

## Assessing and Planning for Developing Capacity – Large ISD

### Assessing and Planning to Develop Internal and External Capacity:

Outlined in the table below is the ISD’s current capacity and immediate goals for increasing internal and external (across local districts) capacity in the training, coaching, evaluation, and leadership supports. The ISD employs staff that could meet many of the coaching, training, and evaluation supports. Current staffing resourcing available to support MTSS implementation include:

- Reading Consultants – 2.0 FTE
- Behavior Consultants – 2.0 FTE
- Data Specialist – 1.0 FTE
- School Psychologists – 4.0 FTE
- Family and Community Partnership Liaison – 1.0 FTE
- School Improvement Coordinator – 1.0 FTE

Area	Current Capacity	FTE (Full Time Equivalency)	Capacity Goal	Activities	Timeline
<b>Developing Local Coaching Capacity</b>	<b>Internal</b> <ul style="list-style-type: none"> <li>• Three of the four consultants are fluent in both reading and behavior MTSS data, systems and practices.</li> <li>• One consultant is not as well versed in reading.</li> <li>• Two of the four consultants are fluent in K-12 MTSS data, systems and practices.</li> <li>• Two consultants are not familiar with MS and HS MTSS data, systems and practices.</li> <li>• Three of the four school psychologists are fluent in both reading and behavior data, systems, and practices.</li> <li>• One psychologist needs skill development in the area of reading.</li> <li>• All four are comfortable with elementary and MS data, systems and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• A portion of the consultants and school psychologists FTE will be devoted to deepening their knowledge about the data, systems, practices and coaching strategies necessary to implement an integrated MTSS model.</li> <li>• The purpose is to have consultants supporting LEA coaches and directly supporting small LEA’s who do not</li> </ul>	<ul style="list-style-type: none"> <li>• All consultants and school psychologists will be knowledgeable in both reading and behavior data, systems and practices necessary in an integrated K-12 MTSS model</li> <li>• All consultants and school psychologists will be fluent in K-12 data, systems and practices necessary for an integrated MTSS model</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development plans will be collaboratively created with the Liaison, MTSS Coordinator and consultants/school psychologists for consultants and school psychologists who need deeper knowledge in particular areas.</li> </ul>	10/15/12

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		have coaching capacity.			
	<p><b>External</b></p> <ul style="list-style-type: none"> <li>There hasn't been a formal process for local districts to recruit, select, and support internal coaches. There are "go to" people the consultants and school psychologists use in the district but formal responsibilities that align with "internal coaching" of the data, systems and practices is lacking.</li> </ul>	Unknown	<ul style="list-style-type: none"> <li>Each local district will have a cadre of coaches who are fluent in MTSS data, systems and practices</li> </ul>	<ul style="list-style-type: none"> <li>The Liaison will speak to the ISD superintendent about gaining access to the Superintendent's Roundtable agenda to discuss the Implementation Drivers and necessary supports for implementing MTSS data, systems and practices with fidelity in a sustainable way.</li> <li>Even though all local districts are at different stages of readiness, the ISD can begin developing a cadre of coaches who have deep knowledge in an integrated MTSS model. Conversations with the superintendent will be the first step towards beginning the process of recruitment, selection and support to local coaches.</li> <li>Once the ISD Implementation Team has determined local district readiness for implementing a K-12 integrated MTSS model, there will be a specific scope and sequence developed for their local coaches.</li> </ul>	<p>11/1/12</p> <p>2/1/13</p> <p>4/30/13</p>
<b>Providing External Coaching Supports</b>	<ul style="list-style-type: none"> <li>The four school psychologists are assigned to local districts to provide supports. Embedded in their job descriptions are responsibilities for providing external coaching supports for MTSS implementation. They do however; have full caseloads making allocating time for coaching challenging.</li> </ul> <p>The reading and behavior consultants</p>	<p>.2 (per school psychologist) = .8 Total FTE</p> <p>.1 FTE (per consultant) = .2 Total FTE</p>	<ul style="list-style-type: none"> <li>The ISD does not wish to invest in increasing their own capacity to provide more external coaching supports. Instead, a more sustainable model would be to work with local district</li> </ul>	<ul style="list-style-type: none"> <li>External coaching supports will continue to be provided to small districts that have limited personnel available to fulfill the coaching functions. Given that fact, the existing ISD capacity for external coaching supports will be adequate until further need is determined.</li> </ul>	

