**Multi-Tiered System of Supports (MTSS)**

**Tier 2 and Tier 3 Processes**

**Participant Guide**

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| **Session Focus** |

In this module, the content focuses on Tier 2 and Tier 3 Processes within an effective MTSS Framework. The video provides an overview of Tier 2 and Tier 3 Processes which include collaborative problem-solving teams engaging in assessment, identification, intervention and evaluation as part of data-based decision making.

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| **Session Participant Materials** |

* [MTSS Tier 2 and Tier 3 Processes Video Module](https://youtu.be/bNQhJWIPo2s) (7 minutes and 13 seconds)
* Participant Guide
* Pen or pencil
* Optional highlighter and post-it notes.

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| **Icon Legend**  These icons signal the grouping for reflection, discussion and activities. |

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| **Individual** | **Partner or Small Group** | **Whole Group** |

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| **Participant Note Taking Tool** |

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| **Participant Directions:** Use the table below to capture your current understanding and questions you may have regarding Tier 2 and Tier 3 Processes. |

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| **Key Concept** | **My Current Understanding** | **Questions** |
| **Tier 2 and Tier 3 Processes** |  |  |

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| **Participant Directions:** Prior to watching the video,use the table below to write your current understanding and questions you may have regarding Tier 2 and Tier 3 Processes within an integrated MTSS Framework. |

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| **Key Concept** | **New Learning** | **Notes and Questions** |
| **Building Level MTSS Team Responsibilities** |  |  |
| **Student Level Team** |  |  |
| **Tier 2 and Tier 3 Team Experts** |  |  |
| **Data Sources** |  |  |
| **Evidence-Based Interventions** |  |  |
| **Fidelity and Progress Monitoring** |  |  |
| **Decision Rules** |  |  |

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| **Participant Video Reflection** |

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| **Directions:** After watching the video,use the table below to write down your thoughts, questions and any realization regarding Tier 2 and Tier 3 Processes within an integrated MTSS Framework. |

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| **Thoughts**  **Individual icon** |  |
| **Questions**  **Individual Icon** |  |
| **Realizations**  **Individual Icon** |  |
|  | * Allow time for participants to share initial **thoughts**, lingering **questions**, and key concept **realizations.** |

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| **Post Video Discussion and Questions** |

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| **Directions:** The facilitator will use questions below to guide a discussion regarding the learning from the video. |

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|  | * How might exploring and learning more about evidence-based practices support the work in our school or district? * How does our process for selecting evidence-based practices regarding instruction, intervention and support in all tiers support our school’s student population? What unique factors define our student population? * What is the collaborative, problem-solving team’s role in selecting evidence-based practices in all tiers?   + What data is used during the selection process for evidence-based practices?   + How might the use of an EBP initiative inventory support the selection process?   + How does research inform the MTSS problem-solving team and other stakeholders when selecting EBPs? * Are there any unique factors that may need to be considered when selecting Tier 2 or Tier 3 EBPs for our school or district? (Think about student population and data.) * How do we ensure that every student on our campus has access to evidence-based practices? |
|  | * What questions do you have regarding the use of MTSS evidence-based practices? * Do we know what the EBP selection process is in our school? Have we participated in the process? How does the selection process impact our instruction, intervention, and support for our students? * Do we know what EBPs our school has chosen for our three-tiered delivery model? * Fidelity refers to how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were designed and intended. Using this definition, think about how we ensure we are delivering evidence-based instruction, interventions and supports with fidelity in our classroom or school. How do we measure fidelity? |
|  | * How might this learning impact your role in the MTSS System? * What next steps might you be consider based on today’s learning? |

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| **Post Video Closing Questions** |

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| **Closing**  **Questions** | * How might this learning impact the MTSS implementation process or planning for next steps? * Who else might benefit from this learning? * What are the next steps needed to increase usage of the four-step problem solving process in data-based decision making for Tier 2 and Tier 3? |

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| **Next Steps** |

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| **Directions:** Use the table below to discuss and write down the next steps with MTSS implementation in your school or district. Use the questions and prompts to guide the process. |

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| **Guiding Questions** | **Who will lead the work? Who might need to be included in the next step? What resources are available or what resources might be needed?** | **Start and Projected Completion Date** |
| **What is the next step for our team or me regarding MTSS implementation?** |  |  |

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| **Resources** |

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**Referenced in Video:**

* [Initiative Inventory](https://education.ky.gov/curriculum/standards/teachtools/Documents/CIBRS_Initiative_Inventory_Template.docx)
* [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/)
* [National Center on Intensive Intervention](https://intensiveintervention.org/tools-charts/overview)
* [EdReports](https://www.edreports.org/)

