

Gadsden County Schools

Multi-Tiered System of Supports (MTSS) Manual



"Putting Children First"

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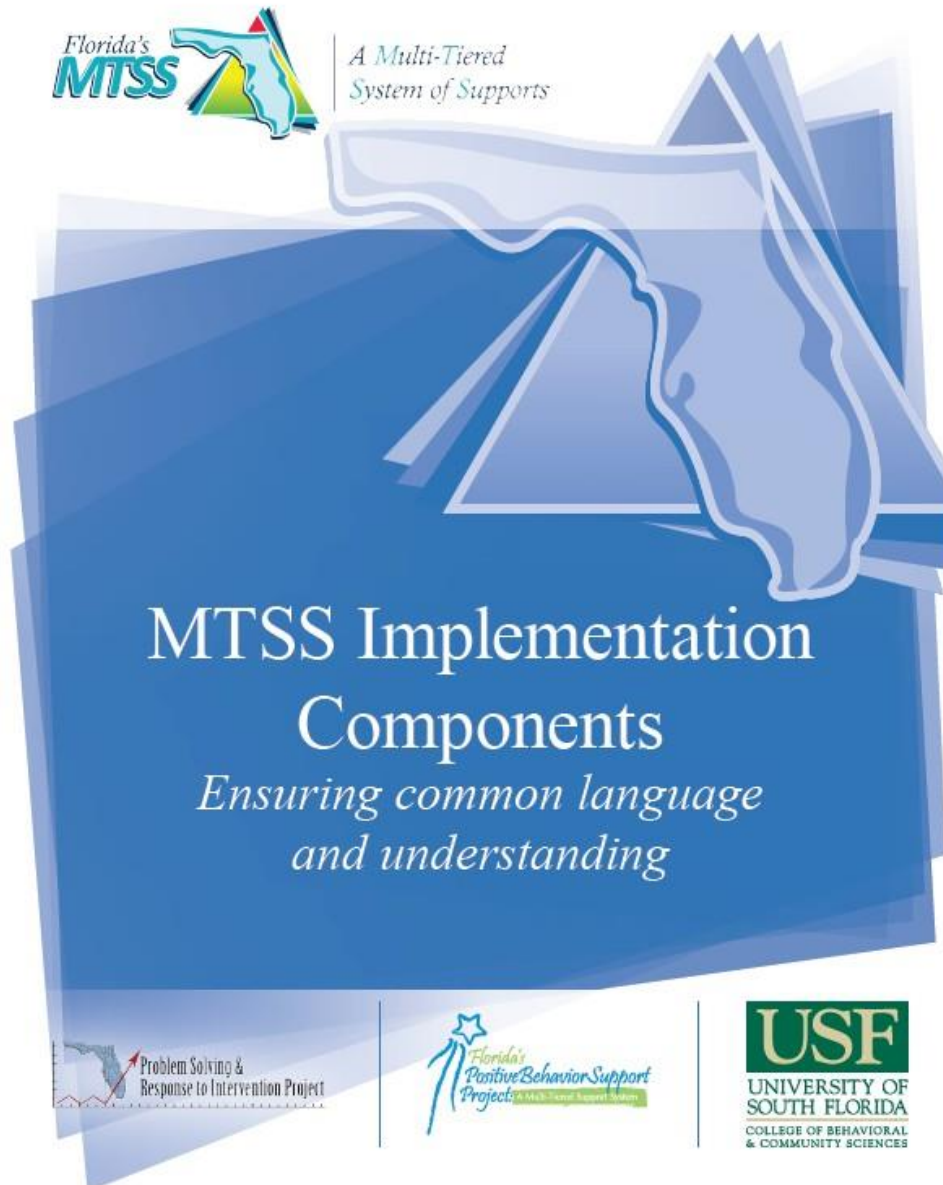
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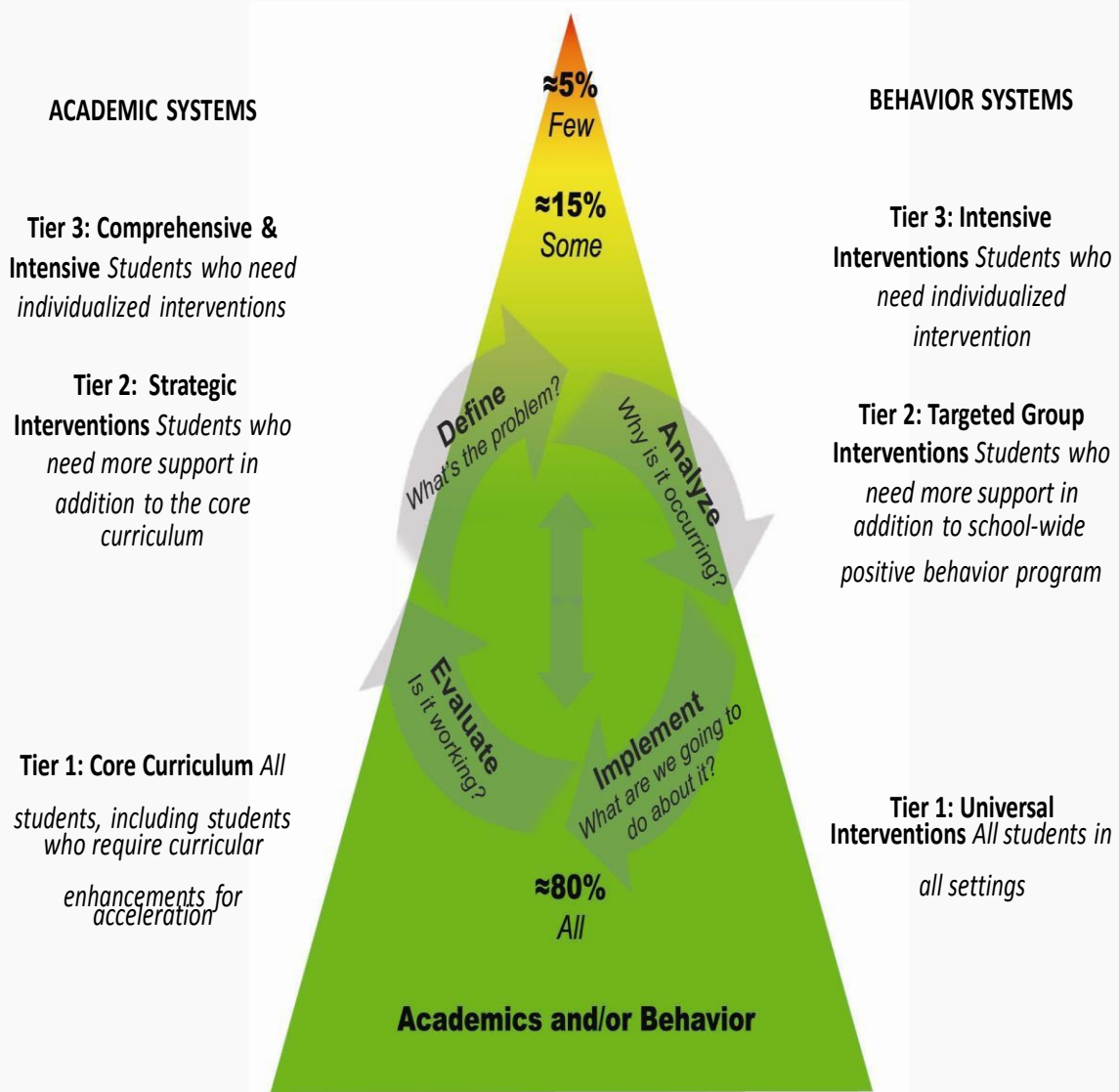
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Introduction to MTSS

Multi-Tiered System of Supports (MTSS), simply defined, is a process of documenting changes in behavior or learning as a result of evidence-based interventions. It is an ongoing process of using student performance and other data to guide instructional and behavioral decisions. Multi-Tiered System of Supports utilizes a multi-tiered problem solving approach for service delivery.



Three-Tiered Model of School Supports & the Problem-solving Process



Why Use the Multi-Tiered System of Supports Model?

The following conclusions are the collective result of research referenced in *Technical Assistance Paper 12740* from the Florida Department of Education:

- Students receive interventions based on reliable and valid data earlier than in the “wait to fail” scenario (discrepancy requirement);
- MTSS identifies specific skill deficits, whereas teacher referrals are more frequently general statements of need;

- Scientifically-based interventions are used more frequently and earlier;
- Racial disproportionality is reduced in programs for students with learning disabilities and mental handicaps;
- Greater numbers of at-risk students achieve benchmarks;
- Adequate yearly progress (benchmarks) and disaggregated data (NCLB) move focus of attention to student progress, not student labels;
- Building principals and superintendents want to know if students are achieving benchmarks, regardless of whether the student is served in general education, gifted education or as a student with a disability;
- Placements in a program defined by a label for a category of special education services do not guarantee that students will be exposed to interventions that maximize their rate of progress;
- Effective interventions result from a combination of valid and reliable information from assessment and from good problem solving;
- Progress monitoring is done best with valid and reliable assessments that are sensitive to small changes in student academic and social behavior;
- Interventions must be evidence-based (NCLB/IDEA);
- Multi-Tiered System of Supports (MTSS) is the best measure of problem severity;
- Program eligibility (initial and continued) decisions are best made on MTSS because it links directly to instruction;
- Staff training and support (e.g., coaching) improve intervention skills; and
- Tiered implementation of interventions improves service efficiency and decreased delayed services due to the discrepancy requirement.

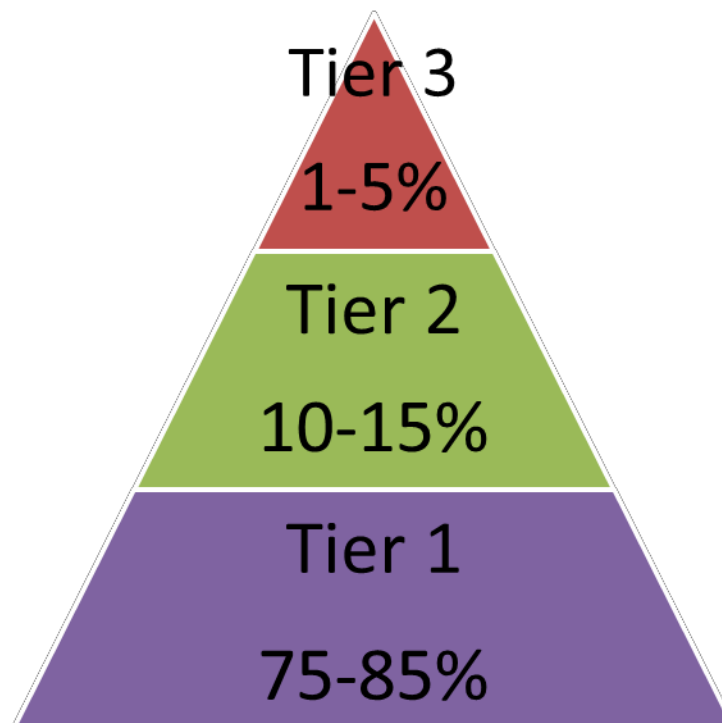
How Should the Three Intervention Tiers of MTSS be implemented?

