

# District Staff Selection and Supports

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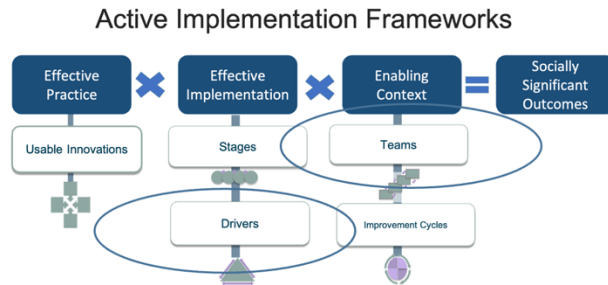
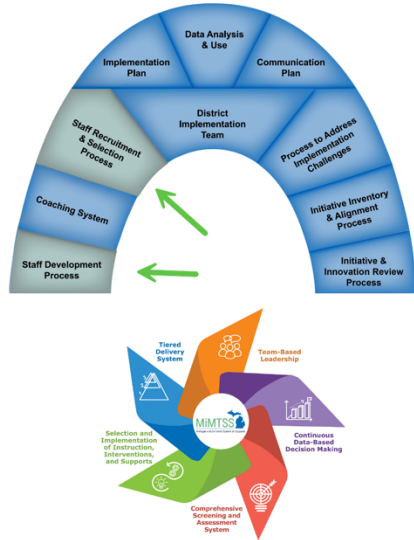
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# District Staff Selection and Supports

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.

## Foundation Elements



## District Capacity Assessment

Items 18, 21, 22, 23, 24



### Competency

Strategies to develop, improve, and sustain educator's ability to implement an Effective Innovation [effective practice] as intended in order to achieve desired outcomes.

**Competency Drivers** include: Fidelity, Selection, Training, and Coaching (DCA 2019)

### Activity 1.1. Building Competency Across the MTSS framework

When implementing a new reading curriculum (effective practice), the district must support staff and teams (enabling context) to ensure successful implementation. This involves building staff competency with the new curriculum. Districts often rely on training (staff development) and coaching to support this process. Additionally, if new positions are needed—such as literacy coaches or interventionists—a recruitment and selection process may be necessary to ensure adequate support for curriculum delivery.

1. Read each excerpt from the Practice Profile and the District Capacity Assessment
2. Hint: Professional learning and coaching will be addressed in each essential component
  - a. What do you see are the district responsibilities to provide this support?
  - b. Consider implementing an elementary reading curriculum across an MTSS framework. What systems needs are coming to mind to achieve the highest impact?

3. Jot down any notes or ideas as you read and discuss.

Table 1.Excerpt from MDE MTSS Practice Profile 2020

<b>MTSS Component</b>	<b>Expected Use</b>
<b>Team-Based Leadership</b>	<p>1.3 The district team demonstrates a commitment to professional learning by ensuring that:</p> <ul style="list-style-type: none"> <li>• members of all teams dedicate time during and outside of meetings to engage in professional learning related to the essential components of MTSS.</li> <li>• resources are allocated to support ongoing, high-quality professional learning.</li> <li>• opportunities for MTSS related professional learning are made available to all district/school personnel based on need to implement MTSS throughout the district with fidelity.</li> <li>• a coordinated system of professional learning and coaching is established, maintained, and evaluated.</li> </ul> <p>Professional learning needs are evaluated by the district team at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.</p>
<b>Tiered Delivery System</b>	<p>2.6 The district team ensures time and resources are allocated to support high-quality professional learning for any district staff responsible for implementation of the data, systems, and practices in Tiers 1, 2, and 3. The professional learning includes all of the following:</p> <ul style="list-style-type: none"> <li>• modeling of key program components and lessons</li> <li>• opportunities for users to practice the use of the program components</li> <li>• feedback to users</li> <li>• ongoing support</li> <li>• checks to ensure intended implementation</li> <li>• coaching</li> <li>• co-teaching</li> </ul> <p>Professional learning needs are evaluated by the district team at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.</p>
<b>Selection of Instruction, Intervention and Supports</b>	<p>3.5 The district team equitably allocates resources to ensure all educators have access to the professional learning, coaching, materials, time, and space necessary to implement instructional practices, interventions and supports with fidelity (e.g., educator materials, fidelity measure, and learner consumables).</p>

