



# District Readiness and MTSS Teams

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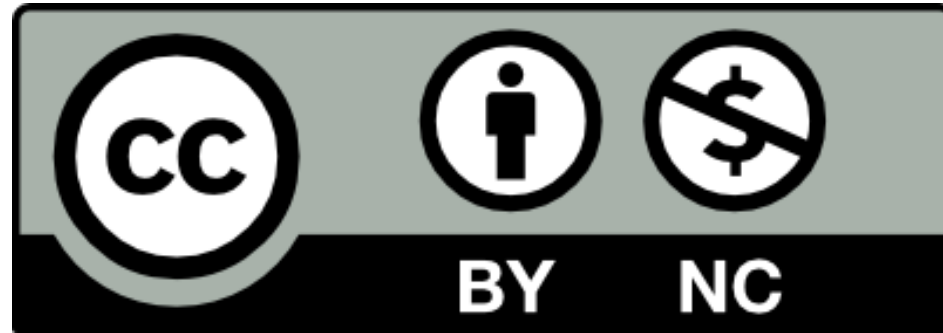


# Acknowledgments

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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# 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

<b>Intended Outcomes</b>	<b>Agenda</b>
<ul style="list-style-type: none"><li>• Explain why your district is building infrastructure to support MTSS efforts</li><li>• Define a district implementation infrastructure to support MTSS</li><li>• Describe the connection between Implementation Science and the district's MTSS work</li><li>• Identify teams within the district that will support the component of the MTSS Framework</li></ul>	<ol style="list-style-type: none"><li>1. District Infrastructure to Support MTSS</li><li>2. Implementation Science</li><li>3. The Enabling Context: Teams</li><li>4. Teams in your Team-Based Leadership</li><li>5. Next Steps</li></ol>

# 1.0 District Infrastructure to Support MTSS

# Activity 1.1

Access the activity on page 3 of the participant workbook

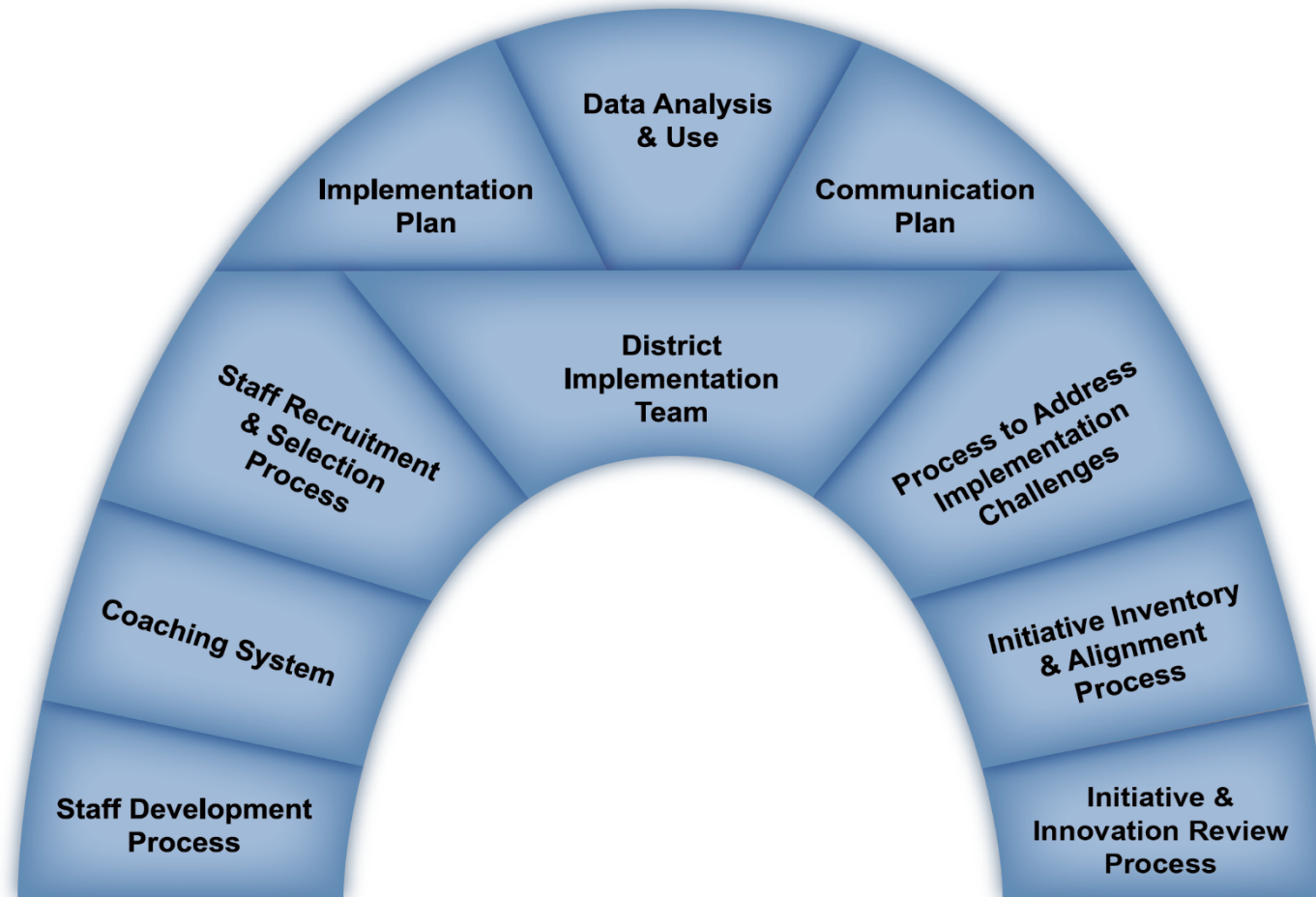
- **Consider your Why for attending the series.**
- Independently, consider the following questions.
  - Why is MTSS implementation a **priority** for the district?
  - What is your **vision for MTSS** implementation at the end of this school year? In three years? If MTSS implementation was **successful**,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

