Data Based Implementation of MTSS for District and School Leaders

MTSS SUMMIT | SEPTEMBER 4-6, 2019

better together

George Batsche, Ed.D
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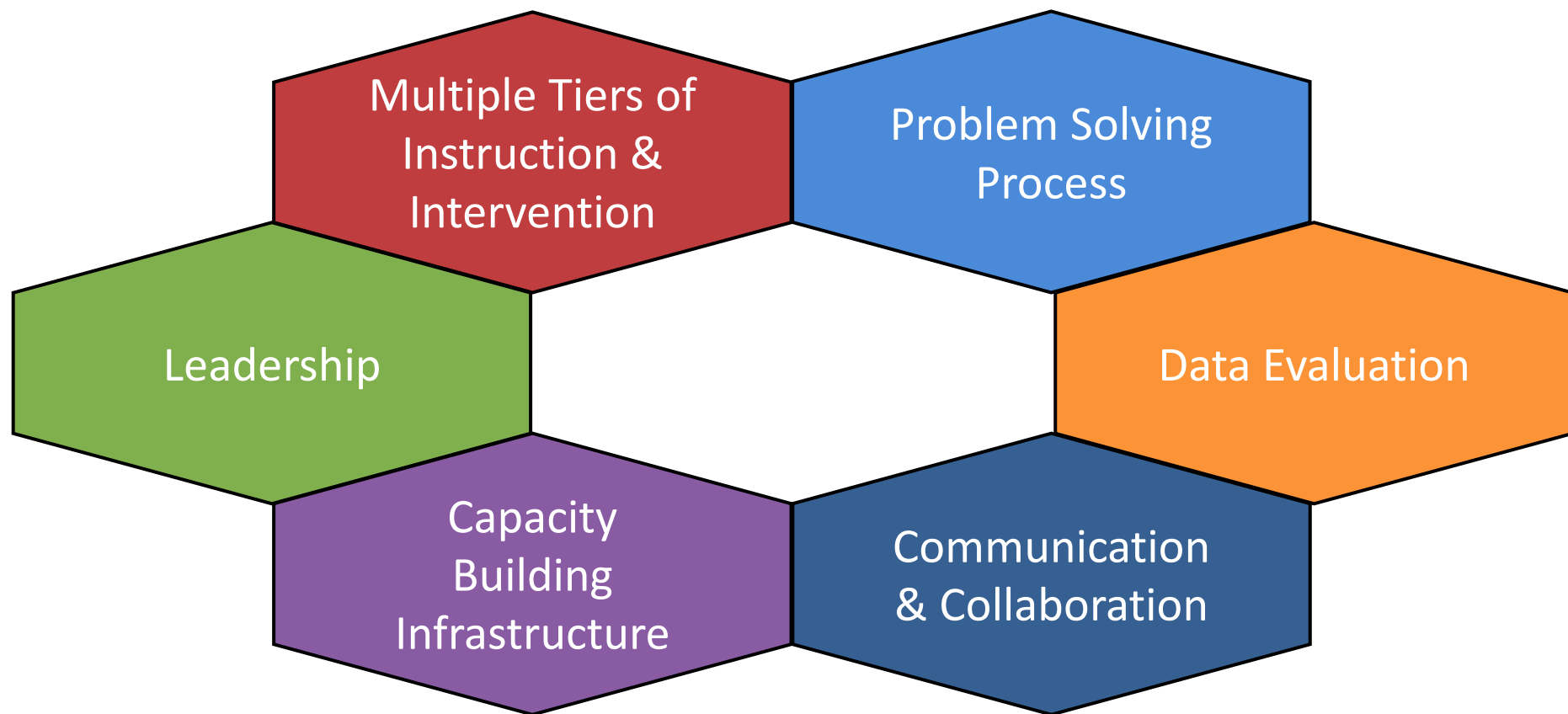
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![Goals]

➢ Establish a common language, common understanding around planning and implementing MTSS

➢ Explore the Self-Assessment of MTSS (SAM)

➢ Understand how district and school leadership guide the implementation of MTSS – specifically
  ➢ Leadership
  ➢ Three Tiers of Support
  ➢ Use of Data

➢ Identify resources and barriers to the implementation of the work

Our Way of Work Today…

- We will identify, define & set the context for a component

- Introduce you to the SAM domain for the component

- Self-Assessment and discuss

- Identify resources and barriers to implementing the component

Critical Components of MTSS

Multiple Tiers of Instruction & Intervention

Problem Solving Process

Leadership

Data Evaluation

Capacity Building Infrastructure

Communication & Collaboration

MTSS *is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.*

THE ESSENTIAL ELEMENTS OF NeMTSS and ALIGNMENT TO AQuESTT TENETS

Shared Leadership

Communication, Collaboration, and Partnerships

Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment

Building Capacity/Infrastructure for Implementation

Layered Continuum of Supports

Data-Based Problem Solving and Decision Making

SAM and NeMTSS Elements

SAM

- Leadership
- Multiple Tiers
- Problem Solving process
- Data Evaluation
- Comm. &Collaboration
- Capacity Bldg/Infrastructure

NeMTSS

- Shared Leadership
- Layered Continuum Suppt
- ***Data based PS*** & Decision Mkg
- Data based PS & ***Decision Mkg***
- Comm., Collab., Partnerships
- Bldg Capacity/Infrastructure for Implementation

Developed and Standardized by University of South Florida Problem Solving & Response to Intervention Project

Self Assessment of MTSS (SAM)

➢ SAM is used to measure MTSS implementation at the school-level

➢ SAM is used by the District to monitor, adjust and support implementation across all schools.

➢ The focus of the SAM is on the necessary actions and activities to successfully implement and sustain the six critical elements of MTSS with fidelity.

SAM: 39 items organized into 6 domains
  §Leadership
  §Building Capacity/Infrastructure
  §Communication and Collaboration
  §Data-Based Problem-Solving
  §Three-Tiered Instructional/Intervention Model
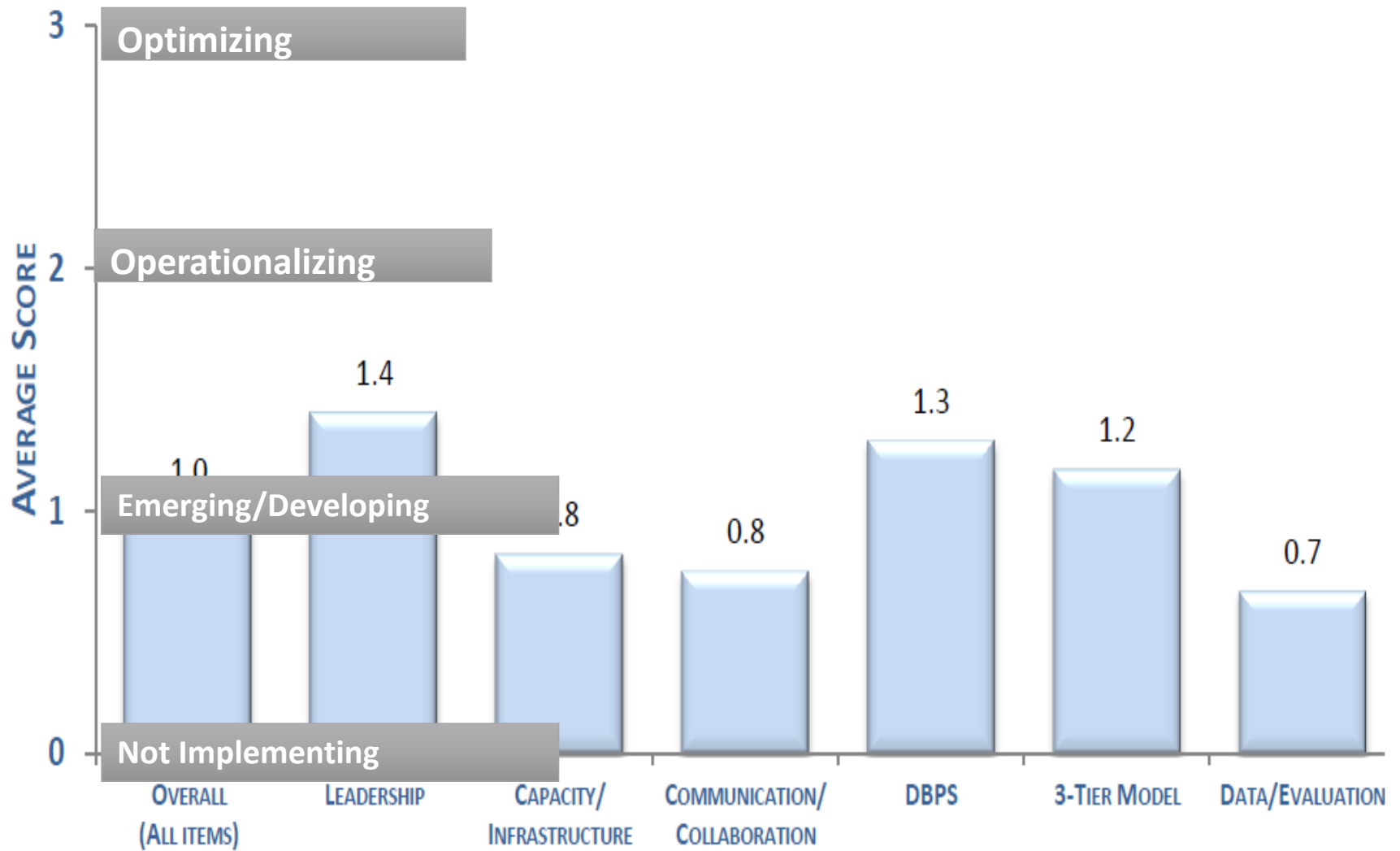 §Data-Evaluation

