

PLANNING FOR A CULTURALLY RESPONSIVE FRAMEWORK OF INSTRUCTION AND TIERED INTERVENTION

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AGENDA



- What is MTSS?
- Why most we plan MTSS with ELLs from the start?
- How does it look different in SEI programs versus Dual Language Programs?
- How do you ensure that we deliver a high quality core Tier 1 instruction?
- How can you use data to monitor progress of all students and school, grade, and individual SMART goals?

WHAT IS THE ACADEMIC AND BEHAVIOR SUPPORT OF MTSS?

IS a systematic approach to helping all students learn. It is a school-wide system of prevention and intervention for all students!

Academic Structure + Positive Behavioral and Social Supports

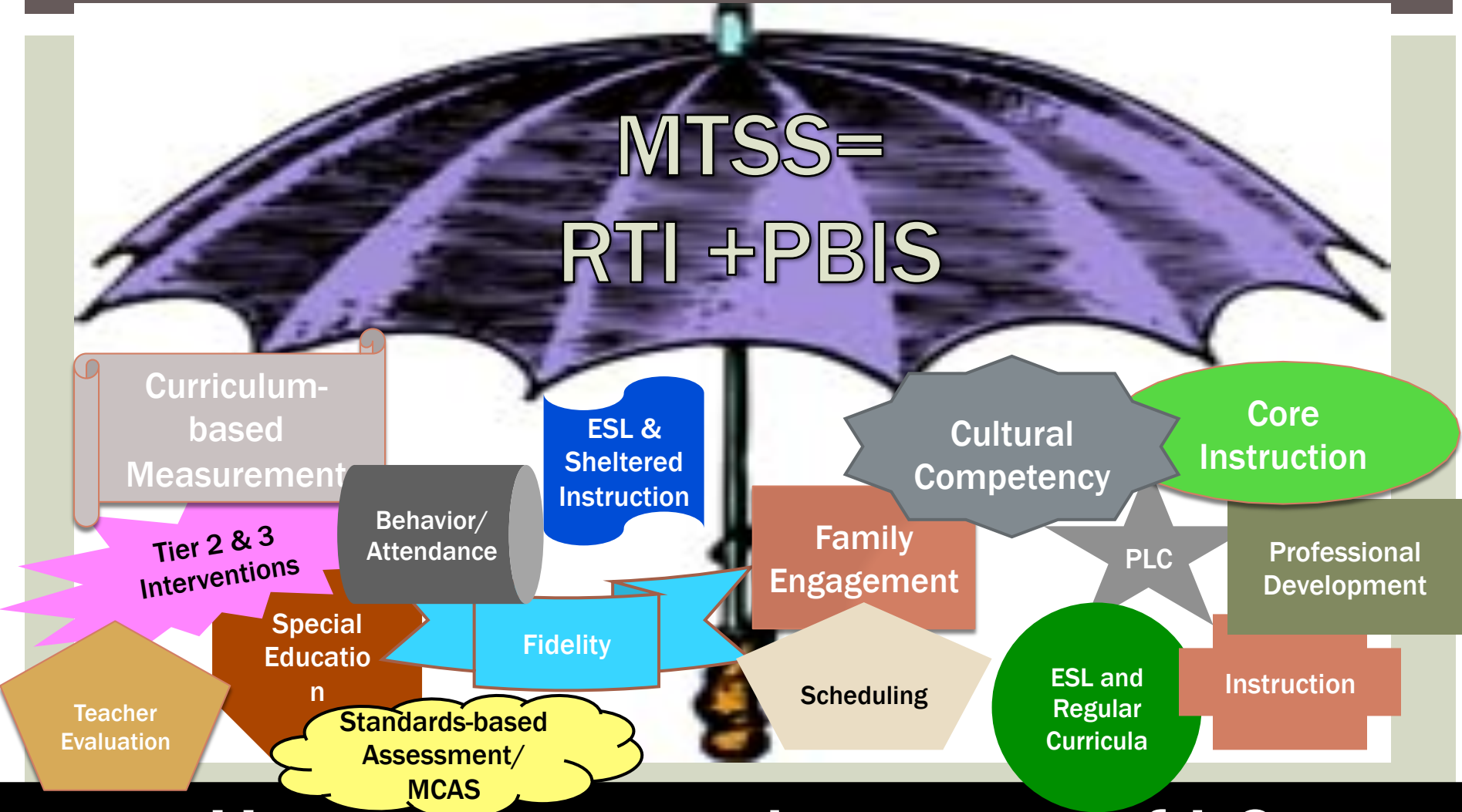


It's a Framework = MTSS

Not a program, test, etc.

