

How to Begin Exploring/Adopting MTSS as a Framework for Your School/District

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Making Connections...

Personal Reflection:

- Have you ever been involved in a project that was unsuccessful and/or a project that was initially successful but did not sustain?
- Why was it unsuccessful and/or unsustainable?
- What might have made the difference between success/failure and sustainability/unsustainability?

Table Share:

- Share your experience with an elbow partner
- Identify themes among your experiences

Outcomes:

- **WHY?**
 - Identify and understand the need for systematic structure
- **HOW?**
 - Identify and understand implementation of MTSS over time
- **WHAT?**
 - Understand that MTSS is School Improvement and School Improvement is MTSS

Agenda

- MTSS Overview
- Implementation Science
- Systems Change Through School Improvement
- Plan Integration of New Learning

MTSS Reflection/Guided Notes

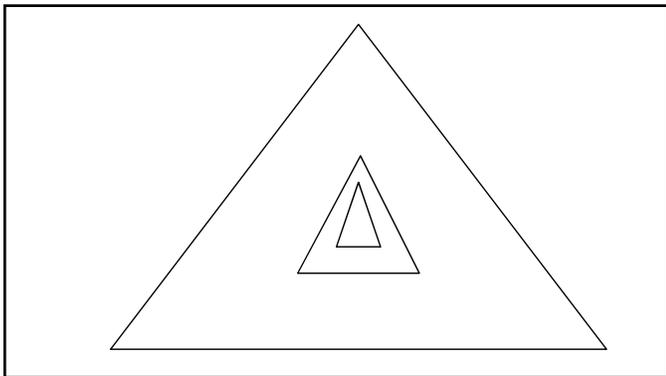
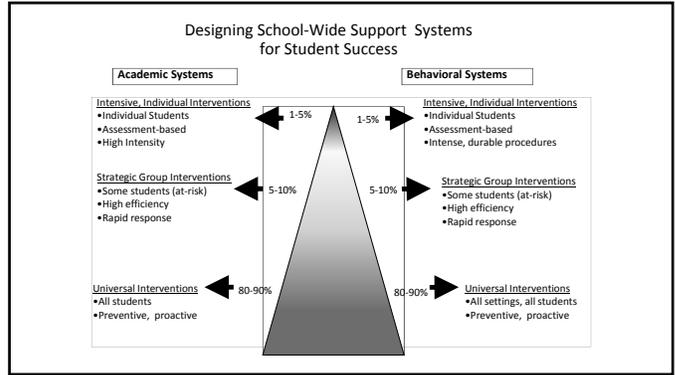
1. What have been some key pieces of learning for you regarding MTSS?
2. What might be some of the outcomes/impact of this work for your building/district long term?
3. What continued learning might you and/or your staff need?
4. What are some of the crossroads you are facing with this implementation?
5. What do you believe your next steps are for you and your building? For the district?
6. What supports might be needed?
7. Given the unsustainable practice you identified, what might you do differently?

What is RTI-MTSS?

"Rti is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners." (MDE, 2011)

Why MTSS: Adding Value to the current system

- 
1. Meets the Needs of ALL Learners
- 
1. Drives School Improvement Process
- 
3. Supports Current Mandates



- ### 11 Components of MTSS
1. Implement effective instruction for all learners
 2. Intervene early
 3. Provide a multi-tiered model of instruction and intervention
 4. Utilize a collaborative problem solving model
 5. Assure a research-based core curriculum (aligned with Michigan's state standards)
 6. Implement research/evidence-based, scientifically validated, instruction/interventions.
 7. Monitor student progress to inform instruction
 8. Use data to make instructional decisions
 9. Use assessments for three purposes: universal screening, diagnostics, and progress monitoring.
 10. Implement with fidelity
 11. Engage parents and community

Focused Review

As you read the 11 Components of MTSS, please mark the following:

-  Component that your district (school) is implementing well
-  Most significant component to increase student outcomes
-  Component in which you may still have a question about

MTSS: A National Perspective

- Emphasizes the following:
 - Sustainable systems change
 - Effective leadership at all levels
 - Using reliable and valid data at all levels of the system
 - Developing local capacity
 - Documenting the process and systems work necessary to implement a continuum of supports
 - Focus on fidelity

Michigan's Integrated Behavior and Learning Support Initiative
<http://mbtli.cenmi.org/home.aspx>

“In theory there is no difference between theory and practice; in practice, there is.”

