Elmbrook MTSS

Multi-Tier System of Support
Academic and Behavioral

Objectives

- I understand the elements of RtI and how it applies to me.
- I can access multiple forms of student data to inform instructional planning.
- I understand the district's collaborative processes for informing student learning and can actively participate.
- I can interpret classroom assessment data to inform intentional, differentiated instruction through a data teams process.

It’s Time For!

1. Introduce yourself
2. Find the answer
3. Thank your person
4. Shout out BINGO!

http://vimeo.com/12112636

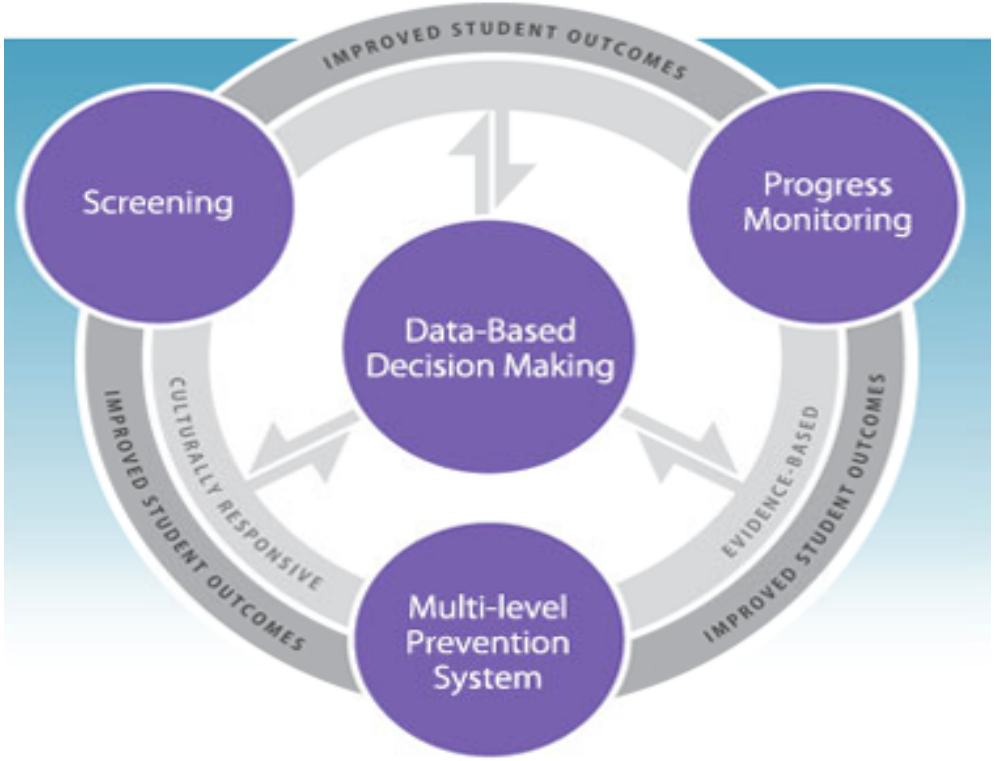
RtI Framework

Major Tenets:

1. High Quality Instruction and Multi level Intervention

2. Learning Rate and Level of Performance- Problem Solving Process to address needs

3. Data based decision making
   - Universal Screening
   - Progress Monitoring



Your Turn!

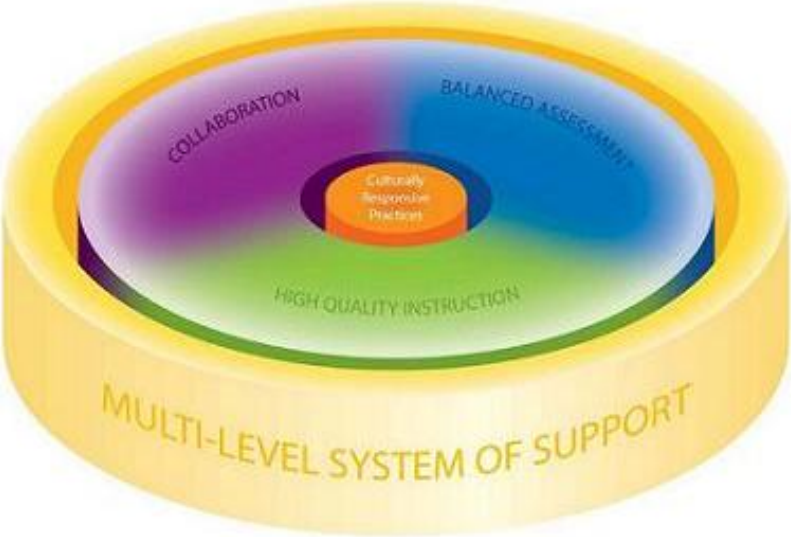
By Level, Turn and Talk:

1. **What do you know about MTSS/RtI?**
2. **Consensogram - Place a dot in the column that best describes your level of understanding**
3. **Report out by Level**

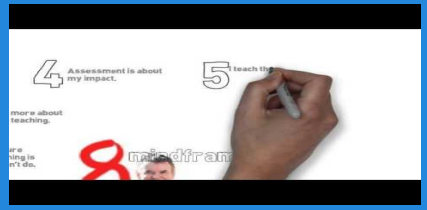
(Reporter is Dec. B-day and Youngest if more than one Dec. B-day)

Essential Elements of MTSS

- Collaboration
- High Quality Instruction
- Balanced Assessment
- Culturally Responsive
- Multi-Level System of Support



High Quality Instruction



High quality instruction (curriculum, instruction, and assessment) is engaging, standards-based, data-driven, and research-based.