## 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”

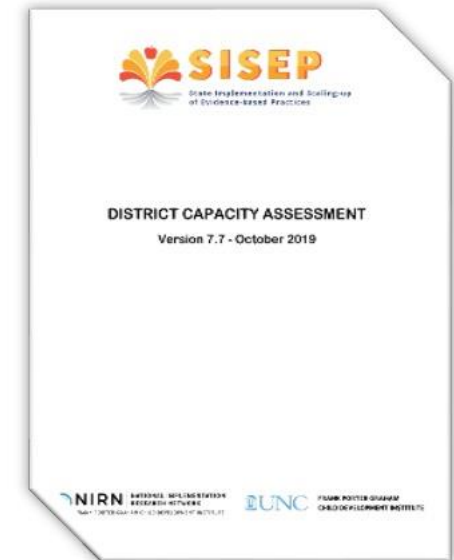
(Fixsen, Blasé, Metz & VanDyke, 2013)

# District Implementation Infrastructure



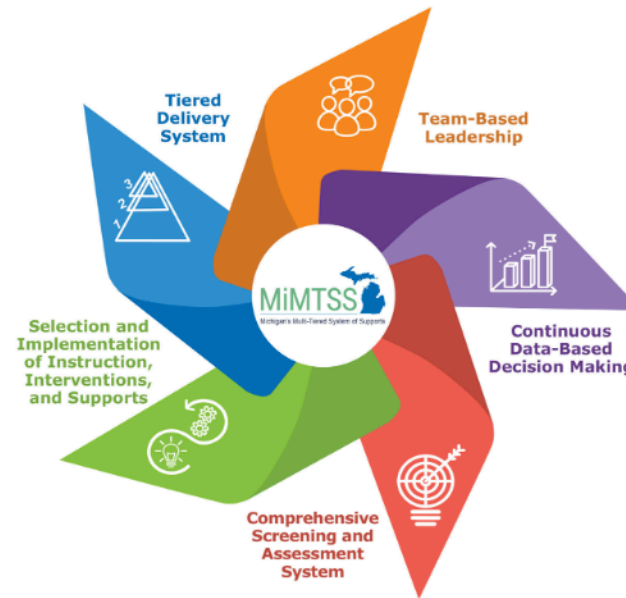
# District Capacity Assessment (DCA)

- 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

- A tool that outlines standards for MTSS implementation in Michigan districts on actions to take an MTSS framework.
- District Infrastructure provides procedures and processes to happen.
- Page 4 of the participant workbook provides an alignment chart.



