Kansas Multi-Tier System of Supports

Academic Structuring Guide

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www.kansasmtss.org

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Introduction to Document

The *Kansas Multi-Tier System of Supports: Academic Structuring Guide* has been created to assist schools in creating the structures necessary to begin the implementation of a Multi-Tier System of Supports. This document acts as a workbook for schools working with recognized facilitators (a list of recognized facilitators can be found at www.kansasmtss.org) or as a do-it-yourself guide for schools taking on the challenge themselves. This document provides an explanation of why each of the components are important as well as giving some suggested steps that have help other schools successfully complete the task at hand. This document is a companion document to the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)* with which this document is directly aligned.

Acknowledgements

This document is possible only because of a significant commitment of time and energy by numerous Kansas educators and their districts. It is their efforts to learn and help others understand what it takes to make MTSS work within schools that is reflected in this document. This grassroots effort shows a commitment to meeting the needs of each Kansas student as well as a desire to share wisdom from the field and the research that has guided the effort along the way. Districts that have provided to the knowledge base of MTSS include:

Cherokee USD 247	Emporia USD 253	Frontenac USD 249	Galena USD 499
Gardner-Edgerton USD 231	Girard USD 248	Labette County USD 506	Lawrence USD 497
Louisburg USD 416	McPherson USD 418	Northeast USD 246	Oskaloosa USD 341
Oswego USD 504	Parsons USD 503	Riverton USD 404	Russell USD 407
Shawnee Mission USD 512	Spring Hill USD 230	Uniontown USD 235	Wellsville USD 289

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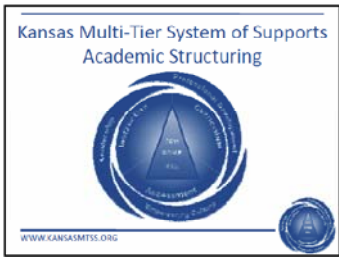
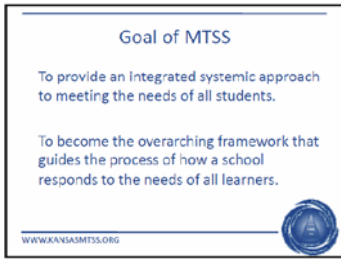
Multi-Tier System of Supports (MTSS): The Kansas Framework



Introduction

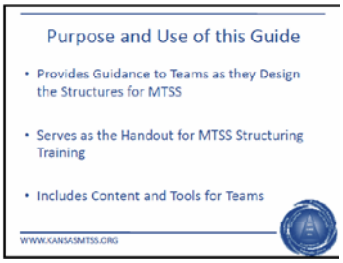
In Kansas, we believe that every student should always be learning and can achieve to high standards, both academically and socially. With the Multi-Tier System of Supports (MTSS) a system of prevention, early intervention, and support is being built to ensure all students are learning from the instruction they are receiving. Across the nation, many schools use a variety of interventions and numerous ways to monitor student learning under the names of "early intervening services" and "response to intervention (RtI)". In Kansas, for almost two decades a problem solving process and student improvement teams (SIT) have been used to provide intervention as early as possible for both academics and behavior. The use of such processes is based on a body of research that shows providing intervention as early as possible for both academics and behavior prevents more serious problems later. Research and practices over the last several years have re-contextualized the individual student problem solving process in a way that creates a more preventive and systemic approach to ensuring student learning. In Kansas, the systemic framework to helping all students learn is referred to as the Multi-Tier System of Supports or MTSS. Simply put, MTSS is a set of evidence-based practices implemented across a system to meet the needs of all learners. The MTSS framework is broader than response to intervention or problem solving alone. It establishes a system intentionally focusing on leadership, professional development, and empowering culture within the context of assessment, curriculum, and instruction, which ultimately supports the selection and implementation of increasingly intense research-based interventions provided to students in response to their academic and/or behavioral needs. This includes high quality instruction and intervention to meet the needs of both struggling and advanced learners. MTSS establishes a self-correcting feedback loop that includes ongoing monitoring of the effectiveness of instruction to ensure that each Kansas student achieves to high standards.



The goal of MTSS is to provide an integrated systemic approach to meeting the needs of all students. To achieve this, resources must be used in an effective and efficient way to enable every student to be successful. Most importantly, MTSS does not necessarily require additional resources or adding on to existing practices; instead, it involves evaluating current practices to identify those that yield evidence of effectiveness, addressing

areas that are missing, and replacing ineffective or inefficient approaches with those that are supported by research and address an area of need. MTSS is the guiding framework for school improvement activities to address the academic and behavioral achievement of all students. MTSS should become the overarching framework that guides the improvement processes and planning to include early identification and quick response to the needs of all learners. Thus, the district and building school improvement plans and results based staff development plans should include a focus on the underlying ideas behind the principles and practices of MTSS. The MTSS framework seeks to be prevention oriented and resolve the disconnected nature of the supports within our schools. In doing so, it promotes the use of research supported practices throughout the educational system.

Purpose and Use of the *Structuring Guide*

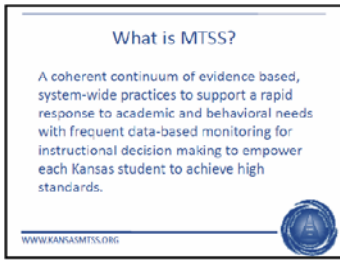


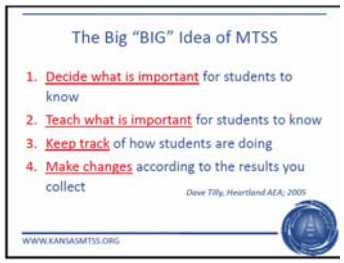
The *Kansas Multi-Tier System of Supports: Academic Structuring Guide* is designed to assist buildings and districts in the move toward creating the infrastructure needed to implement a multi-tier system. The content of this guide has been created by individuals in Kansas buildings and districts, guided by research, and their willingness to share their learning, experiences, and recommendations**.** The MTSS process systematically leads schools through the process of conducting a comprehensive needs assessment of the policies and practices in place to target areas of need. The needs assessment and planning process is critical to ensure that all staff have adequate support to provide instruction matched to student needs, to monitor student progress, and to make refinements to the system as needed to ensure student achievement. This guide is created to serve as a "stand alone" document for teams that may choose to independently go through structuring for MTSS. It also serves as the handout for teams that access support from Recognized MTSS Facilitators (a list can be found at www.kansasmtss.org under Training).

The content of the guide is divided into sections to enable teams to address key components systematically. In each section, relevant content for each structure in the system is presented. The content is designed to provide the most important information that should be considered as leadership teams make decisions about how the structure will be created in each school. Following the content, tasks that the leadership team must complete are presented along with tools and steps that will be helpful in accomplishing the tasks.

In the first section of the *Structuring Guide*, the content and tasks are targeted toward both district and building leadership teams, therefore, the text just states "leadership team". The structure and basic function of the leadership teams in MTSS are consistent across district and buildings, however, the level of focus (e.g., district curriculum versus customization of interventions or providing support and guidance to buildings versus staff within the building) will vary and the tasks should be approached accordingly. Both district and building level teams are encouraged to work through all of the content and tasks in this section to help maintain consistency of a district-wide system.

While the content of this guide is approached systematically, section by section, the reality is that the tasks will mostly likely not be completed in the order presented. Again, this guide is meant to be used as a workbook, and it is anticipated that teams will revisit each section several times as all tasks are accomplished.





MTSS Definition and Core Beliefs

Definition

MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve high standards.

The Big "Big" Ideas

1. Decide what is important for students to know
2. Teach what is important for students to know
3. Keep track of how students are doing
4. Make changes according to the results you collect

(Tilley, 2005)

Core Beliefs

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn, and reflect
- Every leader at all levels is responsible for every child
- Change is intentional, coherent and dynamic

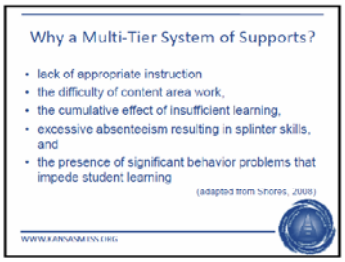
How to Achieve Core Beliefs

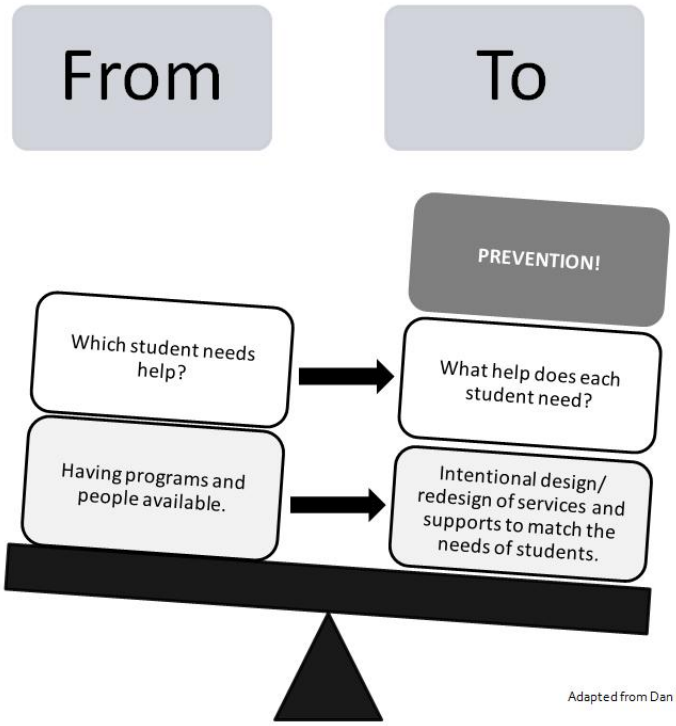
- Every child will be provided a rigorous and research-based curriculum
- Every child will be provided effective and relentless teaching
- Interventions will be provided at the earliest identification of need
- Policy will be based on evidence-based practice
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice
- Resources will be intentionally designed and redesigned to match student needs
- Every leader will be responsible for planning, implementing and evaluating
- Academic and behavioral data will be used to inform instructional decisions
- Educators, families and community members will be part of the fundamental practice of effective problem-solving and instructional decision making
- An empowering culture will be enhanced/developed that creates collective responsibility for student success

While these beliefs were adopted by KSDE and the stakeholder group, local schools are encouraged to develop and adopt their own belief statements as they move toward a multi-tier system.

Why a Multi-Tier System of Supports Is Needed

Even with the best of intentions our educational system has not been as cohesive as is desired. In many instances educators and parents have been frustrated with the process to access support for students who are advanced learners as well as those who are struggling. A significant aspect of changing to a multi-tier system involves a shift in the thinking about how a system should respond to student need. The graphic on the next page highlights how thinking shifts from matching students to programs to becoming focused on understanding student need and designing services and supports to meet those needs.



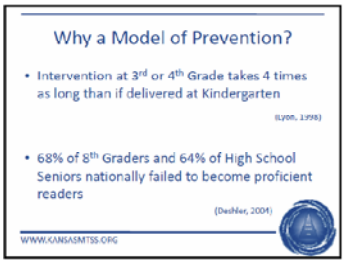


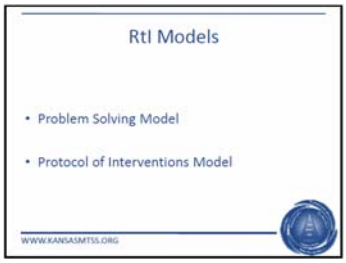
Adapted from Dan Reschly,

MTSS is designed as a framework based on prevention, early intervention and support for all students. It is not tied to specific content or curriculum. While MTSS does not stipulate the curriculum, programs, instructional practices, or assessments used within a system, those chosen by schools must be supported by the highest quality of research available in each area. Certainly, the research across all disciplines is not equal, for example, scientifically-based reading and behavior research is widely recognized but the same cannot be said for math. It is anticipated that further research in other areas will strengthen the MTSS framework. Until then, it is recommended that schools rely on the highest level of evidence available in the area of their efforts.

Continuum of Instruction

As schools begin to design a MTSS, it is important to remember that the skills being targeted within that framework form a continuum of development from early childhood across all the grades through graduation. It is sometimes easy for building teams to become so focused on the concerns of assessment, curriculum, and instruction within their own setting, that they forget about the prerequisite and advanced skill needs that students have and the skills needed for success in the next academic or work setting. One of the responsibilities of the district team is to ensure the completeness of the continuum of instruction across all buildings and instructional settings, so that important skills aren't inadvertently omitted from the scope and sequence of the curriculum and instruction.





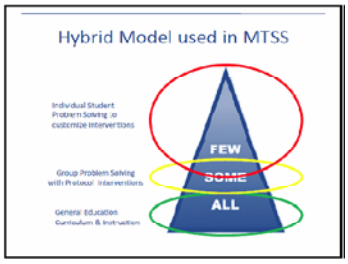
The MTSS Model

As mentioned earlier, MTSS is broader than what is typically considered response to intervention and the problem solving model. Both response to intervention and the problem solving model are important for an effective MTSS system and need to be reflected in the practices of buildings and districts.

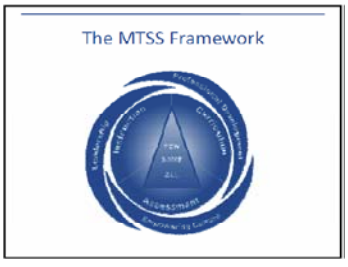
The **problem solving model** is widely used in Kansas under the name Student Improvement Teams (SIT). The problem solving model uses the approach of developing "problem solving teams" at the district or building level that look at the data and determine whether there is a curricular, instructional, or

student centered problem. In the pure problem solving model, there are no designated criteria to signal when a student needs assistance. Instead, parents, staff, or students can make a referral to the problem solving team. The team then determines if an intervention is necessary, which intervention(s) to use, and for how long to intervene. The team also determines further meetings to review the progress or lack thereof and utilizes the process again to determine whether to continue, modify, or discontinue the interventions.

The **protocol model**, which is a core component of many response to intervention models, defines a specific intervention that will be used by the system and it is the only methodology or intervention that will be used. The intervention is grounded in research and thus should work with the vast majority of students. This model does not rely on referrals for students who may be experiencing difficulty like the problem solving model described above. In this model, data are collected and specific criteria signal when and which students need support. Students in need of support immediately begin to receive the pre-determined protocol of intervention.



A **hybrid model** is used in the Kansas MTSS framework. It is one that incorporates both the problem solving and the protocol models. In MTSS, data are collected to determine which students need additional support and a selected group of interventions are utilized immediately to meet the needs of most students in need of supplemental intervention. These evidence-based interventions are selected for specific areas of concern. Staff are highly trained in using these interventions as well as knowing when each is best to use. Progress monitoring data begins to be collected as soon as students begin receiving intervention. Teams then use that data within a problem solving process to analyze student progress to determine which interventions should be used and also to create individualized and highly customized intense interventions for individual students. Teams also apply decision rules to establish the efficacy of the intervention. Progress monitoring occurs to determine if the intervention should continue, be adjusted, or end (McCook, 2006).



The MTSS Framework

The graphic of MTSS represents the multi-tier framework. The three arcs around the outside of the circle highlight the concepts of leadership, professional development, and empowering culture that must be constantly tended to ensure that all the work that takes place within the system is supported.

Leadership is an essential component to creating sustainable change within the system. When moving to multi-tier system there are formal structures of leadership that are necessary to ensure consistent information and support to all stakeholders involved.

Professional Development is the second essential component wrapped around MTSS. Supporting the professional development around MTSS practices requires a carefully designed and executed plan. Professional development should be designed in such a way that not only do all staff receive initial training and implementation support, but systems are in place to monitor fidelity and provide ongoing support to individual staff as needed.

Empowering Culture can prove to be one of the most challenging components to create, but it is the key to creating a system that is sustainable. In an empowering culture, staff and students become actively involved in the process of school improvement. The leadership team not only provides skills and opportunities but also encourages and recognizes active involvement of others in decision making.

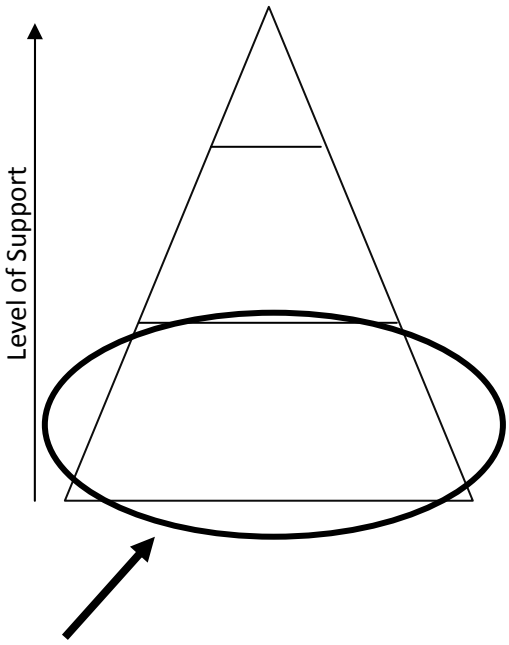
These three components work together to create the change management that must occur for any effort to become sustainable. Moving inward in the graphic, the focus shifts to curriculum, instruction, and assessment which interact to directly influence the system's ability to understand and meet each student's needs.

Curriculum: The curricular materials that are used at all the levels must be evidence-based and should align with Kansas state standards. The issue of which curriculum(s) used is not as important as ensuring that all the essential components of the content area are addressed and are available to trained staff to use appropriately.

Instruction: Schools need to understand instructional design and ensure that explicit, systematic, scaffolded instruction is planned for in a purposeful manner and is reflected in all teaching done in the school. These practices are evidence-based and must be implemented with confidence and fidelity to have a positive impact on student learning.

Assessment: In a multi-tier system, assessments are used for a variety of purposes so it is essential that a comprehensive and aligned assessment system is in place to allow staff to make all the necessary instructional decisions. A comprehensive assessment system must include valid and reliable assessments for the purposes of (1) universal screening, (2) diagnostics/functional behavioral assessment, (3) progress monitoring, and (4) outcomes in each area being addressed.

At the center of the graphic is the triangle with the words ALL – SOME – FEW. This element of the graphic represents the multiple tiers of support that need to be available to meet the needs of all students within the system:



All (core) forms the base of the triangle and represents what is often referred to as the 'core'. This is the level of the system that is designed for all and is the basis of the educational experience for all students – this includes the curriculum, instruction, and assessment that all students will receive. At this level of the system, practices are evidence-based and differentiated so that a maximum number of students will be successful thereby preventing the need for additional intervention. Within a well functioning MTSS the system seeks to provide a strong core that will meet the needs of the maximum number of students possible, but also recognize that there will be some students who will need additional (supplemental or intense) supports in order to continually learn and achieve to the high expectations we have for students.

Some (supplemental) the center portion of the triangle represents the supplemental level of support that is provided to some students. The use of a process to make data-based decisions regarding grouping and instruction of students is essential at this level. Data-based decision making may be conducted in various configurations of collaborative teams (Professional Learning Communities (PLCs), grade level teams, departmental teams, student improvement teams, etc.)**.** The goal remains constant, to analyze student data obtained through universal screening and diagnostic assessments to make decisions regarding how to match interventions to student needs. The intervention students receive is targeted to specific needs, made more explicit and intense through smaller

group size guided by the research, or enrichment for advanced learning and is in addition to the core provided to all students. It is through regularly scheduled problem-solving that the school will track progress of the students receiving supplemental supports and make adjustments accordingly to maximize the results. With the provision of a strong core and effective supplemental supports, the needs of most students will be met; however, a well functioning MTSS should also contain more individualized, customized, and intensive supports for those few students who have more significant needs.

Is supplemental or intensive support in addition to or instead of the core?

☐ In Addition ☐ Instead Of

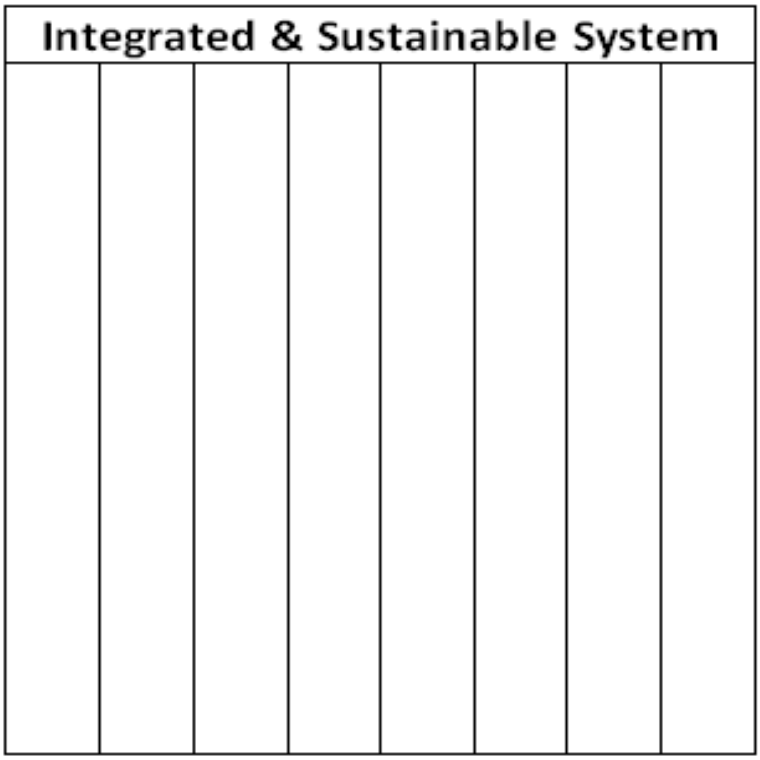
Few (intensive) is the level at the top of the triangle and represents the most intensive and customized intervention that is available within a school. A strong core and effective supplemental supports help to ensure the numbers of students being served at this level remains small to allow for the provision of sufficiently intensive support. Again, collaborative teams use data to determine student needs. The intensive support provided at this level is even more explicit and systematic than at the previous tier. This is created through even smaller groups, as guided by research, increased instructional time, potentially different curricular materials, and/or instructional practices.

If progress is unsatisfactory, individual student problem-solving will be used to individualize and customize the support the student will receive. Those engaged in problem solving for students at this level utilize more frequently collected progress monitoring data and additional diagnostic data to make instructional decisions to customize the instruction provided. The focus is on understanding what the student needs are and carefully customizing intervention efforts to meet the identified needs. It may also involve a collaboratively developed and coordinated plan with other agencies working with the student. Regularly scheduled individual student problem-solving enables the school to maximize student achievement by tracking the progress of students receiving intensive supports and making adjustments accordingly.

The different levels/tiers within the triangle do not represent programs or staff, but describe the level of increasing customization and individualization of instructional support students receive. Allocation of staff responsible for providing the various levels of instruction will be based upon local resources and the model of instruction chosen. However, it is important not to rely solely on entitlement programs (e.g., Title services, special education) to provide all the supports at any level because there will almost always be students who are not

eligible for entitlement services but are in need of more customized supports. The components of curriculum, instruction, and assessment must be designed, utilized, and implemented within the context of the multiple tiers of support that have been described above.

There are several important philosophical concepts woven throughout MTSS that form the premise for implementing the practices and principles outlined in this structuring guide. The first is the concept of **Integration & Sustainability** is ultimately created when all aspects of the system become integrated to support and sustain student learning. The principles and practices of MTSS are based upon what research has shown to be effective in both creating successful and sustainable change as well as what is necessary in providing the most effective instruction to all students. It is important to note that MTSS is designed to address the academic and behavioral needs of all students, regardless of whether they are struggling or have advanced learning needs. Research notes the interconnectivity of academics and behavior and by addressing the behavioral issues within buildings; improvement is seen in student performance and engagement. The inverse is also true, when schools work systemically to address improved student learning, behavioral issues decrease. Risk factors that affect all students in and out of school, including substance use, delinquency, and violence can be identified as early as elementary school and are good predictors of future academic success. While this structuring guide addresses only the academic area, upcoming revisions will include behavior as well. In the meantime, more information about behavioral supports is at www.kansasmtss.org on the resources and training pages.



The idea of **intervening early** is another foundational concept. The intention of intervening early is twofold – (1) intervening early in the student's schooling to prevent failure, and (2) intervening at the earliest indication of need at every grade level to make the best use of time and continual learning.

Next is the use of a **multi-tier model**. Although the literature may show many configurations of a multi-tier model, the

underlying concept is the same. It is important to expect and plan for the reality that there will be students with varying levels of need for support. It is further recognized that despite delivering the most effective educational practices possible in each and every classroom, there will be some students for whom that is not sufficient. Therefore, it is also imperative to establish additional supports that will target individual needs. It is much less important to debate how many "tiers" are needed, than it is to understand the concept that the system must be designed to match instruction to the needs of each student. Within and across the multiple tiers, there is an expectation that instructional **groups are fluid**. That is, students may access the instruction and curriculum most closely matched to their need whenever needed. In that same vein, the concept of **differentiation** is pervasive across every aspect of MTSS. This means differentiated curriculum and instruction should occur during all instruction. Regardless of whether working at the whole classroom level, the small group level, or the individual student level, differentiation is central to effective teaching.

Evidence-based practices are used to guide all efforts within MTSS. That is, the best research available is used to design a system to support students. The standard is that the strongest evidence available to guide choices in each area is utilized. **Data-based decision making and using a problem solving process** is inherent within in a well-functioning MTSS. Consistent with the message that Kansas has been promoting for many years, buildings and districts are encouraged to utilize a problem solving approach as they use data to guide decision making when creating, implementing, and refining their MTSS. That is, teams will use data to guide initial efforts in the design of the system, use data to determine whether the system created is achieving the desired results, and then use data to guide refinement of the system until the desired results are achieved. It is through the use of data-based decision making that a self-correcting feedback loop, discussed in more detail later in this section, can be achieved.

Family-School Partnerships

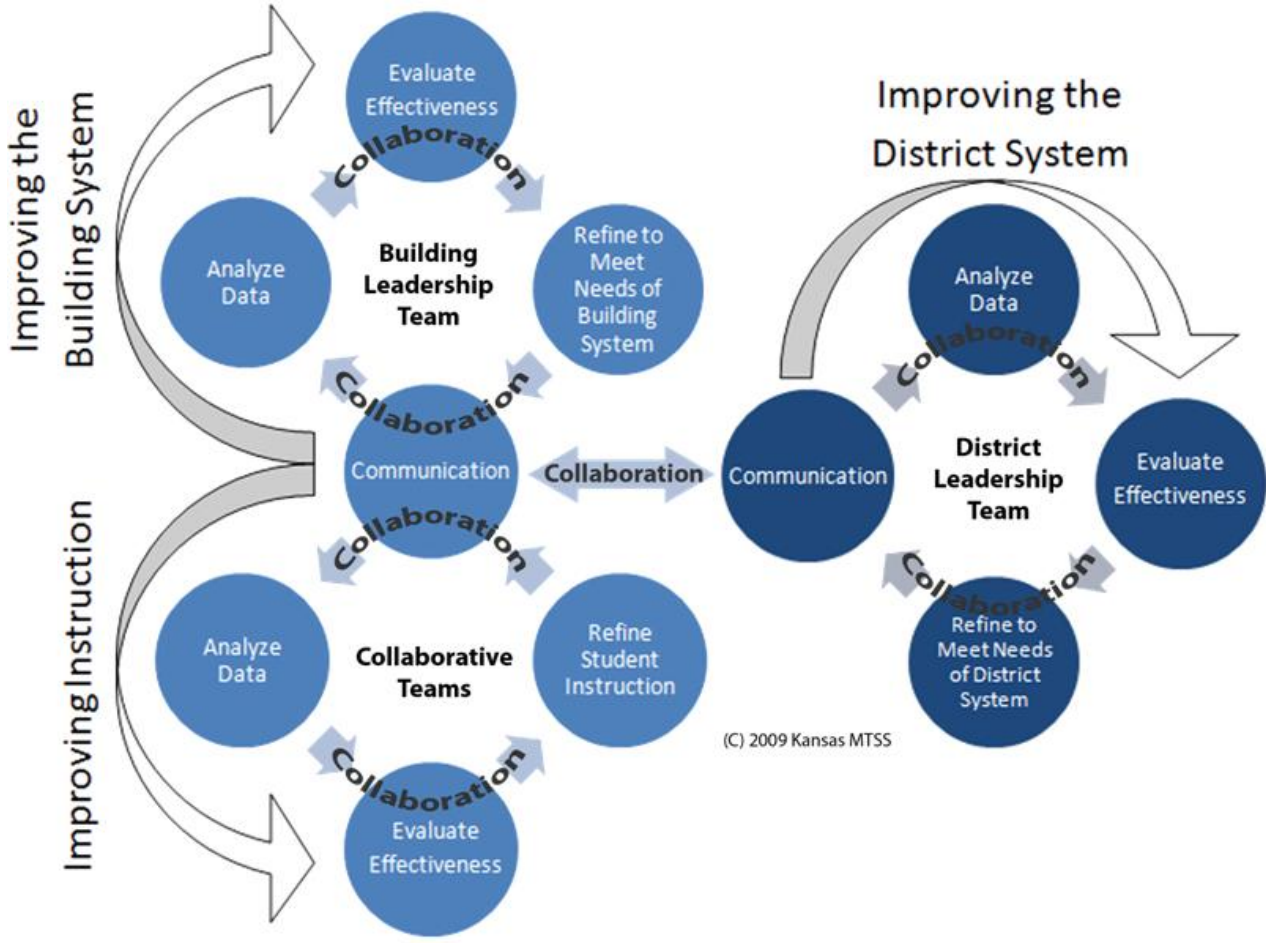
More Information available at the National Parent Teacher Association www.pta.org

Family Involvement is another important piece of Kansas' MTSS framework. Research in this area shows a convincing relationship between a positive parent involvement and student success (Henderson & Mapp, 2002). Teams should consider how to establish strong family-school partnerships throughout their systems. This can be done through using the National Parent Teacher Association's six National Standards for Family-School Partnerships (National Parent Teacher Association) and a parental involvement policy as a part of creating an effective MTSS.