High Quality Instruction

High Quality Instruction Includes:

- Core blocks of instruction
- Evidence based instruction
- In the General Education setting (instruction, strategies interventions, assessments)

9 Design Principles for Authentic Engagement

1. Commitment to learning vs compliance
2. The pace of learning matches students' development, yet challenging
3. Focus: Learning not instruction
4. Learner success is presumed: don't wait for failure
5. Foster learning independence
6. Students own learning
7. Student learning viewed as malleable and able to be developed
8. Student learning is constant, time is variable
9. Students see the value of and potential to succeed in learning tasks

Influences on Student Learning

Expectations

Mastery Learning

Homework

Challenge of Goals

Aims & Policies of the School

Ability Grouping

Peer Tutoring

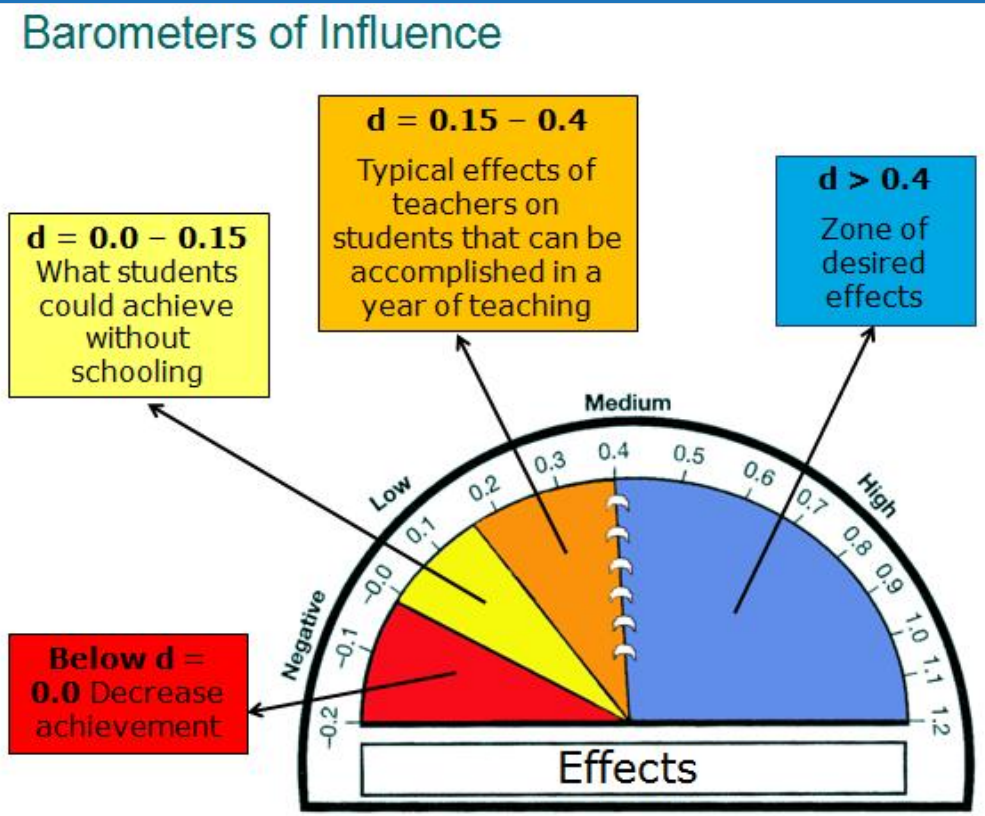
Teacher-Student Relationships

Feedback

Table Talk

- With a partner discuss these nine factors that influence student achievement
- Place them in order of how great you think their positive influence is (on average) on student learning
- Think about why they have this effect

Hattie's Visible Learning



Influences on student learning

John Hattie 1999-2009 – research from 180,000 studies covering almost every method of innovation

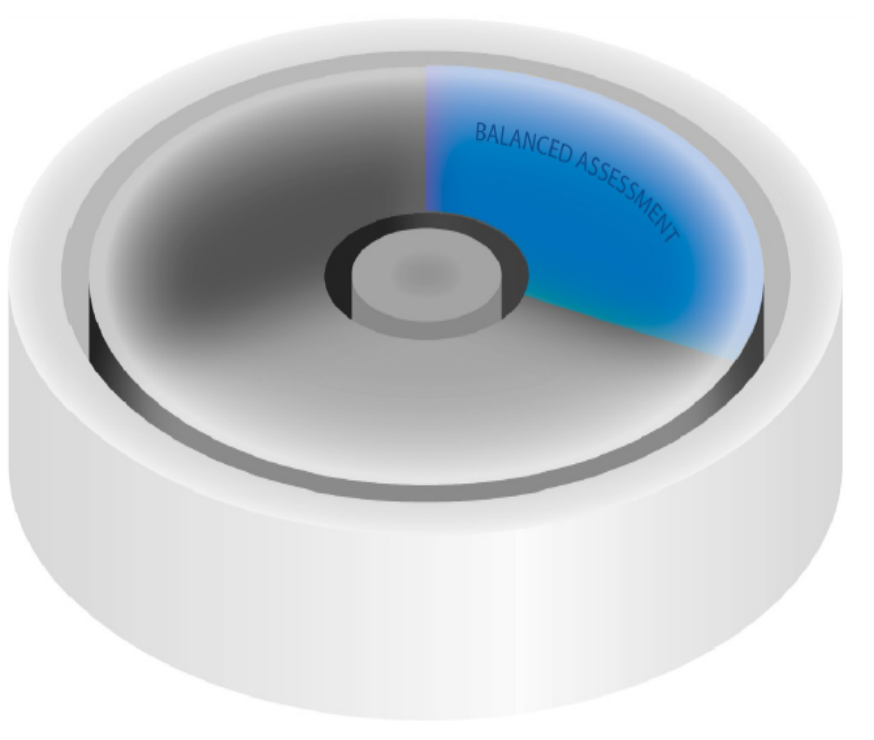
	Effect Size
•Feedback	0.73
•Teacher-Student Relationships	0.72
•Mastery Learning	0.58
•Challenge of Goals	0.56
•Peer Tutoring	0.55
•Expectations	0.43
•Homework	0.29
•Aims & Policies of the School	0.24
•Ability Grouping	0.12

