

# **Multi-tiered System of Supports: A Comprehensive Framework for Implementing the California Common Core State Standards**

## **Facilitator Guide**

**Units 1 – 4**



California Department of Education  
Sacramento, California

# Unit 1: What is Multi-Tiered System of Supports?

## Facilitator Guide

### Overview

#### Training Outcomes

Participants will...

- Recognize the structure of a Multi-Tiered System of Supports (MTSS) as a framework for implementation of the California Common Core State Standards (CA CCSS)
- State the rationale for MTSS framework within the context of the CA CCSS
- Describe the core components of MTSS
- Define the difference between MTSS and Response to Instruction and Intervention (RTI<sup>2</sup>)
- Identify critical components of the implementation process

#### Preparation

Download and print out the following Unit 1 training materials:

- **Participant Packet**

Handouts Include:

- Guided Notes
- Pre-Assessment
- Kansas Multi-Tier Systems of Support: The Integration of MTSS and RtI (Kansas Department of Education)
- Research Brief: Multi-tier System of Supports (MTSS) (Averill & Rinaldi)
- Exit Slip (optional)

# Unit 1: What is Multi-Tiered System of Supports?

## Facilitator Guide

### Equipment and Training Materials

- LCD or Interactive whiteboard, computer
- Writing implement
- Internet access
- Post-it notes
- Chart paper / chart pens
- Timer

## Unit 1: What is Multi-Tiered System of Supports? Facilitator Guide

Time (minutes)	Slide(s)	Event Activity	Equipment Materials	Facilitator
5		<b>Welcome/Introductions</b>	Unit #1 - Participant Notes	
1	1–4	Overview of Unit — Introduction, outcomes		
7	5	Activity — Pre Assessment	Handout – Pre- Assessment	
2	6–9	Rationale for MTSS, Implementation		
5	10	Activity — Time to Reflect		
2	11–12	Shift to the Common Core	Video – Why the Common Core?	
5	13	Activity — Time to Reflect		
3	14–18	Shifts — ELA and Mathematics		
10	19	Activity — Time to Reflect		
3	20–24	California Achievement Data		
8	25	Activity — Time to Reflect		
1	26–27	California Graduation and Dropout Data		
5	28	Activity — Time to Reflect		
8	29–39	CA CCSS, MTSS, and Rtl Framework		
15	40	Activity — Time to Reflect	Handout – Kansas Multi-Tier Systems of Support: The Integration of MTSS and Rtl (Kansas Dept. of Education)	
5	41–50	Stages of Implementation of MTSS		
1	51	Activity — Take Away	Handout –Multi-tier System of Supports (MTSS) (Higgins, Averill & Rinaldi)	
3	52	Activity – Exit Slip	Exit Slip – Unit #1	
1	54	Preview of Unit 2		
<b>90</b>	<b>Total</b>			

# Unit 2: Data-Based Decision Making Facilitator Guide

## Overview

### Training Outcomes

Participants will...

- State the rationale for data-based decision making in MTSS
- Define and describe the importance of universal screening and progress monitoring
- Identify resources for screening and progress monitoring
- Describe strategies for analyzing data to guide intervention

### Preparation

Download and print out the following Unit 2 training materials:

- **Participant Packet**  
Handouts Include:
  - Guided Notes
  - Exit Slip (optional)

Remind participants to bring back completed take away activity from **Unit 1 — What is a Multi-Tiered System of Support?**

### Equipment and Training Materials

- LCD or Interactive whiteboard, computer
- Writing implement
- Internet access
- Post-it notes
- Chart paper / chart pens
- Timer

## Unit 2: Data-Based Decision Making Facilitator Guide

Time Minutes	Slide(s)	Event Activity	Equipment Materials	Facilitator
5		<b>Welcome/ Introductions</b>	Unit #2 — Participant Notes	
2	1–3	Overview of Unit — Introduction, outcomes		
8	4–5	Activity — Take Away	Handout from Unit #1 — Participant Notes <i>Multi-Tier System of Support (MTSS)</i> by Orla Higgins Averill, Claudia Rinaldi, Urban Special Education Leadership Collaborative	
10	6	Activity — Time to Reflect		
1	7–8	Essential Rtl components		
8	9–14	Data-based decision making		
5	15–17	Universal Screening		
10	18–22	Cut Scores	Video — Establishing Cut Scores <a href="http://www.youtube.com/watch?v=l0lLkDicXZA">http://www.youtube.com/watch?v=l0lLkDicXZA</a>	
8	23	Activity — Exploration of screening tools	Internet access — “rti4success” screening tools <a href="http://www.rti4success.org/screeningTools/">http://www.rti4success.org/screeningTools/</a>	

## Unit 2: Data-Based Decision Making Facilitator Guide

Time Minutes	Slide(s)	Event Activity	Equipment Materials	Facilitator
4	24–28	Progress monitoring		
8	29	Activity — Exploration of progress monitoring tools	Internet access — “rti4success” progress monitoring tools <a href="http://www.rti4success.org/progressMonitoringTools/">http://www.rti4success.org/progressMonitoringTools/</a>	
4	30–33	Decision making		
10	34–40	Problem-solving process		
1	41	Activity — Take Away		
5	42	Activity — Time to Reflect	Handout — Exit Slip	
1	43	Preview of Unit #3		
<b>90</b>	<b>Total</b>			

## Unit 3: Instructional Planning and Supports Facilitator Guide

### Overview

### Training Outcomes

Participants will...

