



High participation  
drives support  
decisions

A DISTRICT LEADERSHIP GUIDE

# Supporting MTSS/ RTI implementation with Swivl tools

by *Swivl*

## Executive summary

Multi-Tiered Systems of Supports (MTSS) and Response to Intervention (RTI) are now the standard framework for K–12 student support, with thousands of districts using MTSS as their primary way to organize academic and behavioral supports. At the same time, research and state reports show that fidelity of implementation is uneven and hard to monitor at scale.

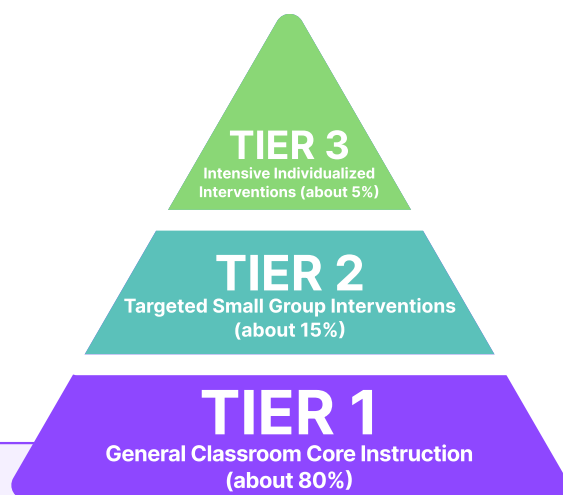
Swivl's tools – M2, Reflectivity, and Robot – give districts a practical way to close that gap. They make instruction visible, turn MTSS look-fors into measurable data points, and give teachers, coaches, and MTSS teams the artifacts they need to make better decisions about Tiered support.

This guide explains why MTSS needs better instructional evidence, how Swivl tools fit into MTSS/RTI, and which configuration is needed in your district.

## Why it matters now

Surveys show that roughly **three-quarters** of educators report MTSS as their primary student support framework, up from just over half a few years ago.

States increasingly expect districts to use tiered systems; some require a multi-tiered or multi-layered system of supports in law, while most others embed MTSS features in regulations for RTI, dyslexia, or special education.



### The non-negotiables:

1. **Strong Tier 1** instruction so 80–85% of students meet benchmarks with core alone.
2. **Targeted Tier 2** interventions delivered with the right dose, frequency, and strategy.
3. **Data-driven team decisions** that respond to both outcome data and what is happening in classrooms.

Most districts have good assessments for screening and progress monitoring, but they lack **systematic evidence** of instructional practice with fidelity.

## The Problem: implementing without instructional evidence

These avoidable barriers make implementation difficult because instructional evidence is lacking.

**Fidelity is hard to see:** MTSS or RTI checklists and annual self-assessments tell you whether structures exist, not how consistently teachers use core routines or interventions.

**Coaching does not scale:** A coach can observe only a fraction of classrooms each month. And what happens in the weeks between formal observations is often what shapes student outcomes. Teachers need more frequent feedback loops tied to MTSS targets.

**Data reviews lack artifacts:** Teams review screening scores and progress monitoring graphs, but rarely with real-life 1–2 minute clips that demonstrate how explicit instruction or small-group routines are actually playing out.

# Measure instructional evidence with Swivl tools

Our tools work together to create an ecosystem where instruction is **recorded**, **analyzed** by AI, by coaches, and **aligned** to district MTSS rubrics.

- **M2 and M2talk** give live and immediate post-lesson AI feedback, scored against built-in criteria (Engagement, Pacing, Questioning) and any custom rubric criteria you create.
- **M2** leads whole and small group activities to support differentiation and identifies strategies that are working and which need additional support. It also records video.
- **Reflectivity** allows coaches and peers to add time-stamped comments and rubric tags to recordings, turning video into a structured coaching and evidence record.
- **Swivl Robot** records hands-free video of whole-group and small-group instruction so teachers and interventionists can stay focused on students.

## Problems solved:

### ✓ Fidelity becomes measurable:

Your Tier 1 and Tier 2 look-fors become rubric criteria in M2 and Reflectivity, which provide qualitative and quantitative measurements.

### ✓ Coaching scales:

AI feedback meets every teacher where they are, as often as they need it. Coaches use Reflectivity to go deeper with targeted classrooms or initiatives, instead of trying to be everywhere at once.

### ✓ Data becomes actionable:

Teams can review data and videos and summaries side by side which leads to more rapid decisions on whether to adjust Tier 1, add Tier 2, or intensify support.

## Matching Swivl tools to the MTSS/RTI cycle

Think about your existing MTSS/RTI cycle and where evidence is thin:

### 1. Universal screening

- You already use reading/math screeners; Swivl does not replace this.

### 2. Tier 1 improvement

- Swivl tools capture everyday instruction and scores key practices (for example clarity of modeling, checks for understanding, opportunities to respond) using built-in and custom rubrics.
- Coaches add comments and rubric tags in video to help teachers connect feedback directly to MTSS expectations.

### 3. Tier 2 small-group intervention

- Swivl tools record small groups; video helps verify frequency, duration, and adherence to the program protocol, and supports feedback for interventionists. Meanwhile, monitor engagement in small group sessions and create activities for those needing extra support.

### 4. Progress monitoring and decision meetings

- MTSS teams bring together screening/progress data plus Swivl artifacts to decide whether to change instruction, adjust groupings, or move students between tiers.

