



MTSS Essential Components

Tiered Delivery System

Courtney Buck

2025

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
- Michigan's MTSS Technical Assistance Center (MiMTSS TAC) district partner:
 - Chippewa Hills School District

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 MiMTSS TAC groups and partners

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

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

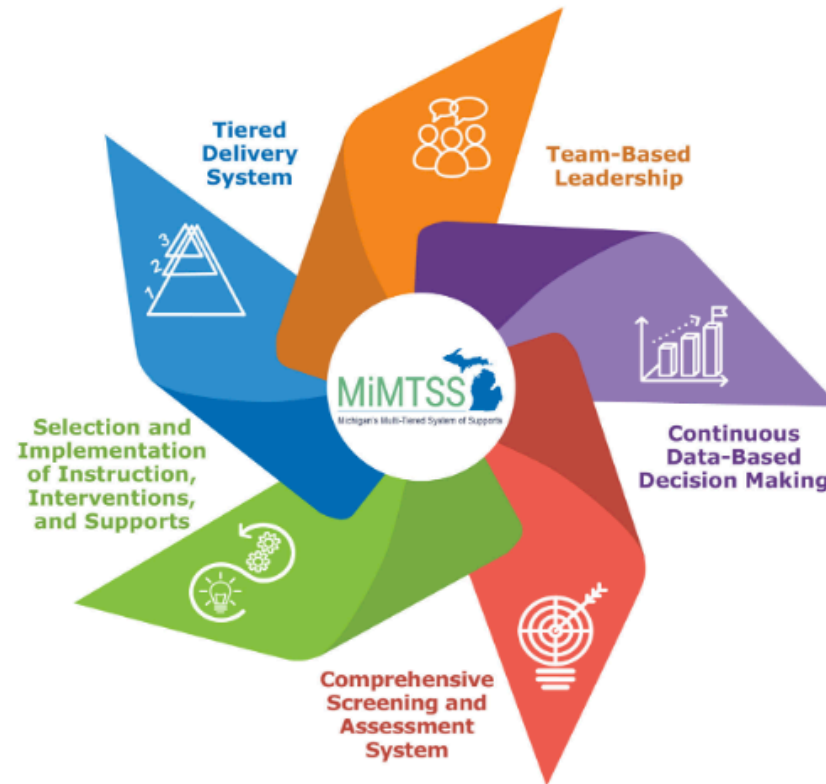
Tiered Delivery System



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?

