Multi-tiered System of Supports: Establishing a Common Language, Common Understanding

2nd Annual Culture Climate Conference
Session 1
10-11:45am

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➢ Maintain a focus on Leadership

➢ Develop a common language, common understanding of MTSS

➢ Examine the three tiered model

➢ Have courageous conversations

➢ Think about our communicating this work with colleagues

Norms

- Be fully present
- Speak your truth as you know it now
- Remember the 24 hour rule
- Watch your air time: 2B4ME
- Accept & expect non-closure
- Experience discomfort
- Confidentiality (of our stories, but not our work)
- OUCH! Oops
- Gentle reminders

The Vision

- All students at or above proficiency

- Students have the social and emotional behaviors that support engaged learning

- An integrated system of educational services for 'Every Ed'

- Support Services perceived as a necessary component for successful schooling

The Outcomes

- Good First Teaching for all students!

- Targeted instruction and interventions for learners, both at-risk and highly able

- Significant improvements in pro-social behaviors

- Reduction in over-representation of diverse student groups in low academic performance, special education, suspension/expulsion, and alternative education

- Growth & overall improvement in achievement rates

- Maximize & realign resources for a maximum **return on investment**

Fundamental Assumptions

There are no quick fixes. Dedication, hard work and checking your ego at the door....works!

There is a need for General, Special, and Gifted Education, but not as it currently exists.

Too much time has been spent admiring problems.

No student is worthless. Even the worst student is a good example of what's not working.
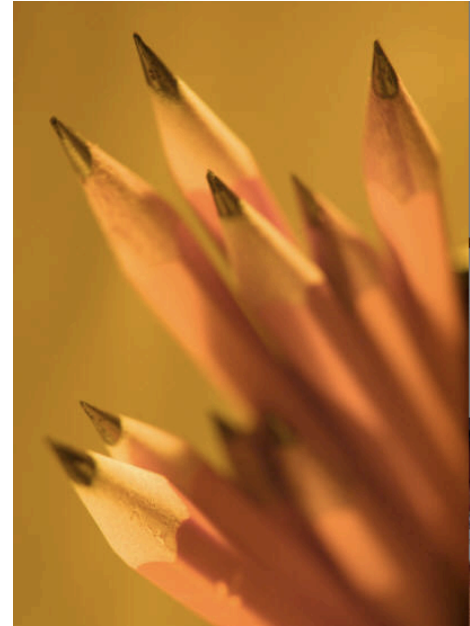
The best place to address diverse learning needs is in the instructional process.

Two basic critical questions…

> **Are you happy with your data?**

> **Is every classroom one you would put your own flesh and blood?**

The single greatest determinant of learning is not socioeconomic factors or funding levels.

It. Is. instruction.

*A bone-deep, institutional acknowledgement
of this fact continues to elude us.*

Schmoker, 2006

Reading Problems and Dropout

- A student who can't read on grade level by 3rd grade is 4xs 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.

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

"A full 70 percent of U.S. middle and high school students require differentiated instruction, which is instruction targeted to their individual strengths and weaknesses."

Biancaraso and Snow (2004). *Reading Next – A Vision for Action and Research in Middle and High School Literacy*. A Report from Carnegie Corporation of New York

If We're Honest With Ourselves

- What we have been doing has not been predictably effective for ALL of our kids

- If we want to become more effective, we can't do the same things harder, faster or longer

- We need to do different things that are more effective

Do We Have A Common Language Common Understanding of MTSS?
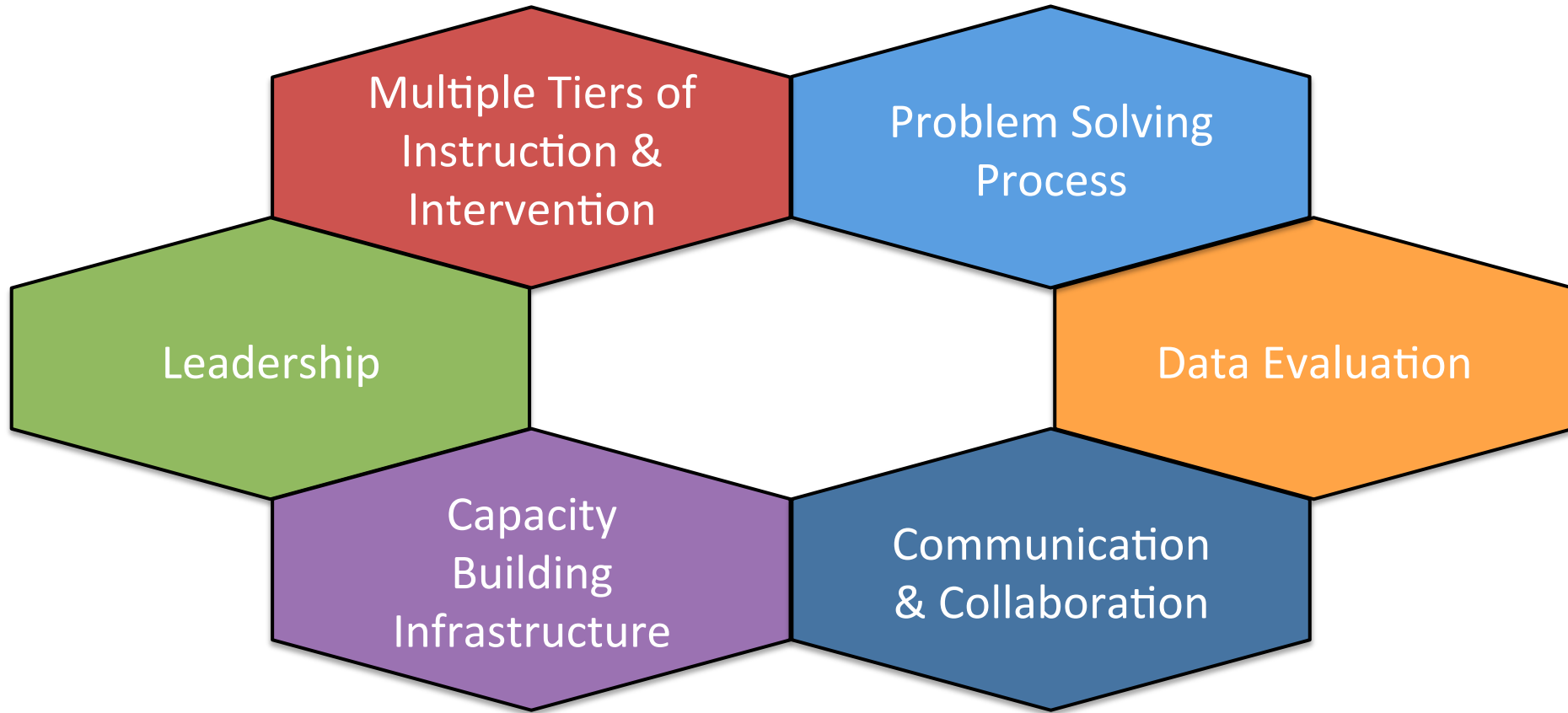
MTSS

Academics

Behavior

Universal Design for Learning

Multi-Tiered System of Supports

- Evidenced-based model of schooling
  - uses **data-based problem-solving**
  - **integrates academic and behavioral instruction and intervention**

- Integrated instruction and intervention
  - delivered to students **in varying intensities (multiple tiers) based on student need**

- Decision-making is **"need-driven"**
  - seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to **accelerate the performance of all students** to achieve and/or exceed proficiency

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.

MTSS is *not* about another new "initiative"

MTSS *is* about integrating what we know works!

The MTSS paradigm shift …

Was Then…

Assume the problem resides **within** the student

Is Now…

Assume <u>first</u> that the problem is with the instructional environment

~~Paradigm~~ Culture Shift

- Eligibility focus
  - Diagnose and Place
  - *Get label*

- Outcome focus
  - Problem-Solving
  - Response to Instruction & Intervention
  - *Get help*

Kelisha

- Current Grade Placement = 5th
- Current Reading Level = 2nd

William

Your Student's Name

- Current Grade Placement = 9th
- Current Reading Level = 5th

Current System

- Kelisha and William are referred to SST and then for Special Education eligibility
- Both are tested using a battery of standardized assessments

Next...

- Severe Discrepancy
- Diagnosis: SLD (Specific Learning Disability)
- Placement in Special Education

The Current Assumption Is…

A discrepancy exists, thus there must be something wrong with Kelisha and William.
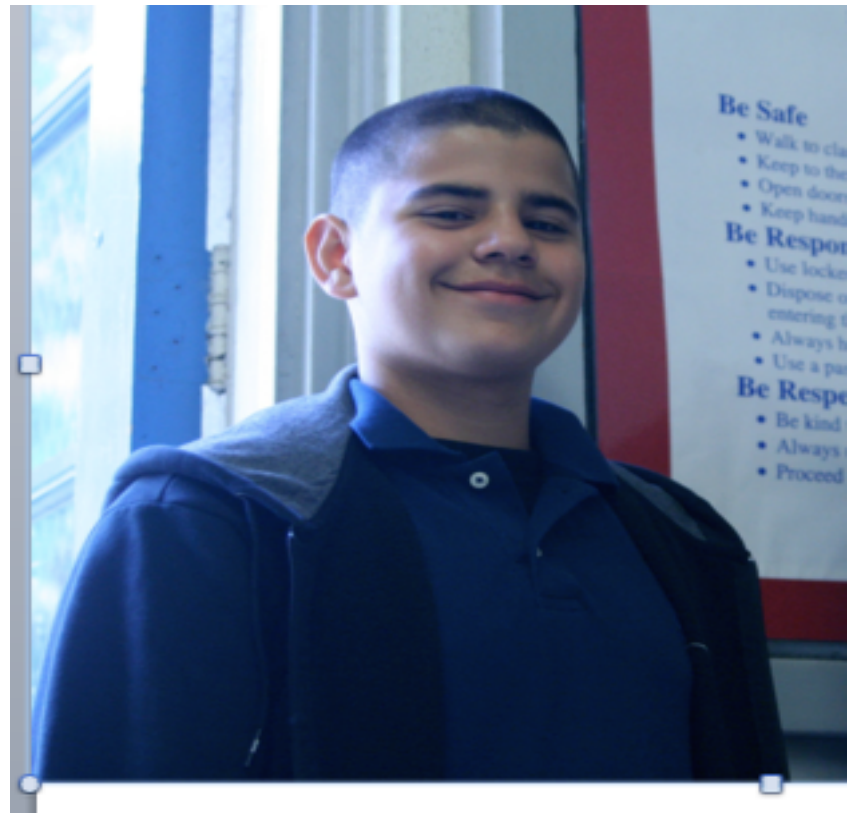
The Question is…

How do we know what caused the discrepancy if we never looked at anything but the student?

