Leading District and School MTSS Implementation: What Does It Take?

Courtney Buck & Tawny Smith

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Acknowledgments

Kim St. Martin
Claire MacArthur

Our Panelists
Michael Bob Grover- Chippewa Hills School District
Simone Margraf- Portland Public Schools
Michael Porco- Godwin Heights High School
Rebecca Rotary- Fowler Public Schools
Group Expectations

Be responsible
• Attend to the “Come back together” signal
• Active participation…Please ask questions

Be Respectful
• Please allow others to listen
  • Please turn off cell phone and pagers
  • Please limit sidebar conversations
• Share “air time”
• Please refrain from email and Internet browsing

Be Safe
• Take care of your own needs
Outcomes

• Identify resources that may be adapted to fit your local context
• Develop next steps based on ideas and strategies shared to support local implementation efforts
Agenda

1.0 MIBLSI District Model Overview
2.0 Panel Discussion
3.0 Questions from the Audience
4.0 End of Session Evaluation
MIBLSI District Model Overview
MIBLSI

• We are an intensive technical assistance program for the implementation of an integrated behavior and reading MTSS model that focuses on research-based practices in behavior, reading, and implementation science to ensure sustainability and scalability
MIBLSI’s District-Wide Approach

• Schools need to be supported across the implementation process

• District create an implementation infrastructure to support schools

• It encompasses:
  • Forming a District Implementation Team
  • Ensuring there is a conduit from central office (called a Liaison) who is represented on the team
  • Identifying a MTSS Coordinator
Implementation Infrastructure Components

- Comprised of three components with distinct functions and two distinct roles:

  - Entities:
    1. Executive Leadership
    2. Administrative Team
    3. District Implementation Team

  - Roles:
    1. Liaison
    2. MTSS Coordinator
District Implementation Infrastructure

- **District Executive Leadership**
  - Vision
  - Policy
  - Priority
  - Allocation of resources
  - Barrier removal

- **Administrative Team**
  - Execute the district’s vision
  - Provide oversight and governance for school policies
  - Quality assurance in the use of curriculum materials, instructional methodologies, and assessments
  - Barrier removal

- **District Implementation Team**
  - K-12 perspective for EI use
  - Provides input and assists with shaping district processes and procedures that will ensure good selection and sustained use of EIs
  - Data analysis and on-going planning
  - Communication of successes and barriers impeding EI use

- **MTSS Coordinator**
  - Implementation Supports
    - Use of processes and procedures designed to ensure high-quality use and sustainability of EIs
    - Communication of barriers
    - Effective use of data
Educational Cascade
Framework for Addressing Practice and Supports

Contextual Focus

Supporting Infrastructure

Educational Practices

Level of the System

Classroom  Grade Level  School  District  Region  State

McIntosh and Goodman (2016)
Activity 1.1

• Turn and Talk with Partner
  • Does your district have structures in place to support school-level implementation?
    • If so, what structures does your district currently have in place?
  • Is there alignment from the classroom to the district level of the educational cascade?
Implementation Drivers

• Intentional supports in three critical areas that will “drive” the use of the effective innovations forward:
  1. Leadership
  2. Organizational (infrastructure)
  3. Competency
# Implementation Stages

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it?</td>
<td>Exploration / Adoption</td>
<td>A decision is made regarding the commitment to adopting a practice or program (effective innovation) and to support its successful use.</td>
</tr>
<tr>
<td>Work to do it right.</td>
<td>Installation</td>
<td>Set-up the infrastructure so the practice or program components can be successfully used. Attend initial PD. Complete initial activities like establishing a team and the data system, develop an implementation plan.</td>
</tr>
<tr>
<td>Work to do it right.</td>
<td>Implementation</td>
<td>Initial Implementation: Begin to try out the program or practice components. Work out the difficulties.</td>
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<tr>
<td></td>
<td></td>
<td>Full Implementation: Learn from the difficulties and improve efforts. Use of the program or practice is more routine.</td>
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<tr>
<td>Work to do it better.</td>
<td>Elaboration</td>
<td>Expand the use of the practice or program to other locations, settings, or contexts taking into consideration the learning from initial implementation.</td>
</tr>
<tr>
<td>Work to do it better.</td>
<td>Continuous Regeneration</td>
<td>Continue to refine and use the program or practice so its use becomes easier. Embed it within current practices.</td>
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Focus of the DIT Installation Sequence

