

# Overcoming Poor-Quality Tier 1 through Effective Implementation of HLPs/EBPs

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Center on  
**Multi-Tiered System of Supports**  
at the American Institutes for Research® ■



“Life is really simple, but we insist on making it complicated.”

— Confucius

# Remember....

There is no way a **single teacher**  
has all the **time**,  
all the **knowledge**,  
and all the **skills**  
to meet all the needs  
of every child in his or her class(es).

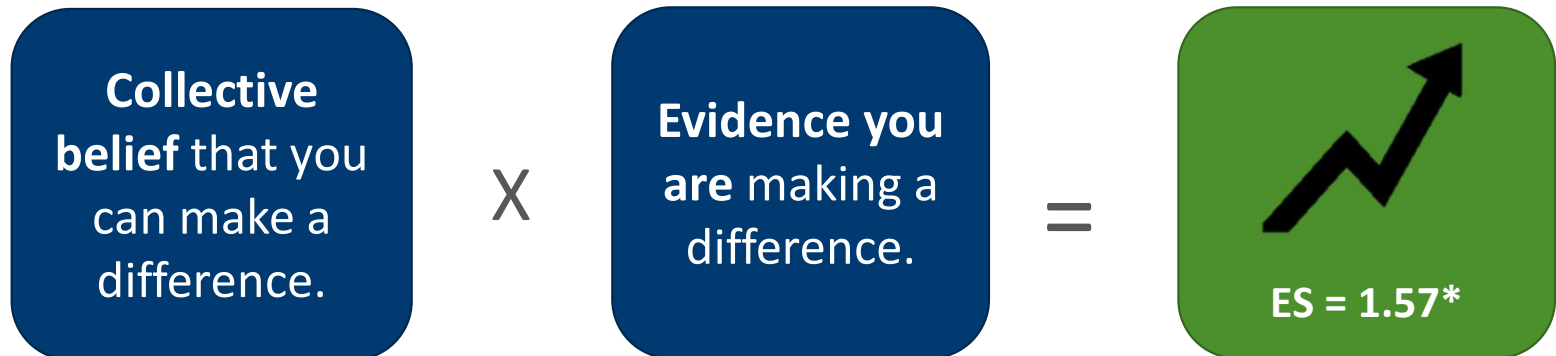
*Buffman, Mattos, & Webber 2009*

***We depend on collective efficacy.***

*Collective Teacher Efficacy is the collective belief of educators in their ability to positively affect students.*

(Donohoo, 2017; Hattie, 2017)

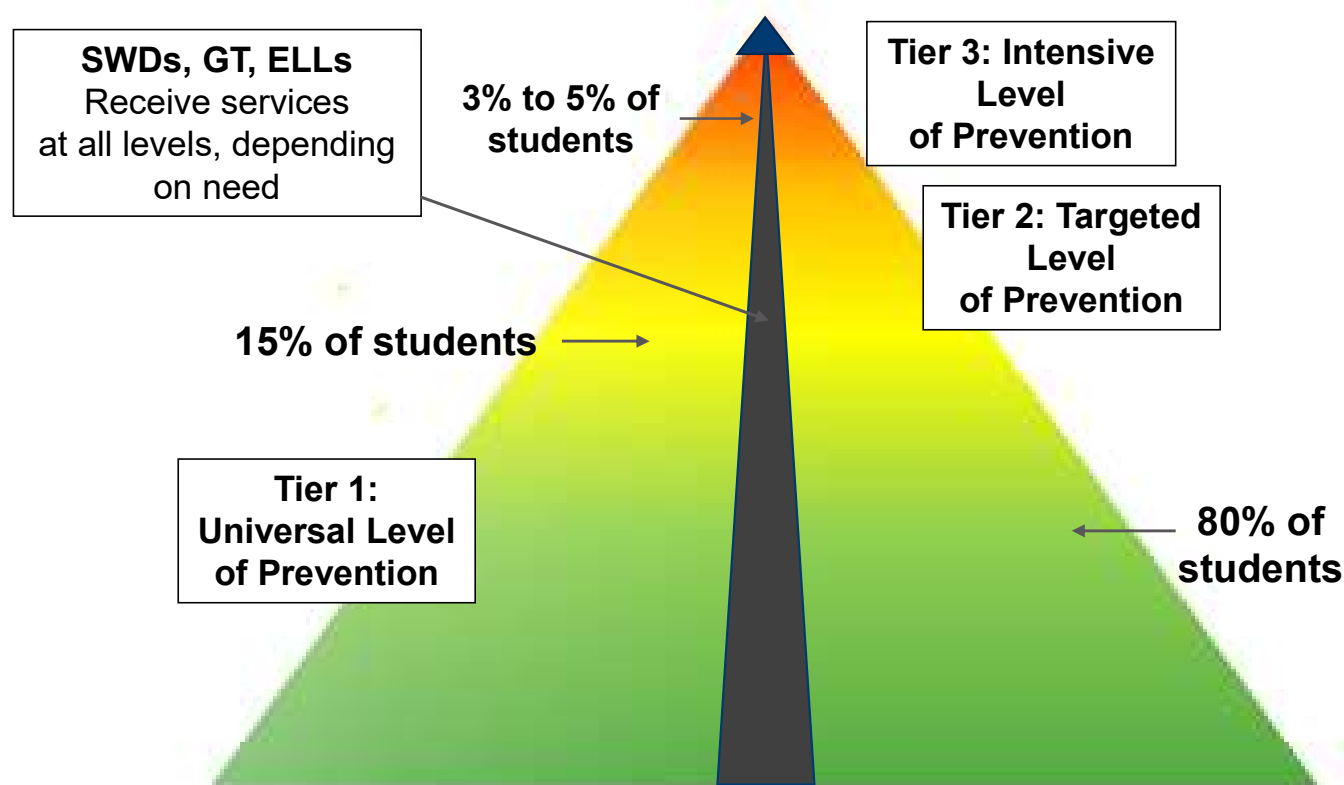
**Collective efficacy** is more than just ‘beliefs’. It is built on **evidence** of impact.



