



**The North Dakota Multi-Tiered Systems of Support (NDMTSS)** is a capacity building professional development opportunity sponsored by the South East Education Cooperative (SEEC).

North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals. Data is used to allocate resources to improve student learning and support staff with implementation of effective practices.

**Course Description**

In high-performing schools, data isn't just collected—it's transformed into action that lasts using ongoing data analysis and teaming practices. This professional learning series is designed for educators and leadership teams to sustain instructional systems that are responsive, equitable, and grounded in evidence. Whether you're strengthening Tier 1 instruction or refining Tier 2 or Tier 3 interventions, this series will help you use data to drive decisions that make a measurable and lasting difference for every learner.

Participants will engage in consistent application of a structured problem-solving model and data decision-making protocols that guide instructional planning, intervention design, and continuous improvement. Through hands-on practice, real-world data analysis, and collaborative planning, teams will learn how to lead with clarity, act with confidence, and build systems that are not only effective—but sustainable. Sustainable systems can't rely on individuals—they must rely on shared knowledge, clear processes, and a culture of continuous improvement. This series will help your team build the mindset, skillset, and infrastructure needed to ensure every student gets the support they need, now and in the future.

You'll Learn To:	Walk Away With:
<ul style="list-style-type: none"><li>• Apply a structured problem-solving model to make informed decisions across Tiers 1, 2, and 3.</li><li>• Lead high-impact data meetings using protocols such as the Data-Dialogue Cycle and Decision Rules aligned to screening and progress monitoring data.</li><li>• Analyze diagnostic and progress monitoring data to identify trends, determine root causes, and guide instructional adjustments.</li><li>• Develop Tier 1 instructional response plans that address needs at the building, grade, classroom, and small group levels—ensuring core instruction is strong, inclusive, and responsive.</li><li>• Design and implement Tier 2 and Tier 3 intervention plans using curated, evidence-based resources that align with student needs and school capacity.</li><li>• Use early warning indicators and data thresholds to proactively identify students at risk and intervene before gaps widen.</li><li>• Conduct intervention audits to evaluate the quality, alignment, and fidelity of current supports and resources.</li><li>• Build internal capacity by developing shared leadership, clear protocols, and repeatable processes that ensure long-term success.</li></ul>	<ul style="list-style-type: none"><li>• A comprehensive framework for using data to drive instructional decisions across all tiers.</li><li>• Protocols, templates, and tools for leading effective data meetings and tracking student progress.</li><li>• A deeper understanding of how to analyze and respond to real-world academic and behavioral data.</li><li>• Ready-to-use Tier 1, 2, and 3 planning tools aligned to student needs and school capacity.</li><li>• Strategies to build stronger systems of collaboration, accountability, and support that endure beyond the training.</li></ul>

- Goals:**
- Use data to drive Tiers 1, 2, and 3 decision-making
  - Lead effective data meetings
  - Leverage diagnostic and progress monitoring data
  - Develop and implement Tier 1 instructional response plans
  - Develop and implement targeted intervention plans

**Objectives:**

## NDMTSS: Data Coaching for System Refinement: Sustaining & Expanding the Work



### Knowledge:

- Understand structured problem-solving models for decision making.
- Use the understanding of instructional hierarchy to determine student need.
- Learn protocols for effective data meetings.
- Select, gather, and analyze diagnostic and progress monitoring data.
- Identify effective instructional practices for Tier 2 and Tier 3 interventions.
- Analyze real-world data to inform instructional practices.
- Create targeted intervention plans using curated resources.
- Interpret early warning indicators and data thresholds.
- Conduct a resource audit.
- Recognize common implementation hurdles and solutions.

### Skills:

- Apply structured problem-solving model.
- Lead effective data meetings.
- Use diagnostic and progress monitoring data to guide instruction.
- Deliver high-quality Tier 2 and Tier 3 instruction.
- Analyze and respond to real-world data.
- Develop and implement targeted intervention plans.
- Utilize early warning systems to support all students.
- Conduct intervention audits to maximize resources.
- Develop strategies to overcome implementation hurdles.

### Attitudes:

- Foster a commitment to data-driven decision making.
- Build confidence in leading collaborative data meetings.
- Develop a proactive approach to using diagnostic and progress monitoring data.
- Cultivate a mindset focused on delivering high-quality instruction.
- Embrace continuous improvement through data analysis.
- Commit to creating effective intervention plans.
- Support proactive identification and support of all students.
- Value the importance of resource audits and alignment.
- Embrace innovative solutions to overcome implementation challenges.