- Module 1: Intro to Terms and Implementation Research
- Module 2: School Readiness
- Module 3: Data Coordination & Assessment System
- Module 4: Structuring the DIT for Success
- Module 5: Communication Plan & Process for Addressing Barriers
- Module 6: Coaching System
- Module 7: EI Alignment
- Module 8: EI Review and Selection Process
- Module 9: District Data Analysis and Use
- Module 10: Developing EI Fluency
Essential Questions

• Districts with a well-functioning implementation infrastructure should be asking these questions each time they meet:

1. How many schools are implementing? (e.g., behavior and reading MTSS components)
2. How well are they implementing?
3. What is the impact on student outcomes?
4. What are barriers to implementation and how can these be addressed?
Assessments used within MIBLSI’s Integrated Behavior and Reading Model

<table>
<thead>
<tr>
<th>Reach</th>
<th>Capacity</th>
<th>Fidelity</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage of implementation indicators</td>
<td>Regional Capacity Assessment (RCA)</td>
<td>School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI)</td>
<td>Early Warning Indicators</td>
</tr>
<tr>
<td></td>
<td>District Capacity Assessment (DCA)</td>
<td>Reading Tiered Fidelity Inventory (R-TFI)</td>
<td><strong>DIBELS Next</strong></td>
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<td></td>
<td></td>
<td></td>
<td>Discipline Referrals (using SWIS)</td>
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<td>Student Risk Screening Scale</td>
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Building Leadership

- MTSS work is integrated in school improvement work
- School Leadership Team
- Principal/Assistant Principal
- Coach
Defining MIBLSI’s Integrated MTSS Model

• Encompasses three innovations that are made useable for school staff:
  1. PBIS (elementary and secondary)
  2. School-wide reading model (elementary)
  3. Secondary content area reading model (secondary)
Elementary MTSS Components

- Social-emotional behavioral supports (Positive Behavioral and Intervention Supports: PBIS)
- Big Ideas of Reading
- Evidence-based core reading program
- Explicit instruction
- Reliable, valid screening, progress monitoring assessments
- Data-based decision making across the school, grade level, and individual student levels
Secondary MTSS Components

- Social-emotional behavioral supports (Positive Behavioral and Intervention Supports: PBIS)
- Big Ideas of Adolescent Reading
- Before, during, after comprehension strategies for students to understand what is in their core subject area text and other class reading materials
- Explicit instruction
- Reliable, valid assessment to the best extent possible
- Data-based decision making across the school, grade level, and individual student levels
Activity 1.2

- Reflecting on what you have just heard about the district implementation model, what questions would you like to submit to the panelists?
  - Add your questions to sticky notes and place them on the designated paper on your table.
  - We will come around to collect the sticky notes.

- We will come back together in 5 minutes.
2.0 Panel Discussion
Introductions

- Michael Bob Grover- Superintendent, Chippewa Hills School District
- Simone Margraf- Curriculum Director & MTSS-Coordinator, Portland Public Schools
- Michael Porco- Assistant Principal, Godwin Heights High School
- Rebecca Rotary- MTSS-Coordinator, Fowler Public Schools
Panel Topics

- Teaming
- Vision
- Readiness
- Data
- Communication Plan
- Barrier Removal Process
- Resources/Capacity

- Coaching System
- Alignment
- Selection Process
- Data Use
- Panel Reflection
- Questions from the Audience
Panel Reflection

• What are your big “takeaways” based on the successes and learning opportunities that your district or school has experienced?

• What is one suggestion that you would have for a new team that is just getting started?
Activity 2.1

• Please record any additional questions that you have generated to a sticky note
  • Place your sticky note(s) on the designated paper on your table.
Questions from the Audience
Activity 2.2

• Locate the Next Steps forms that are on your table
• Take a few minutes to consider the needs of your school or district
• Based on what I heard from the panelists today, what are two next steps that I could take to move my school or district forward in MTSS implementation?
Contact Information

• Courtney Buck, Implementation Specialist
cbuck@miblsimtss.org

• Tawny Smith, Implementation Specialist
tsmith@miblsimtss.org