

# Multi-Tiered Systems of Support (MTSS)

District Guidance

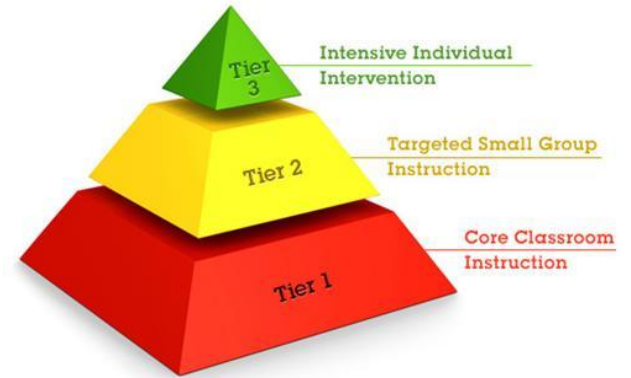


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# Week 3

## How to Support Students at Tier 1



## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



# Welcome

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- MTSS Guidance Document Introduction 06/22/2020  
1:00pm - 2:00pm
- Deepen Parent/Family Support 06/29/2020 1:00pm -  
2:00pm
- How to Support Students at the Tier I Level 07/06/2020  
1:00pm - 2:00pm
- Identify Students with the Most Need 07/13/2020  
1:00pm - 2:00pm

# Session Norms

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- Mute yourself during the presentation
- Be sure to sign-in using the google doc found in the chat box
- 0.7 CEUs available
- 5 Semis available
- Ask questions in the chat box

# Introductions

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- Laurie Weathersby – Bureau Director
- Melissa Banks – Instructional Technology Specialist
- Jayda Brantley – Intervention Specialist
- Jen Cornett – Gifted Specialist
- Sandy Elliott – English Learner Specialist
- Ginger Koestler – Behavior Specialist
- Mat Sheriff – Intervention Specialist

# In the Chat Box

- What makes for effective Tier 1?
- Who is responsible for ensuring a strong Tier 1 foundation?
- Share it in the chat box.





# Today's Purpose

# Purpose

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- Welcome
- Review any questions from Weeks One and Two
- Key Takeaways from Padlet
- Supporting Students at the Tier 1 Level
- Question and Answer

# Weeks One and Two Review

Any lingering questions from  
the guidance document or  
Deepening Parent/Family  
Support ?

Multi-Tiered  
System of Supports  
**GUIDANCE DOCUMENT**



# Padlet Assignment Takeaways

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## Lessons Learned:

- Where there's a will, there's a way. It was uncomfortable at times and technology can be frustrating, but distance learning helped our students with access to continue learning.
- Flexibility is key! COVID closures has taught me that plans and procedures may need to change, and that is okay.

# Padlet Assignment Takeaways

## New Strategies:

- In the fall, I will be taking on a new role at our school as the TST Interventionist. I plan to provide students, teachers, and parents with the support needed to help make all children successful. The strategy I plan to implement is determination. It will be a stressful year with all the unfamiliar territory. We must be determined to provide all students with as many normal successful experiences as possible.
- I want to create a schedule for myself, so I don't feel overwhelmed with answering emails and phone calls.

# Padlet Assignment Takeaways

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## New Strategies:

- Create brief how-to videos and class announcements to share quick messages with students and their families.
- Remember snail mail still works. I will be mailing letters if I can't get communicate any other way.
- Create a schedule for the parents and students, to help them break down assignments into small manageable tasks.

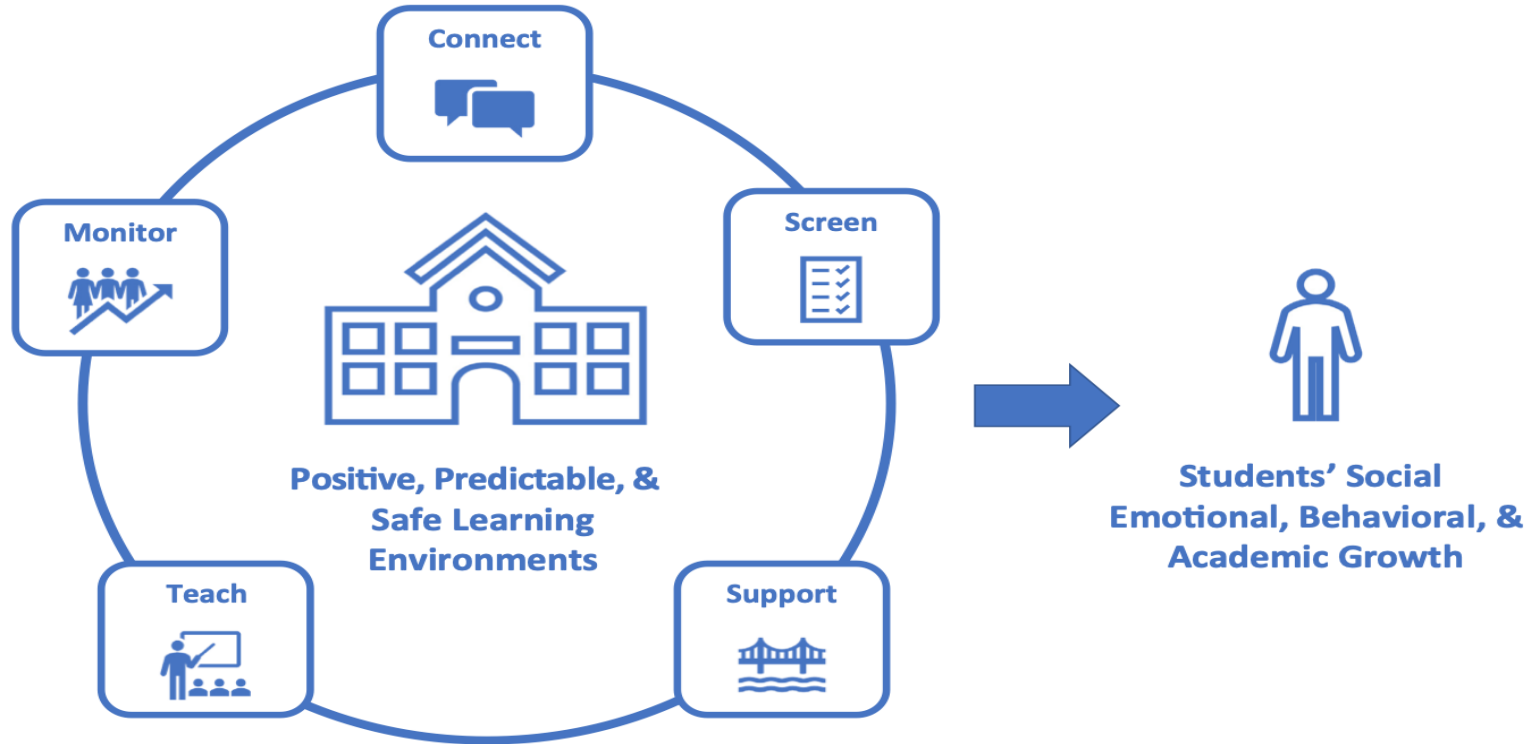
# Tier 1 Fun



# Tier 1 Behavior



# Tier 1 Behavior



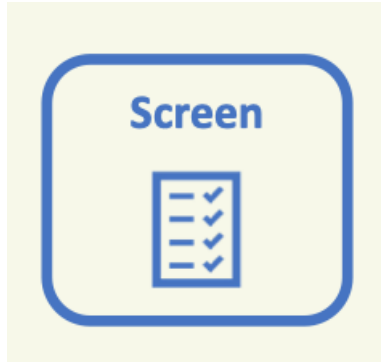
# Tier 1 Behavior

**Connect:** Enhance **relationships** among educators, students, and families to promote **effective communication** during times of disrupted learning. **Check in** with students daily and with families regularly to identify support needs as they emerge



# Tier 1 Behavior

**Screen:** Formally or informally **screen** to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns). For students who require additional support, you may need to **differentiate and intensify** and consider Tier 2 or Tier 3.



# Tier 1 Behavior

**Support:** Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge **predictable routines, positive expectations** and **SEB skills**. Bridge expectations (teach connections) across settings (e.g., home, school, community).



