

# Introduction

# Collaborative Partnership to Advance Student Success (COMPASS) In Minnesota Multi-Tiered System of Support (MnMTSS) Professional Learning Catalog 2025-26

This document outlines the COMPASS/MnMTSS professional learning pathways available during the 2025-26 school year. COMPASS pathways are available to all districts, Tribally controlled schools, and charter schools in Minnesota. State legislative allocations allow COMPASS statewide and regional teams to provide these high-caliber professional learning opportunities with aligned support **at no cost to districts, schools, or participants**. All COMPASS/MnMTSS pathways are designed to be participatory learning experiences; participants should come prepared to engage in discussion and planning with colleagues. Continuing Education Units (CEUs) will be available upon completion of the sessions.

**A COMPASS Pathway** is a clearly defined content-area professional learning opportunity aligned to COMPASS goal(s) that supports MnMTSS implementation and is consistently delivered and accessible across all regions. The pathways are developed by statewide content teams to include interactive professional learning courses that build participant knowledge and capacity. COMPASS Pathways bridge the gap between learning and implementation through aligned support that may include consultation, coaching, and/or technical assistance. In this way, COMPASS Pathways are designed to equip and support teams and leaders as they improve their systems.

## Additional Key Terms Defined:

**Aligned Support:** COMPASS pathways include aligned support to bridge the gap between learning and implementation. Aligned support may include readiness sessions before the courses begin as well as technical assistance, coaching, and/or consultation during and after completion of the main professional learning course. COMPASS pathway descriptions name the aligned support teams and leaders receive before, during and after the main course sessions.

**Asynchronous:** Asynchronous professional learning offerings do not require participants to gather at a scheduled time with facilitators. In many cases, asynchronous learning happens through recorded videos or digital platforms. Please note that while asynchronous learning opportunities allow for more flexible engagement, there may be deadlines for completion to ensure participants are prepared to get the most out of aligned supports. For this reason, we strongly encourage those engaging in asynchronous learning to schedule time in their calendars to do so.

**Cohort:** A cohort is a group of people that engage in a COMPASS pathway together in a way that allows for cross-agency collaboration and partnership. When a COMPASS pathway is described as a cohort experience, individuals and teams can expect to build relationships with others in the cohort and see them as collaborative partners whose ideas and experiences they can draw upon as they improve their systems.

**Community of Practice:** A community of practice is a space for professional growth, innovation, collective problem-solving around a specific topic to enhance student outcomes, and for cultivating collaborative relationships to sustain learning beyond the sessions. These sessions may include presentations by topic experts on best practices, meaningful discussions to deepen learning, sharing of insights, and collaborative solution-finding by a consistent group of members.

**Course:** A course is the portion of a COMPASS pathway that aims to build knowledge and capacity through professional learning sessions. A course can be accessed synchronously, asynchronously, or in a hybrid fashion. A course is interactive and may include opportunities for teams and individual participants to process learning together and begin work and planning for implementation.

**Hybrid:** Hybrid offerings include a combination of in-person and virtual sessions, or a combination of asynchronous and synchronous learning. For example, if teams gather in-person at regional hubs to receive support from Regional COMPASS team members as they engage with a synchronous virtual training, this would be considered a hybrid offering.

**In-Person:** These professional learning opportunities require participants and facilitators to gather in a common location in real-time.

**Networking Group:** A networking group is a space for members to exchange ideas, build professional relationships, and collaborate on initiatives. These sessions may include opportunities for interdisciplinary relationship-building, sharing of knowledge, discussions about emerging trends or innovations, and opportunities to collaborate on projects or advocacy. A networking group typically provides a balance of structured discussion and open networking.

**Session:** A session is a single instance of professional learning that is part of a larger course. A session has a clear agenda/outcomes and is completed in one day (with or without breaks). A session may be accessed synchronously, asynchronously, or in a hybrid fashion.

**Synchronous:** Synchronous professional learning offerings require participants to engage with facilitators at a scheduled time. Although synchronous learning happens in real-time, it may take place in-person or virtually over video conferencing platforms such as Microsoft Teams or Zoom. Whether in-person or virtual, synchronous learning opportunities expect full, uninterrupted, participatory engagement from participants.

**Virtual:** Virtual offerings take place online. These offerings may include webinars, virtual meetings, virtual panels or discussions, and more.

#### Attendance Membership Considerations:

The following are considerations for district and school leadership team memberships found within the MnMTSS Team Guidebook. It is recommended that you bring representatives from your team when attending MnMTSS Professional Learning. Within each session description, information on the intended target audience is provided.

**District Leadership Team (DLT) membership:** Superintendent or executive director, those responsible for behavioral health, special education, multilingual learners, curriculum and instruction, early learning, equity and inclusion, technology, business and finance, research and evaluation, and a representation of school principals and teachers. To ensure clear communication and support effective problem solving and decision-making, programs such as PBIS, Quality Compensation (Q Comp), grants, professional learning, and others should be proactively incorporated.

**School Leadership Team (SLT) membership:** The school leadership team should consist of staff responsible for behavioral health, general education, special education and school administration (e.g., assistant principal, deans and the school principal). Content specialists and school district staff responsible for programs such as PBIS and services for multilingual learners, grants and curriculum review should attend as needed to ensure clear communication and support effective problem-solving and decision-making.

**Questions or Feedback? Email:** [COMPASS.MDE@state.mn.us](mailto:COMPASS.MDE@state.mn.us)

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Please note that although pathways are grouped into strands based on the MnMTSS component of focus, MnMTSS is an integrated framework. As a result, all COMPASS/MnMTSS pathways will contain content and make connections across strands/MnMTSS components.

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MnMTSS

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Overview of MnMTSS</b></p> <p><b>MnMTSS Framework Alignment:</b> All Components</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This 30-60 minute session (tailored to the needs of the audience) provides background information on MnMTSS, including the development and construction of the framework. Attendees will learn about how the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT) tool aligns to the MnMTSS framework and supports districts in continuously improving their system. Presenters also discuss the resources and support available to districts as they begin or deepen MnMTSS implementation in their system.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: Pre-Session Consultation with MnMTSS Lead to understand the local context and ensure audience logistical needs are addressed.</li> <li>• <u>After</u>: Post-Session Consultation with MnMTSS Lead to address lingering questions and discuss readiness/next steps for implementation.</li> </ul>	<p>This pathway is ideal for <b>groups with district-level leadership roles</b> (e.g., district, or single charter/tribal school leadership teams, administrator communities of practice)</p> <p>This presentation is ideal for audiences that are new to MnMTSS and not familiar with the kind of support districts can receive through COMPASS.</p>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Introduction to MnMTSS (6-Session Course)</b></p> <p><b>MnMTSS Framework Alignment:</b> All Components and Subcomponents</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b></p> <ul style="list-style-type: none"> <li>→ Most other MnMTSS Professional Learning Pathways</li> <li>→ High-Quality Tier 1 Instruction Pathway</li> <li>→ School Climate Improvement within the MnMTSS Framework Pathway</li> </ul> <p><i>Recommended for several other pathways</i></p>	<p><b>Overview:</b></p> <p>This course is foundational to MnMTSS Implementation. Teams will unpack the five components of the MnMTSS framework and begin to get a clear picture of their own system in relation to each component and subcomponent. To do this, teams begin to gather systems data (e.g., assessment, initiative, and teams inventories) and complete the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Finally, teams use their SEMI-DLT results and the MnMTSS Action Planning Guide to create a focused plan for systems improvement to ensure equitable outcomes, access, and opportunities for the students and families they serve.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: In preparation for this course, a MnMTSS Lead will reach out to schedule readiness sessions with the team to ensure they are set up for success.</li> <li>• <u>During &amp; After</u>: MnMTSS Leads also provide coaching and technical assistance after each of the 6 sessions, including supporting teams as they develop a strong action plan.</li> </ul>	<p>This pathway is ideal for <b>district or single charter/tribal school leadership teams</b> that are interested in beginning to implement MnMTSS.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• New team members who have not previously completed the pathway</li> <li>• Teams seeking a refresher to calibrate their understanding of the MnMTSS framework and SEMI-DLT items for any reason (e.g., to address implementation drift)</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>System Leadership for MnMTSS Implementation</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 1: Infrastructure for Continuous Improvement</p> <p><b>Prerequisites:</b> <input checked="" type="checkbox"/> Introduction to MnMTSS Pathway</p> <p><b>Required For:</b> → Developing Successful Teams for MnMTSS Implementation → Leading School-Level Implementation of MnMTSS → Tier 2/Tier 3 Teams and Programming</p>	<p><b>Overview:</b> This course is highly recommended for district, charter and tribal schools interested in deep and sustainable implementation of MnMTSS and is required for districts receiving a MnMTSS grant.</p> <p>The course includes essential content for establishing a sustainable PreK-12 infrastructure. These include braiding funding streams, data-systems, handbook development, system-wide professional development, engaging all sites, communication, and system integrity.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: In preparation for this course, a MnMTSS Lead will reach out to schedule readiness sessions with the team to ensure they are set up for success.</li> <li>• <u>During/After</u>: MnMTSS Leads offer follow-up coaching and technical support to assist teams through action steps introduced during the live sessions.</li> </ul>	<p>This pathway is ideal for <b>district-level leadership teams inclusive of Superintendent and Executive Leadership</b> that recognize MnMTSS leadership and infrastructure are essential to the success and sustainability of their system. It is also required for MnMTSS grant districts.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• New team members who have not previously completed the pathway</li> <li>• Teams seeking a refresher to help them refine and optimize their leadership for MnMTSS implementation</li> </ul>



Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Developing Successful Teams for MnMTSS Implementation</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 1: Infrastructure for Continuous Improvement</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Introduction to MnMTSS Pathway</li> <li><input checked="" type="checkbox"/> System Leadership for MnMTSS Implementation Pathway</li> </ul> <p><b>Required For:</b></p> <ul style="list-style-type: none"> <li>→ Leading School-Level Implementation of MnMTSS</li> <li>→ Tier 2/Tier 3 Teams and Programming</li> </ul>	<p><b>Overview:</b> This course is highly recommended for district, charter and tribal schools interested in deep and sustainable implementation of MnMTSS and is required for districts receiving an MnMTSS grant.</p> <p>For teams interested in improving implementation of a successful linked team structure, this course builds on the team inventory started during the Introduction to MnMTSS six-session course, takes a deep dive into how teams need to be functioning for successful implementation of MnMTSS, and provides opportunity for local planning.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>● <u>Before:</u> In preparation for this course, a MnMTSS Lead will reach out to schedule readiness sessions with the team to ensure they are set up for success.</li> <li>● <u>During &amp; After:</u> MnMTSS Leads offer real-time coaching and technical support during each of the three live sessions and the focused work time that follows.</li> </ul>	<p>This pathway is ideal for <b>district-level leadership teams</b> that recognize MnMTSS team infrastructure is essential to the success and sustainability of their system. It is also required for MnMTSS grant districts.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>● New team members who have not previously completed the pathway</li> <li>● Teams seeking a refresher to help them refine and optimize their teaming infrastructure for MnMTSS implementation</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Unpacking Family and Community Engagement in the MnMTSS Framework</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 2: Family and Community Engagement</p> <p><b>Prerequisites:</b> None</p> <p><i>Highly Recommended:</i> <i>Introduction to MnMTSS Pathway</i></p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> During two 2-hour sessions, teams will dig into the seven essential elements (subcomponents) of Family and Community Engagement. Teams will have the opportunity to critically examine their current Family and Community Engagement practices and be introduced to available resources for improvement.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: In preparation for this course, a MnMTSS Lead will reach out to discuss readiness and ensure teams are set up for success.</li> <li>• <u>During &amp; After</u>: MnMTSS Leads will provide coaching and technical assistance, including supporting teams as they develop a strong action plan.</li> </ul>	<p>This pathway is ideal for <b>district-level leadership teams</b> interested in improving Family and Community Engagement in their system.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• New team members who have not previously completed the pathway</li> <li>• Teams seeking a refresher to help them calibrate their understanding of effective family and community engagement in order to refine and optimize this component of their system</li> </ul>









Tier 1

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>High Quality Tier 1 Instruction within the MnMTSS Framework</b></p> <p><b>MnMTSS Framework Alignment:</b> Subcomponent 3.1: Tier 1 (Core) Practices</p> <p><i>With connections to parts of the other four MnMTSS components</i></p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Introduction to MnMTSS Pathway</li> <li><input checked="" type="checkbox"/> SEMI-DLT Completion</li> </ul> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This yearlong virtual cohort is designed for districts that have completed the Introduction to MnMTSS Pathway and identified Tier 1 as an area of need through the SEMI-DLT.</p> <p>This learning experience will support district teams to: internalize <b>essential content and standards</b> to establish a bar for grade-level achievement; develop a <b>common understanding of excellent Tier 1 instruction</b> as a component of the MnMTSS Framework; practice planning <b>“just-in-time” instructional supports</b> for all students to access grade-level content; and develop strategies to ensure district priorities <b>promote effective practices</b> system-wide</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>● <u>Before</u>: In preparation for this course, a COMPASS team member will reach out to schedule a readiness session to ensure the team is set up for success.</li> <li>● <u>During &amp; After</u>: COMPASS team members will offer individualized support to districts between the monthly sessions, including partnering with districts to utilize the COMPASS Tier 1 Observation Tool.</li> </ul>	<p>This pathway is ideal for <b>district-level leadership teams OR a linked team responsible for decision-making about Tier 1 Teaching and Learning</b> (e.g., <i>Tier 1 Design Team</i>) from systems that have identified Tier 1 improvement as a priority.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>● New team members who have not previously completed the pathway</li> <li>● Teams seeking a refresher to calibrate their understanding of high-quality Tier 1 practices for any reason (e.g., to improve district alignment and outcomes or address implementation drift)</li> </ul>



# Data & Assessment Literacy

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Minnesota Data &amp; Assessment Literacy (MnDAL) Modules</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 4: Assessment</p> <p>Component 5: Data-Based Decision Making</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> A total of 35 modules (17 for educators and 18 for educational leaders) help educational professionals to build their knowledge around data and assessment literacy principles. Both educator and leader modules group learning into four strands: systems thinking, assessment literacy, formative assessment, and data use for continuous improvement and equity.</p> <p>MnDAL modules may be completed individually, in collaboration with a team, or as part of coordinated district-wide or school-wide professional learning.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: COMPASS will offer information sessions on a quarterly basis to support educators and leaders with launching their use of the modules.</li> <li>• <u>During</u>: COMPASS offers implementation resources such as roadmaps and facilitator guides to support teams using the modules for coordinated professional learning.</li> </ul>	<p>This pathway is ideal for <b>educators and leaders</b>.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• District or School Teams may benefit from completing these asynchronous modules as a group and processing together.</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Student Agency in Learning (SAIL)</b></p> <p><b>MnMTSS Framework Alignment:</b>  Subcomponent 1.3: Core Beliefs</p> <p>Subcomponent 3.1: Tier 1 (Core) Instruction</p> <p>Subcomponent 4.3: Progress Monitoring</p> <p>Subcomponent 4.4: Diagnostic Assessment</p> <p>Subcomponent 4.5: Outcomes Assessment for Summative Purposes</p> <p>Subcomponent 5.2: Educational Decision Making</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b>  This pathway will support leaders in enhancing the capacity of teacher teams to foster student agency in learning through the formative assessment process. This powerful practice involves a transformation in the role of teachers and students within the classroom. Participation in this pathway prepares educational leaders to lead teams of teachers through this work at your site.</p> <p>Upon implementing the SAIL virtual course and corresponding community of practice at your site, teachers will develop daily routines through effective formative assessment practices that support students to shift from being compliant learners who are waiting to be told what to do, to learners who have ownership over their learning, and new skills that allow them to guide their own next steps in learning.</p> <p>Each leadership team should have a team of teachers in mind to engage in this work throughout the school year 2025-26. This might be one subject of teachers, or a grade level. With strong collaborative structures in place, an entire school could participate. Teachers will complete five asynchronous modules, about 2 hours each, followed by a monthly local community of practice session at each SAIL site</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: COMPASS will facilitate a launch session(s) for leaders and facilitators.</li> <li>• <u>During &amp; After</u>: SAIL Facilitators will come together for a monthly facilitator community of practice led by COMPASS.</li> </ul>	<p>This pathway is ideal for <b>Instructional coaches, Building Leadership Teams and/or District Leadership Teams</b> who would lead the work of a group of teachers</p>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Equitable Grading Policies &amp; Practices</b></p> <p><b>MnMTSS Framework Alignment:</b> Subcomponent 1.3: Core Beliefs</p> <p>Subcomponent 4.1: System Evaluation</p> <p>Subcomponent 4.5: Outcomes for Summative Purposes</p> <p>Subcomponent 5.2: Educational Decision Making</p> <p><b>Prerequisites:</b> <input checked="" type="checkbox"/> Formation of District Leadership and/or School Leadership team</p> <p><i>Highly Recommended: Introduction to MnMTSS Pathway</i></p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> Participants will engage in extended learning around the MnDAL Leaders Module 8: Equitable Grading Policies &amp; Practices. This work will include readings, discussion, and collaborative planning time with colleagues from other districts. Participants will also explore the implications of this work for multilingual students and students with disabilities.</p> <p>As part of this course, teams will articulate their values about the purpose of grades, describe equitable grading practices that could support fair and accurate grading in their system, and plan next steps for improving grading policies and practices in their school or district.</p> <p>*(could be co-facilitated by CRILL; Eq. Access support with content development)*</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: Asynchronous content will be provided to prepare for the series.</li> <li>• <u>During &amp; After</u>: Each participating district team will receive a follow-up coaching and support session after the final professional learning session.</li> </ul>	<p>This pathway is ideal for <b>District or School Leadership Teams.</b></p>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Deep Dive into Balanced, Comprehensive &amp; Equitable Assessment Systems</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 4: Assessment</p> <p>Component 5: Data-Based Decision Making</p> <p>Subcomponent 2.2: Amplify Family &amp; Community Voice</p> <p><b>Prerequisites:</b> <input checked="" type="checkbox"/> Formation of a District Leadership Team</p> <p><u>Highly Recommended:</u> <i>Introduction to MnMTSS Pathway</i></p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> Participants will engage in a deep dive into MnDAL Teacher and Leader Module 2: Balanced, Comprehensive &amp; Equitable Assessment Systems. As part of this course, teams will identify the specific types of assessment in their system and the purpose of each, determine which assessment tools and strategies are most useful based on the educational decisions that need to be made, and plan to support educators in understanding the components of a balanced, comprehensive, and equitable assessment system.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before:</u> Asynchronous content will be provided to prepare for the series.</li> <li>• <u>During &amp; After:</u> Additional coaching will be provided as requested.</li> </ul>	<p>This pathway is ideal for <b>district-level leadership teams and district-level assessment teams.</b></p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• School leaders and teacher leaders responsible for district-wide assessment</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Introduction to Data-Based Decision Making Throughout the Tiers</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 5: Data-Based Decision Making</p> <p>Component 4: Assessment</p> <p>Component 3: Multilayered Practices and Supports</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> Participants will engage in a process of data-based decision making to enhance student success across academic, social, emotional, and behavioral domains. Teams will learn to effectively utilize a variety of disaggregated data sources (including universal screening, progress monitoring, diagnostic, fidelity, formative assessment and state summative assessments) to inform the health of Tier 1, identify who needs support, and determine what types of interventions are required.</p> <p>This introductory series incorporates resources, such as the MnMTSS Team Guidebook and MnMTSS Data-Based Decision Making Model, and equips teams to bring this cycle of informed decision-making to their district and school in order to strengthen educator support, refine policies, and improve instructional approaches to meet the diverse needs of all students.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: Brief asynchronous content will be provided to prepare for the series.</li> <li>• <u>During &amp; After</u>: Additional coaching will be provided as requested.</li> </ul>	<p>This pathway is ideal for <b>District and/or School Leadership Teams</b>.</p>
<p><b>Comprehensive Needs Assessment (CNA)</b></p> <p><b>MnMTSS Framework Alignment:</b> All Components</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> A comprehensive needs assessment (CNA) is a process that enables school systems to continuously improve. By identifying areas of strength and areas for growth, a CNA helps leaders effectively allocate resources to meet the needs of all students and support their academic success.</p> <p>This pathway will guide teams through the full CNA process (including planning and data gathering, data analysis and reflection, and root cause analysis) so they are prepared to lead their site. Participants will learn how to use multiple sources of data to identify areas of need. Prioritized needs will be aligned to goal setting and action planning within a strategic planning process.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>During &amp; After</u>: All teams will receive coaching support during the series.</li> </ul>	<p>This pathway is ideal for <b>District and/or School Leadership Teams</b>.</p>

