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

CLC Consultation 3

I-MTSS Commonwealth Leadership Collaborative (I-MTSS CLC)

Jennifer Pierce| Sheila Lovato | Kyle Allen | Heidi Enea| Hannah Keepers

Contact: integratedmtss@air.org

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Welcome!



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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
DSLT Co-Lead
slovato@air.org



Heidi Enea
CLC
and
DSLT Co-Lead
henea@air.org



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



Hannah Keepers
Project Manager
Evaluation Coordinator
hkeepers@air.org

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AIR Inclusive Meeting Guidelines

Hosting and Participating in Meetings

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.

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.

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.

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.

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.

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, monitors, and attendees, as well as people with hearing loss or visual impairment, and those for whom English is an additional language. Some of the guidance presented here may apply only to in-person meetings, or virtual meetings, while other guidance applies to both meeting types.
Developed by the Access AIR and AIR CREW Employee Resource Groups With Support From the AIR Diversity, Equity, and Inclusion Office

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Icebreaker

Please share in the chat:

- Your role
- Think of a time when a school, district, or initiative succeeded because more people stepped up and owned the work.
- What helped them gain the confidence and know-how to do that?



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Agenda

- Welcome and Icebreaker
- Debrief
- Goal Refinement
- Revisiting Keep, Stop, Start
- Wrap Up and Next Steps

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

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Objectives

- Connect state-level work to local implementation through an update on demonstration site coaching
- Refine CLC Goals
- Refine Keep, Stop, Start priorities using a capacity-building lens, building on between-session work

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Materials

- PDF of slides
- Goal Refinement Handout



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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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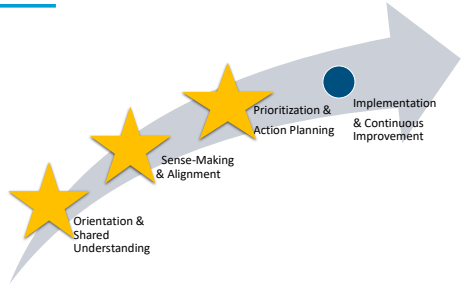
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Debrief

Debrief: Work across the project

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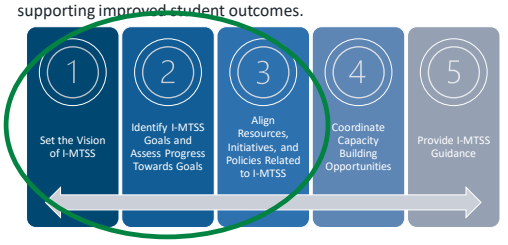
Where Are We Now?



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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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CLC Accomplishments

Accomplishments	Why It Matters
Established the CLC team and norms	Statewide implementation requires ongoing leadership support and engagement
Built a shared understanding of I-MTSS	Staff benefit from a common understanding of how an integrated tiered system is different from other tiered systems
Developed and approved the Pennsylvania I-MTSS vision	Vision shapes goals and action plans
Examined IMFR data and implementation patterns	Local-level I-MTSS data drives the goals and action plans
Began goal setting	Goals clarify the target
Conducted resource-alignment and initiative-inventory work and identified Keep, Stop, Start considerations	Successful implementation requires systems coherence

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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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Consultant Accomplishments

Accomplishments	Why It Matters
Built a shared understanding of I-MTSS	Staff benefit from a common understanding of how an integrated tiered system is different from other tiered systems
Examined IMFR data and implementation patterns	Local-level I-MTSS data drives site support
Explored Instruction and Intervention fidelity tools and resources	Site coaching requires specialized I-MTSS expertise
Strengthened knowledge of integrated data-based decision-making procedures	Site coaching requires specialized I-MTSS expertise
Began supporting DSLTs through coaching and consultation	Implementing I-MTSS requires ongoing support

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DSLT Accomplishments

Accomplishments	Why It Matters
Built shared understanding of I-MTSS	Staff benefit from a common understanding of how an integrated tiered system is different from other tiered systems
Examined IMFR data and implementation patterns	Local-level I-MTSS data drives site implementation
Reviewed teaming structures to support I-MTSS implementation	Teams drive implementation at the school and grade level
Established I-MTSS vision, goals, and action plan	Vision drives goals, goals drive action planning steps
Explored Instruction and Intervention fidelity tools	Many sites seek to improve fidelity at Tier 1
Considered how I-MTSS connects or does not connecting with existing school priorities	I-MTSS can be a site's approach to student improvement
Began coaching	Implementing I-MTSS requires ongoing support

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Coaching Reflections

- DSLT engagement and commitment
- PaTTAN/IU/AIR partnerships
- Urgency with feasibility and strategic action



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Discussion

- What connections do you see across the CLC, Consultant, and DSLT work?
- What appears to be reinforcing progress?
- What are we learning from Consultants and DSLTs?
- What are needs, questions, or disconnects beginning to surface?



