UTILIZING THE CONCERNS BASED ADOPTION MODEL TO SUPPORT TEACHERS IN

IMPLEMENTING THE MTSS BEHAVIOR PATHWAY

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Amanda Mae Henry

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Amanda Mae Henry

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SUPERVISORY COMMITTEE:

Dr. Chris Ray

Chair

Dr. Ann Clapper

Dr. Chris Whitsel

Dr. Nate Wood

Approved:

4-21-2020	Dr. Chris Ray
Date	Department Chair

ABSTRACT

Schools and educators are faced with the tremendous task of preparing students to be successful in school and beyond in a fast-paced, ever changing world. Behavioral skills, just as academic skills are critical for student success. While the West Fargo secondary schools have established a systematic and effective structure of support for academic success, known as MTSS academics, no such structure exists to address the behavioral needs of students. Further, there is no system in place for the training of teachers to begin the implementation of the MTSS behavior supports. Without teacher training during the implementation of the program, teachers will not be able to properly implement the MTSS behavior pathway and students will not receive the kind of support needed for success.

The purpose of this study was to develop, implement, and evaluate a systematic process for the implementation of MTSS behavior pathway at Sheyenne High School utilizing the Concerns Based Adoption Model. This process included the development of the components of the MTSS behavior pathway. It also included the administration of the training model to the teachers to initiate the implementation through actively engaging them in the reflection on the development and implementation of the MTSS behavior pathway. The concerns-based adoption model was utilized to track and address teachers' questions and concerns throughout the training.

In addition, an evaluation of the training process was conducted to determine the effectiveness of the training and to inform the structure and process of the implementation of the MTSS behavior pathway. The overall evaluation data collected indicated that participants had positive perceptions of the workshops, activities, and support provided through this model.

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CHAPTER 1: INTRODUCTION

Schools and educators are faced with the tremendous task of preparing students to be successful in school and beyond in a fast-paced, ever changing world. Students will need more skills and higher levels of education and training than ever before in order to be successful. In 1973, only 28 percent of jobs required postsecondary education, whereas by 2020, 65 percent of jobs will require postsecondary education (Carnevale, Smith, & Stohl, 2010; 2013).

Those who have not learned how to learn will be left behind (DuFour, DuFour, Eaker, 2016). High school dropouts will fall significantly behind in the American economy. According to Geringer and Jones (2016), jobs that pay $53,000 or higher annually made up almost half of the jobs in the American economy after the 2008 recession; 97 percent of those jobs went to college graduates. There are other serious implications for those students who drop out as well. Students who drop out are three times more likely to be unemployed, are more likely to live in poverty, and are 63 times more likely to be incarcerated (Breslow, 2012).

Success in school, therefore, is no longer optional. Every student needs to succeed in school to succeed as an adult. However, there are students that struggle in school and are therefore at risk for failure and dropping out. For some, it may be for academic reasons in which they lack the essential skills or knowledge to be successful in core classes. For others, it may be behavioral reasons in which they are unable to demonstrate the behaviors or motivation that is necessary for academic success. Those students who are most at risk for dropping out typically display both low academic skills and problem behaviors (Fleming, Harachi, Cortes, Abbott, & Catalano, 2004).

The belief and idea that there is co-occurrence of academic failure and problem behavior is met with consistent conclusions that each one affects the other (Algozzine, Wang, & Violette,

2011; Allensworth & Easton, 2005; Callendar, 2014; Marin & Flice; Putnam & Horner, 2004; Sprik, 2013; 2013; Tobin & Sugai, 1999). Students become at-risk for not learning and failing when the co-occurrence is evident. According to Callendar (2014), "students with long histories of underachievement drop out disproportionately" (p.4).

The Consortium on Chicago School Research correlated class failure with dropping out of high school, indicating that students who passed their core classes their freshman year are three and one-half times more likely to graduate within four years than those who fail one or more core classes (Allensworth & Easton, 2005). In fact, the likelihood of students graduating who have failed core classes at any grade level drops from 80 percent to 44 percent (Callender, 2014).

With increased pressures to meet academic standards because of the serious implications of adult success noted earlier, the focus of teachers and administrators have remained on the academic areas of education (Buffum, Mattos, Weber, & Hierck, 2015; Algozzine, Wang, & Violette, 2011). However, the acknowledgment that there is a co-occurrence between academics and behaviors necessitates that educator's pay attention to the impact that behavior plays in the success of students as well. The behavior skills that a student possesses is important to their future and is evident in the literature.

For example, Tobin and Sugai (1999) found that student academic failure correlates to three or more suspensions in the ninth grade. They also found correlations between grade point average (GPAs) and specific types of office discipline referral for behaviors including fighting, harassing and threats of violence, nonviolent misbehavior for boys in sixth grade. In another study, Morrison, Anthony, Storino, and Dillon (2001) revealed that students who had no

previous office discipline referrals had higher GPA's than those who had office discipline referrals for behavior.

Behavioral skills, just as academic skills are critical for student success. According to Buffum, Mattos, Weber, & Hierck (2015), schools must systematically and effectively respond when students struggle, with "*systematic* meaning that every child who needs the help receives it" (p.7) and "*effective* meaning that interventions are tailored to meet the individual needs of each student" (p.7) in order to achieve the success of all students. Fortunately, there are research-based practices and processes that are available to teachers and schools to ensure that every student succeeds. Teachers and schools can utilize what is already available to inform and empower their decisions based on the specific learning needs of their students (Buffum, Mattos, Weber, & Hierck, 2015). However, building a system to support behavior side for students at the secondary level remains a challenge across the board. Horner's (2013) estimates suggest that of the 19,054 school that are actively implementing School Wide Positive Behavior Support (SWPBS) only 2,403 or 12.6 percent are high schools.

Researchers suggest that there are unique contextual features of high schools that may make the process of implementing behavior supports for students more complex; and, may slow the adoption rate than seen at the elementary level (Flannery, Frank, Kato, Doren, and Fenning, 2013; Freeman, Simonsen, McCoach, Sugai, Lombardi, and Horner, 2015). Those key differentiating contextual features and variables include school size, culture, and developmental age of the students. Each variable offers key aspects to consider with the implementation process. The population of high schools is typically higher than elementary schools, creating more classes, more teachers, and more diversity across the board, making it challenging to ensure expectations and consequences across all classrooms are consistent. Students at the high

school level "place greater value on being actively involved in decision-making, and identify more closely with peer groups, often prioritizing peer interaction over academics" (Flannery, et. al, 2013, p. 272). With the organization of high school teachers by department, in conjunction with students' development, it is common for high school teachers to view teaching behavior secondary to content. Additionally, the types of behaviors at the secondary level are distinct from the elementary level in the frequency of behavioral problems, the types of misbehavior, and the increased disengagement of adolescents from school (Bohanon, 2006; Crosnoe, 2001; and, Raffaele-Mendez, 2003). As a result, findings from this research suggests that the implementation of behavior supports has been shown to take more time and may require some specific modifications to fit the unique factors of the high school context (Flannery et al., 2013).

The actual process of implementing evidence-based research to improve student success and outcomes adds another layer of complexity to the task. Very few of the attempts to implement research-based practices or programs result in implementing with fidelity, sustainability, and positive outcomes (Blasé, Fixse, Sims, & Ward, 2015). Just because the research indicates that a program or process can improve outcomes, does not mean guaranteed success. Implementation is dynamic and challenging and requires the change of actions and behavior patterns of teachers, administrators, and policy makers to create a true system change (Blasé, Fixse, Sims, & Ward, 2015).

With the necessity of implementing a systematic process and supports for students' behavioral needs is evident, the way in which to get there can pose the greatest challenge of all. The successful implementation of any innovation is impacted by the quality of the implementation. According to Fixsen, Naoom, Blasé, Friedman, and Wallace (2005), "there is broad agreement that implementation is a decidedly complex endeavor, more complex than the

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policies, programs, procedures, techniques, or technologies that are the subject of the implementation efforts" (p. 2). Further, purposeful attention to implementation, according to Blasé, Fixse, Sims, & Ward (2015) requires the use of evidenced-based implementation strategies and frameworks to help establish a system for new ways of work, to build supports for leadership to overcome challenges in the process, and to improve the teachers' and administrators' competence in the use of the innovation.

Students can only benefit from evidence-based supports they receive. In order to receive these supports, there must be a change of teacher, administrator, and organizational behavior (Blasé, Fixse, Sims, & Ward, 2015). Critical to the change are the teachers because they are at the forefront of students learning and are therefore expected to ensure that students' needs, whether academic or behavior, are being met in order to ensure learning occurs for them to become successful adults. Any change implemented will affect the teacher in the context of the classroom and the school, making them the gatekeeper to success (Hall & Hord, 2011; Hord, Stielgelbauer, Hall, & George, 2006). Therefore, in order to implement a change that will meet both the academic and behavioral needs of students, it must start with the teacher for the best chance of success.

Context

The West Fargo school district in North Dakota has undergone drastic changes over the last several years and are in a constant state of growth and change. It is the fastest growing district in the state where the average increase of new students ranges from 400-600 each academic year. This rapid growth has prompted the proposal and approval of two bond referendums in the last decade in order to meet the needs of the growing district. The 2011

referendum included the expansion of an additional middle and an additional high school and the referendum in 2018 met continued growth by adding a third middle and high school.

The West Fargo district has successfully implemented a systematic process and supports for students' academic needs at both the middle and high school level. The Multi-Tiered System of Supports (MTSS) academic pathway is a multi-step process of providing instruction and support to students based on their level of need in math or reading. It includes a tiered system of screening, progress monitoring, and interventions. The Benchmark level is considered grade-level and includes high quality curriculum and instruction. The Strategic level is considered just below grade-level and includes the grade-level curriculum in addition to supplemental instructional supports. The Intensive level is considered below grade-level and includes an alternative curriculum that is high-quality with frequent progress monitoring and supports.

Unfortunately, there is no systematic process to address the behavior needs at either level within the West Fargo district. As noted above, there are contextual factors that can affect the rate of developing and implementing behavior supports for students. Considering the factors in relation to the rapid growth and expansion of the West Fargo school district and, coupled with the complexity that implementation and change entail, it is no wonder that there have been challenges with the implementation of behavior supports. However, the need remains because the cost of not ensuring student success is too great.

Sheyenne High School has been at the center of West Fargo's growth, as it became the second full high school in the district at the beginning of the 2014-2015 school year. Starting out as a ninth-grade center and expanding to serve students grades 9-12, the school has experienced firsthand the drastic changes of the district, which included increased enrollment, facility expansion, and the additional staffing and teachers. In addition, Sheyenne, as well as the other

secondary and both middle schools, have been striving to implement a system that has supports in place to meet the academic and behavioral needs of students for the last eight years.

Problem of Practice

While the West Fargo secondary schools have established a systematic and effective structure of support for academic success, known as MTSS academics, no such structure exists to address the behavioral needs of students. Further, there is no system in place for the training of teachers to begin the implementation of the MTSS behavior supports. Without teacher training during the implementation of the program, teachers will not be able to properly implement the MTSS behavior pathway and students will not receive the kind of support needed for success.

Purpose

The purpose of this study is to develop, implement, and evaluate a systematic process for the implementation of MTSS behavior pathway at Sheyenne High School utilizing the Concerns Based Adoption Model. This process includes the development of the components of the MTSS behavior pathway and the training model to prepare teachers for the implementation of the pathway. It will also include the administration of the training model to the teachers to initiate the implementation through actively engaging them in the reflection on the development and implementation of the MTSS behavior pathway. In addition, an evaluation of the training process will be conducted to determine the effectiveness of the training and to inform the structure and process of the implementation of the MTSS behavior pathway. This study is intended to ultimately increase student success in the secondary schools of West Fargo secondary schools through the training of teachers on the implementation of the MTSS behavior pathway.

Evaluation Questions

1. Was the teacher training model effective in preparing teachers to implement the MTSS behavior supports into their classroom?

    a. To what degree were the *teachers satisfied with the training*?

    b. To what degree did teachers learn what was needed to implement the innovation?

    c. To what degree do teachers feel supported within the organization to implement within their classroom?

    d. To what degree are the teachers ready to apply what the learned during the training into their classroom?

2. How do teachers perceive the implementation of MTSS behavior pathway?

Definition of Terms

The following terms and constructs are defined in this study as follows.

Response to Intervention (RTI): RTI refers to the practice of providing evidence-based instruction and intervention across three tiers. Assessment, progress monitoring, and data-driven decision making are essential components of the process.

Multi-Tiered System of Supports (MTSS): Developed out of the RTI model, MTSS encompasses the RTI framework and extends the evidence-based instruction and supports to students struggling through advanced through a more comprehensive systems which aligns supports for students and teachers creating a more cohesive effort.

Implementation Science: Is the study of methods that influence the integration and implementation of evidence-based interventions into practice.

Concerns Based Adoption Model (CBAM) – is a conceptual framework which provides three diagnostic tools and strategies to assist in facilitating the implementation of new innovations by addressing the concerns of teachers.

Organization of the Study

This study was developed through inquiry and application of implementation and change learning theories, allowing for consultation with administration and teachers and responding to an authentic research need to impact and set the foundation for this school regarding the implementation of the MTSS behavior pathway, as well as other schools and districts taking on this initiative. Chapter 2 provides the conceptual framework for professional development and evaluation within a school setting. It includes an outline of change theories and supports for implementing school-based change. Chapter 3 provides the methods used to gather and analyze the data for this study.

Chapter 4 is the evaluation report which includes an executive summary, analyses of the data, discussion and recommendations of the study, and implications for future implementation and research. The evaluation utilizes established theories to address problems of practice in order to understand and manage the change process. The Appendices include the practitioner guide that provides the necessary resources, information, and framework for districts to use with the implementation of the MTSS behavior pathway in their school.

CHAPTER 2: LITERATURE REVIEW

Schools and educators are faced with the tremendous task of preparing students to be successful in school and beyond in a fast-paced, ever changing world. Due to the increased pressures and implications of adult success, teachers and administrators have focused heavily on the improving academic areas of education (Buffum, Mattos, Weber, & Hierck, 2015; Algozzine, Wang, & Violette, 2011). Unfortunately, there are students that not only struggle with academics but also behaviors, both of which are critical for success in school and beyond.

Building a system to support appropriate student behavior at the secondary level remains a challenge across the board as there are unique contextual features in a secondary setting that can hinder the process of implementing behavior supports. In order to receive these supports, there must be a change of teacher, administrator, and organizational behavior (Blasé, Fixse, Sims, & Ward, 2015). Change is perhaps the greatest challenge of all.

Change within the organization of a school affects not just one person or one component, but many people and many components. "Planned organizational change requires effort and imagination…knowledge and understanding. Somebody must know how to make it happen, initiate it, manage it and see that it occurs smoothly and effectively" (Margulies & Wallace, 1973, p. preface). A change in one subsystem effects change in many others. The recognition of that acknowledges that change is dynamic, unpredictable, and continuous; a vision of change as a system process (Horn & Carr, 2000, p. 262; & Hall & Hord, 2011).

In the hopes to improve student educational outcomes, the push to change from what is thought to be best practice to what is actually evidence-based practices is growing in the United States. However, many of these new programs or practices are introduced and met with potholes, detours, and U-turns (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, Blasé, Fisxen, Sims, &

Wallace, 2015, Hall & Hord, 2011). The efforts to embrace evidence-based and evidence-informed practices become abandoned or end prematurely with disappointing results and outcomes. In turn, programs and practices return to 'education as usual' or jump to the next 'silver bullet.' In the meantime, student outcomes have hovered at mediocre levels without significant gains, as documented by the National Center for Education Statistics (NCES, 2011). The gap between our knowledge of effective treatment (evidence-based practices) and what is actually done increases and the student outcomes remain the same (Blasé, Fixsen, Sims, & Ward, 2015).

The conceptual framework for this study is built upon three platforms or steps which are discussed in this literature review. Building in sequential order, each step builds upon each other to create a framework that includes knowledge, application, and assessment of the change process. Change theory provides the knowledge of what or who impacts the success or failure of change. Implementation science bridges the gap between theory and application in that it provides the tools and resources that are necessary to implement change. The Concerns Based Adoption Model framework to measure the effectiveness of the change efforts. Diagram 1 outlines the relationship between the three platforms utilized in this research. Taken together, these components create a complete process for the PD on the MTSS behavior pathway.
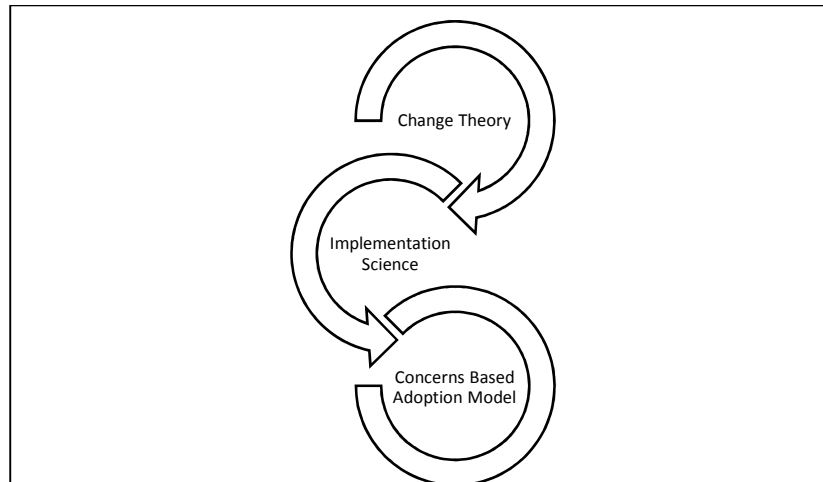
Figure 1. Conceptual Framework.

Change Theory

With educators' continuously experiencing change, there have been numerous change models that have been referenced to help understand the processes and reactions of individuals and the group in regard to implementing a new change or innovation. These models include but are not limited to Rogers' Diffusion of Change (1962), Ely's Conditions of Changes (1990), Fullan's Educational Change (1982, 1991, 2001), and Hall and Hord's Change Based Adoption Model (1987, 2005). Each model outlines key characteristics that are necessary to make the change successful and sustainable.

One of the most well-known theories on the change process is Rogers' Innovation-Diffusion Theory which was developed in 1962. It asserts that an idea spreads or diffuses through a social system or specific population through communication. The focus is internally on the innovation itself but also recognizes that individual uncertainty is inherent in the decision-making process of deciding to adopt or reject an innovation (Rogers, 2003). While this theory has been successful in areas such as agriculture, public health, and marketing, it is not necessarily geared towards education.

While Roger's theory of diffusion examines the internal attributes of an innovation, Ely's Conditions for Change Theory (1976) emphasizes external factors. His framework theorizes that there are factors outside the innovation that exist in the change environment which influence the successful implementation and adoption of an innovation. These socio-environment conditions are identified as necessary for the change effort to be successful (Ely, 1990). Although primarily used in educational settings, its strength stops at its application as a diagnostic framework or as a needs assessment to understand the probability of success or failure of the innovation.

Continuing to look at change theory within education, Fullan's Educational Change Theory (1982) expands beyond Ely's emphasis on environmental factors with its primary focus on leadership and culture. His model provides guidelines and strategies for those change agents based on their role at the local, regional, or national level, and efforts within the change process. In addition, it addresses phases in the change process that can affect the success or failure of an innovation. However, because it only offers guidelines instead of definitive steps or lists, it can create barriers or challenges of putting the strategies into practice.

Hall and Hord's Concerns Based Adoption Model offers a framework that captures the many different facets of the change process including the innovation, the environment, and the phases of adoption. The CBAM framework, developed in the late 1960's out of the Research and Development Center for Teacher Education. It designed to provide measurement tools to evaluate the effects or the progress of the implementation of an innovation or change within an organization. It assists those change facilitators who want to identify the needs of the individuals involved in the change process and to help address those needs appropriately based on the model and information gathered in the various dimensions of the CBAM model (Hord, Stielgelbauer, Hall, & George, 2006).

