



MiMTSS

Technical Assistance Catalog

Version 3.0
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The MiMTSS Technical Assistance Catalog provides information to Michigan Educators about the various technical assistance offerings available through the MiMTSS Technical Assistance Center.

Michigan’s Multi-Tiered System of Supports Technical Assistance Center

Michigan’s Multi-Tiered System of Supports Technical Assistance Center (MiMTSS TA Center) works on behalf of the Michigan Department of Education (MDE) to provide a continuum of technical assistance to ISDs, districts, and schools in a Multi-Tiered System of Supports (MTSS) framework.

The Michigan Department of Education (MDE) has defined MTSS as a “comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes” (Michigan Department of Education, 2020; p.5). Defining the five essential components within the Michigan Department of Education Practice Profile for Multi-Tiered System of Supports, version 5.0 (MDE, 2020) further operationalizes MTSS. The five essential components include:



- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Intervention, and Supports
- Comprehensive Screening and Assessment System
- Continuous Data-Based Decision Making

Additional information regarding the MDE’s MTSS Practice Profile is on the [MTSS page of the department’s website](#).

The MiMTSS Technical Assistance Center's professional learning and resources intentionally align with the MDE's MTSS Practice Profile. In addition, the supports provided by the MiMTSS TA Center need to:

- Align with the mission and core principles of the TA Center
- Provide some flexibility to address the continuum of contextual variables while at the same time, holding to the principles that the TA Center is funded to support
- Be manageable and doable given the parameters of the TA Center's funding and resource availability

Mission

The MiMTSS TA Center's mission is to improve outcomes for all learners by assisting educators in developing infrastructures, including local capacity, and to support the high-quality and sustained implementation of effective data-driven practices within an MTSS framework.

Core Principles

The supports provided by the TA Center are reflective of the following core principles:

- Focus on meaningful, relevant, and equitable outcomes rather than activities
- Invest in systems to support fidelity, sustainability, and scalability
- Utilize evidence-based practices
- Use evaluation for continuous improvement
- Employ a multi-tiered framework with increasing support matched to need

The TA Center provides MTSS technical assistance on a continuum of intensity based on the support provided and the effort required to access the TA support. The three categories of technical assistance are universal, targeted, and intensive.

The MiMTSS TA Center offers a variety of technical assistance support to Michigan schools, districts, and ISDs at no direct cost to the participants.

Universal Technical Assistance

Universal technical assistance (TA) involves information provided primarily to educators on their own accord or in connection to larger district efforts. Examples include conference presentations provided by MiMTSS TA Center staff, professional learning session(s) related to a specific MTSS area of focus that does not include requirements outside of attendance for the event(s), the annual MiMTSS conference, as well as newsletters, guidebooks, and briefs available on the [MiMTSS website](#).

Targeted Technical Assistance

Targeted technical assistance (TA) involves services developed based on needs common to multiple recipients and are not extensively individualized. This can include facilitating strategic planning or hosting a series of state or regional professional learning sessions on specified content to meet an identified need for a defined audience. The partnership is defined by a letter of agreement for a single school year. The letter of agreement outlines mutual commitments from the TA Center and targeted TA recipients. Recipients of the targeted TA must attend the professional learning sessions, participate in the planned check-in meetings that occur after each professional learning session, collect MTSS fidelity or capacity data and installation checklist data, and enter the data into the MiMTSS Data System.

Districts or ISDs interested in targeted technical assistance will register individuals or teams for the selected targeted technical assistance through the MiMTSS TA Center's online registration system. Specific information regarding dates and times for the training events will be available via registration flyers as well as posted on the MiMTSS TA Center website. For more information or to be added to the MiMTSS TA Center listserv, please email info@mimtss.org.

Intensive Technical Assistance

Intensive technical assistance requires a stable, ongoing, multi-year relationship between the Technical Assistance Center staff and the intensive TA recipients. A prescribed series of activities, assessments, and data systems are implemented to reach a valued outcome, with ongoing data use to improve implementation and impact. The TA Center helps districts increase effectiveness by focusing on outcomes, develop implementation teams, procedures, resources, data for improvement, and implement the components of an MTSS framework with fidelity. A letter of agreement between the Technical Assistance Center and the TA recipients defines the partnership. For the 2022-2023 school year, intensive technical assistance is

Technical Assistance Defined

available at the **district level** for the behavior-only MTSS framework. Additional Intensive TA options will be available for the 2023-2024 school year.

Intensive technical assistance is funded through federal grants (State Personnel Development Grant (SPDG) and School Climate Transformation Grant (SCTG) awarded to the MiMTSS Technical Assistance Center, on behalf of the Michigan Department of Education (MDE)). These intensive technical assistance partnerships require specific measures outlined in the grant application and used for annual reporting to the U.S. Department of Education (USDOE).

Due to the specificity and the multi-year scope and sequence, the TA Catalog will not outline the intensive technical assistance offerings provided to Intensive TA recipients. Information about the Intensive TA partnerships can be found on the [MiMTSS TA Center's website](#).

MTSS Exploration and Model Demonstration

To expand the MTSS framework to other areas (e.g., early childhood) and content focus (e.g., math or integrating Positive Behavioral Interventions and Supports (PBIS) with mental health), the TA Center also supports MTSS Exploration and Model Demonstration efforts. Model Demonstration technical assistance aims to increase confidence in the high-quality, effective, data-driven practices within an MTSS framework that should be replicated and scaled-up to meet the learner's needs. For more information about Model Demonstration technical assistance, please visit the [Model Demonstration page on the MiMTSS TA Center website](#).

Contents of the Technical Assistance Catalog

The MiMTSS Technical Assistance Catalog outlines the various Universal and Targeted TA offerings available from the MiMTSS TA Center on behalf of the Michigan Department of Education (MDE). Professional learning offerings within the catalog are prioritized to support state legislation (e.g., Read by Grade Three), MDE initiatives and priorities (e.g., addressing chronic absenteeism, dyslexia), and the federal priorities MiMTSS TA Center is funded to support.

The catalog is organized by the level of technical assistance (universal and targeted) and then further grouped by the various focus of support (e.g., Behavior, Literacy, MTSS Neutral)

Each offering in the catalog includes the following information:

- Title
- MTSS Essential Component(s) Addressed
- Stage of Implementation
- Level of the Educational Cascade
- Description
- Outcomes
- Target Audience
- Format
- Prerequisites

Actual dates and times for each training event will be posted and updated on the MiMTSS TA Center's website. This will allow for maximum flexibility for any professional learning opportunities added after printing the catalog and any updates to dates or times. In addition, specific registration flyers with pertinent information will be sent out. If you would like to be added to the MiMTSS TA Center listserv, please email info@mimtss.org with the request.

Research indicating an increased likelihood of improved student outcomes aided in developing the technical assistance outlined in this catalog. Research support for teaching the specific practices (e.g., PBIS, phonics, comprehension) comes from guidance documents like the [Institute for Educational Sciences \(IES\) Practice Guides](#). Additionally, other resources used to review research effects for specific practices include but are not limited to the following: the [Intensive Intervention Tools Chart](#), [Evidence of ESSA](#), and the [What Works Clearing House](#). To realize these outcomes, it is important for educators participating in professional learning to take this information back and implement the practice with their students. Educators must implement the practices correctly and consistently to have the desired effect.

The professional learning opportunities offered through the MiMTSS TA Catalog support and complement other state-led evidence-based initiatives. If you have any questions or concerns, please contact the TA Center at info@mimtss.org.

Important Notes:

- During planning and budgeting for annual professional learning needs identified, the TA Center can help put you in contact with your designated state or federal MDE consultant. If you have questions or concerns, please email info@mimtss.org. Additional fiscal guidance related to MTSS can be found in [MDE's Fiscal Guidance for Implementing a Multi-Tiered System of Supports](#).
- Early Warning Intervention and Monitoring System (EWIMS) is an evidence-based, data-driven, decision-making process that is often leveraged as part of a district's Multi-tiered System of Supports framework. Within the process, schools use a continuum of tiered supports for students (Tier 1, Tier 2, Tier 3), each with demonstrated evidence of effectiveness. There is evidence that EWIMS can help to increase student attendance and course performance. The Michigan Department of Education offers several resources and professional learning opportunities specific to EWIMS. For more information, please visit the [EWIMS page on the MDE website](#). Districts and schools may also choose to pursue professional development outlined in the MiMTSS TA Catalog in response to needs identified through their work within the EWIMS process.
- The offerings related to the Comprehensive Screening and Assessment System essential component align with the required assessment measures and data systems for the intensive technical assistance recipients. Because other schools and districts in Michigan utilize the same assessment measures and data systems, these training events are categorized as Universal Technical Assistance so anyone can access the professional learning as needed.
- Some offerings in the TA catalog support concepts across more than one of the essential components from the MDE MTSS Practice Profile. In these cases, the primary essential component(s) are identified.
- Given the current and changing context due to the COVID-19 pandemic, the MiMTSS Technical Assistance Center reserves the right to adjust offerings from remote/virtual/online events to in-person events.

Implementation is a process, not an event. There are four stages associated with implementation: exploration, installation, initial implementation, and full implementation. Each offering within the TA Catalog identifies the stage of implementation most closely related to the training content. The definitions of the stages of implementation come from the National Implementation Research Network (NIRN) and are found on the [Active Implementation Hub](#).

The following information provides a few general guidelines for how one can use the catalog to determine the appropriate TA offerings to access.