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Where Today's Work Is Leading

1	**Vision**	Defines the future Pennsylvania is working toward
2	**Goal Setting and Seeing the System**	Describes the results that indicate progress toward the vision and enables leaders to set SMARTIE goals and improve systems coherence
3	**Action Planning**	Identifies the coordinated next steps that move the work forward
4	**Capacity Building and/or Providing Guidance**	Strengthens the conditions and supports needed to make progress

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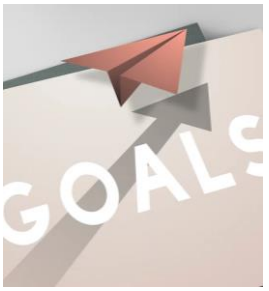
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Goal Refinement

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Initial Goal Development

- ✓ Connected CLC goals to the I-MTSS vision and essential actions
- ✓ Explored outcome and process goals, control and influence, and SMARTIE criteria
- ✓ Drafted initial goals



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Draft Goal Categories

- Student Outcomes and Access
- Demonstration Site Processes
- Consultant Processes
- CLC Outcomes and System Support
- CLC Processes and Participation

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Today's Process

1. Walk through the process together using Goal 5
2. Move into assigned breakout rooms
3. Decide what to preserve, combine, remove, or use as a measure and record the rationale
4. Draft the final goal, evidence or measures, and follow-up needs
5. Review the goal using the SMARTIE criteria
6. Report proposed goals to the full CLC and review them as a connected set

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Today's Process: Outcomes

1. **Final SMARTIE goal**
   One clear goal reflecting the category's most important priority
2. **Evidence or measures**
   Data, indicators, or other evidence used to monitor progress
3. **Unresolved decisions and follow-up**
   Information still needed, decisions to be made, and the person responsible for following up

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Step 1: Review the Proposed Ideas

Category: CLC Processes and Participation

Assignment:

- Create one SMARTIE CLC process goal describing the participation, representation, or operating condition needed for the CLC to accomplish its work inclusively and equitably.

Ideas from June 3:

- The CLC will have at least 67% of members, or their designees, attending each virtual meeting during the 2026–27 academic year.
- AIR could establish an ambitious but realistic goal based on attendance at the two baseline CLC events held on March 25 and June 3.

Potential themes:

- Consistent CLC participation
- Adequate representation
- Continuity across meetings
- A realistic target informed by baseline data

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Step 2: Use the Refinement Questions

- Is attendance the most meaningful measure of participation?
- Should the goal address attendance, active contribution, completion of between-session work, or a combination?
- Should designees count toward continuity in the same way as standing members?
- What baseline supports an ambitious but realistic target?
- What documentation will be used to monitor progress?
- Whose perspectives may be missing?
- What participation structures would support meaningful and equitable contribution?

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Step 3: Refining the Ideas

Preserve	Combine, remove, or use as a measure	Rationale	Potential Goal Elements
• Which essential ideas or language should we keep?	• Which ideas overlap? • Which can we remove or use as evidence of progress?	• Why are we recommending these decisions?	What wording could contribute to the goal statement?
Consistent CLC participation, adequate representation, and continuity across meetings. Keep the 2026–27 academic-year timeframe.	**Combine**: Attendance and baseline-informed target setting in one participation goal. **Remove**: Redundancy. **Measures**: Attendance, member representation. Test the proposed 67% target against baseline data.	Attendance alone may not reflect meaningful, equitable participation. Broader evidence can assess contribution and representation, while baseline data can inform an ambitious, realistic target.	"During the 2026–27 academic year…" "consistent and meaningful participation…" "perspectives needed to guide I-MTSS implementation…" "as measured by…"

- **Evidence or measure:** How the CLC will determine whether the condition is occurring
- **Unresolved decision:** Information that is not yet available or agreed upon

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Step 4: Draft the Goal

Sentence stem:

- During [timeframe], the CLC will [participation or operating condition], as measured by [evidence].

Possible working draft for discussion:
During the 2026–27 academic year, the CLC will maintain consistent and meaningful participation that includes the perspectives needed to guide I-MTSS implementation, as measured by meeting attendance, member representation, and completion of agreed-upon between-session work.

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Step 5: Test the Draft

Draft:
During the 2026–27 academic year, the CLC will maintain consistent and meaningful participation that includes the perspectives needed to guide I-MTSS implementation, as measured by meeting attendance, member representation, and completion of agreed-upon between-session work.

- **Specific:** What participation condition are we seeking?
- **Measurable:** What target and evidence will we use?
- **Achievable:** Is it realistic within the CLC's influence?
- **Relevant:** Will it help the CLC accomplish its work?
- **Time-bound:** When will it be achieved or reviewed?
- **Inclusive:** Does it consider whose perspectives are needed?
- **Equitable:** Does it address differences in access or opportunity to participate?