*Jan van de Snepscheut
Computer Scientist*

Why MTSS?

- MTSS is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school
- MTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals
- Data are used to allocate resources to improve student learning and support staff implementation of effective practices

The NIRN

Implementation Research: A Synthesis of the Literature



Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

The Science of Implementation

Implementation: The Missing Link Between Research and Practice

“Once models and best practices are identified, practitioners are faced with the challenge of implementing programs properly. A poorly implemented program can lead to failure as easily as a poorly designed one.”

(Mihalic, Irwin, Fagan, Ballard, & Elliot, 2004)

Implementation Drivers



RTI MTSS INQUIRY PROCESS

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Implement effective instruction for all children: A united system of comprehensive service delivery, ensuring significant general and special education system change that meets the needs of all students.	Do we have evidence that there is a culture, climate and belief system that would indicate that ALL students could learn? Is there evidence that there is a unified system that delivers effective instruction to ALL students? Does staff (teacher, coaches, etc.) indicate that they have the necessary skills, training & competent supports necessary to teach ALL students? Are skills taught and coached also reinforced by informal evaluation systems (principal walk-throughs, checklists etc.) How are staff selection criteria used to reinforce and support effective instruction for ALL students? Does staff have the necessary skills and competencies to plan, differentiate and accommodate instruction to meet the needs of ALL students?	Has "effective instruction" been defined and explicit expectations developed to insure ALL students are receiving high quality instruction? Is there a system of coaching supports to insure teacher effectiveness? Are there opportunities and processes in place to support collaborative planning and problem solving for instructional delivery and resource allocation based on student need? Does the personnel evaluation process provide feedback for continuous improvement and individual development insuring that staff is able to provide effective instruction for ALL students? Is there a system for teacher recruitment in place to insure new staff meet standards of performance necessary to effectively instruct all students?	Is there evidence of shared leadership reinforcing the expectation that ALL students receive high quality instruction? Is there evidence that leadership supports and facilitates a unified system? There is evidence that leadership capacity exists in both the technical (administrative duties, knowledge of curriculum, instruction and assessment, etc.) and the adaptive (conflict management, facilitation, crucial conversations, etc.)

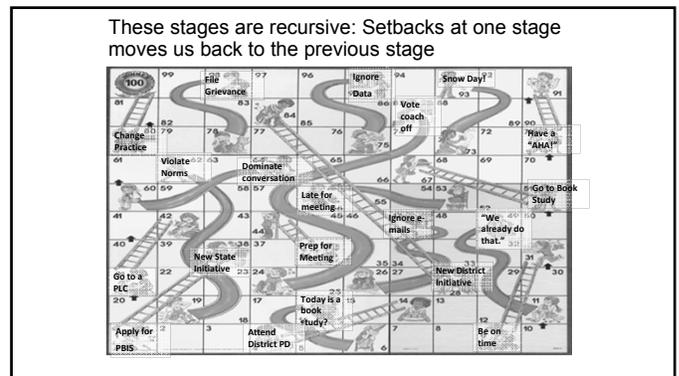
Focus	Stage	Description
Should we do it? Why are we doing it?	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times - adjust from learning in initial implementation.
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