Universal Technical Assistance Offerings

Individual Educators:

The TA Catalog offers many options specifically at the classroom level of implementation. Individual educators are encouraged to consult with administrators in their school and/or district when selecting universal technical assistance offerings. Consideration should be given to any TA offering that supports an individualized professional learning plan and/or identified district priorities for improving learner outcomes. Offerings linked to the exploration stage of implementation tend to be more informative and focused on learning about what implementation looks like whereas offerings linked to installation, move towards learning what it takes to put the practice or procedure into place.

School Districts:

School and District Administrators should consider district priorities and how the MiMTSS TA Catalog offerings may be leveraged to support the learning related to MTSS of newly hired staff as well as veteran staff. Individual TA offerings may align with district or MDE identified priorities and can be connected to the district's MICIP process. Additional information regarding [MTSS Supports for MICIP](#) can be found on the MiMTSS TA Center website. The TA Catalog offers a number of TA opportunities at the district, school, and classroom levels. Offerings linked to the exploration stage of implementation tend to be more informational and focused on learning about what implementation looks like whereas offerings linked to installation, move towards learning what it takes to put the practice or procedure into place. Administrators are strongly encouraged to identify which TA opportunities have teams as the target audience and ensure that teams have the time, space, and other resources to attend.

Intermediate School Districts:

Intermediate School Districts are encouraged to consider any MTSS scale-up and sustainability plan within their region when considering TA offerings. ISD staff is the target audience for some offerings, but they are welcome to attend any TA offering that may align with and support local MTSS implementation efforts and the ISDs role in these efforts.

ISDs interested in partnering with the TA Center to offer a regional universal MTSS professional learning opportunity linked to the MDE MTSS Practice Profile can reach out to info@mimtss.org to explore possibilities based on the universal TA offerings outlined in the MIMTSS TA Catalog. We will also take into consideration the necessary resources and the TA Center staff's availability. Ideally, the planning will take place at least 4-6 months before the training.

Targeted Technical Assistance Offerings

Individual Educators:

Targeted TA is not designed for individual educators. If any educator is interested in a Targeted TA offering, they are encouraged to connect with their school or district administrator to discuss the possibility of the district or ISD pursuing support as a Targeted TA partner.

School Districts:

Targeted TA involves a coordinated plan for TA in specific areas, likely related to the district's MICIP efforts. There are a variety of TA offerings that focus on installing specific infrastructures to support MTSS (e.g., District Implementation Team Installation Series), practices (e.g., Language Essentials for Teachers of Reading and Spelling, Explicit Instruction), or a combination of data, systems and practices (e.g., Tier 1 Behavioral Components of an MTSS Framework). Professional learning that focuses on installation is a good match for districts getting started with their MTSS implementation efforts in a specific area(s).

There are also TA offerings that focus on implementation and sustainability. These options focus on the MTSS work already underway in the district with an intentional emphasis on improving and sustaining efforts.

Schools and districts that have identified areas of improvement (whether self-identified, identified for CSI, ATS, or TSI through the School Index accountability system, or as part of a district partnership agreement) are encouraged to consider Targeted TA offerings as part of their planning.

Intermediate School Districts:

Most of the Targeted TA offerings for ISDs focus on MTSS capacity building and regional scale-up efforts. ISDs are strongly encouraged to align the selection of targeted TA with MTSS scale-up planning occurring within their region.



Universal Technical Assistance Offerings

Behavior

An Introduction to Centering Equity in Positive Behavioral Interventions and Supports (PBIS)

MTSS Essential Component(s) Addressed:
Tiered Delivery System

Stage of Implementation: Installation

Level of the Educational Cascade: School

This course supports educators wanting to learn more about the role of educational equity within their Positive Behavioral Interventions and Supports (PBIS) implementation and why it is so important for achieving high outcomes for all learners across all subgroups. This course introduces foundational equity constructs as defined by the Midwest and Plains Equity Assistance Center needed for advancing educational equity within the PBIS framework.

By the end of this course, participants will:

1. Define equity within an educational context
2. Understand the importance of educational equity and how it impacts learner outcomes
3. Apply the four constructs of educational equity within PBIS

Target Audience: Teams, Teachers, Administrators, Coaches

Format: EduPaths Course

Prerequisite: None

Behavior Interventions in the Classroom

MTSS Essential Component(s) Addressed:
Tiered Delivery System

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

This training provides participants with a working understanding of behavior science and increases their strategies for addressing high-frequency, low-intensity behavior in the classroom. At the end of this session, participants are equipped with skills and a structure to intentionally select and implement classroom strategies to support learners' academic and behavioral success.

By the end of this session, participants will:

1. Explain the foundations for strong behavioral supports in classrooms
2. Describe classroom intervention strategies used in a Prevent, Teach, Respond framework
3. Select among classroom intervention strategies to apply to the classroom

Universal Technical Assistance Offerings

Behavior

Target Audience: K-12 Classroom Teachers, Administrators, Behavior Specialists, Interventionists, Coaches

Format: 1 session

Prerequisite: None

Functional Behavioral Assessment and Behavior Intervention Planning (FBA/BIP)

MTSS Essential Component(s) Addressed:
Tiered Delivery System

Stage of Implementation: Installation

Level of the Educational Cascade: School

This interactive series supports individuals who facilitate and/or participate in teams completing Functional Behavioral Assessments (FBA) and developing Behavior Intervention Plans (BIP). An effective FBA & BIP process can reduce problem behaviors and increase desired behaviors for learners, such as academic engagement and participation. Participants will learn about the FBA & BIP process along with support tools and information on how to facilitate the process.

By the end of these sessions, participants will:

1. Facilitate the Basic FBA process from defining behavior(s) to creating a hypothesis statement

2. Complete a competing pathway for a learner
3. Develop a Behavior Intervention Plan, including identifying strategies for prevention, teaching, and responding

Target Audience: General Education Teachers, Special Education Teachers, School Psychologists, School Social Workers, School Administrators

Format: 3 sessions

Prerequisite: None



Behavior

Integration of PBIS and Mental Health: Awareness Series

*MTSS Essential Component(s) Addressed:
Team-Based Leadership*

Stage of Implementation: Installation

Level of the Educational Cascade: District

This three-part series provides participants with an awareness of the work across the stages of exploration, installation, and initial implementation of an Interconnected Systems Framework (ISF). Series participants gain an understanding of the ISF process and components necessary to create one single system of delivery for students.

By the end of these sessions, participants will:

1. Articulate how the ISF enhances the core features of PBIS
2. Describe the need to fully engage stakeholders when developing the district/community team
3. Develop an understanding of the different implementation stages and how they relate to the development of ISF
4. Identify the components that are necessary during the installation phase
5. Understand how to leverage both school and community resources and align initiatives

6. Describe how staff roles may change due to the collaboration between school and community

Target Audience: District Staff

Format: 3 sessions

Prerequisite: None

More Behavior Interventions in the Classroom

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

This training expands upon the learning from "Behavior Interventions in the Classroom" and equips participants with additional strategies for addressing high-frequency, low-intensity behavior, grounded in behavior science and the Prevent, Teach, Respond framework.

By the end of the session, participants will:

1. Describe considerations for how to intentionally select and use classroom strategies
2. Identify classroom intervention strategies used in a Prevent, Teach, Respond framework

Behavior

3. Select among classroom intervention strategies to apply to the classroom

Target Audience: K-12 Classroom Teachers, Administrators, Behavior Specialists, Interventionists, Coaches

Format: 1 session

Prerequisite: Behavior Interventions in the Classroom

2. Understand the importance of a professional development plan and using data for decision making as you install trauma-informed practices
3. Determine next steps based on your school and district's priorities

Target Audience: School Leadership Teams, District/School Administrators, Coaches, Behavior Support Staff, Behavior Specialists, School Social Workers, School Psychologists

Format: 1 session

Prerequisite: None

Overview of Systems to Support Trauma-Informed Practices

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Exploration

Level of the Educational Cascade: School

Description: There are many important considerations when installing trauma-informed practices to better respond to the needs of all students. Whether or not your school is implementing Positive Behavioral Interventions and Supports (PBIS), systems of support are necessary to implement trauma-informed practices efficiently and effectively. This training provides an overview of trauma-informed practices, system considerations, and possible next steps for implementation.

By the end of this session, participants will:

1. Explain what trauma is and what a trauma response might look like in the classroom



Behavior

Overview of School-wide Positive Behavioral Interventions and Supports for Mental Health and Community Partners

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: School

Description: This training supports mental health and community providers to develop background knowledge of School-wide Positive Behavioral Interventions and Supports (SWPBIS) while engaging in the implementation of an Interconnected System Framework. This session provides an overview of PBIS, its relationship to a Multi-Tiered System of Supports (MTSS), its foundational principles, and core features. This background knowledge allows the participants to gain an understanding of the components of an Interconnected System Framework (ISF) and how it enhances the core features of PBIS.

By the end of the session, participants will:

1. Explain the relationship between MTSS and PBIS
2. Identify the foundational principles of PBIS and its core features

3. Describe how ISF enhances the core features of PBIS
4. Articulate the benefits of the community partners as a part of an ISF

Target Audience: Mental Health and Community Providers, School staff interested in deepening knowledge around mental health and SWPBIS

Format: 1 session

Prerequisite: None

Sustaining School-wide PBIS Implementation

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Full Implementation

Level of the Educational Cascade: School

This course provides an overview of key factors that influence the sustainability of School-wide Positive Behavioral Interventions and Supports (SWPBIS) beyond initial implementation, along with tools and activities to support schools/districts in sustainability. Schools that sustain implementation of SWPBIS see increased teacher satisfaction and student achievement.

Behavior

Tier 1 Classroom Social, Emotional, and Behavioral Supports

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: District

This session focuses on evidence-based, positive, and proactive practices for educators supporting and responding to students' social, emotional, and behavioral needs in the classroom.

