

Welcome

Please take a few minutes to answer the questions on the pre-test.

Georgia's Tiered System of Supports for Students

Implementer Series Unit 5: Multi-Level Prevention System Part 1

Session Agenda

- Welcome, Review of Agenda and Planning for the Day
- Georgia's Tiered System of Supports for Students Framework
- What is a Multi-Level Prevention System?
- Primary Level Prevention (Tier I)
- Self-Assess Primary Level Prevention
- Wrap-Up, Review, Questions and Next Steps

Participants will be able to:

- Identify characteristics of a multi-level prevention system
- Describe the focus, instruction, setting, and assessments associated with primary level instruction (Tier I)
- Evaluate the effectiveness of primary level instruction/core curriculum (Tier I)

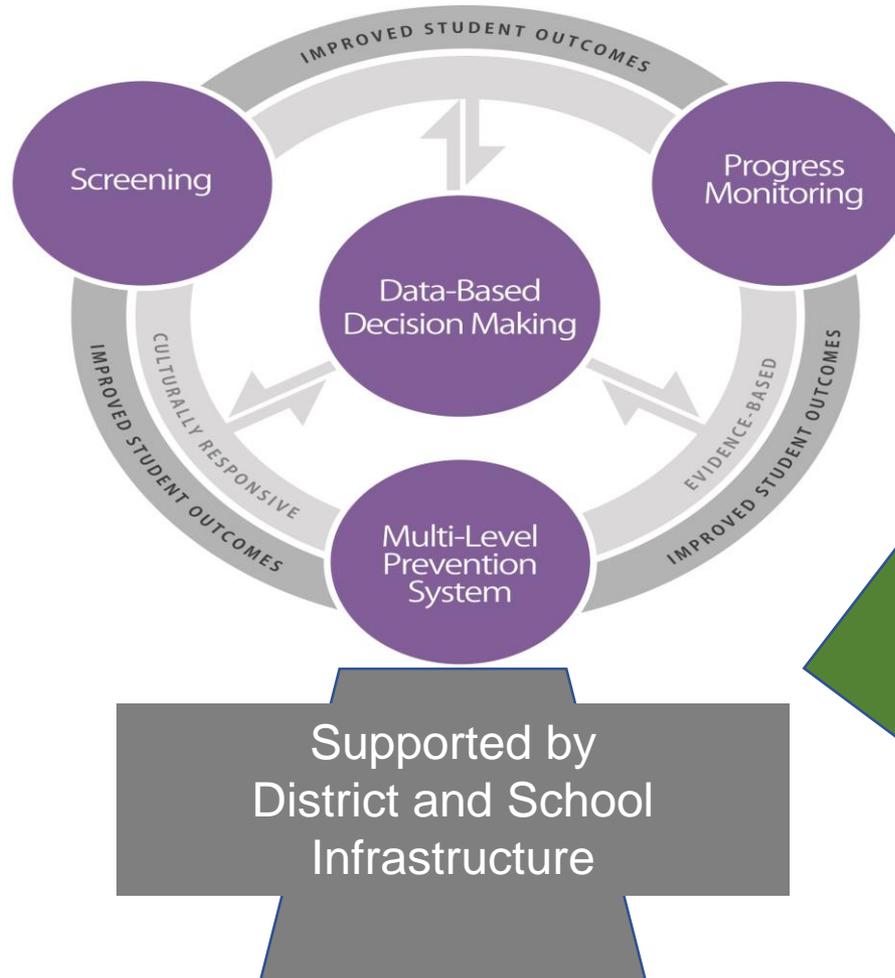
Georgia's Tiered System of Supports for Students

A National Definition

- A tiered system of supports integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems.
- Promotes systems alignment to increase efficiency and effectiveness of resources.

