

UNIVERSITY OF FINDLAY/ HANCOCK COUNTY ESC iMTSS MINIGRANT

Bridging Teacher Preparation & District Practice Through Collaborative Learning About iMTSS

Aligning University Coursework and K-12 Clinical Experiences to Strengthen the
Candidate Pipeline

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Session Agenda & Roadmap

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Grant Objectives & Vision

Goals for aligning teacher prep with K-12 district iMTSS practice

2

MTSS vs. iMTSS Paradigm Shift

Transitioning from siloed RTI to Ohio's integrated support framework

3

Grant Timeline & Milestones

Sequence of events from April 2026 launch through Fall implementation

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Professional Development Overview

Key takeaways & expert guidance from facilitator Dr. Tess Bailey

5

Vocabulary Calibration Exercise (Interactive Activity)

Interactive Partner Activity: Aligning pre-service and district language

6

Key Advantages of K-16 Partnerships When Addressing Educational Change

Identifying key advantages to being at the same table when change is discussed

7

Facilitator Resources & Toolkit

Accessing research, intervention tools, and Google Drive resources

Grant Objectives: Aligning Teacher Prep with District iMTSS Needs

01

Cohesive Pipeline

Bridge Higher Ed & K-12

Ensure teacher candidates enter district classrooms fluent in Ohio's iMTSS framework, reducing onboarding gaps between pre-service theory and in-service execution.

02

Curricular Integration

Embed Subskills into Syllabi

Infuse Student Learning Components and Adult Implementation Components into existing coursework rather than treating iMTSS as an isolated, standalone topic.

03

Shared Ownership

Collaborative Action Planning

Establish a joint crosswalk with district leaders to map where competencies are Introduced ('I') in campus lectures vs. Mastered ('M') during clinical placements.

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The Paradigm Shift: Transitioning from Legacy MTSS to Ohio's iMTSS Model

TRADITIONAL MTSS / RTI

- Rooted strictly in Response to Intervention (RTI) academic testing.
- Nested inside the Ohio Improvement Process (OIP).
- Rigid Three-Tier Pyramid where students were categorized or 'lived'.
- Academic and non-academic (behavioral/mental health) supports ran in parallel, isolated tracks.

OHIO'S INTEGRATED MTSS (iMTSS)

- ✓ Full Integration across domains (academics, behavior, mental health, and wellness).
- ✓ Broader, proactive reach for all students prior to intervention failure.
- ✓ Instructional coherence across Tier 1, Tier 2, and Tier 3 supports.
- ✓ Standardized structure backed by stronger state-level infrastructure.
- ✓ Clear collective ownership across higher ed faculty, district leaders, and teachers.
- ✓ Support the needs of those performing above grade level

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Grant Timeline & Sequence of Events

APRIL 2026

Organization & Forum Attendance

Secured PD provider, set meeting schedules, and attended Ohio's Integrated MTSS (iMTSS) Forum.

MAY 2026

Initial Team Meetings & Calibration

Established subskills approach for teacher prep; conducted initial vocabulary calibration exercise.

JUNE 2026

PD & Facilitator Guidance

Engaged Dr. Tess Bailey for guidance on implementation actions, resources, and approach evaluation.

FALL 2026

Implementation & Action Steps

Reviewing course crosswalks, documenting evidence in syllabi, and executing EPP-district actions.

Professional Development Overview: Expert Guidance for Higher Ed from Dr. Tess Bailey

The Subskills Approach

Focus on embedding iMTSS student learning components and adult implementation components into existing courses, rather than teaching iMTSS as an isolated subject.

Pre-Integration Baseline (Higher Ed)

Conducted a pre-integration state survey and Strengths & Weaknesses Analysis (SWA) to pinpoint where candidates need stronger foundational exposure.

Fidelity & Coherence

Emphasized aligning Tier 1 high-quality instruction with increasingly intensive Tier 2/3 interventions and behavioral/academic IEP goal development.

Interactive Activity: Vocabulary Calibration Exercise

PARTICIPANT ACTIVITY (10 MINS): Pair Up (1 University Faculty + 1 K-12 District Leader)

Terms to Compare / Discuss

- Accommodations vs. Modifications
- Behavioral supports
- Core instruction
- Data-based decision making
- Differentiation
- Data
- Direct/Explicit instruction
- Evidence-based practice
- Fidelity of implementation
- Formative assessment
- High-quality data
- Intervention
- Monitoring progress vs. Progress monitoring
- MTSS vs. IMTSS
- PBIS
- Tier 1, Tier 2, & Tier 3
- Tiered instruction
- Universal screening