# Equitable Access

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>American Indian Culturally Relevant Practices</b></p> <p><b>MnMTSS Framework Alignment:</b>            Component 3: Multilayered Practices and Supports (<i>particularly subcomponent 3.1: Tier 1 Practices</i>)</p> <p>Component 1: Infrastructure for Continuous Improvement</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b>            Participants will explore Indigenous pedagogies that support culturally responsive instructional practices centering on cultural responsibility. Concepts explored include school programming and celebrations, holidays (including Indigenous Peoples’ Day), Indigenous teaching and learning across the year and moving toward partnership with Indigenous students and Tribal Nations. The course will share strategies for meaningful experiences within K-12 Indigenous Education programming.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <u>During &amp; After</u>: Community of Practice sessions follow and link directly to each professional development session. These collaborative gatherings provide space for participants to share experiences, insights, and resources related to the key topic. There are also opportunities to draw upon the group’s experience to address challenges.</li> <li>• <u>After</u>: An opportunity for coaching and technical assistance will be provided.</li> </ul>	<p>This pathway is ideal for <b>principals, charter/ Tribal-controlled school directors, and leaders</b> who support K-12 Indigenous Education programming.</p>



Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>American Indian Culturally and Linguistically Sustaining Practices</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 2: Family and Community Engagement</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This professional development series explores Minnesota’s Family and Community Engagement Model to Support Schools, equipping participants with culturally responsive and responsible practices for partnering with American Indian families and communities. The sessions emphasize fostering reciprocal relationships, honoring Indigenous cultures and languages, and building strong, collaborative school-community partnerships that support student success.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <u>During &amp; After</u>: Community of Practice sessions follow and link directly to each professional development session. These collaborative gatherings provide space for participants to share experiences, insights and resources related to the key topic. There are also opportunities to draw upon the group’s experience to address challenges.</li> <li>• <u>After</u>: An opportunity for coaching and technical assistance will be provided.</li> </ul>	<p>This pathway is ideal for <b>district- and school-level leaders</b> from agencies that serve American Indian students and families.</p> <p><b>Other district- or school-level leaders who may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Those seeking to improve Family and Community Engagement to proactively value and include American Indian students that may enroll in the future</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Multilingual Learners 101</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 1: Infrastructure for Continuous Improvement</p> <p>Component 3: Multilayered Practices and Support <i>(particularly subcomponent 3.1: Tier 1 Programming)</i></p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> → Multilingual Learner Program Development and Evaluation</p>	<p><b>Overview:</b> This course provides foundational knowledge for district and school leaders on supporting multilingual learners (MLs) in Tier 1 instruction. Participants will explore laws, policies, and regulations that protect ML students' rights to services, examine the fundamentals of language development, and understand the differences between first and second language acquisition. The course also introduces translanguaging as an instructional approach that leverages students' multilingualism as an asset to enhance access and engagement in Tier 1 instruction.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <u>During &amp; After</u>: Community of Practice sessions follow and link directly to each professional development session. These collaborative gatherings provide space for participants to share experiences, insights and resources related to the key topic. There are also opportunities to draw upon the group's experience to address challenges.</li> <li>• <u>After</u>: An opportunity for coaching and technical assistance will be provided.</li> </ul>	<p>This pathway is ideal for district/building leaders, principals, and ML program directors interested in better serving MLs.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• This course is also beneficial for ML Program Leaders seeking a refresher on legal requirements and best practices, and district or school leadership team members looking to strengthen support for multilingual learners within their system.</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Multilingual Learner (ML) Program Development and Evaluation</b></p> <p><b>MnMTSS Framework Alignment:</b>            Component 1:            Infrastructure for Continuous Improvement</p> <p>Component 5: Data-Based Decision Making</p> <p><b>Prerequisites:</b>  <input checked="" type="checkbox"/> Multilingual Learners 101</p> <p><b>Required For:</b>            None</p>	<p><b>Overview:</b>            These sessions will equip district and school leaders to evaluate and improve multilingual learner programming and practices. Participants will also explore strategies and considerations for communicating with multilingual families, language proficiency assessment tools, teacher professional learning, and ways to monitor implementation of evidence-based instructional strategies and approaches.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <u>During &amp; After</u>: Community of Practice sessions follow and link directly to each professional development session. These collaborative gatherings provide space for participants to share experiences, insights and resources related to the key topic. There are also opportunities to draw upon the group's experience to address challenges.</li> <li>• <u>After</u>: An opportunity for coaching and technical assistance will be provided.</li> </ul>	<p>This pathway is ideal for district/building leaders, principals, and ML program directors interested in improving the ML program.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• This course is also beneficial for ML program leaders seeking to strengthen ML programming within their system.</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Effective Multilingual Learner (ML) Family and Community Engagement</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 2: Family and Community Engagement</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> In these sessions, participants will explore Minnesota’s Family and Community Engagement Model to support schools in intentionally valuing, including, and partnering with multilingual families and community organizations. Participants will examine key definitions and features of effective family and community engagement, explore strategies for building collaborative, asset-based relationships, and identify community resources that support multilingual learners and their families. The session will also highlight ways to strengthen communication and leverage partnerships to enhance language learning and cultural connections.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <u>During &amp; After</u>: Community of Practice sessions follow and link directly to each professional development session. These collaborative gatherings provide space for participants to share experiences, insights and resources related to the key topic. There are also opportunities to draw upon the group’s experience to address challenges.</li> <li>• <u>After</u>: An opportunity for coaching and technical assistance will be provided.</li> </ul>	<p>This pathway is ideal for district/building leaders, principals, and ML program leaders interested in cultivating stronger family and community partnerships to benefit multilingual learners.</p> <p><b>Other district-level teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Family engagement coordinators, bilingual program directors, cultural liaisons, community partnership specialists, teacher leaders, instructional coaches, and district or school leaders focused on strengthening connections with multilingual families.</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Universal Design for Learning</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 3: Multilayered Practices and Support (<i>Particularly subcomponent 3.1: Tier 1</i>)</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This course is designed to equip and empower leadership teams with strategies to create and sustain equitable, inclusive instructional practices that meet the needs of all learners. Participants will examine and discuss systemic barriers impacting Tier 1 instruction, explore ways to implement Universal Design for Learning (UDL) principles effectively, and align UDL with standards bundling to ensure all students are accessing high-quality equitable instruction and have the opportunity to meet key learning goals.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <u>During &amp; After</u>: Community of Practice sessions are integrated with the professional development content, offering participants ongoing opportunities to deepen their learning. These collaborative sessions provide a space to share experiences, insights, and resources while leveraging the group's collective expertise to address challenges and apply UDL principles in practice.</li> <li>• <u>After</u>: An opportunity for coaching and technical assistance will be provided.</li> </ul>	<p>This pathway is ideal for <b>district and school leadership teams</b> responsible for making systems-level decisions that impact student success.</p>
<p><b>Data-Based Decision Making for Equitable Access</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 5: Data-Based Decision Making</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> In these sessions, leadership teams will learn how to utilize a data-based decision-making process aligned with MnMTSS. Participants will explore how to analyze and apply data to strengthen Tier 1 instruction, ensuring all students are accessing high-quality, equitable education. By integrating data-driven strategies with MnMTSS, administrators and district leaders will be equipped to guide systems that promote equitable access, improve student outcomes, better understand student experience and support the success of all learners.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <u>During &amp; After</u>: Community of Practice sessions follow and link directly to each professional development session. These collaborative gatherings provide space for participants to share experiences, insights and resources related to the key topic. There are also opportunities to draw upon the group's experience to address challenges.</li> <li>• <u>After</u>: An opportunity for coaching and technical assistance will be provided.</li> </ul>	<p>This pathway is ideal for <b>district and school leadership teams</b> responsible for making systems-level decisions that impact student success.</p>