- Identify elements of good Tier one classroom instruction
- Define scaffolding and give examples of where it is addressed in the standards
- State the purpose for differentiating instruction
- Define Universal Design for Learning (UDL) and its principles
- Describe the types of classroom accommodations that benefit all students

### Preparation

Download and print out the following Unit 3 training materials:

- **Participant Packet**

Handouts Include:

- Guided Notes
- UDL Educator Checklist
- Exit Slip (optional)



## Unit 3: Instructional Planning and Supports Facilitator Guide

### Equipment and Training Materials

- LCD or interactive whiteboard, computer
- Writing implement
- Internet access
- Post-it notes
- Chart paper / chart pens
- Timer

## Unit 3: Instructional Planning and Supports Facilitator Guide

Time Minutes	Slide(s)	Event Activity	Equipment Materials	Facilitator
5		<b>Welcome/Introductions</b>	Unit #3 — Participant Notes	
1	1–3	Overview of Unit		
5	4	Activity – Review of Unit #2	Unit #2 — Participant Notes — Take Away	
2	5–11	Good Tier one instruction — Instructional scaffolding		
5	12	Activity — Time to Reflect		
3	13–17	Differentiated instruction		
5	18	Activity — Time to Reflect		
7	19–22	Universal Design for Learning	Video — Maryland Learning Links <a href="http://www.youtube.com/watch?v=aaSZqgr2eUM">http://www.youtube.com/watch?v=aaSZqgr2eUM</a>	
10	23	Activity — Time to Reflect	Handout — UDL Educator Checklist	
3	24–27	CCSS — Commitment to students		
3	28	Activity — Time to Reflect		
1	29–30	Accommodations		
3	31	Activity — Time to Reflect		
4	32	Video Clip	Video — Accessible Instructional Materials (AIMS) <a href="http://aim.cast.org/learn/accessiblemedia/allaboutaim">http://aim.cast.org/learn/accessiblemedia/allaboutaim</a>	
5	33	Activity — Time to Reflect		
9	34–40	Re-teach and enrich, Tiers 2 and 3	Video — Re-Teach and Enrich <a href="http://www.youtube.com/watch?v=J8DQuqVxHv0">http://www.youtube.com/watch?v=J8DQuqVxHv0</a>	
10	41	Activity — Time to Reflect		
3	42	Resources	National Center on Response to Intervention Web Site <a href="http://www.rti4success.org/">http://www.rti4success.org/</a>	
1	43	Activity — Take Away	Participants' homework	
3	44	Activity — Time to Reflect	Handout — Exit Slip	
1	45	Preview of Unit 4		
<b>90</b>	<b>Total</b>			

# Unit 4: Leadership for Implementation of MTSS

## Facilitator Guide

### Overview

#### Training Outcomes

Participants will...

- Identify the stages of implementation for MTSS
- Identify the key members of a district or site implementation team
- Describe the functions of a leadership team
- Describe the self-correcting feedback loop
- Identify the status of your district or school site leadership in implementation of MTSS

#### Preparation

Download and print out the following Unit 4 training materials:

- **Participant Packet**

Handouts Include:

- Guided Notes
- District Initiative Inventory
- Needs Assessment and Action Planning Tool
- Exit Slip (optional)

## **Unit 4: Leadership for Implementation of MTSS Facilitator Guide**

### **Equipment and Training Materials**

- LCD or Interactive whiteboard, computer
- Writing implement
- Internet access
- Post-it notes
- Chart paper / chart pens
- Timer

## Unit 4: Leadership for Implementation of MTSS

### Facilitator Guide

Time Minutes	Slide(s)	Event Activity	Equipment Materials	Facilitator
5		<b>Welcome/Introductions</b>	Unit #4 — Participant Notes	
1	1–3	Overview of Unit — Introduction, outcomes		
20	4–5	Rethinking the Scale-Up Challenge	Video — <i>Rethinking the Scale-Up Challenge</i> <a href="http://www.youtube.com/watch?v=bllazKRgwHM">http://www.youtube.com/watch?v=bllazKRgwHM</a>	
2	6–7	Culture of Alignment		
3	8–9	District Initiative Inventory		
3	10–11	Stages of Implementation		
10	12	Activity — Time to Reflect		
7	13–22	Systemic Levels		
2	23–24	Site Implementation Leadership Team		
2	25–26	Continuous Improvement Feedback Loop		
2	27	Self-Correcting Feedback Loop		
15	28–31	MTSS Needs Assessment and Action Planning Tool	Handout — <i>Needs Assessment and Action Planning Tool</i>	
10	32	Activity — Time to Reflect	Handout — Exit Slip Unit 4	
8	33	Wrap Up		
5	N/A	Post-Assessment	Handout — Post Assessment and Answer Key	
<b>95</b>	<b>Total</b>			