# MTSS Infrastructure and Support Mechanisms Series

## MTSS School Teams

*MTSS teams* refer to the leadership team or teams that guide and support the implementation of Multi-Tiered System of Supports (MTSS). MTSS teams should be representative of all key stakeholders, including regular education, special education, administration, and family and community input. MTSS teams also have structures and clear processes in place to guide decision making, and the teams have protected time set aside to meet on a regular basis.

Having teams is important because it

* helps distribute the workload among members so that leadership is shared;
* ensures that the work can be sustainable, wherein if a member of the team leaves, the processes and structures in place can continue and do not leave with that person; and
* provides the infrastructure for systemwide MTSS evaluation and continuous improvement.

## What Do MTSS Teams Look Like at the School Level?

There is no set number of teams, but schools will want to consider the roles and purpose of their teams. Generally speaking, schools will want a leadership team to oversee the implementation of MTSS, as well as a team to identify and support students who may need additional interventions. The following is a list of possible teams and their functions. There is no right or wrong for how many teams and the types of teams; rather, schools should approach teaming, and the membership of the team, with flexibility and understanding the special needs of their context.

| **Examples of MTSS teams**  | **Description of responsibilities** | **Key questions** |
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| Schoolwide leadership team (core/Tier 1) | * Create the vision and schoolwide MTSS implementation plan.
* Develop or identify processes and structures for MTSS, including interventions and high-leverage practices to use.
* Monitor and evaluate the effectiveness of schoolwide MTSS implementation.
 | Is core programming meeting the academic or behavioral needs of most students (e.g., 80% of students)? |
| Grade- or content-level teams (e.g., professional learning communities, math team) | * Monitor and evaluate classroom instruction and support students in Tier 1.
* Using a validated screening process, identify students in need of additional assessment or supports.
 | Is core programming for our grade level (or content area) meeting the academic or behavioral needs of most students (e.g., 80% of students)? |
| Tier 2 team | * Develops plan, supports implementation, and monitors the effectiveness of small group Tier 2 programming.
 | Are targeted supports meeting the needs of students receiving targeted interventions? |
| Tier 3 team | * Addresses students not responding to validated intervention at Tier 2; monitors and identifies interventions for Tier 3.
* Develops plan, supports implementation, and monitors the effectiveness of individual student level Tier 3/intensive intervention programming.
 | Are intensive supports meeting the needs of students receiving intensive interventions? |

## Tips for Implementation

* Conduct a [team audit](https://nirn.fpg.unc.edu/resources/initiative-inventory) to identify existing teams that can be modified or combined.
* Create norms by brainstorming traits associated with high-functioning teams.
* Determine a clear agenda and process for how meetings will proceed, such as the Team Initiative Problem Solving method.
* Use an easily accessible platform for note keeping and decisions made during the meeting.

## Related Resources

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| **Team Facilitation** | **Problem-Solving Tools** |
| * [Facilitator guide](https://intensiveintervention.org/sites/default/files/Initial_Meeting_Facilitator_Talking_Points.pdf)
* [Participant guide](https://intensiveintervention.org/sites/default/files/Initial_Meeting_Participant_Guide.pdf)
* [Note-taking template](https://intensiveintervention.org/sites/default/files/Initial_Meeting_Note-taking_Template.docx)
* [Sample agenda](https://intensiveintervention.org/sites/default/files/Initial_Meeting_SampleAgenda.docx)
* [Process guidance document](https://intensiveintervention.org/sites/default/files/Premeeting_Process_Guidance_Document.pdf)
 | * [Intensification strategy checklist](https://intensiveintervention.org/sites/default/files/Intensification_Strategy_Checklist_2019.dotx)
* [Clarifying questions to create a hypothesis](https://intensiveintervention.org/sites/default/files/Clarifying_Questions_Hypothesis_508.pdf)
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