



Communication

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)

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time-Keeper: keep track of time and bring the team back together



Purpose

This module guides District Implementation Teams in the development 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

Agenda

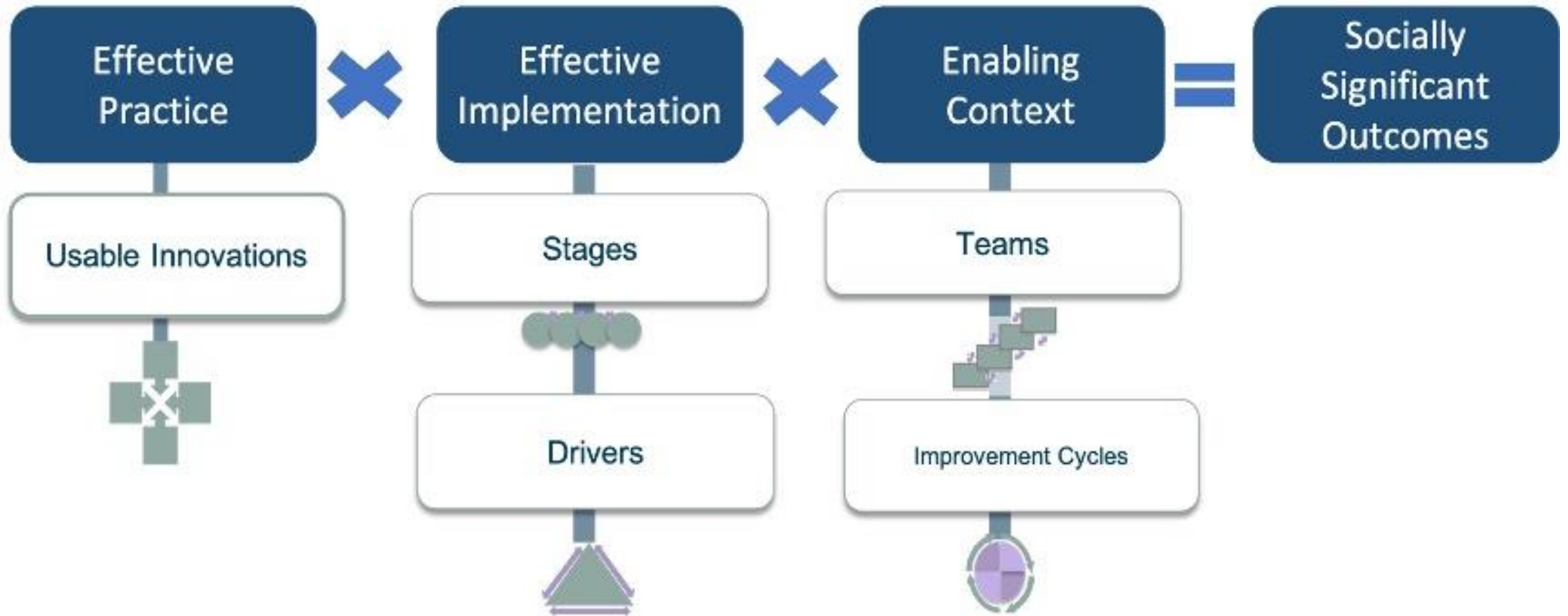
1.0 Communication & Barrier Removal

2.0 Next Steps

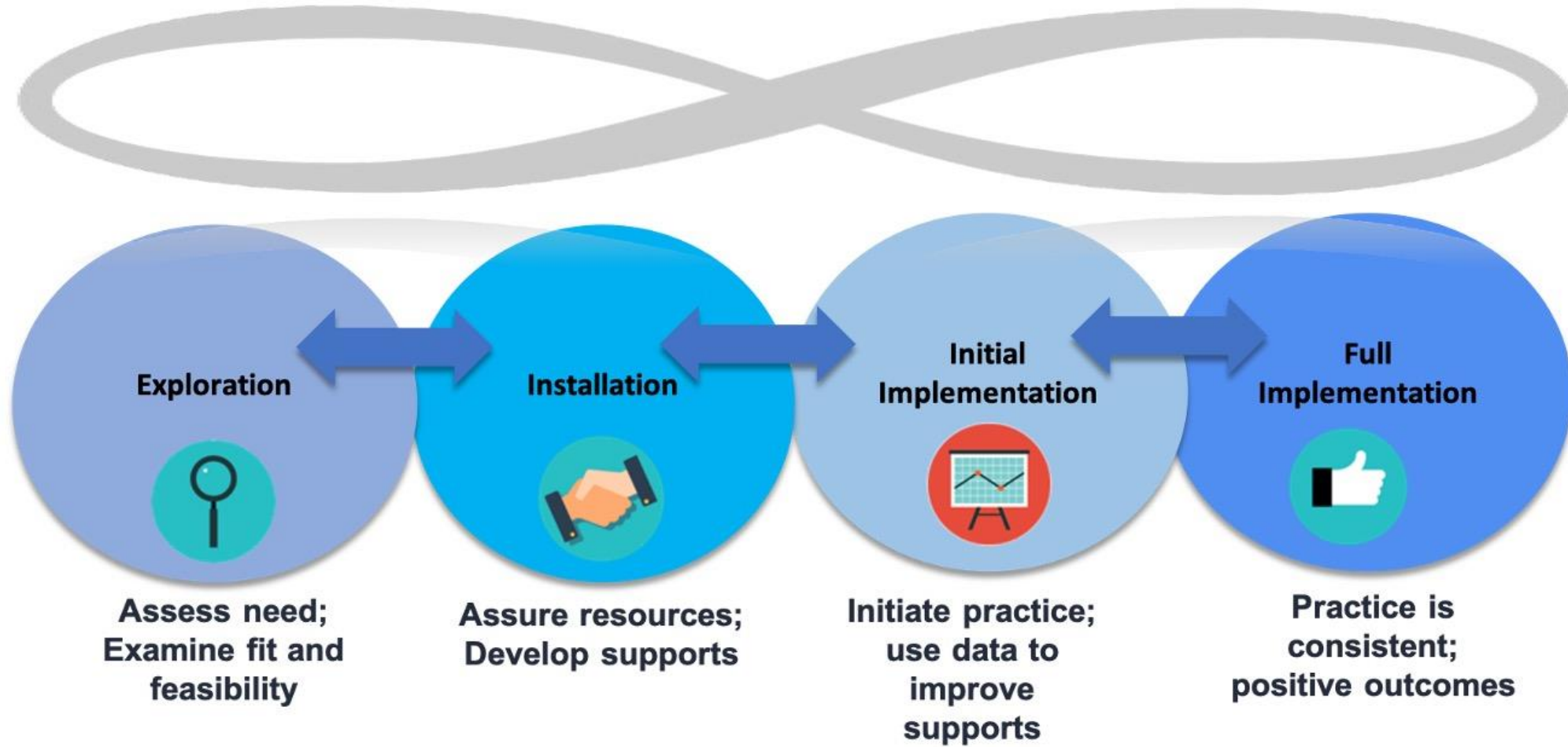
Use of Module Learning

- 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



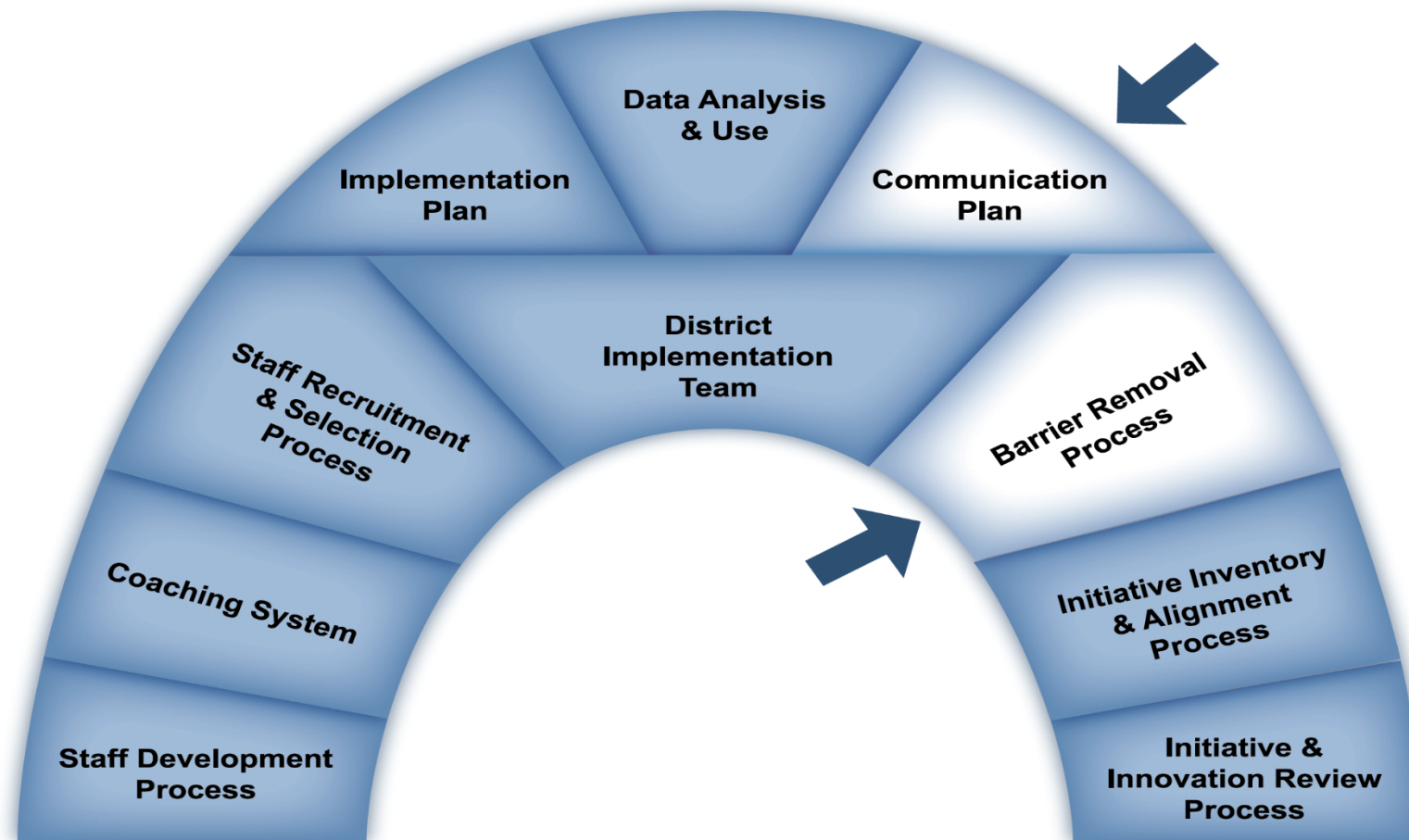
Installation



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

1.0 Communication & Barrier Removal

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)

“Effective communication is the best way to prevent and solve problems.”

(Adapted from Bradford Winter)



Activity 1.1

Let' talk about communication and your experience

- Jam Board Activity

- Green sticky - success or positive communication and method
- Yellow sticky - adequate (it got the job done)
