Using Key Components of a Multi-Tiered System of Supports (MTSS) Framework Session 2

NYS-RtI TAC
Fall 2016 Webinar Series

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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!

Review
Last time we talked abou….

- The similarities and differences between RtI and MTSS
- The six components of MTSS
- What it “looks” like
- Levels of implementation
- Some of the basic principles important to MTSS

Today…
We are going to talk about…

- Some fundamentals of instruction within a MTSS
- Integrating academics and behavior
- Using academic engaged time and scheduling more intensive instruction
- Aligning MTSS with the CCLS
- How to “unpack” the standards in order to focus instruction

First, how do we look at instruction from the student (learner) perspective?

Student Achievement
Student Performance

- ***Academic Skills***
  - Goal setting tied to state/district standards
  - Common Core Learning Standards
  - Developmental Standards
- ***Academic Behaviors-Student Engagement***
  - Behaviors associated with successful completion of the academic skills
  - On-task, listening, following-directions, ignoring distractions, self-monitoring, goal setting, content of private speech
- ***Inter-/Intra-Personal Behaviors***
  - Behaviors that support social skills
  - Social/emotional development

Every academic skill has an associated academic behavior…

Academic Behaviors Checklist

(Skillstreaming, Research Press)

Behaviors	Present	Absent
Following Directions		
Verbal Participation		
Asking a Question		
Setting a Goal		
Completing Work		
Ignoring Distractions		
Making Corrections		
Sharing		
Asking for Help		
Taking Turns		
Accepting Correction		
Accepting Praise		
Giving Praise		
Self-Monitoring		
Self-Instruction		
Raising Hand		

Failure to consider the academic "behaviors" required in the teaching-learning process will result in…

- Students lacking the skills to engage the instruction
- Instruction that can facilitate student disengagement in ways that are disruptive
- Lack of student achievement because they lack the skills necessary to participate in/practice the academic skills
- Potential labeling as "unmotivated" or "disinterested" because they lack the skills that would be interpreted as "motivated" or "interested."

