



**Michigan Department of Education (MDE)
Practice Profile for Multi-Tiered System of Supports
Version 4.5**

May 2018





STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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May 2018

Dear Educator:

The Michigan Department of Education (MDE) is working hard to address the strategic plan to make Michigan a Top 10 Education State in 10 Years. A key strategy in this work involves the development of an effective and comprehensive Multi-Tiered System of Supports (MTSS). To best support the implementation of MTSS, it is essential to have a shared understanding of what it is.

Recently, a team comprised of educators, leaders, and researchers from Michigan schools, districts, intermediate school districts (ISDs), the MDE, and universities engaged in a systematic process to define MTSS. Specifically, a document called a Practice Profile was created that describes the MTSS philosophy, research base and the essential components necessary for implementation. Over a hundred individuals have contributed to creating MDE's MTSS Practice Profile by engaging in the activities of reviewing current legislation and policy documents, conducting a review of the research literature and other state's guidance, and/or participating in small group interviews.

It is important to note that the Practice Profile identifies the essential components crucial for accurate and successful implementation of MTSS: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; and Continuous Data-Based Decision-Making. The purpose of the MTSS practice profile is to guide the development of the supports and resources (e.g., professional learning, technical assistance) necessary to ensure that the essential components of MTSS are happening as intended. Meanwhile, it is also necessary to contextualize these essential features to fit the needs of the learners, staff and the capacity of the schools, LEAs and ISDs.

The MDE will work to provide resources and supports to further local MTSS efforts and ensure that educators have the needed skills and information to implement MTSS with integrity. As we assess the Practice Profile for its utility and effectiveness through usability testing, the MTSS Practice Profile will be continuously improved based on this data. Through such intentional and ongoing efforts for quality assurance we will continue to make gains towards becoming a Top 10 Education State in 10 Years.

You can download the MDE MTSS Practice Profile and supporting guidance from https://www.michigan.gov/mde/0,4615,7-140-28753_65803_86454---,00.html

Regards,

A handwritten signature in black ink, appearing to read "Sheila A. Alles".

Sheila A. Alles
Chief Deputy Superintendent

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- First listing of terms within the Glossary are bolded.

Introduction

The Michigan Department of Education (MDE) took steps to ensure that Multi-Tiered System of Supports is clearly defined. This was accomplished through the use of a research-based process to create a practice profile. Practice profiles are tools that can be used by educators and leaders to promote competency and confidence in the effective use of a practice or innovation. The MDE MTSS practice profile creates shared understanding and clearly defines standards or expectations for what MTSS looks like in practice. It describes specifically what actions educators and leaders take when using a MTSS framework as intended. The tool identifies the five essential components of MTSS as well as its underlying philosophy, expected outcomes, and research base.

The MDE MTSS practice profile will guide and inform the development and/or refinement of the necessary supports and resources for MTSS implementation, such as **professional learning**, purposeful **coaching**, identification of **fidelity** measures, and necessary changes in procedures and policy. Additionally, the MDE MTSS practice profile will help teams use data to continuously improve use of the five essential components of MTSS. Finally, the MTSS practice profile will be reviewed regularly for its effectiveness and improved over time based on data.

Development Process

The MDE MTSS practice profile was developed by the MDE MTSS team with input from educators, leaders, researchers, MDE staff, and other stakeholders in the field of Michigan. Specifically, the team engaged in the key activities of reviewing current legislation and policy documents (N = 6), research literature (N = 24 empirical articles within the last ten years), other state’s guidance (N= 6), and collecting feedback from small group interviews with stakeholders (n = 19 groups with 80 participants) sharing various perspectives. The MTSS Practice Profile can be referred to as a research-informed document. Citations of current research are included for each component. See Figure 1 for the development process.

Explicit care was taken to cultivate consensus through shared work and build coherence within the education field of Michigan. Efforts were taken to ensure that the MTSS framework is teachable, learnable, doable, and useable. Support and guidance for this process was provided by the National Technical Assistance Center, the State Implementation and Scaling up Center of Evidence Based Practices (SISEP).

Figure 1. Graphic of Development Process



The Evolution of MTSS

The MDE MTSS Practice Profile is forward thinking as it has been designed to support key features as our field of education continues to evolve and grow. Specifically, the MDE MTSS Practice Profile addresses:

- all learners within the prenatal through post-secondary system in Michigan. “Learners” are referenced throughout the MTSS practice profile rather than “child or student.” The intent is for the profile to apply to any setting and level within the education system including early childhood.
- the **Whole Child (cognitive, behavioral, physical, social and emotional)**. The MTSS practice profile has been written using language to support both academic and non-academic content areas. As expertise continues to grow within our state and nationally, the MDE’s MTSS practice profile has been established to support use from behavior and literacy to mental health and other social service needs.
- a *Growth mindset*. The MDE MTSS Practice Profile is based upon a growth mindset. A proactive approach to ensuring that each and every learner experiences a quality education designed to expand learners' potential. Thus, MTSS is a framework for not only addressing remediation needs, but also for extending the assets of gifted and talented learners as well.

Philosophy

A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed.

