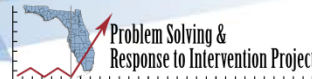




*A Multi-Tiered
System of Supports*

Professional Development, MTSS and Its Alignment with FEAPS, Student Outcomes and Educator Appraisal

FASD Spring Forum
April 30, 2012



USF UNIVERSITY OF
SOUTH FLORIDA

Goals for This Session

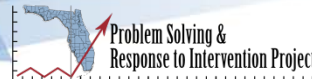


- Review of the Basic Elements of an MTSS Model
- Review Critical Educator and Leader MTSS Skill Set
- Overview of FEAPS and Contemporary Priorities
- Alignment of FEAPS and the Planning/Problem-Solving Process (MTSS)
- What About the FEAPS and Instructional Support Personnel?
- Florida Leadership Standards and Alignment with Planning/Problem-Solving Process (MTSS)
- Aligning Professional Development with Critical MTSS Skills to Ensure Successful Educator Appraisals and Student Growth



*A Multi-Tiered
System of Supports*

RTI AND A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS): COMMON LANGUAGE/COMMON UNDERSTANDING



Response to Intervention



- RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

(Batsche, et al., 2005)

- Problem-solving is the process that is used to develop effective instruction/interventions.

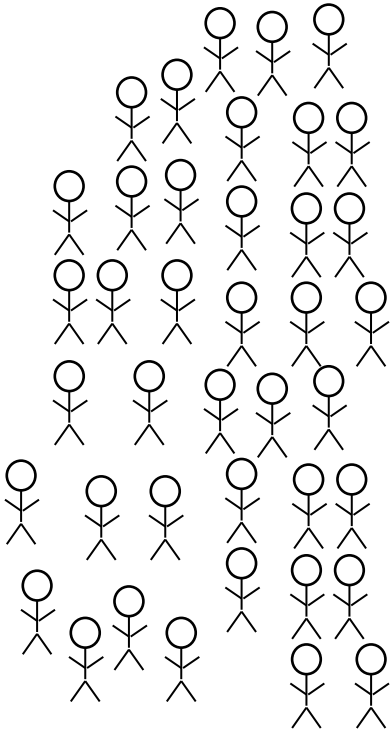
Florida MTSS Model



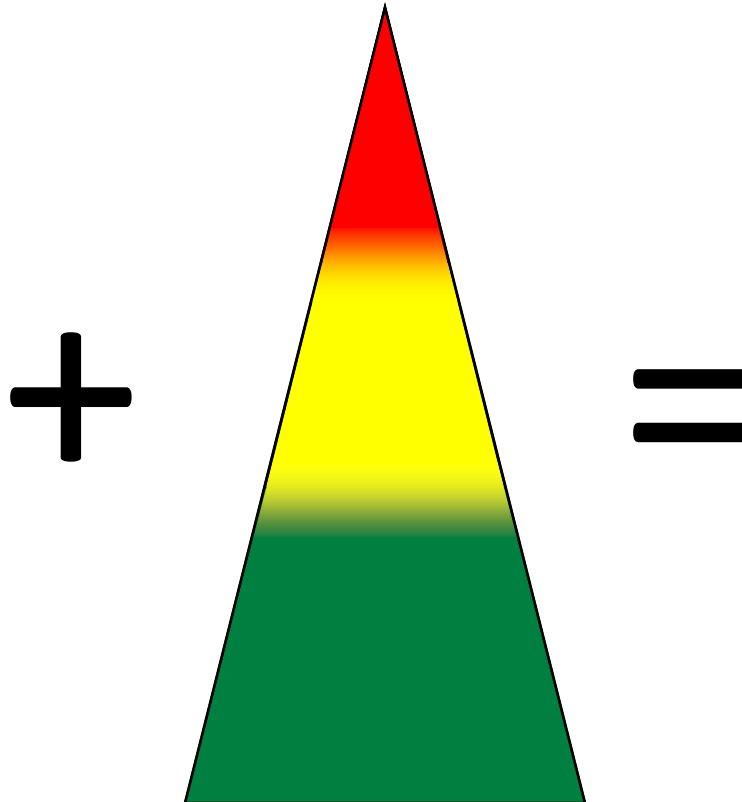
- A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.
- The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.
- “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency .

Three Tiered Model of Student Supports

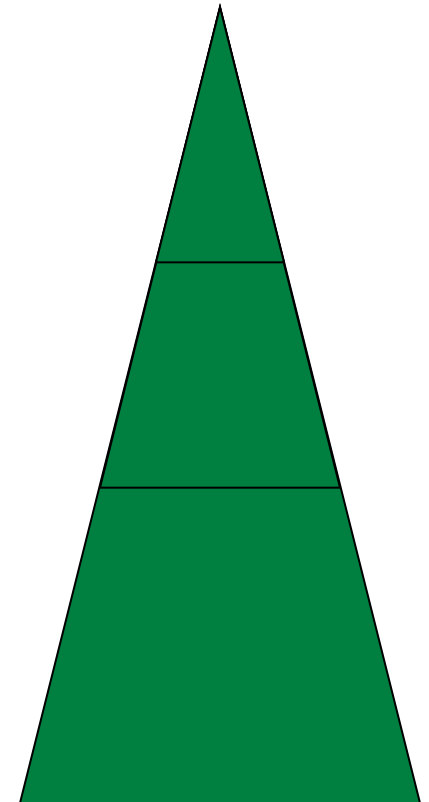
These students



get these tiers
of support



in order to meet
benchmarks.



The goal of the tiers is student success, not labeling.



ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports.

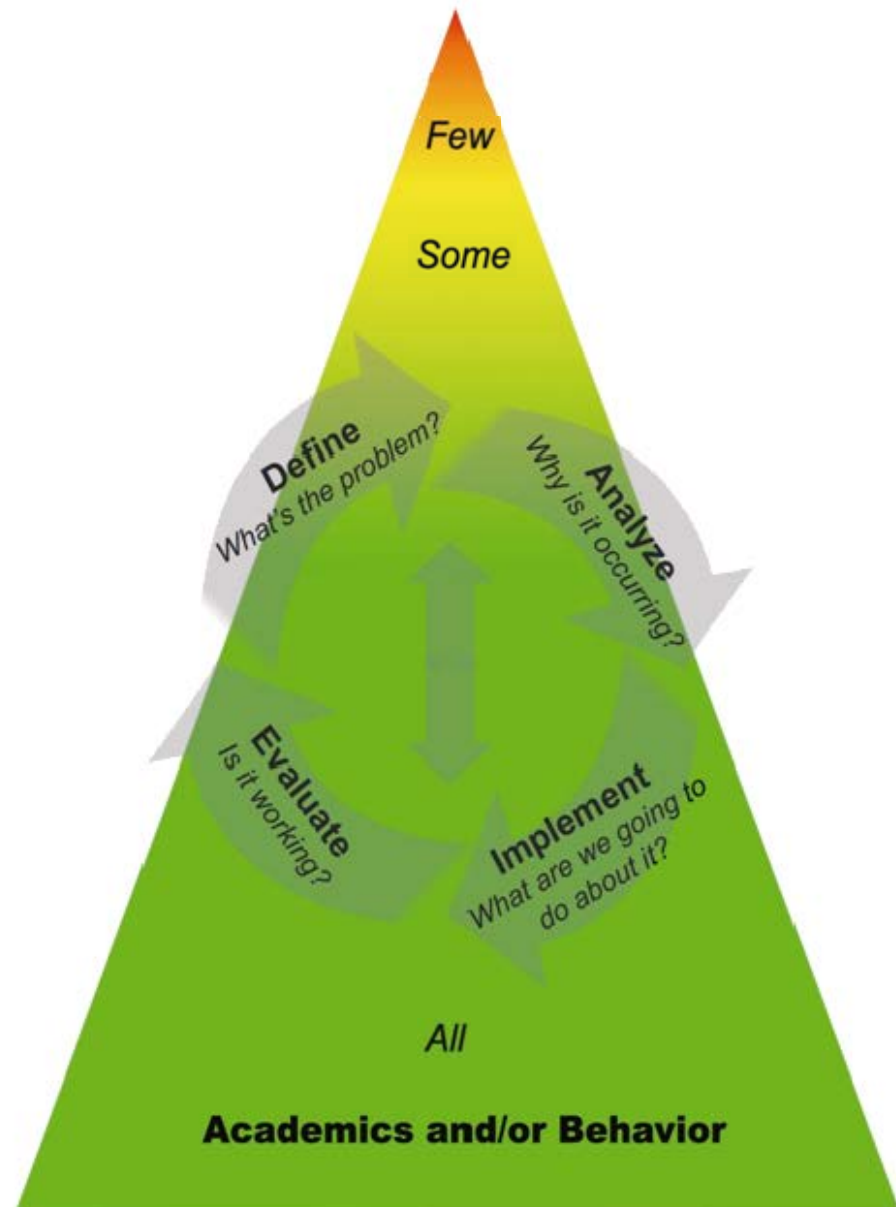
The most intense (increased time, narrowed focus reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.

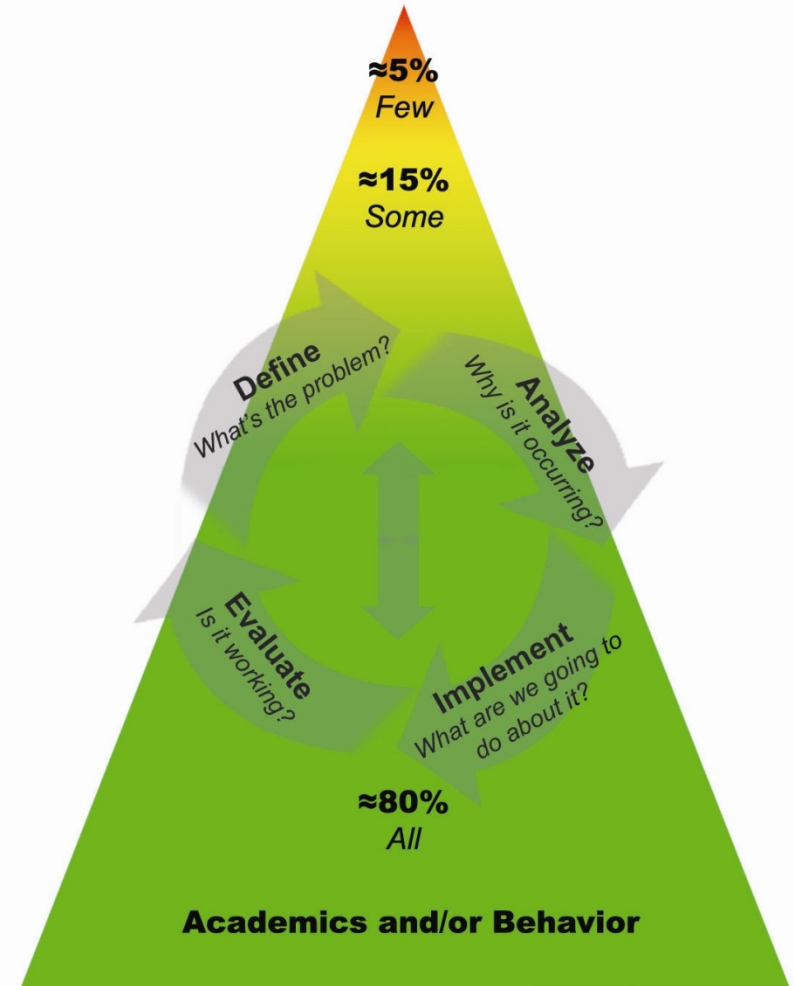
General academic and behavior instruction and support provided to all students in all settings.



Model of Schooling



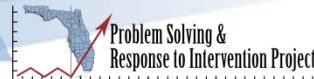
- All district instruction and intervention services have a “place” in this model.
- If it does not fit in the model, should it be funded?
- All supplemental and intensive services must be integrated with core instruction.





*A Multi-Tiered
System of Supports*

IT'S A FRAME, NOT A BOX



Parts of the “Frame”



- 3 Tiers of service delivery into which all academic and behavioral instruction/intervention “fit.”
 - Content is not been defined by the model
- Use and regular review of data to ensure students are responding to the tiered instructional delivery.

Parts of the “Frame”



- Instruction/interventions are modified and intensified based on student performance data
- Instruction is integrated and systematically planned across the tiers

Consensus Building: A Shift in Thinking



The central question is not:

“What about the students is causing the performance discrepancy?”

but

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

This shift alters everything else



New Logic

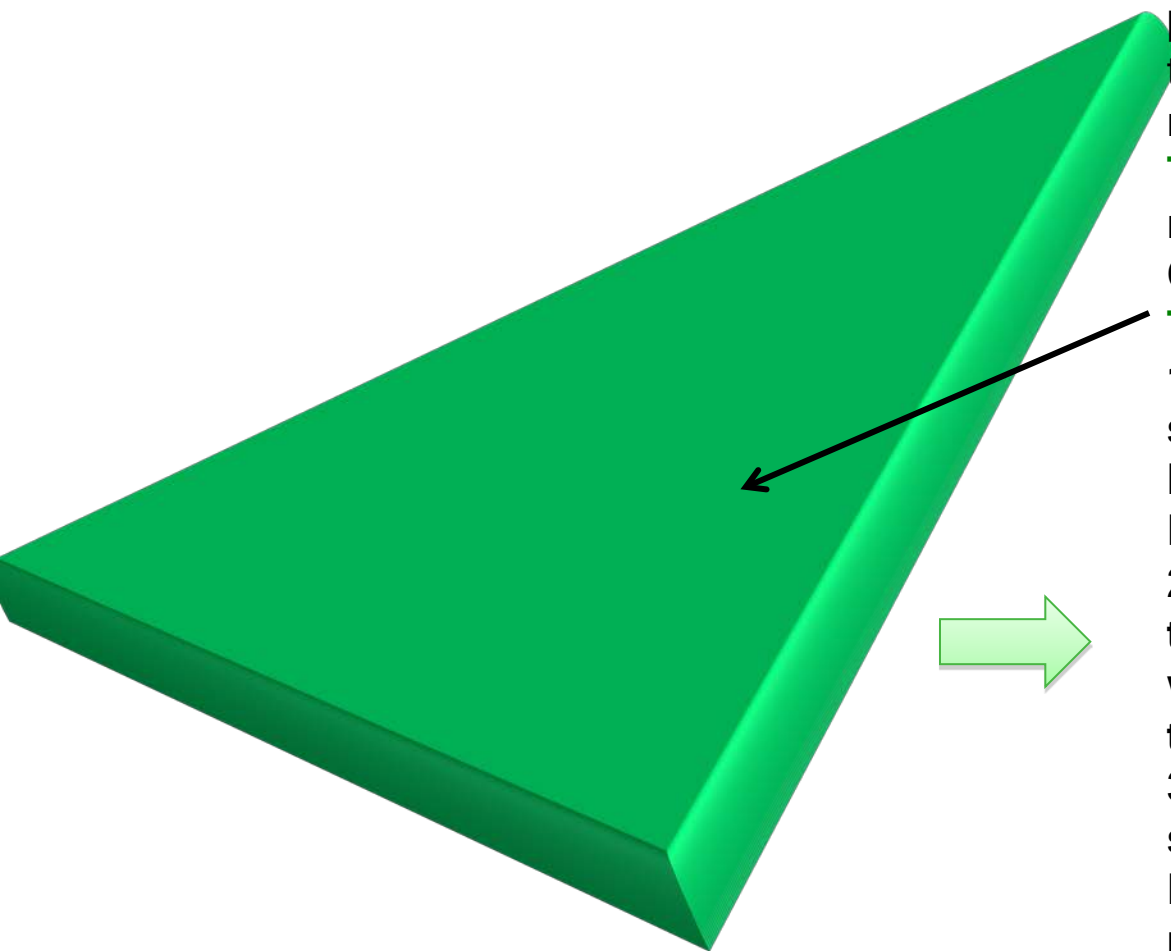


- Begin with the idea that the purpose of the system is student achievement
- Acknowledge that student needs exist on a continuum rather than in typological groupings
- Organize resources to make educational resources available in direct proportion to student need

David Tilly, 2004

TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:
1. What exactly do we expect all students to learn ? (Common Core, NGSSS, Shared Expectations for Behavior)

2. How will we know if and when they've learned it? (What DATA do we have and are the skills present to USE the data?)

3. How you we respond when some students don't learn? (Are PROBLEM-SOLVING Skills present?)

4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a

Validity of Special Education Classification



- Conclusion of the National Research Council's investigation on the accuracy of special education eligibility and outcomes
- Evaluated on the basis of three criteria:
 - the quality of the general education program
 - the value of the special education program in producing important outcomes for students
 - the accuracy and meaningfulness of the assessment process in the identification of a disability

Heller, Holtzman, & Messick, 1982

TIER II: *Supplemental, Targeted*

Tier II

For approx. 20% of students

Core

+

Supplemental

...to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?

2. Where do we want them to be?

3. How long do we have to get them there?

4. How much do they have to grow per year/monthly to get there?

5. What resources will move them at that rate?

TIER III:

Intensive, Individualized

Tier III
For Approx 5% of Students

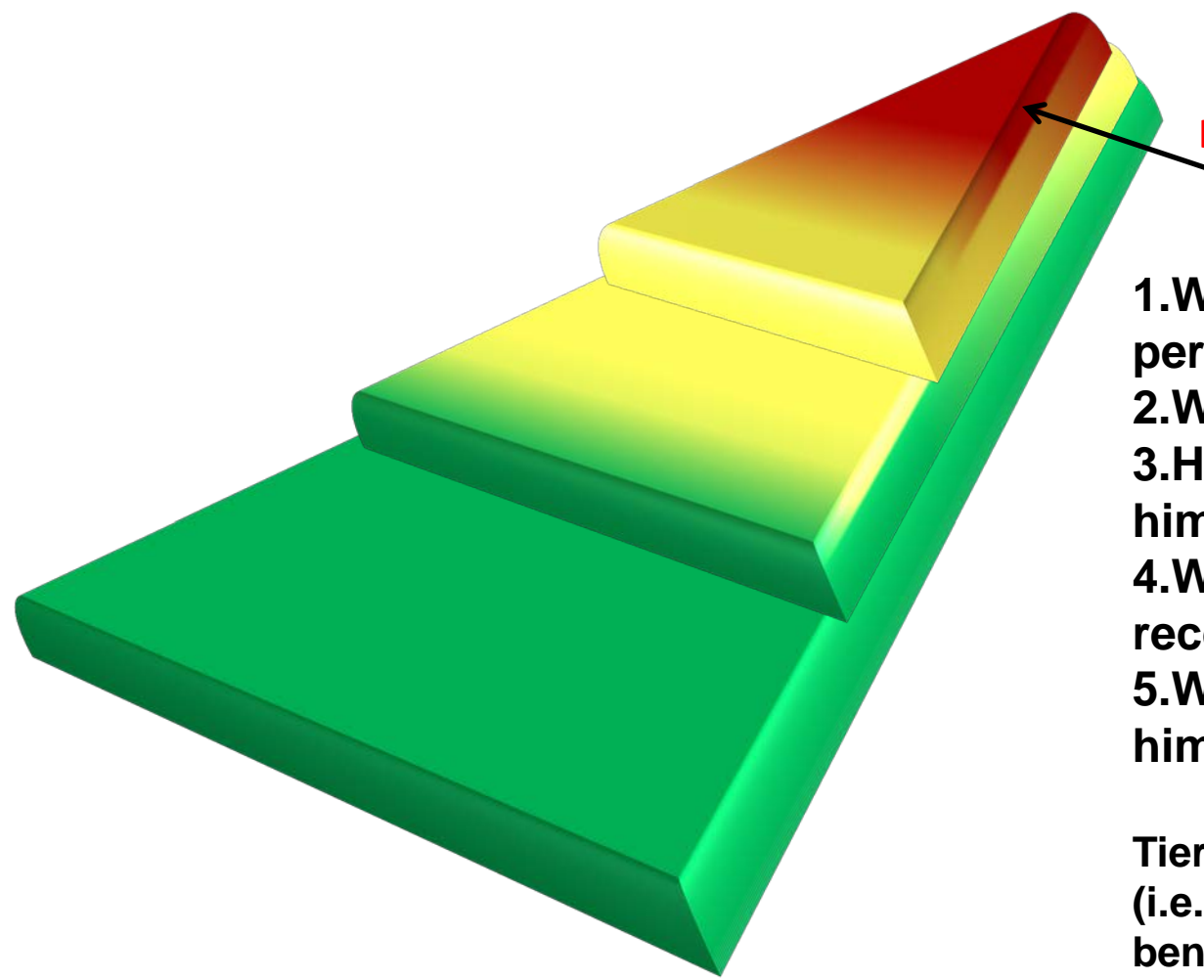
Core

+

Supplemental

+

Intensive Individual Instruction
...to achieve benchmarks



1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

Core Skill Areas for ALL Staff



- *Data-Based Decision Making Process*
- *Coaching/Consultation*
- Problem-Solving Process
- Data Collection and Management
- Instruction/Intervention Development, Support and Evaluation
- Intervention Fidelity
- Staff Training
- Effective Interpersonal Skills

Principal's Role in Leading Implementation of RtI



- Models Problem-Solving Process
- Expectation for Data-Based Decision Making
- Scheduling “Data Days”
- Schedule driven by student needs
- Instructional/Intervention Support
- Intervention “Sufficiency”
- Communicating Student Outcomes
- Celebrating and Communicating Success

Florida Educator Accomplished Practices (FEAPS)



- Foundation for the state's teacher preparation programs,
- Educator certification requirements
- School district instructional personnel appraisal systems

Florida Educator Accomplished Practices (FEAPS)



- The FEAPS are THE link between:
 - Acquisition of critical skill sets at the preservice level
 - Transition from “student” to successful educator certification
 - Success as a teacher education “student” to thriving as a professional in this new world of teacher appraisal systems.
- The FEAPS bring teacher educators to the center of the school reform process

So, What ARE the FEAPS and How They SO Aligned with the MTSS Model?



- Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility

The Six Practices



- **Quality of Instruction**
 1. Instructional Design and Lesson Planning
 2. The Learning Environment
 3. Instructional Delivery and Facilitation
 4. Assessment
- **Continuous Improvement, Responsibility and Ethics**
 5. Continual Professional Improvement
 6. Professional Responsibility and Ethical Conduct

Alignment with the Planning/Problem-Solving Process (MTSS)



- **Problem Identification**

- Desired Behavior
- Current Level of Performance
- Desired Level of Performance
- Peer Performance
- GAP Analysis

- **FEAPS Practice**

- 1: Aligns instruction with standards (CCSS-Learning Goals)
- 1: Selects appropriate assessment to monitor learning
- 1: Uses a variety of data to evaluate learning outcomes
- 2: Conveys high expectations
- 2: Respects cultural, linguistic and family background
- 5: Collaborates with home, school to foster learning

Implications for Professional Development



- Discussion

Alignment with the Planning/Problem-Solving Process (MTSS)



- **Problem Analysis**

- Why is the desired behavior (Standard) not occurring
- Hypothesis development
 - Student
 - Teacher
 - Curriculum
 - Peers
 - School Environment
 - Home/Community

- **FEAPS Practice**

- 1: Aligned with standard (CCSS, Behavior)
- 1: Uses a variety of data
- 2: Respects cultural, linguistic and family background
- 4: Analyzes and applies data to diagnose student learning needs
- 5: Examines and uses data-informed research to improve instruction and achievement

Implications for Professional Development



- Discussion

Alignment with the Planning/Problem-Solving Process (MTSS)



- **Instruction/Intervention**

- What are we going to do about it?
- Evidence-based practices
- Culturally sensitive
- Instruction/Intervention Acceptability
- Instruction/Intervention Fidelity
- Aligned with Standards (CCSS/Behavioral)

- **FEAPS Practice**

- 1: Aligns with standards
- 1: Designs instruction for students to achieve mastery
- 2: Adapts learning environment to accommodate different needs and diversity of students
- 2: Utilizes current and emerging assistive technologies
- 2: Manages individual and class behaviors through well-planned management system
- 3: Deliver engaging and challenging lessons
- 3: Modify instruction
- 3: Relate and integrate subject matter
- 3: Differentiate instruction
- 3: Provide immediate and specific feedback
- 5: Collaborates with the home, school and larger communities to support student learning

Implications for Professional Development



- Discussion

Alignment with the Planning/Problem-Solving Process (MTSS)



- **Response to Instruction/Intervention**

- Is the student attaining “Progression Steps” (CCSS) such that the Learning Goal will be achieved? Current rate predicts achieving Learning Goal
- Should instruction/intervention be modified based on demonstrated rate of growth?
- Does the current rate of student growth equate with “teacher effectiveness?”

