MiMTSS

Michigan's Multi-Tiered System of Supports

MiMTSS Technical Assistance Catalog

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Michigan's Multi-Tiered System of Supports Technical Assistance Center

Michigan's Multi-Tiered System of Supports Technical Assistance Center (MiMTSS TA Center) works on behalf of the Michigan Department of Education (MDE) to provide a continuum of technical assistance to ISDs, districts, and schools in a Multi-Tiered System of Supports (MTSS) framework.

The Michigan Department of Education (MDE) has defined MTSS as a "comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes" (Michigan Department of Education, 2020; p.5). Defining the five essential components within the Michigan Department of Education Practice Profile for Multi-Tiered System of Supports, version 5.0 (MDE, 2020) further operationalizes MTSS. The five essential components include:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Intervention, and Supports
- Comprehensive Screening and Assessment System
- Continuous Data-Based Decision Making

Additional information regarding MDE's MTSS Practice Profile is on the MTSS page of the department's website (https://www.michigan.gov/mde/0,4615,7-140-28753_65803_86454---,00.html).

The MiMTSS Technical Assistance Center's professional learning and resources are intentionally aligned to MDE's MTSS Practice Profile. In addition, the supports provided by the MiMTSS TA Center need to:

- Align with values and mission of our TA Center
- Provide some flexibility to address the continuum of contextual variables while at the same time, hold true to the principles that the TA Center is funded to support
- Be manageable and doable given the parameters of the TA Center's funding and resource availability

Mission

The MiMTSS TA Center's mission is to improve outcomes for all learners by assisting educators in developing infrastructures, including local capacity, and to support the high-quality and sustained implementation of effective data-driven practices within an MTSS framework.

Core Principles:

The supports provided by the TA Center are reflective of the following core principles:

- Focus on meaningful, relevant and equitable outcomes rather than activities
- Invest in systems to support fidelity, sustainability, and scalability
- Utilize evidence-based practices

Technical Assistance Defined

- Use evaluation for continuous improvement
- Employ a multi-tiered framework with increasing support matched to need

The three categories of MTSS technical assistance provided through the TA Center on a continuum of intensity based on the supports provided and the effort required with accessing the supports. The three categories of technical assistance are universal, targeted, and intensive.

Universal Technical Assistance

Universal technical assistance involves information provided primarily to educators through their own accord or in connection to larger district efforts. Examples include conference presentations provided by MiMTSS TA Center staff, professional learning session(s) related to a specific MTSS area of focus that does not include requirements outside of attendance for the event(s), the annual MTSS conference, as well as newsletters, guidebooks, and briefs available on the MiMTSS TA Center website (www.mimtsstac.org).

Targeted Technical Assistance

Targeted technical assistance (TA) involves services developed based on needs common to multiple recipients and are not extensively individualized. This includes one-time events, such as facilitating strategic planning or hosting a series of state or regional events on specified content to meet an identified need. This can include events such as, facilitating strategic planning or hosting a series of state or regional professional learning sessions on specified content to meet an identified need for a defined audience. The partnership is defined by a letter of agreement that will be reviewed and updated annually. The letter of agreement will outline mutual commitments from the TA Center and targeted TA recipients. Recipients of the targeted TA are required to attend the professional learning sessions, check-in meetings that occur after each professional learning session, collect MTSS fidelity data and

Installation Checklist data, as well as enter the data into the MiMTSS Data System. Districts or ISDs interested in Targeted Technical Assistsance will complete an application. Additional information can be found on the MiMTSS TA Center's website (www.mimtsstac.org).

Intensive Technical Assistance

Intensive technical assistance involves services and require a stable, on-going, multi-year relationship between the Technical Assistance Center staff and the intensive TA recipients. A prescribed series of activities, assessments, and data systems are implemented to reach a valued outcome, with ongoing use of data to improve implementation and impact. The partnership is defined by a letter of agreement with mutual commitments from the Technical Assistance Center and the TA recipients. Intensive technical assistance is available at the district level for either an integrated behavior and reading MTSS framework or behavior only MTSS framework. The TA Center helps districts receiving intensive technical assistance to increase effectiveness by focusing on outcomes, developing implementation teams, procedures, resources, data for improvement, and implementing the components of an MTSS framework with fidelity. Districts interested in Intensive TA need to apply through an annual application process. At this time, this TA Catalog will not outline the intensive technical assistance offerings at this time. Information regarding the application process for intensive

technical assistance is on the MiMTSS Technical Assistance Center's application page of the website (https://mimtsstac.org/application).

Intensive technical assistance is funded through federal grants (State Personnel Development Grant (SPDG) and School Climate Transformation Grant (SCTG)) awarded to the MiMTSS Technical Assistance Center, on behalf of the Michigan Department of Education (MDE). These intensive technical assistance partnerships require specific measures outlined in the grant application and used for annual reporting to the U.S. Department of Education (USDOE). District interested in Intensive Technical Assistance will complete an application. Additional information can be found on the MiMTSS TA Center's website (www.mimtsstac.org).

Additional Technical Assistance

To expand the MTSS framework to other areas (e.g., early childhood) and content focus (e.g., integrating Positive Behavioral Interventions and Supports with mental health, or math), the TA Center also supports MTSS Exploration and Model Demonstration efforts. The goal of Model Demonstration technical assistance is to increase confidence in the high-quality, effective, data-driven practices within an MTSS framework that should be replicated and scaled up to meets the need of the whole child.

The MiMTSS Technical Assistance Catalog outlines the various TA offerings available from the MiMTSS TA Center on behalf of the Michigan Department of Education (MDE). Professional learning offerings within the catalog are prioritized to support state legislation (e.g., Read by Grade Three), MDE initiatives and priorities (e.g., addressing chronic absenteeism), and the federal priorities that the MiMTSS TA Center is funded to support.

Contents of the Technical Assistance Catalog

The catalog is organized by the level of technical assistance (universal and targeted).

Each offering in the catalog will include the following information:

- Title
- Stage of implementation
- MTSS essential component(s) addressed
- Description with learning outcomes
- Level of technical assistance
- Focus of support (e.g., content-neutral, reading components, behavioral components)
- Target audience
- Format
- Prerequisites learning

Stages of Implementation Defined

Important Notes:
The offerings related to the Comprehensive Screening and Assessment System essential component align with the required assessment measures and data systems for the intensive technical assistance recipients. Because other schools and districts in Michigan utilize the same assessment measures and data systems, the MiMTSS TA Center has categorized these training events as Universal Technical Assistance regardless of participants' status as an intensive TA partner so anyone is able to access the professional learning as needed.

Given the current COVID-19 Pandemic, the MiMTSS Technical Assistance Center reserves the right to adjust offerings from in-person events to virtual/online events.

Appendix A of the catalog will provide a list of offerings in the catalog organized by the level of the educational cascade (e.g., offerings intended for Intermediate School Districts) as a means for cross-referencing.

Exploration

Exploration involves:

- Identifying the need for change
- Learning about possible educational innovations that may provide solutions
- Learning about what it takes to implement the educational innovation effectively
- Developing a team to support the work as it progresses through the stages
- Growing stakeholders and champions, leaders who are responsible for the successful use of educational innovations
- Assessing and creating readiness for change
- Developing communication processes to support the work beyond this stage implementation
- Deciding whether or not to proceed in selecting / adopting the educational innvoation

Installation

Installation involves:

- Securing and developing the support (e.g., initial professional learning) needed to put a new approach or practice into place as intended
- Developing feedback loops between the educational innovation and leadership level in order to streamline communication, efficiently and effectively address barriers impeding implementation efforts
- Gathering feedback on how new educational innovations are being implemented

Initial Implementation

Initial Implementation involves:

- Trying out new skills and educational innovations and getting better at using those innovations
- Gathering data to check on how implementation is going
- Developing strategies for improvement based on data

