

Oregon Response to Instruction & Intervention

Teaming Structures Guidance



In order to create a system in which each & every student has access to the highest quality instruction & supports, we must work together. This document provides some *general guidance* on the collaborative data-based support planning teams that need to be in place at all levels of your multi-tiered system, as well as when those teams might meet over the course of the school year.

	Sept				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				June																									
	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4																										
District Team	District Rubric.				Meet Monthly																																District Data Review																									
School Team	Review Building Plan				Meet Monthly																																Building Rubric				Building Data Review																					
Grade Level Team	Core Review																	Core Review																																												
	Start				INTERVENE				Review				Start				INTERVENE				Review				Start				INTERVENE				Review																													
	Data-Based Individualization, as needed																																																													

NOTE: Your district may determine that school-level rubrics should be done earlier in the spring to inform School Improvement Plans.

District Implementation Leadership Team (DILT)	
Purpose	Lead the development and continuous improvement of district systems that support schools in implementing MTSS for Reading (MTSS-R)
Who is on the team?	• Superintendent • Assistant superintendents • Curriculum director • SPED director • District MTSS-R coordinators and/or coaches • Building principals • Teacher Representatives ○ K-2 ○ 3-5 ○ Special Education ○ Literacy Specialist • School Psychologist • Family and/or Community Stakeholders
Data Used	• Student Data (Outcome Data) ○ Districtwide Universal Screening Data ○ Core curriculum assessments (if available) • Implementation Data ○ Oregon RTII: District MTSS Essential Components Rubric ○ Oregon RTII: MTSS-R School Level Rubrics ○ Staff Survey • Community and Family Stakeholder Feedback
How often do they meet?	Monthly

***Suggested
Activities***

Build & Communicate Vision

- Establish and communicate a **clear district vision** for MTSS-R
- Build **staff consensus and buy-in** through consistent messaging
- Engage families and community stakeholders to ensure the vision reflects diverse voices

Develop and Sustain Infrastructure

- Complete and update the **MTSS-R Installation Matrix**.
- **Define district-level structures, processes, and procedures for MTSS-R.**
- **Allocate funding and resources to sustain implementation.**
- **Ensure cross-team communication (district ↔ schools ↔ community).**

Plan & Monitor Implementation

- Develop, monitor, and revise the **District MTSS-R Action Plan**.
- Use the **ORTII District Level Rubric to examine district systems.**
- **Use the ORTII School Level Rubrics to examine school implementation.**
- Ensure fidelity of MTSS practices.

Build Capacity & Provide Support

- Provide **training, coaching, and technical assistance** for schools.
- Support building leadership teams in implementing MTSS-R effectively.
- Foster ongoing professional learning opportunities across the district.

Use Data for Continuous Improvement

- Regularly review **districtwide screening data**.
- Collect and analyze **staff surveys and implementation fidelity data**
- Monitor equity of access to core instruction, interventions, and outcomes.
- Identify systemic barriers and adjust district supports accordingly.
- Celebrate successes and communicate outcomes with staff, board, and community.

Sample Meeting Topics for District Implementation Leadership Team:

Suggested topics and activities to guide DILT meetings, ensuring consistent planning, data review, problem-solving, and support for MTSS implementation across the district.

Monthly

- **Team Meeting (60–90 min):** Review progress, check fidelity of Tier 1, problem-solve urgent issues.
 - **Principal Check-Ins:** Short updates with principals to ensure alignment.
 - **Communication:** Send an MTSS “tip of the week” and highlight a school’s success
 - **District Data Review:** Examine academic literacy data, disaggregated by focus group.
 - **School Leadership Team Support:** Attend or coach at school MTSS meetings, provide feedback (multi-elementary districts).
 - **Professional Learning:** Provide short PL for principals or coaches on MTSS practices based on identified need (i.e., walkthrough data)
 - **Identify Barriers:** Identify systemic issues (staffing, scheduling, resources) and solve at the district level.
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Quarterly

- **Celebrate and Share:** Recognize schools making progress, highlight at board meetings.
 - **Implementation Fidelity Checks:** Use walkthroughs, rubrics, or surveys.
 - **Adjust District Plan:** Revise timelines, PL, and resources based on data.
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Annually

- **Summer/Early Fall Retreat:** Review vision, update handbook, set measurable goals.
 - **End-of-Year Review:** Examine data trends, document successes and gaps, plan for next year.
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Sample Monthly Meeting Agenda

1. **Celebrations and Bright Spots** (5 min)
2. **Outcome Data Review** – screening, progress monitoring, equity checks (20 min)
3. **Implementation Review** – fidelity checks (20 min)
4. **Problem-Solving** – barriers and solutions (30 min)
5. **Professional Learning** – short training (15 min)
6. **Next Steps and Assignments** (10 min)