# Climate and Culture

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>School Climate and Culture Regional Networking and Learning Opportunities</b></p> <p><b>MnMTSS Framework Alignment:</b> Instructional and Relational Management Strategies are Practiced by School Staff, Engagement of Community in School Improvement</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> COMPASS Climate and Culture Leads will hold monthly regional networking and learning opportunities for district and school leaders to engage in a bite-sized strategy or educational article, networking and discussion centered on a guiding question, and finally open Q &amp; A time for school climate and culture problems of practice. The objective of these offerings is to offer current practice research and strategies connected to Pathway content, build relationships both with Regional Climate and Culture Leads, as well as regional leaders with each other, and offer time for open questions.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>During &amp; After:</u> Informal coaching, capacity building, and technical assistance to support school climate improvement is available statewide upon request and through Regional Culture and Climate Lead office hours.</li> </ul>	<p>This pathway is ideal for <b>district-level climate and culture leaders</b> that are interested in the work of school climate improvement.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Building-level climate and culture team or leaders interested in the work of school climate improvement.</li> </ul>
<p><b>School Climate Improvement Within the MnMTSS Framework (Year-Long Cohort)</b></p> <p><b>MnMTSS Framework Alignment:</b> Leadership Supports School Climate Improvement, Data is Used to Assess School Climate</p> <p><b>Prerequisites:</b> <input checked="" type="checkbox"/> Introduction to MnMTSS Pathway</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This cohort will guide participants through a full year of the school climate improvement process grounded in implementation science. Participants will work to articulate their district vision for school climate, determine their building and district school climate needs and capacity to implement school climate improvements, as well as draft a school climate improvement plan.</p> <p>Please note: School Climate improvement is a 3-5 year process. Participants will have the option to participate in Part 2 the following school year. Part 2 will consist of guidance and support through implementation of the selected school climate interventions from Part 1.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before:</u> In preparation for this cohort, a Climate and Culture Lead will reach out to schedule a readiness session with the team to ensure they are set up for success.</li> <li>• <u>During &amp; After:</u> COMPASS Climate and Culture Leads will provide monthly systems coaching and technical assistance to support fidelity in the school climate improvement process.</li> </ul>	<p>This pathway is ideal for <b>district-level leadership teams</b> (2-4 members required) that are interested in beginning the work of school climate improvement.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Building-level teams (2-4 members required) seeking to participate in a full year cycle of the school climate improvement process.</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>School Climate Improvement Within the MnMTSS Framework</b> (Accelerated Cohort)</p> <p><b>MnMTSS Framework Alignment:</b> Leadership Supports School Climate Improvement, Data is Used to Assess School Climate</p> <p><b>Prerequisites:</b> <input checked="" type="checkbox"/> Introduction to MnMTSS Pathway or completed CNA</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This cohort will guide participants through an accelerated school climate improvement process. Teams will participate in a full-day summer workshop building knowledge and skills on the process of improving school climate, including refining their team, creating or revising a climate vision, reviewing data, and best practices in choosing school climate surveys. Following the full-day workshop teams will concurrently engage in a professional learning series in one or more of the following areas: Engagement, Environment, or Safety. Finally, teams will reconnect with their cohort in the spring to unpack current implementation strengths, areas for growth, and plan for continuous improvement.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: In preparation for this cohort, a Climate and Culture Lead will reach out to schedule a readiness session with the team to ensure they are set up for success.</li> <li>• <u>During &amp; After</u>: COMPASS Climate and Culture Leads will provide monthly systems coaching and technical assistance to support fidelity in the school climate improvement process.</li> </ul>	<p>This pathway is ideal for <b>district-level leadership teams</b> (2-4 members required) that are interested in beginning the work of school climate improvement.</p> <p><b>Other teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Building-level teams (2-4 members required) seeking a refresher of and/or coaching on the school climate improvement process.</li> </ul>
<p><b>Engagement Series: Building Community and Engaging Voices</b></p> <p><b>MnMTSS Framework Alignment:</b> Instructional and Relational Management Strategies are Practiced by School Staff, Engagement of Community in School Improvement</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This series will support leaders in building strong engagement practices to facilitate a positive school climate. Participants will learn about the importance of building a strong school community inclusive of student, family, and community voices and will gain strategies on building connectedness and meaningful relationships.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>During &amp; After</u>: COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics.</li> </ul>	<p>This pathway is ideal for <b>building-level climate and culture leaders</b> (2-3 members required).</p> <p><b>Other teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• District-level climate and culture leaders (2-3 members required).</li> </ul>



Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Environment Series: Examining Alternatives to Exclusionary Discipline</b></p> <p><b>MnMTSS Framework Alignment:</b> Policies and Practices Support Positive School Climate</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This series will support leaders in examining alternatives to exclusionary discipline. Participants will gain an understanding of how to build welcoming school environments and structure of belonging, as well as develop skills to implement instructional, restorative, and reflective responses to employ supportive discipline practices.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>During &amp; After:</u> COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics.</li> </ul>	<p>This pathway is ideal for <b>building-level climate and culture leaders</b> (2-3 members required).</p> <p><b>Other teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• <b>District-level climate and culture leaders</b> (2-3 members required).</li> </ul>
<p><b>School Safety Series: Supporting Student Mental Health: 10 Steps to Create a Trauma-Informed, Resilient School</b></p> <p><b>MnMTSS Framework Alignment:</b> Policies and Practices Support Positive School Climate</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This series will support staff, educators, and administrators in becoming a trauma-informed resilient school. Participants will gain a deeper understanding of trauma and proactive strategies to use school-wide as well as with students who need the most support, shifting adult mindsets to build positive, welcoming, and safe school communities.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>During &amp; After:</u> COMPASS Climate and Culture Leads will provide guided implementation support following each monthly session.</li> </ul>	<p>This pathway is ideal for <b>district or building leaders</b> looking to build trauma-informed, resilient schools.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Student support personnel, building administrators, educators</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>School Safety Series: Social Emotional Learning</b></p> <p><b>MnMTSS Framework Alignment:</b> Policies and Practices Support Positive School Climate</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This series will support leaders in building foundational knowledge of social-emotional learning and guiding indicators for district and school-wide systemic implementation.</p> <p>Through this pathway, participants will define SEL and understand the importance of its systemic implementation; establish a process for systemic implementation of SEL in their school or district; identify ways to center equity in their SEL practice; articulate ways to “speak up for SEL” while explaining what SEL is and is not; and plan next steps for continuous improvement using various data.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <b>During &amp; After:</b> COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics.</li> </ul>	<p>This pathway is ideal for <b>Building-level climate and culture leaders</b> from each school within the district (1-2 members required).</p> <p><b>Other teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• <b>District-level leaders</b> supporting social-emotional learning implementation (2-3 members required).</li> </ul>
<p><b>School Safety Series: Support Student Mental Health through Comprehensive School Mental Health Systems</b></p> <p><b>MnMTSS Framework Alignment:</b> Instructional and Relational Management Strategies are Practiced by School Staff, Policies and Practices Support Positive School Climate</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This series, a collaboration with the MDE EDI Center, will guide participants toward an understanding of the definition, core features, and value of comprehensive school mental health systems. Guidance and application will be shared to support leaders in examining their district's comprehensive school mental health systems and alignment with national best practices. Topics include: Foundations of Comprehensive School Mental Health Systems, Teaming, Needs Assessment and Resource Mapping, Tier 1 Part 1 Services and Supports, Tiers 2 and 3, and Strategic Planning</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <b>During &amp; After:</b> Monthly systems coaching and technical assistance to support fidelity will be provided by the MDE Mental Health Lead.</li> </ul>	<p>This pathway is ideal for <b>district-level leadership teams</b> invested in understanding and successful implementation of Comprehensive School Mental Health Systems.</p> <p><b>Other teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Building-level leaders, student support personnel looking to support implementation of Comprehensive School Mental Health Systems.</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Supporting Staff Wellbeing and Resilience</b></p> <p><b>MnMTSS Framework Alignment:</b> Instructional and Relational Management Strategies are Practiced by School Staff, Engagement of Community in School Improvement, Policies and Practices Support Positive School Climate</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This professional learning series will support leaders in identifying solutions, barriers, and sustainability of educator well-being, resilience, and retention practices.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>During &amp; After:</u> COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics.</li> </ul>	<p>This pathway is ideal for <b>district-level leadership teams</b> (2-3 members) that are interested in beginning the work of supporting staff wellbeing.</p> <p><b>Other district-level teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Building-level teams (2-3 members) seeking to support staff wellbeing.</li> </ul>
<p><b>Cultivating Compassion Resilience for Leaders</b></p> <p><b>MnMTSS Framework Alignment:</b> Instructional and Relational Management Strategies are Practiced by School Staff Policies and Practices Support Positive School Climate</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This professional learning series aims to build compassion resilience in district and building leaders by enhancing their ability to maintain well-being, address stressors impacting student learning, foster effective partnerships, and prevent compassion fatigue. Cohort sessions will focus on developing both personal and collective compassion resilience skills and perspectives.</p> <p>Topics will include: Wellness; Compassion Fatigue and its systemic drivers; Resilience and Self-Compassion; Historical Trauma; stress throughout the career cycle; compassionate boundary setting; supporting the change efforts of others and ourselves; and strategies for mind, spirit, strength, and heart.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before:</u> None.</li> <li>• <u>During &amp; After:</u> COMPASS Climate and Culture Leads will provide bi-weekly content-connected coaching; affinity space will be offered for leaders from marginalized identities.</li> </ul>	<p>This pathway is ideal for <b>district leaders</b> looking to support their personal well-being and resilience.</p> <p><b>Other teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• <b>Building leaders</b> looking to support their personal well-being and resilience.</li> </ul>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>School Climate Consultation, Coaching, and Technical Assistance</b></p> <p><b>MnMTSS Framework Alignment:</b> Leadership Supports School Climate Improvement, Data is Used to Assess School Climate</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> Informal coaching, capacity building, and technical assistance to support school climate improvement is available statewide upon request and through Regional Climate and Culture Lead office hours.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: N/A</li> <li>• <u>During &amp; After</u>: N/A</li> </ul>	<p>This pathway is ideal for <b>district-level leadership in need of school climate improvement support.</b></p> <p><b>Other teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Building leaders in need of school climate improvement support.</li> </ul>

CRIL

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Culturally Responsive School Leadership</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 1: Infrastructure for Continuous Improvement</p> <p>Component 2: Family and Community Engagement</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> Grounded in the transformative work of Dr. Muhammad Khalifa, this pathway is designed to equip school leaders, who often find themselves at the forefront of critical conversations about equity, inclusion, and culturally responsive education. Through engaging learning, deep conversation, and collaborative leadership building, school and district leaders will be equipped with the tools, confidence, and community to lead with clarity and conviction.</p> <p>Participants will develop the self-efficacy to lead through the challenges of today’s political climate, explore what it truly means to be a culturally responsive school leader, and build a network of like-minded leaders committed to equity and student success. More than a learning series, this is a movement to create inclusive, affirming schools where each and every student thrives.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: An overview of the book Culturally Responsive School Leadership by Dr. Khalifa, and the CRSL framework will be provided for review.</li> <li>• <u>During &amp; After</u>: COMPASS will offer informational sessions open to all on a monthly basis to support educators with CRSL topics. Informal coaching, capacity building, and technical assistance.</li> </ul>	<p>This pathway is ideal for <b>district and building leaders</b> committed to fostering inclusive, affirming, and culturally responsive school spaces where each and every student and staff member feels valued and supported.</p>

<p><b>Instructional Feedback, Coaching &amp; Observation Practices</b></p> <p><b>MnMTSS Framework Alignment:</b>  Component 1:  Infrastructure that Supports Continuous Improvement</p> <p>Subcomponent 3.1: Tier 1 (Core) Practices</p> <p><b>Prerequisites:</b>  None</p> <p><b>Required For:</b>  None</p>	<p><b>Overview:</b>  This pathway guides participants through culturally responsive and responsible instruction, exploring their impact on student learning and how they can be effectively modeled. Participants will also examine meaningful instructional feedback and coaching strategies. Through critical reflection on current practices, instructional frameworks, and observation and feedback cycles, educators will have the opportunity to develop actionable plans for continuous improvement.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A team member will reach out to discuss what to expect and ensure participants are set up for success</li> <li>• <u>During &amp; After</u>: Virtual and in-person follow-up coaching will be provided by team members to support the implementation of introduced practices.</li> </ul>	<p>This pathway is ideal for principals, instructional supervisors, directors, instructional coaches, Q-Comp leaders, superintendents, executive directors, and coordinators.</p>
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# Math



Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Math Instructional Systems Leadership Series</b></p> <p><b>MnMTSS Framework Alignment:</b> Subcomponent 3.1: Tier 1 (Core) Practices</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> Join the COMPASS Math team in a 6 session professional learning series starting with building a Math Vision and Theory of Action informed by your local context. We will take time to cover topics every district/school leader needs to grapple with to support deep mathematical understanding and growth. Additional topics include learning acceleration, observation protocols, mathematical practices and laying the groundwork for the shifts in the new 2022 math standards.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A kickoff session will be held at the start of the series.</li> <li>• <u>During &amp; After</u>: COMPASS team members will schedule support with all teams between sessions.</li> </ul>	<p>This pathway is ideal for <b>Building and district leaders- School Administrators, curriculum directors, and coaches</b> who are interested in strengthening instructional leadership, supporting deep mathematical understanding, and preparing for the shifts in the 2022 math standards.</p> <p><b>Other district-level teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• District Leadership Team and/or Site Leadership Team</li> </ul>
<p><b>Math Instructional Practices Series: Grades PreK-2</b></p> <p><b>MnMTSS Framework Alignment:</b> Subcomponent 3.1: Tier 1 (Core) Practices</p> <p><b>Prerequisites:</b> None</p> <p><u>Highly Recommended:</u> <i>Introduction to MnMTSS Pathway and High Quality Tier 1 Pathway</i></p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> To change outcomes in mathematics, we must first rethink our approach. This pathway is designed for teachers, coaches, and school &amp; district leaders. It introduces the <i>8 Effective Math Teaching Practices</i> as a foundation for shifting the perception of math in our pre-k through 2nd grade classrooms. Participants will have an opportunity to reflect on current teaching practices, see what the 8 Effective Teaching Practices look like in their grade band, and promote deeper understanding, meaningful engagement, student agency, and equity in math education. Together, let's reimagine what's possible and create a path to better results for every learner.</p> <p>Topics embedded in this pathway will include early number sense, place value, language routines, Manipulative use, Play-based math learning</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A kickoff session will be held at the start of the series.</li> <li>• <u>During &amp; After</u>: Virtual and onsite follow-up coaching will be provided by COMPASS team members to support the implementation of the introduced practices.</li> </ul>	<p>This pathway is ideal for <b>PK-2nd grade level teachers, coaches, and instructional leaders who support PK-2 Math instruction.</b></p>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Math Instructional Practices Series: Grades 3-5</b></p> <p><b>MnMTSS Framework Alignment:</b> Subcomponent 3.1: Tier 1 (Core) Practices</p> <p><b>Prerequisites:</b> None</p> <p><i>Highly Recommended:</i> <i>Introduction to MnMTSS Pathway and High Quality Tier 1 Pathway</i></p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> To change outcomes in mathematics, we must first rethink our approach. This pathway is designed for teachers, coaches, paraprofessionals and district leaders. It introduces the <i>8 Effective Math Teaching Practices</i> as a foundation for shifting the perception of math in our 3-5 classrooms. Participants will have an opportunity to reflect on their current teaching practices, see what the 8 Effective Teaching Practices look like in their grade band, and promote deeper understanding, meaningful engagement, student agency, and equity in math education. Together, let's reimagine what's possible and create a path to better results for every learner.</p> <p>Topics embedded in this pathway will include problem solving in the areas of fractions, multiplication, and division through the use of number talks/strings, low floor/high ceiling tasks and daily math routines.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A kickoff session will be held at the start of the series.</li> <li>• <u>During &amp; After</u>: Virtual and onsite follow-up coaching will be provided by COMPASS team members to support the implementation of the introduced practices.</li> </ul>	<p>This pathway is ideal for <b>3-5 grade level teachers, coaches, and instructional leaders who support 3-5 Math instruction.</b></p>

