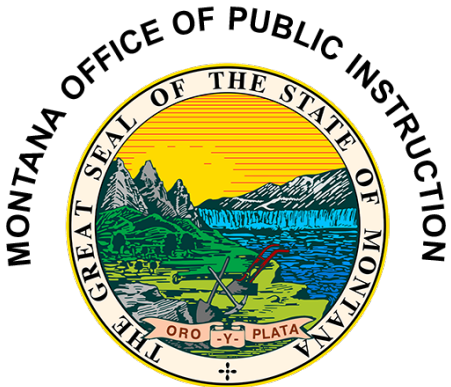


Montana SPDG: Utilizing Implementation Science for I-MTSS



Tammy Lysons, SPDG Director, Montana OPI

Jenny Jarvis, SPDG Coordinator, Montana OPI



Office of Special Education Programs
U.S. Department of Education

Montana's Tiered System of Supports

(2020 SPDG)

- **Goal 1** Increase state level capacity to provide leadership, professional development, coaching, and support to LEAs to improve academic and behavioral outcomes through a continuum of evidence-based academic and behavior supports.
- **Goal 2** Increase the number of LEAs in Montana using a systems-level problem solving approach at the LEA, school, classroom, and individual student level within the MTSS framework.
- **Goal 3:** Increase the implementation of EBP by personnel who work with SWD to improve outcomes for SWD through autonomous selection of PD.

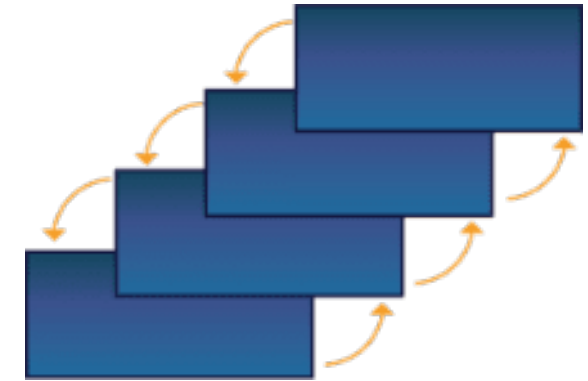
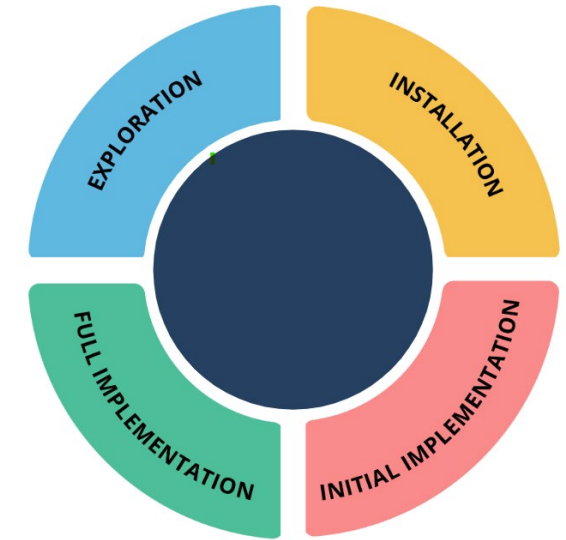


