Theory to Practice: *Creating an Integrated Multi-Tiered System of Supports In Colorado*

The Day's Objectives

- Clarify the definition of Multi-Tiered System of Supports in Colorado (CO-MTSS)
  - How is it different from Response to Intervention (RtI)?
  - How is your "Triangle" doing?

- Discuss the essential components of CO-MTSS
  - Implementation Science and How it serves as a foundation

- Establish your school's CO-MTSS Layered Continuum and decision making process
  - Action Plan your school's next steps for improved implementation

Agenda

- 9:00-10:00 Overview of MTSS and RtI
- 10:00-11:45 Essential Components of CO-MTSS

  Team Driven Shared Leadership
  Data-Based Problem Solving

  Family, School, and Community Partnering
- 11:45-1:00 Lunch on your own
- 1:00-3:00 Layered Continuum of Evidence-Based Practices

  Evaluating your current System
- 3:00-4:00 Action Planning

Turn to your Neighbor

What is a Multi-Tiered System of Supports (MTSS)?

a) A new name for Response to Intervention (RtI)

b) Squishing together Positive Behavioral Interventions and Supports (PBIS) with Response to Intervention (RtI)

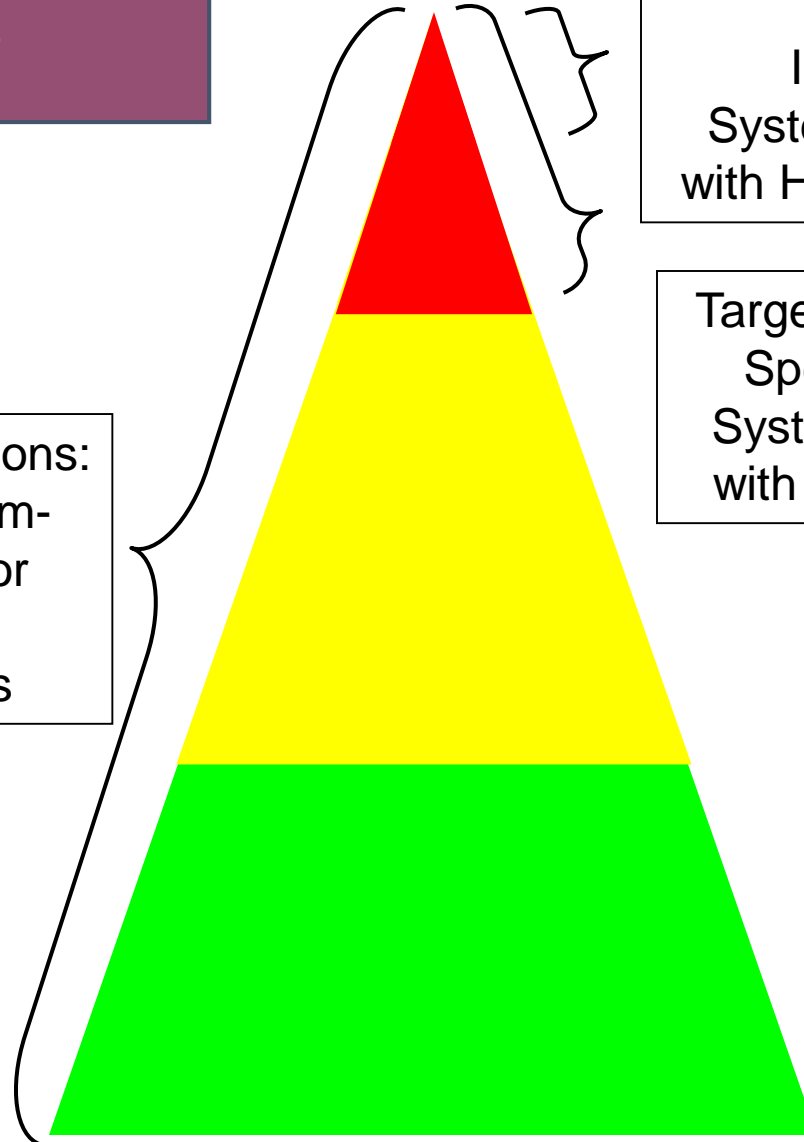c) A structure for supporting high tech buildings

d) Something more

Intensive Individual Interventions: Specialized Individualized Systems for Students with High-Risk Behavior

Targeted Interventions: Specialized Group Systems for Students with At-Risk Behavior

Universal Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Response to Intervention (RtI) Colorado Legislation

1. One of the criteria for a specific learning disability (SLD)… The child does not make sufficient progress to meet age or state-approved grade-level standards in the area(s) identified when using a **PROCESS BASED ON THE CHILD'S RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION.** (ECEA,CDE, 2007)

2. SACPIE shall inform … concerning best practices and strategies… for increasing parent involvement in public education and promoting family and school partnerships, in… (c) Involving parents in **RESPONSE TO INTERVENTION PROGRAMS** in public schools and districts. (SB 09-90)

3. If a student's reading levels are below grade level … or if the student has a significant reading deficiency, the local education provider shall ensure that the student receives appropriate interventions through the **RESPONSE TO INTERVENTION FRAMEWORK.** (READ Act, HB 12-1238)

What Colorado MTSS is Not

- Not just another name for RtI

- Not just smushing together academic and behavior supports
  - Multi-Tiered <u>System</u> of <u>Supports</u> involves the application of implementation science and the integration of student support frameworks into one coherent system
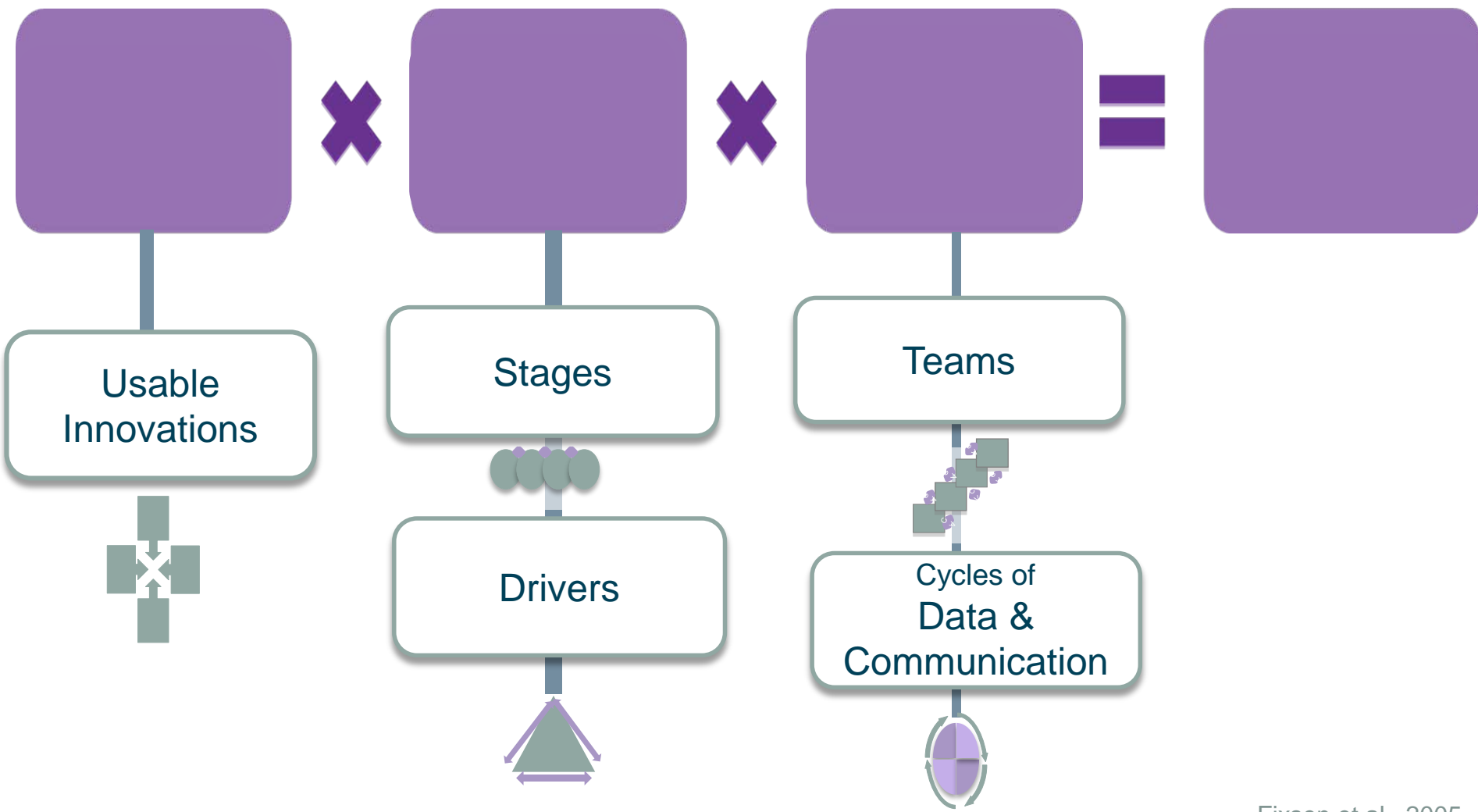
CO-MTSS is a prevention-based framework of team-driven data-based problem solving for improving the outcomes of *every* student through family, school, and community partnering and a layered continuum of evidence-based practices applied at *the classroom, school, district, region, and state level.*

