



MTSS Essential Components

Selection & Implementation of Instruction, Interventions & Supports

2024

mimtsstac.org



Acknowledgments

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

- MDE's MTSS Practice Profile

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

- Describe Selection & Implementation of Instruction, Intervention & Supports applied to the district level
- Describe Selection & Implementation of Instruction, Intervention & Supports applied to the district level
- Describe Selection & Implementation of Instruction, Intervention & Supports applied to the school level
- Identify next steps for your organization to implement Selection & Implementation of Instruction, Intervention & Supports

Agenda

- 1.0 MDE MTSS Practice Profile: Selection & Review Process and Inventory & Alignment Process
- 2.0 Selection & Review Process and Inventory & Alignment Process Applied at the ISD Level
- 3.0 Selection & Review Process and Inventory & Alignment Process Applied at the District Level
- 4.0 Selection & Review Process and Inventory & Alignment Process Applied at the School Level
- 5.0 Next Steps

1.0 MDE MTSS Practice Profile

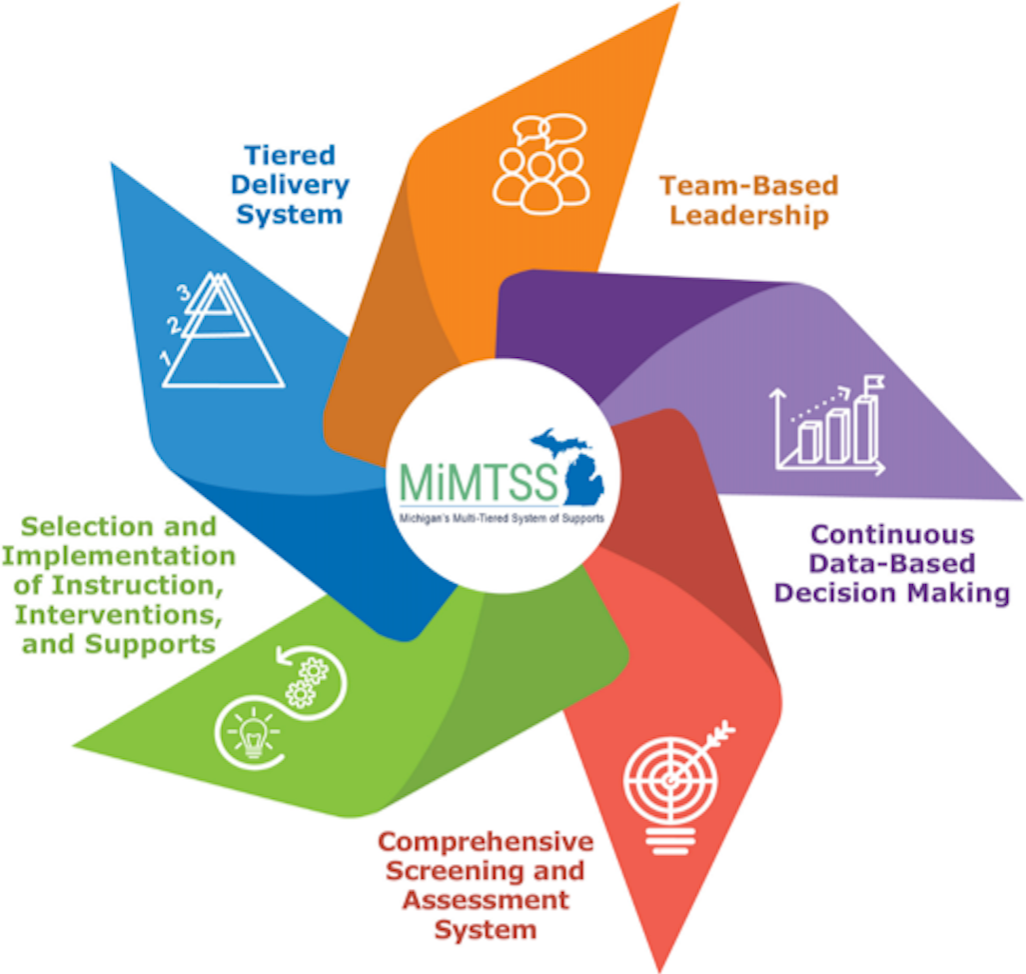
Selection & Implementation of Instruction, Intervention & Supports



Activity 1.1

- Quick Mentimeter quiz to refresh your memory!
- (Insert Mentimeter Quiz here)

MDE MTSS Practice Profile



(MDE 2020)



