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

Version 5.0

July 2020

Suggested Citation

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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Michigan Department of Education
Multi-Tiered System of Supports Practice Profile

Introduction

The Michigan Department of Education (MDE) took steps to ensure that Multi-Tiered System of Supports is clearly defined. This was accomplished using a research-based process to create a practice profile. Practice profiles are tools used by educators and leaders to promote competency and confidence in the effective use of a practice or innovation. The MDE MTSS Practice Profile clearly defines standards or expectations for what MTSS looks like in practice and provides **guidance** for **implementation** of MTSS as indicated in Michigan's state law. It describes specifically what actions educators and leaders take when using an MTSS **framework** as intended. The tool identifies the five essential components of MTSS as well as its underlying philosophy, expected outcomes, and research base. Currently in the field, school-wide **fidelity** measures exist that align with the MDE MTSS five essential components. Given the availability of fidelity measures at the school level, and the need to define the role of the district, the practice profile was developed to specify the actions of a district implementation team in supporting effective and sustained use of the MTSS framework.

The MDE MTSS Practice Profile guides and informs the development and/or refinement of the necessary supports and resources for MTSS implementation, such as **professional learning**, **coaching**, identification of fidelity measures, a state-level evaluation plan, and necessary changes in procedures and policy. For example, the practice profile was used to inform MDE's selection of the District Capacity Assessment, Reading Tiered Fidelity Inventory, and School-wide PBIS Tiered Fidelity Inventory. These tools provide additional guidance to support implementation of the five essential components within schools/centers. The MDE MTSS Practice Profile is reviewed regularly for its effectiveness and improved over time based on feedback from use within Michigan's education system.

Development Process

The MDE MTSS Practice Profile was initially developed by the MDE MTSS Practice Profile Design Workgroup 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, research literature, fellow states' guidance, and collecting feedback from small group interviews with stakeholders sharing various perspectives. The MDE MTSS Practice Profile is a research-informed document. Citations of current research are included for each component. Explicit care was taken to build coherence and cultivate consensus through shared work within the education field of Michigan. By using the research-based development process, efforts were taken to ensure that the MTSS framework is teachable, learnable, doable, and useable. Support and guidance for this process was provided by a national technical assistance center, the State Implementation and Scaling up Center of Evidence Based Practices (SISEP).

The Evolution of MTSS

The MDE MTSS Practice Profile is forward thinking and 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 MDE 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, physical, behavioral, social, and emotional). The MDE 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 practice profile has been established to support use from behavior and literacy to mental health and other social service needs in the long-term.

- 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 remedial 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 at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to eliminate barriers to learning and support successful learner outcomes.

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 decision-making 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 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

- Professional learning and coaching that is 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 monitoring and 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., State-ISD-LEA-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

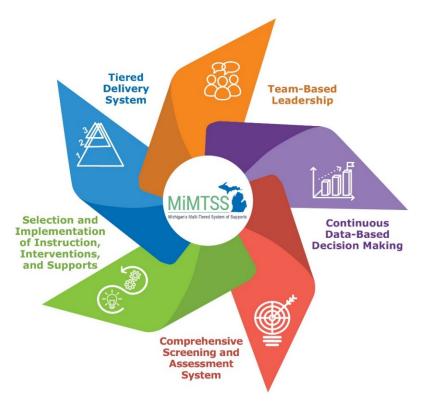- Continuous Data-Based Decision Making

Figure 1. MDE's five essential components of a Multi-Tiered System of Supports (MTSS) framework

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 implement 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 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 a guide to inform district implementation of MTSS. It should **not be** used for the purposes of staff performance evaluations.