Top 10 from Hattie

Rank	Influence	ES
1	Self-reported grades/student expectations	1.44
2	Piagetian programs	1.28
3	Response to Intervention	1.07
4	Teacher credibility	0.90
4	Providing formative evaluation	0.90
6	Micro-teaching	0.88
7	Classroom discussion	0.82
8	Comprehensive interventions for students w/SLD	0.77
9	Teacher clarity	0.75
10	Feedback	0.75
12	Teacher-student relationship	0.72
51	Parental Involvement	0.49
54	Concentration/persistence/engagement	0.48

Balanced Assessment

- Continuous review of student progress
- Utilizes multiple measures of performance
- Systematic process
- Informs instructional strategies



4 Purposes of Assessment

1. **Program Evaluation**- how is the system working? (State Test/Student and Parent Survey)
2. **Screening**- which students are not making grade level expectations given universal instruction? (MAP)
3. **Diagnostic**- What are the specific skill needs of students who are struggling in reading or math? Classroom level assess. or benchmark progress monitoring
4. **Progress Monitoring**- What does the student's growth look like? (CBM/DBR)

Universal Screening

Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group.

Universal Screener:

- Measures of Academic Performance (MAP)
- WKCE
- Teachers College Running Records
- Semester D / F grades
- Office Discipline Referral (ODR)
- Attendance

Diagnostic Assessment

Diagnostic assessment helps you identify students' current knowledge base, their skill sets and capabilities. Knowing students' strengths and weaknesses can also help you better plan what to teach and how to teach it.

Types of Diagnostic Assessments:

- ★ Pre-tests (on content and abilities)
- ★ Self-assessments (identifying skills and competencies)
- ★ Discussion board responses (on content-specific prompts)
- ★ Interviews (brief, private, 10-minute interview of each student)

" When you said I had to come in for a scan, this isn't what I had in mind."

Classroom Assessments

Formative assessment

The goal of formative assessment - *monitor student learning* to

Formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Examples of formative assessments include:

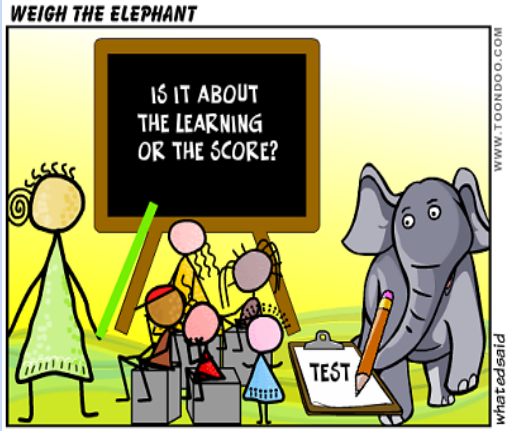
- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative assessment

The goal of summative assessment - *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Examples of summative assessments include:

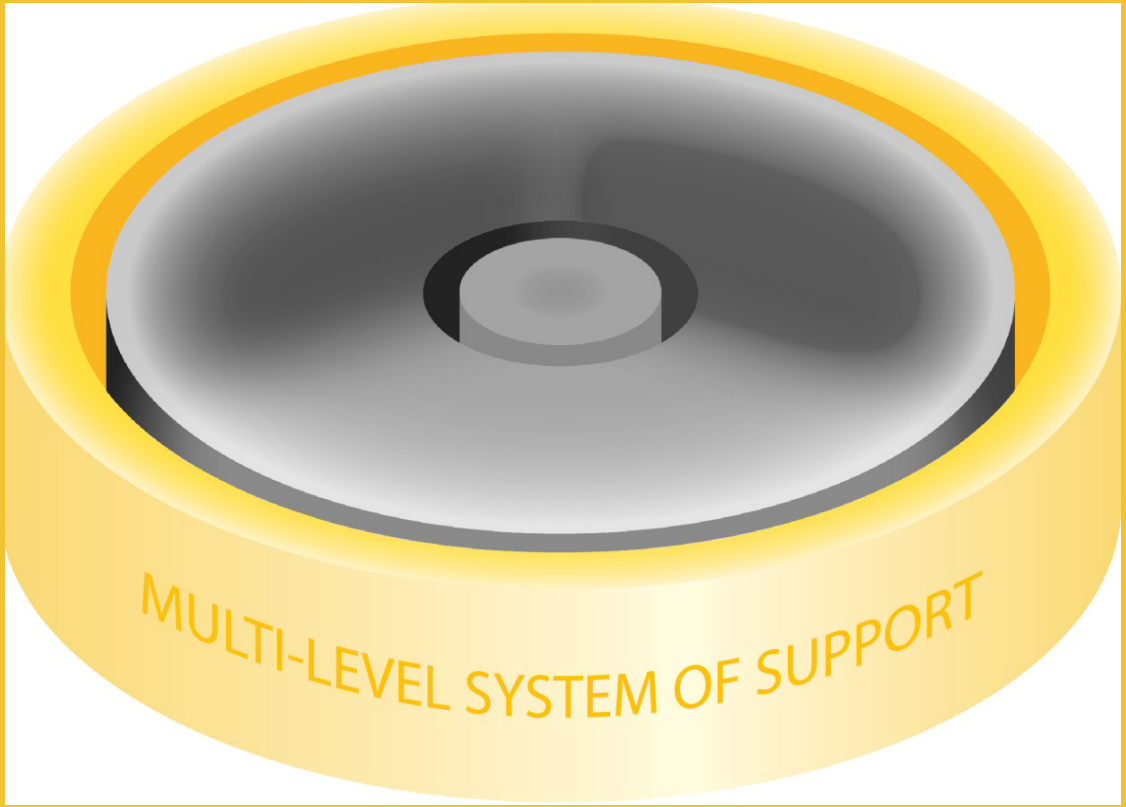
- a midterm exam
- a final project
- a paper
- a senior recital



DISCUSSION ACTIVITY

1. Review the different formative assessment ideas (handouts)
2. Place a red dot by those you already do
3. Place a green dot by those you will try within the next 2 weeks
4. Share out

Multi Tier System of Support (MTSS)



Multi Tiers of Support

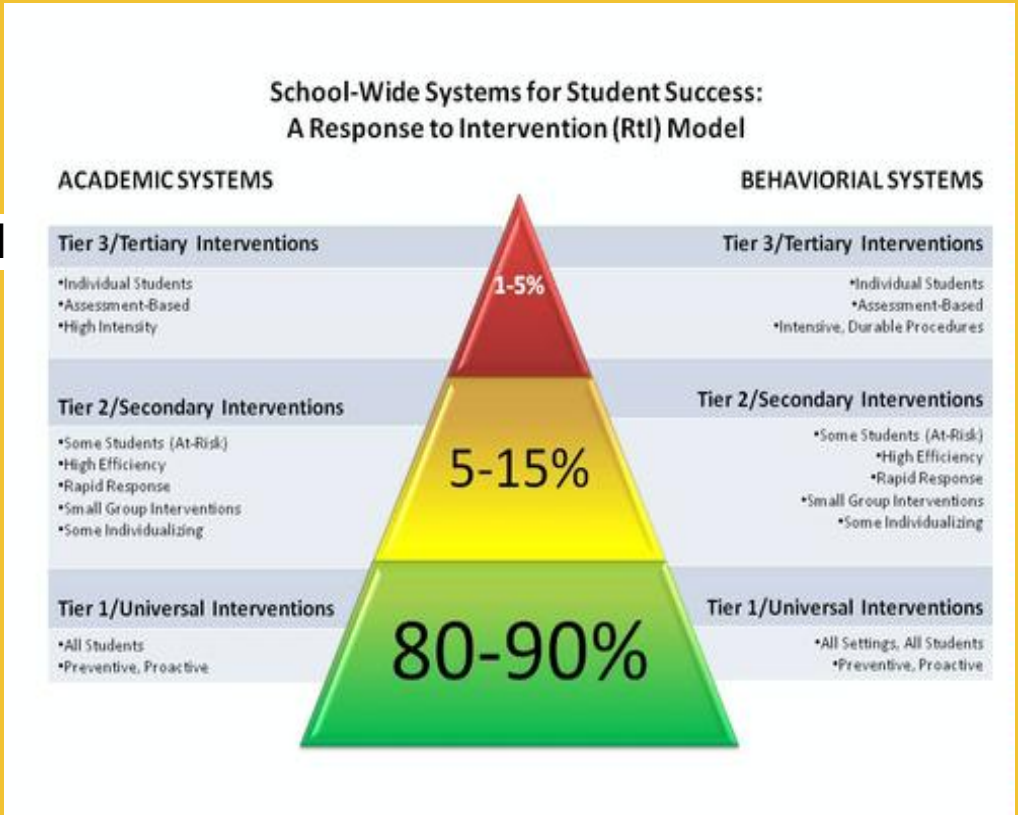
Primary prevention level includes high quality core instruction for ALL students.

Secondary level includes evidence-based intervention(s) of moderate intensity.

Tertiary prevention level includes individualized intervention(s)

of increased intensity for students who show minimal response to

secondary prevention.



High Quality Intervention

ELEMENTS:

- Aligned to student need (skills)
- Added time to Core Instruction
- Research based practices & empirical support
- Frequent Monitoring and decisions made based on data

EVIDENCE BASED INTERVENTIONS:

- Read 180
- Just Words
- Great Leaps
- Leveled Literacy
- ERI
- Fundations
- Wilson
- ALEKS
- Fastt Math
- Check In Check Out
- Social Skills Groups

Progress Monitoring

Progress Monitoring Tools:

AIMSWeb – curriculum based measure (CBM)

Direct Behavior Rating (DBR)

aimsweb

- All students in supplemental instruction/intervention
- Students in special education with academic goals
- To gather more information in PST process

7 Principles for Success

- RtI is for ALL children and ALL educators. (Every Student, Every Time, All the Time)
- RtI must support and provide value to effective practices.
- Success for RtI lies within the classroom through collaboration.
- RtI applies to both academics and behavior.
- RtI supports and provides value to the use of multiple assessments to inform instructional practices.
- RtI is something you do and not necessarily something you buy.
- RtI emerges from and supports research and evidence based practice.

Elements of MTSS/PBIS:

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab

Supporting Important ***Culturally Equitable*** Academic & Social Behavior Competence

Supporting ***Culturally Knowledgeable*** Staff Behavior

Supporting ***Culturally Valid*** Decision Making

Supporting ***Culturally Relevant*** Evidence-based Interventions

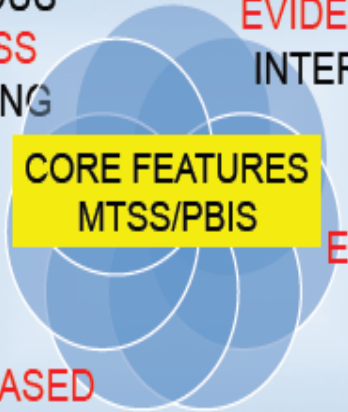
CBER

PBIS Positive Behavioral Interventions & Supports

IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS



UNIVERSAL SCREENING

CONTENT EXPERTISE & FLUENCY

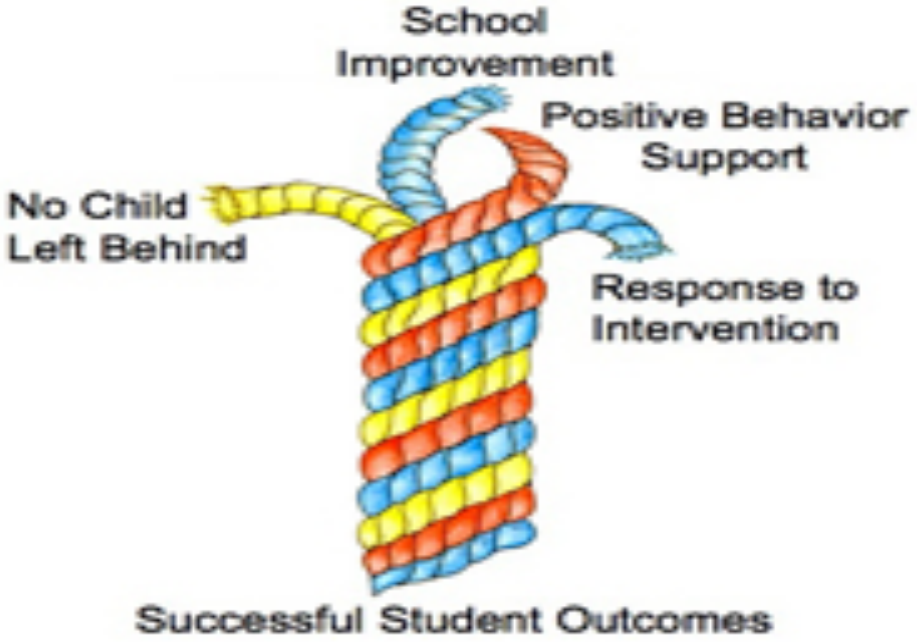
DATA-BASED DECISION MAKING & PROBLEM SOLVING

TEAM-BASED IMPLEMENTATION

CBER

PBIS Positive Behavioral Interventions & Supports

Behavior & Academic Connections



Braiding Academic and Behavior Supports

MTSS/PBIS

What are the top 3 behavioral concerns you deal with in the classroom?

What strategies have you utilized to address behaviors and what has been the impact?

Collaboration

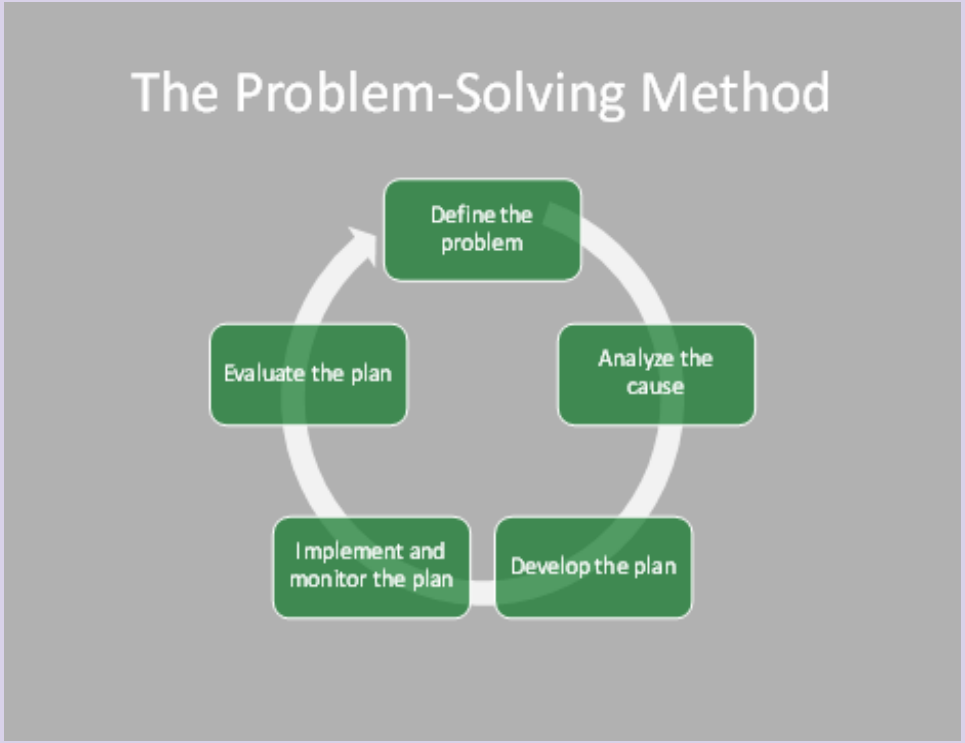
People working together toward common goals.

Protocols may include:

- Problem-solving processes (PST)
- Professional learning communities (PLC)
- Instructional data teams (IDT)

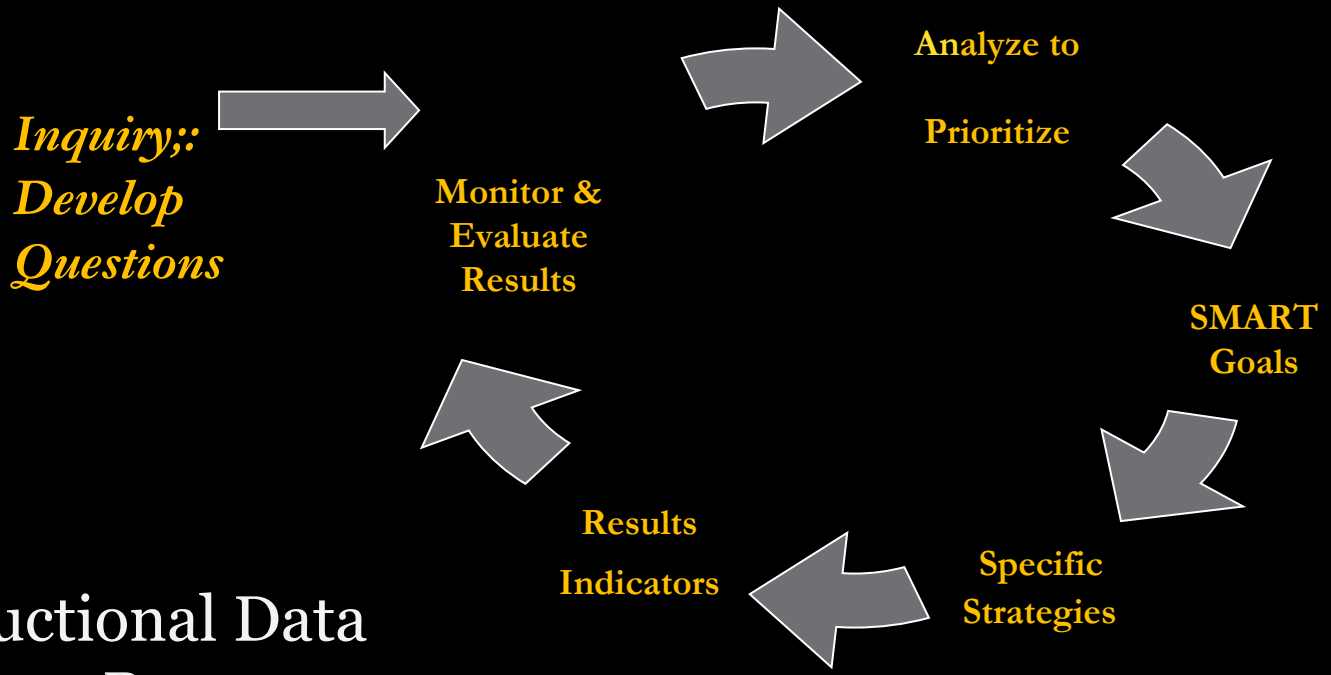
Problem Solving Team (PST) Process

1. Problem Identification
2. Problem Analysis
3. Plan Development
4. Plan Evaluation



Skill Area	Discrete Skill Listed (basic reading, decoding, comprehension, fluency, math reasoning, calculation, written expression
Description	___ Goal Statement (focused on single or small number of discrete skills) ___ Number of Minutes in addition to core instruction ___ Number of days per week ___ Number of weeks duration ___ Used with an individual or small groups of students- size of group
Entrance Criteria	Decision Rule for entry includes: ___ Statement that students are referred for the intervention through the school PST process based on evidence/data ___ CBM type including rate and accuracy on fluency probes (ie below the 20th %ile with accuracy below the 90 % correct) ___ Teachers College Running Record criteria (elementary) including accuracy ___ In Program measures (measure and score if possible)
Progress Monitoring	Progress Monitoring measures listed include: ___ Mention of specific area of CBM probes ___ In Program Measures (measure named if possible) ___ Teachers College Running Record (elementary)
Exit Criteria	Exit crtieria includes: ___ CBM Criteria: ___ Fluency-Approach 50th %ile with 96% accuracy on three consecutive probes ___ Math/Comprehension/Vocab: Approach the 50th %ile on two consecutive probes ___ In Program Measure and criteria ___ Teachers College Running Record including accuracy (96% or better) ___ Standardized Achievement scores for most intensive intervention (Wilson)

THE PROCESS FOR RESULTS



Instructional Data Teams Process

Corollary Questions

1. What do we want students to know?
2. How will we know when they know it?
3. How we will respond to students who haven't learned it **or** to those that already know it.
4. What are the practices and strategies we use to ensure student success?

