Lesson 1 Anticipation Guide: What Is RTI/MTSS?

Directions: Before viewing the video and doing the readings write true or false, based on your current information, in the "before" section.
After completing the module, use the "after" column to change or confirm your original answers.
Part of our live discussions will be sharing your new insights

| Question	Pre True/False	Post True/False
1. The purpose of testing in RTI/MTSS is to check progress, give feedback and know what types of instructional adjustments to make.		
2. Tier one includes all students.		
3. Tier two intervention is generally done by the classroom teacher.		
4. All tier three students are also tier two students.		
5. The purpose of RTI/MTSS is to place students in special education.		
6. Special ed teachers deliver all tier three services.		
7. 50% of tier two and three instruction is used to frontload on-grade level material.		
8. MTSS cannot be done in a remote learning environment.		
9. Students must qualify through formal testing before receiving tier 2 and 3 intervention.		
10. RTI/MTSS team problem-solving process begins after tier one and two instruction/interventions have been tried and found to be ineffective.		

Lesson 1 Note-taking and Reflections: What Does RTI/MTSS Look Like?

Note-taking Directions:
- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries.*
- In the right side boxes, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.

Video 1: Overview of the RTI/MTSS process	Video 1: Questions or reflections
1. 2. 3.	
Reading 1: What is executive function pp. 8- 11	**Reading 1: Questions or reflections**
1. 2. 3.	

it's your turn
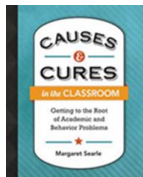
Lesson 1 Rubric: What Does Quality RTI/MTSS Implementation Look Like?

it's *your* **turn**

Directions: In each row, highlight or underline the phrases or sentences that best describe where you see yourself or your team right now. In the blank column on the right, write strategies and concepts you want to use from this module to change or fine-tune what you do.

RTI/MTSS Best Practice	Somewhat Effective	Least Effective	My Plan For Improvement
I help my team collect and use daily data to give clear student feedback on specific skills and to make adjustments to my instruction.	Sometimes I use data to provide clear feedback to students on specific skills and to help me adjust my instruction.	The data I collect is generally used to assign grades.	
Regular, direct instruction on social/emotional and executive function skills is embedded in my daily lesson plans.	I sometimes include the direct teaching of social/emotional and executive function skills in my classes.	I expect students to use good social/emotional and executive function skills but I do not directly teach these skills in my class.	
When introducing difficult or new skills I model (I do), then students practice in pairs with feedback (we do) before assigning independent work. (Small groups in tiers 2 and 3)	Sometimes I use gradual release (I do, we do, you do) when teaching new or difficult material. I generally check for clear understanding before assigning independent work.	I model the skill for the class and expect them to do the assignment independently. I seldom collect evidence of understanding before assigning the work.	
I plan presentations as mini-lessons so direct teaching never exceeds a child's age + 2 minutes without giving students 2-3 min. processing time.	I usually limit my direct instruction segments to no more than 10 minutes. I give students 2-3 min. processing time before going on.	I often do direct teaching for longer than 18 minutes at a time.	
My team uses a clear protocol to design ways to teach very specific academic and behavior skills to struggling students. These plans identify and build on student and teacher strengths.	My team identifies problems and comes up with possible ways to solve them but does not identify and build on strengths to do this. We do not use a clear protocol for these problem-solving meetings.	My team discusses problems regularly but passes those problems off to another team to develop solutions. Testing and placement is often the desired result for these referrals.	