

REIMAGINING EDUCATION DURING COVID-19 and BEYOND

# MTSS: Maximizing Instructional Supports for Students in a Virtual and/or Face-to-Face Environment

2020 Fall Virtual Instructional Leadership Conference  
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# Deshonda Stringer

## Accomplishments and Interests

- 25 + years in education
- Served in various capacities in schools, districts, RESAs, and state level as a Special Education Teacher, Special Education Department Chair, Special Education Lead Teacher, School Improvement Specialist, Georgia Learning Resources System (GLRS) Director, GADOE Consultant for GraduateFIRST and Student Success Imagine the Possibilities (SSIP), and MTSS Regional Coach
- Passionate about ensuring all students have access to supports that meet their diverse needs and equipping educators with the resources and supports that they need to address the needs of students with disabilities
- [dstringer@doe.k12.ga.us](mailto:dstringer@doe.k12.ga.us)



# Launa Chamberlin

## Accomplishments and Interests

- 12+ Years in education
- 20 Years in Social Services
- Served in schools as teacher/administrator, district level program manager for Special Education, education specialist, and coach
- Maintained an active interest in curriculum and instruction for supporting student learning
- Passion for research in motivating, coaching, and providing quality professional development that supports student achievement
- [lchamberlin@doe.k12.ga.us](mailto:lchamberlin@doe.k12.ga.us)



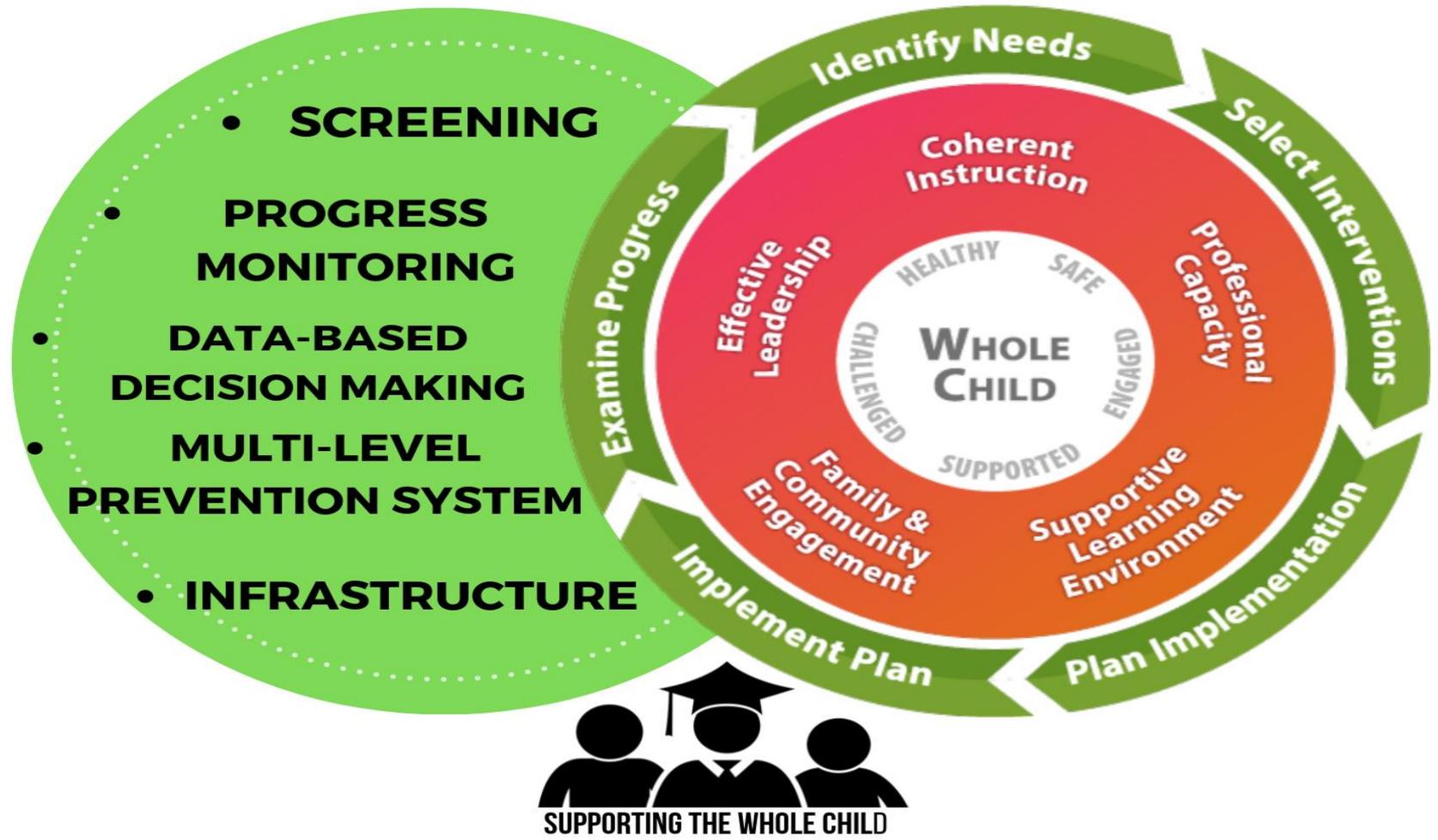
# Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at [www.gadoe.org/sdeevents](http://www.gadoe.org/sdeevents).
- **Questions:** Use the question box to type questions or comments throughout the presentation.
- **Feedback:** We ask all participants to complete the pop-up feedback survey after the close of the session.
- **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours.
- **On Demand:** All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](#).

# Session Goals

- I can discuss how Infrastructure is essential to supporting all levels of a tiered system of supports.
- I can discuss resources to support effective Tier I instruction.
- I can discuss resources to engage students, implement interventions, and progress monitor in a virtual and/or face-to-face environment.

# Integrating the Essential Components of Georgia's Tiered System of Supports for Students



# Essential Components of the Nationally Aligned MTSS Framework



Supported by  
District and School Infrastructure

Georgia added the  
essential component of  
Infrastructure.

