

Leadership

Developing and Using an MTSS Problem-Solving Team



Outline

- Forming the campus problem-solving team
- Defining different roles
- Setting a calendar for meetings
- Planning effective meetings
- Creating consistent expectations



Forming the Campus Problem-Solving Team

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Campus Problem-Solving Teams

- Build a team infrastructure with a common goal:
To meet student needs and improve the outcomes of all learners.
- Identify teams that focus on different “levels” of implementation.
- Consider the roles of each team’s members.
- Identify potential members with specific expertise.



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Characteristics of Team Members



- Committed to data-based decision making
- Open to new evidence-based practices
- Willing to explore new ideas and share them with colleagues
- Reliable, positive, and skilled communicators

What other characteristics do you think are important?

What characteristics are important for your MTSS problem-solving team?

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Example MTSS Problem-Solving Team

- Upper-elementary students began the school year performing below expectations.
- Teachers wanted to regain lost instructional time spent helping students catch up.
- Teachers wanted to address students' learning gaps more proactively across the school year.



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Example MTSS Problem-Solving Team



To address student performance, the principal convened a campus problem-solving team meeting with the following attendees:

- Grade-level teacher team leaders
- Reading interventionist
- Data expert

What other roles could the principal have included?

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Choosing Effective Team Members

- Team members must be able to meet regularly to develop the campus plan.
- Team members must be skilled at identifying steps to carry out a plan.
- Team members must be able to collaborate!



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Critical Team Members

- Team leader (a campus administrator)
- Data management and analysis leads
- Subject specialists (in reading, writing, mathematics, and behavior):
 - Instruction
 - Intervention
 - Professional development and ongoing support



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Defining Different Roles

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Team Leader

- A principal or assistant principal
- Someone who prioritizes MTSS on campus as the organizing structure for all assessments, instruction, interventions, and professional development
- Not a lead interventionist, instructional coach, department chair, grade-level leader, etc.



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Data Management and Analysis Leads

- Collaborate with the team leader and instructional coaches to create and manage data reports
- Understand how to manage data and create reports that aggregate and disaggregate data in different ways
- Can be the team leader, an instructional coach, or someone else who has time to manage and organize data



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Subject Specialists: Instruction

- Understand the importance of implementing the features of effective instruction to support all students' learning
- Understand both universal (i.e., core or content area) instruction and interventions
- Know the instructional requirements and standards
- Serve as liaisons to grade-level teams
- Collaborate with interventionists to promote evidence-based strategies
- Depending on a campus's resources and personnel, may be different people for reading, writing, mathematics, and/or behavior

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Subject Specialists: Intervention

- Can analyze students' needs in depth and support teachers working with struggling students
- Have a strong understanding of how to use both diagnostic and progress-monitoring data to target and differentiate interventions
- Depending on a campus's resources and personnel, may be different people for reading, writing, mathematics, and/or behavior



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Subject Specialists: Professional Development and Ongoing Support

- Instructional coaches or lead teachers who have the ability and time to do the following:
 - Analyze data
 - Meet with teachers about data and instruction
 - Conduct observations and provide feedback
 - Model lessons and coteach
 - Support administrators in understanding data and instruction
- Depending on a campus's resources and personnel, may be different people for reading, writing, mathematics, and/or behavior

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MTSS Roles at Your Campus



Who at your campus could fill each role?
What gaps in expertise need to be addressed?



TIER: Leadership, Data Management and Analysis, and Subject Specialists roles

MTSS Problem-Solving Team Roles

1 of 1

Leadership
Team leader:

Data Management and Analysis Leads
Assessment administration:
Data management system:
Data report creation:
Data analysis and interpretation:

Subject Specialists

	Reading	Writing	Mathematics	Behavior
Instruction				
Intervention				
Professional development and ongoing support				

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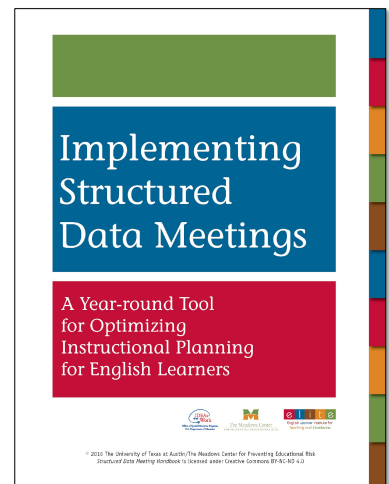
Setting a Calendar for Meetings

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Meeting After Screening



- After collecting screening data, conduct structured data meetings with each grade level as soon as possible.
- Do not wait to provide interventions!
- **Resource:**
www.elitetexas.org/resources-sl/implementing-structured-data-meetings-for-english-learners



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Meeting to Analyze Ongoing Data

- Plan meetings across the year (e.g., monthly, bimonthly) to examine ongoing data, including the following:
 - Screening, diagnostic, and progress-monitoring data
 - Core and intervention observation data
 - Professional development data (e.g., model lessons, professional learning community meetings)
- All members of the MTSS problem-solving team should attend.

