



# District Staff Selection and Supports

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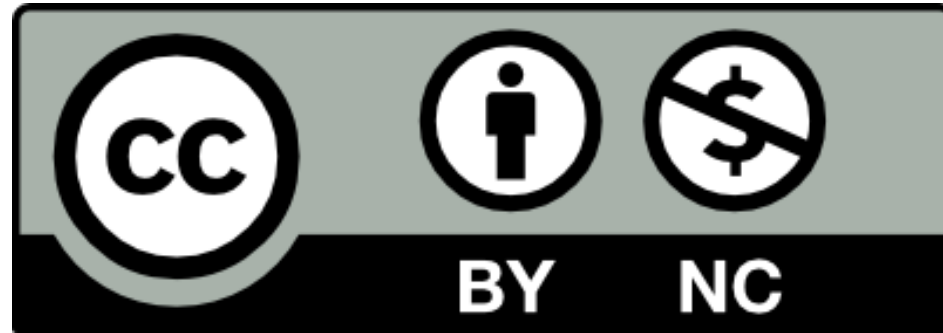


# Acknowledgments

The content for this session is based on the work of:

- John Hattie
- Robert Klassen & Lisa Kim
- Regional Educational Laboratory Midwest

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# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Purpose

This session outlines the key parts of a high-quality recruitment, selection, and professional development process. Districts use this process to choose the right people to help them implement MTSS.

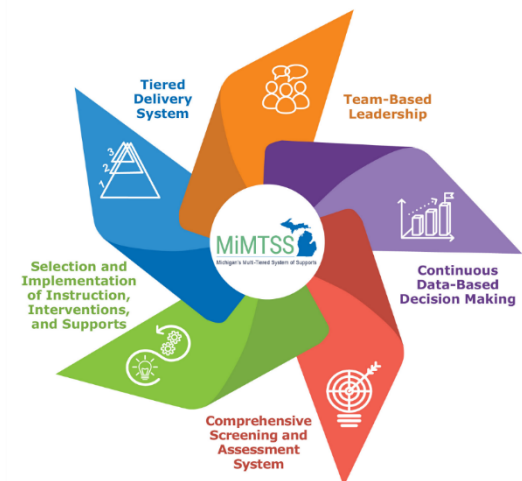
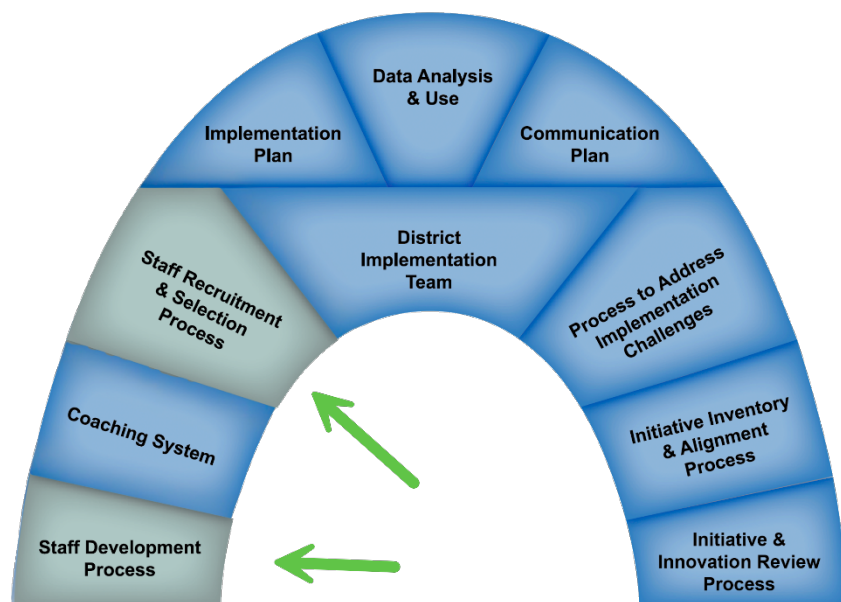
# Intended Outcomes

