

Third Annual Massachusetts Summit on Curriculum, Instruction and Assessment

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The Massachusetts Tiered System of Support - Tiered Instruction

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ELEMENTARY & SECONDARY
EDUCATION

Why Tiered Instruction?



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*

Tiered Instruction

- 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.

ACCOUNTABILITY AND ASSISTANCE FOR SCHOOL DISTRICTS AND
SCHOOLS REGULATIONS

603 CMR 2.00

Accountability and Assistance for School Districts and Schools

Tiered instruction

is a *data-driven prevention*, *early detection*, and *support system* that guides the allocation of school and district resources with the *aim of providing high quality core educational experiences for all students* and *targeted interventions* to *struggling students* who experience learning or behavioral challenges.

IDEA Regulations

300.307 Specific Learning Disabilities

(a) General. A State must adopt, consistent with 34 CFR 300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR 300.8(c)(10). In addition, the criteria adopted by the State:

(1) Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10);

(2) Must permit the use of a process based on the child's response to scientific, research-based intervention; and

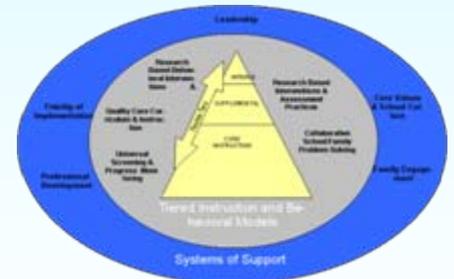
(3) May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10).

(b) A public agency must use the State criteria adopted pursuant to 34 CFR 300.307(a) in determining whether a child has a specific learning disability.

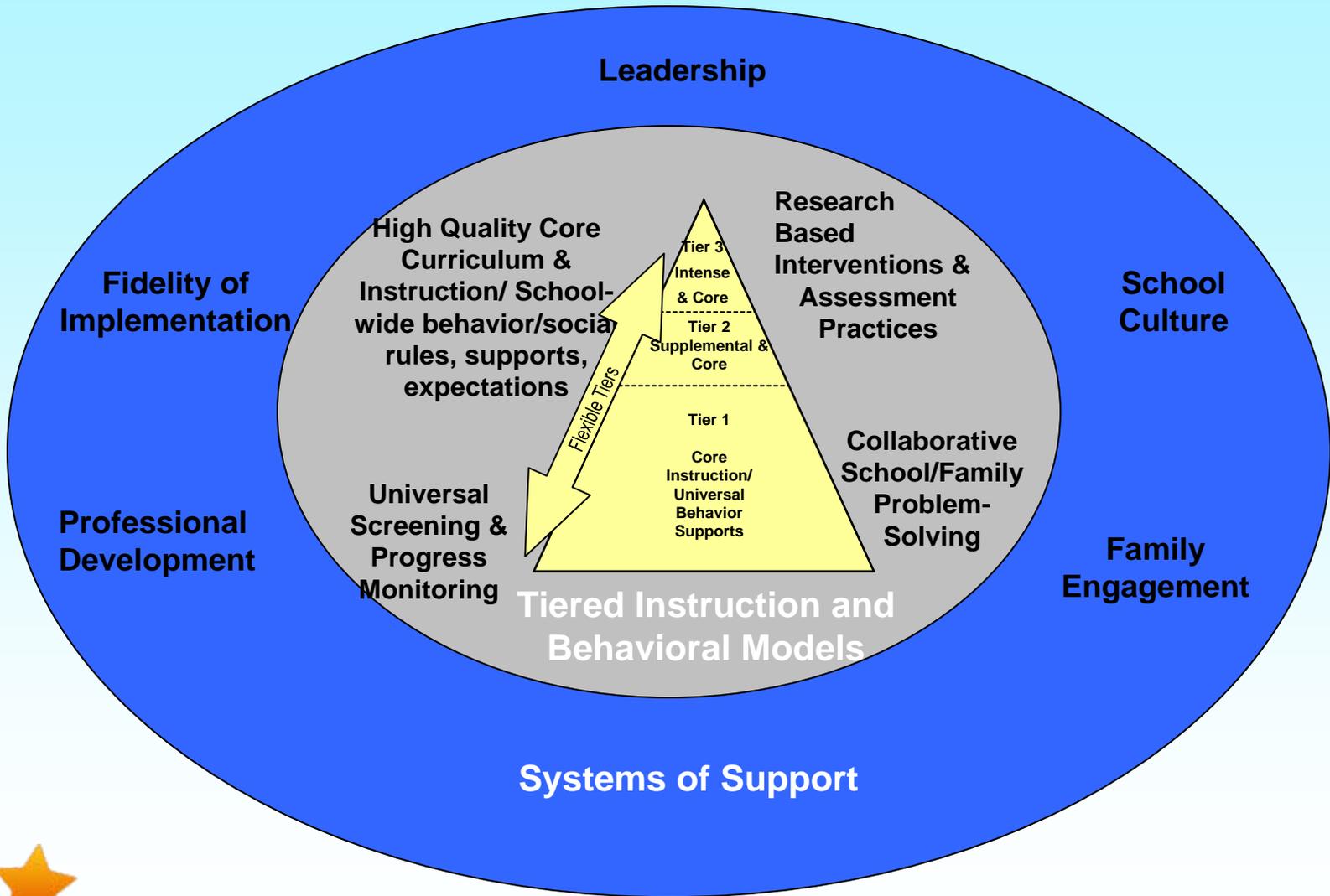
[34 CFR 300.307] [20 U.S.C. 1221e-3; 1401(30); 1414(b)(6)]