(MDE MTSS Practice Profile, 2020)

## Activity 1.2

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



## 2.0 Implementation Science



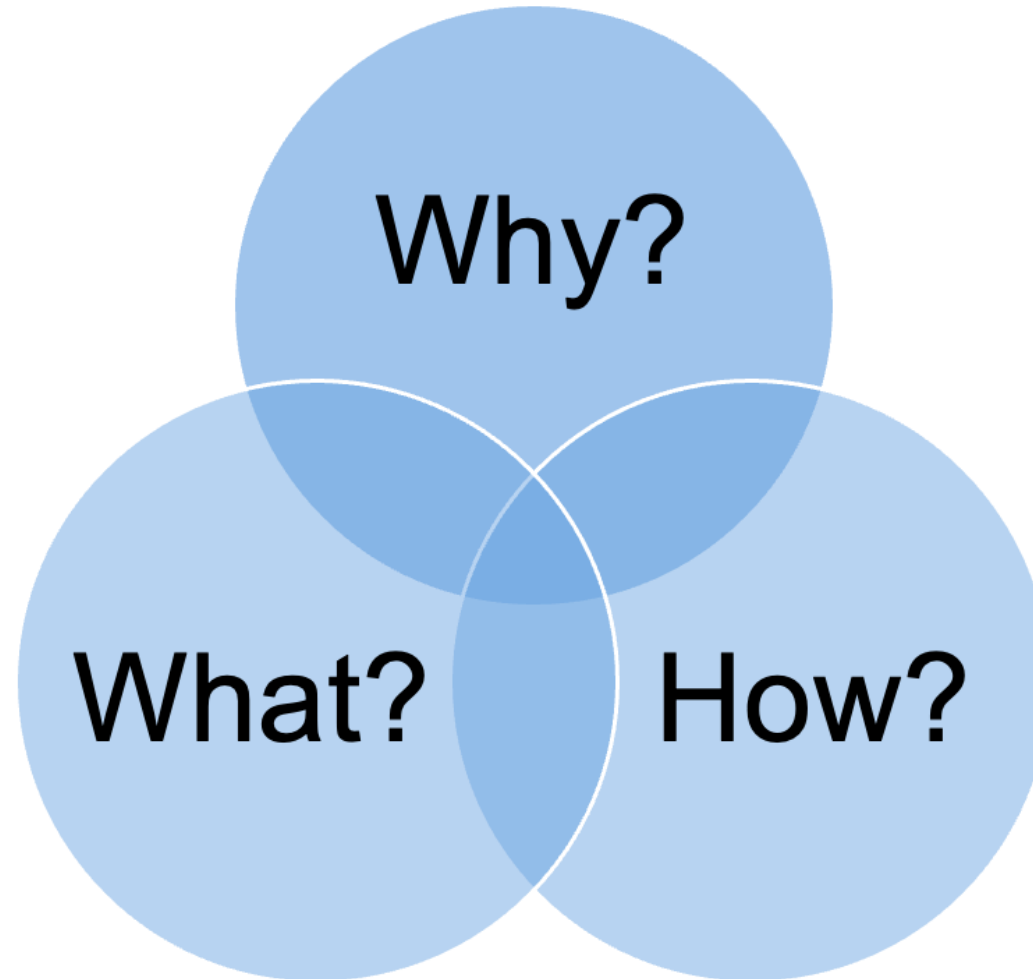
## Activity 2.1 Video Reflection

- 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?

