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IMPROVING INSTRUCTIONAL STAFF CHALLENGES WITH THE
MULTI-TIERED SYSTEM OF SUPPORT PROCESS

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Educational Leadership

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ABSTRACT

The need for a stronger sense of urgency for classroom teachers to have a higher level of buy-in to the Multi-Tiered System of Support (MTSS) has become an issue in American public schools. The purpose of this study is to determine how teacher efficacy and preparedness impacts gains in student achievement and how their level of buy-in impacts the MTSS process. The context of this inquiry is a kindergarten through fifth grade elementary school that incorporates the MTSS process school-wide. My study demonstrates qualitative data that match current research, varied levels of student achievement, and processes put in place to advance the ease with which teachers interact with the MTSS process.