Multi-Tiered System of Supports (MTSS): Building a Robust Tier 1 System

Tessie Rose Bailey, PhD
Session Outcomes

At the end of the session, participants will be able to:

• Define and explain the relationship among evidence-based practices (EBPs), high leverage practices (HLPs) and Tier 1 system within MTSS.
• Use existing tools and resources to select and evaluate Tier 1 practices.
• Support implementation of EBPs and HLPs within Tier 1 of multi-tiered system of support (MTSS).
Agenda

- 9:00 – 9:30  Welcome and Overview
- 9:30 – 10:15  Introduction to HLPs and EBPs within Tier 1 of MTSS
- 10:15 - 10:30  Break
- 10:30 – 12:00  Selection and Evaluation of EBPs and HLPs
- 12:00 – 1:00  Lunch
- 1:00 – 1:15  Reflection Activity
- 1:15 – 2:45  Effective Implementation of EBPs and HLPs within Tier 1
- 2:45 – 3:00  Closing and Next Steps
“Life is really simple, but we insist on making it complicated.”

— Confucius
There is no way a single teacher has all the time, all the knowledge, and all the skills to meet all the needs of every child in his or her class(es).

Buffman, Mattos, & Webber 2009

We depend on collective efficacy.
Collective Teacher Efficacy is the collective belief of educators in their ability to positively affect students.

(Donohoo, 2017; Hattie, 2017)
Collective efficacy is more than just ‘beliefs’. It is built on evidence of impact.

Collective belief that you can make a difference. \times \text{Evidence you are making a difference.} = \text{ES} = 1.57^* 

(Eells, 2011; Hattie, 2017)
MTSS provides the data and infrastructure to develop collective efficacy!

**Tier 1: Universal Level of Prevention**
- 80% of students

**Tier 2: Targeted Level of Prevention**
- 15% of students

**Tier 3: Intensive Level of Prevention**
- 3% to 5% of students

**SWDs, GT, ELLs**
- Receive services at all levels, depending on need
Remember: MTSS is About Addressing the Whole Child

Supports are tiered, NOT students
Tier 1 is the most important level of support!

• Designed and implemented to meet the needs of greatest number of students with diverse learning needs.

• Provides the greatest opportunity for collective efficacy and impact.

• Provides the foundation for successful supplemental intervention, enhancement, and special education, as appropriate.
Ineffective Tier 1 focuses on the **wrong** questions.

- How do we get students proficient on state tests?
- What curriculum, interventions or data systems should we purchase?
- How do we meet the legal requirements of state or federal law?
- What is wrong with the students?
- What is wrong with the teacher or school?
Effective Tier 1 focuses on the **right** questions!

- What do we want for our children, educators, and schools?
- What is our current reality and who are the players?
- What do our children, educators, and schools need to be successful?
- How can we maximize our resources to support students, teachers, and schools?
Activity: What is stopping your collective efficacy of Tier 1?

- **THINK:** Where do your Tier 1 data (i.e., state test, classroom, benchmarking) indicate that students are not performing as expected?

- **CREATE:** With your table, create a list of the things that are “stopping you” from improving Tier 1 student performance.

- **ORGANIZE:** With your table, organize your list into four categories based on focus: instruction, curriculum, environment, or leaner.
### Activity: What is Stopping You?

| **Instruction:** | How curriculum is taught and presented.  
| EX., techniques, style, feedback, level of instruction, quality and presentation of instruction, grouping, vocabulary |
| **Curriculum:** | Refers to what is taught.  
| EX., scope and sequence, pacing within and between topics, difficulty, materials, relevance. |
| **Environment:** | Classroom/school/peer = where instruction occurs. Family/community = outside classroom environment.  
| EX., attendance, expectations, behavior, classroom management, relationships, schedule |
| **Learner:** | who is being taught  
| EX., motivation, prerequisite skills, organization/study habits, abilities, impairments, and history of instruction. |
Reflection

• What are the top 2-3 things stopping your school/district from achieving collective efficacy of Tier 1?
Introduction to HLPs and EBPs within Tier 1 of MTSS
What’s in a name?

