

MiMTSS TA Center Specialized Technical Assistance

Specialized Technical Assistance opportunities offer a selection of professional learning options for districts and/or schools. These options can be delivered locally and tailored to the specific setting.

Getting Started

The first step is to complete an **MTSS Implementation Scan**, during which TA Center staff gather information to help districts identify their school-level MTSS implementation strengths and gaps by administering or reviewing the Reading Tiered Fidelity Inventory (R-TFI) and other relevant data sources. This information can then be used to guide districts and schools on which service offering best fits their needs.

Outcomes:

- Identify school-level MTSS implementation strengths and gaps by administering the Reading Tiered Fidelity Inventory (R-TFI), making the school(s) eligible for MiMTSS Recognition.
- Determine which TA Center offerings will best address identified gaps (based on capacity and resource availability).
- Establish a MiMTSS Data System use agreement and assign users at the district and school levels.
- Develop a service delivery plan (if requested).
- Determine tailoring of service offerings (if needed/applicable).

Intended Audience

- District administrators and leadership teams
- Elementary school administrator(s) and leadership teams
- Secondary school administrator(s) and leadership teams

Components

- Reading Tiered Fidelity Inventory (R-TFI) data collection
- MiMTSS Data System set-up and use
- Review and analysis of existing data
- Summary of review
- Identification of recommendations and resources

Areas of Focus

Elementary Integrated Tier 1 Literacy, Social-Emotional Behavioral MTSS Framework

The purpose is to guide elementary schools and educators through the effective implementation of Tier 1 supports, with a focus on:

- Enhancing evidence-based classroom instructional and management practices.
- Optimizing the use of curriculum resources.
- Building knowledge and skills for data use and analysis to inform instruction across the classroom, grade level, and school-wide settings.

Outcomes:

1. Increase the quality and consistency of Tier 1 classroom management practices in elementary settings.
2. Increase the quality and consistency of Tier 1 instructional practices used with the school's Tier 1 curriculum resources ([Michigan's K-12 Literacy Dyslexia Law](#)).
3. Increase educators' and grade-level teams' knowledge and skills in collecting, analyzing, and using student data to inform instructional planning and continuous improvement efforts.
4. Improve student learning outcomes (literacy and social, emotional, behavioral health).

Intended Audience

- Building administrator(s)
- Building literacy coach(es)
- Lower elementary individual teachers and/or grade level team(s)

Components

- Coaching and Implementation Support (on-site, direct support for teachers and coaches)
 - Curriculum resource review
 - Grade-level data analysis and implementation planning
 - On-site coaching (observation, planning, goal setting, modeling, feedback)
- Training (on-site, mini-PD sessions)
 - Explicit instruction practices
 - Classroom management strategies
- Consultation (as needed)

Secondary Integrated Tier 1 Literacy, Social-Emotional Behavioral MTSS Framework

The purpose is to provide professional learning and coaching to core subject area teachers to utilize text during classroom instruction to deepen students' understanding (comprehension) of the discipline. The service delivery offering will focus on:

- Enhancing evidence-based classroom instructional and management practices.
- Integrating reading and writing into core subjects using before, during, and after reading strategies.
- Building knowledge and skills for data use and analysis to inform instruction across the department and cross-department (grade-levels).

Outcomes:

1. Increase the quality and consistency of Tier 1 classroom management practices to increase student engagement and learning in secondary settings.
2. Increase the quality and consistency of reading and writing practices in core subjects using before, during, and after reading strategies.
3. Increase educators' knowledge and skills in collecting, analyzing, and using student data as department and cross-department teams to inform instructional planning and continuous improvement efforts.
4. Improve student learning outcomes (literacy and social, emotional, behavioral health).

Intended Audience

- Building administrator(s)
- Building literacy coach(es)
- Individual teacher(s) and/or grade level team(s)

Components

- Coaching and Implementation Support (on-site, direct support for teachers and coaches)
 - Department-level data analysis and implementation planning
 - On-site coaching (observation, planning, goal setting, modeling, feedback)
- Training (in-district, on-site)
 - Explicit instruction practices
 - Classroom management strategies
- Consultation (as needed)

Interested in Learning More?

Contact info@mimtss.org to express interest and learn more about the services provided.

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