Response to Instruction:
Establishing a Common Language, Common
Crowley's Ridge
Educational Service Cooperative
School Based Leadership Teams
September 24th, 2018

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- Maintain a focus on Leadership
- Develop a common language, common understanding for the work of RtI
- Ponder: Are we there yet?
- Overview of the 6 Critical Components of MTSS
- Reflect, celebrate, reverberate, breathe
- Have Courageous Conversations
- Get Fired Up!

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Sept 24, 2018
Norms

- Be fully present
- Speak your truth as you know it now
- Remember the 24 hour rule
- Watch your air time: 2B4ME
- Accept & expect non-closure
- Experience discomfort
- Confidentiality (of our stories, but not our work)
- OUCH!  Oops
- Gentle reminders

Year 1 Outcomes

Year 1 is Tier 1

- Building consensus on staff beliefs
- Creating a school infrastructure to support the work
- Use of 4-Step Problem Solving Process to analyze and act upon data across multiple measures
- Effective scheduling that reflects data use & student needs
- All school staff understanding the rationale and use of the MTSS process
- Creation of a high-functioning SBLT
- Effective use of data to accelerate improved outcomes across multiple measures

If you want to change and improve the climate and outcomes of schooling – **both for students and teachers**, there are features of the school culture that have be to changed, and if they are not changed, your well intentioned efforts will be defeated.

Seymore Sarason
1996
Three Cultures that Need to Change

• From Excuse to Accountability
• From Compliance to Performance
• From Uniformity to Differentiation Based on Talent and Need

What Do We Know About Systems Change?

○ Communicate a clear and common vision
○ Planned and pursued in a systematic manner over time
○ One size does not fit all
○ Professional development is critical
○ Outcome evaluation is critical

Surest way to ensure failure…

• Failure to achieve consensus
• School culture is ignored
• Purpose unclear
• Lack of ongoing communication
• Unrealistic expectations of initial success
• Failure to measure and analyze progress
• Participants not involved in planning
• Participants lack skills and lack support for the implementation of new skills
Fundamental Assumptions
There are no quick fixes. Dedication, hard work and checking your ego at the door...works!
There is a need for General, Special, and Gifted Education, but not as it currently exists.
Too much time has been spent admiring problems.
No student is worthless. Even the worst student is a good example of what’s not working.
The best place to address diverse learning needs is in the instructional process.

A Shift in Thinking
The central question is not: “What about the students is causing the performance discrepancy?”
but rather...
“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

Two basic questions...
Are you happy with your data?
Is every classroom one you would put your own flesh and blood?
Reading Problems and Dropout

- A student who can’t read on grade level by 3rd grade is 4xs less likely to graduate by age 19 than a child who reads proficiently by that time.
- Add poverty to the mix, and a student is 13 times less likely to graduate on time.

Students who did not read proficiently at 3rd grade constitute 88% of those who did not earn a diploma.

Low reading skills in 3rd grade are a stronger predictor of dropping out of school than having spent at least one year in poverty.


“A full 70 percent of U.S. middle and high school students require differentiated instruction, which is instruction targeted to their individual strengths and weaknesses.”


The single greatest determinant of learning is not socioeconomic factors or funding levels. It is instruction.

A bone-deep, institutional acknowledgement of this fact continues to elude us.

Schmoker, 2006
Reflect & Share

• What about the culture of your School will facilitate this shift in thinking?
• What about the culture of your School will be a barrier to this shift?

Let’s Calibrate…
The Vision

• All students at or above proficiency
• Students have the social and emotional behaviors that support engaged learning
• An integrated system of educational services for ‘Every Ed’
• Support Services are embraced as a necessary component for successful schooling

Let’s Calibrate… The Outcomes

• Good first teaching for all students!
• Targeted instruction and interventions for learners, both at-risk and highly able
• Significant improvements in pro-social behaviors
• Reduction in over-representation of diverse student groups in low academic performance, special education, suspension/expulsion, and alternative education
• Growth & overall improvement in achievement rates
• Maximize & realign resources for a maximum return on investment
Every system is perfectly aligned for the results it gets.

It’s About
LEADERSHIP

Beliefs Survey
Purpose
The purpose of the Beliefs Survey is to:
• Identify correlations between educator beliefs and how they address student needs and learning.
• Identify commonly held beliefs among educators that will facilitate or hinder efforts for school improvement.
• Facilitate and maintain honest dialogue to implement core components of MTSS.