<b>MTSS Component</b>	<b>Expected Use</b>
<b>Comprehensive Screening and Assessment System</b>	<p>4.2 The district team ensures time and resources are allocated to support ongoing, high-quality professional learning for the use of all assessments. The professional learning includes information about all the following:</p> <ul style="list-style-type: none"> <li>• the purpose and intended use of the assessment</li> <li>• why the district selected the assessment</li> <li>• the technical adequacy of the assessment</li> <li>• how to correctly administer and score the assessment</li> <li>• how to interpret the data and use the results of the assessment to inform planning, instruction, and support</li> </ul> <p>Professional learning needs are evaluated by the district team at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.</p>
<b>Continuous Data-Based Decision-Making</b>	<p>5.6 The district team ensures time and resources are allocated to support ongoing, high-quality professional learning on continuous data-based decision making in all the following ways:</p> <ul style="list-style-type: none"> <li>• providing, and participating in, professional learning on how to use data to determine the effectiveness of the district wide system, engage in the continuous improvement process, and map and align resources a minimum of twice per year</li> <li>• consistently supporting building teams in their use of data for decision-making by providing professional learning a minimum of twice per year and providing continuous coaching</li> <li>• evaluating professional learning needs at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities</li> </ul>

## Selection & Training DCA items

Table 2. Excerpt NIRN District Capacity Assessment 2019

DCA Item	2 points
<p>18. DIT supports the composition of BITs:</p> <ul style="list-style-type: none"> <li>• School Leadership Teams</li> <li>• Multi-Disciplinary Teams</li> <li>• Any other teams implementing the evidence-based practice</li> </ul>	<p>DIT members provide guidance to principals and school staff in understanding best practices for BIT composition by focusing on the following:</p> <ul style="list-style-type: none"> <li>• School-wide assessment /audit of teaming structures to determine if BIT functions are being addressed by an existing team</li> <li>• Cross-departmental team composition</li> <li>• Team size</li> <li>• Selection of the personnel to perform key roles on the team</li> </ul> <p>• Experience of team members (e.g., successful use of EIs, positive relationships with staff, adequate time to fulfill responsibilities)</p> <p style="text-align: center;"><b>AND</b></p> <p>DIT provides guidance to BIT to coordinate their work with other school initiatives (e.g., discuss alignment of district and school priorities, barriers)</p>
<p>21. District uses a <b>process for selecting staff</b> (internal and/or external) who will use EIs</p>	<p>Job descriptions exist that describe pre-requisite knowledge and responsibilities required <b>-AND-</b></p> <p>The selection process includes the following:</p> <ul style="list-style-type: none"> <li>• Performance assessment asking individual(s) to demonstrate required knowledge, skills, and abilities (e.g., simulated activity, role-plays, product development)</li> <li>• Feedback provided to individuals to assess their use of feedback (e.g., incorporating feedback into subsequent portions of the selection process) <b>-AND-</b></li> </ul> <p>Interview protocol is revised as needed to improve the selection process</p>
<p>22. District has a plan to <b>continuously strengthen staff skills</b></p>	<p>All staff (newly selected and existing) assigned to use or support the use of EIs have a written professional learning plan that includes:</p> <ul style="list-style-type: none"> <li>• Areas for further development</li> <li>• Type of professional learning that will be provided to develop knowledge, skills and abilities (e.g., attending a professional learning session, independent reading with structured dialogue to reflect on readings)</li> <li>• Timeline for completing learning</li> <li>• Person(s) assigned to support staff <b>-AND-</b></li> </ul> <p>Time is allocated for staff to develop knowledge, skills, and abilities that are outlined in the plan</p>

DCA Item	2 points
23. DIT <b>secures training</b> in the EI for all district/school personnel	<p>Training is prioritized for district staff in EI specific data, systems, and practices <b>-AND-</b></p> <p>Highly competent individuals provide trainings (e.g., trainers have deep knowledge in areas they are providing training and use effective presentation and engagement skills)</p> <p><b>-AND-</b></p> <p>Trainings are skill based, include opportunities for practice/behavioral rehearsals when applicable, and provide participant feedback</p>

## Staff Selection and Supports

### Activity 2.1 Reflecting on Hiring

- Over the past 3 year on average how many people have you had to replace (hire for) based on the following reasons
  - Retirement 0 to 10+
  - Left the district 0 to 10+
  - Internal Advancement 0 to 10+
  - New sections or positions created 0 to 10+
- Is there a difference between your internal vs. external hiring process?
  - Yes
  - Sometimes
  - No
- Who has decision-making authority for hiring/staff selection?