The 5 Essential Components CO-MTSS

Team Driven Shared Leadership

Family, School, and Community Partnering

Data-based Problem Solving

Evidence-based Practices

Layered Continuum of Supports
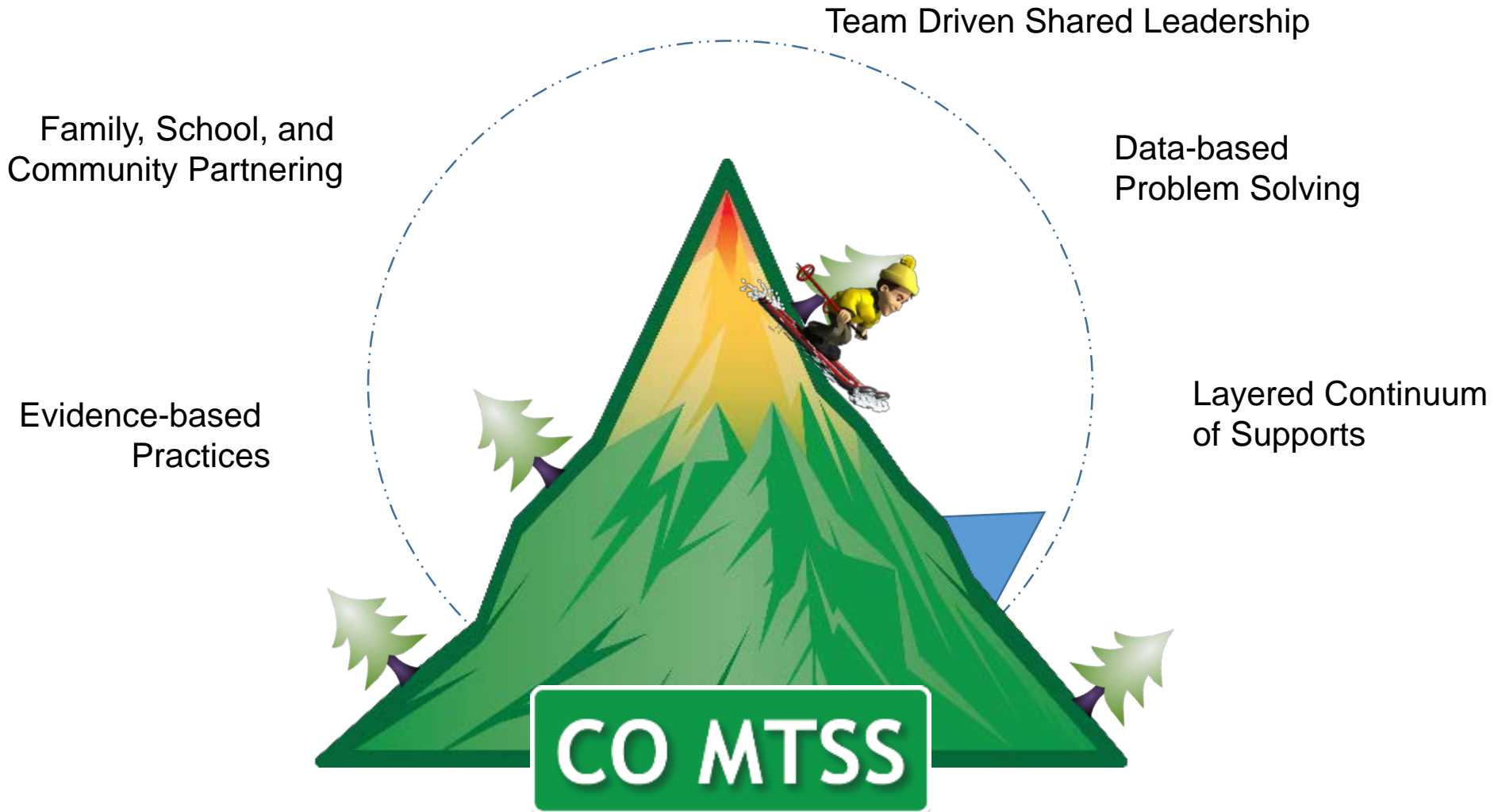
CO MTSS

CO-MTSS Formula for Success

Usable Innovations

Stages

Drivers

Teams

Cycles of Data & Communication

Active Implementation Frameworks

Team Driven Shared Leadership
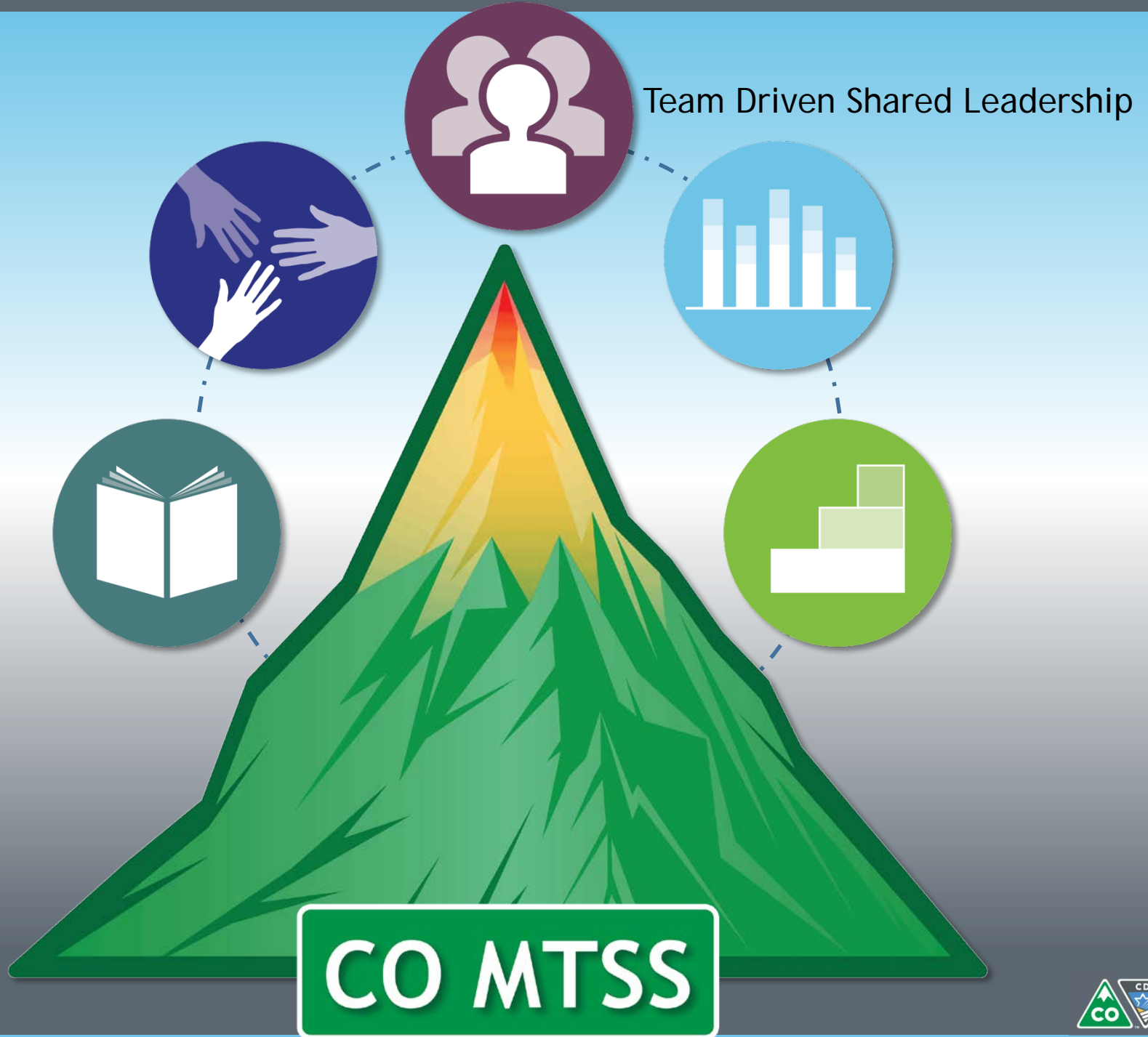
Team Driven Shared Leadership:

No Implementation Team

From "Letting it Happen"

14% 17 Years

Improvement in Intervention Outcomes

Implementation Team
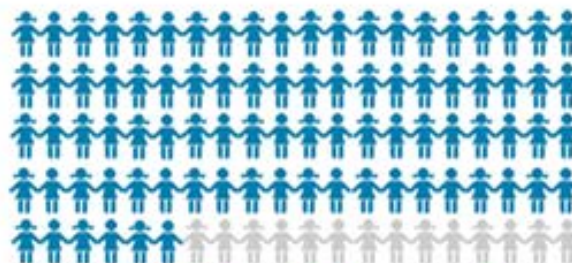
To "Making it Happen"

80% 3 Years

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005

http://implementation.fpg.unc.edu/module-3/topic-1

The CO-MTSS Building Leadership Team

- Oversees implementation efforts

- Has decision-making authority

- Aligns policies and other initiatives

- Allocates resources

- Supports Data-based Problem Solving, particularly around Universal Supports

Team Commitment

Key Components

- Administrative Leadership

- Staff Buy-In
  - Interventionists
  - Special educators
  - General Educators
  - Others

