

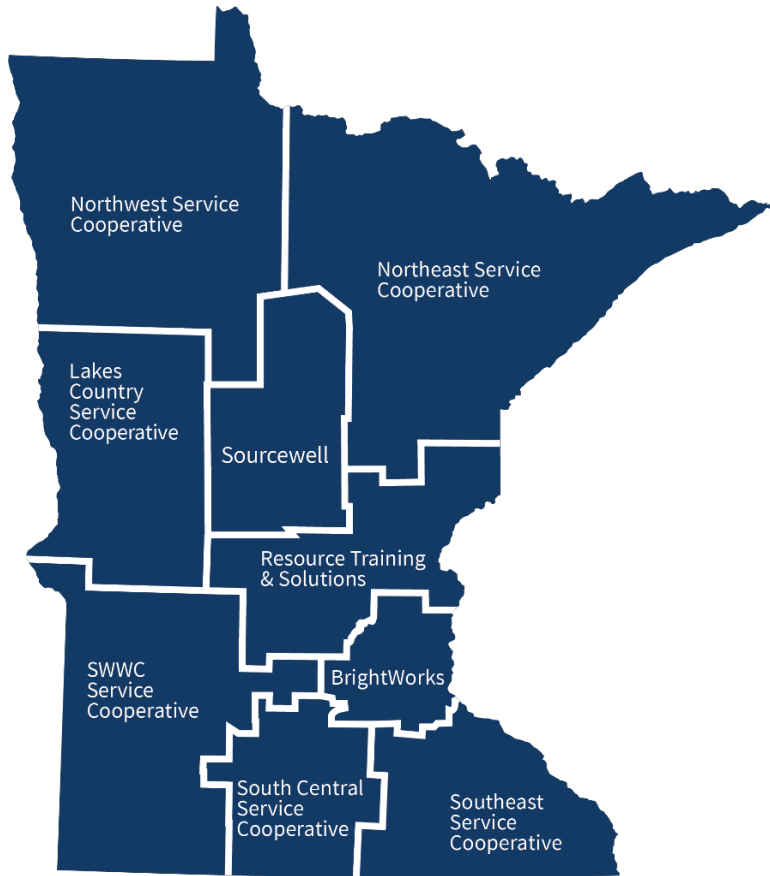


COMPASS in MnMTSS Professional Learning Catalog 2026-27

This document outlines the Collaborative Minnesota Partnerships to Advance Student Success (COMPASS) in Minnesota Multi-Tiered System of Support (MnMTSS) professional learning Pathways available to district and school teams during the 2026-27 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 (PL) opportunity that supports MnMTSS implementation and is consistently delivered and accessible across all regions. COMPASS Pathways also embed, and support implementation of evidence-based practices required by ESSA for identified schools. 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, technical assistance and/or communities of practice. In this way, COMPASS Pathways are designed to equip and support teams and leaders as they improve their systems.

Contact Information and Online Resources



Region	Contact Email or Name
COMPASS Statewide	compass.mde@state.mn.us
BrightWorks	Chris Streiff Oji chris.streiff.oji@brightworksmn.org
Lakes Country Service Cooperative	Staci Allmaras sallmaras@lcsc.org
Northeast Service Cooperative	Tara Lindstrom tara.lindstrom@coop.nescmn.net
Northwest Service Cooperative	Becca Neal bneal@nwservice.org
Resource Training and Solutions	Michelle Wang mwang@resourcecoop-mn.gov
Sourcewell	Amanda Tegels amanda.tegels@sourcewell-mn.gov
South Central Service Cooperative	Sarah Morrison smorrison@mncsc.org
Southeast Service Cooperative	Gina Morken gmorken@ssc.coop
Southwest West Central Service Cooperative	Allyson Pesek allyson.pesek@swwc.org

Minnesota Department of Education	COMPASS	Minnesota Multi-Tiered System of Supports (MnMTSS)
education.mn.gov/MDE/	education.mn.gov/MDE/dse/compass/	education.mn.gov/mde/dse/mtss/

Table of Contents

Contact Information and Online Resources	2
Minnesota Multi-Tiered System of Support (MnMTSS)	4
Attendance	16
Climate and Culture	20
Culturally Responsive Instructional Leadership (CRIL)	29
Data and Assessment Literacy (DAL)	34
Early Childhood/Early Childhood Special Education (EC/ECSE)	43
Equitable Access - American Indian Education	47
Equitable Access - Multilingual Learners	50
Equitable Access - Special Education	54
Literacy	57
Math	73
Tier 1 Instruction	86
Appendix	89

Click a section title to jump to the corresponding page

Minnesota Multi-Tiered System of Support (MnMTSS)

Developing Successful Teams for MnMTSS Implementation	5
Establishing Effective Tier 2 and Tier 3 Teams and Programming	6
Facilitated Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT)	7
Implementing Minnesota's Early Indicator Response System (MEIRS)	8
Introduction to MnMTSS (6 session course)	9
Leading School-Level Implementation of MnMTSS	10
MnMTSS Handbook Consultation and Support	11
Overview of MnMTSS	12
School-Level MnMTSS Implementation Short Course (For Very Small Systems)	13
System Leadership for MnMTSS Implementation	14
Unpacking Family and Community Engagement in the MnMTSS Framework	15

Click a section title to jump to the corresponding page

Developing Successful Teams for MnMTSS Implementation

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • Introduction to MnMTSS Pathway • System Leadership Pathway <p>Required For:</p> <ul style="list-style-type: none"> • School-Level Implementation Pathways • Tier 2/Tier 3 Teams and Programming 	<p>Overview: This course is highly recommended for district, charter, and Tribally Controlled schools interested in deep and sustainable implementation of MnMTSS.</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>Aligned Support:</p> <ul style="list-style-type: none"> • Before: In preparation for this course, a MnMTSS Lead will meet with the district point-person to ensure the team is prepared for what the learning and implementation in this Pathway entails and set up for success. • During/After: MnMTSS Leads provide coaching and technical assistance after each session to support teams in contextualizing and implementing the learning from the course. 	<p>District-level leadership teams that recognize MnMTSS team infrastructure is essential to the success and sustainability of their system.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • New team members who have not previously completed the Pathway. • Teams seeking a refresher to help them refine and optimize their teaming infrastructure for MnMTSS implementation. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27.</p> <p>Winter: Wednesdays, 9-11:30 a.m. January 13, 2027 January 27, 2027 February 17, 2027</p> <p>Spring: Thursdays, 9-11:30 a.m. March 25, 2027 April 8, 2027 April 22, 2027</p> <p>Register for Developing Successful Teams for MnMTSS Implementation.</p>

Establishing Effective Tier 2 and Tier 3 Teams and Programming

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • Introduction to MnMTSS Pathway • System Leadership and Developing Successful Teams Pathways <i>OR</i> the former Implementation of MnMTSS 9-Session Course <p>Required For: None.</p>	<p>Overview: 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. 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>Aligned Support:</p> <ul style="list-style-type: none"> • Before: In preparation for this course, a MnMTSS Lead will meet with the district point-person to ensure the team is prepared for what the learning and implementation in this Pathway entails and set up for success. • During/After: MnMTSS Leads provide group aligned support sessions where teams have time to work on action items introduced in the session with the support of these highly knowledgeable professionals. 	<p>District-level leadership teams (with school-level representation/support) that are interested in beginning to improve their Tier 2 and Tier 3 infrastructure, processes, and supports.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • New team members who have not previously completed the Pathway. • 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). 	<p>Main Offering Delivery: Virtual sessions.</p> <p>9-11:30 a.m. Wednesday, January 20, 2027 Wednesday, February 24, 2027 Thursday, February 25, 2027 Wednesday, March 24, 2027</p> <p>Register for Establishing Effective Tier 2 and Tier 3 Teams Programming</p> <p>Group Aligned Support Sessions: Wednesdays, 9-10:30 a.m. February 10, 2027 March 10, 2027 April 14, 2027</p> <p><i>A registration link for group aligned support will be shared in the first session.</i></p>

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

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 4: Assessment (particularly subcomponent 4.1: Systems Evaluation)</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • Introduction to MnMTSS Pathway 	<p>Overview: This 3-hour session begins with a brief overview of the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT) and its 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>Aligned Support:</p> <ul style="list-style-type: none"> • Before: 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. • During/After: Post-Session Consultation with MnMTSS Lead to examine results, review progress from the previous administration, and consider next steps for implementation. 	<p>District-level leadership teams that have recently completed the Introduction to MnMTSS (6-Session) Pathway.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Teams that have been completing the SEMI-DLT without outside facilitation are interested in facilitation for any reason (e.g., past SEMI-DLT results show implementation is strong, but student outcomes are unchanged). 	<p>Main Offering Delivery: 3-hour in-person sessions scheduled as needed.</p> <p>Use this form to request this offering. A member of the MnMTSS Statewide team will reach out to schedule a pre-session consultation.</p>

Implementing Minnesota's Early Indicator Response System (MEIRS)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 4: Assessment Component 5: Data-Based Decision Making Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites: None. <i>Highly Recommended:</i> <i>Introduction to MnMTSS Pathway</i></p> <p>Required For: None.</p>	<p>Overview: As part of the MnMTSS framework, Minnesota’s Early Indicator Response System (MEIRS) serves as a universal screening to intervention process that is used in secondary systems to determine the effectiveness of Tier 1, identify students in need of additional support, and provide high-quality Tier 2/Tier 3 support matched to student needs. This eight-session course will support secondary school teams to implement the MEIRS.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: In preparation for this course, a MnMTSS Lead will meet with the district point-person to ensure the team is prepared for what the learning and implementation in this Pathway entails, and set up for success. • During/After: MnMTSS Leads provide coaching and technical assistance after each session to support teams in contextualizing and implementing the learning from the course. 	<p>Team of district-level system leaders, including the District Assessment Coordinator, with representatives from the secondary school(s) that will implement MEIRS.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Individuals leading intervention teams within buildings that will implement MEIRS. • Teams seeking to calibrate their understanding of effective MEIRS/Early Warning System implementation for any reason (e.g., to improve district alignment and outcomes). 	<p>Main Offering Delivery: Virtual sessions.</p> <p>Wednesdays, 9-10:30 a.m. October 7, 2026 November 14, 2026 December 2, 2026 January 6, 2027 February 3, 2027 March 3, 2027 April 7, 2027 May 5, 2027</p> <p>Register for Implementing MEIRS.</p>

Introduction to MnMTSS (6 session course)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: All Components and Subcomponents</p> <p>Prerequisites None.</p> <p>Required For:</p> <ul style="list-style-type: none"> • Most other MnMTSS Professional Learning Pathways • High Quality Tier 1 Instruction Pathway <p><i>Recommended for several other Pathways.</i></p>	<p>Overview: 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 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 system improvement.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: In preparation for this course, a MnMTSS Lead will meet with the district point-person to ensure the team is prepared for what the learning and implementation in this Pathway entails and set up for success. • During/After: MnMTSS Leads provide coaching and technical assistance after each session, to support teams in contextualizing and implementing the learning from the course, including developing a strong action plan. 	<p>District-level leadership teams are interested in beginning to implement MnMTSS.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • New team members who have not previously completed the Pathway. • 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). 	<p>Main Offering Delivery: Virtual sessions.</p> <p>2026 Summer Intensive: Registration link for the Summer Intensive Session 1: Tuesday, June 9, 2026, 9-11:30 a.m. Session 2: Tuesday, June 9, 2026, 1-3:30 p.m. Session 3: Wednesday, June 10, 2026, 9 11:30 a.m. Session 4: Wednesday, June 10, 2026, 1-3:30 p.m. Session 5: Thursday, June 11, 2026, 9-11:30 a.m. Session 6: Thursday, June 11, 2026, 1-3:30 p.m.</p> <p>School Year Statewide Virtual: Register for Introduction to MnMTSS</p> <p>Wednesdays, 9-11:30 a.m.</p> <p>September 16, 2026 September 30, 2026 October 14, 2026 October 28, 2026 November 18, 2026 December 16, 2026</p> <p>In-person offerings may be scheduled regionally based on interest. Summer 2027 dates are not yet scheduled. Use this form to express interest in these options.</p>

Leading School-Level Implementation of MnMTSS

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: All Components and Subcomponents</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • Introduction to MnMTSS Pathway • System Leadership and Developing Successful Teams Pathways <i>OR</i> the former Implementation of MnMTSS 9-Session Course <p>Required For: None.</p>	<p>Overview: <u>Sessions 1 and 2 for Principals and District Leadership:</u> 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.</p> <p><u>Sessions 3-10 for School Leadership Teams:</u> 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>Aligned Support</p> <ul style="list-style-type: none"> • Before: In preparation for this course, a MnMTSS Lead will meet with the district point-person to ensure the team is prepared for what the learning and implementation in this Pathway entails and set up for success. • During/After for Principals: Principal Community of Practice sessions follow sessions 3-10. This collaborative leadership community supports barrier-busting and optimized MnMTSS implementation at the building-level. • During/After for District Leaders: MnMTSS Leads offer coaching and technical assistance to district leadership team members who support school-level leadership teams in implementing. 	<p>School-level leadership teams (with district leadership representation/support) that are interested in beginning to implement the MnMTSS framework.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • New team members who have not previously completed the Pathway. • 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). 	<p>Main Offering Delivery: Virtual sessions.</p> <p>Sessions 1 and 2 for Principals and District Leadership: 9-11:30 a.m. Wednesday, August 12, 2026 Thursday, August 13, 2026</p> <p>Sessions 3-10 for School Leadership Teams: Thursdays, 3-4:30 p.m. September 24, 2026 October 22, 2026 November 19, 2026 December 17, 2026 January 21, 2027 February 18, 2027 March 18, 2027 April 15, 2027</p> <p>Register for Leading School-Level Implementation of MnMTSS.</p> <p>Principal Community of Practice: First Thursday of the month October-May 9:30-10:45 a.m.</p>