Essential Component: Team Based Leadership

Citation of Research Used:	Freeman, R., Miller, D., & Newcomer, L. (2015). Integration of academic and behavioral MTSS at the district level using implementation science. Learning Disabilities: A Contemporary Journal, 13(1), 59-72. Benazzi, L., Horner, R., Good, R. (2006). Effects of behavior support team composition on the technical adequacy and contextual fit of behavior support plans. The Journal of Special Education, 40(3), 160- 170. Hughes, W., Pickeral, T. (2013) School Climate and Shared Leadership. *School Climate Practices for Implementation and Sustainability*. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center (NSCC).
Definition:	An active, organized, knowledgeable and representative group exists to provide whole child supports, remove barriers, coordinate, and evaluate activities for the district in alignment with the broader education system.
Contribution to Desired Outcome:	Teams (district, building, and educator) that collaborate and communicate contribute to the alignment and cohesion across the education 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
1.1 The district creates and maintains a team and ensures its **authority** and responsibility for leading and coordinating MTSS implementation across the district. The team: • supports the mission and vision of the district. • establishes clear roles and responsibilities. • has shared accountability and responsibility for establishing and maintaining a plan for implementing 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. • supports the composition and development of building teams to carry out the vision of the district and support school level MTSS data systems and processes. • ensures that implementation of the MTSS framework informs the district and school continuous improvement process.	The district maintains a team that is developing the capacity to ensure its authority and responsibility for leading and coordinating MTSS implementation across the district, however, the team may be working to: • establish and/or maintain clear roles and responsibilities within the team. OR • establish effective communication within the team. OR • act and/or make decisions needed to support MTSS implementation in a timely manner. OR • provide the level of support needed by building teams. OR • integrate the district's MTSS and continuous improvement efforts.	The district does not have a team responsible for leading and coordinating MTSS implementation across the district. OR A group is brought together to lead and coordinate MTSS implementation across the district, but a lead has not been identified for the team and individuals do not understand why they are there or how to contribute. OR The district does not connect implementation of the MTSS framework to the district and school continuous improvement process. OR Team members do not actively participate in meetings due to competing priorities.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
1.2 The district team represents key stakeholders including district and school leadership, district support personnel, data personnel, general and special education educators, families, and other identified stakeholders (e.g., union, ISD, and community representatives). • Includes at least one executive leader with the ability to make significant decisions, allocate resources, and problem solve on behalf of the team.	The district team represents key stakeholders; however, the team may need to adjust the composition of membership due to: • Key stakeholders are still missing. OR • The team's size (e.g., too small, or too large) is impacting its effectiveness.	The district team does not have key stakeholder representation on the district team. OR The district team lacks executive leadership, or the executive leader does not attend meetings regularly.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
1.3 The district team demonstrates a commitment to professional learning by ensuring that: • members of all teams dedicate time during and outside of meetings to engage in professional learning related to the essential components of MTSS. • resources are allocated to support ongoing, high-quality professional learning. • opportunities for MTSS related professional learning are made available to all district/school personnel based on need to implement MTSS throughout the district with fidelity. • a coordinated system of professional learning and coaching is established, maintained, and evaluated. • professional learning needs are evaluated by the district team at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.	The district team demonstrates a limited commitment to professional learning. Examples may include: • Only some team members dedicate time during and outside of meetings to engage in professional learning related to the essential components of MTSS. OR • Resources are not consistently allocated to support ongoing, high-quality professional learning. OR • Opportunities for MTSS related professional learning are made available to only some district/school personnel. OR • Professional learning is often "one and done" without follow-up coaching support and/or evaluation.	The district team does not ensure professional learning to support implementation of MTSS.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
1.4 The district team maintains a **formal** communication plan, that is consistently used over time, to ensure effective communication with internal and external stakeholders regarding the implementation of MTSS. • The plan includes a list of internal and external stakeholders (e.g.: staff, families, ISD, community partners, school board), person(s) responsible for the communication, frequency, type of information disseminated and gathered, methods, and measures of communication effectiveness. • The plan is evaluated annually for effectiveness and stakeholders report that communication has been effective.	The district team maintains a formal communication plan to communicate with internal and external stakeholders regarding the implementation of MTSS, however: • communications may be limited to certain stakeholders. <center>OR</center> • the communication plan may be used inconsistently. <center>OR</center> • misunderstandings about the communication protocol may exist. <center>OR</center> • the communication plan may not be evaluated for effectiveness. <center>OR</center> • stakeholders may report that communication is ineffective.	The district team does not have a formal communication plan to ensure effective communication with internal and external stakeholders regarding the implementation of MTSS.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
1.5 The district team has developed a formal process, that is consistently used over time, to address internal and external barriers. The process includes steps to: • identify, remove, and follow-up on internal barriers. • report policy relevant information to outside entities that have the authority to remove external barriers (e.g., ISD, state).	The district team uses a formal process to address internal and external barriers, however: • The process may not be consistently used across the district. OR • Internal barriers may not always be removed due to a lack of follow through. OR • Policy relevant information is not consistently shared with outside entities that have the authority to remove external barriers (e.g., ISD, state).	The district team does not have a formal process to address internal and external barriers.