# 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

# 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.



## Activity 2.2 Creating a Vision for MTSS

Access the activity on page 5 of the workbook.

### Components of a Vision for MTSS

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

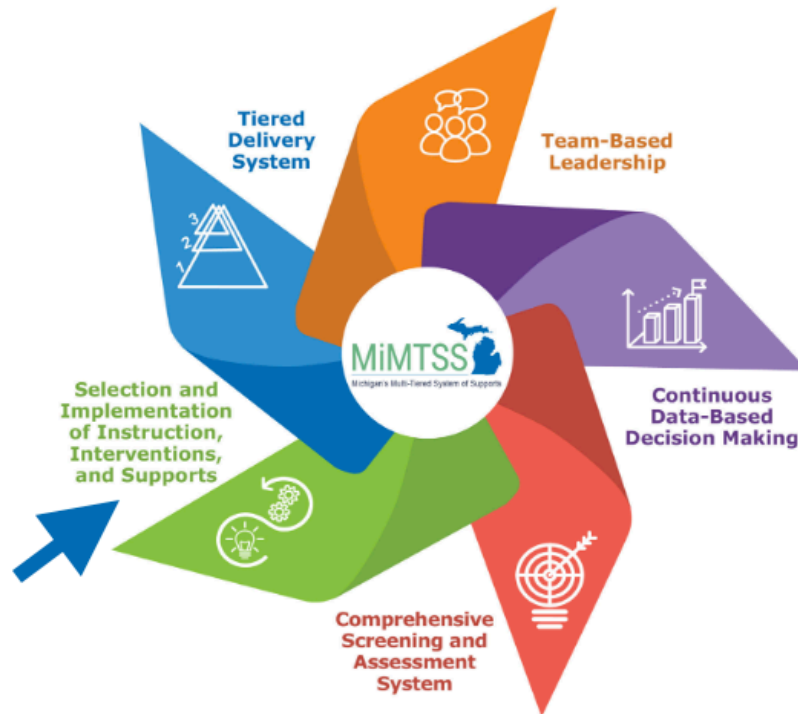
### Task

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?

# What is your MTSS Framework Supporting?



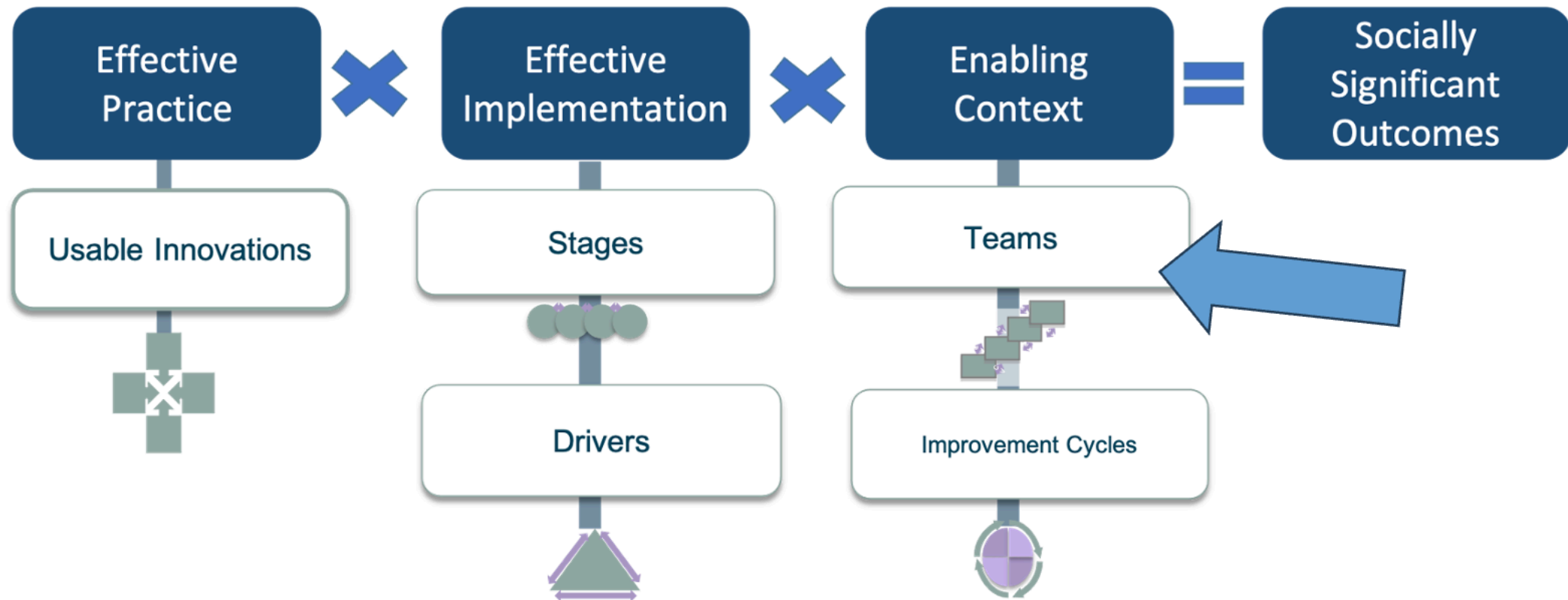
- MTSS framework must support an **effective practice** such as reading, math, or SEBH
- Start with a scan of the current status of the practice
  - Initiative Inventory
  - What is happening in the district that is duplication or a misalignment of the current vision?



