

Branching Minds **MTSS** Summit

Branching Forward: Setting Intentions for MTSS in the New Year

**MTSS: Interating Academic, Behavior and SEL Instruction
and Supports to Ensure Equitable Outcomes for ALL
Students**

Dr. George M. Batsche



Session Goals

- ✓ Understand the importance of district-level integration
- ✓ Discuss the impact of leadership types on an integrated MTSS
- ✓ Understand the processes that facilitate integration of academic, behavior and social-emotional learning
- ✓ Understand “interactive” (Academic/Behavior/SEL) Data
- ✓ Complete your Personal Reflection Journal

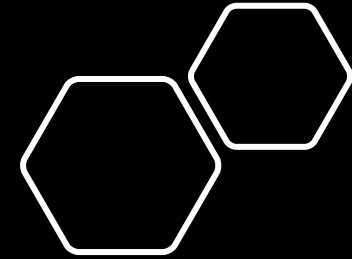
Personal Reflection Journal

Branching Minds MTSS Summit

Reflection 1: District Support of MTSS

1. What aspects of this topic is your district doing well?
2. What aspects of this topic could be strengthened?
3. Notes to self on thoughts or next steps/actions around this topic.

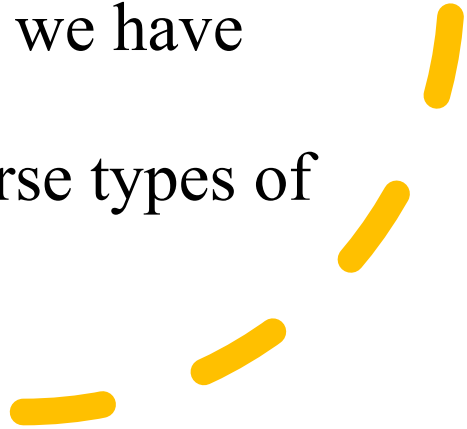
Reflection 2: My district has a District Leadership Team that guides implementation of MTSS and includes leaders from each of the district's organizational units



A few thoughts about MTSS...

- MTSS has been around for quite some time—longer if we include the “RtI” movement.
- MTSS is included in ESSA as a framework for schooling
- Much has been communicated about definitions, critical components, implementation science and more.
- MTSS has been implemented in small, rural, suburban and urban school districts with varying levels of success.
- In some ways, the term “MTSS” has become so common that it may have lost its common language/common understanding “meaning.”

So, what are “must-haves”.....?

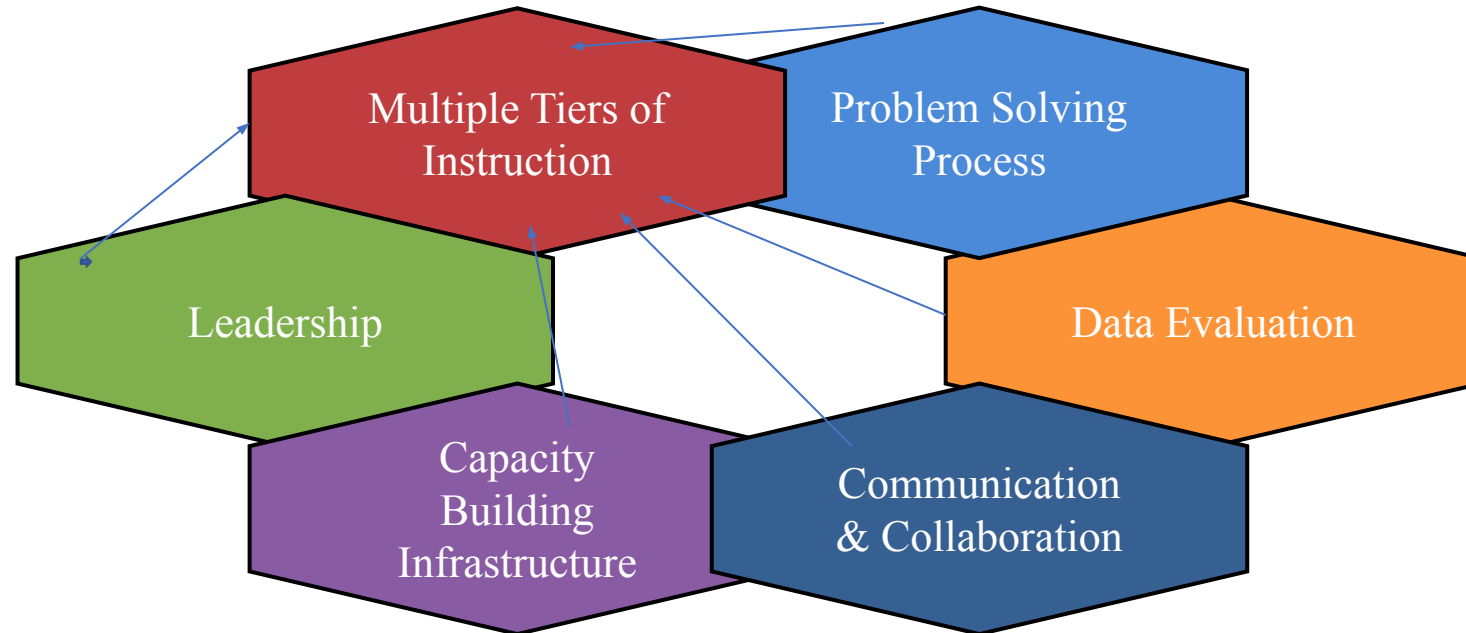
- Must-haves are those elements in the implementation of MTSS that, if not present, will serve as barriers to successful implementation.
 - Must-haves are those elements in the implementation of MTSS that, if they are present, will serve to facilitate implementation.
 - “Our” must-haves are elements that we have identified as critical to successful implementation in our work in diverse types of districts across the United States.
- 



MTSS is a Way of Thinking, Framework Not a Program or Intervention

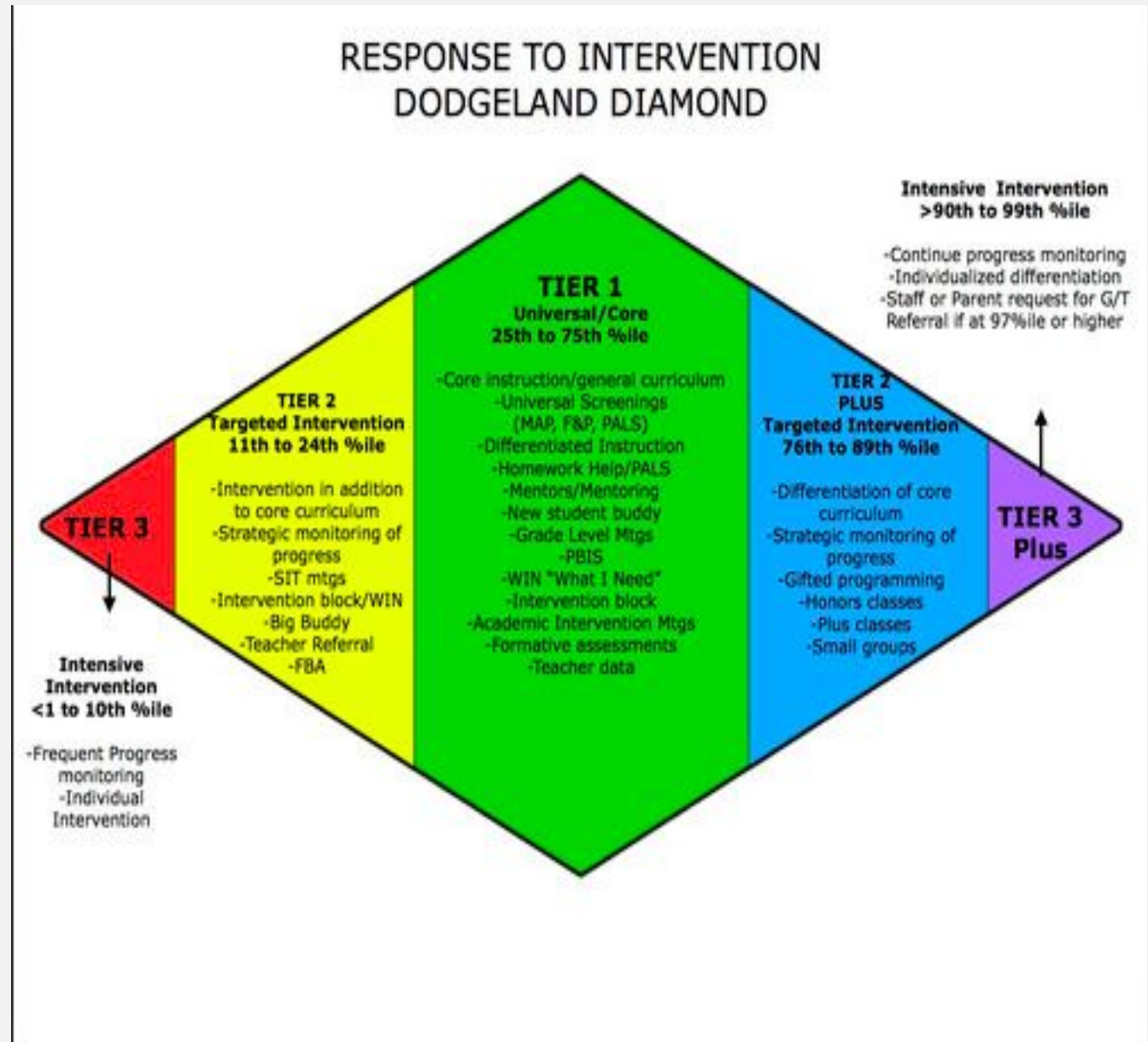
MTSS is an evidence-based framework within which instruction, behavior and SEL can be integrated to create an efficient and effective delivery system for ALL students.