### 5. Continuous improvement

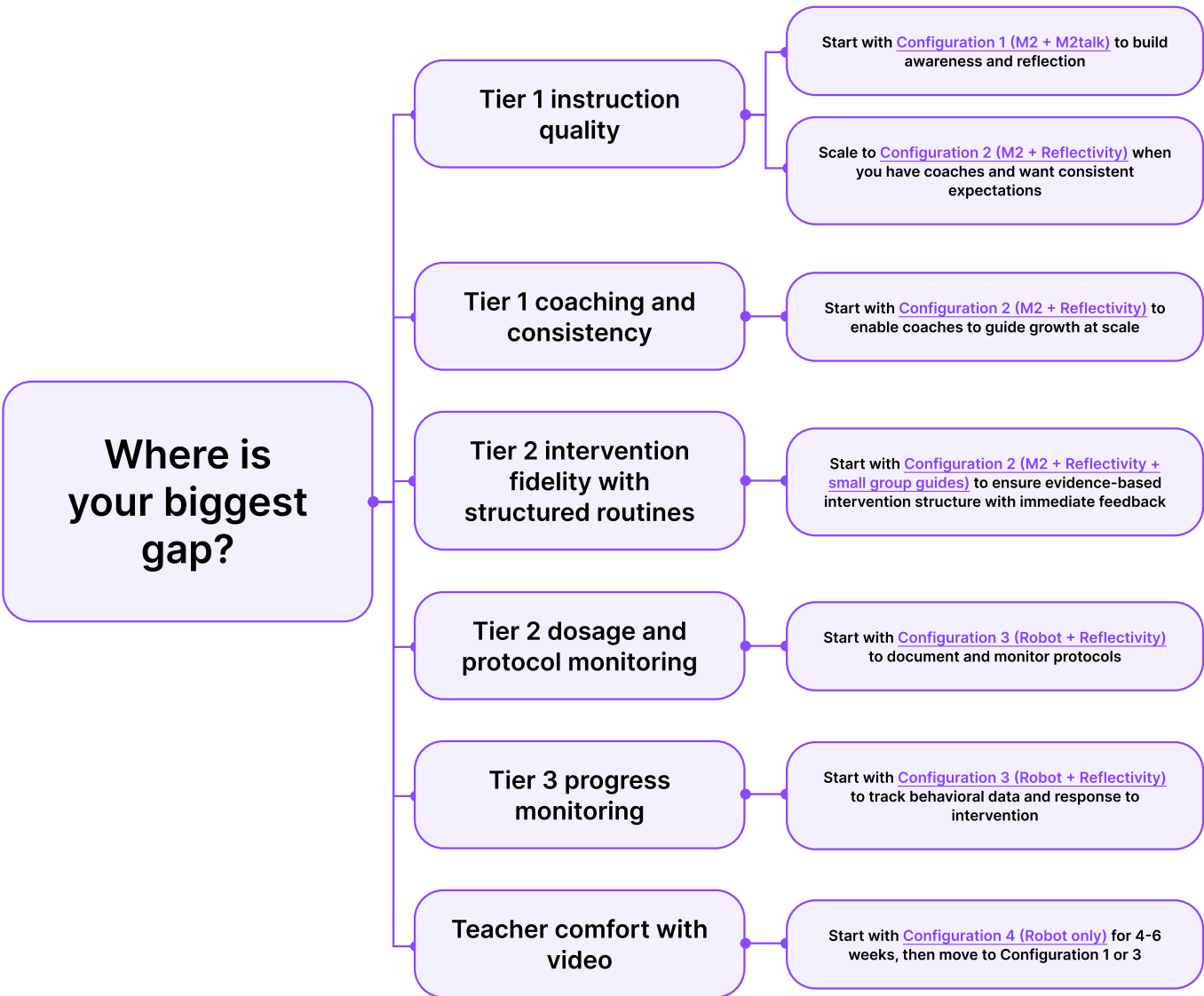
- Leaders look at patterns from rubric scores to set PD priorities (for example questioning, pacing, modeling) and track growth over time.

Different configurations of Swivl tools support different tiers of your MTSS system. This guide shows which configurations to use based on your tier priorities and where you are in your implementation journey.

**Key principles:**

- ✔ Start where your system has the biggest gap.
- ✔ Tier 1 teachers usually need visibility first.
- ✔ Tier 2 interventionists need fidelity monitoring.
- ✔ Tier 3 specialists need detailed behavioral data.

**Which configuration for your system?**



# Multi-tier implementation example

## Year 1: Build Tier 1

- Use Configuration 1 (M2 + M2talk) in 3-4 pilot classrooms
- Teachers reflect on engagement, pacing, questioning
- Goal: Build awareness and feedback culture

## Year 2: Scale Tier 1, Add Tier 2 with Structure

- Expand Configuration 1 to all elementary teachers
- Add Configuration 2 (M2 + Reflectivity) with coaches supporting key teachers
- Introduce Small Group Guides in Tier 2 with M2talk feedback
- Use Reflectivity artifacts in PLCs and staff meetings
- Goal: Consistent Tier 1 expectations, structured Tier 2 routines with evidence-based feedback

**Let's build a multi-tier implementation together!**

# Implementation overview for districts

## Year 1: Foundation and pilot

- Select 2–4 schools as pilots and choose a configuration (M2 + Reflectivity is usually the strongest MTSS fit).
- Align M2 custom rubric criteria and Reflectivity tags with your existing RTI/MTSS look-fors (for example explicit teaching, active engagement, routines).
- Train teachers and coaches on recording workflows and feedback norms.
- Begin using artifacts in a few MTSS or PLC meetings to model how data plus video changes the conversation.