By the end of this session, participants will:

1. Provide a rationale for focusing on strong classroom social, emotional, behavioral supports
2. Develop or refine classroom procedures and a classroom expectations matrix that incorporates trauma-informed practices and social and emotional learning
3. Determine the next steps for developing lesson plans to teach classroom procedures and expectations
4. Use behavior-specific feedback to cultivate relationships with students

Target Audience: K-12 Classroom Teachers, Administrators, Behavior Specialists, Interventionists, Coaches

Format: 1 session

Prerequisite: None

Behavior

Using an MTSS Approach to Boost Student Attendance: From Prevention to Intervention

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: School

For students to be successful in school, they need to actually be in school. However, far too many students miss critical amounts of school. This 3-part series provides practical solutions that can make a dramatic difference in attendance for all students in your school. Using a multi-tiered approach, participants will learn proactive and positive ways to prevent the vast majority of absenteeism problems, as well as effective and efficient strategies for intervening with students with more resistant absenteeism challenges.

By the end of these sessions, participants will:

1. Describe the scope of the attendance challenges in schools
2. Identify how an MTSS framework is used to proactively and positively impact attendance
3. Review prevention strategies for supporting attendance
4. Identify effective and efficient strategies for intervening with absenteeism challenges

Target Audience: Teachers, Administrators, Behavior Specialists, Coaches

Format: 3 sessions

Prerequisites: None



Literacy

Data-Based Individualization

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Exploration

Level of the Educational Cascade: Classroom

For some students, access to individualized, and increasingly intense intervention may be required. Data-Based Individualization (DBI) is a research-based process for individualizing and intensifying interventions in order to accelerate achievement.

By the end of this session, participants will:

1. Identify students who require intensive support
2. Define the 5 steps in the data-based individualization (DBI) process
3. Demonstrate how DBI fits into an MTSS framework
4. Determine next steps for accessing technical assistance in how to implement DBI within an MTSS framework to improve outcomes for all students including students with disabilities

Target Audience: District and School Administrators, School Psychologists, Special Education Teachers, General Education Teachers, Related Service Personnel

Format: 1 session

Prerequisite: None

REWARDS® Intermediate

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

REWARDS Intermediate is a research-validated intervention program that focuses on supporting decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension. The development and use of these skills are critical for learners to be able to read grade-level text. This session prepares individuals to support the effective use of REWARDS Intermediate, a program for students in grades 4-6 reading at or above a third-grade level.

By the end of these sessions, participants will:

1. Summarize the benefits of REWARDS Intermediate
2. Describe the components of REWARDS Intermediate, including the materials and instructional design
3. Implement REWARDS Intermediate with fidelity

Target Audience: Teachers, Administrators, Coaches

Universal Technical Assistance Offerings

Literacy

Format: 2 sessions

Prerequisite: Complete “The Simple View of Reading and Underlying Cognitive Foundations” course in [EduPaths](http://www.edupaths.org) (www.edupaths.org)

REWARDS® Plus Science & Social Studies

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

REWARDS Plus Science and REWARDS Plus Social Studies are intervention programs designed for students in middle and high school (grades 6-12). REWARDS Plus increases multisyllabic word reading skills in more complex informational text, expands vocabulary knowledge and application, and develops students’ close reading and critical thinking skills. These programs serve as a culmination of learned skills that generalize to the late-middle and high school educational demands. This session prepares individuals to support the effective use of REWARDS Plus Science and REWARDS Plus Social Studies.

By the end of these sessions, participants will:

1. Describe the components of the REWARDS Plus lessons
2. Accurately implement the REWARDS Plus programs
3. Implement the appropriate mastery assessments included within the programs

Target Audience: Teachers, Administrators, Coaches

Format: 2 sessions

Prerequisite: None

REWARDS® Secondary

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

REWARDS Secondary focuses on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage fluency, and academic language vocabulary and comprehension to access grade-level content area text effectively. REWARDS Secondary can be part of a short-term, strategic intervention for struggling readers (grades 6-12). These sessions prepare individuals to support the effective use of REWARDS Secondary.

Universal Technical Assistance Offerings

Literacy

By the end of these sessions, participants will:

1. Articulate the benefits of multisyllabic word instruction, accuracy and rate development, comprehension and vocabulary instruction
2. Accurately implement REWARDS Secondary
3. Systematically and consistently correct errors during instruction
4. Implement the appropriate mastery assessments included in the program

Target Audience: Teachers, Administrators, Coaches

Format: 2 sessions

Prerequisite: Complete “The Simple View of Reading and Underlying Cognitive Foundations” course in [EduPaths](http://www.edupaths.org) (www.edupaths.org)

Teaching Text Structure to Improve Informational Text Comprehension and Writing

*MTSS Essential Component(s) Addressed:
Selection and Implementation of Instruction,
Intervention, and Supports*

Stage of Implementation: Exploration

Level of the Educational Cascade: Classroom

Comprehending expository text requires students to make inferences, solve problems, reason, and use complex and varied text structures in ways that are not commonly needed in narrative texts (Armbruster & Anderson, 1980; Snow, 2002). Research suggests that instruction in text structures is a promising approach for improving reading comprehension and writing because authors use them to organize information and facts in ways that facilitate retention and recall (Hebert et al., 2016). This session provides an overview of the five common informational text structures identified by Meyer (1985), as well as effective strategies for teaching text structures to improve outcomes for late elementary and middle-grade students. Effective instructional components highlighted in this session include graphic organizers, signal and transition words, discrimination training, mnemonics, self-regulation strategies, and writing, among others.

By the end of this session, participants will:

1. Describe the five common information text structures
2. Identify effective instructional components to improve informational text comprehension and writing
3. Apply teaching tips for each instructional component

Target Audience: Teachers in Grades 4-12, Special Education Teachers, Literacy Coach, Administrators

Format: 1 session

Prerequisite: None

The Simple View of Reading and Underlying Cognitive Foundations

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Intervention, and Supports

Stage of Implementation: Exploration

Level of the Educational Cascade: Classroom

During this course, educators will acquire knowledge of the cognitive foundations of reading and learning to read. The Simple View of Reading framework describes capacities needed for reading and learning to read and how they relate to each other. Having a shared knowledge, educators can work on a team to address learners' reading needs and determine how instruction positively impacts these needs.

By the end of this course, participants will:

1. Articulate the definition of the Science of Reading
2. Summarize how the Simple View of Reading equation works and the importance of both parts
3. Understand that while the view is simple, the underlying cognitive foundations are quite complex
4. Identify how the underlying cognitive foundations translate into the learning progression for developing skilled readers

summaries and syntheses of text, among others.

By the end of this session, participants will:

1. Learn specific approaches for teaching the identified strategies
2. Apply the strategies to improve their students' comprehension of language arts, science, and social studies text

Target Audience: Teachers in Grades 4-12, Special Education Teachers, Literacy Coach, Administrators

Format: 1 session

Prerequisites: None

Target Audience: Teachers, Administrators, Coaches

Format: EduPaths Course

Prerequisite: None

Writing as a Tool for Improving Adolescent Reading Comprehension: An Overview

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Intervention, and Supports

Stage of Implementation: Exploration

Level of the Educational Cascade: Classroom

Intensive writing is a critical element of an effective adolescent literacy program (Biancarosa & Snow, 2004). This session highlights how teachers can intentionally incorporate writing into their classrooms to improve reading. In a meta-analysis of 93 studies, Graham and Hebert (2011) identified three approaches that were effective for using writing to improve reading, including: 1) Having students write about text, 2) Teaching writing skills, and 3) Increasing how much students write. This session focuses primarily on the specific writing practices identified as effective for improving adolescent reading comprehension, including writing personal reactions to text, analyzing and interpreting text in writing, and developing written



Universal Technical Assistance Offerings

Literacy

Writing as a Tool for Improving Foundational Reading Skills: An Overview

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Intervention, and Supports

Stage of Implementation: Exploration

Level of the Educational Cascade: Classroom

Writing and reading both rely on common processes and knowledge (Fitzgerald and Shanahan, 2000). These skills include shared component skills (e.g., word reading, spelling), foundational literacy skills (phonology, morphology, orthography), oral language skills, general cognitive skills, content knowledge, and background knowledge, among others (Hebert et al., in press). This session highlights how writing can be used to facilitate foundational reading skill development. This includes an overview of strategies found to be effective in meta-analyses and recent primary research.

By the end of the session, participants will:

1. Learn to combine handwriting instruction with phonics instruction to improve and reinforce letter-sound knowledge, word reading skills, and spelling skills
2. Learn to teach sentence writing skills to improve reading fluency outcomes and increase sentence variety in students' writing

3. Understand the specific evidence from primary research and meta-analyses to support the use of these strategies within an MTSS framework

Target Audience: Teachers in Grades K-3, Special Education Teachers, Literacy Coaches, Administrators

Format: 1 session

Prerequisite: None



Universal Technical Assistance Offerings

Measures & Data Systems

Acadience® Reading K-6 Essentials

MTSS Essential Component(s) Addressed: Comprehensive Screening & Assessment System

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

This online workshop introduces participants to the Acadience Reading K-6 assessment, a research-based universal screening, and progress monitoring assessment to measure the acquisition of early literacy skills from kindergarten through sixth grade. These measures provide information to determine the appropriate instructional supports for each learner. The workshop includes training on the foundations and research behind the assessment, how to administer and score each of the measures, logistics of assessment, and its use in an outcomes-driven model.

