge	School	District	Unsure
Training/compensating all K-6 staff to complete Acadience Essentials workshop 8 hours training.			
High school staff given choice to use the acknowledgement system developed by the school leadership team in their classroom			
Enrollments not updating in the universal screening system K-6 via Skyward (SIS) and Clever. Students are still in last year's grade.			
Out of classroom time from behavior (suspension/detention) is three times the rate at the secondary than the elementary. Current board approved handbook gives more flexibility toward implement restorative practices at the elementary.			
Three of our four buildings indicate they lack parent involvement according to their SWPBIS Tier 1 TFI and School Climate survey.			
Reading interventionists report that over the past month they have been had less than 75% of their intervention session due to the sessions being cancelled by field trips, assemblies and class parties.			

pages 35-36 participant workbook

The Decision Log – Small District or Public-School Academy Alternative

- **Who:** Small Districts or Public-School Academies
- **Why:** A six-step process may further stall work and cause more frustration for team and staff
- **What:** Team may discuss but one leader decides
- **How:** Decision is documented and communicated

Example on page 36-37

Creating Communication Pathways

- Use technology to your advantage to create communication pathway
- A simple Team Meeting Exit Slip can be a one stop shop
 - Update current work
 - Next Steps
 - Celebrations
 - Request Support or Resources
 - Identify Challenges

Team Meeting Exit Slip

* Indicates required question

Identify Your Team *

Choose

What is your Team working on? *

Your answer

Next Steps *

Your answer

Celebrations or Accomplishments to Share

Your answer

Requests to Support the Team Reach its Goals

Your answer

Any challenges that is causing the work to stall or pause?

Your answer

4.0 Wrap up

Setting the Stage for Day 2

Big Ideas

- MTSS is Driven by Purpose, Not Just Structure
- Implementation Matters as Much as the Practice
- Team-Based Leadership is the Engine of MTSS
- Communication is a Critical Lever for Success

Suggested Actions to Get Started

Phase	Effective Practice	Effective Implementation	Enabling Context
1. Foundation	X		XX
2. Leadership & Communication		X	XX
3. Practices	XX		
4. Problem-Solving		XX	
5. Selection / Review	X	XX	
6. Staff & Learning		XX	X
7. Coaching	X	XX	
8. Data Collection & Use		XX	X

Appendix C: MTSS Installation Checklist

Next Time

Day 2

- Review Active Implementation Formula and MTSS Connections
- Selecting and Growing an MTSS Staff
 - Teachers, Interventionists, and Coaches
 - Developing Professional Learning
 - Developing a Coaching System
- Measure What Matters, Act on What You Learn
 - Creating an Assessment System
 - Align Your Continuous Improvement Across Teams

References

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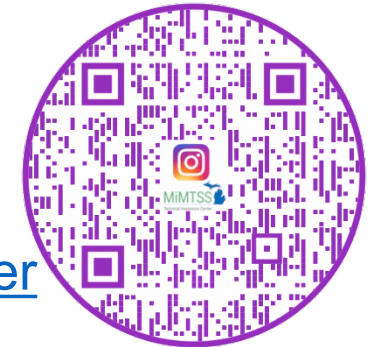
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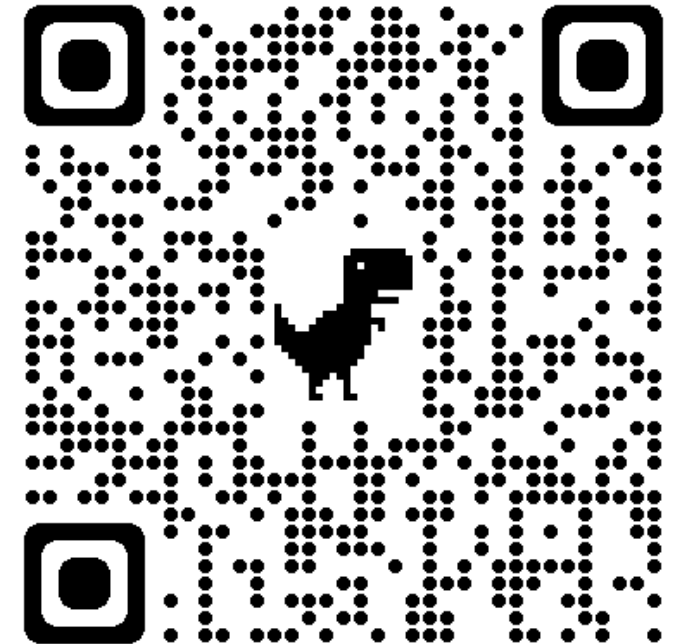


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Session Evaluation

MiMTSS Training Evaluation

- Trainers, hyperlink descriptive text above with evaluation link and add URL in parenthesis (and remove this bullet)
- Trainers, add evaluation link QR code within this placeholder and provide alt text for the image (and remove this bullet)