



Key Terms

Acceleration – interventions that are implemented to increase the speed at which students acquire skills.

Assessment – broad term used to describe the collection of information about student performance in a specific area. Assessments or tests can be formal or informal.

At Risk – students who have poor learning and/or behavioral outcomes. Also, students in jeopardy of being retained or students who may not be on track to graduate on time.

Benchmark – measures that are used to determine student progress and to guide instruction. For example, measures may assess a specific skill such as number of correct words read per minute (reading fluency).

Best Practices – evidence-based teaching strategies that generate positive student response.

Collaboration – a team process of working together to achieve a goal or complete a task. MTSS requires a team approach to positively impact student outcomes.

Components – a comprehensive set of services, resources, and cohesive strategies that are essential to implement the MTSS framework as intended and to meet the needs of all learners.

Culturally and linguistically Responsive Teaching – integrating instructional resources and tools that include the student's native language and/or rhetoric and experiences to eliminate learning barriers.

Data-Based Decision Making- an essential component of Georgia's Tiered System of Supports for Students: a process for setting/evaluating goals; the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.

Differentiated Instruction - broad term referring to recognizing and responding to students' varying interests, readiness levels, and learning needs.

Effective Teaming – a critical element of Georgia's Tiered System of Supports for Students; a team of people who work together to set the direction/mission of the school and ensures school's staff can meet outlined goals and the organization functions according to its mission.

Evidence-Based Practices - an essential component of Georgia's Tiered System of Supports for Students; an educational practice or strategy that has factual evidence for results.

Evidence-Based Intervention - an intervention for which data from scientific, rigorous research studies have demonstrated or validated the results.

Family and Community Engagement – a critical element of Georgia's Tiered System of Supports for Students; the act of actively involving families and school staff in steps of the problem-solving process and in decisions regarding adjustments to interventions to improve academic and behavioral outcomes.



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Fidelity (Fidelity of Implementation) - the accurate and consistent delivery of instruction or assessment in the way it was designed or prescribed according to research findings and/or developers' specifications.

Framework – intended plan or model for articulating teaching/learning activities, assessment/tests, and processes desired results that can maximize student achievement. This may include long-term understandings/knowledge, essential questions, tasks/activities, culminating tasks, rubrics, and resources.

High Leverage Practices (HLP) – teaching strategies that are used by teachers to support student learning.

Infrastructure – an essential component of Georgia's Tiered System of Supports for Students; knowledge, resources, and organizational structures of a school that support the effective use of an MTSS framework.

Integration – to bring together a larger group, task or project.

Interventions – instruction that is based on student need; supplements the general education curriculum and is made up of evidence-based instructional strategies and techniques.

Leadership - a critical element of Georgia's Tiered System of Supports for Students: the ability of an individual or organization to lead or guide individual teams or processes.

Multi-level Instruction – school-wide instruction delivered to all students in various forms and methods that are designed to meet each students' needs.

Professional Learning - a critical element of Georgia's Tiered System of Supports for Students; district and school leadership provide a supportive environment for teachers' learning which helps to ensure highly qualified staff, quality core instruction, and implementation of evidence-based practices.

Progress Monitoring – an essential component of Georgia's Tiered System of Supports for Students; scientifically based practice that is used to assess students' academic and behavioral performance and evaluate the effectiveness of instruction; can be implemented with individual students or an entire class.

Multi-Tiered Prevention System - an essential component of Georgia's Tiered System of Supports for Students; a schoolwide framework with support systems and resources designed to provide support matched to student need to maximize student achievement and reduce poor behavioral outcomes.

Screening - an essential component of Georgia's Tiered System of Supports for Students; conducted to identify students who may be at risk for poor learning outcomes so that early intervention can occur. Screening assessments typically are brief and usually are administered with all students at a grade level.