(Eells, 2011; Hattie, 2017)

# MTSS provides the data and infrastructure to develop collective efficacy!

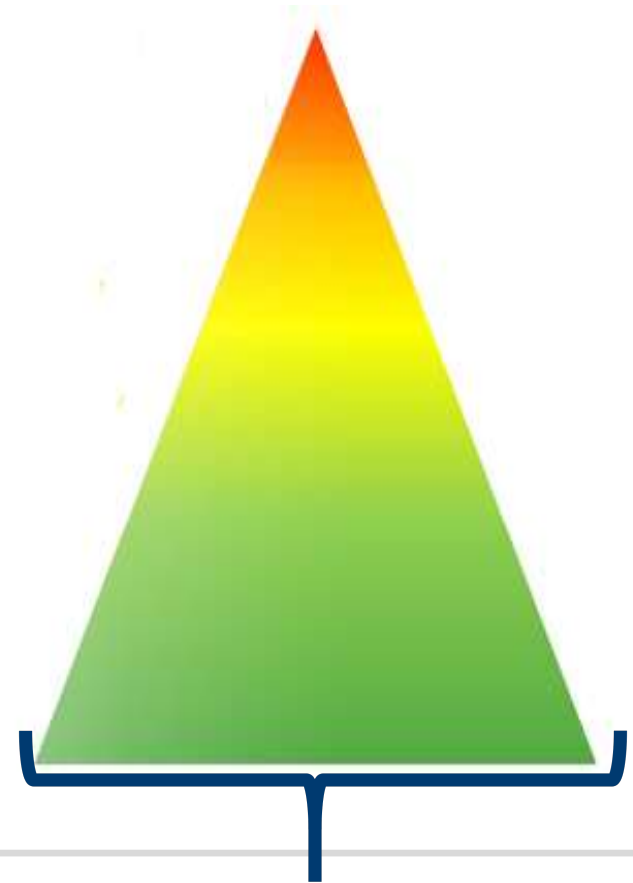
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## Tier 1 is the most important level of support!

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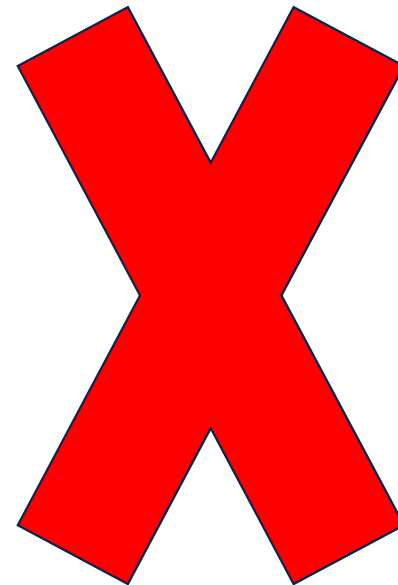
- Designed and implemented to meet the needs of the greatest number of students with diverse learning needs.
- Provides the greatest opportunity for collective efficacy and impact.
- Provides the foundation for successful supplemental intervention, enhancement, and special education, as appropriate.



## Ineffective Tier 1 focuses on the **wrong** questions.

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- How do we get students proficient on state tests?
- What curriculum, interventions, or data systems should we purchase?
- How do we meet the legal requirements of state or federal law?
- What is wrong with the student(s)?
- What is wrong with the teacher or school?



## Effective Tier 1 focuses on the **right** questions!

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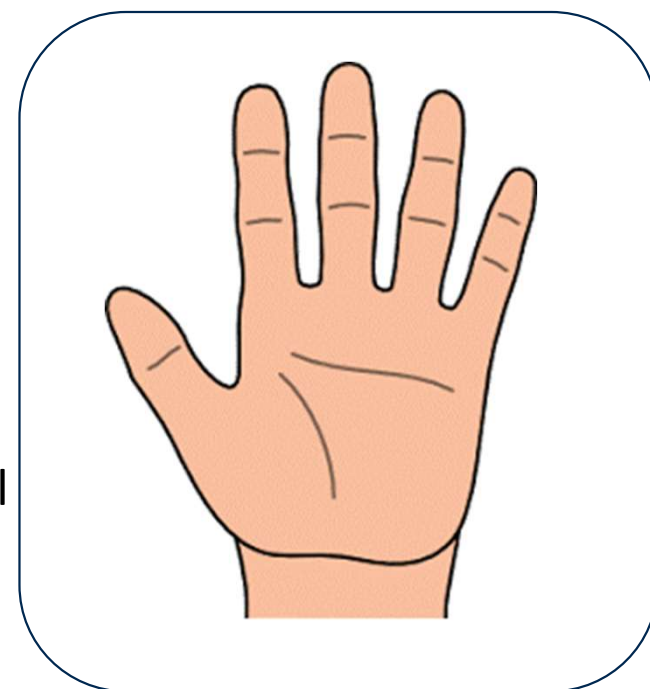
- What do we want for our children, educators, and schools?
- What is our current reality and who are the players?
- What do our children, educators, and schools need to be successful?
- How can we maximize our resources to support students, teachers, and schools?