### Why Invest in Selection and Supports?

Educators have a profound impact on student outcomes, and research increasingly shows that this impact grows over time. The candidates we hire are not finished products—it is the responsibility of schools and districts to continuously develop educators' skills and abilities throughout their careers.

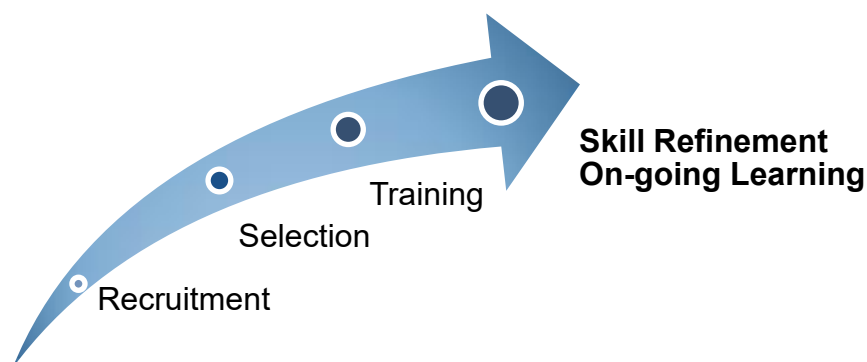


Figure 1. Progression of the Educator within the Schools District

## **Impact on Student Outcomes**

*Collective Teacher Efficacy* has the highest impact on student achievement according to the meta-analysis research done by John Hattie. The effect size is 1.34.

What does this mean in the selection and support a district offers?

- Allocating time for grade-level collaboration and school-wide teams
- Providing professional learning and coaching supporting to build competency and fluency with the initiative
- Hearing implementation concerns and working with the staff to find a mutually agreeable solution

### **Intentional recruitment, selection, and supports can lead 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

## **Recruitment**

Within your MTSS system, you may recruit for various roles—teachers, interventionists, coaches, or principals—either through formal job postings or informal, strategic conversations. Regardless of the method, you're looking for the right fit. A clear job description is essential, even for informal recruitment. For instance, if you ask a successful first-grade teacher to consider a coaching role and he asks about the responsibilities, you can walk through the job description together. This helps both of you determine fit. To keep it useful, have current role-holders review and update responsibilities, tasks, and time allocations regularly.

Consider the following categories for your MTSS Position/Job Descriptions:

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



## Activity 2.2 Building Your MTSS Staff

In order to provide a continuum of supports, a district will need to staff the initiative accordingly. Review the various teams and roles that are often found in an MTSS framework. Each link is an example of a job or role and responsibilities description.

Table 1. Teams and Roles to Support MTSS

Teams	System Coaches	Instructional Coaches	Instructor/Teacher
<a href="#">District Implementation Team Member</a>	<a href="#">MTSS Coordinator</a>		
<a href="#">School Leadership Team Member</a>	<a href="#">School Leadership Team Coach</a>	<a href="#">Social Emotional Behavioral Health Instructional Coach</a> <a href="#">Literacy Instructional Coach</a>	
<a href="#">Multi-Disciplinary Team Member</a>	<a href="#">Multi-Disciplinary Team System Coach</a>	<a href="#">Intervention Instructional Coach</a>	Interventionist

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

A strong selection process typically includes three key components. First, most processes involve a formal or informal interview, allowing both the candidate and the interviewer to ask questions and clarify expectations. Second, many districts now include a performance task—either a scenario presented during the interview or a job-related task completed beforehand. This helps candidates understand the role and allows you to assess their readiness. Third, use this task to provide feedback and observe how the candidate responds—an essential skill for coaching or leadership roles includes giving and receiving feedback is part of daily work.

This approach also informs staff development. Ask: What support will this candidate need? Who can mentor or collaborate with them?

Your current process may already include some of these elements. **Just remember—function matters more than form.**

- Interview (Formal / Informal)
- Performance Task
  - Scenario
  - Role-Play
  - Product Development
- Opportunity to Receive Feedback

### Activity 2.3 Performance Task

One position a district may want to select for is a literacy coach. Considering the scarce finances of most school districts a coach may function as both an instructional and system coach. Review and reflect on how the performance tasks presented below could enhance your selection process.