ORGANIZING EVERYTHING IN MTSS FRAMEWORK SO THAT IT SUPPORTS STUDENT OUTCOMES, AND EFFECTIVE TEACHERS WHO CAN SUSTAIN THE PRACTICES

MTSS=
RTI + PBIS

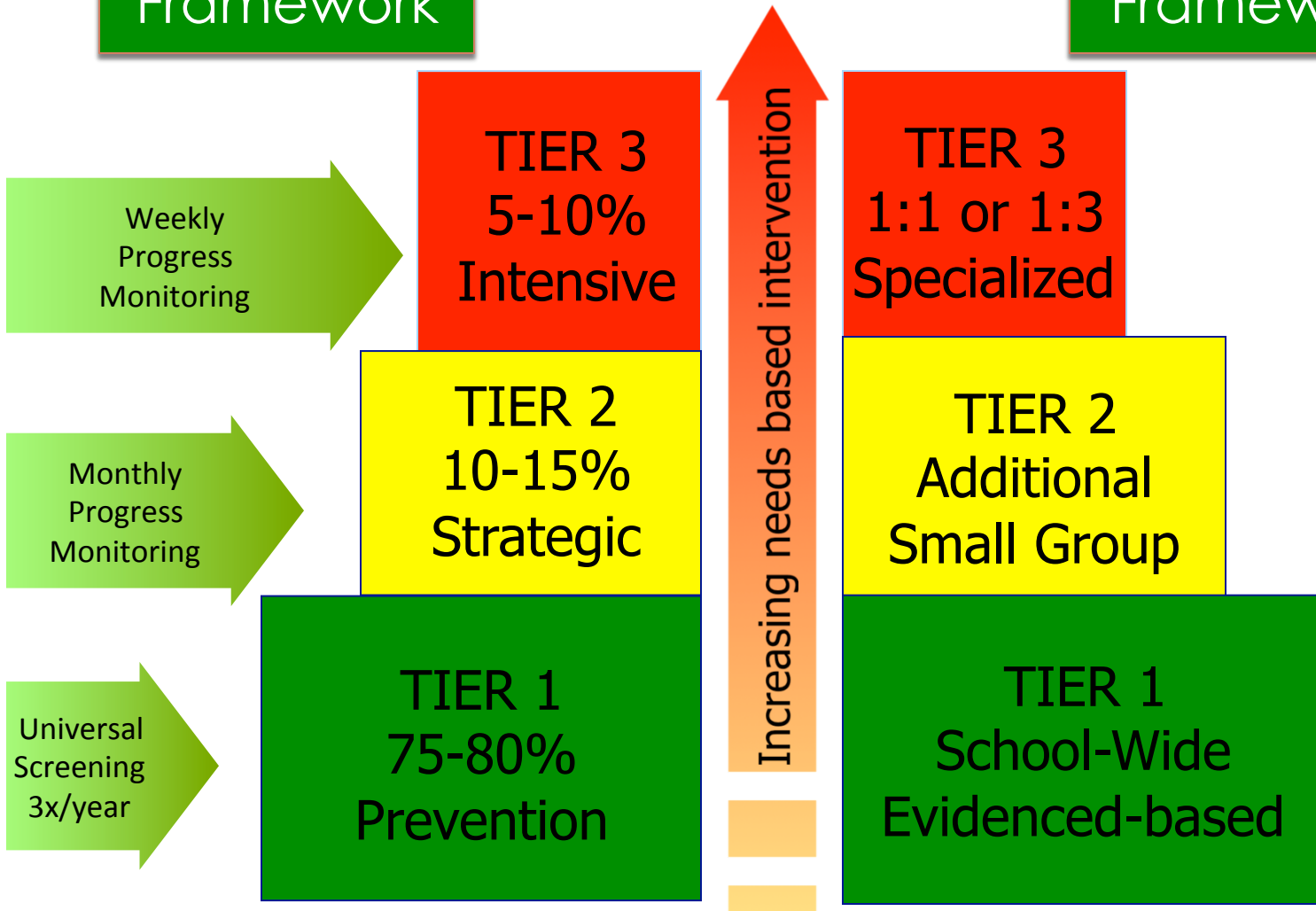


How can we make sense of it?

