NEW MEXICO

Public Education Department
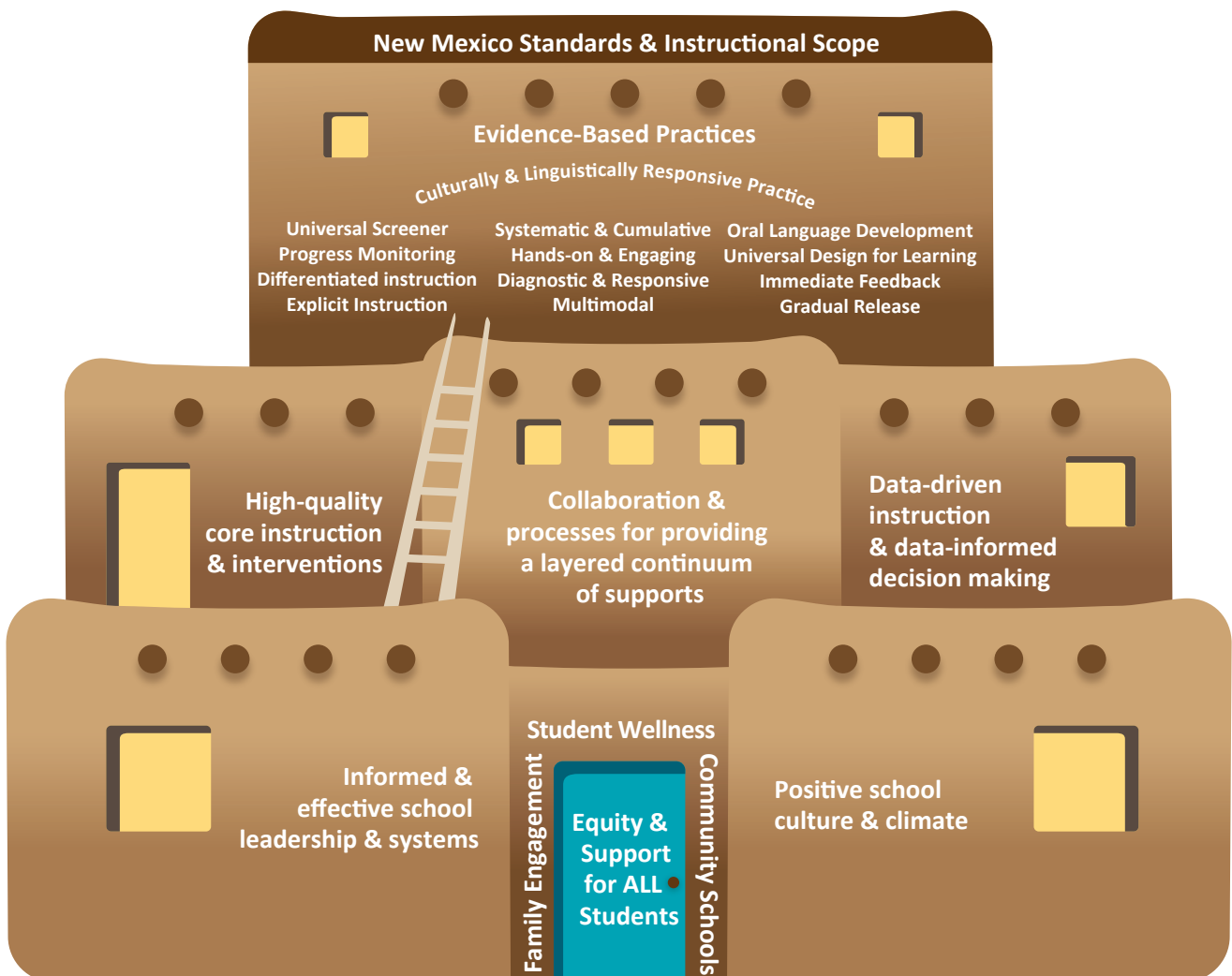
New Mexico Multi-Layered System of Supports

MLSS

IMPLEMENTATION GUIDE

2021

Supporting Evidence-Based Practices with the Seven Core Components of MLSS

New Mexico Multi-Layered System of Supports and Evidence-Based Practices

New Mexico Standards & Instructional Scope

Evidence-Based Practices

Culturally & Linguistically Responsive Practice

Universal Screener
Progress Monitoring
Differentiated instruction
Explicit Instruction

Systematic & Cumulative
Hands-on & Engaging
Diagnostic & Responsive
Multimodal

Oral Language Development
Universal Design for Learning
Immediate Feedback
Gradual Release

High-quality core instruction & interventions

Collaboration & processes for providing a layered continuum of supports

Data-driven instruction & data-informed decision making

Informed & effective school leadership & systems

Student Wellness

Family Engagement

Equity & Support for ALL Students

Community Schools

Positive school culture & climate

All Students Ready for Success

College, Career, Life, Secure in their Identity and Healthy

Multi-Layered System of Supports

GWEN PEREA WARNIMENT, PH.D.
Deputy Secretary
Teaching, Learning & Assessment

JACQUELINE COSTALES,
Division Director
Curriculum and Instruction Division

KENNETH STOWE, M.S. ED
Program Director
Multi-Layered System of Supports (MLSS)

Developed by

ANDREA FLETCHER

ELIZABETH J. MARRUFO, PH.D.

ANN MARIE MORA

in collaboration with

SOUTHWEST REGIONAL EDUCATION COOPERATIVE

and

JAMES OLIVAS, *District Representative, Bloomfield Public Schools*
KIM HOPWOOD, *District Representative, Silver City Public Schools*
ANDREA OCHOA, *District Representative, Albuquerque Public Schools*
ESTHER PETERSON, *District Representative, Las Cruces Public Schools*

GUILLERMO CARMONA, *School Leader, Gadsden Independent Schools*
SAMANTHA ARCHER, *School Leader, Dulce Public Schools*
MARGARITA PORTER, *School Leader, New America Charter School*

MELISSA GALLARDO, *Teacher, Cobre Consolidated Schools*
KAYCE PATTERSON, *Teacher, Corona Public Schools*
AMY CONLEY, *Teacher, Farmington Public Schools*
MARTHA CAMPOS, *Teacher, Las Cruces Public Schools*
**GINA LABADIE,** *Southwest Regional Education Cooperative*

Table of Contents

Overview of the Multi-Layered System of Supports

To ensure equitable outcomes, preparation, and readiness for college or career for every New Mexico student, it is critical that all students receive a high-quality education that is appropriate, targets individual needs both academically and behaviorally, and is culturally and linguistically responsive.

The MLSS is a comprehensive instructional framework that aims to provide support to **ALL** students. MLSS enables teachers to use their professional judgement and make data-informed decisions swiftly regarding the students in their classrooms. It is not a supplementary process, program, or initiative, but is instead the research-based framework for effective teaching and learning.

The NM MLSS is a holistic framework of layers that begins with high-quality differentiated universal instruction for all students and increases in intensity to **targeted** for some students to **intensive** for a few students, based on individual needs. The framework provides guidance in making data-based decisions in academics and behavior for classroom teachers and support personnel closest to the student and assists them to intervene quickly when students need additional supports. The MLSS addresses student achievement and positive behavior for all students in all PreK-12 school settings using appropriate, evidence-based instruction, and interventions. An effective MLSS structure that allows teachers to make intervention decisions effectively and efficiently requires significant support from districts and schools. These systems will lead to outcomes that allow all students to achieve their potential.
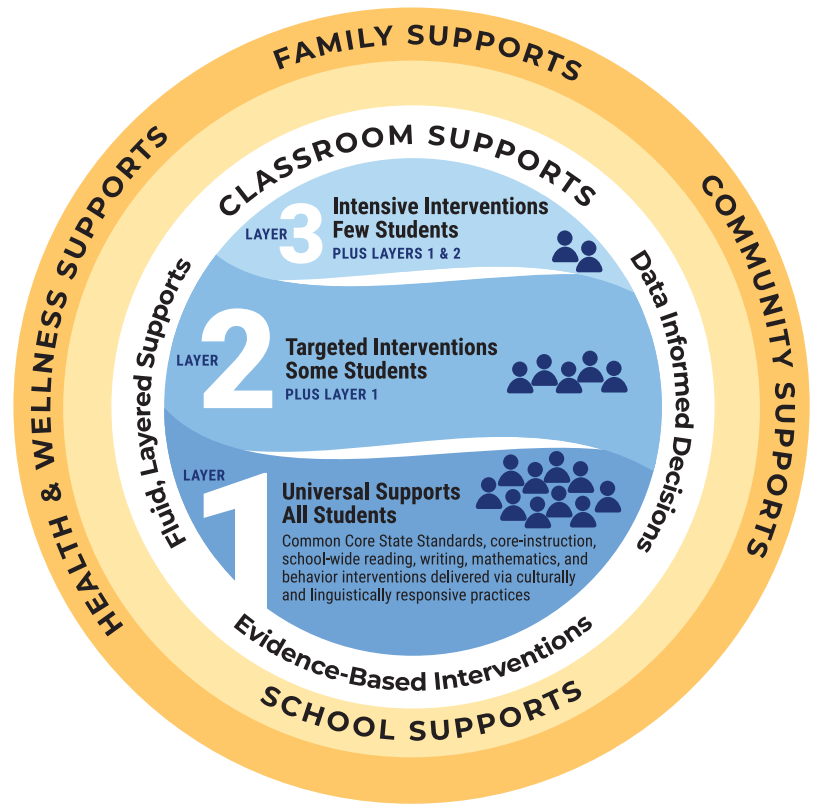
Districts must provide support for the following:

» high-quality curriculum
» high-quality instruction
» evidence-based interventions
» assessment tools
» data-driven and problem-solving tools

School leaders must support school staff with implementation and accountability systems for:

» effective collaboration
» screening and assessment
» implementing interventions
» progress monitoring
» using data-driven decision-making
» problem-solving

Purpose

The purpose of the implementation guide is to provide district, school leadership and teachers with guidance, resources, and tools for ensuring an effective implementation of MLSS. Implemented well, MLSS will lead to appropriate instruction for students, inclusive of at-risk students[1] in any content area. Schools can use the guiding questions to examine their current practices to determine existing systems and structures that can be leveraged and determine where additional practices need to be created.

The information in the implementation guide,

» is intended for district and school staff who work with students across grades PK–12. The guide can be used in combination with other resources developed by the New Mexico Public Education Department and local school districts regarding curriculum, instruction, and assessment

» can be used by district and school leadership to identify and create systems to implement and monitor effective instructional practices and interventions to meet the needs of all students in PK–12

» can be used by teachers to assist with the appropriate instructional placement of students as informed by assessment results as well as to monitor their progress along the way

» can also be used to determine and document how a student responds to interventions.

Difference between Response to Intervention (RtI), MLSS, and the Student Assistance Team (SAT)

The previous **RtI** model was often associated with a technical system focused primarily on special education eligibility determinations and was connected to the SAT, whose function was to gather information about the student. At Tier 1, students were provided high quality differentiated core instruction. At Tier 2, students were referred to the SAT to develop a personalized intervention plan with progress monitoring. Tier 3 in RtI was considered special education. RtI was used by general education teachers for learners who were struggling. Because referral to special education should never be taken lightly, the process was time-consuming and lengthy, causing some students to "fall through the cracks." **The RtI model in New Mexico has been replaced with the MLSS framework.**

Multi-Layered System of Supports is a coordinated and comprehensive framework that uses increasingly intensive evidence-based academic and behavioral supports that address student needs as evidenced by student data. It is a model for holistic school improvement that provides progress measures for additional supports such as school-based team structures, training, health and wellness, and family and community engagement. MLSS satisfies the definition of "multi-tiered systems of support" contained within the current Every Student Succeeds Act (ESSA).

It is important to note that with MLSS, students do not need a referral to SAT for a teacher to increase/decrease the level of intervention(s). In MLSS, students may be referred to SAT **at any layer** if the student is being considered for retention, is on an academic improvement plan (AIP), there is a suspected disability or the student may meet the state definition for gifted and talented (see MLSS Supplemental Guide).

RTL (PREVIOUS)	MLSS (CURRENT)	
TIER 1 Core Instruction	**1** **LAYER 1** Core Instruction	SAT at any layer of intervention (no requirement for SAT to increase/ decrease layer(s)
TIER 2 SAT Referral	**2** **LAYER 2** Core + Targeted Interventions	
TIER 3 SPED	**3** **LAYER 3** Core + Targeted Interventions + Intensive Intervention	

[1] In New Mexico and in reference to the Martinez/Yazzie consolidated lawsuit, at-risk means: Native American students, students with disabilities, students who are English learners, economically disadvantaged students, and students who are highly mobile. (New Mexico Public Education Department, Martinez and Yazzie FAQs)

How this Implementation Guide is Designed

This implementation guide is designed as a companion to the NM [MLSS Manual and Self-Assessment Rubric](). Definitions of terms used in this implementation guide can be found in the MLSS glossary. This guide is intended to assist users by moving through the MLSS indicators in the order they are used by classroom teachers and can help achieve the full level of MLSS implementation by providing:

» **guiding questions** to help school staff understand how to make MLSS work best in each unique setting

» **roles and responsibilities** for district, school leader, school leadership teams, classroom teachers/PLCs

» useful **resources and tools** (links) for the implementation of MLSS (links may be accessed using *Ctrl+Click* to follow link.

