Multi-Tiered System of Support
Functional Model

Multi-Tiered Supports

Assessment Framework

Progress Monitoring

Mid-Year Benchmark

1. Problem Identification

P-S Teams   Support

SPED   C   Intensive

5-10% Individualized

5. Plan Evaluation

School

2. Problem Analysis

PLC/Grade   O   Strategic

10-15% Standard Treatment

R

Parent/Teacher   75-85% Universal Learning Supports   Preventive

E

Initial Benchmark

End-of-Year Outcome

4. Plan Implementation

3. Plan Development

Systemwide Problem-Solving

W. Johnson, 2015

GCED

This year's focus of implementation:

1. Each member district continues to implement and use the MTSS Framework to to problem solve individual and collective student academic and/or behavioral concerns.

2. Each district will identify and evaluate its continuum of tiered supports (academic and behavior) as part of GCED wide system focus on Step 5, plan evaluation. We will begin with Tier 1.

Essential Components of MTSS

1. Multi-Tiered Supports

- Effective core instruction for all students, including differentiation as needed for students to meet learning targets. From a system lens, we need our first best instruction to be successful with 80% of our students.
- Effective tiered intervention support for students as indicated by data. Based on data there are different interventions: classroom wide, grade level wide, tier 2 and tier 3 interventions.
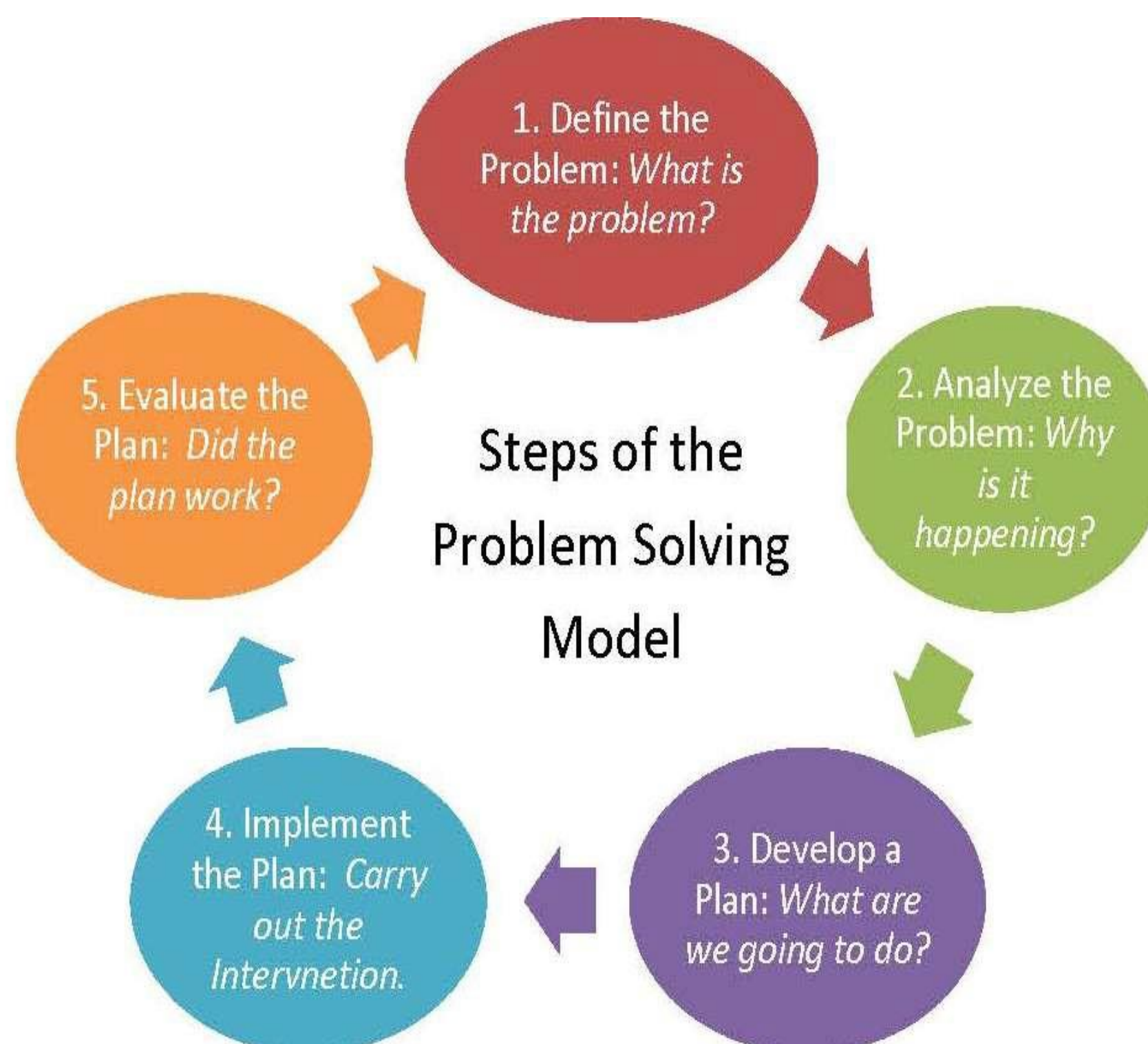
2. Assessment Framework

