



Transforming Tier 1 Literacy Instruction

Differentiating for High Quality Literacy Instruction

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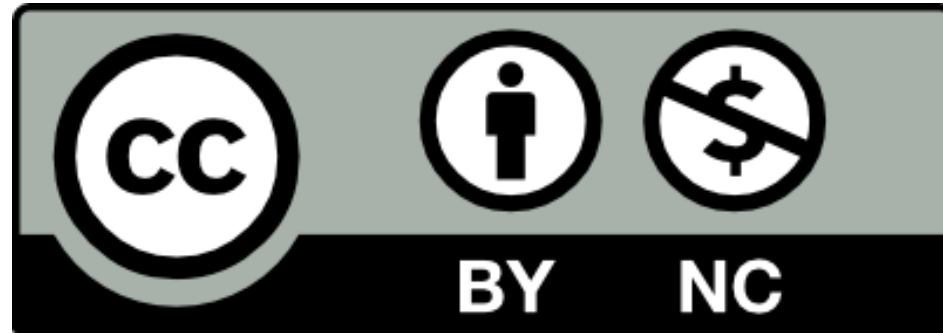


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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways

Active Participation Strategies

- Short Choral Response
- Choral Reading
- Cloze Reading
- Partner Sharing (1 and 2)
- Hold-up
 - Fingers
 - Zoom reactions
- Written Responses
 - Best Practices in Session
 - Preparation for Sharing
 - Brain Drains
 - Waterfall

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

- To support successful implementation of Tier 1 literacy instruction by:
 - Equipping educators with the knowledge, strategies, and tools to scaffold and differentiate daily lessons
 - Empowering educators to make informed decisions around scaffolding, differentiation, and grouping
 - Ensuring instruction meets the needs of all learners

Intended Outcomes

By the end of this session, I will...

1. Explain the purposes of scaffolding and differentiation within Tier 1 instruction
2. Evaluate and select appropriate instructional grouping methods for Tier 1 instruction
3. Design independent practice activities

Agenda

1.0 Welcome

2.0 Review and Expand Delivering Instruction

3.0 Scaffolding and Differentiation

4.0 Grouping Methods

5.0 Independent Practice

6.0 Closing

1.0 Welcome

Activity 1.1

Sentence Expansion

- Expand the sentence:
 - They use small group instruction.
 - Who?
 - When?
 - Why?
- Drop your expanded sentence in the chat

- Tips!
 - Start with when
 - Keep the original sentence
 - Don't add information that is not a response to the question words
- Example
 - They differentiate lessons.
 - Teachers differentiate lessons during instruction to meet the needs of their learners.

2.0 Review and Expand Delivering Instruction

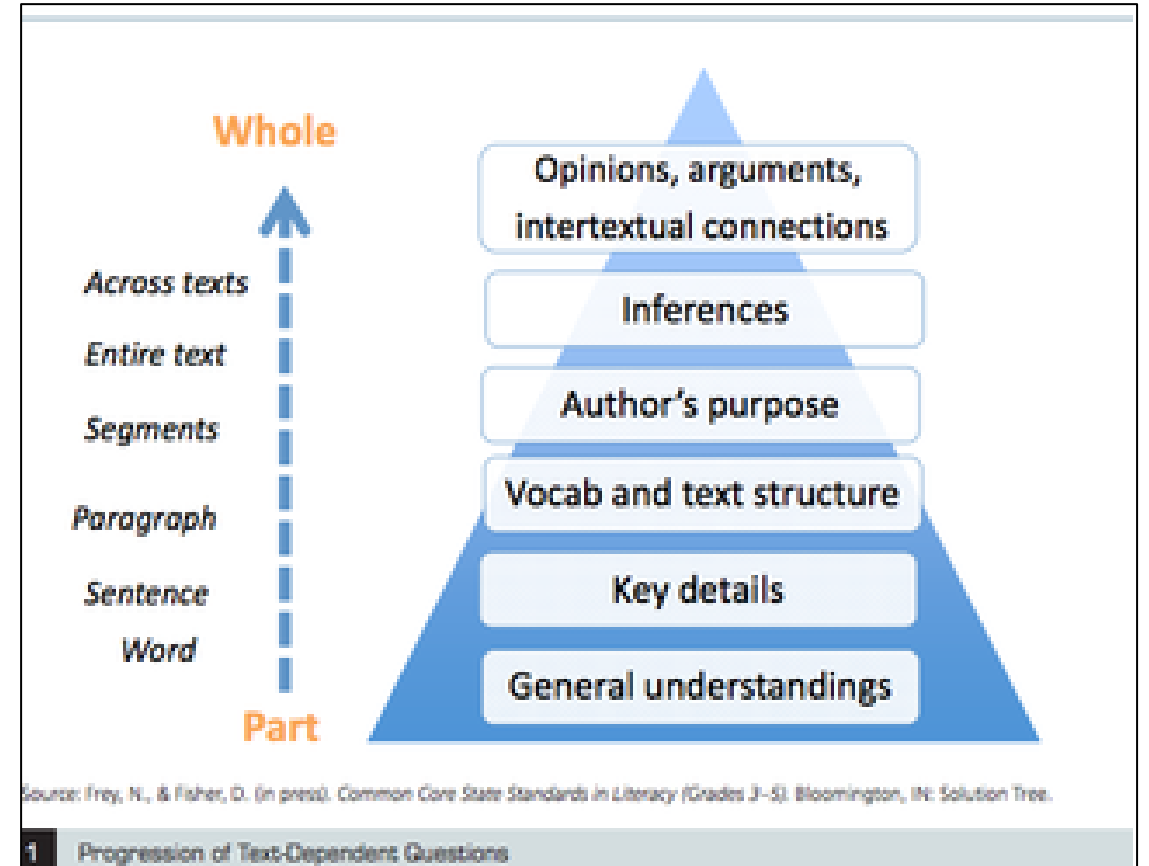
Text-Dependent Questions, Active Participation, &
Feedback