Some districts and schools may have systems, processes, and documents already in place that are suitable with the MLSS framework and in alignment with the NM teacher and school administrator domains. These practices should be leveraged as a distinct part of the school's culture. For example, schools and districts that have a standards-aligned curriculum, universal screening, interim assessments, data-based collaboration meetings, etc. are well on their way to a full implementation of MLSS.

Each step of implementation should be done thoughtfully to ensure that systems work with how each school operates and what tools are available. While this guide includes tools that can be useful, it is critical to remember that there is no "one-size fits all" tool. Tools, structures, and processes should be tailored to meet the cultural and linguistic needs of students, families, and staff.

As schools and districts move through the MLSS implementation process, it is critical that they continue to work with all stakeholders to ensure the system is working effectively and to refine systems, as necessary. **Feedback loops** with input from teachers, interventionists, support staff, parents, school leaders and the community can gather useful information to allow for quick adjustments to systems. These might include surveys, focus groups, shared documents to allow for suggestions, etc. Collaborative Communities of Practice (CoP) with other schools and districts can also be an avenue to surface refinements and deepen implementation, as well as internal Communities of Practice with district, school leader and teacher representatives to examine the ways school and district systems fit together.

School Supports for All Layers

Supporting student learning through MLSS requires strong systems be in place at the school level. These systems are designed to work together. There should be a robust **data-driven decision-making system** to identify struggling students, identify appropriate interventions, and track progress. There should also be a **framework for professional learning** to support teachers in strengthening layer one instruction, identifying, and implementing appropriate interventions, implementing them, tracking progress, and using data to make sound instructional decisions. The school should provide an **established teacher collaboration time** to allow teachers to share successes and identify needed adjustments. Lastly, schools should have an established system for ongoing **observation and non-evaluative feedback** to support teacher learning and growth.

Professional Learning (PL)

High-quality, relevant PL provides staff with the tools and support they need to improve the quality of instruction and preparation of students for college or career. PL should be directly tied to instruction and staff members should be involved in developing plans to implement new strategies.

> **SS1.** An annual job-embedded professional learning framework for the school, in accordance with 6.65.2.8 NMAC with an implementation fidelity assessment.
>
> *At **full implementation**, there is an annual written PL plan to support general education and specialized instructional and health and wellness staff in the implementation of MLSS. PL is ongoing and job embedded. The PL plan includes an implementation plan and a system for monitoring the fidelity of implementation and reporting on implementation of the plan.*

The National Staff Development Council has identified four conditions for success for professional learning[2]: **Equity Foundations, Culture of Collaborative Inquiry, Leadership, and Resources**. There is a recognition that professional learning is an opportunity to change practices that have led to systems of inequity for students. It is a time to confront individual and systemic biases and explore ways to support all students in a culturally responsive manner, creating **equity**.

Establishing a **culture of collaborative inquiry** allows staff to commit to and drive continuous improvement through rich discussion and rigorous questioning of current practices. This requires opportunities to examine problems of practice, identify potential actions, and revisit outcomes for refinement of practice.

Leadership is a crucial piece of a PL framework. Leaders must collaboratively create a vision for the PL plan and ensure that there are systems to build and sustain capacity in staff. Leaders can consolidate the learning by highlighting the successes attributable to the PL through review of progress monitoring and classroom observation. They also ensure the vision is implemented with fidelity and revised, as necessary.

Effective PL requires **resources** to plan, lead, and assess. These include funding, staff, materials, technology, and time. Because resources are often limited, it is critical to prioritize PL needs and put systems in place that ensure the PL goals translate to classroom practice and result in increased staff and student success.

PL can be thought of as a **cycle**. Begin by analyzing data and identifying practices to address the findings. Set measurable professional learning goals, allocate resources, and plan the PL experience, as well as expectations for implementation, and systems for support, monitoring, and feedback. After the professional learning, leaders should monitor both for fidelity of implementation and effectiveness, leading to adjustments, and further data review.

Professional Learning Cycle: Analyze Data → Set PL Goals → Allocate Resources → Plan PL and Support → Implement → Monitor → Adjust
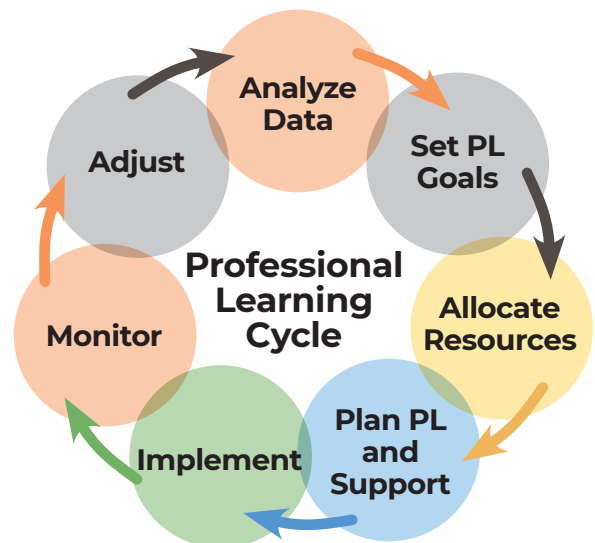
[2] Learning Forward—*Standards for Professional Learning*

The guiding questions below can help PK–12 staff assess the effectiveness of the current PL plan and reflect on how to leverage current successful practices and refine others.

» Is there a systemic plan for PL that is based on data (student performance, educator expertise level, etc.)?

» Is the PL culturally and linguistically responsive and provide opportunities for more equitable outcomes and preparation for college or career for students?

» Are goals substantial enough to span several years, or is there a flavor of the month approach?

» Is time allocated for faculty and staff to reflect, plan, and refine instruction?

» Is the PL job-embedded, engaging, interactive, collaborative, and tied to the content that teachers will teach?

» Are there clear expectations and commitment to action from each PL event?

» What systems are in place for monitoring fidelity of implementation and providing feedback?

» What systems are in place to assess the effectiveness of the PL?

» Does the school PL plan build knowledge and application of MLSS?

» Does resource allocation at the school align with PL goals?

Teacher Collaboration

High levels of collaboration such as Professional Learning Communities (PLCs) among instructional staff make alignment around curriculum, teaching practices, and interventions more likely, leading to improved student outcomes. In fact, a study in New York City showed that teachers were more likely to produce student achievement gains if they taught in schools where they had strong ties to colleagues with whom they worked often on instructional issues, regardless of their education, experience, or previous student achievement levels.[3]

SS5. Dedicated collaboration times and expectations for staff and administrators to hold teacher teams accountable.

*At **full implementation**, there is a formalized system of collaboration for staff with regular meeting times and locations. Collaboration times yield a product focused on supporting all students. Special programs instructional staff, regular education staff and health and wellness staff collaborate as equals and share responsibility for student success. Agendas and commitments are published and responsibilities for progress monitoring and interventions are documented.*

Schools must ensure sufficient time is set aside to allow for collaboration and should identify appropriate structures and protocols to support data-based commitments to action. These meetings are always focused on student outcomes. Teachers need to understand the purpose of the collaboration, what data will be reviewed (student work, assessment results, attendance, behavior, etc.), and what the expectations are for the meeting. School administrators play an important part in these meetings and should attend as often as possible.

The guiding questions below can help schools assess their current collaboration structures to identify strengths to be leveraged and opportunities for refinement.

» Do teachers have a consistent block of time in the schedule for collaboration?

» How are agendas created and shared?

» Is there an established facilitator and norms for the meeting?

» Is there a clear purpose and measurable outcomes for the meetings?

» Do collaboration meeting agendas reflect a focus on student academic or behavioral success and college or career readiness?

» What data is analyzed at your school?

» Are data-based commitments (products) created at each meeting and revisited with evidence in the following meeting?

» How are general education, special education and health/wellness staff collaborating to support students?

» In small schools, are there opportunities for teachers to collaborate with others outside of the school or district?

» Are there opportunities to collaborate with early childhood educators, Out-of-School Time (OST), or other before/after school providers around student success?

» Are there opportunities to collaborate between middle/high school teams around college and career readiness relative to student success?

[3] Rennie Center for Education Research & Policy

Observation and Feedback Cycle

The quality of instruction is one of the most important factors leading to the success of students. A system to provide regular feedback to teachers on instructional practices builds efficacy, encourages reflection, ensures alignment, communicates a culture that values the quality of instruction, and allows for opportunities to cross-pollinate best practices.[4] Paul Bambrick-Santoyo reminds us that, "The real purpose of observation and feedback is not to evaluate teachers, but to develop them."[5]
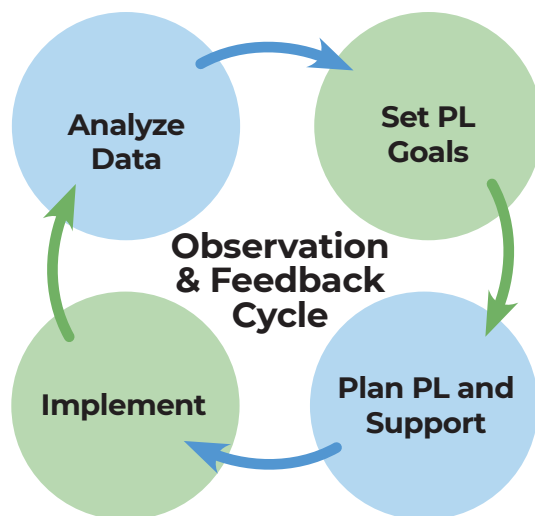
SS2. A non-evaluative observation and feedback cycle includes classroom walk-throughs and face-to-face direct feedback to teachers focused on specific action steps for growth.

*At **full implementation,** the school administrator observes instruction in every class at least every other week and has an effective system for providing effective, useful, and timely feedback within 48 hours. The observation may be a classroom walkthrough. Teachers receive support and coaching to implement feedback, and school administrators follow through with additional feedback and support.*

Observations can be short and focused and are an essential tool in supporting MLSS. Administrators and peers can use walkthroughs to look for fidelity to the curriculum and interventions, efficacy of differentiation and small group instruction, and successful practices, among other things. They are an insight into how the professional learning of the school is being translated into practice and how aligned staff are across the school.

Elements of an effective observation and feedback cycle:

» Observe frequently
» Give feedback face to face in a timely manner
» Collaboratively identify a refinement for future lessons
» Establish expectation and support needed
» Monitor and provide feedback
» Offer bite-size goals

[4] Marshall, Kim & Marshall, Dave
[5] Santoyo, Paul Bambrick
[6] Garner, Iris

Observation & Feedback Cycle: Analyze Data → Set PL Goals → Plan PL and Support → Implement

Data-Driven Decision-Making

Data can be an effective tool for educators to inform and guide learning opportunities for students. When data is utilized purposefully and meaningfully, it provides valuable information necessary to determine the most appropriate and equitable course of action for students. To ensure data use is maximized, a data-driven culture, data analysis, types and sources of data and the data-driven decision-making process must be well understood.

DATA-DRIVEN CULTURE

Systematic data use and effective interactions create a culture that values and uses data to inform decisions.[6] In a data-driven environment, decisions are supported by evidence rather than opinions. Educators routinely engage in the process of using and sharing data to guide decisions that impact planning, developing, and implementing plans of action, leading to readiness for college or career.

These elements support the focus on a data-driven culture:

» sources of data are current, have a purpose and are readily available
» data is used to refine actions, not provide judgment
» multiple sources of data are utilized when making decisions
» data analysis and interpretation are clearly understood by all
» data teams (grade level, cross grade level, district/school leadership) are in place and functioning on a regular basis
» appropriate data collection tools (that are culturally and linguistically responsive)
» action plans that are created using results from current data sources and are revisited for effectiveness
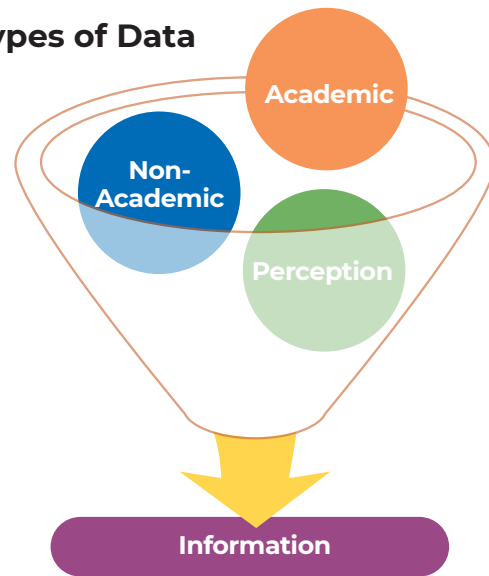
DATA ANALYSIS

Data analysis means reviewing and studying data to determine patterns, trends, etc. to find some meaning and guide decision-making. When analyzing data, educators should include students' identities and culture for a fuller picture of how they are doing.[7] Understanding the background of each student can shed light on what they bring to school. Equity-driven data analysis means doing whatever it takes to remove bias and stereotypes.[8]

TYPES AND SOURCES OF DATA

There are multiple sources of data that go beyond test scores that can help when it comes to looking at each student from a holistic point of view. Envision such sources as **academic**, **non-academic**, and **perception** data that pertain to a student being poured into a funnel. From this mixture, valuable and useful **information** can be extracted and used to make better informed decisions.

