

Implementer Support Plan

Directions: For each of the activities consider the following: Context of the classroom(s) you support (i.e., teaching style, student population, current practices), the teacher's readiness and background knowledge, your relationship with the teacher.

Types of supports that the teacher(s) may benefit from:

- **Learning about a practice:** Instructing a teacher in a new practice, encompassing its core components, research basis and fidelity with the hopes that they will be able to choose a practice that fits the need to support positive student outcomes.
 - **Material Provision:** Offering additional items that might help the teacher/implementer learn more about a practice.
- **Modeling a practice:** Demonstrating the implementation of a new practice, highlighting the key steps, principles, and potential outcomes in order to facilitate the teachers understanding and successful adoption of the strategy in their own teaching practices.
 - **Role Play:** A simulated situation between the support person/coach and the teacher/implementer to help the teacher learn the practice. Both individuals take on a role, one adult taking on the role of a student while the other demonstrates the practice.
 - **Demonstration:** Actions (verbal, gestural, physical or signed) that demonstrate how to implement practices for the teacher/implementer. The coach enacts the teacher/implementer role and provides an example of how to use a specific practice.
- **Observation with feedback:** Observing a teacher implement a specific practice and then providing them with feedback about how well they executed the practice. This process helps the teacher improve their skills and make adjustments to enhance their effectiveness in the classroom.
 - **Supportive feedback:** Describe what occurred during the observation focusing on specific strengths, improvements to their practice and accomplishments. Supportive feedback may include data, graphs and/or video recordings. Supportive feedback is critical as part of establishing relationships.
 - **Constructive feedback:** Describe what occurring during the observation with precise feedback that assists the teacher/implementer in understanding missed components or how to improve their practice. This type of feedback should be objective and specific and might include data, graphs or video recordings.
- **Adapting a practice:** Assisting a teacher in modifying a practice, aiming to enhance its effectiveness and overall quality given the context in which it is being implemented.

Session 1

Cultivating Relationships

- To use the “Getting to Know You” or “Positive Greetings at the Door” strategy, what type of support might the teacher’s you are supporting benefit from?
- Are there specific resources you will need to gather to support your teacher(s)?

Active Engagement

- What type of support might your teacher benefit from in order to increase OTRs?

Strategy One

- Serving as a partner to review the OTRs embedded in the curriculum.
- Serving as a thought partner about ways to integrate additional ways to increase student OTRs.

Strategy Two

- Offering to observe instruction to identify the current rate of OTRs (during a short period of time collecting rate per minute data)
- Supporting the teacher in setting a goal about increasing their OTR rate and creating a plan to increase OTRs
- Conducting observations to monitor the plan and the rate of OTRs

Physical Arrangement

- What supports might the teacher(s) need to consider the classroom arrangement and if it’s what works well for them while also preventing behavior and providing proximity to students? (e.g., reviewing examples of arrangements)

Visuals

- What opportunities might you have to prompt consideration about visuals that might benefit the teacher(s) and/or students in the next few weeks? (e.g., daily schedule, routines, checklists, staff support)

Identify and Lift Challenges

- What challenges exist to being able to support implementers with getting these practices in place?
- Who might you lift these challenges to for support with removing them?
- Who needs to understand the benefits of you doing this work to support implementers?

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