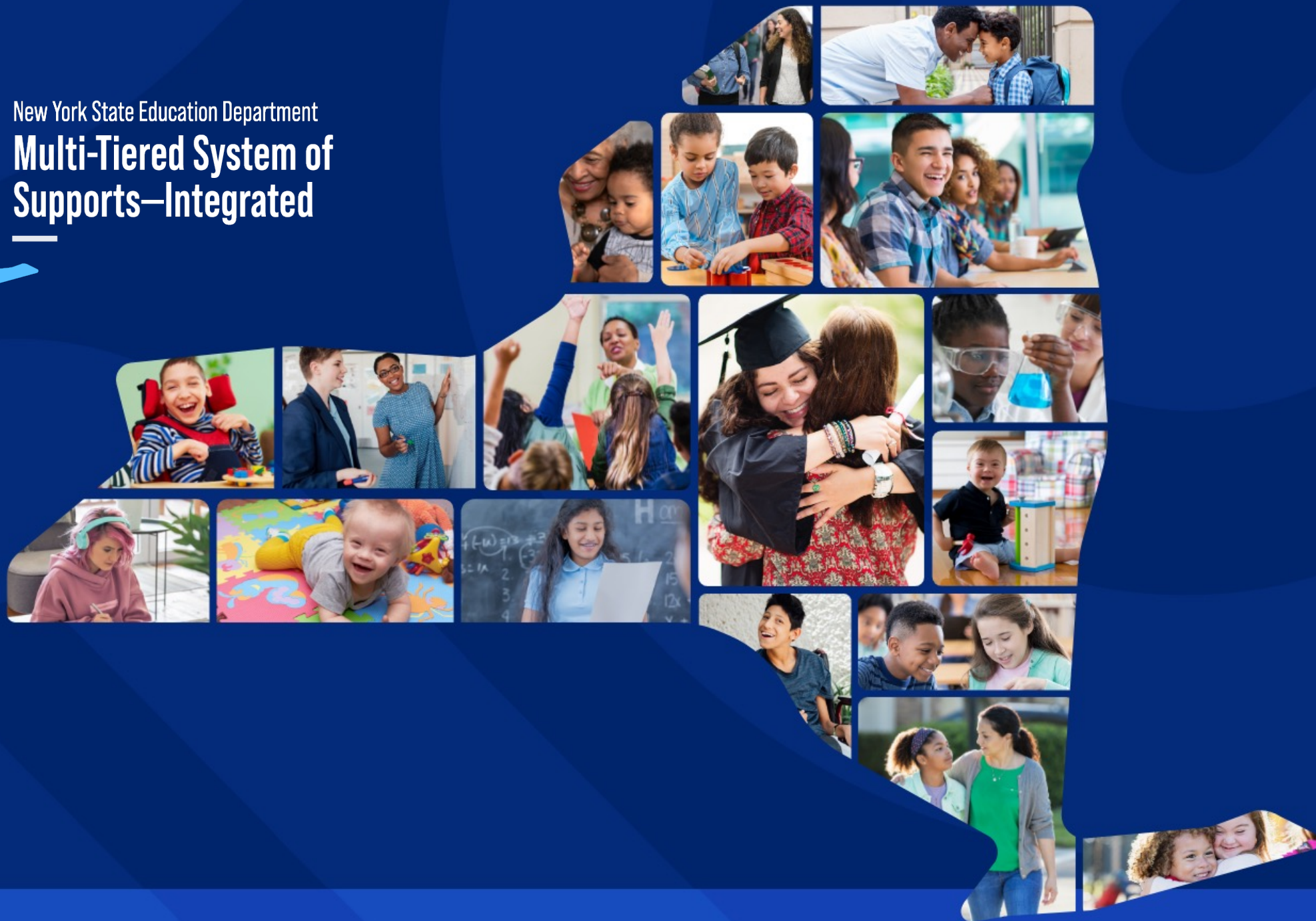




New York State Education Department
**Multi-Tiered System of
Supports—Integrated**





Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



NYSED MTSS-I Pilot Framework


The Child Research and Study Center

University at Albany

Stacy A. S. Williams, PhD., NCSP., LP

MTSS-I Director

Agenda

01

MTSS
An Introduction

02

MTSS-I
Understanding the I in MTSS-I

03

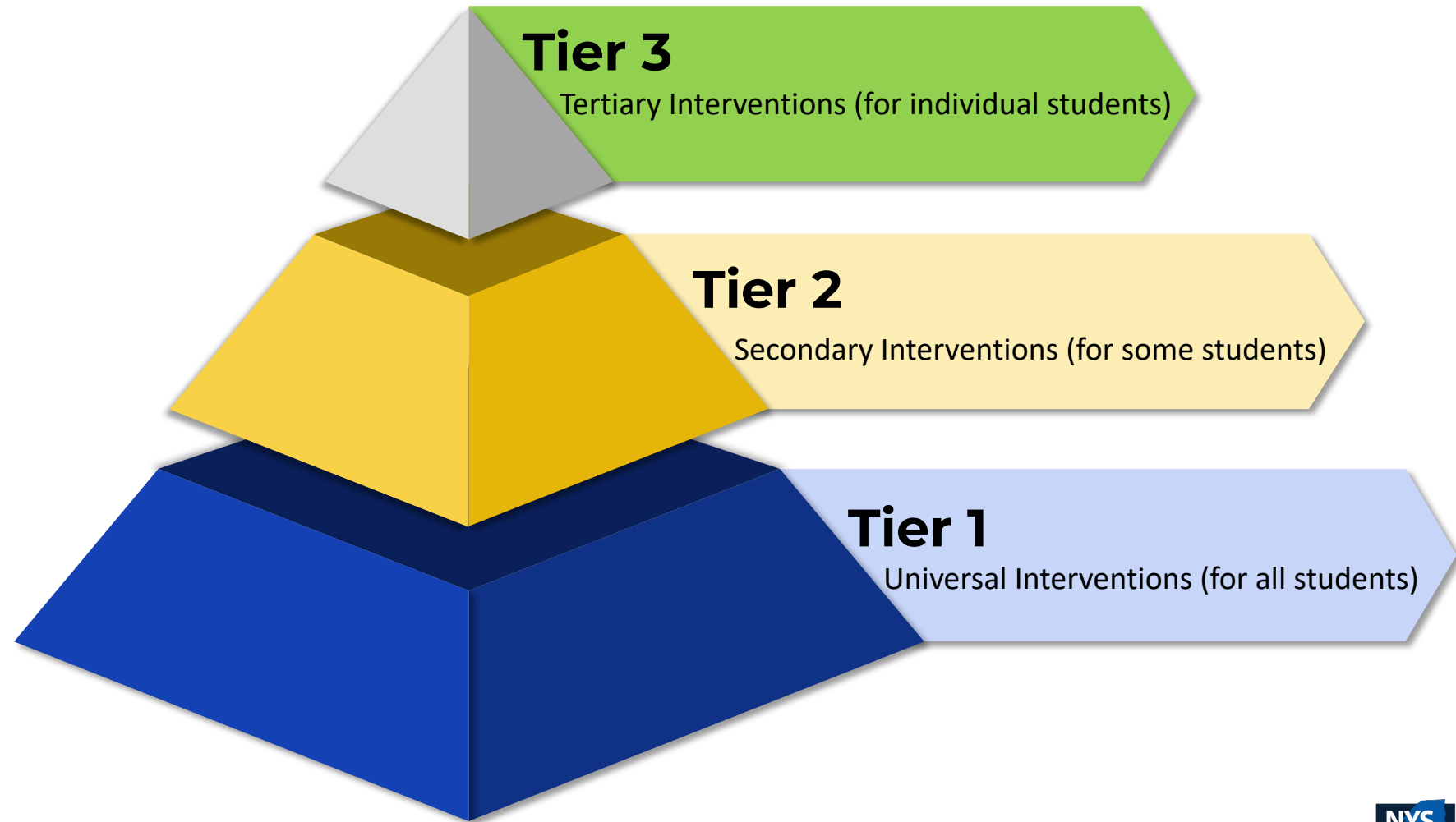
MTSS-I Resources

04

Closure
Questions and Answers

Multi-Tiered System of Supports (MTSS) is a data-driven decision-making framework for:

- Increasing the **effectiveness, efficiency, and equity** of delivered instruction;
- Rapidly identifying and responding to the needs of students;
- Continuously improving; and
- Implementing evidence/research-based practice.