Activity 1.2

Review only the **Expected Use in Practice Section** of the *MDE MTSS Practice Profile* Essential Component: Selection and Implementation of Instruction, Interventions and Supports

- Add to the Mentimeter:
 - Orange Sticky Note- Things you resonate with
 - Yellow Sticky Note- Things you want to learn more about

Selection & Review Process - Purpose

- District has a written process to select or deselect instructional strategies, interventions & supports
- District team ensures that professional learning, coaching, materials, etc. are available to all implementing educators to ensure fidelity
- **Caveat:** the MTSS framework is as good as the practices and curriculum resources being used



Selection and Review Process - Benefits

- Increased confidence in the following:
 - Initiatives, programs, practices, and assessments are the best available
 - District has a full understanding of the resources needed to successfully use the selected initiatives and innovations
 - District has the capacity to support and sustain use of innovations as intended (e.g., training, coaching)
 - Decisions that resulted in not selecting an innovation or de-selecting the use of an existing innovation were the result of a thorough analysis of critical factors

Considerations for Use

- Adequate preparation, additional learning, or additional support may be needed to ensure questions are answered accurately
- Prior to completing the process, documents and information may need to be gathered to support completion of the tool
- It may take multiple sessions to complete the process
- Pre-correct that the goal is to objectively complete the review process and summarize the results for decision makers



Poll

Based on your current knowledge does your district/school have a selection and review process already in place?

- A. Fully implemented- developed process well known and used by all staff
- B. Partially implemented- developed process but only known and used by a few staff
- C. Planned but not implemented- developed process but not used
- D. Not in place- process is not developed

Initiative Inventory Process- Purpose

To improve student outcomes, educators need to know what to do, how to do it, and it is worth doing, so they can use practices as intended to effectively support students.

(National Implementation Research Network, AI HUB)

Benefits

- Understand what initiatives are being used by staff
- Provide clarity of the purpose of existing initiatives and instructional approaches used
- Determine if initiatives and innovations have redundancies and/or will compete for resources
- Develop buy-in (consensus)
- Make selection and de-selection decisions

Alignment questions

Alignment happens after you complete your Initiative Inventory. The following questions should guide your next steps.

- Are there any gaps in our supports?
- Do we have redundancy in the types of supports that we offer?
- Can we combine any of our initiatives or practices?
- Is there any conflict or misalignment with some of the initiatives or practices that we offer?

Take Aways

- Taking time to review existing educational initiatives and how your district is using existing resources will result in a better understanding of how much is already being asked of staff and the district's ability to support current work
- Before starting "something new", the same information can be used to determine if the "new" will fit with the "existing"



Activity 1.3

In your breakout room discuss the following questions:

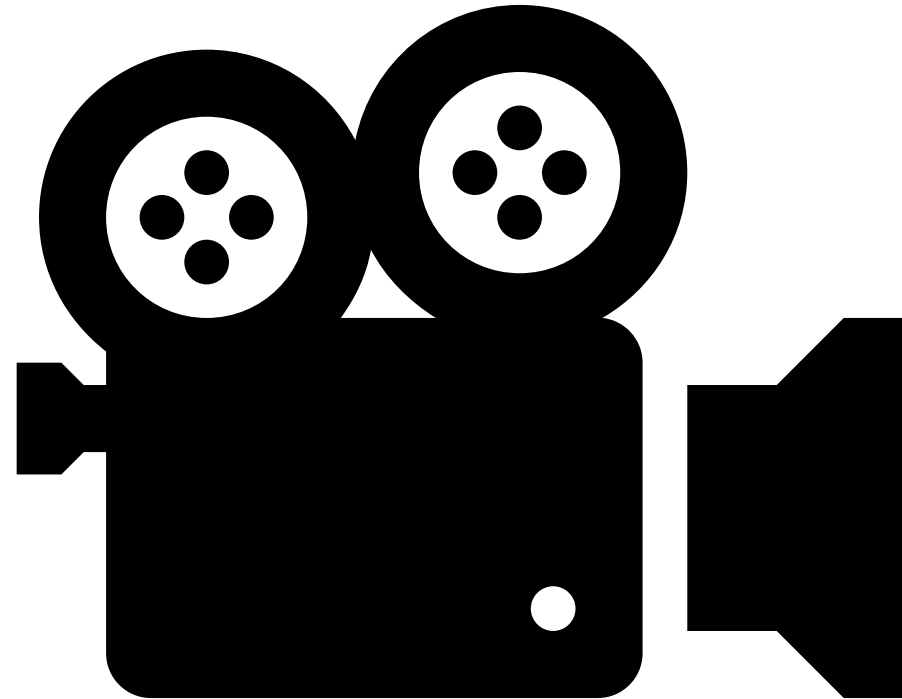
- How does your organization select and deselect initiatives?
- Are staff clear on the initiatives your organization has prioritized?
- Are they able to implement these without feeling overextended?
- If your District or ISD does not have these processes in place how would you benefit from having the processes in place?