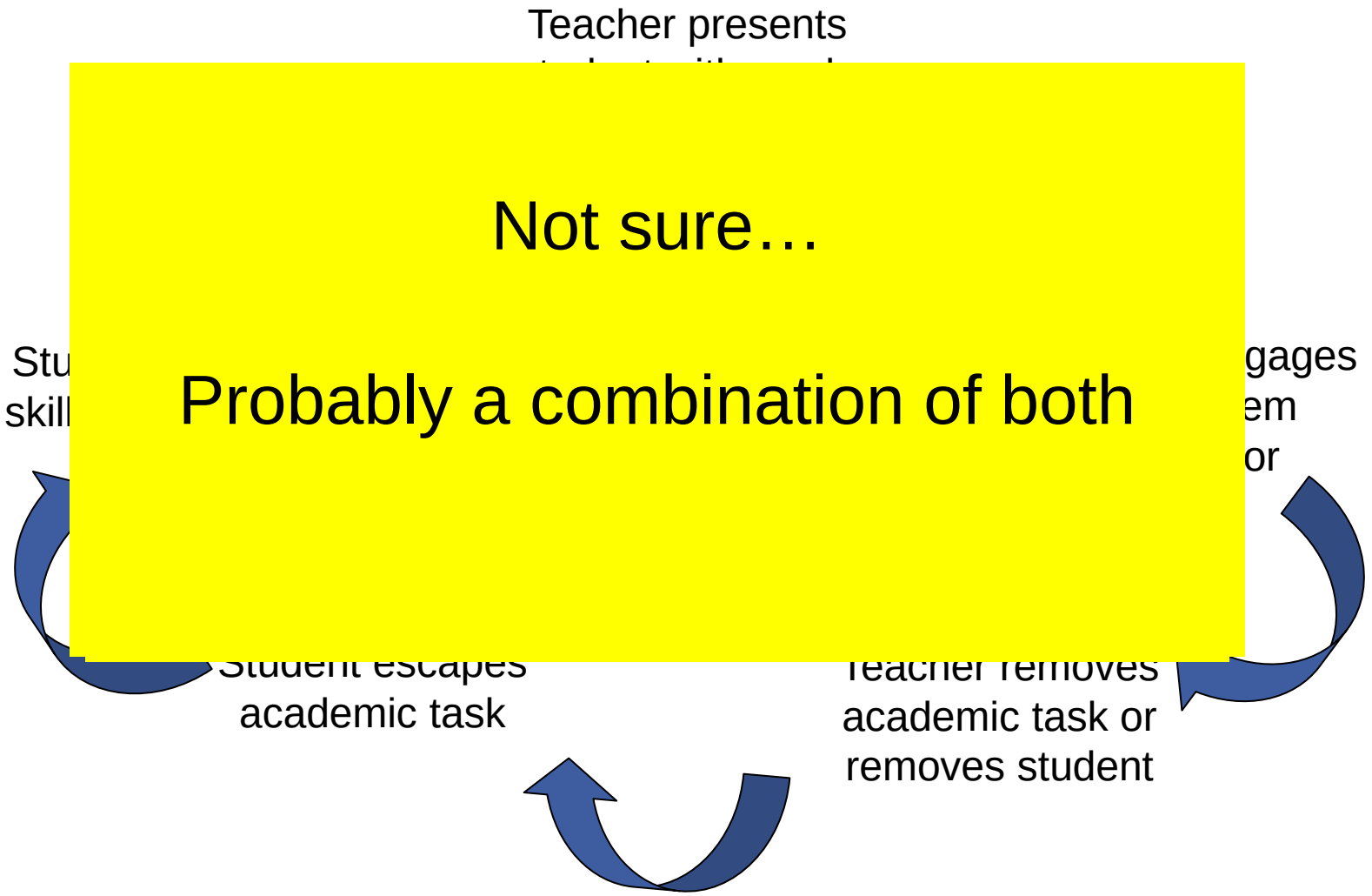
We want to think about…

- Designing instruction in the context of what skills students will need to engage the instruction
- Designing instruction that aligns with engagement skills that the students possess
- Directly teaching the engagement skills that students need but lack
  - E.g., Participation routines (see—Explicit Instruction, by Anita Archer)

Integration of Academics, Behavior and Universal Design

Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)



Highly Effective Practices: Research

- **The evidence of a transactional relationship (confined, collateral, combined) with reading and behavioral interventions. *(Bruhn & Watt, 2013; Cook et al., 2013)***
- **High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior *(Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)***
- **Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes *(Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)***
- **"Viewed as outcomes, achievement and behavior are related; viewed as causes of the other, achievement and behavior are unrelated. (*Algozzine, et al., 2011*)**
- **Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing *(McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)***

Reading Problems and Dropout

- A student who can't read on grade level by 3rd grade is 4 times less likely to graduate by age 19 than a child who reads proficiently by that time. Add POVERTY to the mix, and a student is 13 times less likely to graduate on time.

  However, students who did not read proficiently at 3rd grade ***constitute 88% of those who did not earn a diploma.***

  Low reading skills in 3rd grade are a stronger predictor of dropping out of school than having spent at least one year in poverty.

Donald J. Hernandez

"Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation." Annie E. Casey Foundation, 2011

Some Fundamental Principles of Teaching and Learning

- ***Academic Engaged Time (AET)***
  - AET predicts student performance better than any other variable, including:
    - IQ
    - Language
    - SES
    - Disability
    - Culture/Race
  - Amount of time students are engaged in quality instruction
  - Includes evidence-based instructional strategies
  - Matched to student context, culture and relevance
  - With student engagement in the process

How do we manage instructional time as it relates to student growth rates?

- Start with time allocated for Tier 1
  - E.g., 90 minutes/day for ELS (450/week)
  - E.g., 50 minutes/day for Algebra (250/week)

- What is the level of GAP for students who are behind?

- How much additional time of quality instruction is needed? Up to 50% more in next tier!!

How do we manage instructional time as it relates to student growth rates?