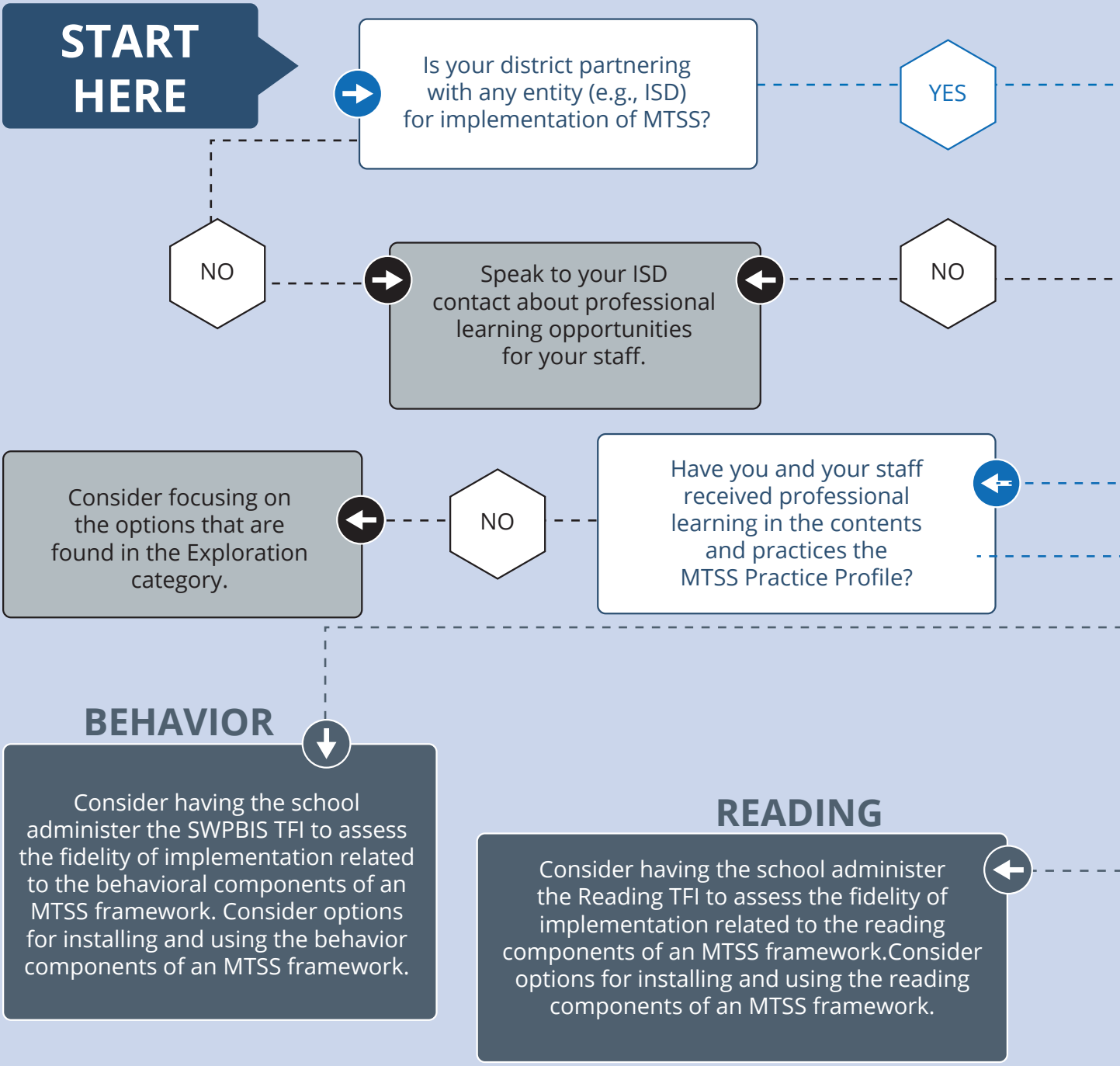
Full Implementation

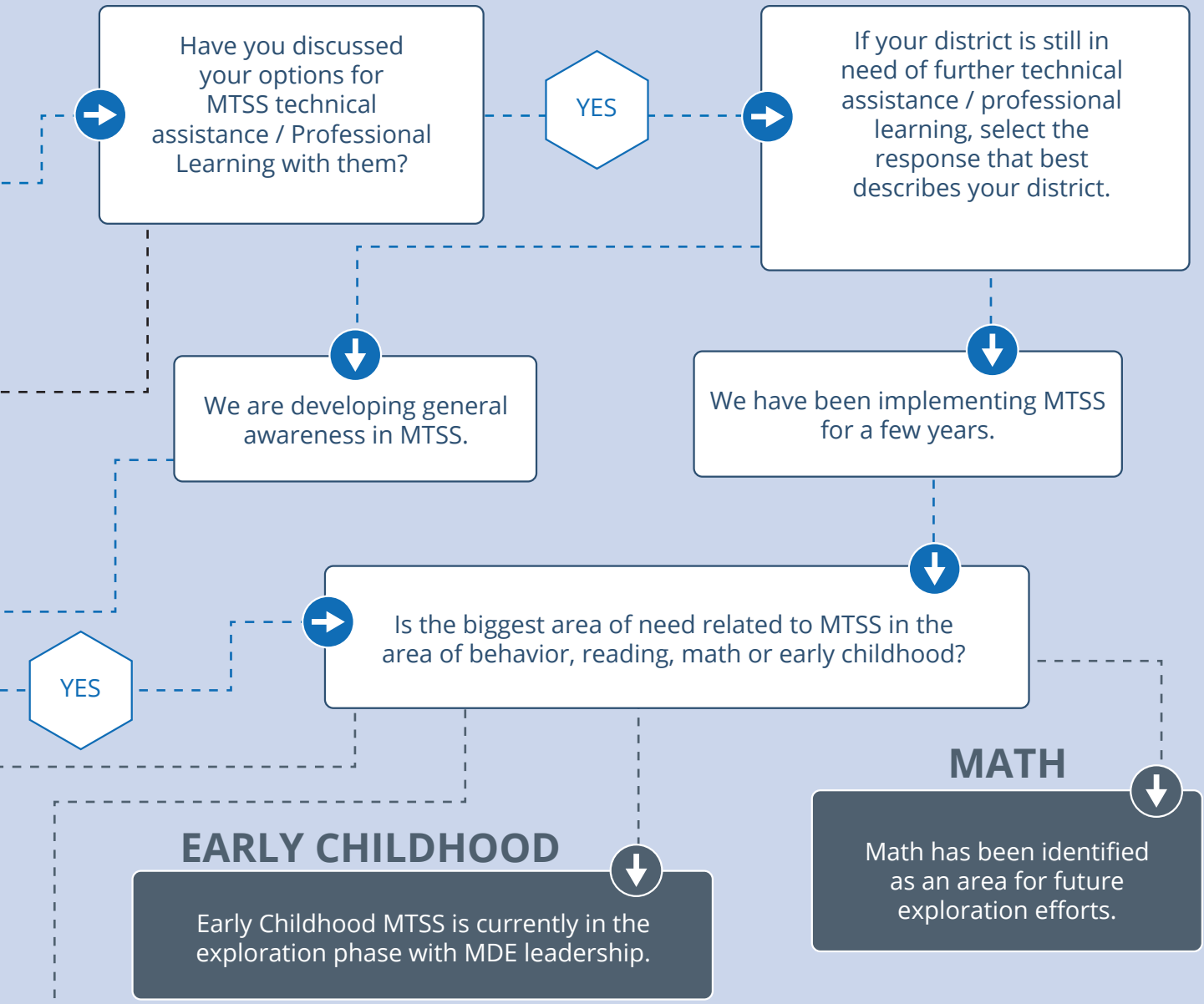
Full Implementation involves:

- Consistency in the use the educational innovation
- Integration of the educational innovation into practice

MTSS Technical Assistance Supports Assessment

The MTSS Supports Assessment is intended to provide Intermediate School District (ISD) and district executive leaders with a systematic means to efficiently and effectively determine appropriate MTSS technical assistance options to support implementation efforts. The MTSS Technical Assistance Supports Assessment is designed to assist ISD and/or district executive leaders in deciding where to begin to focus the MTSS professional learning for staff.





Implementation is a process, not an event. There are four stages associated with implementation: exploration, installation, initial implementation, and full implementation. Each offering within the TA Catalog identifies the stage of implementation most closely associated with the content of the training. The definitions of the stages of implementation come from the National Implementation Research Network (NIRN), and can be found on the Active Implementation Hub (https://nirn.fpg.unc.edu/module-4/topic-1-implementation-stages-overview/what-are-stages).

Universal Technical Assistance Offerings

Behavior

Behavior Interventions in the Classroom

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

This highly interactive training is designed to give participants a working understanding of behavior science, as well as increase their strategies for addressing high-frequency, low-intensity behavior in the classroom. At the end of this session, participants will be equipped with skills and a structure to intentionally select and implement classroom strategies to support the success of students.

By the end of this course, you will be able to:

1. Explain the foundations for strong behavioral supports in classrooms
2. Describe classroom intervention strategies that are used in a Prevent, Teach, Respond framework
3. Select among classroom intervention strategies that will be applied to the classroom
4. Develop a specific action plan for immediately applying selected classroom intervention strategies

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: K-12 Classroom Teachers, Principals, Behavior Specialists, Interventionists, Coaches
Format: 1 Day
Prerequisites: None

Behavior Supports to Increase Student Motivation and Engagement

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

A students' inability to read well impacts their desire to read and their overall engagement in literacy-related activities. While it is important to increase students' motivation and engagement to read, students with severe and persistent learning needs, especially those with disabilities, are likely to need highly structured and supportive instruction to enhance their reading skills as a mechanism for enhancing their motivation and engagement in reading. Guidance will be provided to:

1. Assist students in persisting and completing activities within and outside of the intervention
2. Promote students' self-monitoring of engagement during intervention lessons
3. Reduce off-task behavior
4. Monitor student behavior and apply targeted behavioral intensifications to support students with more significant behavioral needs

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Elementary teachers/ interventionists (general education and special education)
Format: 1 Day
Prerequisites: None

Classroom Positive Behavioral Interventions and Supports

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

This interactive training is designed to focus on Positive Behavior Interventions and Supports (PBIS) in the classroom setting to increase academic time and prosocial behavior. Students spend most of their time in the classroom, which makes the classroom setting an especially important location for the implementation of PBIS. For School-wide PBIS to be successful, it also has to be evident in all classrooms.

By the end of this course, you will be able to:

1. Provide a rationale for why Classroom PBIS is a critical component of School-wide PBIS implementation
2. Develop or refine classroom procedures and classroom behavior matrix
3. Develop lesson plans for teaching the classroom procedures and behavior expectations
4. Identify and plan for the use of high leverage classroom practices

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: K-12 Classroom Teachers, Principals, Behavior Specialists, Interventionists, Coaches
Format: 1 Day
Prerequisites: None

Functional Behavioral Assessment and Behavior Intervention Plan Series

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

This interactive 2-day series is designed to support individuals who facilitate and/or participate on teams completing a Functional Behavioral Assessments (FBA) and developing Behavior Intervention Plan (BIP). Participants will learn about the FBA/BIP process, along with support tools and information on how to facilitate the process.

By the end of this course, you will be able to:

1. Understand misrules, legal mandates, and best practices associated with Functional Behavioral Assessment (FBA) and Behavior

Intervention Plans (BIP)

2. Define and explain key terms to other team members, school staff, and families, including the A-B-C paradigm
3. Facilitate the basic FBA process from defining target behavior(s) to creating a hypothesis statement
4. Apply a Prevent, Teach, Respond framework to develop a Behavior Intervention Plan
5. Effectively evaluate the quality of a Functional Behavioral Assessment and Behavior Intervention Plan
6. Apply metrics to measure both the implementation of the plan (fidelity) and the impact of the plan (outcomes)

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Individuals and teams supporting the completion of Functional Behavioral Assessments and Behavior Intervention Plans.
Format: 2 Days
Prerequisites: None

Grade Level Problem Solving for Behavior

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

This session is designed to decrease low intensity, high frequency behavior by:

- Tightening up classroom management.
- Strengthening problem solving specific to behavior at each grade level.
- Adding strategies that can be implemented in the classroom.