2.0 Selection & Implementation of Instruction, Interventions & Supports Applied to the ISD Level

Example of ISD Support

- ISD supports districts in the development and use of a review/selection process to objectively select/deselect initiatives
- ISD serves as a team member on a district team using a review/selection process providing expertise in areas like academic/content area, behavior, mental health, data measures

Montcalm ISD Selection Process Interview



Common Misconception-Sameness

- “MTSS should look the same across districts and schools”
- “MTSS promotes sameness without taking into account unique needs of each district or school”

3.0 Selection & Implementation of Instruction, Interventions & Supports Applied to the District Level

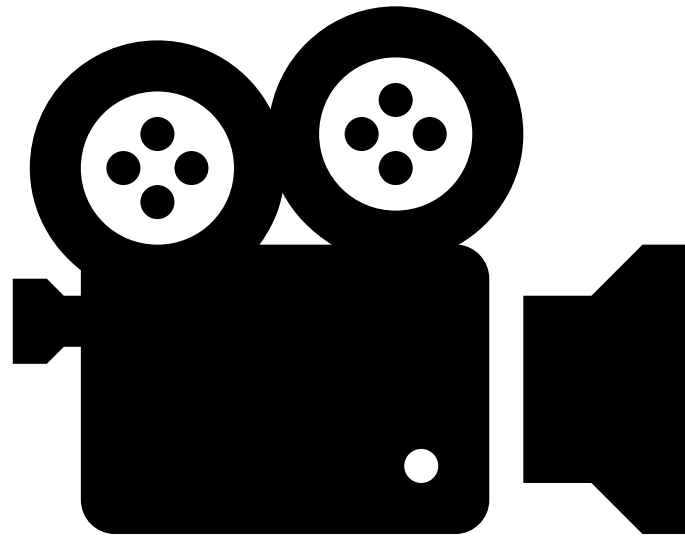


Activity 3.1

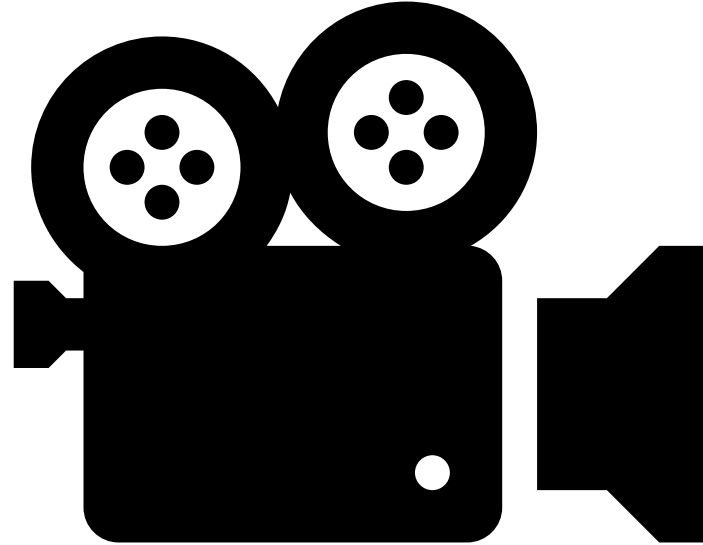
Read District Capacity Assessment items 5 & 6.

- As you listen to the district examples add to the chat how the district enacts the components of the DCA.

