



MTSS Essential Components

Team-Based Leadership

2024-25

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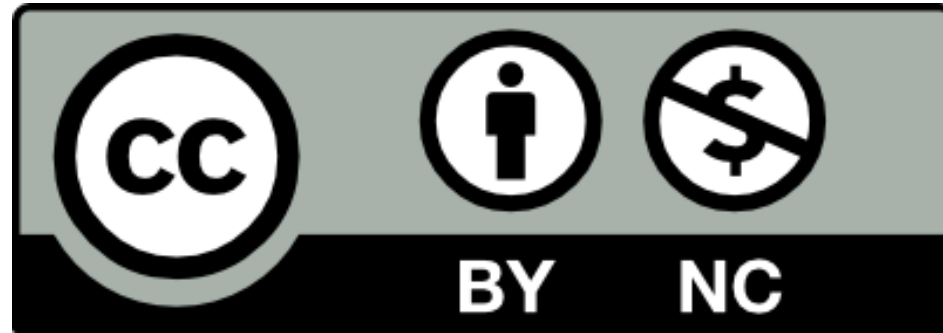


Acknowledgments

The content for this training day was developed based on the work of:

- MDE MTSS Practice Profile

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

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
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

Develop a common understanding and shared language around MTSS and how the five essential components can be applied at both the district and school levels.

Intended Outcomes

- Identify Team-Based Leadership as one of the five essential components of MTSS
- Describe Team-Based Leadership applied to the district level
- Describe Team-Based Leadership applied to the school level
- Identify next steps for your organization

Agenda

- 1.0 MDE MTSS Practice Profile: Team-Based Leadership
- 2.0 Team-Based Leadership Applied to the District Level
- 3.0 Team-Based Leadership Applied to the School level
- 4.0 Next Steps

Review: MTSS Definition

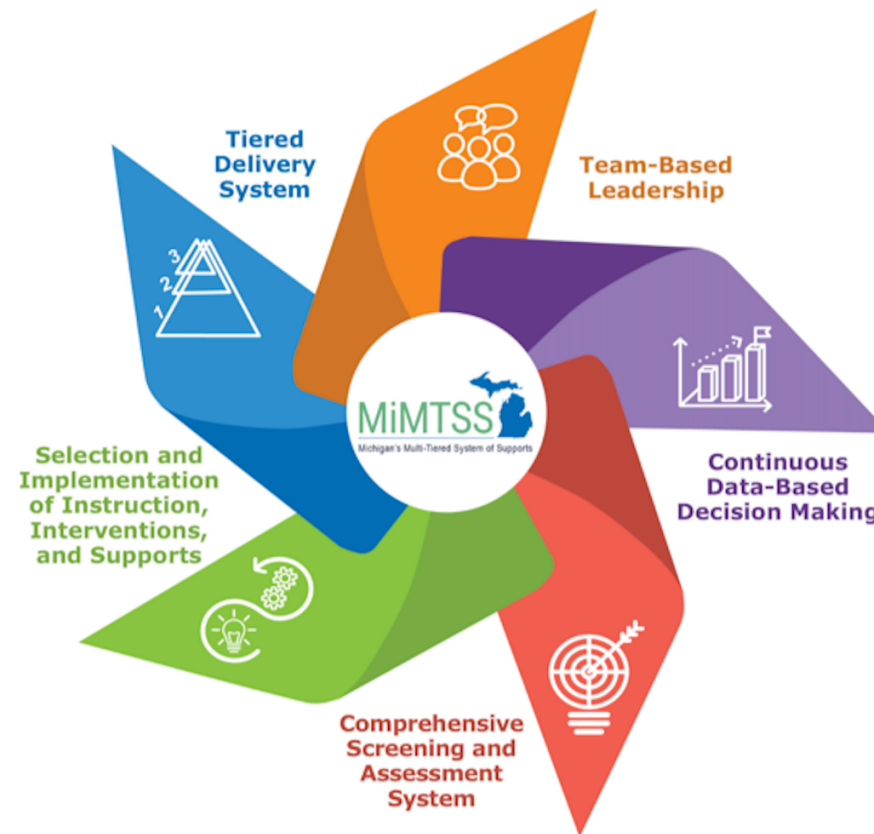
- MTSS is a comprehensive framework designed to meet the individual needs and assets of the whole child.
- The framework is only as good as the evidence-based practices, programs, and assessments encompassed within the framework.