Each intervention tier of the MTSS model defines the level and intensity of services required for a student to progress. A student is described as receiving Tier 1, Tier 2, or Tier 3 services. The three intervention tiers are on a continuum that is fluid; a student may receive services with Tier 2, then move forward to receive more intensive Tier 3 services or backward to receive less intensive Tier 1 services. The student's level of need dictates the level of support. The actual length of time that an intervention is implemented depends on the student's response to the intervention and realistic time periods required for the target skills to develop. It is possible that students will receive interventions in more than one tier at any given time.

***Tier 1:** These interventions are universal and by definition are supports that are available to all students. They are preventive and proactive in nature with 75-85% of students responding to these supports without the need for additional interventions. These supports represent the interventional strategies that instructors are likely to put into place at the first indication a student is struggling either academically or behaviorally.

***Tier 2:** These interventions are tailored to the unique needs of smaller groups of students who are struggling either academically or behaviorally. They are reserved for students with significant skills gaps (academic or behavior) who have not responded successfully to Tier 1 interventions. Statistically 10-15% of students may require Tier 2 interventions.

***Tier 3:** These interventions are the most intensive academic and behavioral supports available in a school setting and are reserved for students with chronic and severe needs. Statistically 1-5% of students may require Tier 3 interventions.



Tier 1:

Purpose of Tier 1

- *Informs parents and teachers of concern*
- *Establishes communication between school and home*
- *Attempts initial resolution of the concern*


Description of Tier 1

A teacher with a concern regarding a student's performance contacts the student's parents and engages in a consultative process to resolve the presenting problem. General education interventions are implemented at this level and communication between the parents and the teacher is open, as parents are informed of initial concerns. Problems are frequently resolved at this level; however if problem solving is not successful, other resources within the school (including various support personnel) are utilized and could be included in the problem-solving process.

**Tier 2 Problem Solving begins when plans at Tier 1 level are not successful, or when either the parents or teacher indicates a need for additional resources.*

Typical Tier 1 Activities

- 1. Define the student's performance level (reason for conference):**
The teacher and parent meet informally and discuss the student's performance level: what the student knows, what he/she should know, and the area(s) to target for instruction/intervention.
- 2. Develop a plan (School-Based Intervention Planned and Anticipated Effects of Intervention):**
The teacher and parent develop the plan.
- 3. Implement the Plan:**
The classroom teacher implements the selected intervention. Information is gathered to indicate the success of the intervention.
- 4. Evaluate Progress (Effects of Intervention):**
Based upon the information gathered the teacher and parent make a decision about the effectiveness of the intervention. They may discontinue the intervention when the area(s) targeted for instruction/intervention is resolved, revise the intervention, or go to Tier 2 if the targeted area(s) continue to be of concern.

 Sample "Red Flags" for Moving Directly to Tier 2
• Student moves in from another district with interventions/services provided in the past
• More than one area of academic concern
• Historically, progress has been minimal or repeatedly inconsistent
• Achievement is more than one grade level behind
• Behavior significantly disrupts classroom functioning

Tier 1 Checklist

<i>Teacher and Parent Actions at Tier 1</i>
<input type="checkbox"/> <i>Teacher must contact parent.</i>
<input type="checkbox"/> <i>Hold Parent/Teacher Conference.</i>
<input type="checkbox"/> <i>Discuss performance and develop a plan to address areas of concern.</i>
<input type="checkbox"/> <i>Provide ideas/materials to parents for home intervention plan.</i>
<input type="checkbox"/> <i>Implement Tier 1 intervention plan.</i>
<input type="checkbox"/> <i>Gather performance data.</i>
<input type="checkbox"/> <i>Hold Parent/Teacher Conference and review effectiveness of Tier 1 intervention plan.</i>
<i>Decision Making by Teacher/Parent at Tier 1</i>
<input type="checkbox"/> <i>Intervention plan successful: Revise and/or continue Tier 1 intervention plan.</i>
<input type="checkbox"/> <i>Intervention plan unsuccessful: Refer the student to the Student Study Team/MTSS Team.</i>

Tier 1 Problem-Solving Model

Consultation Between
Parents and Teacher

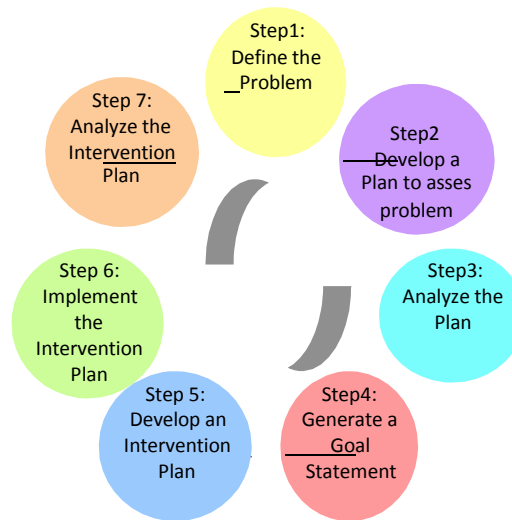
1. Define the Student's Performance Level

Informal discussion that defines what the student knows; what the student should know, and the area to target for instruction

TEACHER

2. Develop a Plan

Parent and teacher
determine effectiveness
and need for additional
resources



PARENT

3. Implement the Plan

Parent and teacher gather information and monitor

Tier 2:

Purpose of Tier 2

- To gather data about an area targeted for instruction/intervention.
- To re-define the area(s) of concern.
- To develop/monitor new plans to increase performance in the area(s) of concern.
- To get help from other teachers.
- To examine how targeted area(s) impairs student functioning.