Intended Outcomes	Agenda
<ul style="list-style-type: none"><li>• Identify roles and professional responsibilities critical to the implementation of MTSS</li><li>• Examine current selection process to identify staff to support the implementation of MTSS</li><li>• Evaluate current processes and procedures to ensure staff have access to high-quality professional learning to implement MTSS</li></ul>	<ol style="list-style-type: none"><li>1. Foundational Elements</li><li>2. Staff Selection &amp; Supports</li><li>3. Next Steps</li></ol>

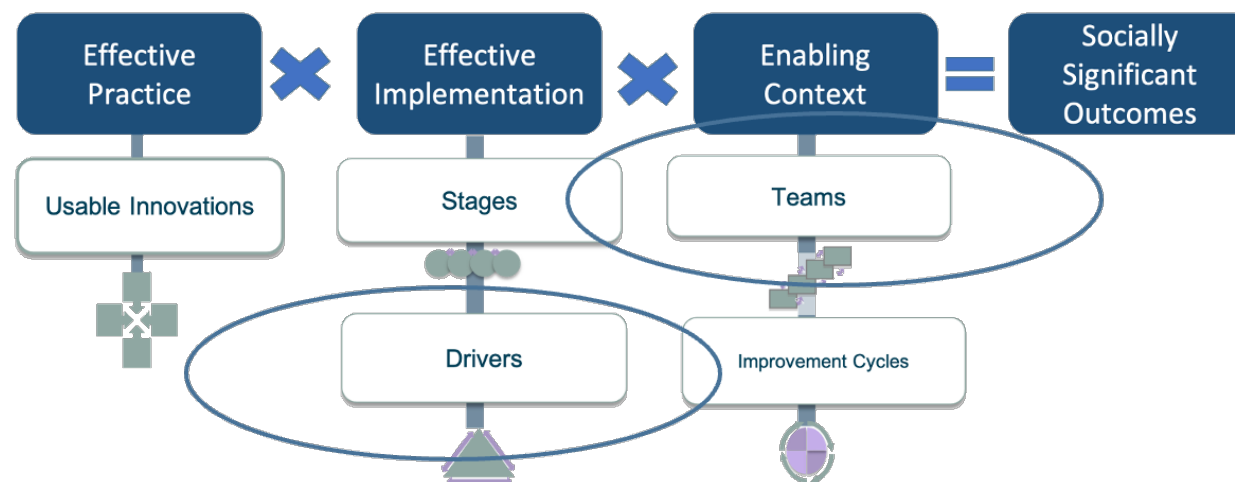
# 1.0 Foundational Elements



# Foundational Elements



## Active Implementation Frameworks



## District Capacity Assessment

Items 18, 21, 22, 23, 24



# Activity 1.1

## Competency Across the MTSS Framework

Access the activity on pages 3-6 in the participant workbook

- Read each excerpt from the Practice Profile and the District Capacity Assessment
  - What do you see are the district responsibilities to provide this support?
  - Consider implementing an elementary reading curriculum across an MTSS framework. What system needs are coming to mind to achieve the highest impact?
- Jot down any notes or ideas as your read and discuss.

## 2.0 Staff Selection and Supports

## Activity 2.1 Reflecting on Hiring web version

- Menti Code



# Why Invest in Selection and Supports?

- Educators have a **profound influence** on educational outcomes
- Educators **grow** in their **impact** on student learning and well-being **with time**
- Candidates selected are **not the finished product**
- Training **and coaching** is necessary



Klassen, Kim 2021

# Impact on Student Outcomes

***Collective Teacher Efficacy***  
has the highest impact on  
student achievement.

## What does that mean?

- Teacher team and collaborate
- Shared belief in and understanding of the initiative
- United efforts can overcome challenges to produce intended results

# Benefits

Intentional recruitment, selection, and support leads to:

- Selecting staff that believe they can truly make a difference
- Staff believing in the mission and the development a positive climate and culture
- Sustainability and staff retention
- Improved student outcomes

Sorensen & Hadd 2020, Hattie 2023



# Recruitment

## Job Description

- Knowledge, Skills, & Abilities
- Responsibilities & Tasks
- Time Allocation







## Activity 2.2 Building Your MTSS Staff

Access the activity on page 8 in the participant workbook

- Review the different positions and teams related to MTSS found in the table.
- Reflect and discuss the following questions
  - How do you establish new positions?
  - How do you establish new teams?
  - How do you layer on additional responsibilities to existing staff without overwhelming them?
  - How can existing teams effectively support the implementation of an MTSS framework without causing undue strain?

# Selection

- Interview
- Performance Task
  - Scenario
  - Role-Play
  - Product Development
- Opportunity to Receive Feedback





## Activity 2.3 Exploring Performance Task Options

Access the pages 9-14 of the participant workbook

- Review the 3 Performance Tasks (scenario, product development, and role-play)
  - Which would you most likely use in your future selection process?
  - Which do you see has benefit but may need additional clarification how it might look in a less formal process?
  - Any additional thoughts or feedback

# Supporting Staff

All staff will need on-going professional learning and coaching

- Teachers
- Coaches
- Interventionists
- Teams
- Principals



# Critical Features of Staff Development

1. Group or role
2. Learning target(s)
3. Type of professional learning
4. Timeline for learning target
5. Assigned support (e.g. trainer, coach)
6. Allocation of time
7. Resource allocation



# Organizing Staff Learning—Learning Plan

What	Who	How	By When
LETRS for Admin	Principals	MDE/Lexia	All by Sp2026
LETRS	Teachers, Coaches, Interventionists	MDE/Lexia	All enrolled by W2026
UFLI Foundations	Interventionists, Para-educators, Coaches, K-2 Teachers	ISD or MiMTSS PD	August 2025
Intensifying Literacy Series	Principals, Advanced Tiers Team, Interventionists	MiMTSS PD	Summer 2025
Acadience Essentials	Interventionists, Para-educators, Coaches, K-2 Teachers	Online workshop	Before assessing
Wit & Wisdom Refreshers	New teachers Existing teachers	Onboarding Review	August yearly

## Activity 2.4 Reviewing District Examples

Access page 15 in the participant workbook

- Review each district professional learning plan
- Look for the critical features
- Use the reflection questions to help process or discuss as you go
- **Optional** review the role-specific professional learning plans for
  - Reading TFI
  - SWPBIS TFI



# Professional Learning and Supports

Professional learning and support can occur in various and multiple forms

- Staff Google Classroom
- Professional Development Sessions
- Coaching
- Networks/Communities of Practice
- Monthly Meetings
- Mentoring

New and existing staff will need support to maintain their efficacy for the initiative.



## Activity 2.5 Collecting Data to Inform Future Support

If learning, coaching, and collaborating is being provided:

- How do we know it is effective?
- What information is collected after PD day, coaching cycles, meetings?
- If we collect the information, how do we use it?
- Review the sample questions on pages 16 and 17 in workbook
- In the chat, share ways you collect information to drive professional learning

### Tips

- Keep it short 2-3 questions
- Give time in session or meeting
- Standardize your questions
- Use Google or Web Survey to easily aggregate the data

## 3.0 Big Ideas and Next Steps

# Big Ideas

- Intentional recruitment, selection, and support leads to sustainability and improved student outcomes
- Educators **grow** in their **impact** on student learning and well-being **with time**
- Investing in systematized professional learning supports is one way to build collective efficacy



## Next Steps (Assignment)

Access the activity on page 17 in the participant workbook

1. Review responsibilities and time allocations in job descriptions
2. Consider adding a performance task into the selection process
3. Review and develop staff learning plans for groups and individuals
4. Determine how to get feedback on your professional learning supports

# References

Hattie, J. (2023). *Visible Learning: The Sequel*. New York. Routledge

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