Data is best utilized when it is easy to obtain and interpret. The following are some examples of the types, purpose, and sources of data that are available in every district.

Types of Data

TYPES OF DATA	PURPOSE	SOURCE OF DATA		
		STATE OF NEW MEXICO	DISTRICT	SCHOOL
Academic	Evaluation of learning and ability	• NM Accountability Assessments • Graduation Rate	NM Accountability Assessments District Assessments Dyslexia screener Graduation Rate	• Universal screening • Dyslexia screener • Short cycle • Formative • Summative • Diagnostic • Grades • Student portfolios • Teacher generated tests
Non-Academic	Other data that impact learning	• Demographics • Attendance	• Demographics • Attendance • Behavior • Mobility patterns • Career/Prep • Post-secondary readiness	• Attendance • Behavior (office referrals, suspensions) • Health screenings • Social-emotional screenings • Teacher experience and certification • Student/ Teacher ratios • Enrollment dates • Career/Prep • Post-secondary readiness
Perception	Attitudes and beliefs about a school	• Parent Surveys • Student Surveys • State Ratings	• Parent Surveys • Student Surveys • District Ratings	• Parent Surveys • Parent Engagement • Observations • Walkthroughs • Teacher surveys • Media coverage • School Rating Websites

[7] Knips, Andrew
[8] Ibid.

Better instructional decisions can be made when **knowledge** is extracted from **data** to become **actionable** information.

Data ⟶ Knowledge ⟶ Action

Data-Driven Decision-Making Process

Successful data-driven decision-making is determined by the level of understanding surrounding the data. The four-part process provides a simple model for identifying the learning gap, analyzing the data, implementing, and evaluating a plan of action.

The Process

1 Identify the Learning Gap & Set the Goal
2 Analyze
3 Implement Action & Progress Monitor
4 Evaluate

STEP	ACTION	DETERMINE
1	Identify the Learning Gap & Set the Goal	• Academics • What should students know and be able to do? What if they already know and can do it (gifted characteristics)? (This is based on grade level NM Content Standards, behavioral standards, and when applicable, the English Language Development (ELD) standards) • Determine if the gap identifies a pattern. (i.e. is it by individual, small group of students, grade/department) • Decision rules
2	Analyze	• What does the data indicate? • Identify the current expected achievement. • Determine the root causes of the gap between performance and expected achievement.
3	Implement a Plan	• Determine the strengths of the student(s), inclusive of cultural and linguistic factors. • State specifically what will be taught (or focus of instruction/intervention/acceleration. • Develop a plan for measuring and monitoring the effects of the instruction/intervention/acceleration; (use a measurable target between the baseline and intended goal), focus on measurable objectives. • Define specifically who is responsible for each action, the method for delivery of instruction, monitoring/fidelity to the plan, resources, and a timeline for completion.
4	Evaluate the Plan	• Using the data from progress monitoring of the instruction/intervention/acceleration, determine if the student has successfully demonstrated mastery or needs acceleration. If yes, should the plan be extended? If not, how will the plan be adjusted to increase the rate of learning?

Adapted from *MTSS Summary Guidance Document*, Madison, WI Metropolitan School District.

Decision Rules

Decision rules are used to determine the degree to which instruction and/or intervention has been effective at achieving the goals identified in Step 1 of the decision-making process. The level of response to instruction/intervention can be used to determine effectiveness. The *MLSS Continuum of Support Flowchart* looks at how decision rules fit in to the multi-layered systems of support.

SUPPORTS FOR SECONDARY
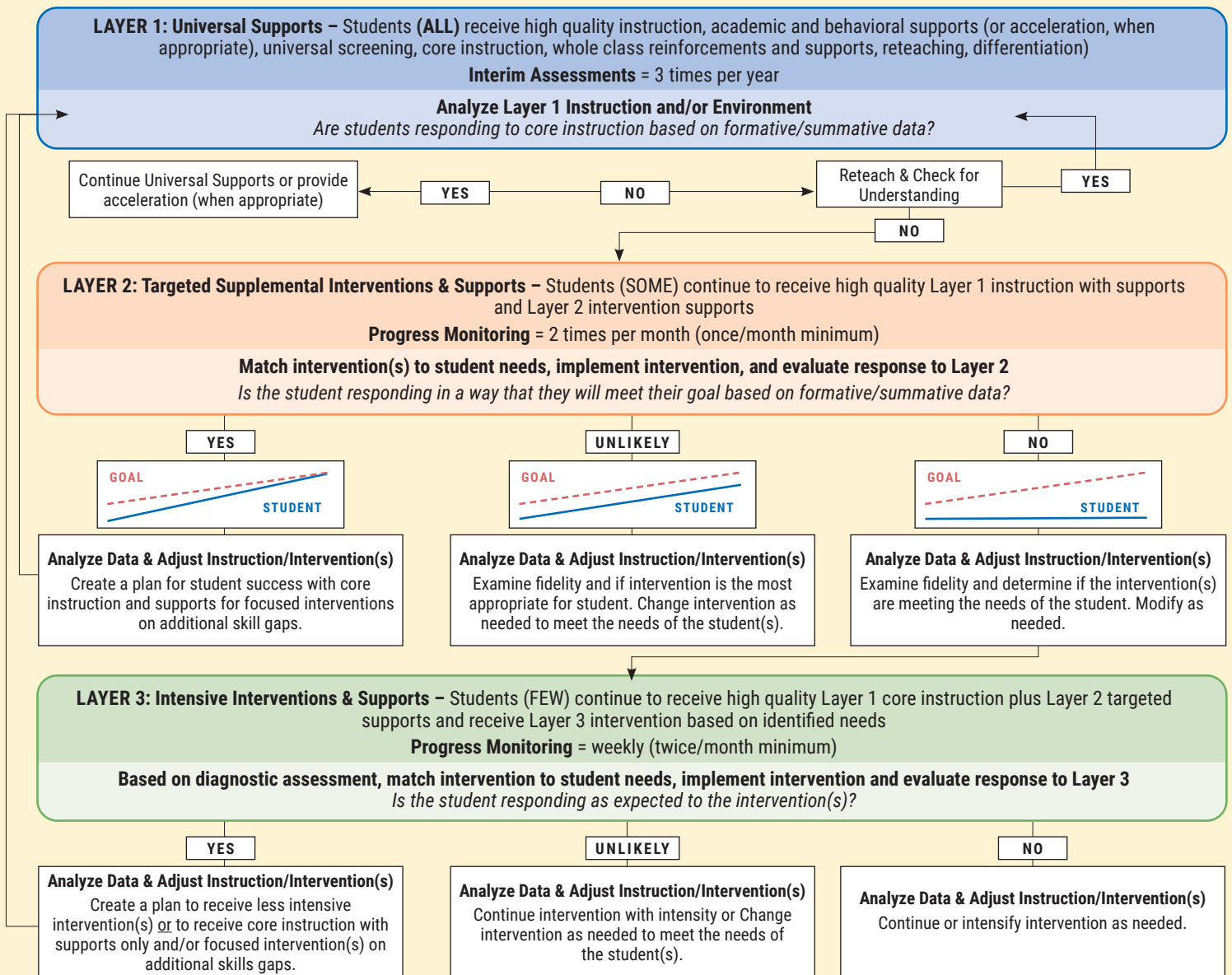
MLSS implementation at the secondary level looks different for a variety of reasons. Although, scheduling and logistics can be a challenge, some schools have incorporated flex schedules that allow a period for layer 2 or 3 interventions. Leadership teams develop specific layer one targeted strategies that will be implemented into ALL courses, core and career technical education/electives.

The design of the school's current schedule (i.e. Block 8—PD1-7) may or may not allow for layer 2 interventions to be included in a class period. In some cases, additional time may need to be considered outside of class time (zero hour, lunch and/or after-school tutoring).

Secondary MLSS implementation moves from a school-wide approach to a specific grade/population approach. For example, incoming freshmen might be given a universal screener as part of early warning systems to identify any student who might need additional support. The [Early Warning Systems](#) use data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Early warning systems help districts and schools pinpoint student achievement patterns and school climate issues that may contribute to students dropping out of school.[9]

MLSS Continuum of Support Flowchart

LAYER 1: Universal Supports – Students **(ALL)** receive high quality instruction, academic and behavioral supports (or acceleration, when appropriate), universal screening, core instruction, whole class reinforcements and supports, reteaching, differentiation)

Interim Assessments = 3 times per year

Analyze Layer 1 Instruction and/or Environment
Are students responding to core instruction based on formative/summative data?

Continue Universal Supports or provide acceleration (when appropriate) ← **YES** ← **NO** → Reteach & Check for Understanding ← **YES**

NO

LAYER 2: Targeted Supplemental Interventions & Supports – Students (SOME) continue to receive high quality Layer 1 instruction with supports and Layer 2 intervention supports

Progress Monitoring = 2 times per month (once/month minimum)

Match intervention(s) to student needs, implement intervention, and evaluate response to Layer 2
Is the student responding in a way that they will meet their goal based on formative/summative data?

YES	**UNLIKELY**	**NO**
GOAL / STUDENT	GOAL / STUDENT	GOAL / STUDENT
Analyze Data & Adjust Instruction/Intervention(s) Create a plan for student success with core instruction and supports for focused interventions on additional skill gaps.	**Analyze Data & Adjust Instruction/Intervention(s)** Examine fidelity and if intervention is the most appropriate for student. Change intervention as needed to meet the needs of the student(s).	**Analyze Data & Adjust Instruction/Intervention(s)** Examine fidelity and determine if the intervention(s) are meeting the needs of the student. Modify as needed.

LAYER 3: Intensive Interventions & Supports – Students (FEW) continue to receive high quality Layer 1 core instruction plus Layer 2 targeted supports and receive Layer 3 intervention based on identified needs

Progress Monitoring = weekly (twice/month minimum)

Based on diagnostic assessment, match intervention to student needs, implement intervention and evaluate response to Layer 3
Is the student responding as expected to the intervention(s)?

YES	**UNLIKELY**	**NO**
Analyze Data & Adjust Instruction/Intervention(s) Create a plan to receive less intensive intervention(s) or to receive core instruction with supports only and/or focused intervention(s) on additional skills gaps.	**Analyze Data & Adjust Instruction/Intervention(s)** Continue intervention with intensity or Change intervention as needed to meet the needs of the student(s).	**Analyze Data & Adjust Instruction/Intervention(s)** Continue or intensify intervention as needed.

Decision Rules

FIDELITY[10]—Have the core and intervention(s) been implemented as intended? Examine delivery, quality, student engagement and attendance.

FIT—Is the intervention matched appropriately to student's need?

Adapted from Madison Flowchart for Tiered Support and Intervention, Madison Metropolitan School District, WI.

[9] US Department of Education

[10] Occurs when education professionals use instructional strategies and deliver interventions in the manner they were designed to be used and delivered, and if evidence-based, the practice or process is delivered in the same manner as when it was identified as "evidence-based." (NM MLSS Manual--Glossary of Terms, p. 86)

Multi-Layered Support for Students

Now that the school support systems are in place, we can begin to look at the layers that support student success. **Layer 1** supports occur for all students and are the pillars of **good first instruction** and behavior support: universal screening and assessment, high quality core curriculum, school-wide behavioral supports for all students, high quality differentiated instruction, teacher collaboration and monitoring, English language development, culturally and linguistically responsive instruction, social and emotional learning, and positive behavior supports.

In **Layer 2**, interventions and enrichment are offered to students based on their performance in Layer 1. The success of the interventions and enrichment are monitored on a consistent basis to evaluate their effectiveness. This guides decisions about ending or intensifying the interventions. Most students will be well-served in Layers 1 and 2, but some students will need additional interventions to meet their needs. In **Layer 3**, the interventions are adjusted for type, time, and frequency to better meet the needs of students.

Layer 1—Classroom Supports

Each MLSS layer is defined by indicators to guide schools in thinking about the structures necessary to ensure strong implementation of the MLSS process. Layer 1 is the most important of the three layers. When done well, Layer 1 ensures that **all** students receive strong **instruction** in a high-quality differentiated core curriculum, a school-wide implementation of positive **behavioral** interventions and supports, **data-driven** instruction, targeted **interventions** in small group instruction, universal **screening**, and English Language Development (**ELD**) for English Learners (ELs). This layer is **proactive** and is the foundation for meeting the academic and behavioral needs of most students.

Layer 1—Universal Screening and Assessment

Assessments are tools used to improve learning by understanding a student's level of mastery of academic and/or behavioral skills, potential gaps, opportunities for enrichment, and unique understandings of concepts.

L1.6 **Common interim assessments occur at least three times per year with published cut scores and other objective criteria for moving students up and down layers of support**

At **full implementation,** *school-wide and grade-level-wide cut scores and other objective criteria are used for grouping students within layers, as well as moving students between layers. Cut scores are published and available for school staff so teachers know what level of achievement makes students eligible for more intense interventions. Students are aware of their targets and can articulate them.*

The guiding questions below can be used to assess current practice and guide next steps for implementation.