Description of Tier 2

When a parent and teacher are not successful at increasing the student's performance to an acceptable level in the area(s) of concern or the targeted area(s) is determined to be too significant to address in Tier 1, additional resources are sought. At this time a meeting of the SST will be requested to address the area(s) of concern and to develop an appropriate plan of intervention(s).

Tier 2 Checklist

Actions at Tier 2
<i>For Behavior Concerns:</i>
<input type="checkbox"/> Conduct a brief Functional Behavioral Assessment (FBA).
<input type="checkbox"/> Collect Baseline Data.
<input type="checkbox"/> Hold Parent/Teacher Conference.
<input type="checkbox"/> Discuss performance and develop a plan to address areas of concern.
<input type="checkbox"/> Provide ideas/materials to parents for home intervention plan.
<input type="checkbox"/> Implement Tier 1 intervention plan.
<input type="checkbox"/> Gather performance data.
<input type="checkbox"/> Hold Parent/Teacher Conference and review effectiveness of Tier 1 intervention plan.
Decision Making by Teacher/Parent at Tier 1
<input type="checkbox"/> Intervention plan successful: Revise and/or continue Tier 1 intervention plan.
<input type="checkbox"/> Intervention plan unsuccessful: Refer the student to the Student Study Team/MTSS Team.

Typical Tier 2 Activities

1. Describe the Student's performance Profile:

During Tier 2, the SST reviews information about the child's functioning, performance level, health, and attendance. Screening information confirms the existence of discrepant academic skills or behavior compared to other children. It also rules out any medical or physiological deficit (reported by parent) that may be impacting the problem. This screening process helps estimate the severity of the area(s) of concern.

2. Develop a Plan:

The SST develops strategies that the classroom teacher can use to address the problem. Strategies are developed that offer solutions that have a reasonable probability of success based on professional expertise and knowledge of effective practice. Solutions should be feasible within the school setting, acceptable to the teacher, and be able to be implemented with integrity. A Tier 2 intervention plan should be specific procedures and strategies, person(s) responsible, objectives with specific criteria, methods of measuring outcomes, and the days in which the activities will occur.

3. Implement the Plan:

The teacher and other responsible individuals implement the intervention. At this level, collection of data on regular basis is required for decision-making. Data collection methods that do not require outside assistance are most feasible at this level (ex: Skyward).

4. SST Evaluates Process:

If the student’s performance does not improve at an acceptable rate, the general education Tier 2 intervention is modified. **This process recycles as often as needed.** The team may decide to move to Tier 3 if: an ongoing review indicates that change has not occurred at desired rates or a team desires new information regarding the identified area(s) of concern.

Caution: If at any point in the process (Tier 1, Tier 2 or Tier 3), the team suspects that the student may be a student with a disability, the student should be referred for an evaluation under Section 504 or IDEA. Compliance with Section 504 and IDEA requires that evaluations and eligibility determinations be conducted in a timely manner.

The following are indicators of when to consider moving from Tier 2 to Tier 3:

- Anytime the SST determines a need for more assistance to determine the appropriate resources for a student
- Anytime a “red flag” appears. A list of “red flags” (indicators of a need for intensive interventions) is provided below

Note: Teams are cautioned not to wait until problems become very severe and stressful for the student.

 <p>Sample “Red Flags” for moving to Tier 3</p>
<ul style="list-style-type: none"> ● Students who move in from another district or area receiving interventions/services provided at Tier 3 level must continue to receive Tier 3 interventions
<ul style="list-style-type: none"> ● New students who move in and appear to have had very different instruction, or who have significant gaps in learning, or come from an area with different standards
<ul style="list-style-type: none"> ● Student has had significant medical trauma or mental health concerns or issues
<ul style="list-style-type: none"> ● Disciplinary/office referrals occur on a regular basis
 <p>Examples of the need for an evaluation under IDEA or 504</p>
<ul style="list-style-type: none"> ● Student requires excessive individualized instruction, re-teaching, and 1-on-1 assistance.
<ul style="list-style-type: none"> ● Student appears to be unable to participate in any academic activities.
<ul style="list-style-type: none"> ● Student is potentially harmful to self or others in the classroom and/or disrupts classroom functioning.
<ul style="list-style-type: none"> ● Severe behavior problems have been seen over time; behaviors are consistent and persistent.
<ul style="list-style-type: none"> ● Disciplinary/office referrals occur on a regular basis.
<ul style="list-style-type: none"> ● Student has had significant medical trauma or mental health concerns or issues.

Tier 3:

Tier 3 Checklist

Purpose of Tier 3

- Provides additional support from administrative staff
- Assists teacher(s) in gaining a new knowledge regarding the identified concern
- Requires in-depth analysis/assessment and further data collection
- Document plans and assist with ongoing data collection
- Measures effectiveness of intervention plans
- Assists with decision making and making instructional changes in the classroom
- Determines need for additional resources

Description of Tier 3

When an area of concern is complex in nature, it may require additional resources. The intent continues to be the provision of interventions in order to help the student perform successfully in the general education environment. A member from the SST will act as the primary case manager and will assist with documentation, intervention design, implementation, and follow-up. Reviews, interviews, observations and testing will be done to further define and analyze the area(s) of concern. Interventions are designed and data is collected frequently to evaluate effectiveness. **Parent Input continues to be a critical component at Tier 3.**