Guiding Principles

MTSS is guided by the following principles:

- A collective responsibility for ensuring growth and success for all learners is assumed by each person within the system (educators, learners, families, and community)
- A proactive approach to ensuring that each and every learner experiences a quality education designed to expand learners' potential
- A commitment to use a systematic problem-solving process to improve outcomes of all learners
- A commitment to ongoing, effective support for educators and leaders including professional learning, feedback, and coaching
- A commitment to use data as a basis for information gathering and to avoid making assumptions
- Attention to fidelity of implementation, honoring both qualitative and quantitative measures
- An investment in systems to promote durability and the scaling up of MTSS

Inclusion/Exclusion Criteria

MTSS is a comprehensive framework for use within all education settings that service learners and families in communities that support children prenatal through post-secondary.

Outcomes

- Supports that are designed to enable each and every learner to meet their learning potential
- An education system that fosters family engagement and community partnerships
- Supports that are available to ensure development of competent and effective staff/workforce
- Sustainable and scalable structures that are created as host environments to support implementation of MTSS
- An outcomes-driven approach with a meaningful evaluation component that indicates a commitment to continuous improvement
- An efficient and effective system that informs the **district improvement plan**
- Alignment across all levels of the education system (e.g., MDE-ISD-District-School/Center-Classroom)

Essential Components

Five essential components have been identified through the practice profile development process. These components include the following:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions and Supports
- Comprehensive Screening & Assessment System
- Continuous Data-Based Decision Making

Within the next section, there is a table for each component that outlines the:

- Research base for the essential component
- Definition of the essential component
- Contribution to the desired outcomes of MTSS made by the essential component
- Key actions taken by educators and leaders within the component along a developmental continuum from expected behavior, to developmental, and unacceptable use.
 - *Expected:* Actions that exemplify educators and leaders who are able to use the essential component consistently. Educators and leaders generalize the essential component independently in all settings and in a broad range of contexts. Educators' skills are sustained and deepened over time.
 - *Developmental:* Actions that exemplify educators who are able to implement the essential component but with a limited range. Use of strategy is inconsistent or needs additional training or coaching to move to expected, proficient use with fidelity.
 - *Unacceptable:* Includes educators and leaders who are not yet able to implement the essential component. Performance in this area may indicate a need to address the overall implementation supports (e.g., training, coaching, data systems, etc.).

The MDE MTSS Practice Profile is **not** a rubric and should **not be** used for the purposes of staff performance evaluations.

Essential Component: Team-Based Leadership

Citation of Research Used:	<p>Freeman, R., Miller, D., & Newcomer, L. (2015). Integration of academic and behavioral MTSS at the district level using implementation science. <i>Learning Disabilities: A Contemporary Journal</i>, 13(1), 59-72.</p> <p>Benazzi, L., Horner, R., Good, R. (2006). Effects of behavior support team composition on the technical adequacy and contextual fit of behavior support plans. <i>The Journal of Special Education</i>, 40(3), 160- 170.</p> <p>Hughes, W., Pickeral, T. (2013) School Climate and Shared Leadership. <i>School Climate Practices for Implementation and Sustainability</i>. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center (NSCC).</p>
Definition:	An active, organized, knowledgeable and representative group exists to provide whole child supports, remove barriers, coordinate and evaluate activities across the system.
Contribution to Desired Outcome:	Teams (district, building, and educator) that collaborate and communicate contribute to the alignment and cohesion across the multiple levels of the system. The alignment and cohesion of leadership teams creates sustainable, scalable and engaging school climates to support successful implementation of MTSS and learner achievement.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p>The district creates and maintains a team and ensures its authority and responsibility for leading and coordinating MTSS efforts across the district. The team:</p> <ul style="list-style-type: none"> • Has shared accountability and responsibility for maintaining the MTSS framework with fidelity in the district. • Meets monthly to review the status of MTSS related activities at the district and building level, ensure appropriate action is taken to reduce barriers to successful implementation, and ensure fidelity. 	<p>The district creates a team that:</p> <ul style="list-style-type: none"> • Has limited accountability and responsibility for maintaining the MTSS framework with fidelity in the district. • Meets less than monthly to engage in limited review and follow up on MTSS-related activities to ensure action and decision making are happening as needed. • Addresses all three tiers of instruction. • Ensures little integration of the MTSS framework as an integral part of the 	<p>The district creates a team that:</p> <ul style="list-style-type: none"> • Is not empowered and fails to have accountability for MTSS implementation. • Does not share a decision-making process across teams. • Does not maintain fidelity of the MTSS framework through observation and communication.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<ul style="list-style-type: none"> Creates building teams to carry out the vision of the district and to oversee MTSS programming. Supports collaborative educator teams for Tier 1 and Tier 2 instruction, while building intervention teams to focus on Tier 2 and Tier 3. Ensures that implementation of the MTSS framework is an integral part of the district and school improvement planning process. 	<p>district and school improvement planning process.</p>	
<p>The district team represents key stakeholders including district and school administrators, district support personnel, data personnel, general and special education educators, parents/families, and other identified stakeholders (e.g., union and community representatives).</p> <ul style="list-style-type: none"> Roles and responsibilities are clear to team members. 	<p>The district team includes representation from most stakeholder groups connected to the system.</p> <ul style="list-style-type: none"> Roles and responsibilities are unclear to team members 	<p>The district team does not have broad stakeholder representation.</p>
<p>The district team is committed to professional learning as characterized by:</p> <ul style="list-style-type: none"> Members of all teams dedicate time during and outside of meetings to engage in professional learning around the MTSS components. Opportunities for MTSS-related professional learning are made available for staff throughout the district. Ensure coordinated systems of training, coaching, implementation and evaluation of professional learning. 	<p>The district team shows limited commitment to professional learning as characterized by:</p> <ul style="list-style-type: none"> Opportunities for professional learning activities that are sometimes disconnected from the larger system. Access to professional learning opportunities that may not always be aligned to MTSS. 	<p>The district team fails to build knowledge and skills among leadership teams, or the rest of district staff, connected to MTSS.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p>The district team maintains a formal process for establishing learning-focused partnerships among teams. These teams:</p> <ul style="list-style-type: none"> • Communicate and interact with other teams, families, and the community. • Include parents, family, and community stakeholders as active members in decision-making. • Consider non-traditional methods for meetings to include parents and community members. 	<p>The district team does not maintain a formal process for establishing learning –focused partnerships among teams:</p> <ul style="list-style-type: none"> • Communication is informal with other teams, families, and community. • There is a lack of outreach to parents/community partners as decision-makers. 	<p>The teams lack parental, family, and community involvement and decisions are not communicated to these groups.</p>
<p>The district team develops, supports and ensures use of a formal shared decision-making process that includes:</p> <ul style="list-style-type: none"> • Regular fidelity reviews, program evaluation, alignment of resources and corrective action as needed. • Alignment across levels of the system. • Addresses needs and assets of the whole child • Feedback loops from learners, families and the community to inform the system. 	<p>The district team uses a process for reviewing decisions, but it is used inconsistently.</p> <ul style="list-style-type: none"> • Appropriate action may not be taken once decisions are evaluated. 	<p>The district team does not have or use a system for evaluating decisions made at various levels within the system.</p>