- Tier 1
  - 90 minutes/day ELA
  - 50 minutes/day Algebra

- Tier 2 (Up to + 50%
  - 135 minutes/day ELA
  - 75 minutes/day Algebra

- Tier 3 (Up to +50%)
  - 180 minutes/day ELA
  - 100 minutes/day Algebra

How do we do this?

Example of Grade Level Schedule

Fourth Grade Schedule
2008-09

MON, TUES, THURS, FRI				WEDNESDAY			
TIME	**SUBJECT**	**Course Code**	**Minutes**	**TIME**	**SUBJECT**	**Course Code**	**Minutes**
8:35-8:40	Morning Routine (attendance, lunch, etc.)			8:35-8:40	Morning Routine (attendance, lunch, etc.)		
8:40-8:45	Morning News			8:40-8:45	Morning News		
8:45-10:15	Reading	5010050	90	8:45-10:15	Reading	5010050	90
10:15-10:45	PE	5015010	30	10:15-10:45	PE	5015010	30
10:45-10:55	Reading Enrichment	5010050E	10	10:45-10:55	Reading Enrichment	5010050E	10
10:55-11:25	Specials	Art 5001000 Music 5013000 Literacy 5010050 Guidance5022000	30	10:55-11:25	Specials	Art 5001000 Music 5013000 Literacy 5010050 Guidance5022000	30
11:25-12:00	Science	5020000	35	11:25-12:00	Language Arts OR Language Arts ESOL*	5010040 5010010	35
12:00-12:30	Lunch	********	30	12:00-12:30	Lunch	********	30
12:30-1:00	Reading Intervention	5010020	30	12:30-1:00	Reading Intervention	5010020	30
1:00-2:00	Math	5012060	60	1:00-2:00	Math	5012060	60
2:00-3:00	Language Arts OR Language Arts ESOL*	5010040 5010010	60				
Total Minutes			375	Total Minutes			315
Total Instructional Minutes			345	Total Instructional Minutes			285

