



Evidence-Based Reading Instruction K-5

Course Enhancement Module

Part 2: Multi-Tier Systems of Support

Anchor Module Facilitator's Guide



Disclaimer:

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Part 2 Slides and Supporting Facilitator Notes and Text

This Facilitator’s Guide is intended for use with the following additional resources:

- Slide presentation

These online resources are available for download on the Course Enhancement Modules webpage of the CEEDAR Center website. Please visit the webpage at www.ceedar.org.



Introduction to the Evidence-Based Reading Instruction K-5 Course Enhancement Module

The *Collaboration for Effective Educator Development, Accountability, and Reform* (CEEDAR) Center developed this module on evidence-based reading interventions to assist IHE faculty and professional development providers in the training and development of all educators. This module provides information and resources about how to prepare teacher and leader candidates to create effective instructional environments for all students, including students with disabilities and their non-disabled classmates. The module helps candidates appreciate that, to be effective, an instructional environment integrates a continuum of academic interventions that are evidence-based and accommodate the needs of each student in the class and school.

Through this CEM, participants will learn about intervention practices and assessments that can be integrated within a comprehensive, evidence-based reading intervention program. These tools and practices involve multiple levels of interventions, including classwide, small group, and individual reading practices. Candidates who gain knowledge about how to use these tools and practices effectively will become proficient in using reading data to guide intervention decisions and designing reading interventions to align with the intensity of a student's needs. The CEM guides candidates in becoming proactive, positive problem-solvers who anticipate the needs of students and design interventions to reduce instances in which students are likely to experience academic failure.

Purpose: This CEM is designed to build the knowledge and capacity of educators working with pre-service and/or in-service teachers teaching a diversity of students to read. The module can be adapted and is flexible to accommodate faculty and professional development provider needs. The anchor module and speaker notes can be used in their entirety to cover multiple courses or professional development sessions. Alternatively, specific content, activities, and media can be used to enhance existing course and/or professional development content.

Objectives: At the completion of this CEM, participants will be able to:

1. Explain and model the components of effective instruction.
2. Explain and implement the components of a Multi-Tier System of Support framework
3. Discuss the research supporting the essential components of reading instruction
4. Use evidence-based teaching strategies to teach, model, and assess students in the essential components of reading instruction
5. Make instructional decisions based on reliable data

Rationale: Developing highly qualified teachers is the responsibility of teacher-preparation programs that must produce educators who have in-depth knowledge of the science of teaching reading. Yet, too many teachers have limited in-depth knowledge of how to teach struggling students to read (Joshi et al., 2009).

It is urgent that the instruction of students is improved. The 2013 NAEP scores of 4th and 8th grades have changed little over the years; 58% of fourth graders and 64% of eighth graders fall below proficient in their ability to comprehend text. Although black and Hispanic students have improved scores, a significant gap continues to exist, and students with disabilities read far below non-disabled peers (IES, 2013).

Unfortunately, children who do not learn to read well during the primary grades typically struggle in reading throughout their school years (Juel, 1988; Snow, Burns & Griffin, 1998; Stanovich, 1986). In fact, nearly 70% of older struggling readers fail to achieve reading proficiency (Biancarosa & Snow, 2004; NCES, 2011), and once poor reading trajectories are established, they are very difficult to change (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996; Good, Baker, & Peyton, 2009). The negative consequences of reading failure can be devastating and can lead to misconduct, grade retention, dropouts, and limited employment opportunities (Lyon, 2001). For these reasons, identifying effective methods for early reading instruction and intervention for struggling students is critical.

Audience: The audience for this CEM is intended to be teacher and leader candidates within preservice programs at the undergraduate or graduate levels and/or district teachers and leaders participating in inservice professional learning opportunities. The facilitator's guide is designed as a blueprint to support faculty and professional development providers.

Facilitator's Guide: The facilitator's guide consists of anchor presentation slides with speaker notes to support facilitators as they present the content and learning activities. The speaker notes are intended as a guide for a facilitator who is using the PowerPoint slides and may be modified as needed. Reviewing the entire guide prior to facilitating the training is highly recommended.

Evidence-based: The *Anchor Presentation on Evidence-Based Reading Instruction K-5* CEM was designed to align with the content of the Innovation Configuration, *Evidence-Based Reading Instruction for Grades K-5* (Lane, 2014). All information and resources included in the CEM were drawn from professional development products developed by U.S. Department of Education-sponsored centers and projects and other well-established and reliable sources. These centers and projects used a rigorous process to directly link their professional development

products to available research evidence on reading interventions following a multi-step process for product development (i.e., design, production, internal review, external review).

Tiered Organization

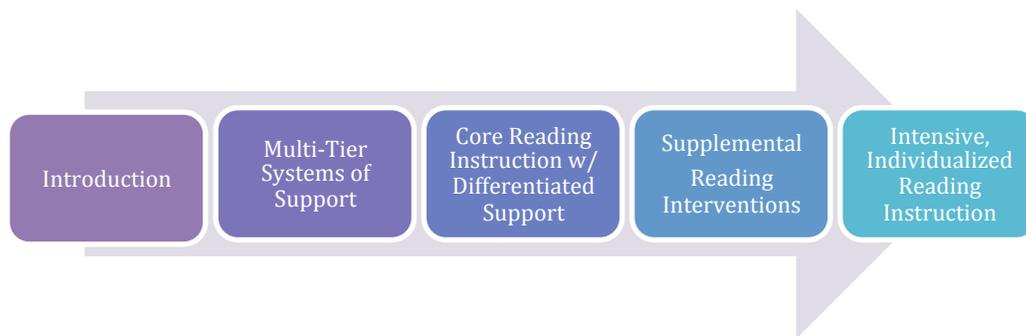
The anchor module is organized into five main parts as described below:

- ***Part 1: Introduction***
Part one introduces participants to the CEM with the purpose and rationale and then presents principles of effective instruction (i.e., explicit, systematic, multiple opportunities to practice, corrective feedback, progress monitoring).
- ***Part 2: Multi-tier systems of support (MTSS)***
The second part explains the concept of multi-tiered systems of support (MTSS) and includes descriptions of the essential components of MTSS. These components include, screening, progress monitoring, multi-level prevention systems and data-based decision making.
- ***Part 3: Essential Components of Reading Instruction K-5***
This part introduces participants to the importance of implementing evidence-based reading instruction for all students, designing and differentiating instruction, and using assessment data to inform instruction and monitor student progress. The module includes a knowledge survey for participants and is organized into sections detailing the five components of reading instruction; phonemic awareness, phonics, fluency, vocabulary and comprehension. There are multiple resources in these sections including video examples, lesson activities such as the *Alphabet Arc, Say it, Move it*, comprehension strategy descriptions including *Collaborative Strategic Reading*, and participant quizzes.
- ***Part 4: Supplemental Reading Intervention***
The purpose of Part 4 is to explain the purpose and rationale for supplemental reading interventions as part of a larger multi-tiered system of support and in laying the groundwork for effective intensive intervention. Guidelines and an application activity are provided for selecting evidence-based interventions. Participants analyze a video example of a supplemental reading intervention and consider the use of assessment data to evaluate the intervention. There is also a case study of a student in need of supplemental reading intervention.
- ***Part 5: Intensive Reading Intervention***
The fifth and final part introduces participants to the intensive intervention framework that is individualized, more intense, substantively different in content AND pedagogy, and composed of more frequent and precise progress monitoring. The presentation and suggested activities allow participants to consider how to intensify reading interventions

by increasing time, changing the learning environment, combining cognitive processing strategies with academic learning, and modifying the delivery of instruction. Participants are also introduced to a data based instruction (DBI) approach to design and implement intensive reading interventions that accommodate the individual needs of non-responding students. Application of DBI is presented using a case study of a second grader who may be in need of more intensive intervention and concludes with strategies for examining the impact of intensive reading interventions.

As illustrated in Figure 1, the parts of this CEM are framed according to level of intensity. A complete table of contents and summary of handouts for each part is included at the end of this guide.

