

## **Collaborative Minnesota Partnerships 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 to district and school teams 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 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 and collective problem-solving around a specific topic to enhance student outcomes. These sessions may include presentations by topic experts, 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/outcome 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 discussion 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.***

## **Foundations: Leadership for Launching and Refining MnMTSS**

[Overview of MnMTSS](#)

[Introduction to MnMTSS \(6-Session Course\)](#)

[System Leadership for MnMTSS Implementation](#)

[Developing Successful Teams for MnMTSS Implementation](#)

[Leading School-Level Implementation of MnMTSS](#)

[MnMTSS Handbook Consultation and Support](#)

## **Component 1: Infrastructure for Continuous Improvement**

[Culturally Responsive School Leadership](#)

[Instructional Feedback, Coaching and Observation Practices](#)

[American Indian Culturally Relevant Practices](#)

[Multilingual Learners 101](#)

[Multilingual Learner Program Development and Evaluation](#)

[School Climate and Culture Regional Networking and Learning Opportunities](#)

[Year-Long School Climate Improvement Cohort within MnMTSS](#)

[Accelerated School Climate Improvement Cohort within MnMTSS](#)

[Engagement Series: Building Community and Engaging Voices](#)

[Environment Series: Examining Alternatives to Exclusionary Discipline](#)

[School Safety Series: 10 Steps to Trauma Informed, Resilient School](#)

[School Safety Series: Social Emotional Learning](#)

[School Safety Series: Comprehensive School Mental Health Systems](#)

[Supporting Staff Wellbeing and Resilience](#)

[Cultivating Compassion Resilience for Leaders](#)

[Strengthening Math Teacher Teams](#)

[District Literacy Lead Community of Practice](#)

[Local Certified Facilitator Community of Practice \(Literacy\)](#)

[Training for Paraprofessional Structured Literacy Course Trainers](#)

[Reflective Practice for Early Childhood Leaders](#)

[Best Practices in Early Intervention](#)

[A Trauma-Informed Approach to Early Childhood Practice: Foundational Course](#)

[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](#)

[Early Childhood Education Webinars](#)

[Improving Attendance Utilizing the MnMTSS Framework](#)

[Building a Strong Attendance Team](#)

## **Component 2: Family and Community Engagement**

[Unpacking Family and Community Engagement in the MnMTSS Framework](#)

[American Indian Culturally and Linguistically Sustaining Practices](#)

[Effective ML Family and Community Engagement](#)

## **Component 3: Multilayered Practices and Support**

[High Quality Tier 1 Instruction within the MnMTSS Framework](#)

[Universal Design for Learning](#)

[Establishing Effective Tier 2 and Tier 3 Teams and Programming](#)

[Math Instructional Systems Leadership Series](#)

[Math Instructional Practices Series: Grades pre-K through grade 2](#)

[Math Instructional Practices Series: Grades 3-5](#)

[Math Instructional Practices Series: Grades 6-12](#)

[READ Act Required Evidence-Based Reading Instruction Professional Development \(Phase 1 Educators\)](#)

[READ Act Required Evidence-Based Reading Instruction Professional Development \(Phase 2 Educators\)](#)

[Minnesota ELA Leaders Network](#)

[Data-Driven Attendance Strategies](#)

## **Components 4 and 5: Assessment and Data-Based Decision Making**

[Minnesota Data and Assessment Literacy \(MnDAL\) Modules](#)

[Facilitated Self-Evaluation of MnMTSS for District Leadership Teams \(SEMI-DLT\)](#)

[Comprehensive Needs Assessment \(CNA\)](#)

[Deep Dive into Balanced, Comprehensive and Equitable Assessment Systems](#)

[Student Agency in Learning \(SAIL\)](#)

[Equitable Grading Policies and Practices](#)

[Introduction to Data-Based Decision Making Throughout the Tiers](#)

[Data-Based Decision Making for Equitable Access](#)



## Overview of MnMTSS

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with<br>Aligned Support)   | Target Audience  | Dates and How to Access<br>Pathway  |
|--|---|--|---|
| <p><b>MnMTSS Framework Alignment:</b><br/>All Components</p> <p><b>Prerequisites:</b> None<br/><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>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>• <b>Before:</b> Pre-Session Consultation with MnMTSS Lead to understand the local context and ensure audience logistical needs are addressed.</li> <li>• <b>After:</b> 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/tribally controlled school leadership teams, administrator communities of practice)</p> <p>This presentation is ideal <b>for audiences that are new to MnMTSS</b> and not familiar with the kind of support districts can receive through COMPASS.</p> | <p><b>Main Offering Delivery:</b><br/>One virtual or in-person session scheduled as needed</p> <p>Use this <a href="#">MnMTSS Pathways Interest Form</a> to request this offering. A member of the MnMTSS Statewide team will reach out to schedule a pre-session consultation.</p> |

## Introduction to MnMTSS (6 session course)

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with<br>Aligned Support)  | Target Audience  | Dates and How to Access<br>Pathway  |
|---|--|--|---|
| <p><b>MnMTSS Framework Alignment:</b><br/>All Components and Subcomponents</p> <p><b>Prerequisites:</b> None<br/><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><br/>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><b>Before:</b> In preparation for this course, a MnMTSS Lead will reach out to schedule readiness sessions to ensure the team is set up for success.</li> <li><b>During and After:</b> 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/tribally controlled 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> | <p><b>Main Offering Delivery:</b><br/>Six 2.5-hour synchronous sessions</p> <p><b>2025 Summer Virtual, Statewide Offering: 12-2:30 p.m. CT</b><br/><a href="#">Use this link to register for the Introduction to MnMTSS 2025 Summer course</a></p> <p>Monday, 6/9/25<br/>Tuesday, 6/10/25<br/>Wednesday, 6/11/25<br/>Monday, 6/16/25<br/>Tuesday, 6/17/25<br/>Wednesday 6/18/25</p> <p><b>Statewide Virtual Offering: Wednesdays 9-11:30 a.m. CT</b><br/><a href="#">Register for the Introduction to MnMTSS course starting September 2025</a></p> <p>9/10/2025<br/>10/1/2025<br/>10/22/2025<br/>11/12/2025<br/>12/10/2025<br/>1/14/2026</p> <p><b>In-person offerings may be scheduled regionally based on interest. Summer 2026 dates are not yet scheduled. <a href="#">Use this form to express interest in these options.</a></b></p> |

## System Leadership for MnMTSS Implementation

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience  | Dates and How to Access Pathway   |
|--|---|--|---|
| <p><b>MnMTSS Framework Alignment:</b><br/>Component 1: Infrastructure for Continuous Improvement</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• Introduction to MnMTSS Pathway</li> </ul> <p><b>Required For:</b></p> <ul style="list-style-type: none"> <li>• Developing Successful Teams for MnMTSS Implementation</li> <li>• Leading School-Level Implementation of MnMTSS</li> <li>• Tier 2/Tier 3 Teams and Programming</li> </ul> | <p><b>Overview:</b><br/>This course is highly recommended for district, charter and tribally controlled 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 pre-K through grade 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>• <b>Before:</b> In preparation for this course, a MnMTSS Lead will reach out to schedule readiness sessions to ensure the team is set up for success.</li> <li>• <b>During/After:</b> 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> | <p><b>Main Offering Delivery:</b><br/>Three 2.5-hour synchronous sessions with a fall or winter start.</p> <p><b>Fall Start Virtual Offering:</b><br/><b>Thursdays</b><br/><b>9-11:30 a.m. CT</b><br/>9/11/2025<br/>10/23/2025<br/>11/13/2025</p> <p><b>Winter Start Virtual Offering:</b><br/><b>Wednesdays</b><br/><b>9-11:30 a.m. CT</b><br/>1/28/2026<br/>2/18/2026<br/>3/18/2026</p> |

## Developing Successful Teams for MnMTSS Implementation

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with<br>Aligned Support)   | Target Audience  | Dates and How to Access<br>Pathway  |
|--|---|--|---|
| <p><b>MnMTSS Framework Alignment:</b><br/>Component 1: Infrastructure for Continuous Improvement</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• Introduction to MnMTSS Pathway</li> <li>• 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><br/>This course is highly recommended for district, charter and tribally controlled 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>• <b>Before:</b> In preparation for this course, MnMTSS Lead will reach out to schedule readiness sessions to ensure the team is set up for success.</li> <li>• <b>During and After:</b> 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> | <p><b>Main Offering Delivery:</b><br/>Three 2.5 hours synchronous, hybrid sessions with a winter or spring start. Trainers facilitate virtually while teams have the option to attend virtually or gather in-person regionally with on-site MnMTSS Lead support.</p> <p><b>Winter Start Offering: Thursdays 9-11:30 a.m. CT</b><br/> <a href="#">Register for Developing Successful Teams for MnMTSS Implementation Winter</a><br/> 1/08/2026<br/> 1/22/2026<br/> 2/12/2026</p> <p><b>Spring Start Offering: Wednesdays 9-11:30 a.m. CT</b><br/> <a href="#">Register for Developing Successful Teams for MnMTSS Implementation Spring</a><br/> 4/15/2026<br/> 4/29/2026<br/> 5/13/2026</p> |

