



# Michigan Department of Education **RESPONSE TO INTERVENTION: A MULTI-TIERED SYSTEM OF SUPPORTS**

# MEMORANDUM FROM SALLY VAUGHN



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## **MEMORANDUM**

**TO:** Local and Intermediate School District Superintendents and Principals  
Public School Academy Directors

**FROM:** Sally Vaughn, Ph.D.  
Deputy Superintendent/Chief Academic Officer

**SUBJECT:** Response to Intervention Guidance Materials

The Michigan Department of Education (MDE) has completed Michigan's definition and vision for the Response to Intervention (RtI). The materials attached will provide guidance for continuity and alignment in the implementation of a research-based system of RtI. In addition, the collaborative planning or braiding of initiatives, is recognized as an essential component for improvement of academic achievement in all learners.

In the past, traditional plans for School Improvement, RtI, Special Education, etc., were created and implemented independently of each other resulting in well-written, but competing initiatives for schools and districts. This approach divides resources and can have a negative impact on effective achievement for all learners.

The Michigan RtI vision, definition, and essential components were developed by a statewide team of Michigan educators, experts, and stakeholders in collaboration with the MDE, the Great Lakes East Comprehensive Center, and the National Center for RtI. These defining elements, along with additional guidance materials and research-based resource links, will be coming soon to the RtI tab on the MDE Teaching for Learning website.

Questions regarding MDE's RtI guidance materials should be directed to Jan Oord in the Office of Education Improvement and Innovation at [oordj@michigan.gov](mailto:oordj@michigan.gov).

cc: Michigan Education Alliance

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**Michigan Department of Education’s Vision for Response to Intervention: A Multi-Tiered System of Supports and Implementation within the Michigan Continuous School Improvement Process:**

The focus of the Michigan Department of Education (MDE) is to improve achievement for all learners through support of Michigan schools. Experience has demonstrated that in order to increase achievement, successful schools plan collaboratively. Often, traditional plans for improvement have been written and implemented in silos, for example: School Improvement, Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS), Special Education, and others, have written and implemented their plans in isolation. While the plans may be well-written and solid in their own right, the lack of collaboration and common planning often results in them becoming competing initiatives in a school/district. These competing initiatives have a negative impact on improving achievement for all learners.

To streamline a school’s efforts and resources to maximize improvement for all learners, the MDE has outlined how a school district can break down barriers and plan collaboratively to develop one common plan for improvement. The Michigan Continuous School Improvement Process serves as the process to organize staff to analyze data (achievement, perception, process, and demographic) and to develop a comprehensive, continuous improvement plan. The improvement goals are developed as a result of a comprehensive data analysis, leading to the identification of the improvement needs and the development of school improvement goals. Through the development of their school improvement plan, the staff may recognize that their school has key systems missing resulting in a negative impact on student achievement. This realization may lead them to recognize that implementing a RtI-MTSS would help to fill the void in their school systems. In addition to identifying the need for an RtI-MTSS, the School Improvement process will assist in development and implementation of RtI-MTSS.

When braided together, the Michigan Continuous School Improvement process and a system of RtI-MTSS will enhance and strengthen each other, a mutually beneficial relationship, as opposed to when planned and implemented in separate silos, competing for staff time and resources, leading to a dysfunctional and sporadic implementation of improvement strategies. A well implemented system of RtI-MTSS will enrich and enhance the school improvement process. The main purpose of this document will be to define the MDE’s definition and vision of RtI-MTSS. An integral part of defining RtI-MTSS for Michigan will be to clarify the connections between and braiding of essential elements of RtI-MTSS and the school improvement process.

Michigan has defined RtI-MTSS and included eleven essential elements to help clarify the definition. In order to be an RtI-MTSS, all eleven elements must be present.

**MDE Definition of Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS):** RtI-MTSS is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners.

### **Essential Components of Michigan’s RtI-MTSS Framework**

1. **Implement effective instruction for all learners** – A unified system of comprehensive service delivery requiring significant general and special education system change that meets the needs of all learners.
2. **Intervene early** – All learners are screened through assessments several times per year, identifying learners who are not making expected progress. These learners are provided with targeted interventions and monitored for progress on an ongoing basis.
3. **Provide a multi-tiered model of instruction and intervention** – Levels of intervention will be used to meet the learning needs of all learners. Level/Tier 1 is the research-based core curriculum and classroom interventions that will be available to all learners and effectively meet the needs of 80-85% of them. Level/Tier 2 are targeted group interventions serving approximately 15% of the learners, that learners will receive in addition to the continuation of Level/Tier 1. Learners will move fluidly between Level/Tier 1 and Level/Tier 2. Level/Tier 3 interventions serve approximately 5% of the learners. Learners at this level receive intense individual interventions while continuing to receive Level/Tier 1 instruction. Based on their performance, learners move fluidly between this Level/Tier and 1 and 2.
4. **Utilize a collaborative problem solving model** – A structured, systematic problem solving model based in general education to identify student learning needs, analysis of learning problems, and use of the analysis to guide instructional decisions.
5. **Assure a research-based Core Curriculum (aligned with Michigan’s state standards)** – The curriculum is aligned with the Michigan standards to ensure that learners are exposed to curriculum that has demonstrated effectiveness in meeting the learning needs of at least 80% of the student population.
6. **Implement research/evidence-based, scientifically validated, instruction/interventions** – The district, school, and teachers use instruction/interventions that have been validated through research/evidence as having a substantial impact on student achievement.
7. **Monitor student progress to inform instruction** – Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision making and impact what they are doing to improve student achievement.
8. **Use data to make instructional decisions** – The district, school, and staff use data to guide all of their instructional decisions.
9. **Use assessments for three purposes: universal screening, diagnostics, and progress monitoring** – The staff uses an assessment to

screen the instructional needs of all learners. As learners are identified for more intensive instruction or interventions, the staff uses diagnostic assessments to identify the specific learning needs of all learners. The staff monitors the progress of the student to inform their ongoing decision making.

10. **Implement with fidelity** – Staff implements instructional and/or intervention practices according to the intent of the research base.
11. **Engage parents and community** – Parents and community are engaged and informed in the instructional process.

# RTI MTSS INQUIRY PROCESS

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Implement effective instruction for all children</b> - A unified system of comprehensive <i>service delivery</i>, requiring significant general and special education system change that meets the needs of all students.</p>	<p>Do we have evidence that there is a culture, climate and belief system that would indicate that ALL students could learn?</p> <p>Is there evidence that there is a unified system that delivers effective instruction to ALL students?</p> <p>Does staff (teacher, coaches etc.) indicate that they have the necessary skills, training &amp; competent supports necessary to teach ALL students?</p> <p>Are skills taught and coached also reinforced by informal evaluation systems (principal walk-throughs, checklists etc.)</p> <p>How are staff selection criteria used to reinforce and support effective instruction for ALL students?</p> <p>Does staff have the necessary skills and competencies to plan, differentiate and accommodate instruction to meet the needs of ALL students?</p>	<p>Has "effective instruction" been defined and explicit expectations developed to insure ALL students are receiving high quality instruction?</p> <p>Is there a system of coaching supports to assure teacher effectiveness?</p> <p>Are there opportunities and processes in place to support collaborative planning and problem solving for instructional delivery and resource allocation based on student need?</p> <p>Does the personnel evaluation process provide feedback for continuous improvement and individual development insuring that staff is able to provide effective instruction for ALL students?</p> <p>Is there a system for teacher recruitment is in place to insure new staff meet standards of performance necessary to effectively instruct all students?</p>	<p>Is there evidence of shared leadership reinforcing the expectation that ALL students receive high quality instruction?</p> <p>Is there evidence that leadership supports and facilitates a unified system?</p> <p>There is evidence that leadership capacity exists in both the technical (administrative duties, knowledge of curriculum, instruction and assessment, etc.) and the adaptive (conflict management, facilitation, crucial conversations, etc.)?</p>

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Intervene early</b> - All students are screened through assessments several times per year of identifying students who are not making expected progress. These students are provided with targeted interventions and monitored for progress on an ongoing basis.</p>	<p>Is there evidence that staff is trained in effectively using the universal screeners?</p> <p>Is staff conducting universal screening with fidelity?</p> <p>There is evidence that staff have the necessary competencies to analyze and use data from the screeners?</p>	<p>There is a systematic selection and review process to insure that screeners are reliable, valid and normed for referencing?</p> <p>There is evidence that all students are screened three times per year?</p> <p>Is screener data accessible to staff within an acceptable time frame?</p> <p>Data from universal screening is disaggregated for analysis at the individual, classroom, grade and school wide levels?</p> <p>There is evidence that screeners provide technically data and are used systematically to provide information on student performance in all content areas?</p>	<p>Is there evidence that leadership (team or individual) has the technical skill to provide guidance and support for the selection and use of universal screeners?</p> <p>Is there evidence that leadership supports and facilitates the consistent and persistent use of universal screeners 3 times per year for all students?</p>

