

Quick Guide for Multi-Tiered System of Supports: The District Level



Purpose of this Quick Guide

The purpose of this Quick Guide is to provide an overview of Multi-Tiered System of Support (MTSS) considerations at the district level. The intended use is for leaders to build a common understanding of MTSS that will lead to the thoughtful implementation of MTSS in their district. The audience for this MTSS Quick Guide includes school district central office administrators such as superintendents, curriculum directors, special education directors, Title and At Risk administrators, academic officers, and district level stakeholders such as school board members.

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➔ **What is a Multi-Tiered System of Supports (MTSS)?**

MTSS refers to a framework for support at all levels of instruction that is systemically in place to help all students succeed. The Michigan Department of Education (MDE) defines Multi-Tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners.

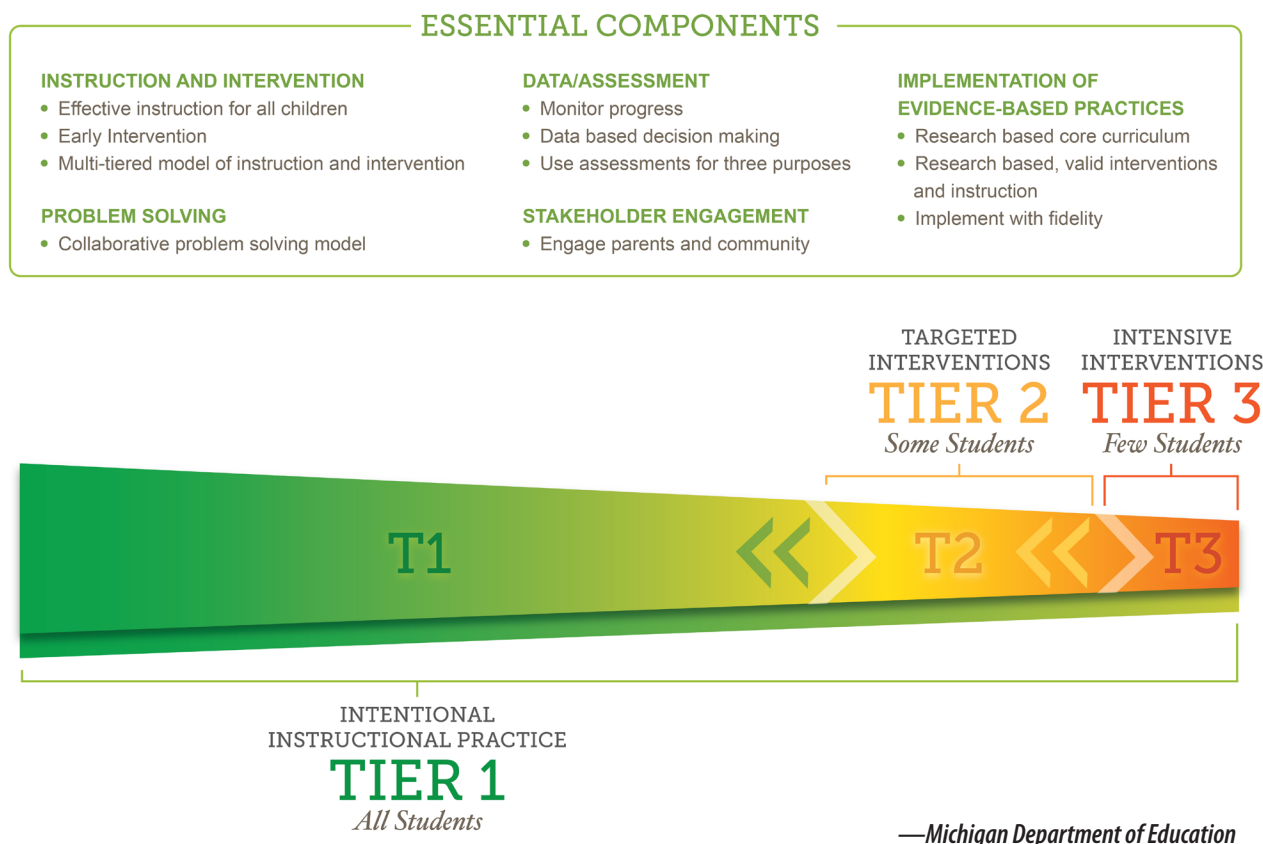
The Essential Components of MTSS together design a system of support. The components are briefly summarized:

Essential Components of MTSS	
Implementation Fidelity	The implementation of evidence-based practices that include research-based core instruction, research-based, valid instruction/intervention and fidelity to the research models.
Problem Solving	A problem solving model that emphasizes collaboration of teachers and instructional support specialists who work together to plan for the academic, behavioral and social needs of students.
Data Systems	Data and assessment systems that are used for the purposes of universal screening, diagnostic study, and progress monitoring. Instructional/intervention planning decisions are based on data.
Instruction/ Intervention	Quality instruction for all students is foundational to effectual MTSS. Included in the model of quality instruction is early intervention with multi-tiered delivery of instruction/ intervention that is driven by the needs of students.



MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS



The essential components of MTSS are represented in this graphic designed by the Michigan Department of Education. It is critical to note that intentional instructional practices are evident for all students. Core instruction does not discontinue with the provision of targeted or intensive interventions. Core instruction continues and students receive the explicit interventions they require to be successful learners.

➔ What are the critical elements of the MTSS?

- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district and school mission statements and organizational improvement efforts
- Alignment of policies and procedures across classroom, grade, building, district, and state levels
- Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services

- Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes
- Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts
- Ongoing data-driven professional development activities that align to core student goals and staff needs
- Communicating outcomes with stakeholders and celebrating success frequently

—From Florida MTSS Implementation



➔ **What are the tiers of instruction/intervention in the MTSS framework?**

MTSS is characterized by a continuum of integrated academic and behavioral supports reflecting the need for students to have fluid access to instruction and supports of varying intensity.

TIER 1

Tier 1 refers to the Core Universal Instruction and Supports.

These are the core academic and behavior instruction with supports designed and differentiated for all students in all settings. Approximately 80 percent of students in Tier 1 are typically expected to meet learning targets.

Tier 1 instruction is the key component of the MTSS framework. It is the core program in which all students receive high quality evidenced-based instruction. Generally, academic and behavior instruction and supports are designed and differentiated for all students. Tier 1 instruction incorporates the core academic curriculum that is aligned with state standards. The intent of the core program is the delivery of a high-quality instruction to all students with the expectation of meeting grade-level standards and preparedness for the future.

TIER 2

Tier 2 refers to Targeted Supplemental Interventions and Supports.

These are more focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic and behavior curriculum and instruction. Approximately 10–15 percent of students typically need targeted supplemental interventions and supports while continuing to be instructed in the core program.

Tier 2 consists of the academic and behavioral instruction/intervention that are provided to students who show a need for help in addition to the instruction/intervention they receive at Tier 1. Tier 2 instruction/intervention is designed to meet the needs of students who are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered through smaller groups and are administered with a focus on meeting the specific needs of the students.

TIER 3

Tier 3 refers to the Intensive Individualized Interventions and Supports.

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction are provided to students with greatest need for personalized attention. Tier 3 also provides an opportunity to conduct more diagnostic study of the student's needs to plan for more comprehensive programming and intervention. A small percentage of students, in the range of 1–5 percent, would need the intensive individualized interventions and supports of Tier 3.

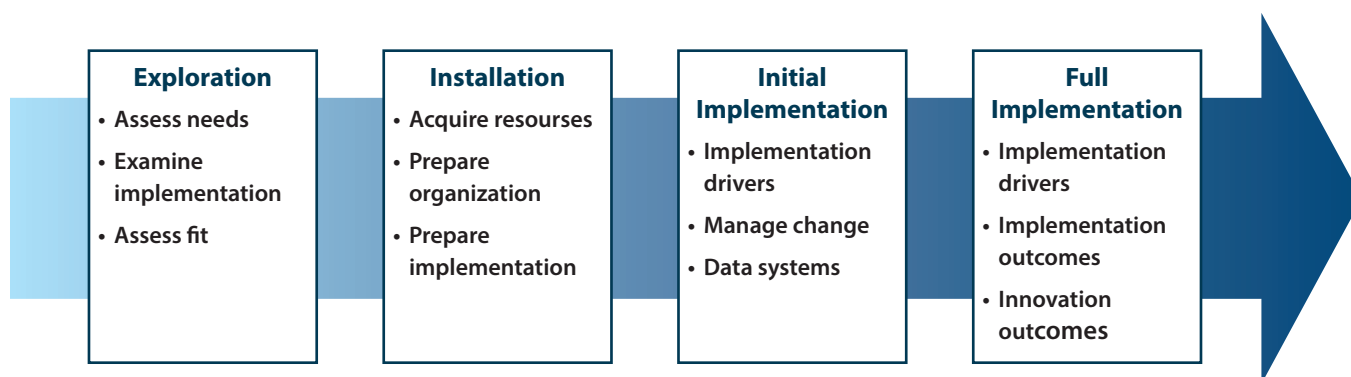
Tier 3 refers to the academic and behavioral instruction/interventions that are provided to students who show a need for intensive and individualized help that is provided in addition to Tier 1 and Tier 2. Tier 3 instruction/intervention consists of students who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. It is also viewed as a tier that includes students who are not identified as being in need of special education but whose needs are at the intensive level. The groups of students at Tier 3 are of much smaller sizes than Tier 2 with some models including one-to-one instruction.

➔ How will the district determine organizational readiness for MTSS?

MTSS can serve as an organizing framework for meeting the needs of all learners that unifies structures for school improvement, at-risk programming, compensatory education, with academic and behavior instruction/intervention. A district's process for organization readiness begins with clarity in establishing a focused mission to ensure all students succeed. The role of the district is to **standardize** the MTSS process while the role of the buildings is to **customize implementation** (St. Martin & Vail, 2013). According to the NASDSE Blueprint, the work at the district level is focused on these 3 critical organizational needs:

- ➊ **Consensus** Communication process whereby the “whys” are taught, discussed and embraced.
- ➋ **Infrastructure** Identification of key practices being implemented and practice gaps addressed.
- ➌ **Implementation** Structures and supports are put in place with sustainability as the key.