As a result of this online workshop, participants will:

1. Understand the theoretical and research foundations of Acadience Reading
2. Articulate general guidelines related to the administration of Acadience Reading measures
3. Administer and score the Acadience Reading measures with accuracy
4. Understand the logistics associated with using Acadience Reading

Target Audience: K-6 Classroom Teachers, Special Education Teachers, Reading Specialists or Interventionists, Instructional Coaches, Principals

Format: Online workshop offered through Acadience Learning

Prerequisite: None

Acadience® Reading K-6 Data Interpretation

MTSS Essential Component(s) Addressed: Comprehensive Screening & Assessment System

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

This online workshop offers advanced training on the use of Acadience Reading K-6 assessment data in an outcomes-driven model. Learning focuses on using data at the systems level and student level, using data to match students to resources, grouping students for instruction, selecting materials for progress monitoring, and evaluating the effectiveness of instruction.

As a result of this online workshop, participants will:

1. Interpret and use Acadience Reading K-6 data to identify and validate the need for support at the system and student levels

Universal Technical Assistance Offerings

Measures & Data Systems

2. Plan support at the student level, including using data to group students for core reading instruction
3. Use Acadience Reading K-6 data to monitor student progress
4. Evaluate the effectiveness of instructional support at the system and student levels

Target Audience: K-6 Classroom Teachers, Special Education Teachers, Reading Specialists or Interventionists, Instructional Coaches, Principals

Format: Online workshop offered through Acadience Learning

Prerequisite: Acadience© Reading K-6 Essentials

Acadience® Reading Mentor Training

MTSS Essential Component(s) Addressed: Comprehensive Screening & Assessment System

Stage of Implementation: Installation

Level of the Educational Cascade: District

This online workshop prepares individuals to become Acadience Reading Mentors who can support and train others on the Acadience Reading administration, scoring, and data interpretation.

As a result of this online workshop, participants will:

1. Extend knowledge of Acadience Reading measures and data
2. Provide training in Acadience Reading K-6 Essentials and Data Interpretation
3. Navigate presentation materials necessary for Acadience Reading training topics
4. Observe and provide feedback to Acadience Reading K-6 assessors
5. Assist others in the interpretation and use of student, classroom, grade-level, school, and district-level Acadience Reading data

Target Audience: K-6 Classroom Teachers, Special Education Teachers, Reading Specialists or Interventionists, Instructional Coaches, Principals

Format: Online workshop offered through Acadience Learning

Prerequisite: Acadience© Reading K-6 Essentials and Acadience Reading Data Interpretation

Universal Technical Assistance Offerings

Measures & Data Systems

An Overview of the Reading Tiered Fidelity Inventory 2.0

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Exploration

Level of the Educational Cascade: School

This course provides a brief introduction to, and overview of, the Reading Tiered Fidelity Inventory 2.0 (R-TFI 2.0). The purpose of this course is to increase participant understanding of the R-TFI 2.0 as a measure for determining the degree of implementation of the Reading Components of an MTSS Framework across Tiers 1, 2, and 3. The R-TFI Overview is the first course in the path to R-TFI 2.0 Facilitator certification.

By the end of this course, participants will:

1. Describe the purpose of the R-TFI 2.0
2. Articulate the purpose, features, and process of using the R-TFI 2.0
3. Differentiate between acceptable use and misuse of the R-TFI 2.0

Target Audience: Data Coordinators

Format: EduPaths Course

Prerequisite: None

An Overview of the School Climate Survey Suite

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Exploration

Level of the Educational Cascade: School

The School Climate Survey Suite provides staff, family, and student surveys that are brief, valid, and reliable measures of perception of school climate. This course provides an overview of the surveys and considerations for administration. Perception data collected from these surveys can guide improvements to a school's PBIS system. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools' behavioral challenges.

By the end of this course, participants will:

1. Identify the purpose and features of the School Climate Survey Suite
2. Describe the process and key considerations for administering the School Climate Surveys

Target Audience: Data Coordinators, Coaches, Administrators

Format: EduPaths Course

Prerequisite: None

Measures & Data Systems

An Overview of the School-wide PBIS Tiered Fidelity Inventory

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Exploration

Level of the Educational Cascade: School

The School-wide PBIS Tiered Fidelity Inventory (TFI) is an efficient, valid, and reliable measure of the extent to which school personnel apply the core features of school-wide PBIS. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools' behavioral challenges. This course provides an overview of the SWPBIS TFI, including key features and considerations for administration.

By the end of this course, participants will:

1. Identify the purpose and features of the School-wide PBIS Tiered Fidelity Inventory
2. Describe the process and key roles for administering the School-wide PBIS Tiered Fidelity Inventory

Target Audience: Data Coordinators, Coaches, Administrators

Format: EduPaths Course

Prerequisite: None

Becoming a PBIS Assessment Coordinator

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

Level of the Educational Cascade: School

This course describes the role and responsibilities of the PBIS Assessment Coordinator. A PBIS Assessment Coordinator is needed to access the School-wide PBIS Tiered Fidelity Inventory and the School Climate Survey Suite through PBIS Assessment to measure fidelity and impact. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools' behavioral challenges. Individuals interested in becoming a PBIS Assessment Coordinator must complete this course and submit the required forms described at the end of the course.

By the end of this course, participants will:

1. Articulate the role of the PBIS Assessment Coordinator
2. Access and navigate the PBIS Assessment website
3. Submit the required forms to become a PBIS Assessment Coordinator

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Target Audience: Data Coordinators

Format: EduPaths Course

Prerequisite: None

Check-in, Check-Out (CICO) SWIS Facilitator Training

MTSS Essential Component(s) Addressed: Comprehensive Screening & Assessment System

Stage of Implementation: Installation

Level of the Educational Cascade: District

This training prepares and certifies participants as CICO-SWIS Facilitators to support local schools implementing the CICO-SWIS web application. CICO-SWIS provides staff with an application to quickly and efficiently enter CICO point card data for those students enrolled in the Tier 2 behavior intervention, Check-In, Check-Out. User-friendly graphs and reports in CICO-SWIS support the real-time analysis of individual student progress data and the overall effectiveness and fidelity of the CICO intervention. Quick and easy access to student progress data allows staff to equitably and efficiently respond to student need, based upon data patterns.

By the end of this session, participants will:

1. Navigate the CICO-SWIS application and support school-level users in account set-up, data entry, and reporting
2. Lead schools through initial CICO-SWIS Readiness and Licensing
3. Train users on entering CICO-SWIS data, accessing, viewing, and printing reports, and using the data for decision making relative to student progress in the CICO intervention
4. Describe the role and responsibilities of a CICO-SWIS Facilitator
5. Provide coaching for schools related to using the application for data-based decision making and maintaining readiness requirements

Target Audience: Data Coordinators

Format: 1 session

Prerequisite: Participants must be certified SWIS or I-SWIS Facilitators

Measures & Data Systems

Facilitating the Reading Tiered Fidelity Inventory 2.0

*MTSS Essential Component(s) Addressed:
Comprehensive Screening and Assessment System*

Stage of Implementation: Installation

Level of the Educational Cascade: School

The focus of this course is designed for individuals responsible for facilitating the Reading Tiered Fidelity Inventory 2.0 (R-TFI 2.0) with a School Leadership Team. The course prepares Facilitators with information about the fidelity assessment and critical activities before, during and after each R-TFI 2.0 administration.

By the end of the course, participants will:

1. Prepare for R-TFI 2.0 administration
2. Administer the R-TFI 2.0 using the standard process
3. Enter scores online
4. Access reports and results online

Target Audience: Data Coordinators

Format: EduPaths Course

Prerequisites: An Overview of the Reading Tiered Fidelity Inventory 2.0 in [EduPaths](http://www.edupaths.org) (www.edupaths.org)

Facilitating the School-wide PBIS Tiered Fidelity Inventory

*MTSS Essential Component(s) Addressed:
Comprehensive Screening and Assessment System*

Stage of Implementation: Installation

Level of the Educational Cascade: District

This course prepares participants for the successful facilitation of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI). A SWPBIS TFI Facilitator accurately and efficiently administers the SWPBIS TFI with School Leadership Teams. The SWPBIS TFI is an efficient, valid, and reliable measure of the extent to which school personnel apply the core features of school-wide PBIS. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools' behavioral challenges. Individuals interested in becoming a SWPBIS TFI Facilitator must complete this course and subsequent courses and submit the required forms upon completion.

By the end of this course, participants will:

1. Identify the role and responsibilities of the SWPBIS TFI Facilitator
2. Describe the process for administering the SWPBIS TFI with a School Leadership Team

Measures & Data Systems

3. Use data from the SWPBIS TFI for decision making

Target Audience: Data Coordinators

Format: EduPaths Course

Prerequisite: An Overview of the School-wide PBIS Tiered Fidelity Inventory course in [EduPaths](http://www.edupaths.org) (www.edupaths.org)

MiEWIMS Data Coordinator Training

*MTSS Essential Component(s) Addressed:
Comprehensive Screening and Assessment System*

Stage of Implementation: Installation

Level of the Educational Cascade: District

Michigan's Early Warning Intervention and Monitoring System (MiEWIMS) is a robust and integrated decision-making system to support educators in their efforts to ensure all learners will be engaged in school and on-track for high school graduation. Dashboards and reports provide educators with data to identify areas needing systemic improvements at a district, school, or grade level. In addition, data reports call attention to individual students who are showing early signs that could lead to dropping out of school. Teams examine the underlying causes of risk (push-out and pull-out factors), match students' needs to systemic and individual

interventions, and monitor the impact of those changes. MiEWIMS is designed to be used in the context of Multi-Tiered System of Supports (MTSS) implementation to improve student access to evidence-based practices to support attendance, positive social, emotional and behavioral well-being and high course performance for all learners.