By the end of the course, you will be able to:

1. List two essential beliefs for problem solving around behavior.
2. Understand the ides of "function" of behavior for more effective problem solving.
3. Assess current classroom management practices.
4. Apply problem solving at the grade level and establish a system for integrating behavior into grade level team meetings.
5. Communicate classroom level behavior interventions to the rest of the grade level team or staff.

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: K-12 teaching staff, Principals, Behavior Specialists PBIS Coordinators, Administrators
Format: 1 Day
Prerequisites: None

Sustainability of School-wide Positive Behavioral Interventions and Supports

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Full Implementation

This course will provide an overview of four characteristics that support the sustainability of School-wide Positive Behavioral Interventions and Supports (SWPBIS): (1) keep a strong team, (2) implement classroom PBIS, (3) use school discipline data, and (4) use the SWPBIS Tiered Fidelity Inventory (TFI) to improve systems. Schools and districts that are seeking to sustain SWPBIS beyond initial implementation will benefit from continuous improvement of the four characteristics.

By the end of this course, you will be able to:

1. Identify the four tips for sustaining SWPBIS
2. Identify activities and tools that support the sustainability of SWPBIS

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Individuals serving on a leadership team that supports SWPBIS implementation.
Format: 30-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: Successful implementation of School-wide PBIS

Early Warning Intervention and Monitoring System

Introduction to the Early Warning Intervention and Monitoring Systems (EWIMS)

MTSS Essential Component(s) Addressed: Cross Components

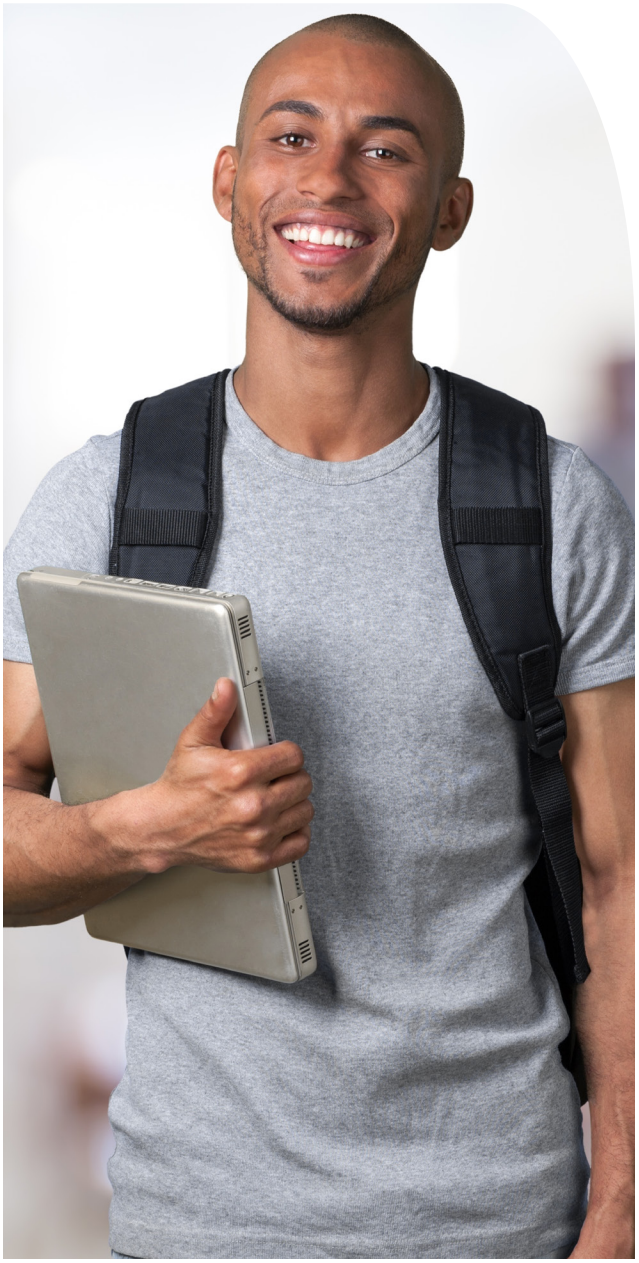
Stage of Implementation: Exploration

This session will provide a high-level introduction to the seven-step evidence-based EWIMS process, the universal training resources available, and a tool that can be used to assess the fit and feasibility of implementing EWIMS in a district.

By the end of this session, you will be able to:

1. Identify the 7 steps in the EWIMS process
2. Describe resources available to support the use of EWIMS

Level of Technical Assistance: Universal
Focus of Support: MTSS Neutral
Target Audience: MDE internal staff, individuals interested in learning more about EWIMS and exploring the implementation of the process.
Format: 90-minute session (in-person or virtual)
Prerequisites: None



Data-Based Individualization Overview: A Process for Intensifying Interventions

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Exploration

Data-Based Individualization (DBI) is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based strategies to adapt intervention instruction. DBI is an individual student problem-solving process that typically occurs in multi-disciplinary teaming structures like Child Study Teams, Student Support Teams, and IEP Teams.

By the end of this session, you will be able to:

1. Define the five steps in the data-based individualization (DBI) process
2. Demonstrate how DBI fits into an MTSS framework
3. Complete a DBI Self-Assessment
4. Determine district/school next steps for accessing technical assistance in how to implement DBI within an MTSS framework to improve outcomes for all students including students with disabilities

Level of Technical Assistance: Universal
Focus of Supports: MTSS Neutral

Target Audience: District and school administrators, school psychologists, special education teachers, and other school staff who participate on multi-disciplinary teaming structures (Child Study Team, Student Support Team, IEP Team) who are exploring whether DBI should be integrated into the district's MTSS framework
Format: 2-hour webinar
Prerequisites: None

Literacy

Phonemic Awareness: The Skills That They Need to Help Them Succeed

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

This training focuses on supporting the effective use of the Phonemic Awareness: The Skills They Need to Help Them Succeed (the Heggerty program) and covers the Kindergarten and Primary levels of the program. Each level of the Heggerty program takes an explicit and systematic approach to covering eight phonological and phonemic awareness skills daily.

By the end of this course, you will be able to:

1. Define phonological and phonemic awareness
2. Articulate how phonemic awareness fits into the science of teaching reading
3. Identify what to look for in phonemic awareness data to address student needs
4. Teach the lessons in the Heggerty program

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: Kindergarten, First and Second Grade Classroom Teachers
Format: 1 Day
Prerequisites: Complete the Science of Teaching Reading course in EduPaths (www.edupaths.org)

Phonics for Reading (First Level, Second Level, or Third Level)

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

This training is intended to support the effective use of Phonics for Reading (PFR). PFR is a research-validated program that focuses on decoding, encoding (writing), fluency, and comprehension skills usually mastered in grades K to 3. The program uses explicit, teacher-directed instruction to introduce skills and strategies. Placement tests determine which level is appropriate for each student and/or group.

- PFR First Level focuses on short vowels, consonants, and words within initial and final consonant blends and digraphs.
- PFR Second Level focuses on vowel combinations and CVCe words.
- PFR Third Level focuses on prefixes, suffixes, vowel combinations, letter combinations, minor consonant sounds, and minor vowel sounds.

By the end of this course, you will be able to:

1. Articulate how Phonics for Reading directly connects to the science of teaching reading

2. Use data to identify appropriate use of the program as well as program placement
3. Articulate the why & what of each lesson component
4. Prepare for implementation by engaging in program delivery practice

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: Individuals providing reading intervention supports, Special Education and Title 1 Teachers
Format: 1 Day
Prerequisites: Complete the Science of Teaching
Reading course in EduPaths (www.edupaths.org)

REWARDS Intermediate

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

This training is intended to support the effective use of REWARDS Intermediate. The research-validated program focuses on supporting decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence. This level of the program is intended for students in grades 4-6 reading at or above a third-grade level or above.

By the end of this course, you will be able to:

1. Summarize the benefits of multisyllabic word instruction, accuracy and rate development, comprehension, and vocabulary instruction.
2. Describe the components of REWARDS, including the materials and instructional design (pre-skills, strategy focus).
3. Deliver the components of REWARDS Intermediate

Literacy

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: Classroom Teachers Grades 4-6, Reading Interventionists, Title 1 Teachers, Special Education Teachers
Format: 1 Day
Prerequisites: Complete the Science of Teaching Reading course in EduPaths (www.edupaths.org)

REWARDS Plus Science & Social Studies

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

Training in REWARDS Plus Science and REWARDS Plus Social Studies is intended to prepare teachers and interventionists to implement these programs in their secondary school settings. REWARDS Plus for Social Studies and REWARDS Plus for Science are both designed for students in middle and high school (6-12).

REWARDS Plus increases multisyllabic word reading skills in more complex informational text, expands vocabulary knowledge and application, and develops students' close reading and critical thinking skills. These programs also teach students strategies for answering challenging multiple-choice questions, writing complete and accurate answers to short answer questions, and writing coherent summaries and evidence-based paragraphs to support a claim (Social Studies) as well as writing responses to "What if ..." questions (Science). REWARDS Plus serves as a culmination of learned skills that generalize to the late-middle and high school educational demands.

By the end of this course, you will be able to:

1. Understand the components of the REWARDS Plus lessons
2. Prepare for implementation due to the opportunities to practice the various instructional routines in the REWARDS Plus programs
3. Implement the appropriate mastery assessments included in the programs

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: Secondary (Grades 6-12) Teachers and Interventionists who will or are considering implementing this program, Reading Specialists, Administrators, and others who may be supporting the implementation
Format: 1 Day
Prerequisites: Complete the Science of Teaching Reading course in EduPaths (www.edupaths.org).