Beliefs Survey
Who: School-based Leadership Team (SBLT) and school staff
What: A baseline measurement of beliefs about how students should be served
Why: To inform the work we need to do
When: SBLTs complete independently; School staff complete survey at a time TBD
Then What: Strategic and planned unpacking of the survey

Beliefs
• What are your beliefs around student capacities for learning?
• What are the beliefs around effective instruction?
• What are the beliefs about interventions for students?
Belief Survey

Assesses beliefs across three broad domains

- Functions of Core and Supplemental Instruction
- Data-based Decision Making
- Academic Abilities and Performance of Students with Disabilities

The Role of the School Based Leadership Team (SBLT)

The unit of analysis for impact and change is the school.

The vehicle to support the change is the School based Leadership Team.
The School Based Leadership Team is about the Health and Wellness of the School

Why Me? What’s My Role?

- Engage in the 5 Days of Professional Learning.
- Acquire the skills necessary to model the MTSS components within your spheres of influence.
- Determine and/or support the structure within your building for reviewing school-wide data.
- Embrace your leadership responsibility in the building and collaborate with staff to promote the use of data-based decision-making to achieve high student performance.
- Be a champion for this work.

Functions of the SBLT support MTSS?

- Acquire the skills necessary to implement the MTSS framework, including the 4-Step Problem Solving Process
- Assess the impact of instruction and interventions in Tiers 1-3
- Collaborate with building staff to strengthen or modify instruction and interventions
- Embrace the leadership responsibility in the building to promote the use of data-based decision-making to achieve high student performance
  - Share Data with Staff
  - Share Success Stories
  - Model and mentor highly effective instructional practices
- Facilitate Data Days
- Provide training and mentoring for school-based personnel in the use of the MTSS process
Tier 1 Data Days
- 3 Times/Year minimum
- Separate from grade level/Dept data review based on formative assessment
- Health and wellness check
- Identify students by risk category, review instruction and review outcomes
- This is not a time for specific problem-solving, but rather standard protocol intervention decisions
- Individual student problem-solving takes place at another meeting.

Way of Work for SBLT
- Conduct Health and Wellness checks 3-4 times per year
- Work with grade level & subject PLCs to use data based decision making at the classroom level
- Monitor MTSS implementation levels and integrity
- Identify resources necessary to sustain school Improv’t
- Ensure integration of academic & behavior across tiers
- Ensure align’t of instruction & interventions across tiers

Principal’s Role in Leading Implementation of MTSS
- 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
Team Discussion

• What Teams already exist at your school?
• What are their purpose, role, and function?
• How effectively do these teams collaborate and communicate?
• What is their impact on student outcomes?
• How might the work of MTSS align with these existing teams?

Self-assessment of MTSS Implementation (SAM)

Developed and Standardized by University of South Florida
Problem Solving & Response to Intervention Project
Self Assessment of MTSS (SAM)

- The SAM is used to measure school-level and District-level implementation of a Multi-Tiered System of Support (MTSS).
- The focus of the SAM is on the necessary actions and activities to successfully implement and sustain the six critical elements of MTSS with fidelity.

SAM Scale
0 = Not started
1 = Emerging/Developing
2 = Operationalizing
3 = Optimizing

DOMAIN AVERAGES

- Leadership
- Building Capacity/Infrastructure
- Communication and Collaboration
- Data-Based Problem-Solving
- Three-Tiered Instructional/Intervention Model
- Data Evaluation

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Getting familiar with the SAM

Read pp. i for an overview of SAM

Read pp. ii for a descriptor of Domain 1 – Leadership, p. ii

Locate the Endnotes after pp.12 of the rubric. These correspond to the red superscript #s you will find throughout the SAM
SAM Time
Leadership
• Complete the Leadership Section independently (pg. 1, Items 1-3)
• Be sure to reference the red Endnotes
• Come to consensus as a team on each item within the domain
• Calculate the domain average
  – Total score for all items of the domain divided by total # of items

Do We Have A Common Language
Common Understanding of RtI?

MTSS
Academics Behavior
Universal Design for Learning

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Multi-Tiered System of Supports/RtI

- Evidenced-based model of schooling
  - uses data-based problem-solving
  - integrates academic and behavioral instruction and intervention

- Integrated instruction and intervention
  - delivered to students in varying intensities (multiple tiers) based on student need

- Decision-making is “need-driven”
  - 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

Critical Components of MTSS

- Multiple Tiers of Instruction & Intervention
- Problem Solving Process
- Leadership
- Data Evaluation
- Capacity Building
- Infrastructure
- Communication & Collaboration

MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
RtI

This is **not** about another new “initiative”

This **is** about integrating what we know works!

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The MTSS paradigm shift …

**Was Then…**
Assume the problem resides **within** the student

**Is Now…**
Assume first that the problem is with the instructional environment

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Paradigm Culture Shift

- Eligibility focus
  - Diagnose and Place
  - Get label
- Outcome focus
  - Problem-Solving
  - Response to Instruction & Intervention
  - Get help
If We’re Honest With Ourselves

• What we have been doing has not been predictably effective for ALL of our kids

• If we want to become more effective, we can’t do the same things harder, faster or longer

• We need to do different things that are more effective

This is not just about closing the achievement gap.

It is about ending the predictability.

Evelyn Belton-Kocher, August 2012
Dir. Research & Evaluation, SPPS

The Cycle of Circular Thinking...

Purple haired kids can’t learn

Why aren’t they learning?

How do you know they can’t learn?

Because they aren’t learning

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Some Fundamental Principles

- **Academic Engaged Time (AET)**
  - AET predicts student performance better than any other variable, including:
    - IQ
    - Language
    - SES
    - Disability
    - Culture/Race
  - Amount of time students are engaged in quality instruction
  - Includes evidence-based instructional strategies
  - Matched to student context, culture and relevance
  - With student engagement in the process

Academic Engaged Time

- **Academic Engaged Time (AET)**
  - 330 minutes of instruction/day
  - 1650 minutes/week
  - 56,700 minutes/year
- **Minutes are finite in number**
- **Loss of minutes=Loss of achievement**
- **Minutes are the currency we use for instruction**
**Academic Engaged Time**

Most students who are behind will respond positively to additional **core** instruction.

– Schools have more staff qualified to deliver core instruction than specialized instruction.
– Issue is how to schedule in such a way as to provide more exposure to core.

**MTSS: Framing Issues and Key Concepts**

• Managing the **gap** between student current level of performance and expectation is what MTSS is all about.

• The two critical pieces of information we need about students are:
  – How **big** is the gap?
  – How much **time** do we have to close it?

• The answers to these questions define and drive our instructional work.

**Characteristics of a School with MTSS**

- Frequent data collection on students in critical areas
  - **Prevention**
    - Early identification of students at risk
    - Early intervention
    - Interventions evaluated frequently and adjusted
    - Tiered levels of instruction and intervention
    - All decisions made with and verified by data
    - Learning Walks and support for good first teaching
Rate of Growth…

is the best measure of effectiveness of instruction / intervention and the most fair measure.

Rate of Growth

- Where are students now?
- Where are they supposed to be?
- How much time do we have to get them there?
- Is that time realistic?

- Rate of growth is the best measure of student response to instruction and intervention

- Rate of growth is used within an early warning system to determine if students will attain benchmarks before time runs out and while we have time left to modify instruction.

Discovery Education Assessment Results: Math

Rate of Growth

Class Average

Grade Average

Rate of Growth
Which Line Represents the Greatest Growth?

Happy High School

School Graduation Trend and District Goals

Finding the Average Rate of Growth
2018 Graduation Target = 92%

2011-12  2012-2013  2013-14

65       67       69

69 – 65 = 4

4 divided by 2 = 2% rate of growth
**Happy High School Graduation Rate**

- **Current Graduation Rate** – 69%
  - Desired Level: 92%
  - Current level: 69%
  - Gap: 23%
  - 2 year rate: 2%

\[
69 - 65 = 4 \text{ divided by } 2 = 2% \\
(2013) - (2011)
\]

\[
23\% \text{ gap divided by } 2\% \text{ growth rate } = 11.5 \text{ years to close the gap}
\]

**Over the Rainbow High School**

**Goal and Aim Line for ODRs:**

- **Current Level**: 7615 per year
- **Desired Level**: 2000 per year
- **Timeline**: 2 years
- **Rate/Year**: 7615-2000 = 5615
  
  \[
  \frac{5615}{2} = 2807/\text{year}
  \]

Over the Rainbow High School

**ODR Progress and Goal**

More than 2100 Hours (351 Days) of Instructional Time Recouped during 2009-2010 School Year

School is on-track to meet 2010-2011 Goal
Current level: 44.2% Proficient
Goal: 72%
Gap: 28%
Rate of Growth to Meet Year End Goal = Gap divided by time
28 / 10 months = 2.8% of students per month must move into proficiency

Consider – Each student by face and name and where they are relative to proficiency now

Far away from Goal of 40%
Most intense support

Closer to Goal of 40%
Less intense support

Almost to/Exceeds Goal of 40%
Least intense support to achieve goal
Key Questions to Rate of Growth

- Where are students now?
- Where do we want them to be?
- What is a realistic growth rate?
- How much time is available to support growth?

Table Top Discussion

Out of 160 students or a classroom of students or a case load, what student centered evidence (beyond state tests and grades) would you choose to use to demonstrate that you are stretching and growing students?

What about gifted, economically disadvantaged, students with disabilities, English learners and Black students?

What is the relationship between attendance and reading achievement?
What is the relationship between attendance and math achievement?

General State Reading Assessment Results by Attendance Category and School Level - Spring 2012

- Good Attendance: Less than 5% of school days missed throughout the school year (8 or fewer days)
- Fair Attendance: 5% - 10% of school days missed throughout the school year (8.5 - 16.5 days)
- Poor Attendance: 10% or more of school days missed throughout the school year, i.e., chronically absent (17+ days)

General State Math Assessment Results by Attendance Category and School Level - Spring 2012

- Good Attendance: Less than 5% of school days missed throughout the school year (8 or fewer days)
- Fair Attendance: 5% - 10% of school days missed throughout the school year (8.5 - 16.5 days)
- Poor Attendance: 10% or more of school days missed throughout the school year, i.e., chronically absent (17+ days)
What is the Relationship Between Student Behavior (Office Referrals) & Reading and Math Achievement?

**General State Reading Assessment Results**
by PBR Category and School Level - Spring 2012

- **Elementary:**
  - NOT CHRONIC: 70%
  - CHRONIC: 60%
- **Middle:**
  - NOT CHRONIC: 45%
  - CHRONIC: 60%
- **HS - Grade 12 Cohort:**
  - NOT CHRONIC: 30%
  - CHRONIC: 60%

**General State Math Assessment Results**
by PBR Category and School Level - Spring 2012

- **Elementary:**
  - NOT CHRONIC: 40%
  - CHRONIC: 40%
- **Middle:**
  - NOT CHRONIC: 20%
  - CHRONIC: 40%
- **HS - Grade 12 Cohort:**
  - NOT CHRONIC: 20%
  - CHRONIC: 40%
SAM Time
Building Capacity Infrastructure

- Read top of pg iii for definition
- Complete the section – **Building Capacity Infrastructure** (pg. 2-5, Items 6-16).
- Be sure to reference the red Endnotes

- Calculate the domain average
  – Total score for all items of the domain divided by total # of items

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Team Time with SAM

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Three Tiered Model of Student Supports
Tiered Systems of Support

Every system and school must address the unique needs of students and recognize the level at which they enter the system.

The system does that by asking 3 questions:

– What do all students need?
  • What can EVERYBODY do to support all students?

– What do some students need?
  • What can EVERYBODY do to support some students
  • What can EVERYBODY do to support a few students?

– What do a few students need?
  • What can EVERYBODY do to support a few students?

Three Tiered Model of Student Supports

How would you summarize this graph?

The goal of the tiers is student success, not labeling.
Turn to your neighbor…

• How effective is Core instruction?

• How do you know?

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TIER I
Core, Universal Academic, Behavior and Social Emotional Learning

GOAL 100% of students achieve at high levels

Tier 1: Begins with clear goals.