Implementation research has demonstrated that full implementation can be a two to four year process (Fixen, et.al., 2005) that consists of four stages: **Exploration, Installation, Initial Implementation, and Full Implementation.**



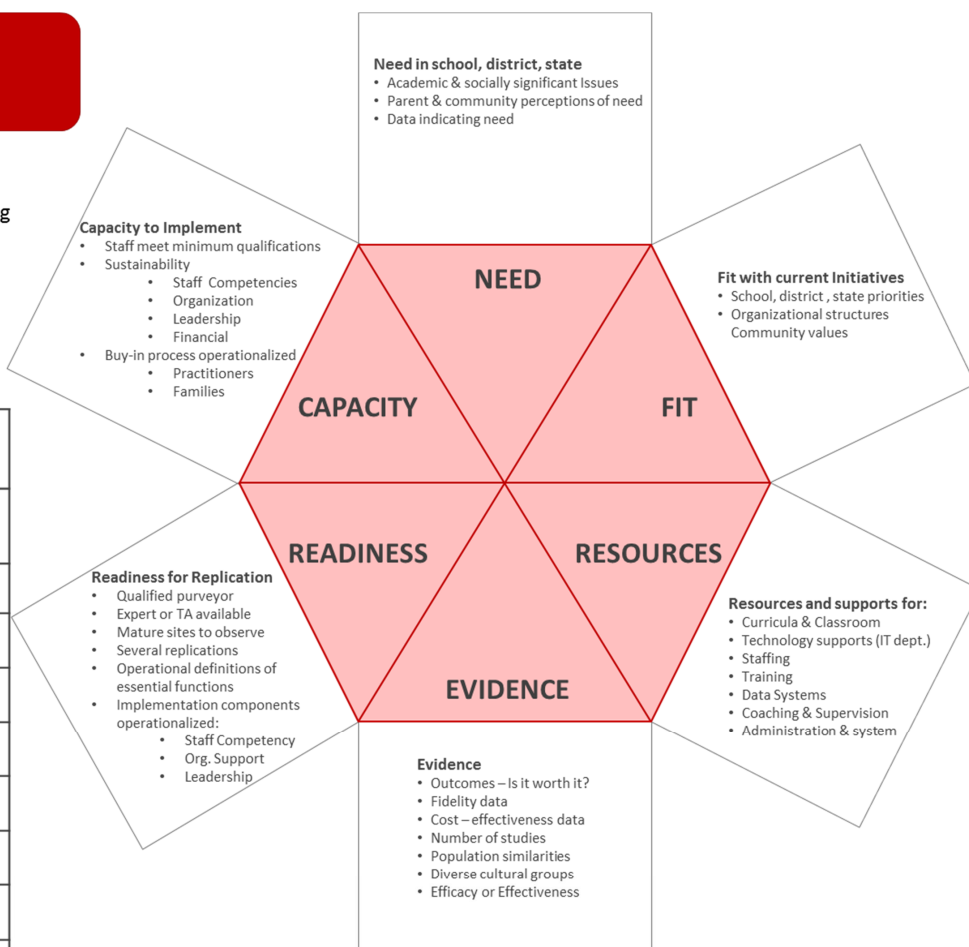
The Hexagon Tool is a helpful resource for assessing district needs, examining existing structures and processes, and determining the status of preparedness for MTSS. Based on implementation research, the tool guides examination from the aspects of Fit, Need, Resources, Readiness, Capacity, and Evidence. Once the district leadership team has taken time to assess and identify strengths, gaps, and readiness for MTSS, a plan can be put into place to address the building of consensus, infrastructure, and installation of the structures and supports for MTSS.

The Hexagon Tool Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
<http://implementation.fpg.unc.edu>

EBP:				
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.				
	High	Med	Low	
Need				
Fit				
Resource Availability				
Evidence				
Readiness for Replication				
Capacity to Implement				
Total Score				



©2013 Laurel Kiser, Karen Blase, and Dean Fixsen
Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)