Research has indicated that some of the most critical elements determining successful change include the individuals that are involved in the change, the climate and culture of the organization, and the leadership of the change effort (Hall & Hord, 2011; Fullan, 2003; Conway & Clark, 2003; Marzano, Waters, & McNulty, 2014; Marzano, 2003; Horn & Carr, 2000). The focus of change therefore should remain on a process which will enable an education community to tackle problems instead of products (Horn & Carr, 2000). In that sense, change efforts should be centered on systemic preconditions that result in appropriate outcomes not one-shot wannabe cure-alls.

Individuals

Individually and collectively, teachers have a very unique and substantial amount of power and influence over the success or failure of any change a school wants to make. The decisions that schools make, whether curriculum based, or system based, influences the individual teacher on two levels. It impacts their individual classroom and their school. Teachers are in a unique situation with change in the school because they are the individuals at the forefront of implementing the change (Hall & Hord, 2011). Ultimately, without teachers, and by extension teachers who accept and believe in the change or innovation, success will be limited.

Change is personal, and it is through understanding the personal nature of change one can gain insight and understanding to be able to help facilitate change among teachers (Hall & Hord, 2011; Hord, Stielgelbauer, Hall, & George, 2006). Implementing change demands a shift in the way the individuals within the organization both individually and collectively think, act, and feel about a particular change or innovation, including the impact it will have on their students, classroom, or organization as a whole (Hall & Hord, 2011; Hord, Stielgelbauer, Hall, & George, 2006).

Organizational Climate

Change within the individual is interdependent on the system and the climate of the organization. "Behavior of people in organizational life arises from the interaction between their motivational needs and characteristics…it follows that the organizational environment is a key to influencing organizational behavior" (Owens & Valesky, 2011, p. 136). The education organization is a collective unit of people including students, teachers, administrators, community members, legislators, etc. The success or failure of change, no matter how great or small, is dependent upon the openness and readiness of the cultural organization (Hall & Hord, 2011).

The climate, therefore, is the "…quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools" (Hoy & Miskel, 2008, p. 198). It is the perceptions that the individuals have on the various aspects on the environment that make up the organizational climate and have a direct impact on the climate and the environment. A school with a healthy organizational climate is one that will mobilize its resources and efforts, and foster resilience among staff and students to achieve its goals (Hoy & Miskel, 2008 & Freidberg, 2005). "The effectiveness of change in school is affected by the type of culture and the nature of the moral purpose represented in that institution" (Horn & Carr, 2000, p.255). Ultimately, the climate of the school directly impacts the change process within the individual.

Leadership

Recognizing that while change starts and happens within the individual and expands to the collective unit (organization), individuals and the organization also rely on the leadership to know the what, the why, and the how of the expected change. The concept of leaders and

leadership has been the topic of conversation for much of the 20th and 21st century. What it takes to be an effective leader has been evolving from leaders needing specific skills at specific times, to needing a required set of skills, competencies, and behaviors as they have the unique function to manage and change the organization (Hall & Hord, 2011 & Schein, Edgar & Schein (2017).

For example, Bolman & Deal (2008) focus on organizational change through organizational theory in the context of managers and leaders being separate but equal important entities. They utilize a four framed model (Structural, Human Resource, Political, and Symbolic) to view and promote 'reframing' strategies to provide direction and shape behavior when results, or options are constrained. Reframing requires the ability to observe a situation through multiple lenses and to "decipher the full array of significant clues, capturing a more comprehensive picture of what's going on and what to do" (Bolman & Deal, 2008, p.6). This model provides tools to gain insight, develop new options or ideas, and to find strategies to make organization change manageable and possible.

Further, Hall and Hord (2011) identified different approaches to leadership that are characterized by observed actions and perspectives and have found differences in outcomes in the success in implementing change. They argue that "depending on how the leader leads, the followers and the organization will have very different change process experiences, and the ultimate results of the change effort will differ as well" (Hall & Hord, 2011, p.118). Hargreaves and Fink (2006) state that school principals are pivotal players in educational change and reform (as cited in Starr, 2011). It is important to remember that leadership is present in different forms and in different capacities. "Leadership in change efforts is not something that is done only by the designated administrator(s)…[E]veryone who is engaged in change has a responsibility to assist in facilitating the process" (Hall & Hord, 2011, p. 118). The success or failure of change

will be dependent upon the people of the institution both individually and collectively because they are interdependent of each other.

Change theory is the first platform of this framework as it provides the knowledge of what or who impacts change and whether it will be successful. The three critical components to the change efforts includes the individuals who make up the organization, the climate of the organization, and the leadership within the organization. Identifying and understanding these critical components are necessary in moving to the second platform of putting knowledge into practice.

Implementation Science

While change theory offers the knowledge of what or who impacts the success or failure of change, implementation science offers the tools and resources to implement change. It provides a means to bridge the gap between knowledge and practice. Implementation Science is a form of applied research that conceptualizes the multilevel change process that is shared across all change theory models and the best practices to provide the opportunity to address potential challenges and navigate challenges and implementation successfully (Blasé, Fixsen, Sims, Ward, 2015). Implementation is a decidedly complex endeavor, more complex than the policies, programs, procedures, techniques, or technologies that are the subject of implementation efforts (Fixsen, et al, 2005).

Implementation Science emphasizes the study of factors that are action oriented and mission driven (Blasé, Fixsen, Sims, Ward, 2015). It encompasses implementation factors that are identified and demonstrated into practice. Accordingly, the National Implementation Research Network (NIRN) defines Implementation Science as "the study of factors that influence the full and effective use of innovations in practice. The goal is not to answer factual

questions about what is, but rather to determine what is required" (2013). Both the factors and innovation are under continuous review and improvement for continual advancement of successful, long-term implementation.

Based on that premise, implementation can therefore be defined as "a specified set of activities designed to put into practice an activity or program of known dimensions" (NIRN, 2013, Fixsen, Naoom, Blasé, Friedman, Wallace, 2005, p. 5). Implementation processes are so clearly described and purposeful that an independent observer, outside or within the program or organization, can perceive the degree of the program or innovation existence. It addresses how to implement change.

It is important to note that when discussing the implementation of an innovation or program that there are two sets of activities and two sets of outcomes to be mindful of (Fixsen & Blasé, 1993). The intervention-level activity is the treatment or prevention strategy that is being used, whereas the implementation-level activity is the degree to which the intervention is being applied and incorporated into practice. Resulting from application and implementation are the intervention outcomes and the implementation outcomes. It is important to discriminate between the two because ineffective programs can be implemented well and effective programs can be implemented poorly (Fixsen, et al, 2005; NIRN, 2003, and, Fixsen & Blasé, 1993). "Only when effective practices and programs are fully implemented should we expect positive outcome" (as cited in Fixsen, et al., 2005, p. 4). It does not matter how much research or how good the research is for a program or intervention if it is not implemented well. Intervention and implementations need to be described in detail and carefully evaluated in order to determine effectiveness.

The National Implementation Research Network (2013) outlines a formula for success through their five Active Implementation Frameworks (AIF): usable interventions, implementation stages, initial implementation, full implementation, innovation stage. This formula is the multiplication of effective innovations by effective implementation by enabling context resulting in socially significant outcomes. If any component is weak the intended outcomes will be significantly impacted and will not be achieved, utilized well, or sustained (NIRN, 2013).

It defines what needs to be done (effective interventions), how to establish what needs to be done in practice and who will do the work to accomplish positive outcomes (effective implementation), and where effective interventions and effective implementation will thrive to create significant positive sustained outcomes (Fixsen & Blasé, 1993). It provides the link between the gap of research and practice as it shows how to effectively implement evidence-based practices (Fixsen, et al, 2005; NIRN, 2003, and, Fixsen & Blasé, 1993). The implementation process is not a one-time event, but it is a process that progresses over time.

The first AIF framework is Usable Interventions. In order to be considered as a usable intervention, it must be effective and well-operationalized. This means an intervention must be able to be taught and coached to ensure practitioners can utilize as intended with fidelity. The intervention must also be teachable, learnable, doable, and accessible by participants. To ensure the intervention is usable there are four criteria to consider. There needs to be a clear description of the program which outlines the philosophy, values, and principals. Essential functions or core components that define the program must be outlined. Additionally, the operational definitions of the essential functions are clear to promote consistency and scaling-up. Finally, there needs to be

a practical performance assessment that can be repeated and provide evidence of the effectiveness of the innovation.

Implementation Stages is the second AIF Framework. There are six implementation stages within that illustrate the complexity that encompasses the implementation process. The first stage, Exploration, identifies the need for an intervention or practice; asses the fit between the intervention program and needs of the organization; and prepare the organization, staff, and resources by providing information and support. The second stage is the installation stage which prepares for delivery of the new practice or innovation though acquisition or repurposing resources, selecting staff, identifying training and coaching, establishing performance assessment tools, and other necessary resources that are needed.

The third stage is the initial implementation stage where the innovation will be used for the first time. This is the most fragile stage where change must occur at multiple levels including practice, supervisory, administrative, organization. Establishing and sustaining changes will be difficult unless there is support across all levels (Fixsen, et al, 2015; NIRN, 2013). Purveyors are key during this stage in assisting with adjustments and supporting the process.

Following the initial implementation stage is the fourth stage, the full implementation stage. When 50% or more of the intended practitioners, staff, or team are using an effective innovation with fidelity and good outcomes, full implementation has been reached (NIRN, 2013). This means new learning is embedded and integrated into the practices, policies, and procedures of the practitioner and organization. This stage typically takes 2-4 years.

The innovation stage is the fifth stage where some adaptation will take place at the organization but will maintain fidelity to the model. The sixth and final stage is the sustainability stage. This is where the program will be maintained through fidelity to the model, turnover staff

will be trained, the policies will support the sustainability, and will be adaptable to the environment of the organization.

The third AIF Framework is Implementation Drivers which act as the "key components of the infrastructure and capacity that influence the successful use of an innovation" are the implementation drivers (Blasé, et al, 2015, p. 5). There are three implementation driver domains: competency, organizational, and leadership. Competency drivers are activities to help develop, improve, and sustain the ability of the teacher or school put the program into practice and to benefit the students. Organization drivers are used to help develop the supports, and structures needed to create a hospitable environment for new programs and can be at the school or district level. Leadership is foundational to the implementation process as it requires many aspects of leadership especially the technical and adaptive strategies which directly impacts student achievement. Collectively, they provide a implementation-informed process to help improve competence and confidence among stakeholders, create systems and organizations for sustainability and fidelity, and establish processes to utilize data and leadership strategies (Blasé, Van Dyke, Fixsen, & Bailey, 2012; Fixsen, et al, 2005).

Implementation Teams is the fourth AIF framework and is central to the successful and effective implementation process are the implementation teams and are known as purveyors. This is an individual or group of individuals that are "representing a program or practice who actively work with the implementation sites to implement that practice or program with fidelity and good effect" (Fixsen, et al, 2005). Purveyors have training, expertise, and are responsible for 'making it happen' to produce the intended outcomes. They become the facilitators and drivers of the implementation stages.

The fifth AIF Framework is the Improvement Cycles which is the purposeful process for making improvements or solving problems is the improvement cycle. It is based on the Plan-Do-Study-Act (PDSA) cycle. Often, teachers and staff experience barriers to the implementation of an innovation. The barriers must be solved at the systems level and the PDSA allows for the proper identification and potential solutions to alleviate the barriers. As cited in Blasé, Fixsen, Sims, and Ward (2015), the PDSA is "derived from industrial improvement and quality control efforts (Deming, 1986; Shewhart, 1931) and is the foundation of improvement science in health and human services (Onyett, Rees, Borrill, Shapiro & Boldison, 2009)" (p. 6).

In education, it is evident that the formula for success is weak in its components. There is always some new program, curriculum, or practice that is being pursued or implemented to improve student learning and outcomes. "While rigorous research is important, it is worth noting that teachers and administrators don't implement experimental rigor. They implement programs and practices in typical educational settings" (Blasé, et al, 2015, p. 8). Many of these new initiatives are researched based, well thought-out and well planned. However, they become short-lived as the what, the how, the who, and where are not clearly defined.

It is important to note that the frameworks are not linear and are not meant to be. With each level of implementation new concerns or issues may arise that span the frameworks. There needs to be flexibility to deviate from a set plan to successfully address challenges or concerns to move forward with successful implementation. This will strengthen the components and the intended outcomes will be significantly impacted with successful utilization, sustainability and results.

Implementation Science considers the three critical aspects of change which are outlined in this research. The individuals who are a part of the organization, the climate of the

organization, and the leadership within the organization. The Active Implementation

Frameworks within Implementation Science provide pathways to address challenges that arise

that may otherwise be avoided or exacerbated. It provides the link between the gap of research

and practice. In education, professional development serves as the tool for research into practice.

Concerns Based Adoption Model

With an understanding of who or what impacts the success or failure of change through

change theory and implementation science providing the tools and resources to implement

change, it is also necessary to measure its effectiveness given that it is necessarily an ongoing

process. The Concerns Based Adoption Model (CBAM) framework provides the assessment of

change.

The Concerns Based Adoption Model was developed in the late 1960's out of the

Research and Development Center for Teacher Education where Hall, Wallace and Dossett

studied the change process in schools and universities. Frances Fuller's development model of

concerns of teachers underpins the CBAM model and other concerns-based approaches to

research on teacher preparation and staff development (Conway & Clark. 2003). The model

underwent refinement from a six-stage model (see Fuller, Pilgrim, & Freeland, 1967; Fuller,

1969) to a three-stage model that has remained the same since the mid 1970's (Hall & Hord,

2000).

The first stage addresses concerns about self. In this stage, the teacher is more focused on

survival, self-adequacy, and acceptance. The second stage addresses concerns about tasks. Here,

the teachers focus is on student performance and their current duties. The final stage addresses

concerns about students and the impact of teaching. Teachers will look at the social and

education impact on the system. Fuller theorized that teachers could not move to the next stage of concern without first solving concerns and the previous stage.

The CBAM model evolved from Fuller's model and is designed to provide measurement tools to evaluate the effects or the progress of the implementation of an innovation or change within an organization. It assists those change facilitators who want to identify the needs of the individuals involved in the change process and to help address those needs appropriately based on the model and information gathered in the various dimensions of the CBAM model (Hord, Stielgelbauer, Hall, & George, 2006).There are 10 underlying principles within the CBAM framework that address aspects of the change process based on patterns, which emerged throughout years of research at the Research and Development Center of Teacher Education (Hall & Hord, 2011; Hord, Stielgelbauer, Hall, & George, 2006).

The first two principles are that change is learning and change is a process, not and event. "Change is a process through which people and organizations move as they gradually learn, come to understand, and become skilled and competent in the use of new ways (Hall & Hord, 2011, p. 8). The third and fourth principle sees the school as the primary unit for change where staff and leaders will make or break any change effort and it is the organizations which adopt change with the individuals that implement change. An entire organization cannot change until each individual change because there is an individual aspect to the organization (Hall & Hord, 2011).

The fifth and sixth principles focus on interventions. It asserts that interventions are the key to the success of the change process. Appropriate interventions reduce resistance to change. Based on the reason for resistance, appropriate interventions can be implemented to facilitate the change process within the individual.

In the final three principles, leadership, mandates, and context are outlined. Leadership is essential to long-term change success. They must provide any necessary infrastructure changes and provide on-going active support. While facilitating change is a team effort, leadership must be ongoing and it must be a team effort (including teachers, administrators, policymakers, etc.). The framework acknowledges that mandates can work but it is important to have continued communication, ongoing learning, coaching, and time for implementation. The final principle states that context influences the process of learning and change. Both the physical features (facility, resources, policies, structures, schedules) and people factors (attitudes, beliefs, values, relationships and norms) require desirable conditions in both areas in order to produce positive outcomes.

Alongside the principles that underline the CBAM framework, it is also asserted that when implementing a new innovation or change there are a set of seven developmental stages that one goes through as they progress in their understanding and use of said innovation or change (Hall, et al, 2006). The first three stages (Unconcerned, Information, and Personal) address issues with the self where the individual will want to know more information about the innovation, how it is similar or different to what they know and already do, what it will look like, and how it will affect them. The fourth stage (Management) address issues with the task at hand as individuals are beginning the initial stages of implementation and may question how to incorporate it into their classroom, knowing what resources and materials are needed and what the impact will be on the students. The final three stages (Consequence, Collaboration, and Refocusing) addresses the impact of the change where they have implemented the innovation and are looking to collaborate with others to make changes to improve the outcomes for students.

In order to understand and assess the developmental stages, the CBAM offers three diagnostic tools: The Stages of Concerns (SoC), Levels of Use (LoU), and Innovation Configurations (IC). Although the diagnostic tools are interrelated, they can also be used separately depending on the need of the organization.

Stages of Concern (SoC)

In the Stages of Concern diagnostic tool, the focus is on individual perceptions, feelings and beliefs regarding an innovation. The tool is a 35-item survey questionnaire which has demonstrated validity and reliability in developing a concern profile over time (Hall & Hord, 2011). The SoC structured three clusters of concern which encompass the seven developmental stages. The first stage, Stage 0, is the Unconcerned stage where the individual has few if any concern regarding the innovation and their involvement. Stage 1, the Informational stage indicates that the individual has an awareness of the innovation and is wanting more information but is not worried about their involvement or role. The third stage, Stage 2, is the Personal stage where the individual analyzes their role and has concerns about the impact the innovation will have on them.

In the fourth stage, the Management stage (Stage 3) indicates that the individuals' attention is on the processes and tasks of using the innovation and their concerns are on the efficiency, organization and time demands. Stage 4, the Consequence stage, the focus of the individual is on the impact of the innovation in their sphere of influence. The Collaboration stage, Stage 5, the individual will reach out to coordinate and plan with others regarding the innovation; whereas in the seventh stage, the Refocusing stage (Stage 6) will see individuals see the benefits of the innovation and have ideas on how to change and improve it.

The SoC profiles are an informative way to illustrate visually the movement or non-movement during a change process (Hall & Hord, 2011). A concerns profile is used to graphically represent the array of concerns and the varying intensity of concerns. The SoC is on the horizontal axis and the relative intensity of concerns on the vertical creating a general picture of a person's concerns. The peaks in the display graph indicate stages that are more intense, and the valley show those that are less intense. The crucial step in using the concerns profile is to make concerns-based interventions that will help the individual to resolve their current concern and more toward more advanced use of the innovation (Hall, et al, 2006).

Levels of Use (LoU)

The second instrument in the CBAM framework is the Levels of Use. It is another frame for describing where individuals are at in the implementation process and to help diagnose their progress in implementing the change. The instrument assesses the behaviors of individuals to distinguishes among levels of non-use and use. The LoU identifies six levels of use and assesses the levels through a one or two question interview. It could also be through a focused interview that is completed by a certified interviewer and asks questions based on individual responses. The first three levels: Non-use, Orientation, and Preparation are the non-use levels where the individual shows no interest in the innovation, then begins to gather and plan ways to implement the innovation. The last five levels: Mechanical, Routine, Refinement, Integration, and Renewal are the use levels where the individual will be concerned with how to implement the implementation, become comfortable with the innovation, begin to explore ways to improve the innovation, will integrate the innovation in other ways, and will explore new ways to continue to implement the innovation.

The LoU aligns with the SoC and can provide additional information on the actual behavior being displayed with the innovation. It can help to understand and predict what is likely to occur as the change process continues to evolve. It also is intended to provide insight to the types of interventions needed to be relevant and helpful to the individuals involved in the change process.