REWARDS Secondary

MTSS Essential Component(s) Addressed: Tiered Delivery System

Stage of Implementation: Installation

Training in REWARDS Secondary is intended to deepen understanding of an explicit instruction approach to a multisyllabic decoding process and prepare interventionists for effective implementation of the program. REWARDS Secondary focuses on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage fluency, as well as academic language, vocabulary, and comprehension to access grade-level content area text effectively. REWARDS Secondary can be used as part of a short-term, strategic intervention for struggling readers.

By the end of this course, you will be able to:

1. Articulate the benefits of multisyllabic word instruction, accuracy and rate development, comprehension and vocabulary instruction
2. Prepare for your implementation
3. Systematically and consistently correct errors during instruction
4. Implement the appropriate mastery assessments included in the program and understand when intensification of instruction is needed

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: Secondary (Grades 6-12) Teachers and Interventionists who will or are considering implementing this program, Reading Specialists, Administrators, and others who may be supporting the implementation
Format: 1 Day
Prerequisites: Complete the Science of Teaching Reading course in EduPaths (www.edupaths.org)

Universal Technical Assistance Offerings

Measures & Data Systems

Acadience Reading 7-9

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

This session focused on Acadience Reading 7-9, a universal screening measure for students in grades 7 to 9. These are a brief, standardized indicator of advanced phonics and decoding skills, accurate and fluent reading of text, and reading comprehension. The measures are designed to identify appropriate instructional support through recommendations within an assessment gating system.

By the end of this training, you will be able to:

1. Understand how Acadience Reading 7-9 is a tool for universal screening and progress monitoring
2. Learn to administer and score the Acadience Reading 7-9 measures
3. Explore how to use the results to inform instruction and improve student outcomes within an MTSS framework by making connections to the MiMTSS TA Center's secondary reading professional learning content

Level of Technical Assistance: Universal
Focus of Support: Reading
Target Audience: Individuals who will be responsible for administering and scoring the Acadience Reading 7-9 measures.
Format: 1 day
Prerequisites: None

Acadience Reading K-6 Data Interpretation

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

The Acadience Reading Data Interpretation Workshop offers advanced training in the use of Acadience Reading data in an Outcomes-Driven Model. The workshop, created by Acadience Learning, illustrates the use of Acadience Reading data at the system and student level. Learn how to use data to match students to resources, group students for instruction, select materials for progress monitoring, and evaluate the effectiveness of instruction.

By the end of this course, you will be able to:

1. Review themes from the Essential Workshop
2. Review administration and scoring procedures
3. Learn how to interpret Acadience Reading data to:
    a. Change reading outcomes
    b. Plan instruction

c. Evaluate individual and group progress

Level of Technical Assistance: Universal
Focus of Support: Reading
Target Audience: This workshop is designed to support the effective and efficient use of Acadience Reading K–6 data. The intended audience includes the school principals, systems coaches, the School Leadership Team, and any staff who want to become more knowledgeable around using Acadience Reading K-6 data.
Format: 1 day
Prerequisites: Acadience Reading Essentials K-6

Acadience Reading Diagnostics: Comprehension, Fluency, and Oral Language (CFOL)

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

Acadience Reading Diagnostic: CFOL (Comprehension, Fluency, and Oral Language) is an advanced diagnostic assessment tool designed to provide additional in-depth information to help improve instruction for students in grades K-6 and older students with very low skills. It is un-timed and individually administered.

Acadience Reading Diagnostic CFOL measures are rigorously researched and are:

- Highly rated in terms of the usefulness of data and ease of use
- Used to assess each of the critical, basic early literacy skills: Comprehension and Fluency with Connected Text.
- Aligned with the CCSS
- Time-efficient and cost-effective
- Linked to Acadience Reading, but can be used for students not reaching benchmark on
- any screener.

By the end of this training, you will be able to:

1. Determine when to use Acadience Reading Diagnostic CFOL
2. Differentiate the purposes of Acadience Reading K-6, Acadience Reading Survey, and Acadience Reading Diagnostic within the context of the Outcomes-Driven Model.
3. Accurately administer and score Acadience Reading Diagnostic CFOL
4. Interpret results and make decisions regarding planning instruction using Acadience Reading Diagnostic data. Case studies will be examined.

Level of Technical Assistance: Universal
Focus of Support: Reading
Target Audience: Individuals who will be responsible for administering and scoring the Acadience Reading Diagnostic:

Comprehension, Fluency, & Oral Language measure
Format: 1 day
Prerequisites: Acadience Reading K-6 Essentials, Data Interpretation, Survey and Pathways of Progress

Acadience Reading Diagnostics: Phonemic Awareness, Word Reading, and Decoding (PA/WRD)

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

Acadience Reading Diagnostic: Phonemic Awareness & Word Reading and Decoding (PA/WRD) is an advanced diagnostic assessment tool designed to provide additional in-depth information to help improve instruction for students in grades K-6 and older students with very low skills. It is un-timed and individually administered.

Acadience Reading Diagnostic: PA/WRD measures are rigorously researched and are:

- Highly rated in terms of the usefulness of data and ease of use
- Used to assess each of the key basic early literacy skills: Phonological Awareness, Alphabetic Principle, Accuracy, and Fluency with Connected Text.
- Aligned with the CCSS
- Time-efficient and cost-effective

By the end of this course, you will be able to:

1. Determine when to use Acadience Reading Diagnostic PA & WRD
2. Differentiate the purposes of Acadience Reading K-6, Acadience Reading Survey, and Acadience Reading Diagnostic within the context of the Outcomes-Driven Model.
3. Accurately administer and score Acadience Reading Diagnostic PA & WRD
4. Interpret results and make decisions regarding planning instruction using Acadience Reading Diagnostic data. Case studies will be examined.

Level of Technical Assistance: Universal
Focus of Support: Reading
Target Audience: This Acadience Reading PA & WRD training is designed for individuals who are interested in using Acadience Reading PA & WRD to gather additional diagnostic information about a student's reading skills. Acadience Reading PA & WRD may be used anytime an educator would like to have a further assessment of a student who is not making sufficient progress, and more information is needed for instructional planning.
Format: 1 day
Prerequisites: Acadience Reading K-6 Essentials, Data Interpretation, Survey and Pathways of Progress

Acadience Reading Essentials K-6

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

Acadience Reading is a set of curriculum-based measures for reading that assesses student development as a reader. Each assessment is designed for a specific grade level ranging from K-6 and measures critical skills for early readers.

Schools use school-wide data for program evaluation. Schools also use the data for universal screening and progress monitoring to determine the appropriate instructional supports for each student. Acadience Reading K-6 has been approved by the Michigan Department of Education as an initial assessment and progress monitoring and is relative to the third-grade reading legislation.

By the end of this course, you will be able to:

1. Learn the foundations and research behind Acadience Reading K-6
2. Administer and score all measures
3. Identify children at risk for reading difficulties and determine the skills to target for instructional support. Acadience Reading K–6:
4. Leave with the knowledge around the logistics of administration of the assessments
5. Learn the use of Acadience Reading K-6 in

an outcomes-driven model

Level of Technical Assistance: Universal
Focus of Support: Reading
Target Audience: This workshop is designed for users who will be administering Acadience Reading K-6 and is also valuable for those who will be analyzing Acadience Reading K-6 data to plan instruction. The workshop covers the foundations and guidelines of Acadience Reading K-6, as well as how to administer and score each of the Acadience Reading K-6 measures. This workshop is a requirement for individuals who are interested in later becoming an Acadience Reading Mentor.
Format: 2 days
Prerequisites: None

Acadience Reading K-6 Mentor

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System.

Stage of Implementation: Installation

The Acadience Reading Mentoring workshop is for those who have already completed the Acadience Reading K-6 and Data Interpretation training sessions and wish to extend their knowledge of Acadience Reading K-6 so they may provide leadership and training to others.

By the end of this course, you will be able to:

1. Extend your knowledge of Acadience Reading K-6 and Data Interpretation
2. Learn how to provide training in Acadience Reading K-6 administration and scoring, including foundations and assessment logistics.
3. Learn how to navigate your presentation materials for Acadience Reading K-6 and Acadience Data Interpretation
4. Learn how to observe and provide feedback to Acadience assessors and interpret and assist others in using classroom, school, and district-level data

Level of Technical Assistance: Universal
Focus of Support: Reading
Target Audience: Individuals interested in becoming Acadience Mentors.
Format: 1 day
Prerequisites: Acadience Reading Essentials K-6 and Acadience Reading Data Interpretation

Acadience Reading Pathways of Progress and Survey

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

Pathways of Progress for individual, grade-level progress monitoring provides a tool to assist educators in (a) setting an ambitious, meaningful, attainable student learning goal and an aim line for individual progress monitoring, and (b) evaluating the progress the student is displaying.

- The Pathways of Progress provides a normative reference for professionals to consider when establishing a student learning goal and aim line.
- The Pathways of Progress clarifies what rate of progress is typical, above typical, or well above typical. Pathways of Progress also inform educators when progress is below typical or well-below typical rates of progress.

Acadience Reading Survey is a set of testing materials useful for determining the appropriate progress monitoring level, identifying the instructional level, and setting goals for students who have missed the prior benchmark goals and continue to struggle in acquiring basic early literacy skills. It may also be used with students who score in the strategic or intensive range during benchmark assessment as a way to get more information for instructional planning and goal setting.

