

Miami Dade County Public Schools  
Office of Academics, Accountability &  
School Improvement

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# Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) Guide



# MDCPS Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) Guide 2013

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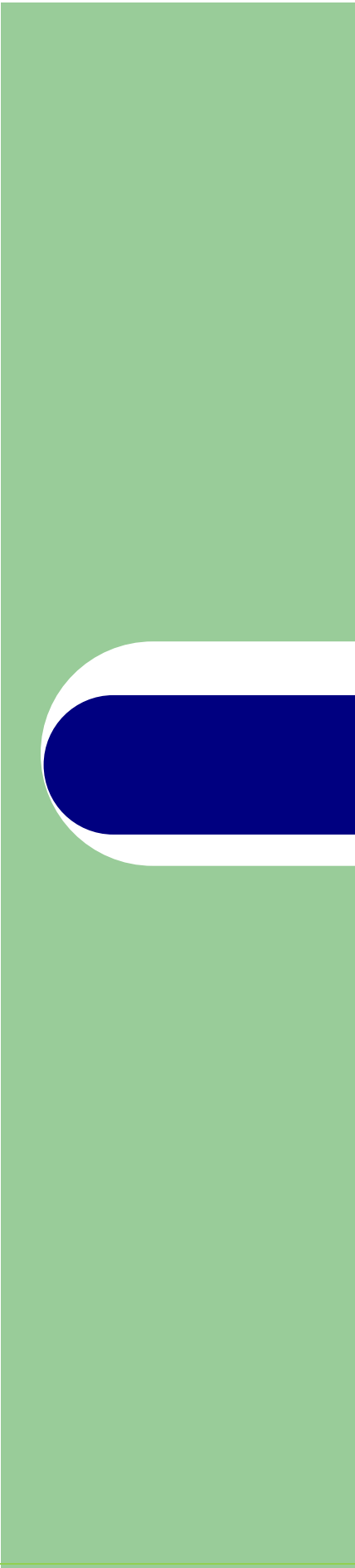
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Glossary

“The whole problem with the world is that fools and fanatics are always so certain of themselves, but wiser people are so full of doubts”

*-Bertrand Russell*






# Ch. 1 Introduction to Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS)

MDCPS

Office of Academics, Accountability & School



# Response to Intervention (RtI)/Multi-Tiered System of Support (MTSS)

## Introduction

Welcome to Miami-Dade County Public Schools' Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) Guide.

In the spirit of No Child Left Behind (NCLB), and the Individuals with Disabilities Education Improvement Act (IDEA, 2004), Miami-Dade County Public Schools is committed to providing educational excellence for all students. Our mission is dedicated to providing the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

The school system embraces the RtI/MTSS framework, now part of educational law, as a system of service delivery that uses evidence-based instruction and interventions, progress monitoring, and evaluation to make informed decisions about the student's educational and behavioral programming needs. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. Each school in Miami-Dade is dedicated to meeting the requirements of the RtI/MTSS Framework through the School's RtI/MTSS Leadership team's oversight of procedures and fidelity of implementation.

## Purpose

This guide is a tool to assist all education stakeholders in facilitating the implementation and evaluation of RtI/MTSS within their schools. Specifically, the contents of this guide can assist school level personnel as well as stakeholders from other educational organizations in their efforts to make informed decisions regarding RtI/MTSS implementation and its impact on important educational outcomes. It provides

*Response to Intervention (RtI)-A system of service delivery:*

*Using evidenced-based instruction/interventions, OPM, and tracking of individual students in order to make educational decisions.*

*To assist all stakeholders in the implementation of RtI practices within their school site.*

guidelines related to decision making within an RtI/MTSS framework, explains the principles and key components and establishes problem solving processes for identifying students in need of different levels of academic or behavioral support. While each school may carry out the key practices of RtI/MTSS in a different way, the essential features must be present for successful implementation.

## What is Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS)?

The RtI/MTSS model is a **multi-tiered** approach of (1) **providing high quality** instruction and intervention matched to student needs, (2) **using learning rate over time and level of performance** to (3) **make important educational decisions to guide instruction** (NASDSE, 2006).

RtI/MTSS involves the systematic use of assessment data to most efficiently allocate resources to improve learning outcomes for **ALL** students.

