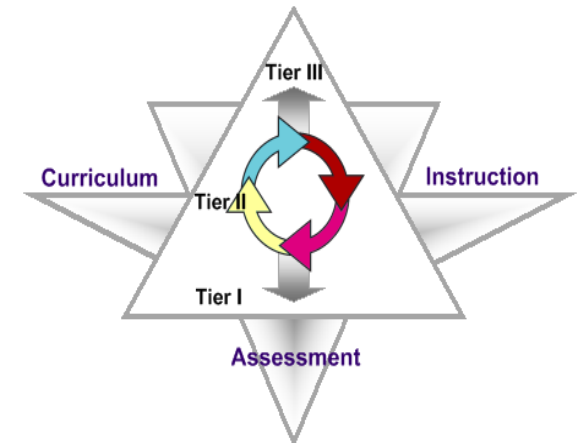


Harwood Unified Union School District

Multi-Tiered System of Support (MTSS)



MTSS Benefits

- Collaborative problem solving approach
- Standards-based outcomes based on CCSS
- Responsive decision-making
- Ongoing analysis of data to make decisions about instruction
- Evidence-based
- Teachers, parents and administration working together to meet students needs

Resources

[Vermont Multi-tiered System of Supports Response to Intervention and Instruction Field Guide](#), Vermont Reads Institute and Vermont Statewide Steering Committee on RTi, Revised November 28, 2012

Vermont Agency of Education

<http://education.vermont.gov>

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**DEDICATED TO SUPPORTING
ALL LEARNERS**

The Harwood Unified Union SD schools work together with parents and community to ensure that every student is provided with learning opportunities needed for them to grow/develop their potential and gain knowledge, skills and attributes necessary to become productive citizens.

Our goal is to engage and support *all* learners through the development and implementation of a rigorous preK-12 comprehensive curriculum to meet the diverse needs of all students in all content areas aligned with State and National Standards.

We offer a multi-tiered system of support (MTSS) for *all* learners in order to help them be successful, recognizing that children are more confident and successful in school when we support their learning in a variety of ways.

Vermont's 10 Guiding Principles for MTSS Approach

Principle #1: Success begins with committed educators who believe that all students learn and can achieve high standards as a result of effective teaching.

Principle #2: A successful **multi-tiered system** begins with the highest quality classroom instruction that is informed by research and supported by a standards-based curriculum.

Principle #3: A coherent, articulated and **balanced assessment system** guides responsive teaching, informs educators and students about progress, and leads to effective decisions.

Principle #4: The analysis and use of on-going performance data to monitor progress, inform instructional decisions and refine ambitious goal setting results in acceleration of student learning.

Principle #5: Student success occurs when expert personnel provide targeted and **differentiated instruction** at the earliest indication of student need at a level of intensity that is responsive to the need.

Principle #6: To address the full range of students' needs, schools provide a comprehensive, responsive system of instruction and intervention that reflects **fidelity** to the **research-based approach** while supporting teachers as they use keen observation to make decisions about and engage in responsive teaching.

Principle #7: Dynamic, positive and productive **collaboration** among students, families, and professionals with relevant expertise is the foundation for effective problem solving and instructional decision-making within a multi-tiered system.

Principle #8: Effective leadership, including building administrator engagement and **distributed leadership**, is crucial for guiding and sustaining a multi-tiered system.

Principle #9: The success of a **multi-tiered system** is dependent on continuously-developing expertise. Professional development for all members of the school community is needed to build capacity and sustain progress.

Principle #10: These principles are interrelated and will be most effective when integrated within a coherent plan for continuous improvement that recognizes how recursive assessment, reflection, and adaptation are needed to improve instruction and increase student achievement.

SYSTEMS OF SUPPORT UNIVERSAL, HIGH-QUALITY INSTRUCTION PK-12

"A comprehensive, systemic approach to teaching and learning designed to meet the academic and non-academic needs and improve learning for all students through increasingly differentiated and intensified assessment, instruction, and intervention, provided by qualified professionals with appropriate expertise." (page 22 Vermont MTSS – TRI Field Guide – Vermont Reads and AOE 2013)

Components of MTSS System

Collaborative, problem-solving approach to:

- ❖ A continuum of increasingly differentiated instruction and supports along with comprehensive progress monitoring and balanced assessment system.
- ❖ Educational Support Teams meet regularly to monitor progress of all students within their learning environments. Data is collected for progress monitoring.
- ❖ Students with suspected disabilities receive comprehensive evaluation by a school psychologist and educational diagnosticians (special educators).
- ❖ A culture of flexibility of instruction to meet the needs of every learner in the classroom.
- ❖ Parents are an integral part of our teams and are invited to all support team meetings where only their student is discussed.

Core Beliefs

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn, and reflect
- Every leader at all levels is responsible for every child
- Change is intentional, coherent, and dynamic
- An empowering culture creates collective responsibility for student success

Key Components of MTSS

- High quality classroom instruction
- Differentiated instruction in all classrooms
- Match instruction to learners' needs
- Universal screenings
- Progress-monitoring data to inform instruction
- Use of research-based instruction and interventions that reflects fidelity
- Monitoring of student progress
- Adjusting classroom instruction according to student outcomes and needs
- Tiered intervention system to support all learners
- Professional development
- Distributed leadership
- Effective collaboration
- Balanced assessment system

Potential Benefits of MTSS

- Improves core education for all students
- Provides fluidity and access to support
- Preventative rather than reactive model of interventions
- Encourages collaboration among educators, families and community members
- Improved educational outcomes for all students

The Tiers:

Tier I – Universal level focused on meeting the needs of every learner in the classroom. Core curriculum and differentiated instruction delivered by classroom teachers using standards-based instruction, on-going progress monitoring and data to adjust instruction as needed.

Tier II – Focused and targeted intervention for students not fully responding to core instruction; typically small group supplemental instruction for students at risk of academic or behavioral difficulties.

Tier III – Intensive level of intervention for students who are not making sufficient progress given high-quality instruction in Tiers 1 and 2. Tier 3 interventions are supplemental, individualized and customized for a very small number of students in small group or 1:1.