

Several educational frameworks that work through the approval of the US Department of Education get implemented into the curriculum via a deep learning black box synopsis. For example, MTSS (Multi-Tier systems of support) and RTI (Response to Intervention or Instruction) are being imposed onto school systems with the knowledge or benediction of the most important stakeholders – teachers and students. MTSS is an educational framework that “integrates data and instruction to maximize student achievement and support student's social, emotional, and behavioral needs”, AIR (2023). RTI is a “general education intervention model designed to screen students early and identify those who may need additional academic support”, Prescott J. (2022). There are circumstances when these educational framework standards are thrown at teachers for implementation without prior knowledge of development outcomes. The evidence-based research done by the WWC, What Works Clearinghouse generally tends to fail, because the important stakeholders aren't key implementers of the design, i.e. the common teacher and targeted students. For example, the article 'Anatomy of an Evidence Base', mentions the 'No Child Left Behind Act' which was a catastrophic miscarriage of educational policy. Making it tough if not impossible to do their job, and from the student's perspective the proliferation of social pressure along with the promotion of social problem claims intensifies as they seek mobilized support, Best, (2013).

Reference

[Center on Multi-Tiered System of Supports \(MTSS Center\) | America Institutes for Research \(air.org\)](https://www.air.org/center-multi-tiered-system-supports-mtss-center)

[What is the Difference Between MTSS vs. RTI? | Houghton Mifflin Harcourt \(hmhco.com\)](https://www.hmhco.com/what-is-the-difference-between-mtss-vs-rti)

Joel Best, (2013), Social Problems, W. W. Norton & Company, 2nd Edition

David Malouf & Juliana Jaymans (2016), Anatomy of an Evidence Base, Sage Journals, Volume 58, Issue 8