Figure 1. Evidence-Based Reading Instruction K-5 Anchor Presentation Structure



Resources

The following resources are provided for use in delivering the anchor module:

- Facilitator’s guide (this document)
- Presentations
- Participant handouts

All of these materials may be used and adapted to fit the needs of the training context. When sharing the content, please use the following statement: “These materials have been adapted in whole or in part with permission from the CEEDAR Center.”

Materials

The following materials are recommended for training and associated activities:

- Chart paper
- Sharpie® markers for chart paper
- Regular markers at each table for name cards

- Post-it® Notes
- Timer
- Pens at each table

Needed materials will vary based on the audience, content and activities selected, and presentation format.

In This Guide

The rest of the guide provides the slides and speaker notes to support facilitators as they present the content and learning activities included in the anchor module. Reviewing the entire guide prior to facilitating the training is highly recommended.

Below you will find the table of contents for part 1.

Table of Contents

Part 2 Multi-Tiered Systems of Support

- ✧ Defining MTSS
- ✧ Essential Components of MTSS
- ✧ Screening
- ✧ Progress Monitoring
- ✧ Evidence-based Interventions
- ✧ Data-based Decision Making

Handouts

- Handout 2.1 References
- Handout 2.2 Core Instruction Observation: Effective Instruction Walkthrough
- Handout 2.3 Differentiated Instruction Observation: Grouping for Instruction
- Handout 2.4 Supplemental Instruction Observation: Scaffolded Practice

Power Point Slides & Speaker Notes



Part 2. Assisting Students Struggling with Reading: Multi-Tier Systems of Support



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Slide 1 – Part 2. Assisting Students Struggling with Reading: Multi-Tier Systems of Support

When teachers incorporate principles of effective instruction, they are better able to monitor student progress and identify students who need intervention to prevent future reading failure. In Part 2 of this module, we provide an overview to the multi-tier framework for identifying struggling readers and assisting them before they fall further behind.

Note

Part 2 uses content and resources from:
Center on Response to Intervention at the American Institutes for Research (<http://www.rti4success.org>) and
The Meadows Center for the Prevention of Educational Risk ©University of Texas System/Texas Education Agency



Slide 2 - Note

Defining MTSS

Multi Tier Systems of Support (MTSS) -
A comprehensive system of differentiated supports that includes:

- ✓ universal screening
 - ✓ progress monitoring
 - ✓ evidence-based instruction
 - ✓ data-based decision making



Slide 3 – Defining MTSS

To provide a systematic intervention model for both behavior and academics, most states have adopted a version of MTSS. MTSS programs are sometimes referred to as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). The key components of MTSS include: (read the list)

MTSS is a preventative framework...

- Intended to support **all** students
- It is **not** a stand alone product, class, or instruction program.
- Allows educators to evaluate the success of:
 - Grade levels/classes
 - Instructional groups
 - Individual students (including those with disabilities)



Slide 4 – MTSS is a Preventative Framework...

It is important keep in mind that...(paraphrase slide)

Essential Components of MTSS

1. Screening
2. Progress Monitoring
3. School-wide, Multi-Level Prevention System
 - Primary Level (Core, Universal, Tier 1)
 - Supplemental Level (secondary, Tier 2)
 - Intensive Level (Tier 3)
4. Data-Based Decision Making for:
 - Instruction
 - Evaluating effectiveness
 - Movement within the multi-level system



Slide 5 - Note

So as you saw in the definition, there are four essential components for MTSS.

1. **Screening** – a system for identifying students at risk for poor learning outcomes.
2. **Progress Monitoring** – a system for monitoring the effectiveness of the supports provided to students.
3. **School-wide, Multi-Level Prevention System** – at least three increasingly intense levels of instructional support.
 - a) **Primary** – which is the core instruction

and curriculum.

- b) **Supplemental** – which is in addition to the primary level and provides supports targeted to students’ needs
- c) **Intensive** – interventions that are more individualized and intensive than interventions at the secondary level.

4. Data-Based Decision Making for

- a) **Instruction** – determining who needs assistance, what type of instruction or assistance is needed, is the duration and intensity sufficient, etc.
- b) **Evaluating effectiveness** – evaluating the effectiveness of the core curriculum and instruction for all students, interventions, and the RTI framework.
- c) **Movement within the multi-level system** – when to move students to something more or less intense, who is responding and/or not responding, etc.

◆ Essential Component

Screening

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Slide 6 - Screening

The first component is **Screening**.

Screening

- ❖ PURPOSE: Identify students who are at risk for poor reading outcomes
- ❖ FOCUS: ALL students
- ❖ TOOLS: Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral problems
- ❖ TIMEFRAME: Administered more than one time per year (e.g., fall, winter, spring)



Slide 7 - Screening

The purpose of screening is to identify those students who are at risk for poor learning outcomes. Because MTSS is a framework for providing services, the identified outcomes could vary and include things such as academic achievement, behavior, likelihood of graduation, or specific post school outcomes. Sites (state, district, schools) typically identify what outcomes students are expected to achieve and then screen to determine which students are not likely to achieve those outcomes. Screening can answer the questions:

Is our core curriculum and instruction effective?

Which students need additional assessment and instruction?

For example, if the desired outcome is graduation, a quick screen of attendance and credits – predictors of graduation – can reveal which students are not likely to meet the requirements of graduation and need additional support. If the desired outcome is mastery on end-of-year tests, student performance measures like curriculum-based measurements (CBMs) can reveal which students are not likely to pass the test and need additional support.

*The focus is on **all students** not just those students believed to be at risk. Students may slip through the cracks unless there is a systematic process for screening in place. Screening is not a diagnostic test; it is a brief, reliable, and valid assessment to identify which students may need additional assessments, such as progress monitoring or diagnostic assessments, or additional instructional support. The tools should demonstrate diagnostic accuracy for predicting learning or behavioral outcomes. In other words, they should be able to accurately identify who could be at risk.*

*At a minimum, **screening should be administered more than once per year**, such as at the beginning of the school year and the middle of the school year. Schools and districts that wish to use screening data to*

evaluate program effectiveness, to establish local norms and cut scores, and to provide data to the next teacher, typically choose to administer the screening assessment three times a year (e.g. fall, winter, spring) and should select a screening tool that provides alternative forms and multiple benchmarks.

Areas for Screening in Early Reading

- ◆ Letter Naming Fluency
- ◆ Phoneme Segmentation
- ◆ Nonsense word fluency
- ◆ Word identification
- ◆ Oral reading fluency

Slide 8 – Areas for Screening in Early Reading

Read slide

Screening

Answers the questions:

- Is core curriculum effective?
- Which students need additional assessment and instruction?

Slide 9 - Screening

*In summary, screening data can help answer questions about the overall program effectiveness – including the core **instruction and the core curriculum** – and **which students need additional support or assessment.***

Screening not only helps to identify students at risk but also helps schools determine whether or not the core instruction is effective. If a large number of students are showing as at risk on screening, the core program should be examined.

◇ Essential Component

Progress Monitoring



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Slide 10 – Progress Monitoring

*The second component is **Progress Monitoring**.*

Progress Monitoring

- ◇ **PURPOSE:** Monitor students’ response to core, supplemental, or intensive instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the effectiveness of different forms of instruction
- ◇ **FOCUS:** Students identified through screening as at risk for poor learning outcomes
- ◇ **TOOLS:** Brief assessments that are valid, reliable, and evidence based
- ◇ **TIMEFRAME:** Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)





Slide 11 – Progress Monitoring

*The purpose of progress monitoring is to monitor students’ response to **primary, supplemental and intensive instruction**. Progress monitoring data can be used to 1) **estimate the rates of improvement**, which allows for comparison to peers; 2) **identify students who are not demonstrating or making adequate progress** so that instructional changes can be made; and 3) **compare the effectiveness of different forms of instruction** – in other words, identify the instructional approach or the intervention that led to the greatest growth among students. It answers the questions:*

- *Are students meeting short- and long-term performance goals?*
- *Are students making progress at an acceptable rate?*
- *Does the instruction need to be adjusted or changed?*

*Progress monitoring is not just for those students identified for supplemental instruction. The **focus** is on **students who have been identified through screening as at risk for poor learning outcomes**. This could include students just above an established criterion or “cut” score as well as those scoring below the established criteria.*

Progress monitoring tools, just like screening tools, should be brief, **valid, reliable, and evidence based**. Common progress monitoring tools include general outcome measurements, including Curriculum Based and Mastery measurements.

The **time frame** for progress monitoring assessment is dependent on the tools being used and the typical rate of growth for a student. Progress monitoring can be used any time throughout the school year. With progress monitoring, **students are assessed at regular intervals** (e.g., weekly, biweekly, monthly) to produce accurate and meaningful results that teachers can use to quantify short- and long-term student gains toward end-of-year goals. At a minimum, progress monitoring tools should be administered monthly. However, more frequent data collection is recommended given the amount of data needed for making decisions with confidence (Christ & Silberglitt, 2007).

With progress monitoring, teachers establish long-term (i.e., end-of-year) goals that indicate the level of proficiency students should demonstrate by the end of the school year.

Progress Monitoring

Answers the questions:

- Are students meeting short- and long-term performance goals?
- Are students making progress at an acceptable rate?
- Does the instruction need to be adjusted or changed?



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Slide 12 – Progress Monitoring

In summary, progress monitoring data can help answer these questions:

1. **Are students meeting short-term goals that will help them reach their long-term goals?**
2. **Are students making progress at an acceptable rate?** It isn't enough to just make progress. The progress must be meaningful and closing the gap between the student's progress and his/her peers.
3. **Does the instruction need to be adjusted or changed?** Using pre-established data decision rules, progress monitoring allows you to determine if the instruction is working for the student and evaluate the effectiveness of changes.

National Center on Intensive Intervention Progress Monitoring Tools Chart

View the Progress Monitoring Mastery Measures >

Psychometric Standards Progress Monitoring Standards Data-based Individualization Standards

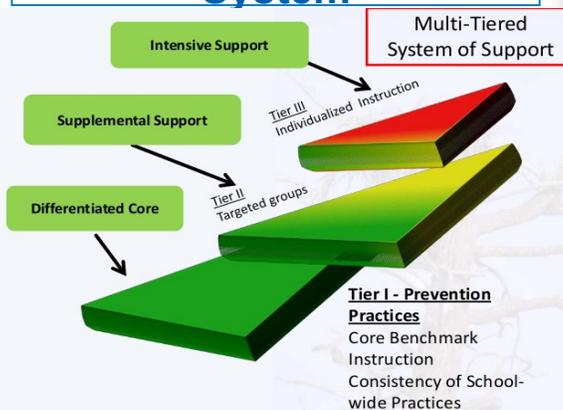
Grade Level	Subject	Title	Area	Reliability of the Performance Level Score	Reliability of the Slope	Validity of the Performance Level Score	Predictive Validity of the Slope of Improvement	Disaggregated Reliability and Validity Data
Any	Any	AIMSweb	Math	●	●	●	●	●
		AIMSweb	Math Computation	●	●	●	●	●
		AIMSweb	Math Concepts and Applications	●	●	●	●	●
		AIMSweb	Oral Reading Fluency (RCOM)	●	●	●	●	●
		AIMSweb	Test of Early Literacy-Letter Naming Fluency	●	●	●	●	●
		AIMSweb	Test of Early Literacy	●	●	●	●	●

<http://www.intensiveintervention.org/chart/progress-monitoring>



Slide 16 – National Center on Intensive Intervention Progress Monitoring Tools Chart

Multi-Level Support System



Slide 17 – Multi-Level Support System

When many people think of MTSS, they think of a triangle representing three levels of support and the percentage of students that would be expected to benefit from these levels of instruction in an effective system. Tier 1, or core instruction, is expected to benefit most students, at least 80%. At tier 1, differentiated instruction within the core curriculum may be provided.

The next level, tier 2 or supplemental support, may be provided to 10-15% of students in need of small group instruction so they can benefit from core instruction and curriculum.

The top level, tier 3 or intensive support, includes specialized, individualized systems for students with intensive needs. It typically involves small group instruction of 1-3 students who are significantly behind their peers. It is expected that about 5% of students will need intensive support.

If fewer than 80% of students are benefiting from tier 1 or core instruction, consider focusing school improvement efforts on improving core instruction and curriculum. If there is a large percentage of students in the supplemental or intensive level, consider implementing large group instructional activities and system changes within the primary level to reduce the

number of students requiring additional support.

National Center on Response to Intervention (March 2010). *Essential Components of RTI – A Closer Look at Response to Intervention*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

❖ Essential Component

Evidence-based Interventions

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Slide 18 – Evidence-based Interventions

Core Instruction

- ❖ FOCUS: ALL students
- ❖ INSTRUCTION: District curriculum and instructional practices that are research based; aligned with state or district standards; and incorporate differentiated instruction
- ❖ SETTING: General education classroom
- ❖ ASSESSMENTS: Screening, continuous progress monitoring, and outcome measures or summative assessments

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Slide 19 – Core Instruction

*The focus of core instruction is on all students. The instruction is the **district’s core curriculum and instructional practices that are research based, aligned with state or district standards, and incorporate differentiated instruction.** Instruction is delivered within the **general education classroom.** School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice.*

Meadows Center Clips

Whole Group Instruction (9:27)

<https://vimeo.com/168388817>



Slide 20 – Meadows Center Clips: Whole Group Instruction

Use Handout # 1 Core Instruction Observation, as you watch Ms. Bumpus provide whole-group instruction to a grade 3 class as they make predictions. Consider the features of effective instruction and make notes on the handout of what you observe. Note if any features of effective instruction were missing. Be prepared to discuss your observations.

Differentiated Instruction

- ◇ FOCUS: Students of differing abilities in the same classroom
- ◇ INSTRUCTION: District curriculum and instructional practices that are research based; aligned with state or district standards; incorporate differentiated instruction that is **explicit**, **systematic**, and includes **teacher modeling**
- ◇ SETTING: General education classroom
- ◇ ASSESSMENTS: Screening, continuous progress monitoring, and outcome measures or summative assessments



Slide 21 – Differentiated Instruction

Differentiated instruction is one way to address the academic diversity in classrooms. Differentiated instruction is explicit, teacher-led instruction provided to students in need of differing levels of support. Differentiated instruction is informed by assessment data indicating areas of student needs. The use of differentiated instruction is evident in the frequency of small-group instruction in the general education classroom and includes increased teacher scaffolding and additional opportunities for students to practice and respond.

Meadows Center Clips

Differentiated Core Instruction (17:49)

<https://vimeo.com/168388824>



Slide 22 – Meadows Center Clips: Differentiated Core Instruction

Use Handout # 2 Differentiated Instruction as you watch Ms. Bumpus work with groupings students.

Consider the elements of differentiated instruction and make notes on the handout of what you observe. Be prepared to discuss your observations.

Supplemental Instruction

- ❖ FOCUS: Students identified through screening as at risk for poor learning outcomes
- ❖ INSTRUCTION: Targeted, supplemental instruction delivered to small groups; Instruction is delivered with fidelity (i.e., consistent with the way it was designed)
- ❖ SETTING: General education classroom or other general education location within the school
- ❖ ASSESSMENTS: Progress monitoring, diagnostic



Slide 23 – Supplemental Instruction

*The **focus** of the supplemental level of instruction is on **students identified through screening as at risk for poor learning outcomes**. The instruction uses **targeted evidence-based interventions** that are **supplemental** to primary instruction and closely aligned and complementary to the core curriculum. Instruction is typically delivered within the **general education classroom or other general education locations within the school to small groups of students** where the group size is optimal for the age and needs of the student. Procedures are in place to monitor the fidelity of implementation (i.e., the degree to which instruction is implemented as intended by the developer) of the supplemental interventions. The **assessments** administered within supplemental instruction are **progress monitoring and diagnostic measures** that help professionals link student outcomes to instruction, determine intervention effectiveness and make instructional decisions.*

(Gersten et al., 2005; Mellard & Johnson, 2007; Sanetti & Kratochwill, 2009)

Meadows Center Clip

Supplemental Intervention (25:20)
<https://vimeo.com/168388806>



Slide 24 – Meadows Center Clips: Supplemental Intervention

Use Handout # 3 Supplemental Instruction as you watch the video on supplemental instruction. Consider the features of effective supplemental instruction and make notes on the handout of what you observe. Note if any features of were missing.

Inform participants that in addition to discussion their notes, they will also be discussing the following question after they watch the video.

Discussion Question - *How does Core or Tier 1 instruction differ from supplemental reading intervention?*

Core and Supplemental Instruction

- ❖ What is similar about the small group instruction provided at the core and supplemental levels of instruction?
- ❖ What were the differences?
- ❖ Who received instruction at the core and supplemental levels?



Slide 25 – Core and Supplemental Instruction

Intensive Intervention

- ❖ FOCUS: Students who have not responded to core and supplemental level prevention
- ❖ INSTRUCTION: Intensive, supplemental instruction delivered to small groups or individually
- ❖ SETTING: General education classroom or other general education location within the school
- ❖ ASSESSMENTS: Progress monitoring, diagnostic



Slide 26 – Intensive Intervention

*The focus of intensive intervention is on **students who have not responded to Tier 1 (core) or supplemental (targeted) level prevention**. The instruction is evidence based **intensive instruction** and is continuously adjusted and individualized to address the needs of each student. Decisions regarding student participation in both supplemental and intensive levels of instruction are made on a case-by-case basis, according to student need and interventions address the general education curriculum in an appropriate manner for students. It is typically delivered within the **general education classroom or other general education locations within the school to small groups of students or individually**. Procedures are in place to monitor the fidelity of implementation of the intensive interventions. The **assessments** administered within the intensive level of intervention are **progress monitoring and diagnostic measures**.*

Changing the Intensity and Nature of Instruction

- ❖ Match of intervention to observed skill deficit (i.e., individualization based on assessment data)
- ❖ Pedagogy
- ❖ Intervention
- ❖ Duration
- ❖ Frequency
- ❖ Interventionist
- ❖ Group size
- ❖ Behavior/motivation strategies



Slide 27 – Changing the Intensity and Nature of Instruction

Data should guide decisions about changing the level of support needed for students to be successful. This change can either be an increase or decrease in the intensity of the instruction. In cases where students are responding, teams may consider decreasing the intensity. In cases where students are not responding or making adequate progress, the team may consider increasing the intensity. We will discuss how to organize these changes in greater detail later.

Instruction & Multi-Tier Systems of Support (MTSS)

- ❖ College- and career-ready standards can be addressed across levels of a multi-tier system of support (MTSS) in reading. Examples of how to apply standards relevant instruction across core instruction, supplemental intervention and intensive intervention can be found here.

<http://www.intensiveintervention.org/standards-relevant-instruction-multi-tiered-systems-support-mtss-or-response-intervention#sthash.mzJs6Y9T.dpuf>



Slide 28 – Instruction & Multi-Tier Systems of Support (MTSS)

This website presents examples of instruction using multi-tier systems of support in the following reading areas: Phonological awareness, decoding, spelling, fluency, vocabulary and comprehension. An example can be found on the next slide.

Multi-Tiered System of Support Phonological Awareness

Planning Standards-Aligned Instruction Within a Multi-Tiered System of Supports
Phonological Awareness Example



<http://www.intensiveintervention.org/standards-relevant-instruction-multi-tiered-systems-support-mtss-or-response-intervention>



Slide 29 – Multi-Tiered System of Support Phonological Awareness

Click on the hyperlink below which will take you to National Center on Intensive Intervention website. Here you can view other common core standards taught within the multi-tiered system of support.

❖ Essential Component

Data-based Decision Making

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Slide 30 – Data-based Decision Making

Data-Based Decision Making: The Basics

- ❖ Analyze data at all levels of MTSS implementation (i.e., state, district, school, grade level) and all levels of prevention (i.e., core, supplemental, or intensive).
- ❖ Establish routines and procedures for making decisions.
- ❖ Set explicit decision rules for assessing student progress (e.g., state and district benchmarks, level, and/or rate).
- ❖ Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.

Slide 31 – Data-Based Decision Making: The Basics

*In a comprehensive MTSS framework, data analysis occurs at **all levels of MTSS/RTI implementation**, not just at the student level. For example,*

1. *States may use RTI data to establish policy and guidance and allocate resources.*
2. *Districts may use data to evaluate the effectiveness of RTI, establish policies and procedures, and allocate resources.*
3. *Schools may use data to evaluate the effectiveness of their overall framework and the essential components, assess alignment among grade levels, and allocate resources.*
4. *Grade-level teams may use data to evaluate core curriculum and instruction, identify students for supplemental and*
5. *instruction, and allocate resources.*

*Data analysis and decision making occur in **all levels of instruction/intervention**. For example, in tier 1, the interest is the effectiveness of the core curriculum and instruction. With supplemental and intensive intervention, the interest is in student-level decisions, but also how well particular interventions work for the majority of students in the supplemental and intensive*

levels.

*Districts and schools should have **established routines and procedures**, ideally in writing, **for making decisions**. Written procedures increase fidelity of the data-based decision-making process; ensure equity of resources among students, classes, and schools; and help train new teachers more efficiently. Teams should follow pre-established routines and procedures for making decisions. For example, data teams should meet at regularly scheduled intervals, such as monthly or bi-monthly, to systematically review data.*

*Districts and schools should also establish **explicit decision rules for assessing student progress**. This includes goal-setting procedures, changing instruction/interventions, referring students to special programs, and moving students to more or less intensive levels.*

Data-Based Decision Making: Types of Decisions

- ❖ Instruction
- ❖ Evaluate effectiveness within and across groups
- ❖ Movement within the multi-tier system



Slide 32 – Data-Based Decision Making: Types of Decisions

These are the more common types of decisions that schools make.

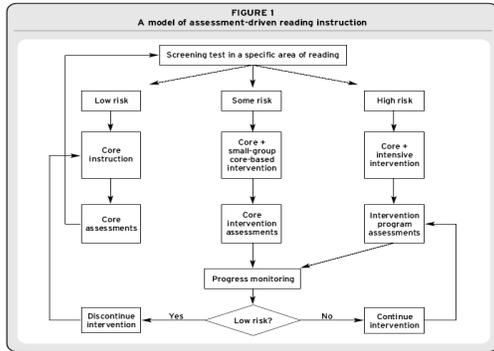
1. **Instruction** – How effective is the instruction? What instructional changes need to be made?
2. **Evaluate Effectiveness** – Is the core curriculum effective for most students, is one intervention more effective than another intervention?
3. **Movement within the multi-tier system** – How do we know when a student no longer needs supplemental instruction or should move from supplemental intervention to intensive?
4. **Disability Identification** – How do we know if the student should be referred and is eligible for disability identification? Decisions about disability identification should be made **in accordance with your state law**.

These decision rules should be outlined prior to the

implementation of your MTSS framework.

Ask if there are any questions about data-based decision making.

Assessment Driven Reading Instruction

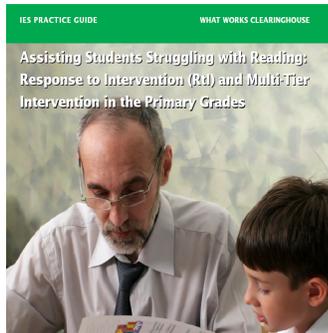


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Slide 33 – Assessment Driven Reading Instruction

McKenna, M. C., & Walpole, S. (2005). How well does assessment inform our reading instruction? *The Reading Teacher*, 59, 84-86.

Need More Information?



<http://ies.ed.gov/ncee/www/practiceguide.aspx?sid=3>



Slide 34 – Need More Information?

Need More Information?

National Center on Intensive Intervention (NCII)
www.intensiveintervention.org
National Center on Response to Intervention (NCRTI)
www.rti4success.org
Middle School RTI Content (NCRTI)
<http://www.rti4success.org/rtiresearch>
RTI Action Network
www.rtinetwork.org
IDEA Partnership
www.ideapartnership.org



Slide 35 – Need More Information?

Here are three websites for additional information on screening and other RTI-related topics.

Disclaimer

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Slide 36 – Disclaimer

Disclaimer

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