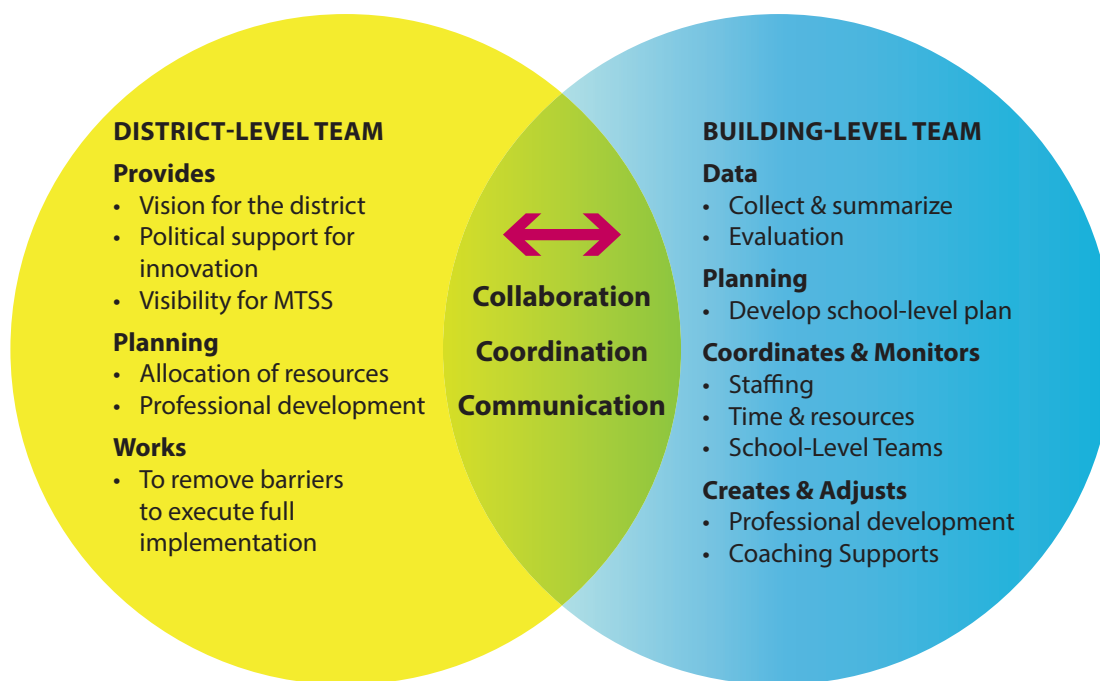
Three overall themes have emerged from the implementation research that are critical for districts to understand:

- 1 Guidelines, policies, and/or educational information alone or teacher training alone are not effective;
- 2 Longer term multi-level implementation strategies are more effective;
- 3 Not enough is known about the functional components of implementation factors.

➔ *How does district leadership support the implementation and sustainability of MTSS district-wide?*

Ongoing collaboration, coordination, and communication between the district leadership and building leadership are critical to assuring that the systems of multi-tiered support are implemented with fidelity. The district has an organizational responsibility to shape the district vision, lead innovation, communicate to the school community, allocate resources, and to remove barriers and challenges.

DISTRICT-BUILDING PARTNERSHIP FOR EFFECTIVE MTSS



At the district level, the leadership needs to be responsive to the needs of the buildings and school community while moving forward to ensure that organizational responsibilities are fulfilled, resources are provided and there is appropriate development of administration and staff to effect sustainable systems of support.



➔ ***Does the district have a collaborative problem-solving process for decision-making?***

Consensus: Key stakeholders in a district or school (e.g., superintendent, curriculum directors, principals, teachers, instructional support personnel, student services personnel) should arrive at consensus regarding the importance of MTSS implementation and commit to its adoption and sustainability. This is done through a discussion of beliefs and assumptions about teaching and student learning, in which educators at the district and school levels identify their own perceptions regarding the need for MTSS practices and together co-construct their vision of the MTSS framework enacted. (Castillo, 2010)

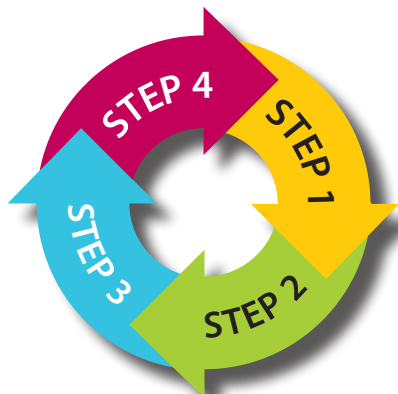
Begin the dialogue by assembling the district leadership team and asking these questions:

- What are the educational outcomes that we value for our students?
- When a student is *not* making progress in school, do we attribute the lack of success to the child or do we attribute the lack of success to the child's learning experiences?
- What are we going to do when students are not learning what we want them to learn?
- What DATA do we use to know our students are learning?

Consensus is built through a collaborative problem-solving process for decision-making. Begin by defining the problem and directly measuring behavior. Engage in problem analysis that will validate the problem and identify variables that contribute to the problem. Develop and implement a plan that is progress monitored. Lastly, evaluate how the plan worked. The process is integral to all levels of problem solving when forming, implementing, and revising MTSS.



➔ What are the basic components of the problem-solving process?



It is a collaborative model for decision-making. The problem-solving process begins by defining the problem and directly measuring the skill or behavior. The meeting participants engage in problem analysis that will validate the problem and identify variables that contribute to the problem. The meeting participants then develop and implement a plan that is progress monitored to determine if the plan is effective. Lastly, they evaluate the plan to determine if it was successful. The process is integral to all levels of problem-solving when forming, implementing, and revising decisions at the building level, classroom level, and student level. The graphic at the left represents this problem-solving process.