Office of Special Education Programs
U.S. Department of Education

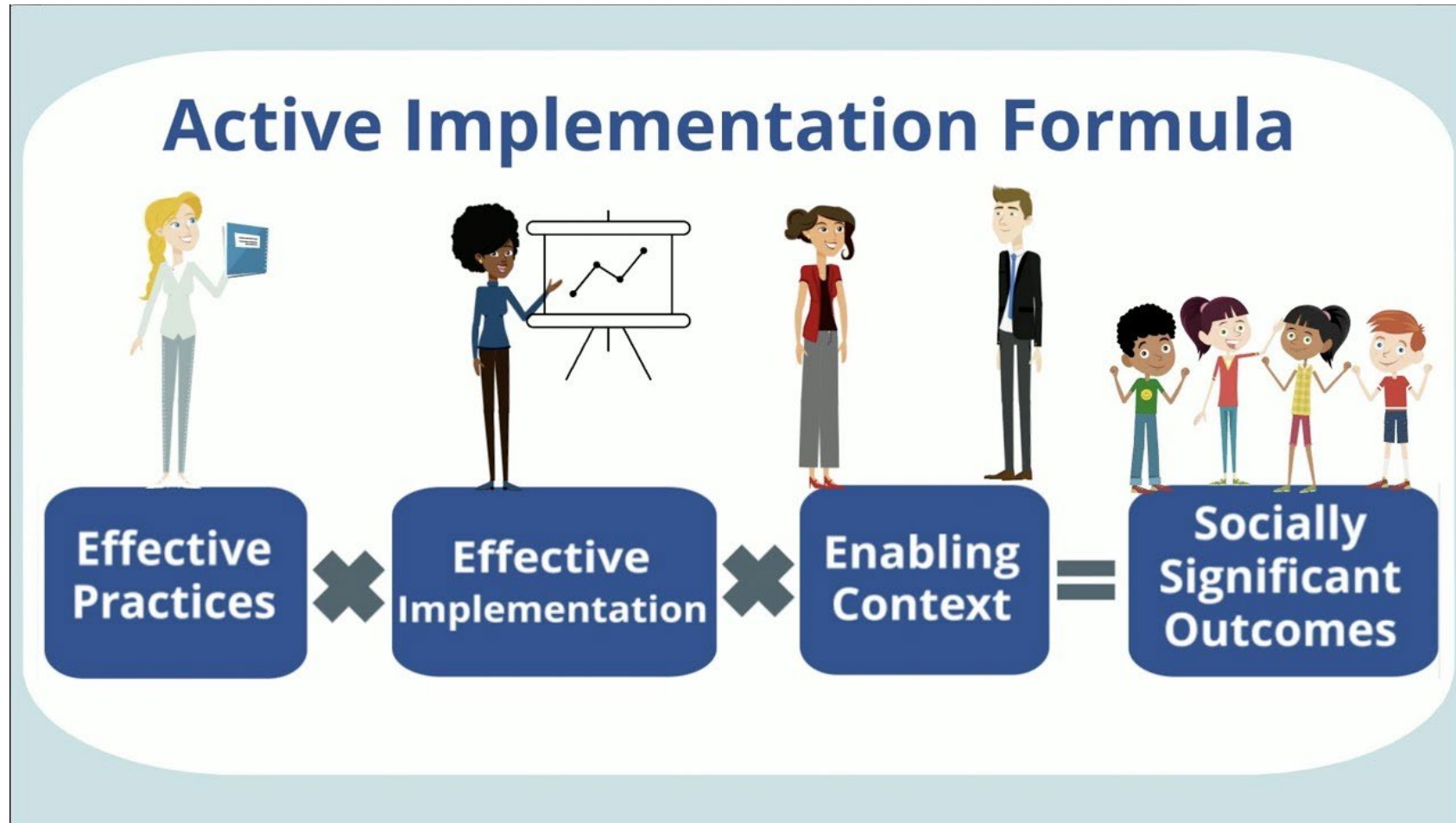
Susie Hedalen, State Superintendent
Montana Office of Public Instruction

Montana's 2020 SPDG

- Usable Innovation: I-MTSS
- Implementation Stages
- Implementation Teams
- Implementation Drivers
- Improvement Cycles
- Implementation Support Practitioners (Systems Coaches)



Implementation Science



Implementation Science

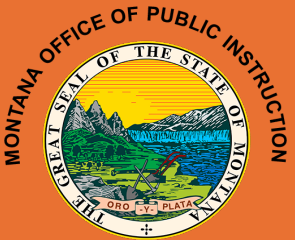
Effective Practices: Selecting evidence-based or promising practices (including large-scale frameworks such as RTI or MTSS)



Implementation Science

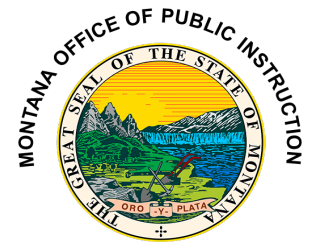
Effective Implementation Methods:

- A system which provides **direct supports to implementers** (administrators, teachers, and coaches) of the selected interventions.
- Implementers need to have the **training, coaching, and time to learn** the new skills and the opportunities to use them.
- Systems also need to be in place to **evaluate** the intervention and make adjustments to **sustain** the intervention.