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Math Instructional Practices Series: Grades 6-12</b></p> <p><b>MnMTSS Framework Alignment:</b> Subcomponent 3.1: Tier 1 (Core) Practices</p> <p><b>Prerequisites:</b> None</p> <p><i>Highly Recommended:</i> <i>Introduction to MnMTSS Pathway and High Quality Tier 1 Pathway</i></p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> To change outcomes in mathematics, we must first rethink our approach. This pathway is designed for teachers, coaches, paraprofessionals and district leaders. It introduces the <i>8 Effective Math Teaching Practices</i> as a foundation for shifting the perception of math in our 6-12 classrooms.. Participants will have an opportunity to reflect on their current teaching practices, see what the 8 Effective Teaching Practices look like in their grade band, and promote deeper understanding, meaningful engagement, student agency, and equity in math education. Together, let's reimagine what's possible and create a path to better results for every learner.</p> <p>This pathway emphasizes creating classrooms that foster curiosity and engagement for all students. Special attention will be given to middle and high school topics and the pivotal role they play in helping educators navigate the critical transition from concrete to abstract mathematical thinking.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A kickoff session will be held at the start of the series.</li> <li>• <u>During &amp; After</u>: Virtual and onsite follow-up coaching will be provided by COMPASS team members to support the implementation of the introduced practices.</li> </ul>	<p>This pathway is ideal for <b>6-12 grade level teachers, coaches, and instructional leaders who support 6-12 Math instruction.</b></p>
<p><b>Strengthening Math Teacher Teams</b></p> <p><b>MnMTSS Framework Alignment:</b> Subcomponent 1.6: Collaborative Linked Teams</p> <p>Subcomponent 3.1: Tier 1 (Core) Practices</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> Strengthening your Tier 1 linked mathematics teacher teams (e.g. PLCs, grade level teams, department teams, etc.) starts with establishing a shared vision. In this pathway, educators will be provided with a self-assessment to reflect on the current state of their mathematics program and then establish a vision and goals for the year. The COMPASS math team will support educators in utilizing their linked teams structure to move from vision to action by exploring high-quality instruction including NCTM's Effective Mathematics Teaching Practices, rigorous grade-level learning experiences and differentiating through accelerated learning.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A kickoff session will be held at the start of the series.</li> <li>• <u>During &amp; After</u>: COMPASS team members will schedule support with all teams between sessions.</li> </ul>	<p>This pathway is ideal for math coaches and teacher leaders</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Anyone who is part of leading or supporting a math teacher team</li> </ul>

# Literacy

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>READ Act Required Evidence-Based Reading Instruction Professional Development</b> (Phase 1 Educators)</p> <p><b>MnMTSS Framework Alignment:</b> Component 3: Multilayered Practices and Support</p> <p>Components 4 &amp; 5: Assessment and Data-Based Decision Making</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> To achieve the READ Act’s literacy goal, districts and charter schools must provide teachers and instructional support staff with the responsibility for teaching reading training on evidence-based reading instruction.</p> <p>Approved professional development programs:</p> <p><b>CAREIALL:</b> Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota)</p> <p><b>OL&amp;LA:</b> Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)</p> <p><b>LETRS:</b> Language Essentials for Teachers of Reading and Spelling (LETRS), LETRS for Administrators, and LETRS for Early Childhood Educators (LEXIA)</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: A kickoff session will be held at the start of the training series.</li> <li>• <u>During &amp; After</u>: Support will be provided during synchronous training and throughout the course work by the training facilitator and the Regional Literacy Network.</li> </ul>	<p>This pathway is the required literacy professional development for <b>phase 1 educators</b>.</p> <ul style="list-style-type: none"> <li>• A list of Phase 1 educators can be found at the <a href="#">READ Act Phase 1 webpage</a></li> </ul> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Curriculum Leaders</li> <li>• School Literacy Leaders</li> </ul>

<p><b>READ Act Required Evidence-Based Reading Instruction Professional Development (Phase 2 Educators)</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 3: Multilayered Practices and Support</p> <p>Components 4 &amp; 5: Assessment and Data-Based Decision Making</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> To achieve the READ Act’s literacy goal, districts and charter schools must provide teachers and instructional support staff with the responsibility for teaching reading training on evidence-based reading instruction.</p> <p>Approved professional development programs to be announced fall, 2025. Training registration to open January 2026. Training completion date is June 30, 2027.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before:</u> To Be Determined</li> <li>• <u>During &amp; After:</u> Support will be provided throughout the course by the local certified facilitator and the Regional Literacy Network.</li> </ul>	<p>This pathway is the required literacy professional development for <b>phase 2 educators</b>.</p> <ul style="list-style-type: none"> <li>• A list of Phase 2 educators can be found at the <a href="#">READ Act Phase 2 webpage</a></li> </ul> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• District Administrators, Principals</li> <li>• Curriculum Directors</li> <li>• School Literacy Leaders</li> </ul>
<p><b>District Literacy Lead (DLL) Community of Practice</b></p> <p><b>MnMTSS Framework Alignment:</b> All MnMTSS Components</p> <p><b>Prerequisites:</b> <input checked="" type="checkbox"/> Participant is designated as the District Literacy Lead</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> The DLL Community of Practice supports the District Local Literacy in building their capacity to effectively implement the Minnesota READ Act legislation through the development of a district local literacy plan.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before:</u> In preparation for this community of practice, a District Local Literacy Lead is to be hired by August 2025 and should have completed one of the MDE approved Structured Literacy professional learning options. Engaging in the MnMTSS Framework cohort is not required, but is highly encouraged.</li> <li>• <u>During &amp; After:</u> Regional Literacy Network leads provide networking opportunities during each monthly session. The RLN leads and coaches also provide technical assistance and coaching after the monthly sessions to support teams as they develop and implement an effective local literacy plan.</li> </ul>	<p>This pathway is ideal for <b>District Literacy Leads</b></p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• District Administrators, Principals</li> <li>• Curriculum Directors</li> <li>• School Literacy Leaders</li> </ul>

