

MDE MTSS Professional Learning Plan

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Innovation Targeted for Professional Learning:

- Multi-Tiered System of Supports (MTSS) as defined by the MDE MTSS Practice Profile

Hours Available for professional learning:

- Five 6.5 hour days for a total of 32.5 hours
- Follow up technical assistance to be provided by ISD Regional Implementation Teams

Target Audience:

- ISD Regional Implementation Teams
- District Implementation Teams
- 2018-2019: ISD Regional and District Implementation Teams in the Transformation Zone

Outcomes Desired:

- Knowledge of MTSS Essential Components as defined in the MDE MTSS Practice Profile
- Necessary skills to apply the MTSS Essential Components as defined in the MTSS Practice Profiles as intended
- Development of a learning community for MTSS
- Continue to foster buy-in for MTSS

Professional Learning Trainer Qualifications & Selection Process:

Qualifications

MDE MTSS Specific:

- MTSS knowledge as defined by MDE MTSS Practice Profile
- Knowledge of evaluation and assessment tools: capacity, fidelity, comprehensive assessment system
- Demonstration of MTSS implementation as intended (i.e., fidelity)
- Belief and modeling of the MTSS philosophy and principles

Effective Professional Learning - Adult Learning Best Practices:

- Knowledge of adult learning principles and best practices (e.g., MDE Professional Learning Standards, Learning Forward)
- Evidence of effective delivery of professional learning
- Experience and ability to collect and use feedback and training effectiveness data
- Ability to pace delivery of professional learning
- Ability to adapt to participants' needs

Other Background Experience, Skillsets and Attributes:

- Knowledge and understanding of MTSS from varied sources such as MiBLSi, PLC via Solution Tree, MI EXCEL, etc.
- Knowledge and understanding of implementation science (i.e., Active Implementation Frameworks)
- Effective organizational and time management skills
- Ability to address and navigate sensitive topics
- Effective communication skills
- Growth mindset
- Ability to cultivate team-based decision making
- Systems thinking
- Cultural competency (i.e., knowledge of local context)

Professional Learning (PL) Trainer Selection Process:

2018-2019 Professional Learning in the Transformation Zone

- Total Number of Trainers: 4-6 Trainers
- Time Commitment for Trainers:
 - 10 days of professional learnings between the two Transformation Zone ISDs
 - At least 2 trainers facilitating each session
 - Partner experienced with less experienced (continuum of experience between the trainers)
 - Continuity within Scope and Sequence by ISD
 - Include potential trainers from MDE and TZ partner ISDs for scale up purposes and they participate in the preparation and evaluation time
 - 5 days of preparation and evaluation time

- Total: 7-10 days per trainer
- Recruit Internally to MDE, MDE TA providers (e.g., MIBLSI), & current Transformation Zone ISD Partners
 - Include dates for training & time commitment
 - Identification of providers by Sept 14th, 2018
 - Communicate with Department Supervisors
 - Potential Trainers Identified to attend training for scale up purposes:
- Review & Select
 - Confirmation of who by September 21st, 2018
 - Liz Newell
 - Mindy Westra
 - Dave Gough (MIBLSI)
 - Potential Trainers Identified to attend training for scale up purposes:
 - Ingham ISD (Thought partner Transformation Zone ISD) recommended:
 - mruh@inghamisd
 - jmcloud@inghamisd.org
 - MDE recommendations:
 - Laural Triebel
 - Lisa Francisco
 - Stephanie Holmes-Webster
 - Rashell Bowerman
 - Lisa Brown
- Preparation of Trainers to be completed by Oct 12th

Future Professional Learning (2019 and on) for Scale Up Purposes:

- Formal Announcement and recruitment to solicit applications
- Review and select a network of trainers (MDE employees, MDE TA Providers, & ISD) for scale up

Fidelity Measurement of Professional Learning Delivery:

Methods to measure fidelity dimensions of quality, adherence, dosage, and participant responsiveness:

- Observation Measure
- Event Evaluation
- Self-report Checklist

Concepts to be Measured by Fidelity Tools

Concepts	Methods to Measure
Ability to make content relevant and connect to local context	Observation & Ask Participants: Event Evaluation
Provides examples of the content in use	Observation & Self-Report
Includes opportunities for participants to practice and/or rehearse	Observation & Self-Report

new skills	
Facilitates opportunities for participants to interact with each other related to training content	Observation & Ask Participants: Event Evaluation
Adheres to agenda and time constraints	Observation & Self-Report
Includes opportunities for participants to reflect on learning	Observation & Ask Participants: Event Evaluation
Engages participants in assessment of their acquisition of knowledge and skills	Observation & Self-report
Details follow-up activities that require participants to apply their learning in a new setting or context	Observation & Self-report
Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)	Observation & Ask Participants: Event Evaluation
Content builds on or relates to participants' previous professional development	Observation & Ask Participants: Event Evaluation
Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	Self-Report
Quickly establishes or builds on previously established rapport with participants	Observation
Provides a description of the training with learning objectives	Observation & Self-Report
Specific content experiences for each Professional Learning event	Self-Report

Process for Collecting & Using Fidelity Data (When, Who, and How):

- Event Evaluation to be completed at each event by Participants
- Professional Learning Trainer completes Self-report Checklist at the end of each event
- Observation Tool to be collected by other trainers
 - Year 1 of Training: Every event
 - Year 2 and on: At least two observations per Professional Learning Trainer
- All fidelity data to be entered and stored in MiMTSS Data System
- All fidelity data to be reviewed by Trainer team to identify needed improvements and supports after each Professional Learning Event
- MTSS Professional Learning Design Group to review results of training fidelity on a **quarterly** basis.

Professional Learning Plan Components:

Essential Components addressed in training	Essential components as identified by the MDE MTSS Practice Profile.
Overarching Learning Outcome and Specific Learning Targets	Identify specific overarching learning outcome and specific learning targets needed to meet it within each module
New Knowledge to be Taught	Identify the specific learning target(s) related to new knowledge being taught. Include the following: <ul style="list-style-type: none"> • Any prerequisite knowledge needed to support the learning target

	<ul style="list-style-type: none"> ● History, theory, and/or rationale related to the learning outcome ● Sequence of information being taught
New Skills to be Taught	<p>Identify the specific learning target(s) related to new skills being taught. Include the following:</p> <ul style="list-style-type: none"> ● Any prerequisite skills required ● Specific steps related to the skills being taught ● Breakdown of the learning target into smaller instructional units, if appropriate
Tools, Resources & Job Aides to Support Learning	<p>Identify any necessary tools learners may need to support implementation back in the district. Be sure to consider each of the identified learning targets from above. When introducing or prompting the use of specific tools, resources or job aides, consider the use of worked examples or real world district and/or school examples.</p>
Assessment Method	<p>What methods will we use to determine learners' understandings and their application of this learning? How will we use formative assessment to guide and adjust our instruction? How will we provide feedback to learners during and at the end of the learning session?</p>
Method for Teaching	<p>How will we engage adult learners?</p> <ul style="list-style-type: none"> ● How will we Activate and Engage learners around the new content? How are we uncovering prior knowledge or preparing learners to receive new knowledge? ● How will we have learners Explore and Discover the new content? How are we delivering the new content? This includes the following: <ul style="list-style-type: none"> ○ Providing a rationale ○ Delivering new content through direct instruction and/or modeling of new skills (I do, We do, You do) ● How will we ask learners to Organize and Integrate this new content into their own learning? What connections are learners making to their prior knowledge/skill(s)? How are learners applying this new knowledge/skill(s)?
Assessment Schedule	<ul style="list-style-type: none"> ● Formative assessment will occur throughout the learning session. Participants will be asked to make their thinking visible through various charting activities and engage in discussion throughout the session. This will provide actionable data allowing the instructor to adjust as necessary. ● Pre and post assessments will be used to determine growth from the beginning of the learning session to the end. ● Perception data will be gathered at the end of the session relating to the effectiveness of the learning activities planned in order to reach the learning targets.