## Unpacking Family and Community Engagement in the MnMTSS Framework

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with<br>Aligned Support)  | Target Audience  | Dates and How to Access<br>Pathway   |
|---|--|--|--|
| <p><b>MnMTSS Framework Alignment:</b><br/>Component 2: Family and Community Engagement</p> <p><b>Prerequisites:</b> None</p> <p><i>Highly Recommended:</i><br/><i>Introduction to MnMTSS Pathway</i></p> <p><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>During this 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>• <b>Before:</b> In preparation for this course, a MnMTSS Lead will reach out to discuss readiness and ensure teams are set up for success.</li> <li>• <b>During and After:</b> 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> | <p><b>Main Offering Delivery:</b><br/>Two 2-hour synchronous sessions</p> <p><b>Statewide Virtual Offering: 9-11 a.m. CT</b><br/><a href="#">Register for Unpacking Family and Community Engagement in the MnMTSS Framework</a><br/>Thursday, 9/25/2025<br/>Wednesday, 10/15/2025</p> <p><b>In-person offerings</b> may be scheduled regionally based on interest. <a href="#">Use this form to express interest in that option</a> and a team member will reach out to discuss option</p> |

## Leading School-Level Implementation of MnMTSS

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access<br>Pathway  |
|--|---|---|---|
| <p><b>MnMTSS Framework Alignment:</b><br/>All Components and Subcomponents</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>District Leadership Team Completion of the Introduction to MnMTSS Pathway</li> <li>District Leadership Team has completed or is concurrently taking System Leadership and Successful Teams Pathways<br/>-OR-<br/>The former Implementation of MnMTSS 9-Session Course</li> </ul> <p><b>Required For:</b> None</p> | <p><b>Overview:</b><br/><i>Sessions 1 and 2 for Principals and District Leadership</i><br/>These sessions are designed to support the rollout of MnMTSS from the district to the school-level. The sessions also equip school principals with the information they need to guide their school leadership team through MnMTSS implementation.<br/><i>Sessions 3-10 for School Leadership Teams</i><br/>These sessions are designed to support School Leadership Teams in beginning or enhancing their MnMTSS implementation with a focus on building coherence with district MnMTSS guidance. Teams unpack the five components of the MnMTSS framework and complete the Self-Evaluation of MnMTSS Implementation for School Leadership Teams (SEMI-SLT). During the final sessions, teams use the SEMI-SLT data and MnMTSS Action Planning Guide to create a focused plan for systems improvement.</p> <p><i>Note: All 10 sessions are required for this pathway. There is a unique link for the first two sessions because these sessions are for principals and district leaders only.</i></p> <p><b>Aligned Support</b></p> <ul style="list-style-type: none"> <li><b>Before:</b> In preparation for this pathway, a MnMTSS Lead will reach out to schedule readiness sessions with district and school leaders to ensure they are set up for success.</li> <li><b>During and After for Principals:</b> Principal Community of Practice sessions follow sessions 3-10. This collaborative leadership community</li> </ul> | <p>This pathway is ideal for <b>school-level leadership teams</b> (with district leadership representation/support) that are interested in beginning to implement the MnMTSS framework.</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-SLT items for any reason (e.g., to address implementation drift)</li> </ul> | <p><b>Main Offering Delivery:</b><br/>Two 2.5-hour principal and district leadership sessions in August</p> <p>Eight 1.5-hour school leadership team sessions during the academic year. All are synchronous, virtual sessions.</p> <p><b>Sessions 1 and 2 for Principals and District Leadership:</b><br/><b>9-11:30 a.m. CT</b><br/><a href="#">Register for Leading School-Level Implementation of MnMTSS-Principal and District Leadership Sessions</a><br/>Wednesday, 8/6/25<br/>Thursday, 8/7/25</p> <p><b>Sessions 3-10 for School Leadership Teams:</b><br/><b>Wednesdays 3-4:30 p.m. CT</b><br/><a href="#">Register for Leading School-Level Implementation of MnMTSS-School Leadership Team Sessions</a><br/>9/24/2025<br/>10/29/2025<br/>11/19/2025<br/>12/17/2025<br/>1/21/2026</p> |

| Pathways Fundamentals | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience | Dates and How to Access<br>Pathway         |
|-----------------------|--|-----------------|--|
|                       | <p>supports barrier-busting and optimized MnMTSS implementation at the building-level.</p> <ul style="list-style-type: none"> <li>• <b>During and After for District Leaders:</b> MnMTSS Leads offer coaching and technical assistance support to district leadership team members who support school-level leadership teams in implementing.</li> </ul> |                 | <p>2/4/2026<br/>2/25/2026<br/>3/4/2026</p> |

## Establishing Effective Tier 2 and Tier 3 Teams and Programming

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience  | Dates and How to Access<br>Pathway  |
|--|--|--|---|
| <p><b>MnMTSS Framework Alignment:</b><br/>Component 3: Multilayer Practices and Supports</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• Introduction to MnMTSS Pathway</li> <li>• Completion of or concurrently taking Systems Leadership and Successful Teams pathways</li> <li>-OR-</li> <li>The former Implementation of MnMTSS 9-Session Course</li> </ul> <p><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>District and school leaders will work together to establish expectations for Tier 2 and Tier 3 teams and programming at the district level. Teams will unpack the MnMTSS indicators for Tier 2 and Tier 3 supports and understand key considerations for teams to use the data-based decision-making process to promote positive student outcomes.</p> <p>Teams will have an opportunity to discuss their current Tier 2 and Tier 3 systems and gain resources that support implementation of strong Tier 2 and Tier 3 programming. This includes tools to develop an inventory of evidence-based interventions, teaming agendas, decision rules that guide data interpretation, and documented intervention plans.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <b>Before:</b> In preparation for this course, MnMTSS Lead will reach out to schedule readiness sessions to ensure the team is set up for success.</li> <li>• <b>During and After:</b> Trainers and MnMTSS Leads offer momentum sessions where teams' complete guidance they learned about in the session with the support of these highly knowledgeable professionals.</li> </ul> | <p>This pathway is ideal for <b>district-level leadership teams</b> (with school-level representation/support) that are interested in beginning to improve their Tier 2 and Tier 3 infrastructure, processes, and supports.</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 effective Tier 2 and Tier 3 teams and programming for any reason (e.g., to improve district alignment and outcomes)</li> </ul> | <p><b>Main Offering Delivery:</b><br/>Four 2.5-hour synchronous, virtual sessions with a fall or winter start.<br/><i>(Sessions 2 and 3 are scheduled on back-to-back days.)</i></p> <p><b>Fall Start Offering:</b><br/><b>9-11:30 a.m. CT</b><br/><a href="#">Register for Establishing Effective Tier 2 and Tier 3 Teams and Programming Fall</a><br/>Wednesday, 9/17/2025<br/>Wednesday, 10/8/2025<br/>Thursday, 10/9/2025<br/>Wednesday, 11/5/2025</p> <p><b>Winter Start Offering:</b><br/><b>9-11:30 a.m. CT</b><br/><a href="#">Register for Establishing Effective Tier 2 and Tier 3 Teams and Programming Winter</a><br/>Wednesday, 2/11/2026<br/>Wednesday, 3/11/2026<br/>Thursday, 3/12/2026<br/>Wednesday, 4/8/2026</p> |



## MnMTSS Handbook Consultation and Support

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access<br>Pathway  |
|--|---|---|---|
| <p><b>MnMTSS Framework Alignment:</b><br/>All Components</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• Introduction to MnMTSS Pathway</li> <li>• System Leadership Pathway</li> <li>• -OR-</li> <li>• The former Implementation of MnMTSS 9-Session Course</li> </ul> <p><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>District teams receive a MnMTSS Handbook Template and develop a writing plan during the System Leadership for MnMTSS* Pathway. Even with the template, handbooks take time to complete. In addition, the learning and aligned support that team's access in other COMPASS pathways will support the description of each component in the handbook. MnMTSS Leads will be available to support district-level teams in describing how the MnMTSS framework lives in their system. This support will be offered through regularly scheduled statewide and regional momentum Sessions</p> <p><i>*Teams that engaged in MnMTSS Professional Learning before 2025 received the MnMTSS Handbook Template in the Implementation of MnMTSS 9-Session Course</i></p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <b>Before:</b> In preparation for this offering, a MnMTSS Lead will send a message to all enrolled participants with relevant reminders and an invitation to share questions in advance.</li> <li>• <b>After:</b> MnMTSS Leads will be available by email to respond to additional questions.</li> </ul> | <p>This pathway is ideal for <b>district-level leadership teams</b> that are ready to complete their MnMTSS handbook.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>• Teams that meet prerequisites and have an existing MnMTSS handbook they wish to receive support in updating</li> <li>• Teams with questions about portions of the handbook or those that would like feedback on what they have drafted</li> </ul> | <p><b>Main Offering Delivery:</b><br/>These sessions will be scheduled periodically as interest and MnMTSS team member availability allow.</p> <p><b>Virtual or in-person synchronous sessions may be available.</b> <a href="#">Use this form to express interest.</a> A member of the MnMTSS Statewide team will reach out to discuss upcoming offerings.</p> |