Review: MTSS Tools

Poll:

1. The tool that describes the unique activities of a **district** team to support an MTSS framework is...
2. The tool that describes the **school-level** activities to support a reading MTSS framework is...
3. The tool that describes the **school-level** activities to support an SEB MTSS framework is...

Review: The 5 Essential Components of MTSS



1.0 MDE MTSS Practice Profile: Team-Based Leadership

Activity 1.1

If someone came to your organization and said, “We’re going to start implementing a new initiative, what types of support might you expect? From whom? Who would ensure these supports are provided?”

Please add your ideas to this [menti](#).



District Implementation Team

- Oversees the development and use of a district implementation infrastructure to support schools in their use of practices/programs/frameworks
 - Shapes district processes and procedures to select practices/programs/frameworks
 - Engages in district data analysis to support implementation
 - Ensures communication amongst groups / teams across the district
 - Ensures meaningful participation from multiple and diverse perspectives

Team-Based Leadership

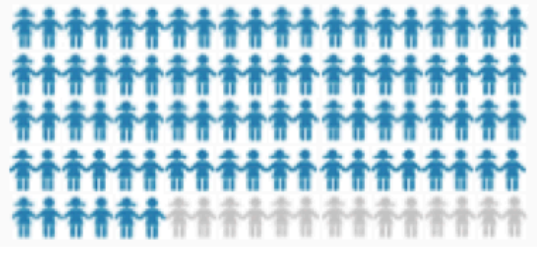


No Implementation Team

Expert Implementation Team



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



From "Letting it Happen"

