Curriculum, Instruction, and Assessment Summit

Massachusetts Tiered System of Support
MTSS – Academic - AM

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION
Agenda

- MTSS Overview
- Content Overview
- Universal Design for Learning (UDL)
The Massachusetts Tiered System of Support (MTSS)

MTSS focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, English language learners, and students who have already demonstrated mastery of the concepts and skills being taught.
Massachusetts Tiered System of Support (MTSS)

**RTI**
- **Response to Intervention (RTI)** is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.
  - From the RTI Action Network

**MTSS**
- Creates successful and sustainable systems change and provides the most effective instruction for all students.
- Creates a single system that provides a continuum of multiple supports (academic and behavior) for all students.
Blueprint for the Massachusetts Tiered System of Support
Website

http://www.doe.mass.edu/mtss/
Flexible Tiers within the MTSS

Academic

Interrelated Non-academic and Academic Supports

Non-academic

Non-related Non-academic and Academic Supports
Cycle of Academic and Behavioral Responses

Teacher presents student with grade level academic task

Student engages in problem behavior

Teacher removes academic task or removes student

Student escapes academic task

Student’s academic skills do not improve

Not sure...

Probably a combination of both

McIntosh, 2008

Cycle of Academic and Behavioral Failure: Aggressive Response (McIntosh, 2008)
80-90% of total student population learn the key concepts through instruction in this tier.

5-10% of total student population receive instruction through supplemental interventions

1-5% of total student population receive instruction through these intense interventions

Robust and Responsive based on the principles of UDL

Tier 1
Core Instruction/ Universal Behavior Supports

Tier 2
Supplemental & Core

Tier 3
Intense & Core

Increase progress monitoring and provide targeted instruction/supports in a more individualized way.
Flexible Tiers

Data from continuous progress monitoring drives instructional decisions throughout the tiered process.

Tiers describe the intensity of instruction; not a placement or steps in a process.

The intensity of the instruction is determined by the data.
Special Education Eligibility
Specific Learning Disabilities

Evaluation Method

- Districts **MAY** use a *scientific, research-based intervention model* as an *eligibility determination process* (Model of Tiered Instruction)

- Districts **MAY** use the *IQ/achievement discrepancy model* as an *eligibility determination procedure*

Federal Regulations 34 CFR Parts 300 and 301
300.307 Specific Learning Disabilities
Special Education Evaluation Process

Districts / schools choosing to use a scientific, research-based intervention model (Model of Tiered Instruction) as an eligibility determination process must work within the 45 SCHOOL WORKING DAYS after receipt of a parent's written consent to an initial evaluation or reevaluation (continued on next slide)

603.CMR28.00 Massachusetts Special Education Regulations
28.05:(1) The Team Process and Development of the IEP
Procedural safeguards are the specific rules that make sure that the parent knows what the school district is proposing to do ("receive notice"), agree with the school district’s plan ("give parental consent") and have a range of opportunities for resolving disagreements with the school district ("due process").

Districts are required to follow the procedural safeguards outlined in the Parent’s Notice while implementing a model of tiered instruction.
Label skills and behavior... not students in specific tiers
Collaborative School and Family Problem Solving Process

Define the Problem
What Do We Want Students to KNOW and Be Able to DO?

Implement Plan
What Are WE Going To DO About It?

Evaluate
Did It WORK?

Problem Analysis
Why Can’t They DO It?
Guiding Questions

**Step 1 - Problem ID**
★ What do we expect out students to know, understand, and do as a result of instruction?
★ Do our students meet or exceed these expected levels? (How sufficient is the core?)
★ Are there groups for whom core is not sufficient?

**Step 2 - Problem Analysis**
★ If the core is NOT sufficient for either a “content area” or group of students, what barriers have or could preclude students from reaching expected levels?
★ Does behavior serve to escape/avoid academic task?
★ Does student’s behavior interfere with learning opportunities?

**Step 3 - Plan Development and Implementation**
★ What strategies or interventions will be used?
★ What resources are needed to support implementation of the plan?
★ How will sufficiency and effectiveness of core be monitored overtime?
★ How will fidelity be monitored over time?
★ How will “good”, “questionable,” and “poor” responses to intervention be defined?

