

Conclusion

The purpose of a multi-tiered system of support is to improve instructional decisions at every tier in order to maximize student outcomes. The problem solving process is applied specific to Tier 1 instruction to adjust the core package of services delivered to all students and to result in a large percentage of students meeting benchmarks. For Tier 2 instruction, the problem solving process is employed to determine standard protocols that are matched to the needs of small groups of students, then monitored for effectiveness. Intensive instructional interventions for individual students (Tier 3) are designed, planned, and monitored as products of the problem solving process.

Regardless of various educational decisions that are made, teams continue to engage in problem solving to ensure that student success is achieved and maintained. It is this continuous problem solving, in relentless pursuit of successful outcomes for students, which characterizes the broad systems change process that Florida is engaging in to integrate the logic of a multi-tiered system of support as a way of work for all educators.