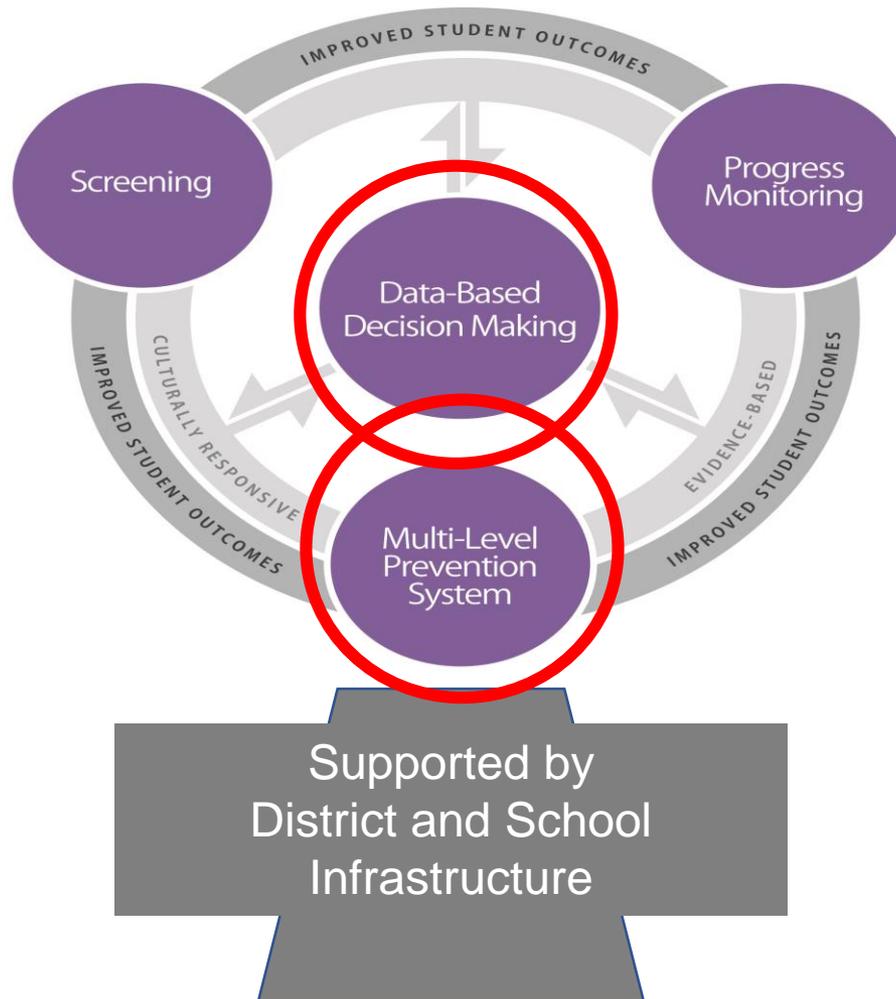
Adopted from the National Center on Response to Intervention (NCRTI), 2010

Essential Components of the Nationally Aligned MTSS Framework



Georgia added the essential component of Infrastructure.

Essential Components of the Nationally Aligned MTSS Framework



Essential Components of Georgia's Tiered System of Supports for Students

- Screening
- Progress Monitoring
- **Multi-Level Prevention System**
 - Tier I: Primary Level – Instruction/Core Curriculum
 - Tier II: Secondary Level - Intervention
 - Tier III: Tertiary Level - Intensive Intervention
- **Data-Based Decision Making**
 - Identify instructional needs for academics and/or behavior
 - Evaluate the effectiveness of core curriculum, instruction, interventions and the framework
 - Determine movement within the multi-level system
- Infrastructure

