

**The North Dakota Multi-Tiered Systems of Supports (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**

Ready to turn your MTSS vision into reality? The NDMTSS Foundations series is designed for school leadership teams who are ready to lead with purpose and enhance the conditions that support greater educator and student success in school. Through interactive sessions and collaborative planning, participants will explore the North Dakota Multi-Tier System of Supports (NDMTSS) and learn how to apply its principles to create lasting change.

This isn't just theory—it's about YOUR school – and how to take action toward meaningful school improvement. You'll break down complex systems into manageable steps, streamline team roles, audit your existing systems, and use data to drive decisions that improve student outcomes and build teacher efficacy. Whether you're just starting or refining your MTSS efforts, this training will meet you where you are and set your team up for ongoing improvement efforts.

You'll Learn To:	Walk Away With:
<ul style="list-style-type: none"> <li>• Build a strong MTSS team and infrastructure</li> <li>• Use assessments to guide instruction and intervention</li> <li>• Apply the instructional hierarchy to support all learners</li> <li>• Lead effective, data-driven team meetings</li> <li>• Foster staff buy-in and build implementation capacity</li> </ul>	<ul style="list-style-type: none"> <li>• A shared vision and actionable plan</li> <li>• Tools to support sustainable MTSS implementation</li> <li>• Confidence to lead systems change in your school</li> </ul>

**Goals:**

- Gain a clear understanding of NDMTSS and Its Five Essential Components
- Establish and Clarify MTSS Leadership Team Roles and Responsibilities
- Understand the Types and Purposes of Assessment
- Apply the Instructional Hierarchy to determine instructional practices for student learning
- Identify Key Measures and Meeting Structures for Data-Based Decision Making
- Apply a Collaborative Problem-Solving Model for Continuous Improvement
- Develop Sustainable, System-Wide Infrastructure and Processes for MTSS Implementation

**Objectives:**

**Knowledge:**

- Understand the definition and essential components of NDMTSS.
- Identify roles and responsibilities within the MTSS leadership team.
- Learn the types and purposes of various assessments.
- Use the understanding of the instructional hierarchy to determine student need.
- Recognize key measures and meeting structures for data-based decision making.
- Understand the collaborative problem-solving model.
- Identify infrastructure and processes necessary for sustainable MTSS implementation.

# 2025-2026 NDMTSS Foundations | Course: 1A- Fall

## Enhancing the Conditions for Success in Schools



### Skills:

- Align school practices with NDMTSS components.
- Establish and clarify leadership team roles and responsibilities.
- Select and use appropriate assessments to inform instruction and interventions.
- Lead data conversations that result in actionable steps.
- Apply the collaborative problem-solving model to address challenges.
- Develop and implement sustainable infrastructure and processes for MTSS.

### Attitudes:

- Foster a commitment to aligning practices with NDMTSS.
- Build confidence in leadership team roles and responsibilities.
- Develop a proactive approach to using assessments.
- Cultivate a mindset focused on data-driven decision making.
- Embrace continuous improvement through collaborative problem-solving.
- Commit to developing sustainable systems for long-term success.

### Facilitator

**Shannon Harken, M.A.Ed.**, began her career as an elementary and special education teacher in 1991. She also served as a special education consultant in a problem-solving service delivery system, where she helped school-based teams use data to develop a more efficient, proactive, and systematic process to meet the needs of all students. Shannon recently retired as an RtI/MTSS Professional Learning and Leadership Consultant (PLLC) for Heartland AEA 11 in Iowa.

Based on her experiences, teaching background, and knowledge from experts in the field, Shannon has spent the last 10 years, co-authoring and training RtI modules in the areas of consensus building, infrastructure development, and implementation to hundreds of school-based teams across the country interested in implementing RtI. She also has co-developed several organizational tools, such as a four-box format that groups students with similar instructional needs and provides guidance for an appropriate instructional match and action plans, for school-based teams to use as they work towards implementing RtI.

In addition to training new schools Shannon provides on-going follow-up trainings, holds coaches' meetings, and assists buildings with data analysis and decision making. The lessons she continually learns while in the "RtI implementation trenches" greatly enhance her work as she strives to assist schools to raise the achievement of all students.

### Training Dates & Times

#### Location:

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

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

- Asynchronous video available: Oct. 1
- Synchronous training: October 21 | virtual | 12:30-2:30p
- Training: October 27, 2025 | in-person | 9:00a-4:00p
- Training: October 28, 2025 | in-person | 8:30a-3:30p
- Training: November 19, 2025 | In-person | 9:00a-4:00p
- Coaching Call: TBD | virtual

### 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.

### NDMTSS Coordinators

## 2025-2026 NDMTSS Foundations | Course: 1A- Fall

### *Enhancing the Conditions for Success in Schools*



- 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

# 2025-2026 NDMTSS Foundations | Course: 1A- Fall

## Enhancing the Conditions for Success in Schools



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
<p style="text-align: center;"><b>Building Administrator*</b></p>	<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>
<p style="text-align: center;">Specialists: <b>Special Education Educator/Director/Coordinator*</b></p> <p style="text-align: center;">Others to consider: School Psychologist, ELL, SLP, Interventionists (academic and/or behavior), Reading/Math, Counselor</p>	<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>
<p style="text-align: center;">MTSS Team Coordinator</p>	<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>
<p style="text-align: center;">Instructional Coaches</p>	<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>
<p style="text-align: center;">Classroom/Grade Level/Content Area Educator</p>	<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