By the end of this course, you will be able to:

1. This training will provide participants with the information necessary to begin using Pathways of Progress in Acadience Data Management system
2. Learn how to administer and score an Acadience Reading Survey
3. Have opportunities for additional practice before using the assessment and tools with students

Level of Technical Assistance: Universal
Focus of Support: Reading
Target Audience: This training is designed for individuals who are interested in using Pathways of Progress within the Acadience Reading Data System for setting goals and monitoring students' progress toward the end of year goals in comparison to students who started the year with similar reading skills. Pathways of Progress is only available in Acadience Reading Data Management for K-6 Acadience Reading measures. Participants will find this training most useful if their school/district has the Acadience Reading Data Management System account. In addition, the training is designed for individuals interested in using Acadience Reading Survey to "test back" using Acadience Reading measures to identify a student's instructional level, determine an appropriate level for progress monitoring, set goals, and make instructional decisions for students who have not yet reached their grade-level benchmark goals. Acadience Reading Survey is a helpful tool for elementary and secondary school educators.
Format: 1 day
Prerequisites: Access to Acadience Reading Data Management; Acadience Reading Essentials and Data Interpretation

Universal Technical Assistance Offerings

Measures & Data Systems

An Overview of the School Climate Survey Suite

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Exploration

The School Climate Survey Suite provides four surveys that are valid, reliable, and brief measures of perception of school climate. This course provides a brief overview of the surveys within the School Climate Survey Suite. It is for individuals who are interested in learning about the School Climate Surveys or administering the surveys with a school or multiple schools within a district or ISD.

By the end of this course, you will be able to:

1. Identify the purpose and features of the School Climate Survey
2. Describe the process and key considerations for administering the School Climate Survey

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Individuals who are interested in learning about the School Climate Survey or administering the survey with a school or multiple schools within a district or ISD.
Format: 15-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: None

An Overview of the School-wide PBIS Tiered Fidelity Inventory

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Exploration

This course will provide an overview of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI), which is a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS. It is designed for individuals who will become SWPBIS TFI Facilitators or anyone interested in learning more about the measure.

By the end of this course, you will be able to:

1. Identify the purpose and features of the School-wide PBIS Tiered Fidelity Inventory
2. Describe the process and key roles for administering the School-wide PBIS Tiered Fidelity Inventory

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Individuals who are interested in learning more about the School-wide Positive Behavioral Interventions and Supports (SWPBIS) Tiered Fidelity Inventory or those who are interested in becoming a SWPBIS TFI Facilitator. SWPBIS TFI Facilitators should have prior background knowledge regarding what is involved in implementing SWPBIS and ideally have some previous experience in a school that is using SWPBIS.

Format: 15-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: None

Becoming a PBIS Assessment Coordinator

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

This course will provide an overview that will deepen the participant's understanding of the role of the PBIS Assessment Coordinator and will provide participants opportunities to navigate the PBIS Assessment website related to this role. Individuals interested in becoming a PBIS Assessment Coordinator must complete this course and submit the required forms as described at the end of this course.

By the end of this course, you will be able to:

1. Articulate the role of the PBIS Assessment Coordinator
2. Access and Navigate the PBIS Assessment website
3. Submit the required form to become a PBIS Assessment Coordinator

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Individuals who will serve in the role of PBIS Assessment Coordinator for a district or ISD
Format: 15-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: none

Check-In, Check-Out (CICO) SWIS Facilitator Training

MTSS Essential Component(s) Addressed: Comprehensive Screening & Assessment

Stage of Implementation: Installation

This webinar prepares and certifies participants as CICO-SWIS Facilitators to provide support to local schools implementing the CICO-SWIS web application.

By the end of this course, you will be able to:

1. Lead schools through CICO-SWIS Readiness and Licensing
2. Train users on accessing, viewing, and printing reports, entering CICO-SWIS data and using the data for decision-making
3. Have a clear understanding of the role and responsibilities of a CICO-SWIS Facilitator

Measures & Data Systems

4. Support schools in maintaining CICO-SWIS Readiness requirements
5. Provide coaching for schools related to using the application for data-based decision making

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Current SWIS or I-SWIS Facilitators
Format: 3-hour webinar with pre-training and post-training online certification assignments
Prerequisites: Participants must be certified SWIS or I-SWIS Facilitators to take this course and must complete the PBISApps screening and registration form

Data Coordination Webinar Series

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Full Implementation

This webinar series will provide individuals currently serving in data coordination roles with updates on the newest tools and resources to support the installation and use of specific measures and systems (PBIS Assessment, SWIS, Early Warning Systems, Student Risk Screening Scale – Internalizing and Externalizing, and Acadience Reading measures).

By the end of this series, you will be able to:

1. Articulate general guidelines for data coordination
2. Identify application for newly developed resources and tools to support the data coordination role(s)
3. Apply the assessment system spreadsheet to your context
4. Utilize data accuracy checklists
5. Analyze data to inform refresher trainings and future decisions

Level of Technical Assistance: Universal
Focus of Support: Behavior and Reading
Target Audience: Previously trained data coordinators from ISDs and local districts
Format: 3 webinars (60-90 minutes each)
Prerequisites: None

Early Warning System (EWS) Coordinator Training

MTSS Essential Component(s) Addressed: Comprehensive Screening & Assessment System

Stage of Implementation: Installation

By the end of this course, you will be able to:

1. Articulate how Early Warning Indicator (EWI) data are used within a school-level MTSS data review and analyze EWI data
2. Perform basic tasks in spreadsheets
3. Gather EWI data into an EWS and practice

identifying common errors when checking EWI data for accuracy

4. Create an action plan for EWS installation and communication with stakeholders

Level of Technical Assistance: Universal
Focus of Support: MTSS Neutral
Target Audience: LEA and ISD staff who will be helping school leadership teams access and use an Early Warning System as a universal screening tool for secondary schools.
Format: 1 day
Prerequisites: Complete the EWIMS Overview course in EduPaths (www.edupaths.org)

Facilitating the Reading Tiered Fidelity Inventory

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment

Stage of Implementation: Installation

How do you facilitate the R-TFI with accuracy and efficiency? The purpose of this course is to help you plan a successful facilitation of the R-TFI. This course will provide detailed information about the participants, schedule, and steps in the process of facilitating the R-TFI and deepen participant understanding of the role of the facilitator before, during, and after administration. Participants will also learn key roles and responsibilities of an R-TFI facilitator.

By the end of this course, you will be able to:

1. Describe the participants and schedule
2. Articulate the roles and responsibilities
3. Articulate the steps facilitators take before, during, and after facilitation
4. Learn about options for data entry

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: All educators who are preparing to become an R-TFI facilitator and have taken the R-TFI Overview course. This course is intended for individuals who will become R-TFI Facilitators and will administer the R-TFI to a School Leadership Team.
Format: 30-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: Reading Tiered Fidelity Inventory Overview course in EduPaths

Facilitating the School-wide PBIS Tiered Fidelity Inventory

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

This course is designed for individuals who will be responsible for facilitating the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) with a School Leadership Team. The course prepares SWPBIS TFI Facilitators with information about the assessment and critical

activities to conduct before, during, and after each SWPBIS TFI administration.

By the end of this course, you will be able to:

1. Identify the role and responsibilities of the SWPBIS TFI Facilitator
2. Describe the process for administering the SWPBIS TFI with a School Leadership Team
3. Practice using data from the SWPBIS TFI

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Individuals who are interested in becoming a School-wide Positive Behavioral Interventions and Supports (SWPBIS) Tiered Fidelity Inventory Facilitator. These individuals should have prior background knowledge regarding what is involved in implementing SWPBIS and ideally have some previous experience in a school that is using SWPBIS.
Format: 30-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: An Overview of the School-wide PBIS Tiered Fidelity Inventory in EduPaths

I-SWIS Facilitator Training

MTSS Essential Component(s) Addressed: Comprehensive Screening & Assessment

Stage of Implementation: Installation

This course prepares and certifies participants as I-SWIS facilitators to support local schools interested in the implementation of the Tier 3 component of SWIS, the Individual School-Wide Information System (I-SWIS). The I-SWIS Facilitator Training focuses on (a) account and student file set up, (b) data entry and report generation, (c) progress monitoring of individual student data, (d) using I-SWIS data for progress monitoring and accountability, and (e) readiness, compatibility, and licensing for I-SWIS.

By the end of this course, you will be able to:

1. Lead schools through I-SWIS Readiness and Licensing
2. Train and support coordinators in set-up and management of I-SWIS case files
3. Describe your role as an I-SWIS Facilitator in the installation, training, coaching, technical assistance with case management, data collection, and use of I-SWIS for decision making
4. Support schools in meeting and maintaining SWIS readiness requirements and implementation

Level of Technical Assistance: Universal

Focus of Support: Behavior
Target Audience: Individuals employed by the state/district/region who have the knowledge and experience using Targeted (Tier 2) and Intensive (Tier 3) systems of SWPBIS Support (e.g., basic behavioral science, behavioral assessments, and support planning)
Format: 2 days in person, with pre-training and post-training online certification assignments
Prerequisites: Completion of the PBISApps screening and registration form

Reading Tiered Fidelity Inventory Overview

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment

Stage of Implementation: Exploration

How do you know if you are implementing with fidelity? This short-course provides a brief introduction to, and overview of, the Reading-Tiered Fidelity Inventory (R-TFI). The purpose of this course is to increase participant understanding of the R-TFI as a measure for determining the degree of implementation of core reading features across Tiers 1, 2, and 3.

By the end of this course, you will be able to:

1. Describe the R-TFI
2. Articulate the purpose, features, and process
3. Differentiate between acceptable use and misuse

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: Educators interested in becoming an R-TFI facilitator or anyone interested in learning more about the measure. The R-TFI Overview is the first course in the path to R-TFI certification. The series will help prepare staff to become an R-TFI facilitator and provide foundational information about the measure for anyone who is interested in learning more.
Format: 15-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: None

Reading Tiered Fidelity Inventory: Tier 1 for Elementary and Secondary Level Editions

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment

Stage of Implementation: Installation

Are you planning to facilitate the R-TFI at the Elementary or Secondary level? The focus of this course is to prepare individuals to accurately use the R-TFI to assess the universal support schools put into place for all students at Tier 1. This course is designed to increase participant knowledge of the commonalities and differences across the Elementary and Secondary versions of the R-TFI, including between model features,

subscales, corresponding items, data sources, and scoring.