STEP 1	STEP 2	STEP 3	STEP 4
What's the problem? Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, <i>"What specifically do we want students to know and be able to do when compared to what they do know and are able to do?"</i> When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"	Why is it occurring? Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.	What are we going to do about it? Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then, delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"	Is it working? Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted learning. Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

—From Florida MTSS Problem-Solving Process <http://www.florida-rti.org/floridaMTSS/psp.htm>

➔ **What is the responsibility of the district to provide the infrastructure for MTSS?**

The work of the district is to develop the infrastructure and plan for implementation of MTSS. It is the responsibility of the district to provide the resources, time, training, and communication for the systems of the MTSS framework. Listed below are district objectives:

- ☐ District will develop and monitor the process for implementation and evaluation of MTSS framework
- ☐ District will clearly articulate research-based core curriculum and interventions aligned to state and national standards
- ☐ District will ensure equitable allocation of resources
- ☐ District will provide professional learning opportunities to develop necessary competencies and instructional models (ie coaching, co-teaching model, and PLC etc.)
- ☐ District will establish clear expectations for schools to actively involve and engage families and community in the MTSS process effectively

According to Castillo (2010), a district must examine its current goals, policies, resources, and personnel responsibilities with regard to their alignment with a MTSS model of service delivery. The following are examples of structures that school districts must consider addressing to enhance their capacity to implement MTSS:

Structures to Consider That Will Enhance Capacity to implement MTSS	
<input type="checkbox"/>	Training and technical assistance to build capacity of all educators
<input type="checkbox"/>	Recalibration of district office roles that cross-functionally support implementation
<input type="checkbox"/>	Identification of key district stakeholders whose primary focus will be on planning, implementation, and ongoing evaluation
<input type="checkbox"/>	Integration and management of data
<input type="checkbox"/>	Identification of Tier 1, Tier 2, and Tier 3 assessment and intervention practices across academic and behavioral domains
<input type="checkbox"/>	Establishment of decision criteria at each tier
<input type="checkbox"/>	Identification of community and family resources and partnerships
<input type="checkbox"/>	Identification of a system-wide continuum of supports across academic and behavioral content
<input type="checkbox"/>	Modification of schedules to include protected time for problem-solving meetings, intervention delivery, universal screening and progress monitoring, and professional development
<input type="checkbox"/>	Provision of greater principal autonomy for determining school resource allocation to support MTSS
<input type="checkbox"/>	Alignment of district and school professional development with MTSS framework
<input type="checkbox"/>	Provision of technology support around efficient and useful data collection and display
<input type="checkbox"/>	Development of and/or alignment with district procedures, policies, and structures to promote common understanding and application of the MTSS framework with a focus on implementation fidelity



➔ ***How will the district administration clearly communicate expectations for a commitment to the implementation and sustainability of a MTSS framework?***

The district may begin by ensuring the board and administrative policies align with MTSS and do not merely focus on Tier I core instruction. MTSS needs to be in mind when the district is adopting practices and policies.

Consensus for MTSS is built by clear communication and providing the community with information that will define, describe and inform the community how the district is working to meet the needs of all students. The vision and mission of the district should be clearly posted and referenced for the community to recognize district purpose.

➔ ***How will the district represent the MTSS framework to families and the community?***

The district will provide information to the community about the standards that are taught, methods of instruction, and how students are assessed to measure their gains.

For those students identified for strategic intervention and intensive intervention, the parents of the students should be informed that the student will be receiving the supplemental instruction, how progress will be measured, and they should be updated on the student's progress. For students receiving intensive intervention, parents may also need to be informed of their right to request a special education evaluation.

Provide training for families and caregivers on how to reinforce activities at home that will support the learning of their student is very important. Districts and schools should ensure that parents:

- ☐ Understand the purpose of a MTSS
- ☐ Understand how student performance is improved by MTSS

- ☐ Know what questions to ask when their student is identified as needing additional academic help to get ahead
- ☐ Have the skills to know if progress-monitoring data and information show a positive response to intensified instruction

➔ ***What needs to be done to form a partnership between the district administrators, building principals and building leadership teams to guide and direct the work of implementing and sustaining an effective MTSS framework?***

When MTSS is the umbrella framework, it is the organizing structure for the variety of initiatives that schools must incorporate into their systems. Connect the dots between School Improvement, Grant-funded projects, Core Curriculum, Educator Evaluation, and Student Outcomes. By aligning the vision, goals, systems and work into an aligned plan, the work of MTSS becomes the vehicle for achieving multiple channels for developing quality schools with strong instruction/interventions for all learners.

The consensus begins with the dialogue and the message that all learners' needs will be addressed by adherence to the district identified practices, systems, resources, and strategies. Feedback loops provide the levels of staffing, from teacher to principal to district central office with the information to make needed adjustments, to provide information or coaching support, and to check results.

Publicly communicate the district's system of accountability and measurable expectations for implementing the core curriculum within the MTSS framework. Establish, communicate, support, and monitor clear expectations for establishing accountability systems across departments and schools. Incorporate these expectations into the personnel evaluations of administrators, principals, teachers, teacher assistants, and related-service personnel. And have schools incorporate activities into their school improvement plans that enable them to meet the expectations.

