Quick Guide for Multi-Tiered System of Supports: The Classroom

Purpose of this Quick Guide

The purpose of this Quick Guide is to provide an overview of MTSS for teachers.

Multi-Tiered System of Supports is a framework that includes the array of building initiatives to raise achievement and improve behavior. At the center of the MTSS framework is the work of the classroom teacher, who is responsible for delivering core instruction, interventions, assessing student achievement, progress monitoring, and behavior management, and meeting the array of social needs of students. It is the classroom teacher who must collaborate with colleagues to design instruction, develop strategies and develop interventions for students who are struggling. The intended use is for teachers to build a common understanding of MTSS that will lead to the thoughtful implementation of MTSS in the classroom. The audience for this MTSS Quick Guide includes classroom teachers, the staff who support the teacher; including coaches, interventionists, counselors, school psychologists, school social workers, speech and language pathologists, content specialists, behavior specialists, the principal, and community stakeholders.

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OVERVIEW

What is a Multi-Tiered System of Supports (MTSS)?

MTSS refers to a framework for support at all levels of instruction that is systemically in place to help all students succeed. The Michigan Department of Education (MDE) defines Multi-Tiered System of Supports (MTSS) as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners.

The Essential Components of MTSS together design a system of support for all learners. The components are briefly summarized:

Essential Components of MTSS	
Implementation Fidelity	The implementation of evidence based practices that include research-based core instruction, research-based, valid instruction/intervention and instructional fidelity to the research models.
Problem Solving	A problem solving model that emphasizes collaboration of teachers and instructional support specialists who work together to plan for the academic, behavioral and social needs of students.
Data Systems	Data and assessment systems that are used for the purposes of universal screening, diagnostic study, and progress monitoring. Instructional/intervention planning decisions are based on data.
Instruction/ Intervention	Quality instruction for all students is foundational to an effectual MTSS. Included in the model of quality instruction is early intervention with multi-tiered delivery of instruction/ intervention. Instruction/intervention are driven by the needs of students.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS

ESSENTIAL COMPONENTS

INSTRUCTION AND INTERVENTION
- Effective instruction for all children
- Early Intervention
- Multi-tiered model of instruction and intervention

PROBLEM SOLVING
- Collaborative problem solving model

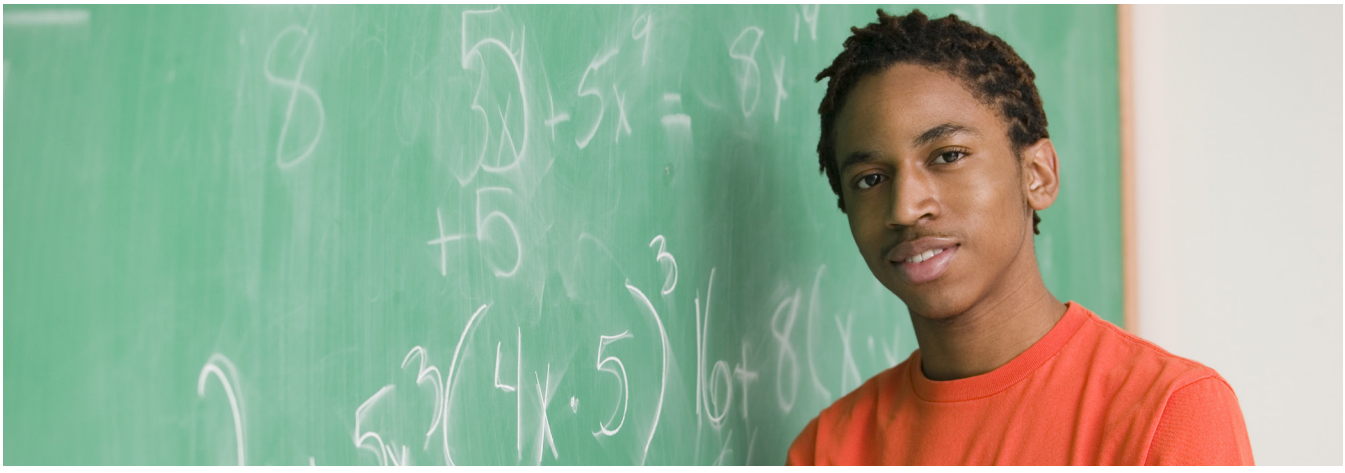
DATA/ASSESSMENT
- Monitor progress
- Data based decision making
- Use assessments for three purposes

STAKEHOLDER ENGAGEMENT
- Engage parents and community

IMPLEMENTATION OF EVIDENCE-BASED PRACTICES
- Research based core curriculum
- Research based, valid interventions and instruction
- Implement with fidelity

—Michigan Department of Education

The essential components of MTSS are represented in this graphic designed by the Michigan Department of Education. It is critical to note that intentional instructional practices are evident for all students. Core instruction does not discontinue with the provision of targeted or intensive interventions. Core instruction continues and students receive the explicit interventions they require to be successful learners.



What are the critical elements of the MTSS?

- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district and school mission statements and organizational improvement efforts
- Alignment of policies and procedures across classroom, grade, building, district, and state levels
- Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services
- Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes
- Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts
- Ongoing data-driven professional development activities that align to core student goals and staff needs
- Communicating outcomes with stakeholders and celebrating success frequently

—From Florida MTSS Implementation

What are the tiers of instruction/intervention in the MTSS framework?

MTSS is characterized by a continuum of integrated academic and behavioral supports reflecting the need for students to have fluid access to instruction and supports of varying intensity.

TIER 1

Tier 1 refers to the Core Universal Instruction and Supports.

These are the core academic and behavior instruction with supports designed and differentiated for all students in all settings. Approximately 80 percent of students in Tier 1 are typically expected to meet learning targets.

Tier 1 instruction is the key component of the MTSS framework. It is the core program in which all students receive high quality evidenced-based instruction. Generally, academic and behavior instruction and supports are designed and differentiated for all students. Tier 1 instruction incorporates the core academic curriculum that is aligned with state standards. The intent of the core program is the delivery of a high-quality instruction to all students with the expectation of meeting grade-level standards and preparedness for the future.

TIER 2

Tier 2 refers to Targeted Supplemental Interventions and Supports.

These are more focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic and behavior curriculum and instruction. Approximately 10–15 percent of students typically need targeted supplemental interventions and supports while continuing to be instructed in the core program.

Tier 2 consists of the academic and behavioral instruction/intervention that are provided to students who show a need for help in addition to the instruction/intervention they receive at Tier 1. Tier 2 instruction/intervention is designed to meet the needs of students who are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered through smaller groups and are administered with a focus on meeting the specific needs of the students.

TIER 3

Tier 3 refers to the Intensive Individualized Interventions and Supports.

Tier 3 contains more focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction are provided to students with greatest need for personalized attention. This tier also provides an opportunity to conduct more diagnostic study of the student's needs to plan for more comprehensive programming and intervention. A small percentage of students, in the range of 1–5 percent, would need the intensive individualized interventions and supports of Tier 3.

Tier 3 refers to the academic and behavioral instruction/interventions that are provided to students who show a need for intensive and individualized help that is provided in addition to Tier 1 and Tier 2. Tier 3 instruction/intervention consists of students who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. It is also viewed as a tier that includes students who are not identified as being in need of special education but whose needs are at the intensive level. The groups of students at Tier 3 are of much smaller sizes than Tier 2 with some models including one-to-one instruction.

What are the basic components of the problem-solving process?

It is a collaborative model for decision-making. The problem-solving process begins by defining the problem and directly measuring the skill or behavior. The meeting participants engage in problem analysis that will validate the problem and identify variables that contribute to the problem. The meeting participants then develop and implement a plan that is progress monitored to determine if the plan is effective. Lastly, meeting participants evaluate the plan to determine if it was successful. The process is integral to all levels of problem-solving when forming, implementing, and revising decisions at the building level, classroom level, and student level. The graphic at the left represents this problem-solving process.

STEP 1	STEP 2	STEP 3	STEP 4
What's the problem?	**Why is it occurring?**	**What are we going to do about it?**	**Is it working?**
Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, **"What exactly is the problem?"**	Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, **"Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?"** Design or select instruction to directly address those barriers.	Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then, delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, **"What are we going to do?"**	Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted learning. Ask, **"Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?"** Team discussion centers on how to maintain or better enable learning for the student(s).

—From Florida MTSS Problem-Solving Process http://www.florida-rti.org/floridaMTSS/psp.htm

What are the roles and responsibilities of the classroom teacher?

	Classroom Teacher Roles and Responsibilities
TIER 1	☐ Build relationships with colleagues, students, and parents ☐ Document observations and evidence of student learning, behavior, and social/emotional needs ☐ Administer district and school assessments ☐ Review Universal screening data to identify student learning needs ☐ Implement the core instructional plan ☐ Utilize research, evidenced- based instructional practices ☐ Participate in and apply professional development strategies ☐ Provide differentiated instruction ☐ Collaboratively develop flexible groupings of students for targeted instructional delivery ☐ Provide appropriate academic and behavioral supports ☐ Maintain communication with parents on student progress
TIER 2	☐ Adhere to building procedures for Tier 2 processes ☐ Participate in Tier 2 problem solving meetings ☐ Document observations and evidence of student learning, behavior, and social/emotional needs ☐ Establish goals or learning objectives for the intervention ☐ Provide small group intervention during scheduled intervention periods ☐ Collaboratively develop flexible groupings of students for targeted instructional delivery ☐ Administer and record progress monitoring data ☐ Review progress monitoring data at regular intervals to revise interventions ☐ Track fidelity of intervention delivery ☐ Seek and utilize coaching supports ☐ Maintain communication with parents on student progress and learning needs
TIER 3	☐ Participate in Tier 3 problem solving meetings ☐ Establish learning objectives for the intervention ☐ Implement Tier 3 instruction/intervention ☐ Review progress monitoring data at regular intervals to revise interventions ☐ Track fidelity of intervention delivery ☐ Seek and utilize coaching supports ☐ Maintain communication with parents on student progress ☐ Complete district/school special education referral process (when necessary)

How will teachers receive on-going professional learning and/or coaching support for meeting the needs of all students?

On-going professional learning, both internal and external, should be part of the district and building plans. When schools are professional learning communities, this is the ideal model for teachers to learn together, identifying targeted content, sharing instructional strategies, and using data to plan for instruction. A culture of shared responsibility for the learning of students provides a climate for teachers to learn. Where coaching support is available, access to the coach should be perceived as an opportunity for support and guidance. Coaches can support teachers to review data and plan instruction, to learn and manage an array of strategies, and to problem-solve together on impactful instructional practice.

TIER 1

UNIVERSAL SCREENING AND CORE CLASSROOM INSTRUCTION FOR ALL STUDENTS

What do students need to learn?

The core instructional program provides the essential knowledge and skills that all students must master to learn at high levels. Reeves (2002) has offered criteria that teachers might use to distinguish between what is nice and what is essential for students to know:

- **Endurance:** Will this standard provide students with knowledge and skills that are valuable beyond a single test date?
- **Leverage:** Will it provide knowledge and skills that are valuable in multiple disciplines?
- **Readiness:** Will it provide students with knowledge and skills essential for success in the next grade or level of instruction?

Teacher teams should be determining what is essential for students to learn, the rigor, proficiency, and prerequisite skills and knowledge necessary to master the new standards. The following essential standards chart (Reeves, 2002) summarizes considerations for teachers when defining learning expectations:

What is it we expect students to learn?					
Grade:	**Subject:**	**Semester:**	**Team Members:**		
Description of Standard	**Example of Rigor**	**Prerequisite Skills**	**When Target?**	**Common Summative Assessment**	**Extended Standard**
What is the essential standard to be learned? Describe in student-friendly language.	What does proficient student work look like? Provide an example or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?

See Appendix for content-specific examples

A protocol for getting started with identifying what students need to learn is adapted from Buffum, Mattos, and Weber (2012, pp. 58-59).

1. Complete the above chart for the first period of instruction (e.g., quarter).
2. Before the unit begins, identify how and when the teacher team will identify and support students who need targeted support and enrichment. The entire team should reserve time for additional time and support, not just each individual teacher on his/her own.
3. Unwrap two or three of the essential standards into learning targets, starting with those first introduced to students.
4. Identify the best methods to measure progress toward learning targets (for example, common assessments or curriculum based measurement probes).
5. Use results from these assessments to identify and monitor students needing more time and support with specific learning targets (focusing on causes not symptoms).
6. As time permits, unwrap the next two or three essential standards into additional learning targets, follow up with that will be next.
7. Continue the process as described above.
8. Repeat this process for the second period of instruction.

Schools should place the majority of their efforts on strengthening their core instructional program. As a collective community, the teachers must take the time to identify materials to assure whether or not they are standards based. Second, data on specific student strengths and needs should inform lesson and unit planning (Buffum, Mattos, and Weber, 2012).

When teachers are working in collaborative communities, what students need to know can be planned so that the intended curriculum is clearly articulated and all students are being instructed with clear learning sequences and articulated strategies of differentiation. A sample unit plan that demonstrates a well-developed plan is located in Appendix A.

Effective core instruction also applies to behavior and teaching students the skills they need to be successful in school. Schools that teach behavior embrace the ideal that the best intervention is prevention. It has been recommended that schools should do the following:

1. Explicitly teach and reinforce self-regulatory strategies. Students need to learn how to organize themselves and to attend to expectations for learning and behavior.
2. Assign high quality tasks for students to complete. When tasks are relevant and relatable, students are able to make connections and find more meaning in their learning.
3. Praise and encourage effort to support a growth mindset. Effective schools help students see connections between their efforts and achievement.
4. Emphasize the importance of regular attendance. If you believe that attendance and achievement are related, then smart schools use attendance data to predict and prevent potential attendance problems.
5. Build positive relationships with adults and students. This is probably the most important connection that needs to happen for students to feel valued and for the school to be a caring learning community.

The school must establish a collective responsibility for student behavior through a commitment to modeling and reinforcement of agreed-upon expectations. As promoted by PBIS, the school leadership team and classroom teachers should work to do the following:

1. Clearly define behavior as a responsibility of the schoolwide team that will conduct regular data reviews.
2. Identify expectations for desired behaviors. For example, a common list of topics includes:
   a. Be respectful to self, others, and property
   b. Be responsible and prepared
   c. Be ready to follow directions
3. Teach desired behaviors. Use modeling and reinforcement to teach positive behaviors.

How will the teacher deliver highly effective instruction for all students?

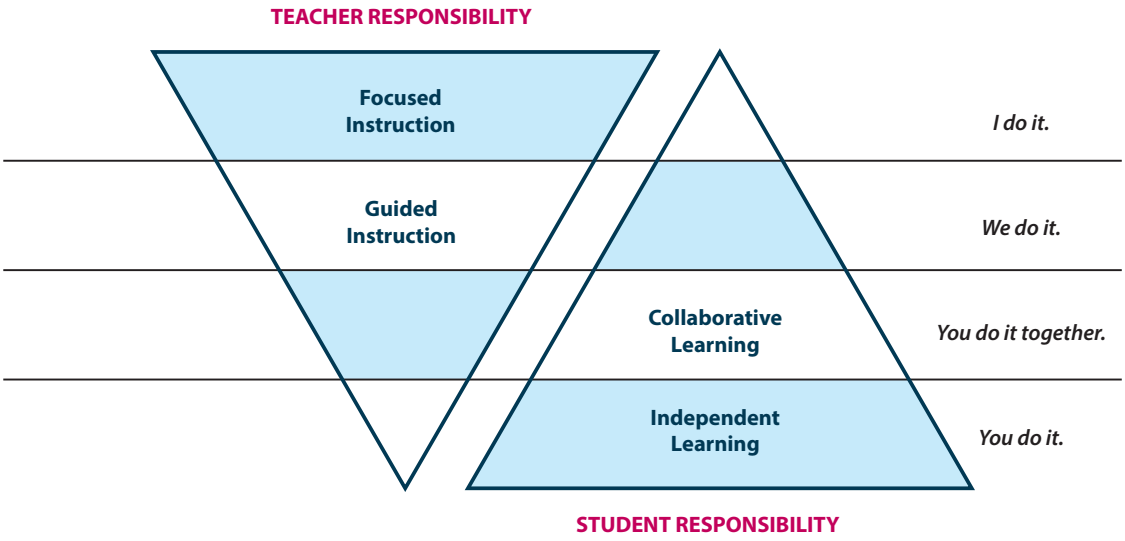
Based on research, Marzano has identified the essential nine classroom instructional practices that are known to improve student achievement.

No.	Instructional Practice	Strategy
1	**Identifying Similarities and Differences:** Helps students understand more complex problems by analyzing them in a simpler way	**a.** Use Venn diagrams or charts to compare and classify items. **b.** Engage students in comparing, classifying, and creating metaphors and analogies.
2	**Summarizing and Note-taking:** Promotes comprehension because students have to analyze what is important and what is not important and put it in their own words	**a.** Provide a set of rules for asking students to summarize a literary selection, a movie clip, a section of a textbook, etc. **b.** Provide graphic organizers or basic outlines for note-taking and synthesizing information
3	**Reinforcing Effort and Providing Recognition:** Showing the connection between effort and achievement helps students to see the importance of effort. Note that recognition is more effective if it is contingent on achieving some specified standard.	**a.** Share stories about people who succeeded by not giving up. **b.** Find ways to personalize recognition. Give awards for individual accomplishments. **c.** "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.
4	**Homework and Practice:** Provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.	**a.** Establish a homework policy with a specific schedule and time parameters. **b.** Vary feedback methods to maximize its effectiveness. **c.** Focus practice and homework on difficult concepts.
5	**Nonlinguistic Representations:** Has recently been proven to stimulate and increase brain activity.	**a.** Incorporate words and images using symbols to represent relationships. **b.** Use physical models and physical movement to represent information.
6	**Cooperative Learning:** Has been proven to have a positive impact on overall learning. Note: Groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.	**a.** Group students according to factors such as common interests or experiences. **b.** Vary group sizes and mixes. **c.** Focus on positive interdependence, social skills, face-to-face interaction, and individual and group accountability.

No.	Instructional Practice	Strategy
7	**Setting Objectives and Providing Feedback:** Provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.	**a.** Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process. **b.** Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. **c.** Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
8	**Generating and Testing Hypotheses:** It's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.	**a.** Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed. **b.** Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.
9	**Cues, Questions, and Advanced Organizers:** Helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.	**a.** Pause briefly after asking a question to give students time to answer with more depth. **b.** Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

—Information taken from http://www.middleweb.com/MWLresources/marzchat1.html

All classrooms have an array of learners. Effective and purposeful instruction provides many modeling opportunities and the gradual release of responsibility. In this model, the students are provided quality core instruction designed to build competence and independence while providing examples of the thinking required to complete the work. Part of this core instruction also involves access to academic language, peer support and needs-based guided instruction. The figure below demonstrates the Release of Responsibility Model:



—*From: Fisher, D. & Frey, N. (2008).* **Better learning through structured teaching: A framework for gradual release of responsibility.** *Alexandria, VA: ASCD.*

How will the teacher monitor learning and track students' growth using data?

Research has demonstrated that assessment for learning is significantly effective in improving student achievement. Assessment for learning are conducted throughout teaching and learning to:

- ☐ Diagnose student needs
- ☐ Plan next steps for instruction
- ☐ Provide students with feedback they can use to improve performance, and
- ☐ Help students to feel in control of their learning (Stiggins, 2007).

Few strategies can compare to formative assessment in the impact on student learning. The formula for improving achievement with assessment is:

Accuracy + Descriptive Feedback + Student Involvement = Achievement Gains

Assessment for learning involves students in assessing their own learning while the teacher guides their learning using targets, models, and feedback. The strategies for effective assessment for learning are listed (Stiggins, 2007):

1. Communicate a clear and understandable learning target
2. Use examples and models of strong and weak work
3. Offer regular descriptive feedback
4. Teach students to self-assess for setting goals
5. Design lessons to focus on one aspect of quality performance at a time
6. Teach students focused revision

In addition, universal screening is used by teachers to identify students with learning needs. The data support teachers to plan for instruction to assure that students are taught requisite skills and information. With screening assessments that occur about 3 times a year, teachers are able to meet with grade or content teams to consider strategies, methods, and groupings that can be used to reach all learners. It is important for the teacher to review universal screening results, consider her own classroom assessments and observations of students and formulate plans for organizing lessons and student groups. For example, a middle school might use a screening assessment on vocabulary. Teachers would assess vocabulary in the classroom, listening to readers, observing uses of vocabulary in writing. Then meeting with the grade level team, the teachers can decide what needs to be emphasized, share strategies, and consider flexible groupings of students for specific vocabulary activities.

The school should have established decision rules for how to use the universal screening data. For example, students below the 25th percentile may be identified for Tier 2 interventions. Students below the 10th percentile would be immediately referred to the intervention team for Tier 3 interventions. The classroom teacher will inform these decisions and contribute to problem-solving discussions on the needs of students, using classroom assessment data.

Diagnostics play a role in all tiers of the MTSS framework. It is important to, first, always know your students and be mindful of the factors that could be impacting them as well as the effectiveness of instruction. The relevant educational domains to consider are

- ☐ **Instruction**, including grouping arrangements, task demands, and opportunities for scaffolding
- ☐ **Curriculum**, especially the content and its pacing
- ☐ **Environment**, such as the physical and social aspects of the classroom
- ☐ **Learner**, including factors that might affect performance, such as health and well-being

	Review	Interview	Observe	Test
Instruction	Review Instruction	Interview those who know about instruction	Observe instruction	Test instruction
Curriculum	Review the Curriculum	Interview those who know about the curriculum	Observe the curriculum	Test the curriculum
Environment	Review the Environment	Interview those who know about the environment	Observe the environment	Test the environment
Learner	Review the Learner	Interview those who know about the learner	Observe the learner	Test the learner

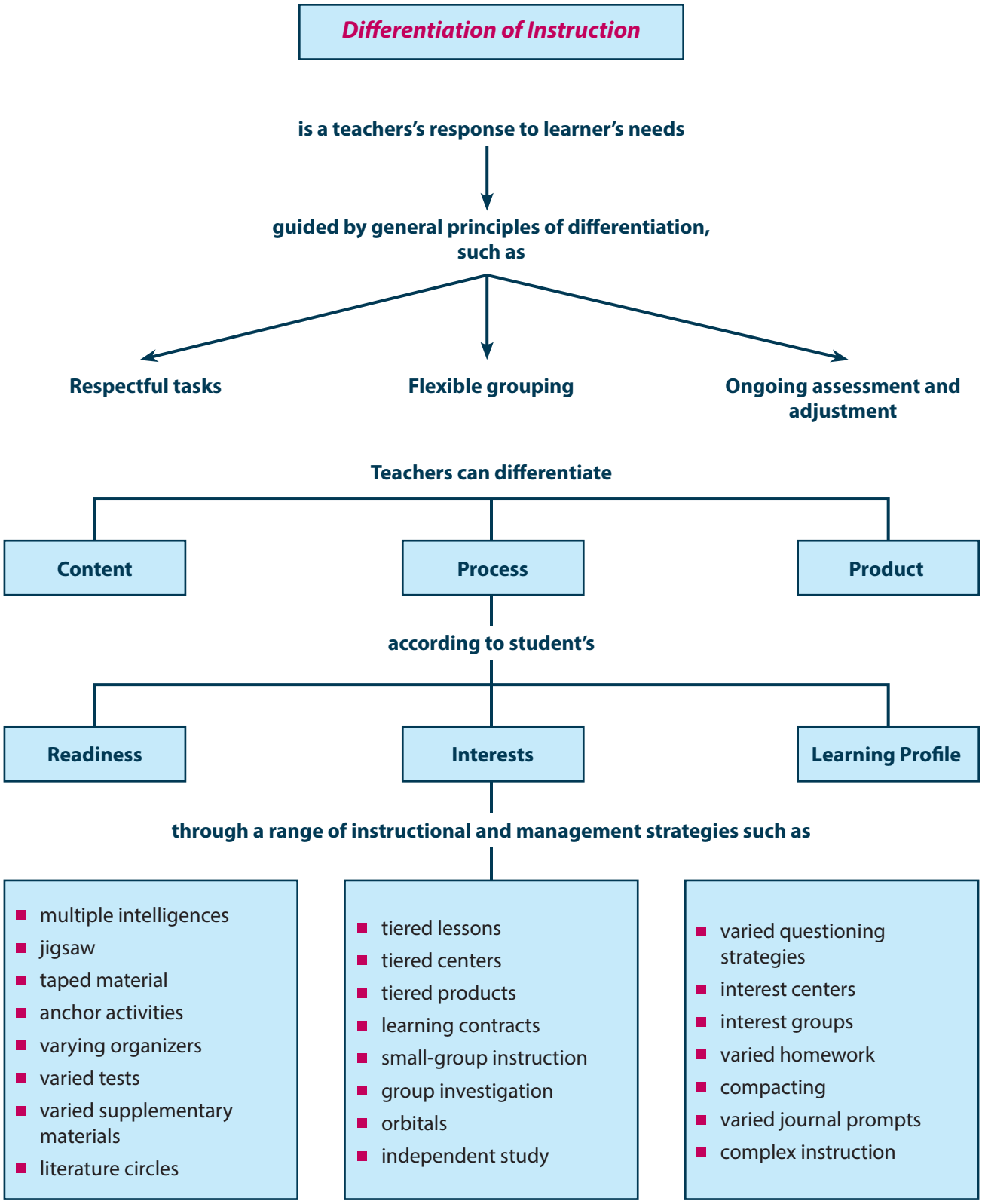
—Taken from Fisher and Frey (2010) and Heartland Education Agency 11, Johnson, Iowa.

How will the teacher differentiate instruction and provide the necessary supports for all students?

Differentiated instruction refers to a teacher's response to learner needs. Teachers can create differentiated, personalized, or responsive classrooms in a number of ways. When planning for differentiation, the teacher should begin by considering how to adapt content, learning process, and learning product according to student readiness, interests, and learning profile.

In order to ensure all students are challenged and taught at an appropriate level the teacher needs to consider the range of strategies being implemented in the classroom in order to meet the varying needs of students. These methods have proven to help ensure that all students make accelerated progress without feeling disillusioned. At times, the teacher may need to differentiate by ability, by social skills, or by confidence in performing tasks.

The figure at right presents a concept map for thinking about and planning for effectively differentiated classrooms.



From: Tomlinson, C.A. & Tomlinson, C.A. Differentiation in Practice: A Resource Guide for Differentiating Curriculum

Differentiation by Task

Tasks need to be more open ended. When differentiating student work in varying ways, provide the students with of all the options and suggest a starting point for each group. If the student finds it too easy, or finishes, s/he can move on to the more complex tasks. For students who are struggling, the task may need to be reduced in complexity.

Differentiation through Group Work

Working collaboratively with peers is an excellent way to challenge all students. An example is the reciprocal reading strategy which assigns roles to each student during reading activities. The teacher provides scaffolds for the lower-level students, such as question prompts and sentence starters. Students learn from the modeling provided by their peers. Another strategy is peer tutoring. This is proven to be a successful, low-cost strategy for supporting students.

Differentiation by Outcome

Not all students need to produce the same product to demonstrate learning. By giving students different options for showing what they know, students experience challenge and all students are able to demonstrate their learning at the rate that is appropriate for him or her.

Differentiation by Resources

The goal of the teacher should be to support the students to become independent learners and to direct them to resources that will increase access.

Targeted Teaching

Once a class has been trained to work independently, it is possible to move away from traditional whole-class teaching and expand the use of flexible groupings of students to work on identified areas of focus. The teacher can then monitor and assess student understanding and progress within the differentiated learning stations.

Assessment and Feedback

As noted earlier, research has established that student learning is supported by on-going checks for understanding and descriptive feedback.

How will the teacher implement behavior management best practices?

There are classroom management practices that are foundational to having a safe and orderly environment for learning to occur. There are 6 essential practices for classroom management that include:

Essential Best Practices	What do these essential best practices look like?
Teach and review positive behavior expectations frequently	• Provide brief (5-15 minutes) lessons from the behavior expectations matrix. • Use a variety of methods appropriate to the grade level: Discussion, role-play, PowerPoint, video, writing, art, etc. • Actively involve students in lessons and provide opportunities to practice. Check for understanding. • Schedule lessons every day at the beginning of the school year, review targeted locations (where needed) at least once per week. • Provide pre-corrections or reminders throughout the day, every day, immediately before problems tend to arise.
Teach and review classroom routines and cues	• Identify and directly teach clear, simple classroom procedures for all transitions and routine tasks. • Teach the rules for use of various locations and materials in the room. • Make sure the physical environment is arranged to enhance effective procedures and instruction. • Prevent congestion • Minimize distraction • Allow easy traffic flow • Identify an auditory and/or visual signal for gaining the attention of all students. (If possible, this signal should be universal in the school.) • Gain the attention of all students before beginning to teach. • Use the all-class attention getting signal if more than one or a few students are off-task or disruptive.
Implement informal and formal systems of positive reinforcement	• 4 to 1 quick, easy positive acknowledgments (thumbs up, specific praise, "thanks," "nice," etc.) • Be aware of the ratio with the entire class and individual students • Incorporate at least one reward system in daily instructional routine • Group rewards • Lottery/raffle system • Point system
Active supervision in all settings	• Move • Scan • Frequent positive contacts/greetings. • Acknowledge students for following expectations • Correct behavior calmly and firmly • Predetermined consequences if necessary

Essential Best Practices	What do these essential best practices look like?
Continuum of appropriate consequences enforced consistently and fairly	• Redirection: Emphasize what you want the student to do. • Refer to the expectations: "We respect each other in this room and that means not using put downs." • Corrective Feedback: "Try it again, the right way. (Student practices the replacement behavior.) Thanks" • Praise in public, correct in private, if possible • Ignore minor (non-disruptive) attention-seeking behaviors • Provide increased assistance for escape motivated behaviors related to academics • Teach a simple problem-solving strategy for conflicts • Teach and enforce formal classroom consequence system firmly and fairly
Provide high rates of opportunities to respond to instruction to • **Increase comprehension** • **Allow reluctant learners a secure environment to practice** • **Decrease disruptions**	• Whole Group Action Responses ***Students are asked to do something during the lesson*** — Put your finger on the title of the story — Touch the action word in the sentence — "Raise your hand if you think ….." • Small Groups/Partners ***Gives everyone a chance to*** — Express thoughts — Answer a question — Verbally participate — Answers can be shared with other groups or whole group • Whole Group Oral Response • Choral responding • Students repeat information in unison when teacher prompts • Strategy for reviewing or memorizing • Whole Group Written Response • Response Cards — Written responses should be short (not more than one item)

From: Wayne RESA PBIS

See the index for a classroom management checklist to support the teacher in providing classroom management methods that provide effective instruction for all students.

TIER 2

TARGETED SUPPLEMENTAL INTERVENTIONS AND SUPPORTS

How will teachers identify and implement interventions to meet student needs?

Learning styles and instructional needs vary from student to student. To unlock student potential, there must be targeted instruction and time to learn. Restated as a formula (Buffon, Matos, & Weber, 2012):

Targeted Instruction + Time = Learning

The more targeted the intervention, the more likely it will work. Most interventions are ineffective because they are too broad in focus and rarely address a student's individual learning needs. Students may score in the intensive range on a universal screening assessment, but they do not have the same reading needs. It would be impossible for one teacher to meet all of their needs in the same intervention period.

To target interventions effectively, two criteria should be considered. **First, identify interventions by the student, by the standard, and by the learning target.** This level of intervention specificity is vital. Essential standards must be clearly identified, and the standards must be unwrapped into specific student learning targets. Teachers must continually ask, what exactly do we want students to learn from this intervention? The more specific the answer, the more targeted the intervention, and the more likely you will hit the target.

Step 1 .....Identify the students who are performing below criteria, *e.g., the 25th percentile*

Step 2 .....Identify the standard(s) with which the students are performing below criteria, *e.g., Solving equations*

Step 3 .....Analyze the standard to identify the essential component with which the students are struggling, *e.g., Understanding the role of exponents within an equation*

Step 4 .....Further analyze the component, applying the learning targets necessary to achieve mastery, identifying specific skills or components, *e.g., Noticing patterns in graphs that include exponents*

Step 5 .....Group students with similar needs for intervention

Step 6 .....Assess and monitor progress

The second criteria of equal importance asks: **"Why didn't the student learn?"** We must address the cause of a student's struggles, not the symptoms. Failing grades, poor test scores, disruptive behavior, and poor attendance are all symptoms. The key questions are: Why is this student failing a class? Why is this student demonstrating disruptive behavior? Why did this student fail the exam? Why is this student chronically absent?

Step 7 ..... For those learners who are not making progress, use the problem-solving process to identify and clarify the adjustments to be made, as appropriate to the learner.

Student A: Needs a different intervention
Student B: Lacks requisite skills
Student C: Chronic absenteeism
Student D: Is unmotivated, off-task, and easily distracted

Step 8 ..... The teacher works with the problem-solving intervention team to plan more specific interventions based on student need.

Getting to this degree of specificity will allow schools to begin to ensure high levels of learning for every student. (Buffum, Mattos, & Weber)

Time is of the essence. The instructional program must be timely in responding to learner needs as well as give students time to learn. Not all students learn at the same rate. An effective intervention program must respond promptly when students do not learn. During instruction, the teacher will continually make adjustments with attention to fidelity of the intervention delivery plan. Progress monitoring must be reviewed at regularly scheduled intervals to make formal adjustments to the intervention goal, strategies, student groupings, or methods of monitoring learning.

—Taken from Simplifying Response to Intervention, Buffums, Mattos, & Weber, 2012

How will teachers continue ongoing monitoring of the students' progress?

Formative assessment is not a test but a process. Formative assessment is used by both teachers and students, and takes place as part of instruction. It provides valuable feedback about student progress toward a learning target to both teachers and students, who then make adjustments to improve that progress. For teacher teams, these adjustments take the form of instructional interventions, both small and large, ranging from core instruction to intensive Tier 3 support. Teachers use formative assessment to learn which students did or did not respond to initial instruction at Tier 1, as well as which students did and did not respond to further intervention efforts at Tier 2 (Buffums, Mattos, & Weber, 2012).

Curriculum-based measurement (CBM) is an effective method for monitoring student progress over time and how students are responding to intervention. For example, curriculum-based measures may include running records, diagnostic performance tasks, and rubric scored examples. Curriculum-based measures are especially useful when monitoring early literacy and early numeracy measures. Most CBMs are efficient, accurate, and inexpensive or free. They are quick and easy to administer and are sensitive to short-term gains in skills.

How will teachers effectively collaborate in the problem-solving model?

Effective collaboration requires shared responsibility for the learning of all students. Teachers are expected to be a contributing member of more than one team: including professional learning communities, grade level teams, content area teams, and problem-solving intervention teams. To be a positive, contributing member of a team requires teachers to examine their beliefs, assumptions and attitudes. The quality of collaboration depends, to a great degree, on the beliefs and assumptions that each teacher holds regarding their work: independently, with their fellow teachers, administrators, and the support staff.

Clarity about what team members are expected to do is of critical importance. Unless there is clarity about what the teachers will be called on to do as members of a collaborative team, it is doubtful the team will be able to function at a level of quality and fidelity that is needed to be successful. For example, one method of assuring clarity is for teachers to be prepared for meetings. Preparation includes organization of student data, exhibits of students' work, records of interventions, promptness to meetings, adherence to meeting agendas, and team norms.

The tiers of intervention are not a highway to special education. Rather, the tiers are intended to provide students with immediate and responsive instruction/intervention to prevent learning failure. The expectation for teachers is to constructively work with the problem-solving team to develop, implement, and work toward a supportive learning environment for staff and students.

TIER 3

INTENSIVE INTERVENTIONS AND ADDED SUPPORTS

How will the teacher access intensive strategies, supports, and programs to meet the student's needs?

The MTSS framework is grounded in the shared responsibility of assuring that all students have access to learning and are given instruction to be successful in school. The tiers of intervention are to be implemented with the intent of teaching students the skills and behaviors they need.

Typically, the Tier 3 interventions are an extension of the interventions, strategies, supports, and programs but with intensification of the method in terms of:

- ☐ **Duration** - More time for exposure or opportunity to receive the intervention
- ☐ **Frequency** - Scheduling of the intervention to occur more often than during Tier 2
- ☐ **Individualization** - Adaptations that are adjusted to be unique to the learner
- ☐ **Small group or individual attention** - Increase in time working in an individualized manner with a highly qualified teacher
- ☐ **Revision or focus of intervention** - Review the intervention and consider a revision to a more specific method
- ☐ **Choice of progress monitoring probe** - the progress monitoring choice may not be providing the information needed to guide instructional efforts

The following chart summarizes the research on factors that distinguish between Tier 2 and Tier 3 when planning and implementing interventions.

A Summary of Research-Based Factors that Illustrate the Differences Between Tier 2 and Tier 3		
Organizational Factors	**Tier 2**	**Tier 3**
Time allotted for instruction	30 minutes, 3–5 days/week	45–120 minutes, 5 days/week
Instructional grouping	5–8 students	1–3 students
Duration of intervention	8–15 weeks, <20 weeks	20+ weeks
Interventionist facilitating group	General education teacher, intervention specialist	Intervention specialist, content specialist, special education teacher
Assessment Factors	**Tier 2**	**Tier 3**
Level of diagnostic assessment	Group diagnostic assessment	Individual diagnostic assessment
Intensity of progress monitoring	Biweekly or monthly	Twice/week or weekly
Assessment framework	Group-level RIOT/ICEL (if applicable)	RIOT/ICEL
Instructional Factors	**Tier 2**	**Tier 3**
Opportunities to respond (OTRs)	Ensure at least 6–8 OTRs/minute	Ensure at least 8–12 OTRs/minute
Success rate of student responses	Ensure that the group is at least 80% successful on new material and 90% successful in review material	Ensure that individual students are at least 80% successful on new material and 90% successful in review material
Instructional focus	Use of core and supplemental programs with support of reteaching and review Group-level needs	More strategically structured, remediation intervention programs Individual-level needs
Behavioral expectations	Provide more structured systems to reinforce and correct challenging behavior	Use functional behavioral assessment to plan an individualized intervention
Precorrection	Utilize group precorrection	Utilize individual precorrection
Amount of review and repetitions	Review and practice of core concepts taught in Tier 1	More intensive practice of core and remediation content Considerably more time spent on reviewing concepts and allowing practice
Error correction	Prompt students to correct errors ("Look at the word again…")	Provide direct error correction procedures ("That word is ___. What word?")
Scaffolding	Utilize "I do, we do, you do together, you do alone" framework	Provide more intensive guided practice during "we do"

In some cases, the school may invest in a program that supports the teacher in providing a more intensive intervention program. There are high quality research-based programs that can be used to provide the rehearsal that a student may require. The challenge for the classroom teacher is to become familiar with the program and to intentionally plan opportunities to apply this learning to classroom content to make the transfer of new learning.

