



Intermediate Unit Capacity Assessment

St. Martin, K., Goodman, S., & Harms, A., LeVesseur, C. A. (2013). *Intermediate Unit Capacity Assessment*. Unpublished instrument, Michigan Department of Education, Lansing, MI.

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Intermediate Unit Capacity Assessment Contributors:

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Based on the District Capacity Assessment (DCA) for Scaling up of Evidence-based Practices. Duda, M.A, Ingram-West, K., Tadesco, M., Putnam, D., Buenerostro, M., Chaparro, E. & Horner, R. (2012). District Capacity Assessment, University of North Carolina, Chapel Hill.



Background

Michigan's state educational system utilizes Intermediate School Districts (ISDs) that provide support to Local Education Agencies (LEAs). These intermediate units function as an organizational level between the State Educational Agency and the LEA. By operationalizing priorities from the state, the intermediate units enable school districts to operate more efficiently and improve their student outcomes.

The *capacity* of an ISD to facilitate LEA implementation of evidence-based practices refers to the organization, procedures, and systems that exist at the ISD level and have a direct effect on the success of district leadership teams to adopt and sustain evidence-based practices. The ISD often provides a continuum of supports to LEAs. Some LEAs are small with limited resources and depend upon the ISD directly for professional development and technical assistance. With larger districts, the ISD may work to develop local capacity so the district can in turn, provide professional development and technical assistance to its schools.

Introduction to the IUCA

Purpose:

1. The primary purpose of the Intermediate Unit Capacity Assessment (IUCA) is to assist ISDs with implementing a Multi-Tier System of Supports (MTSS) so that all schools within the ISD can improve their students' academic and behavioral outcomes.
2. The IUCA is a tool the ISD Implementation Team can use to annually self-assess the need for capacity building at the ISD level and assess the impact and improvement of capacity development efforts. IUCA items address structures, procedures, and activities an ISD Implementation Team will engage in as they develop their internal capacity and prepare to support the development of their LEAs' capacity to implement evidence-based practices within a MTSS model.
3. The ISD Implementation Team can use the results from the IUCA to develop a plan for improving the ISD's capacity along a continuum of direct and indirect supports for local implementation of MTSS.
4. The results will also be used by MiBLSi to inform statewide decision-making around improvement of ISD capacity, to evaluate the impact of MiBLSi supports, and for planning strategic supports to ISDs partnering with MiBLSi to sustain and scale up MTSS implementation.
5. The IUCA will also be linked to a set of interim checklist tools to monitor progress toward the development of local capacity for the implementation of MTSS.

IUCA Components (Implementation Drivers):

Leadership, Organizational Environment, and Competency implementation drivers informed the development of the IUCA.

1. **Leadership:** mechanisms to develop support structures and systems to support MTSS practices. Leadership Drivers include the following:
 - a. Vision
 - b. Management/Coordination
 - c. Facilitative Administration
2. **Organizational Environment:** mechanisms to create and sustain hospitable organizational environments and systems for individuals to be able to effectively fulfill their roles and responsibilities for MTSS support. Organizational Environment Drivers include the following:
 - a. Decision Support Data System
 - b. Information
 - c. Resources
 - d. Feedback



3. Competency: mechanisms that help to develop, improve, and sustain one's ability to implement a practice/intervention to benefit students. Competency Drivers include the following:
 - a. Selection
 - b. Training
 - c. Coaching

Intended Participants:

The IUCA is completed by at least 3 members of the ISD Implementation Team (who have been trained in IUCA completion), and with the support of a trained IUCA facilitator (typically a MiBLSi project staff member).

ISDs just launching efforts to develop their capacity to support MTSS may use the IUCA to assess entry status and action planning. ISDs that have been actively engaged in efforts to improve their capacity to implement evidence-based practices may choose to use the IUCA to build action plans and to assess if action plan efforts are resulting in change.

Schedule of IUCA Administration

The IUCA is typically completed in the spring and the results are used to develop an implementation plan to improve areas of need for the following school year. It is acceptable, however, for an ISD to complete the IUCA at any point during the year that would help achieve targeted functions and purposes.

Preparation for the IUCA and Administration

Prior to completing the IUCA, the ISD Implementation Team should make sure the following are in place:

1. The Team has been trained on what the IUCA is and how to complete it.
2. The Team has agreed to the time commitment necessary to complete the IUCA.
3. The Team has direct access to someone who can help clarify items and answer other questions while the team completes the IUCA.
4. Previously completed IUCA data/forms are available for reference.
5. Blank copies (paper or electronic) are accessible to all respondents.