• Evidence-based Practices
• Evidence-based Intervention
• Validated Interventions
• High Leverage Practices
• Effective Instructional Practice
• High Yield Practices
• Research-Based Practices
• Tier 1 practices
• Others?
Guiding Questions

• What are EBPs and HLPs within Tier 1 MTSS?
• What is the relationship among the three terms?
## Academic Illustration of Instruction and Intervention Across the Tiers

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction or Intervention Approach</strong></td>
<td>Comprehensive, research-based curriculum</td>
<td>Standardized, targeted small-group instruction</td>
<td>Individualized, based on student data</td>
</tr>
<tr>
<td><strong>Group Size</strong></td>
<td>Classwide (with some small-group instruction)</td>
<td>3–7 students</td>
<td>No more than 3 students</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Screening, at least 2-3 times yearly</td>
<td>At least biweekly or monthly</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Population Served</strong></td>
<td>All students</td>
<td>Students identified as at risk (~15%–20%)</td>
<td>Significant and persistent learning needs, nonresponders (3%–5%)</td>
</tr>
</tbody>
</table>
So, what really is Tier 1?

Foundation of MTSS.
What is Tier 1?

• The education system designed to meet the diverse needs of its learners.

• Includes the ‘what’ and ‘how’.

• Includes every that is NOT “intervention”. For example,
  » Core academic and behavior curriculum and instruction
  » Schedule
  » Teacher – student interaction
  » School culture
  » Standards
  » State- and district-requirements
  » Technology and resources
So, why does it matter?

The greatest threat to MTSS implementation and school success is poor quality Tier 1.
Impact of poor quality of Tier 1 programming

Increase in # of students in intervention.

Decrease in impact of interventions and instruction.

Fuchs & Fuchs, 2017
Indicators of Tier 1 Concerns: How Many Do You See?

✓ Less than 75-80% of students are identified as at or above grade level expectation or identified measures.
✓ Inconsistent performance across classrooms, grades, or schools.
✓ Poor attendance, low student engagement, and/or frequent behavior problems.
✓ High rates of students (>20%) identified for supplemental support.
✓ Differential benefit across subpopulations.
✓ Low teacher satisfaction or engagement.
Critical Features of Tier I Instruction

**Design**
- Uses research-based curriculum materials
- Articulation of teaching and learning (in and across grade levels)
- Curriculum aligned with state standards
- Schedule

**Delivery**
- EBPs and high leverage practices
- Consistent use of differentiated instruction
- Inclusion of students with disabilities and those exceeding benchmark
Activity: Making Connections - Self-Evaluation of Tier 1 System

With your team/table, rate the extent to which your school/district’s Tier 1 system includes basic criteria.

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<th>Articulation of Teaching and Learning (in and across grade levels)</th>
<th>Research-Based Curriculum Materials</th>
<th>Some core curriculum materials are research based for the target population of learners (including subgroups)</th>
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<td>Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grades so that students have highly similar experiences, regardless of their assigned teacher.</td>
<td>Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.</td>
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<td>Differentiated Instruction</td>
<td>Neither of the following condition is met: (1) interviewers can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewers can explain how most teachers in the school use student data to identify and address the needs of students.</td>
<td>Both of the following conditions are met: (1) interviewers can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewers can explain how most teachers in the school use student data to identify and address the needs of students.</td>
<td></td>
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<td>Standards-Based</td>
<td>The core curriculum (e.g., academics, behavior, social-emotional) is not aligned with the state standards.</td>
<td>The core curriculum (e.g., academics, behavior, social-emotional) is partially aligned with the state standards.</td>
<td>The core curriculum (e.g., academics, behavior, social-emotional) is aligned with the state standards.</td>
<td></td>
<td></td>
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</table>

### Directions:
Read the descriptors in each column. With your team, determine which descriptor best describes your current Tier I system in one or more domains.
**Reflection: Strengths and Areas for Growth?**