Critical Components of MTSS



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Why is MTSS
an Optimal
Framework to
Integrate
Academic,
Behavior and
SEL
Instruction
and
Supports?



Answer?

- All six components of the MTSS framework are relevant for academic, behavior and SEL instruction and supports.
 - Multiple tiers of instruction and supports
 - Problem-solving process
 - Data evaluation
 - Capacity building
 - Communication and Collaboration
 - Leadership

Answer?

- Differentiation of the tiers of instruction and support are relevant to academic, behavior and SEL domains:
 - **All, some and few**
 - **Increasing intensity of instruction** and supports
 - Amount of **TIME** the instruction/supports are provided increases across the tiers
 - The **FOCUS** of the instruction/supports narrows across the tiers to reduce/remove barriers to progress
 - The **TYPE** of instruction/supports changes across the tiers and is evidence-based to meet the unique needs of students
 - **Data collection to document** effectiveness of the instruction/supports increases in frequency across the tiers.

The “Must Haves”

- Leadership Alignment and Integration
 - The District Office is organized, integrated and aligned to implement a comprehensive MTSS framework
 - Effective Leadership Models
 - Strengthening Instruction and Supports in Tier 1 first
 - Consensus-Common Language/Common Understanding of MTSS at the district, school and classroom levels.
-





The “Must Haves”

- Highly effective instruction in Tier 1. “Universal Instruction”
 - Integrated Lesson Planning across the Tiers
 - The District uses data-based decision making and problem-solving for monitoring fidelity and the impact of implementation of staff and student outcomes
 - The District implements a comprehensive MTSS evaluation model.
-



There must be a prevailing belief and understanding that the purpose of this work is to ensure schools, leaders and teachers have what they need to accelerate all students' rate of growth and improve outcomes across academics, behavior and social emotional well being.



**All roads lead to
Instruction!**

**Academic,
Behavior and
Social Emotional**

“Must Have” #1 Leadership Alignment

First things first.....



District Leadership Engagement

1. **Board of Education**—*passes a policy* stating that MTSS is the framework for schooling all students in the district.
2. **Superintendent**—*states explicitly and frequently* that MTSS is the framework for schooling ALL students
3. **District Strategic Plan/Improvement Plan** *incorporates the components of MTSS as actions* to support attainment of those goals
4. **District Leadership Team** *assigns FTE* allocated to MTSS leadership support
5. A District-Specific Definition of MTSS

Board Policy Example

Draft MTSS policy

P1200 MULTI-TIER SYSTEM OF SUPPORTS (MTSS) FRAMEWORK

BOARD POLICY:

The Work of the XXXX Public Schools is to empower all students with the 21st century skills and knowledge necessary for success by providing a coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community.

The Work is accomplished through the implementation of the Multi-Tier System of Supports (MTSS), in which all services are delivered to students to ensure their academic, behavioral, and social success. The MTSS framework links all services in the district in a way that achieves the highest student outcomes in an effective, efficient, and cost-effective manner.

Four non-negotiables direct the implementation of MTSS. These non-negotiables ensure a culture of collaboration, the use of standard protocols to implement all instruction and supports, high quality professional learning to ensure sufficiency and fidelity of implementation, and results-driven leadership to bring accountability to the Work of the district.

Administrative Responsibility: Superintendent or designee

New Policy: September, 2015 P1200

Board Policy Example

5500 MULTI-TIERED FRAMEWORK FOR ACADEMIC ACHIEVEMENT 5500

The philosophy of the Board concerning academic achievement is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. Hence, the Board endorses a multi-tiered system of support for instruction and intervention to provide opportunities for all students to be academically successful.

A multi-tiered system of support provides the structure within which all efforts of WCPSS fit to ensure that instruction, academic, and behavioral/social emotional needs of all students are a high priority, including English Language Learners (ELLs), Students with Disabilities (SWDs), and Academically and Intellectually Gifted (AIG) students.

The Superintendent shall develop guidelines and otherwise implement this framework throughout the Wake County County Public School System.

Superintendent's Messaging

Public Schools

Multi-Tiered System of Support (MTSS) 2015-2016 Implementation Plan

MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices.

Our Vision: The Public School system implements and sustains all components of a Multi-Tiered System of Support to ensure college and career readiness for all students.

Our Mission: We will prepare and support each school to implement a Multi-Tiered System of Support for total school improvement by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that result in college and career readiness for all students. We believe that MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to a sound basic education.

- We value all students.
- Every decision we make is data-driven to improve student learning and achievement in a system of rigor and relevance.
- Our classroom instruction and interventions are informed by data-based problem-solving.
- Our district academic and behavioral protocols are implemented with fidelity.
- Our professional learning and collaboration improve educator practices by focusing on curriculum and instruction that are implemented with fidelity.
- We establish and sustain partnerships to ensure that all students are college and career ready.

PUBLIC SCHOOLS—STRATEGY FOR DISTRICT IMPROVEMENT

OBJECTIVE 1: PROFESSIONAL LEARNING FOCUSED ON THE CURRICULUM AND INSTRUCTION: Provide professional learning and opportunities for collaboration that improve educator practice by focusing on curriculum and instruction.

Initiative 1: Establish and implement vertically and horizontally aligned curriculum with clear student learning expectations.

Initiative 2: Develop a district-wide expectation for rigorous education practice, which uses research based teaching and learning strategies.

Initiative 3: Implement PLCs to provide opportunities for collaboration focused on improving student learning.

OBJECTIVE 2: EFFECTIVE USE OF DATA: Implement aligned systems of assessment and inquiry that use multiple sources of data to inform classroom practice.

Initiative 1: Apply common assessments to measure student progress and provide targeted interventions, to inform instruction that improves student learning.

Initiative 2: Provide professional development on how to effectively use data to inform practice.

Initiative 3: Align School Improvement Plans and educator goals with district goals to ensure ongoing improvement of student learning.

OBJECTIVE 3: PARENT AND COMMUNITY ENGAGEMENT: Engage and partner with families and community members in creating a shared vision of a high performing culture.

Initiative 1: Create a district-wide college and career readiness culture at all grade levels.

Initiative 2: Expand opportunities for family and community engagement.

