



MTSS Essential Components

Tiered Delivery System

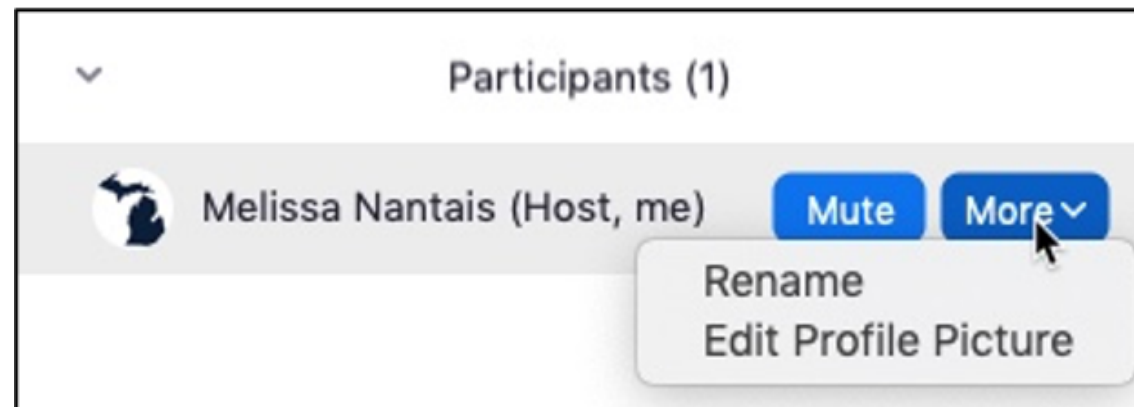
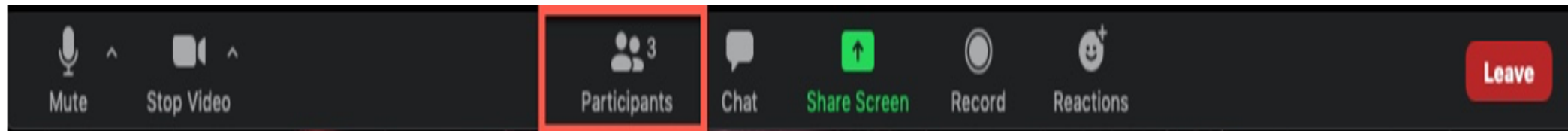
2023

mimtsstac.org



Zoom Attendance

- Click on Participants Icon
- Is your first and last name listed? If not, please click Rename and edit so we know who is here



Acknowledgments

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

- MDE's MTSS Practice Profile

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 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

Develop a common understanding and shared language around MTSS and how the five essential components can be applied at both the district and school levels

Intended Outcomes

- Describe a tiered delivery system applied to the district level
- Describe a tiered delivery system applied to the school level
- Identify next steps for your organization to implement a tiered delivery system

Agenda

- 1.0 MDE MTSS Practice Profile: Tiered Delivery System
- 2.0 Tiered Delivery System Applied to the District Level
- 3.0 Tiered Delivery System Applied to the School level
- 4.0 Next Steps