Other approaches for Tier 3 intensive interventions may include diagnostic teaching in which the teacher sets up specific lessons and conducts on-going analysis of student learning and errors to identify where to focus the direct instruction to address the skill, strategy, or conceptual issue.

How will the teacher identify and implement personalized interventions that are of greater duration, frequency and intensity?

Ideally, the grade/content area teams have created a matrix of interventions on which the appropriate staff are trained, and the building has a plan for the delivery of the Tier 3 intervention(s). The greatest challenges will be found in identifying evidence based methods, locating resources/materials, and planning the time for the Tier 3 interventions.

The building leadership team and academic/PBIS intervention teams may also identify protocols to be used as Tier 3 interventions. For example, many students at Tier 3 for behavior respond well to Check In/Check Out. Within the content areas, the team may identify direct and explicit protocols for rehearsing skills/strategies that are closely monitored to intensify student opportunities for modeling and rehearsal experiences.

How will the teacher monitor the effectiveness of the supports and adjustments needed based on student progress data?

The building leadership team should have a plan in place for the scheduling of regular meetings in which the teacher may review student progress and the effectiveness of strategies with the intervention team. Through the problem-solving process the teacher should be working with the team by using the previously described assessment matrix to consider and diagnose the factors contributing to the student success or lack of progress. Recall that the considerations will include:

- ☐ **Instruction**, including grouping arrangements, task demands, and opportunities for scaffolding;
- ☐ **Curriculum**, especially the content and its pacing;
- ☐ **Environment**, such as the physical and social aspects of the classroom; and
- ☐ **Learner factors** that might affect performance, such as health and well-being.

Progress monitoring data during Tier 3 is on-going, embedded in instruction, and should be recorded on a weekly basis. The progress monitoring data can be simple quick probes for student understanding, error rates, or other quick records of student performance on an on-going basis. There are a number of tools and methods a teacher may use for the progress monitoring, whether a purchased system, such as DIBELS, teacher developed probes that are based on the content being taught, protocols for listening to student reading (e.g., DRA), or probes embedded in an intervention program, what is critical to remember is to collect the data and then refer to it, in combination with observations, to make relevant adjustments.

How will the teacher communicate student progress to parents/guardians and engage them in planning for student interventions?

Parents need to be informed of the progress their students are making and what the school is doing to help him/her to be successful in school. Communication needs to be on-going with regular reports on the interventions that are occurring, and how the student's progress is monitored. Teachers must strive to have positive relationships with parents.

The school should have a system in place for regular reporting to parents on student progress, academic and behavioral needs. In addition, when students are targeted for intensive Tier 3 interventions, parents need to be informed. Methods of communication may include documented meetings, documented telephone calls, and reports sent to the home. Parents need to have the opportunity to know how to support their student at home.

A note of caution may be in order. With the conveniences of the internet, it is tempting for parents to go on-line to search solutions for their student's learning or behavioral challenges. It is not unusual for teachers to be faced by parents who found an idea on the internet and they want the teacher to use the internet suggestion. Parents should have input in planning for their student. Educators do need to listen and consider the appropriateness of the suggestions. However, it is clearly within the realm of the professionalism of the teacher and intervention team to make the final decision as to what is and is not appropriate to implement as the intervention.

The MTSS framework and tiered system of interventions is not a stepping stone to special education. The special education referral process is in accordance with mandates and defined by the school district procedures. The same adherence to procedure applies for access to Section 504, ELL, or Title 1 services. The district should have referral procedures that are communicated to the entire school community. It is a matter of professional ethics that the teacher adhere to the district procedures for the initiation of additional services, such as special education. The tiered interventions should not be used to delay the provision of services for students who present with the intensity of need for individualized and specialized programming.

APPENDIX A

<table>
<tr><th colspan="3">Sample Unit Plan</th></tr>
<tr><td colspan="3">Smart Goals

3.2A & 3.2F: 87% of grade 3 students will meet Unit 4 math standards as measured by Unit 4 assessment tools.

3.2E: 85% of grade 3 students will meet Unit 4 math standards as measured by Unit 4 assessment tools.</td></tr>
<tr><td colspan="3">Power Standards

3.2A: Represent multiplication as repeated addition, arrays, counting by multiples and equal jumps on a number line and connect each representation to the related equation.

3.2E: Quickly recall those multiplication facts for which one factor is 1,2,5 or 10 and related division facts.

3.2F: Solve and create word problems that match multiplication or division equations.</td></tr>
<tr><td>Common Pacing Guide

Instructional Timeline
Mid-January - Mid-March

Assessment Timeline

Pre-assessment (Day 1)
Common assessment (Day 20)
Post-assessment (Day 30)

Intervention Timeline

Intervention after Day 20, grouping students based on strategy use.</td><td>Check for Understanding/ Learning Targets

Check for Understanding

• Grade 3 team or teachers analyze pre- and formative assessments
• Teacher conferencing and reinforcement
• Peer sharing and feedback
• Quick check skill/strategy grouping
• Daily learning activities
• Formative assessments
• Intervention learning activities</td><td>Assessment

• Common Formative Pre-assessment
• Unit pre-assessment and multiplication fluency

Formative Assessment

• Multiplication fluency checkup
• Home connection
• Team generated common assessment

Review for Assessment</td></tr>
</table>

Differentiated Instruction/ Daily Lessons/Learning Activities Emphasizing Essential Outcomes/ Learning Targets	Learning Targets	Common Summative Assessment
• Lessons 1-24 *(Skipping lesson 17 and 18)* **Adding:** • Independent practice from session 16; move to session 6 with equal jumps on a line; • Math story writing and solving after session 1 • Teach 10, 15, and 20 back to back • Fact Family Practice at lessons and 19, move to around 23 • Around Session 23, some conceptual work with division will need to happen. Work will center around division problem solving (teacher generated) • Differentiate through workplaces and challenge activities **Additional Array Lessons:** • Multiplication Array Table from Super Teacher with array tool and grid paper for students to make and label arrays • Array worksheets from Super Teacher • Additional Area Lessons: • Balobbyland TERC book from Paces to Feet Investigation • Feet Investigation 4 **Additional Division Lessons:** • Division, Making Equal Groups • Division Story Problems **Student Practice/Homework:** • Home Connections 13, 16, 17 • Problem solving from Washington Supplement section F1 • Fact family homework • Scholastic Printables: A Ray of Fun and Picture Perfect, front to back	We are learning to: • Recognize common items that come in equal groups (Lesson 1) • Generate multiplication equations, models, and pictures to show we understand multiplication using repeat addition (Lesson 2) • Generate multiplication equations, models, and pictures to show we understand multiplication using equal groups and skip counting (Lesson 3) • Generate multiplication equations, models and pictures to show we understand multiplication using arrays (Lessons 4, 5, 7, 8, 22) • Recognize and communicate patterns in multiplication (Lesson 6) • Solve a multiplication or division problem using an efficient strategy (Lessons 9,12,13,14, and 23) • Demonstrate computational fluency with multiplication facts 0, 1, 2, 5, and 10 (Lessons 10, 11, 15, 20, and 21) • Write a multiplication/division story problem (session 13) • Solve multiplication/division using a variety of dictated strategies (session 16) • Predict, record, analyze, and draw conclusions from multiplication game (loops and groups) data (session 17) • Compare and contrast multiples of different numbers (session 18) • Identify all factors of products (session 19) • Multiply 2 digit by 1 digit by using efficient strategies (session A2 activity 1 and 2) • Write multiplication and division problems that are in the same fact family (session A2 worksheets 3 and 4)	Unit 4 post assessment and team generate advanced sheet

Differentiated Instruction/Instructional Strategies

Additional Time and Support or Enrichment

Tier 2:

- Scaffolding steps
- Small group
- Support homework
- One-on-one teaching
- Peer teaching

Tier 3:

- Tier 2 steps
- Intensive interventions using strategy groupings

Intervention strategy grouping after lesson 20 including enrichment

—*From Eaker, Robert & Keating, Janel.* Kid by Kid, Skill by Skill: Teaching in a Professional Learning Community at Work. *Solution Tree.*

APPENDIX B

PBIS Classroom Management Checklist	
Teach and Review Positive Behavior Expectations	
☐	Brief lessons on positive behavior expectations are taught at least weekly
☐	Students are actively involved in lessons
☐	Students have opportunities to practice behavior expectations
☐	Pre-corrections/reminders of expectations are given throughout the day
Teach and Review Classroom Procedures and Cues	
☐	Procedures for transitions are taught
☐	Rules associated with locations and materials are taught
☐	Physical environment is arranged to prevent congestion, minimize distractions, allow easy traffic flow
☐	All class attention-getting signal is used effectively
Informal and Formal Systems of Positive Reinforcement	
☐	4 to 1 ratio of positives to corrections is used generally
☐	4 to 1 ratio is used with Tier 2 and 3 students individually
☐	Classroom and/or school-wide reward system is implemented daily
Active Supervision	
☐	Unpredictable movement around the environment
☐	Scanning for problems or early warning signs of trouble
☐	Frequent positive contacts are given
☐	Individuals and groups are acknowledged for following the rules
☐	Behavior is corrected calmly and firmly
Continuum of Consequences Enforced Consistently and Fairly	
☐	Redirection to expected behaviors is used
☐	Corrective feedback is used to address problem behavior ("Try it the right way.")
☐	Corrections are done in private, if possible
☐	Minor non-disruptive behavior is ignored
☐	Increased assistance is provided to students as needed
☐	Students have been taught a simple problem-solving strategy for conflicts
☐	Classroom consequence system is implemented with effectiveness
High Rates of Opportunities to Respond	
☐	Whole group oral responses/choral responding is used
☐	Whole group written responses are used
☐	Whole group action responses are used
☐	Small group and partner responses are used
☐	Small groups share responses with the whole group

—Wayne RESA PBIS 2013

APPENDIX C

Mathematics Example of Defining Learning Expectations

What is it we expect students to learn?					
Grade: Grade 7	**Subject:** Mathematics	**Semester:** First	**Team Members:** Sir Cumference and Carl F. Gauss		
Description of Standard What is the essential standard to be learned? Describe in student friendly language.	**Example of Rigor** What does proficient student work look like? Provide an example or description.	**Prerequisite Skills** What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	**When Target?** When will this standard be taught?	**Common Summative Assessment** What assessment(s) will be used to measure student mastery?	**Extended Standard** What will we do when students have already learned this standard?
7.RPA.2.C Represent proportional relationships by equations. For example, if total cost ***t*** is proportional to the number ***n*** of items purchased at a constant price ***p***, the relationship between the total cost and the number of items can be expressed as ***t = pn***. **Student-Friendly Version** Use equations to model proportional relationships.	Students will read context-based situation and be able to model the relationship mathematically using multiple methods, including an equation. Student work sample provided below.	**Vocabulary** • Multiply • For every • Per **Skills** • Create tables • Develop number patterns • Find relationships in patterns • Repeated addition or multiplication	**October – January** As part of unit that builds students' proportional reasoning and is beginning to develop the use of expression and equations.	*Asher is selling carnation flowers. He makes bouquets of different sizes by using 4 white carnations for every 3 pink carnations. How many pink carnations are there in a bouquet with 35 total carnations? How many pink carnations are there in a bouquet with **t** total carnations?*	**Extension** *Asher is selling carnation flowers. He makes bouquets of different sizes by using 4 white carnations for every 3 pink carnations.* *What is the maximum number of bouquets that can be made using 26 white carnations and 16 pink carnations? How many flowers will not be used in the bouquets?*

ELA Example of Defining Learning Expectations

What is it we expect students to learn?					
Grade: Grade 7	**Subject:** ELA	**Semester:** First	**Team Members:** Will Shakespeare and Christopher Marlowe		
Description of Standard What is the essential standard to be learned? Describe in student friendly language.	**Example of Rigor** What does proficient student work look like? Provide an example or description.	**Prerequisite Skills** What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	**When Target?** When will this standard be taught?	**Common Summative Assessment** What assessment(s) will be used to measure student mastery?	**Extended Standard** What will we do when students have already learned this standard?
R.I.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Student-Friendly Version** What does the text mean? What is the evidence?	Students are able to cite specific textual evidence to support their understanding of the text in writing and collaborative discussions.	To comprehend the selected informational text, students must possess adequate knowledge of the content and vocabulary. Students must be able to identify key ideas and synthesize new information.	During unit of study on informational reading and writing.	Fountas and Pinnell Benchmark Assessment	**Extension** Students will demonstrate their understanding of informational text by applying new learning to other texts across content areas.

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