



MTSS Building Coordinator

Role & Responsibilities

Dover School District

April 15, 2024

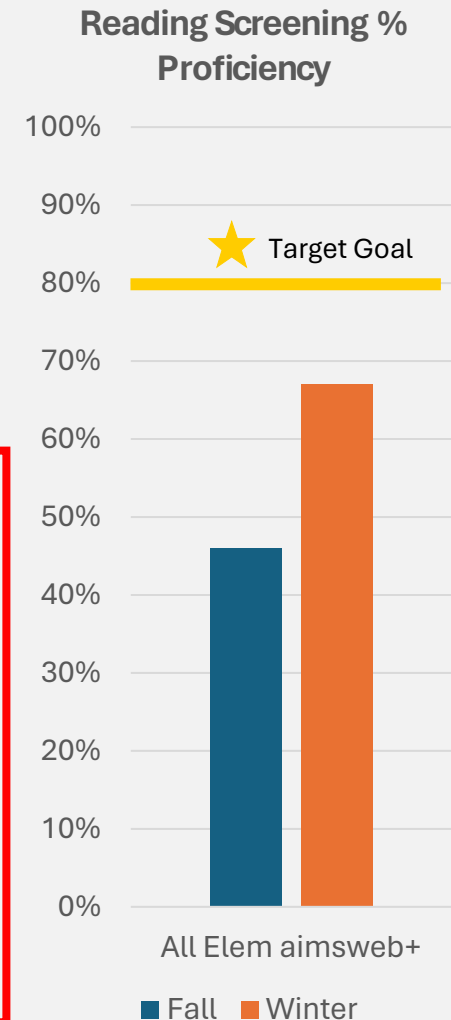


Why transition to MTSS Building Coordinators

- **Enhanced Student Support:** MTSS Coordinators have the training and expertise to deliver a wider range of interventions across all three tiers (Tier 1: Classwide, Tier 2: Targeted, Tier 3: Intensive). This ensures a more comprehensive approach to supporting all students.
- **Data-Driven Decisions:** Coordinators will analyze student data to identify areas of need and track student progress, allowing for targeted interventions and adjustments to strategies by PLC teams and Tier 3 services.
- **Instructional Expertise:** Coordinators bring a strong background in literacy instruction, enabling them to independently assess, adapt instructional strategies, and design effective interventions for each tier.
- **Expansion of Interventions:**
 - **Current Approach:** one standard, validated intervention that addresses a variety of skills.
 - **New Approach:** A team makes instructional decisions based on an individual student's performance. Struggling students are presented with a variety of interventions based on their individual needs and performance data.

Why transition to MTSS Building Coordinators

% of Students Proficient	Guideline Actions
More than 80 percent	• Tier 1 support in this area is sufficient for most students. • Consider additional small-group instruction for students who need more support in this area. • Provide additional Tier 2 and Tier 3 interventions to those students who need more support related to Essential Standards and/or foundational skills.
60 - 80 percent	• Tier 1 support in this area should be enhanced. • Consider modifications to small- whole-group instruction. • Provide additional Tier 2 and Tier 3 interventions to the 20 percent of students with the highest level of need.
Less than 60 percent	• Tier 1 support in this area is insufficient. • Focus on improving whole-group instruction in this area. • Provide additional small-group instruction to students who need it. • Provide additional Tier 2 and Tier 3 interventions to the 20 percent of students with the highest level of need.



MTSS Building Coordinator Job Description

- The MTSS Building Coordinator will play a crucial role in supporting our students' development through a variety of interventions and strategies in a Multi-Tiered System of Support (MTSS).
- The MTSS Director will determine area/s of priority for the MTSS Building Coordinator, based on student data which may include: literacy, mathematics, and/or social-behavioral needs.
- This individual will work closely with general education teachers, ESOL staff, PLC teams, instructional coaches, special educators, reading specialists, and other stakeholders to ensure that all students receive the support they need.
- The ideal candidate will have a strong background in Tier 1 instructional practices, small group instruction, and individualized interventions.
- **Position Funding:** Re-allocate funding of three paraeducator reading interventionists to a DTU 1.0 Full-Time Equivalent
- **Title I Exception:** WPS position will be funded by Title I funding

What MTSS is... and What it is not

What the MBC is...