## Facilitated Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT)

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience  | Dates and How to Access<br>Pathway   |
|--|--|--|--|
| <p><b>MnMTSS Framework Alignment:</b><br/>Component 4: Assessment<br/>(particularly subcomponent 4.1: Systems Evaluation)</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>Intro to MnMTSS 6-session course as a prerequisite to our Facilitated SEMI-DLT pathway</li> </ul> <p><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>This 3-hour session begins with a brief overview of the SEMI-DLT and its purpose and value for driving and monitoring system change. Teams are introduced to a protocol for completing the SEMI-DLT and the MnMTSS Lead is present to facilitate, provide clarification of the items and support accurate assessment.</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li><b>Before:</b> Pre-Session Consultation with MnMTSS Lead to understand the local context, ensure district-wide representation, and plan ahead to ensure all participants are able to contribute information that reflects an honest assessment of the system.</li> <li><b>After:</b> Post-Session Consultation with MnMTSS Lead to examine results, review progress from the previous administration, and consider next steps for implementation.</li> </ul> | <p>This pathway is ideal for <b>district-level leadership teams</b> that have recently completed the Introduction to MnMTSS (6-Session) Pathway.</p> <p><b>Others that may benefit include:</b></p> <ul style="list-style-type: none"> <li>Teams that have been completing the SEMI-DLT without outside facilitation that are interested in facilitation for any reason (e.g., past SEMI-DLT results show implementation is strong, but student outcomes are unchanged).</li> <li>Teams using the SEMI-DLT as part of the Comprehensive Needs Assessment process.</li> </ul> | <p><b>Main Offering Delivery:</b><br/>3-hour in-person, synchronous session scheduled as-needed</p> <p><a href="#">Use this interest form to request this offering.</a> A member of the MnMTSS Statewide team will reach out to schedule a pre-session consultation.</p> |

## High Quality Tier 1 Instruction within the MnMTSS Framework

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access<br>Pathway   |
|---|--|---|--|
| <p><b>MnMTSS Framework Alignment:</b><br/>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>• Introduction to MnMTSS Pathway</li> <li>• SEMI-DLT Completion</li> </ul> <p><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>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 essential content and standards to establish a bar for grade-level achievement; develop a common understanding of excellent Tier 1 instruction as a component of the MnMTSS Framework; practice planning “just-in-time” instructional supports for all students to access grade-level content; and develop strategies to ensure district priorities promote effective practices system-wide</p> <p><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li>• <b>Before:</b> 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>• <b>During and After:</b> 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., Tier 1 Design Team) 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> | <p><b>Main Offering Delivery:</b><br/>Nine 3-hour monthly synchronous sessions</p> <p><b>Statewide Virtual Offering:</b><br/><b>Tuesdays</b><br/><b>8:30-11:30 a.m. CT</b><br/><a href="#">Register for High Quality Tier 1 Instruction within the MnMTSS Framework</a><br/>9/16/2025<br/>10/21/2025<br/>11/18/2025<br/>12/16/2025<br/>1/20/2026<br/>2/17/2026<br/>3/17/2026<br/>4/21/2026<br/>5/19/2026</p> |

## Minnesota Data and Assessment Literacy (MnDAL) Modules

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access<br>Pathway  |
|--|--|---|---|
| <b>MnMTSS Framework</b><br><b>Alignment:</b><br>Component 4: Assessment<br>Component 5: Data-Based<br>Decision Making<br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <b>Overview:</b><br>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.<br><br>MnDAL modules may be completed individually, in collaboration with a team, or as part of coordinated district-wide or school-wide professional learning.<br><br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li>• <b>Before:</b> COMPASS will offer information sessions on a quarterly basis to support educators and leaders with launching their use of the modules.</li> <li>• <b>During:</b> COMPASS offers implementation resources such as roadmaps and facilitator guides to support teams using the modules for coordinated professional learning.</li> </ul> | This pathway is ideal for <b>educators and leaders</b> .<br><b>Others that may benefit include:</b> <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> | <b>Main Offering:</b><br>(Virtual, Asynchronous)<br>Modules accessed in the Canvas platform at participants' convenience.<br><br><b>Estimated time per module:</b><br><b>1 hour.</b> <a href="#">Access the MnDAL modules and accompanying resources.</a> |

## Student Agency in Learning (SAIL)

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access<br>Pathway  |
|---|---|---|---|
| <b>MnMTSS Framework</b><br><b>Alignment:</b><br>Subcomponent 1.3: Core Beliefs<br>Subcomponent 3.1: Tier 1 (Core) Instruction<br>Subcomponent 4.3: Progress Monitoring<br>Subcomponent 4.4: Diagnostic Assessment<br>Subcomponent 4.5: Outcomes Assessment for Summative Purposes<br>Subcomponent 5.2: Educational Decision Making<br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <b>Overview:</b><br>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.<br><br>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. 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<br><br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li>• <b>Before:</b> COMPASS will facilitate a launch session(s) for leaders and facilitators.</li> <li>• <b>During and After:</b> SAIL Facilitators will come together for a monthly facilitator community of practice led by COMPASS.</li> </ul> | 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 | <b>Site-based facilitators:</b><br>MDE staff support site-based facilitators with a monthly SAIL Facilitator Session to be scheduled based upon participant availability starting in August.<br><b>Teacher teams:</b><br>Asynchronous course. School-based teams schedule a live, in-person or virtual Community of Practice meeting monthly. If interested in learning more about SAIL, please fill out the <a href="#">SAIL Interest form</a> . |

## Equitable Grading Policies and Practices

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience  | Dates and How to Access<br>Pathway   |
|---|--|--|--|
| <p><b>MnMTSS Framework</b></p> <p><b>Alignment:</b> Subcomponent 1.3: Core Beliefs<br/>Subcomponent 4.1: System Evaluation<br/>Subcomponent 4.5: Outcomes for Summative Purposes<br/>Subcomponent 5.2: Educational Decision Making</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> <li>Formation of District Leadership and/or School Leadership team</li> </ul> <p><i>Highly Recommended:</i><br/><i>Introduction to MnMTSS Pathway</i></p> <p>Required For: None</p> | <p><b>Overview:</b></p> <p>Participants will engage in extended learning around the MnDAL Leaders Module 8: Equitable Grading Policies and 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><b>Aligned Support:</b></p> <ul style="list-style-type: none"> <li><b>Before: Asynchronous</b> content will be provided to prepare for the series.</li> <li><b>During and After:</b> 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> | <p><b>Main Offering Delivery:</b><br/>Six 1.5-hour synchronous sessions</p> <p><b>Statewide Virtual Offering:</b><br/><b>Thursdays 1-2:30 p.m. CT</b><br/><a href="#">Register for Equitable Grading Policies and Practices</a><br/>10/9/2025<br/>11/13/2025<br/>12/11/2025<br/>1/8/2026<br/>2/12/2026<br/>3/12/2026</p> <p>If sufficient interest, an in-person option may be offered regionally.</p> |

## Deep Dive into Balanced, Comprehensive and Equitable Assessment Systems

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience  | Dates and How to Access<br>Pathway  |
|--|---|--|---|
| <b>MnMTSS Framework Alignment:</b><br>Component 4: Assessment<br>Component 5: Data-Based Decision Making<br>Subcomponent 2.2: Amplify Family and Community Voice<br>Prerequisites:<br><ul style="list-style-type: none"> <li>Formation of a District Leadership Team</li> <li>Highly Recommended: Introduction to MnMTSS Pathway</li> </ul> Required For: None | <b>Overview:</b><br>Participants will engage in a deep dive into MnDAL Teacher and Leader Module 2: Balanced, Comprehensive and 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.<br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li>Before: Asynchronous content will be provided to prepare for the series.</li> <li>During and After: Additional coaching will be provided as requested.</li> </ul> | This pathway is ideal for <b>district-level leadership teams and district-level assessment teams.</b><br><b>Others that may benefit include:</b> <ul style="list-style-type: none"> <li>School leaders and teacher leaders responsible for district-wide assessment</li> </ul> | <b>Main Offering Delivery:</b><br>Six 1.5-hour synchronous sessions<br><b>Statewide Virtual Offering:</b><br><b>Thursdays 1:30-3 p.m. CT</b><br><a href="#">Register for Deep Dive into Balanced, Comprehensive and Equitable Assessment Systems</a><br>9/25/2025<br>10/23/2025<br>1/22/2026<br>2/26/2026<br>3/26/2026<br>4/23/2026 |

## Introduction to Data-Based Decision Making Throughout the Tiers

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access<br>Pathway  |
|---|--|---|---|
| <b>MnMTSS Framework</b><br><b>Alignment:</b><br>Component 5: Data-Based Decision Making<br>Component 4: Assessment<br>Component 3: Multilayered Practices and Supports<br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <p><b>Overview:</b></p> <p>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>• <b>Before:</b> Brief asynchronous content will be provided to prepare for the series.</li> <li>• <b>During and After:</b> Additional coaching will be provided as requested.</li> </ul> | This pathway is ideal for <b>District and/or School Leadership Teams.</b> | <p><b>Main Offering Delivery:</b></p> <p>Three 3-hour synchronous sessions</p> <p><b>Wednesdays 12-3 p.m. CT</b><br/> <a href="#">Register for Introduction to Data-Based Decision Making Throughout the Tiers</a><br/>           2/25/2026<br/>           3/25/2025<br/>           4/22/2026</p> |



## Comprehensive Needs Assessment (CNA)

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience  | Dates and How to Access<br>Pathway   |
|---|--|--|--|
| <b>MnMTSS Framework Alignment:</b><br>All Components<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <p><b>Overview:</b><br/> 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>• <b>During and After:</b> All teams will receive coaching support during the series.</li> </ul> | This pathway is ideal for<br><b>District and/or School Leadership Teams.</b> | <p><b>Main Offering Delivery:</b><br/> Four 2-hour synchronous sessions</p> <p><b>Thursdays 1-3 p.m. CT</b><br/> <a href="#">Register for Comprehensive Needs Assessment</a><br/> 9/11/2025<br/> 10/2/2025<br/> 11/6/2025<br/> 12/4/2025</p> |