BLT: Possible Roles

- **Team Facilitator/Lead**
    - *Develops and leads team through agenda*
    - *Works with CDE (preplan, debrief)*

- **Time Keeper**
    - *Monitors time, keeps team on-task (can be dual role with another)*

- **Minutes Recorder**
    - *Takes minutes (record decisions, not necessarily what all was said)*
    - *Distributes notes within 24 hours to team*

- **Data Specialist**
    - *Brings pertinent data to the team, sharing it out prior to meeting so that the team can be ready to discuss*
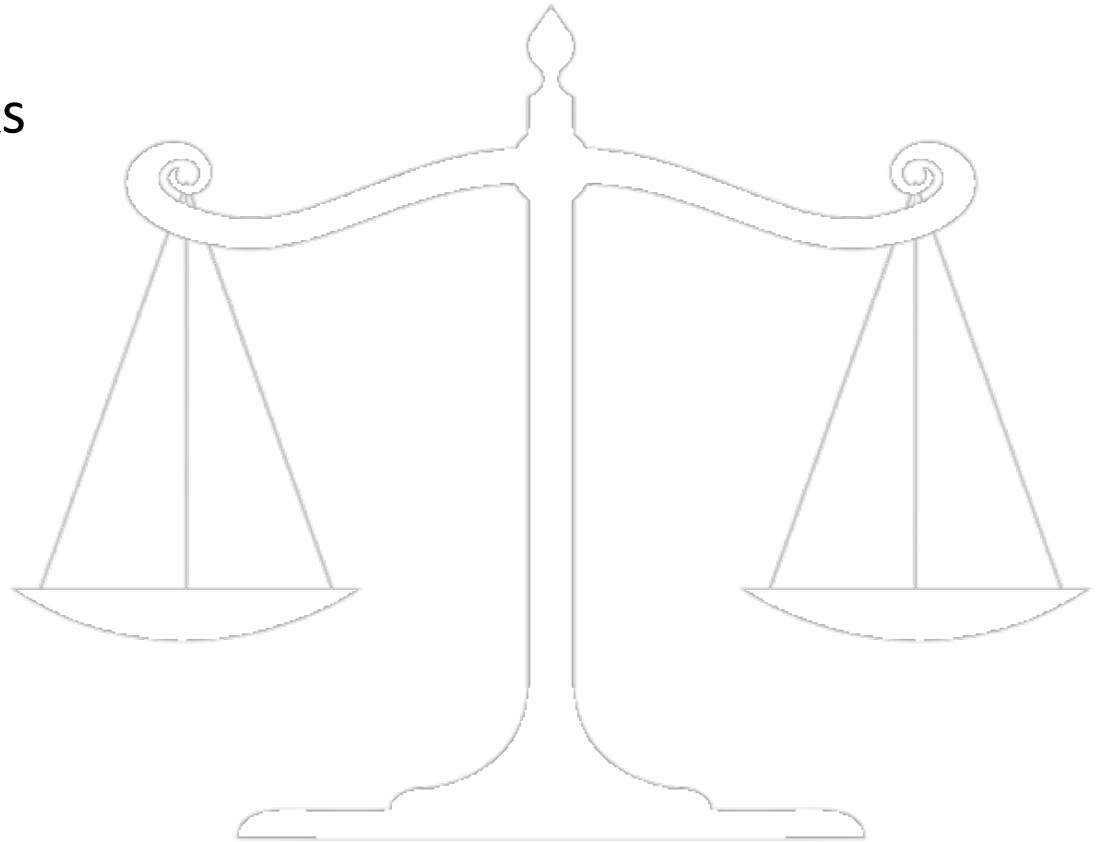
Identify Roles

- What roles are appropriate for your team?
- Assign a key person for that role and a backup person

- Follow these roles starting today

Healthy Teams facilitate desired change to reach desired outcomes

…do the team building in the context of doing the work itself…**both** working on tasks and working on team-building…

(Amy Richardson)

Office of Learning Supports Norms

Communication

- Seek clarity and understand another's point of view before stating your own opinion
- Be explicit and make points clearly and succinctly
- Focus on the task at hand and be present
- Allow for multiple voices

Communication
Collaboration
Respect

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Office of Learning Supports
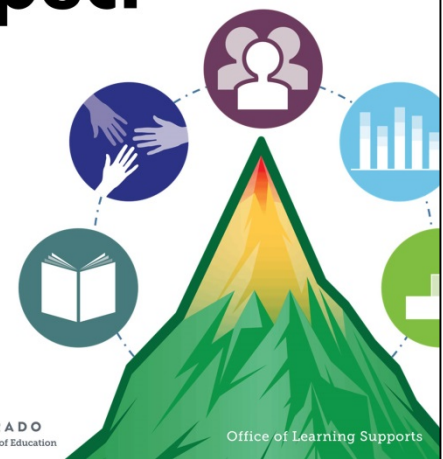
Collaboration

- Look for opportunities to engage in teaming and partnering
- Contribute and participate in discussions
- Incorporate active listening skills
- Nurture a "can do" attitude

Respect

- Limit side conversations and distracting activities (for yourself or others)
- Disagreement is topic related and not personal
- Invite different perspectives
- Maintain 4:1 ratio
- Be on time

A few considerations for scoring the BLT-SA

- Review the **FUNCTION** of the BLT

  - Consider your item scores in relation to the function

  - Your item scores are about *systemic structures not just pockets of excellence*

- Score yourself where you are now, not where you want to be. This is baseline...

  - Your results can help inform a road map for the BLT work going forward

Primary Decision Rule examples…

Simple Voting	
Thumbs Up/Down/Sideways	
Fist of Five	

Secondary Decision Rule

- Determine an agreement percentage (e.g. 70-80%) for moving to the next item.

'Set Aside' Rule

- If you can't come to consensus on an item in 2 minutes, put it aside, and return to it once you've finished the other items within the component

Team-Driven Shared Leadership - Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