- Could there be problems that exist with core and/or supplemental curriculum?

- Did Kelisha receive high quality instruction starting in Kindergarten? How about in early Elementary School? William?

- Were interventions implemented with consistency and fidelity? Monitored?

The Cycle of Circular Thinking…

Purple haired kids can't learn

Why aren't they learning?

How do you know they can't learn?

Because they aren't learning

It's a Frame, Not a Box

What Does It Look Like?
What are the "Practices?"

- All instructional and support services are delivered through a multi-tiered system

- Decisions regarding instruction/support are made using a **data-based problem-solving process**

- All problem-solving considers academic and behavior (student engagement) together

- A district-based team is responsible for monitoring performance of schools to determine the overall "health" of the district

What Does It Look Like? What are the "Practices?"

- A school-based team is responsible for monitoring student performance to determine overall "health" of the school environment

- Parents are engaged in the problem-solving & instruction/intervention process

- Student engagement is a primary priority

- Lesson Study (Planning) is the focus for effective instruction

What Does It Look Like?
What are the "Practices?"

- Early Warning Systems are in place to ensure a focus on prevention

- The focus is on Tier 1 and the integration of Universal Design for Learning Principles

- District leadership is held accountable for implementation and outcomes

- The school (Principal) is held accountable for high quality implementation of MTSS as well as student outcomes

Levels of Implementation and Analysis

- Student
- Classroom
- Grade
- Subject Area
- Building
- District

Mind the Gap…

- Managing the **gap** between student current level of performance and *rate of growth* toward expectation is what MTSS is all about.

- The two critical pieces of information we need about students are:

  - How *big* is the gap?

  - How much *time* do we have to close it?

- The answers to these questions define and drive our instructional work.

Rate of Growth

> Where is the student/s now?

> Where is the student/s 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.

Over the Rainbow High School Goal and Aim Line for ODRs:

- **Current Level**: 7615 per year

- **Desired Level**: 2000 per year

- **Timeline**: 2 years

- **Rate/Year**: 7615-2000= 5615

  5615/2= 2807/year

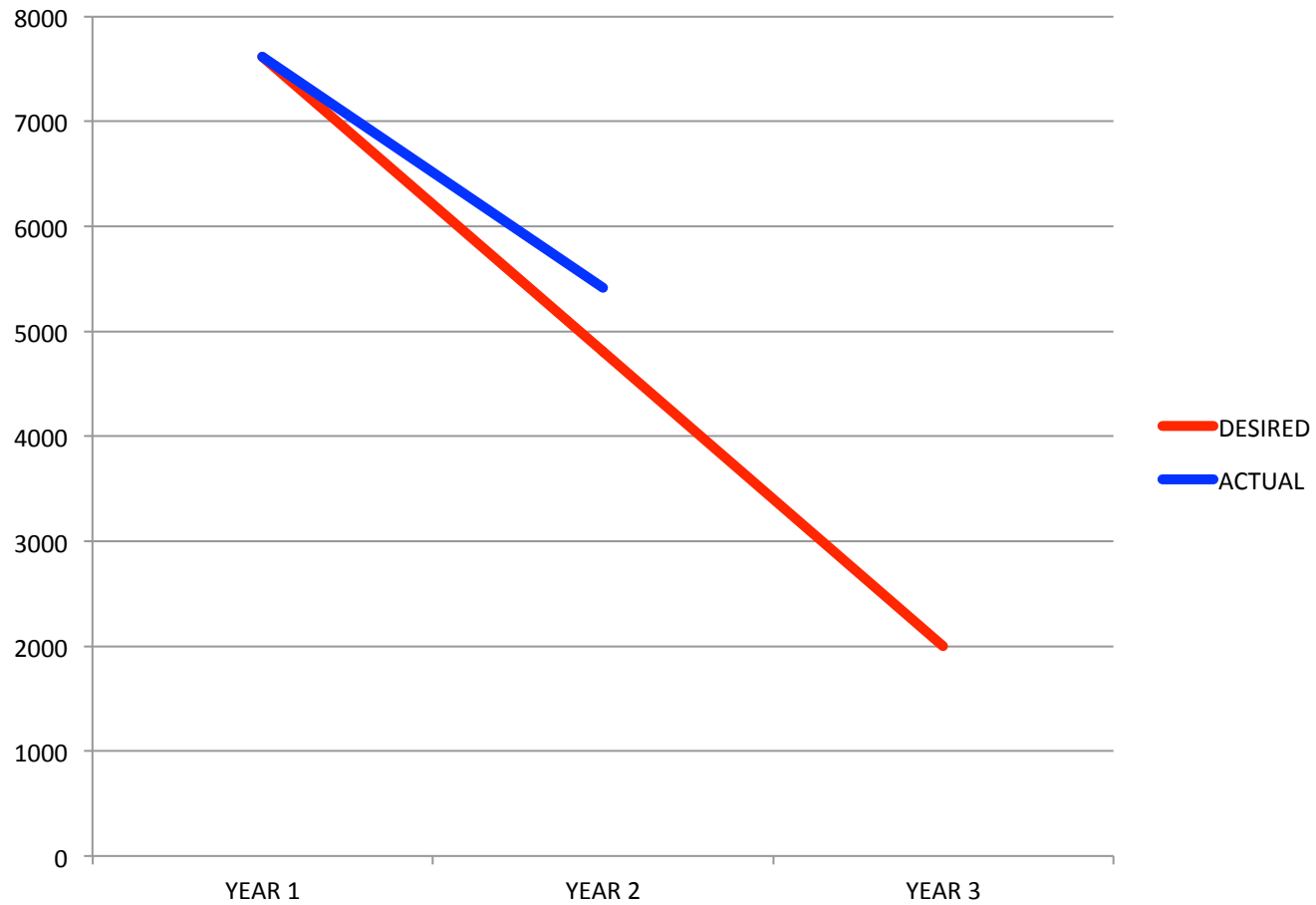# Over the Rainbow High School

ODR Progress and Goal

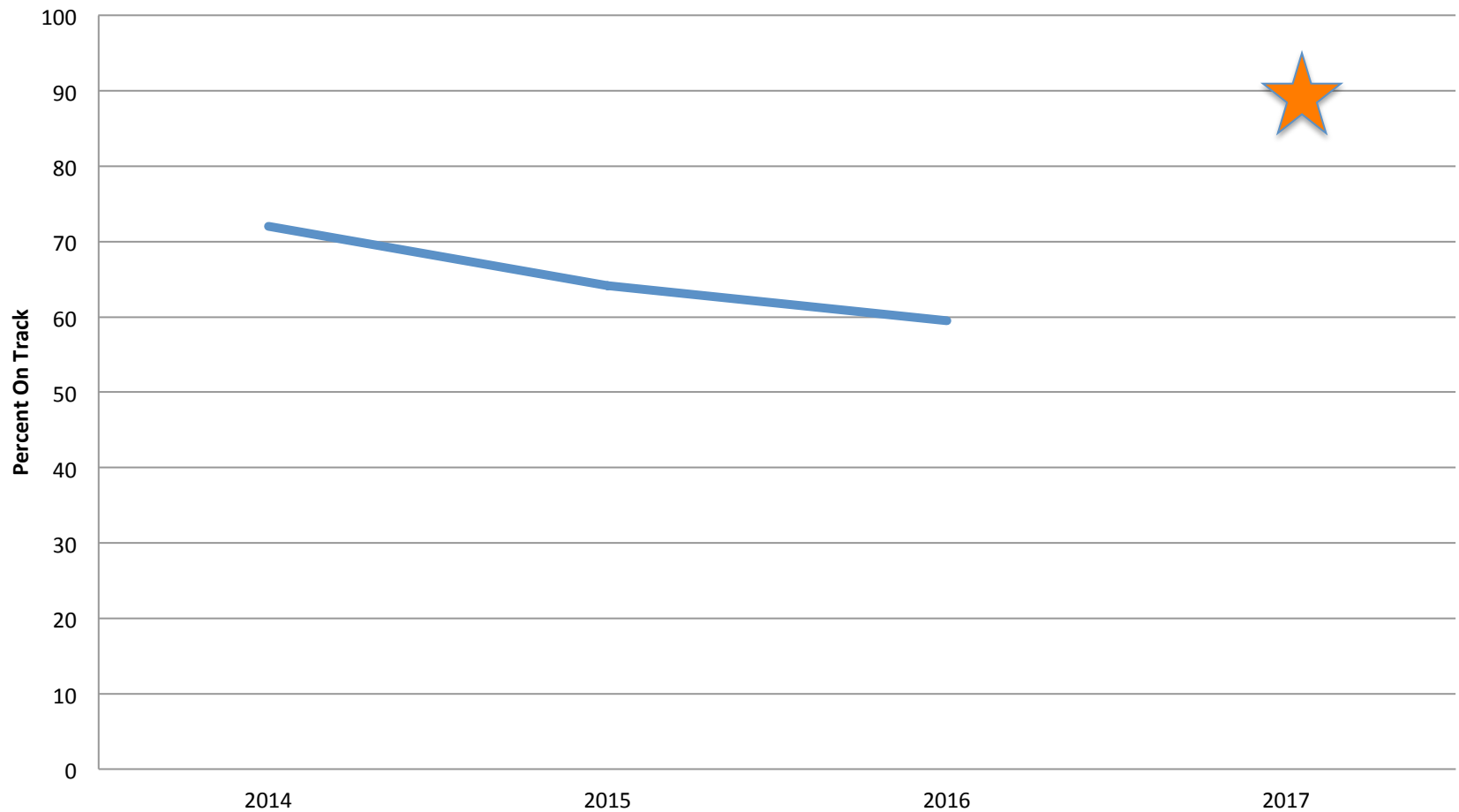|	ODRs
2008-2009	7615
2009-2010	5414
Goal	2000
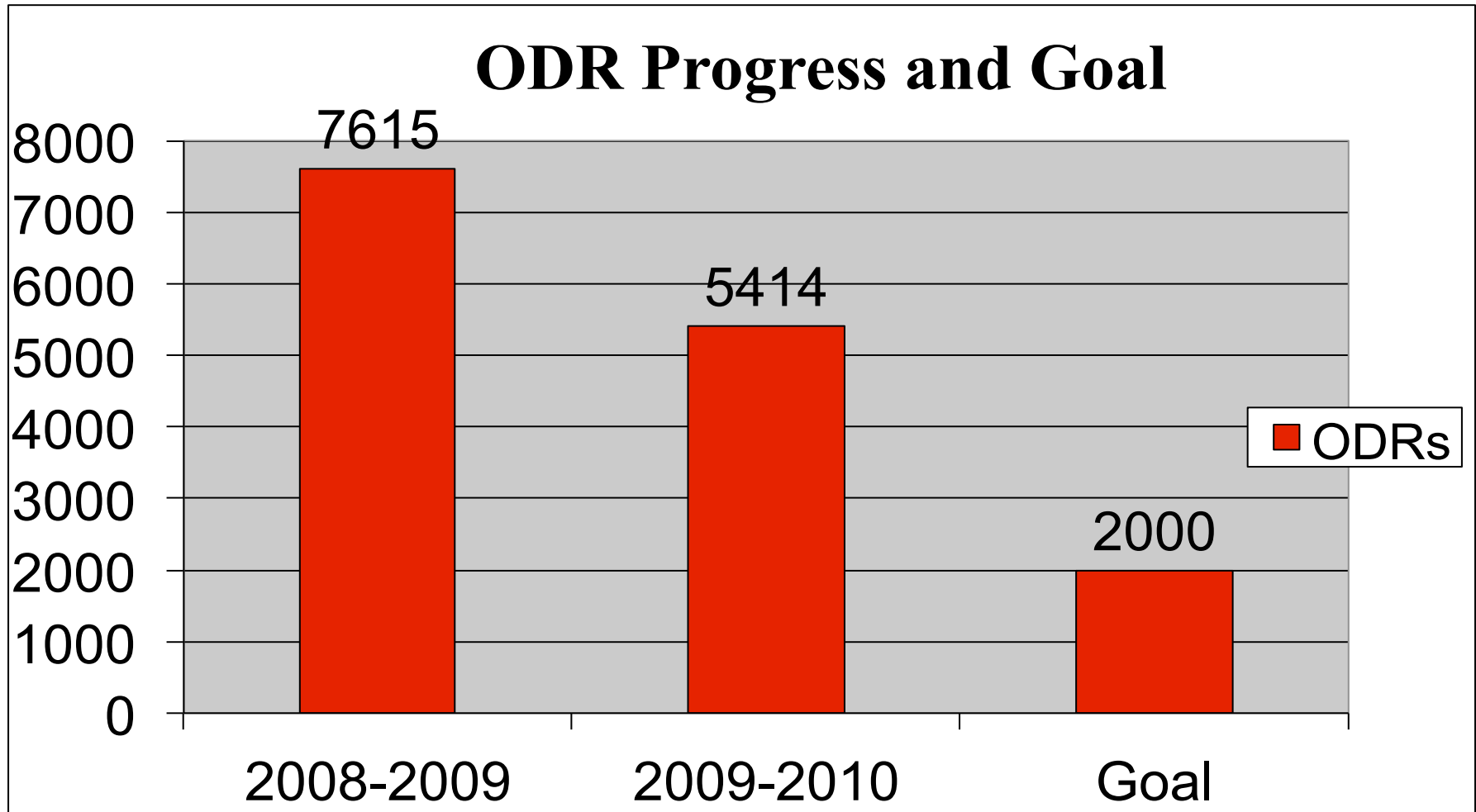
More than 2100 Hours (351 Days) of Instructional Time Recouped during 2009-2010 School Year

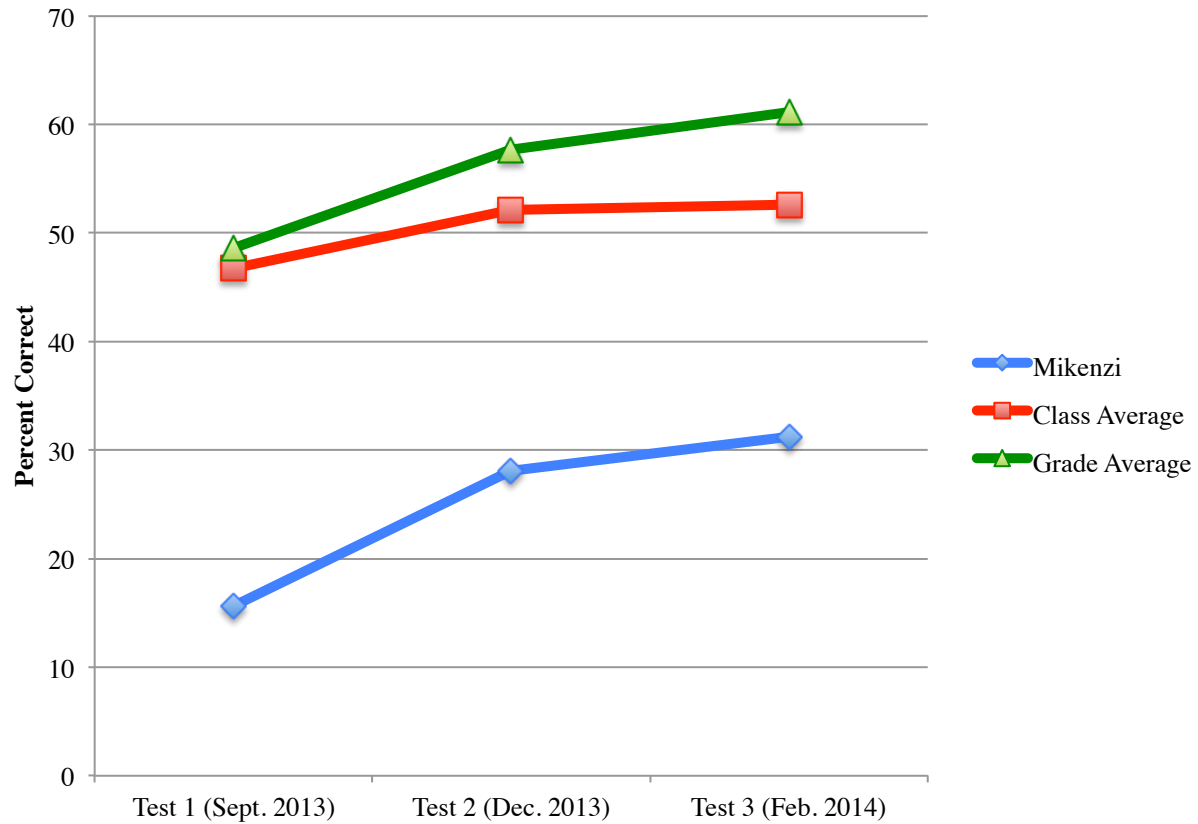**School is moving in a good direction toward 2010-2011 Goal**