A Self-Correcting Feedback Loop

One of the primary defining elements of an effective MTSS system is a self-correcting feedback loop based on a problem solving process. A self-correcting feedback loop is one that continually collects data, analyzes results, and makes adjustments aimed at positively influencing student learning and achievement. While the term "self-correcting" sounds like something that eventually happens automatically, the reality is there is nothing automatic about it. The forces behind the self-correcting feedback loop are district and building leadership teams working in concert with all staff.

The cycle of **Improving Instruction** in the graphic represents the work of the collaborative teams that are made up of teachers and other support staff within buildings that are in charge of analyzing data (screening, diagnostic, and progress monitoring) at the grade, classroom, small group, and individual student level. The collaborative teams evaluate the effectiveness of the supports being provided to the students and then refine student instruction (grouping students, providing core, supplemental,



and intensive instructional supports, etc.). Collaborative teams have the ultimate responsibility of informing the building leadership team of how the system is operating on the front lines. Members of the collaborative teams are “in the trenches” so to speak and have insight regarding potential system issues that must be communicated to the building leadership team in order to be addressed.

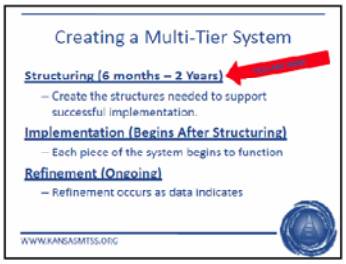
The cycle of **Improving the Building System** in the graphic represents the work of the building leadership team which is made up of members of collaborative teams representing all grade levels as well as other staff members. The building leadership team is led by the building principal. It is the responsibility of this leadership team to ensure that the system has all the pieces functioning in such a way that results of student learning are monitored and evaluated. To accomplish this, the building leadership team must analyze input from the collaborative teams as well as building level student data to determine whether adequate progress toward building goals is being made, evaluating the effectiveness of the various components of the system to determine if adjustments are needed, and, when adjustments are needed, determining the actions that will be taken to refine the system. When results are not consistent with the goals, the building leadership team determines what course of action is needed to improve the system. The building leadership team, with the principal making final decisions, has the ultimate responsibility of ensuring the system is being intentionally redesigned so that each student is learning. The graphic demonstrates the intersection of the two cycles that are occurring at different levels for different purposes, with each informing the other. It is at the intersection of the two circles in the center of the graphic that actions to be taken are communicated to the collaborative teams.

In addition to the crucial communication depicted between the collaborative teams and the building leadership team, communication with the district leadership team must occur. This is a reciprocal communication as the building leadership team seeks to share information about successes as well as any need for support from the district. The district, in turn, shares district decisions that the building leadership team needs to know so that it can be determined how the MTSS will be impacted.

The cycle of **Improving the District System** in the graphic represents the work of the district leadership team which is made up of members representing all schools in the district as well as district leaders. It is the responsibility of this leadership

team to ensure that the district system has all the pieces functioning in such a way that the growth of the MTSS in each building is supported effectively. To accomplish this, the district leadership team must analyze district and building level input and data to evaluate the effectiveness of district supports. Through this analysis, district leadership teams then determine if adjustments in district supports are needed, and when adjustments are needed, and determine actions that will be communicated and provided to building leadership teams.

Creating a Multi-Tier System of Supports



The process of creating a MTSS is neither a quick fix nor the adoption of new rhetoric; it is a thoughtful and intentional redesign of educational supports provided by general education and entitlement programs to ensure that the individual needs of all students are being met in the most effective and efficient way possible. The undertaking of designing and implementing MTSS is a multi-year process. The *Kansas Multi-Tier System of Supports: Academic Structuring Guide* supports schools in the creation of a MTSS. Additional guides are available to support efforts as the system moves into implementation and refinement. Creating the structures necessary and implementing an integrated and sustainable multi-tier system is likely to take two to five years, depending on current practices and structures within a building.

Structuring

When a building or district makes the decision to create a MTSS, first the structures necessary for implementation and sustainability of a multi-tier system must be designed and put into place. At a district level, this means making decisions regarding what the district "non-negotiables" will be and which decisions can be made within buildings. To design the structure a needs assessment must be completed that includes the evaluation of the alignment of academic and behavioral expectations, current practices, research, and materials within the district and/or building. This is not a quick process in itself; to do it adequately will take time and effort on the part of both leadership and staff. The process of ensuring the structures are in place has taken buildings in Kansas anywhere from six months to two years depending on current practices. The duration of aligning expectations and practices depends on the ability to both commit resources to evaluate practices and to provide the necessary professional development and ongoing support to staff to change instructional practices. Although it is tempting to hurry through these tasks in the interest of moving more quickly to implementation, buildings have learned that it is worth the effort and time to reconfigure the structures

necessary prior to implementation. Without solid structures, implementation will invariably be met by barriers that will require even more time to overcome**.**

Implementation and Refinement

Once the structures are in place implementation can begin which includes data collection, use of the data to guide instructional decisions, and refinement of instruction and the system. All of the decisions and foundations that were developed during structuring will begin to work in coordination to create an effective system. During this time, the self-correcting feedback loop will be evident as a district/building continually revisits each of the areas addressed during structuring**.** Successful implementation ensures that practices are being implemented as planned and that the decisions made are having a positive effect on student success.

It is the goal of Kansas' framework that each building creates a self-correcting MTSS. This means that each building has the infrastructure to support a dynamic system that can be refined and redesigned when necessary to match resources with the needs of students.

Materials to Support Structuring and Implementation

The Kansas State Department of Education, through IDEA Part B funds, has supported the development of this and other resources designed to assist districts and buildings through the structuring process and into implementation of MTSS. These materials were written with a focus on creating a system that is this and other Kansas MTSS documents are based on research from systems change, effective schools, and specific content areas (e.g., literacy and mathematics).

The materials will continue to be refined and additional tools developed to support buildings and districts with MTSS. Current materials will always be available on the Kansas MTSS website ***WWW.KANSASMTSS.ORG.***

Resources

available at
www.kansasmtss.org

The two primary documents of Kansas MTSS are the Innovation Configuration Matrix and the Research Base that describe the framework and some of the research behind the principles and practices included in the framework.

Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)

The *ICM* provides the big picture of MTSS and provides examples and non-examples of what implementation of the essential components look like in schools.

Kansas Multi-Tier System of Supports: Research Base

The *Research Base* provides some of the primary research that supports the principles and practices that are included in the *ICM*. This document is not a comprehensive bibliography of all research but provides the starting point for anyone wanting to read the research. This document will be updated periodically as new research comes available.

The next two documents support schools through structuring and implementation of MTSS.

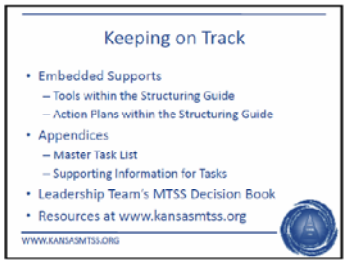
Kansas Multi-Tier System of Supports: Academic Structuring Guide

The *Academic Structuring Guide* serves as a framework to assist districts and buildings through the decisions necessary to create the infrastructure to support MTSS.

Kansas Multi-Tier System of Supports: Implementation Guides

The *Implementation Guides* guide schools through the use of data that guide instructional decisions and systems refinement.

In addition to these four main documents there are additional resources and documents available online on the Kansas MTSS website. The resources available continue to grow and be revised based on current knowledge.

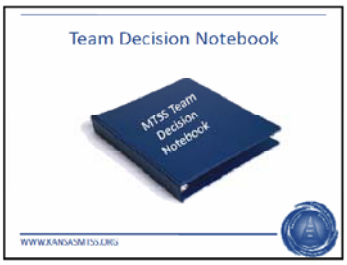


Documenting the System

The creation of a MTSS, as with any system change effort, will have both exciting opportunities as well as challenges. The process of evaluating all the current practices and making decisions of each can feel disjointed at times. In these types of situations it is important for teams to keep track of their progress along the way and document all decisions when they have been made. Documenting decisions as they are made helps teams remain focused on next steps and not revisiting the same conversations multiple times. In addition to helping a team work more efficiently through the process, they are also designed to help with the change effort and to create a sustainable system. By clearly documenting decisions the team

Appendices

Master Task List
Literacy Skills
Math Development



will more easily be able to provide clear and consistent information about their efforts, the system, as well as helping articulate the procedures for the system.

Keeping a MTSS Decision Book

Many district and building leadership teams have found it helpful to make a single notebook that contains the list of all tasks that need to be completed during structuring as well as each of the tools as they are completed. As a team works through the *Structuring Guide*, the tools to describe their decisions and how things are planned to work are inserted directly into the guide at the point where the tool is first introduced. These tools have been designed so they can be pulled from the notebook and inserted into another notebook or a tab at the back of this one without losing any content of the guide. All team members will be working with their own copy of the *Structuring Guide* but they will need to identify a single person to keep the final copies of all work completed by the team will make the process easier.

The tools included in the *Kansas MTSS: Academic Structuring Guide* are provided to assist teams. If the district or building already has a process in place to document the decisions being made it is fine to use a different format as long as decisions are documented. Many of the issues that teams must consider during structuring are likely addressed in a school improvement plan or local results based staff development plan. It is better to integrate the MTSS efforts with the way the system operates than to duplicate work in two places or to create new/separate plans. If existing documents/plans are used just include them in the team's decision book.

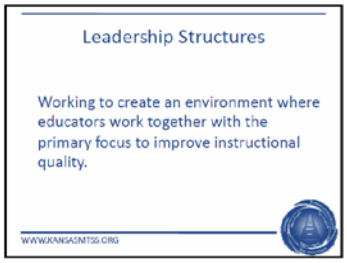
Working with a Recognized MTSS Facilitator

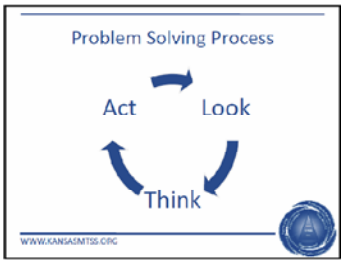
If the district or building is working with a Recognized MTSS Facilitator (a list can be found at www.kansasmtss.org under training) the more documentation that you share with them the more they can help the team. The facilitator will be asking for copies of the teams work because many choose to create their own notebook for each team they are working with. At minimum your facilitator will ask for:

- Tool 1: Leadership Team
- Tool 2: Leadership Team Responsibilities
- Tool 8: Comprehensive Assessment Plan
- Tool 13 or 14: Curricula Matrix
- Master Schedule
- Model of Instruction

By knowing what decisions have been made by the leadership team and which ones they are still working on the facilitator is able to provide additional resources specific to where the team is in the process.

Leadership Structures





In this section of the guide, both district and building leadership teams will complete the following tasks:

Task 1: Plan for District Communication and Collaboration
Task 2: Identify Leadership Team Membership
Task 3: Identify Roles and Responsibilities of the Leadership Team
Task 4: Establish Leadership Team Norms
Task 5: Determine Leadership Team Decision Making Method
Task 6: Develop a Shared Vision for MTSS
Task 7: Develop Initial Core Beliefs as Leadership Team
Task 8: Finalize Core Beliefs with Entire Staff
Task 9: Develop a Plan for Communicating with all Stakeholders

In MTSS, when leadership is discussed it is not limited to those with formal leadership or administrative titles but also includes informal leaders that have influence within the system. Leadership throughout the system is essential in the process of creating a Multi-Tier System of Supports (MTSS). Only in an environment where leaders work cooperatively with fellow educators to make improving instructional quality the priority can schools improve (Schmoker, 2006). Structuring for and implementing MTSS is best accomplished by a careful consideration of the district and building culture and navigating a course for improvement in light of present and past practices or events.

The formal leaders must take an active role in supporting the change, including full participation in problem-solving and decision-making, a complex process that will not happen without clear concise planning. It may take some districts or buildings a great deal of growth and change to develop a clear, institutionalized process that becomes part of the recognized culture.

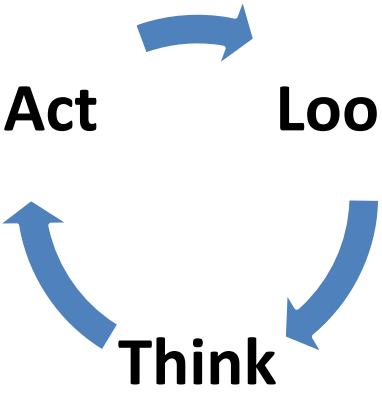
Using the Problem Solving Process in Creating MTSS Structures

As described in the introduction, an effective MTSS is one that is self-correcting and is based on a problem solving process. During structuring when the leadership team is making decisions, a problem solving process should be used in making all decisions. Using a problem solving approach provides a process that is followed when considering whether a change is necessary or whether there is a problem to be solved. It will

ensure the leadership team collects appropriate information, analyzes it, plans for implementation, and acts. A simple problem solving process is the Look-Think-Act routine (Stringer, 2007). During each step of the routine the team observes, reflects, and then takes some sort of action.

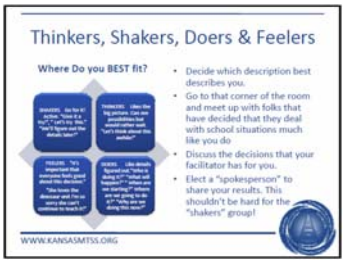
The three steps in the Look - Think - Act routine involve:

- Plan and Report
- Implement
- Evaluate



- Gather Relevant Information
- Build a Picture
- Define and Describe the Situation

- Explore and Analyze: What is happening?
- Interpret and Explain: Why is it that way?

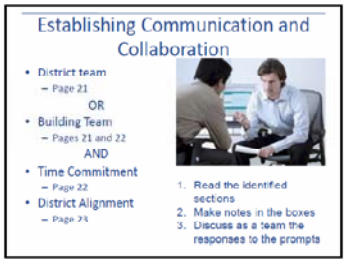


The action leads the team back into the initial stage of Look with new data to continue the process. It is this routine that when followed by all teams lead to the creation of a self-correcting feedback loop.

After a district and/or building has made the decision to design and implement a MTSS framework the next step, with an understanding of the scope of the decisions to be made, is to establish leadership team(s) and an understanding of the teams' role.

Establishing the Leadership Team

During structuring, the leadership team works together to make decisions to design their system including discussions about curriculum, instruction, assessment, and professional development. There is no requirement to create a new team to address MTSS. At the heart of MTSS is the alignment of resources so the creation of another team does not always make sense. The use of an existing group can help avoid duplication of effort and capitalize on their collective experience and expertise.



The first step in establishing leadership teams is to determine the scope of the MTSS effort within the district. There are two different scenarios in which MTSS can occur, one where the effort is lead by the district and another where the efforts are building based.

District Leadership Team

The ideal situation is for the MTSS efforts to be led by the district with significant involvement from the buildings. In this type of effort there will be a district leadership team and a building leadership team within each building. The district leadership team provides the foundation and support to the buildings in the MTSS process and ensures the continuum of instruction across all buildings. The district leadership team creates a structure that allows for overt and consistent communication and support for building-wide MTSS implementation and ensures an effective self-correcting feedback loop at the district level. District leadership involvement enables strong and consistent implementation of MTSS by communicating district decisions and procedures to the building teams and in the allocation of resources including time and ongoing professional development.

In a district-led effort the district leadership team must be several steps ahead of the buildings providing direction and leadership. To be able to provide direction to buildings, the district team must review each of the tasks included in the *Structuring Guide* and determine which will be completed by the district leadership team and which will be completed by building leadership teams. Any task the district team determines is their responsibility needs to be communicated to buildings so their decisions align with district direction.

What existing district level teams/committees could potentially provide this leadership?

_____
_____
_____
_____
_____
_____
_____
_____
_____

Building Leadership Team

The role of the building leadership team is directly impacted by whether a district leadership team exists or if the effort is

building based. If a district leadership team exists, they will determine which decisions will be made at the district level and adopted by building leadership teams and which decisions will be made by building leadership teams.

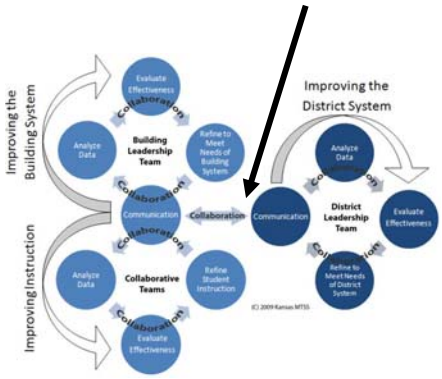
Primarily, the building leadership team organizes and oversees the needs assessment and decision making that occurs during the structuring process and ensures that the self-correcting feedback loop is functioning as intended within the building. The building leadership team needs to ensure that all groups, including parents, have a voice at the table during decision making as well as guaranteeing alignment and implementation of guidance that is provided by the district. Membership on the building leadership team should include a representative from each collaborative team established in the building. (A discussion about establishing the collaborative teams will occur later in the guide in the Assessment section under the sub-heading, Structures for Data-based Decision Making.)

What existing building level teams/committees could potentially provide this leadership?

_____
_____
_____
_____
_____
_____
_____
_____
_____

Time Commitment of Leadership Teams

During the structuring process, leadership teams at all levels will likely need to meet at least once a month for an hour or two to work through the decisions that need to be made about the design of their MTSS system. If the leadership team(s) is working with a Recognized MTSS Facilitator, they be will involved in five to seven days of training/facilitated work led by the facilitator and will need additional workdays locally on their own to work through all of the decisions that need to be made. The number of days of formal facilitation by Recognized MTSS Facilitators is set by Kansas MTSS to ensure that all information to support districts and buildings in designing their MTSS system is provided with fidelity. Experience has shown that buildings that have rushed through the decisions included in structuring have spent more time later refining the design of their system.



District Alignment

Whether the effort is district led or building based does not change the need to align efforts within a building with the district. The way the alignment is accomplished will be different, however, there needs to be planning to make the alignment occur. The arrow on the small graphic of the self-correcting feedback loop at the side (larger version can be seen on page 12) is pointing to the collaboration that must occur between the building leadership team and the district.

If the MTSS effort is district led with a district leadership team, the district leadership team and the building leadership team(s) need to work together to plan for this communication and collaboration to occur.

If there is a district leadership team, how will communication and collaboration between the district leadership team and building leadership team(s) occur?

_____
_____
_____
_____
_____
_____
_____
_____

If the effort is building based and no district leadership team exists, then the building leadership team will have to make all decisions and ensure that the decisions align with the policies and procedures of the district. The only way to ensure alignment is through communication with district level staff. This communication can occur by including district staff in discussions when making specific decisions or by reviewing clearly written documentation from the district if available.

If there is no district leadership team, how will the building leadership team communicate and ensure alignment with district policies and procedures?

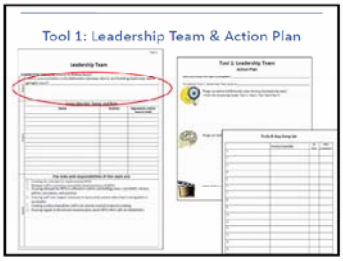
_____
_____
_____
_____
_____
_____
_____
_____

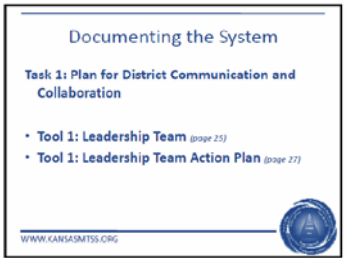
Task 1: Plan for District Communication and Collaboration

On **Tool 1: Leadership Team**, in the first box at the top, describe how communication and collaboration will occur between the district and building leadership team. This will be between the district leadership team and the building leadership team(s) if MTSS effort is district led. If the MTSS effort is building based, this needs to address how the building leadership team will ensure alignment with district policies and procedures.

Task 1: Plan for District Communication and Collaboration

Tool 1: Leadership Team





Leadership Team

Leadership Team for *(District or Building Name)*:

Task 1

How is communication and collaboration between district and building leadership teams going to occur?

Task 2

Team Member Name and Role

Name	Position	Represents and/or Special Skills

Task 3

The roles and responsibilities of this team are:

- ☐ Creating the rationale for implementing MTSS.
- ☐ Bringing staff to consensus around the implementation of MTSS.
- ☐ Ensuring rationale for MTSS is reflected in district and building vision, core beliefs, mission, policies, procedures, and practices.
- ☐ Ensuring staff have support necessary to successfully achieve what they're being asked to accomplish.
- ☐ Creating a culture that allows staff to be actively involved in decision making.
- ☐ Ensuring regular bi-directional communication about MTSS effort with all stakeholders.

Task 4	**Team Norms:**
Task 5	**Method for making decisions and coming to agreement:**
Frequency of Meetings	
Date Developed/Last Reviewed:	

Tool 1: Leadership Team
Action Plan

Who will ensure this tasks is complete? _____

☐ Task 1: District Communication & Collaboration ☐ Task 2: Team Membership
☐ Task 3: Roles & Responsibilities ☐ Task 4: Team Norms ☐ Task 5: Decision Method

Things we need to **LOOK** for/into when forming the leadership team?

Things we need to **THINK** about and consider when selecting the leadership team?

What **ACT**ions we need to take to get the leadership team in place and functioning?

Target Date:
Date Completed:

To Do & Stop Doing List

	Person(s) Responsible	By Date	Date Completed
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
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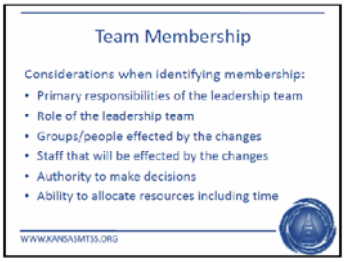


Team Membership

When identifying leadership teams, the roles and responsibilities need to be kept in mind so that members with appropriate representation, voice, expertise, and decision-making authority can be included on the team. Both district and building leadership teams have six primary responsibilities, each at their respective level:

(1) creating the rationale for implementing MTSS
(2) bringing staff to a common understanding and agreement around the implementation of MTSS
(3) ensuring rationale for MTSS is reflected in district and building vision, core beliefs, mission, policies, procedures, and practices
(4) ensuring staff have support necessary to successfully achieve what they are being asked to accomplish
(5) creating a culture that allows staff to be actively involved in decision making
(6) ensuring regular bi-directional communication about MTSS effort with all stakeholders

The leadership team at each level needs to be large enough to meet these responsibilities while remaining small enough to operate efficiently. When forming these teams, it is important to ensure that all decision makers are included. One of the primary objectives of MTSS is to align resources into a single system that has multiple ways of supporting all students. To achieve this all state, federal, and local programs/resources need to be included in the discussions and decisions to ensure appropriate and effective use of all resources. In addition to the formal leadership, the team may include other administrators, grade level/content area teachers, guidance counselors, parents, students (in a secondary school), and possibly other community members. If the building is a Title I building and is doing the year of school wide planning concurrently with MTSS Structuring, then attention needs to be paid to team membership to ensure consistency with Title I School wide Planning guidance.

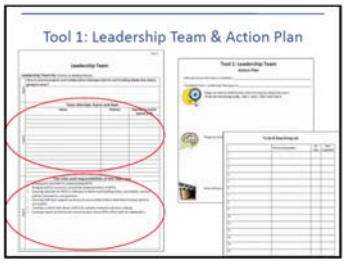
At the building level, research suggests that the role of the principal is the most critical component to the success of a multi-tier system (McCook, 2006). Accordingly, the principal is the "conductor of culture" as he/she attends to "both the human elements of the school community as well as the organization's pursuit of its goals" (Redding, 2006). Implementing MTSS requires close consideration from the leadership regarding the school's culture and providing the appropriate professional development to all staff members. The principal must take an active role in supporting the change not

only in actions but also with the allocation of resources and full participation on the leadership team. The principal must take the lead role and participate in all aspects of the process if success for all students is to be achieved (McCook, 2006). Instructional leadership is essential in the process of creating a multi-tier system. Schools can't improve until the building leader works cooperatively with fellow educators to oversee and create an environment where the priority is improving instructional quality (Schmoker, 2006).

Roles and Responsibilities of the Leadership Team

The efficacy of the leadership team is reflected in the development of the system. Thus, a strong leadership team is imperative as a means of developing shared leadership. In addition to the six primary responsibilities indicated on the previous page, the leadership team also must:

- Ensure completeness of the continuum of instruction across all buildings and instructional settings.
- Maintain an overt commitment to assuring quality instruction for all students.
- Determine appropriate research based curricula that will be used.
- Determine appropriate valid and reliable assessments to guide instruction.
- Establish student data management procedures for implementation.
- Establish master schedules and allocate resources to allow for core instructional time and targeted interventions.
- Establish master calendars that reflect data analysis a minimum of 3 times a year after universal screening data collection and at least every 6 weeks for individual student progress monitoring review.
- Establish procedures to make appropriate changes in the MTSS system when data warrants the need for change.



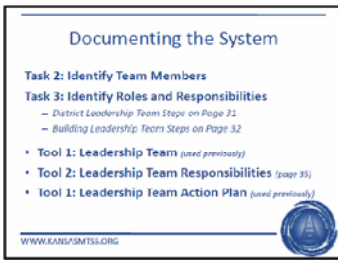
Roles and responsibilities can be divided in many different ways; the most important thing is that it is clear who is responsible for making final decisions. If there is a district leadership team, they will want to review all decisions covered during structuring to determine which ones are their responsibility and which are building leadership team responsibility. If there is not a formal district leadership team, the building leadership team will need to determine which decisions need to be approved or reviewed by the district and how that will be done in a timely manner so the building leadership team can continue their work.

Task 2: Identify Leadership Team Membership

Task 3: Identify Roles and Responsibilities of the Leadership Team

Tool 1: Leadership Team

Tool 2: Leadership Team Responsibilities



Task 2: Identify Leadership Team Membership
Task 3: Identify Roles and Responsibilities of the Leadership Team

Use **Tool 1: Leadership Team** to record final decisions about team membership and roles and responsibilities.
Use **Tool 2: Leadership Team Responsibilities** - this provides a convenient way for the district leadership team to communicate task responsibilities to building teams. If it is a building based effort this tool will be helpful in identifying the items that will require district involvement in decisions.

Steps - District Leadership Team

Look
1. Review existing teams and committees identified on page 21.
2. Identify any other teams or committees that could potential provide leadership for the MTSS effort based on the roles and responsibilities discussed in this section.

Think
3. Review roles and responsibilities of each team/committee and look for close alignment between theirs and those of the district leadership team.
4. Determine if an existing team/committee will become the district leadership team or a new team will be formed.
5. If an existing team/committee is selected, compare knowledge, experience, group representation, and decision making authority of team members with the decisions to be made by the district leadership team to ensure appropriate representation.
6. If using existing team/committee, identify additional people to fill in gaps in the district leadership team. If creating a new team, identify desired membership.

Act
7. If using an existing team/committee, recruit team as district leadership team.
8. Recruit any new team members necessary to round out membership or to establish a new team.
9. Finalize leadership team and record on **Tool 1: Leadership Team**.
10. As a leadership team review roles and responsibilities on page 29 and 30 and included on **Tool 1: Leadership Team.**
11. Use **Tool 2: Leadership Team Responsibilities**

to review all tasks to be completed during structuring and use the check boxes to indicate which decisions will be made by district leadership team and which will be deferred to building leadership teams.

12. Create an estimated timeline for decisions.
13. Establish communication and collaboration with each building leadership team as indicated in the first box of **Tool 1: Leadership Team**.
14. Provide a copy of **Tool 2: Leadership Team Responsibilities** to all building leadership teams.
15. Provide building leadership teams with an estimated timeline for decisions from the district leadership team.

