

MTSS Infrastructure and Support Mechanisms Series

MTSS School Teams

MTSS teams refer to the leadership team or teams that guide and support the implementation of a multi-tiered system of supports (MTSS). MTSS teams should be representative of all key stakeholders, including regular education, special education, administration, and family and community input. MTSS teams also should have structures and clear processes in place to guide decision making, and set aside protected time to meet on a regular basis.

Having teams is important because they

- help distribute the workload among members so that leadership is shared;
- ensure that the work can be sustainable, whereby if a member of the team leaves, the processes and structures in place can continue and do not leave with that person; and
- provide the infrastructure for systemwide MTSS evaluation and continuous improvement.

What Do MTSS Teams Look Like at the School Level?

There is no set number of teams, but schools will want to consider the roles and purpose of their teams. Generally speaking, schools will want a leadership team to oversee the implementation of MTSS as well as a team to identify and support students who may need additional interventions. The following is a list of possible teams and their functions. There is no right or wrong number or type of teams; rather, schools should approach teaming, and the membership of the team, with flexibility and understanding the special needs of their context.

Examples of MTSS Teams	Description of Responsibilities	Key Questions
Schoolwide leadership team (core/Tier 1)	<ul style="list-style-type: none"> • Creates the vision and schoolwide MTSS implementation plan. • Develops or identifies processes and structures for MTSS, including interventions and high-leverage practices to use. • Monitors and evaluates the effectiveness of schoolwide MTSS implementation. 	Is core programming meeting the academic or behavioral needs of most students (e.g., 80% of students)?
Grade- or content-level teams (e.g., professional learning communities, math team)	<ul style="list-style-type: none"> • Monitor and evaluate classroom instruction and support students in Tier 1. • Using a validated screening process, identify students in need of additional assessment or supports. 	Is core programming for our grade level (or content area) meeting the academic or behavioral needs of most students (e.g., 80% of students)?
Tier 2 team	<ul style="list-style-type: none"> • Develops the plan, supports implementation, and monitors the effectiveness of small-group Tier 2 programming. 	Are targeted supports meeting the needs of students receiving targeted interventions?

Examples of MTSS Teams	Description of Responsibilities	Key Questions
Tier 3 team	<ul style="list-style-type: none"> Addresses students not responding to validated interventions at Tier 2; monitors and identifies interventions for Tier 3. Develops the plan, supports implementation, and monitors the effectiveness of individual student-level Tier 3/intensive intervention programming. 	Are intensive supports meeting the needs of students receiving intensive interventions?

Tips for Implementation

- Conduct a [team audit](#) to identify existing teams that can be modified or combined.
- Create norms by brainstorming traits associated with high-functioning teams.
- Determine a clear agenda and process for how meetings will proceed, such as the [team initiative problem-solving method](#).
- Use an easily accessible platform for note keeping and decisions made during the meeting.

Resources

Team Facilitation	Problem-Solving Tools
<ul style="list-style-type: none"> Facilitator guide Participant guide Note-taking template Sample agenda Process guidance document 	<ul style="list-style-type: none"> Intervention Intensification Strategy Checklist Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank