MTSS Audit: Roles and Responsibilities–Expanded Form

MTSS TEAM	
QUESTION PROMPT	**RESPONSE/EVIDENCE**
Who is on the team?	
Who is the lead?	
Do they have representation from all tiers of support?	
How often do they meet? Is it at least once a month?	
What are the MTSS team SMART goals?	
How will you know that what you are doing is working?	
What data are utilized?	
Where are the problem statements and success criteria established?	

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TIER 1 ACADEMICS	
QUESTION PROMPT	**RESPONSE/EVIDENCE**
Who is accountable for this tier?	
Who is the lead?	
What are the nonnegotiables in every classroom (prevention)?	
How do they observe and measure?	
How often do they meet? Is it at least once a month?	
What are the SMART goals aligned with MTSS (i.e., every student one level up) for this tier?	
How will you know that what you are doing is working?	
What data are utilized?	
Where are the problem statements and success criteria established?	
How are they communicated, and how is progress shared with the MTSS team?	
What does universal screening look like?	
How do students access Tier 2?	

TIER 1 BEHAVIOR/SEL	
QUESTION PROMPT	**RESPONSE/EVIDENCE**
Who is accountable for this tier?	
Who is the lead?	
What are the nonnegotiables in every classroom and schoolwide (prevention)?	
How do they observe and measure?	
How often do they meet? Is it at least once a month?	
What are the SMART goals aligned with MTSS (i.e., every student one level up) for this tier?	
How will you know that what you are doing is working?	
What data are utilized?	
Where are the problem statements and success criteria established?	
How are they communicated, and how is progress shared with the MTSS team?	
What does universal screening look like?	
How do students access Tier 2?	

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TIER 2 ACADEMICS	
QUESTION PROMPT	**RESPONSE/EVIDENCE**
Who is accountable for this tier?	
Who is the lead?	
How often do they meet? Is it at least twice a month?	
What are the SMART goals aligned with MTSS?	
What are the structures or supports for reteaching opportunities (intervention)?	
How are they communicated, and how is progress shared with the MTSS team? How do students access Tier 2 (entrance and exit criteria)?	
How do you know if Tier 2 is working?	
What data are utilized?	
Where are the problem statements and success criteria established?	
How do students access Tier 3? How to stakeholders (i.e., teachers) access support of Tier 3?	

TIER 2 BEHAVIOR/SEL	
QUESTION PROMPT	RESPONSE/EVIDENCE
Who is accountable for this tier?	
Who is the lead?	
How often do they meet? Is it at least twice a month?	
What are the SMART goals aligned with MTSS?	
What are the structures or supports for reteaching opportunities (intervention)?	
How are they communicated, and how is progress shared with the MTSS team?	
How do students access Tier 2 (entrance and exit criteria)?	
How do you know if Tier 2 is working?	
What data are utilized?	
Where are the problem statements and success criteria established?	
How do students access Tier 3? How do stakeholders (i.e., teachers) access support of Tier 3?	

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| TIER 3 ACADEMICS ||
QUESTION PROMPT	RESPONSE/EVIDENCE
Who is accountable for this tier?	
Who is the lead?	
Who are the specialists? Are they trained?	
How often do they meet? Is it at least weekly?	
What are the SMART goals aligned with MTSS?	
What are the structures or supports for supporting multiyear academic gaps (remediation)?	
How are they communicated, and how is progress shared with the MTSS team?	
How do students access Tier 3 (entrance and exit criteria)?	
How do you know if Tier 3 (general education or SPED) is working?	
What data are utilized?	
Where are the problem statements and success criteria established?	
How do stakeholders (i.e., teachers) access ongoing support of Tier 3?	

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TIER 3 BEHAVIOR/SEL	
QUESTION PROMPT	**RESPONSE/EVIDENCE**
Who is accountable for this tier?	
Who is the lead?	
Who are the behavior specialists? Are they trained?	
How often do they meet? Is it at least weekly?	
What are the SMART goals aligned with MTSS?	
What are the structures or supports for supporting multiyear behavior/SEL gaps (remediation)?	
How are they communicated, and is progress shared with the MTSS team?	
How do students access Tier 3 (entrance and exit criteria)?	
How do you know if Tier 3 (general or SPED) is working?	
What data are utilized?	
Where are the problem statements and success criteria established?	
How do stakeholders (i.e., teachers) access ongoing support of Tier 3?	