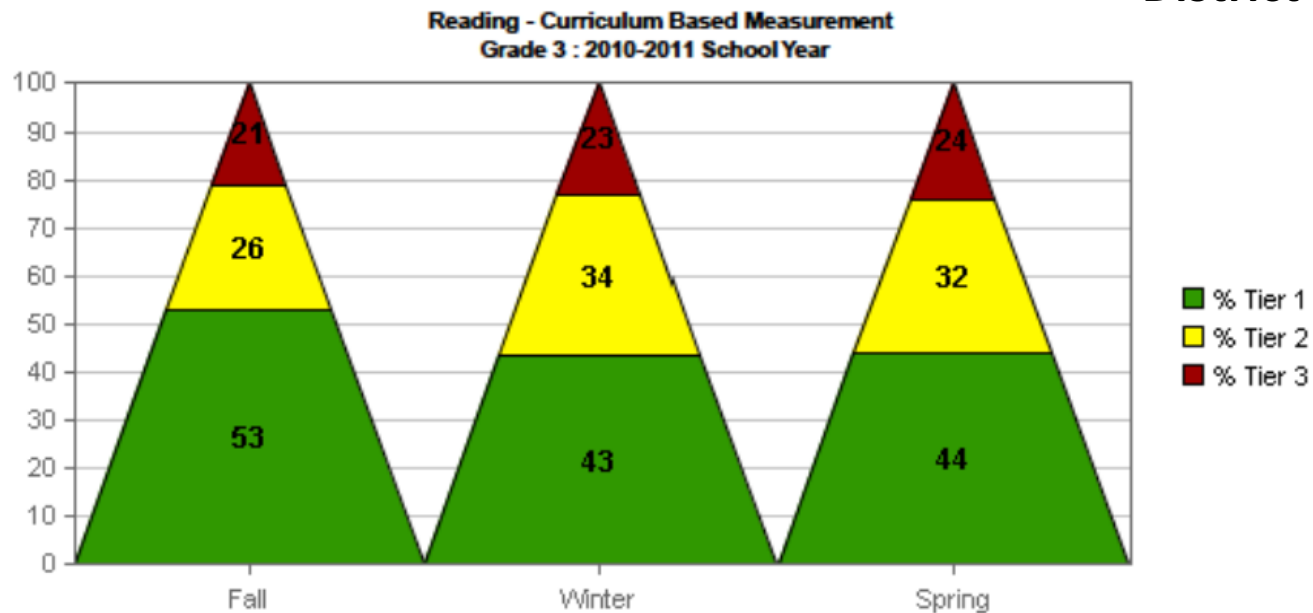# Aim Line and Trend Line Data

Freshmen on Track

Discovery Education Assessment Results: Math

District Level

- **Desired Goal**: 73% Proficiency

- **Current Level**: 53%

- **2 more Assessment Windows:** 73-53= 20%

- **Rate of Improvement**: 20% / 2 = 10% improvement per remaining 2 windows

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

Legend:
- % Tier 1
- % Tier 2
- % Tier 3

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

Note: Unscored also includes any students who may have been transferred.
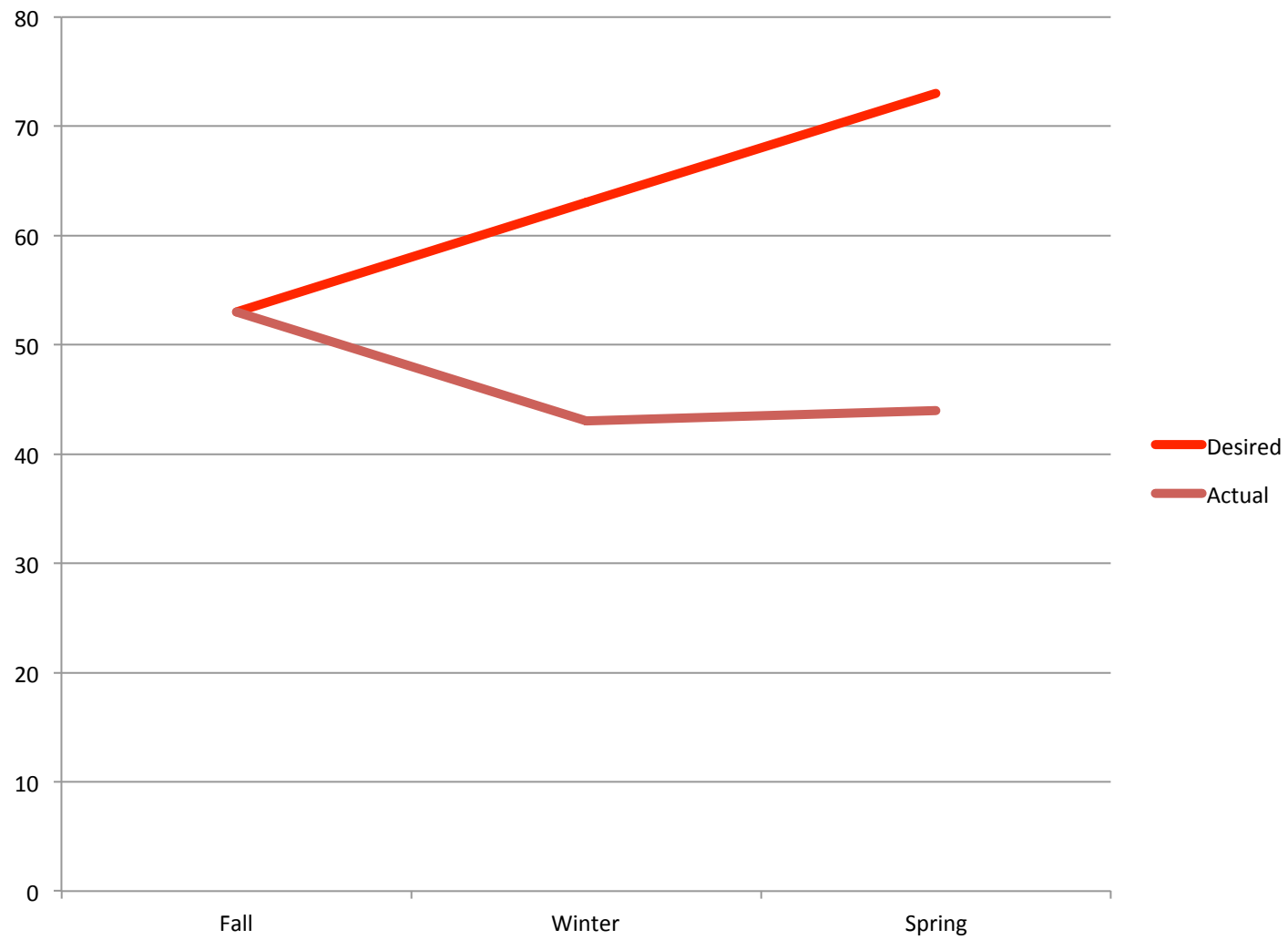
A *Shift* in Thinking

The central question is not:
"What about the students is causing the performance discrepancy?"

but rather...

"What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?"

Ken Howell

Reflect & Share

- What about the culture of your School/ Departments will facilitate this shift in thinking?

- What about the culture of your School/ Departments will be a barrier to this shift?

Three Tiered Model of Student Supports
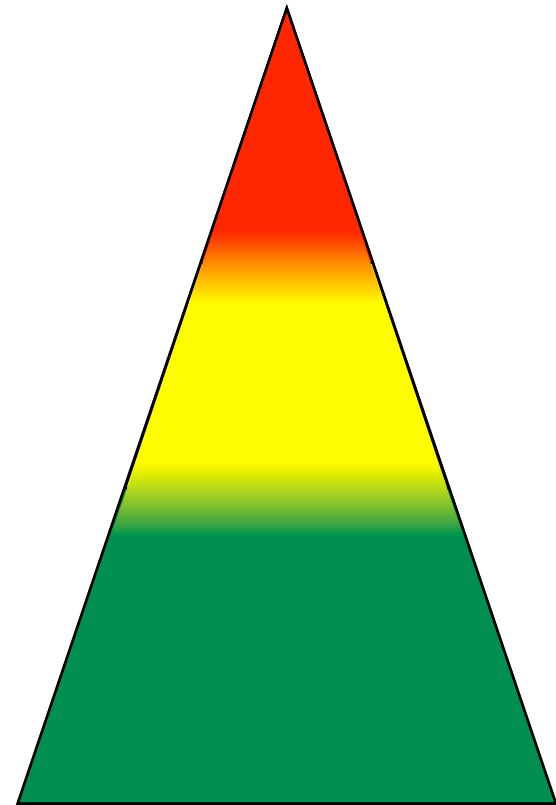
Three Tiered Model of Student Supports

How would you summarize this graph?

All students   have access to these levels of support   in order to meet benchmarks
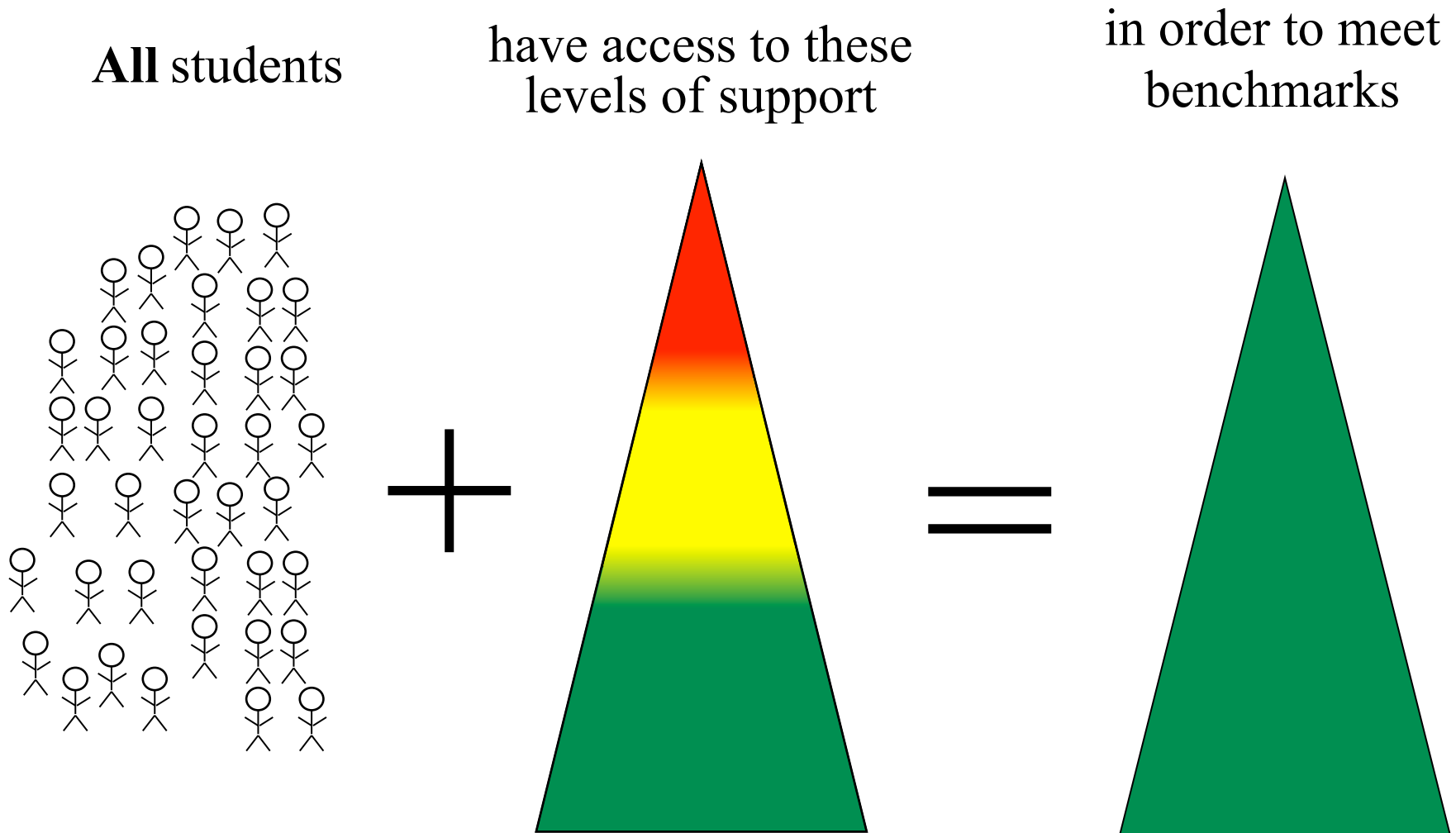
The goal of the tiers is student success, not labeling.