NYSED's MTSS-I Pilot

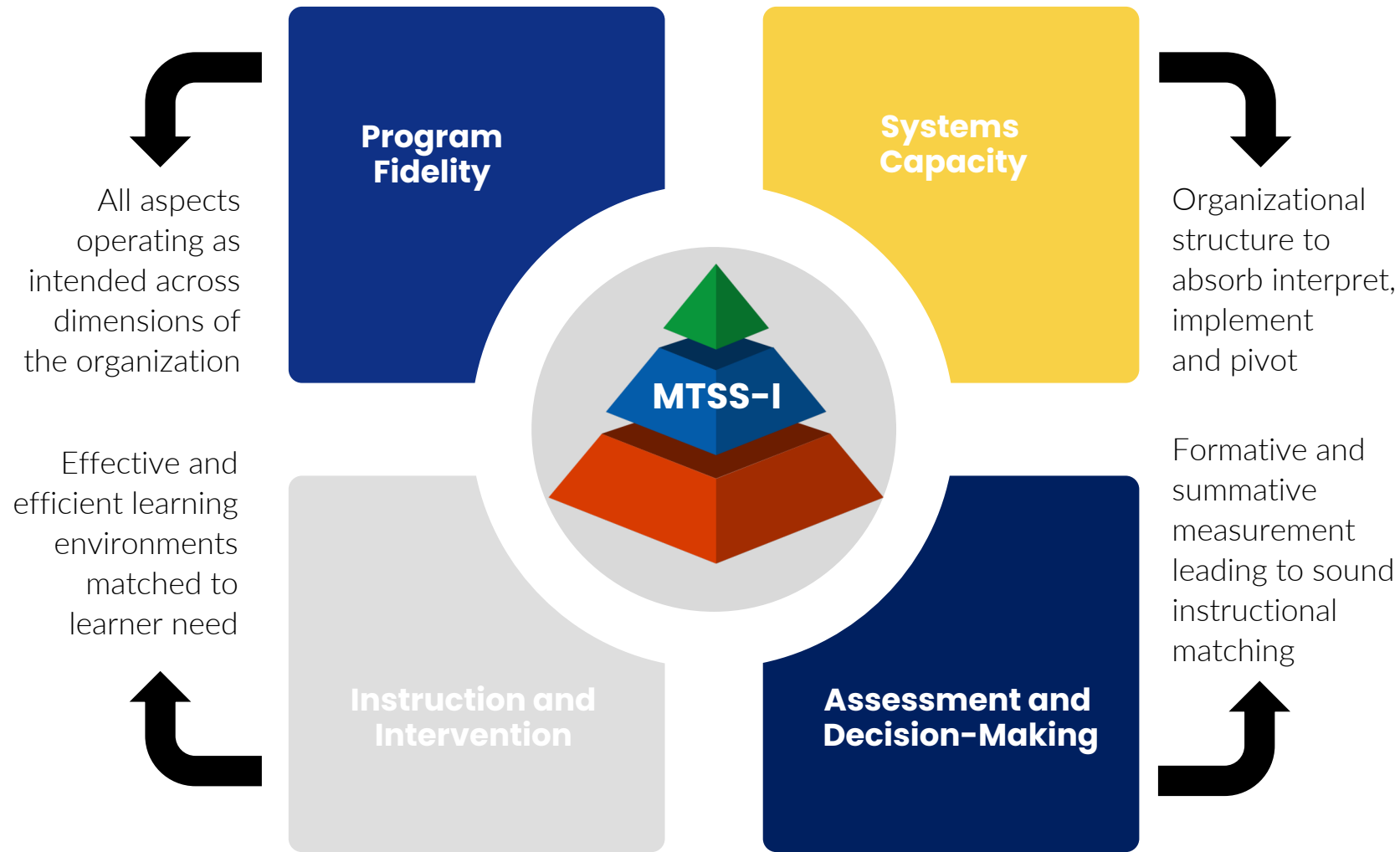
Let's talk about
the "I" in MTSS-I...



NYSED's MTSS-I Pilot Framework

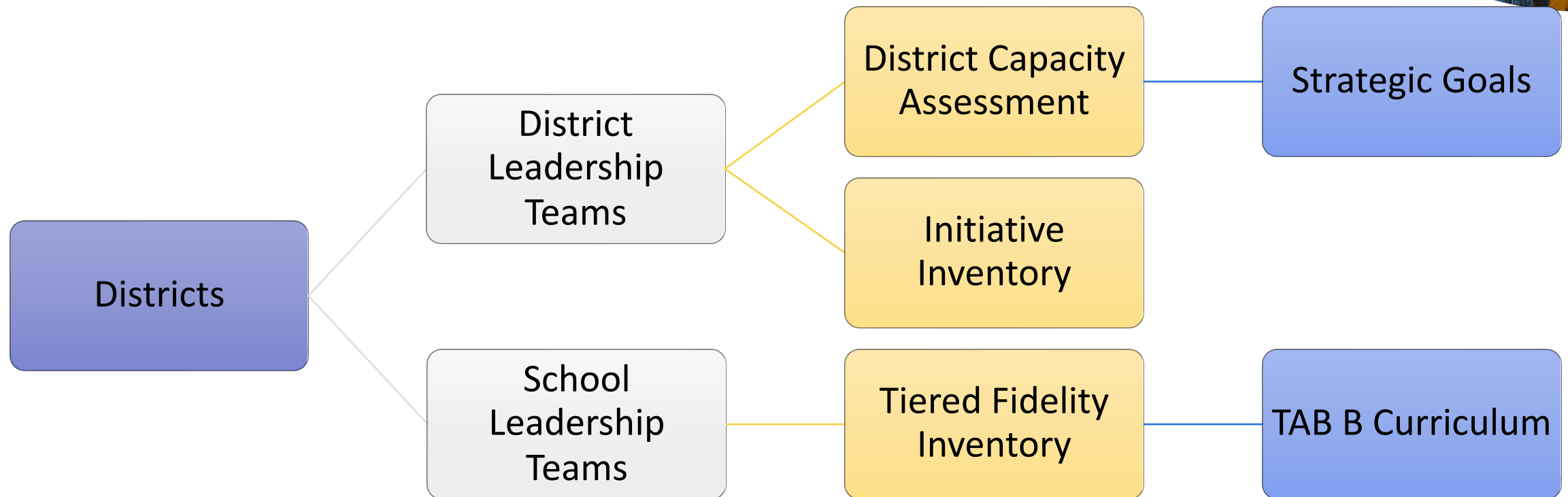
- Holistic approach to identifying and addressing students' unique needs
- Responsive to every student's social identity, culture, and language
- Adopts fairness and equity as core principles to drive access to opportunity
- Ensures an unwavering focus on supporting the academic, behavioral, and social emotional growth of every student across **New York State**