## Year 2: Scale and deepen

- Expand to additional schools and teams; refine rubrics based on what you learn.
- Integrate Swivl data into building or district MTSS fidelity self-assessments where appropriate.
- Use rubric trend data to set targeted PD focus areas.

## Year 3 and beyond: Sustain and extend

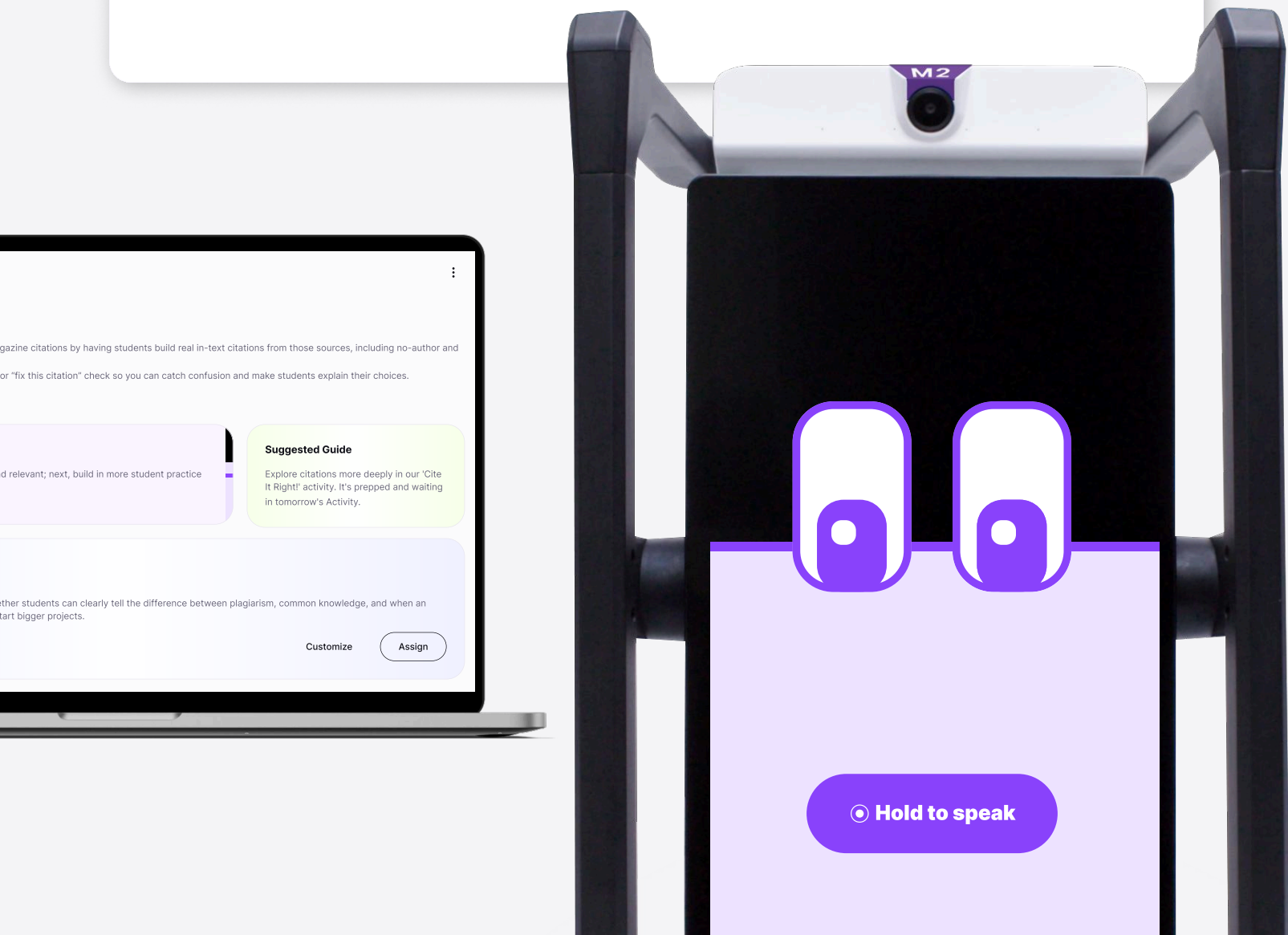
- Embed Swivl evidence in all RTI/MTSS cycles and coaching systems.
- Add behavior/PBIS rubrics or routines as an addendum (for example expectations, acknowledgments, transitions).
- Use trends to monitor equity and access to high-quality Tier 1 and Tier 2 instruction.

## CONFIGURATION 1

# M2 and M2talk

### How it works:

Teachers record through M2 and receive AI feedback scored on Engagement, Pacing, Questioning, plus any added rubric criteria. Teachers own their feedback.



