



Communication

Coaching Support Session

2022-2023

mimtsstac.org



Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

This module guides District Implementation Teams in the development and use a communication plan and process for addressing barriers.

Intended Outcomes

- Define the components of a communication plan and barrier removal process
- Develop a communication plan and process for addressing implementation barriers
- Prepare to facilitate activities designed to enhance the district's capacity

Agenda

1.0 Prepare to Coach the DIT

2.0 Next Steps

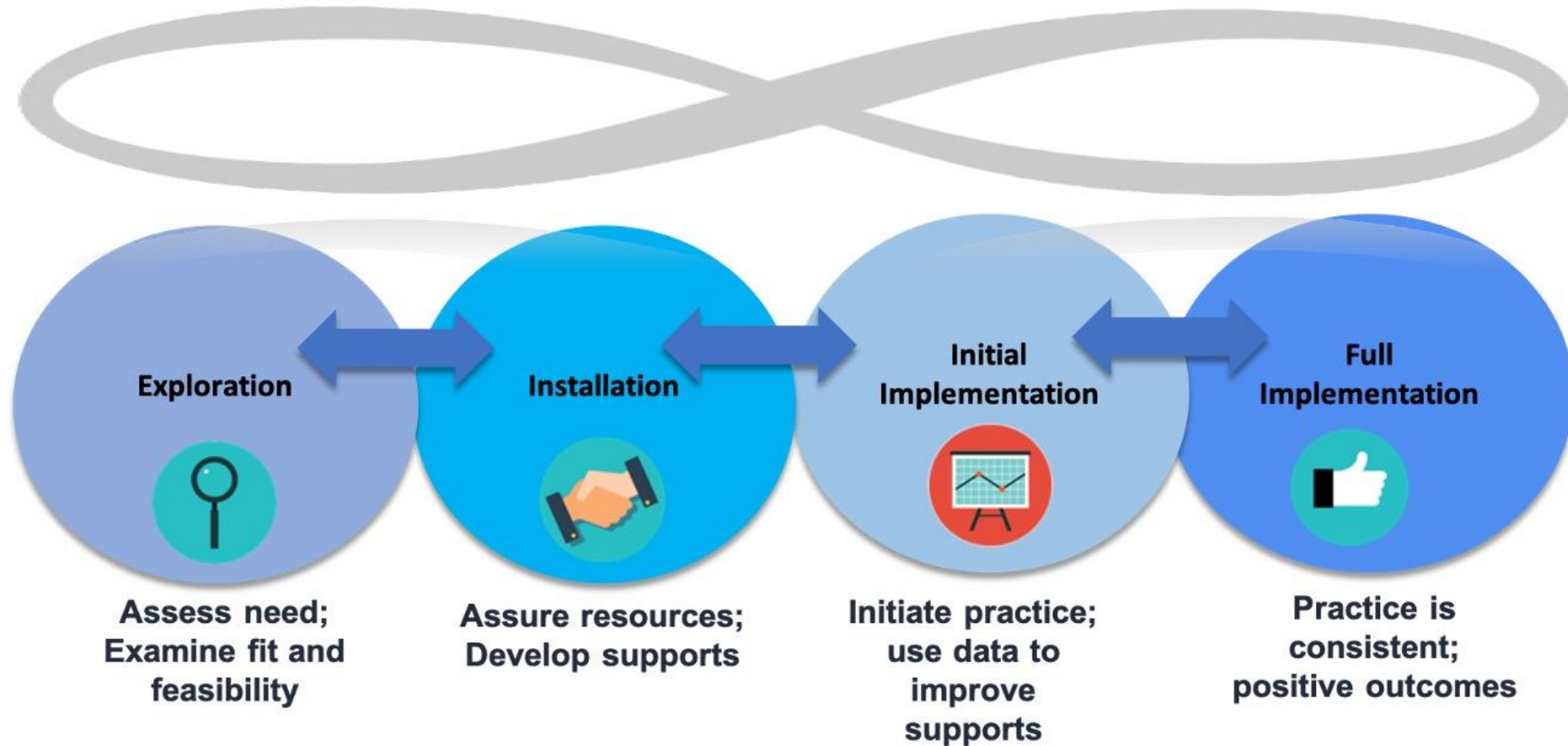
Use of Module Learning

- Initial use of communication plan and barrier removal process once schools begin installing components of an MTSS framework
- Continuous use to support implementation during and in-between DIT meetings