Strategic Plan

MTSS Goals	Action Steps—Year 1(2015-2016)	Evaluation
SDI OBJECTIVE 1: PROFESSIONAL LEARNING FOCUSED ON THE CURRICULUM AND INSTRUCTION		
<p>Systemic implementation of standards-based curriculum (academic and behavioral) across all tiers and specially designed instruction that includes explicit differentiation for all learners within a multi-tiered system of supports.</p>	<p>Personnel responsible for evaluating the alignment of curriculum and standards as well as the protocols and data sources have been identified.</p> <p>Curriculum maps, units, and lesson plans are reviewed for rigor and for alignment (horizontally and vertically).</p> <p>Behavioral expectations and protocols for addressing behaviors are reviewed for alignment (horizontally and vertically)</p>	<p>Standards-based curriculum (academic and behavioral) across all tiers and specially designed instruction has been aligned and includes explicit differentiation for all learners within a multi-tiered system of supports is utilized by all educators.</p> <p>There is district-wide delivery of high-quality Tier 1 core instruction aligned to Massachusetts Curriculum Standards.</p>
<p>Identification and communication of expectations and characteristics of the district's model that will guide the use of highly effective instruction practices in all schools.</p>	<p>Leadership defines and communicates expectations and characteristics for the delivery of high-quality instruction across all Tiers including specially designed instruction</p> <p>Identify tools to document the implementation of effective instruction in all Tiers, including specially designed instruction</p>	<p>An observation tool to document instructional framework implementation has been developed and is consistently used.</p> <p>Fidelity of implementing evidence-based instruction and interventions matched to specific needs.</p> <p>Implementation of fidelity tools to evaluate instruction across all Tiers, including Specially Designed Instruction.</p>
<p>Development and implementation of an ongoing and targeted PD and technical assistance plan that is aligned to the learning & support needs of staff to fully implement and evaluate MTSS.</p>	<p>Develop a multi-year professional development plan that supports the implementation of the essential components of MTSS (specific to best instructional practices)</p>	<p>Multi-year professional development plan has been developed (specific to best instructional practices).</p>
<p>Systemic implementation of leadership practices based on statewide leadership standards to guide, develop and sustain teachers and leaders in District-wide MTSS Implementation</p>	<p>Leadership identifies the high priority leadership practices and behaviors necessary for the implementation of MTSS (Using the Standards and Indicators of Effective Administrative Leadership).</p> <p>Leadership identifies the methods that will be used to evaluate the high priority leadership practices and behaviors.</p>	<p>First implementation of the evaluation of high priority leadership practices and behaviors at all schools has been completed.</p>
<p><u>Communication and collaboration within the district</u>, to the community and family stakeholders in order to create/ensure a positive, safe, and inclusive and respectful culture.</p>	<p>Conduct staff survey—collect data on whether the school environments are viewed as positive, safe, and inclusive.</p>	<p>Staff Perception Survey results—MTSS (Measure the degree to which the school environments are viewed as positive, safe, and inclusive)</p>

Strategic Plan

MTSS Goals	Action Steps—Year 1(2015 – 2016)	Evaluation
SDI OBJECTIVE 2: EFFECTIVE USE OF DATA		
<p>Implementation of a comprehensive assessment and decision-making system (to guide and support school-level practices) that integrates academic & behavior factors and uses screening, benchmark, formative, summative and early warning data within a data-based problem-solving model to guide instructional practices</p>	<p>Complete S.A.M.—Each School</p> <p>Complete Beliefs Survey—Each School</p> <p>Develop a district-wide instructional problem-solving process and a data system capable of maintaining data, evaluating programs and disseminating results/outcomes</p> <p>Identify screening, benchmark, formative, summative and early warning data measures for academics and behavior for all grade levels, based on current and needed resources (including logistics/timelines).</p> <p>Purchase/Develop data management platform capable of maintaining data, evaluating programs, and disseminating results/outcomes.</p>	<p>Every decision we make is data driven to improve student learning and achievement in a system of rigor and relevance.</p> <p>Fidelity of using the problem-solving process protocols and district data bases—all tiers</p> <p>All classroom instruction and interventions are informed by data-based problem-solving.</p> <p>Use data to evaluate the levels and fidelity of MTSS implementation</p> <p>Use student-centered data to evaluate the effectiveness of Tier 1 instruction in all schools.</p>
<p>Development and implementation of an ongoing and targeted PD and technical assistance plan that is aligned to the learning & support needs of staff to fully implement and evaluate MTSS.</p>	<p>Develop a multi-year professional development plan that supports the implementation of the essential components of MTSS (specific to the use of data)</p>	<p>Multi-year professional development plan has been developed (specific to the use of data).</p>
SDI OBJECTIVE 3: PARENT AND COMMUNITY ENGAGEMENT		
<p>Communication and collaboration within the district, <u>to the community and family stakeholders</u> in order to create/ensure a positive, safe, and inclusive and respectful culture.</p>	<p>Create MTSS information page on District’s website</p> <p>Conduct parent survey—collect data on whether the school environments are viewed as positive, safe, and inclusive.</p> <p>Administrators and teachers reference MTSS whenever possible in their interactions with family and community members—using a common language and demonstrating a common understanding around the rationale for and the purpose and expected outcomes of implementation.</p>	<p>Parent perception survey results (MTSS)</p>



Example of a School District Definition of MTSS

The (District Name) multi-tiered systems of support (MTSS) promotes equity and school improvement through engaging, researched-based academic, behavioral, and SEL practices. MTSS employs a systems approach using data-driven problem solving to maximize growth for all students.

Adopted: October, 2021

A close-up photograph of a glass hourglass with green sand. The sand is piled up in the top bulb and is slowly falling through the narrow neck into the bottom bulb. The background is a soft, out-of-focus gradient from light to dark.

Reflection Time 🥰
REFLECTION #1



**The Relationship Between
Instruction, Behavior and SEL:
Implications for Organization &
Integration of District Office**

Reflects what we ask of students....

Every “Task” We Ask of Students has....

- Does the student have the **skills** to **complete the task** successfully?
 - If not, what is the potential impact on the student’s self-confidence, engagement and self-efficacy?
 - What teacher practices can mitigate and scaffold the impact?
- Does the student have the **behaviors** to **organize and implement the task**?
 - If not, what teacher practices (e.g., pre-correction) can scaffold student success?
- Does the student have the **social-emotional learning** skills to **engage the task**?
 - If not, what teacher practices (e.g., OTR, Positive Behavior Sequences) can sustain student engagement?



When the “demand” of a task (academic, behavior, social-emotional) is greater than the student skill level, then that task serves as an antecedent for both behavior (e.g., escape, avoidance) and social-emotional (e.g., anxiety, anger, fear, depression) outcomes.

Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing (*McIntosh, 2008; McIntosh, Sadler, & Brown, 2010*)



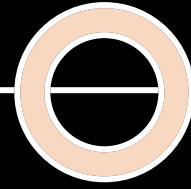
So..... “Must Have” #2

It does not make sense that district organizational units of curriculum, behavior/SEL, counseling/student services operate in isolation.

Integration of leadership must occur within and across these organizational units.

A close-up photograph of a glass hourglass with green sand. The sand is piled up in the top bulb and is falling through the narrow neck into the bottom bulb. The background is a soft, out-of-focus gradient from light to dark.

Reflection Time 🤗
REFLECTION #2



”Must Have” #3

Effective Leadership Models
That Are Empirically Related to
Positive Student Outcomes and
Staff Engagement



Leadership at the Building Level



Leadership explains about 25% of the variation in student learning across schools.



Classroom factors explain more than 33% of the variation in learning across schools

(Louis, Leithwood, Walstrom, & Anderson. (2010) *Investigating the Links to Improved Student Learning.*)

Leadership exercises 2 core functions...



**Providing
Direction**

**Exercising
Influence**



How Much Does the “Type” of Leadership Matter?

...A Lot!