1. What exactly do we expect all students to know, understand and do? (Standards-aligned instruction)
2. How will we know if and when they’ve learned it? (Using data wisely)
3. How do we ensure universal supports for ALL learners? (Comprehensive UDL)
4. How do we ensure effective instruction aligned to rigorous standards for ALL students? (Lesson planning, integrated instruction and effective use of technology)
5. How do we ensure student engagement and ownership? (Expect and facilitate)
6. How do we communicate the scope, sequence and pacing of instruction? (Lesson planning and communication/collaboration)

Purpose of Tier 1

• Aligned with state-approved, grade level/subject area standards
• Sets the scope, sequence and pacing of instruction
• Intended for all students
• Broadest scope of curriculum
• Fewest assessments
• Regular / minimum amount of time allocated to grade/subject area (compared to Tiers 2 and 3)
High Quality Core Instruction

• All instruction is standards aligned
• Instruction is integrated across tiers, with Tier 1 determining scope, sequence, and pacing of all tiered and specially designed instruction
• Evidenced based high impact instructional practices (i.e. Look fors)
• Universal Design for Learning

High Quality Core Instruction

• Collaborative lesson planning
• Walk throughs and peer evaluation of instruction
• Regular monitoring of student performance, both academic and behavior (i.e., PLC, SBLTs)
• Strong student engagement and ownership

Standards-based Instruction Model

- Standard or Benchmark Aligned to Course Description
- Learning Goals
- Engaging Lesson
- Formative, Interim, and/or Summative Assessments

Florida Department of Education Bureau of Curriculum and Instruction (www.fldoe.org/bii)

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What Does Your Standards-based Instructional Model Look Like?

- What is your school or grade level criteria for evidenced based high impact instruction?
- Is there a belief / commitment that Tier 1 should benefit all learners to a measurable degree?
- How does your planning include:
  - Standard aligned to scope and sequence
  - Learning goals/ Essential Questions
  - Engagement of students (appropriate meaningful activities)
  - Formative, interim, summative assessments

TIER I:
Core, Universal Academic, Behavior and Social Emotional Learning

GOAL: 100% of students achieve at high levels

1. Begin with clear goals:
   - What exactly do we expect all students to know, understand and do? (Standard aligned instruction)

2. How will we know if and when they’ve learned it? (Using data wisely)

3. How do we ensure universal supports for all learners? (Comprehensive UDL)

4. How do we ensure effective instruction aligned to rigorous standards—for ALL students? (Lesson planning, integrated instruction and effective use of technology)

5. How do we ensure student engagement and ownership? (Expect and facilitate)

6. How do we communicate the scope, sequence and pacing of instruction? (Lesson planning and communication/collaboration)

Strategic Academic Behavioral Supports
Tier 1
**Integrating Academic Behavioral Supports WITH Instruction***

- OTR- Opportunity to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High Probability Success Sequences
- Pre-Correction (Preteach, Review, Reteach)
- Instructional Choice


**Reflection…**

- Strategic behavior supports is one evidenced based approach to increasing student engagement and ownership in the work.
- Powerful Tier 1 instruction cannot occur without active student engagement and ownership
- What is your school/grade level approach to engaging all students in the work in order to accelerate student growth?

**Universal Design for Learning**
Universal Design for Learning
• Facilitates the design and implementation of a flexible, responsive curriculum, offers options for how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in learning.

• UDL implementation provides the opportunity for all students to access, participate in, and progress in the education curriculum by reducing barriers to instruction.

UDL Proactively Plans for Barriers
A building barrier might be stairs; a change made to the building might be ____________.

A learning barrier might be a textbook; a change made for learning might be ____________.
Three Principles

- **Principle I**: Provide Multiple Means of Representation (the “what” of learning)
  - Provides flexibility in the ways information is presented
    - Perceptions, language expressions and symbols & Comprehension
- **Principle II**: Provide Multiple Means of Action and Expression (the “how” of learning)
  - Ways students respond or demonstrate knowledge and skills
    - Physical action, expression and communication & executive function
- **Principle III**: Provide Multiple Means of Engagement (the “why” of learning)
  - The ways students are engaged
    - Recruiting interest, sustaining effort and persistence & self-regulation

Reflection...

- When the principles of UDL are incorporated into lesson planning then student access to content is significantly increased for all learners – particularly those for whom basic reading and math skills are below grade level.

- How can you use UDL to increase equity in access to content?

TIER II:

**Supplemental, Targeted** For approx. 15-20% of students

Core + Supplemental

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

- Where are the students performing now?
- Where do we want them to be?
- How long do we have to get them there?
- How much do they have to grow per year/monthly to get there?
- What resources will move them at that rate?
Critical Issues
Tier 2

• Purpose and expectation of Tier 2 services should be explicit and understood by providers:
  – Increase performance of students relative to Tier 1 standards
  – Link curriculum content and strategies with Tier 1
  – Assess against Tier 1 expectations
  – 70% of students receiving Tier 2 should attain proficiency.

