




Consensus <i>Building</i>	Infrastructure <i>Developing</i>	Implementation <i>Doing & Refining</i>
<p style="text-align: center;">Guiding Principles of MTSS</p> <ul style="list-style-type: none"> ▪ Provide working knowledge & understanding of: <ul style="list-style-type: none"> - Core principles of MTSS - Empirical support for MTSS Model - Essential components of MTSS: <ul style="list-style-type: none"> >Multi-Tiered Model >Integrated Data Systems >Effective Teaming and Problem Solving >Evidence-Based Instructional Practices - Framework for action planning <ul style="list-style-type: none"> >Consensus Building >Infrastructure >Implementation <p style="text-align: center;">Shared Vision and Consensus Building</p> <ul style="list-style-type: none"> ▪ Develop a shared vision that RTI is about school reform and utilizing EVERY educational resources to support implementation ▪ Establish District & School Leadership Teams <ul style="list-style-type: none"> - Identify district- and building-level leadership team participants - Identify roles and responsibilities that address: <ul style="list-style-type: none"> > Building Commitment > Assessing current practices including data systems, effective teaming, instructional practices (time, materials, skills, resources) > Giving Permission (role change) > Allocating Resources > Developing a Professional Development Plan > Developing a communication and education plan with stakeholders <p style="text-align: center;">Action Planning</p> <ul style="list-style-type: none"> ▪ Determine priorities ▪ Commit to change ▪ Identify resources to assess & build for consensus ▪ Develop district & building action plans ▪ Establish timelines ▪ Allocate resources necessary to support action plan ▪ Plan for sustainability 	<p style="text-align: center;">Effective Teaming and Problem Solving</p> <ul style="list-style-type: none"> ▪ Establish building, grade level and individual problem solving teams <ul style="list-style-type: none"> - Define roles and responsibilities across teams - Establish meeting logistics (time, place, setting) ▪ Identify coach(es) to support implementation ▪ Develop meeting forms to document team processes and procedures ▪ Learn the essential steps to the problem-solving method: <ul style="list-style-type: none"> - Problem Identification (define discrepancy) - Problem Analysis (hypothesize why the problem is occurring) - Plan Development (develop an intervention plan) - Plan Evaluation (evaluate intervention effectiveness) ▪ Understand effective communication skills to facilitate meetings, problem-solve conflicts and manage resources. ▪ Learn stages of team development ▪ Define parent involvement and leadership across Tiers <p style="text-align: center;">Integrated Data Systems</p> <ul style="list-style-type: none"> ▪ Understand assessment for different purposes (screening, diagnostic, progress monitoring, outcome/accountability) ▪ Identify reliable & valid assessment tools for different assessment purposes ▪ Learn administration and scoring of assessment tools to assess curriculum, instruction, learning environment and the learner: <ul style="list-style-type: none"> - Reviewing records - Interviewing - Observing - Testing - Functional Behavior Assessment - Curriculum Based Evaluation - Intervention integrity ▪ Become knowledgeable about data management tools (e.g. Aimsweb, SWIS) ▪ Learn essentials to writing realistic and ambitious goals ▪ Become skilled at graphing student data ▪ Identify data based decision making rules ▪ Integrate intervention data for special education eligibility decision-making <p style="text-align: center;">Evidence-Based Instructional Practices</p> <ul style="list-style-type: none"> ▪ Identify scientifically based instruction and resources for academics & behavior ▪ Understand core instruction (time, structure, skills, materials, resources) ▪ Understand supplemental instruction (time, structure, skills, materials, resources) ▪ Understand intensive instruction (time, structure, skills, materials, resources) ▪ Schedule and allocate resources ▪ Identify intervention integrity support plan 	<p style="text-align: center;">Effective Teaming and Problem-Solving</p> <ul style="list-style-type: none"> ▪ Using District Leadership Teams and School Improvement Teams to support implementation integrity, evaluate outcomes and prioritize ongoing refinement of implementation activities at the district and building levels ▪ Using grade level teams to identify and analyze classroom or grade level student concerns, as well as develop, monitor and evaluate intervention plans ▪ Using individual problem solving teams to identify and analyze individual student concerns, as well as develop, monitor and evaluate intervention plans ▪ Using meeting forms to document team processes & procedures ▪ Using clearly defined roles and responsibilities within teams ▪ Involving parents as active partners and leaders ▪ Evaluating teaming practices and prioritizing needs in planning for sustainability ▪ Providing ongoing professional development related to teaming <p style="text-align: center;">Integrated Data Systems</p> <ul style="list-style-type: none"> ▪ Using reliable and valid assessment tools for appropriate purposes and with integrity ▪ Using graphs to display student outcome data and to make decisions on effectiveness of instruction/intervention ▪ Using data to make decisions for special education eligibility ▪ Evaluating use and efficiency of data systems and prioritizing needs in planning for sustainability ▪ Providing ongoing professional development related to assessment <p style="text-align: center;">Evidence-Based Instructional Practices</p> <ul style="list-style-type: none"> ▪ Using scientifically based instruction/intervention for core, supplemental, and intensive supports ▪ Evaluating and supporting intervention integrity across Tiers ▪ Evaluating use of resources to support instructional practices for core, supplemental and intensive interventions ▪ Evaluating instruction/intervention practices based on ongoing data analysis and prioritizing needs in planning for sustainability ▪ Providing ongoing professional development related to evidence based instruction/interventions for academics and behavior
 <p style="text-align: center;">Ongoing communication with all stakeholders to maintain consensus and commitment</p>		
 <p style="text-align: center;">Ongoing professional development & celebration of successes</p>		
 <p style="text-align: center;">Ongoing systems evaluation of implementation fidelity</p>		