Steps - Building Leadership Team

Look

1. Review existing teams and committees identified on page 22.
2. Identify any other teams or committees that could potential provide leadership for the MTSS effort based on the roles and responsibilities discussed in this section.

Think

3. Review roles and responsibilities of each team/committee and look for close alignment between theirs and those of the building leadership team.
4. Determine if an existing team/committee will become the building leadership team or a new team will be formed.
5. If an existing team/committee is selected, compare knowledge, experience, group representation, and decision making authority of team members with the decisions to be made by the building leadership team (**Tool 2: Leadership Team Responsibilities)** if there is a district leadership team or all tasks if building based effort) to ensure appropriate representation.
6. If using existing team/committee, identify additional people to fill in gaps. If creating a new team identify desired membership.

Act

7. If using existing team/committee, recruit team as building leadership team.
8. Recruit any new team members necessary to round out membership or to establish a new team.

9. Finalize leadership team and record on **Tool 1: Leadership Team**.
10. As a leadership team review roles and responsibilities on page 29 and 30, and included on **Tool 1: Leadership Team.**
11. Create an estimated timeline for decisions.
12. Establish communication and collaboration with district leadership team as indicated in the first box of **Tool 1: Leadership Team**.

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Leadership Team Responsibilities

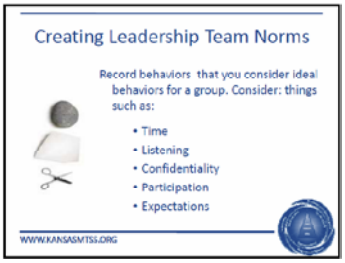
This tool is designed to be used by both district and building leadership teams.
Down the left is a column of the tasks which need to be completed
Some task both district and building leadership teams need to address. Buildings that are taking on MTSS Structuring on their own may find this form helpful in to guide their planning with the district. The first section "Leadership Structures" are pre-marked for both district and building leadership teams. These items need to be completed by all leadership teams.

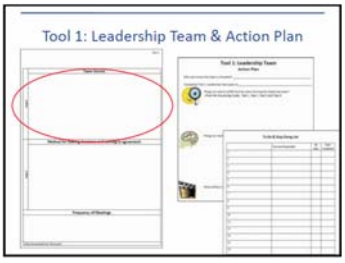
	District	Building
Leadership Structures		
Task 1: Plan for District Communication and Collaboration	☑	☑
Task 2: Identify membership of leadership team	☑	☑
Task 3: Identify roles and responsibilities of leadership team	☑	☑
Task 4: Determine consensus and decision making method	☑	☑
Task 5: Articulate the teams' shared vision for MTSS	☑	☑
Task 6: Develop initial Core Beliefs as leadership team	☑	☑
Task 7: Finalize Core Beliefs with entire staff	☑	☑
Task 8: Develop a plan for communicating with all stakeholders	☑	☑
Task 9: Plan professional development for leadership team	☑	☑

	District	Building
Assessment		
Task 12: Select universal screening assessment	☐	☐
Task 13: Establish decision rules for universal screening assessments	☐	☐
Task 14: Select diagnostic assessment instruments/procedures	☐	☐
Task 15: Establish decision rules for diagnostic assessments/procedures	☐	☐
Task 16: Select progress monitoring assessments	☐	☐
Task 17: Establish decision rules for progress monitoring assessments	☐	☐
Task 18: Identify outcome assessments	☐	☐
Task 19: Identify structure for conducting data-based decision making at each level	☐	☐
Task20: Determine roles & responsibilities of each team	☐	☐
Task 21: Plan for initial professional development on assessments	☐	☐
Task 22: Plan for ongoing professional development for staff on assessments	☐	☐
Task 23: Plan for monitoring fidelity of the assessment system	☐	☐

	District	Building
Instruction		
Task 24: Identify evidence-based instructional practices to be used at each grade level for core instruction	☐	☐
Task 25: Identify evidence-based instructional practices to be used at each grade level for supplemental instruction	☐	☐
Task 26: Identify evidence-based instructional practices to be used at each grade level for intense instruction	☐	☐
Task 27: Identify model of intervention to be used	☐	☐
Task 28: Develop a master schedule that includes a planned intervention time of sufficient duration for both supplemental and intensive support	☐	☐
Task 29: Plan for initial professional development on instruction	☐	☐
Task 30: Plan for ongoing professional development for staff on instruction	☐	☐
Task 31: Plan for monitoring fidelity of instruction	☐	☐

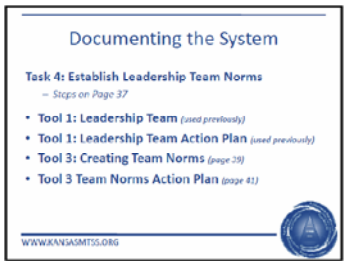
	District	Building
Curriculum		
Task 32: Identify core curricula to be used to cover all essential components of literacy	☐	☐
Task 33: Identify core curricula to be used to cover all essential components of mathematics	☐	☐
Task 34: Identify supplemental and intense curricula to be used to cover all essential components of literacy	☐	☐
Task 35: Identify supplemental and intense curricula to be used to cover all essential components of mathematics	☐	☐
Task 36: Plan for initial professional development on core curriculum	☐	☐
Task 37: Plan for initial professional development on supplemental and intense curricula	☐	☐
Task 38: Plan for ongoing professional development for staff on all curricula	☐	☐
Task 39: Plan for monitoring fidelity of curricula implementation	☐	☐





Task 4: Create Leadership Team Norms

Tool 1: Leadership Team
Tool 3: Creating Norms Activity



Leadership Team Norms

Now that the leadership team has been established it is essential to agree on how the team will work and interact together. Writing norms will help the group agree on how the team will be able to have honest discussions that enable everyone on the team to participate and be heard as an active team member.

During norming , the leadership team will focus on ways to plan for productive communication and problem solving. Norming is a candid meaningful way to ensure that each team member must agree to be a genuine part of the team and be willing to let go of old unproductive patterns, unfinished business, unresolved resentment and any self-focused need to control the decisions or outcomes of the group.

Task 4: Establish Leadership Team Norms

Tool 3: Creating Team Norms Activity will allow the team to ensure that the selected norms will help members become a productive team. Selected norms will govern the groups behaviors, keep the work fluid, and enable the group to accomplish any task.

Use **Tool 1: Leadership Team** to document the leadership team norms.

Steps

Look
1. After leadership team membership has been identified, schedule to conduct Team Norms Activity.

Act
2. Conduct Team Norms Activity with entire leadership team.
3. Document the leadership team norms on **Tool 1: Leadership Team**.

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Creating Team Norms

Aligned with which: • Concept • Knowledge • Task	Task 4: Establishing Team Norms
Purpose:	Writing norms helps create groups that are able to have honest discussions that enable everyone on the team to participate and be heard. Team members openly identify and address their individual issues, agreeing to let go of personal agendas for the sake of the team's agenda. Creation of "ground rules" is the key purpose.
Materials :	Note cards, Large sheets of paper
Time :	30 min.
Instructions:	During norming, the team fins a way to channel it's chaotic energy into more productive means of communication and problems solving . Norming involves the decision to be a genuine part of the team and a willingness to let go of old patterns, unfinished business, past hurts and resentments and a need to control the outcome. (Conzemius and O'Neill, 2002) 1. Indicate to the group that effective teams usually have a set of norms that govern the groups behavior, keeps the work fluid and enables the group to accomplish any task. 2. Give 5 note cards notes to each member of the group. This activity works best if everyone has similar writing tools. 3. Ask each person to reflect and record behaviors they consider ideal behaviors for a group. Have them write one idea on each of the cards. Time 10 minutes. When doing this consider: • **Time:** When do we meet? Will we set a beginning and ending time? Will we start and end on time? • **Listening**: How will we encourage listening? How will we discourage interrupting? • **Confidentiality**: Will the meetings be open? Will what we say in the meeting be held in confidence? What can be said after the meeting? • **Decision Making:** How will we make decisions? What consensus tool will we use? How will we deal with conflicts? • **Participation:** How will we encourage everyone's participation? Will we have an attendance policy? Is it allowable for anyone to not participate in the conversation? • **Expectations:** What do we expect from members? Are there requirements for participation? 4. Shuffle all the cards together. 5. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea. Tape each card to a display board so that all group members can see it. As each card is read aloud, ask the group to consider if it is similar to any other idea that has been expressed. Similar cards should be grouped together. 6. When all the cards have been sorted into groups, have the group write the norm suggested by the group of cards. Have one member record these new norms onto a large sheet of paper. 7. Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them.

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Tool 3: Team Norms
Action Plan

Who will ensure this tool & all tasks are complete? _____

☐ Task 4: Establish Team Norms

Things we need to **LOOK** for/into when planning & creating team norms?

Things we need to **THINK** about and consider as we create team norms?

What **ACT**ions do we need to take to create team norms?

Target Date:
Date Completed:

To Do & Stop Doing List

	Person(s) Responsible	By Date	Date Completed
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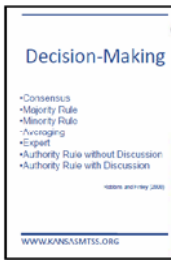
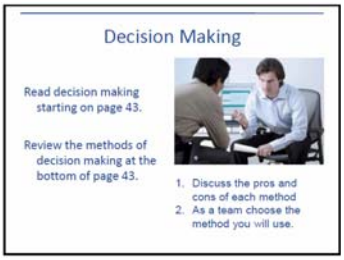


Leadership Team Decision Making

The process of making decisions and consensus building allows stakeholders to work together to develop a mutually acceptable solution. There is no right or wrong way to make a decision, the important thing is there are no surprises and the process is transparent to build common understanding and agreement. A common understanding and agreement is based on the principles of local participation and ownership of decisions. Ideally, the decision reached will meet all of the relevant interests of stakeholders, who thereby come to an acceptable agreement.

The first decision made by the team is determining how they will come to a common understanding and agreement to make decisions. Most consensus building efforts set out to achieve unanimity. Ideally consensus is how all decisions will be made; however, it is not realistic for teams to believe that 100% agreement will be achieved all of the time. Therefore, the group needs to determine how to make decisions and move forward without alienating others. Without this process, individuals may "holdout" believing that their interests will be better served by resisting the proposed agreement. Prior agreement early in the process on how to make decisions will be time well spent and will be helpful for difficult situations. If some people are not in agreement and might be excluded from the final solution, the team has a duty to make sure that every effort has been made to meet the interests of the holdouts. (This is to their advantage as well, as holdouts may become *spoilers*– people who try to "spoil" or block implementation of any agreement that is reached.)



There are many methods of decision making, the summary of methods below are adapted from Robbins and Finley (2000).

1. Consensus	This method is where all team members get a chance to voice their opinions and they must all agree on the outcomes. If any team member disagrees, then the discussions continue until all can agree and commit to the outcome. If using this method, the team should identify how consensus will be determined using approaches such as fist to five or thumbs up, thumbs down or thumbs sideways.
2. Majority Rule	This method is democracy in action, the team votes and the majority wins.
3. Minority Rule	This method is used when a subgroup investigates information and makes recommendations to the entire group. If using this method it is important to determine how final decisions about recommendations from subgroups will be made. This maybe an approach used as a way to bring information to the entire Leadership Team.

4. Averaging	This is the ultimate method of compromise. Team members discuss, haggle, and negotiate an intentional middle position.
5. Expert	Either an expert on the team or an external one brought in for a specific decision provides a recommendation and the team follows it.
6. Authority Rule without Discussion	This method typically leaves no room for discussion. The predetermined decision maker hands down the decisions to be followed by the team. If using this method it is important to identify who has the authority for all decisions or within each area (e.g., assessment, curriculum, etc.).
7. Authority Rule with Discussion	This is also sometimes called Participative Decision Making. Using this method, those in the decision-making role make their role clear to all and then all team members engage in a lively discussion on the issues. Everyone's opinion counts and when the discussion starts to repeat with no new insight being offered the discussion comes to an end. The decision maker makes the decision and then lets everyone know the outcome and explains how their inputs affected the decision. If using this method it is important to identify who has the authority for all decisions or within each area (e.g., assessment, curriculum, etc.).

Task 5: Determine Leadership Team Decision Making Method

Tool 1: Leadership Team

Steps - District & Building Leadership Team

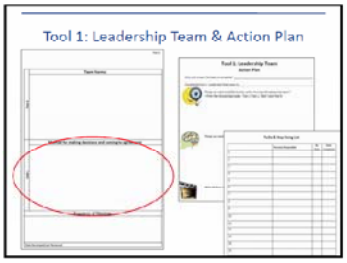
Look
1. Consider the history of the current group working as a team.
2. If the team is an existing team, determine what method the team currently uses to make decisions.

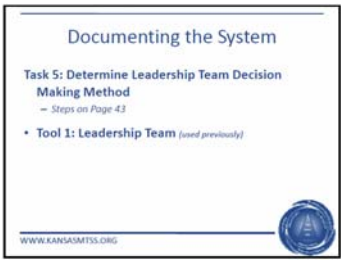
Think
3. Review the other models of decision making listed above.
4. Determine which method appears to make the most sense for the current leadership team.

Act
5. Complete the how decisions are made section of the **Tool 1: Leadership Team**.

Task 5: Determine Leadership Team Decision Making Method

Tool 1: Leadership Team





Creating a Shared Vision and Core Beliefs

When creating a shared vision for MTSS it is essential to make sure that district and building teams work to gain the shared picture of a preferred future and that vision should be one that motivates us to act upon the changes that need to take place. The vision is the best possible future that can be accomplished by successfully creating a mission and plan that aligns with the collective core beliefs. If a vision for MTSS has truly been established, stakeholders should be able to envision themselves doing the tasks to be accomplished that align with their core beliefs. That is what makes a vision compelling. The vision should be one that motivates stakeholders to act, create and change what isn't working for their students.

A shared vision should help schools answer the questions:

- Where do we want to be in the future?
- How great can we become?
- What do we want to create together?

A shared vision captures the collective imagination of everyone in the school. It is a vivid picture of a place that could be very different because the school community has collectively committed to creating it together (Conzemius & O'Neill, 2001).

As the leadership team works with the district or building during structuring to develop a clear vision, remember the goal is to create a future that is quite possibly something very different from the present. The leadership team will need to create opportunities and provide time and structures for people to talk about their hopes and dreams and start envisioning a restructured, imaginable future.

A plan for effective change through visioning focuses on getting stakeholders to allow themselves to get out of their current way of thinking. Processes that are designed to get people thinking creatively about their future focus on the vision and not the document. It's the shared dream and discussion that really matters.

Once the team has had time to think, dream, and create a picture, the team will then take the opportunity to write a vision statement by capturing the ideas and energy that the team generated together.

Task 6: Develop a Shared Vision for MTSS

Tool 4: Shared Vision Activity

Steps - District & Building Leadership Team

Look
1. Brainstorm ideas of why the team came together to begin working on MTSS.
2. Look at data/information about the culture of the district/building.
3. Look at data/information about the students and performance.
4. Look at data/information about the staff and performance.

Think
5. Use the vision activity to begin responding to the following steps.
6. Describe the current situation of the district/building - including culture and performance.
7. Describe the desired state of the district building in a way that people will know when it has been achieved - including culture and performance.
8. Describe the rational/need for implementing MTSS.
9. Describe the urgency and the timeline that the desired state needs to be achieved.

Act
10. Capture all of these discussions and decisions
11. Apply the understanding gained here when creating the plan for communication.

Creating a Shared Vision Activity

Aligned with:	Task 6: Develop a Shared Vision for MTSS
Purpose:	The purpose of this exercise is to assist district and building teams in thinking about their school culture – whether it is a group or a community – what it is, its features, and what makes their school unique.
Materials Needed:	Index cards, pencils, large sheets of newsprint, tape, magic markers, crayons, or other creative materials.
Time Needed:	30 minutes to 1 hour depending on size of the group.
Instructions:	1. Divide the group into small groups of five to eight people. 2. Provide five minutes to the group so each person can collect and record their own thoughts about the following questions on an index card: • How do you see your school? • How would you describe it to a stranger? • What images come to mind? 3. Share thoughts within the small group. 4. As a group, take everyone's thoughts and draw a picture of a playground that expresses what you would like to see evolve in this organization. **Say:** Think about the colors you choose to use, the activities you place on the page, the people and types of people you are including in your drawing. Draw the features of the school on a large sheet of newsprint and use of any materials to help in creation of this picture. 5. Allow ten to fifteen minutes for the participants to draw their representation of the "ideal" school organization. 6. Reconvene the total group and give each group five minutes to present their "picture" of the school community. 7. After each group has made their presentation, discuss the following questions: • What were the common features identified? • What were the unique features identified? • What are the strengths of the school? • What are the limitations of the school? • What picture of the organization is beginning to emerge? • How was this exercise helpful in finding a clearer direction for the organization? Reference: adapted from Sustaining Action, 1993

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Shared Vision
Action Plan

Who will ensure this tasks is complete? _____

Things we need to **LOOK** for/into as we plan to create a shared vision?

Things we need to **THINK** about and consider in creating a shared vision?

What **ACT**ions do we need to take to create and get support of a shared vision?

Target Date:
Date Completed:

To Do & Stop Doing List

	Person(s) Responsible	By Date	Date Completed
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Core Beliefs

The Kansas MTSS Core Beliefs discussed in the introduction to this document were created by stakeholders across the state. While this is helpful in providing a frame of reference about the intention of Kansas MTSS as a whole, ultimately each district and building must agree upon and adopt core beliefs that will guide local decision making as MTSS is created locally. Each must determine what student learning really means while a culture of empowerment, where everyone is expected to engage in educational practices, in the their core beliefs.

As the leadership team works to define their core beliefs and come to agreement about shared assumptions, the team may discover what Jon Saphier, and John D'Auria (1993) describe as three different types of value statements which lead the team to their core beliefs:

- Core values as outcomes for students
- Core values as commitments to each other
- Core values as beliefs about conditions for learning

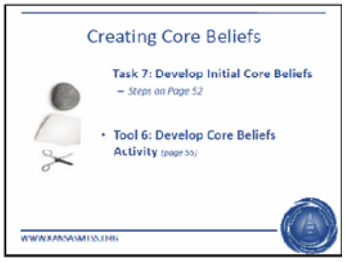
A positive, collaborative culture is the sum of several core values. The first core cultural value is a school mission focused on student and teacher learning. A second value is the belief that all students and staff can learn and grow. A commitment to establishing relationships among students and staff that support the school's educational goals is a third core value. Shared leadership, relationships based on mutual respect and caring, collegiality and a focus on performance and improvement are additional core values in a collaborative culture (Deal & Peterson, 1999).

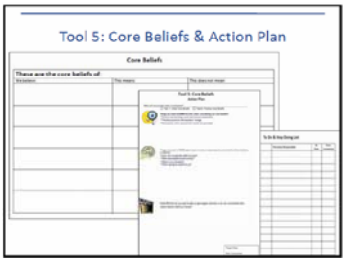
Core values are deeply held commitments that drive the conduct of the stakeholders within a school. When people live and work according to the core values, these values become the driving force behind all actions. Core values are different from beliefs although they are often times used interchangeably. Beliefs are an expression of what we BELIEVE to be true. CORE VALUES are absolute commitments that translate directly into behaviors. The ultimate success of MTSS within a district or building depends on the agreement of all stakeholders about their shared values and beliefs. Therefore, to build an MTSS that is supportive of all students it is necessary to make sure that the values and beliefs are explicit and used in all decision making. If a plan, decision, or set of actions is conflicting with either the values or beliefs, dissatisfaction, conflict, and indecision will take place. When plans, decisions, and actions are aligned with the values and beliefs, there is focus, commitment, and energy to complete the tasks at hand. Together the three sets of values

help define the core beliefs that will guide decisions about how MTSS will be governed within the district and buildings.

The core beliefs will serve as the standard which all decisions will be made. For example, one of the Kansas MTSS Core Beliefs is: "Every member of the education community continues to grow, learn and reflect." If, as a leadership team, it is determined that during professional development time, instructional aides and paraprofessionals will not be included, the core belief is not truly being reflected in practice.

While MTSS focuses on collective student needs that compel schools to develop a culture of collaboration, the biggest challenge that still confronts school leaders is actually transforming the culture of schools. Educators willingly engage in technical discussions about curriculum, scheduling, staffing and facilities as part of school improvement sessions. Honest, open discussions about school culture and what we believe in are rare. Most school reform efforts have fallen short because we have not taken the time and the risk to examine the foundation of the school culture.





Task 7: Develop Initial Core Beliefs as Leadership Team
Task 8: Finalize Core Beliefs with Staff

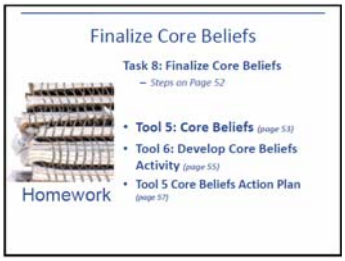
Use **Tool 5: Core Beliefs** to document final core beliefs
Use **Tool 6: Core Beliefs Activity** to finalize with staff

Steps - District & Building Leadership Team

Look	1.	Review shared vision work completed previously.
	2.	Review mission and goals of the district/building.
Think	3.	As a leadership team craft initial core beliefs.
	4.	Develop a plan for getting input and feedback from all stakeholders.
Act	5.	Share and get feedback from all stakeholders on core beliefs.
	6.	Modify core beliefs based on feedback.
	7.	Finalize core beliefs.

Task 7: Develop Initial Core Beliefs as Leadership Team
Task 8: Finalize Core Beliefs with Staff

Tool 5: Core Beliefs
Tool 6: Core Beliefs Activity



Core Beliefs

These are the core beliefs of:		
We believe:	This means:	This does not mean:

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Developing Core Beliefs Activity

Aligned with:	Task 6: Develop initial core beliefs
Purpose:	The purpose of the activity will be to reflect and come to consensus on Leadership teams and staff Core Beliefs.
Materials Needed:	Post-it notes
Time Needed:	30 min
Instructions:	1. Begin by reviewing the Kansas MTSS Core Beliefs. 2. Use the following questions to reflect on what your core beliefs are. Have staff write their answers on a sticky note in short phrases, be concise. Groups work best if they consist of 5-6 people. • When your students leave you, how do you want them to be different, as people, as a result of being with you all year long? • What promises are you willing to make to your colleagues that will support your school's success in achieving its mission? • What are your fundamental, bedrock beliefs about how children learn and your role in making that happen? (Jon Saphier and John D'Auria,1993) 3. After the brainstorming have teams post notes randomly on a large sheet of paper. 4. Instruct people to start sorting their notes into groups or categories. a. This is a silent activity, so there shouldn't be any talking during the categorization process. b. Anyone can move a note into any category. It's okay to move them around several times until a category to the whole group emerges. c. Place "outliers" (single notes unlike any others) off to the side. d. Once there is agreement among all participants in the group allow them to start discussion. e. Finalize the category. It's okay to make changes because of the discussion. f. As a group, write a clear, concrete belief statement that captures or central idea for each cluster of ideas. Write this theme on a header card and place it above the cluster of ideas. g. Share core beliefs with each other as an entire team.

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Tool 5: Core Beliefs
Action Plan

Who will ensure this tasks is complete? _____

☐ Task 7: Initial Core Beliefs ☐ Task 8: Finalize Core Beliefs

Things we need to **LOOK** for/into when considering our core beliefs?
**District and building vision and mission statements
**The discussions in the teachers' lounge
**Discussions when assessment results are provided

Things we need to **THINK** about and consider in selecting the core beliefs of the building or district?
**How will we get the staff involved?
**Who else needs to be involved?
**What is our timeline?
**Who's going to head this up?

What **ACT**ions do we need to take to get support and buy in on the core beliefs from and/or district staff at all levels?

Target Date:
Date Completed:

To Do & Stop Doing List

	Person(s) Responsible	By Date	Date Completed
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Communication with Stakeholders

For both district and building leadership teams, communication is a critical element in achieving buy-in and sustained change. Procedures need to be designed and put into place that ensure regular and consistent communication about what is happening in regard to MTSS, not only among the leadership team but also with all stakeholders. It does not have to be a large formal plan; it only needs to be as large and formal as is necessary for the leadership team to ensure that communication occurs as originally decided.

In developing the plan, attention needs to be given to ensure bi-directional communication. A one-way communication plan may get the message out but does not allow messages to easily come back. Reciprocal communication is critical if the leadership team is to achieve buy-in and support.

When planning for communication the leadership team needs to keep in mind that different stakeholders have different questions and concerns. The message will need to be adjusted to meet their needs.

Who do we need to communicate with & what is important to them?

Consider:

- Board of Education
- Community
- Parents
- District Office/Leadership Team
- Building Leadership Teams
- Principals
- General Education Staff
- ESOL/SPED/Title Staff
- Students
- Others

Group:	What's Important to them?
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

Not only should the message be adjusted for each audience but it should also change based on how far the district or building has moved into structuring and implementation.

Stage of Implementation	Topics to Consider Addressing:
Exploration & Early Structuring	Rationale for adopting MTSS Description of current state Description of the desired state Create sense of urgency for change How each group will be communicated with How decisions are made How staff will be supported Timeline of activities/change How each group can have input
Structuring	Rationale for adopting MTSS Core Beliefs Timeline for activities/change How decisions are made Decisions that have been made How staff are being supported Decisions yet to be made How each group can have input
Implementation and Refinement	Core Beliefs What is being done Timeline for activities Expectations of staff What the data shows How staff can get more support Impact on student success Refinements to the system

Adapted from (Biech, 2007)

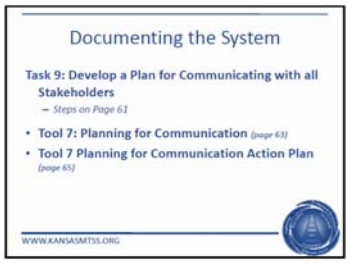
With these things in mind, the leadership team should develop a plan for communication. As mentioned before, the plan can be simple or highly detailed, as long as communication occurs as determined necessary and there is a way for the leadership team to receive feedback from the groups as well.

Task 9: Develop a Plan for Communicating with Stakeholders

Use **Tool 7: Planning for Communication** to begin creating the plan.

Task 9: Develop Plan for Communicating with Stakeholders

Tool 7: Planning for Communication



Steps - District & Building Leadership Team

Look

1. Identify key stakeholder groups that need to have information about the MTSS effort. This includes both staff within the district and building, parents, and others with a vested interest or influence within the district or building.

Think

2. Identify key interests of each group (e.g., impact on students, impact on staff, impact on resources including staff, time, and money, impact on programs/interventions, impact on negotiated agreement, etc.).
3. Identify key elements of MTSS that relate to each groups key interest to be shared.
4. Identify when, how frequently, method, and person(s) to deliver message. Develop method for groups to provide feedback/input to the leadership team.
5. Create plan for communication addressing all of these considerations and document on **Tool 7: Planning for Communication.**

Act

6. Provide information per plan.
7. Collect feedback about effectiveness of method and message.
8. Make note of positive feedback, questions, and concerns posed by group.
9. Use problem solving process to review the message and feedback to determine if:
   - a change in method or frequency of communication is needed
   - more direct input is needed from the group to achieve buy-in
   - an adjustment in targeted information to the group needs to be made
10. Revise communication plan based on analysis.
11. Continue implementation of communication plan and the problem solving process to determine effectiveness of the communication plan.

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Planning for Communication

When/How Often	To Who	About What	By Who & How	Feedback

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Tool 7: Planning for Communication
Action Plan

Who will ensure this tool & all tasks are complete? _____

☐ Task 9: Planning for Communication with All Stakeholders

Things we need to **LOOK** for/into when creating a communication plan?

**Who?
**What do they care about?
**How are we going to communicate with them?

Things we need to **THINK** about and consider as we create our communication plan?

**How often?
**Who?
**How do we hear from them?

What **ACT**ions do we need to take to put the plan into action & to ensure it is effective?

Target Date:
Date Completed:

To Do & Stop Doing List

	Person(s) Responsible	By Date	Date Completed
1.			
2.			
3.			
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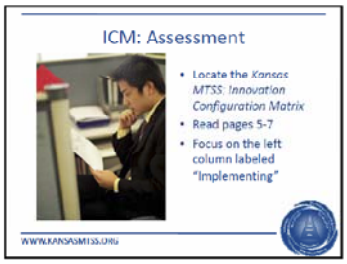
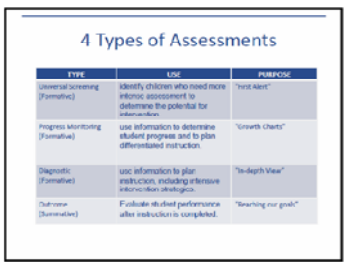


Assessment

This section of the guide addresses assessment decisions that must be made. If there is a district leadership team it is important for building leadership teams to know (1) which tasks the district leadership team will complete and (2) what their decisions are as early in the planning process as possible. The assessment tasks to be completed are:

Task 10: Select Universal Screening Assessment
Task 11: Establish Decision Rules for Universal Screening Assessment
Task 12: Select Progress Monitoring Assessment
Task 13: Establish Decision Rules for Progress Monitoring Assessments
Task 14: Select Diagnostic Assessments/Procedures
Task 15: Establish Decision Rules for Diagnostic Assessments/Procedures
Task 16: Identify Outcome Assessments
Task 17: Identify Teams to Conduct Data-Based Decision Making at Each Level
Task 18: Determine Roles and Responsibilities of Each Team
Task 19: Plan Professional Development for Assessments
Task 20: Plan for Monitoring Fidelity of the Assessment System

The creation of a comprehensive assessment system is one of the major structuring tasks that must be completed by the leadership team. In addition to the creation of the assessment system the structures for data-based decision making at all levels; district, building, grade, class, small group, and individual student must be established. The comprehensive assessment system gathers the information that will be used for that data based decision making. The quality of the decision making process relies on the accuracy and usefulness of the data collected. For this reason it is critical that the data collected be trustworthy, i.e., reliable and valid. It is also important that the system obtains the right types of data for analysis. When the right types of data are collected, they can be used to make decisions about the effectiveness of the curriculum and instruction being used within the tiers and the effectiveness of the MTSS system as a whole.



Within the MTSS framework there are four types of assessment used to support instructional decision-making. These four types of assessment are:

- **Universal Screening** to identify students who may need additional support or additional diagnostic assessment.

- **Diagnostic** to determine the focus of instruction for students who need additional support.
- **Progress Monitoring** to show small increments of change that allows staff to determine if students are making adequate progress from the current intervention/level of support.
- **Outcomes** assessment to determine if students are meeting standards and for program evaluation.

When developing a comprehensive assessment system, it is important to begin by taking stock of currently used instruments. Common formative assessments and group assessments are examples of assessments that many schools are currently using. This section helps to describe how those assessments may fit into the comprehensive assessment system to be used within schools' MTSS. Some assessments currently used might provide primary data used for data-based decision making while others might provide supporting evidence to corroborate what the primary assessments show. It is important for the leadership team to review and evaluate each assessment currently being used or being considered for future use with regard to reliability, validity and a clear understanding of the purpose for which the assessment was intended and validated. Just because an assessment has been published does not mean that the instrument has adequate technical validity. Assuring the technical adequacy of all selected assessments is a non-negotiable within MTSS.

For each assessment selected, reliability and validity of the measure could be obtained by a variety of methods such as: review of the technical manual which details the way in which reliability and validity were established, expert recommendation (e.g. Center on Instruction, National Center on Student Progress Monitoring, Vaughn Gross Center for Reading and Language Arts, Florida Center for Reading Research, Oregon Reading First, etc.), or, establishing reliability and validity through statistical analysis of local data. Establishing technical adequacy of all measures contained in the comprehensive assessment system assures confidence in the data collected.

Developing a comprehensive assessment system includes four steps:

1. selecting specific assessments for universal screening, diagnostic, progress monitoring, and outcome assessment,
2. determining who will conduct the specific assessments,
3. developing an assessment schedule and
4. establishing a data management system (Hall, 2008)

The questions in this section will lead teams through these four steps that result in the development of the comprehensive assessment system to be used in the MTSS.

STOP! *Before selecting any assessments, think about how the assessment schedule will be created as you proceed and how that schedule will be translated on to the master calendar.*

Who will keep track of the assessment schedule?

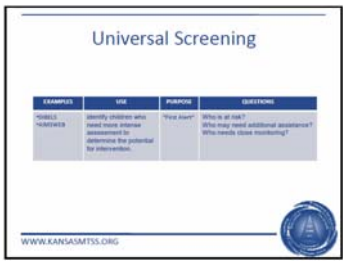
_____

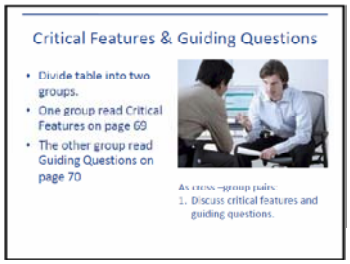
_____

Who will make sure the master calendar reflects the assessment schedule?

_____

_____





Selecting a Universal Screening

Choosing a universal screening instrument is the first step in developing a comprehensive assessment system. The purpose of conducting universal screening assessment is to identify students who may be in need of additional support due to advanced or at-risk learning needs. To accomplish this, the universal screener selected must be administered to all students three times per year; therefore, it must have the capacity for repeated administration.

Critical Features of a Universal Screening Assessment:

- is a grade level standardized test
- given to all students three times per year
- is an instrument that measures critical skills (i.e. the 5 areas of reading and computation and problem solving for math),
- is brief; can be administered to all students in a single day,
- inexpensive and easy to administer and score,
- can be repeated frequently for progress monitoring (i.e. includes multiple forms for each skill and grade level)
- provides data to assist with decision-making at the individual student, class, school, and district level,
- indicates which students are at-risk and need supplemental instruction/intervention/enrichment. (Adapted McCook, 2006)

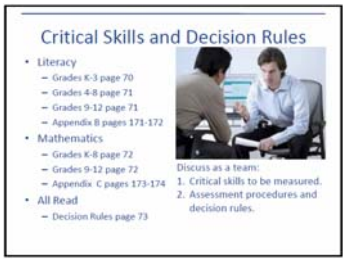
Guiding Questions for Selecting a Universal Screening Assessment

As the leadership team undertakes the task of selecting a universal screening instrument, the following questions should guide the discussion and selection:

1. Does the instrument contain probes for the appropriate grade level skills?
2. What is the cost of the instrument?
3. How long does it take to give the instrument to each student?
4. How long will it take to give the instrument to all students in our building?
5. How much instructional time will be lost to administer the instrument to all students in the building?
6. Does the instrument contain reporting features that will make the data easy to use for educational decision-making?
7. What training is available to learn how to administer the screening instrument and interpret its results?
8. Can this instrument also be used for frequent (e.g., weekly) progress monitoring?
9. Does the assessment provide research-based criteria that can be used to signal when a student is in need additional assistance (due to advanced or at-risk learning needs)?
10. Is this assessment effective and accurate in identifying students who need intervention?

Keeping these questions in mind, it is most important that the leadership team understands the critical skills to be measured across grade levels and content areas. Teams must ensure that critical skills (i.e. skills that are predictive of future performance in reading or math) at each grade level are accurately measured so that teams may have confidence in the data when making instructional decisions.

Critical Skills in Literacy and Mathematics to be Assessed by Universal Screening



Literacy

As students develop, different aspects of reading or reading-related skills become most appropriate to use as the universal screening measures.

<u>Early Literacy - Universal Screening for Grades K-3</u>

All students in grades K-3 should be screened three times per year on critical literacy skills. The skills measured will depend upon grade level and the time of year. The publisher of each

potential universal screening instrument should be able to provide a manual or technical guide that will allow teams to determine whether or not the critical skills are covered.

Adolescent Literacy - Universal Screening for Grades 4-8

All students in Grades 4-8 should be screened three times per year on critical literacy skills. The skills measured will depend upon grade level. Again, the manual or technical guide for any potential universal screening instrument should be able to help teams determine whether the critical skills at each grade level are covered.

A Universal Screening Process for Grades 9-12

There is limited availability of universal screeners above the eighth grade. Therefore, instead of having a single universal screening assessment it is a multi-step process. High stakes assessment (i.e., State Assessments) and data from other group tests (e.g. NWEA Measures of Academic Progress, locally standardized formative assessments or criterion referenced assessments, ITED, etc.) should be reviewed at least 2-3 times during the school year. This review should be held at the earliest point in the school year that the data is available and then subsequently as data from group tests is collected during the year. This review of all students will identify students who may need additional support as follows:

- Any student whose scores indicate advanced learning needs should be considered for extension or acceleration opportunities.
- Any student with a score indicating at-risk is given eighth grade level maze passages (see 8th grade level skills to be assessed referenced on **Appendix B: Literacy Skills for Universal Screening**).

There are many factors to weigh when making the final selection of the screening instrument(s) that will be used measure literacy for each grade level. Be sure to revisit the content of this section as well as the tools provided for assistance as the selection is made.

Conduct a Quick Review:

Using Appendix B, review the critical literacy skills that should be assessed at each grade K-12

Mathematics

Math screeners most commonly measure early numeracy, computation, and concepts and applications. The National Math Advisory Panel (2008) asserts that computation skills support conceptual and procedural mathematical knowledge. Since students who struggle with computation tend to struggle with advanced problem solving, curriculum based measurement (CBM) of computation skills is a common tool for screening students in mathematics. The following are recommendations for screening of critical math skills:

Universal Screening for Grades K-8

All students in grades K-8 should be screened 3 times per year on critical computation and concepts/application skills for each grade level. **Appendix C: Stages of Mathematical Development** provides a summary of math development and includes the focus for curriculum and instruction across grade levels. It also identifies critical skills that may be measured through universal screening.

A Universal Screening Process for Grades 9-12

For students in Grades 9-12, instead of having a single universal screening assessment it is a multi-step process. High stakes assessment (i.e., State Assessments) and data from other group tests (e.g. MAP, locally standardized formative assessments or criterion referenced assessments, ITED, etc.) should be reviewed at least 2-3 times during the school year. This review should be held at the earliest point in the school year that the data is available and then subsequently as data from group tests is collected during the year. This review of all students is used to identify students who may need additional support as follows:

- Any student whose data indicate advanced learning needs should be considered for extension or acceleration opportunities.
- Any student whose data indicates that student is at-risk is given eighth grade level basic skills assessments of computation and concepts and applications (see 8th grade level skills to be assessed referenced on **Appendix C: Stages of Mathematical Development**).

Conduct a Quick Review:

Using Appendix C, review the critical math skills that should be assessed at each grade K-12

Decision Rules for the Universal Screener

The decision rules that are being established are the cut points/criteria on the universal screening assessments that will be used to determine which students are performing adequately as well as to signal which students need supplemental or intensive support due to advanced or at-risk learning needs. For screening purposes, it is assumed that the needs of students who are performing at adequate levels will be met through differentiated instruction in the core curriculum, while students whose scores indicate a need (advanced or at-risk) will receive additional support.

Grades K-8

Many universal screening assessments (e.g., DIBELS, AIMSweb, iSTEEP) used at these grade levels provide specific cut points, criteria, or a range based on nationally established norms and percentiles or benchmarks. Therefore, for students at-risk, the decision rules are already established to determine which students are in need of supplemental, intensive support or additional diagnostic assessment. Leadership teams will need to determine cut scores/criteria that will be used to identify students with advanced learning needs if the manual or technical guide for the selected assessment does not provide them.

Grades 9-12

For students in grades 9-12 group test data is used as an initial part of screening. State assessment data is used in concert with other group test data to (1) identify students with advanced learning needs who may be in need of extension or acceleration opportunities and (2) identify students who are in need of additional screening. Therefore decision rules that will set the criteria for each of these purposes need to be established. The specific decision rules that need to be established at this level are:

1) what combination of scores will be used as the cut point to determine that a student is in need of extension or acceleration and
2) what cut point or decision rule will be used to determine that a student is in need of additional screening assessment based on the scores of State Assessments and the group measure selected.

Task 10: Select Universal Screening Assessment
Task 11: Establish Decision Rules for Universal Screening Assessment

Tool 8: Comprehensive Assessment Plan
Appendix B: Literacy Skills for Universal Screening
Appendix C: Stages of Mathematics Development

Steps - Selecting the Universal Screening Assessment

Look
1. Identify current universal screening assessments being used within the district/building for reading and/or math
2. Identify other potential universal screening assessment for reading and/or math

Think
3. Use **Appendix B: Literacy Skills for Universal Screening** or **Appendix C: Stages of Mathematics Development**
4. Ensure the assessment measures the correct skills at the correct grade levels.
5. Evaluate reliability and validity of screening assessment(s).
6. Review other potential universal screening assessments.

Act
7. Determine screening assessment(s) that will be used.
8. Document the following universal screening decisions: assessment selected, for which students/which grades, areas assessed, and who will administer the assessment on **Tool 8: Comprehensive Assessment Plan**.
9. Begin planning for data management by determining who will be responsible for entering the data and running reports when the assessment data is collected. Consider any needed technical training for this to occur

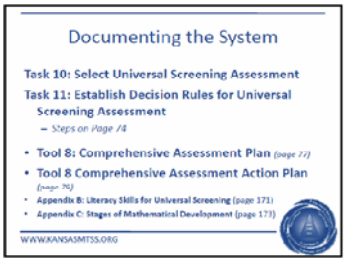
Steps - Determine the Decision Rules or Cut Points

Look
1. Review the screening assessment selected to determine what cut points or decision rules are already included by the publisher.

Think
2. Determine cut points or decision rules to be used to identify students with advanced learning needs.
3. Determine cut points or decision rules to be used to identify students in need of additional screening or diagnostic assessment.
4. Determine cut points or decision rules to be used to identify students in need of

Task 10: Select Universal Screening Assessment
Task 11: Establish Decision Rules for Universal Screening Assessment

Tool 8: Comprehensive Assessment Plan



supplemental or intensive support.

Act 5. Document all decision rules established on **Tool 8: Comprehensive Assessment Plan**.

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Comprehensive Assessment Plan

□ Literacy or □ Mathematics

Universal Screening Assessment					
Assessment Used	**Source of Data for Decisions**	**Which Students & Grades**	**Decision Rules or Cut Points**	**Areas Assessed**	**Who is responsible for administration**
	□ Primary □ Supporting				
	□ Primary □ Supporting				
	□ Primary □ Supporting				

Progress Monitoring Assessments					
Assessment Used	**Source of Data for Decisions**	**Which Students & Grades**	**Decision Rules**	**Areas Assessed**	**Who is responsible for administration**
	□ Primary □ Supporting				
	□ Primary □ Supporting				
	□ Primary □ Supporting				
	□ Primary □ Supporting				

Comprehensive Assessment Plan

□ Literacy or □ Mathematics

Diagnostic Assessments					
Assessment Used	**Source of Data for Decisions**	**Which Students & Grades**	**Decision Rules**	**Areas Assessed**	**Who is responsible for administration**
	□ Primary □ Supporting				
	□ Primary □ Supporting				
	□ Primary □ Supporting				
	□ Primary □ Supporting				

Outcome Assessments					
Assessment Used	**Source of Data for Decisions**	**Which Students & Grades**	**Alignment to Kansas Curriculum Standards**	**Areas Assessed**	**Who is responsible for administration**
	□ Primary □ Supporting				
	□ Primary □ Supporting				
	□ Primary □ Supporting				
	□ Primary □ Supporting				

Tool 8: Comprehensive Assessment Plan

Action Plan

Who will ensure this tool & all tasks are complete? _____

- ☐ Task 10: Universal Screening
- ☐ Task 11: Universal Screening Decision Rules
- ☐ Task 12: Progress Monitoring
- ☐ Task 13: Progress Monitoring Decision Rules
- ☐ Task 14: Diagnostic Assessments
- ☐ Task 15: Diagnostic Assessment Decision Rules
- ☐ Task 16: Outcome Assessments

Things we need to **LOOK** for/into when creating the comprehensive assessment plan?

Things we need to **THINK** about and consider as we create the comprehensive assessment plan?

What **ACT**ions do we need to take to create the comprehensive assessment plan?

Target Date:
Date Completed:

To Do & Stop Doing List

	Person(s) Responsible	By Date	Date Completed
1.			
2.			
3.			
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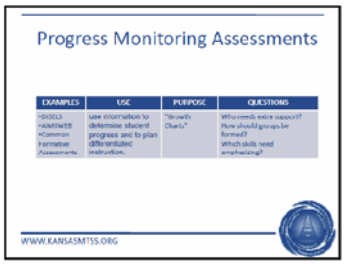
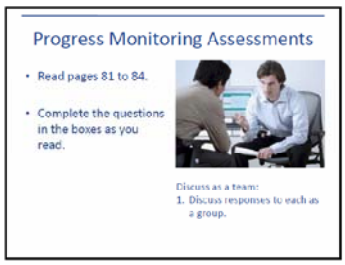




Selecting a Progress Monitoring Assessment

Progress monitoring is conducted within MTSS to inform staff of student growth in content knowledge and skills. Teachers who progress monitor regularly and use the data to make instructional decisions show more academic progress than students whose teachers do not use progress monitoring. Teachers' accuracy in judging student progress increases when progress monitoring is used consistently (Stecker & Fuchs, 2000). For students in the core (Tier 1), progress monitoring is often done through the use of common formative assessments that are given throughout the year. These assessments are tied to content area instruction and help teachers to know whether students have learned the concepts and skills taught so that instruction may be adjusted to re-teach concepts or to provide additional practice on skills not yet mastered.

For students receiving supplemental (Tier 2) and intensive (Tier 3) instruction, progress monitoring data is collected much more frequently and is used to chart the growth of individual students. Progress monitoring for students receiving supplemental or intensive instruction answers two questions:

1. Is the instructional intervention working?
2. Does the effectiveness of the intervention warrant continued, increased, or decreased support?

Progress monitoring data is typically collected by using brief, curriculum based measurements (CBM) to provide data that may be used to create growth charts of the student's learning over time.

The evidence shows strong effects on students' reading, spelling, and mathematics achievement when teachers rely on curriculum based measurement (CBM) for progress monitoring, especially when teachers graph scores to help plan instruction (Fuchs & Fuchs, 2002). Having students chart their own progress can also increase motivation and participation (Bos & Vaughn, 2006). The ultimate goal is to return the student to a less intensive level of support as soon as possible, while continuing to monitor the student's progress in case a need re-emerges for additional supports. To be able to achieve this goal, valid and reliable progress monitoring assessments must be selected.

Nine Characteristics of Progress Monitoring Assessments

The National Association of State Directors of Special Education (2005) identified nine essential characteristics for progress monitoring to be useful in an MTSS framework. Progress monitoring should:

1. Assess the specific skills embodied in state standards
2. Assess sub-skills that have been demonstrated to lead to ultimate instructional target
3. Be sensitive to small increments of growth over time
4. Be administered repeatedly (using multiple forms)
5. Result in data that can be summarized in teacher-friendly data displays
6. Be comparable across students
7. Be administered efficiently over short periods
8. Be applicable for monitoring an individual student's progress over time
9. Be relevant to development of instructional strategies and use of appropriate curriculum that addresses the area of need

What assessments are used in your building that have these characteristics?

_____

_____

_____

_____

Some tools used for universal screening may also be used for progress monitoring. Leadership teams should examine their universal screening tool to determine (1) if the tool measures small increments of change, and (2) if the tool has multiple forms to allow for frequent administration. If the answer to both of these questions is yes, the team may use the screening instrument as a progress monitoring tool.

Matching Progress Monitoring Assessment to Instructional Focus

Progress monitoring for students receiving supplemental and intense instruction is critical so that teachers know how to adjust instruction and grouping. The assessment instrument chosen for progress monitoring must be able to measure the literacy or math skills that are being taught in the intervention being provided. For example, students receiving supplemental instruction in phonics skills should be monitored using an instrument that assesses phonics skills, not one measuring comprehension. If the instrument assesses a higher level skill or combines multiple skills into the measure it is not possible to accurately determine student progress.

Frequency of Progress Monitoring

The frequency of progress monitoring is important to consider during assessment selection to ensure a sufficient number of

multiple forms are available to allow for frequent administration. Most recommendations for frequency of progress monitoring are every two to three weeks for students receiving supplemental instruction and one to two weeks for students receiving intense instruction (depending on skill being taught). In addition to those recommendations, the leadership team needs to consider recommendations about how many data points are needed to be able to make an accurate instructional decision (a more in depth discussion can be found in the section that follows about decision rules). Typically three to four consecutive data points are used for instructional decision making. With these two considerations in mind, the leadership team will need to look for progress monitoring assessments with enough alternate forms to monitor progress weekly or bi-weekly (20-30 alternate forms is not uncommon).

What skills do the previously identified assessments measure and how frequently can they be given?

_____

_____

_____

_____

Decision Rules for Progress Monitoring Assessments

Decision rules for progress monitoring assessments typically use several data points to determine whether the current instruction is succeeding or whether an adjustment in instruction is needed. The Four-Point Decision Making Rule is an example:

> Given at least six data points, examine the last four consecutive scores to determine instructional success.
>
> - If all four scores fall below the goal line, an adjustment in instruction is recommended.
> - If all four scores fall above the goal line, a goal increase is recommended.
> - If neither applies, keep collecting data until the four-point rule can be applied.
>
> (Stecker & Fuchs, 2000)

Some other researchers recommend that instruction be adjusted if three data points in a row fall below the goal line or aimline (Shinn, 1989).

Decision rules also need to be established and documented for entering and exiting each tier in order to determine when an adjustment in instruction is necessary and to keep fluid movement between the tiers. A system where teachers

schedule periodic meetings to review data, discuss student progress, and determine movement of students between the tiers is recommended (Hall, 2008; Fuchs & Fuchs, 2002; McCook, 2006).

Do any of these assessments have pre-defined decision rules?

_____

_____

_____

_____

Task 12: Select a Progress Monitoring Assessment
Task 13: Establish Decision Rules for Progress Monitoring Assessment

Tool 8: Comprehensive Assessment Plan

Steps - Selecting Progress Monitoring Assessment

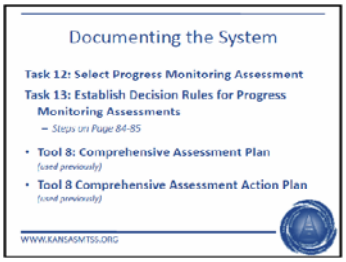
Look
1. Evaluate whether the universal screening assessments selected may also be used to collect progress monitoring data. (Remember, if the screening tool measures small increments of change and has multiple forms to allow for frequent administration, the screening tool may be used for progress monitoring.)
2. Identify possible progress monitoring assessments for literacy and /or mathematics.

Think
3. Evaluate reliability and validity of progress monitoring assessment(s) being considered.

Act
4. Select progress monitoring assessments for reading and/or mathematics.
5. Document the following progress monitoring decisions: assessment selected, for which students/which grades, areas assessed, and who will administer the assessment on **Tool 8: Comprehensive Assessment Plan**.
6. Begin planning for data management by determining who will be responsible for entering the data and running reports when the assessment data is collected. Consider any needed technical training for this to occur.

Task 12: Select a Progress Monitoring Assessment
Tool 13: Establish Decision Rules for Progress Monitoring Assessment

Tool 8: Comprehensive Assessment Plan

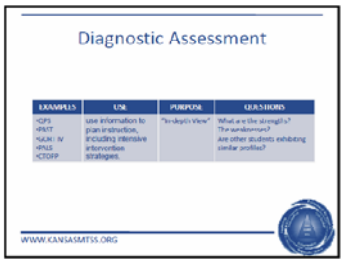


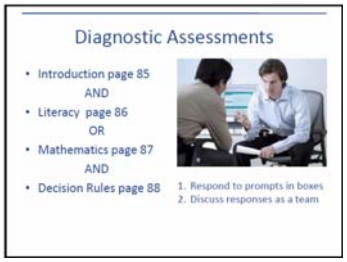
Steps - Establishing Decision Rules for Progress Monitoring Assessment

Look
1. Review each selected progress monitoring assessment to determine if decision rules are suggested.

Think
2. Review other options for decision rules.

Act
3. Select decision rules for frequency of progress monitoring at each Tier.
4. Select decision rules for number of data points for data-based decision making to occur.
5. Select decision rules for:
    a. Decreasing intensity of instruction
    b. Continuing current instruction
    c. Increasing intensity of instruction
6. Document all decision rules established on **Tool 8: Comprehensive Assessment Plan**.





Identifying Diagnostic Assessments and Procedures

The leadership team must also identify the diagnostic assessments and/or procedures that will be made available within their comprehensive assessment plan. When selecting diagnostic assessments, the team should ensure the technical adequacy of each assessment. While diagnostic assessments are typically associated with students who have learning difficulties, this type of assessment is also appropriate for use with advanced learners to plan instruction. Diagnostic assessments are designed to provide more precise and detailed information of a student's knowledge and skill so instruction (including intensive intervention strategies) can be more precisely planned. The purpose of diagnostic assessment is to give very specific information about a student's skills and should focus on sampling a student's knowledge in ways that are instructionally relevant. Although diagnostic assessments are usually done as a follow up to screening assessment, they can be conducted at any time during the year when a more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction based within some guidance.

A diagnostic assessment must provide information useful for decision making regarding instructional planning by providing an in-depth view and answering the questions:

1. What are the student's strengths?
2. What are the student's needs?
3. What instruction is needed?

As leadership teams undertake the task of selecting diagnostic assessments, the following considerations are offered:

1. What is the amount of time it takes to give the assessment?
2. Is this assessment effective and accurate in diagnosing student instructional needs?
3. What training is available to learn how to administer the diagnostic assessments and interpret the results?

Selecting Diagnostic Assessments for Literacy

Each building must have the capacity to provide an appropriate diagnostic assessment for individuals whose screening results indicate a need for further skills analysis. Therefore, at a minimum, a set of diagnostic assessment instruments need to be available to assess critical skills in reading and math. It is from this set of instruments that the tool(s) needed to assess an individual students' presenting concerns will be selected. Literacy skills develop along a continuum regardless of a student's age or grade level. Therefore, each building, pre-kindergarten through high school, must identify a set of diagnostic assessment instruments that measure a range of very specific skills for the purpose of instructional planning. Those skills include the Five Essential Reading Components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Not all students will be assessed using all these instruments, but the building must have diagnostic assessments available to assess each of these components. **Appendix D: Reading Diagnostic Assessments Short List** is not an exhaustive list of quality diagnostic assessments but is a short list of some that are commonly used in schools in Kansas that can help the leadership team to continue to develop a comprehensive assessment plan.

There are many factors to weigh when making the final selection of the diagnostic assessments that will be used to assess literacy across grade levels. Be sure to revisit the content of this section as well as the tools provided for assistance. It is also important to keep in mind that sometimes the diagnostic assessments needed for use with adolescent students were developed for use with younger students. Nevertheless, these assessments can be appropriately used to determine the instructional needs of older students whose skills are at a low level.

Elementary Scenario of Using Diagnostic Assessments

To guide selection, it may be helpful to consider how diagnostic assessments are used to determine instructional focus. Once a

student is found to be at-risk via the screening process, the diagnostic process typically begins with a quick, criterion referenced test. This level of diagnostic assessment is usually sufficient to begin instruction in a standard protocol of intervention. If progress monitoring data indicates a lack of improvement, then further diagnostic assessment should be considered by the collaborative team. This level of diagnostic assessment typically utilizes more time intensive instruments that are formal, norm-referenced and which provide extensive details about students' relative strengths, weaknesses and instructional needs. Therefore, leadership teams need to select both types (i.e. quick, criterion referenced and formal, norm-referenced) of diagnostic assessments as part of a comprehensive assessment plan.

What potential diagnostic assessments for reading at the elementary level do we have?

_____

_____

_____

_____

Secondary Scenario of Using Diagnostic Assessments

Students in grades seven through twelve who were screened using mazes and identified as being at-risk need to begin the diagnostic assessment process with the use of a brief criterion-referenced test that assesses fluency and accuracy. Students can fail mazes for several reasons: low comprehension skills, low fluency skills, low accuracy skills, or lack of motivation. Without appropriate diagnostic assessment it very difficult to identify which of these factors is the underlying cause for the low maze score so that instruction matched to the student's instructional need can be provided.

What potential diagnostic assessments for reading at the secondary level do we have?

_____

_____

_____

_____

Selecting Diagnostic Assessments for Math

Diagnostic information can be obtained from math universal screening tools by conducting error analysis and examining error patterns. Many multi-skill math probes are arranged so that skills are aligned diagonally on the page. This makes it easy for teachers to determine which specific skills are deficit.

Further investigation can be made using single skill probes, including math fact sheets (Hosp, Hosp, & Howell, 2007). In some cases additional formal diagnostic assessment may need to be conducted.

What potential diagnostic assessments do we have for mathematics?

_____

_____

_____

_____

Decision rules for diagnostic assessments

Diagnostic assessments for literacy and mathematics both serve the same purpose, to provide a more in-depth analysis of a student's strengths and weaknesses needed to guide instruction. Most diagnostic assessments will provide either age-based or grade-based norms, or rubric scoring that is used to determine whether or not a student has significant problems in specific skill domains. This information can then be used to design instruction specific to the student's individual learning needs. It is important that diagnostic assessments are given to students when additional information is needed for more customized instructional planning but not to over use them. Diagnostic assessments require a lot of building resources and should not be given as a matter of course to all students. Decision rules will assure that students who need diagnostic assessment will receive it in a way that is efficient and effective.

All buildings should have decision rules to address:

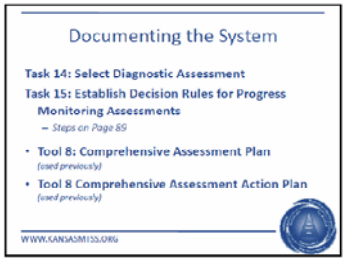
1. When will additional diagnostic assessments be given. There may be different decision rules established for the use of brief, criterion-referenced diagnostic assessments as compared to more formal, norm-referenced diagnostic assessments that are more resource intensive to administer.
2. Which students will receive supplemental or intensive support.
3. How students will be assigned to skill groups.

Task 14: Select Diagnostic Assessments
Task 15: Establish Decision Rules for Diagnostic Assessments

Tool 8: Comprehensive Assessment Plan
Appendix D: Reading Diagnostic Assessments Short List

Task 14: Select Diagnostic Assessments
Task 15: Establish Decision Rules for Diagnostic Assessments

Tool 8: Comprehensive Assessment Plan



Steps - Selecting Diagnostic Assessments

Look
1. Identify current diagnostic assessments being used in the district/building for reading or/and math.
2. Identify other potential diagnostic assessments for reading or/and mathematics- ***Appendix D: Reading Diagnostic Assessment Short List*** *can be a place to start.*

Think
3. Evaluate reliability and validity of each diagnostic.
4. Evaluate critical skill areas each assess.
5. Evaluate cost of each assessment.
6. Evaluate time required to administer each assessment.
7. Consider professional development requirements of each assessment.

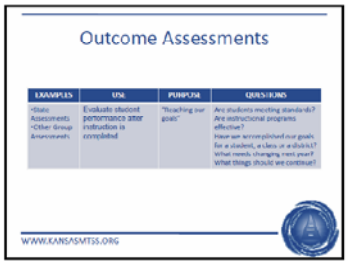
Act
8. Select diagnostic assessments for reading or/and mathematics.
9. Document the following diagnostic decisions: assessments selected, for which students/which grades, areas assessed, and who will administer the assessment on **Tool 8: Comprehensive Assessment Plan**.

Steps - Establishing Decision Rules for Diagnostic Assessments

Look
1. Review each selected diagnostic assessment to determine skills assessed and time to administer.

Think
2. Determine decision rule for when diagnostic assessments will be administered.
3. Determine decision rule for using brief diagnostic assessments to assign students to supplemental or intensive skill groups.
4. Determine decision rule for using brief diagnostic assessments to move students to another level of support.

Act
5. Document all decision rules established on **Tool 8: Comprehensive Assessment Plan**.



Outcome Assessments

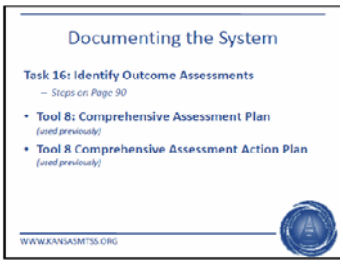
Outcome assessments help evaluate student performance after instruction is completed. As with all other assessments, outcome assessments must have technical validity. Outcome assessments answer the questions:

1. Are students meeting standards?
2. Are instructional programs effective?

3. Have we accomplished our goals for a student, a class, or a district?
4. What needs changing next year?
5. What things should we continue?

All districts in Kansas must use the Kansas State Assessments as one type of outcome assessment. However, there are also other outcomes assessments used by districts and buildings (for example, ITBS or ITED tests). In order to use the results of any other outcome assessment as a means to improve instruction, it is useful to determine the alignment of the outcome assessment with the Kansas curricular standards.

It is critical that teams understand that tests are designed and built for specific purposes. Assessments like the Kansas State Assessments are designed as summative assessments and should not be used for purposes inconsistent with their design. However, information from an outcomes assessment might be combined with other information, such as the results of other group tests, to help make decisions about a student's need for instructional support during the next academic year.



Task 16: Identify Outcome Assessments

Tool 8: Comprehensive Assessment Plan

Task 16: Identify Outcome Assessments

Tool 8: Comprehensive Assessment Plan

Steps:

Look 1. Identify outcome assessments given regularly in the district or building.

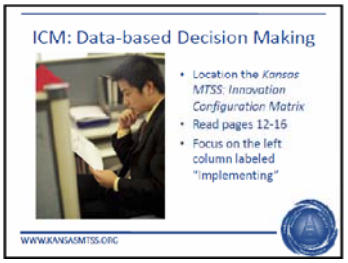
Think 2. Identify ones that align most closely to the area being addressed.

Act 3. Document outcome assessments on **Tool 8: Comprehensive Assessment Plan**.

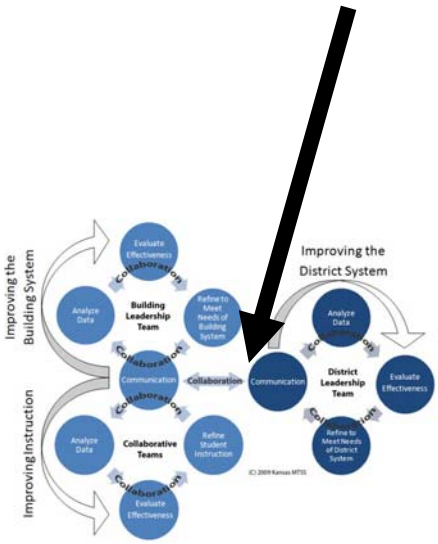
Data-based Decision Making Teams

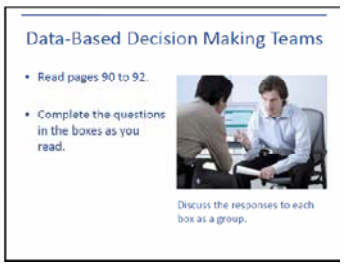
Using the Assessment Data to Drive Instruction

When undertaking structuring for MTSS, many districts and buildings find that although significant amounts of data have been collected for years, often the data has not been used to its full potential for school and student improvement. Within MTSS the structures and procedures for formative and summative data collection and analysis are systematized to ensure that all data is used to its full potential.



The first step is to establish the teams to ensure the necessary data-based decision making at all levels (district, building, group, and individual student) will occur. When designing structures to support data-based decision making, it is not only





about who will be involved but also how time will be allocated and protected for conducting decision making at all levels. Teams have a collective responsibility to improve student outcomes and do so by carrying out the self-correcting feedback loop as discussed in the introduction and depicted at the left (a larger graphic can be found on page 12). For the self-correcting feedback loop to operate effectively, communication between the teams is critical and the structures created need to facilitate communication from individual and small group teams to other teams.

As the structures for data-based decision making are being considered, it is important to keep in mind that these teams do not need to be new or discrete groups from others already in existence. The important considerations are what are the responsibilities at each level and how frequently the team needs to conduct data-based decision making. If the responsibilities are given to an existing team, it is important to spend time ensuring they understand the changed or additional role, responsibilities, and how to conduct data-based decision making appropriately.

Tool 9: Data-based Decision Making Team assists leadership teams establish membership for those teams to conduct data-based decision making at all levels. As depicted on the self-correcting feedback loop, the teams in the context of data-based decision making are designated as collaborative teams and building and district leadership teams. In this section, decisions about membership of the teams will be considered and documented using Tool 9.

System Level: For district and building

Attention to system level improvement is necessary at both the district and building level. The team responsible for system level data-based decision making may or may not be the same or a subset of the leadership team. If it is determined that the leadership team is responsible for system improvement, add to the roles and responsibilities already identified on **Tool 1: Leadership Team**: data to be analyzed, questions to be answered, and frequency of meetings to conduct data-based decision making focused on improving the system. If the data-based decision making team is different or a subset of the leadership team, use **Tool 9: Data-Base Decision Making Team** to document the new team.

*What existing team/structures/committees could potentially be responsible for conducting data-based decision making to **improve the system**?*

_____
_____
_____
_____
_____

Group Level: For the building only

These teams are on the front lines and are most likely to be the ones that first see data indicating that a system level issue may be occurring. They are responsible for using the universal screening data, diagnostic data, and progress monitoring data to review progress of groups of students and to do instructional grouping.

*What existing team/structures/committees could potentially be responsible for conducting data-based decision making to **improve instruction of small groups**?*

_____
_____
_____
_____
_____

Individual Student Level: For the building only

These teams are on the front line of student learning. They are the ones focusing on diagnostic and progress monitoring data to ensure that students receiving intensive supports are in interventions that are an instructional match to their need and that adequate progress is being made.

*What existing team/structures/committees could potentially be responsible for conducting data-based decision making to **individual students**?*

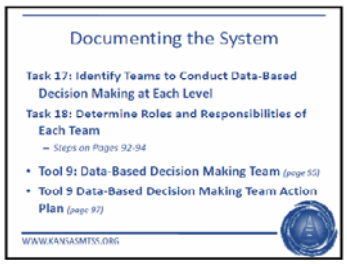
_____
_____
_____
_____
_____

Task 17: Identify Teams to Conduct Data-Based Decision Making at Each Level
Task 18: Determine Roles and Responsibilities of Each Team

Use **Tool 9: Data-Based Decision Making Team** to document each team and roles and responsibilities.

Task 17: Identify Teams to Conduct Data-Based Decision Making at Each Level
Task 18: Determine Roles and Responsibilities of Each Team

Tool 9: Data-Based Decision Making Teams



Steps - District Leadership Team

Look

1. Review roles, responsibilities, and data that will be analyzed for systems improvement.
2. Identify existing teams/committees that could potentially take on these roles and responsibilities at the system level for the district.

Think

3. Evaluate match between current team/committee function and the function of the data-base decision making team.
4. Determine how building leadership teams will have the authority to influence change at the district level.
5. Determine how fidelity to the problem-solving model and decision rules will be monitored and refined.

Act

6. Select team to conduct data-base decision making for improving the system at the district level.
7. Ensure that all team members have formal training on the problem-solving model.
8. Ensure that all team members have formal training in how to analyze data and interpret results.
9. Ensure that all team members have a full and clear understanding of the previously selected assessments and decision rules.
10. Document final teams, roles, and responsibilities on **Tool 9: Data-Based Decision Making Team** form.

Steps - Building Leadership Team

Look

1. Review roles, responsibilities, and data that groups addressing each level must use
2. Identify existing teams/committees that could possibly take on these roles and responsibilities at each level:
    a. System Level
    b. Small Group Level
    c. Individual Student Level

Think

3. Evaluate match between current team/committee function and the function of the data-base decision making team at each level.
4. Delineate the roles and responsibilities of the teams conducting data-based decision making at each level.

5. Determine how each team will have the authority to influence change at their level.
6. Determine how fidelity to the problem-solving model and decision rules will be monitored and refined.

Act

7. Select team(s)/committees(s) to conduct data-base decision making at each level.
8. Ensure that all team members have formal training on the problem-solving model.
9. Ensure that all team members have formal training in how to analyze data and interpret results.
10. Ensure that all team members have a full and clear understanding of the previously selected assessments and decision rules.
11. Document final teams, roles, and responsibilities on **Tool 9: Data-Based Decision Making Team** form.

Data-Based Decision Making Team

Team for:

Team Member Name and Role		
Name	**Position**	**Represents and/or Special Skills**

Data We Use:

Outcome Assessments:

_____
_____
_____

Screening Assessments:

_____
_____
_____

Progress Monitoring:

_____
_____
_____

Other:

_____
_____
_____

Frequency of DBDM:	We Are Responsible For:

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Tool 9: Data-Based Decision Making Teams
Action Plan

Who will ensure this tool & all tasks are complete? _____

☐ Task 17: Determine Teams ☐ Task 18: Establish Roles & Responsibilities

Things we need to **LOOK** for/into when creating the teams?

Things we need to **THINK** about and consider as we create the teams?

What **ACT**ions do we need to take to create the teams?

Target Date:
Date Completed:

To Do & Stop Doing List

	Person(s) Responsible	By Date	Date Completed
1.			
2.			
3.			
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23.			

Professional Development for Assessments

Once the assessments have been selected it is then necessary to provide appropriate professional development and ongoing support to all staff that are expected to use them. Decisions need to be made about who will administer, score, and interpret each assessment. If all staff are involved in the administration of an assessment they will need to be trained and supported in all aspects. Sometimes, it is determined that an assessment team will be designated for administration and scoring of the assessments. If that is the case, those team members will need to be trained and supported in all aspects, however, it is still important for all staff to understand what the data means and how to interpret the instructional implications.

The professional development for assessments should be integrated into the district and/or building professional development plans if they exist. Professional development around each of the assessments needs to go beyond the training in the assessment to include ongoing coaching to ensure fidelity.

Fidelity of Assessment System

It is important to view the monitoring of fidelity as professional development and not punishment. Monitoring of fidelity ensures that all data is appropriately collected and used. The three main things that need to be monitored:

1. Are assessments administered and scored by trained staff?
2. Are assessments given according to decision rules and assessment calendar?
3. Are assessment results correctly interpreted and used to guide instructional planning?

Training for staff is best scheduled just before the assessments are given so the scoring rules can be practiced and reinforced. Effective ways to minimize scoring errors and ensure fidelity include making sure that examiners have:

1. excellent training,
2. opportunities to practice,
3. periodic ongoing training,
4. experienced examiners to check first-time examiners scores, and
5. opportunities to shadow score.

Within the frame of professional development, having new examiners work with experienced examiners and opportunities for shadow scoring offer the best opportunities for ongoing

professional development of staff. These types of opportunities need to be included within the larger professional development plan that is being implemented and monitored by the leadership team.

Task 19: Plan Professional Development for Assessment
Task 20: Plan for Monitoring Fidelity of Assessment System

Tool 10: Professional Development Plan

Steps:

Look

1. Identify each assessment to be used within the comprehensive assessment plan and document on **Tool 10: Professional Development Plan** under the Assessment section.

Think

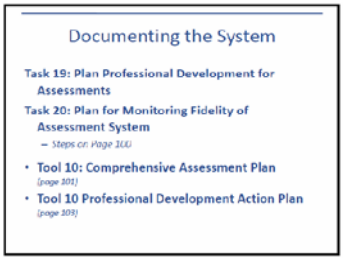
2. Identify individuals that will be responsible for administration and scoring each assessment.
3. Identify individuals that will need to know how to interpret instructional implications of each assessment.
4. Use **Tool 10: Professional Development Plan** to plan who will receive training.
5. Plan how to ensure each individual will have appropriate assessment materials they are to use.
6. Check to see if assessment has a fidelity tool, if not plan for how fidelity of assessments will be monitored and ongoing training/support will be provided to existing staff.
7. Plan how new staff will receive professional development.

Act

8. Provide professional development as planned.
9. Monitor fidelity.
10. Monitor arrival of new staff.
11. Provide training of new staff.
12. Provide ongoing coaching and support to all staff.

Task 19: Plan Professional Development for Assessments
Task 20: Plan for Monitoring Fidelity of Assessment System

Tool 10: Professional Development Plan



Professional Development Plan
By Role

For professional development that is needed by an identified group. Use back side of page if specific staff need the training.	District	Leadership Team	Principals	Interven-tionists	Gen Ed Teachers	Title	SPED Teachers	Specials Teachers	ESOL	Related Service	Para/Aids
Assessments											
Curriculum											
Instruction											
Data-Based Decision Making											
Other											

Adapted from Shawnee Mission Public Schools

Professional Development Plan
for Specific Staff

Staff Name																
Assessments																
Curriculum																
Instruction																
Data-Based Decision Making																
Other																

Adapted from Shawnee Mission Public Schools

Tool 10: Professional Development Plan

Action Plan

Who will ensure this tool & all tasks are complete? _____

☐ Task 19: Assessments ☐ Task 20: Assessment Fidelity ☐ Task 22: Instruction
☐ Task 23: Instruction Fidelity ☐ Task 28: Curriculum ☐ Task 29: Curriculum Fidelity

Things we need to **LOOK** for/into when plan professional development?

**Assessments
**Instruction
**Curriculum
**Problem Solving

Things we need to **THINK** about and consider as we plan professional development?

What **ACT**ions do we need to take to ensure professional develop occurs as needed?

Target Date:
Date Completed:

To Do & Stop Doing List

	Person(s) Responsible	By Date	Date Completed
1.			
2.			
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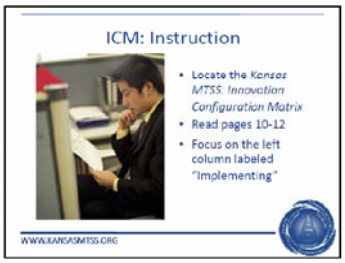
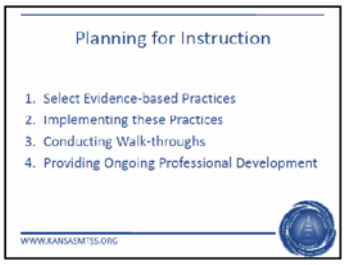




Instruction

This section of the guide addresses instruction decisions that must be made. If there is a district leadership team, it is important for building leadership teams to know (1) which tasks the district leadership team will complete and (2) what their decisions are as early in the planning process as possible. The instruction tasks to be completed are:

Task 21: Identify Evidence-Based Instructional Practices that will be Supported
Task 22: Plan Professional Development for Instruction
Task 23: Plan for Monitoring Fidelity of Instructional Practices
Task 24: Identify Model of Instruction to be Used
Task 25: Develop a Master Schedule

Schools utilize a combination of curriculum and instructional practices to support students in achieving outcomes. For the purposes of discussion and attention to details of both these facets, the guidance around MTSS separates curriculum and instruction. The curriculum is what we teach; instruction is how we teach. While we understand these two components are united in practice, in this guide the following sections address each separately. This is done to promote the critical discussions that must occur around the selection of curriculum and instructional practices that will be used in the system. Classroom instruction needs to work coherently with the content of student materials (texts, activities, homework, manipulatives, etc.) to reinforce the acquisition of specific skills. This sets up a constant interaction between the curricular materials that will be used to teach important concepts, strategies, and skills and the instructional practices used to deliver them. As you consider the structuring tasks for Instruction, the point is to ensure that in each and every instructional setting within the building, there are evidence-based instructional practices occurring.

What instructional practices are occurring in our building and who is using them?

_____

_____

_____

_____

_____

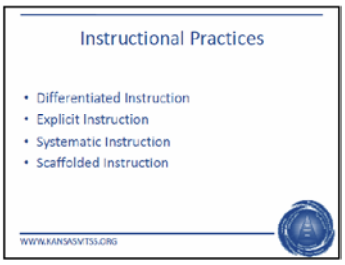
_____

_____

_____

_____

Ideally, in a well functioning MTSS, the core curriculum and instruction to deliver it should meet the needs of 80% of a school's learners. In working toward this goal, the core may be strengthened by ensuring the use of the instructional practices discussed above and by differentiating instruction. Differentiating instruction is an important component when meeting the needs of all students in the core content curriculum. This is one of the conceptual differences between the core instruction represented in MTSS and that which may have been occurring in previous systems. In MTSS, intervention to support students begins in the core.



For the purposes of this guide, differentiated instruction is defined as a way of teaching in which teachers modify curriculum, teaching methods, resources, learning activities, and student products to address the needs of individual students and/or small groups of students in order to maximize the learning opportunity for each student in the classroom (Tomlinson, et. al.). Differentiated instruction enables the effective teaching and learning of students with widely varied abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process (Hall S. , 2002). This is accomplished by providing flexibility in the:

- presentation of information,
- ways students demonstrate knowledge, and
- content of lessons and assignments, including providing diversity and choice.

As the leadership team considers the instructional practices to be used in the core, it is important that a plan be developed to ensure that these practices are used in the delivery of the core curriculum. The plan needs to include these critical steps:

1. Selecting evidence-based practices to be used by all staff.
2. Implementing these practices (making sure everyone knows when, where, and how).
3. Conducting walk-throughs.
4. Identifying any professional development needs based on the walk-throughs and staff feedback.

Critical features of well-designed instructional programs include such things as:

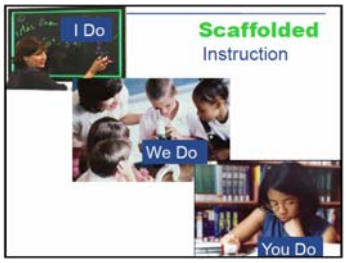
1. explicit instructional strategies,
2. systematic instruction, and
3. scaffolded with ample practice opportunities.

Explicit Instruction means that students are told what they will learn and are given the procedural knowledge to learn. In practice, explicit instruction means that the teacher gives three types of instruction:

- Declarative - The teacher tells the students what concept or strategy they need to learn.
- Procedural - The teacher explains and models how to use the concept or strategy.
- Conditional - The teacher explains when the student will use the concept or strategy.

(Adapted from Pearson & Dole, 1987)

Systematic Instruction means that teachers provide instruction in a step-by-step way, with careful planning of the instructional sequence, including the sequence of examples. This increases the likelihood of early success with new concepts and problems, which can then be supported by sequencing examples of increasing complexity. This ensures that students have an opportunity to apply their knowledge to a wide range of material and promotes the transfer of knowledge to unfamiliar examples (Jayanthi, Gersten, & Baker, 2008).



Scaffolded Instruction is a routine that should be used by all teachers when providing instruction. In this evidence based routine, the teacher:

- models and explains the concept and/or strategy being taught **(I Do)**
- provides guided practice with students practicing what the teacher modeled while the teacher provides prompts and feedback to support the beginning application of the concept or strategy **(We Do)**
- provides opportunity for independent practice so that students may internalize the concepts and/or strategy **(You Do)**

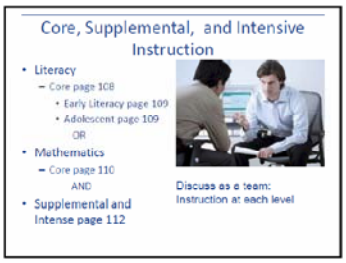
In this section, leadership teams will be considering how these instructional practices will be represented throughout all levels (i.e. core, supplemental, intensive) of the MTSS being created. Teams will also be determining the model in which the curriculum and instruction will be delivered and creating a schedule that ensures ample time for each level of instruction to be provided in the content area(s) selected.

Which critical feature does each of the instructional practices address?

Differentiated Instruction
Explicit Instruction
Systematic Instruction
Scaffolded Instruction

Core Literacy

Some students are able to acquire the necessary skills with the standard instruction given by the teacher, while others require more explicit and systematic instruction. The following chart shows the essential components of reading that should be included during core reading instruction.



Component	Elementary	Adolescent
Phonemic Awareness	✓	
Word Study	✓	✓ (Advanced)
Fluency	✓	✓
Vocabulary	✓	✓
Comprehension	✓	✓

(Boardman, Robert, Vaughn, Wexer, Murray & Kosanivch, 2008)

Early Literacy (K-3)

Students are at various levels of development in skills during core reading instruction. Stages of reader development are labeled differently depending on the researcher. The Kansas Reading Academy has recognized these four stages of reader development: Emergent readers, Early readers, Transitional readers, and Self-extending readers (Fountas & Pinnell, 1996). Although students move through each of these stages as they become a more proficient reader, we have provided approximate grade levels to each stage. However, it is important for teachers to make instructional decisions based on each student's stage of reading development regardless of their grade level.

Especially in the primary grades, teachers must be prepared to provide strong initial instruction in the critical reading skills described above. Teachers must be able to provide skillful, systematic, and explicit instruction at the whole classroom level and to work with small groups of students who have different instructional needs. Students with diverse needs are best supported when instruction is at the right level and focused on areas of most critical need. "Without effective initial classroom instruction and strongly differentiated instruction by classroom teachers, the need for intervention specialists may simply overwhelm school resources because too many students will not make expected yearly progress." Thus it is important that:

- teachers provide explicit, well organized, and engaging whole group instruction;
- small-group instruction be differentiated appropriately based on student need; and
- other students be involved in independent learning activities that are appropriate and engaging while the teacher is teaching a small group of students (Torgesen, D., Rissman, & Kosanovich, 2007).

Adolescent Literacy

The way in which core reading instruction is provided significantly changes once grade levels begin to departmentalize instruction. Most teachers of adolescents do not perceive themselves as teaching reading. Nevertheless, they work with students who are learning content through reading content area texts and materials. For this reason, it is important that teachers of adolescents be able to enhance content instruction and embed strategy instruction across classes using appropriate instructional strategies and interventions. It is important that teachers reach agreement about which strategies will be taught across content area classes, and what responsibility each teacher has to provide instruction in those strategies.

In addition to embedding literacy strategy instruction, instructional differentiation within the core content curriculum becomes critical for students with a range of skills and allows them opportunities to access more specialized information and to integrate and apply academic skills in a more diverse setting. Staff should engage in a structured process to select the evidence-based instructional practices to be used and ensure that selected instructional practices are effective. For adolescent readers, it is essential that these practices be embedded in content. Both language arts and content-area teachers must provide students direct, explicit comprehension instruction and practice in reading and writing skills specific to their subject areas (Biancarosa & Snow, 2006).

The What Works Clearinghouse published a Practice Guide presenting the following four evidence-based recommendations for classroom practices for improving adolescent literacy:

1. Provide explicit vocabulary instruction
2. Provide direct and explicit comprehension strategy instruction
3. Provide opportunities for extended discussion of text meaning and interpretation
4. Increase student motivation and engagement in literacy learning

(Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008)

Core Mathematics

The core curriculum for mathematics should include the following instructional elements:

- Plan for learning goals that are aligned to state standards
- Manage classroom discourse using questioning and discussion strategies
- Link experience and background knowledge to the abstract through written and oral communication
- Provide for instruction in conceptual understanding, computational and procedural fluency, and problem solving, as these skills are equally important and mutually reinforce each other
- Provide for heightened interactions and considerations of various problem solving models with varied student groupings
- Apply the strategic use of manipulatives, calculators, and computers to develop students' mathematical fluency

- Use formative assessments to plan for adjustments and modifications to the learning plan
- Provide differentiated instruction to respond to student needs (Kilpatrick, Swafford, & Findell, 2001; National Mathematics Advisory Panel, 2008)

The National Council of Teachers of Math (NCTM) recommends that students should be enrolled in a mathematics course each year in grades kindergarten - 12. Topics of study in kindergarten through eighth grade should be well-established and streamlined to build proficiency in the early grades. Students should exhibit proficiency in using whole numbers, fractions and decimals by the end of sixth grade and be prepared for and offered Algebra instruction by eighth grade (National Mathematics Advisory Panel, 2008). Mathematics core instruction should occur for a minimum of 60 minutes per day (National Council of Teachers of Mathematics, 2006).

It is important to provide both direct instruction and strategy instruction in math. Direct instruction occurs when teachers use sequential instruction focused on learning basic skills and information. Strategy instruction teaches students how to access information on their own and retrieve it when it is needed. Both types of instruction are essential in developing independent learners (Steedly, Dragoo, Arafeh, & Luke, 2008).

Direct instruction should include clearly establishing the objective, activating background or prior knowledge, presenting new information in sequence, modeling the task, using visual representations, providing guided and independent practice, and assessing student understanding (Schumaker & Deshler, 1992). Teachers should use a "think-aloud" procedure to check for understanding and to aid in error analysis. In addition, informal formative assessment tools such as exit cards should be used to guide future instruction based on students' levels of understanding.

Strategy instruction works well together with direct instruction and should be incorporated into daily instruction. CRA (concrete-representational-abstract) and SBI (schema-based instruction) are two research-based instructional strategies for math which can be used with students in a wide range of grade levels.

<u>Concrete/Representational/Abstract (CRA)</u>
Regardless of age, students benefit from instruction that moves from concrete (using manipulatives) to representational (using tally marks or number lines) to abstract (using mathematical

symbols). This process allows students to make connections that promote deeper understanding of key concepts. CRA instruction is suited for the following concepts:

• Early number relations	• Measurement	• Fractions
• Place value	• Geometry	• Decimals
• Computation	• Probability	• Percentage
• Number bases	• Statistics	• Money
• Word problems		

Schema-based Instruction (SBI)

Schema-based instruction (SBI) is a research-based strategy for math problem solving in which students learn to recognize the schema or type of problem and associate it with a previously learned problem solving framework. A schema serves the function of knowledge organization, and can link numerical relationships to numerical operations. SBI typically includes instruction in both conceptual and procedural knowledge. Diagrams are used to represent information in word problems to help students figure out what operation is needed to solve the problem (Jitendra, 2007). It is appropriate for students of all ages.

Supplemental and Intense Instruction for Literacy and Mathematics

Supplemental and intense instruction is designed to meet the needs of students by providing additional interventions. For advanced learners, intervention may be instructional support for enrichment or extensions of skills already learned through instruction in the core. Struggling students receive supplemental or intense support when data indicate the student is not on track in a particular area. The intervention(s) that each student receives is based on specific individual needs.

