



Multi-Tiered System of Supports (MTSS) Essential Components

2026-2027

mimtsstac.org

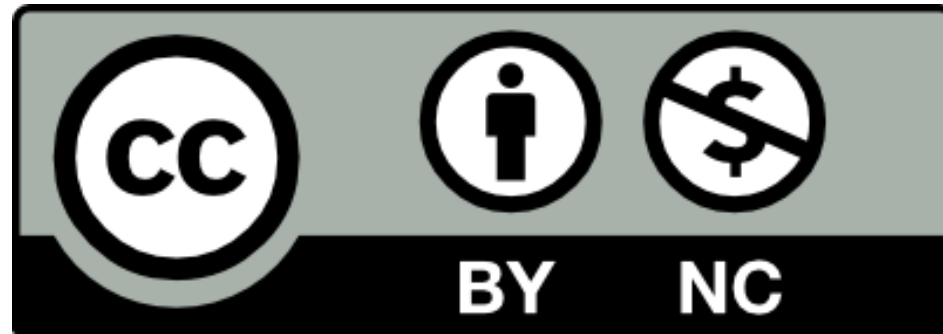


Acknowledgments

The content for this training day was developed based on the work of:

- Michigan Department of Education (MDE) Multi-Tiered System of Supports (MTSS) Practice Profile

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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
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Evaluation

- 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

Evaluation Questions

Thank you for participating in today's session, hosted by the MiMTSS Technical Assistance Center. This feedback survey should take less than 5 minutes to complete. We would like to understand your experience as a learner to ensure that professional learning sessions are relevant, high quality, useful, and promote equity. Results will be used to make improvements to professional learning and for reporting to TA Center funders and partners.

The session was of high quality.

Comment

The session was relevant to my current work.

Comment

I intend to use what I learned in this session in my work.

Comment

The session provided opportunities for active engagement, including opportunities to respond (e.g., chat, polls, practice, etc.), interact with others (e.g., discussion, breakout rooms), and make connections to my context (e.g., time for reflection, processing, planning).

Comment

Images, examples, stories, and wording represent the diversity and strengths of learners and educators in Michigan.

Comment

Purpose

Strengthen understanding of the MDE MTSS Practice Profile and the five essential components of MTSS, focusing on district structures, processes, and supports that drive implementation in schools.

Intended Outcomes

- Describe the MDE MTSS Essential Components and their role in effective implementation
- Identify strengths and gaps within your current MTSS system
- Analyze common implementation challenges using district scenarios
- Determine high leverage next steps to strengthen systems and supports
- Apply an MTSS continuous improvement mindset within your local context

Agenda

1.0 MTSS Overview

2.0 Team Based Leadership

3.0 Tiered Delivery System

4.0 Selection & Implementation of Instruction Interventions and Supports

5.0 Comprehensive Screening and Assessment System

6.0 Continuous Data-Based Decision Making

7.0 Next Steps and Wrap Up



Activity 0.1

Stand if...

- Stand if you work at the district or ISD level
- Stand if you currently serve on or support an MTSS leadership team
- Stand if you support more than one building
- Stand if you have been involved in MTSS, PBIS, or school improvement work for 5 years or more
- Stand if part of your role includes helping others implement practices; not just understanding them
- Stand if you've ever felt unsure who had decision-making authority during implementation



Activity 0.2

Poll: Rate your current knowledge and implementation experience with MTSS

- 3= Strong understanding and implementation experience
- 2= Understand MTSS concepts with limited implementation experience
- 1= Basic understanding of MTSS concepts
- 0= New to learning about MTSS

