



Developing Readiness Using the MTSS Practice Profile



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 is designed to provide an overview of the the MDE Multi-Tiered System of Supports (MTSS) Practice Profile and how it might inform next steps for professional learning.

Intended Outcomes

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

Agenda

1.0 Why MTSS?

2.0 MTSS Essential Components

3.0 Available Technical Assistance

4.0 Potential Next Steps

1.0 Why MTSS?

Benefits of MTSS

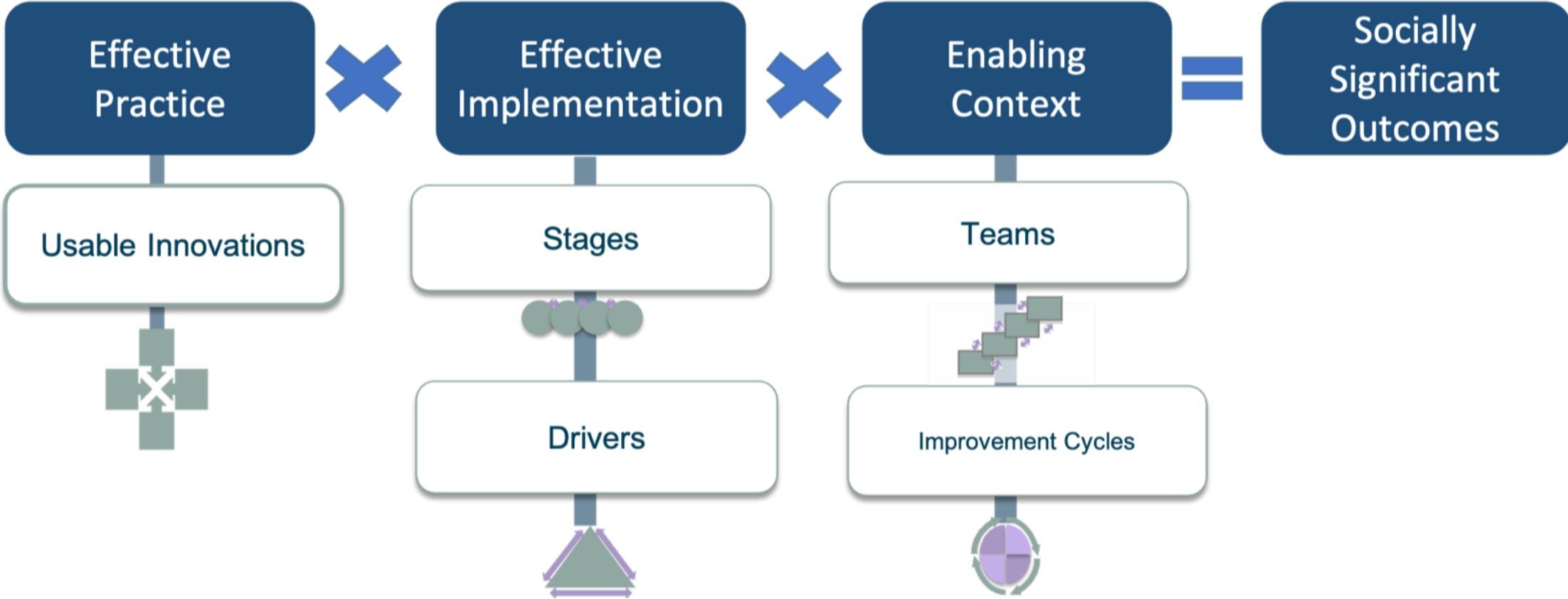
- Promoted nationally and internationally
- Framework comprised of evidence-based practices
- Designed to meet the needs of ALL learners
- Can be applied to both academic and non-academic content areas to address needs of the whole child

(Freeman, R., Miller, D., & Newcomer, L., 2015)

MDE's MTSS Scale Up Efforts

- MDE receives targeted technical assistance from the State Implementation and Scaling-Up of Evidence-Based Practices (SISEP)
 - To continue to apply the learning for implementing best practices (“implementation science”)
 - MTSS chosen as first innovation to apply learning towards