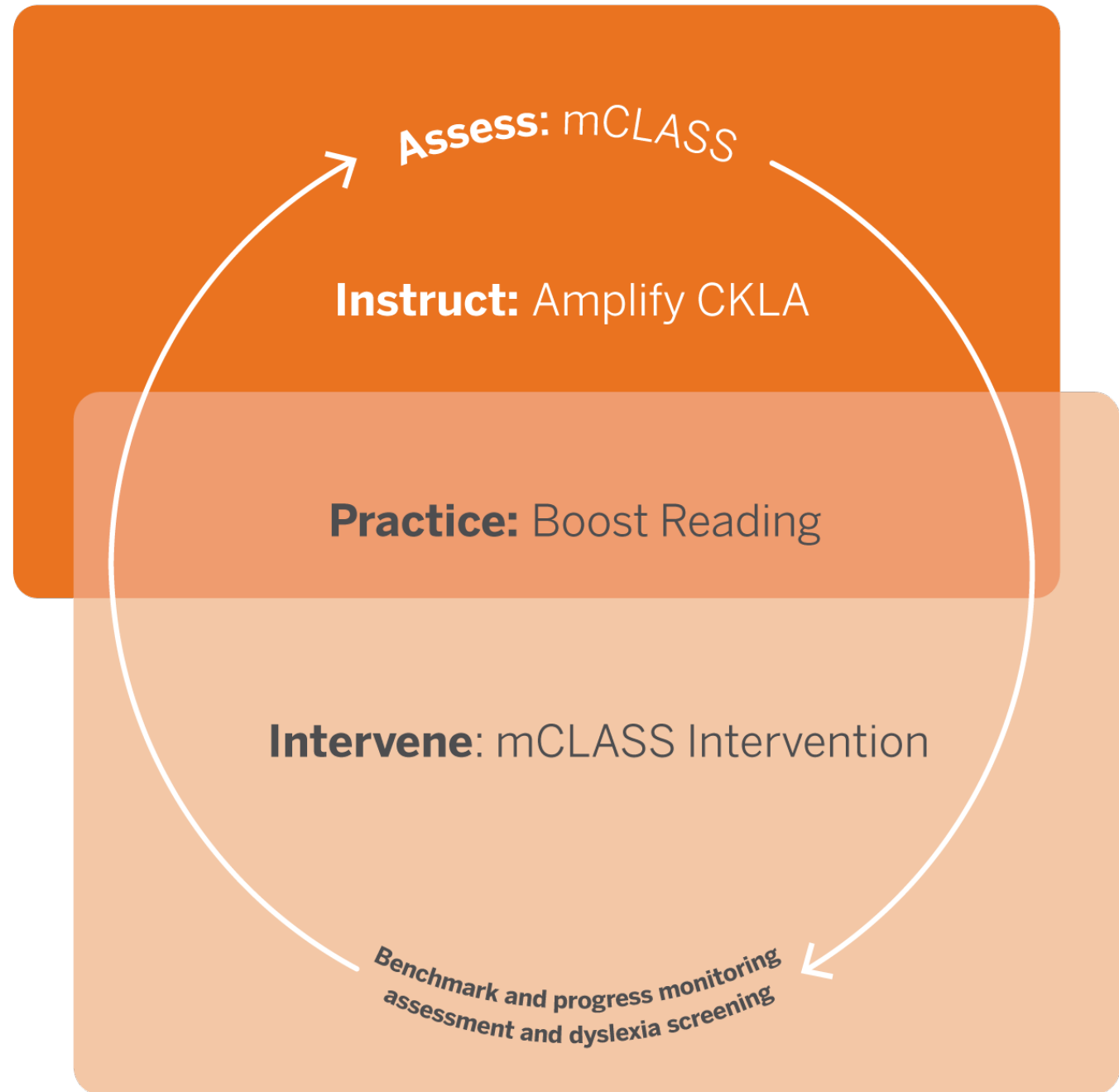
- An education specialist or teacher with expertise in child development, explicit teaching strategies, & direct instruction
- A new to the district position
- A position that will have the same role and responsibilities across all three elementary schools
- Provides student services and teacher support across Tier 1, Tier 2, and Tier 3

What the MBC is not...

- An administrative position
- A renaming of a reading specialist
- A position in a few schools because the service models vary by building
- A position that will end reading interventions at Tier 3

Amplify CKLA: MTSS & Science of Reading Alignment

- **Assess with mCLASS:** A universal and dyslexia screener, powered by DIBELS® 8th Edition
- **Instruct with Amplify Core Knowledge Language Arts (CKLA)®:** Core curriculum to build foundational skills and knowledge
- **Practice with Boost Reading:** Personalized learning program to extend and reinforce core
- **Intervene with mCLASS Intervention:** Staff-led Tier 2 and 3 intervention for intensive support



Schoolwide Team Responsibilities

Teacher Team Responsibilities

MBC K-4 Role & Responsibilities

Tier 1: Access to essential grade-level standards for all students

PLC
AT WORK

Amplify CKLA
Boost Reading
Heggerty
Responsive Classroom



Prevention

Tier 2: Additional support to learn essential behavior & academic standards

PLC
AT WORK

Boost Reading
mCLASS
Wilson Language Basics



Interventions
& Extensions

Tier 3: Intensive remediation in universal skills

Boost Reading mCLASS

WILSON
just words

WILSON Reading System
Fourth Edition

WILSON Fluency®/Basic



Intensive Remediation

- Collaborate with teachers on the use of evidence based instructional practices
- Identify, plan, & co-deliver classwide interventions
- Work with ESOL staff on best practices for Multilingual Learners developing early literacy and vocabulary knowledge

- Provide consultation to grade level Professional Learning Community (PLC) teams for developing Essential Standards - Tier 2 interventions
- Assist with developing flexible student groupings, based on diagnostic assessment of skills
- Model evidence-based intervention strategies within the classroom

- Participate on the Site Intervention Team to problem solve how best to address students' needs

- Identify, plan, and deliver small group or individual interventions based on diagnostic assessments for students in need of foundational skills

- Collaborate and co-teach with special educators to meet the needs of students with goals in their Individual Education Program (IEP)

Impact on Reading Specialist

- The MBC will allow for a re-allocation of instructional time, dedicated to Tier 3 supports & services

Questions & Feedback