# TIER 1

## 1. Raises awareness of core practices

- M2talk feedback on Engagement, Pacing, and Questioning helps teachers understand what these look like in their classroom
- Teachers see exactly where they're strong and where they need to adjust
- Example: A teacher reviews M2talk feedback and realizes her wait time is only 2 seconds when research says 5-10 seconds helps comprehension

## 2. Lowers barrier to reflection

- Teachers get immediate, AI-generated feedback without waiting for a coach or principal observation
- Reflection becomes a daily habit, not a quarterly event
- Teachers can record one lesson, reflect, and adjust tomorrow
- Example: A teacher records her math lesson Monday, sees M2talk feedback about participation patterns, adjusts her partner work structure Tuesday, records again Wednesday to see if it improved

## 3. Adds structure to early processes

- New teachers or teachers new to a district don't know what "good Tier 1 instruction" looks like in their context
- M2talk rubrics show them: "Here's what engagement looks like in this district," "Here's how questioning is scored"
- This is especially valuable for districts building MTSS from the ground up
- Example: A first-year teacher gets M2talk feedback on her questioning patterns. She sees she asks mostly closed questions. The rubric shows what open-ended questions look like. She redesigns her questions and records again

## 4. Supports data-driven grade-level or department conversations

- When teachers review M2talk feedback on their own, they can bring insights to PLCs
- "I noticed my students disengage after 12 minutes of direct instruction. Can we talk about pacing?"
- This starts a data-based conversation instead of a generic "how was your week?"
- Example: Three 5th-grade math teachers each use M2talk. They notice similar patterns about where students check out. They decide to redesign their lessons together using this evidence

### Why it's still limited:

- Coaches can't see patterns across multiple interventionists without [Reflectivity](#)
- No shared evidence of which students are responding well to Tier 2 support
- Progress monitoring for Tier 2 still requires more structured tracking

### When you might use it for Tier 2:

- Tier 2 teachers want immediate feedback on small-group lesson quality using Small Group Guides
- Early pilot: One teacher tries Tier 2 small-group work with M2talk and Small Group Guides to build confidence
- Self-reflection only: Intervention teachers want to reflect on their sessions but aren't ready for coaching feedback

## TIER 2: Stronger with M2's small group guides

When teachers use Small Group Guides during Tier 2 interventions, M2 provides real-time feedback on how well the structured routine is being implemented:

### 1. Provides feedback on guide fidelity

- Teachers launch a Small Group Guide (structured with evidence-based steps: model, guided practice, independent practice)
- M2talk scores Engagement, Pacing, and Questioning during the guide
- Teacher sees: "Your pacing during guided practice was too fast. Students didn't have time to process"
- Example: A reading interventionist uses a Small Group Guide for sight words. M2talk feedback shows she moved to independent practice before students were ready. Next session, she slows down

### 2. Enables quick reflection on small-group session quality

- Instead of generic Tier 2 time, teachers get specific feedback on whether the session structure is working
- Teachers can adjust the next group's session immediately
- Example: A math interventionist runs a fractions Small Group Guide with Group A. M2talk shows strong engagement. She runs the same guide with Group B and sees engagement dipped at the independent practice step. She adjusts the manipulatives for Group B

### 3. Supports Tier 1/Tier 2 alignment

- Teachers see what engagement and pacing look like in a structured small-group setting
- They can apply those insights to their whole-class Tier 1 instruction
- Example: A teacher notices her small groups achieve 4/5 engagement during guided practice with think-pair-share. She brings that structure into her Tier 1 lesson

## TIER 3: Progress monitoring

### 1. Provides detailed behavioral data during intervention

- M2 records 1:1 Tier 3 sessions. Coaches can see exactly what the student is doing: Are they engaged? Do they persist on hard problems? Do they ask for help or give up?
- This behavioral data is often more important than task completion for determining if Tier 3 is working
- Example: A student has been in Tier 3 decoding for 4 weeks. Task completion looks ok. But Coach reviews M2 recordings and sees the student is disengaged, not trying hard words, and giving up quickly. Video evidence suggests the student isn't responding to the current approach

### 2. Creates weekly progress monitoring data

- Coaches can review M2 recordings from each week and track: Is the student more engaged this week than last? Is persistence improving? Is anxiety decreasing?
- This weekly data feeds into progress monitoring reports and IEP meetings
- Example: A Tier 3 specialist shows M2 recordings from weeks 1, 3, 6, and 8 at an IEP meeting. The videos clearly show the student's engagement and persistence increasing. It's evidence the intervention is working

### 3. Supports intensive, individualized adjustment

- Tier 3 requires weekly or more frequent adjustments based on how the student is responding
- Coach reviews M2 from one week, provides feedback, specialist adjusts, coach reviews next week
- Fast feedback loop enables quick changes
- Example: Week 1 Tier 3 session: Student is passive, waits for help. Coach provides feedback. Week 2: Specialist adds more student choice. M2 shows more engagement. Week 3: Specialist adds peer collaboration. Student is more active. Video evidence tracks the specialist's ability to adjust quickly