SAM Scale
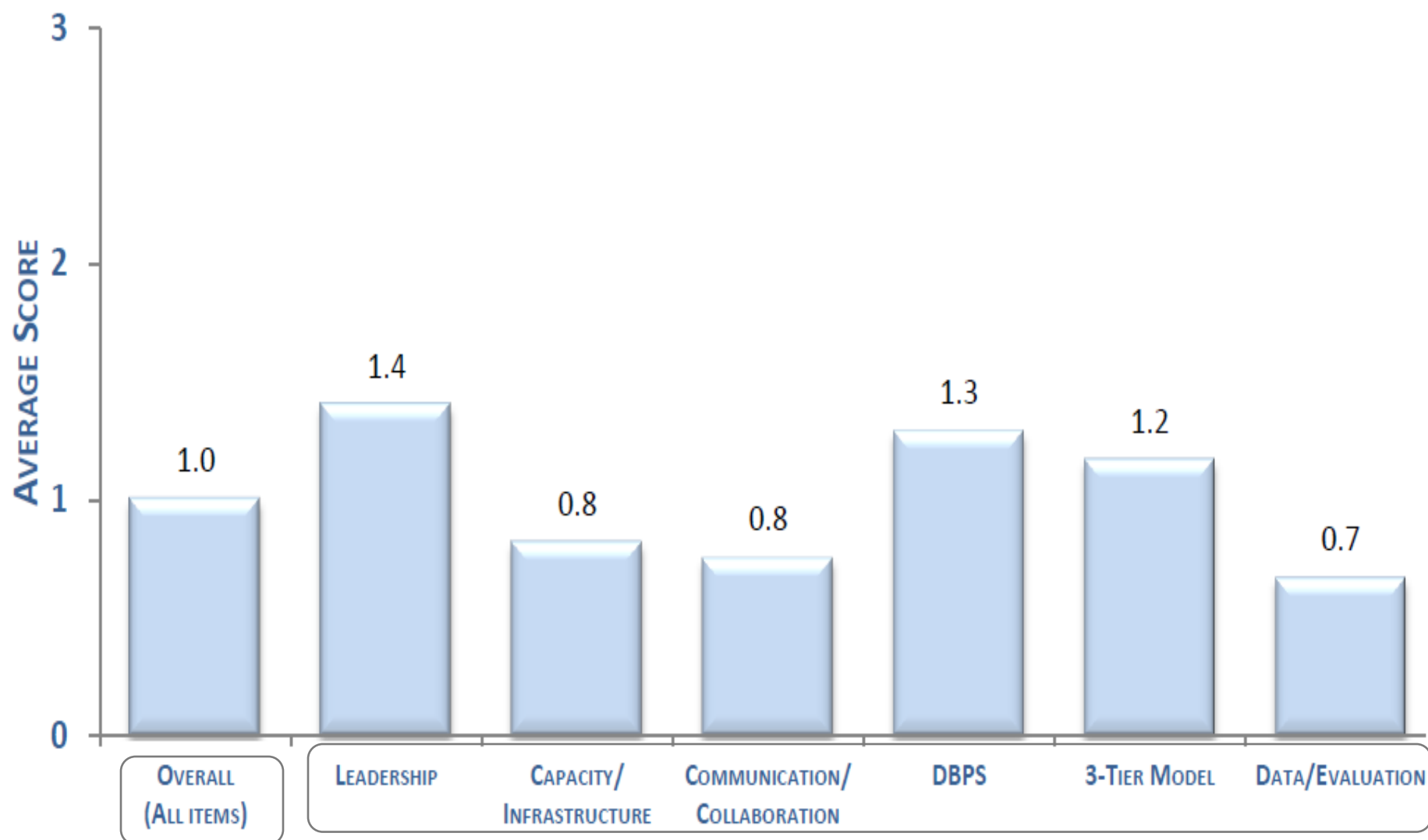
0=Not started
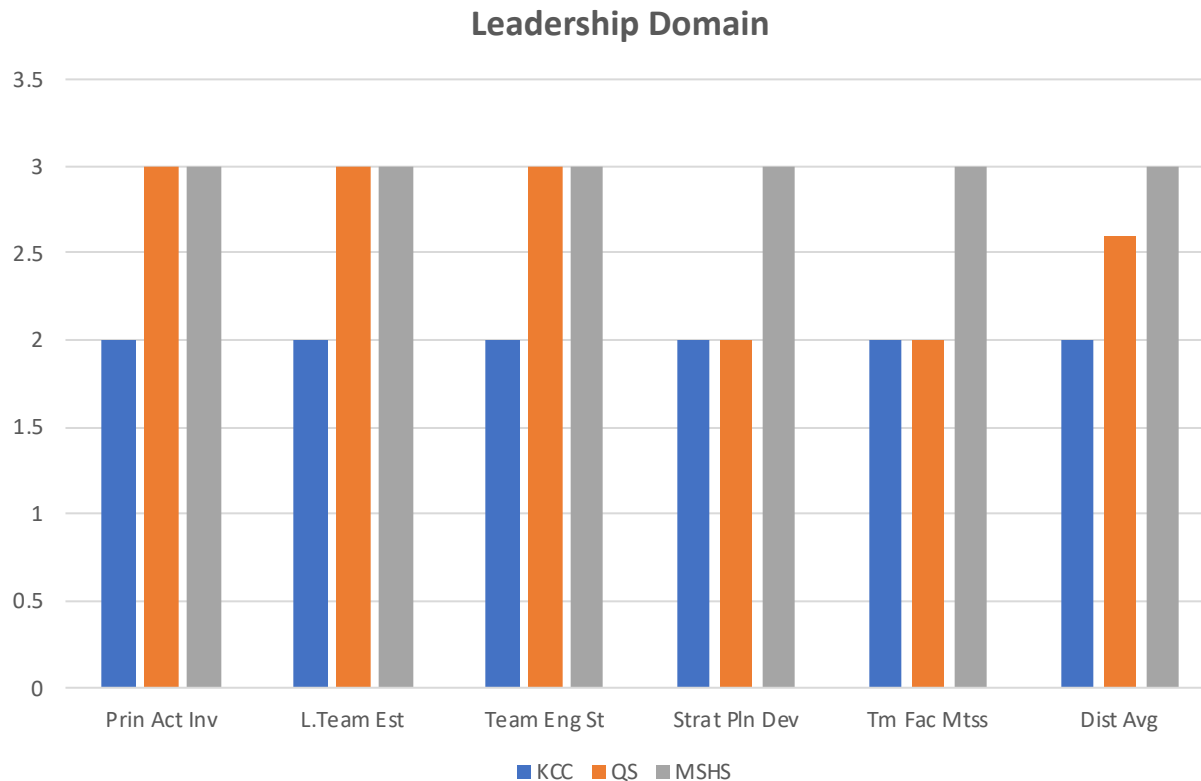
1=Emerging/Developing