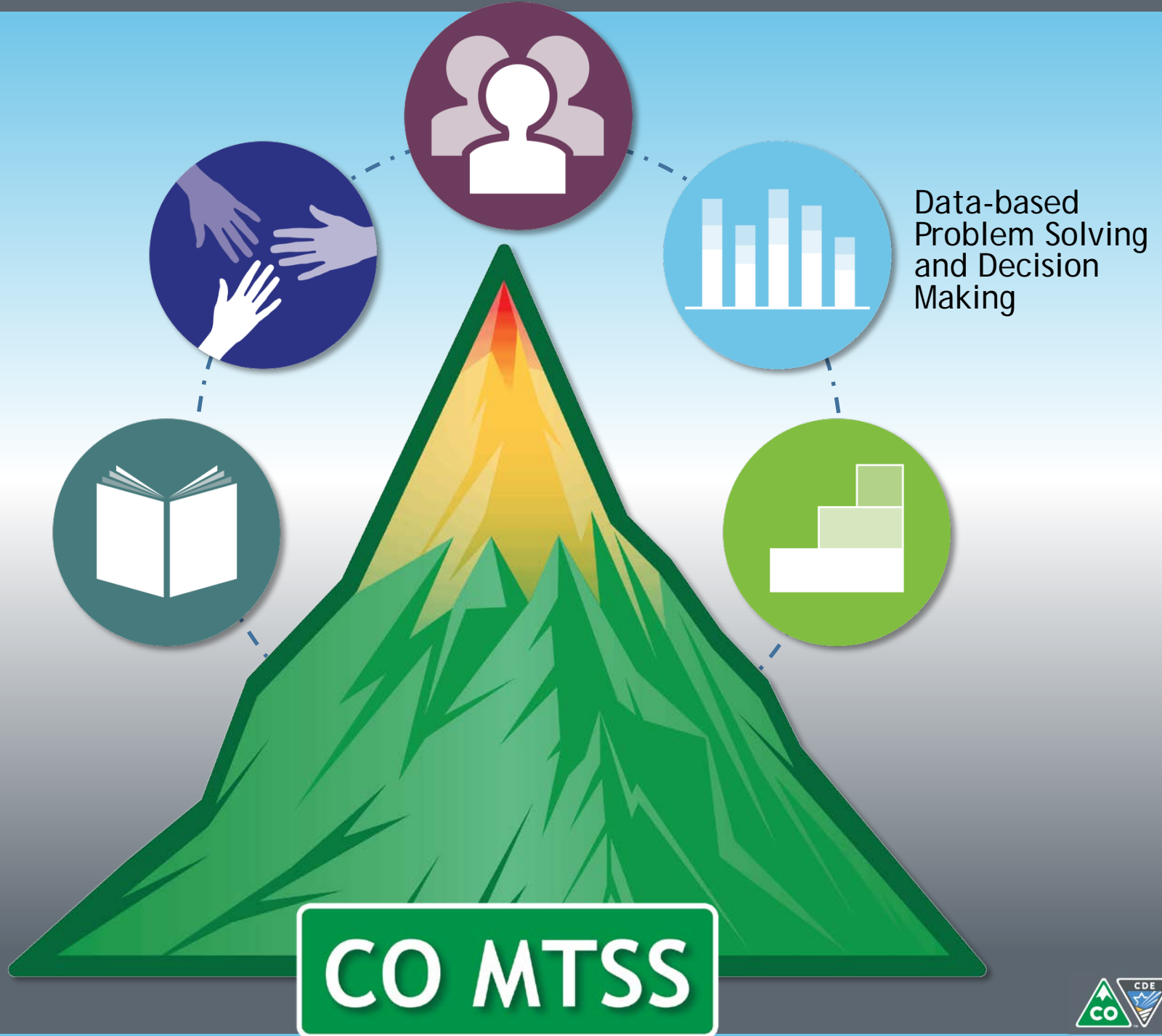| BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The Building Leadership Team (BLT) is a cadre of committed people with decision-making authority that aligns data, systems, and practices.	1. The BLT is developed with representation from all stakeholders (e.g., special education, general education, preschool, families, students, mental health, community, etc.). Also, it includes a liaison with the district or BOCES MTSS Leadership Team (e.g., coach) and someone who can make decisions about funding (e.g., principal or director).	The Team membership represents some relevant programs, populations, and community members. Decision-making personnel attend(s) between 50% and 75% of meetings.	The Team membership fails to adequately represent the programs, populations, and the diversity of the community, OR decision-making personnel attend(s) less than 50% of meetings.		
	2. The BLT has clearly-defined roles and responsibilities (e.g., facilitator, note-taker, data analyst, active participant etc.), norms, expectations, decision rules, and intentional measurement of teaming effectiveness.	Team roles and responsibilities are somewhat defined, OR teaming effectiveness is measured with anecdotal data only.	Team roles and responsibilities are unclear, OR there is no measurement of teaming effectiveness.		
	3. The BLT meets at least monthly and uses a consistent meeting process (e.g., agendas).	The Team meets less than monthly OR with an inconsistent process.	The Team meets infrequently with an inconsistent process.		
	4. The BLT creates a clear plan for communicating decisions, implementation, and outcomes to stakeholders (e.g., school staff, district, families, and community).	The Team communicates to some stakeholders, but does not have a strategic plan for doing so.	The Team does not communicate with stakeholders.		
	5. The BLT has identified current priorities and initiatives and actively braids or blends those priorities and initiatives.	The Team has identified current priorities and initiatives but does not actively braid or blend them.	The Team does not align the system by exploring current priorities and initiatives.		
	6. The BLT coordinates the teaming structures within the school, analyzing for redundancy and distributing leadership among stakeholders (through strategic teaming).	The Team has analyzed existing teams AND equitable distribution of stakeholder contribution on various teams is unclear.	The Team has not analyzed existing teams to develop and/or diminish requisite collaborative experiences.		
	7. The BLT develops and continuously monitors a BLT Action Plan (that includes common language, common goals, and resource/funding allocation).	The Team develops a BLT Action Plan to guide implementation but does not continuously monitor implementation progress.	The Team has not developed an Action Plan to guide implementation.		
	8. The BLT measures its implementation of MTSS at least twice a year using the CO-MTSS BLT Self-Assessment (this document).	The Team measures implementation of MTSS at least annually.	The Team does not measure implementation of MTSS.		

Team-Driven Shared Leadership Percentage Score: (raw score of _____ / 16) = _____ %

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Data-based Problem Solving and Decision Making

CO MTSS

Step 1: Problem Identification

What is the problem?

Step 4: Plan Evaluation

Did it work?

Step 2: Problem Analysis

Why is it occurring?

Step 3: Plan Implementation

What can we do about it?

Step 1: Problem Identification

- What is the total score of the TDSL component?
  - Ideally want 70-80%

Score of 9/16 = 56%
Is that a problem?

(raw score of _____ / 16) = _____ %

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Team-Driven Shared Leadership - Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
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				2	Roles and back-up roles identified
				2	Regular meetings
				1	Some planning occurs
				0	Haven't reviewed priorities
				1	We have started analyzing our teaming structure
	monitors a BLT Action Plan (that includes common language, common goals, and resource/funding allocation).	Plan to guide implementation but does not continuously monitor implementation progress.	an Action Plan to guide implementation.	0	No BLT Action Plan
	8. The BLT measures its implementation of MTSS at least twice a year using the CO-MTSS BLT Self-Assessment (this document).	The Team measures implementation of MTSS at least annually.	The Team does not measure implementation of MTSS.	1	First score today

What story does the data from the items tell you?

We're meeting as a team, but we haven't made any infrastructure changes (i.e., budget, policy, alignment of priorities) to support MTSS.

Team-Driven Shared Leadership Percentage Score: (raw score of _____ / 16) = _____%

Step 2: Problem Analysis

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Activity: Problem Solving Process

- **Step 1:**
  - Look at your total score for Team-Driven Shared Leadership. Is there an opportunity for improvement?

- **Step 2:**
 - Now examine the items...what story or patterns emerge from the data?

| | **Data-Based Problem Solving and Decision-Making** - A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes. | | | | |

BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT establishes a problem solving culture that requires the usage of data to define the needs and strengths of the school; a clear process for sequencing action planning activities; and a process to monitor and evaluate implementation and outcomes.	9. The BLT collects and regularly uses universal screening data to evaluate the quality, equity, and efficiency of Universal Supports. These data are used for goal setting across academic and behavioral domains.	The Team collects universal screening data for academics and behavior, but the data are not used regularly to evaluate Universal Supports, OR data are not used for specific goal setting.	The Team does not collect universal screening data for use in evaluation of Universal Supports for academics and behavior.		
	10. The BLT administers high quality, student-level progress monitoring tools to analyze student performance in academic and behavioral domains.	The Team administers high quality, student-level progress monitoring tools infrequently, OR tools are used to analyze student performance in relation to academic OR behavioral domains.	The Team does not administer student-level progress monitoring tools, OR the tools are not used to analyze student performance.		
	11. The BLT consistently uses a formal problem solving process that includes: *problem identification, problem analysis, plan implementation,* and *plan evaluation.* Fidelity and outcome data are used to determine decisions about supports and interventions.	The Team has established a formal problem solving process for decision-making AND the Team is developing proficiency in the consistent use of data for decision-making, OR the decisions about supports and interventions are made only using outcome *or* fidelity data.	The Team uses an informal problem solving process, OR the steps in the problem solving process are skipped, OR a process is not used for decisions about supports and interventions.		
	12. The BLT coordinates the training, coaching, and evaluation of problem solving for stakeholders (e.g., staff and families) throughout the school community.	The Team coordinates training and coaching of problem solving but evaluation is inconsistent OR training, coaching, and evaluating problem solving is restricted to select stakeholders.	The Team does not coordinate training, coaching, or evaluation of problem solving for the school's stakeholders.		
	13. The BLT develops and reviews short-term action plans (e.g., short cycle action planning) to determine progress and next steps for MTSS implementation.	The Team's short-term action plans are incomplete, missing elements such as the sequence of steps, activities, timeline, personnel, resources, and implementation benchmarks.	The Team has no short-term action planning formalized for decision-making about implementation.		

Data-Based Problem Solving and Decision-Making Percentage Score: (raw score of _____ / 10) = _____ %

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Family, School, and Community Partnering

CO MTSS
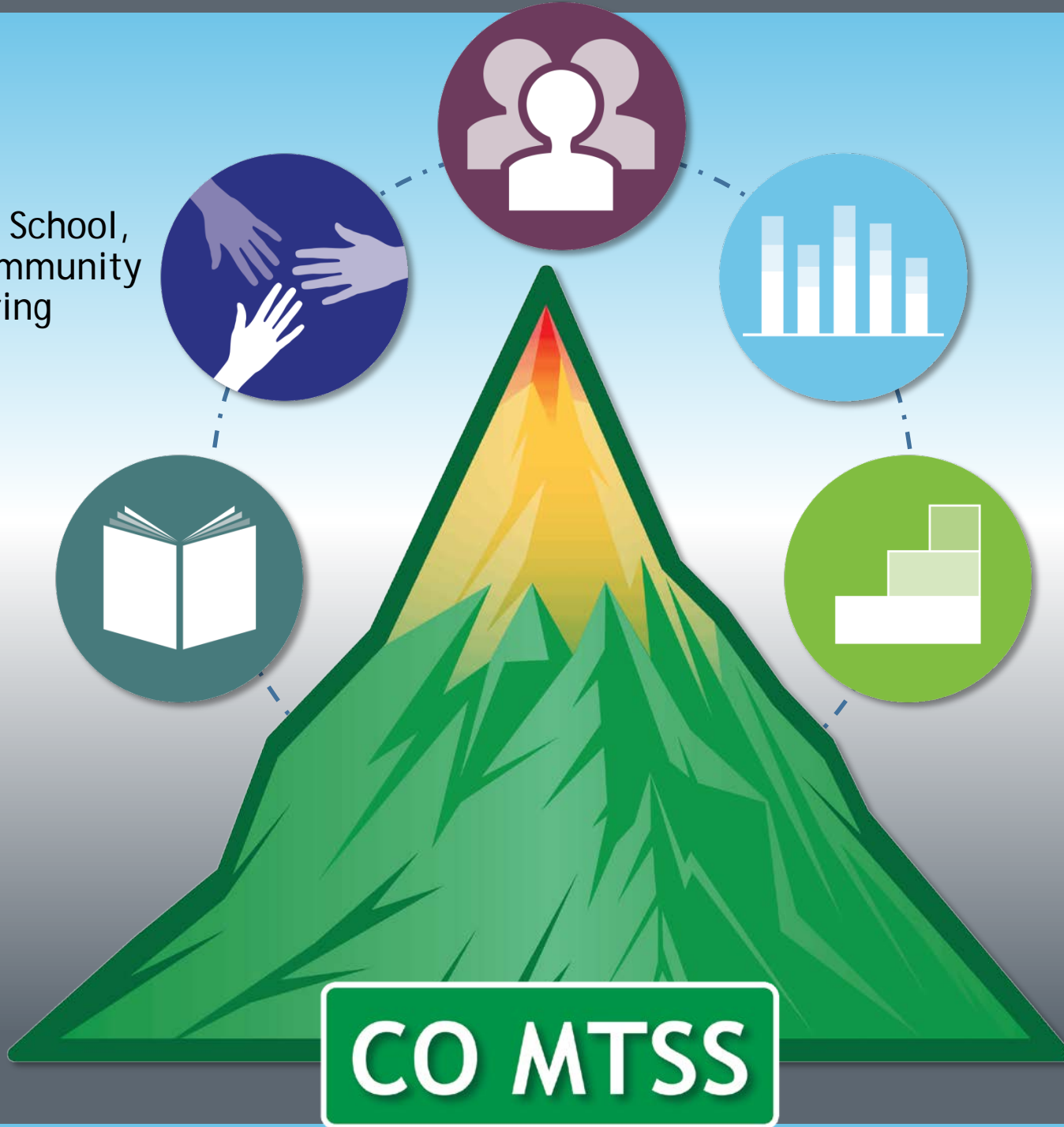
Family, School, and Community Partnering

