

Interview Protocol

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

&

(insert name of Intermediate School District)

Position: Implementation Specialist

Name of Applicant:

Lead Interviewer: Kim St. Martin

Interviewer #2: insert name

Interviewer #3: insert name

Round 1 Interview Questions:

1. Briefly describe how your current and / or previous experiences have prepared you for the roles and responsibilities of a MIBLSI Implementation Specialist.
2. **Role Play:** You are assigned to a potential new district partner. You find in the initial meeting they just agreed to collaborate with the Intermediate School District (ISD) in a multi-year literacy initiative. You recognize the need to discuss the initiative and the potential impact on their MTSS implementation efforts with the MIBLSI project. What will you want to emphasize and potentially map out for them to assist the district in making a good decision about whether a partnership with MIBLSI now is a good fit?
3. Many districts are working on addressing the Read by Grade Three Law. One important aspect of this law is ensuring evidence-based literacy practices (core instruction and intervention) are consistently used by teachers and staff. Define scientifically valid and scientifically invalid reading practices.
4. Michigan Department of Education has invested heavily in the scale-up of Positive Behavior Interventions and Supports. Define the core features of PBIS.
5. You are supporting a District Implementation Team that has little to no visibility or political support by the district and its leadership. The assigned executive leader consistently does not attend the team meetings and the team is not fulfilling the functions of a DIT as evidenced by the fact that planning, barrier busting, and other decisions related to MTSS are happening outside of this team. What do you think needs to be done to improve the situation?
6. A new superintendent is hired in the district you are supporting for the past year. The curriculum director shares with you the superintendent wants to focus all efforts on the new teacher evaluation tool. As a result, she does not want teachers or principals out of the buildings. You are told the superintendent says at a meeting, "If I were here when we applied to collaborate with MIBLSI, I would not have signed the letter of agreement." Your only communication with executive leadership over the past year has been with the curriculum director and then the MTSS Coordinator. What do you believe needs to happen next?
7. You are supporting a small, rural district where you have existing relationships with leadership and staff and have worked in this district in the past. In your role as the MIBLSI Implementation Specialist, your goal is to develop capacity not dependency on your support or the supports from any of our staff. How would you try to prevent uncomfortable situations where you are asked to do things that should be done by the district's internal staff? What would you do if requests still occur?

8. Districts are asked to develop a coaching system that includes:
 - a. Concepts coaches are expected to coach
 - b. Conditions what warrant coaching
 - c. Coach pre-requisite knowledge, skills and responsibilities
 - d. Selection process
 - e. Process for developing individualized plans to develop coaching knowledge, skills and abilities

The district you support receives some of their coaching supports from ISD staff (instructional coaching in early reading and data analysis). The District Implementation Team (DIT) and the Executive Leader (who is the Superintendent) wants to develop the coaching system to include capacity building with internal district staff to sustain the supports the ISD is currently providing. What would be the steps you would take to guide them in this work?

9. Given what you have learned thus far about the Implementation Specialist position, what areas would be “professional growth” areas for you to develop in this position?
10. This position will require travel within the state. What potential challenges might this present for you if you are selected for this position?
11. What questions do you have for us?

Round 2 Interview: This portion of the interview will only need to be used if there are still questions about the “fit” between the candidate and the principles, values, and general responsibilities for the SPDG project and ISD hosting the position. The candidate will need to be sent the following prior to the face-to-face meeting with the interview team:

- **“Principles of Effective Instruction: Researched Based Strategies That All Teachers Should Know”**

Round 2 Interview Questions:

1. **Role Play:** The district you are supporting is wanting to establish some common language around research-based principles of instruction that would be applicable for all teachers supporting a range of students from students with disabilities to students enrolled in Advanced Placement or Gifted and Talented Programs.

You are meeting with a group of principals who are anticipating questions from their staff. The purpose of the meeting is to help them understand how these research-based principles of instruction are a necessary foundation for a high-quality Multi-Tiered System of Supports.

2. There will be several aspects of this position that will require you to participate in professional learning. The professional learning will include things like attending conferences and/or professional learning sessions as well as engaging in self-study with structured check-ins with MIBLSI staff.
 - a. Outline how you approach new learning so you have the necessary knowledge and abilities to perform the job functions.
 - b. Not all things that need to be learned are going to be equally important to ensure the supports you are providing to potential districts and/or ISDs is high-quality. Outline the steps you will take to determine how and what to prioritize.
3. Your experiences in math and supporting accelerated students are examples of opportunities for aligning and leveraging work in other content areas to strengthen the state’s MTSS supports. How do you see your previous experiences aligning with MTSS supports for the state?
4. This is not so much a question as it is a dialogue with you regarding the travel requirements for this position. As we previously mentioned, travel to and from districts and/or ISDs will be frequent and could range from 30 minutes to 3 hours of driving in one direction on at least a weekly basis and will include travel that requires staying overnight. Kim and Steve would like to take some time to outline where existing staff are providing supports so you better understand potential travel requirements for this position.



POSITION OPENING

INTERNAL/EXTERNAL

Position: MIBLSI Implementation Specialist (Grant Funded) Instructional Services Department

Summary:

The MIBLSI Implementation Specialist will be responsible for working as part of a team to develop capacity to implement the data, systems and practices of an integrated behavior and reading MTSS model. The MIBLSI Implementation Specialist is responsible for supporting district leaders and the District Implementation Team in their development, use, and refinement of a district coaching system that is designed to provide school leadership teams and staff access to systems coaching for the core components of Positive Behavior Supports (PBIS) and a School-Wide Reading Model.

Qualifications:

- Master's Degree preferred, or equivalent, in related field
- Successful experience with implementing MTSS, preferably as a coach and/or trainer at the elementary level
- Experience with the development of content and tools used for Professional Learning and Development delivered through multiple means of delivery (in person training, webinars, etc.)
- Ability to collaborate with other members of the MIBLSI Professional Learning Team and with other MIBLSI project staff to ensure and maintain the high quality of the work of the project
- Knowledge of problem-solving process and data-based decision making
- Ability to develop and meet timelines for completion of projects
- Fluency with technology used to support the development and delivery of Professional Learning content, including but not limited to: Microsoft PowerPoint, Microsoft Word, Google Apps
- Capability to manage multiple projects
- Willingness to engage in continued professional learning to enhance individual's skill set related to this position
- Flexibility to travel
- Willingness to accept feedback from colleagues and supervisors to continuously improve practices related to job responsibilities

Primary Duties and Responsibilities:

- Implement strategies to develop readiness and promote consensus for implementation
- Demonstrate how to assess need, fit and context for MTSS components that align with the level of educational cascade responsible for supporting
- Assist in the formation and development of Implementation Teams
- Develop team members' knowledge in the components of an integrated behavior and reading MTSS model
- Model and co-facilitate an implementation team's use of a linking communication protocol and barrier removal process
- Assist team members in developing a coaching system that ensure efficient, effective and equitable access to coaching supports across schools



- Assist team members with how to align the core components of other behavior and reading effective innovations to demonstrate how to leverage existing structures to incorporate the MTSS work
- Model the use of a review and selection process for effective innovations
- Model the use of MIDATA (MIBLSI's Data System) for data analysis at the district and school levels
- Ensure clear, comprehensive communication across the district about the purpose (intended use and misrules) and value of the required assessment(s)
- Communicate effectively with internal staff (i.e., other data coordinators, implementation specialists, trainers) regarding the status of data coordination work, scheduled work, and needs
 - Collaborate in cross-unit workgroups to further refine and improve the work of the MIBLSI project
- Attendance and punctuality
- Follow all BAISD Board Policies and Guidelines.
- Perform other duties as assigned

Supervisor: Director of Instructional Services

Based On: ATAS Policy, 210-day position

Annual Salary Range: (2019-2020) \$77,295 - \$85,665 Depending on Qualification

Date of Posting: May 28, 2019

Application Deadline: Until Filled

Application Procedure: Cover letters/resumes/transcripts/certifications must be submitted online via the employment link at: www.baisd.net

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI) funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.

The Board of Education of the Bay-Arenac ISD complies with all federal and state laws and regulations prohibiting discrimination and with all requirements and regulations of the United States Department of Education and the Michigan Department of Education.

