Moving an Early Education Program into an MTSS Framework
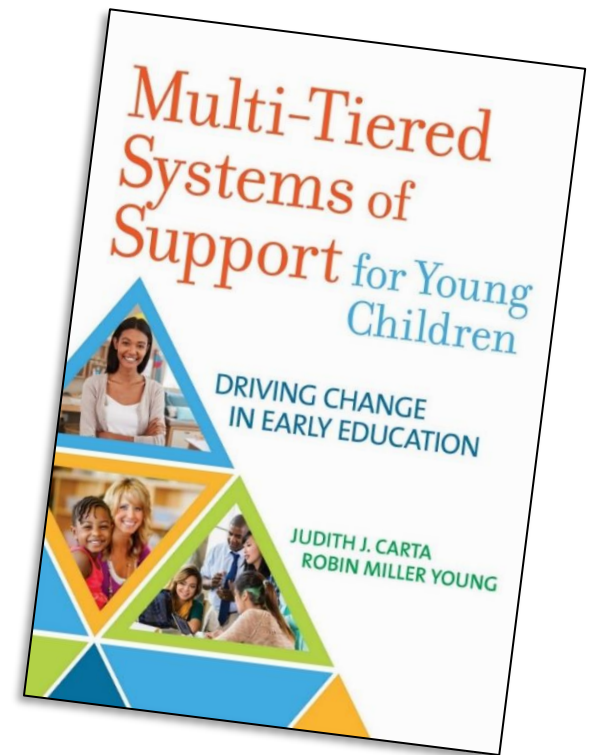
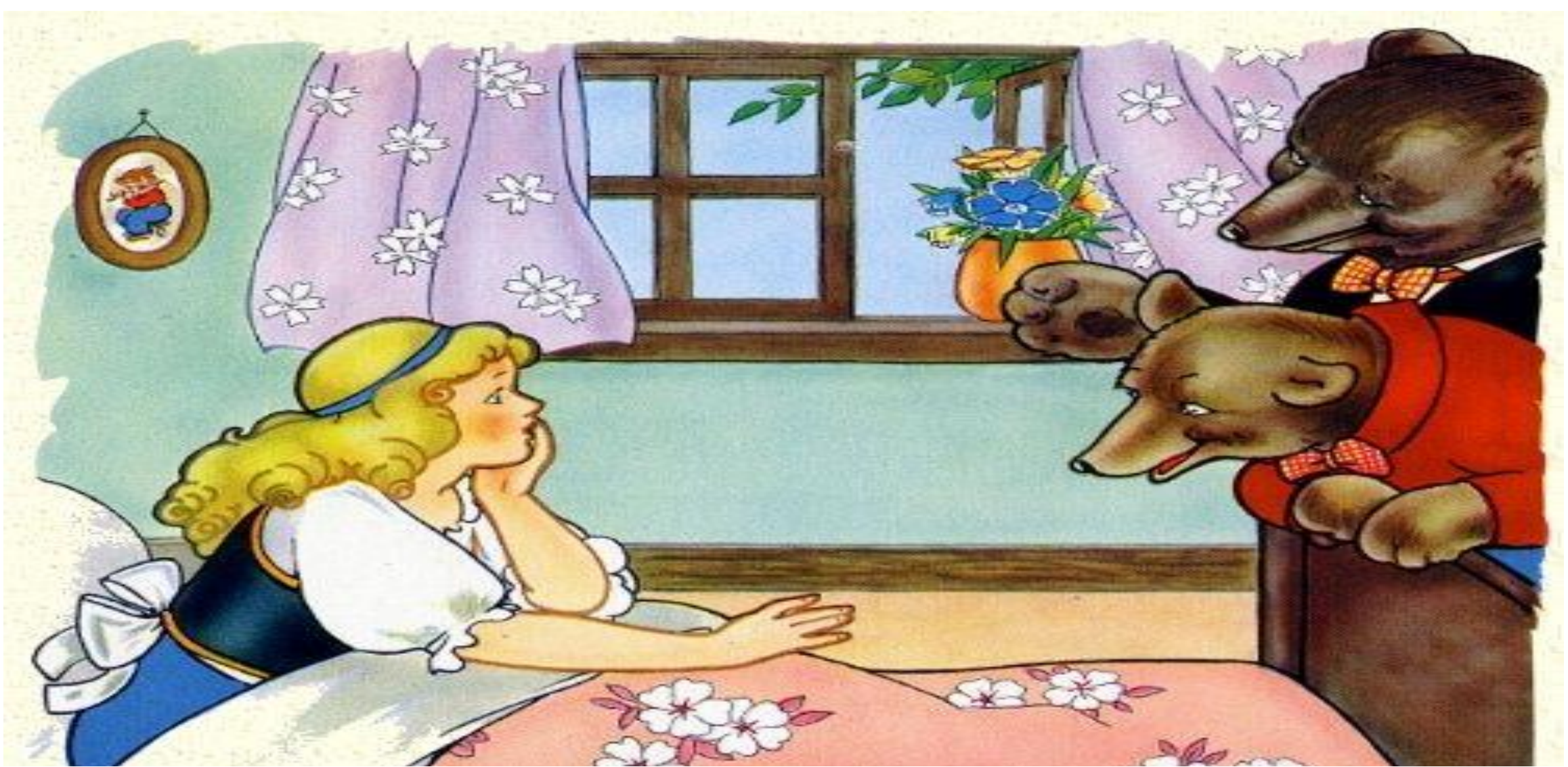## Part 2: Leadership and Implementation Science