Three scenarios are available for review:

1. School Level Data Review Behavior during Reading Block
2. Grade Level Data Review Behavior during Reading Block
3. Grade Level Meetings Lack of Reading Progress and Engagement during Instruction

Each is presented with a scenario, product development option and role-play.

- Which would you most likely use in a 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

### *School Level Data Review Behavior during Reading Block*

**Scenario:** You are attending a school-level data review session where School Leadership Teams are reviewing school-level out and fidelity data for both the behavior and reading MTSS components. One of the teams identifies from the data there is an increase in behavior incident referrals during the school-wide reading instructional block. The team wants to know what activities would be generated to adequately address the need. What would you suggest?

**Product Development Task:** Designing Support Resources to Address Behavior Spikes During Reading Instruction

**Background:** During a school-level data review session, a School Leadership Team identifies a spike in behavior incident referrals occurring during the school-wide reading instructional block. They have already reviewed both outcome and fidelity data for reading and behavior MTSS components and want guidance on next steps.

**Task:** Develop a set of practical, data-driven support resources (*deliverables*) to help school teams respond to increased behavior incidents during reading instruction. Your product should help schools:

- Identify root causes of behavior issues linked to reading instruction
- Select appropriate interventions or adjustments within the MTSS framework
- Coordinate behavior and reading supports to reinforce instructional engagement
- Strengthen staff capacity through aligned PD or coaching tools

**Deliverables** (Choose One or More):

- A decision-making flowchart or protocol
- A PD module or facilitation guide
- A checklist for leadership teams to evaluate alignment and engagement during reading blocks
- A set of example interventions or instructional adjustments
- A teacher conversation guide to strengthen academic engagement

**Design Criteria:**

- Align your product with Science of Reading and MTSS principles
- Emphasize practicality and usability for school leadership teams
- Ensure the product encourages root-cause analysis (not just symptom response)
- Include prompts or tools that help integrate academic and behavior supports

**Audience:**

School leadership teams, MTSS coordinators, and instructional coaches

## **Role Play: "Why Are Behavior Incidents Spiking During Reading?"**

*Setting:* School-Level Data Review Session

*Roles:*

- Coach – **Candidate** (district MTSS lead, external coach, or behavior/reading consultant)
- Principal – Leads the SLT and initiates the discussion
- Behavior Specialist – Focuses on referral data and behavior systems
- Reading Coach – Supports Tier 1 reading instruction and fidelity
- General Education Teacher – Shares firsthand experience from the classroom
- Interventionist – Brings insight into student needs and supports

### Role-Play Scenario Scripted Entry:

**Coach/Candidate:** "Thanks for coming prepared to discuss your school's behavior and reading MTSS data. I'd like to hear any trends or patterns that stood out."

**Principal:** "One thing that stood out right away is the spike in behavior incident referrals during the reading block. That's across several grades."

**Behavior Specialist:** "Yes, the data shows a 40% increase in referrals specifically between 9:30 and 10:30 a.m.—which aligns with your Tier 1 reading time."

**Reading Coach:** "We've been consistent with the reading block structure, but I wonder if engagement or pacing might be an issue."

**Teacher:** "Honestly, I think some kids just check out. When the material feels too hard, behaviors ramp up—especially with students who are already behind."

**Interventionist:** "That makes sense. Students with skill gaps may be avoiding tasks they find frustrating. But how can we support them before it escalates?"

**Principal (to Coach/Candidate):** "We see the issue, but what activities or changes should we be thinking about to address it?"

### **Coach/Candidate Response:**

"That's a great question—..."

### *Debrief Questions (for Training/PD Use):*

What assumptions were made about the cause of the behavior incidents?

How did the facilitator guide the team toward a systems solution vs. a student-blame mindset?

### *Grade Level Data Review Behavior during Reading Block*

**Scenario:** During grade level team meetings, the teachers are reviewing behavior referral data and have noticed increases in student misbehavior during the reading instructional block. The teachers turn to you and ask, “Why is this happening and what can we do to remedy the situation?” How do you respond?