Massachusetts Guiding Documents

- System of Tiered Instruction (working draft)
- Self-Assessment Rubric: Developing a System of Tiered Instruction
- Resource Guide

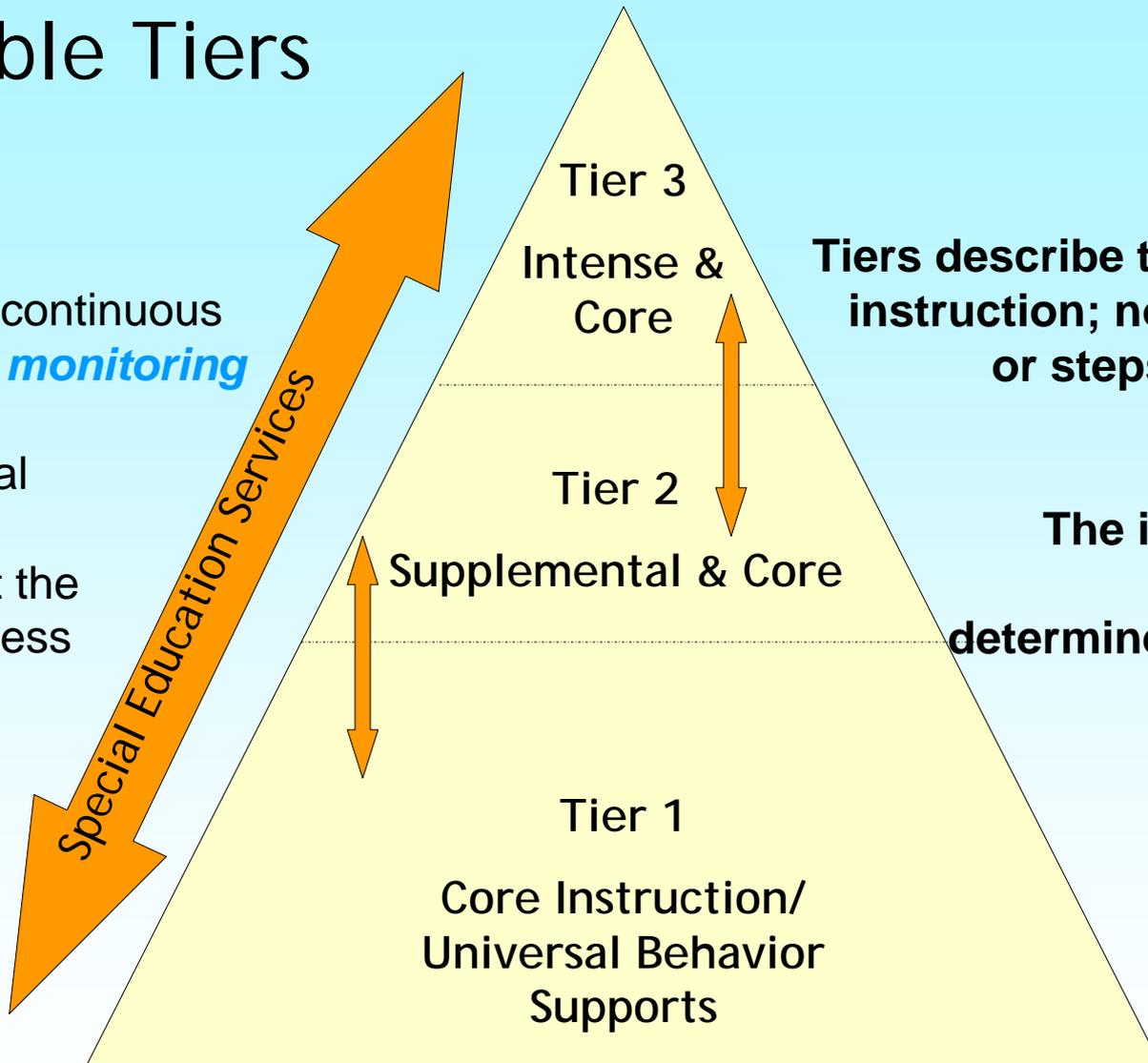


Framework for the Massachusetts Tiered System of Support



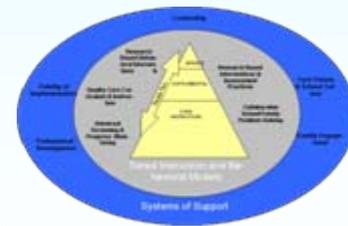
