| **Deepen Personal Knowledge** | **Disseminate information** | **Establish Positive Relationships/Rapport** | **Facilitate the District Implementation Team Meetings** | **Integrate Efforts** | **On-going collaboration with Liaison** |
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| * Emphasize the specific MTSS focus area (tier and content area) the district is going to concentrate implementation efforts | * The level of information aligns with the level of awareness district staff and stakeholders have about MTSS and the specific direction the district is heading to support the implementation of MTSS practices. | * Spends time learning about the needs of the buildings based on reviewing their data and by having conversations with building administrators and staff | * Prepare agendas for district implementation team meetings after gathering input from the Liaison and team members about what needs to be on the agenda | * Strategies and activities generated by district teams/committees are reviewed to determine:   + Accuracy that there is a need for the strategies and activities by reviewing district data and gathering input from others who have decision-making authority   + Competition for district resources | * Presents information to Liaison about how strategies and activities generated from district teams/committees integrate with the larger picture of MTSS implementation |
| * Accesses on-line modules, readings and conference opportunities on a regular basis that align with the MTSS focus area the district will be supporting building implementation | * Groups to Disseminate Information:   + Board (with the Liaison possibly)   + School staff (with administrators)   + District committees   + Administrators | * Engages in side-by-side learning with building staff who are beginning to implement MTSS practices (“Let’s do this together rather than “You need to do \_\_\_\_”) | * Demonstrate effective facilitation skills   + Ensure roles and responsibilities are followed during team meetings   + Ensure the conversation is solution-focused and action results from every meeting | * Ensures initiatives, priorities and practices are continuously being integrated with one another to avoid duplication of resources and silos. Gathers input from other district implementation team members to reduce the likelihood something has been overlooked | * Strategize action needing to be taken by the district implementation team to ensure tasks and activities are leading towards operationalizing MTSS practices buildings will be working to implement |
| * Honest understanding that learning is on-going and is done through a combination of understanding theory and what the theory looks like in practice. | * Focus communication around how MTSS implementation will support the **needs** of the district/buildings, where there is **fit**; the **resources** that will be necessary; the alignment with the **evidence** base of MiBLSi MTSS implementation as well as, the district’s **capacity** and **readiness** to implement (utilize the hexagon tool). | * Consistently demonstrates effective interpersonal skills so administrators and staff want to collaborate | * Embrace the power of having a team of people to provide multiple perspectives necessary to operationalize the MTSS vision into action (honor the individual contributions of team members and leverage them!) | * Understands the components of the District Improvement Plan in order to ensure goals, objectives, strategies and activities the district implementation team and the corresponding contributions of other district teams are making are all integrated into the plan via the ASSIST Platform and do not compete with one another. | * Problem-solve issues/barriers that come up in real time by articulating the need and/or barrier that has arisen, possible reasons why and potential solutions (categorized by what would be ideal and possible). Offer to gather what the Liaison needs to communicate the barriers to other members of the cabinet and ultimately work to have the cabinet-team remove the barrier |
| * When faced with a lack of knowledge, experience or skill seeks out someone who can model effective work and support the transfer of their knowledge in an I do, we do, you do cycle. | * Begin to utilize a formal communication system to disseminate information, share out celebrations and to convey when barriers arise. Evaluate the effectiveness of, the formal communication plan and modify as needed. | * Utilize both positive contact and positive reinforcement with those that are being supported |  |  |  |