» Do all teachers administer a school-wide or grade-level wide interim assessment of basic, critical skills/concepts for academics and behavior three times a year?

» What are the protocols for administering the assessments?

» Is there a calendar in place for the assessments?

» Are cut scores published ahead of time for layers one, two, and three?

» What structures/systems are in place to collect the data?

» Is the data readily available to teachers in a user-friendly format?

» How do teachers use the data to differentiate instruction?

» Are there opportunities for teachers to collaborate?

» SECONDARY—What assessment tools are used for elective and/or CTE courses?

» SECONDARY—Are there interim assessments provided for students in all core classes?

In **Table 1,** the responsibilities of district leadership, school leader, school leadership team, and classroom teacher are delineated thus ensuring universal screenings and interim assessments are used for differentiation and intervention.

TABLE 1

Common Interim Assessments three times per year (L.1.6)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Ensure a rigorous vetting and selection process for selecting a universal screening assessment • Ensure there are common protocols for the assessment and make training available for school representatives • Ensure school leaders understand the purpose of the assessment, the protocols for administration, and can analyze the data • Ensure leaders can monitor fidelity of the assessment and data entry	• NMPED Bureau of Assessment • Screening Process • Universal Behavior Screeners
School Leader	• Communicate the purpose of assessment, protocols, calendar, and schedule to staff and community • Provide template for Collaboration Meeting Notes template) for data analysis with expectations and deadlines • Attend and support collaborative team data analysis review	• NMPED Bureau of Assessment • Screening Process • Template--Collaboration Meeting Notes • Template—Data Meetings
School Leadership Team	• Decide on decision rules and how data will be used • Create calendar for assessment • Provide template for Data Meetings • Work with grade level and department teams to complete analysis process • Use cut scores to identify students needing additional support	• NMPED Bureau of Assessment Balanced Assessment System • NMPED Bureau of Assessment Formative/Interim Resources • Template—Collaboration Meeting Notes • Template—Data Meetings
Classroom Teacher **PLCs**	• Administer the assessments • Analyze data from the assessment and bring in other data sources when the results seem to show deviations • Provide feedback to school leadership team on ease of administration and analysis of assessment(s) • Ensure students are aware of their targets and can articulate them • Communicate results with parents	

Layer 1—High Quality Core Curriculum

It is critical that students have access to high-quality, grade-appropriate instruction that is aligned to the New Mexico Standards, is relevant to students' lives, culturally inclusive, and delivered in a language other than English, when appropriate. Research shows that the curriculum chosen for core instruction has a direct impact on student achievement.

L1.1 A high-quality, core-aligned curriculum that is culturally and linguistically responsive.

*At **full implementation,** each grade level has a high-quality core curriculum in all content and elective areas that are aligned with New Mexico Standards; meet students' needs for college/career; and are culturally and linguistically responsive. School-wide expectations for using the core curriculum are monitored by administrators.*

The guiding questions below emphasize the need to ensure a high-quality, core-aligned curriculum that is culturally and linguistically responsive.

» What evidence do you have that your current curriculum aligns with the New Mexico Standards?
» What support, guidance, and feedback has been provided to teachers in understanding and using the curriculum at their specific grade level?
» How closely aligned are teachers who are teaching the same content in pacing and delivery?
» Are there opportunities for teachers to collaborate?
» Does your curriculum have a fidelity checklist or observation protocol?
» How will your team monitor fidelity of curriculum implementation? (principal walkthrough, fidelity checklist, observation protocol, etc.)
» How and when will fidelity data be collected?
» How will "curriculum drift" be addressed?
» **SECONDARY**—How are core (math, reading, science, social studies) and CTE/elective classes integrated?
» **SECONDARY**—How will your team ensure that all departments have a common grade level curriculum?

In **Table 2**, the responsibilities of district leadership, school leader, school leadership team, and classroom teacher in ensuring a high-quality curriculum and resources/tools are identified.

TABLE 2
Ensuring a High-Quality Curriculum (L.1.1)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Provide for a rigorous vetting and selection process that ensures a core curriculum that is aligned to standards, has a balance between student-centered and teacher-directed lessons, and includes conceptual and procedural learning. • Regularly review the effectiveness of the curriculum • Provide training for staff • Ensure school leaders understand the curriculum and can provide effective feedback to teachers • Ensure fidelity to the core-aligned curriculum	• NM Instructional Scope • NMPED Instructional Materials • Ed Reports • What Works Clearinghouse • Achieve the Core
School Leader	• In alignment with the district, ensure a high-quality curriculum is in place. The curriculum should be aligned to standards, have a balance between student-centered and teacher-directed lessons, and include conceptual and procedural learning. • Attend training for the core curriculum to fully understand all the components and what the instruction should look like. • Monitor fidelity to the curriculum via classroom walkthroughs and formal observations and provide feedback to teachers. • Attend collaborative team planning meetings to understand the pacing, challenges, and successes of using the curriculum.	• NM Instructional Scope • NM Bureau of Curriculum & Instruction • Ed Reports • What Works Clearinghouse • Achieve the Core
School Leadership Team	• In collaboration with the school leader, identify the professional development and individual support that are needed for curriculum implementation. • Collaborate with grade level teams and departments to ensure all staff have a solid understanding of the curriculum and can implement it with fidelity.	• NM Bureau of Curriculum & Instruction • Ed Reports • What Works Clearinghouse • Achieve the Core • Lesson Plans (as per format determined by school leader)
Classroom Teacher **PLCs**	• Understand the CCSS and how the core curriculum reflects those standards. • Use the core curriculum with fidelity to develop instructional plans. • Collaborate with teams to understand the curriculum, mitigate challenges and plan for effective lessons. • Utilize pacing/curriculum guides developed by the district	

Layer 1—Differentiated Instruction

Differentiating instruction is adjusting the instruction to the unique needs of individual students by grouping them based on the relative strength or weakness for a particular standard(s). Teachers might differentiate by content, process, product, or learning environment.[¶] Examples include providing content at the appropriate instructional level, providing students whole group and small group instruction with opportunities to work individually and with others, and allowing students agency in choosing how to show mastery.

> **L1.3 High-quality Layer 1 instruction that is differentiated to meet the needs of a majority of students**
>
> At **full implementation,** high-quality differentiated instruction with the teacher occurs every day during core instruction. Instruction is targeted to specific learning needs, varies based on student needs, and is driven by data.

The following guiding questions can be used to assess current practices and guide next steps.

» Do lesson plans reflect differentiation strategies based on student needs and interests?

» Does small group instruction meet the cultural needs of students?

» Are there organizations that can provide opportunities for community cultural connections?

» If small groups are used for differentiation, does group membership change or is it static?

» How do teachers use the data to differentiate instruction?

» Have teachers been trained on the different methods of differentiation (content, process, product, learning environment)?

» What support do teachers need to effectively differentiate instruction?

» **SECONDARY**—Other than lecture, what evidence-based strategies are teachers implementing to meet the needs of ALL students?

» **SECONDARY**—How are teachers incorporating cooperative grouping into their lessons?

In **Table 3**, the responsibilities of district leadership, school leader, school leadership team, and classroom teacher are indicated thus ensuring differentiated small group instruction at Layer 1.

TABLE 3
Daily Differentiated Small Group Instruction for All Students (L.1.3)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Ensure training is provided for differentiated instruction strategies • Ensure training is provided for the use of data to guide grouping of students based on need when appropriate • Ensure training is provided for effective small group strategies • Ensure school leaders understand and can give effective feedback on differentiated instruction	• Differentiating Instruction Video
School Leader	• Communicate purpose and value of differentiated instruction • Provide training on differentiation strategies • Review lesson plans for evidence of differentiation and provide support • Attend collaborative planning meetings and provide feedback to teachers on use of effective differentiation strategies	• Differentiating Instruction Video • Resilient Educator
School Leadership Team	• Collaborate with grade level and department teams to provide support for differentiated instruction	
Classroom Teacher **PLCs**	• Become knowledgeable and apply differentiation strategies using content, process, product, and learning environment • Use data to group students based on ability, gaps for specific standards, and interests • Plan for differentiated instruction for every student • Provide choices for student products that demonstrate mastery • Use small group time to better understand student gaps, scaffold instruction, reteach, and provide direct instruction for instructional gaps • Collaborate with teacher teams to co-plan, implement, reflect, and highlight best practices to share with administrators	• NM Bureau of Curriculum & Instruction • Workstation Planning Guide

[¶] Weselby, Cathy

Layer 1—Core Reinforcements and Supports

LAYER 1: Universal Supports – Students **(ALL)** receive high quality instruction, academic and behavioral supports (or acceleration, when appropriate), universal screening, core instruction, whole class reinforcements and supports, reteaching, differentiation)
Interim Assessments = 3 times per year

Analyze Layer 1 Instruction and/or Environment
Are students responding to core instruction based on formative/summative data?

Continue Universal Supports or provide acceleration (when appropriate)	←	YES	NO	→	Reteach & Check for Understanding

In Layer 1, the teacher provides the **best first instruction** to ALL students in a whole class/group setting. High-quality instruction and elements of a successful lesson are given careful thought to maximize time for instruction. Often at Layer 1, students require additional instructional reinforcements as they acquire new knowledge and skills.

The following are examples of effective reinforcements:

1. **Reteaching** ensures additional direct instruction with the teacher. The teacher utilizes multiple ways to provide opportunities for students to master new concepts and skills.
2. **Check for understanding** while teaching new content, skills, or processes then immediately clarify and/or correct misunderstandings, misconceptions, and mistakes.[12]
3. **Learning objectives** are posted and referenced during the lesson.
4. All students have **opportunities to respond**.

A well-planned delivery of instruction that provides for academic and behavioral supports and reinforcements often prevent the need for targeted (Layer 2) or intensive interventions (Layer 3). For those students mastering content and skills and/or exhibiting signs of giftedness, it is critical to provide **acceleration** opportunities as well as consider a SAT referral for giftedness.

L1.5 **Core Reinforcements and Supports for Students**

*At **full implementation**, the school has identified Layer 1 reinforcements, supports and appropriate resources for teachers to implement them. Teachers can explain the reinforcements and supports they provide. Teachers receive training and feedback on implementing Layer 1–reinforcements and supports. School or district administrators have a system for monitoring implementation of Layer 1 reinforcements and supports.*

The guiding questions below will assist school level staff in ensuring the use of Layer 1 core support for ALL students.

» What does whole-class instruction and reinforcements look like in the classroom?
» What types of academic and behavior reinforcements in Layer 1 can be identified and utilized?
» How is reteaching used effectively to determine students' level of understanding?
» What acceleration opportunities are available within the core?

[12] *Marzano, Robert J.*

Table 4 looks at the roles and responsibilities of district leadership, school leadership team and classroom teacher in identifying appropriate Layer 1 core reinforcements and supports.

TABLE 4

Layer 1—Core Reinforcements and Support for Students (L1.5)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Plan and provide training for classroom teachers and school leaders in the areas of high-quality instruction, elements of a good lesson, reteaching, and other reinforcements • Assist school leaders in articulation and implementing appropriate, evidence-based Layer 1 reinforcements and supports with staff	• NMPED High Quality Instructional Materials Department • Florida Center for Reading Research
School Leader	• Establish expectations for elements of high-quality instructional lessons • Assist grade level/department teams in identifying, understanding, and articulating appropriate Layer 1 reinforcements and supports • Provide non-evaluative feedback and support to teachers	• NM Statewide Literacy Framework School Leadership Implementation Checklist (pps. 56-57) • Planning for Effective Instruction
School Leadership Team	• Support expectations for the elements of high-quality instructional lessons • Assist grade level/department teams in identifying, understanding, and articulating appropriate Layer 1 reinforcements and supports • Create a bank of Layer 1 reinforcements and supports	• NM Statewide Literacy Framework School Leadership Implementation Checklist (pps. 56-57) • Tools • Planning for Effective Instruction • Reinforcements (examples of)
Classroom Teacher **PLCs**	• Identify and utilize effective whole group teaching skills • Ensure high levels of engagement for all students • Review, practice, and implement elements of high-quality instructional lessons • Provide the best, first instruction • Identify, understand, articulate, and implement appropriate Layer 1 reinforcements and supports • Collaborate with teams to identify what is working	• CAST—Universal Design for Learning Tool(s) • Reinforcements (examples of) • Planning for Effective Instruction • Florida Center for Reading Research

Layer 1—Teacher Teams/PLCs Monitor Progress

In a school culture of continuous improvement, collaborative teacher teams routinely dedicate time to purposeful dialogue and action aimed at improving achievement while monitoring the progress of each student. Each team member embraces every student as their own thus creating a shared focus on ensuring success.

Monitoring progress using common formative assessments occurs at the beginning, middle, and end of the year. Teacher teams **monitor progress** and review student data to determine actions that best support the student. Such actions at this layer include reteaching, differentiation, scaffolding lessons, and small group assists to name a few; all of which serve as **reinforcements** to the core instruction.

Team members ensure that they are working collaboratively with one another to obtain data-driven solutions. Teachers make their practice public, share constructive feedback with one another, and ask their peers for help.[13] There is less feeling of teaching in isolation and more of a focus on the meeting the needs of the student.