# *Essential Components: Infrastructure*

*Knowledge, resources and organizational structures necessary to operationalize all components of the framework in a unified system to meet the established goals*

- Prevention Focus
- **Leadership**
- **Professional Learning**
- Schedules
- Resources
- **Family and Community Engagement**
- Communication with and Involvement of All Staff
- **Effective Teaming**
- Cultural Linguistic Responsiveness

# Supporting Students in a Perfect and Imperfect World



# National Forecast



What was *likely* to happen:

1. Many schools would attempt to implement the previous normal within the new context and not prepare for the new context.
2. If preparing, the focus would be on implementing new logistics and processes and ensuring access to instruction and support.



Did this happen?

1. Implementation of a revised plan based on stakeholder input, i.e., teachers, leaders, communities, families, - teachers participated in needed PL at the start of the year
2. Focus on ensuring equitable access to **high quality instruction and evidence-based interventions**

Source: American Institutes for Research

# National Forecast



## What was *likely* to happen:

3. Schools would attempt to provide “interventions” for most students with limited success.
4. Schools would use circumstance rationales or excuses for poor outcomes.

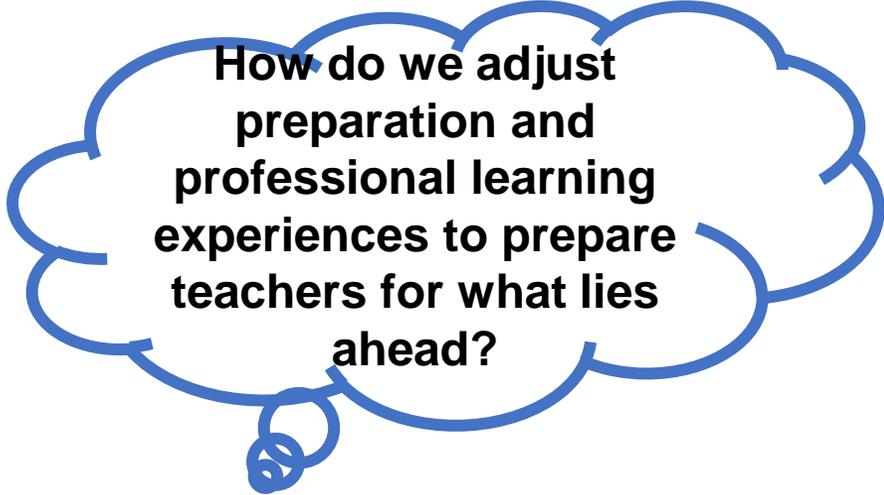


## Did this happen?

3. Use of student data in schools to provide adapted Tier I instruction and targeted intensive intervention supports for a small percentage of students
4. Use of circumstances as an opportunity to improve overall instruction and implementation practices

Source: American Institutes for Research

# Teacher Expectations



How do we adjust preparation and professional learning experiences to prepare teachers for what lies ahead?

We need teachers who can:

- Manage rapid transitions to online, virtual, and/or distance instruction
- Plan for blended and/or hybrid instructional models
- Maintain continuity of learning for our most vulnerable learners

# Poll

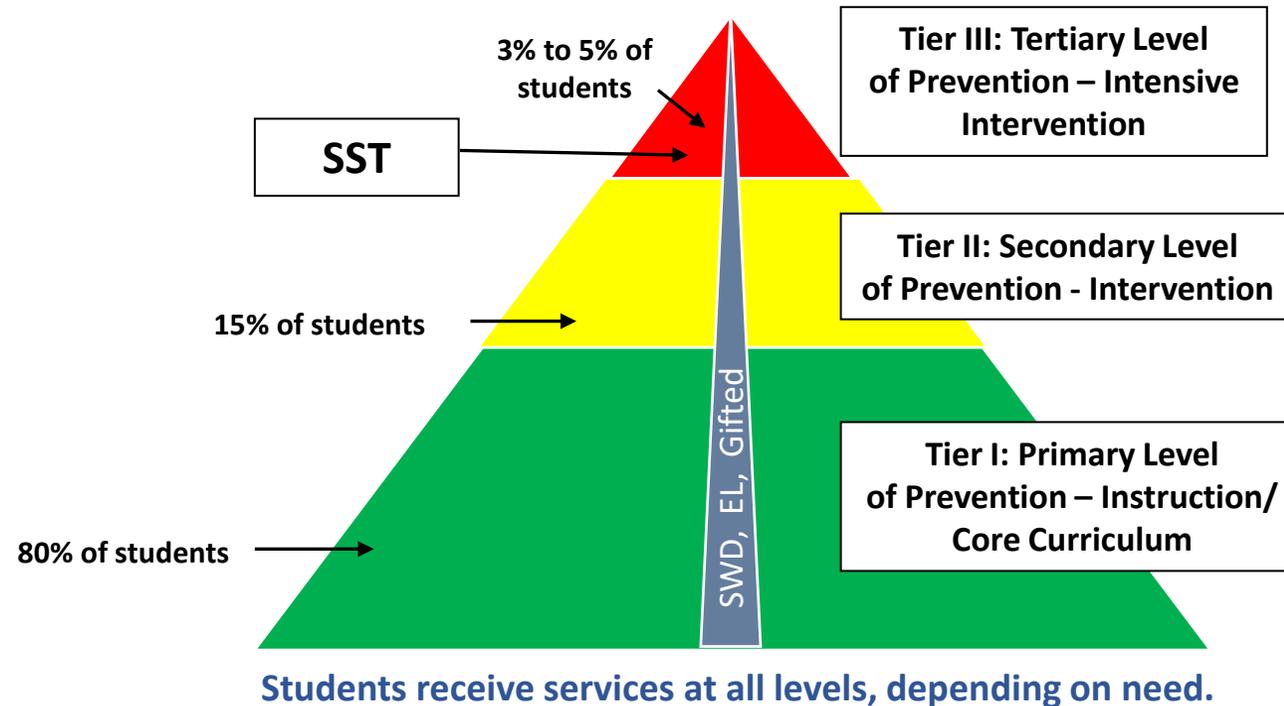
Reflecting on instruction that was/is presented in a virtual and/or face-to-face environment, what is your greatest concern?