By the end of the sessions, participants will:

1. Explain how MiEWIMS can be used to support MTSS and EWIMS implementation
2. Navigate MiEWIMS
3. Document plans for training additional MiEWIMS users and documenting decisions within a district assessment system

Target Audience: District or ISD MTSS Coordinators, School-Level Systems Coaches, EWIMS Facilitators, Secondary School Staff

Format: 2 sessions

Prerequisite: Prior to having staff register for this training, each district (superintendent or designee) must electronically sign the MiEWIMS Use Agreement in the MiDataHub Cockpit

Measures & Data Systems

MiEWIMS Overview

*MTSS Essential Component(s) Addressed:
Comprehensive Screening and Assessment System*

Stage of Implementation: Exploration

Level of the Educational Cascade: School

This session provides an overview of the MiEWIMS tool and how it supports an Early Warning Intervention and Monitoring System (EWIMS) and Multi-Tiered System of Supports (MTSS) in districts, schools, and classrooms. MiEWIMS supports educators in ensuring all learners are engaged in school and on-track for high school graduation. The session is for individuals interested in learning more about MiEWIMS but are not yet ready to support a district's use of MiEWIMS.

By the end of this session, participants will:

1. Define the MiEWIMS tool
2. Describe how MiEWIMS works within a Multi-Tiered System of Supports (MTSS) and Early Warning Intervention and Monitoring System (EWIMS)

Target Audience: Data Coordinators, Administrators, Individuals interested in learning about the MiEWIMS tool

Format: 1 session

Prerequisite: None

MiMTSS Data System Orientation

*MTSS Essential Component(s) Addressed:
Continuous Data-Based Decision Making*

Stage of Implementation: All Stages

Level of the Educational Cascade: All Levels

The MiMTSS Data System is a free-access web-based data system designed for LEAs, ISDs, and MDE to gather and analyze data that are critical for the continuous improvements of MTSS in Michigan. When teams use data to drive decisions about MTSS, it is more likely that MTSS is implemented and sustained to support each and every learner.

By the end of this session, participants will:

1. Understand the data that are available in the MiMTSS Data System
2. Preview the available reports and dashboards available in the MiMTSS Data System
3. Consider who from their organization might want or need access to the MiMTSS Data System
4. Learn how the MiMTSS Data System relates to other systems

Target Audience: MTSS Data System Users

Format: 1 session

Prerequisite: Participants already have login access to the MiMTSS Data System

Measures & Data Systems

Reading Tiered Fidelity Inventory 2.0: Elementary and Secondary

*MTSS Essential Component(s) Addressed:
Comprehensive Screening and Assessment System*

Stage of Implementation: Installation

Level of the Educational Cascade: School

The elementary and secondary R-TFI 2.0 provides schools with a tool to assess the Reading Components of a Multi-Tiered System of Supports (MTSS) framework. Its purpose is to provide a roadmap for teams to strengthen reading supports for all learners within a tiered delivery system, including students with disabilities. This session prepares individuals to be R-TFI Facilitators. Individuals who complete this session will have foundational knowledge related to the reading science and MTSS concepts underlying the items. They will learn to administer the measure successfully.

By the end of this course, participants will:

1. Describe the actions teachers will take to organize and deliver high-quality class-wide (Tier 1) instruction to effectively meet the needs of all learners spanning early reading through adolescent literacy grade bands
2. Identify critical teaming structures and team responsibilities to support the implementation of the reading components of an MTSS framework

3. Detail Data, Systems and Practices in the Elementary and Secondary editions of the R-TFI 2.0
4. Use R-TFI 2.0 concepts and terminology to make connections between items and data sources
5. Use the scoring guide

Target Audience: Data Coordinators

Format: EduPaths Course

Prerequisites: An Overview of the Reading Tiered Fidelity Inventory 2.0 and Facilitating the Reading Tiered Fidelity Inventory 2.0 in [EduPaths](http://www.edupaths.org) (www.edupaths.org)

Reading Tiered Fidelity Inventory 2.0: Previous R-TFI Facilitators

*MTSS Essential Component(s) Addressed:
Comprehensive Screening and Assessment System*

Stage of Implementation: Initial Implementation

Level of the Educational Cascade: School

The Reading Tiered Fidelity Inventory 2.0 (R-TFI 2.0) has been updated based on validation efforts, reading research, MTSS implementation, and methods for intensifying instruction. This session will prepare existing R-TFI Facilitators to understand the changes to the tool to administer the R-TFI successfully to school teams.

Universal Technical Assistance Offerings

Measures & Data Systems

By the end of this session, participants will:

1. Describe updates to the structure of the Elementary and Secondary R-TFI 2.0
2. Identify critical teaming structures and team responsibilities to support the implementation of the reading components of an MTSS framework
3. Summarize critical changes to the Tier 1 and Advanced Tier items
4. Restate the essential practices for intensifying reading instruction and how Advanced Tier items represent these practices

Target Audience: Data Coordinators

Format: 1 session

Prerequisites: Previous in-person R-TFI Facilitator Training or the EduPaths R-TFI 1.0 Facilitator Course series in [EduPaths](http://www.edupaths.org) (www.edupaths.org)

School-wide Information System (SWIS) Facilitator Training

MTSS Essential Component(s) Addressed: Comprehensive Screening & Assessment System

Stage of Implementation: Installation

Level of the Educational Cascade: District

This series prepares and certifies participants as SWIS Facilitators to support local schools interested in implementing the School-Wide Information System (SWIS). SWIS is a web-based decision system that monitors student behavior by tracking behavior incidents and supports decision making through real-time access to user-friendly comprehensive school-wide and individual student graphs. Educators can make more effective, efficient, and equitable decisions when they have the right data in the right format at the right time. Using SWIS to analyze school-wide data allows school teams to create clear and specific action plans to reduce behavior referrals by implementing strategies that prevent, teach, and respond to school-wide and individual student behavior. A reduction in behavior referrals typically results in increased time for instruction and increased engagement and achievement for learners.

By the end of these sessions, participants will:

1. Navigate the SWIS application and support school-level users in account set-up, data entry, and reporting

Universal Technical Assistance Offerings

Measures & Data Systems

School-wide PBIS Tiered Fidelity Inventory: Tier 1

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

Level of the Educational Cascade: School

This course prepares participants for the successful facilitation of Tier 1 of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI). A SWPBIS TFI Facilitator is responsible for accurately and efficiently administering the SWPBIS TFI with School Leadership Teams. The SWPBIS TFI is an efficient, valid, and reliable measure of the extent to which school personnel apply the core features of school-wide PBIS. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools' behavioral challenges. Individuals interested in becoming a SWPBIS TFI Facilitator for Tier 1 must complete this course and submit the required form upon completion.

By the end of this course, participants will:

1. Identify the subscales and items within Tier 1 of the SWPBIS TFI
2. Anticipate which data sources will best support the administration of the SWPBIS TFI with a School Leadership Team

2. Lead schools through initial SWIS Readiness and Licensing
3. Teach schools to engage in data-based decision making using graphs and reports in the SWIS application, including equity reports to ensure positive outcomes for all students
4. Describe the role of a SWIS Facilitator in monitoring school readiness, conducting new user training, and providing technical assistance and ongoing maintenance associated with supporting SWIS implementation
5. Provide coaching for schools related to using the SWIS application for data-based decision making and maintaining readiness requirements

Target Audience: Data Coordinators

Format: 3 sessions

Prerequisite: None



Measures & Data Systems

- Practice using data sources to help teams in answering SWPBIS TFI items from Tier 1

Target Audience: Data Coordinators

Format: EduPaths Course

Prerequisite: An Overview of the School-wide PBIS Tiered Fidelity Inventory course and Facilitating the School-wide PBIS Tiered Fidelity Inventory course in [EduPaths](http://www.edupaths.org) (www.edupaths.org)

School-wide PBIS Tiered Fidelity Inventory: Tier 2

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

Level of the Educational Cascade: School

This course prepares participants for the successful facilitation of Tier 2 of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI). A SWPBIS TFI Facilitator is responsible for accurately and efficiently administering the SWPBIS TFI with School Leadership Teams. The SWPBIS TFI is an efficient, valid, and reliable measure of the extent to which school personnel apply the core features of school-wide PBIS. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial

behaviors and decreasing schools' behavioral challenges. Individuals interested in becoming a SWPBIS TFI Facilitator for Advanced Tiers must complete this course and submit the required form upon completion.

By the end of this course, participants will:

- Identify the subscales and items within Tier 2 of the SWPBIS TFI
- Anticipate which data sources will best support the administration of the SWPBIS TFI with a School Leadership Team
- Practice using data sources to help teams in answering SWPBIS TFI items from Tier 2

Target Audience: Data Coordinators, Coaches

Format: EduPaths Course

Prerequisite: An Overview of the School-wide PBIS Tiered Fidelity Inventory course and Facilitating the School-wide PBIS Tiered Fidelity Inventory course in [EduPaths](http://www.edupaths.org) (www.edupaths.org)

Measures & Data Systems

- Practice using data sources to help teams in answering SWPBIS TFI items from Tier 3

Target Audience: Data Coordinators, Coaches

Format: EduPaths Course

Prerequisite: An Overview of the School-wide PBIS Tiered Fidelity Inventory course and Facilitating the School-wide PBIS Tiered Fidelity Inventory course in [EduPaths](http://www.edupaths.org) (www.edupaths.org)

School-wide PBIS Tiered Fidelity Inventory: Tier 3

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

Level of the Educational Cascade: School

This course prepares participants for the successful facilitation of Tier 3 of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI). A SWPBIS TFI Facilitator is responsible for accurately and efficiently administering the SWPBIS TFI with School Leadership Teams. The SWPBIS TFI is an efficient, valid, and reliable measure of the extent to which school personnel apply the core features of school-wide PBIS. Schools that implement SWPBIS with fidelity demonstrate increases in positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools' behavioral challenges. Individuals interested in becoming a SWPBIS TFI Facilitator for Advanced Tiers must complete this course and submit the required form upon completion.