Scope and Sequence:

Considerations:

- The scope and sequence is set up as individual modules that will allow for maximum flexibility in determining how much time needs to be spent in each day of learning and what data will help inform the decision (e.g., DCA, fidelity data, formative assessment)
- Communication is one area that will be revisited throughout all of the modules as well as the specifics of a communication plan and protocol, including addressing barriers will be addressed in the specific module titled Communication and Collaboration
- Integration of implementation science and MTSS essential components in support of the selected effective innovation
- Many examples across a variety of Effective Innovations (e.g., PBIS, reading, math) to be included
- Need to be sure we are making the connections to the District Capacity Assessment (DCA) transparent/explicit
- Need to be sure we include work in between sessions related to the learning
- Need to consider how leverage the work of the Early Warning System happening within the department and across the state
- Need to make the connection to Implementation Science within the scope and sequence explicit for the ISDs and Districts
- ISD team providing ongoing support of the DIT (e.g., RIT) will support the ongoing data review with the DIT (2x year)

Decision rules for developing content:

When choosing between options for use in content or use of specific tools/resources we will look for:

- alignment with the MDE MTSS practice profile and the research that informed the practice profile,
- alignment with implementation science,
- application of adult learning principles, and
- meeting the needs of local context (e.g., needs of Michigan districts)

Year One Scope and Sequence

The focus on the first year of the professional learning is on Tier 1.

Module 1: Setting the Stage for MTSS in the District

- MTSS Essential Components
 - Why including connection to legislation
 - Philosophy underlying the Practice Profile and MTSS Essential Components
 - Guiding Principles underlying the Practice Profile and MTSS Essential Components
- Implementation Science
- Effective Innovation
 - Link to the fidelity measure based on the EI selected

Module 2: Team Formation and Functioning

- Big picture of all of the team structures outlined in the MTSS practice profile and essential components but specific focus on District Implementation Team and Building Implementation Team
 - Use a visual that depicts the teaming structures that exist across the MTSS practice profile (link team structure through the cascade and within the building; support between the different levels) MI Excel (e.g., Teacher Collaborative Team) and MIBLSI (e.g., Grade Level Problem Solving Team); Link to the school-wide essential practices from GELN; EWIMS guide information related to teams (leveraging existing teams)
 - District Implementation Team
 - Role, processes and function (e.g., norms, logistics, decision making procedures)
 - Building Implementation Team
 - Role, processes and function (e.g., norms, logistics, decision making procedures)
- Link to the essential components in the MTSS Practice Profile

Module 3: Communication and Collaboration

- Establishing communication plan that includes structure between specific structures (e.g., DIT and BIT, DIT and ISD, BIT and staff, DIT and Administrative Team) and determining how to assess the effectiveness of the communication structure
- Identifying and addressing implementation barriers
- Link to the essential components in the MTSS Practice Profile

Module 4: Implementation Plan

- Stage-based approach / stages of implementation – Implementation Science
- School readiness work
- Setting the stage for selecting an effective innovation
 - Measure of fidelity related to the effective innovation selected (e.g., R-TFI, SWPBIS TFI)
 - Setting measurable objective related to the fidelity measure and student outcomes for the Implementation Plan
- Link to the essential components in the MTSS Practice Profile

Module 5: Alignment and Selection Processes for Effective Innovation

- Leveraging the use of the essential components in the MTSS Practice Profile as a part of the alignment and selection processes (e.g., allocation of resources for district-wide decisions)
- Inventory of district-wide initiatives and how these may align with the selected EI
- Understanding how to replicate the process for future alignment and selection and deselection within the district related to the selected EI
- Link to the essential components in the MTSS Practice Profile
 - How decisions will be made regarding selection and de-selection of practices and assessments, including the connection to the data around the practice or assessment
 - Hexagon tool concepts come through here
- Program Evaluation Tool (PET) – MDE tool related to school improvement

Module 6: Tiered Delivery System (Tier 1)

- How is high quality instruction defined within a multi-tiered framework?
 - Need to be anchored to Tier 1 – cannot intervene your way out of a Tier 1 need; focus on the system while addressing the needs of the individual student
 - Make the link to the teacher evaluation that the district is using to further support the connection
 - Addressing potential misrules about what MTSS is and that Tier 1 is a part of the Tiered Delivery System (link to the MTSS practice profile – it is one component of the larger concept of MTSS)
- What data do we need to consider (we may not have everything we need) in order to determine if we have high quality instruction within a multi-tiered framework?
- Taking inventory re: what is currently in place (tie it back to alignment in the previous module)?
- Link to the essential components in the MTSS Practice Profile