Partnering is….

_____

_____

Dual Capacity-Building Framework

Families & Educators Both Need...

Capabilities (skills & knowledge)

Connections (networks)

Cognition (beliefs, values)

Confidence (self-efficacy)
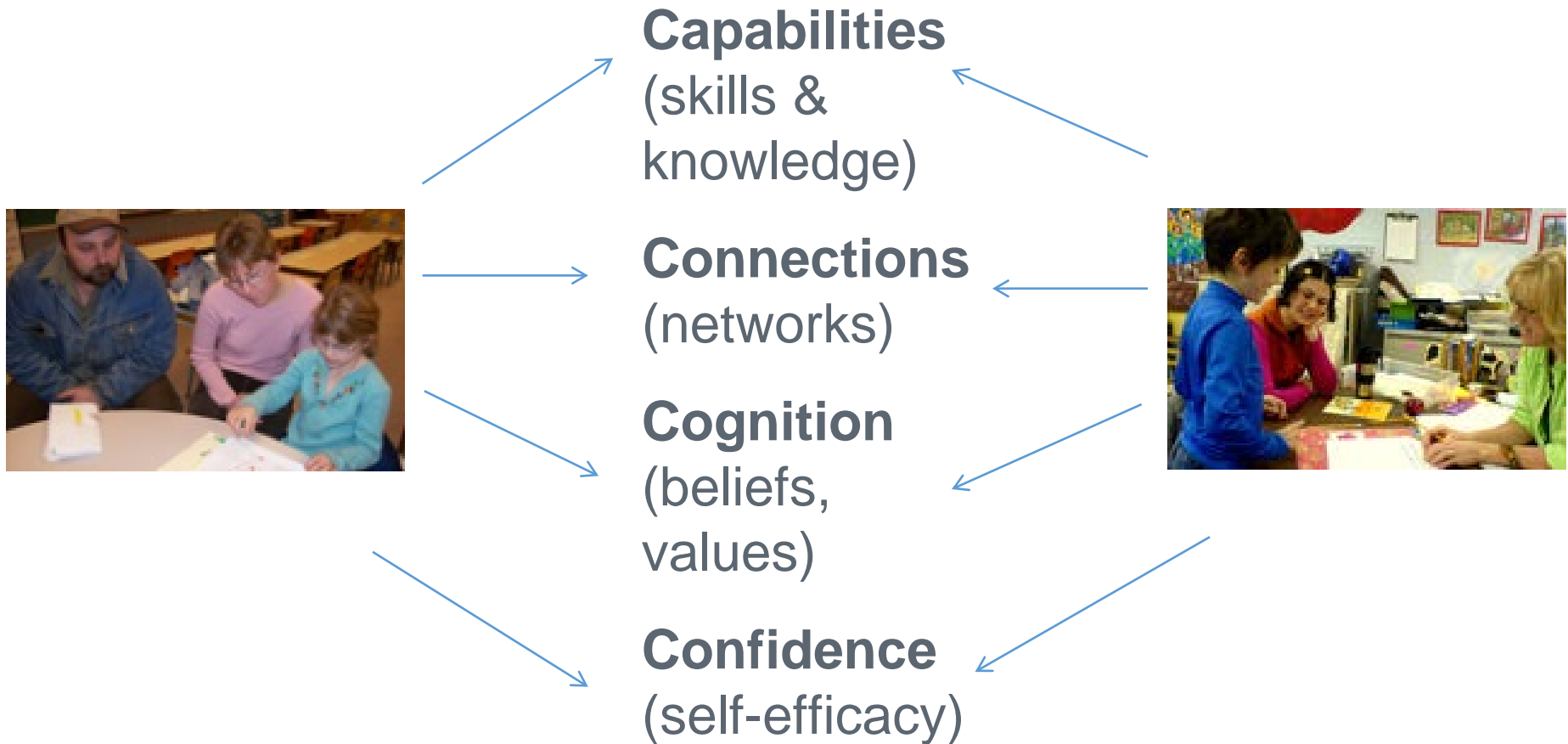
Our Perspective on Relative Impact of Family Engagement Strategies on Student Learning

Lower impact → **Higher impact**

Celebrations

Parent help on administrative tasks

Parent training events

Goal-setting talks

Weekly data-sharing folders

Fundraisers

Parent resource rooms

Back to school night

Regular, personalized communication

Home visits

Potlucks

Family support services

Parent-teacher conferences

Positive phone calls home

Modeling of learning support strategies

Performances and showcases

Generic school newsletters

Interactive homework

Classroom observations

Parent help on learning projects

Flamboyan Foundation defines family engagement as collaboration between families and educators that accelerates student learning.

FLAMBOYAN
FOUNDATION

Multi-Tiered Family, School, and Community Partnering

Recent Resources

Family, School, and Community Partnering Video

Family School 2016

Video Investigation Guide: FSCP
(this document corresponds to the video at left)

FSCP Practice Profile

October 2016: Family & School Partnership in Education Month
- Family and School Partnership in Education Oct. 2016 Proclamation (PDF, English)
- Family and School Partnership in Education Oct. 2016 Proclamation (PDF, Spanish)

Collaborating with Community	community partners (e.g., businesses, organizations, institutions of higher education) to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.	school/district has a place in the life of the greater community.	community partners do not collaborate on projects. There is no mutual commitment between stakeholder groups to support student learning.
Dual Capacity - Building	Evidence-based adult learning principles are applied in an enabling context to provide varied opportunities (e.g., side-by-side workshops, online modules, forums, academies, etc.) to support the capabilities, connections, cognition, and confidence of families and educators to partner effectively throughout a multi-tiered framework.	Learning approaches, language, and content are considered when planning for adult learners. Tiered supports for families and educators are evidence-based. Delivery methods are limited.	Adult learning principles are not considered. Partnering content and/or skill development is not available. A single delivery method or stakeholder group is served. Multi-tiered partnering is not visible.

http://www.cde.state.co.us/mtss/fscp

Family, School, and Community Partnering - The collaboration of families, schools and communities as active partners in improving learner, classroom, school, district, and state outcomes.

BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT prioritizes systems for families to be active participants in the educational system and feel welcomed, valued, and connected to each other, to staff, and to what students are learning. The school community respects and includes every family.	14. The BLT supports collaborative communication practices so that families and staff engage in regular, two-way, meaningful communication about student learning. Communication is timely and reciprocal. Authentic inquiries are made of families, and staff members are responsive. Multiple methods ensure access and equity.	The Team supports the regular sharing of information on student learning topics from staff members, and families are encouraged to communicate with staff. Strategic communication plans (including varied method options) are not established by the Team.	The Team does not support expanded communication from the school beyond one-directional notifications from school-to-home. Information is infrequent and content is rarely related to student learning.		
	15. The BLT creates and sustains mechanisms (e.g., distribution of data reports and guidance on data displays) for families and staff to be partners in decisions that affect children and families. Together, stakeholders inform, influence, and create policies, practices, and programs.	The Team initiates some policies, documents, and procedures as a result of partnering. Inconsistent protocols that embed partnering are used in problem solving and decision-making processes.	The Team has not begun formal guidance and clarification for family voice to be present in individual and system-wide decision-making. Strategic, inclusive problem solving is not taking place.		
	16. The BLT provides resources and guidance for families to be empowered advocates for their own and other children (e.g., know how school systems operate, how and to whom to raise questions, and what their rights and responsibilities are).	The Team provides some guidance for family engagement in advocacy activities for their own children. Families have awareness of their rights and responsibilities.	The Team does not provide families guidance to advocate. Families are not aware of their rights and responsibilities.		
	17. The BLT facilitates the mutual collaboration and commitment of families and educational staff with community partners (e.g., businesses, organizations, institutions of higher education) to connect students, families, and staff, and to expand learning opportunities, community service, and civic participation.	The Team facilitates some connections to community resources to create or reinforce the school's visibility in the community, OR mutual commitment to support student learning is minimally-evident between stakeholders.	The Team does not facilitate collaboration between families and community partners. There is no evidence of mutual commitment between stakeholders to support student learning.		
	18. The BLT develops the capacity of every stakeholder by strategically and effectively training, coaching, and evaluating stakeholders' competency in relation to the what, why, and how of family, school, and community partnering.	The BLT develops the capacity of only *some* stakeholders by informally training them on the what, why, and how of family, school, and community partnering.	The BLT does not develop the capacity of stakeholders through training, OR evaluation of stakeholder competency is not conducted.		