Essential Component: Tiered Delivery System

Citation of Research Used:	Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. TEACHING Exceptional Children, 50(1), 35–43. 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/. McIntosh, K. & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press. Stewart, R. M., Benner, G. J., Martella, R. C., & Marchand-Martella, N. E. (2007). Three-tier models of reading and behavior: A research review. Journal of Positive Behavior Interventions, 9, 239-253.
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. • Tier 1 is the universal instruction and differentiation intended to meet the needs of all learners. • Tier 2 is an intervention platform consisting of supplemental, targeted interventions intended for some learners who require support or extension beyond tier 1. • Tier 3 supports provide 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.
Contribution to Desired Outcome:	The framework of a multi-tiered approach provides for efficient, effective, and equitable allocation of resources within the education system. When appropriately used, the tiers support each and every learner to experience success by meeting their unique needs.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
2.1 The district team defines data, systems, and practices for Tiers 1, 2, and 3 and all schools/centers within the district are aligned with the common definitions.	The district team defines data, systems, and practices for Tiers 1, 2, and 3 with the intent that all schools/centers within the district are aligned with common definitions but use of the definitions varies across schools/centers.	The district does not have common definitions for data, systems, and practices for Tiers 1, 2, and 3 and varied definitions exist across schools/centers.
2.2 The district team equitably allocates resources (fiscal, personnel, time, facilities, etc.) to provide all learners with access to a tiered framework of instructional practices, interventions and supports intended to meet the needs of the whole child.	The district team is in the process of securing a plan for equitably allocating resources (fiscal, personnel, time, facilities, etc.) to provide all learners with access to a tiered framework of instructional practices, interventions and supports intended to meet the needs of the whole child. OR The district team allocates resources (e.g., personnel, materials, allocated time, space) to provide all learners with access to a tiered framework, but not all whole child interventions and supports are considered and/or encouraged.	The district team lacks a plan for equitably allocating resources (fiscal, personnel, time, facilities, etc.) to provide all learners with access to a tiered framework of instructional practices, interventions and supports intended to meet the needs of the whole child. OR The district team allocates resources (fiscal, personnel, time, facilities, etc.) in a way that does not utilize an MTSS framework to inform decision making.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
2.3 The district team ensures that educators are provided guidance and direction on how to best differentiate instruction to meet the diverse cognitive, physical, behavioral, social, and emotional needs of learners. The guidance addresses all the following: • Aligning the continuum of instruction and resources used across Tiers 1, 2, and 3. • Aligning content with curriculum standards. • Leveraging interdisciplinary/itinerant staff to implement tiered strategies. • Establishing expectations for the instructional routines that should be used. • Prioritizing the concepts/skills that need to be taught to mastery. • Outlining the curriculum materials that are needed to adequately teach the concepts/skills. • Addressing multiple modes of instruction. • Attending to a range of learning levels that span from struggling to accelerated.	The district team ensures that educators are provided guidance on how to best differentiate instruction to meet the diverse cognitive, physical, behavioral, social, and emotional needs of learners, however, the guidance may not: • address all the expected use in practice indicators. OR • be consistently used across the district.	The district team does not ensure that educators are provided guidance on how to best differentiate the instruction to meet the diverse cognitive, physical, behavioral, social, or emotional needs of learners. OR The district maintains a "one size fits all" approach to curriculum and instruction.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
2.4 The district team has developed a formal process, that is consistently used over time, to provide learners with access to **interventions** and supports. The process includes all the following: • Process for how learners will be identified as needing intervention (what data will be collected, by when, by whom) and how to ensure accurate placement to meet the needs and assets of the whole child. • Description of the continuum of interventions accessible to learners at all education levels that outlines entrance criteria, **progress monitoring** guidelines, and exit criteria. • Protocols for communicating and collaborating with necessary stakeholders (staff, learners, families, ISD, community partners). • Protocols for how schools/centers collaborate with community partners to provide access to preventative and support services that improve the behavioral and physical health of learners.	The district team is developing a process to provide learners with access to interventions and supports, however, the process may not: • include all the expected use in practice indicators. OR • be consistently used across the district.	The district team does not have a process to provide learners with access to interventions and supports, or the process to provide learners with access to interventions and supports has not been shared with staff or is unclear to staff. OR Any procedures that are in place to provide learners with access to interventions and supports are not comprehensive, consistently, and/or widely used across the district. OR Learners, families, and the community are not considered partners. OR Learners that are identified as needing intervention have access to the intervention, but rarely exit the intervention due to a lack of progress monitoring and exit criteria.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
2.5 The district team ensures that educators are provided with guidance on the continuum of strategies used to intensify interventions based on learner needs. The guidance addresses all the following: • Established evidence • Dosage (e.g., opportunities learners have to respond and receive corrective feedback, group size, length of sessions, frequency of sessions per week) • Alignment (e.g., addresses developing the learner's full set of skills while not spending time on skills the learner has already mastered, meaningful focus on grade-appropriate curricular standards) • Attention to transfer (e.g., supporting learner's transfer of skills to additional formats and context) • Comprehensiveness (e.g. elements of explicit instruction, 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 • Behavioral supports (e.g., incorporate self-regulation, executive function, and behavioral principles)	The district ensures that educators are provided with guidance on the continuum of strategies used to intensify interventions based on learner needs, however, the guidance may not: • address all the expected use in practice indicators. OR • be consistently used across the district.	The district does not ensure that educators are provided with guidance on the continuum of strategies used to intensify interventions based on learner needs. OR The continuum of strategies only includes linking learners to community supports outside of the school.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
• Individualization (e.g., changing the intervention in response to ongoing progress monitoring to address the learner's needs). • Engagement of parent, family, ISD, and community organizations with opportunities to support learners during the school day and beyond • Collaboration with ISD and community partners to address unmet behavioral or social and emotional needs that may be contributing to perpetuating or exacerbated challenges		