Actions at Tier 3	
<input type="checkbox"/>	Schedule Student study/ Intervention Team meeting.
<input type="checkbox"/>	Student Study/Intervention Team ensures all Tier 1 and 2 paperwork and procedures are complete.
<input type="checkbox"/>	Tier 3 paperwork is added to Intervention folder.
<input type="checkbox"/>	Complete at least 1 Classroom Observation.
<input type="checkbox"/>	Parents are invited.
<input type="checkbox"/>	Student Intervention Team meets.
<input type="checkbox"/>	Student Intervention Team reviews student information and progress monitoring data.
<input type="checkbox"/>	Develop Tier 3 Intervention Plan.
<input type="checkbox"/>	Provide any material needed for Intervention Plan to teacher and/or parents.
<input type="checkbox"/>	Implement Tier 3 Intervention Plan.
<input type="checkbox"/>	Document and graph data using method selected by Student Intervention Team.
<input type="checkbox"/>	Schedule Student Intervention Team meeting to review effectiveness of Tier 3 Plan.
Decision Making by Student Intervention Team	
<input type="checkbox"/>	Intervention plan successful: Return to Tier 2 or Tier 1.
<input type="checkbox"/>	Not enough data gathered. Continue Tier 3 intervention plan.
<input type="checkbox"/>	Revise and continue Tier 3 intervention plan.
<input type="checkbox"/>	Move to referral for evaluation for special education eligibility.
<input type="checkbox"/>	Note: RtI/MTSS Interventions and evaluation can occur simultaneously.

Note: Compliance with Section 504 and the IDEA requires that evaluations and eligibility determinations be conducted in a timely manner. Specifically, staff should be aware that when they apply RTI-MTSS, if they begin to suspect that the student may have a disability, they should refer the student for evaluation under Section 504 or IDEA.

Typical Tier 3 Activities

1. Define the Student's Performance Profile:

At Tier 3 the Student Study/Intervention Team reviews all information. Several activities are completed to fully define the area(s) of concern:

Identify Area(s) of Concern: *Derive a general description of the concern or current difficulty the student is having. All concerns are noted at this time, but if there are multiple areas, these concerns should be prioritized and target area selected.*

Define the Area(s) of Concern: *Define the area(s) of concern in concrete, observable terms. The definition should be clear and recognizable by observers and should include examples of the concern(s).*

Validate the Area(s) of Concern: *This requires the use of a standard so that the comparisons can be made between what the student is actually able to do and what is expected. This serves as the foundation for determining a discrepancy and the magnitude of the concern.*

2. Develop a Plan:

The Student Study/Intervention Team develops a written intervention plan based on the data that has been gathered up to this point.

Generate Possible Solutions: This step requires the team to use information gathered up to this point, to determine what intervention has the highest likelihood of success.

Evaluate the Solutions: Potential solutions should consider alterable variables, feasibility, teacher skills, and the likelihood of success. Resources to conduct the intervention must be considered and a solution must be selected that is reasonable within the general education environment. If special education resources are to be used, very short focused involvement should be planned.

Select a Solution: When selecting reasonable solutions, it is important to take into account the feasibility that the teacher can and will implement the plan with integrity. Plans that cannot be implemented the way that they were designed will not generate much, if any, usable information for decision making at a later time.

Collect Baseline Data: A measurement strategy for collecting data should be identified and used to measure performance in the area of concern. Repeated collection of the pre-intervention data will be useful in future problem analysis and intervention design.

Write an Intervention Plan: the intervention plan should clearly identify procedures and instructional strategies to be used. Persons responsible for all aspects of the plan are identified. It is essential that this plan be written and available to all individuals involved in the implementation of the plan.

3. Implement the Plan:

*The intervention plan should be implemented as designed with modifications based on data analysis and in collaboration with other implementers. Implementation of the plan will require ongoing support, technical assistance, resource linking, design review, troubleshooting, positive reinforcement for the implementers, and data collection and/or analysis. **All implemented plans should be progress monitored.***

Progress monitoring includes regular and frequent data collection with recording/graphing of the results. Data should be systematically analyzed so that modifications may be implemented as needed. There should also be a planned review of the results to formulate conclusions and outcome decisions.

4. Evaluate Progress:

To determine the intervention's effectiveness, the decision-making plan should be used at the identified frequency. It is important to consider not only the student's level of performance, but to also consider the rate of the student's progress. Possible outcomes when evaluating an intervention include:

- The discrepancy between expected and observed behavior of the student no longer exists. The student is expected to benefit from instruction in general education without significant modifications or adaptations.
- The student is making progress toward the goal, but continues to need the intervention plan to maintain the current rate of progress.
- The student is not making progress at the rate expected and the plan needs to be revised or modified in order to obtain the expected rate of progress. The purpose of ongoing, frequent progress monitoring is to provide the necessary data for making instructional changes when they are warranted. A successful intervention may have multiple phases as changes (based on data) are made. This may also warrant consideration for an evaluation for special education eligibility.
- One other possible outcome may be that the intervention is successful but the resources needed to maintain the intervention are beyond what can be reasonably continued in general education. This may also warrant consideration for an evaluation for special education eligibility.

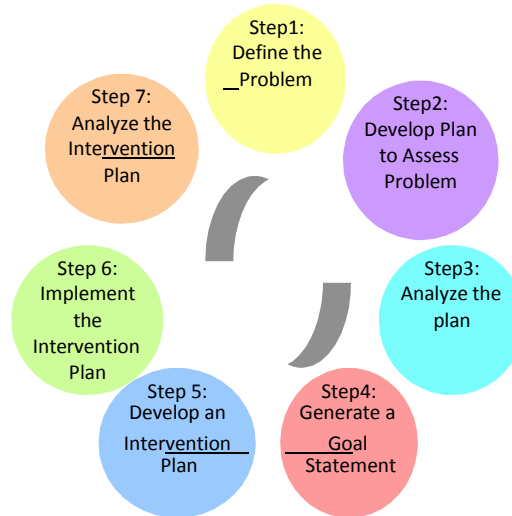
Note: When an ongoing review of performance in the area of concern indicates change has occurred more slowly than needed to **"close the gap"** with peers or when resources needed for treatment plans are more than can be expected solely through general education, it is time to consider moving to a request for an evaluation for special education eligibility.