Family, School, and Community Partnering Percentage Score: (raw score of _____ / 10) = _____%

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Evidence-Based Practices

Layered Continuum of Supports

CO MTSS

Layered Continuum of <u>Student</u> Supports

Intensive

Targeted

Universal

Math (Acceleration)

Reading (Remediation)

Science

Communication

Label supports…not students

Social Studies

Attendance

Source: G. Sugai
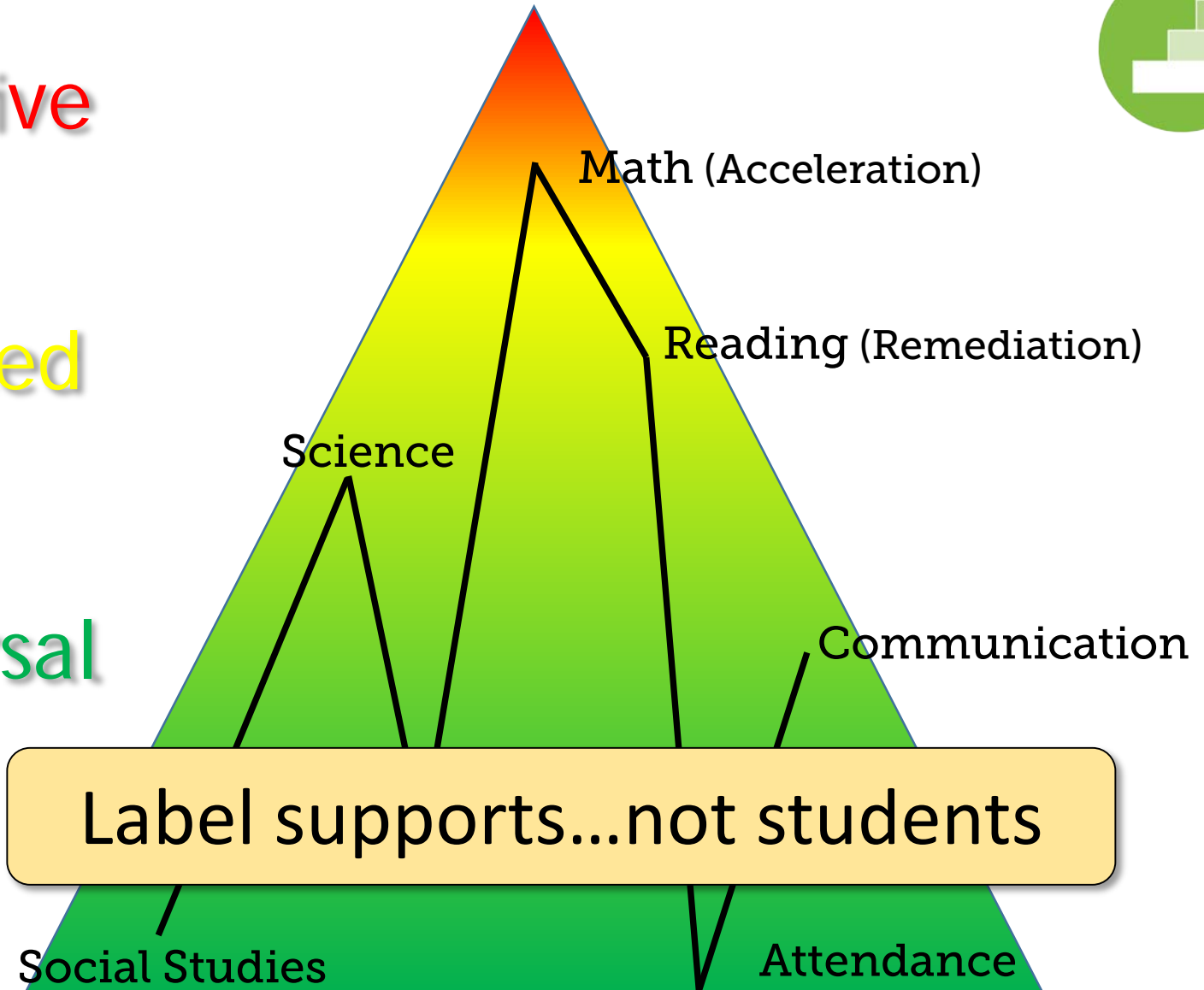
Layered Continuum of <u>Adult</u> Supports

Intensive
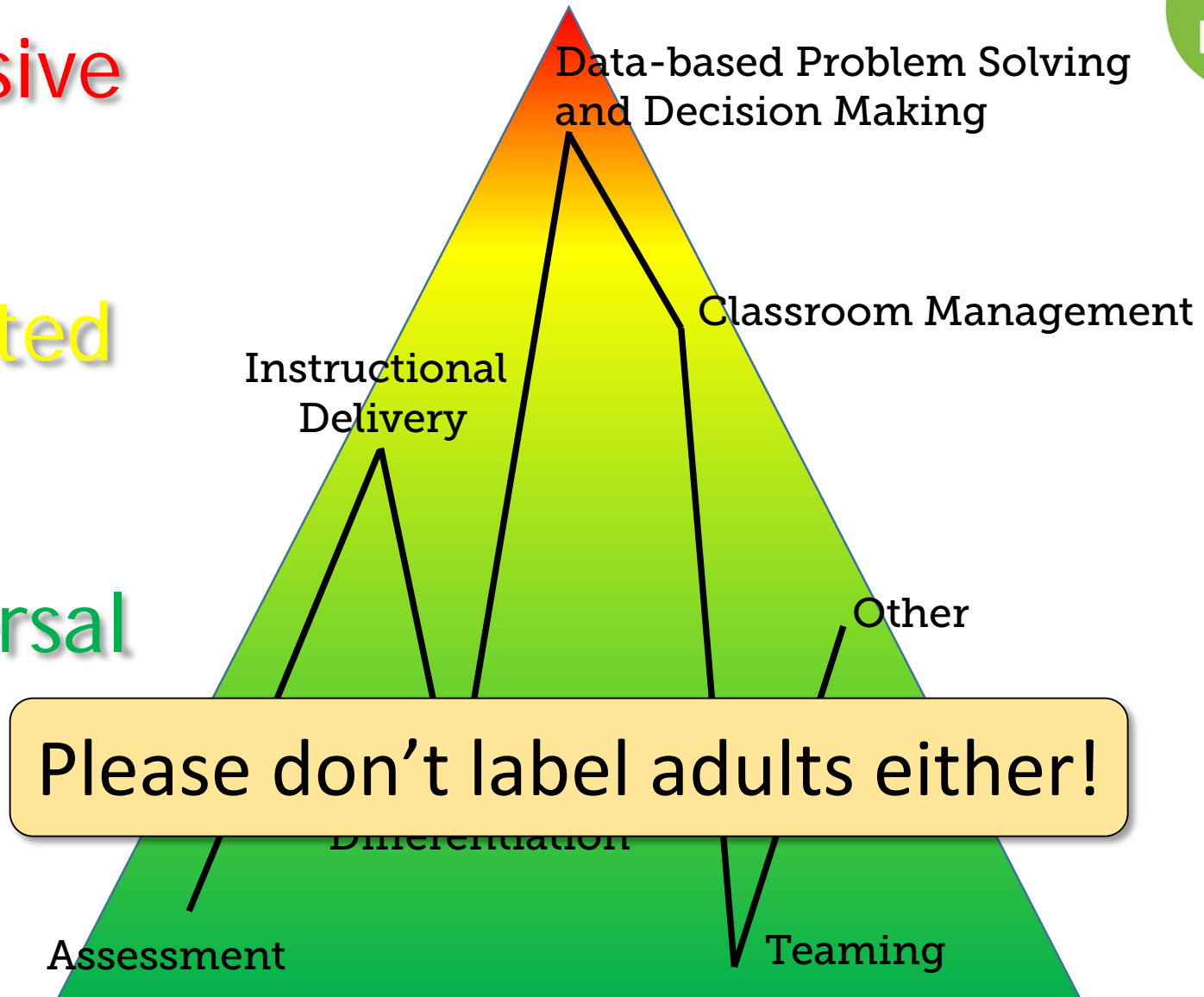
Targeted

Universal

Data-based Problem Solving and Decision Making

Classroom Management

Instructional Delivery

Other

Differentiation

Please don't label adults either!