Formula for Success



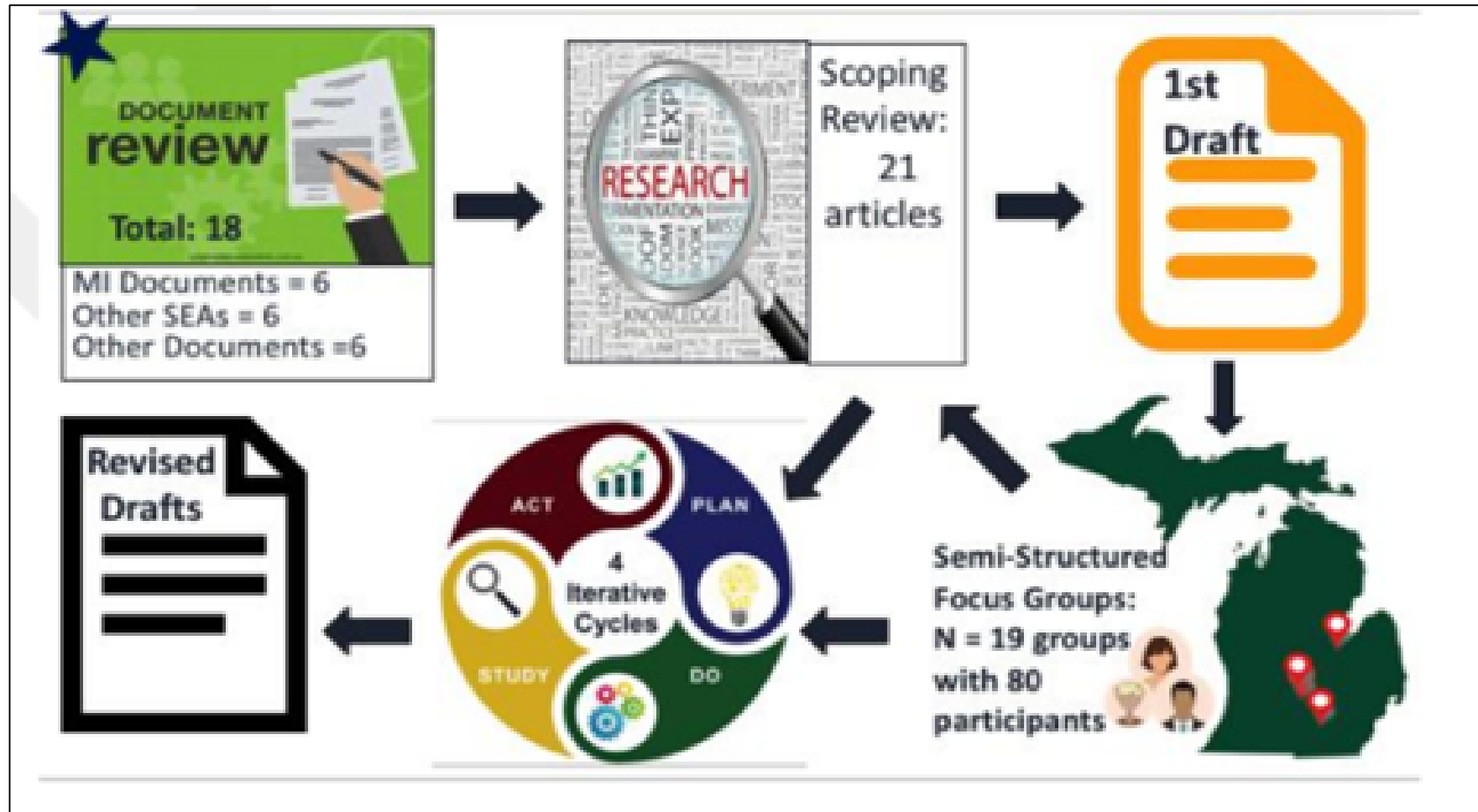


Activity 1.0

Poll: rate your current knowledge/experience with Michigan's MTSS Practice Profile:

- 3=I am confident that I understand the concepts and can apply the concepts to my district's context
- 2=I understand most concepts but am unclear about how to apply it to my district's context
- 1=I understand some of the concepts
- 0=I haven't had a chance to look beyond the cover

Making MTSS Usable: Developing the Practice Profile



(MDE, 2018)

Purpose of MTSS Practice Profile

- Create shared understanding
- Clearly define standards or expectations
- Describe actions that a **district** should take to develop and implement an MTSS framework at intended
- **Collective Understanding across the educational cascade**
- **Ultimate goal: Districts implement MTSS with high quality to improve outcomes for all learners**

When Used Alone...