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
2.6 The district team ensures time and resources are allocated to support high-quality **professional learning** for any district staff responsible for implementation of the data, systems, and practices in Tiers 1, 2, and 3. The professional learning includes all of the following: • 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 Professional learning needs are evaluated by the district team at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.	The district team allocates time and resources to support professional learning for district staff responsible for implementation of the data, systems, and practices in Tiers 1, 2, and 3, however, the district may not ensure the professional learning: • includes all the expected use in practice indicators. OR • is available for all instructional practices, interventions and supports. OR • is offered or available on a consistent basis. OR • is evaluated annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.	The district does not provide time and resources to ensure high-quality professional learning for instruction to support all learning levels. OR Implementation support and/or coaching is not accessible for staff using interventions and supports. OR Annual evaluation of professional learning to determine training effectiveness, align learning to current needs, and identify future learning opportunities does not take place.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
2.7 The district supports a process for schools/centers to engage families as meaningful stakeholders in the implementation of MTSS, including: • Opportunities to learn how the district has defined Tiers 1, 2 and 3, and specific strategies for families to support learner success. • Communicating the description, purpose, anticipated duration, and at-home support needed in a language and format that is conducive to the needs of families.	The district supports a process for schools/centers to engage families as stakeholders in the implementation of MTSS, however: • opportunities to learn how the district has defined Tiers 1, 2 and 3, and specific strategies for families to support learner success may be limited. OR • communication with families may be limited by topic, frequency, and/or the language and format may not be accessible by families.	The district does not support a process for schools/centers to engage families as meaningful stakeholders in the implementation of MTSS.