1. Review Student's Performance

What does the student know; what should the student know; what is the discrepancy between these

- Identify area of concern
- Clearly define the area of concern
- Validate performance in the area of concern
- Analyze the area targeted for instruction/intervention
- Write a performance statement

TEACHER AND PARENT



STUDENT STUDY TEAM

2. Develop a Plan

- Generate possible solutions
- Evaluate solutions
- Select a solution
- Collect baseline data
- Set a Goal
- Write action plan
- Select measurement strategy
- Develop plan to evaluate effectiveness

4. Evaluate

- Data analyzed to determine effectiveness
- Success determined by rate of progress and size of discrepancy
- Recycle as needed; may consider evaluation for special education eligibility

3. Implement the Plan

- Implement according to written plan
- On-going systematic data collection
- Follow-up as needed

Works Cited

Florida Department of Education. (n.d.). Retrieved September 27, 2013, from Florida RTI:
http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf

Florida Department of Education. (n.d.). Retrieved September 27, 2013, from GTIPS:
http://www.florida-rti.org/_docs/GTIPS.pdf

Florida Response to Intervention

<http://www.florida-rti.org/Partnership/involvement.htm>

National Center on Response to Intervention (RtI) – RtI Stakeholders: Families

http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=12&Itemid=65

National Research Center on Learning Disabilities (NRCLD)

http://www.nrclld.org/rti_practices/parent.html

RtI Action Network

<http://www.rtinetwork.org/Essentia/Family/Schools-Families-and-Response-to-Intervention>

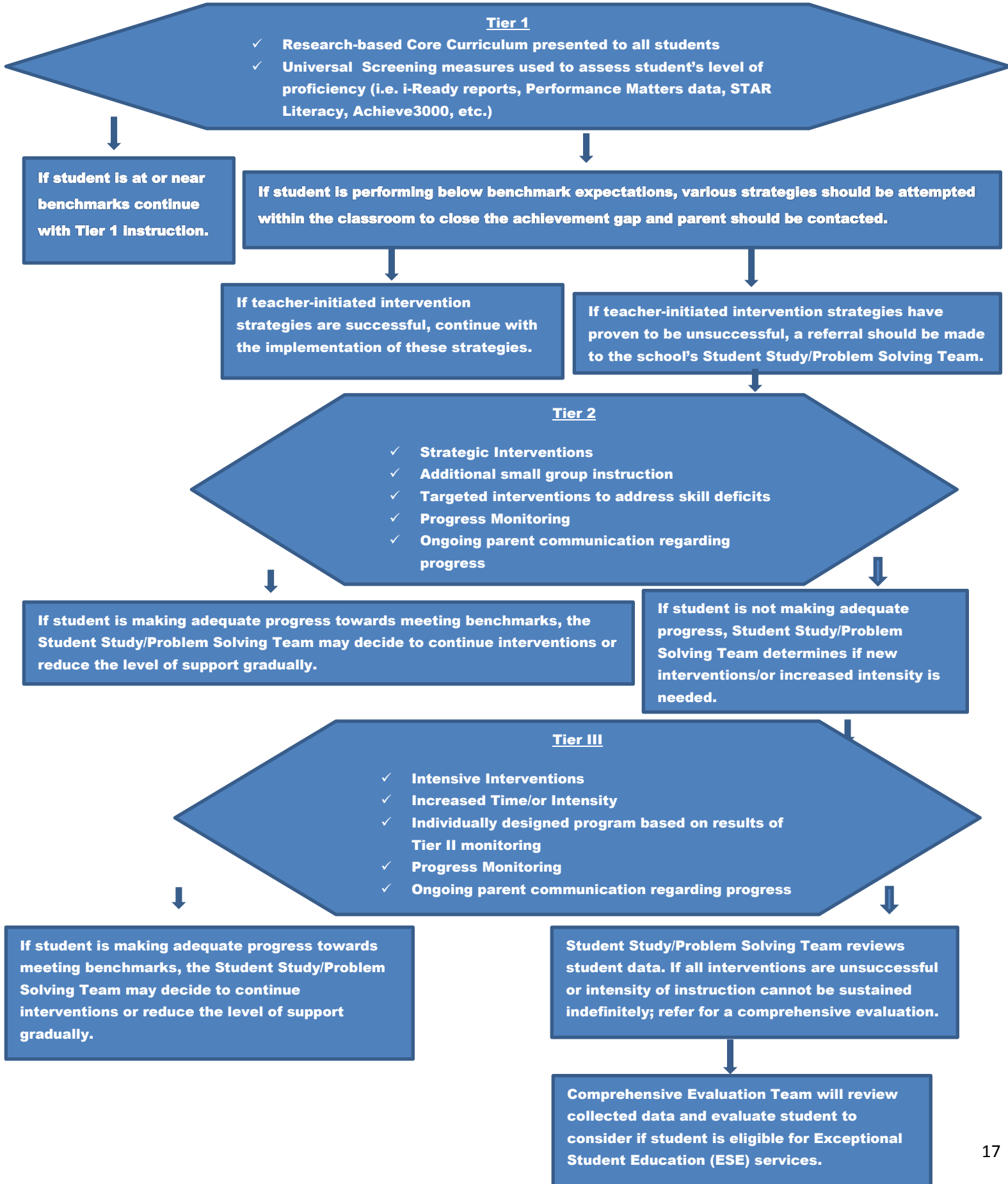
**For additional information and support contact the Gadsden County School District's
*Exceptional Student Education /Student Services Department: (850) 627- 9651, ext.
1239.***

APPENDICES

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Gadsden County School District

Multi-Tiered System of Supports (MTSS) Flow Chart



Gadsden County Schools Student Study/Intervention Team Referral

Student: _____ Date: _____

Teacher: _____ Grade Level: _____

Please describe the area(s) of concern: _____

**Attach a copy of ENTIRE class grades (including the class average for each assignment)
Please include the DATES*

- Is the student in ESOL? **Y** or **N**
Does the ESOL teacher see the student?