**Product Development Task:** Creating a Resources/Toolkit to Address Behavior During Reading Instruction

**Background:** During grade-level team meetings, teachers review behavior referral data and notice an uptick in misbehavior specifically during the reading instructional block. They ask you, “Why is this happening, and what can we do to remedy the situation?”

**Task:** Design a practical toolkit or resources that helps grade-level teams identify and respond to behavior challenges occurring during reading instruction. Your product should empower teacher teams to:

- Analyze potential academic, environmental, and engagement-related contributing factors
- Select aligned academic and behavior supports
- Adjust instruction or routines to increase student engagement

**Deliverables** (Choose One or More):

- A schedule to observe reading blocks for high leverage practices (e.g. Classroom Management Observation Tool)
- A contributing factors analysis protocol or worksheet tailored to reading blocks
- A PD slide deck or discussion guide for grade-level teams
  - Opportunities to Respond
  - Specific Praise and Feedback
- A behavior-and-instruction alignment checklist for teachers
- A quick-reference menu of engagement strategies or instructional adaptations

**Design Criteria:**

- Center the toolkit on collaboration and reflection, not blame.
- Align it with MTSS principles (Tier 1 focus first).
- Include clear, time-efficient tools teachers can use within team meetings.
- Ensure academic and behavior systems are addressed together (not in isolation).
- Support evidence-based instructional practices from the Science of Reading.

**Audience:**

Grade-level teacher teams, instructional coaches, behavior interventionists, and MTSS facilitators.

## *Grade Level Meetings Lack of Reading Progress and Engagement during Instruction*

### **Scenario:**

During grade level team meetings, the teachers are reviewing student reading data and have noticed that a significant number of students are not making adequate progress in decoding and word recognition. They also report that students appear frustrated and disengaged during foundational skills instruction. The teachers turn to you and ask, “Why is this happening and how can we better support our students? How do you respond?”

### **Product Development Task:** Addressing Lack of Reading Progress and Engagement

*Background:* During grade-level team meetings, teachers review student reading data and notice many students are not making adequate progress in decoding and word recognition. Teachers also report signs of frustration and disengagement during foundational skills instruction. They ask, “Why is this happening, and how can we better support our students?”

*Task:* Create a few resources to help teacher teams identify and respond to decoding and engagement challenges in early reading instruction. The resources should guide teams to:

- Identify skill gaps and contributing factors to disengagement
- Adjust instruction to match student needs
- Aligned to the science of reading
- Utilize the district supported curriculum and resources

### *Deliverables (Pick 1–3 to create):*

- A data reflection protocol for use in grade-level meetings
- A student engagement checklist for foundational skills instruction
- A decision-making flowchart for Tier 1 instructional adaptations
- A quick-guide on instructional routines (e.g., blending, phoneme-grapheme mapping).
- A menu of practice activities tied to specific phonics skills aligned to the district supported curriculum and resources

### *Design Criteria:*

- Ground materials in evidence-based practices (aligned with Scarborough’s Rope and the Simple View of Reading)
- Emphasize prevention and early intervention within Tier 1
- Provide practical tools that teams can use within existing meeting structures.
- Include reflection questions that center both academic and emotional student needs.
- Make engagement strategies concrete and actionable

### *Audience:*

Classroom teachers, reading specialists, instructional coaches, and MTSS teams supporting early literacy.

**Role Play:** *"Why Aren't Our Students Progressing?"*

**Setting:** Grade-Level Team Meeting (1st–3rd grade)

**Roles:**

- Coach – Candidate (**literacy specialist, instructional coach,**)
- Teacher 1 – Concerned about students' decoding progress
- Teacher 2 – Observes frustration and disengagement during foundational skills
- Teacher 3 – Focuses on curriculum pacing and instructional routines

**Role-Play Scenario Scripted Entry:**

**Coach/Candidate** opens the meeting: "Thanks for coming prepared with your most recent student reading data. Today, let's focus on decoding and word recognition—especially where students are showing signs of struggle."

**Teacher 1:** "I've noticed that a lot of my students aren't making progress with decoding. Their scores haven't moved much since the last check-in."

**Teacher 2:** "Same here. And some of my students are visibly frustrated during foundational skills. They get restless, put their heads down, or even act out."

**Teacher 3:** "I've been following the curriculum, but I'm wondering if the pacing is too fast—or if the routines need to be broken down more."