It is the policy of the Intermediate Board of Education that no person on the basis of sex, race, color, religion, national origin or ancestry, age, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program, employment practice, or activity for which it is responsible or for which it receives financial assistance from the United States Department of Education or the Michigan State Department of Education



Implementation Specialist Individualized Professional Learning and Orientation Plan

The purpose of an Individualized Professional Learning and Orientation Plan is to provide newly hired staff with the knowledge, skills, and abilities needed to be successful in their role(s). This plan is individualized based on: 1) the person's responses to the questions, scenarios, or performance assessment items during the interview process; 2) person's previous job experiences

Author: Kim St. Martin

Version: 1.0

Date: August 2019

Implementation Specialist:

(new to SPDG project and limited effective innovation knowledge)

Individuals Responsible for Supporting this Plan:

Kim St. Martin, Assistant Director and Implementation Unit Coordinator

Tami Morrow, Implementation Specialist and Assigned Internal Implementation Unit Coach

Melissa Nantais, Professional Learning Coordinator

Caryn Ward, Director of SISEP (State Implementation and Scaling of Evidence-based Practices)

Project Access to Email, Dropbox:

Candi Drake will be the person reaching out to you to ensure you have access to MIBLSI Dropbox and Google accounts. She was given your personal email address (name@gmail.com) so you can receive notification that these accounts have been created. Candi's email address is: cdrake@miblsimtss.org

Dates to Add to Calendar:

1. Please access the [Master Schedule](#):
(https://docs.google.com/spreadsheets/d/1Bcfl7kflsA7q-fwhWwh2GnHtmVcNFFg_GBfpHaSy_Gs/edit#gid=0)

Implementation Specialist Individualized Professional Learning and Orientation Plan (August 2019)
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2. Add the following meetings and meeting locations to your calendar:

- All Unit Staff Meetings (AUSM): August and June meetings are held in-person at the Crowne Plaza Lansing West, 925 S Creyts Rd, Lansing, MI 48917, **row 14**
- Technical Assistance Group (TAG) Meetings: The name of this group is going to change to better reflect its function. All meetings are held on the same day. You are participating in the Northern TAG (either connect via Zoom or participate in person at Clinton County RESA located at: 1013 Old U.S. 27 Suite A, St Johns, MI 48879), **row 12**
- Implementation Unit (IU) Meetings all located at Homewood Suites by Hilton Lansing Eastwood, 2201 Showtime Dr., Lansing, MI 48912, **row 4**
- State Events: 16th Annual State Conference located at the Crowne Plaza Lansing West, 925 S Creyts Rd, Lansing, MI 48917: **row 3**

Dropbox and Google Folders

Kim St. Martin will send you invitations to access the following MIBLSI project folders:

Google:

- All Unit Staff Meetings (may come through as “Unit Staff Meetings,” however, change title to All Unit Staff Meetings)
- MIBLSI Data Coordination
- Implementation Unit Meetings (may come through as “MIBLSI Implementation Specialists folder,” however, change title to Implementation Unit Meetings)

Dropbox:

- Project Applications
- Evaluation (may come through as “draft measures,” however, change title to “Evaluation”)
- Northern TAG: will be shared later in August or early September
- Training Content (may come through as “draft content,” however, change title to Training Content)

These are the most commonly used folders; however, there are many others that different people have created and have access too. You will find throughout the year, as information is referenced and/or accessed, people will share the folder(s).



Google Groups

You have been added to the following Google Groups:

- IU (Implementation Unit): iu@miblsimtss.org
- MIBLSI Program Staff: programstaff@miblsimtss.org (includes all staff except Administrative Assistant Unit, and Fiscal Unit (Michelle Wilson, Fiscal Coordinator and Sue Cubitt, Fiscal Technician))
- Northern TAG: northerntag@miblsimtss.org
- Unit Staff: unitstaff@miblsimtss.org

MIBLSI Organization

MIBLSI Organization Chart is updated as staff changes and decisions are made (e.g., new positions are filled, staff leave). It was sent as an attachment via email on 8/14/2019 with this plan.