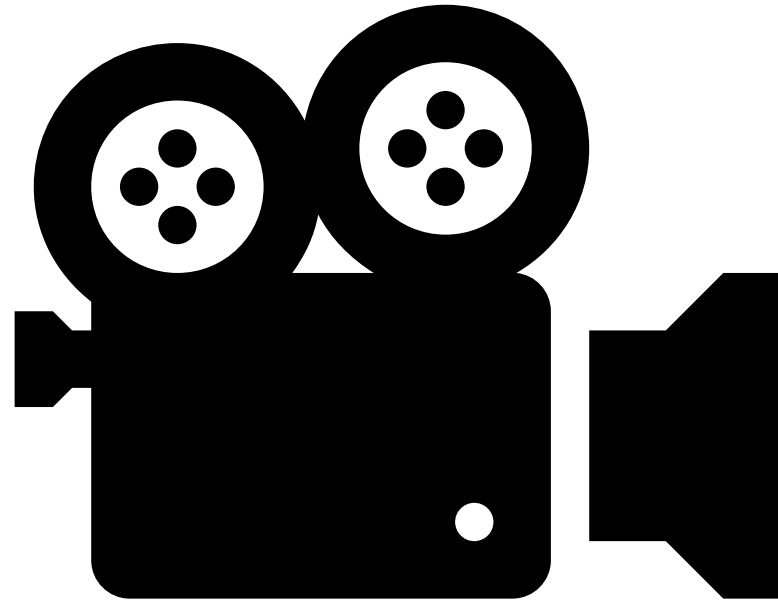
Question 1: How has having this process in place supported you in the selection and alignment of initiatives in your district?



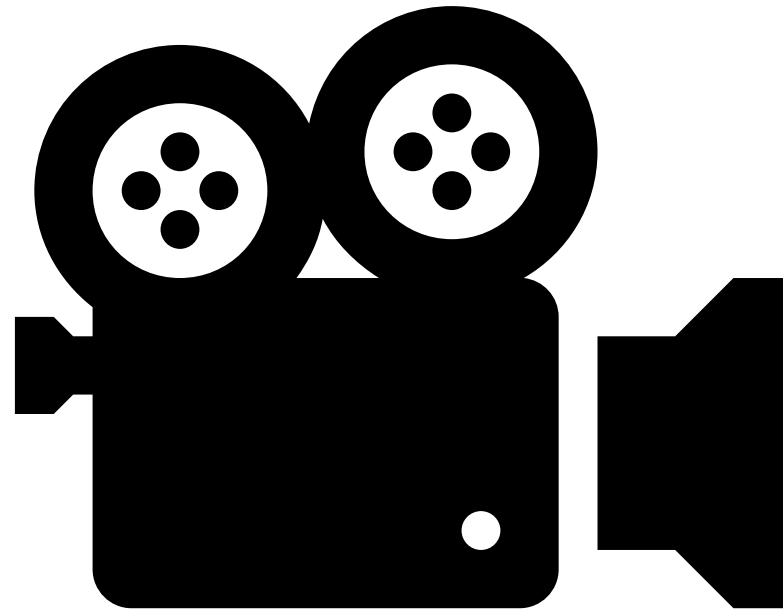
Question 2: What have you learned from having this process in place? How has it benefited your district?



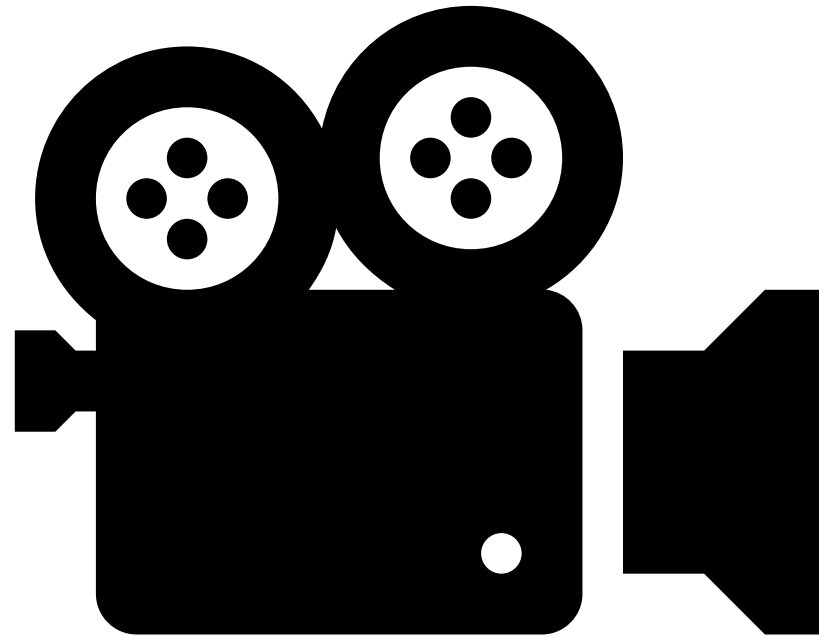
Question 3: Do you have any specific structures in place that allows you to sustain this process?



