

 **Rapid Turnaround in an Intentional Instructional Framework**

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**Rapid Turnaround**  
**Emerging and Sustaining Practices**





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**Multi-tiered System of Supports**

- MTSS is an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the academic achievement and behavioral health needs of **ALL STUDENTS.**



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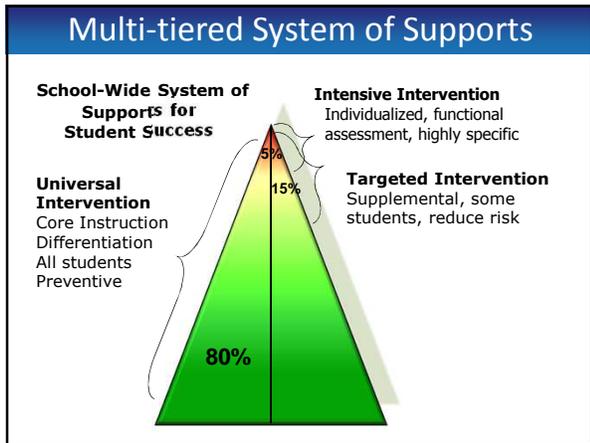
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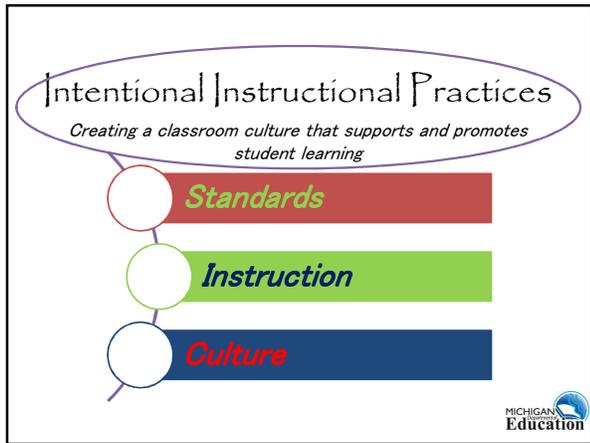
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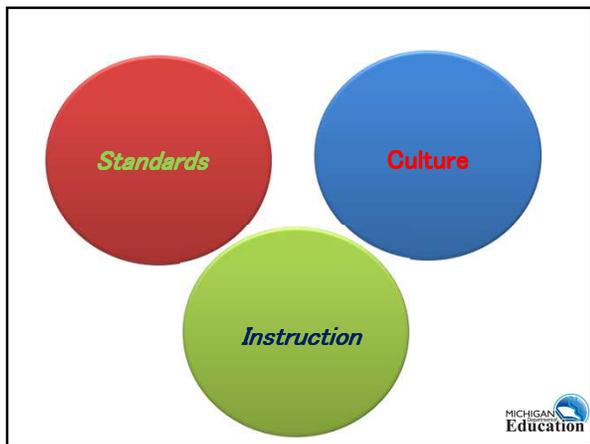
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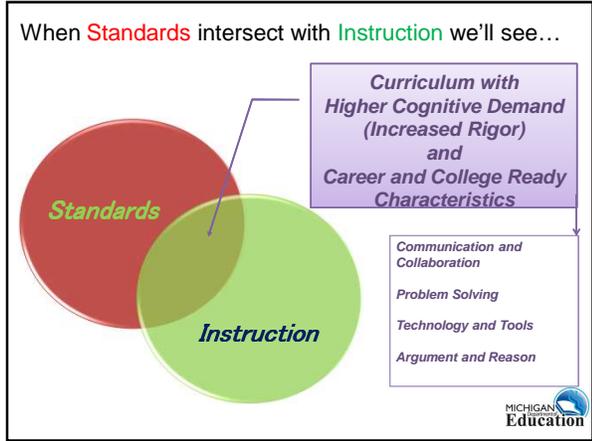
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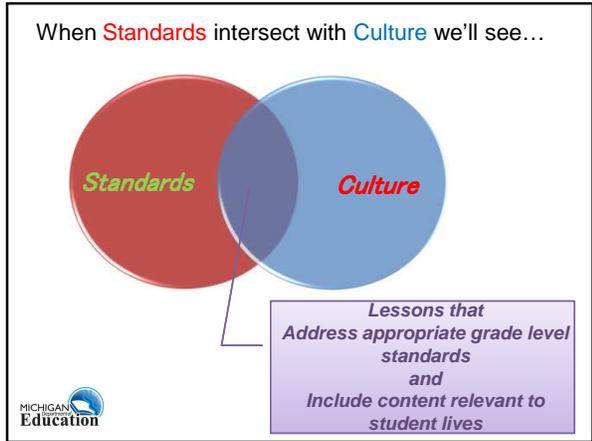
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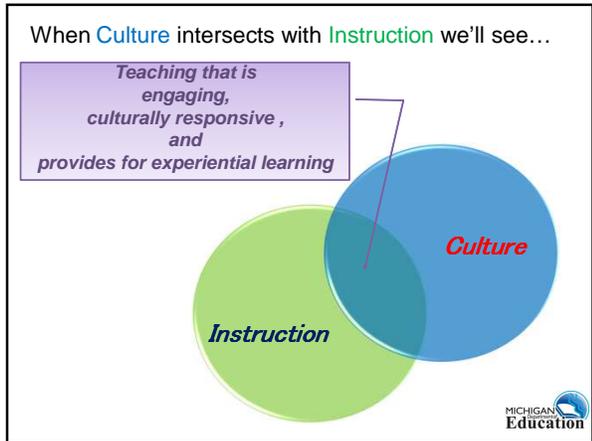
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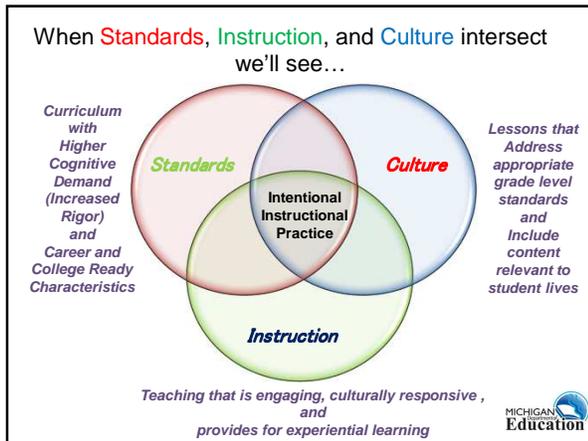
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*So what?*

**Career and College Ready Students:**

- Use **technology and tools** strategically in learning and communicating
- Use **argument and reasoning** to do research, construct arguments, and critique the reasoning of others
- Communicate and collaborate** effectively with a variety of audiences
- Solve problems**, construct explanations, and design solutions

*And why?*

**Tasks Worth Doing**  
**Tests Worth Taking**

- Real World Challenges
- Relevant to Student Lives
- Integrate Content Areas
- Transfer of Knowledge

MICHIGAN Education

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**Intentional Instructional Practices**

Academic Vocabulary	Flexible Grouping
Depth of Knowledge	Quality Questioning

MICHIGAN Education

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**Multi-tiered System of Supports**

**Instruction & then** Interventions

- Scientifically research-based (peer reviewed & evidence based)
- Has a high probability of producing change for large numbers of students
- Is designed to be used in a standard manner across student populations
- Targeted assistance based on benchmark and screening data
- Administered by classroom teacher, specialized teacher, or external interventionist

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**Multi-tiered System of Supports**

**MTSS Cluster Areas**

1. Instruction and Interventions  
(Tiers I, II, & III)
2. Problem Solving
3. Implementation of Evidence-based Practices
4. Data and Assessment
5. Stakeholder Engagement




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**Multi-tiered System of Supports**

MTSS Cluster Areas

**Instruction and Intervention**

1. Implement effective instruction for all children
2. Intervene Early
3. Provide multi-tiered model of instruction and intervention




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**Multi-tiered System of Supports**

MTSS Cluster Areas

Problem Solving

4. Utilize a collaborative problem solving model




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**Multi-tiered System of Supports**

MTSS Cluster Areas

PROCESS CYCLE FOR SCHOOL IMPROVEMENT





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**Multi-tiered System of Supports**

MTSS Cluster Areas

Implementation of Evidence-based Practices

5. Assure research based core curriculum (aligned with Michigan's state standards)

6. Implement evidence-based, valid interventions and instruction

10. Implement with fidelity




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## Multi-tiered System of Supports

MTSS Cluster Areas

Data and Assessment

7. Monitor progress to inform instruction
8. Use data to make instructional decisions
9. Use assessments for universal screening, diagnostics, and progress monitoring




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## Multi-tiered System of Supports

MTSS Cluster Areas

Stakeholder Engagement

11. Engage parents and community (and students!)




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## Multi-tiered System of Supports

Element	Score					Cluster Total
1. Implement effective instruction for all learners – A unified system of comprehensive service delivery requiring significant general and special education system change that meets the needs of all learners.	1	2	3	4	5	___/15
2. Intervene early – All learners are screened through assessments several times per year, identifying learners who are not making expected progress. These learners are provided with targeted interventions and monitored for progress on an ongoing basis.	1	2	3	4	5	Divide the score above by 3. Average = ___/5
3. Provide a multi-tiered model of instruction and intervention – Levels of intervention will be used to meet the learning needs of all learners. Based on their performance, learners move fluidly between levels.	1	2	3	4	5	___/5
4. Utilize a collaborative problem solving model – A structured, systematic problem solving model based in general education to identify student learning needs, analysis of learning problems, and use of the analysis to guide instructional decisions.	1	2	3	4	5	___/5
5. Assure a research-based Core Curriculum (aligned with Michigan's state standards) – The curriculum is aligned with the Michigan standards to ensure that learners are exposed to curriculum that has demonstrated effectiveness in meeting the learning needs of at least 80% of the student population.	1	2	3	4	5	___/15 Include #10 below Divide the score above by 3.
6. Implement research/evidence-based, scientifically validated, instruction/interventions – The district, school, and teachers use instruction/interventions that have been validated through research/evidence as having a substantial impact on student achievement.	1	2	3	4	5	Average = ___/5

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## Multi-tiered System of Supports

### Score Sheet Activity

- Using your score sheet, ***individually*** rate where you think your school is at with implementation of each essential element of MTSS with  
**1 = Not At All** and **5 = Fully**
- For the cluster areas with 3 elements added together, take the total score for all 3 and divide it by 3. Write this number in the box for later use.




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## Multi-tiered System of Supports

### Team Score Sheet Activity

Team Convergence/Divergence Chart

Essential Component Cluster	Circle your highest and lowest scores from any team member					Range Subtract highest from lowest
Instruction/Intervention- #1, #2, #3	1	2	3	4	5	
Problem Solving- #4	1	2	3	4	5	
Implementation/Fidelity/Evidence Based Practices- #5, #6, #10	1	2	3	4	5	
Data/Assessment- #7, #8, #9	1	2	3	4	5	
Stakeholder Engagement- #11	1	2	3	4	5	

**Discussion**

- What cluster holds your team's largest range in scores?
- Is this surprising to your team?
- How might this change your plan of action?
- Do you feel like this is an honest reflection of your state of implementation of MTSS?

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## Multi-tiered System of Supports

### Team Gap Analysis Activity

- Working with your team, use the "Team Convergence/Divergence" sheet to analyze the varying perspectives you hold on your system.
- For each cluster area listed, take the highest score from your team and subtract the lowest score from your team. A **higher number indicates a larger gap (divergence)**, while a **lower number indicates more agreement (convergence)**.
- Use the questions below the table to guide your discussion around your team's perception data.

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**Multi-tiered System of Supports**

**The Foundation:  
Implementation Fidelity**

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**Multi-tiered System of Supports**

***A poorly implemented program can lead to failure as easily as a poorly designed one.***

- Mihalic, Irwin, Fagan, Ballard & Elliott, 2004

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**Multi-tiered System of Supports**

**What We Have from Statewide Implementation Nationally**

- Full implementation with integrity takes 3-5 years.
- Integration of academic and behavior problem-solving is critical
- Level of implementation is directly related to student outcomes
- Level of adult readiness directly correlates to level of implementation
- Implementation is a district-wide systems change process
- Success of Tiers 2 and 3 determined by effectiveness of Tier 1
- This HAS TO BE an all education initiative
- On-going evaluation is critical to implementation effectiveness

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# Multi-tiered System of Supports

## Tools & Resources

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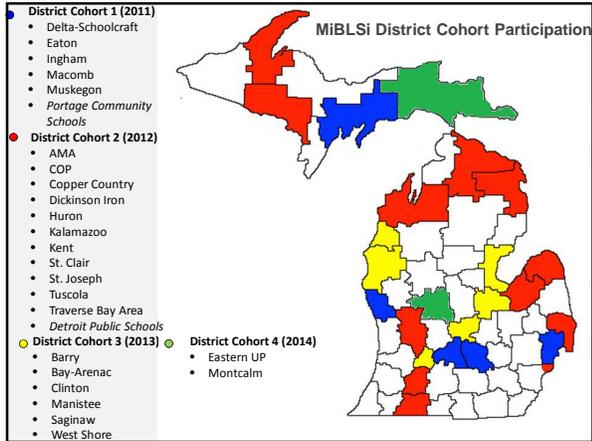
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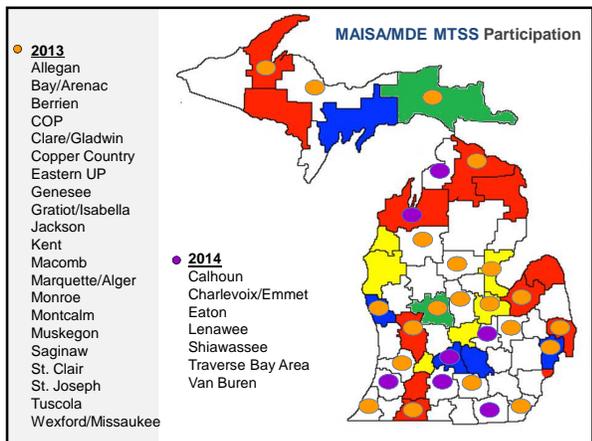
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## Multi-tiered System of Supports

### Resources & References

- MiBLSi ←
- RtI Action Network
- Center on Instruction
- National Center on Response to Intervention
- George Batsche – University of South Florida
- What Works Clearinghouse
- Institute of Education Sciences (IES) ←
- McREL
- Florida, Colorado, Kansas
- National Implementation Research Network (NIRN) ←

*There are sample items from the resources with the ← next to them located behind the Tier I tab in your binder.*

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## Coming to a Region Near YOU!

### Statewide Collaborative Supports

- Statewide message for MTSS and the 4 intentional instructional practices
- Best practices in tier I instruction within an MTSS framework
- Build a repository of statewide exemplars and resources for profession networking





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## Multi-tiered System of Supports

### Contact Information

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