



Integrated Multi-tiered Systems of Support (I-MTSS)

CLC Consultation 2
I-MTSS Commonwealth Leadership Collaborative (I-MTSS CLC)
Jennifer Pierce | Jill Battal | Sheila Lovato | Kyle Allen | Hannah Keepers
Contact: integratedmtss@air.org
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Icebreaker

Please share in the chat:

- Your Role
- Think about a time when a school or district initiative was successfully implemented.
- What made the biggest difference?



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Virtual Meeting/Conference Recording Notice

The American Institutes for Research (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business-related meetings.

This meeting is scheduled to be recorded by AIR. Your consent to the recording is requested. Participation in the meeting without expressing an objection to recording will be treated as consent. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. External AI bots are prohibited unless specifically authorized.

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The AIR Team



Jennifer Pierce
Project Director
jpierce@air.org



Sheila Lovato
CLC
and
DSLIT Co-Lead
slovato@air.org



Jill Battal
Consultant/Facilitator
and
CLC Co-Lead
jbattal@air.org



Kyle Allen
DSLIT
and
Consultant/Facilitator
Co-Lead
kyallen@air.org



Hannah Keepers
Project Manager
and
Evaluation Coordinator
hkeepers@air.org

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AIR Inclusive Meeting Guidelines

Hosting and Participating in Meetings

1 ENGAGE EVERYONE

Consider participants' needs (e.g., visual, auditory, sensory, cognitive, physical, and language). Establish meeting norms to encourage participation. Ask participants to alert the meeting facilitator if they have difficulty seeing the content and/or hearing the presenter. Designate a meeting monitor to address audiovisual issues, monitor the chat box, and respond to participants as needed.

2 MINIMIZE NOISE

Avoid moving around or shuffling materials on your desk during the meeting. Eliminate crunching or chewing noises and loud typing which interfere with sound quality for virtual participants and are amplified by microphones and sensory aids for visual or auditory impairments. Speak from a stationary position to keep the audio clear. Mute your phone or your computer microphone when you are not speaking.

3 MAXIMIZE MICROPHONES

Presenters should use microphones to ensure that their voice is loud enough for all to hear. Microphones are needed for face-to-face and virtual meetings and are critical for engaging remote colleagues as well as persons with hearing loss. During virtual meetings, use headphones with a built-in microphone to make sure that the facilitator and attendees can hear you. During face-to-face meetings, set up microphones for the facilitator, presenters, and attendees. Make sure that hand-held microphones are available for meetings that include audience participation. Make sure that speakers are positioned near a microphone.

4 ACKNOWLEDGE SPEAKER

Provide an auditory or visual cue before speaking to identify yourself as the speaker. State your name for those who cannot see you. When asking for questions or comments, meeting facilitators should allow five to seven seconds for participants to use the "raise the hand" tool, unmute their phones, or provide a response in the chat box. Be comfortable with the wait time.

5 BE HEARD AND SEEN

Project your voice when speaking. Only one person should speak at a time. Avoid overlapping and sidebar conversations. Position everyone present so that they can be seen on screen. Encourage virtual participants to use their webcams if they feel comfortable doing so. Let people see your facial expressions and body language clearly if you are using your webcam.

6 MAXIMIZE VISUAL DISPLAYS

Email materials to participants before the meeting. Display meeting documents on screen and capture the main discussion points verbally and visually by taking notes, restating key concepts, or using the chat box. If a participant asks for clarification, rephrase the content instead of repeating it. Assign a meeting note taker so that the meeting leader and monitor can focus on engaging participants. Notes also ensure access for individuals with executive function-related needs, processing disorders, or visual/auditory impairments.

These guidelines are intended to improve the meeting experience for all participants, including meeting facilitators, moderators, and attendees, as well as people with hearing loss or visual impairment, and those for whom English is an additional language. Some of the guidelines presented here may apply only to in-person meetings, or virtual meetings, while other guidelines apply to both meeting types. Developed by the Access AIR and AIR CARE Employee Resource Groups With Support From the AIR Diversity, Equity, and Inclusion Office.

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Norms

- Start/end on time
- Actively participate
- Listen to understand
- Ask questions anytime
- Encourage each other in this work
- Keep student outcomes at the center of this work
- Presume positive intentions

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Agenda

- Welcome and Icebreaker
- Debrief and Extend
- CLC Essential Actions: Aligning Resources
- Keep, Stop, Start Activity
- Wrap Up and Next Steps

Breaks

- One 10-minute break
- Take additional breaks as needed

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Objectives

- Review our journey as a CLC, recognizing **where we've been and where we're headed**.
- Examine how **resources, supports, and initiatives** are currently **aligned** across Pennsylvania's I-MTSS system.
- Determine what the CLC should **keep, stop, and start** to **advance I-MTSS** and focus its efforts where it can have the greatest impact.

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Materials

- PDF of slides
- Resource Mapping Materials (links will be provided by AIR during breakout rooms)



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Vision for I-MTSS

Complete version:

Pennsylvania's Integrated Tiered System of Supports is a framework that unifies general and special education services across Tiers 1, 2, and 3 to ensure equitable access to high-quality instruction and timely support for every student's learning, behavior, and well-being. The system emphasizes prevention, early intervention, and data-informed decision making. Schools collaborate by sharing responsibility, using evidence-based practices, partnering with families, and working as a team to create coherent, aligned supports that prepare students for success in school, work, and life.

Shorter version:

Pennsylvania's Integrated Tiered System of Supports envisions every student thriving through a unified approach to learning, behavior, and well-being. Schools work together—sharing responsibility, using evidence-based practices, partnering with families, and making team-based decisions—to ensure all students are supported across all tiers.

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Project Overview

Purpose

Logic

Groups

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I-MTSS Definition

- I-MTSS is a model where academic and social-emotional behavioral (SEB) supports are *strategically combined* to improve student academic (e.g., reading and/or math) and SEB outcomes.

(IMFR Manual, p 1)

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Vision for I-MTSS

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Pennsylvania's Integrated Tiered System of Supports is a framework that unifies general and special education services across Tiers 1, 2, and 3 to ensure equitable access to high-quality instruction and timely support for every student's learning, behavior, and well-being. The system emphasizes prevention, early intervention, and data-informed decision making. Schools collaborate by sharing responsibility, using evidence-based practices, partnering with families, and working as a team to create coherent, aligned supports that prepare students for success in school, work, and life.

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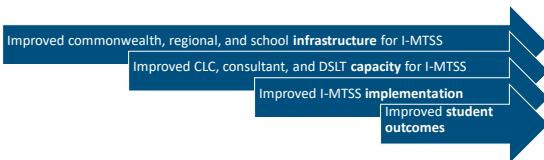
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The Purpose and Logic Of The Project

- Implement I-MTSS in 12 demonstration sites to achieve improved academic and social-emotional outcomes for all students.



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Project Groups



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The CLC's Purpose

- **Guides** I-MTSS for the commonwealth
- **Develops** a strong I-MTSS **infrastructure** to support sustained implementation as a pathway for improved student outcomes

Goodman, S., Ward, C., & McIntosh, K. (2019).

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Consultants' Purpose

- **Build capacity** in I-MTSS implementation
- **Support** DSLTs' implementation of I-MTSS

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DSLTS' Purpose

- **Build capacity** in I-MTSS implementation
- **Lead and monitor** school I-MTSS implementation

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Current Demonstration Sites' IMFR Results

	Item	Beginning	Exploring	Aligning	Integrating	Sustaining
Instruction and Intervention (I/I)	Tier 1	45%	27%	0%	27%	0%
	Tier 2	36%	45%	0%	18%	0%
	Tier 3	55%	18%	0%	18%	9%
Assessment	Universal Screening	18%	18%	18%	36%	9%
	Diagnostic	9%	64%	18%	9%	0%
	Progress Monitoring	18%	18%	36%	18%	9%
Data-based Decision Making (DBDM)	Universal DBDM	82%	9%	0%	9%	0%
	Targeted DBDM	45%	36%	0%	9%	9%
	Intensive DBDM	55%	27%	0%	9%	9%
	Continuous Improvement	64%	18%	0%	9%	9%

	Item	Initial	Developing	Proficient	Advanced
Infrastructure	District Leadership	55%	9%	27%	9%
	School Leadership	18%	9%	45%	27%
	Schoolwide Culture	27%	0%	45%	27%
	Professional Learning	27%	27%	9%	36%

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The Three-Year Journey

	Item	Beginning	Exploring	Aligning	Integrating	Sustaining
Instruction and Intervention (I/I)	Tier 1	45%	27%	0%	27%	0%
	Tier 2	36%	45%	0%	18%	0%
	Tier 3	55%	18%	0%	18%	9%
Assessment	Universal Screening	18%	18%	18%	36%	9%
	Diagnostic	9%	64%	18%	9%	0%
	Progress Monitoring	18%	18%	36%	18%	9%
Data-based Decision Making (DBDM)	Universal DBDM	82%	9%	0%	9%	0%
	Targeted DBDM	45%	36%	0%	9%	9%
	Intensive DBDM	55%	27%	0%	9%	9%
	Continuous Improvement	64%	18%	0%	9%	9%

