

# 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!

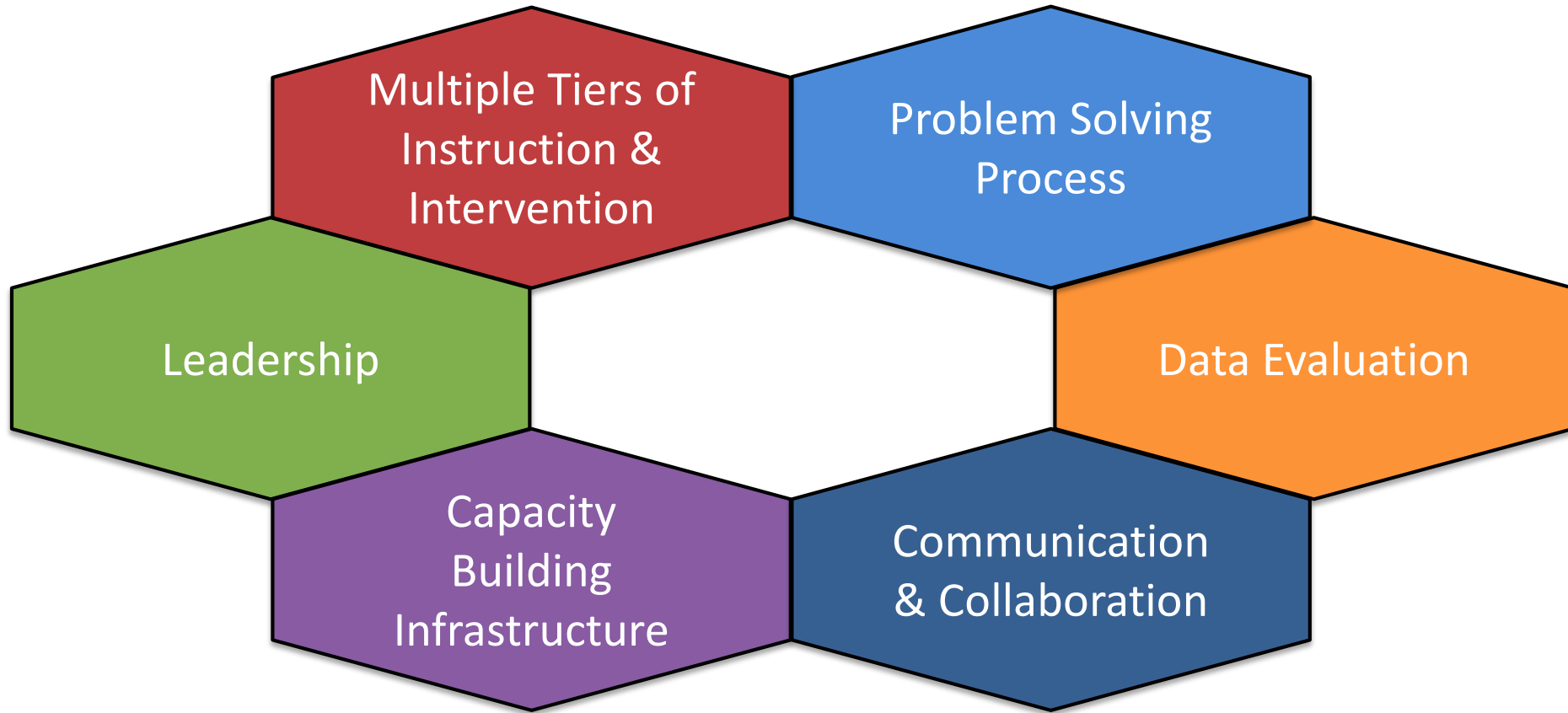
# Goals For Today's Webinar

- 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.

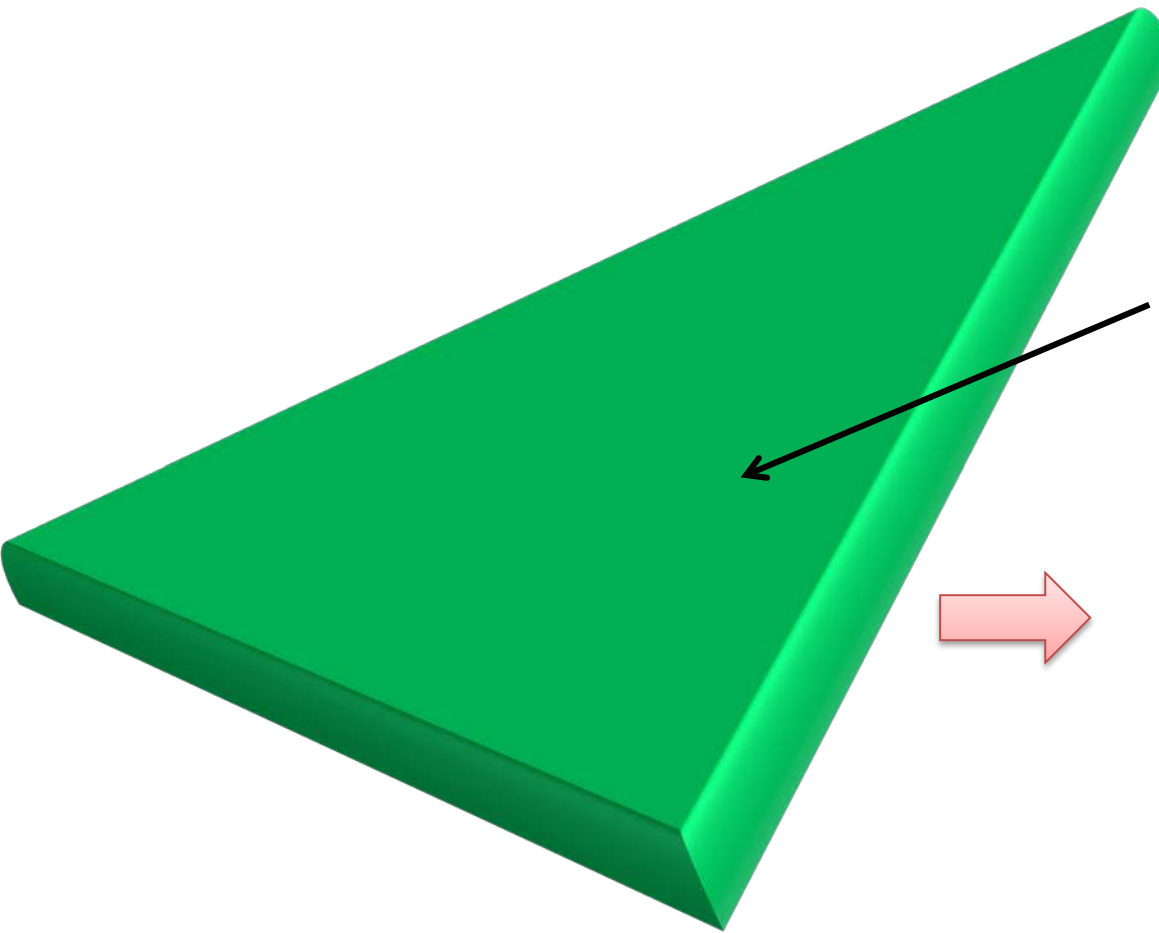
# Critical Components of MTSS



*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 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

“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	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 <b>key details</b> .	2. Retell stories, including key details, and demonstrate understanding of their <b>central message or lesson</b> .	2. Recount stories, including fables and folktales from diverse cultures, and determine their <b>central message, lesson, or moral</b> .	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine <b>the central message, lesson, or moral</b> and explain how it is conveyed through <b>key details</b> in the text.

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

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade
<p>2. Determine a theme or central idea of a text and <b>analyze in detail</b> 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.</p>	<p>2. Determine <b>two or more central ideas</b> 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 <b>objective summary</b> of the text.</p>

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

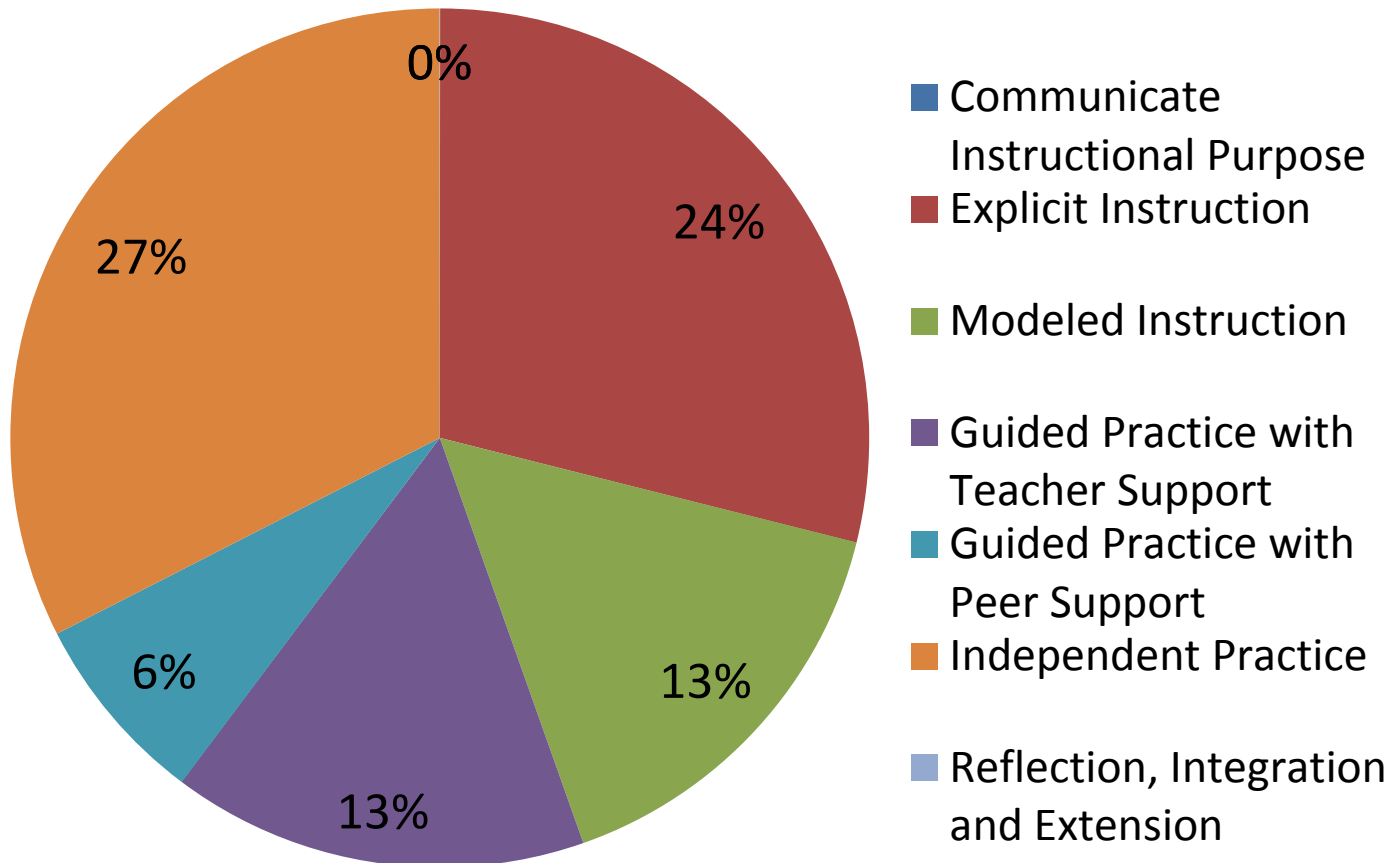


# Model: Happy High School

## OBSERVE: Conducted Walkthrough



Instruction Component: Percent of Intervals Observed



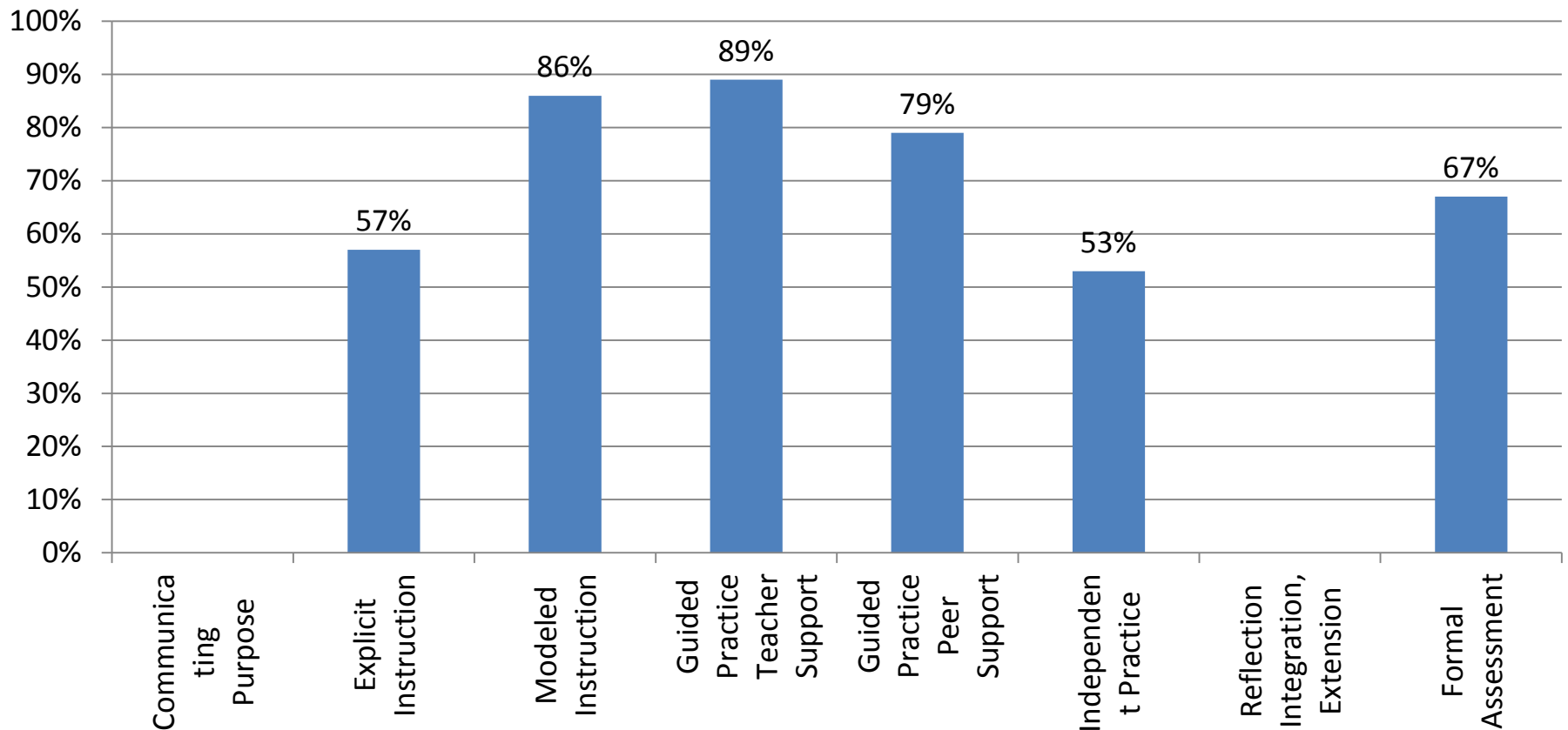


# Model: Happy High School

## 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.



***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

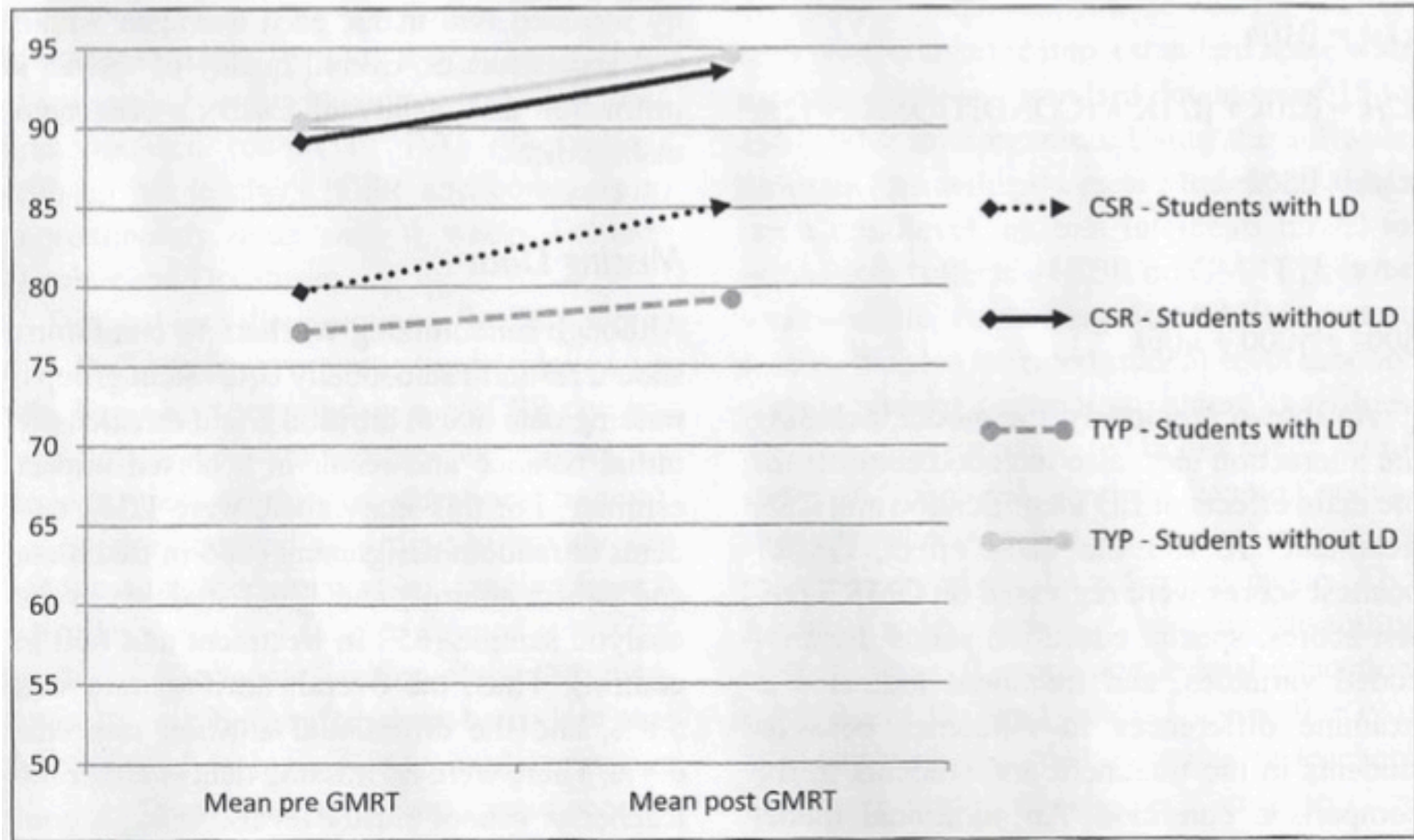
# Effective Instruction

(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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Routine	Are the instructional formats consistent from lesson to lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# CSR—Results

Boardman, Vaughn et al. (2016)



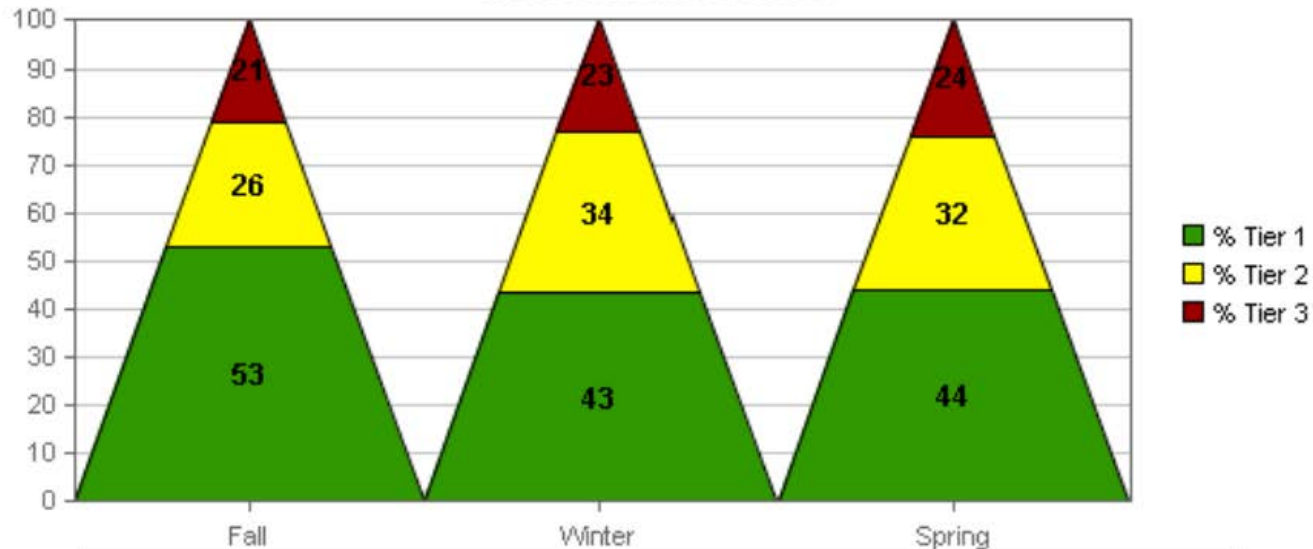
# Promoting Adolescent Comprehension Through Text (PACT)

“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

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



	Fall	Transition	Winter	Transition	Spring
<b>Tier 3</b>	81 (21%)	70 11 0	91 (23%)	76 11 0	92 (24%)
<b>Tier 2</b>	101 (26%)	19 73 8	133 (34%)	15 94 24	124 (32%)
<b>Tier 1</b>	206 (53%)	0 39 160	168 (43%)	0 18 146	170 (44%)
<b>New Student</b>		14		2	
<b>Unscored</b>		8		8	
<b>Total Students</b>	388		392		386

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

## Class Recommended Level of Instruction Report

<b>District:</b> Your District	<b>School:</b> Your School	<b>Teacher:</b> Teacher Name
<b>Grade:</b> Kindergarten	<b>Probe:</b> All	<b>Student:</b> All
<b>Assessment:</b> All	<b>School Year:</b> 2004-2005	<b>Date/Time:</b> 6/20/2005 8:40 AM

### Class List

### Assessment 1

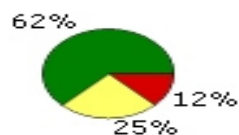
### Assessment 2

### Assessment 3

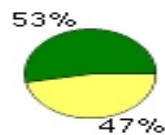
### Assessment 4

Student A	Initial	Initial	Initial	Initial
Student B	Strategic	Initial	Initial	Initial
Student C	No Level	No Level	Intensive	Intensive
Student D	Initial	Initial	Initial	Strategic
Student E	Initial	Initial	Initial	Initial
Student F	Strategic *	Strategic	Initial	Initial
Student G	Initial	Strategic	Initial	Initial
Student H	Initial	Strategic	Initial	Initial
Student I	Initial	Initial	Removed	Removed
Student J	Initial	Initial	Initial	Initial
Student K	Initial	Strategic	Initial	Initial
Student L	Strategic	Strategic	Strategic	Initial
Student M	Initial *	Initial *	Initial	Initial
Student N	Strategic	Initial	Initial	Initial
Student O	Initial	Initial	Initial	Initial
Student P	Initial	Initial	Initial	Initial
Student Q	Strategic	Strategic	Initial	Initial
Student R	Intensive	Strategic	Strategic	Initial
Student S	Intensive	Strategic	Strategic	Initial

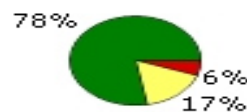
\* Score was not achieved in this class. Student is not represented in pie graph.



16



17



18



18

# 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?**

# 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

## 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 Guidance 5022000	30	10:55-11:25	Specials	Art 5001000 Music 5013000 Literacy 5010050 Guidance 5022000	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 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

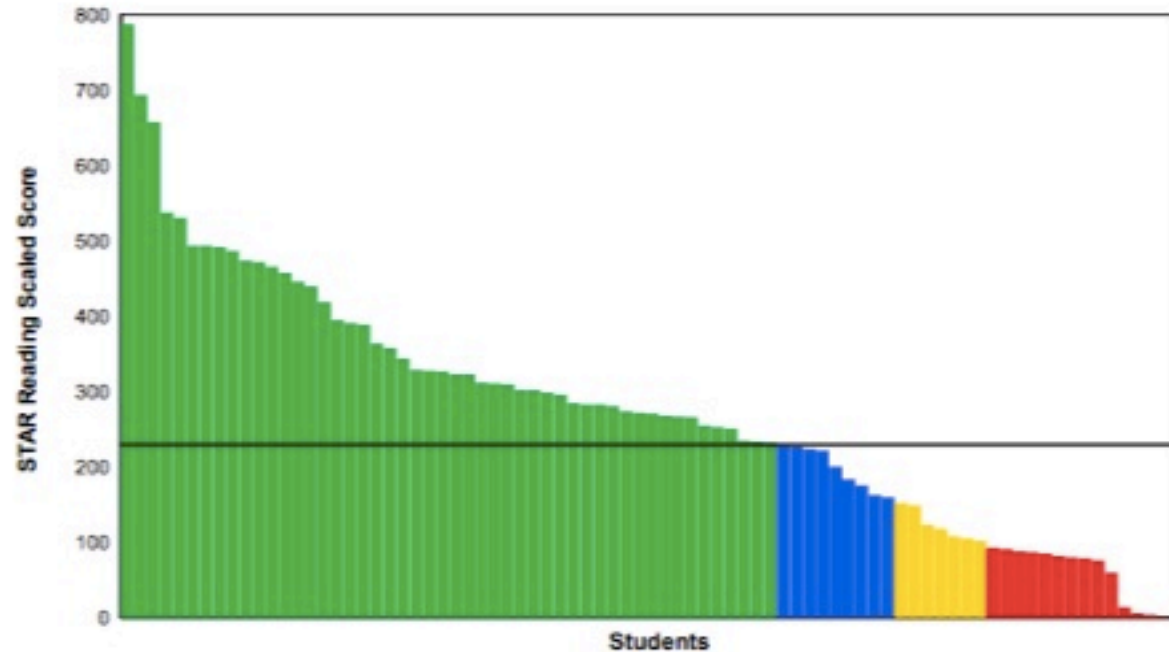
School: Centerville Elementary School

Reporting Period: 9/2/2015 - 9/30/2015  
(Fall)

## Report Options

Reporting Parameter Group: All Demographics [Default]

## Grade: 2



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 230 SS	At/Above 50 PR	50	63%
Category Total			50	63%
<b>Below Benchmark</b>				
On Watch	Below 230 SS	Below 50 PR	9	11%
Intervention	Below 156 SS	Below 30 PR	7	9%
Urgent Intervention	Below 97 SS	Below 15 PR	14	18%
Category Total			30	38%
<b>Students Tested</b>			80	

# Winter Data

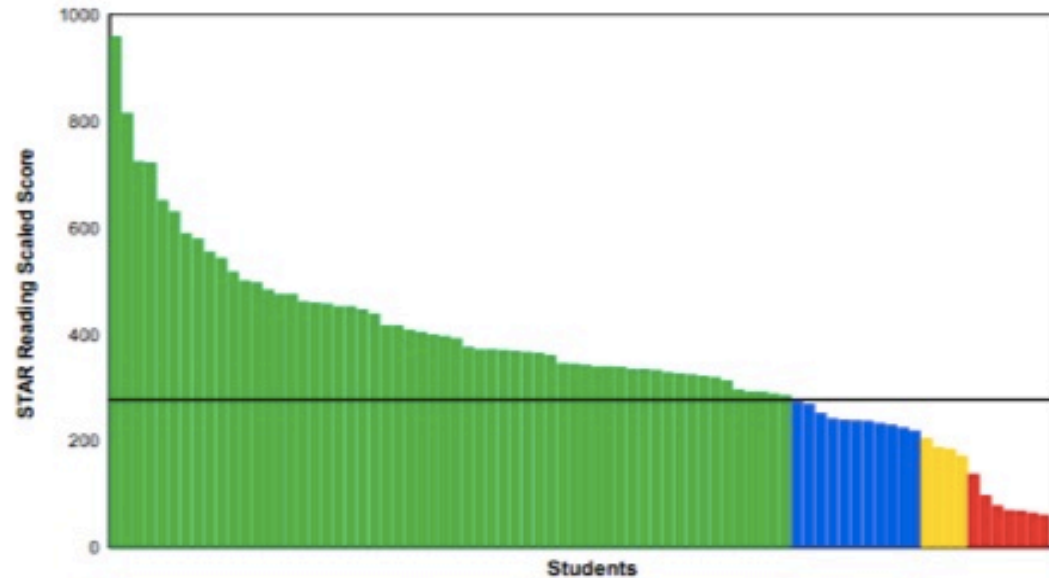
School: Centerville Elementary School

Reporting Period: 1/6/2016 - 1/22/2016  
(Winter)

## Report Options

Reporting Parameter Group: All Demographics [Default]

## Grade: 2



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 277 SS	At/Above 50 PR	58	73%
Category Total			58	73%
<b>Below Benchmark</b>				
On Watch	Below 277 SS	Below 50 PR	11	14%
Intervention	Below 207 SS	Below 30 PR	4	5%
Urgent Intervention	Below 142 SS	Below 15 PR	7	9%
Category Total			22	28%
<b>Students Tested</b>			80	

# 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*

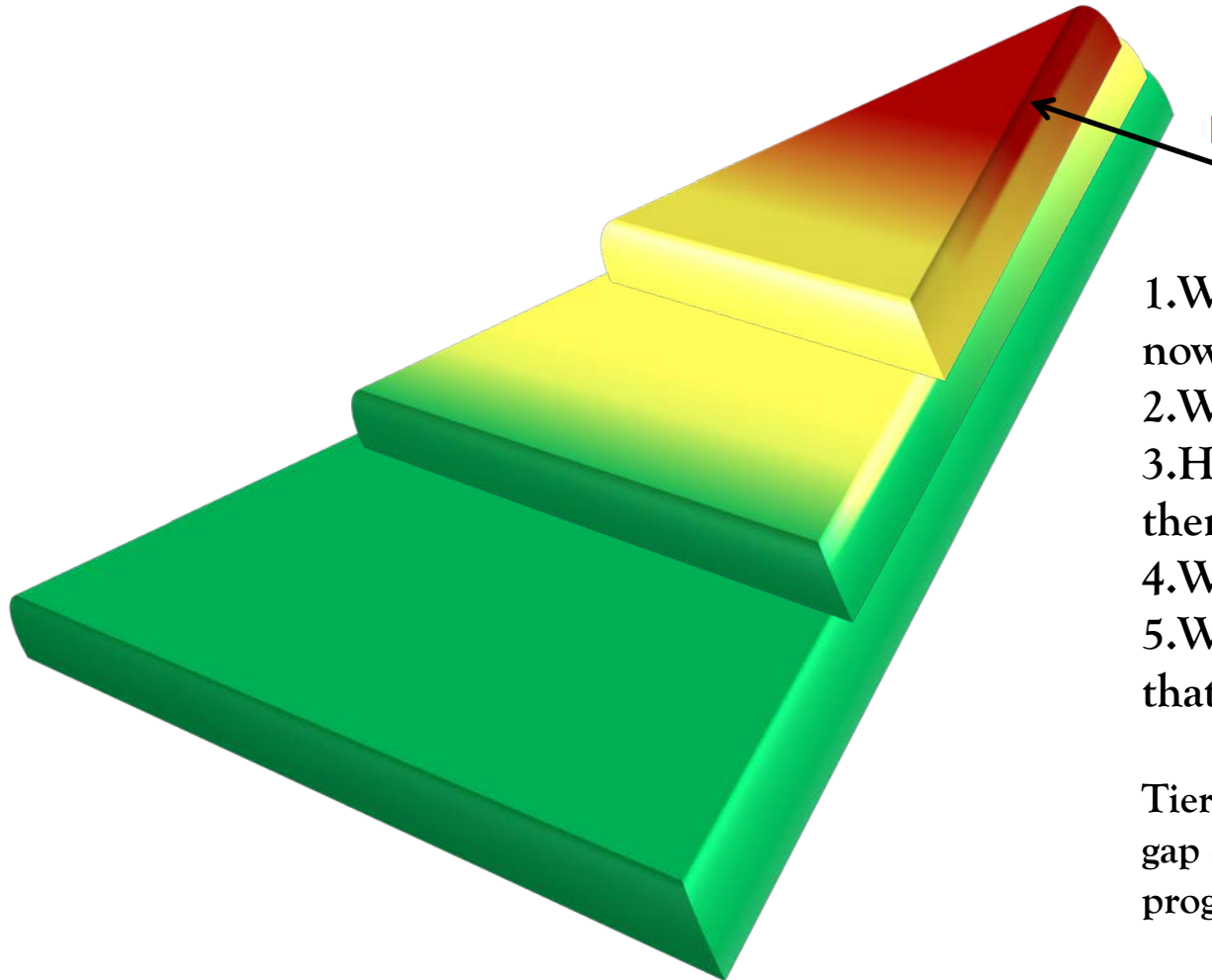
**Core**

+

**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.

# 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

More systematic instructional sequences

More extensive opportunities for guided practice

More opportunities for error correction and feedback

} skill

# 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?

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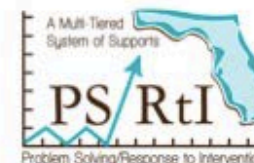
Specially Designed Instruction for Students With Disabilities Within a Multi-tiered System of Supports

*Florida Department of*  
**EDUCATION**



Pam Stewart  
Commissioner of Education

*In Collaboration with...*



This document was developed by the Student Support Services and Problem Solving/Response to Intervention Projects, special projects funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