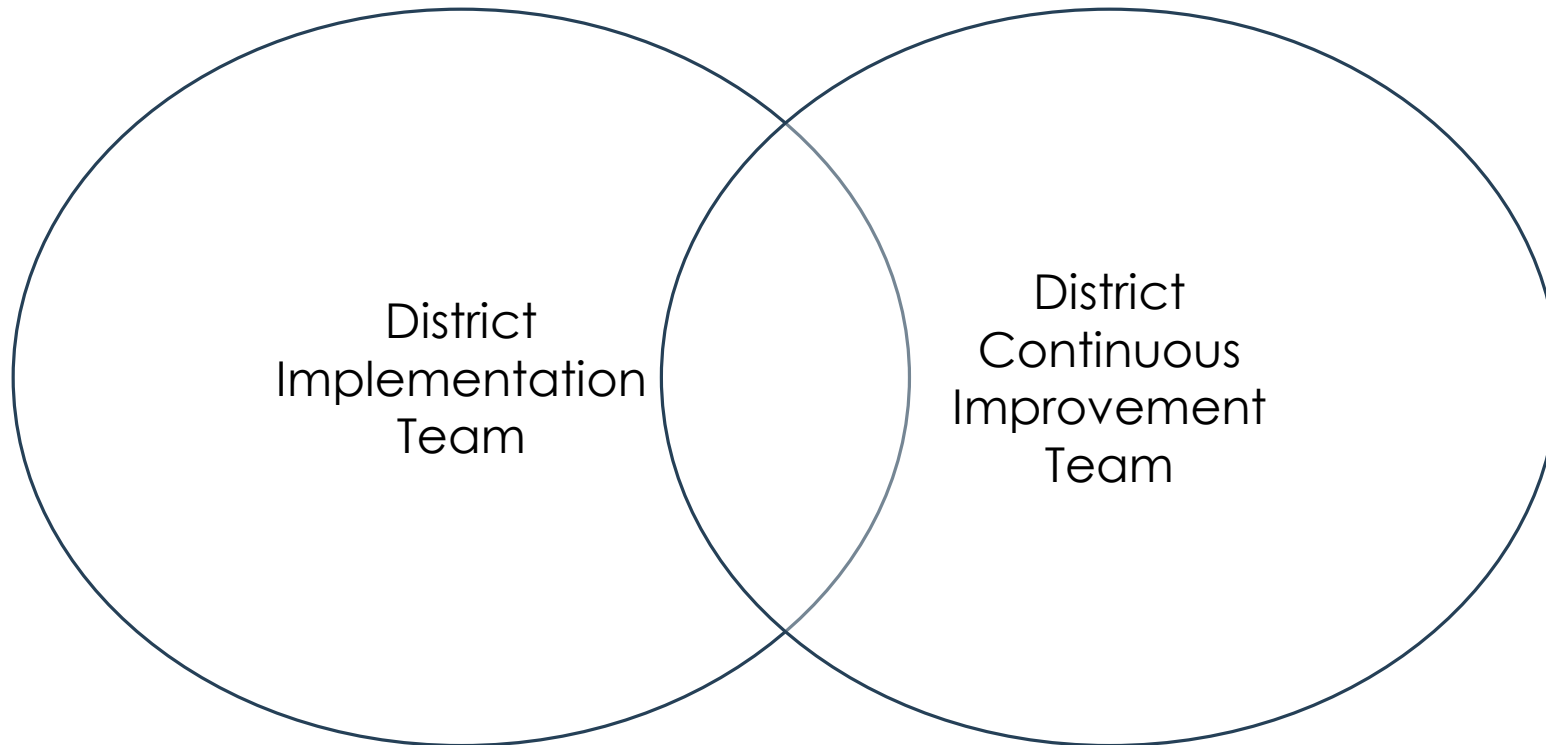
To "Making it Happen"

14% of sites were at full implementation in 17 years



80% of sites were at full implementation in 3 years

Multiple District Level Teams?



Team-Based Leadership Expected Use

- Leads and coordinates MTSS implementation efforts
- Represents key stakeholders including an executive leader
- Allocates resources to MTSS professional learning and coaching
- Communicates regularly about MTSS implementation efforts
- Uses a process to address implementation challenges

Activity 1.2

- Scenario: A district is exploring MTSS. They understand the value of a team leading and coordinating efforts. District leaders are trying to decide if they can leverage an existing team or if they need to form a new team to support MTSS.
- Independently read the above “expected use in practice” to draft a few talking points to share with district leaders for consideration.
 - You may also refer to pgs. 9-13 in the MDE MTSS Practice Profile
- With your group, share some of your talking points.

Critical Function: Allocating Resources

- Function of Implementation Team
- Key team member: executive leader
 - Decision making authority
- Resources (e.g. money, time, people, equipment) that enable an objective, like implementing SEBH and/or Reading MTSS, to be accomplished



2.0 Team-Based Leadership Applied to the District Level

District Implementation Team Membership

- Superintendent
- District MTSS Coordinator/Spanish Teacher/Title VI Coordinator
- Elementary PBIS Coach
- Elementary Title Teacher/Lead Teacher
- Secondary PBIS Coach
- High School Teacher
- Elementary Principal
- MSHS Principal
- ISD MTSS Coordinator

Bringing the Team Together

- Superintendent's role
 - Vision for MTSS
 - Communication: staying the course
 - Managing change
- Data is a central focus
 - To create the initial “why” and inform ongoing improvements
- Leverage MTSS as a framework to address several goal areas
 - Initial focus on SEBH, now broadening to other areas

Why is a District Team Critical?