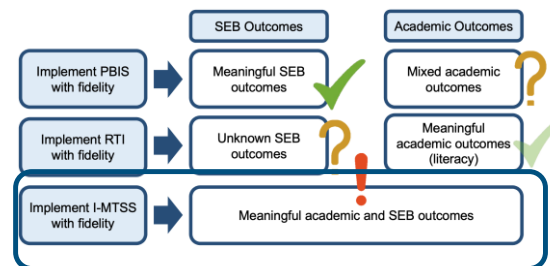
	Item	Initial	Developing	Proficient	Advanced
Infrastructure	District Leadership	55%	9%	27%	9%
	School Leadership	18%	9%	45%	27%
	Schoolwide Culture	27%	0%	45%	27%
	Professional Learning	27%	27%	9%	36%

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The Three-to-Five-Year Journey



Slide used with permission from Goodman (2023). I-MTSS Research Network (2024).

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Reflections and Reactions

- What reactions and reflections do you have about the project?
- What burning questions need to be addressed now?

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Debrief and Extend

Debrief: CLC & Arc of Learning
Extend: Resource Alignment

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Where Are We Now?

Orientation & Shared Understanding

Sense-Making & Alignment

Prioritization & Action Planning

Implementation & Continuous Improvement

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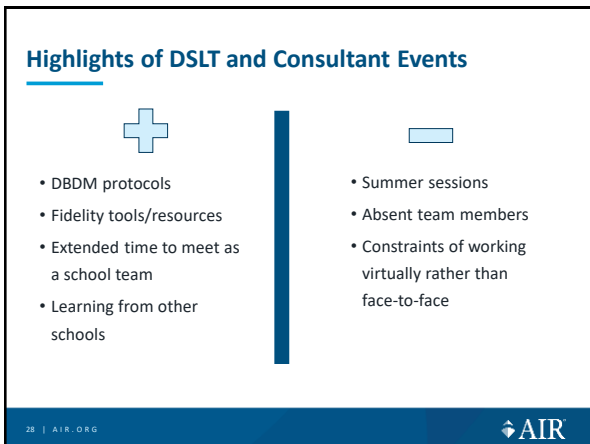
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Aligning Resources

- CLC
- Consultants
- DSLT



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CLC Essential Actions

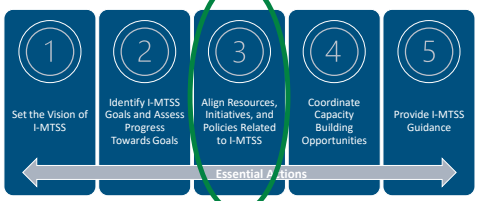
Aligning Resources, Initiatives, and Policies Related to I-MTSS

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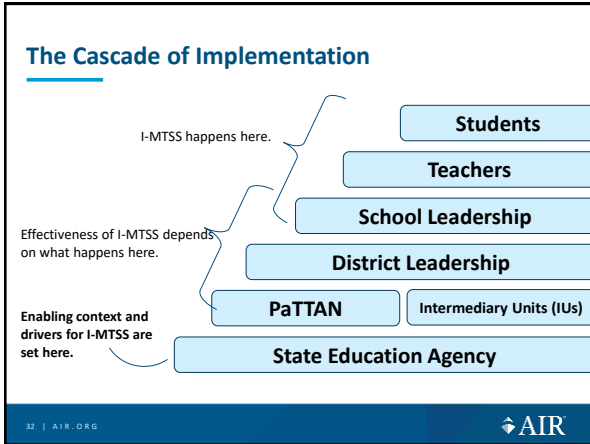
The CLC's Purpose and Essential Actions

- The CLC guides I-MTSS for the state and develops a strong infrastructure to support sustained I-MTSS Implementation as a pathway for supporting improved student outcomes.



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I-MTSS: Resource Alignment Strategies

- Collaboration & Professional Development
 - Newly formed **CLC** engages state level leaders across PDE, PaTTAN, and IUs to inform state level infrastructure development.
 - Professional Development for **Consultants** brings together expertise across PaTTAN and IUs to build capacity around **integrated** MTSS.
 - Training & Coaching with **Demonstration Site Leadership Teams** embeds school facing supports and provides time to develop (/refine) materials to support teams leading I-MTSS in schools and districts.

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Purpose of the Initiative Inventory

- Make current supports visible across the system
- Understand how supports connect to I-MTSS
- Identify alignment, duplication, gaps and misalignment
- Support more intentional use of resources

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SEA Level Example: Duplication

- The SEA offers separate family engagement training through the School Improvement, Special Education, and Early Childhood Offices. While each training has a slightly different title, they cover nearly identical content and target many of the same audiences.

