



## 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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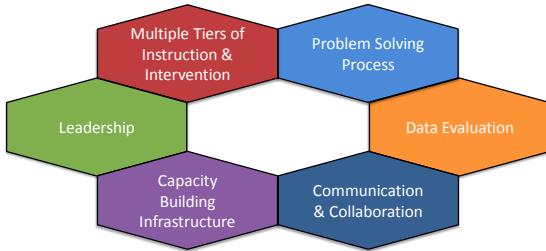
- Using Key Components of a MTSS Framework
- Implementing the Common Core Learning Standards within MTSS
- Integrating the Data-Based Problem-Solving Process (RtI) into a MTSS
- Aligning Instruction/Interventions with the CCLS and Integrating Instructional Practices Across the Tiers
- Ensuring the Integration 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.

## Critical Components of MTSS

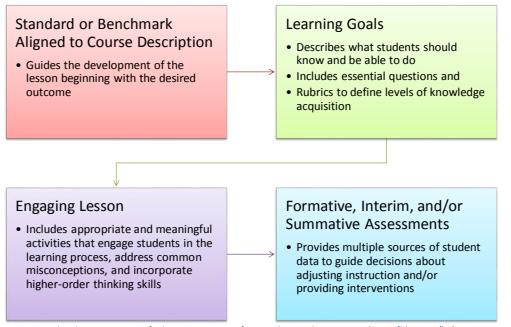


“The most legitimate and effective school improvement effort is *not* to design a system of interventions to help students at risk, but rather to ***upgrade the core curriculum.***”

Mike Mattos  
Principal

*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.*

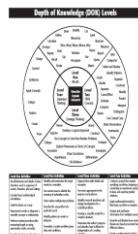
## Standards-based Instruction Model



Florida Department of Education Bureau of Curriculum and Instruction ([www.fldoe.org/bii](http://www.fldoe.org/bii))

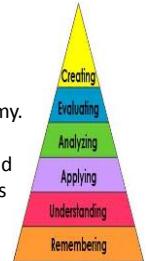
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## Webb's Depth of Knowledge and Bloom's Taxonomy



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

The cognitive demand of the standards rises across the grades.



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Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
READING STANDARDS FOR LITERATURE, Key Ideas and Details			
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	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.

How is the demand of this standard rising across the grades?

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3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
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.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2. 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.

How is the demand of this standard rising across the grades?

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7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

How is the demand of this standard rising across the grades?

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9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	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.

How is the demand of this standard rising across the grades?

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**STANDARDS-BASED IEP Instructional Planning**

<b>GRADE:</b>	<b>SUBJECT:</b>
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.	
<b>SKILLS:</b> What students should DO VERBS	<b>CONCEPTS:</b> What students should KNOW NOUNS
 <b>Based on Assessments:</b>	
<p>a. Which access skills are necessary for this standard?</p> <p>b. Which skills does this student not possess?</p> <p>c. What Academic BEHAVIORS (Engagement) must the student have to engage instruction?</p>	
 <b>ESSENTIAL QUESTIONS:</b>	
<p>1. What Universal Design Strategies can reduce or neutralize the impact of the deficit areas (e.g., text to speech)</p> <p>2. What Instructional strategies should be used in Tier 1?</p> <p>3. How will all instruction incorporate Tier 1 materials, pacing, scope and sequence? (e.g., pre-teach, review, reteach)</p>	

**Case Study**

**Case Study #1 - Brian**

<b>Present Level Data</b>	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 below his grade level. When he decodes independently, he reads words correctly at a first grade level. He can currently read 26 words per minute correctly from a 2 <sup>nd</sup> 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.
<b>Grade-level Academic Standard(s) &amp; General Access Skills</b>	6.N.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
<b>Student Specific Access Skills</b>	• Which 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?
<b>Accommodations</b>	What services or supports may be provided in the GE classroom to increase access to the curriculum?
<b>Modifications (If Needed)</b>	In what ways must the GE curriculum be changed for this student to access the content?
<b>Specially Designed Instruction</b>	What teaching and learning must take place for this student to learn or improve needed access skills?

**Overall Process****Case Study #1 - Brian**

<b>Present Level Data</b>	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 below his grade level. When he decodes independently, he reads words correctly at a first grade level. He can currently read 26 words per minute correctly from a 2 <sup>nd</sup> 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.
<b>Grade-level Academic Standard(s) &amp; General Access Skills</b>	6.N.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
<b>What do we know about this student's specific learning needs?</b>	
<b>Grade-level Academic Standard(s) &amp; General Access Skills</b>	• Which 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?

**Overall Process****Overall Process**

<b>Student Specific Access Skills</b>	
<b>What access skills will this student require to access the general education curriculum?</b>	
<b>Accommodations</b>	
<b>What services or supports may be provided in the GE classroom to increase access to the curriculum?</b>	

<b>Modifications (If Needed)</b>	
<b>In what ways must the GE curriculum be changed for this student to access the content?</b>	
<b>Specially Designed Instruction</b>	
<b>What teaching and learning must take place for this student to learn or improve needed access skills?</b>	

## 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