WYOMING
MTSS-PLC
Collaborating to
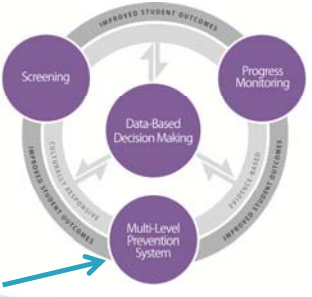Improve Learning
for ALL Students

Thursday, August 13th, 3:30–5:00pm
Topic: Tier I and Tier II

Tentative Agenda

- 3:15 – 3:30   Log-in, Check Microphones and Speakers
- 3:30 – 3:35   Welcome
- 3:35 – 3:50   *Optional Share Progress to Date*
- 3:50 – 4:30   *Best Practices in MTSS Implementation: Defining Tier I and Tier II*
- 4:30 – 4:50   *Lessons Learned from the Field*
- 4:50 – 5:00   Closing and Next Steps
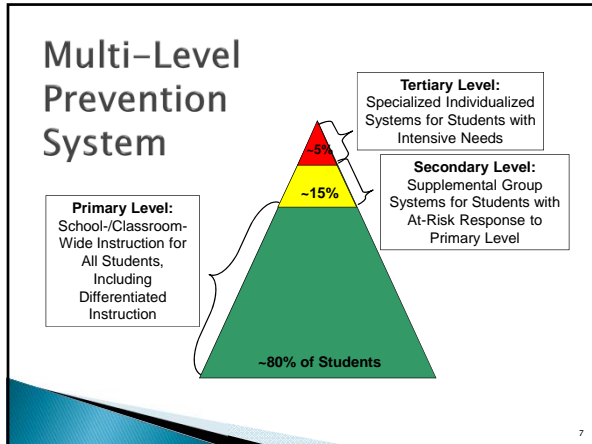
Essential Components of MTSS

NCRTI, 2010

Today's Target Areas

- *4a Primary-Level Instruction/Core Curriculum (Tier I)* Research-Based Curriculum Materials, Articulation of Teaching and Learning (in and across grade levels), Differentiated Instruction, Standards-Based, Exceeding Benchmark
- *4b. Secondary-Level Intervention (Tier II)* Evidence-Based Intervention, Complements Core Instruction, Instructional Characteristics, Addition to Primary
- *5a Prevention Focus* All staff understand that MTSS is a framework to prevent all students, including students with disabilities, from having academic problems.
- *5d Schedules* School wide schedules are aligned to support multiple levels of intervention based on student need; adequate additional time is built in for interventions.
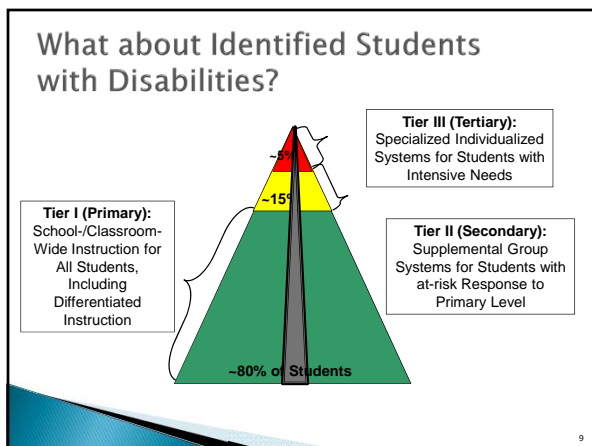
Today's Target Areas

- **6a Fidelity:** Both of the following conditions are met:
  - **(1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and**
  - (2) procedures are in place to monitor the processes of administering and analyzing assessments.

Multi-tiered Systems of Support: Tier I and Tier II

Multi-Level Prevention System

Tertiary Level: Specialized Individualized Systems for Students with Intensive Needs

~5%

Secondary Level: Supplemental Group Systems for Students with At-Risk Response to Primary Level

~15%

Primary Level: School-/Classroom-Wide Instruction for All Students, Including Differentiated Instruction

~80% of Students

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5a. Prevention Focus

‣ *All* staff understand that MTSS is a framework to prevent all students, including students with disabilities, from having learning problems.

‣ NOT meant to "prevent" referral to special education

‣ Special education is part of the prevent model, meant to PREVENT learning difficulties of students with disabilities

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What about Identified Students with Disabilities?