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SEA Level Example: Gaps

- There are numerous initiatives focused on academic supports, but few statewide resources for supporting integrated data-based decision making using academic, attendance, student engagement, and other social-emotional data to improve I-MTSS implementation and student outcomes.

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SEA Level Example: Misalignment

- The SEA's school improvement guidance prioritizes prevention and early intervention, while a separate initiative is designed around responding after needs become more intensive, resulting in misalignment across supports and infrastructure.

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SEA Level Example: Alignment

- The SEA's school improvement guidance prioritizes prevention and early intervention, while a separate initiative is designed around responding after needs become more intensive, resulting in misalignment across supports and infrastructure.

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SEA Level Examples: Discussion

Duplication	Gaps
Misalignment	Alignment

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Breakout Groups by Role

- Groups 1 & 2: PDE or roles with a statewide focus
- Group 3: PaTTAN, IU, District, School, or roles with a regional focus

*Someone from AIR will join each breakout group.

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Review Resources, Tools and Materials

Statewide Focus

- Provide feedback or predictions about how materials might land with regions, schools, consultants.

Regional or School Focus

- Provide feedback on materials that have already been developed and/or disseminated statewide.

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Group 1

- <https://airtable.com/appOpiubjiVWl8JPA/shruLxcvS3EKongeq>

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Group 2

- <https://airtable.com/appOpiubjiVWl8JPA/shrk1vnPwPE9LI86s>

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Group 3

- <https://airtable.com/appOpiubjiVW18JPA/shrqs2VPgeRtwhyUT>

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Share Out

- Group 1: What did you see as strengths among resources identified by consultants?
- Group 2: What did your group think about the categorization of resources identified by consultants?
- Group 3: What additional resources did the CLC identify that did not surface from consultants, and why might that be?

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Short Break

Reconvene in 10 minutes



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From What We Know to What We Carry Forward

We just examined...

- Resources, tools, and materials currently available
- Strengths and opportunities for clearer alignment
- What may be visible at one level of the system but less visible at another

Now we consider...

- What should we **keep** to maintain momentum?
- What should we **stop** or **streamline**?
- What should we **start** to move I-MTSS forward?

What is the CLC's role in making that happen?



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Breakout Rooms: Keep, Stop, Start

What should the CLC team...

Keep	Stop	Start
• Doing • Asking Consultants to do • Asking DSLTs to do	• Doing • Asking Consultants to Do • Asking DSLTs to Do	• Doing • Asking Consultants to Do • Asking DSLTs to Do

For each idea, consider:

- Is there consensus around this? Why or Why not?
- What role should the CLC play?
- Is this feasible now, later, and/or with other partners?

Prepare to share:

- Something that came up that the team felt there was consensus around
- Something that came up that lacked consensus, and why

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Debrief: What Matters Most and What is Feasible

As groups share, listen for:

- What should be **kept** because it supports momentum of I-MTSS?
- What should be **stopped** or **streamlined** because it creates confusion, duplication, or low value for I-MTSS?
- What should be **started** to move I-MTSS forward?
- What is **most important for the CLC to influence**?
- What is **feasible** for the CLC to take up now?

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Wrap Up and Next Steps

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One-Word Whip

- Choose one word that captures your main takeaway from today's meeting.
- Share it aloud or add it in the chat.

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Recommended Action Steps: Now-November 11

Advance the *Keep, Stop, Start* discussion and come prepared to share with AIR:

- What should be **kept** because it supports momentum of I-MTSS?
- What should be **stopped** or **streamlined** because it creates confusion, duplication, or low value for I-MTSS?
- What should be **started** to move I-MTSS forward?
- What is **most important** for the CLC to influence?
- What is **feasible** for the CLC to take up now?

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Upcoming CLC Events

I-MTSS Commonwealth Leadership Collaborative (I-MTSS CLC) Events		
Event	Date	Time
CLC Kickoff 1	3/25/2026	12:00pm – 4:00pm EST
CLC Consultation 1 of 4	6/3/2026	12:00pm – 3:00pm EST
CLC Consultation 2 of 4	8/12/2026	12:00pm – 3:00pm EST
CLC Consultation 3 of 4	11/12/2026	12:00pm – 3:00pm EST
CLC Consultation 4 of 4	1/13/2027	12:00pm – 3:00pm EST

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Your Feedback



Please fill out our event feedback form linked in the QR code or at <https://fillout.air.org/mtssseventfeedback>.
This survey is anonymous and we review every response!

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THE PENNSYLVANIA I-MTSS PROJECT

Thank you!

integratedmtss@air.org

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