This resource mapping template will help you inventory the Curriculum & Instruction/Interventions, Assessments, and Data-Based Decision practices you are currently using (or have the goal of using) at each tier. Please note that this template should not be used in place of the MTSS Self-Assessment, which helps teams unpack where they have strengths and needs relative to the systems needed to effectively implement MTSS.

**Tier 1: Universal Instruction and Supports**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Curriculum &** **Instruction** | **Assessments (universal screeners, diagnostic assessments, and progress monitoring tools)** | **Data-Based Decisions** **(i.e., where/when decisions are made, how, and by whom)** |
| **Academic** |  |  |  |
| **Social emotional/****Behavioral, and Mental Health\*** *\*Districts/schools may add additional wellness-related domains (e.g., physical health, safety, social & family services)* |  |  |  |

**Tier 2: Targeted Instruction and Supports**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Curriculum &** **Instruction** | **Assessments** **(universal screeners, diagnostic assessments,** **and progress monitoring tools)** | **Data-Based Decisions** **(i.e., where/when** **decisions are made,** **how, and by whom)** |
| **Academic** |  |  |  |
| **Social emotional/****Behavioral, and Mental Health\*** *\*Districts/schools may add additional wellness-related domains (e.g., physical health, safety, social & family services)* |  |  |  |

**Tier 3: Intensive Intervention and Supports**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Curriculum &** **Instruction** | **Assessments** **(universal screeners, diagnostic assessments,** **and progress monitoring tools)** | **Data-Based Decisions** **(i.e., where/when** **decisions are made,** **how, and by whom)** |  |
| **Academic** |  |  |  |  |
| **Social emotional/****Behavioral, and Mental Health\*** *\*Districts/schools may add additional wellness-related domains (e.g., physical health, safety, social & family services)* |  |  |  |  |