Given the importance of the process and the complexity of the items, the anticipated duration to complete the IUCA and develop an action plan is **two to three hours**. Exact times will depend on the number of individuals participating in the IUCA and the familiarity of the team with the instrument and the process. The first implementation of the IUCA typically takes more time than later administrations.

1. An ISD administering their first IUCA should allocate up to three hours to complete the IUCA and develop an action plan; if more time is needed, it is recommended that a follow-up meeting be scheduled.
2. An ISD with (1) a team that has already done the IUCA in the past, and (2) has an active implementation plan, should allocate up to two hours to complete the IUCA.
3. ISDs may develop an action plan after the entire IUCA has been administered and scored, or alternatively, an ISD may consider administering, scoring, and developing immediate and short-term activities for each subsection at consecutive intervals, with the intent to divide the amount of work time and improve productivity.



Outcomes from the IUCA Completion

Upon completion of the IUCA, results will yield Item Scores, Subscale Scores (based on the implementation driver categories) and a Total Score. ISD Implementation Teams will use the results to develop immediate and short-term activities to improve ISD capacity to support LEAs in the implementation of MTSS with fidelity and durability. These action items should be integrated into the ISD implementation support plan.

Glossary of Terms

- **MiBLSi:** Michigan's Integrated Behavior and Learning Support initiative-creates capacity for an integrated behavior and reading Multi-Tier System of Supports that can be implemented with fidelity, is sustainable over time and utilizes data-based decision making at all levels of implementation so students become better readers with the social skills necessary for success.
- **DCA:** District Capacity Assessment. An evaluation tool used to assess need for capacity building at the District Level, plan for improving District Capacity to implement Evidence-based Practices, and assess changes in capacity as a result of development efforts.
- **DMCA:** District MTSS Capacity Assessment. An evaluation tool used to assist districts with implementing a multi-tier system of supports, assessing the need for capacity building at the district level and changes in capacity as a result of development efforts.
- **ASSIST:** Adaptive System of School Improvement Support Tools. An online statewide consolidated school and system improvement process/tool designed to support schools and school systems in translating state goals, annual targets and strategies into specific actions at the system, school, classroom and student levels.
- **Cabinet leadership:** Individuals with executive leadership within the ISD. Sometimes called the administrative council
- **Capacity building:** Process for developing local competencies and structures to implement MTSS practices with fidelity that will endure over time
- **Coaching:** A process that facilitates educational personnel individually or as a member of a team to implement effective practices with fidelity and durability
 - **Practice-level coaching:** Coaching an individual on a specific practice that improves the individual's competency in providing that practice. (Sometimes called instructional coaching)
 - **System-level coaching:** Coaching a team to improve the quality and effectiveness of the team in developing the organization
- **Direct service:** Application of practices provided directly to receivers of these practices
- **Evidence-based practice:** A strategy or activity set that has been documented as effective for a specific population through research methodology
- **Impact data:** Information that describes the effect on receivers and the organization (e.g., teachers, administrators, and students) through the application of research-based practices
- **Implementation data:** Information that describes how well a practice is implemented (e.g., fidelity, implementation stage)
- **LEA:** Local Education Agency. This is the local school district
- **Management structure:** The identification of individual functions and procedures in providing guidance and coordination for the implementation of MTSS practices. The individuals providing



guidance and coordination for implementation fall within two groups: (1) Cabinet Leadership Team and (2) Implementation Team

- **MTSS:** Multi-Tier System of Supports. An integrated, multi-tier system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners.
- **MTSS implementation plan:** A documented set of goals, objectives, strategies and activities that includes procedures, timelines, and resources needed to implement MTSS
- **MTSS practices:** The strategies and procedures that are applied within a multi-tier system of supports
- **MTSS warehouse:** A compilation of essential documents (e.g., previous IUCA scores, MTSS implementation plan) that provide direction in outlining the plan to implement MTSS within a school, across the district, and across the county or region
- **PEP-PIP:** Policy Enabled Practice and Practice Informed Policy. A feedback cycle used by organizations across the cascading levels of a system. The purpose is to identify and remove barriers to implementation while facilitating the implementation of evidence-based practices
- **Policy:** A written plan intended to influence and determine decisions and actions
- **Professional growth plan:** A plan used to customize and enhance professional development and learning targets based on individual roles/responsibilities, strengths, and needs
- **Selection information:** Data and knowledge that are used to select the right practice to address need given the context, or to choose the right people for roles to support MTSS
- **Technical assistance:** Providing support to address a specific problem identified by the request for assistance. This assistance utilizes technical expertise to address the problem, through a short term or predetermined duration of support
- **Two-pronged approach:** Refers to the process of collecting and analyzing both implementation and impact data
- **Written practice/process:** A documented course of action that is intended to be implemented