Flexible Tiers

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.

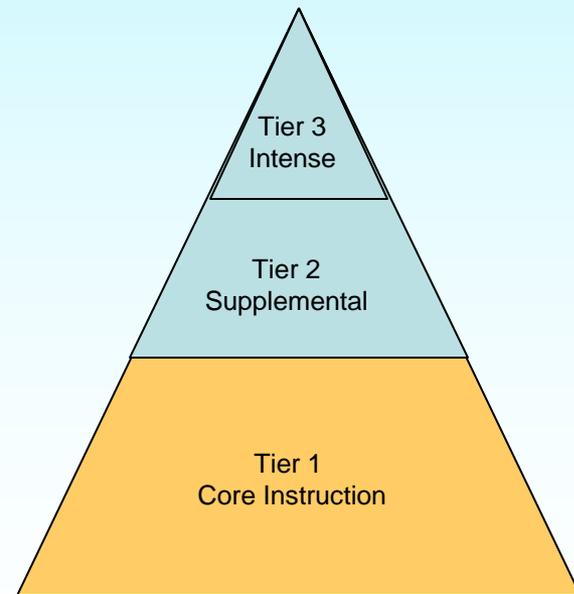


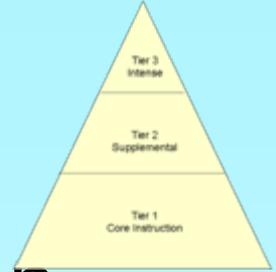
The Flexible Tiers

Tier I - Students receive *core instruction* that includes *differentiation* and *extension* activities