### 4. Documents for special education referral

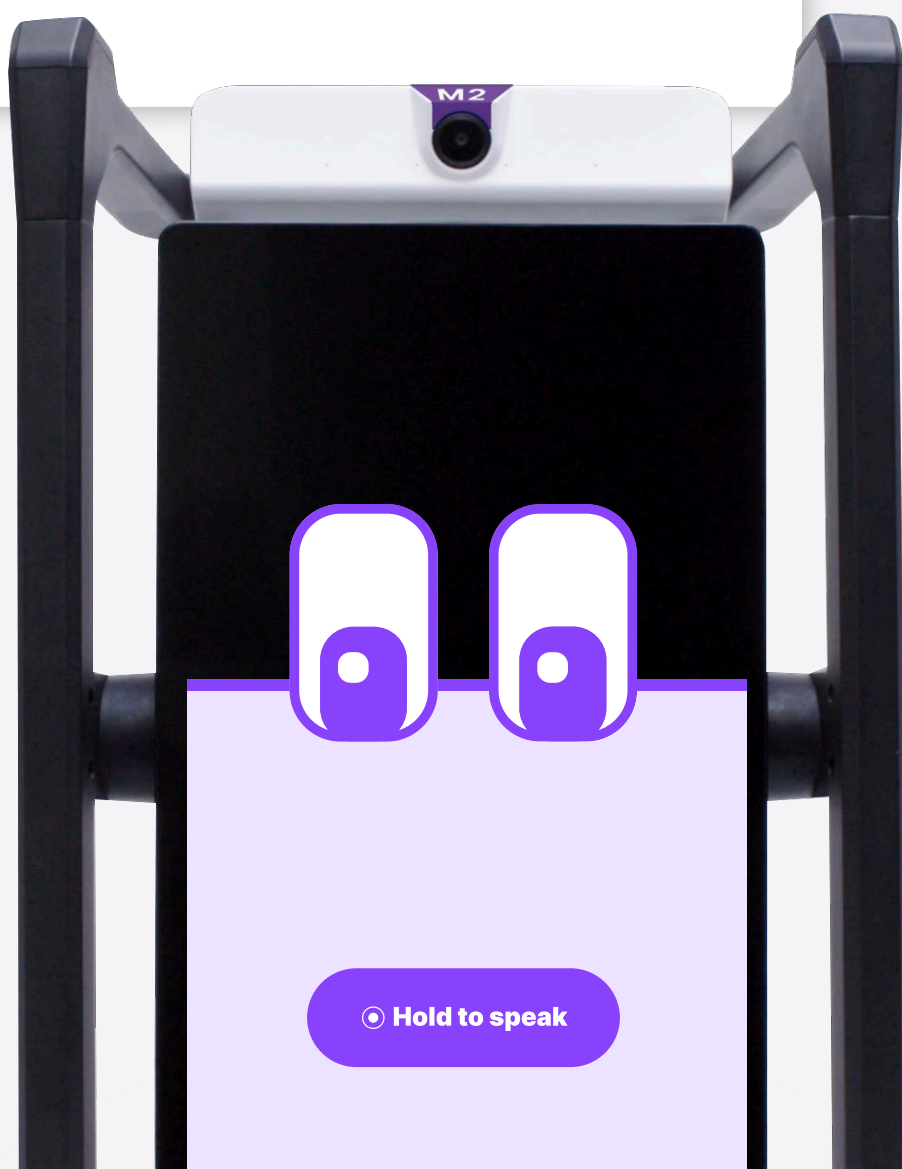
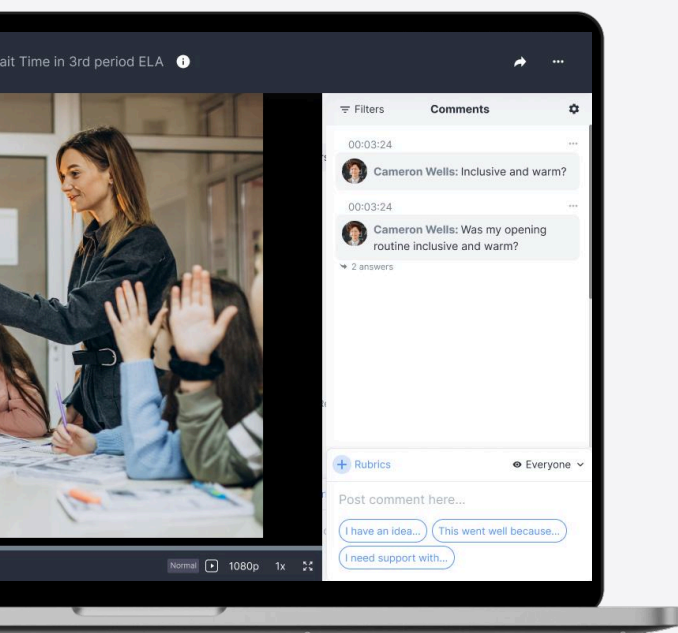
- If a student needs special education evaluation, M2 recordings provide objective evidence of how they respond to intensive intervention
- IEP teams can see video of the student's behavior, engagement, and response to instruction
- More convincing than written notes alone
- Example: After 10 weeks of Tier 3, progress is minimal. At IEP meeting, team reviews M2 recordings showing minimal engagement despite varied strategies. This behavioral data supports the referral for special education evaluation

## CONFIGURATION 2

# M2 + Reflectivity

### How it works:

Teachers get AI feedback from M2 and can then share sessions into Reflectivity. Coaches use time-stamped comments and rubric tags aligned to MTSS/RTI look-fors to guide growth.



# TIER 1: Scaled coaching

## 1. Supports consistent Tier 1 expectations across classrooms and schools

- Coaches can see multiple teachers' lessons and use the same rubrics and language to coach everyone
- This creates consistency: "Here's what good pacing looks like in our district" becomes visible across classrooms
- New teachers see models. Veteran teachers see how their practice compares
- Example: A coach is supporting three teachers on explicit instruction. She reviews each teacher's M2talk lesson in Reflectivity, tags the moments where explicit instruction is strong or missing, and provides time-stamped feedback. All three teachers now see the same look-fors

## 2. Provides rich artifacts for MTSS and PLC meetings

- Coaches can pull specific video clips from Reflectivity to show in staff meetings or PLCs
- "Here's what student engagement looks like when we use think-pair-share" (shows 30-second clip)
- "Here's what disengagement looks like and how to redirect" (shows another clip)
- PLCs become data-rich conversations instead of generic discussions
- Example: A PLC is discussing "How do we check for understanding?" The coach shows a 2-minute clip from a teacher's M2talk lesson where she uses exit tickets effectively, then shows a 2-minute clip where she only asks yes/no questions. PLC members can see the difference and talk about what to adjust