MTSS-I Pilot Framework

Systems Capacity



System Capacity

Capacity Assessment Administration Course

- Capacity assessments can help organizations identify strengths and opportunities for improvement in their current implementation supports and resources. This course provides an overview of different capacity assessments, such as the Drivers Best Practices Assessment and the **District Capacity Assessment**, and instructions on the administration process. In addition, you will have opportunities to practice the administration process. After completing the course, you will have knowledge and skills to administer a capacity assessment and support the use of results for action planning and improvements. To gain access to the online NIRN-SISEP Data System for ease of data collection and reporting, it is recommended that participants first complete this course.
- <https://nirn.fpg.unc.edu/ai-lessons-and-short-courses>



Systems Capacity

Initiative Inventory

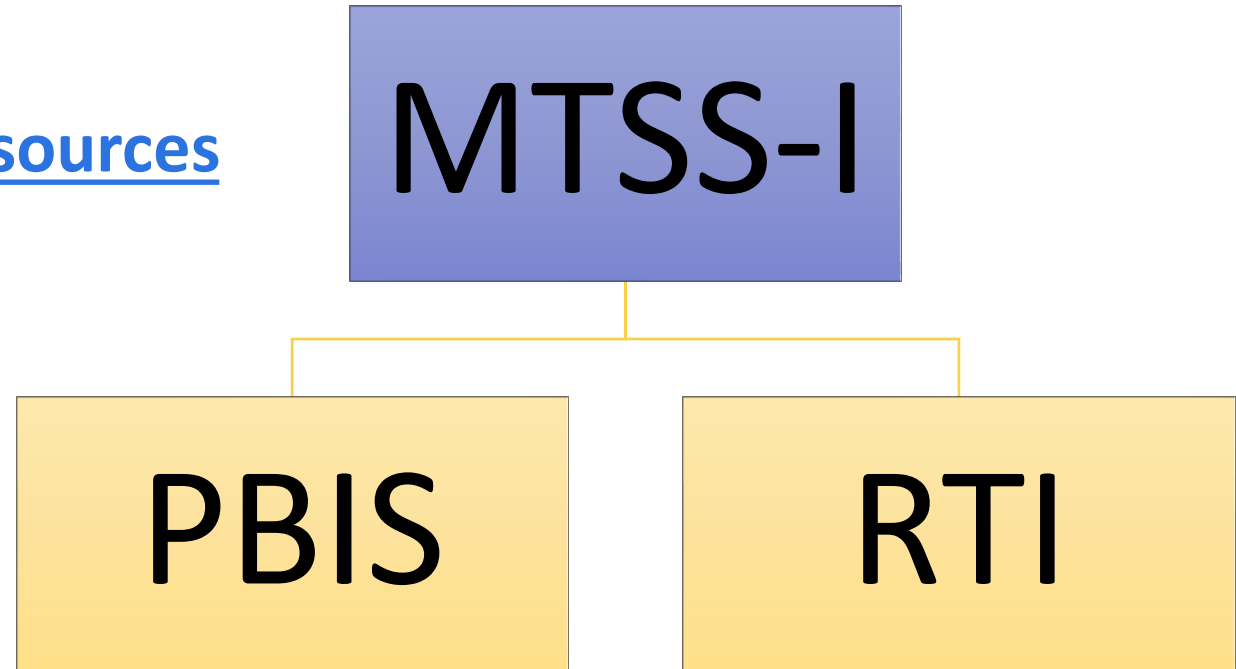
- The *Initiative Inventory* can be used to guide your team's review of past and current programs to get a clear picture of successful strategies, and challenges, along with existing mandates and resource commitments. The *Initiative Inventory Process Tool* is available to assist teams in developing a plan for completing the *Initiative Inventory*.
- <https://nirn.fpg.unc.edu/resources/initiative-inventory>



Instruction and Intervention

Resources

<https://osepartnership.org/resources>



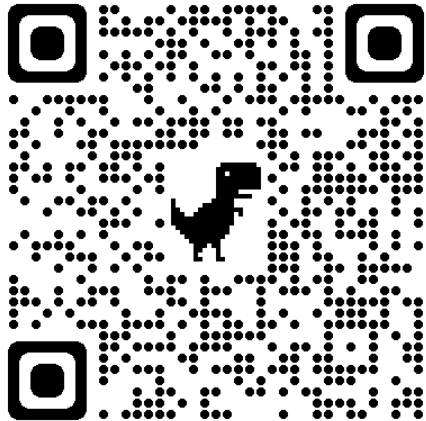
PBIS

Positive Behavior Interventions and Supports (PBIS) Readiness and Tier 1 Team Training: Readiness and Curriculum ^

Description: This professional learning package contains the content designed to build the foundation of Tier 1 within a multi-tiered system of supports on behavior with an educational organization. The goal of this professional development is for educational organizations to build the capacity around developing the systems, practices and data components of the PBIS framework.