- Pink sticky - ineffective or negative communication experience or method
- If you have more than one, please share.

Communication Plan

A written document which outlines the protocols (process) for communicating to and gathering information from internal and external groups/teams whose work would be impacted by the selection and use of effective innovations across the district.

Communication Plan Components

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:		

1. Groups/teams and collective staff

Considerations for identifying groups/teams:

- Team's work overlaps with the MTSS components (e.g., reading, behavior).
- Team consists of people that have the ability to remove barriers impeding people's use of the MTSS components (e.g., central office, administrators).
- Teams consists of people in critical roles who will be supporting the use of MTSS components (e.g., School Leadership Teams, coaches).
- Teams and/or team members who influence PD, curriculum and assessment decisions since the MTSS work touches on curriculum, instruction, intervention and assessment.

2. Designees

- Consider the following when identifying a designee:
 - The information that needs to be gathered “from” and disseminated “to” groups/teams might suggest one DIT member over others
 - Easy access to the groups/teams or members of the team
 - Ability to follow through with communication shortly following team meetings (1-2 days)

3. Communication Protocol (Process)

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

4. Communication Effectiveness Survey

- Measures the effectiveness of communication between all stakeholder groups identified in the plan
- Creates an opportunity to make refinements to communication based on survey feedback
- Conveys the message that communication is important
- Electronic surveys (e.g., Google Forms) are easy to send to staff to gather, aggregate, and disaggregate the data

Making the 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)
 - Staff Handbook
 - 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