MnMTSS Handbook Consultation and Support

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: All Components</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • Introduction to MnMTSS Pathway • System Leadership Pathway <i>OR</i> the former Implementation of MnMTSS 9-Session Course <p>Required For: None.</p>	<p>Overview: District teams receive a MnMTSS Handbook Template in the System Leadership for MnMTSS Implementation Pathway. The learning and aligned support teams access in other COMPASS Pathways also support their handbook development. Knowing that handbook development takes time and intentionality, these sessions provide dedicated time for handbook creation with MnMTSS Leads available to support district-level teams in describing how the MnMTSS framework lives in their system.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: In preparation for this offering, an MnMTSS Lead will send a message to all enrolled participants with relevant reminders and an invitation to share questions in advance. • During/After: MnMTSS Leads will be available by email to respond to additional questions. 	<p>District-level leadership teams that are ready to complete their MnMTSS handbook.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Teams that meet prerequisites and have an existing MnMTSS handbook they wish to receive support in updating. • Teams with questions about portions of the handbook or those that would like feedback on what they have drafted. 	<p>Main Offering Delivery: Virtual sessions. Teams that meet prerequisites are able to join the sessions at any time and attend as needed.</p> <p>Thursdays, 9-10:30 a.m. October 22, 2026 November 19, 2026 December 17, 2026 January 21, 2027 February 18, 2027 March 18, 2027 April 15, 2027 May 13, 2027</p> <p>Register for MnMTSS Handbook Consultation and Support.</p>

Overview of MnMTSS

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: All Components.</p> <p>Prerequisites: None</p> <p>Required For: None</p>	<p>Overview: 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.</p> <p>Presenters also discuss the resources and support available to districts as they begin or deepen MnMTSS implementation in their system.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Pre-Session Consultation with MnMTSS Lead to understand the local context and ensure audience logistical needs are addressed. • After: Post-Session Consultation with MnMTSS Lead to address lingering questions and discuss readiness/next steps for implementation. 	<p>District-level leadership roles (e.g., district, or single charter/Tribally Controlled school leadership teams, administrator communities of practice).</p> <p>Audiences that are new to MnMTSS and not familiar with the kind of support districts can receive through COMPASS.</p>	<p>Main Offering Delivery: One virtual or in-person session.</p> <p>Use this MnMTSS Pathways Interest Form to request this offering. A member of the MnMTSS Statewide team will reach out to schedule a pre-session consultation.</p>

School-Level MnMTSS Implementation Short Course (For Very Small Systems)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • Introduction to MnMTSS Pathway • System Leadership and Developing Successful Teams Pathways <i>OR</i> the former Implementation of MnMTSS 9-Session Course <p>Required For: None.</p>	<p>Overview: Very small systems where the District Leadership Team is also the School Leadership Team must bear unique considerations in mind as they shift their focus from district-level infrastructure to school-level systems and implementation. This short course supports this unified leadership team as they bring the MnMTSS framework to more educators in their system, complete the Self-Evaluation of MnMTSS Implementation for School Leadership Teams (SEMI-SLT), and action plan for school-level improvement.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: In preparation for this course, a MnMTSS Lead will meet with the district point-person to ensure the team is prepared for what the learning and implementation in this Pathway entails and set up for success. • During/After: MnMTSS Leads provide coaching and technical assistance after each session to support teams in contextualizing and implementing the learning from the course. 	<p>Leadership teams from very small districts, charter schools, or Tribally Controlled schools in which the district leadership team is the same team that leads school-level implementation work. The leadership team should attend the Pathway together.</p>	<p>Main Offering Delivery: Virtual sessions</p> <p>Thursdays, 9-11:30 a.m.</p> <p>October 8, 2026 November 12, 2026 December 10, 2026</p> <p>Register for School-Level Implementation Short Course.</p>

System Leadership for MnMTSS Implementation

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement</p> <p>Prerequisites: Introduction to MnMTSS Pathway</p> <p>Required For:</p> <ul style="list-style-type: none"> Developing Successful Teams for MnMTSS Implementation School-Level Implementation Pathways Tier 2/Tier 3 Teams and Programming 	<p>Overview: This course is highly recommended for district, charter and Tribally Controlled schools interested in deep and sustainable implementation of MnMTSS. The course includes essential content for establishing a sustainable pre-K through grade 12 infrastructure. These include collaborative leadership, braiding funding streams, data-systems, system-wide professional development, data-based decision making, communication, and handbook development.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> Before: In preparation for this course, a MnMTSS Lead will meet with the district point-person to ensure the team is prepared for what the learning and implementation in this Pathway entails and set up for success. During/After: MnMTSS Leads provide coaching and technical assistance after each session to support teams in contextualizing and implementing the learning from the course. 	<p>District-level leadership teams inclusive of Superintendent and Executive Leadership that recognize MnMTSS leadership and infrastructure are essential to the success and sustainability of their system.</p> <p>Districts should enter this Pathway with a fully drafted MnMTSS action plan, as this Pathway's learning and implementation is built directly upon that foundation.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> New team members who have not previously completed the Pathway. Teams seeking a refresher to help them refine and optimize their leadership for MnMTSS implementation. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27</p> <p>Fall: Wednesdays 9-11:30 a.m. September 23, 2026 October 21, 2026 December 9, 2026</p> <p>Winter: Thursdays, 9-11:30 a.m. January 14, 2027 February 11, 2027 March 11, 2027</p> <p>Register for System Leadership for MnMTSS Implementation.</p>

Unpacking Family and Community Engagement in the MnMTSS Framework

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 2: Family and Community Engagement</p> <p>Prerequisites: None</p> <p><i>Highly Recommended:</i> Introduction to MnMTSS Pathway</p> <p>Required For: None</p>	<p>Overview: District-level leadership teams will dig into the seven essential elements (subcomponents) of Family and Community Engagement to learn about what each can look like in practice. 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>Aligned Support:</p> <ul style="list-style-type: none"> • Before: In preparation for this course, a MnMTSS Lead will meet with the district point-person to ensure the team is prepared for what the learning and implementation in this Pathway entails and set up for success. • During/After: MnMTSS Leads provide coaching and technical assistance after each of the sessions to support teams through action steps introduced in the course, including developing a strong action plan. 	<p>District-level leadership teams interested in improving Family and Community Engagement in their system.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • New team members who have not previously completed the Pathway. • 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. 	<p>Main Offering Delivery: Virtual or in-person sessions.</p> <p>Statewide Virtual Offering: Register for Unpacking Family and Community Engagement in the MnMTSS Framework.</p> <p>Thursdays, 9-11:30 a.m. September 17, 2026 October 29, 2026</p> <p>In-person offerings may be scheduled regionally based on interest. Use this form to express interest in that option.</p>

Attendance

Building a Strong Attendance Team	17
Data-Driven Attendance Strategies	18
Improving Attendance Utilizing the MnMTSS Framework	19

Click a section title to jump to the corresponding page

Building a Strong Attendance Team

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure that Supports Continuous Improvement</p> <p>Prerequisites: None</p> <p><i>Highly Recommended: Introduction to MnMTSS Pathway</i></p>	<p>Overview: Building an attendance team or preparing an existing team to integrate attendance improvement functions is an essential strategy to improving attendance. This Pathway helps district/school leaders and staff build an effective attendance team using the MnMTSS framework. Throughout the Pathway, teams will examine how to build a team that reviews and analyzes attendance data, identifies the root causes of chronic absences, and designs and delivers interventions and supports for students and families.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Pre-Session Consultation with a COMPASS team member to understand the local context and ensure audience logistical needs are addressed. • During/After: COMPASS team members will offer individualized support to districts between the monthly sessions. 	<p>School and District Leaders, Attendance Team Members.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Other school staff who support attendance initiatives. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Wednesdays, noon-1:30 p.m.</p> <p>Fall: September 23, 2026 October 21, 2026 November 18, 2026 December 9, 2026</p> <p>Winter: January 20, 2027 February 17, 2027 March 17, 2027 April 21, 2027</p> <p>Register for Building a Strong Attendance Team.</p>

Data-Driven Attendance Strategies

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Support Component 5: Data-based Decision-making</p> <p>Prerequisites: None. <i>Highly Recommended: Introduction to MnMTSS Pathway</i></p>	<p>Overview: 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>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Pre-Session consultation with a COMPASS team member to understand the local context and ensure audience logistical needs are addressed. • During/After: COMPASS team members will offer individualized support to districts between the monthly sessions. 	<p>School and District Leaders.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Other school staff who support attendance initiatives. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Tuesdays, noon-1:30 p.m.</p> <p>Fall: September 15, 2026 October 13, 2026 November 10, 2026 December 15, 2026</p> <p>Winter: January 12, 2027 February 9, 2027 March 9, 2027</p> <p>Register for Data-Driven Attendance Strategies.</p>

Improving Attendance Utilizing the MnMTSS Framework

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: All Components</p> <p>Prerequisites: None</p>	<p>Overview: 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"> • Before: Pre-Session Consultation with a COMPASS team member to understand the local context and ensure audience logistical needs are addressed. • During/After: COMPASS team members will offer individualized support to districts between the monthly sessions. 	<p>School and District Leaders.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Other school staff who support attendance initiatives. 	<p>Main Offering Delivery: Virtual sessions. All sessions are held noon-1:30 p.m.</p> <p>Tuesday, October 27, 2026 Tuesday, November 24, 2026 Monday, December 21, 2026 Tuesday, January 26, 2027 Tuesday, February 23, 2027 Tuesday, March 23, 2027 Tuesday, April 27, 2027 Tuesday, May 25, 2027</p> <p>Register for Improving Attendance Utilizing the MnMTSS Framework.</p>

Climate and Culture

Building Compassion Resilience for Student Support Personnel _____	21
Code of Conduct Review and Revision _____	22
Positive School Climate Strategies to Improve Attendance and Engagement _____	23
School Climate Improvement Process _____	24
Social Emotional Learning _____	25
Supportive Discipline Practices _____	26
Supporting Staff Wellbeing _____	27
Trauma Informed Practices for Safe and Supportive Schools _____	28

Click a section title to jump to the corresponding page

Building Compassion Resilience for Student Support Personnel

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework</p> <p>Alignment: Subcomponent 1.4: School Climate</p> <p>Prerequisites: None</p>	<p>Overview:</p> <p>This professional learning series aims to build compassion resilience in educators by enhancing their ability to maintain well-being, address stressors impacting student learning, foster effective partnerships, and prevent compassion fatigue. Cohort sessions will focus on developing both personal and collective compassion resilience skills and perspectives.</p> <p>Topics will include Wellness; Compassion Fatigue and its systemic drivers; Resilience and Self-Compassion; Historical Trauma; stress throughout the career cycle; compassionate boundary setting; supporting the change efforts of others and ourselves.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None • During/After: COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics. 	<p>Student support personnel: School or district Staff Directly Supporting the ongoing social, emotional, behavioral needs of students as their primary role. Continuing Education Units (CEUs) are available to participants in need of licensure clock hours. This Pathway is ideal for any education staff looking to support their personal well-being and resilience.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Any education staff looking to support their personal well-being and resilience. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27.</p> <p>Fall:</p> <p>All sessions are held on Tuesdays, 3-4:30 p.m.</p> <p>September 1, 2026 September 15, 2026 September 29, 2026 October 13, 2026 October 27, 2026 November 10, 2026</p> <p>Winter:</p> <p>All sessions are held on Wednesdays, 9-10:30 a.m.</p> <p>January 6, 2027 January 13, 2027 January 20, 2027 January 27, 2027 February 10, 2027 February 24, 2027</p> <p>Register for Building Compassion Resilience for Student Support Personnel.</p>

Code of Conduct Review and Revision

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 1.4: School Climate</p> <p>Prerequisites: None.</p>	<p>Overview: In a four-part series building teams will investigate a toolkit to review and revise the student code of conduct to align with current practices, incorporate non-exclusionary discipline practices and become more accessible to families and students. Participants will be given the opportunity to reimagine their discipline practices and improve school climate. The goal of this Pathway is to ensure all districts have the capacity to develop robust procedural guidance that firmly centers discipline practices that are restorative, supportive, and non-exclusionary.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None • During/After: COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics. 	<p>Building-level leaders (2-3 members strongly recommended).</p>	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Wednesdays, 9-10:30 a.m.</p> <p>March 3, 2027 March 17, 2027 March 31, 2027 April 14, 2027</p> <p>Register for Code of Conduct Review and Revision.</p>

Positive School Climate Strategies to Improve Attendance and Engagement

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 1.4: School Climate Prerequisites: None.</p>	<p>Overview: This series will support leaders in improving student attendance through building strong school climate engagement practices.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None • During/After: COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics. 	<p>Building leaders supporting a positive climate and student attendance (teams of 2 or more are encouraged).</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • District leaders supporting a positive climate and student attendance (teams of 2 or more are encouraged). 	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Wednesdays, 9:30-11 a.m.</p> <p>August 12, 2026 September 30, 2026 October 21, 2026 November 18, 2026 December 2, 2026 December 16, 2026</p> <p>Register for Positive School Climate Strategies to Improve Attendance and Engagement.</p>

School Climate Improvement Process

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 1.4: School Climate Prerequisites: None</p>	<p>Overview: 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, based on data, 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; this Pathway will support participants with intentional, systemic implementation of school climate improvement.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Team willing to connect with leaders prior to attendance to determine fit for requested Pathway. • During/After: COMPASS Climate and Culture Leads will provide monthly systems coaching and technical assistance to support fidelity in the school climate improvement process. 	<p>District-level leadership teams (2-4 members strongly recommended).</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Building-level teams (2-4 members strongly recommended). 	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Thursdays, 9-10:30 a.m.</p> <p>August 6, 2026 November 5, 2026 January 7, 2027 March 4, 2027 May 6, 2027</p> <p>Register for School Climate Improvement Process.</p>