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Core Observation Data

- Collect data using observation forms such as the following:
 - Core observation tool:
<https://meadowscenter.org/wp-content/uploads/2022/04/InstructionalObservation1.pdf>
 - Fidelity checklist:
<https://meadowscenter.org/wp-content/uploads/2019-FidelityChecklist.pdf>
- Aggregate data to look for patterns across instructional components and the features of effective instruction.
- Connect observation data with student assessment data.

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Intervention Observation Data

- Collect data using observation forms such as the following:
 - Intervention observation tool:
<https://meadowscenter.org/wp-content/uploads/2022/04/InterventionObservation1.pdf>
 - Fidelity checklist:
<https://meadowscenter.org/wp-content/uploads/2019-FidelityChecklist.pdf>
- Aggregate data to look for patterns across instructional components and the features of effective instruction.
- Connect observation data with student assessment data.

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Progress-Monitoring Data

- Use line graphs to track student progress-monitoring data.
- Connect progress-monitoring data to documented instruction and interventions.
- **Resource:**
Collaborative instructional logs
<https://meadowscenter.org/resource/collaborative-instructional-logs>
- For more information about progress monitoring and making data-based instructional decisions, explore the following TIER modules:
 - Progress Monitoring
 - Decision Making

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Planning Effective Meetings

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Set an Agenda

- Identify the meeting goals:
 - Identify students for interventions?
 - Examine data for student progress or instructional effectiveness?
 - Set goals at different levels?
- Identify agenda items:
 - Analyses of student data?
 - Analyses of instructional observations?
 - Discussion of instructional support provided or needed?

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Preparing Data Reports

- Student assessment data:
 - Screening and diagnostic data
 - Progress-monitoring data
 - State summative/interim data
- Observation data
 - Core instruction, including teacher-led small-group instruction
 - Intervention provided
- Connections between student assessment and observation data, including teacher documentation of how data have informed instruction

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Examining Data

- Higher-level analyses relate to broader issues (e.g., gaps in core instruction).
 - By grade level
 - By classroom
- Targeted analyses relate to issues specific to small groups of students or individual students.
 - By intervention
 - By individual student
- For examples of student data reports and analyses, see the Creating an Assessment Plan pathway in this module.

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Examining Data: Examples



- Would this kind of data be helpful for teachers to collect?
- How could your MTSS problem-solving team use this kind of data?

Sample Collaborative Instructional Log: Reading

Student: [Redacted] Grade: 4th Home with Teacher: [Redacted]

Session	Teacher	Student	Instructional Focus	Assessment
9/15 - 9/16	[Redacted]	[Redacted]	Read aloud book about "Hill Country" + accuracy + adequate rate	Progress Monitoring (PM) - 10/10/10
9/17 - 9/18	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
9/19 - 9/20	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
9/21 - 9/22	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
9/23 - 9/24	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
9/25 - 9/26	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
9/27 - 9/28	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
9/29 - 9/30	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/1 - 10/2	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/3 - 10/4	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/5 - 10/6	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/7 - 10/8	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/9 - 10/10	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/11 - 10/12	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/13 - 10/14	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/15 - 10/16	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/17 - 10/18	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/19 - 10/20	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/21 - 10/22	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/23 - 10/24	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/25 - 10/26	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/27 - 10/28	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/29 - 10/30	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
10/31 - 11/1	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/2 - 11/3	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/4 - 11/5	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/6 - 11/7	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/8 - 11/9	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/10 - 11/11	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/12 - 11/13	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/14 - 11/15	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/16 - 11/17	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/18 - 11/19	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/20 - 11/21	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/22 - 11/23	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/24 - 11/25	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/26 - 11/27	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/28 - 11/29	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
11/30 - 12/1	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/2 - 12/3	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/4 - 12/5	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/6 - 12/7	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/8 - 12/9	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/10 - 12/11	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/12 - 12/13	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/14 - 12/15	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/16 - 12/17	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/18 - 12/19	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/20 - 12/21	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/22 - 12/23	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/24 - 12/25	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/26 - 12/27	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/28 - 12/29	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10
12/30 - 12/31	[Redacted]	[Redacted]	Read "proper expression" + adequate rate	Progress Monitoring (PM) - 10/10/10

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Setting Goals Based on Data

- Campus goals
 - Increase percentages of students on grade level
 - Decrease percentages of students struggling
- Classroom goals
 - Increase percentages of students on grade level
 - Decrease percentages of students struggling
- Intervention goals
 - Decrease number of students needing intervention
 - Accelerate students' learning
- Individual student goals
 - Accelerate individual students' learning to get back to grade level

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Creating Consistent Expectations

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Creating and Sharing Observation Checklists

- Use or create checklists that focus on specific aspects of instruction, such as the following:
 - What is done in small groups to differentiate
 - What is done in workstations to extend students' practice opportunities
 - How automaticity is developed with different skills
- Meet with teachers to go over the checklists, discuss expectations, and model implementation as needed.

