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

NYS-RtI TAC
Fall 2016 Webinar Series
Webinar 4

Dr. George M. Batsche
Director
Institute for School Reform
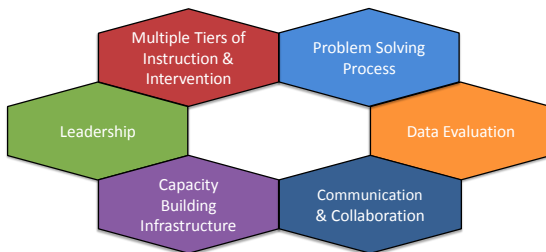University of South Florida
batsche@usf.edu

Goals

➢ 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.
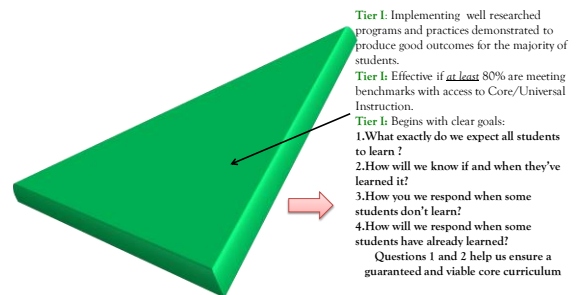Then, When You Know Better Do Better.

Critical Components of MTSS

- Multiple Tiers of Instruction & Intervention
- Problem Solving Process
- Leadership
- Data Evaluation
- Capacity Building Infrastructure
- Communication & Collaboration

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 levels

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. How you we respond when some students don't learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

6

"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; determine the 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

Kindergarten	1st Grade	2nd Grade	3rd 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?

10

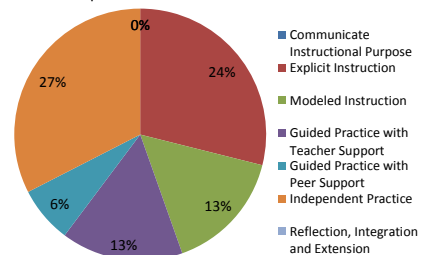| 9th -10th Grade	11th -12th Grade
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas 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?
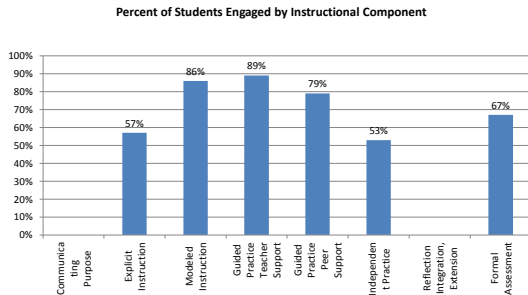
11

+ ## 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

0%, 24%, 13%, 13%, 6%, 27%

Model: Happy High School
OBSERVE: Walkthrough Data

Percent of Students Engaged by Instructional Component

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 : A supportive Learning Climate sets the stage for productive learning by establishing positive behaviors as the norm

For: **ALL STUDENTS**
Requires: **ALL STAFF**

School Climate:
PBIS —or—
Foundations

Classroom Management:
CHAMPS (K-8);
DSC (9-12)

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.

16

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.

For: **ALL STUDENTS**
Requires: **ALL STAFF**

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

Restorative Practices:
Restorative Conversations & Talking Circles

SOCIAL & EMOTIONAL LEARNING
shapes students' skills and relationships through:

➤Explicit instruction and pedagogy that promote:
self-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
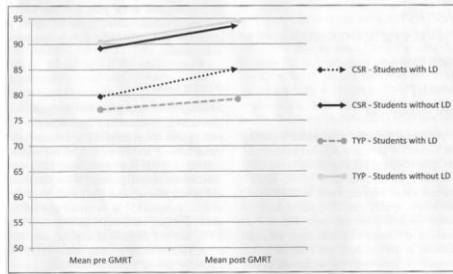
17

Effective Instruction
(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

Characteristic	Guiding Questions	Well Met	Somewhat Met	Not Met
Goals and Objectives	Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?	☐	☐	☐
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?	☐	☐	☐
Systematic	Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?	☐	☐	☐
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?	☐	☐	☐
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?	☐	☐	☐
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	☐	☐	☐
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?	☐	☐	☐
Independent Application	Do students have sufficient opportunities to practice new skills independently?			
Pacing	Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?	☐	☐	☐
Instructional Routine	Are the instructional formats consistent from lesson to lesson?	☐	☐	☐