MTSS

Academic
Framework

Behavioral
Framework



MTSS ACADEMIC **FRAMEWORK:**

1. Focused on every child's achievement & behavior
2. Whole school data monitoring & SMART goals
3. Ongoing individual student problem solving
4. Evidence-based practices for every child
5. High quality, differentiated instruction
6. School-wide Universal Screening (F, W, S)
7. Progress monitoring (for students who need it)
8. Data-based decision-making
 - Primary, secondary & tertiary interventions
9. Timely, informative, school-wide systemic

HOW CAN A SCHOOL BUILD THE INFRASTRUCTURE OF MTSS?

MTSS- Grade level Problem Solving Teams

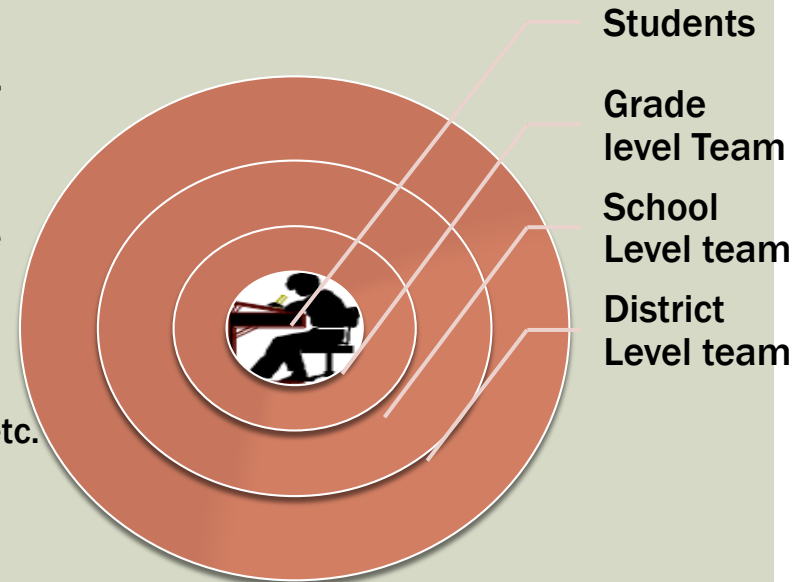
- Problem-solving at student level (80 students max.)
- Focus: all student F, W, S, & individual student progress for students receiving Tier 2 and Tier 3 support in 4-6 weeks cycles, design interventions with increasing/decreasing intensity, frequency & duration
- Membership: Facilitator, regular ed. Teacher, ESL, SPED teacher or related service provider relevant to students been reviewed

MTSS School Leadership Team –Regular time on the agenda

- Problem-solving at building level
- Focus: Implementation Fidelity & Special Groups (ESL, SPED, Low SES) and removal of barriers for implementation (PD, structures, etc.)
- Membership: Principal/Headmaster, all Service Team Facilitators, district leader from ELL, SPED, Achievement Gap, etc..

MTSS District Design/Steering Team

- Problem-solving at district level and school level
- Focus: Policy, district PD, district-wide data monitoring, direct support from any office (ELL, SPED, Transportation, PD, HR, etc..)
- Membership: Superintendent, CAO, Assistant Academic Superintendents, Assistant Superintendents ELL, SPED, other.....



MTSS ACADEMIC FRAMEWORK-

Tier 1: Regular Education-Low Risk 75-80%

1. Provide research-based instruction (CORE) curriculum with high success rates and ESL instruction
2. Universal Screening- indicators that work with ELLs
3. Collaborative problem-solving based on data-

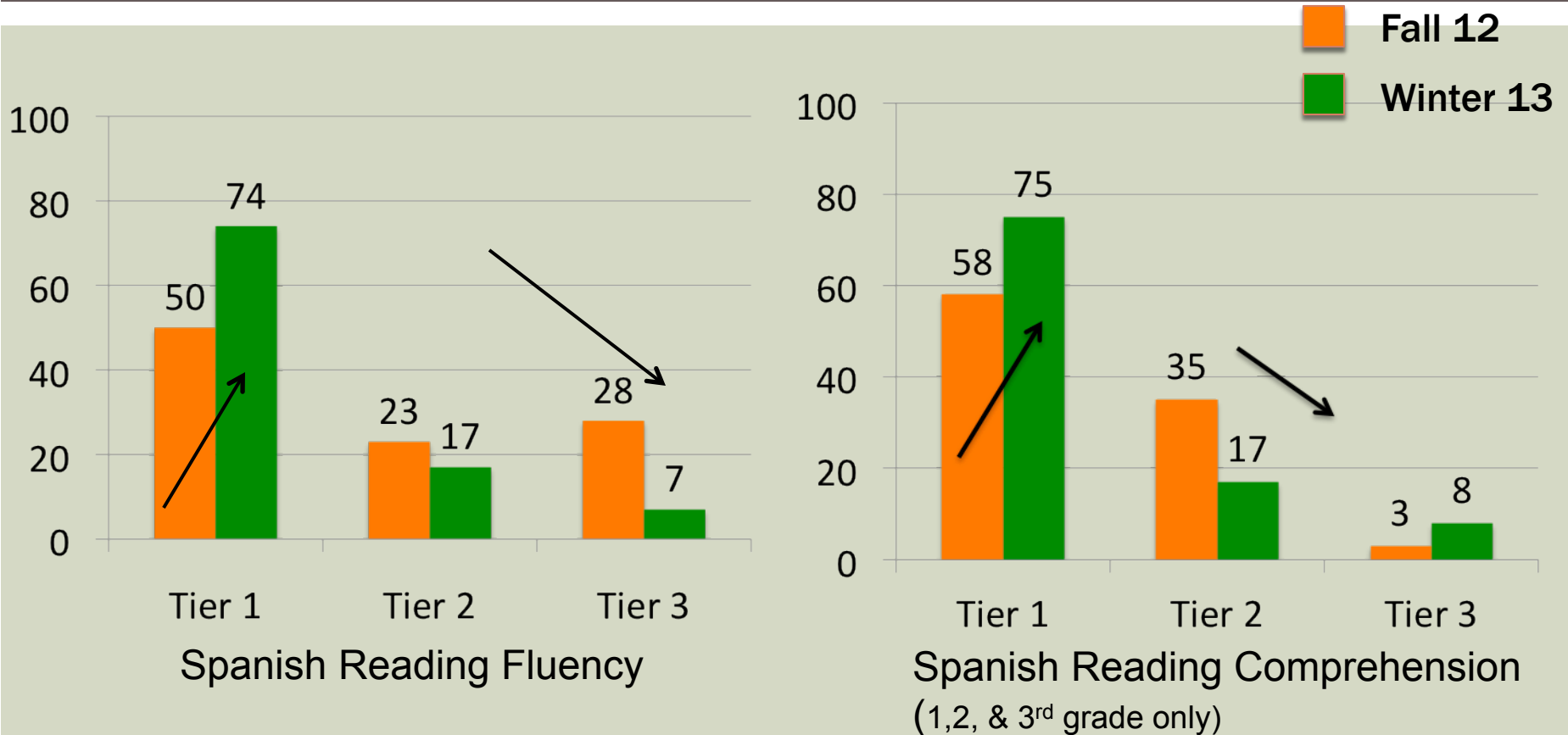
Tier 2: Strategic Intervention MODERATE RISK 10-15%

1. Provide additional FREQUENCY (time), INTENSITY, & TARGETED evidenced-based instruction and intervention
2. Continuous data-driven problem solving

Tier 3: Intensive Intervention -HIGH RISK 5-10%

1. More intense services for each students not making progress or making very low progress , most appropriate educator (i.e. ELL student maybe someone dually certified in ELL and SPED— a school asset map may help id)
2. Collaborative problem-solving- person specific for delivery of instruction

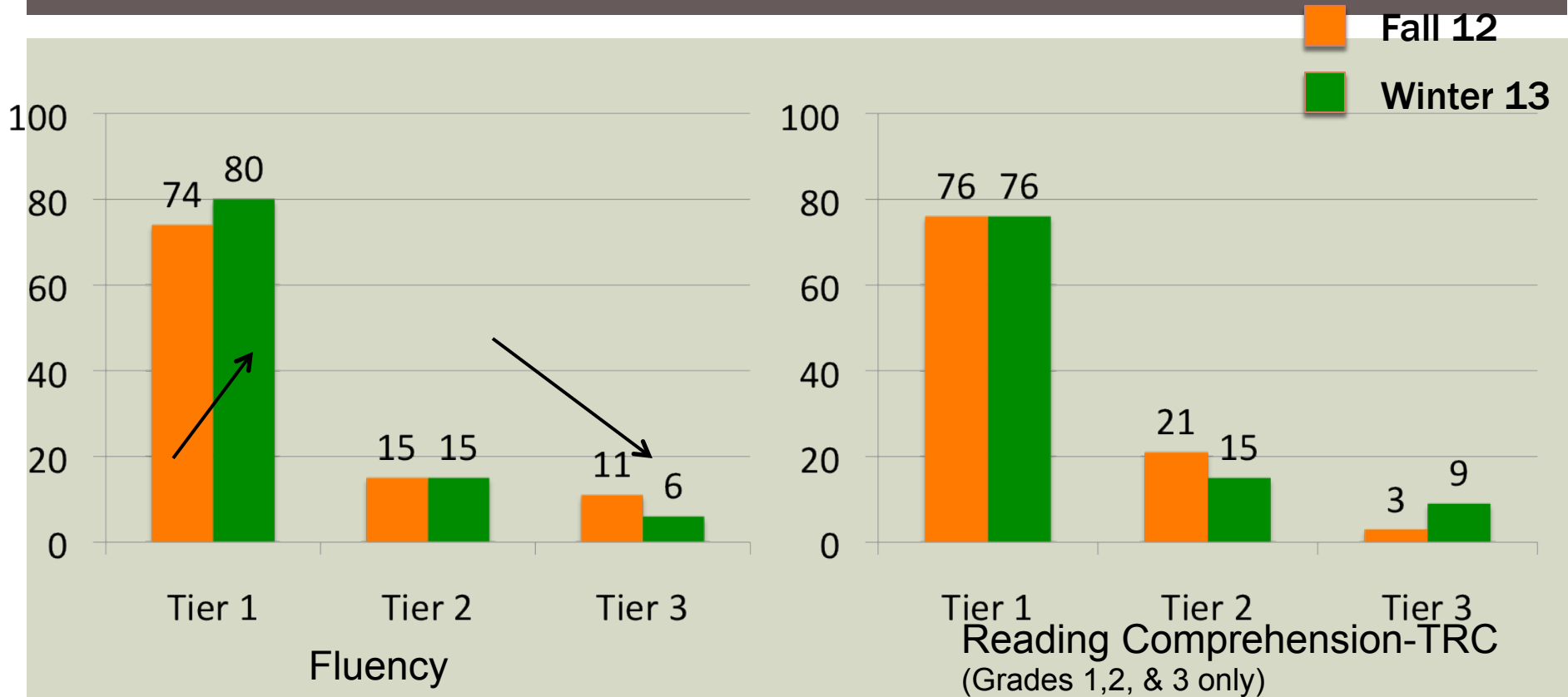
SCHOOL-WIDE SPANISH DOMINANT PROGRESS FALL TO WINTER 2012-2013



Goal: to increase the number of students who are at benchmark (Tier 1) and decrease the number of students needing Tier 2 & 3 interventions

Data Sources for Fluency: K-Spanish FSF (phoneme), 1st grade Fall FSF & Winter FLO, 2 & 3rd grade FLO (oral reading fluency)

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Data Sources for Fluency: K- ISF, 1st grade-Fall NWF & Winter DORF, 2 & 3rd grades ORF

TIER 2 STRATEGIC INSTRUCTION

Grade Level teams meet & evaluate benchmark data and monthly progress of students in TIER 2

- Evaluate progress and strategic intervention in a 4-6 week cycle
 - ✓ Has the intervention been delivered as intended (fidelity of implementation)?
 - ✓ Has it occurred with the estimated frequency and identified personnel (**ESL, SPED, dual**)?
 - ✓ Was it delivered in small group, in addition to regular instruction in the regular classroom?
- **OUTCOME and NEXT REVIEW**
 - Maintain intervention, increase frequency or intensity of both, change intervention, or change instructor









TIER 3 INTENSIVE INTERVENTION

Intervention for students at HIGH RISK 5-10%

- More intense services brought to each student not responding or not making sufficient progress-
- Grade Level teams meet & evaluate benchmark data, monthly & weekly progress monitoring data of students in TIER 3 with **ESL and SPED teacher expertise**
- Evaluate progress and strategic intervention
 - Has the intervention been delivered as intended (fidelity of implementation)
 - Has it occurred with the estimated frequency and identified personnel
 - Was small group and 1-to1 interventions, in addition to regular instruction in the regular classroom
- **OUTCOME and NEXT REVIEW**
 - Maintain intervention, increase frequency or intensity of both, change intervention, or change instructor , refer for special ed?

MTSS Structures and Implementation Guide Draft

Grade Summary and Recommendations

UNIVERSAL SCREENING	DIBELS/AIMSWeb/FAST (DIBELS & TRC/DRA/F & P)- Fall, Winter, Spring			
				
<i>Diagnostic Assessment options</i>	Additional diagnostics reading/math/behavioral tools			
				
	Advanced- Tier 1	Benchmark- Tier 1	Strategic-Tier 2	Intensive- Tier 3
<i>Core Instructional Focus</i>				
<i>Reading Intervention options**</i>				
<i>Delivery</i>	Whole class and small group instruction instructional activities Strategy Instruction	Whole class and small group instructional activities Strategy Instruction	Additional 20-30 minutes Small groups (1:4 ratio optimal; 1:8 maximum) 2-3 days per week	Additional 20-30 minutes 1:1 ration or individual; 1:3 ratio optimal) 3-5 days per week
PROGRESS MONITORING	<ul style="list-style-type: none"> •MCLASS DIBELS –F, W, S •MCLASS TRC- F, W S •Ongoing class Assessments 	<ul style="list-style-type: none"> •MCLASS DIBELS –F, W, S •MCLASS TRC- F, W, S •Ongoing class Assessments 	<ul style="list-style-type: none"> •MCLASS DIBELS –monthly •MCLASS TRC- monthly •Ongoing class Assessments 	<ul style="list-style-type: none"> •MCLASS DIBELS -weekly •MCLASS TRC- weekly •Ongoing class assessments
<i>MTSS Grade/Service Team Structure</i>	Weekly meeting (see Recommended MTSS Cycle of Problem Solving and Progress Monitoring) Fidelity Checks, progress monitoring and data analysis for tiers and students subgroups			

HOW DO WE BEGIN MTSS?

■ Step 1

1. Universal Screening
2. Enhanced- Evidenced-based Core Academic and Social Instruction for All (Ensure that Oral Language Development is an integral part of reading instruction- National Reading Panel and National Literacy Panel Recommendations)

■ Step 2

1. Tiering of ALL students
2. Collaborative Problem-Solving for Tier 2 and Tier 3
3. Data- driven Progress Monitoring (monthly Tier 2 or weekly (Tier 3))
4. Re-tiering Winter and Spring
5. Reporting/Sharing/Evaluation School-wide, grade level and individual student data per school, per district

A TOOL FOR ORGANIZING GRADE LEVEL MTSS TEAMS

TEACHER: _____
 GRADE: _____ # OF STUDENTS: _____

DEVELOPING THE SERVICE TEAM AGENDA

Week 1: Students A, B, C, D
 Week 2: Students E, F, G, H
 Week 3: Students I, J, K, L
 Week 4: Students M, N, O, P
 Week 5: Students Q, R, S, T
 Week 6: Students U, V, W, X
 Week 7: REVISIT! Students A, B, C, D from Week 1
***Consider grouping weekly by area of skill need (e.g., decoding)*

} 24 Students covered!

DATA/Decision Point Indicators show need for INTENSIVE **TIER 3** INTERVENTIONS (Math and/or ELA and/or Behavior)

Circle One or More

Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh
 Name: _____ ELA / M/ Beh

DATA/Decision Point indicators SHOW NEED FOR STRATEGIC **TIER 2** INTERVENTIONS (Math and/or ELA and/or Behavior)

<i>More</i>	<i>Circle One or</i>	<i>Circle One or</i>
Name: _____	ELA / M/ Beh	Name: _____
Name: _____	ELA / M/ Beh	Name: _____
Name: _____	ELA / M/ Beh	Name: _____
Name: _____	ELA / M/ Beh	Name: _____
Name: _____	ELA / M/ Beh	Name: _____
Name: _____	ELA / M/ Beh	Name: _____
Name: _____	ELA / M/ Beh	Name: _____
Name: _____	ELA / M/ Beh	Name: _____

DATA / Decision Point Indicators SHOWS ADEQUATE RESPONSE TO **TIER 1** / CORE INSTRUCTION (Academic and Behavior)

Name: _____ Name: _____ Name: _____

ASSESSMENT & DETERMINING OF ACADEMIC TIERS

Elementary-recommended

- Tier 1: Performing at or above grade level or 50th percentile on normative measures
- Tier 2: 1 to 2 years below grade level or between the 30th to 50th percentile
- Tier 3: More than 2 years behind or below the 30th percentile

Middle & High School Recommended

- Tier 1: at or above grade level or above 50th percentile on normative measures
- Tier 2: below grade level but above 4-5th grade level or between 30th-50th %ile
- Tier 3: below 4-5th grade level or below 30%

TIER 1 Core Evidenced-Based Planning & Instruction

Elementary Sample- ELL Student WIDA Level 2

Tier 1 (Core instruction): 3X Guided reading, 4X phonics, 2 reading strategies per week (Making Meaning)

Tier 2 & 3 (small group and one-on-one):

Guided Reading 2x more per week (total 5 times) with bilingual Learning Specialist

Tier 3

1. Daily explicit phonemic awareness intervention (rhyming, segmentation, blending, manipulation of sounds, songs/poetry)
2. Daily, previewed read-alouds to build vocabulary
3. Two additional exposures to new vocabulary words through thematic instruction (guided reading, shared reading, shared writing, read alouds, etc.)

CASE STUDIES OF IMPLEMENTATION

Using Problem-Solving Process in MTSS

Universal Screening & Diagnostic Data

1. Define the Problem

(Identifying Areas of Concern)

What do the data show? What are the expected outcomes?

2. Develop a Plan

(Goal Setting and Planning)

What do we want the student to do?

Long-term and short-term goals?

What are we going to do?

What is needed to carry out next steps?

What indicators will we use?

3. Implement the Plan

(Ensuring Integrity)

How should we carry out the intervention(s)?

Who will do what? Where? When? How often? How often should we monitor?

At what level should we monitor? How will fidelity of implementation be determined?

4. Evaluate

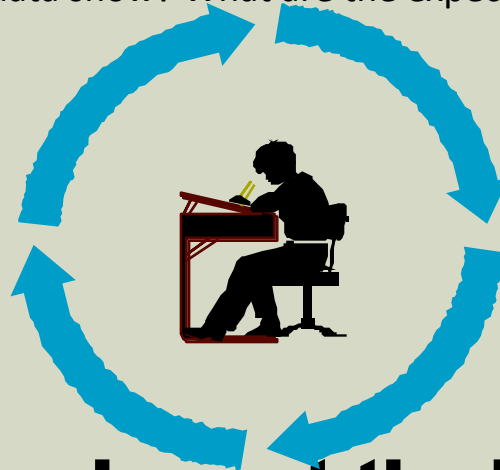
(Progress Monitoring)

Did our plan work?

What do the data show?

Is the growth as expected?

Do we need to maintain, adjust, or decrease support?

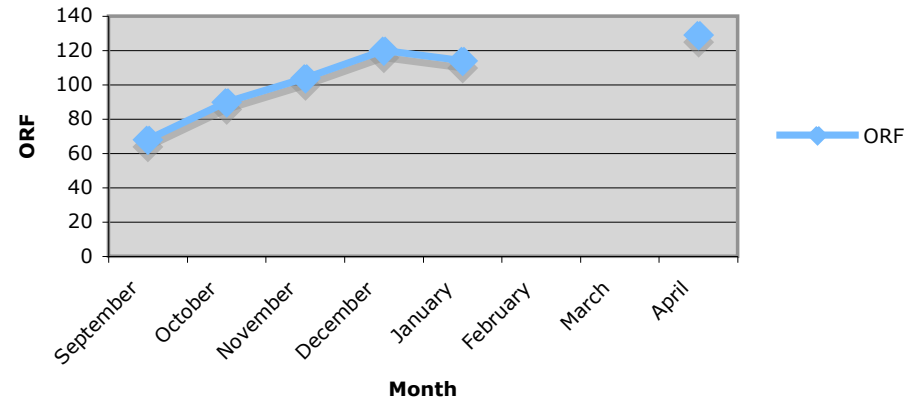


ELL 2 years in US- 2nd grader

Tier 3 to Tier 1

- Started Tier 3 student
 - received fluency “Great Leaps” in 3rd grade 2 x’s per week.
- Student showed impressive gains over a few months and he did not need the intervention anymore
- We are able to focus on student's other ELA skills because his fluency is no longer of any concern. ee

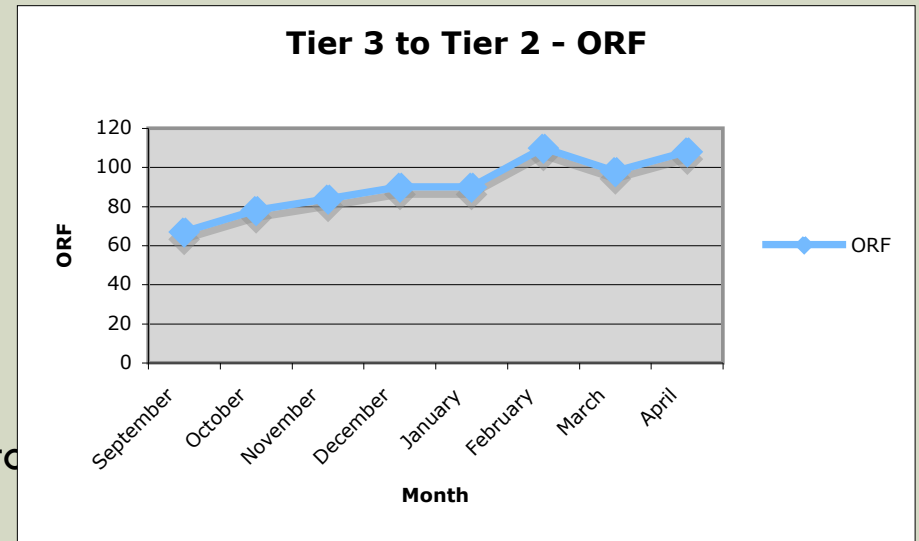
Tier 3 to Tier 1 - ORF



Because student met Tier 1 Benchmark in January, we did not continue with monthly probes until the final benchmark testing in April- still in Tier 1

ELL no prior education 2 years in US: Tier 3 to Tier 2 (2 grader)

- Student was Tier 3 in the beginning of the year
- We implemented a
 1. fluency center 2x/week +
 2. Guided reading through shared reading 1x/week,
 3. repeated reading 1x/ week
- Student has made progress to bringing her to high Tier 2;
 - Discontinued guided reading still very slow but close to benchmark
 - yet she needs continued fluency support to ensure that she makes those gains.



Overall, student is showing impressive gains

- without the support of fluency, she may not be able to sustain those gains.
- Benchmark –
- Fall ORF 93, W-105, Spring-118

WHAT CAN I TAKE TO MY SCHOOL TODAY?

- Need to understand the MTSS
 - Develop a plan to build Consensus
- Assess potential match between current school needs (i.e. literacy, ELLs not growing, SPED not growing, etc.) and complete an asset map of expertise in the building
- Make a deliberate decision to start with a timeline for implementation
- Assess potential barriers to implementation (e.g., funding, staffing, system changes)
- Identify champions
- Engage stakeholders for feedback

Result: clear implementation plan with tasks and timelines to facilitate installation and initial implementation

SAMPLE SCHOOL ASSET MAP

	Instructional & Behavioral Strategies		Personnel and Partners		Needs:	
TIER 1 CORE ALL students	Academic -School wide Reading focus -PALS - AAF Service Teams	Behavior -Token economy -SST -Cultural proficient teacher with Carroll Blake	Academic Need school wide PD on recalibrating administration of universal screeners	Behavior AAF PBIS coach- Mental Health providers as member	Academic Need literacy district person to come and present on fidelity of core reading time	Behavior
TIER 2 Strategic Interventions SOME students	Tier 2 interventions (Quick Reads, PALS, Read Naturally, Home grown small group intervention) -Parent meeting	-Suspension -Removal from room with redirection -Mental Health counseling - Friendship/Gender groups -PBIS Check in & Check out	Teachers trained in administering DRA and fluency checks		Cross training across teachers on administration of diagnostic and fluency test	
TIER 3 Intensive Interventions A FEW students	-Wilson rule-based -Project Read -Reading Recovery -1 to 1 teacher grown	-Suspension -SST referral to special ed. -Referral for mental health -FBA=BIP increase time, frequency and intensity -PBIS coach	-3 people in district level training -1 teacher already trained in Orton Gillinham - 1 reading coach		Need district ELL specialist to come and present strategies for ELLs level 1 and 2 in small groups and 1 to 1 settings	Need school psychologist trained in FBA to do PD and observe students not responding to PBIS school wide or Tier

RESOURCES

- RTI Action Center www.rtinetwork.org
- Center for Response to Intervention www.rti4success.org
- Center for Intensive Interventions <http://www.intensiveintervention.org/>
- Bilingual Special Education Blog www.bilingualspeded.com
- A Blueprint for Effectively Using RTI Intervention Block Time, Intervention in School and Clinic, online 30 April 2014. Higgins, Baker, and Rinaldi.
- A Cultural, Linguistic, and Ecological Framework for Response to Intervention (2008) Teaching Exceptional Children, Brown, J and Doolittle
- The Role of Bilingual Education Teachers in Preventing Inappropriate Referrals of ELLs to Special Education: Implications for Response to Intervention Alba A. Ortiz a , Phyllis M. Robertson a , Cheryl Y. Wilkinson a , Yi-Juin Liu b , Belinda D. McGhee c & Millicent I. Kushner Published online: 05 Dec 2011
- Portland State training program- Julie Ezparza Brown—ELL/SPED