

ON-DEMAND COURSE

MTSS THAT WORKS

Designing a Coherent System of Support

30-HR COURSE | OPTION TO ENROLL FOR 3 GRADUATE CREDITS WITH FINAL PROJECT



Overview

A Multi-Tiered System of Support (MTSS) is essential to building an inclusive and equitable school system. Schools and districts across the world have invested significant effort into strengthening MTSS because they believe all learners should receive what they need, when they need it. Yet sustaining effective implementation can be challenging because strong MTSS requires more than interventions alone. It requires accessible Tier 1 instruction, shared leadership, collaboration, professional learning, effective use of data, and coherent systems that support both educators and learners. This self-paced course is designed for educational leaders who want to strengthen MTSS implementation and improve outcomes for all learners. Drawing from the practical strategies and tools, participants will explore concrete approaches for building stronger instructional systems, improving collaboration, strengthening Tier 1 instruction, and creating sustainable structures for support.



Learning Outcomes

By the end of this course, participants will be able to:

- Analyze school or district systems to identify strengths, barriers, and opportunities for strengthening MTSS implementation.
- Develop or refine an instructional vision and action plan that promotes equitable access to high-quality Tier 1 instruction.
- Apply implementation science, data-based decision-making, and progress monitoring to support sustainable improvement efforts.
- Design collaboration, professional learning, and leadership structures that support effective and sustainable MTSS practices.

COURSE INSTRUCTOR



Dr. Katie Novak

Founder & Chief Education Officer

Katie Novak, Ed.D., is an internationally renowned educational consultant, adjunct instructor at the University of Pennsylvania, best-selling author, podcast host, and founder of Novak Educational Consulting. With over 25 years of experience in education, Novak has authored 17 books, including best-sellers *UDL Now!*, *In Support of Students: A Leader's Guide to MTSS*, *The Shift to Student-Led*, and the newly released *The UDL Shift*. With a global reach spanning 33 states and 28 countries, Novak's guidance has significantly shaped educational practices on an international scale..

REQUIRED TEXT

[In Support of Students: A Leader's Guide to Equitable MTSS](#) by Katie Novak and Kristan Rodriguez.

All other readings, videos, and tools will be provided in the course platform.

COURSE OUTLINE

Review the course outline below. Within each lesson, you will complete the following activities:

- Begin by watching, reading and/or listening to the video lessons.
- Dive deeper into the content. Review readings, videos, and resources - the key is to self-differentiate. Choose what works best for you and helps you better understand the content and engage with the lesson.
- Try it out: Put your learning into action.
- Reflect on your learning.

1

Module One
What is MTSS?

Lessons

- Lesson 1: What is MTSS?
- Lesson 2: How are MTSS and RTI Different?
- Lesson 3: UDL as a Foundation for MTSS

Objectives

- Identify and describe the key components of a multi-tiered system of support (MTSS).
- Explain how MTSS and RTI are similar and how they are different.
- Analyze your current system to determine which MTSS components are in place and which need strengthening.

Essential Question

- What is a multi-tiered system of support, and what components are already in place in our system?

2

Module Two
Creating an Instructional Vision to Drive MTSS Work

Lessons

- Lesson 1: Equitable Access to Instructional Vision
- Lesson 2: Communicating High Expectations for All Learners
- Lesson 3: Importance of an Instructional Vision

Objectives

- Understand how an instructional vision supports equitable access, high expectations, and effective implementation of MTSS.
- Analyze the key components of an instructional vision and their impact on teaching, learning, and learner outcomes.
- Develop or refine an instructional vision that can guide instructional decision-making and support implementation of MTSS across a school or district system.

Essential Question

- How can an instructional vision help guide the implementation of MTSS?

3

Module Three
MTSS Action Planning

Lessons

- Lesson 1: Implementation Science and Planning
- Lesson 2: Technical and Adaptive Change
- Lesson 3: Implementation Fidelity and Progress Monitoring

Objectives

- Review your existing Action Plan through the lens of MTSS and begin incorporating changes that can help transform your system
- Set expectations for the implementation of MTSS by exploring implementation science

Essential Question

- How can we begin to implement system changes to ensure all learners have equitable access to an education aligned with our instructional vision?

4

Module Four
Mapping Interventions

Lessons

- Lesson 1: Evidence-Based Practices for Tiered Interventions
- Lesson 2: Choosing High-Quality Instructional Resources

Objectives

- Explain the tiers (T1, T2, T3), what is meant by “evidence-based interventions,” and provide an overview of the research in interventions for ELL, SEL, behavior, math, and literacy.
- Map a tiered menu for one school and one domain (ELA, math, behavior, or SEL) that names the intervention, target skill or function, intended students, dosage, implementer, and progress measure.