By the end of this course, participants will:

- Identify the subscales and items within Tier 3 of the SWPBIS TFI
- Anticipate which data sources will best support the administration of the SWPBIS TFI with a School Leadership Team



Universal Technical Assistance Offerings

MTSS Neutral

Developing Readiness Using the MTSS Practice Profile

*MTSS Essential Component(s) Addressed:
Team-Based Leadership*

Stage of Implementation: Exploration

Level of the Educational Cascade: District

The MDE MTSS Practice Profile guides the development and refinement of the necessary supports for MTSS implementation (e.g., professional learning). This session prepares district and school leaders to understand its contents and to use the MTSS Practice Profile as a starting point for creating district-wide readiness for more in-depth MTSS related professional learning.

By the end of this session, participants will:

1. Identify the five Essential Components of the MTSS Practice Profile
2. Relate the critical information within the Essential Components to additional MTSS related professional learning available to districts/schools
3. Measure staff readiness to develop a plan for MTSS implementation efforts

Target Audience: District and School Administrators

Format: 1 session

Prerequisite: None

Implementation Stages Planning Tool

*MTSS Essential Component(s) Addressed:
Team-Based Leadership*

Stage of Implementation: Exploration

Level of the Educational Cascade: ISD and District

Setting up programs and practices to be implemented with fidelity, produce positive outcomes for students, and to sustain over time requires strategic, stage-based planning. Identifying the stage of implementation for a program or practice allows ISDs and Districts to improve the quality of support they provide to schools and staff. One tool that can be leveraged to support this intentional thinking is the Implementation Stages Planning Tool, or ISPT. By using the ISPT to take a stage-based approach to implementation, ISDs and Districts can identify the current stage of implementation, select targeted stage-based activities to move a program or practice towards full implementation, and determine stage-based outcomes.

By the end of this session, participants will:

1. Explain the benefits of taking a stage-based approach to support implementation efforts
2. Identify stage-based activities that correspond to each stage of implementation

Universal Technical Assistance Offerings

MTSS Neutral

3. Use the flowchart to determine a current innovation's stage of implementation
4. Determine future stage activities to support continuous improvement of implementation
5. Identify future opportunities to apply stage-based learning to MTSS efforts

Target Audience: ISD and District Administrators

Format: 1 session

Prerequisite: None

MTSS Coordinator Community of Practice

*MTSS Essential Component(s) Addressed:
Team-Based Leadership*

Stage of Implementation: Installation, Initial Implementation, & Full Implementation

Level of the Educational Cascade: ISD

MTSS Coordination is a unique and important role. These sessions provide the space for MTSS Coordinators from ISDs across the state to come together to engage in learning and share experiences as well as lessons learned. These sessions support Coordinators in advancing MTSS implementation in their regions and also provide opportunities to lift up challenges that are preventing MTSS scale-up efforts.

By the end of these sessions, participants will:

1. Understand the primary activities MTSS Coordinators are engaged in to advance MTSS
2. Prepare to support an implementation team in the development of an annual MTSS report
3. Gather ideas and resources from across the state to support regional MTSS implementation and scale-up efforts
4. Inform future technical assistance offered by the MiMTSS TA Center

Target Audience: ISD MTSS Coordinators/Leaders (e.g., PBIS Coordinators)

Format: 6 sessions

Prerequisite: ISD has some kind of a written plan related to scaling up MTSS

Universal Technical Assistance Offerings

MTSS Neutral

Shared MTSS Understanding Using the Practice Profile

*MTSS Essential Component(s) Addressed:
Team-Based Leadership*

Stage of Implementation: Exploration

Level of the Educational Cascade: ISD

MTSS understanding and the implementation supports provided spans across the ISD (cross departments or offices). The MDE MTSS Practice Profile guides the development and refinement of the necessary supports for MTSS implementation (e.g., professional learning). It is also a good tool to create common understanding and shared language about MTSS. This session prepares ISD leaders and staff to understand how use of the Practice Profile can help create internal staff capacity to develop and support the use of the components within an MTSS framework.

By the end of these sessions, participants will:

1. Identify the five Essential Components of the MDE MTSS Practice Profile
2. Relate the critical information within the Essential Components to additional MTSS related professional learning available to ISD's for capacity-building efforts
3. Measure staff readiness to develop an MTSS capacity-building plan

Target Audience: ISD staff

Format: 2 sessions

Prerequisite: None



Targeted Technical Assistance Offerings

Behavior

Behavior Interventions in the Classroom State Trainer Network

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: ISD

This series develops local training capacity within ISDs to support training educators in the use of behavior science to address high-frequency, low-intensity behaviors in the classroom setting, leveraging a Prevent, Teach, Respond framework.

By the end of these sessions, participants will:

1. Explain the foundations for strong behavioral support in the classroom and the need to equip educators with behavioral strategies for the classroom
2. Describe classroom intervention strategies used in a Prevent, Teach, Respond framework and summarize the underlying behavior science behind select classroom strategies
3. Identify active engagement strategies for adult learners
4. Prepare to train Behavior Interventions in the Classroom

Target Audience: ISD identified trainers

Format: 2 sessions

Prerequisite: None

Enhancing Current Tier 1 PBIS Implementation Through Trauma-Informed Practices

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Full Implementation

Level of the Educational Cascade: ISD

This series focuses on enhancing Tier 1 PBIS practices through a trauma-informed lens. It is designed for individuals currently training or coaching schools in the installation and use of Tier 1 School-wide PBIS.

By the end of these sessions, participants will:

1. Define trauma and describe what a trauma response might look like in a school setting
2. Articulate strategies to enhance Tier 1 School-wide PBIS practices
3. Describe tools, resources, and examples to enhance Tier 1 School-wide PBIS practices through a trauma-informed lens

Target Audience: ISD identified trainers

Format: 2 sessions

Prerequisite: Tier 1 School-wide Positive Behavioral Interventions and Supports State Trainer Network

Targeted Technical Assistance Offerings

Behavior

Functional Behavioral Assessment & Behavior Intervention Plan State Trainer Network

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Intervention, and Supports

Stage of Implementation: Installation

Level of the Educational Cascade: ISD

The purpose of this State Trainer Network series is to develop local training capacity within ISDs to train individuals to facilitate and/or participate on teams completing a Functional Behavioral Assessment (FBA) and create a Behavior Intervention Plan (BIP). High-quality FBAs and BIPs can lead to improved outcomes for students accessing Tier 3, individualized support.

By the end of these sessions, participants will:

1. Explain misrules, legal mandates, and best practices associated with Functional Behavioral Assessments and Behavior Intervention Plans
2. Describe behavioral principles, key terms, and common data collection methods using examples and non-examples
3. Model facilitation of the FBA process from defining a target behavior to creating a hypothesis statement

4. Practice developing a Behavior Intervention Plan using a Prevent, Teach, Respond framework
5. Effectively evaluate the quality of an FBA and BIP when provided examples to review
6. Apply metrics to measure both the implementation of the BIP (fidelity) and the impact of the plan on student outcomes
7. Prepare to train school teams in the FBA and BIP process

Target Audience: ISD identified trainers

Format: 3 sessions

Prerequisite: None

Targeted Technical Assistance Offerings

Behavior

Integrating Trauma-Informed Practices into Tier 1 School-wide Positive Behavioral Interventions and Supports (PBIS)

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Intervention, and Supports

Stage of Implementation: Initial Implementation

Level of the Educational Cascade: School

This series supports School Leadership Teams with integrating trauma-informed practices into their existing Tier 1 School-wide PBIS system. The PBIS framework allows schools to incorporate knowledge about trauma into an established multi-tiered system rather than focusing on trauma as a separate initiative. Schools that integrate trauma-informed practices into Tier 1 can respond to the needs of all students with increased efficiency and effectiveness.

By the end of these sessions, teams will:

1. Explain what trauma is and what a trauma response might look like in the classroom
2. Understand the importance of a professional development plan and using data for decision making
3. Identify strategies to integrate into their Tier 1 School-wide PBIS system

Target Audience: School Leadership Teams with School-level Coaches

Format: 3 sessions

Prerequisite: Successful implementation of Tier 1 School-wide Positive Behavioral Interventions and Supports (PBIS)



Targeted Technical Assistance Offerings

Behavior

Tier 1 Behavior Components of an MTSS Framework Series (K-12)

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Intervention, and Supports

Stage of Implementation: Installation

Level of the Educational Cascade: School

This series supports schools installing Tier 1 Behavior Components using a Positive Behavioral Interventions and Supports (PBIS) framework. Schools that implement School-wide PBIS experience increased positive and prosocial behaviors, resulting in improved academic instruction time.