Activity 2.1

- Get your note catcher ready
 - Key words or phrases
 - What is the title or section heading?
 - What words or phrases are repeated?
 - What is the section mostly about?
 - Questions
 - Who, what, when, where, why, how
 - Examples/ Applications
 - This is important to me because...
 - I can implement this when...

Focus on Text Dependent Questions

- Requires students to cite text evidence with their answer
- Influences how students read text
- Can be used to scaffold thinking and support answering inferential questions



Fisher & Frey, 2012

Keep the Reader IN the Text

- Keeps reader **IN** the text – **Not OUT** of the **text**
- Departing the text **removes** students' **cognition** from the text message, **reducing** concentration and **comprehension**
- Departing from the text in classroom discussion **privileges** those who have **experience** with the topic
- It is **easier** to talk about our **experiences** than to **analyze** the text

Archer & Hughes, 2011

Creating Better Questions – Reframed Why

- Reframe a question to use “why”
 - Encourages opportunities to generalize

What end punctuation should be used?	Why should this sentence end in a question mark?
Is this a sentence or a clause?	Why is this a clause rather than a sentence?
Which word should be capitalized?	

William, 2017

Creating Better Questions – Reframed Comparison

- Reframe question to use comparison
 - Forces you to examine the critical elements

What is a prime number?	Why is 17 prime and 15 not?
Is a bat a mammal?	Why is a bat a mammal and a penguin not?
What is the author's purpose?	

William, 2017

Creating Better Questions – Reframed Statement

- Reframed as a statement for students to agree/disagree and justify (why/why not)

Are all squares' rectangles?	All squares are rectangles.
Is the author biased?	The author is biased.
How does the character feel in this moment?	

William, 2017

Hinge Point Questions



[Dylan Williams Hinge Point Questions](https://youtu.be/Mh5SZZt207k?feature=shared)
(<https://youtu.be/Mh5SZZt207k?feature=shared>)

Crafting Hinge Point Questions

1. Get a response from every student
2. Do a quick check on understanding instead of engaging in extended discussion
3. On the basis of student responses, decide whether to go forward or back
4. Design hinge questions that elicit the right response for the right reasons

Active Participation Contributes to a Positive Learning Environment

Increases engagement

Increases on-task behavior

Increases accountability

Promotes desired behaviors

Reduces inappropriate behaviors

Keeps class moving along

Archer & Hughes, 2011

Active Participation Essentials

01

Request frequent responses from students

02

Require overt responses-
saying,
writing,
doing.

03

Involve all students.
No opt out

04

Structure active participation procedures

05

Provide adequate think time/
preparation time.