Social Emotional Learning

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 1.4: School Climate</p> <p>Prerequisites: None.</p>	<p>Overview: This series will support leaders in building foundational knowledge of social-emotional learning and guiding indicators for district and school-wide systemic implementation.</p> <p>Through this Pathway, participants will define Social and Emotional Learning (SEL) and understand the importance of its systemic implementation; establish a process for systemic implementation of SEL in their school or district; identify ways to center equity in their SEL practice; articulate ways to “speak up for SEL” while explaining what SEL is and is not; and plan next steps for continuous improvement using various data.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None • During/After: COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics. 	<p>Building and district level leaders supporting social emotional learning implementation (2-3 members strongly recommended).</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Building and/or district level school climate implementation team members. 	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Tuesdays, 9-10:30 a.m.</p> <p>October 13, 2026 November 10, 2026 January 12, 2027 February 9, 2027 March 9, 2027 April 13, 2027</p> <p>Register for Social Emotional Learning.</p>

Supportive Discipline Practices

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 1.4: School Climate</p> <p>Prerequisites: None</p>	<p>Overview: This series will support leaders in deepening their understanding of how to create welcoming school environments that foster a strong sense of belonging. Participants will explore supportive and equitable discipline practices to create safe, inclusive, school environments.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None. • During/After: COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics. 	<p>Building-level leaders (2-3 members strongly recommended)</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • District-level leaders (2-3 members strongly recommended). 	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Thursdays, 1-2:30 p.m.</p> <p>January 14, 2027 January 28, 2027 February 11, 2027 February 25, 2027</p> <p>Register for Supportive Discipline Practices.</p>

Supporting Staff Wellbeing

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 1.4: School Climate</p> <p>Prerequisites: None</p>	<p>Overview: This professional learning series will support leaders in identifying solutions, barriers, and sustainability of educator well-being, resilience, and retention practices.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None. • During/After: COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics. 	<p>Building and district-level leadership teams (2-3 members strongly recommended) that support the work of staff wellbeing.</p>	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Thursdays, 3:30-5 p.m.</p> <p>October 1, 2026 November 5, 2026 December 3, 2026 February 4, 2027 March 4, 2027 April 1, 2027</p> <p>Register for Supporting Staff Wellbeing.</p>

Trauma Informed Practices for Safe and Supportive Schools

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 1.4: School Climate</p> <p>Prerequisites: None</p>	<p>Overview: This professional learning series is designed to support educators and leaders in the systemic implementation of trauma-informed practices. Participants will deepen their understanding of the impact of trauma on students, families, and staff while building a shared foundation for creating safe, supportive learning environments. Through practical tools and proactive strategies, leaders and educators will strengthen their capacity to respond with empathy, foster resilience, and embed trauma-informed approaches into everyday systems, structures, and decision-making.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None • During/After: COMPASS Climate and Culture Leads will provide monthly content/practices coaching and technical assistance to support fidelity in content topics. 	<p>Building or district leaders looking to build trauma informed, resilient schools.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Student support personnel and educators. 	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Thursdays, 10-11:30 a.m.</p> <p>September 17, 2026 October 22, 2026 November 19, 2026 January 21, 2027 February 18, 2027 March 18, 2027</p> <p>Register for Trauma Informed Practices for Safe and Supportive Schools</p>

Culturally Responsive Instructional Leadership (CRIL)

Culturally Responsive Instructional Leadership: Using Data _____	30
Foundations of Culturally Responsive Instructional Leadership _____	31
Growing in Instructional Feedback _____	32
Leading and Braiding Professional Growth for your Instructors _____	33

Click a section title to jump to the corresponding page

Culturally Responsive Instructional Leadership: Using Data

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement</p> <p>Component 2: Family and Community Engagement</p> <p>Prerequisites: None</p> <p><i>Complimentary Pathway is "Foundations of Culturally Responsive Instructional Leadership".</i></p>	<p>Overview: Participants in this series will explore actionable culturally responsive school leadership practices by engaging with data and technical tools. Specifically, principals and district leaders will examine their own current practices and procedures to identify gaps, patterns, and disproportionality across student groups. With scenario-based learning, participants can expect to strengthen their instructional leadership dispositions of critical self-reflection and family and community engaged leadership. Utilizing data as an instructional leader will prompt (1) analyzing inclusionary and exclusionary practices, (2) interacting with the teacher development and evaluation process, and (3) engaging with data review practices to determine areas in need of systemic improvement.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: An overview of the Culturally Responsive School Leadership (CRSL) framework will be shared. The scope and sequence of the sessions offered in this learning series as well as awareness to the complimentary learning series that could be taken prior or several Pathways that could be ideal next steps of learning. • During: The Culturally Responsive Instructional Leadership (CRIL) Team will provide tools to continue self and team reflection, resources to assist with professional development and content delivery. Modes of email and open office hours, leader visits, and regionally hosted network time may occur. • After: The CRIL Team will follow up monthly for 3 months to be a partner in active implementation. CRIL Team members will remain active with Minnesota Service Cooperatives (MSC) to assist the leader in identifying and engaging in future Pathways or regional support space. 	<p>District Leaders, Principals, Instructional Leads.</p>	<p>Main Offering Delivery: Asynchronous, virtual sessions.</p> <p>Four modules on Canvas available starting January 2027. Use this CRIL Pathways Interest Form to request this offering. A member of the CRIL Statewide team will reach out to schedule a pre-session consultation.</p>

Foundations of Culturally Responsive Instructional Leadership

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement Component 2: Family and Community Engagement</p> <p>Prerequisites: None</p> <p><i>Complimentary Pathway is "Culturally Responsive Instructional Leadership: Using Data".</i></p>	<p>Overview: This series provides instructional leadership content in an interactive learning space. The sessions will center foundational learning of Culturally Responsive School Leadership (CRSL).</p> <p>Participants will engage in guided learning about (1) critical self-reflection, (2) the importance of historical contexts for schools and communities, (3) the importance of creating inclusive school spaces, as well as (4) authentic, meaningful engagement with families and communities.</p> <p>Each session includes practical takeaway strategies and curated resources that leaders can immediately implement with their leadership teams and school staff.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: An overview of the CRSL framework will be shared. The scope and sequence of the sessions offered in this learning series as well as awareness to the complimentary learning series will be discussed with those interested and those who enroll. • During: The Culturally Responsive Instructional Leadership (CRIL) Team will provide tools to continue self and team reflection, resources to assist with professional development and content delivery. Modes of email and open office hours, leader visits, and regionally hosted network time may occur. • After: The CRIL Team will follow up monthly for 3 months to be a partner in active implementation. CRIL Team members will remain active with Minnesota Service Cooperatives (MSC) to assist the leader in identifying and engaging in future Pathways or regional support space. 	<p>District Leaders, Building Leaders, Instructional Leads.</p>	<p>Main Offering Delivery: Virtual sessions.</p> <p>Four asynchronous modules on Canvas are available starting January 2027. Use this CRIL Pathways Interest Form to request this offering. A member of the CRIL Statewide team will reach out to schedule a pre-session consultation.</p>

Growing in Instructional Feedback

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment:</p> <p>MnMTSS Component 1: Infrastructure that Supports Continuous Improvement</p> <p>1.2 Leadership 1.3 Core Beliefs 1.4 School Climate</p> <p>MnMTSS Component 2: Family and Community Engagement</p> <p>2.1 Sustain High-Trust and Reciprocal Relationships 2.2 Amplify Family and Community Voice 2.3 Link Families to Learning 2.5 Commitment to Continuous Improvement of the Family and Community Engagement Process</p> <p>MnMTSS Component 3: Multi-Layered Practices and Support</p> <p>3.1 Tier 1 (Core) Practices</p> <p>MnMTSS Component 5: Data-Based Decisions Making</p> <p>5.2 Educational Decision Making</p> <p>Prerequisites: None.</p>	<p>Overview:</p> <p>Leaders will engage in culturally responsive instructional leadership learning, specifically "Facilitating Meaningful Feedback" (FMF) of:</p> <ul style="list-style-type: none"> Centering Relationships Connecting Relevant Evidence Posing Transformative Questions Prompting Action <p>All sessions will include concepts of critical self-reflection and family and community engaged leadership. Participants will utilize "Facilitating Meaningful Feedback" rubrics and scenario-based learning with choice areas to apply the learning to their context.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> Before: The Culturally Responsive School Leadership (CRSL) framework will be provided for participants to review. Asynchronous pre-learning of cultural, epistemology, funds of knowledge will be available as well. During: CRIL Leads will be available for between session meetings. All leaders will be encouraged to have a 1:1 meeting with the CRIL Lead between session 3 and 4. After: CRIL Leads will support active implementation and assist the leader in identifying and engaging in future Pathways or regional support space. Participants will be invited to an OPTIONAL Active Implementation PLC, which meets monthly on Thursday mornings. <p><i>MDE's Educator Workforce and Development Center Principal Leadership Support Team will also be offering in-person and virtual support on "Facilitating Meaningful Feedback" during the 2026-27 school year. If you want to be notified of future opportunities, please sign up for the Principal Leadership Support Newsletter.</i></p>	<p>Principals, instructional supervisors, directors, and executive directors.</p>	<p>Main Offering Delivery:</p> <p>Virtual and in-person sessions.</p> <p>This Pathway is offered five times in the 2026-27 school year. The first four are offered virtually and the fifth one offered at MDE and via satellite to several MSC locations.</p> <p>September 16, 23, 30 and October 7 at 10 a.m. (Four 90 min sessions)</p> <p>October 21, 28, Nov 4, and November 18 at 1 p.m. (Four 90 min sessions)</p> <p>January 13, 20, 27, and February 4 at 10 a.m. (Four 90 min sessions)</p> <p>February 24, 2027, 9 a.m.-3:30 p.m. (One Day Virtual)</p> <p>March 3, 2027, 9 a.m.-3:30 p.m. (One Day Satellite at MSCs)</p> <p>Register for Growing in Instructional Feedback</p>

Leading and Braiding Professional Growth for your Instructors

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment:</p> <p>MnMTSS Component 1: Infrastructure that Supports Continuous Improvement 1.5 Professional Learning 1.6 Collaborative Linked Teams</p> <p>MnMTSS Component 2: Family and Community Engagement 2.3 Link Families to Learning 2.7 Schools at Community Space</p> <p>MnMTSS Component 5: Data-Based Decision Making 5.2 Educational Decision Making</p> <p>Prerequisites: No required Pathways, CRSL framework knowledge conversation required for all potential participants.</p>	<p>Overview: Throughout the sessions, participants will explore actionable Culturally Responsive School Leadership (CRSL) strategies to support data-informed decision-making and systems change. This learning experience is intended for leaders who are prepared to engage in reflective analysis and implement intentional, culturally responsive decisions that can lead to inclusive, affirming, and equitable school environments.</p> <p>Participants will develop a plan for decision making and to braid the elements of their school improvement process, their teacher feedback actions, and their professional development calendar as integrated support for continuous improvement for the 2026-2027 school year. Participants will have access to their regional Culturally Responsive Instructional Leadership (CRIL) Lead in aligned support following the completion of sessions.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: A team member will reach out to discuss what to expect and ensure participants are set up for success with elements of the CRSL framework and to discuss the technical leadership decisions the leader wants to engage with. • During: Team members will be available between session meetings to assist instructional leaders in active implementation. • After: The CRIL Team will support the implementation of introduced practices in collecting instructional data for feedback as leaders create their staff calendars and school improvement goals. Six optional monthly PLCs for “Active Implementation” will be offered on Friday mornings March – August 2027. 	<p>District and Building Leaders, focused to support principals.</p>	<p>Main Offering Delivery: Virtual sessions. January 26, 2027, 4:30-7 p.m. February 9, 2027, 4:30-7 p.m.</p> <p>Register for Leading and Braiding Professional Growth for your Instructors</p>

Data and Assessment Literacy (DAL)

Comprehensive Needs Assessment (CNA)	35
Deep Dive into Balanced, Comprehensive and Equitable Assessment Systems	36
Equitable Grading Practices and Policies	37
Introduction to Data-Based Decision Making Throughout the Tiers	38
Leadership for Effective Formative Assessment: Supporting Learners to Shift from Compliance to Ownership of Learning	39
Minnesota Data and Assessment Literacy (MnDAL) Modules	40
Student Agency in Learning (SAIL)	41
Youth Agency in Action	42

Click a section title to jump to the corresponding page

Comprehensive Needs Assessment (CNA)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: The comprehensive nature of this series will support participants in reflecting upon all components and subcomponents of the MnMTSS framework.</p> <p>Prerequisites: Formation of a District/School Leadership Team</p> <p>Recommended: completion of the MnMTSS 6-session course</p>	<p>Overview: 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>The comprehensive needs assessment process follows this general sequence:</p> <ol style="list-style-type: none"> 1. Plan for data analysis, including gathering and organizing relevant data 2. Analyze data, reflect and summarize relevant findings 3. Identify root causes <p>This Pathway will guide teams through the full CNA process, so they are prepared to lead their site.</p> <p>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>All teams will receive coaching support during the series.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • During/After: All teams will receive coaching support from regional COMPASS staff. 	<p>District or School Leadership Teams.</p>	<p>Main Offering Delivery: Virtual sessions.</p> <p>Session 1: 5 hours Session 2: 3 hours Session 3: 3 hours</p> <p>Use this Data and Assessment Literacy (DAL) Pathways Interest Form to request this offering. A COMPASS staff member will be in touch to support next steps.</p>