Innovation Configuration (IC)

A major reason for widespread change not occurring often in an educational setting is that those that are involved do not fully understand what the change is or what is should look like when it is implemented in the way it was intended (Hall & Hord, 2011). This causes mixed information or resources to be provided to teachers; teachers develop their own versions of the change; and evaluators have a difficult time in assessing the true impact and outcomes.

In order to combat these issues, the Innovation Configuration tool was developed to map out what an innovation should look like. It utilizes a continuum of undesirable and ideal practices and addresses the question of 'what is it?' as it maps out all components and operational forms of the innovation. It also addresses common questions like:

1. What does it look like when it is in use?

2. What would I see in classrooms where it is used well?

3. What will teacher and students be doing when the innovation is in use?

The components in the map are dependent upon the complexity of the innovation and the amount of detail that is needed. The major goal in writing each component and each variation is to be as visual as possible; the better the word picture, the easier it will be to see what successful use of the innovation entails (Hall & Hord, 2011). The map will typically be developed by the intended users and leaders and can be utilized to clarify change, guide professional learning

communities, or plan implementation supports. It provides a means to have a clear and direct way to record the extent and quality of what has been implemented (Hall, et al, 2006).

The Innovation Configuration, Stages of Concern, and the Levels of Use all provide the tools to assess, monitor and understand the implementation change process better. The IC provides a 'word picture' or descriptions of the operational forms of an innovation and defines what the innovation is. The SoC offers a quick way to gather information about the individual perceptions of the innovation in a survey format. The LoU builds with the SoC and utilizes various interview formats to determine the individual behaviors and levels of use regarding the innovation.

Professional Development

When launching a change initiative, such as the MTSS behavior pathway, it is important to understand that change is a learning process. Professional Development (PD) is the most accessible means to promote learning in education as its purpose is to develop the new knowledge, skills, and practices necessary for the change taking place (Learning Forward, 2011; Guskey, 2002). Many districts and schools implement a series of professional development (PD) opportunities throughout the school year to promote new standards, skills, or practices but the challenge of developing and delivering high quality PD that ultimately impacts teaching and learning remains. "The quality of staff development experienced by many teacher and administrators varies considerably from year to year and even from teacher to teacher in the same school" (National Staff Development council, 2001, p.5).

Most of the PD days are single, one-time events that are un-related and result in little to no change in teacher practice or student learning. "Educators themselves frequently regard professional development as having little impact on their day-to day responsibilities. Some even

consider it a waste of their professional time" (Guskey, 2000, p. 3). This response is further evident in research explored by Guskey and Yoon (2009) in which they examined 1,300 studies on the correlation between PD and student learning. Only 9 of the 1,300 studies "met the standards of credible evidence set by the What Works Clearinghouse, an arm of the U.S. Department of Education" (p. 496).

Guskey (2000) outlines four basic principles of effective Professional Development. PD is not a one-time event, but an ongoing and continuous process. PD is an intentional process that is "a systematic effort to bring about change…positive change and improvement…" (p.7). There is a need for better information to guide the reform process in educational PD. There is more accountability and increased pressure to demonstrate the value of what is being done for increased student outcomes.

Verifying the effectiveness of PD improving classroom practices can be problematic for several reasons (Jenkins & Agamba 2013) including being under planned, under supported, a lack of leadership, non-evidence based (Guskey, 2000). Regardless, if improving student outcomes is the objective of PD and teachers are at the forefront of improving student learning, then the primary goal of any PD should be to change teachers teach (Guskey, 2002). To create this change requires knowing and understanding where the teachers are at, what their needs are and can adjust accordingly. The Concerns-Based Adoption Model (CBAM) offers a framework to understand the feelings, skills, and knowledge of individuals as they go through training and implementing of new skills, practices, or innovations (Hall & Hord, 2011).

Research has explored what constitutes high quality PD that can impact change and student outcomes and have determined six key features (Guskey & Yoon, 2009; Jenkins, 2013). Those six features include:

- Active Learning: participants engaged in activities that apply to instructional practice (e.g., Observations, planning, practicing, feedback)

- Content Focus: improve instructional practice and student achievement within the classroom regarding subject matter and/or teaching methods

- Coherence: the connection and continuity between existing and previous knowledge; new knowledge; and/or teacher learning

- Duration: the number of hours, weeks, or months of designated training activities

- Format: activities integrated into daily instructional practices

- Alignment: Aligning PD with standards, school initiatives, teacher goals, and assessments.

One Professional Development model that embodies the principals of high-quality PD, and components of the Implementation Science Framework was developed by Loucks-Horsley, Stiles, Mundry, Love and Hewson (1998) in their book, *Designing Professional Development for Teachers of Science and Mathematics*. It was initially designed as a PD framework for Science and Math educators, but it has been found to be relevant across multiple content areas (Sun, Heath, Byrom, Phlegar, Dimock, 2000). Sun et al. (2000) describes the framework as being multi-faceted across disciplines and allows for the development of PD to encompass a more systematic and systemic approach. The framework can be used to design new programs or analyze and improve existing programs.

The PD framework outlines the professional development design and implementation process and the inputs that influence the process (Loucks-Horsely, et. al. 2010). The development process includes commit to vision and standards; analyze student learning and other data; set goals; plan; do; and evaluate results. The inputs, which help to inform decision making,

include knowledge and beliefs; context; critical issues; and strategies. Regardless of the size of the program, the audience, or the number of strategies, the design framework "provides a map for crafting professional development to achieve the desired goals for students and teachers" (p.21).

Supports for Implementing School-Based Change

In 2001, the No Child Left Behind Act (NCLB) was initiated to encourage states to utilize data in identifying students for special education and to document school progress in the movement of closing achievement gaps. This raised the stakes for testing, accountability for results, and student and teacher performance in an unprecedented way (Elmore, 2004). It also shed light on the various disadvantaged groups of students, including those of color, of poverty, or with disabilities, who have been historically underserved in the public-school system. Prior to 2001, the special education populations were unmonitored, under-reported, and schools excluded the data from their accountability systems (SEDL, 2009). NCLB put a stop to these practices but did not provide insight of how to addresses the needs of the disadvantaged students.

One program that evolved in response to these developments was the Response to Intervention (RtI) program. It originated in the special education field but has evolved to be a school wide practice to help all students be successful in school. From a special education standpoint, this model can be used as an approach for identification using scientific and research-based interventions as a part of the policies and procedures for evaluation and identification (Bradley, Danielson, Doolittle, 2007). From a general education standpoint, teachers do not have to wait for students to fail before students receive services because they are screened and placed into appropriate leveled classes.

The concept of a system of support that the RtI framework is built upon is borrowed from prevention science. This system utilizes universal prevention procedures that primary procedures will be effective for 80% of the population, secondary procedures are effective for the 5-15% that do not respond to the primary preventions, and the tertiary are only needed for 1-5% of the population that does not respond to the primary or secondary procedures (Nelson, Oliver, Herbert, & Bohaty, 2015). Based on this premise, the RtI model has been conceptualized into a three-tiered model that is prevention based and consists of research-based quality instruction, universal screening, progress monitoring, research-based tiered interventions, and fidelity measures (Bradley, et al, 2005).

Tier One, also called the benchmark level, is the largest tier and consists of approximately 75-80 percent of the population. This tier is the general education classes that provide high-quality, research-based instruction, and the progress monitoring of students to detect any students who may not be responding to this first level of intervention. Tier Two, also called the strategic level, consists of approximately 15-20 percent of the population and consists of at least one intervention that is designed to fill in gaps or build skills for students that are one to two grade levels behind, in order to be successful in the general education setting. Tier Three, also called the intensive level, consists of approximately five percent of the population and provides alternate core curriculum because students are three or more grade-levels behind.

The RtI framework is centered on research-based, data-driven instructional and intervention practices across the three-tiered model that is available to all students, with the goal of reducing the number of students being referred for special education services. The focus is solely on student response to instruction and intervention.

Multi-Tiered System of Supports (MTSS) encompasses the RtI premise but has evolved to be a more comprehensive system. The three tiers from the RtI model remain central to the MTSS model. However, the MTSS model expands beyond instruction and intervention to include multiple support systems for both teachers and students. MTSS aligns resources and support for teachers and is focused on overall school improvement that is sustainable. This model promotes a more collaborative and cohesive culture by being more prevention based and necessitating the collaboration and continued support among all teachers, administrators, district, and students. Most importantly, this system-wide plan provides academic and behavior supports to help all students be successful at any level both academically and behaviorally.

Evaluation

Professional Development is only as helpful as it is effective. Evaluation provides insight to the effectiveness of PD. According to the Joint Committee on Standards for Education Evaluation, evaluation is defined as "the systematic investigation of merit or worth" (as cited in Guskey, 2002, p. 45). Systematic meaning focused and with explicit intent. Investigation meaning the collection and analysis of properly identified information. Merit meaning judged to hold value of some sort (Guskey, 2002).

Evaluation as a part of the PD process is often overlooked or underused because of fear, time-constraints, or cost (Loucks-Horsely, et. al. 2010; Guskey, 2002). It may be that the evaluation takes a shallow approach and focuses on the satisfaction of participants overlooking outcomes of student learning. Alternatively, the evaluation happens prematurely, before complete teacher learning and change in practice are established (Loucks-Horsely, et. al. 2010). While evaluations do not have to be complicated, they "require thoughtful planning, the ability to ask good questions, and a basic understanding of how to find valid answers" (Guskey, 2002, 45).

It is important to note that throughout the implementation of PD, the activities and the

evaluation of activities and implementation will look different as you move through the PD

framework. "Well-designed evaluations unfold with expectations for change" (Loucks-Horsely,

et. al. 2010, p. 46). When new PD is introduced, evaluation on the satisfaction and basic

understanding of participants would start, moving to looking at the change taking place in

classrooms and the school culture, and then on to student change in outcomes (Loucks-Horsely,

et. al. 2010). To understand and prepare for the changes that unfold, evaluators have used the

concepts and tools of Concerns-Based Adoption Model (CBAM) (Hall & Hord, 2011; Loucks-

Horsely, et. al. 2010).

Guskey (2000) identifies five critical levels for evaluating Professional development.

Each higher-level build on the previous level. Success at one level is necessary for success at

higher levels. In addition to the levels, Guskey outlines what questions are addressed, what

information will be gathered, what is measured or assessed, and how the information will be

used (2000). Following is a brief summary of each of the five levels.

Level 1: Participants' reactions

As mentioned earlier, this is the most common form of evaluation and the easiest to

gather and analyze. This level looks at participants' reactions to the PD experience. This level of

evaluation explores questions regarding whether the information provided was useful, relevant,

helpful, and was coffee was ready or the room warm enough. The evaluation data is often

gathered via a questionnaire at the end of the session and is primarily used to improve program

design and delivery.

Level 2: Participants' learning

This level of evaluation focuses on the knowledge and skills that participants gained through the PD experience. The evaluation data can be collected via paper-and-pencil instruments, simulations, demonstrations, or participant reflections (written and/or oral). Measures are based on specific learning goals, which must be outlined prior to the PD experience and it is used to improve program content, format, and organization.

Level 3: Organization support and change

This level of evaluation focuses on the information on organization's advocacy, support, accommodation, facilitation and recognition of the change. Guskey (2000) explains that organizational variables can be key to the success or failure of any professional development. Evaluation data is gathered via questionnaires or structured interviews with participants and school administrators. This information used to document and improve organization support and to inform future change efforts.

Level 4: Participants' use of new knowledge and skills

This level focuses on if or how participants effectively apply the new knowledge and skills from PD. Evaluation data cannot be gathered at the conclusion of PT but must be gathered after some time has passed to allow participants to adapt and implement the new knowledge or skills within the context of their classrooms. Evaluation data is gathered via questionnaire, interviews, participant reflections, or observation. It measures the degree and quality of implementation and provides documentation to improve the implementation of the program content.

Level 5: Student learning outcomes

This level of evaluation focuses on whether the PD activity had an effect on students. Data at this level is gathered through measurements of student learning, including portfolio evaluations, grades, and scores from standardized tests. Information from Level 5 data provides guidance for the improvement of all aspects of program design, implementation and follow-up, in addition to, overall impact of PD.

Summary

Developing and implementing the behavioral side of MTSS at the secondary level remains a need and a challenge. In order for students to receive these supports, there must be a change in teacher, administrator, and school behavior. This dissertation of practice will address the learning needs and concerns of teachers in the process of adopting and implementing the MTSS behavior pathway. The project detailed within this study includes a literature review that informed the conceptual framework for the design, development, implementation and evaluation of the teacher PD focused on the adoption and implementation of the pathway.

The conceptual framework for this study was built upon three platforms, change theory, implementation science, and the Concerns Based Adoption Model. First, change theory provides the knowledge of what or who impacts the success or failure of change. Research indicates that the three critical components to the change efforts include the individuals who make up the organization, the climate of the organization, and the leadership within the organization. Second, Implementation Science bridges the gap between theory and application. It provides pathways to address challenges that may arise that may otherwise be avoided or exacerbated throughout the change process. Third, the Concerns Based Adoption Model provides the framework to measure the effectiveness of the change efforts.

In order to create an effective model for the implementation of the MTSS behavior pathway, an effective plan will need to address the behaviors of the teacher, administrator and school behavior. The PD plan in this study was designed using the CBAM framework as the foundation (Hall & Hord, 2011). The goals of this PD plan included 1) developing the MTSS behavior pathway, 2) working with teachers to understand the components of the MTSS behavior pathway, 3) working with teachers to begin the implementation of the MTSS behavior pathway, and 4) actively engage in reflection on the development and implementation of the MTSS behavior pathway.

To change individual, administrator, and school behavior it is necessary to first know what the MTSS behavior is and what it looks like. The MTSS behavior pathway was developed based on the Innovation Configuration diagnostic tool of the Concerns Based Adoption Model. This tool maps out the pathway on a continuum of ideal and undesirable practices. It identifies all operational forms and components to create a clear picture when in use and can be utilized to clarify change, guide the training sessions, and plan future implementation efforts.

To help teachers understand the components, begin the implementation of the MTSS behavior pathway, and ultimately change teacher behavior, a Professional Development will be employed. Effective PD training sessions will need to include activities to incorporate engaging learning opportunities and allow time for teacher reflection and feedback. In order to gather their feedback and identify their concerns, questions, and understandings, the CBAM model can be utilized to identify their stage of concern and address their needs by informing subsequent PD sessions.

To actively engage in reflection on the development and implementation of the MTSS behavior pathway the PD plan must also include intentional and ongoing evaluation to

demonstrate the effectiveness of the professional development. Guskey's (2000) evaluation for effective professional development identifies five levels for evaluating PD and each level builds on the previous level. The model outlines what questions are addressed, what information will be gathered, what is measures, and how the information will be used. This will provide evidence to the overall process and goals of this dissertation of practice.

CHAPTER 3: METHODS

The purpose of this study was to develop, implement, and evaluate a systematic process for the implementation of MTSS behavior pathway at Sheyenne High School utilizing the Concerns Based Adoption Model. This process included the development of the components of the MTSS behavior pathway and the training model to prepare teachers for the implementation of the pathway. It also included the administration of the training model to the teachers to initiate the implementation through actively engaging them in the reflection on the development and implementation of the MTSS behavior pathway. In addition, an evaluation of the training process was conducted to determine the effectiveness of the training and to inform the structure and process of the implementation of the MTSS behavior pathway. This study is intended to ultimately increase student success in the secondary schools of West Fargo secondary schools through the training of teachers on the implementation of the MTSS behavior pathway.

Evaluation Questions

To achieve the purpose of the study, the following evaluation questions were addressed:

1. Was the teacher training model effective in preparing teachers to implement the MTSS behavior supports into their classroom?

    a. To what degree did the teachers find the training relevant?

    b. To what degree did teachers learn what was needed to implement the innovation?

    c. To what degree do teachers feel supported within the organization to implement within their classroom?

    d. To what degree are the teachers ready to apply what the learned during the training into their classroom?

2. How do teachers perceive the implementation of MTSS behavior pathway?

This section presents the design and methods of the research. It includes a description of the participants and the instrumentation of the Professional Development plan and surveys for evaluation. It concludes with the procedures on how the plan was employed and how the data was collected and analyzed.

Participants

This study took place in one of two high schools located the third largest school district in the state of North Dakota. According to the West Fargo annual report for the 2017-2018 school year, the total enrollment for the district was 10,635 students, 1,282 of those students were enrolled at Sheyenne High School. The school employed 92 teachers out of the 935 total teachers in the district.

The participants for this study included all teachers grades nine through twelve at Sheyenne High School for a total of 92 participants. Their experience ranged from their first 2 years of teaching up to 30 years of teaching. Subject areas include Math, Science, English, Social Studies, Health/PE, Fine Arts, Career and Technical education, Foreign Language, and Special Education. All 92 teachers attended the Professional Development sessions as a part of their staff development training. Total participants for the eight assessments varied from 89 responses down to 54 responses. The decline in responses can be attributed to survey fatigue as springtime is often the time of surveys for the district on professional development, courses for next year, evaluations, etc.

Instrumentation

The instruments used in this study were developed based on the review of relevant literature to evaluate the PD plan that was developed and implemented at Sheyenne. The organization of the PD plan was intended to move teacher participants through the CBAM Stages

of Concern. In order to move through the stages, participants need to be provided information and support through the PD sessions which provide training based on the Stages of Concern. The PD plan is constructed to work with teachers starting at the lower levels of use (Unconcerned, Informational, Personal) to more advanced levels (Management, Consequence, Collaboration, Refocusing).

The plan for assessing the effectiveness of the PD sessions used Guskey's (2000) five levels of professional development evaluation model. This model was selected because of its grounding as an evaluation method specifically for professional development within education. Each of the five levels build from the previous level with more focused questions and outcomes. It allows for the evaluation of both short-term and long-term effects of the professional development starting with the training itself and ending with the participant's classroom (Guskey, 2000). Table 1 outlines the relationship between Guskey's evaluation levels, the training goals, evaluation questions, and the data sources used throughout the training and evaluation.

Table 1

The Relationship between Evaluation Levels, Questions/Goals, and Evidence of Data

Evaluation Level (Guskey, 2000)	Evaluation Questions/Goals	Evidence Of Data:
1. Participants' Reactions	Goal: For teachers to engage and reflect upon the development and implementation of the MTSS behavior pathway Evaluation Questions: To what degree was the teacher training model effective in preparing teachers to implement the MTSS behavior supports into their classroom? To what degree were teachers satisfied with the training?	SoC Exit Slips Final Implementation Survey
2. Participants' Learning	Goal: Teachers improve knowledge, skills, and attitude has changed in regard to the MTSS behavior pathway Evaluation Question: To what degree did teachers learn what was needed to implement the innovation?	SoC Exit Slips Final Implementation Survey
3. Organization Support And Change	Goal: To advocate, facilitate, and support implementation to affect the organization's climate and procedures Evaluation Questions: To what degree do teachers feel supported within the organization to implement within their classroom?	SoC Exit Slips Final Implementation Survey
4. Participants' Use Of New Knowledge And Skills	Goal: Teachers have the skills that are needed and are ready for the full implementation of the MTSS behavior pathway Evaluation Questions: To what degree are the teachers ready to apply what the learned during the training into their classroom?	SoC Exit Slips Final Implementation Survey
5. Student Learning Outcomes	N/A	N/A

Teachers were asked to fill out an exit slip to guide upcoming Formal and Informal Sessions. The SoCQ was administered 3 times throughout, following the Formal Sessions. Informal Sessions were conducted during the week after the formal session was held. This session was on an individual or group basis as needed to be determined by the researcher and MTSS Coach. Impromptu Sessions were conducted on an 'as needed' basis with no set times or sessions planned and was initiated by participants.