TIER I: Core, Universal Academic and Behavior

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
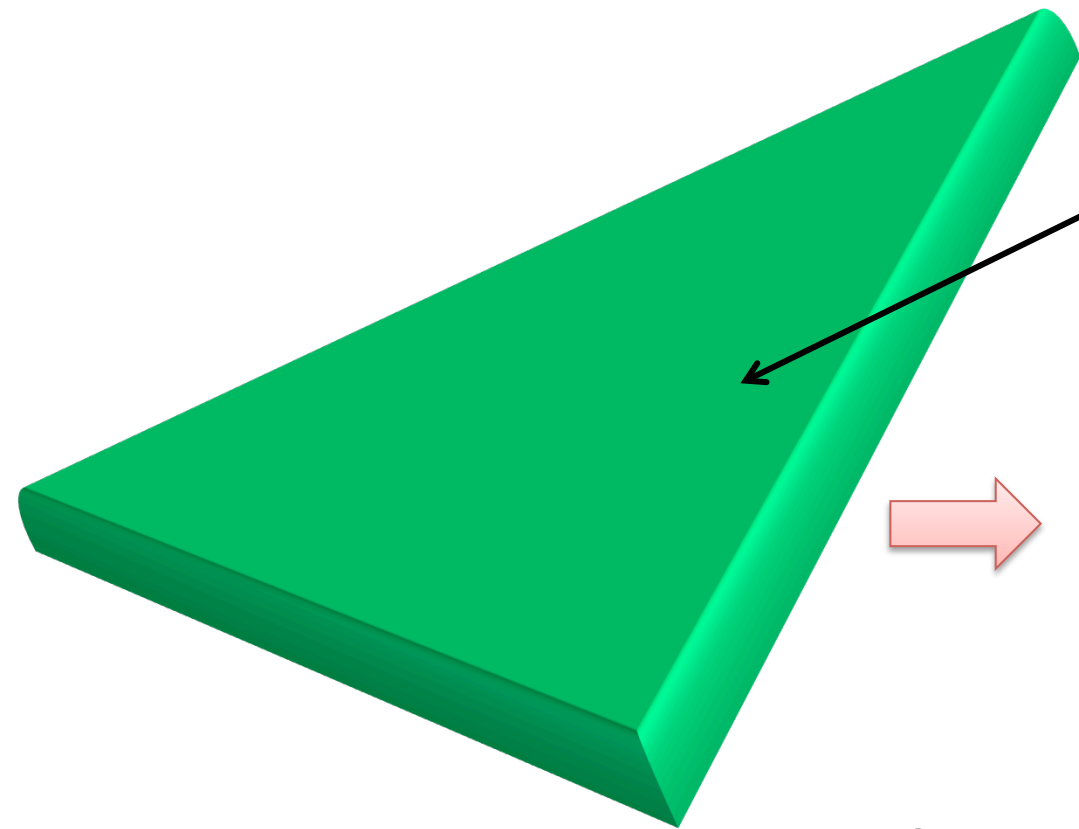
# Effective Instruction

(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)
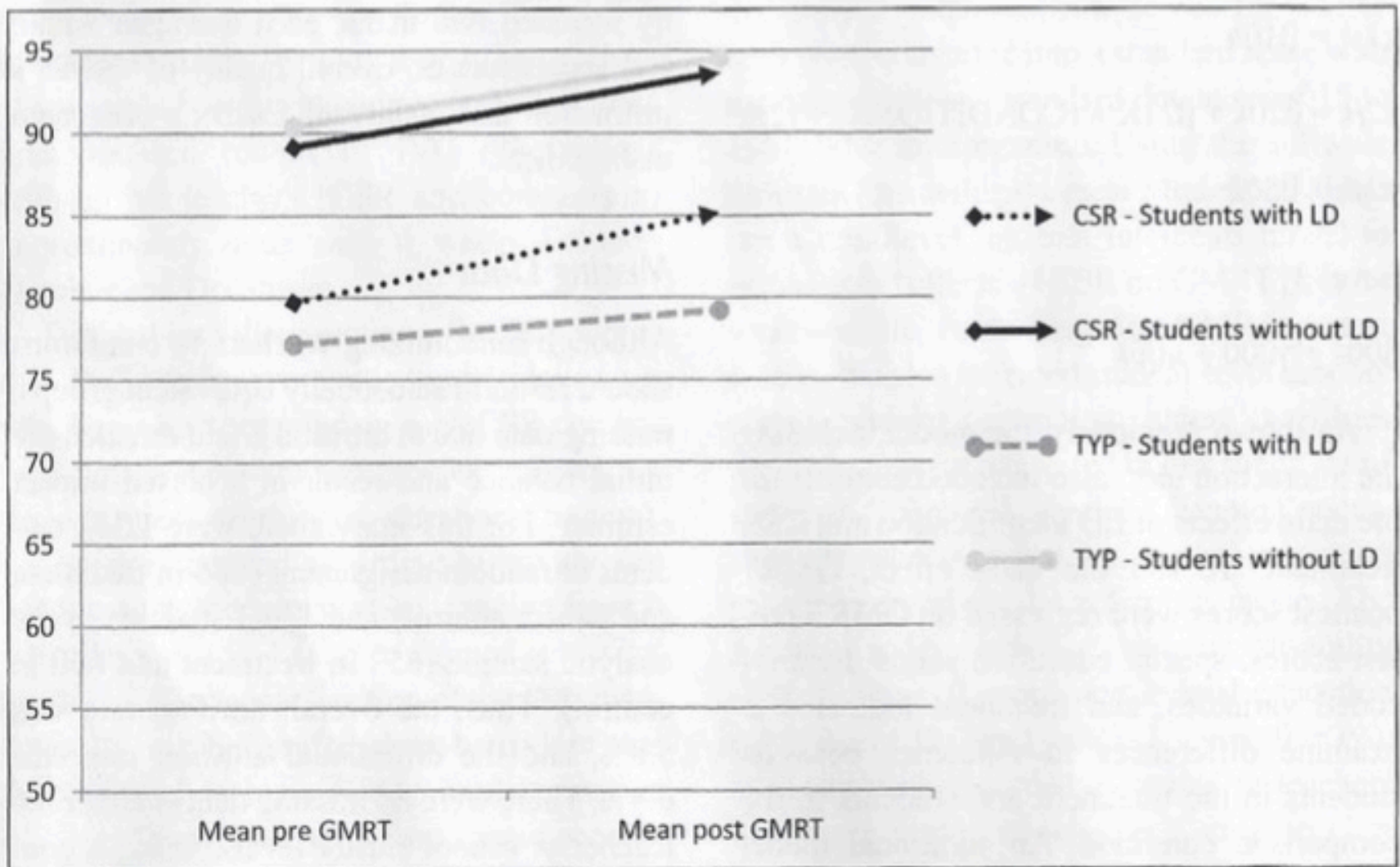
Promoting Adolescent Comprehension Through Text (PACT)

"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)

Universal Design for Learning

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
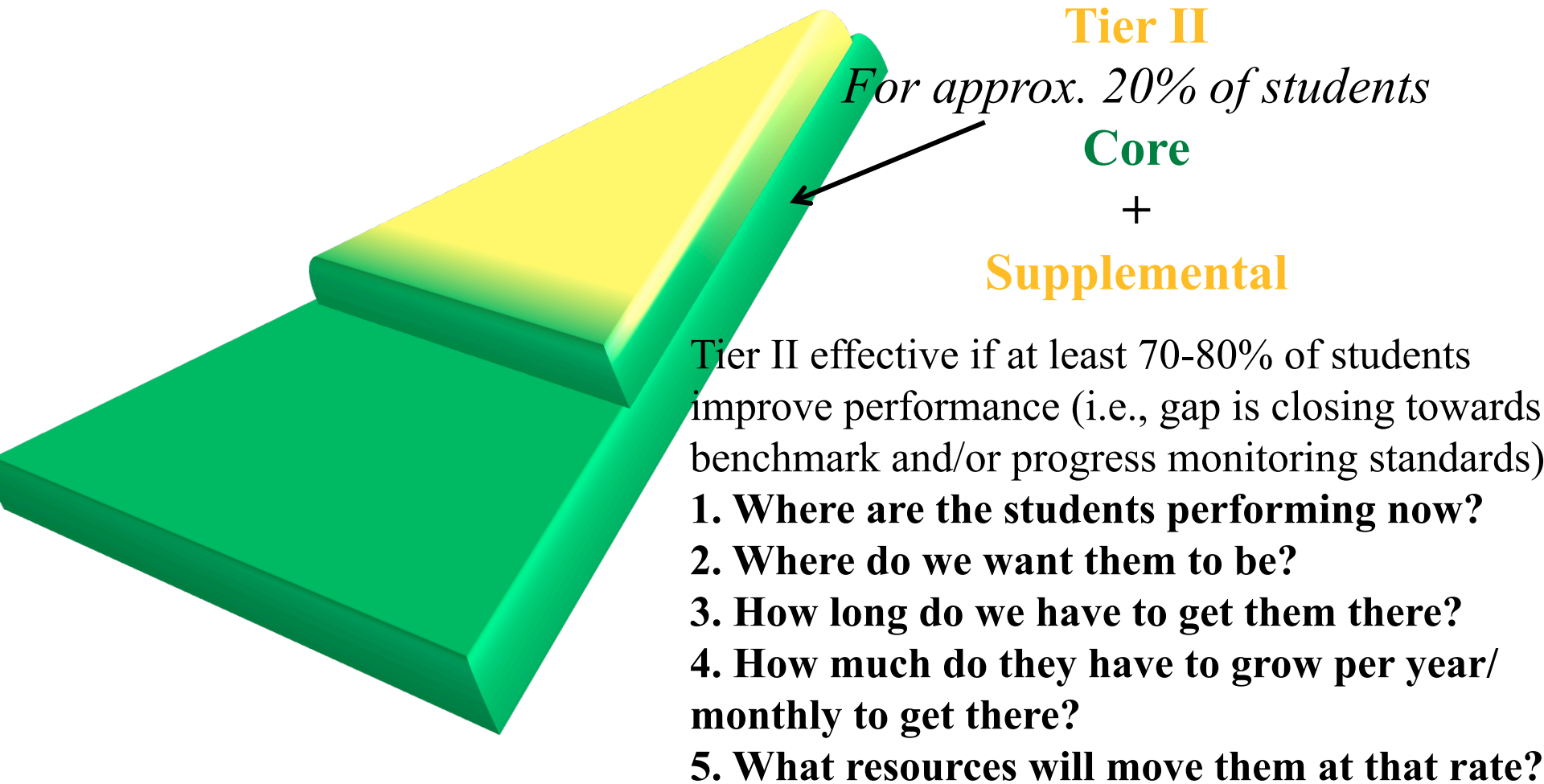
Critical Data Questions: Tier 1?