**Teacher 1** (to Coach/Candidate): "We're doing what we're supposed to—but it's not working for all kids. Why is this happening, and what should we be doing differently?"

**Coach/Candidate:**

[You respond by guiding the team into reflection, data analysis, or next steps.]

"Let's step back and explore a few possible causes. Then we'll talk through how we can adjust instruction and increase engagement..."

**Debrief Questions (for Training/PD Use):**

What student needs were identified in the discussion?

How did the coach balance problem-solving with teacher ownership?

## Supporting Staff

All staff will need on-going professional learning and coaching.

Remember that collective teacher efficacy we discussed earlier? Having a clear plan for how the district and school will support staff to implement the initiative will be crucial for building collective efficacy.

The staff needs to understand why this initiative or practice was chosen, but more importantly, the district and school needs to prioritize their professional development so they can use the practices and strategies effectively. If the district invests in an evidence-based practice, they should also invest in ensuring that it's delivered as intended. That means providing training, coaching, and mentoring.

## Critical Features of Staff Development

Districts prioritizing staff development foster an environment conducive to collective efficacy for an initiative. As districts build and refine their professional learning plans for staff, leaders should account for the following critical features:

- Identify group or role
- Identify learning target(s)
- Type of professional learning
- Timeline for learning target
- Assigned support (e.g. trainer, coach)
- Allocation of time for group/role develop for knowledge or skill
- Resource allocation for group/role staff development

## Activity 2.4. Reviewing District Learning Plan Examples

- Review each district professional learning plan
  - [Example Staff Learning Plan](#)
  - [NWCS Assessment & Professional Learning Plan](#)
- Look for the critical features
- Reflect on the following questions:
  - Can you identify priorities within the district based on the learning plan?
  - How is the plan differentiated to meet varied needs of staff?
    - New staff
    - Existing staff
    - New to a position staff
    - Staff in need of additional support
  - What part of the plans are reoccurring or needed every year?
  - Which elements already exist in your district?
  - How could developing and utilizing staff learning plans like this lead to improved outcomes for students?

Additional resources role-specific professional learning plans:

- [Reading Tiered Fidelity Inventory Facilitator Professional Learning Plan](#)
- [Schoolwide Positive Behavior Intervention and Supports Tiered Fidelity Inventory Facilitator Professional Learning Plan](#)



## Professional Learning and Supports

Training is one aspect of professional learning and support. Practice-based coaching and mentoring are essential to transfer knowledge from abstract concepts to practical applications in the classroom and with students. These opportunities for feedback refine skills and achieve meaningful outcomes. Collaborative communities of practice and grade-level meetings provide platforms for collaboration, goal-setting, and mutual accountability. However, strike a balance between fostering these spaces and ensuring they don't devolve into compliance tasks.

- Staff Google Classrooms [\[video\]](#)
- Professional Development Sessions
- Coaching
- Networks/Communities of Practice
- Monthly Meetings
- Mentoring

### Activity 2.5 Collecting Data to Inform Future Support

If districts and schools are investing in all this support for their staff, it's clear they want to make sure it's the right support. That's where a few well-placed surveys or feedback routines can provide a data stream to use for decision-making. But here's the thing: function over form is best. Staff will get tired of too many surveys, especially if they don't believe their feedback is being read or acted upon. So, if you survey, make sure to show the results or what decision the results impacted.

*Sample Training Questions:*

- I understand and will be able to deliver the content  
[\[0-5 or I am beginning to learn the concept to I will be able to help others implement\]](#)
- I will be able to apply the skills and strategies learned today in the classroom  
[\[0-5 I am beginning to learn the concept to I will be able to help others implement\]](#)
- To fully implement this new strategy, skill, concept, I will need  
[\[additional learning, time to practice, support and practice time with peers, support and practice with a coach\]](#)
- Other considerations

*Adjustment Staff Meeting with an Element of Professional Learning*

- I will be able to apply the skills and strategies learned today in the classroom within the month  
[\[0-5 I am beginning to learn the concept to I will be able to help others implement\]](#)
- To fully implement this new strategy, skill, concept, I will need  
[\[additional learning, time to practice, support and practice time with peers, support and practice with a coach\]](#)

*Sample Coachee Questions:*

- I am able to co-develop meaningful coaching goal(s)
- I am willing to follow through on the coaching recommendations
- I am able to meet and interact with the coach in a timely manner
- The coaching I am receiving is having a positive impact on the goal

### *Sample Grade-level, School-Level, District-Level Meeting Questions:*

This can also be a Communication and Addressing Implementation Challenges function.