- **Collective leadership*** has a **stronger influence on student achievement** than individual or hierarchical leadership.
- Higher-performing schools **award greater influence** to teacher teams, parents, and students in particular.
- School leaders have an impact on student achievement **primarily** through their **influence on teachers’ motivation and working conditions**; their influence on teachers’ **knowledge and skills produces less impact on student achievement.**

* Teachers and administrators leading together, recognizing that long-term success rests on diverse perspectives and contributions.

Leadership policies and practices that have a detrimental effect on student learning—
Principal Turnover

Rapid principal turnover has **moderately negative effects** on instructional climate.

Rapid principal turnover explains a **modest but significant amount of variation** in student achievement across schools.

”Must Have” #3

Collaboration
and
Communication
factors that
influence student
outcomes...

The influence of **parents
and students** is
significantly related to
student achievement.



Student achievement is
higher in schools where
teachers share leadership
and where they perceive
greater involvement by
parents.

Resources

- Collective Leadership

- <https://www.teachingquality.org/collective-leadership-leading-the-schools-of-tomorrow/>
- <https://journals.sagepub.com/doi/abs/10.1177/0013161x08321221>

- Comprehensive MTSS Evaluation System

- https://floridarti.usf.edu/resources/program_evaluation/index.html

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Reflection Time 😊
REFLECTION #3

“Must Have” # 5

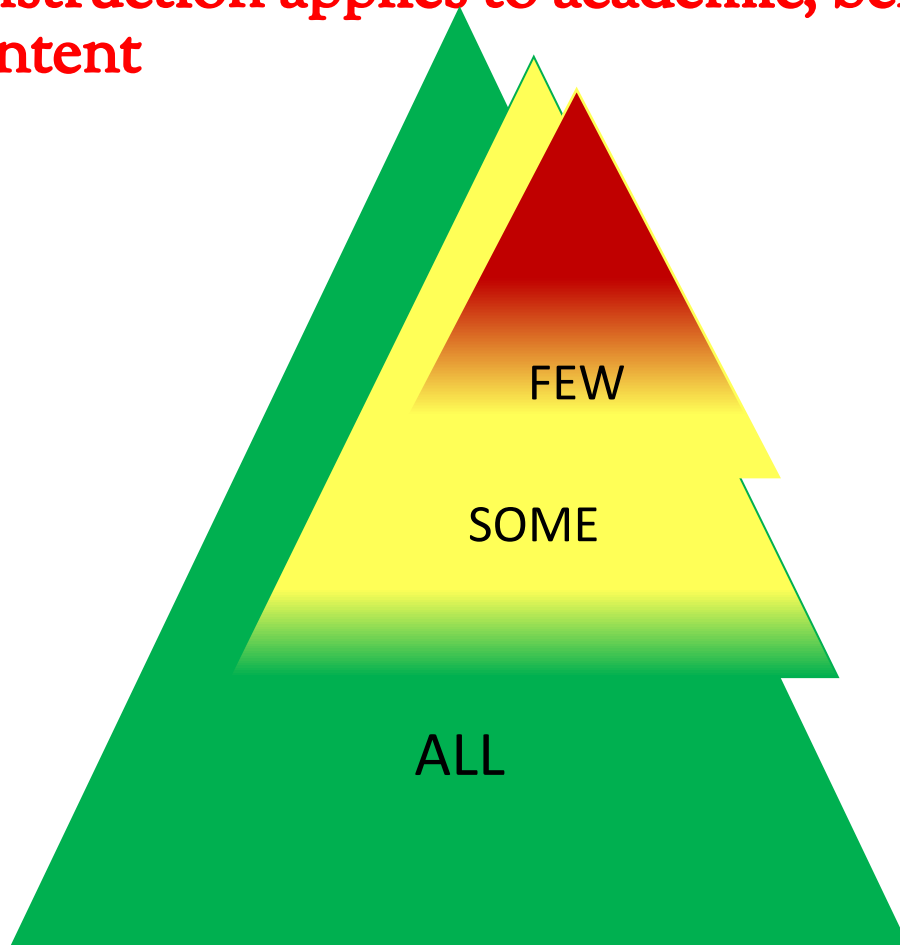
***Consensus Around a Common Language/Common Understanding of
Using MTSS As A Framework for ALL Instruction***

Collaboration and Communication

A Quick MTSS “Primer” 😊

Integrating Instruction* Within and Across the Tiers

*Instruction applies to academic, behavior and SEL content

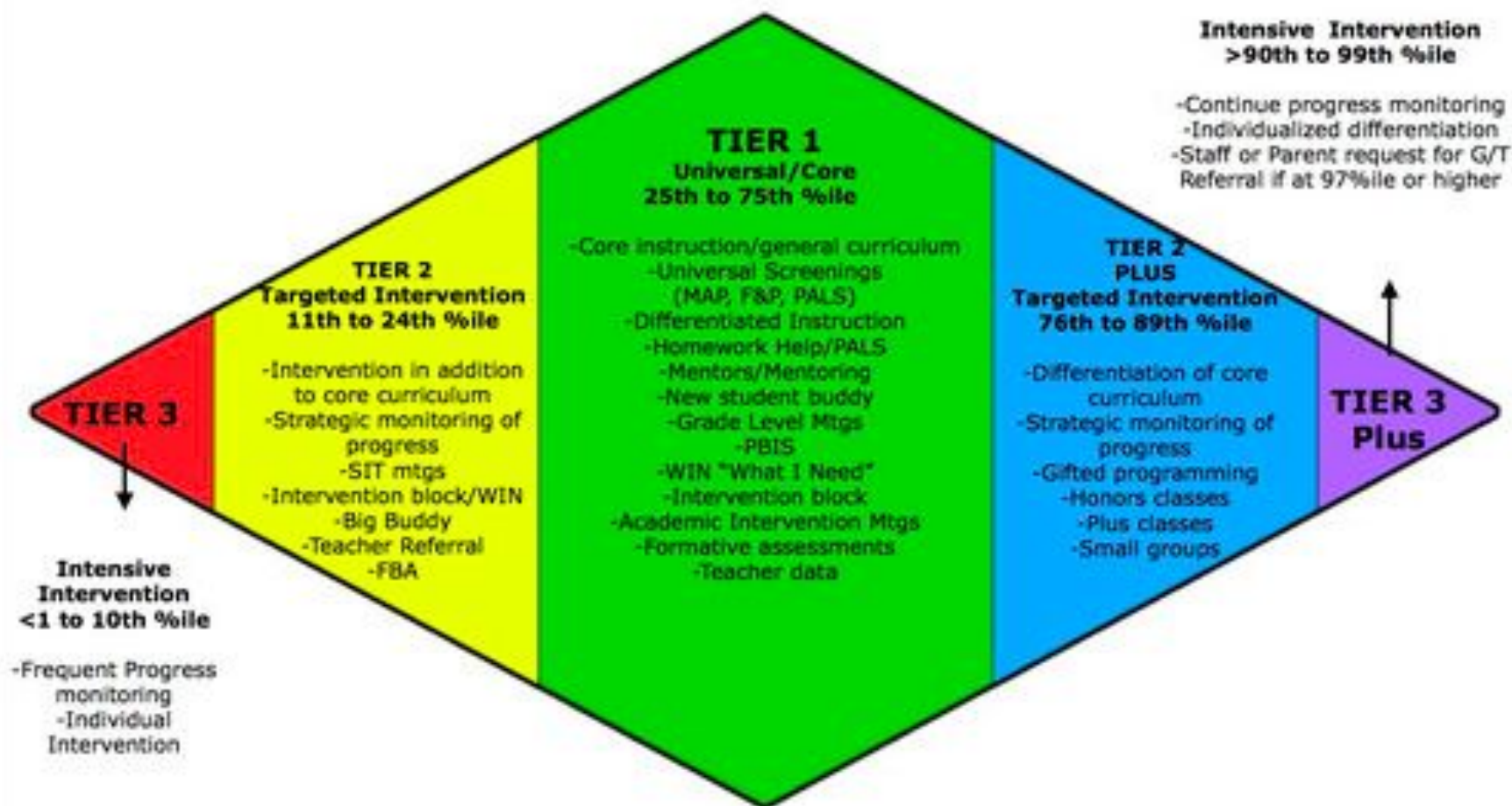


The LEVELS are differentiated by the INTENSITY of the Instruction.