## American Indian Culturally Relevant Practices

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience  | Dates and How to Access<br>Pathway  |
|---|---|--|---|
| <b>MnMTSS Framework</b><br><b>Alignment:</b><br>Component 3: Multilayered Practices and Supports (particularly subcomponent 3.1: Tier 1 Practices)<br><br>Component 1: Infrastructure for Continuous Improvement<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <b>Overview:</b><br>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.<br><br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li>• <b>Before:</b> A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <b>During and After:</b> 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>• <b>After:</b> An opportunity for coaching and technical assistance will be provided.</li> </ul> | This pathway is ideal for <b>principals, charter/ tribally controlled school directors, and leaders</b> who support K-12 Indigenous Education programming. | <b>Main Offering Delivery:</b><br>Three 1.5-hour synchronous sessions<br><br><b>Virtual, statewide:</b><br><b>Tuesdays, 9-10:30 a.m. CT</b><br><b>Fall Sessions:</b><br><a href="#">Register for American Indian Culturally Relevant Practices Fall</a><br>08/26/2025<br>09/23/2025<br>10/28/2025<br><br><b>Winter/Spring Sessions:</b><br><a href="#">Register for American Indian Culturally Relevant Practices Winter/Spring</a><br>01/27/2026<br>02/24/2026<br>03/24/2026 |

## American Indian Culturally and Linguistically Sustaining Practices

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access<br>Pathway   |
|---|--|---|--|
| <b>MnMTSS Framework</b><br><b>Alignment:</b><br>Component 2: Family and Community Engagement<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <b>Overview:</b><br>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.<br><br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li>• <b>Before:</b> A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <b>During and After:</b> 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>• <b>After:</b> An opportunity for coaching and technical assistance will be provided.</li> </ul> | This pathway is ideal for <b>district- and school-level leaders from agencies that serve American Indian students and families.</b><br><br><b>Other district- or school-level leaders who may benefit include:</b> <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> | <b>Main Offering Delivery:</b><br>Three 1.5-hour synchronous sessions<br><br><b>Virtual, statewide:</b><br><b>Tuesdays, 1-2:30 p.m. CT</b><br><b>Fall Sessions</b><br><a href="#">Register for American Indian Culturally and Linguistically Sustaining Practices Fall</a><br>10/14/25<br>11/11/25<br>12/9/25<br><br><b>Winter/Spring Sessions</b><br><a href="#">Register for American Indian Culturally and Linguistically Sustaining Practices Winter/Spring</a><br>2/10/26<br>3/10/26<br>4/14/26 |

## Multilingual Learners 101

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience  | Dates and How to Access<br>Pathway   |
|--|---|--|--|
| <p><b>MnMTSS Framework Alignment:</b></p> <p>Component 1: Infrastructure for Continuous Improvement</p> <p>Component 3: Multilayered Practices and Support (particularly subcomponent 3.1: Tier 1 Programming)</p> <p><b>Prerequisites:</b> None</p> <p><b>Required For:</b></p> <ul style="list-style-type: none"> <li>Multilingual Learner Program Development and Evaluation</li> </ul> | <p><b>Overview:</b></p> <p>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><b>Before:</b> A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li><b>During and After:</b> 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><b>After:</b> An opportunity for coaching and technical assistance will be provided.</li> </ul> | <p>This pathway is ideal for <b>district/building leaders, principals, and ML program directors</b> 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> | <p><b>Delivery Options</b></p> <p><b>Main Offering:</b><br/>Three 90-minute synchronous sessions, approximately one month apart. Offered in the spring and summer.</p> <p><b>Virtual Statewide Second Thursday 12:30-2 p.m. CT</b></p> <p><b>Fall Sessions:</b><br/><a href="#">Register for Multilingual Learners 101 Fall</a><br/>September 11, 2025<br/>October 9, 2025<br/>November 13, 2025</p> <p><b>Winter Sessions:</b><br/><a href="#">Register for Multilingual Learners 101 Winter</a><br/>December 11, 2025<br/>January 8, 2025<br/>February 12, 2025</p> <p><b>Spring Sessions:</b><br/><a href="#">Register for Multilingual Learners 101 Spring</a><br/>March 12, 2026<br/>April 9, 2026<br/>May 14, 2026</p> |

## Multilingual Learner (ML) Program Development and Evaluation

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access<br>Pathway  |
|---|---|---|---|
| <b>MnMTSS Framework</b><br><b>Alignment:</b><br>Component 1: Infrastructure for Continuous Improvement<br><br>Component 5: Data-Based Decision Making<br><br><b>Prerequisites:</b><br><ul style="list-style-type: none"> <li>Multilingual Learners 101</li> </ul> <b>Required For:</b> None | <b>Overview:</b><br>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.<br><br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li><b>Before:</b> A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li><b>During and After:</b> 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><b>After:</b> An opportunity for coaching and technical assistance will be provided.</li> </ul> | This pathway is ideal for <b>district/building leaders, principals, and ML program directors</b> interested in improving the ML program.<br><b>Others that may benefit include:</b> <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> | <b>Delivery Options:</b><br><b>Three-90 minutes virtual sessions Second Tuesday from 1-2:30 p.m.</b><br><b>Winter Sessions:</b><br><a href="#">Register for Multilingual Learners Program and Evaluation Winter</a><br>December 9, 2025<br>January 13, 2026<br>February 10, 2026<br><br><b>Spring Sessions:</b><br><a href="#">Register for Multilingual Learners Program and Evaluation Spring</a><br>March 10, 2026<br>April 14, 2026<br>May 12, 2026 |

## Effective Multilingual Learner (ML) Family and Community Engagement

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience  | Dates and How to Access<br>Pathway  |
|---|--|--|---|
| <b>MnMTSS Framework Alignment:</b><br>Component 2: Family and Community Engagement<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <p><b>Overview:</b><br/>           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>• <b>Before:</b> A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <b>During and After:</b> 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>• <b>After:</b> An opportunity for coaching and technical assistance will be provided.</li> </ul> | <p>This pathway is ideal for <b>district/building leaders, principals, and ML program leaders</b> 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> | <p><b>Delivery Options:</b><br/> <b>First Wednesdays from 12:30 p.m.-2 p.m.</b><br/> <b>Three Sessions:</b><br/> <a href="#">Register for Effective Multilingual Learner Family and Community Engagement</a><br/>           November 5, 2025<br/>           February 4, 2026<br/>           March 4, 2026</p> |

## Universal Design for Learning

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access<br>Pathway   |
|---|--|---|--|
| <b>MnMTSS Framework</b><br><b>Alignment:</b><br>Component 3: Multilayered Practices and Support<br>(Particularly subcomponent 3.1: Tier 1)<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <b>Overview:</b><br>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.<br><br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li>• <b>Before:</b> A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <b>During and After:</b> 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>• <b>After:</b> An opportunity for coaching and technical assistance will be provided.</li> </ul> | This pathway is ideal for <b>district and school leadership teams</b> responsible for making systems-level decisions that impact student success. | <b>Main Offering Delivery:</b><br>Three 1.5-hour synchronous session<br><br><b>Virtual, Statewide Offering:</b><br><b>Tuesdays, 8:30-10 a.m. CT</b><br><b>Fall Sessions:</b><br><a href="#">Register for Universal Design for Learning Fall</a><br>10/7/2025<br>11/4/2025<br>12/2/2025<br><br><b>Winter Sessions:</b><br><a href="#">Register for Universal Design for Learning Winter</a><br>1/6/2026<br>2/3/2026<br>3/3/2026 |

## Data-Based Decision Making for Equitable Access

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access<br>Pathway   |
|--|--|---|--|
| <b>MnMTSS Framework Alignment:</b><br>Component 5: Data-Based Decision Making<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <p><b>Overview:</b><br/>           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>• <b>Before:</b> A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success.</li> <li>• <b>During and After:</b> 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>• <b>After:</b> An opportunity for coaching and technical assistance will be provided.</li> </ul> | This pathway is ideal for <b>district and school leadership teams</b> responsible for making systems-level decisions that impact student success. | <p><b>Main Offering Delivery:</b><br/>           Two 1.5-hour synchronous sessions</p> <p><b>Virtual, Statewide Offering:</b><br/> <b>Tuesdays, 9:30-11 a.m. CT</b><br/>           Winter Sessions:<br/> <a href="#">Register for Data-Based Decision Making for Equitable Access Winter</a><br/>           1/27/2026<br/>           2/24/2026</p> <p><b>Spring Sessions:</b><br/> <a href="#">Register for Data-Based Decision Making for Equitable Access Spring</a><br/>           3/24/2026<br/>           4/28/2026</p> |



## School Climate and Culture Regional Networking and Learning Opportunities

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access<br>Pathway  |
|---|---|---|---|
| <p><b>MnMTSS Framework Alignment:</b><br/>Instructional and Relational Management Strategies are Practiced by School Staff, Engagement of Community in School Improvement</p> <p><b>Prerequisites:</b> None<br/><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>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 and 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>• <b>During and After:</b> 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>Main Offering Delivery:</b><br/>Monthly 1.0-hour sessions scheduled by region; see service cooperative sites.</p> |

## School Climate Improvement Within the MnMTSS Framework (Year-Long Cohort)

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access<br>Pathway  |
|--|--|---|---|
| <p><b>MnMTSS Framework</b></p> <p><b>Alignment:</b><br/>Leadership Supports School Climate Improvement, Data is Used to Assess School Climate</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>Introduction to MnMTSS Pathway</li> </ul> <p><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>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><b>Before:</b> 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><b>During and After:</b> 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> | <p><b>Main Offering Delivery:</b><br/>Five 2.0-hour synchronous sessions</p> <p><b>Virtual, Statewide Offering:</b><br/><b>Tuesdays</b><br/><b>1-3 p.m. CT</b><br/><a href="#">Register for School Climate Improvement within the MnMTSS Framework</a><br/>9/30/2025<br/>10/28/2025<br/>1/27/2026<br/>3/31/2026<br/>5/12/2026</p> |

