

Course Syllabus

TLL 2409: MULTI-TIERED SYSTEM OF SUPPORT

COURSE DESCRIPTION

In this course, students learn about Ci3T, a multi-tiered system of support or MTSS, "to address academic, behavioral, and social-emotional domains for a comprehensive approach to student support and school improvement" (Lane, Oakes, & Menzies, 2014, p. 4). Through required readings and class assignments, students first develop an understanding of the core principles of Ci3T/MTSS and acquire many of the leadership skills necessary for implementation in the school environment:

The course also examines racial disproportionality in school discipline as an exclusionary practice before moving to preferred inclusionary practices, motivational interviewing, and coaching techniques. This is not a special education course on inclusion for students with disabilities. However, students with disabilities related to emotional and behavioral challenges especially benefit from the strategies.

COURSE GOALS

- Understand a multi-tiered, preventative approach to schoolwide supports for all students.
- Gain knowledge about the foundational principles, critical components, and implementation procedures of CI3T/MTSS.
- Learn to use practical tools associated with effective implementation and evaluation of CI3T/MTSS.
- Understand how to use data to increase the fidelity and effectiveness of CI3T/MTSS practices in the school environment.
- Develop skills to coach education professionals in using evidenced-based Tier 1 and other classroom interventions.
- Develop skills to help education professionals support students with mental health issues and mental health conditions.
- Develop skills to guide education professionals in how to observe their own attitudes when faced with troublesome behaviors.

- Guide education professionals in understanding classroom social dynamics.

PENNSYLVANIA LEADERSHIP STANDARDS

CORE STANDARDS

- I. Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
- II. An understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as an architect of standards-based reform in the school.
- III. The ability to access and use appropriate data to inform decision-making at all levels of the system.

COROLLARY STANDARDS

- I. Creating a culture of teaching and learning with an emphasis on learning.
- II. Managing resources for effective results.
- III. Collaborating, communicating, engaging and empowering others inside and outside the organization to pursue excellence in learning.
- IV. Operating in a fair and equitable manner with personal and professional integrity.
- V. Advocating for children and public education in the larger political, social, economic, legal, and cultural context.
- VI. Supporting professional growth of self and others through practice and inquiry.

REQUIRED MATERIALS

- McCart, A., & Miller, D. (2020). *Leading equity-based MTSS for all students*. Thousand Oaks, CA: Corwin Press. (Students are encouraged to purchase the electronic version of this text because it can be used similar to a workbook for many of the assignments.)
- Schoolwide Integrated Framework for Transformation (SWIFT) Education Center: <https://swiftschools.org/>
- Pennsylvania Training and Technical Assistance Network: <https://www.pattan.net/Multi-Tiered-System-of-Support/MULTI-TIERED-SYSTEM-OF-SUPPORTS>
- Center on Multi-Tiered System of Supports: <https://mtss4success.org/>

COURSE ASSIGNMENTS & EVALUATION

See Assignments in the course navigation menu for detailed instructions. There are three types of assessment for this course:

1. Discussion Board Posts(10 points each)
2. Taking It To The Team (TTT) Notes (10 points each)
3. School Sims Zoom Recording (10 points)
4. MTSS Planning Portfolio (20 points)

See [Course Rubrics](#) for complete assignment and discussion grading details.

CATEGORY EVALUATED	POINT VALUE	PERCENTAGE
Quizzes/Assessments	60	25
Discussion Board: TTT + RR	60	25
Projects	40	50

CATEGORY	TASK EVALUATED	POINT VALUE
Quizzes/Assessments	Pre-Survey/Assessments	C/IC
Quizzes/Assessments	Quizzes	60
Discussion Board TTT	TTT Discussion Board Post/Response	30

Discussion Board RR	Resource Review Discussion Board Post/Response	30
Project	Leadership Reflection OR MTSS Interviews	10
Project	School Sims Zoom Recording	10
Project	MTSS Planning Portfolio	20
Total		160

EVALUATION CRITERIA

- Course learning modules are divided into weekly lessons that begin on Monday and end on Sunday at midnight (Eastern Time). All assignments must be submitted to Canvas through the Assignments menu in the main navigation menu.
- Assignments are due on Sunday by midnight (Eastern Time).
- The first discussion posts are due on Thursday by midnight (Eastern Time)
- Assignments should be submitted electronically via Canvas by the due dates listed in the syllabus. Extensions will be approved if communicated with the instructor prior to the assignment being late. *Late assignments can earn no higher than a 75% (C) unless an extension is arranged in advance with the instructor.*
- Final course grades will be based on the University's grading system identified below.

GRADE	PERCENTAGE	LEVEL OF ATTAINMENT
A	94-100	Superior
A-	90-93	
B+	88-89	Adequate

B	83-87	
B-	80-82	
C+	78-79	Minimal
C	73-77	
C-	70-72	
F	Less than 70	

COURSE OUTLINE

Module 1

Introduction: Equipping You for the Journey to Effective MTSS

- *What Do We Mean by Equity-Based MTSS?*
- *Constructing Your MTSS*
- *What is Your Analogy for Equity-Based MTSS?*
- *Why Do You (Yes, You) Want to “Do” MTSS?*
- *How to “Do” MTSS in Your School*

Module 2

Foundations of MTSS

- *A Foundational Framework for Teaching and Learning*
- *Foundational Transformation in Action Practices*
- *Your Local Resources Are Foundational Too*
- *What Is Resource Mapping and Why Do It?*
- *How to Do Resource Mapping*

Modules 3 & 4

Structuring Your MTSS

- *What Is a Tiered Instruction Matrix and Why Do It?*
- *How to Create a Tiered Instruction Matrix*
- *Matrix Part 1: Universal Support*
- *Matrix Part 2: Universal Screening*
- *Matrix Part 3: Instruction and Support*
- *Matrix Part 4: Progress Monitoring*

Module 5

Engineering Your MTSS

- *Revisit What and Why*
- *How to Do a MTSS Master Schedule*

Module 6

Making It Your Own MTSS

- *Resource Matching*
- *Data Routines*
- *Organizing Your Data*
- *Processing Your Data*
- *Acting on Your Data*
- *Continuously Improving Your MTSS*

Module 7

Wrap Up

- *Compile and Submit ePortfolio*
- *Complete and Submit School Sims Activity*
- *Review and Add Additional Resources to Your Files*

CONFIDENTIALITY

You are responsible for maintaining the confidentiality of the students, staff, and families you work with in the field. When writing or completing assignments for courses or speaking about your current or past roles and the staff and students you work with, use pseudonyms (not initials) for student, teacher, and school names. In public, it is your

responsibility to keep written assignments and any other materials bearing the names of students, teachers, or staff secure from the view of others.

ACADEMIC INTEGRITY

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](#)

for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#)

DISABILITY SERVICES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

ACCESSIBILITY

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and [Section 508](#) guidelines. Specific details regarding individual [feature compliance](#) are documented and updated regularly.

COPYRIGHT NOTICE

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EQUITY, DIVERSITY, AND INCLUSION

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](#).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be [filed online](#). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

EMAIL COMMUNICATION

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

YOUR WELL-BEING MATTERS

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](#) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](#) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.