SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Resource Mapping

Resource mapping is a dynamic and strategic process that promotes the efficient and effective use of resources within a Multi-Tiered System of Supports (MTSS). It involves systematically identifying, organizing, and communicating the resources available to school or district teams and demonstrates how the resources interconnect and contribute to the overall system of supports.

The Resource Map

Each school possesses various resources that, when organized and used effectively, can serve critical roles in supporting the needs of all students. Leadership Teams should examine data to determine which skills should be taught in a whole group setting and which should be taught in flexible, skill-based small groups. Ideally, groupings should happen across the grade level. Resources should be organized in a way that allows for intensification of instruction.

	Tier I	Tier II (+ Tier I)	Tier III (+ Tiers I & II)
Curriculum Materials for Instruction and Intervention			
Instructional Practices			
Staff Resources			
Assessments/ Progress Monitoring Tools			
Professional Development			
Protocols/ Procedures			

Defining the Components of Resource Mapping

Curriculum Materials for Instruction and Intervention –

Items listed in this row should be carefully curated by district and school leaders. The content and structure of curricular materials play a significant role in the success of classroom outcomes. Materials should be systematic, aligned to state standards, and designed using evidence-based practices to deliver desired outcomes. For that reason, Tier 1 curriculum materials should be the state-approved, High-Quality Instructional Materials (HQIM). Any supplementary materials used with all students should be listed in the Tier 1 Curriculum Materials box, as well. Tier 2 and Tier 3 curriculum materials may be embedded in your HQIM, or you may use different materials for targeted and intensified instruction. If so, be sure pacing is aligned to your core materials to support coherence in student learning.

Instructional Practices –

While curriculum materials and embedded standards define what is taught, the way students are taught is equally critical. Instructional methods ensure that students learn what is being taught. For instance, SECTION 59-155-110 clearly defines that all kindergarten through fifth grade students must be taught to read using scientifically proven methods of instruction that are efficient, explicit, and systematic. Leaders should clearly define system expectations for the instructional model(s) being used in classrooms.

Staff Resources –

Leaders should inventory all staff, considering areas of expertise. This will allow intentional pairing of student needs and staff resources. This knowledge should be used when scheduling to allow flexibility of these human resources during the master schedule's extra learning time (WIN time, flex time, etc.)

Assessments/Progress Monitoring Tools –

System leaders must ensure that educators understand the critical importance of assessing and progress monitoring students at regular intervals. Assessments are tools to let educators know if what is being taught is actually being learned. For students with learning gaps, progress monitoring is a critical step in assessing the effectiveness of the intervention being

used. If there is not an acceptable rate of growth, the materials and/or instructional approach may be misaligned with student needs. This will be discovered during problem-solving, but data points must exist in order to problem solve. Teams must make sure valid and reliable tools are being used in every school setting. That is why mapping these tools is a good way to ensure the correct tools are in place to measure the effectiveness of instruction.

Professional Development –

Professional development is needed in every level of a multi-tiered system of supports to improve the capacity of the entire system. The Educator Assistance Act of 2025 emphasizes the critical importance of high-quality professional learning and amends S.C. Code Ann. § 59-1-425(A) to require that districts establish four days for collegial professional development as part of the annual school calendar. The professional learning activities offered during these days and, by extension, as part of the district's comprehensive professional development system, must be intentionally focused, at minimum, on strengthening teachers' knowledge of college and career-ready academic standards, their content area, strategies for teaching that content to students, and the use of assessments and assessment results to inform instructional decisions. Curriculum-Based Professional Learning (CBPL) should occur frequently as a job-embedded professional learning approach that helps educators effectively implement High-Quality Instructional Materials (HQIM) through intellectual preparation, reflection, and continuous improvement cycles. CBPL aligns standards, materials, instruction, and assessment to strengthen Tier 1 instruction and student outcomes.

Protocols/Procedures –

In this row, list protocols and procedures expected in each tier of instruction. These could be communication protocols such as report cards and midterms for Tier 1 and intervention progress reports for Tiers 2 & 3. Data storage and review protocols should be clearly defined for each tier. Procedural expectations such as whether additional staff will push-in to a classroom to support groups of students or if students will be pulled out to another setting should be clearly defined for each tier. The clearer the expectations are, the stronger the system will be.

References:

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SWIFT Education Center. (2026). *MTSS Resource Mapping Form*. Retrieved from: https://swiftschools.org/docs/mtss-resource-inventory-form/

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