# **For Further Guidance:**

# [KyMTSS Implementation Guide](https://education.ky.gov/curriculum/standards/teachtools/Documents/KyMTSS_Implementation_Guide.pdf)

* [KyMTSS Self-Assessment Tool](https://education.ky.gov/curriculum/standards/teachtools/Documents/KyMTSS_Self-Assessment_Tool.docx)
* [Data Inventory Template](https://docs.google.com/presentation/d/1mXRWBkS6MAEmTzeJw3YlEaxJjfliWqB8jT5zprE5k4A/edit?usp=sharing)
* [Four-Step Problem Solving Model](https://education.ky.gov/curriculum/standards/teachtools/Documents/Data_Analysis_Protocol.docx)
* [NIRN Initiative Inventory](https://nirn.fpg.unc.edu/resources/initiative-inventory)
* Every Student Succeeds Act (ESSA)
  + [Evidence for ESSA](https://www.evidenceforessa.org/)
  + [Every Student Succeeds Act (ESSA)](https://www.everystudentsucceedsact.org/)
  + [Every Student Succeeds Act (ESSA) | U.S. Department of Education](https://www.ed.gov/essa?src=rn)
  + [Every Student Succeeds Act (ESSA) - Kentucky Department of Education](https://education.ky.gov/comm/Pages/Every-Student-Succeeds-Act-(ESSA).aspx)
  + [ESSA Tiers of Evidence: What You Need to Know](https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf)
  + [WWC | ESSA Tiers Of Evidence](https://ies.ed.gov/ncee/wwc/essa)

| **KyMTSS Common Language Key Terms** |
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* Aim line: Represents the expected rate of growth for a student on a graph.
* Assessment: Tools or methods used to evaluate, measure, and document the academic readiness, learning process, skill acquisition, progress, or needs of students. There are a variety of assessments with an effective MTSS including universal screeners, targeted screeners, diagnostic assessments, pre-assessments, interim assessments, formative, summative, and standardized assessments. Within an effective MTSS, schools and districts should have a standardized and systematic process for collecting and analyzing assessment data to improve student outcomes. Assessment in MTSS is used for several purposes: to assess fidelity of implementation, screening, diagnostics, progress monitoring of both students and interventions and general outcome measures.
* Decision Rules: Guidelines or criteria articulated in writing and used by teams to facilitate the problem-solving process at all levels of MTSS.
* Evaluation: A process in which assessments are used to determine student progress
* Evidence-based interventions: An intervention that demonstrates a statistically significant effect on improving student outcomes when implemented with fidelity.
* Goal line: Represents desired student performance on a progress monitoring graph.
* Intervention: evidence-based instruction aligned to student needs that is in addition to high-quality core instruction.
* KyMTSS Multi-tiered System of Supports: A multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention.

| **KyMTSS Common Language Key Terms (continued)** |
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* Progress Monitoring: A type of formative assessment or measure where valid and reliable tools are used to continuously evaluate and measure a student's rate of improvement over time in response to intervention. Within MTSS progress monitoring

data should be presented in graph format and helps teams make decisions regarding changes to a student's intervention plan or continuing with the current intervention plan. Changes could include fading intervention, intensifying intervention, or changing intervention. Progress monitoring is also used to effectively communicate adequate or inadequate progress of academic skills to students, families, and other school professionals. One type of progress monitoring is a curriculum-based measure.

* + Curriculum-Based Measurement (CBM): A progress monitoring method teachers use to determine if students are progressing in targeted skills or basic academic areas such as reading, math, and writing. CBMs typically provide current, week-by-week progress.
* Tier 1, Tier 2 and Tier 3:
  + Tier 1: The foundational or universal level of support where all students receive instruction and support through a coherent, high-quality curriculum and evidence-based practices grounded in the Kentucky Academic Standards, aligned with schoolwide expectations and designed to support Tier 1 universal social-emotional competencies.
  + Tier 2: The supplemental or targeted level of support intended for some learners who require support or extension beyond what is provided to all students. This level is intended for short-term, evidence-based intervention aligned with Tier 1 instruction and targeting the skills needed to support the learning and objectives of the universal academic, behavioral and social-emotional instruction.
  + Tier 3: The most intensive level of support is intended for learners whose needs extend well beyond the reach of the universal level. Intensification in Tier 3 includes an increase in frequency and intensity.
* Trend line: Represents the general direction data points seem to be going.