Building/School Implementation Leadership Team (BILT)	
Purpose	The Building Implementation Team ensures schoolwide systems for MTSS-R are strong, sustainable, and effective. While grade-level teams focus on student-level data and decisions, the BILT monitors building-wide trends, instructional fidelity, and system health to improve outcomes for <i>all</i> students.
Who is on the team?	• Administrator • Teacher reps from: ◦ Elementary: Primary and Intermediate grade levels ◦ Secondary: Language Arts and Content Area classes • Special Education Teacher • Reading Specialist • Instructional Coach • EL Specialist • Counselor and/or School Psychologist • Behavior Specialist • Family and/or Community Stakeholders
Data Used	• Outcome data ◦ Schoolwide Screening Data (including disaggregated data) ◦ Progress Monitoring Data • MTSS-R Implementation Data ◦ Oregon RTII School Level Rubric ◦ Staff Survey • Community and Family Stakeholder Feedback
How often do they meet?	Monthly
Core Responsibilities	Establish & Communicate Vision • Share the schoolwide MTSS-R vision with staff, students, and families. • Align building MTSS goals with district MTSS-R priorities. • Provide consistent messaging that MTSS is about improving Tier 1 for all students before relying on interventions. Strengthen & Monitor Core Reading Instruction (Tier 1) • Ensure core reading instruction is evidence-aligned and delivered with fidelity. • Review schoolwide benchmark/screening trends. • Conduct walkthroughs/observations to monitor Tier 1 fidelity (use common look-fors). • Identify building-wide instructional strengths and gaps (e.g., phonics in grade 2, comprehension in grade 5).. Strengthen & Monitor Tier 2 & Tier 3 Systems • Review building-wide trends in intervention needs enrollment (by grade, subgroup). • Monitor fidelity of supplemental intervention programs (time, group size, delivery as designed).

- Ensure processes are in place to provide intensified support to students who have not responded to Tier 2 interventions
- Identify **systemic barriers** (scheduling, staffing, materials) and share with the district.

Build Staff Capacity

- Provide **updates and feedback loops** with staff on MTSS progress.
- Coordinate **building-based PL** aligned to identified needs (e.g., explicit instruction, vocabulary, comprehension strategies, assessment, data-based decision making).
- Support grade/content teams in using **problem-solving/data protocols**.

Ensure Equity & Access

- **Review trends in Tier 2/3 enrollment across grades (equity, focus student group representation)**
- Review **opportunity-to-learn data** (who receives interventions, who has enrichment access).
- Identify patterns of **disproportionality** and address system barriers.
- Provide building-level equity findings to the district team.

Monitor Fidelity & System Health: Continuous Improvement

- Track fidelity of **Tier 1 and intervention programs**.
- Conduct **building-wide data reviews** at least 3x/year (fall, winter, spring).
- Review Core Review **plans from grade-level teams** to identify building-level trends.
- **Use the ORTII School Level Rubrics** to assess MTSS-R implementation fidelity.
- Update the **building MTSS-R action plan** with specific next steps.
- Collect staff **feedback on MTSS-R processes**.
- Monitor consistency of **progress monitoring administration**.
- Identify and problem-solve **building-level implementation barriers**.
- Report building trends and needs to the district team.

Engage Families & Community

- Communicate **schoolwide MTSS-R updates and outcomes** in accessible ways.
- Provide families with **strategies to support reading at home**.
- Host family literacy events/info nights.
- Gather **family/community feedback** to strengthen MTSS-R implementation.

This timeline provides general guidance for when these activities might occur. Your school may choose to complete these activities on a different timeline, depending on your schedule and resources.