Intermediate Unit Capacity Assessment

ISD: _____

Date: _____

Implementation Team Members:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Directions

1. Assign roles and responsibilities:
 - Facilitator
 - Ensures team members are equally engaged throughout the process by reading the items, and encourages and acknowledges all members
 - Gathers input related to the rating and evidence that supports the rating
 - Gains consensus from team members for the rating of each item
 - Respectfully tables lengthy conversations on items in order to have sufficient time to complete the assessment
 - Recorder
 - Identifies the ISD name, date, and names of Implementation Team members
 - Records scores for each item based on consensus from team members
 - Completes the Score Sheet located on the last page
 - Highlights any of the Indicators of Full Implementation that are true for the ISD Implementation Team
 - Records any additional evidence
 - Provides MiBLSi with a copy of the entire completed document
 - Time keeper
 - Determines in collaboration with the facilitator and team members when to notify the team of time remaining (e.g., half-way, 15 minutes remaining, etc.)
 - Ensures all team members are aware of the allotted time to complete the measure
 - Team member
 - Actively contributes to the process
 - Manage air time so all voices can be heard
 - Agree to table conversations about items or Indicators of Full Implementation that prevent the team from moving forward
 - Arrive at consensus on ratings
 - Assist in developing strategies and activities to address areas of need revealed by the measure



2. For each of the 28 items on the IUCA, read the item and the corresponding indicators of full implementation. Items marked **bold** are high leverage items that should be given priority when developing an action plan based on the IUCA results.
 - The team should decide in advance whether to read each item and indicators aloud as a group or silently and individually.
3. Each item has a value of 0, 1, or 2 to indicate the level of implementation:
 - 0 = Not in Place
 - 1 = Partially in Place
 - 2 = Fully in PlaceWhen team members are in disagreement on an appropriate value, use the lower score.
4. Discuss any evidence that supports a rating of 0, 1, or 2 for each item and document additional supporting evidence:
 - The team should base their evidence on team outcomes and, if specified, district-level outcomes (e.g. other staff performance, activities).
 - If permanent products or deliverables are not available, participants' perceptions should be used when determining an appropriate response.
 - The recorder will circle or highlight any of the indicators of full implementation that are true for the ISD Implementation Team.
 - When additional evidence exists for an item but is absent from the indicators rubric, please denote in the Additional Evidence and Notes section.
 - If a note is warranted, please denote in the Additional Evidence and Notes section.
5. The recorder will circle the appropriate score for each item based on team consensus. The score will be recorded in two places: next to the description of each item and also in the Score Summary Sheet on the last page of this document.
6. After all items have been rated, calculate the subscales and total scores on the Score Summary Sheet.
7. Upon completion of the Score Summary Sheet, use the results from the total, subscale, and item scores to develop short-term and intermediate activities to improve ISD capacity to support LEAs in the implementation of MTSS with fidelity and durability. These action items should be integrated into the ISD implementation support plan.

Leadership Driver

A. Vision								
EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION							
<p>1. ISD MTSS implementation plan is associated with a long-term vision of developing capacity for MTSS implementation over time and aligns with all components required within the ASSIST platform.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <th colspan="3" style="padding: 2px;">Indicate Team Rating:</th> </tr> <tr> <td style="padding: 5px;">0 Not in Place</td> <td style="padding: 5px;">1 Partially in Place</td> <td style="padding: 5px;">2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> ISD implementation plan includes the following components: goal(s), objective(s), strategies, and activities related to capacity. The plan aligns with the school improvement plan structure of the ASSIST platform. Goals, objectives, strategies and activities are logical given the needs within the ISD. The plan encompasses at least 2 academic years. The plan is based on the vision and priorities established by ISD executive leaders (cabinet) <p>Additional Evidence and Notes:</p>	
Indicate Team Rating:								
0 Not in Place	1 Partially in Place	2 Fully in Place						
<p>2. ISD follows a written process for integrating multiple initiatives/practices to avoid confusion, silos, and duplication of effort.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <th colspan="3" style="padding: 2px;">Indicate Team Rating:</th> </tr> <tr> <td style="padding: 5px;">0 Not in Place</td> <td style="padding: 5px;">1 Partially in Place</td> <td style="padding: 5px;">2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> MTSS is intentionally braided into initiatives/practices so internal ISD staff and external LEA staff see the integration rather than view each initiative/practices as separate. The implementation team establishes a process for braiding initiatives/practices. <p>Additional Evidence and Notes:</p>	
Indicate Team Rating:								
0 Not in Place	1 Partially in Place	2 Fully in Place						