Individualized Learning Plan

Learning Goals: Year 1

1. Describe the structure of the MIBLSI project including the purpose of each of the three units and specific staff roles with 90% accuracy by January, 2020 as evidence by observations and dialogue with staff providing internal coaching.
2. Describe each of the MTSS Essential Components as outlined in the MDE MTSS Practice Profile with at least 90% accuracy by October, 2019 as evidenced by a written summary for each Essential Component.
3. Describe each of the 5 Active Implementation Frameworks with at least 90% accuracy by November, 2019 as demonstrated after completing the Implementation Specialist Formative Assessment.
4. Describe the Big Ideas of Positive Behavioral and Intervention Supports (PBIS) with at least 90% accuracy by December, 2019 as evidence by a written description of each of the Big Ideas.
5. Demonstrate understanding and application of four Coaching Foundation Skills (Observing and Describing Behavior, Connecting Through Rationales, Raising and Hearing Concerns, Providing Conceptual Feedback) as evidence by a score of 90% or higher on the Coaching Foundation Skills Mastery Assessment by February, 2020.



6. Demonstrate understanding of district exploration and installation stage-based activities as outlined in the District Implementation Pre-Session and Installation professional learning materials and applied to the context of Essexville by March, 2020 as evidenced by product reviews and assigned MIBLSI internal coach observations.
7. Complete the District Capacity Assessment (DCA) Short Course to be a trained DCA Administrator by March, 2020 as evidenced by the certificate of completion from the online course.
8. Review PBIS products developed by School Leadership Teams to identify areas of strength and areas of need with at least 80% accuracy by spring, 2020 as evidenced by written or verbal feedback provided for the products.
9. Administer, score the Tier 1 portion of the School-Wide PBIS Tiered Fidelity (SWPBIS TFI) Inventory with at least 90% accuracy by spring, 2020 as evidenced by observations from a MIBLSI Data Coordinator.
10. Describe the domains within the Simple View of Reading and Simple View of Writing with at least 90% accuracy through participation in LETRS professional learning and independent reading of LETRS Volumes 1 and 2 by spring, 2020 as evidence by mastery assessment data.
11. Map the Acadience Reading measures onto the domains of the Simple View of Reading with 90% accuracy by Fall, 2020 as evidence by a written product.
12. Learn how to administer, score, and interpret Acadience Reading data after participating in Acadience Data Interpretation professional learning by November 2020.

Deepening Knowledge

Project and Unit Learning

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Orientation to the Implementation Unit Coaching System, Application for MIBLSI Participation, Scope and Sequence of Professional Learning, meeting folders, and website	August – September 2019	Kim St. Martin	Organize a shared Google Document to be able to note questions, additional topics for us to discuss.

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MTSS Knowledge

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Read the MDE MTSS Practice Profile noting areas for further understanding and examples. Create a summary of each Essential Component (https://www.michigan.gov/documents/mde/MDE_MTSS_Practice_Profile_v_4.5__May_3_2018_-_Complete_622702_7.pdf)	October 2019	Kim St. Martin	Add this heading to the shared Google Document.

Active Implementation Frameworks

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Watch NIRN online modules for the following: Implementation Drivers (https://nirn.fpg.unc.edu/module-2) Implementation Teams (https://nirn.fpg.unc.edu/module-3) Stages of Implementation (https://nirn.fpg.unc.edu/module-4) Improvement Cycles (https://nirn.fpg.unc.edu/module-5) Usable Innovations (https://nirn.fpg.unc.edu/module-6)	November 2019 Face to face training session(s) will also be held during the existing Implementation Unit meeting dates	Kim St. Martin, Caryn Ward	Add this heading to the shared Google Document.

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PBIS

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
<p>Describe each of the Big Ideas of PBIS</p> <p>Read: (can pay for this from supplies budget)</p> <p><u>Seven Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams</u> by Geoff Colvin</p> <p><u>Positive Behavior Supports in Secondary Schools: A Practical Guide</u> by Ellie Young, Paul Caldarella, Michael Richardson, and Richard Young</p>	December 2019	Tami Morrow	Add this heading to the shared Google Document.

