



Multi-Tiered System of Supports: Uniting Through One Vision

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Why???

College
and/or Career
Readiness is in
our reach...





Melody Musgrove Messages

Director of Department of Education/Office of Special Education Programs

SWD are part of, not separate from, the **general education** population

LEAs must build all educators' **capacity** to meet those students' needs

SEAs must improve, **align and leverage** the State's capacity to support LEAs ability to do so

Emphasis on **compliance** over **results** is not enough

Complement **Ed Reform** including ESEA flexibility

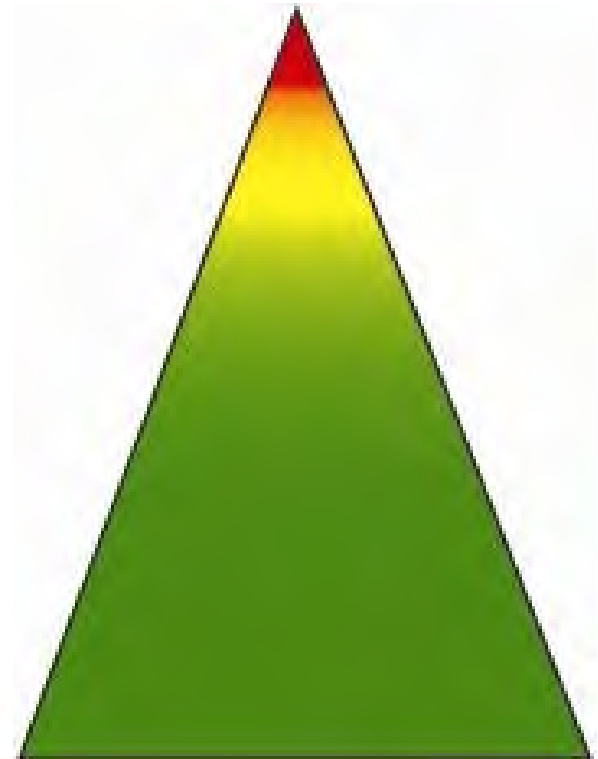
Must be done through a multi-tiered system of support



MTSS

- “Appropriate instruction and supports”
 - Strengths-based
 - Student-centered
 - Targets developmentally-appropriate *academic, social, emotional and behavioral* skills
 - Implements evidence-based/informed interventions
 - Values *cultural and ethnic* diversity

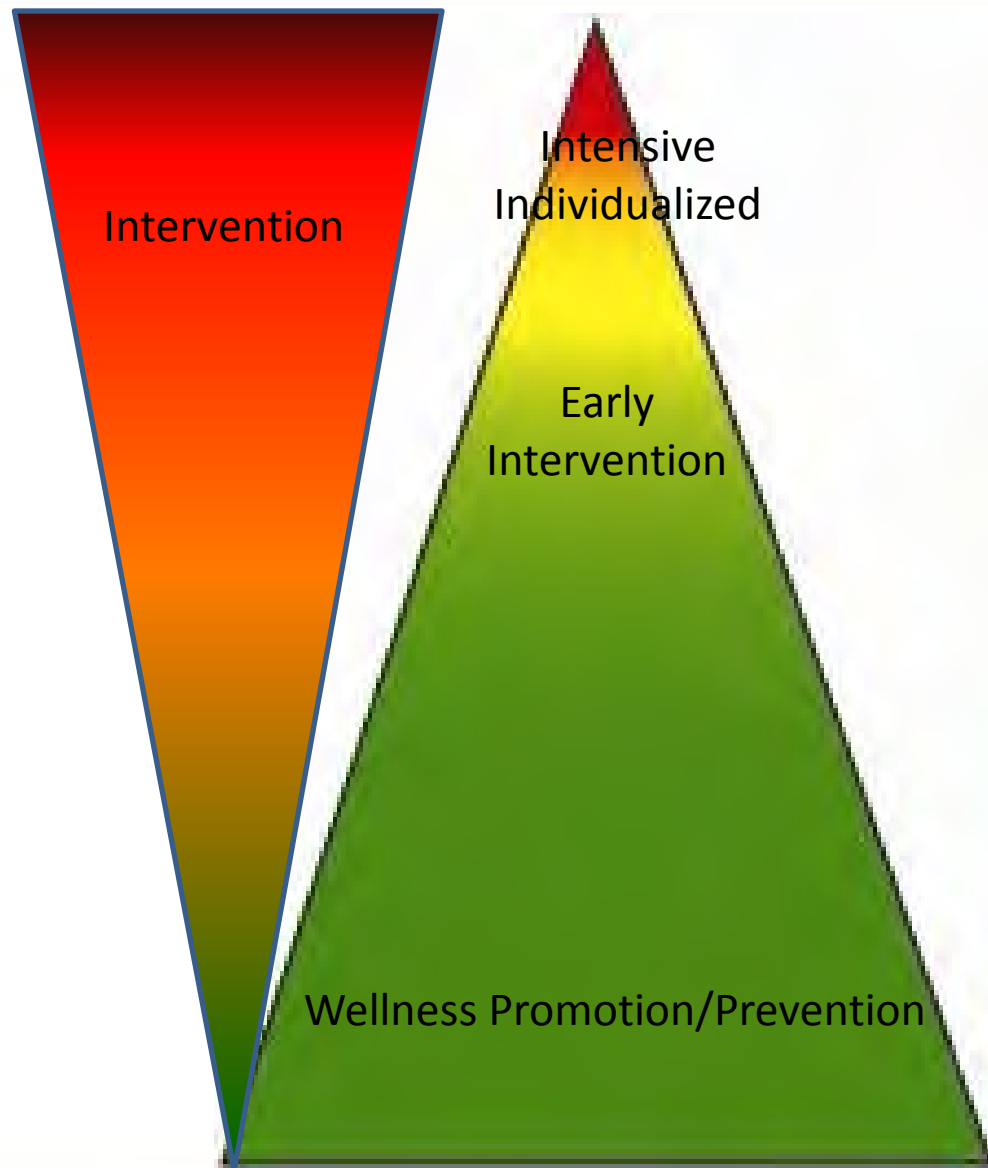
**Must be done
through a
multi-tiered
system of
support**





MTSS cont.

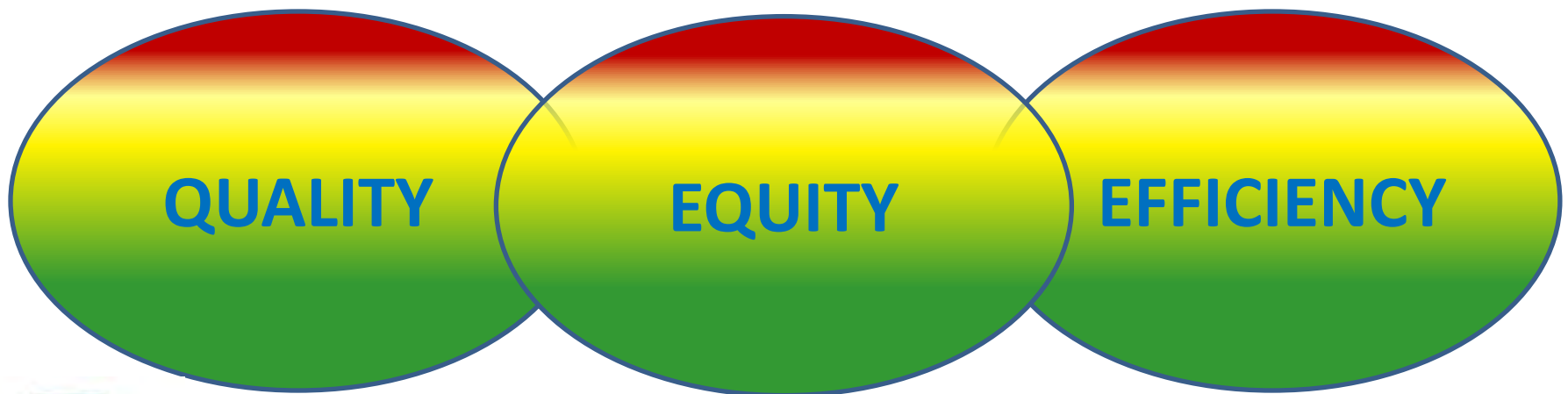
Intensity & Duration
of intervention
based on student
need(s)





WHY MTSS?