Active Implementation Frameworks



All Stages



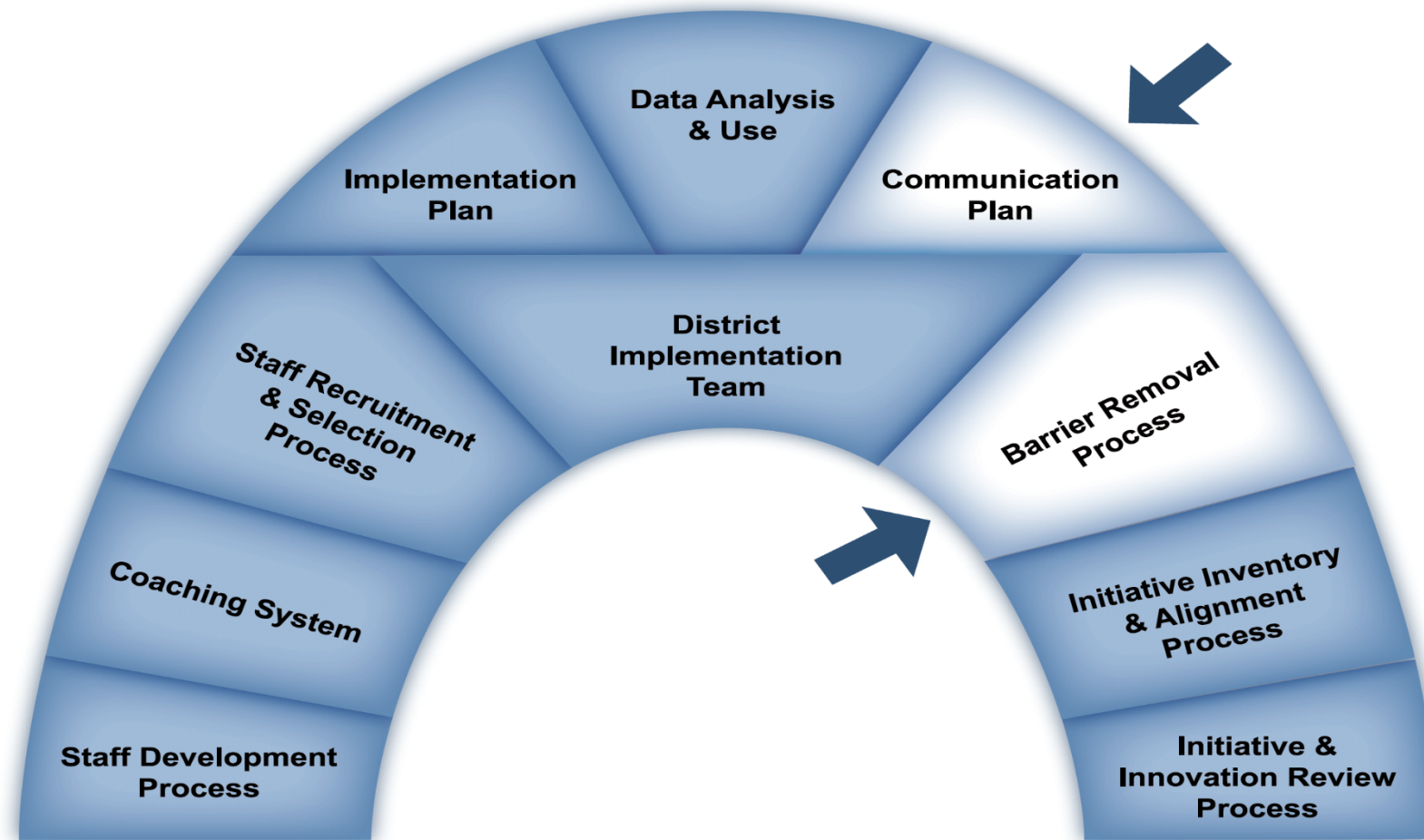
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

Resources for Today

- DIT Coaching Support Session Binder
 - CSS Materials
 - Coaching Resources
- DIT Installation Training Binder

1.0 Prepare to Coach the DIT

District Implementation Infrastructure Components



Making of Connections

- District Capacity Assessment
 - Item 10: District uses a communication plan
 - Item 11: District uses a process for addressing internal barriers
 - Item 12: District uses a process to report policy relevant information to outside entities
- MDE MTSS Practice Profile Essential Components:
 - Team-based Leadership

(MDE MTSS Practice Profile, 2020; District Capacity Assessment, 2019)