Assessment

Teaming

Formula for Success

Effective Practices ✕ **Effective Implementation** ✕ **Enabling Contexts** = **Improved Outcomes**

Usable Innovations

Active Implementation Frameworks

NIRN

Hexagon Tool
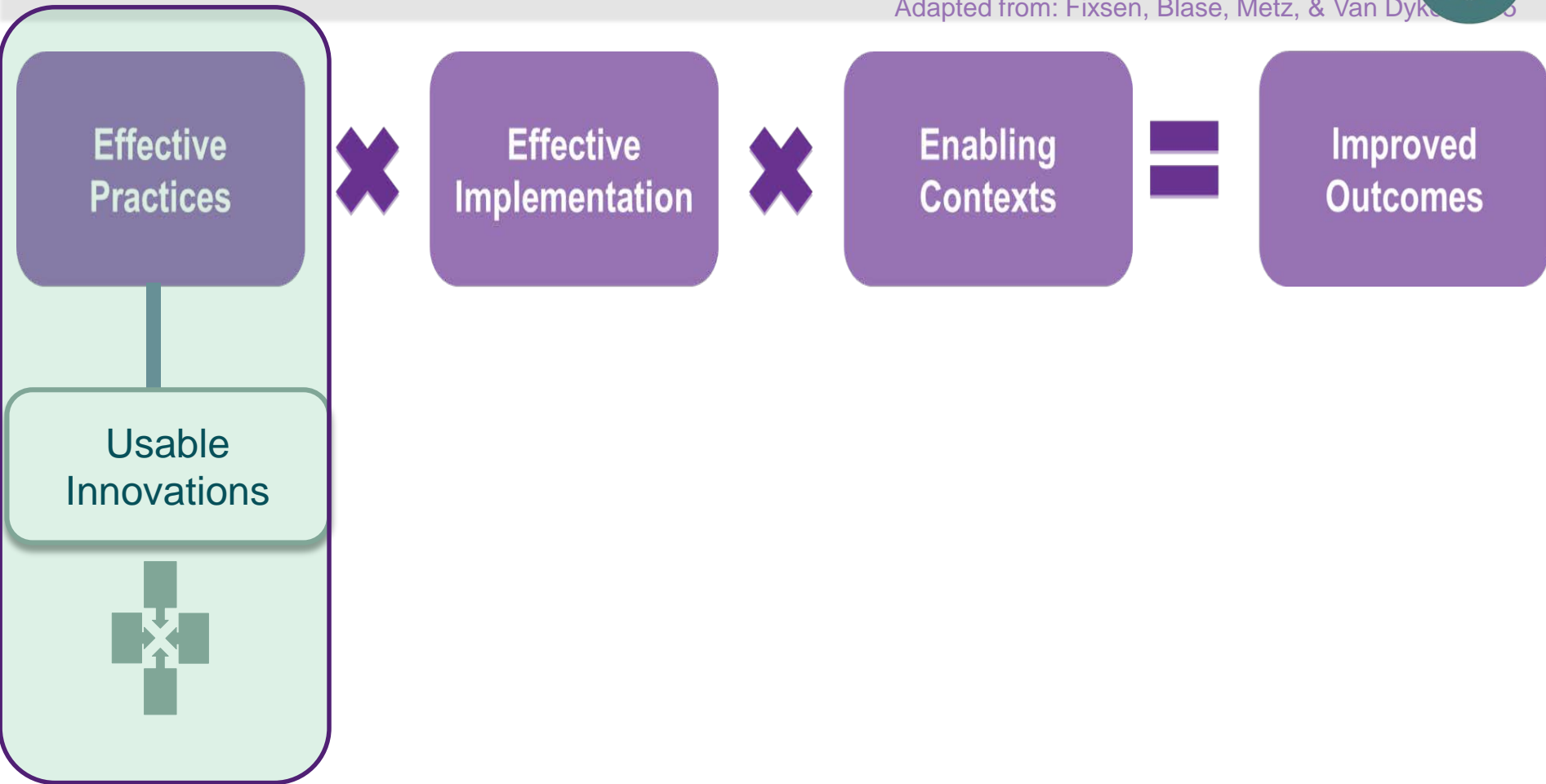
IMPLEMENTING SITE INDICATORS

PROGRAM INDICATORS

CAPACITY TO IMPLEMENT

Staff meet minimum qualifications

Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financial capacity
- Structural capacity
- Cultural responsivity capacity

Buy-in process operationalized

- Practitioners
- Families

FIT WITH CURRENT INITIATIVES

Alignment with community, regional, state priorities

Fit with family and community values, culture and history

Impact on other interventions & initiatives

Alignment with organizational structure

NEED

Target population identified

Disaggregated data indicating population needs

Parent & community perceptions of need

Addresses service or system gaps

EVIDENCE

Strength of evidence—for whom in what conditions:

- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Outcomes – Is it worth it?

Fidelity data

Cost – effectiveness data

USABILITY

Well-defined program

Mature sites to observe

Several replications

Adaptations for context

SUPPORTS

Expert Assistance

Staffing

Training

Coaching & Supervision

Racial equity impact assessment

Data Systems Technology Supports (IT)

Administration & System

EVIDENCE · CAPACITY · USABILITY · FIT · SUPPORTS · NEED

https://implementation.fpg.unc.edu/resources/hexagon-exploration-tool
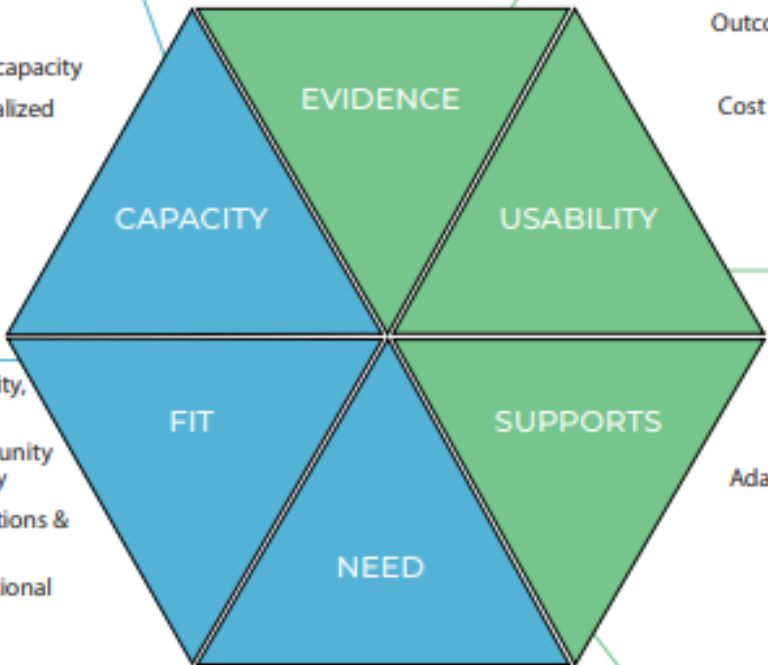
Activity: Layered Continuum of Supports

Step 1- As at team, indicate one content area that you feel needs to be addressed across the spectrum of supports (you may want to start with an area you already feel the school is strong in)

Step 2- What specific strategies are you currently implementing across the Tiers?

- Universal: What do you do for all students in that area?

- Targeted: What do you do for those that need some additional support in that area?

- Intensive: What do you do for those students that need the highest level of support?

What strategies need to considered for action planning?

MTSS: Layered Continuum of Supports

Please identify a content area and school-level or grade range. Complete the table based on what is currently in place.

Content Area:	School-level or Grade Range:
Tier 1 Strategies/Practices	
Indicators for Students Needing Tier 2	
Available Tier 2 Strategies/Practices	
Evaluation and Progress Monitoring of Tier 2 Practices	
Indicators for Students Needing Tier 3	
Available Tier 3 Strategies/Practices	
Evaluation and Progress Monitoring of Tier 3 Strategies/Practices	
Fadeout of Support	

Activity: Create a Layered Continuum Flowchart

As a team, draw a picture on the chart paper provided

- Use the table and triangles created from the previous activity.