Coaching Foundational Skills

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Participate in the Coaching Foundational Skills professional learning sessions and take the Mastery Assessment	February 2020 (dates TBD)	Kim St. Martin	Add dates to Google Calendar when dates are scheduled.

District Staged Based Activity

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Demonstrate understanding of the concepts taught in the District Implementation Team (DIT) Pre-Session and Installation Series by planning for and attending the DIT Coaching Support Sessions and Installation Series Sessions at Essexville	March 2020	Tami Morrow	Meet with Tami before each of the sessions to begin to understand the concepts that will be discussed during each session. This will provide a good

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Description	Timeline	Person(s) Supporting	Things to Do in Preparation
			<p>example for how to prepare for training and coaching sessions.</p> <p>Attachment sent to you with dates for sessions. Please add to your Google Calendar.</p>
<p>Attend Essexville DIT meetings, meetings with the Superintendent, and other related events that Implementation Specialists need to attend as they actively coach the district to install and successfully use the district's implementation infrastructure</p>	<p>2019-2022 Year 1, 2, 3</p>	<p>Tami Morrow</p>	<p>Attachment sent to you with dates for the DIT meetings. Please add them to your Google Calendar.</p>
<p>Complete the Capacity Assessment Short Course (https://modules.fpg.unc.edu/sisep/capacity-assessment/index.html)</p>	<p>March 2020</p>	<p>NIRN</p>	<p>Read the District Capacity Assessment introduction and scoring guide prior to completing course. Observe Tami administer and score the DCA to the Essexville Team in January / February.</p>

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Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Access the District Implementation Team Coaching Service Delivery Plan to map the concepts to the DCA items.	March 2020	Kim St. Martin	Access the DIT Coaching Service Delivery Plan located in the Training Content Dropbox folder, sub folder titled: CSDP. (You also received this document to complete the assignment for your first BAISD Interview.)

Effective Innovation Learning

(PBIS and Scientifically-Valid Reading and Writing Instruction)

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Attend all school-level Coaching Support Sessions and School Leadership Team sessions that are within the MIBLSI Professional Learning Scope and Sequence 2019-2020 emphasis is PBIS to be able to review products and identify areas of strength and need	January 2020 through May 2023	Tami Morrow – PBIS and Data Review related PD Kim St, Martin – Reading and Intervention System related PD	Add 2020 PBIS dates to your Google Calendar (attachment sent to you). Review materials on the website ahead of time. Meranda Miller will send you and email with access information that our staff have (comparable to trainer and coach access).

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Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Review elementary and secondary PBIS products from a variety of elementary and secondary settings that are used for the MIBLSI-sponsored Implementer's Networking Opportunities to identify areas of strength and need	January-March 2020	Melissa Nantais	Melissa is recommending 2 to 3 conference calls. Proposed dates: 1/8/20 12:30 p.m. to 2:00 p.m. 1/29/20 8:30 a.m. to 10:30 a.m. 2/13/20 8:30 a.m. to 10:30 a.m.
Participate in the Language Essentials for Teaching Reading and Spelling (LETRS) professional learning series (online modules, readings, and face to face sessions) to describe the domains within the Simple View of Reading and Simple View of Writing	Fall-Spring, 2020 Dates TBD	Kim St. Martin and Voyager Sopris Trainer	Materials will be ordered and sent to you (2 volumes for independent reading and access to on-line learning platform).
Read the GELN Literacy Essentials documents to align the Essential Practices to the domains within the Simple View of Reading and Simple View of Writing	Spring, 2020	Kim St. Martin	Copies will be provided to you by Kim St. Martin.

Data Coordination

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Learn the concepts within the Tier 1 items of School-Wide PBIS Tiered Fidelity Inventory to be able to successfully administer and score the TFI (https://miblsi.org/evaluation/fidelity-assessments/school-wide-pbis-tiered-fidelity-inventory-swpbis-tfi)	April – May 2020	Tami Morrow	Review the TFI Tier 1 Training Slide Deck from PBIS Apps.

