

Leadership for MTSS

MTSS Integrated Systems Conference

August 5, 2022

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Washington AIMS



Washington Office of Superintendent of
PUBLIC INSTRUCTION

UNIVERSITY *of* WASHINGTON | BOTHELL **W**

Project Staff

Cohort 3

- Co-Director Tania May, Assistant Superintendent for Special Education, OSPI
- Co-Director Tom Bellamy, Professor Emeritus, University of Washington Bothell
- Project Coordinator William Rasplica, Executive Director Learning Support Services – Retired & UW Bothell Instructor
- Susan Ruby, Professor, Eastern WA University
- Stephanie King, Executive Director Marysville SD
- Mary McGuire, Professor, UW Bothell
- Kellie Holden, Administrator, UW Bothell Goodlad Institute



Washington AIMS

Project AIMS Receives Funding of \$ 997,558

- The Office of Superintendent of Public Instruction joined with the University of Washington Bothell in a successful application for the Washington AIMS (Administrators Improving Multi-tiered Systems of Support) project.
- The project received five years of funding from the U. S. Department of Education's Office of Special Education (OSEP) to support local leadership for multi-tiered systems of support (MTSS) in schools and districts across the state.



Washington AIMS Project Goals

- Professional learning for approximately 75 district/school administrators leading MTSS implementation
- Impact on services in participants' districts
- Impact on state-wide goals for MTSS implementation



AIMS Theory of Action

- MTSS framework can improve student learning in Washington
- Local administrative leaders are key to MTSS implementation
- Skillful leadership depends on knowledge of MTSS and ability to lead from within the district
- Needed skills are developed through study, action, and collaboration



MTSS in Washington State

- > Multi-tiered systems of support, which organize research-based interventions in tiers of increasing intensity, have proven effective in several settings as a way to improve academic and behavioral outcomes (Fuchs, Fuchs, & Compton, 2012; Horner, Sugai, & Anderson, 2010).
- > However, despite these results and related federal guidance (IDEA, 2006), Washington was relatively late in efforts to implement MTSS.
- > For example, although the WAC allow any district to shift from an ability/achievement discrepancy model to one based on progress in a tiered system, only one of the state's 294 school districts has made this transition.
- > *Yet, while starting later than many states, Washington is now working rapidly to build capacity to implement MTSS.*
 - The State has established an office with full-time coordination for MTSS and is funding related state and regional to support development of inclusive services.
 - OSPI worked with UW Bothell on a successful OSEP leadership grant – Washington AIMS

The Need for Leadership Within School Districts

- These state MTSS initiatives are important, but local leadership is crucial for their success.
- Research for the past quarter century has shown that local principals and district leaders can have significant impact on student achievement (Leithwood, Louis, Anderson, & Walstrom, 2004; Marzano & Waters, 2009).
- School district special education leaders also significantly influence whether state initiatives actually result in implementation of targeted practices (Arden, Gandhi, Zumeta Edmonds, & Danielson, 2017), achieve intended outcomes (Klute, Cherasaro, & Apthorp, 2016) and sustain over time (McIntosh, Mercer, Nese, Strickland-Cohen, & Hoselton 2015).

Filling the District Leadership Gap

The Washington AIMS project fills a critical gap in Washington State's initiative to improve student outcomes through greater use of MTSS frameworks.

By developing local leaders who are able to lead MTSS in their own settings and who can support colleagues elsewhere.

AIMS will provide an essential connection between state policy and program realities.



Washington AIMS

Washington AIMS Project Structure

1. Year long cohort of approximately 15 members
2. Meets one Saturday per month October-May
3. AIMS faculty work with participants on a MTSS Developmental Leadership Plan
4. Opportunity to interact with and learn from national experts and researchers
5. Project content directly supports the 2028 target date for districts to begin implementing a RTI-based SLD identification process
6. Support for project dissemination at state and national conferences
7. \$1,000 stipend upon completion of the cohort



Washington AIMS

Washington AIMS Leadership Capabilities

- **Capability 1. Build and share MTSS expertise**
 - Overall goal: Bring expert-level knowledge to district considerations and decisions related to MTSS.
- **Capability 2. Make the case**
 - Overall goal: Convince others to investigate, try, implement, fund, and commit to sustaining MTSS.
- **Capability 3. Lead the change process**
 - Overall goal: manage the process of shifting from current practices to full implementation of MTSS
- **Capability 4. Lead for reliable implementation**
 - Overall goal: create and sustain roles, structures, and routines that sustain ongoing, reliable implementation of chosen practices, resisting organizational changes that detract from consistent use of those practices

