



MTSS Professional Learning Request for Partnership Districts

Version 2.0
January 2025



Table of Contents

| | |
|---|----------|
| MTSS Professional Learning Request for Partnership Districts..... | 1 |
| MTSS Professional Learning Request Highlights..... | 3 |
| MTSS Professional Learning: Why a Formal Request?..... | 3 |
| Who Should Complete a Request? | 3 |
| Request Selection Criteria..... | 4 |
| Next Steps if Request for MTSS Professional Learning is Selected | 4 |
| MTSS Specialized Professional Learning | 5 |
| Literacy..... | 5 |
| Social, Emotional, Behavioral Health (SEBH) | 5 |
| Early Childhood..... | 5 |
| Request Process | 5 |
| Partnership District Information | 6 |
| Questions | 6 |
| Literacy..... | 7 |
| Social, Emotional, Behavioral (SEB) | 7 |
| Early Childhood..... | 7 |
| Appendix A. Professional Learning Topics and Participant Groups | 8 |
| Literacy..... | 8 |
| Social, Emotional, Behavioral Health (SEBH) | 9 |
| Early Childhood..... | 10 |

MTSS Professional Learning Request for Partnership Districts

MTSS Professional Learning Request Highlights

What: MTSS professional learning in the 2025-2026 school year

Categories of Professional Learning Topics:

- Early Childhood: Social, Emotional, Behavioral Health (SEBH) supports in the Pyramid Model and Pyramid Model Practices
- Elementary literacy
- Secondary literacy
- K-12 Social, Emotional, Behavioral Health

Requirements:

- Collaborate with your ISD/RESA to complete the request
- Designate staff available to support people in applying their learning during the 2025- 2026 school year.

Due Date: February 28, 2025

MTSS Professional Learning: Why a Formal Request?

A small percentage of MiMTSS Technical Assistance (TA) Center-sponsored MTSS professional learning requires a formal request to be completed or an application for participation. Reasons for a formal request or an application include:

- Specialized MTSS professional learning for partnership districts is to align with partnership agreement priorities to accelerate student outcomes given the time parameters available for staff to access learning.
- Identification of internal staff in the partnership district in critical roles to help educators and leaders implement learning from training and to help sustain efforts (e.g., coaches).
- Outline data collection requirements that are a part of the learning to assist leaders in understanding the impact of MTSS professional learning applied to SEBH and/or literacy on student outcomes.
- To inform selection decisions given one application cycle.

Who Should Complete a Request?

We invite **partnership districts** (executive leaders or school administrators) who wish to have teachers and leaders access MTSS-related professional learning that best aligns to district needs and priorities.

Request Selection Criteria

The MiMTSS TA Center will accommodate as many requests as our capacity can allow. We will re-release the MTSS professional learning request once per year. The MiMTSS TA Center will select partnership district based upon the following readiness criteria:

- Identified the time (dates and number of hours allocated) for professional learning that meets the minimum number of hours allocated for the session(s) selected.
- Identified the names of the school administrators responsible for providing leadership support to staff to implement what was taught during professional learning. In doing so, they are expected to attend professional learning with their teachers.
- Identified the position titles and, if applicable, the names of the school staff that are expected to participate in the professional learning and, by doing so, will receive follow-up coaching support to implement what was learned during the training session(s). (The support roles can be from the ISD or the school/district.)
- Aside from time allocated for professional learning, identified the meeting time when anticipated people attending the professional learning will develop shared resources to implement in classrooms, discuss successes, and address challenges.
- Identified the names of the individuals who will provide coaching support to teachers and staff to implement what was learned during the training session(s).

Next Steps if Request for MTSS Professional Learning is Selected

Each partnership district's request for MTSS professional learning will have the support of the MiMTSS TA Center staff to help:

- Orient administrators, teachers, and staff to the scope of MTSS learning and implementation supports that will be accessible.
- Coordinate the scheduling and timing of MTSS professional learning.
- Develop the knowledge and abilities of those identified to coach people participating in professional learning.