Deep Dive into Balanced, Comprehensive and Equitable Assessment Systems

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 4 and 5 (all subcomponents and indicators) 2.2</p> <p>Prerequisites: Formation of a District Leadership Team</p> <p>Recommended: completion of the MnMTSS 6-session course</p>	<p>Overview: Participants will engage in a deep dive into Minnesota Data and Assessment Literacy (MnDAL) Teacher and Leader Module 2: Balanced, Comprehensive and Equitable Assessment Systems.</p> <p>Understand the components of a balanced, comprehensive, and equitable assessment system. Identify the specific types of assessment in your school or district assessment system and their purpose. Identify which assessment tools and strategies are most useful to different roles based on the different educational decisions that need to be made. Support staff in building their understanding of the components of a balanced, comprehensive, and equitable assessment system.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Asynchronous content will be provided to prepare for the series. • During/After: All teams will receive coaching support from regional COMPASS staff. 	<p>District-level leadership teams and district-level assessment teams.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • School leaders and teacher leaders responsible for district-wide assessment. 	<p>Main Offering Delivery: Virtual sessions. Three 3-hour sessions.</p> <p>Use this Data and Assessment Literacy (DAL) Pathways Interest Form to request this offering. A COMPASS staff member will be in touch to support next steps.</p>

Equitable Grading Practices and Policies

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 1.3: Core Beliefs Subcomponent 4.1: System Evaluation Subcomponent 4.5: Outcomes for Summative Purposes Subcomponent 5.2: Educational Decision Making</p> <p>Prerequisites: Formation of District Leadership and/or School Leadership team</p>	<p>Overview: Equitable Grading Policies and Practices Course: Participants will engage in extended learning around the Minnesota Data and Assessment Literacy (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 the next steps for improving grading policies and practices in their school or district.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Asynchronous content will be provided to prepare for the series. • During/After: All teams will receive coaching support from regional COMPASS staff. 	<p>District or School Leadership Teams.</p>	<p>Main Offering Delivery: Virtual sessions. Three 3-hour sessions.</p> <p>Use this Data and Assessment Literacy (DAL) Pathways Interest Form to request this offering. A COMPASS staff member will be in touch to support next steps.</p>

Introduction to Data-Based Decision Making Throughout the Tiers

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 5: Data-Based Decision Making Component 4: Assessment Component 3: Multi-Layered Practices and Supports Prerequisites: None.</p>	<p>Overview: Participants will engage in a process of data-based decision making to enhance student success across academic, social, emotional, and behavioral domains. They will learn to effectively utilize a variety of disaggregated data sources (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. The goal is to introduce a cycle of informed decision-making that strengthens educator support, refines policies, and improves instructional approaches to meet the diverse needs of all students.</p> <p>This introductory series will incorporate resources from the MnMTSS framework, such as the MnMTSS Team Guidebook and MnMTSS Data Based Decision Making Model.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Brief asynchronous content will be provided to prepare for the series. • During: Office hours between sessions and one on one coaching during the Pathway. • After: Individualized follow-up coaching to continue the work at their sites. 	<p>District and/or School Leadership Teams.</p>	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Wednesdays from noon-3 p.m.</p> <p>Fall: September 16, 2026 October 7, 2026 October 28, 2026</p> <p>Winter: January 13, 2027 February 10, 2027 March 10, 2027</p> <p>Register for Introduction to Data-Based Decision Making Throughout the Tiers</p>

Leadership for Effective Formative Assessment: Supporting Learners to Shift from Compliance to Ownership of Learning

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework</p> <p>Alignment: Subcomponent 1.3: Core Beliefs Subcomponent 3.1: Tier 1 (Core) Instruction Subcomponent 4.3: Progress Monitoring Subcomponent 4.4: Diagnostic Assessment Subcomponent 4.5: Outcomes Assessment for Summative Purposes Subcomponent 5.2: Educational Decision Making</p> <p>Prerequisites: None</p>	<p>Overview:</p> <p>This Pathway will enhance the capacity of leaders to support teachers in developing effective formative assessment practices. Leaders will learn how to support teachers in developing 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 students to guide their own next steps in learning.</p> <p>Leaders will understand the relationship between formative assessment and student agency, explore how formative assessment strengthens student agency through an explicit focus on students' metacognition and self-regulation skills, and understand the leadership practices that foster student and teacher agency.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Asynchronous content will be provided and Pre-meeting with district or school leaders to prepare for the Pathway. • During: Office hours monthly between sessions and one on one coaching during the Pathway. • After: Individualized follow-up coaching to continue the work at their sites. 	<p>Instructional coaches, Building Leadership Teams, and/or District Leadership Teams who would lead the work of a group of teachers.</p>	<p>Main Offering Delivery: Virtual sessions. All sessions are held monthly on Tuesdays, 10-11:30 a.m.</p> <p>August 11, 2026 September 15, 2026 October 13, 2026 November 10, 2026 December 15, 2026 January 12, 2027 February 9, 2027 April 13, 2027 May 25, 2027</p> <p>Register for Leadership for Effective Formative Assessment: Supporting Learners to Shift from Compliance to Ownership of Learning</p>

Minnesota Data and Assessment Literacy (MnDAL) Modules

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 4 and 5 (all subcomponents and indicators)</p> <p>Prerequisites: None.</p>	<p>Overview: Asynchronous modules for educators and leaders to build their knowledge around data and assessment literacy principles individually or as part of a team.</p> <p>17 modules for educators and 18 modules for leaders are available across four strands of learning:</p> <ul style="list-style-type: none"> • Systems Thinking • Assessment Literacy • Formative Assessment • Data Use for Continuous Improvement and Equity <p>The MnDAL Modules and implementation resources such as facilitator guides and course roadmaps are available at https://testing123.education.mn.gov/test/get/learn/ to assist teams in their learning.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: COMPASS will offer information sessions on a quarterly basis to support educators and leaders with launching their use of the modules. • During/After: COMPASS offers implementation resources such as roadmaps and facilitator guides to support teams using the modules for coordinated professional learning. 	<p>Educators and Leaders.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • District or school teams may benefit from completing these asynchronous modules as a group and processing together. 	<p>Main Offering Delivery: Asynchronous, virtual sessions.</p> <p>Modules are accessed in the Canvas platform at participants' convenience. Estimated time per module: 1 hour.</p> <p>MnDAL Module information sessions will be held on the following dates:</p> <p>Thursday, May 21, 2026, 10-11 a.m. Thursday, August 20, 2026, 1-2 p.m. Thursday, October 8, 2026, 9-10 a.m. Monday, February 1, 2027, 2-3 p.m.</p> <p>Register for Minnesota Data and Assessment Literacy (MnDAL) Modules</p>

Student Agency in Learning (SAIL)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 1.3: Core Beliefs Subcomponent 3.1: Tier 1 (Core) Instruction Subcomponent 4.3: Progress Monitoring Subcomponent 4.4: Diagnostic Assessment Subcomponent 4.5: Outcomes Assessment for Summative Purposes Subcomponent 5.2: Educational Decision Making Prerequisites: None.</p>	<p>Overview: This Pathway will enhance the capacity of teachers 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 will equip facilitators to lead teams of teachers through this work at your site.</p> <p>Teachers will engage in a series of asynchronous modules in this course and come together for a monthly community of practice led by a local facilitator supported by COMPASS.</p> <p>Upon implementing at your site, teachers will develop daily routines through effective formative assessment practices that support students to shift from being compliant learners who are waiting to be told what to do, to learners who have ownership over their learning, and new skills that allow them to guide their own next steps in learning.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Launch session(s) for leaders and facilitators. • During/After: SAIL Facilitators will come together for a monthly community of practice led by a local facilitator supported by COMPASS. 	<p>Instructional coaches, Building Leadership Teams, and/or District Leadership Teams who would lead the work of a group of teachers.</p>	<p>Main Offering Delivery: Virtual sessions.</p> <p>Facilitator community of practice sessions monthly, 1.5 hours starting in August. Dates and times to be identified collaboratively with district-based facilitators.</p> <p>Use this SAIL Interest Form to request this offering. A member of the Data and Assessment Literacy team will reach out to schedule a pre-Pathway consultation.</p>

Youth Agency in Action

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: The comprehensive nature of this series will support participants in reflecting upon all components and subcomponents of the MnMTSS framework.</p> <p>Prerequisites: Formation of a District/School Leadership Team</p> <p>Recommended: completion of the MnMTSS 6-session course.</p>	<p>Overview: In this Pathway, students will be empowered to act as researchers and changemakers within their own communities. They will identify needs, develop solutions and lead implementation efforts in their community.</p> <p>The Pathway kicks off with a full day data summit hosted at the Regional Service Co-operative and facilitated by the COMPASS team. Student teams, with a local adult facilitator, will spend the day analyzing data and identifying needs within their communities to draft a plan. The data will be pulled from the Minnesota Student Survey. After the data summit, students will work on implementing their plan with the support of their adult facilitator. The Pathway concludes with an end of year celebration to showcase accomplishments and share learnings with their local community.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Pre-meeting with adult facilitators and local school leaders to outline the project. • During/After: Consultation and coaching during the Pathway. 	<p>School teams that consist of a group of 3-5 youth ages 14+ and at least one adult.</p>	<p>Main Offering Delivery: Virtual sessions.</p> <p>Data Summit can be scheduled between November to January and the end of year celebration in May.</p> <p>Use this Data and Assessment Literacy (DAL) Pathways Interest Form to request this offering. A COMPASS staff member will be in touch to support next steps.</p>

Early Childhood/Early Childhood Special Education (EC/ECSE)

Bridging the Gap: Supporting Transitions into Kindergarten	44
Early Childhood "Connect, Learn, Lead" Sessions	45
Reflective Practice for Early Childhood Leaders	46

Click a section title to jump to the corresponding page

Bridging the Gap: Supporting Transitions into Kindergarten

Pathway Fundamentals	Pathway Description (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>Overview:</p> <p>A combination approach will be utilized for this Pathway, combining asynchronous content with virtual, interactive synchronous sessions.</p> <p>Young children experience many transitions throughout their early learning experience. Smooth transitions require collaboration between families, programs, schools, communities, and state systems that are ready to support each child’s unique needs as successful learners. This asynchronous course will provide participants with an overview of resources available to support the creation of a system that encourages a successful transition from early childhood settings into kindergarten.</p> <p>The asynchronous course includes three (3) modules (estimated to be 60 minutes total) that participants will need to complete independently prior to attending the facilitated synchronous sessions. There will be two (2) 60-minute synchronous sessions designed for Kindergarten Transition Teams to engage in facilitated discussions focused on utilizing current resources to dive deeper in kindergarten transition planning.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Prior to beginning the Pathway, a COMPASS team member will connect with registered participants to ensure a team of at least two (2) early education staff that support kindergarten transitions (this could include administrators and/or teachers) are available to engage in the Pathway, and support setting a schedule for completing the three self-paced, asynchronous modules. • During/After: Following each session, a COMPASS team member will connect with each individual or district group to assist with implementing key ideas in local context. Each session will require approximately 30 minutes of follow up work. 	<p>District kindergarten transition teams. Team members may include (but are not limited to): kindergarten and prekindergarten teachers, Early childhood (EC) and early childhood special education (ECSE) administrators/coordinators, elementary school principals, ECSE staff, childcare staff, families, community partners, etc.</p>	<p>Main Offering Delivery:</p> <p>Asynchronous course and virtual sessions. Offered twice during 2026-27.</p> <p>Fall Winter Cohort:</p> <p>Thursdays, 11:30 a.m.-12:30 p.m.</p> <p>November 12, 2026 December 3, 2026</p> <p>Spring Cohort:</p> <p>Wednesdays, 3-4 p.m.</p> <p>March 31, 2027 April 14, 2027</p> <p>Register for Bridging the Gap: Supporting Transitions into Kindergarten</p>

Early Childhood "Connect, Learn, Lead" Sessions

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement</p> <p>Prerequisites: None.</p> <p>Required For: None.</p>	<p>Overview: The Early Childhood Connect, Learn, Lead (CLL) Pathway supports EC and ECSE district program leaders in building their capacity to effectively build and sustain high-quality early childhood programs through facilitated discussions and collaboration. These sessions provide space for participants to share experiences, insights, and resources related to the key topic.</p> <p>This Pathway will begin with in-person sessions in September-November at sites throughout the state. During these sessions, EC and ECSE leaders will reflect on their role, deepen their leadership practice, and build stronger alignment across early childhood programs through systems-level work. Leaders are encouraged to attend whatever in-person session that works for their schedule. Each in-person session will have the same content; leaders only need to choose one in-person session to attend. <i>Note: It is not required to attend an in-person session to engage in additional virtual sessions.</i></p> <p>The virtual sessions, starting in January, will include facilitated discussions around two topics: (1) Teaming and Collaboration and (2) Data. These topics will allow district program leaders to identify strengths and areas of improvement for their programs. Virtual sessions will build upon each other; however, it is not required to attend all sessions. Those interested are encouraged to attend the sessions that fit within their schedule.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Prior to the start of the Pathway, a COMPASS team member will connect with each registered participant to schedule a brief planning session. • During/After: Following each session, a COMPASS team member will connect with each individual or district group to assist EC/ECSE leaders with continued development and implementation of action steps related to goals focused on topics discussed during CLL sessions. 	<p>Early childhood (EC) and early childhood special education (ECSE) leaders (or others serving in EC/ECSE leadership roles) interested in session topics and collaborating with others in similar roles.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • EC/ECSE and related service providers serving in leadership roles. • Instructional Coaches. • District Administration (superintendent, principal, community education director, etc.). 	<p>Main Offering Delivery: Virtual or in-person sessions.</p> <p>Virtual Sessions: Thursdays, noon-2 p.m. January 14, 2027 March 11, 2027 May 13, 2027</p> <p>In-Person Sessions: Once registered for virtual sessions, a COMPASS team member will reach out with registration information for in-person sessions. In-person sessions will be from 10 a.m.-3 p.m.. No hybrid option will be available. Please note that participants will only need to attend one in-person session, as each session will offer the same content.</p> <p>Register for Early Childhood "Connect, Learn, Lead" Sessions</p>

