

# COMTSS Practice Profiles



## Component: Team-Driven Shared Leadership



### Definition

Teaming processes and structures that focus on distributing responsibility and shared decision-making across and within regions, districts, and schools to effectively design and use systems of training, coaching, resources, implementation, and evaluation.

### Consideration to desired outcomes

Team-driven shared leadership creates authentic opportunities for shared responsibility, buy-in, and inclusivity that contribute to alignment and cohesion across the educational system in support of effective and sustainable implementation of MTSS and positive learner outcomes.

Regional Expected Use in Practice	
1.1	The COMTSS Regional Implementation Team includes key representative voices from internal and/or external stakeholders who support implementation capacity efforts, creates a common vision, and uses organizational structures and processes.
1.2	The COMTSS Regional Implementation Team ensures time and resources are allocated to identify the needs of the region as a whole, and develop a regional coaching system that provides ongoing, high-quality professional learning for themselves as a team and for districts.
1.3	The COMTSS Regional Implementation Team allocates resources and uses implementation stage activities to build district capacity to implement and evaluate COMTSS implementation across the region.
1.4	The COMTSS Regional Implementation Team uses a communication plan to promote COMTSS.
1.5	The COMTSS Regional Implementation Team supports districts in analyzing and aligning district initiatives and needed decision making teams at all levels.

# COMTSS Practice Profiles



## Component: Data-Based Problem Solving and Decision Making



### Definition

A continuous improvement process used by teams to collect, analyze, and evaluate information to inform decision making at the system and student levels.

### Consideration to desired outcomes

Data-based problem solving and decision making ensures evidence guides effective and efficient decision making at the system and student levels.

### Regional Expected Use in Practice

2.1	<p>The Regional Implementation Team uses an effective continuous improvement process that includes all the following:</p> <ul style="list-style-type: none"> <li>Needs are assessed by aggregating relevant district data throughout the region to determine district needs and resource allocation within the region.</li> <li>Problem analysis (including root cause and contributing factors) is conducted to prioritize needs and define measurable goals for the region.</li> <li>Selection and alignment processes are used to identify strategies to achieve identified goals.</li> <li>Implementation and evaluation plans are used to ensure effective implementation, anticipating, and responding to barriers, and monitoring for adjustments needed to achieve intended outcomes.</li> <li>Resources are mapped, aligned, and reallocated in response to plans and outcomes (e.g., fiscal, personnel, time, facilities).</li> </ul>
2.2	<p>The COMTSS Regional Implementation Team ensures time and resources are allocated to support and evaluate ongoing, high-quality professional learning for districts on continuous data-based problem solving and decision-making.</p>
2.3	<p>The COMTSS Regional Implementation Team uses multiple types of data, including coaching effectiveness data to inform decision-making, implementation, and evaluation at the systems level across the region.</p>
2.4	<p>The COMTSS Regional Implementation Team collects and analyzes regional capacity data and supports districts in their collection of capacity and implementation data at least twice a year for the purpose of examining trends and systemic issues.</p>
2.5	<p>The COMTSS Regional Implementation Team selects, uses, and maintains an efficient data management system that provides information for continuous improvement to support the scale up of COMTSS across the region.</p>

# COMTSS Practice Profiles



## Component: Family, School, and Community Partnerships



### Definition

Families, early-childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.

### Consideration to desired outcomes

Family, school, and community partnerships (FSCP) positively impact academic and behavioral student outcomes (earn higher grades or test scores, graduate from high school and attend post-secondary education, develop self-confidence and motivation in the classroom, have better social skills and classroom behavior).

### Regional Expected Use in Practice

Regional Expected Use in Practice	
3.1	The COMTSS Regional Implementation Team supports FSCP implementation by providing district guidance on the use of the FSCP Self-Assessment Rubric User's Guide and how to include high impact FCSP strategies in their district's Unified Improvement Plan (UIP) or strategic plan.
3.2	The COMTSS Regional Implementation Team provides guidance to districts about resources for high quality professional learning in effective FSCP practices.
3.3	The COMTSS Regional Implementation Team utilizes multiple means for two-way communication with regional districts and community agencies to create an inclusive culture.
3.4	The COMTSS Regional Implementation Team supports districts in designing capacity-building opportunities for families to be active partners and help inform the district's family engagement policy.
3.5	The COMTSS Regional Implementation Team supports districts in their development of a communication plan to inform families about their assessment practices.

# COMTSS Practice Profiles



## Component: Comprehensive Screening and Assessment System



### Definition

A Comprehensive Screening and Assessment System is the coordinated effort of gathering information across multiple measures to support decision making at the system and student level for the whole child.

### Consideration to desired outcomes

A comprehensive assessment system contributes to an outcomes-driven approach that includes structured monitoring and evaluation with a commitment to continuous improvement.

Regional Expected Use in Practice	
4.1	The COMTSS Regional Implementation Team allocates resources to support districts in creating a comprehensive assessment system that is proactive, responsive, and equitable.
4.2	The COMTSS Regional Implementation Team secures high-quality professional learning to support the creation of a comprehensive assessment system.
4.3	The COMTSS Regional Implementation Team supports districts in developing a process to select and deselect outcome, fidelity, and capacity assessments.
4.4	The COMTSS Regional Implementation Team supports districts in the use of outcome, capacity, and fidelity measures.
4.5	The COMTSS Regional Implementation Team develops and uses a written process for monitoring implementation fidelity of regional initiatives to support district capacity.

# COMTSS Practice Profiles



## Component: Layered Continuum of Supports – Evidence Based Practices, Instructions and Interventions



### Definition

Ensuring that every student receives equitable whole child supports that are evidence based, culturally responsive, matched to need, and developmentally appropriate through layered supports.

### Consideration to desired outcomes

The framework of a multi-tiered approach provides for efficient, effective, and equitable allocation of resources within the education system. When appropriately used, the tiers support each learner in experiencing success by meeting their unique needs.

Regional Expected Use in Practice	
5.1	The COMTSS Regional Implementation Team supports districts in strategic planning as they incorporate community agency services and other evidence-based interventions into their Layered Continuum of Supports.
5.2	The COMTSS Regional Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning on Layered Continuum of Supports that integrates internal and external supports.
5.3	The COMTSS Regional Implementation Team develops and uses a written process to select and deselect evidence-based practices that aligns with regional and district priorities (e.g., Hexagon Tool).
5.4	The COMTSS Regional Implementation Team provides districts with guidance on how to prioritize prevention and distribute resources equitably across a tiered framework.
5.5	The COMTSS Regional Implementation Team creates a data-based process that determines the level of tiered support to districts using the regional coaching system.
5.6	The COMTSS Regional Implementation Team provides guidance to districts on how to provide a continuum of strategies used to intensify interventions within tiers based on school, staff, and learner needs.