Discussion & Action Questions

1. Which words or ideas seemed most out of alignment at your table?
2. Choose one term to focus on. Discuss how different interpretations of this term this could create difficulty for teachers and students.
3. Generate ideas for communicating key ideas associated with iMTSS in a clear and cohesive manner in your educational context so that everyone involved is on the same page

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University & District Action Steps: Syllabi & Field Placements

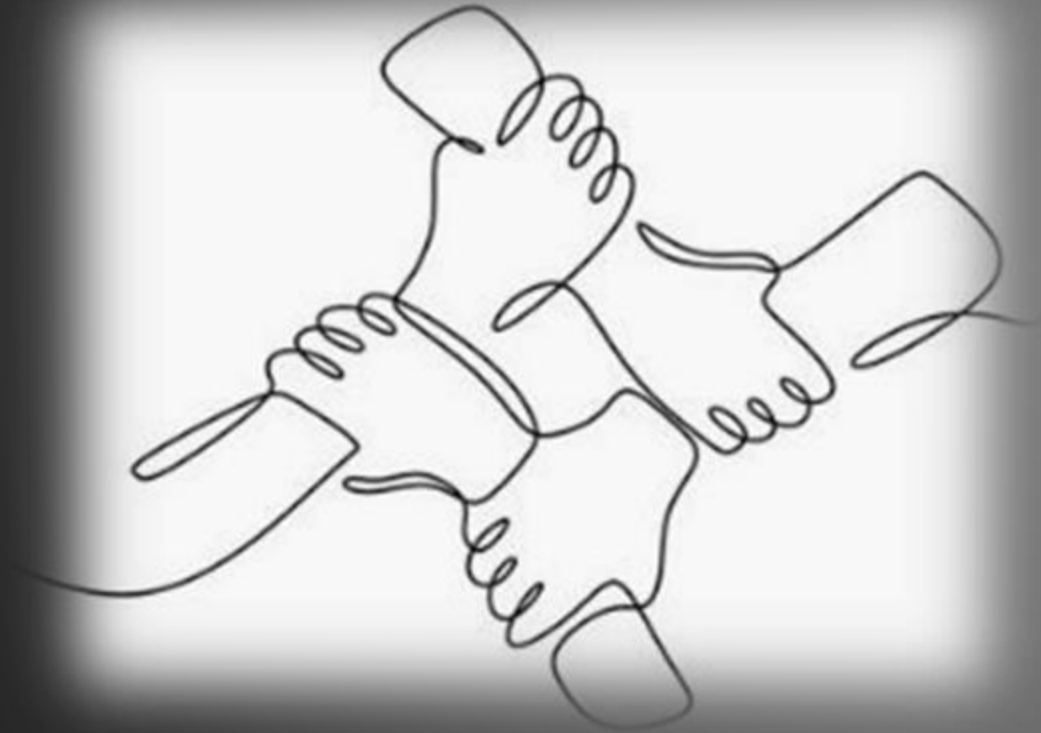
UNIVERSITY / FACULTY ACTION STEPS

- **Curricular Assessment**
- **Curricular Embedding:** Integrate iMTSS 'subskills' into existing professional education methods courses.
- **Syllabus Formatting:** Add an explicit iMTSS alignment column in standards tables and course schedules.
- **Evidence Collection:** Gather sample syllabi with updated objectives for licensure review.

K-12 DISTRICT LEADERSHIP ACTION STEPS

- **Establish collective responsibility and collaboration**
- **Integrate ALL systems**
- **Create a culture focused on actionable inquiry (rather than compliance-based data collection)**
- **Analyze environmental and systematic factors**
- **Create unified, proactive continuum across tiers**

Key Advantages of K-16 Partnerships When Addressing Educational Change



- ✓ **Shared understanding:** Align teacher preparation and professional learning with Ohio's IMTSS framework
- ✓ **Real world Practice:** Teacher candidates learn screening, progress monitoring, and team-based problem-solving alongside educators.
- ✓ **Stronger support for teachers:** Universities and schools co-develop resources and address implementation challenges.
- ✓ **Continuous improvement:** Use classroom experiences and student data to strengthen practices and coursework.
- ✓ **Lasting capacity:** Prepare new teachers to support academic and non-academic student needs.

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Key Advantages of K-16 Partnerships When Addressing Educational Change - Continued

- Recognize that administrators are the linchpin to successful implementation of iMTSS
- Include information about the iMTSS framework and best practices for implementation in EdAdmin programs
- Partner with ESCs and local districts to gather feedback on needs/ resources for K-12 implementation
- Provide supports and resources for local administrators

Administrative Training & Implementation



Facilitator Resources & Implementation Toolkit

Research, Guidance, and Practical Tools Provided by Dr. Tess Bailey



Thank you for attending our presentation!

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