Allows districts to fulfill
their responsibility to educate
ALL STUDENTS with





What is MTSS?

IS NOT

**an add-on
program**

IS

**a framework that
guides and
integrates daily
practices**





What is MTSS?

IS NOT

**a lock step
progression**

IS

**a full, fluid
continuum of
supports**





What is MTSS?

IS NOT

just a
collection of
strategies

integrated,
evidence-based,
systemic and data-
driven

IS





What is MTSS?

IS NOT

just for
students with
disabilities

an approach that
improves
outcomes for all
students

IS

Emphasis on
compliance over
results is not
enough





SWD are part of, not separate from, the **general education** population

MTSS Climate & Culture

Intensive/Individualized Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Secondary, Targeted Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Universal Interventions

- All settings, all students
- Preventive, promotional, proactive

1-5%

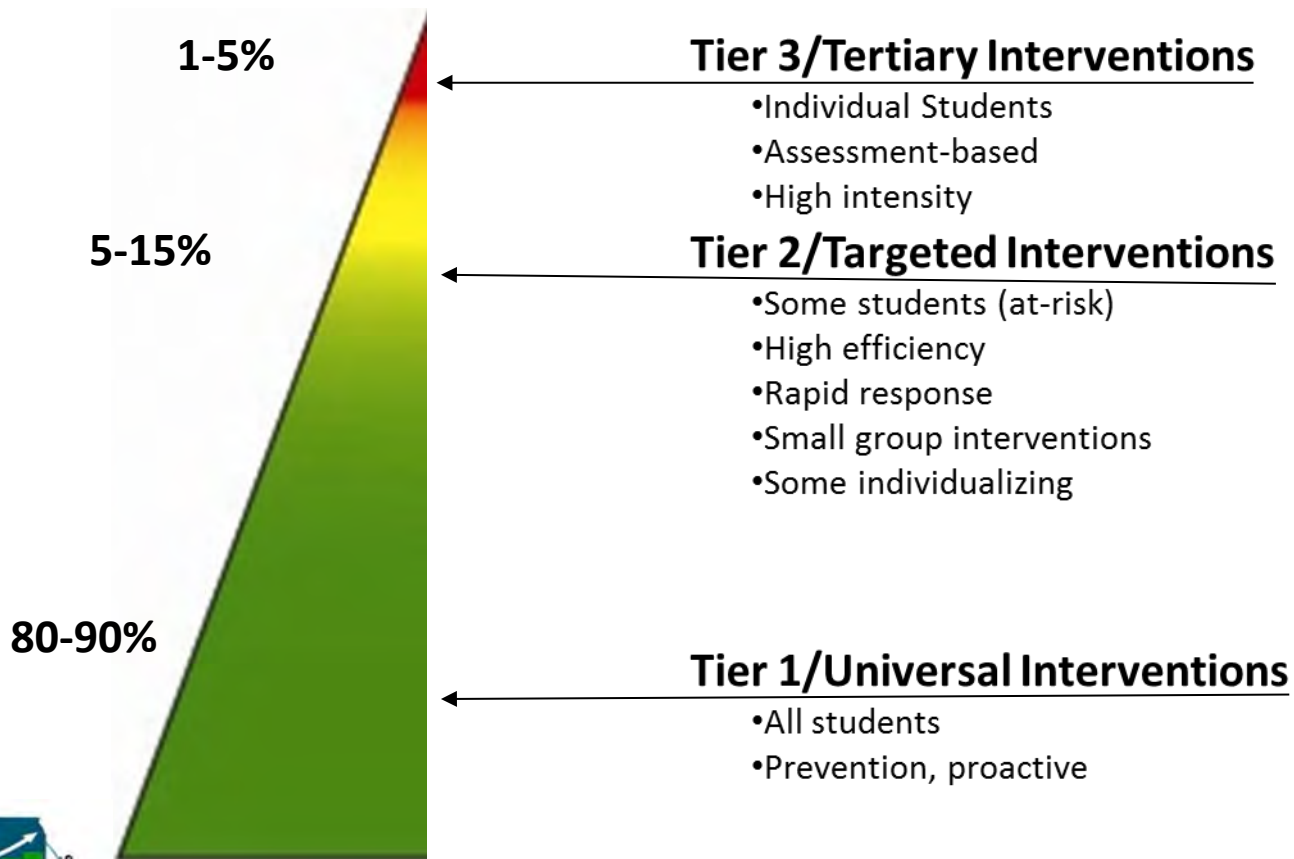