Guidelines for Response Rates

- 70% of responses unison (all say, write, do)
- 30% individual responses (non-volunteers)

Simple Responses	More Complex Responses	Very Complex or Involved Responses
<ul style="list-style-type: none"> • Unison choral • Gesture • Response cards 	<ul style="list-style-type: none"> • Partner sharing • Written answer • Math problem 	<ul style="list-style-type: none"> • Writing prompt • Completing experiment
3-5 opportunities to respond per minute	At least 1 opportunity to respond per minute	May provide only 1 opportunity to respond every 10-30 minutes

Haydon, et al., 2012; Stevens & Rosenshine, 1981; Mac Suga-Gage & Simonsen, 2015; Simonsen & Myers, 2015

Verbal Response Procedures	Written Response Procedures	Action Response Procedures	Holdups	Inclusive Passage Reading	Use of Technology
Choral	Short Written responses	Acting out/ Simulations	Whiteboards	Whisper Reading	Computers
Partners	Whiteboards	Touching/ Pointing	Hand Signals	Choral	Tablets
Teams		Gestures	Response Cards	Cloze	Phones
Individual		Facial Expressions	Response Sheets	Partner	
Discussion				Literacy Circles	

Language Strategies for Active Classroom Participation

<p>Expressing an Opinion I think/believe that ... It seems to me that ... In my opinion ...</p>	<p>Predicting I guess/predict/imagine that ... Based on ... I infer that ... I hypothesize that ...</p>	<p>Asking for Clarification What do you mean? Will you explain that again? I have a question about that.</p>
<p>Paraphrasing So you are saying that ... In other words, you think What I hear you saying is</p>	<p>Soliciting a Response What do you think? We haven't heard from you yet. Do you agree? What answer did you get?</p>	<p>Acknowledging Ideas My idea is similar to/related to ____'s idea. I agree with ____ that ... My idea builds upon ____'s idea.</p>

Language Strategies for Active Classroom Participation, cont.

<p>Individual Reporting I discovered from _____ that ... I found out from _____ that ... _____ shared with me that ...</p>	<p>Partner and Group Reporting We decided/agreed that... Our group sees it differently. We had a different approach.</p>	<p>Disagreeing I don't agree with you because... I got a different answer. I see it another way.</p>
<p>Offering a Suggestion Maybe we could ... What if we ... Here's something we might try.</p>	<p>Affirming That's an interesting idea. I hadn't thought of that. I see what you mean.</p>	<p>Holding the Floor As I was saying, ... What I was trying to say was ...</p>

Kinsella, Stump, & Feldman, 2011

Goal of Feedback

- Close gap between current performance and desired responses
- Inform students
 - If response is correct or incorrect
 - If understanding is correct or flawed
 - What can be done to improve performance

Archer & Hughes, 2011

Importance of Feedback

- There is a preponderance of evidence that feedback is a powerful influence in the development of learning outcomes
- One of the top 10 influences on student achievement
- Effect size 0.75

Hattie & Gan, 2011

Guidelines for Feedback

- Provide systematic **affirmative** feedback and **informative** feedback on student **performance**
 - Specific praise
 - Corrections
- Praise, Error, **Correct**
- Private and **quiet**
- Ended with students **giving** the **correct** response

Archer & Hughes, 2011

Monitor Student Responses

Walk around, look around, talk around, and ask yourself:

1. Are the responses correct or incorrect?
2. If the response(s) is incorrect, what correction should be provided?
3. If the response(s) is correct, what feedback would be appropriate?
4. What adaptations, if any, should be made in the current lesson?
5. What adaptations, if any, should be made in future lessons?

Monitor Responses

Choral Responses	Listen to all Hone in on responses of lower-performing students
Partner Responses	Circulate Look/Listen to responses
Individual responses	Listen carefully
Response Slates or Hand signals	Look carefully when held up
Written Responses	Circulate Look at responses
Action Responses	Look at responses

Archer & Hughes, 2011

When Response is Correct

Correct and quick response	Acknowledge and move on	"Correct" "Yes, that's right" Nod Smile Move on
Correct but hesitant	Acknowledge and add brief 'firm-up explanation'	"Correct. Since this is a telling sentence, it ends with a period."