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Description	Timeline	Person(s) Supporting	Things to Do in Preparation
<p>View the following videos on PBISApps:</p> <ol style="list-style-type: none"> 1. Conducting the TFI 2. TFI Administration Part 1 3. TFI Administration Part 2 4. TFI Administration Part 3 5. TFI Administration Part 4 			
<p>Acadience Reading Essentials: The dates and locations are listed on the Staff Communication Site (link on page 1 of this document).</p>	<p>Spring 2020 (dates TBD)</p>	<p>Kim St. Martin (Acadience Super Mentor will be leading training; however, questions and conversation can come directly to Kim St. Martin)</p>	<p>Place dates for the Acadience Reading Essentials Training (2 days) on your Google Calendar).</p>
<p>Learn about the School Wide Information System (SWIS)</p> <p>View the following SWIS videos on PBIS Apps to build background knowledge:</p> <ol style="list-style-type: none"> 1. SWIS 5.2 Features 2. Using the SWIS Dashboard How-To 3. Entering Referrals – How To 4. Reports Available in SWIS How-To 5. Generate and Print Reports How-To 6. Data Drill Down (Custom Reports) How-To 	<p>Spring and Fall, 2020</p>	<p>Tami Morrow</p>	<p>Tami will be providing “Swift at SWIS” training to the first cohort of schools in Essexville. Plan on attending this day.</p>



Description	Timeline	Person(s) Supporting	Things to Do in Preparation
EWI Data Coordination: on-line module through EduPaths is the pre-requisite to the full-day of training. Access the Early Warning Intervention and Monitoring System (EWIMS) Overview in EduPaths (https://www.edupaths.org)	5/21/20 (Early Warning Data Coordinator Training)	Tami Morrow	These modules are required before attending the Early Warning Data Coordinator Training.
SWIS Facilitator Training	6/17-6/19	Tami Morrow	It is important to have watched the SWIS videos on PBIS Apps (already listed in this plan for you to watch) and attend the SWIFT at SWIS training (also in this plan).

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MIBLSI Implementation Specialist Interview Assignment

Congratulations, you have been selected to interview for the MIBLSI Implementation Specialist position! MIBLSI and Bay Arenac ISD will collaboratively work to ensure the candidate is selected that is best suited for the role.

One of the components of a high-quality selection process includes an opportunity for candidates to develop a product that directly aligns with the Implementation Specialist responsibilities. One of the responsibilities listed in the Implementation Specialist job description was to, “access and use District Capacity Assessment Data to develop and refine an individualized coaching service delivery plan that prioritizes coaching supports for the district teams.”

Assignment: Preferred due date is June 16th so we can discuss its contents on Thursday, June 17th. Please submit your assignment via email to Kim St. Martin at: kstmartin@miblsimtss.org.

Context:

- You are a newly hired Implementation Specialist directly supporting a local school district.
- The District Implementation Team (DIT) just completed their winter District Capacity Assessment (DCA) administration. You are going to review their current DCA data and historical data.
- Follow the steps for creating an Individualized DIT Coaching Service Delivery Plan.
- This is the DIT’s third DCA administration. They have been engaged in this work for almost two years. Their first two DCA Total Scores were 42% and 50%. Their District MTSS Coordinator, Liaison, and team members have remained constant since they started administering the DCA. Their central office leadership are very supportive of the MTSS work and their first set of schools are engaged in the tier 1 components of the integrated behavior and reading MTSS model.

Materials you have access to:

1. [District Capacity Assessment:](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/DCA%207.6%2010-09-19.pdf)
(<https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/DCA%207.6%2010-09-19.pdf>)
2. District’s most recent DCA data (attached to email)
3. Steps for Developing an Individualized Coaching Plan (attached to email)
4. DIT Coaching Service Delivery Plan (PDF attached to email)

MIBLSI Implementation Specialist Interview Assignment (May, 2019)

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5. DIT Coaching Service Delivery Cheat Sheet (PDF attached to email)
6. Individualized DIT Coaching Plan Template (attached to email)
7. Example Individualized DIT Coaching Plan (attached to email)

Considerations:

- You do not have access to the district's DCA notes or their MTSS Implementation Plan. While this is not ideal, it does happen.
- **You can take some liberties in making assumptions about the DIT; however, please make sure if you do so, to overtly note the assumptions you are making.** For example, you could overtly note an assumption like this: "I assumed the DIT is meeting monthly but does not have a good meeting structure based on the DCA data so my plan includes..."
- When you arrive to the interview, we will have a chance to debrief the plan you developed.

