



MTSS Professional Learning Request for Partnership Districts

Version 1.0
April 2024



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MTSS Professional Learning Request for Partnership Districts

MTSS Professional Learning Request Highlights

What: MTSS professional learning in the 2024-2025 school year

Categories of Professional Learning Topics:

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

Requirements:

- Collaborate with your ISD/RESA to complete the request
- Designate staff available to support people in applying their learning during the 2024-2025 school year.

Due Date: April 30, 2024

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 SEB 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, 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).

MTSS Specialized Professional Learning

Literacy

- LETRS Training Volume 1 or 2 (*only select if you will set aside common professional learning time for all teachers to attend. If the learning will be optional, or you have only a few teachers who need to participate, they should choose from the menu of Lexia-sponsored LETRS training so the dates and times are convenient for their schedules.*)
- Tier 1 Reading Components of a Secondary MTSS Framework
- Intensifying Literacy Instruction

Social, Emotional, Behavioral (SEB)

- Tier 1 Classroom SEB Supports
- Tier 1 SEB Supports in Non-Classroom Settings
- 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*)
- Behavior Escalation & Scripts

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 Professional Learning Request](https://mimtssta.qualtrics.com/jfe/form/SV_1RGTF5DLQsFQWDs)

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

Request Released: April 8, 2024

Requests Due: April 30, 2024, by 5:00 pm

May 6, 2024 – May 24, 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.

May 28, 2024 – June 15, 2024: Complete readiness activities (e.g., identify people who can coach teachers when applicable to implement what learning from the selected professional learning, scheduling dates) with the MiMTSS TA Center staff to ensure the partnership district is prepared for professional learning to begin in the fall.

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

- LETRS Training Volume 1 (*only select if you are going to set aside common professional learning time for all teachers and staff funded to attend LETRS to attend to attend*)
- LETRS Training Volume 2 (*only select if you are going to set aside common professional learning time for all teachers and staff funded to attend LETRS to attend to attend*)
- Tier 1 Reading Components of a Secondary MTSS Framework
- Intensifying Literacy Instruction

Social, Emotional, Behavioral (SEB)

- Tier 1 Classroom SEB Supports
- Tier 1 SEB Supports in Non-Classroom Settings
- 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*)
- Behavior Escalation & Scripts

Early Childhood

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

Appendix A. Professional Learning Topics and Participant Groups

Literacy

LETRS Training Volume 1 and Volume 2 (Elementary Focus)

24 hours; options for schedule are either (1) 16 sessions, 1.5 hours each, or (2) 8 sessions, 3 hours each – remote/virtual only since the MiMTSS TA Center follows what Lexia provides for the state of Michigan.

The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

Tier 1 Reading Components of a Secondary MTSS Framework (Secondary Focus)

8 hours; multiple sessions can be combined or separated

If your secondary school uses EWIMS and improves course performance data, this might be the MTSS professional learning session for you! This is a three-part series.

Session 1: A leadership team (e.g., EWIMS team or comparable team who supports the principal in supporting school-wide priorities) participates in learning about how a school-wide emphasis on incorporating strategies into core subjects to support students in understanding what they are reading and what is being taught can improve understanding of the content. The team and the principal will work with staff to determine who should from the core subject areas should participate in the strategy training. This session will also help integrate how attendance, behavior, and course performance data are important data sources that need to be analyzed as a part of an MTSS framework.

Session 2: Strategy training for core subject area teachers.

Session 3: Leadership Team implementation Planning: Leadership team returns and debriefs feedback post-strategy training from the core subject area teachers. The leadership team determines how to expand the learning to others across the school. They also review other things that should be considered to address chronic absenteeism, behavior, and course performance that are a part of the evidence-based practices within an MTSS framework.

Intensifying Literacy Instruction (Elementary or Secondary Focus)

12 hours; 6 sessions – 2 hours each or 2 full days and a 2-hour Zoom session

This series focuses on Tier 3, the most intensive level of intervention support. A process to evaluate student response to intervention instruction to design either group or individualized intensive intervention plans will be shared. Participants will review example data sets to create a group intensive intervention plan and an individualized intensive intervention plan. 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 (SEB)

Tier 1 Classroom SEB Supports (K-12 Focus)

9 hours; each topic is one-hour session; can be combined or separated

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 SEB Practices.

Tier 1 SEB Supports in Non-Classroom Settings (K-12 Focus)

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

This series supports schools installing Tier 1 Social, Emotional, and Behavioral (SEB) supports. This training is suitable for teams, or those that support teams new to implementing school-wide SEB supports or need to re-boot current implementation.

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.

Behavior Escalation and Scripts (K-12 Focus)

4 hours; multiple sessions can be combined or separated

Educators understand that a consistent, predictable, and positive environment sets students up for success and prevents many behavioral challenges. But what happens when it doesn't? This series will cover the cycle of behavioral escalation, including the course it takes, the behaviors that students engage in during that course, and what appropriate adult responses are needed.

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)

15 hours; Classroom coaches attend an additional 6 hours

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 (EC Focus)

15 hours; Classroom coaches attend an additional 6 hours

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.

When Practice-Based Coaching (PBC) is used with fidelity, it leads to positive changes in teachers' implementation of Pyramid Model practices. This change in classroom practices is related to positive outcomes for children and teachers.

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