By the end of this course, you will be able to:

1. Detail the commonalities and differences between Elementary and Secondary versions of the R-TFI
2. Use R-TFI concepts and terminology to make connections between subscales, items, and data sources
3. Use a scoring guide

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: Educators who will become Elementary and/or Secondary R-TFI Facilitators. This course is for educators who are preparing to become R-TFI facilitators, have reviewed the Elementary and Secondary R-TFI, and have completed both the R-TFI Overview and Facilitating the R-TFI courses.
Format: 30-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: Reading Tiered Fidelity Inventory Overview course and the Facilitating the Reading Tiered Fidelity Inventory courses in EduPaths

Reading Tiered Fidelity Inventory: Tier 1 Elementary Focus

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment

Stage of Implementation: Installation

This course provides a more in-depth focus on Tier 1 within the R-TFI Elementary Level Edition. This course intends to support the accurate use of the R-TFI to assess the universal support schools put into place for all students at Tier 1. This course is designed to increase knowledge of the R-TFI Elementary Level Edition, including Tier 1 subscales (Teams, Implementation, Resources, and Evaluation), corresponding items, data sources, and School-Wide Reading Model features.

By the end of this course, you will be able to:

1. Use R-TFI concepts and terminology to make connections between subscales, items, and data sources,
2. Use the scoring guide
3. Differentiate between a 2-point and a 1-point score
4. Accurately scoring, data entry, and analysis
5. Interpret results with a team in mind
6. Make connections between the results and professional learning needs, School-Wide Reading Model plan, communication needs, or barriers

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: The course is designed for educators who are preparing to become R-TFI facilitators and have read and reviewed the R-TFI Elementary Level Edition, completed the R-TFI Overview course, and the Facilitating the

R-TFI course. The next course to complete is the R-TFI Advanced Tiers.
Format: 30-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: Reading Tiered Fidelity Inventory Overview, Facilitating the Reading Tiered Fidelity Inventory, and Reading Tiered Fidelity Inventory: Tier 1 for Elementary and Secondary Level Editions courses in EduPaths

Reading Tiered Fidelity Inventory: Tier 1 Secondary Focus

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment

Stage of Implementation: Installation

This course provides a more in-depth focus on Tier 1 within the R-TFI Secondary Level Edition. This course intends to support the accurate use of the R-TFI to assess the universal support schools put into place for all students at Tier 1. This course is designed to increase knowledge of the R-TFI Secondary Level Edition, including Tier 1 subscales (Teams, Implementation, Resources, and Evaluation), corresponding items, data sources, and School-Wide Content Area Reading Model features.

By the end of this course, you will be able to:

1. Use R-TFI concepts and terminology to make connections between subscales, items, and data sources,
2. Use the scoring guide
3. Differentiate between a 2-point and a 1-point score
4. Accurately scoring, data entry, and analysis
5. Interpret results with a team in mind
6. Make connections between the results and professional learning needs, School-Wide Reading Model plan, communication needs, or barriers

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: The course is designed for educators who are preparing to become R-TFI facilitators and have read and reviewed the R-TFI Secondary Level Edition, completed the R-TFI Overview course, and the Facilitating the R-TFI course. The next course to complete is the R-TFI Advanced Tiers.
Format: 30-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: Reading Tiered Fidelity Inventory Overview, Facilitating the Reading Tiered Fidelity Inventory, and Reading Tiered Fidelity Inventory: Tier 1 for Elementary and Secondary Level Editions courses in EduPaths

Universal Technical Assistance Offerings

Measures & Data Systems

Reading Tiered Fidelity Inventory: Advanced Tiers

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment

Stage of Implementation: Installation

The purpose of the R-TFI: Advanced Tiers course is to prepare you to accurately facilitate Tier 2 and Tier 3 of the R-TFI with a School Leadership Team. This course will deepen your understanding of the Tier 2 items that address an intervention system that provides targeted support for groups of students who are not meeting the school expectations with universal support alone as well as Tier 3 items that address the systems in place to provide individualized support for students with the greatest needs.

By the end of this course, you will be able to:

1. Use R-TFI concepts and terminology to make connections between subscales, items, and data sources,
2. Use the scoring guide for the advanced tiers
3. Differentiate between a 2-point and a 1-point score on the items of the advanced tiers
4. Practice scoring, data entry, and analysis
5. Interpret results from the advanced with a team in mind
6. Make connections between the results and professional learning needs, plan, communication needs, or barriers

Level of Technical Assistance: Universal
Focus of Support: Literacy
Target Audience: All educators who are working to become R-TFI facilitators at the Elementary or Secondary level.
Format: 30-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: Reading Tiered Fidelity Inventory Overview, Facilitating the Reading Tiered Fidelity Inventory, Reading Tiered Fidelity Inventory: Tier 1 for Elementary and Secondary Level Editions and Reading Tiered Fidelity Inventory: Tier 1 Elementary Focus and/or Reading Tiered Fidelity Inventory: Tier 1 Secondary Focus courses in EduPaths

School-wide Information System (SWIS) Facilitator Training

MTSS Essential Component(s) Addressed: Comprehensive Screening & Assessment

Stage of Implementation: Installation

This training prepares and certifies participants as SWIS Facilitators to provide support to local schools interested in the implementation of the School-Wide Information System (SWIS). SWIS is a web-based decision system that monitors student behavior by tracking behavior incidents and supports decision-making through easy, real-time access to comprehensive school-wide and individual student graphs.

By the end of this course, you will be able to:

1. Successfully navigate the SWIS application and support school-level users in account set-up, data entry, and reporting
2. Lead schools through SWIS Readiness and Licensing
3. Describe your role in monitoring school readiness, new user training, team coaching, technical assistance, and ongoing maintenance associated with supporting SWIS implementation
4. Support schools in meeting and maintaining SWIS readiness requirements and implementation

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Individuals employed by the state/district/region who will provide SWIS facilitation to schools.
Format: 2½ days in person, with pre-training and post-training online certification assignments
Prerequisites: Completion of the PBISApps screening and registration form

School-wide PBIS Tiered Fidelity Inventory: Tier 1

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

This course is designed for individuals who will be responsible for facilitating the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) with a School Leadership Team. The course prepares SWPBIS TFI Facilitators with information specifically about Tier 1 items and includes critical information to ensure an accurate and efficient administration of the SWPBIS TFI. This course should be taken after An Overview of the School-wide PBIS Tiered Fidelity Inventory and the Facilitating the SWPBIS TFI courses in EduPaths.

By the end of this course, you will be able to:

1. Identify the subscales and items within Tier 1 of the SWPBIS TFI
2. Anticipate which data sources will best support the administration of the SWPBIS TFI with a School Leadership Team
3. Use data sources to support teams in answering SWPBIS TFI items from Tier 1

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Individuals who are interested in becoming a School-wide Positive Behavioral Interventions and Supports (SWPBIS) Tiered Fidelity Inventory Facilitator.

These individuals should have prior background knowledge regarding what is involved in implementing SWPBIS and ideally have some previous experience in a school that is using SWPBIS.
Format: 30-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: An Overview of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) course and the Facilitating the School-wide PBIS Tiered Fidelity Inventory courses in EduPaths.

School-wide PBIS Tiered Fidelity Inventory: Tier 2

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

This course is designed for individuals who will be responsible for facilitating the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) with a School Leadership Team. The course prepares SWPBIS TFI Facilitators with information specifically about Tier 2 items and includes critical information to ensure an accurate and efficient administration of the SWPBIS TFI. This course should be taken after An Overview of the School-wide PBIS Tiered Fidelity Inventory course and the Facilitating the SWPBIS TFI course in EduPaths.
By the end of this course, you will be able to:

1. Identify the subscales and items within Tier 2 of the SWPBIS TFI
2. Anticipate which data sources will best support the administration of the SWPBIS TFI with a School Leadership Team
3. Practice using data sources to support teams in answering SWPBIS TFI items from Tier 2

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Individuals who are interested in becoming a School-wide Positive Behavioral Interventions and Supports (SWPBIS) Tiered Fidelity Inventory Facilitator. These individuals should have prior background knowledge regarding what is involved in implementing SWPBIS and ideally have some previous experience in a school that is using SWPBIS.
Format: 30-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: An Overview of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) course and the Facilitating the School-wide PBIS Tiered Fidelity Inventory courses in EduPaths.

School-wide PBIS Tiered Fidelity Inventory: Tier 3

MTSS Essential Component(s) Addressed: Comprehensive Screening and Assessment System

Stage of Implementation: Installation

This course is designed for individuals who will be responsible for facilitating the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) with a School Leadership Team. The course prepares SWPBIS TFI Facilitators with information specifically about Tier 3 items and includes critical information to ensure an accurate and efficient administration of the SWPBIS TFI. This course should be taken after An Overview of the School-wide PBIS Tiered Fidelity Inventory course and the Facilitating the SWPBIS TFI course in Edupaths.

By the end of this course, you will be able to:

1. Identify the subscales and items within Tier 3 of the SWPBIS TFI
2. Anticipate which data sources will best support the administration of the SWPBIS TFI with a School Leadership Team
3. Practice using data sources to support teams in answering SWPBIS TFI items from Tier 3

Level of Technical Assistance: Universal
Focus of Support: Behavior
Target Audience: Individuals who are interested in becoming a School-wide Positive Behavioral Interventions and Supports (SWPBIS) Tiered Fidelity Inventory Facilitator. These individuals should have prior background knowledge regarding what is involved in implementing SWPBIS and ideally have some previous experience in a school that is using SWPBIS.
Format: 30-minute online module offered through EduPaths (www.edupaths.org)
Prerequisites: An Overview of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) course and the Facilitating the School-wide PBIS Tiered Fidelity Inventory courses in EduPaths.