5-15%

80-90%



MTSS Academics

SWD are part of, not separate from, the **general education** population





MTSS Academic, Climate & Culture





MTSS Academic, Climate & Culture





MTSS Academic, Climate & Culture





MTSS Academic, Climate & Culture





MTSS Academic, Climate & Culture





MTSS Academic, Climate & Culture





MTSS Academic, Climate & Culture





MTSS Academic, Climate & Culture





MTSS Academic, Climate & Culture





MTSS Academic, Climate & Culture



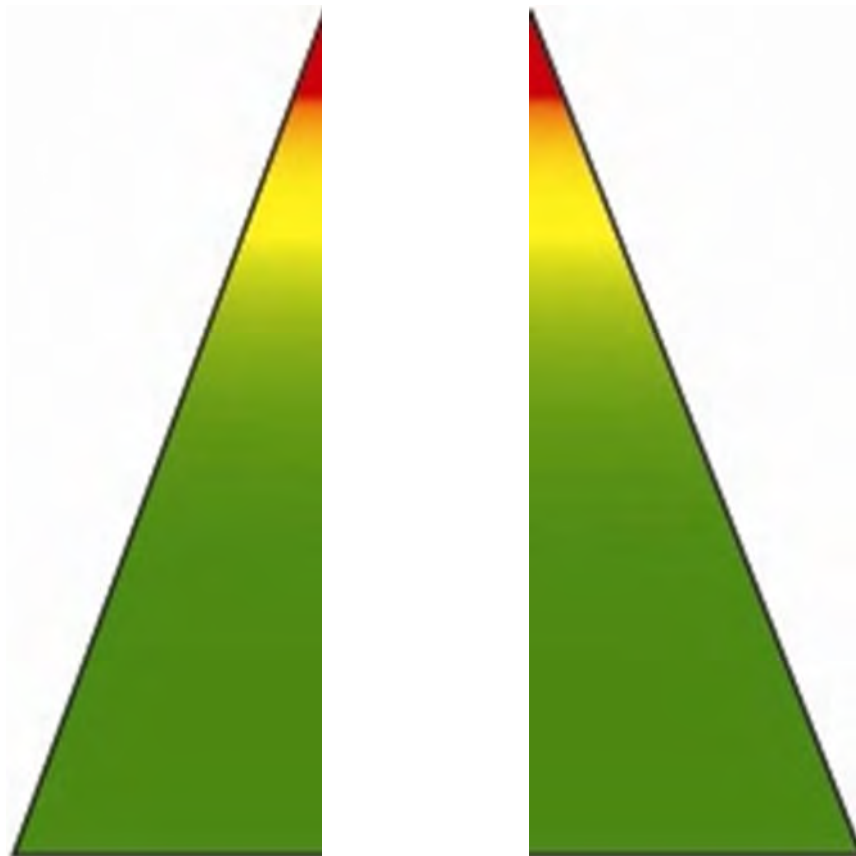


MTSS Academic, Climate & Culture



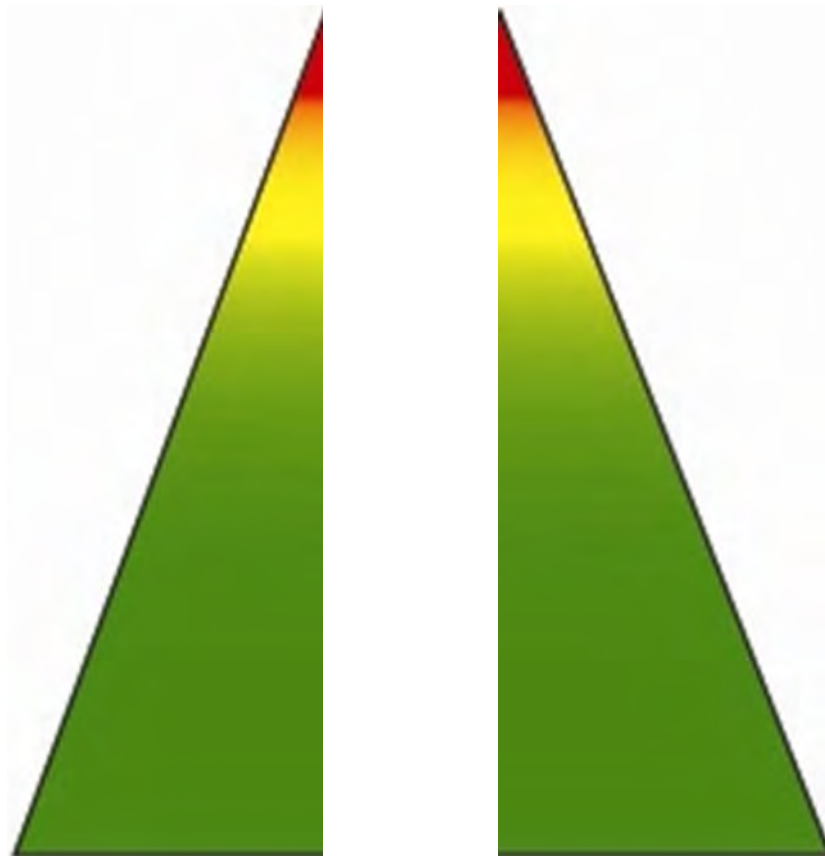


MTSS Academic, Climate & Culture



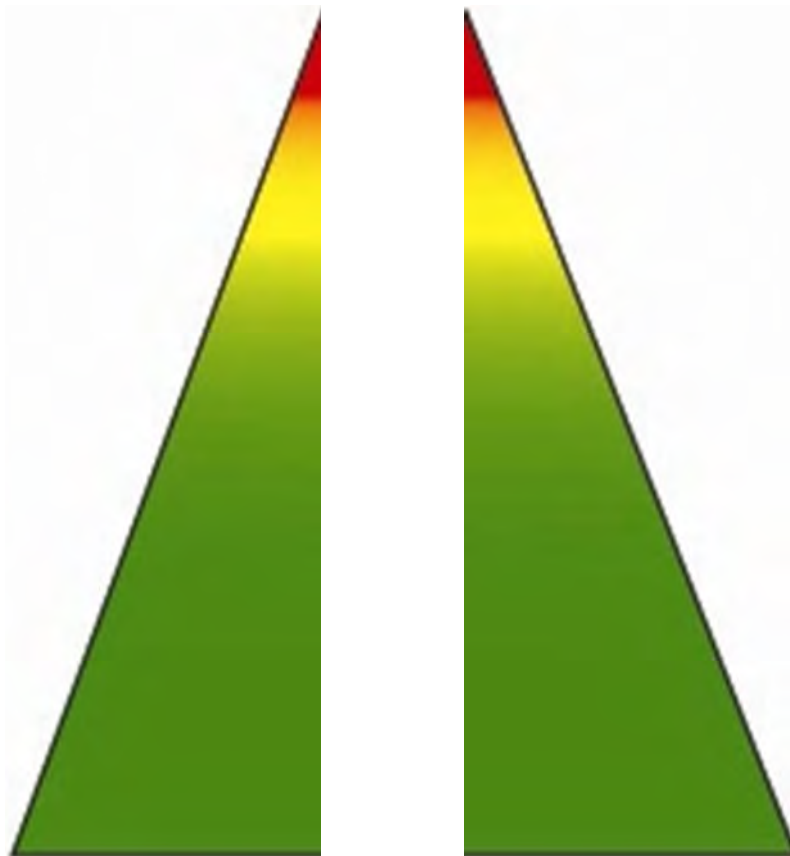


MTSS Academic, Climate & Culture



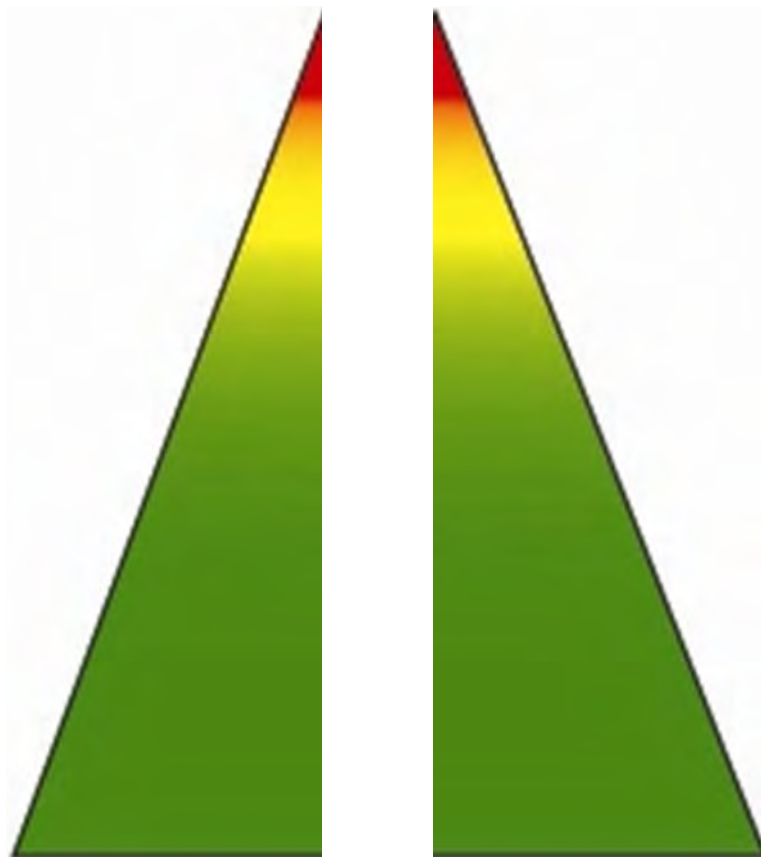


MTSS Academic, Climate & Culture



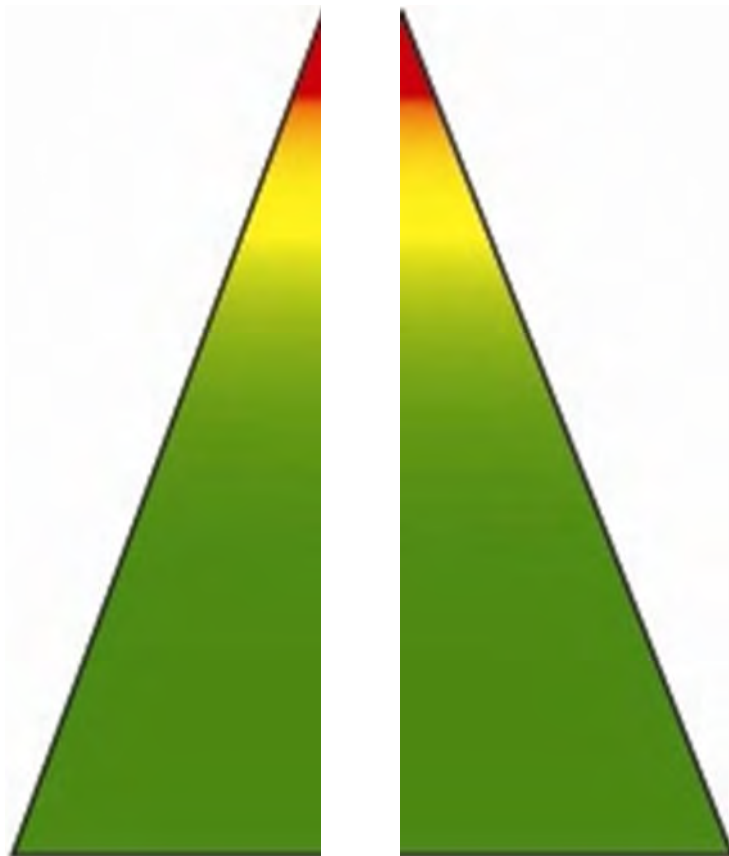


MTSS Academic, Climate & Culture



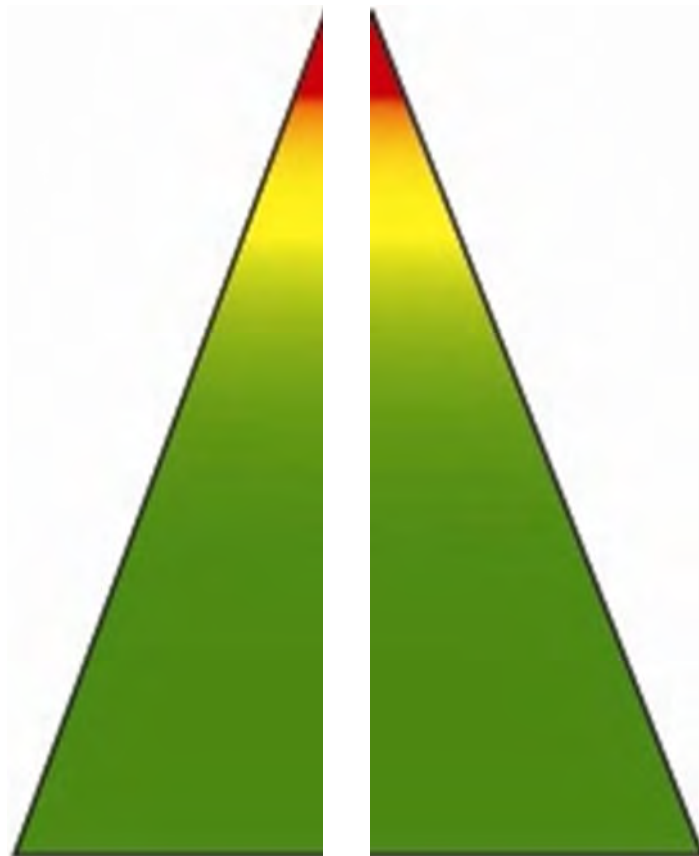


MTSS Academic, Climate & Culture



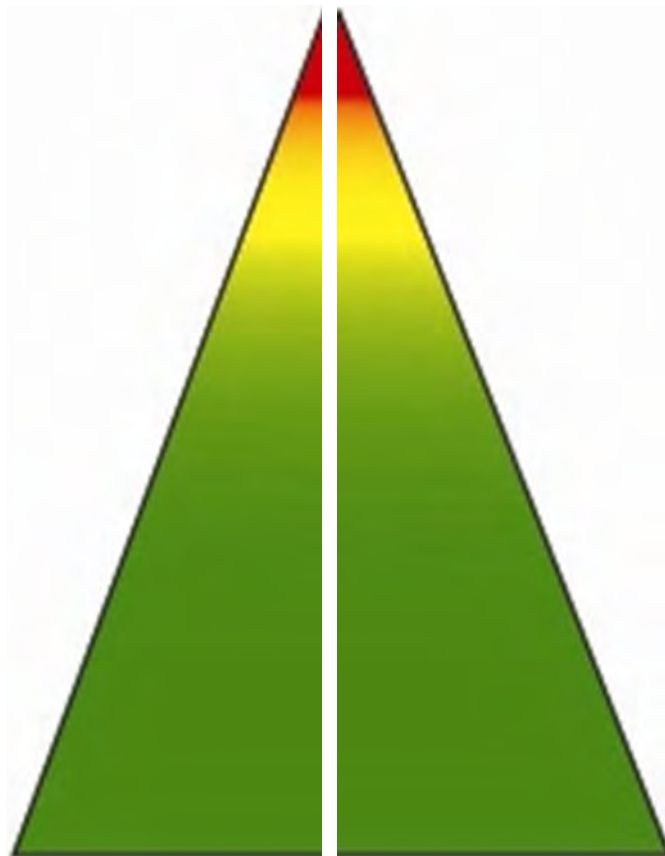


MTSS Academic, Climate & Culture



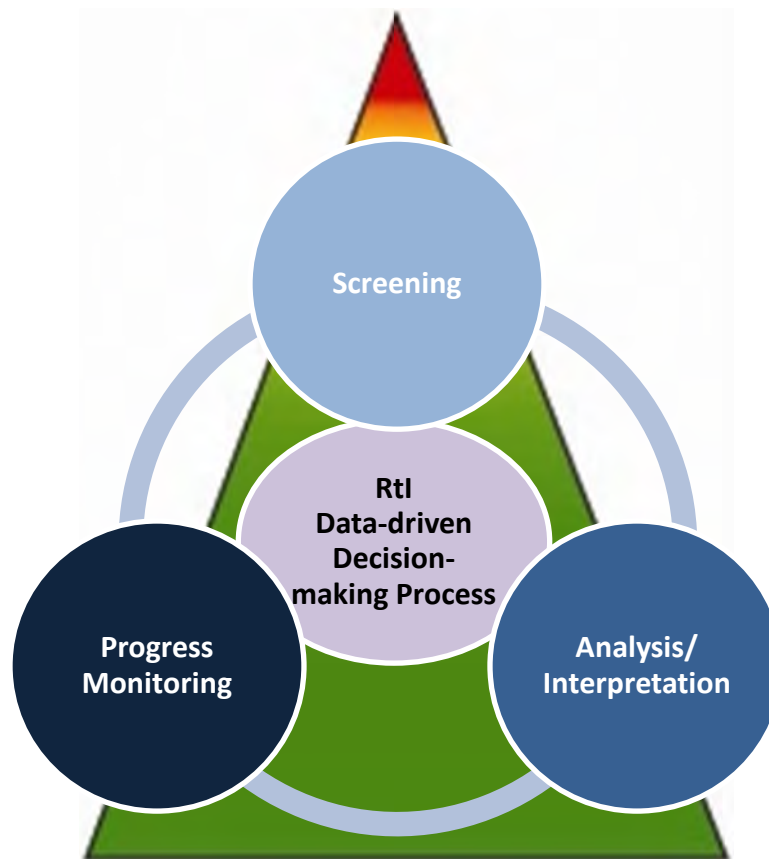


MTSS Academic, Climate & Culture



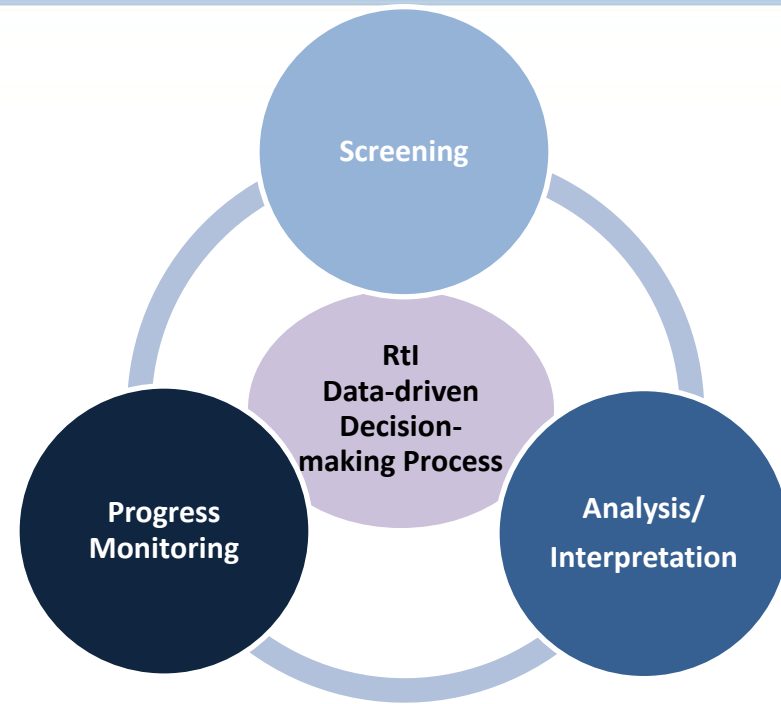
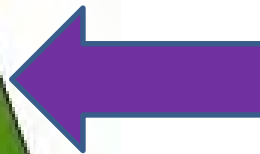
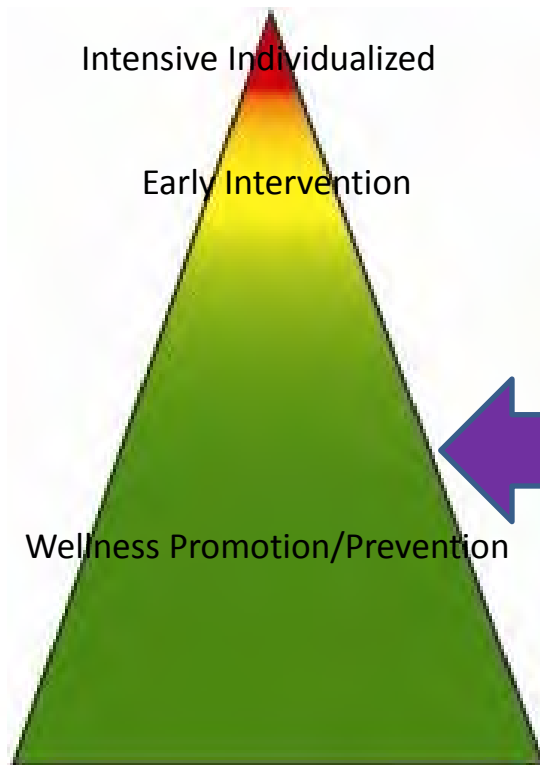
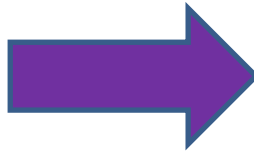


Illinois MTSS Vision





Response to Intervention: Logic Process

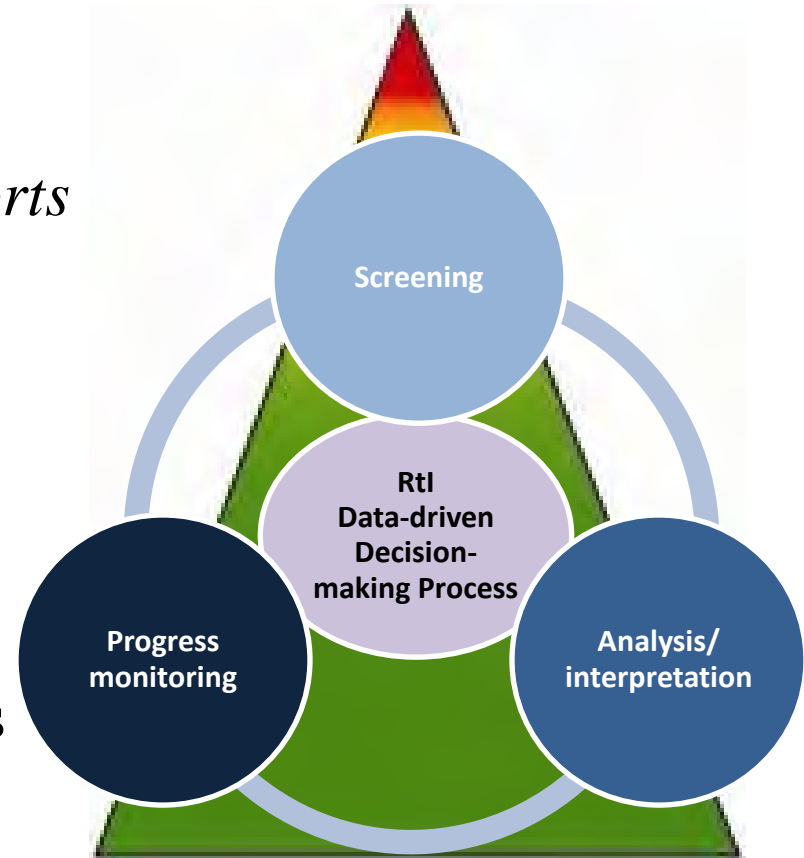


MTSS:
Framework for
organizing a continuum
of interventions



MTSS/RtI Implementation Common Goals

- ***Ensure*** ALL students get *appropriate instruction & supports*
- ***Maximize*** student achievement
AND
- ***Increase*** social, emotional,
behavioral student competencies

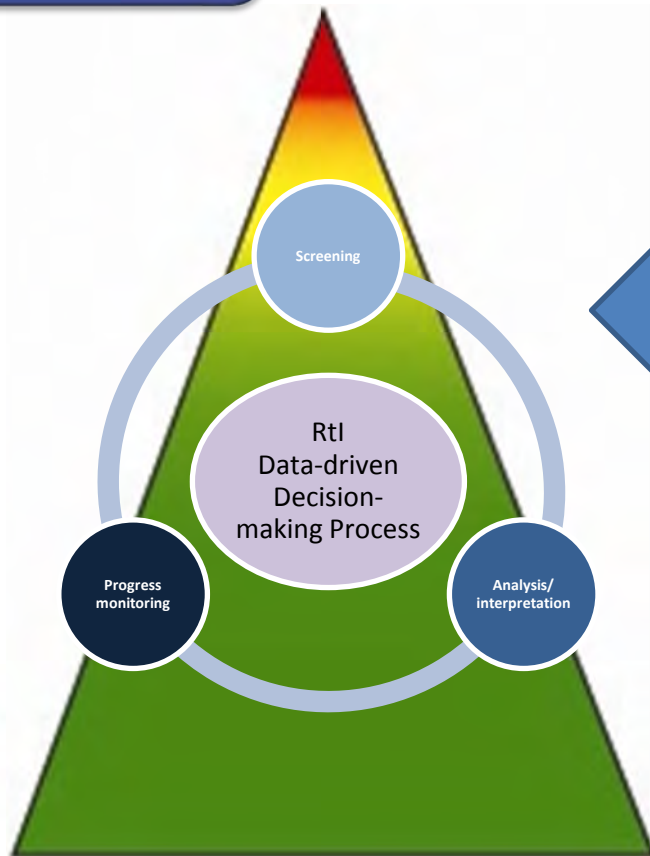




Complement **Ed Reform** including
ESEA flexibility

Illinois MTSS Vision

Eight Essential Elements
of Effective Practice for
School Improvement



- Leadership
- Professional Development
- Curriculum
- Instruction
- Assessment
- Conditions for Learning
- Community & Family
- Comprehensive Planning/Data-driven Decision-making





Essential Element: Leadership

- Ensure ***high levels of success for all students.***
- All ***students will achieve***





Essential Element: Professional Development

- Determined by data
 - classroom observations
 - review of lesson plans





Essential Element: Curriculum

- Evidence-based
 - Curriculum
 - Interventions

- Aligned with State Standards





Essential Element: Instruction



- Data-informed
- Standards aligned
- Engaging
- Differentiated





Quality Instruction/Interventions: 'Tiers-Layers'

➤ **Universal - Tier 1:**

- Well-balanced
- Promotion/Prevention-focused
- New IL Learning Standards
 - ELA, Math, SEL, Fine Arts, Foreign Languages, Physical Development & Health, Science, Social Science (<http://www.isbe.net/ils/Default.htm>)
- Evidence-based/informed core curricula
- Differentiated Instruction





Quality Instruction/Interventions: 'Tiers-Layers'

- **Targeted - Tier 2:**
 - In addition to core ("layering")
 - Data-driven identification
 - Rapid response to issue
 - Evidence-based/informed intervention
 - Targets specific student needs
 - Small groups (3-5)
 - Monitored progress





Quality Instruction/Interventions: 'Tiers-Layers'

- **Intensive, Individualized - Tier 3:**
 - In addition to core and possibly targeted supports ("layering")
 - Data-driven identification
 - Rapid response to issue
 - Evidence-based/informed interventions
 - Highly individualized to student needs
 - Intensity and duration increased
 - Monitored progress





Essential Element: Assessment



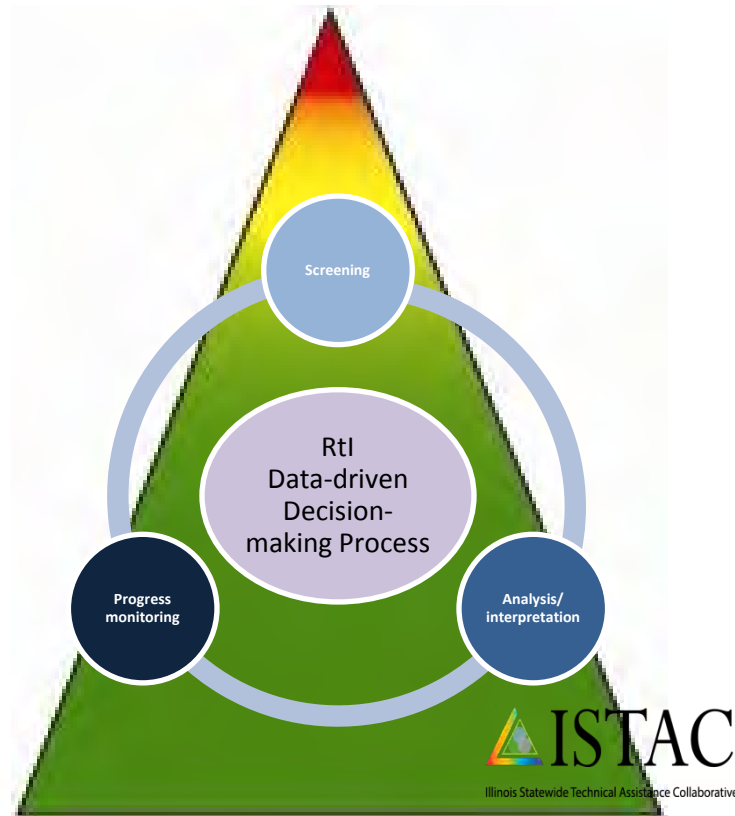
- Data-driven process
 - Screening
 - Analytic
 - Progress Monitoring/Formative Assessment
 - Evaluation





Essential Element: Conditions for Learning (**System**)

- MTSS
- Resources
identification and
allocation
- Progress monitoring
(data systems)





Essential Element: Conditions for Learning cont. (Environment)



- Positive & supportive school environment for students
- Positive & supportive school environment for staff
- Safe & welcoming environment for ALL





Essential Element: Conditions for Learning cont. (**Practices**)

- Effective instruction
- Responsive instruction
- Equitable instruction





Essential Element: Community and Family Engagement



- School Leadership and primary caregivers engage in regular communication
- All teachers and primary caregivers actively partner
- http://www.illinoisparents.org/downloads/2013_10_1_SBEFEGuide.pdf





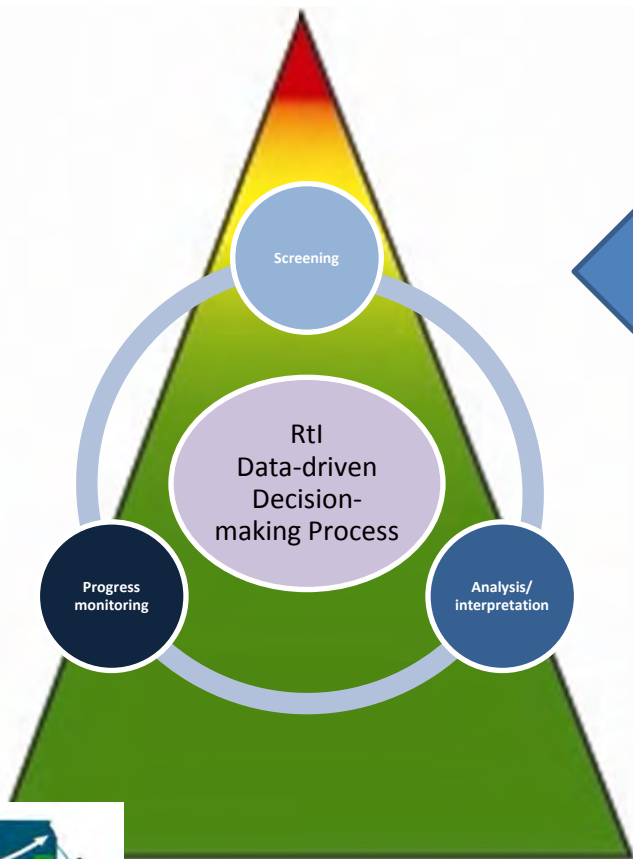
Comprehensive Planning

- Systemic approach
- Continuous improvement planning cycle
- Data-driven decision-making
- Alignment & leveraging of resources





Illinois MTSS Vision



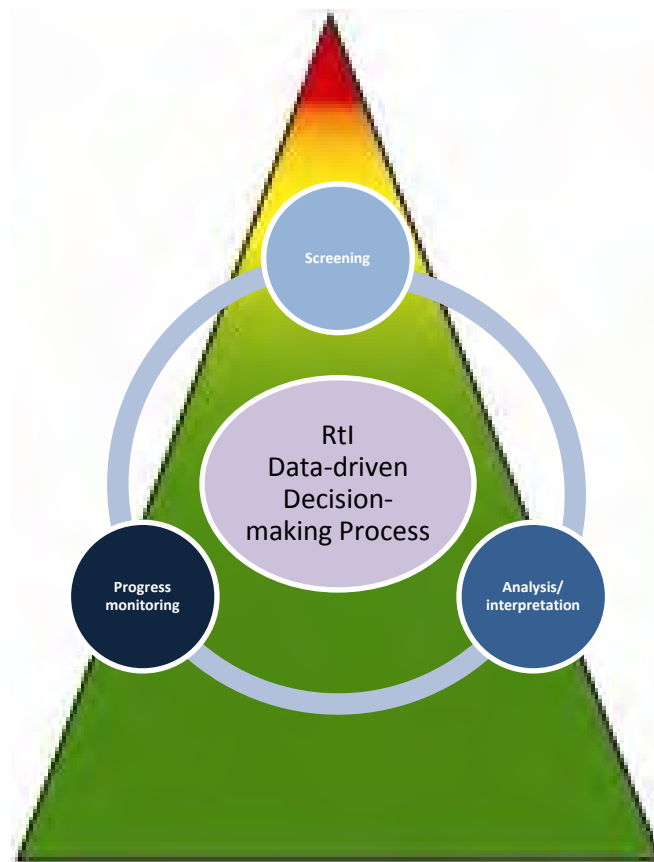
Eight Essential Elements of Effective Practice for School Improvement

- Leadership
- Professional Development
- Curriculum
- Instruction
- Assessment
- Conditions for Learning
- Community & Family
- Comprehensive Planning/Data-driven Decision-making



Illinois Resources for MTSS

- Illinois Statewide Technical Assistance Collaborative (ISTAC)
- IL-Rtl Network (State Personnel Development Grant)





ISTAC Overview

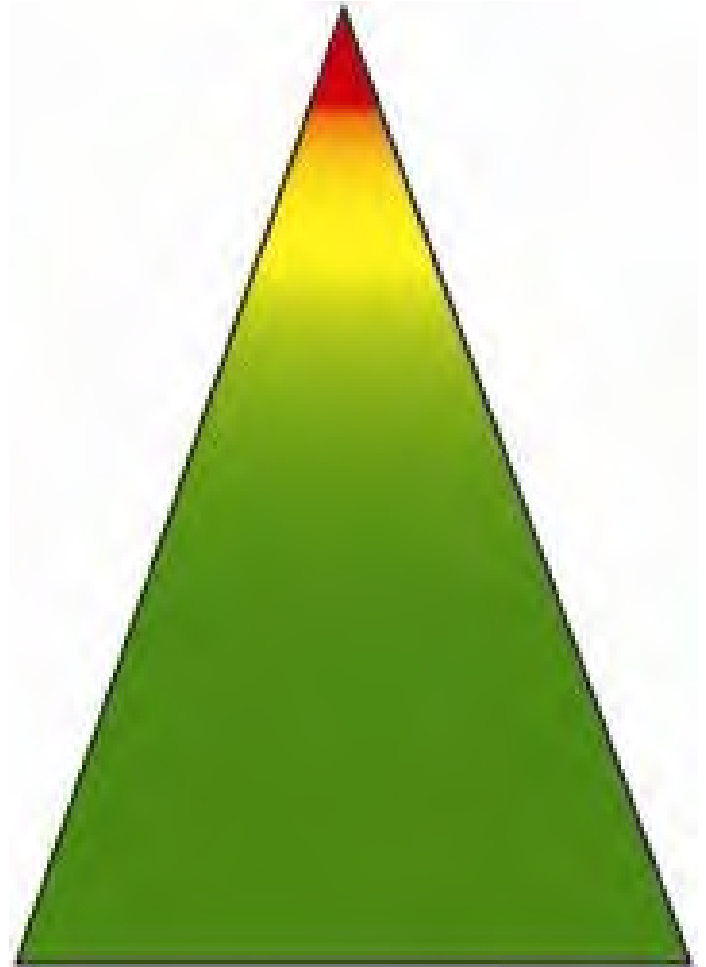
Illinois Statewide Technical Assistance Collaborative

- Service entity
- Funding
- Training and Technical Assistance



ISTAC Overview cont.

- Builds local capacity
- Integrated and holistic
- Evidence-based, evidence-informed practices
- All students

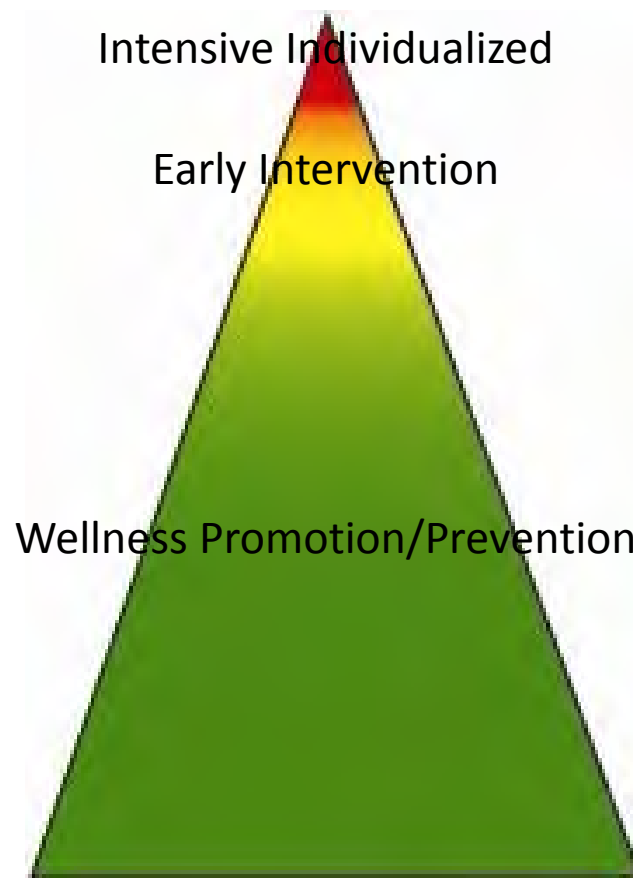




ISTAC Overview Cont.

ISTAC facilitates :

- Building sustainable district-level systems
- Empowering leadership
- Improvement of outcomes for ALL students.





ISTAC Services

- **Statewide** team of Technical Assistance Specialists
- Provision of both **training** and **targeted technical assistance**
- Content aligned with **Eight Essentials**
- Technical assistance provided through a **coach the coach model** at **local** (LEA, Coop, ROE/ISC) level
- Common goals: **build capacity and establish sustainability**



ISTAC Training Curriculum

Evidence-based/Evidence-informed Practices for:

- Data-driven decision making
- Systemic support structures
- School climate and culture
- Inclusive educational environments
- Leadership skill development
- Student behavior
- Stakeholder engagement
- Transition planning and other special education mandates





ISTAC Training Curriculum

- Available to all public schools
- All trainings accessible through statewide training calendar (<https://www.illinoiscsi.org/Pages/Calendar.aspx>)
- Duplicate trainings offered on regional basis to ensure statewide consistency and equitable access



ISTAC Technical Assistance

Graduated levels of TA

- consultation-ongoing coaching →
- based on district data
- districts most in need
- Online resources available for those districts not identified to receive direct TA





ISTAC Engagement Process

- Incorporates the stages of implementation
- Development of Data Profile
- Joint analysis of data to identify strengths and establish priorities
- Establish plan that addresses immediate needs and long-term systemic improvement
- Plan from the beginning for sustainability and fading of services



Protocols for Connecting with ISTAC



- Special Education
- Illinois CSI



Criteria for ISTAC TA ('and/or')

- SPP Indicator Finding
- Focus Monitoring Finding
- Priority Services through the Illinois Center for School Improvement (Illinois CSI)
- Focus Services through the Illinois CSI





Data-Driven Decision

Who was receiving ISTAC Services?

How effective were they?

Who needs ISTAC services?

Service	Prior to FY15	FY15
Trainings	Self-volunteered LEAs	All LEAs
Follow-up Coaching Supports	Self-volunteered LEAs	LEAs meeting specific criteria



Contacts

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Overview I-Rtl Network



Illinois Rtl Network
(COACHING to build capacity within school districts)



Illinois IHE Partnership
(working with EDUCATOR PREPARATION programs)



Parent/Family Engagement *(strengthening PARENT/FAMILY ENGAGEMENT & leadership in I-Rtl Network participating districts)*



External Evaluation - ISU





Illinois RtI Network



1 Statewide Administrator (at Lee/Ogle ROE 47)



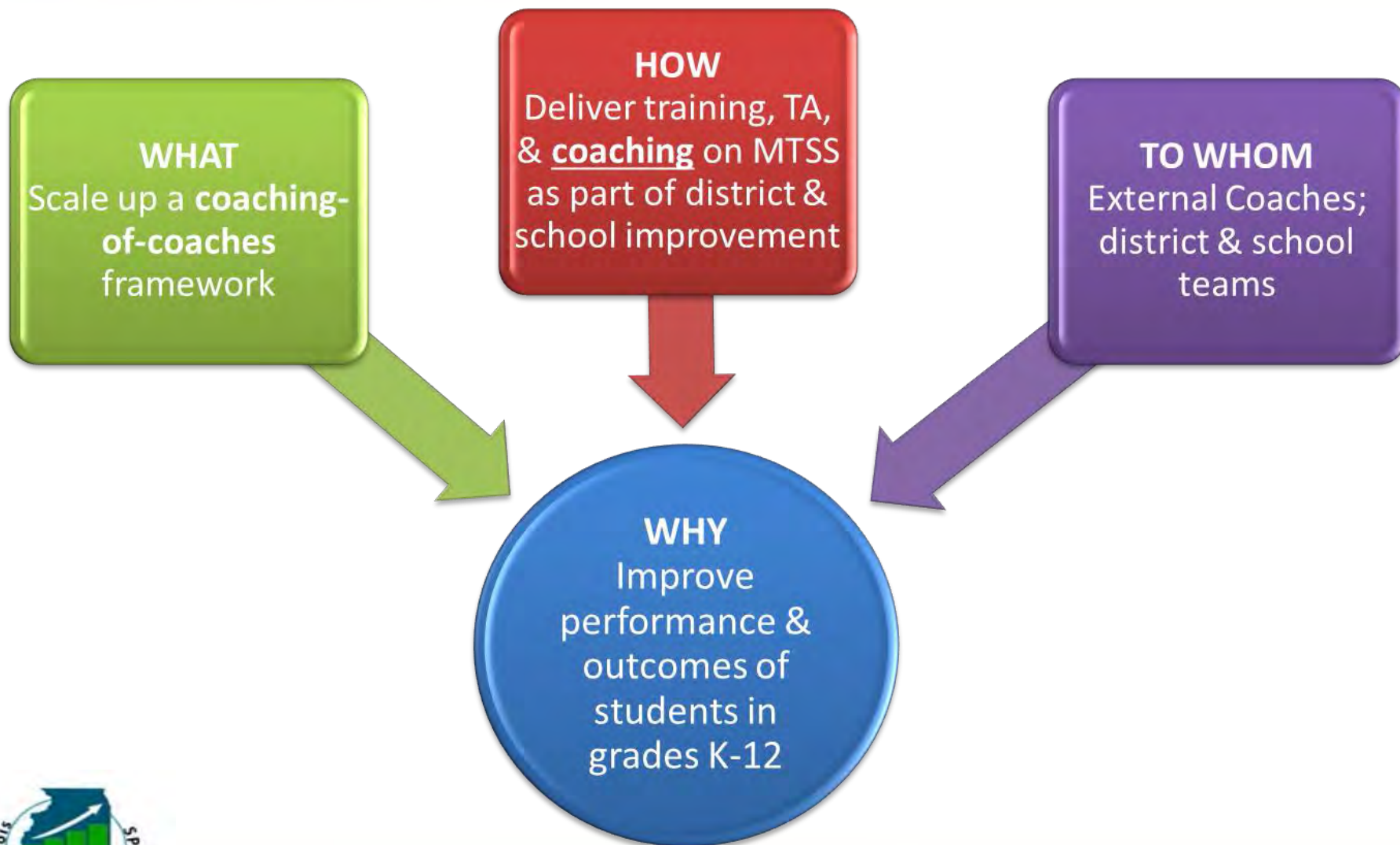
Regionally-based staff (serving 7 areas)



Work focused at district level (82 districts)



Directly serve External Coaches & district teams;
connected to district improvement process





Evidence-based Professional Development (EBPD) Framework

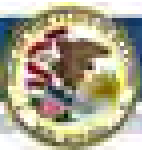


Training

Coaching

**Technical
Assistance**





Definitions



Training

to teach
knowledge
acquisition and
skill development
across the core
principles of RtI



Coaching

to support
application of skills
to the school
setting



Technical assistance

to problem-solve
struggles or
barriers with
implementation
and offer advice,
information, and
resources to assist
with the
implementation



Participating Districts

Benefits of district participation in the I-Rtl Network include:

- Professional development for staff to increase implementation of evidence based practices.
- Training, technical assistance, and coaching that is customized to support the unique needs and implementation efforts of the district.
- Support in understanding and utilizing evaluation and implementation tools to assess district implementation needs and revise the district and school improvement plans, as needed.
- Networking opportunities with others within the region regarding the implementation of RtI/MTSS and integrating various district and school improvement initiatives.
- Building district capacity for ongoing implementation of a RtI/MTSS through a district-based coach.
- Establishing a model of continuous improvement through data-based decision making related to RtI/MTSS implementation.



I-RtI Network EBPD Professional Development Scope and Sequence Overview

		YEAR 1 (Focus on Tier 1)	YEAR 2 (Focus on Tier 2)	YEAR 3 (Focus on Tier 3)
CONSENSUS	Coaching	Role Expectations Partnership Principles Components of Coaching Self-Assessment Characteristics of effective coach	Role Expectations Self-Assessment Review Coaching components, partnership principles Professional Development Practices	Role Release Self-reflection Review Coaching components, partnership principles Professional Development Practices
	Comprehensive Commitment and Leadership	Shared vision Systems change Climate Culture Stakeholders	Systems change Parent Partnerships Faculty/Staff	Parent Partnerships Community Faculty/staff
INFRASTRUCTURE	Multi-Tiered System of Support (MTSS)	Infrastructure at Tier 1 <ul style="list-style-type: none"> • Instruction/intervention • Comprehensive data system • Team process 	Infrastructure at Tier 2 <ul style="list-style-type: none"> • Instruction/intervention • Comprehensive data system • Team process 	Infrastructure at Tier 3 <ul style="list-style-type: none"> • Instruction/intervention • Comprehensive data system • Team process
	High Quality Instruction and Intervention Practices	CCSS Walk through District/Building	Tier 2 Interventions Integrity Professional Development for implementation	Tier 3 Alignment of Special Education to Tier 1 Coordinated intervention support
	Comprehensive Data System	Tier 1 District Core and Building Core (integrity) Subgroup data	Tier 2 Group intervention data Individual data integrity Goal Writing Data decision rules	Tier 3 Eligibility/Entitlement Integrity Goal writing
	Team Process	Tier 1 District Leadership Team Building Leadership Team	Tier 2 Grade/Department Level Team	Tier 3 Individual P-S team IEP Team
IMPLEMENTATION	Action Plan/Monitor	Action Plan around Tier 1 Resource Allocation Communicate to stakeholders	Evaluate and refine Tier 1 plan Action plan Tier 2 Resource Allocation Communicate to stakeholders	Evaluate and refine at Tier 1, Tier 2 Action plan Tier 3 Resource Allocation Communicate to stakeholders



Contacts



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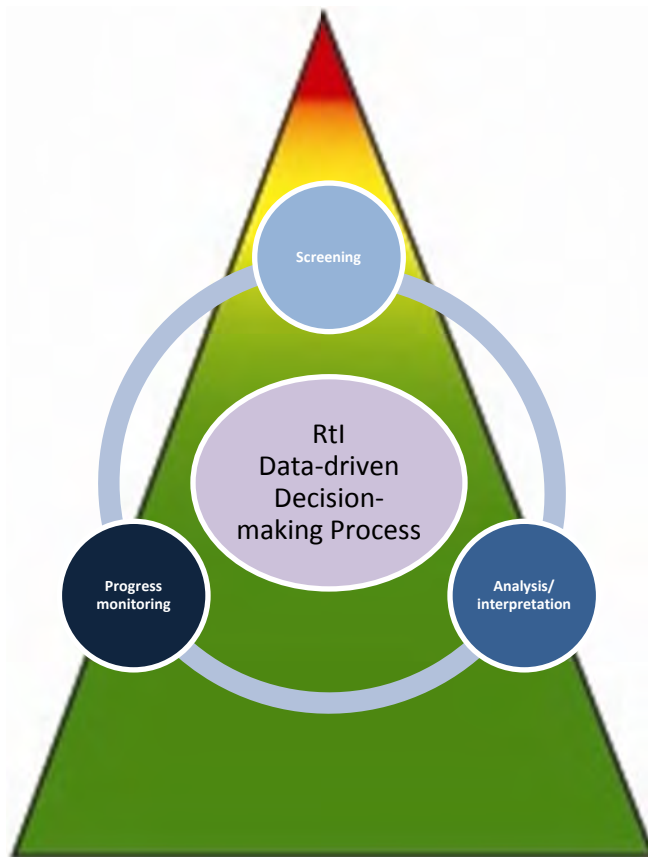
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Illinois MTSS Vision

BENEFITS





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SCHOOL IMPROVEMENT

CAPACITY-BUILDING

REDUCES
DUPLICATIONS

HOLISTIC
APPROACH

RESOURCE UTILIZATION

EVIDENCE-BASED PRACTICES



Benefits



Educators have
been asking for it!

