







MTSS Academic Resources

MTSS Reinvent Series Round #2

- St. Joseph November 9, 2016*
- Columbia November 10, 2016*
- Kirksville November 18, 2016*
- Farmington December 5, 2016*
- Springfield December 15, 2016*

Beth Wood

MTSS Areas for Focus

- Tier One; Core Instruction is High Quality and Differentiated Effectively 
- Universal Screening Benchmark 
- Error Analysis & Diagnostic Assessment for determining Instructional Match 
- Progress Monitoring 
- Data Based Decision Making 
- *Interventions/Supplemental Instruction* 

Tier One Differentiated Instruction



Instructionally...Avoid This!



Plan Professional Development in Differentiating Instruction

- Differentiated Instruction is the planning and carrying out of *varied* approaches to the content, process, products, and environments of learning in anticipation of, as well as in response to, learner differences in readiness, interest, affect, and student learning profiles.



Focus on Differentiating...

- The **Content**: The curriculum and its input; the 'know, understand, and be able to do'
- The **Process**: The sense-making activities
- The **Product**: The exhibition of learning or the demonstration of mastery
- The **Environment**: The concrete operation and the abstract tone



Focus on Differentiating Instruction

- Create a **Climate** conducive to learning
 - Agreements and procedures
 - Arrangement
 - Lighting and color
 - ~~~Flow~~~ of traffic and time
 - Relationships and belonging
 - Classroom culture
 - Learner belief
 - The single best advance predictor of success is expectancy, or belief; importance is second
 - Maslow's Hierarchy



Focus on Differentiating Instruction

- Take into account **Learner Differences** in readiness, interest, learning styles and preferences, etc.
 - Assess readiness with pre-assessment and connecting prior knowledge
 - Survey learner interests
 - Visual, auditory, kinesthetic, tactile
 - Multiple intelligences
 - Balance of competition and collaboration
 - Processing time, resources, organization
 - Practical / creative activities



Focus on Differentiating Instruction

- Use formative **Assessment** to inform instruction; check for understanding before, during, & after the learning
 - Entrance and Exit Cards
 - **Every Person Responds** activities
 - Focused Listing (of ideas, points, etc.)
 - Opinion Polls
 - One Minute Paper (summary, important points)
 - Muddiest Point (needs more explanation or clarity)
 - Repeat Back (in student speak)



Focus on Differentiating Instruction

- Use a **Curriculum Approach** that appeals to a variety of learner differences
 - Reading text
 - Visual aids
 - Lecture
 - Case studies
 - Discussion techniques
 - Research
 - Hands on activities
 - Work alone or collaborate
 - Technology tools



Focus on Differentiating Instruction

- **Compact the Curriculum**; maximize time for enhanced learning experiences for more experienced learners
 - Pre-assess, identify strengths, plan for skill gaps
 - Create advanced challenges; research, problem based learning, investigations, learning contract, complex project, etc.
 - Side Bar Study
 - Standard / Objective / Concept
 - Vocabulary and Resources
 - Project / Activity
 - Project completion date and Presentation



Focus on Differentiating Instruction

- Use of **Instructional Strategies** to increase engagement, meaning, memory, novelty, and speed of learning.
Graphic Organizers Jigsaw Activities
Non Linguistic Representations Cubing
RAFTs Think.Pair.Share Humor
Note Taking Devices Think Dots
Task Cards Anchor Activities Contracts
Color Role Play Sponge Activities
Compare/Contrast Games



Focus on Differentiating Instruction

- Vary the **Grouping** of Students
 - TAPS- Total, Alone, Pairs, Small groups
 - Whole class instruction when appropriate
 - Think time and individual accountability
 - Pairs work and process together
 - Small homogenous or heterogeneous groups collaborate on a task
 - Grouping Cards to group and regroup learners during a lesson or day
 - Seems random, but students can't manipulate their group... but the instructor can!
 - Pairs, triads, small groups, two teams



Focus on Differentiating Instruction

- **Adjustable Assignments**/Tiered Tasks : Those coherent, relevant, powerful, transferable, authentic, meaningful tasks that s-t-r-e-t-c-h learners.
 - Basic to Critical using verbs from Bloom's
 - Foundational to Transformational (know to use)
 - Concrete to Abstract (facts to meanings)
 - Simple to Complex (big picture to issues)
 - Single to multi-facet (few steps to making connections)
 - Small to great leap (absorb to transfer)
 - Structured to open-ended (right/wrong answers to design)
 - Dependent to independent (teacher made to student generated)
 - Slow to fast (based on degree of challenge)



Focus on Differentiating Instruction

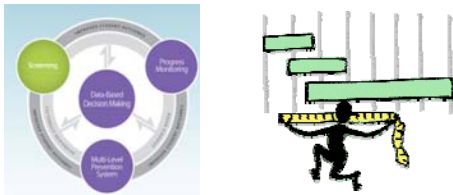
- Provide opportunities for **Choice**; a balance of selection by teacher and choice by student in exchange for responsible, high quality work.
 - Simple as sequence to...
 - Resources and materials
 - Choice Boards
 - Side Bar Studies
 - Task Cards
 - Mastery products
 - Pair or group work with work roles




Learning to be an excellent teacher is a career-long undertaking, because a great teacher is *never* a finished product, but rather *always* in the process of becoming.

T.E. Cronin

Screening and Progress Monitoring




Screening and Progress Monitor

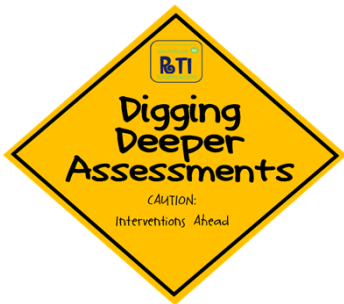
- Choose a Universal Screening tool with companion progress monitoring 
- <http://www.rti4success.org/resources/tools-charts/screening-tools-chart>
- http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/elementary_assessments_4-9-12.pdf
- http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/secondary_assessments_4-9-12.pdf



Screening and Progress Monitor

- Choose a Universal Screening tool with companion progress monitoring 
- <http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model>
- <http://www.rti4success.org/essential-components-rti/universal-screening>
- <http://www.intensiveintervention.org/assessment/universal-screening>
- http://www.aea10.k12.ia.us/curr/Universal_Screening.pdf


Diagnostic Assessment





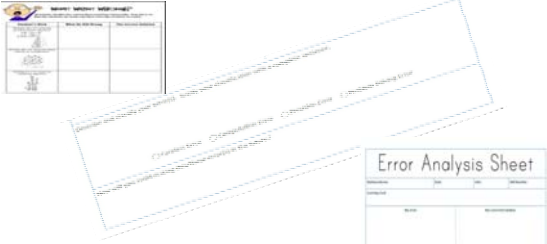
Literacy Diagnostics

- Phonemic Awareness Skills Screener <http://www.senia.asia/wp-content/uploads/2011/02/PASS-directions.pdf>
- Phonemic Awareness Skills Test (PAST) http://lpkidtalk.weebly.com/uploads/1/9/7/7/19778871/past_directions.pdf
- Quick Phonics Screener <http://www.wovsed.org/RtI%20Forms/Other%20RtI%20Forms/QuickPhonicsScreener.pdf>




Math Error Analysis

- Google and Google Image are rich with templates and worksheets for thorough error analysis and student instruction!

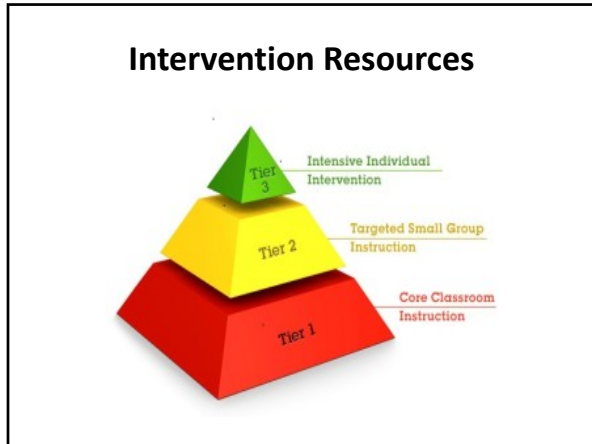


Decision Making Rules, Criteria, Guidelines, Procedures....



Decision Making Check List

<ul style="list-style-type: none"> Screening and Progress Monitor Assessments Data Consult Teams (grade levels staff and others) Problem Solving Team <ul style="list-style-type: none"> – Agenda and problem statement development MTSS calendar of events Cut scores Trigger points Goal setting formula Survey Level Assessment if students cannot be monitored on grade level 	<ul style="list-style-type: none"> Decision Making Criteria <ul style="list-style-type: none"> – Dismissal – Adequate response – PM level change needed – Inadequate response; problem solve Diagnostic assessments or error analysis process to determine instructional match Intervention group guidelines Intervention time and personnel Fidelity check formats Generalization plan format Evidence- or research-based interventions
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Intervention Resources


- Florida Center for Reading Research (fcrr.org)
- For Instructional Routines go to:
- Fcrr.org
- Click: For Educators (at top)
- Click: Empowering Teachers (on left)
- Click: **Instructional Routines** (explicit teaching protocols by sub-skill)
- Choose: K and 1st or 2nd and 3rd (select by sub-skill; please disregard grade level)
- PA, PH, FL, Vocab, Comp.

- For aligned activities go to:
- Fcrr.org
- Click: For Educators
- Click: **Student Center Activities** (activities, games, centers, practice, etc.)
- Click directly on grade levels and Student Center Activities
- -OR-
- Click: Search Tool for Links to Instructional Materials
- Other helpful tools-
- Planning Instruction and Tracking Progress
- Principal Reading Walk-Through Checklists
- Additional Documents (powerpoints, etc.)
- One of my absolute favorites is Torgeson: <http://www.fcrr.org/science/powerpoint/torgesen/IDA-Seattle-Wednesday.ppt#391,32,Slide 32, Slide 61>
- (THE ENTIRE POWERPOINT IS WORTH VIEWING!!!)32

Intervention Resources


- National Center on Intensive Intervention
- <http://www.intensiveintervention.org>
 - Academic Interventions
<http://www.intensiveintervention.org/chart/instructional-intervention-tools>
 - American Institutes for Research
<http://www.air.org/project/national-center-intensive-intervention>
 - RTI Action Network
<http://www.rtinetwork.org/essential/tieredinstruction/tier3>

Intervention Resources



- Mathematics interventions for struggling learners
- <http://educationnorthwest.org/resources/mathematics-interventions-what-strategies-work-struggling-learners-or-students-learning>
- University of Missouri Math Interventions List
- http://ebi.missouri.edu/?page_id=805
- Intervention Central, Math
- <http://www.interventioncentral.org/academic-interventions/math>

Intervention Resources



- U.S. Department of Education, Institute for Education Sciences, What Works Clearinghouse Collaborate to develop Practice Guides:
- Reading
<http://ies.ed.gov/ncee/wwc/PracticeGuide/3>
- Math
<http://ies.ed.gov/ncee/wwc/PracticeGuide/2>

Academic MTSS Resources

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