1.0 MTSS Overview

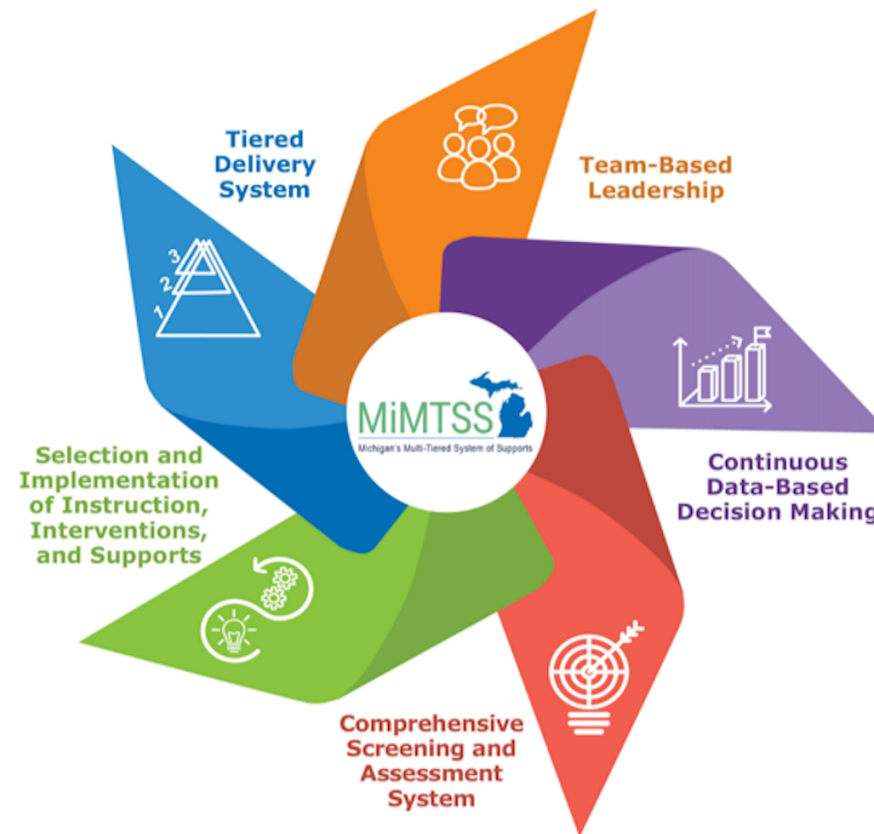


Activity 1.1

Review: MTSS Definition

- MTSS is a comprehensive f_____.
- It organizes supports to meet learner n_____ and s_____.
- It depends on effective e_____-b_____ p_____, programs, and assessments encompassed within the framework.

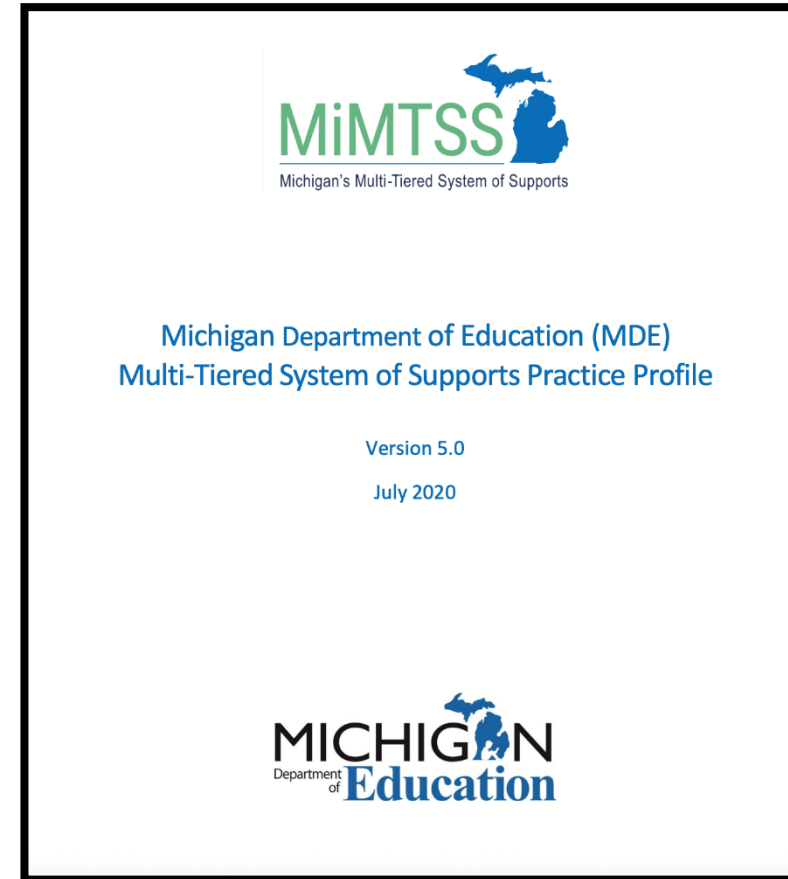
Review: The 5 Essential Components of MTSS