# 3.0 The Enabling Context

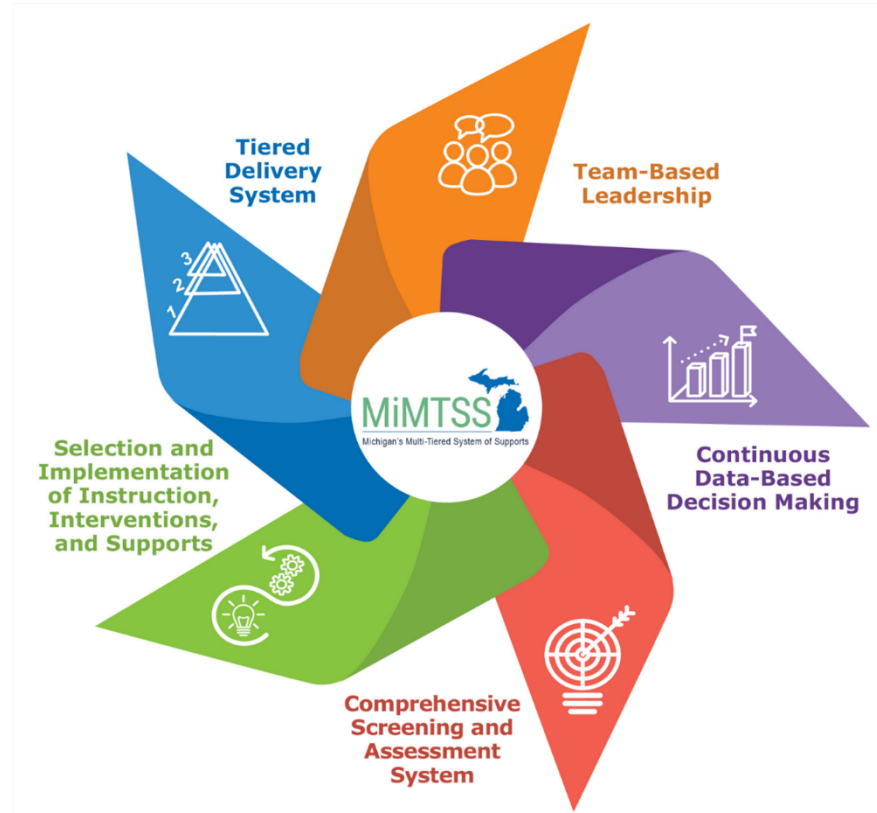
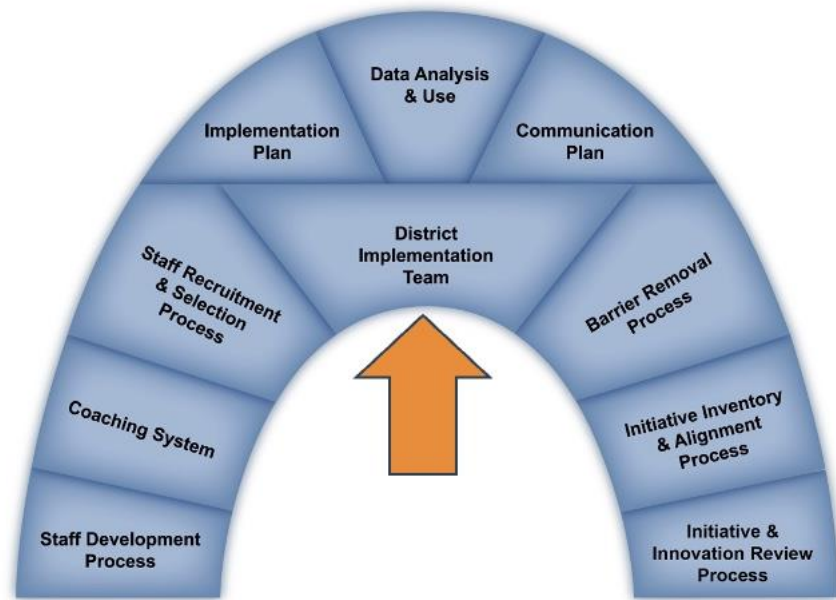
## Teams