Washington AIMS Leadership Capabilities

- **Capability 5. Build capacity.**
 - Overall goal: Develop, sustain, and improve capabilities throughout the organization that are needed for successful implementation of MTSS components
- **Capability 6. Develop and use data for leading**
 - Overall goal: to have available information that supports timely decision-making and adjustments that support implementation of MTSS
- **Capability 7. Manage self**
 - Overall goal: To sustain effective engagement in needed leadership for an extended period of time despite leadership changes elsewhere and a full range of other stressors.

Implementing MTSS

<https://mtss4success.org>

Phase 1: Plan For Success



Conduct Needs Assessment

 [MTSS Fidelity of Implementation Rubric](#)

Develop Collaborative Vision

+

Define Framework and Select Evidence-based Practices

+

Develop Implementation and Evaluation Plan

+

Tools

Center on
Multi-Tiered System of Supports
at the American Institutes for Research®



Multi-tiered System of Supports (MTSS) Fidelity of Implementation Rubric (Updated March 2021)

Multi-tiered system of supports (MTSS) is a framework that integrates data and instruction within a multi-level prevention system to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. (Center on MTSS, 2020, [www.MTSS4success.org](https://mtss4success.org))

Overview

The MTSS Fidelity of Implementation Rubric is for use by individuals and teams responsible for supporting local implementation of MTSS. It can support local educators and teams in the following:

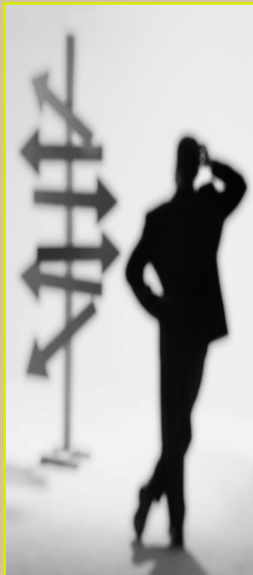
- self-evaluating and monitoring fidelity of local MTSS implementation,
- developing and monitoring MTSS implementation action plans,
- planning and prioritizing MTSS professional learning, and
- guiding continuous improvement efforts.

The rubric aligns with the essential components and supporting infrastructure shown through over a decade of research, national policy, and local implementation to support successful implementation of MTSS. Although the research on tiered system of supports began several decades ago, the development of this implementation rubric began under the National Center on Response to Intervention, a 2007 – 2012 U. S. Department of Education funded center hosted at the American Institutes for Research (AIR).

The rubric is accompanied by an optional worksheet that teams can use to engage in thoughtful discussion and review documentation of implementation to accurately rate and identify strengths and limitations of current implementation. Please note

**MTSS Rubric and
Review Sheet**
(<https://mtss4success.org>)

Tools



LEADING CHANGE HANDBOOK

Concepts and Tools

Jody Spiro, Ed.D.

<https://www.wallacefoundation.org/knowledge-center/pages/leading-change-handbook.aspx>

Tools

Developing a System-Level Capacity for RTI Implementation: Current Efforts and Future Directions

Author(s): George Sugai, Robert Horner, Dean Fixsen, Karen Blase

Publication Date: January 2010

Focus Area(s): [K-12 Education](#)

Sugai, G., Horner, R., Fixsen, D., & Blase, K. (2010). Developing a System-Level Capacity for RTI Implementation: Current Efforts and Future Directions. In T.A. Glover & S. Vaughn (Eds.), *The Promise of Response to Intervention: Evaluating Current Science and Practice* (pp. 286-309). New York, NY: The Guilford Press.