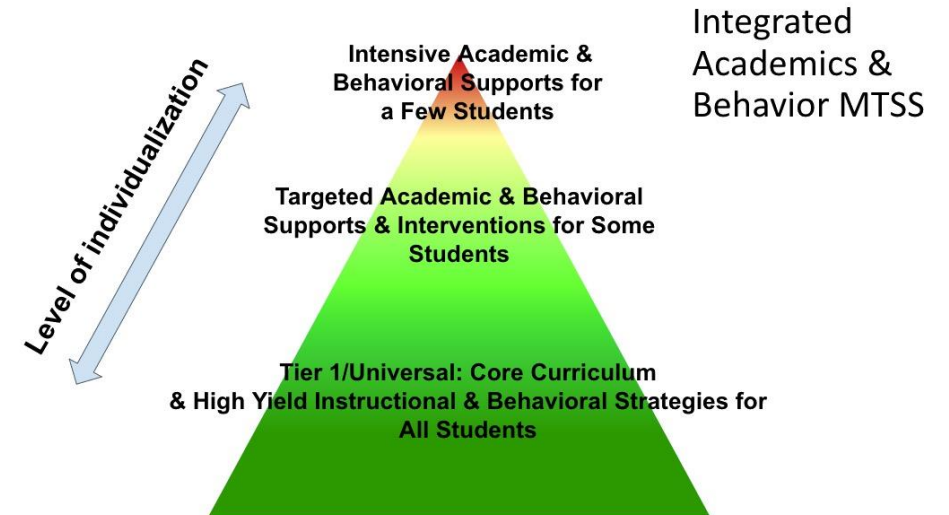
Tiered Delivery System: Definition

- 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



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

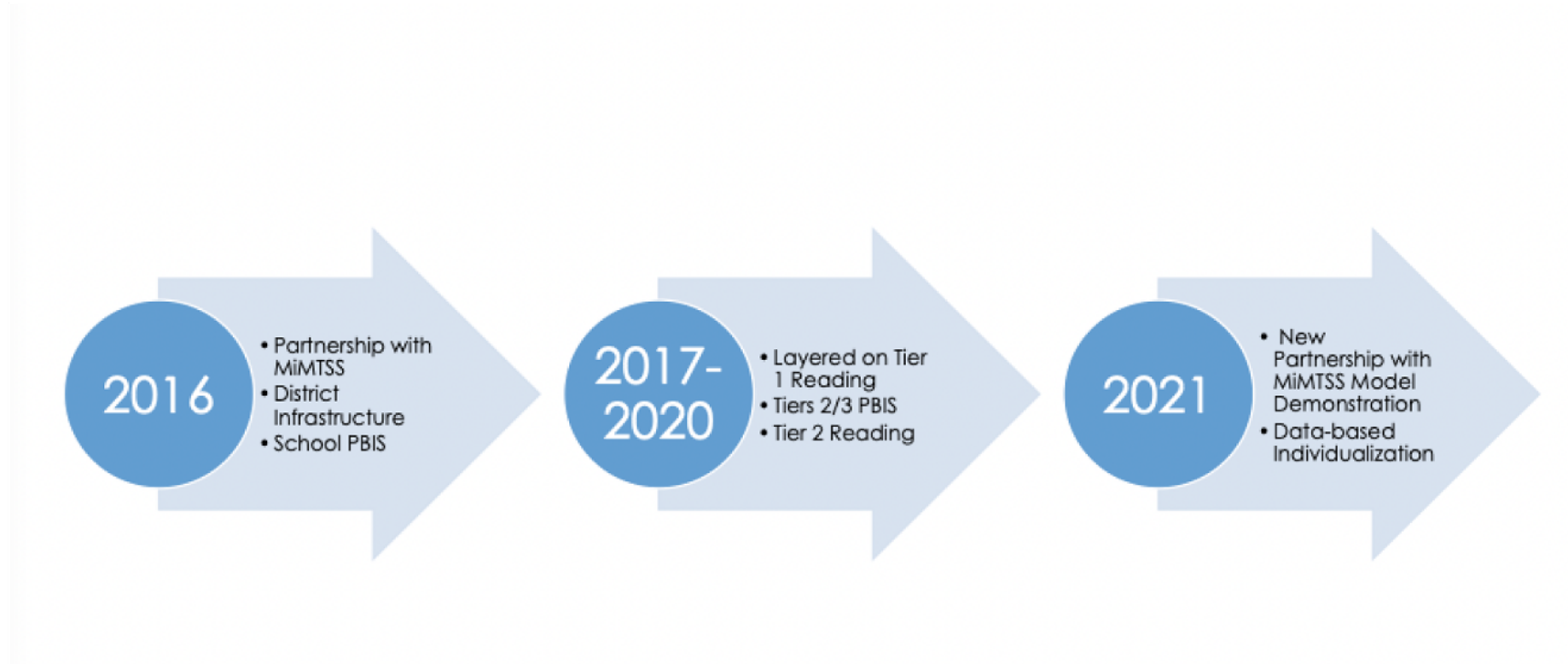
- Scenario: A district is working to build a tiered delivery system. They are unclear on the role of the district in planning and support for the system versus the role of schools
- Independently, using the expected use above, take three minutes to draft guidance to the district team about the role of 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 MTSS Focus Areas

- District Infrastructure
- Positive Behavior Interventions and Supports (PBIS)
- Literacy
- Data-based Individualization (DBI)

Chippewa Hills School District Timeline



Chippewa Hills School District Level Work

- Application and readiness conversations with the MiMTSS TAC
- Establish teaming structures (e.g., District Implementation Team, School Leadership Team, Multidisciplinary Team)
- Review of systems and resources
- Develop Implementation Plan
- Selection of reading and social-emotional behavioral health (SEBH) curriculum

District Level Work Continued

- Selection of elementary interventions and assessments
- 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?

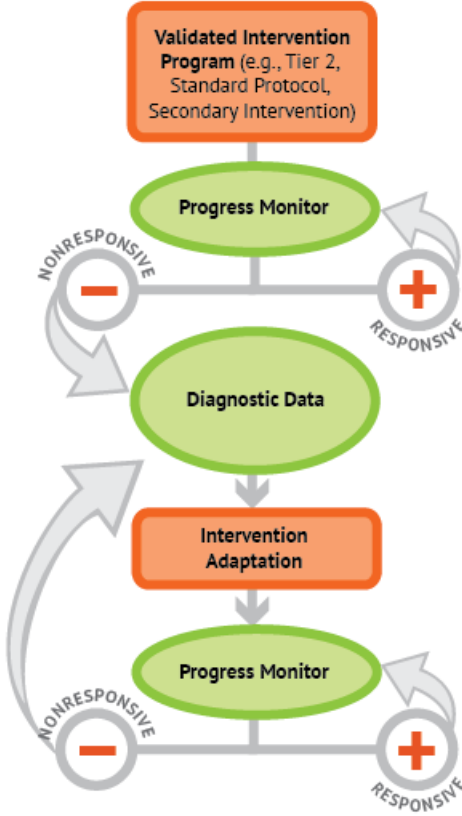
3.0 Tiered Delivery System Applied at the School Level

Universal Supports

Enact district decisions

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

Data Based Individualization Process



DBI Graphic: National Center for Intensive Intervention

Chippewa Hills Multidisciplinary Team (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 by providing guidance and ongoing support for its schools?
 - What challenges might you anticipate in the 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 (R-TFI)
 - Tier 1
 - Advanced Tiers
- School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI)
 - Tier 1
 - Tier 2
 - Tier 3



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

- If you are from a district, reflect on your district's tiered delivery system:
 - What might be some next steps to strengthen what already exists?
 - Who might you communicate with?
- If you are from a regional agency, how might you support districts to strengthen their tiered delivery system?
- Take a minute to independently reflect and jot down next steps
- 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.

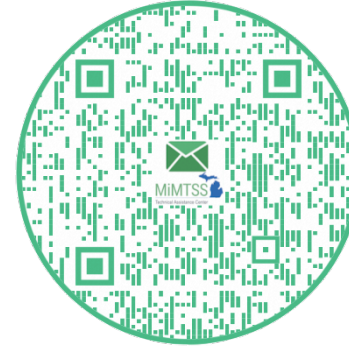
National Center on Intensive Intervention (n.d.). *What is Data-Based Individualization?* Retrieved from: <https://intensiveintervention.org/data-based-individualization>

Stay Connected to the MiMTSS TA Center- new QR



Facebook

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



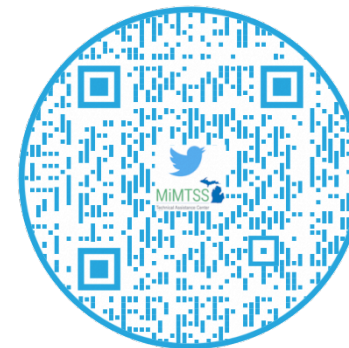
Listserv

- tinyurl.com/MiMTSSListserv
- TA Offerings, updates



YouTube

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



Twitter

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