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	have provided external coaching supports to districts. Majority of their allocated FTE is devoted towards conducting trainings at the ISD and providing in-district services for professional development and consultation around the practices within their content area.		staff to formerly provide those functions.		
<b>Developing Training Capacity</b>	<p><b>Internal</b></p> <ul style="list-style-type: none"> <li>• See what is written in the first row for identification of consultant and school psychologist skill-sets</li> <li>• There are currently an adequate number of individuals who are fluent in a variety of practices necessary for implementing an integrated MTSS model. Internal capacity will not need to be increased at this time. It will be important though to continue to deepen the knowledge of the consultants and school psychologists so they are well versed in the most recent research pertaining to MTSS. As new information is introduced, a plan to deepen their personal knowledge will be necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• A portion of the consultants and school psychologists FTE will be devoted to deepening their knowledge about the data, systems, practices and training strategies necessary to develop competency in an integrated MTSS model.</li> <li>• The purpose is to have consultants and school psychologists supporting LEA identified trainers and</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to ensure all ISD consultants and school psychologists receive the most current MTSS information.</li> </ul>	<ul style="list-style-type: none"> <li>• It would be nice to have a self-assessment for people to take. This will allow us to have more data than just self-reporting from the consultants and school psychologists.</li> <li>• Contact the TAP to see if a self-assessment exists.</li> </ul>	<p>On-going</p> <p>TAP will be asked by 12/1/12</p>

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		directly supporting small LEA's who do not have training capacity.			
	<p><b>External</b></p> <ul style="list-style-type: none"> <li>There hasn't been a formal process for local districts to recruit, select, and support the development of external training capacity.</li> </ul>		<ul style="list-style-type: none"> <li>To begin developing local training capacity for districts who are ready to begin working more formally to implement an integrated K-12 MTSS model.</li> </ul>	<ul style="list-style-type: none"> <li>Before beginning a process of developing local training capacity, the ISD/RESA would prefer to wait until the initial district readiness conversations occur. It will be important to ensure supports for developing training capacity are aligned with the research base and focused on the appropriate information. More consultation will need to be given to the ISD Implementation Team.</li> </ul>	Aug. 2013
<b>Providing Training</b>	<ul style="list-style-type: none"> <li>The four consultants provide training. Majority of their FTE is allocated to provide this service.</li> <li>The School Improvement Coordinator provides training to district school improvement teams (district and building level). It is not anticipated the School Improvement Coordinator will be providing additional trainings. Using his supports for data analysis and data integration in the building/district school improvement plans and consolidated applications will occur.</li> <li>The Family and Community Partnership Liaison provides training to community organizations around PBIS</li> </ul>	.9 (per consultant) = 3.6 FTE	<ul style="list-style-type: none"> <li>To provide professional development to local districts that aligns with best practice and is focused on the information resulting in implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The ISD will move away from random one-two day trainings that have little to no follow-up or measured impact of changing classroom practice.</li> </ul>	

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	practices appropriate for a variety of audiences (e.g. home, Head Start). It is anticipated this person will continue to work with outside agencies.				
<b>Developing Evaluation and Measurement Capacity</b>	<b>Internal</b> <ul style="list-style-type: none"> <li>• SWIS Facilitators: 2</li> <li>• SRSS Familiarity: 0</li> <li>• PBIS Assessment Coordinators: 4</li> <li>• DIBLS Mentors: 1</li> <li>• AIMSweb LAMs: 0</li> <li>• Early Warning Signs Familiarity: 0</li> <li>• Countywide Data System knowledge: 1</li> </ul>		<ul style="list-style-type: none"> <li>• To develop sufficient capacity for understanding and supporting program quality and outcome data (and data systems when applicable) to support all local school districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior consultants, reading consultants and school psychologists will familiarize themselves with the Student Risk Screening Scale (SRSS) by reading chapter 4 in “Systematic Screenings for Behavior...”</li> <li>• Implementation Team members will attend the MiBLSi Coaches’ State Conference to hear Kathleen Lane discuss the SRSS (purpose, intended use, data analysis).</li> <li>• Reading consultants will attend an AIMSweb training in Chicago IL to develop fluency with the measures and data system.</li> <li>• All Implementation Team members will review webinars and documents about Early Warning Signs data.</li> </ul>	<p>October, 2012</p> <p>November, 2012</p> <p>April, 2013</p> <p>February, 2013</p>
	<b>External</b> <ul style="list-style-type: none"> <li>• SWIS Facilitators: 4 (Representing 2/9 districts)</li> <li>• SRSS Familiarity: 0</li> <li>• PBIS Assessment Coordinators: 4 (Representing 2/9 districts)</li> <li>• DIBELS Mentors: 1 (representing 1/9 districts)</li> <li>• AIMSweb LAMs: 0</li> <li>• Early Warning Signs Familiarity: 0</li> <li>• Countywide Data System Knowledge: 9 (representing 9/9 districts)</li> </ul>		<ul style="list-style-type: none"> <li>• To support local districts in developing capacity in the use of program quality and outcome measures and data systems.</li> <li>• To have an identified person at each local district who is responsible for overseeing the data collection and management of all</li> </ul>	<ul style="list-style-type: none"> <li>• The ISD Implementation Team will receive guidance and support from MiBLSi to assist in determining how best to develop local capacity that goes beyond stand-alone trainings.</li> <li>• The behavior consultants will provide an overview of the SRSS (what it is, how to use it, when to administer, how to interpret data). Supports will be provided to model how best to apply the SRSS to problem-solving at multiple levels of the system (school, grade, classroom, individual student)</li> <li>• The reading consultants will work with a cadre of local district staff to develop fluency around the AIMSweb data</li> </ul>	<p>January, 2013</p> <p>August, 2013</p> <p>August, 2013</p>