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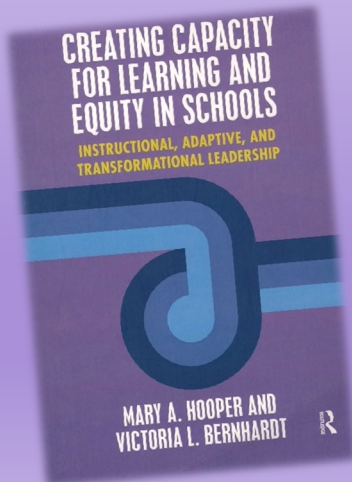
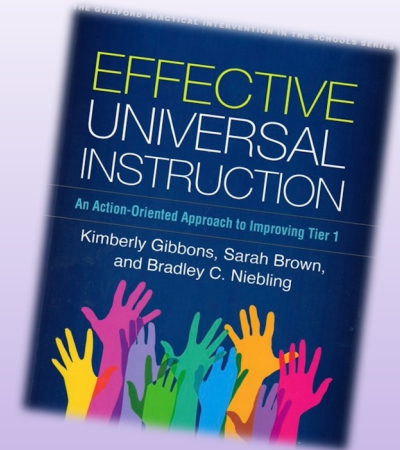
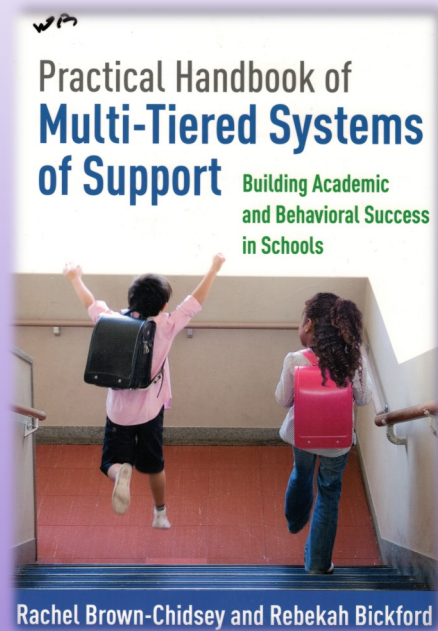


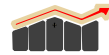
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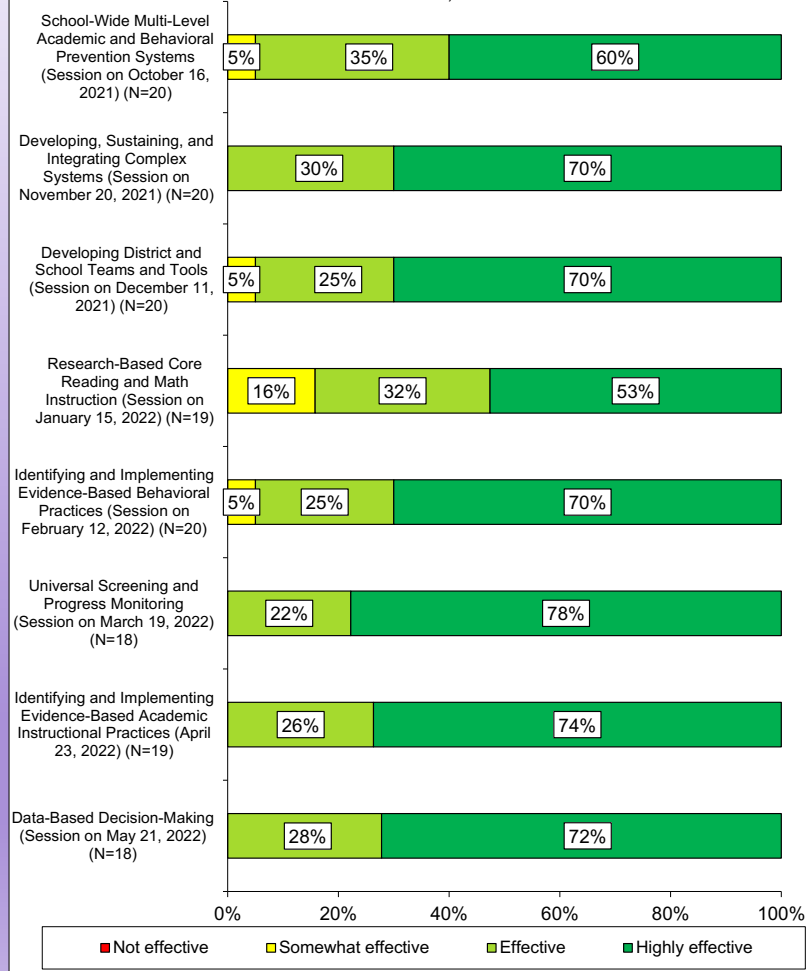
Administrators Improving Multi-Tiered Systems Cohort 3