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

Citation of Research Used:	Metz, A. & Louison, L. (2019). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Based on Kiser, Zabel, Zachik, & Smith (2007) and Blase, Kiser & Van Dyke (2013). State Implementation and Scaling-up of Evidence-based Practices Center (2017). NIRN Initiative Inventory Process Tool. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. https://nirn.fpg.unc.edu/resources/lesson-1-hexagon-tool U. S. Department of Education (September 16, 2016). Non-regulatory guidance: Using evidence to strengthen education investments). Retrieved May 24, 2017 from https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf Vanderheyden, A. M., & Tilly, W. D. (2010). *Keeping RTI on track: How to identify, repair and prevent mistakes that derail implementation*. LRP Publications. Weiner, B. J. (2009). A theory of organizational readiness for change. Implementation Science, 4, 1-9.
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.
Contribution to Desired Outcome:	Selecting instructional practices, intervention and supports 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.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
3.1 The district maintains an **initiative inventory**, that is consistently used over time, to guide the district's review of current initiatives and produce a clear picture of all existing: • instructional practices, interventions and supports • assessments • mandates • resource commitments Information and data collected is used by the district to explore the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with the alignment of efforts.	The district is developing an initiative inventory; however, the inventory may not be: • complete and/or maintained for accuracy. OR • consistently used by the district to explore the fit of additional initiatives with current work, guide decision making to make room for new work, and/or assist with the alignment of efforts.	The district has not developed an initiative inventory and is unclear on what is being implemented across the district.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
3.2 The district team has developed a written process, that is consistently used over time, to select and deselect instructional practices, interventions and supports. The process includes an analysis of all the following program and implementing site indicators: • Evidence to demonstrate effectiveness for strengthening learner outcomes. • Usability in terms of being well-defined, replicated, sites to observe, adaptations for context. • Supports needed to fully implement (e.g., staff, professional learning, coaching, data systems, funds). • Need within the district (e.g., target population, addresses service or system gap). • Fit with current instructional practices, interventions and supports based on an initiative inventory and organizational structure, as well as alignment with community, regional, and/or state priorities, family and community values, culture, and history. • **Capacity** within the district to successfully implement the instructional practices, interventions and supports (e.g., staff, financial, professional learning, buy-in).	The district has a written process for selecting and deselecting instructional practices, interventions and supports that includes an analysis of program and implementing site indicators, however, the district may not: • consistently use the process. OR • consistently consider all six program and implementing site indicators when the process is facilitated. OR • formally deselect previously used instructional practices, interventions and supports that served a similar function resulting in duplicative practices.	The district does not have a written process for selecting and deselecting instructional practices, interventions and supports that includes an analysis of program and implementing site indicators.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
3.3 The district has developed a written process, that is consistently used over time, to <u>align</u> instructional practices, interventions and supports. The process outlines all the following: • conditions that warrant the use of the alignment process • criteria for selecting people with advanced knowledge of instructional practices, interventions, and supports to participate in the process • use of an initiative inventory within the process • core components of instructional practices, interventions, and supports to ensure alignment • documentation of whether instructional practices, interventions, and support components overlap or inhibit full use of other components • expectations for summarizing alignment results • decision-making protocol to be used if the alignment process results in a recommendation to discontinue use of an instructional practice, intervention, or support	The district has a written process to <u>align</u> instructional practices, interventions and supports, however, the process may not: • include all the expected use in practice indicators. OR • be consistently applied by the district.	The district does not have a written process to <u>align</u> instructional practices, interventions and supports. OR Instructional practices, interventions and supports may be philosophically misaligned. OR Instructional practice, intervention, and support components may be duplicative of one another. OR There may be unidentified gaps among the instructional practices, interventions, and supports provided.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
3.4 The district team engages families and community members, in a variety of ways, to obtain input and feedback throughout the selection and alignment process.	The district team engages families and community members on a limited basis to obtain input and feedback during the selection and alignment process.	The district team does not engage families and community members to obtain input and feedback during the selection and alignment process.
3.5 The district team equitably allocates resources to ensure all educators have access to the professional learning, coaching, materials, time, and space necessary to implement instructional practices, interventions and supports with fidelity (e.g., educator materials, fidelity measure, and learner consumables).	The district team is striving to equitably allocate resources to ensure all educators have access to the professional learning, coaching, materials, time, and space necessary to implement instructional practices, interventions and supports with fidelity, but allocations are not consistently equitable and/or do not meet the resource needs of all educators.	The district team does not equitably allocate resources to ensure all educators have access to the professional learning, coaching, materials, time, and space necessary to implement instructional practices, interventions and supports with fidelity.

Essential Component: Comprehensive Screening and Assessment System

Citation of Research Used:	Daly, E. J., Neugebauer, S., Chafouleas, S. M., & Skinner, C. H. (2015). *Interventions for reading problems: Designing and evaluating effective strategies* (2nd ed.). New York: Guilford Press. Faria, A. M., Sorensen, H., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., & Foster, S. (2017). *Getting students on track for graduation: impacts for Early Warning Intervention and Monitoring System after one year (REL 2017-272).* 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 Gifford, C. & Heffley, T. (2016). *Universal screening and MTSS practices to support gifted learners* [PowerPoint Slides]. Retrieved from: http://www.cde.state.co.us/gt/universalscreeningandmess Heritage, M. (2010). *Formative assessment: Making it happen in the classroom.* Thousand Oaks, CA: Corwin. 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. *Education and Treatment of Children, 33,* 651-584. McIntosh, K., & Goodman, S. (2016). Integrating Data. In McIntosh & Goodman (Eds.), *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS (pp.33-71).* New York: The Guilford Press. Morrison, J. Q., & Harms, A. (2018). Evaluating Implementation. In Morrison & Harms (Eds.), *Advancing evidence-based practice through program evaluation (pp.21-46).* New York: Oxford University Press. Morrison, J. Q., & Harms, A. (2018). Evaluating Professional Learning. In Morrison & Harms (Eds.), *Advancing evidence-based practice through program evaluation (pp.47-72).* New York: Oxford University Press. Pentimonti, J.M, Fuchs, L.S., & Gandhi, A.G. (2019). Integrating Data. In Zumeta Edmonds, Gandhi & Danielson (Eds.), *Essentials of Intensive Intervention (pp.30-49).* New York: The Guilford Press.