Implementation Science

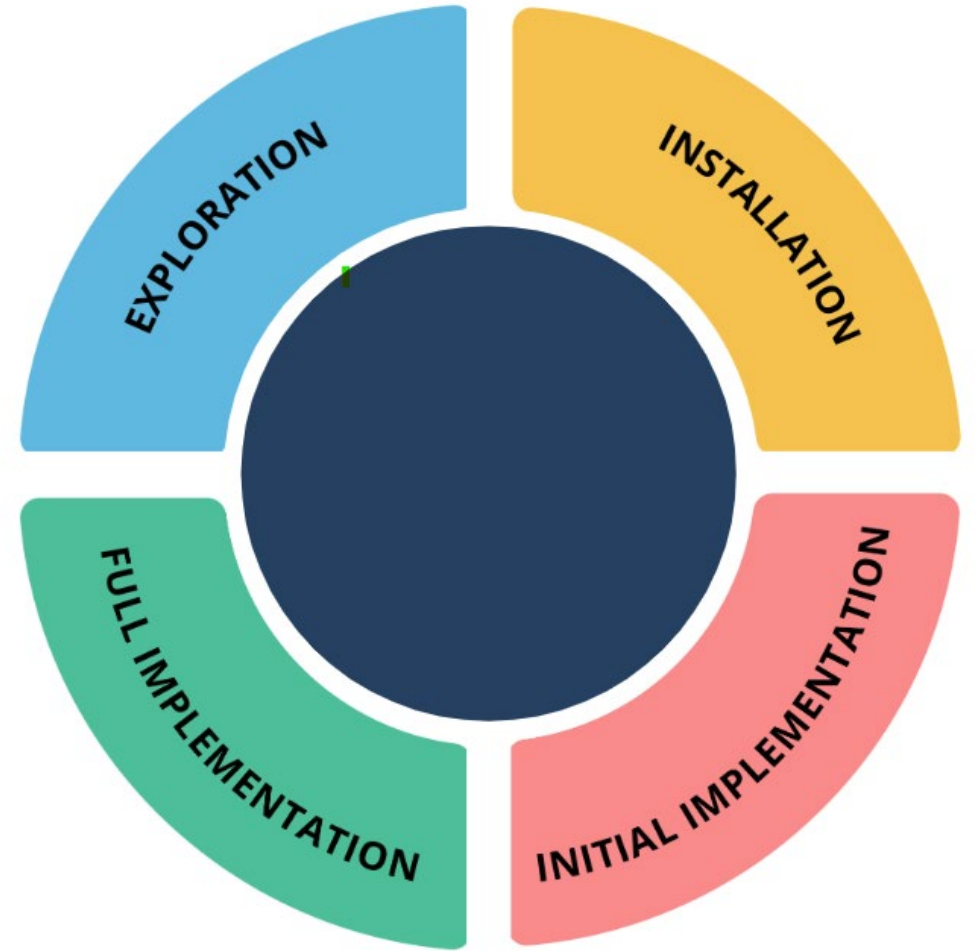
**Enabling
Context:** Policies,
procedures, or practices
that provide the
opportunities for new
changes to happen.



Implementation Stages

These stages represent:

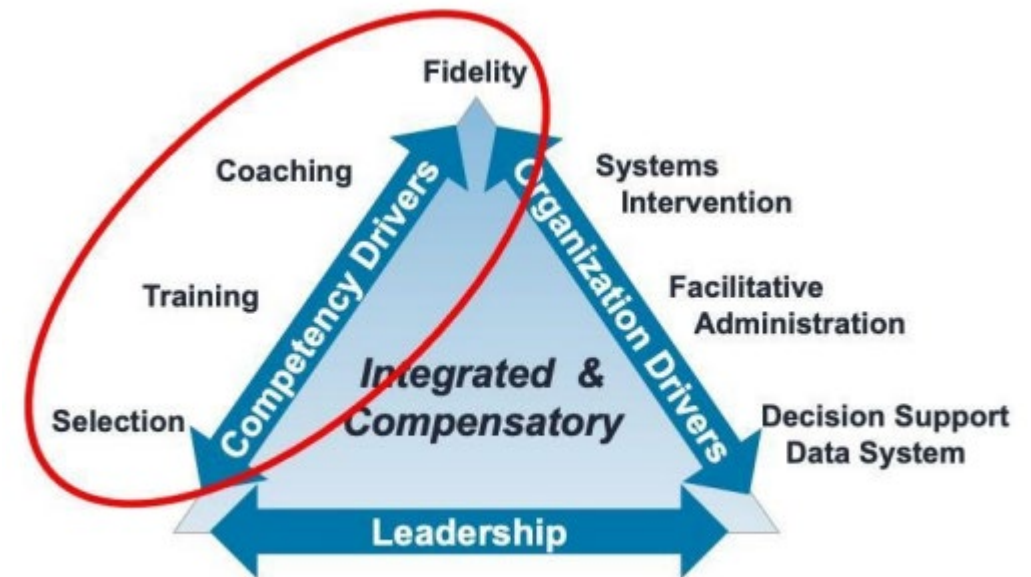
- the process of deciding to use an innovation
- getting the infrastructure in place
- putting the practice into action
- sustaining widespread and effective use



Implementation Drivers

Implementation Drivers are the components of effective implementation needed to develop, **improve and sustain the ability of teachers and staff to implement a practice or program as intended** as well as create an Enabling Context for the new ways of work.

Drivers are the **common features of successful supports** needed to make full and effective use of practices and programs that will benefit students and their families.

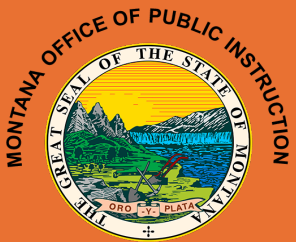


©Fixsen & Blase, 2008

Susie Hedalen, State Superintendent
Montana Office of Public Instruction

Implementation Teams

Implementation Teams support and sustain the widespread use of Evidence-based Practices by leveraging implementation science principles and using systems change best practices. Implementation Teams “Make it Happen.”



