Core MTSS/RTI Team Functions

Diana Browning Wright, MS, LEP

Purpose

- Serves as a overarching **dissemination and implementation team** within a building responsible for ensuring knowledge transfer (that is, dissemination) and supporting effective use of practices (that is, implementation) associated with MTSS/RTI

- Core Team is responsible for:
  - identifying school level needs via data,
  - prioritizing those needs that need to be addressed through dissemination and implementation efforts,
  - establishing a culture of reviewing data to guide efforts to incrementally improve and change

Core Team Activities

- Core team activities:
  - reviews belief data and plans methods of securing supportive beliefs
  - analyze results of universal screening, engages in team confirmation process to rule in and rule out students who need Tier 2 interventions, and prepares a summary report to share out with staff
  - creates a school-wide data system that monitors implementation and relevant student outcomes school-wide (Tier 1)
    - Tracking disciplinary incidents (office referral, suspension, detention) and examines for disproportionality and overrepresentation by some staff
    - School climate measures (parent, student, and teacher)
    - Fidelity of Tier 1 components (PBIS, SEL, + relationships, proactive classroom management, etc.)
    - Attendance (absences, tardiness, truancy)

Core Team Activities

- Creation of sub- or expanded-teams to accomplish meaningful work related to MTSS (if needed) that reports outcomes back to the Core Team
  - Examples of sub- or expanded-teams:
    - School-wide implementation team(s)
      - Example teams that support specific implementation efforts –
        - Core academic curriculum and instruction
        - PBIS implementation team
        - Data collection team on climate
    - Individual student problem-solving teams (e.g., SAP)
      - Tier 2 and 3 supports and progress monitoring for identified at-risk students
      - Problem-solving non-responsive students
        - These teams can be organized according to grade-levels, alphabet based on students' last names, departments, etc.

Core Team Operational Guidelines

- Regularly scheduled meetings
- Highlight and adhere to a problem solving process
- Establish norms for the meetings
  - E.g., cell phones off, all participate equally, courtesy to the speaker, etc.
- Agenda for all meetings with time frames for each activity
- Establish 4 core roles: discussion leader, note taker/chart maker, time keeper and processor who reviews adherence to time and norms

Charting Activities

- What teams currently exist at your building?
- Do you have a Core MTSS/RTI Team?
  - If so, to what extent does the Core Team adhere to the operational guidelines on the previous slide?
  - If so, what are the functions the Core Team is performing?
- Do you have sub- or expanded-teams that report back to the Core Team?
- Are these

What are our plans for improving Core Team functions and operations?

- Frequency of meetings?

- Scope and sequence

-
  Create a table and insert it

Improving Core Team Functions

Core Team Function or Operation	Specific improvements needed
Structure of meetings (agenda, norms, roles, and problem-solving process)	
Frequency and efficiency of meetings	
Scope and sequence (prioritizing implementation efforts)	
Continuous addressing of belief barriers	
Improvement of school-wide data collection and use (climate, disciplinary, implementation fidelity, etc.)	
Use of and coordination with sub- and expanded-teams	
Other???	