Tier III (Tertiary): Specialized Individualized Systems for Students with Intensive Needs

~5%

Tier II (Secondary): Supplemental Group Systems for Students with at-risk Response to Primary Level

~15%

Tier I (Primary): School-/Classroom-Wide Instruction for All Students, Including Differentiated Instruction

~80% of Students

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Sample: Multi-Tiered Prevention System

	Primary (T1)	Secondary (T2)	Intensive (T3)
Instruction/ Intervention Approach	Comprehensive research-based curriculum	Evidence-based standardized and targeted small-group instruction	Individualized, based on student data
Group Size	Class-wide (with some small group instruction)	3-7 students	No more than 3 students
Monitor Progress	1x per term (AKA, Screening)	At least 1x per month	Weekly
Population Served	All students	At-risk students	Significant and persistent learning needs

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Tier I Core Program

- FOCUS: all students
- INSTRUCTION: District curriculum and instructional practices that are research based, aligned with state or district standards, incorporate differentiated instruction
- SETTING: general education classroom
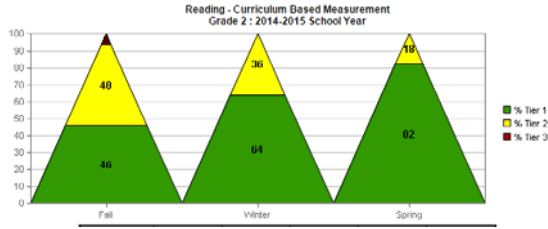- ASSESSMENTS: screening, continuous progress monitoring, and outcome measures

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Tier 1 Criteria

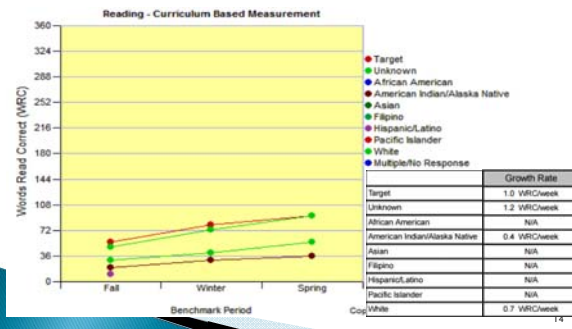| Indicator	Criteria
a. Researched-based Curriculum	All core curriculum materials are **research based** for the target population of learners (including subgroups).
b. Articulation of Teaching and Learning (in and across grade levels)	Both of the following conditions are met: (1) teaching and learning objectives are well **articulated from one grade to another**; and (2) teaching and learning is **well articulated within grade levels** so that students have highly similar experiences, regardless of their assigned teacher.

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Tier I Effectiveness? Articulation across Grades and within Grade?

Reading - Curriculum Based Measurement
Grade 2 : 2014-2015 School Year

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

(Fall: 46, 48; Winter: 64, 36; Spring: 82, 18)

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Tier I Effective for All Subgroups?

Reading - Curriculum Based Measurement

Words Read Correct (WRC)

Benchmark Period

Legend:
- Target
- Unknown
- African American
- American Indian/Alaska Native
- Asian
- Filipino
- Hispanic/Latino
- Pacific Islander
- White
- Multiple/No Response

	Growth Rate
Target	1.0 WRC/week
Unknown	1.2 WRC/week
African American	N/A
American Indian/Alaska Native	0.4 WRC/week
Asian	N/A
Filipino	N/A
Hispanic/Latino	N/A
Pacific Islander	N/A
White	0.7 WRC/week

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Tier 1 Criteria

| Indicator	Criteria
c. Differentiated Instruction	Both of the following conditions are met: (1) **interviewed staff can describe** how most teachers in the school **differentiate instruction** for students on, below, or above grade level; and (2) **interviewed staff can explain how** most teachers in the school use **student data to identify and address the needs** of students.
d. Standards–Based	The core curriculum (reading and mathematics) is **aligned with** the Common Core or other **state standards**.
e. Exceeding Benchmark	Both of the following conditions are met: (1) the school **provides enrichment opportunities for students exceeding** benchmarks; and (2) teachers **implement those opportunities consistently at all grade levels**.