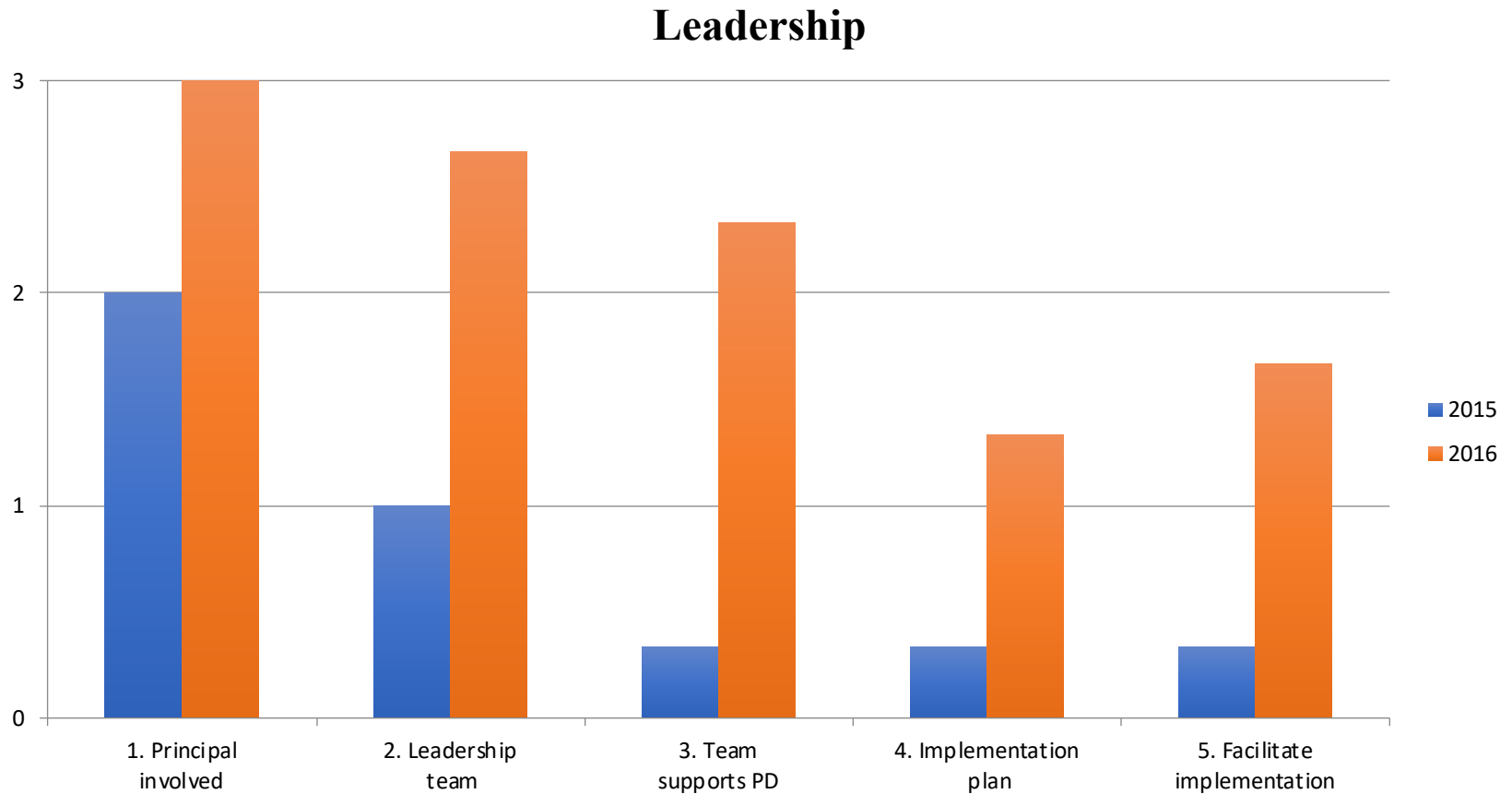2=Operationalizing

3=Optimizing

DOMAIN AVERAGES

DOMAIN AVERAGES

District Level:
Leadership Domain Across Schools in a Single Year

Leadership Domain

Implementation Growth Over 2 Years Across All Schools in the District

Leadership

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Ratin
1. Leadership Domain (Items 1-5)					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does **not** actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	**and** The principal actively supports the leadership team and staff to build capacity for implementation	**and** The Principal actively supports data-based problem-solving use at the school	
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel [1]) and is responsible for facilitating MTSS implementation [2]	**No** leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation,	**and** The leadership team has explicit expectations for facilitating MTSS implementation,	**and** The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts	
3. The leadership team actively engages staff in ongoing professional development and coaching [3] necessary to support MTSS implementation	The leadership team does **not** have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	**and** A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	**and** Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	**No** strategic plan for MTSS implementation exists	Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	**and** As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation [4]	**and** A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process	
5. The leadership team is actively facilitating implementation of MTSS [5] as part of their school improvement planning process	The leadership team is **not** actively engaging in efforts to facilitate MTSS implementation	The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements [6] of MTSS	**and** The leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	**and** The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement	

Self-Assessment of MTSS Implementation (SAM)
Individual Record of Responses

Name of Respondent:
School/District:

Review the domains in the SAM instrument and consider where your school currently rates in terms of implementation. Once each team members' responses are recorded, select a facilitator to guide the team in reaching consensus regarding the level of MTSS implementation.

SAM Domains	Item #	Not started 0	Emerging/ Developing 1	Operationa lizing 2	Optimizing 3
1. Leadership Domain (Items 1-5) Domain Average:	1.1				
	1.2				
	1.3				
	1.4				
	1.5				
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)	2.6				
	2.7				
	2.8				
	2.9				
	2.10				
	2.11				

SAM Domains	Item #	Not started 0	Emerging/ Developing 1	Operationa lizing 2	Optimizing 3
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	3.18				
	3.19				
	3.20				
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	4.27				
5 Three Tiered Instruction/Intervention Domain (Items 28-33) Domain Average:	5.28				
	5.29				
	5.30				
	5.31				
	5.32				
	5.33				

Getting familiar with the SAM

Read pp. i for an overview of SAM

Read pp. ii for a descriptor of Domain 1 – Leadership

Locate the **Endnotes** after pp.12 of the rubric. These correspond to the red superscript #s you will find throughout the SAM

Shared Leadership
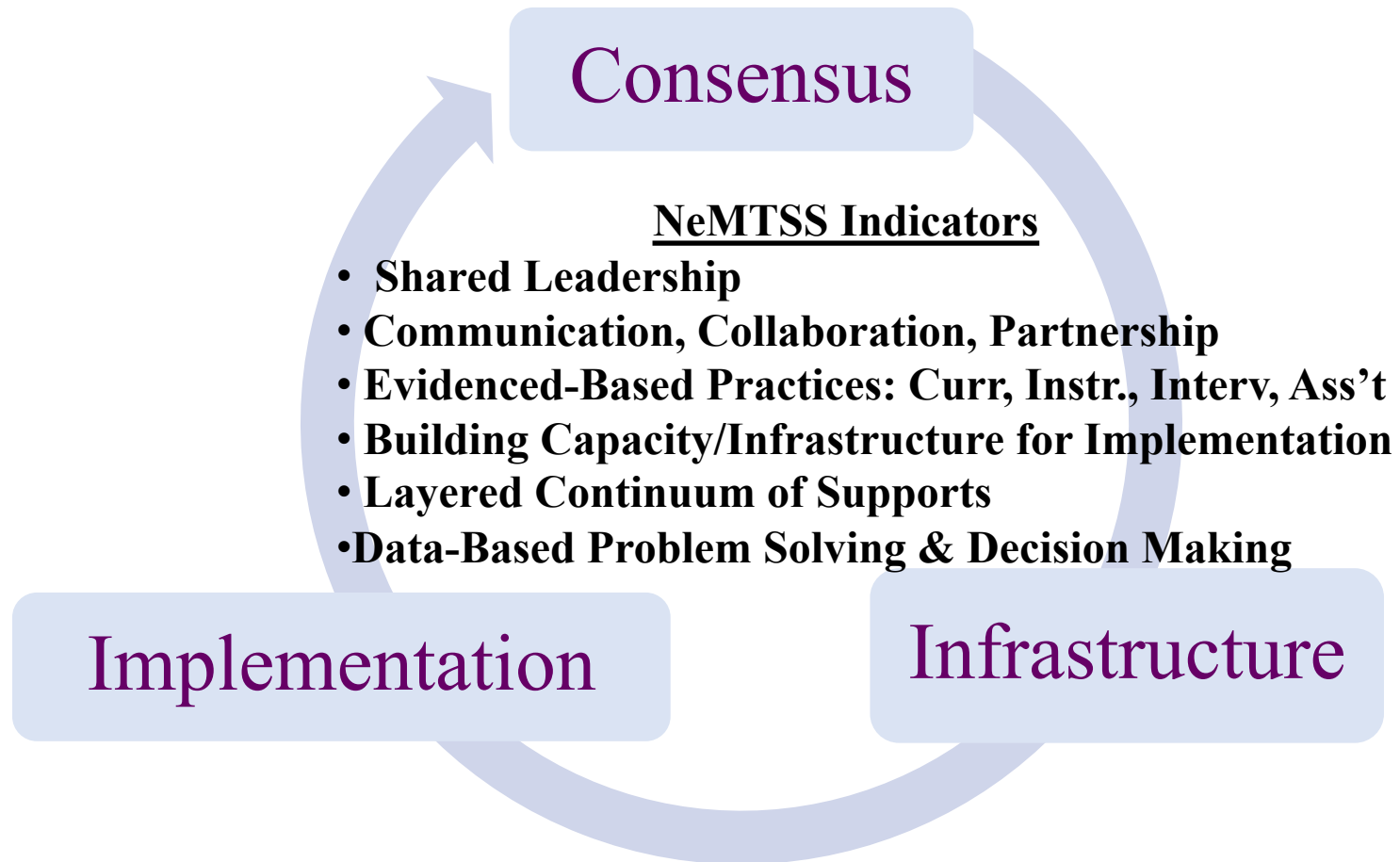
Leadership Domain

- Who is involved?
  - Principal
  - Assistant Principal(s)
  - School Leadership Team

- What is expected?
  - Strategic planning for implementation of MTSS
  - Support on-going professional development
  - Model data-based problem-solving process
  - Communicate a vision and mission for MTSS
  - Provide resources for planning and implementation