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**Workshop
presented at the
NeMTSS Summit
September 6, 2019**

Multi-Tiered Systems of Support for Young Children

DRIVING CHANGE IN EARLY EDUCATION

JUDITH J. CARTA
ROBIN MILLER YOUNG

MTSS: Creating a "Just Right" match between children's needs and instruction to meet those needs.

Leadership: Shifting into an MTSS Framework

Focus: Service delivery SYSTEM

- <u>Purpose</u>: Internal parts are organized and arranged to interact so young children achieve early learning outcomes.

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

- <u>Processes (Procedures)</u>: <u>How</u> culture and teams will be created, <u>how</u> rules will be made, etc.

Components and Elements

Processes and Procedures

Leadership

Strong Intervention Outcomes
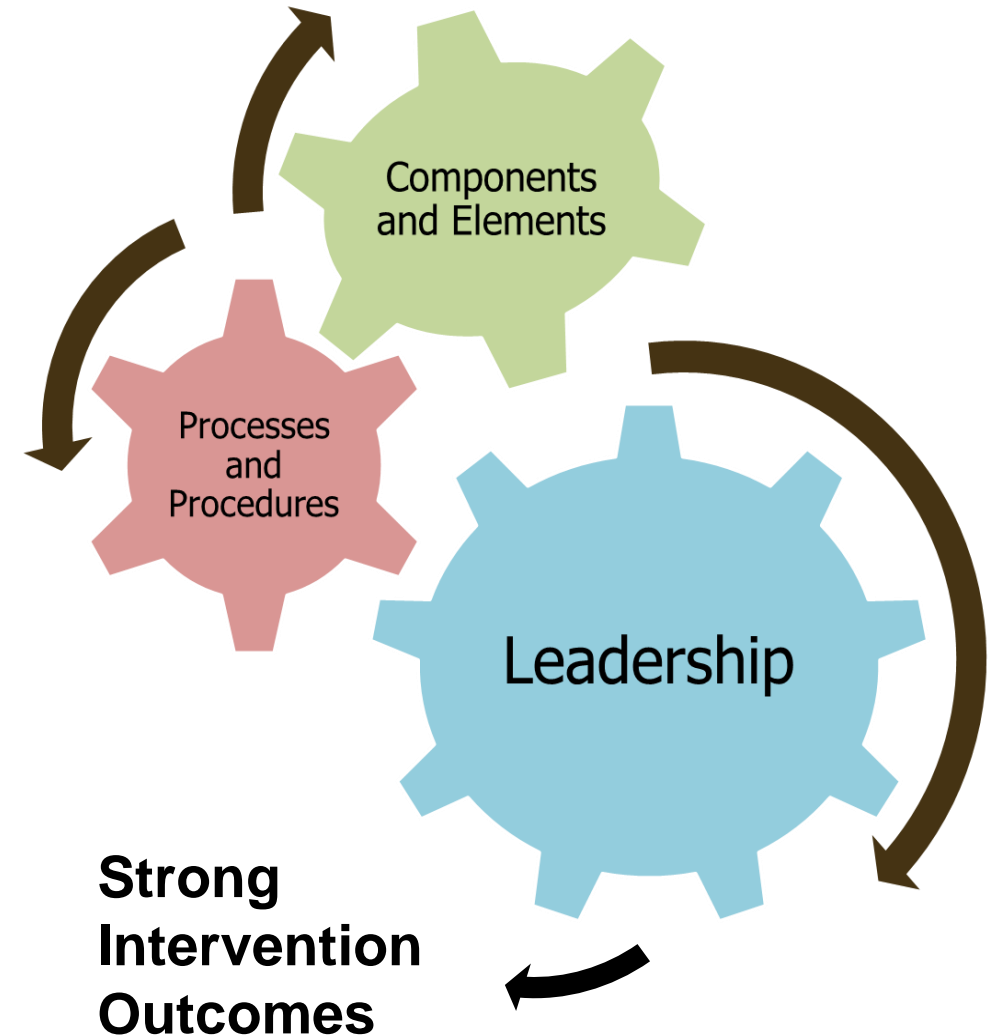
Leadership: Shifting into an MTSS Framework