- Does the student want to succeed in school? **Give Examples**

- Does the student seek assistance from teachers, peers, or others? **Give Examples**

- Does the parent report efforts made at home to complete homework? Is homework completed?

- Is the student making an effort to learn? **Explain**

- Has the student experienced a recent trauma? (Divorce, illness, family death, serious accident/injury?)

- Has there been a significant change in the students' performance within a short period of time? **Explain**

- What is the date of your first parent contact regarding the area of concern? How was the contact made? (Phone, face-to-face, returned signed letter, etc.). **Please write a short summary of the conference**

- As a result of the conference, what interventions have you tried? How many times per week? **Be Specific**

- Observations: Please rate the student in each area using the following scale:

- 1 – Lowest 10% of class 4 – Above Average
 2 – Below Average 5 – Highest 10 % of class
 3 – Average

Rater 1: _____ Date: _____

Rater 2: _____ Date: _____

1	2		1	2		1	2	
		Completes Assignments			Functions Independently			Relates Well with Peers
		Motivation & Effort			Articulation Skills			Follows Rules & Structure
		Gross Motor Skills			Spoken Language Skills			Attention/Concentration
		Fine Motor Skills			Social Skills			Energy Level
		Follows Directions			Relates Well to Adults			Arrives on Time for Class
		Written Lang Skills			Displays Feelings			Self-Help Skills
		Appears Healthy			Appropriate to Situation			

- Please check off those items frequently observed (√)

1	2		1	2	
		Poor Gross Motor control			Functions Independently
		Poor Fine Motor control			Performs inconsistently
		Slow to react and follow directions			Impulsive-talks out-difficulty waiting turn
		Reverses or confuses letters, words, numbers			Low frustration tolerance
		Frequently loses place when reading			Difficulty completing assignments
		Difficulty staying on the line when writing			Poor judgment in social and interpersonal relations
		Misinterprets verbal questions/directions			Constantly seeks attention, especially from adults
		Appears inattentive, easily distracted			Leads or joins others in inappropriate behavior
		Poor understating of vocabulary			Withdrawn
		Difficulty following directions in sequence			Short attention span, off task
		Makes inappropriate response in conversation			Difficulty expressing ideas

**Gadsden County Schools
Student Intervention Team**

PARENT QUESTIONNAIRE

Parent, please complete and bring to the Student Study/Intervention Team meeting scheduled on _____ . Your input will help our team make thoughtful decisions.

1. Strengths my child has: _____

2. Challenges/concerns for my child:
At school: _____

At home: _____

3. I help my child be more successful by: _____

4. Things that motivate my child: _____

5. Goals or expectations I have for my child: _____

6. My child spends an average of ____ hours per day/night working on homework.

7. My child does her/his homework in this type of space: _____

8. My child does her/his homework with ____ no distractions or with the following distractions:

This questionnaire will be shared with teachers and other meeting participants.

Thank you for your input.

School Board of Gadsden County, FL
 Student Intervention Team/MTSS
Action Plan

Student Name: _____ Grade: _____ Date of Meeting: _____ Meeting: 1 2 3

Date of Birth: _____ Vision Screening Date: _____ Passed Failed Hearing Screening Date: _____ Passed Failed

Area of Concern:

Goal:

Problem Solving Tool

<p align="center">Problem Analysis <i>Why is the problem occurring?</i></p>	
<p align="center">Action Steps <i>What will be done?</i> <i>(Interventions)</i></p>	
<p align="center">Frequency <i>Days per week, time per day</i></p>	
<p align="center">Responsibilities <i>Who will do it?</i></p>	
<p align="center">Progress Monitoring Plan <i>Tools and Person Responsible</i></p>	

Date of Next Meeting to Review Data: _____

Team Meeting Notes:

Participating Members Signatures

School Counselor	School Psychologist	Parent/Guardian
Speech/Language Pathologist	ESE Teacher	General Education Teacher
Behavior Specialist	Other: Name/Position	Other: Name/Position

Tier I Checklist

<i>Teacher and Parent Actions at Tier 1</i>
<input type="checkbox"/> <i>Teacher must contact parent.</i>
<input type="checkbox"/> <i>Hold Parent/Teacher Conference.</i>
<input type="checkbox"/> <i>Discuss performance and develop a plan to address areas of concern.</i>
<input type="checkbox"/> <i>Provide ideas/materials to parents for home intervention plan.</i>
<input type="checkbox"/> <i>Implement Tier 1 intervention plan.</i>
<input type="checkbox"/> <i>Gather performance data.</i>
<input type="checkbox"/> <i>Hold Parent/Teacher Conference and review effectiveness of Tier 1 intervention plan.</i>
<i>Decision Making by Teacher/Parent at Tier 1</i>
<input type="checkbox"/> <i>Intervention plan successful: Revise and/or continue Tier 1 intervention plan.</i>
<input type="checkbox"/> <i>Intervention plan unsuccessful: Refer the student to the Student Study Team/MTSS Team.</i>