When Response is Incorrect

<p>Incorrect response when “fact” requested</p>	<p>Tell them the answer</p> <p>Model the correct answer (I do it)</p> <p>Check understanding (You do it)</p> <p>Check again</p>	<p>Teacher displays a letter a. Student says /o/.</p> <p>“This sound is /a/. What sound?”</p>
<p>Incorrect response when strategy or rule is used</p>	<p>Guide student to correct answer</p> <p>Ask questions on the steps of the strategy or rule (We do it)</p> <p>Check understanding (You do it)</p> <p>Check again</p>	<p>“Does ‘sit’ end with a CVC? Does the ending begin with a vowel? So do we double the final consonant? Everyone, write ‘sitting’ Show me Correct the spelling of sitting”</p>

Types of Feedback

- Teacher provided feedback
 - Feedback on responses during instruction
 - Feedback as you circulate and monitor
 - Feedback to group on assignment
 - Feedback to individuals
 - Corrections/Written feedback
- Student provided feedback
 - Self-corrections against a key
 - Self-corrections during instructional group
 - Self-evaluation against a rubric
 - Structured peer feedback using a rubric

Archer & Hughes, 2011

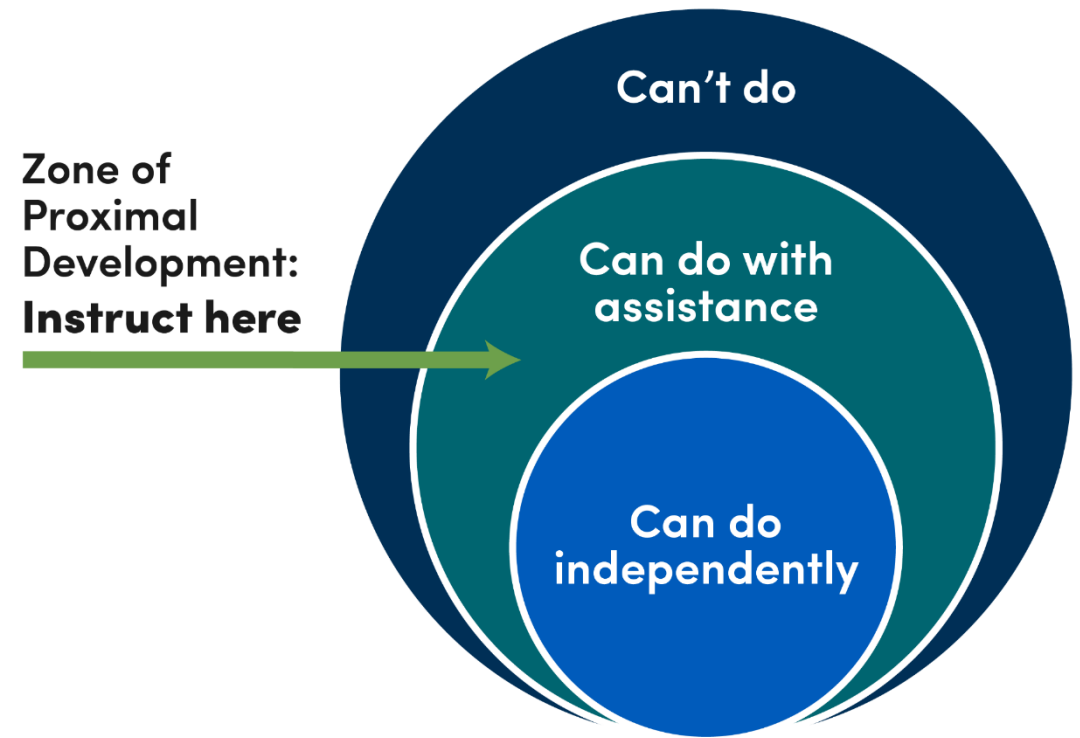
Activity 2.2

- One Word Evolution
 - Think of one word that captured your understanding of the topic at the end of the previous session
 - Think of one word that captures your understanding now
 - Waterfall response in the chat
 - Type response in the chat box but wait to send until prompted
 - Read and react to other responses

3.0 Scaffolding and Differentiation

Scaffolding: What

- Through deliberate, careful, and temporary scaffolding, students can learn new basic skills as well as more complex skills, maintain a high level of success as they do so, and systematically move toward independent use of the skill



Archer & Hughes, 2011

What the Research Says...

1. Scaffolding is the “adult controlling those elements of the task that are essentially beyond the learner’s capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.” - Wood et al, 1976
2. “A dynamic system is established between the tutor and the student which involves a gradual development of the student as he acquires more confidence and capability in the task or concept at hand.” - Lajoie, 2005
3. “Temporary, assisted learning which tries to create independency in the student.” - Malik, 2017

Scaffolding: How & Why



How it's done:

Levels of scaffolding within the lesson

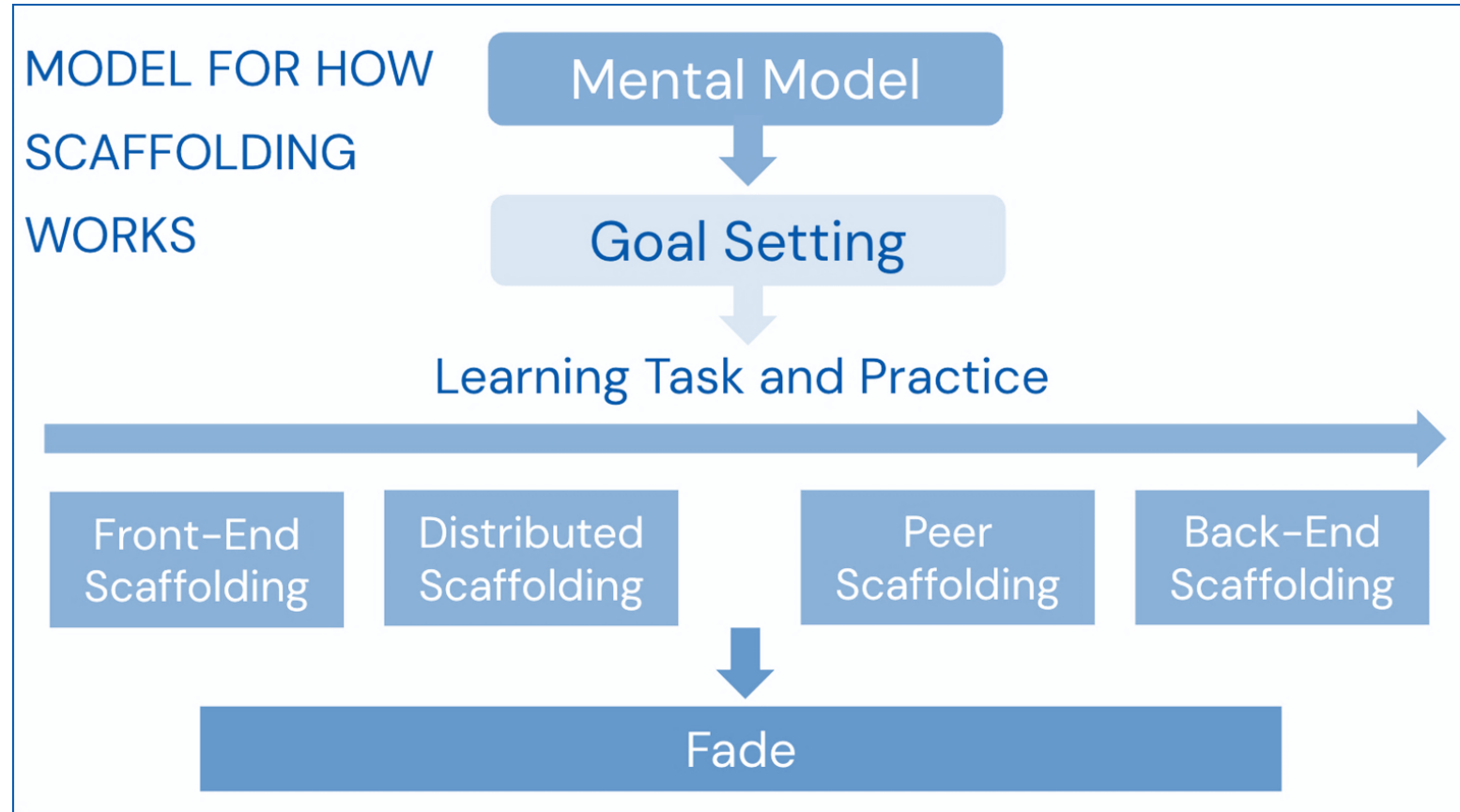
- Chunk content
- Gradual release model
- Fades over time

Why it's important:

Address several areas of learning difficulty, including

- Attention problems
- Working memory deficits
- Poorly organized knowledge

Scaffolding Model



Fisher, 2024

Scaffolding Prompts



Archer & Hughes, 2011

Types of prompts

- Prompt physically
- Prompt visually
- Prompt verbally

Levels of prompts

- Tell them what to do
- Ask them what to do
- Remind them what to do

Scaffolding Considerations

Support system or structure allowing students to access content

Support system or structure allowing students to move forward with the task at hand

Preplan for scaffolding by anticipating common errors and misconceptions and address them in the lesson

Scaffolds are meant to be removed

Scaffolding Examples

Acquisition

- Modeling & Think Aloud
- Worked examples & visual aids
- Pre-teach vocabulary & background knowledge
- Sufficient guided practice

Fluency

- Frequent opportunities for drill and practice
- Increased opportunities to respond
- Provide sentence starters or frames

Scaffolding Examples, cont.