Essential Question

- When it comes to tiered supports, how will we decide who needs what, deliver it well, and know it worked?

5

Module Five
Building Educator Efficacy Through Competency Drivers

Lessons

- Lesson 1: Professional Development & Faculty Meetings
- Lesson 2: Feedback & Evaluation

Objectives

- Examine how professional learning, faculty meetings, coaching, and collaborative structures can build educator capacity to implement more inclusive and equitable practices.
- Identify the characteristics of effective feedback and evaluation systems that support continuous improvement rather than compliance.
- Evaluate current professional learning and feedback structures to identify opportunities for strengthening implementation of MTSS, UDL, and equitable instructional practices.

Essential Question

- How can we design professional learning and create feedback loops that support educators in implementing more inclusive and equitable practices?

6
Module Six
Monitoring Progress and Driving Continuous Improvement
Lessons

- Lesson 1: Learning More About the Power of Data
- Lesson 2: Reflecting on Progress and Making Strategic Adjustments

Objectives

- Analyze multiple sources of implementation and student outcome data to evaluate the progress of MTSS implementation.
- Triangulate data and assess the alignment between action plans, instructional vision, implementation fidelity, and learner outcomes.
- Use data and reflection to identify successes, address challenges, and prioritize next steps for continuous improvement.

Essential Question

- How do we know whether our MTSS implementation is having the intended impact, and what adjustments are needed to improve outcomes for all learners?

7
Module Seven
Leadership for Sustainability
Lessons

- Lesson 1: Building Leadership Capacity & Shared Ownership
- Lesson 2: Sustaining Momentum Through Systems and Structures

Objectives

- Understand the role of distributed leadership and buy-in in sustaining MTSS implementation
- Identify strategies to maintain momentum, build shared ownership, and ensure equity-focused sustainability

Essential Question

- How do we embed distributed leadership, structures, and routines so that MTSS is sustained as “the way we do business” rather than an initiative that fades?

8
Module Eight
Looking Ahead
Lessons

- Lesson 1: Sharing successes and next steps
- Lesson 2: Scaling your learning beyond this course

Objectives

- Reassess where you are as a district in terms of MTSS implementation
- Begin planning for the next improvement cycle by building upon the work created throughout this course

Essential Question

- How can we communicate our growth and set intentions for continued improvement through reflection and ongoing feedback loops?
- How can we scale MTSS practices using the knowledge built throughout this course?

FINAL PROJECT

ONLY FOR THOSE TAKING THE COURSE FOR 3 GRADUATE CREDITS

GOAL

Demonstrate how you have internalized and applied the principles of a Multi-Tiered System of Support (MTSS) to strengthen systems, improve equitable access, and support better outcomes for all learners.

FINAL PROJECT

Participants will design a practical MTSS-focused improvement project that reflects the course's core themes and practices. This project should align to your current role, sphere of influence, and identified problem of practice. Participants may choose the format that best supports their work and context.

Part 1: Introduction

Begin with a narrative portrait of your practice before you began this course. Why did you take this course? What problem of practice were you hoping to address? Describe your current context and your sphere of influence. Are you a classroom educator, leader, specialist, or service provider? How does your role shape the way you support learners and systems? Reflect on how your system currently functions. What is working well? Where are there gaps or inconsistencies? What challenges have you observed in ensuring all learners receive what they need, when they need it?

Part 2: Annotated Bibliography

The second section is an annotated bibliography that captures the research and course resources that shifted your thinking. This does not need to be formal. Share 10 resources that had the greatest impact on your understanding of MTSS as a system. What did you learn from each resource? How did it expand your thinking beyond tiers to include systems, structures, and decision-making? How will this learning influence your approach moving forward?

Part 3: Practical Understandings and Implementations

The third section is your concrete demonstration of learning. Share a practical product that reflects your understanding of MTSS as a system designed to support all learners. Your product should align to your role and sphere of influence. It may include:

- A plan to strengthen Tier 1 instruction as the foundation for all learners
- A system for using multiple data sources to inform decision-making
- A structure for collaboration (e.g., PLCs, problem-solving teams, instructional rounds)
- A leadership or professional learning plan to build staff capacity

Part 4: Reflection

Reflect on how your understanding of MTSS has evolved from a focus on tiers to a broader view of systems and implementation. How has this course shifted your thinking about your role and your sphere of influence? What will you do differently as a result? Identify the resources, structures, and people needed to support implementation. Articulate one measurable goal you will pursue over the next six months and how you will monitor progress. This section should also include a brief reflection on your use of artificial intelligence tools. Identify each tool used, the tasks it supported, and how you reviewed and refined the output to ensure accuracy and alignment.

