**NEW YORK MTSS-I FRAMEWORK INNOVATION CONFIGURATION**

**Essential Component 1.0: Foundations of MTSS-I**

1.1–Explain that high quality instruction is what enables Tiers 1 and 2 to occur as indicated by the MTSS-I Framework.

1.2—Articulate the interconnectedness of instruction among domains (behavior, academics, social emotional, health, etc.) in the MTSS-I Framework.

1.3—Explain that when Tier 1 instruction is effective, only 10-15 percent of the student population should need Tier 2 supports and only 1-5 percent of the student population should need Tier 3 supports.

1.4—Articulate how MTSS-I Framework relates to all students, including special populations (students with disabilities, English Language Learners (ELLs), etc.), using appropriate language to refer to students, that there are not “Tier 2 or Tier 3 students”, only students who receive Tier 2 or Tier 3 supports for identified skills.

1.5—Demonstrate how data is used from all domains to support students (e.g. behavior, academic, social emotional, etc.).

1.6—Apply the four principles of [New York State’s (NYS’s) Culturally Responsive-Sustaining (CR-S) Education Framework](http://www.nysed.gov/crs/framework): welcoming and affirming environment; inclusive curriculum and assessment, high expectations and rigorous instruction, ongoing professional learning and support; affirm racial, linguistic, and cultural identities, explore the connections across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

1.7—Identify family and student rights relative to individual student, school, and district planning.

1.8—Identify family engagement relative to each domain to foster meaningful family engagement.

1.9—Describe processes for universal screening and ongoing assessment/ progress monitoring.

1.10—Identify the benefits of and skills necessary to participate effectively in district and building-level teams.

**Essential Component 2.0: Assessment and Decision Making**

2.1—Describe the basics of reliability, validity, fairness, and treatment utility of formative assessments that meet NYS’s CR-S criteria for various populations of students, and how to appraise measurement tools based on these features.

2.2—Identify resources that meet NYS’s CR-S criteria to select screening and progress monitoring tools, such as the National Center for Intensive Intervention.

2.3—Identify the popular screening and progress-monitoring tools across key domains, such as academics, behavior, and social-emotional learning that meet NYS’s CR-S criteria.

2.4—Describe when screenings and assessments are commonly administered.

2.5—Determine student, classroom, and school risk using either norms or benchmarks.

2.6—Explain the difference between general outcome measures and subskill measures and when to use them.

2.7—Demonstrate how to establish appropriate student and/or classroom goals that meet NYS’s CR-S criteria based on available resources and intensity of intervention.

2.8—Demonstrate how to establish appropriate schedules of progress monitoring, including overall duration of monitoring and frequency of monitoring (e.g., times per week).

2.9—Apply appropriate decision rules that meet NYS’s CR-S criteria for determining response-to-intervention.

2.10—Describe how New York State Education Department’s initial ELL identification and screening, “New York State Identification Test for English Language Learners (NYSITELL)” and annual proficiency assessments, “New York State English as a Second Language Achievement Test (NYSESLAT)” for English language learners, along with local progress monitoring tools are comparable to assessments conducted for non-ELL students.

2.11—Utilize home language assessments whenever possible for ELLs.

2.12—Apply the process to identify Students with Interrupted /Inconsistent Formal Education (SIFE) using the Multilingual Literacy Screener (MLS).

2.13- Articulate the ways SIFE typically develop linguistically and in the content areas.

2.14—Describe the criteria that would necessitate an ELL to receive services beyond the English as a New Language program.

2.15—Explain the issue of the disproportionate identification of students requiring special education services based on race, ethnicity, and ELL status because of language acquisition needs rather than disability.

**Essential Component 3.0: Instruction and Intervention**

3.1 - Articulate how universal (Tier 1) refers to high-quality evidence-based instruction and high-leverage practices, instruction, services, and supports that are provided for all students.

3.2 – Demonstrate how to locate high-quality evidence-based interventions and high-leverage practices.

3.3 - Identify elements of strong CR-S practices and an inclusive instructional foundation at Tier 1 that limits the number of students needing support at Tiers 2 and 3. Tier 1 should be intensive and explicit enough that 80% of students respond, as demonstrated by meeting screening benchmarks.

3.4 - Apply universal screeners used to determine present levels of student performance.

3.5—Explain how interventions are selected that have been found to be valid and reflective of the population that you are working with, including English Language Learners.

3.6—Differentiate and align instructional plans for all tiers to NYS standards, including the use of home language.

3.7—Articulate how targeted (Tier 2) refers to interventions that are provided to small groups of students in addition to Tier 1 supports.

3.8—Describe how Tier 2 supports (i.e., intensified instruction provided for identified skill deficits) are provided in addition to the Tier 1 supports that are provided to all students.

3.9—Develop progress monitoring guidelines that include home language support to determine when students receiving Tier 2 supports may continue Tier 2, return to Tier 1, or begin receiving Tier 3 supports.

3.10—Articulate how intensive (Tier 3) supports for identified skill deficits are provided to individual students who need highly intensive and individualized daily support beyond what they are receiving at Tiers 1 and 2.

3.11—Develop a Tier 3 support plan that builds on Tier 1 and Tier 2 supports.

3.12—Explain how progress monitoring should be used to determine students’ response to intervention and if students should continue receiving Tier 3 supports, Tier 2 supports, or Tier 1 supports.

3.13 – Demonstrate the use of classroom feedback loops focused on student learning objectives.

**Essential Component 4.0: Systems Capacity**

4.1—Articulate how a school level team within the interactive MTSS-I framework aligns activities from a state level to the classroom.

4.2—Describe strategies for respectfully partnering and communicating with parents and families in their home language on all aspects of MTSS-I implementation, including operationalizing the essential components of MTSS-I.

4.3—Identify methods to determine how progress will be communicated to stakeholders, including other teachers, related service personnel, students, parents and families.

4.4—Define how parents can participate in the decision-making processes.

4.5—Develop teaming structures that are culturally responsive and representative of the educational community.

4.6—Identify effective meeting processes that teams can use (meet regularly, have clear purpose for meeting, use agenda, document and communicate decisions from meetings).

4.7—Outline formal processes for using data and research to select programs, practices, plans and refine MTSS procedures and implementation plans.

4.8 – Demonstrate how to use data for progress monitoring, decision-making, and advocating for student needs.

4.9 – Articulate how to ensure fidelity of implementation of high-quality evidence-based instruction and high leverage practices.

**Essential Component 5.0: General Understanding of Program Fidelity**

5.1—Describe how program fidelity is a multidimensional construct focused on providing evidence of adherence, quality, dosage, differentiation, and responsiveness following implementation and why it’s important for successful implementation.

5.2—Identify essential data needed to establish baselines for MTSS-I implementation and monitor progress.

5.3—Explain how the features of MTSS-I and fidelity assessment results are used to set implementation goals and develop an action plan.

5.4—Demonstrate how to use data-based decision making to adjust the action plan, as needed.

5.5—Describe how the results of fidelity assessments are used to provide positive feedback and inform school staff, families, and other stakeholders of progress, taking into consideration the home language.