Essential Component: Tiered Delivery System

Citation of Research Used:	<p>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting learners struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.</p> <p>McIntosh, K. & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.</p> <p>Stewart, R. M., Benner, G. J., Martella, R. C., & Marchand-Martella, N. E. (2007). Three-tier models of reading and behavior: A research review. <i>Journal of Positive Behavior Interventions</i>, 9, 239-253.</p>
Definition:	<p>A responsive framework that provides instruction, interventions, and supports intended to meet the needs and assets of the whole child. Based on an aligned curriculum, the instruction, 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 as matched to learner need.</p> <ul style="list-style-type: none"> • Tier 1 is the research-based instruction and classroom interventions that are available to all learners and effectively meet the needs of most. • Tier 2 are supplemental, targeted interventions intended for some learners who require support or extension beyond tier 1. • Tier 3 supports provide intense individual interventions for few learners with highly accelerated, or severe and persistently challenged, academic and/or non-academic needs.
Contribution to Desired Outcome:	<p>The framework of a multi-tiered approach provides for efficient and effective allocation of resources within the educational system. When appropriately used, the tiers support each and every learner to experience success by meeting their unique needs.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
The district team ensures access to quality instruction that meets most (e.g., 80% or more) of the cognitive, physical, behavioral, social, and emotional needs of the learners within the district.	The district team is assessing the quality of their instruction in meeting the majority (e.g., 80%) of the cognitive, physical, behavioral, social, and emotional needs of the learners within the district.	The district team does not assess the quality of instruction.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p>The district team has a written process for monitoring the fidelity of instruction, which includes:</p> <ul style="list-style-type: none"> Names of the fidelity measures Identification of what the measure is assessing to determine fidelity A schedule for when fidelity data will be collected and analyzed to inform next steps Names of individuals responsible for assessing fidelity Description of how the fidelity data will be stored, visually displayed and aggregated across the district and school levels A protocol for quality improvement to meet fidelity thresholds 	<p>The district team is in process of identifying a fidelity measure to monitor the fidelity of instruction. In the absence of available fidelity measures, the district team operationalizes essential components of instructional practices to be measured.</p>	<p>The district team does not monitor the fidelity of instruction.</p>
<p>The district team provides time and resources to ensure high-quality professional learning for instruction to support all learning levels. Implementation supports are accessible to staff using interventions.</p>	<p>The district team provides time and resources for professional learning for instruction to support all learning levels. Implementation supports are accessible to only some staff, may not be of high quality, and/or are not offered and available on a consistent basis across all curriculum.</p>	<p>The district does not provide time and resources to ensure high-quality professional learning for instruction to support all learning levels. Implementation supports are not accessible to staff using the interventions.</p>
<p>The district team has developed a process, that is consistently used over time, to provide learners with access to interventions and supports that includes all the following:</p> <ul style="list-style-type: none"> Process for how learners will be identified as needing intervention (what data will be collected, by when, by whom). 	<p>The district team is developing a process, that may not yet be consistent, to provide learners with access to interventions and supports and/or the process includes only four or more of the following:</p> <ul style="list-style-type: none"> Process for how learners will be identified as needing intervention (what data will be collected, by when, by whom). 	<p>The district team lacks a process to provide learners with access to interventions and supports.</p> <p>Procedures that are in place to provide learners with access to interventions and supports are not comprehensive, consistent and/or widely used across the district.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<ul style="list-style-type: none"> • Description of the continuum of interventions accessible to learners at all education levels that outlines entrance criteria, progress monitoring guidelines, and exit criteria. • Steps to identify learners for interventions and ensure accurate placement to meet the needs and assets of the whole child. • Protocols for communicating and collaborating with necessary stakeholders (staff, parents/ guardians, learners, community partners) • Community partners are engaged with the school and families to provide access to preventative and support services to improve the behavioral and physical health of learners. 	