Definitions of School Improvement Terms	
Goal	Broad statement as an Academic Goal or Organizational Goal Focused on a content area(s) (Academic Goal) or building-wide initiative(s) including structures, processes, procedures (Organizational Goal) Students will... (Academic Goal) Increase or Improve... (Organizational Goal)
Measurable Objective (M.O.)	S.M.A.R.T. What will happen, with whom, by when, as measured by what for Academic Goals; what will happen, measured by what, by when for Organizational Goals
Strategy	Students will... (M.O. for an Academic Goal) Collaborate to ensure... (M.O. for an Organizational Goal) What teachers do in the classroom with the students in the presence of content (Strategy for an Academic Goal) Teachers will... Math teachers will... ELA teachers will... What staff will do to put into place a building-wide structure, process or procedure (Strategy for an Organizational Goal) All staff will... Professional Learning Teams will... The School Improvement Team will...
Activities	What needs to be done so that staff or teams: • are ready to implement the strategy • have a plan for implementation of the strategy • have a plan to monitor and evaluate the implementation of the strategy and the impact on student achievement
Activities: Getting Ready to Implement	QUESTIONS How will you ensure readiness for implementation? How will you ensure that participants have the knowledge and skills to implement the strategy? POSSIBLE ACTIVITIES Professional development around strategy for staff and leadership -Purchase materials -Planning for implementation - identify schedule for strategy use, personnel, mechanism for monitoring, rollout, etc. -Communication vehicles
Activities: Implement	QUESTIONS How will you ensure successful implementation for your selected strategy? POSSIBLE ACTIVITIES -Communication - to whom? How? -Support structures been identified and put in place - professional supports -Barriers for implementation: Have been removed, i.e., policy revision? process changes? -Instructional technology -Activities to support at-risk students (For Title One students)* are delineated -Parent involvement has been planned
Activities: Monitor/Evaluate	QUESTIONS What data will you collect on the adult implementation of the strategy? What data will you collect on the strategy's impact on student achievement? How will you use the data you collected on adult implementation and student achievement to determine next steps? POSSIBLE ACTIVITIES -Walkthroughs -Instructional Rounds -K-12 grade level meetings -Documentation of implementation is occurring -Documentation of impact of strategy is occurring -Demonstration classrooms -Gathering and analysis of achievement data and process data -Schedule for monitoring/evaluating has been developed and process identified

The Work of Implementation

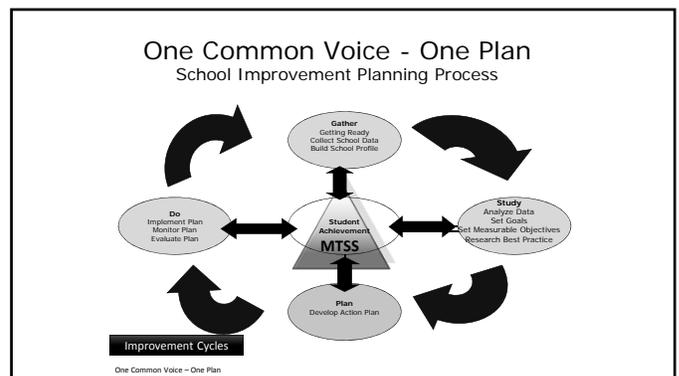
- Changing the **behavior** of adults is hard work
- It requires a systematic approach to support behavior change of practitioners, volunteers, administrators, and policy makers
- It requires the application of Implementation Drivers

