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

NYS-RtI TAC
Fall 2016 Webinar Series
Webinar 4
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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

- Characteristics of Tiers 1, 2, and 3
- Scheduling for Multi-tiered Support
- Intervention Effectiveness

Do The Best You Can Until You Know Better.
Then, When You Know Better Do Better.

Critical Components of MTSS

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.

TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high-leve
Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.
Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.
Tier I: Begins with clear goals: 1. What exactly do we expect all students to learn? 2. How will we know if and when they've learned it? 3. What will we do when some students don't learn? 4. What will we do when some students have already learned?
Questions 1 and 2 help us ensure a guaranteed and viable core curriculum.
“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

Vision of Tier 1 Instruction

- Aligned with Standards
- Engaging
- Considers Universal Design Principles
- Multiple ways of representing content
- Multiple ways of student performance
- Considers Academic and Behavior Factors

Some Fundamental Principles

- **Standards Based Instruction**
  - What students should know and be able to do
    - **Recount** stories, including fables, folktales, and myths from diverse cultures, and determine their central message, lesson, or moral, and explain how it is conveyed through key details in the text.
  - Clearly defined for each grade level and subject area
  - Serve as the content for high-stakes assessment
  - Utilizes benchmark assessment to determine if students and the curriculum is “on-track”
  - Assists in the identification of “essential elements” of instruction

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. With prompting and support, retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>2. Recount stories, including key details, and demonstrate understanding of their central message, lesson, or moral.</td>
<td>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>9th-10th Grade</th>
<th>11th-12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Determine a theme or central idea of a text and analyze in detail 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.</td>
<td>2. Determine the 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>
</tr>
</tbody>
</table>

Model: Happy High School

OBSERVE: Conducted Walkthrough

Instruction Component: Percent of Intervals Observed

- Communicate Instructional Purpose
- Explicit Instruction
- Modeled Instruction
- Guided Practice with Teacher Support
- Guided Practice with Peer Support
- Independent Practice
- Reflection, Integration, and Extension
Three Principles

- **Principle I:** Provide Multiple Means of Representation (the “what” of learning)
  - Perceptions, Language expressions and symbols and Comprehension
- **Principle II:** Provide Multiple Means of Action and Expression (the “how” of learning)
  - Physical action, Expression and communication and Executive function
- **Principle III:** Provide Multiple Means of Engagement (the “why” of learning)
  - Recruiting Interest, Sustaining effort and persistence and Self-regulation

**Characteristics of Tier 1 Instruction**

- Delivered in sufficiency
- Differentiated
- Delivered in the context of a positive learning climate
- Diverse—teacher led, student led
- Effective for diverse students, including those with disabilities

**Tier I:** Within these environments, adults shape how students develop key skills & relationships that strengthen their connection to school and prepare them to succeed in college, career & life.

**SOCIAL & EMOTIONAL LEARNING**

shapes students’ skills and relationships through:

- Explicit instruction and pedagogy that promote:
  - Awareness, self-management, social awareness, relationship skills, and decision-making skills in alignment with SEL Standards
- Interactions and culture that promotes positive adult-student relationships and student-student relationships
- Restorative approaches for all students that promote inclusiveness, relationship building and problem solving

**For: ALL STUDENTS**

Requires: ALL STAFF

**Restorative Practice:** Restorative Conversation & Talking Circles

**SESS Curriculum:**

- Second Step (K-8)
- Advisory/Seminar (9-12)

**Three Principles**

- **Principle I:** Provide Multiple Means of Representation (the “what” of learning)
  - Perceptions, Language expressions and symbols and Comprehension
- **Principle II:** Provide Multiple Means of Action and Expression (the “how” of learning)
  - Physical action, Expression and communication and Executive function
- **Principle III:** Provide Multiple Means of Engagement (the “why” of learning)
  - Recruiting Interest, Sustaining effort and persistence and Self-regulation

**Tier I:** A supportive Learning Climate sets the stage for productive learning by establishing positive Behaviors as the norm

**POSITIVE LEARNING CLIMATES**

throughout the SCHOOL and in the CLASSROOMS include:

- A pervasive culture of respect and collaboration, including high rates of positive interactions among all members of the school community;
- A motivating, participatory, and learning-focused environment that promotes student ownership over learning and improving; and
- Well-managed, structured and clearly defined practices and behavioral expectations that create a sense of safety, fairness and productivity.

**Effective Instruction**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Guiding Question</th>
<th>Well Met</th>
<th>Intermittent</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives</td>
<td>Are the goals and objectives clearly evident in the learning environment? Does the teacher understand the purpose for learning the skill and strategies taught?</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Explicit</td>
<td>Are directions clear, straightforward, unambiguous, without hesitation, need for application, or ambiguity?</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Structure</td>
<td>Are skills introduced in a specific, logical order, rather than in a haphazard, unordered manner? Do the lessons always follow the sequence of instructions? Is there frequent review and feedback?</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Modality</td>
<td>Are audio aids of practice, role, complex and comprehensive to support students’ skills, knowledge and actions? Are materials organized and accessible?</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Immediate Feedback</td>
<td>Does the teacher provide feedback after incorrect instructions during practice, feedback and practice as necessary?</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Modeling</td>
<td>Are the skills and strategies modeled in interactions clearly demonstrated for the student?</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Independent Application</td>
<td>Do students have sufficient opportunities to practice new skills independently?</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Pacing</td>
<td>Is the pacing gauged enough with the length to present an engaging manner? Does the pace allow for frequent student response? Does the pace maintain instructional focus, learning momentum, and student engagement?</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Instructional Routine</td>
<td>Are the instructional formats consistent from lesson to lesson?</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
CSR—Results
Boardman, Vaughn et al. (2016)

Promoting Adolescent Comprehension Through Text (PACT)

“In the area of content acquisition, both English Learners and Non-English Learners with disabilities were able to significantly benefit from the PACT intervention provided in general education social studies classes.”

