



Elementary Multi-Tiered Systems of Support for Reading (MTSS-R)

Foundations Series

Facilitation Guide

MTSS Overview and Tier 1

The purpose of this guide is to support district or building leaders who will facilitate the Tier 1 training in their setting.

- **Why should we do this training?** The purpose depends on your district's situation:

- Current or recent ORTli Project districts

- Use this session to onboard new staff (teachers, school and district leaders, support staff). The modules provide multiple opportunities to share what MTSS for reading looks like in your setting.

- Former ORTli Project districts

- Use this session to reboot your system. Has there been some drift in practices? Did you adopt a new core program and want to be sure you have updated standards of practice and protocols to match the new programs? Have you had a lot of turnover of staff and leadership and want to get everyone on the same page? These are all reasons to spend time on Foundations.

- Any district considering how to implement Oregon's Literacy Framework in a systematic way.

- **Who should attend?**

- Who the audience is depends on your "why" above. Regardless, it should be a team, not individuals. MTSS is about collaboration and collective efficacy. If you want some guidance about who should attend your session(s), you can contact us at mkishlock@nwresd.k12.or.us
- Who else? If you are in a small district, consider inviting the MTSS champion from your ESD to attend with you. We find that in many situations, ESD support is critical to the implementation and sustainability of MTSS.

- **Who should facilitate?**

- Someone who has strong knowledge of your system - core program, assessment tools and practices.
- If you don't have a strong MTSS system yet, the facilitator could be the person who will likely lead the team in this work. Who will be your MTSS Champion?

- **How long will it take?**

- It depends. We have noted the times for each video, but the length of the discussion will vary. You may also decide to break the training into two or more sessions.
- Please note that after the 2nd session (Installation of MTSS for reading) you'll be able to fast forward through the parts in subsequent sessions that explain the MTSS/ORTIi frameworks. This will save a few minutes on the rest of the sessions. However, please don't fast forward through the "Purpose" of each session.

- **Suggested Materials**

- Chart paper and pens
- Graphic Organizer (the facilitation guide can serve as an organizer - just make a copy!)
- Sticky notes

- **Note that there are resources available for each video linked in the notes below.**

- **The videos are linked in the facilitation guide and you can also find them on the ORTIi MTSS Module Page [here](#).**

We welcome your feedback about this format for the MTSS Foundations training.

[Please click here to let us know how your session\(s\) went.](#)

Foundations Series

Facilitation Guide

MTSS Overview and Tier 1

Facilitator: Welcome the team and state the purpose for this professional learning session.

Session 1: How does a Response to Intervention system support student learning? (5 minute video)	
Before watching	After watching
Quick write: <ul style="list-style-type: none"> What is your current understanding of the role of MTSS or RTI for supporting students in our schools as they learn to read? 	<ul style="list-style-type: none"> What was confirming for you and what questions do you have? What do you think staff in your setting think the purpose of MTSS or RTI is? What do parents and families know about how you support students' learning to read? How do you know?
Action Items:	
Session 2: Installation of MTSS for Reading (21 minute video and link to additional resources)	
Before Watching	After Watching
<ul style="list-style-type: none"> Brainstorm: What are our current leadership teams that focus on literacy and/or MTSS (district and school level)? Who participates on those teams? (which roles, not the individuals). 	<ul style="list-style-type: none"> Discuss guiding questions at the end of the module. If you do not have a leadership team: "Who should be on our district implementation team?" <ul style="list-style-type: none"> District administrators (T&L or C&I, Special Education, EL) School staff (Gen Ed and Sped teachers, Principal, Specialists (EL, School Psych, Literacy, MTSS) Family & Community, Tribal Leaders Who else is needed in our context?
Action Items:	

Session 3: [School Culture](#) (18 minute video and link to additional resources)

Before Watching

Quick write to self:

- What do you like about your district/school's culture about reading & collaboration. What would you like to see improved?

During Watching

- Discussion points throughout the module.

Action Items:

Session 4: [Tier 1 Core Instruction](#) (18 minute video and link to additional resources)

Before Watching

Quick write:

- What is working well in your district/school in regards to core reading instruction? What would you like to see improved?

After Watching

- Discuss the guiding questions at the end.
- If you have adopted a new program this year or will next year, what adjustments need to be made to your district guidance?
- How are you coaching and supporting staff with the new materials?

Action items:

Session 5: [Tier 1 Universal Screening](#) (21 minute video and link to additional resources)

Before Watching

- How are you currently collecting student data?
- (Optional) Read [Data: The closest thing we have to a crystal ball](#)

After Watching

- Discuss the guiding questions at the end.

Action items:

Session 6: Tier 1 Core Review Meetings (12 minute video and link to additional resources)	
Before Watching	After Watching
<ul style="list-style-type: none"> How are our teams currently discussing and making instructional decisions about reading data? 	<ul style="list-style-type: none"> Discussion questions at the end
Action Items:	
Closing Activity	
District Team: Prioritize Action Items School Team: Prioritize Action Items School Team: Clarification or feedback to district team	
Determine if you want to meet with an ORTli coach. If so, what questions or clarifications would you want to discuss?	

Family and Community Partnerships (38 minute video and link to additional resources)	
It may make sense to do this session with the Tier 2 or Tier 3 Foundations Trainings later in the year. Those trainings will have fewer modules and you will want to discuss family and community partnerships across all tiers.	
Before Watching	After watching
<ul style="list-style-type: none"> How do you currently partner with families and the community to address literacy needs of your students? 	Even if you skip this module for now, it is important to consider how you will include family and community voices on the district and school leadership teams.

Additional resources:

[District Rubric](#)

[Basic Elementary MTSS-Reading Rubric](#)

ORTIi also has a more detailed rubric for each Tier of support. School teams can use the rubrics to assess their current level of implementation.

- [Elementary Reading Rubric for MTSS-Tier 1](#)
- [Elementary Reading Rubric for MTSS-Tier 2](#)
- [Elementary Reading Rubric for MTSS-Tier 3](#)

All modules can also be found on our MTSS Module Series page [here](#).