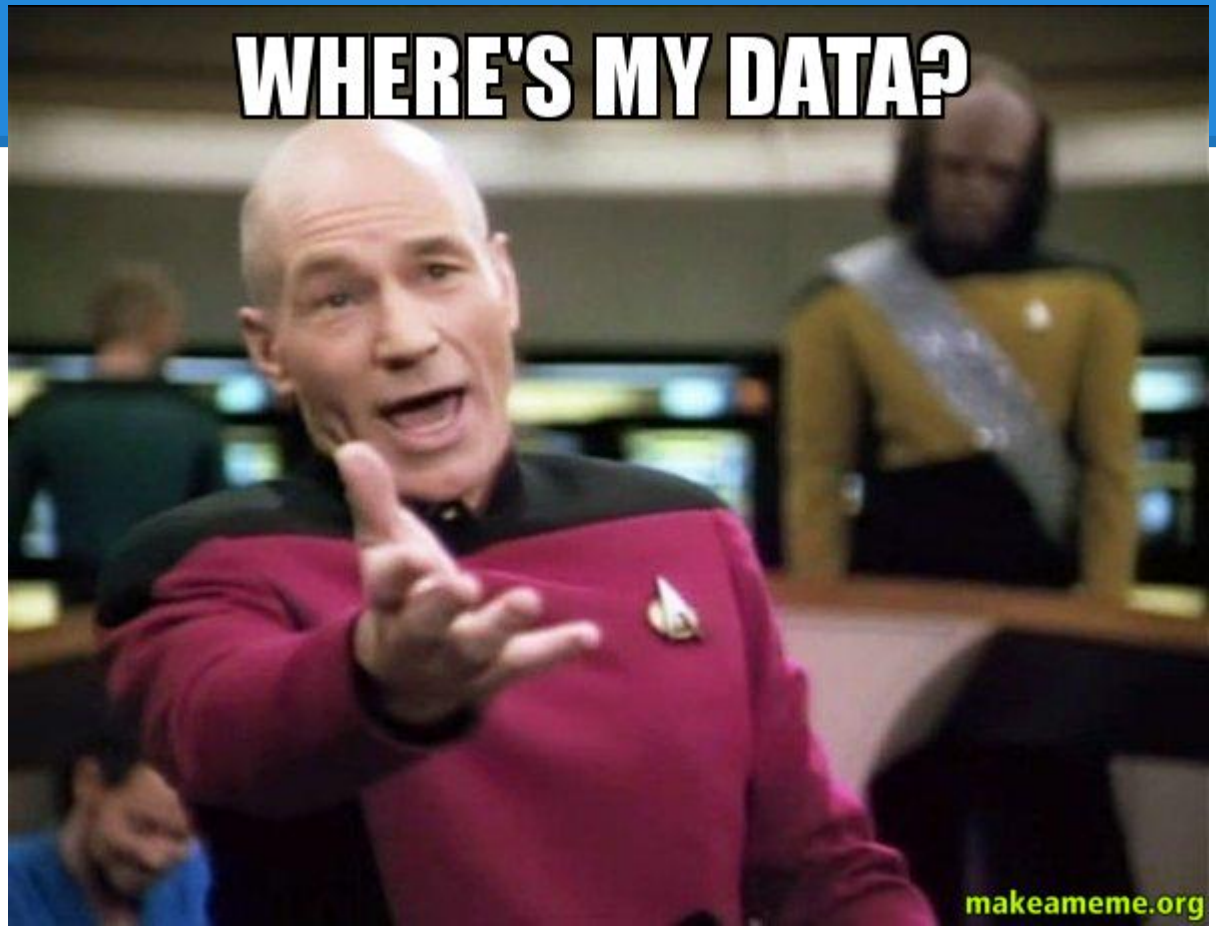
Discussion Activity

1. What does collaboration look like at your school?

2. How does collaboration benefit student performance?

3. How does collaboration benefit professional growth?

DATA SOURCES



District Data Sources:

Calendar | Files | **Links** | Videos | WHMS Library

About MyElmbrook	AESOP (Sub Caller)	AIMSWeb	ALIO Employee Portal	ALIO Web	bigWebDesk	Canvas	Change Pwd	Data Warehouse
Discovery Streaming	District Website	Edmodo	Elmbrook Staff Easy CBM	Elmbrook Staff NWEA-MAP	Elmbrook Tech	Google	Google Training	Infinite Campus
Infinite Campus Parent Portal	Meal Pay Plus	Moodle	PDExpress	Sharepoint	Staff Email (Google)	Staff Email (Read Only)	Staff Email Archives	Teachscape
Weather - Burleigh	WHMS Staff Home Page	WisCareers						

How does Elmbrook use data?

Screening ***Process*** vs. Screening *Measure*:

- **Targets** Set for all students to achieve
- Advanced targets established
- Warning **Triggers** set to indicate suspected concern