Co-Constructing the Professional Development Plan

The MiMTSS TA Center, the partnership district, and the ISD contact will work together to design the professional learning schedule. A part of the co-design work will include:

- Identifying implementation support roles for classroom coaching and coaching teaming structures for MTSS efforts.
- Identifying a minimum number of educators to participate in the learning to prevent over-extending district and school staff working to implement existing district priorities.
- Developing a professional learning schedule that considers days already identified for staff development per the negotiated teacher contract.
- Determining the best time for identified staff and teams to participate in professional learning.
- Aside from time allocated for professional learning, identify the meeting time when anticipated people attending the professional learning will develop shared resources to implement in classrooms, discuss successes, and address challenges.

- Identify the names of the individuals who will provide coaching support to teachers and staff to implement what was learned during the training session(s).

MTSS Specialized Professional Learning

Literacy

- Structured Literacy Series (Elementary)
- Intensifying Literacy Instruction (Elementary)
- Intensifying Literacy Instruction (Secondary)
- Enhancing Comprehension in the Disciplines (Secondary)
- Incorporating Intervention Strategies into Core Subjects (Secondary)

Social, Emotional, Behavioral Health (SEBH)

- Tier 1 Classroom SEBH Supports
- Tier 1 School-wide SEBH Supports
- Mental Health and Social, Emotional, Behavioral Integration for Districts
- Tier 3 Function-Based Assessment (FBA) and Behavior Support Planning (BIP) *(only select if the staff attending are the individuals who either facilitate or participate on teams completing Functional Behavioral Assessment and Behavior Intervention Plans)*

Early Childhood

- EC PBIS Leadership Team Training
- Preschool Pyramid Model Practices & Practice-Based Coaching

Request Process

Requests must be submitted using the online survey: [Partnership District Specialized Learning Request](https://mimtssta.qualtrics.com/jfe/form/SV_bw2mJtRSkasaus6) (https://mimtssta.qualtrics.com/jfe/form/SV_bw2mJtRSkasaus6)

Requests submitted via any other format (email, fax, mailed paper copies) will NOT be reviewed.

Request Released: February 1, 2025

Requests Due: February 28, 2025 by 5:00 pm

March 10, 2025 – March 28, 2024: Conversations with the partnership district to discuss their professional learning request, answer additional questions, and mutually determine if the MTSS professional learning and supports are a good fit.

April 1, 2025 – April 30, 2025: Continue conversations and schedule potential dates for professional learning

May 1, 2025 – June 15, 2024: Complete readiness activities with the MiMTSS TA Center staff to ensure the partnership district is prepared for professional learning to begin in the fall (e.g., identify people who can coach teachers when applicable to implement what learning from the selected professional learning, develop a communication plan for staff, etc.)

Partnership District Information

Partnership District Name

Person Completing this Application

- Name:
- Role/Title:
- Email:
- Phone number:

Superintendent

- Name:
- Email:
- Phone number:

Central Office Administrator Primary Contact (if not the superintendent or person completing this application):

- Name
- Role/Title:
- Email:
- Phone number:

Please list school(s)/site(s) and associated grade levels to be supported by the professional learning opportunities:

Questions

1. **Interest:** Based on recent data analysis, identify one way to prioritize teacher and administrator attention on the selected learning topics to help your district or PSA accelerate student outcomes.
2. **Capacity:** Please provide answers to the following questions in your response.
 - a. Identify the time (dates and number of hours allocated) for professional learning. **Please ensure the time you provide meets the minimum hours allocated for the sessions listed in Appendix A.**
 - b. Identify the names of the school administrators who will be responsible for providing leadership support to staff to implement what was taught during professional learning. By doing so, will they be expected to attend professional learning with their teachers?
 - c. Identify the position titles and, if applicable, the names of the school staff who will participate in the professional learning and, by doing so, will receive follow-up coaching support to implement what was learned during the training session(s).
 - d. Aside from time allocated for professional learning, identify the meeting time when teachers and administrator(s) attending the professional learning will be able to develop shared resources to implement in classrooms, to discuss successes, and to address challenges.