- **80-90% of total student population learn the key concepts through instruction in this tier.**

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





Tier I

General Education- Core Instruction

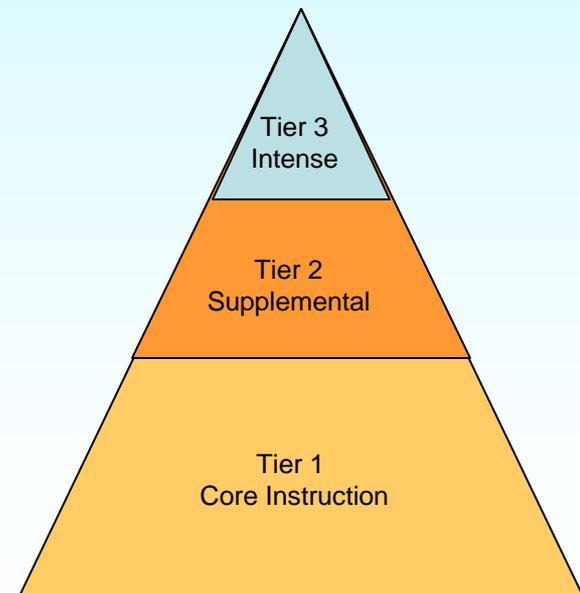
- Developed using the *Massachusetts' Curriculum Frameworks (Common Core)*
- Provides a high quality *core curriculum for all students*
- *Engaging* and developmentally-appropriate
- A *positive learning environment* for *all* students
- Instruction is *differentiated* to serve the needs of *all* students
- *Ongoing use* of formative and summative assessment of *student learning*
- *Collaboration between educators and parents*

The Flexible Tiers

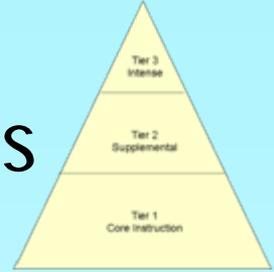
Tier II - Students who are *at risk* of not meeting grade-level expectations receive *supplemental* interventions in addition to *core* instruction

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

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



Tier II - Supplemental Interventions



These interventions are provided in addition to the core instruction.

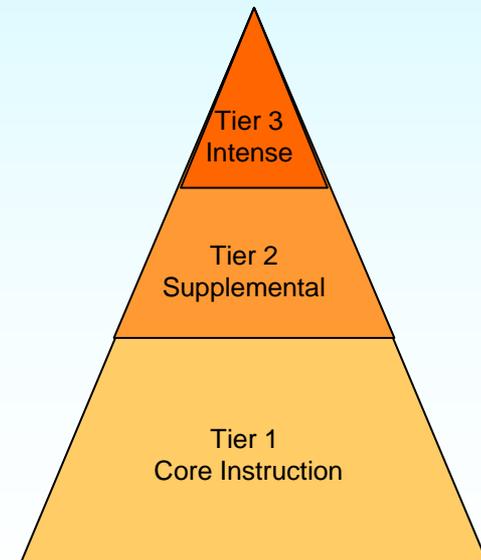
- *Research based interventions* are provided to enable *struggling* students to *access the core curriculum*
- Provided to students in a *targeted* and *short term* manner
- The interventions and assessments must be *valid* and *reliable* predictors of future performance for *targeted* students
- Student's academic *progress* is *monitored* with increasing frequency to *drive the decision* making process
- *Collaboration between educators and parents*

The Flexible Tiers

Tier III - Students at *substantial risk* of not meeting grade-level expectations receive *intensive* interventions in addition to *core* instruction

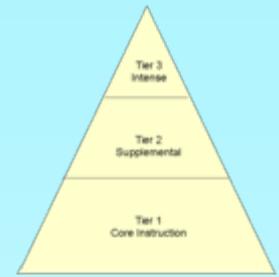
- 1-5% of total student population receive instruction through these intense interventions