## School Climate Improvement Within the MnMTSS Framework (Accelerated Cohort)

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access<br>Pathway  |
|---|--|---|---|
| <p><b>MnMTSS Framework Alignment:</b><br/>Leadership Supports School Climate Improvement, Data is Used to Assess School Climate</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>Introduction to MnMTSS Pathway or completed CNA</li> </ul> <p><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>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><b>Before:</b> 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><b>During and After:</b> 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>Main Offering Delivery:</b><br/>One 5.0-hour synchronous session, Three 2.0-hour synchronous sessions</p> <p><b>Virtual, Statewide Offering: Wednesdays</b><br/><b>1:30-3:30 p.m. CT</b><br/><a href="#">Register for School Climate Improvement within the MnMTSS Framework Accelerated Cohort</a><br/>8/13/2025*<br/>11/12/2025<br/>2/11/2026<br/>5/13/2026</p> |

## Engagement Series: Building Community and Engaging Voices

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access<br>Pathway  |
|--|--|---|---|
| <b>MnMTSS Framework Alignment:</b><br>Instructional and Relational Management Strategies are Practiced by School Staff, Engagement of Community in School Improvement<br><br>Prerequisites: None<br>Required For: None | <p>Overview:<br/>           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>Aligned Support:</p> <ul style="list-style-type: none"> <li>During and After: 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 building-level climate and culture leaders (2-3 members required).</p> <p>Other teams that may benefit include:</p> <ul style="list-style-type: none"> <li>District-level climate and culture leaders (2-3 members required).</li> </ul> | <p>Main Offering Delivery:<br/>           Six 2.0-hour synchronous sessions</p> <p>Virtual, Statewide Offering:<br/>           Tuesdays<br/>           1:30-3:30 p.m. CT<br/> <a href="#">Register for Engagement Series: Building Community and Engaging Voices</a><br/>           10/7/2025<br/>           10/21/2025<br/>           11/4/2025<br/>           11/18/2025<br/>           12/2/2025<br/>           12/16/2025</p> |

## Environment Series: Examining Alternatives to Exclusionary Discipline

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway   |
|---|---|---|---|
| <p>MnMTSS Framework Alignment:<br/>Policies and Practices<br/>Support Positive School Climate</p> <p><b>Prerequisites:</b> None<br/><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>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><b>During and 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> (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> | <p><b>Main Offering Delivery:</b><br/>Six 2.0-hour synchronous sessions</p> <p><b>Virtual, Statewide Offering: Tuesdays 1:30-3:30 p.m. CT</b><br/><a href="#">Register for Environment Series: Examining Alternatives to Exclusionary Discipline</a><br/>1/6/2026<br/>1/20/2026<br/>2/3/2026<br/>2/17/2026<br/>3/3/2026<br/>3/17/2026</p> |

## School Safety Series: Supporting Student Mental Health: 10 Steps to Create a Trauma-Informed, Resilient School

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway  |
|--|---|---|--|
| <b>MnMTSS Framework Alignment:</b><br>Policies and Practices<br>Support Positive School Climate<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <b>Overview:</b><br>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.<br><br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li><b>During and After:</b> COMPASS Climate and Culture Leads will provide guided implementation support following each monthly session.</li> </ul> | This pathway is ideal for <b>district or building leaders</b> looking to build trauma-informed, resilient schools.<br><br><b>Others that may benefit include:</b> <ul style="list-style-type: none"> <li>Student support personnel, building administrators, educators</li> </ul> | <b>Main Offering Delivery:</b> Six 2.0-hour synchronous sessions<br><br><b>Virtual, Statewide Offering: Tuesdays 1-3 p.m. CT</b><br><a href="#">Register for School Safety Series: Supporting Student Mental Health</a><br>10/14/2025<br>12/9/2025<br>1/13/2026<br>2/10/2026<br>3/10/2026<br>4/14/2026 |

## School Safety Series: Social Emotional Learning

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway  |
|--|---|---|--|
| <b>MnMTSS Framework Alignment:</b><br>Policies and Practices<br>Support Positive School Climate<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <b>Overview:</b><br>This series will support leaders in building foundational knowledge of social-emotional learning and guiding indicators for district and school-wide systemic implementation.<br><br>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.<br><br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li>• <b>During and After:</b> COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics.</li> </ul> | This pathway is ideal for <b>Building-level climate and culture leaders</b> from each school within the district (1-2 members required).<br><br><b>Other teams that may benefit include:</b> <ul style="list-style-type: none"> <li>• District-level leaders supporting social-emotional learning implementation (2-3 members required).</li> </ul> | <b>Main Offering Delivery:</b><br>Six 2-hour synchronous sessions<br><br><b>Virtual, Statewide Offering: Wednesdays 1-3 p.m. CT</b><br><a href="#">Register for School Safety Series: Social Emotional Learning</a><br>9/17/2025<br>11/19/2025<br>1/21/2026<br>2/18/2026<br>3/18/2026<br>4/15/2026 |

## School Safety Series: Support Student Mental Health through Comprehensive School Mental Health Systems

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway  |
|--|---|---|--|
| <p><b>MnMTSS Framework Alignment:</b><br/>Instructional and Relational Management Strategies are Practiced by School Staff, Policies and Practices Support Positive School Climate</p> <p><b>Prerequisites:</b> None<br/><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>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 and 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> | <p><b>Main Offering Delivery:</b><br/>Seven 1.5-hour synchronous sessions<br/><b>Virtual, Statewide Offering: Thursdays 10-11:30 a.m. CT</b><br/><a href="#">Register for School Safety Series: Support Student Mental Health through Comprehensive School Mental Health Systems</a><br/>8/14/2025<br/>9/18/2025<br/>10/23/2025<br/>11/20/2025<br/>1/15/2026<br/>2/19/2026<br/>3/19/2026</p> |



## Supporting Staff Wellbeing and Resilience

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience  | Dates and How to Access Pathway  |
|---|--|--|--|
| <p><b>MnMTSS Framework Alignment:</b><br/>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<br/><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>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><b>During and 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>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>Main Offering Delivery:</b><br/>Six 2.0-hour synchronous sessions</p> <p>Virtual, Statewide Offering: Wednesdays 1-3 p.m. CT</p> <p><a href="#">Register for Supporting Staff Wellbeing and Resilience</a></p> <p>10/1/2025<br/>11/5/2025<br/>12/3/2025<br/>2/4/2026<br/>3/4/2026<br/>4/1/2026</p> |

## Cultivating Compassion Resilience for Leaders

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience  | Dates and How to Access Pathway   |
|---|---|--|---|
| <b>MnMTSS Framework Alignment:</b><br>Instructional and Relational Management Strategies are Practiced by School Staff<br>Policies and Practices Support Positive School Climate<br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <b>Overview:</b><br>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.<br><br>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.<br><br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li>• <b>Before:</b> None.</li> <li>• <b>During and After:</b> COMPASS Climate and Culture Leads will provide bi-weekly content-connected coaching; affinity space will be offered for leaders from marginalized identities.</li> </ul> | This pathway is ideal for <b>district leaders</b> looking to support their personal well-being and resilience.<br><b>Other teams that may benefit include:</b> <ul style="list-style-type: none"> <li>• Building leaders looking to support their personal well-being and resilience.</li> </ul> | <b>Main Offering Delivery:</b><br>Twelve 1.5-hour synchronous sessions<br><br><b>Virtual, Statewide Offering: Tuesdays 10-11:30 a.m. CT</b><br><a href="#">Register for Cultivating Compassion Resilience for Leaders</a><br>9/30/2025<br>10/7/2025<br>10/14/2025<br>10/28/2025<br>11/4/2025<br>12/2/2025<br>1/27/2026<br>2/10/2026<br>2/24/2026<br>3/10/2026<br>3/24/2026<br>4/14/2026 |

## Culturally Responsive School Leadership

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway   |
|---|---|---|---|
| <b>MnMTSS Framework Alignment:</b><br>Component 1: Infrastructure for Continuous Improvement<br>Component 2: Family and Community Engagement<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <p><b>Overview:</b><br/>           Grounded in the transformative practices developed by Khalifa, Gooden, and Davis (2016), this collaborative learning opportunity will support school leaders who regularly navigate critical conversations about equity, inclusion, and culturally responsive education. Through interactive learning experiences, meaningful dialogue, and collaborative leadership development, school and district leaders will gain essential tools, increased confidence, and a supportive community that enables them to lead with clarity and conviction in their educational settings.</p> <p>Participants will develop in their self-efficacy to lead in the context 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 intentional and actionable work 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>• <b>Before:</b> An overview of the book Culturally Responsive School Leadership by Dr. Khalifa, and the CRSL framework will be provided for review.</li> <li>• <b>During and After:</b> 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> | 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><b>Main Offering Delivery:</b><br/>           Nine 1.5-hour synchronous sessions</p> <p><b>Statewide Virtual Offering: Thursdays 12-1:30 p.m. CT</b><br/> <a href="#">Register for Culturally Responsive School Leadership</a><br/>           9/18/2025<br/>           10/23/2025<br/>           11/20/2025<br/>           12/18/2025<br/>           1/15/2026<br/>           2/19/2026<br/>           3/19/2026<br/>           4/16/2026<br/>           5/21/2026</p> |