**Step 4 - Plan Evaluation of Effectiveness**
★ Have planned improvements been effective?
The Massachusetts Tiered System of Support (MTSS)

MTSS focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, English language learners, and students who have already demonstrated mastery of the concepts and skills being taught.
Tier 1 Instruction Specific to Literacy
Tier I Core Instruction

- Developed using the *Massachusetts’ Curriculum Frameworks*
- Provides a high quality *core curriculum for all students*
- *Engaging* and developmentally-appropriate
- *Collaboration between educators and parents*
- A *positive learning environment for all students*
What does research evidence tell us about core reading instruction?

Effective reading instruction requires:

- At least 90 uninterrupted minutes per day
- Instructional practices that include:
  - Universal Design for Learning
  - Scaffolding
  - Small group, differentiated teaching
- A continuum of supports and multiple opportunities to learn in addition to initial instruction
INSTRUCTIONAL DESIGN:
THE FRAMEWORK OF A READING PROGRAM

Scope and Sequence
Goals and Objectives
Lesson Organization
Aligned Materials

Content
What is taught

Phonological/Phonemic Awareness
Phonics
Fluency
Vocabulary
Comprehension
Spelling
Writing
Oral Language
Listening Comprehension

Instruction
How it is taught

Explicit
Systematic
Coordinated
Instructional Sequences and Routines
Scaffolded
Feedback
Differentiated Instruction
Assessment

Adapted from Center on Instruction:
Reviewing a Reading Program
Tier II Instruction Specific to Literacy
Tier II - Supplemental Interventions

These interventions are provided in addition to the core instruction.

- **Research based interventions** are provided to enable **struggling** students to **access the core curriculum**.

- Provided to students in a **targeted** and **short term** manner.

- The interventions and assessments must be **valid** and **reliable** predictors of future performance for **targeted** students.
These interventions are provided in addition to the core instruction.

- Student’s academic progress is monitored with increasing frequency to drive the decision making process

- Collaboration between educators and parents

- Information from student’s IEPs is incorporated into the provision of appropriate interventions.
Tier III Instruction Specific to Literacy
Tier III Intense Interventions

*These interventions are provided in addition to the core instruction.*

- The interventions selected to meet the *specific needs of struggling* learners to support the core curriculum instruction

- *Intense research based* interventions are provided for *longer periods of time*

- The interventions and assessments must be *valid* and *reliable* predictors of future performance for at risk students
Tier III Intense Interventions

These interventions are provided in addition to the core instruction.

- Student’s *progress* is monitored with *increased frequency* in this tier to drive the *decision* making process.

- *Collaboration between educators and parents*

- Information from *student’s IEPs* is incorporated into the provision of appropriate interventions.
Looking at Julia’s data

Problem solving from an individual student level to systems level

Slide from Steven Goodman – Director, Michigan’s Integrated Behavior and Learning Support Initiative
End of Year goal is to demonstrate this skill at 35 phonemes per minute (grey area)

What does this information tell you about Julia’s needs?

Slide from Steven Goodman – Director, Michigan’s Integrated Behavior and Learning Support Initiative
End of Year goal is to demonstrate this skill at 35 phonemes per minute (grey area)

What does this information tell you about Julia’s needs and the needs of her classmates?

Slide from Steven Goodman – Director, Michigan’s Integrated Behavior and Learning Support Initiative
Same building, same grade, different teacher

Does this information change how you might support Julia? Her classmates?

Slide from Steven Goodman – Director, Michigan’s Integrated Behavior and Learning Support Initiative
Blueprint for the Massachusetts Tiered System of Support
Meeting the Needs of All Students

1. Consider the Math Standard
   Consider the Student

2. Identify Barriers
   Assessments/Student Work

3. Design the Instruction
   Embed Accessibility Strategies & Formative Assessments
   Planning Tier 1, Tier 2

4. Reflect on the Process
   Make improvements

Adapted from EDC, 2007
Purposeful Planning

★ Team working together
  ★ Multiple representations and approaches
  ★ Grouping
  ★ Students struggling the most need teacher with strong math knowledge
  ★ Ongoing assessments embedded in the lesson
  ★ Strategies to make the math accessible for all students
★ Design core instruction as well as Tier 2 and extension activities