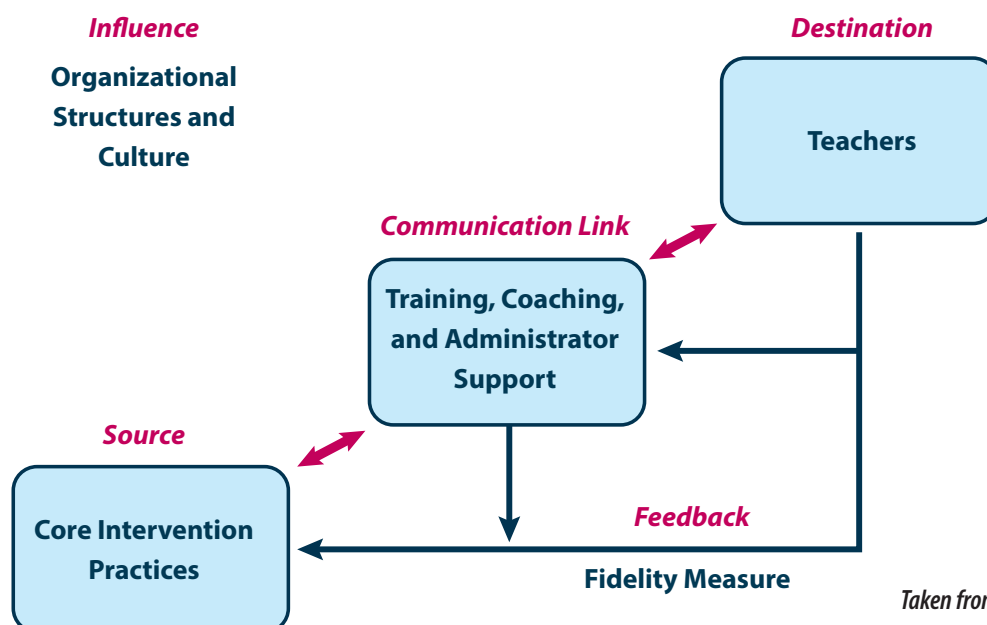


➔ **How will the district administration assess the need for and provide professional learning at the building level to support the MTSS framework?**

MTSS requires a comprehensive and multi-leveled approach for teachers to be effective in reaching all learners. From implementation research, it has been established that the necessary resources and structures must be in place for people to do the work of instruction/intervention, to work in teams, to have and access data for decision-making and to know what to do. This implementation framework provides a model for considering what the district must provide to develop evidence based intervention practices across the organization. Context is critical to the training and support of staff. This model also emphasizes how important it is to provide ongoing training, coaching and administrator support for the teacher to be effective. The feedback loop is a check on fidelity that is then a cue for training and support.

Implementation Framework Terminology	
Source	The set of core intervention components that define a given evidence-based practice or a “packaged” evidence-based program
Destination	The practitioner who works directly with the consumer of the service
Communication Link	The set of implementation drivers (core implementation components, see below) provided within the service organization to assure that the practitioner has the prerequisite knowledge, skills, and abilities and continuing resources necessary to provide the core intervention components competently
Feedback mechanisms	The fidelity, staff evaluation, and program evaluation measures that are collected and routinely used to guide decision making at the practitioner, supervisor, and manager levels of the organization
Influence	The entire process includes a range of local and state professional and sociopolitical factors including funding, licensing, regulation, labor relations, community relations, and agency collaboration (e.g., Bierman et al., 2002).

IMPLEMENTATION FRAMEWORK APPLIED TO DEVELOPING EVIDENCE-BASED INTERVENTION PRACTICES WITHIN ORGANIZATIONS



Taken from Fixsen, et. al (2003)

Recommendations for training come from research on implementation of evidence based practices (Fixsen, et al 2003):

- ☐ Emphasize practice and use feedback on practice to teach the finer points
- ☐ Use practice sessions to help trainees integrate thinking and doing
- ☐ Provide guidance with respect to the boundaries of using the technique, describing when it may be useful and when it may not be useful
- ☐ Provide guidance on the flexible use of the core components
- ☐ Encourage peer and administrative support

Staff members have the knowledge and skills provided through professional development and other means necessary to implement the common core state standards and MTSS with fidelity. In order to ensure fidelity and sustainability of MTSS implementation, all educators should receive initial and ongoing professional development so that they have the knowledge and skills necessary to deliver effective core instruction and make data-based decisions about student progress in mastering concepts.

An effective professional development program should include information on:

- ☐ What content is being taught, high-leverage strategies to teach the content, and the type of student work that demonstrates mastery of the content, as well as likely areas of student misconceptions and how to address them
- ☐ How to set up a teacher-led process to solve problems
- ☐ How to provide appropriate instruction/interventions
- ☐ How to create instructional schedules that take into account student needs, including time, instructional focus, etc.