## Indicators of Tier 1 Concerns: **How Many Do You See?**

- ✓ Less than 75-80% of students are identified as at or above grade level expectation on identified measures.
- ✓ Inconsistent performance across classrooms, grades, or schools.
- ✓ Poor attendance, low student engagement, and/or frequent behavior problems.
- ✓ High rates of students (>20%) identified for supplemental support.
- ✓ Differential benefit across subpopulations.
- ✓ Low teacher satisfaction or engagement.



**Chatterfall!**

## Slide 9

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**BT19**

**Chatterfall activity**

Bailey, Tessie, 1/11/2021

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Districts and schools cannot buy or  
intervene their way out of a poor-quality  
Tier 1 system.

# Introduction to HLPs and EBPs within Tier 1 of MTSS

# What's in a name?

- Evidence-based Practices
- Evidence-based Intervention
- Validated Interventions
- High Leverage Practices
- Effective Instructional Practice
- High Yield Practices
- Research-Based Practices
- Tier 1 practices
- Others?



## Academic Illustration of Instruction and Intervention Across the Tiers

	Tier 1	Tier 2	Tier 3
Instruction or Intervention Approach	Comprehensive, research-based curriculum	Standardized, targeted small-group instruction	Individualized, based on student data
Group Size	Classwide (with some small-group instruction)	3–7 students	No more than 3 students
Assessment	Screening, at least 2-3 times yearly	At least biweekly or monthly	Weekly
Population Served	All students	Students identified as at risk (~15%–20%)	Significant and persistent learning needs, nonresponders (3%–5%)

# So, what really is Tier 1?

Foundation of MTSS.



# What is Tier 1?

- The education system designed to meet the diverse needs of its learners.
- Includes the ‘what’ and ‘how’.
- Includes everything that is NOT “intervention”. For example,
  - » Core academic and behavior curriculum and instruction
  - » Schedule
  - » Teacher – student interaction
  - » School culture
  - » Standards
  - » State- and district-requirements
  - » Technology and resources

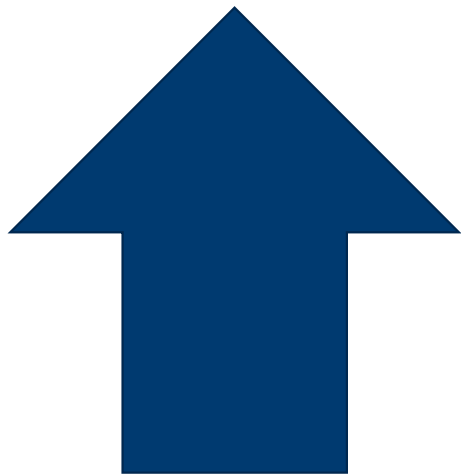


# So, why does it matter?

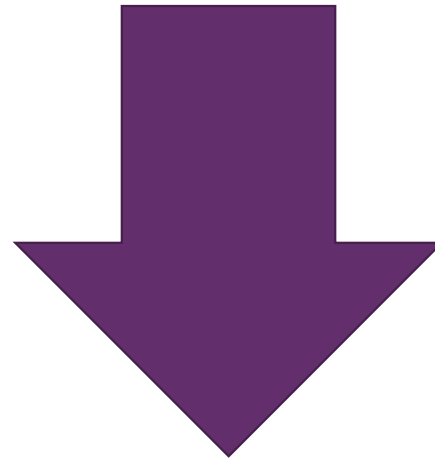
The greatest threat to MTSS implementation and school success is poor quality Tier 1.

## Impact of poor quality of Tier 1 programming

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Increase in # of students  
in intervention.



Decrease in impact of  
interventions and  
instruction.

Fuchs & Fuchs, 2017

## Indicators of Tier 1 Concerns: It is more than just academic performance!

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- ✓ **Less than 75-80% of students** are identified as at or above grade level expectation or identified measures.
- ✓ **Inconsistent performance** across classrooms, grades, or schools.
- ✓ Poor attendance, **low student engagement**, and/or frequent behavior problems.
- ✓ High rates of students (>20%) identified for supplemental support.
- ✓ **Differential benefit across subpopulations.**
- ✓ **Low teacher satisfaction** or engagement.

# Critical Features of Tier I Instruction: Where should we start?

## Design

- Uses evidence-based practices (EBP) and research-based curriculum materials
- Articulation of teaching and learning (in and across grade levels)
- Curriculum aligned with state standards
- Schedule

## Delivery

- EBPs and high leverage practices
- Consistent use of differentiated instruction
- Inclusion of students with disabilities and those exceeding benchmark

## Suggested Next Step:

With a team,  
complete the *MTSS  
Fidelity Rubric:  
Understanding the  
Critical Features of  
Tier 1*

### Making Connections---Self-Evaluation of Tier 1 System

**Directions:** Read the descriptors in each column. With your team, determine which descriptor best describes your current Tier I system in one or more domains.

Primary-Level Instruction/Core Curriculum (Tier I)			
<b>Research-Based Curriculum Materials</b>	Few core curriculum materials are research based for the target population of learners (including subgroups).	Some core curriculum materials are research based for the target population of learners (including subgroups).	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)</b>	Neither of the following conditions is 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.	Only one of the following conditions is 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.	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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**Handout**

## High Leverage Practices (HLPs)

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- “A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession.”

(Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880)

- HLPs are HOW teachers deliver instruction. All teachers should have deep knowledge in a core set of effective instructional practices.

(McLeskey & Brownell, 2015)

## HLPs at Tier 1

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HLPs are applicable to the everyday work of teachers

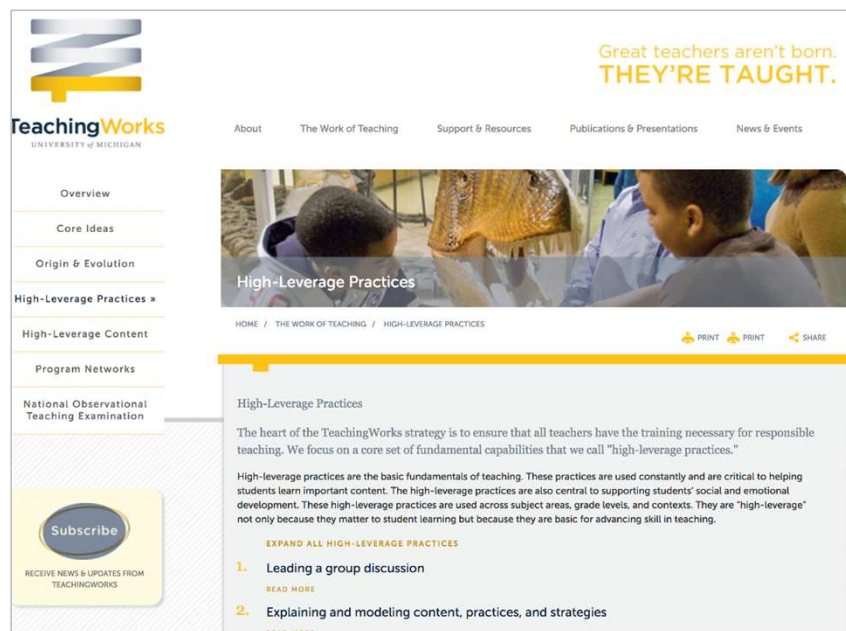
Fundamental to effective  
teaching across the tiers

Cut across content domains  
and grade levels

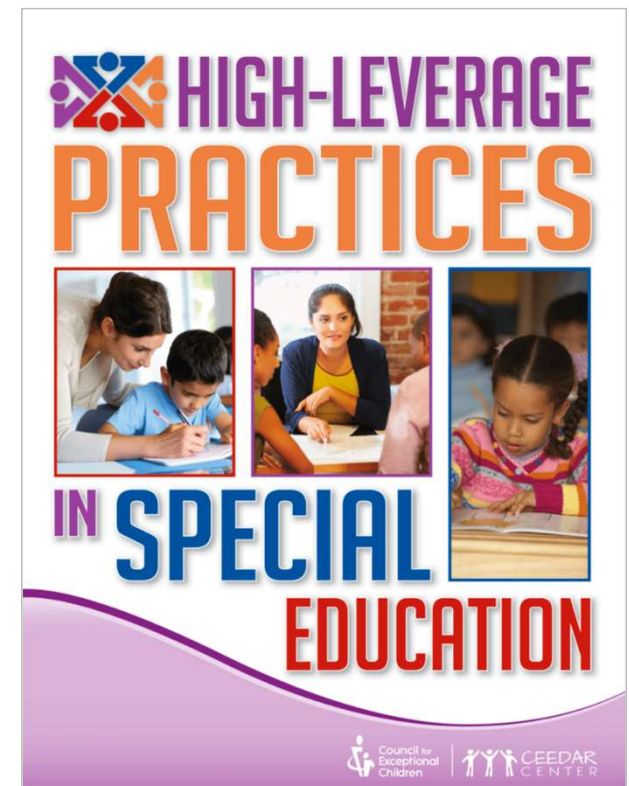
Used frequently

Supported by research

## Examples of HLPs



*Handout: Assessing Implementation of Tier 1 Instructional Practices*





## Suggested Future Activity: Assessing Implementation of the Tier 1 HLPs

- With your team, read each descriptor and place an X in the column that best describes the extent to which teachers in your school/district consistently and effectively use these practices in the delivery core instruction (0 = not observed/very few, 1 = some teachers, 2 = most teachers). Identify areas for focused improvement.

High Leverage Practice	Description	0	1	2
<b>Leading a group discussion</b>	In a group discussion, the teacher and <u>all of</u> the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.	X		
<b>Explaining and modeling content, practices, and strategies</b>	Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating			X
<b>Eliciting and interpreting individual students' thinking</b>	Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.			
<b>Diagnosing particular</b>	Although there are important individual and cultural differences among students, there are also common			

Handout

# What are Evidenced-Based Practices (EBPs)?

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EBPs are delivered using HLPs!

Are content specific

Developmentally appropriate

Learner dependent

Supported by research

# Resources for Evaluating and Selecting Tier 1 Evidence-Based Practices

What Works  
Clearinghouse

[http://ies.ed.gov/ncee/wwc/  
findwhatworks.aspx](http://ies.ed.gov/ncee/wwc/findwhatworks.aspx)

ESSA for Evidence

[https://www.evidenceforess  
a.org/](https://www.evidenceforessa.org/)

Best Evidence  
Encyclopedia

[http://www.bestevidence.o  
rg/](http://www.bestevidence.org/)

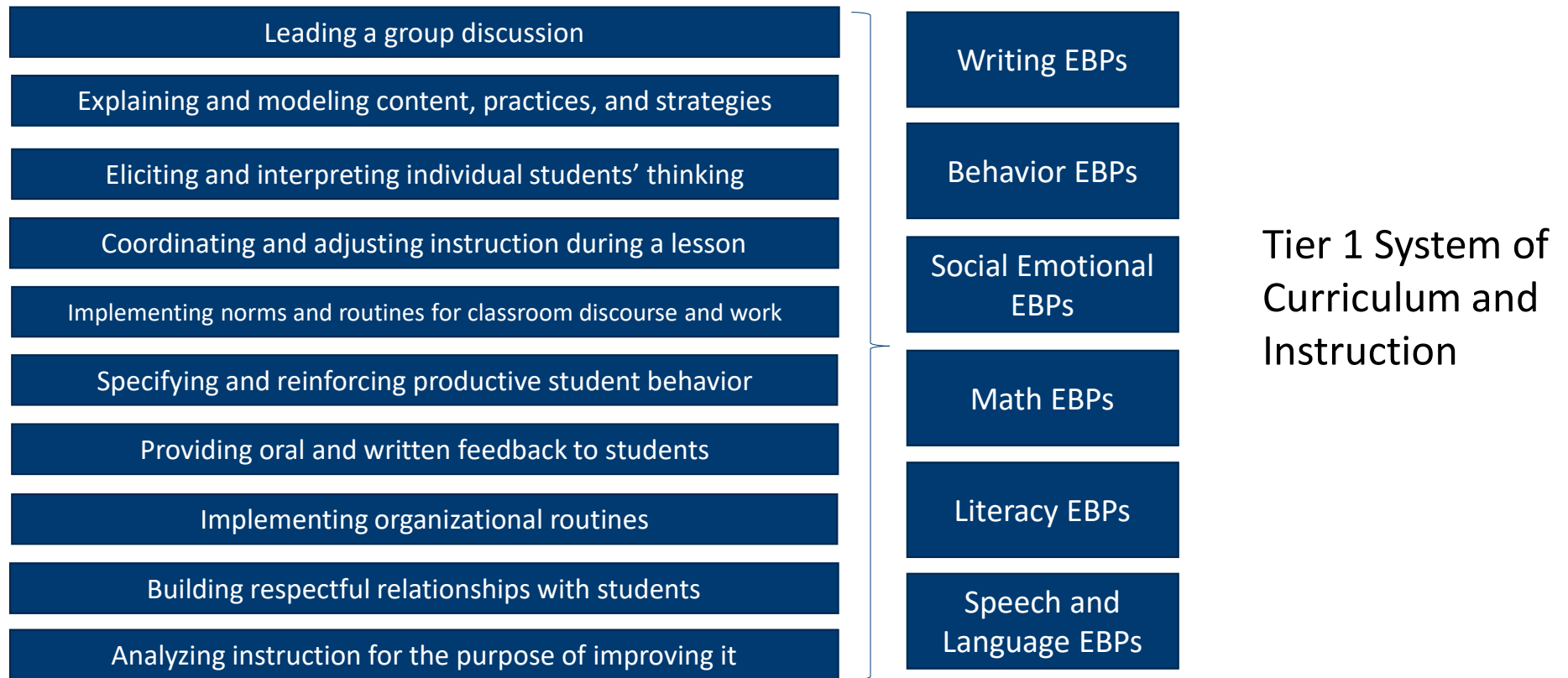
*Handout: Tools for  
Identifying Tier 1 High-  
Leverage and Evidence-  
Based Practices*

## Sample Tier 1 Adolescent Literacy Practices

#	Recommendations	Evidence
1	Provide <b>explicit vocabulary instruction</b> .	Strong
2	Provide <b>direct and explicit comprehension strategy instruction</b> .	Strong
3	Provide opportunities for <b>extended discussion</b> of text meaning and interpretation.	Moderate
4	Increase <b>student motivation and engagement</b> in literacy learning.	Moderate

(Kamil, Borman, Dole, et al., 2008)

## Relationship Between HLPs and EBPs



# Selection and Evaluation of HLPs and EBPs within Tier 1

# Selecting HLPs: Evaluating Levels of Evidence

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## Research Evidence (ex.)