Tier II Checklist

<i>Actions at Tier 2</i>
<i>For Behavior Concerns:</i>
<input type="checkbox"/> <i>Conduct a brief Functional Behavioral Assessment (FBA)</i>
<input type="checkbox"/> <i>Collect Baseline Data.</i>
<input type="checkbox"/> <i>Schedule Student Study Team Meeting.</i>
<input type="checkbox"/> <i>Develop Tier 2 Intervention Plan.</i>
<input type="checkbox"/> <i>Provide any material needed for Intervention Plan to teacher and/or parents.</i>
<input type="checkbox"/> <i>Implement Tier 2 Intervention Plan.</i>
<input type="checkbox"/> <i>Document and graph data using method selected by Student Study Team.</i>
<input type="checkbox"/> <i>Schedule Student Study Team meeting to review effectiveness of Tier 2 Plan.</i>
<i>Decision Making by Student Study Team</i>
<input type="checkbox"/> <i>Intervention plan successful: Return to Tier 1 or Continue Tier 2 Intervention Plan.</i>
<input type="checkbox"/> <i>Intervention plan unsuccessful: Revise Tier 2 Intervention Plan or Develop Tier 3 Intervention Plan.</i>

Tier III Checklist

<i>Actions at Tier 3</i>
<input type="checkbox"/> <i>Schedule Student study Team meeting.</i>
<input type="checkbox"/> <i>Student Study Team ensures all Tier 1 and 2 paperwork and procedures are complete.</i>
<input type="checkbox"/> <i>Tier 3 paperwork is added to Intervention folder.</i>
<input type="checkbox"/> Complete at least 1 Classroom Observation.
<input type="checkbox"/> <i>Parents are invited.</i>
<input type="checkbox"/> <i>Student Study Team meets.</i>
<input type="checkbox"/> <i>Student Study Team reviews student information and progress monitoring data.</i>
<input type="checkbox"/> <i>Develop Tier 3 Intervention Plan.</i>
<input type="checkbox"/> <i>Provide any material needed for Intervention Plan to teacher and/or parents.</i>
<input type="checkbox"/> <i>Implement Tier 3 Intervention Plan.</i>
<input type="checkbox"/> <i>Document and graph data using method selected by Student Study Team.</i>
<input type="checkbox"/> <i>Schedule Student Study Team meeting to review effectiveness of Tier 3 Plan.</i>
<i>Decision Making by Student Intervention Team</i>
<input type="checkbox"/> <i>Intervention plan successful: Return to Tier 2 or Tier 1 Intervention Plan.</i>
<input type="checkbox"/> <i>Not enough data gathered. Continue Tier 3 intervention plan.</i>
<input type="checkbox"/> <i>Revise and continue Tier 3 intervention plan.</i>
<input type="checkbox"/> Move to referral for evaluation for special education eligibility.
<input type="checkbox"/> Note: RtI/MTSS Interventions and evaluation can occur simultaneously.

Gadsden County Schools
Fidelity Checklist

Instructor: _____ Date/Time: _____

Observed by: _____ Area of Intervention: _____

Lesson Number: _____ Number of students in group: _____

Start and Stop Time: _____ Total Time of Observation: _____

High level of implementation=2

Inconsistent level of implementation=1

Low level of implementation=0

AREA	Level of Implementation			Comments
Materials and Time				
Teacher and student materials ready	2	1	0	
Teacher organized and familiar with lesson	2	1	0	
Instruction/Presentation				
Follows steps and wording in lessons	2	1	0	
Uses clear signals	2	1	0	
Provides students many opportunities to respond	2	1	0	
Models skills/strategies appropriately and with ease	2	1	0	
Corrects all errors using correct technique	2	1	0	
Provides students with adequate think time	2	1	0	
Presents individual turns	2	1	0	
Moves quickly from one exercise to the next	2	1	0	
Maintains good pacing	2	1	0	
Ensures students are firm on content prior to moving forward	2	1	0	
Completes all parts of teacher-directed lesson	2	1	0	
General Observation of the Group				
Student engagement in lesson	2	1	0	
Student success at completing activities	2	1	0	
Teacher familiarity with lesson formats and progression through activities	2	1	0	
Teacher encouragement of student effort	2	1	0	
Transitions between activities were smooth	2	1	0	

Notes: _____

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

Signature

Gadsden County Schools
Intervention Walkthrough

Teacher _____ Grade Level _____ Date _____

Intervention being provided _____

Person Completing this Walkthrough/Observation _____

Rating Scale: 1 = minimal evidence noted; 2=evidence noted; 3 = outstanding implementation

Classroom Setting

_____ Space is appropriate for intervention implementation.

Materials

_____ Evidence exists of program materials being used as designed.

_____ Teacher uses the Teacher's Guide/manual/instructions during intervention.

Teacher Instruction

_____ Teacher follows the selected program's instructional routines as designed.

_____ Evidence exists that activities are student goal directed.

_____ Teacher fosters active student engagement and motivation to learn.

_____ Classroom behavior management system is effective in providing an environment conducive to learning.

_____ Transitions are smooth and quick.

Student Actions

_____ Evidence of active versus passive learning

_____ Evidence of student engagement

Classroom Environment

_____ Teacher and student interactions are mutually respectful and positive in tone.

_____ Evidence exists that the teacher provides all students with an opportunity to learn.

_____ Evidence indicates that the teacher implements activities that support student diversity.

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

Observer's Signature

Teacher's Signature

Comment(s):