Wanzek, et al. (2016)

District Example

TIER II: Supplemental, Targeted

For approx. 20% of students
Core + Supplemental

To achieve benchmarks
Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?

Intensifying Instruction

- Time
  - More time, more practice and rehearsal, more opportunity for feedback
  - Typically, up to 50% more than Tier 1 for that content

- Focus
  - Narrowing the range of instruction
    • Reading: 5 Big Ideas, SOME of the 5 Big Ideas

- Type
  - More explicit, more frequent, errorless
3 Fs + 1 S + Data + PD = Effective & Powerful Instruction

- Frequency and duration of meeting in small groups – every day, etc.
- Focus of instruction (the What) – work in vocabulary, phonics, comprehension, etc.
- Format of lesson (the How) – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- Size of instructional group – 3, 6, or 8 students, etc.
- Use data to help determine the 3 Fs and 1 S (the Why)
- Provide professional development in the use of data and in the 3 Fs and 1 S

Developing A Schedule

- How many students require how many minutes of WHAT?

  Build schedule around the:
  - How many students need X number of minutes?
  - What will occur during those minutes?
  - Who is available to deliver?
  - When can they deliver?
  - How do we use the resources we have?

High School Algebra

- 7 periods/day
- 4 different “groups”
- 2 “Regular”, 5 periods week
- 1 “Advanced”, 5 periods/week
- 1 “Strategic”, 7 periods/week
- Each teacher teaches 1 of each
- Strategic group outperformed the Regular group by 8% as of January 2016

Tier 2: Curriculum Characteristics

- Standard protocol approach
- Focus on essential skills
- Most likely, more EXPOSURE and more FOCUS of core instruction
- On average 50% more time than Tier 1 allocation for that subject area
- Linked directly to core instruction materials and benchmarks
- Criterion for effectiveness is 70% of students receiving Tier 2 will reach benchmarks

Fall Data
Winter Data

Fall/Winter Comparisons

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>At/Above Proficiency</td>
<td>63</td>
<td>73</td>
<td>+10</td>
</tr>
<tr>
<td>On Watch</td>
<td>11</td>
<td>14</td>
<td>+3</td>
</tr>
<tr>
<td>Intervention</td>
<td>9</td>
<td>5</td>
<td>-4</td>
</tr>
<tr>
<td>Urgent Intervention</td>
<td>18</td>
<td>9</td>
<td>-9</td>
</tr>
</tbody>
</table>

TIER III: Intensive, Individualized

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

More powerful instruction involves:
- More instructional time
- More precisely targeted at right level
- Clearer and more detailed explanations
- More systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for error correction and feedback

Characteristics of Tier 3 Instruction

- Small Group—3-4 students
- Standards Aligned
- Direct Instruction
- “Errorless” Learning
  - scaffolding
  - modeling
  - feedback
  - 3:1 accurate/inaccurate
- Gradual Release
- Integrated with less intensive
- Universal Design in Tier 1 until these skills strengthen

What is “Special” About Special Education?

Specially Designed Instruction for Students With Disabilities Within a Multifaceted System of Supports (U.S.)

In Collaboration with...
Characteristics of Specially Designed Instruction

- Focus is to reduce or eliminate the impact of a disability on academic and/or behavioral progress
- Designed specifically for an individual student following individual problem-solving
- Could be implemented in Tiers 1, 2 and/or 3
- Examples include: text to speech, unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols

Positive Response to Intervention

![Positive Response to Intervention Graph]

Questionable Response to Intervention

![Questionable Response to Intervention Graph]
**Poor Response to Intervention**

**Performance**

Expected Trajectory

Observed Trajectory

**Instructional Effectiveness**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number of Students</th>
<th>Number Referred for Intervention</th>
<th>Number Referred for Evaluation</th>
<th>Intervention Effectiveness</th>
<th>Risk of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>430</td>
<td>60</td>
<td>15</td>
<td>75%</td>
<td>13.95%</td>
</tr>
<tr>
<td>Black</td>
<td>270</td>
<td>48</td>
<td>32</td>
<td>33%</td>
<td>18.20%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>210</td>
<td>10</td>
<td>8</td>
<td>90%</td>
<td>4.76%</td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Island</td>
<td></td>
<td>#0(0/0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td>#0(0/0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>800</td>
<td>118</td>
<td>52</td>
<td>50%</td>
<td>13.26%</td>
</tr>
</tbody>
</table>

**Instructional Effectiveness**

<table>
<thead>
<tr>
<th># Students</th>
<th># Proficient</th>
<th>% Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>480</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>130</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>38</td>
<td>22</td>
</tr>
</tbody>
</table>