## Instructional Feedback, Coaching and Observation Practices

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway   |
|--|---|---|---|
| <b>MnMTSS Framework Alignment:</b><br>Component 1: Infrastructure that Supports Continuous Improvement<br>Subcomponent 3.1: Tier 1 (Core) Practices<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <b>Overview:</b><br>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.<br><br><b>Aligned Support:</b> <ul style="list-style-type: none"> <li>• <b>Before:</b> A team member will reach out to discuss what to expect and ensure participants are set up for success</li> <li>• <b>During and After:</b> Virtual and in-person follow-up coaching will be provided by team members to support the implementation of introduced practices.</li> </ul> | This pathway is ideal for <b>principals, instructional supervisors, directors, instructional coaches, Q-Comp leaders, superintendents, executive directors, and coordinators.</b> | <b>Main Offering Delivery:</b><br>Six 1.5 hour biweekly synchronous sessions with a fall or winter start.<br><br><b>Fall Start Virtual Offering: Wednesdays 1-2:30 p.m. CT</b><br><b>Use this link to register</b><br>10/1/2025<br>10/15/2025<br>11/5/2025<br>11/19/2025<br>12/3/2025<br>12/17/2025<br><br><b>Winter Start Virtual Offering: Wednesdays 1-2:30 p.m. CT</b><br><b>Use this link to register for Instructional Feedback, Coaching and Observation Practices Fall</b><br>1/21/2026<br>2/4/2026<br>2/18/2026<br>3/4/2026<br>3/18/2026<br>4/1/2026 |

## Math Instructional Systems Leadership Series

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience  | Dates and How to Access Pathway   |
|--|--|--|---|
| <b>MnMTSS Framework Alignment:</b><br>Subcomponent 3.1: Tier 1 (Core) Practices<br><br><b>Prerequisites:</b> None<br><b>Required For:</b> None | <p><b>Overview:</b><br/>           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>• <b>Before:</b> A kickoff session will be held at the start of the series.</li> <li>• <b>During and After:</b> 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>Main Offering:</b><br/>           Six 90-minute sessions</p> <p><b>Virtual Statewide:</b><br/> <b>Tuesday, 1-2:30 p.m. CT</b><br/> <a href="#">Register for Math Instructional Systems Leadership Series</a><br/>           10/7/2025<br/>           11/4/2025<br/>           12/2/2025<br/>           1/6/2026<br/>           2/3/2026<br/>           3/3/2026</p> |

## Math Instructional Practices Series: Grades pre-K through grade 2

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience  | Dates and How to Access Pathway   |
|--|---|--|---|
| <p><b>MnMTSS Framework Alignment:</b><br/>Subcomponent 3.1: Tier 1 (Core) Practices</p> <p><b>Prerequisites:</b> None</p> <p><i>Highly Recommended:</i><br/><i>Introduction to MnMTSS Pathway and High-Quality Tier 1 Pathway</i></p> <p><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>To change outcomes in mathematics, we must first rethink our approach. This pathway is designed for teachers, coaches, and school and district leaders. It introduces the 8 Effective Math Teaching Practices as a foundation for shifting the perception of math in our pre-k through second 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. 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>• <b>Before:</b> A kickoff session will be held at the start of the series.</li> <li>• <b>During and After:</b> 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>pre-K through second grade level teachers, coaches, and instructional leaders</b> who support pre-K through second grade Math instruction.</p> | <p><b>Main Offering:</b><br/>One-60 Min kickoff session<br/>Seven-60 Min sessions with<br/>Seven asynchronous modules</p> <p><b>Virtual Statewide:</b><br/><b>Thursday, 3:30-4:30 p.m. CT</b><br/><a href="#">Register for Math Instructional Practices Series: Grades pre-K through grade 2</a><br/>9/4/2025<br/>10/2/2025<br/>11/6/2025<br/>12/4/2025<br/>1/8/2026<br/>2/5/2026<br/>3/5/2026<br/>4/2/2026</p> |

## Math Instructional Practices Series: Grades 3-5

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway   |
|--|---|---|---|
| <p><b>MnMTSS Framework</b></p> <p><b>Alignment:</b><br/>Subcomponent 3.1: Tier 1 (Core) Practices</p> <p><b>Prerequisites:</b> None</p> <p><i>Highly Recommended:</i><br/><i>Introduction to MnMTSS Pathway and High-Quality Tier 1 Pathway</i></p> <p><b>Required For:</b> None</p> | <p><b>Overview:</b><br/>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 8 Effective Math Teaching Practices 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. 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>• <b>Before:</b> A kickoff session will be held at the start of the series.</li> <li>• <b>During and After:</b> 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 3-5 grade level teachers, coaches, and instructional leaders who support 3-5 Math instruction.</p> | <p>Main Offering:<br/>One 60-minute kickoff session<br/>Seven 60-minute sessions with<br/>Seven asynchronous modules</p> <p>Virtual Statewide:<br/>Wednesday, 3:30-4:30 p.m. CT<br/><a href="#">Register for Math Instructional Practices Series: Grades 3-5</a><br/>9/10/2025<br/>10/8/2025<br/>11/12/2025<br/>12/10/2025<br/>1/14/2026<br/>2/11/2026<br/>3/11/2026<br/>4/8/2026</p> |

## Math Instructional Practices Series: Grades 6-12

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway  |
|---|---|---|--|
| <p>MnMTSS Framework Alignment:<br/>Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: None</p> <p><b>Highly Recommended:</b><br/><b>Introduction to MnMTSS Pathway and High-Quality Tier 1 Pathway</b></p> <p>Required For: None</p> | <p><b>Overview:</b><br/>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 8 Effective Math Teaching Practices 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>• Before: A kickoff session will be held at the start of the series.</li> <li>• During and After: 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 6-12 grade level teachers, coaches, and instructional leaders who support 6-12 Math instruction.</p> | <p><b>Main Offering:</b><br/>One 60-minute kickoff session<br/>Seven 60-minute sessions with<br/>Seven asynchronous modules</p> <p><b>Virtual Statewide:</b><br/>Thursday, 3:30-4:30 p.m. CT<br/><a href="#">Register for Math Instructional Practices Series: Grades 6-12</a></p> <p>9/11/2025<br/>10/9/2025<br/>11/13/2025<br/>12/11/2025<br/>1/15/2026<br/>2/12/2026<br/>3/12/2026<br/>4/9/2026</p> |



## Strengthening Math Teacher Teams

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway  |
|---|---|---|--|
| <p>MnMTSS Framework Alignment:<br/>Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: None</p> <p><b>Highly Recommended:</b><br/><b>Introduction to MnMTSS Pathway and High-Quality Tier 1 Pathway</b></p> <p>Required For: None</p> | <p><b>Overview:</b><br/>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 8 Effective Math Teaching Practices 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>• Before: A kickoff session will be held at the start of the series.</li> <li>• During and After: 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 6-12 grade level teachers, coaches, and instructional leaders who support 6-12 Math instruction.</p> | <p><b>Main Offering:</b><br/>One 60-minute kickoff session<br/>Seven 60-minute sessions with<br/>Seven asynchronous modules</p> <p><b>Virtual Statewide:</b><br/>Thursday, 3:30-4:30 p.m. CT<br/><a href="#">Register for Math Instructional Practices Series: Grades 6-12</a></p> <p>9/11/2025<br/>10/9/2025<br/>11/13/2025<br/>12/11/2025<br/>1/15/2026<br/>2/12/2026<br/>3/12/2026<br/>4/9/2026</p> |

## Strengthening Math Teacher Teams

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway   |
|--|---|---|---|
| <p>MnMTSS Framework Alignment:</p> <p>Subcomponent 1.6: Collaborative Linked Teams</p> <p>Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: None</p> <p>Required For: None</p> | <p>Overview:</p> <p>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>Aligned Support:</p> <ul style="list-style-type: none"> <li>Before: A kickoff session will be held at the start of the series.</li> <li>During and After: 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>Others that may benefit include:</p> <ul style="list-style-type: none"> <li>Anyone who is part of leading or supporting a math teacher team</li> </ul> | <p>Main Offering:<br/>Six 90-minute sessions</p> <p>Virtual Statewide:<br/>Tuesday, 1-2:30 p.m. CT</p> <p><a href="#">Register for Strengthening Math Teacher Teams</a></p> <p>10/14/2025<br/>12/9/2025<br/>1/13/2026<br/>2/10/2026<br/>3/10/2026<br/>4/14/2026</p> |

## READ Act Required Evidence-Based Reading Instruction Professional Development (Phase 1 Educators)

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience  | Dates and How to Access Pathway   |
|---|---|--|---|
| <p>MnMTSS Framework Alignment:<br/>Component 3: Multilayered Practices and Support</p> <p>Components 4 and 5: Assessment and Data-Based Decision Making</p> <p>Prerequisites: None<br/>Required For: None</p> | <p>Overview:<br/><b>To achieves 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.</b></p> <p>Approved professional development programs:</p> <ul style="list-style-type: none"> <li>• <b>CAREIALL:</b> Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota)</li> <li>• <b>OLandLA:</b> Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)</li> <li>• <b>LETRS:</b> Language Essentials for Teachers of Reading and Spelling (LETRS), LETRS for Administrators, and LETRS for Early Childhood Educators (LEXIA)</li> </ul> <p>Aligned Support:</p> <ul style="list-style-type: none"> <li>• Before: <b>A kickoff session will be held at the start of the training series.</b></li> <li>• During and After: <b>Support will be provided during synchronous training and throughout the course work by the training facilitator and the Regional Literacy Network.</b></li> </ul> | <p>This pathway is the required literacy professional development for phase 1 educators.</p> <ul style="list-style-type: none"> <li>• A list of Phase 1 educators can be found at the READ Act Phase 1 webpage</li> </ul> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Curriculum Leaders</li> <li>• School Literacy Leaders</li> </ul> | <p>Main Offering Delivery:<br/>District leaders can find registration forms for each of the Phase 1 offerings on the MDE <a href="#">READ Act Professional Development webpage.</a></p> |