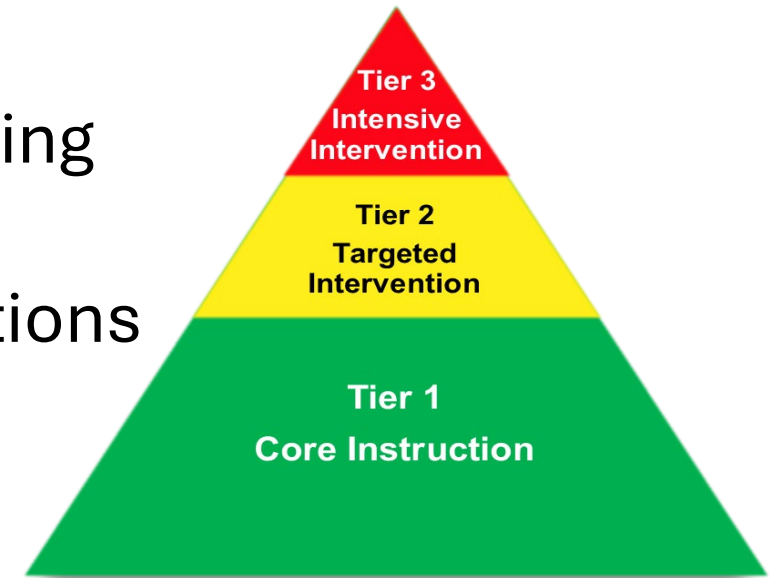
SPDG Logistics

- Onboard school systems in regional cohorts years 2, 3, 4
- Districts teams are trained in MTSS first, then rollout to building teams
- 10 online DIT modules and 11 online BIT modules (rural schools combine some modules)
- Teams watch module videos and do assignments and tasks together
- Assigned state-level coach provides support
- Direct coaching support fades as district MTSS coordinator takes on more coaching roles



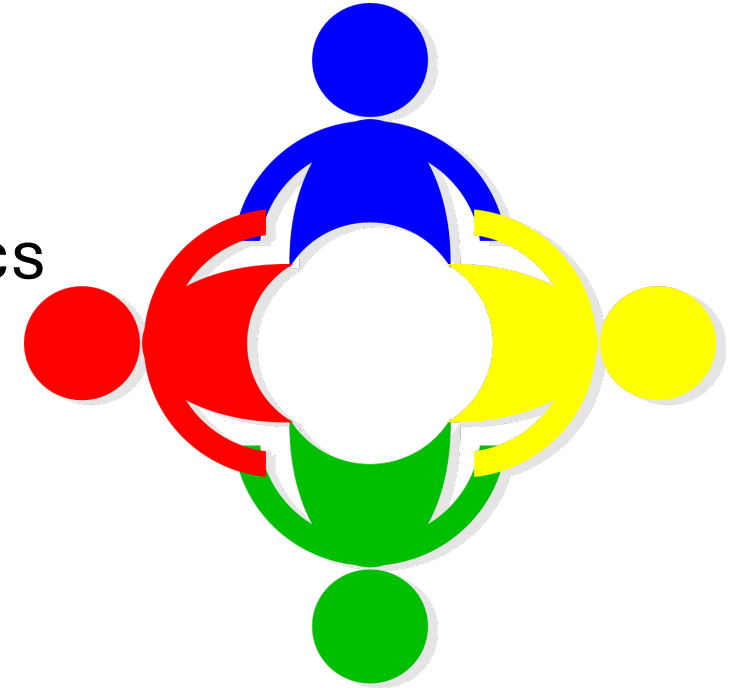
DIT (District Implementation Team) Modules

1. MTSS Overview, DIT Recruitment, Selection, and Support
2. School Readiness
3. Building Implementation Team Formation
4. District Coaching System
5. Communication Plan & Addressing Barriers
6. Comprehensive Assessment System
7. Data Analysis & System Level Problem Solving
8. Initiative Inventory & Alignment Process
9. District Infrastructures to Support Interventions
10. Initiative & Innovation Review Process



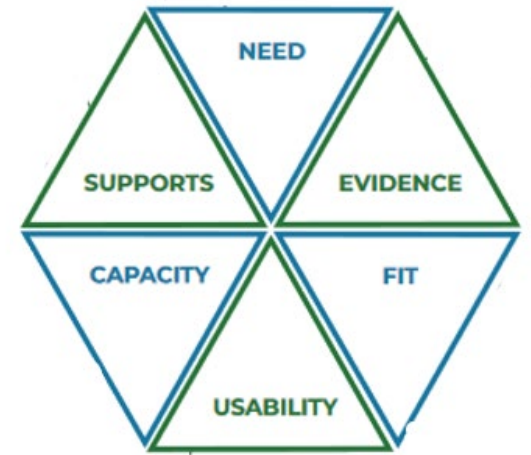
BIT (Building Implementation Team) Modules