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Identifying Students for Enhancement
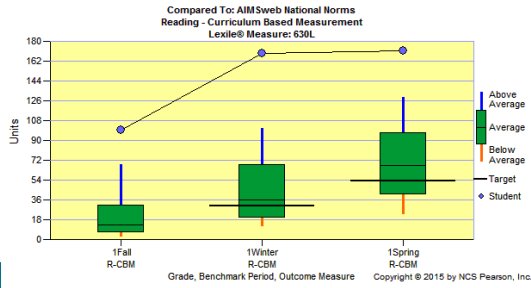
Tier I Focus

- Designed to meet the needs of ALL students
  - Including students with disabilities, learning differences, or language barriers
  - Expect at least 80% of students to benefit from Tier I alone
- Increases access through
  - Universal design for learning (UDL)
  - Differentiated instruction
  - Practices that are linguistically and culturally responsive
  - Accommodations
  - Modifications

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Tier II or Secondary Level

- FOCUS: students identified through screening as at-risk for poor learning outcomes
- INSTRUCTION: targeted, supplemental instruction delivered to small groups
- SETTING: general education classroom or other general education location within the school
- ASSESSMENTS: progress monitoring, diagnostic

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Tier II Key Criteria

Indicator	Criteria
a. Evidence–Based Intervention	All secondary-level interventions are **evidence based** in content areas and grade levels where they are available.
b. Complements Core Instruction	Secondary-level intervention is **well aligned with core** instruction and **incorporates foundational skills** that support the learning objectives of core instruction.

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Selecting Evidenced Based Tier II Interventions

▸ Academic Interventions
  ◦ National Center for Intensive Interventions
  ◦ Best Evidence Encyclopedia
  ◦ What Works Clearinghouse
▸ Behavior
  ◦ What Works Clearinghouse
  ◦ PBIS.org

Demo: October 2015
MTSS–PLC

Tier II Key Criteria

Indicator	Criteria
c. Instructional Characteristics	All three of the following conditions are met: (1) interventions are **standardized**; (2) secondary-level interventions are led by **staff trained in the intervention** according to developer requirements; and **(3) group size and dosage are optimal** (according to research) for the age and needs of students.
d. Addition to Primary	Secondary-level interventions **supplement core** instruction.

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Why Standardized Interventions?

Problem Solving (PS)	Standard Protocol (STP)
‣ **Definition:** teams consider student data to identify and define learning problems, to develop interventions to solve those problems, and to evaluate the effects of the interventions on the defined problem or problems (VanDerHeyden, n.d.)	‣ **Definition:** teams assign students to interventions with implementation procedures that are well specified; typically developer created interventions (Torgesen et al., 2001)

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Why Standardized Interventions?

Problem Solving (PS)	Standard Protocol (STP)
‣ **Cons:** ◦ Time needed to problems solve for each student ◦ Requires higher level of understanding of data analysis and intervention development ◦ procedures are not well specified, allowing for flexibility across sites but also causing variable or unreliable effects.	‣ **Cons:** ◦ Can be difficult to replicate in applied settings (fidelity) ◦ Mismatch of intervention for some students

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Why Standardized Interventions?

Problem Solving (PS)	Standard Protocol (STP)
‣ **Pros:** ◦ Students provided access to individualized instruction ◦ Match between intervention and student needs	‣ **Pros:** ◦ Availability of evidenced-base due since amenable to research ◦ Requires less PD ◦ Can be delivered by paras/support staff ◦ Allows for greater efficiency with scheduling, staffing, & implementation ◦ Allows for efficiency in placing students and monitoring overall effect of Tier II

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5d Schedules

- *School wide schedules are aligned to support multiple levels of intervention based on student need; adequate additional time is built in for interventions*

- Schedule Tier I activities first, then consider intervention times.
- Ensure scheduled time for teaming, data analysis, and professional development

Future Team Discussion

- Does the current schedule provide sufficient time for effective implementation of **Tier I** activities (PD, teaming, data analysis? If no, how can we adjust the schedule?
- Does the current schedule provide sufficient time for effective implementation of **Tier II** activities (PD, teaming, data analysis? If no, how can we adjust the schedule?

Questions? »

Lessons Learned from the Field

▸ How is the prevention purpose of MTSS communicated to all staff?
▸ How do schools currently ensure implementation fidelity of Tier I and Tier II?
▸ How is your Tier I system currently defined, by a 'program' or by components?
▸ What about your Tier II?
▸ What successes and challenges have you experienced with scheduling teaming, interventions, and professional development?

Closing: Next Steps

▸ Submit a clear and concise description of your Tier I and Tier II

▸ **NEXT MEETING ONSITE:** September 16th, 8:30–4:00pm, *Topic:* Data Decision Making and Establishing an Effective Tier 1 System

Thank You!

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