Example Communication Plan

Groups / Teams: Internal and external to intentionally communicate	Designees	Linking Communication Protocol? (Y/N)	Date to Survey (groups / teams about effectiveness of communication)
<u>MiMTSS TAC</u>	DIT: <u>MiMTSS TAC:</u>		
Central Office	DIT: Executive Leader:		
Administrative Team	DIT: Administrative Team:		
School coaches	DIT: School names and coach names - or -coach coordinator:		
School Leadership Teams	DIT: School names and designees:		

Example Communication Protocol

Groups/ Teams	Need to Knows: From DIT	Need to Knows: To DIT	Designees (Name & Role)	Frequency/ Method
School Leadership Teams (SLTs)	DIT Membership & Meeting Schedule Accomplishments District Plans for Barrier Removal Updates: <ul style="list-style-type: none"> • Upcoming Professional Learning • Summary of EI Alignment, Review, and Selection/De-Selection • Data Coordination Activities • District Data 	SLT Membership & Meeting Schedule Accomplishments Barriers/Needs <ul style="list-style-type: none"> • Identification of Barriers • Suggestions for addressing barriers Updates: <ul style="list-style-type: none"> • Dates for School Events • Implementation Plan Updates District Resource Allocation Needs <ul style="list-style-type: none"> • Time • Personnel • Requests for Effective Innovation Review 	DIT: Coordinator Coaches: School-level Coaches	Monthly, MTSS Update (email using template) after each DIT meeting Monthly, SLT Updates (email using template) after each team meeting

Example Communication Survey

Example Communication Effectiveness Survey

The communication effectiveness survey is sent out to groups / teams during the designated timelines listed on the Communication Plan (page 4).

Introduction statement: The District Implementation Team continues to be focused on effective communication in order to help support your school's use of MTSS. We would like to hear from you about how effective communication has been to and from our team.

Directions: Please complete this brief survey. The data will be used by the District Implementation Team to refine and improve how effectively we communicate to you!

Select your primary role:

- MiMTSS TAC
- Central office administrator
- Administrator
- School leadership team member
- Coach
- ISD
- (Add any other group / team roles that are included in your communication plan)

1. I am kept informed about critical aspects of the MTSS work.
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
2. I feel the level of communication with my District Implementation Team designee is adequate.
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
3. What other feedback about communication with the District Implementation Team would you like to share?



Activity 1.1

- Prepare to facilitate Team Activity 1.2
 - Review the 2-point criteria for DCA Items 10 & 12
 - Discuss how the development of a communication plan and protocols addresses these items
 - Using the content example, take turns providing rationales for why a communication plan would be beneficial for your district and an overview of each of the components of the plan
 - Take notes on key talking points to use during Team Activity 1.2
- Be prepared to share out any "take aways" or questions with the group

Making the Communication Plan Accessible

- Making the plan accessible to all staff ensures a common understanding of the structures that have been developed to support communication across the district
- Methods for ensuring access include:
 - District website
 - Shared District Drive (e.g., Google Drive)
 - Sharing at least annually during staff meetings or other meeting structures

Using the Communication Plan

- Prompting communication with groups/teams listed in the communication plan on the DIT meeting agenda template
- Assigning someone the role of “Communication Liaison” to access communication protocols and prompt communication based on the “need to knows” for each team
- Developing communication templates with standing topics used by teams (e.g., DIT, SLT) and sent out after each meeting
- Surveying staff and using data to refine the communication plan
- Reviewing and updating the plan for accuracy annually

Example Barrier Removal Process

Section 2: Process for Addressing Implementation Barriers

Implementation barriers are challenges that schools are unable to remove themselves and are preventing them from moving forward with implementation of MTSS. Implementation barriers are listed as a “need to know” within each linking communication protocol outlined in the District Implementation Team (DIT) communication plan.

While the linking communication protocol provides a regular opportunity for implementation barriers to be shared with DIT designees, it does not outline the steps that will be taken from the point the barrier is communicated to the DIT to the point in which it has been confirmed that the barrier has been removed.

(Insert District name) will take the steps listed below to address implementation barriers. In the subsequent section, you will find a table which lists the individuals with the level of decision-making authority required to remove barriers. When identified barriers require communication with individuals outside the DIT to be removed, a DIT designee will be assigned to communicate the barrier with the identified individual. This information is critical for initiating specific steps within this process.

Steps to Address Implementation Barriers

Step 1: Implementation barrier is identified and communicated to the DIT. It is added to the Barrier Log (insert link to barrier log) under step 1, along with the name of the individual or team who raised the barrier. The barrier log is located in the second tab of the DIT Pre-Meeting Google Sheet and will also be linked to all team agendas to prompt its use.