1.0 MDE MTSS Practice Profile

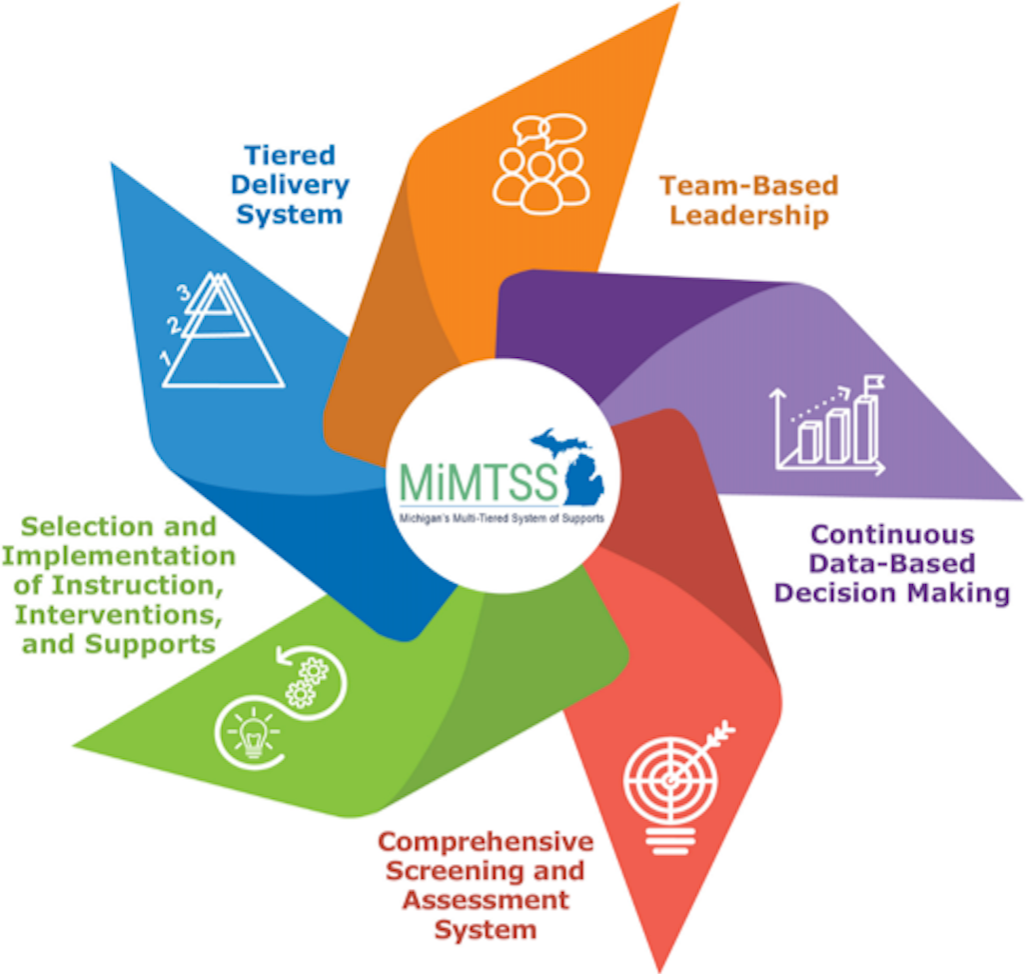
Tiered Delivery System



Activity 1.1

- Quick recap!
 - This is the second session of a four-part series.
 - The first session focused on team-based leadership
 - Independently consider, "What are one or two things I remember about team-based leadership?"
 - When I say, "Go," share that information in the chat

MDE MTSS Practice Profile



(MDE, 2020)



Activity 1.2

Consider: When you think of a tiered delivery system, what words come to mind?

- Enter your response into Mentimeter

In your small 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?

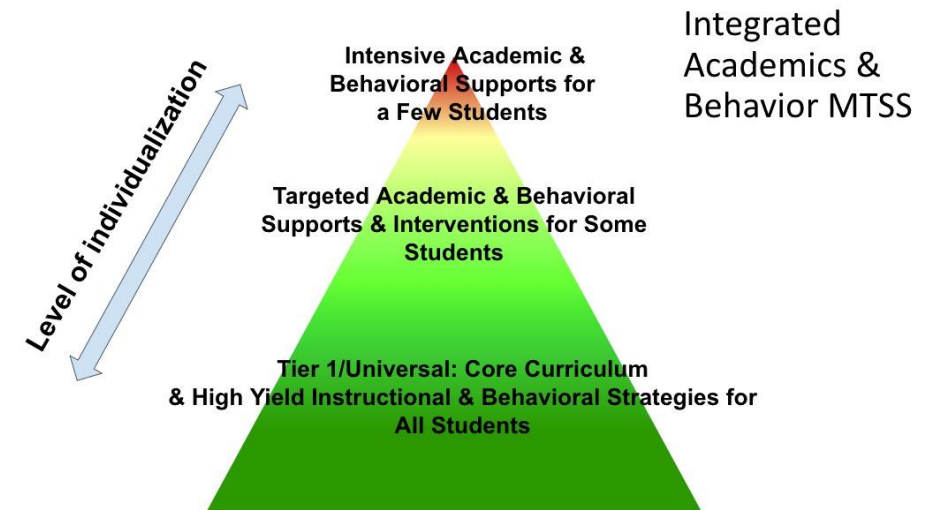
Tiered Delivery System: Definition

- 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.