Activity 1.2

- What similarities or differences did you notice between your experience and the 4 core components of a communication plan?
- Coordinator will lead the team in a discussion of the next steps for developing a communication plan for your district
 - Which groups and teams need to be included in your plan?
 - Who needs to be involved in the development of the communication protocols for each group?
 - What is the timeline for drafting and finalizing the communication plan and protocols developed to support implementation of MTSS?
- Add activities to your Implementation Plan

Barrier Removal Process

- Outlines the steps taken from the point that the implementation barrier is communicated to the DIT until the barrier is resolved.
- Critical steps to document:
 - Venue in which barriers are discussed and status updates are provided
 - Mechanism to record barriers, including step of the process and actions that will be taken with corresponding timelines to address the barrier
 - DIT designee who will be responsible to communicate the barrier to the pre-determined people with decision-making authority to remove the barrier
 - Process to check-in with the group/team that initially raised the barrier to confirm the barrier was effectively removed

Identifying Decision-Makers

- Depending on the type of barrier and the makeup of the DIT, addressing barriers may require communication with individuals outside the team.
- Identification of individuals who are able to make decisions regarding how to address various types of barriers increases the effectiveness of the process.
- The District Implementation Team (DIT) assigns a designee responsible for speaking with the decision-makers since they may or may not be a DIT member.

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

Communication Link to Removal Process

- DIT can only address challenges that are known
- Leverage your Communication Plan to include ways to get in front of barriers and challenges
 - Communication Liaisons
 - Google Form (e.g., help ticket)

Barrier/Implementation Challenge

Michigan School District


Not shared 

* Indicates required question

Describe the barrier or challenge that your team or school has encountered. What * support do you think will help move the initiative forward?

Your answer

Who is the contact for this barrier/implementation challenge? *

Choose 

Submit Clear form

Example Barrier Log

Date	Rested	Barrier Identified (Step 1)	Individual/Team Raised Barrier (Step 1)	Barrier Type (Step 2)	Individual/ Team Identified to Remove Barrier (Step 2)	DIT Designee (Step 3)	Steps to Remove the Barrier (Step 4)	Status Update (Step 5)	Barrier Removed? Y or N (Step 6)	1-Month Follow Up (Step 7)



Activity 1.3

- Does your district have a process like this in place already?
- Coordinator will lead the team in a discussion about the next steps for developing a barrier removal process for your district:
 - Who needs to be involved in the development of the barrier removal process?
 - What is the timeline for having the process developed to support implementation of MTSS?
 - In what ways might your DIT ensure the process gets used?
- Add activities to your Implementation Plan.

2.0 Next Steps



Activity 2.1

- Take a moment to reflect on the concepts covered in today's session:
 - Communication Plan
 - Barrier Removal Process
- Identify 1-2 take-aways or next steps you want to share with the group and add them to the chat box.
- Take a moment to review one another's responses.



Assignments

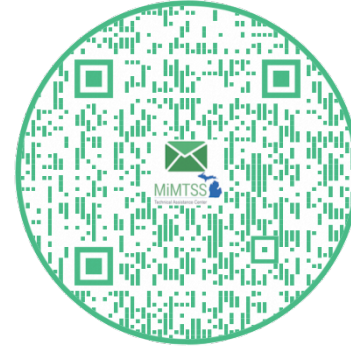
- Draft the communication plan and barrier removal process to share with executive leadership for final approval.
- Update DIT installation checklists and complete activities in your implementation plan during DIT meeting.

Stay Connected to the MiMTSS TA Center- new QR



Facebook

- @MiMTSSSTACenter
- facebook.com/MiMTSSSTACenter
- #MiMTSS



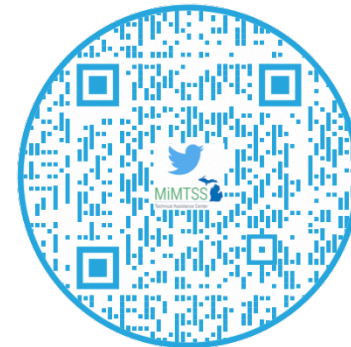
Listserv

- tinyurl.com/MiMTSSListserv
- TA Offerings, updates



YouTube

- @MiMTSSSTACenter
- youtube.com/@MiMTSSSTACenter
- Videos & Playlists



Twitter

- @MiMTSSSTACenter
- twitter.com/MiMTSSSTACenter
- #MiMTSS