Intensifying Instruction

• Time
  – More time, more practice & rehearsal, more opportunity for feedback
  – Typically, up to 50% more than Tier 1 for that content

• Focus
  – Narrowing the range of instruction
    • Reading: 5 Big Ideas, some of the 5 Big Ideas
    • Critical Algebraic concepts

• Type
  – More explicit, more frequent, errorless

Intensifying Instruction: It’s About Planning!

• Time
  Students who are behind need more time with quality instruction

• What
  – Students who are behind need more opportunities to respond (OTR)
  – Pre-teach, review, reteach, front load academic vocab.
  – Focus on skills that are barriers to access
  – Type of instruction evidence-based for need
  – More positive feedback (3:1 or greater)
  – High Probability Sequences (HPS)
Intensifying Instruction:
It’s About Planning!

• **Who**
  – Individual or individuals who have the skills and can collaborate to integrate their instruction, pacing and materials.

• **Where**
  – The ‘where’ does not matter if the Time, What and Who have been addressed

Tier 2:
Curriculum Characteristics

• Standard protocol approach
• Focus on essential skills
• Most likely, more exposure and more focus of core instruction
• On average 50% more time than Tier 1 allocation for that subject area
• Linked directly to core instruction materials & benchmarks
• Criterion for effectiveness is 70% of students receiving Tier 2 will reach benchmarks

Effective & Powerful Instruction
consists of
3 Fs + 1 S + Data + PD =

• **Frequency** and duration of meeting in small groups – every day, etc.
• **Focus** of instruction (the What) – work in vocabulary, phonics, comprehension, etc.
• **Format** of lesson (the How) – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
• **Size** of instructional group
• Use data to help determine the 3 Fs and 1 S (the Why)
• Provide professional development in the use of data and in the 3 Fs and 1 S
Quick Table Top

- At your school, how do you “define” supplemental (Tier 2) instruction.
  - Is it standards aligned?
  - Is it “paced” with Tier 1?
  - What are some characteristics?
  - Is there a template or standard protocol for guidance?
  - How does the district support schools in creating the time & space?

TIER III: Intensive, Individualized

- For Approx. 5% of Students
- Core + Supplemental + Intensive Individual Instruction

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

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

Tier III

- Focus of School-based Intervention Team
  - Identify individual academic and behavioral issues through data analysis
  - Develop intensive individual interventions & supports
  - Ensure that these interventions and supports are linked to core instruction
  - Assess integrity and intensity of interventions
Critical Issues
Tier 3

• Purpose and expectations must be defined clearly and understood by providers
• Collaboration becomes critical
• Frequent communication between providers is essential
• Integration of curriculum a greater challenge

Characteristics of Intensive Interventions:
Tier 3

More powerful instruction involves:

Resources
- More instructional time
- Smaller instructional groups
- More precisely targeted at right level
- Clearer and more detailed explanations
- More systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for error correction and feedback

Skills

Quick Table Top

• How does your school/grade levels “define” intensive (Tier 3) instruction?
  – Is intensive (Tier 3) instruction significantly different from Tier 2 - not just “more”?
  – Is it standards aligned?
  – Is it “paced” with Tier 1?
  – What are the characteristics?
  – Is there a template or standard protocol for guidance?
  – How does the district support schools in creating the time & space?
“The most legitimate and effective school improvement effort is not to design a system of interventions to help students at risk, but rather to upgrade the core curriculum.”

Mike Mattos
Principal

Table Top Activity

- Using butcher paper, draw an Triangle
- Top of paper – label one side “Behavior”, and the other side “Academics”
- Label Tier 1, 2, 3
- Brainstorm what is available for each Tier for both behavior and academics at the School level.
- What data will you use to assess fidelity of implementation? (Is it working?)

Your School

Academic

FEW
- Few or None
-极少或没有
- Interventions

SOME
- Some or Partial
-部分
- Interventions

ALL
- All or Most
-所有或大多数
- Interventions

Behavior
Data to Measure Impact!
The Forecast for Day 2

• Quick review of the Tiers
• Unpacking the Belief Survey and its use for building consensus
• Step 1 of the Problem Solving Process
• And oh so much more 😊

Fabulous Websites

• www.floridarti.usf.edu
• www.florida-rti.org
• www.rtinework.org
• www.Understood.org