## A Conceptual Framework for MTSS

Increasingly  
Intensive  
Instructional  
Interventions

Core  
Instruction

Specially Designed Instruction

High Need

Level of support required for  
success in core instruction

Low Need

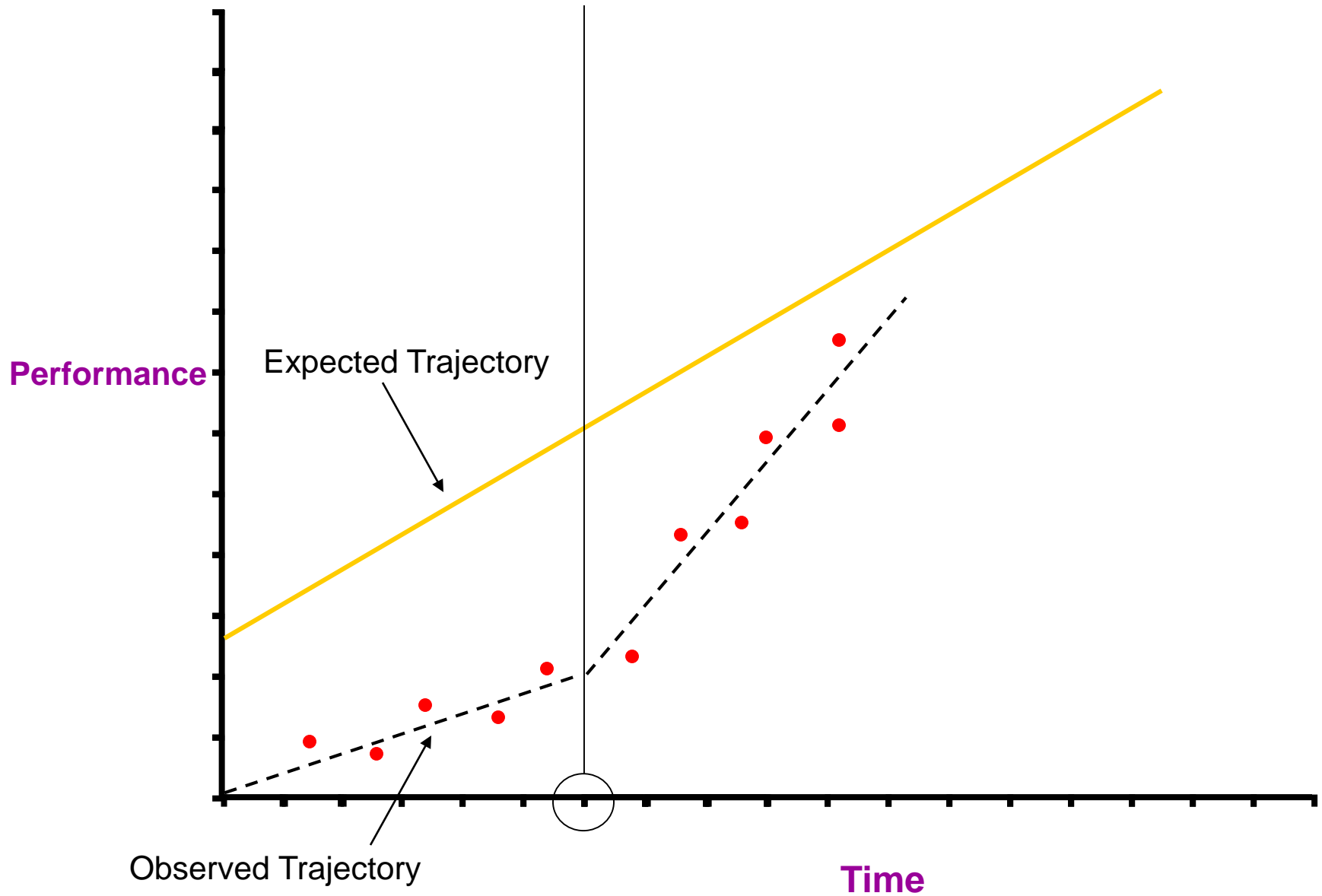
Students may receive services in all areas of the pyramid at any one point in time.

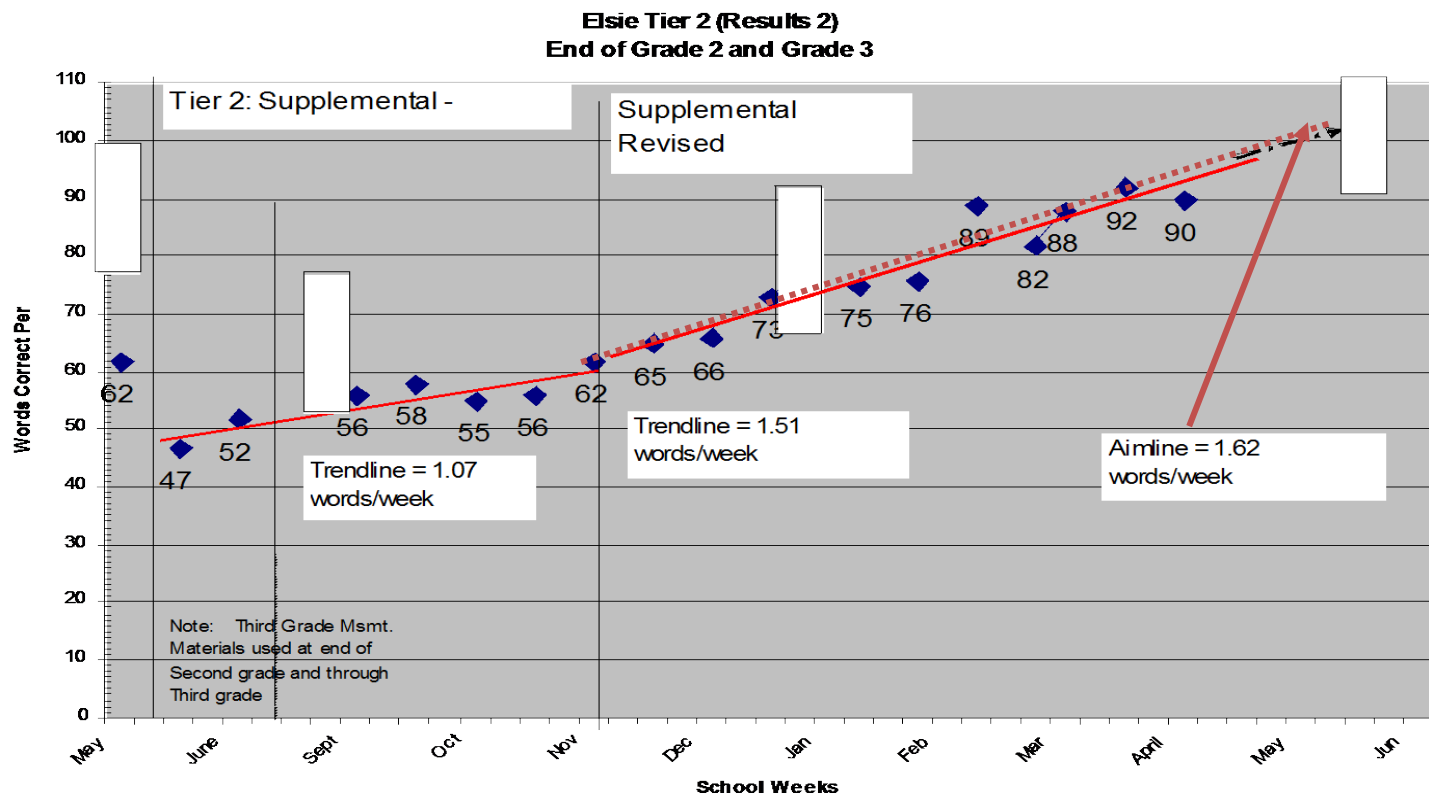
Adapted from U.S. Department of Education

# 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

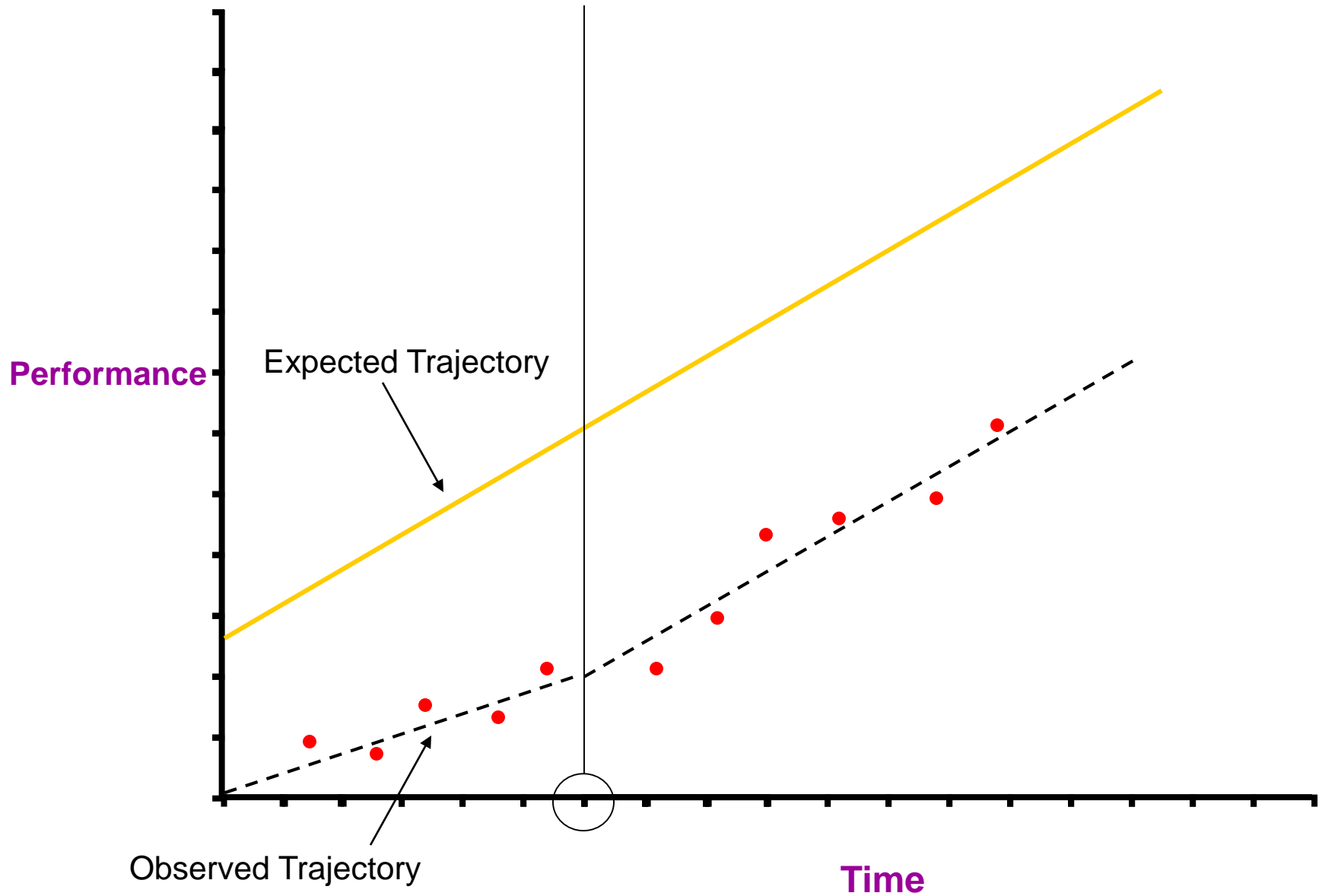




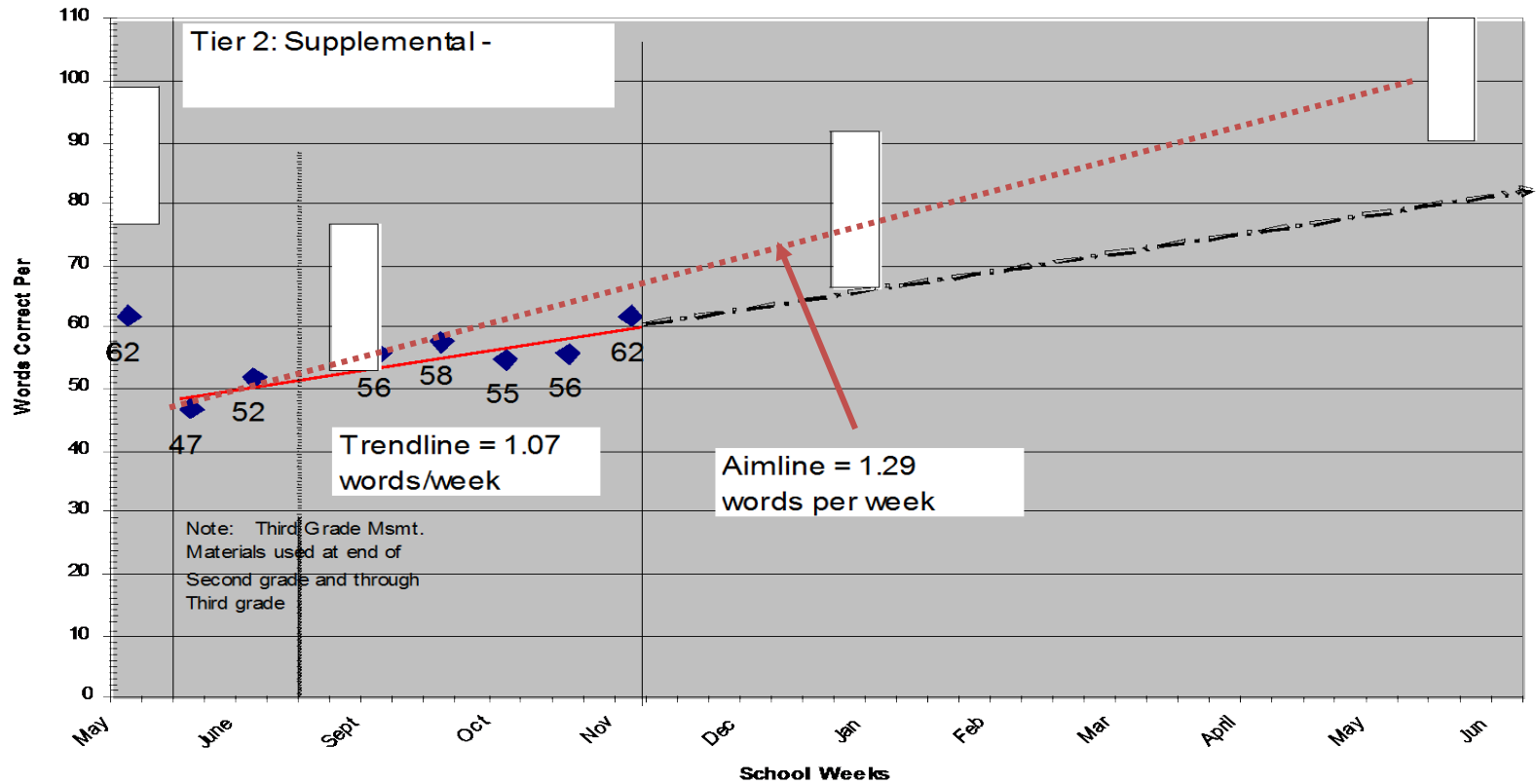
**Good RtI**



# Questionable Response to Intervention

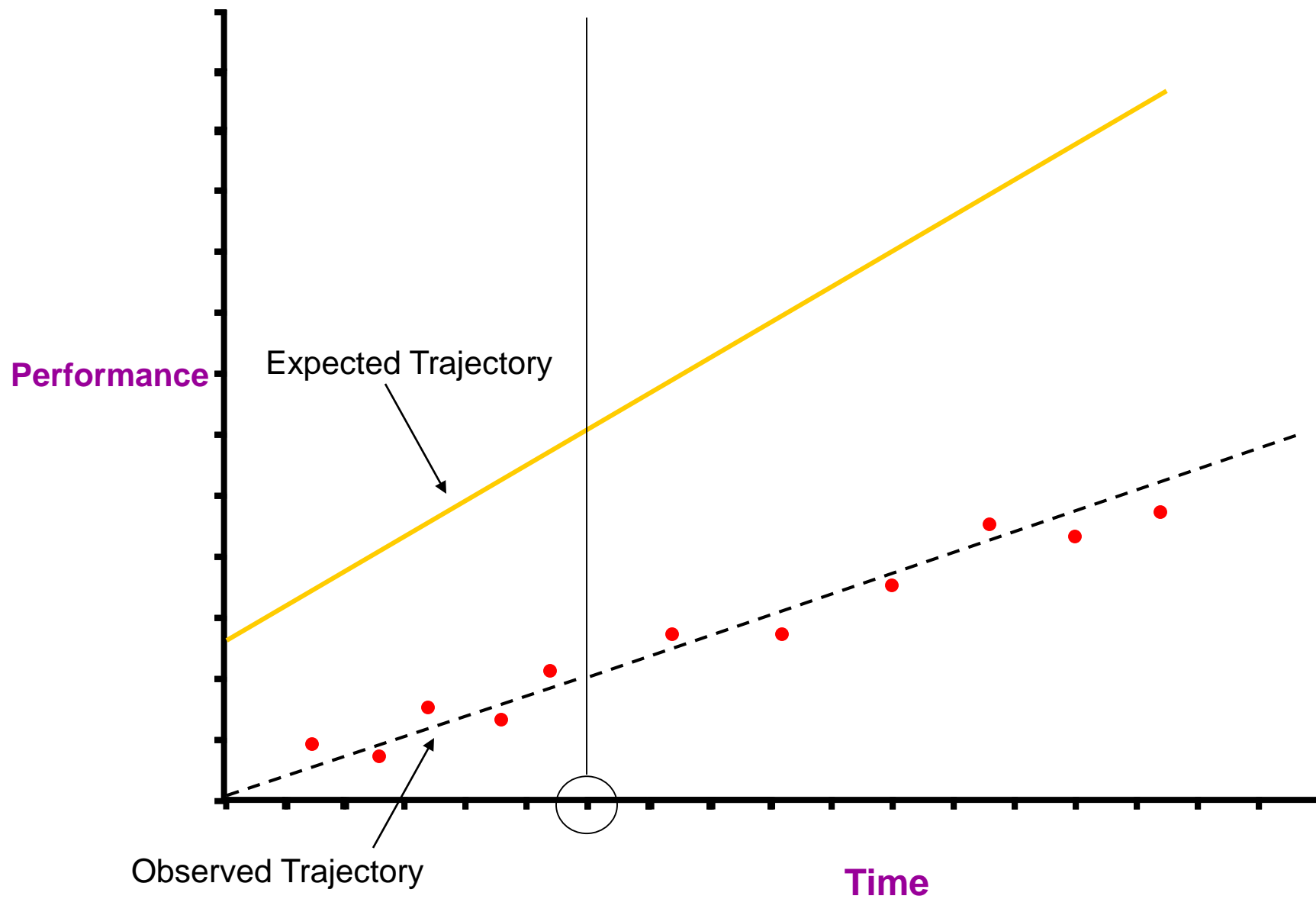


**Elsie Tier 2 (Results 2)**  
**End of Grade 2 and Grade 3**

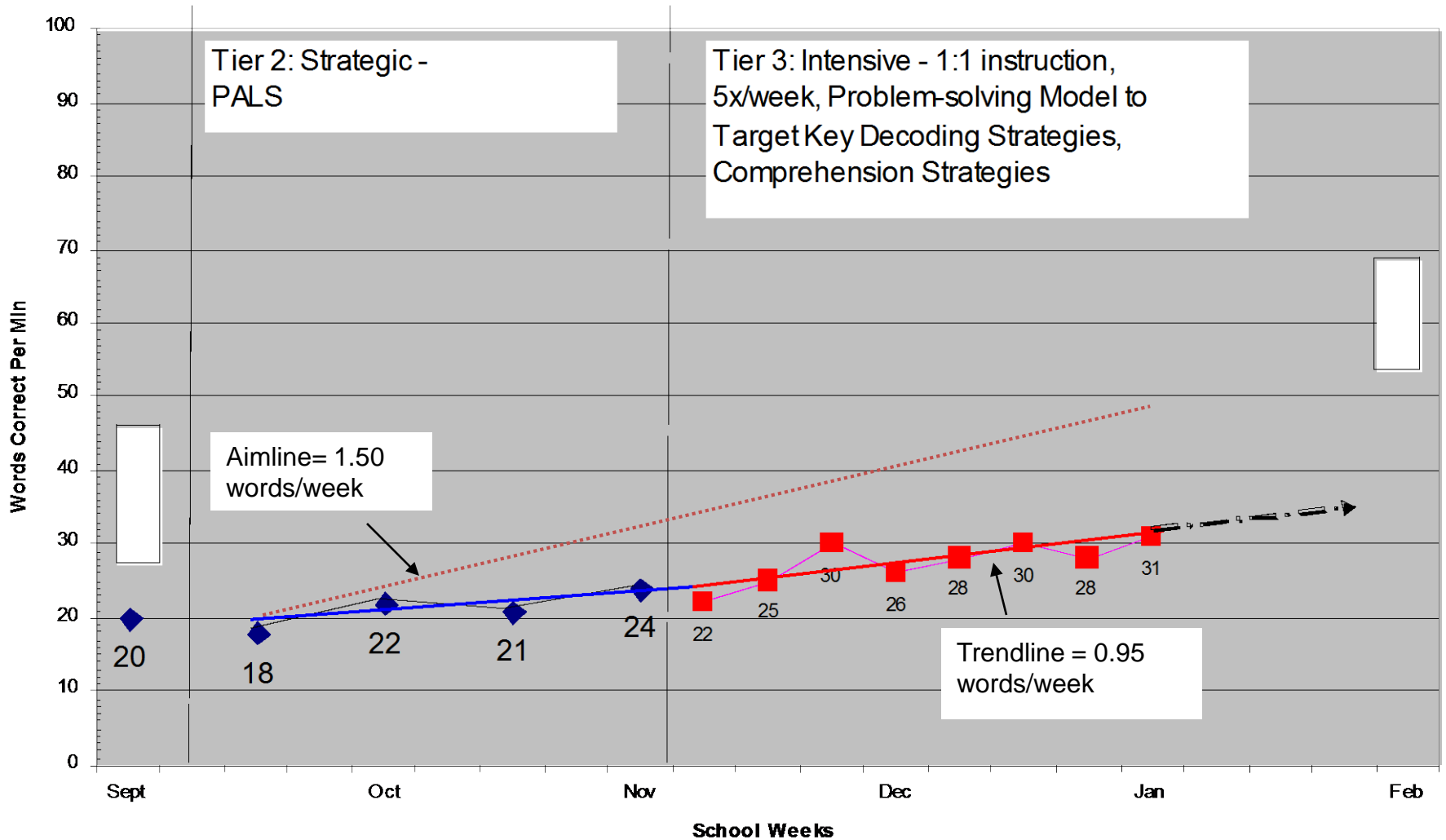


Questionable RtI

# 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!	
<b>TOTAL</b>	<b>890</b>	<b>118</b>	<b>52</b>	<b>56%</b>	<b>13.26%</b>
<b>District/School:</b>					

# Instructional Effectiveness

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