- Setting long- and short-term learning goals for students (ES = .59 - .68)
- Implementing organizational routines (ES = .52)
- Building respectful relationships with students (ES = .52)
- Providing oral and written feedback to students (ES = .70)
- Explaining and modeling content, practices, and strategies (ES = .60)

## Policy and Practice

- Talking about a student with parents or other caregivers
- Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction

# Defining and Evaluating Implementation of HLPs

## Features of Explicit Instruction: Master Checklist

### Explicit Instruction

The methods used to **create objectives** should:

- ☐ Select a goal from IEP or standards
- ☐ Choose an objective that is the next step toward the goal
- ☐ Limit the objective to one singular next step toward the goal
- ☐ Describe a learning outcome in behavioral terms that assess mastery of objective

The methods used to **provide modeling** should:

- ☐ Give clear explanations
- ☐ Model multiple planned examples
- ☐ Use supporting practices

The methods used to **provide practice** should:

- ☐ Provide guided practice
- ☐ Provide independent practice

### Supporting Practices

The methods used to **elicit a response** should:

- ☐ Maintain or check accuracy of processing
- ☐ Match the learning outcome
- ☐ Match the students' abilities
- ☐ Match the desired response format
- ☐ Maximize student involvement

The methods used to **provide feedback** should be:

- ☐ Immediate: delivered as soon as possible
- ☐ Specific: tied directly to students' actions

The methods used to **maintain a brisk pace** should:

- ☐ Move on when students are ready
- ☐ Use the supporting practices

## HLP: Explicit Instruction

### Clear Objective

- Important focus
- Specific learning outcome

I Do

### Modeling

Clear Explanation

Planned Examples

### Practice

Guided Practice

Independent Practice

We Do

You Do

### Supporting Practices

- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace

Handout



## Disclaimer

There is no single  
evidence-based practice  
that works for every  
student in every situation.

## Considerations for Selecting EBPs in Tier 1

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<b>F</b> easibility	Cost, specialized training, or complexity are feasible within current context.
<b>A</b> ceptability	Acceptable for impacted stakeholders, including teachers, leaders, and families.
<b>I</b> mpact	Evidence that it produced positive results on desired outcomes, strength of the effects, and amount of evidence.
<b>R</b> elevance	Research demonstrates impacts in similar setting and with children with similar characteristics (age/grade, cultural, needs, socioeconomic) .

# IES Practice Guides: Selecting Tier 1 EBPs

- Across multiple academic subjects
- Early childhood to post-secondary
- Special populations
- Includes:
  - Summary of research evidence
  - Summary of supported practices with examples
  - Recommendations for addressing educational issue.
  - Additional resources: tips for implementation, videos, and fidelity checklists

**HOW CAN THE WWC PRACTICE GUIDES HELP TEACHERS?**

**THE PRACTICE GUIDES...**

- Provide educators with the best research evidence available
- Combine expert panel knowledge with rigorous research findings
- Offer specific recommendations to address education challenges

**EACH PRACTICE GUIDE INCLUDES...**

- A summary of the existing research on a key topic
- A discussion of practices that are supported by research evidence
- Key examples to demonstrate the concepts discussed
- Definitions of key terms and concepts
- Specific recommendations for how to address educational issues
- A system of evidence levels for each recommendation

**PRACTICE GUIDES CAN SUPPORT WORK AND ANSWER YOUR QUESTIONS...**

- Across multiple academic subjects
- On topics beyond academic content, such as student dropout
- At every level from early childhood to postsecondary education
- About different special populations

**EXAMPLES OF PRACTICE GUIDE RECOMMENDATIONS**

- "Prepare problems and use them in whole-class instruction."
- "Expose students to multiple problem-solving strategies."

These recommendations are concise examples from the [Mathematical Problem Solving Practice Guide](#)

View WWC resources at <https://whatworks.ed.gov>

This infographic was prepared for the U.S. Department of Education, Institute of Education Sciences, What Work Clearinghouse through a contract to American Institutes for Research (919900180019), in partnership with Quality Information Partners.

Handout

## Tier 1: Early Elementary Literacy Practices

#	Recommendations	Evidence
1	Teach students <b>academic language skills</b> , including the use of inferential and narrative language, and vocabulary knowledge.	Minimal
2	Develop awareness of the <b>segments of sounds</b> in speech and how they link to letters.	Strong
3	Teach students to <b>decode words, analyze word parts, and write and recognize words</b>	Strong
4	Ensure that each student <b>reads connected text every day to support</b> reading accuracy, fluency, and comprehension.	Moderate

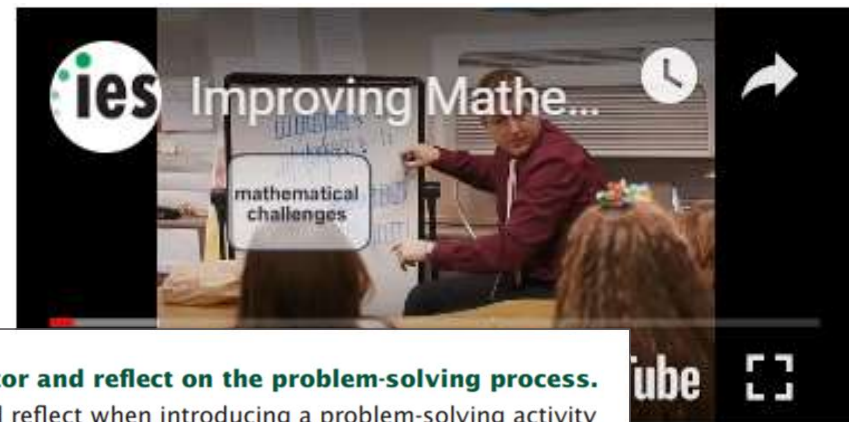
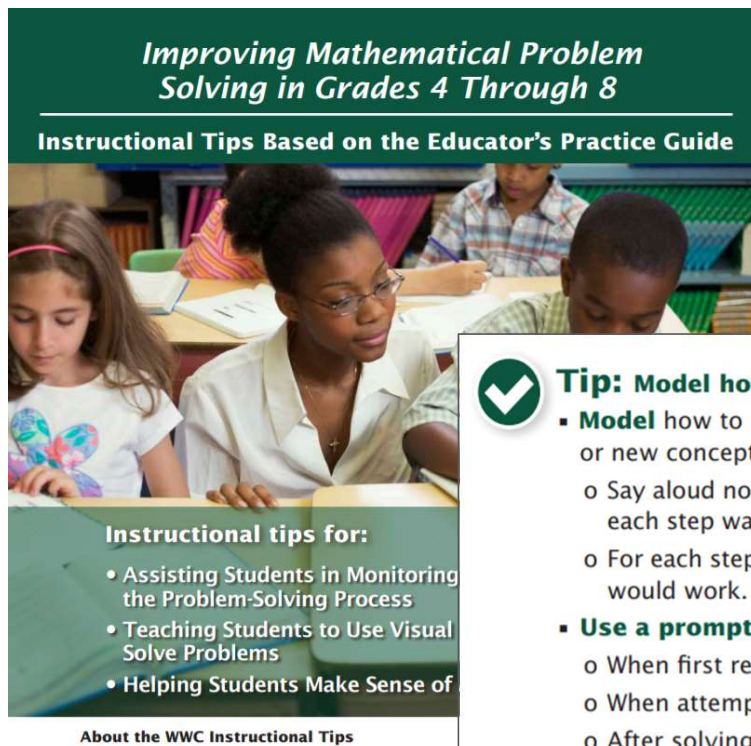
(Foorman, B., Beyler, N., Borradaile, et al., 2016).

## Tier 1: 4<sup>th</sup>-8<sup>th</sup> Math Instructional Practices

#	Recommendations	Evidence
1	<b>Prepare problems</b> and use them in whole-class instruction	Minimal
2	Assist students in <b>monitoring and reflecting on the problem-solving process.</b>	Strong
3	Teach students how to use <b>visual representations.</b>	Strong
4	Expose students to <b>multiple problem-solving</b> strategies.	Moderate
5	Help students <b>recognize and articulate mathematical concepts</b> and notation.	Moderate

(Woodward, Beckmann, Driscoll, et al., 2018)

# IES Practice Guide: Supplemental Resources



## **Tip: Model how to monitor and reflect on the problem-solving process.**

- **Model** how to monitor and reflect when introducing a problem-solving activity or new concept using one of the activities below.
  - o Say aloud not only the response to each prompt but also the reasons why each step was taken.
  - o For each step taken, state the step and ask students to explain why it would work.
- **Use a prompt** at each stage of the problem-solving process:
  - o When first reading the problem
  - o When attempting a strategy to solve the problem
  - o After solving the problem

## *Suggested Future Activity: Using WWC to Identify EBPs*

- **Access WWC** and **select an IES Practice Guide** (i.e., where are students struggling?).
- **Review the recommendations** and assess the extent to which these practices are consistently implemented.
- **Identify 2-3 next steps** for implementing the recommendations within Tier 1.



# No IES Practice Guide? Key Considerations When Selecting Tier 1 EBPs from Other Resources

- ✓ Does evidence suggest the instruction or practice is expected to lead to improved outcomes?
- ✓ Will the grouping strategy, duration, and frequency provide sufficient opportunities to respond and receive feedback?
- ✓ Does the instruction align with the standards and match to the learners' readiness and needs?
- ✓ Does it assist learners in generalizing the learned skills to other learning settings or other tasks?
- ✓ Does the instruction include elements of explicit instruction?
- ✓ Do the students have opportunities to develop the behavior skills necessary to be successful learners?



## *Remember: Considerations for Selecting EBPs in Tier 1*

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<b>F</b> easibility	Cost, specialized training, or complexity are feasible within current context.
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# Effective Implementation of EBPs and HLPs within MTSS

## Why Is Tier 1 Fidelity Important?

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- Ensures that instruction has been implemented as intended.
- Allows us to link student outcomes to instruction.
- Helps in the determination of Tier 1 effectiveness and instructional decision-making.
- Positive student outcomes depend on level of fidelity of EBP and HLP implementation.

(Pierangelo & Giuliani, 2008)

# What Is Fidelity?

- Degree to which the program is implemented the way intended.

## What happens if you adapt a published core program?

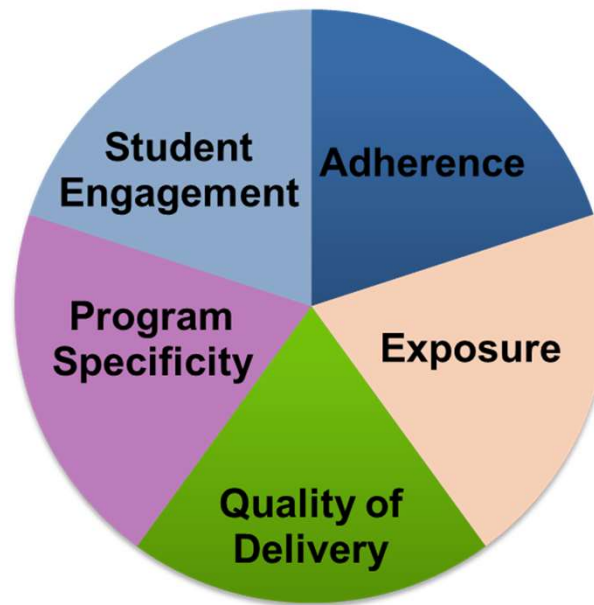
- Fidelity refers to the extent to which you implement the adaptation as designed.
- Maintain fidelity to the EBPs and HLPs.
- Ensure consistency in adaptations across classrooms.