## READ Act Required Evidence-Based Reading Instruction Professional Development

(Phase 2 Educators)

| Pathways Fundamentals                                       | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway  |
|---|---|---|--|
| Read Act Required<br>Evidence Based Reading<br>Instruction. | <p><b>Overview:</b><br/>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. 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>• <b>Before:</b> To Be Determined</li> <li>• <b>During and After:</b> 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 phase 2 educators. A list of Phase 2 educators can be found at the <a href="#">READ Act Phase 2 webpage</a></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>Main Offering Delivery:<br/>When the approved professional learning offerings are announced, information for district leaders to register their staff can be found on the <a href="#">READ Act Professional Development webpage</a></p> |

## District Literacy Lead (DLL) Community of Practice

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience  | Dates and How to Access Pathway  |
|--|--|--|--|
| <p>MnMTSS Framework Alignment:<br/>All MnMTSS Components</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> <li>Participant is designated as the District Literacy Lead</li> </ul> <p>Required For: None</p> | <p>Overview:<br/>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>Aligned Support:</p> <ul style="list-style-type: none"> <li>Before: 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>During and After: 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 District Literacy Leads</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> <li>District administrators, Principals</li> <li>Curriculum Directors</li> <li>School Literacy Leader</li> </ul> | <p>Main Offering Delivery:<br/>2-hour synchronous sessions are scheduled regionally, approximately once per month. Sessions may be offered in-person or virtually the third week of each month.</p> <p>Individuals interested in joining their Regional DLL Community of Practice should contact the Regional Literacy Network Lead for their local Service Cooperative.</p> |

## Local Certified Facilitator Community of Practice

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience  | Dates and How to Access Pathway   |
|--|--|--|---|
| <p>MnMTSS Framework Alignment:<br/>Component 1: Infrastructure for Continuous Improvement (particularly subcomponent 1.5: Professional Learning)<br/>Component 3: Multilayered Practices and Supports</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> <li>• Completion of an MDE-approved structured literacy PD program, having met vendor's certification prerequisites and training requirements</li> <li>• Vendor's annual recertification requirements met</li> <li>• In good standing with the sponsoring agency and training vendor</li> </ul> <p>Required For: None</p> | <p><b>Overview:</b><br/>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>• Before: N/A</li> <li>• During and After: 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 Individuals who meet the prerequisites for Local Certified Facilitators (LCFs) and are employed by a district.</p> <p>Others that may benefit include:</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> | <p>Main Offering Delivery:<br/>2-hour synchronous sessions are scheduled regionally, on a monthly basis from October to May. Sessions may be offered in-person or virtually the first week of each month.</p> <p>Individuals interested in joining the Local Certified Facilitator Community of Practice should contact the <a href="#">Regional Literacy Network Lead</a> for their local Service Cooperative.</p> |

## Training for Paraprofessional Structured Literacy Course Trainers

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience  | Dates and How to Access Pathway  |
|--|--|--|--|
| <p>MnMTSS Framework Alignment:<br/>Component 1: Infrastructure for Continuous Improvement (particularly subcomponent 1.5: Professional Learning)<br/>Component 3: Multilayered Practices and Supports</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> <li>• Completion of an MDE-approved structured literacy PD program, having met vendor's certification prerequisites and training requirements</li> <li>• Vendor's annual recertification requirements met</li> <li>• In good standing with the sponsoring agency and training vendor</li> </ul> <p>Required For: None</p> | <p>Overview:<br/>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>Aligned Support:</p> <ul style="list-style-type: none"> <li>• Before: N/A</li> <li>• During and After: 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 Individuals who meet the prerequisites for Local Certified Facilitators (LCFs) for Paraprofessional Training and are employed by a district.</p> <p>Others that may benefit include:</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> | <p>Main Offering Delivery:<br/>Two full-day in-person synchronous sessions scheduled regionally. Several opportunities will be available over the summer, with additional dates scheduled based on interest.</p> <p>Individuals who are interested in becoming Structured Literacy Trainers for Paraprofessionals should contact the <a href="#">Regional Literacy Network Lead</a> for their local Service Cooperative.</p> |

## Minnesota ELA Leaders Network

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access Pathway   |
|---|--|---|---|
| <p>MnMTSS Framework Alignment:<br/>Component 3: Multilayered Practices and Support (Particularly subcomponent 3.1: Tier 1)<br/>Component 4: Assessment (particularly subcomponent 4.1: Systems Evaluation)<br/>Prerequisites: None<br/>Required For: None</p> | <p><b>Overview:</b><br/>The Minnesota 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 Minnesota ELA Standards (fully implemented in school year 2025-26) and the transition to the Reading MCA-IV (spring 2026).</p> <p>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 Minnesota ELA Leaders Network shared folder with meeting materials and resources.</li> </ul> | <p>This pathway is ideal for ELA Curriculum Directors, General Curriculum Directors, District Literacy Leads, Regional Literacy Network Leads and Coaches, or anyone supporting the work of standards implementation and aligned assessment.</p> <p>Other district-level teams that may benefit include:</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>Main Offering Delivery:</b><br/>90-minute synchronous, virtual sessions every other month across the academic year (5 meetings total).</p> <p>Those interested in joining the Minnesota ELA Leaders Network should email MDE ELA Specialist Kristin Bauck at <a href="mailto:kristin.bauck@state.mn.us">kristin.bauck@state.mn.us</a> to be added to meeting invites.</p> |



## Reflective Practice for Early Childhood Leaders

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access Pathway   |
|---|--|---|---|
| <p>MnMTSS Framework Alignment:</p> <p><b>Component 1: Infrastructure for Continuous Improvement</b></p> <p>Prerequisites: None<br/>Required For: None</p> | <p>Overview:</p> <p>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 and 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 and 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>Aligned Support:</p> <ul style="list-style-type: none"> <li>During and After: 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 early childhood and early childhood special education leaders interested in learning about intentionally incorporating reflective practice skills in their work.</p> <p>Others that may benefit include:</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>Main Offering Delivery:</p> <p>This asynchronous course is accessed in the Canvas learning management system at participants' convenience.</p> <p>The course contains seven total modules: two pre-modules and five sequential core modules.</p> <p><b>Estimated time per module: 1.5-2.5 hours (approved for 14 clock hours)</b></p> <p><a href="#">Enroll in the Reflective Practice for Early Childhood Leaders course.</a></p> |

## Best Practices in Early Intervention

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access Pathway   |
|---|--|---|---|
| <p>MnMTSS Framework Alignment:</p> <p>Component 1: Infrastructure for Continuous Improvement</p> <p>Component 2: Family and Community Engagement</p> <p>Prerequisites: None</p> <p>Required For: 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>During and After: 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 early intervention providers (including practitioners, speech-language pathologists, occupational and physical therapists, Deaf/Hard of Hearing teachers, Blind/Visually Impaired teachers, and others working in early intervention) and early childhood special education leaders 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> | <p><b>Main Offering Delivery:</b></p> <p>This asynchronous course is accessed in the Canvas learning management system at participants' convenience.</p> <p>The course contains five total modules, but there is not a requirement to complete all modules.</p> <p><a href="#">Enroll in the Best Practices in Early Intervention course.</a></p> |

## A Trauma-Informed Approach to Early Childhood Practice: Foundational Course

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access Pathway   |
|---|--|---|---|
| <p>MnMTSS Framework Alignment:</p> <p>Component 1: Infrastructure for Continuous Improvement</p> <p>Component 2: Family and Community Engagement</p> <p>Prerequisites: None Required For:</p> <ul style="list-style-type: none"> <li>• A Trauma-Informed Approach to Early Childhood Practice: Leadership Advanced Course</li> <li>• A Trauma-Informed Approach to Early Childhood Practice: Classroom-Based Advanced Course</li> <li>• A Trauma-Informed Approach to Early Childhood Practice: Early Intervention Advanced Course</li> </ul> | <p>Overview:</p> <p>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>Aligned Support:</p> <ul style="list-style-type: none"> <li>• <b>During:</b> 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 anyone working in early care and education settings that wants to increase their knowledge of trauma-informed practices in early childhood.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> <li>• Paraprofessionals or Educational Assistants</li> <li>• District Administrators (superintendent, principal, community education director, etc.)</li> </ul> | <p>Main Offering Delivery:</p> <p>This asynchronous course is accessed in the Canvas learning management system at participants' convenience.</p> <p>The course contains three modules.</p> <p><a href="#">Enroll in the Trauma-Informed Approach to Early Childhood Practice: Foundational Course.</a></p> |