Generalization

- Address common errors and misconceptions
- Make connections to prior knowledge
- Use verbal prompts
- Sufficient varied practice

Adaptation

- Sufficient practice with increasing levels of complexity
- Simulations
- Self regulation scaffolds



Activity 3.1

- In my world...
 - Consider your individual context and the groups that you serve
 - What types of scaffolds make sense?
 - Type into the chat: In my world, this could look like...
 - Read and react to other responses

Differentiation: What

- What does this student need at this moment in order to be able to progress with this key content, and what do I need to do to make that happen?
 - Content
 - Process
 - Product
 - Learning Environment
- Where teachers modify their lessons to accommodate each child's unique needs, including prior knowledge and skills, interests, and classroom behavior

Tomlinson, 1999

Differentiation: How and Why



How its done:

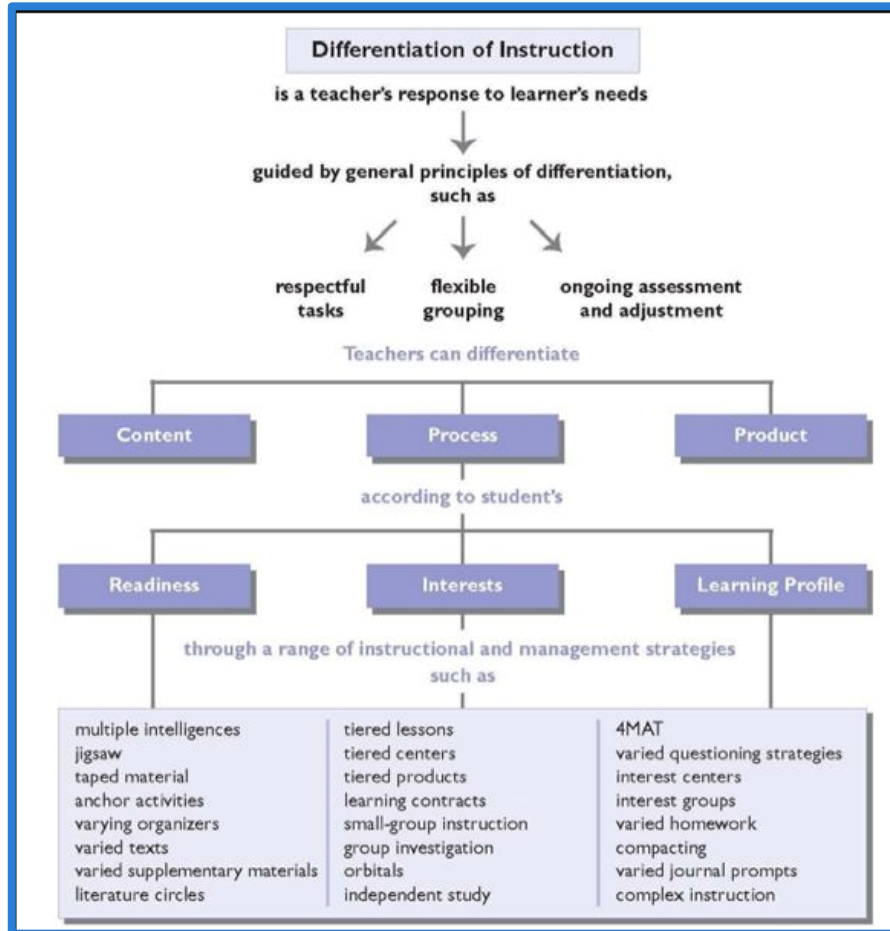
- Vary learning materials
- Adjust depth of knowledge
- Offer flexible pacing
- Vary instructional approaches
- Open-ended projects



Why it's important:

Accommodates for diverse learners, boosts engagement and motivation

Differentiation Model



Tomlinson, 1999

- Teacher's responses to learners needs
 - Guided by general principles of differentiation
 - Respectful tasks, flexible grouping, and ongoing assessment and adjustment
 - Teacher can differentiate
 - Content, process, or product
 - According to students
 - Readiness, interests, learning profile

Differentiation Examples

- Differentiate by instructional hierarchy
 - Modify content, process, or product depending on instructional stage
- Structured partnerships
 - Partner A task, Partner B task can differentiate by content, process, or product
- Pre-select certain students for specific questions
 - Intentionally plan for students who may need additional support by asking them supportive or enrichment questions

Differentiation within Whole Group

- Choice in process or product
- Questioning techniques
 - Vary questions depending on student needs
 - Ensure adequate wait time
- Provide scaffolds
- Pre-teach a small group
- Intentionally assign seat

Differentiation Considerations

- Not individualized instruction
- Requires planning
- Rooted in assessment
- Flexible grouping
- Different times and different ways to attain the success criteria

Tomlinson & Imbeau, 2010

Activity 3.2

- Barrier and Bridge
 - Consider what barriers there might be to successful implementation
 - What bridge(s) could help
 - Type into the chat: One barrier I see to differentiation is _____, and one bridge that could help is _____.
 - Read and react to other comments

Scaffolding and Differentiation Similarities

- Occur during whole group or small group
- Support the identified learning target or objective
- Recognize needs of diverse learners
- High effect sizes
 - Scaffolding 0.82
 - Small Group Learning 0.49

Hattie, 2009

Scaffolding and Differentiation Differences

Scaffolding

- Helping students achieved a specified learning goal
- Temporary, structured support that is gradually removed
- Examples
 - Graphic organizer, checklists, sentence stems, worked examples, strategic questioning

Differentiation

- Tailoring instruction to meet varied needs
- Adjusting content, process, product, or learning environment based on student readiness
- Examples
 - Different versions of a worksheet, adjusting pace of instruction

Activity 3.3

- Because, But, So...
 - Complete the following sentence stems
 - Scaffolding and differentiation should be a part of high-quality tier 1 instruction because...
 - Scaffolding and differentiation should be a part of high-quality tier 1 instruction, but...
 - Scaffolding and differentiation should be a part of high-quality tier 1 instruction, so...
 - Pick one to send in the chat
 - Read and react to other comments

4.0 Grouping Methods

Grouping Strategies Within Tier 1 Instruction

- Whole group instruction followed by small group strategy instruction
 - Grade level instruction during whole group with scaffolds
 - Differentiated instruction during small group by content following your scope and sequence
 - To support targeted needs
 - Pre-teach or re-teach grade level content
 - Additional scaffolds in place as needed

Grouping Strategies Within Tier 1 Instruction, cont.

- Small group instruction for all students based on data
 - Students grouped by next instructional need on the scope and sequence
 - Adjust pacing for students who need acceleration
 - “Walk to Read” model
- Small group instruction for all students based on interest
 - Book clubs or choice small group discussion
 - Additional scaffolds in place as needed

Activity 4.1

- When you group students for Tier 1 reading instruction, what's your default method?
 - Whole group
 - Small group
- What are the current benefits and limitations of that approach?
- Type into the chat: My default grouping method is _____. One benefit is _____. However, a limitation is _____.
- Read and react to other comments

Grouping Considerations

- Data
- Class size
- Time spent with teacher in instruction
- Teacher supports
- Management
- Independent practice opportunities

Smith, Amendum, & Williams, 2022

Data

- Curriculum based assessments
- Screening and diagnostic data
 - Decoding
 - Fluency
- Progress monitoring data
 - Every 3 - 6 weeks
- Professional observation
 - Behaviors

Class-Wide Intervention

- Find the class median
- If the median is below the criterion, you have a class-wide need
- If the median is okay, but there are over 7 students below benchmark, consider class-wide intervention

Class Size & Time Available

Class Size

- Size of groups
- Number of small groups in a day

Time Available

- Instructional time
 - 90 minutes
 - 120 – 180 minutes
- Transition time
- Student time with teacher

Will you see every student, everyday?

Available Teacher Supports

- Additional staff
 - Grade level teams
 - Paraprofessionals
 - Specials teachers
- Resources and materials
 - Teacher and student resources
- Planning time
 - Dedicated time to plan for multiple groups

What does the Research Say?