Gersten et al., 2005; Mellard & Johnson, 2007; Sanetti & Kratochwill, 2009

# Five Elements of Fidelity: EBPs and HLPs

**Student Engagement:** How engaged and involved are the students in this intervention or activity?

**Program specificity:** How well is the intervention defined and different from other interventions?



**Adherence:** How well do we stick to the plan, curriculum, or assessment?

**Exposure/Duration:** How often does a student receive an intervention? How long does an intervention last?

**Quality of Delivery:** How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?

Handout

(Dane & Schneider, 1998; Gresham et al., 1993; O'Donnell, 2008)

## What should I do if Tier 1 EBPs aren't working...for most students?

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- ✓ Ensure a match between the curriculum and instruction and student needs (design).
- ✓ Ensure implementation fidelity (implementation).
- ✓ Ensure staff are adequately trained to deliver the instruction and use data (implementation).
- ✓ Make adaptations to the instruction, curriculum, or environment for **all students** (design and implementation).
- ✓ Select a new program (design).

# Closing and Next Steps

MTSS provides the infrastructure and supports necessary for teachers to effectively implement EBPs using HLPs within Tier 1.



Effective implementation of EBPs using HLPs by ALL teachers at Tier 1 is necessary for MTSS to result in sustained benefits for ALL students.



## Next Steps

*Suggested Activity:*  
With your team, self-evaluation the Critical Features of Tier 1

### Making Connections---Self-Evaluation of Tier 1 System

**Directions:** Read the descriptors in each column. With your team, determine which descriptor best describes your current Tier I system in one or more domains.

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<b>Research-Based Curriculum Materials</b>	Few core curriculum materials are research based for the target population of learners (including subgroups).	Some core curriculum materials are research based for the target population of learners (including subgroups).	All core curriculum materials are research based for the target population of learners (including subgroups).
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2

**Handout**

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## Suggested Activity: Assessing Implementation of the Tier 1 Instructional Practices

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<b>Explaining and modeling content, practices, and strategies</b>	Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating			X
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<b>Diagnosing particular</b>	Although there are important individual and cultural differences among students, there are also common			

Handout

ESSENTIAL COMPONENTS ▾

IMPLEMENTATION

REQUEST SUPPORT

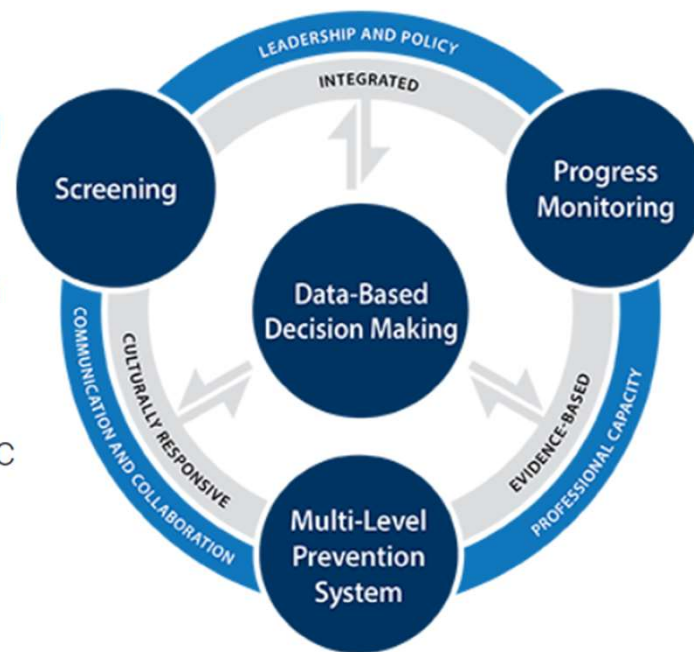
SPECIAL TOPICS

OUR EXPERTISE ▾

## Welcome to the MTSS Center

Since 2007 the MTSS Center has been a leader in supporting states, districts, and schools across the country in implementing an MTSS framework that integrates assessment and intervention within a multi - level prevention system to maximize student achievement and reduce behavior problems. To learn more about the essential components of MTSS click on the components of the graphic

[www.MTSS4success.org](http://www.MTSS4success.org)



# Introducing the PROGRESS Center

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals, consistent with *Endrew F. v. Douglas County School District* (2017).



## HOW WILL WE HELP IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES?



Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.



Partner with selected local educators to develop and implement high-quality educational programs.



Provide tools, resources, and training materials for ALL educators, leaders, and families.

Visit us at [www.promotingPROGRESS.org](http://www.promotingPROGRESS.org) to learn more!



**PROGRESS** Center

Promoting Rigorous Outcomes and Growth by  
Redesigning Services for Students With Disabilities

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# Thank You!

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