Practice Profile

Michigan's Definition

- Expected
- Developmental
- Unacceptable Use





Activity 1.1

- 4 Corners – MTSS Implementation
 - **Exploration**- Considering, Assessing, Deciding, Planning, Fit
 - **Installation**- Preparing, Building, Training, Structuring, Resourcing
 - **Initial Implementation**- Trying, Learning, Adjusting, Problem-solving, Inconsistent
 - **Full Implementation**- Consistent, Sustained, Embedded, Effective, Improving
- Go to the corner that best reflects your current level of MTSS implementation
- Once at your corner, pair share why you chose that corner and what you hope to get out of this training

2.0 MDE MTSS Practice Profile: Team-Based Leadership

Why Leadership Comes First

We don't fix student outcomes by fixing students.
We fix the adult systems around them.

What is Team-Based Leadership?

- Coordinating MTSS
 - Aligning systems, teams, and initiatives across the district to ensure coherence
- Allocating Resources
 - Distributing time, staff, and funding to support priorities and implementation
- Solving Implementation Barriers
 - Identifying and removing obstacles that prevent effective implementation

Leadership Aligns Resources

- Time
 - Protected time for collaboration and data use (meeting times for all levels, intervention blocks, coaching time, professional learning time)
- People
 - Clearly defined roles to support implementation (district MTSS coordinator, building principals, instructional coaches for behavior and academics, data coordinator, team facilitators, Interventionists)
- Funding
 - Resources aligned to priorities (coaching positions, professional learning, curriculum and intervention materials, assessment tools and data, substitute coverage/stipends, time related costs)

Executive Leadership Matters

- **Authority:** Sets direction and makes decisions about what to prioritize, align, and stop
- **Time:** Protects time for teams to collaborate, communicates urgency, authorizes schedules and calendars, keeps MTSS visible amongst other competing initiatives
- **People:** Assigns authority, selects strong leaders, clarifies accountability, ensures the right people are at the table
- **Funding:** Approves investments, sustains priorities over time, reallocates resources when needed, signals commitment through budget choices, aligns financial resources to support priorities (training, coaching, materials)

District Implementation Team (DIT) Builds Infrastructure

- Defines systems and structures
 - Teams, roles, and decision-making processes
- Creates clarity across the system
 - Clear expectations and consistent communication
- Builds capacity for implementation
 - Training, coaching, and ongoing support
- Uses data for continuous improvement
 - Guides decisions and system adjustments

District vs. School Roles

District Team

- Infrastructure
- Alignment
- Resource Decisions
- Challenge Removal

School Team

- Enactment
- Implementation
- Practice Delivery

Activity 2.1

- On your chart paper create 3 columns
 - Staff Needs- What do adults need to implement well?
 - Leadership Actions- Leadership action that ensures this?
 - District or School- What level does this fit?
- Tables brainstorm and fill in 4–5 rows.

Example:

Needs	Leadership Actions	District or School
Clear priorities and focus	Establish and communicate MTSS priorities	District
Protected time to collaborate	Build a master schedule to include team meeting time	School



Activity 2.2

Team-Based Leadership

In your table group read pages 1-2 of the District Scenario Activity and discuss:

- What strengths does the district already have that can support MTSS Implementation?
- What is missing?
- What appears to be misaligned?
- What would you stop doing?
- What would you recommend the District Team start, strengthen, or prioritize?



Activity 2.3

Reflection:

- Independently think about your teams across the cascade (.i.e., District Level, School Level Team, Grade Level Team, Department Teams).
- What are some things that your district is doing well regarding teams?
- What is a leadership gap in your context?
- Share out with your table group and be prepared to share an idea with the whole group.

3.0 MDE MTSS Practice Profile: Tiered Delivery System



Activity 3.1

When you think of a tiered delivery system, what words come to mind? Write these words on a sticky note.

- Take turns sharing out your words at your table group.