<ul style="list-style-type: none"> • Description of the continuum of interventions accessible to learners at all education levels that outlines entrance criteria, progress monitoring guidelines, and exit criteria. • Steps to identify learners for interventions and ensure accurate placement to meet the needs and assets of the whole child. • Protocols for communicating with necessary stakeholders (staff, parents/ guardians, learners, community partners) • Community partners are engaged with the school and families to provide access to preventative services to improve the medical, behavioral and physical health of learners. 	<p>Learners, parents/families, and the community are not considered partners.</p>
<p>The district team equitably allocates resources (fiscal, personnel, time, facilities, etc.) to provide the whole child with access to a tiered framework of instruction, interventions and supports.</p>	<p>The district team is in the process of securing a plan for equitably allocating resources (fiscal, personnel, time, facilities, etc.) to provide access to a tiered framework.</p> <p>The district team allocates resources (e.g., personnel, materials, allocated time, space) to provide access to a tiered framework in some but not all whole child areas for interventions and supports.</p>	<p>The district team lacks a plan for equitably allocating resources (fiscal, personnel, time, facilities, etc.) to provide access to a tiered framework. The district team allocates resources (fiscal, personnel, time, facilities, etc.) in a way that does not utilize an MTSS framework to inform decision making.</p>
<p>The district team provides guidance to educators for how to best differentiate the instruction to meet the diverse cognitive, physical, behavioral, social and emotional needs of learners that includes:</p>	<p>The district team provides guidance to educators for how to best differentiate instruction to meet the needs of some learners and the scope is limited to include:</p> <ul style="list-style-type: none"> • Prioritizing the concepts/skills that need to be taught to mastery. 	<p>The district team does not provide guidance to educators for how to best differentiate the instruction to meet the diverse cognitive, physical, behavioral, social or emotional needs of learners.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<ul style="list-style-type: none"> • Prioritizing the concepts/skills that need to be taught to mastery. • Establishing expectations for the instructional routines that should be used. • Outlining the curriculum materials that are needed to adequately teach the concepts/skills. • Addressing multiple modes of instruction • Attention to a range of learning levels that span from struggling to accelerated. 	<ul style="list-style-type: none"> • Outlining the curriculum materials that are needed to adequately teach the concepts/skills. • Attention to struggling learners. 	<p>The district maintains a “one size fits all” approach to curriculum.</p>
<p>The district provides guidance on the continuum of strategies used to intensify the intervention based on learner needs that include:</p> <ul style="list-style-type: none"> • Providing additional educator modeling. • Increasing the practice opportunities. • Providing precise feedback on performance. • Re-teaching content based on learner response errors. • Opportunities for assessment of the skills that needed re-teaching. • Changing the intervention. • Engage parent, family and community organizations with opportunities to support learners during the school day and beyond. • Collaborate with community partners to address unmet behavioral or social and emotional needs that may be contributing to perpetuating or exacerbated challenges. 	<p>The district provides limited guidance on the continuum of strategies used to intensify the intervention based on learner needs, and includes only a couple of the following:</p> <ul style="list-style-type: none"> • Providing additional educator modeling. • Increasing the practice opportunities. • Providing precise feedback on performance. • Re-teaching content based on learner response errors. • Opportunities for assessment of the skills that needed re-teaching. • Changing the intervention. • Engage parent, family and community organizations with opportunities to support learners during the school day and beyond. • Collaborate with community partners to address unmet social, emotional or behavioral needs that may be contributing to perpetuating or exacerbated challenges. 	<p>The district does not provide guidance on the continuum of strategies used to intensify the intervention based on learner needs.</p>

Essential Component: Selection and Implementation of Instruction, Interventions and Supports