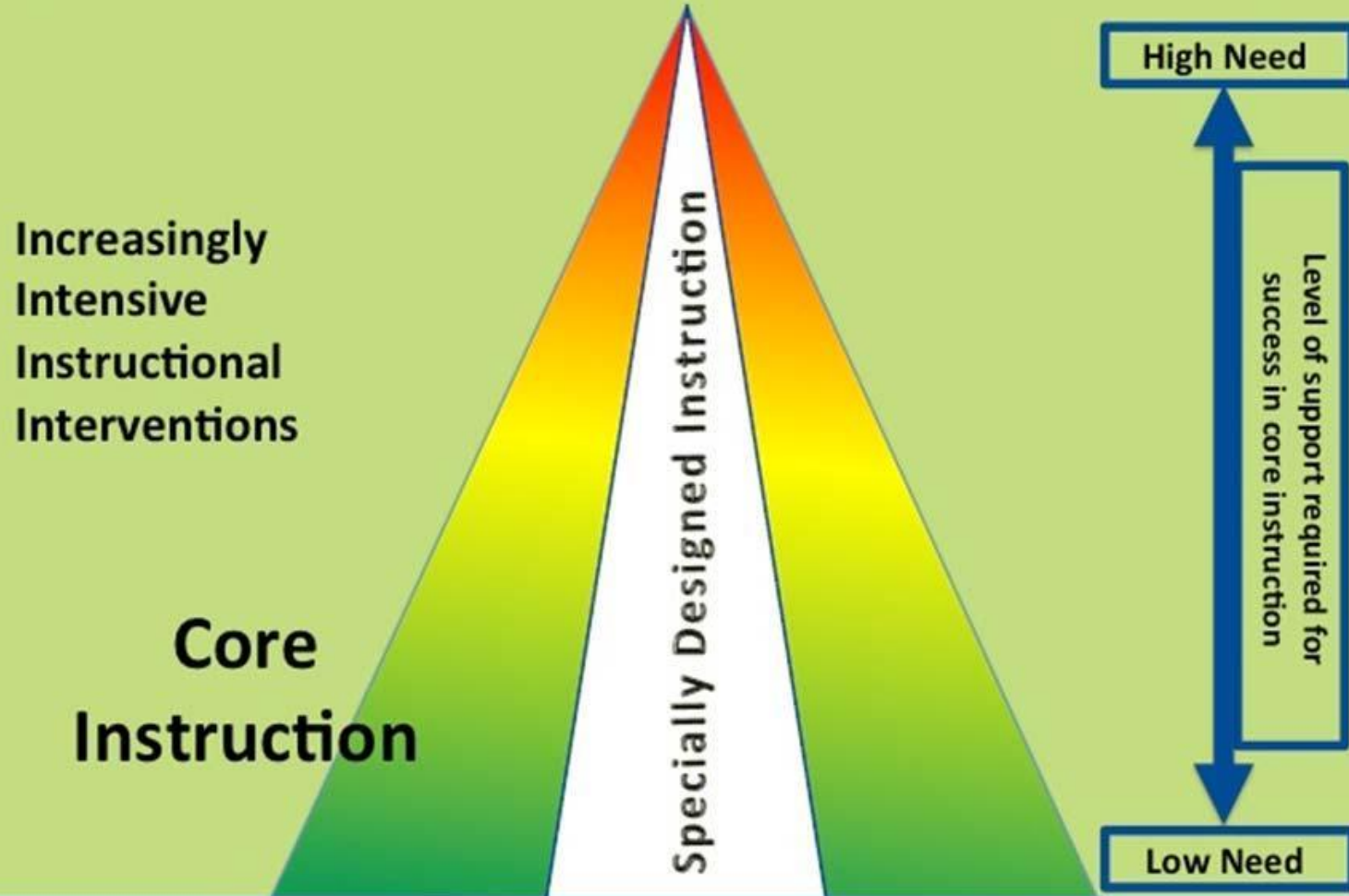
INTENSITY:

- Time
- Focus
- Type

RESPONSE TO INTERVENTION DODGELAND DIAMOND



A Conceptual Framework for MTSS



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

Adapted from U.S. Department of Education

Tiered Systems of Support

Every system and schools must address the unique needs of students and recognize the level at which they enter the system.



The system does that by asking 3 questions:

What do ALL students need?

- What can **EVERYBODY** do to support **ALL** students?

What do SOME students need?

- What can **EVERYBODY** do to support **SOME** students

What do a FEW students need?

- What can **EVERYBODY** do to support a **FEW** students?

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)
- Behavior/SEL Throughout Day/PBIS

FOCUS

Broadest Focus—

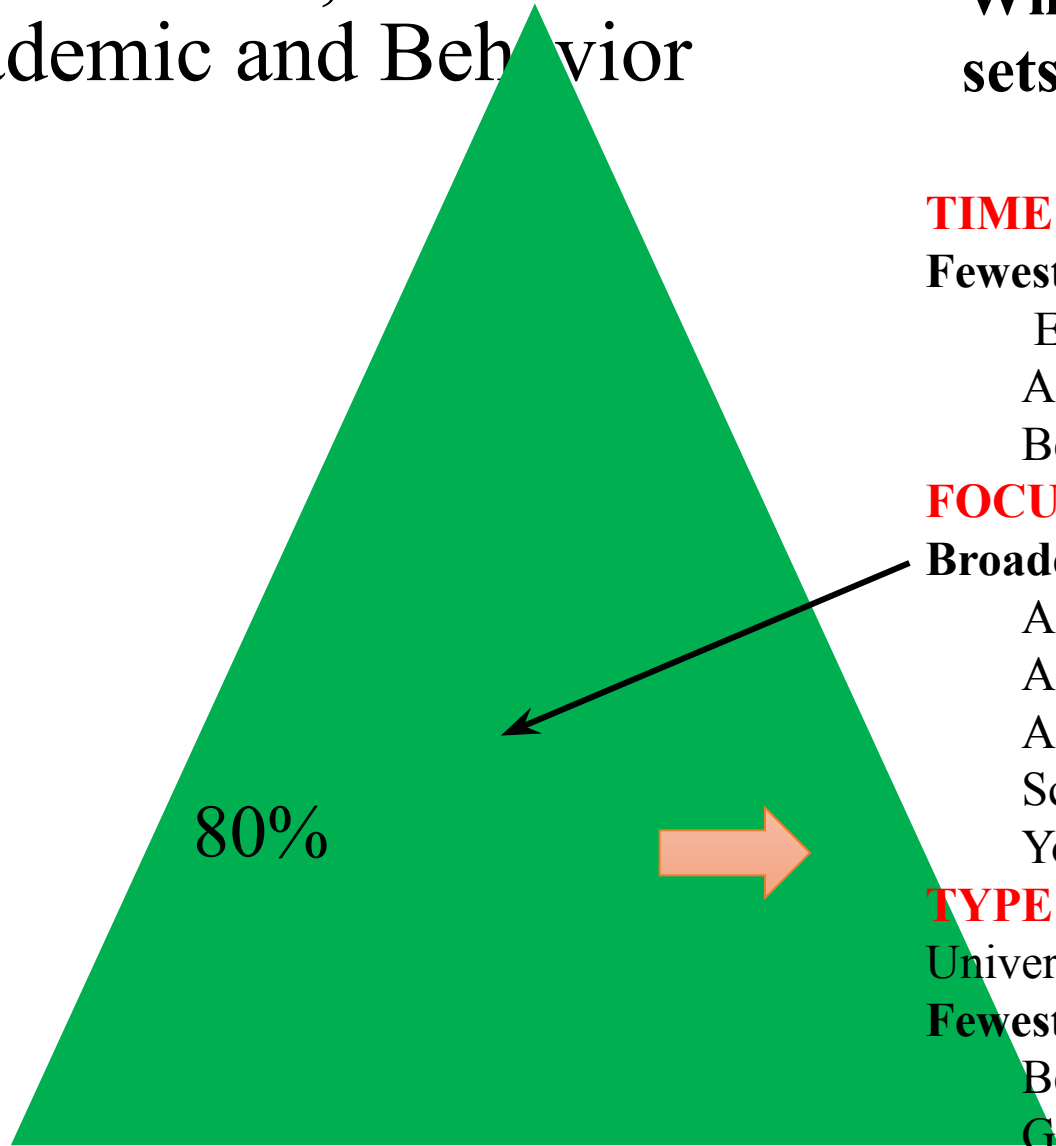
- All 5 Big Ideas about Literacy;
- All concepts, facts, strategies for Algebra 1
- School-Wide PBIS
- Youth Mental Health First Aid