Reflective Practice for Early Childhood Leaders

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement</p> <p>Prerequisites: None.</p> <p>Required For: None.</p>	<p>Overview: This asynchronous course equips early childhood leaders with the knowledge and practical strategies to apply reflective practice in their work. Research shows that reflective practice can improve staff retention, strengthen relationships with families and children, and enhance problem-solving and critical thinking.</p> <p>Through engaging with the asynchronous content and in virtual, collaborative sessions, participants will learn how to integrate these strategies to support effective leadership and professional growth.</p> <p>The asynchronous course includes seven modules that participants will be completing independently prior to attending the sessions as outlined in the schedule. There will be three sessions: one (1) following the completion of Pre-Modules 1-2, one (1) after completing Modules 1-2, and one (1) after completing Modules 3-5.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Prior to the start of the course, a COMPASS team member will connect with each registered participant to schedule a brief planning session. This conversation helps identify current practices, needs, and desired outcomes so the learning experience can be tailored and set up for success. • During/After: Following each session, a COMPASS team member will connect with each individual or district group to assist with implementing key ideas in local context. 	<p>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"> • Early childhood/early childhood special education professionals and related service providers serving in leadership roles. • Instructional Coaches. • District Administration (superintendent, principal, community education director, etc.). 	<p>Main Offering Delivery: Combination of asynchronous content with virtual, interactive sessions. Offered twice during 2026-27.</p> <p>Fall/Winter Cohort: Tuesdays, 12:30-2 p.m. October 27, 2026 December 1, 2026 January 26, 2027</p> <p>Winter/Spring Cohort: Fridays, 11-12:30 p.m. December 4, 2026 February 19, 2027 April 30, 2027</p> <p>Register for Reflective Practice for Early Childhood Leaders</p>

Equitable Access - American Indian Education

American Indian Student Success 1: Guiding Culturally Relevant Practices _____ 48

American Indian Student Success 2: Guiding Data and Engagement _____ 49

Click a section title to jump to the corresponding page

American Indian Student Success 1: Guiding Culturally Relevant Practices

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports (particularly subcomponent 3.1: Tier 1 Practices) Component 1: Infrastructure for Continuous Improvement</p> <p>Prerequisites: None.</p>	<p>Overview: Participants will gain knowledge to engage in culturally responsive practices that reflect school leadership’s responsibility to American Indian students today. Concepts explored include school programming and celebrations, holidays (including Indigenous Peoples’ Day), Indigenous teaching and learning across the year, and moving toward partnership with Indigenous students and Tribal Nations. The course will share strategies for meaningful experiences within K-12 Indigenous Education programming.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success. • During: 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. • After: An opportunity for coaching and technical assistance will be provided. 	<p>District and school-level leaders who serve American Indian students and families.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • School leadership, district curriculum, and instructional leadership, American Indian Education leaders, and those making decisions impacting Tier 1 Instructional Access for American Indian Student Success. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Wednesdays, 9-10:30 a.m.</p> <p>Fall: August 26, 2026 September 16, 2026 October 7, 2026</p> <p>Winter: January 6, 2027 January 27, 2027 February 10, 2027</p> <p>Register for American Indian Student Success 1: Grading Culturally Relevant Practices</p>

American Indian Student Success 2: Guiding Data and Engagement

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 2: Family and Community Engagement</p> <p>Prerequisites: None.</p>	<p>Overview: This professional development series equips participants with culturally appropriate practices for partnering with American Indian families and communities using Minnesota’s Family and Community Engagement Model to Support Schools. The sessions emphasize fostering reciprocal relationships, honoring Indigenous cultures and languages, and building strong, collaborative school-community partnerships that support student success.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: A COMPASS team member will reach out to discuss what to expect and ensure the team is set up for success. • During: 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. • After: An opportunity for coaching and technical assistance will be provided. 	<p>District and school-level leaders who serve American Indian students and families.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • School leadership, district curriculum, and instructional leadership, American Indian Education leaders, and those making decisions impacting Tier 1 Instructional Access for American Indian Student Success. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Wednesdays, 9-10:30 a.m.</p> <p>Fall: October 21, 2026 November 18, 2026 December 9, 2026</p> <p>Winter: March 3, 2027 March 31, 2027 April 28, 2027</p> <p>Registration for American Indian Student Success 2: Guiding Data and Engagement</p>

Equitable Access - Multilingual Learners

Foundational Systems to Support Multilingual Learners _____	51
Multilingual Learner Caregiver and Community Engagement _____	52
Multilingual Learner Leadership _____	53

Click a section title to jump to the corresponding page

Foundational Systems to Support Multilingual Learners

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement Component 3: Multi-Layered Practices and Support Component 5: Data Based Decision Making Prerequisites: None.</p>	<p>Overview: This multi-session Pathway provides school and district leaders with foundational knowledge to strengthen systems and practices that support multilingual learners (MLs). Participants will reflect on current policies and practices, identify areas for growth, and explore strategies to support staff in providing high-quality instruction. The Pathway includes exploring Learning English for Academic Proficiency and Success (LEAPS) Act requirements to promote equitable access for multilingual learners, planning for World-Class Instructional Design and Assessment (WIDA) implementation and alignment at a systems level, and reflecting on how to support staff in using evidence-based practices to deliver high-quality Tier 1 Instruction. Through guided reflection and planning, leaders will leave better equipped to strengthen systems for multilingual learners.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: A COMPASS team member will reach out to share what to expect and ensure the team is set up for success. • During: 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 for coaching support or to draw upon the group’s experience to address challenges. • After: An opportunity for coaching and technical assistance will be provided to participants. 	<p>District/building leaders, principals, and aspiring or new ML program leaders interested in better serving MLs.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • ML teachers seeking information on legal requirements and best practices, or general educators on district or school leadership teams looking to strengthen support for multilingual learners within their system. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Thursdays, 10-11:30 a.m.</p> <p>Fall Cohort: October 22, 2026 November 12, 2026 December 10, 2026</p> <p>Winter Cohort: January 14, 2027 February 4, 2027 February 25, 2027</p> <p>Register for Foundational Systems to Support Multilingual Learners</p>

Multilingual Learner Caregiver and Community Engagement

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 2: Family and Community</p> <p>Prerequisites: None.</p>	<p>Overview: In these sessions, participants will explore Minnesota’s Family and Community Engagement Model to support schools in intentionally valuing and establishing partnerships with multilingual families and community organizations. Participants will examine key definitions and features of effective caregiver and community engagement, explore strategies for building collaborative, asset-based relationships, and identify community resources that support multilingual learners and their caregivers. The session will also highlight ways to strengthen communication and leverage partnerships and local assets to enhance language learning and cultural connections.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: A COMPASS team member will reach out to share what to expect and ensure the team is set up for success. • During: 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 for coaching support or to draw upon the group’s experience to address challenges. • After: An opportunity for coaching and technical assistance will be provided to participants. 	<p>District/building leaders, principals, multilingual learners (ML) program leaders, and those interested in cultivating stronger systemwide family and community partnerships that benefit multilingual learners.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Family engagement coordinators, bilingual program directors, teacher leaders, cultural liaisons, community partnership specialists, instructional coaches, and district or school leaders focused on strengthening connections with multilingual families. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Thursdays, 10-11:30 a.m.</p> <p>Fall Cohort: August 27, 2026 September 17, 2026 October 1, 2026</p> <p>Winter Cohort: April 15, 2027 April 29, 2027 May 13, 2027</p> <p>Register for Multilingual Learner Caregiver and Community Engagement</p>

Multilingual Learner Leadership

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement, Component 2: Family and Community Engagement Component 3: Multi-Layered Practices and Supports Component 4: Assessment Component 5: Data-Based Decision Making</p> <p>Prerequisites: Application and acceptance to cohort. Each cohort has space for up to 50 participants.</p>	<p>Overview: Through a partnership with Project Momentum, this course is designed to equip district and school leaders with the essential knowledge, skills, and strategies to foster equitable, linguistically and culturally sustaining schools. Participants will develop expertise in navigating legal obligations, identifying and placing multilingual learners in the continuum of services offered by the language assistance program, and fostering instructional leadership that promotes equity. They will learn to champion multilingualism as an asset, create culturally and linguistically sustaining school environments, and use data to inform program decisions. This is a six-week, cohort program where participants complete six self-paced online modules, requiring 2-3 hours of learning per week, including online asynchronous discussions. You can read more about the course here.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: A COMPASS team member will communicate what to expect and ensure you are set up for success. • During/After: Office hours and coaching will be provided to support questions and development of a context-specific handbook. 	<p>Current district or school administrators (e.g., directors, principals) as well as English learner (EL) program coordinators.</p>	<p>Main Offering Delivery: Asynchronous, virtual modules. Modules are accessed in the Proserva Platform.</p> <p>July 6, 2026 - August 15, 2026</p> <p>Applications accepted April 1-April 30</p> <p>Application for Multilingual Learner Leadership</p>

Equitable Access - Special Education

Equitable Access: A Data-Informed Approach _____ 55

Universal Design for Learning (UDL) _____ 56

Click a section title to jump to the corresponding page

Equitable Access: A Data-Informed Approach

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework</p> <p>Alignment: Component 5: Data-Based Decision Making</p> <p>Prerequisites: None.</p>	<p>Overview:</p> <p>This professional learning experience equips educational leaders with approaches and frameworks for making data-informed decisions that strengthen Tier 1 Instruction and systems. Participants use a student-centered and equity-focused lens to examine patterns, identify potential barriers, and consider how decisions influence access to high-quality Tier 1 learning opportunities. Through guided learning and reflection, teams explore ways data can inform instructional and systems-level adjustments that respond to the diverse needs of learners.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: An Equitable Access Specialist (EAS) lead will reach out to discuss what to expect and ensure the team is set up for success. • During/After: Community of Practice sessions are intentionally connected to the course content and provide time for reflection, shared problem-solving, and application. • After: Individualized follow-up support is available to help teams implement key ideas in their local context. 	<p>Educational leaders involved in systems-level decision-making that impacts instruction and student outcomes.</p>	<p>Main Offering Delivery:</p> <p>Virtual sessions. Offered twice during 2026-27. All sessions are held on Wednesdays, 8:30-10 a.m.</p> <p>Winter:</p> <p>January 27, 2027 February 24, 2027</p> <p>Spring:</p> <p>March 24, 2027 April 28, 2027</p> <p>Register for Equitable Access: A Data-Informed Approach</p>

Universal Design for Learning (UDL)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Support (Particularly subcomponent 3.1: Tier 1) Prerequisites: None.</p>	<p>Overview: This professional learning experience equips educational leaders with the knowledge and strategies needed to strengthen and sustain equitable, inclusive Tier 1 Instruction. Participants explore core Universal Design for Learning (UDL) principles and learn how to design Tier 1 learning experiences that meet diverse needs of learners.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: An Equitable Access Specialist (EAS) lead will reach out to discuss what to expect and ensure the team is set up for success. • During/After: Community of Practice sessions are intentionally connected to the course content and provide time for reflection, shared problem-solving, and application. • After: Individualized follow-up support is available to help teams implement key ideas in their local context. 	<p>Educational leaders involved in systems-level decision-making that impacts instruction and student outcomes.</p>	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Wednesdays, 8:30-10 a.m.</p> <p>Fall: October 7, 2026 November 4, 2026 December 2, 2026</p> <p>Winter: January 6, 2027 February 3, 2027 March 3, 2027</p> <p>Register for Universal Design for Learning (UDL)</p>

Literacy

Creating a District Adopted Literacy Scope and Sequence (Sequential Instruction)	58
Cultivating Genius: Deep Dive	59
Cultivating Genius: Train the Trainer	60
Culturally and Linguistically Responsive Structured Literacy	61
Delivering Responsive Literacy Instruction (Explicit Instruction)	62
Designing Connected and Cumulative Literacy Instruction (Systematic Instruction)	63
Designing Learner-Centered Literacy Instruction (Systematic Instruction)	64
District Literacy Lead (DLL) Community of Practice	65
Literacy Instructional Coaching Community of Practice	66
Paraprofessional Structured Literacy Train the Trainers	67
Paraprofessional Structured Literacy Training (PSLT)	68
Phase 1: Evidence-Based Reading Instruction Professional Development	69
Phase 2: Evidence-Based Reading Instruction Professional Development	70
Supporting Diagnostic Literacy Instruction (Diagnostic Instruction)	71
Sustaining a District Literacy Scope and Sequence (Sequential Instruction)	72

Click a section title to jump to the corresponding page

Creating a District Adopted Literacy Scope and Sequence (Sequential Instruction)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites: The majority of staff in participating districts have completed required Phase 1 statewide training and Phase 2 training in progress.</p>	<p>Overview: The sequential principle of structured literacy means that reading and language instruction follow a logical, research-based order which is documented in a clearly organized scope and sequence that builds skills and knowledge over time.</p> <p>In this Pathway, district instructional leadership teams will explore tools for drafting (or improving) their documented literacy scope and sequence. Participants will practice bundling standards and benchmarks, aligning bundles to their curriculum, and developing a pacing guide.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Before beginning the course, the district leadership team should identify members of a guiding coalition including the District Literacy Lead (DLL) to support implementation of all aspects of structured literacy. A representative group of district and school leaders specializing in the sequential aspect of structured literacy should attend this course together. • During/After: In between the 3 scheduled sessions, teams will schedule 1-2 coaching sessions to support the drafting of their scope and sequence documents. 	<p>District level curriculum and instruction leaders, district literacy leads, and leaders of linked site teams.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Professional Learning Community (PLC) facilitators and instructional coaches. 	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Thursdays, 9 a.m.-2 p.m.</p> <p>September 17, 2026 November 5, 2026 February 11, 2027</p> <p>Register for Creating a District Adopted Literacy Scope and Sequence (Sequential Instruction)</p>