Citation of Research Used:	<p>Blase, K., Kiser, L. and Van Dyke, M. (2013) <i>The hexagon tool: Exploring context</i>. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.</p> <p>U. S. Department of Education (September 16, 2016). <i>Non-regulatory guidance: Using evidence to strengthen education investments</i>. Retrieved May 24, 2017 from https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf</p> <p>Vanderheyden, A. M., & Tilly, W. D. (2010). <i>Keeping RTI on track: How to identify, repair and prevent mistakes that derail implementation</i>. LRP Publications.</p> <p>Weiner, B. J. (2009). A theory of organizational readiness for change. <i>Implementation Science</i>, 4, 1-9.</p>
Definition:	<p>Instruction, interventions and supports are chosen because there is evidence that indicates expected success for the identified need. The selection 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.</p>
Contribution to Desired Outcome:	<p>Selecting programs that are compatible to the local context and learner needs and assets increases the probability that interventions and supports will be successful, as demonstrated by improved outcomes for individuals within the local system.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p>The district team appropriately selects instruction, interventions and supports that meet the standards, ensure a rigorous and accessible curriculum, and show evidence of cultural proficiency and efficacy with the learner demographic population.</p>	<p>The district team inconsistently selects instruction, interventions and supports that meet standards, ensure a rigorous and accessible curriculum, and show evidence of cultural proficiency and efficacy with the learner demographic population.</p>	<p>The district team does not select instruction, interventions and supports that meet standards, ensure a rigorous and accessible curriculum, and show evidence of cultural proficiency and efficacy with the learner demographic population.</p>
<p>The district team maintains a district approved review and selection process to select instruction, interventions and supports based on:</p>	<p>The district team is developing a district approved review and selection process to select instruction, interventions and supports based on:</p>	<p>The district team selections instruction, interventions and supports based on personal preference, history, social networking and/or political pressures, rather than data and research.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<ul style="list-style-type: none"> Review of at least three sources of input data (demographic, achievement, process, and perception). Being informed by the Comprehensive Needs Assessment (CNA). Consideration of a range of learning needs and assets from accelerated to severe and persistently challenged. Consideration of fit with existing practices/innovations. 	<ul style="list-style-type: none"> Review of at least three sources of input data (demographic, achievement, process, and perception). Being informed by the Comprehensive Needs Assessment (CNA). Consideration of a range of learning needs and assets from accelerated to severe and persistently challenged. Consideration of fit with existing practices/innovations. 	
<p>The district team conducts a thorough research review to assess the evidence base for the instruction, interventions and supports that are being considered for selection. To substantiate selection decisions, the research review considers:</p> <ul style="list-style-type: none"> commitment to a threshold of at least “promising evidence” within the ESSA thresholds for high-quality evidence and/or demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes supporting documentation 	<p>The district team conducts a thorough research review to assess the evidence of the interventions or supports that are being considered for selection.</p> <p>To substantiate selection decisions, the research review considers supporting documentation.</p>	<p>The district team does not conduct a research review prior to selection of instruction, interventions, and/or supports.</p>
<p>A district team engages parents/families and community members in instruction, interventions and supports through most of the following:</p> <ul style="list-style-type: none"> involvement in the selection process 	<p>A district team engages parents/families in interventions and supports through some of the following:</p> <ul style="list-style-type: none"> involvement in the selection process providing opportunities to give feedback parent workshops to enhance implementation 	<p>The district team sends a letter home to inform parents of the interventions or supports.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<ul style="list-style-type: none"> • providing opportunities to give input and feedback • parent workshops to enhance implementation • communicating the description, purpose, anticipated duration, and at-home support needed in a language and format that they understand 	<ul style="list-style-type: none"> • communicating the description, purpose, anticipated duration, and at-home support needed in a language and format that they understand 	
<p>The district team allocates resources equitably to ensure all educators have access to the materials, time and space necessary for implementation of instruction, interventions and supports to fidelity (e.g., educator materials, fidelity measure, and learner consumables).</p>	<p>The district team allocates resources to some interventions and supports.</p>	<p>The district team contributes to the unsuccessful use of interventions and supports by allocating resources inadequately.</p>
<p>The district team provides high-quality professional learning in the use of instruction, interventions and supports that includes all of the following:</p> <ul style="list-style-type: none"> • modeling of key program components and lessons • opportunities for users to practice the use of the program components • feedback to users • ongoing support • checks to ensure intended implementation • coaching • co-teaching 	<p>The district team provides high-quality, initial professional learning in the use of supports or interventions that includes some of the following:</p> <ul style="list-style-type: none"> • modeling of key program components and lessons • opportunities for users to practice the use of the program components • feedback to users 	<p>A district team provides professional learning with only an overview of the interventions or supports. Ongoing support or coaching is not provided. Intended use of the intervention or support is not considered.</p>

Essential Component: Comprehensive Screening & Assessment System

Citation of Research Used:	<p>Daly, E. J., Neugebauer, S., Chafouleas, S. M., & Skinner, C. H. (2015). <i>Interventions for reading problems: Designing and evaluating effective strategies</i> (2nd ed.). New York: Guilford Press.</p> <p>Faria, A. M., Sorensen, H., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., & Foster, S. (2017). <i>Getting students on track for graduation: impacts for Early Warning Intervention and Monitoring System after one year (REL 2017-272)</i>. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory Midwest. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017272.pdf</p> <p>Gifford, C. & Heffley, T. (2016). <i>Universal screening and MTSS practices to support gifted learners</i> [PowerPoint Slides]. Retrieved from: http://www.cde.state.co.us/gt/universalscreeningandmess</p> <p>Heritage, M. (2010). <i>Formative assessment: Making it happen in the classroom</i>. Thousand Oaks, CA: Corwin.</p> <p>Kalberg, J. R., Lane, K. L., & Menzies, H. M. (2010). Using systematic screening procedures to identify students who are nonresponsive to primary prevention efforts: Integrating academic and behavioral measures. <i>Education and Treatment of Children, 33</i>, 651-584.</p> <p>McIntosh, K., Campbell, A. L., Carter, D.R., & Zumbo, B. D. (2009). Concurrent validity of office discipline referrals and cut points used in schoolwide positive behavior support. <i>Behavioral Disorders, 34</i>, 100-113.</p> <p>Weist, M. D., Rubin, M., Moore, E., Adelsheim, S., & Wrobel, G. (2007). Mental health screening in schools. <i>Journal of Health, 77</i>(2), 53-58.</p>
Definition:	<p>A comprehensive screening and assessment system is a coordinated system of multiple assessments and measures – each of which is valid and reliable for its specified purpose and for the population with which it will be used – designed to help educators make informed instructional and programmatic decisions. The system provides information about the needs and assets of each and every learner from a whole child perspective. The data acquired through the system is used to inform understanding, policy and practice to support improved learner outcomes and school capacity.</p> <p>A comprehensive screening and assessment system includes:</p> <ol style="list-style-type: none"> 1. Balanced assessment system (formative, benchmark/interim, summative)