Teacher teams routinely make use of effective team processes such as meeting agendas, dialogue and discussion, norms, roles, and protocols. The teacher team is focused on studying student data and providing solutions for struggling students.

L1.4 Teacher teams (including Professional Learning Communities) monitor student progress and meet regularly to review data and discuss solutions for struggling students.

*At **full implementation**, teacher teams, including Professional Learning Communities (PLCs), monitor student progress and meet regularly to review student data and discuss solutions for struggling students.*

GUIDING QUESTIONS

» What does a good collaborative teacher team look like?

» How does each member of a teacher team contribute to the success of each student at the designated grade/department level?

» What is the current structure for teacher teams in this school? Effectiveness?

» SECONDARY—Identify ways for teacher teams to discuss student data, progress, and solutions for struggling students.

Table 5 provides information to be used for ensuring a collaborative teacher team structure is in place.

---

[13] Denver Public Schools: *Collaborative Teacher Teams*

TABLE 5
Layer 1—Teacher Teams/Professional Learning Communities Monitor Student Progress (L1.4)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Demonstrate commitment to continuous improvement through participation in training and data-driven action to improve instructional practice • Align expectations and requirements across the district to improve efficiency, consistency, and effectiveness of instruction • Provide a framework for collaborative teacher teams that serves as the district model for schools	
School Leader	• Promote a culture of continuous improvement and collaboration • Establish expectations and designate specific time for teachers to collaborate, review student data, and plan for instructional strategies/preventions/interventions • Ensure agendas are focused on student monitoring with actionable outcomes to guide teacher decision-making • Participate in the data meeting (at least twice per month)	• Template for PLC Meeting
School Leadership Team	• Review data regularly to ensure effectiveness of Layers 1, 2 and 3 and evaluate effectiveness of school's systems • Discuss data and monitor student progress (at least twice per month) • Ensure there is guidance and support on the use of data for teachers • Develop an agenda that can be used by grade level/PLC teams • Support classroom teachers with solutions for struggling students	• Intensive Intervention • Sample Agenda • Template for PLC Meeting
Classroom Teacher **PLCs**	• Determine instructional practices/interventions that are aligned to NM Content Standards and have high yield outcomes • Collaborate with teams to identify best practices • Implement instructional practices that are culturally and linguistically responsive for ALL learners • Discuss, monitor, and record student progress at least twice monthly • Provide feedback to SLT on effectiveness of PLC structure	• Template for PLC Meeting

Layer 1—English Learners

English learners, like all students, are more successful when they are provided with instruction that closely monitors their learning.[14] As a means of providing equitable and meaningful instruction to ensure college or career readiness, there are some things to consider ensuring needs are met.

The first is to accurately identify and determine proficiency levels for ELs registered in the school. This can be done through district databases, shared information from the district's designee assigned to oversee ELs, and a review of cumulative folders available in each school. Second, a pre-determined time allotment to review and analyze the EL data is key to understanding each EL as an individual and their learning needs. It is highly likely that there will be patterns of success and needs that emerge for ELs as a result of the data review. At this point, the school leader and staff will begin to make instructional decisions (proficiency levels groupings, progress monitoring, interventions, etc.) based on the needs of the EL student. Third, there must be designated time for English language development in addition to core instruction provided for ELs. The additional time will be targeted to their specific needs.

At any layer of the MLSS framework, there is much emphasis on providing high-quality, culturally, and linguistically responsive instruction with a determined focus on targeting the needs of EL students.

L1.7 **English Language Development (ELD) for students identified as English Learners (ELs)**

*At **full implementation**, the ELD standards are used to shelter content instruction. ELs are grouped based on their English language proficiency level. There is a dedicated block of time for instruction outside of the core to address receptive and expressive language. ELD can be delivered in the classroom or as a pullout class.*

GUIDING QUESTIONS

» What is the EL program and service delivery model in this school and how is it articulated to staff, parents, and community?

» Do teachers know and understand student proficiency levels?

» Which NMELD and/or World-Class Instructional Design and Assessment (WIDA) standards are utilized for instruction? Are teachers able to articulate the standards?

» What are the best practices (high-quality instruction and intervention, devoted time, instructional materials, professional expertise and development, additional support structure(s), and communication with parent/families), community supports in place to support school staff in meeting the instructional needs of ELs?

Table 6 identifies the roles and responsibilities that support the needs of ELs in a school.

[14] Rasinksy, Tim

TABLE 6
Layer 1—English Language Development (ELD) for students identified as English Learners (ELs) (L1.7)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Establish and communicate the system to be used in addressing the needs of ELs • Ensure a district level designee to serve as support for school staff • Develop protocols to be used for ensuring culturally and linguistically responsive instructional practices throughout the district • Provide professional learning opportunities targeting EL instruction	• NMPED English Learners • WIDA Standards
School Leader	• Recognize and ensure compliance with the process of identification, model of instruction/intervention/acceleration, and progress monitoring of ELs in the school • Identify ELs in the school and assign a teacher mentor (advocate) for students • Determine logistics for the implementation of instruction for ELs throughout the school (blocks of time, location, materials, etc.) • Assign staff and provide development and support for instruction of ELs • Ensure screening and assessments are conducted in the native language • Develop staff's understanding of a culturally and linguistically responsive learning environment	• NMPED English Learners • WIDA Standards • ¡Colorín Colorado! for EL Support and Ideas • Dual Language of New Mexico
School Leadership Team	• Recognition of and compliance with the process of identification, model of instruction/intervention and progress monitoring of ELs assigned to school • Ensure that staff has provided appropriate placement of ELs • Review all data assigned to ELs to determine instructional appropriateness	• WIDA Standards • ¡Colorín Colorado! for EL Support and Ideas • Dual Language of New Mexico
Classroom Teacher **PLCs**	• Ensure screenings and assessments are provided in appropriate native language • Review EL progress to determine level of instruction (use data sources) course of action • Progress monitor instructional performance of ELs • Collaborate with teacher teams to determine best course of action to take to ensure ELs are successful	• ¡Colorín Colorado! for EL Support and Ideas • WIDA Standards • Dual Language of New Mexico

Layer 1—Culturally and Linguistically Responsive (CLR)

The use of CLR practices by educators involves purposeful consideration of the cultural and linguistic factors that have a direct influence on student's learning in the classroom. Some of those factors include a set of beliefs, values, traditions, customs, and home language held in common by a distinct group of people.

Instruction should be differentiated according to how students learn, build on existing student knowledge and experiences as well as in the appropriate language. Additionally, decisions about interventions and supports should be guided by the level of understanding of students' cultural and linguistic strengths and challenges in relation to their responsiveness to instruction.[15] When building upon cultural knowledge, student assets and experiences as a basis for learning, it becomes more meaningful and relevant to the student. Students generally develop a sense of belonging when their own experiences and culture are recognized, valued, and validated.

L1.8 Culturally and Linguistically Responsive Instruction

*At **full implementation**, there are schoolwide implementation expectations for CLR instruction and behavior interventions. School staff validate, legitimize, and affirm the home culture and language of students. Additionally, school staff make intentional and consistent efforts to reverse negative stereotypes on non-dominant cultures and languages. There are connections between the home and school culture and expectations set for student success. Students determine the cultural and linguistic behaviors most appropriate for each situation. Implementation is systematically monitored by administrators.*

GUIDING QUESTIONS

» How knowledgeable is staff about the cultural and linguistic needs of the students in the school and in the classroom?

» How are cultural differences in this school respected, supported, and celebrated?

» What are some ways that district and/or school staff collaborate and communicate with families and the local community?

» What community and/or parent organizations or resources can be leverage for cultural understanding?

Every school district and charter school are required to submit a written plan addressing the culturally and linguistic needs of students. To that end, the MLSS framework provides meaningful guidance for educators as they make educational decisions for each of their students.

Table 7 provides district and school staff with information regarding CLR and how it can best be implemented in each setting.

---

[15] National Center on Response to Intervention

TABLE 7

Layer 1— Culturally and Linguistically Responsive Instruction (L1.8)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Provide systemic guidance and expectations for CLR • Identify CLR requirements associated with educator effectiveness (NM Teacher Observation Tool with CLR practices highlighted) • Communicate expectations for schools to implement CLR in the DASH plan	• NMPED Culturally and Linguistic Responsive Instruction • NMPED CLR Guidance Handbook
School Leader	• Ensure school staff is knowledgeable in CLR practices • Provide professional learning opportunities for CLR • Promote a learning environment that is grounded in CLR practices • Set the expectation(s) for CLR as part of educator effectiveness (teacher evaluation)	• NMPED Culturally and Linguistic Responsive Instruction • NMPED CLR Schooling by Design Tool
School Leadership Team	• Support the implementation of CLR practices • Determine and deliver CLR professional learning in CLR • Ensure students in need of support have been given equitable opportunities grounded in CLR principles	• NMPED Culturally and Linguistic Responsive Instruction • NMPED CLR Schooling by Design Tool
Classroom Teacher **PLCs**	• Understand students' cultural identities and how it relates to teacher's own culture • Identify students' assets (school, home, community) • Encourage students to share information about their lives and cultures • Create a supportive and welcoming classroom environment • Make connections with student's families[16]	• NMPED Culturally and Linguistic Responsive Instruction • NMPED CLR Schooling by Design Tool

[16] Breiseth, et al.

Overview—Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)

WHAT ARE POSITIVE BEHAVIORAL INTERVENTIONS SYSTEMS?

PBIS is a framework or approach (not a product) for implementing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.[17]

Schools that apply PBIS establish clear schoolwide expectations for behavior which are taught, modeled, and reinforced by all staff. The foundational elements of a schoolwide PBIS are **outcomes**, **practices**, **data**, and **systems**.

WHAT IS SOCIAL AND EMOTIONAL LEARNING?

Social and Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.[18] The SEL framework involves every student, the entire staff, the family, and the community and focuses on five elements: **self-awareness**, **self-management**, **responsible decision-making**, **relationship skills,** and **social awareness**.

HOW PBIS AND SEL WORK TOGETHER

SEL and PBIS applied in combination maximizes the benefits of both approaches. Through PBIS, students understand behavior expectations and through SEL, students develop the social and emotional competencies needed to meet these behavioral expectations. Incorporated together, student mental health and wellness progress, and disruptive and negative behaviors decline.

Layer 1—Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports are incorporated into daily lessons and communications between the teachers, staff, and students. Building positive relationships, creating an environment that is centered on the needs of the students, and teaching behavior expectations for the school and classroom are all critical pieces that support student success.
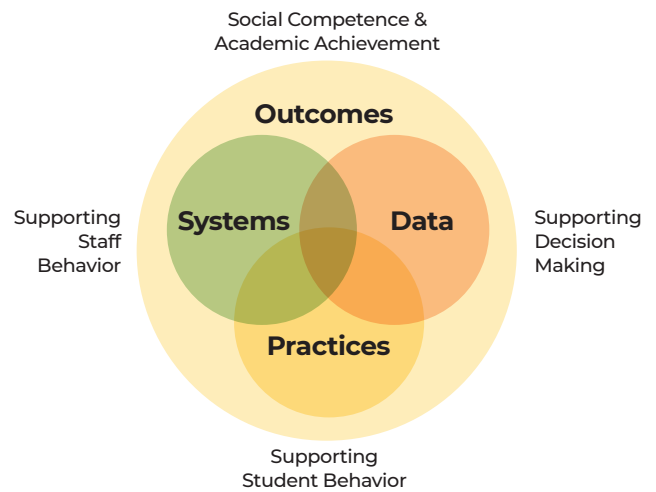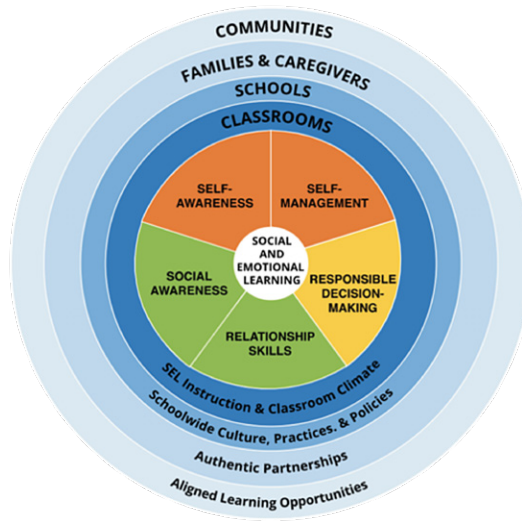
Supportive adult behaviors are critical to creating a positive environment that leads to fewer disciplinary interruptions and better learning outcomes. Safe and predictable school and classroom environments and routines lessen disruptive behavior. Procedures should be developed with staff input and explicitly taught.

> ### L1.2 A demonstrable school-wide system of positive behavioral interventions and supports
>
> *At **full implementation,** there are shared behavioral expectations in all classrooms and common areas including school buses, and adult interactions with students are caring and warm. Schoolwide and classroom routines are evident, and students transition quickly and orderly between settings. Schoolwide behavior data are analyzed and used to modify the school environment and adult behavior. The focus is on teaching appropriate behaviors in a non-punitive way, with positive feedback ratio above 5:1.*

[17] New Mexico Public Education Department MLSS Manual Glossary of Terms
[18] New Mexico Public Education Department Social and Emotional Framework

The guiding questions below can be used to assess current practices and guide next steps.