Cultivating Genius: Deep Dive

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports Prerequisites: None.</p>	<p>Overview: Led by a Cultivating Genius Coach, these customized workshops help educators explore culturally and historically responsive education in depth. Participants will dive deeper into the HILL Pedagogies Five Pursuits Framework™, learning ways to teach and assess identity development, skills, intellect, criticality and joy. Sessions blend theory, history and practice, covering topics like equity, pedagogy, lesson planning, and culturally and historically responsive classroom strategies.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> During/After: Access to resources and feedback from the Cultivating Genius coach as well as ongoing coaching support from the COMPASS Literacy Specialist. 	<p>District and site literacy leaders, curriculum coordinators, instructional coaches.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> Literacy educators. 	<p>Main Offering Delivery: Virtual sessions. All sessions are held 9-11 a.m.</p> <p>Wednesday, September 16, 2026 Wednesday, October 7, 2026 Wednesday, October 28, 2026 Thursday, November 19, 2026 Wednesday, December 9, 2026 Wednesday, January 6, 2027 Wednesday, January 27, 2027</p> <p>Register for Cultivating Genius: Deep Dive</p> <p>This Pathway is limited to 60 participants.</p>

Cultivating Genius: Train the Trainer

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports Prerequisites: Cultivating Genius: Deep Dive</p>	<p>Overview: District and school academic leaders can engage in a series of intense professional learning on HILL Pedagogies' Five Pursuits Framework™ to then train, turnkey, or guide others in their districts. Participants receive a facilitation guide, slide decks, and guided direction for increasing capacity and sustainability for culturally and historically responsive education.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • During/After: Access to resources and feedback from the Cultivating Genius coach as well as ongoing coaching support from the COMPASS Literacy Specialist. 	<p>District and site literacy leaders, curriculum coordinators, instructional coaches.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Literacy educators. 	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Wednesdays from 9-11 a.m.</p> <p>February 17, 2027 March 10, 2027 March 31, 2027 April 21, 2027 May 12, 2027</p> <p>Register for Cultivating Genius: Train the Trainer</p> <p>This Pathway is limited to 25 participants.</p>

Culturally and Linguistically Responsive Structured Literacy

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites: Majority of staff completion of READ Act Phase 1 training, Phase 2 training in progress.</p>	<p>Overview: Our Reading to Ensure Academic Development (READ) Act required training in the science of reading has shifted our focus toward the cognitive processes involved in successful literacy learning. Culture and language are deeply involved in these cognitive processes.</p> <p>In this course, instructional leaders will explore evidence that explains why embedding cultural ways of knowing within explicit literacy instruction can enhance learning, examples of elementary and secondary CLR explicit literacy instruction, and guidance for district or site policies and practices to support implementation.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: COMPASS will request a pre-Pathway survey with follow up consultation as needed. • During/After: All teams will receive coaching support from COMPASS staff. 	<p>District or school instructional leaders: District Literacy Leads (DLLs), principals, English Language Arts (ELA) curriculum coordinators, ELA department leaders, Professional Learning Community (PLC) facilitators, grade level team leaders, and literacy or instructional coaches.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • District or site leadership team members. • ELA teachers. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27.</p> <p>Summer: Wednesdays, 9-11 a.m. July 15, 2026 July 22, 2026 July 29, 2026 August 5, 2026 August 12, 2026 August 19, 2026</p> <p>Spring: Wednesdays, 4 -6 p.m. April 14, 2027 April 21, 2027 April 28, 2027 May 5, 2027 May 12, 2027 May 19, 2027</p> <p>Register for Culturally and Linguistically Responsive Structured Literacy</p>

Delivering Responsive Literacy Instruction (Explicit Instruction)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites: The majority of staff in participating districts have completed required Phase 1 statewide training and Phase 2 training in progress.</p> <p>Recommended: District developed Scope and Sequence aligned to the 2020 English Language Arts (ELA) Standards, Creating a District Adopted Literacy Scope and Sequence</p> <p>High Quality Tier 1 Instruction, Establishing Effective Tier 2 and Tier 3 Teams and Programming.</p>	<p>Overview: Explicit instruction is a systematic, intentional approach that makes learning clear and accessible for all students. New skills are taught through clear explanation, purposeful modeling, guided practice, and opportunities for independent application. Instruction is organized, precise, and transparent, ensuring students understand what they are learning, why it matters, and how to apply it.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Before beginning the course, the district leadership team should identify members of a guiding coalition including the District Literacy Lead (DLL) to support implementation of all aspects of structured literacy. A representative group of district and school leaders specializing in the explicit aspect of structured literacy should attend this course together. • During/After: In between the 3 scheduled sessions, teams will schedule 1-2 coaching sessions with the RLN staff to support the implementation of explicit literacy instruction. 	<p>District level curriculum and instruction leaders, district literacy leads, and leaders of linked site teams.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Professional Learning Community (PLC) facilitators and instructional coaches. 	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Thursdays, 9 a.m. to 2 p.m.</p> <p>October 8, 2026 January 7, 2027 April 8, 2027</p> <p>Register for Delivering Responsive Literacy Instruction (Explicit Instruction)</p>

Designing Connected and Cumulative Literacy Instruction (Systematic Instruction)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites: The majority of staff in participating districts have completed required Phase 1 statewide training and Phase 2 training in progress.</p> <p>Recommended: District developed Scope and Sequence aligned to the 2020 ELA Standards, Creating a District Adopted Literacy Scope and Sequence.</p> <p>High Quality Tier 1 Instruction, Establishing Effective Tier 2 and Tier 3 Teams and Programming.</p>	<p>Overview: The Systematic aspect of Structured Literacy means instruction is planned, intentional, and organized, with clear objectives and consistent routines. Instruction is aligned to the English Language Arts (ELA) standards which are skills based and increase in complexity from K-12. Educators use the ELA learning progressions to ensure a systematic increase in complexity that aligns vertically with state standards. This approach reduces ambiguity and ensures that skills are taught and reinforced in a predictable way.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Before beginning the course, the district leadership team should identify members of a guiding coalition including the District Literacy Lead (DLL) to support implementation of all aspects of structured literacy. A representative group of district and school leaders specializing in the systematic aspect of structured literacy should attend this course together. • During/After: In between the 3 scheduled sessions, teams will schedule 1-2 coaching sessions with the RLN staff to support the implementation of systematic literacy instruction. 	<p>District level curriculum and instruction leaders, district literacy leads, and leaders of linked site teams.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Professional Learning Community (PLC) facilitators and instructional coaches. 	<p>Main Offering Delivery: Virtual sessions. All sessions are held 9 a.m. to 2 p.m.</p> <p>Wednesday, September 23, 2026 Thursday, December 10, 2026 Thursday, March 11, 2027</p> <p>Register for Designing Connected and Cumulative Literacy Instruction (Systematic Instruction)</p>

Designing Learner-Centered Literacy Instruction (Systematic Instruction)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites: The majority of staff in participating districts have completed required Phase 1 statewide training and Phase 2 training in progress.</p> <p>Recommended: District developed Scope and Sequence aligned to the 2020 English Language Arts (ELA) Standards, creating a District Adopted Literacy Scope and Sequence</p> <p>High Quality Tier 1 Instruction, Establishing Effective Tier 2 and Tier 3 Teams and Programming.</p>	<p>Overview: This Pathway equips educators to design literacy instruction that accelerates learning through targeted scaffolds, responsive differentiation within a common sequence, and intentional reinforcement and cumulative review.</p> <p>Participants will leave with practical strategies for planning connected, grade-level literacy experiences that support all learners’ access, retention, and extension of essential skills.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Before beginning the course, the district leadership team should identify members of a guiding coalition including the District Literacy Lead (DLL) to support implementation of all aspects of structured literacy. A representative group of district and school leaders specializing in the systematic aspect of structured literacy should attend this course together. • During/After: In between the 3 scheduled sessions, teams will schedule 1-2 coaching sessions with the RLN staff to support the implementation of systematic literacy instruction. 	<p>District level curriculum and instruction leaders, district literacy leads, and leaders of linked site teams.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Professional Learning Community (PLC) facilitators and instructional coaches. 	<p>Main Offering Delivery: Virtual sessions. All sessions are held 9 a.m.to 2 p.m.</p> <p>Wednesday, November 18, 2026 Wednesday, February 24, 2027 Thursday, May 20, 2027</p> <p>Register for Designing Learner-Centered Literacy Instruction (Systematic Instruction)</p>

District Literacy Lead (DLL) Community of Practice

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: All MnMTSS Components</p> <p>Prerequisites: Participant is designated as the District Literacy Lead.</p>	<p>Overview: The District Literacy Lead (DLL) Community of Practice supports the District Local Literacy Lead in building their capacity to effectively implement the Minnesota Reading to Ensure Academic Development (READ) Act legislation through the development of a district local literacy plan.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • 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 Minnesota Department of Education (MDE) approved Structured Literacy professional learning options. Engaging in the MnMTSS framework cohort is not required but is highly encouraged. • During/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. 	<p>District Literacy Leads.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • District Administrators. • Principals • Curriculum Directors. • Assessment Coordinators. • School Literacy Leaders. 	<p>Main Offering Delivery: Sessions may be offered in person, virtually, or hybrid. Quarterly sessions are scheduled regionally.</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>

Literacy Instructional Coaching Community of Practice

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement (particularly subcomponent 1.5: Professional Learning) Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • Completion of a Minnesota Department of Education (MDE) approved structured literacy professional development program, having met vendor’s certification prerequisites and training requirements. • Vendor’s annual recertification requirements met. • In good standing with the sponsoring agency and training vendor. 	<p>Overview: The Literacy Instructional Coaching Community of Practice supports participants in strengthening their instructional coaching skills to advance high-quality, evidence-based literacy practices in their local context. Through this community, members will deepen their background knowledge and develop a shared language around structured literacy, enabling them to better coach and support educators. Participants will collaborate with peers in similar coaching roles to refine their approach, address implementation challenges, and promote consistent, effective literacy instruction across districts, charter schools, and Tribally Controlled schools statewide.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None. • During/After: Literacy Instructional Coaches and 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. 	<p>Individuals who meet the prerequisites for Local Certified Facilitators (LCFs) and are employed by a district. Literacy Instructional Coaches are also welcome and encouraged to attend this community of practice.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • District Literacy Leads. • Local Certified Facilitators, who are not currently an active Local, Certified Facilitator. 	<p>Main Offering Delivery: Sessions may be offered in person, virtually, or hybrid. Quarterly sessions are scheduled regionally.</p> <p>Individuals interested in joining their Regional District Literacy Lead (DLL) Community of Practice should contact the Regional Literacy Network Lead for their local Service Cooperative.</p>

Paraprofessional Structured Literacy Train the Trainers

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement (particularly subcomponent 1.5: Professional Learning) Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites: Completion of a Minnesota Department of Education (MDE) approved structured literacy professional development program, having met vendor’s certification prerequisites and training requirements. Vendor’s annual recertification requirements met. In good standing with the sponsoring agency and training vendor.</p>	<p>Overview: 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 Reading to Ensure Academic Development (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"> • Before: None. • During/After: Trainers of the Paraprofessional Structured Literacy Course will have access to technical assistance and consultation support through the Regional Literacy Network. 	<p>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"> • Directors of Special Education. • Administrators that evaluate paraprofessionals. • Individuals that provide instructional support for paraprofessionals. 	<p>Main Offering Delivery: In-person sessions. Four, 2-hour learning modules.</p> <p>Individuals who are interested in becoming Structured Literacy Trainers for paraprofessionals should contact the Regional Literacy Network Lead for their local Service Cooperative.</p>

Paraprofessional Structured Literacy Training (PSLT)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 1: Infrastructure for Continuous Improvement Component 3: Multi-Layered Practices and Supports Prerequisites: District registration and identification of required paraprofessional training.</p>	<p>Overview: The Paraprofessional Structured Literacy Training (PSLT) Pathway gives paraprofessionals a clear foundation in how students learn to read and how to support effective, evidence-based instruction. Participants will explore the reading brain, key models of reading, and the core components of structured literacy. The sessions build skills in oral language development, phonological and phonemic awareness, phonics, phoneme–grapheme mapping, and syllable types. Participants will also learn practical strategies for supporting vocabulary and comprehension so all students can become confident, proficient readers.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None • During/After: Guided practice, clear reference tools, and opportunities to observe effective literacy routines during training, as well as ready-to-use materials to support skill application after training. 	<p>Paraprofessionals and Instructional Support staff that regularly provide literacy interventions to students.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Volunteers who support literacy. 	<p>Main Offering Delivery: Two full-day in-person sessions scheduled regionally.</p> <p>Districts should contact the Regional Literacy Network Lead for their local Service Cooperative.</p>

Phase 1: Evidence-Based Reading Instruction Professional Development

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Support</p> <p>Components 4 and 5: Assessment and Data-Based Decision Making</p> <p>Prerequisites: None.</p>	<p>Overview:</p> <p>To achieve the Reading to Ensure Academic Development (READ) Act’s literacy goal, districts and charter schools must provide teachers and instructional support staff with the responsibility for teaching reading training on evidence-based reading instruction.</p> <p>Approved professional development programs:</p> <ul style="list-style-type: none"> • CAREIALL: Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota). • OLandLA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE). • LETRS: Language Essentials for Teachers of Reading and Spelling (LETRS), LETRS for Administrators, and LETRS for Early Childhood Educators (LEXIA). <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: A kickoff session will be held at the start of the training series. • During/After: Support will be provided during training and throughout the course work by the training facilitator and the Regional Literacy Network. 	<p>This Pathway is the required literacy professional development for Phase 1 educators.</p> <ul style="list-style-type: none"> • A list of Phase 1 educators can be found at the READ Act Phase 1 webpage <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • District Administrators. • Curriculum Leaders. • School Literacy Leaders. 	<p>Main Offering Delivery: Virtual sessions.</p> <p>District leaders can find registration forms for each of the Phase 1 offerings on the Minnesota Department of Education (MDE) Reading to Ensure Academic Development (READ) Act Professional Development webpage.</p>