Formative assessments

Following any Formal Session, such as staff development training or subsequent prep-time meetings, data was collected via exit slips. The exit slip was a three-question survey which prompted them to reflect, comment, ask any additional questions, and provide additional insight. The exit slips addressed the following questions:

1. What did you learn today?

2. What are your concerns with the MTSS behavior pathway?

3. What else do you want to tell us regarding the implementation of the MTSS behavior pathway?

Responses from the exit slips were compiled to inform the next steps in the PD training sessions and were analyzed to determine themes regarding participant concerns and understandings. In addition, the exit slips were utilized to monitor the participants' current Stage of Concern and movement through the Stages of Concern over time. The topics for each training session in both the formal and informal setting were adjusted pending the result from analyzing the slips. Analysis of the responses was completed using thematic analysis to identify the learning taking place, common concerns, issues, and perceptions. The themes were compared to the levels outlined in the Concerns Based Adoption Model. The analysis and discussion of the results were done with individuals outside of the training process which provided additional insight and investigation of the results.

Summative assessments

The Stages of Concern questionnaire was administered three separate times throughout the course of the training in the 2017-2018 school year. The questionnaire assesses teacher concerns about new programs and practices at various times throughout the training and

implementation process. The Stages of Concern Questionnaire (SoCQ), a 35-question instrument in which statement expresses a specific concern about an innovation was one summative assessment employed.

This survey was available at three intervals, initial, mid, and post throughout the professional development (PD). In this survey, respondents indicate the degree to which each concern is true for them on a 0-7 scale (0 being little or no concern to 7 being a high concern). The questions represent seven fundamental areas of concern (Unconcerned, Informational, Personal, Management, Consequence, Collaboration, and Refocusing). The SOCQ 075 Scoring Program is a SAS program that scores the SOCQ and computes the raw scale scores, percentile scores of the individual and the group average. In addition, graphic representation of the scores are provided to assist with the interpretation of the SoC data. The profiles scores given from the SoC provided insight into what targeted training sessions need to be instructed first based on the highest number of participants scoring in the lowest stages of concern (0-3).

Additional summative data was collected through a questionnaire administered in the spring after the completion of all PD training sessions. The questions centered around Guskey's evaluations levels in order to provide evidence to overall impact of the PD, improve program design and delivery, and to inform future change efforts. The following questions were included:

1. Have you used the MTSS behavior pathway in your classroom?
2. Please describe your experience using the components of the MTSS behavior pathway
3. How useful were the MTSs behavior pathway documents in supporting your efforts?
4. What impact did the training you received have on your ability to implement the MTSS behavior pathway?

5. What barriers have you experienced to implementing the components of the MTSS behavior pathway in your classroom?

6. What changes, if any have you noticed in students' behavior as a result of the MTSS behavior pathway implementation?

7. What additional training do you think would be helpful regarding the MTSS behavior pathway, if any?

8. What additional support, if any, would help you to better implement the MTSS behavior pathway?

Procedure

The Institutional Review Board granted approval for this research to be conducted under exemption category one. The Professional Development (PD) of the MTSS behavior pathway was presented through a series of formal, informal, and impromptu targeted learning sessions including staff development days, prep-time meetings, and informal discussions during the fall of 2017 and included follow-up meetings in spring of 2018. The purpose of the Targeted Learning Sessions is to provide teachers with intentional and meaningful support to assist them with their individual concerns regarding the implementation of the MTSS behavior pathway. The sessions are designed and based on the Stages of Concern Questionnaire (SoCQ) that teachers were asked to take as a means to provide insight into their feelings, perceptions, and concerns in regard to implementing the pathway.

The learning sessions were designed in a way to address the entire teacher population, address smaller groups, or address the individuals based on the teachers' SoCQ (Awareness, Informational, Personal, Management, Consequence, Collaboration, and Refocusing). Each session varied in frequency, increasing as more support is needed (the lower stages will mean

more support). Formal Sessions were conducted one time per month during scheduled prep-time meetings.

Throughout the professional development workshops, several formative and summative assessment tools were employed during and after the training sessions in order to evaluate whether the objectives were met outlined in Table 2. It includes the dates, type, and focus of each targeted learning session. In addition, the assessments assigned to each session are indicated.

Informal Sessions were provided during the interim of the Formal Sessions. These sessions were designed to target specific stages of concern. Table 3 provides an outline of the Stage of Concern with a description of that stage and a lesson to help guide change based on what stage the participant is at during the session.

Coordinator

At the time of this study, the researcher played role as a participant observer because of the administrative position she held at Sheyenne. This was done to alleviate any evaluative role a participant may have felt if the administrator was conducting the training and administering assessments. However, the researcher held the primary leadership role of the project and was responsible for the development of the IC Map, the Professional Development Plan, and the final evaluation. Seth Lachowitzer, Sheyenne's MTSS Coach, directed all communication regarding the PD targeted learning sessions and administering all formative and summative assessments. In addition, Seth analyzed the data in conjunction with the participant observer in order to plan and prepare subsequent training sessions.

Table 2

Targeted Learning Session Calendar

Date	Type of Session	Focus
August 23 & 24	Formal Session	Introduction on what the MTSS Behavior pathway is, and an introduction to what we have done, a brief discussion of what the timeline is for implementation of the MTSS behavior pathway and what it looks like for teachers at the first level of behavior, responses and interventions
		Teachers will be asked to participate it the SoC survey and to fill out an exit slip asking them what their concern is regarding level on behavior, responses, interventions, and implementation MTSS behavior pathway.
August 29-September 11	Informal & Impromptu Sessions	Group or individual meetings may be held based on the results of the exit slip or on an as needed basis of the teacher.
September 12	Formal Session	A follow-up review of level one behaviors, responses and interventions will take place. Following, an introduction of level three behaviors, responses, and interventions will be the focus of discussion.
		Teachers will be asked to fill out an exit slip asking them what their concern is regarding level on behavior, responses, interventions, and implementation MTSS behavior pathway.
September 14- October 2	Informal & Impromptu Sessions	Group or individual meetings may be held based on the results of the exit slip or on an as needed basis of the teacher.
October 3	Formal Session	A follow-up review of level two behaviors, responses and interventions will take place. Following, an introduction of level three behaviors, responses, and interventions will be the focus of discussion.
		Teachers will be asked to fill out an exit slip asking them what their concern is regarding level on behavior, responses, interventions, and implementation MTSS behavior pathway.
October 5 – November 6	Informal & Impromptu Sessions	Group or individual meetings may be held based on the results of the exit slip or on an as needed basis of the teacher.
November 7	Formal Session	A follow-up review of level three behaviors, responses and interventions will take place. Following, an introduction of level four behaviors, responses, and interventions will be the focus of discussion.
		Teachers will be asked to fill out an exit slip asking them what their concern is regarding level on behavior, responses, interventions, and implementation MTSS behavior pathway. In addition, they will be asked to complete the SoCQ.
November 9-20	Informal & Impromptu Sessions	Group or individual meetings may be held based on the results of the exit slip or on an as needed basis of the teacher.
May 7-11	Formal Session	A review of second semester and where teachers were eating regarding the implementation of the MTSS behavior pathway and its levels.
		Teachers will be asked to fill out the final SoCQ.

Table 3

Informal Learning Sessions

Stages of Concern	Brief Description	Lessons to Guide Change:
Stage 0: Awareness	No concern or involvement in MTSS.	Objective: Teachers will be able to identify what the MTSS behavior pathway is and the basic components: - To help identify and support students in need of behavioral (social and emotional) supports - Universal screening, data-based decision making, targeted interventions, and progress monitoring Time: 10-15 minutes Format: Small Group Discussion This discussion will only provide the basics to entice but not overwhelm the teacher. Teachers will be encouraged to ask questions or clarifications as needed. The information brochure that is given to families and new students will be provided.
Stage 1: Informational	There is a general awareness and interest in acquiring more detailed information regarding MTSS (what does it look like? and how do you use it?).	Objective: Teachers will be able to identify ways in which the MTSS behavior pathway relates to their current practices (similarities and differences). Time: 10-15 minutes Format: Group Discussion Walk teachers through the MTSS behavior pathway and what that looks like with the screening and the tiered interventions. Provide insight with how that looks like at the classroom and school level.
Stage 2: Personal	There is concern about how MTSS will impact them in regard to their routines, responsibilities, practices, and their ability to implement it.	Objective: Teachers will be able to understand that they have or will have the ability to implement the MTSS behavior pathway through the support of their peers, coaches, and administration team. Time: 10-15 minutes Format: Individual or Small Group Discussion Teachers will have the opportunity to have personal conversations with others who have transitioned to the next stage of concern, the MTSS coach, or administration to discuss their concerns. Encouragement and Reinforcement of their adequacy and ability to implement MTSS will be provided. Any additional information needed will also be provided.
Stage 3: Management	There is concern about the time needed to prepare, a sense of lacking expertise, and may find it difficult to move to the next stage of concern.	Objective: Teachers will be able to address their 'how to' questions and concerns. Time: 10-15 minutes Format: Individual or Small Group Discussions Clarification about any of the steps or components regarding the MTSS behavior pathway will be provided. In addition, any 'how to' questions or concerns will be addressed.

Table 3. *Informal Learning Sessions* (continued).

Stages of Concern	Brief Description	Lessons to Guide Change:
Stage 4: Consequence	There is concern about the impact that MTSS will have on their classroom, their students, or others they are responsible for. The emphasis is on relevance to the students, the evaluation of outcomes, and impact on student performance.	Objective: Teachers will be able to understand how MTSS will impact their class/students and what the hope is for the outcomes for student performance. Time: 10-15 minutes Format: Individual and Small Groups Examples and research will be provided in relation to the need for MTSS behavior pathway based on our student data. Additionally, data and examples of other schools will be provided to give impact and relevance of MTSS. Teachers will be asked if they would like to share their knowledge and skills with others.
Stage 5: Collaboration	There is concern about how to relate what they are doing with what others are doing regarding MTSS and being able to collaboration and cooperate with to others to improve student performance.	Objective: Teachers will able to develop their skills by working collaboratively with others who are interested. Time: As needed Format: Small Groups Teachers will collaborate with others to continue to develop their own skills with the MTSS behavior pathway. They will have full access to the MTSS coach. Teachers will be asked if they would be interested in assisting others in developing their knowledge and skills.
Stage 6: Refocusing	There are major changes based upon the exploration of more universal benefits of the innovation and may begin to develop new ideas and strategies to improve MTSS.	Objective: Teachers will be able to research and test new ideas and strategies with students and have access to any available resources they need to refine their ideas. Time: As needed Format: Individual or Small Groups Teachers will be able to work individually or in a small group to research and test new ideas or strategies they believe will help with the MTSS behavior pathway. They will have full access to resources and support from the MTSS coach. Teachers will be asked if and when they would like to share their information with others and if would be interested in assisting others in developing their knowledge and skills.

The initial administration of the Stages of Concern Questionnaire was at the conclusion of the professional development day in August. The second administration was in November, at the conclusion of the fall training sessions. The final questionnaire was administered in May at the completion of all training. The results from the questionnaire were matched to provide

evidence of teachers' growth or setbacks with the implementation and training. In addition, a final survey was conducted with the teachers in the spring of 2018 following the conclusion of the training. Results of this survey provided additional evidence to the teachers' growth or setbacks with the implementation and training.

Responses from this survey were compiled and analyzed through thematic analysis to identify the learning taking place, common concerns, issues, and perceptions. Analysis of the responses was completed using thematic analysis and the themes were grouped based on the levels of concern outline in the Concerns Based Adoption Model. The analysis and discussion of the results were done with individuals outside of the training process which provided additional insight and investigation of the results. The survey provided another means to assess participants' Stages of Concern. Additionally, it provided insight to the overall PD training which helped determine changes and adjustments to future PD sessions.

The compilation of results from the formative and summative assessments informed the analysis and recommendations in this evaluation. The evaluation report is a final assessment of the training and implementation of the MTSS behavior pathway. It discusses the findings from the various data sources and the themes found therein. In addition, recommendations for potential changes to the training model are provided to support continuous improvement and implementation of this model.

CHAPTER 4: EVALUATION REPORT

The purpose of this study was to develop, implement, and evaluate a systematic process for the implementation of MTSS behavior pathway at Sheyenne High School utilizing the Concerns Based Adoption Model. This process included the development of the components of the MTSS behavior pathway and the training model to prepare teachers for the implementation of the pathway. It also included the administration of the training model to the teachers to initiate the implementation through actively engaging them in the reflection on the development and implementation of the MTSS behavior pathway. In addition, an evaluation of the training process was conducted to determine the effectiveness of the training and to inform the structure and process of the implementation of the MTSS behavior pathway.

Evaluation Questions

In order to achieve the purpose of this study, the following evaluation questions were addressed:

1. Was the teacher training model effective in preparing teachers to implement the MTSS behavior supports into their classroom?

    a. To what degree were the teachers satisfied with the training?

    b. To what degree did teachers learn what was needed to implement the innovation?

    c. To what degree do teachers feel supported within the organization to implement within their classroom?

    d. To what degree are the teachers ready to apply what the learned during the training into their classroom?

2. How do teachers perceive the implementation of MTSS behavior pathway?

The analysis of the PD training sessions focused on four of the five levels of evaluation established by Guskey (2000). These four levels include participant's reaction to training; participants' learning of the material; organizational support and change; and participants' use of new knowledge and skills. The final level, student learning outcomes, is not addressed in this study due to the time parameters of the school year and the time needed and complexity of assessing the lasting impact of the training. This chapter will present the results for each question by addressing which of Guskey's evaluation level is aligned to the question and what evidence is used to support the analysis.

The first evaluation question explored whether the teacher training model was effective in preparing teacher to implement the MTSS behavior supports into their classroom. Question 1 has four sub questions. These questions provide evidence to the primary question. Therefore, the sub-questions will be addressed first followed by a statement addressing the overall effectiveness.

Sub-question 1a examines to what degree the teachers satisfied with the training. This question is addressed with Guskey's Evaluation Level 1, Participant Reactions. This level provides information on participants initial satisfaction with the professional development experience. It focuses on whether participants liked the experience, feel like their time was well spent, the leader was knowledgeable, and in the information useful.

Participants' overall reactions to the PD training sessions were positive and had an overall theme of satisfaction. This was indicated through their exit slips and the final implementation survey given after the training. On each Exit Slip, participants were able to clearly identify the objectives of each training session indicating that the material made sense and the leader was knowledgeable and helpful in relaying the information. On the final

implementation survey, the question "What impact did the training you received have on your ability to implement the MTSS behavior pathway" received positive comments. The comments focused on their satisfaction of the training, the leader being knowledgeable, and the information making sense. Statements included:

- "The training was very through and delivered in a manner that allowed for reteaching and questions as needed."
- "The trainings were very informational. I like how concrete the process is through documentation."
- "Increased my awareness and acuteness."
- "Seth does a great job."

Part of the PD series was to actively engage teachers in reflection on the development and implementation of the MTSS behavior pathway. Comments were made requesting the training continuing a regular basis to encourage consistency and knowledge building. In addition, participants asked for additional opportunities to "see it in action" and modeling from our "expert teachers" when it comes to handling discipline in the classroom. There were no negative reactions to the training sessions. Based on their request for additional training and modeling, it is evident that they see relevance in the MTSS behavior pathway and the implementation process.

Sub-question 1b assesses the degree to which teachers learned what was needed to implement the innovation. This question is addressed with Guskey's Evaluation Level 2, Participants' learning. This level focuses on measuring the knowledge and skills that participants gained through the PD series. It measures the attainment of specific learning goals and is the basis for improving the content, format and organization of the initiative.

In order to measure the knowledge and skills attained by teachers throughout the PD training sessions, there needed to be specific learning objectives for each session. Appendix C2 includes the Session Schedule which identifies the goals and objectives for each of the PD trainings. Data was compiled from the exit slips to provide evidence of the knowledge and skills gained throughout the PD series.

- "I learned about the different behavior levels and what MTSS is actually about."
- "I learned that MTSS is set up to help kids who are struggling and need a boost."
- "Gained a better understanding of the purpose and active approach for teachers to implement."
- "I learned where to find policies, how to refer students, and how to send referral forms."
- "This is a great framework in understanding the steps of managing behavior."

The second and third question from the exit slip, 'what are your concerns regarding the implementation of the MTSS behavior pathway' and 'what else did you want to tell us regarding the implementation of the MTSS behavior pathway,' provided an opportunity for teachers to continue their reflection on the information presented in regards to their knowledge and skills with the pathway. Some chose not to participate in responding to the questions, while others included off-topic comments about side conversations during the prep-time meetings. The number of responses like this varied at each prep-time but did increase as the training progressed. This can be an indication of disinterest or resistance to the MTSS behavior pathway. It can also indicate that they have the skills and knowledge needed and are ready to start the implementation process.

The data from the exit slips were reviewed for common themes to clarify and improve the content presented at subsequent training sessions and the MTSS behavior pathway as a whole. For example, several teachers indicated after the August training that they were concerned about "knowing which of my students are on the pathway" and "understanding the chart and steps on my end". In response to their concerns, a list of all students who received MTSS academic and behavior supports was distributed to all teachers and provided at the September training. In addition, a review of the previous session including a response to common questions or concerns was added to the training along with a chance to ask follow-up questions or clarifications following any new information provided. This process continued and has become the protocol for all MTSS training sessions.

Sub-question 1c examines to what degree do teachers feel supported within the school to implement within their classroom. This question is addressed with Guskey's Evaluation Level 3 Organization support and change. Should support and change be capitalized, the focus is on the advocacy, support, accommodation, facilitation, and recognition of the change at the organizational level.

In order to support teachers with the implementation of the MTSS behavior pathway, administration planned for the training sessions to be a part of their professional development for the 2017-2018 school year. This gives evidence that the organization was supportive in the implementation process by providing structured time and resources for training and development of the whole school. Teachers perceptions of organizational support can be delineated through their responses in the exit slips and the final implementation survey.

The final implementation survey was administered in May following the completion of the MTSS behavior PD training. Techers were asked to reflect on their PD training experience.

The survey proposed a series of questions regarding teachers' use of the pathway in their classroom, the relevancy of the resources, documents and trainings they received, and what they need additionally to support their efforts with the implementation process. The responses collectively provide a big picture of the overall perception of the organizations support of the MTSS behavior pathway.

Overall, teachers responded positively to the MTSS behavior resources and training provided by the school. Of the 68 participants, 44 or 64% found the resources to be supportive in their efforts of implementing the MTSS behavior pathway. It is important to note that that, when asked if they have used the MTSS behavior pathway in their classroom, of the 22 or 32% participants said they had not, 16 or 72% said they found the resources and training helpful. This indicates that even if participants indicated they have not used the pathway they still felt the resources and training to be valuable and supported by the school. Additionally, the impact of the training on the participants ability to implement the pathway had 53 or 77% of teachers responding positively. This indicates that the school provided sufficient resources and the implementation efforts were facilitated adequately through training.

The school also received positive feedback when participants were asked, 'what additional training do you think would be helpful regarding the MTSS behavior pathway if any?' Of the 68 participants 46 or 67% indicated the training received was adequate but wanted the training to be on a continual basis. Statements like "This training was very helpful, more things like this" and "I think the training was appropriate and it is a great program for kids to help stay on track" were echoed in several responses. An additional 12 or 17% of participants declared unsure or they did not think they needed additional training. The remaining 10 or 6.8% teachers did not provide any response to this question.

Teachers provided additional feedback when asked, 'What additional support, if any, would help you to better implement the MTSS behavior pathway?' Responses to this question included a total of 26 or 38% of direct feedback including the following:

- Reminders and supports such as answering questions

- More PD on this would be helpful

- I feel like the more time I have on this; I will be able to reference MTSS more

- Open communication and feedback from admin are the most helpful

- I would like to see a submit form and then be able to track the progress of the student

- I think MTSS behavior pathway would be better implemented if there was one central location so they could provide the accommodations

- Better places to consolidate all the information for all parties

- Need consistent expectations form all adults in the building

- Mock showing of what students do and account for MTSS study hall

The remaining 42 or 61% of responses were either N/A, none, or unsure at this time. The feedback provided is in the interest of providing insight in ways for the organization to improve their support and inform continued change efforts. This includes follow up and additional training to the participants and any adjustments to the protocols or process of the pathway.