- An assessment framework is used to collect information to make educational decisions (Burns & Gibbons, 2008). Within an assessment framework, there are four main objectives:
  1. identify students at risk for not meeting grade-level standards and need additional educational supports to meet grade-level standards,
  2. monitor student progress to determine if students are progressing toward grade-level standards or have fallen behind,
  3. collect information to plan instruction, and
  4. assess effectiveness of supports at each tier (Torgesen, 2006, p. 1).

- The GCED Wide FAST Assessment Framework (see MTSS Resources) includes benchmarking all K - 8 students in reading and math. This framework identifies which FASTbridge assessments are used at each grade level.

- The GCED Wide FAST Assessment Calendar (see MTSS Resources) identifies the fall, winter, and spring windows for assessments.

- NOTE: We fully recognize that students are much more than their reading and math benchmark scores. All districts will build their systems to include looking at the whole student.

3. Systemwide Problem-Solving

To the right are the five problem-solving steps:

This process is combined with a model used to match a continuum of student needs with supports (Tilly, 2008). It is important that the problem-solving process occurs in an organized manner within a school to effectively match supports to students (Burns & Gibbons, 2008).
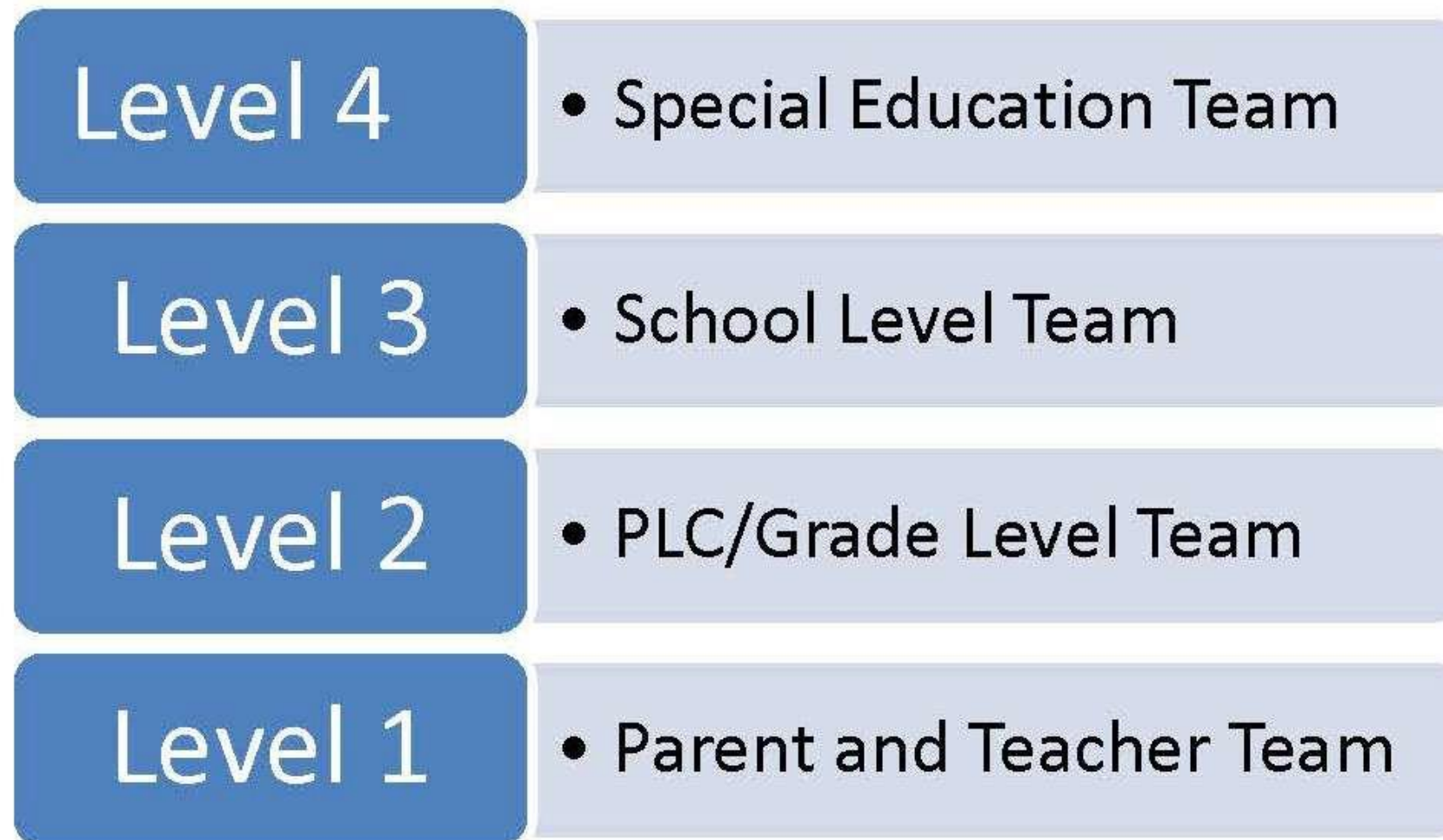
To ensure effective problem solving districts need 4 levels of teams as illustrated in the graphic below.
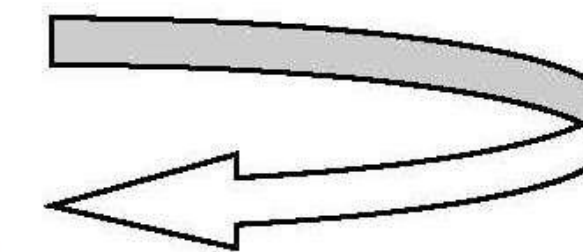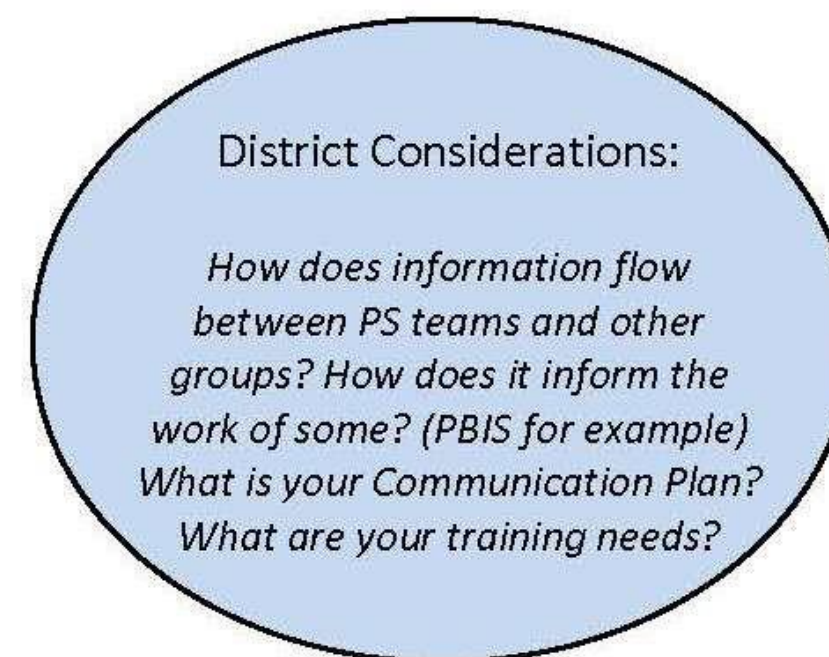
Steps of the Problem Solving Model