<p>3. ISD has and enacts a formal procedure for selecting initiatives/practices that are evidence-based and integrated/aligned with the ISD vision for MTSS.</p> <table border="1" data-bbox="212 338 583 564"> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> The Implementation Team has a procedure for selecting evidence-based practices that requires thoughtful analysis of the following variables: need, fit, resources, evidence, readiness for replication, capacity to implement. The procedure is documented (written and accessible). The procedure is consistently used. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

B. Management/Coordination							
EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>4. The ISD Implementation team includes a cabinet level liaison with executive leadership authority that actively communicates with the cabinet to keep the MTSS work visible and a priority.</p> <table border="1" data-bbox="212 1287 583 1514"> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> The Implementation Team includes an executive leadership liaison that has authority within the ISD for allocation of resources (e.g., time, people, funding) to support the MTSS work that either are occurring or will occur within the LEAs. Those with leadership authority are typically in attendance at all Implementation Team meetings for the duration of the meeting. If attendance is not possible, there is a clear way for communication to continue to move forward and for actionable items to be addressed. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>5. The ISD Implementation Team actively monitors implementation of the ISD plan.</p> <table border="1" data-bbox="212 365 583 590"> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> The Implementation Team reviews the status of the MTSS implementation plan activities, strategies, objectives and goals at monthly team meetings. The Implementation Team understands the current status of implementation support efforts and plans proactively to ensure that adequate resources (time, people, money, materials, tools) are being deployed to support on time implementation of the plan as intended. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					
<p>6. ISD Implementation Team includes an identified MTSS coordinator (or coordinators) who takes a lead role in assisting the team to meet, process, and manage implementation tasks.</p> <table border="1" data-bbox="212 1148 583 1373"> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> Individual(s) were identified and authorized by ISD superintendent to provide MTSS coordination. Roles and responsibilities were identified and support the work of the Implementation Team. Adequate time is allocated for MTSS coordination to occur. Adequate time can be determined by analyzing whether critical tasks and activities that are assigned to individual(s) providing coordination actually get accomplished within the specified timeline. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					



EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>7. ISD Implementation Team meets in person at least monthly.</p> <table border="1" data-bbox="212 327 583 554"> <tr> <td colspan="3">Indicate Team Rating:</td> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> A meeting schedule is created for the year that specifies the dates and times for the team to meet. All team members are consistently present for the duration of all meetings. As the work warrants, additional time is allocated to accomplish the necessary tasks and activities as specified in the implementation plan. The number of meetings required to accomplish the work is flexible, based on need and the stage of implementation. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					
<p>8. ISD has a multi-year budget for the allocation of resources to support the MTSS implementation plan.</p> <table border="1" data-bbox="212 1035 583 1226"> <tr> <td colspan="3">Indicate Team Rating:</td> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> The Liaison works with the cabinet (executive leadership) of the ISD to determine what fiscal resources need to be allocated to support the activities outlined in the implementation plan. This might mean a variety of things like personnel who are responsible for supporting the work, off-setting the costs associated with the data systems LEA's use, programs, or materials. ISD staff has responsibilities shifted from their existing workload to make adequate time for their MTSS defined activities to be implemented as intended. The shifting of responsibilities could require hiring additional staff or prioritizing work; all of which are important decisions for the Liaison and other members of the cabinet. Examples of responsibilities that are shifted and reflected in revised job descriptions: <ul style="list-style-type: none"> MTSS coordination Coaching Training <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>9. ISD Implementation Team has a process for using ISD, LEA, and school-level data to continuously improve the ISD’s MTSS implementation supports.</p> <table border="1" data-bbox="212 394 583 590"> <tr> <td colspan="3">Indicate Team Rating:</td> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • Feedback is used for continuous improvement efforts to revise implementation supports. • The process consists of the following steps: <ul style="list-style-type: none"> ○ Gather relevant data, which includes information about ISD and district capacity, quality of supports to districts, school-level implementation fidelity, and student outcomes. ○ Study the data with Implementation Team members in order to evaluate the quality of implementation, impact, and progress towards achieving goals and objectives. ○ Plan any necessary modification to the ISD implementation plan’s strategies and activities within the ASSIST Platform. Ensure alignment between the ISD’s modified plan and local district improvement plans. ○ Do follow-through on the adjustments to the plan. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					
<p>10. ISD Implementation Team uses ISD, LEA, and school-level data at least three times per year to evaluate ISD supports.</p> <table border="1" data-bbox="212 1373 583 1568"> <tr> <td colspan="3">Indicate Team Rating:</td> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • Team members engage in regular, systematic problem solving to determine if the supports the ISD is providing (e.g.. training, coaching, measurement, and evaluation supports) are resulting in LEAs achieving the intended outcomes. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					



EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>11. Within the last school year, the ISD Implementation Team has reported to the ISD school board/community stakeholders on a regular basis (e.g., at least once every six months.) for the purpose of ensuring visibility and political support for the ISD’s MTSS work.</p> <table border="1" data-bbox="212 457 583 648"> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • “Stakeholders” are identified by the Implementation Team to ensure necessary groups are communicated with on a regular basis. • There are regularly scheduled times for the Implementation Team to provide reports to the ISD School Board and identified stakeholders. The schedule is developed ahead of time. • There is follow-through with the schedule for communicating with the ISD School Board and stakeholder groups. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					
<p>12. All reports to the cabinet administration and ISD school board/community stakeholders include critical information about implementation and impact.</p> <table border="1" data-bbox="212 1020 583 1211"> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • The Implementation Team created a standard template to report information to the board and stakeholder groups. • The template includes: <ul style="list-style-type: none"> ○ The number and names of LEA’s the ISD is collaborating with for a deeper level of MTSS implementation ○ ISD implementation capacity that is being developed ○ LEA implementation capacity that is being developed; ○ The impact of the supports the ISD is providing to LEA’s and the resulting implementation fidelity and student outcomes. ○ There is also an opportunity within the template to discuss the readiness activities that are occurring with LEAs who are in the exploration stage for considering the benefits and risks of engaging in a deeper level of MTSS implementation. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

C. Facilitative Administration

EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>13. The ISD utilizes a formal process to identify and address barriers to support the MTSS work at the ISD (e.g., Policy Enhanced Practice-Practice Informed Policy cycles (PEP-PIP)).</p> <table border="1" data-bbox="203 478 574 674"> <tr> <td colspan="3">Indicate Team Rating:</td> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • The Implementation Team utilizes a process to identify and gather barriers that are impeding follow-through on the implementation plan and attainment of goals and objectives. The process includes mechanisms to: <ul style="list-style-type: none"> ○ Quickly and efficiently identify the barriers. ○ Identify the individuals needed to problem-solving how to address and remove the barriers. ○ Communicate the actions that were taken to remove barriers • The Liaison works with the executive leaders within the ISD cabinet to remove the barriers that have been identified and then communicates the actions that were taken to remove the barriers. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

Organizational Environment Driver

D. Decision Support Data System

EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>14. ISD Implementation Team has and uses valid and reliable measures for evaluating implementation and impact of MTSS practices (ISD, district, and school level).</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <th colspan="3" style="padding: 2px;">Indicate Team Rating:</th> </tr> <tr> <td style="padding: 5px;">0 Not in Place</td> <td style="padding: 5px;">1 Partially in Place</td> <td style="padding: 5px;">2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> Although the IUCA and DMCA are in a stage of development and validation, in the absence of other validated tools, the measures focus on developing capacity keeping the three-implementation drivers in mind. Implementation and impact measures used within an integrated reading and behavior model that have evidence of reliability and validity are used. Examples include: <ul style="list-style-type: none"> Benchmarks of Quality PBIS Self Assessment Survey Student Risk Screening Scale Benchmarks for Advanced Tiers Planning and Evaluation Tool-Revised (elementary) School-Wide Evaluation and Planning Tool (middle and high school) DIBELS and AIMSweb <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					
<p>15. ISD Implementation Team has a written assessment plan for gathering and analyzing ISD, district and school data.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <th colspan="3" style="padding: 2px;">Indicate Team Rating:</th> </tr> <tr> <td style="padding: 5px;">0 Not in Place</td> <td style="padding: 5px;">1 Partially in Place</td> <td style="padding: 5px;">2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> The assessment plan includes the following features: <ul style="list-style-type: none"> All measures necessary to fully evaluate implementation and impact for the identified MTSS priorities. When the data needs to be collected. Person(s) responsible for gathering and submitting the data. How to complete and submit the data. When the data will be analyzed. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>16. ISD Implementation Team has a mechanism to access, centrally store, and generate reports on ISD, district- and school-level data.</p> <table border="1" data-bbox="203 331 573 527"> <thead> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 Not in Place</td> <td style="text-align: center;">1 Partially in Place</td> <td style="text-align: center;">2 Fully in Place</td> </tr> </tbody> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • The ISD Implementation Team has a mechanism for accessing all ISD, district, and school-level data necessary to fully evaluate implementation and impact for the identified MTSS priorities. There are many benefits to gathering available data from all schools in each LEA, regardless of the school's stage of implementation. • The data system (e.g., data warehouse) allows for the generation of aggregated data across the LEAs and schools that are being supported for a deeper level of MTSS implementation including the ability to cross-reference multiple measures in one report. • The ISD has a data-sharing agreement with the local districts that provides the ISD with permission to access their data. • All ISD Implementation Team members can access the data system and are provided with an appropriate level of access. • The system allows for efficient creation of data summaries and reports. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					