Sub-question 1d addresses the degree to which teachers were ready to apply what they learned during the training into their classroom? This question is addressed with Guskey's Evaluation Level 4, Participants' use of new knowledge and skills. This level focuses on if or how participants effectively apply the new knowledge and skills from PD. Evaluation data must be gathered after some time has passed to allow participants to adapt and implement the new knowledge or skills within the context of their classrooms.

The final implementation survey was administered in May, six months after the initial PD training took place. This provided time to allow teachers to implement the pathway in their classroom and within the school. The survey proposed a series of questions regarding teachers' use of the pathway in their classroom, the relevancy of the resources, documents and trainings they received, and what they need additionally to support their efforts with the implementation process. When asked if they have used the MTSS behavior pathway in their classroom, 46 or 67%participants responded they had, while 22 or 32% participants said they had not. This indicates that most teachers are applying the new knowledge and skills obtained in the PD training. As noted earlier, of the 22 that stated they had not implemented the pathway, 16 or 77% indicated that they found the information and training useful and relevant.

An additional question asked participants to 'please describe your experience using the components of the MTSS behavior pathway." While 22 teachers stated they had not used the MTSS behavior pathway in their classroom, 9 or 40% indicated that they had used various components or pieces of the MTSS behavior pathway. Those responses include:

- "I guess I use the concept as internal guidelines of the 'next step' if things were to escalate"
- "I have a level system in my room that goes along with the OSB form"
- [I am] "focusing on the 4 R's and their relationship to MTSS"
- "I use Tier 1 interventions often, but haven't' needed to progress"
- "I have students who are in the pathway, so I am in contact with their person to keep students on track. I have arranged with MTSS advisors to give students longer assessment time when necessary"

- "MTSS study halls were generally helpful in allowing students time to finish our class work"

- "My experience is outstanding"

- "As a special education teacher, I do utilize many of the recommended strategies"

- "I work almost exclusively with students that have IEP's and focus more on the behavior side of things"

This indicates that they are not opposed to implementing the pathway but perhaps do not recognize that they have used it or are further training prior to implementing. These responses reflect similarly to those participants that responded that they had used the MTSS pathway. The participants that responded yes to using the pathway also indicated that they have primarily used tier one supports, work closely with MTSS study hall participants, and found the experience of using the pathway helpful. This correlation between the two groups may signify that more participants are in fact implementing at least some of the components of the MTSS behavior pathway, although they may not be able to categorize it in that context.

The Stages of Concern Questionnaire (SoCQ) provides evidence of participants' comfort level of using the MTSS pathway. Subgroup data question 2 asked participants "To what degree do you feel comfortable with the implementation of the MTSS behavior pathway" based on a Likert scale of not at all, somewhat, or very. This question was a part of each of the three administered SoCQ's. Results are in table 4.

Table 4

Participants' Response to Subgroup Question 2

To What Degree Do You Feel Comfortable With The Implementation Of The MTSS Behavior Pathway	Not at All	Somewhat	Very	Total
August 2017	16 (19%)	58 (69%)	10 (11%)	84
November 2017	4 (6%)	44 (69%)	15 (23%)	63
May 2018	2(3%)	36 (64%)	18 (32%)	56

The majority of participants responded that they were somewhat comfortable with the implementation of the MTSS behavior pathway curing each of the three intervals on the SoCQ. A total of 58 or 69% of participants in August, 44 or 69% of participants in November, and 36 or 64% of participants in May. There is a five percent decrease of participants indicating they are somewhat comfortable at the May administration of the survey.

The largest shift of participants is at the not at all and the very category. At the beginning of the PD training sessions in August 16 or 19% of participants were not comfortable with the implementation of the MTSS behavior pathway. This total decreased to 4 or 6% of participants in November and 2 or 3% of participants in May. As participants received more training regarding on the components of the pathway, their comfort level increased. In August 10 or 11% of participants felt comfortable with the implementation of the pathway. That increased to 15 or 23% of participants in November and 18 or 32% of participants in May. A higher percentage of participants became very comfortable with the implementation of the MTSS behavior pathway.

Participants' overall reactions to the PD training sessions were positive and had an overall theme of satisfaction. Learning objectives for each session were identified which provided insight to the knowledge and skill learned from teachers in their reflection of the exit slips. Support by the organization for long-term success was evident in the time and resources dedicated to the process. In addition, teachers became more comfortable with the implementation

of the pathway. Overall, the teacher training sessions were effective in preparing teachers to implement the MTSS behavior supports into their classroom.

The second evaluation question explored how teachers perceived the implementation of MTSS behavior pathway? This question is addressed through Guskey's Evaluation Level 1, Participants' reactions. This level explores questions regarding whether the information provided was useful, relevant, helpful, etc. Participants' overall reactions to the PD training sessions were positive and had an overall theme of satisfaction. This was indicated through their exit slips, the SOCQ and the final implementation survey given after the training. On each Exit Slip, participants were able to clearly identify the objectives of each training session indicating that the material made sense and the leader was knowledgeable and helpful in relaying the information.

Cohort reports from each of the three administered of the Stages of Concern Questionnaire (SoCQ) were compiled in the database for the SoCQ housed on the American Institutes for Research (AIR) website and is summarized in Table 3. Two data reports were utilized. The first was the frequency of highest concerns stage for the individual participants. This provided a concise display of the distribution of peak stage scores within a group and can be found in Table 3. The second is a profile analysis of the cohorts combined which created a picture of the group at each point during the PD. It provided insight to the types of concern that are most intense and least intense and provided direction for the design of subsequent PD sessions. The SoCQ profile can be found in Figure 2.

Interval 1, issued in August of 2017, served as a baseline for teachers' regarding the PD on the MTSS behavior pathway. Interval 2, issued in November 2017, was relative to the mid-point of the PD. Interval 3, issued in May of 2018, was after the conclusion of the PD.

Table 5

Frequency of Highest Concerns Stage for the Individuals

INTERVAL	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Total
1. AUGUST 2017	57 (68%)	14	11 (13%)	0	0	2	0	84
2. NOVEMBER 2017	53 (84%)	4	6 (10%)	0	0	0	0	63
3. MAY 2018	44 (79%)	5	6 (11%)	1	0	0	0	56

The data in Table 3 indicates that participants remained in Stage 0 (Unconcerned), Stage 1 (Informational), and stage 2 (Personal) throughout the PD training sessions. These findings indicated that overall, teachers' concerns were highest in the Unconcerned and Self stages. Expressions of concern from these stages include "I am not concerned about it," "I would like to know more about it," and, "How will using it affect me?" (George, Hall, Steigelbauer, 2006). Figure 2 confirms this analysis.
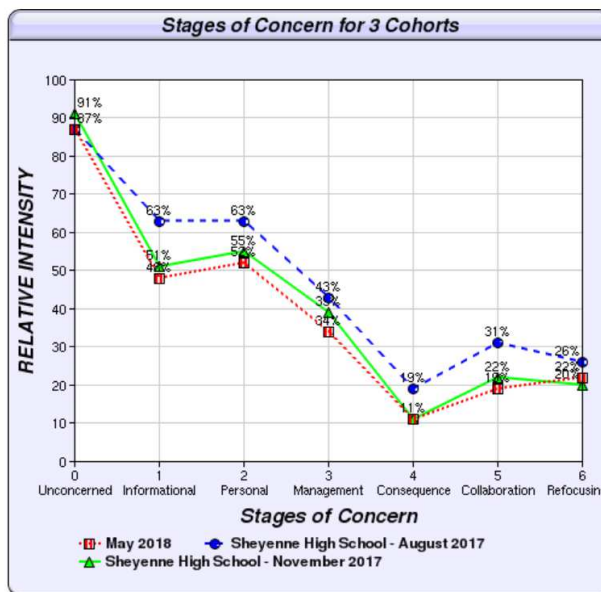
Figure 2. SoCQ for 3 Cohorts.

The profile analysis indicated a "negative one-two split" which occurs when the Stage 2 score is higher than the Stage 1 score. Those profiles depict individuals with various degrees of

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doubt and potential resistance to an innovation due to concern on the effect on the individual (George, et. al, 2006). A high Stage 0 indicates that the participants had other areas of concern outside the MTSS behavior pathway. When Stage 6 curls down, as indicated in the August and November interval, it indicated that the participants did not have any competing ideas with the MTSS behavior pathway. However, in May, Stage 6 curls up which indicated that the participants had some resistance to the MTSS behavior pathway. While the profile analysis depicts concerns and potential resistance in May, subgroup question 2 also indicates participants' feeling somewhat and very comfortable with the implementation of the MTSS behavior pathway shown in Table 3. This conflicting evidence reveals the need for further clarification and continued support and training for teachers.

Limitations

The initial study began in the 2016-2017 school year. The first three PD sessions were conducted and the initial SOCQ was administered. The PD was postponed half-way through the school year due to the death of the head Principal. This created a derailment in the implementation of the MTSS behavior pathway and created challenges when initiating the training again in the 2017-2018 school year as teachers were scattered in their knowledge, skills, and concerns.

The timeframe of this study was restricted to the school calendar. This prevented the study from being able to assess Guskey's (2000) fifth evaluation level of student outcomes. Data at this level of evaluation is gathered through measurement of student learning, and provides guidance for improvement of all aspects of program design, implementation and follow up, in addition to overall impact of PD. This will be a recommendation for future research.

It was challenging to provide direct evidence in regard to research question 1b, to what degree did teachers learn what was needed to implement the innovation. This question addresses Guskey's Evaluation Level 2, Participant's' learning. The evidence of learning was assessed through what teachers reported on their exit slips. A direct measure of learning will be a recommendation for future research in order to assesses if teachers were truly learning.

Conclusions

While the West Fargo secondary schools have established a systematic and effective structure of support for academic success, known as MTSS academics, no such structure exists to address the behavioral needs of students. Further, there is no system in place for the training of teachers to begin the implementation of the MTSS behavior supports. Without teacher professional development during the implementation of the program, teachers will not be able to properly implement the MTSS behavior pathway and students will not receive the kind of support needed for success.

The purpose of this study was to develop, implement, and evaluate a systematic process for the implementation of MTSS behavior pathway at Sheyenne High School utilizing the Concerns Based Adoption Model. This process included the development of the components of the MTSS behavior pathway and the training model to prepare teachers for the implementation of the pathway. It also included the administration of the training model to the teachers to initiate the implementation through actively engaging them in the reflection on the development and implementation of the MTSS behavior pathway. In addition, an evaluation of the training process was conducted to determine the effectiveness of the training and to inform the structure and process of the implementation of the MTSS behavior pathway.

The Concerns Based Adoption Model provided the framework for the development of the MTSS behavior pathway. It is constructed based on the Innovation Configuration diagnostic tool within CBAM. This tool maps out what the pathway looks like on a continuum of ideal and undesirable practices. It provides details of all operational forms and components to create a clear picture of what it looks like when in use. It was utilized to clarify change, guide the training sessions, and plan future implementation efforts. The MTSS IC map is located in Appendix C.

Throughout the training sessions on the MTSS behavior pathway, both formative and summative assessments were administered. The formative assessments consisted of exit slips which were provided to teachers at the end of each training session. The exit slips were utilized to monitor the participants' current understanding and movement over time. The topics for each training session in both the formal and informal setting were adjusted pending the result from analyzing the slips. Analysis of the responses was completed using thematic coding to identify the learning taking place, common concerns, issues, and perceptions. The themes were compared to the levels outlined in the Concerns Based Adoption Model. The analysis and discussion of the results were done with individuals outside of the training process which provided additional insight and investigation of the results.

Overall, the results of this study showed evidence that the training model was effective in preparing teachers to implement the MTSS behavior supports into their classroom. Participants had positive perceptions of the PD day and training sessions and found and supports provided through this model were relevant to them. Participants learned what was needed to implement the innovation as indicated by their ability to consistently identify what the objectives of each session were and specify any questions or clarification needed in between sessions. Many of the comments throughout the sessions focused on their satisfaction of the training, the leader being

knowledgeable, and the organization providing the necessary support. In fact, they requested the training to continue on a regular basis to encourage consistency and knowledge building. Participants also asked for additional opportunities to "see it in action" and modeling from our "expert teachers" when it comes to handling discipline in the classroom. These factors indicate that the organization provided sufficient resources and the implementation efforts were facilitated adequately through training. This also indicates that they found the training relevant and they would not ask for the training to continue if they did not find it meaningful.

The degree to which teachers are ready to apply what was learned in their classroom is met with mixed results. Time and consistency for implementation remained a concern throughout the training sessions. A discrepancy was found between teachers indicating that they do not use the MTSS pathway but then also indicated they had used various components. This may be due to confusion or the need for more skill building. However, survey results on the SoCQ showed teacher progress in their comfort level of implementing the pathway.

The CBAM model was useful to the overall process of development, implementation, and evaluation of the MTSS behavior pathway. The Innovation Configuration map and the Stages of Concern Questionnaire were utilized throughout the training. The IC provided the map for what MTSS is and should look like. It was a reference when guiding the training and will continue to be a resource. The SoCQ provided pre, mid and post information points of the participants.

There was some discrepancy between the final survey, sub-question 2 and the SoCQ between cohorts. While the profile analysis indicates that participants did not move along the continuum and may have had some resistance, other data sources such as the sub-question 2 indicate an increase in their comfort level of implementation and overall reactions to the training and impact on their classroom was positive.

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Overall, the implementation of this PD model was successful and warrants it remains ongoing as the district continues to implement the MTSS behavior pathway across all secondary schools. Coupled with the district investment in the MTSS pathway, a detailed map of the components of the MTSS behavior pathway, and a responsive approach that is sensitive to the concerns and insights of teachers, this model provides a viable template for schools in and out of the district.

Recommendations

The recommendations for educators from this study are numerous. The purpose of this study was to develop, implement, and evaluate a systematic process for the implementation of MTSS behavior pathway at Sheyenne High School utilizing the Concerns Based Adoption Model. All recommendations come with the premise that there must be a change of teacher, administrator, and school behavior. The focus must remain on the teacher, who are at the forefront of student learning, and there must be timely and sufficient professional development to ensure the success of the implementation of the pathway.

The first recommendation is to continue the use of the CBAM framework to support the implementation of the MTSS behavior pathway at the teacher, administrator and school level. Specifically, the IC map should be reviewed and adjusted to meet the needs and vision of the school in order to provide a clear picture of what it should look like on all levels. Additionally, the Stages of Concern will help to identify and address questions, concerns, and understandings of the teachers regarding the implementation and sustainability of the pathway.

The second recommendation is to continue be intentional and deliberate in continuous Professional Development. This should include utilizing those teachers that have knowledge and skills in applying the pathway in the classroom and provide dedicated time for collaboration,

planning and learning. This will help keep the information present and relevant for teachers. Examining a timeline to train and support teachers prior to implementation is crucial in building the skills. It also provides a time for continuous feedback on various components on the pathway and a dedicated time to address questions, concerns, and understandings of teachers.

The third recommendation is to explore options for mentorship training of new, struggling or resistant teachers. This will build leadership as it enables those teachers that are at the higher stages of the CBAM model to build capacity and sustainability on a schoolwide level. It will require that time be provided for teacher preparation and sharing by reducing other duties for those teachers identified as mentors. This will also lead to long-term sustainability of the PD model by building capacity at the teacher level.

The fourth recommendation is to identify goals to evaluate the impact of the MTSS behavior pathway on student learning outcomes Items to consider looking at include, grades, standardized tests, and portfolio evaluations. Guskey's (2000) evaluation for professional development level five focuses on whether the PD administered to teachers had any effect on students. Evidence from this evaluation will provide guidance for the improvement of PD program design, implementation, and follow-up.

Sustainability of Model. Continued district and administrative support will ensure ongoing and planned training for teachers in future Professional Development days and prep time meetings. In addition, their support will favor the development of a mentorship program by our MTSS and Instructional coach. Pairing teachers that are seeking additional support with those that are experienced would encourage effective practices to be implemented with consistency and fidelity. Additional factors that point to strong district and administrative support of the ongoing implementation of the MTSS behavior pathway include:

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- District and administrative financial support in the continued training of the MTSS coach.

- Monthly district meetings for all MTSS coaches and coordinators to continue the conversations and various implementation aspects of the MTSS behavior pathway.

- Endorsement and financial support of teachers to attend the MTSS conference or other related behavior training opportunities.

- Curriculum writing time being available to develop the mentorship program

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APPENDIX A: IRB APPROVAL

NDSU NORTH DAKOTA
STATE UNIVERSITY

January 27, 2016

Ann Clapper
School of Education

Re: IRB Certification of Exempt Human Subjects Research:
Protocol #HE16168, "Implementing Multi-Tiered System of Supports Behavior utilizing the Concerns Based Adoption Model"

Co-investigator(s) and research team: Amanda Henry, Chris Ray, Ryan Salisbury

Certification Date: 1/27/2016 Expiration Date: 1/26/2019
Study site(s): Sheyenne High School
Sponsor: n/a

The above referenced human subjects research project has been certified as exempt (category # 2b) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, Protection of Human Subjects). This determination is based on the protocol submission (received 1/25/2016) with revised consent and survey received 1/27/2016.

Please also note the following:
• If you wish to continue the research after the expiration, submit a request for recertification several weeks prior to the expiration.
• The study must be conducted as described in the approved protocol. Changes to this protocol must be approved prior to initiating, unless the changes are necessary to eliminate an immediate hazard to subjects.
• Notify the IRB promptly of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
• Report any significant new findings that may affect the risks and benefits to the participants and the IRB.

Research records may be subject to a random or directed audit at any time to verify compliance with IRB standard operating procedures.

Thank you for your cooperation with NDSU IRB procedures. Best wishes for a successful study.
Sincerely,

Kristy Shirley
Digitally signed by Kristy Shirley
DN: cn=Kristy Shirley, o=NDSU,
ou=Institutional Review Board,
email=kristy.shirley@ndsu.edu, c=US
Date: 2016.01.27 12:58:34 -06'00'

Kristy Shirley, CIP, Research Compliance Administrator

For more information regarding IRB Office submissions and guidelines, please consult http://www.ndsu.edu/research/integrity_compliance/irb/. This Institution has an approved FederalWide Assurance with the Department of Health and Human Services: FWA00002439.

INSTITUTIONAL REVIEW BOARD
NDSU Dept 4000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.8995 | Fax 701.231.8098 | ndsu.edu/irb

Shipping address: Research 1, 1735 NDSU Research Park Drive, Fargo ND 58102

NDSU is an EO/AA university.

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APPENDIX B: EXECUTIVE SUMMARY

Executive Summary

This report was conducted by a participant observer and was designed to analyze and evaluate the professional development model administered to Sheyenne High School teachers grades 9-12 working towards implementing a MTSS behavior pathway within the school and their classrooms. The professional development model was employed from August 2017 through April 2018. The purpose of the evaluation is to identify which parts of the professional development were effective in supporting teachers' concerns and helping them to begin the process of implementation of the MTSS behavior pathway at higher levels of usage as indicated by the Concerns-Based Adoption Model.

Overview

The participant observer collected data through formative and summative assessments throughout a professional development series, which were provided to Sheyenne High School teacher's grades 9-12. The professional development series included formal, informal, and impromptu workshops. A number of formative and summative assessment tools were utilized during and after the sessions in order to evaluate the effectiveness. The methods of analysis included the coding of written responses of formative assessments and summative assessments and analysis of a summative survey provided at the conclusion of the professional development session. In addition, analysis of the graphical profile and the percentile data provided by Stages of Concern Questionnaire (SoCQ) scoring system was used to interpret Peak Stage Scores across time for participant.