(MDE, 2020)

Activity 1.3

- Consider: do these definitions align with how the tiers are described and incorporated at your school, district, or in the districts you support?
- Use Mentimeter to vote:
 - Yes, the definitions align perfectly
 - Kind of. It's close, or we use some of this terminology as described
 - Not at all, or we know the definitions, but they aren't implemented as described.

Tiered Delivery System Expected Use

- The district team:
 - Defines data, systems, and practices for all tiers and all schools within the district are aligned with the definitions
 - Equitably allocates resources to provide all students access to the tiered framework
 - Ensures that educators are provided guidance and direction on how to differentiate to meet student needs
 - Has developed and uses a process to provide learners with access to the tiered framework

(MDE, 2020)

Expected Use Continued

- The district team:
 - Ensures educators are provided with guidance on the intensification of interventions matched to learner needs
 - Ensures time and resources are allocated to support staff professional learning
 - Supports a process for schools/centers to engage families and caregivers as partners

(MDE, 2020)

Activity 1.4

- Scenario: A district is working to build a tiered delivery system. They are unclear on the role of the district in planning and support for the system versus the role of schools.
- Independently, using the expected use above, take three minutes to draft guidance to the district team about the role of the district in the development and use of a tiered delivery system.
- In small groups, share what you drafted.

2.0 Tiered Delivery System Applied to the District Level

Chippewa Hills School District



Chippewa Hills School District Level Work

- Application and readiness conversations with the MiMTSS TA Center
- Establish teaming structures (e.g., DIT, SLT, GLT, MDT)
- Review of systems and resources
- Develop Implementation Plan
- Selection of reading and SEBH curriculum
- Selection of elementary interventions and assessments

District Level Work Continued

- Staff professional learning plans
 - All staff, multidisciplinary team, interventionists, special educators, teachers
- Communication
- Addressing implementation challenges
- Data analysis



Activity 2.1

In your breakout room, consider:

- Where do you see components of the expected use for the tiered delivery system enacted in the work of the Chippewa Hills district team?



Break Time

- Go ahead and take a 10 minute break!

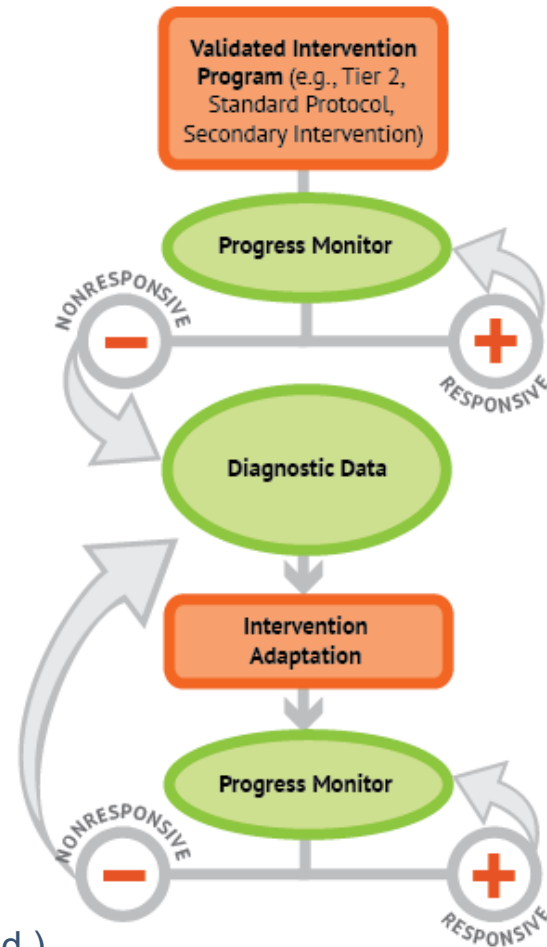
3.0 Tiered Delivery System Applied at the School Level