» Are there schoolwide expectations for behavior that are culturally appropriate?

» Are schoolwide expectations consistently communicated and followed by all teachers?

» Are expectations appropriate, or do they need to be revisited?

» Are classroom routines and procedures posted and evident?

» Is there a system to collect and analyze schoolwide behavior data to look for patterns across activities, grade levels, times, places, etc.?

» What is the ratio of positive to negative feedback observed in classes?

» What behavior supports are most effective at your school?

» How will data on the effectiveness of school systems be collected/analyzed?

» Which areas need additional support in either systems or training?

» **SECONDARY**—How are college and career readiness skills implemented into each class?

» **SECONDARY**—How are the skills communicated to students, staff, and parents?

Table 8 details the responsibilities of district leadership, school leader, school leadership team, and classroom teacher in ensuring positive behavior supports are in place throughout the school.

TABLE 8
Positive Behavior Supports (L.1.2)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Ensure schools have access to high-quality universal behavior screening tools • Ensure principals have access to PBIS training for staff • Ensure school leaders can give effective feedback on PBIS strategies in classrooms • Have a bullying policy in place and train appropriate staff (school leaders, counselors, social workers, etc.)	• Universal Behavior Screeners
School Leader	• Communicate purpose and value of PBIS • Provide ongoing PBIS training for all staff • Provide teachers with training and tools for universal screening • Reinforce positive behavior with students • Provide teachers with feedback on 5:1 positive/negative interactions	• Center on PBIS • PBIS Classroom Management Observation Tool
School Leadership Team	• Develop a schedule for universal screening • With input, develop clear routines for activities in common areas, such as entering or leaving the cafeteria, walking in hallways, etc. • Ensure teams practice schoolwide routines and have a teaching plan for students • With input, develop a schoolwide behavior plan • Develop a system to collect and analyze schoolwide behavior data, adjusting routines and procedures as needed	• Center on PBIS • Florida PBIS Benchmarks of Quality • PBIS School Climate Survey • PBIS Team Implementation Checklist
Classroom Teacher **PLCs**	• Explicitly teach students on schoolwide routines and practice them as needed • Develop classroom routines with input from students • Provide at least five positive reinforcements for each instance of corrective feedback or negative interaction with a student • Provide feedback on effectiveness of systems to school leadership team	• Center on PBIS • PBIS Student/ Teacher Game • PBIS Creating Effective Classroom Environments Plan Template

Layer 1—Social and Emotional Learning

Social and Emotional Learning is defined by *The Collaborative for Academic, Social, and Emotional Learning* (CASEL) as, "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions."

A growing body of research indicates that schools which promote social and emotional learning are critical to students' academic, social, personal, and professional success.[19] A schoolwide focus can lead to a more positive culture, leading to higher student performance.

CASEL identifies ten indicators of a strong schoolwide SEL program[20]:

» Explicit SEL instruction that allows students many opportunities to practice social and emotional competence across settings

» SEL is integrated into academic instruction

» Youth voice is encouraged by allowing students opportunities to express perspectives, solve problems, and make decisions

» Supportive classroom environments are culturally responsive and focused on building relationships and a sense of community

» Discipline processes are instructive and equitable

» SEL is part of a continuum of supports for all students

» Authentic family partnerships are cultivated

» School partnerships are aligned to support SEL in and out of school

» Adults have regular opportunities to cultivate their own SEL

» School staff and community partners align on common language, strategies, and communication

L1.9 Social and Emotional Learning (SEL)

*At **full implementation**, a school possesses and promotes school-wide behavioral norms and explicitly teaches them along with social-emotional competencies such as self-awareness, self-management, social awareness, decision-making and relationship development skills.*

GUIDING QUESTIONS

» What SEL curriculum is being implemented and have teachers been trained?

» How are teachers developing relationships with their students in the classroom?

» SECONDARY—How is the SEL curriculum preparing students for life after high school? Is there vertical alignment between middle and high schools?

Table 9 identifies the responsibilities of district leadership, school leader, school leadership team, and classroom teacher in ensuring social emotional learning are in place throughout the school.

[19] Durlak, et al.
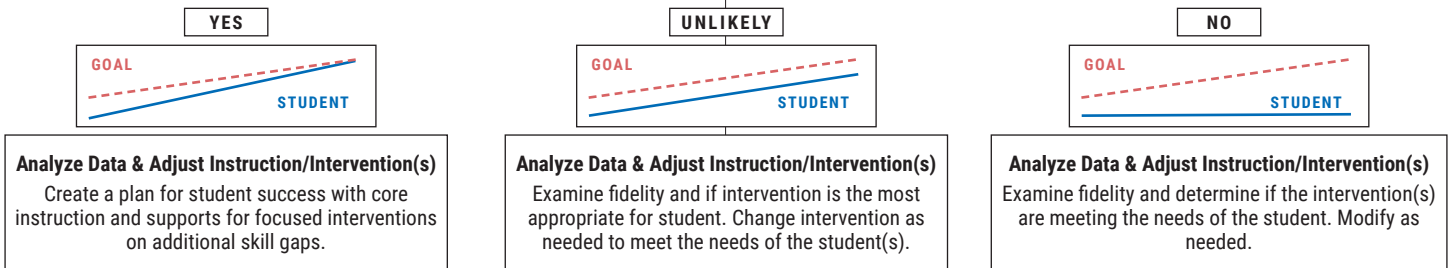[20] Collaborative for Academic, Social, and Emotional Learning

TABLE 9

Layer 1—Social and Emotional Learning (SEL) (L1.9)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Build foundational support and plan • Strengthen adult SEL competencies and capacity • Promote SEL for students • Practice continuous improvement	• [Universal Behavior Screeners](#)
School Leader	• Create a highly functioning representative SEL team • Create opportunities for staff to learn about and strengthen SEL professional skills • Align school climate, programs, and practices to promote SEL • Determine how SEL will be monitored for effectiveness • Provide feedback on SEL strategies	• [NMPED SEL Framework](#)
School Leadership Team	• Develop a shared vision for SEL • Assess the social and emotional needs of the school • Generate goals and an implementation plan • Decide what SEL program/curriculum will be used • Plan for training for SEL implementation	• [NMPED SEL Framework](#)
Classroom Teacher **PLCs**	• Develop positive and supportive relationships with students • Build responsibility, choice, and cooperative learning into classroom instruction • Incorporate SEL curriculum into daily lesson plans • Develop lessons that include engaging activities from beginning to end • Collaborate with peers to identify best practices and adjust as necessary	• [NMPED SEL Framework](#)

Layer 2—Targeted Supports

Interventions—Academic and Behavior (defined)

> **LAYER 2: Targeted Supplemental Interventions & Supports –** Students (SOME) continue to receive high quality Layer 1 instruction with supports and Layer 2 intervention supports
>
> **Progress Monitoring** = 2 times per month (once/month minimum)
>
> **Match intervention(s) to student needs, implement intervention, and evaluate response to Layer 2**
> *Is the student responding in a way that they will meet their goal based on formative/summative data?*

YES

GOAL / STUDENT

Analyze Data & Adjust Instruction/Intervention(s)
Create a plan for student success with core instruction and supports for focused interventions on additional skill gaps.

UNLIKELY

GOAL / STUDENT

Analyze Data & Adjust Instruction/Intervention(s)
Examine fidelity and if intervention is the most appropriate for student. Change intervention as needed to meet the needs of the student(s).

NO

GOAL / STUDENT

Analyze Data & Adjust Instruction/Intervention(s)
Examine fidelity and determine if the intervention(s) are meeting the needs of the student. Modify as needed.

Layer 2 interventions should be focused on delivering individualized and targeted support for students on a grade level **trajectory**. The interventions must be aligned with Layer 1 skills. Students should be provided with additional time and intensity in a small group setting. Data should be used to determine if more time and/or intensity is required for the student to be successful. Adhering to the intervention as designed will ensure that the student receives evidence-based instruction. Furthermore, the number of evidence-based interventions being delivered should be limited to a few, specifically, those that will have the greatest impact. Remember, **fidelity** of the intervention(s) will provide the greatest leverage for the student. There are various intervention models (Appendix A) that can be used.

L2.2 Interventions (Defined)

*At **full implementation**, the school has defined Layer 2 interventions and appropriate resources for teachers to implement interventions inside and/or outside the classroom. Teachers receive training and feedback on implementing Layer 2 interventions. Teachers can explain the interventions they provide. School and district administrators have a system for monitoring implementation of Layer 2 interventions.*

L2.4 Targeted Behavioral Interventions

*At **full implementation**, school staff are trained to identify behavioral concerns that impair a student's social and behavioral development. Staff know how to refer a student for targeted or small-group behavioral intervention. A menu of small-group or targeted behavioral interventions is available to select from. Behavioral progress is monitored until goals supporting a student's social and behavioral success are achieved.*

GUIDING QUESTIONS

» What interventions are currently available and ready for student use?
» Are the interventions aligned to the core instructional program and culturally and linguistically appropriate?
» Have teachers been trained how to utilize the interventions with fidelity?
» Are teachers trained to create measurable goals and track progress towards goals?
» What processes are in place for referring a student for small-group behavioral intervention?
» Are teachers logistically able to provide interventions without interruption and/or changes to instructional routines?

» What are the criteria to determine if a Functional Behavior Assessment (FBA) is necessary?

» Is the intervention needed academic, behavioral, or both?

» SECONDARY—How can the master schedule be adjusted to allow for Layer 2 interventions?

» SECONDARY—What modifications can be made to the daily bell schedule to allow for Layer 2 interventions?

» SECONDARY—How are students in need of Layer 2 interventions identified?

» SECONDARY—What Layer 2 interventions are in place for students with high absenteeism?

Table 10 demonstrates how the roles and responsibilities for the implementation of interventions at Layer 2 can be utilized.

TABLE 10

Layer 2—Interventions (defined) (L2.2)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Provide guidance, understanding, and expectations for the implementation of evidence-based intervention strategies • Identify evidence-based Layer 2 interventions that can be used by teachers • Communicate the system for monitoring the implementation of Layer 2 interventions • Provide training for interventions	• National Center on Intensive Interventions • Florida Center for Reading Research
School Leader	• Determine the system to be used to deliver the intervention(s) • Prepare for the implementation of interventions (i.e. schedule walk-to-intervention, staff, location, time, days, resources, etc.) • Provide professional learning opportunities that support understanding of interventions at Layer 2, goal setting and monitoring • Ensure the fidelity of instructional strategies are intentional • Provide non-evaluative feedback, guidance, and support to teacher(s) regarding the use of Layer 2 interventions	• National Center on Intensive Interventions • MLSS Asset Inventory • Walk-to-Intervention Schedule for Elementary • Tool—Intervention Planning Behavior • Targeted Behavior Interventions • Behavior Tools Secondary • Early Warning System • Everyone Graduates (PD)
School Leadership Team	• Assist school leader with the development of system to be used to deliver the intervention(s) • Prepare for the implementation of interventions • Ensure the data supports students recommended for Layer 2 • Provide feedback, guidance, and support to teachers regarding the intervention(s) being delivered	Tools • MLSS Asset Inventory • Walk to Intervention–ES • Tool—Intervention Planning Behavior • University of Kentucky • Behavior Interventions • PBIS
Classroom Teacher **PLCs**	• Identify the intervention strategies being used to support students at Layer 2 • Understand the connection between the intervention and the core curriculum • Communicate with student and families regarding what will occur during intervention time • Review progress monitoring data to determine appropriate instructional next steps to be prescribed • Teacher team discussion regarding interventions	• MLSS Asset Inventory • Tool—Intervention Planning • Walk to Intervention–ES Behavior • University of Kentucky • Behavior Interventions • PBIS

Layer 2—Progress Monitoring

According to the *Center on Multi-Tiered Systems of Support*, progress monitoring is used to assess students' performance, to quantify a student's rate of improvement or responsiveness to instruction or intervention, and to evaluate the effectiveness of instruction using reliable measures.[21] Progress monitoring at Layer 2 is generally administered to **some** students.

Progress monitoring requires repeated assessment at least **two times per month** (or once at a minimum). The assessment should be short and aligned to grade level skills that can be transferred to the core program. Each assessment data point should be carefully examined in comparison to an established trajectory, which requires a specific, measurable, achievable, realistic, and time-bound (SMART) goal, such as, "will decode CVC words at 90% accuracy by [date]." This information assists teachers in determining if the interventions are working or not.

L2.3 Progress Monitoring System

*At **full implementation,** district and school administrators have a system for monitoring common formative assessment (CFA) implementation and progress monitoring. Schoolwide (or grade level wide), CFAs are in place; data are used for progress monitoring interventions. Each student has a growth trajectory expectation that is known by teacher, parent, and student.*

GUIDING QUESTIONS

» What is the current schoolwide progress monitoring system in place?

» Which progress monitoring assessments are used? What information is generated from each assessment?

» How are progress monitoring results documented for each student?

» Can teachers tell quickly and easily if progress towards a goal is being achieved?

» What structures can be used for data analysis?

» Are there protocols in place?

» How are students and parents informed about the student's progress (or lack of)?

» What types of professional learning opportunities are best suited to maximize the use of assessments to inform instruction?

» SECONDARY—How are common formative assessments generated?