# Tier 1 Behavior

**Teach:** Effectively **teach and prompt** critical **academic** skills, and actively **engage** students in learning. Prompt and reinforce expectations and SEB skills throughout instruction  
Provide **positive and supportive feedback** to support skill development.



# Tier 1 Behavior

**Monitor:** Continue to **monitor** implementation and safety, health, SEB, and academic needs to (a) **enhance** supports for all students and (b) **identify** students who require more support (Tier 2 or Tier 3) over time. Match the intensity of monitoring to the intensity of need.



# School Level

# Leaders' Role

## Supporting Tier I

# School Level Leadership Roles

1. Leadership is Key
  - Set a clear vision
2. Prep for Success
  - Allocate resources
  - Build capacity
3. Get Everyone on Board
  - Identify roles clearly
  - Share success stories





# School Level Leadership Roles

## 4. Review Data Sources Strategically

- Universal Screeners: Fall, Winter, and Spring
- Common assessments
- Benchmark assessments



# School Level Leadership Roles

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## 5. Identify students' deficits

- Differentiate

## 6. Coach Teachers

- Observe teachers consistently
- Provide effective feedback
- Provide/Support continuous professional development

# School Level Leadership Roles

**Section 10** TIER I HIGH-QUALITY CLASSROOM OBSERVATION FORM (Aligned with the [Teacher Growth Rubric](#))

Instructions: Prior to students entering Tier II, SCHOOL ADMINISTRATORS should complete this form by placing a check mark only in the boxes by the traits that are observed. It is recommended that this form be completed prior to Tier II. This form may be reproduced as needed.

Teacher Name: _____	Grade/Subject: _____
Observed By: _____	Date of Observation: _____

CLASSROOM INSTRUCTION	DIFFERENTIATED INSTRUCTION	CLASSROOM MANAGEMENT
<input type="checkbox"/> Students actively engaged in learning. <b>Domain 3, Standard 5</b> <input type="checkbox"/> Content is at instructional level. <b>Domain 2, Standard 4</b> <input type="checkbox"/> Students answering questions correctly. <b>Domain 2, Standard 3</b> <input type="checkbox"/> Students ask questions. <b>Domain 3, Standard 3</b> <input type="checkbox"/> Teacher communicates expectations of lesson. <b>Domain 2, Standard 3</b> <input type="checkbox"/> Teacher questioning measures students' understanding of the prerequisite concepts. <b>Domain 2, Standard 4</b> <input type="checkbox"/> Teacher questioning measures students' understanding of new concepts. <b>Domain 2, Standard 3</b> <input type="checkbox"/> Teacher encourages students to think critically concerning previous concepts and new concepts. <b>Domain 2, Standard 3</b> <input type="checkbox"/> Teacher reviews prerequisite knowledge needed for the lesson in order to effectively build student understanding. <b>Domain 4, Standard 2</b>	<input type="checkbox"/> Teacher uses activities to support instruction (i.e., advanced organizer, intro to lesson, or closure). <b>Domain 3, Standard 10</b> <input type="checkbox"/> Teacher aligns tasks to learning goals. <b>Domain 4, Standard 1</b> <input type="checkbox"/> Teacher engagement with students varies as the needs of the students differ. <b>Domain 4, Standard 2</b> <input type="checkbox"/> Teacher provides guided practice and modeling in learning new concepts. <b>Domain 2, Standard 4</b> <input type="checkbox"/> Teacher uses a variety of techniques to support students in making meaning of content. <b>Domain 2, Standard 4</b> <input type="checkbox"/> Teacher groups students to work on instructional component. <b>Domain 3, Standard 5</b> <input type="checkbox"/> Teacher provides prompt feedback to students concerning performance. <b>Domain 2, Standard 3</b> <input type="checkbox"/> Teacher assists students in preparation for assignments, long-range projects, and tests. <b>Domain 2, Standard 3</b>	<input type="checkbox"/> Use of smooth transitions: providing transition activities for students. <b>Domain 3, Standard 6</b> <input type="checkbox"/> Procedures and rules are clearly communicated in the classroom. <b>Domain 3, Standard 6</b> <input type="checkbox"/> Teacher actively supervises student behavior by scanning, moving around room, and interacting with students. <b>Domain 3, Standard 5 and Domain 3, Standard 6</b> <input type="checkbox"/> Teacher encourages students to take ownership for actions and fosters respect among all students. <b>Domain 3, Standard 5 and Domain 3, Standard 7</b>

**OBSERVATION SUMMARY** Instructions: SCHOOL ADMINISTRATORS, check the appropriate box below and identify recommendations if needed.

- Teacher demonstrated traits of high-quality classroom instruction.
- Teacher demonstrated some traits of high-quality classroom instruction, and should implement the following recommendation(s) to enhance Tier I Instruction:

DESCRIPTION OF RECOMMENDATION(S):  _____	DATE TO BEGIN RECOMMENDATION(S): _____
	DATE TO EVALUATE RECOMMENDATION(S): _____
	DATE OF REEVALUATION: _____
	<input type="checkbox"/> Demonstrated <input type="checkbox"/> Did not demonstrate

## 7. Create an Effective MTSS Team

- Spell out the school's vision for RTI as a specific and measurable goal for improved student learning
- Ensure that there is a school-wide system for storing and analyzing student data
- Develop ways for teachers to review data in a timely manner

# School Level Leadership Roles

- Develop a communication plan to spell out how parents, school staff, district staff, and others will share successes, challenges, and potential solutions related to RTI



# Tier I

# Academic Support



# Student Engagement with Distance Learning

Numerous students did not participate in online learning

- Failing to receive new instruction
- Missing for review and reinforcement of previously taught skills



**This will result  
in learning loss.**

# Explaining the Summer Slide

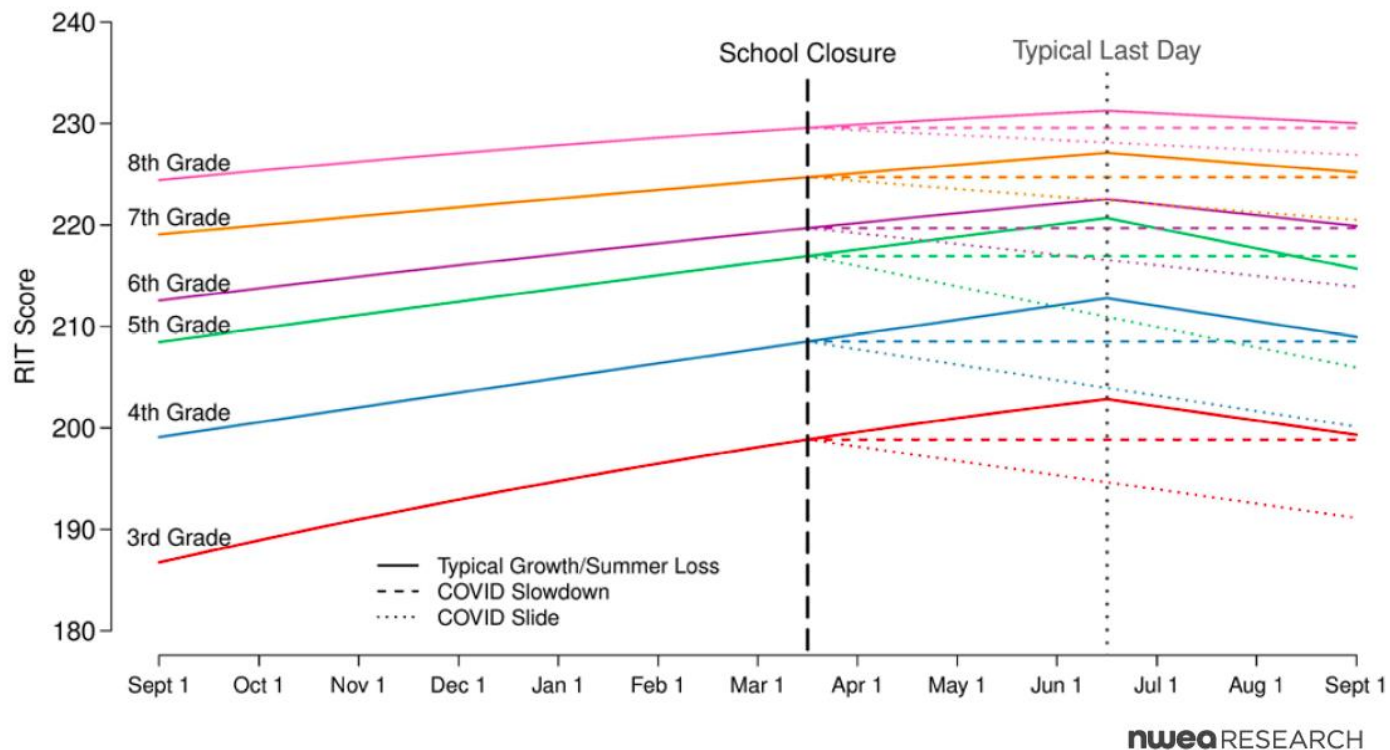
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- Term used to describe the learning loss students can experience over the summer while they are out of school
- In an average school year, students can be expected to lose 20% of their year's learning gains in ELA, and 27% of their year's learning gains in mathematics
- However...



# Concerns Due to COVID-19: Mathematics

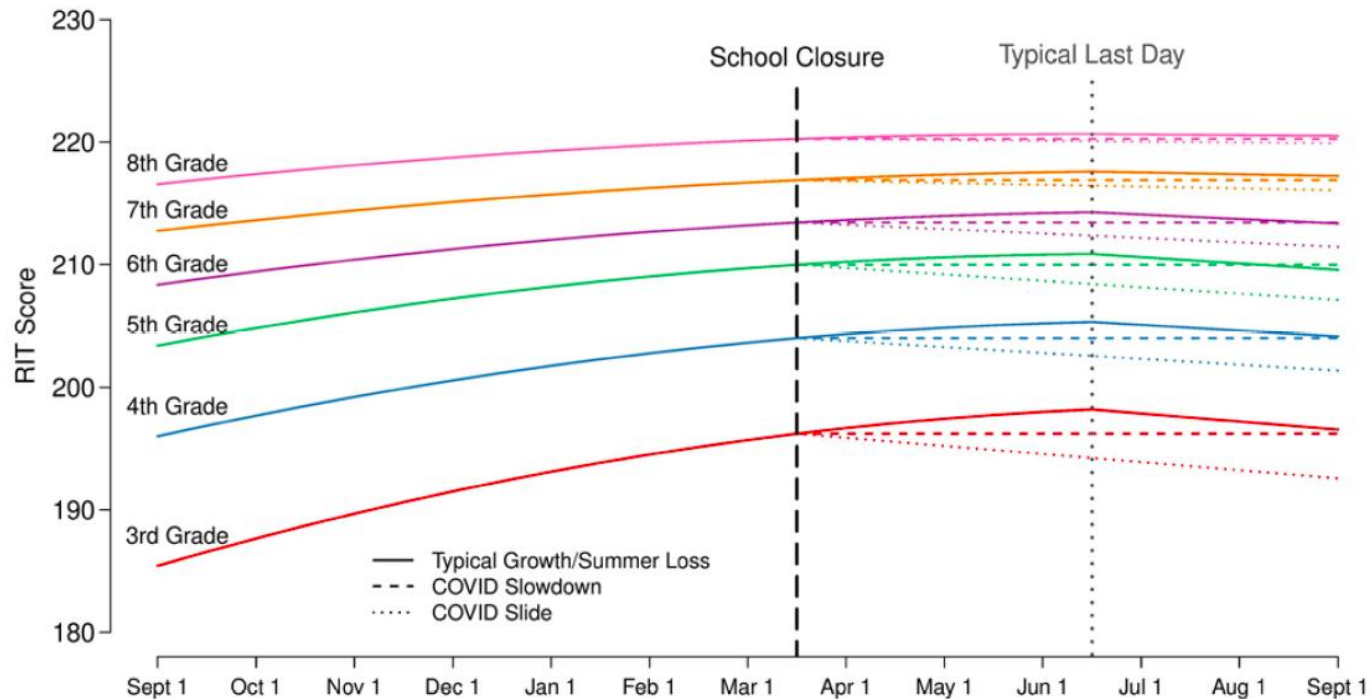
Figure 1. Mathematics forecast



nwea RESEARCH

# Concerns Due to COVID-19: ELA

Figure 2. Reading forecast



nwea RESEARCH

# Addressing Content Amidst Unfinished Learning



# Principles and Strategies for Addressing Unfinished Learning

1. Stick to grade-level content and instructional rigor
2. Focus on the depth of instruction rather than the pace
3. Prioritize content and learning
4. Maintain the inclusion of every learner
5. Identify and address gaps in learning through instruction
6. Focus on the commonalities that students share in this time of crisis, not just their differences



# Stick to Grade-Level Content and Instructional Rigor

- Keep the focus on grade-level content and rigor
- Address learning gaps as needed within the context of grade-level work

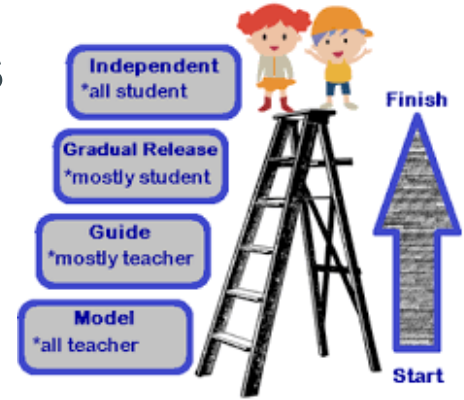


**Academic  
Standards**

# Stick to Grade-Level Content and Instructional Rigor

What should we do?

- Provide scaffolded support to help students comprehend the content being taught
- Allow students the opportunity to express thinking and ideas with peers
- Incorporate daily re-engagement of grade-level content



# Focus on the Depth of Instruction, Not the Pace

Utilize a “just in time” teaching strategy

- Take the time to provide patient, in-depth instruction
- Allow issues related to gaps or unfinished learning to surface naturally
- Address gaps in the context of grade-level work



# Prioritize Content and Learning

- Consider: What is the importance or purpose of this topic?
- What is expected level of rigor by the district?
- What are the associated language demands?





# Ensure Inclusion of Each and Every Learner

- Some students may have been disproportionately affected by the recent school closures
- While remediation may be needed, it is essential that all students have equitable access to engaging grade-level content and instructional rigor

The greater the level of inclusion, the greater the level of academic growth.



# Identify and Address Gaps in Learning Through Instruction

## Focus on

- Creating learning environments that feel both physically and psychologically safe for students and staff
- Reengaging students
- Emphasizing the importance of the school community and the joy of learning



# Capitalize on Commonalities, Not Differences

New common experiences that can serve as the basis for work across subjects in the first weeks of school:

- virus
- school closures
- social distancing
- nationwide protests



# Capitalize on Commonalities, Not Differences

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Provide educators with a way to focus on grade-level texts and content that

- is less dependent on prior learning and
- is engaging and topical
- reaffirms students' understanding of themselves as members of a learning community

# How to Identify Essential Learning

Questions to determine the significance of a given unit or lesson:

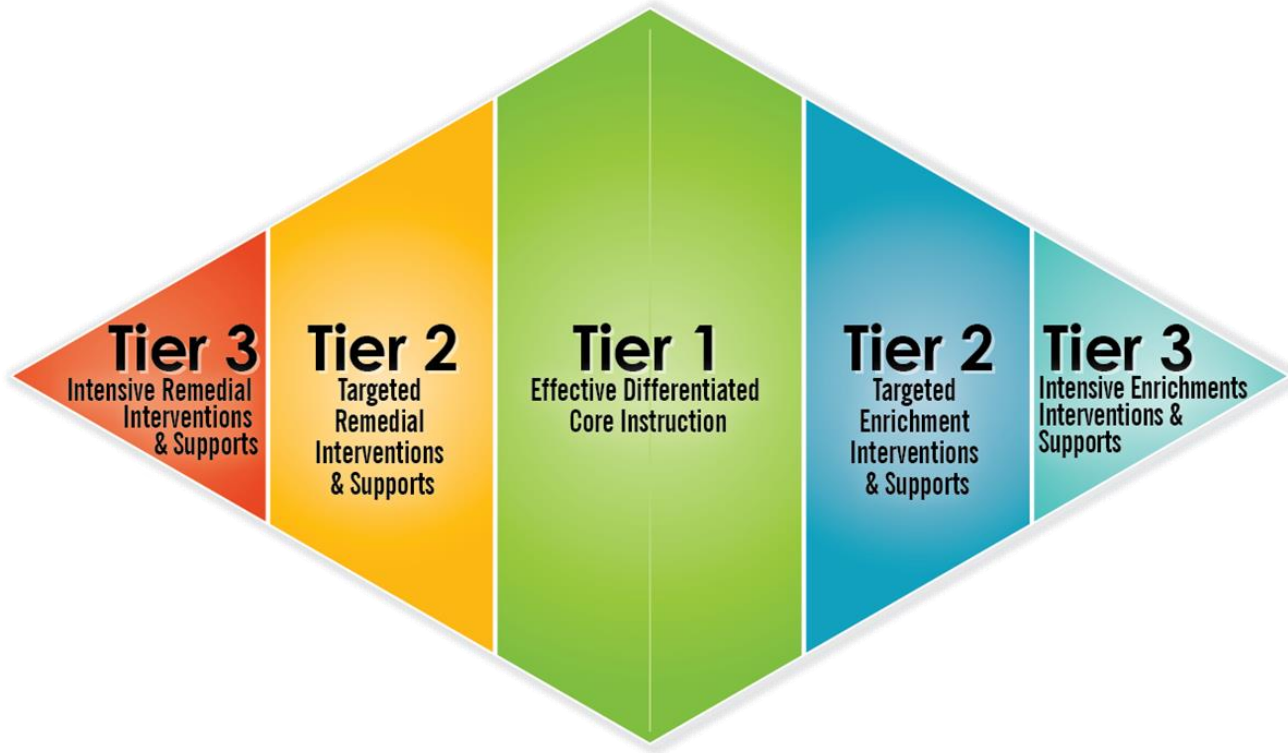
- Does the content extend work from earlier units and grade levels?
- Does the content extend into future content?
- Does the unit help students deepen conceptual understanding and subject area expertise, such as expertise with mathematical practices or reading comprehension?
- Is this content that students need to know right now in order to continue learning grade-level subject matter?



# Supporting Gifted Students

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# The MTSS Diamond



# How Gifted

# Students Learn



Gifted learning  
is incidental:

- ✓ Overheard
- ✓ Glimpsed
- ✓ Observed



# How Gifted Students Learn

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For gifted thinkers,  
learning is not the acquisition of information,  
it is utilizing information  
to become an expert and a problem solver.

# Gifted Thinkers

# in the Classroom

# Gifted Thinkers in the Classroom

- Do not respond to repetitive work
- Brains are built to seek choice and control  
(Naturally streamline processes)
- Require supported risk
  - Gifted learners will not risk low grades for challenging work

# Gifted Thinkers in the Classroom

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- Avoid worksheets
- Meaningful homework (less is more)
- Pre-Test, Pre-Test, Pre-Test

# Gifted Thinkers in the Classroom

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- Establish relevancy to real-life situations
- Encourage investigation & research
- Original & creative thinking

# Differentiation

## Changes for Advanced Learners

# Differentiation for Advanced Learners

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Differentiate:

- ✓ Content
- ✓ Process
- ✓ Product



# Differentiation for Advanced Learners

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- ✓ Accelerate pacing
- ✓ Eliminate repetition or busy work
- ✓ Flexible timelines  
(More time to go beyond expectations or explore deeper meaning)

# Differentiation for Advanced Learners

Make your students do the work!



# Differentiation for Advanced Learners

## Strategies

- ✓ Most Difficult First
- ✓ Tic-Tac-Toe (Choice)
- ✓ Ignite Presentation (20 slides, 5 minutes, No Text)
- ✓ Pre-test Volunteers

# Differentiation for Advanced Learners

QUALITY  
OVER  
QUANTITY

# MTSS Guidance Document

# MTSS Guidance Document

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# MTSS Guidance Document

## COMPONENT 3

## LAYERED CONTINUUM OF SUPPORTS (TIER I, TIER II, TIER III)

### Overview

All students have access to a layered continuum of supports, regardless of achievement level. Effective instruction and meaningful interactions, such as positive student-teacher relationships are key elements across all the tiers. A layered continuum of supports ensures that ALL students receive equitable academic, behavioral, and social emotional supports that are culturally and linguistically responsive, matched to need, and developmentally appropriate. Each layer of support increases with intensity from universal (ALL students) to targeted (some students) to the most intensive supports (few students).