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





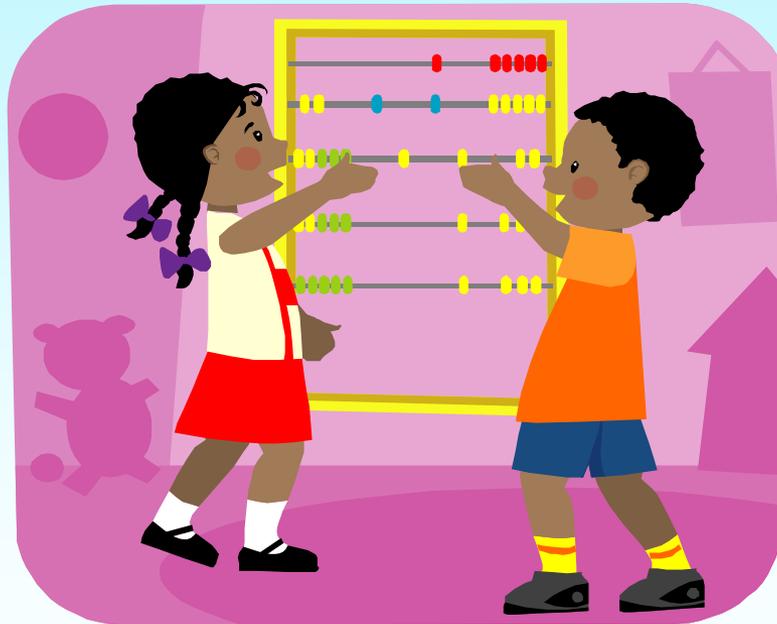
Tier III Intense Interventions

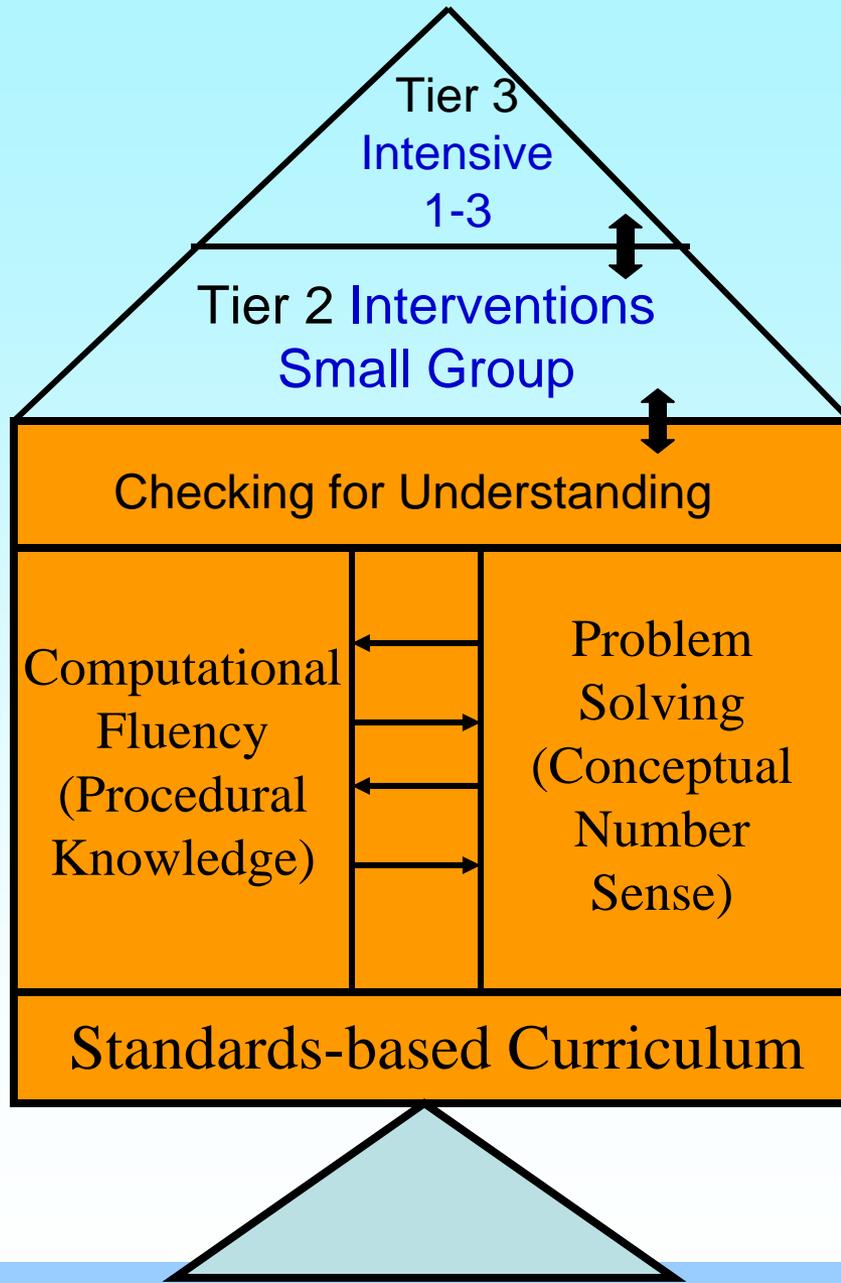


These interventions are provided in addition to the core instruction.

- 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
- Student's *progress* is monitored with *increased frequency* in this tier to drive the *decision* making process
- *Collaboration between educators and parents*

Tiered Instruction in Mathematics





Tier 1
Core Math
Instruction

Adapted from
Barbara Malkas
January 5, 2007
Pittsfield Public Schools
presented at CACE 2006
Based on *A Comprehensive
Literacy Program, K-8*
Model by David Cooper

Fraction Standards