- A. Effectiveness of the Core Curriculum
- B. Instructional Delivery
- C. Interventions
- D. Attendance



# Essential Component: Multi-Level Prevention System

*What should we consider if the pyramid is inverted?*



# Poll

Approximately what percentage of your students are responding to the core curriculum (Tier I) in reading?

- A. 75%-100%
- B. 74% -50%
- C. 49%-25%
- D. Below 25%



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

- Screening
- Progress Monitoring – a system for monitoring the effectiveness of the supports provided to students
- **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**

# Tier I Non-negotiables

- In the question box, list 2-3 non-negotiables that should be evident in every classroom to support **high quality** Tier I instruction in a virtual or face-to-face environment.

# Tier I: What were your some of your non-negotiables?

- Standards-based instruction framework (opening, work period, and closing)
- Setting the stage for the lesson; building background knowledge
- Active vocabulary instruction
- Word wall usage
- Formative assessments to check for understanding of all learners
- Unpacking and communicating standards and learning targets
- Use of manipulatives ( virtual and face-to-face)
- Standards for Mathematical Practice (SMP)
- Collaborative groups with clear expectations
- Explicit instruction
- High Leverage Practices (HLPs)
- Evidence Based Practices (EBPs)

# Expert Panelist

Dr. Dione Taylor  
[dsimon@atlanta.k12.ga.us](mailto:dsimon@atlanta.k12.ga.us)

Harper - Archer Elementary School  
Atlanta Public Schools, Principal

- What are some of the non-negotiables you have implemented at your school?
- How do you ensure that these non-negotiables are implemented with fidelity?

# High Leverage Practices



- Review the High Leverage Practices handout . Using the sentence starter below, fill in the blank.

High Leverage Practices (HLPs) are just good

\_\_\_\_\_.

- Type your response in the question box.

# High-Leverage Practices (HLPs)

Fundamental to  
effective teaching

Cut across content  
domains and  
grade levels

Used frequently

Supported by  
research

<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

# What are Evidence-Based Interventions/Practices?

Are Content  
Specific

Developmentally  
Appropriate

Learner  
Dependent

Supported by  
Research

Tessie Bailey, American Institutes for Research  
(tbailey@air.org)

# Standards for Mathematical Practices are Evidence-Based Practices for Math SMP Look-fors



## Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



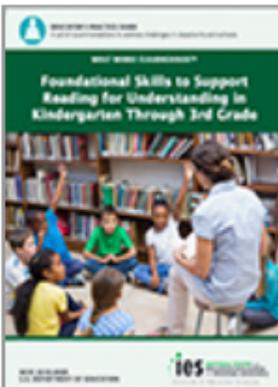
NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS



# Evidence-Based Practices/Interventions

| Instructional Strategy                                  | Strong Evidence | Moderate Evidence | Promising Practice |
|---|-----------------|-------------------|--------------------|
| <a href="#">Mathematical Representation of Problems</a> | ◆               |                   |                    |
| <a href="#">Cognitively Guided Instruction</a>          |                 |                   | ◆                  |
| Using visuals to support mathematics learning           | ◆               |                   |                    |
| Modeling with Mathematics                               | ◆               |                   |                    |
| Collaborative Groupwork                                 |                 | ◆                 |                    |
| Problem-based learning                                  |                 |                   | ◆                  |
| Task-based learning                                     |                 |                   | ◆                  |
| Building Fluency through Strategy Development           |                 | ◆                 |                    |

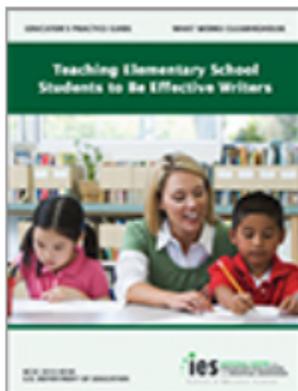
# Identifying Tier I Evidence-Based Practices



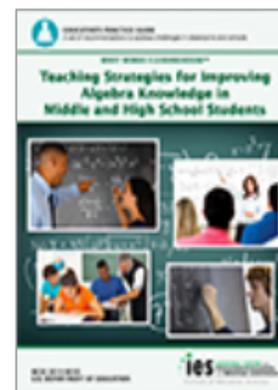
**Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade**



**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/wvc/PracticeGuides>

# Tier I: Early Elementary Literacy Practices

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

(Foorman, B., Beyler, N., Borradaile, et al., 2016).

# Sample Tier I: Adolescent Literacy Practices

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

(Kamil, Borman, Dole, et al., 2008)

# Specially Designed Instruction

# Specially Designed Instruction...

## Adapting the...

### Content

Refers to knowledge and skills being taught to the student with a disability and are different from what is being taught to general education students.

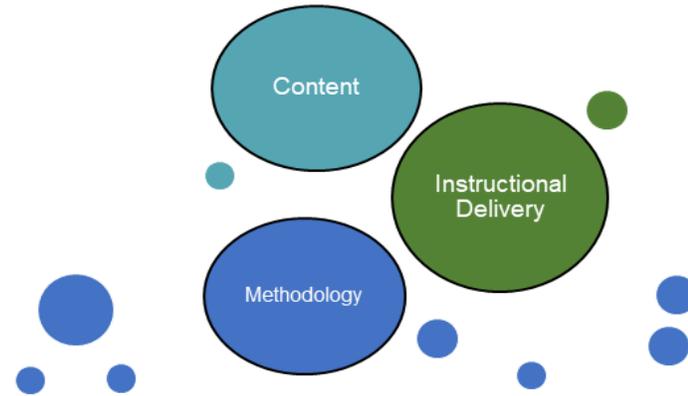
### Methodology

Refers to different instructional strategies and approaches to teach content to a student with a disability. These practices may or may not be utilized with general education students.

### Delivery

Refers to the way instruction is delivered to a student with a disability based upon their targeted or individual needs.