The speed of a school or district turn around is dependent upon
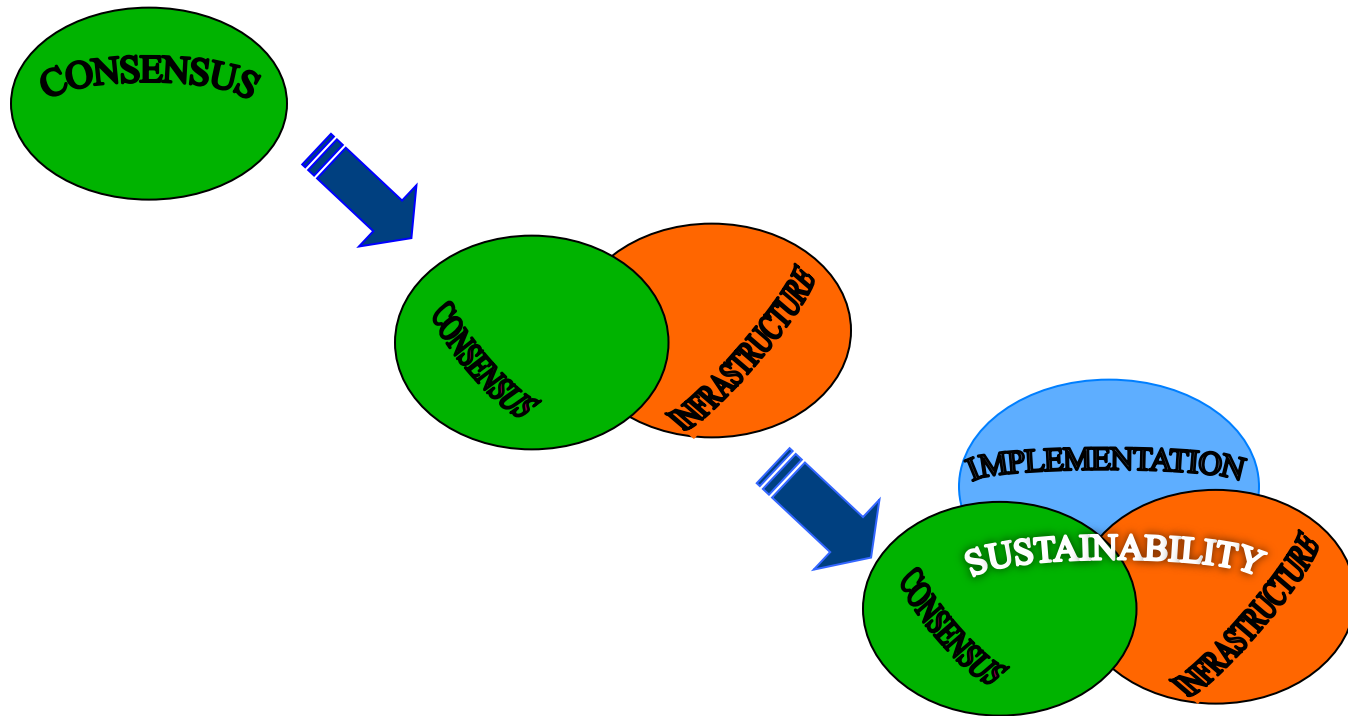the clarity and moral weight of the leadership teams vision for students

Kenneth Leithwood, 2010

Critical Components of MTSS
The Change Model

Consensus

NeMTSS Indicators
- Shared Leadership
- Communication, Collaboration, Partnership
- Evidenced-Based Practices: Curr, Instr., Interv, Ass't
- Building Capacity/Infrastructure for Implementation
- Layered Continuum of Supports
- Data-Based Problem Solving & Decision Making

Implementation

Infrastructure

Framework for Change

The Role of the MTSS District Leadership Team (DLT)

Consensus
Infrastructure
Implementation

District Level Consensus

- Beliefs examined – What do we belief students are capable of? What about the impact of instruction and supports?

- Committed to an MTSS Way of Work
  - Not an initiative. It is the work.
  - Common Language, Common Understanding
  - On-going PD and TA to District Leadership Offices

- Accountable Officer(s) for Implementation Integrity, Support, and Evaluation

- Data based Decision Making -- Regular Status and Wellness Checks Publicly Shared

District Level Infrastructure

- **District Leadership Team**
  - Board Policy, Policy Scrub for alignment
  - Data Management Systems & Platforms that are aligned
  - PD Plan for Implementation & Technical Assistance Support
  - Return on Investment data digs
  - Implementation monitoring, fidelity and evaluation

- **Integration of District Organizational Units (Every Ed)**
  - Curriculum, Instruction, & Assessment
  - Special Education
  - Remedial Education
  - Gifted
  - Student Supports
  - EL

District Level Implementation

- DLT receive on-going PD and technical assistance to build capacity within and among staff
- Engaged and informed Leadership at District Level

- Reviews data – academic and behavior

- Problem solves barriers that exist to the implementation of MTSS at both the District and School levels

- Review school-based progress on MTSS implementation

The School Based Leadership Team is about the Health and Wellness of the School

The Role of the School-Based Leadership Team (SBLT)

Consensus
Infrastructure
Implementation

Who is on the SBLT?

- Principal/Assistant Principal

- Data Coach (**role**, not necessarily title)

- Facilitator

- General Education Teacher - grade or subject area representation

- Special Education Teacher

- Specialized Teacher (e.g., reading, math, gifted)

- Student Services

- EL Teacher

School Level Consensus

- MTSS is a general education effort
  - **"It's about every Ed."**
- Belief Survey is administered and unpacked
- Student engagement is a primary priority
- Year 1 is Tier 1
- All problem-solving considers academic & behavior together
- Data based decision making is the way of work- across multiple measures
- Parents are engaged in the continuous improvement & instruction/intervention process

Infrastructure Development

- ✓ Practices, Policies, & Regulations

- ✓ Professional Learning & Technical Assistance

- ✓ Effective Teaching and Learning Framework

- ✓ Standards Aligned Curriculum

- ✓ Data-based Intervention systems

- ✓ Decision-making criteria established

- ✓ Data Systems and Management

- ✓ Technology support

- ✓ Master Schedules
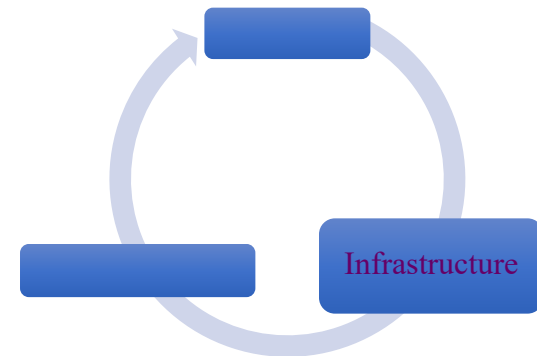
Infrastructure

School Level Infrastructure

- A school-based team is responsible for monitoring student performance to determine overall "health" of the school environment

- Lesson study (Tier Integration /Planning) is the focus for effective instruction

- Master schedules are built based on student needs

- Early Warning Systems are in place to ensure a focus on prevention

School Level Implementation

- All problem-solving considers academic, behavior & social emotional learning.

- Strong leadership exists at all levels

- The school (Principal) is held accountable for high quality implementation of MTSS

Principal's Role in Leading Implementation of MTSS

- Models Problem-Solving Process

- Expectation for Data-Based Decision Making

- Scheduling "Data Days"

- Schedule driven by student needs

- Instructional/Intervention Support

- Intervention "Sufficiency"

- Communicating Student Outcomes

- Celebrating and Communicating Success

How does the SBLT support MTSS?

- Acquire the skills necessary to implement the MTSS process

  - Problem Solving

  - Data analysis

  - Data driven – Qualitative and Quantitative

  - Courageous conversations – Beliefs

- Assess & support high impact instruction in Core (Tier 1)

- Assess & support high impact instruction on Tiers 2 & 3 **and** relative to success in Core (or help build the Tiers if they don't exist)

- Collaborate with building staff to strengthen instruction and interventions

How does the SBLT support MTSS?

