

**ESSENTIAL COMPONENTS FOR EFFECTIVE NJTSS IMPLEMENTATION**

**1) Effective district and school leadership**

*Administrative leadership that supports the implementation of NJTSS with fidelity and includes:*

- District and building leadership teams, with representation from administration, staff, students, families and community partners, that meet regularly and approach instruction and interventions in an integrated manner;
- Clear district and school vision and mission statements, developed collaboratively by the leadership teams, that include a commitment to build capacity and sustain the NJTSS framework;
- District and school implementation plans illustrating coordination of interventions and supports across tiers;
- A flexible approach to scheduling of students and staff to ensure student access to small group interventions in addition to core instruction and teacher access to professional development activities;
- A supportive leadership style that fosters effective teacher leaders with diverse backgrounds and expertise;
- A plan for the transitioning to new leaders to promote sustainability; and
- A commitment by district and school leadership to provide professional development opportunities and resources to teachers, school personnel, families and leadership.

<p><b>Success at the Core-Leadership Development</b></p> <p><a href="https://www.teachingchannel.org/success-at-the-core-sac">https://www.teachingchannel.org/success-at-the-core-sac</a></p>	<p><b>Kansas Multi-Tier System of Supports-Building Leadership Team Implementation Guide Behavior</b></p> <p><a href="http://www.kansasmtss.org/pdf/Implementation_Guides/Behavior-Building-Leadership-Implementation-Guide.pdf">http://www.kansasmtss.org/pdf/Implementation_Guides/Behavior-Building-Leadership-Implementation-Guide.pdf</a></p>	<p><b>Kansas Multi-Tier System of Supports- Building Leadership Team System Implementation Guide</b></p> <p><a href="http://www.kansasmtss.org/pdf/Implementation_Guides/System-Implementation-Guide.pdf">http://www.kansasmtss.org/pdf/Implementation_Guides/System-Implementation-Guide.pdf</a></p>
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**2) Family and community engagement**

*Ongoing participation of family and community partners in the design, implementation and sustainability of the NJTSS framework that includes:*

- Involvement of families and community partners in the development and implementation of the school vision and mission, including the NJTSS framework;
- Identification of strategies and resources to accommodate cultural and linguistic differences and link families, staff and students to appropriate service providers and community partners;
- Use of multiple means of culturally-responsive, ongoing communication including review of district and school level performance and progress data; and
- Scheduling of intervention planning meetings to facilitate meaningful parent participation and review of student progress data.

<p style="text-align: center;"><b>United States Department of Education- Dual Capacity Building Framework for Family Engagement</b></p> <p><a href="http://www.ed.gov/parent-and-family-engagement">http://www.ed.gov/parent-and-family-engagement</a></p>	<p style="text-align: center;"><b>Virginia Department of Education- Increasing Parent and Family Involvement in Schools</b></p> <p><a href="http://www.doe.virginia.gov/support/virginia_tiered_system_supports/training/cohort/2012/apr/tips_and_strategies.pdf">http://www.doe.virginia.gov/support/virginia_tiered_system_supports/training/cohort/2012/apr/tips_and_strategies.pdf</a></p>	<p style="text-align: center;"><b>Ohio Department of Education- Sample Best Practices for Parent Involvement in Schools</b></p> <p><a href="http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools">http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools</a></p>
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### 3) Positive school culture and climate

*A school culture and climate that emphasizes positive, proactive, and preventive practices aligned to a student’s sense of physical and emotional safety fostering optimal conditions for learning and includes:*

- A clean, safe, welcoming and accessible physical environment;
- Assessment of school culture and climate using multiple sources (e.g., [NJ School Climate Survey](#), indicator checklists, discipline data, etc);
- School environments that have clearly defined and articulated expectations, transitions and routines;
- Instruction on social norms, relationship building, and behavioral expectations infused into curricula and daily routines;
- Regular activities that are planned specifically to foster positive school climate and community building;
- Communication between staff and administrators that is reciprocal and occurs frequently;
- Use of supportive behaviors (e.g., listening, helping, expressing caring, etc.) by staff toward students and towards each other;
- Ongoing student and staff recognition for positive contributions to the school community;

- Opportunities for student and staff input into planning and decision making (e.g., through feedback discussions, focus groups, surveys, etc.); and
- Use of scaffolds (e.g., visuals, coaching, teachable moments, pre-correction, etc.) to support positive choices by students.

<p><b>NJDOE- School Climate Page with Survey</b></p> <p><a href="http://www.state.nj.us/education/students/safety/sandp/climate/">http://www.state.nj.us/education/students/safety/sandp/climate/</a></p>	<p><b>National School Climate Center</b></p> <p><a href="http://www.schoolclimate.org">www.schoolclimate.org</a></p>	<p><b>CASEL- Collaborative for Academic, Social and Emotional Learning</b></p> <p><a href="http://www.casel.org/">http://www.casel.org/</a></p>
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#### 4) High-quality learning environments, curricula and instructional practices

*A three-tiered model of instruction and intervention that includes:*

- Evidence-based core instruction (Tier 1) delivered with fidelity;
- Targeted, small group interventions in addition to core instruction (Tier 2); and
- Intensive interventions (Tier 3) customized to students’ needs; and
- Embedded use of differentiation and the Universal Design for Learning principles in the planning of curricula, instructional activities, and assessment including:
  1. Options in the ways information is presented, different approaches for students to express learning and demonstrate knowledge and skills, and varied ways to encourage engagement often impacted by student interests;
  2. Appropriate accommodations, supports, strategies, and scaffolds that reduce barriers to learning while promoting learner independence;
  3. Personalization in terms of targeted strategies, self-reflection, and technology to enhance instruction;
- Curricula and instruction based on the New Jersey Student Learning Standards and introduced by qualified and appropriately trained educators in a manner demonstrating fidelity and high expectations for all students;
- Culturally-responsive approach to instruction;
- Flexibility and adjustment as necessary based on data collected during period of progress monitoring; and
- Utilization of flexible grouping and cooperative learning.