By the end of these sessions, teams will:

1. Summarize the foundations for School-wide PBIS and identify a compelling why for the implementation to support stakeholder buy-in
2. Explore ways to intentionally seek input and participation from staff, students, and families with diverse perspectives when developing behavior systems
3. Create a plan to develop necessary products for School-wide PBIS leading toward a Kick-Off of implementation
4. Describe how fidelity and outcome data can support decision making and continuous improvement

Target Audience: School Leadership Teams and School-Level Coaches

Format: 4 sessions for School Leadership Teams and School-Level Coaches, additional 2 sessions for School-Level Coaches

Prerequisite: None

Tier 2 Behavior Components of an MTSS Framework Series (K-12)

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Intervention, and Supports

Stage of Implementation: Installation

Level of the Educational Cascade: School

This series supports schools installing Tier 2 Behavior Components of an MTSS framework using Positive Behavioral Interventions and Supports (PBIS). A Tier 2 system can help create efficient, effective, and equitable structures through which students receive targeted interventions. The purpose of this training series is to support school teams in the installation and use of a behavioral intervention system to improve outcomes for students.

By the end of the series, teams will:

1. Develop a plan to implement the Tier 2 intervention Check-in, Check-Out (CICO) with fidelity

2. Develop an intervention system and an intervention platform for all Tier 2 interventions
3. Determine how to use and analyze data within an intervention system to achieve high outcomes for students

Target Audience: School Leadership Teams and School-Level Coaches

Format: 4 sessions for School Leadership Teams and School-Level Coaches; 1 additional session for School-Level Coaches

Prerequisite: Completion of the Tier 1 Behavior Components of an MTSS Framework series and/or at least one score on the SWPBIS Tiered Fidelity Inventory at or above 70% for Tier 1 within the last year



Targeted Technical Assistance Offerings

Behavior

Tier 1 Classroom Social, Emotional, Behavioral Supports State Trainer Network

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

Level of the Educational Cascade: ISD

This series develops local training capacity within ISDs to support training educators in practices that support the systematic development of safe, predictable, positive, and engaging classroom environments.

By the end of these sessions, participants will:

1. Explain the role of social, emotional, behavioral supports in the classroom and in improving academic outcomes
2. Describe practices that support a safe, predictable, positive, and engaging classroom environment
3. Identify active engagement strategies for adult learners
4. Prepare to train Tier 1 Classroom Social, Emotional, Behavioral Supports

Target Audience: ISD identified trainers

Format: 2 sessions

Prerequisite: Tier 1 School-wide Positive Behavioral Supports State Trainer Network

Targeted Technical Assistance Offerings

Behavior

Tier 1 School-wide Positive Behavioral Interventions and Supports State Trainer Network

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: ISD

This series develops local training capacity within ISDs to support training School Leadership Teams and Coaches to install and implement Tier 1 School-wide Positive Behavioral Interventions and Supports (SWPBIS), focusing on centering equity. Schools that implement SWPBIS demonstrate increases in a positive school climate and time spent on academic instruction by increasing positive, prosocial behaviors and decreasing schools' behavioral challenges.

By the end of these sessions, participants will:

1. Explain what SWPBIS is to a novice learner and respond to common questions based on the foundation of SWPBIS
2. Identify active engagement strategies for adult learners
3. Review SWPBIS data sources used within a school's PBIS framework
4. Prepare to train schools in the installation and use of Tier 1 SWPBIS

Target Audience: ISD identified trainers

Format: 6 sessions

Prerequisite: None

Tier 2 School-wide Positive Behavioral Interventions and Supports State Trainer Network

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: ISD

This series develops local training capacity within ISDs to support training School Leadership Teams and Coaches to install and implement a Tier 2 Behavior Intervention System and Tier 2 Intervention Check-in, Check-Out (CICO). Schools that implement a Tier 2 Behavior Intervention System have the means to ensure efficient, effective, and equitable access to intervention supports for behavior matched to the learners' needs.

By the end of these sessions, participants will:

1. Explain CICO to a novice learner and respond to common questions related to CICO
2. Explain why an intervention platform is critical to efficient, effective, and equitable decision making within a Behavior Intervention System

Targeted Technical Assistance Offerings

Behavior

3. Determine how communication around data use and analysis flows through a Behavior Intervention System
4. Identify how intervention access and effectiveness data contribute to an efficient, effective, and equitable Behavior Intervention System

Target Audience: ISD identified trainers

Format: 4 sessions

Prerequisite: Tier 1 School-wide Positive Behavioral Interventions and Supports State Trainer Network series or equivalent offered through the MiMTSS TA Center

Tier 3 School-wide Positive Behavioral Interventions and Supports State Trainer Network

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: ISD

These sessions develop local training capacity within ISDs to support School Leadership Teams and Coaches to install and implement Tier 3 behavior supports. Through activities designed to build background knowledge and respond to common questions that arise during training, these sessions prepare participants to train teams and coaches in

the systematic intensification of behavioral interventions to improve students' access to Tier 3 support.

By the end of these sessions, participants will:

1. Describe features of Tier 3 supports
2. Explain the specific intensification variables that can be applied to interventions to improve student outcomes through the use of examples and non-examples
3. Apply intensification variables to interventions with practice scenarios
4. Provide a rationale for including interventionist meetings as a part of the intensification of interventions within a behavior intervention system
5. Define the structure and function of a Student Support Team

Target Audience: ISD identified trainers

Format: 2 sessions

Prerequisite: Tier 1 and Tier 2 School-wide Positive Behavioral Interventions and Supports State Trainer Network series or equivalent offered through the MiMTSS TA Center

Targeted Technical Assistance Offerings

Literacy

Explicit Instruction to Increase Access and Opportunities for ALL Students

*MTSS Essential Component(s) Addressed:
Tiered Delivery System*

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

Explicit instruction consistently yields positive effects for increasing outcomes for all students, including students with disabilities. This series prepares participants to design and deliver high-quality reading lessons that integrate students' access to quality text to increase understanding of discipline-specific content. Principals and other teacher leaders who will provide coaching support to colleagues will participate in additional specialized sessions focused on collecting explicit instruction implementation data to inform celebrations and opportunities for further learning. School/district leaders who seek to implement the information presented in this series should also consider accessing the "Explicit Instruction: Stage-Based Implementation Planning" Targeted Technical Assistance offering.

By the end of these sessions, participants will:

1. Define the elements of explicit instruction
2. Outline best practices for delivering high-quality instruction that engages all learners

3. Describe the different types of active participation procedures to increase students' opportunities to demonstrate understanding of the content
4. Identify critical elements for designing explicit teaching lessons that include an opening, body, and closing
5. Distinguish between the purpose and different types of practice to embed into lessons
6. Apply the elements of explicit instruction to reading lessons and discipline-specific lessons that incorporate the use of high-quality text (e.g., using passage reading procedures, teaching vocabulary, teaching factual knowledge and skills)

Target Audience: Teachers, Interventionists, Leaders, Coaches/Lead teachers, Administrators

Format: 6 sessions, plus 3 additional sessions for principals and coaches/lead teachers

Prerequisite: None

Co-Requisite: Explicit Instruction: Stage-Based Implementation Planning

Targeted Technical Assistance Offerings

Literacy

Explicit Instruction: Stage-Based Implementation Planning

*MTSS Essential Component(s) Addressed:
Team-Based Leadership*

Stage of Implementation: Exploration & Installation

Level of the Educational Cascade: District

Teams will leverage Explicit Instruction learning and draft an implementation plan to move it from learning to an implemented practice using a stage-based approach and implementation best practices to inform action planning.

By the end of these sessions, teams will:

1. Define "Implementation Science"
2. Label the variables in the formula for successful implementation
3. Use the Implementation Stages Planning Tool to draft an Explicit Instruction Implementation Plan

Target Audience: Any ISD staff supporting districts or schools with Explicit Instruction

Format: 3 sessions

Prerequisite: None

Co-Requisite: Explicit Instruction to Increase Access and Opportunities for ALL Students

Language Essentials for Teachers of Reading and Spelling (3rd Ed.) Volume 1

*MTSS Essential Component(s) Addressed:
Selection and Implementation of Instruction,
Intervention, and Supports*

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

Teacher knowledge and use of a learning progression for developing skilled readers are a critical first step in providing a tiered delivery system designed to accelerate reading outcomes for all students, including students with disabilities. LETRS details for teachers the what, why, and how of scientifically-based reading instruction. It addresses the structures of the English language, the cognitive processes of learning to read, and the teaching practices to prevent and accelerate outcomes for students with reading difficulties, including characteristics of dyslexia. Professional learning encompasses individual readings, online learning, and live training sessions. This is the first of a 2-part series that will primarily focus on the skills within the decoding and word recognition component of the Simple View of Reading. Part 2 is a separate request for Targeted Technical Assistance.

Targeted Technical Assistance Offerings

Literacy

By the end of these sessions, participants will:

1. Outline the challenges with learning to read
2. Explain how phonological skills develop and should be taught
3. Describe why code-emphasis instruction is important
4. Understand how reading and spelling are related
5. Explain “advanced word study”
6. Explore position-based spelling correspondences and other orthographic conventions
7. Understand the relationship between oral reading fluency and reading comprehension
8. Align class-wide reading and intervention instruction with research-supported instructional methods

Target Audience: Teachers, Interventionists, Ancillary staff, Coaches/Lead Teachers, Administrators

Format: 12 sessions

Prerequisites: All participants must have the LETRS Volume 1 printed materials and online learning access. Before attending each session, participants need to complete the assigned readings (units) and online learning modules, including the unit learning assessment.

Language Essentials for Teachers of Reading and Spelling (3rd Ed.) Volume 2

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

Level of the Educational Cascade: Classroom

This series builds upon LETRS Volume 1 and the reading learning progression by focusing on listening comprehension (including oral language, vocabulary), and reading comprehension components within the Simple View of Reading. This series prepares educators to understand the complexities of reading comprehension and design and deliver high-quality instruction that helps students construct meaning from challenging text.