- Describe the process in your school for moving through the tiers of support

- Prioritize the teaming structures and the decision points in each box

Step 2- Circle areas on the chart for further clarification and action planning

```
Tier I Instruction
        │
        ▼
Screener (e.g., DIBELS, ODRs) indicate need
for Tier II supports
        │
        ▼
Grade Level Teams (or Tier II teams) discuss
screener data 3 times a year and discuss
placement in additional supports
        │
        ▼
Active partnering with family and discuss          Students *at some risk* receive additional Tier II          If student achieves improved outcomes on 3
potential supports with individualized             supports                                                   consecutive data points, intervention moves
problem solving team                                         │                                               into fade-out procedure
        │                                                    ▼
        ▼                                          Progress Monitoring Occurs Bi-Weekly
Students *at high risk receive* additional Tier II
and Tier III supports                              If student does not achieve improved
        │                                          outcomes on 3 consecutive data points,
        ▼                                          strategic partnering with family, potential
Progress Monitoring Occurs Weekly                  supports are again discussed
        │
        ▼
If student achieves improved outcomes for 3        If student does not achieve improved            If it is determined that the intervention strategies
consecutive weeks, fade-out procedure is           outcomes on 3 consecutive weeks, additional    necessary for growth require resources beyond
initiated with Tier III strategies but Tier II     data collection and intervention strategies    those available in general education, special
supports continue                                  are discussed with the individualized problem  education resources are discussed
                                                   solving team and family
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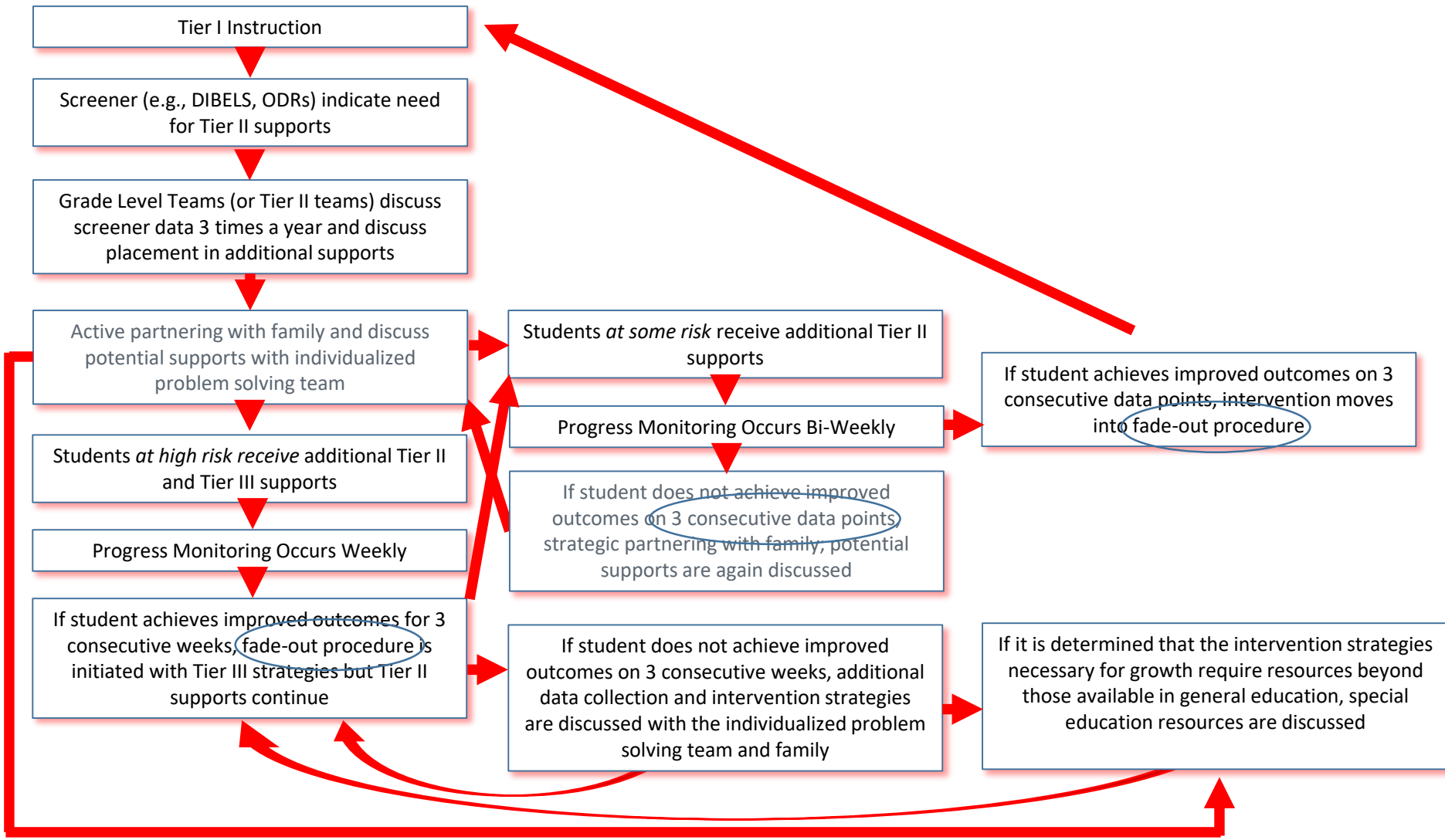
Activity: Create a Layered Continuum Flowchart

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- Describe the process in your school for moving through the tiers of support

- Prioritize the teaming structures and the decision points in each box

Step 2- Circle areas on the chart for further clarification and action planning

Layered Continuum of Supports - Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).

BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT establishes a system of prevention-focused, hierarchical tiers of support matched to student need.	19. The BLT coordinates and evaluates training and coaching for every stakeholder group to build and evaluate knowledge, skills, and disposition related to tiered logic.	The Team coordinates training related to tiered logic for some stakeholder groups, OR evaluation of the training and coaching is not conducted	The Team has not established strategies for building understanding and skills around tiered logic.		
	20. The BLT manages and monitors the provision of high-quality, prevention-based, Universal (Tier 1) supports that are accessible to every student and meet the needs of most students.	The Team manages and monitors high-quality, prevention-based Universal supports in only certain academic or behavioral domains.	The Team does not manage nor monitor prevention-based. Universal supports in academic or behavior.		
	21. The BLT directs the implementation of intentional, effective, and efficient Targeted (Tier 2) supports that are available in both academic and behavioral domains. Strategies are immediately accessible to students in need and are provided in addition to Tier I. Progress monitoring is used to inform decision-making.	The Team directs the implementation of effective Targeted supports that are only available in academic or behavioral domains, OR are used as a replacement of Universal supports, OR are inconsistently monitored.	The Team does not consistently direct the implementation of Targeted student-level supports or the supports are not monitored.		
	22. The BLT intentionally ensures the delivery of Intensive (Tier 3) student-level supports and interventions in both academic and behavioral domains that are immediately accessible as a supplemental added layer beyond Universal and Targeted supports. Progress monitoring is used to inform decision-making.	The Team ensures effective Intensive student-level supports are available and monitored in the academic or behavioral domain, OR Intensive supports replace Universal or Targeted supports, OR they are inconsistently monitored.	The Team does not consistently ensure that Intensive student-level supports and interventions are in place or monitored for effectiveness.		
	23. The BLT defines layers of support (tiers) that are fluid and flexible throughout the Continuum, with clear decision rules for exit and entry criteria established.	The Team defines layers of support that are not fluid and flexible. Exit and entry criteria are established but not implemented consistently.	The Team has not defined layers of support. Exit and entry criteria are not established.		

Layered Continuum of Supports Percentage Score: (raw score of _____ / 10 = _____ %

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Evidence-Based Practices – Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.

BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The BLT engages in intentional problem solving processes for selection and adoption of evidence-based practices.	24. The BLT prioritizes and organizes the intentional, prevention-based selection of practices across the Layered Continuum. All variables of contextual fit are considered (e.g., need, fit, resources, evidence, readiness, capacity).	The Team's guidance on the selection of practices is inconsistent, OR practices are matched to student need in isolated situations, OR not all variables of contextual fit are considered.	The Team does not provide direction related to selection of practices, or practices are not matched to need across the Continuum, OR are misaligned to contextual fit.		
	25. The BLT adopts academic and behavioral practices that have a robust research base to support their quality and effectiveness.	The Team adopts some academic and behavioral practices that have supporting evidence, OR research is used as a basis for only academic or behavioral practices.	The Team does not consider evidence regarding quality or effectiveness when adopting practices.		
	26. The BLT trains and coaches every stakeholder on the adoption and implementation of each evidence-based practice (for instruction, intervention, and assessment), including its core features, how delivery occurs, supporting research, and fidelity and impact measures.	The Team trains but does not ensure the follow-up or coaching of adopted evidence-based practices, OR only some stakeholders are trained and coached.	The Team does not train or coach stakeholders on the adoption and implementation of evidence-based practices.		
	27. The BLT uses measurable results of instruction, intervention, and assessment practices to demonstrate direct relationships to improved student outcomes in the identified area(s) of need.	The Team uses some measurable results of instruction, intervention, or assessment practices to demonstrate relationships to improved student outcomes.	The Team does not use measurable results to demonstrate relationships to improved student outcomes.		
	28. The BLT guides the effective implementation of fidelity and outcome assessment practices (e.g., consistent protocol for delivery).	The Team guides the implementation of fidelity or outcome assessment practices, OR the guidance provided by the Team is inconsistently applied by stakeholders.	The Team does not provide guidance related to the implementation of fidelity and outcome assessment practices.		

Evidence-Based Practices Percentage Score: (raw score of _____ / 10) = _____ %

Overall Score (the percentage for each Component____+____+____+____+____/ 5) = _____%

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ACTION PLANNING

Action Plan Template

Goal	Resources & Support	Strategies Activities	Person(s) responsible	By When?	Criterion for success

Be fearless on your path.

This CDE guidance document is meant for clarification, is not legally binding, and is not to be confused with legal advice. This guidance reflects CDE's recommendations, but Administrative Units (AUs) may have developed their own policies or procedures that differ from those described herein. Be sure to refer to your local AU's policies and procedures through the Director of Special Education. If you are seeking legal advice, please contact your legal counsel.

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