	<ol style="list-style-type: none"> 2. Universal screening measures and decision rules for using those data 3. Progress monitoring assessments and decision rules for using those data 4. Diagnostic assessment process
Contribution to Desired Outcome:	A comprehensive screening and assessment system contributes to an outcomes-driven approach that includes a meaningful evaluation component and a commitment to continuous improvement.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p>The district team selects and supports the use of universal screening tools and activities that:</p> <ul style="list-style-type: none"> • address several areas of the whole child • are quick, efficient, valid, reliable and predictive of future learner outcomes. • are appropriate for the learners in the setting. • are monitored for fidelity of administration and data entry (as applicable). • are designed for the intended purpose of screening rather than assessment. 	<p>The district team selects and supports the use of universal screening tools and/or activities that may or may not:</p> <ul style="list-style-type: none"> • address more than one area of the whole child. • that are quick, efficient, valid, reliable and predictive of future learner outcomes. • that are representative of the learners in the setting. 	<p>The district team does not select or support the use of universal screening tools.</p>
<p>The district team selects and supports the use of progress monitoring tools that:</p> <ul style="list-style-type: none"> • address several areas of the whole child. • are valid and reliable. • are monitored for fidelity of administration and data entry. • produce data that are used systematically to evaluate the quality, equity, and efficiency of instruction, interventions and supports to create a responsive system that enhances individual learner outcomes. 	<p>The district team selects and supports the use of progress monitoring tools that:</p> <ul style="list-style-type: none"> • address more than one area of the whole child. • are valid and reliable. • are monitored for fidelity of administration and data entry. • produce data that are used systematically to evaluate the quality, equity, and efficiency of instruction and supports in to create a responsive system to enhance individual learner outcomes. 	<p>The district team does not select or support the use of progress monitoring tools.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<ul style="list-style-type: none"> are designed for the intended purpose of progress monitoring. 		
<p>The district team selects and supports the use of diagnostic assessments that:</p> <ul style="list-style-type: none"> address several areas of the whole child. are valid, reliable, normed for the population and age appropriate. include a process for the identification of need and administration of the assessments. are monitored for fidelity of administration and data entry. produce data that are used systematically to evaluate the quality, equity, and efficiency of instruction, interventions and supports to create a responsive system that enhances individual learner outcomes. 	<p>The district team selects and supports the use of diagnostic assessments that may or may not:</p> <ul style="list-style-type: none"> address more than one area of the whole child. be valid and reliable. include a process for the identification of need and administration of the assessments. be monitored for fidelity of administration and data entry. produce data that are used systematically to evaluate the quality, equity, and efficiency of instruction and supports in to create a responsive system to enhance individual learner outcomes. 	<p>The district team does not select or support the use of diagnostic assessments.</p>
<p>The district team ensures resources are allocated to support ongoing, effective professional learning for all selected assessments.</p> <p>Professional learning needs are evaluated by the district team at least annually to determine effectiveness and to identify future learning needs.</p>	<p>The district team allocates resources to support ongoing, effective professional learning for some selected assessments, but annual evaluation of professional learning to identify future learning needs does not take place.</p>	<p>The district team does not allocate resources to support professional learning around selected assessments.</p>
<p>The district team establishes an assessment calendar that includes the following:</p> <ul style="list-style-type: none"> Three universal screening windows per year. Progress monitoring windows. 	<p>The district team establishes an assessment calendar that includes some of the following:</p> <ul style="list-style-type: none"> Three universal screening windows per year. Progress monitoring windows. 	<p>The district team does not establish an assessment calendar, the calendar does not include fidelity monitoring, or documented times for use of the data from screeners and assessments.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<ul style="list-style-type: none"> • Diagnostic assessment windows. • Regular monitoring for fidelity of administration and data entry. • Documented time for regular and systematic use of data from the screeners and assessments. 	<ul style="list-style-type: none"> • Diagnostic assessment) windows. • Regular monitoring for fidelity of administration and data entry. • Documented time for regular and systematic use of data from the screeners and assessments. 	
<p>The district team uses processes to support notifying learners and parents/families of the assessment dates or frequency.</p> <p>The district team creates protocols to support communication of assessment results to learners and parents/families using audience friendly language and format.</p>	<p>The district team uses processes to support notifying learners and parents/families of assessment dates, frequency, and results but does not support schools in offering assistance in interpreting the results.</p>	<p>The district team does not use processes to support communication of assessment schedules or results with learners or their parents/families.</p>