Current :

- 3.N.3 Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of groups.
- 3.N.4 Locate on the number line and compare fractions.

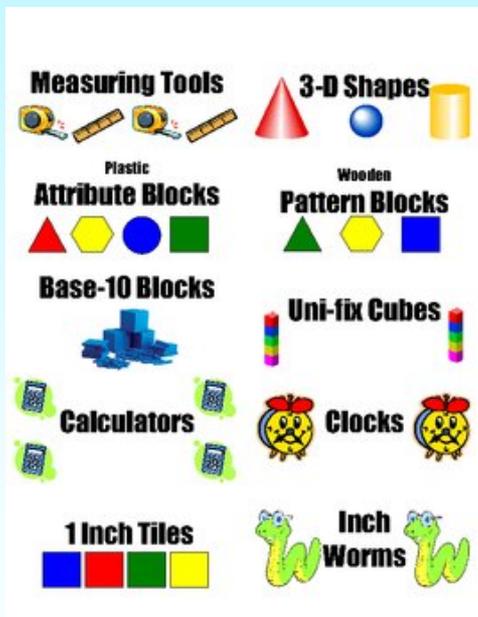
Common Core :

- 3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts;
- 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- 3.NF.3. Explain equivalence of fractions, and compare fractions by reasoning about their size.

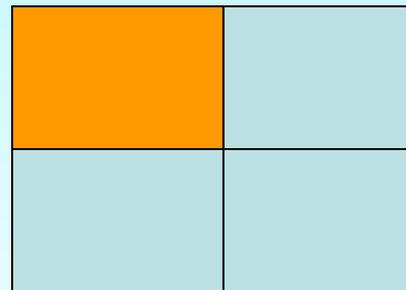
Concrete <--> Representational <--> Abstract

The progression rate from concrete to abstract varies by Tier and by student. Instruction in Tier 1 moves more rapidly toward the abstract, while the instruction in Tier 3 is often more concrete for a longer time.