TYPE

Universal, UDL

Fewest Formal Student Assessments

- Benchmark
- Grading Periods
- EOC/ EOG/State Assessments
- EWS, ODRs, HRs



Litmus Test 😊

The 1-Minute
Elevator Speech



Instruction Alignment and Integration Across the Tiers



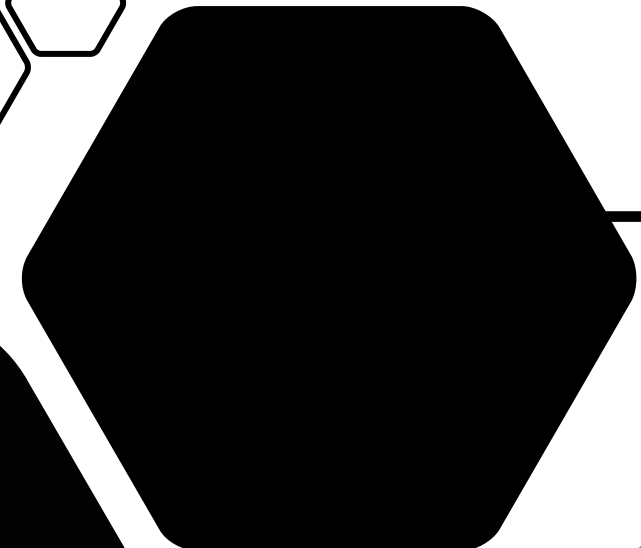
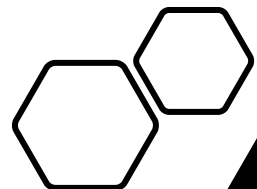


**ALL Roads Lead to Tier 1:
For Everyone!**

- Sets the scope, sequence and pacing of instruction for all students.
- Determines the curriculum (aligned to standards) for all students.
- Sets expectations for behavior, engagement and social-emotional skills.
- Determines instructional and support strategies for all students.
- Provides leadership and support for “inclusive classrooms”-or not.



The Importance of Tier 1



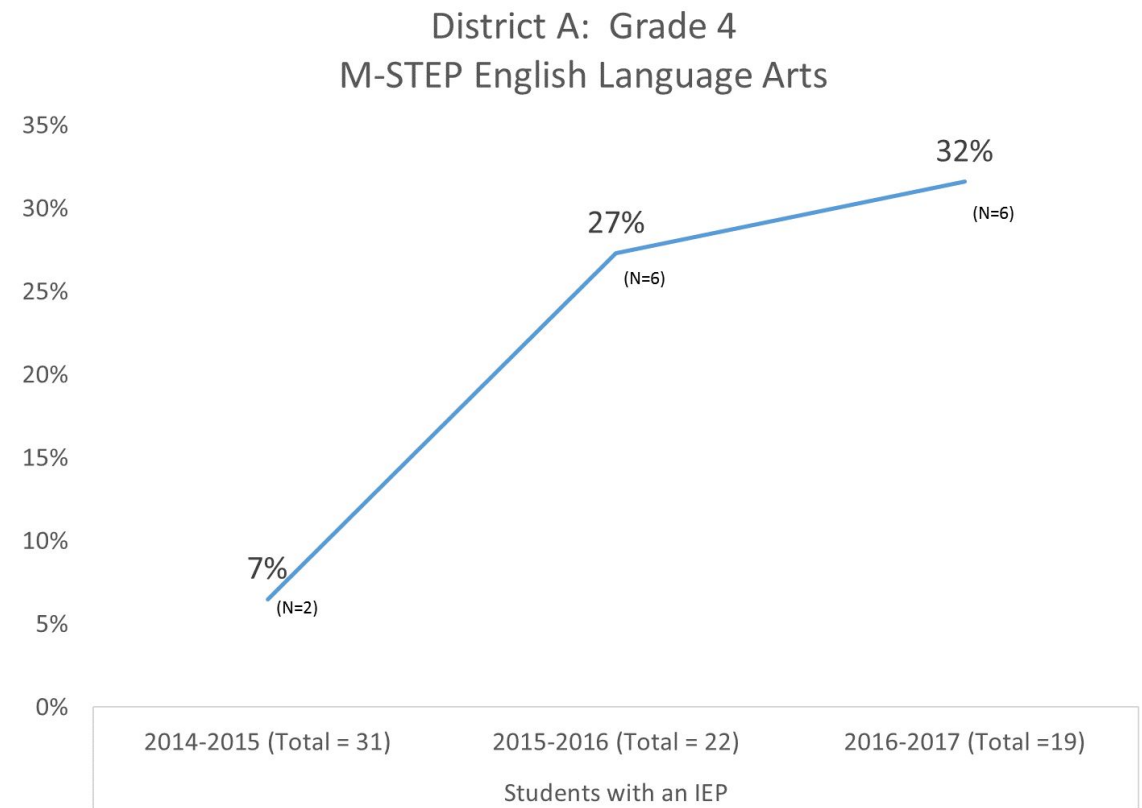
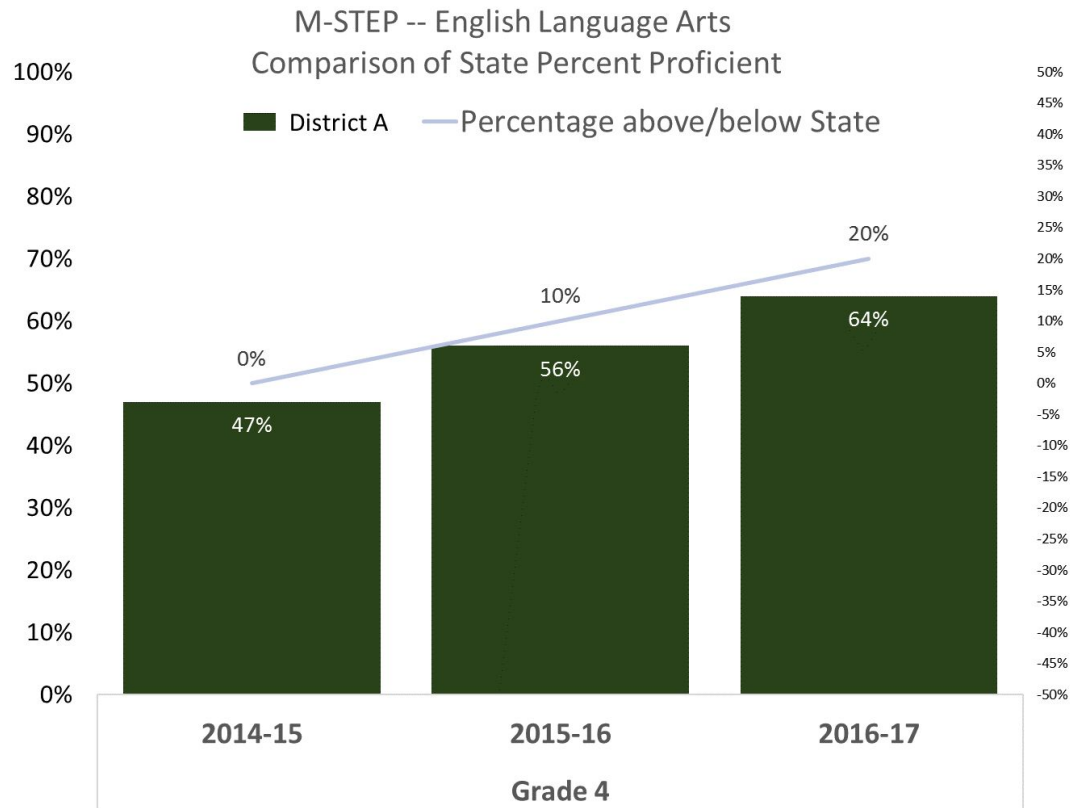
“Must Have “ #4