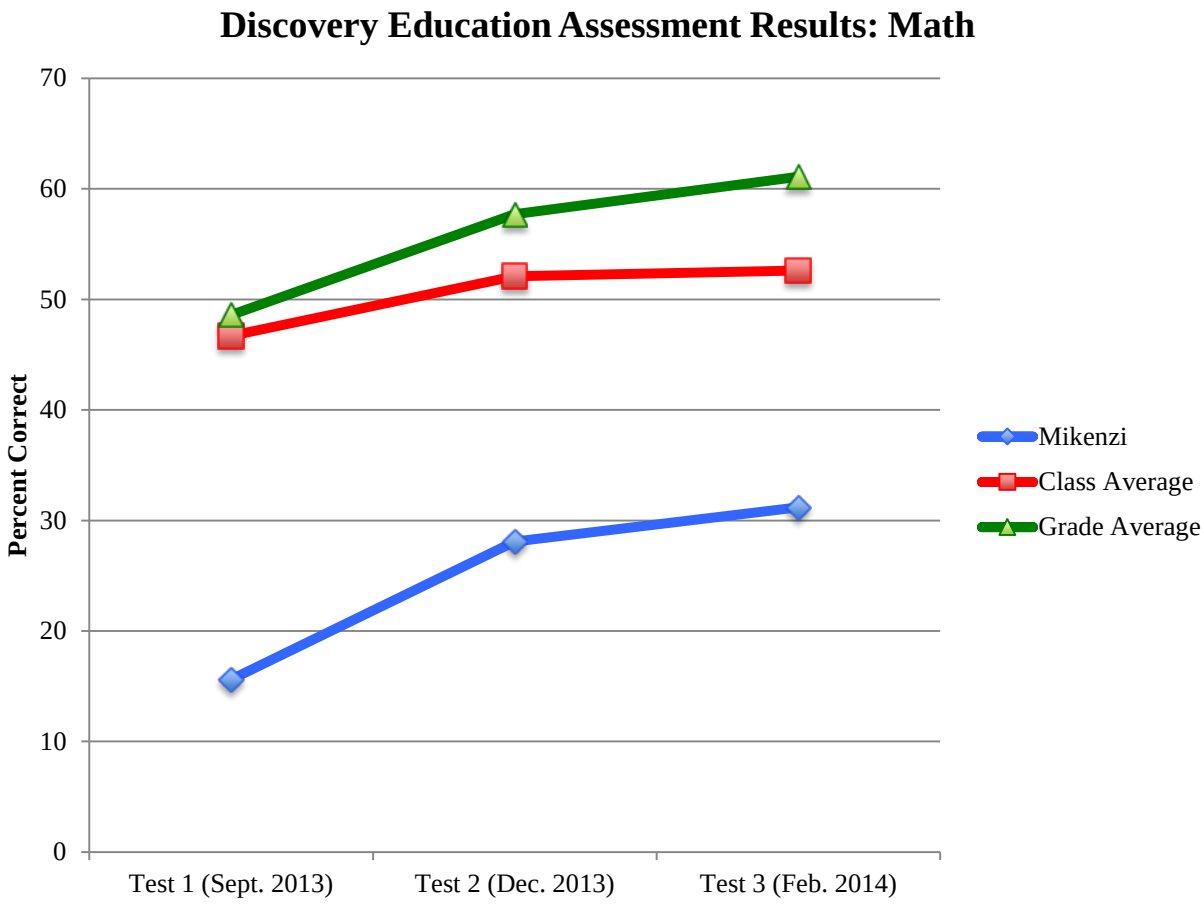
* = Sheltered

High School Example

- 3 “levels” of algebra
- Each teacher teaches 1 “advanced”, 2 “general” and 1 “low performing” section
- Students attended 1 section, including those performing below grade level.
- Modified schedule in order to have students in the “low performing” sections have 7 periods/week. A 40% increase
- From 250 minutes a week to 350 minutes/week.
- Same teachers, no additional staff.
- End of 2016, “low performing” students averaged 8% higher scores than the students in the “general section” and 88% of those students received a grade of C or higher.
- All passed Algebra.

Some Fundamental Principles

- ***Rate of Growth***
  - Where is the student now?
  - Where is the student supposed to be?
  - How much time do we have to get there?
  - Is that time realistic?
  - Rate of growth is the best measure of student response to instruction and intervention
  - Rate of growth is used within an early warning system to determine if students will attain benchmarks ***before time runs out and while we have time left to modify instruction***
  - Rate of Growth is the best measure of effectiveness of instruction AND the most fair measure.


Discovery Education Assessment Results: Math
Percent Correct
70
60
50
40
30
20
10
0
Test 1 (Sept. 2013)
Test 2 (Dec. 2013)
Test 3 (Feb. 2014)
Mikenzi
Class Average
Grade Average

