2025-2026 | Course: 3A
NDMTSS *Digging Deeper into Targeted Supports:*
Leveling Up Tiers 2 & 3

NDMTSS
North Dakota's Multi-Tier
System of Supports

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

Are your Tier 2 and Tier 3 systems truly meeting the needs of all learners—those who need extra support and those ready to accelerate? The Digging Deeper Into Targeted Supports series is designed to help educators and school leadership teams build and refine targeted and intensive supports that are responsive, evidence-based, and sustainable. Participants will dive deep into the how and why of data use—learning to interpret early warning indicators, analyze diagnostic and progress monitoring data, and lead collaborative meetings that turn numbers into next steps. Whether you're supporting students who are struggling or those ready to accelerate, this series will help you build a responsive, data-informed system that works. When data becomes a tool—not a task—educators can make smarter decisions, faster. This series will help your team build the confidence, clarity, and capacity to use data as a driver of equity, efficiency, and student success.

You'll Learn To:	Walk Away With:
• Apply structured problem-solving models to make informed, student-centered decisions at every tier. • Lead effective data meetings using protocols that promote clarity, collaboration, and action across all educators. • Select, gather, and analyze diagnostic and progress monitoring data to guide instructional adjustments and track student growth. • Use the instructional hierarchy to align interventions with students' learning stages—from acquisition to fluency and generalization. • Interpret Early Warning System (EWS) data to proactively identify students in need of support before gaps widen. • Analyze real-world academic and behavioral data to strengthen instructional responses and intervention planning. • Conduct intervention audits to evaluate the quality and alignment of current supports. • Develop and implement targeted intervention plans using curated resources that match student needs and school capacity.	• A clear framework for using data to drive Tier 2 and Tier 3 supports. • Protocols for leading high-impact data meetings. • Tools to analyze and respond to real-world student data. • A curated intervention bank aligned to student needs. • Strategies to identify and overcome common implementation hurdles with practical, data-informed solutions and build sustainable systems of support.

Goals:
- Use data to drive Tier 2 & Tier 3 decision making
- Lead effective data meetings
- Leverage diagnostic and progress monitoring data
- Apply the Instructional Hierarchy
- Define and deliver high-quality Tier 2 & Tier 3 instruction
- Analyze real-world data to inform practice
- Develop and implement targeted intervention plans
- Utilize Early Warning Systems
- Conduct an intervention audit
- Overcome common hurdles to tiered support implementation

Objectives:

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

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

Dates/Times: (all times <u>CENTRAL</u>)

- Training: December 10, 2025 / in-person / 9:00a-4:00p
- Training: February 19, 2026 / in-person / 9:00a-4:00p
- Training: February 20, 2026 / in-person / 8:30a-3:30p

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

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*	• Ensures school schedule and resources allocations are aligned to MTSS practice • Provides leadership at MTSS team meetings • Communicates with staff • Ensures next steps are documented • Facilitates monitoring of instructional integrity within grade level/departments
Specialists: Special Education Educator/Director/Coordinator* Others to consider: School Psychologist, ELL, SLP, Interventionists (academic and/or behavior), Reading/Math, Counselor	• Collaborates with classroom educators to establish procedures for delivering high quality instruction, differentiation, and intervention (small group or class-wide) • Gathers progress monitoring data from Tier 2 & 3 interventions for review during MTSS meetings • Presents data/background information and provides behavioral expertise on specific student needs • Supports MTSS team with data interpretation and ensures linkage of data to selected interventions • Identifies trends in student need across grade levels or content areas • Communicates with staff, families, and teams at all Tiers
MTSS Team Coordinator	• Provides leadership at MTSS team meetings • Coordinates and sets agenda for MTSS team meetings • Provides expertise to MTSS team regarding problem-solving protocol and data analysis • Identifies trends in student/staff needs across school ensuring effective implementation and fidelity • Ensures Progress Monitoring for all students in Tiers 2 & 3 • Ensures next steps are documented and communicated with all staff
Instructional Coaches	• Identifies school teaching and learning needs, barriers, and weaknesses by analyzing student data, and organizing and implementing problem-solving actions with teachers • Collaborates with classroom educators to establish procedures for delivering high quality instruction, differentiation, and intervention (small group or class-wide) • Gathers progress monitoring data across all tiers for review during MTSS meetings • Provides expertise to MTSS team regarding interventions and skill remediation making appropriate recommendations for specific student needs
Classroom/Grade Level/Content Area Educator	• Provides a voice of classroom teachers and presents data/background knowledge on specific student needs • Provides classroom expertise in effective implementation of Tier 1 strategies • Liaison between PLC/grade-level/department and MTSS team

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

Updated 8.11.25

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Application/Assurances

NDMTSS Leveling Up Tiers 2 & 3

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: $2700/team of 6 (+) $225 for each additional participant*

$2700 + $ _____ = 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