- For students who are receiving **only** Tier 1 services:

  - What percent are proficient?

  - What percent are not proficient?

  - What are we doing about those who are not proficient?

  - What are the trend data for those students who receive only Tier 1?

Groupon Discussion

- In your district guidelines and expectations, how is core (Tier 1) instruction "defined."
  - It is what "everyone" gets? (What is that?)
  - Does it set the standard of performance for **all** students?
  - Determine the scope, sequence and pacing for **all** instruction?
  - Is Universal Design in place to "bridge" for students to ensure equity in access for content?

TIER II: *Supplemental, Targeted*

Tier II

For approx. 20% of students

Core

+

Supplemental

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 & 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
    - Critical Algebraic concepts
- **Type**
  - More explicit, more frequent, errorless

Intensifying Instruction
Planning

- **Time**

- **What**

- **Who**

- **Where**

It's About Powerful Instruction

- **Time**

  Students who are behind need **more** time with quality instruction

- **What**
  - Students who are behind need **more** opportunities to respond (OTR)
  - Pre-teach, review, reteach, front load academic vocab.
  - Focus on skills that are barriers to access
  - Type of instruction evidence-based for need
  - More positive feedback (3:1 or greater)
  - High Probability Sequences (HPS)

It's About Powerful Instruction

- **Who**
  - Individual or individuals who have the skills **and** can collaborate to integrate their instruction, pacing and materials.

- **Where**
  - The 'where' does not matter if the Time, What and Who have been addressed

Tier 2:
Curriculum Characteristics

- Standard protocol approach

- Focus on *essential* skills

- 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 & 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?
  - How do we know they are improving student outcomes?

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 period school day
- 4 different "groups" of students
- 2 "Regular", 5 periods per week
- 1 "Advanced", 5 periods per week
- 1 "Strategic", 7 periods per week
- Each teacher teaches 1 of each (Reg, Adv, Strat)

- Strategic group outperformed the Regular group by 8% as of January 2016

Multi-Tiered System of Behavior Supports

ALL STUDENTS
(Examples: PBIS or Foundations, Second Step, Talking Circles)

POSITIVE LEARNING CLIMATE

School climates with positive relationships, clear expectations, and collective responsibility establish appropriate behaviors as the norm. Respectful, learning-focused, participatory **classroom environments** with well-managed procedures and behaviors maximize learning time

SOCIAL AND EMOTIONAL LEARNING

Explicit curricula, along with integrated instructional practices that promote social and emotional development, teach students how to form positive relationships, make responsible decisions, and set goals. These are critical skills for college and career success.

SOME
(Ex: Peer Jury, Check In/Check Out)

TARGETED SUPPORTS

For at-risk students, classroom-based responses can help de-escalate behavior problems, clinical group interventions address anger, trauma, and violence; and restorative practices provide students with strategies to resolve conflicts

FEW
(Ex. Individualized Counseling)

INDIVIDUALIZED INTERVENTIONS

For students with the highest levels of need, highly-targeted and individualized behavior strategies provide more intensive intervention and monitoring.

A supportive *LEARNING CLIMATE* set the stage for productive learning by establishing positive behaviors as the norm

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

<u>CPS Strategies</u>
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.

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**

CPS Strategies
SEL Curriculum:
Second Step (K-8)
Lion's Quest (9-12)

Restorative Practices:
Restorative Conversations & Talking Circles

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

➢ Explicit instruction and learning formats that promote: **self-awareness**, **self-management**, **social awareness**, **relationship skills**, **decision-making skills**

➢ Interactions and culture that promotes positive **adult-student relationships** and **student-student relationships**

➢ **Restorative approaches** that promote inclusiveness, relationship-building and problem solving

Multi-Tiered System of Behavior Supports

For: **SOME STUDENTS**
Requires: **Teachers, Clinicians, Counselors**

CPS Strategies
Classroom-based:
Check in/Check out
EBBS
Restorative Practices:
Peer Jury
Peace Circles
Clinical:
CBITS
Anger Coping/ Think First

TARGETED SUPPORTS
provide interventions that reach students through:

➢ **Classroom-based responses** that intervene early to minimize disruptive behaviors, increase positive attention and opportunities for students to stay on-track in the classroom

➢ **Restorative and instructive responses** that provide students with strategies to de-escalate and resolve conflicts using their voice to find solutions and move forward in a safe, caring environment

➢ **Clinical interventions** that address issues of anger, violence, and/ or trauma.

FEW
(Ex. Individualized Counseling)

### INDIVIDUALIZED INTERVENTIONS
For students with the highest levels of need, highly-targeted and individualized behavior strategies provide more intensive intervention and monitoring.

Quick Table Top

- In your district guidelines and expectations, how do you "define" supplemental (Tier 2) instruction.
  - Is it standards aligned?
  - Is it "paced" with Tier 1?
  - What are some characteristics?
  - Is there a template or standard protocol for guidance?
  - How does the district support schools in creating create the time & space?

TIER III:
Intensive, Individualized
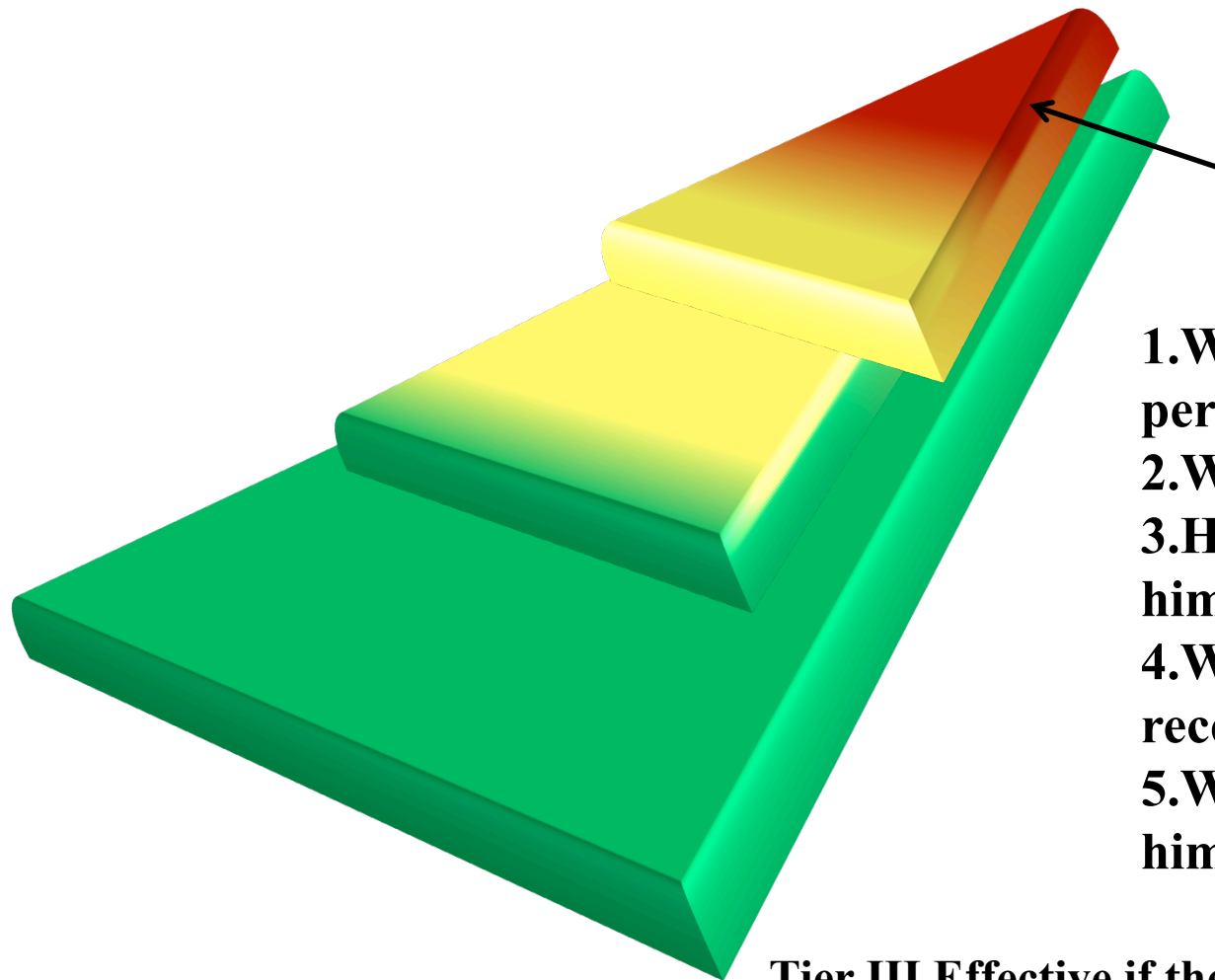
Tier III
For Approx 5% of Students
Core

+

Supplemental

+

Intensive Individual Instruction

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.