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Provide a multi-tiered model of instruction and intervention</b> - Levels of intervention will be used to meet the learning needs of all students.</p>	<p>Is there evidence that staff have been trained to effectively provide instruction and/or intervention at all tiers?</p> <p>Are teachers able to provide instruction in Tier 1 for ALL students?</p> <p>Are teachers able to determine student need based on student performance and rate of progress?</p> <p>Are teachers able to make decisions regarding appropriate instruction and/or interventions based on student need?</p> <p>Are teachers able to target the skills that students need to progress?</p>	<p>Does system identify skills necessary for content areas?</p> <p>Is there a process that exists to guide personnel in how students receive instruction and/or intervention in fluid manner?</p> <p>Is data used systematically to move students fluidly between Level/Tier 1 and 2 based on their performance?</p> <p>Is the data used objective, measurable and sensitive enough to accurately guide decision making about tiered instruction and intervention?</p> <p>Is student progress data available to staff in a timely manner?</p> <p>A process exists to guide staff in determining when a student should be evaluated for a specific disability?</p>	<p>Is there evidence that leadership (team or individual) has the technical skill to provide guidance and support for multi-tiered instruction and intervention?</p> <p>Is there leadership capacity that can adequately support, guide and reinforce staff competencies related to instruction and intervention?</p>

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Utilize a Collaborative Problem-solving Model</b> - <i>A structured, systematic problem solving model based in general education to identify student learning needs, analysis of learning problems and use of the analysis to guides instructional decisions.</i></p>	<p>Does staff have the necessary skills and disposition to work within a team?</p> <p>Is staff trained in a structure problem-solving model?</p> <p>Does staff have the necessary skills to use data within a problem solving process?</p> <p>Do teachers have the skills necessary to analyze and identify learning needs and challenges?</p>	<p>Is the problem-solving model utilized to design and evaluate the effectiveness of instruction/intervention at each tier?</p> <p>Are new staff systematically trained and supported to use the problem-solving model?</p> <p>Is there a system used to monitor the integrity and effectiveness of the problem-solving model?</p>	<p>Is leadership modeling the use of a problem-solving model through data informed decision-making?</p> <p>Is leadership consistently prioritizing the use of a problem-solving model?</p>

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Assure a Research-Based Core Curriculum (aligned with Michigan State Standards)</b> - <i>The curriculum is aligned with the Michigan standards.</i></p>	<p>Does staff have a clear understanding of what the research based core curriculum is and how it should be taught?</p>	<p>Has the system provided the necessary resources, assistance and a structure for the delivery of a research-based for core curriculum?</p> <p>Is there adequate and on-going professional development to insure the adequate understanding and effective delivery of a research-based core curriculum?</p> <p>Is there a systemic curriculum review process?</p>	<p>Is there evidence that leadership has the technical knowledge and understanding to provide guidance and support in the delivery of the research based core curriculum?</p> <p>Is leadership effectively monitoring the delivery of the core programs?</p>



	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Implement research-based scientifically validated interventions/instruction</b> - <i>The District, school and teachers use interventions/instruction that have been validated through research as having a substantial impact on student achievement.</i></p>	<p>Do school personnel have the necessary skills required to:</p> <ul style="list-style-type: none"> <li>Examine research or scientific evidence?</li> <li>Analyze and use data to make decisions?</li> <li>Understand effect size, efficacy and effectiveness information?</li> </ul> <p>Does staff have adequate fluency in the core features of the selected intervention and/or instructional practice to select appropriate interventions for students?</p>	<p>Does the system regularly provide training to support skill development in:</p> <ul style="list-style-type: none"> <li>Examining research or scientific evidence?</li> <li>Analyzing and using data to make decisions?</li> <li>Understanding effect size, efficacy and effectiveness information?</li> </ul> <p>Has the system provided structure and resources to determine current needs, appropriate fit and adequate evidence to select the appropriate research based instruction/intervention?</p>	<p>Does leadership have fluency in the core features of the selected intervention and/or instructional practice?</p> <p>Does leadership have the necessary skills and knowledge to guide the selection of research based instructional practices/interventions.</p>

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Implement with fidelity</b> - <i>Staff implements an instructional practice according to the intent of the research base.</i></p>	<p>Does staff have adequate fluency in the core features of the selected intervention and/or instructional practice to implement with fidelity?</p> <p>Does the staff have the skills and disposition to collaborate to insure implementation fidelity?</p>	<p>Does the system regularly provide training to support skill development in the selected instructional practices/interventions?</p> <p>Has the system provided structure and resources to determine current readiness, necessary capacity and adequate resources to implement the appropriate research based instruction/intervention with fidelity?</p> <p>Does the system provide coaching supports to insure implementation fidelity?</p>	<p>Does leadership have fluency in the core features of the selected intervention and/or instructional practice to insure adequate monitoring of fidelity of implementation?</p> <p>Does leadership facilitate collaborative relationships amongst staff to insure fidelity of implementation?</p>

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Monitor student progress to inform instruction</b> - <i>Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision making and impact what they are doing to improve student achievement.</i></p>	<p>Are teachers able to identify the appropriate starting place/level to begin progress monitoring (i.e., teacher has determined at what level the student is proficient and begin monitoring progress at the next level)</p> <p>Are teachers trained on how to progress monitor and how to use decision rules to evaluate student progress and adjust instruction based upon the progress monitoring data?</p> <p>Are teachers able to discern what data is objective and measureable?</p>	<p>A process exists to guide the problem solving team in determining when a student would receive instruction or intervention within a different tier.</p> <p>A process exists to guide the problem-solving team in determining when a student should be evaluated for a specific disability.</p> <p>Is progress monitoring data measureable and objective?</p> <p>Are there "decision rules" used to evaluate student progress and adjust instruction based upon the data.</p>	<p>Does leadership have the necessary skills and knowledge to guide and support the practices of progress monitoring?</p> <p>Does leadership provide the necessary and sufficient resources to insure that progress monitoring informs instruction?</p>

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Use data to make instructional decisions</b> - <i>The district, school and staff use data to guide all of their instructional decisions.</i></p>	<p>Are teachers able to triangulate data to make educational decisions?</p> <p>Are there educational staff trained or available with the ability to analyze convergent data including discrepancy from peers, learning rate differences, adverse impact, and exclusion factors in order to participate in special education eligibility decisions.</p>	<p>Do problem-solving teams use a variety of data (e.g., CBM, functional behavior assessment, standardized, informal) to ensure alignment between instructional/behavioral need and intervention?</p> <p>Is there an effective and efficient data management system to manage district wide information?</p> <p>Integrated data systems are in place and the data generated are reliable and valid?</p> <p>Multidisciplinary groups of professionals are involved in data collection and decision making for students who have not responded to intense interventions.</p>	<p>Does leadership understand various data sources available and how those data can be used to inform instructional decisions?</p> <p>Has the leader facilitated making those data sources available to staff?</p>

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Use assessments for three purposes: Universal Screening, Diagnostics and Progress Monitoring</b> - <i>The staff uses an assessment to screen the instructional needs of all students. As students are identified for more intensive interventions the staff uses diagnostic assessments to identify the specific learning needs of all students. The staff monitors the progress of the student to inform their ongoing decision making.</i></p>		<p>Assessments are specifically selected to:</p> <ul style="list-style-type: none"> <li>• Identify children who are not making expected academic or behavioral progress</li> <li>• Diagnose what children are able to do academically or behaviorally</li> <li>• Monitor progress to determine if academic or behavioral interventions are effective</li> </ul>	

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p><b>Engage Parent and Community</b> - <i>Parents and community are engaged and informed in the instructional process.</i></p>	<p>Do teachers have the necessary skills and disposition to actively engage parents in understanding and participating in decisions about their child's educational progress?</p>	<p>Is there a communication plan in place to inform parents of instructional practices and interventions?</p> <p>Is there a communication plan that provides parents with detailed student performance and progress monitoring information?</p> <p>Has the system identified how they will actively engage parents?</p> <p>Are parents informed</p>	<p>Does leadership seek to inform and gather input on parent needs related to student performance?</p> <p>Does leadership insure that a transparent process is in place to inform parents of instructional processes, practices and interventions?</p> <p>Are leaders providing guidance to facilitate teachers to communicate individual student progress monitoring data to their parents?</p>

