How To Make Instruction in Tiers 2 and 3 and SDI Support Student Performance in Tier 1

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MTSS

• A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

• The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

• “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency.
A Conceptual Framework for MTSS

Core Instruction

Increasingly Intensive Instructional Interventions

High Need

Level of support required for success in core instruction

Low Need

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education
Multi-Tiered System of Supports
Levels of Instruction

The LEVELS are differentiated by the INTENSITY of the Instruction.

INTENSITY:

• Time
• Focus
• Type
What Can Tier 1 Do?
Improve Core Instruction (Tier 1) for ALL Students

First.

Develop “Powerful Interventions”

Second.
TIER I: Core, Universal Academic and Behavior

What “everybody” gets and sets the scope, sequence and pacing for all tiers.

TIME
Fewest Minutes of Instruction
   Elementary ELA (90 Minutes)
   Algebra (e.g., 50 minute period)

FOCUS
Broader Focus—
   All 5 Big Ideas about Literacy;
   All concepts, facts, strategies for Algebra 1

TYPE
Universal
Fewest Formal Student Assessments
   Benchmark
   Grading Periods
   EOC/ EOG
   State Assessments

80%
## Effective Instruction
*(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Guiding Questions</th>
<th>Well Met</th>
<th>Somewhat Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives</td>
<td>Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?</td>
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<tr>
<td>Explicit</td>
<td>Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?</td>
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<tr>
<td>Systematic</td>
<td>Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?</td>
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<tr>
<td>Scaffolding</td>
<td>Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?</td>
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<tr>
<td>Corrective Feedback</td>
<td>Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?</td>
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<tr>
<td>Modeling</td>
<td>Are the skills and strategies included in instruction clearly demonstrated for the student?</td>
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<tr>
<td>Guided Practice</td>
<td>Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?</td>
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<tr>
<td>Independent Application</td>
<td>Do students have sufficient opportunities to practice new skills independently?</td>
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<tr>
<td>Pacing</td>
<td>Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?</td>
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<tr>
<td>Instructional Routine</td>
<td>Are the instructional formats consistent from lesson to lesson?</td>
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</table>
**Indiana Academic Standards 2014 Lesson Plan Alignment Template**

Subject(s): ____________________  Period(s): ________  Grade(s): ____________

Teacher(s): _________________  School: ________________

The lesson plan alignment tool provides examples of the instructional elements that should be included in daily planning and practice for the Indiana Academic Standards. The template is designed as a developmental tool for teachers and those who support teachers. It can also be used to observe a lesson and provide feedback or to guide lesson planning and reflection.

<table>
<thead>
<tr>
<th>LESSON ELEMENT</th>
<th>PROVIDE STUDENT-FRIENDLY TRANSLATION WHERE APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grade level Indiana Academic Standards 2014 the lesson targets include: (Integrate reading, writing, speaking and listening so that students apply and synthesize advanced literacy and mathematics skills.)</td>
</tr>
<tr>
<td>2.</td>
<td>Learning Target(s): (What will students know &amp; be able to do as a result of this lesson?)</td>
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<tr>
<td>3.</td>
<td>Relating the Learning to Students: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</td>
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<tr>
<td>4.</td>
<td>Assessment Criteria for Success: (How will you &amp; your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson’s outcomes look like? Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.)</td>
</tr>
</tbody>
</table>
| 5.             | - Content Area Literacy Standards for History /Social Studies, Science, & Technical Subjects: for grades 6-12, these standards need to be addressed in the content area.  
    - Math Process Standard(s): used to ensure students learning and best teaching practices for mathematics. |
<table>
<thead>
<tr>
<th></th>
<th>Academic Vocabulary: (Words that will need additional instruction in order to strengthen student understanding in contextual formats.)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Examples/Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities? Provide a balance of on-demand and process writing opportunities for students to draw evidence from the texts to produce a clear and coherent writing that informs, explains, or makes an argument in various written forms.)</td>
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<td></td>
<td>Resources/Materials: (Focus students on reading a progression of complex texts drawn from the grade-level band. What technology and media tools will be used in this lesson to deepen learning?)</td>
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<tr>
<td></td>
<td>Access and Engagement for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity and learning preferences.)</td>
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<tr>
<td></td>
<td>Differentiation/Accommodations: (What differentiation and/or classroom accommodations will you make for English learners, students with high ability and students with disabilities in your class? What evidence-based strategies for differentiation for all students can be provided? Be as specific as possible.)</td>
</tr>
</tbody>
</table>

Indiana Academic Standards Aligned Lesson: Reflection

- In addition, please choose ONE question below to respond to after you have taught the lesson OR create your own question and respond to it after you have taught the lesson.
  1. How did this lesson support 21st Century Skills?
  2. How did this lesson reflect academic rigor?
  3. How did this lesson cognitively engage students?
  4. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?
Universal Design for Learning

Guides Tier 1 Lesson Planning Process
Three Principles

**Principle I: Provide multiple means of representation**

*The way educator provides flexibility in the methods used to deliver instruction.*

**Principle II: Provide multiple means of action & expression**

*The ways students respond or demonstrate knowledge & skills*

  - Physical action, expression and verbal, nonverbal, written, graphic communication

**Principle III: Provide multiple means of engagement**

*The way we engage students*

  - Recruiting interest (student choice), sustaining effort and persistence & self-regulation
Engaging Lessons for ALL Learners

We could select instructional strategies that are evidence-based for the “typical” general education classroom — and then differentiate or refer for Level 2 or 3

OR

We could select instructional strategies that are evidence-based *concurrently* for diverse learners.
Principle I: Provide multiple means of representation
Collaborative Strategic Reading Instruction  
(Boardman, Vaughn et al. (2016))

- The use of CSR in Tier 1 demonstrated significant growth in comprehension for typical students.

- The use of CSR in Tier 1 demonstrated similar growth rates for students with and without SLD.

- Students with SLD receiving instruction in Tier 1 demonstrated greater rates of growth than students with SLD in more restrictive settings.
Strategic Instruction Model (SIM)

- DeSoto Middle School math
- Professional development in Content Enhancement Routines (CER).
- Teachers (PLCs) collaboratively built draft devices based on the standards that were difficult for students.
- Implemented routines in Level 1 gradually over three years.
- Positive changes in student engagement and proficiency levels, including SWDs (improvement doubled)
Principle II: Provide multiple means of action & expression
Ways of Expression

• Verbal
• Written
• Computer Assisted
• Graphic
# 6th Grade Reading Comprehension Anchor Standard

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
<td>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
</tr>
</tbody>
</table>
• Identify one activity that is used in lesson planning at your school that results in selection of an instructional strategy(ies) that is designed to meet the needs of diverse students.
What Can Tier 2 Do?
Improve Core Instruction (Tier 1) for ALL Students

First.

Develop “Powerful Interventions”

Second.
MYTH

Powerful Interventions can “Make Up” for Poor Core Instruction

BTW- they Can’t 😊
To Increase the Impact of Instruction....

Increase the “Intensity”
Definition of Intensity

• **MORE** time  
  • Supplement, not supplant  
  • Each Level in MTSS is “up to” 50% more time than core

• **NARROWER** Focus  
  • Reduce or eliminate the impact of barriers to learning

• Broader **TYPE**  
  • Evidence-based to meet the needs of diverse learners
TIER II: Supplemental, Targeted

What “some” kids get

TIME
Core plus up to 50% more

FOCUS
Narrower focus—strategic application in areas of greatest need
Aligned with Tier 1

TYPE
Type of instruction may differ or have greater focus
- Pre teach, Preview, Review, Reteach
- Explicit
- Guided
- Corrective Feedback
- Small group instruction
Grade 4 Tier 2

Concern:

• In October, the Grade 4 team entered into the data-based problem solving protocol with fidelity. They decided to focus their attention on a group of 11 students who historically have never had movement up or down - they have been consistently been in the blue zone with STAR and the same with their classroom performance.

The Team's Action:

• Placed students all in the same WIN group, and the instruction was based on work on close reading strategies, DOK questions, and annotating the text - research based instruction.

• Each 4th grade teacher used the same anchor chart to reinforce the skills that were being taught to the group. Focus was improving Tier 1 instruction for all at the same time.
Grade 4 Tier 2

Outcome:
- After 12 weeks 7 of the 11 students moved to green!
- The average growth of the group is 1.2 years, with an average percentile rank increase of 23.

Next Steps:
- Look at why 4 students did not attain the same growth & change it up for them.
- Potentially, Tier 3 Problem-Solving
- Individual Student Diagnostics
Tier 2 Reading Intervention
Grade 4

Grade 4-STAR Reading Screening

0 100 200 300 400 500 600 700 800 900
1 2 3 4 5 6 7 8 9 10 11

18-Jan 17-Aug
Critical Issues
Tier 2

- Purpose and expectation of Tier 2 services should be explicit and understood by providers:
  - Increase performance of students relative to Tier 1 standards
  - Link curriculum content and strategies with Tier 1
  - Assess against Tier 1 expectations
  - 70% of students receiving Tier 2 should attain/ moving toward proficiency.
What Can Tier 3 and SDI Do?
TIER III: Intensive, Individualized

What few kids get

TIME
Core plus up to 100% more

FOCUS
Precisely targeted for individual students

TYPE
• Very small group (e.g., 3-5)
• Clearer and more detailed explanations - explicit
• More systematic instructional sequences
• More extensive opportunities for guided practice – errorless instruction
• More opportunities for error correction & feedback
Critical Issues
Tier 3

• Purpose and expectations must be defined clearly and understood by providers

• Collaboration becomes critical

• Frequent communication between providers is essential

• Integration of curriculum a greater challenge
Characteristics of Specially Designed Instruction

• **Definition:** Instruction evidence-based to reduce or eliminate the impact of a disability on academic and/or behavioral progress

• Designed specifically for an individual student following individual problem-solving

• Could be implemented in Tiers 1, 2 and/or 3

• Aligned with standards, scope, sequence and pacing of instruction in Tier I

• Examples include: use of technology, unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols
• Assume that you were on a team charged with identifying the characteristics of Tier 3 instruction for your school/district. Identify ONE characteristic that you would like to see on the list.

• A regular classroom teacher asks you... “How is Tier 3 different from SDI?” How would you answer?
Integration Across the Tiers: How Do We Pull This Off?

Lesson Study!
Good Teaching is a Product of Good Planning
Lesson Study

• Method to integrate academic and behavior instruction/intervention into a single system

• Integrate learning goals, instructional strategies, student engagement factors and performance criteria

• Identify problem behaviors that would interfere with learning and address those behaviors
Case Study

Brian is a sixth grader with significant delays in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years (2\textsuperscript{nd} grade level) behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2\textsuperscript{nd} grade level text. He can answer 35\% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.
UNPACKING THE STANDARDS TEMPLATE

<table>
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<th>SUBJECT:</th>
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<td>STANDARD: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
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<tr>
<th>SKILLS:</th>
<th>CONCEPTS: What students should KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERBS</td>
<td>NOUNS</td>
</tr>
<tr>
<td>a. Which access skills (Academic Skills) must students possess to engage this standard?</td>
<td></td>
</tr>
</tbody>
</table>

b. Identify the access skills that the student does not possess?

c. What Academic BEHAVIORS (Engagement) must students have to engage instruction? Identify the Academic Behaviors that the student does not possess.
ESSENTIAL QUESTIONS for Tier 2/3 Instruction

1. What Universal Design Strategies can reduce or neutralize the impact of the deficit areas (e.g., text to speech)

2. What will be the focus of instruction in Tiers 2 and 3?

3. How will all instruction incorporate Tier 1 materials, pacing, scope and sequence? (e.g., pre-teach, review, reteach)
Characteristics of Effective Planning-Tier 1

- All providers of instruction and support are in attendance at the lesson study-general education, remedial education, special education and appropriate related services
  - Question: at YOUR grade level lesson planning meetings, do ALL providers of instruction attend or just the general education teachers?
Characteristics of Effective Planning-Tier 1

• The Learning Goal/Standard/Progression levels is/are identified explicitly
  • What students should know and how they will demonstrate it

• Instructional strategies (evidence-based) for the goal/level and student skill levels are identified

• The explicit student performance behaviors necessary to engage the instruction are identified—GAPS for individual students identified

• Student performance behaviors that are barriers to engaging instruction are identified
What instructional strategies and supports would you like to see in Tier 1 for a student like Brian?

Based on our discussion so far—how might instruction in Tier 1 accommodate the needs of Brian AND benefit all students?
Lesson Study
Tiers 2/3/Specially Designed
Characteristics of Effective Planning-Tier 2/3SDI

• Tier 2/3/SDI providers meet separately to lesson plan their instruction within the context of the Tier 1 lesson study meeting

• Instructional strategies, engagement behaviors, behavior supports, instructional materials that support student success in Tier 1 are identified.
Characteristics of Effective Planning-Tier 2/3/SDI

• Likely student problem behaviors are identified and problem-solved

• If the student is receiving instruction at multiple tiers (2/3/SDI), the providers can parcel out their instructional goals and strategies

• Aligning instruction across tiers to the common lesson goal(s) provides the student(s) with additional exposure and integrated practice
Characteristics of Effective Planning-Tier 2/3/SDI

• Alignment with the scope and sequence/pacing chart for Tier 1 is always a priority when identifying the focus of instruction on a weekly basis.

• This alignment permits a strategic focus for issues such as vocabulary, background knowledge, pre-teaching/review/re-teaching, etc. that results in “just in time” readiness for students to integrate what they have learned into Tier 1.

• Use of Tier 1 materials to facilitate both transfer and the impact of preteaching.
Table Top

Based on our discussion of critical elements of Tier 2, 3 and SDI needed to “integrate instruction”, how might your lesson planning for Tiers 2, 3 and/or SDI result in more powerful instruction?

Hints: align with pacing of tier 1?
Characteristics of Effective Planning-Tier 2/3/SDI

• Assessments in Tier 2/3 incorporate characteristics of assessments in Tier 1

• The goal here is to not only ensure that students strengthen needed skills and accelerate their growth BUT ALSO to ensure that the students can explicitly identify how the instruction in Tiers 2/3 relates to their work in Tier 1
Calibration-Tier 2/3/SDI

• Tier 2/3/SDI providers observe their students in the Tier 1 environment to ensure alignment of instruction across Tiers and to observe variability in student behavior across Tiers.

• Adjusting instruction (academic and behavior) in Tiers 2/3 will increase successful transfer to Tier 1

• Tier 2/3/SDI providers increasingly take an active role in the Tier 1 Lesson Study to share specially designed instructional strategies and student engagement supports during the Tier 1 Lesson Study meetings
Table Top

Based on our discussion today, how might observations in Tier 1 inform the instruction and curriculum that Tier 2, 3 and SDI providers develop?
• What are you take-aways from our discussion on lesson planning that you might choose to incorporate into the lesson planning process in your school?