Definition:	A comprehensive 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. The system is designed to help educators make informed instructional and programmatic decisions and provides information about the needs and assets of each and every learner from a whole child perspective. The data acquired through the system are used to systematically evaluate the quality, **equity**, and efficiency of instruction, interventions and supports and create a responsive system that enhances individual learner outcomes. A comprehensive assessment system includes: 1. A balanced student assessment system (e.g., **formative, progress monitoring, universal screeners**, **diagnostic, benchmark/interim, and summative**) https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf 2. System assessments (e.g., capacity, fidelity)
Contribution to Desired Outcome:	A comprehensive assessment system contributes to an outcomes-driven approach that includes a meaningful monitoring and evaluation component and a commitment to continuous improvement.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
4.1 The district team has developed a written process, that is consistently used over time, to select and deselect learner outcome, fidelity, and capacity assessments. The process includes an analysis of all the following assessment and implementing site indicators: • Evidence to demonstrate the validity and reliability of the assessment for the intended use. • Usability in terms of being a well-defined measure with replicated use (e.g., ease of use). • Supports needed to use the assessment with fidelity (e.g., professional learning, data systems, funds). • Need within the district (e.g., addresses an assessment gap). • Fit and alignment with other assessments, instructional practices, interventions and supports based on an initiative inventory. • Capacity within the district to successfully implement the assessment (e.g., staff, professional learning, data systems, funds).	The district has a written process for selecting and deselecting learner outcome, fidelity, and capacity assessments that includes an analysis of assessment and implementing site indicators, however, the district may not: • consistently use the process. OR • consistently consider all six program and implementing site indicators when the process is facilitated. OR • formally deselect previously used assessments, that served a similar function, resulting in duplicative assessments.	The district does not have a written process for selecting and deselecting learner outcome, fidelity, and capacity assessments.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
4.2 The district team ensures time and resources are allocated to support ongoing, high-quality professional learning for the use of all assessments. The professional learning includes information about all the following: • the purpose and intended use of the assessment • why the district selected the assessment • the technical adequacy of the assessment • how to correctly administer and score the assessment • how to interpret the data and use the results of the assessment to inform planning, instruction, and support Professional learning needs are evaluated by the district team at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.	The district team allocates time and resources to support professional learning for the use of assessments, however, the district may not ensure the professional learning: • includes all the expected use in practice indicators. OR • is available for all selected assessments. OR • is offered or available on a consistent basis. OR • is evaluated annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities may not take place.	The district team does not allocate time and resources to support professional learning for the use of assessments.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
4.3 The district team ensures that educators are provided guidance on assessments annually. The guidance includes all the following for each assessment: • Data collection window(s) for the entire school year (calendar). • Individuals who will administer the assessments. • Individuals who will enter the data/scores (if applicable). • Individuals/team who will use the results and when they will be used. • Individuals who will serve as **data coordinator**(s).	The district ensures that educators are provided with guidance on assessments, however, the guidance may not: • address all the expected use in practice indicators. OR • be used consistently across the district. OR • be updated annually.	The district does not ensure that educators are provided with guidance on assessments.
4.4 The district supports a process for schools/centers to ensure learners and families are informed about assessments. The process includes all the following: • notifying learners and their families of the assessment purposes, frequency, and dates • offering support to learners and their families on how to interpret assessment results using audience friendly language and format	The district team has developed a formal process to ensure learners and families are informed about assessments, however, the process may not: • include all the expected use in practice indicators. OR • be used consistently across the district. OR The communication with families may be limited by topic, frequency, and/or the language and format may not be accessible by families.	The district team does not have a formal process to ensure learners and families are informed about assessments.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
4.5 The district team has developed a written process, that is consistently used over time, for monitoring the fidelity of implementation, which includes: • names of the fidelity measures (e.g., R-TFI, SWPBIS TFI, Check-In Check-Out intervention checklist). • identification of what the measure is assessing to determine fidelity. • a schedule for when fidelity data will be collected and analyzed to inform planning for continuous improvement. • names of individuals responsible for assessing fidelity. • a description of how the fidelity data will be collected, stored, visually displayed, aggregated across the district and school/center levels, and used. • a protocol for continuous improvement to meet fidelity.	The district team has a written process for monitoring the fidelity of implementation, however, it may not: • include all the expected use in practice indicators. OR • be used consistently across the district. OR The district team is in the process of identifying fidelity measures to monitor the fidelity of implementation. OR In the absence of available fidelity measures, the district team operationalizes essential components of implementation practices to be monitored.	The district team does not have a process for monitoring the fidelity of implementation.