## A Trauma-Informed Approach to Early Childhood Practice: Leadership Advanced Course

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access Pathway   |
|---|--|---|---|
| <p>MnMTSS Framework Alignment:<br/>Component 1: Infrastructure for Continuous Improvement</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> <li>A Trauma-Informed Approach to Early Childhood Practice: Foundational Course</li> </ul> <p>Required For: None</p> | <p><b>Overview:</b><br/>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><b>During:</b> 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 early childhood/early childhood special education administrators, supervisors, or directors 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>Main Offering Delivery:</b><br/>This asynchronous course is accessed in the Canvas learning management system at participants' convenience.</p> <p>This advanced course contains three modules.</p> <p>Estimated time per module: 1 hour</p> <p><a href="#">Enroll in the Trauma-Informed Approach to Early Childhood Practice: Leadership Advanced Course.</a></p> |

## A Trauma-Informed Approach to Early Childhood Practice: Classroom-Based Advanced Course

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience  | Dates and How to Access Pathway  |
|--|---|--|--|
| <p>MnMTSS Framework Alignment:</p> <p>Component 1: Infrastructure for Continuous Improvement</p> <p>Component 2: Family and Community Engagement</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> <li>A Trauma-Informed Approach to Early Childhood Practice: Foundational Course</li> </ul> <p>Required For: None</p> | <p>Overview:</p> <p>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 support their learning and growth.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> <li>During: 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 anyone working in early care and education settings, particularly <b>those in classroom-based settings</b> that want to increase their knowledge of trauma-informed practices in early childhood.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> <li>Paraprofessionals/Education Assistants</li> <li>District administrators (superintendent, principal, community education director, etc.)</li> </ul> | <p>Main Offering Delivery:</p> <p>This asynchronous course is accessed in the Canvas learning management system at participants’ convenience.</p> <p>This advanced course contains three modules.</p> <p><b>Estimated time per module: 1 hour</b></p> <p><a href="#">Enroll in the Trauma-Informed Approach to Early Childhood Practice: Classroom-Based Practice Advanced Course.</a></p> |

## A Trauma-Informed Approach to Early Childhood Practice: Early Intervention Advanced Course

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access Pathway   |
|---|--|---|---|
| <p>MnMTSS Framework Alignment:</p> <p>Component 1: Infrastructure for Continuous Improvement</p> <p>Component 2: Family and Community Engagement</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> <li>A Trauma-Informed Approach to Early Childhood Practice: Foundational Course</li> </ul> <p>Required <b>For:</b> None</p> | <p>Overview:</p> <p>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>Aligned Support:</p> <ul style="list-style-type: none"> <li>During: 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 anyone working in early care and education settings, particularly those working in early intervention that want to increase their knowledge of trauma-informed practices in early childhood.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> <li>Paraprofessionals/Education Assistants</li> <li>District administrators (superintendent, principal, community education director, etc.)</li> </ul> | <p>Main Offering Delivery:</p> <p>This asynchronous course is accessed in the Canvas learning management system at participants' convenience.</p> <p>This advanced course contains three modules.</p> <p>Estimated time per module: 1 hour</p> <p><a href="#">Enroll in the Trauma-Informed Approach to Early Childhood Practice: Early Intervention Advanced Course.</a></p> |

## Early Childhood Education Webinars

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience  | Dates and How to Access Pathway  |
|---|---|--|--|
| <p>MnMTSS Framework Alignment:<br/>Webinars focus on various MnMTSS components.</p> <p><b>Prerequisites:</b> None<br/><b>Required For:</b> None</p> | <p>Overview:<br/>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><b>The modules currently included in the course are:</b></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>Aligned Support:</p> <ul style="list-style-type: none"> <li>• After: ECSE staff at MDE are available to provide a virtual, one-hour discussion/question-and-answer session for programs 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.</li> <li>• Key Difference Between Part C and Part B</li> <li>• Part C Webinar Series</li> <li>• Part B/Preschool Webinar Series</li> <li>• Standards-Aligned IEPs</li> </ul> | <p>This pathway is ideal for any professional looking to learn more about a variety of topics related to early childhood education, including early intervention and early childhood special education (ECSE).</p> <p>District-level teams that may benefit include:</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> | <p>Main Offering Delivery:<br/>This asynchronous course is accessed in the Canvas learning management system at participants' convenience.</p> <p>Estimated time per module: 30 minutes - 2 hours</p> <p><a href="#">Enroll in the Early Childhood Education Webinars.</a></p> |

## Improving Attendance Utilizing the MnMTSS Framework

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access Pathway  |
|---|--|---|--|
| <p>MnMTSS Framework Alignment:<br/>All Components</p> <p>Prerequisites: None</p> <p><b>Highly Recommended:<br/>Introduction to MnMTSS Pathway</b></p> | <p>Overview:<br/>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>Aligned Support:</p> <ul style="list-style-type: none"> <li>Before: <b>Pre-Session Consultation with a COMPASS team member to understand the local context and ensure audience logistical needs are addressed.</b></li> <li>During and After: <b>COMPASS team members will offer individualized support to districts between the monthly sessions.</b></li> </ul> | <p>This pathway is ideal for school and district leaders.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> <li>Other school staff who support attendance initiatives</li> </ul> | <p>Main Offering Delivery:<br/>Nine 1.5-hour sessions held monthly September-May.</p> <p>Virtual, Statewide Offering: Tuesdays 12-1:30 p.m. CT</p> <p><a href="#">Register for Improving Attendance Utilizing the MnMTSS Framework</a></p> <p>9/16/2025<br/>10/21/2025<br/>11/18/2025<br/>12/16/2025<br/>1/20/2026<br/>2/17/2026<br/>3/17/2026<br/>4/21/2026<br/>5/19/2026</p> |



## Improving Attendance Utilizing the MnMTSS Framework

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway  |
|--|---|---|--|
| <p>MnMTSS Framework Alignment:<br/>All Components</p> <p>Prerequisites: None</p> <p><b>Highly Recommended:</b><br/><b>Introduction to MnMTSS Pathway</b></p> | <p>Overview:<br/>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>Aligned Support:</p> <ul style="list-style-type: none"> <li>Before: Pre-Session Consultation with a COMPASS team member to understand the local context and ensure audience logistical needs are addressed.</li> <li>During and After: <b>COMPASS</b> team members will offer individualized support to districts between the monthly sessions.</li> </ul> | <p>This pathway is ideal for school and district leaders.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> <li>Other school staff who support attendance initiatives</li> </ul> | <p>Main Offering Delivery:<br/>Nine 1.5-hour sessions held monthly September-May.</p> <p>Virtual, Statewide Offering: Tuesdays 12-1:30 p.m. CT</p> <p><a href="#">Register for Improving Attendance Utilizing the MnMTSS Framework</a></p> <p>9/16/2025<br/>10/21/2025<br/>11/18/2025<br/>12/16/2025<br/>1/20/2026<br/>2/17/2026<br/>3/17/2026<br/>4/21/2026<br/>5/19/2026</p> |

## Building a Strong Attendance Team

| Pathways Fundamentals   | Pathway Description<br>(Professional Development with Aligned Support)   | Target Audience   | Dates and How to Access Pathway   |
|---|--|---|---|
| <p>MnMTSS Framework Alignment:<br/>Component 1: Infrastructure that Supports Continuous Improvement</p> <p>Prerequisites: None</p> <p><b>Highly Recommended: Introduction to MnMTSS Pathway</b></p> | <p>Overview:<br/>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.</p> <p>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>Aligned Support:</p> <ul style="list-style-type: none"> <li>• Before: Pre-Session Consultation with a COMPASS team member to understand the local context and ensure audience logistical needs are addressed.</li> <li>• During and After: COMPASS team members will offer individualized support to districts between the monthly sessions.</li> </ul> | <p>This pathway is ideal for school and district leaders, attendance team members</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> <li>• Other school staff who support attendance initiatives</li> </ul> | <p>Main Offering Delivery:<br/>Four 1.5-hour sessions.</p> <p>The pathway will be offered in the Fall and Spring.</p> <p>Virtual, Statewide Offering: Wednesdays 12-1:30 p.m. CT</p> <p>Fall<br/><a href="#">Register for Building a Strong Attendance Team Fall</a><br/>9/10/2025<br/>10/8/2025<br/>11/12/2025<br/>12/10/2025</p> <p>Spring<br/><a href="#">Register for Building a Strong Attendance Team Spring</a><br/>2/11/2026<br/>3/11/2026<br/>4/8/2026<br/>5/13/2026</p> |

## Data-Driven Attendance Strategies

| Pathways Fundamentals  | Pathway Description<br>(Professional Development with Aligned Support)  | Target Audience   | Dates and How to Access Pathway  |
|--|---|---|--|
| <b>MnMTSS Framework Alignment:</b><br>Component 3: Multi-layered Practices and Support<br><br>Component 5: Data-based Decision-making<br><br><b>Prerequisites:</b> None<br><br><i>Highly Recommended: Introduction to MnMTSS Pathway</i> | <p><b>Overview:</b><br/>           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 and After:</b> COMPASS team members will offer individualized support to districts between the monthly sessions.</li> </ul> | <p>This pathway is ideal for <b>school and district leaders</b>.</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>Main Offering Delivery:</b><br/>           Four 1.5-hour sessions. The pathway will be offered in the Fall and Spring.</p> <p><b>Virtual, Statewide Offering: Tuesdays 10-11:30 a.m. CT</b></p> <p><b>Fall</b><br/> <a href="#">Register for Data-Driven Attendance Strategies Fall</a><br/>           10/7/2025<br/>           11/4/2025<br/>           12/2/2025<br/>           1/6/2026</p> <p><b>Spring</b><br/> <a href="#">Register for Data-Driven Attendance Strategies Spring</a><br/>           2/3/2026<br/>           3/3/2026<br/>           4/7/2026<br/>           5/5/2026</p> |