# RTI MTSS ESSENTIAL ELEMENTS AND EXPLICIT PRACTICES

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
<p><b>Intervene Early/ Universal Screening</b> - All students are screened through assessments several times per year of identifying students who are not making expected progress. These students are provided with targeted interventions and monitored for progress on an ongoing basis.</p>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>Teachers ensure all students participate in screening assessments (academics &amp; behavior).</li> <li>Teachers utilize screening/ benchmark data during grade level meetings to ensure instruction is properly aligned with student need.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>Building Leadership Team ensures:                             <ul style="list-style-type: none"> <li>A standardized process for selection of screeners exists</li> <li>Adequate # of staff are trained in administering screeners.</li> <li>There is a system for periodic review of fidelity measures associated with the implementation of the screening assessment</li> <li>Grade level staff are well trained in the use of screening data to determine instructional needs of ALL students</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>District Leadership Team ensures:                             <ul style="list-style-type: none"> <li>Periodic review of screeners used across K-12 grades district wide</li> <li>The use of screening data and Curriculum Based Measurements to determine if core instructional program is robust and implemented well to support 80% of ALL students to meet proficiency standards</li> <li>The support of the purchase of screeners across K-12 system</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>ISD Leadership Team ensures:                             <ul style="list-style-type: none"> <li>Periodic review of fidelity measures at the district level to determine if there are Personnel Development and/or Technical Assistance needs to ensure an adequate # of staff are trained to administer the assessments</li> <li>Staff across ISD are trained in use of screening data</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>State publishes a list of high quality screeners that meet standardized criteria and/or ensures national resources related to universal screeners are available to schools and districts and are aligned with state/ national standards.</li> <li>State publishes an allowable cost document that outlines funding streams that could be used to pay for the purchase of qualified universal screeners.</li> <li>State makes available a list of qualified individuals to assist in training on the administration and use of universal screeners and/or fund a state wide initiative to support the development and use of universal screeners within the School Improvement Process and/or a high quality RTI-MTSS System.</li> </ul>

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
<p><b>Provide a multi-tiered model of instruction and intervention</b> - <i>Levels of instruction/intervention will be used to meet the learning needs of all students.</i></p> <ul style="list-style-type: none"> <li>• <b>Level/Tier 1</b> is the research-based core curriculum and classroom approach to instruction/interventions that will be available to all students and effectively meet the needs of 80-85% of all students.</li> <li>• <b>Level/Tier 2</b> are targeted group interventions, serving approximately 15% of students. Students receive this support in addition to the continuation of Level/Tier 1. Students will move fluidly between Level /Tier 1 and Level/Tier 2.</li> <li>• <b>Level/Tier 3</b> interventions serve approximately 5% of the students. Students at this level receive intense individual interventions while continuing to receive Tier 1 instruction. Based on their performance, students move fluidly between this Level/Tier and 1 and 2.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• <b>Tier 1:</b> Core Program delivered in whole and small groupings of students. A variety of instructional materials used to support mastery. Tier 1 interventions are done within classroom for all students.</li> <li>• <b>Tier 2:</b> Students identified with similar need are provided additional support with research-based interventions. Small groupings of students (3-5) are supported either within or outside of classroom based on available resources.</li> <li>• <b>Tier 3:</b> Individual students presenting more significant need are supported with more intense and frequent intervention using research-based programs. Instruction is tailored to specific learning target or goals.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Identified research-based core curriculum that meets the needs of 80-85% of all students.</li> <li>• Systematic and fluid movement of students within and across tiers based on need.</li> <li>• Grade level data review meetings.</li> <li>• Staff meetings would include review of school wide data on an ongoing basis.</li> <li>• Leadership team that monitors the decision-making regarding the movement of students within &amp; across tiers and the fidelity of implementation of instruction and intervention.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Allocation of resources for: <ul style="list-style-type: none"> <li>▪ Research-based core curriculum,</li> <li>▪ Research-based interventions,</li> <li>▪ Professional Development to develop necessary competencies,</li> <li>▪ Coaching support model.</li> </ul> </li> <li>• Alignment of curriculum across all buildings and grade levels.</li> <li>• Leadership team monitors, through a data review process, implementation fidelity and allocation of resources across the district.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Collaborative leadership structure that facilitates support for a multi-tiered system by provided: <ul style="list-style-type: none"> <li>▪ Targeted technical assistance and coaching for districts,</li> <li>▪ Comprehensive Professional Development,</li> <li>▪ Systems and frameworks to guide district and building level implementation,</li> <li>▪ Data support systems that generate data profiles.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• State initiative provides a model for guidance and professional development to implement a multi-tiered system of support.</li> <li>• State funding policies align and facilitate the implementation of a multi-tiered system of support.</li> <li>• State Board of Education policies promote a universally designed and a collaboratively implemented educational system.</li> </ul>

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
<p><b>Utilize a Collaborative Problem-solving Model</b> - <i>A structured, systematic problem-solving model based in general education to identify student learning needs, analysis of learning problems and use of the analysis to guides instructional decisions.</i></p>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Teacher/s able to monitor student progress to do informal problem-solving related to effectiveness of instruction and/or intervention.</li> <li>• Grade level teams would conduct formal problem-solving meetings based on student performance data to ensure quality of instruction, effectiveness of curriculum and fidelity of delivery.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Building Leadership Team:</li> <li>• Establishes and sustains a building level commitment for the use of a building wide problem-solving model.</li> <li>• Establishes a process that supports the analysis of root cause for students not reaching benchmark standards for all grade levels.</li> <li>• Evaluates grade level data to determine effectiveness of curriculum, instruction and interventions.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• District Leadership Team: <ul style="list-style-type: none"> <li>▪ Creates district policy to advance and support the use of a problem-solving model across the district.</li> <li>▪ Utilize a problem-solving model while examining building level data to determine effectiveness of curriculum, instruction and interventions.</li> <li>▪ Ensures all district staff is trained in the problem-solving model.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Collaborative leadership structure facilitates &amp; supports the use of a problem-solving model: <ul style="list-style-type: none"> <li>▪ Targeted technical assistance and coaching for districts,</li> <li>▪ Comprehensive Professional Development,</li> <li>▪ Systems and frameworks to guide district and building level implementation,</li> <li>▪ Data support systems that generate data profiles.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• State initiative provides a model for guidance and professional development to implement a problem-solving model.</li> <li>• State Board of Education policies promote a universally designed and a collaboratively implemented educational system.</li> <li>• State RTI-MTSS framework supports and encourages the use of a problem-solving model.</li> </ul>

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
<p><b>Assure a Research-Based Core Curriculum (aligned with Michigan State Standards)</b> - <i>The curriculum is aligned with the Common Core State Standards and the Michigan standards. Research-based means the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relative to education activities and programs.</i></p> <p><b>Implement research-based scientifically validated interventions/ instruction</b> - <i>The District, school and teachers use interventions/ instruction that have been validated through research as having a substantial impact on student achievement.</i></p>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Teacher implements curriculum as designed.</li> <li>• Classroom instruction is based on a clearly defined core program with explicitly stated performance benchmarks.</li> <li>• Core instruction is differentiated to meet the needs of a large majority of students.</li> <li>• Grade level meetings address the implementation fidelity of the core program and interventions.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Building Leadership Team: <ul style="list-style-type: none"> <li>▪ Provides support to classroom teachers related to the implementation of the core program,</li> <li>▪ Monitors and reviews implementation of the core program,</li> <li>▪ Ensures a process for the selection of appropriate interventions.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• District Leadership Team: <ul style="list-style-type: none"> <li>▪ Provides support to building administration to ensure capacity to assess the quality of the implementation of the core program,</li> <li>▪ Monitors and reviews the implementation of the core program at the building level,</li> <li>▪ Ensures a process for the selection of appropriate interventions exists at the building level or this function could also be performed at a district level.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Collaborative leadership structure facilitates &amp; supports: <ul style="list-style-type: none"> <li>▪ Access to known and effective research-based core curriculum and interventions,</li> <li>▪ Technical assistance and professional development around the implementation of effective instructional and intervention practices.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Ensures access to information and guidance for use of the Common Core State Standards.</li> <li>• Ensures state content expectations and state assessments align with Common Core State Standards.</li> <li>• Develops guidance documents to ensure effective implementation of Common Core State Standards.</li> <li>• Provides guidance related to the selection and use of research-based instruction and intervention.</li> </ul>