- Creates district-wide “infrastructure” needed for any program or practice to be implemented well with an MTSS framework (e.g. process to remove implementation challenges, implementation plan)
- Monthly team meetings afford time to monitor and refine infrastructure
 - If efforts aren’t getting outcomes, a change is needed
- Gather perspectives to problem solve and make decisions
 - How to on-board new staff
 - Managing shifts in team membership
- DIT members communicate MTSS vision, priorities, plans on behalf of team

District Efforts to Allocate Resources

- Needs → Plans → Funds (ESSR, 31a, Title)
- Adding personnel
 - “Go to” but often not sustainable and MTSS is not the work of one person
- Shifting mindset
 - “We have 63 staff with opportunities to contribute to the effort”
 - Professional Learning Needs
 - Stipends for monthly leadership team meetings



Activity 2.1

In your breakout room, discuss:

- Where do you see components of the expected use Team-Based Leadership enacted in the work of this district example?

3.0 Team-Based Leadership Applied at the School Level

Manistique Middle/High School

Manistique Middle/High School MTSS Leadership Team

- Technology Director
- English/Business Teacher (SWIS Facilitator)
- Science Teacher (Building Coach & District Coordinator)
- School Success Worker/Counselor
- Health/PE Teacher/ Sports Coach
- Building Principal

Initial MTSS focus was SEBH MTSS, then layered on Reading components

School Leadership Team Meeting Structures

- Meetings occur once per month
- Time allocated for coach to fulfill responsibilities
- Agenda is co-created by team
- Coach facilitates team through agenda during meetings
- Coach, administrator and counselor bring data to each meeting
- Team culture is a priority

Acquiring Staff and Student Buy-In

- Professional learning
 - Focused on evidence based practices
 - Data driven
- Shifts from stand and deliver to collaboration
 - SLT provided staff with data
 - Staff co-create a “why” for the work
 - Includes practices/strategies they can use
 - Ensure work is meaningful
- Empower student leadership
 - Created behavior expectation videos and visuals
 - Input into student acknowledgement system
 - Review data during quarterly student class meetings to be transparent

Other Teaming Structures/Communication Structures

- Grade Level Teams meet 6 times/year
- Building coach and principal review data and match students to tier 2 intervention, regularly
 - School social worker included to review behavior data and match students with SEB interventions
- Tier 3 team convenes as needed
- Develop a communication plan across teams and use it

Activity 3.1

1. Choose a breakout room:
 - Room 1: R-TFI Elementary
 - Room 2: R-TFI Secondary
 - Room 3: SWPBIS TFI
2. Read through the corresponding items
3. Discuss how the 2 point criteria compares to your school team and/or team components that resonate with you

Tiered Fidelity Inventory	Tier 1 items	Tier 2 items	Tier 3 items
Reading (K-5)	1.1, 1.7, 1.8, 1.18	2.1, 2.3, 2.6, 2.8, 2.10	2.19, 2.21
Reading (6-12)	1.1, 1.7, 1.8, 1.15	2.1, 2.3, 2.6, 2.8, 2.10	2.19, 2.21
SWPBIS (Behavior)	1.1, 1.2, 1.7, 1.10, 1.11	2.1, 2.2, 2.9,	3.1, 3.4, 3.5, 3.6, 3.7

4.0 Next Steps

4.1 Where do you see yourself in this work?

District Implementation Team?

School Implementation Team?



Or, Supporting in another way?

Assignment

If you are from a district:

- Reflect on where your district and schools are with leveraging Team-Based Leadership to support MTSS efforts.
 - What might be some next steps to strengthen what already exists?
 - Is there shared understanding about the unique bodies of work at the district and school levels to make MTSS happen?
 - Who might you communicate with?

If you are from an ISD:

- How might you support districts and schools within your region in strengthening their Team-Based Leadership to implement MTSS?

Session 2 Agenda

- 1.0 MDE MTSS Practice Profile: Tiered Delivery System
- 2.0 Tiered Delivery System Applied to the District Level
- 3.0 Tiered Delivery System Applied to the School level
- 4.0 Next Steps

References

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

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