By the end of these sessions, participants will:

1. Understand the relationship between vocabulary knowledge, background/topic knowledge, oral language proficiency, and reading comprehension
2. Explain instructional methods to teach vocabulary
3. Survey the language and cognitive skills that support reading comprehension
4. Outline instructional methods to mediate comprehension before, during, and after text reading

Targeted Technical Assistance Offerings

Literacy

5. Describe how to organize reading instruction to teach both foundational reading skills and language comprehension using high-quality text
6. Explain the importance of developing skillful writers
7. Outline ways to meaningfully integrate reading and writing instruction to support students’ understanding of content and to advance the component skills in both areas
8. Align class-wide reading and intervention instruction with research-supported instructional methods learned throughout the series

Target Audience: Teachers, Interventionists, Ancillary staff, Coaches/Lead Teachers, Administrators

Format: 12 sessions

Prerequisite: LETRS Volume 1; all participants must have the LETRS Volume 2 printed materials, online learning access, and the book, *The Reading Comprehension Blueprint* (Hennessy, 2020). Before attending each session, participants need to complete the assigned readings (chapters for the book and units for LETRS Volume 2) and the LETRS online learning modules, including the unit learning assessment.

Tier 1 Reading Components of an Elementary MTSS Framework

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Interventions, and Supports

Stage of Implementation: Installation

Level of the Educational Cascade: School

This series supports schools installing Tier 1 reading components of an MTSS framework within an elementary school setting. Schools implementing the Tier 1 reading components with fidelity are more likely to see improved outcomes for learners. School Leadership Teams and School-level Coaches begin initial implementation planning during this series.

By the end of these sessions, teams will:

1. Define the distinct roles of the School Leadership Team (SLT) and the school-level coach
2. Articulate the Tier 1 reading components of an MTSS framework
3. Outline specific installation action steps for the SLT, administration, and staff related to the Tier 1 reading components of an MTSS framework

Target Audience: School Leadership Teams and School-level Coaches

Format: 4 sessions

Prerequisite: None

Targeted Technical Assistance Offerings

Literacy

Tier 1 Reading Components of a Secondary MTSS Framework

MTSS Essential Component(s) Addressed: Selection and Implementation of Instruction, Interventions, and Supports

Stage of Implementation: Installation

Level of the Educational Cascade: School

The benefits of being a competent reader who regularly engages with written text are numerous. In addition to reading frequently and widely, part of becoming a skilled reader involves incorporating a set of before, during, and after instructional strategies and reading methods within core subject areas. These strategies and methods support students' abilities to successfully read and understand the text used to learn discipline-specific information. This series encourages increased use of written text, focuses on teaching specific content area reading strategies to an identified department team, and supports a School Leadership Team to oversee the school's reading implementation efforts.

By the end of these sessions, teams will:

1. Increase students' opportunities to read informational text
2. Implement identified secondary content area reading strategies with fidelity
3. Articulate the Tier 1 reading components of a secondary MTSS framework
4. Identify specific action steps to support implementation efforts of Tier 1 reading components of a secondary MTSS framework
5. Define the distinct roles of the School Leadership Team and the Department Teams related to Tier 1 implementation of the reading components of an MTSS framework

Target Audience: School Leadership Teams and Teachers from one Department Team with Special Education Teachers and Instructional Coaches (if applicable)

Format: 4 sessions

Prerequisite: None



Targeted Technical Assistance Offerings

MTSS Neutral

Developing ISD Capacity to Support DIT Installation

MTSS Essential Component(s) Addressed: Team-Based Leadership, and Tiered Delivery System

Stage of Implementation: Installation

Level of the Educational Cascade: ISD

This series prepares identified ISD staff to train and coach District Implementation Teams (DIT) in developing the district infrastructure needed to install, implement, and sustain an MTSS framework.

The ISD-specific learning opportunities provide the time needed to intentionally plan to train and coach a mutually-selected district partner and expand thinking to what is needed to replicate and scale the work across districts within the ISD's region.

The mutually-selected district partner participates in the District Implementation Team Installation series which includes 5 Coaching Support Sessions for the District's MTSS Coordinator and 5 professional learning sessions with the entire District Implementation Team, including the Coordinator. Identified ISD staff also attend these 10 sessions to observe the TA Center staff deliver content specific to the district infrastructure and the Coaching Support Sessions with the District's MTSS Coordinator. The ISD staff will have the opportunity to reflect on the concepts, examples, and content through their own regional contextual lens.

This series also includes an additional ten sessions (1 pre-district training and 1 post-district training for each of the 5 DIT sessions described above) of unique training specifically for the ISD staff that comes before and after each set of Coaching Support Session and District Implementation Team session. The total commitment for the ISD staff is 40 hours of professional learning.

By the end of these sessions, participants will:

1. Understand what it takes to train and coach a district in building the infrastructure to install and implement an MTSS framework successfully
2. Provide real-world examples and stories about building district infrastructure to support MTSS that will facilitate replication of the DIT Installation series with future district teams

Target Audience: ISD MTSS Coordinator; District Implementation Team

Format: 20 sessions total for the ISD; 10 sessions total for the District

Prerequisite: MTSS Strategic Planning for County/Region-wide Implementation, FTE allocated by ISD, participation in exploration conversations between MiMTSS TA Center staff and identified ISD and District administrators to be clear about the expected outcomes and commitments from both the ISD and local District, and a commitment/agreement from the partner district to engage in this work alongside the ISD.

Targeted Technical Assistance Offerings

MTSS Neutral

District Implementation Team Installation Series

*MTSS Essential Component(s) Addressed:
Team-Based Leadership*

Stage of Implementation: Installation

Level of the Educational Cascade: District

This series supports District Implementation Teams in installing a district implementation infrastructure to effectively implement, scale-up, and sustain educational innovations encompassed within an MTSS framework. Developing capacity for implementation at the district level allows for the sustainability of effective practices, thus improving students' outcomes.

By the end of these sessions, teams will:

1. Describe the purpose of the District Implementation Team (DIT)
2. Explain the district's process for recruiting, selecting, and supporting individuals who provide coaching support
3. Explain the district's process for communicating with critical teams and individuals, reflecting how their work integrates within an MTSS framework
4. Outline the steps of the district's process to identify and remove barriers impeding MTSS implementation efforts

5. Explain the components of the district's process for aligning, reviewing, and selecting educational initiatives and innovations

6. Identify the data sources used by DITs for decision making to improve implementation

Target Audience: District Implementation Teams

Format: 5 sessions for District Coordinators and 5 sessions for the District Implementation Teams and District Coordinators

Prerequisite: None

Targeted Technical Assistance Offerings

MTSS Neutral

MTSS Scale-Up Planning

*MTSS Essential Component(s) Addressed:
Team-Based Leadership*

Stage of Implementation: All

Level of the Educational Cascade: ISD

The ISD provides valuable supports to districts to address a range of needs. MTSS implementation is one area districts work to address; however, implementation is easier said than done. This series prepares ISD leaders to assess county-wide MTSS readiness, needs, and consider the internal capacity to meet the range of needs. ISDs will have the tools needed to develop an MTSS Implementation, Scale Up, and Sustainability Plan.

By the end of the series, teams will:

1. Assemble a team of ISD leaders, including the superintendent, to develop and approve an MTSS Implementation, Scale Up, and Sustainability Plan
2. Assign an individual to draft the components of the plan for team members to meet with the TA Center staff thought partner
3. Use MTSS related professional learning available to the ISD and districts/schools to address short-term and long-term needs for scaling MTSS as necessary

4. Develop a leadership-approved MTSS Implementation, Scale Up, and Sustainability Plan

Target Audience: ISD Superintendent, ISD Executive Leaders and Administrators, MTSS Leaders/Coordinators

Format: 5 team sessions, up to 5 additional sessions for the individual responsible for drafting the plan

Prerequisite: Shared MTSS Understanding Using the Practice Profile

Sustaining a District Implementation Infrastructure

*MTSS Essential Component(s) Addressed:
Team-Based Leadership*

Stage of Implementation: Full Implementation

Level of the Educational Cascade: District

Research has demonstrated the positive impacts of a Multi-Tiered System of Supports (MTSS) on attendance, behavior, academic performance, and student perceptions of school climate and safety. A District's ability to sustain high-quality implementation of MTSS increases the likelihood of maintaining these positive impacts on learner outcomes. This series provides an overview of the critical components of implementation science and the key indicators of a high-quality district

Targeted Technical Assistance Offerings

MTSS Neutral

implementation infrastructure that enable District Implementation Teams to sustain implementation of MTSS. Using their most recent DCA scores, teams will assess their current implementation infrastructure, learn how to determine what concepts to prioritize for improvement, and examine resources to assist with improvement efforts. These sessions also provide teams best practice recommendations when considering adding a new innovation within their current MTSS framework.

By the end of these sessions, teams will:

1. Summarize the key indicators that enable a District Implementation Team to sustain a district implementation infrastructure
2. Identify the critical concepts of implementation science
3. Explain the relationship between the key markers of a sustainable implementation infrastructure and the active implementation frameworks
4. Examine DCA scores and determine which infrastructure components are fully in place and which components need to be strengthened
5. Prioritize infrastructure components to increase the likelihood of sustainability
6. Identify resources to support the ongoing implementation of a district implementation infrastructure

7. Determine action steps to address areas for improvement on identified DCA items
8. Demonstrate understanding of the Implementation Stages Planning Tool and how it is used when considering stage-based activities
9. Determine next steps when considering adding a new innovation within an MTSS framework

Target Audience: District Implementation Teams

Format: 3 sessions

Prerequisite: At least one District Capacity Assessment (DCA) within the past year with a Total Score at or above 80%







Michigan's Multi-Tiered System of Supports

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