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
<p><b>Monitor student progress to inform instruction</b>  <i>- Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision-making and impact what they are doing to improve student achievement.</i></p>	<p><b>Explicit Practices:</b>            Teachers are able to:</p> <ul style="list-style-type: none"> <li>• Use progress monitoring data frequently (weekly/monthly) to determine student growth or response to instruction,               <ul style="list-style-type: none"> <li>▪ Use progress monitoring data to compare a student's expected and actual rate of learning,</li> <li>▪ Use progress monitoring data to adjust the frequency and/or intensity of instruction,</li> <li>▪ Use progress monitoring data to evaluate the match between instructional strategies and the students' academic or behavioral needs.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Building Leadership Team:               <ul style="list-style-type: none"> <li>▪ Develops a systematic progress monitoring plan across the building,</li> <li>▪ Provides support to classroom teachers/staff for conducting ongoing progress monitoring,</li> <li>▪ Ensures that progress monitoring data is reviewed on a weekly/ monthly basis by classroom teacher/staff and instructional changes are made if needed,</li> <li>▪ Ensures a problem solving process is in place for classroom teachers to identify students who are not demonstrating adequate academic or behavioral progress,</li> <li>▪ Ensures that progress monitoring is conducted with fidelity,</li> <li>▪ Ensures that parents are given access their child's progress monitoring data.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• District Leadership Team:               <ul style="list-style-type: none"> <li>▪ Identifies how student progress will be monitored across the district,</li> <li>▪ Ensures that teachers/staff are trained to use progress monitoring tools to evaluate student learning,</li> <li>▪ Ensures that progress monitoring tools are available to teachers/staff in their appropriate grade level and content area,</li> <li>▪ Ensures that teachers/staff understand how to analyze, chart and interpret progress monitoring data,</li> <li>▪ Ensures that progress monitoring across the district is conducted with fidelity,</li> <li>▪ Ensures that parents are encouraged access to their child's progress monitoring data.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Collaborative leadership structure facilitates &amp; supports:               <ul style="list-style-type: none"> <li>▪ LEA's identification and use of progress monitoring tools with targeted technical assistance and coaching,</li> <li>▪ Provides LEA's ongoing Professional development opportunities in the use of progress monitoring tools and fidelity of implementation,</li> <li>▪ Staff across the ISD are trained in the use of progress monitoring data.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• State initiative provides a model for guidance and professional development to implement the use of progress monitoring tools.</li> <li>• State RTI-MTSS framework develops guidance documents and supports to encourage the use of progress monitoring tools.</li> </ul>



MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
<p><b>Use assessments for three purposes: Universal Screening, Diagnostics, and Progress Monitoring -</b> <i>The staff uses an assessment to screen the instructional needs of all students. As students are identified for more intensive interventions the staff uses diagnostic assessments to identify the specific learning needs of all students. The staff monitors the progress of the student to inform their ongoing decision-making.</i></p> <p><b>Use data to make instructional decisions -</b> <i>The district, school, and staff use data to guide all of their instructional decisions.</i></p>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Teachers are able to: <ul style="list-style-type: none"> <li>▪ Use screening data to determine which students are not making progress at expected rates,</li> <li>▪ Use data to determine what all children can and cannot do in important academic and behavioral domains,</li> <li>▪ Use data to monitor the rate and growth of student progress.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Building Leadership Team: <ul style="list-style-type: none"> <li>▪ Provides support to classroom teachers related to the implementation of the assessments,</li> <li>▪ Monitors and reviews implementation of the assessments and the review of the assessment data,</li> <li>▪ Determines whether an issue is student specific or related to curriculum and instruction, and therefore a systemic issue.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• District Leadership Team: <ul style="list-style-type: none"> <li>▪ Assists buildings by developing corrective actions to ensure improvement in the areas of need (student, practitioner and/or systemic),</li> <li>▪ Ensures appropriate assessments are selected and are consistently used across all district buildings,</li> <li>▪ Ensures capacity of building team to implement assessments and utilize assessment data.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>• Collaborative leadership structure facilitates &amp; supports: <ul style="list-style-type: none"> <li>▪ The purchase of or access to appropriate data systems,</li> <li>▪ Provides technical assistance and professional development around the use of effective assessment systems,</li> <li>▪ Provide coaching to ensure the fidelity of the administration of the assessments and fidelity in the use of the assessment data.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <p>Encourages ISD’s and LEA’s to utilize assessments for multiple purposes by identifying within the State’s School Improvement Framework how these processes would be integrated within the cycle of school improvement.</p>

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
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<p><b>Implement with fidelity</b> - Staff implements an instructional practice according to the intent of the research base.</p>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>Teachers are trained and coached to implement instructional practices.</li> <li>Implementation guides are developed and/or provided that explicitly define and outline the critical features of the instructional practice.</li> <li>Critical features of the instructional practice have standards of practice clearly defined and mapped within the implementation guide.</li> <li>Grade level meetings include data reviews on student progress monitoring and implementation fidelity as measured by the standards set forward in the implementation guides.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>Building Administration develops a Principal Walk Thru checklist aligned to the critical elements and the standards of practice of the instructional practice.</li> <li>Administration reinforces implementation fidelity by performing regular "principal walk thru's" and providing coaching supports.</li> <li>Building Leadership Team/School Improvement Team conducts regular implementation measures, review and student performance data reviews to determine fidelity of implementation, and impact on student achievement.</li> <li>Building Leadership Team/School Improvement Team conducts a periodic review of current practices within the building and has a meaningful process of selecting new practices for implementation.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>District Administration financially supports a cadre of building level coaches.</li> <li>District resource allocation aligned with both overall district level needs based on data and building level needs based on building level.</li> <li>District Personnel Development is aligned to building need.</li> <li>District Personnel Development promotes implementation fidelity by assuring training objectives and outcomes for staff are clearly defined and monitored for implementation.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>ISD Administration ensures there is knowledge and capacity around "Effective Implementation Practices" within the ISD to ensure adequate District support around large scale or ISD-wide initiatives.</li> <li>ISD level Leadership Teams exist to support implementation fidelity of large scale county/ISD/RESA-wide initiatives.</li> <li>ISD promotes implementation fidelity by developing templates, tools, and guidance around the development of implementation guides and implementation measures for large scale county/ISD/RESA-wide initiatives.</li> <li>ISD Leadership works collaboratively with State Leadership and pertinent associations to promote and support capacity development around "Effective Implementation Practices" and the development of a statewide network, or Community of Practice around "Effective Implementation Practices."</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>State guidance documents, templates, and tools align with the core principles and essential research-based elements of "Effective Implementation Practices."</li> <li>All state level initiatives are required to show use of the core principles and essential research-based elements of "Effective Implementation Practices."</li> <li>All state level initiatives have evaluation measures related to implementation fidelity to their practices.</li> <li>State level leadership ensures there are key personnel deployed across departments to support implementation practices and the improvement of implementation fidelity supports at an ISD/RESA level.</li> <li>State personnel supporting "Effective Implementation Practices" collaborate with and support the state wide network or Community of Practice around "Effective Implementation Practices."</li> </ul>
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MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
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MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
<p><b>Engage Parent and Community</b> – <i>Parents and community are engaged and informed in the instructional process.</i></p> <p>School staff and families will share an understanding of the following:</p> <p>What children are expected to achieve during each grade level in Michigan schools (Common Core State Standards).</p> <p>How student progress in relation to the standards and other students in the class will be measured and reported to parents at each school (Curriculum Based Measures, Formative Assessments, etc.).</p> <p>What evidence-based practices teachers will implement to help students meet standards or extend their learning if standards have been met.</p> <p>What parents can do to support their student’s learning at home.</p>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>Teachers create a welcoming environment and communicate frequently with parents/caregivers in family-friendly language about: <ul style="list-style-type: none"> <li>Grade-level expectations,</li> <li>Michigan’s Common Core State Standards, how the selected curriculum aligns with these standards, and specific strategies families can use to support their student’s learning at home,</li> <li>What screening/progress monitoring data are collected in the classroom, at which times of the year, and student scores in relation to both the standards and the rest of the class,</li> <li>Instructional action plans to ensure student needs are met, including which evidence-based, targeted interventions will be used if students are not meeting standards, and strategies to extend students’ learning if they are,</li> <li>How families can pro-actively communicate any ideas or concerns to the teacher.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>Building leadership team and administration provide training, implementation support, tools, materials, strategy suggestions and organizational structures to ensure: <ul style="list-style-type: none"> <li>Grade-level expectations/standards are shared in family-friendly language during regularly scheduled times (beginning of year, after benchmarks, monthly if students are being progress monitored, etc.),</li> <li>School-wide data regarding family and student satisfaction are collected and reviewed regularly (at least twice annually), and action plans are developed to respond to areas of identified need,</li> <li>Building staff identify and implement tiered strategies to welcome, communicate with, and involve parents of students who are not meeting standards/benchmarks or who are not able to be involved in school activities in traditional ways.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>District leadership team and administration provide clear expectations and related policies for pro-active, school-family partnership practices.</li> <li>Expectations and related policies are aligned with state standards for school-family partnership practice (Title I, NCLB, PTSA, etc.), and are regularly communicated to building administration and staff.</li> <li>High-quality professional development on how to create a welcoming environment, share data, and communicate with ALL families is coordinated with buildings.</li> <li>Coaches/technical assistant providers are identified and made available to support building staff as they work to implement evidence-based, school-family partnership practices.</li> <li>District-wide data regarding family, student and community satisfaction are collected and reviewed regularly (at least twice annually), and action plans are developed in collaboration with building leadership teams to address areas of common identified needs.</li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>Provides a collaborative leadership structure that facilitates the implementation of a tired system of evidence-based, school-family partnership practices by: <ul style="list-style-type: none"> <li>Comprehensive professional development and targeted technical assistance and coaching in collaboration with districts,</li> <li>Systems and frameworks to guide district and building level implementation,</li> <li>Data support systems that generate data profiles related to school-family partnership practice implementation.</li> </ul> </li> </ul>	<p><b>Explicit Practices:</b></p> <ul style="list-style-type: none"> <li>Ensures access to information and guidance regarding evidence-based school-family partnership systems and practices, and the relationship between these practices, the Common Core State Standards, student achievement, and a response to intervention: A Multi-Tiered System of Supports framework. <ul style="list-style-type: none"> <li>Provides information and guidance regarding the collection of family, student and community satisfaction data along with how to use and share these data with staff and constituents.</li> <li>Encourages ISD’s and LEA’s to integrate school-family partnership data and practices within the cycle of school improvement.</li> <li>Provides up-to-date information and guidance regarding state-wide and federal policies and procedures related to school-family partnerships.</li> </ul> </li> </ul>