Summary of Results

- Results showed evidence that participants had positive perceptions of the PD day and training sessions, and support provided through this model.

- Tuesday prep time provided a time for teachers to gain further knowledge and a time for reflections was viewed positively by participants.

- Teachers accepted and embraced the MTSS behavior pathway, but survey results indicated that time and consistency for implementation remains a concern. Both items remained a central issue throughout the training for many of the participants.

Recommendations

- Be intentional and deliberate in revisiting the MTSS behavior pathway in PD and prep time meetings.

- Explore options for mentorship training of new or struggling teachers and lead teachers to continue to build capacity.

- Continue use of the CBAM framework with the Innovation Configuration Map of the MTSS Behavior Pathway to determine areas of strength and growth.

- Identify goals to evaluate the impact of the MTSS behavior pathway on student learning outcomes.

Sustainability of model

Continued district and administrative support will ensure ongoing and planned training for teachers in future Professional Development days and prep time meetings. In addition, their support will favor the development of a mentorship program by our MTSS and Instructional coach. Pairing teachers that are seeking additional support with those that are experienced would encourage effective practices to be implemented with consistency and fidelity. Additional factors

that point to strong district and administrative support of the ongoing implementation of the MTSS behavior pathway include:

- District and administrative financial support in the continued training of the MTSS coach.

- Monthly district meetings for all MTSS coaches and coordinators to continue the conversations and various implementation aspects of the MTSS behavior pathway.

- Endorsement and financial support of teachers to attend the MTSS conference or other related behavior training opportunities.

- Curriculum writing time being available to develop the mentorship program

Conclusions

Results indicated the Professional Development (PD) model was successful in the implementation of the MTSS behavior pathway. Teachers support the need and many teachers did move up on the Levels of Concern in accordance with the Concerns Based Adoption Model. At the conclusion of the PD, several teachers remained at the level of unconcerned and personal. At the time that this evaluation was complied, teachers were beginning implementation of the MTSS behavior pathway in their classroom.

APPENDIX C: IMPLEMENTATION GUIDE

The West Fargo school district in North Dakota has undergone drastic changes over the last several years and are in a constant state of growth and change. It is the fastest growing district in the state where the average increase of new students ranges from 400-600 each academic year. This rapid growth has prompted the proposal and approval of two bond referendums in the last decade in order to meet the needs of the growing district. The 2011 referendum included the expansion of an additional middle and an additional high school and the referendum in 2018 met continued growth by adding a third middle and high school.

Sheyenne High School has been at the center of West Fargo's growth, as it became the second full high school in the district at the beginning of the 2014-2015 school year. Starting out as a ninth-grade center and expanding to serve students grades 9-12, the school has experienced firsthand the drastic changes of the district, which included increased enrollment, facility expansion, and the additional staffing and teachers. In addition, Sheyenne, as well as the other secondary and both middle schools, have been striving to implement a system that has supports in place to meet the academic and behavioral needs of students for the last eight years.

While the West Fargo secondary schools have established a systematic and effective structure of support for academic success, known as MTSS academics, no such structure exists to address the behavioral needs of students. Additionally, there is no system in place for the training of teachers to begin the implementation of the MTSS behavior supports. Without teacher training during the implementation of the program, teachers will not be able to properly implement the MTSS behavior pathway and students will not receive the kind of support needed for success.

The purpose of this implementation guide is to develop, implement, and evaluate a systematic process for the implementation of MTSS behavior pathway at Sheyenne High School

utilizing the Concerns Based Adoption Model. This process includes the development of the components of the MTSS behavior pathway and the training model to prepare teachers for the implementation of the pathway. It will also include the administration of the training model to the teachers to initiate the implementation through actively engaging them in the reflection on the development and implementation of the MTSS behavior pathway.

There are five components that make up the implementation guide. Below is a brief description of each component and how they are used. A more in-depth description and process for use are included at the beginning of each document and are located in subsequent appendices.

The Innovation Configuration Map is the first component and is a foundational piece to identifying what the MTSS behavior pathway looks like. The purpose of an Innovation Configuration (IC) map is to define quality and measure fidelity of a new program or practice (Hall & Hord, 2001). An IC provides an ideal or high-fidelity picture of a change in practice and be used at the school, district, team, and individual level to reflect on current practices and ideal implementation. The map identifies and describes the major components on a continuum of implementation levels. It also describes in specific operational terms what new practices look like. It maps out patterns of innovation use from ideal practice (level 1) to non-use (level5) and clarifies what a program or practice is and is not.

The Targeted Learning Sessions is the second component and outlines how to get the information about what the MTSS behavior pathway is to teachers. The purpose of the Targeted Learning Sessions is to provide teachers with intentional and meaningful support to assist them with their individual concerns regarding the implementation of the MTSS behavior pathway. The learning sessions were in a way to address the entire teacher population, address smaller groups, or address the individuals based on the teachers' SoCQ (Awareness, Informational, Personal,

Management, Consequence, Collaboration, and Refocusing). Each session will vary in frequency, increasing as more support is needed (the lower stages will mean more support). The schedule used is also included.

The Stages of Concern Questionnaire is one of three assessment tools utilized in this guide. The purpose of this questionnaire is to determine what people who are using or thinking about using the MTSS behavior pathway are concerned about at various times during the adoption process. The survey is 35 questions and should be used at pre, mid, and post training. The Exit Slips is the second assessment tool and is designed to be used after each training session. The Final survey is administered after the training has taken place and teachers have had time to work with the MTSS behavior pathway. It provides an opportunity for teachers to reflect and engage in the pathway and provide feedback to feed the program forward.

The MTSS Implementation Guide website can be found at:

https://sites.google.com/wf-schools.org/mtss-implementation-guide/resources

Introduction

Schools and educators are faced with the tremendous task of preparing students to be successful in school and beyond in a fast-paced, ever changing world. Both academic and behavioral skills are critical for student success. While academic supports and systems are readily available at the secondary level, building and implementing the behavior side remains a challenge across the board.

Multi-Tiered System of Supports (MTSS) is a comprehensive framework that aligns supports for students and teachers through a systematic process. It utilizes evidence-based methods to provide ALL students (struggling through advanced) with the academic and behavior supports to be successful at all levels.

The MTSS Development and Implementation Guide was developed after a review and application of relevant literature on the implementation practices, effective professional development and evaluation within education. The MTSS behavior pathway and professional development (PD) model was developed, implemented, and evaluated in one of two high schools in West Fargo Public Schools.

While the research was completed as a part of a doctoral in education candidacy program, the end product serves as a tool for any secondary school or district that is wanting to implement the behavior side MTSS. It encompasses the processes, tools, and framework that make-up the development and implementation of the MTSS behavior pathway, PD of teachers, and evaluation of the PD.

The MTSS Implementation Guide is a practitioner-based resource that supports all components of the process. Its purpose is to provide guidance for the process of developing and implementing the MTSS behavior pathway, PD of teachers, and evaluation. Information and processes are provided for each step of developing the pathway, PD, and evaluation. All components are supported by research and the results of the application within a school.

This guide begins with an overview of what MTSS is and the Concerns Based Adoption Model (CBAM) framework which underpins the development and implementation of the MTSS behavior pathway and professional development model. It progresses to steps on how to utilize the tools of CBAM to develop and implement the behavior pathway and PD for teachers. It follows with walking the practitioner through evaluating the pathway and PD with the Guskey evaluation tool developed for education. In order to provide a complete picture and context for each step in the development, implementation, and evaluation set forth, it is best to read this guide in its entirety before beginning the process.

MTSS

Multi-Tier System of Supports (MTSS) is a framework to provide ALL students with the best behavior and academic supports to help them succeed academically, socially, emotionally, and behaviorally in school. It focuses on evidence-based instruction, interventions, supports, and progress monitoring for students struggling all the way to advanced students creating a more cohesive effort.

Additionally, data is used to allocate resources to improve student learning and support staff with the implementation of effective practices. What MTSS is NOT:

- MTSS is NOT an identification system for special education or Title 1

- It is NOT for 'some' students

- It is NOT content-specific

- It is NOT for 'some' teachers

Who should have MTSS

Schools and educators are faced with the tremendous task of preparing students to be successful in school and beyond in a fast-paced, ever changing world. Students will need more skills and higher levels of education and training than ever before in order to be successful. Those who have not learned how to learn will be left behind (DuFour, DuFour, Eaker, 2016). High school dropouts will fall significantly behind in the American economy. Students who drop out are three times more likely to be unemployed, are more likely to live in poverty, and are 63 times more likely to be incarcerated (Breslow, 2012).

Success in school, therefore, is no longer optional. Every student needs to succeed in school to succeed as an adult. However, there are students that struggle in school and are therefore at risk for failure and dropping out. For some, it may be for academic reasons in which

they lack the essential skills or knowledge to be successful in core classes. For others, it may be behavioral reasons in which they are unable to demonstrate the behaviors or motivation that is necessary for academic success. Those students who are most at risk for dropping out typically display both low academic skills and problem behaviors (Fleming, Harachi, Cortes, Abbott, & Catalano, 2004).

Students can only benefit from evidence-based supports they receive. In order to receive these supports, there must be a change of teacher, administrator, and organizational behavior (Blasé, Fixsen, Sims, & Ward, 2015). Critical to the change are the teachers because they are at the forefront of students learning and are therefore expected to ensure that students' needs, whether academic or behavior, are being met in order to ensure learning occurs for them to become successful adults. Any change implemented will affect the teacher in the context of the classroom and the school, making them the gatekeeper to success (Hall & Hord, 2011; Hord, Stielgelbauer, Hall, & George, 2006). Therefore, in order to implement a change that will meet both the academic and behavioral needs of students, it must start with the teacher for the best chance of success.

While many secondary schools have established a systematic and effective structure of support for academic success, known as MTSS academics, no such structure exists to address the behavioral needs of students. Further, there is no system in place for the training of teachers to begin the implementation of the MTSS behavior supports. Without teacher training during the implementation of the program, teachers will not be able to properly implement the MTSS behavior pathway and students will not receive the kind of support needed for success.

Essential components of MTSS

Assessments:

- Universal Screening - all students assessed to determine which students may need additional supports – high or low and the effectiveness of the core curriculum

- Diagnostic Tools– identify skill deficits and inform instructional match at all tiers

- Progress Monitoring – frequent assessment to determine whether students are making adequate progress toward a specific preset goal

- Outcome – measures performance of the educational system – e.g. ACT

Data-Based Decision Making:

An ongoing team process with clearly established protocols to evaluate and inform decisions and actions across all levels within the school (student, classroom, grade level, school, and system levels). Basic steps include the gathering of accurate and reliable data, correctly interpreting and validating data, using data to make meaningful instructional changes for students, establishing and managing increasingly intensive tiers of support, and evaluating the process at all tiers to ensure the system is working.

Multi-tier instruction

Tier 1 - All students:

- Instruction and Supports – Core district curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction

- Setting – General classroom

- Assessment – Universal Screening, continuous progress monitoring, and outcome measures

Tier 2 - Some Students:

- Students identified as at risk of performing below or significantly above grade-level expectations

- Instruction and Supports - Targeted, supplemental instruction practices that are evidence-based; in addition to Core instruction at Tier 1

- Setting – General education and/or optimal setting for need of students

- Assessment – Diagnostic, Progress monitoring

Tier 3 - Few students:

- Students identified as exceptionally high academic or very low academic or behavior achievement, or who have not responded to Tier 1 and Tier 2 instruction, or students with disabilities who do not meet their IEP goals; in addition to Core instruction at Tier 1 and supplemental instruction at Tier 2

- Instruction – Intensive intervention adapted to address individual student needs through the systematic use of assessment data, validated interventions, and research-based replacement instruction or behavior support strategies

- Setting – General or special education depending on the needs of the student

- Assessment – Diagnostic and progress monitoring

Infrastructure and support mechanisms

Alignment of resources and supports necessary to implement an effective system includes, but is not limited to: Shared Vision, Culture, Leadership, Professional Development, Schedules, Resources, Communication, and MTSS Leadership Teams.

Fidelity and evaluation

Fidelity happens across multiple points within the MTSS framework to include the Academic and Behavioral Pathways, Culture, Leadership, Professional Development, Schedules, Resources, Communication, and MTSS Leadership Teams Evaluation occurs frequently and helps to determine the effectiveness of the system, process, or multi-tiered instruction. Questions asked include:

- Did you do what you said you would do?

- What worked?

- What did not work?

- How can it be improved?

CBAM

The Concerns Based Adoption Model was developed in the late 1960's out of the Research and Development Center for Teacher Education where Hall, Wallace and Dossett studied the change process in schools and universities. The CBAM model is designed to provide measurement tools to evaluate the effects or the progress of the implementation of an innovation or change within an organization. It assists those change facilitators who want to identify the needs of the individuals involved in the change process and to help address those needs appropriately based on the model and information gathered in the various dimensions of the CBAM model (Hord, Stielgelbauer, Hall, & George, 2006).

There are 10 underlying principles within the CBAM framework that address aspects of the change process based on patterns, which emerged throughout years of research at the Research and Development Center of Teacher Education (Hall & Hord, 2011; Hord, Stielgelbauer, Hall, & George, 2006).

Developmental stages of concern

The first three stages (Unconcerned, Information, and Personal) address issues with the self where the individual will want to know more information about the innovation, how it is similar or different to what they know and already do, what it will look like, and how it will affect them.

The fourth stage (Management) address issues with the task at hand as individuals are beginning the initial stages of implementation and may question how to incorporate it into their classroom, knowing what resources and materials are needed and what the impact will be on the students.

The final three stages (Consequence, Collaboration, and Refocusing) addresses the impact of the change where they have implemented the innovation and are looking to collaborate with others to make changes to improve the outcomes for students.

Three diagnostic tools of CBAM

Stages of Concern (SoC). In the Stages of Concern diagnostic tool, the focus is on individual perceptions, feelings and beliefs in regards to an innovation. The tool is a 35-item survey questionnaire which has demonstrated validity and reliability in developing a concern profile over time (Hall & Hord, 2011). The SoC structured three clusters of concern which encompass the seven developmental stages. The SoC profiles illustrate visually the movement or non- movement during a change process (Hall & Hoard, 2011).

Levels of Use (LoU). Levels of Use is another frame for describing where individuals are at in the implementation process and to help diagnose their progress in implementing the change. The instrument assesses the behaviors of individuals to distinguishes among levels of non-use and use. The LoU aligns with the SoC and can provide additional information on the actual

behavior being displayed with the innovation. It can help to understand and predict what is likely to occur as the change process continues to evolve. It also is intended to provide insight to the types of interventions needed to be relevant and helpful to the individuals involved in the change process.

Innovation Configuration (IC). The Innovation Configuration tool was developed to map out what an innovation should look like. It utilizes a continuum of undesirable and ideal practices and addresses the question of 'what is it?' as it maps out all components and operational forms of the innovation. The major goal in writing each component and each variation is to be as visual as possible; the better the word picture, the easier it will be to see what successful use of the innovation entails (Hall & Hoard, 2011).

Planning and development of MTSS

Developing and implementing the behavioral side of MTSS at the secondary level remains a need and a challenge. A major reason for widespread change, such as the implementation of the MTSS behavior pathway, NOT occurring often in an educational setting is that those that are involved do not fully understand what the change is or what is should look like when it is implemented in the way it was intended (Hall & Hoard, 2011). This causes mixed information or resources to be provided to teachers; teachers develop their own versions of the change; and evaluators have a difficult time in assessing the true impact and outcomes.

In order to combat these issues, it is necessary to develop, implement, and evaluate a systematic process for the implementation of MTSS behavior pathway. Utilizing the Concerns Based Adoption Model, this section outlines the process to develop of the components of the MTSS behavior pathway.

The Innovation Configuration Map (IC Map) is one of three diagnostic tools of the Concerns Based Adoption Configuration Framework. For more information on this framework, see the CBAM tab. This tool was used to develop MTSS at Sheyenne High School.

The IC is developed to map out what an innovation should look like. It utilizes a continuum of undesirable and ideal practices and addresses the question of 'what is it?' as it maps out all components and operational forms of the innovation. It also addresses common questions like: What does it look like when it is in use? What would I see in classrooms where it is used well? What will teacher and students be doing when the innovation is in use?

The components in the map are dependent upon the complexity of the innovation and the amount of detail that is needed. The major goal in writing each component and each variation is to be as visual as possible; the better the word picture, the easier it will be to see what successful use of the innovation entails (Hall & Hoard, 2011). The map will typically be developed by the intended users and leaders and can be utilized as a means to clarify change, guide professional learning communities, or plan implementation supports. It provides a means to have a clear and direct way to record the extent and quality of what has been implemented (Hall, et al, 2006).

Important considerations

- Use common language.

- Standardize the format.

- Note any differences in variations due to students (age, grade, etc.).

- Continue to refine and adjust as the MTSS pathway is implemented and evolves.

IC template

In order to establish the basic components, ask the following questions:

- What are the most essential components of the MTSS behavior pathway?

- What would the MTSS behavior pathway look like when it is in use?

- What do teachers do?

- What do students do?

- How to students and teachers interact?

In order to identify dimensions and variations of the components ask the following questions:

- What is the ideal use of the MTSS behavior pathway?

- What is unacceptable use of the MTSS behavior pathway?

- How is the MTSS behavior pathway typically used?

Component level criteria

1 = Ideal Application and implementation

2 = Acceptable Application and implementation

3 = Less than Acceptable Application and implementation

4 = Inadequate Application and implementation

5 = Non-Use of Application and implementation

Evaluation of MTSS

Evaluation as a part of the PD process is often overlooked or underused because of fear, time-constraints, or cost (Loucks-Horsely, et. al. 2010; Guskey, 2002). It may be that the evaluation takes a shallow approach and focuses on the satisfaction of participants overlooking outcomes of student learning. Alternatively, the evaluation to assess student outcomes, happens prematurely, before complete teacher learning and change in practice are established (Loucks-Horsely, et. al. 2010). While evaluations do not have to be complicated, they "require thoughtful

planning, the ability to ask good questions, and a basic understanding of how to find valid answers" (Guskey, 2002, 45).

In order to combat these issues, it is necessary to develop, implement, and evaluate a systematic process evaluating the implementation and training of MTSS behavior pathway. Utilizing the Concerns Based Adoption Model, section outlines the evaluation to use in the implementation process.

The plan for assessing the effectiveness of the PD sessions used Guskey's (2000) five levels of professional development evaluation model. This model was selected because of its grounding as an evaluation method specifically for professional development within education. Each of the five levels build from the previous level with more focused questions and outcomes. It allows for the evaluation of both short-term and long-term effects of the professional development starting with the training itself and ending with the participant's classroom (Guskey, 2000).

Level 1: Participants' reactions

As mentioned earlier, this is the most common form of evaluation and the easiest to gather and analyze. This level looks at participants' reactions to the PD experience. This level of evaluation explores questions regarding whether the information provided was useful, relevant, helpful, and was coffee was ready or the room warm enough. The evaluation data is often gathered via a questionnaire at the end of the session and is primarily used to improve program design and delivery.

Level 2: Participants' learning

This level of evaluation focuses on the knowledge and skills that participants gained through the PD experience. The evaluation data can be collected via paper-and-pencil

instruments, simulations, demonstrations, or participant reflections (written and/or oral). Measures are based on specific learning goals, which must be outlined prior to the PD experience and it is used to improve program content, format, and organization.

Level 3: Organization support and change

This level of evaluation focuses on the information on organization's advocacy, support, accommodation, facilitation and recognition of the change. Guskey (2000) explains that organizational variables can be key to the success or failure of any professional development. Evaluation data is gathered via questionnaires or structured interviews with participants and school administrators. This information used to document and improve organization support and to inform future change efforts.