1. Define the Problem: *What is the problem?*
2. Analyze the Problem: *Why is it happening?*
3. Develop a Plan: *What are we going to do?*
4. Implement the Plan: *Carry out the Intervnetion.*
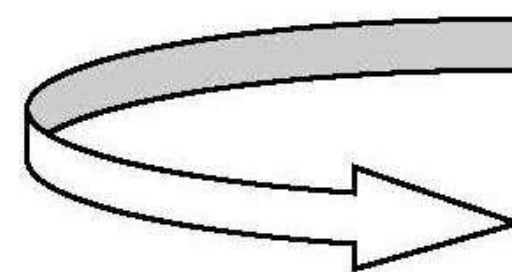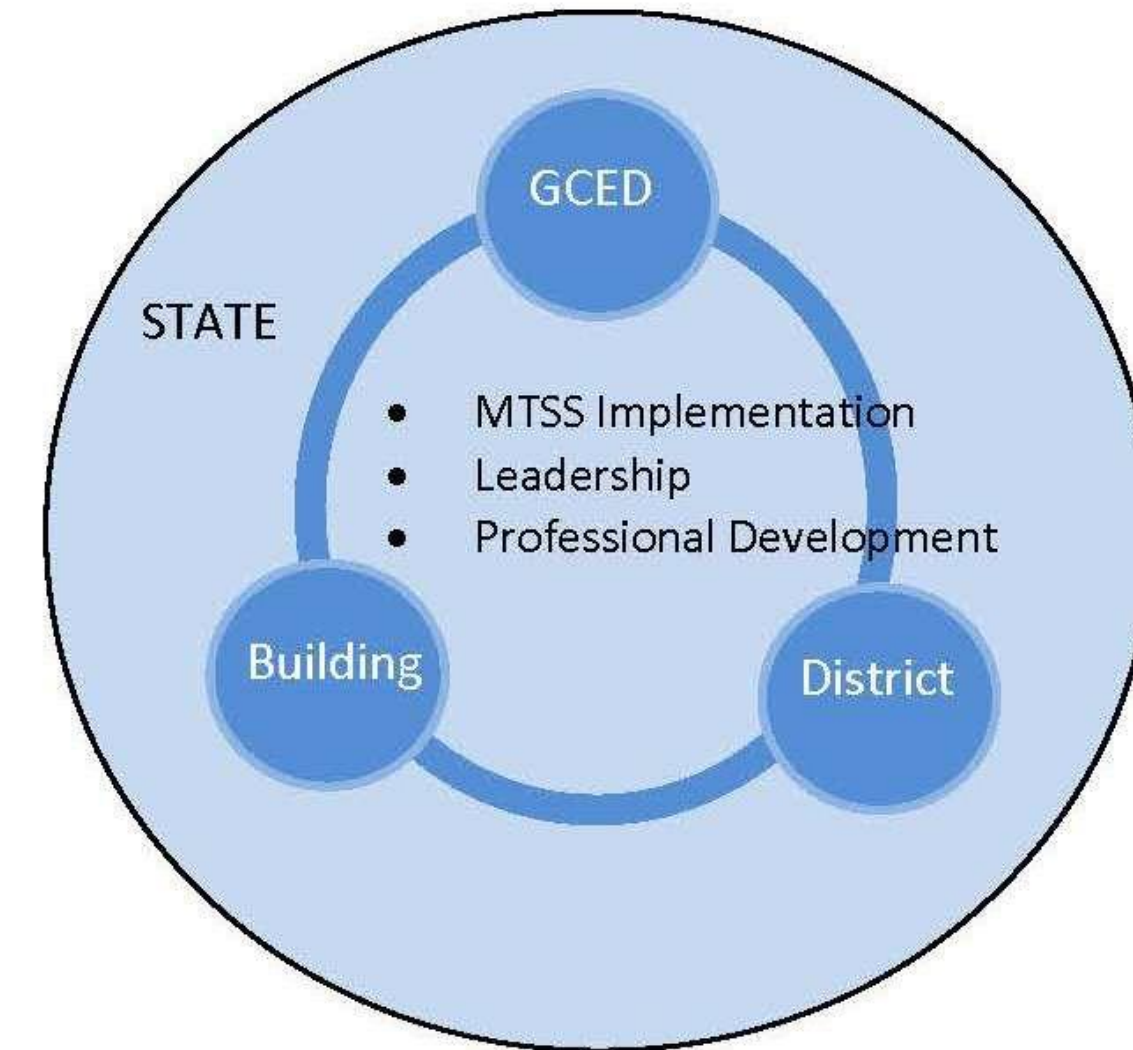5. Evaluate the Plan: *Did the plan work?*

The Power of Teams

Problem Solving Teams

It's important to note that PS teams operate differently than improvement teams. Schools need facilitators for the PLC/Grade Level Teams. School Psychologists will serve as facilitator for School Level Problem Solving Team.

Improvement/Leadership Teams

Level 4 • Special Education Team

Level 3 • School Level Team

Level 2 • PLC/Grade Level Team

Level 1 • Parent and Teacher Team

STATE

GCED

- MTSS Implementation
- Leadership
- Professional Development

Building

District

District Considerations:

How does information flow between PS teams and other groups? How does it inform the work of some? (PBIS for example) What is your Communication Plan? What are your training needs?

1

Teacher observes student not making learning targets

Have you tried?

1. Reviewing student's accumulative file?
2. Talking to the student to determine the cause as to why the student is not meeting learning target(s)?
3. . Talking to the parent to secure additional support while problem solving?
4. . Have you considered ICEL while problemsolving on your own?
5. . Accessing your site's instructional coachand/or administration for assist

Review Student's Accumulative File

Student Interview

Parent Interview

Problem Solving: Using the ICEL/RIOT Matrix

Teacher Accesses Grade Level Team/PLC for Assistance

The teacher continues to have concerns about the student meeting learning targets.

1. Teacher notifies parent
2. Teacher completes Teacher Request for Assistance Form portion of the MTSS Problem Solving Team packet. This is a Google Doc so please make a new copy each time you use.
3. Teacher meets with Grade Level Team/PLC for problem solving help, bringing full form to the meeting.
4. Teacher and PLC members consider student's concern in comparison to classroom and grade level peers.
5. . Based on evidence from #3, does the PLC need to consider core instruction? See NAME form. OR See Resources, NAME of document
6. . Based on evidence from #3, does the PLC need to consider a classroom (or grade) level wide intervention?

MTSS Problem Solving Team Packet

3

PLC Team Determines an Intervention is Necessary

Based upon data, the PLC determines (1) IF an intervention is necessary and (2) what type of intervention is necessary.

PLC determines if and what type of an intervention is necessary; and designs, implements and evaluates intervention(s) using the completed Problem Analysis Form (Packet) that includes:

Pages 1-4 = Problem Identification: Teacher Request for Assistance

Page 5 = Problem Identification: Instructional Planning Form

Page 6 = Problem Analysis: ICEL/RIOT Matrix

Pages 7-8 = Standard Treatment Protocol

Tier III:
Intensive

Tier II:
Targeted

Tier I: Universal

Interventions Administered and Progress Monitored

Based upon the data, interventions will be determined and/or designed to meet students' specific needs. Student progress will be monitored regularly as interventions are implemented with fidelity. Teams will use the appropriate Screening and Intervention Record Form for Tier 1, Tier 2, and Tier 3. These forms and additional resources are under MTSS Resources.

5

Team Determines Intervention Plan's Effectiveness

Based upon data, the PLC determines the intervention plan's effectiveness using:

- MtSS Problem-Solving Team Packet, in particular the plan implementation and plan evaluation pages
- Standard Treatment Protocol Documentation Form/Fidelity Checks; Always check fidelity first!

Team Needs Assistance > Referral to Building Level Team

If your team has followed the MTSS Framework, accessed problem solving resources, and continues to struggle with a student or group of students the next step is a referral to the Building Level Problem Solving Team. This team is facilitated by the school psychologist.

Referring a Student for Special Education Evaluation

In order to refer a student for special education evaluation, please follow these steps:

1. Follow the MTSS Framework and submit a completed MTSS Problem Solving Team Packet for the student in question to your School Psychologist.
2. See your School Psychologist if there is an issue with step 1.

MTSS Resources

These forms are available for your use. Some are accessible from this infographic and all are available from our website under MTSS Resources.

Beginning in the 2018-19 school year, school administrators and teams will use some of these resources (and more) as they evaluate their systematic implementation of MTSS.

Multi-Tiered Supports

The resources below are available as Google Docs; click on the link provided in this infographic. The same are available on our website also under MTSS Resources.

Improving Core Instruction, Figuring out "the Why"

Core Literacy Instruction Implementation

Tier 1 Screening and Intervention Record Form

Tier 2 Screening and Intervention Record Form

Tier 3 Screening and Intervention Record Form

Tier Characteristics

Assessment Framework

GCED FAST Assessment Window Calendar
GCED FAST Assessment Framework
FASTbridge Help and Resources

Schoolwide Problem Solving

MTSS Infrastructure: Team
MTSS Case Review Protocol
Problem Solving Team Effective Behaviors Monitoring Form
Grade Level (or similar) Team Agendas by Month
Grade Level (or similar) Team Agendas by Purpose

got questions?

"Coming together
is the beginning.
Keeping together
is progress.
Working together...
is success.

~Henry Ford

Check in with the following for answers...

1. Your Building Administrator
2. Your School Psychologist
3. Your Instructional Coach
4. GCED - Jillynne Raymond