- e. Identify the names of the individuals who will provide coaching support to teachers and staff to implement what was learned during the training session(s).
3. **Collaboration with your ISD:** Identify the implementation supports your schools receive from the ISD related to the professional learning topics you have selected.
4. **Common Professional Learning Scheduling:** If other partnership districts in your region are interested in the same topic, would you be interested in exploring the possibility of combined professional learning in a common location?
5. **Selecting the Professional Learning Topic:** Choose the professional learning topic(s) that align with the number of days/hours of learning you indicated are available for teachers and leaders to attend during this school year. **Note: Please do not choose more topics than you can feasibly allow staff to attend and support staff to implement.**

Note: Topic descriptions and associated content hours can be found in Appendix A.

Literacy

- Structured Literacy Series (Elementary)
- Intensifying Literacy Instruction (Elementary)
- Intensifying Literacy Instruction (Secondary)
- Enhancing Comprehension in the Disciplines (Secondary)
- Incorporating Intervention Strategies into Core Subjects (Secondary)

Social, Emotional, Behavioral (SEB)

- Tier 1 Classroom SEBH Supports
- Tier 1 School-wide SEBH Supports
- Mental Health and Social, Emotional, Behavioral Health (SEBH) Integration for Districts
- Tier 3 Function-Based Assessment (FBA) and Behavior Support Planning (BIP) *(only select if the staff attending are the individuals who either facilitate or participate on teams completing Functional Behavioral Assessment and Behavior Intervention Plans)*

Early Childhood

- EC PBIS Leadership Team Training
- Preschool Pyramid Model Practices & Practice-Based Coaching

Appendix A. Professional Learning Topics and Participant Groups

Literacy

Structured Literacy (Elementary Focus)

7.5 hours; each topic is a 1.5 hour session, can be combined or separated

This series provides an introductory overview of Structured Literacy, including details about who receives instruction, what instruction entails, how it is delivered, and why it is essential for developing lifelong readers. Participants will gain knowledge for instruction in each language domain and apply skills for effective Structured Literacy teaching. Topics to be covered: Who, What, How, and Why of Structured Literacy; Phonemic Awareness and Phonics for Effective Instruction; Word-Level Spelling and Sentence Dictation; Supporting Comprehension with Sentence-Level Writing; Vocabulary and Morphology: Essential for Comprehension.

Enhancing Comprehension in the Disciplines (Secondary Focus)

6 hours; multiple sessions (2-3 hours each) or 1 full day

Core subject area teachers can meaningfully integrate discipline-specific text into daily lessons to increase understanding of the content and to increase the benefits of reading. This session will describe ways teachers can design lessons to incorporate before, during, and after reading activities to maximize understanding of the content

Incorporating Intervention Strategies into Core Subjects (Secondary Focus)

6 hours; multiple sessions (2-3 hours each) or 1 full day

This session is focused on applying the information and skill-based to include practice and team planning activities with the goal of facilitating the learning back in the school setting. It is designed for teams who are either new to implementing secondary intervention or are looking to try a different approach to providing literacy intervention for secondary students. Groups will share their action plans at the end of the session.

Intensifying Literacy Instruction (Elementary or Secondary Focus)

12 hours; 3 sessions – 2 full days and a 2-hour Zoom session

This series focuses on Tier 3, the most intensive level of intervention support. A process will be shared to evaluate student response to intervention instruction to design either group or individualized intensive intervention plans. Participants will review example data sets to create group and individualized intensive intervention plans. Participants will reflect on how the process described compliments what is happening in their district or school. Various resources will be shared to support participants in generalizing the information to their settings.