- Small group differentiation is effective for word-level skills and writing (Puzio et al. 2020)
 - Constrained vs. Unconstrained skills
- Small group supplemental or intervention is effective (Reis et al., 2011)
- Small groups “were not superior to whole class” teaching (Kamil & Rausher, 1990)
- Research simply doesn’t find small group teaching to be especially powerful or consistent (Shannahan, 2025)

Activity 4.2

- Postcard from the Future
- Imagine it is 3 months from now. You've refined your grouping strategies for Tier 1 instruction, and they're working beautifully. Write a postcard back to your current self describing what's happening in your classroom.
 - My students are grouped by....
 - I notice students are...
 - I've included these supports...
 - What's most different from before is...
- Select one sentence to share in the chat
- Read and react to other responses

5.0 Independent Practice

Drill and Skill... Drill and Thrill

- Reinforces the basic skills needed to learn more advanced skills
 - Proficiency
 - Fluency
 - Automaticity
- Protects against forgetting
 - Retention and maintenance
- Improves transfer

Archer & Hughes, 2011

Purposes of Practice

- To gain minimum **competency** on a **skill**
- To **improve** and gain **proficiency** on a skill
- To gain **automaticity** on foundation skills **needed** for **higher order** skills
- To **protect** against **forgetting**
- To improve **transfer** of **skills**

Archer & Hughes, 2011

Initial vs. Independent Practice

Initial Practice

- Occurs under the watchful eye of the teacher
- Provides numerous practice opportunities within the teacher-directed lesson to build accuracy
- Provide immediate feedback after each item

Independent Practice

- Extensive monitoring is no longer needed
- Initial acquisition levels are met
 - 85% accuracy
 - 90-95% accuracy full independence
- Delayed feedback is sufficient

Instructional Hierarchy & Practice Opportunities

1. Acquisition

- Explicit Instruction
- Skill Practice
- Immediate Feedback

2. Fluency/ Proficiency

- Instruction on building proficiency and competency
- Repeated retrieval practice
- Feedback on meeting fluency criteria

Instructional Hierarchy & Practice Opportunities, cont.

3. Generalization

- Instruction in new/novel settings
- Spaced and retrieval practice
- Feedback on using skill proficiently in novel setting.

4. Adaptation

- Identify core features of the skill and modifying to fit in new settings
- Provide feedback on trying different variations or adaptations to the skill

Practice Essentials

1. Match the **task** to the **skill**
2. Control for other **skill demands**
3. Provide **clear**, concise **directions**
4. Provide **prompts** or **worked examples**
5. Consider **time to complete** the **task**

Archer & Hughes, 2011

Activity 5.1

- Complete the summary sentence about practice. It is not necessary to use all the question words. Respond only to the ones that are relevant.
 - Who/What? Practice
 - (did/will do) What?
 - When?
 - Where?
 - Why?
 - How?
- Share your summary sentence in the chat

Planning for Practice Guidelines 1-5

1. Explicitly teach content
 - I do, We do, You do
2. Determine critical content
 - Will this be used again and again, now and in the future?
3. Establish purpose of practice
4. Match the task to the content and learning objective
5. Require overt responses
 - Say, Write, Do

Archer & Hughes, 2011

Planning for Practice Guidelines 6-9

6. Establish that students can complete the task independently
 - 90-95% accuracy before independent practice
7. Communicate the goal and rationale
8. Provide clear directions
9. Clarify- Introduce the task
 - Model
 - Guide students in completion of select items

Archer & Hughes, 2011

Planning for Practice Guidelines 10-14

10. Verify Understanding

11. Monitor

12. Immediate feedback

13. Assignment feedback

14. Adjust based on student performance

- Amount of practice/ instruction
- Type of practice/instruction

Archer & Hughes, 2011



Activity 5.2

- Individual reflection and action plan
 - What planning guidelines will you prioritize?
 - How will you do that?
 - When do you plan to start?
- Be prepared to share in the chat
- Read and react to other responses

6.0 Closing

Closing Review

1. Explain the purposes of scaffolding and differentiation within Tier 1 instruction
2. Evaluate and select appropriate instructional grouping methods for Tier 1 instruction
3. Design independent practice activities



Activity 6.1

- Go back into your note catcher and reflect
 - Key words or phrases
 - Questions
 - Examples/Application
- Place any lingering questions in the chat
- Share your biggest a-ha's or key takeaways

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