## 3. Tracks fidelity trends by grade or content

- Coaches tag videos with rubric criteria. Over time, they see patterns: "5th-grade teachers are strong on pacing but weak on questioning" or "Math teachers are better at engagement strategies than ELA teachers"
- This data guides professional development and coaching priorities
- Example: By December, the coach has tagged 20 lessons from 4th and 5th grade. She notices 4th-grade teachers are much stronger on wait time. She brings 5th-grade teachers to observe a 4th-grade model lesson and uses M2talk video clips to debrief

## 4. Enables peer learning at scale

- Teachers can see other teachers' lessons (with permission) and learn from them
- Strong teachers become models. Struggling teachers see what success looks like
- Example: A teacher struggling with pacing asks to see a colleague's M2talk lesson in Reflectivity. She watches the colleague's lesson, sees the pacing adjustments, talks to the colleague about it, and tries the same strategies

## TIER 2: Enhanced with small group guides

### 1. Monitors Tier 2 small-group intervention sessions with guide-based structure

- Coaches can review M2talk recordings of Tier 2 sessions in Reflectivity, especially those using Small Group Guides
- They tag look-fors specific to Tier 2: "Guide protocol adherence," "Student persistence on practice steps," "Teacher pacing during model/guided/independent phases"
- Example: A reading interventionist records a Small Group Guide session for sight words. The coach reviews in Reflectivity and tags where the interventionist used the guide's model step effectively, where guided practice was paced well, and notes a moment where the independent practice step needs more scaffolding. Time-stamped feedback helps the interventionist see exactly what to adjust

### 2. Ensures intervention fidelity through structured routines

- When Small Group Guides are used, coaches can confirm the session followed the evidence-based structure
- New interventionists get feedback on whether they're implementing the guide as designed and adjusting for student needs
- Example: A new math interventionist is using a fractions Small Group Guide. The coach reviews 3 of her sessions in Reflectivity and confirms she's following the model, guided practice, independent practice steps correctly. For session 2, she skipped the concrete manipulatives during guided practice. The coach's time-stamped comment shows exactly where and why it matters

### 3. Tracks progress over time with clearer baseline

- Coaches can review multiple sessions from the same Tier 2 group using the same guide over 4-6 weeks
- Because the structure is consistent, changes in student engagement and persistence are easier to see
- Example: An interventionist reviews M2talk from her reading group week 1 vs. week 4, both using the same Small Group Guide. The coach tags and comments: "Week 1: Students struggled during independent practice, needed lots of help. Week 4: Students completing independent practice with 80% accuracy. The guide + consistent pacing is working"

### 4. Communicates with Tier 1 teachers with evidence

- Coaches can share specific insights from Tier 2 Small Group Guide sessions with Tier 1 teachers
- "This student needs more time to process after each model step" (with video evidence from guide session)
- "This student responds well to partner practice before independent work" (with video clip from Tier 2 guide)
- Tier 1 teachers adjust with confidence because they have the evidence
- Example: A student is in Tier 2 for math using a Small Group Guide. The interventionist discovers through M2talk feedback that the student responds well to partner work before independent practice. She shares this insight with the Tier 1 teacher (with video clip from the guide session). Tier 1 teacher adjusts and the student starts succeeding in whole-class math

## TIER 3: Progress monitoring with coaching

### 1. Provides detailed behavioral data with coach feedback

- M2 records 1:1 Tier 3 sessions. Coaches can see exactly what the student is doing: Are they engaged? Do they persist on hard problems? Do they ask for help or give up?
- Coaches review recordings in Reflectivity and add time-stamped comments noting behavioral shifts, breakthrough moments, and patterns
- This behavioral data is often more important than task completion for determining if Tier 3 is working
- Example: A student has been in Tier 3 decoding for 4 weeks. Task completion looks ok. But Coach reviews M2 recordings in Reflectivity and tags moments where the student is disengaged, not trying hard words, and giving up quickly. Coach's comment: "Week 1-2: Student avoids challenge. Week 3: Shows willingness to attempt. Keep this momentum." Video evidence suggests what adjustments the specialist should make

### 2. Creates weekly progress monitoring data with evidence trail

- Coaches can review M2 recordings from each week in Reflectivity and track: Is the student more engaged this week than last? Is persistence improving? Is anxiety decreasing?
- Coaches tag key moments (breakthrough, frustration, engagement shift) with rubric criteria aligned to behavioral growth
- This weekly data with visual evidence feeds into progress monitoring reports and IEP meetings
- Example: A Tier 3 specialist shares M2 recordings from weeks 1, 3, 6, and 8 in Reflectivity. Coach tags engagement moments in each. At IEP meeting, they show the video sequence plus coach's tagged observations. Parents see the student's engagement and persistence increasing. It's not just data—it's visible, undeniable evidence the intervention is working

### 3. Enables rapid, coached adjustment cycles

- Tier 3 requires weekly or more frequent adjustments based on how the student is responding
- Coach reviews M2 recording from one week in Reflectivity, provides time-stamped feedback on what to adjust, specialist implements change, coach reviews next week's session
- Fast feedback loop with specific, evidence-based guidance enables quick changes
- Example: Week 1 Tier 3 session (reviewed in Reflectivity): Student is passive, waits for help. Coach tags this moment and comments: "Add student choice here—let them pick the word or the strategy." Week 2: Specialist adds more student choice. M2 recording shows more engagement. Coach comments: "That choice worked. Try peer collaboration next." Week 3: Specialist adds peer partner. Student is more active. Video evidence tracks the specialist's ability to adjust quickly based on coach feedback

