Multi-Tiered System of Supports: Uniting Through One Vision

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Center for Specialized Instruction, Nutrition & Wellness
NCLB Conference 2015
Why???

College and/or Career Readiness is in our reach...
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”
  o Strengths-based
  o Student-centered
  o Targets developmentally-appropriate academic, social, emotional and behavioral skills
  o Implements evidence-based/informed interventions
  o 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

QUALITY  EQUITY  EFFICIENCY
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

IS integrated, evidence-based, systemic and data-driven
What is MTSS?

IS NOT

just for students with disabilities

Emphasis on compliance over results is not enough

IS

an approach that improves outcomes for all students
MTSS Climate & Culture

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

### 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

![Diagram](image-url)
MTSS Academics

Tier 3/Tertiary Interventions
- Individual Students
- Assessment-based
- High intensity

Tier 2/Targeted Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions
- All students
- Prevention, proactive

SWD are part of, not separate from, the general education population.
MTSS Academic, Climate & Culture
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Illinois MTSS Vision

Screening

RtI Data-driven Decision-making Process

Analysis/Interpretation

Progress Monitoring
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
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

Complement Ed Reform including ESEA flexibility

Screening

Analysis/interpretation

RtI Data-driven Decision-making Process

Progress monitoring
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
  - Evidence-based/informed core curricula
  - Differentiated Instruction
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
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
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-RtI 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?

<table>
<thead>
<tr>
<th>Service</th>
<th>Prior to FY15</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainings</td>
<td>Self-volunteered LEAs</td>
<td>All LEAs</td>
</tr>
<tr>
<td>Follow-up Coaching Supports</td>
<td>Self-volunteered LEAs</td>
<td>LEAs meeting specific criteria</td>
</tr>
</tbody>
</table>
Contacts

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Overview I-RtI Network

Illinois RtI 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-RtI 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
WHAT
Scale up a coaching-of-coaches framework

HOW
Deliver training, TA, & coaching on MTSS as part of district & school improvement

TO WHOM
External Coaches; district & school teams

WHY
Improve performance & outcomes of students in grades K-12
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
Benefits of district participation in the I-RtI 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)*

<table>
<thead>
<tr>
<th>Coaching</th>
<th>Comprehensive Commitment and Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Expectations</td>
<td>Shared vision</td>
</tr>
<tr>
<td>Partnership Principles</td>
<td>Systems change</td>
</tr>
<tr>
<td>Components of Coaching</td>
<td>Climate</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>Culture</td>
</tr>
<tr>
<td>Characteristics of effective coach</td>
<td>Stakeholders</td>
</tr>
</tbody>
</table>

## YEAR 2
*(Focus on Tier 2)*

<table>
<thead>
<tr>
<th>Multi-Tiered System of Support (MTSS)</th>
<th>Infrastructure at Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure at Tier 2</td>
<td>Infrastructure at Tier 3</td>
</tr>
<tr>
<td>• Instruction/intervention</td>
<td>• Instruction/intervention</td>
</tr>
<tr>
<td>• Comprehensive data system</td>
<td>• Comprehensive data system</td>
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<tr>
<td>• Team process</td>
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</tbody>
</table>

**INFRASTRUCTURE**

<table>
<thead>
<tr>
<th>High Quality Instruction and Intervention Practices</th>
<th>Tier 2 Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS</td>
<td>Integrity</td>
</tr>
<tr>
<td>Walk through District/Building</td>
<td>Professional Development for implementation</td>
</tr>
<tr>
<td>Tier 1 District</td>
<td>Tier 2 Group intervention data</td>
</tr>
<tr>
<td>Core and Building</td>
<td>Individual data integrity</td>
</tr>
<tr>
<td>Core (integrity)</td>
<td>Goal Writing</td>
</tr>
<tr>
<td>Subgroup data</td>
<td>Data decision rules</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Comprehensive Data System</th>
<th>Tier 3 Alignment of Special Education to Tier 1</th>
</tr>
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<tbody>
<tr>
<td>Tier 1</td>
<td>Coordinated intervention support</td>
</tr>
<tr>
<td>Team Process</td>
<td>Tier 3 Eligibility/Entitlement</td>
</tr>
<tr>
<td>District Leadership Team</td>
<td>Integrity</td>
</tr>
<tr>
<td>Building Leadership Team</td>
<td>Goal writing</td>
</tr>
</tbody>
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## YEAR 3
*(Focus on Tier 3)*

<table>
<thead>
<tr>
<th>Role Release</th>
<th>Parent Partnerships</th>
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<tbody>
<tr>
<td>Self-reflection</td>
<td>Community</td>
</tr>
<tr>
<td>Review Coaching components, partnership principles</td>
<td>Faculty/staff</td>
</tr>
<tr>
<td>Professional Development Practices</td>
<td>Faculty/staff</td>
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</tbody>
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## IMPLEMENTATION

<table>
<thead>
<tr>
<th>Action Plan/Monitor</th>
<th>Evaluate and refine Tier 1 plan</th>
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<tbody>
<tr>
<td>Action Plan around Tier 1</td>
<td>Action plan Tier 2</td>
</tr>
<tr>
<td>Resource Allocation</td>
<td>Resource Allocation</td>
</tr>
<tr>
<td>Communicate to stakeholders</td>
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</tr>
</tbody>
</table>

| Evaluate and refine at Tier 1, Tier 2 |
| Action plan Tier 3 |
| Resource Allocation |
| Communicate to stakeholders |
Contacts

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Illinois MTSS Vision

BENEFITS

- RTI Data-driven Decision-making Process
- Progress monitoring
- Analysis/interpretation
- Screening
Melody Musgrove Messages
Director of Department of Education/Office of Special Education Programs

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

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

SCHOOL IMPROVEMENT
CAPACITY-BUILDING
REDUCES DUPLICATIONS

HOLISTIC APPROACH
RESOURCE UTILIZATION
EVIDENCE-BASED PRACTICES
Benefits

Educators have been asking for it!