Table 11 provides guidance for the implementation and use of progress monitoring at Layer 2.

[21] Center on Multi-Tiered Systems of Support

TABLE 11
Layer 2—Progress Monitoring System (L2.3)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Establish clear expectations for the implementation of progress monitoring system and processes throughout the district • Identify and monitor the assessments (i.e. CFAs, etc.) to be used for progress monitoring • Provide professional learning opportunities in the use of and understanding results for progress monitoring assessments • Provide tools allowing for ease of progress monitoring analysis and seek periodic feedback from teachers	
School Leader	• Create a system for a progress monitoring that includes expectations for communicating results to parents and students • Communicate the progress monitoring assessments, results, and trajectories (i.e. CFAs, etc.) to be used by staff in data and planning meetings • Incorporate progress monitoring information in the development of action plan for student(s)	• Center on Multi-Tiered Systems of Support
School Leadership Team	• Assist school leader with the development of a schoolwide system for progress monitoring • Support and assist with the use, understanding, and implementation of progress monitoring assessments • Model how progress monitoring results will be used in data and planning meetings • Provide support in the development of SMART goals • Ensure progress monitoring is conducted	• Center on Multi-Tiered Systems of Support Secondary • Early Warning System • Everyone Graduates (PD)
Classroom Teacher **PLCs**	• Utilize progress monitoring consistently • Understand the results of progress monitoring • Utilize the results from progress monitoring to determine the instructional needs of students (i.e. action plan) • Communicate with students and parents regarding the results of progress monitoring • Provide input to district/school leaders regarding the use of monitoring system(s)	• Center on Multi-Tiered Systems of Support Secondary • Early Warning System • Everyone Graduates (PD)

Health and Wellness—Supports and Interventions

Student health and wellness should be integrated into each layer of MLSS. The school nurse, health assistant, counselors, social workers, and/or school psychologist play an active role in establishing health and wellness supports and interventions for the school site. They collaborate with teachers to identify appropriate supports and interventions based on the needs of the students.

> **L2.1 Health and Wellness Supports and Interventions**
>
> At **full implementation,** the school has identified staff with specialized skills to support students and families. Teachers and health and wellness staff meet as a team regularly during the school day and allow sufficient time for necessary referrals and/or follow-up meetings.

GUIDING QUESTIONS

» How are health and wellness staff collaborating with teachers?

» What is the process for identifying and before referring a student struggling with behavior or social/emotional issues for Layer 2 supports/interventions?

» How will supports/interventions be monitored with fidelity and how will they be documented?

» How does the school, teachers and health and wellness staff as well as family support(s) work collaboratively with community health and wellness partners?

» What are some ways that collaboration occurs with student-based health centers on your campus?

» SECONDARY—How are students who are parents or about to become parents supported?

Table 12 captures the roles and responsibilities of district leadership, school leadership team, classroom teacher, and health and wellness staff in creating supports for students.

TABLE 12
Layer 2—Health and Wellness Teams (L2.1)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Establish Memorandum of Understanding (MOU) with community health and wellness agencies • Generate district wide bullying and suicide prevention programs and policies • Allocate funding for health and wellness supports	• NMPED Planning for Safe Schools in NM Guide • NMPED SEL Framework
School Leader	• Meet with health and wellness staff to create a plan of action • Determine the type of SEL training that will be needed • Train staff in referral process • Identify community partners and resources	• NMPED Planning for Safe Schools in NM Guide • NMPED SEL Framework
School Leadership Team	• Collaborate with health and wellness staff to generate supports for students • Develop a process to refer students in need of health and wellness supports • Determine how health and wellness supports and interventions will be evaluated for effectiveness	• NMPED Planning for Safe Schools in NM Guide • NMPED SEL Framework
Classroom Teacher **PLCs**	• Identify and refer students in need of health and wellness supports • Ensure health and wellness supports are implemented with fidelity • Meet and collaborate with health and wellness staff to discuss student concerns/data • Collaborate with teacher teams to identify best practices and provide input to health/wellness staff	• School Site Referral
Health & Wellness Staff	• Provide overview and description of services for students • Provide guidance and training in supports and interventions for students • Collaborate with families regarding supports and interventions for students	• NMPED Safe and Healthy Schools Wellness Guidance

Layer 3—Intensive Supports

Individualized Interventions

LAYER 3: Intensive Interventions & Supports – Students (FEW) continue to receive high quality Layer 1 core instruction plus Layer 2 targeted supports and receive Layer 3 intervention based on identified needs
Progress Monitoring = weekly (twice/month minimum)

Based on diagnostic assessment, match intervention to student needs, implement intervention and evaluate response to Layer 3
Is the student responding as expected to the intervention(s)?

YES	UNLIKELY	NO
Analyze Data & Adjust Instruction/Intervention(s) Create a plan to receive less intensive intervention(s) <u>or</u> to receive core instruction with supports only and/or focused intervention(s) on additional skills gaps.	**Analyze Data & Adjust Instruction/Intervention(s)** Continue intervention with intensity or Change intervention as needed to meet the needs of the student(s).	**Analyze Data & Adjust Instruction/Intervention(s)** Continue or intensify intervention as needed.

In Layer 3, intervention instruction is provided to students individually or in small groups. Students are grouped according to their skill needs and not necessarily by their grade levels. The goal is for each student to acquire academic skills that will persist and transfer when the student returns to core instruction. If needed, specialized teachers may provide specific intervention instruction (reading or math) based on the needs identified by the data.

Consider the following factors as the student's intervention plan is developed,

» instruction is tailored to the student's specific skills gap
» time and intensity are increased
» immediate correction, feedback, and more opportunities to respond are provided

L3.1 Individualized and Intensive Interventions
*At **full implementation**, individualized and intensive interventions are provided to students across the continuum of instructional and non-instructional settings.*

GUIDING QUESTIONS
» How are students selected for Layer 3 interventions?
» Which teacher(s) are specialized in the content area required for intervention?
» How will interventions be selected?
» How can the schedule be modified to allow for Layer 3 interventions?
» What diagnostic assessments are available to identify skills gaps?
» What systems/structures can be used to decide of students are on track to meet goals?
» **SECONDARY**—What supports are in place for students returning from suspension, incarceration, and/or mental health facilities?
» **SECONDARY** (high school)—What is the credit recovery system in place for students?

Table 13 provides guidance regarding the process for implementing interventions at Layer 3.

TABLE 13
Individualized and Intensive Interventions (L3.1)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Provide guidance, understanding, and expectations for the implementation of evidence-based intervention strategies • Identify evidence-based Layer 3 interventions that can be used by teachers • Communicate the system for monitoring the implementation of Layer 3 interventions • Provide training for interventions	• Intensive Intervention
School Leader	• Prepare for the implementation of interventions (i.e. schedule walk-to-intervention, staff, location, time, days, resources, etc.) • Provide professional learning opportunities that support understanding of the process and interventions at Layer 3 • Ensure and monitor the fidelity of instructional strategies for effectiveness	• Intensive Intervention • Center on Multi-Tiered Systems of Support Secondary • Early Warning System • Everyone Graduates (PD)
School Leadership Team	• Determine when and how a change should be made to instruction • Develop an action plan that matches student's needs • Collect data to determine if instructional changes are working • Establish system for progress monitoring • Ensure and monitor the fidelity of instructional strategies for effectiveness	• Intensive Intervention (checklist) • Center on Multi-Tiered Systems of Support Tool • Tool—Intervention Planning
Classroom Teacher **PLCs**	• Communicate and collaborate with teacher who will be delivering the intensive intervention(s) • Inform the student and family about what will occur during intervention(s) • Create and monitor an action plan for the student • Review progress monitoring data to determine appropriate instructional next steps to be prescribed	• Intensive Intervention (checklist) • Center on Multi-Tiered Systems of Support Tool • Tool—Intervention Planning

Layer 3—Progress Monitoring

At Layer 3, students receive **core** instruction plus **targeted** and **intensive** interventions. The intensive delivery of instruction can be provided by the classroom teacher or specialized teachers (i.e interventionists, etc.). Progress monitoring at this layer occurs **weekly** (or twice per month as a minimum) for a **few** students. Student assessment data is used to determine the effectiveness of interventions.

Once the student's performance data supports the likelihood for success, they can return to Layer 1 without further support.

L3.3 Progress Monitoring for Intensive Interventions

*At **full implementation**, multiple staff are involved in progress-monitoring for students receiving Layer 3 interventions. There is a standardized tool/form for progress-monitoring. Updates on intensive interventions and goals are documented at least bi-weekly, along with any changes to instruction/intervention. School administrators have meetings (at least quarterly) to review the progress of intervention groups, evaluate the implementation of interventions and adjust PL plans for staff.*

GUIDING QUESTIONS (REPEAT OF LAYER 2 WITH AN INCREASE OF TIME, FREQUENCY, AND INTENSITY)

» What is the current schoolwide progress monitoring system in the school?

» Which progress monitoring tools are used in this school? What information is yielded from each tool?

» How does the progress monitoring tool align with the intervention being provided? Does it provide the right data to determine growth?

» How are progress monitoring results documented for each student?

» How are students and parents informed about the student's progress (or lack of)?

» What types of professional learning opportunities are best suited to maximize the use of progress monitoring and tools to inform instruction?

» **SECONDARY**—Identify the progress monitoring tools being utilized for students receiving Layer 3 interventions.

Table 14 provides guidance for the implementation and use of progress monitoring at Layer 3.

TABLE 14

Layer 3—Progress Monitoring on Intensive Interventions (L3.3) (repeat of Layer 2)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Establish clear expectations for the implementation of a progress monitoring system throughout the district • Identify and monitor the assessments to be used for progress monitoring at Layer 3 • Provide training in the use of and understanding of results for progress monitoring tools	
School Leader	• Create a schoolwide system for progress monitoring inclusive of a communication method for parents and students • Communicate the assessment instrument(s) that will be used and how decision rules will be used for the data-driven decision-making process • Identify and use specialized teachers for delivery of instruction • Provide training in the use of and understanding of results for progress monitoring tools	• Center on Multi-Tiered Systems of Support
School Leadership Team	• Assist school leader with the development of a schoolwide system for progress monitoring • Support and assist with the use, understanding and implementation of progress monitoring tools • Model how progress monitoring tools, trajectories, and results will be used in data and planning meetings • Collect and utilize data from progress monitoring to develop an action plan for student(s) • Collaborate with classroom teacher regarding the student's performance and progress	Progress Monitoring • Center on Multi-Tiered Systems of Support
Classroom Teacher **PLCs**	• Utilize progress monitoring assessments and tools with fidelity • Understand the results of progress monitoring assessments • Utilize the results from progress monitoring tools to determine the instructional needs of students (i.e. action plan) • Inform parents and students about the results of assessments and the method of communication to be shared with them. • Provide input to SLT on effectiveness of Layer 3 intervention system	Progress Monitoring • Center on Multi-Tiered Systems of Support

Layer 3—Non-Punitive Systems of Supports for Behavior Interventions

For students receiving Layer 3 intensive behavior interventions, intervention plans should utilize non-punitive methods for teaching appropriate behaviors to replace behaviors impairing learning, social interaction, and school climate. Some students have difficulty perceiving, interpreting, and responding correctly to social cues. Gathering data about a student's behavior can better help staff and families better understand a student's behavior.[22]

L3.2 Non-Punitive Systems of Supports

*At **full implementation**, intervention plans with non-punitive methods for teaching appropriate skills and supporting appropriate decision-making (such as token systems, direct behavior instruction, behavioral contracts, and self-monitoring) are developed and followed for students with difficult behaviors. Students receiving Layer 3 interventions are not suspended at a greater frequency or for more time than other students. Progress discipline matrices are utilized within the school setting, and all staff have a working knowledge of the matrix. Office referrals and emergency removals are reduced or non-existent. School staff is provided with the necessary professional learning in order to implement the intervention with fidelity, and staff is supported by administrators.*

GUIDING QUESTIONS

» What are the criteria to determine if a functional behavior assessment (FBA) is warranted?

» How is office referral data reviewed and used to identify students who might need an intervention plan?

» How is the staff informed on how to interpret and use the discipline matrix?

» What are some ways students receiving Tier 3 interventions are monitored?

» What guidance, support, and feedback are provided to teachers?

» How are parents informed at this level?

» What supports are in place for students with a high number of office referrals or emergency removals from the classroom?

» Identify ways that counselors are utilized for Layer 3 interventions.

Table 15 provides guidance for the implementation and use of non-punitive systems of supports.