- **FEAPS Practice**

- 1: Selects appropriate formative assessments to monitor learning
- 1: Uses a variety of data to evaluate learning outcomes and continually improve effectiveness of the lessons
- 3: Provide immediate and specific feedback to promote student achievement
- 3: Utilize student feedback to monitor and adjust instruction
- 4: Uses a variety of assessment tools to monitor student progress and learning gains
- 4: Shares importance and outcomes of student assessment data with parent/caregiver(s)
- 4: Applies technology to organize and integrate assessment information
- 4: Modifies assessments and testing conditions to accommodate learning styles

Implications for Professional Development



- Discussion

What About Instructional Support Personnel?



- Who Are They?
 - Speech/Language Therapists
 - Student Support Services
 - Behavior Specialists
 - Tier 2/3 Providers
 - Title I, ELL, Instructional Coaches
 - ???

What About Instructional Support Personnel



- **What's Happening Now?**
 - **Student Support Services**
 - Developing and Validating a Model
 - State Advisory Group
 - Completed Focus Group Analysis
 - Completed Stakeholder Group Analysis
 - » Principals
 - » University Trainers
 - » Supervisors/Administrators
 - What about the other groups?

What About Instructional Support Personnel



- **Critical Questions**

- What skills that equate to the FEAPS or “Competencies” should be evaluated?
- How does the “student growth” component come into play for instructional support personnel
- Current Practices—School Grade
- How does this relate to the 3 Tiers?

Multi-Tiered System and Student Growth Accountability



- Tier 1
 - Examples
 - School-Wide PBS
 - School-Wide Social Skills Training
 - School-Wide Literacy/Numeracy Initiatives
 - Unit of Analysis
 - Team that developed/implemented initiative
 - Share outcomes for student growth?
 - No individual accountability
 - Strength lies in strength of the group
 - Data Set
 - Overall performance of students affected

Multi-Tiered System and Student Growth Accountability



- Tier 2
 - Examples
 - Small group Social Skills Training
 - Small group academic intervention
 - Small group focus group (e.g., attendance, self-monitoring)
 - Unit of Analysis
 - Team that developed/implemented initiative
 - Share outcomes for student growth?
 - No individual accountability
 - Strength lies in strength of the group
 - Data Set
 - Tier 1 outcomes of Tier 2 Intervention?

Multi-Tiered System and Student Growth Accountability



- Tier 3
 - Examples
 - Individual and/or small group intervention
 - Unit of Analysis
 - Individual that delivered intervention
 - Outcomes for student growth?
 - More individual accountability
 - Data Set
 - Tier 1 outcomes of Tier 3 Intervention?

Implications for Professional Development

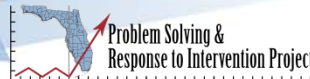


- Discussion



*A Multi-Tiered
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THE FLORIDA LEADERSHIP STANDARDS AND THE CRITICAL SKILL SET FOR MTSS



Principal's Role in Leading Implementation of RtI



- **Models Problem-Solving Process**
- **Expectation for Data-Based Decision Making**
- Scheduling “Data Days”
- Schedule driven by student needs
- Instructional/Intervention Support
- Intervention “Sufficiency”
- Communicating Student Outcomes
- Celebrating and Communicating Success

Florida Leadership Standards: 4 Domains, 10 Standards



- **Domain 1: Student Achievement**
 - 1: Student Learning Results
 - 2: Student Learning as a Priority
- **Domain 2: Instructional Leadership**
 - 3: Instructional Plan Development
 - 4: Faculty Development
 - 5: Learning Environment
- **Domain 3: Organizational Leadership**
 - 6: Decision Making
 - 7: Leadership Development
 - 8: School Management
 - 9: Communication
- **Domain 4: Professional and Ethical Behavior**
 - 10: Professional and Ethical Behaviors