Essential Component: Continuous Data-Based Decision Making

Citation of Research Used:	<p>Freeman, R., Miller, D., & Newcomer, L. (2015). Integration of academic and behavioral MTSS at the district level using implementation science. <i>Learning Disabilities: A Contemporary Journal</i>, 13(1), 59-72.</p> <p>Marsh, J., Pane, J. & Hamilton, L. (2006). Making sense of data-driven decision making in education: Evidence from recent RAND research.</p> <p>Stanley, D. (2016). Data-based decision making. In. S.R. Jimerson, M.K. Burns, & A.M. VanDerHeyden (Eds.). <i>The handbook of response to intervention: The science and practice of multi-tiered systems of support</i> (2nd Ed.). New York: Springer</p> <p>Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). <i>District Capacity Assessment</i>. University of North Carolina at Chapel Hill.</p>
Definition:	The utilization of all relevant whole child data to analyze, evaluate, and plan strategies that support sustainable systemic improvement and whole child learner outcomes. Data-based decision making is inclusive of the comprehensive needs assessment, efficient data collection practices for multiple data sets, and a formal improvement process. Data used are timely, valid, reliable, accurate and reviewed in ongoing cycles. The roles and responsibilities for data-based decision making within the system are clearly defined and executed.
Contribution to Desired Outcome:	Data analysis allows for evidence to guide effective decision making for both the effectiveness of the system and for whole child needs of all learners, with explicit consideration for special populations. Examination of data trends as they are disaggregated by group may surface and provide insight into systemic issues that may be disproportionality impacting specific populations of students.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p>The district team analyzes data three times a year to determine:</p> <ul style="list-style-type: none"> • the effectiveness of the district wide system • the needs and progress for all learners, with explicit consideration for special populations. 	<p>The district team analyses data twice a year to determine the effectiveness of the district wide system, for all learners, and for special populations.</p>	<p>The district team does not analyze data, or analysis is done at a longer interval than twice a year.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p>The district team uses a specific problem-solving process that includes all the following:</p> <ul style="list-style-type: none"> • A Comprehensive Needs Assessment (CNA) is used to determine current needs, gaps, and resource allocation within the district. • Use of aggregated and disaggregated learner outcome data for whole child needs. • Setting and assessing progress toward goals within the district and school improvement process. • Addresses individual or group needs. • Evaluation of effectiveness of practices. • Maps, aligns, and reallocates resources in response to outcomes (fiscal, personnel, time, facilities, etc.). • A review that occurs three times per year. 	<p>The district team uses a specific problem-solving process that includes some of the following:</p> <ul style="list-style-type: none"> • A Comprehensive Needs Assessment (CNA) is used to determine current gaps, options, resources. • Use of aggregated and disaggregated learner outcome data for whole child needs. • Setting and assessing progress toward goals. • Addresses individual or group needs. • Evaluation of effectiveness of practices. • Maps, aligns, and reallocates resources in reaction to outcomes (fiscal, personnel, time, facilities, etc.). • A review that occurs once or twice per year. 	<p>The district team does not use a specific problem-solving process.</p>
<p>The district maintains an efficient data collection system and protocol to ensure collection, entry and access to whole child data.</p>	<p>The district is establishing an efficient data collection system and protocol to ensure access to whole child data.</p>	<p>The district lacks an efficient data collection system and protocol to ensure access to whole child data.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p>The district utilizes all the following types of data:</p> <ul style="list-style-type: none"> Capacity data are used to enhance leadership, organizational and competency drivers within the district wide system. Input data (e.g., demographic), process data (e.g., quality of instruction, programmatic), outcome data (e.g., learner test scores, dropout rates, office discipline referrals) and perception data (e.g., surveys) are utilized to inform decision making and determine the impact innovations are having on learner outcomes. Fidelity data are used to improve supports to ensure implementation as intended (e.g., staff selection, training, coaching supports). Scale-up data are used to create differentiated plans for schools based on their current stage of implementation. 	<p>The district utilizes a minimum of two of the following types of data:</p> <ul style="list-style-type: none"> Capacity data are used to enhance leadership, organizational and competency drivers within the district wide system. Input data (e.g., demographic), process data (e.g., quality of instruction, programmatic), outcome data (e.g., learner test scores, dropout rates, behavior) and perception data (e.g., surveys) are utilized to inform decision making and determine the impact innovations are having on learner outcomes. Fidelity data are used to improve implementation supports (e.g., staff selection, training, coaching supports to ensure MTSS, programs and interventions are being implemented as intended). Scale-up data are used to create differentiated plans for schools based on their current stage of implementation. 	<p>The district utilizes less than two of the following types of data:</p> <ul style="list-style-type: none"> Capacity data are used to enhance leadership, organizational and competency drivers within the district wide system. Input data (e.g., demographic), process data (e.g., quality of instruction, programmatic), outcome data (e.g., learner test scores, dropout rates, behavior) and perception data (e.g., surveys) are utilized to inform decision making and determine the impact innovations are having on learner outcomes. Fidelity data are used to improve implementation supports (e.g., staff selection, training, coaching supports to ensure MTSS, programs and interventions are being implemented as intended). Scale-up data are used to create differentiated plans for schools based on their current stage of implementation.
<p>The district has established processes to ensure communication in both of the following manners:</p> <ul style="list-style-type: none"> Specific learner data is shared, explained to, and understood by, learners and parents/guardians to assist them in contributing to making informed goals. Outcomes of aggregate learner data and data analysis are communicated to all stakeholders. 	<p>The district has established processes to ensure communication in one of the following manners:</p> <ul style="list-style-type: none"> Specific learner data is shared, explained to, and understood by, learners and parents/guardians to assist them in contributing to making informed goals. Outcomes of aggregated learner data and data analysis are communicated to all stakeholders. 	<p>The district does not ensure communication of data widely with learners, families, and stakeholders.</p>
<p>The district ensures professional learning and technical assistance on continuous data-based decision making in the following ways:</p>	<p>The district ensures professional learning and technical assistance on continuous data-based decision making in the following ways:</p>	<p>The district does not ensure professional learning and technical assistance on continuous data-based decision making.</p>