Positive Behavior Interventions and Supports (PBIS) Tier 2 Team Training: Systems and Check-in, Check-out (CICO) ^

Description: This professional learning package contains the content and materials that are designed to help teams develop the capacity for an effective and efficient continuum of tier 2 supports for youth. The goal of this professional development is for you to build the capacity of the educational organization in developing the tier 2 systems planning team, learning how to use universal data to target groups of students in need of tier 2 support and assessing the fidelity of interventions/supports provided.



Positive Behavior Interventions and Supports (PBIS) Tier 2 Team Training: Social and Academic Instructional Groups (SAIG) ^

Description: The goal of this professional development learning package is for participants to develop the data, systems and practices needed to support students with social/emotional/behavioral needs that go beyond what Tier 1 or Check-In Check-Out (CICO) can support.

Teaming to Promote Literacy: Establishing Effective Literacy Practices Using the Reading Tiered Fidelity Inventory

Description: This package contains 3 modules: Introduction and Establishing the District Level Team; The School Leadership Team; and the Grade-Level Team. It is designed to facilitate the implementation of evidence-based literacy practices for all learners. The training is anchored to the Reading-Tiered Fidelity Inventory (v. 2.0; R-TFI), and instruction on its administration is threaded across the modules. The R-TFI and this training are closely aligned to a Multi-Tiered System of Support service delivery structure.

Download Trainings:

[Mod1_MTSSA.DistrictLevelTeam.pdf](#)

[Mod2_MTSSA.SchoolLevelTeam.pdf](#)

[Mod3_MTSSA.GradeLevelTeams.pdf](#)

Foundations of Effective Reading Instruction: Understanding the Science of Reading

Description: The purpose of this training is to help participants gain a greater understanding of what the Science of Reading has determined to be the foundational skills that are needed to become a proficient reader. Participants will explore current instructional practices in reading and the impact it has on reading proficiency. The training will also provide context for the importance of effective reading instruction and the impact that it has on equity for all students.

Download Training:

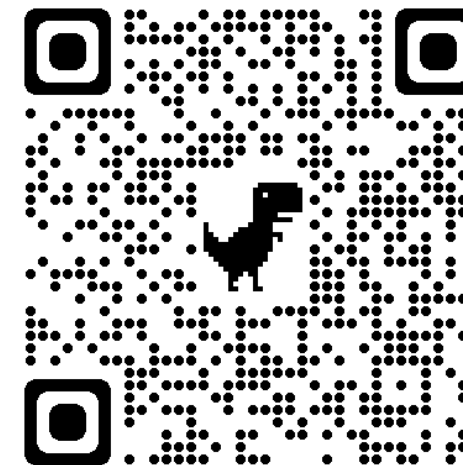
[A017_Foundations_of_Effective_Reading_Instruction.pdf](#)

Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning

Description: This explicit instruction training package is intended to support participants' knowledge of explicit instruction and teachers' abilities to effectively implement explicit instruction. Explicit instruction is a high leverage practice that has proven to be effective for special education students. Research has shown higher achievement results for students with disabilities in both reading and math after receiving explicit instruction.