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MDE MTSS Regional Consultant Individualized Professional Learning and Orientation Plan

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Author: Kim St. Martin

Version: 1.0

Date: September 2019

MDE MTSS Regional Consultant:

(name removed for privacy)

Individuals Responsible for Supporting this Plan:

Kim St. Martin, Assistant Director of MIBLSI (project name will be changing since we have been identified as Michigan's MTSS Technical Assistance Center) and Implementation Unit Coordinator

Elizabeth Newell, MDE State Transformation Assistant Administrator

Caryn Ward, Director of SISEP (State Implementation and Scaling-up of Evidence-based Practices)

Dates to Add to Calendar:

1. Please access the [Master Schedule](https://docs.google.com/spreadsheets/d/1Bcfl7kflsA7q-fwhWwh2GnHtmVcNFFg_GBfpHaSy_Gs/edit#gid=0):
(https://docs.google.com/spreadsheets/d/1Bcfl7kflsA7q-fwhWwh2GnHtmVcNFFg_GBfpHaSy_Gs/edit#gid=0)
2. Add the following meetings and meeting locations to your calendar: **(Zoom access is always an option for you)**
 - All Unit Staff Meetings (AUSM): June meeting is held in-person at the Crowne Plaza Lansing West, 925 S Creyts Rd, Lansing, MI 48917, **row 14**



- Internal Learning and Analysis (ILA) Meetings (formally known as Technical Assistance Groups or TAGs): All meetings are held on the same day. You are participating in the Superior ILA (Upper Peninsula) and will connect via Zoom, **row 12**
- Implementation Unit (IU) Meetings all located at Homewood Suites by Hilton Lansing Eastwood, 2201 Showtime Dr., Lansing, MI 48912, **row 4** (Note: There is a block of rooms we have reserved at this hotel for people who wish to spend the night rather than driving back and forth. You should make your reservations in advance and will need to say you are with MIBLSI to get the room block rate.)
- State Events: 16th Annual State Conference located at the Crowne Plaza Lansing West, 925 S Creyts Rd, Lansing, MI 48917: **row 3**

Dropbox and Google Folders

Please confirm you have access to the following MIBLSI project folders:

Google:

- All Unit Staff Meetings (may come through as “Unit Staff Meetings,” however, change title to All Unit Staff Meetings)
- Implementation Unit Meetings (may come through as “MIBLSI Implementation Specialists folder,” however, change title to Implementation Unit Meetings)

Dropbox:

- Project Applications
- Evaluation (may come through as “draft measures,” however, change title to “Evaluation”)
- Superior Internal Learning and Analysis (ILA) Team: will be shared later in October
- Training Content (may come through as “draft content,” however, change title to Training Content)

Google Groups

You are included in the following Google Groups:

- IU (Implementation Unit): iu@miblsimtss.org
- MIBLSI Program Staff: programstaff@miblsimtss.org (includes all staff except Administrative Assistant Unit, and Fiscal Unit (Michelle Wilson, Fiscal Coordinator and Sue Cubitt, Fiscal Technician))
- Superior ILA: superior_ila@miblsimtss.org
- Unit Staff: unitstaff@miblsimtss.org

MDE MTSS Regional Consultant Individualized Professional Learning and Orientation Plan (September 2019)
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MIBLSI Organization

MIBLSI Organization Chart is updated as staff changes and decisions are made (e.g., new positions are filled, staff leave).

Individualized Learning Plan

Learning Goals: Year 1

1. Demonstrate understanding of Regional Capacity concepts as evidence by mastery assessment data and observations during internal planning / professional learning sessions by March 2020.
2. Identify opportunities of alignment and integration between MDE priorities and MTSS Technical Assistance Center’s support activities and scope of work as evidenced by product reviews and observations during internal professional learning sessions by March 2020.
3. Illustrate how the opportunities of alignment and integration impact (e.g., enhance, leverage or diminish) the MTSS Technical Assistance Center’s implementation efforts and support activities as evidenced by product reviews and observations during internal professional learning sessions by March 2020.
4. Administer, score the Tier 1 portion of the Reading Tiered Fidelity Inventory (R-TFI) with at least 90% accuracy by fall, 2020 as evidenced by observations from identified MTSS Technical Assistance Center staff providing data Coordination to direct district partners.
5. Describe the domains within the Simple View of Reading and Simple View of Writing with at least 90% accuracy through participation in LETRS professional learning and independent reading of LETRS Volumes 1 and 2 by spring 2020 as evidence by mastery assessment data.