<p><b>National Center on Universal Design for Learning</b></p> <p><a href="http://www.udlcenter.org/">http://www.udlcenter.org/</a></p>	<p><b>CAST UDL Exchange</b></p> <p><a href="http://udlexchange.cast.org/home">http://udlexchange.cast.org/home</a></p>	<p><b>National Center on Intensive Intervention</b></p> <p><a href="http://www.intensiveintervention.org/chart/instructional-intervention-tools">http://www.intensiveintervention.org/chart/instructional-intervention-tools</a></p>
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**5) Universal screening**

*The use of reliable screening tools that are:*

- Administered to all students in English language arts and mathematics, more than once per year, to identify students who are at risk for learning and behavior difficulties; and
- Administered in accordance with test protocols.

<p><b>Universal Screening within a Response-to-Intervention Model</b></p> <p><a href="http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model">http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model</a></p>	<p><b>RTI4Success.org (Universal Screening Tools)</b></p> <p><a href="http://www.rti4success.org/resources/tools-charts/screening-tools-chart">http://www.rti4success.org/resources/tools-charts/screening-tools-chart</a></p>	<p><b>Best Practice for RTI: Universal Screening</b></p> <p><a href="http://www.readingrockets.org/article/best-practice-rti-universal-screening">http://www.readingrockets.org/article/best-practice-rti-universal-screening</a></p>
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**6) Data-based decision making**

*The systematic analysis of data across multiple levels of instruction and interventions that includes:*

- Use of data drawn from multiple sources (screening, classroom assessments, progress monitoring, state assessments, etc.) and analyzed at multiple levels (school-wide, grade, class, individual student) to set goals and monitor progress;
- Use of formative assessment to guide differentiation, as needed;
- Use of data tracking and analyzing tools that enable school personnel to access current information easily; and
- Decision rules that clearly define movement between tiers and determine whether interventions are effective or need to be modified.

<p><b>The University of Kansas-Data-Based Decision Making</b></p> <p><a href="http://www.specialconnections.ku.edu/~kuurl/cgi-bin/drupal/?q=assessment/data-based-decision-making">http://www.specialconnections.ku.edu/~kuurl/cgi-bin/drupal/?q=assessment/data-based-decision-making</a></p>	<p><b>Using Student Achievement Data to Support Instructional Decision Making- What Works Clearinghouse</b></p> <p><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a></p>	<p><b>RTINetwork.org (Tools for Data Collection; Information about Data Based Decision Making)</b></p> <p><a href="http://www.rtinetwork.org/essential/assessment/data-based">http://www.rtinetwork.org/essential/assessment/data-based</a></p>
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**7) Collaborative problem-solving teams**

*The active, cooperative involvement of diverse school staff and/or community resources to comprehensively study and creatively address the academic, behavioral and health needs of students that includes:*

- Review of data from multiple sources;
- Members (i.e., teachers, parents, CST members, administrators, interventionists, specialists, etc.) selected depending upon the purpose of the meeting;
- A meeting schedule; and
- A pre-planned agenda.

<p><b>Collaborative Teams Toolkit- AchieveNJ</b></p> <p><a href="http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf">http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf</a></p>	<p><b>Kansas Multi-Tier System of Supports- Collaborative Team Workbook Reading</b></p> <p><a href="http://www.kansasmtss.org/pdf/Implementation_Guides/Reading-Collaborative-Team-Guide.pdf">http://www.kansasmtss.org/pdf/Implementation_Guides/Reading-Collaborative-Team-Guide.pdf</a></p>	<p><b>All Things PLC</b></p> <p><a href="http://www.allthingsplc.info/">http://www.allthingsplc.info/</a></p>
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**8) Progress monitoring**

*Ongoing review of progress to assess student outcomes, determine the effectiveness of academic and behavioral interventions, and determine the rate of student improvement which includes:*

- A selection of progress monitoring tools and procedures that are implemented accurately and measure incremental growth;
- An established timeline for monitoring student progress;
- Regularly scheduled meetings to review data; and
- Review, and revise as needed, the action plan for student improvement.

<p><b>Intervention Central: Behavior Checklist Maker</b></p> <p><a href="http://interventioncentral.org/tools/self-check-behavior-checklist-maker">http://interventioncentral.org/tools/self-check-behavior-checklist-maker</a></p>	<p><b>National Center on Intensive Intervention (Progress Monitoring Tools)</b></p> <p><a href="http://www.intensiveintervention.org/chart/progress-monitoring">http://www.intensiveintervention.org/chart/progress-monitoring</a></p>	<p><b>CBM Probes</b></p> <p><a href="http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests">http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests</a></p>
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## 9) Staff Professional Development

*Staff resources and high-quality coaching, training and technical assistance, based on the [New Jersey Professional Learning Standards](#), to promote staff buy-in of a tiered system of supports that include:*

- Modeling and performance feedback to support the development of high quality instruction and interventions;
- Professional learning communities; and
- Opportunities to showcase district and school strengths at the district and school levels.

<b>PowerUp WHAT WORKS</b> <a href="http://powerupwhatworks.org/home">http://powerupwhatworks.org/home</a>	<b>Learning Forward- The Professional Learning Association</b> <a href="http://learningforward.org/">http://learningforward.org/</a>	<b>NJDOE Professional Development Plan</b> <a href="http://www.state.nj.us/education/pr/ofdev/">http://www.state.nj.us/education/pr/ofdev/</a>
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