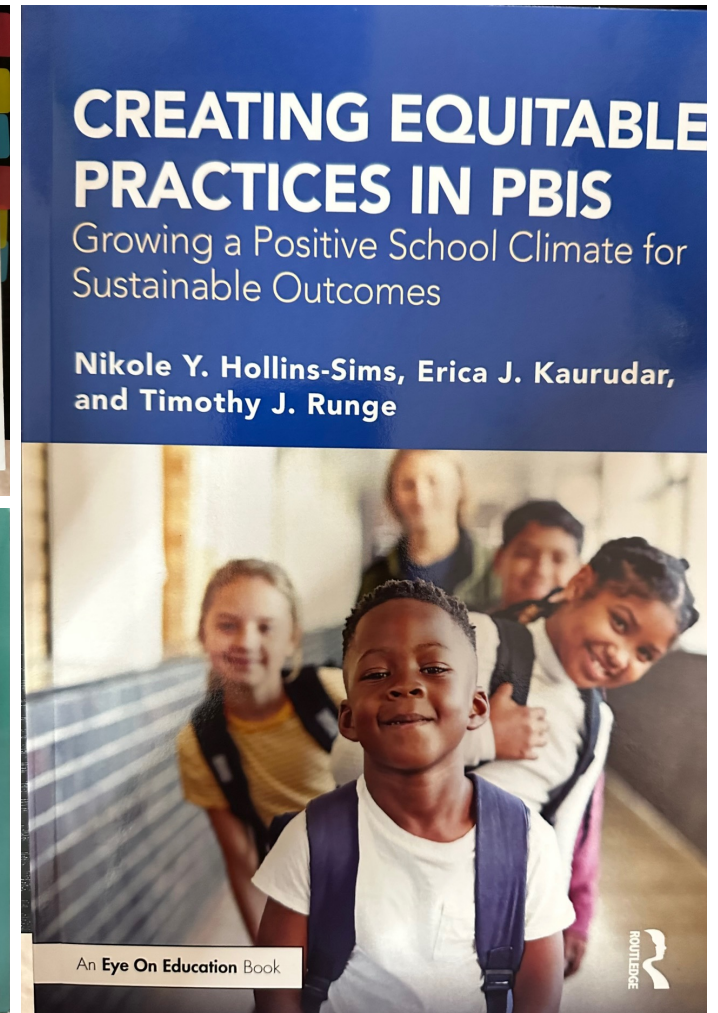
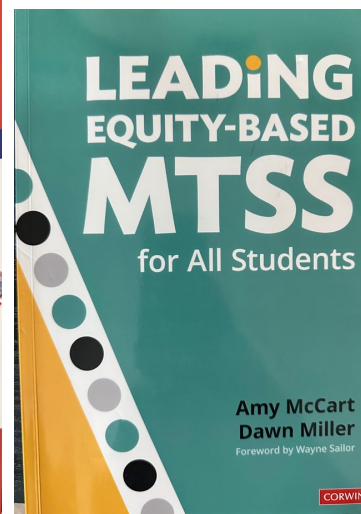
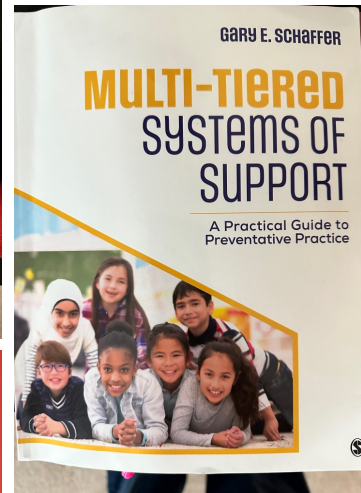
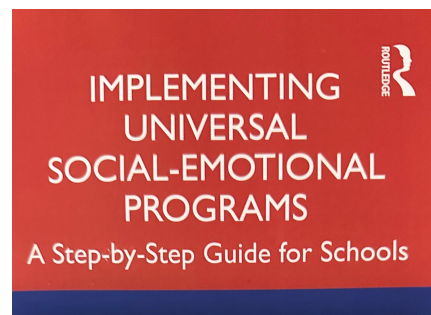
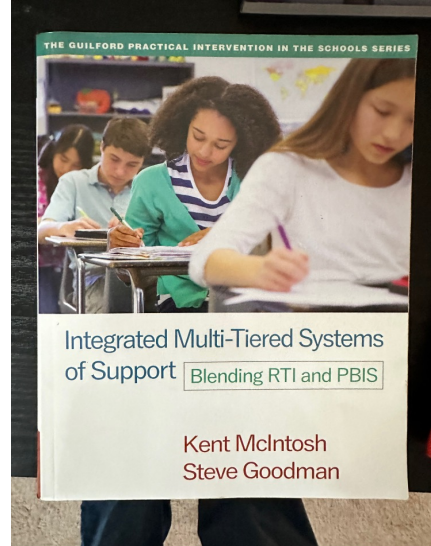
Download Training:

[A020_Explicit_Instruction.pdf](#)

