Michigan's MTSS Technical Assistance Center (MiMTSS TAC)

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

Structuring SPDG Project Supports to Increase Sustainability

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Agenda

1.0   Sustainability Factors

2.0   Analysis of SPDG performance objectives to structure supports for sustainability

3.0   Beginning the SPDG Partnership Thinking about Sustainability

4.0   Support / Scaffold Resource Sharing

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1.0 Sustainability Factors

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Sustainability Factors

- Administrator support

- Consistent implementation approach

- Effective teams

- Frequent data sharing with staff

- High quality professional learning

- Access to coaching

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Activity 1.0

- **Which sustainability factor(s) seem to most impact your SPDG sites?**

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2.0 SPDG Performance Objectives: Sustainability Analysis

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Michigan's SPDG

Start with your performance objectives:

- Installation, effective use, and scale-up of an integrated behavior and reading MTSS framework (#4 addresses scale-up specifically)

- Two levels of the educational cascade:

  - District (measure is the District Capacity Assessment) (#5)

  - School fidelity (measures are the SWPBIS TFI and R-TFI (#2a, 2b)

  - School student outcomes: (SWIS, Acadience Reading, Early Warning Indicators) (#6)

Michigan's SPDG (cont.)

- Portion of SPDG funds are used as follow-up to initial professional learning: (#3)
  - SPDG staff provide direct coaching to District Implementation Teams and their members (executive leader, coordinator)
  - SPDG staff also meet with superintendents districts to discuss successes, implementation barriers

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District SPDG Supports

- District Implementation Infrastructure

1. District Implementation Team

2. Effective innovation alignment process

3. Review, selection, de-selection process

4. Staff recruitment and selection process

5. Staff development process (e.g., access to professional learning for Effective Innovation)

6. Communication plan

7. Barrier removal process

8. Coaching system

9. Implementation plan

10. Data analysis and use (at the district and school levels)

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Benefits of Previous SPDG Learning

- A previous SPDG was also focused on the installation and use of an integrated behavior and reading MTSS framework but at the school-level of the educational cascade

  - Outcomes were achieved but sustainability of the data, systems, and practices were an issue

  - The school-level emphasis was needed to increase confidence the use of the data, systems, and practices were going to yield good outcomes

  - Next SPDG iterations were written (in part) to help address sustainability issues

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SPDG Analysis: Embedding Sustainability Support Options

- Reference the sustainability factors (on the right)

- Ask yourselves: "What additional supports / scaffolds we can provide to grantees to address these factors?"

- Based on your answer, consider resources for feasibility(people, time, etc.)

Sustainability Factors

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Embedding Sustainability Supports

- Factor: Administrator support
  - Additional supports / scaffolds:
    - Meet with the Superintendent on a regular basis during the first year of SPDG partnership (based on district progress / need these meetings decrease in frequency and focus on more written communication
    - Provide professional learning and coaching to the executive leader of the District Implementation Team throughout the partnership
    - Assist principals in selecting and / or refining their School Leadership Team (SLT) membership and coaches of the SLT
    - Co-facilitate orientation meetings for SLTs and coaches so all understand their roles and responsibilities for MTSS implementation

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Embedding Sustainability Supports (cont.)

- Factor: Consistent Implementation Approach
  - Additional supports / scaffolds: Look for ways to maintain consistency in language, methods, and approach to think about what you want districts and schools to generalize
    - School cohort approach to teach the teams how to develop readiness for MTSS implementation
    - **Selection processes** for critical roles to support MTSS implementation

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Michigan SPDG: What roles are districts selecting for?

- Current school year SPDG partnership begins: spring, early summer
  - District Coordinator(s)
  - District Implementation Team
- Fall:
  - School Leadership Team Coaches
  - School Leadership Teams
- In the Future:
  - District Data Coordinators

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Sustainability Supports (continued)

- Factor: Effective Teams

  - Additional supports / scaffolds: Coaching coordinator and executive leader of District Implementation Team (Implementation Specialist Monthly Focus documents – Year 4 is titled, "District Coordinator Monthly Focus)

- Factor: Frequent data sharing with staff

  - Additional supports / scaffolds: Data coordination supports (monthly focus documents and intentional data analysis as a SPDG project to increase capacity for various data coordinator roles)

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Sustainability Supports (cont.)

- Factor: High quality professional learning

  - Additional supports / scaffolds: Teaching district implementation teams how to review professional learning opportunities and use training effectiveness data

- Factor: Access to coaching

  - Additional supports / scaffolds: Coaching the DIT coordinator and executive leader and providing resources for the person coordinating school-level coaches

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Activity 2.0

- **We just went through an example for how to think about your SPDG performance measures and how to brainstorm embedding additional supports / scaffolds to increase the likelihood SPDG partners will sustain efforts after the partnership.**

    - **Are there things you might take back from this portion of our conversation to increase attention on sustainability?**

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3.0 Beginning the SPDG Partnership Thinking about Sustainability

Strategies to Consider

- In-depth conversation with potential SPDG partners before confirming mutual selection about:

  - Benefits of partnership: clarity on the types of work that will be happening at the level(s) of the educational cascade

  - Requirements for participation: Good opportunity to reflect on past experience and which requirements were either misunderstood or forgotten

  - Assess "fit" of partnership by discussing the emphasis on developing their capacity to sustain – be specific about the roles they will be asked to recruit, select, and develop

  - Be explicit about how supports will be provided (face to face, virtual)

  - Discuss potential red flags (e.g., current district / school initiatives that will stretch resources, leadership turnover)

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Strategies to Consider (cont.)

- Once the partnership has been mutually selected, consider a "**readiness session"** that is for executive leaders, school administrators

  - For our SPDG, this is where all the conversation related to recruitment, selection, individualized learning plans for District implementation Team (DIT) members, DIT coordinator

  - We also front load selection for the other key roles (slide 14) and leaders agree on which school(s) are in the first versus second cohort for MTSS professional learning

  - Our SPDG staff also outline coaching expectations for DIT, people that will assume data coordination roles

  - Meetings with the superintendent are also scheduled so there is transparency about our TA Center staff meeting with this person on a regular basis (via phone, in person, etc.)

  - Baseline District Capacity Assessment data is collected

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Strategies to Consider

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Activity 3.0

- **Are there any strategies that you have found helpful to begin a SPDG partnership?**

- **How might this information inform future planning with your SPDG teams?**

- **Please use the chat box or share with the group.**

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4.0 Support / Scaffold Resources

Resources

1. Implementation Specialist (District Implementation Team) Monthly Focus Document

2. District MTSS Coordinator Monthly Focus Document

3. Behavior, Reading and EWI MTSS Data Coordination Monthly Focus Document

4. District Coordinator Job Description

5. District Coordinator Selection Protocol

6. SLT Selection Guidance

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Thank You!

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Sustainability References

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