- Promote the use of data-based decision-making to achieve high student performance across multiple measures

  - Share data with staff (Depts, Grade Levels, PLTs)

  - Share success stories

  - Model and mentor highly effective instructional practices

- Facilitate Data Days

- Provide training and mentoring for school-based personnel in the use of the MTSS process

Self-Assessment of MTSS Implementation (SAM)

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1. Leadership Subscale (Items 1-5) (Items with an asterisk (*) build from left to right so that a 3 rating also includes the requirements of both 1 & 2)					
1. The principal is actively involved in and facilitates MTSS implementation	The principal supports MTSS, but has not established a vision and urgent desire for MTSS implementation	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	The principal promotes a vision for MTSS **_and_** actively supports the leadership team and staff to build capacity for implementation	The principal continues to promote a vision for MTSS, allocates resources to professional development and implementation activities **_and_** actively supports data based problem solving use at the school	
2. A leadership team is established that includes 6-8 members cross-disciplinary representatives (e.g., principal, general and special education teachers, content area experts, student support personnel[1]) and is responsible for facilitating MTSS implementation[2]	No leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation, **_but_** there are no explicit expectations for the team's role in facilitating implementation of MTSS	A leadership team exists with explicit expectations for facilitating MTSS implementation, **_but_** members require some professional development and/or support in order to lead implementation efforts (e.g., beliefs, knowledge, & skill development)	A leadership team exists with explicit expectations for facilitating MTSS implementation **_and_** members have the beliefs, knowledge, and skills to lead implementation efforts	
3. The leadership team actively engages staff in ongoing professional development and coaching[3] necessary to support MTSS implementation*	The leadership team does not have a plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan	**_and_** A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	**_and_** Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	
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SAM Time

- Complete the **Leadership** Section independently (pg. 1)

- Be sure to reference the **red** Endnotes

- ~~Come to consensus as a team on each item within the domain~~

- Calculate the domain average

  - Total score for all items of the domain divided by total # of items

Self-Assessment of MTSS Implementation (SAM)

INDIVIDUAL Record of Responses

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	2.14				

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	5.30				
	5.31				
	5.32				
	5.33				
6. Data Evaluations Domain (Items 34-39)	6.34				
	6.35				
	6.36				
	6.37				

Planning and Problem-Solving Worksheet

1. Priority Selected: *Leadership Domain*

2. Brainstorm all available resources/positive factors that might facilitate achievement of desired outcome and all obstacles that might prevent achieving the desired outcome:

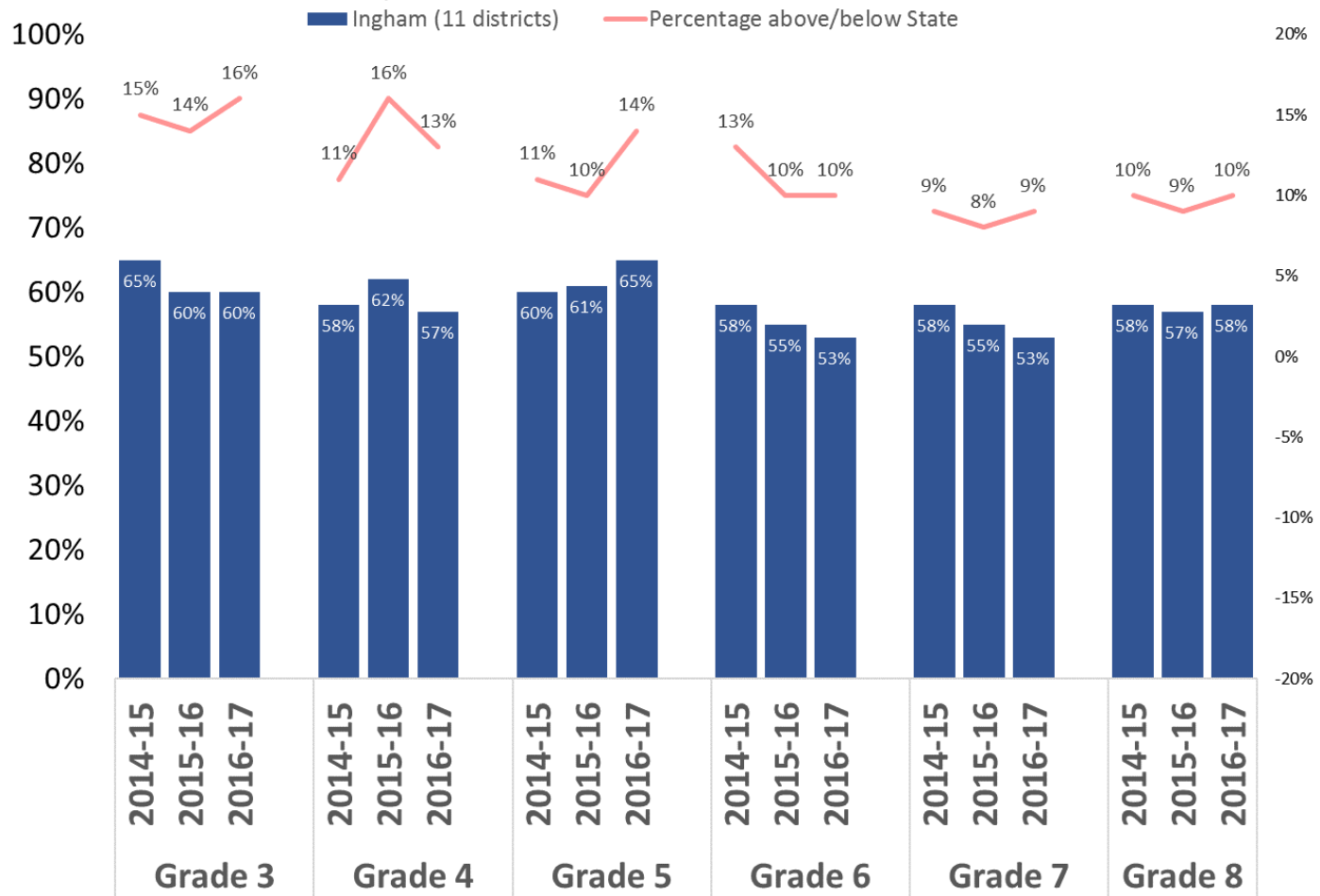Resources (+)   Obstacles (-)

Data-Based Problem Solving and Decision Making

A system that produces the same outcomes over a three year period of time has demonstrated that its way of work is organized and efficient in producing those outcomes consistently.

George Batsche, 2017

M-STEP -- English Language Arts
Comparison of State Percent Proficient

Data Evaluation Domain

- **Who is involved?**
  - Leadership staff
  - All instructional staff
  - All support staff

- **What is expected?**
  - Staff understand and have access to data sources (academic, behavior, social-emotional, MTSS fidelity)
  - Procedures and protocols exist for administering assessments and a calendar of data collection "windows"
  - Procedures and protocols exist that facilitate the use of data by school staff to make educational decisions
  - In addition to student data, data on the fidelity of MTSS implementation allow district and school leadership to examine current practices and make changes to increase implementation.

Data Evaluation is used to….

- **Monitor** the rates of growth of individual students, groups of students (e.g., grade level, demographic groups) and schools.

- **Determine** which students, groups of students and/or schools require additional supports (questionable and poor responses to instruction) to accelerate rates of growth when needed.

- **Identify** research-based instructional practices that are matched to student needs in Tier 1 and Tier 2.

Data Protocol

Data Source	Staff Reviewing Data	Calendar
Screening	SBLT and Grade Level	Beginning of Year
Benchmark	SBLT, Grade Level, District	October, January, April Report Card Cycles
Progress Monitoring	Grade Level, SBLT District (EWS)	Monthly Continuous (EWS, SEL)
High Stakes	SBLT, Grade Level, District	End of Year

Self-Assessment of MTSS Implementation (SAM)

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6. Data-Evaluations Subscale (Items 31-34) (Items with an asterisk (*) build from left to right so that a 3 rating also includes the requirements of both 1 & 2)					
31. Staff understand and have access to data sources that address the following purposes of assessment • identify students at-risk • determine why student is at-risk • monitor student growth/ progress • inform instructional planning • determine student attainment of academic/behavioral outcomes*	Staff do not understand and have access to data sources that address the purposes of assessment	Staff learn the purposes of *assessment* within MTSS **and** the leadership team selects measures for the purposes of assessment across content areas that are reliable, valid, and accessible, as well as culturally, linguistically, and developmentally appropriate	**and** Staff engage in assessment with fidelity to: • identify students who are at-risk at least 3-4 times/year • determine why a student is at-risk • monitor student growth/progress • inform instructional planning • determine student attainment of academic/behavioral outcomes	The leadership team and/or staff collaboratively and systematically evaluate and adjust assessment practices to ensure availability of accurate and useful data to inform instruction, **and** assessment tools are evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness	
32. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data[29] *	No policies and procedures are in place	The leadership team outlines policies and procedures for decision-making that include schedules for screening, use of diagnostic assessments, progress monitoring frequency, **and** criteria for determining tier(s) of support needed	**and** Staff consistently administer assessments, access data sources **and** make data-based decisions using the policies and procedures for decision-making with fidelity	**and** Adherence to and effectiveness of policies and procedures for decision-making are evaluated regularly for efficiency, usefulness, and relevance for students and staff, **and** data are used to make adjustments to the policies	
33. Effective data tools[29] are used appropriately and independently by staff *	Staff do not have access to tools that efficiently provide data needed to answer problem solving questions for academics and behavior	The leadership team ensures availability of tools that can track and graphically display academic and behavior data, **and** staff are trained on the use of the tools **and** on their responsibilities for data collection, entry and management	**and** Staff use the data tools and are provided assistance as needed	**and** Data tools are periodically assessed and the necessary changes are made in order to improve functionality, efficiency, and usefulness, **and** staff is proficient and independent with data tools and easily support new staff members	
34. Data sources[29] are used to evaluate the fidelity and impact of MTSS implementation*	No data sources to evaluate fidelity of implementation of the critical elements of MTSS have been identified	The leadership team has identified data sources that will be used to evaluate implementation of the critical elements of MTSS[6]	**and** The leadership team uses data sources to evaluate implementation **and** to make systemic improvements to the critical elements of MTSS	**and** The Leadership team periodically conducts analyses to determine how implementation of critical elements of MTSS relate to positive student outcomes	