Phase 2: Evidence-Based Reading Instruction Professional Development

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Support Components 4 and 5: Assessment and Data-Based Decision Making</p> <p>Prerequisites: None.</p>	<p>Overview: To achieve the Reading to Ensure Academic Development (READ) Act’s literacy goal, districts and charter schools must provide teachers and instructional support staff with the responsibility for teaching reading training on evidence-based reading instruction.</p> <p>Approved professional development programs:</p> <ul style="list-style-type: none"> • CAREIALL Secondary: Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota). • Neuhaus Structured Literacy Modules. • OLandLA Secondary (Grades 4-12): Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE). • STRIVE Science of Reading Grades 4-12. <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: A kickoff session will be held at the start of the training series. • During/After: Support will be provided during training and throughout the course work by the training facilitator and the Regional Literacy Network. 	<p>This Pathway is the required literacy professional development for Phase 2 educators.</p> <ul style="list-style-type: none"> • A list of Phase 2 educators can be found at the READ Act Phase 2 webpage. <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • District Administrators. • Curriculum Leaders. • School Literacy Leaders. 	<p>Main Offering Delivery: Virtual sessions.</p> <p>District leaders can find registration forms for each of the Phase 2 offerings on the Minnesota Department of Education (MDE) Reading to Ensure Academic Development (READ) Act Professional Development webpage.</p>

Supporting Diagnostic Literacy Instruction (Diagnostic Instruction)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites: The majority of staff in participating districts have completed required Phase 1 statewide training and Phase 2 training in progress.</p> <p>Recommended: District developed Scope and Sequence aligned to the 2020 English Language Arts (ELA) Standards, Establishing Effective Tier 2 and Tier 3 Teams and Programming.</p> <p>High Quality Tier 1 Instruction, Establishing Effective Tier 2 and Tier 3 Teams and Programming.</p>	<p>Overview: Diagnostic teaching is an adaptive, data-informed approach to instruction that continuously uses assessment insights to guide what is taught, how it is taught, and what follows for each learner. It draws on multiple sources of evidence—formal and informal, formative and summative—to determine how well students have learned content and to adjust instruction for support or acceleration.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Before beginning the course, the district leadership team should identify members of a guiding coalition including the District Literacy Lead (DLL) to support implementation of all aspects of structured literacy. A representative group of district and school leaders specializing in the diagnostic aspect of structured literacy should attend this course together. • During/After: In between the 3 scheduled sessions, teams will schedule 1-2 coaching sessions with the RLN staff to support the implementation of diagnostic literacy instruction. 	<p>District level curriculum and instruction leaders, district literacy leads, and leaders of linked site teams.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Professional Learning Community (PLC) facilitators and instructional coaches. 	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Thursdays, 9 a.m. to 2 p.m.</p> <p>October 22, 2026 February 25, 2027 May 13, 2027</p> <p>Register for Supporting Diagnostic Literacy Instruction (Diagnostic Instruction)</p>

Sustaining a District Literacy Scope and Sequence (Sequential Instruction)

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Component 3: Multi-Layered Practices and Supports</p> <p>Prerequisites: Participating district instructional leadership teams must have a literacy scope and sequence that is ready for improvement.</p> <p>The majority of staff in participating districts have completed required Phase 1 statewide training and Phase 2 training in progress.</p>	<p>Overview: The purpose of this Pathway is to strengthen and plan to sustain an existing scope and sequence for literacy learning.</p> <p>District instructional leadership teams will perform a gap analysis to identify needs for supplementing or adapting their high-quality tier 1 literacy curriculum. Then, they will consider how the supplemented and adapted scope and sequence can guide instructional planning for units and lessons across sites and grade levels. Finally, district teams will explore local work processes to ensure that materials, tasks, assessments, and scaffolds align with the progression of skills in the English Language Arts (ELA) standards and benchmarks documented in their scope and sequence.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Before beginning the course, the district leadership team should identify members of a guiding coalition including the District Literacy Lead (DLL) to support implementation of all aspects of structured literacy. A representative group of district and school leaders specializing in the sequential aspect of structured literacy should attend this course together. • During/After: In between the 3 scheduled sessions, teams will schedule 1-2 coaching sessions with RLN and/or CI staff to support the improvement and implementation of their scope and sequence. 	<p>District level curriculum and instruction leaders, district literacy leads, and leaders of linked site teams.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Professional Learning Community (PLC) facilitators and instructional coaches. 	<p>Main Offering Delivery: Virtual sessions. Wednesdays, 9 a.m.-2 p.m.</p> <p>December 2, 2026 March 3, 2027 May 26, 2027</p> <p>Register for Sustaining a District Literacy Scope and Sequence (Sequential Instruction)</p>

Math

Creating the Vision: Foundations of Mathematics Teaching and Learning _____	74
Exploring the Math Practices: A New Component of the 2022 Math Standards _____	75
Implementing the Math Teaching Practices: Build Procedural Fluency from Conceptual Understanding _____	76
Implementing the Math Teaching Practices: Elicit and Use Evidence of Student Thinking _____	77
Implementing the Math Teaching Practices: Establish Math Goals _____	78
Implementing the Math Teaching Practices: Facilitate Meaningful Math Discourse _____	79
Implementing the Math Teaching Practices: Pose Purposeful Questions _____	80
Implementing the Math Teaching Practices: Support Productive Struggle in Learning Mathematics _____	81
Implementing the Math Teaching Practices: Tasks to Promote Reasoning and Problem Solving _____	82
Implementing the Math Teaching Practices: Use and Connect Math Representations _____	83
Unpacking the 2022 MN Math Standards _____	84
Using Benchmark Data to Strengthen Math Instruction in Grades 3–11 _____	85

Click a section title to jump to the corresponding page

Creating the Vision: Foundations of Mathematics Teaching and Learning

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 1.1: District Mission, Vision, Policies and Procedures Subcomponent 3.1: Tier 1 (Core) Practices Prerequisites: None</p>	<p>Overview: This professional learning experience supports leadership teams in developing a shared mathematics vision aligned to the 2022 Minnesota Mathematics Standards. Participants will build a common understanding of mathematical rigor, examine the instructional shifts in the standards, and explore the role of the Mathematical Practices in supporting student sensemaking. Using this learning, teams will write or refine a mathematics vision statement with aligned support provided to help teams finalize and strengthen their work. The learning in this Pathway is highly beneficial for leaders to engage in as it lays a solid foundation for application of learning in other math Pathways.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None • During/After: Virtual and onsite follow-up coaching will be provided by COMPASS team members to support continual work on the math vision and support leaders in bringing this learning to their staff. 	<p>Building, district, and math leaders who want to develop or strengthen their math systems and structures while gaining an understanding of some of the biggest shifts in math instruction.</p> <p>It is highly encouraged to attend this Pathway as a school or district team.</p>	<p>Main Offering Delivery: Virtual sessions. Offered four times during 2026-27.</p> <p>Summer 1: 9-11 a.m. and noon-2 p.m. June 24, 2026</p> <p>Summer 2: 9-11 a.m. and noon-2 p.m. August 19, 2026</p> <p>Fall: 9-11 a.m. September 23, 2026 September 24, 2026</p> <p>Spring: 9:30-11 a.m. January 13, 2027, January 20, 2027, January 27, 2027</p> <p>Register for Creating the Vision: Foundations of Mathematics Teaching and Learning</p>

Exploring the Math Practices: A New Component of the 2022 Math Standards

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: None</p>	<p>Overview: This asynchronous learning Pathway focuses on the Standards for Mathematical Practice, which are now part of our Minnesota Math Standards. These practices describe the processes, behaviors and habits of mind that are exhibited by students who are mathematically proficient. Mathematical understanding is the intersection of these practices and mathematics content. It is critical that the Standards for Mathematical Practice are embedded in daily mathematics instruction. This Pathway will explore all 8 practices, what they are, and how they apply to our classroom.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None. • During/After: Virtual and onsite follow-up coaching will be provided by COMPASS team members to support the implementation of the student math practices. 	<p>Teachers, coaches, and instructional leaders who support math instruction and need a flexible learning opportunity.</p>	<p>Main Offering Delivery: Asynchronous, virtual sessions.</p> <p>Asynchronous modules are in development and will be published in January 2027. Please see the COMPASS Mathematics webpage for further information.</p> <p>Complete the COMPASS Math Pathway Interest form to request this offering. A COMPASS staff member will be in touch to support next steps.</p>

Implementing the Math Teaching Practices: Build Procedural Fluency from Conceptual Understanding

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: Creating the Vision: Foundations of Mathematics Teaching and Learning Pathway or approval from regional math team.</p>	<p>Overview: This professional learning experience is designed for district, school, and math teacher leaders. Learning will focus on effective teaching practice 6, build procedural fluency from conceptual understanding. This practice focuses on building fluency with procedures that are grounded in conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve problems. Participants will get an overview of this teaching practice along with tools for implementation. Additionally, connections will be made from this teaching practice to the student math practices in the 2022 Math Standards.</p> <p>Participants will have an opportunity to reflect on their district’s current implementation of this teaching practice and how to further develop teacher knowledge and capacity in implementation. Through utilizing the Procedural Fluency from Conceptual Understanding Practice Guide, we will explore tools and resources to help monitor implementation of this practice.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Meeting with regional math lead to determine readiness. • During/After: Virtual and onsite coaching for leaders to build capacity to support teachers in developing their knowledge and skills around Effective Math Practice 6: Build Procedural Fluency from Conceptual Understanding. Leaders will gain access to professional development materials and side-by-side implementation support from COMPASS staff. 	<p>Building, district, and math leaders who are working to improve Tier 1 Instruction in their math classrooms.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Teachers, coaches, and instructional leaders that previously attended math instructional practice series Pathways who want implementation resources related to this practice. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Thursdays, 1:30-3 p.m.</p> <p>Fall: October 8, 2026 October 22, 2026 November 5, 2026</p> <p>Winter: February 4, 2027 February 18, 2027 March 4, 2027</p> <p>Register for Implementing the Math Teaching Practices: Build Procedural Fluency from Conceptual Understanding</p>

Implementing the Math Teaching Practices: Elicit and Use Evidence of Student Thinking

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework</p> <p>Alignment: Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: Creating the Vision: Foundations of Mathematics Teaching and Learning Pathway or approval from regional math team.</p>	<p>Overview:</p> <p>This professional learning experience is designed for district, school, and math teacher leaders. Learning will focus on effective teaching practice 8, elicit and use evidence of student thinking. This practice ensures that teachers continuously gather, interpret, and respond to evidence of student understanding to inform instructional decisions. Participants will get an overview of this teaching practice along with tools for implementation. Additionally, connections will be made from this teaching practice to the student math practices in the 2022 Math Standards.</p> <p>Participants will have an opportunity to reflect on their district’s current implementation of this teaching practice and how to further develop teacher knowledge and capacity in implementation. Through utilizing the Elicit and Use Evidence of Student Thinking Practice Guide, we will explore tools and resources to help monitor implementation of this practice.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Meeting with regional math lead to determine readiness. • During/After: Virtual and onsite coaching for leaders to build capacity to support teachers in developing their knowledge and skills around Effective Math Practice 8: Elicit and Use Evidence of Student Thinking. Leaders will gain access to professional development materials and side-by-side implementation support from COMPASS staff. 	<p>Building, district, and math leaders who are working to improve Tier 1 Instruction in their math classrooms.</p>	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held 1:30-3p.m.</p> <p>Fall: Tuesday, October 13, 2026 Thursday, October 29, 2026 Thursday, November 12, 2026</p> <p>Winter: Thursday, February 11, 2027 Thursday, February 25, 2027 Thursday, March 11, 2027</p> <p>Register for Implementing the Math Teaching Practices: Elicit and Use Evidence of Student Thinking</p>

Implementing the Math Teaching Practices: Establish Math Goals

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: Creating the Vision: Foundations of Mathematics Teaching and Learning Pathway or approval from regional math team.</p>	<p>Overview: This professional learning experience is designed for district, school, and math teacher leaders. Learning will focus on effective teaching practice 1, establish mathematics goals to focus learning. This practice involves teachers setting clear goals for the mathematics that students are learning, situating goals within learning progressions, and using the goals to guide instructional decisions. Participants will get an overview of this teaching practice along with tools for implementation. Additionally, connections will be made from this teaching practice to the student math practices in the 2022 Math Standards.</p> <p>Participants will have an opportunity to reflect on their district’s current implementation of this teaching practice and how to further develop teacher knowledge and capacity in implementation. Through utilizing the Establish Math Goals Practice Guide, we will explore tools and resources to help monitor implementation of this practice.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Meeting with regional math lead to determine readiness. • During/After: Virtual and onsite coaching for leaders to build capacity to support teachers in developing their knowledge and skills around Effective Math Practice 1: Establish Math Goals. Leaders will gain access to professional development materials and side-by-side implementation support from COMPASS staff. 	<p>Building, district, and math leaders who are working to improve Tier 1 Instruction in their math classrooms.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Teachers, coaches, and instructional leaders that previously attended math instructional practice series Pathways who want implementation resources related to this practice. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Wednesdays, 9:30-11 a.m.</p> <p>Fall: October 7, 2026 October 21, 2026 November 4, 2026</p> <p>Winter: February 3, 2027 February 17, 2027 March 3, 2027</p> <p>Register for Implementing the Math Teaching Practices: Establish Math Goals</p>