E. Information

EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>17. ISD staff that are supporting MTSS implementation have a clear understanding of their role, activities and work in supporting MTSS practices.</p> <table border="1" data-bbox="191 457 561 651"> <thead> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 Not in Place</td> <td style="text-align: center;">1 Partially in Place</td> <td style="text-align: center;">2 Fully in Place</td> </tr> </tbody> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • Examples of ISD staff roles involved in supporting MTSS implementation might include the following across both general and special education: <ul style="list-style-type: none"> ○ Executive leadership/cabinet ○ MTSS implementation team members ○ Trainers ○ Coaches ○ Consultants ○ Department Supervisors ○ Support Staff ○ Business Office Staff • All ISD staff that are supporting MTSS implementation understand their role and both the unique and collective contributions that they make to support MTSS. This means that they can translate the strategies and activities of the implementation plan into the specific implications for their role in supporting MTSS implementation. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

F. Resources

EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>18. ISD Implementation Team has allocated adequate time to develop, implement, and manage the MTSS Implementation Plan.</p> <table border="1" data-bbox="203 401 573 625"> <tr> <td colspan="3">Indicate Team Rating:</td> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> The team uses their monthly meeting structure in addition to technical assistance sessions provided by MiBLSi to understand the components necessary for an implementation plan. The time allocated is sufficient because it results in completing the plan in a timely manner. The strategies and activities encompassed within the plan are implemented by the identified individual(s) and within the specified timeline. The plan is managed by keeping record of the activities that are completed, barriers impeding the implementation of components of the plan and resources needed to address the removal of the barriers. The management of the plan is primarily done by the individual(s) providing MTSS coordination in conjunction with frequent communication with the Liaison. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					
<p>19. ISD staff responsible for supporting aspects of the MTSS implementation plan have adequate time allocated to develop their individual competency in order to fully support MTSS data/systems/practices.</p> <table border="1" data-bbox="203 1335 573 1560"> <tr> <td colspan="3">Indicate Team Rating:</td> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> The time allocated is sufficient because it results in successful individual performance of their MTSS related responsibilities. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>20. Tools and materials needed to effectively carry out the ISD implementation plan are available and easily accessible for all ISD staff that are supporting MTSS implementation.</p> <table border="1" data-bbox="203 401 573 594"> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • Examples of ISD staff roles involved in supporting MTSS implementation might include the following across both general and special education: <ul style="list-style-type: none"> ○ Executive leadership/cabinet ○ MTSS implementation team members ○ Trainers ○ Coaches ○ Consultants ○ Department Supervisors ○ Support Staff ○ Business Office Staff • Necessary tools and materials include: <ul style="list-style-type: none"> ○ Items that inform the components of the implementation plan (e.g., vision, operational definitions of the critical features of MTSS, process for determining LEA readiness) ○ Tools and materials identified in the implementation plan (e.g., value-added documents, guided notes for meeting with districts, practice profiles, training materials, on-line modules, etc.) • A central location for storing important materials and resources for building the ISD's MTSS model that are developed by the team is used on a regular basis. Examples for storing resources: <ul style="list-style-type: none"> ○ Dropbox ○ Shared drive • Team members can successfully access and navigate the warehouse documents. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					
<p>21. Effective team meeting structures/process are in place to allow for efficient and effective management/coordination of the MTSS Implementation Plan.</p> <table border="1" data-bbox="203 1514 573 1707"> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • The implementation team agrees on a meeting structure/process that includes: <ul style="list-style-type: none"> ○ Defined roles and responsibilities (facilitator ○ Note-taker, time keeper) ○ Meeting norms ○ Standard agenda • The team consistently utilizes the agreed upon meeting structure/process • Meetings are outcome oriented and result in the completion of agenda items. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

