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Recharging Core Instruction & MTSS

TO MAKE MTSS/RTI EFFECTIVE, EFFICIENT & EQUITABLE



BRANCHING MINDS



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AGENDA: Our Roadmap to Recharging the Core

- Instructional Loss or Learning Loss
- MTSS, Core Instruction and Universal Screening
- Acceleration, NOT Remediation
- Data, data, data
- Where to Start?
 - Strategies
 - Resources
- Q & A

Recent Headlines

EDUCATION

Only 45% of students passed state exams. How will NC deal with COVID learning loss?

BY T. KEUNG HUI AND DAVID RAYNOR
UPDATED SEPTEMBER 16, 2021 12:42 PM



Friday, 03 September 2021 11:38

Poor test scores show remote learning on Just 9% of Newark students met state math standards this spring, data show

PATRICK WALL, CHALKBEAT NEWARK | AUGUST 6, 2021 | [EDUCATION](#)

Written by David Bass - Carolina Journal

Only 11% of students met expectations in reading

Colorado Standardized Test Scores Reveal Deep Learning Loss From Pandemic: 'Creates A Sense Of Urgency'

By [Kati Weis](#) August 13, 2021 at 12:14 pm Filed Under: [Colorado News](#)

Teacher survey: Learning loss is global—and significant

March 1, 2021 | Article

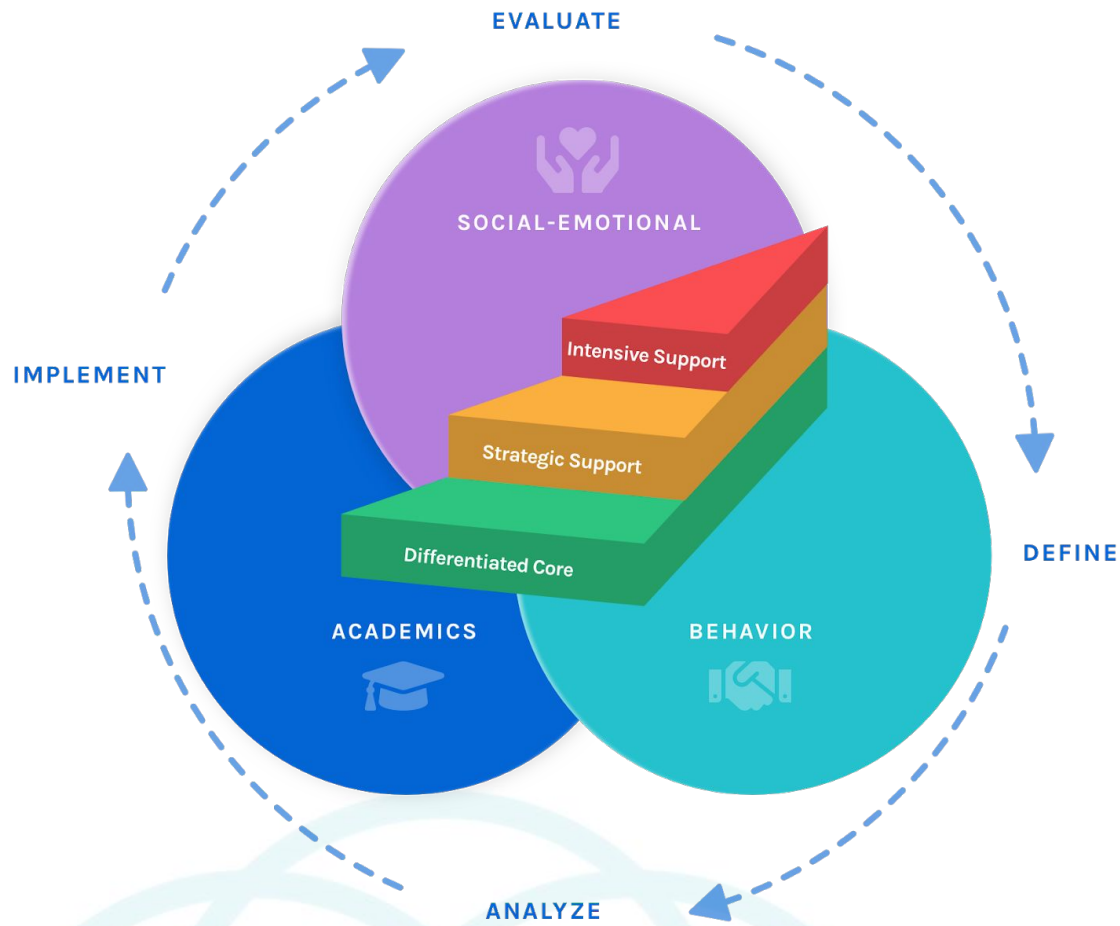


Not Learning Loss- Let's Discuss Instructional Loss Instead

Education experts are using the term “**instructional loss**”, rather than learning loss, in order to highlight the mix of learning experiences students had throughout the pandemic and focus on the need for refined instructional approaches.

--Dr. Essie Sutton, Applied Developmental Psychologist and the
Director of Learning Science at Branching Minds

