Moving an Early Education Program into an MTSS Framework

Part 2: Leadership and Implementation Science

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Workshop presented at the NeMTSS Summit
September 6, 2019
MTSS: Creating a “Just Right” match between children’s needs and instruction to meet those needs.
Focus: Service delivery SYSTEM

- **Purpose**: Internal parts are organized and arranged to interact so young children achieve early learning outcomes.

- **Infrastructure (Components)**: Who will be served, what will they learn, what teaching methods will be used, where will teaching occur.

- **Processes (Procedures)**: How culture and teams will be created, how rules will be made, etc.
Focus: PROGRAMS and SCHOOLS:

• **Rationale:** Services are delivered to programs and schools, as outcomes are measured at this level.

• **Leaders:** Held accountable for results, have legitimate authority to make changes, must shift culture, and support staff through change process

• **Resource:** Leader’s Role in MTSS
Data-based decision making

Shift THINKING to SYSTEM focus:

• All system levels, including school/program, classroom, and individual-child levels, will make decisions based on data.

• Students’ needs will have a “Just Right” match to interventions, progress will be monitored, intervention plan will be modified as necessary, to achieve success!
Data-based decision making

Shift CULTURE to DB-DM focus:

• Data and evidence-based practices drive program vision; who to teach (Inclusive/Blended model).

• What will be taught, what methods will be used, where will teaching take place, etc.

• Essential outcomes achieved by children and families.
Leadership: Shifting into an MTSS Framework

1. Accountable
2. Authority
3. Shift Culture
4. Change process
FOCUS: Program and school leaders since “delivery of the services that will have an impact on student outcomes ultimately occurs at the school level, necessitating a focus on changing the practices of teachers, principals, instructional support personnel, and other school-level leaders” (Castillo & Curtis, 2014, p. 13).
Scaling-up works best with “grass roots” energy and substantial support from system upper levels.
MTSS program/school leaders need to know and do:

1. Set a vision for the problem-solving process.
2. Develop staff performance expectations specific to MTSS.
3. Exercise responsibility for resource allocation for MTSS.
4. Facilitate a priority-setting process.
5. Ensure satisfactory completion of designated activities.
7. Monitor staff support and climate (Batsche, n.d.).
“How can you say we’re not behaving like a team? We’re all wearing the same color shirts, aren’t we?”
Instructional Leadership Team (ILT)

Sole Purpose: Ensure the instructional and intervention delivery system results in verifiable gains for young children and their families.
Stakeholder Representation
Professional Learning Communities (PLCs)

• Roles and Responsibilities
• Norms for Interaction/
  Collective Commitments
• Goals Aligned with Vision and Mission
• Clear Purpose
• Decision Making-Process

Resources: MTSS Annotated Resource List
http://www.crtiec.dept.ku.edu/wp-content/uploads/2015/10/MTSS-
Vision: What kind of organization do we want to be?
INCREASED LEARNING & ACHIEVEMENT

OUR MISSION
Working with families to provide positive learning experiences

OUR VISION
All students will achieve foundational skills and knowledge for future success

OUR PURPOSE
Core values and best practices

HOW?
Staff & Families working together

WHAT?
Initiatives & goals

STUDENTS
Families
Staff
Community

Prairie Children Preschool
Culture: The sum of attitudes, beliefs, values, and traditions that distinguishes one group from another.
Organizational Culture: Trustworthy

“It is a greater compliment to be trusted than to be loved.”
--George MacDonald
ESSENTIAL:
Initial High Quality Training and On-going Practice-Based Coaching


<table>
<thead>
<tr>
<th>Leadership</th>
<th>Management</th>
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<tr>
<td>“Leadership is about coping with change.”</td>
<td>“Management is about coping with complexity.”</td>
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John Kotter

Change is not hard; the transition process is the hard part!

Fearing . .
- the unknown
- feeling inadequate
- leaving one’s comfort zone
- loss of control

Cindy Beutke, Leadership Results, Inc.
IMPLEMENTATION SCIENCE: Scientific study of variables and conditions that impact changes at practice, organization, and system levels.
IMPLEMENTATION SCIENCE: To promote the systematic uptake, sustainability, and effectiveness of evidence-based programs and practices in typical service and social settings.
Active Framework # 1

Select a Usable Innovation: MTSS for Young Children
Active Implementation Frameworks 2, 3, 4, and 5: Implementation Science

**STAGES:**
It takes time

**TEAMS:**
It takes a village

**DRIVERS:**
It takes support

**IMPROVEMENT CYCLES:**
It takes data
Active Framework

# 2

Stages:
It takes time

Five Active Implementation Frameworks:
Implementation Science
Implementation Stages

2-4 Years

**Exploration**
- Assess needs
- Examine intervention components
- Consider implementation drivers
- Assess fit

**Installation**
- Acquire resources
- Prepare organization
- Prepare implementation drivers
- Prepare staff

**Initial Implementation**
- Adjust implementation drivers
- Manage change
- Deploy data systems
- Initiate improvement cycles

**Full Implementation**
- Monitor, manage implementation drivers
- Achieve fidelity and outcome benchmarks
- Further improve fidelity and outcomes

(Fixsen & Blasé, 2008)
Exploration:
1. Assess needs.
2. Examine intervention components.
3. Consider implementation drivers.
4. Assess “goodness-of-fit” of proposed new practice.
Allow Time For Exploration Process
Pilot,
Start Small
Installation:

1. Acquire resources.

2. Make necessary structural changes.

3. Develop implementation supports.

4. Prepare staff for new roles and responsibilities.
Initial Implementation:

1. Initiate new services.
2. Manage change.
3. Create data systems.
4. Operate improvement cycles.
Full Implementation:

1. Skillful implementation

2. Implementation and innovation outcomes

Five Active Implementation Frameworks:
Implementation Science

Active Framework # 3

Teams:
It takes a village
Needed resources: **Time, expertise** and **latitude** to do the work of implementation initially and over the long term.
Team’s Objective:
To assure full and effective use of ALL defining features and critical components of MTSS for young children.
MEMBERS: Should have these sources of KNOWLEDGE and these EXPERIENCES in order to support rest of team with implementation process.

- Knowledge of effective implementation strategies
- Knowledge of MTSS for Young Children
- Experience implementing an evidence-based program or practice
- Experience working within the organization
Who should be on your Instructional Leadership Team (ILT) to explore MTSS as an option for your program/school?