Essential Component: Continuous Data-Based Decision Making

Citation of Research Used:	Freeman, R., Miller, D., & Newcomer, L. (2015). Integration of academic and behavioral MTSS at the district level using implementation science. *Learning Disabilities: A Contemporary Journal*, *13*(1), 59-72. Marsh, J., Pane, J. & Hamilton, L. (2006). Making sense of data-driven decision making in education: Evidence from recent RAND research. Stanley, D. (2016). Data-based decision making. In. S.R. Jimerson, M.K. Burns, & A.M. VanDerHeyden (Eds.). The handbook of response to intervention: The science and practice of multi-tiered systems of support (2nd Ed.). New York: Springer State Implementation and Scaling-up of Evidence-based Practices Center (2013). NIRN Stages of Implementation Analysis: Where Are We? Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. University of North Carolina at Chapel Hill.
Definition:	The utilization of all relevant whole child and system data to analyze, evaluate, and plan strategies that support sustainable systemic improvement and whole child learner outcomes. Data-based decision making is inclusive of efficient data collection practices for multiple data sets and a formal continuous 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 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 learners. Data-based decisions should ensure that all learners are provided an appropriately challenging learning environment designed to accelerate their growth.

Essential Component: Continuous Data-Based Decision Making

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
5.1 The district team analyzes data three times a year to determine the: • effectiveness of the district wide system. • needs and progress of all learners, with explicit consideration for special populations.	The district team analyzes system effectiveness and learner progress data only twice a year.	The district team does not analyze data. OR Data analysis is done at a longer interval than twice a year.
5.2 The district utilizes and synthesizes all the following types of data to inform decision making: • Capacity data are used to enhance leadership, organizational and competency drivers within the district wide system. • Fidelity data are used to improve supports to ensure implementation as intended (e.g., staff selection, training, coaching supports). • Scale/Reach data are used to examine the extent implementation is occurring across the district and to inform the differentiation of plans for schools/centers based on their current stage of implementation (i.e., exploration, installation, initial implementation, full implementation). • Impact data are used to determine whether learner, staff, and community outcomes are improving (e.g., attendance rates, test scores, graduation rates, perception surveys, community data).	The district uses data to inform decision making, but may not: • have access to all four types of data. OR • actively use all four types of data. OR • synthesize the different types of data for a comprehensive view of the district.	The district does not use data to inform decision making and leaders make decisions based on a hunch about what they intuitively feel makes the most sense. OR Data analysis is limited to only system effectiveness or learner progress data.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
5.3 The district maintains an efficient data collection system and protocol to ensure collection, entry and access to whole child and system data.	The district is establishing an efficient data collection system and protocol to ensure access to whole child and system data.	The district does not have an efficient data collection system and protocol to ensure access to whole child and system data.
5.4 The district team uses an effective continuous improvement process that includes all the following: • Needs are assessed by analyzing whole child and system data, both aggregated and disaggregated, to determine current needs, assets, gaps, and resource allocation within the district. • Root cause analysis is conducted to prioritize needs and define measurable goals. • Selection and alignment processes are used to identify strategies to achieve identified goals. • Implementation and evaluation plans are developed and revised to ensure effective implementation and monitoring for adjustments needed to achieve intended outcomes. • Resources are mapped, aligned, and reallocated in response to plans and outcomes (e.g., fiscal, personnel, time, facilities).	The district team uses a continuous improvement process, however, it may not: • include all the expected use in practice indicators. OR • be used consistently across the district.	The district team does not use an effective continuous improvement process and leaders make decisions based on a hunch about what they intuitively feel makes the most sense.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
5.5 The district supports a process for schools/centers to communicate about continuous improvement with staff, learners, families, school board, ISD and community stakeholders. The process: • supports stakeholder's ability to interpret continuous improvement data. • provides stakeholders with the opportunity to have input on decisions being made based on the data.	The district has a formal process to ensure communication with stakeholders about continuous improvement, however, the process may not: • include all identified stakeholders (staff, learners, families, school board, ISD, and community stakeholders). OR • provide stakeholders with the opportunity to have input on decisions being made based on the data, due to the communication being one-directional.	The district does not have a process for communicating about continuous improvement with staff, learners, families, school board, ISD, and community stakeholders.