Social, Emotional, Behavioral Health (SEBH)

Tier 1 Classroom SEB Supports (K-12 Focus)

9 hours; each topic is one-hour session; can be combined or separated; 2 additional hours for identified coaches (pre- and post-series)

Each session in the series focuses on evidence-based, positive, and proactive practices for educators supporting and responding to students' social, emotional, and behavioral needs in the classroom. Participants are welcome to attend all or some of the sessions in the series.

Together, the sessions provide the knowledge and tools for teachers to create a robust classroom system that supports social, emotional, and behavioral support for all students.

Topics to be covered: Supportive Relationships, Supportive Physical Environments, Engaging Learners in Instruction, Developing a Classroom Matrix, Teaching and Reinforcing SEB Skills, Teaching and Reinforcing SEB Skills, Regulation for Students and Staff, Understanding Behavior and Responding Consistently, and Coaching Classroom SEBH Practices.

Tier 1 School-wide SEBH Supports (K-12 Focus)

12 hours; multiple sessions (3-4 hours each) or 2 full days; plus 2 additional hours for coaches (pre- and post-series)

This series is designed for teachers, administrators, and instructional coaches on a School Leadership Team or PBIS Team to engage in the principles and practices of Social, Emotional, and Behavioral Health (SEBH) supports, emphasizing Positive Behavioral Interventions and Supports (PBIS). This hands-on workshop will equip participants with the knowledge, tools, and strategies to create a positive school climate and enhance student social, emotional, and behavioral success.

Mental Health and Social, Emotional, Behavioral Integration for Districts

12 hours; multiple sessions (3-4 hours each) or 2 full days

This professional learning series is for district leadership team members and will provide an awareness and foundational knowledge of the exploration and installation of the organizational structures, processes, and systems required for the integration of SEL, MH, and PBIS at the district level to achieve positive social, emotional, and behavioral health outcomes for all students.

Tier 3 Function-Based Assessment (FBA) and Behavior Intervention Planning (BIP) (K-12 Focus)

7.5 hours; multiple sessions can be combined or separated

This highly interactive series supports individuals who facilitate or participate in teams completing Functional Behavioral Assessment and Behavior Intervention Plans. The series focuses on the FBA / BIP process, support tools, and information on how to facilitate the process.

Early Childhood

EC PBIS Leadership Team Training (EC Focus)

12 hours; Orientation (1 hour), Leadership Team (9 hours), LT Coaching Session (2 hours)

The Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) Leadership Team training is designed to support Leadership Teams in installing EC PBIS for preschool classrooms at a school or center. Teams will explore all of the data, systems, and practices part of EC PBIS. At the end of the sessions, teams will have developed an Implementation Plan that will support the implementation of EC PBIS with fidelity, leading to improved outcomes for all children, families, providers, and programs.

Preschool Pyramid Model Practices (EC Focus) & Practice-Based Coaching

15 hours; Classroom coaches attend an additional 6 hours of Practice-Based Coaching series

Preschool Pyramid Model Practices: The Pyramid Model for Promoting Social and Emotional Competence is a multi-tiered system of support for young children. It can support any early childhood education curriculum and, when implemented with fidelity, improves social-emotional outcomes for all children. This series provides information and instructional strategies for implementing all levels of the Pyramid Model for preschool classrooms. This includes the intentional teaching of social-emotional competencies, embedded instruction, individualized support planning, and the necessary coaching support to bring these practices to fidelity in the preschool classroom.

Practice-Based Coaching: This series provides Preschool Classroom Coaches with the information they need to support Pyramid Model practices through Practice-Based Coaching. Participants will learn about the components of a practice-based coaching cycle and how to use this process to increase the fidelity of classroom implementation of Pyramid Model practices. Pyramid Model Preschool Classroom Coaches play an important role in supporting and sustaining high fidelity of Pyramid Model practices in preschool classrooms.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.