Tier III

- Focus of School-based Intervention Team
  - Identify individual academic and behavioral issues through data analysis
  - Develop intensive individual interventions & supports
  - Ensure that these interventions and supports are linked to core instruction
  - Assess integrity and intensity of interventions

Characteristics of Intensive Interventions:

Tier 3

More powerful instruction involves:

    - More instructional time

    - Smaller instructional groups

    - More precisely targeted at right level

    Resources

    - Clearer and more detailed explanations

    - More systematic instructional sequences

    - More extensive opportunities for guided practice

    - More opportunities for error correction and feedback

    Skills

Quick Table Top

- In your district guidelines and expectations, how do you "define" intensive (Tier 3) instruction?
  - Is intensive (Tier 3) instruction significantly different from Tier 2 - not just "more"?
  - Is it standards aligned?
  - Is it "paced" with Tier 1?
  - What are the characteristics?
  - Is there a template or standard protocol for guidance?
  - How does the district support schools in creating create the time & space?

WHAT IS "SPECIAL" ABOUT SPECIAL EDUCATION?

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

Florida Department of **EDUCATION**

Great Seal of the State of Florida — In God We Trust

Pam Stewart
Commissioner of Education

In Collaboration with...

STUDENT SUPPORT SERVICES PROJECT

USF UNIVERSITY OF SOUTH FLORIDA

A Multi-Tiered System of Supports
PS/RtI
Problem Solving/Response to Intervention

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

- Can be implemented in Tiers 1, 2 and/or 3

- Examples include: unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols for errorless learning etc.
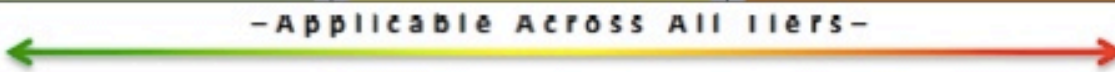
A Conceptual Framework for MTSS

Increasingly Intensive Instructional Interventions

Core Instruction

Specially Designed Instruction

High Need

Low Need

Level of support required for success in core instruction
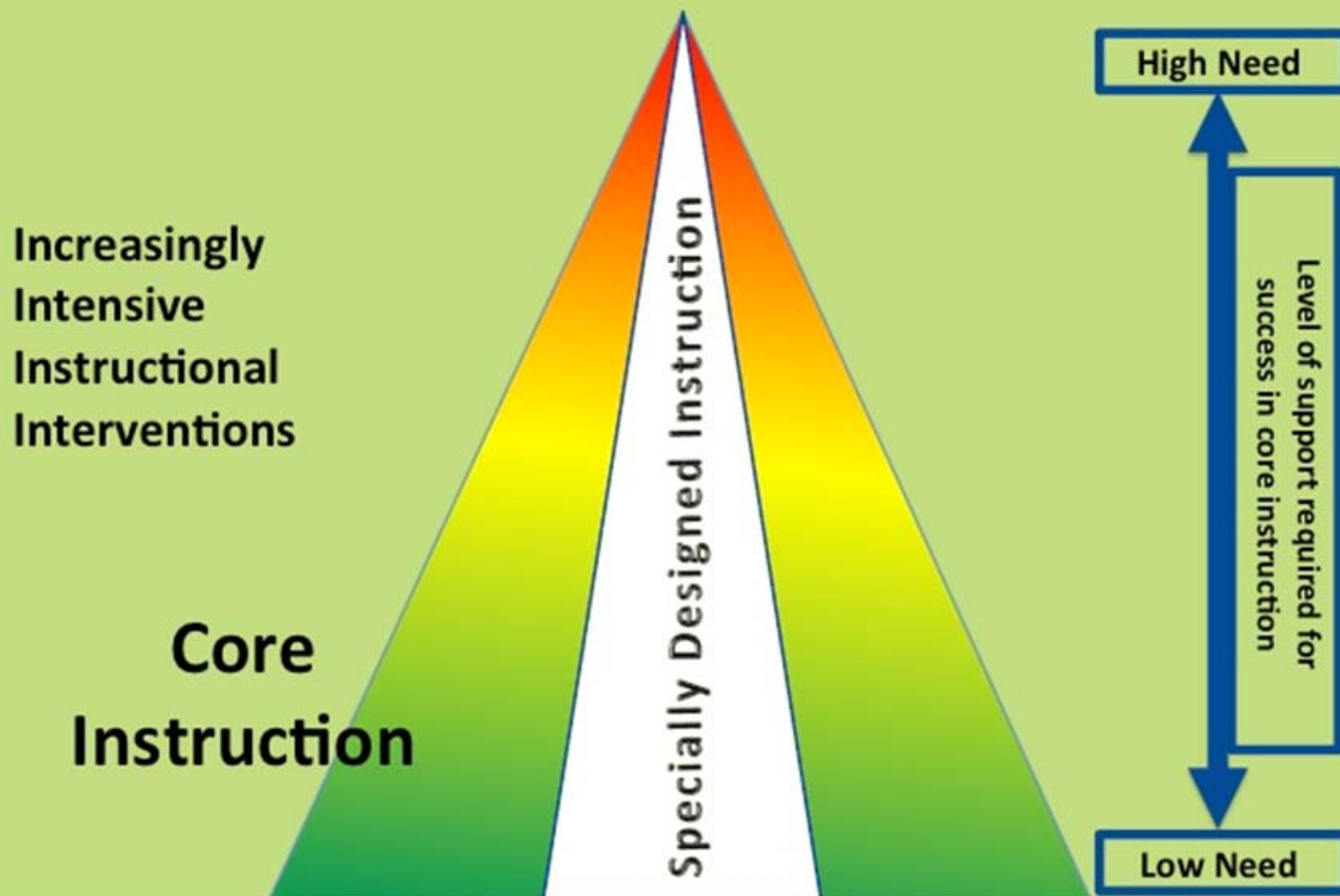
Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education

	Specially Designed Instruction	Core Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
			−Applicable Across All Tiers−	
Defining Characteristics	Specially designed instruction as defined by IDEA regulations refers to adaptations to the content, methodology or delivery of instruction that: • Address the unique needs of a child that result from the child's disability • Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3)) • Are guaranteed by IDEA and implemented in accordance with the individual educational plan (IEP) process	Instruction and support designed and differentiated for all students in all settings to ensure mastery of the Common Core State Standards and core instructional goals/expectations.	More focused, targeted instruction/intervention and supplemental support aligned with Common Core State Standards and core instructional goals/expectations.	The most *intense** intervention based upon individual student need and aligned with core curriculum, instruction and supplemental supports. ** Daily or near daily sessions; increased time per session for delivery, practice and feedback; narrowed focus; reduced group size; most explicit and systematic; most frequent progress monitoring.*
Common Focus	Provide instruction and intervention supports, designed and implemented through a team approach to data-based planning and problem solving, matched to student learning needs.			
Relationship to Core Instruction	Integrated and in alignment with Common Core State Standards and core instructional goals and expectations across the full continuum of learners.			

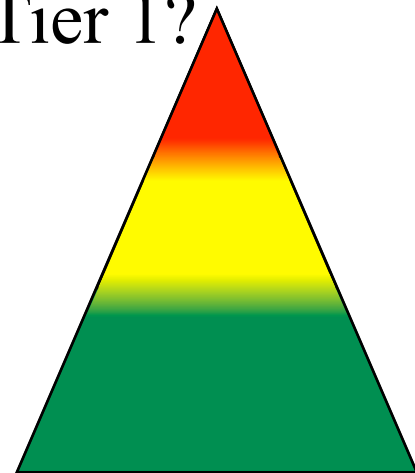| Specially Designed Instruction	Core Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		—Applicable Across All Tiers— ← →	
Goal — Enable students with disabilities to be involved in and make progress in the general education curriculum (34 CFR §300.320(a)(2)(i)). Free appropriate public education for students with disabilities in the least restrictive environment (34 CFR §300.17).	Successful mastery of Common Core State Standards and prevention of skill gaps to ensure career and college readiness.	Close skill gaps to enable successful mastery of Common Core State Standards and grade-level instructional goals and expectations for learners who are struggling in the general education curriculum and setting, while ensuring the prevention of new content area gaps and supporting student engagement.	
For Whom? — Eligible students with disabilities (IDEA). When applied at tier 3, these students typically demonstrate a need for **sustained** intensive interventions in order to maintain adequate rates of progress over time.	ALL students.	Any student who needs supplemental supports to master Common Core State Standards.	Any student who needs intensive supports (i.e., identified problem is both intense and severe) to master the Common Core State Standards.
By Whom? — Exceptional student education (ESE) teachers and related service providers with specialization in the area of need, in collaboration with general education teachers to align and integrate with Common Core State Standards.	General education teacher, in collaboration with school-based team members.	General education teacher in collaboration with support of school-based team members who have content knowledge and intervention expertise.	General Educators, special educators, school-based team members and professional support staff with deep content knowledge and expertise implementing evidence-based interventions.
Where Are Interventions Delivered? — Specially designed instruction is a service, not a place, and is not defined by where it occurs. Must be provided in least restrictive setting (34 CFR §300.17).	Evidence-based instruction and support provided in the general education setting.		