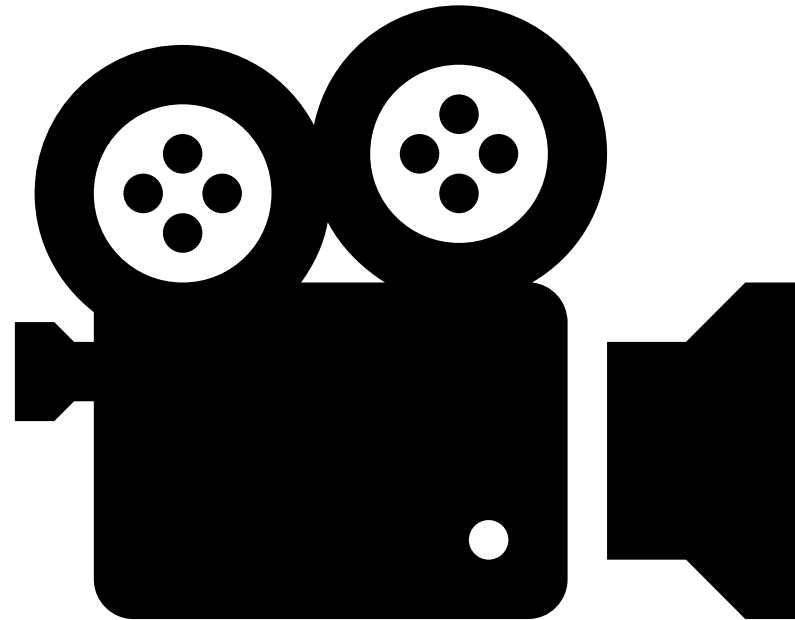
Question 4: What barriers have you had to overcome in regards to building a sustainable selection/alignment process?



Question 5: What recommendations do you have for Districts considering these processes in place?



Question 5 (cont.) : What recommendations do you have for Districts considering these processes in place? (cont.)





Activity 3.1

On the Mentimeter reply to the following statements:

- What are some things that you resonated with you from East Jordan and Montabella's experiences?
- What questions do you still have?

4.0 Selection & Implementation of Instruction, Intervention & Supports Applied at the School Level

Lessons Learned - School Level Considerations

- Data guides the process when a new initiative or program needs to be in place
- Administrators need to know the process
- Make sure clear communication is happening from the school level teams to the district level team
- Executive leadership needs to endorse the process for it to happen at the school level

School Level Questions to Ask

- How should school level staff be involved in the initiative process?
- How can the first steps of the process include the school actively gathering information?
- How can the process be built in such a way to ensure that principals are involved when a request or need for the process comes to their building?
- What have schools done to increase the likelihood that the process is used?



Activity 4.1

In your breakout room, discuss:

- Based on the information that you have heard regarding Selection & Implementation of Instruction Intervention & Supports, what are some next steps that you can take?
- Who do you need to communicate with in order to accomplish these next steps?
- What barriers do you anticipate? What action steps can you take to address these barriers?

5.0 Wrap up

Next Steps

- Add to the chat what are the next steps you plan to take with the information you have heard from today.
 - i.e., gather more information from my district, review our current process, communicate with key leaders about improving our process, etc.

Upcoming Session 4

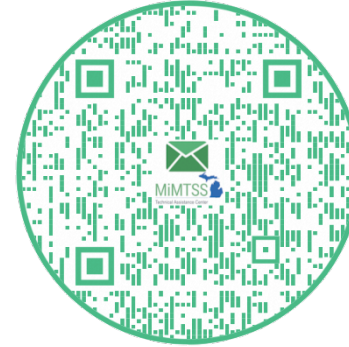
- 1.0 MDE MTSS Practice Profile: Comprehensive Assessment System & Continuous Data-based Decision-Making
- 2.0 Comprehensive Assessment System & Continuous Data-based Decision-Making Applied to the District Level
- 3.0 Comprehensive Assessment System & Continuous Data-based Decision-Making Applied to the School level
- 4.0 Next Steps

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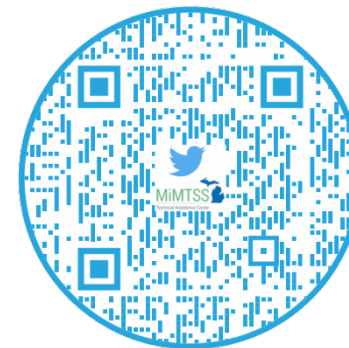
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