Step 2: The barrier log is reviewed and updated at monthly DIT meetings. When a new barrier is identified, the DIT uses the table in the following section to identify the type of barrier and the individual or group with the appropriate level of decision-making authority to remove the barrier. This information is documented under step 2 in the barrier log. If the DIT is able to address the barrier, advance to step 4.

Step 3: If someone outside the DIT is identified to remove the barrier, a DIT designee is assigned and documented under step 3 in the barrier log. The DIT designee schedules a meeting to accurately describe the barrier and surrounding context if necessary.

If the DIT designee does not have direct access to the person with the appropriate level of decision-making authority, then the designee is assigned to speak with an alternate person recommended by (insert DIT Executive Leader name).

Step 4: Once the person or group with the appropriate level of decision-making authority understands the barrier, they will outline the subsequent steps that need to be taken to remove the barrier and the anticipated timeline for the steps to be completed.

Funding

Decision Types	Person with Decision Making Authority	Involvement of Additional Individuals / Teams
Title I questions related to appropriate use of funds		N/A
Approval for use of any type of funds (excluding IDEA)		
Requests for flexible use of state or federal funds (requiring MDE approval)	MDE (OEII or OSE) Staff (add person name) would be the designee from district to initiate a request Determine if the request goes to the appropriate ISD leadership (e.g., superintendent or assistant superintendent) who in turn, makes the request on the district's behalf	

Special Education

Decision Types	Person with Decision Making Authority	Involvement of Additional Individuals / Teams
Learning Support Services (LSS)		

Curriculum, Instruction, and Assessment

Decision Types	Person with Decision Making Authority	Involvement of Additional Individuals / Teams
Secondary curriculum and instruction		
Science and Social Studies Curriculum and Instruction (PreK-12 th Grade)		
Literacy and Math Curriculum (PreK-4 th Grade)		
PK-12 Assessment		



Activity 1.2

- Prepare to facilitate Team Activity 1.3
 - Review the 2-point criteria for DCA Item 11
 - Discuss how the development of a barrier removal process addresses this item
 - Using the content example, take turns providing rationales for why a barrier removal process would be beneficial for your district and an overview of each of the components of the process
 - Take notes on key talking points to use during Team Activity 1.3
- Be prepared to share out any "take aways" or questions with the group

Using the Barrier Removal Process

- DIT supports the use of the process to address implementation barriers schools are unable to remove on their own
- Examples of consistent use include:
 - Prompted as an agenda item on team meeting agenda templates
 - A barrier log is used to track the process and there is evidence of it's use
 - Follow-up conversations are documented and used to determine if the barrier was effectively addressed and removed

Activity 1.3

- Determine the next steps for developing a communication plan and barrier removal process for your district
 - Which groups and teams need to be included in your communication plan?
 - Who needs to be involved in the development of communication protocols for each group? Barrier removal process?
 - What are the timelines for drafting and finalizing both processes?
 - How will your DIT ensure both processes are used?
 - How might you use the examples to support next steps? Will you draft an example specific to your district?
- Be prepared to share your next steps with the group

2.0 Next Steps



Assignments

Complete the items on the Preparation Checklist, including:

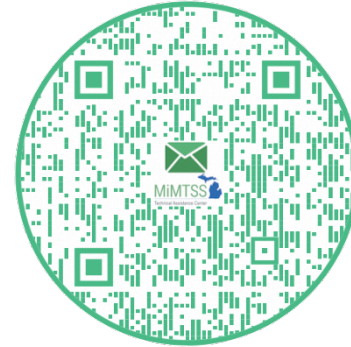
- Determining which resources, you will use to support your team or if you need to draft new resources to support application
- Plan and practice for facilitating team activities
- Review the DIT Installation Resource List and determine if there are resources the team should access prior to the upcoming DIT meeting
- Develop the DIT Meeting agenda based on activities in the installation checklist and implementation plan

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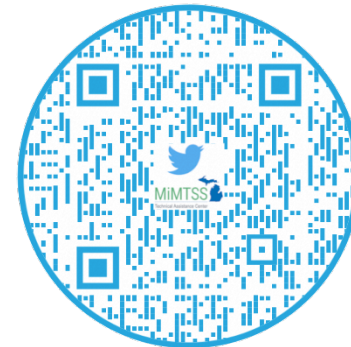
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- tinyurl.com/MiMTSSListserv
- TA Offerings, updates



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