A Preventive Framework

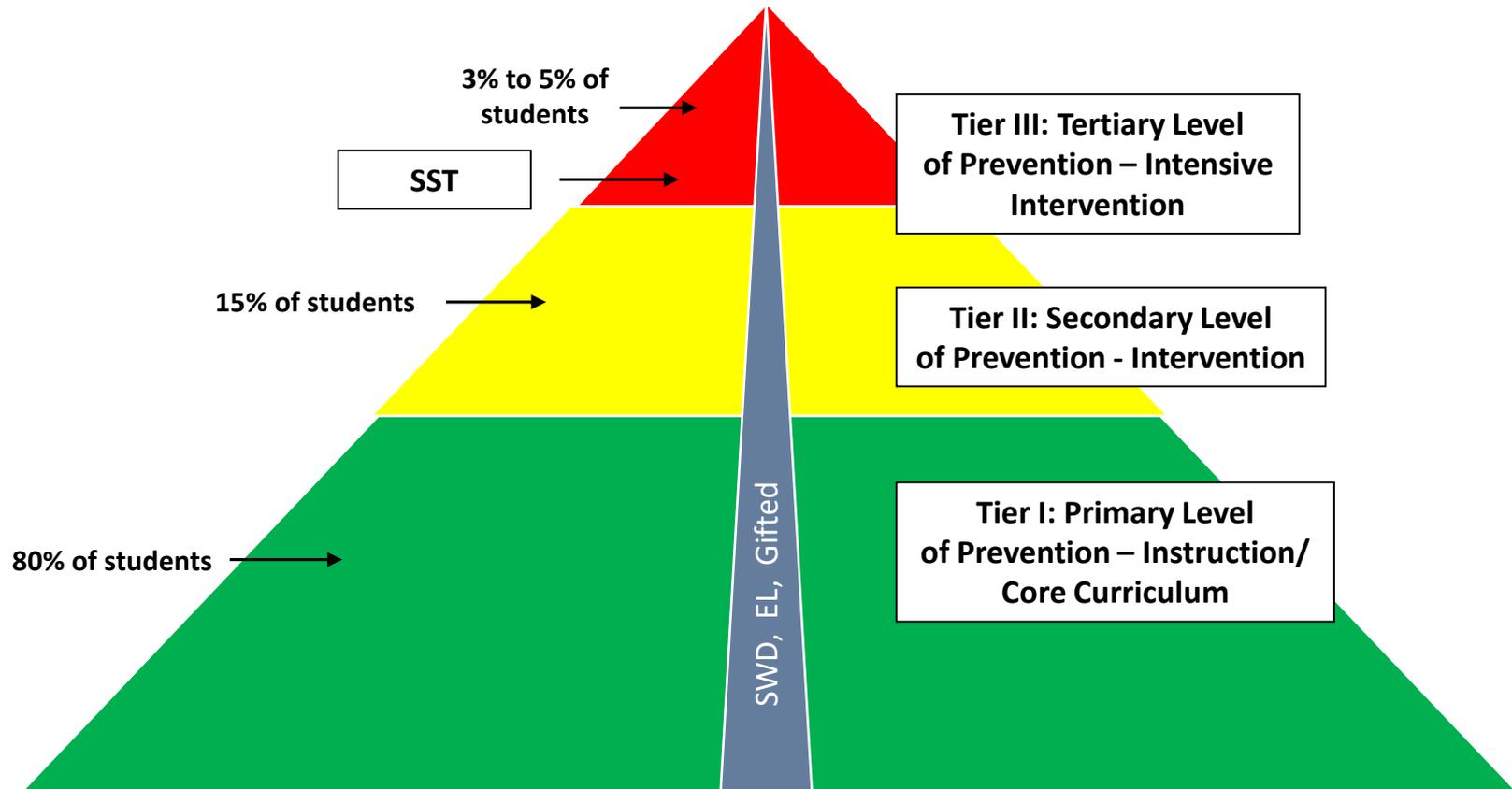
Georgia's Tiered System of Supports for Students is:

- a multi-level framework aimed at improving outcomes for ALL students.
- preventive and provides immediate support to students who are at risk for poor learning and/or behavior outcomes.



What is a Multi-Level Prevention System?

Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.

Research-Based vs. Evidence-Based

Research-based curricula:

- Recommended for primary prevention across subjects
- Components have been researched and found to be generally effective
- Curriculum materials have not been rigorously evaluated as a package

Evidence-based intervention:

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

(NCRTI, 2010)

Reflection

What percentage of students in your district/school is responding to the primary level of prevention?

Data-Based Decision Making within a Multi-Level Prevention System

- Analyze data at all levels of implementation (e.g., state, district, school, grade level) and all levels of prevention (i.e., primary, secondary, or tertiary).
- Establish routines and procedures for making decisions (i.e., data-based decision-making protocol).
- Set explicit decision making rules for assessing student progress.
- Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.

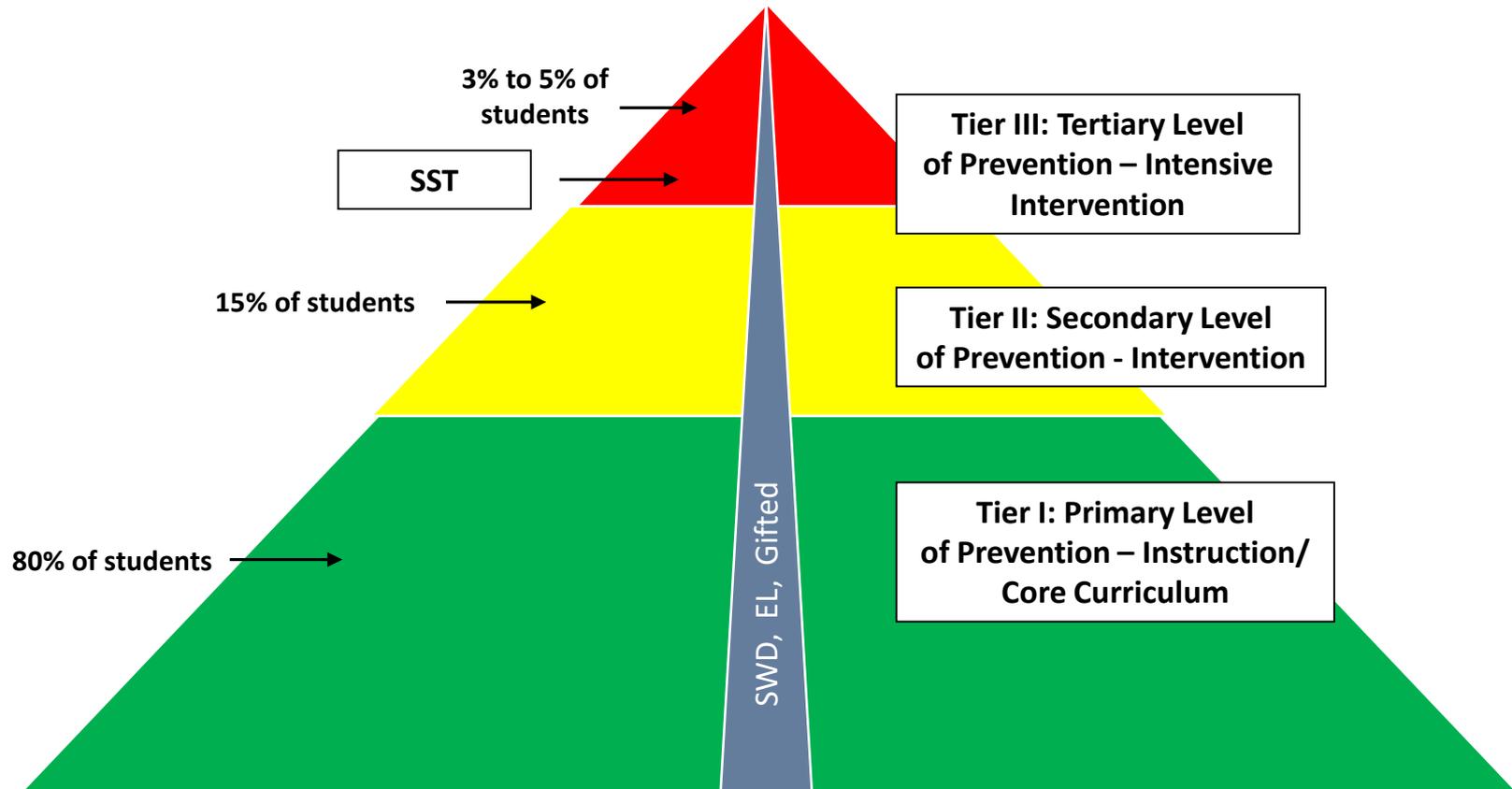


Primary Prevention Level

Jot It Down

What is your greatest concern about
Tier I?

Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.

Primary Level Prevention

FOCUS	ALL Students
INSTRUCTION	District curriculum and instructional practices that are evidence-based, aligned with state or district standards, and incorporate differentiated instruction
SETTING	General education classroom or other education setting within the school
ASSESSMENTS	Screening, continuous monitoring of progress (formative assessments), outcome measures or summative assessments

Resource: <https://intensiveintervention.org/>

Resource: <https://ies.ed.gov/ncee/wwc/>

Primary Level Instruction

- Research-based curriculum materials for students (including subgroups)
- Implementation fidelity
- Articulation of teaching and learning within and across grades
- Differentiation of instruction based on data
- Ongoing professional development

What Is Core Curriculum in Georgia's Tiered System of Supports for Students?

- Georgia Standards of Excellence
- Course of study deemed critical
- Usually mandatory for all students of a school or a school system
- Often instituted at the elementary and secondary school levels by local school boards, departments of education, or other administrative agencies charged with overseeing education

Differentiated Learning Activities

Offers students in the same class different teaching and learning strategies based on:

- Student assessment data and knowledge of student readiness
- Learning preferences
- Language and culture
- Content, product, process, and environment

What Are Differentiated Learning Activities?

- Involves
 - Mixed instructional groupings (based on data)
 - Team teaching
 - Peer tutoring
 - Learning centers
 - Accommodations to ensure that students have access to the instructional program
- Is NOT the same as providing more intensive interventions

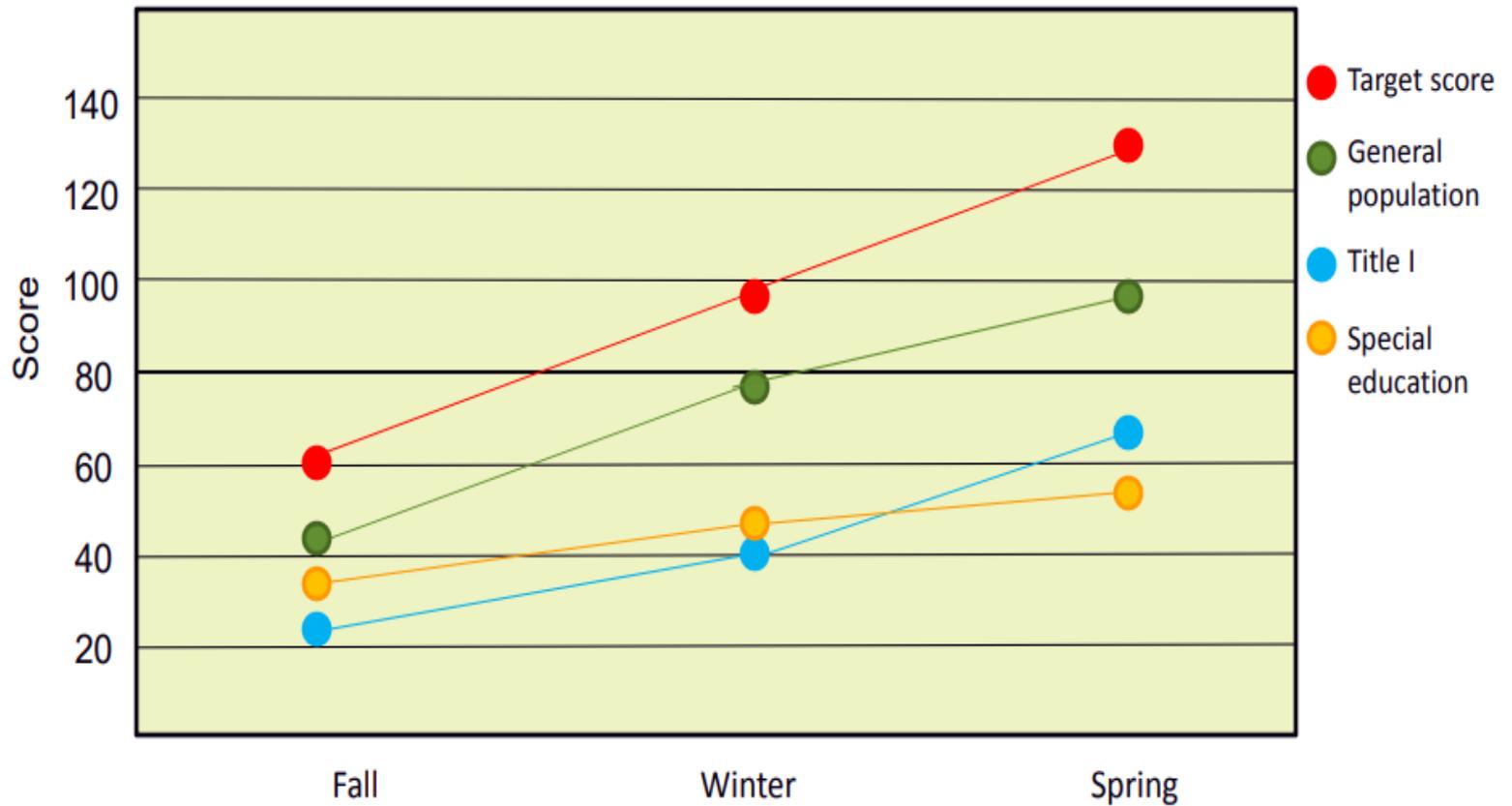
Primary Prevention Setting

- General education classroom or other education setting within the school
- Various grouping strategies (examples):
 - Cooperative learning groups
 - Flexible grouping
 - Peer partners

Primary Prevention Assessment

- Universal screening
- Continuous monitoring of progress (formative assessments)
- Outcome measures or summative assessments
- Discipline referrals (include Discipline referrals if slide 20 is used)

Screening: Evaluate Effectiveness of Primary Prevention





Monitoring for Progress

Examples



Team Activity: Handout 1 Primary Level Prevention

- Use **Handout 1: Primary Level** to answer the questions regarding the following traits:
 - Focus
 - Instruction
 - Setting
 - Assessment
 - Data-based decision making
 - Other

Focus

- Who are the target students?
- Are there cut scores or targets for identification of students in need of more support?
- What supports are provided for students who are below the cut score, but who will not be receiving Tier II interventions?

Instruction

- Are high-leverage practices and evidence-based practices being used? Describe these practices.
- What is the level of evidence?
- How do you know that these practices are being implemented with fidelity?
- What is the content?
- What is the frequency?
- What is the duration?

Setting

- What is the setting?
- What types of grouping are being used?
- What is the schedule?

Assessment

- What types of assessments are being used?
- What are the assessment tools?
- How frequently are the assessments to be administered?
- Who administers the assessments?

Data-Based Decision Making

- What are the goals?
- What is the composition of the team?
- What is the frequency of data reviews?
- What are the criteria for response or non-response?
- What is the movement between tiers?

Alignment

- What is the alignment with other initiatives, activities and policies?

Other Considerations

Team Time:

Primary (Tier I) Prevention

- On a scale of 1-5, how effective is the primary level:
 - For the entire district/school?
 - For subgroups of students (students with disabilities, English Learners, Gifted, etc.)?
 - For reading, math, and behavior?
- How do you know?
- How will you improve Tier I instruction in your district/school?
- What will be your initial next steps?

Are you able to:

- Identify characteristics of a multi-level prevention system?
- Describe the focus, instruction, setting, and assessments associated with primary level instruction (Tier I)?
- Evaluate the effectiveness of primary level instruction/core curriculum (Tier I)?

Next Steps



**Please complete the
post test and training evaluation**

Professional Learning Calendar

Date(s)	Content	Location	Audience
8/21 – 8/22/2019	Evidence-Based Practices and Evidence-Based Interventions	GaDOE West Tower, 20 th Floor Atlanta, GA	All GaDOE, All Georgia educators (Priority given to Cohorts 1 & 2)
September 2019	Infrastructure and Needs Assessment	Individual Sites	Cohort 2 Districts & Schools
9/12/2019	SSTAGE Fall Conference	Macon, GA	All Georgia Educators
10/8/2019	Screening**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
10/10/2019	Screening**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)

** This professional learning module will be offered on two different dates. Cohort 2 Districts can choose which of the two sessions they wish to attend.

Professional Learning Calendar

Date(s)	Content	Location	Audience
10/22/2019	MTSS for Middle & High Schools	GaDOE West Tower, 20th Floor: Floyd Room	All Georgia Educators (Priority given to Cohorts 1 & 2)
11/6/2019	Progress Monitoring**	KSU Center Kennesaw, GA	All Georgia educators (Cohort 2 Districts required**)
11/7/2019	Progress Monitoring**	Anderson Conference Center Macon, GA	All Georgia educators (Cohort 2 Districts required**)
1/15/2020	SSTAGE Promising Practices Conference	Athens, GA	All Georgia Educators

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Professional Learning Calendar

Date(s)	Content	Location	Audience
1/22/2020	Multi-Level Prevention System Part 1**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
1/28/2020	Multi-Level Prevention System Part 1**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)
January- February 2020	Fidelity Rubric Verification	Individual Sites	Cohort 1 & 2
3/17/2020	Multi-Level Prevention System Part 2**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
3/19/2020	Multi-Level Prevention System Part 2**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)

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Georgia's Tiered System of Supports for Students

Atlanta Office

Wina Low,
Program Manager Senior

Andrea Catalano,
Professional Learning Specialist

Karen Suddeth,
Program Manager/ Project
Director

Rondalyn Pinckney,
Research & Evaluation
Specialist

Carole Carr,
Communications & Visibility
Specialist

Georgia's Tiered System of Supports for Students

Field Team

Laura Brown,
Coordinator for Coaching Services

Christy Jones,
Regional Coach

Launa Chamberlin,
Regional Coach

Claire Smith,
Regional Coach

Jody Drum,
Regional Coach

Deshonda Stringer,
Regional Coach

Need More Information?

Georgia's Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

Resources Available

- Fact Sheets: Simplify essential components/framework
- Professional Learning Units
- Training Webinars
- Subscribe to Newsletter
- Register for Upcoming Events

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Contact us

GAMTSS@DOE.K12.GA.US

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Project Officer, Jennifer Coffey.**





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