1. Overview of MTSS & Essential Components
2. Effective Teams
3. Tier 1 Core Curriculum
4. Measuring Implementation of MTSS
5. Comprehensive Assessment System
6. Systematic Problem Solving
7. Data Teaming and Pathways for Academics
8. Data Teaming and Pathways for Behavior
9. Tier 2 Systems
10. Tier 3 Systems
11. Using RTI/MTSS for SLD Eligibility



Effective Practices: Selecting evidence-based or promising practices (including large-scale frameworks such as RTI or MTSS)

- All grant districts use MTSS as the core effective practice.
- All grant schools used the Hexagon Tool from NIRN to select evidence-based training for a teacher autonomous PD
- Training modules show schools how to use sites such as What Works Clearinghouse and EdReports to find and compare evidence-based practices and programs



Effective Implementation Methods: Direct support to implementors of the interventions, and training, coaching, and time to learn the new skills with opportunities to use them.

- State-level SYSTEMS coaches for all grant districts (not instructional coaches)
- At least monthly meetings with the District Implementation Teams
- Extra meetings with the District MTSS Coordinator
- Train-the-trainer approach
- Systems coach helps the District Coordinator develop a [Coaching Service Delivery Plan](#) to be used for internal district support ([Example Plan Template](#))
 - As DIT teams progress through modules, they complete many activities to build new skills such as DCA ([District Capacity Assessment](#)) training and facilitation, and an [Intervention Pathways Template](#) for both academics and behavior



Effective Implementation Methods: Systems also need to be in place to **evaluate** the intervention and make adjustments to **sustain** the intervention.

- DIT teams gather feedback through a [Consensus Survey](#) to gauge whether staff is on board with the changes
- DIT teams do evaluate schools with the [School Readiness Worksheet](#)
- DIT teams trained in the DCA ([District Capacity Assessment](#)), [DCA Form](#))
- BIT teams trained in the TFI ([Tiered Fidelity Inventory](#)) and use the results to [have discussions](#) and add to their [Action Plans](#)



Enabling Context: Policies, procedures, or practices that provide the opportunities for new changes to happen.

Example:

Emphasis on **executive decision maker** (administrator, superintendent, principal) present at as many team meetings as possible.

- Rearrange the master schedule to accommodate intervention time
- Ensure regular team meeting time is prioritized and protected
- Make sure team members have appropriate permissions and access to data they need



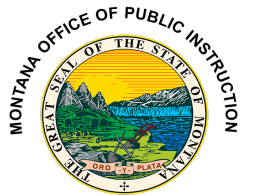
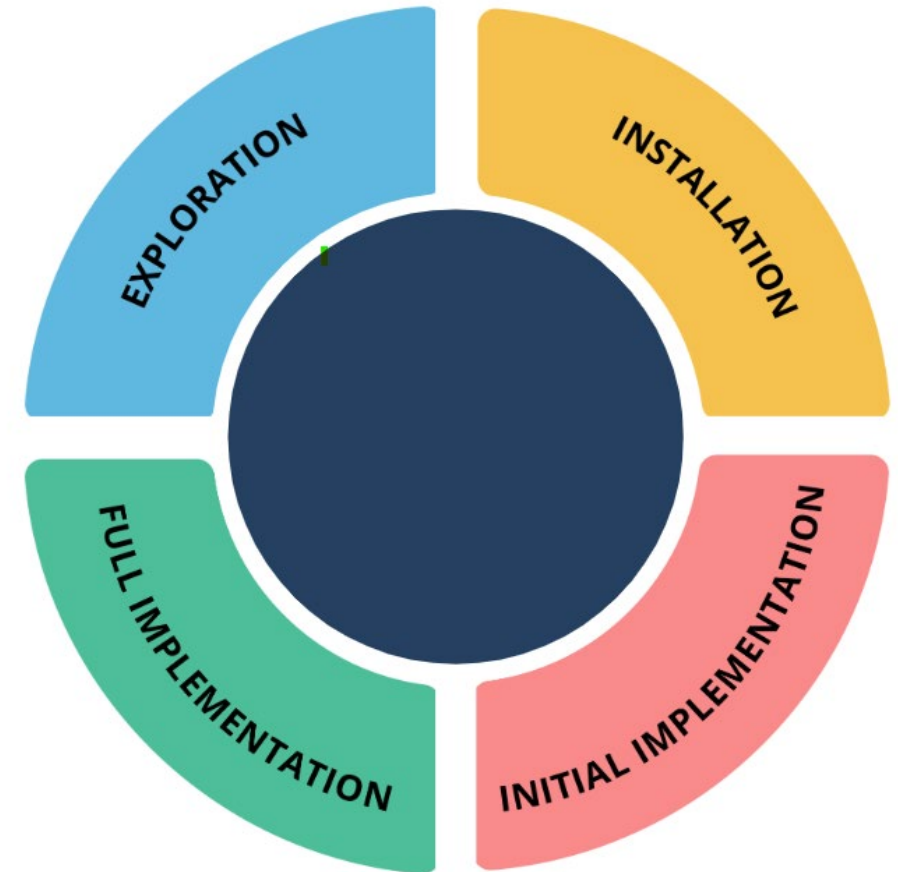
Susie Hedalen, State Superintendent
Montana Office of Public Instruction