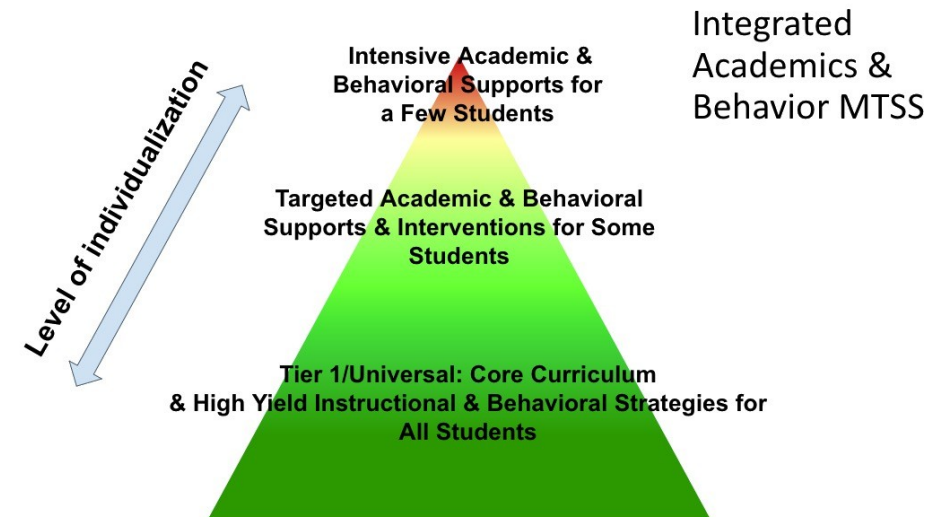
Tiered Delivery System: Definition

- A responsive framework that provides research-based instruction, interventions, and supports intended to meet the needs and assets of the whole child. Based on an aligned curriculum, the instructional practices, interventions and supports are organized along a continuum to meet the needs of each and every learner. Tiers are intended to be layered with intensification of supports matched to learner need

(MDE, 2020)

Tiers Defined

- **Tier 1:** universal instruction and differentiation to meet the needs of all learners
- **Tier 2:** an intervention platform intended for some learners who require support or extension beyond tier 1
- **Tier 3:** intense individual interventions, building on Tier 1 instruction and Tier 2 intervention, for learners with highly accelerated, or severe and persistently challenged, academic and/or non-academic needs



Common Misunderstandings

- Tiers are not locations
- Special Education (staff, students, instruction) is excluded
- Tiers are always separate curriculum
- Tiers don't involve intensification

Tiered Delivery System Expected Use

- Aligned continuum of supports (Tiers 1, 2, 3)
 - Universal, targeted, and intensive supports layered based on learner need
- Common definitions across the district
 - Shared understanding of data, systems, and practices in all schools
- Equitable access for learners
 - Students receive supports based on need, not school or staffing
- Clear process for access
 - Defined entry, progress monitoring, and exit procedures

(MDE, 2020)

What Strong Districts Ensure

- Tier 1 is strong in every building
- Tier 2 and Tier 3 build from Tier 1
- Staff know how to differentiate instruction
- Supports are consistent across schools
- Resources are aligned to learner needs
- Teams regularly review effectiveness

(MDE, 2020)



Activity 3.2

Who Owns What?

At your table:

- Sort each card into one of three columns:
 - District
 - School (Building)
 - Unacceptable Use
- Be ready to explain your thinking
- Identify 1-2 cards your group debated most



Activity 3.3

Tiered Delivery System

In your table group read page 3 of the District Scenario Activity and discuss:

- What strengths do you notice in the district's current system?
- Where do you see inconsistencies across schools?
- What barriers are preventing a consistent tiered delivery system?
- What recommendations would you make to improve districtwide consistency?



Activity 3.4

At your table group, discuss:

- What examples of a tiered delivery system exist in your school, district, or the districts that you support?
- What are some areas of strength?
- What are some areas that could be enhanced?

4.0 MDE MTSS Practice Profile: Selection and Implementation of Instruction Interventions and Supports

Why Does the Selection and Review Process Matter?

Have any of you experienced any of the following in your district?

- Too many initiatives
- Not enough student level impact
- Staff overwhelmed
- Priorities are unclear
- Programs, practices, and initiatives that come and go



Poll

Based on your current knowledge, does your district/school have a selection and alignment process already in place?

1. Fully implemented- developed process well known and used by all staff
2. Partially implemented- developed process but only known and used by a few staff
3. Planned but not implemented- developed process but not used
4. Not in place- process is not developed



Activity 4.1

Turn and Talk:

How many initiatives does your district currently support?

1. 5 plus
2. 10 plus
3. Too many to count

Reflect as a table group:

If you ask principals, teachers, and families what the district priorities are? Would the answer be the same as yours?

Initiative Inventory Process- Purpose

To improve student outcomes, educators need to know what to do, how to do it, and it is worth doing, so they can use practices as intended to effectively support students.

