

Purpose

The purpose of the Multi-tiered Systems of Support (MTSS) Pulse Check is to provide a way for teams at various stages in their MTSS implementation to reflect on their progress and plan for next steps. Authentic use of the pulse check will help teams determine next steps to create long-lasting, proactive strategies for school community members to engage with one another, ultimately leading to systems-level changes that ensure all students enter a safe, welcoming, and effective learning environment.

Recommended Uses

How might you use this?

A Pulse Check is a quick, initial check of where a group is on a particular topic or initiative. The responses and reflections provide a snapshot overview on team members' perceived areas of strength and growth. This tool helps facilitate team conversations and guide next steps.

1. During a meeting focused on MTSS, all participants complete the pulse check individually.
2. Share responses as a group.
3. Identify areas of strength and opportunities for growth and discuss why these discrepancies and connections may exist.
4. Based on the identified strengths and areas for growth, discuss implications for current practices and end the conversation with next steps for moving the work forward.

Pulse Check

SHARED BELIEFS AND VISION	Not at All	Somewhat	Mostly	Completely	Unsure
1. The administration or leadership team has a shared understanding and vision of MTSS that supports students behaviorally and academically.	○	○	○	○	○
2. At our school, educators believe that each learner is capable of deep thinking, learning, and growth.	○	○	○	○	○
3. Educators have a shared belief that it is their job to teach each student.	○	○	○	○	○
4. There is an MTSS team that consists of teachers, support staff, and school or district leaders that meets regularly, sets goals and action steps, monitors progress, and communicates progress.	○	○	○	○	○
5. We have clearly articulated systems and have access to the data to make informed decisions. For example, universal screeners, benchmarking, and progress-monitoring.	○	○	○	○	○
6. Families and caregivers are engaged as partners early in the MTSS process.	○	○	○	○	○
7. The school or district designs and supports educators' professional learning related to MTSS.	○	○	○	○	○

INCLUSIVE SCHEDULES AND STRUCTURES	Not at All	Somewhat	Mostly	Completely	Unsure
8. The school has a schedule that is inclusive of all students. For example, the schedule does not exclude specific groups of students from activities or programming.	○	○	○	○	○
9. School schedules allow for responsive support and fluid and flexible groupings. For example, a What I Need block, or an intervention/acceleration block.	○	○	○	○	○
10. There are clear models and support for educators for how to design class time with opportunities for small group, responsive instruction.	○	○	○	○	○
11. There is dedicated time for professional learning about research-based interventions and practices to support every student.	○	○	○	○	○

EFFECTIVE TIER ONE DESIGN AND INSTRUCTION	Not at All	Somewhat	Mostly	Completely	Unsure
12. There is a shared understanding of what strong tier one instruction looks, sounds like, and feels like.	○	○	○	○	○
13. Educators use vertically aligned, standards-based, high quality instructional materials where students can see themselves and include multiple perspectives.	○	○	○	○	○
14. Educators clearly define or articulate the skills, content, and language for each lesson.	○	○	○	○	○
15. Educators design lessons with multiple entry points and opportunities for complex thinking to support engagement.	○	○	○	○	○
16. Educators use formative and benchmark data to identify what in their instruction is working and what is not.	○	○	○	○	○
17. Educators design instruction with time to respond in the moment to student misconceptions or targeted needs.	○	○	○	○	○

EDUCATOR COLLABORATION AND TIERED INTERVENTIONS	Not at All	Somewhat	Mostly	Completely	Unsure
18. There are structured opportunities for educators to look at data, plan instruction to support student needs, and monitor progress.	○	○	○	○	○
19. Teams are able to set clear learning goals for students who are not demonstrating growth.	○	○	○	○	○
20. Teams are able to brainstorm and identify research-based interventions to support individual or small groups of students.	○	○	○	○	○
21. Teams of educators are able to analyze data and look at evidence of learning.	○	○	○	○	○
22. Teams are able to include the perspectives of a variety of educators and learning specialists when considering support plans and goals.	○	○	○	○	○