- Diffusion/Disseminating of information
- Training
- Passing laws/mandates/regulations
- Providing funding/incentives
- Organization change/reorganization

Does NOT result in use of practices/innovations as intended

Return on Investment is 5-15%

State MTSS Priorities Reflected in Legislation

- Section 31a
- 35a
- 54b
- Dyslexia bills

Section 31a Excerpt

31a-funding to address literacy and numeracy, K-12 must implement a multi-tiered system of supports that is an evidence-based framework that uses data driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs. The multi-tiered system of supports described in this subsection must provide at least all of the following essential components:

- (a) Team-based leadership.
- (b) A tiered delivery system.
- (c) Selection and implementation of instruction, interventions, and supports.
- (d) A comprehensive screening and assessment system.
- (e) Continuous data-based decision making.

Section 35a Excerpt

35a. (a) In order to be eligible to receive funding, a district shall demonstrate to the satisfaction of the department that the district has done all of the following:

(i) Implemented a multi-tiered system of support instructional delivery model that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs. The multi-tiered system of supports must provide at least all of the following essential components:

- (A) Team-based leadership.
- (B) A tiered delivery system.
- (C) Selection and implementation of instruction, interventions, and supports.
- (D) A comprehensive screening and assessment system.
- (E) Continuous data-based decision making.

Proposed Dyslexia Legislation Excerpt

"Multi-tiered system of support (MTSS)" means a comprehensive framework that includes 3 distinct tiers of instructional support and is composed of a collection of evidence-based strategies designed to meet the individual needs and assets of a whole pupil at all achievement levels."

Section 54b

Allocates funding to the MiMTSS TA Center to develop state-wide capacity in supporting the behavioral components of an MTSS framework (PBIS) with an intended outcome of reducing incidences of Seclusion & Restrain.

Additional Resources

- [Fiscal Guidance for Implementing MTSS](#)
- MTSS examples embedded into MICIP Process guide and platform
- [Multi-Tiered System of Supports \(MTSS\) in Michigan's State School Aid Act](#)

