

August 2023					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
Teaming Foundations (OSDE Connect)	2023 Summer MTSS Conference	<ul style="list-style-type: none"> *Levels of leadership & understanding roles and responsibilities *Understanding roles and functions of teams *Leadership communication of vision *Introduction to feedback loops for communication and clarity among various stakeholders *The hard and soft skills of coaching *Developing staff buy-in 	<ul style="list-style-type: none"> *Identify appropriate team membership *Articulate the needs of the district and appropriately communicate these needs to stakeholders *Develop an use a simple communication plan *Assess current ability and identify resources for improvement *Regularly assess buy-in and motivate implementers 	<ul style="list-style-type: none"> *Identify Implementation Team members and their team role *Develop an organizational hierarchy for implementation responsibilities *Develop a shared vision for the school's implementation *Complete a coaching self-assessment to identify areas of improvement *Draft a Coaching Plan aligned to areas for improvement *Draft an internal facilitator job description *Develop a plan to consistently celebrate and acknowledge success 	<ul style="list-style-type: none"> *Implementation Team roster and outline of roles and responsibilities *Communication Plan *Written vision *Coaching Plan for each Internal Facilitator *Internal Facilitator job description *Plan for staff buy-in
September 2023					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
Communication Throughout the System		<ul style="list-style-type: none"> *Understand the purpose and structure of different meetings, including what questions are being answered in these meetings and what problems are being solved *Understand consensus building and identify some methods for building consensus *Extend knowledge of feedback loops to incorporate meeting structures *Introduction to understanding the role of evaluation and fidelity checking the system within MTSS 	<ul style="list-style-type: none"> *Can lead a variety of meetings with clear purposes and aligned agendas *Within meetings, providing space for multiple perspectives to respond to meeting question or problem with proposed solutions *Effectively communicate changes to the system using a communication plan *Evaluate the current system using audits and fidelity measures 	<ul style="list-style-type: none"> *Auditing existing meetings and meeting functioning for efficiency and alignment *Develop agendas and meeting protocols for all those within the "Meeting Map" *Add consensus building practices to meeting protocols *Use developed communication plan to message implementation changes *Refine communication plan, if needed *Complete the baseline fidelity measure 	<ul style="list-style-type: none"> *"Meeting Map" with schedules, outlined functions, and communication between them *Meeting agendas and protocols *Revised communication plan, if needed *Fidelity assessment scores
October 2023					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
Matching Existing Resources to Student Needs	Data Retreat, Oct. 23 & 24	<ul style="list-style-type: none"> *Understand the purpose and processes for screening at elementary and secondary levels (including universal screening, early warning systems, and formative assessments) *Understand the purpose of follow-up diagnostics assessments and when they are warranted *Understanding the different types of available resources, and how to efficiently allocate them matched to needs. 	<ul style="list-style-type: none"> *Evaluate and identify potential screening system for contextual fit. *Identify and administer follow-up assessments within a flowchart of assessment *Identify available resources and align by intensity and needs 	<ul style="list-style-type: none"> *Develop screening plan and calendar *Develop a flowchart for assessment *Auditing existing resources for student support (personnel, curriculum, interventions, etc.) *Map existing curriculum on pyramid 	<ul style="list-style-type: none"> *Screening plan mapped on pyramid *Screening and follow-up assessment flowchart *Resources mapped onto literacy/math/behavior pyramid

Year 1, Semes

November 2023					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
Data Use Across All Levels		<ul style="list-style-type: none"> *Understanding different methods of data analysis across student, classroom, school, district levels *Understanding the problem-solving process, as it applies to students and systems *Understanding different methods of conducting a root cause analysis *Using data to establish baseline and reasonable goals for students and for systems 	<ul style="list-style-type: none"> *Summarizing and graphing data across each of these levels *Conducting data review meetings for student-level and system-level data *Use available data to engage in root cause analysis and identify a proposed root cause *Develop graphs to track student and system improvements against a baseline and aim line 	<ul style="list-style-type: none"> *Pull and graph data for data team use *Develop an agenda, prepare data, and conduct a data review meeting *Conduct a root cause analysis for system-level improvements *Write system-level goal and graph baseline and aim line *Write student level goal and graph baseline and aim line 	<ul style="list-style-type: none"> *Graphed data *Decisions regarding system areas for improvement and students who will receive T2 and T3 intervention *Proposed/hypothesized root cause *System intervention/improvement goal *Student intervention goal
	Coaching in Data Teams and Meetings	<ul style="list-style-type: none"> *Understand what skill deficits are identified by screening measures and how they relate to curricular resources *Introduction to evidence-base definition and evaluation of evidence-based practices for interventions 	<ul style="list-style-type: none"> *Align identified skill deficits to curricular resources *Group students in intervention groups by skill 	<ul style="list-style-type: none"> *Match deficits identified in screening to available curricular and intervention resources *Identify additional evidence-based interventions (through protocols), if needed 	<ul style="list-style-type: none"> *Skill deficits matched to interventions on pyramid *Student intervention groups
December 2023					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
Evidence-Based Instructional Practices within MTSS		<ul style="list-style-type: none"> *Understand the basics of Depth of Knowledge and the Instructional Hierarchy *Understand the differences between differentiation, accommodation, modification, and instructional intervention *Understand the role of "evidence-based practices" within core instruction, including within classroom management and instructional practices, as well as curriculum *Understand the Dimensions of Intensification and how these dimensions can be modified to reduce or increase intensity 	<ul style="list-style-type: none"> *Identify at what DoK or Inst. Hierarchy level the student's skill deficit *Identify currently used methods of differentiation, accommodation, modification, and instructional intervention *Evaluate evidence-base of core instruction *Develop plans for implementing additional evidence-based practices, if warranted *Distinguish between a Tier 1, 2, or 3 support 	<ul style="list-style-type: none"> *Map DoK and Instructional Hierarchy to available intervention resources *Review current map to ensure each support is available within each tier of instruction Evaluate evidence-base of core instruction, considering research for curriculum and commonly-used literacy instructional practices. *If warranted, identify one new instructional or classroom management practice for implementation (in January 2023) and develop Action Plan *Determine how intensification will occur within the system and draft protocols for data review teams 	<ul style="list-style-type: none"> *DoK and/or Instructional Hierarchy mapped onto pyramid *Revisions to the pyramid, as needed *List of evidence-based instructional and classroom management practices that are supported by the district *Action Plan for one new instructional or classroom management practice for January 2023 implementation (if warranted) *Protocols for how intensification is to be considered and used by data teams
January 2023					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
Fidelity of		<ul style="list-style-type: none"> *Understand the importance and purpose of monitoring progress at all three tiers for students *Understand the importance and purpose of monitoring progress for systems 	<ul style="list-style-type: none"> *Use data to measure progress against an aim line for student and system goals 	<ul style="list-style-type: none"> *Gather student progress monitoring data to evaluate progress *Gather system-level fidelity assessment to measure progress of the system 	<ul style="list-style-type: none"> *Decision rules regarding adequate progress mapped onto pyramid *Decision regarding system improvement and adjustments