- ☐ How to implement, evaluate, and support interventions for students
- ☐ How to monitor progress, including collecting, displaying, interpreting, and using performance data to maximize the impact of instruction on student work and achievement
- ☐ How to evaluate student trajectories of learning to determine the need for instructional intervention, and engagement in effective problem solving and decision making
- ☐ How to communicate and celebrate outcomes of the MTSS process with school and district staff
- ☐ How to engage with parents and caretakers about the multi-tiered process, communicating ways they might support their student, and developing procedures for notifying parents and caretakers about student progress

From: Council of Great City Schools

➔ ***Is there a system to ensure new staff receive training around high quality instruction, intervention, assessment, and district procedures?***

Planned inservice, coaching, and administrator support will be critical to orienting new staff to MTSS, including core curriculum, instructional practices, interventions, assessments, and meeting structures. District procedures will need to be communicated through written and oral explanations, meetings, and participation in the practices.

It is also a good idea to plan for annual re-visiting of the expectations for the components of MTSS in formal meeting structures that encourage teacher collaboration.





➔ ***How will the district administration support and monitor student outcomes and sustainability of the MTSS framework?***

The district plan will need to include timelines for the review of assessment data and student outcomes. Not only does the district have benchmark and annual assessment data as measures of student proficiency, other data sources will be important to collect. For example, regular support of the number of students taught at the Tier 2 and Tier 3 levels of intervention. The amount of time students spend in the tiers may be useful in considering intervention effectiveness.

Educator evaluation is a useful mechanism by which to obtain feedback on the effectiveness of the model. Administrator walk-throughs and observations provide

an avenue to objectively evaluate teacher effectiveness and to monitor core instructional practice. The educator evaluation framework may, in turn, guide professional development and coaching opportunities for teachers to improve in their implementation of the district plan.

➔ ***What are the most important or highest priority elements of a program evaluation model?***

Program evaluation should both inform how MTSS is implemented and provide information on the practices that relate to improvements in student academic, behavioral, and social-emotional outcomes. Data collection and analysis should be guided by critical questions key stakeholders have about school and district functioning. Examples of critical questions to ask include:

- How much consensus is there among educators for the implementation of MTSS?
- Do school and district staff possess the knowledge and skills to implement MTSS?
- To what extent are educators implementing evidence-based instruction/intervention across grade-levels, content areas, and tiers with fidelity?
- What steps of problem-solving are being implemented with fidelity?
- How are students performing compared to grade-level expectations?
- What other factors may be contributing to MTSS implementation and student outcomes?

Asking questions such as these allows key stakeholders to prioritize what data to collect and develop methods and procedures for gathering the information. A variety of methods, tools, and procedures exist for collecting program evaluation data regarding MTSS implementation that can be adapted for local use once the critical questions to be answered are identified.



➔ **What are some likely reasons that implementation succeeds or fails at either the district or school levels?**

Many reasons exist for the failure of a systems change effort, such as MTSS. Some of the most important of those reasons are:

Reason	Explanation
Failure to achieve consensus	Until and unless the district/school staff understand and agree with the need for the change and believe that they have the skills (or will have the support to attain them), a system change effort is likely to fail.
School culture is ignored	Every district and school has a history that informs its practices, values, and beliefs. MTSS is a framework that organizes implementation processes, not a prescription. Each district/school must incorporate those beliefs, values, and practices into the development of its implementation plan.
Lack of training and support	The implementation of MTSS involves the use of existing and new skill sets and practices. The implementation of MTSS will be facilitated by a strong system of professional development and support (technical assistance and coaching) and hindered significantly by the absence of such a system.
Lack of feedback to implementers to support continued implementation	The implementation of any systems change process can be anxiety producing, particularly when that change process occurs concurrently with the on-going requirements of daily work. The frequent feedback of implementation data along with student outcome data to the staff will enable district and school leaders to provide specific staff support to sustain implementation momentum.
Unrealistic expectations of initial success	System change processes often are implemented in a time of crisis where district and/or community leaders expect immediate results. Although expectations for quick success are understood, expecting too much too soon will result in lack of goal attainment and present a real threat to sustaining the energy and morale of the implementers.
Failure to measure and analyze progress	The frequent use and reporting of data will demonstrate that progress is being made and that the rate of progress is consistent with initial expectations. Unless this occurs, unrealistic expectations likely will create the opportunity for failure.
Participants not involved in planning	Systems change involves the lives of everyone in the system undergoing that change. MTSS cannot be implemented successfully using a “top-down” method. It is critical that all stakeholders are involved from the beginning to help contribute to and inform the development, implementation, and evaluation of the MTSS process.

From Florida's MTSS Implementation



MTSS RESOURCES

General

- **Kansas Multi-Tiered System of Supports:** http://www.kansasmtss.org/resources_ks_docs.html

This site provides a wealth of guidance and resources on MTSS.

- **National Center on Response to Intervention:** <http://www.RTI4Success.org>

This site has a variety of resources including information about universal screeners, progress monitoring, interventions, papers and presentations on RtI topics, and a discussion forum.

- **Understood.org:** <https://www.understood.org/en/school-learning/special-services/rti>

This site includes basic resources on RtI (information about the three tiers, what RtI should and should not include, and questions to ask your school about RtI). It also has a “Parenting Coach” that gives parents practical ideas for social, emotional, and behavioral challenges based on the child’s issue and grade level.

- **Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide:** <http://www.ed.gov/rschstat/research/pubs/rigorousetid/index.html>

This site links to publications that provide educational practitioners with user-friendly tools to distinguish practices supported by rigorous evidence from those that are not.