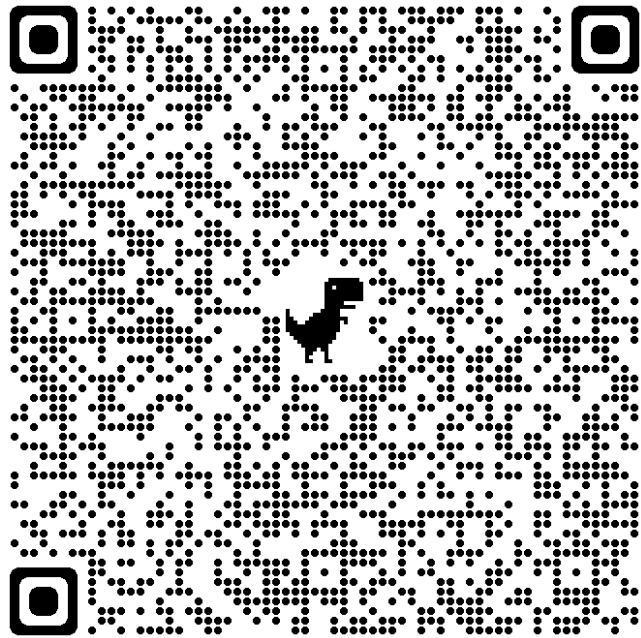


RTI

Resources

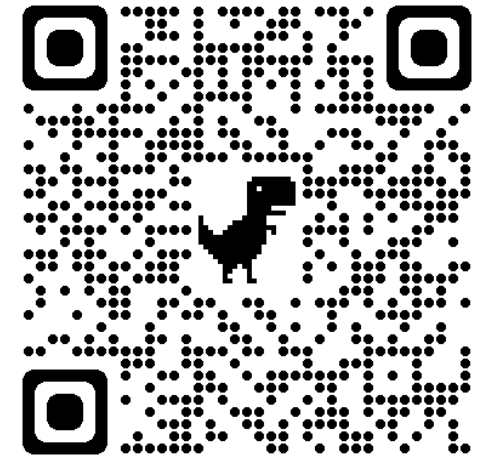


Additional References



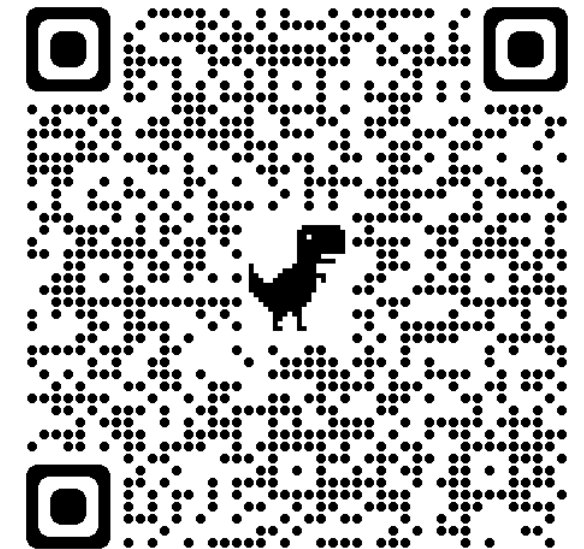
Program Fidelity Measures

- The purpose of the SWPBIS **Tiered Fidelity Inventory (TFI)** is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.



Program Fidelity Measures

- School Leadership Teams need to know how well their MTSS for reading is implemented in their school. The **Reading Tiered Fidelity Inventory (R-TFI)** Version 2.1 lists the core features of MTSS for Tier 1 and the Advanced Tiers. Each can be assessed separately.
- The School Leadership Team and other invited respondents review and score the features.



MTSS-I Center Mission



Improve outcomes for all students.



Build capacity in districts to deliver evidence-based practices.



Empower stakeholders.



Our Team Providing MTSS- I Supports

Professional Development

Technical Assistance

Coaching



Kevin Quinn, PhD
Principal Investigator
University at Albany



Stacy Williams, PhD
MTSS-I Director



Renee Beaulieu
MTSS-I Coach
RLTs 4, 11



Rodrigo Campos, PsyD
MTSS-I Coach
RLTs 1, 12



Natasha Hogg, GA
Graduate Assistance



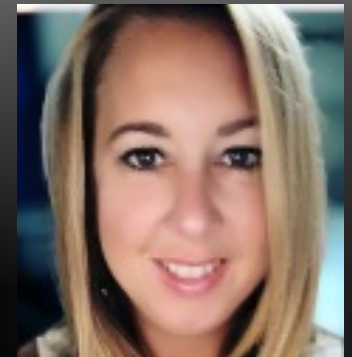
Steve Rappleyea, PsyD
MTSS-I Coach
RLTs 2, 3, 4