- What celebrations or accomplishments can be reported up to the next level?
- What are a few next steps the team will be working on?
- **Are there professional learning or other needs you see coming up?**
- What roadblocks or challenges are you running into?

## Big Ideas

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- 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 professional learning supports is one way to build collective efficacy

## Next Steps (Assignment)

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- **Review responsibilities and time allocations in job descriptions**
  - Do the responsibilities adequately describe the tasks required?
  - Is the time allocation a reasonable estimate of what it will take to accomplish the tasks?
- **Consider adding a performance task into the selection process**
  - Even internal selection can benefit from the use of performance tasks
  - What are common tasks that might need to be performed?
  - Are there scenarios within your district that you might be able insert?
- **Review and develop staff learning plans for groups and individuals**
  - How do you intentionally support staff in achieving a common understanding and vision for instruction delivery? (collective efficacy)
    - Onboarding
    - Yearly Refresher Training
    - Onboarding of Existing Staff to New Positions
    - On-going Coaching
    - Mentoring
- **Determine how to get feedback on your professional learning supports**
  - What feedback and communication loops are established?
  - Do you routinely collect data after training, meetings, coaching?
  - How do incorporate the feedback to continuously improve the professional learning supports?
  - When does that occur? How often?

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## URLs Used in Document

### [District Implementation Team Member](#)

([https://www.dropbox.com/scl/fi/lmhn1z4pf9j45dxhrerzm/1.0-DIT\\_Recruitment\\_and\\_Selection.docx?rlkey=7fy8jis793p3djo4p7nbh3x5e&st=q39ysvdt&dl=0](https://www.dropbox.com/scl/fi/lmhn1z4pf9j45dxhrerzm/1.0-DIT_Recruitment_and_Selection.docx?rlkey=7fy8jis793p3djo4p7nbh3x5e&st=q39ysvdt&dl=0))

### [School Leadership Team Member](#)

([https://www.dropbox.com/scl/fi/72ejig41qmb9z08u6dngy/1.2\\_SLT\\_Recruitment\\_Selection.docx?rlkey=rp234fgqrdj4ur3jxcrx89vpe&st=55rrfksl&dl=0](https://www.dropbox.com/scl/fi/72ejig41qmb9z08u6dngy/1.2_SLT_Recruitment_Selection.docx?rlkey=rp234fgqrdj4ur3jxcrx89vpe&st=55rrfksl&dl=0))

### [Multi-Disciplinary Team Member](#)

([https://www.dropbox.com/scl/fi/w3wcx4ggqq48ur41cxytj/1.3\\_Multi-Disciplinary-Team-Systems-Coach-Position-Description.docx?rlkey=ryuv4xq77v1l5o5yty21a6nia&st=ksqe6u30&dl=0](https://www.dropbox.com/scl/fi/w3wcx4ggqq48ur41cxytj/1.3_Multi-Disciplinary-Team-Systems-Coach-Position-Description.docx?rlkey=ryuv4xq77v1l5o5yty21a6nia&st=ksqe6u30&dl=0))

### [MTSS Coordinator](#)

([https://www.dropbox.com/scl/fi/neokmvry4hnu0kxy01wbb/2.1District\\_Coordinator\\_Job\\_Description.docx?rlkey=oeptjsbw9f89gnmslz4rp24t8&st=j2rp7a6g&dl=0](https://www.dropbox.com/scl/fi/neokmvry4hnu0kxy01wbb/2.1District_Coordinator_Job_Description.docx?rlkey=oeptjsbw9f89gnmslz4rp24t8&st=j2rp7a6g&dl=0))

### [School Leadership Team Coach](#)

([https://www.dropbox.com/scl/fi/r58wsmukondtq54s4mak5/2.2\\_SLT\\_Coach\\_Selection\\_Guidance.docx?rlkey=cukgnqxvky0r6obol2o6feg6u&st=3wxm8i3b&dl=0](https://www.dropbox.com/scl/fi/r58wsmukondtq54s4mak5/2.2_SLT_Coach_Selection_Guidance.docx?rlkey=cukgnqxvky0r6obol2o6feg6u&st=3wxm8i3b&dl=0))