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Step 6: Complete All Three Parts

- Record the revised goal statement

Evidence or measures	Unresolved decisions, information needed, and follow-up owner
Attendance data Representation across meetings Completion of between-session work Agreed-upon indicator of meaningful participation	Review March 25 and June 3 baseline attendance Determine the final participation target Define how designees will be counted Determine how meaningful participation will be documented Assign an owner for each follow-up item

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Your Turn

1. Review the proposed goals, ideas, and refinement questions in your assigned section.
2. Complete the first stage of the table:
   - **Preserve:** Identify the strongest ideas, language, or priorities to keep.
   - **Combine, remove, or use as a measure:** Decide where the remaining ideas belong.
   - **Rationale:** Record why the group made those choices.
3. Use those decisions to complete the second stage:
   - Draft one final SMARTIE goal.
   - Identify evidence or measures.
   - Document unresolved decisions or information needs and assign a follow-up owner.
4. Review the draft using the SMARTIE criteria.
5. Revise as needed and prepare to share your proposed goal, the evidence or measures you identified, and one unresolved decision or information need.

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Breakout Room Assignments

- Open your assigned section of the worksheet
- Choose a recorder and reporter
- Complete the refinement table and record
- Be prepared to share the proposed goal and one unresolved decision

- **Room 1:** Student Outcomes and Access
- **Room 2:** Demonstration Site Processes
- **Room 3:** Consultant Processes
- **Room 4:** CLC Outcomes and System Support

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Debrief and Consensus

1. **Share:** Each reporter presents the group's final SMARTIE goal, measures, and any unresolved item.
2. **Review:** Check that the goals are clear, distinct, aligned, and comprehensive.
3. **Revise:** Address gaps, overlaps, wording, or measures that need clarification.
4. **Reach consensus:** Confirm support for the goals and assign any remaining follow-up.

Consensus prompts:

– Can we support each goal as written?
– Do the goals work together as a coherent set?
– What, if anything, must change before we finalize them?
– Who will complete any remaining revisions or follow-up, and by when?

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Short Break

Reconvene in 10 minutes

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Revisiting Keep, Stop, Start

Setting the Stage for Goal Setting and Action Planning

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Keep, Stop, Start

In August we asked:

What do we need to keep doing, stop doing, and start doing to support I-MTSS implementation at the 12 demonstration sites?

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Results: Keep

- PaTTAN collaborating with PDE on Classroom Diagnostic Tools/Firefly Assessments
- PaTTAN cross-initiative collaboration regarding initiative membership on MTSS and training plan development
- PaTTAN cross-initiative representation on CLC, including new SLP, OT/PT members (Amy Foor, Jennifer Hess, and Beth [Konder] Wissman)
- PaTTAN MTSS team included on LEA Corrective Action Verification Planning (i.e., cyclical monitoring of SpEd programs at each LEA)

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Results: Start

- Ensure PaTTAN cross-initiative reviews and offer input to future publications (e.g., Assessment of Reading Difficulties Within Multi-Tiered Systems of Support)
- More collaboration/planning, training, and resource development across PaTTAN Literacy/PDE Literacy given recent Structured Literacy Legislation; PaTTAN Math/PDE Math
- Given increase in Autism Spectrum Disorder percentages, teacher shortages, and resultant requests for IU/PaTTAN supports in both special education and general education, including PaTTAN Initiative Points of Contact for SLP, OT, and PT to CLC.
- Integrate PaTTAN MTSS training materials and support and PDE System of Scaffolded Support

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Whole Group Discussion

- What, if anything, should be added to the lists? Why?
- How do the items on the list support the PA I-MTSS Vision and the drafted goals?
  - » Who is involved but not aware of the I-MTSS work (e.g., DSLTs, PaTTAN staff, DOE staff)?
- What actions we should take as a result of this discussion? (e.g., talk to other colleagues involved in similar work, revisit this list at future CLC meetings, expand the list, consider adding items that might need to be stopped)

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Recap

1	**Vision**	Defines the future Pennsylvania is working toward.
2	**Seeing the System**	Enables leaders to set SMARTIE goals and improve systems coherence.
3	**Goals**	Describe the results that indicate progress toward the vision.
4	**Action Planning**	Identifies the coordinated next steps that move the work forward.
5	**Capacity Building and/or Providing Guidance**	Strengthens the conditions and supports needed to make progress.

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Wrap Up and Next Steps

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Closing Reflection



- What is one step you can take to support the work from today?

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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 – 4:00pm EST~~
~~CLC Consultation 2 of 4~~	~~8/12/2026~~	~~12:00pm – 4:00pm EST~~
~~CLC Consultation 3 of 4~~	~~11/12/2026~~	~~12:00pm – 4:00pm EST~~
CLC Consultation 4 of 4	1/13/2027	12:00pm – 4:00pm 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/imtsseventfeedback.

This survey is anonymous and we review every response!

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