Universal Technical Assistance Offerings

MTSS Neutral

Applying the MDE MTSS Practice Profile to Your District

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Exploration

This webinar is designed to provide an overview of the application of the Multi-Tiered System of Supports (MTSS) Practice Profile at the district level.

By the end of this course, you will be able to:

1. Describe the process of developing Michigan's MTSS Practice Profile
2. Articulate the five Essential Components of the MTSS Practice Profile
3. Summarize at least one way each of the five Essential Components positively impacts student outcomes
4. Recognize that MTSS is found in state legislation and tied to educational funding

Level of Technical Assistance: Universal
Focus of Support: MTSS Neutral
Target Audience: Individuals employed by the district or district teams
Format: 2-hour webinar
Prerequisites: View 5-minute video overview of the purpose of and how to navigate MDE's MTSS Practice Profile
Prerequisites: None

District Leadership: Supporting the Whole Child Through MTSS

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

This session is designed to support district leaders in understanding basic components of supporting the whole child through an MTSS framework as defined by MDE's MTSS Practice Profile and the science of how we learn. This session will include specific, actionable next steps a district can take to support the whole child through MTSS.

By the end of this course, you will be able to:

1. Articulate the five Essential Components of the MTSS Practice Profile and how to support the whole child
2. Identify how to apply the science of how we learn to supporting all learners within the MTSS framework
3. Identify actions that a district can take to build an infrastructure to support the whole child within an MTSS framework

Level of Technical Assistance: Universal
Focus of Support: MTSS Neutral
Target Audience: District-level administrators and decision makers
Format: 1 day
Prerequisites: View 5-minute video overview of the purpose of and how to navigate MDE's MTSS Practice Profile

Overview of the MTSS Practice Profile

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Exploration

This webinar is designed to provide an overview of the Multi-Tiered System of Supports (MTSS) Practice Profile to ISD staff.

By the end of this course, you will be able to:

1. Describe the development Michigan's MTSS Practice Profile
2. Articulate the five Essential Components of the MTSS Practice Profile
3. Recognize that MTSS is found in state legislation and tied to educational funding
4. Identify next steps the ISD can take to support districts' use of the MTSS Practice Profile

Level of Technical Assistance: Universal
Focus of Support: MTSS Neutral
Target Audience: ISD staff
Format: 2-hour webinar
Prerequisites: View 5-minute video overview of the purpose of and how to navigate MDE's MTSS Practice Profile

Supporting the Whole Child Through MTSS for School Staff

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

This session is designed to support school staff and administrators in understanding basic components of supporting the whole child through an MTSS framework as defined by MDE's MTSS Practice Profile and the science of how we learn. This session will unpack some of the science behind how we all learn and how this science can be applied to an MTSS framework. Specific, actionable next steps for classroom teachers and administrators will be identified.

By the end of this course, you will be able to:

1. Articulate the five Essential Components of the MTSS Practice Profile and how to support the whole child
2. Identify how to apply the science of how we learn to supporting the whole child within the MTSS framework
3. Identify actions that teachers and administrators can take to apply this learning in the classroom

Level of Technical Assistance: Universal
Focus of Support: MTSS Neutral
Target Audience: School staff and administrators

MTSS Neutral

Format: 1 day
Prerequisites: View 5-minute video overview of the purpose of and how to navigate MDE's MTSS Practice Profile

District Decisions for Successful DBI Implementation

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

District and school leaders preparing to install DBI need to understand the essential elements of DBI implementation and the flexibility that must exist amongst schools when using DBI to address students with severe and persistent needs. The critical decisions that need to be made to ensure a level of standardization across schools range from team recruitment, selection, and support guidelines to guidance for the types of meetings that must occur to accelerate outcomes for students with persistent and severe needs. Guidance will be provided to:

1. Inform recruitment and selection of a multi-disciplinary team who will be responsible for using Data-Based Individualization
2. Inform recruitment and selection of individuals who will learn how to facilitate DBI within schools and will become DBI coaches for ongoing use and sustainability of efforts
3. Outline progress monitoring and diagnostic assessment decisions that will need to be made for effective instructional decision making within the DBI process
4. Understand the scope and sequence of DBI professional learning that will be provided to selected team members and team facilitators
5. Standardize forms / paperwork that will be used during team meetings (pre-meeting, initial meeting, individualized, intensive intervention plan, progress monitoring meetings) to document critical plans and decisions to individualize and intensify intervention supports within the DBI process
6. Understand the implementation supports (training and coaching) needed for teachers and interventionists to implement and adapt evidence-based programs to intensify the instruction
7. Understand how DBI fits within the existing MTSS structures and processes (Intervention System, school teaming structures)
8. Develop decision rules for determining when and how to intensify intervention instruction

Level of Technical Assistance: Universal
Focus of Support: MTSS Neutral
Target Audience: District-level and school-level administrators
Format: 2 sessions
Prerequisites: District administrators will

benefit most from this session if they ave previously participated in the following:

- Data-Based Individualization Overview
- Elementary MTSS scope and sequence of professional learning

Tier 1 Behavior Components of an MTSS Framework Series

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

This series consists of three days of training for School Leadership Teams, which include principals and coaches, plus a one-day Coaching Support Session for School-Level Coaches.

The purpose of this training series is to prepare School Leadership Teams to coordinate, lead, and manage full implementation of School-wide Positive Behavioral Interventions and Supports (SWPBIS) in their school, to increase time spent on academic instruction by increasing positive, prosocial behaviors and decreasing behavioral challenges.

The Coaching Support Session is intended to equip coaches with the knowledge, skills, and tools necessary to support School Leadership Teams in the successful implementation of School-wide PBIS.

By the end of this course, School Leadership Teams will be able to:

1. Summarize the foundations for School-wide Positive Behavioral Interventions and Supports (SWPBIS) and identify and develop a compelling why for the implementation of SWPBIS to support staff buy-in
2. Develop a rationale for each of the big ideas of SWPBIS to share with the rest of the school staff
3. Create a plan to develop the necessary products for implementation of SWPBIS
4. Create a plan for getting staff, student, and family input on the development of SWPBIS products
5. Describe the two types of data used for decision making
6. Summarize how information related to the adolescent brain relates to SWPBIS
7. Plan for SWPBIS Kick-Off in the Fall

By the end of the Coaching Support Session, coaches will be able to:

1. Explain the coaching function
2. Apply the coaching role for administration of the SWPBIS Tiered Fidelity Inventory
3. Provide feedback on SWPBIS products
4. Apply understanding of the foundations of SWPBIS to challenging scenarios encountered by schools

Level of Technical Assistance: Targeted
Focus of Support: Behavior
Target Audience: Elementary and Secondary School Leadership Teams and School-Level Coaches

Format: 3 Days for School Leadership Teams and Coaches
1 Day specific to Coaches
Prerequisites: None

Tier 1 School-wide Positive Behavioral Interventions and Supports State Trainer Network

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

The purpose of the State Trainer Network is to develop local training capacity within ISDs to support training School Leadership Teams and Coaches in the installation and implementation of School-wide Positive Behavioral Interventions and Supports (SWPBIS). This course provides a broad overview of the information needed to train Tier 1 SWPBIS. Participants will engage in activities that allow them to build their own background knowledge, provide feedback on sample products, and answer common questions that arise during SWPBIS training sessions.

By the end of this course, you will be able to:

1. Explain the foundations and Big Ideas of SWPBIS
2. Articulate the role of a Trainer related to SWPBIS, including ensuring active engagement, providing feedback, and answering difficult questions
3. Identify individual learning needs and develop an Individualized Professional Learning Plan to address them

Level of Technical Assistance: Targeted
Focus of Support: Behavior
Target Audience: ISD personnel interested in building training capacity in Tier 1 SWPBIS. Participants must commit to training School Leadership Teams using the MiMTSS TA Center content.
Format: Four 2-hour webinars with identified pre- and post-work

Tier 2 School-wide Positive Behavioral Interventions and Supports State Trainer Network

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

The purpose of the State Trainer Network is to develop local training capacity within ISDs to support training School Leadership Teams and Coaches in the installation and implementation of School-wide Positive Behavioral Interventions and Supports (SWPBIS). This course provides a broad overview of the information needed to train Tier 2 Behavior Systems, including the Check-in, Check-out intervention. Participants will engage in activities that allow them to build their own background knowledge, provide feedback on sample products, and answer common questions that arise during Tier 2 training sessions.

By the end of this course, you will be able to:

1. Define what Tier 2 is using examples and non-examples
2. Explain the key components included in a Tier 2 Intervention System
3. Provide a detailed overview of the Check-in, Check-out (CICO) intervention

Level of Technical Assistance: Targeted
Focus of Support: Behavior
Target Audience: ISD personnel interested in building training capacity in Tier 2 SWPBIS. Participants must have already completed the Tier 1 SWPBIS State Trainer Network Sessions and must commit to training School Leadership Teams using the MiMTSS TA Center content.
Format: Two 2-hour webinars with identified pre- and post-work

Early Warning Intervention and Monitoring System (EWIMS) Trainer Support Sessions

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

The purpose of this training is to develop instructors who can present information effectively to teach ISD, district, and school-level staff on how to implement each of the seven steps of the EWIMS process.

Level of Technical Assistance: Targeted
Focus of Support: MTSS Neutral
Target Audience: Individuals or teams committed to learning how to implement the EWIMS process and willing to train others in their ISD or district.
Format: 2 Days along with 3 Community of Practice sessions
Prerequisites: Complete the EWIMS Overview course in EduPaths (www.edupaths.org)

Implementing an Early Warning Intervention and Monitoring System (EWIMS)

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Initial Implementation

Attendees will participate in a facilitated review of local attendance, behavior, and course performance data, and explore how the EWIMS process and resources can support addressing identified needs. A tool that can be used to assess the fit and feasibility of implementing EWIMS in a district will be introduced.