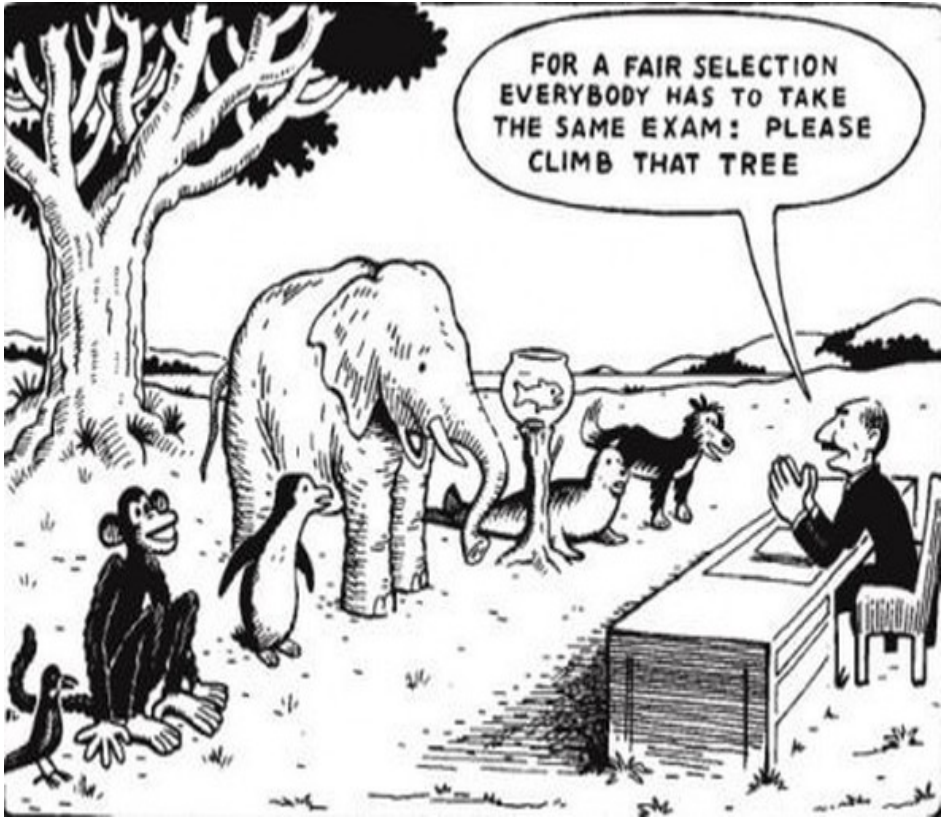
- Built infrastructure, now refining

Classroom PDSA Process:

1. Pre-assess
2. Set goal
3. Identify instructional strategies
4. Teach
5. Post assess
6. Study results and make changes

Activity - Give One Get One

1. Write in 3 instructional or data monitoring strategies you use
2. Walk around, share your idea and collect another, complete sheet
3. Share with your group, look through handouts
4. Report out



Did we do what we said we would?

Fidelity comes down to:

1. Correctly targeted skills
2. Explicit instruction
3. Systematic-aligned with skill
4. Ample Practice (and success)
5. Immediate Feedback
6. Data Collection and analysis (then back to #1)

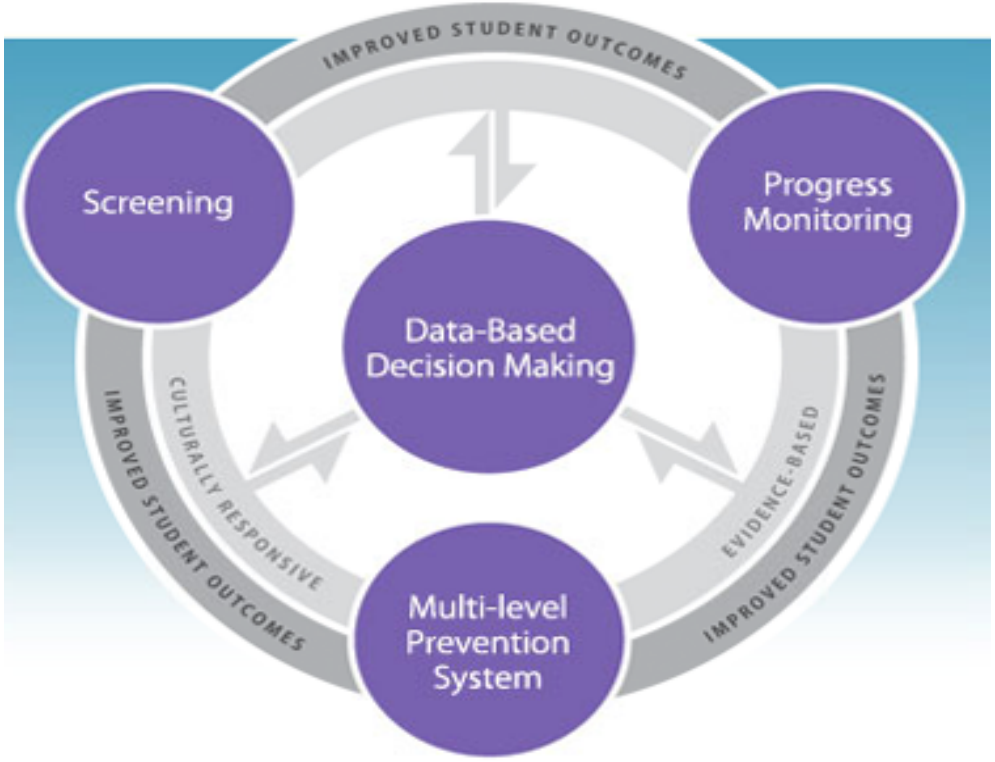
RtI Framework

Major Tenets:

1. High Quality Instruction and Multi level Intervention

2. Learning Rate and Level of Performance- Problem Solving Process to address needs

3. Data based decision making
   - Universal Screening
   - Progress Monitoring
   - Classroom Assessment



Wrap Up Discussion!

By Level, Turn and Talk:

1. **What did you learn that you previously didn't know about MTSS/RtI?**

2. **Consensogram - Place a dot in the column that best describes your level of understanding now**

Where to find more information

www.elmbrookschools.org/rti

Universal Screening

Problem Solving Process

Progress Monitoring

Interventions


QUESTIONS

Thank You!!!

Exit Slip: http://goo.gl/forms/e9dIB73ExI

www.thebodytransformation.com