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

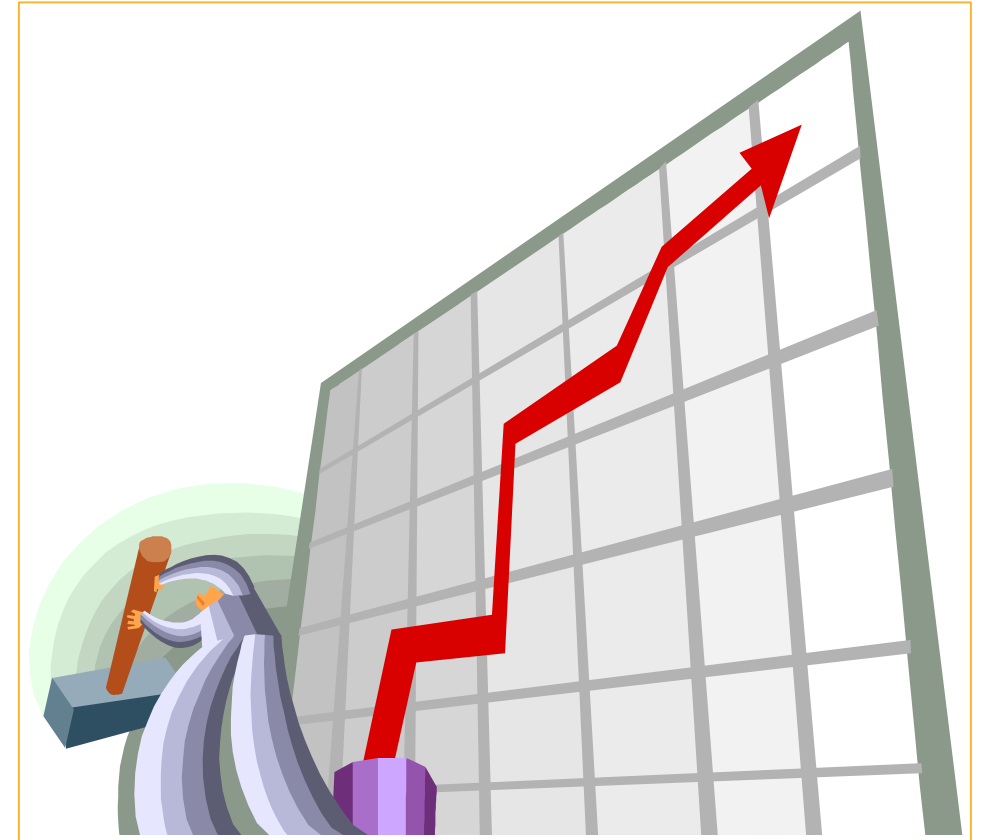**Shift <u>THINKING</u> to <u>SYSTEM</u> focus:**

- 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

<u>Shift CULTURE to DB-DM focus:</u>

- 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.
6. Support program evaluation.
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-