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<th><strong>Instruction:</strong> How curriculum is taught and presented.</th>
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High Leverage Practices (HLPs)

• “A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession.”
  (Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880)

• HLPs are HOW teachers deliver instruction. All teachers should have deep knowledge in a core set of effective instructional practices.
  (McLeskey & Brownell, 2015)
HLPs at Tier 1

HLPs are applicable to the everyday work of teachers

- Fundamental to effective teaching across the tiers
- Cut across content domains and grade levels
- Used frequently
- Supported by research
Examples of HLPs

Handout: Assessing Implementation of Tier 1 Instructional Practices
**Activity: Assessing Implementation of the Tier 1 Instructional Practices (page 5 only)**

- With your team, read each descriptor and place an X in the column that best describes the extent to which teachers in your school/district consistently and effectively use these practices in the delivery core instruction (0 = not observed/very few, 1 = some teachers, 2 = most teachers).

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<td>In a group discussion, the teacher and all of the students work on specific content together, using one another’s ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others’ contributions.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Explaining and modeling content, practices, and strategies</strong></td>
<td>Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling “modeling.” Modeling includes verbal explanation, but also thinking aloud and demonstrating.</td>
<td></td>
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<td><strong>Eliciting and interpreting individual students’ thinking</strong></td>
<td>Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student’s thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student’s ideas and methods.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Diagnosing particular difficulties</strong></td>
<td>Although there are important individual and cultural differences among students, there are also common challenges that students face in the classroom. Identifying and addressing these difficulties can be crucial to the success of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
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What are Evidenced-Based Practices (EBPs)?

EBPs are delivered using HLPs!

- Are content specific
- Developmentally appropriate
- Learner dependent
- Supported by research
Resources for Evaluating and Selecting Evidence-Based Practices

NCII Interventions Tools Chart
http://www.intensiveintervention.org/chart/instructional-intervention-tools

What Works Clearinghouse

Best Evidence Encyclopedia
http://www.bestevidence.org/

Handout: Tools for Identifying Evidence-Tier 1 High-Leverage and Based Practices
## Sample Tier 1 Adolescent Literacy Practices

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendations</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide explicit vocabulary instruction.</td>
<td>Strong</td>
</tr>
<tr>
<td>2</td>
<td>Provide direct and explicit comprehension strategy instruction.</td>
<td>Strong</td>
</tr>
<tr>
<td>3</td>
<td>Provide opportunities for extended discussion of text meaning and interpretation.</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>Increase student motivation and engagement in literacy learning.</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

(Kamil, Borman, Dole, et al., 2008)
Creating your Elevator Speech

• What do you want to share with others about the relationships among HLPs, EBPs, and Tier 1? In three sentences or less, create an elevator speech explaining the relationship between EBPs and HLPs and how they support Tier 1 implementation (30 sec or less).

• Be prepared to share!
Share your elevator speech!

• Stand up!

• **Walk 10 steps from your table and find a new friend.**

• Briefly introduce yourself, and give your elevator speech.

• **SWITCH ROLES!**

• **Walk 10 more steps and find a newer friend.**

• Repeat the process

I’ve got a great speech. HLPs & EBPs are cool.

WOW!
Relationship Between HLPs and EBPs

Tier 1 System of Curriculum and Instruction

- Leading a group discussion
- Explaining and modeling content, practices, and strategies
- Eliciting and interpreting individual students’ thinking
- Coordinating and adjusting instruction during a lesson
- Implementing norms and routines for classroom discourse and work
- Specifying and reinforcing productive student behavior
- Providing oral and written feedback to students
- Implementing organizational routines
- Building respectful relationships with students
- Analyzing instruction for the purpose of improving it

- Writing EBPs
- Behavior EBPs
- Social Emotional EBPs
- Math EBPs
- Literacy EBPs
- Speech and Language EBPs
Selection and Evaluation of EBPs within Tier 1
There is no single evidence-based practice that works for every student in every situation.
Considerations for Selecting EBPs in Tier 1

