Getting Started with the New Jersey Tiered System of Supports (NJTSS)

This tool was developed to assist district/school leadership teams with implementing the New Jersey Tiered System of Supports (NJTSS), a framework for instruction and intervention for all students based on models of Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS). The document includes key action steps and resources needed to identify current district and school resources and next steps for district and school-level teams to implement NJTSS. The NJTSS framework builds on current intervention and referral services and calls for the coordination of all supports and interventions across the district to target them based on educational need. The implementation process begins with the establishment or designation of a district level leadership team. Tools for the district leadership team to use to sustain implementation are recommended, as well as fidelity measures for the specific components of a tiered system of academic and behavioral interventions. The steps for improving school culture and climate and family engagement utilize existing measures to assess and identify strengths and needs at the school level.

Process	Actions	Implementation Resources
Exploring		

Step #1	Establish a district leadership team of various stakeholders including but not limited to: district level administrators, principals, teachers, parents who represent the diversity of the district's student population to achieve consensus for putting the NJTSS framework in place.
	
	• Gather and review resources on
	   o NJTSS
	   o Models of RTI and multi-tiered systems of support
	   o Research-based models of implementing innovative practices
	• Determine vision, goals and common language
		• ***Kansas Multi-Tiered System of Supports Structuring Guide Module 1 Leadership:*** has been created to assist schools in creating structures necessary to begin the implementation of a Multi-Tiered System of Supports (MTSS). http://www.kansasmtss.org/pdf/Structuring-Guides/Structuring-Module-1-Guide.pdf
		
		• ***The 6 Stages of Implementation:*** research by Fixsen, Naoom, Blase & Wallace's 2007 article "Implementing: The Missing Link Between Research and Practice" summarized the stages of implementation and core implementation components. http://www.k12.wa.us/rti/pubdocs/fixsenimplementation_short.pdf

*This resource is used in multiple stages of the implementation process.   *1*

Process	Actions	Implementation Resources
		• ***The NJTSS Website****:* provides information about the NJTSS framework and resources to support its implementation. www.state.nj.us/education/njtss/ • ***The NJTSS Essential Components Document:*** contains the definition of each essential component and resources for implementation. www.state.nj.us/education/njtss/comp/
Step #2	Assess the strengths and needs of the district/schools • Identify current resources and practices with regard to the NJTSS nine essential components and determine what is needed to implement the framework.	• ****The District Capacity Assessment (DCA)- Self Assessment:*** is an action assessment designed to help educational district leaders and staff better align resources with intended outcomes and develop action plans to support the use of effective innovations. http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca • ***The Hexagon Tool:*** systematically evaluates new and existing interventions via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement. http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TheHexagonTool.pdf

Process	Actions	Implementation Resources
		• ***RTI Essential Components Worksheet:*** This tool is for collecting relevant information and for recording a school's status on various items related to Response to Intervention (RTI) implementation. Descriptions of ratings for each item are provided on the ***RTI Essential Components Integrity Rubric:*** http://www.rti4success.org/resource/essential-components-rti-closer-look-response-intervention http://www.rti4success.org/resource/essential-components-rti-integrity-rubric-and-worksheet • ****RTI Implementation Rubric- Self Assessment:*** the purpose of the rubric is to: 1. serve as an informational resource (i.e., blueprint, roadmap of RTI implementation) 2. measure fidelity of RTI implementation 3. assist with planning for an action plan or school improvement plan. http://www.rtinetwork.org/images/Colorado_School_RtI_Fidelity_Rubrics_2.pdf
	• Identify needs to enhance family and community engagement in the development, implementation and review of the NJTSS framework.	• ***Partners in Education a Dual Capacity-Building Framework for Family-School Partnerships:*** is designed to act as a scaffold for the development of family engagement strategies, policies, and programs. This is not a blueprint for engagement initiatives, which must be designed to fit the particular contexts in which they are carried out. Instead, the Dual Capacity-Building Framework should be seen as a compass, laying out the goals and conditions necessary to chart a path toward

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Process	Actions	Implementation Resources
		effective family engagement efforts that are linked to student achievement and school improvement. http://www2.ed.gov/documents/family-community/partners-education.pdf
	• Identify strengths and areas of need with regard to school culture and climate.	• **_The New Jersey School Climate Survey:_** supports local school culture and climate improvement activities, as an integral part of their continuous efforts to improve student's educations and prevent at–risk student behavior. http://www.state.nj.us/education/students/safety/behavior/njscs/
	• Assess the use of positive behavior supports in the district/school.	• **_Self-Assessment Tools for Positive Behavior Supports Implementation_**: an initial self-assessment to determine the extent to which key practices are currently in place or are in need of planning. The self-assessment also determines what organizational and personnel strengths currently exist that may contribute to the planning and implementation process. http://www.njpbs.org/Intervention_Resources/self_assesment.html
Planning		
Step #3	Use data obtained from the self assessment to develop an action plan that includes: • Measurable SMART goal(s) for the essential components of the NJTSS framework	• **_*The District Capacity Assessment (DCA) – Action Planning:_** is an action assessment designed to help educational district leaders and staff better align resources with intended

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Process	Actions	Implementation Resources
	• Resources already available to support the goal(s) • Resources needed to support the goal(s) • Action steps, tasks, and deliverables • Person(s) responsible • Timeframe for completion • Method of evaluation	outcomes and develop action plans to support the use of effective innovations. http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca
Implementing		
Step #4	Implement the action plan steps developed.	• ***Refer to the action plan created in Step #3***
Sustaining		
Step #5	Evaluate the implementation of the action plan to identify areas of success and areas that require refinement based on some sample guiding questions: • Were the original activities and timelines accurate? • Has implementation progressed according to schedule? • Have the professional development activities been delivered? • Do the activities and timelines require adjustment?	• ***Self-Assessment of Problem Solving Implementation* (SAPSI):** assesses the extent to which consensus, infrastructure, and implementation activities associated with a PS/RtI model are occurring. http://www.florida-rti.org/_docs/AppendixA.pdf • ***RTI Implementation Rubric- Progress Monitoring:*** the purpose of the rubric is to: 1. serve as an informational resource (i.e., blueprint, roadmap of RTI implementation) 2. measure fidelity of RTI implementation 3. assist with planning for an action plan or school improvement plan. http://www.rtinetwork.org/images/Colorado_School_RtI_Fidelity_Rubrics_2.pdf • ***Checklist of Observable Processes during RTI Full Implementation:*** Schools can use this checklist of characteristics to evaluate whether

This resource is used in multiple stages of the implementation process.   5

Process	Actions	Implementation Resources
		they are in the full implementation stage, and identify any areas requiring more attention. http://www.rtinetwork.org/images/content/downloads/get%20started/hall_checklist.pdf