Annotated-Resource-List-10-20-15.pdf

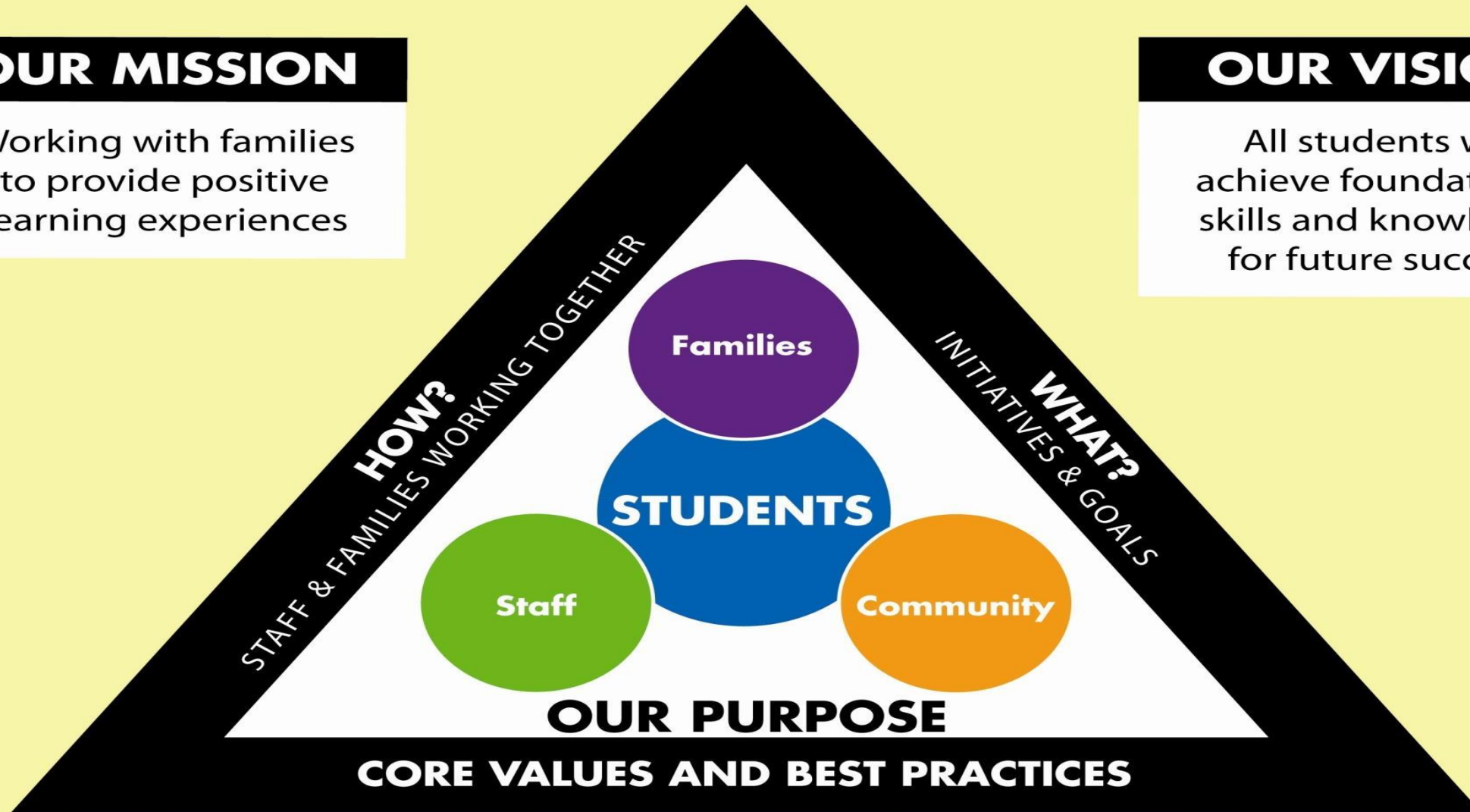**Vision:** What kind of organization do we want to be?