CSR—Results
Boardman, Vaughn et al. (2016)

- CSR - Students with LD
- CSR - Students without LD
- TYP - Students with LD
- TYP - Students without LD
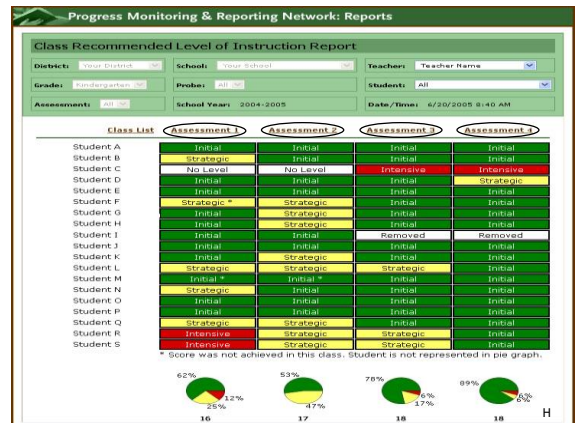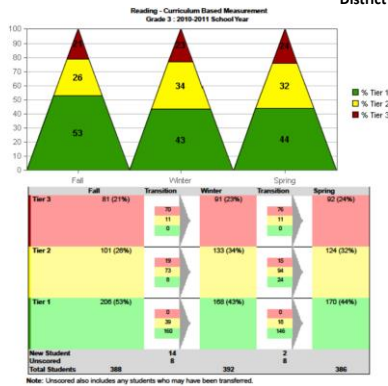
Mean pre GMRT   Mean post GMRT

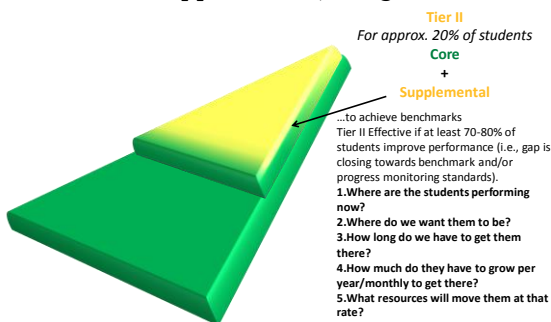## Promoting Adolescent Comprehension Through Text (PACT)

"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

Reading - Curriculum Based Measurement
Grade 3 : 2010-2011 School Year

- % Tier 1
- % Tier 2
- % Tier 3

Note: Unscored also includes any students who may have been transferred.

Progress Monitoring & Reporting Network: Reports

Class Recommended Level of Instruction Report

TIER II: *Supplemental, Targeted*

Tier II
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?

23

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

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

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?
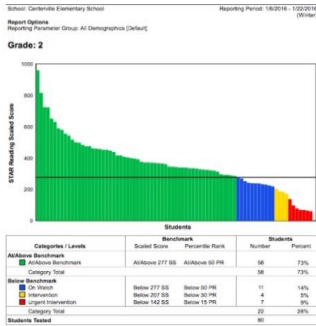

Example of Grade Level Schedule

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
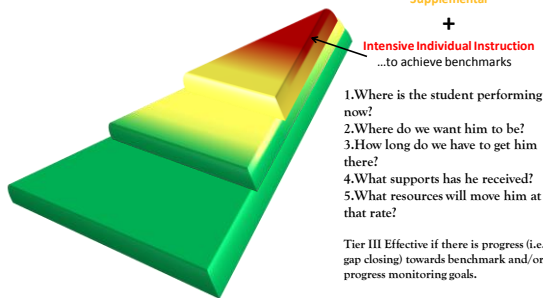
Fall Data

Winter Data

Fall/Winter Comparisons

	Fall	Winter	
At/Above Proficiency	63	73	+10
On Watch	11	14	+3
Intervention	9	5	-4
Urgent Intervention	18	9	-9

TIER III:
Intensive, Individualized

Tier III
For Approx 5% of Students
Core
+
Supplemental
+
Intensive Individual Instruction
...to achieve benchmarks

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.