Deepening Knowledge

State Education Agency (SEA) Priorities and MTSS Integration

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Read the following documents: <ul style="list-style-type: none"> • MDE’s Response to the State’s Determination – The Path Forward 	December, 2019	Liz Newell, Brandy Archer, Kim St. Martin, and other MDE designees	Kim will provide you with access to the bulleted documents. Add the heading “SEA Priorities and MTSS Integration” to the

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Description	Timeline	Person(s) Supporting	Things to Do in Preparation
<ul style="list-style-type: none"> • State Systemic Improvement Plan (Evaluation Report) • The Path Forward Strategic Plan • MDE’s Top Ten in Ten • Way of Work • MAPLE Plan • State Aid Budget • Section 701 Report (implementation of MTSS) • Section 31n Report (School Mental Health and Support Services) • Early Literacy Grants (https://www.michigan.gov/mde/0,4615,7-140-28753_74161-498404--,00.html) <p>As you are reading, note places where MTSS is referenced and/or areas of alignment with the contents of the MDE MTSS Practice Profile</p>			Google Sheet with each of the bullets as a heading. Document sections whose contents you feel align and integrate with the language in the MTSS Practice Profile. Note questions, areas you need additional clarification, and possible misunderstandings in the field.

Regional Capacity

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Further refine understanding of Regional Capacity concepts as outlined in the Regional Capacity Assessment (RCA)	March 2020	Kim St. Martin	Access the Regional Capacity Assessment and read its contents (introduction, items page, scoring guide)

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Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Participate in planning sessions with other MDE MTSS Regional Consultants and Assistant Director to contextualize a Regional Capacity Professional Learning Series to adequately address the local context of specific regions in the state	November 2019 – April 2020	Kim St. Martin and Sarah Weaver	Zoom access, Access the Dropbox Folder titled, “Regional Capacity Series”
Participate virtually in professional learning sessions with ISDs who are learning the concepts within the Regional Capacity Sessions to further understand the contents of the sessions and how/if further contextualization is needed for other regions of the state	November 2019 – April 2020	Kim St. Martin and Sarah Weaver	Participate in planning sessions to talk through the concepts within the content, ISD context, etc.
Complete the Capacity Assessment Short Course (https://modules.fpg.unc.edu/sisep/capacity-assessment/index.html)	March 2020	NIRN	Read the District Capacity Assessment introduction and scoring guide prior to completing course. Observe Tami administer and score the DCA to the Essexville Team in January / February.

MTSS, Effective Innovation Fidelity Assessment

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Learn the concepts within the Tiers 1-3 items of Reading Tiered Fidelity Inventory to be able to successfully administer and score the R-TFI (https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi)	April – May 2020	Kim St. Martin (R-TFI Professional Learning)	R-TFI Formative Assessment (is in development now and will be available in the next 6-8 weeks)

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Effective Innovation Learning

Scientifically-Valid Reading and Writing Instruction

Description	Timeline	Person(s) Supporting	Things to Do in Preparation
Participate in the Language Essentials for Teaching Reading and Spelling (LETRS) professional learning series (online modules, readings, and face to face sessions) to describe the domains within the Simple View of Reading and Simple View of Writing	December 16th December 17th February 2nd February 3rd March 2nd March 3rd April 27th April 28th	Kim St. Martin and Mary Dahlgran (Voyager Sopris Trainer)	Materials will be ordered and sent to you (2 volumes for independent reading and access to on-line learning platform).
Read the GELN Literacy Essentials documents to align the Essential Practices to the domains within the Simple View of Reading and Simple View of Writing	Spring, 2020	Kim St. Martin	Copies will be provided to you by Kim St. Martin.

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