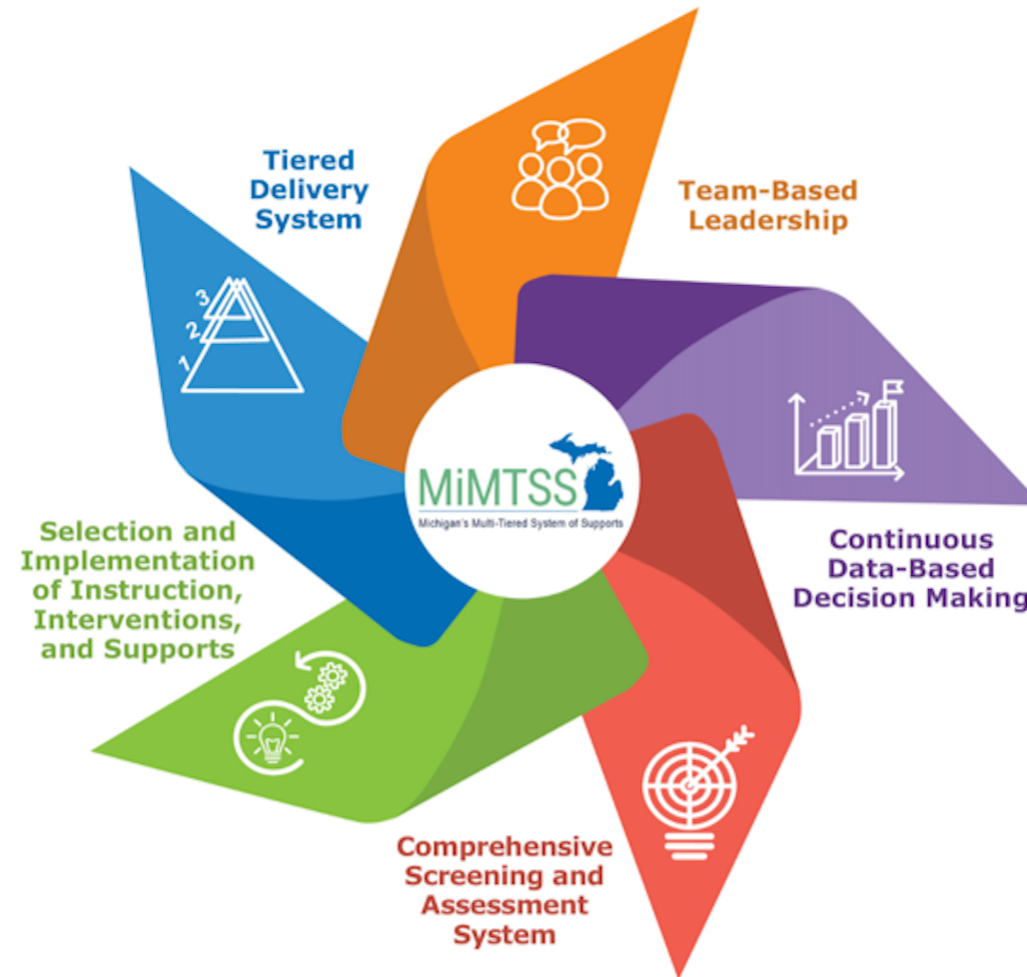
2.0 MTSS Essential Components

Multi-tiered System of Supports (MTSS)

- 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



(MDE 2020)

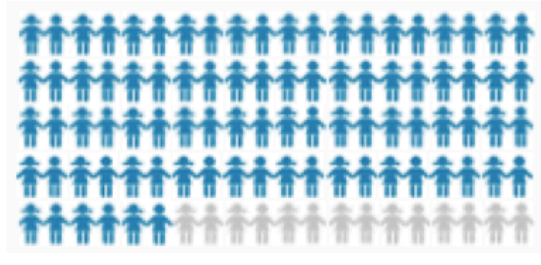
Team-Based Leadership

No
Implementation Team



Only 10% of reforms
were used with fidelity
after 5 years of funding
(Aladjern & Borman, 2006)

Expert
Implementation Team



From “Letting it Happen”

14% of sites were at
full implementation in
17 years



To “Making it Happen”

80% of sites were at
full implementation in
3 years

Team Based
Leadership

Multiple District Level Teams?

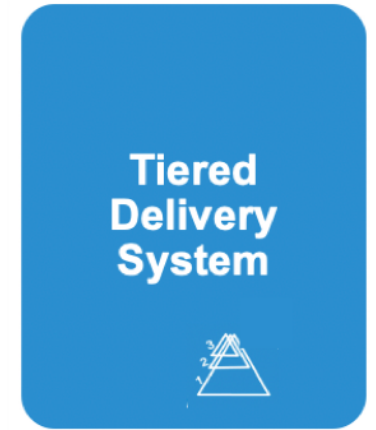
- DIT members should be included on the District Continuous Improvement Team when MTSS is a focus of continuous improvement
- DITs may serve as the District Continuous Improvement Team as long as:
 - Critical perspectives are represented on the team
 - Time is allocated to support implementation of MTSS AND continuous improvement efforts

