

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

## Enhancing the Conditions for Success in Schools



**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

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, intervention, and continuous improvement</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
- 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.

#### **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.

**Training Dates & Times**

**Location:**

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

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

- Training: September 15, 2025 / in-person / 9:00a-4:00p
- Training: March 9, 2026/ in-person / 9:00a-4:00p
- Training: March 10, 2026/ in-person / 8:30a-3:30p
- Training: April 13, 2026/ 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**

- 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

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### 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

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Application/Assurances

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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	