Implementation Stages

The Building Implementation Teams complete the [Implementation Stages Checklist](#) annually.

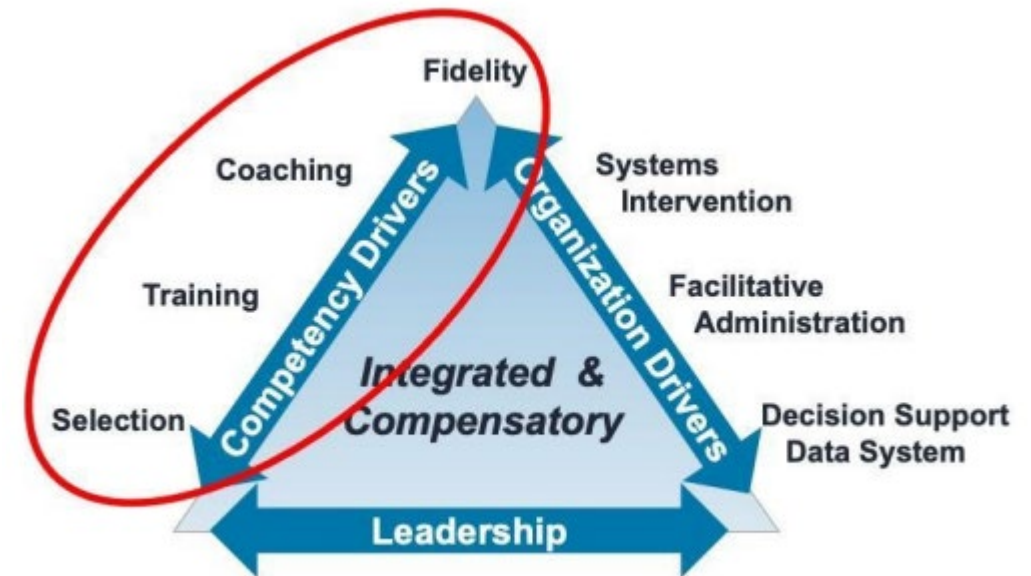
Results can be used to:

- develop action plans to guide implementation efforts
- progress within-staged-based activities
- inform the district with critical scale-up data on the strength of implementation across buildings



Implementation Drivers: Drivers are the common features of successful supports that improve and sustain the ability of teachers and staff to implement a practice.

Online training modules and in-person training are all rated according to effective principles of adult learning using an adapted version of the [High-Quality Professional Development Checklist](#) (HQPD).



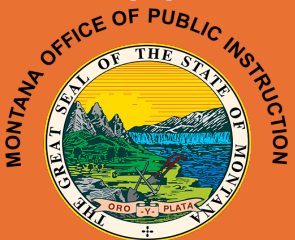
©Fixsen & Blase, 2008



Susie Hedalen, State Superintendent
Montana Office of Public Instruction

Implementation

Teams: Support and sustain the widespread use of Evidence-based Practices by leveraging implementation science principles and using systems change best practices. Implementation Teams “Make it Happen.”

