

Introduction

Welcome to MTSS, the Big Picture by UH AIPaT. My name is Elsa Cardenas Hagan. I am a team member of the UH AIPaT Team. The goal of this session is to describe MTSS and the Schoolhouse graphic.

Definition of MTSS

MTSS is an acronym for Multitiered System of Supports. MTSS is a multitiered instructional model associated with high-quality core instruction, universal screening for educational risk of difficulties, and supplemental or intensive intervention with systematic progress monitoring.

Schoolhouse

Look at the schoolhouse. As you observe the schoolhouse, you will notice 3 levels. Each level represents a specific tier or level of instruction.

On the first floor of the schoolhouse, you will observe a Welcome sign for every student. This represents the general education classroom. In an MTSS framework, this first floor is often referred to as **Tier 1**. At this level, **every student** receives high-quality, rigorous instruction in whole and small groups within the general education classroom.

As we look inside the **Tier 1** classroom (Slide 2), we find that teachers work with every student in a whole group instructional format to provide the core content using evidence-based instructional strategies that promote active engagement with the content. During this block of instructional time, teachers work with a small group of students on targeted skills. On this slide, three groups are represented. The first is a meaning-focused group where students work on skills related to vocabulary or skill strategy for comprehension. Another group comprises the code-focused group on specific reading skills such as phonemic awareness or word study. Finally, students who are working above level need enrichment to keep them engaged and allow them to diver deeper into the subject matter.

Slide 3

The second floor of the schoolhouse represents **Tier 2** of the Multitiered System of Supports. At this level, the data collected by the school describes the need for **some students** to receive small-group supplemental instruction. The instruction is differentiated and based on the student's educational needs. Progress monitoring is a feature of MTSS. You will notice that the schoolhouse depicts students moving from **Tier 1** and **Tier 2** in both directions. Students who receive supplemental instruction can make progress and no longer require supplemental

instruction. The data from the progress monitoring tool helps teachers determine when students need to move out of one tier into another tier. This is an important point, as students are not meant to stay in **Tier 2 or 3** permanently. Progress monitoring provides teachers with the data they need to determine if the supplemental instruction is working for the student. If the data doesn't show growth, the teacher needs to reevaluate the inputs, such as the intervention, supplemental instruction, or their teaching style. The inputs make a difference in the output - the student's learning. In addition to students who need assistance at the start of the academic year, there may be other students who will require supplemental instruction during the school year. The idea of the MTSS is to provide just-in-time interventions.

The third floor of the schoolhouse represents **Tier 3** of the Multitiered System of Supports. At this level, the data collected by the school describes the need for a **few students** to receive intense intervention in a small group. The students may not yet be identified as requiring Special Education services, but they are performing significantly below the expected level of performance. The instruction is targeted to meet the individual educational needs of the student. Once again, progress monitoring is a feature of MTSS. You will notice that the schoolhouse depicts students moving from **Tier 3** to **Tier 2** or vice versa. Therefore, students can make progress and need less intensive instruction, while other students will require more intensive instruction.

Closing

MTSS is a problem-solving framework for identifying students' needs and determining the resources necessary to differentiate instruction and provide supplemental or intensive interventions. These levels of instruction are necessary to create positive educational outcomes. The schoolhouse is a graphic to represent the MTSS framework.