# Specially Designed Instruction is...



**Adapting**

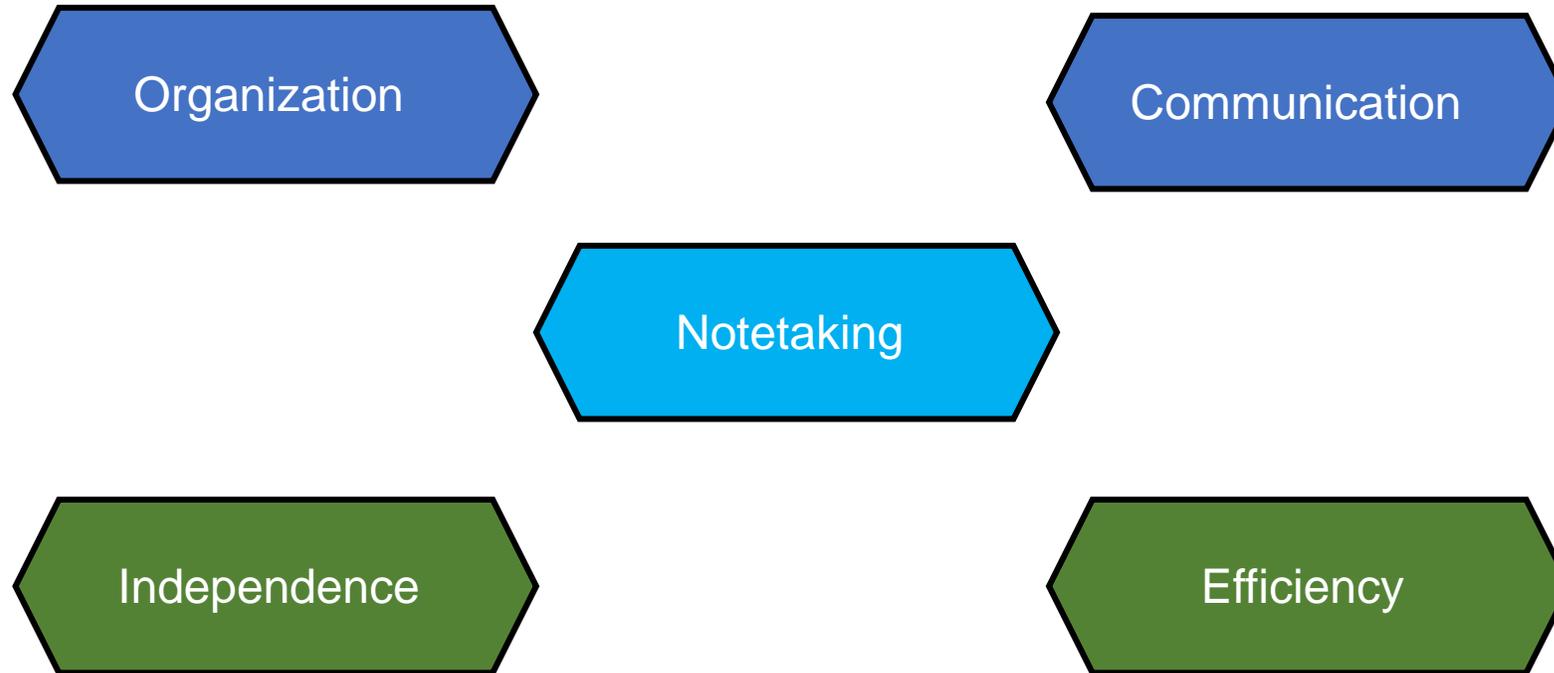


**Least Restrictive Environment**



**Access**

# How Can Technology Support SDI ?



[C.F.R. § 300.105 \(Assistive Technology\)](#)

[C.F.R. §300.6 \(Assistive technology service\)](#)

[C.F.R. §300.5 Assistive technology device](#)

# Use of Technology in SDI

- Provide an audio version of the material
- Create a video that presents the same information
- Access audio books
- Engage other students to make a recording (lecture, assignments, vocabulary, definitions, etc.)
- Utilize instructional technology, i.e., text-to-speech, read-alouds, enlarge fonts, etc.
- Use Frequency Modulation (FM) device

# Top 10 Assistive Technology Supports for Every Classroom

- Using the technology/AT that is currently in the classroom
- Text to Speech (TTS)
- Audiobooks and/or Digital Books
- Speech to Text (Dictation)
- Built in Accessibility Options
  - PC - Ease of Access
  - Mac Book - Accessibility Options
  - Mobile Devices – Accessibility Options
- Graphic Organizers
- Using Extensions and/or Add-ons with internet browsers
- Mobile Devices
- Visual Supports (classroom and/or behavior management)
- Closed Captioning
  - [Special Education Services and Supports - Assistive Technology](#)



# Progress Monitoring

# Essential Component: Progress Monitoring

|                   |  |
|-------------------|--|
| <b>PURPOSE</b>    | Monitor students' response to secondary or tertiary instruction/intervention in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of academic and/or behavior instruction |
| <b>FOCUS</b>      | Students who need enrichment/acceleration or who are at risk for poor learning and behavioral outcomes   |
| <b>TOOLS</b>      | Brief assessments that are valid, reliable and evidence-based  |
| <b>TIME FRAME</b> | Administered at regular intervals (e.g., weekly, biweekly, or monthly)   |

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

# Questions to Consider Before Conducting Virtual Progress Monitoring

| Question   | Recommendation   |
|--|--|
| Will the data be valid?  | Data should accurately measure what it is intended to measure. |
| Will the data be an accurate representation of student performance?                            | Formative or Summative Assessment                              |
| Will progress monitoring be feasible?  | Progress versus Performance                                    |
| Can I collect data in this context?  | Observation, verbal exchange, computer-based program           |
| Can I still use my current progress monitoring tool or should I find a reasonable replacement? | Use computer equipment, internet, and/or family assistance.    |
| Will it be useful?   | Depends on the intervention/tool you are using                 |
| Will it help me improve communication with parents or planning/delivery of instruction?        | Explain to parent(s) why progress monitoring data is needed    |

Adapted from: National Center on Intensive Intervention (NCII): <https://intensiveintervention.org/resource/faculty-professional-learning-series-intensive-intervention>

# Questions to Consider Before Conducting Virtual Progress Monitoring



## Considerations for Maintaining Screening and Progress Monitoring Practices in Virtual/Remote Settings

### Leveraging Existing Systems and Tools

If you are working from a school system that already has routines and practices in place for screening and progress monitoring, as a team consider these questions when deciding how to administer in a distance/virtual setting.

| Considerations  | Notes |
|---|-------|
| <p>Is the current screening/progress monitoring tool suitable for remote administration?</p> <ul style="list-style-type: none"> <li>What, if any, guidance is available from the publisher regarding remote administration?</li> <li>Some guidance may be available from NCII's <a href="#">Virtual Administration FAQs here</a></li> </ul> |       |
| <p>How can we most closely replicate our typical, in school, screening/progress monitoring practices in a remote setting?</p> <ul style="list-style-type: none"> <li>What adjustments need to be made?</li> </ul>   |       |
| <p>How will we coordinate with students and families to create an efficient and effective schedule and logistical plan?</p>   |       |
| <p>How will we assess students who may not have access to technology?</p>   |       |
| <p>What procedures will need to be in place to ensure the process yields valid, reliable, and actionable data?</p>  |       |
| <p>How and what data will be recorded and shared?</p>   |       |

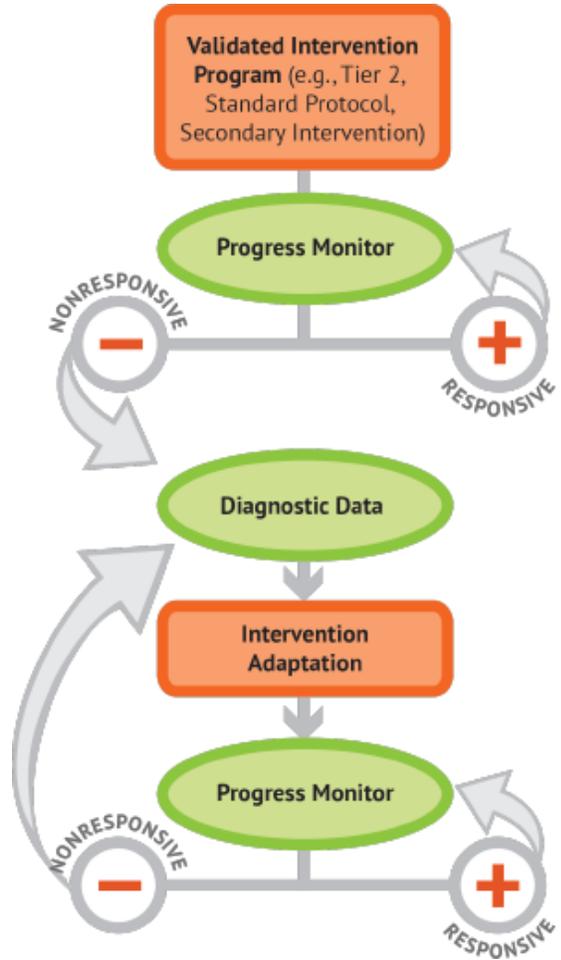
### Video Examples:

Below are examples of a school district in Oregon piloting two formats for screening all second-grade students with a Passage Reading Fluency.

- [Utilizing Zoom Breakout Rooms to Support 1:1 Administration with Multiple Students and Assessors](#)
- [Administering Reading Passage Fluency using Screen Share in Action](#)

For more information about these considerations and how this Oregon team created their plan see the related materials.

# Shifts in Intensive Intervention Delivery



## Shifts in the Virtual Setting:

- Delivering Tier II with fidelity
- Implementing progress monitoring procedures
- Individualizing and intensifying interventions
- Blending academic and behavioral supports
- Collecting and using data

# Practical Strategies for Instruction and Interventions

# Strategy #1

Model using explicit instruction to intensify delivery of virtual instruction

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

# Example: Lesson Opening

## Lesson Opening

- Identify learning objective
- Review prior knowledge and skills

### Design Questions:

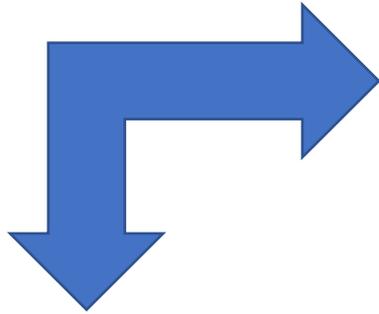
- How will I ensure students know their learning objective?
- How will I activate my students' interests and prior knowledge?

### Strategies For the Virtual Setting:

- Students complete an online quiz as a “do-now” activity as they enter the virtual classroom. Teacher monitors responses and re-teaches as necessary.
- Teacher screen shares the lesson objective. Students paraphrase the objective in their own words in the chat pod.

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

# Example: Delivery of Instruction

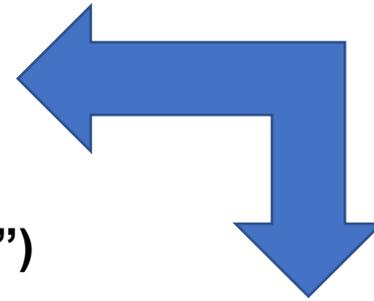


## Delivery of Instruction

Model step-by-step (“I do”)

Group practice (“We do”)

Individual practice (“You do”)



## Design Questions:

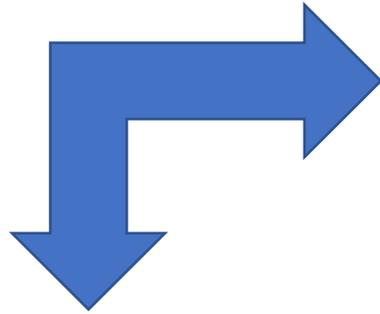
- How will I present the material?
- How will I gradually release responsibility for the task?
- How will I provide frequent and varied opportunities for student response?
- How will I give specific and timely feedback?

## Strategies For the Virtual Setting:

- Teacher models the skill by drawing on the whiteboard while conducting a think-aloud.
- Students respond to checks for understanding using polls, annotation features, and thumbs-up signals.
- Teacher assigns heterogeneous groups to breakout rooms during practice time and rotates among them.
- Teacher gives feedback to individual students via the chat pod.

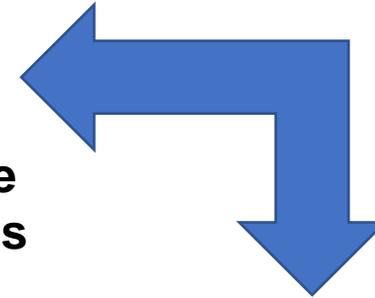
Adapted Resource: <https://intensiveintervention.org/>

# Example: Lesson Conclusion



## Lesson Conclusion

- Review critical content
- Assign independent practice
- Monitor and assess progress



## Design Questions:

- How will I provide opportunities for students to demonstrate independent mastery of the task?
- How will I assess and give feedback on student performance?

## Strategies For the Virtual Setting:

- Students take turns as the presenter as they share their work with the class.
- Teacher assigns an online quiz for an exit ticket and follows up with individual students as necessary to clarify misconceptions before the students leave.
- Students submit videos of their work, including think-alouds, for teacher feedback.

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

# Strategy #2

Blending synchronous and asynchronous learning supports

# Instructional Modalities

**Synchronous instruction:** Learning activities occur in real time

- Teleconferencing
- Virtual class sessions
- Live-streamed lectures
- Traditional classroom instruction

**Asynchronous instruction:** Learning activities occur independently of time

- Discussion boards
- Self-paced modules
- Recorded videos or lectures

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

# Poll

What type of instructional learning activities occur in real time?

- a. Synchronous Instruction
- b. Asynchronous Instruction



# Poll



The use of discussion boards is an example of:

- a. Synchronous Instruction
- b. Asynchronous Instruction

# Poll



What type of instruction is a live-streamed lecture?

- a. Synchronous Instruction
- b. Asynchronous Instruction

# Strategy #3

Plan for adjusting progress  
monitoring and data collection  
procedures

# Intensive Intervention Implementation Review Log



National Center on  
**INTENSIVE INTERVENTION**  
at American Institutes for Research




## Intensive Intervention Implementation Review Log

**Purpose:** This log can be used by intervention providers or planning teams to review, document, and improve implementation of the data-based individualization (DBI) process for the group of students they serve. To monitor implementation for an individual student, see the *Student-Level Data-Based Individualization Implementation Checklists* and *Data-Based Individualization Implementation Log: Daily and Weekly Intervention Review*.

**Teacher, Interventionist, or Team:** \_\_\_\_\_

**Date of Review:** \_\_\_\_\_

**Instructions:** For each question below, please mark the best answer according to the anchors provided. "You" may refer to the person or team completing the form or to the person assigned the relevant task in each student's plan. Explanations and other notes may be recorded at the end of the form. Review your answers and notes to identify a) aspects of implementation that need to be strengthened and b) strategies or resources to address these needs.<sup>1</sup> The form can be completed as many times as deemed necessary to determine if implementation improves.

### Monitoring Plan Implementation and Students' Progress

In this section, review the implementation of each student's current intervention and progress monitoring plan, as well as students' progress.

| Question  | No                       | Partially                | Yes                      | Anchors  |
|---|--------------------------|--------------------------|--------------------------|--|
| 1. Did you collect information on the implementation of all components of each student's intensive intervention plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 = No, not collected for any student.<br>2 = Collected on some students.<br>3 = Yes, collected on all students. |

<sup>1</sup> See the National Center on Intensive Intervention website (<http://www.intensiveintervention.org/>) for more information on and resources to support DBI implementation.

| Question  | No                       | Partially                | Yes                      | Anchors   |
|---|--------------------------|--------------------------|--------------------------|---|
| 2. Did you collect ongoing progress monitoring data for all students receiving DBI?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 = No, not collected for any student.<br>2 = Collected on some students.<br>3 = Yes, collected on all students.  |
| 3. Did you collect progress monitoring data at least weekly, according to each student's plan?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 = No, not collected.<br>2 = Collected but not regularly or as frequently as planned.<br>3 = Yes, collected regularly according to plan (at least weekly). |
| 4. Did the data indicate a need for adaptation for any students?<br><br><i>If the answer is "No," answer "N/A" for the remaining questions.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 = No adaptations needed.<br>2 = Yes, adaptations are needed.<br>N/A = No new adaptations were needed during this review period.                           |

### Adapting Plans

Complete this section only if the team answered "Yes" to all or nearly all of the questions in the previous section.

| Question   | No                       | Partially                | Yes                      | Anchors  |
|--|--------------------------|--------------------------|--------------------------|--|
| 5. Did you identify potential adaptations for students who needed them?<br><br><i>If the answer is "No," answer "N/A" for the remaining questions.</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 = No, needed adaptations not yet identified for any students.<br>2 = Identified only for some students who need adaptations.<br>3 = Yes, identified for all students.<br>N/A = No new adaptations were needed during this review period. |

<sup>2</sup> Consider implementing an adaptation to an academic intervention when the trend line for progress monitoring data is lower than the goal line, or if the four most recent data points (e.g., four weeks) fall below the student's goal line. Adaptations may need to occur more frequently for behavior interventions, depending on the nature of the problem behavior.

| Question   | No                       | Partially                | Yes                      | Anchors   |
|--|--------------------------|--------------------------|--------------------------|---|
| 6. Did you use the data to identify potential adaptations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 = No, adaptations were made without using data.<br>2 = Data use was inconsistent.<br>3 = Yes, data were consistently used to guide adaptations.<br>N/A = No new adaptations were identified during this review period.  |
| 7. Did you implement the intended adaptations?             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 = No, identified adaptations were not implemented for any student.<br>2 = Identified adaptations were implemented inconsistently or only for some students.<br>3 = Yes, identified adaptations were consistently implemented for all students.<br>N/A = No new adaptations were identified during this review period. |

Please note any relevant information to explain the above ratings, including information on the appropriateness of the progress monitoring data (e.g., sensitivity to change) and the quality of implementation of the intervention plan and adaptations.

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



# Maintaining Screening and Progress Monitoring Practices in Virtual/Remote Settings

How to Conduct Reading Fluency Screening Virtually Using Screen Share

Press **Esc** to exit full screen



## Assessing Students in a Virtual Setting:

### Conducting Reading Fluency Screening with Second Grade Students

An example of how to conduct a reading assessment virtually using screen share

National Center on **INTENSIVE INTERVENTION**  
at American Institutes for Research

Sarah Thorud, Elementary Reading Specialist  
Clatskanie School District, OR

0:00 / 2:09

Scroll for details

- Video 2 min 9 seconds

[https://www.youtube.com/watch?time\\_continue=4&v=MD1-cbdrtHs&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=MD1-cbdrtHs&feature=emb_logo)

# Virtual Progress Monitoring

- Teachers and administrators need to plan for how they will collect and analyze progress monitoring data in a virtual setting.
- This collection of [Frequently Asked Questions on Collecting Progress Monitoring Data Virtually](https://intensiveintervention.org/) is intended to provide a starting place for consideration.

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

## Frequently Asked Questions on Collecting Progress Monitoring Data Virtually

What questions should I consider when deciding whether to conduct virtual progress monitoring? -

- Will the data be **valid**? Will the data be an accurate representation of student performance?
- Will it be **feasible**? Can I collect data in this context? Can I still use my current progress monitoring tool or should I find a reasonable replacement?
- Will it be **useful**? Will it help me improve communication with parents or planning and delivery of instruction?

How do I know my tool can be used virtually? +

What are the benefits to conducting virtual progress monitoring? +

What are the limitations of conducting virtual progress monitoring? +

Can I still use the published rates of improvement (ROI) and end-of-year benchmarks (EOY) to set goals and compare progress? +

What should school administrators and teachers understand about interpreting progress monitoring scores? +

What if there are concerns about the validity or accuracy of student data collected virtually? +

What are considerations for communicating with parents about conducting virtual progress monitoring? +

What should educators consider when preparing for virtual administration of a progress monitoring assessment? +

# Tools Chart Updates

- [Academic Screening Tools Chart](#)
- [Behavioral Screening Tools Chart](#)
- [Academic Intervention Tools Chart](#)
- [Behavioral Intervention Tools Chart](#)
- [Academic Progress Monitoring Tools Chart](#)
- [Behavioral Progress Monitoring Tools Chart](#)

## 2020 Tools Chart Updates

Our staff have been working behind the scenes to improve the look and functionality of NCII's six tools charts. The redesigned charts let users quickly and easily tap into the right amount of information for their needs. To guide the process, we engaged a range of tools chart users with the goal of creating a more user-friendly experience.

| Tool                                       | Area   | Chart   | Screen | Tablets | Mobile | Mobile App |
|--|--------|---------|--------|---------|--------|------------|
| Academic Screening Tools Chart             | Screen | Chart 1 | Screen | Yes     | Yes    | Yes        |
| Behavioral Screening Tools Chart           | Screen | Chart 2 | Screen | Yes     | Yes    | Yes        |
| Academic Intervention Tools Chart          | Screen | Chart 3 | Screen | Yes     | Yes    | Yes        |
| Behavioral Intervention Tools Chart        | Screen | Chart 4 | Screen | Yes     | Yes    | Yes        |
| Academic Progress Monitoring Tools Chart   | Screen | Chart 5 | Screen | Yes     | Yes    | Yes        |
| Behavioral Progress Monitoring Tools Chart | Screen | Chart 6 | Screen | Yes     | Yes    | Yes        |

### What changed?

- Updated color scheme and formatting for better readability.
- Enhanced mobile responsiveness (when viewing on tablets or phones).
- Added "modal window" previews so users can see detailed evidence for each rating, or column heading descriptions, without leaving the page.
- Reorganized implementation information to help users focus on key factors like cost, training, and administration.
- Introduced the ability to print a customized view of select tools.



### What stayed the same?

We maintained the depth of information and level of rigor users have come to trust. Key content has remained the same, including:

- The programs and tools that were previously featured on the charts (and their associated data). *No programs or tools have been added or removed.*
- The technical standards and review criteria used to evaluate the programs and tools.

### View the charts and update your bookmarks!

- <https://charts.intensiveintervention.org/aintervention>
- <https://charts.intensiveintervention.org/bintervention>
- <https://charts.intensiveintervention.org/aprogressmonitoring>
- <https://charts.intensiveintervention.org/ascreening>
- <https://charts.intensiveintervention.org/bscreening>

The previous URLs will redirect to the new charts, but we recommend updating your bookmarks.

National Center on **INTENSIVE INTERVENTION**  
at American Institutes for Research

Do you have questions? Contact [ToolsChartHelp@air.org](mailto:ToolsChartHelp@air.org)

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

# Strategy #4

Create additional opportunities for  
observation and feedback

# Video As a Teaching and Reflection Tool

Video observation and analysis can:

- Provide teachers with examples of high-quality, effective instruction.
- Increase the frequency of practice and feedback opportunities.
- Allow teachers to reflect on and improve their own instruction.

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

The infographic is titled "VIDEO ANALYSIS" and features a central illustration of hands holding a tablet displaying a video player. It is divided into several sections:

- WHAT IS IT?** A practice in which teachers' instructional experiences are captured on video and used as a tool for teacher educators to engage candidates in observation and discussion concerning effective practice.
- 1** Capture on video the instructional experiences of both practicing teachers and teacher candidates.
- 2** Engage candidates in observation, reflection, and discussion concerning observed practices.
  - Analyze instruction
  - Identify strengths and areas for improvement<sup>2</sup>
- How can I use this?**
  - Analyzing Others' Instruction:** When engaging in video analysis, it is important to provide candidates with videos that are both examples and nonexamples of effective teaching practices. Guiding questions can be used to focus reflection and patterns in responses can spur in-person/online discussions.
  - Self-Analysis of Instruction:** Candidates can produce videos of their own instruction, complete a self-reflection, and then engage in a feedback session with faculty, mentor teachers, or peers.
- BENEFITS**
  - Positively affects candidates' self-analysis of instruction<sup>3</sup>
  - Candidates can see what effective instruction looks like

Logos for the National Center of Intensive Intervention and the CEDAR Center are at the bottom.

# NEW! Virtual Lesson Implementation

- [Virtual Implementation of Reading Lesson: Educator Example](#)
- [Sample Lessons: Literacy Strategies to Support Intensifying Interventions](#)
- [Sample Lessons to Support Continuity of Learning During COVID-19: Tips for Educators](#)



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

# Strategy #5

Promote collaboration with  
team members

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

# *Essential Components: Infrastructure*

*Knowledge, resources and organizational structures necessary to operationalize all components of the framework in a unified system to meet the established goals*

- Prevention Focus
- **Leadership**
- **Professional Learning**
- Schedules
- Resources
- **Family and Community Engagement**
- Communication with and Involvement of All Staff
- **Effective Teaming**
- Cultural Linguistic Responsiveness

# Virtual Collaborators



Parents and families



General/Special education teachers



Paraprofessionals



Related service providers, other staff (media specialist, counselors, social workers, etc.)

**How do we  
prepare teachers  
to collaborate with  
team members for  
intensive  
intervention in  
virtual settings?**

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

# Georgia's Tiered System of Supports

## MTSS Resources

# Professional Learning Calendar

| Date(s)   | Training   | Registration Link   |
|-----------|--|---|
| 9/10/2020 | Regional Training: Screening*  | <a href="https://attendee.gotowebinar.com/register/5575701936617677328">https://attendee.gotowebinar.com/register/5575701936617677328</a> |
| 9/30/2020 | Regional Training: Progress Monitoring with<br>Dr. Tessie Rose Bailey* | <a href="https://attendee.gotowebinar.com/register/8535234295358163216">https://attendee.gotowebinar.com/register/8535234295358163216</a> |
| 10/1/2020 | Regional Training: Progress Monitoring with<br>Dr. Tessie Rose Bailey* | <a href="https://attendee.gotowebinar.com/register/1473327296362193680">https://attendee.gotowebinar.com/register/1473327296362193680</a> |
| 11/4/2020 | Regional Training: Robust Tier I with<br>Dr. Tessie Rose Bailey*       | <a href="https://attendee.gotowebinar.com/register/5623132669216758544">https://attendee.gotowebinar.com/register/5623132669216758544</a> |
| 11/5/2020 | Regional Training: Robust Tier I with<br>Dr. Tessie Rose Bailey*       | <a href="https://attendee.gotowebinar.com/register/6425406721586315024">https://attendee.gotowebinar.com/register/6425406721586315024</a> |

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

# Professional Learning Calendar

| Date(s)   | Training   | Registration Link   |
|-----------|--|---|
| 12/7/2020 | Regional Training: Tiers II and III with Dr. Tessie Rose Bailey* | <a href="https://attendee.gotowebinar.com/register/8489049309433531152">https://attendee.gotowebinar.com/register/8489049309433531152</a> |
| 12/8/2020 | Regional Training: Tiers II and III with Dr. Tessie Rose Bailey* | <a href="https://attendee.gotowebinar.com/register/2471822392848005904">https://attendee.gotowebinar.com/register/2471822392848005904</a> |

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

# MTSS Online Courses

The MTSS Overview and Screening online modules are available in SLDS!

Visit [www.gadoe.org/MTSS](http://www.gadoe.org/MTSS) for instructions on how to access the course.

The screenshot displays the course interface for "Georgia's Tiered System of Supports for Students: Screening". The top header shows the course title and creator information: "Created By Cassandra Gaul · Current Version". The main content area is titled "Lesson 3 - Types of Assessments in Georgia's Tiered System of Supports for Students" and "Lesson 4 of 15". The current lesson is "Introduction to Screening". A progress indicator shows "7% COMPLETE". The left sidebar lists the course structure: "Introduction", "SCREENING", "The Essential Components of Georgia's Tiered System of Su...", "Types of Assessments in Georgia's Tiered System of Suppor...", and "Introduction to Screening". The main content area features a video player with a woman in a dark uniform and a name tag that says "akebo". A text overlay on the video reads: "The screening process is not unique to education."

# Need More Information?

## Georgia's Tiered System of Supports for Students

[www.gadoe.org/TieredSystemofSupports](http://www.gadoe.org/TieredSystemofSupports)

or

[www.gadoe.org/MTSS](http://www.gadoe.org/MTSS)

### **Resources Available**

- Fact Sheets: Simplify essential components/framework
- Professional Learning Units
- Training Webinars
- Subscribe to Newsletter
- Professional Learning Calendar

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/2020MTSSPLCalendar.pdf>

- Register for Upcoming Events

# Connect With Us



*Join Georgia's network of  
MTSS professionals*



**@GeorgiaMTSS**

**#GAMTSS**

Subscribe to our  
**You Tube Channel**



# Contact us



[GAMTSS@DOE.K12.GA.US](mailto:GAMTSS@DOE.K12.GA.US)



**The contents of presentation were developed under a grant from the U.S. Department of Education, #H323A170010. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.  
Project Officer, Jennifer Coffey.**



# Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

**Share your conference highlights now!**

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[www.gadoe.org](http://www.gadoe.org)



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@Gaimprovement



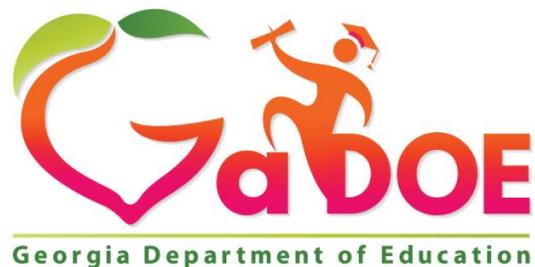
[youtube.com/c/GeorgiaDepartmentofEducation](https://youtube.com/c/GeorgiaDepartmentofEducation)

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**EDUCATING  
GEORGIA'S FUTURE**