# RTI-MTSS RESEARCH-BASED WEBSITE RESOURCES

## Research-Based Links

### Find What Works

This feature of the What Works Clearing House helps find interventions that address your school or district's academic needs and summarizes their evidence of effectiveness. Interventions can be searched by domain (academic achievement, dropout prevention, language development, mathematics/science, personal/social development, reading/writing, grade (PK-12), population (English language learners, special education, general education), effectiveness (positive effects, potentially positive effects, mixed effects, no discernible effects, potentially negative effects), extent of effectiveness (not rated, small, medium to large), delivery method (individual, small group, whole class, whole school), and program type (curriculum, supplement, practice).

#### **National resource**

**Key words:** Math, ELA, Science, early childhood, elementary, high school, ELL, special education, curriculum, instruction, personal/social development

### Doing What Works

The mission of Doing What Works (DWW) is to translate research-based practices into practical tools to improve classroom instruction. DWW relies on the Institute of Education Sciences (and occasionally other entities that adhere to similar standards) to evaluate and recommend practices that are supported by rigorous research. The DWW online library is organized around practices: data-driven improvement, quality teaching, literacy, math and science, comprehensive support, and early childhood; and content for each practice is organized into four areas: practice summary, learn what works, see how it works, and do what works.

#### **National resource**

**Key words:** Math, ELA, Science, early childhood, elementary, high school, ELL, special education, curriculum, instruction, personal/social development assessment, implementation, training, research

### The National Center on RTI

The National Center on RTI provides a one-stop-shop place to find comprehensive information about Response to Intervention. To navigate the site, use the graphic to navigate through and learn about the Essential Components of RTI: Multi-Level Prevention System, Universal Screening, Progress Monitoring, and Data-Based Decision Making. The resources found here were created by the Center as well as other organizations or associations. Resources have been organized by type: tools charts (progress monitoring, screening, instruction), implementation tools, webinars, expert advice, training modules, and research.

#### **National resource**

**Key words:** assessment, implementation, training, research

## **The Center on Instruction**

The Center on Instruction offers materials and resources on effective instruction within a Response to Intervention framework, and implementation of the RTI framework at the state, district, and local levels. A self-assessment tool for use by states to determine their level of RTI implementation and a subsequent listing of recommended resources is available at this site.

### **National resource**

**Key words:** Math, ELA, Science, early childhood, elementary, high school, ELL, special education, curriculum, instruction, personal/social development assessment, implementation, training, research

## **RTI Classification Tool and Resource Locator (RTI CTRL)**

This tool allows the user to conduct in-depth searches for resources pertaining to specific RTI topic areas and stages of RTI implementation at the school, district and state levels.

### **National resource**

**Key words:** assessment, implementation, research

## **RTI Action Network**

The RTI Action Network guides educators and families in the effective implementation of Response to Intervention (RTI) as a means to improve educational outcomes for all students

### **National resource**

**Key words:** early childhood, elementary, high school, ELL, higher ed, special education, curriculum, instruction, personal/social development, family, implementation, training

## **Response to Intervention: Online Professional Development Modules and Resources for Implementation**

The IRIS Center is a national center that aims to provide high-quality resources for college and university faculty and professional development providers about students with disabilities. IRIS seeks to obtain this goal by providing free, online, interactive training enhancements that translate research about the education of students with disabilities into practice. Two modules have recently been released that deal with RTI – one on mathematics and one on related services.

### **National resource**

**Key words:** implementation, training

## [The National High School Center](#)

The National High School Center provides the latest research, user-friendly tools and products, and high-quality technical assistance on high school improvement issues. The Center uses a Tools and Products Review Criteria to identify research-supported improvement tools and products. In addition, the Center has developed comprehensive Research Review Criteria to identify high-quality research on pressing high school improvement topics. The National High School Center was part of the High School Tiered Interventions Initiative (HSTII) and resources from that initiative can be found on the site.

### **National resource**

**Key words:** high school, ELLs, special education, curriculum, instruction, personal/social development, family, community

## [Center for Response to Intervention in Early Childhood \(CRTIEC\)](#)

This site features resources from a consortium of professionals committed to advancing early intervening services based on RTI and evidence-based practice in Early Childhood Education.

### **National resource**

**Key words:** early childhood, special education, curriculum, instruction, personal/social development, family, community

## [Center for Social Emotional Foundation and Early Literacy \(CSEFEL\)](#)

CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

### **National resource**

**Key words:** early childhood, special education, curriculum, instruction, personal/social development, family, community

## [Council for Exceptional Children: Division for Early Childhood \(DEC\)](#)

DEC is one of seventeen divisions of the Council for Exceptional Children (CEC) - the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. DEC is especially for individuals who work with or on behalf of children with special needs, birth through age eight, and their families.

### **National resource**

**Key words:** early childhood, special education, curriculum, instruction, personal/social development, family, community

## **NECTAC: Response to Intervention (RTI) in Early Childhood**

NECTAC is the national early childhood technical assistance center supported by the U.S. Department of Education's [Office of Special Education Programs](#) (OSEP) under the provisions of the Individuals with Disabilities Education Act (IDEA). NECTAC serves Part C-Infant and Toddlers with Disabilities Programs and Preschool Programs for Children with Disabilities in all 50 states and 10 jurisdictions to improve service systems and outcomes for children and families.

### **National resource**

**Key words:** early childhood, special education, curriculum, instruction, personal/social development, family, community

## **Response to Intervention in Elementary-Middle Math**

The eight recommendations in this guide are designed to help teachers, principals, and administrators use Response to Intervention for the early detection, prevention, and support of students struggling with mathematics.

### **National resource**

**Key words:** math

## **Response to Instruction and Intervention and Mathematics: The Potential for Mathematics Education**

This presentation, given by Russell Gersten, Center on Instruction Math Director and Director of the Instructional Research Group, describes the evidence base for RTI in mathematics and suggested strategies for successful implementation and the pivotal role mathematics teachers can and should play in RTI. This session was presented at the National Council of Teachers of Mathematics (NCTM) Annual Meeting & Exposition in Indianapolis, IN, in April 2011.

### **National resource**

**Key words:** math

## **Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)**

This project is designed to develop systems of support within Districts/ISDs to help schools develop school-wide support systems in reading and behavior. This multi-tiered model of behavior and reading supports is an integrated framework of Practices, Systems, and Information.

