Using Key Components of a Multi-Tiered System of Supports (MTSS) Framework

NYS-RtI TAC
Fall 2016 Webinar Series
Webinar 5

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Using Key Components of a MTSS Framework

Implementing the Common Core Learning Standards within MTSS

Integrating the Data-Based Problem-Solving Process (RtI) into a MTSS

Aligning Instruction/Interventions with the CCLS and Integrating Instructional Practices Across the Tiers

Ensuring the Integration of Academic Skills, Academic Behavior Expectations and Scaffolding to Maximize Student Engagement within the Instructional Process

Meeting the Needs of Students with Disabilities and Students with 504 Accommodations Through Specially Designed Instruction within an MTSS Framework

Have courageous conversations

Reflect, celebrate, reverberate, breathe

GET FIRED UP!
Goals For Today’s Webinar

• Unpack Learning Standards-Know, Understand, Do
• Identify the Access Skills Needed to Attain Standards
• Identify Skills that Place Students At Risk
• Identify Instruction Needed
• Integrate Instruction Across the Tiers
Do The Best You Can Until You Know Better.
Then, When You Know Better Do Better.
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
“The most legitimate and effective school improvement effort is not to design a system of interventions to help students at risk, but rather to upgrade the core curriculum.”

Mike Mattos
Principal
Standards-based Instruction Model

- **Standard or Benchmark Aligned to Course Description**
  - Guides the development of the lesson beginning with the desired outcome

- **Learning Goals**
  - Describes what students should know and be able to do
  - Includes essential questions and
  - Rubrics to define levels of knowledge acquisition

- **Engaging Lesson**
  - Includes appropriate and meaningful activities that engage students in the learning process, address common misconceptions, and incorporate higher-order thinking skills

- **Formative, Interim, and/or Summative Assessments**
  - Provides multiple sources of student data to guide decisions about adjusting instruction and/or providing interventions

Florida Department of Education Bureau of Curriculum and Instruction (www.fldoe.org/bii)
Webb’s Depth of Knowledge and Bloom’s Taxonomy

The CCLS standards incorporate Webb’s Depth of Knowledge and Bloom’s Taxonomy.

The cognitive demand of the standards rises across the grades.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Grade</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Grade</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>READING STANDARDS FOR LITERATURE, Key Ideas and Details</strong></td>
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<td>2. With prompting and support, retell familiar stories, including key details.</td>
<td>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
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**How is the demand of this standard rising across the grades?**
<table>
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<tr>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Grade</th>
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<td>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
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<th>11th -12th Grade</th>
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<td>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</td>
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**How is the demand of this standard rising across the grades?**
### STANDARDS-BASED IEP Instructional Planning

**GRADE:**

**SUBJECT:**

**STANDARD:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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<th>SKILLS: What students should DO</th>
<th>CONCEPTS: What students should KNOW</th>
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Based on Assessments:

a. Which access skills are necessary for this standard?

b. Which skills does this student not possess?

c. What Academic BEHAVIORS (Engagement) must the student have to engage instruction?

### ESSENTIAL QUESTIONS:

1. What Universal Design Strategies can reduce or neutralize the impact of the deficit areas (e.g., text to speech)
2. What Instructional strategies should be used in Tier 1?
3. How will all instruction incorporate Tier 1 materials, pacing, scope and sequence? (e.g., pre-teach, review, reteach)
Case Study
# Case Study #1 - Brian

## Present Level Data

Brian is a sixth grader with a specific learning disability in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2nd grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.

## Grade-level Academic Standard(s) & General Access Skills

| What academic standards are most affected by the student's disability? |
| What access skills are required for every student to access the selected grade-level standard? |

6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.

## Student Specific Access Skills

What access skills will this student require to access the general education curriculum?

## Accommodations

What services or supports may be provided in the GE classroom to increase access to the curriculum?

## Modifications (if Needed)

In what ways must the GE curriculum be changed for this student to access the content?

## Specially Designed Instruction

What teaching and learning must take place for this student to learn or improve needed access skills?
**Overall Process**

## Case Study #1 - Brian

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Lesson Study

• Method to integrate academic and behavior instruction/intervention into a single system
• Integrate learning goals, instructional strategies, student engagement factors and performance criteria
Characteristics of Effective Planning-Tier 1

• All providers of instruction and support are in attendance at the lesson study-general education, remedial education, special education and appropriate related services

  – Question: at YOUR grade level lesson planning meetings, do ALL providers of instruction attend or just the general education teachers?
Characteristics of Effective Planning-Tier 1

• The Learning Goal/Standard/Progression levels is/are identified explicitly

• Instructional strategies (evidence-based) for the goal/level and student skill levels are identified

• The explicit student performance behaviors necessary to engage the instruction are identified—GAPS for individual students identified
Lesson Study
Tiers 2/3
Characteristics of Effective Planning-Tier 2/3

• Tier 2/3 providers meet separately to lesson plan their instruction within the context of the Tier 1 lesson study meeting

• Instructional strategies, engagement behaviors, instructional materials that support student success in Tier 1 are identified
Characteristics of Effective Planning-Tier 2/3

• Alignment with the scope and sequence/pacing chart for Tier 1 is always a priority when identifying the focus of instruction on a weekly basis

• This alignment permits a strategic focus for issues such as vocabulary, background knowledge, pre-teaching/review/re-teaching, etc. that results in “just in time” readiness for students to integrate what they have learned into Tier 1
Characteristics of Effective Planning-Tier 2/3

• Assessments in Tier 2/3 incorporate characteristics of assessments in Tier 1

• The goal here is to not only ensure that students strengthen needed skills and accelerate their growth BUT ALSO to ensure that the students can explicitly identify how the instruction in Tiers 2/3 relates to their work in Tier 1
Characteristics of Effective Planning-Tier 2/3

• Tier 2/3 providers observe their students in the Tier 1 environment to ensure alignment of instruction across Tiers

• Tier 2/3 providers increasingly take an active role in the Tier 1 Lesson Study to share specially designed instructional strategies and student engagement supports during the Tier 1 Lesson Study meetings