

## 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.

Type of support that the teacher(s) may need for any given practice:

- **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.
- **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.
- **Observation with feedback:** Observing a teacher implement a specific practice and then providing them with constructive feedback about how well they executed the practice. This process helps the teacher improve their teaching skills and make adjustments to enhance their effectiveness in the classroom.
- **Adapting a practice:** Assisting a teacher in modifying one of their existing practices, aiming to enhance its effectiveness and overall quality.

### 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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