### 4. Supports data-driven decision-making for special education referral

- If a student needs special education evaluation, M2 recordings in Reflectivity provide objective evidence of how they respond to intensive intervention
- Coach can document the intervention intensity, the student's behavioral response, and evidence of adjustment attempts
- IEP teams can see video of the student's behavior, engagement, and response to instruction, plus coach's analysis of whether response to intervention suggests a disability
- More convincing than written notes alone, and it shows the team tried multiple approaches with data backing each one
- Example: After 10 weeks of Tier 3, progress is minimal. Coach reviews M2 recordings in Reflectivity from weeks 1, 5, and 10. Tags show: student disengagement consistent across all three time points despite three different instructional approaches (explicit instruction, partner work, technology support). Coach's summary comment: "Minimal behavioral response to intervention intensity. Patterns suggest need for evaluation." At IEP meeting, team reviews the video sequence and coach's evidence-based notes. It supports referral with confidence

## 5. Creates accountability and celebrates growth

- Reflectivity provides a shared record: What did the specialist do? How did the student respond? What did the coach suggest? What changed?
- Specialists feel supported (not evaluated) because the coach is in their corner, providing feedback, not judgment
- Progress becomes visible and celebrated—"Look, week 2 to week 6, persistence increased by 40%"
- Example: A Tier 3 specialist dreads reviewing her sessions. But with Reflectivity, the coach's comments are constructive: "You noticed when he got frustrated and redirected him. That's coaching gold. Now try asking him what he wants to do next." Specialist feels supported. She adjusts. Progress happens. Coach celebrates the growth in Reflectivity: "This is what responsive teaching looks like"

### Why it works:

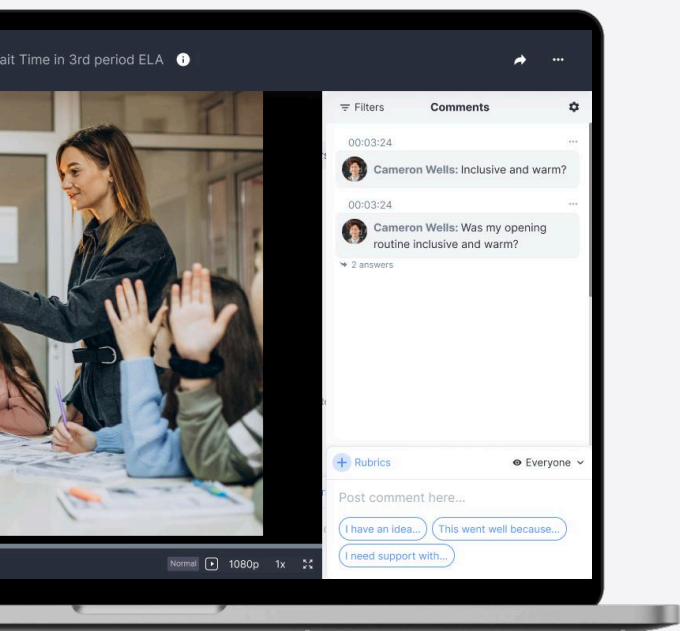
- Reflectivity adds coaching guidance to the behavioral data M2 captures
- Time-stamped comments create a feedback loop: coach sees, specialist adjusts, coach sees the adjustment working (or not)
- Evidence is documented and easily shared with IEP teams, parents, and the specialist
- Specialists aren't left interpreting M2 data alone; they have coached feedback turning data into action

## CONFIGURATION 3

# Robot + Reflectivity

### How it works:

Swivl Robot records small-group or 1:1 sessions. Coaches or coordinators review, tag dosage and protocol adherence, and provide feedback in Reflectivity.



## TIER 1

- This configuration is designed for intervention documentation, not whole-class instruction improvement
- Robot records everything but doesn't provide AI feedback on teaching quality
- Best used when you already have Tier 1 strong and need to focus on interventions
- If you're building Tier 1, use Configuration 1 or 2 instead

### **When you might use it for Tier 1:**

- You already have strong Tier 1 instruction
- You want to record PLC meetings or collaboration sessions for documentation or training purposes
- You want to create a library of model lessons (recorded by Robot, reviewed in Reflectivity)

## TIER 2: Fidelity and dosage

### 1. Confirms interventions are happening as scheduled

- Robot records every Tier 2 session. Coaches can see: Did the session happen? Was it the full length? Did the intended group members attend?
- This is critical for intervention accountability
- Example: A district wants to ensure all Tier 2 reading groups meet 4x per week, 30 minutes each. Coaches use Robot recordings to verify dosage. They discover one teacher is only meeting 2x per week. They address it

### 2. Monitors protocol adherence

- Coaches tag recordings in Reflectivity to check: Is the intervention protocol being followed? Are the strategies being implemented as designed?
- Time-stamped feedback helps interventionists see exactly where they're strong and where they need to adjust
- Example: A guided reading intervention has specific steps: book introduction, guided reading, strategy lesson. A coach reviews Robot recordings and tags where each step happens. One interventionist is skipping the strategy lesson. Feedback in Reflectivity shows this clearly