# MTSS Guidance Document

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## Questions to ask when evaluating the effectiveness of Tier I

- What percentage of students are achieving academic and behavioral expectations?
- What percentage of students in subgroups are achieving academic and behavioral expectations?
- Are the classroom and school environments conducive to learning?

## Questions to ask when evaluating the effectiveness of Tier I

- Are systems in place to ensure quality classroom instruction?
- Is implementation of culturally responsive practices in place?

# MTSS Guidance Document

- Links to Tier I resources within sections of the document

## RESOURCES



- ▶ [MDE 2019 Access for All Guide](#)
- ▶ [Tennessee Department of Education Access Materials](#)
- ▶ [Kentucky Department of Education – Differentiated Instruction](#)
- ▶ [Reading Next – A Vision for Action and Research in Middle and High School Literacy](#)

# Assignment

# Assignment

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- Read the article linked below
- <https://www.frontlineeducation.com/blog/rti-mtss-covid-19-3-steps-to-regain-control/>
- Review the Home-Based Academic Support Plan
- [https://1887dt387czs25eqxs3c1ipg-wpengine.netdna-ssl.com/uploads/2020/05/Home\\_based\\_student\\_support\\_plan\\_MTSS\\_RTI\\_Covid\\_19.pdf](https://1887dt387czs25eqxs3c1ipg-wpengine.netdna-ssl.com/uploads/2020/05/Home_based_student_support_plan_MTSS_RTI_Covid_19.pdf)
- Consider a student that would need this plan in the fall. Complete page 4 of the plan and email it to [lweathersby@mdek12.org](mailto:lweathersby@mdek12.org)

# Any Questions?



# Resources

# Resources

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- Parent Involvement Has Always Mattered. Will The COVID-19 Pandemic Finally Make This The New Normal In K-12 Education? By Colin Seale

<https://www.forbes.com/sites/colinseale/2020/05/19/parent-involvement-has-always-mattered-will-the-covid-19-pandemic-finally-make-this-the-new-normal-in-k-12-education/#657437335e46>



# Resources

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- Resilience and Routines for Families During the Pandemic by Mark Bertin

<https://www.psychologytoday.com/us/blog/child-development-central/202003/resilience-and-routines-families-during-the-pandemic>

# Resources

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- Ferlazzo, Larry “Seven Tips for Parents Supporting Remote Learning.” Education Week (2020).

<https://video.edweek.org/detail/video/6148345491001/larry-ferlazzos-7-tips-for-parents-supporting-remote-learning?autoStart=true&cmp=eml-enl-vid-p5>

- CASEL (Social Emotional)  
<https://casel.org/covid-resources/>

# Resources

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- How to Bring Helicopter Parents Back Down to Earth  
<https://www.startheregoplaces.com/teacher/professional-development/how-bring-helicopter-parents-back-down-earth/>
- 10 Top Homework Tips for Parents  
<https://www.publicschoolreview.com/blog/10-top-homework-tips-for-parents>

# Resources

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- A SCHOOL GUIDE FOR RETURNING TO SCHOOL DURING AND AFTER CRISIS:A Guide to Supporting Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

[https://assets-global.website-files.com/5d3725188825e071f1670246/5efccc1e108e76ed845f860d\\_SCHOOL%20Returning%20to%20School%20During%20and%20After%20Crisis.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5efccc1e108e76ed845f860d_SCHOOL%20Returning%20to%20School%20During%20and%20After%20Crisis.pdf)

# References

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- Addressing Unfinished Learning After COVID-19 School Closures, June 2020, Council of the Great City Schools:

<https://tinyurl.com/y7te54v6>

# Before We Leave

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- Remember to be flexible
- Be open and honest with parents
- Establish good communication
- This is new ground for everyone

# Thank you for all you do!



# Contacts



# Student Intervention Supports

## **Bureau Director**

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