<p><b>Local Certified Facilitator Community of Practice</b></p> <p><b>MnMTSS Framework Alignment:</b>  Component 1:  Infrastructure for Continuous Improvement  <i>(particularly subcomponent 1.5: Professional Learning)</i></p> <p>Component 3:  Multilayered Practices and Supports</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Completion of an MDE-approved structured literacy PD program, having met vendor’s certification prerequisites and training requirements</li> <li><input checked="" type="checkbox"/> Vendor’s annual recertification requirements met</li> <li><input checked="" type="checkbox"/> In good standing with the sponsoring agency and training vendor</li> </ul> <p><b>Required For:</b>  None</p>	<p><b>Overview:</b></p> <p>The Local Certified Facilitator (LCF) Community of Practice aims to equip participants to facilitate one of the MDE-approved structured literacy professional development offerings effectively in their local context and in a manner that is consistent across the state. Through this community of practice, members will build background knowledge and common language for evidence-based literacy practices, collaborate with others in similar roles to improve their own facilitation and implementation in the district, charter school, or Tribally controlled school they serve.</p> <p>Local Certified Facilitators are required to attend at least 80% of the Community of Practice meetings. They are also expected to use the vendor’s training materials with fidelity.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before:</u> N/A</li> <li>• <u>During &amp; After:</u> Local Certified Facilitators have access to technical assistance and consultation support by trained members of the Regional Literacy Network. All Local Certified Facilitators are expected to participate in mentoring or coaching provided through the Regional Literacy Network to support effective, aligned facilitation of literacy training.</li> </ul>	<p>This pathway is ideal for <b>Individuals who meet the prerequisites for Local Certified Facilitators (LCFs)</b> and are employed by a district.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• District Literacy Leads and Local Certified Facilitators who are not currently an active Local Certified Facilitator</li> </ul>
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<p><b>Training for Paraprofessional Structured Literacy Course Trainers</b></p> <p><b>MnMTSS Framework Alignment:</b>  Component 1:  Infrastructure for Continuous Improvement  <i>(particularly subcomponent 1.5: Professional Learning)</i></p> <p>Component 3:  Multilayered Practices and Supports</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Completion of an MDE-approved structured literacy PD program, having met vendor’s certification prerequisites and training requirements</li> <li><input checked="" type="checkbox"/> Vendor’s annual recertification requirements met</li> <li><input checked="" type="checkbox"/> In good standing with the sponsoring agency and training vendor</li> </ul> <p><input checked="" type="checkbox"/></p> <p><b>Required For:</b>  None</p>	<p><b>Overview:</b></p> <p>The purpose of this pathway is to prepare district-designated trainers to deliver the state-approved structured literacy course to paraprofessionals in their district, charter school, or Tribally controlled school. Through this training, participants will gain mastery with the provided content, fluency with the use of training resources, and develop proficiency in facilitation of this state-approved training.</p> <p>This pathway equips participants to provide training to district paraprofessionals who regularly provide literacy interventions to students as required by the READ Act, and as-needed when new paraprofessionals are hired. Trainers are expected to use the resources and materials with fidelity and integrity, and only for the purpose of Paraprofessional Structured Literacy Training. Districts are strongly encouraged to identify at least one local structured literacy trainer for paraprofessionals so that they have the capacity to flexibly and sustainably meet ongoing needs in their system.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: N/A</li> <li>• <u>During &amp; After</u>: Trainers of the Paraprofessional Structured Literacy Course will have access to technical assistance and consultation support through the Regional Literacy Network.</li> </ul>	<p>This pathway is ideal for <b>Individuals who meet the prerequisites for Local Certified Facilitators (LCFs) for Paraprofessional Training</b> and are employed by a district.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Directors of special education</li> <li>• Administrators that evaluate paraprofessionals</li> <li>• Individuals that provide instructional support for paraprofessionals</li> </ul>
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<p><b>MN ELA Leaders Network</b></p> <p><b>MnMTSS Framework Alignment:</b>  Component 3: Multilayered Practices and Support (<i>Particularly subcomponent 3.1: Tier 1</i>)</p> <p>Component 4: Assessment (<i>particularly subcomponent 4.1: Systems Evaluation</i>)</p> <p><b>Prerequisites:</b>  None</p> <p><b>Required For:</b>  None</p>	<p><b>Overview:</b>  The MN English Language Arts (ELA) Leaders Network is a collaborative network organized by the ELA Specialist and Reading Assessment Specialists within MDE's Standards, Instruction and Assessment Division to support implementation of the 2020 MN ELA Standards (fully implemented in school year 2025-26) and the transition to the Reading MCA-IV (spring 2026).  Meetings include information sharing, small group networking, and often include district sharing of examples related to standards and implementation.</p> <p>District Literacy Leads and Regional Literacy Network Leads and Coaches are highly encouraged to attend. Participation is open to anyone who considers themselves an ELA or literacy leader at a district, school, service cooperative, or other LEA.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• All network members have access to the MN ELA Leaders Network shared folder with meeting materials and resources.</li> </ul>	<p>This pathway is ideal for <b>ELA Curriculum Directors, General Curriculum Directors, District Literacy Leads, Regional Literacy Network Leads and Coaches</b>, or anyone supporting the work of standards implementation and aligned assessment.</p> <p><b>Other district-level teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Building leaders (principals, assistant principals)</li> <li>• ELA/literacy educators</li> <li>• ELA/Literacy coaches or teacher leaders</li> <li>• Other LEA employees (service coop, etc.)</li> </ul>
<p><b>Title of Offering</b></p> <p><b>MnMTSS Framework Alignment:</b>  List here</p> <p><b>Prerequisites:</b>  <input checked="" type="checkbox"/> List here</p> <p><b>Required For:</b>  List any other pathways here.</p>	<p><b>Overview:</b>  Brief description of offering</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>Before</u>: Description here</li> <li>• <u>During &amp; After</u>: Description here</li> </ul>	<p>This pathway is ideal for <b>Who, and under what circumstances</b></p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• List here</li> <li>• </li> </ul>

# Early Education

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Reflective Practice for Early Childhood Leaders</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 1: Infrastructure for Continuous Improvement</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This asynchronous course is intended to provide theoretical content and practical applications for building and implementing reflective skills in early childhood leaders and professionals.</p> <p>Research demonstrates that the use of reflective practice can lead to increased rates of personnel retention (Clouder, 2000; Horton-Deutsch &amp; Sherwood, 2017), improved relationships with families and children (Child Care State Capacity Building Center, 2018), and increases in emotional awareness, perspective-taking, problem-solving, and critical thinking (Stone &amp; Sturtz, 2022).</p> <p>This asynchronous course is intended to support growth in knowledge and skills of using reflective practice in the work of an early childhood leader.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <b>During &amp; After:</b> A group workbook/reflection guide is available for use while going through the modules. The group workbook has additional reflective questions and vignettes that relate to the module content. This group workbook/reflection guide could be used by larger groups that are participating in the course. Those facilitating the group can email <a href="mailto:mde.ecse@state.mn.us">mde.ecse@state.mn.us</a> to request a copy of the workbook.</li> </ul>	<p>This pathway is ideal for <b>early childhood and early childhood special education leaders</b> interested in learning about intentionally incorporating reflective practice skills in their work.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Early childhood/early childhood special education professionals and related service providers serving in leadership roles</li> <li>• Instructional Coaches</li> <li>• District Administrators (superintendent, principal, community education director, etc.)</li> </ul>

<p><b>Best Practices in Early Intervention</b></p> <p><b>MnMTSS Framework Alignment:</b>  Component 1:  Infrastructure for Continuous Improvement</p> <p>Component 2: Family and Community Engagement</p> <p><b>Prerequisites:</b>  None</p> <p><b>Required For:</b>  None</p>	<p><b>Overview:</b></p> <p>The content within this asynchronous course centers on best practices in early intervention and is designed for practitioners working with eligible infants and toddlers, and their families. This course offers five modules designed to enhance practitioners' understanding of strategies for increasing caregiver competence and confidence in supporting their child's participation in natural activities and routines.</p> <p>Throughout the course, participants will learn to: (1) coach caregivers by using reflective questions and providing feedback, (2) partner with families to provide support in natural learning environments, (3) build the capacity of families and caregivers through service coordination, (4) engage in relational and participatory help giving family-centered practices, and (5) work collaboratively with their early intervention team to utilize a primary service provider approach to teaming.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <b>During &amp; After:</b> Slideshow presentations are available for leaders to use with their staff after viewing the asynchronous modules. The slideshow presentations offer a review of module content, and a variety of learning activities for individuals, small, or large groups. There is a separate slideshow presentation for each of the five modules, as not all modules need to be completed. Once staff have viewed the preferred asynchronous module, leaders can email <a href="mailto:mde.ecse@state.mn.us">mde.ecse@state.mn.us</a> to request a copy of the slideshow presentation.</li> </ul>	<p>This pathway is ideal for <b>early intervention providers</b> (including practitioners, speech-language pathologists, occupational and physical therapists, Deaf/Hard of Hearing teachers, Blind/Visually Impaired teachers, and others working in early intervention) <b>and early childhood special education leaders</b> interested in learning more about partnering with families in early intervention.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Early Childhood Family Education (ECFE) professionals</li> </ul>
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<p><b>A Trauma-Informed Approach to Early Childhood Practice: Foundational Course</b></p> <p><b>MnMTSS Framework Alignment:</b>  Component 1:  Infrastructure for Continuous Improvement</p> <p>Component 2: Family and Community Engagement</p> <p><b>Prerequisites:</b>  None</p> <p><b>Required For:</b>  → A Trauma-Informed Approach to Early Childhood Practice: Leadership Advanced Course  → A Trauma-Informed Approach to Early Childhood Practice: Classroom-Based Advanced Course  → A Trauma-Informed Approach to Early Childhood Practice: Early Intervention Advanced Course</p>	<p><b>Overview:</b>  The Minnesota Department of Education has developed this asynchronous course in collaboration with the Child Health and Development Institute to support early childhood professionals in using trauma-informed practices.</p> <p>Approximately 1 in 4 children in the United States will witness or experience a trauma by the age of 4. Trauma has a profound effect on children, adults, and their relationships, which can result in a wide range of effects, including traumatic stress reactions.</p> <p>Through this asynchronous course, participants will learn to recognize, identify, and address the potential impacts and effects of trauma in order to better understand the children and families they work with and support them in the ways they need.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>During</u>: This course has a facilitator guide to support leaders in going through the course content with their staff as a large-group, if that is the preferred method. This information is located in the Resource Center tab within the asynchronous course.</li> </ul>	<p>This pathway is ideal for <b>anyone working in early care and education settings</b> that wants to increase their knowledge of trauma-informed practices in early childhood.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Paraprofessionals or Educational Assistants</li> <li>• District Administrators (superintendent, principal, community education director, etc.)</li> </ul>
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<p><b>A Trauma-Informed Approach to Early Childhood Practice: Leadership Advanced Course</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 1: Infrastructure for Continuous Improvement</p> <p><b>Prerequisites:</b> <input checked="" type="checkbox"/> A Trauma-Informed Approach to Early Childhood Practice: Foundational Course</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> This asynchronous course is designed for early childhood administrators, supervisors, and directors to advance their learning and implementation of trauma-informed practices, following successful completion of the Foundational Course.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>During</u>: This course has a facilitator guide to support leaders in going through the course content as a large-group (such as a Community of Practice or regional networking group), if that is the preferred method. This information is located in the Resource Center tab within the asynchronous course.</li> </ul>	<p>This pathway is ideal for <b>early childhood/early childhood special education administrators, supervisors, or directors</b> looking to enhance their knowledge of trauma-informed practices in early childhood.</p> <p>While the target audience is leadership, the course is open and available to all.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> <li>• District administrators (superintendent, principal, community education director, etc.)</li> </ul>
<p><b>A Trauma-Informed Approach to Early Childhood Practice: Classroom-Based Advanced Course</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 1: Infrastructure for Continuous Improvement  Component 2: Family and Community Engagement</p> <p><b>Prerequisites:</b> <input checked="" type="checkbox"/> A Trauma-Informed Approach to Early Childhood Practice: Foundational Course</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> Building on the concepts learned by completing the Foundational Course, this asynchronous Advanced Course will help participants apply their knowledge and support implementation of trauma-informed practices in early care and education settings.</p> <p>In this course, the term “classroom” is used to describe settings outside of the home in which early care and education occur. Examples of these environments may include public or private preschool programs and childcare, Head Start, and family childcare. The terms “student” and “learner” are sometimes used to describe the children in these settings, as providing developmentally-appropriate care to even the youngest children supports their learning and growth.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>During</u>: This course has a facilitator guide to support leaders in going through the course content with their staff as a large-group, if that is the preferred method. This information is located in the Resource Center tab within the asynchronous course.</li> </ul>	<p>This pathway is ideal for <b>anyone working in early care and education settings, particularly those in classroom-based settings</b> that want to increase their knowledge of trauma-informed practices in early childhood.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Paraprofessionals/Education Assistants</li> <li>• District administrators (superintendent, principal, community education director, etc.)</li> </ul>

