

# WORKBOOK

## MTSS/UDL/DI PROFESSIONAL DEVELOPMENT MODULE

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The intent of this professional development module is to give instructors of candidates in teacher and administration preparation programs the opportunity to develop the knowledge and skills necessary to equip candidates with the practice of providing multi-tier instruction and interventions matched to students' needs. All materials and resources in each chapter are included for the dual purpose of: (1) instructor professional development; and (2) effective preparation of teacher and administration candidates in the skills needed to instruct and support all preK thru high school students including students with disabilities, students who are English learners, and advanced students. Instructors have permission to use materials and resources contained in this module in their courses.

### INSTRUCTIONS FOR THE WORKBOOK:

Similar to the Professional Development Module, this worksheet is organized into three chapters, Multi-Tier System of Supports (MTSS), Universal Design for Learning (UDL), Differentiated Instruction (DI). Assessments (Pre and Post), exercises, and supplemental materials are arranged to follow along with the website. We suggest you begin with the pre-assessments, proceed through the exercises and materials, and conclude with the post-assessment to compare with the pre-assessment for your own reflection.

Although we have provided space for your answers in the workbook, please feel free to edit the document and expand your workbook as you need. The Microsoft Word document is editable as is the Pdf. Below is a table of contents with links to each section.

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## I. MTSS CHAPTER:

### MTSS PRE ASSESSMENT

1. Which of the following is NOT one of the key principles and practices of MTSS?
  - a. Intervening early
  - b. Data-based decision making
  - c. Integration and sustainability
  - d. Focus only on students with disabilities
  - e. Use of evidence-based practices
2. According to research, what percentage of California high school students require differentiated instruction?
  - a. 30%
  - b. 50%
  - c. 70%
  - d. 90%
3. State data indicates that while progress has been made, there remain significant achievement gaps between general education students and which categories of learners?
  - a. English learners
  - b. Students with disabilities
  - c. Economically disadvantaged
  - d. All of the above

4. MTSS leverages the principles of Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS), and integrates a continuum of system-wide resources, strategies, structures and practices to offer a comprehensive and responsive framework for systematically addressing barriers to student learning.
  - a. True
  - b. False
  
5. In MTSS, universal screening is used to:
  - a. Identify students who need specific intervention
  - b. Identify students who require referral for special education assessment
  - c. Establish intervention tiers
  - d. Predict students at risk
  - e. Develop entry and exit criteria for intervention tiers
  
6. Progress monitoring is a scientifically based practice that is used to
  - a. assess students' academic performance
  - b. evaluate the effectiveness of instruction
  - c. assist teachers in making instructional decisions for individual students or an entire class
  - d. all of the above

THIS CONCLUDES THE PRE-ASSESSMENT. THE ANSWERS ARE AT THE END OF THE MTSS SECTION BUT WE SUGGEST YOU WAIT UNTIL THE POST-ASSESSMENT TO CHECK THEM AND THEN COMPARE YOUR ANSWERS PRE AND POST.

## MTSS IMPLEMENTATION WORKSHEET

### ANDREW CASE STUDY

After reading the Andrew Case Studies about the academic history of a boy named Andrew, please complete the table below. Describe Tier 2 and Tier 3 interventions that were implemented in the Alternative Scenario for Andrew before he was referred for special education evaluation.

	<b>Describe Intervention and Duration</b>	<b>Grade</b>	<b>What additional interventions could be implemented?</b>
<b>Tier 1</b>	Solid core reading program, universal screening	Kindergarten	Click or tap here to enter text.
<b>Tier 2</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Tier 3</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

### ARTICLES ACTIVITY

Read one of the articles listed below( [MTSS/UDL/DI Professional Development Site link needed when live](#)) and answer these questions.

1. Select one course that you teach, how would you integrate the discussion of MTSS into course lecture?  
Click or tap here to enter text.
2. What course project can you assign students for them to demonstrate understanding and beginning skill in implementing MTSS to address tiered intervention in an academic area?  
Click or tap here to enter text.

### ARTICLES TO CHOOSE FROM:

- [Hunter, W.C., Maheady, L., Jasper, A.D., Williamson, R.L., Murley, R.C., & Stratton, E. \(2015\). Numbered heads together as a Tier 1 Instructional strategy in multi-tiered systems of support. Education and Treatment of Children, 38, 345-263.](#)
- [Wilson, J.A., Faggella-Luby, & Wei, Y. \(2013\). Planning for adolescent Tier 3 reading instruction Teaching Exceptional Children, 46, 26-35.](#)

- [Danielson, L., & Rosenquist, C. \(2014\). Introduction to the TEC special issue on data-based individualization. Teaching Exceptional Children, 46, 6-12.](#)
- [Fuchs, D., Fuchs, L.S., & Vaughn S. \(2014\) What is Intensive Intervention and why is it important? Teaching Exceptional Children, 46, 13-18.](#)

#### SUPPORTING BEHAVIORAL NEEDS:

Watch this video. Supporting Behavioral Needs: A Multi-Tiered Approach (5.52 min)

<http://www.edutopia.org/practice/supporting-behavioral-needs-multi-tiered-approach>

#### After viewing this video, answer this question:

What course project can you assign students for them to demonstrate understanding and beginning skill in implementing MTSS to address tiered intervention in behavior and social-emotional support?

Click or tap here to enter text.

#### MTSS POST ASSESSMENT

1. Which of the following is NOT one of the key principles and practices of MTSS?
  - a. Intervening early
  - b. Data-based decision making
  - c. Integration and sustainability
  - d. Focus only on students with disabilities
  - e. Use of evidence-based practices
2. According to research, what percentage of California high school students require differentiated instruction?
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4. MTSS leverages the principles of Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS), and integrates a continuum of system-wide resources, strategies, structures and practices to offer a comprehensive and responsive framework for systematically addressing barriers to student learning.
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  - d. Predict students at risk
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6. Progress monitoring is a scientifically based practice that is used to:
  - a. Assess students' academic performance
  - b. Evaluate the effectiveness of instruction
  - c. Assist teachers in making instructional decisions for individual students or an entire class
  - d. All of the above

## FINAL REFLECTION

Respond to the questions below:

1. Briefly state what you believe Multi-Tiered System of Support is:

Click or tap here to enter text.

2. Why is MTSS recommended for all classrooms?

Click or tap here to enter text.

3. How might you use MTSS in your own teaching?

Click or tap here to enter text.

4. How might teacher candidates demonstrate that they can/will use MTSS in their teaching?

Click or tap here to enter text.

YOU HAVE COMPLETED THE MTSS CHAPTER!

ANSWER KEY: MTSS PRE & POST TEST:

1. D 2. D 3. D 4. A 5. D 6. D

II. UDL CHAPTER:

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## UDL PRE-ASSESSMENT

1. Which of the following is NOT one of the key principles of Universal Design for Learning (UDL?)
  - a. Multiple means of representation
  - b. Multiple means of action and expression
  - c. Multiple means of initiation and differentiation
  - d. Multiple means of engagement
  
2. Universal Design for Learning (UDL) is a set of principles that aims to do the following:
  - a. reduce barriers in instruction
  - b. provide appropriate accommodations and supports
  - c. maintain high expectations for achievement
  - d. provide a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone
  - e. All of the above
  
3. Universal Design for Learning (UDL) applies to the whole curriculum, including:
  - a. Goals
  - b. Instruction
  - c. Materials
  - d. Assessment
  - e. All of the above
  
4. In Universal Design for Learning (UDL), multiple means of representation refers to the following:
  - a. The way information is presented to increase recognition and understanding
  - b. The way information is assessed to determine recognition and understanding
  - c. The way students respond or demonstrate their skills and knowledge
  - d. How accessible products are developed for students

- 
5. In Universal Design for Learning (UDL), multiple means of expression refers to the following:
    - a. The various means with which students express their creativity through art
    - b. The way students respond or demonstrate their skills and knowledge
    - c. The way information is presented to increase recognition and understanding
    - d. Graphic organizers for all students who request to use them
  
  6. In Universal Design for Learning (UDL), multiple means of engagement refers to the following:
    - a. Expanding purposeful output through visual displays
    - b. How information is presented in a clear and accessible manner to all students
    - c. The way students demonstrate their skills or knowledge
    - d. How students are engaged and involved in their learning
  
  7. An example of multiple means of representation is:
    - a. Choosing which writing tool to use
    - b. Enhancing students' involvement in discussions related to the topic
    - c. Visual displays of information contained in lesson
    - d. Flexible groupings for cooperative learning
  
  8. An example of multiple means of engagement is:
    - a. Visual displays
    - b. Teacher's creative use of multimedia resources
    - c. Graphic organizers
    - d. Choice of tools or activities during lesson
  
  9. An example of multiple means of action and expression is:
    - a. Using sentence starters or story outlines during writing
    - b. Listening to audiotapes of written materials
    - c. Choice of tools or activities during lesson

- d. Peer tutoring

## UDL POST-ASSESSMENT

1. Which of the following is NOT one of the key principles of Universal Design for Learning (UDL?)
  - a. Multiple means of representation
  - b. Multiple means of action and expression
  - c. Multiple means of initiation and differentiation
  - d. Multiple means of engagement
  
2. Universal Design for Learning (UDL) is a set of principles that aims to do the following:
  - a. reduce barriers in instruction
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  - d. provide a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone
  - e. All of the above
  
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  - a. Goals
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- a. Using sentence starters or story outlines during writing
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- c. Choice of tools or activities during lesson
- d. Peer tutoring