- **Response to Intervention Blueprints: School Level:** <http://www.centeroninstruction.org/files/SCHOOL.pdf>

This pdf document is one of three documents that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the school level.

- **Response to Intervention Blueprints: District Level:** <http://www.centeroninstruction.org/files/DISTRICT.pdf>

This pdf document is one of three documents that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the district level.

- **A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners:** http://www.centeroninstruction.org/files/Framework_for_RTI.pdf

This pdf document discusses the benefits of the RtI process for ELLs.

- **RtI Quick Reference Guide National Center on Student Progress Monitoring:**
<http://www.studentprogress.org/chart/chart.asp>

This site includes a chart detailing the results of the review of progress monitoring tools for General Outcome Measures (GOMs) and Mastery Measures (MMs), as well as supplemental resources on RtI.



Interventions

- **Best Evidence Encyclopedia (BEE):** <http://www.bestevidence.org/>

This site includes detailed program overviews and reviews, broken down into categories: Mathematics programs, Reading programs, Science programs, Comprehensive School Reform programs, and Early Childhood programs. In each program category, there are program ratings; you can find top-rated programs for school or district use—these have strong or moderate evidence of effectiveness—as well as limited evidence programs and other programs.

- **What Works Clearinghouse:** <http://ies.ed.gov/ncee/wwc/>

This site publishes reviews on the research of different programs, products, practices, and policies in education and tries to answer the question “What works in education?” based on high-quality research. The goal of the site is to provide educators with the information they need to make evidence-based decisions.

- **Intervention Central:** <http://www.interventioncentral.org>

This site includes ideas for both academic and behavioral interventions, as well as information on curriculum-based measures and a Behavioral Intervention Planner.

Early Childhood

- **Early Childhood Frameworks for Response to Intervention in RtI: Description and Implications:**

<http://www.naeyc.org/files/naeyc/RTI%20in%20Early%20Childhood.pdf>

This PDF document defines the frameworks for RtI in Early Childhood Education and was made to promote a broad understanding and discussion of the topic.

- **Roadmap to Pre-K RtI:** http://www.florida-rti.org/Resources/_docs/roadmaptoprekrti.pdf

This pdf document details the implementation of RtI in pre-k classrooms in order to prevent early delays from becoming language, literacy, and academic learning difficulties.

Literacy

- **Literacy Florida Center for Reading Research (FCRR):** <http://www.fcrr.org/>

The FCRR site explores all aspects of reading research – basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.

- **RtI Quick Reference Guide FCRR Interventions for Struggling Readers:**

<http://www.fcrr.org/interventions/index.shtm>

This site details progress monitoring to improve reading instruction and interventions for struggling readers.

- **FCRR Selecting Research-Based Reading Programs:** <http://www.fcrr.org/science/pdf/kosanovich/CSPD.pdf>

This site is intended to assist educators in choosing reading and professional development programs. The resources can be used at the school and district level.



- **Early Literacy Resources:** <http://www.free-reading.net>

This site contains activities and intervention materials for the following early literacy skills, including: print concepts, phonological awareness, letter sounds, sounding out, word recognition, etc. The site is primarily useful for Tier 1 and Tier 2 interventions.

- **Improving Adolescent Literacy: Effective Classroom and Intervention Practices [Grades 4–12]:**

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

This site links to a pdf document that presents strategies for classroom teachers and specialists to use in increasing the reading ability of adolescent students.

Mathematics

- **Assisting Students Struggling in Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools:** <http://ies.ed.gov/ncee/wwc/PracticeGuide/2>

The Institute for Educational Sciences (IES) guide to Response to Intervention for K-8 Mathematics provides eight research-based practices that are shown to improve student learning of mathematics.

- **MTSS in Mathematics-RESA webpage:** <http://www.resa.net/curriculum/curriculum/math/mtss-mathematics/>

The Wayne RESA MTSS in Mathematics webpage is meant to gather a number of resources (e.g. links to screeners, trajectories, and research guidelines) in a systematic way in order to support the implementation of MTSS in Mathematics.

Behavior

- **Behavior Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center:** <http://www.pbis.org/>

This site is meant to define, develop, implement, and evaluate PBIS frameworks and emphasizes the impact of implementing PBIS on social, emotional, and behavioral outcomes for students with disabilities.

- **PBIS Videos:** <http://www.pbis.org/media/videos>

This page contains several videos that are useful for staff introduction and training on PBIS.

- **Functional Behavior Assessment:** <http://cec.air.org/fba/>

This site has resources needed to understand functional behavioral assessments (FBAs) and behavioral intervention plans (BIP), as well as their impact on addressing students' problem behaviors.

- **Reducing Behavior Problems in the Elementary Classroom:**

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

This site links to a pdf guide that is designed for elementary school educators and school- and district-level administrators. It offers prevention, implementation, and school-wide strategies that can be used to reduce problem behaviors.

- **Rethinking Discipline:** <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

This site promotes practices to reduce removals from school and alternatives that promote relationship and positive school climate.



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