	Specially Designed Instruction	Core Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		–Applicable Across All Tiers–		
How Are Interventions and Services Documented?	An IEP, which may include an intervention plan that specifies details of the interventions and is aligned with the goals and services of the IEP.	Differentiated instruction is documented through the lesson – planning process.	Progress Monitoring Plan (PMP), 504 Plan, Limited English Proficient (LEP) Plan, or other intervention plans when applicable.	
What Legal Protections Apply?	Procedural safeguards protect the rights of students with disabilities and their families.	No procedural safeguards unless 504 eligible.		
How Are Learning Needs Accommodated?	Accommodations specified by the IEP are provided so that students with disabilities can access information and demonstrate what they know and are able to do.	No accommodations unless 504 eligible or on an LEP Plan.		
How Are Students Engaged and Supported in Learning?	Universal Design for Learning, instructional scaffolds to bridge gaps and reduce or eliminate barriers to engagement, differentiation, and learning supports that reduce or eliminate barriers to learning.			
What Is the Purpose of Assessment?	The purpose of assessment depends upon the specific assessment questions to address student needs.			
What Assessment Practices Are Relevant?	Formative, Screening, Ongoing Progress Monitoring and Diagnostic Assessment including those required for instructional and eligibility decision making per IDEA. The frequency and depth of assessment practice increases as student need intensifies.	Formative, screening, ongoing progress monitoring and diagnostic assessment.		

Tier 1 Data Analysis

- What % of student receiving **only** Tier 1 are/not proficient?

- What % of Tier 2 students made growth/proficiency?
  - What are the decision rules for problem-solving those students with insufficient rates of growth?
  - How do we intensify Tier 2 services—Tier 2 is not a point/level but a continuum?

- What % of Tier 3 students made growth/proficiency?
  - What are the decision rules for problem-solving those students with insufficient rates of growth?

Tier 1 Data Analysis

- What was the overall % of students who made proficiency?

- What does this look like by student groups?

- Are you happy with:
  - % of students in Core who are proficient in Tier 1?
  - What about Tiers 2 and 3?

- What does your Triangle look like?

District Resource Mapping :

A tool

Problem-Solving is the Engine That Drives Instruction and Intervention
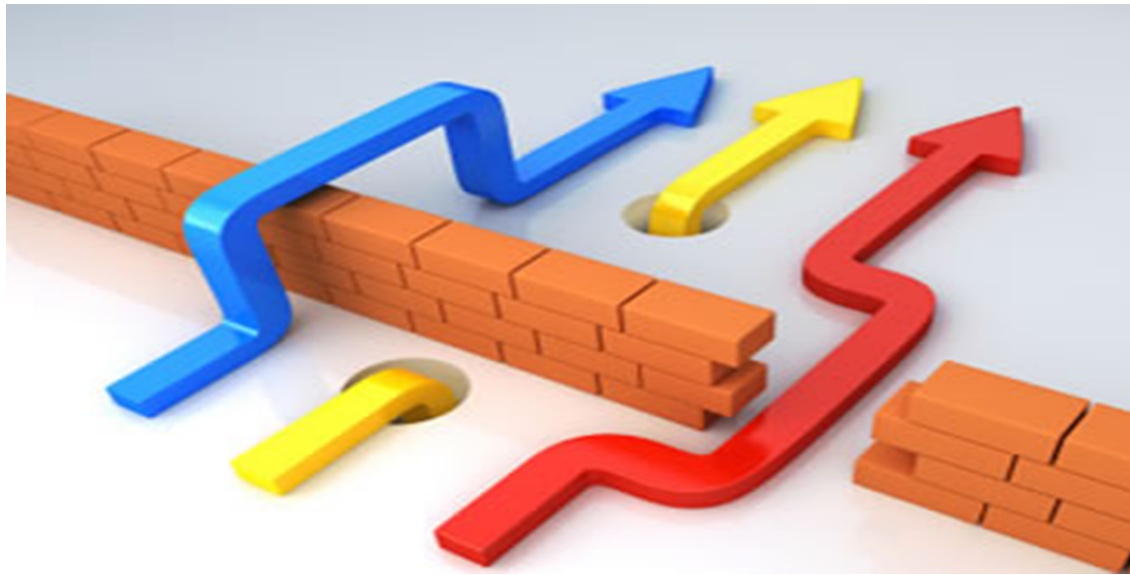
It is the MOST Critical Skill A Leader Can Possess

MTSS/RtI & the Problem-Solving Process
Academic and Behavior Systems

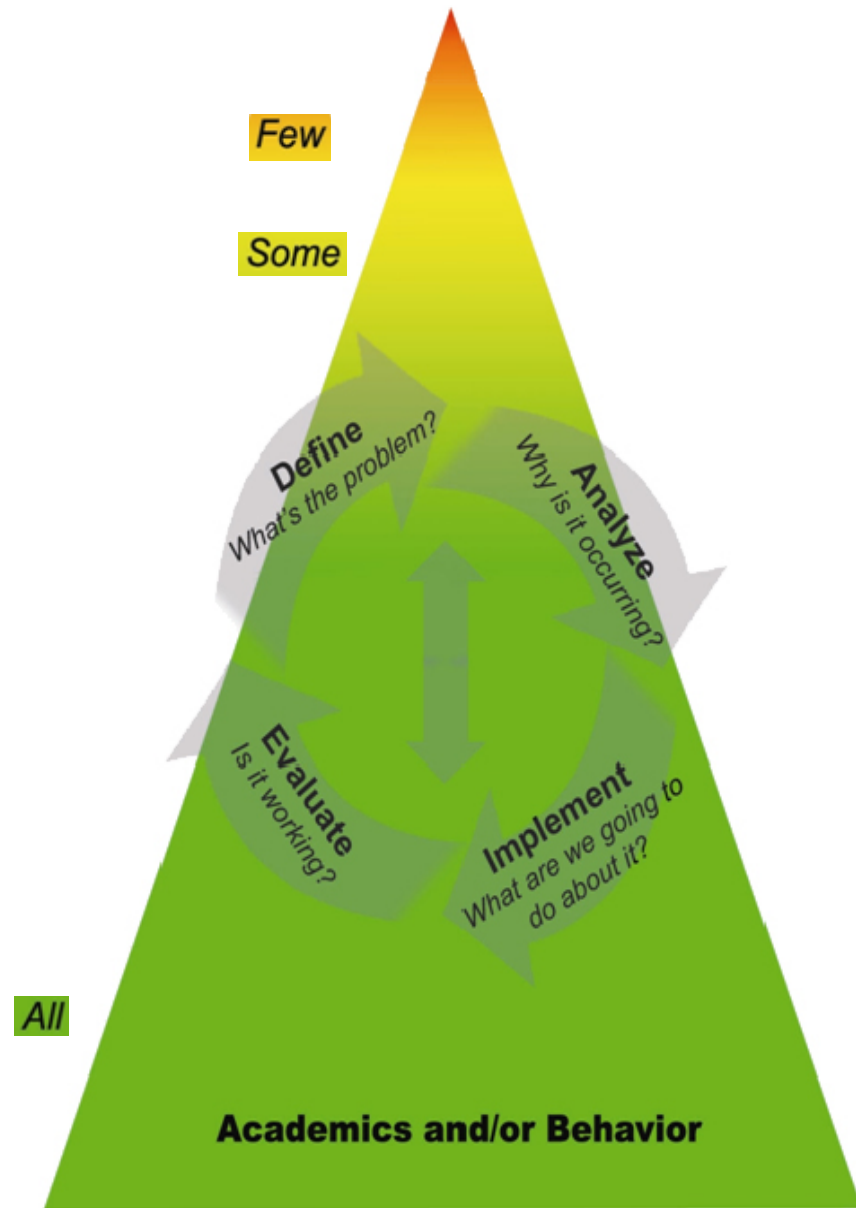**Tier 3: Intensive, Individualized Interventions & Supports.**

The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.

General academic and behavior instruction and support provided to all students in all settings.

Few

Some

Define What's the problem?

Analyze Why is it occurring?

Evaluate Is it working?

Implement What are we going to do about it?

All

Academics and/or Behavior

Problem Solving Process: Levels of Implementation

Level of Implementation	Problem Solving Team	Example
Student	Individual Teacher and/or Teacher Teams	Student is continually absent from class
Classroom	Individual Teacher and/or Teacher Teams	A large number of students in one classroom failed the unit test
Grade/Department Level	Teacher Teams and/or Instructional Leadership Team	A majority of students in grade 9 Algebra did not perform well on the mid-year assessment
School Level	Instructional Leadership Team	Low overall percentage of students meeting growth targets
District Level	District Senior Leadership Team	Increase in expulsions across schools

Problem Solving Process

Define the Problem. Identify the goal

- What do we want students to know, understand, and be able to do ?

Problem Analysis

Why is the goal *not* being attained?

- Validating Problem
- Identify Variables that contribute to Problem
- Hypotheses/Data Collection

Evaluate

Did it work?

- Response to Instruction & Intervention

Implement Plan

What are we going to do about it?

- Implement as Intended
- Progress Monitor
- Modify as Necessary

Steps in the Problem-Solving Process

1. Define the Problem
(What is the Goal?)
- Determine the gap or difference between the expectation and what is actually occurring in terms of student performance or behavior

2. Problem Analysis
(Why is it occurring)?
- Hypothesize possible root causes
- Analyze supplemental data to support or refute each hypothesis
- Validate whether your hypothesis is true based on the additional data

3. Implement Plan
(What can be done to solve it?)
- Select the intervention(s) or strategies that will address the problem
- Develop and implement the plan with fidelity

4. Evaluate
(Did it work?)
- Collect and use school-wide, small group, and individual student data to determine if the plan is working to address the problem
- Progress monitor and modify, if necessary
- Evaluate the response: good, questionable, poor

MTSS Implementation

- Organized by a Plan

- Driven by Professional Development

- Supported by Coaching and Technical Assistance

- Informed by Data

The Big Bang Theory of MTSS

1. Decide what is important for students to know.

2. Teach what is important for students to know.

3. Keep track of how students are showing what they know.

4. Make changes according to the data and results you collect!

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