Meredith Rivet
MTSS-I Coach
RLTs 4,5,9,10,11



Daniel Carroll
MTSS-I Coach
RLTs 7, 8, 9, 10, 11



Tina Minehan
NYSED Project
Manager

SPDG Districts

Binghamton CSD

Carmel CSD

Cazenovia CSD

East Ramapo CSD

Moriah CSD

District # 31 Staten Island

District #8 Bronx

Olean CSD

Peekskill CSD

Poughkeepsie CSD

Randolph CSD

Riverhead CSD

Schenectady CSD

Troy CSD

Watertown CSD

Allegany-Limestone CSD

Averill Park CSD

Brocton CSD

Fulton CSD

Gloversville CSD

Jamestown CSD

Lackawanna CSD

District #30 Queens

District #5 Manhattan

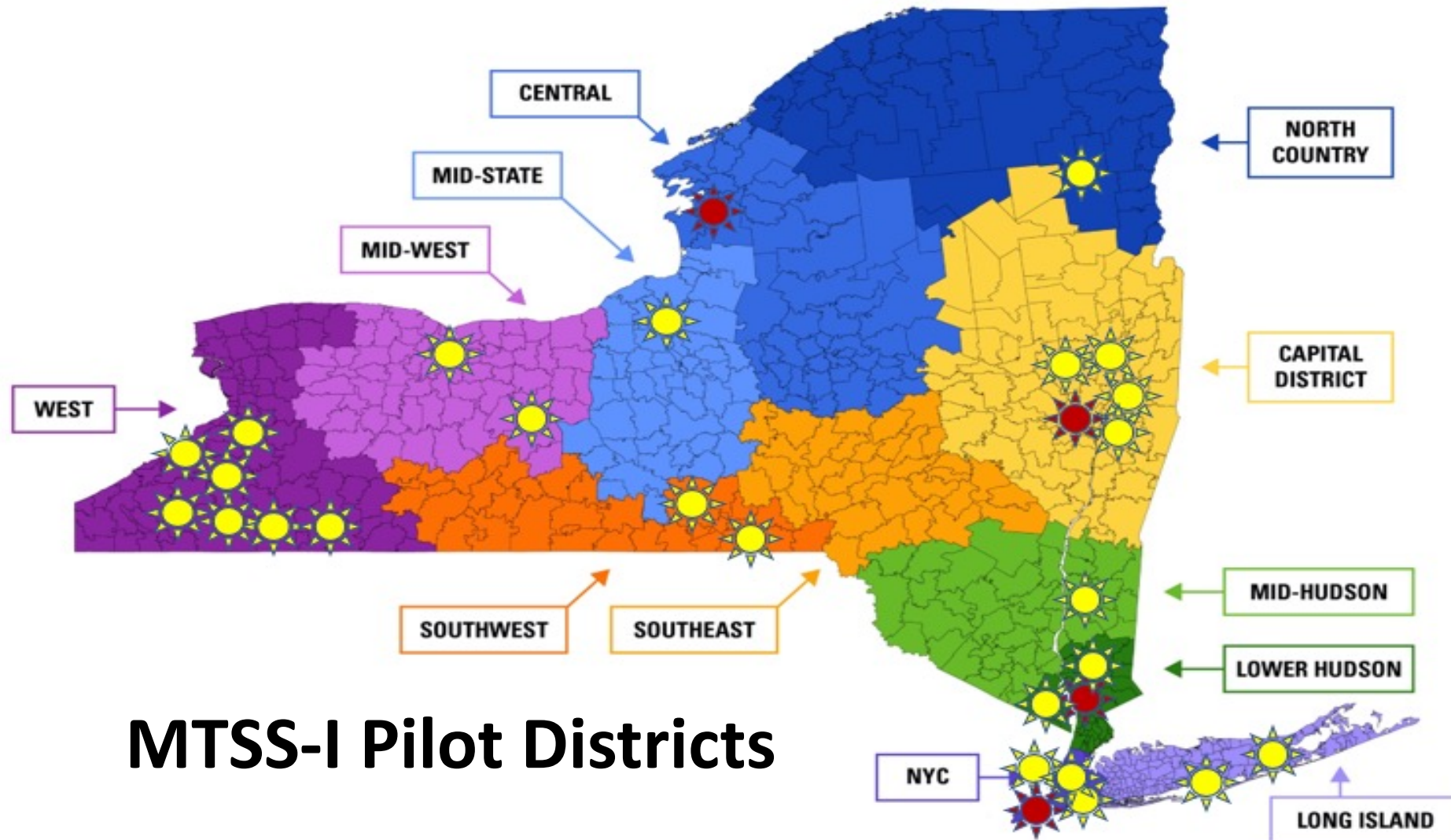
Pine Valley CSD

Queensbury UFSD

Rochester CSD

Spencer Van-Etten UFSD

West Islip UFSD



MTSS-I Pilot Districts

Center Highlights

Dr. Jose Castillo is an associate professor of school psychology at the University of South Florida. He also directs the [Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy](#), a research and technical assistance center focused on improving educational and related services for children, youth, families, and communities.



NYSED MTSS-I VIRTUAL CONFERENCE



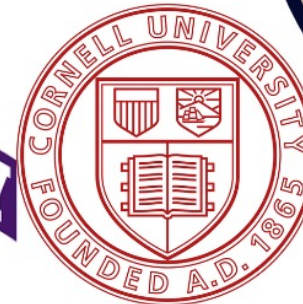
Tiered for Success: An
Unwavering Focus on
Student Growth



09-10
AUGUST

8:30 AM - 3:30 PM

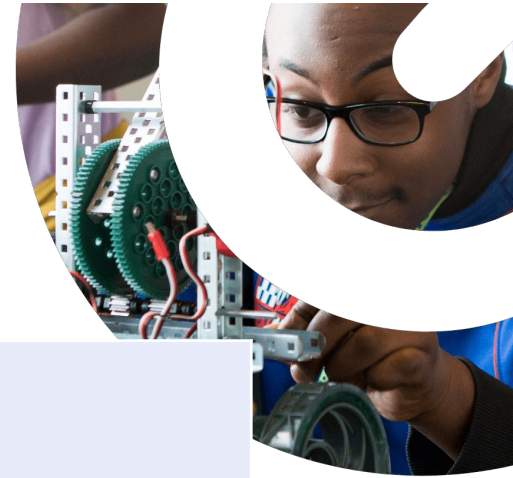
KEYNOTE SPEAKER
DR. JOSE CASTILLO



Virtual Learning Summit

Sessions

MTSS Plan/handbook	Capacity and Fidelity
District Implementation Team Planning: Using the District Capacity Assessment	Systems Capacity
Data- We have it... now what?	Assessment and Decision-making
Initiatives inventory	Systems Capacity
Introduction to Secondary R-TFI: Willingness to change	Instruction & Intervention
Linking SEL & MH practices to MTSS: building capacity for tiered response to student need	Instruction & Intervention



NYSED MTSS-I Virtual Summit

Day-At-A-Glance



	08/09	08/10
8:30-9:45	Keynote	Keynote
10-10:50	Tap A	TAP B
11-11:50	Session 1	Session 4
12-12:30	LUNCH	LUNCH
12:40-1:30	Session 2	Session 5
1:35-2:25	Session 3	Session 6
2:40-3:30	Panel Discussion – Exemplar Districts	TAP Equity



TEAM WORK MAKES THE DREAM

Questions, Comments, Concerns



Questions and Answers