SAM Time

- Complete the **Data-Evaluation** Section independently (Items 31-34)

- Be sure to reference the **red** Endnotes

- ~~Come to consensus as a team on each item within the domain~~

- Calculate the domain average
  - Total score for all items of the domain divided by total # of items

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Planning and Problem-Solving Worksheet

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Resources (+)   Obstacles (-)

Layered Continuum of Supports

Three Tiered Instruction/Intervention

- Who is involved?
  - Principal
  - Assistant Principal(s)
  - School Leadership Team
  - All instructional and support staff

- What is expected?
  - Standards aligned instruction for academic & behavior
  - Supplemental and/or intensive instructional strategies and resources linked with Core/Tier 1 and assessed as such
  - Tier 2 addresses high probability barriers to meeting standards/expectations for academics and/or behavior
  - Tier 2 and 3 provided increased exposure/time to more focused/targeted effective and engaging instruction

MTSS & the Problem-Solving Process
Academic and Behavior Systems

**Tier 3: Intensive, Individualized Interventions & Supports.**
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.
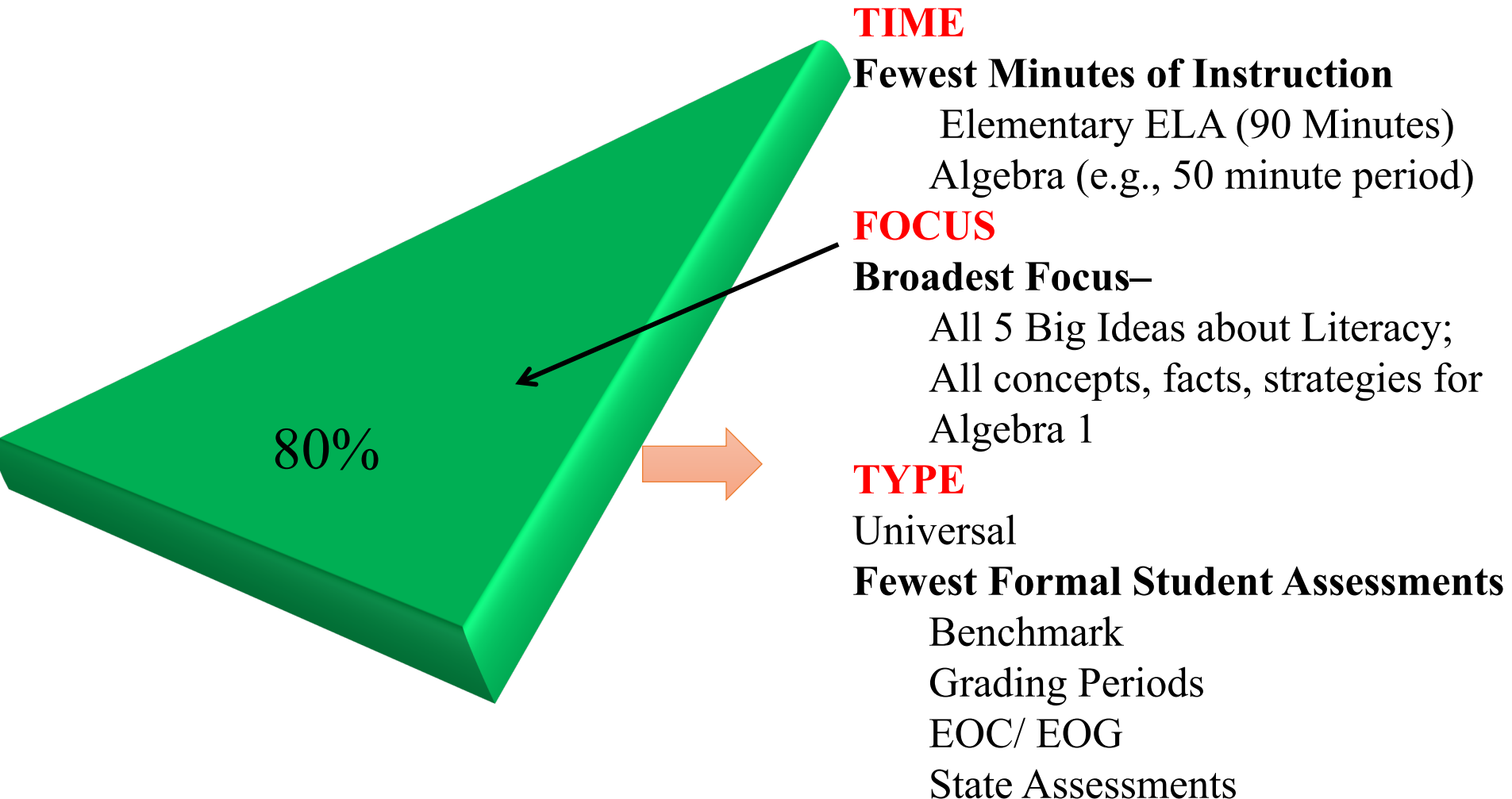
Tier 1: Core, Universal Instruction & Supports.
General academic and behavior instruction and support provided to all students in all settings.
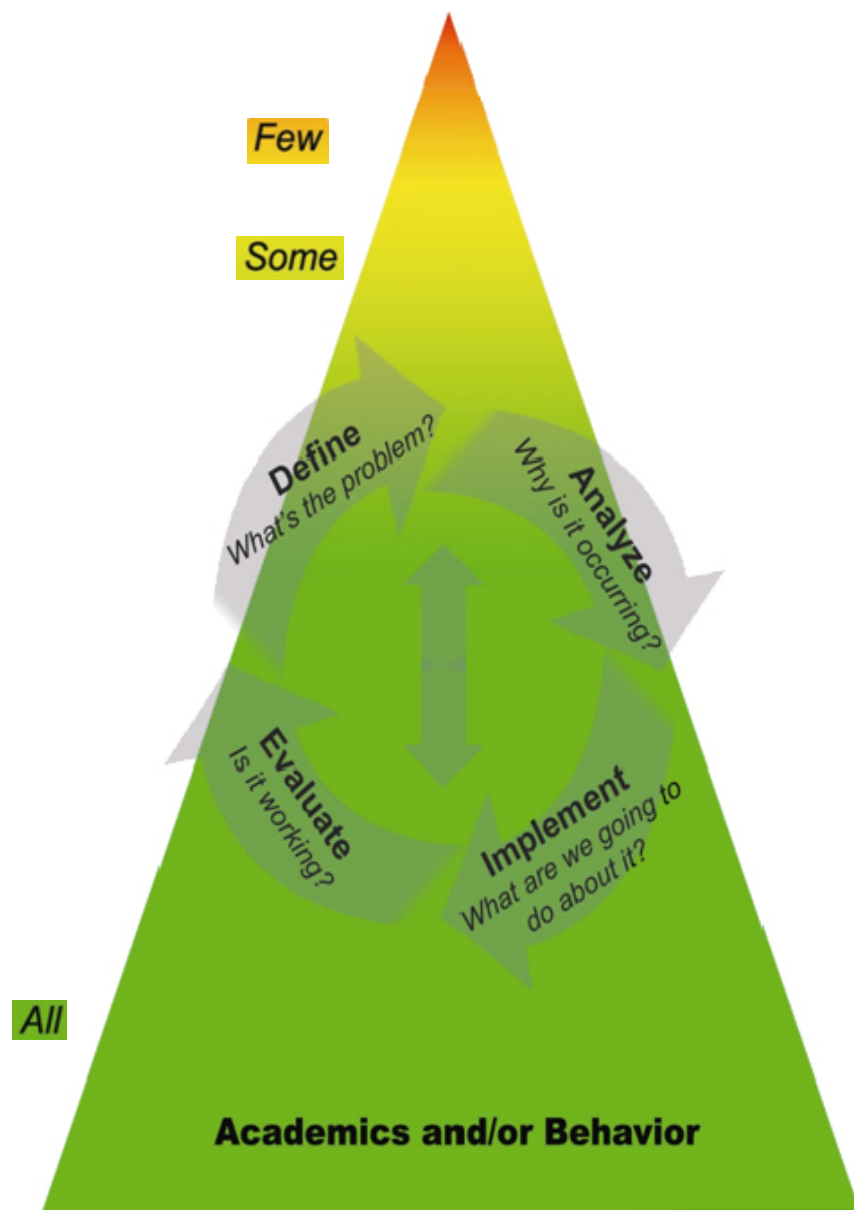
TIER I: Core, Universal Academic and Behavior