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Core Instruction



- Focus on specific content area components.
- Document implementation of specific instructional features.

Why might you use checklists that focus on specific activities or skills rather than on everything related to effective instruction in a content area?

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Core Observation Checklists

Teacher: _____ Observer: _____ Date: _____

Kindergarten: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	Partial	No
A minimum of 10 minutes of phonemic awareness (PA), phonics, and fluency with phonics skills daily			
PA daily in the whole group			
PA daily in small groups			
Use of kinesthetic movements or Elkonin boxes during PA instruction			
Sound-by-sound blending in the whole group daily			
Sound-by-sound blending in small groups daily			
Use of sorts (pictures, letters, words) based on phonics elements weekly			
Use of decodable texts (especially with struggling students) daily			
(AFTER FEBRUARY) Phonics mapping with phonics and spelling words weekly			
Fluency games to build in review of phonics elements daily			
Fluency games to build in review of high-frequency words daily			
(AFTER FEBRUARY) Fluency games with phrases weekly			
(AFTER FEBRUARY) Partner reading with decodable texts and/or leveled texts daily			
Sound-spelling cards used daily as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used daily to build fluency with high-frequency words			

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Intervention Instruction



- Focus on specific content area components.
- Document implementation of specific instructional features.

- What do these observational data tell you about the instruction provided?
- How could you create a similar tool for writing, math, or behavior?

TIER Knowledge Development and Training as MTSS Evidence-Validating Tools

Sample Intervention Checklist

Grade: 1 Interventionist: Williams Interventionist: Williams

Number of Students: 5 Type of Intervention: ELL/2018 Date: 8-22-18

Reading Component	Start Time	End Time	Total Minutes	Activity/Objective	Instruction/Management		
					Model	Other strategies	Whole group
Phonemic Awareness	10:01	10:06	5	T provides T with word & S segments (P & S reference words)		✓	
Phonics	10:09	10:19	10	Step sounds in words, blend to read word (long or spelled "ee")		✓	
Fluency	10:20	10:25	5	Re-read decodable book 2 more times to partner, write T trace	✓		
Vocabulary	—	—	0	None observed			
Comprehension	10:25	10:28	3	Trails on one S as a time to read words in decodable book			✓

NOTE: The components taught should reflect students' needs.

Intervention Instruction

The interventionist...

	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
1. Establish the concepts and skills in small steps		2	1	
2. Establish concepts and skills in clear and direct language		2	1	
3. Model and demonstrate procedures with the use of examples		2	1	
4. Check for understanding and provide corrective feedback		2	1	
5. Provide every opportunity for practice for individual students		2	1	
6. Give individual and/or group opportunities to respond		2	1	
7. Monitor students being provided to be sure they are performing correctly		2	1	
8. Provide scaffolding to assist students in the learning and practice		2	1	
9. Use immediate procedures and process feedback		2	1	
10. Praise instruction adequately for individuality and quality between tasks and at every step		2	1	
11. Monitor off task behavior when it occurs		2	1	
12. Use time to reteach, re-emphasize and purposefully designed to ensure high task frequency to difficult		2	1	

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Features of Effective Instruction: Sample Tools

- Checklist for core instruction or intervention:
https://meadowscenter.org/wp-content/uploads/2022/12/Observing_Features.pdf
- Walkthrough tools:
<https://meadowscenter.org/resource/instructional-walkthrough-tools>

Observing: Features of Effective Instruction

Intervention Instruction

The interventionist will...

1. Introduce the core/strategic skills in **small steps**
2. Explain concepts and skills in **clear and direct language**
3. **Model** and demonstrate procedures with the use of **lots of examples**
4. Check student understanding for correctness and provide **immediate feedback**
5. Provides **many opportunities for practice** after initial presentation of task/skill
6. Gives **individual and/or group opportunities to respond**

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Effective Instruction Walkthrough: Explicit Systematic Instruction

Teacher: _____ Date/Time: _____
Subject/Level: _____ Observer: _____

#/1	Observed	Comments
1	Teacher presents background knowledge and skills	
2	Teacher identifies specific elements to be learned	
3	Activates and builds background knowledge	
4	States reasons of new information to be taught	
5	Models/demonstrates "think aloud" effectively	
6	Provides examples and, if appropriate, non-examples	
7	Maintains student engagement	
8	Paces instruction appropriately	
9	Checks for understanding	
10	Provides corrective feedback	
11	Reinforces when necessary	

Additional information: _____

Adapted from the handbook "Standards for Effective Instruction" issued by Texas Center for Reading and Language Acquisition (TCRLA), Second grade teacher reading academy, Austin, TX, 2003.
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Conclusion: Your To-Do List

- Define different roles.
- Set a calendar for meetings.
- Plan effective meetings.
- Create consistent expectations.



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Tiered Interventions Using
Evidence-Based Research



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