<table>
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<th>Cost, specialized training, or complexity are feasible within current context.</th>
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<tr>
<td><strong>Acceptability</strong></td>
<td>Acceptable for impacted stakeholders, including teachers, leaders, and families.</td>
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<tr>
<td><strong>Impact</strong></td>
<td>Evidence that it produced positive results on desired outcomes, strength of the effects, and amount of evidence.</td>
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<tr>
<td><strong>Relevance</strong></td>
<td>Research demonstrates impacts in similar setting and with children with similar characteristics (age/grade, cultural, needs, socioeconomic).</td>
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</table>
Varying Evidence Standards

Research-Based Curricula

- Recommended for primary prevention (Tier 1) across subjects
- Practices/components have been evidenced-based and found to be generally effective
- Curriculum materials have not been rigorously evaluated as a package

EBPs

- Recommended for secondary and tertiary prevention (Tiers 2-3)
- Materials evaluated using rigorous research design
- Evidence of positive effects for students who received the intervention

Evidence-Based Intervention
IES Practice Guides: Selecting Tier 1 EBPs

- Across multiple academic subjects
- Early childhood to post-secondary
- Special populations

Includes:
- Summary of research evidence
- Summary of supported practices with examples
- Recommendations for addressing educational issue.
- Additional resources: tips for implementation, videos, and fidelity checklists
Identifying Tier 1 Evidence-Based Practices

- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
- Teaching Secondary Students to Write Effectively
- Teaching Elementary School Students to Be Effective Writers
- Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

See full list of Practice Guides at https://ies.ed.gov/ncee/wwc/PracticeGuides
## Tier 1: Early Elementary Literacy Practices

<table>
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<tr>
<th>#</th>
<th>Recommendations</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teach students <strong>academic language skills</strong>, including the use of inferential and narrative language, and vocabulary knowledge.</td>
<td>Minimal</td>
</tr>
<tr>
<td>2</td>
<td>Develop awareness of the <strong>segments of sounds</strong> in speech and how they link to letters.</td>
<td>Strong</td>
</tr>
<tr>
<td>3</td>
<td>Teach students to <strong>decode words, analyze word parts, and write and recognize words</strong></td>
<td>Strong</td>
</tr>
<tr>
<td>4</td>
<td>Ensure that each student <strong>reads connected text every day to support</strong> reading accuracy, fluency, and comprehension.</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

(Foorman, B., Beyler, N., Borradaile, et al., 2016).
### Tier 1: 4th-8th Math Instructional Practices

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<tbody>
<tr>
<td>1</td>
<td>Prepare problems and use them in whole-class instruction</td>
<td>Minimal</td>
</tr>
<tr>
<td>2</td>
<td>Assist students in monitoring and reflecting on the problem-solving process.</td>
<td>Strong</td>
</tr>
<tr>
<td>3</td>
<td>Teach students how to use visual representations.</td>
<td>Strong</td>
</tr>
<tr>
<td>4</td>
<td>Expose students to multiple problem-solving strategies.</td>
<td>Moderate</td>
</tr>
<tr>
<td>5</td>
<td>Help students recognize and articulate mathematical concepts and notation.</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

(Woodward, Beckmann, Driscoll, et al., 2018)
Demonstration of Using IES Practice Guides

Recommendation 1

Definitions of routine problems

Routine problems are methods familiarizing previously step-by-step fashion.

Non-routine problems are those that are not seen in the same way as other problems.

Prepare problems and use them in whole-class instruction

A sustained focus on problem solving is often missing in mathematics instruction, due to other curricular demands placed on teachers and students. Daily math is usually limited to learning and practicing new skills, leaving problem-solving as an independent seatwork or homework assignment. The panel believes instruction solving must be an integral part of each curricular unit, with time allocated for problem-solving activities with the whole class. In this recommendation, the panel provides thoughtful preparation of problem-solving lessons. Teachers are encouraged to use problems intentionally and to ensure that students have the language and content knowledge necessary to solve the problems.

Potential roadblocks and solutions

Roadblock 1.1. Teachers are having trouble finding problems for the problem-solving activities.

Suggested Approach. Textbooks usually include both routine and non-routine problems, but teachers often have a hard time finding non-routine problems that fit their lesson’s goals. In addition to the class text, teachers may need to use ancillary materials, such as books on problem solving and handouts from professional-development activities. Teachers also can ask colleagues for additional problem-solving activities or work on teams with other teachers or with instructional leaders using lesson study to prepare materials for problem-solving instruction. Teachers also can search the Internet for examples. Helpful online resources include Illuminations from the National Council of Teachers of Mathematics, problems of the week from the Math Forum at Drexel University, and practice problems from high-quality standardized tests such as the state assessments, the Trends in International Mathematics and Science Study (TIMSS), the Programme for International Student Assessment (PISA), and the Scholastic Assessment Test (SAT).

Roadblock 1.2. Teachers have no time to add problem-solving activities to their mathematics instruction.

Suggested Approach. The panel believes that including problem-solving activities throughout each unit is essential. To make time during instruction, teachers should consider balancing the number of problems

This problem is likely routine for a student who has studied and practiced determining the area of triangles and graphing in coordinate planes.

The triangle is 12 square units. Find a point that works as the third vertex.
IES Practice Guide: Supplemental Resources
Activity: Using WWC to Identify EBPs

• **Access WWC** and select an IES Practice Guide (i.e., where are students struggling?)

• **Review the recommendations** and assess the extent to which these the practices are consistently implemented.

• **Identify 2-3 next steps** for implementing the recommendations within Tier 1.
No IES Practice Guide? Key Considerations When Selecting Tier 1 EBPs

✓ Does evidence suggest the intervention is expected to lead to improved outcomes?
✓ Will the grouping strategy, duration, and frequency provide sufficient opportunities to respond and receive feedback?
✓ Does the instruction align with the standards and match to the learners’ readiness and needs?
✓ Does it assist learners in generalizing the learned skills to other learning settings or other tasks?
✓ Does the instruction include elements of explicit instruction?
✓ Do the students have opportunities to develop the behavior skills necessary to be successful learners?
Resources for Evaluating and Selecting Evidence-Based Practices

- NCII Interventions Tools Chart

- What Works Clearinghouse

- Best Evidence Encyclopedia

*Handout: Tools for Identifying Evidence-Tier 1 High-Leverage and Based Practices*
### Remember: Considerations for Selecting EBPs in Tier 1

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Selection and Evaluation of HLPs within Tier 1
Levels of Evidence: HLPs

**Research Evidence (ex.)**

- Setting long- and short-term learning goals for students (ES = .59 - .68)
- Implementing organizational routines (ES = .52)
- Building respectful relationships with students (ES = .52)
- Providing oral and written feedback to students (ES = .70)
- Explaining and modeling content, practices, and strategies (ES = .60)

**Policy and Practice**

- Talking about a student with parents or other caregivers
- Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction

(Hattie, 2018)
**Activity: Assessing Implementation of the Tier 1 Instructional Practices**

- With your team, read each descriptor and place an X in the column that best describes the extent to which teachers in your school/district consistently and effectively use these practices in the delivery core instruction (0 = not observed/very few, 1 = some teachers, 2 = most teachers).

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<td>Diagnosing particular student needs</td>
<td>Although there are important individual and cultural differences among students, there are also common needs and learning trajectories. Teachers use their observations of students’ thinking in their formative and summative assessments to identify specific strengths and needs of individual students.</td>
<td></td>
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Selecting HLPs to Support EBP Implementation

• As you watch the video, identify the HLPs necessary to implement the EBP of teaching problem solving.

• How many HLPs did you find were necessary to implement this EBP?
Selecting HLPs to Support EBP Implementation

• As you watch the video, identify the HLPs necessary to implement the EBP of teaching comprehension strategies.

• How many HLPs did you find were necessary to implement this EBP?
Spotlight on HLPs in Practice
Model of Explicit Instruction

### Clear Objective
- Important focus
- Specific learning outcome

### I Do

#### Modeling
- Clear Explanation
- Planned Examples

#### Practice
- Guided Practice
- Independent Practice

### We Do

### You Do

### Supporting Practices
- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace
Why are the Supporting Practices so important?

“Even when you have crafted an exquisite, well-structured lesson or adopted a curriculum material with explicit lessons of high quality, it is still possible that some students may not be totally riveted to your every word or deeply processing the lesson content.”

Archer & Hughes (2011) p.131

Checklist

The methods used to elicit a response should:

❑ Maintain or check accuracy of processing
❑ Match the learning outcome
❑ Match student abilities
❑ Match the desired response format
❑ Maximize student involvement
The methods used to elicit a response should:

- Maintain or check accuracy of processing
- Match the learning outcome
- Match student abilities
- Match the desired response format
- Maximize student involvement
Two broad purposes

- Maintain processing
- Check accuracy of processing
Maintain processing

Involve students as often as possible

Modeling

4 responses per minute

Practice

≥ 1 response per minute

Our goal is to keep students’ heads in the game
Check accuracy of processing

Assess understanding as you teach

- Adapt instruction based on informal formative assessment
Effective methods for eliciting responses

<table>
<thead>
<tr>
<th>Whip Around</th>
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Effective methods for eliciting responses

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- Ask a question with many possible responses
- Go up and down the rows and ask for student responses without any interruption
- *Students are allowed to pass if response has already been said*
Effective methods for eliciting responses

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Choral Response

- Ask a question
- Allow thinking time
- Ask for everyone’s response after a signal
Effective methods for eliciting responses

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**Hand Signals**

- Ask a question
- Allow thinking time
- Ask for everyone’s response after a signal
- Responses include:
  - Thumbs Up-Down
  - Fist-to-Five
  - Fingers as Number
## Effective methods for eliciting responses

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### Cued Retell

- Students work in partners
- One partner explains a concept that was recently taught while the other partner listens and provides prompting/support when necessary
Effective methods for eliciting responses

- Ask a question
- Each student writes the answer on his/her own white board
- When signaled, students display their answers to the question on the white boards

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Effective methods for eliciting responses

Response Cards

• Give each student a response card
  • *They can be preprinted, write-on, or blank*
• Ask a question
• When signaled, each student holds up his/her own response card to display their response to the question
Effective methods for eliciting responses

- **Whip Around**
- **Choral Response**
- **Hand Signals**
- **Cued Retell**
- **White Boards**
- **Response Cards**
- **Turn & Talk**
- **Stop & Jot**
- **Individual Response**

### Turn & Talk

- Ask a question and provide thinking time
- Ask students to get into partners to discuss the answer to the question
- Call on students to share what his/her partner said
Effective methods for eliciting responses

- **Stop & Jot**
  - After long periods of teacher talk, ask a comprehension question
  - Allow students to synthesize what they have learned thus far by stopping and jotting (writing a quick response)
Effective methods for eliciting responses

- Whip Around
- Choral Response
- Hand Signals
- Cued Retell
- White Boards
- Response Cards
- Turn & Talk
- Stop & Jot
- Individual Response

**Individual Response**

**Cold Call:**
- Ask a question directly to an individual student following teacher instruction

**Friendly Cold Call:**
- Ask students to put a thumbs up on the desk if he/she wouldn’t mind being called on and call on one of them
Table Talk

Which of these methods have you previously used? What has worked well? What challenges have you faced?

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**Effective methods for eliciting responses**

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<tr>
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Real video example

- Identify the purpose for each response elicited:
  - Maintain Processing
  - Check Accuracy of Processing

• Devin Kearns
Checklist

The methods used to elicit a response should:

- Maintain or check accuracy of processing
- **Match the learning outcome**
- **Match student abilities**
- Match the desired response format
- Maximize student involvement
Match the method of eliciting responses to desired learning outcome and student abilities

- Think about what students have already processed – **build on the foundation**
- Think about what students know now and what they will be learning – **sequence appropriately**
- Think about how students might respond to a question or instruction – **phrase purposefully**
Lead teacher demonstration

Link to Video: [https://youtu.be/7nsZjwmlPQ?t=58](https://youtu.be/7nsZjwmlPQ?t=58)

**Context:**
Ms. Pollack is a 1st grade special educator teaching a reading lesson about CVC word reading.

**Learning outcome:**
SWBAT read CVC words.
What is the level of correct responses we want when students are learning?

During I Do and We Do 80%

During You Do 90% to 95%

Ellis & Worthington (1994)
Think about your correct response rate for each of the following instances:

- When you are modeling, how often do students respond correctly?
  - Visual scale from 0% to 100%

- When your students are practicing with your guidance, how often do they respond correctly?
  - Visual scale from 0% to 100%

- When your students are practicing independently, how often do they respond correctly?
  - Visual scale from 0% to 100%
Checklist

The methods used to elicit a response should:

- Maintain or check accuracy of processing
- Match the learning outcome
- Match student abilities
- Match the desired response format
- Maximize student involvement
Responses can be...

**verbal**

'/c/ - /a/ - /t/ - cat'

**written**

I think that the setting of the story is in a city. I think this because the setting is where the story takes place. In this story, the characters all live in a busy place with skyscrapers and taxis. This sounds like a city.

**physical**

H M B
Real video example

- Mr. Xin Xu
- 1st grade geometry lesson
- What types of physical and verbal response formats does Mr. Xu elicit?
The methods used to elicit a response should:
- Maintain or check accuracy of processing
- Match the learning outcome
- Match student abilities
- Match the desired response format
- Maximize student involvement
Using effective methods to elicit frequent responses

- Maximize opportunities to respond
- Our goal is for students to be engaged
Use the most efficient approach
### Activity: Assessing Implementation of the Tier 1 Instructional Practices

- With your team, review your ratings and identify 5 HLPs necessary for improving educator practice and Tier 1 outcomes in your school/district.

<table>
<thead>
<tr>
<th>High Leverage Practice</th>
<th>Description</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leading a group discussion</strong></td>
<td>In a group discussion, the teacher and all of the students work on specific content together, using one another’s ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others’ contributions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Explaining and modeling content, practices, and strategies</strong></td>
<td>Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling “modeling.” Modeling includes verbal explanation, but also thinking aloud and demonstrating.</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Eliciting and interpreting individual students’ thinking</strong></td>
<td>Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student’s thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student’s ideas and methods.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diagnosing particular common patterns of student thinking and development in a subject-matter</strong></td>
<td>Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively and efficiently as they plan and implement instruction and evaluate student learning.</td>
<td></td>
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Effective Implementation of EBPs and HLPs within MTSS
Guiding Questions

• How can schools effectively implement HLPs in Tier 1?
• What dimensions of fidelity are essential for maximizing effects at Tier 1?
• What happens when fidelity to an EBP doesn’t lead to student growth?
Why Is Fidelity Important?

- Ensures that instruction has been implemented as intended.
- Allows us to link student outcomes to instruction.
- Helps in the determination of intervention effectiveness and instructional decision-making.
- Positive student outcomes depend on level of fidelity of intervention implementation.

(Pierangelo & Giuliani, 2008)
What Is Fidelity?

• Degree to which the program is implemented the way intended.

• **What happens if you adapt a published program?**
  - Fidelity refers to the extent to which you implement the adaptation as designed.
  - Maintain fidelity to the EBPs and HLPs.

Gersten et al., 2005; Mellard & Johnson, 2007; Sanetti & Kratochwill, 2009
Five Elements of Fidelity

**Student Engagement:** How engaged and involved are the students in this intervention or activity?

**Program Specificity:** How well is the intervention defined and different from other interventions?

**Quality of Delivery:** How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?

**Adherence:** How well do we stick to the plan, curriculum, or assessment?

**Exposure/Duration:** How often does a student receive an intervention? How long does an intervention last?

(Dane & Schneider, 1998; Gresham et al., 1993; O'Donnell, 2008)
**Activity: Five Elements of Fidelity**

Complete the last two columns, individually or with your team.

**Five Elements of Fidelity**

<table>
<thead>
<tr>
<th>Element</th>
<th>Considerations</th>
<th>What would this look like in Tier 1? Examples in action.</th>
<th>How will I know it is happening? Possible data sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Engagement</td>
<td>How engaged and involved are the students in this intervention or activity?</td>
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<td>How well is the intervention defined and different from other interventions?</td>
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## Monitoring Intervention Fidelity of Implementation – Examples

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<tr>
<th>Element</th>
<th>Data Source Examples</th>
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<tbody>
<tr>
<td>Adherence</td>
<td>Self-report, observation checklist</td>
</tr>
<tr>
<td>Duration/exposure</td>
<td>Self-report, observation</td>
</tr>
<tr>
<td>Quality of delivery</td>
<td>Observation, reflection, self-report on techniques used</td>
</tr>
<tr>
<td>Program specificity</td>
<td>Intervention component checklist</td>
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<tr>
<td>Student engagement</td>
<td>Student progress, student survey</td>
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*Sources: Dane & Schneider, 1998; Mellard & Johnson, 2008; O’Donnell, 2008*
What should I do if Tier 1 EBPs aren't working...for most students?

✓ Ensure implementation fidelity
✓ Ensure a match between the curriculum and instruction and student needs
✓ Ensure staff are adequately trained to deliver the instruction
✓ Change the instruction, curriculum, or environment!
✓ Make adaptations for all students using the Taxonomy of Intervention Intensity
✓ Select a new approach
How do I know when Tier 1 is not enough?

- If YES, consider individual student learning and consider other evidence to inform decisions about the design of the response.
- If NO, check your system!

- Are we implementing with fidelity?
- Are most students responding?
- Do data suggest need for individual learning?
Districts and schools cannot buy or intervene their way out of poor quality Tier 1 system.
Closing and Next Steps
What can districts/schools do? Listen to the kids.

1. **Consistent opportunities to work on GRADE-APPROPRIATE ASSIGNMENTS.**

2. **STRONG CORE INSTRUCTION**, where students do most of the thinking in a lesson.

3. **DEEP ENGAGEMENT** in what they’re learning.

4. Teachers who hold **HIGH EXPECTATIONS** for students and believe they can meet grade-level standards (ES = 1.29).

(TNTP, Inc. 2018)
MTSS provides the infrastructure and supports necessary for teachers to effectively implement EBPs using HLPs.
Effective implementation of EBPs using HLPs by ALL teachers is necessary for MTSS to result in sustained benefits for ALL students.
Did We Meet the Session Outcomes?

Are you able to…

• Define and explain the relationship among evidence-based practices (EBPs), high leverage practices (HLPs) and Tier 1 system within MTSS.

• Use existing tools and resources existing tools to select and evaluate Tier 1 practices.

• Support implementation of EBPs and HLPs within Tier 1 of multi-tiered system of support (MTSS).
Next Steps

• Identify 2-3 immediate and future next steps
National Resources to Support Implementation of EBPs and HLPs

Center on Response to Intervention
www.rti4success.org

National Center on Intensive Intervention
www.intensiveintervention.org

CEEDAR Center
http://ceedar.education.ufl.edu/
Thank You!

Tessie Rose Bailey, PhD
Principal Technical Assistance Consultant | American Institutes for Research

National Center on Response to Intervention (CRTI)
National Center on Intensive Intervention (NCII)
National Center on Systemic Improvement (NCSI)
CEEDAR Center | Educator Preparation
tbailey@air.org
References