



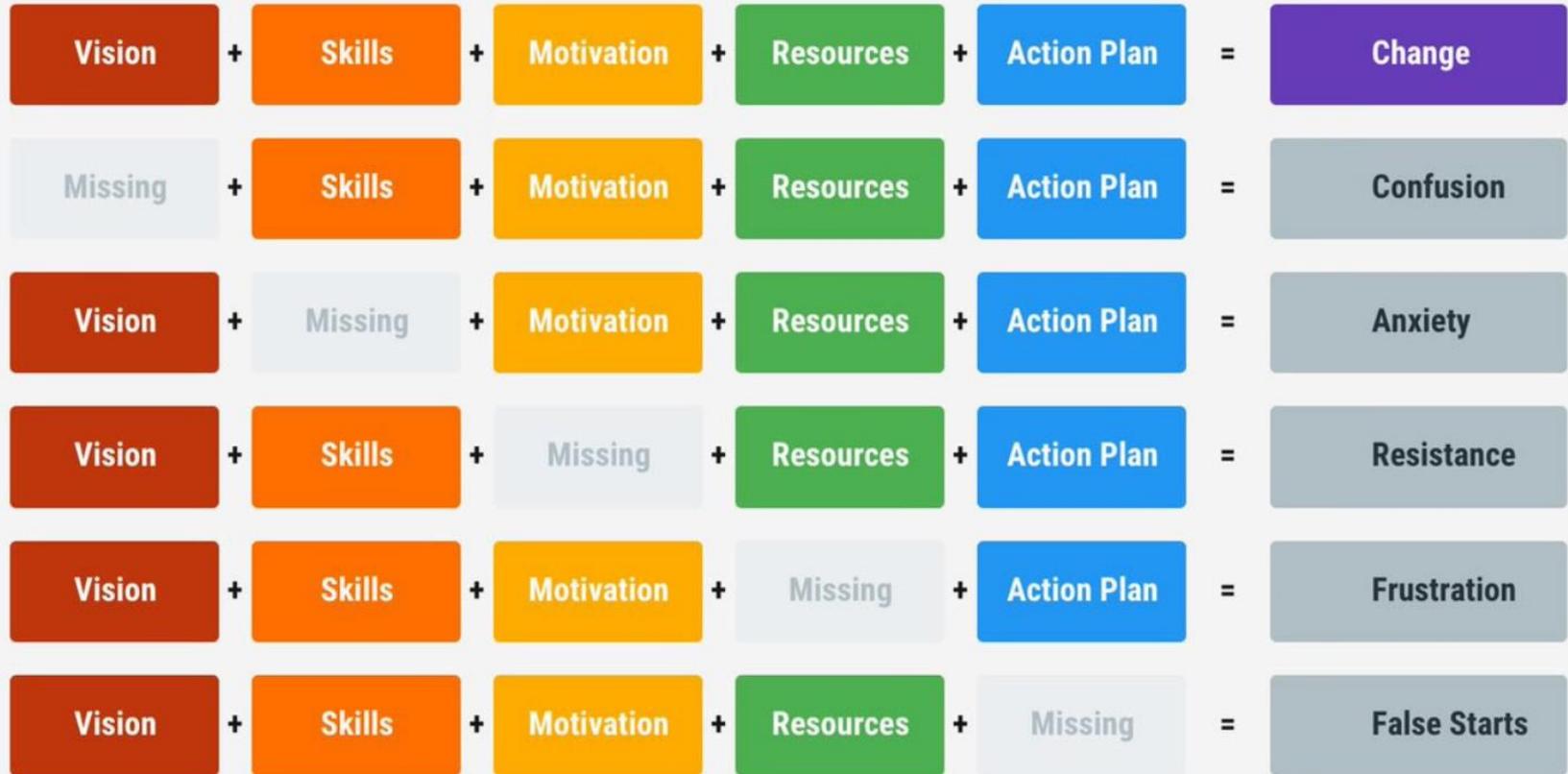
Idaho Department  
of Education

# Partnering with Families through Complex Change

March 2026



## Understanding The Knoster Model For Managing Complex Change





# Vision

Idaho's SPDG envisions school communities where students with disabilities thrive within strong MTSS frameworks and high-quality instruction, with parent and student voice at the center of decision-making. Through education, training, technical assistance, and shared learning, we strengthen school systems and partnerships to ensure every student can learn, participate, and succeed.



# Skills

- High-quality instructional practices within MTSS, including differentiation, intervention design, and data-based decision-making
- Systems implementation skills, such as problem-solving team facilitation, progress monitoring, and continuous improvement
- Family and student partnership skills, including shared decision-making, effective communication, and elevating parent and student voice
- Leadership and coaching capacity to build staff expertise and sustain system-wide change



# Motivation - *Why should we change?*

Centering outcomes for students with disabilities – The focus on improved academic and behavioral outcomes provides a compelling moral and professional purpose.

Elevating parent and student voice – When families and students are authentic partners in decision-making, the work becomes personally meaningful rather than compliance-driven.

Using data to show need and growth – MTSS progress monitoring and outcome data create urgency while also highlighting improvement and success.

Building educator efficacy – Coaching, training, and technical assistance increase confidence, which strengthens intrinsic motivation.

Aligning with district priorities – Connecting SPDG work to existing school improvement goals reduces initiative fatigue and reinforces relevance.



# Resources

Skilled personnel (coaches, MTSS leaders, family engagement partners)

High-quality professional learning aligned to MTSS and instructional practices

Coaching and technical assistance structures to support fidelity

Data systems for screening, progress monitoring, and decision-making

Time for collaboration (problem-solving teams, family partnership, planning)

Family and student engagement supports to elevate voice in decision-making

Sustainable funding and leadership commitment to maintain implementation



# Action Plan – Continuous Improvement Cycle

1. Align – Build leadership and assess needs
2. Build – Strengthen MTSS, coaching, and data systems
3. Equip – Provide professional learning and coaching
4. Implement – Use data, center family voice, improve continuously
5. Sustain – Monitor outcomes and embed into systems

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