G. Feedback

EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>22. The ISD consistently utilizes a mutually agreed upon and transparent process for ensuring ISD staff have access to regular feedback on their performance as it relates to supporting MTSS work.</p> <table border="1" data-bbox="203 485 573 680"> <thead> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> </thead> <tbody> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </tbody> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • Staff are proactively oriented to the performance feedback process. • Feedback is regular, timely, and actionable. • Feedback and measures focus on competence. • The performance feedback process is seen as a source of data to improve quality; not a punitive process <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					
<p>23. MTSS roles, functions, and performance standards are appropriately integrated into the educator evaluation process of the ISD for staff who are involved in MTSS implementation supports.</p> <table border="1" data-bbox="203 1001 573 1197"> <thead> <tr> <th colspan="3">Indicate Team Rating:</th> </tr> </thead> <tbody> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </tbody> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • The performance feedback process for MTSS related work is aligned to and integrated with the ISD's procedures for educator evaluation. • This process takes into account reasonable expectations for staff impact on student outcomes as related to their role in supporting MTSS implementation. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

Competency Driver

H. Selection

EVALUATION CRITERIA

24. ISD follows a formal process for *recruiting and selecting* existing personnel and new staff who will be assigned to assist with the MTSS work are qualified to support and provide technical assistance to LEAs developing capacity for MTSS implementation.

Indicate Team Rating:		
0 Not in Place	1 Partially in Place	2 Fully in Place

INDICATORS OF FULL IMPLEMENTATION

- The Implementation Team developed selection criteria that operationally define the preferred skillsets and responsibilities necessary to effectively demonstrate the role.
- The interview process (for selecting existing personnel who are seeking a new and/or different positions within the ISD as well as hiring new staff) includes a combination of methods that are designed to screen potential candidates and ultimately, find the individual that is best suited for the position.

Best practice interview methods may include but are not limited to:

- Assignment(s): provided to the candidate(s) in advance.
- Role-play: requires individual(s) to actually play the part they are trying to role-play. Feedback is provided to the candidate highlighting areas of strength and need. The candidate's receptivity to feedback and ability to incorporate the feedback into the remaining interview questions (if applicable) are important things to document.
- Standard interview questions.

Additional Evidence and Notes:



EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>25. Selection information is used by appropriate ISD department leadership and staff to identify targeted competency development needed for new and existing personnel who are assigned to assist in the MTSS work to effectively support MTSS implementation.</p> <table border="1" data-bbox="170 569 542 760"> <tr> <td colspan="3">Indicate Team Rating:</td> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> ISD leadership and appropriate staff (e.g., Implementation Team, ancillary staff, consultants, etc.) recognize it might not be feasible for a candidate to effectively demonstrate all of the skills necessary for the job they have been selected to do. Based on the information gleaned during the selection process, areas of need are identified for targeted training supports. ISD leadership and appropriate staff (e.g., Implementation Team, ancillary staff, consultants, etc.) also recognize that all staff (team members and broader ISD staff included) cannot possibly know all there is to know related to MTSS implementation. Consequently, targeted training supports are required for all staff to continuously deepen individuals' knowledge. An individual development plan (IDP) is established for individuals working in new positions that provides a roadmap of areas that need skill development and the venue in which they will be developed (e.g., attendance at a conference, on-line modules, reading a book or articles) The IDP includes indicators of growth / success that are measured using a combination of self-reporting, observation, and / or product review <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					
<p>26. ISD Implementation Team uses information from the current selection process to continuously improve future selection processes.</p> <table border="1" data-bbox="170 1476 542 1667"> <tr> <td colspan="3">Indicate Team Rating:</td> </tr> <tr> <td>0 Not in Place</td> <td>1 Partially in Place</td> <td>2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> The team reviews the interview process (e.g., assignment, questions, role-plays and scenarios) to determine if all components are still applicable.(e.g., assignment, questions, role-plays and scenarios). Reflection on the complexities of the position occurs. The team reviews the existing interview process to determine if the complexities are addressed in the process. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

I. Training

EVALUATION CRITERIA

27. ISD provides opportunities for on-going training for ISD staff to fulfill their role in supporting implementation in specific MTSS data/systems/practices.