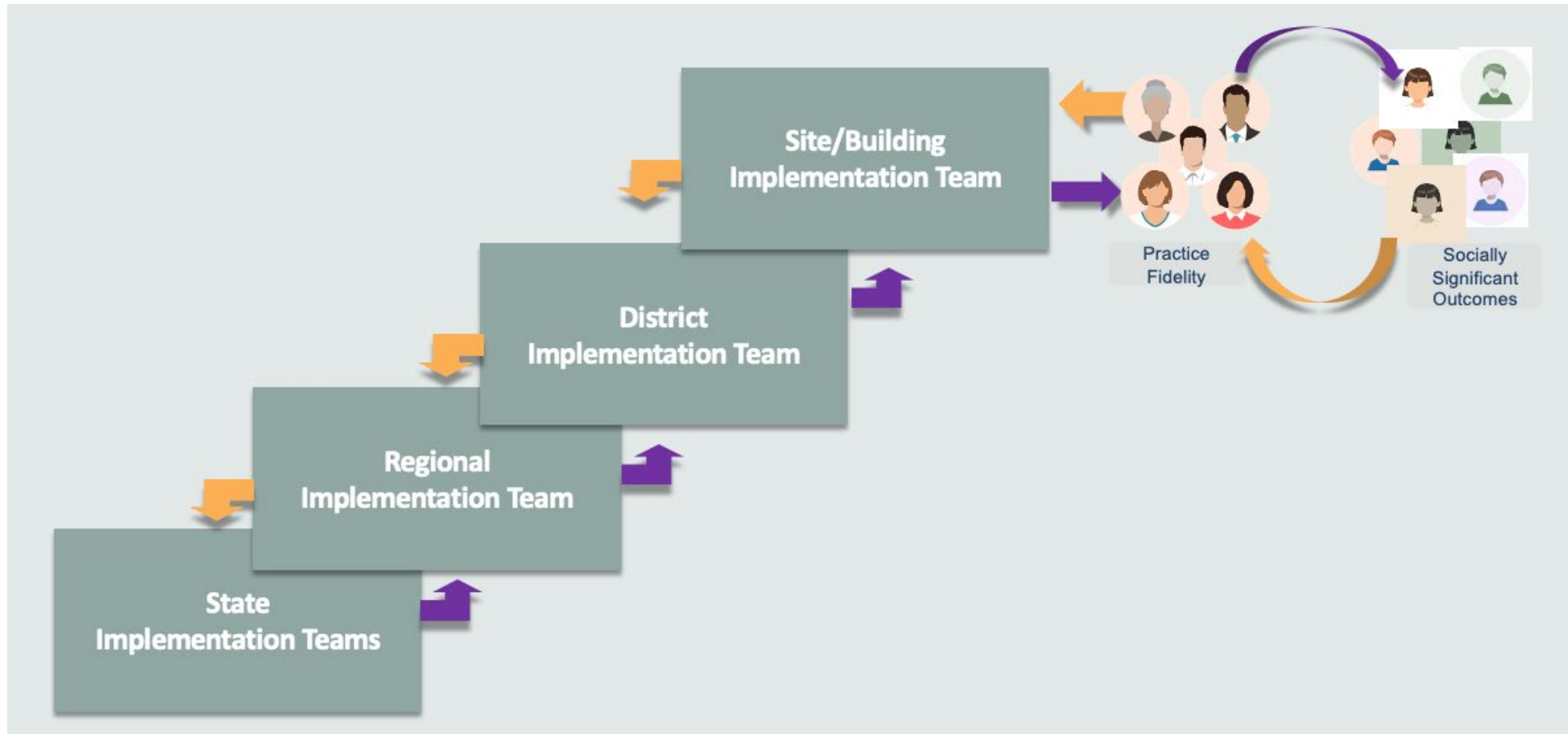


BIT Module 2: Effective Teams

DIT Module 3: Building
Implementation Team
Formation



SITs, DITs, BITs...



SISEP Intensively Supported States



Effective implementation capacity is essential to improving education. The SISEP Center supports education systems in creating implementation capacity for **evidence-based practices benefiting students with disabilities.**

The SISEP Center provides states and districts with:

- **Intensive technical assistance** for establishing an effective and affordable infrastructure for implementation of education innovations;
- **Coordinated and shared professional learning** via webinars and communities of practice bridging States and Districts;
- Online and off-line **coaching, teaching, and learning about implementation, scaling, and system reinvention;** and
- **Tools and resources** for conducting work, including formative and summative evaluation tools for action planning, monitoring, and outcome assessment.