District Implementation Team Formation: Recruitment and Selection

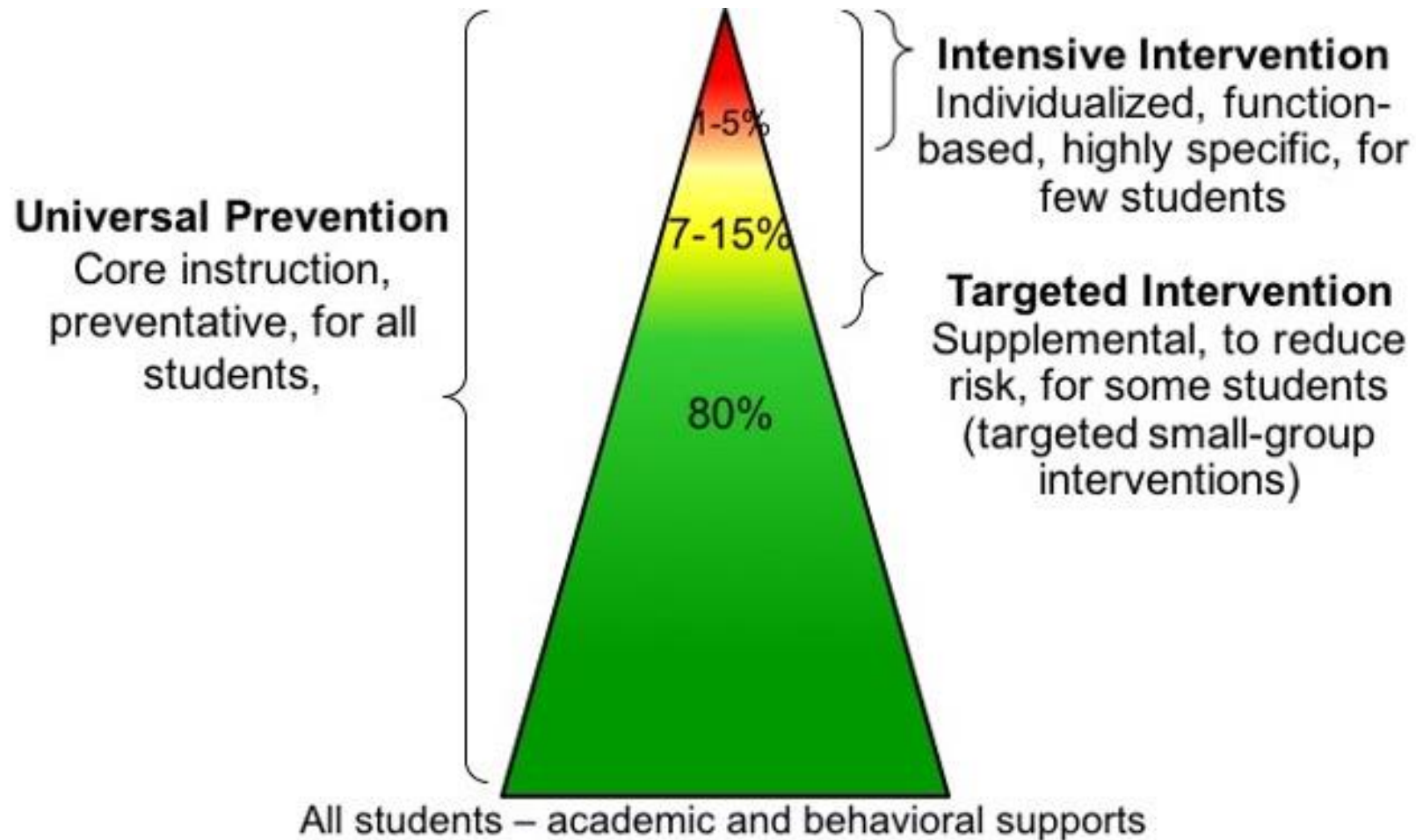
Tiered Delivery System

Without a tiered delivery system, MTSS is not being implemented.

- Data systems and practices are defined at each tier
- A continuum of interventions are accessible to ALL learners, based on whole child needs
- District has guidance on how to intensify interventions to meet student needs



Tiered Delivery System (cont.)



Selection & Implementation of Instruction, Interventions & Supports

- District has a written process to select or deselect instructional strategies, interventions & supports
- District team ensures that professional learning, coaching, materials, etc. are available to all implementing educators to ensure fidelity
- **Caveat:** the MTSS framework is as good as the practices and curriculum resources being used



Common Misconception-Sameness

- “MTSS should look the same across districts and schools”
- “MTSS promotes sameness without taking into account unique needs of each district or school”

Comprehensive Screening and Assessment System

- District has a written process to select or deselect learner outcome, fidelity, and capacity assessments.
- District team ensures that annual professional learning are available to understand the purpose of the assessment, how to administer, score and interpret results
- Staff understand when data are collected and analyzed & who administers, scores and uses results