Level of Technical Assistance: Targeted
Focus of Support: MTSS Neutral
Target Audience: Teams from districts/ISDs with access to local attendance, behavior, and course performance data and an interest in exploring the implementation of EWIMS.
Format: 1 Day with follow-up facilitated data

Early Warning Intervention and Monitoring System

reviews (3) and EWIMS Community of Practice sessions (3)
Prerequisites: Complete the EWIMS Overview course in EduPaths (www.edupaths.org)

Data-Based Individualization (DBI) Team Training Series

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

The focus of this targeted series is on intensifying evidence-based practices implemented within a Multi-Tiered System of Supports (MTSS) framework at the elementary level.

Individuals who have been carefully selected to learn how to use DBI to address students with persistent and severe literacy needs will participate in this multi-day professional learning series. This series is designed to increase team members' understanding of DBI and capacity to develop and implement high-quality individualized, Intensive Intervention Plans for students with persistent and severe literacy needs. Guidance will be provided to:

- **Install DBI implementation teams and establish team operating procedures**
- **Evaluate evidence-based intervention platforms using the taxonomy of intervention intensity**
- **Select intervention platforms to serve as starting point for individual intensification.**
- **Implement selected interventions with fidelity**
- **Assign school resources for successful implantation**
- **Structure implementation groups for success**
- **Collect and analyze data to inform instructional decision making**
- **Utilize individual student data and the Taxonomy of Intervention Intensity to make instructional adaptations and intensify instruction.**
- **Monitor and adapt intervention intensity to support student behavior, engagement and motivation**
- **Evaluate DBI implementation**

Level of Technical Assistance: Targeted

Focus of Support: Integrated Behavior and Reading
Target Audience: Individuals carefully selected to implement DBI (includes school administrators), District administrators
Format: 10 sessions
Prerequisites: Data-Based Individualization Overview

Literacy

Tier 1 Reading Components of an MTSS Framework Series

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

This course consists of two days of training. The first day is aimed at individuals identified as system-level coaches and principals. Equipping coaches and principals with the knowledge, skills, and tools necessary to support School Leadership Teams in the successful training and installation of a School-wide Reading Model within their school, is the goal of the initial training day.

The second training day focuses on the School Leadership Team. Teams will learn how to install and plan for the implementation of a School-wide Reading Model to improve outcomes for all students. Using the Reading Tiered Fidelity Inventory as an anchor, teams will gain a better understanding of the Tier 1 School-wide Reading Model features and begin the process of planning how to move work forward within their context.

By the end of this course, you will be able to:

1. Outline specific action steps for the school leadership team, administrator, and staff related to a School-wide Reading Model as a part of the MTSS framework.
2. Describe the coaching function.
3. Explain the components of a School-wide Reading Model.
4. Create talking points to support communication with the district leadership and other groups within the school

Level of Technical Assistance: Targeted
Focus of Support: Reading
Target Audience: School Leadership Team, Individuals serving as System Coaches for School Leadership Teams
Format: 2 days
Prerequisites: None

District Implementation Team Installation Series

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

This course consists of 3 days of training. The first day is aimed at acclimating the newly formed District Implementation Team (DIT) to its purpose, responsibilities, and ways to structure their newly formed team for success. The team will also begin to collectively develop a level of fluency in the components of an MTSS framework. The second day is aimed at developing the district's Coaching System, Communication Plan, and process for removing barriers impeding MTSS implementation efforts. Considerations for best practices associated with recruiting and selecting staff to fulfill critical MTSS supporting roles (e.g., coaching teaming structures, instructional coaching, ISD coaching supports) will also be discussed during this day. The third day will focus on the DIT developing the district's processes for aligning, reviewing, and selecting educational innovations. The collective efforts by the DIT to develop and refine the processes listed above will include methods to gather various perspectives across the district. The DIT works with leaders (school principals and executive leadership) to use the processes to effectively implement, scale-up, and sustain educational innovations that will be encompassed within an MTSS framework.

By the end of this course, you will be able to:

1. Describe the purpose of the District Implementation Team (DIT)
2. Explain the district's process for recruiting, selecting and supporting individuals who are providing coaching support
3. Explain the district's process for communicating with critical teams and individuals whose work is integrated into an MTSS framework
4. Outline the steps of the district's process for identifying and removing barriers impeding MTSS implementation efforts
5. Explain the components of the district's processes for aligning, reviewing, and selecting educational innovations

Level of Technical Assistance: Targeted
Focus of Support: District, MTSS neutral
Target Audience: District Implementation Team
Format: 2-hour webinars with identified pre- and post-work
Prerequisites: The person identified as the Coordinator of the District Implementing Team (DIT) must attend the DIT Coaching Support Sessions that are scheduled prior to each of the three trainings within this course. The Coordinator will complete necessary prework to support each day of training for this course.

District Coordinator Coaching Support Session

MTSS Essential Component(s) Addressed: Cross Components

Stage of Implementation: Installation

This course consists of 3 days of training to prepare for activities done during District Implementation Team (DIT) Installation Series. The first day is aimed at understanding the purpose of a District Implementation Team (DIT) relative to other teaming structures in the district. In addition, ways to structure their newly formed team for success will be drafted to present to the DIT to refine and finalize. The second day is aimed at understanding the components of a Coaching System and Communication Plan while considering what structures and processes already exist and could be further strengthened. The Coordinator will begin to conceptualize a Coaching System and Communication Plan given the district's context and needs. The third day will focus on understanding critical components for aligning, reviewing, and selecting educational innovations. Like the previous training day, the Coordinator will consider what currently is in place for aligning, reviewing, and selection innovations and will begin to conceptualize processes that would fit the context of the district. Worked examples will be provided from districts who have been successfully using these processes to successfully support district-wide MTSS implementation.

By the end of this course, you will be able to:

1. Describe the purpose of the District Implementation Team (DIT) and its unique purpose relative to other district teaming structures
2. Identify existing processes that are in place to recruit, select, and support coaches who support teaming structures and provide instructional coaching
3. Identify existing processes that are in place for aligning, reviewing, and selecting educational innovations
4. Describe how the DIT will be able review the processes drafted and meaningfully shape their contents so they are high-quality

Level of Technical Assistance: Targeted
Focus of Support: District, MTSS neutral
Target Audience: Identified Coordinator of a District Implementation Team
Format: 2-hour webinars with identified pre- and post-work
Prerequisites: This course is only assessable to Coordinators of District Implementing Teams (DIT) who are currently enrolled in the District Implementation Team Installation Series.

Appendix A: Offerings by Level of the Eductional Cascade

School Level Offerings

Behavior

Behavior Interventions in the Classroom
Classroom Positive Behavioral Interventions and Supports
Functional Behavioral Assessment and Behavior Intervention Plan Series
Structuring Intervention Groups for Success
Sustainability of School-wide Positive Behavioral Interventions and Supports
Tier 1 Behavior Components of an MTSS Framework Series

Integrated Behavior & Reading

Data-Based Individualization Overview: A Process for Intensifying Interventions
Data-Based Individualization Series
Designing and Using an Intervention Platform as the Foundation for Effective Intervention
Using the Dimensions of Intensive Intervention to Adapt and Intensify Intervention Instruction

Literacy

Phonemic Awareness: The Skills That They Need to Help Them Succeed
Phonics for Reading (First Level, Second, Level, or Third Level)
REWARDS Intermediate
REWARS Plus Science and Social Studies
REWARDS Secondary
Tier 1 Reading Components of an MTSS Framework Series

Measures and Data Systems

Acadience Reading Essentials K-6
Acadience Reading K-6 Mentor
Acadience Reading Pathways of Progress and Survey
An Overview of the School Climate Survey Suite
An Overview of the School-wide PBIS Tiered Fidelity Inventory
Becoming a PBIS Assessment Coordinator
Check-In, Check-Out (CICO) SWIS Facilitator Training
Early Warning Systems (EWS) Coordinator Training
Facilitating the Reading Tiered Fidelity Inventory
Facilitating the School-wide PBIS Tiered Fidelity Inventory
I-SWIS Facilittor Training

Appendix A: Offerings by Level of the Eductional Cascade

Reading Tiered Fidelity Inventory Overview
Reading Tiered Fidelity Inventory: Tier 1 for Elementary and Secondary Level Editions
Reading Tiered Fidelity Inventory: Tier 1 Elementary Focus
Reading Tiered Fidelity Inventory: Tier 1 Secondary Focus
Reading Tiered Fidelity Inventory: Advanced Tiers
School-wide Information System (SWIS) Facilitator Training
School-wide PBIS Tiered Fidelity Inventory: Tier 1
School-wide PBIS Tiered Fidelity Inventory: Tier 2
School-wide PBIS Tiered Fidelity Inventory: Tier 3
Student Risk Screening Scale – Internalizing and Externalizing

MTSS Neutral

School-Based Scheduling and Logistics for Data-Based Individualization (DBI)
Supporting the Whole Child Through MTSS for School Staff

District Level Offerings

MTSS Neutral

Applying the MDE MTSS Practice Profile to Your District
District Leadership: Supporting the While Child Through MTSS

District or ISD Level Offerings

Early Warning Intervention and Monitoring System

Early Warning Intervention and Monitoring System (EWIMS) Trainer Support Sessions
Implementing an Early Warning Intervention and Monitoring System (EWIMS)
Introduction to Early Warning Intervention and Monitoring System (EWIMS)

Measures and Data Systems

Data Coordinator Webinar Series

ISD Level Offerings

MTSS Neutral

Overview of the MTSS Practice Profile
Tier 1 School-wide Positive Behavioral Interventions and Supports State Trainer Network
Tier 2 School-wide Positive Behavioral Interventions and Supports State Trainer Network
MTSS Practice Profile: Collective Learning and Understanding

MiMTSS

Michigan's Multi-Tiered System of Supports

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs

MiMTSS

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