August/Sept	• Share schoolwide MTSS-R vision and expectations with staff and families. • Review prior year building-wide data trends (by grade, focus student groups, interventions). • Confirm master schedule protects core reading block and intervention time. • Establish BILT roles, norms, and monthly meeting calendar. • Plan beginning-of-year PD on core reading routines and MTSS processes.
October	• Review fall screening trends across grades (percent at/above benchmark). • Examine fidelity of instruction (walkthroughs, self-assessments). • Identify building-wide strengths and gaps in core reading practices. • Recommend PD/coaching support based on findings. • Share results with staff in building-wide meeting
November	• Examine fidelity of instruction (walkthroughs, self-assessments). • Review trends in Tier 2 enrollment across grades (equity, focus student group representation). • Monitor intervention scheduling, group size, and fidelity. • Identify any signs that Tier 1 is not sufficient (Tier 2 overload). • Escalate system barriers (staffing, time, materials) to district team.
December	• Examine fidelity of instruction (walkthroughs, self-assessments). • Review progress monitoring compliance rates (are assessments being done consistently?). • Identify building-wide patterns of student response to interventions. • Adjust supports for fidelity and scheduling where needed. • Celebrate early successes with staff.
January	• Examine fidelity of instruction (walkthroughs, self-assessments). • Analyze winter benchmark trends across grades. • Evaluate Tier 1 effectiveness: <i>Did > 80% of each grade meet the benchmark?</i> • Identify system-wide instructional needs (e.g., decoding in grades 2–3, comprehension in grades 5–6). • Update building MTSS-R action steps. • Share results with staff, families, and district leadership.
February	• Examine fidelity of instruction (walkthroughs, self-assessments). • Review the number/percentage of students needing supplemental intervention supports • Review the number/percentage of students being referred for special education evaluation. • Problem-solve resource challenges (staffing, scheduling). • Communicate adjustments with staff.

March	● Examine fidelity of Tier 1 instruction (walkthroughs, self-assessments). ● Analyze equity data: outcomes by subgroup, intervention access, enrichment participation. ● Identify patterns of disproportionality. ● Facilitate equity-focused staff discussion and problem-solving. ● Share findings with the district leadership team.
April	● Examine fidelity of instruction (walkthroughs, self-assessments). ● Complete ORTII School Level Rubrics (or in Feb or March to inform SIP) ● Complete staff survey. ● Review trends in coaching and PD needs across grades. ● Plan for next year's staffing, PD, and coaching supports. ● Report successes and challenges to the district team.
May	● Examine fidelity of instruction (walkthroughs, self-assessments). ● Review spring benchmark results and intervention outcomes across grades. ● Evaluate effectiveness of Tier 1, Tier 2, and Tier 3 systems. ● Identify building-wide strengths and gaps for next year. ● Celebrate student growth and staff implementation efforts.
June	● Summarize building-level MTSS-R progress (fidelity + outcomes). ● Set priorities for PD and resources for next year. ● Share end-of-year reports with staff, families, and the district team. ● Celebrate collective impact with the school community.

Example MTSS-R Team Action Planning Form:

1. Select implementation goal(s) using school data sources.
2. Discuss, describe, and list actions that would be involved if this was implemented with a high degree of quality across the board.
3. Develop a timeline for the implementation of these actions.
4. Determine how you will determine that the implementation is successful (list data to collect).
5. Review action plan at monthly meetings and evaluate actions – modify when necessary.

IMPLEMENTATION GOAL:

Month	Implementation Action	PL Needed	Leadership Actions	Data to Collect	Evaluate Actions
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					

To begin next school year					
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3. Grade Level Team(s)* **(*Cross Content teams at Secondary)**

<i>Grade Level Data-Based Support Planning Teams</i>			
	<i>Tier 1: Core Review</i>	<i>Tier 2: Intervention Review</i>	<i>Tier 3: Individual Problem Solving</i>
<i>Purpose</i>	- Review the effectiveness of core support - Who is core support working for? - Who is core support not working for? - Develop a plan to improve core support	- Review the effectiveness of interventions - Who are intervention programs working for? - Who are intervention supports not working for? - Develop a plan to improve the effectiveness of Interventions	Develop and customize individualized intervention plans for students who are not making adequate progress after receiving Tier 2 standardized interventions
<i>Who is on the team?</i>	- Building admin - MTSS-R coach/Lit Specialist - Grade level teachers - For secondary: - Language Arts teacher - Content area teachers - Special education teacher - EL representative - School Psych - Other specialists as needed	- Building admin - MTSS-R coach/Lit specialist - Grade level teachers - For secondary, include Language Arts teacher - Special education teacher - EL representative - School Psych - Instructional Assistants (if available) - Other specialists as needed	- Building admin - MTSS-R coach/Lit specialist - Grade level teacher - For secondary: - Language Arts teacher - Content area teachers (as appropriate) - Student family member - Special education teacher - EL representative (if appropriate) - School Psych - Speech Language Pathologist - Other specialists as needed
<i>Data Used</i>	- Screening - Core Program Assessments - Gradewide Attendance Data	- Fidelity Data - Progress Monitoring - Intervention Program Assessments - Core Program Assessments	- Screening - Progress Monitoring - Core Program Assessments - Intervention Program Assessments - Individual Diagnostic Data including information around Instruction, Curriculum, Environment & Learner
<i>How often?</i>	3 times per year	Every 8-10 weeks	As needed

<i>Agenda</i>	• Core Review Forms	• Intervention Review Forms	• Data-Based Individualization
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