(National Implementation Research Network, AI HUB)

Initiative Inventory- Benefits

- Understand what initiatives are being used by staff
- Provide clarity of the purpose of existing initiatives and instructional approaches used
- Determine if initiatives and innovations have redundancies and/or will compete for resources
- Develop buy-in (consensus)
- Make selection and de-selection decisions

Alignment Purpose

- Avoid duplication
- Ensure coherence
- Identify gaps

Academic and behavior systems should reinforce each other.
Alignment leads to system coherence.

Alignment questions

Alignment happens after you complete your Initiative Inventory. The following questions should guide your next steps.

- Are there any gaps in our supports?
- Do we have redundancy in the types of supports that we offer?
- Can we combine any of our initiatives or practices?
- Is there any conflict or misalignment with some of the initiatives or practices that we offer?

Resource Allocation

Put resources behind priorities

- Time
- Training
- Coaching
- Materials

Selection & Alignment Process Definition

Instructional practices, interventions and supports are chosen because there is evidence that indicates expected success for the identified need. The selection and alignment process considers a whole child approach, the population of learner(s) being served, and alignment with the district's existing philosophy, programs, and initiatives. Selection also considers the resources and capacity needed to support MTSS implementation with fidelity.

(MDE MTSS Practice Profile)

Selection and Review Process - Benefits

- Increased confidence in the following:
 - Initiatives, programs, practices, and assessments are the best available
 - District has a full understanding of the resources needed to successfully use the selected initiatives and innovations
 - District has the capacity to support and sustain use of innovations as intended (e.g., training, coaching)
 - Decisions that resulted in not selecting an innovation or de-selecting the use of an existing innovation were the result of a thorough analysis of critical factors



Activity 4.2

Selection, Alignment, and Review Process

In your table group read page 4 of the District Scenario Activity and discuss:

- What strengths do you notice in the district's current approach?
- What challenges are contributing to initiative overload?
- What systems or processes are missing?
- What would you recommend the District Implementation Team do first?
- How could the district improve its process for selecting, aligning, implementing, reviewing, and retiring initiatives?



Activity 4.3

At your table discuss the following questions:

- How does your organization select and deselect initiatives?
- Are staff clear on the initiatives your organization has prioritized?
- Are they able to implement these without feeling overextended?
- If your district does not have these processes in place how would you benefit from having the processes in place?

5.0 MDE MTSS Practice Profile: Comprehensive Screening and Assessment

Common Challenges with Data

How many of you feel data is underused or overwhelming?

- Schools/Districts collect more data than they use
- Staff are unclear what data to use
- Data meetings feel unproductive

What is a Comprehensive Assessment System?

- A coordinated system of multiple assessments and measures
- Supports decisions for all learners
- Includes student outcome **and** system data
- Helps improve instruction, intervention, and supports

What types of data are included?

- Universal Screening
- Progress Monitoring
- Summative
- Fidelity/ Capacity

Why it Matters

Without a system:

- Too many assessments
- Unclear purpose
- Data overload
- Decisions based on hunches
- Low impact on practice

With a system:

- Clear decisions
- Efficient data use
- Better supports for learners
- Continuous improvement

What Strong Districts Do

- Core Expected Use in Practice
 - Define the purpose of each assessment
 - Remove duplication
 - Use common schedules/windows
 - Train staff to administer and interpret data
 - Inform families about assessments
 - Include fidelity and capacity data
 - Use results to improve supports



Activity 5.1

Comprehensive Assessment System

In your table group read page 5 of the District Scenario Activity and discuss:

- What strengths do you notice in the district's current assessment system?
- What challenges or inefficiencies do you see?
- What important information is missing?
- What additional types of data would help district leaders make better decisions?
- How could the district develop a more comprehensive assessment system that better supports continuous improvement?



Activity 5.2

- Rate your current system:

1= Not Yet / 5= Strong

- We know why each assessment exists
 - Staff use data effectively
 - We collect fidelity/system data
 - Our meetings lead to action
- Discuss with your table group your different ratings and what are some next steps to take to improve.

6.0 MDE MTSS Practice Profile: Continuous Data Based Decision Making

Selection and Deselection

A formal decision-making process

Must include:

- Evidence
- Need
- Fit
- Capacity
- Usability
- Supports Required

Continuous Data Based Decision Making (CDBDM)- What is it?