Leadership Standards Alignment with the Planning/Problem-Solving Process (MTSS)



- **Problem Identification**

- Desired Behavior
- Current Level of Performance
- Desired Level of Performance
- Peer Performance
- GAP Analysis

- **Leadership Standards**

- 1: The schools learning goals are based on the state adopted standards
- 2: Generates high expectations for learning growth
- 2: Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school
- 2: Engages faculty and staff in efforts to close learning gaps
- 2: Engages in data analysis for instructional planning
- 2: Ensures the use of high quality assessments aligned with standards
- 2: Communicates the relationships among academic standards, effective instruction, and student performance
- 6: Uses problem-solving techniques to define problems
- 6: Uses effective technology to enhance decision making
- 9: : Communicates student expectations and performance information to students, parents and community

Implications for Professional Development



- Discussion

Leadership Standards Alignment with the Planning/Problem-Solving Process (MTSS)



- **Problem Analysis**
 - Why is the desired behavior (Standard) not occurring
 - Hypothesis development
 - Student
 - Teacher
 - Curriculum
 - Peers
 - School Environment
 - Home/Community
- **Leadership Standards**
 - 2: Engages in data analysis for instructional planning and improvement
 - 5: Initiates and supports continuous improvement processes
 - 5: Engages faculty in recognizing/understanding cultural and developmental issues related to student learning
 - 6: Uses critical thinking and problem-solving techniques
 - 6: Uses effective technology integration to enhance decision-making
 - 9: Creates opportunities to engaged students, faculty, parents and community in constructive conversations about important school issues

Implications for Professional Development



- Discussion

Leadership Standards Alignment with the Planning/Problem-Solving Process (MTSS)



- **Instruction/Intervention**
 - What are we going to do about it?
 - Evidence-based practices
 - Culturally sensitive
 - Instruction/Intervention Acceptability
 - Instruction/Intervention Fidelity
 - Aligned with Standards (CCSS/Behavioral)

- **Leadership Standards**
 - 2: Maintains a school climate that supports student engagement in learning
 - 4: Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan
 - 4: Identifies faculty instructional proficiency needs, research-based pedagogy for instructional planning and improvement and the use of instructional technology
 - 5: Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize/eliminate achievement gaps
 - 6: Gives priority attention to decisions that impact the quality of student learning and teacher proficiency
 - 8: Manages schedules, delegates, and allocates resources to promote efforts in school improvement

Implications for Professional Development



- Discussion

Leadership Standards Alignment with the Planning/Problem-Solving Process (MTSS)



- **Response to Instruction/Intervention**

- Is the student attaining “Progression Steps” (CCSS) such that the Learning Goal will be achieved? Current rate predicts achieving Learning Goal
- Should instruction/intervention be modified based on demonstrated rate of growth?
- Does the current rate of student growth equate with “teacher effectiveness?”

- **Leadership Standards**

- 1: Student learning results are evidenced by student performance and growth-variety of assessments
- 2: Ensures the appropriate use of high quality formative and interim assessments aligned with the standards and curricula
- 6: Evaluates decisions for effectiveness, equity, intended and actual outcomes
- 9: Communicates student expectation and performance information to students, parents and community.
- 10: Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback

Alignment of Leadership Standards with Principals Role in MTSS



- **Models Problem-Solving Process**
 - Standards: 2 c,d; 3 b,e; 4 b,d; 5 e,f; 6 a,b,c,e;
- **Expectation for Data-Based Decision Making**
 - **Standards 2 e**
- **Scheduling “Data Days”**
 - Standards: 4 f; 8 a, d
- **Schedule driven by student needs**
 - Standards: 8 c
- **Instructional/Intervention Support**
 - Standards: 4 b c d e f;
- **Intervention “Sufficiency”**
 - Standards 6 e;
- **Communicating Student Outcomes**
 - Standards: 9 c,e,f
- **Celebrating and Communicating Success**
 - Standards: 9 g

- Discussion