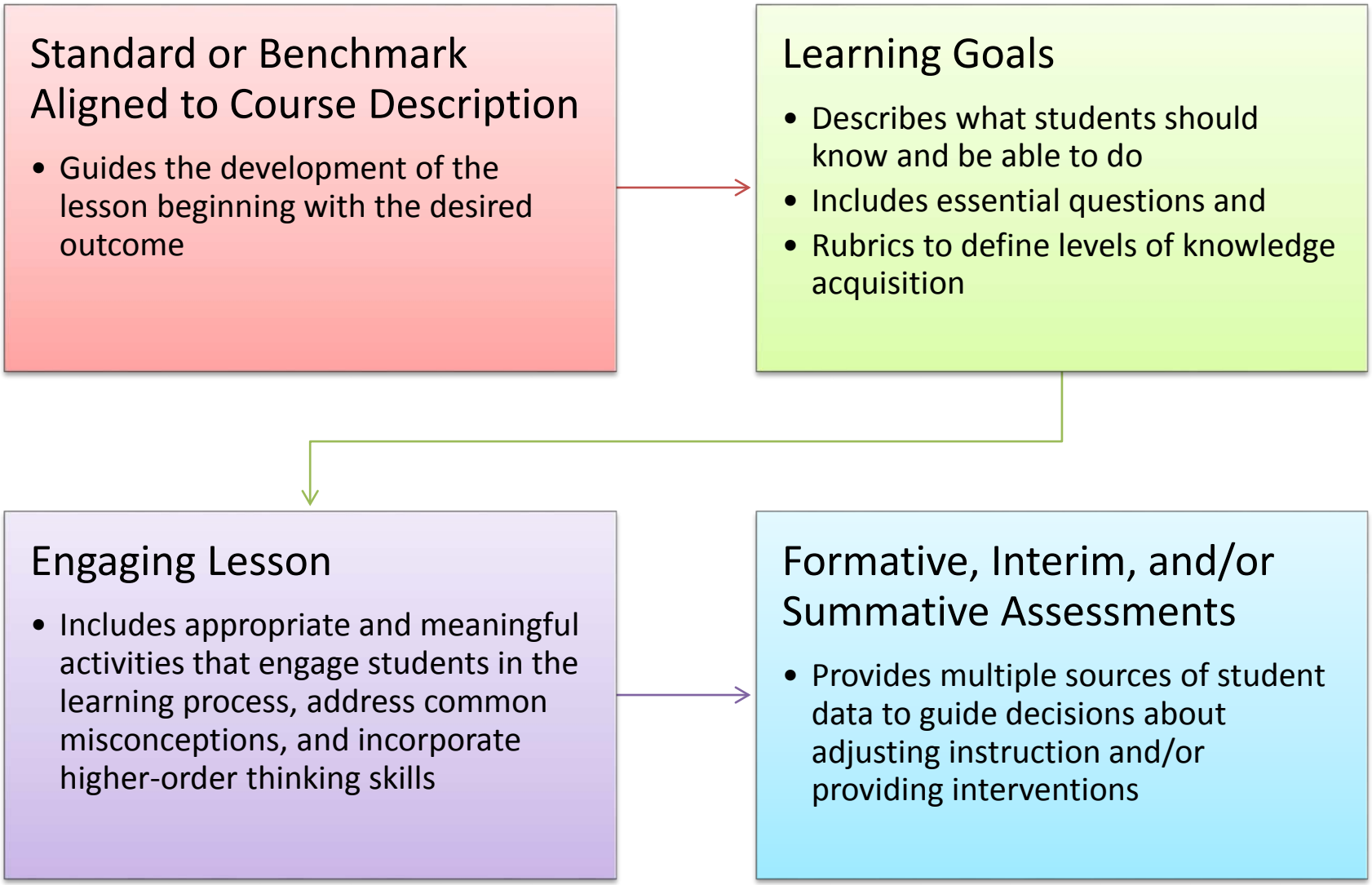
Universal Design for Learning

- The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that:
- (A) provides flexibility in the **ways information is presented**, in the **ways students respond** or demonstrate knowledge and skills, and in the **ways students are engaged**; and
  (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

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

Standards-based Instruction Model



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

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?

3rd Grade	4th Grade	5th Grade	6th 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?

7th Grade	8th 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?

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?

Some Fundamental Principles

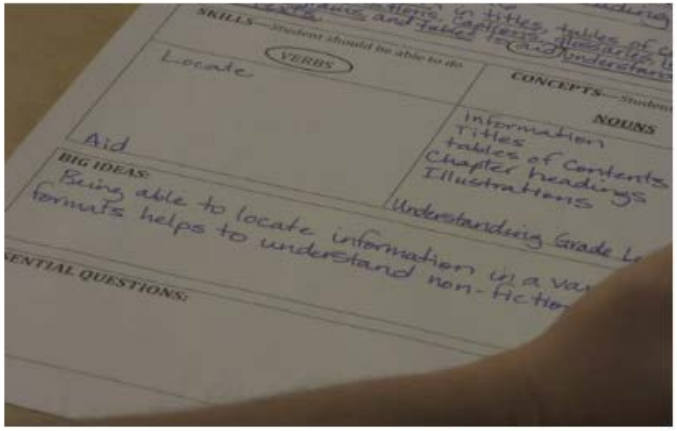
- ***Standards Based Instruction***
  - What students should know and be able to do
    - ***Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.***
  - Clearly defined 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