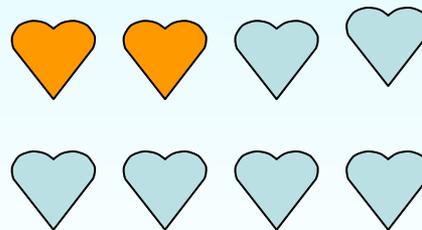
EXAMPLES:



Manipulatives



$$1/4$$



$$2/8 = 1/4$$

$$1/4 = x/16$$

Mathematical Practices (from the Common Core)

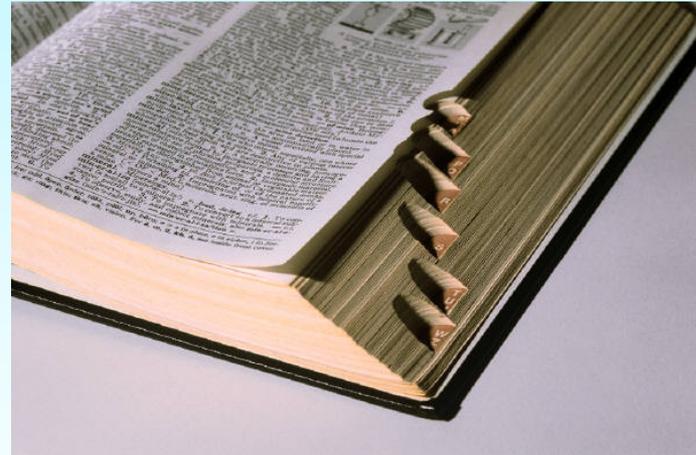
2. Reason abstractly and quantitatively.
4. Model with mathematics.

Questions?



SLD Definition

- “ a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written that may manifest itself in the imperfect ability to
 - listen,
 - think,
 - speak,
 - read,
 - write,
 - spell,
 - or to do mathematical calculations...”
300.8(c)(10)(i) *(bullets added)*



SLD Definition continued

- Includes:
 - Perceptual disabilities
 - Brain injury
 - Minimal brain dysfunction
 - Dyslexia, and
 - Developmental aphasia
- Does not include learning problems that are primarily the result of:
 - Visual, hearing, or motor disabilities
 - Mental retardation
 - Emotional disturbance, or
 - Of environmental, cultural, or economic disadvantage

Component 2: Area of Concern and Evaluation Method - documented on SLD 2

- Area of Concern (existing)
- Evaluation Method
 - Response to Scientific, Research-Based Intervention and/or
 - IQ / Achievement Discrepancy (existing)



Component 2: continued

A.1 Based on assessment data*, the student is not making effective educational progress for his/her age or to meet ELA or Math Curriculum Framework standards when using a process based on the student's response to scientific, research-based intervention in one or more of the following areas:

- Oral Expression
- Written Expression
- Basic Reading Skills
- Reading Comprehension
- Reading Fluency Skills
- Listening Comprehension
- Mathematics Problem Solving
- Mathematics Calculation

*Assessment data includes classroom performance information as well as data related to visual and auditory processing of information.

Component 2: continued

A.2. Has the scientific, research-based intervention method that was implemented provided sufficient information so that a responsive, data-driven IEP can be developed for the student?

- Yes, sufficient evidence exists regarding how the student learns and what is impeding learning so that a responsive, data-driven IEP can be developed.
- No (If no, attach additional diagnostic assessments that will determine how the student learns and what is impeding learning, that will assist in the writing of a responsive, data-driven IEP and designing specialized instruction based on the student's needs.)

Component 2: continued

A.3. Attach documentation of the instructional strategies used and the student-centered data collected that shows evidence that

- the student has been instructed using research-based instructional strategies;
- repeated, student-centered assessment data has been collected at reasonable intervals; and
- the student's parents have been notified regarding the amount and nature of assessment data that is collected based on the student's instruction and academic progress, strategies implemented to increase the student's learning, and the parent's right to request and evaluation.

Questions?



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