TABLE 15

Layer 3—Non-Punitive System of Supports (L3.2)

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Develop a consistent Layer 3 process across all schools • Plan and provide training in the process, and evaluation of Layer 3 systems	• NMPED MLSS Website • MLSS-SAT Supplemental Manual
School Leader	• Participate in regular meetings with the health and wellness team • Communicate and analyze data of office referrals and emergency removals with health and wellness team • Ensure that staff is trained on the implementation of interventions	• Individual Student Systems Evaluation Tool (ISSET) • Moline-Coal Valley School District • Tier 3 Interventions • NMPED MLSS SAT Supplemental Guide
School Leadership Team	• Collaborate with school counselor(s) to identify appropriate behaviors	• Individual Student Systems Evaluation Tool (ISSET) • Moline-Coal Valley School District • Tier 3 Interventions • NMPED MLSS SAT Supplemental Guide
Classroom Teacher **PLCs**	• Seek guidance from the health and wellness team when a behavior concern occurs • Implement interventions with fidelity • Document student progress • Communicate behavior concerns and interventions with the parents • Collaborate with teacher teams to highlight best practices	• U of Kentucky Behavior Interventions • Moline-Coal Valley School District Tier 3 Interventions • NMPED MLSS SAT Supplemental Guide
Counselor	• Develop and distribute a progress discipline matrix • Determine ways to evaluate the effectiveness of non-punitive systems of supports • Ensure that staff is trained on the implementation of interventions	

Conclusion

Every student deserves access to a high-quality education that is appropriate, targets individual needs both academically and behaviorally, and is culturally and linguistically responsive. Equitable outcomes for **all** New Mexico students are critical. To that end, the New Mexico Multi-Layered Systems of Support framework strives to provide **holistic support** for students in PK–12.

The MLSS Manual serves as "the **what"** for supports to be provided to students. The *MLSS Implementation Guide* provides the framework, or "the **how**," it can be implemented. The purpose of the implementation guide is to provide district and school leadership with guidance, resources, and tools necessary for an effective implementation of MLSS. While MLSS can be thought of as a classroom teacher responsibility, the reality is that it is a collaborative effort between the district, school, and classroom.

The initial implementation will look different at each school, as schools have different customs and practices in place that can be leveraged and refined. Some schools and districts have strong data systems and curriculum in place and are well on their way to deep implementation. Others may be at the beginning stages of the journey and progress will look different.

Each school must make MLSS their own by putting structures, practices and expectations in place that are meaningful to them. Refinement and feedback should always be a part of the continuous improvement process. Thought should be given to how the feedback and learning loops can be built into the system to ensure the ability to quickly pivot to make refinements that make the system more responsive to students, teachers, and parents.

The implementation of MLSS will be a journey and an opportunity to ensure that **all** students in New Mexico receive the education and support they deserve. The **MLSS Five Year Rollout, Implementation & Sustainability Plan** (Appendix B) provides a timeline for the effort.

There are many instructional documents located on the New Mexico Public Education Department's website. A list of the documents referenced for this guide can be found in Appendix C.

References

» Bambrick-Santoyo, Paul (2018). *Leverage leadership, 1.0, a practical guide to building exceptional schools.* (p. 63). Josey-Bass, John Wiley & Sons, Inc.

» Breiseth, Lydia, Garcia, Shivohn & Butler, Shaquela, (n.d.) *Culturally responsive teaching: what you need to know.* Retrieved from www.understood.org

» Collaborative for Academic, Social, and Emotional Learning, *Indicators of schoolwide SEL,* Retrieved from https://schoolguide.casel.org/what-is-sel/indicators-of-schoolwide-sel/

» Center on Multi-Tiered Systems of Support. Progress monitoring essential components.

» Retrieved from https://mtss4success.org/essential-components/progress-monitoring

» Denver Public Schools, Teacher leadership & collaboration implementation guidance. Retrieved from https://teacherleader.dpsk12.org

» Durlak, J. A., et al. (2011). *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions.* Child Development, 82(1), 405- 432. doi: 10.1111/j.1467-8624.2010.01564

» Garner, Iris (n.d.). *Building a data-rich culture.* Retrieved from Knips, Andrew (2019). *6 steps to equitable data analysis.* George Lucas Educational Foundation. Retrieved from https://www.edutopia.org/article/6-steps-equitable-data-analysis

» Learning Forward (2020). *Standards for Professional Learning.* Retrieved from https://lfdev.xyz/wp-content/uploads/2020/12/standards-dec5-draft.pdf

» Marshall, K. and Marshall, D. (2017, Dec.). Mini-observations, a keystone habit. *School Administrator.* Retrieved from https://marshallmemo.com/articles/Keystone%20final.pdf

» *Marzano, Robert J., (2010, Oct.). Reviving reteaching. Educational Leadership. Volume 68 (No. 2).*

» National Center on Response to Intervention (2010). *Essential components of RTI—a closer look at response to intervention.* Retrieved from http://rti4success.org.

» New Mexico Public Education Department (2020). *Questions about requirements and the law.*

» Retrieved from https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/

» New Mexico Public Education Department (2020). *Multi-Layered Systems of Support Manual.*

» Retrieved from https://webnew.ped.state.nm.us/wp-content/uploads/2020/11/MLSS_Manual_2020.pdf

» New Mexico Public Education Department (2021). *Social and Emotional Framework.* Retrieved from https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/social-and-emotional-learning-sel/

» Rasinksy, Tim (2014). Instructional decision-making procedures for ensuring appropriate instruction for struggling students in grades K-12. University of Texas System/Texas Education Agency. Retrieved from https://buildingrti.utexas.org/links-websites/timothy- rasinskis-literacy-blog

» Rennie Center for Education Research & Policy (2014). *Making space the value of teacher collaboration.* Retrieved from https://www.edvestors.org/wp- content/uploads/2016/05/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

» U.S. Department of Education, Issue Brief: Early Warning Systems. 2016. Retrieved from https://www2.ed.gov/rschstat/eval/high-school/early-warning-systems-brief.pdf

» Seyfer, Stephen (2013, Aug.). *If you want children to learn, plan to reteach.* Blog: Causing Learning. Retrieved from https://www.causinglearning.com/blog/brief-if-you-want-children-to-learn-plan-to-reteach/

» Weselby, Cathy, Resilient Educator, *What is differentiated instruction? Examples of how to differentiate instruction in the classroom.* Retrieved from https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/

Appendix A

Multi-Layered System of Supports Types of Intervention Models (continued)

MODEL	CONSIDERATION	ADVANTAGES	DISADVANTAGES	SCHEDULING	RESOURCES
Pull Out	• Works best when numbers of students needing assistance is small and/or done across grade levels • Students in group need to have same instructional needs	• Most like traditional practice • Minimal logistical planning required	• Transition time to resource required • Most schools have more student to serve than this model can accommodate • Coordination with planning and reviewing progress monitoring data between teachers required • General education teachers must ensure student(s) being pulled out are not missing core instruction	• Each grade level receives support 30-60 minutes per day • Need to ensure that students served with this model are **not** pulled out of core instruction	• Rarely requires extra change in resources
In Class	• Best outcomes when numbers of students who require extra assistance is small • Students in group have same instructional need(s)	• Students stay in class for intervention time • Classroom teacher can work with at least 1 group of his/her own students • Students may be moved more flexibly in and out of intervention time	• Most schools have more students to serve that this model can accommodate • Coordination with planning and reviewing progress monitoring data among teachers is required	• Each grade level receives support for 30 minutes per day • Can be done while other students are rotating through centers	• Classroom supervisor may be necessary to protect uninterrupted intervention time
Intervention Team	• Most likely used when number of students requiring intervention is large or beyond what can be done by the teacher and one support staff member	• Team can accommodate more groups • Larger number of groups can accommodate more options when student's needs change • Allows time for additional support for Layer 3	• Transition time to new groups required • General education teacher disconnected from student and instructional planning • Interventionists indicate they want to have the student for longer periods of time • Training and support should be coordinated • May be easy to overlook need to make core curricular changes	• Typically, each grade level receives support for 30 minutes per day	• Depending on the number of intervention groups necessary, resources might need to be rethought in the school • Adequate training and support must be built into model • Ensure that students most in need have the most qualified interventionist(s)

MODEL	CONSIDERATION	ADVANTAGES	DISADVANTAGES	SCHEDULING	RESOURCES
Walk-to-Intervention (cross-class)	• Similar to intervention team approach, but grade-level teachers are used as interventionists	• Designated time by grade level ensures that all students receive extra reading time without missing Layer 1. • Allows for several certified staff to be providing reading interventions. • Easier to develop intervention groups for students needing enrichment. • When teachers have built-in collaborative time, discussions about groupings and individual students can be built in.	• Transition time to new groups needed. • Layer 1 teacher sometimes disconnected from student and instructional planning.	• Each grade level coordinates intervention time with other reading teachers (reading specialists/ special education)	• Depending on the number of intervention groups necessary, teachers may be able to provide more guided assistance to students marginally on track. • Other building or district personnel may be called upon to assist.
Walk to Intervention (cross-grade	• Consider when the number of students on track is considerably less than those not on track	• Allows for more individualized and intense instruction based on reading and skill level • Focus on reading increased due to no transition time necessary • Teacher provided time to know student's skill level and increased time allows him/her more flexibility in meeting needs	• Requires difficult decisions to be made regarding other important curriculum matters • Requires thinking about things very differently to create a schedule that meets the needs of students	• Scheduling takes into consideration resources needed and grade level requirements	• Resources can be allocated in larger chunks of time
Alternative Class (remedial course)	• Students with similar needs are scheduled with an intervention teacher for basic skills instruction, while remaining in the Core ELA or math course	• Works well in high school schedule • Enables students to progress in core content classes while improving basic literacy or math skills • The interventionist may be able to provide both student instruction and teacher consultation • Convenient for using a purchased curriculum for struggling readers	• Students lose the choice of what may be a preferred elective class • Requires having a staff member with a specialized knowledge of basic skills instruction	• Requires that students with common needs be available during the same class period.	• The number of students and their needs will determine how many class periods the interventionist needs to schedule

MODEL	CONSIDERATION	ADVANTAGES	DISADVANTAGES	SCHEDULING	RESOURCES
Intervention Team (homeroom	• Each teacher takes a group of students for intervention, including students at benchmark or above	• Works well in middle school schedules • Providing intervention during homeroom time helps with fluidity of grouping • 9th grade/freshmen academies	• Requires common planning time for teachers to collaborate	• Instructional groups can be matched to teacher's individual skills	• Some schools may need to increase the amount of time for homeroom
Whole School **Seminar or Advisory Period**	• All students receive extensions, additional practice, or supplemental intense instruction during seminar time.	• Many secondary schools already have an advisory or seminar period built into their schedules. • Ensures that ALL students receive some type of intervention (advanced, benchmark, learning difficulties, etc.) • Enables departmental planning for interventions	• Requires that focus of seminar be changed to instruction. This may mean a loss of time for student organizations and may also conflict with scheduled teacher planning times.	• The way students are scheduled into seminar may need to be reorganized.	• Changed purpose of seminar will require that more teachers be engaged in instruction during that period
Flex Grouping	• Grade level teachers provide interventions based on grade-level common formative assessments and group students by skill ability.	• Uses CCSS prerequisite skills • Students can progress as they master the prerequisite skills of the standard.	• Requires common planning time for teachers to collaborate	• Requires planning by grade level teachers	• Requires planning by grade level teachers

Adapted from Kansas Multi-Tiered Systems of Support Structuring Guide

Appendix B

Multi-Layered System of Supports
Five Year Rollout, Implementation and Sustainability Plan

PROJECT YEAR	ACADEMIC YEAR	ACTION	FOCUS	PERSON(S) RESPONSIBLE
1	2019–2020	**MLSS Pilot**	1. MLSS pilot with 12 New Mexico School Districts/Charters (APS, Bernalillo, Bloomfield, Cobre, Gadsden, Hondo, Portales, Roswell, Ruidoso, Santa Rosa, Taos, ABQ Sign Language Academy)	• NMPED MLSS • District Superintendents • School Principals • Classroom Teachers
2	2020–2021	**MLSS Awareness & Beginning of Implementation**	1. Introduction of MLSS—general Implementation Rubric 2. Implementation of MLSS (Y1)–general	• NMPED MLSS • District Superintendents • School Principals • Classroom Teachers
3	2021–2022	**MLSS Implementation**	1. Implementation of MLSS (Y2) strengthen and expand 2. Introduction of MLSS Implementation Guide (Y1)—facilitate use of guide systems in place gather user feedback for revisions at EOY	• NMPED MLSS • District Superintendents • School Principals • Classroom Teachers
4	2022–2023	**MLSS Implementation Refined** **Implementation Guide, Resources & Tools**	1. Implementation of MLSS (Y3)—embedded 2. Use of MLSS Implementation Guide (Y2)—refine and expand 3. Resources & Tools—ongoing, refine and expand	• NMPED MLSS • District Superintendents • School Principals • Classroom Teachers
5	2023–2024	**MLSS Embedded and Sustained**	1. Implementation of MLSS (Y4)—embedded 2. Use of MLSS Implementation Guide(Y3)—embedded 3. Resources & Tools—ongoing and embedded	• NMPED MLSS • District Superintendents • School Principals • Classroom Teachers

Appendix C

New Mexico Public Education Department Instructional Resources*

- » [MLSS Manual](#)
- » [MLSS SAT Supplemental Manual](#)
- » [NM Assessment Guidance](#)
- » [NM Bilingual Multicultural Technical Assistance Manual](#)
- » [NM Career Cluster Guide](#)
- » [NM Culturally & Linguistically Responsive Handbook](#)
- » [NM Dyslexia Handbook](#)
- » [NM Instructional Materials Manual](#)
- » [NM Instructional Scope](#)
- » [NM Literacy Framework](#)
- » [NM SEL Framework](#)
- » [NM Early Warning Systems](#)

*Subject to change