Handout #7

Unpacking Standards

The unpacking process allows teachers and administrators to determine what matters most (i.e. pacing, assessment, critical focus areas)

- ***Clarity***
- ***Alignment***
- ***Continuity***
- ***Integration***
- ***Baseline***



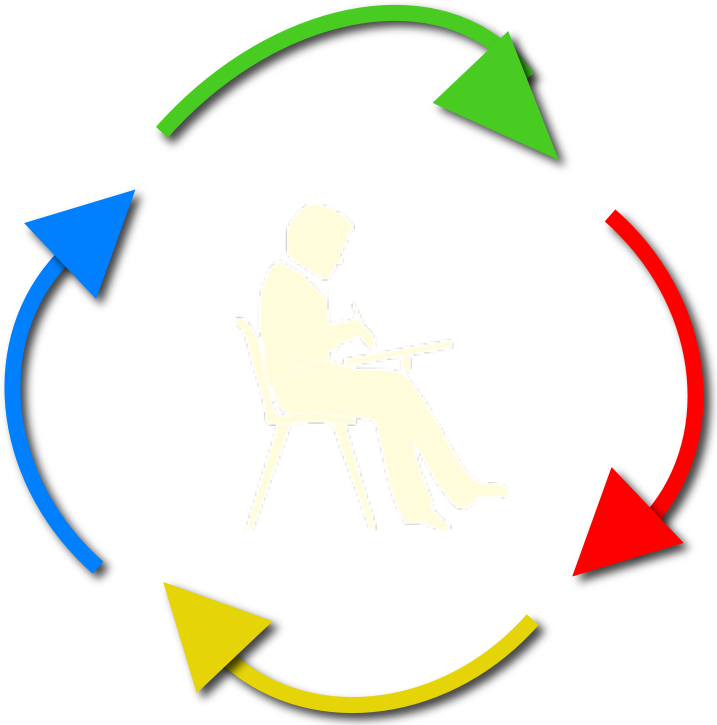
http://youtu.be/sTd7TN1_vsM
http://www.youtube.com/watch?v=sTd7TN1_vsM

Moving From Standards to Skills Necessary to Attain Those Standards

- Standard
- Academic skills needed to access the standard
- Academic skills students have and do not have
  - This is where we target our instruction for struggling students
- Academic behaviors necessary to engage instruction
- How do we use UDL to increase access to content
  - “Accommodations” for students with disabilities
  - Increasing access for ALL students

Problem Solving Process

Identify the Goal
What Do We Want Students to Know, Understand and Be Able to Do? (KUD)



Problem Analysis
WHY are they not doing it?
Identify Variables that Contribute to the Lack of Desired Outcomes

Implement Plan
Implement As Intended
Progress Monitor
Modify as Necessary

Evaluate
Response to Intervention (RtI)

Unpacking Template

STANDARDS-BASED Instructional Planning

GRADE:	**SUBJECT:**
STANDARD: 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.	
SKILLS: What students should DO **VERBS**	**CONCEPTS: What students should KNOW** **NOUNS**
Based on Assessments: a. **Which access skills does the student possess?** b. **Which skills require initial instruction or strengthening** c. **What Academic BEHAVIORS (Engagement) must the student have to engage instruction?**	
ESSENTIAL QUESTIONS for Tier 2/3 Instruction 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)**	

Important Knowings

- Standards do not indicate HOW students are to demonstrate attainment-e.g., literacy
  - ***Recount stories***
  - ***determine the central message***
  - ***explain how it is conveyed***

- If a student's fluency was significantly below grade level and you used text to speech strategy to access content, how might this student demonstrate attainment of the standard if they could not "read" the material or "write" an answer?

Important Knowings

- Standards do not say HOW students are to demonstrate attainment—e.g., literacy

- Given this standard, what are ways in which students could recount stories and determine the central message of a story without writing?