### Key Components

- Multiple tiers of evidence-based instruction/intervention service delivery
- A problem-solving method designed to inform the development of interventions
- An integrated data collection/assessment system to inform decisions at each tier of service delivery  
(Florida Problem Solving & Response to Intervention, 2008)

Successful introduction of this model will involve critical planning to establish an environment that thrives on data-driven collaboration among professionals invested in the continuous improvement of student achievement.

### Goals of RtI/MTSS

The goal of RtI/MTSS is to ensure that **ALL** students receive rich learning experiences every year, in every setting, with every teacher, not merely in some years in some settings with some teachers (Howard, 2009). With this goal in mind, RtI/MTSS not only looks at the

**High-quality instruction is**  
*Explicit, Intensive and Supported (scaffolded).*

**Learning rate over time:** *Rate at which the student is progressing toward the goal.*

*A Problem Solving method used to develop interventions utilizing data to make decisions at each tier of support.*

**GOAL:** *Maximize learning for all students.*

Learner, but also analyzes and adjusts the learning Environment, the Curriculum being taught, and the Instruction being delivered based on the underlying cause(s) of a performance deficit.

The goals of RtI/MTSS as identified by the State of Florida are:

- 1) Adjust instruction and implement scientifically-based instruction and interventions based on individual needs. ***The ultimate goal is student success in the form of increased academic achievement and positive behavior as early as possible.***
- 2) Ensure that students' difficulties are not due to lack of appropriate instruction.
- 3) Decrease disproportionate representation of minority populations being identified as students with disabilities.
- 4) Make informed decisions about what resources are needed to ensure student success by closely monitoring student progress based on instructionally relevant data.

(Florida Problem Solving & Response to Intervention, 2008)

## **Communicating with Parents**

Parents should be included as partners in the RtI/MTSS framework. This can be done in the following ways:

- 1) Parents should have a clear understanding of RtI/MTSS, and how it maximizes their childrens' academic and behavioral achievement
- 2) Parents should be provided with the parent resources/brochures provided by the State (<http://www.florida-rti.org/docs/RtI-Parent-Brochure.pdf>)
- 3) Teacher-parent conferences should utilize Tier I, II & III data to plan collaborative teacher-parent support for children
- 4) Parents should understand that data will be utilized for collaborative problem solving by the School Support Team
- 5) Parents should receive assistance in choosing independent instructional materials
- 6) Parents should be informed about the classes and courses being offered by The Parent Academy (<http://theparentacademy.dadeschools.net/>)
- 7) Parents should be continually reminded that they are their child's first teacher and should be provided support by school staff to continue to enhance the learning of their child

## Leadership as an Essential Component to Successful Implementation of RtI/MTSS

*Participation in developing infrastructure for RtI/MTSS is paramount.*

Leadership at the school level is crucial to the fidelity of RtI/MTSS implementation. The RtI/MTSS model in Miami-Dade County Public School District impacts the entire educational system. Initially, building level administrators must understand and embrace the essential components and supports needed to effectively implement RtI/MTSS. Administrators must prioritize resource allocation to support the effort, as well as offer professional development to school staff on the philosophical underpinnings of RtI/MTSS.

Staff development addressing the RtI framework will help establish and promote consistency between the district and schools, which is imperative for successful implementation. Additionally, the district based RtI leadership team and subsequently, the school based leadership teams guide the implementation of RtI by developing leadership roles and expectations for district and building collaboration as well as a consistent connection to school site staff.

Because of the broad impact of the RtI/MTSS Model on the entire educational system, district leadership will need to engage in continual systemic problem solving and evaluation to ensure fidelity. Problem solving within an MTSS must be championed and monitored by leaders at all levels.