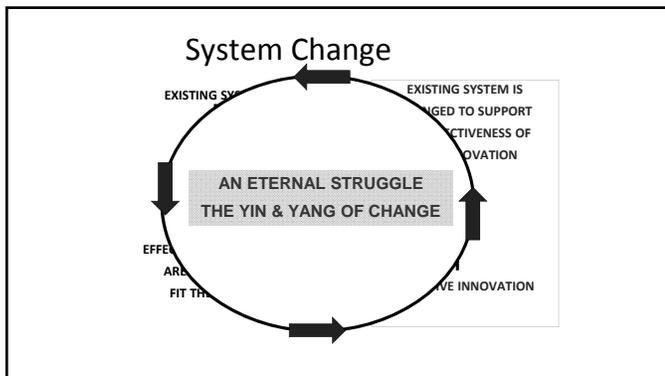
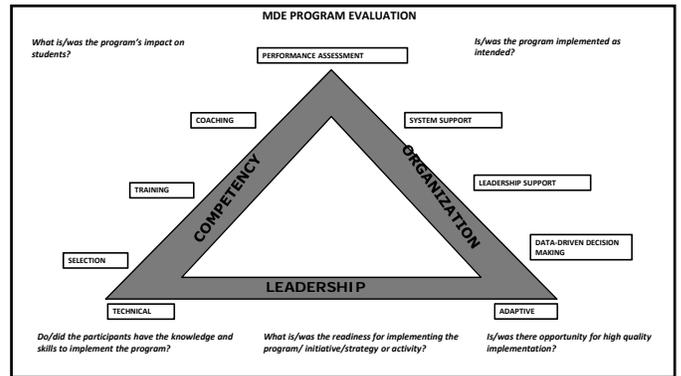
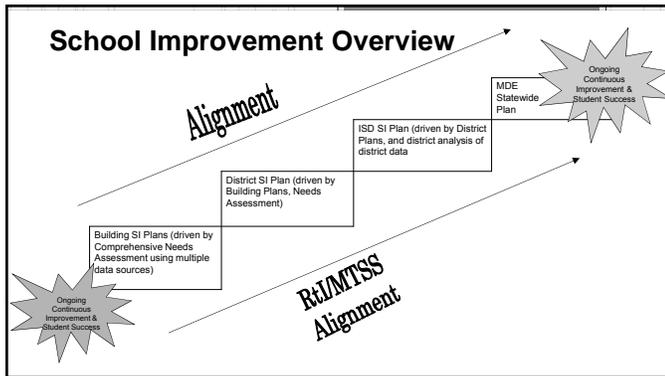
© Karen A. Blase & Dean L. Fixsen, 2004



MTSS and School Improvement

Goal:
To have a continuous and systematic School and District Improvement process that leads to all students being college-, career-, and life-ready.





- ### System Change
- Innovative practices do not fare well in existing organizational structures and systems
 - Organizational and system changes are essential to successful use of innovations
 - Expect it, Plan for it
 - Cannot change a whole system at once

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How the world's most improved school systems keep getting better 😊

McKinsey & Company
<http://mckinseysociety.com/how-the-worlds-most-improved-school-systems-keep-getting-better/>

Three A's Plus One

How the world's most improved school systems keep getting better

Individually:

- Read and highlight the text selection
- Record on index cards (one "A" per index card):
 - **Agree:** One thing with which you agree
 - **Assumption:** One assumption you have changed after reading this article
 - **Aspire:** One thing to which you aspire

Groups at Work - Copyright MiraVia LLC - All rights reserved

How the world's most improved school systems keep getting better

Stir the classroom

- Gather your 3A index cards & article
- Form groups of **four** around the exterior of the room
- Within your group number off 1-4

**Share your one thing with which you
AGREE**

How the world's most improved school systems keep getting better

Stir the classroom

- #1s rotate clockwise
- Provide a 45 second summary of the conversations from your group

**Share One ASSUMPTION you have changed
after reading this article**

How the world's most improved school systems keep getting better

Stir the classroom

- #4s rotate clockwise
- Provide a 45 second summary of the conversations from your group

**Share one thing to which you
ASPIRE**

Three "A"s Plus One

How the world's most improved school systems keep getting better

Return to your home base:

Individually, record one last card:

- "AH-HA": A personal insight or new perception
- Share "AH-HA" cards one at a time

3, 2, 1 Reflection

Thinking about everything we've discussed today:
MDE Response to Intervention: A Multi-Tiered System of Supports
Implementation Science Resources
Guiding Questions

Respond to the following:

Three things my district/building/grade-level/classroom is doing well related to implementing MTSS:

What are two challenges ahead of us?

What is one question you have about MTSS or how to move forward?

Resources

The National Implementation Research Network
<http://nirn.fpg.unc.edu/>

Michigan Department of Education
<http://www.michigan.gov/nda>

Michigan's Integrated Behavior and Learning Support Initiative
<http://miblsi.cerami.org/home.aspx>

McKinsey&Company
<http://mckinseynetwork.com/how-the-worlds-most-improved-school-systems-keep-getting-better/>

Comprehensive, Integrated Three Tiered Model of Prevention
<http://www.cigt.org/index.html>

Solution Tree
<http://www.solution-tree.com/>

State Implementation and Scaling-up of Evidence-Based Practices (SISEP)
<http://siseep.fpg.unc.edu/>



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