<p><b>A Trauma-Informed Approach to Early Childhood Practice: Early Intervention Advanced Course</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 1: Infrastructure for Continuous Improvement</p> <p>Component 2: Family and Community Engagement</p> <p><b>Prerequisites:</b> <input checked="" type="checkbox"/> A Trauma-Informed Approach to Early Childhood Practice: Foundational Course</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> Building on the concepts learned by completing the Foundational Course, this asynchronous Advanced Course will help participants apply their knowledge and support implementation of trauma-informed practices in the context of early intervention.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>During</u>: This course has a facilitator guide to support leaders in going through the course content with their staff as a large-group, if that is the preferred method. This information is located in the Resource Center tab within the asynchronous course.</li> </ul>	<p>This pathway is ideal for <b>anyone working in early care and education settings, particularly those working in early intervention</b> that want to increase their knowledge of trauma-informed practices in early childhood.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Paraprofessionals/Education Assistants</li> <li>• District administrators (superintendent, principal, community education director, etc.)</li> </ul>
<p><b>Early Childhood Education Webinars</b></p> <p><b>MnMTSS Framework Alignment:</b> Webinars focus on various MnMTSS components.</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b> None</p>	<p><b>Overview:</b> The Early Childhood Education Webinars asynchronous Canvas Course features learning modules with webinars on a variety of topics related to early childhood education.</p> <p>The modules currently included in the course are:</p> <ul style="list-style-type: none"> <li>• Successful Learner Equation: 30 minutes</li> <li>• Hard Conversations in Early Childhood: 1 hour</li> <li>• Play. Talk. Read. Webinar Series: 2 hours</li> <li>• Key Differences Between Part C and Part B/619: 35 minutes</li> <li>• Part C Webinar Series: 1.5 hours</li> <li>• Part B Webinar Series: 2 hours</li> <li>• Standards-Aligned Individualized Education Programs (IEPs): 1 hour</li> </ul> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <u>After</u>: ECSE staff at MDE are available to provide a virtual, one-hour discussion/question-and-answer session for <b>programs</b> that have viewed the following webinars. Please complete the form for the professional development session that you are interested in and email it as an attachment to <a href="mailto:mde.ecse@state.mn.us">mde.ecse@state.mn.us</a> to make a request. <ul style="list-style-type: none"> <li>◦ <a href="#">Key Difference Between Part C and Part B</a></li> <li>◦ <a href="#">Part C Webinar Series</a></li> <li>◦ <a href="#">Part B/Preschool Webinar Series</a></li> <li>◦ <a href="#">Standards-Aligned IEPs</a></li> </ul> </li> </ul>	<p>This pathway is ideal for <b>any professional looking to learn more about a variety of topics related to early childhood education</b>, including early intervention and early childhood special education (ECSE).</p> <p><b>District-level teams that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Early Childhood/ECSE Leaders</li> <li>• Early Childhood Education Professionals</li> <li>• Related Service Providers (SLP, OT, PT, School Psychologist, School Social Worker, D/HH Teacher, BVI Teacher, etc.)</li> <li>• District Administrators</li> </ul>





# Attendance

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience
<p><b>Improving Attendance Utilizing the MnMTSS Framework</b></p> <p><b>MnMTSS Framework Alignment:</b> All Components</p> <p><b>Prerequisites:</b> None</p> <p><i>Highly Recommended:</i> <i>Introduction to MnMTSS Pathway</i></p>	<p><b>Overview:</b> This pathway covers key topics including Minnesota-specific attendance data, an overview of the COMPASS MnMTSS Attendance Improvement Guidebook, and strategies for improving attendance outcomes utilizing the MnMTSS framework. Each session builds upon the previous one, fostering a collaborative learning environment that encourages practical application.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>● <u>Before</u>: Pre-Session Consultation with a COMPASS team member to understand the local context and ensure audience logistical needs are addressed.</li> <li>● <u>During &amp; After</u>: COMPASS team members will offer individualized support to districts between the monthly sessions.</li> </ul>	<p><b>This pathway is ideal for</b> school and district leaders.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>● Other school staff who support attendance initiatives</li> </ul>
<p><b>Building a Strong Attendance Team</b></p> <p><b>MnMTSS Framework Alignment:</b> Component 1: Infrastructure that Supports Continuous Improvement</p> <p><b>Prerequisites:</b> None</p> <p><i>Highly Recommended:</i> <i>Introduction to MnMTSS Pathway</i></p>	<p><b>Overview:</b> Building an attendance team, or preparing an existing team to integrate attendance improvement functions, is an essential strategy to improving attendance. This pathway helps district/school leaders and staff build an effective attendance team using the MnMTSS framework. Throughout the pathway, teams will examine how to build a team that reviews and analyzes attendance data, identifies the root causes of chronic absences, and designs and delivers interventions and supports for students and families.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>● <u>Before</u>: Pre-Session Consultation with a COMPASS team member to understand the local context and ensure audience logistical needs are addressed.</li> <li>● <u>During &amp; After</u>: COMPASS team members will offer individualized support to districts between the monthly sessions.</li> </ul>	<p><b>This pathway is ideal for</b> school and district leaders, attendance team members</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>● Other school staff who support attendance initiatives</li> </ul>

<p><b>Data-Driven Attendance Strategies</b></p> <p><b>MnMTSS Framework Alignment:</b>  Component 3: Multi-layered Practices and Support</p> <p>Component 5: Data-based Decision-making</p> <p><b>Prerequisites:</b>  None</p> <p><i>Highly Recommended: Introduction to MnMTSS Pathway</i></p>	<p><b>Overview:</b>  Ensuring that attendance data is accessible, can be disaggregated, and is integrated with other student data is an essential strategy to supporting student attendance. This pathway helps district/school leaders and staff examine their data sources, organize and visualize the data, and effectively use it to inform multi-layered practices and support. Sessions will include specific evidence-based tier 1, tier 2, and tier 3 strategies.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>● <b>Before:</b> Pre-Session Consultation with a COMPASS team member to understand the local context and ensure audience logistical needs are addressed.</li> <li>● <b>During &amp; After:</b> COMPASS team members will offer individualized support to districts between the monthly sessions.</li> </ul>	<p><b>This pathway is ideal for</b> school and district leaders.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>● Other school staff who support attendance initiatives</li> </ul>
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