Multi-Tiered System of Support: Building a Sustainable System
Collaborative Conference for Student Achievement
March, 2015
Meet the Presenters

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Objectives

Participants will...

- distinguish the related components of MTSS and the importance of the instructional core
- detect differences in meeting structures unique to Caldwell County Schools which drive decision making
- hypothesize the components of instructional rounds in education and their function in MTSS
History

First training in CCS Summer of 2006
EC Initiative/4-Tier Model
Each year added one school
Summer 2009 added two schools
Formed a District Team to assist with implementation
Transitioning to General Education initiative
Summer 2010 added three schools
History

Fall 2011 State no longer provided training
Became responsibility of districts
Fall 2012 Transition to new 3-Tier State Model
District team trained
Summer 2013 added two final elementary schools and one middle school
Summer 2014 adding two K-8 schools and one additional middle school
Future Plans

Summer 2015 adding final two K-8 schools and final two middle schools
High schools - exploration phase
Building a Model
Principle 1: Defining the Instructional Core

- Level of Content Taught
- Teachers’ Skill and Knowledge
- Level of Students’ Active Learning (Engagement)
Seven Principles

Principle 1: Defining the Instructional Core
Principle 2: Change one part of the core/change all three
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Principle 4: Task Predicts Performance
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Principle 5: Real Accountability is in the Tasks
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Principle 6: Learn by Doing the Work

[Diagram showing interactions between Student, Teacher, and Content]
Seven Principles

Principle 1: Defining the Instructional Core
Principle 2: Change one part of the core/change all three
Principle 3: Can’t see it in the core, it isn’t there
Principle 4: Task Predicts Performance
Principle 5: Real Accountability is in the Tasks
Principle 6: Learn by Doing the Work
Principle 7: Description before Analysis/Analysis before Prediction/Prediction before Evaluation
Defining the Meeting Structures

Using the provided materials, place the descriptors in the appropriate meeting level.
Multi-Tier Systems of Support

Purpose is to prevent academic and behavioral problems at varying levels of intensity

- Foundational Core: Tier 1
  - Who: All students
  - What: Evidence-based practices produce good outcomes for the majority of students
  - Effectiveness: At least 80% of all students are meeting benchmarks in Foundational Core alone
Multi-Tier Systems of Support

• Supplemental Instruction: Tier 2
  – Who: Students needing supplemental support in addition to Foundational Core instruction (approximately 20% of students)
  – What: Evidence-based practices demonstrated to improve performance in Foundational Core
  – Effectiveness: At least 70-80% of grouped students improve performance towards Foundational Core standards
Multi-Tier Systems of Support

- **Intensive Instruction: Tier 3**
  - Who: Students needing intensive support in addition to Supplemental and Foundational Core instruction (approximately 5% of students)
  - What: Evidence-based practices demonstrated to improve performance
  - Effectiveness: If there is progress towards performance in Foundational Core standards
Foundational Core

A comprehensive MTSS must be strong enough to keep students from falling into intervention groups. Focus must be on the solution (instruction) rather than the problem (student) in most cases. Without adjustments in Foundational Core instruction, a disproportionate number of students will need intervention.
Meeting Structures

Structure based on:
- Relationships,
- Problem Solving,
- Interactions,
- Collaboration,
- Data,
- Groups

Varies based on level of continuum of support
Meeting Structures

Foundational Core: Tier 1
- discuss all students
- look for trends

Supplemental Instruction: Core + Tier 2
- discuss groups of students
- look for trends

Intensive Instruction: Core + Tier 2 + Tier 3
- discuss individuals and small group response
Meeting Structures

• Who, What, When, Where, Why, How
• Team Initiated Problem Solving (TIPS) Model
• People at the table should be providing the instruction and able to evaluate needs and responses
• Meetings shouldn’t interrupt instructional flow
Team Initiated Problem Solving (TIPS) Model

- Identify Problems
- Collect and Use Data
- Develop Hypothesis
- Discuss and Select Solutions
- Develop and Implement Action Plan
- Evaluate and Revise Action Plan

The cycle starts with Identifying Problems, followed by Collecting and Using Data, and then proceeds to developing and implementing actions, evaluating and revising plans, and finally discussing and selecting solutions, before returning to the start.
Foundational Core Meeting
Addresses ALL Students
(Expectation of 80% at or above grade level with core support only)
Meeting occurs monthly
Attention is devoted to LARGER data trends
(grade level, total school)
Primary documentation of decisions: TIPS process and the Foundational Core Plan

Supplemental Support Meeting
Addresses students in need of support in addition to foundational core instruction
(Expectation of no more than 20% of group membership)
Meeting occurs four times per year
(grading periods)
Attention is directed to small-group data trends
Actions are documented through development of SMART goals through the TIPS process on the Supplemental Plan

Intensive Support Meeting
Addresses students in need of support in addition to foundational core instruction and supplemental support
(Expectation of no more than 5-7% of group membership)
Meeting occurs quarterly
Actions are documented through the development of SMART goals through the TIPS process on the Intensive Plan

Essential Elements of "Foundational Core"
Received by All Students
Instruction = Core Curriculum with Differentiation
Instruction = whole group, small group and independent "discovery" learning
Literacy block = 90 min. / 5 days per week
Mathematics block = 60 min. / 5 days per week
School-wide behavior plan
Benchmark assessment = 3 times per year
Progress Monitoring = 1 time per grading period
Monitored through "instructional rounds"

Essential Elements of "Supplemental Support"
Received by "small groups" of students
Groups designed to allow for: change in instructional technique, increased time, and focus on deficit skills or strategies
(optimal size = three to five students)
Progress of the small group is monitored
If 75% of the group fail to make adequate progress, engage in "TIPS" review

Essential Elements of "Intensive Support"
Optimal group size = one to three students
Daily instruction sessions
Length of session is dependent upon the skills being targeted
Progress of group and individual data is monitored on an ongoing basis
Progress monitoring is intensive in frequency and may include enhanced assessment plans
Essential Elements of Foundational Core

- Received by all students
- Instruction – whole group, small group, and independent “discovery” learning
- Core curriculum with differentiation
- Literacy Block – 90 min./5 days per week
- Mathematics Block – 60 min./5 days per week
- Schoolwide Behavior Plan
• Universal screening (benchmark) – 3 times per year
• Progress monitoring – minimum 1 time per grading period; determined by the skill
• Instruction monitored through instructional rounds
Essential Elements of Foundational Core Meeting

- Addresses all students
- Expectation of 80% or higher at grade level
- Meeting occurs monthly
- Attention is devoted to LARGER data trends (grade level, total school)
- Primary documentation of decisions/actions through TIPS Model and Foundational Plan
Essential Elements of Supplemental Support

- Received by small groups of students
- Groups designed for change in instructional technique, increased time, and focus on deficit skills or strategies
- In addition to Core instruction
- Progress of group is monitored
- At least 75% of group should make progress toward goal
Essential Elements of Supplemental Support Meeting

- Addresses group(s) of students in need of support in addition to foundational core
- Expectation of no more than 20% of group membership
- Meeting occurs four times per year/once per grading period
Essential Elements of Supplemental Support Meeting (cont.)

- Analyze small group data trends
- Primary documentation is through TIPS Model and Supplemental Plan
- Plan includes short and long term SMART goals
Essential Elements of Intensive Support

• Optimal group size – one to three students
• Daily instructional sessions
• Length of session dependent on targeted skills and deficits
• Progress of group and individual data monitored
• Progress monitoring is intensive in frequency and may include enhanced assessment plan
Essential Elements of Intensive Support Meeting

• Addresses students in need of support in addition to foundational core instruction and supplemental support
• Expectation of no more than 5 – 7% of group membership
• Meeting occurs quarterly
• Primary documentation is through TIPS Model and Intensive Plan
• Plan includes short and long term SMART goals
Instructional Rounds in Education

- Overview
- Components of Instructional Rounds
  - Problem of Practice
  - Conducting Rounds
  - Debriefing
  - Next Level of Work
Problem of Practice

- Network
- Theory of Action
  - Hypothesis to be tested
  - Written as “if...then” statements
Conducting Rounds

- 10 to 20 minute classroom visits
  - record interactions of students, teacher, and content
- Ladder of Inference
- Snapshot of a moment in time
Debrief

- Collaboratively consider collected evidence
- Choose 5 to 10 key pieces
- Sticky notes
- Collectively categorize sticky notes
  - themes
  - patterns
  - trends
- Not evaluative
- Predicting learning that occurred/did not occur
Next Level of Work

• Form solutions
• Recommend actions to improve
• Teachers actively engaged in their own learning
  – nonevaluative, collaborative practice
  – occurs during the school day
• May develop an action plan
• Meets current standards of professional learning
Wrapping Up Rounds

• Iterative process

• Accelerant of school/district improvement efforts
  – focus on what goes on in classrooms
  – anchors improvement efforts in instructional core
  – key source of data
  – provides a powerful feedback loop

• Separates people from their practice
  – creates norms that make individual and organization learning possible
Turn and Talk

• What comes first?
  – Implementation
  – Training
  – Selection of Team
  – Identification of key players
  – Determination of roles
Putting the Pieces Together

District training
Selection of teams
Identification of key players (turning the tide)

Implementation – when does it really happen and what does “implementing” mean?
Questions

PowerPoint located at
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References


Please take a few moments to evaluate this session!

http://www.cvent.com/d/hrq907/3B