So what do we do? MTSS!



Multi-Tiered System of Support (MTSS) is a foundation that wraps around the entire student body and uses data-driven problem-solving to address academic and non-academic (attendance / social-emotional) needs.

MTSS Tiered Support as a Framework for Organization in Schools Everyday

- **Tier 1**: Whole class core **differentiated** instruction;
- **Tier 2**: Whole class core differentiated instruction + additional targeted instruction (often small group);
- **Tier 3**: Whole class core differentiated instruction + additional targeted instruction (often small group) + intensive intervention (sometimes 1:1). The intensity/frequency and duration of the intervention are considered based upon data.

Tier 3 - 1-5%

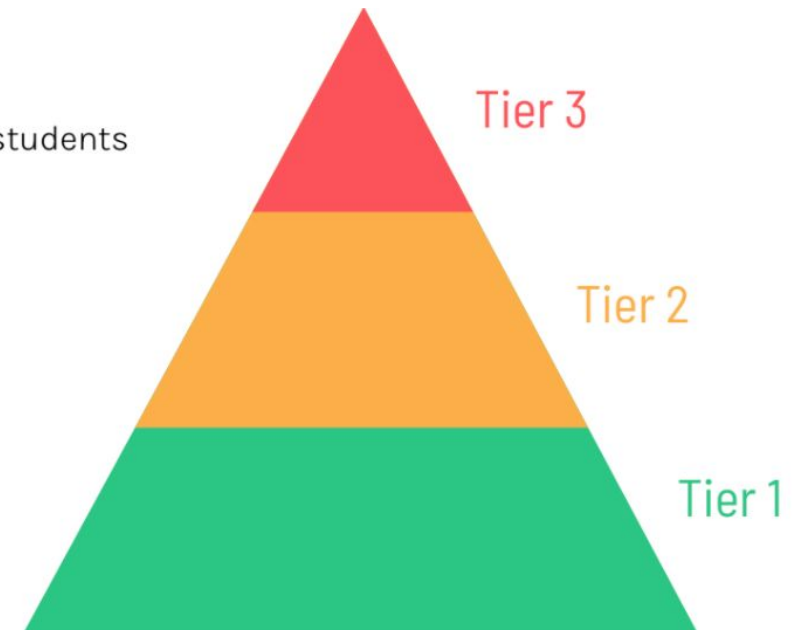
High Intensity Support for individual students

Tier 2 - 5-15%

Early Intervention - High Efficiency
Strategic Support Using Small Group
Interventions

Tier 1 - 80-90%

Differentiated Instruction for
Promotion and Prevention - Using
Best Evidence Based Supports



Universal Screening Cycle in MTSS



Collect data to determine student's areas of strength and need

Understand if core curriculum is working and when to provide intervention


Progress monitor interventions and measure historical growth

Refocus Instruction for Accelerated Learning

“Now, with ... students returning to in-person instruction, school systems can begin to...help students re-adjust to simply being in the classroom; reestablish their social identities after months of isolation; cope with ongoing physical, emotional, and economic challenges; and make up for interrupted teaching and learning.

This will be a difficult, years-long process. But it's also a once-in-a-generation opportunity...to fundamentally improve student experiences and address longstanding inequities in our education system. Leaders at every level should challenge themselves to go beyond returning to a "normal" that wasn't working for far too many students—especially students of color, from low-income families, with learning and thinking differences, and who are learning English.”

- Accelerate Learning Guide, New Teacher Project



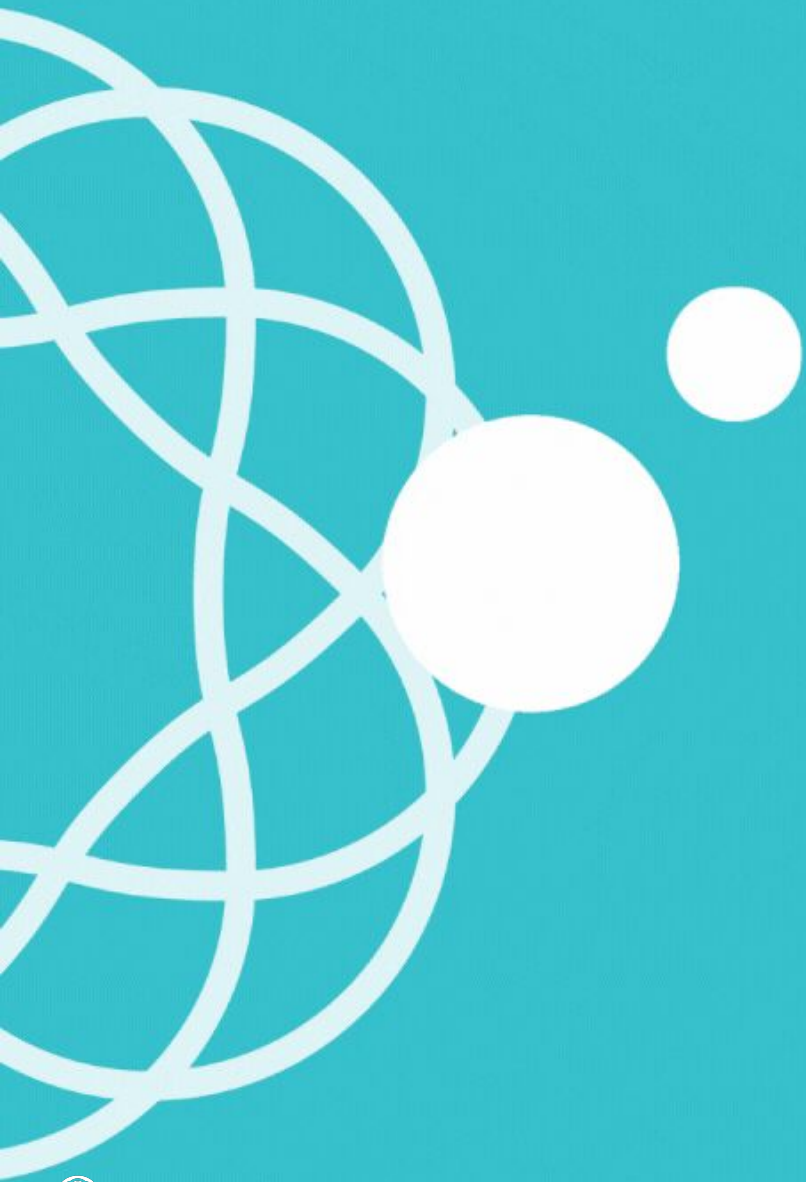
Acceleration versus Remediation

- **Acceleration:** the focus of instruction starts with grade-level content and uses supports to fill in “gaps” of knowledge
- **Remediation:** the focus of instruction starts with reviewing content that may have been missed in previous years, taking away instructional time from grade-level content and standards

What does accelerated core instruction look like?

1. Instruction remains at the appropriate grade level
2. Strategies are used to assess students' prior knowledge
3. Supports are used to incorporate skills from prior grades that are necessary to move forward
4. Small group lessons or one-on-one instruction are used for students requiring additional support beyond the supports used during core instruction





Where to Start:
How do we implement an
accelerated core in the
classroom?



Organize Instruction

- ***Realistically*** schedule time to plan
- Analyze your data like never before!
 - Where are my students now, based on the data?
- Prioritize, prioritize, prioritize those standards and set student goals!
 - What do my students need to master to move on to the next level?
 - *“Bridge the gap, don’t fill in the holes”*



Classroom Strategies

- Group ALL students based on data for core instruction and beyond (beginning at the Tier 1 level)
- Leave time for practice
 - Prioritize mastery of main skills over scope and sequence
- Keep fidelity to progress monitoring
- Use small-groups for core instruction and interventions

Utilizing Resources

Resources Recommended for Identifying Evidenced-Based Interventions & Supports

[PBIS World](#)

[Florida Center for Reading Research](#)

[National Center for Intensive Intervention](#)

[Intervention Central](#)

[What Works Clearinghouse](#)

[ERIC](#)

[Reading Rockets](#)

[BrM Resources](#)

Student Agency- Empower Your Learners

- Conference With Students
- Share Data With Students (strengths-based)
- Collaboratively Set Goals and Create Plans With Students
- Schedule Frequent Check-ins to Track Progress With Students
 - celebrate small successes

Research-Backed Behavior Strategies

- Check-in/Check-out Sheets
- PBIS Reward System
- Self-monitoring tracking system
- Structured Routines
- Increase opportunities to respond (OTR)
- Praise/Positive Reinforcements

Find out more at: [Top Used Behavior Strategies](#)



Strategies for SEL in the classroom

- Focus on Relationship Building and SEL in Tier 1
 - account for all students need for SEL
 - incorporate throughout academic content
- Use Validated Criteria and Assessments to Identify Students (DESSA)
- Have Trained Staff Members Implement Tier 2 and 3 Interventions
- Resources for evidence-based mental health programs:
 - <https://www.cebc4cw.org/>
 - <https://ojjdp.ojp.gov/model-programs-guide/home>
 - <https://www.blueprintsprograms.org/>
 - <https://crimesolutions.ojp.gov/topics/juveniles?ID=5>

Strategies for SEL for YOU!

- Schedule time for rest as a catalyst for productivity
- Seek out resources for you: Cultivating Awareness and Resilience in Education (CARE)
- Set boundaries between work and home
- Hydrate, hydrate, hydrate
- Try yoga or an exercise class
- Take productive mini-breaks
- Extend grace to YOURSELF and others





Reminder: Follow Steps Throughout the Year

1. Keep a clear vision
2. Maintain communication with all stakeholders (teachers, support staff, administrators, family, student)
3. Consistent Progress monitoring
 - a. Every week for Tier 3 students
 - b. Every 2 weeks for Tier 2 students
 - c. Universal screener 3 times a year for all students
4. Evaluate the effectiveness of supports after each data period
5. Account for Behavior and Social Emotional Learning (SEL)

ACCESS the RESOURCES

- **Presentation** of this document and recording will be sent out
- [The Ultimate Guide to MTSS](#)
- [The Guide to Solving the Top four MTSS Challenges](#)
- [Infrastrutritional Alignment for MTSS](#)
- [All RTI/MTSS Webinars](#)
- [MTSS Meetings Guide](#)
- [Branching Minds Learning Center Including:](#)
 - [Resources for Behavior Interventions and Supports](#)
 - [SEL Resources and Strategies](#)

Q&A





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