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<ul style="list-style-type: none"> The district team participates in professional learning on how to use data to determine the effectiveness of the district wide system, participate in continued improvement, and map and align resources a minimum of twice per year. The district team consistently supports building teams in their use of data for decision-making by providing professional learning a minimum of twice per year and providing continuous coaching. 	<ul style="list-style-type: none"> The district team participates in professional learning on how to use data to determine the effectiveness of the district wide system, participate in continued improvement, and map and align resources one time per year. The district team inconsistently supports building teams in their use of data for decision-making by providing professional learning one time per year and providing occasional coaching. 	

DRAFT

Glossary

Browse the glossary below to learn the vocabulary terms commonly encountered in the implementation of MTSS. The glossary was compiled using the following resources: Michigan legislation, MDE documents, RTI Network, National Implementation Research Network and its Active Implementation Hub, a cultural proficiency publication, and PBIS.org.

Authority

Authority in the context of MTSS refers to the power, or right, to make decisions regarding budgets, policy, positions, and allocation of resources.

Capacity

Systems, activities, and resources that are necessary for schools to successfully adopt and sustain effective practices, supports, and interventions.

Coaching

Coaching is defined as regular, embedded professional learning designed to support educators with newly trained skills in ways that fit local culture and context. Supports may include feedback and opportunities to try and modify the newly trained skills.

Diagnostic Assessment

Assessments which provide more in-depth information about an individual learner's specific skill, needs and/or assets for the purpose of guiding future supports.

District Improvement Plan

A detailed plan outlining actions needed to reach one or more goals for performance improvement.

Equity

Equity is the outcome of practices that result in the same outcomes for members of a group. Equitable programs may make accommodations for differences so that the outcomes are the same for all individuals. Equity is emphasized rather than equality, because equal treatment, or inputs, in the name of fairness involves treating all people alike without acknowledging differences in age, gender, language, ability, or resources. Though considered by some to be fair, it is in fact culturally blind and often results in very unfair and unequal outcomes.

Evidence-Based

Evidence-based refers to an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on the following levels of evidence:

- Strong evidence: At least one well-designed and well-implemented *experimental* (i.e., randomized) study.
- Moderate evidence: At least one well-designed and well-implemented *quasi-experimental* (i.e. matched) study.
- Promising evidence: At least one well-designed and well-implemented *correlational* study with statistical controls for selection bias.
- The fourth level is a program or practice that does not yet have evidence qualifying for the top 3 levels, and can be considered *evidence-building and under evaluation*.

Fidelity

Fidelity is defined as doing what is intended.

Formal

Formal refers to an established hierarchy, procedure, or set of specific behaviors.

Framework

An essential supporting structure underlying a system. The term framework solidifies the communication that MTSS is not just one practice or initiative that a district or school would support; rather that it is a structure that is designed to organize the district-wide systemic infrastructure resulting in effective and efficient use of practices and initiatives matched to student need.

Guidance Documents

Publicly available documents outlining a process and/or procedure and its expected implementation.

Implementation

A specified set of activities designed to put into practice an activity or program of known dimensions. According to this definition, implementation processes are purposeful and described in sufficient details such that independent observers can detect the presence and strength of the “specific set of activities” related to implementation.

Informal

Informal refers to an activity or process that is marked by the absence of formality or structure.

Interventions

The action or process of intervening to provide remediation and/or extension.

Professional Learning

Professional Learning is defined as activities that are data-driven, content-focused, and aligned to the instructional and growth needs of students and staff. Professional learning activities should be collaborative, purposeful, planned, sustained over time, job-embedded, classroom focused, and aligned with the [MDE's Professional Learning Policy](#).

Progress Monitoring

Frequent assessment to provide more in-depth information about an individual learner’s specific skills, needs and/or assets for the purpose of guiding supports. Progress monitoring can be used to provide more information about effectiveness of the supports being used across the system.

Summative Assessment

Measures used to gather information about learner’s performance compared to grade level standards.

Universal Screening

The assessment of a specific skill or ability (sensory, behavioral, developmental, and/or academic) that is predictive of a later outcome. Universal screening is often done using a low-cost, quick and easy to administer, and repeatable assessment that is administered to all learners at least three times per academic calendar year. Information provided from the assessment includes evidence for content and subjects taught to all learners, environment, and instructional effectiveness.

Whole Child

The “whole child” is a unique learner comprised of interacting dimensions, such as cognitive, physical, behavioral, social and emotional. The whole child lives within multiple and interconnected environments including home, school, and community. See https://www.michigan.gov/documents/mde/Whole_Child_Definition_619067_7.pdf for more information.