Supplemental interventions are targeted to individual student needs based on data. This translates into the determination of specific instructional strategies/skills matched to individual student needs. The differences between intense and supplemental support typically lie in:

- more time needed for intervention
- more intensive and explicit instruction
- more customization of instruction
- smaller group size
- increased opportunities to respond
- immediate corrective feedback
- more frequent progress monitoring and decision making

Supplemental support is delivered through small group instruction, with group size depending on the age level of the student and the materials being used. Intense support may be provided through either small group or individualized instruction, but will be provided in groups with a smaller teacher-student ratio than supplemental instruction. Student progress is monitored frequently using curriculum based measurement to determine if the instruction is meeting their needs or if the intervention needs to be adjusted. Student progress is monitored more frequently in intense as compared to supplemental instruction.

Supplemental and intense supports may be delivered by a variety of qualified staff members (e.g. classroom teacher, a specialized teacher or another interventionist that has been trained for specific interventions). This decision is made by the building team and should be well defined before the process begins.

Task 21: Identify Evidence-Based Instructional Practices that will be Supported

Tool 11: Instructional Practices Table

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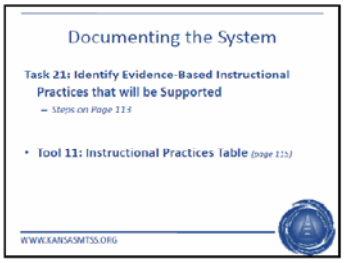
Tool 11: Instructional Practices Table



Steps:

Look
1. Identify current instructional practices being used in the building and who is using them.

Think
2. Determine which critical feature each support.
3. Identify instructional practices to be discontinued or replaced due to lack of evidence or need.
4. Identify instructional practices will continue to be supported.
5. Identify any new instructional practices that are needed.
6. Identify which staff will be using each instructional practice.

Act
7. Document all instructional practices that will be supported on **Tool 11: Instructional Practices Table**.

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Instructional Practices Table

Instructional Practices that are Currently Used that will be Supported:

Instructional Practice	Used by

Instructional Practices that will be Supported that are New:

Instructional Practice

Instructional Practices that are Currently Used that will be Discontinued:

Instructional Practice	Used By

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Professional Development for Instruction and Ensuring Fidelity

It is imperative that the leadership teams plan for the significantly challenging task of providing support to staff. Rarely have middle and high school teachers, including language arts teachers, received more than one undergraduate course in reading across the curriculum. In order for staff to change their instructional practices and to fully support MTSS, professional development must be carefully planned and implemented.

The selection of the instructional strategies/practices is the first step. The second step is to plan ongoing support of staff to implement the necessary practices. To achieve fidelity of implementation, staff members need initial training as well as ongoing coaching and support to use these practices effectively and efficiently.

The building should also have a process in place to formally monitor implementation of the instructional practices. In this manner, response and support via coaching can be provided in a timely and encouraging manner.

Use the following steps in deciding how to support staff in the use of evidence-based instructional practices:

a. Develop a plan to provide professional development to appropriate instructional staff (including ELL, Migrant, Title, SPED, paraprofessionals, etc.).
b. Determine what are the key elements of instruction that need to be monitored for fidelity.
c. Determine a method (e.g., walk through, peer coaching, etc.) to monitor key elements for fidelity.
d. Develop and implement a plan to provide training and coaching to instructional staff who need additional assistance in providing instruction as identified through monitoring. Monitor the plan for fidelity of implementation.

Supplemental and intense supports may be delivered by a variety of qualified staff members (e.g. classroom teacher, a specialized teacher of another interventionist that has been trained for specific interventions). Ongoing professional development must be provided to those individuals to ensure the appropriate instructional practices.

Task 22: Plan Professional Development for Instruction
Task 23: Plan for Monitoring of Fidelity of Instruction

Task 22: Plan Professional Development for Instruction
Task 23: Plan for Monitoring Fidelity of Instruction

Tool 10: Professional Development Plan

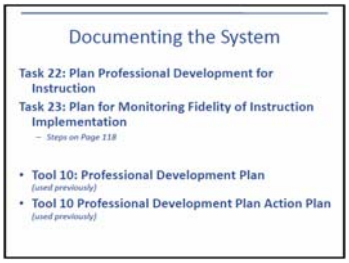
Tool 10: Professional Development Plan

Steps

Look
1. Review **Tool 11: Instructional Practices Table** to refresh team on which instructional practices were identified to be supported.

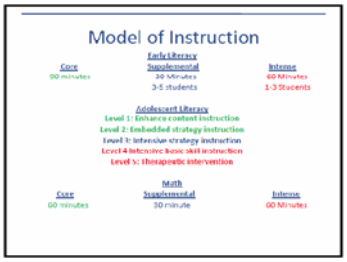
Think
2. Identify individuals who will be responsible for using each instructional practice.
3. Identify individuals who will need to know skills of other curricula.
4. Identify who will provide training.
5. Identify who will provide ongoing coaching in the classroom.
6. Plan how to ensure each individual will have appropriate instructional materials they are to use.
7. Plan how frequently coaching will be provided to existing staff.
8. Plan how new staff will receive professional development.

Act
9. Provide professional development as planned.
10. Monitor fidelity and provide ongoing coaching and support to existing staff.
11. Monitor arrival of new staff.
12. Provide training to new staff.



Model of Instruction

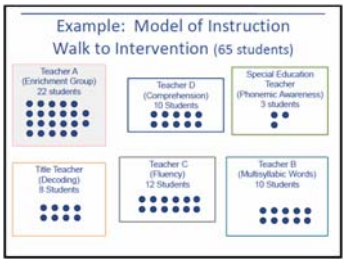
When the building leadership team selects a model of instruction, it is prudent to first ensure that classrooms are receiving adequate time for core instruction. There are guidelines to ensure that time is being considered during planning for a model of instruction for supplemental and intense intervention. Keep in mind culture and logistics that will influence the implementation of any of the described models or the creation of a model that is different than any described.



Early Literacy and Mathematics (K-3)

Core

Core instruction provided to all students in the building should be consistent with research based practices and the district allocation of instructional minutes. (Suggested: Reading minimum of 90 min, Math minimum of 60 min)



Supplemental

Time for supplemental supports should be built into the master schedule and not infringe on time for recess or other content area instruction. (Suggested: An additional 30 minutes of instruction beyond the core for Reading and Math.) Group size should be 3-5 students.

Intensive

Time for intensive supports should be built into the master schedule. This may not be possible without infringing on other allocated time in the schedule. As such, the fluidity of grouping becomes critical to ensure students can return to less intensive supports as quickly as possible to reduce loss of other instructional time. In reading intensive support should consist of 60 additional minutes of instruction beyond the core instruction. These 60 minutes can be provided in time blocks best for the student (e.g., 30 + 30 – two 30 minute blocks). The ideal group size for intensive instruction should be no larger than 3 students.

Supplemental instruction should be skill based and focused on direct instruction, also known as explicit teaching " which is a systematic method for presenting material in small steps, pausing to check for student understanding and eliciting active and successful participation from all students" (Rosenshine, 1986). This model of instruction is well grounded in Behaviorist Theory. Rosenshine details six teaching functions as an important sequence in the method of explicit teaching. They are: daily review, presenting new material, guided practice, corrections and feedback, independent practice, and weekly and monthly reviews which should be monitored in Core Instruction. This method has been shown to be particularly effective in the "teaching of mathematical procedures and computations, reading decoding, explicit reading procedures such as distinguishing fact from opinion, science facts and concepts, social science facts and concepts, map skills, foreign language vocabulary". Thus, explicit teaching has a clear place in supplemental and intensive instruction (Rosenshine, 1986).

Adolescent Literacy and Mathematics (4-12)

One model of support for adolescent literacy is provided by the Content Literacy Continuum (Lenz, Ehren, & Deshler, 2005). This model describes five levels of intervention. Levels 1 and 2 would be included in Core, Level 3 would be Supplemental, and Levels 4 and 5 would be Intensive.

Core

- Level 1: Enhance content instruction (mastery of critical content for *all* regardless of literacy levels)

- Level 2: Embedded strategy instruction (routinely weave strategies within *and* across classes using large group instructional methods)

Supplemental

- Level 3: Intensive strategy instruction (mastery of specific strategies using intensive-explicit instructional sequences)

Intensive

- Level 4: Intensive basic skill instruction (mastery of entry level literacy skills at the 4th grade level)
- Level 5: Therapeutic intervention (mastery of language underpinnings of curriculum content and learning strategies)

Task 24: Identify Model of Instruction to be Used

Tool 12: Models of Instruction Comparison

Steps:

Look

1. Get any current assessment data that is available on all students in building.

Think

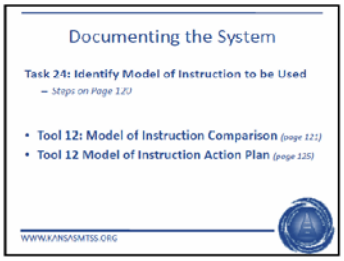
2. Review data and attempt to get a rough estimation about how many students will need some type of intervention.
3. Using the information in **Tool 12: Models of Instruction Comparison**, review each of the models of support including pros and cons of each.

Act

4. Select a model of support that appears to meet the needs of the number of students who might need intervention in the building and aligns with the core beliefs.
5. After the building has done their first data collection and has actual data, the model of support will be revisited to ensure that the one selected is feasible based on the number of students and the types of supports necessary for all students.

Task 24: Identify Model of Instruction to be Used

Tool 12: Models of Instruction Comparison



Tiered System of Support
Comparison of Models

Model	Considerations	Advantages	Disadvantages	Scheduling	Resources
Pull Out	• Works best when numbers of students needing assistance is small and/or done cross grade level. • Students in group need to have same instructional needs.	• Most similar to traditional practice • Minimal logistical planning needed.	• Transition time to resource needed. • Most schools have more students to serve than this model accommodates. • Coordination with planning and reviewing progress monitoring data between teachers needed. • General education teachers need to make sure students being pulled out are not missing core curriculum.	• Typically, each grade level receives support ½ hr. to one hour each day. • Need to insure that students served with this model are not pulled out of general education curriculum.	• This model rarely requires extra or change in resources.
In Class	• Works best when numbers of students needing assistance is small. • Students in group need to have same instructional needs.	• Students stay in class for intervention time. • Classroom teacher is able to work with at least one group of his/her own students. • Students may be moved more flexibly in and out of intervention time.	• Most schools have more students to serve than this model accommodates. • Coordination with planning and reviewing progress monitoring data between other teachers who help is needed.	• Typically, each grade level receives support ½ hr. each day. • Can be done while other students are rotating through centers.	• Classroom supervisor may be necessary to protect uninterrupted intervention time.

Model	Considerations	Advantages	Disadvantages	Scheduling	Resources
Intervention Team	• Most likely used when number of students needing intervention is large, or beyond what can be done by the teacher and one support staff.	• A team can accommodate a larger number of groups. • Larger numbers of groups can make for more options when student's needs change. • Allows time for additional support for Tier III.	• Transition time to new groups needed. • General education teacher disconnected from student and instructional planning. • Interventionists report wanting to have the students for longer periods of time. • Training and support needs to be coordinated. • May be easy to overlook need to make core curricular changes.	• Typically, each grade level receives support ½ hr. each day.	• Depending on the number of intervention groups necessary, resources may need to be rethought in the school. • Make sure adequate training and support is built into the model. • Make sure students most in need have the most qualified interventionists.
Cross Class	• Similar to intervention team approach, but grade-level teachers used as interventionists.	• Designated time by grade level insures that all students receiving extra reading time without conflicts to missing general education curriculum. • Allows for several certified staff to be providing reading interventions. • Easier to develop intervention groups for students needing enrichment • When teachers have built in collaborative time, discussions about groupings and individual students can be built in. • Allows time for additional support for Tier III.	• Transition time to new groups needed. • General education teacher sometimes disconnected from student and instructional planning.	• Each grade level coordinates intervention time with other reading teachers (reading specialists/ special education)	• Depending on the number of intervention groups necessary, teachers may be able to provide more guided assistance to students barely on track. On the other hand, other building or district personnel may be called upon to assist.

Model	Considerations	Advantages	Disadvantages	Scheduling	Resources
Cross Grade	• Consider when the number of students on track is considerably less than those not on track.	• Allows for more individualized and intense instruction based on reading and skill level. • Focus on reading increased due to no transition time necessary. • Teacher provided time to know student's skill level and increased time allows him/her more flexibility in meeting needs.	• Requires difficult decisions to be made regarding other important curriculum matters. • Requires thinking about things very differently.	• Scheduling takes into consideration resources needed and grade level requirements.	• Resources can be allocated in larger chunks of time.
Alternative Class (Required Elective)	Students with similar needs are scheduled with an intervention teacher for basic skills instruction, while remaining in the core English/Language Arts (ELA) or math course.	Works well in high school schedule Enables students to progress in core content classes while improving basic literacy or math skills The interventionist may be able to provide both student instruction and teacher consultation Convenient for using purchased curriculum for struggling readers	Students lose the choice of what may be a preferred elective class Requires having a staff member with specialized knowledge of basic skills instruction	Requires that students with common needs be available during the same class period	The number of students and their needs will determine how many class periods the interventionist needs to schedule
Intervention Team (Homeroom)	Each teacher takes a group of students for intervention, including students at benchmark or above.	Works well in middle school schedules Providing intervention during homeroom time helps with fluidity of grouping	Requires common planning time for teachers to collaborate	Instructional groups can be matched to teachers' individual skills	Some buildings may need to increase the amount of time allowed for homeroom
All School Seminar or Advisory Period	All students receive extensions, additional practice, or supplemental or intense instruction during seminar time	Many secondary schools already have an advisory or seminar period built into their schedules Assures that all students (advanced learners, benchmark students, and students with	Requires that focus of seminar be changed to instruction. This may mean a loss of time for student organizations and may also conflict with	The way students are scheduled into seminar may need to be reorganized	Changed purpose of seminar will require that more teachers are engaged in instruction during that period

		learning difficulties) receive some type of intervention Enables departmental planning for interventions	scheduled teacher planning times.		
Other:					

Model Chosen:

_____
_____
_____
_____

Rational for Decision:

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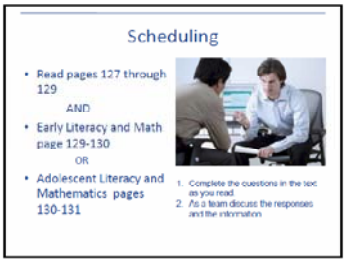
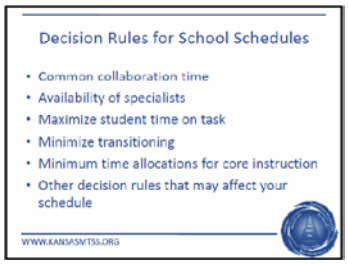


Scheduling

What children do in the course of a school day and when they do it should be of prime concern to the leadership team. After selecting a service delivery model for implementing core, supplemental, and intense instruction, the building leadership team will need to develop specific scheduling to meet the needs of the students being served. The schedule will have a critical impact on how instruction is delivered and whether students are receiving the instruction needed. Alternative scheduling practices may not add hours to the school day, but they can improve the ways in which teachers and students spend their time together. School scheduling should be consistent with and support the school's core beliefs. If a school believes that core instruction is an essential element for students to achieve to their highest levels, then classes and activities will need to be scheduled around protected time for core curriculum instruction. So, when you are developing decision rules for school scheduling, be sure to consider the schools' core beliefs and vision.



Setting Decision Rules for the School Schedule

In all aspects of educational planning, specific goals can be accomplished through creating a productive school schedule. These goals, which reflect the essential core beliefs, should drive the creation of the schedules for core, supplemental, and intensive instruction. Some examples of goals might include:

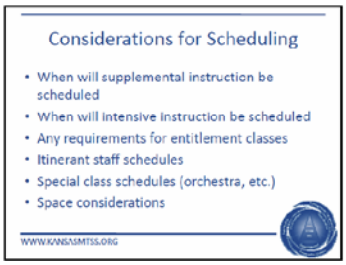
- Teachers working with the same students should have common collaboration time
- Reading and/ or math should be scheduled at designated times so that specialists may be available to work with small groups for intervention.
- Scheduling should maximize student time on task
- Scheduling should minimize the amount of time that students are transitioning between classes or being pulled out of class.
- Core reading instruction for early grades should be no less than 90 uninterrupted minutes of instruction daily.
- Provisions in teacher contracts must be honored.

Once these decision rules have been created they should be reviewed as the school schedule is planned. Remember this schedule should be created to meet the needs of students, not reflect the wants of the staff. Some of the decision rules may become non-negotiable, or what the leadership team agrees the schedule must accomplish.

What goals does the leadership team see as priorities for the schedule?

_____
_____
_____
_____
_____

In reviewing the decision rules and non-negotiable items that the leadership team has created, some foundations should be established to guide the development of the school schedule. The following is a possible, but not exhaustive, list of matters that should be considered:



- ✓ When will supplemental instruction be scheduled?
- ✓ When will intensive instruction be scheduled?
- ✓ Are there any requirements for entitlement (Special Education, Title I, ESOL, etc.) classes that will determine when those classes can take place?
- ✓ What teachers are assigned to the school on specified days of the week that must be taken into account when developing a school schedule? Is that practice best for students? Is there anything that can be done to change it?
- ✓ Are there special programs, such as, orchestra, instrumental music, that must be taken into consideration before finalizing the schedule?
- ✓ Are there any space constraints that must be considered?

The leadership team should now select a scheduling committee made up of key stakeholders, (i.e., principal, counselors, itinerant teachers, representatives from each grade level or each department, persons in charge of interventions, representatives of special programs, etc.) and consider the benefits and drawback of multiple scheduling possibilities. This group should have a key voice in coordinating the human resources assigned to the school that best serves the students of the school. When all stakeholders understand the complexities of developing a school schedule, they are more likely to devise some creative solutions.

Schedule committee members and who they represent:

_____
_____
_____
_____
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_____

When considering how the schedule will be designed, the group should study various models and consider the benefits and drawbacks of each. Remember, at this juncture the team will be making important decisions about how intervention will take place in the building at all tiers (core, supplemental, and intensive). The leadership team looked at possible instruction models in the previous section and will now have to work within the larger master schedule. If the group is empowered to conduct "action research" during this time of structuring and bring back data to be shared with the entire staff, the planning is more likely to benefit from diverse, informed alternatives, and new, creative models that will fit the buildings' individual makeup and culture.

There is no single approach to developing a building's schedule. In most buildings it is necessary to create a revised schedule to match the model of intervention that best fits the individual building's needs. Each building will have to adapt and modify to make the system model work for their students.

Simplified K-2 Grade Schedule: Walk to Intervention

Time	Kindergarten			First Grade			Second Grade		
	Teach 1	Teach 2	Teach 3	Teach 1	Teacher 2	Teacher 3	Teacher 1	Teacher2	Teacher 3
8:30	Supplemental Math			Core Reading			Supplemental Reading		
9:00	Core Reading						Core Reading		
9:30									
10:00				Supplemental Reading					
10:30	Library			Supplemental Math					
11:00	Supplemental Reading								
11:30	Lunch and Recess			Supplemental Math			Lunch And Recess		
12:00				Lunch And recess			Library		
12:30			Library	Core Math					Library
1:00	Core Math								
1:30					Library				
2:00	Music/PE	Library	Music/ PE				Supplemental Math		
2:30		Music/ PE		Music/ PE		Library	Core Math		
3:00				Library	Music/ PE	Music/ PE			

Early Literacy and Math (K-3)
The following example will show how a building can create a schedule to make the "Walk to Intervention" instructional model work. Simply put, this approach preserves a block of time at each grade level (K-3) for Core instruction (90 minutes Reading, 60 minutes Math) and supplemental intervention (30 minutes Reading, 30 minutes Math) in these content areas. No

"special" classes would be scheduled at this time and all teachers and instructional aides would be part of the supplemental intervention. Of course, students who would be best served by a particular specialist should be assigned to them during instructional grouping. In some buildings, an enrichment teacher or librarian also works with classes during this intervention time to ensure that students with advanced learning needs receive enrichment and extension opportunities. In the schedule below, the class has a consistent time each day thus allowing structure and predictability. Many buildings find this type of schedule results in improved student behavior as well as enhanced academic achievement. This type of scheduling requires planning and flexibility so that students can move in and out of instructional groups when needed as data dictates.

Adolescent Literacy and Math

Core

Scheduling for students in the intermediate grades (4-6) may look very different depending on whether or not these grades use a departmentalized structure. If the building does not use a departmentalized structure at those grade levels, then the structuring models and schedule will look more like what was described for K-3. However, in buildings that have departmentalized intermediate grades, the model and schedule issues will be more like those for secondary buildings.

Planning the schedule for middle and high schools may be more complex because of the increased numbers of students and the expectation of time for both required and elective courses. The schedule for core content instruction at the high school level will be controlled by NCA and state graduation requirements. Despite these limitations, the core instruction provided to adolescent students needs to be planned to include adequate time for the provision of differentiated instruction along with embedded instruction in reading comprehension strategies and the academic vocabulary appropriate to the academic content.

Supplemental and Intense Interventions

Time for supplemental and intense supports should be built into the master schedule. In general, the group size for supplemental services will depend in part on what is recommended by the curriculum used for this supplemental tier of instruction. What will be different for the intense tier of instruction is that the number of students in each group is much smaller and the instruction is more explicit, structured and systematic. Most research regarding intense instruction for adolescent struggling learners recommends groups of 3 – 5

students. Whatever the model of support used, the fluidity of grouping becomes critical to ensure students return to less intensive support as quickly as possible to reduce loss of instructional time in other settings.

Below is one example of a model of support, West Virginia's Adolescent Intervention Model for literacy. Included in this example are the amounts of time that need to be built into the schedule, depending on the level of instruction:

- **Advanced** – students benefit from enrichment and more in-depth work in order to continually grow and to avoid boredom. They receive the standard reading program plus 25 books per year; assessment every 6-8 weeks; need challenge, extension and enrichment. Their schedule provides an English/Language Arts (ELA) period (80 – 90 minutes).
- **Benchmark (Core)** – students occasionally might need some re-teaching. They receive the adopted grade-level text plus 25 books per year; assessment every 6-8 weeks; in-class modifications. Their schedule provides an ELA period (80 – 90 minutes).
- **Strategic (Supplemental)**– students need assistance in the ELA class by utilizing added time, adjustments to pace, and increased explicitness and intensity of focus; students need targeted content area classes that focus on pre, during and post – reading strategies. They receive adopted grade-level text plus 25 books per year; added support class; are assessed every 3-4 weeks; direct instruction with adjustment of pace and complexity; possible tutoring program (depending on student need). Their schedule provides ELA period (80 – 90 minutes) plus a strategic reading class (literacy intensive content area classes), and possible strategic tutoring program.
- **Intensive** – students need extended intensive and specialized instruction in small groups/small class size. They receive special supplementary materials and/or specialized program; are assessed every 2 weeks to pinpoint problems and target interventions. Their traditional ELA period is replaced by an intensive intervention period plus another class period.

Task 25: Develop a Master Schedule

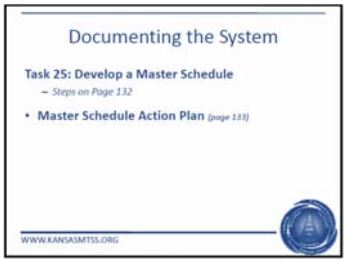
Steps

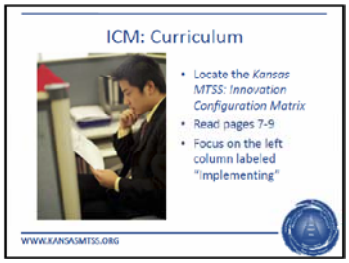
Look 1. Identify amounts of time needed for core, supplemental and intense instruction

Think 2. Identify staff who can provide needed instruction during day

Act 3. Develop specific schedule for core, supplemental and intense instruction

Task 25: Develop a Master Schedule

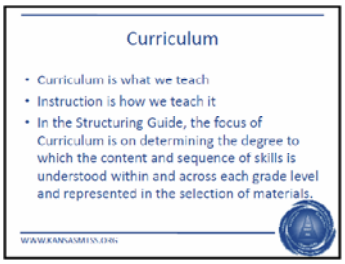




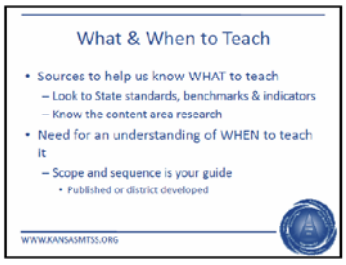
Curriculum

This section of the guide addresses curricula decisions that must be made. If there is a district leadership team it is important for building leadership teams to know (1) which tasks the district leadership team will complete and (2) what their decisions are as early in the planning process as possible. The curricula tasks to be completed are:

Task 26: Identify Core Curricula to be Used To Cover All Essential Components
Task 27: Identify Supplemental and Intense Curricula to be used to Cover all Essential Components
Task 28: Plan Professional Development for Curricula
Task 29: Plan for Monitoring Fidelity of Curricula Implementation



As the team works through this section, keep in mind curriculum is what we teach; instruction is how we teach. The term curriculum refers to the content and skills that are represented in the Kansas Curricular Standards. For the purpose of this guide, the focus for curriculum is on determining the degree to which the content and sequence of skills is understood within and across each grade level and/or within each content area and represented in the selection of curricular materials.



A school system must strive to have strong, evidence-based curricula that cover all content areas being taught, meeting all district and state mandates. A core curriculum represents essential learning for all students to meet standards at each grade level. They are the skills, concepts, and ideas that provide the foundation on which subsequent learning may be built. Supplemental curricula should allow for targeting essential components according to individual student need. The tasks in this section of the guide will lead building teams through the process of evaluating, selecting and preparing for the effective implementation of curriculum that will be used to support instruction at each level (core, supplemental, intensive).

In planning for curricula in a multi-tier system, there are several tasks that will need to be addressed including:

- Verifying the research base including addressing all essential components of the content area
- Developing an order in which the content and skills will be explicitly and systematically taught, judiciously

reviewed and appropriately paced throughout the school year

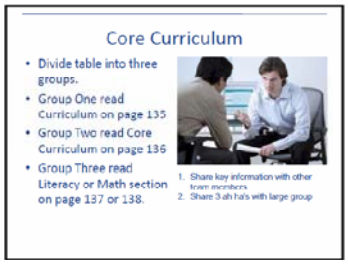
- Developing a method to ensure fidelity of implementation

Teachers must guarantee a viable curriculum by making sure all content area teacher guides are research based, clearly organized, and meet the needs of the locally written grade level or course curriculum guides. Additionally, the student texts should be chosen for readability and provide sufficient practice to master the instructional strategies covered in each of the lessons being taught (Foorman, 2007).

While designing curricula to be used within a MTSS, buildings should also ensure that curriculum does not become tied to particular programs, funding sources, positions or individual staff. For example, materials purchased for and used by reading specialists should be available to all students.

The questions in this section will lead teams through a process of evaluating the current curriculum and how it may be used to support core, supplemental, and intensive instruction. First, the emphasis will be on determining whether or not the curriculum contains the essential components of each content area. Teams will then consider how the current curriculum does or does not support all areas along the continuum of skills for reading and math so that instruction may become more skill focused as students access supplemental and intensive instruction. It is through this evaluation that curriculum decisions will be made. After those decisions are made, teams will determine how staff will be supported to efficiently implement the curriculum with fidelity.

Core Curriculum



At all levels, the staff needs to consider what core skills and knowledge will be required of all students and what core curriculum materials will be used to provide that instruction. For the purposes of this guide, core curriculum is defined this way. Regardless of whether the core skills and knowledge are taught through a comprehensive core curriculum such as what is typically seen at the elementary level, or through content area classes as students transition to the secondary level, the purpose is still the same – each school must establish and provide curriculum materials that will be used to teach core skills, strategies, and knowledge.

Materials that comprise the core curriculum must support good quality classroom instruction to ensure that all students meet or

exceed state and local standards, benchmarks, and indicators in all areas. The core curricular materials should be evaluated by staff for the adequacy of support for core skills, strategies, and knowledge. Staff need to first identify what is being taught and at which grade levels and in which courses. In order to evaluate the materials, staff need to analyze what materials are currently in use, examine their alignment with state standards, look at the evidence regarding their effectiveness, and determine if there is a need to strengthen the core curriculum.