# 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 activity on page 8 and 9 in the participant workbook
2. Take a few minutes to read through MDE MTSS Practice Profile excerpt and DCA excerpt
3. In breakout rooms discuss and determine the 3-5 critical features of a district implementation team.
4. Be ready to share how this may lead to future decisions about your district level team membership

# 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

# Examples of District Implementation Meeting Topics

- Welcome
- Accomplishments
- Review / Update any action Items
- Implementation Challenges
- **Team Work Time**
- Review any school-based data
- Review communication to/from
- Assign any action items

## **Team Work Time**

### **Installation**

Drafting/Revising of District  
Infrastructure process

### **Implementation**

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

# 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 4.2 MTSS Teams Audit

- Access the chart on pages 11 and 12
- Reflect on the teams you currently have within your MTSS Framework
  - Focus on function first
  - Teams may overlap function
  - How can you get started to get better?

### Resources to Create Teams

- School Leadership Team Selection Guidance (Tier 1)
- Multidisciplinary Team Selection Guidance (Advanced Tiers)

Resources are found in electronic folder

# 5.0 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



# Assignments

Turn to page 12 of the participant handbook for activities to get started

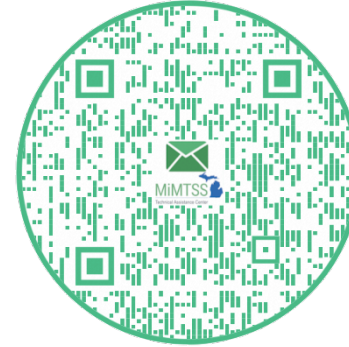
1. Form your DIT team
2. Develop your Vision/Mission for MTSS
3. Communicate your MTSS Vision / Mission
4. Determine your MTSS Focus—evidence-based practice

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- #MiMTSS



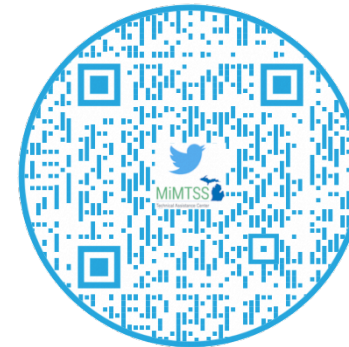
## Listserv

- [tinyurl.com/MiMTSSListserv](http://tinyurl.com/MiMTSSListserv)
- TA Offerings, updates



## YouTube

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- Videos & Playlists



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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.