Montana's SISEP Partnership Timeline

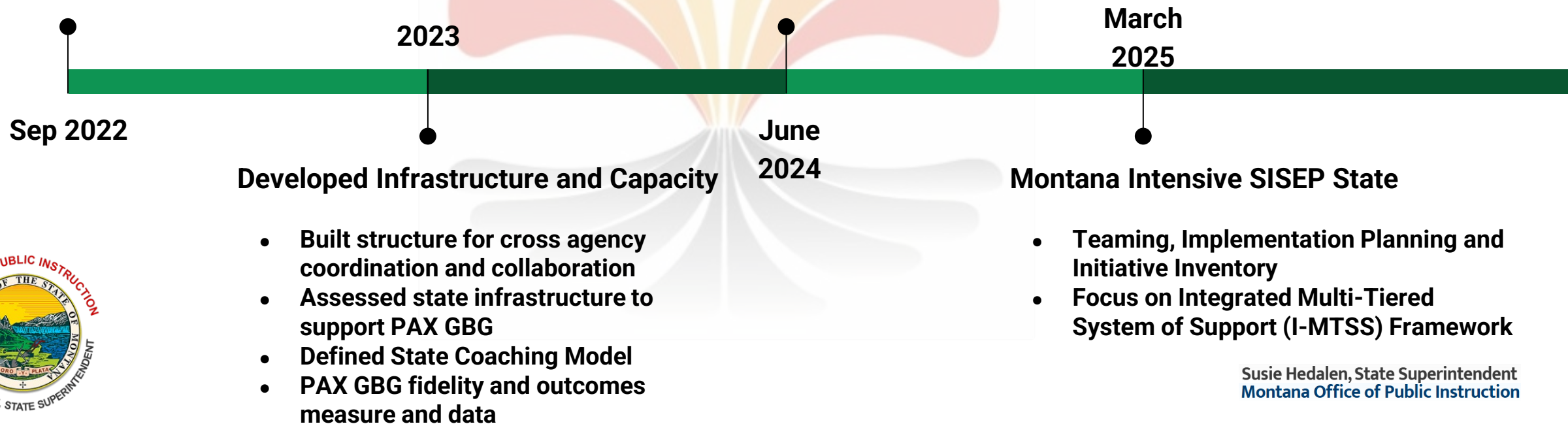


Cross Agency Outcomes

NIRN Contracted - SMT and SIT Developed

**Develop Implementation Science Capacity
Cross Agency Sustainability for PAX GBG**

- Identified and implemented areas for coordinated work
- Explored mechanisms for long-term cross agency funding
- Developed implementation science playbook and trained state and regional leaders and applied strategies in our work
- Trained school leaders to select programs, build consensus and implement and monitor progress
- Exploration meetings between SISEP and OPI



Susie Hedalen, State Superintendent
Montana Office of Public Instruction

MT State Management Team Purpose & Goals

Purpose:

- Articulate the vision of Montana's Integrated System of Support (MTSS) of state initiatives and utilize implementation science to create cohesion and alignment to improve graduation and attendance outcomes for Montana Youth.

Long Term Goals:

- Define an Integrated System of Support framework (MTSS) for Montana, and scale knowledge and resources across the SEA
- Develop internal SEA Infrastructure that supports intra-agency collaboration and coordination of professional development and coaching for I-MTSS
- Establish a data use culture (data literacy) at the SEA and LEA level
- Braid funding that supports a sustainable, I-MTSS framework



SMT/SIT Activities

- State Management Team with Multi-agency Representation:
 - OPI, DPHHS, University of Montana Center for Children, Families, & Workforce Development
- Supported the writing of the 2025 SPDG
- Established two State Transformation Specialists (STS)
 - Supported by the STS Community of Practice
- Supporting SMT and SIT Meetings, State Capacity Assessment, Action Planning, Goal Setting



Our New Project: Montana's 2025 SPDG

- **Goal 1:** Strengthen capacity of state, district, and building level teams, inclusive of administrators, educators, and families, to implement an **Integrated Multi-Tiered System of Support** utilizing data-driven, system-level problem solving and evidence-based practices to improve academic and behavioral outcomes for students with disabilities (SWDs).



Office of Special Education Programs
U.S. Department of Education

Susie Hedalen, State Superintendent
Montana Office of Public Instruction

Our New Project: Montana's 2025 SPDG

- **Goal 2:** Enhance the implementation of **Data-based Individualization and Person-centered IEPs** to improve the effectiveness of intensive intervention at the Tier 3 level. This includes administrators, special education staff, general education staff, families, and students, to achieve better academic and behavioral outcomes for students with disabilities.



Office of Special Education Programs
U.S. Department of Education

Susie Hedalen, State Superintendent
Montana Office of Public Instruction

Our New Project: Montana's 2025 SPDG

- **Goal 3:** Leverage paraeducator experience and knowledge to strengthen **career pathways for paraeducators to become fully certified special educators** at little to no cost, in collaboration with the Montana Para Pathways Project, Montana University System, and Montana Teacher Residency Program.



Office of Special Education Programs
U.S. Department of Education

Susie Hedalen, State Superintendent
Montana Office of Public Instruction

Role of Coaching

Systems Coaches meeting Implementation Support Practitioner Competencies:

- **Co-Creation and Engagement**

- Co-learning, Brokering, Address power differentials, Co-design, Tailoring Support

- **Ongoing Improvement**

- Assess Needs and Assets, Understand Context, Apply and Integrate Implementation Frameworks, Strategies, and Approaches, Facilitation, Communication, Conduct Improvement Cycles

- **Sustaining Change**

- Grow and Sustain Relationships, Develop Teams, Build Capacity, Cultivate Leaders and Champions

[NIRN: Implementation Support Practitioner Profile \(2020\)](#)



Resources

[NIRN Implementation Science Website](#)

[NIRN/SISEP Active Implementation Hub](#)

[Montana MTSS Website](#) (Modules under the Resources tab)

Tammy Lysons, Montana SPDG Director, tamara.lysons@mt.gov

Jenny Jarvis, Montana SPDG Coordinator jenny.jarvis@mt.gov