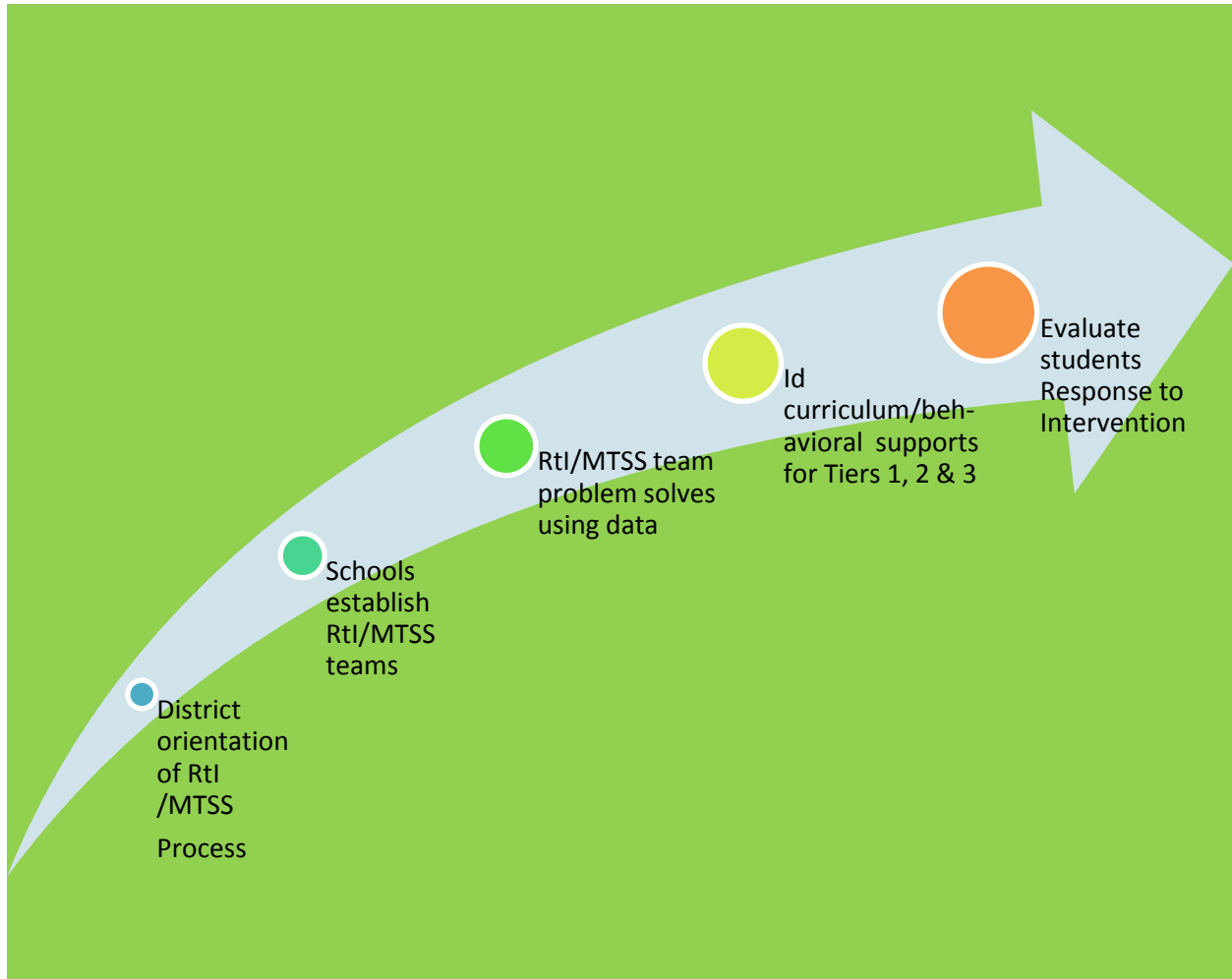
Since professional development promotes change, district and school leadership should facilitate and participate in trainings that develop a knowledge of curriculum and instruction across content areas and tiers, methods for developing positive school climates, consensus building with school site personnel, the problem-solving process, progress monitoring and parent and community involvement.

***Administrators' participation in developing consensus and infrastructure for RtI/MTSS directly correlates to the success of the model.*** Although supporting initial implementation of RtI/MTSS should be an important focus for a school district, establishing a long-term commitment of resources and time is equally critical. Schools must devote time to implementation and maintenance of RtI/MTSS Model: time for data dialogues, for problem-solving team meetings, and for development of action plans that identify continued training needs.

These issues need to be monitored and reviewed by school level leaders and/or district administration. District administration should work with principals to regularly monitor and review the action plans developed by individual schools.

The success of RtI/MTSS will be determined, to a great extent, by the degree to which district and school leaders are able to move the focus of RtI/MTSS from conceptual understanding to actual implementation and sustainability of the core beliefs and practices.

## Benchmarks of RtI/MTSS in MDCPS



*“If you add a little to a little, and then do it again, soon that little would be much”-Hesiod*