### [Multi-Disciplinary Team System Coach](#)

(<https://www.dropbox.com/scl/fi/xqt6m5ym29hewm66wrekw/2.3-Multidisciplinary-Team-Systems-Coach.docx?rlkey=gm3zw14wjo7pq1mel9re7iigx&st=y5uuamea&dl=0>)

### [Social Emotional Behavioral Health Instructional Coach](#)

([https://www.dropbox.com/scl/fi/0n1ff91mrnhwehbdbdgeo/3.1\\_SEBH\\_Coach\\_Recruitment\\_Selection\\_Guidance.docx?rlkey=hvl0wd9kqffw7smahzq2njxsq&st=dk7hwk3e&dl=0](https://www.dropbox.com/scl/fi/0n1ff91mrnhwehbdbdgeo/3.1_SEBH_Coach_Recruitment_Selection_Guidance.docx?rlkey=hvl0wd9kqffw7smahzq2njxsq&st=dk7hwk3e&dl=0))

### [Literacy Instructional Coach](#)

([https://www.dropbox.com/scl/fi/e3ktrsre1ju094bljpyq2/3.2\\_-Literacy\\_Instructional-Coach\\_position-description.docx?rlkey=6xp9s2vg3sae1xlpibigucbbi&st=fwo2mvfp&dl=0](https://www.dropbox.com/scl/fi/e3ktrsre1ju094bljpyq2/3.2_-Literacy_Instructional-Coach_position-description.docx?rlkey=6xp9s2vg3sae1xlpibigucbbi&st=fwo2mvfp&dl=0))

[Intervention Instructional Coach](#)

(<https://www.dropbox.com/scl/fi/21r2swvh5jejwfz061x11/3.3Instructional-Coach-for-Interventions-Position-Description.docx?rlkey=39jbf58fwtumnac8f6wbg67hd&st=noivjfbv&dl=0>)

[Example Staff Learning Plan](#)

(<https://docs.google.com/spreadsheets/d/13l-4J0Oo6zjGEk3jRjrlsCqjqj9RFLZYmACAYK6tXtc/copy>)

[NWCS Assessment & Professional Learning Plan](#)

([https://www.dropbox.com/scl/fi/7hoxjx7yvh2q2oz3d4fbx/MTSS-Assessment\\_-\\_Professional-\\_Learning-\\_Plan\\_NWCS.docx?rlkey=lsie7y2qsa40t9brue0shtm71&st=emuc7y4b&dl=0](https://www.dropbox.com/scl/fi/7hoxjx7yvh2q2oz3d4fbx/MTSS-Assessment_-_Professional-_Learning-_Plan_NWCS.docx?rlkey=lsie7y2qsa40t9brue0shtm71&st=emuc7y4b&dl=0))

[Reading Tiered Fidelity Inventory Facilitator Professional Learning Plan](#)

([https://www.dropbox.com/scl/fi/ejilpz2ra4uipqi521ajk/R-TFI\\_Facilitator\\_Professional\\_Learning\\_Plan.pdf?rlkey=bisv2dckx14ula94tm1bghboj&st=j2qokfhm&dl=0](https://www.dropbox.com/scl/fi/ejilpz2ra4uipqi521ajk/R-TFI_Facilitator_Professional_Learning_Plan.pdf?rlkey=bisv2dckx14ula94tm1bghboj&st=j2qokfhm&dl=0))

[Schoolwide Positive Behavior Intervention and Supports Tiered Fidelity Inventory Facilitator Professional Learning Plan](#)

([https://www.dropbox.com/scl/fi/ttvstbjh1jdn78fkmmgb/SWPBIS\\_TFI\\_Facilitator\\_Professional\\_Learning\\_Plan.pdf?rlkey=85jcfq2p1w97gsw17xabgjzu1&st=a5da3b58&dl=0](https://www.dropbox.com/scl/fi/ttvstbjh1jdn78fkmmgb/SWPBIS_TFI_Facilitator_Professional_Learning_Plan.pdf?rlkey=85jcfq2p1w97gsw17xabgjzu1&st=a5da3b58&dl=0))

[Video](#)

(<https://youtu.be/EGlJqsA7674?si=MNeekOiV5oz-CaaO>)

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