FINAL PROJECT (CONT)

MTSS THAT WORKS

PROJECT ASSET-BASED RUBRIC

Note: You are encouraged to treat generative AI as a creative thought-partner in this course. Feel free to use tools such as ChatGPT, image generators, or copilots to brainstorm ideas, draft language, design visuals, or analyze data. Remain the final decision-maker: verify facts and revise all machine output to make it YOURS and aligns with your professional judgment and personality. In part 4 of this project, you will be asked to share how you used AI as a thought partner as you complete your project.

Rubric: You need a total of 4 points to pass the course. If any required element is missing, you'll be invited to revise and resubmit.

Project Component	Not Yet (0)	Meets Project Requirements (1)
Introduction	A narrative has been submitted and provides a starting point; now deepen the detail by clearly naming your problem of practice, describing your current context, and clarifying your role and sphere of influence. Consider how system-level factors are contributing to current challenges.	Clearly articulates a problem of practice grounded in context and role. Describes current systems and identifies strengths and challenges across key drivers (instruction, leadership, collaboration, organizational structures). Establishes a clear purpose for engaging in this course.
Annotated Bibliography	Resource list is underway; expand by selecting 10 course-related resources and deepen each annotation with a clear takeaway connected to systems thinking, not just individual practices.	Provides 10 course resources, with each annotation explaining a key takeaway and how it informs understanding of MTSS as a system, including implications for instruction, decision-making, and implementation.
Practical Understandings and Implementations	Initial ideas are present; now align your work more clearly to your problem of practice and sphere of influence. Strengthen connections to system-level change by identifying how your plan addresses instruction, data use, collaboration, or organizational structures.	Presents a clear, practical product aligned to the problem of practice and role. Demonstrates how MTSS functions as a system by addressing multiple drivers (e.g., Tier 1 design, data-based decision making, collaboration structures, leadership, or organizational supports).
Final Reflection & AI Use	Reflection is started; expand to fully address how your thinking has shifted toward systems-level understanding. Clarify next steps, identify needed collaborators, and specify a measurable goal.	Reflects on how understanding of MTSS has expanded from tiers to systems. Identifies key collaborators and supports, articulates one measurable goal with a plan to monitor progress, and, if AI was used, includes a clear log of the tool, its purpose, and how outputs were reviewed and refined.

COURSE SYLLABUS

MTSS THAT WORKS

ADDITIONAL INFORMATION

- At the end of the course, all learners pursuing graduate credit will be required to complete a final project. Once submitted, your final project will be reviewed by a member of the Novak Education team, and feedback will be provided. Our instructor will work with you until you meet the required expectations.
- Upon completion of the course, you will receive a completion certificate for 30 continuing education hours or 3 credits from Novak Education via the course platform, depending on the version you enrolled in.
- Please check in with your school or district prior to enrolling to determine if this course will be sufficient for salary points or advancement. Some states require additional proof of completion, such as clock hours, contact hours, or credits. We are committed to providing professional learning to help all educators grow, if you have any questions, [reach out](#).
- CTLE and Clock Hours are available; [view our FAQs](#) for details or contact us.
- Before enrolling, please review our [withdrawal policy](#).
- This is a self-directed course, designed for independent learning at your own pace. Please note that there will be no direct interaction with the instructor outside of the final project (if taking the course for graduate credit). If you feel you would benefit from instructor support or group interaction throughout a course, we invite you to explore our [facilitated courses](#), which offer more personalized guidance.

REGISTRATION

Individuals can register directly through the course site. Learners have the option to take the course for 3 graduate-level credits or for 30 continuing education hours. Once registered, you will gain immediate access to the course. You will have six months to complete the course/access the materials.

If you will be paying with a PO, as an individual or as a group and require an estimate or an invoice, email Lon@NovakEducation.com.

Group pricing and all-inclusive memberships are available. Contact Education@NovakEducation.com for details.

TECHNOLOGY

Courses are entirely online. To access them, you'll need a compatible web browser like Chrome or Firefox. For an optimal experience, we recommend using a desktop or laptop computer with a word processing tool or reader (i.e. Microsoft Word, Libre, or Google Docs). While our course platform is mobile-friendly, a larger screen will provide the best viewing and interactive experience. If you need personal assistance or have technical questions, you can [contact us](#).

Novak Education is in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).