Implementing the Math Teaching Practices: Facilitate Meaningful Math Discourse

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: Creating the Vision: Foundations of Mathematics Teaching and Learning Pathway or approval from regional math team.</p>	<p>Overview: This professional learning experience is designed for district, school, and math teacher leaders. Learning will focus on effective teaching practice 4, facilitate meaningful math discourse. This practice requires teachers to create structured opportunities for students to explain their thinking, listen to others, and engage in reasoning-focused discussions. Participants will get an overview of this teaching practice along with tools for implementation. Additionally, connections will be made from this teaching practice to the student math practices in the 2022 Math Standards.</p> <p>Participants will have an opportunity to reflect on their district’s current implementation of this teaching practice and how to further develop teacher knowledge and capacity in implementation. Through utilizing the Facilitate Meaningful Math Discourse Practice Guide, we will explore tools and resources to help monitor implementation of this practice.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Meeting with regional math lead to determine readiness. • During/After: Virtual and onsite coaching for leaders to build capacity to support teachers in developing their knowledge and skills around Effective Math Practice 4: Facilitate Meaningful Math Discourse. Leaders will gain access to professional development materials and side-by-side implementation support from COMPASS staff. 	<p>Building, district, and math leaders who are working to improve Tier 1 Instruction in their math classrooms.</p>	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held 1:30-3 p.m.</p> <p>Fall: Wednesday, October 14, 2026 Wednesday, October 28, 2026 Tuesday, November 10, 2026</p> <p>Winter: Wednesday, February 10, 2027 Wednesday, February 24, 2027 Wednesday, March 10, 2027</p> <p>Register for Implementing the Math Teaching Practices: Facilitate Meaningful Math Discourse</p>

Implementing the Math Teaching Practices: Pose Purposeful Questions

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: Creating the Vision: Foundations of Mathematics Teaching and Learning Pathway or approval from regional math team.</p>	<p>Overview: This professional learning experience is designed for district, school, and math teacher leaders. Learning will focus on effective teaching practice 5, pose purposeful questions. This practice involves asking questions that uncover student thinking, press for reasoning, and move learning forward rather than simply checking for correct answers. Participants will get an overview of this teaching practice along with tools for implementation. Additionally, connections will be made from this teaching practice to the student math practices in the 2022 Math Standards.</p> <p>Participants will have an opportunity to reflect on their district’s current implementation of this teaching practice and how to further develop teacher knowledge and capacity in implementation. Through utilizing the Pose Purposeful Questions Practice Guide, we will explore tools and resources to help monitor implementation of this practice.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Meeting with regional math lead to determine readiness. • During/After: Virtual and onsite coaching for leaders to build capacity to support teachers in developing their knowledge and skills around Effective Math Practice 5: Pose Purposeful Questions. Leaders will gain access to professional development materials and side-by-side implementation support from COMPASS staff. 	<p>Building, district, and math leaders who are working to improve Tier 1 Instruction in their math classrooms.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Teachers, coaches, and instructional leaders that previously attended math instructional practice series Pathways who want implementation resources related to this practice. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Thursdays, 9:30-11 a.m.</p> <p>Fall: October 8, 2026 October 22, 2026 November 5, 2026</p> <p>Winter: February 4, 2027 February 18, 2027 March 4, 2027</p> <p>Register for Implementing the Math Teaching Practices: Pose Purposeful Questions</p>

Implementing the Math Teaching Practices: Support Productive Struggle in Learning Mathematics

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: Creating the Vision: Foundations of Mathematics Teaching and Learning Pathway or approval from regional math team.</p>	<p>Overview: This professional learning experience is designed for district, school, and math teacher leaders. Learning will focus on effective teaching practice 7, support productive struggle in learning mathematics. This practice encourages teachers to maintain high cognitive demand while providing appropriate scaffolds that help students persist through challenging tasks. Participants will get an overview of this teaching practice along with tools for implementation. Additionally, connections will be made from this teaching practice to the student math practices in the 2022 Math Standards.</p> <p>Participants will have an opportunity to reflect on their district’s current implementation of this teaching practice and how to further develop teacher knowledge and capacity in implementation. Through utilizing the Support Productive Struggle in Learning Math Practice Guide, we will explore tools and resources to help monitor implementation of this practice.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Meeting with regional math lead to determine readiness. • During/After: Virtual and onsite coaching for leaders to build capacity to support teachers in developing their knowledge and skills around Effective Math Practice 7: Support Productive Struggle in Learning Mathematics. Leaders will gain access to professional development materials and side-by-side implementation support from COMPASS staff. 	<p>Building, district, and math leaders who are working to improve Tier 1 Instruction in their math classrooms.</p>	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held 9:30-11 a.m.</p> <p>Fall: Tuesday, October 13, 2026 Thursday, October 29, 2026 Thursday, November 12, 2026</p> <p>Winter: Thursday, February 11, 2027 Thursday, February 25, 2027 Thursday, March 11, 2027</p> <p>Register for Implementing the Math Teaching Practices: Support Productive Struggle in Learning Mathematics</p>

Implementing the Math Teaching Practices: Tasks to Promote Reasoning and Problem Solving

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: Creating the Vision: Foundations of Mathematics Teaching and Learning Pathway or approval from regional math team.</p>	<p>Overview: This professional learning experience is designed for district, school, and math teacher leaders. Learning will focus on effective teaching practice 2, implement tasks that promote reasoning and problem solving. This practice involves selecting and executing high-level tasks that engage students in thinking deeply, making connections, and exploring multiple solution strategies that allow multiple entry points. Participants will get an overview of this teaching practice along with tools for implementation. Additionally, connections will be made from this teaching practice to the student math practices in the 2022 Math Standards.</p> <p>Participants will have an opportunity to reflect on their district’s current implementation of this teaching practice and how to further develop teacher knowledge and capacity in implementation. Through utilizing the Implementing Tasks Practice Guide, we will explore tools and resources to help monitor implementation of this practice.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Meeting with regional math lead to determine readiness. • During/After: Virtual and onsite coaching for leaders to build capacity to support teachers in developing their knowledge and skills around Effective Math Practice 2: Implementing Tasks to Promote Reasoning and Problem Solving. Leaders will gain access to professional development materials and side-by-side implementation support from COMPASS staff. 	<p>Building, district, and math leaders who are working to improve Tier 1 Instruction in their math classrooms.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • Teachers, coaches, and instructional leaders that previously attended math instructional practice series Pathways who want implementation resources related to this practice. 	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held on Wednesdays, 1:30-3 p.m.</p> <p>Fall: October 7, 2026 October 21, 2026 November 4, 2026</p> <p>Winter: February 3, 2027 February 17, 2027 March 3, 2027</p> <p>Register for Implementing the Math Teaching Practices: Tasks to Promote Reasoning and Problem Solving</p>

Implementing the Math Teaching Practices: Use and Connect Math Representations

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: Creating the Vision: Foundations of Mathematics Teaching and Learning Pathway or approval from regional math team.</p>	<p>Overview: This professional learning experience is designed for district, school, and math teacher leaders. Learning will focus on effective teaching practice 3, use and connect mathematical representations. This practice emphasizes providing opportunities for students to use visual, symbolic, contextual, and verbal representations and to make meaningful connections among them. Participants will get an overview of this teaching practice along with tools for implementation. Additionally, connections will be made from this teaching practice to the student math practices in the 2022 Math Standards.</p> <p>Participants will have an opportunity to reflect on their district’s current implementation of this teaching practice and how to further develop teacher knowledge and capacity in implementation. Through utilizing the Math Representations Practice Guide, we will explore tools and resources to help monitor implementation of this practice.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Meeting with regional math lead to determine readiness. • During/After: Virtual and onsite coaching for leaders to build capacity to support teachers in developing their knowledge and skills around Effective Math Practice 3: Use and Connect Math Representations. Leaders will gain access to professional development materials and side-by-side implementation support from COMPASS staff. 	<p>Building, district, and math leaders who are working to improve Tier 1 Instruction in their math classrooms.</p>	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27. All sessions are held 9:30-11 a.m.</p> <p>Fall: Wednesday, October 14, 2026 Wednesday, October 28, 2026 Tuesday, November 10, 2026</p> <p>Winter: Wednesday, February 10, 2027 Wednesday, February 24, 2027 Wednesday, March 10, 2027</p> <p>Register for Implementing the Math Teaching Practices: Use and Connect Math Representation</p>

Unpacking the 2022 MN Math Standards

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier 1 (Core) Practices</p> <p>Prerequisites: Creating the Vision: Foundations of Mathematics Teaching and Learning Pathway or approval from regional math team.</p>	<p>Overview: This professional learning experience is designed to support educators and instructional leaders in building a shared understanding of the 2022 Minnesota K–12 Mathematics Standards. Participants will engage with benchmark unpacking tools, resources, and a structured protocol for unpacking the 2022 mathematics benchmarks. By the end of the Pathway, participants will develop an actionable plan for unpacking and implementing the standards at their own site. Ongoing, aligned support from local service cooperative COMPASS math staff can be available onsite to support implementation.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: Meeting with regional math lead to determine readiness. • During/After: Virtual and onsite ongoing support will be provided by COMPASS team members to support the implementation of this learning. 	<p>Building, district, and math leaders who are working to improve Tier 1 Instruction in their math classrooms.</p>	<p>Main Offering Delivery: Virtual sessions. Offered twice during 2026-27.</p> <p>Summer: 1-2:30 p.m. Wednesday, August 12, 2026 Thursday, August 13, 2026</p> <p>Winter: 9:30-11 a.m. Thursday, January 14, 2027 Thursday, January 28, 2027</p> <p>Register for Unpacking the 2022 MN Math Standards</p>

Using Benchmark Data to Strengthen Math Instruction in Grades 3–11

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>Prerequisites: None.</p>	<p>Overview: This professional learning series is organized by grade bands (3–5, 6–8, 9–12) to provide targeted support for educators at each level. Each series focuses on using benchmark data to strengthen instruction in identified areas where students across our region are consistently performing below expectations. Together, participants will examine key benchmarks, unpack common misconceptions, and connect evidence-based teaching practices to the specific skills and understandings students need to develop. Educators will leave with practical strategies, aligned instructional tasks, and clear next steps they can immediately apply to support stronger student outcomes in these targeted areas.</p> <p>The series launches in June with an overview of the 2022 Minnesota Mathematics Standards alongside a deep dive into regional benchmark data (if available). Throughout the school year, participants will engage in shorter, ongoing sessions designed to support the implementation of evidence-based teaching practices and foster collaboration across districts.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: None. • During/After: None. 	<p>Teachers, coaches, and instructional leaders.</p>	<p>Main Offering Delivery: Virtual sessions.</p> <p>Complete the COMPASS Math Pathway Interest form to request this offering. A COMPASS staff member will be in touch to support next steps.</p>

Tier 1 Instruction

High Quality Tier 1 Instruction within the MnMTSS Framework _____ 87

Tier 1 Instructional Observation for Improvement _____ 88

Click a section title to jump to the corresponding page

High Quality Tier 1 Instruction within the MnMTSS Framework

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier (Core) Practices. With connections to parts of the other four MnMTSS components.</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • Introduction to MnMTSS Pathway • Self-Evaluation of MnMTSS Implementation for School Leadership Teams (SEMI-SLT) Completion 	<p>Overview: This year-long virtual course is designed for districts that have completed the Introduction to MnMTSS Pathway and identified Tier 1 as an area of need through the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT).</p> <p>This learning experience will support district teams to define a shared vision for Tier 1 instruction; assess their current instructional landscape; and develop a clear, actionable strategy to accelerate learning in math or literacy. Each session is grounded in evidence-based practices, with focused attention on curriculum, professional learning, and progress monitoring. By the end of the course, leaders will be equipped to implement, refine, and sustain coherent instructional improvement efforts.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> • Before: In preparation for this course, a COMPASS team member will provide an introductory readiness session to ensure the team is set up for success. • During/After: COMPASS staff will provide individualized support to districts between the monthly sessions and an extended improvement planning session at the end of the course. 	<p>District-level leadership teams <i>OR</i> a linked team responsible for decision-making about Tier 1 Teaching and Learning (e.g., Tier 1 Design Team) from systems that have identified Tier 1 improvement as a priority.</p> <p>Others that may benefit include:</p> <ul style="list-style-type: none"> • New team members who have not previously completed the Pathway. • 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). 	<p>Main Offering Delivery: Virtual sessions. All sessions are held on Tuesdays, 8:30-11:30 a.m.</p> <p>September 29, 2026 October 27, 2026 December 1, 2026 January 26, 2027 February 23, 2027 March 23, 2027</p> <p>Register for High Quality Tier 1 Instruction within the MnMTSS Framework</p>

Tier 1 Instructional Observation for Improvement

Pathway Fundamentals	Pathway Description (Professional Development with Aligned Support)	Target Audience	Dates and How to Access Pathway
<p>MnMTSS Framework Alignment: Subcomponent 3.1: Tier (Core) Practices</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> High Quality Tier 1 Instruction within the MnMTSS Framework 	<p>Overview: This condensed virtual learning series is designed for districts seeking to strengthen Tier 1 Instruction in mathematics and literacy through the use of the COMPASS Tier 1 Observation Tool. The series supports district and school leaders in developing a shared understanding of high-quality Tier 1 instructional practices.</p> <p>Participants will learn how to use the COMPASS Tier 1 Observation Tool to identify instructional strengths and areas for growth and connect observation data to district instructional priorities.</p> <p>Aligned Support:</p> <ul style="list-style-type: none"> Before: In preparation for this course, a COMPASS team member will provide an introductory readiness session to ensure the team is set up for success. During/After: Following the course, COMPASS staff will lead district teams in observations on site. 	<p>District-level leadership teams <i>OR</i> a linked team responsible for decision-making about Tier 1 Teaching and Learning (e.g., Tier 1 Design Team) from systems that have identified Tier 1 improvement as a priority, as well as content-specific literacy and mathematics instructional leaders.</p>	<p>Main Offering Delivery: Virtual sessions. Offered three times during 2026-27. All sessions are held 9-11 a.m.</p> <p>Summer: Tuesday, August 11, 2026 Thursday, August 13, 2026 Thursday, August 20, 2026</p> <p>Fall: Wednesday, October 7, 2026 Wednesday, October 21, 2026 Wednesday, November 4, 2026</p> <p>Spring: Thursday, February 4, 2027 Thursday, February 18, 2027 Thursday, March 4, 2027</p> <p>Register for Tier 1 Instructional Observation for Improvement</p>

Appendix

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 learning. For example, if teams gather in-person at regional hubs to receive support from Regional COMPASS team members as they engage with a 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.