- Uses relevant student and systems data
- Regularly analyzes needs and evaluates effectiveness
- Guides planning and next steps for improvement
- Uses accurate, timely, and reliable data
- Operates through ongoing improvement cycles
- Includes clearly defined roles and responsibilities

From Systems to Student Outcomes

- Need to apply MTSS to a specific content area (e.g., reading, behavior)
- Screening and Assessment Systems will match the content area MTSS is applied to (e.g., Curriculum Based Measure for Reading, Social/Emotional/Behavioral Screener for Behavior)
- Only when it is informing interactions between teachers and students will outcomes change as a result

Types of data

You need all 4:

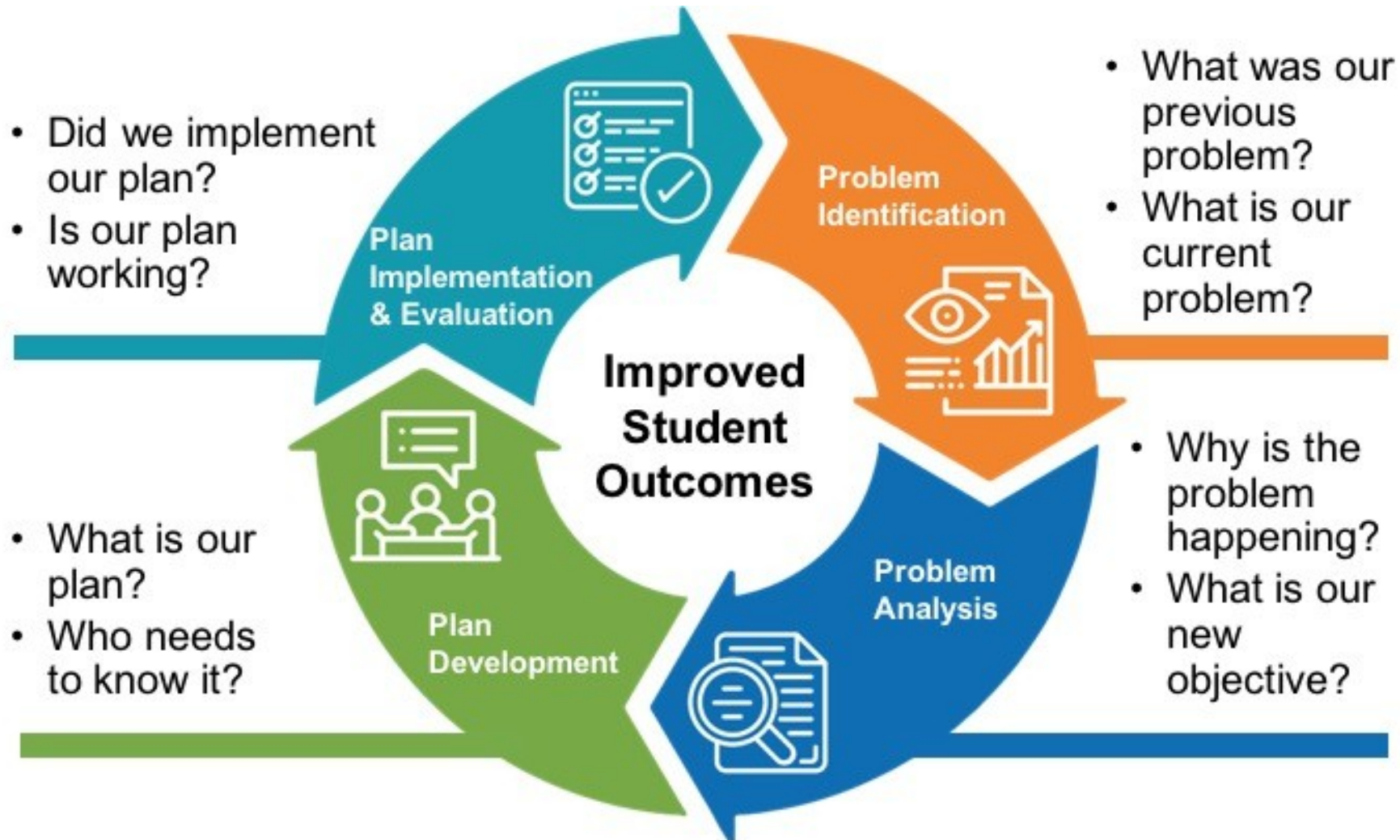
- Capacity – Do we have the ability?
- Fidelity- Are we doing it right?
- Scale- How broadly is it happening?
- Impact- Is it working?