Level 4: Participants' use of new knowledge and skills

This level focuses on if or how participants effectively apply the new knowledge and skills from PD. Evaluation data cannot be gathered at the conclusion of PT but must be gathered after some time has passed to allow participants to adapt and implement the new knowledge or skills within the context of their classrooms. Evaluation data is gathered via questionnaire, interviews, participant reflections, or observation. It measures the degree and quality of implementation and provides documentation to improve the implementation of the program content.

Level 5: Student learning outcomes

This level of evaluation focuses on whether the PD activity had an effect on students. Data at this level is gathered through measurements of student learning, including portfolio evaluations, grades, and scores from standardized tests. Information from Level 5 data provides

guidance for the improvement of all aspects of program design, implementation and follow-up, in addition to, overall impact of PD.

Formative assessments

Following any Formal Session, such as staff development training or subsequent prep-time meetings, data was collected via exit slips. The exit slip was a three-question survey which prompted them to reflect, comment, ask any additional questions, and provide additional insight.

Responses from the exit slips should be compiled to inform the next steps in the PD training sessions and were analyzed to determine themes regarding participant concerns and understandings.

Exit slips should be utilized to monitor the participants' current Stage of Concern and movement through the Stages of Concern over time. The topics for each training session in both the formal and informal setting should be adjusted pending the result from analyzing the slips.

Summative assessments

The Stages of Concern Questionnaire should be available at three intervals, initial, mid, and post the professional development (PD). The SoCQ is a 35-question instrument in which statements express a specific concern about an innovation was one summative assessment employed.

In this survey, respondents indicate the degree to which each concern is true for them on a 0-7 scale (0 being little or no concern to 7 being a high concern).

The SOCQ 075 Scoring Program is a SAS program that scores the SOCQ and computes the raw scale scores, percentile scores of the individual and the group average. In addition, graphic representation of the scores are provided to assist with the interpretation of the SoC data. The profiles scores given from the SoC provided insight into what targeted training sessions need

to be instructed first based on the highest number of participants scoring in the lowest stages of concern (0-3).

Final survey

To be conducted upon completion of all PD training sessions. The questions centered around Guskey's evaluations levels in order to provide evidence to overall impact of the PD, improve program design and delivery, and to inform future change efforts. The following questions were included:

- Have you used the MTSS behavior pathway in your classroom?

- Please describe your experience using the components of the MTSS behavior pathway

- How useful were the MTSs behavior pathway documents in supporting your efforts?

- What impact did the training you received have on your ability to implement the MTSS behavior pathway?

- What barriers have you experienced to implementing the components of the MTSS behavior pathway in your classroom?

- What changes, if any have you noticed in students' behavior as a result of the MTSS behavior pathway implementation?

- What additional training do you think would be helpful regarding the MTSS behavior pathway, if any?

- What additional support, if any, would help you to better implement the MTSS behavior pathway?

WFPS - HS Multiple Tiered System of Supports (MTSS)

Academic and Behavior Innovation Configuration (IC) Map

Multiple Tiered System of Supports is a framework that not only addresses the students' academic needs, but also their social, emotional, and behavioral needs. The framework is structured on systematic processes and practices that are aligned across the students' needs overall and does not just focus on one area. It is therefore necessary to document how MTSS will support students' well-being in all areas, academics, social, emotional, and behavioral.

Purpose and Intended Use of the IC:

The purpose of an Innovation Configuration (IC) map is to define quality and measure fidelity of a new program or practice (Hall & Hord, 2001). The academic side of MTSS has been well established and implemented within the Sheyenne High School. This document is intended as a planning and monitoring tool for the successful facilitation of the MTSS behavior pathway. The social and emotional components will be undifferentiated within the behavior side of MTSS but will incorporate these elements throughout. An IC provides an ideal or high-fidelity picture of a change in practice and be used at the school, district, team, and individual level to reflect on current practices and ideal implementation. This is not an evaluation tool, but a resource to guide reflective practice and refine practice over time.

The IC map identifies and describes the major components on a continuum of implementation levels. The IC map describes in specific operational terms what new practices look like. It maps out patterns of innovation use from ideal practice (level 1) to non-use (level5) and clarifies what a program or practice is and is not. This map, then, can be utilized to measure the degree to which the social, emotional, and behavior pathway is approaching ideal application and implementation.

Component Level Criteria:
        1 = Ideal Application and implementation
        2 = Acceptable Application and implementation
        3 = Less than Acceptable Application and implementation
        4 = Inadequate Application and implementation
        5 = Non-Use of Application and implementation

Leadership & Empowerment				
Component 1: Mission, Vision, Values, and Goals				
Level 1	Level 2	Level 3	Level 4	Level 5
The framework, principles, and beliefs of MTSS are integrated into the district and school's mission, vision, and beliefs. **This has been communicated with all stakeholders.**	The framework, principles, and beliefs of MTSS are integrated into the district and school's mission, vision, and beliefs. This has not yet been communicated with all stakeholders.	The framework, principles, and beliefs of MTSS are in the process of being integrated ONLY into the school's mission, vision, and beliefs.	The work to integrate the framework, principles, and beliefs of MTSS into the school's mission, vision, and beliefs has not yet begun.	
Component 2: Alignment of Resources				
Level 1	Level 2	Level 3	Level 4	Level 5
District and school leadership reviews and adjusts allocation of resources (staffing, time, courses, training, materials, etc.) on a semester and yearly basis for MTSS implementation, monitoring and evaluation as a part of a cycle of improvement and sustainability.	District and school leadership reviews and adjusts allocation of resources (staffing, time, courses, training, materials, etc.) on a yearly basis for MTSS implementation, monitoring and evaluation as a part of a cycle of improvement and sustainability.	ONLY School leadership partially reviews and adjusts allocation of resources (staffing, time, courses, training, materials, etc.) on a limited basis for MTSS implementation, monitoring and evaluation as a part of a cycle of improvement and sustainability.	A plan is development to review and adjust allocation of resources for MTSS implementation, monitoring and evaluation as a part of a cycle of improvement and sustainability.	No plan for allocation of resources has been considered.

Component 3: Building Leadership Team				
Level 1	Level 2	Level 3	Level 4	Level 5
A leadership team exists at the building level and includes representation from building administration and staff including: MTSS Coach Content Specialists Counselors	A leadership team exists at the building level and includes representation from building administration and staff including: MTSS Coach Content Specialists Counselors	A leadership team exists at the building level and includes representation from building administration, but staff members are being adjusted and negotiated with programs to ensure that the leadership team has the appropriate people to lead to a successful MTSS implementation.	A leadership team is in the process of being created at the building level by holding initial meetings to develop expectations, participation, and overall need for program implementation.	No leadership team exists and the building level.
The team meets regularly, at least two times a month, to review implementation data and student performance data.	The team meets regularly, at least once per month, to review implementation data and student performance data.	The team may meet at least once per month but does not regularly review implementation data and student performance data.	The teams meet sporadically and inconsistently throughout the year.	They will only meet once at the beginning of the year.
The team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates the indicators as measures of learning.	The team has identified multiple indicators of success and is learning how to use those indicators as measures of learning.	The leadership discusses indicators of progress but focuses on AYP as the primary indicator of success.	The leadership is starting to discuss what the indicators of success are for academic and behavior learning but AYP is the only indicator of success.	There is no discussion of indicators of success and AYP is the only indicator of success.

Component 4: Communication				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
A written communication plan is in place and has been implemented to ensure that stakeholders including district leadership, staff, and external partners are regularly kept informed regarding MTSS implementation progress and its impact on student learning. Items include: Monthly district MTSS coach, administrator, and superintendent meetings Semi-Annual presentations to the Administer Leadership (ALT) teams Semi-Annual School Board Presentations Semi Annual presentations to individual schools	A written communication plan is in place and has been somewhat implemented to ensure that stakeholders including district leadership, staff, and external partners are regularly kept informed regarding MTSS implementation progress and its impact on student learning. Items include: Monthly district MTSS coach, administrator, and superintendent meetings Semi Annual presentations to individual schools	A communication plan has been developed to ensure that stakeholders, including district leadership, staff and external partners are kept informed regarding MTSS implementation progress and its impact on student learning but communication remains sporadic and inconsistent across groups.	A communication plan is in the development stages with communication currently being sporadic and inconsistent across groups.	A communication plan has not been developed. Stakeholders are not kept informed about MTSS implementation progress and its impact on student learning

Assessment				
Component 1: Comprehensive Assessment System				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The assessment system includes tools to measure all essential components of academic and behavior and is used consistently.	The assessment system includes tools to measure all essential components of academic and behavior but is not used consistently.	Some of the tools are in place but they are either available to only academics OR behavior, or they do not address the essential components of each.	The assessment system does not include tools to measure essential components of academics or behavior	
The assessment system for academics and behavior includes: **Universal Screening Diagnostic/Functional Behavioral Assessment Progress Monitoring Outcomes**	The assessment system for only academics OR behavior includes: Universal Screening Diagnostic/Functional Behavioral Assessment Progress Monitoring Outcomes	The assessment system for only academics OR behavior includes only some of the following: Universal Screening Diagnostic/Functional Behavioral Assessment Progress Monitoring Outcomes	The assessment system includes assessments for outcomes only.	
Component 2: Assessments are Valid and Reliable				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The MTSS coaches at the district level and staff at the building level have documented the technical adequacy of each assessment tool used.	The MTSS coaches at the district level OR the staff at the building level have documented the technical adequacy of each assessment.	Documentation of the technical adequacy for each assessment instrument comes from the publishing company only.	MTSS coaches and Staff at the building level assume technical adequacy but no documentation is available.	Instruments are used that are not technically adequate
MTSS coaches and other staff members have been formally trained to reliably and validly administer the assessment instruments, collect data, and is continuously monitored.	MTSS coaches and other staff members have been formally trained to reliably and validly administer the assessment instruments, collect data, and but is NOT continuously monitored.	MTSS coaches and other staff members have been formally trained to reliably and validly administer the assessment instruments and collect data. There is NO monitoring to ensure fidelity.	MTSS coaches and other staff members have NOT been formally trained to reliably and validly administer the assessment instruments, and collect data	

Component 3: Capacity for Assessment System				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Screening for academics follows the pathway and the fidelity of administration is monitored.	Screening for academics follows the pathway.	Screening is used for the academics but does NOT follow the pathway	There is inconsistent screening for the academics	There is no screening for academics
Screening for behavior follows the pathway and the fidelity of administration is monitored.	Screening for behavior follows the pathway.	Screening is used for the behavior but does NOT follow the pathway	There is inconsistent screening for the behavior	There is no screening for behavior
Students receiving targeted or intensive interventions in either academics AND behavior are progress monitored frequently, is documented, followed, and based upon research.	Students receiving targeted or intensive interventions in either academics OR behavior are progress monitored frequently, is documented, followed, and based upon research.	Students receiving targeted or intensive interventions in either academics and/or behavior are progress monitored based on the individual teams or staff members.	Progress monitoring does not take place consistently for those receiving interventions in academics and/or behavior.	There are no progress monitoring tools being administered.
Component 4: Data-Based Decision Rules are Clear				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
MTSS coaches and staff have documented clear and consistently follow decision making rules to ensure proper identification for intervention for both academics and behavior regarding: **Access to supports** **Channing supports based on need** **Exiting supports based on data**	MTSS coaches and staff have documented clear and consistently follow decision making rules to ensure proper identification for intervention for EITHER academics OR behavior regarding: Access to supports Channing supports based on need Exiting supports based on data	MTSS coaches and staff have clear BUT inconsistently follow decision making rules for student identification.	There are informal and inconsistent use of rules for student identification.	There are no agreed upon or consistent use of any rules for decision making.

Curriculum				
Component 1: Evidence-Based Curriculum Materials				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Staff members have formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards.	Staff members relay on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.	Academic ad behavioral curricular materials assumed to be evidence-based or not evidence-based for all tiers	Unknown or insufficient evidence base for academic and behavioral curricular material across tiers.	
Component 2: Curriculum Addresses Essential Components				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
There is a formal curriculum/system for teaching the essential components of academics and behavior across all tiers.	There is a formal curriculum/system for teaching the essential components of academics and behavior across SOME tiers.	There is a formal curriculum/system for teaching the essential components of academics OR behavior across all tiers.	There is a formal curriculum/system for teaching the essential components of academics BUT NOT behavior.	There is no formal curriculum/system for teaching the essential components of academics OR behavior across all tiers.
Academic curriculum, behavioral instructional materials, and the programs and process for supporting learner behavior are matched the needs of students at each level and based upon data	Academic curriculum, behavioral instructional materials, and the programs and process for supporting learner behavior are matched the needs of students at SOME levels.	Academic curriculum, behavioral instructional materials, and the programs and process for supporting learner behavior are available but are not matched to the needs of students.	Students receive the same materials and behavior is addressed randomly or not at all regardless of need.	

Component 3: All Curricula are Implemented with Fidelity				
Level 1	Level 2	Level 3	Level 4	Level 5
Staff are trained in using academic and behavioral core, supplemental, intense curricular materials and programs that they are responsible for teaching. They receive coaching support to assist in the implementation of the curricula and programs to ensure fidelity.	Staff are trained in using academic and behavioral core, supplemental, intense curricular materials and programs that they are responsible for teaching. They receive SOME coaching support to assist in the implementation.	Staff receive an OVERVIEW of the academic and behavioral core, supplemental and intensive curricular materials and programs that they are responsible for teaching but receive LIMITED coaching support.	Staff receive materials they are responsible for teaching and are expected to teach according to the teachers' manuals provided.	
A process is in place to monitor implementation and fidelity of academic and behavioral curricula and programs at all tiers, complete with feedback and coaching provided throughout the year.	A process is in place to monitor implementation and fidelity of academic and behavioral curricula and programs at all tiers through observation, evaluation, and limited coaching and feedback.	A process is in place to monitor implementation and fidelity of academic OR behavioral curricula and programs at all tiers through observation, evaluation, and limited coaching and feedback.	The process to monitor implementation and fidelity of academic and behavioral curricula programs is limited to samples of lesson plans only.	There is no process in place, and it is assumed that all programs are being implemented with fidelity.

Instruction				
Component 1: Student Participation				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
ALL student has access to universal tier instruction.	Most students have access to universal tier instruction	Some students have access to universal tier instruction	There is no universal tier instruction	
Component 2: Articulation of Teaching and Learning (in and across grade levels)				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Each content area will provide students with similar experiences regardless of their assigned teacher. There is articulation of teaching and learning targets/expectations from one grade/content area to another (year-at-a-glance, common assessments, etc.)	Most content areas will provide students with similar experiences regardless of their assigned teacher. There is articulation of teaching and learning targets/expectations from one grade/content area to another (year-at-a-glance, common assessments, etc.)	Some content area will provide students with similar experiences regardless of their assigned teacher. There is limited articulation of teaching and learning targets/expectations from one grade/content area to another (year-at-a-glance, common assessments, etc.)	Few content areas will provide students with similar experiences regardless of their assigned teacher. There is a lack of articulation of teaching and learning targets/expectations from one grade/content area to another (year-at-a-glance, common assessments, etc.)	No content area provides students with similar experiences regardless of their assigned teacher. There is no articulation of teaching and learning targets/expectations from one grade/content area to another (year-at-a-glance, common assessments, etc.)
Component 3: All instructional Practices are Evidence-Based				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
All selected targeted interventions are evidence-based and matched with student needs. ALL students, based on need, have access to targeted interventions.	Some selected targeted interventions are evidence-based and matched with student needs. ALL students, based on need, have access to targeted interventions.	Some selected targeted interventions are evidence-based and matched with student needs. Only some students, based on need, have access to targeted interventions.	Targeted interventions are not identified	

Component 4: Fidelity				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Written procedures are in place to monitor the fidelity of implementation of targeted level interventions and these interventions are implemented with fidelity, in accordance with product guidelines	Written procedures are in place to monitor the fidelity of implementation of targeted level interventions and these interventions are sometimes implemented with fidelity, in accordance with product guidelines	Written procedures are in place to monitor the fidelity of implementation of targeted level interventions and these interventions are rarely monitored for fidelity	There are no procedures in place to monitor implementation or fidelity of targeted level interventions	
Feedback and coaching are provided to all staff members throughout the year regarding the fidelity checks of instructional practices/strategies for behavior and academics.	Feedback and coaching are provided to SOME staff members throughout the year regarding the fidelity checks of instructional practices/strategies for behavior and academics.	A plan is being developed to check for fidelity of implementation of practices related to the social/behavioral needs of students.	It is assumed that staff are implementing instructional strategies/practices with fidelity and the social and behavioral needs are not a concern.	
Staff select evidence-based instructional practices/strategies that are and appropriate match for the needs of the student academically and behaviorally.	Staff select instructional practices/strategies that are and appropriate match for the needs of the student academically and behaviorally.	Instructional practices/strategies are selected to meet the academic OR behavioral needs of the student.	There are a standard set of behavior and academic practices/strategies that are used with all learners in all settings regardless of individual need.	There are not standard behavior or academic practices/strategies that are used.
Component 5: Differentiation of Instruction				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Most teachers differentiate instruction within universal tier instruction, using multiple sources of data to identify student needs to inform instruction (STAR, summative/formative assessment, etc.)	Some teachers differentiate instruction within universal tier instruction, using multiple sources of data to identify student needs to inform instruction (STAR, summative/formative assessment, etc.)	Few teachers differentiate instruction within universal tier instruction, using multiple sources of data to identify student needs to inform instruction (STAR, summative/formative assessment, etc.)	Few teachers differentiate instruction where a single source or no data may be utilized	Differentiation does not occur

Component 6: Instruction and Group Size				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Highly qualified, general education staff teach targeted level interventions. Group size is optimal for the age, needs, and intervention approach utilized.	Highly qualified, general education staff teach targeted level interventions. Group size may not be optimal for the age, needs, and intervention approach utilized.	Highly qualified, general education staff infrequently teach targeted level interventions. Group size is not optimal for the age, needs, and intervention approach utilized.	Untrained staff teach interventions and group sized is based on availability of staff only.	

Collaboration				
Component 1: Collaboration Structure				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
All administrators and teaching staff have: **A collaboration team** **Team norms developed** **Data-based decision-making protocols to guide instruction and practice**	Most administrators and teaching staff have: A collaboration team Team norms developed Data-based decision-making protocols to guide instruction and practice	Few administrators and teaching staff have: A collaboration team Team norms developed Data-based decision-making protocols to guide instruction and practice	Collaboration teams and norms are being developed.	No collaborative teams have been established
Component 2: Collaboration Time				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Collaboration time is built into the schedule and is available and utilized multiple times throughout the week.	Collaboration time is built into the schedule and is available and utilized on a weekly or bi-weekly basis.	Collaboration time is built into the schedule and is available and utilized on a monthly basis.	No collaboration time is built into the schedule.	

Component 2: Collaboration Process and Content				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The collaboration process directly impacts teacher instruction and practice. It clarifies what to teach, how to assess, and how to improve instruction through reflection, coaching and feedback between team members using multiple sources of data.	The collaboration process somewhat impacts teacher instruction and practice. It clarifies what to teach, how to assess, and how to improve instruction through reflection, coaching and feedback between team members using multiple sources of data.	The collaboration process has limited impact on teacher instruction and practice. It begins to clarify what to teach, how to assess, and how to improve instruction but has limited peer coaching and feedback.	The collaboration process is very general and may not help to clarify instructional content, strategies, or assessment. Classroom practices may not be impacted, and peer coaching and feedback does not occur.	The collaboration discussion depends on the individual teachers involved. It may or may not be focused on instruction and classroom practice. Data is not considered.