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

HOW?
STAFF & FAMILIES WORKING TOGETHER

WHAT?
INITIATIVES & GOALS

Families

STUDENTS

Staff

Community

OUR PURPOSE

CORE VALUES AND BEST PRACTICES

Prairie Children Preschool

INDIAN PRAIRIE
204
SCHOOL DISTRICT

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

Shift Infrastructure and Culture

| Leadership	Management
"Leadership is about coping with change."	**"Management is about coping with complexity."**
John Kotter	

Covey, S.R. (2004). *The 8th habit: From effectiveness to greatness.* Free Press: New York, NY

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.
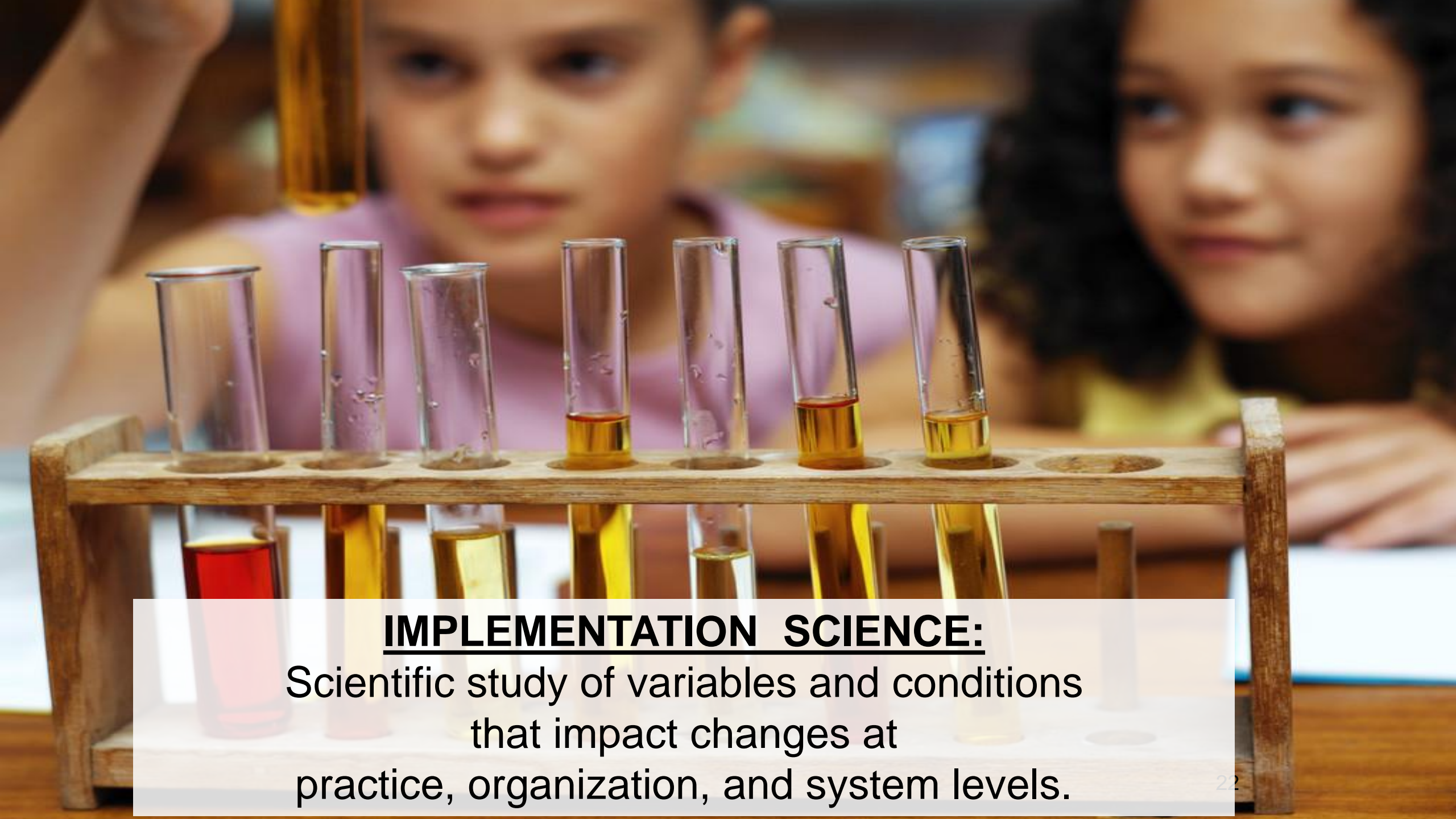
IMPLEMENTATION SCIENCE:
Scientific study of variables and conditions
that impact changes at
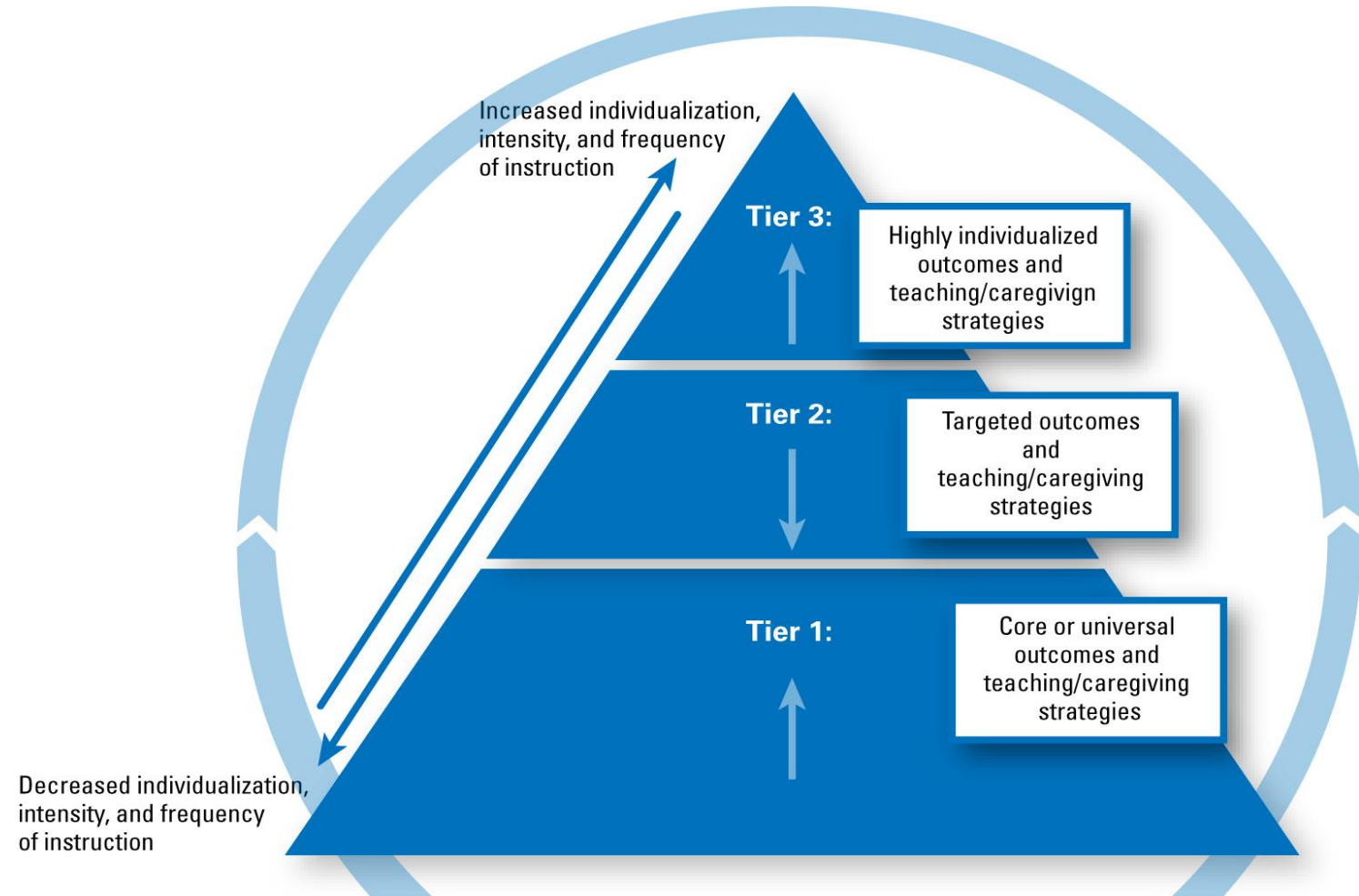practice, organization, and system levels.