Module 7: Assessment System

- Types of assessments (formative, interim/benchmark, summative, universal screening, diagnostic, progress monitoring, evaluation) with a specific focus on what is related to Tier 1 – **Need to make sure the final decisions regarding language from MDE**
 - Link to EWS work
 - Link to the essential components in the MTSS Practice Profile
 - Student outcome measures
- District assessment schedule including student outcome and fidelity measures
 - When data are collected
 - When data are analyzed and acted upon
 - Link to requirements from District and School Improvement Plans
- Link to the platform for the data – **Conversations happening within the data and evaluation group within MDE**
- Logistics of data collection including ensure high quality data collection

Module 8: Data-Informed Decision Making

- Fidelity measures
 - Those identified by MDE at the school-wide level
 - Those available for classroom / instructional practices aligned with the selected effective innovation (if there is one aligned with the select EI use that one)
 - Need to have fidelity data flowing within the first six months of implementation – this will anchor them to the work they are doing and helps to support momentum
- District Capacity Assessment (DCA)
- Student outcome measures (link to the work of the data and evaluation group within MDE and module 7)
- Link to the Implementation Plan
 - What is the continuous improvement / problem-solving process that will support data-informed decision making - **Need to make sure this aligns with the decisions from the department**
- Link to the District and School Improvement Plans – integrated process and not separate plans; allocation of resources from practice profile; align the collection schedule (connect to Module 8)
- Link to the essential components in the MTSS Practice Profile

- Team-based leadership – thinking about data at the district-level
- Types of data identified within the practice profile
- Problem-solving process to support data-informed decision making

Module 9: Developing a Coaching System Within the District

- Planning for and ensuring ongoing professional learning and coaching for the school staff focused on Tier 1 - **Need to connect with the definition of coaching that the MDE work group is developing**
 - What is coaching? Examples and non-examples
 - Link back to the selection and alignment process – Does the district need coaching to support implementation of the specific practices?
- Components of a Coaching System (we focus on MTSS systems coaching but this process could be replicated to support other types of coaching within a district)
 - Types of coaching – our focus will be on the coaching specific to MTSS implementation (systems coaching) but need to connect to the instructional coaching that is happening related to the EI (e.g., literacy coach)
 - Selection process for coaches
 - Supporting coaches professional learning
 - Coaching service delivery plans
 - Evaluating coaching effectiveness
- Link to the essential components in the MTSS Practice Profile

Year Two

The focus of the professional learning for the second year is on Tiers 2 & 3

Module 0: To Be Named Later

This module would be used under specific circumstances such as turnover of more than 75% of the DIT or a lack of or minimum progress on the District Capacity Assessment (DCA) – needs to be better defined.

- Review of MTSS Essential Components and Practice Profile
- Review of Implementation Science
- Review of Effective Innovation
 - Link to Fidelity (overview and purpose of the fidelity measure)
- Overview of the big ideas from modules 2-9 from year one with an emphasis on what has been developed by the district during Year 1

Module 1: Setting the Stage for MTSS in the District

- MTSS Essential Components
 - Philosophy underlying the Practice Profile and MTSS Essential Components
 - Guiding Principles underlying the Practice Profile and MTSS Essential Components
- Implementation Science
- Effective Innovation

Module 2: Team Functioning

- Big picture of all of the team structures outlined in the MTSS practice profile and essential components but specific focus on additional teams that will be supporting Tiers 2 & 3

- Link to the essential components in the MTSS Practice Profile with an emphasis on Tiers 2 & 3

Module 3: Implementation Plan

- Stage-based approach / stages of implementation
- School readiness work for Tiers 2 & 3
- Link to the essential components in the MTSS Practice Profile

Module 4: Alignment and Selection Processes for Effective Innovation

- Leveraging the use of the essential components in the MTSS Practice Profile as a part of the alignment and selection processes (e.g., allocation of resources for district-wide decisions)
- Understanding how to replicate the process for future alignment and selection within the district
- Link to the essential components in the MTSS Practice Profile

Module 5: Communication and Collaboration

- Establishing communication structure
- Identifying and addressing implementation barriers
- Link to the essential components in the MTSS Practice Profile

Module 6: Tiered Delivery System (Tiers 2 & 3)

- How do we define tiers 2 & 3? What does high quality instruction/intervention look like?
- Link to the essential components in the MTSS Practice Profile