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
5.6 The district team ensures time and resources are allocated to support ongoing, high-quality professional learning on continuous data-based decision making in all the following ways: • providing, and participating in, professional learning on how to use data to determine the effectiveness of the district wide system, engage in the continuous improvement process, and map and align resources a minimum of twice per year • consistently supporting building teams in their use of data for decision-making by providing professional learning a minimum of twice per year and providing continuous coaching • evaluating professional learning needs at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities	The district team allocates time and resources to support professional learning on continuous data-based decision making, however, the district may not ensure the professional learning is: • consistently utilized across the district. OR • available for all in need of training. OR • offered or available on a consistent basis. OR • supported by continuous coaching. OR • evaluated annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.	The district does not ensure professional learning and technical assistance on continuous data-based decision making.

Glossary

Browse the glossary below to learn the vocabulary terms commonly encountered in the MDE MTSS Practice Profile. The glossary was compiled using the following resources: Michigan legislation, MDE documents, RTI Network, National Implementation Research Network, the Active Implementation Hub, 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/centers 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.

Data Coordinator

Data coordinators help their districts and schools/centers install and understand assessments for evaluation.

Diagnostic Assessment

Diagnostic Assessments measure specific skills (needs and/or assets) for the purpose of providing in-depth information to guide supports for individual learners as needed. See https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf for more information.

District Improvement Plan

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

Equity

When educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships.

Evidence-Based

Evidence-based refers to an activity, strategy, or intervention that demonstrates a statistically significant effect on improving learner 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 three 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.

Formative Assessment

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. See https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf for more information.

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 learner need.

Guidance

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 enough detail such that independent observers can detect the presence and strength of the "specific set of activities" related to implementation.

Initiative Inventory

A process of identifying current and previously implemented initiatives that relate to a focus area for improvement. Used to guide a team's review of past and current programs to get a clear picture of successful strategies and challenges, along with existing mandates and resource commitments. The inventory also includes assessments used to evaluate the effectiveness of initiatives or strategies.

Interim/Benchmark Assessment

Interim/Benchmark Assessments measure growth toward competencies and the impact of Tier 1 instruction for all learners. They are administered periodically throughout the school year for one or more of the following purposes: predictive (identify learner readiness for success on a later summative assessment); evaluative (to appraise ongoing educational programs) and/or instructional (to supply teachers with individual learner performance data). See https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf for more information.

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

Progress Monitoring is used to quantify a learner's rate of improvement or responsiveness to instruction, intervention or supports and guide future learning. Progress monitoring can be implemented with individual learners and small groups. The frequency of measures should match the level of intervention intensity. Progress monitoring can be used to provide additional information about the effectiveness of Tier 2 and Tier 3 interventions. See https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf for more information.

Special Populations

Groups of learners with needs that require special consideration and attention in an educational setting. Learners can belong to more than one special population at a time. While no two students will ever have identical needs, awareness of the special populations in education will help you understand the challenges your students may be facing and develop ways of meeting them.

Summative Assessment

Summative Assessments provide information regarding the level of learner, program, or school success at an endpoint in time. Administered at the conclusion of learning to 1) determine the effectiveness of a recently concluded program, 2) infer about a learner's mastery of curricular aims, and/or 3) meet local, state, and federal accountability requirements. See

https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf for more information.

Systems

A series of interdependent and aligned processes and people working together toward a common goal to bring desired results.

Universal Screeners

Universal Screeners are designed to measure specific skills, behaviors or characteristics that are predictive of later outcomes to identify learners who may need additional **diagnostic assessments** and/or interventions. Screeners are efficient, reliable, easy to administer, repeatable, and provide comparative data for all learners within a defined group or setting. See https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf for more information.

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.