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

Increased individualization, intensity, and frequency of instruction

Tier 3: Highly individualized outcomes and teaching/caregivign strategies

Tier 2: Targeted outcomes and teaching/caregiving strategies

Tier 1: Core or universal outcomes and teaching/caregiving strategies

Decreased individualization, intensity, and frequency of instruction

Layered Continuum of Supports

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

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

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

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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

3. Standardize practice.

Active Framework # 3

Teams:

It takes a village

Needed resources:

Time, expertise and **latitud**e

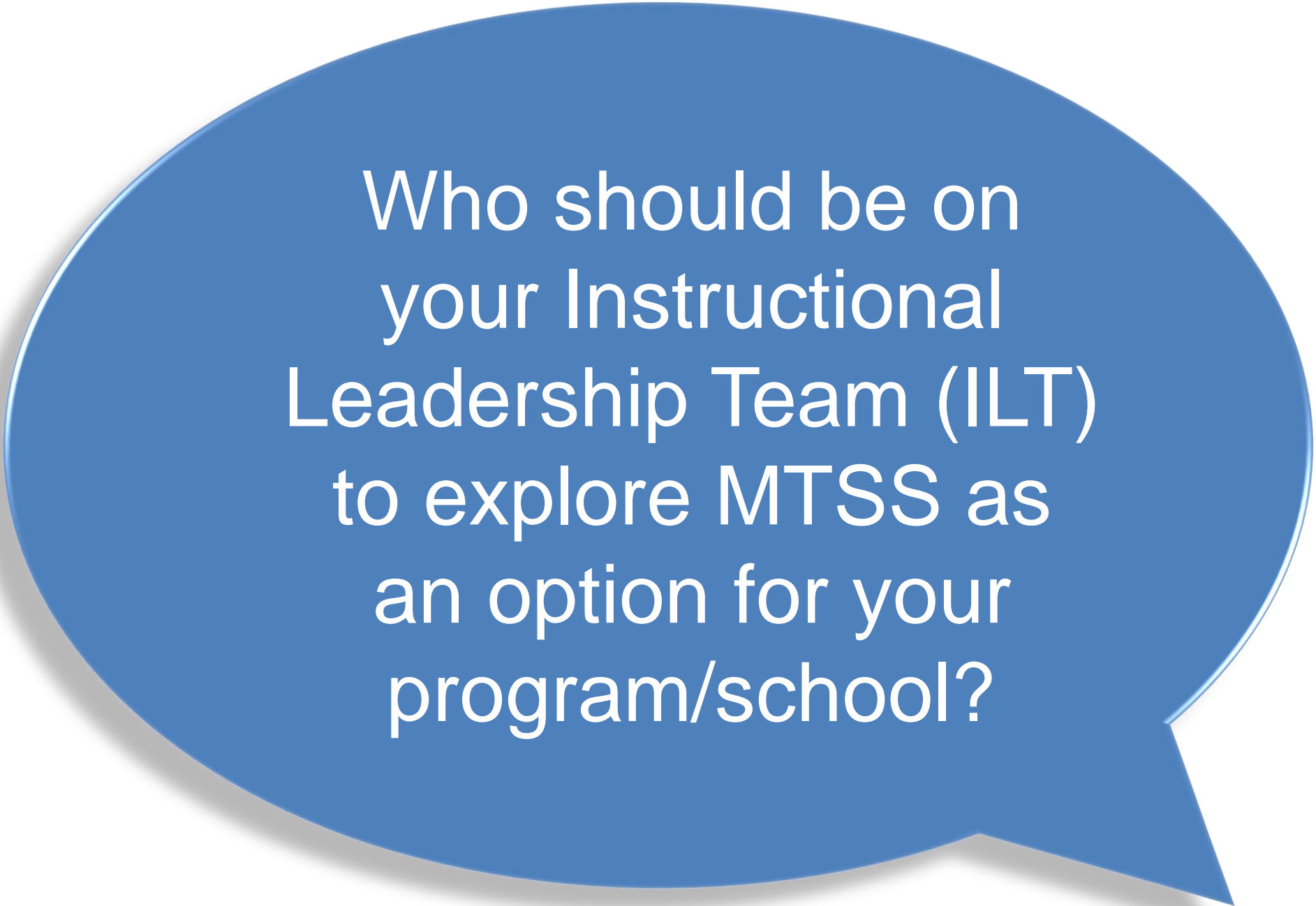to do the work of implementation

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.