| Date & Time | In-Person/ Virtual | Expert Consultant(s) | Competency Cluster | Core Book Readings | Leadership Capabilities |
|-----------------------|-------------------------|--|---|---|---|
| 9/13/22 5:00-6:00 | Virtual via Zoom | Rasplica, King, Ruby, May & Bellamy | Orientation | | Overview |
| 10/22/22 8:00-3:30 | In-Person UW Bothell | Sarah Arden, Ph.D. American Institutes for Research | School-Wide Multi-Level Academic and Behavioral Prevention System & the MTSS Rubric | McIntosh & Goodman, Ch. 1-2 Brown-Chidsey & Bickford, Ch. 1-2 Gibbons et al., Ch. 1 | -Build and share MTSS expertise |
| 11/19/22 8:00-3:30 | In-Person UW Bothell | Kent McIntosh, Ph.D. University of Oregon | Developing, Sustaining, and Integrating Complex systems | McIntosh & Goodman, Ch. 4, 6, & 7 Brown-Chidsey & Bickford, Ch. 3-4 | -Develop and use data for leading -Build capacity |
| 12/10/22 8:00-3:30 | In-Person UW Bothell | Rachel Brown-Chidsey, Ph.D. University of Southern Maine | Developing District and School Teams and Tools | McIntosh & Goodman, 5 Brown-Chidsey & Bickford, Ch. 6-8 Hooper & Bernhardt, Ch. 4-6 | -Lead for change -Make the case -Build capacity |
| 1/21/23 8:00-3:30 | In-Person UW Bothell | Matt Burns, Ph. D. University of Missouri Sarah Powell, Ph.D. UT Austin | Research-Based Core Reading and Math Instruction | Brown-Chidsey & Bickford, Ch. 5, 14, 18 Gibbons et al. Ch. 2, 4, 5, 6, & 7 | -Lead for reliable performance -Lead for change -Build capacity |
| 2/11/23 8:00-3:30 | In-Person UW Bothell | Erica Lembke, Ph.D. University of Missouri | Universal Screening and Progress Monitoring | Brown-Chidsey & Bickford, Ch. 19-21 McIntosh & Goodman, Ch. 3 Gibbons et al., Ch. 4 | -Make the case -Build and share MTSS expertise |
| 3/18/23 8:00-3:30 | In-Person UW Bothell | Rob Horner, Ph.D. University of Oregon | Identifying and Implementing Evidence-Based Behavioral Practices | Review McIntosh Ch. 2 | -Lead for reliable performance -Build capacity |
| 4/22/23 8:00-3:30 | In-Person UW Bothell | Christopher Lemons, Ph.D. Stanford University | Identifying and Implementing Evidence-Based Academic Instructional Practices | Brown-Chidsey & Bickford, Ch. 15-17, 23 | -Build capacity |
| 5/20/23 8:00-3:30 | In-Person UW Bothell | Susan Ruby, Ph.D. Eastern Washington University | Data-Based Decision Making & Putting It All Together | McIntosh & Goodman, Ch. 8 - 10 Gibbons et al., Ch. 6-8 | -Develop and use data for leading -Build capacity |



How effective was each competency area addressed during the AIMS Project in helping you build the understanding and skills you need to lead a Multi-Tiered System of Support?

June 15, 2022



I am so thankful to have been in the AIMS program...I know I am a better leader because of it.

I loved this program and wish it was a two year partnership vs one.

I thought I had a pretty good understanding of MTSS prior to this course; however, I now know there is a lot more to it. This year my confidence in understanding and ability to see how pieces fit together is so much more.

The resources, books, and expert presentations were super beneficial.

The WAAIMS project was an invaluable learning cadre. I have learned a significantly deeper level of knowledge around MTSS implementation.

This class has been extraordinarily helpful, especially as I am new to this work and trying to thread the needle about how it works with and not against special education

With our new Superintendent in place since February, MTSS work was able to move forward again, but at a much smaller scale. I am confident we will be able to engage in this work in 22-23. I am hopeful that our cohort will have opportunities to continue times to network and collaborate.

The Washington AIMS class has been ***the*** most helpful professional development for preparing to lead MTSS work in my district. I am confident this project will be beneficial for district leaders, building leaders and those just getting started. Honestly, now that I know more, I want to take the class again, and grow in my skills and understanding – make me your first call when you do the Washington AIMS 2.0 class!

Dana Bailey
Assistant Superintendent
Issaquah SD