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			data systems and measurement schedules	system. Further training and supports will be provided.	
<b>Providing Evaluation/ Measurement Supports</b>	<ul style="list-style-type: none"> <li>The ISD currently provides support for the countywide database through the technology department. There is one person identified to provide technical assistance.</li> </ul>	1.0 FTE	<ul style="list-style-type: none"> <li>To provide data coordination and management supports to all of our local districts in collection, analysis and use of program quality data, outcome data, Early Warning Signs indicators, curriculum based measurements, and the countywide data system.</li> </ul>	<ul style="list-style-type: none"> <li>The ISD will develop a system to support local district data system coordinators. There will be 1-2 individuals identified by the local districts to support data coordination.</li> </ul>	April 2013
<b>Developing Leadership Supports</b>	<p><b>Internal:</b></p> <ul style="list-style-type: none"> <li>Although our ISD has not used the consultants and school psychologists to develop leadership supports through deepening personal knowledge around the coordination and management of initiatives, their roles can be broadened to provide opportunities to have face time with the Liaison and other “leaders” to deepen knowledge.</li> <li>The Liaison’s knowledge will be deepened in order to be the main conduit to deepen the knowledge of</li> </ul>		<ul style="list-style-type: none"> <li>To ensure sufficient capacity exists to develop leadership supports necessary for leading implementation efforts.</li> </ul>	<ul style="list-style-type: none"> <li>There are several layers of leadership that need developing as ISD engages in MTSS implementation. They are as follows:                             <ul style="list-style-type: none"> <li>o Cabinet members</li> <li>o MTSS Coordinator(s)</li> <li>o Implementation Team members</li> <li>o Other ISD department administrators</li> </ul> </li> <li>MiBLSi supports will be utilized to deepen the knowledge of the MTSS Coordinator(s) and Implementation Team members.</li> <li>A self-assessment will be completed to assist in developing areas of strength and need for the MTSS Coordinator(s)</li> </ul>	On-going but more intentional January, 2013-May, 2013

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	the cabinet.			and Implementation Team members knowing that each do not necessarily need to have equal knowledge in all areas. MiBLSi technical assistance will be requested.	
	<p><b>External</b></p> <ul style="list-style-type: none"> <li>There isn't a formal mechanism to systematically build the knowledge of the leadership driver within the county/region. There have been countywide principal's meetings, curriculum council meetings, superintendent meetings, special education director meetings, and business official meetings; however, the agendas have not addressed how MTSS impacts each of the areas of the organization.</li> </ul>		<ul style="list-style-type: none"> <li>To systematically deepen knowledge of all facets of leadership within the constituent districts.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with the Superintendent, Director of Special Education, and Director of Finance to determine how best to deepen knowledge around MTSS based on their various leadership roles.</li> <li>Participate in portions of the Superintendent's Roundtable meetings to share data relative to MTSS. Participation does not have to be long or every month. Small incremental change in the degree of knowledge superintendents have will result in positive outcomes.</li> </ul>	April, 2013-on-going