From Systems to Student Outcomes

- Need to apply MTSS to a specific content area (e.g., reading, behavior)
- Screening and Assessment Systems will match the content area MTSS is applied to (e.g., Curriculum Based Measure for Reading, Social/Emotional/Behavioral Screener for Behavior)
- Only when it is informing interactions between teachers and students will outcomes change as a result

Measuring MTSS Implementation

MDE has selected the following measures to further guide implementation efforts:

- District Capacity Assessment to measure district infrastructure to implement and sustain MTSS efforts (the “stuff” in the MTSS Practice Profile)
- Reading Tiered Fidelity Inventory (R-TFI) to inform reading MTSS
- School-wide PBIS Tiered Fidelity Inventory (SW-PBIS TFI) to inform Behavioral MTSS

(MDE MTSS Practice Profile, 2020)

Fidelity

Definition: The implementation of a practice or program as intended by the researchers or developers

- To implement a practice or program with fidelity, you should:
 - Understand how to implement the EBP as intended
 - Gather and organize the resources necessary for implementation
 - Adhere to the essential features of the practice or program (outlined in fidelity assessments)
 - R-TFI, SWPBIS TFI, EWIMS Fidelity Tool (in development), Check-In Check-Out Intervention Checklist, etc.

District Capacity Assessment (DCA)

- 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
- Data is used for on-going action planning and improvement

Continuous Data Based Decision Making

Alignment with MICIP

- Continuous, not an isolated incident (pg. 35)
- Steps of the process (pg. 36)
- Prompts communication about efforts (pg. 37)





Activity 2.0

POLL: 2 questions

Which of the following components of the MTSS Practice Profile do you consider a strength of your organization? (check all that apply)

Which of the following components of MTSS Practice Profile do you consider an opportunity for growth for your organization? (check all that apply)

3.0 Available Technical Assistance

Leveraging TA to meet your needs

- MTSS is complex
- Contextualizing is necessary
- Teams 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 starting point for MTSS should match your need

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

Example 1

Through their MICIP work, a District recognizes that in order to implement MTSS (or any other innovation) well and sustain the work district-wide this time around, infrastructure needs to be built and maintained.

Depending on the context, the district might explore:

- District Implementation Team Installation Series (p.56)
- Applying for an Intensive TA partnership with the TA center
- Sustaining School-wide PBIS Implementation (p.18)

Example 2b

By utilizing the 7 step EWIMS process, secondary teams believe that the root cause of course failures may be a lack of reading intervention supports to meet the needs of all students.

- Depending on the context, the district might explore:
 - Tier 1 Reading Components of a Secondary MTSS Framework (p.54)
 - Variety of Literacy Interventions (p.21-p.26)
 - Explicit Instruction Series (p.50-p.51)

Example 3

Through their MICIP work, a district recognizes that many of the SWPBIS processes and procedures developed several years ago are still in place, but very little behavior data are being collected to determine the effectiveness of their behavior systems

Depending on the context, the district might explore:

- SWIS Facilitator Training (p.36)
- Facilitating the SWPBIS TFI (p.32)
- Becoming a PBIS Assessment Coordinator (p.30)
- An Overview of the School Climate Survey Suite (p.29)
- SWPBIS TFI Tiers 1, 2 and 3 (p.37-p.39)

Institutionalizing

- As you learn how to build infrastructure to support MTSS and apply MTSS to a specific area like reading or behavior, you need to be institutionalizing your systems, processes and procedures.
- Permanent products are important for:
 - Clarity
 - Transparency
 - Continuous Improvement
 - Sustainability
 - Accountability-internal and external (31a)
 - Succession Planning

4.0 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 district?

Building Shared Language and Understanding

Consider inviting staff from across buildings 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 within the district
- 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 as a staff

Exploring Technical Assistance to Fit Your Need

- What did your MICIP data story indicate might be an area of need?
- After better understanding MTSS as defined by the practice profile, have you identified additional areas of need? Which content area might you apply MTSS to first?
- Have you been implementing MTSS in one content area but are looking to expand to another area?

**Seek out professional learning and/or coaching
that matches your need(s)**

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)
- [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.