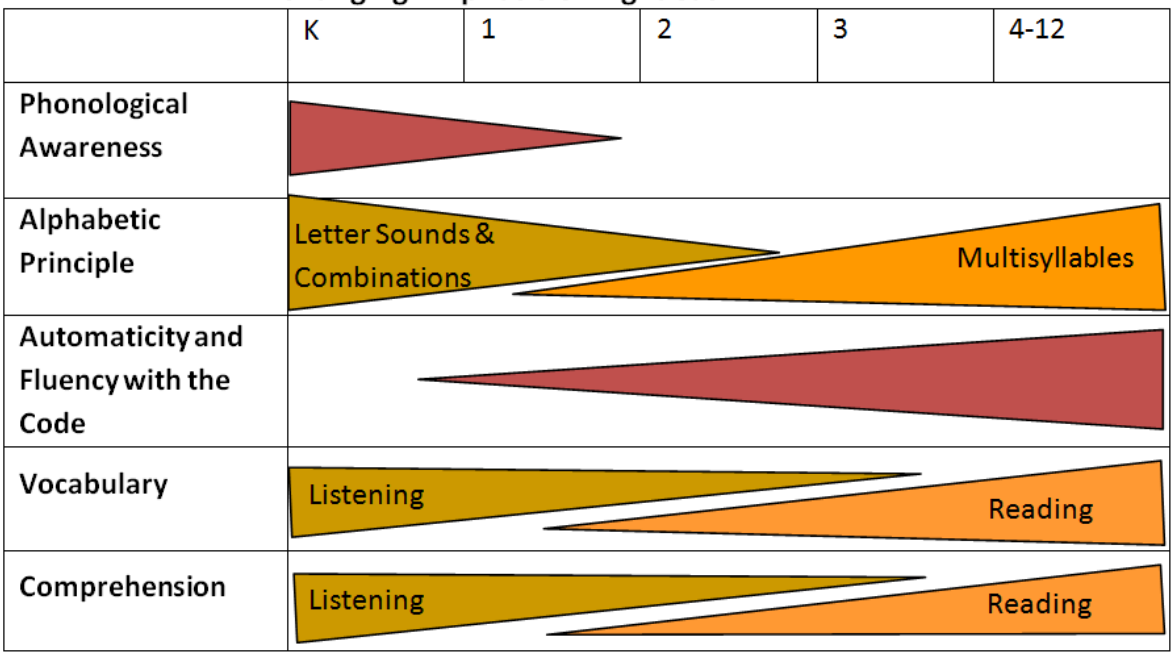
Criteria need to be set by district and building leadership to ensure the discontinuance of materials that are not evidence based or do not meet the needs of students. Curricula should be replaced if there is a lack of evidence of efficacy or need.

Literacy

Scientifically Based Reading Research (SBRR) indicates that reading progresses along stages of development as students establish competency in reading skills. Each stage builds on skills mastered in earlier stages; lack of mastery at any level can halt the progress beyond that level. These stages of development and the corresponding skills are included in Appendix B.

Core curriculum should be evaluated and selected to ensure the curriculum at each grade level systematically and explicitly focuses on the acquisition of skills as summarized above. The emphasis of the big ideas in reading across grade levels. The graphic below depicts this concept.

Changing Emphasis of Big Ideas



Considerations for Early Literacy (K-3) Core Curriculum Selection

A strong core reading program must meet district curriculum mandates, align with the Kansas Reading Standards and be based on the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. At these grade levels, the primary focus when evaluating and selecting core curriculum materials should be on phonemic awareness, phonics, and vocabulary while addressing fluency and comprehension. In addition to the five components of reading, a strong core reading or literacy program must have a foundation validated by SBRR, including explicit and systematic instruction, and allow ample opportunities for student practice and corrective feedback.

Considerations for Adolescent Literacy (4-12) Core Curriculum Selection

Because literacy skills are more embedded in content subject matter for older students (i.e. self-extending readers), a cross-curricular approach is essential in order to meet student needs (Biancarosa & Snow, 2004). A strong core curriculum for adolescent readers must meet district curriculum mandates and align with the Kansas Reading and Writing Standards. At these grade levels, the primary focus when evaluating and selecting core curriculum materials should be on word analysis, fluency, vocabulary, and comprehension while also addressing motivation (Boardman, Roberts, Vaughn, Wexler, Murray, & Kosanovich, 2008). In a cross-curricular approach, this is a more complex task and may require careful mapping to determine where critical skills are represented in the curriculum being taught across content area courses. “Secondary core curriculum teachers can promote literacy by planning and focusing on critical content and critical comprehension strategies so that instruction is targeted and mastery is achieved for all students” (Deshler, 2006). Strategies must be taught in all classes, so that use of those strategies within content reading assignments can be modeled and cues provided for their application. All teachers must be provided with strategies as part of their core curriculum to assist students with acquisition of information through reading content area materials in all subject areas. In order to do this, the leadership team needs to focus on selecting appropriate materials to reinforce and build comprehension and vocabulary strategies.

Mathematics

The National Mathematics Advisory Panel (2008) delivered standards and recommendations for teaching mathematics skills that would effectively prepare students for proficiency in Algebra. One important point made by the Panel was that

instruction in K-8 should be streamlined and emphasize a well-defined set of critical topics. The math curriculum should not "revisit topics year after year without bringing them to closure". In other words, students must learn critical skills to a level of proficiency and fluency that enables automaticity in math computation and problem solving. We know that building fluency in reading is essential for reading comprehension. Likewise, proficiency and fluency in whole numbers, fractions, certain aspects of geometry, and measurement are essential to build proficiency in Algebra.

The National Research Council (Kilpatrick, Swafford, & Findell, 2001) defined "mathematical proficiency" as follows:

- Conceptual understanding – comprehension of mathematical concepts, operations, and relations
- Procedural fluency – skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- Strategic competence – ability to formulate, represent, and solve mathematical problems
- Adaptive reasoning – a capacity for logical thought, reflection, explanation, and justification
- Productive disposition – habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy

The National Mathematics Advisory Panel found that lack of proficiency, particularly in fractions, is a major obstacle for most students. It is essential that students have conceptual and procedural knowledge of fractions and proportional reasoning and have the ability to apply this knowledge toward accurate problem solving.

Critical foundations leading to proficiency in Algebra are outlined below, along with grade-level benchmarks for achievement. These recommendations are based on recommendations from the National Mathematics Advisory Panel and the National Council for Teachers of Mathematics' Curriculum Focal Points.

Considerations for Mathematics Core Curriculum Selection

<u>Considerations for Early Numeracy K-2</u>

A strong core math problem should be aligned with the Kansas math standards and the key features outlined above. Students should be given explicit and direct instruction that guides them to fluency in early numeracy skills.

Considerations for Whole Numbers, Fractions, Decimal, Fluency 3-7

It is critical that students develop fluency with whole numbers fractions, and decimals. In addition, students should develop a strong understanding of measurement and geometry designed to build toward fluency with algebraic concepts.

Elementary focus on:

- Critical foundations for Algebra
- Proficiency with whole numbers, fractions, geometry, and measurement

Middle and High School focus on:

- Symbols and expressions
- Linear equations
- Quadratic equations
- Algebra of polynomials
- Finite probability

(National Mathematics Advisory Panel, 2008

Considerations for Algebra

All students should be given explicit instruction and sufficient practice to become proficient with algebraic equations.

Considerations for Advanced Math 9-12

Students taking advanced math courses should be provided with instruction in the fundamental concepts of function and relation, invariance, and transformation. Students should become adept at visualizing, describing, and analyzing situations in mathematical terms, and be able to prove mathematically based ideas (NCTM).

Task 26: Identify Core Curricula to be Used to Cover all Essential Components

Tool 13: Literacy Curricula Matrix
Tool 14: Mathematics Curricula Matrix

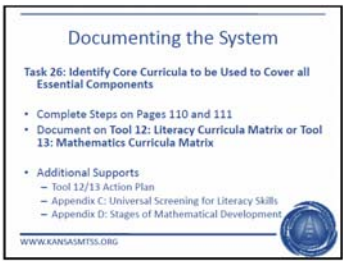
Steps

Look
1. Identify all core curricula currently used or being considered for use.
2. Identify what is being taught and which grade levels it is taught.

Think
3. Determine if the core curricula is evidence based and sufficiently addresses all core knowledge and skills.
4. Determine whether all core knowledge and skills are included at appropriate grade levels insuring appropriate alignment with the

Task 26: Identify Core Curricula to be Used to Cover all Essential Components

Tool 13: Literacy Curricula Matrix
Tool 14: Mathematics Curricula Matrix



continuums of skill development.

5. Determine whether all critical skills within each grade level are taught in appropriate sequence.
6. Identify curricula which may need to be replaced due to lack of support from the evidence base.

Act

7. Determine the core curricula to be used.
8. Document core curricula on **Tool 13 Literacy Curricula Matrix** or **Tool 14: Mathematics Curricula Matrix.**

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LITERACY CURICULA MATRIX: KINDERGARTEN

	Phonological Awareness	Phonics	Vocabulary	Comprehension
CORE				
SUPPLEMENTAL				
INTENSE				

LITERACY CURICULA MATRIX: 1st GRADE

	Phonological Awareness	Phonics	Vocabulary	Fluency	Comprehension
CORE					
SUPPLEMENTAL					
INTENSE					

LITERACY CURICULA MATRIX: 2nd GRADE

	Phonological Awareness	Phonics	Vocabulary	Fluency	Comprehension
CORE					
SUPPLEMENTAL					
INTENSE					

LITERACY CURICULA MATRIX: 3rd GRADE

	Phonological Awareness	Phonics	Vocabulary	Fluency	Comprehension
CORE					
SUPPLEMENTAL					
INTENSE					

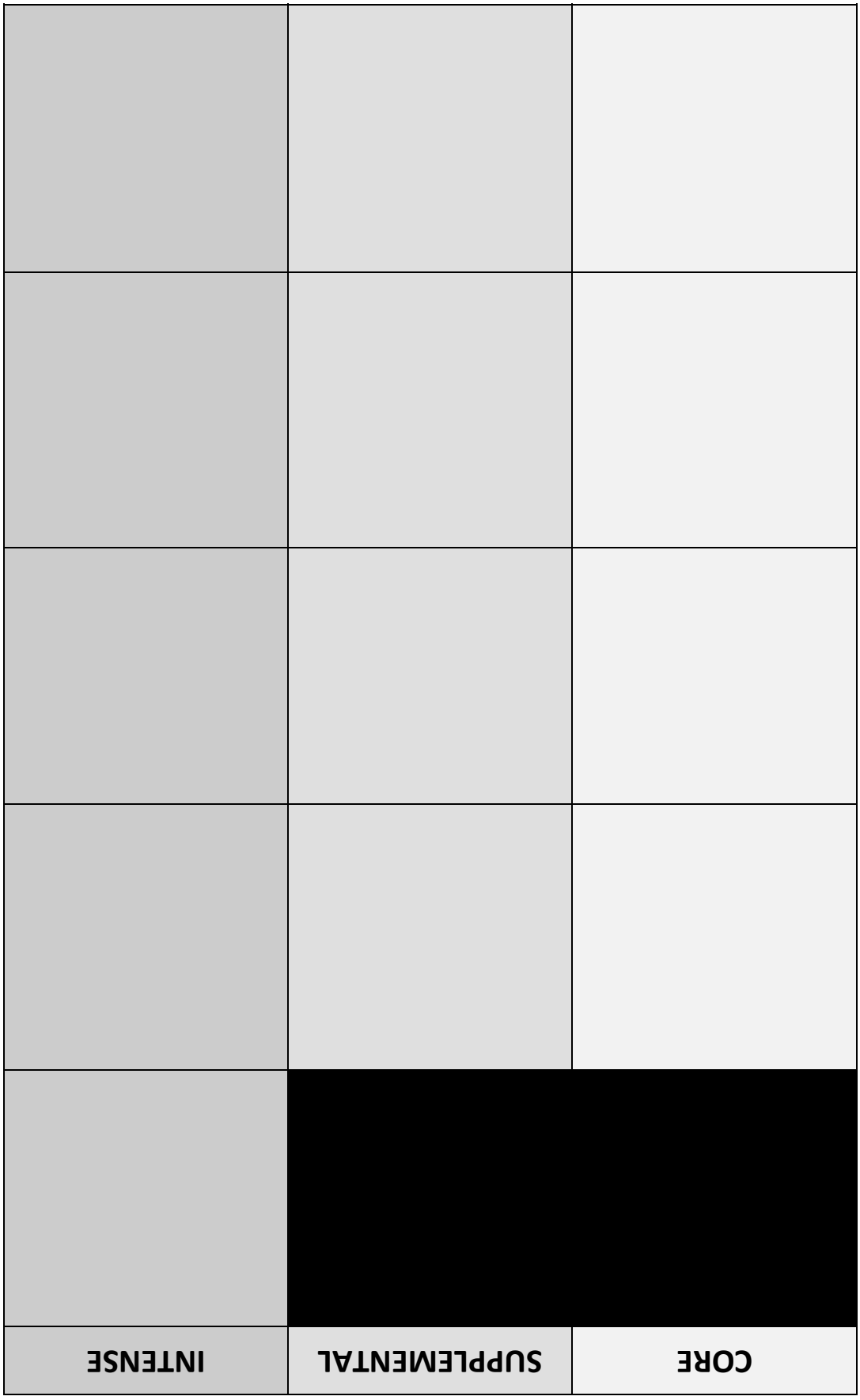
LITERACY CURICULA MATRIX: 4th GRADE

	Phonological Awareness	Phonics	Vocabulary	Fluency	Comprehension
CORE					
SUPPLEMENTAL					
INTENSE					

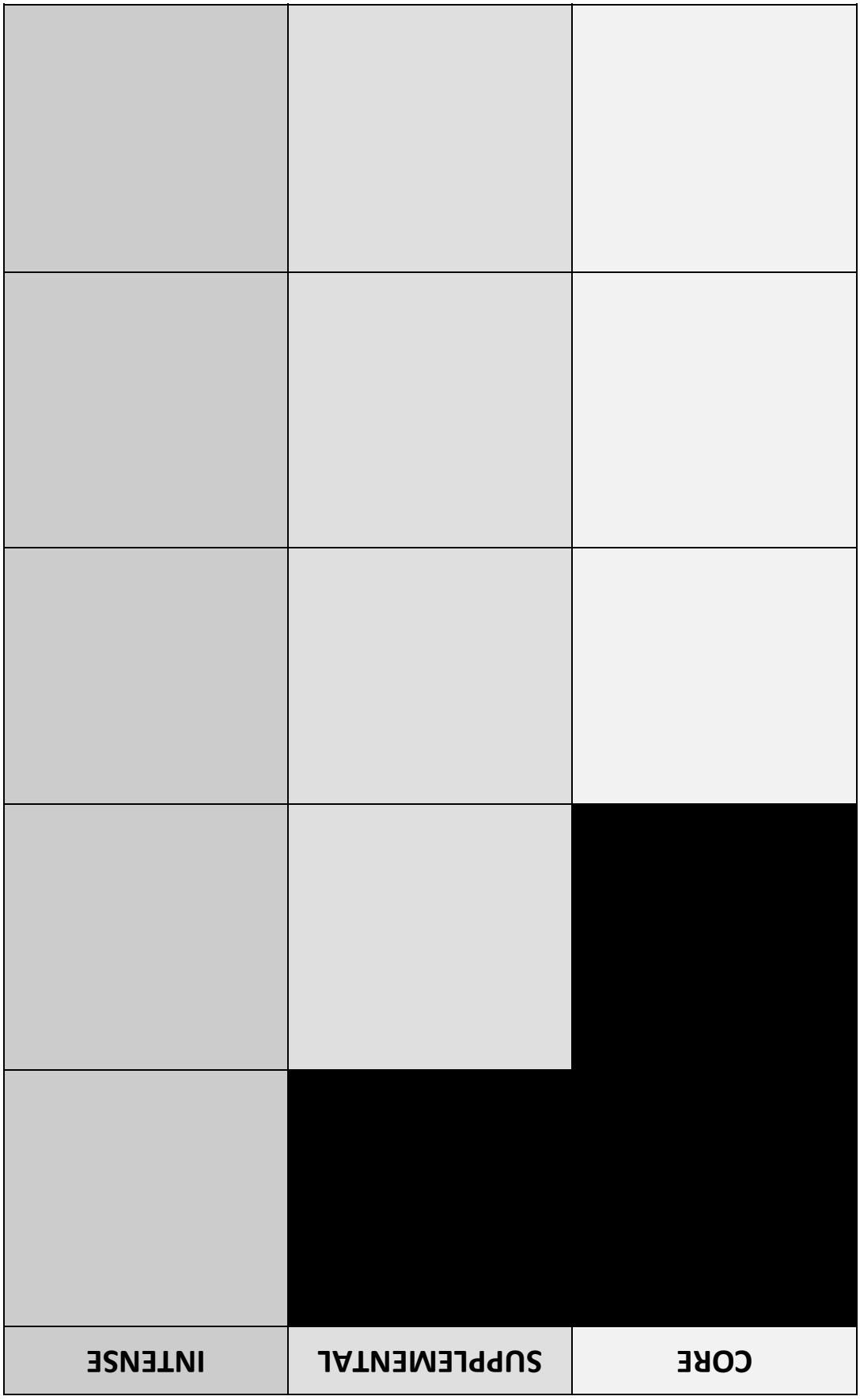
LITERACY CURICULA MATRIX: 5th GRADE

	Phonological Awareness	Phonics	Vocabulary	Fluency	Comprehension
CORE					
SUPPLEMENTAL					
INTENSE					

