

## Examining and Troubleshooting MTSS Data

Examining and Troubleshooting Instructional Basics for Tier 1 Problems			
Troubleshoot Instructional Foundations	Yes	No	Solution if "No Is Checked
Adequate materials are available to facilitate instruction.			Ensure instructional materials are available. Ensure student assessment system is matched to instruction and is available for all students with data-tracking software.
Clearly defined essential skills in sequence.			Review standards to prioritize most important skills, specify sequence for instruction, ensure essential skills are taught to mastery.
Calendar for teaching skills.			Specify when essential skills will be taught and by which date they will be mastered for the entire year. Work with teachers to ensure teachers follow the instructional calendar to ensure all skills are taught to mastery.
Adequate instructional time is devoted to instruction, practice with feedback, and guided application.			Review time available for instruction each day in the classroom. Make adjustments based on prioritized skills and prioritized intervention targets.
Professional development activities provide for coaching and feedback to teacher implementation efforts.			Review professional development resources to ensure a keen focus on prioritized intervention targets.
<b>Troubleshoot Instructional Interaction</b>			
Task presentation clear with correct and incorrect examples of responding demonstrated for students.			Include observations in classrooms as part of personnel review.
Use of sufficient cues to provide guided practice correctly completing task (100% accuracy untimed).			Include observations in classrooms as part of personnel review.
Pacing of instruction is matched to student need.			Integrate student assessment with instructional planning. Ensure software is available to organize student learning data, and provide professional development to assist teachers in translating student learning data to more effective instruction.
Degree of feedback is matched to student competence.			Integrate student assessment with instructional planning. Ensure software is available to organize student learning data, and provide professional development to assist teachers in translating student learning data to more effective instruction.
Skills are introduced according to a calendar of instruction.			Build a calendar of instruction that specifies when essential skills will be taught and by which date they will be mastered. Ensure a system for assessing student learning is in place. Assess student learning at routine intervals to ensure that skills are established by specified dates for most students. Link these skills and dates to universal screening measurement selection.
Student mastery of taught skills is assessed, and opportunities are provided for additional instruction or enrichment as needed.			Ensure there is a master calendar providing time for supplemental instruction (e.g., via Tier 2 and Tier 3). Ensure that most students master skills according to the instructional calendar.

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Students are actively engaged.			Check via direct observation. If engagement is low, troubleshoot task difficulty. (Tasks may be a poor match with student capability). Actively address weak skills with class-wide intervention. Minimize transition times (less than 2 minutes per transition) and time devoted to noninstructional activities in class. Emphasize active student responding with feedback and incentives for high-quality work production.
Minimize time devoted to noninstructional activity (e.g., transition time).			Check via direct observation. All transitions should be less than 2 minutes. Initiate a transition routine intervention to reduce transition times due to their direct and devastating cost to instructional time and student learning outcomes.
Instructional time emphasizes practice with feedback.			Include observations in classroom as part of personnel review. Devote professional development activities to increasing active student responding.