

**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 you ready to strengthen your school's core instruction and ensure every student has access to high-quality learning every day? The Strengthening the Core: Leveling Up Tier 1 series is designed for educators and leadership teams who want to move beyond the basics and build a Tier 1 system that is effective, inclusive, and sustainable for all students. Through interactive sessions, real-school application, and collaborative problem-solving, participants will explore the essential elements of Tier 1 instruction, look at their data, and learn how to design, deliver, and refine practices that meet the needs of all learners.

This isn't just about theory—it's about action. You'll dive into high-leverage instructional practices, learn how to differentiate with purpose, and use data to make smart, timely decisions. Whether you're refining your current practices or building a stronger foundation, this series will give you the tools, strategies, and confidence to lead meaningful change. When Tier 1 instruction is strong, *everything else gets better*. Students thrive, teachers feel empowered, and schools build a foundation for long-term success. This series will help you move from good intentions to great instruction—one high-leverage practice at a time.

You'll Learn To:	Walk Away With:
<ul style="list-style-type: none"><li>• <b>Design and deliver instruction</b> that meets the needs of all learners.</li><li>• <b>Analyze universal screening data</b> and apply the RIOT/ICEL framework to identify strengths and gaps.</li><li>• <b>Match instruction to student learning stages</b> using the instructional hierarchy.</li><li>• <b>Use the PDSA cycle</b> to test and refine your instructional practices.</li><li>• <b>Lead collaborative, data-based problem-solving</b> that drives real results.</li><li>• <b>Identify and overcome common roadblocks</b> to effective Tier 1 implementation.</li></ul>	<ul style="list-style-type: none"><li>• A clear understanding of what makes Tier 1 instruction effective.</li><li>• Practical strategies for differentiation and instructional design.</li><li>• Confidence in using data to guide instruction and intervention.</li><li>• A proactive mindset for continuous improvement.</li><li>• Tools to foster collaboration and build a stronger instructional culture.</li></ul>

- Goals:**
- Enhance the quality of core instruction
  - Design and deliver effective instruction
  - Use data to drive instructional decisions
  - Apply the Instructional Hierarchy
  - Engage in continuous improvement cycles
  - Lead collaborative, data-based problem solving
  - Overcome hurdles to effective Tier 1 implementation

- Objectives:**
- Knowledge:**
- Understand the principles of effective Tier 1 instruction.
  - Identify high-leverage instructional practices.
  - Use the understanding of instructional hierarchy to determine student need.
  - Learn essential elements of effective instruction and differentiation.
  - Analyze universal screening data using the RIOT/ICEL framework.

- Use the RIOT/ICEL framework to establish instructional responses.
- Understand the instructional hierarchy and its application.
- Learn the PDSA cycle for continuous improvement.
- Understand a structured problem-solving model.
- Identify common roadblocks to Tier 1 implementation and solutions.

**Skills:**

- Implement high-leverage instructional practices.
- Design and deliver differentiated instruction.
- Apply the RIOT/ICEL framework to establish instructional responses.
- Match instructional strategies to students' learning stages.
- Use the PDSA cycle to refine instructional practices.
- Lead collaborative problem-solving sessions.
- Develop strategies to overcome implementation hurdles.

**Attitudes:**

- Foster a commitment to high-quality, data-informed instruction.
- Build confidence in using data to drive decisions.
- Develop a proactive approach to continuous improvement.
- Cultivate a collaborative mindset for problem-solving.
- Embrace innovative solutions to overcome hurdles.

**Training Dates & Times**

**Location:** Jamestown, ND

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

- Training: December 8, 2025 | in-person | 9:00a-4:00p
- Training: December 9, 2025 | in-person | 8:30a-3:30p
- Training: January 26, 2026 | in-person | 9:00a-4:00p
- Training: February 18, 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 Coordinator Responsibilities**

- 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**

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: Special Education Educator/Director/Coordinator*  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/departments and MTSS team</li> </ul>

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

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

**Application/Assurances**

**NDMTSS Strengthening the Core / Tier 1**

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	