### **Michigan resource**

**Key words:** early childhood, elementary, high school, ELA, special education, personal/social development, training



## **Michigan Transition Outcomes Project (MI-TOP)**

MI-TOP facilitates and supports the development and facilitation of effective transition systems for students as they prepare for postsecondary education, employment, and independent living.

### **Michigan resource**

**Key words:** high school, higher ed, special education, personal/social development

## **State Autism Resources and Training (START)**

The START project is committed to creating a sustainable structure of support for students with Autism Spectrum Disorders. The START Project has served a key role in meeting this need through training and coaching models and resource material development.

### **Michigan resource**

**Key words:** special education, personal/social development, training

## **The Reaching and Teaching Struggling Learners (RTSL) Initiative**

RTSL is a Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) mandated activities initiative, strives to ensure positive outcomes for struggling learners by exploring effective secondary school practices and their impact on ALL students. The initiative is designed to reduce the risk of dropout.

### **Michigan Resource**

**Key words:** high school, special education, personal/social development, training

## **Michigan Mathematics RtI Resources**

This is a comparison matrix of RtI programs/projects currently used and available in Michigan prepared by the Michigan Mathematics and Science Center Network.

### **Michigan resource**

**Key words:** math

## **DELTA Math RtI Program**

The DELTA Math RtI Program provides schools with tools to identify individual learning gaps and protocols for responding to targeted student needs. The program includes three web-based, diagnostic screeners designed to provide quick and efficient data collection of student performance.

### **Michigan resource**

**Key words:** elementary, math, assessments

## **"Keeping RTI on Track: How to Identify, Repair and Prevent Mistakes That Derail Implementation"**

By Amanda M. VanDerHeyden and W. David Tilly III

Nearly every district has experienced – or will experience – problems that bring RTI implementation to a grinding halt, or at least derail it. Keeping RTI on Track helps you overcome the biggest problems associated with false starts or implementation failure.

Written by two national experts who have advised hundreds of districts on RTI implementation, each chapter calls attention to a common error, describing how to avoid the pitfalls that lead to false starts, how to determine when you're in one, and how to get back on the right track.

Whether you are just starting out in RTI implementation or got stuck somewhere along the way, you learn how to react when you find yourself thinking:

"Our model is too loosely defined."

"We over-emphasized intervention selection and under-emphasized intervention management."

"We are overwhelmed by interventions in our school or district."

"We are not getting results," or, "We don't know if we are getting results with RTI."

"We have lost our momentum."

"We are suffering from paralysis by analysis."

"We got too big too fast."

Each chapter's unique four-part formula: identifies a critical error, illustrates the problem in practical terms using real-life scenarios, describes signs of the error, and tells you how to prevent or repair it. Plus, tables and figures map out implementation concepts and help you identify where errors are occurring.

## **"Eye on Education: "Response to Intervention and Continuous School Improvement: Using Data, Vision and Leadership to Design, Implement and Evaluate a Schoolwide Prevention System"**

By Victoria Bernhardt and Connie Hebert

Ensure the success of your school and improve the learning of all students by implementing Response-to-Intervention (RTI) as part of a continuous school improvement (CSI) process. This book shows you how to get your entire staff working together to design, implement, and evaluate a school wide prevention system. With specific examples, CSI expert Victoria Bernhardt and RTI specialist Connie L. Hebert demonstrate each step of the RTI process as it relates to continuous school improvement. Apply effective RTI in your classrooms, and put your school on a path toward successful continuous improvement!

# POWERPOINT PRESENTATIONS

## Michigan Definition and Tools

**Response to Intervention:  
A Multi-Tiered System  
of Supports**

**Michigan  
Parameters and  
Guidance**

One Common Voice – One Plan

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**Michigan Definition**

**RtI-MTSS is an integrated,  
multi-tiered system of  
instruction, assessment and  
intervention designed to meet  
the achievement and behavioral  
needs of all students.**

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**MDE Guidance  
Essential Components  
of  
Response to  
Intervention: A Multi-  
Tiered System of  
Supports**

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**Essential  
Components**

1. Implement effective instruction for all children
2. Intervene early
3. Provide a multi-tiered model of instruction and intervention

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**Essential Components cont...**

4. Utilize a Collaborative Problem-Solving Model
5. Assure a Research-Based Core Curriculum (aligned with Michigan Standards)

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**Essential Components cont...**

6. Implement research-based scientifically validated interventions/instruction
7. Monitor student progress to inform instruction
8. Use data to make instructional decisions

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**Essential Components cont...**

9. Use assessments for three purposes
  - \* Universal Screening
  - \* Diagnostics
  - \* Progress Monitoring
10. Implement with Fidelity
11. Engage Parent and Community

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**Tools for Guidance**

- MDE RtI-MTSS Vision, Definition and Essential Elements
- RtI-MTSS Inquiry Process
- RtI-MTSS Essential Elements and Explicit Practices Chart (Classroom, Building, District, ISD, State)
- Stories from the Field

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- Research Links
- Power Point Presentations
  - ▶ "One Common Voice – One Plan - How do Continuous School Improvement and Response to Intervention: A Multi-Tiered System of Supports Work Together?"
  - ▶ "Implementing RtI-MTSS? – What is Needed to Implement RtI-MTSS Across our Schools/ Districts"
- Glossary

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**RTI-MTSS Research-Based Website Resources**

**Find What Works**  
This feature of the What Works Clearing House helps find interventions that address your school or district's academic needs and summarizes their evidence of effectiveness. Interventions can be searched by domain (academic achievement, dropout prevention, language development, mathematics/science, personal/social development, reading/writing, grade (PK-12), population (English language learners, special education, general ...

**Doing What Works**  
The mission of Doing What Works (DWW) is to translate research-based practices into practical tools to improve classroom instruction. DWW relies on the Institute of Education Sciences (and occasionally other entities that adhere to similar standards) to evaluate and recommend practices that are supported by rigorous research. The DWW online library is organized ...

National resource  
Key words: Math, ELA, Science, early childhood, elementary, high school, ELL, special education, curriculum, instruction, personal/social development, assessment, implementation, training, research

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# POWERPOINT PRESENTATIONS

## Michigan Definition and Tools (cont'd)

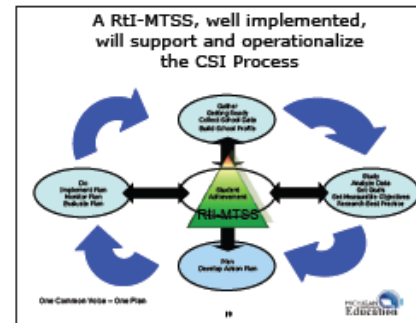
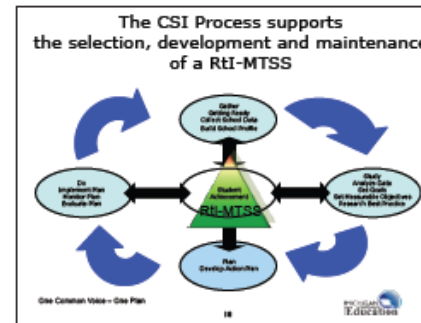
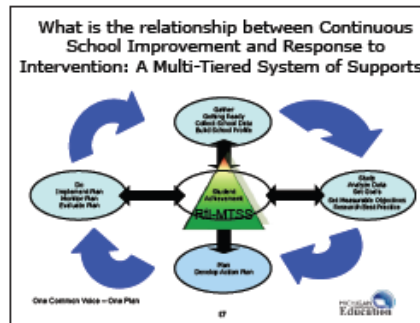
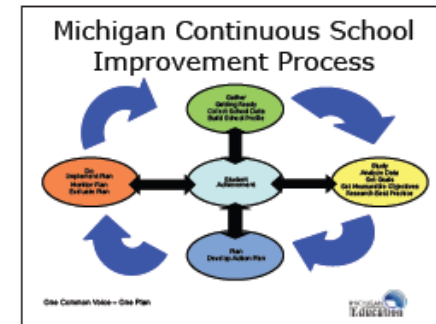
Inquiry Process			
Essential Elements	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p>Implement effective instruction for all children—A unified system of comprehensive service delivery, requiring significant general and special education system change that meets the needs of all students.</p>	<p>1. Do we have evidence that there is a culture, climate and belief system that would indicate that ALL students could learn? 2. etc...</p>	<p>1. Has 'effective instruction' been defined and explicit expectations developed to ensure ALL students are receiving high quality instruction? 2. etc...</p>	<p>1. Is there evidence of shared leadership reinforcing the expectation that ALL students receive high quality instruction? 2. etc...</p>