**Improve Core Instruction (Tier 1) for ALL Students
*First.***

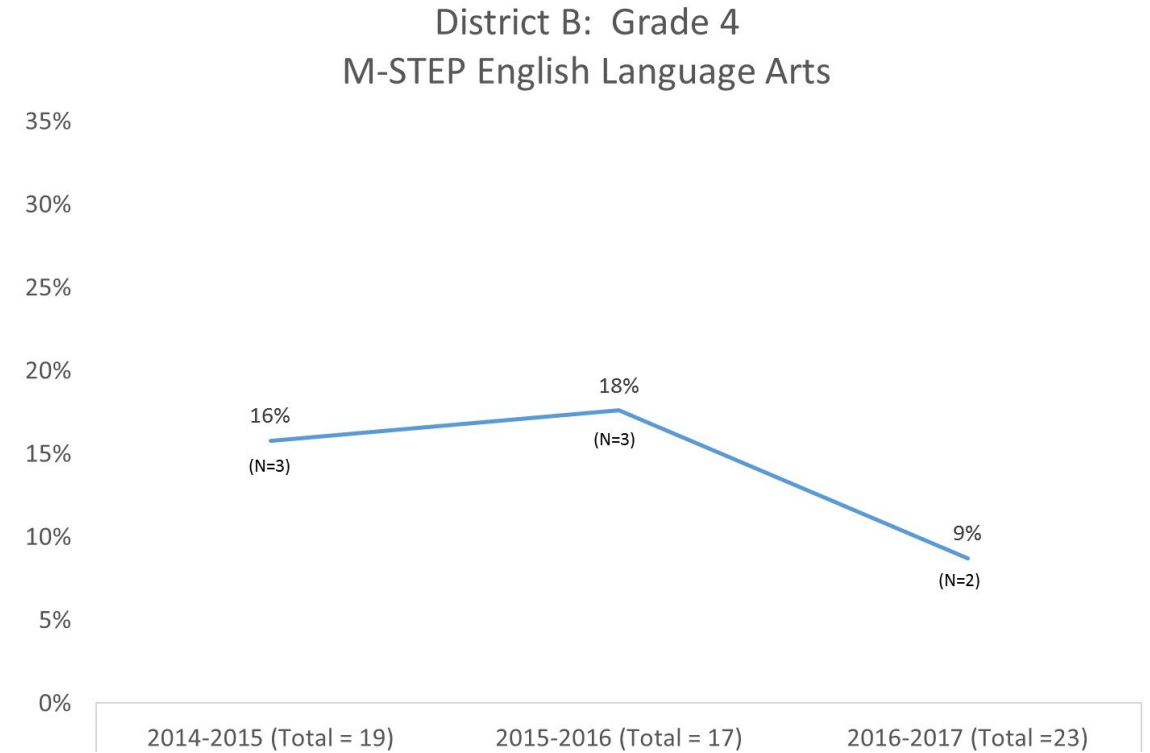
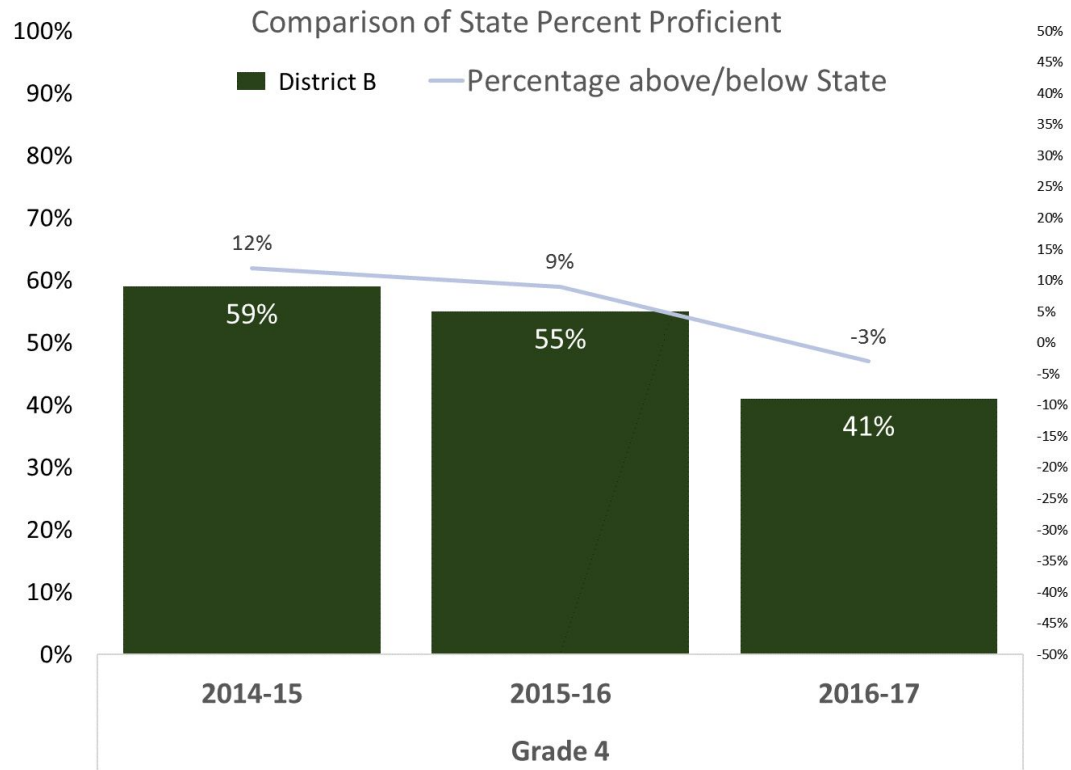
Develop “Powerful Intensified Instruction
(Interventions)”
Second.

Why is this important for students with disabilities? Because...

A STRONG Relationship Exists Between the Performance of All Students and the Performance of Diverse Learners



Relationship Between Performance of General and Special Education Students



Relationship Between Performance of General and Special Education Students

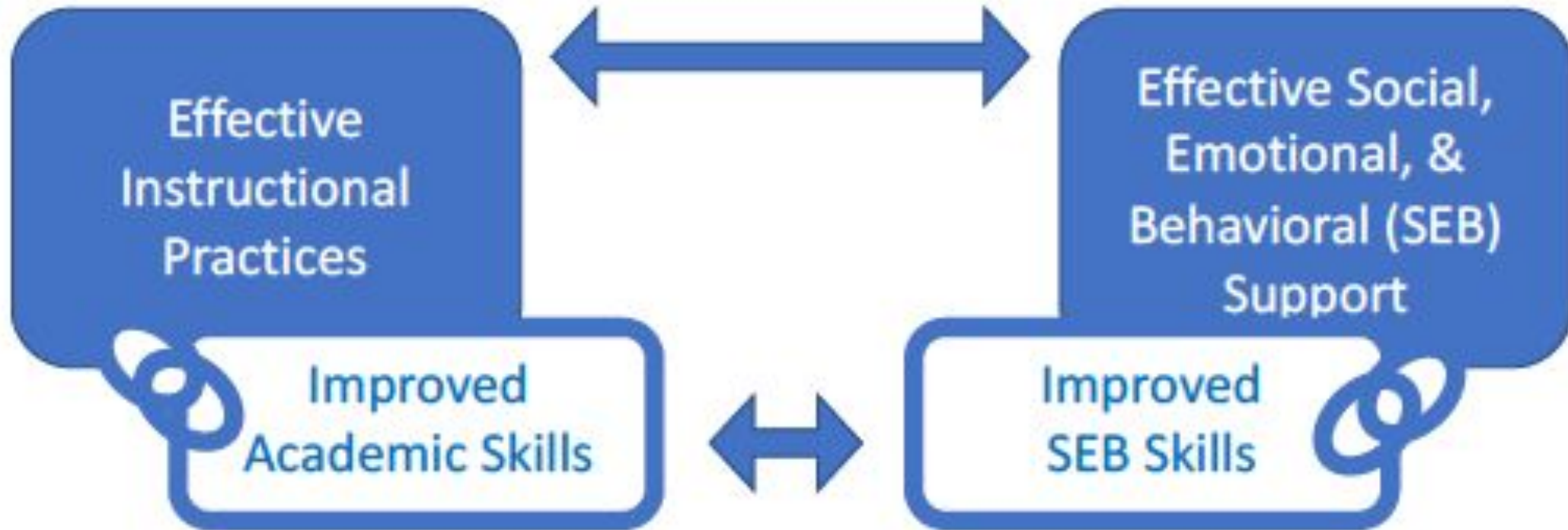
A close-up photograph of a glass hourglass with green sand. The sand is piled up in the top bulb and is falling through the narrow neck into the bottom bulb. The background is a soft, out-of-focus gradient from light to dark.