### 3. Helps new or rotating intervention staff implement programs consistently

- New staff, substitute interventionists, or staff who rotate between roles can watch Robot recordings of a model Tier 2 session in Reflectivity
- They see how the protocol should look
- Then a coach reviews their first few sessions and provides feedback
- Example: A new math interventionist watches a model Robot recording of a fractions intervention. She sees the 5-step protocol. She teaches her first group. The coach reviews in Reflectivity and provides feedback on where she matched the model and where she deviated

### 4. Documents student progress

- Robot recordings create a record of what happened in each Tier 2 session
- Coaches can review: What was the student doing? Engaged? Struggling? Asking questions?
- Example: A student in Tier 2 for writing has been there 6 weeks. The coach reviews Robot recordings from week 1, week 3, and week 6. She tags observations about the student's engagement and persistence. Video evidence helps the team decide: Is this student ready to return to Tier 1, or does she need to continue or intensify?

## TIER 3: Progress monitoring

How it helps Tier 3:

### 1. Provides detailed behavioral data during intervention

- Robot records 1:1 Tier 3 sessions. Coaches can see exactly what the student is doing: Are they engaged? Do they persist on hard problems? Do they ask for help or give up?
- This behavioral data is often more important than task completion for determining if Tier 3 is working
- Example: A student has been in Tier 3 decoding for 4 weeks. Task completion looks ok. But Coach reviews Robot recordings and sees the student is disengaged, not trying hard words, and giving up quickly. Video evidence suggests the student isn't responding to the current approach

### 2. Creates weekly progress monitoring data

- Coaches can review Robot recordings from each week and track: Is the student more engaged this week than last? Is persistence improving? Is anxiety decreasing?
- This weekly data feeds into progress monitoring reports and IEP meetings
- Example: A Tier 3 specialist shows Robot recordings from weeks 1, 3, 6, and 8 at an IEP meeting. The videos clearly show the student's engagement and persistence increasing. It's evidence the intervention is working

### 3. Supports intensive, individualized adjustment

- Tier 3 requires weekly or more frequent adjustments based on how the student is responding
- Coach reviews Robot from one week, provides feedback, specialist adjusts, coach reviews next week
- Fast feedback loop enables quick changes
- Example: Week 1 Tier 3 session: Student is passive, waits for help. Coach provides feedback. Week 2: Specialist adds more student choice. Robot shows more engagement. Week 3: Specialist adds peer collaboration. Student is more active. Video evidence tracks the specialist's ability to adjust quickly

### 4. Documents for special education referral

- If a student needs special education evaluation, Robot recordings provide objective evidence of how they respond to intensive intervention
- IEP teams can see video of the student's behavior, engagement, and response to instruction
- More convincing than written notes alone
- Example: After 10 weeks of Tier 3, progress is minimal. At IEP meeting, team reviews Robot recordings showing minimal engagement despite varied strategies. This behavioral data supports the referral for special education evaluation

## CONFIGURATION 4

# Robot only

### What it is:

Teachers use the Robot to record lessons; they review on their own or with an informal partner. There is no AI analysis and no structured coaching platform layer.



## TIER 1

- Teachers see video of their teaching but get no AI feedback or coaching structure
- This is a first step toward more structured evidence, but doesn't move the needle on Tier 1 improvement at scale
- Individual reflection is limited without guidance on what to look for

### When you might use it for Tier 1:

- Entry-level: Building comfort with being recorded (addresses anxiety about cameras)
- Tech comfort: Teachers are new to recording and need time to adjust before moving to Configuration 1 or 2
- Self-reflection only: A few teachers want to reflect informally but the district isn't ready to scale

Here's an example why this doesn't always work: A veteran teacher has never been recorded before. District wants to move toward coaching but teacher is anxious. First, teacher uses Robot only to record herself and watch on her own for 3-4 weeks. She gets comfortable with seeing herself teach. Then the district moves her to Configuration 1 (M2 + M2talk AI feedback)

### Why it's limited:

- Without AI feedback or coaching, teacher improvement is slow. Not recommended for scaling Tier 1 improvement.

## TIER 2

- Robot records but there's no fidelity monitoring or coach feedback
- Interventionists might watch their own sessions but without guidance, improvement is hit-or-miss
- No documented proof that protocol is being followed
- Not good for accountability

### When you might use it for Tier 2:

- Very early stage: Building comfort with video recording
- Informal reflection only: No accountability or fidelity requirements

Here's an example why this doesn't always work: An interventionist records her Tier 2 reading group and watches on her own. She might notice "I talked too much this session" but without coaching feedback on protocol adherence or student response, she might not know what to adjust. Next week she might make a change or might repeat the same pattern.

### Why it's limited:

- Without feedback or structure, Tier 2 fidelity is not ensured.

## TIER 3

- Tier 3 requires structured weekly progress monitoring, not informal reflection
- Specialists need coaching feedback on whether their approach is working
- Without objective feedback, specialists can't tell if a student is responding or if adjustment is needed
- IEP teams need documented evidence of intervention response, not informal notes

YOUR

# Next steps

Decide whether your most urgent need is **Tier 1 consistency**, **Tier 2 fidelity**, or **coaching scalability**.

Identify pilot schools with strong leadership and coaching capacity.

Plan for a simple, repeatable workflow: when to record, how to review, which rubrics to use, and how to bring artifacts into MTSS meetings and PLCs.

Choose a starting configuration that matches that need and your current MTSS maturity.



**Contact us to plan your multi-year, multi-tier implementation with Swivl tools**