### Training Dates & Times

#### Locations:

Jamestown, ND - Farmers Union Insurance (1415 12th Ave SE, Jamestown, ND 58401)

Jamestown Middle School (JMS)(203 2nd Ave SE, Jamestown, ND 58401)– Thompson Room

#### Dates/Times: (all times **CENTRAL**)

- Training: October 10, 2025 | in-person | 9:00a-4:00p | Farmer's Union
- Training: October 29, 2025 | in-person | 9:00a-4:00p | JMS Thompson Room
- Training: February 17, 2026 | in-person | 9:00a-4:00p | JMS Thompson Room
- Training: April 15, 2026 | in-person | 9:00a-4:00p | Farmer's Union

### Optional Credit Available

Two (2) Continuing Education credits will be available through VCSU for those who attend all sessions and meet requirements. Cost of the credit is the responsibility of the participant.

- Update communications, i.e. announcements, upcoming trainings, resources etc.
- Coordinate all activities, schedules, and materials
- Email participants 1 week prior to each training with session logistics and share access to online resources with all participants
- Participate in and facilitate trainings for the 2025-26 school year, including coaching calls
- Provide binders with all printed materials to participants at in-person training days, including PDF of presentation and all required handouts
- Email participants after each training session sharing all relevant follow up information
- Elicit feedback and provide follow-up support specified by each school district
- Be available for all questions via email/phone throughout the length of this series

Team Membership

Team members are expected to participate in all training sessions. Team membership from each building or district should consist of the following individuals:

- Administrator (1 **required** per team)
- Special Education Educator/Director/Coordinator\* (1 **required** per team)
  - Consider: School Psychologist, ELL, SLP, Interventionists (academic and/or behavior), Reading/Math, Counselor
- MTSS Team Coordinator
- Instructional Coach
- Classroom/Grade Level/Content Area Educator

MTSS Team Members	Roles/Responsibilities
Building Administrator*	<ul style="list-style-type: none"> <li>Ensures school schedule and resources allocations are aligned to MTSS practice</li> <li>Provides leadership at MTSS team meetings</li> <li>Communicates with staff</li> <li>Ensures next steps are documented</li> <li>Facilitates monitoring of instructional integrity within grade level/departments</li> </ul>
Specialists: <b>Special Education Educator/Director/Coordinator*</b>  Others to consider: School Psychologist, ELL, SLP, Interventionists (academic and/or behavior), Reading/Math, Counselor	<ul style="list-style-type: none"> <li>Collaborates with classroom educators to establish procedures for delivering high quality instruction, differentiation, and intervention (small group or class-wide)</li> <li>Gathers progress monitoring data from Tier 2 &amp; 3 interventions for review during MTSS meetings</li> <li>Presents data/background information and provides behavioral expertise on specific student needs</li> <li>Supports MTSS team with data interpretation and ensures linkage of data to selected interventions</li> <li>Identifies trends in student need across grade levels or content areas</li> <li>Communicates with staff, families, and teams at all Tiers</li> </ul>
MTSS Team Coordinator	<ul style="list-style-type: none"> <li>Provides leadership at MTSS team meetings</li> <li>Coordinates and sets agenda for MTSS team meetings</li> <li>Provides expertise to MTSS team regarding problem-solving protocol and data analysis</li> <li>Identifies trends in student/staff needs across school ensuring effective implementation and fidelity</li> <li>Ensures Progress Monitoring for all students in Tiers 2 &amp; 3</li> <li>Ensures next steps are documented and communicated with all staff</li> </ul>
Instructional Coaches	<ul style="list-style-type: none"> <li>Identifies school teaching and learning needs, barriers, and weaknesses by analyzing student data, and organizing and implementing problem-solving actions with teachers</li> <li>Collaborates with classroom educators to establish procedures for delivering high quality instruction, differentiation, and intervention (small group or class-wide)</li> <li>Gathers progress monitoring data across all tiers for review during MTSS meetings</li> <li>Provides expertise to MTSS team regarding interventions and skill remediation making appropriate recommendations for specific student needs</li> </ul>
Classroom/Grade Level/Content Area Educator	<ul style="list-style-type: none"> <li>Provides a voice of classroom teachers and presents data/background knowledge on specific student needs</li> <li>Provides classroom expertise in effective implementation of Tier 1 strategies</li> <li>Liaison between PLC/grade-level/department and MTSS team</li> </ul>

\***Required** to attend team trainings, along with school level meetings

2025-2026 | Course: 4A  
NDMTSS: Data Coaching for System Refinement:  
Sustaining & Expanding the Work



Application/Assurances

NDMTSS: Data Coaching for System Refinement

We have read and agree to the parameters and responsibilities as outlined above and agree to complete the commitments as listed and payment of identified costs.

District Name	School Name
District Administrator Signature	Role
Building Level Administrator Signature	Main Point of Contact

Cost of Training: Team Registration: \$3000/team of 6 (+) \$300 for each additional participant  
\$3000 + \$ \_\_\_\_\_ = Total Cost: \$ \_\_\_\_\_

\*Administrative and Special Education involvement is critical and therefore required

Team Member Name	Role	School Email Address
	Building Admin (Required)	
	Special Ed (Required)	

Confirmed by:

Brandie Ulland (Signature)	Date
NDMTSS Coordinator – Academics & Behavior	