Indicate Team Rating:		
0 Not in Place	1 Partially in Place	2 Fully in Place

INDICATORS OF FULL IMPLEMENTATION

- The team develops a process for how to accurately determine specific areas team members and staff need to deepen knowledge in MTSS data/systems/practices.
- Based on the needs, the team develops a plan for how to address the continuum of needs. The plan may include on-site training provided by another ISD consultant who already has the skillset, contracting with someone to come to the ISD to provide the needed training or send people to a conference that is aligned with the identified need. Accessing on-line modules and reading specific articles and books are also mechanisms staff can use to deepen their knowledge.
- This process is done proactively and is aligned with the ISD's MTSS implementation plan. For example, if the ISD has identified a long-range goal for collaborating LEA's to work on developing data, systems, and practices to effectively support students needing tier 2/3 reading supports, it would be important 1-2 years ahead of that goal to begin determining areas of need. This window of time allows for thoughtful planning for providing skill development as well as time for the individual(s) who will be supporting the data, systems, and practices to apply their learning.

Additional Evidence and Notes:

J. Coaching

EVALUATION CRITERIA	INDICATORS OF FULL IMPLEMENTATION						
<p>28. ISD provides opportunities for on-going coaching support for ISD staff to fulfill their role in supporting implementation in specific MTSS data / systems / practices</p> <table border="1" data-bbox="183 453 553 646"> <tr> <td colspan="3" data-bbox="183 453 553 489">Indicate Team Rating:</td> </tr> <tr> <td data-bbox="183 489 313 646">0 Not in Place</td> <td data-bbox="313 489 443 646">1 Partially in Place</td> <td data-bbox="443 489 553 646">2 Fully in Place</td> </tr> </table>	Indicate Team Rating:			0 Not in Place	1 Partially in Place	2 Fully in Place	<ul style="list-style-type: none"> • The team ensures staff: <ul style="list-style-type: none"> ○ Understands what district-level supports should look like along the continuum of implementation (e.g., expected, emerging, unacceptable, and harmful). ○ Have a common understanding of the MTSS practices the district is working to support implementation. Although the depth of knowledge doesn't need to be at an expert-level, it would be difficult to coach a district Implementation Team in how to effectively support implementation if there isn't adequate knowledge of the practices. • To support coaching at the building level, the team has defined the conditions necessary when the ISD would be responsible for providing "direct service" for building-level coaching. • There is also a commonly understood definition of the type of coaching that is being provided: systems-level coaching vs. practice-level coaching. The team is clear about what level of direct-service coaching support they have the capacity to provide. • Areas of need relative to coaching at both the district Implementation Team level and building level are noted. <p>Additional Evidence and Notes:</p>
Indicate Team Rating:							
0 Not in Place	1 Partially in Place	2 Fully in Place					

Intermediate Unit Capacity Assessment (IUCA)

Score Summary Sheet

Driver/Subscale		Sum	Percentage
LEADERSHIP			
A. Vision		/6	%
<i>Item</i>	<i>Score</i>		
1.			
2.			
3.			
B. Management/Coordination		/18	%
<i>Item</i>	<i>Score</i>		
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
C. Facilitative Administration		/2	%
<i>Item</i>	<i>Score</i>		
13.			
Leadership		/26	%

ORGANIZATIONAL ENVIRONMENT			
D. Decision Support Data System		/6	%
<i>Item</i>	<i>Score</i>		
14.			
15.			
E. Information		/2	%
<i>Item</i>	<i>Score</i>		
17.			

Driver/Subscale		Sum	Percentage
F. Resources		/8	%
<i>Item</i>	<i>Score</i>		
18.			
19.			
20.			
G. Feedback		/4	%
<i>Item</i>	<i>Score</i>		
22.			
Organizational Environment		/20	%

COMPETENCY			
H. Selection		/6	%
<i>Item</i>	<i>Score</i>		
24.			
25.			
I. Training		/2	%
<i>Item</i>	<i>Score</i>		
27.			
J. Coaching		/2	%
<i>Item</i>	<i>Score</i>		
28.			
Competency		/10	%

		Sum	Percentage
TOTAL SCORE		/56	%