Data-Based Decision Making				
Component 1: Structures for Data-Based Decision Making				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
There are teams set in place to conduct data-based decision making at each level: **At the district level** **At the building level** **At the instructional level**	There are teams set in place to conduct data-based decision making at SOME level: At the district level At the building level At the instructional level	There are INFORMAL teams set in place to conduct data-based decision making at SOME level: At the district level At the building level At the instructional level	Data-based decision making at any level is inconsistent with members and meeting.	There are no identified teams to meet and make data-based decision making.
All teams have a clear and consistent understanding of their roles and responsibilities to analyze, interpret, and report data to help make informed decision about the implementation, effectiveness of the curriculum and instruction.	All teams understand their roles and responsibilities to analyze, interpret, and report data to help make informed decision about the implementation, effectiveness of the curriculum and instruction.	Teams have a vague understanding of their roles and responsibilities in analyzing, interpreting, and reporting data to inform the decision-making process.	Teams are developing their understanding of their roles and responsibilities in analyzing, interpreting, and reporting data to inform the decision-making process.	There are no teams or common understanding of the roles and responsibilities of teams in making decisions.

Staff have a full and complete understanding on how to collect, interpret and report the results with students and families to help them understand the meaning and use of the data.	Staff have a GENERAL understanding on how to collect, interpret and report the results with students and families to help them understand the meaning and use of the data.	Staff have a limited understanding on how to collect, interpret and report the results with students and families to help them understand the meaning and use of the data but is done inconsistently and infrequently.	Staff have an understanding on how to collect data but lack skills on how to interpret and report the results with students and families	Staff do not know how to analyze or interpret data.
Teams conducting decision making for academic and/or behavior at any level use data from AT LEAST 3 sources (universal screenings, diagnostic assessments, progress monitoring, etc.)	Teams conducting decision making for academic and/or behavior at any level use data from ONE OR TWO sources (universal screenings, diagnostic assessments, progress monitoring, etc.)	Teams conducting decision making for academic and/or behavior at any level use data from ONE source (universal screenings, diagnostic assessments, progress monitoring, etc.)		There are no team meetings to conduct decision making for either academic and/or behavior.

Component 4: Data-based Decision Making for Improving Intensive Instruction				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
An identified team meets consistently and regularly to analyze academic and behavioral data from groups receiving intensive instruction.	An identified team meets consistently and regularly to analyze academic OR behavioral data from groups receiving intensive instruction.	A team meets INCONSISTENTLY analyze academic and/or behavioral data from groups receiving intensive instruction.	The administration reviews data for academics and/or behavior.	There is no data-based decision making for intensive instructional courses.
To make data-based decision making for those students receiving supplemental instruction, the following data is used by the team: Universal Screenings Progress Monitoring Diagnostic Assessments	To make data-based decision making for those students receiving supplemental instruction, the following data is used by the team: Universal Screenings Diagnostic Assessments	Administration makes decisions based on: Universal Screenings Progress monitoring.	System level decision making is based on universal screening data only.	

Integration and Sustainability				
Component 1: Policies and Resources are Aligned within the System				
Level 1	Level 2	Level 3	Level 4	Level 5
Policies and decisions regarding curriculum, instruction, scheduling, staffing, and community involvement are based upon current evidence regarding effective practice.	Policies and decisions regarding curriculum, instruction, scheduling, staffing, and community involvement are MOSTLY based upon current evidence regarding effective practice.	Policies and decisions regarding curriculum, instruction, scheduling, staffing, and community involvement are VAGUELY based upon current evidence regarding effective practice.	Policies and decisions regarding curriculum, instruction, scheduling, staffing, and community involvement are NOT based upon current evidence regarding effective practice.	
The implementation of MTSS is guided by a multi-year action plan that includes both academics and behavior	The implementation of MTSS is guided by an INFORMAL action plan that includes both academics and behavior.	The implementation of MTSS is guided by an INFORMAL action plan that includes academics OR behavior	The MTSS plan is in place for SPED only.	There is no action plan.
Component 2: Monitor and Ensure Sustainability				
Level 1	Level 2	Level 3	Level 4	Level 5
Formal process is in place to annually review the student data across all tiers, academics and behavior, and make necessary changes in the process for data-based decision making, data analysis, decision rules, and system responsiveness.	Informal process is in place to annually review the student data across all tiers, academics and behavior, and make necessary changes in the process for data-based decision making, data analysis, decision rules, and system responsiveness	Some process is in place to annually review the student data across all tiers, academics OR behavior, and make necessary changes in the process for data-based decision making, data analysis, decision rules, and system responsiveness	Limited process is in place to review some of the data and limited changes can be made.	There are no processes in place to review and improve the system.

There is a formal process to monitor the fidelity of implementation, outcomes, and sustainability of all MTSS principles and practices of both academics and behavioral to ensure positive changes are made.	There are SOME process in place to monitor the fidelity of implementation, outcomes, and sustainability of all MTSS principles and practices of both academics and behavioral to ensure positive changes are made.	There are SOME process in place to monitor the fidelity of implementation, outcomes, and sustainability of all MTSS principles and practices of academics OR behavioral to ensure positive changes are made.	Protocols and routines are being developed to monitor the fidelity of implementation.	There are not protocols processes, or routines in place or in development.
Component 2: Professional Development				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
There is a formal professional development plan for staff and administrators that includes direct support tied to the practices, implementation, and refinement of MTSS for academics and behavior.	There INFORMAL professional development for staff and administrators that includes direct support tied to the practices, implementation, and refinement of MTSS for academics and behavior.	Professional development addresses MTSS issues but lack intentional, systematic planning to provide direct support.	Professional development does not address any MTSS issues or provide any direct support.	There is no professional development
The leadership team works actively to increase staff motivation and capacity to be involved in the decision making and leading from within.	The leadership team works to increase staff motivation and capacity to be SOMEWHAT involved in the decision making.	Leadership informally involves the staff in decision making.	Administration informally involves staff on some decision making.	There is no group decision making.

WFPS - SHS Multiple Tiered System of Supports (MTSS)

Targeted Learning Sessions

Multiple Tiered System of Supports is a framework that not only addresses the students' needs, but it also provides a way for teachers to support student needs. The framework is structured on systematic processes and practices that are aligned across the board to meet the students' needs overall and does not just focus on one area or in one setting.

Purpose of Targeted Learning Sessions:

In order to build capacity and ensure fidelity and sustainability of the MTSS behavior pathway, the focus must begin with the teachers as they are at the frontlines of implementation. The purpose of the Targeted Learning Sessions is to provide teachers with intentional and meaningful support to assist them with their individual concerns regarding the implementation of the MTSS behavior pathway. The sessions are designed and based on the Stages of Concern Questionnaire (SoCQ) that teachers were asked to take as a means to provide insight into their feelings, perceptions, and concerns regarding implementing the pathway.

Types of Learning Sessions:

The learning sessions will be designed in a way to address the entire teacher population, address smaller groups, or address the individuals based on the teachers' SoCQ (Awareness, Informational, Personal, Management, Consequence, Collaboration, and Refocusing). Each session will vary in frequency, increasing as more support is needed (the lower stages will mean more support). A tentative schedule is outlined below for each of the following sessions. Informal sessions targeting specific stages of concern are outlined in a table following the calendar.

> **Formal Session** – To be conducted one time per month during scheduled prep-time meetings. Teachers will be asked to fill out an exit slip to guide Informal Sessions.
> **Informal Session** – To be conducted during the week after the formal session is held on an individual or group basis as needed.
> **Impromptu Sessions** – To be conducted on an 'as needed' basis with no set times or sessions planned. Formal and informal session information may be used.

Targeted Learning Session Schedule

Date	Type of Session	Focus
August 23 & 24	Formal Session	Introduction wat MTSS Behavior pathway is, and introduction to what we have done, a brief discussion of what the timeline is for implementation of the MTSS behavior pathway and what it looks like for teachers at the first level of behavior, responses and interventions Teachers will be asked to participate it the SoC survey and to fill out an exit slip asking them what their concern is regarding level on behavior, responses, interventions, and implementation MTSS behavior pathway.
August 29-September 11	Informal & Impromptu Sessions	Group or individual meetings may be held based on the results of the exit slip or on an as needed basis of the teacher.
September 12	Formal Session	A follow-up review of level one behaviors, responses and interventions will take place. Following, an introduction of level three behaviors, responses, and interventions will be the focus of discussion. Teachers will be asked to fill out an exit slip asking them what their concern is regarding level on behavior, responses, interventions, and implementation MTSS behavior pathway.
September 14- October 2	Informal & Impromptu Sessions	Group or individual meetings may be held based on the results of the exit slip or on an as needed basis of the teacher.
October 3	Formal Session	A follow-up review of level two behaviors, responses and interventions will take place. Following, an introduction of level three behaviors, responses, and interventions will be the focus of discussion. Teachers will be asked to fill out an exit slip asking them what their concern is regarding level on behavior, responses, interventions, and implementation MTSS behavior pathway.
October 5 – November 6	Informal & Impromptu Sessions	Group or individual meetings may be held based on the results of the exit slip or on an as needed basis of the teacher.
November 7	Formal Session	A follow-up review of level three behaviors, responses and interventions will take place. Following, an introduction of level four behaviors, responses, and interventions will be the focus of discussion. Teachers will be asked to fill out an exit slip asking them what their concern is regarding level on behavior, responses, interventions, and implementation MTSS behavior pathway.
November 9-20	Informal & Impromptu Sessions	Group or individual meetings may be held based on the results of the exit slip or on an as needed basis of the teacher.

Informal Learning Sessions

Stages of Concern	Brief Description	Lessons to Guide Change:
Stage 0: Awareness	No concern or involvement in MTSS.	Objective: Teachers will be able to identify what the MTSS behavior pathway is and the basic components: - To help identify and support students in need of behavioral (social and emotional) supports - Universal screening, data-based decision making, targeted interventions, and progress monitoring Time: 10-15 minutes Format: Small Group Discussion This discussion will only provide the basics to entice but not overwhelm the teacher. Teachers will be encouraged to ask questions or clarifications as needed. The information brochure that is given to families and new students will be provided.
Stage 1: Informational	There is a general awareness and interest in acquiring more detailed information regarding MTSS (what does it look like? and how do you use it?).	Objective: Teachers will be able to identify ways in which the MTSS behavior pathway relates to their current practices (similarities and differences). Time: 10-15 minutes Format: Group Discussion Walk teachers through the MTSS behavior pathway and what that looks like with the screening and the tiered interventions. Provide insight with how that looks like at the classroom and school level.
Stage 2: Personal	There is concern about how MTSS will impact them regarding their routines, responsibilities, practices, and their ability to implement it.	Objective: Teachers will be able to understand that they have or will have the ability to implement the MTSS behavior pathway through the support of their peers, coaches, and administration team. Time: 10-15 minutes Format: Individual or Small Group Discussion Teachers will have the opportunity to have personal conversations with others who have transitioned to the next stage of concern, the MTSS coach, or administration to discuss their concerns. Encouragement and Reinforcement of their adequacy and ability to implement MTSS will be provided. Any additional information needed will also be provided.

Stage 3: Management	There is concern about the time needed to prepare, a sense of lacking expertise, and may find it difficult to move to the next stage of concern.	Objective: Teachers will be able to address their 'how to' questions and concerns. Time: 10-15 minutes Format: Individual or Small Group Discussions Clarification about any of the steps or components regarding the MTSS behavior pathway will be provided. In addition, any 'how to' questions or concerns will be addressed.
Stage 4: Consequence	There is concern about the impact that MTSS will have on their classroom, their students, or others they are responsible for. The emphasis is on relevance to the students, the evaluation of outcomes, and impact on student performance.	Objective: Teachers will be able to understand how MTSS will impact their class/students and what the hope is for the outcomes for student performance. Time: 10-15 minutes Format: Individual and Small Groups Examples and research will be provided in relation to the need for MTSS behavior pathway based on our student data. Additionally, data and examples of other schools will be provided to give impact and relevance of MTSS. Teachers will be asked if they would like to share their knowledge and skills with others.
Stage 5: Collaboration	There is concern about how to relate what they are doing with what others are doing regarding MTSS and being able to collaboration and cooperate with to others to improve student performance.	Objective: Teachers will able to develop their skills by working collaboratively with others who are interested. Time: As needed Format: Small Groups Teachers will collaborate with others to continue to develop their own skills with the MTSS behavior pathway. They will have full access to the MTSS coach. Teachers will be asked if they would be interested in assisting others in developing their knowledge and skills.

Stage 6: Refocusing	There are major changes based upon the exploration of more universal benefits of the innovation and may begin to develop new ideas and strategies to improve MTSS.	Objective: Teachers will be able to research and test new ideas and strategies with students and have access to any available resources they need to refine their ideas. Time: As needed Format: Individual or Small Groups Teachers will be able to work individually or in a small group to research and test new ideas or strategies they believe will help with the MTSS behavior pathway. They will have full access to resources and support from the MTSS coach. Teachers will be asked when they would like to share their information with others and if would be interested in assisting others in developing their knowledge and skills.

Stages of Concern Questionnaire

Name (optional):

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the adoption process.

The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years' experience using them. Therefore, **many of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time.** For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.   0 1 2 3 4 5 ⑥ 7

This statement is somewhat true of me now.   0 ① 2 3 4 5 6 7

This statement is not at all true of me at this time.   ⓪ 1 2 3 4 5 6 7

This statement seems irrelevant to me.   ⓪ 1 2 3 4 5 6 7

Please respond to the items in terms of **your present concerns,** or how you feel about your involvement with **this** innovation. We do not hold to any one definition of the innovation so please think of it in terms of your own perception of what it involves. Phrases such as "this approach" and "the new system" all refer to the same innovation. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with the innovation.

Thank you for taking time to complete this task.

0	1 2	3 4 5	6 7
Irrelevant	Not true of me now	Somewhat true of me now	Very true of me now

Circle one number for each item.

1. I am concerned about students' attitudes toward the innovation.	0 1 2 3 4 5 6 7
2. I now know of some other approaches that might work better.	0 1 2 3 4 5 6 7
3. I am more concerned about another innovation.	0 1 2 3 4 5 6 7
4. I am concerned about not having enough time to organize myself each day.	0 1 2 3 4 5 6 7
5. I would like to help other faculty in their use of the innovation.	0 1 2 3 4 5 6 7
6. I have a very limited knowledge of the innovation.	0 1 2 3 4 5 6 7
7. I would like to know the effect of the innovation on my professional status.	0 1 2 3 4 5 6 7
8. I am concerned about conflict between my interests and my responsibilities.	0 1 2 3 4 5 6 7
9. I am concerned about revising my use of the innovation.	0 1 2 3 4 5 6 7
10. I would like to develop working relationships with both our faculty and outside faculty using this innovation.	0 1 2 3 4 5 6 7
11. I am concerned about how the innovation affects students.	0 1 2 3 4 5 6 7
12. I am not concerned about the innovation at this time.	0 1 2 3 4 5 6 7
13. I would like to know who will make the decisions in the new system.	0 1 2 3 4 5 6 7
14. I would like to discuss the possibility of using the innovation.	0 1 2 3 4 5 6 7
15. I would like to know what resources are available if we decide to adopt the innovation.	0 1 2 3 4 5 6 7
16. I am concerned about my inability to manage all that the innovation requires.	0 1 2 3 4 5 6 7
17. I would like to know how my teaching or administration is supposed to change.	0 1 2 3 4 5 6 7
18. I would like to familiarize other departments or persons with the progress of this new approach.	0 1 2 3 4 5 6 7

0	1 2	3 4 5	6 7
Irrelevant	Not true of me now	Somewhat true of me now	Very true of me now

Circle one number for each item.

19. I am concerned about evaluating my impact on students.	0 1 2 3 4 5 6 7
20. I would like to revise the innovation's approach.	0 1 2 3 4 5 6 7
21. I am preoccupied with things other than the innovation.	0 1 2 3 4 5 6 7
22. I would like to modify our use of the innovation based on the experiences of our students.	0 1 2 3 4 5 6 7
23. I spend little time thinking about the innovation.	0 1 2 3 4 5 6 7
24. I would like to excite my students about their part in this approach.	0 1 2 3 4 5 6 7
25. I am concerned about time spent working with nonacademic problems related to the innovation.	0 1 2 3 4 5 6 7
26. I would like to know what the use of the innovation will require in the immediate future.	0 1 2 3 4 5 6 7
27. I would like to coordinate my efforts with others to maximize the innovation's effects.	0 1 2 3 4 5 6 7
28. I would like to have more information on time and energy commitments required by the innovation.	0 1 2 3 4 5 6 7
29. I would like to know what other faculty are doing in this area.	0 1 2 3 4 5 6 7
30. Currently, other priorities prevent me from focusing my attention on the innovation.	0 1 2 3 4 5 6 7
31. I would like to determine how to supplement, enhance, or replace the innovation.	0 1 2 3 4 5 6 7
32. I would like to use feedback from students to change the program.	0 1 2 3 4 5 6 7
33. I would like to know how my role will change when I am using the innovation.	0 1 2 3 4 5 6 7
34. Coordination of tasks and people is taking too much of my time.	0 1 2 3 4 5 6 7
35. I would like to know how the innovation is better than what we have now.	0 1 2 3 4 5 6 7

Please complete the following:

1. How long have you been involved with the innovation, not counting this year?
Never ___   1 year ___   2 years ___   3 years ___   4 years ___   5 years or more

2. In your use of the innovation, do you consider yourself to be a:
non-user ___   novice ___   intermediate ___   old hand ___ past user ____

3. Have you received formal training regarding the innovation (workshops, courses)?
Yes ____   No ____

4. Are you currently in the first or second year of use of some major innovation or program other than this one?
Yes ____   No ____

If yes, please describe briefly:

_____

_____

_____

Thank you for your help!

Stages of Concern Questionnaire (SoCQ 075) is available in the following SEDL publications:

George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2006). *Measuring implementation in schools: The stages of concern questionnaire* (Rev. ed.) (Appendix A, pp.79-82 and as a PDF document on an accompanying CD-ROM.) Austin, TX: Southwest Educational Development Laboratory.

George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2006). *Stages of Concern Questionnaire (SoCQ) online.* Available from http://www.sedl.org/pubs/catalog/items/cbam21.html

Hord, S. M., Rutherford, W. L., Huling, L., & Hall, G. E. (2006). *Taking charge of change* (Rev. ed.) (pp. 48-49). Austin, TX: Southwest Educational Development Laboratory.

APPENDIX G: EXIT SLIP

Regarding the information you received today regarding the MTSS behavior pathway, please answer the following questions. This will help us plan for future sessions.

1. What did you learn today?

2. What are your concerns with the MTSS behavior pathway?

3. What else do you want to tell us regarding the implementation of the MTSS behavior pathway?

APPENDIX H: IMPLEMENTING THE MTSS BEHAVIOR PATHWAY (FINAL

SURVEY)[1]

1. Have you used the MTSS behavior pathway in your classroom?

2. Please describe your experience using the components of the MTSS behavior pathway

3. How useful were the MTSs behavior pathway documents in supporting your efforts?

4. What impact did the training you received have on your ability to implement the MTSS behavior pathway?

5. What barriers have you experienced to implementing the components of the MTSS behavior pathway in your classroom?

6. What changes, if any have you noticed in students' behavior as a result of the MTSS behavior pathway implementation?

7. What additional training do you think would be helpful regarding the MTSS behavior pathway, if any?

8. What additional support, if any, would help you to better implement the MTSS behavior pathway?

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[1] https://docs.google.com/forms/d/e/1FAIpQLSetDjTRoTDhBaNHu_HKTE-F_Vlyd7MrSaGUjQkznFRWk5TC8Q/viewform?usp=pp_url&entry.310898565=Yes&entry.1922990074=+asd&entry.1062003481=asd&entry.660228964=asd&entry.1563597563=asd&entry.1153578840=asd&entry.367597971=asd&entry.1528106476=ads