33

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

More powerful instruction involves:

More instructional time
Smaller instructional groups ⎤ resources
More precisely targeted at right level
Clearer and more detailed explanations ⎤ skill
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 Multi-tiered System of Supports

Florida Department of
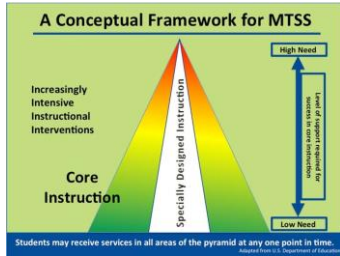**EDUCATION**

Pam Stewart
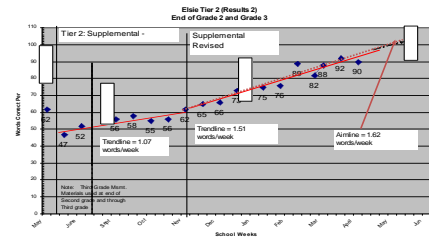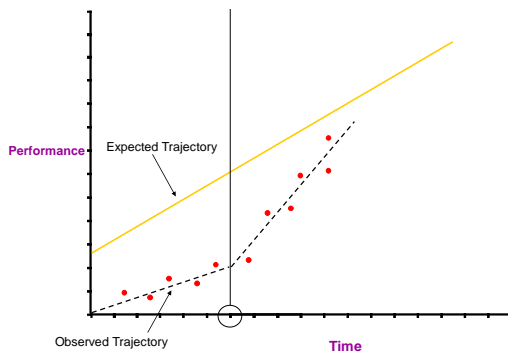Commissioner of Education

In Collaboration with...

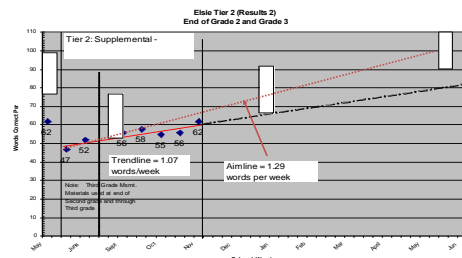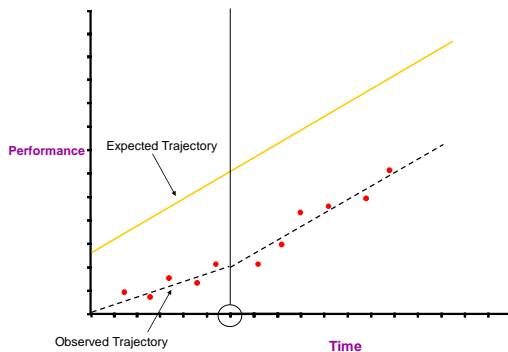## Characteristics of Specially Designed Instruction

- 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
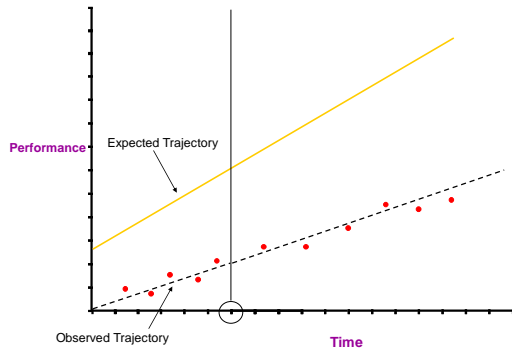
Positive Response to Intervention

Good RtI
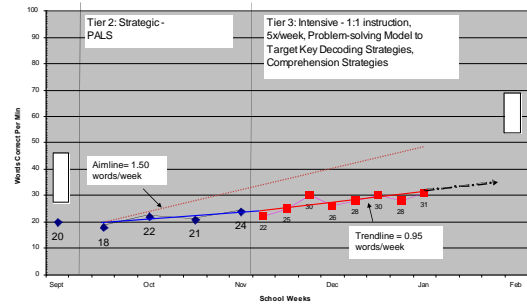
Questionable Response to Intervention

Questionable RtI

Poor Response to Intervention

Bart

Intervention Effectiveness

Race/Ethnicity	Number of Students	Number Referred for Intervention	Number Referred for Evaluation	Intervention Effectiveness	Risk of Intervention
White	430	60	15	75%	13.95%
Black	250	48	32	33%	19.20%
Hispanic	210	10	5	50%	4.76%
Multiracial				#DIV/0!	
Asian/Pacific Islander				#DIV/0!	
American Indian/ Alaskan Native				#DIV/0!	
TOTAL	**890**	118	52	56%	13.26%

District/School:

45

Instructional Effectiveness

	# Students	# Proficient	% Proficient
TIERS			
1	480	450	93%
2	110	65	59%
3	50	22	44%