Year 1, Semester 2

Fidelity of Implementation at all Levels	2023 Winter MTSS Conference	*Understand the different types of system fidelity measures (intervention fidelity, assessment fidelity, etc.)	*Identify appropriate fidelity measures for student outcomes and system outcomes	*Develop a plan to monitor intervention fidelity and system fidelity	*Documented fidelity check plan
		*Understand the importance and methods in which to communicate fidelity, improvements, and success to multiple stakeholders	*Use communication plans and celebrations to acknowledge success and motivate staff	*Devise and implement a staff celebration for success and improvement	*Staff celebration and communication to stakeholders

February 2024

Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
Evaluating Evidence-Base for New Practices		*Extending understanding of fidelity for practice implementation *Extend understanding of matching curriculum and intervention to student need (literacy, math, behavior)	*Complete a fidelity observation of classroom, meeting, and system practices *Identify gaps in existing programming and curriculum, and identify resources to fill these gaps	*Conduct a pilot fidelity check, as defined by the fidelity plan developed in December. Refine plan, as needed *Review current pyramid, deficits identified in screening, Oklahoma Academic Standards, and the instructional hierarchy to identify gaps in current programming *Review available resources, other free resources, or for-pay resources that may be necessary to fill gaps in programming.	*Recommendations to practitioners, following fidelity check *Plan for accessing and incorporating new resources into pyramid map. *Intervention Library
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
Unpacking Standards and Building Formative Assessments		*Understand Depth of Knowledge and essential elements and how they apply to curriculum implementation. *Understand how to use unpacked standards and essential elements to build and use Common Formative Assessments	*Unpack standards to identify DoK levels and essential elements for instruction *Build Common Formative Assessments to be used as a screener for student needs.	*Choose a subject & grade(s) (does not need to be for all) to unpack standards and identify essential elements *Build sample/pilot CFAs to measure student success	*Essential Elements *Common Formative Assessments

March 2024

Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
Decision Rules Throughout Tiers of Support		*Understand the important of clear decision rules for transitions of tier intensifications	*Identify when a student should receive more or less intensive supports and methods for increasing or reducing intensification *Use decision rules to make student level decisions, as part of data review	*Develop a flowchart or system of decision rules for screening, progress monitoring, and tier transitions *Conduct a data review meeting and support decision-making for students who are making adequate progress, and those who are not	*Decision rules for screening and progress monitoring

April 2024

Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
Data-Based Individualization		*Introduction to Data-Based Individualization and when it is appropriate for us	*Describe when a team might consider the use of DBI	*Using DBI protocol, identify one student who may benefit from more intensive supports, due to ongoing lack of progress or complex needs	*Pilot process of DBI

May 2024

Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	Final Product
	Celebrations and	*Understand the importance of evaluating implementation progress	*Identify available data and present data to team for evaluation	*Revisit root cause, theory of action, fidelity assessment, and other available data to determine if progress toward intended outcome has been made	*Identified strengths in implementation and new practices

	Evaluation of Progress	Celebrations and Planning for SY 2024-25	*Understand the importance and methods in which to communicate fidelity, improvements, and success to multiple stakeholders	*Use communication plans and celebrations to acknowledge success and motivate staff	*Conduct end of year fidelity measure *Devise and implement a staff celebration for success and improvement	*Identified areas for improvement and focus in SY 24-25 *Staff celebration and communication to stakeholders
--	------------------------	--	---	---	--	---