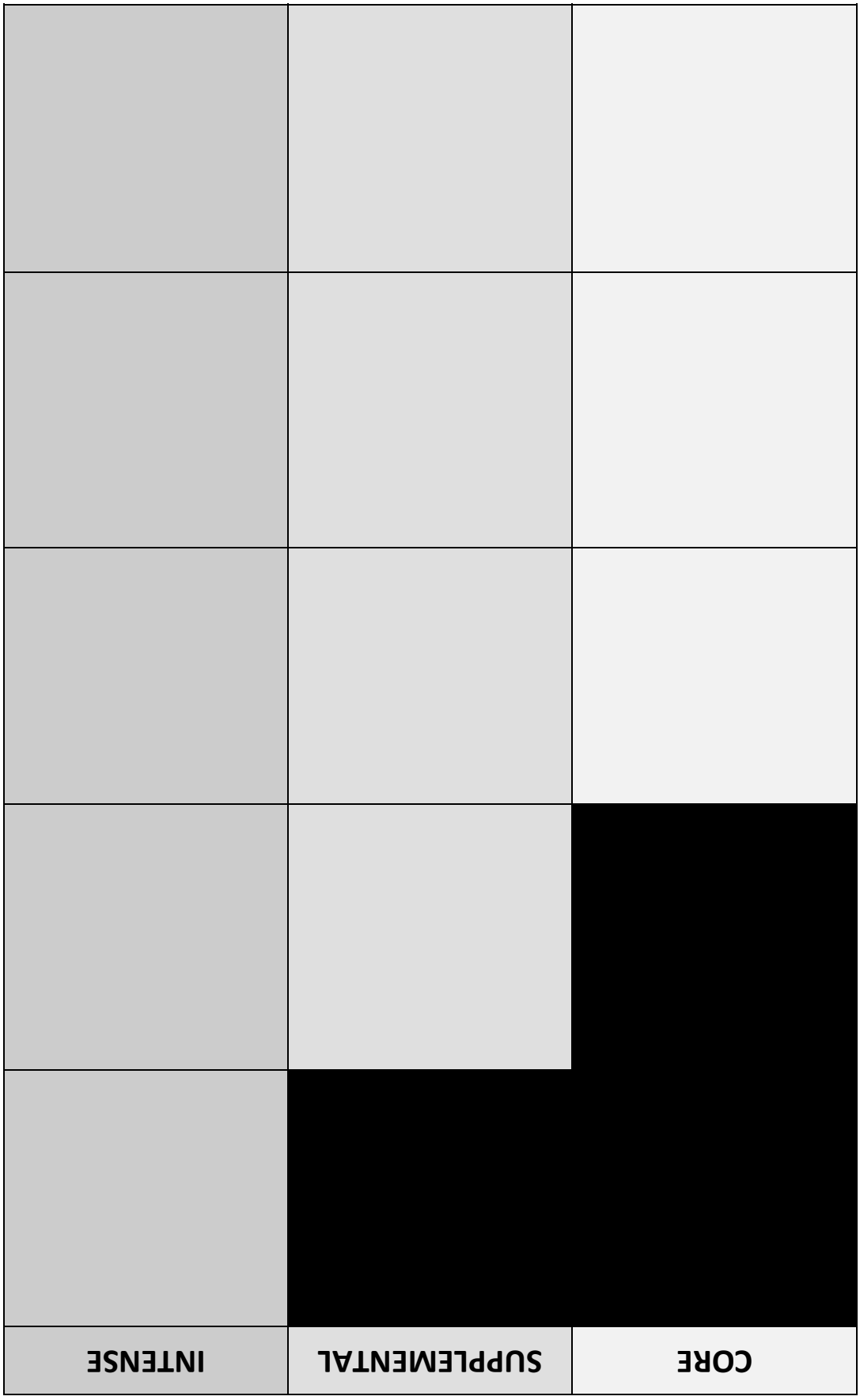
LITERACY CURICULA MATRIX: 6th GRADE



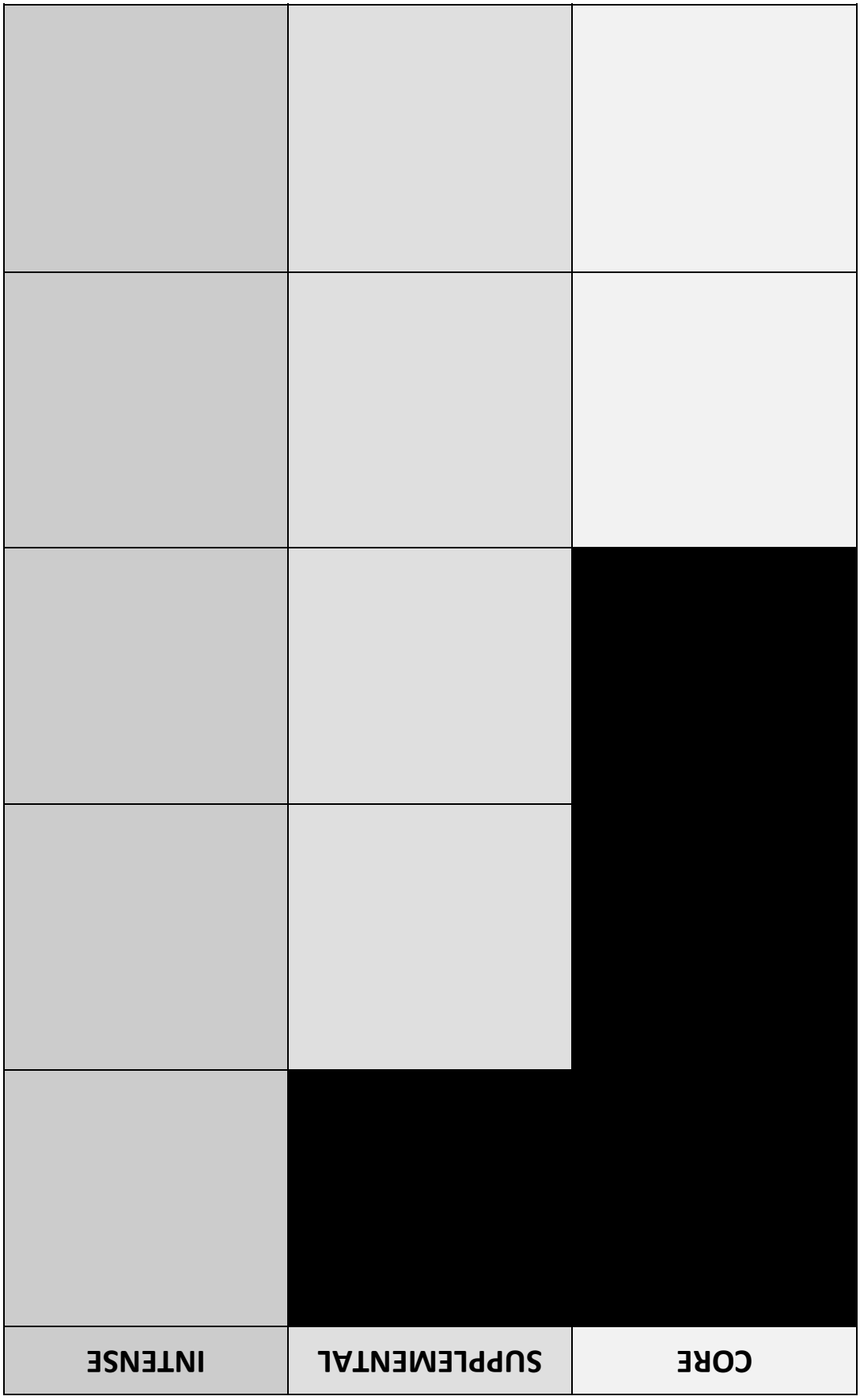
LITERACY CURICULA MATRIX: 7th GRADE



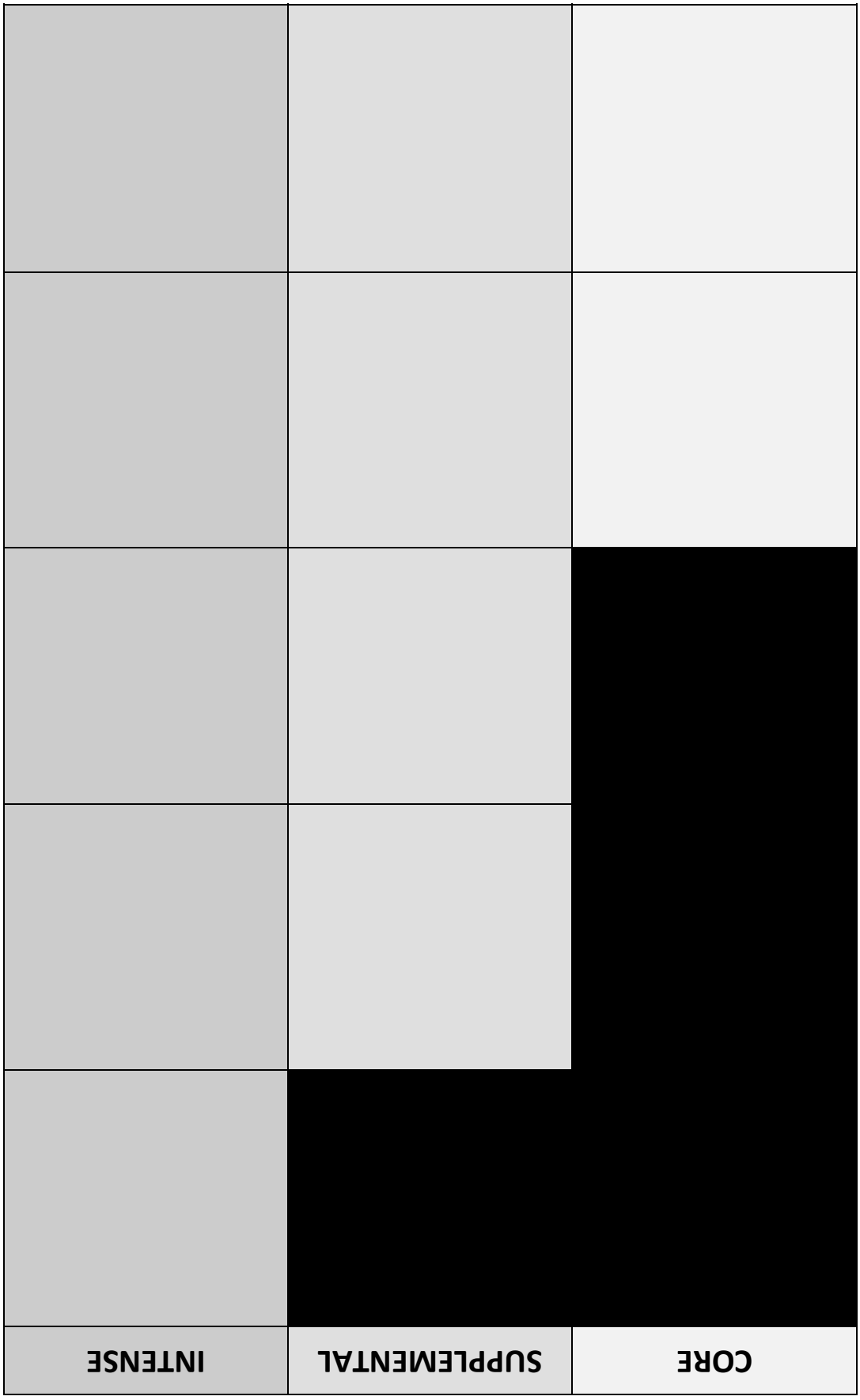
LITERACY CURICULA MATRIX: 8th GRADE



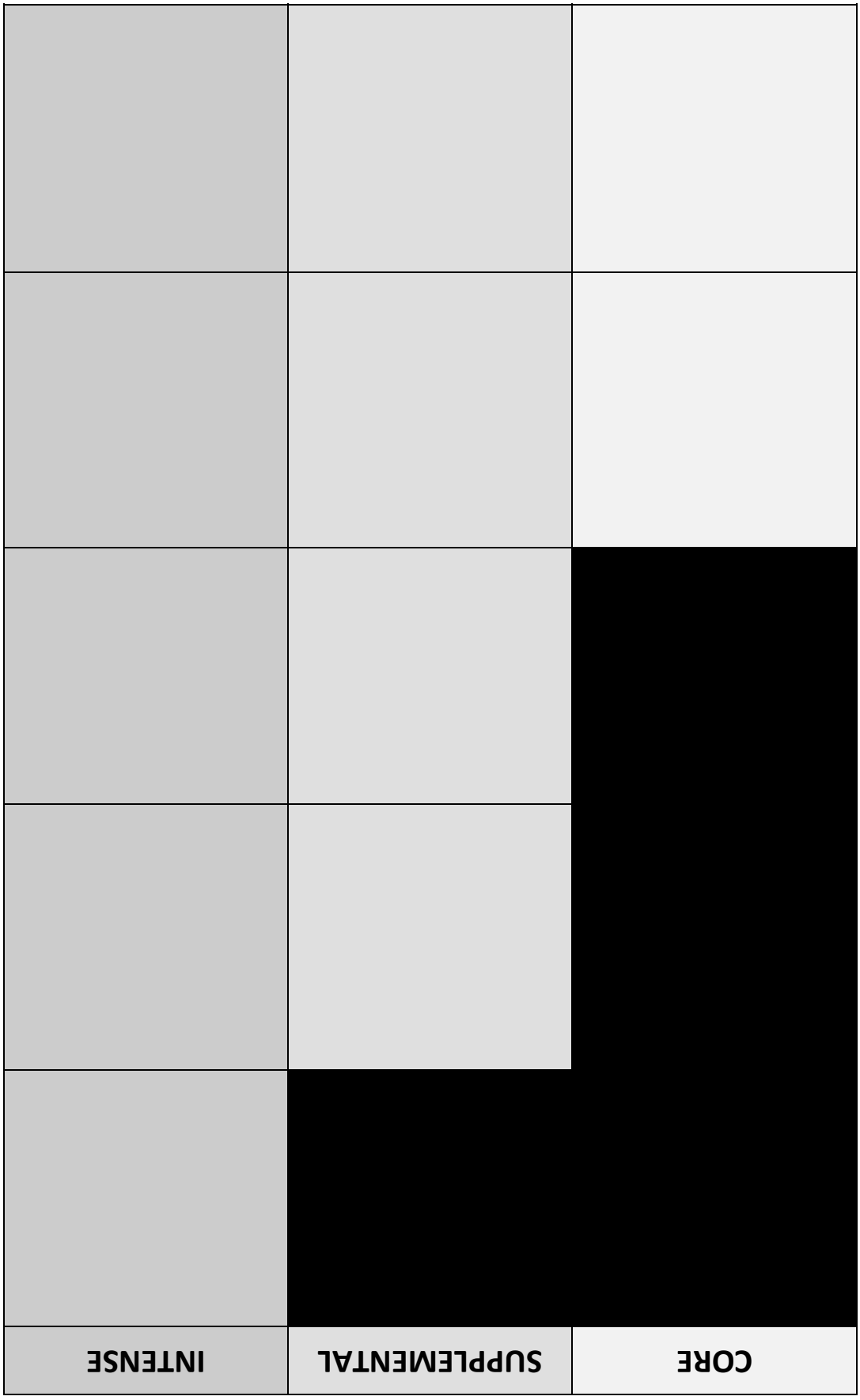
LITERACY CURICULA MATRIX: 9th GRADE



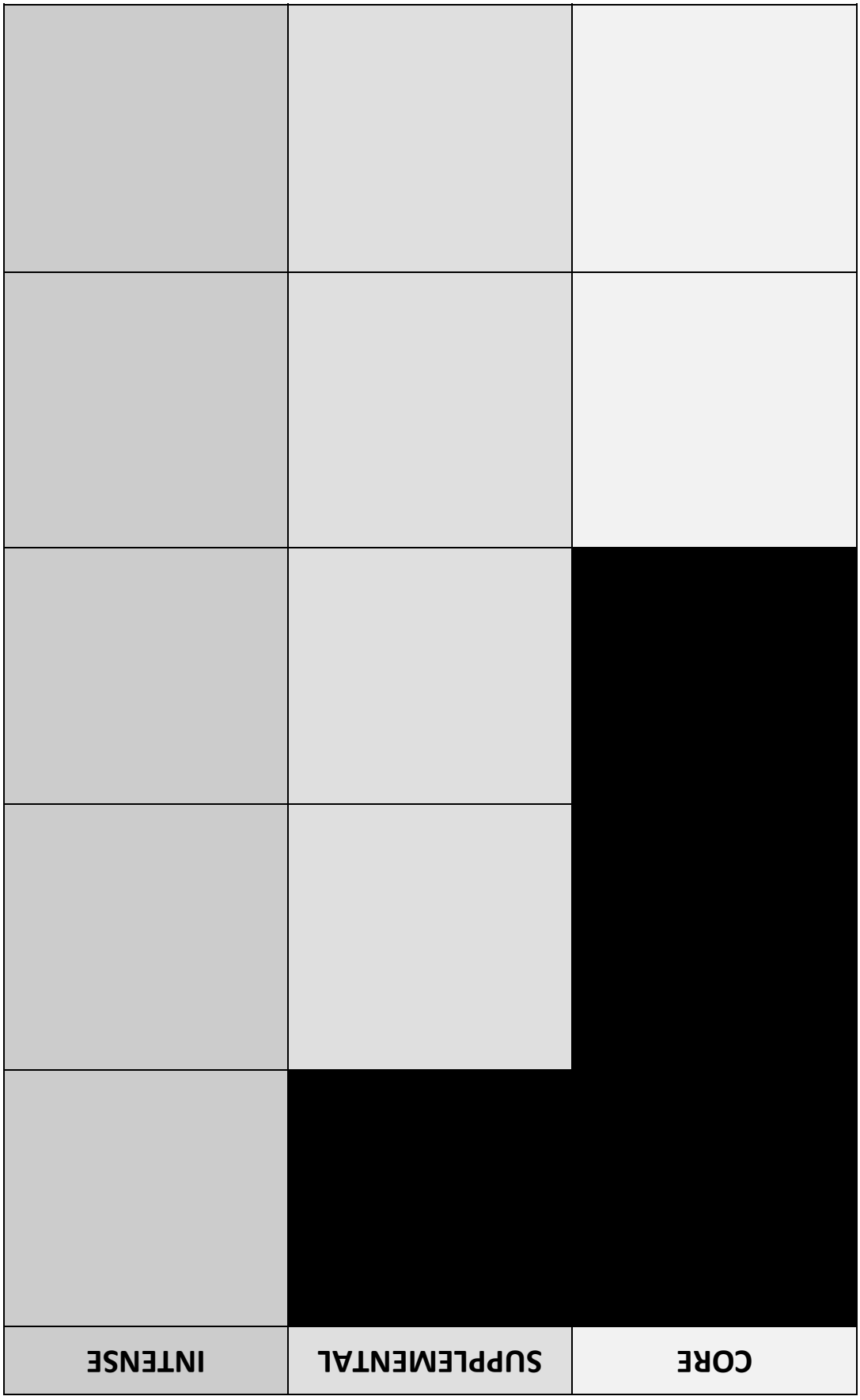
LITERACY CURICULA MATRIX: 10th GRADE



LITERACY CURICULA MATRIX: 11th GRADE



LITERACY CURICULA MATRIX: 12th GRADE



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MATHEMATICS CURRICULA MATRIX K-6 Grades

CORE	SUPPLEMENTAL	INTENSE
K 1 2 3 4 5 6		

MATHEMATICS CURRICULA MATRIX 6-12 Grades

CORE	SUPPLEMENTAL	INTENSE
6		
7		
8		
9		
10		
11		
12		

Tool 13 & 14: Curricula Matrix

Action Plan

Who will ensure this tool & all tasks are complete? _____

☐ Task 26: Core Curricula ☐ Task 27: Supplemental and Intense Curricula

Things we need to **LOOK** for/into as we select curricula?

Things we need to **THINK** about and consider as we select curricula?

What **ACT**ions do we need to take to be prepared to use those curricula?

Target Date:
Date Completed:

To Do & Stop Doing List

	Person(s) Responsible	By Date	Date Completed
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
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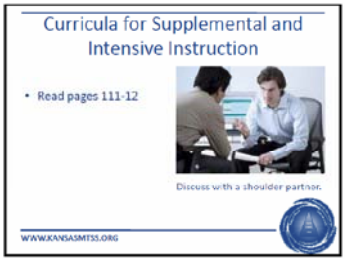


Curricula for Supplemental and Intensive Instruction

Supplemental and intensive supports are designed to meet the needs of students by providing additional interventions that are aligned to the core. For advanced learners, intervention may be support for enrichment or extension of skills already learned through instruction in the core curriculum. For struggling learners, instruction will focus on targeted interventions that match learners' needs. In MTSS, interventions should become increasingly intense and customized as learners' needs increase.

When fully implementing MTSS, supplemental and intensive support is provided through a hybrid model which combines a protocol and problem-solving approach to ensure a rapid response to student needs as they occur. The protocol aspect of the hybrid model requires each building to pre-select a set of interventions that will be used as student data indicates a need in a particular skill area. For supplemental supports, curriculum materials must provide focused, skill-based instruction. For intensive supports, curriculum materials are often different than those used for supplemental because students are typically missing many skills or concepts which requires a more comprehensive intervention. From this foundation, the problem-solving aspect of the MTSS hybrid model is used to further intensify and customize supports for students, especially at the intensive level.

The first step of creating the intervention supports your building will offer is to choose curriculum materials that will support supplemental and intense interventions around all essential skills. Just as the core curriculum was reviewed and evaluated by staff, it is imperative to review current supplemental and intensive materials to determine what will work best to meet the academic needs of students. Curricula for supplemental and intensive instruction must be aligned to the core curricula and can be teacher created or lessons from a purchased program.

Teams should identify current materials and critically evaluate them to ensure that all essential skills are represented and that the materials will support both targeted skill or strategy based instruction (supplemental) as well as comprehensive instruction (intensive). In doing this staff will be positioned to make necessary decisions as to whether there are gaps in materials that should be filled. Staff will also be able to make decisions about discontinuing or replacing curricula in a coordinated and consistent manner due to lack of effectiveness or research base.

After making final curricular selections, building teams should determine a management system for organizing and using the materials selected. This ensures that all staff members who will be utilizing the materials to provide supplemental and intensive intervention know where materials are located and how they are organized so planning for instruction may occur efficiently.

Task 27: Identify Supplemental and Intense Curricula to be used to Cover all Essential Components

Tool 13: Literacy Curricula Matrix
Tool 14: Mathematics Curricula Matrix

Steps

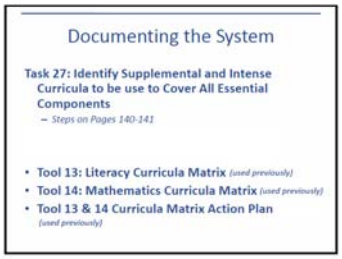
Look
1. Identify all supplemental and intensive curricula currently used or being considered for use.
2. Identify what (i.e. specific skills? comprehensive covering multiple skills?) is being taught.

Think
3. Determine if the supplemental and intensive curricula is evidence based and sufficiently addresses all skill areas.
4. Determine whether all skills are included insuring appropriate alignment with the continuums of skill development.
5. Identify supplemental and intensive curricula which may need to be replaced due to lack of support from the evidence base.

Act
6. Make final selection of the supplemental and intensive curriculum materials to be used.
7. **Tool 13 Literacy Curricula Matrix** or **Tool 14: Mathematics Curricula Matrix**.

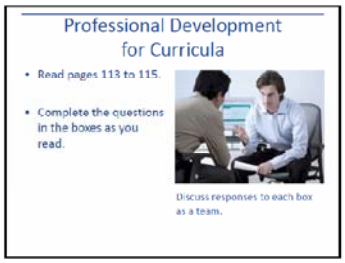
Task 27: Identify Supplemental and Intense Curricula to be Used to cover all Essential Components

Tool 13: Literacy Curricula Matrix
Tool 14: Mathematics Curricula Matrix



Professional Development for Curricula

Once the curricula materials have been selected it is then necessary to provide appropriate professional development and ongoing support to all staff that are expected to use the curricula to provide instruction. Simply having curriculum materials available at each level (i.e. core content, supplemental, intense), does not ensure their appropriate use. District and building leadership must set clear expectations that curricular materials will be implemented and used with fidelity. All staff must be supported in the actual implementation and continuing use of the materials to support student learning.



Training should be differentiated to meet the individual needs of teachers. Districts need to decide how supplemental and intensive curriculum will be aligned with the core content

curriculum. It is important for all appropriate teachers to receive professional development regarding the use of aligned curricula. An organized system to manage curricular materials should be established so that staff members can easily access any materials needed. The system should provide a way to organize materials according to their use to address each skill area across all levels of instruction.

The fidelity tools identified earlier help to identify staff members who may need additional training and/or coaching in order to implement the curricula for which they are responsible. It is important to plan for additional professional development over time that is differentiated based on the needs of staff.

Core Curriculum - It is important for all staff in the building that has any instructional responsibility to have a good understanding of and training on the core curriculum. Training in the core is also important for staff in the building that may be responsible only for supplemental or intense support to students as they have the responsibility to ensure their efforts are aligned to the core and do not just duplicate the core. In addition to the initial professional development it is necessary to plan for ongoing professional development that includes coaching in the classroom for staff providing the core curriculum. Leadership teams will need to determine:

Who will be responsible for providing the core curricula?

_____
_____
_____
_____
_____
_____
_____

Who will be responsible for providing the supplemental and intense curricula that need to know about the core curricula?

_____
_____
_____
_____
_____
_____

Supplemental and Intense Curriculum - It is not necessary that all staff in a building know how to implement all supplemental and intense curricula, however, it is important for everyone involved in collaborative teams understand the skills targeted in each curriculum so they can be involved in instructional grouping. With this in mind, when planning professional development leadership teams will need to determine:

Who will be responsible for providing the supplemental curricula?

_____
_____
_____
_____
_____
_____
_____

Who will be responsible for providing intense curricula?

_____
_____
_____
_____
_____
_____

Who will not be using the supplemental or intense curricula but need to understand the skills to effectively participate in instructional grouping?

_____
_____
_____
_____
_____
_____
_____

In addition to planning for the immediate professional development needs, to create a sustainable system you also need to plan for future professional development and ongoing support and coaching needs of new staff.

As part of ongoing professional development, a plan for monitoring fidelity also needs to be developed. This includes not only developing a system that proactively trains staff but also a system that has processes in place to ensure that all staff have access to the curricular materials they are expected to use. The entire process of training, providing materials, and monitoring the use within classrooms all need to be part of the

larger professional development plan. This should not be viewed as a punitive activity but should be carried out through ongoing coaching for staff.

How will new staff receive professional development that has already been completed that is necessary to effectively teach within a MTSS?

_____
_____
_____
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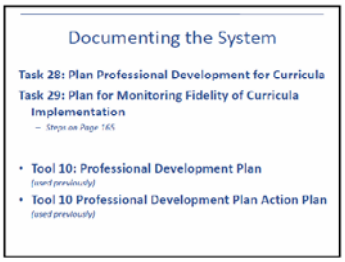
Task 28: Plan Professional Development for the Curricula
Task 29: Plan for Monitoring Fidelity of Curricula Implementation

Tool 10: Professional Development Plan



Task 28: Plan Professional Development for the Curricula
Task 29: Plan for Monitoring Fidelity of Curricula Implementation

Tool 10: Professional Development Plan

Steps

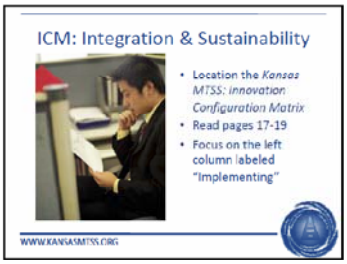
Look
1. Review **Tool 13 Literacy Curricula Matrix** or/and Tool **14 Mathematics Curricula Matrix**.

Think
2. Identify individuals that will be responsible for providing each curriculum.
3. Develop plan to ensure each individual has access to the curricular materials they are to use.
4. Identify individuals that will need to know skills of other curricula.
5. Plan how fidelity of implementation of all curricula will be done.
6. Plan how frequently coaching will be provided to existing staff.
7. Plan how new staff will receive professional development.
8. Identify who will provide training.
9. Identify who will provide ongoing coaching in the classroom.

Act
10. Provide professional development as planned.
11. Monitor fidelity and provide ongoing coaching and support to existing staff.

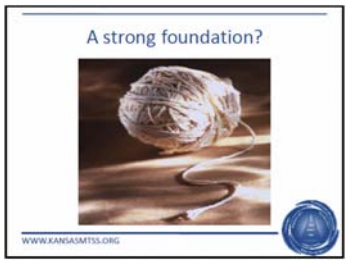
Next Steps

As the tasks in this guide are completed, leadership teams should recognize and celebrate the accomplishment of systematically building each piece of infrastructure that will support moving into implementation of MTSS. It is expected that some teams will move more quickly than others through the completion of tasks. Sometimes structuring for MTSS takes a few months, sometimes it takes a whole year or more. The rate is dependent upon how many of the structures are already in place and how many must be created. The point to remember is that building the infrastructure to support implementation is not a race. Front loading efforts during this time will make a smoother transition into implementation.



Once all the tasks of structuring have been completed, the foundation for the MTSS is created and the school is now ready for implementation. It is important to recognize that the ultimate goal is to create an integrated and sustainable system that will run efficiently to support the high achievement of all students; it takes time and a great deal of effort get there. Most schools estimate it takes three to five years to fully implement MTSS. The idea of the self-correcting feedback loop means the work of monitoring student results, evaluating the effectiveness of instruction and system supports, and making refinements is never done. With dedication and fidelity to the principles and practices within the MTSS, a dynamic system that can be redesigned to match resources to student needs can become a reality.

The framework of the MTSS is fragile as implementation begins; however, support is available to districts and buildings that are beginning implementation. Additional guides, facilitation, and resource materials are available. Just as the Kansas State Department of Education, through IDEA Part B funds, has supported the development of this structuring guide, the development of implementation guides has also been supported. The guides and other resource materials are available at www.kansasmtss.org. Schools may choose to independently use the guides and resource materials to support their MTSS efforts. However, KSDE also partners with service centers and others across the state to provide Recognized MTSS Facilitators that schools may access for support. The list of Recognized MTSS Facilitators is available at www.kansasmtss.org.



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Appendices

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Master Task List

Leadership Structures	Person Responsible	Due Date	Date Completed
Task 1: Plan for District Communication and Collaboration			
Task 2: Identify Leadership Team Membership			
Task 3: Identify Roles and Responsibilities of the Leadership Team			
Task 4: Establishing Leadership Team Norms			
Task 5: Determine Leadership Team Decision Making Method			
Task 6: Develop a Shared Vision for MTSS			
Task 7: Develop Initial Core Beliefs as Leadership Team			
Task 8: Finalize Core Beliefs with Staff			
Task 9: Develop a Plan for Communicating with Stakeholders			
Assessment	**Person Responsible**	**Due Date**	**Date Completed**
Task 10: Selecting Universal Screening Assessment			
Task 11: Establish Decision Rules for Universal Screening Assessments			
Task 12: Select Progress Monitoring Assessments			
Task 13: Establish Decision Rules for Progress Monitoring Assessments			
Task 14: Select Diagnostic Assessments			
Task 15: Establish Decision Rules for Diagnostic Assessments			
Task 16: Identify Outcome Assessments			
Task 17: Identify Teams to Conduct Data-Based Decision Making at Each Level			
Task 18: Determine Roles and Responsibilities of Each Team			
Task 19: Plan Professional Development for Assessments			
Task 20: Plan for Monitoring Fidelity of Assessment Implementation			

Continued on Back

Instruction	Person Responsible	Due Date	Date Completed
Task 21: Identify Evidence-Based Instructional Practices that will be Supported			
Task 22: Plan Professional Development for Instruction			
Task 23: Plan for Monitoring Fidelity of Instruction Implementation			
Task 24: Identify Model of Instruction to be Used			
Task 25: Develop a Master Schedule			
Curriculum	**Person Responsible**	**Due Date**	**Date Completed**
Task 26: Identify Core Curricula to be used to Cover All Essential Components			
Task 27: Identify Supplemental And Intense Curricula to be used to Cover All Essential Components			
Task 28: Plan Professional Development Curricula			
Task 29: Plan for Monitoring Fidelity of Curricula Implementation			

Literacy Skills for Universal Screening

Recommended grade levels	Measures	Proficiencies assessed	Purpose	Assessments
K-1	Letter Naming Fluency	Letter name identification and the ability to rapidly retrieve abstract information	Screening	**DIBELS** (2 alternate forms for Kdg.) **AIMSweb** (30 progress monitoring, 3 benchmarking)
	Phoneme Segmentation	Phonemic awareness	Screening and progress monitoring	**DIBELS** (25 alternate forms are available) **AIMSweb** (30 progress monitoring, 3 benchmarking)
1	Nonsense Word Fluency	Proficiency and automaticity with basic phonics rule	Screening and Progress Monitoring	**DIBELS** (20 alternate forms) **AIMSweb** (30 progress monitoring, 3 benchmarking)
1-3	Oral Reading Fluency	Reading connected text accurately and fluently	Screening and Progress Monitoring	**AIMSweb** (30 progress monitoring, 3 benchmarking for grades 1-8) **DIBELS** (20 progress monitoring, 3 benchmarking for grades 1-6) **ISTEEP** (50 progress monitoring, 3 benchmarking for grades 1-5) **Edcheckup** (23 each for grades 1-5)
	Word Identification	Word Reading (Phonics Skills)	Diagnostic for students with accuracy needs	**Quick Phonics Screener** (3 alternate forms) **Diagnostic Decoding Surveys** (5 alternate forms)
4-6	Oral Reading Fluency	Reading connected text accurately and fluently	Screening and Progress Monitoring	**AIMSweb** (30 progress monitoring, 3 benchmarking for grades 1-8) **DIBELS** (20 progress monitoring, 3 benchmarking for grades 1-6) **ISTEEP** (50 progress monitoring, 3 benchmarking for grades 1-5) **Edcheckup** (23 each for grades 1-5)
	Word Identification	Word Reading (Phonics Skills)	Diagnostic for students with accuracy needs	**Quick Phonics Screener** (3 alternate forms) **Diagnostic Decoding Surveys** (5 alternate forms)
4-6 cont'd	Mazes	Basic	Screening and	**AIMSweb**

(Adapted from National Center for Education Evaluation and Regional Assistance, 2008)

		comprehension	Progress Monitoring	(30 progress monitoring, 3 benchmarking for grades 1-8) **Edcheckup** (23 each for grades 1-5) **Monitoring Basic Skills Progress (PRO-ED)** (30 each for grades 1-7) **Yearly Progress Pro (McGraw-Hill)** (33 forms for grades 2-8) **ISTEEP** (5 forms grades 1-6)
7-8	Mazes	Basic comprehension	Screening and Progress Monitoring	**AIMSweb** (30 progress monitoring, 3 benchmarking for grades 1-8) **Edcheckup** (23 each for grades 1-5) **Monitoring Basic Skills Progress (PRO-ED)** (30 each for grades 1-7) **Yearly Progress Pro (McGraw-Hill)** (33 for grades 2-8) **ISTEEP** (5 forms for grades 7-8)
9-12	8th grade level mazes	Basic Comprehension	Screening and Progress Monitoring	**AIMSweb** (30 progress monitoring, 3 benchmarking for grades 1-8) **Edcheckup** (23 each for grades 1-5) **Monitoring Basic Skills Progress (PRO-ED)** (30 each for grades 1-7) **Yearly Progress Pro (McGraw-Hill)** (33 for grades 2-8) **ISTEEP** (5 forms for 7-8 grades) (5 forms for high school)

(Adapted from National Center for Education Evaluation and Regional Assistance, 2008)

Stages of Mathematical Development

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Age/Grade Level	Focus for Core Curriculum & Instruction (Core Skills and Knowledge)	Universal Screening Components
Pre-k through kindergarten	**Numbers and operations –** - Develop an understanding of whole numbers, including concepts of correspondence, counting, cardinality, and comparison - Represent, compare, and order whole numbers and joining and separating sets **Geometry** - Identify shapes and describe spatial relationships **Measurement** - Identify, order and compare shapes by measureable attributes	- Missing Numbers - Number Identification - Oral Counting - Quantity Discrimination
Grades 1-2	**Numbers and Operations** - Develop understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts - Develop understanding of whole number relationships, including grouping in tens and ones - Develop understanding of base-ten numeration system and place-value concepts - Develop fluency with addition facts and related subtraction facts - Develop fluency with multi-digit addition and subtraction **Geometry** - Compose and decompose plane and solid figures **Measurement** - Develop an understanding of linear measurement and facility in measuring lengths	- Computation: Addition and subtraction facts - Concepts and application: Place value - Computation: Multi-digit addition and subtraction - Concepts and application: Recognizing plane and solid figures - Concepts and application: Measurement
Grades 3-4	**Numbers and Operations** - Develop understandings of multiplication and division - Develop fluency with multiplication and division facts - Identify, represent, and compare fractions and decimals **Geometry** - Describe three-dimensional shapes and analyze their properties, including volume and surface area **Measurement** - Develop understanding of area and determining the areas of two-dimensional shapes	- Computation: Multiplication and division facts - Computation: Fractions and decimals - Concepts and application: shapes, volume, surface area - Concepts and application: area

Stages of Mathematical Development

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Grades 5-7	**Numbers and Operations** - Develop understanding of and fluency with division of whole numbers - Develop understanding of and fluency with addition, subtraction, multiplication, and division of fractions and decimals - Use all operations on integers - Use all operations on positive and negative fractions - Solve problems with percent, ratio, rate, and proportion **Geometry and Measurement** - Analyze properties and measures with 2-D and 3-D shapes - Relate similar triangles with slope of a line - Use formulas to determine surface areas and volumes of 3-D shapes	- Computation: division facts - Computation: addition, subtraction, multiplication, and division of fractions and decimals, positive and negative fractions - Concepts and application: percent, ratio, rate, proportion, 2 and 3 dimensional shapes, slope, area and volume of 3 dimensional shapes
Grade 8	**Numbers and Operations** - Analyze and represent linear functions and solving linear equations and systems of linear equations - Use exponents and scientific notation to describe very large and very small numbers. - Use square roots when they apply the Pythagorean theorem. **Geometry and Measurement** - Analyze 2-D and 3-D space and figures by using distance and angle - Analyze and summarize data sets	- Computation: linear equations - Concepts and application: 2 and 3 dimensional figures and data sets

Short List
Reading Diagnostic Assessments

			Five Essential Reading Components				
Reading Assessment (listed in alphabetical order)	**Grade Level Assessed**	**Criterion Referenced/Norm Referenced**	**Phonological Awareness**	**Phonics**	**Fluency**	**Vocabulary**	**Comprehension**
Comprehensive Reading Inventory (CRI) 2007 Edition	K-12	Criterion Referenced	X	X	X	X	X
Comprehensive Test of Phonological Processing (CTOPP)	K-12+	Norm Referenced	X				
Diagnostic Decoding Surveys	1-12	Criterion Referenced		X			
Developmental Reading Assessment – 2 (DRA-2)	K-3	Criterion Referenced	X	X	X	X	X
Diagnostic Assessments of Reading (DAR)	K-12	Criterion Referenced	X	X	X	X	X
Gates MacGinitie Reading Tests, 4th Edition	K-12+	Norm Referenced	X	X		X	X
Group Reading Assessment and Diagnostic Evaluation, 2001 Edition (GRADE)	Pre-K- 12+	Norm Referenced	X	X		X	X
Gray Oral Reading Test (GORT IV)	K-12	Norm Referenced		X	X		X
Peabody Picture Vocabulary Test, 4th Edition (PPVT)	Pre-K- 12+	Norm Referenced				X	
Phonological Awareness Literacy Screening (PALS)	1-3	Criterion Referenced	X	X	X	X	X
Phonological Awareness Skills Test (PAST)	K+	Criterion Referenced	X				
Test of Word Recognition Efficiency (TOWRE)	K-12+	Norm Referenced	X	X	X	X	X
Qualitative Reading Inventory- 4(QRI-4)	K-12	Criterion Referenced		X			X
Quick Phonics Screener (QPS)	1+	Criterion Referenced		X			

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