Implementation Matrix					
INDICATORS	CLASSROOM	SCHOOL	DISTRICT	STATE	EDUCATION
<p><b>INDICATOR 1: Instructional Quality</b> Instructional Quality: All students receive high quality instruction that is aligned with the state standards and the Michigan Learning Standards. Instructional quality is measured by the Michigan Learning Standards (MLS) and the Michigan Learning Standards Assessment (MLSA).</p>	<p><b>CLASSROOM</b> 1. Instructional practices: Instructional practices are aligned with the state standards and the Michigan Learning Standards (MLS). 2. Instructional quality: Instructional quality is measured by the Michigan Learning Standards (MLS) and the Michigan Learning Standards Assessment (MLSA).</p>	<p><b>SCHOOL</b> 1. Instructional practices: Instructional practices are aligned with the state standards and the Michigan Learning Standards (MLS). 2. Instructional quality: Instructional quality is measured by the Michigan Learning Standards (MLS) and the Michigan Learning Standards Assessment (MLSA).</p>	<p><b>DISTRICT</b> 1. Instructional practices: Instructional practices are aligned with the state standards and the Michigan Learning Standards (MLS). 2. Instructional quality: Instructional quality is measured by the Michigan Learning Standards (MLS) and the Michigan Learning Standards Assessment (MLSA).</p>	<p><b>STATE</b> 1. Instructional practices: Instructional practices are aligned with the state standards and the Michigan Learning Standards (MLS). 2. Instructional quality: Instructional quality is measured by the Michigan Learning Standards (MLS) and the Michigan Learning Standards Assessment (MLSA).</p>	<p><b>EDUCATION</b> 1. Instructional practices: Instructional practices are aligned with the state standards and the Michigan Learning Standards (MLS). 2. Instructional quality: Instructional quality is measured by the Michigan Learning Standards (MLS) and the Michigan Learning Standards Assessment (MLSA).</p>

The School Improvement Framework

The Comprehensive Needs Assessment

Michigan Continuous School Improvement Process (MI CSI)



### Michigan Continuous School Improvement School Level Change

Types of change identified by research on the effects of the restructuring movement in schools

- First Order Changes**  
Specific classroom and school-wide practices: Changes in efficiency, organization, specific practices, "change without difference."
- Second Order Changes**  
Philosophy, focus, and ownership: Systemic change, fundamental ethos, philosophy, beliefs driving practice "restructuring."

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# POWERPOINT PRESENTATIONS

## Implementation of RTI-MTSS

Response to Intervention:  
A Multi-Tiered System of Supports

### IMPLEMENTING RTI-MTSS...

What is needed to implement RTI-MTSS across our Schools/District.

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### Michigan Continuous School Improvement School Level Change

UNDERSTANDING CHANGE

Test	State	Skills	Progress	Payoff	Individual	Local	Change
Test	State	Skills	Progress	Payoff	Individual	Local	Subway
Test	State	Skills	Progress	Payoff	Individual	Local	Suburban
Test	State	Skills	Progress	Payoff	Individual	Local	Arctic
Test	State	Skills	Progress	Payoff	Individual	Local	Alpine
Test	State	Skills	Progress	Payoff	Individual	Local	Tundra
Test	State	Skills	Progress	Payoff	Individual	Local	Fallen Leaf
Test	State	Skills	Progress	Payoff	Individual	Local	Spring

Reference Unknown - Bangs, Peter

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State Funding Federal Funding PA 25 Accreditation

School Improvement Process

Coherence Improvement

- Common Vision
- Common Language
- Skills
- Activities

Cohesive Plan for Improvement

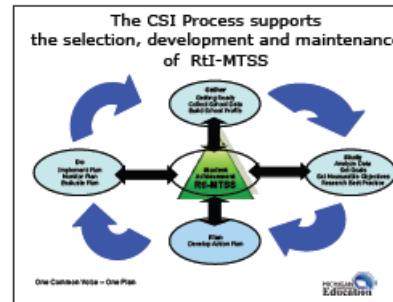
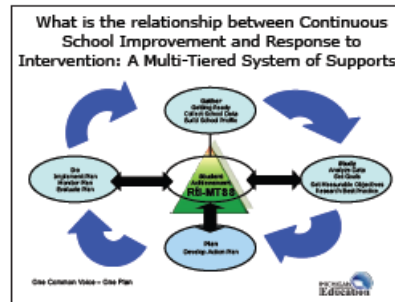
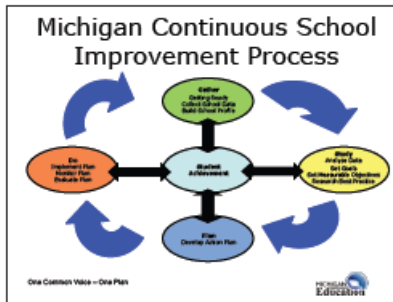
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The School Improvement Framework

The Comprehensive Needs Assessment

Michigan Continuous School Improvement Process

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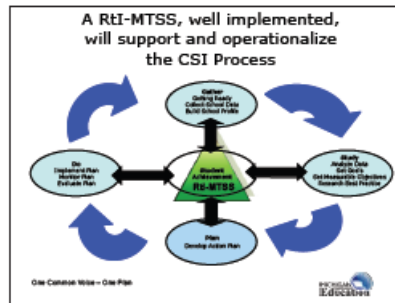
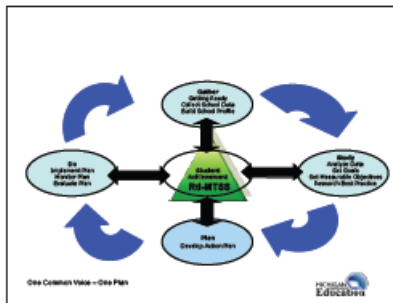
### Michigan Continuous School Improvement School Level Change

Types of change identified by research on the effects of the restructuring movement in schools

**First Order Changes**  
Specific classroom and school-wide practices: Changes in efficiency, organization, specific practices, "change without difference."

**Second Order Changes**  
Philosophy, focus, and ownership: Systemic change, fundamental ethos, philosophy, beliefs driving practice "restructuring."

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### What does it take to implement something well?

Consider these questions:

1. Have you ever been involved in a project that was unsuccessful?
2. How much attention was paid to the critical features (differences that make this practice distinct) of the practice?
3. How much attention was paid to supporting the implementation of the practice?
4. Was the adopted practice part of the Continuous School Improvement process and plan?

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**\*Now consider these critical distinctions:**

DEVELOPING A SCHOOL IMPROVEMENT PLAN IS ONE THING

EXECUTING THAT PLAN IS ANOTHER THING

IMPLEMENTING THE EDUCATIONAL PRACTICES WITHIN THAT PLAN IS YET ANOTHER THING

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# POWERPOINT PRESENTATIONS

## Implementation of RTI-MTSS (cont'd)

**3 Critical Features of Effective Implementation**

- 1. Fluency with the Practice**
  - ★ Understanding the Non-negotiables of the Practice
- 2. Improvement Cycles**
  - ★ Insuring the Practice Matures and Becomes Sustainable
  - **Driving Practice Implementation with:**
    - ★ Personnel Competencies
    - ★ Systems & Infrastructure
    - ★ Leadership Capacity

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**CONTINUOUS IMPROVEMENT**

**GATHER:**  
★ A "Need" Uncovered Is Not A "Need" Understood

**STUDY:**  
★ A "Need" Considered Does Not Design A Solution

**PLAN:**  
★ A Solution Designed Does Not Make It Happen

**DO:**  
★ Making It Happen Means Implementing With Intention & Purpose

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**15 Ways to Improve Practice**

1. Shared Vision and Purpose
2. Communication Plan
3. Process for Selection of Practice/s
4. Readiness: Adoption & Implementation
5. Critical Features of the Practice/s
6. Complexity of the Practice
7. Demonstrations vs Scaling
8. Leveraging: Context & Change
9. Capacity Building
10. Role and Function Changes
11. Measuring and Evaluating Progress
12. Feedback and Support Loops
13. Alignment and Integration
14. Braiding Initiatives
15. Leadership: Technical & Adaptive

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**MDE Guidance**

**Essential Components of Response to Intervention: A Multi-Tiered System of Supports-RTI-MTSS**

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**Michigan Definition**

RTI-MTSS is an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the achievement and behavioral needs of all students.