Universal Supports

Enact district decisions

- Assessments
- Curriculum (e.g., literacy, PBIS)
- Teaming structures
- Data analysis process
- Communicating challenges and successes

Advanced Tiers DBI Process



National Center on Intensive Intervention (n.d.)

Chippewa Hills MDT Tasks

- Increase access to interventions
- Place students in intervention groups
- Monitor the intervention system
- Decide when to intensify instruction
- Decide how to intensify instruction

Activity 3.1

- Think about the work of the Chippewa Hills elementary buildings MDTs and staff.
- Based on what you have learned so far about the role of the district in a tiered delivery system
 - What are some advantages of the district taking an active role in by providing guidance and ongoing support for its schools?
 - What challenges might you anticipate in absence of this support (e.g., each school approached this individually)?
 - Be prepared to share with the group!

School Level Fidelity Measure: Tiered Delivery System

- Reading Tiered Fidelity Inventory
 - Tier 1
 - Advanced Tiers
- SWPBIS Tiered Fidelity Inventory
 - Tier 1
 - Tier 2
 - Tier 3



[This Photo](#) by Unknown Author is licensed under [CC BY](#)



Activity 3.2

- Access the Elementary Reading TFI.
- In your breakout room, review the Tier 1 and Advanced Tiers items
- Consider
 - What components are present across tiers?
 - Which components are unique to a specific tier?

4.0 Next Steps

Next Steps

- Reflect on where your district is with a tiered delivery system.
 - What might be some next steps to strengthen what already exists?
 - Who might you communicate with?
- If you are from an ISD, how might you support your districts in strengthening their tiered delivery system?
- Take a minute to independently reflect and jot down next steps
- If you would like to see examples of any MTSS Essential Components, review the MTSS Drive Organization Example

Session 3 Agenda

- 1.0 MDE MTSS Practice Profile: Selection & Implementation of Instruction, Intervention & Supports
- 2.0 Selection & Implementation of Instruction, Intervention & Supports Applied to the District Level
- 3.0 Selection & Implementation of Instruction, Intervention & Supports Applied to the School level
- 4.0 Next Steps

References

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

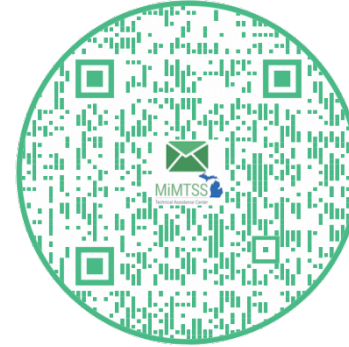
National Center on Intensive Intervention (n.d.). *What is Data-Based Individualization?* Retrieved from: <https://intensiveintervention.org/data-based-individualization>

Stay Connected to the MiMTSS TA Center- new QR



Facebook

- @MiMTSSSTACenter
- facebook.com/MiMTSSSTACenter
- #MiMTSS



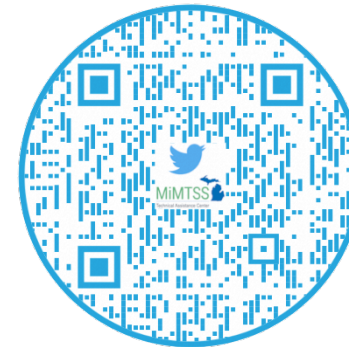
Listserv

- tinyurl.com/MiMTSSListserv
- TA Offerings, updates



YouTube

- @MiMTSSSTACenter
- youtube.com/@MiMTSSSTACenter
- Videos & Playlists



Twitter

- @MiMTSSSTACenter
- twitter.com/MiMTSSSTACenter
- #MiMTSS