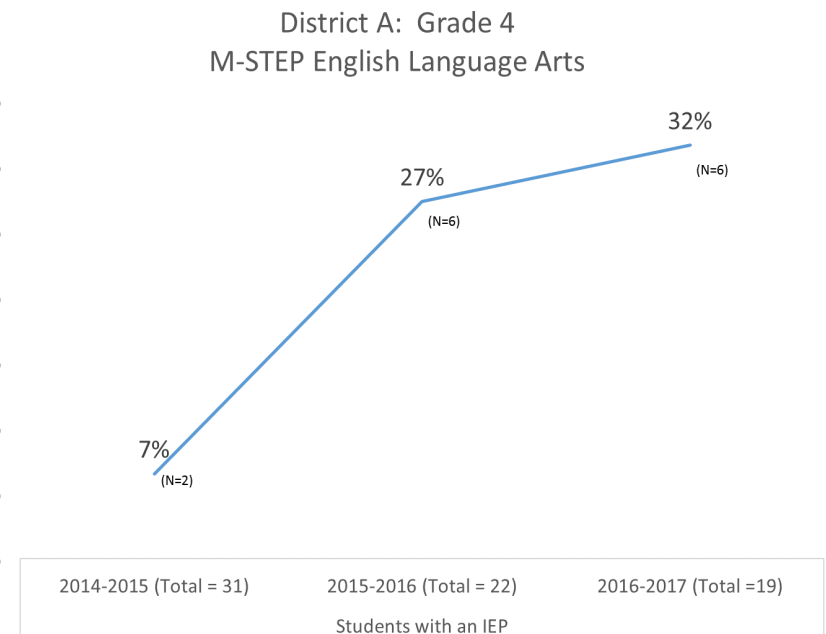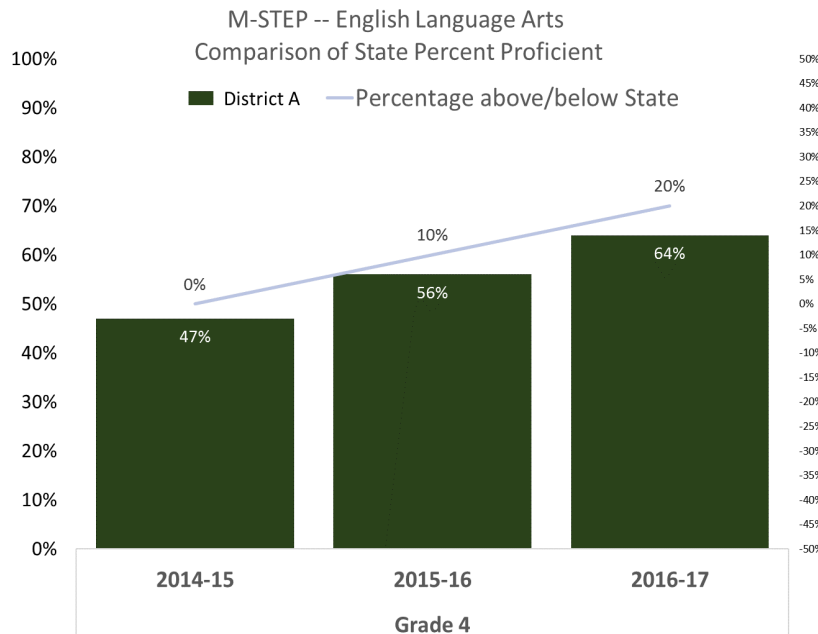**What "everybody" gets and sets the scope, sequence and pacing for all tiers.**

80%

TIME

Fewest Minutes of Instruction
    Elementary ELA (90 Minutes)
    Algebra (e.g., 50 minute period)

FOCUS

Broadest Focus–
    All 5 Big Ideas about Literacy;
    All concepts, facts, strategies for
    Algebra 1

TYPE

Universal

Fewest Formal Student Assessments
    Benchmark
    Grading Periods
    EOC/ EOG
    State Assessments

Improve Core Instruction (Tier 1) for *All* Students
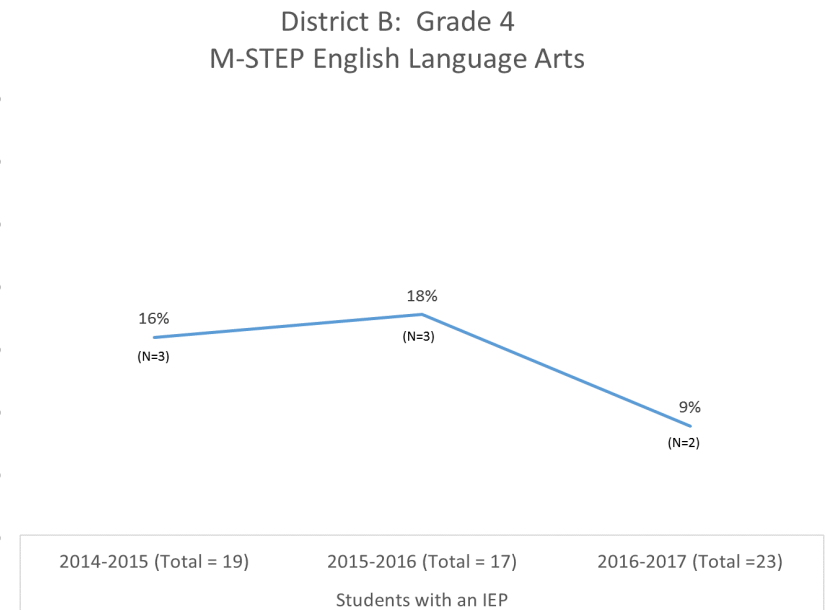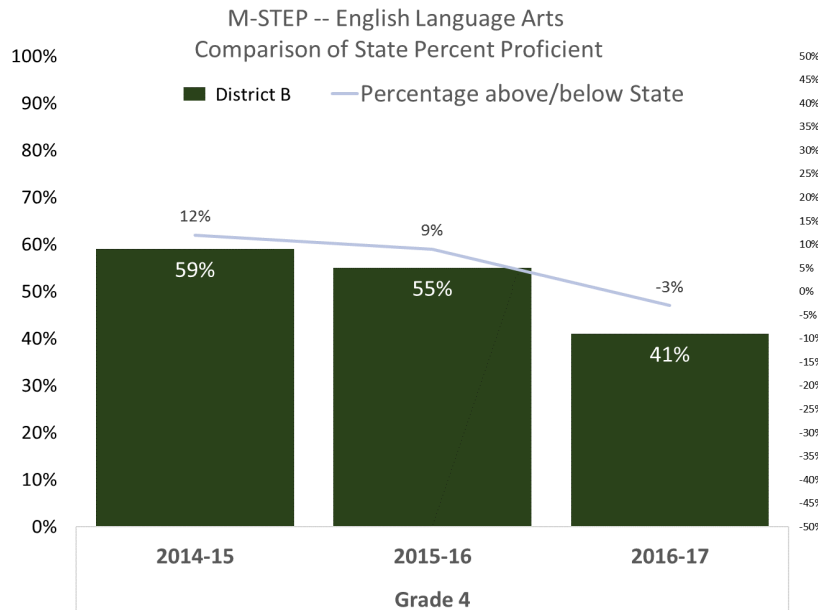**First.**

Develop "Powerful Interventions"
Second.

A STRONG Relationship Exists Between the Performance of All Students and the Performance of Diverse Learners

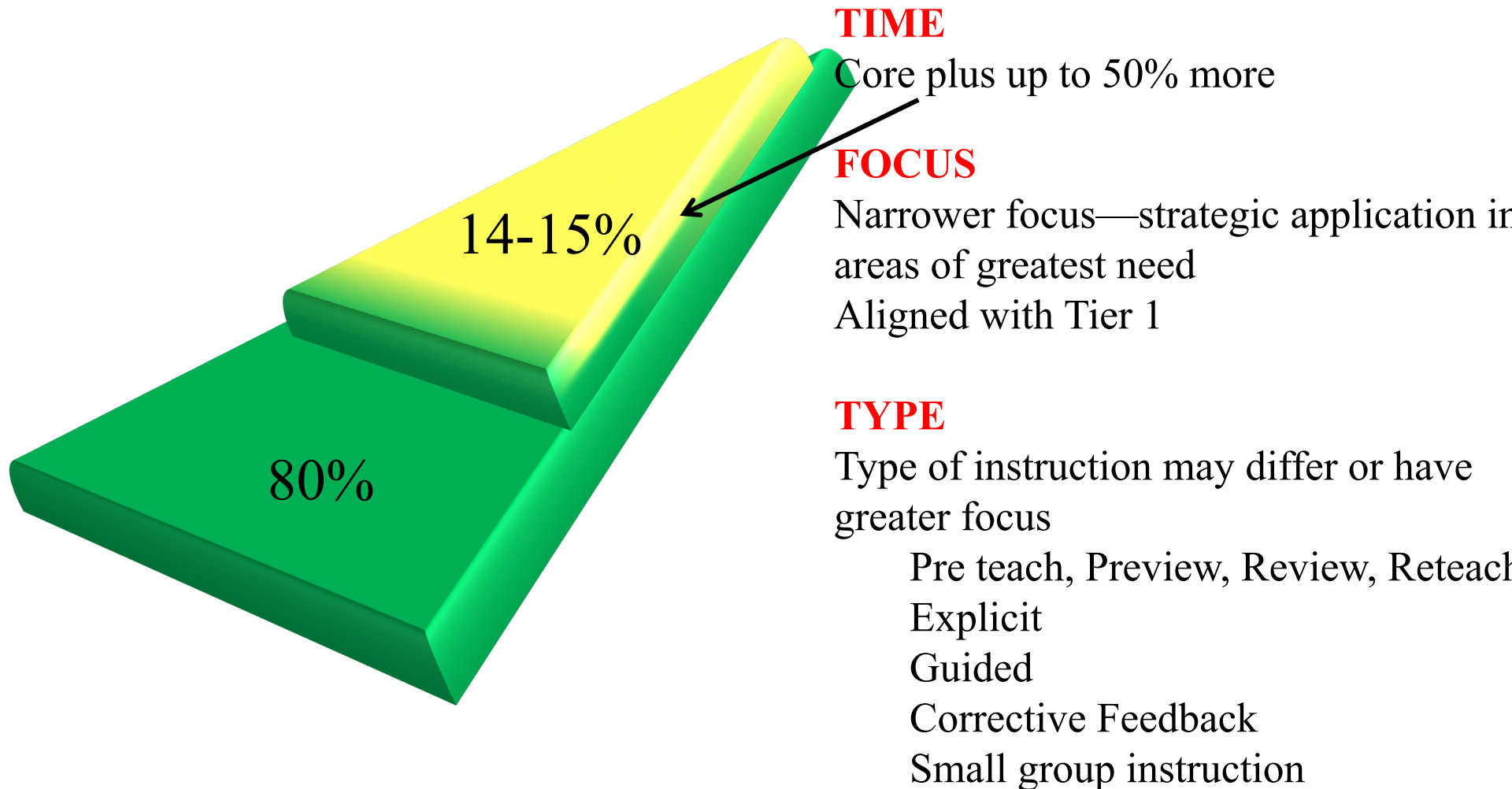# Relationship Between Performance of General and Special Education Students