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**Essential Components**

- Implement effective instruction for all children
- Intervene early
- Provide a multi-tiered model of instruction and intervention

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**Essential Components cont...**

- Utilize a Collaborative Problem-Solving Model
- Assure a Research-Based Core Curriculum (aligned with Michigan Standards)

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**Essential Components cont...**

- Implement research-based scientifically validated interventions/instruction
- Monitor student progress to inform instruction
- Use data to make instructional decisions

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**Essential Components cont...**

- Use assessments for three purposes
  - Universal Screening
  - Diagnostics Progress
  - Monitoring
- Implement with Fidelity
- Engage Parent and Community

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# RTI GLOSSARY

**accommodation:** A change made to instruction and/or assessment that does not change the content being measured or the rigor level required for the student to demonstrate proficiency.

**adaptation:** An adjustment to the instructional content or performance expectations for students with disabilities from what is expected or taught to students in the core program.

**adequate yearly progress (AYP):** The minimum student achievement levels schools are expected to make annually, according to an accountability system mandated by the No Child Left Behind Act of 2001, defined by individual states, and approved by the U.S. Department of Education.

**aimline:** A line on a graph that represents expected student progress over time.

**core curriculum:** A basic course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted by school boards, state departments of education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.

**criterion-referenced assessment:** An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives rather than to other students' performance. (See also: *norm-referenced assessment*)

## **curriculum-based assessment (CBA)**

CBA is a broader term than Curriculum-Based Measurement (CBM), as defined by Tucker (1987). CBM meets the three CBA requirements: (1) measurement materials are aligned with the school's curriculum; (2) measurement occurs frequently; and (3) assessment information is used to formulate instructional decisions.

## **curriculum-based measurement (CBM)**

CBM is an approach to measurement that is used to screen students or to monitor student progress in mathematics, reading, writing, and spelling. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the teacher/school to revise that program. CBM is a distinctive form of CBA because of two additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; and (2) CBM is standardized, with its reliability and validity well documented.

**data-based and data-driven decision-making:** A continuous process of regularly collecting, summarizing, and analyzing information to guide development, implementation, and evaluation of an action; most importantly, this process is used to answer educational or socially important questions.

**data points:** Points on a graph that represent student achievement or behavior at a specific time relative to a specific assessment.

**dependent variable:** Any factor that may be influenced or modified by some treatment or exposure.

**differentiated instruction:** Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

**disproportionality:** Disproportionality is the over- or under-representation of racially, culturally, ethnically or linguistically diverse groups of students in special education, restrictive learning environments, or school disciplinary actions (e.g., suspensions and expulsions) in comparison to other students.

**early intervening services (EIS):** Preventative intervention services for students in the early elementary grades that are designed to ameliorate their academic difficulties before referral to determine eligibility for special education becomes necessary; EIS is recommended by IDEIA 2004.

**early literacy skills:** The reading readiness abilities in letter naming and letter sounds upon which beginning reading is built.

**early numeracy skills:** The math readiness abilities in oral counting, number identification, and missing number recognition upon which beginning math is built.

**English-language learner (ELL):** A student whose home language is not English and who has not attained proficiency in English as measured by standardized tests.

**evidence-based practice:** Educational practices and instructional strategies supported by scientific research.

**explicit instruction:** A systematic instructional approach that includes a set of design and delivery procedures derived from effective schools research and behavior analysis; essential components of well-designed explicit instruction include a) implicit instructional design principles and assumptions that make up the content and strategies to be taught and b) visible delivery features of group instruction with a high level of teacher-student interaction.

**Fidelity of implementation:** Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery

**formative assessment:** Classroom and curriculum evaluations used to monitor student progress toward learning outcomes and to inform instructional decision-making.

**functional analysis assessment (FAA):** Assessments that use a variety of techniques to 1) diagnose the cause(s) of a behavior and 2) to identify interventions that might address the cause(s).

**functional behavioral assessment (FBA):** A process to identify a student's behavioral problem, determine its function or purpose, and develop interventions to teach acceptable alternate behaviors.

**Individuals with Disabilities Education Improvement Act of 2004 (IDEIA or IDEIA 2004):**  
[USE NCRtI](#)

**inclusion:** The policy of placing students with special needs in general education classes for the majority of the school day.

**instructional support team (IST):** A group who meets regularly to recommend and implement strategies to assist students who are experiencing difficulties. The group may include administrators, teachers, psychologists, special education staff, and parents.

**intensive intervention:** Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation. Within RTI, intensive is sometimes referred to as *tertiary* intervention.



**learning rate:** A student’s average progress over a period of time.

**local education agency (LEA):** A specific school district or a group of school districts in a cooperative or regional configuration.

**MiBLSi:** Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education, Office of Special Education. MiBLSi creates capacity for an integrated, K-12 Behavior and Reading Multi-Tiered System of Support. MiBLSi focuses on evidence-based practices implemented with fidelity, sustainable over time and utilizes data-based decision making at all levels of implementation support.

**No Child Left Behind (NCLB):** Federal standards for students in elementary, middle, and high schools, as prescribed by the No Child Left Behind/Elementary and Secondary Education Act.

**norm-referenced assessment:** An assessment designed to discover how an individual student’s performance or test result compares to that of an appropriate peer group. (See also: *criterion-referenced assessment*)

**positive behavioral interventions and supports:** A tiered system of schoolwide practices that encourage and reward positive student and adult behavior.

**probes:** Brief, timed samples of a student’s proficiency in reading, math, early literacy, or early numeracy, aligned to grade-level standards.

**problem-solving approach:** Assumes no given intervention will be effective for all students and is sensitive to individual student differences; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); success depends on the fidelity of implementing interventions.

**problem-solving system:** A form of RtI that utilizes staff members’ input and examines diagnosed student needs to formulate individualized student plans.

**problem-solving team:** A group of education professionals who collaboratively consider student-specific data, brainstorm possible strategies and interventions, and develop a plan of action to address a student-specific need.

**progress monitoring:** A scientifically based practice to assess students’ academic performance and evaluate the effectiveness of instruction that can be used with individual students, a small group, or an entire class. Also, the process used to monitor implementation of specific interventions.

**pyramid of interventions (POI):** A systematic program of supports that become increasingly more directive, intensive, and targeted. Named after the intervention program created by Adlai E. Stevenson High in Lincolnshire, Illinois.

**pyramid response to intervention (PRTI):** The practice of implementing the structures and procedures of response to intervention within the culture of a professional learning community; PRTI combines the regulatory requirements of response to intervention with the time-proven effectiveness of the pyramid of interventions.

**research-based instruction:** Curriculum and educational interventions that have been scientifically proven to be effective for most students.

**MDE definition of response to intervention (RtI):** A Multi-Tiered System of Supports (RtI-MTSS): RtI-MTSS is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners. MDE has identified eleven essential elements to clarify the definition of RtI-MTSS. In order for a system to be identified as RtI-MTSS in Michigan all elements must all be present and implemented with fidelity.

**scaffolding:** An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

**specific learning disability (SLD):** As defined by IDEIA 2004, a learning deficit in which the child, despite being provided with appropriate learning experiences and instruction, does not achieve adequately for the child's age or meet state-approved grade-level standards in one or more of the following areas: oral expression; listening comprehensions; written expression; basic reading skills, reading fluency skills; reading comprehension; mathematics calculation; or mathematics problem-solving.

**summative assessment:** A comprehensive evaluation that measures a student's level of learning at the end of a unit of study.

**supplementary intervention:** Supports that augment primary instruction to directly address and area of need; often implemented in small-group settings but may be individualized; associated with Tier 2, the middle tier of an RtI model.

**systematic data collection:** A planned time frame for administering appropriate assessments to set baselines and monitor student progress.

**systemic reform:** Change that occurs in all aspects and levels of the educational process and that impacts all stakeholders within the process – students, teachers, parents, administrators, and community members – with implications for all components, including curriculum, assessment, professional development, instruction, and compensation.

**tier:** A level in a pyramid of interventions or an RtI system that includes interventions and supports for a clearly defined group of students.

**tiered model:** An educational model that delineates three or more levels of instructional interventions based on gaps in student skills.

**Title I:** The first major section of the No Child Left Behind Act, which funds and specifies compensatory programs for socioeconomically disadvantaged students.

**trendline:** A line on a graph that connects data points to compare a student's academic progress against his or her aimline to determine the student's responsiveness to intervention.

**universal screening:** A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards; also, the practice of assessing all students in a school with valid measures in the major curricular areas, so that no student at risk "falls through the cracks."

**validated intervention:** An intervention shown by educational research to be effective in meeting a set of identified student needs.

**validity:** An indication that an assessment instrument consistently measures what it is designed to measure.