Module 7: Data-Informed Decision Making

- Fidelity measures
 - Those identified by MDE at the school-wide level
 - Those available for classroom / instructional practices aligned with the selected effective innovation (if there is one aligned with the select EI use that one)
- Student outcome measures
 - Link to the EWS work
- Link to the Implementation Plan
- Link to the District and School Improvement Plans – integrated process and not separate plans; allocation of resources from practice profile
- Link to the essential components in the MTSS Practice Profile

Module 8: Assessment System

- Types of assessments (formative, interim/benchmark, summative, universal screening, diagnostic, progress monitoring, evaluation) with a specific focus on what is related to Tier 2 & Tier 3 – **Need to make sure the final decisions regarding language from MDE**
 - Link to EWS work
 - Link to the essential components in the MTSS Practice Profile
- District assessment schedule including student outcome and fidelity measures
 - When data are collected
 - When data are analyzed and acted upon
 - Link to requirements from District and School Improvement Plans

- Logistics of data collection including ensure high quality data collection

Module 9: Developing a Coaching System Within the District

- Planning for and ensuring ongoing professional learning and coaching for the school staff for Tiers 2 & 3
- Link to the essential components in the MTSS Practice Profile

Content Development Process

Content Developers Identified:

- Melissa Nantais
- Liz Newell
- Mindy Westra
- Jill Griffin
- Other Subject Matters Expert based on module content

Guidelines and Norms for Providing Feedback

- Work within the established timelines – if you are unable to provide feedback within the time the work will need to move forward
- Focus of the feedback is anchored to the MTSS Practice Profile

Proposed Timeline for Content Development & Feedback Process



- Quality standards check completed: 1 week prior to content delivery
- Final revisions completed: 2 weeks prior to content delivery
- MTSS for review and feedback: 3 weeks prior to content delivery
- Revisions based on feedback: 4 weeks prior to content delivery
- Within PL/TA group to review feedback during meeting: 5 weeks prior to content delivery (This would mean the PL/TA meetings would have to align with this deadline.)
- Individual PL/TA members feedback (Developers send out to group): 6 weeks prior to content delivery
- Draft of full day content to PL/TA group: 6 weeks prior to content delivery
- Feedback from Liz, Mindy, and Caryn along the way at the module level
 - Content Developers will tag them to notify of module completion and ask for feedback utilizing Google Drive

Schedule for Content Development and Delivery

Days One & Two (back to back trainings)

Modules: 1, 2, 3 (Day 1); 5 & 7 (Day 2)

Target Delivery Date	October 15, 2018 - October 31, 2018
Training Days Schedule in TZ	Lenawee - October 22&23, 2018 Saginaw - Day 1 November 1, 2018 Day 2 December 6, 2018
Draft of full days of content to PL/TA workgroup	August 20, 2018
Feedback from individual PL/TA workgroup members	September 3, 2018
Revisions based on feedback	September 3 to 11, 2018
To MTSS team at MDE for final review	September 11, 2018
Final revisions completed	September 17, 2018
Final Draft	October 1, 2018

Days Three & Four (back to back trainings)

Modules: 4 & 6 (Day 3); 6 & 8 (Day 4)

Target Delivery Date	January 7, 2019 - January 31, 2019
Training Days Schedule in TZ	Lenawee - January 28 & 29, 2019 Saginaw - Day 3 January 14, 2019 Day 4 February 7, 2019
Draft of full day of content to PL/TA workgroup	October 19, 2018
Feedback from individual PL/TA workgroup members	November 2, 2018
Revisions based on feedback	November 2 -13, 2018
To MTSS team at MDE for final review	November 13, 2018
Final revisions completed	November 30, 2018
Final Draft	December 3, 2018

Day Five

Module 9

Target Delivery Date	March 18, 2019 – April 19, 2019
Training Days Schedule in TZ	Lenawee - March 25, 2019 Saginaw - March 7, 2019
Draft of full day of content to PL/TA workgroup	January 18, 2019
Feedback from individual PL/TA workgroup members	February 1, 2019
Revisions based on feedback	February 1 to 15, 2019

To MTSS team at MDE for final review	February 15, 2019
Final revisions completed	March 1, 2019
Final Draft	March 4, 2019