Activity 6.1

- Join the Mentimeter
- Which type of data is this? Match the data to the correct data type

Problem Solving Process





Activity 6.2

Where do you get stuck? 4 corners activity

- Choose:
 - Data Collection
 - Analysis
 - Action Planning
 - Follow Through
- In your group: Define what getting stuck looks like, share a challenge, and brainstorm strategies to move forward.

- Complete the following sentence as a group;

Teams often get stuck here because_____. One thing we recommend is_____.

Big Ideas: Data Collection and Use

Assessment System

- Ensures that valid and reliable assessments are selected
- Provides guidance for data collection: who, how, and when
- Allocates resources to assess professional learning

Data Based Decision Making

- Review data 3x per year
- Analyze multiple data sources, including: capacity, fidelity, scale/reach, and impact data
- Engage in continuous improvement process activities

Data Systems

- Efficient Collection- collect only what is needed
- Easy Access- staff can quickly find usable data
- Clear Protocols- shared expectations for who reviews what, when and why
- Reliable Tools- dashboards, reports, and systems people trust



Activity 6.3

Comprehensive Data-Based Decision Making

In your table group read page 6 of the District Scenario Activity and discuss:

- What strengths do you notice in the district's current decision-making process?
 - What barriers are preventing effective data-based decision making?
 - What additional information or data should teams consider before making decisions?
 - How could the district improve the way teams analyze data and move from discussion to action?
 - What structures or protocols could help ensure decisions are implemented, monitored, and evaluated over time?
-

7.0 Next Steps and Wrap Up



Activity 7.1

- Pair share or table talk:
 - Consider the 5 Essential MTSS Components
 - Team Based Leadership
 - Tiered Delivery System
 - Selection and Review
 - Comprehensive Screening and Assessment
 - Continuous Data Based Decision Making
 - Which 1-2 components feel strongest in your district



Activity 7.2

If We Improved One Thing...

- What one MTSS component, if strengthened this year, would create the greatest impact?
- What is one realistic first step?
- What resources are needed?
- Who needs to know?

Closing Review

- MTSS is a framework – not a program
- The five Essential Components work together as a system
- District infrastructure creates the conditions for successful school implementation
- Data and fidelity drive continuous improvement

Universal MiMTSS TA Support Opportunities

References

Michigan Department of Education, (2020). Michigan Department of Education Multi-Tiered System of Supports Practice Profile vs 5.0, Lansing, Michigan.

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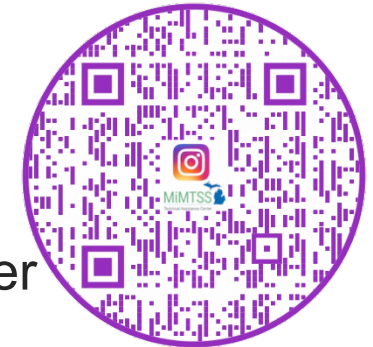
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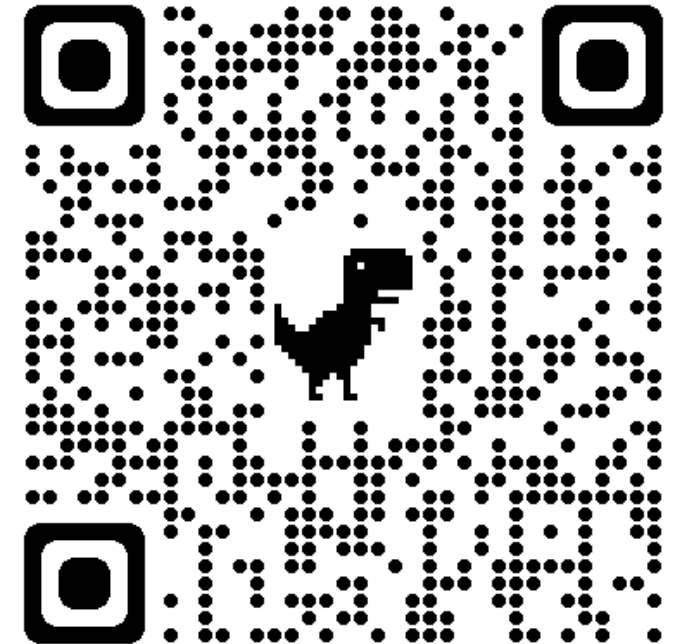


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SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback