District Implementation Infrastructure Series
District Readiness and MTSS Teams

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MICHIGAN
Department of **Education**

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Establishing your Why

Activity 1.1 Why MTSS a Priority?

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.
   - Why is MTSS implementation a priority for the district?
   - 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?
   - Is there any information that needs to be communicated to critical groups/partners

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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

Building Background Knowledge with MTSS & Infrastructure

Installing District Infrastructure will support the installation and implementation of MTSS but also any curriculum, initiative or practice to continue to support students districtwide. The good news is that process or procedure can be developed in a way that can be applied in multiple ways across the MTSS Framework.

Figure 1. District Infrastructure

Figure 2. MDE Practice Profile

MDE MTSS Essential Components and District Infrastructure Connections

| MTSS Essential Components / District Infrastructure	Team Based Leadership	Tiered Delivery System	Selection / Implementation of Instruction, Intervention & Supports	Comprehensive Assessment	Continuous Data-Based Decision-Making
District Implementation Team	X	X	X	X	X
Communication Plan	X	X	X	X	X
Implementation Plan	X	X	X	X	X
Address Implementation Challenges	X	X	X	X	X
Data Analysis and Use					X
Inventory and Alignment			X	X	
Select and De-Select Process			X	X	
Coaching System		X	X	X	X
Staff Recruitment / Selection		X	X	X	
Staff Development		X	X	X	X

Table 1 Alignment of District Infrastructure and MDE Practice Profile

Additional Notes:

How: Implementation Science

Implementation Science includes ways to successfully use innovations as intended and sustain that use over time, while scaling up (or getting all of our buildings and staff to do it) across the district. Research across multiple fields has identified five specific frameworks, that when addressed, lead to the effective and sustained use of innovations, resulting in improved outcomes for students. Those five frameworks are called the active implementation frameworks, and these form the basis of implementation.

Active Implementation Framework
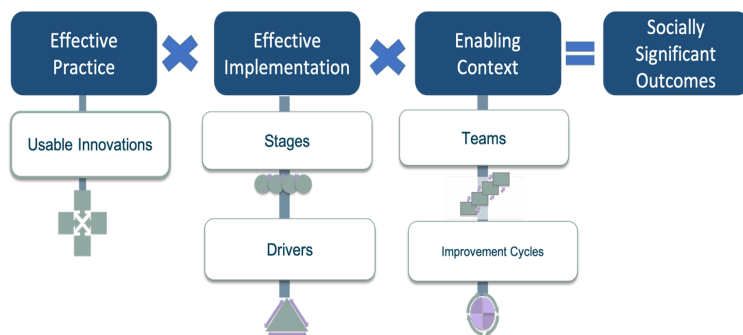
Activity 2.1 Active Implementation Framework Video Reflection

1. What are your key takeaways from the video?
2. How does the information in the video connect to your district's current MTSS work?
3. After watching the video, what are you interested in learning more about?

Activity 2.2 Creating a vision for MTSS

Task:

1. Visit the three websites
2. See if you can identify the organization's Why, What, and How of MTSS?
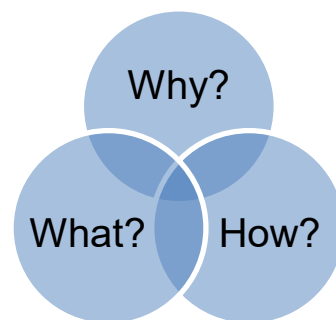3. Formulate your MTSS vision.

In your own words explain your organization's…

Why?

How?

What?

…to support a practice(s) within an MTSS Framework

Current Status of your WHAT in your district: Initiative Inventory

What information would you need to collect to understand what is going on in your district around MTSS-Reading, MTSS-Math, MTSS-SEBH

Name of Initiative/ Innovation	PBIS	Initiative/Innovation
Description (e.g. purpose, skills taught, instructional approach)	Explicitly teach behavior expectations and prosocial skills	
Implementation Status (e.g., stage of implementation)	Installation	
Executive Leader Responsible for the Initiative	Curriculum Director and Special Ed Director	
Target Population (e.g., all learners)	PreK-12 All Learners	
Staffing Requirements (e.g., FTE, roles)	School System Coaches, School Leadership Teams	
Professional Learning and Coaching Commitment (e.g., years and number of days)	SLT Training Series Classroom PD Kick-Off each year Refreshers throughout year (Staff Meetings	
Data Collection and Reporting Requirement	Schoolwide Tiered Fidelity Inventory, SWIS referrals, School Climate Survey	
Evidence of Impact (quantitative and qualitative)	Increased Fidelity of implementation, decreased referrals, increased school climate approval rating	
Technical Assistance Provider (e.g., PD provider)	**Professional learning**: internal coaches and on demand through ISD or MiMTSS TA Center Universal trainings	
Financial Commitment and Source of Funding (e.g., federal, state, grant, other)	**Mixed fund:** general, state and grant	

One Idea to Get Started: Open-Ended Survey

1. Google Survey teachers
   a. What do you use to teach reading?
   b. What do you use to support or teach social emotional behavioral skills?
2. Use this information to identify all the thing that take up time, money, and personnel resources.
3. Then organize the information in a way that is meaningful to your district. The Initiative Inventory is a good start to find out some additional information about what is going on and how well it is supported.

The Enabling Context: Teams
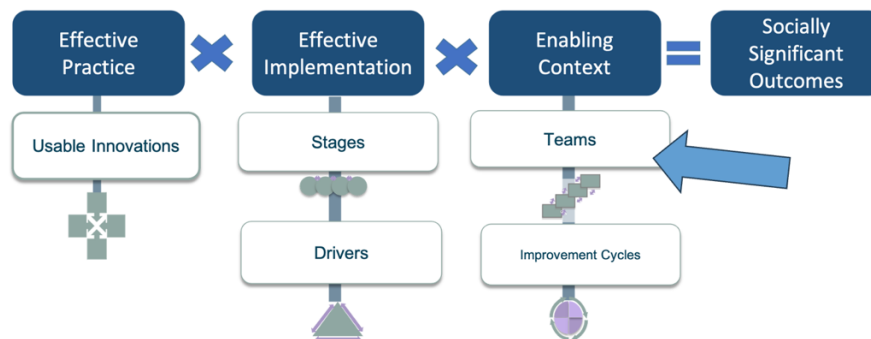
Notes from video:

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.

Rob Horner 2013

Activity 4.1 Defining Team-Based Leadership

1. Read through excerpt of MTSS Practice Profile and DCA related to Team-Based Leadership.
2. Discuss with your group and determine 3-5 critical features needed for district implementation team

Components	MDE MTSS Practice Profile: Team-Based Leadership
Definition:	An active, organized, knowledgeable and representative group exists to provide whole child supports, remove barriers, coordinate, and evaluate activities for the district in alignment with the broader education system.
	Expected Use in Practice
1.1	The district creates and **maintains a team** and ensures its authority and responsibility for leading and coordinating MTSS implementation across the district. The team: • supports the mission and vision of the district. • establishes clear roles and responsibilities. • has shared accountability and responsibility for establishing and maintaining a plan for implementing the MTSS framework with fidelity in the district. • meets monthly to review the status of MTSS related activities at the district and building level, ensure appropriate action is taken to reduce barriers to successful implementation, and ensure fidelity. • supports the composition and development of building teams to carry out the vision of the district and support school level MTSS data systems and processes. • ensures that implementation of the MTSS framework informs the district and school continuous improvement process.
1.2	The **district team represents** key stakeholders including district and school leadership, district support personnel, data personnel, general and special education educators, families, and other identified stakeholders (e.g., union, ISD, and community representatives). • Includes at least one executive leader with the ability to make significant decisions, allocate resources, and problem solve on behalf of the team.

Note: *only reference to coordinator in the MDE MTSS Practice Profile is in the Comprehensive Assessment System: Data Coordinator*

DCA Item	2 points
1. There is a **District Implementation Team** (DIT) to support implementation of Effective Innovations (EI)	A **team** is developed and is representative of cross departmental perspectives (e.g., general education and special education) AND Team members are selected for: • Experience in using of effective innovations • Positive working relationships with building leadership and staff • And have sufficient time to dedicate to DIT functions
2. DIT includes an individual with **executive leadership authority**	DIT membership includes at least one executive leader who can make significant decisions within the district to support schools in their use of effective innovations without consulting with a higher authority -AND- The executive leader consistently attends meetings -AND- When scheduling conflicts occasionally occur, the leader makes sure (s)he is provided with relevant information (e.g., decisions and potential barriers that need to be addressed) within 1-2 days after the meeting
3. DIT includes a designated **coordinator(s)**	DIT includes a designated coordinator(s) who performs a lead role on the DIT by: • Preparing for and facilitating DIT meetings • Developing meeting agendas • Monitoring completion of assigned actions and **implementation plan** -AND- The coordinator(s) has direct and regular contact with executive leader(s) -AND- Coordinator(s) uses knowledge about EIs and implementation research in order to make recommendations to the DIT and the executive leader overseeing the DIT -AND- Individual(s) providing coordination have adequate time to fulfill responsibilities

Critical features of a District Implementation team are:

1

2.

3.

4.

5

Determining the WHO: 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/MTSS Coordinator Document (*electronic resources)
District Implementation Team Agenda Example

Activity 4.2 MTSS Team Audit

Consider the function of the team. What team or group of people currently fulfill this function within your district and school?

Team/Structure	Function	Staff
	Primary Focus **District Trends All Tiers**: • Shaping then using district processes and procedures for the selection and use of Effective Innovation • Engaging in district data analysis to support implementation • Addresses Implementation Challenges • Allocates Resources based on data/need: Personnel, Capital, Professional Learning/Coaching • Ensuring communication amongst different groups/ teams within the school and across the district	
	Primary Focus **Building Tier 1** (SEBH, Reading, etc.), • Collects and analyzes schoolwide data • Advocates and plans for professional learning based on schoolwide data patterns and trends • Problem-solve and addresses implementation challenges related to Tier 1 • Ensuring communication amongst different groups/ teams within the school and across the district	
	Primary Focus **Grade Level / Department** (SEBH, Reading, etc.), • Collects and analyzes Grade level or Department data • Advocates for professional learning based on Grade-level/Department data patterns and trends • Problem-solve and addresses implementation challenges related to Tier 1 among the grade level or department • Ensuring communication amongst different groups/ teams within the school and across the district	
	Attends to, coordinates, and is accountable for students' access to intervention **supports (Tier 2 and Tier 3)** by: • Using district processes and procedures for the selection and use of interventions • Planning and coordinating intervention efforts within the school (groupings, scheduling, intervention provider supports) • Engaging in data analysis to determine when the most intensive Tier 3 supports are needed and to determine intervention effectiveness • Ensuring communication amongst different groups/ teams within the school and across the district	

Team/Structure	Function	Staff
	Staff responsible for **teaching the intervention** • Work together to ensure intervention is taught as intended: length, quality, fidelity of instruction • Coaching support available to the team • Ensuring communication amongst different groups/ teams within the school and across the district	
	Staff responsible for providing supports to ensure the MTSS initiatives and evidence-based practices are taught as intended • Instructional / practice based • System / technical	

Resources for recruitment and selection of MDT and SLT will be provided in the electronic resources

Assignments

1. **Form your DIT team**
   o Use the recruitment and selection document for guidance.
   o Consider function first

2. **Develop your Vision/Mission for MTSS**
   o Use the questions from Activity 1.1 to develop the district's why, what, and how of MTSS.

3. **Communicate your MTSS Vision / Mission**
   o 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.

4. **Determine your MTSS Focus**
   o What is your focus? Reading, Math, SEBH, Integrated. Whatever it is now is the time to start an inventory to see what is currently in your system.

Key Vocabulary and Acronyms

Key Term and Acronyms	Definitions
MTSS	Multi-Tiered System of Supports
MiMTSS	Michigan's Multi-Tiered System of Supports Technical Assistance Center
MDE MTSS Practice Profile	Michigan Department of Education's operational definition of an MTSS Framework that is the expected use of each essential component to support the whole child
District Capacity Assessment (DCA)	An action assessment designed to help educational district leaders and staff better align resources with intended outcomes and develop action plans to support the use of effective innovations.
Tiered Fidelity Inventories (TFI)	A tool to provide schools with method to assess school-level implementation of the critical features the academic and/or behavioral innovation. The tool will be divided in to sections such as Tier 1, 2, and 3 or Universal (Tier 1) and Advanced Tiers (Tiers 2 and 3).
Implementation Science	Implementation science is the study of methods to promote the integration of research findings and evidence into policy and practice. It seeks to understand the behavior of professionals and other stakeholders as key variables in the sustainable uptake, adoption, implementation, and sustainability of Effective Innovations.
Active Implementation Framework	The five overarching frameworks that experts have determined are critical to monitor and address to achieve socially significant outcomes for students.
Effective Innovation (EI)	An innovation is anything that is new to a district and that is intended for use to improve effectiveness or efficiency. The innovation was developed based on the best available evidence (e.g., evaluation results, research findings).
District Implementation Team	An organized and active group that supports the implementation, sustainability, and scale-up of Effective Innovations by integrating the use of implementation stages, drivers and improvement cycles.
SEBH	Social-Emotional, Behavioral, and Mental Health Supports

Resources

[Active Implementation Formula](https://youtu.be/CQvmx1vvYJw?si=KSqBOeAUwd6pIiBo)
(https://youtu.be/CQvmx1vvYJw?si=KSqBOeAUwd6pIiBo)

[District Capacity Assessment](https://mimtsstac.org/district-capacity-assessment-dca)
(https://mimtsstac.org/district-capacity-assessment-dca)

[Implementation Teams](https://youtu.be/EBP3-VexBK0?si=YseP7MLAKEmyQq6r)
(https://youtu.be/EBP3-VexBK0?si=YseP7MLAKEmyQq6r)

[MDE MTSS Practice Profile](https://www.michigan.gov/mde/-/media/Project/Websites/mde/mtss/mde_mtss_practice_profile_5_0_july2020_ada.pdf?rev=54c04a031aac41258c7a1b80ba3c17c3&hash=9B5BF24F548EF0EAAA61F59CC7560EBA)
(https://www.michigan.gov/mde/-
/media/Project/Websites/mde/mtss/mde_mtss_practice_profile_5_0_july2020_ada.pdf?rev=54c
04a031aac41258c7a1b80ba3c17c3&hash=9B5BF24F548EF0EAAA61F59CC7560EBA)

[National Implementation Research Network AI HUB](https://implementation.fpg.unc.edu/)
(https://implementation.fpg.unc.edu/)

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.

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