M-STEP -- English Language Arts
Comparison of State Percent Proficient

- District A
- Percentage above/below State

Grade 4

	2014-15	2015-16	2016-17
District A	47%	56%	64%
Percentage above/below State	0%	10%	20%

District A: Grade 4
M-STEP English Language Arts

- 2014-2015 (Total = 31): 7% (N=2)
- 2015-2016 (Total = 22): 27% (N=6)
- 2016-2017 (Total =19): 32% (N=6)

Students with an IEP

Relationship Between Performance of General and Special Education Students

M-STEP -- English Language Arts
Comparison of State Percent Proficient

District B   Percentage above/below State

	2014-15	2015-16	2016-17
District B	59%	55%	41%
Percentage above/below State	12%	9%	-3%

Grade 4

District B: Grade 4
M-STEP English Language Arts

	2014-2015 (Total = 19)	2015-2016 (Total = 17)	2016-2017 (Total =23)
	16% (N=3)	18% (N=3)	9% (N=2)

Students with an IEP

TIER II: *Supplemental, Targeted*

What "some" kids get

TIME
Core plus up to 50% more

FOCUS
Narrower focus—strategic application in areas of greatest need
Aligned with Tier 1

TYPE
Type of instruction may differ or have greater focus
 Pre teach, Preview, Review, Reteach
 Explicit
 Guided
 Corrective Feedback
 Small group instruction

14-15%

80%

TIER III:
Intensive, Individualized

What few kids get

TIME
Core plus up to 100% more

5-6%

14-15%

80%

FOCUS
Precisely targeted for individual students

TYPE
- Very small group (e.g., 3-5)
- Clearer and more detailed explanations - explicit
- More systematic instructional sequences
- More extensive opportunities for guided practice – errorless instruction
- More opportunities for error correction & feedback

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
5. Three Tiered Instructional /Intervention Model Subscale (Items 25-30) (Items in this section alternate between addressing academic and behavior practices.)					
25. Tier 1 (core) **academic** practices exist that clearly identify learning standards[21], school-wide expectations[22] for instruction that engages students, and school-wide assessments[23]	Tier 1 elements are **not** developed and/or clearly defined	Tier 1 elements incorporate **1 of the following 3:** • clearly defined learning standards • chool-wide expectations for instruction and engagement • assessments/data sources	Tier 1 elements incorporate **2 of the following 3:** • clearly defined learning standards • school-wide expectations for instruction and engagement • assessments/data sources	Tier 1 elements incorporate **all of the following:** • clearly defined learning standards • school-wide expectations for instruction and engagement • assessments/data sources	
26. Tier 1 (core) **behavior** practices exist that clearly identify school-wide expectations[22], classroom management practices, and school-wide behavior data[24]	Tier 1 strategies are **not** developed and/or clearly defined	Tier 1 strategies incorporate **1 of the following 3:** • clearly defined school-wide expectations • classroom management practices • school-wide behavior data sources	Tier 1 strategies incorporate **2 of the following 3:** • clearly defined school-wide expectations • classroom management practices • school-wide behavior data sources	Tier 1 strategies incorporate **all of the following:** • clearly defined school-wide expectations • classroom management practices • school-wide behavior data sources	
27. Tier 2 (supplemental) **academic** practices exist that include strategies addressing common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data[25] sources tied directly to the skills taught	Tier 2 strategies are **not** developed and/or clearly defined	Tier 2 strategies incorporate **1 of the following 3:** • common student needs • link to Tier 1 instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate **2 of the following 3:** • common student needs • link to Tier 1 instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate **all of the following:** • common student needs, • link to Tier 1 • assessments/data sources link directly to the skills taught	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
28. Tier 2 (supplemental) **behavior** practices exist that include strategies addressing common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data[26] sources tied directly to the skills taught	Tier 2 strategies are **not** developed and/or clearly defined	Tier 2 strategies incorporate **1 of the following 3**: • common student needs • link to Tier 1 instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate **2 of the following 3**: • common student needs • link to Tier 1 instruction • assessments/data sources link directly to the skills taught	Tier 2 strategies incorporate **all of the following**: • common student needs • link to Tier 1 instruction • assessments/data sources link directly to the skills taught	
29. Tier 3 (intensive) **academic** practices exist that include strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data[27] sources that link directly to skills taught	Tier 3 strategies are **not** developed and/or clearly defined	Tier 3 strategies incorporate **1 of the following 3**: • developed based on students' needs • developed to support Tier 1 and Tier 2 instruction • monitored using assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate **2 of the following 3**: • developed based on students' needs • developed to support Tier 1 and Tier 2 instruction • monitored using assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate **all of the following**: • developed based on students' needs • developed to support Tier 1 and Tier 2 instruction • monitored using assessments/data sources that link directly to the skills taught	
30. Tier 3 (intensive) **behavior** practices include strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught[28]	Tier 3 strategies are **not** developed and/or clearly defined	Tier 3 strategies incorporate **1 of the following 3**: • developed based on students' needs • developed to support Tier 1 and Tier 2 instruction • monitored using assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate **2 of the following 3**: • developed based on students' needs • developed to support Tier 1 and Tier 2 instruction • monitored using assessments/data sources that link directly to the skills taught	Tier 3 strategies incorporate **all of the following**: • developed based on students' needs • developed to support Tier 1 and Tier 2 instruction • monitored using assessments/data sources that link directly to the skills taught	

Self-Assessment of MTSS Implementation (SAM)

INDIVIDUAL Record of Responses

Review the domains in the SAM instrument and consider where your school currently rates in terms of implementation. Once each team members' responses are recorded, select a facilitator to guide the team in reaching consensus regarding the level of MTSS implementation.

Name of Respondent:
School/District:

SAM Domains	Item #	Not started 0	Emerging/ Developing 1	Operationa lizing 2	Optimizing 3
1. Leadership Domain (Items 1-5) Domain Average:	1.1				
	1.2				
	1.3				
	1.4				
	1.5				
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16) Domain Average:	2.6				
	2.7				
	2.8				
	2.9				
	2.10				
	2.11				
	2.12				
	2.13				
	2.14				

SAM Domains	Item #	Not started 0	Emerging/ Developing 1	Operationa lizing 2	Optimizing 3
3. Communication and Collaboration Domain (Items 17-20) Domain Average:	3.17				
	3.18				
	3.19				
	3.20				
4. Data-Based Problem Solving Domain (Items 21-27) Domain Average:	4.21				
	4.22				
	4.23				
	4.24				
	4.25				
	4.26				
	4.27				
5. Three Tiered Instruction/Intervention Domain (Items 28-33) Domain Average:	5.28				
	5.29				
	5.30				
	5.31				
	5.32				
	5.33				
6. Data Evaluations Domain (Items 34-39)	6.34				
	6.35				
	6.36				
	6.37				

Planning and Problem-Solving Worksheet

1. Priority Selected: *Leadership Domain*

2. Brainstorm all available resources/positive factors that might facilitate achievement of desired outcome and all obstacles that might prevent achieving the desired outcome:

Resources (+)

Obstacles (-)

Next Steps: Taking it Back Home

Individually reflect on the following questions. Then share with table.

As a group identify your top 2 take aways to share with larger group.

• How has this session influenced your thinking around MTSS?

• What ideas are you taking back that affirm or stretch your implementation strategies?

• What is the first thing you will do about this work when you get back home?