Reflection Time 😊
REFLECTION #4

“Must Have” #6

Highly Effective Integrated Instruction and Support Strategies

Starts with Tier 1



Effective Instruction: A Protective Factor for Social-Emotional Wellness

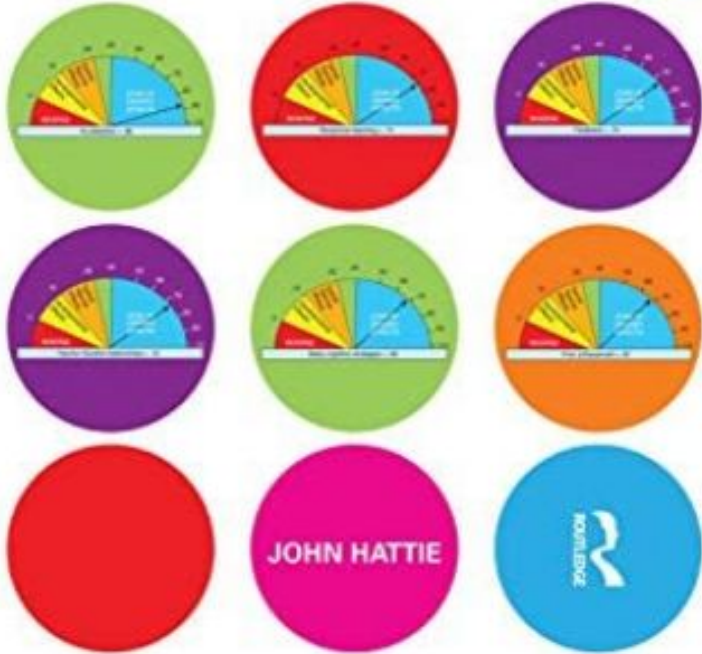
•Simonsen, B., Goodman, S., Robbie, K., Power, M., Rodriguez, C., & Burns, D. (January, 2021). Effective Instruction as a Protective Factor. Eugene, OR: Center on PBIS, University of Oregon. www.pbis.org.

A high-angle photograph of a classroom. The floor is made of light-colored wood planks. Several black plastic chairs with attached wooden desks are arranged in a grid pattern. The text "Ensuring Effective Instruction" is overlaid in the center of the image in a bold, black, sans-serif font.

Ensuring Effective Instruction

A SYNTHESIS OF OVER 800 META-ANALYSES
RELATING TO ACHIEVEMENT

"Reveals teaching's Holy Grail"
The Times Educational Supplement



Visible Learning


John Hattie

Engaging
Lessons for
ALL
Learners-Uni
versal
Instruction

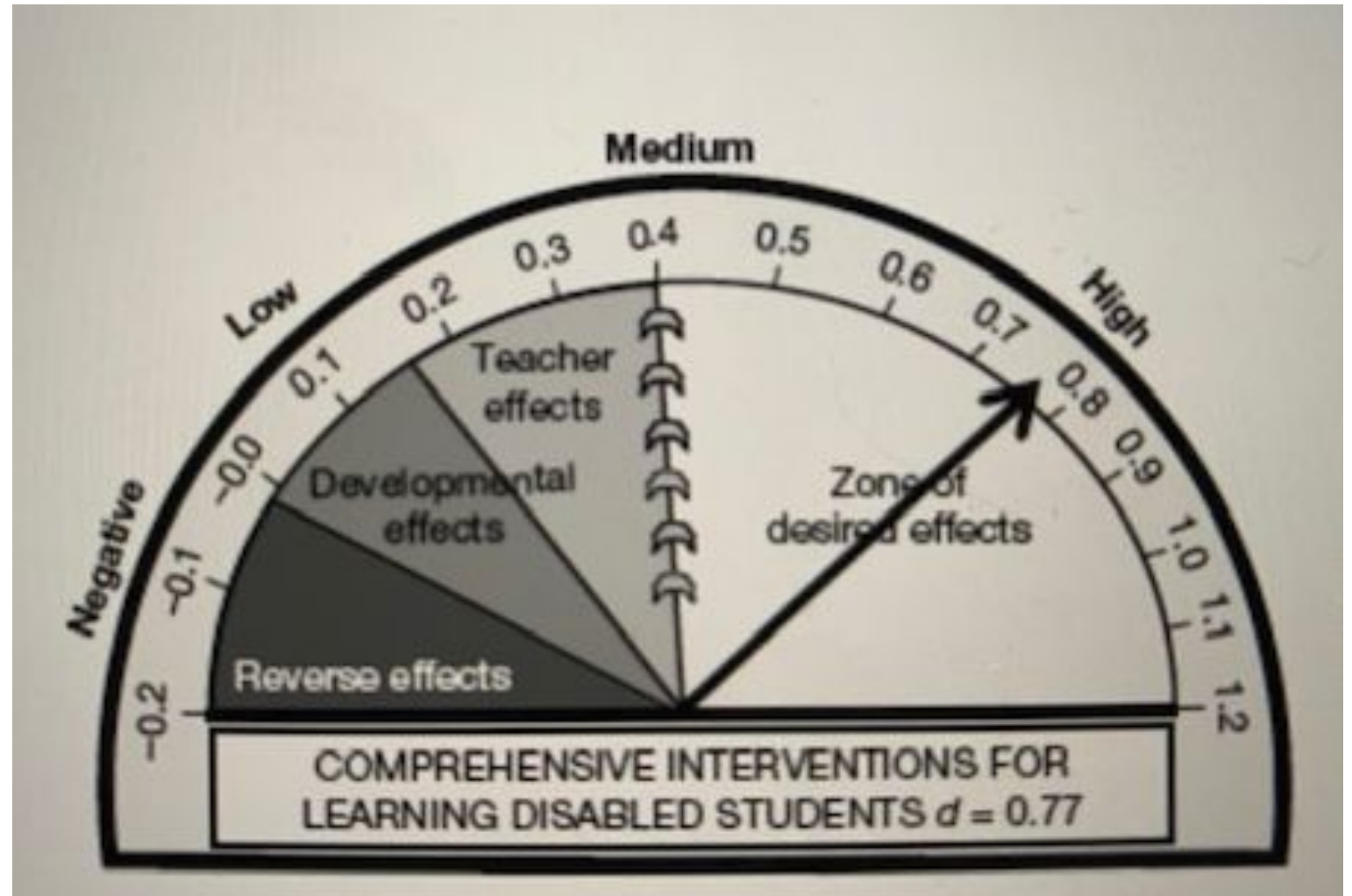
We could select instructional strategies that are evidence-based for the “typical” general education classroom — and then differentiate* or refer for Level 2, 3 or SDI

OR

We could select instructional strategies that are evidence-based ***concurrently for diverse learners.***



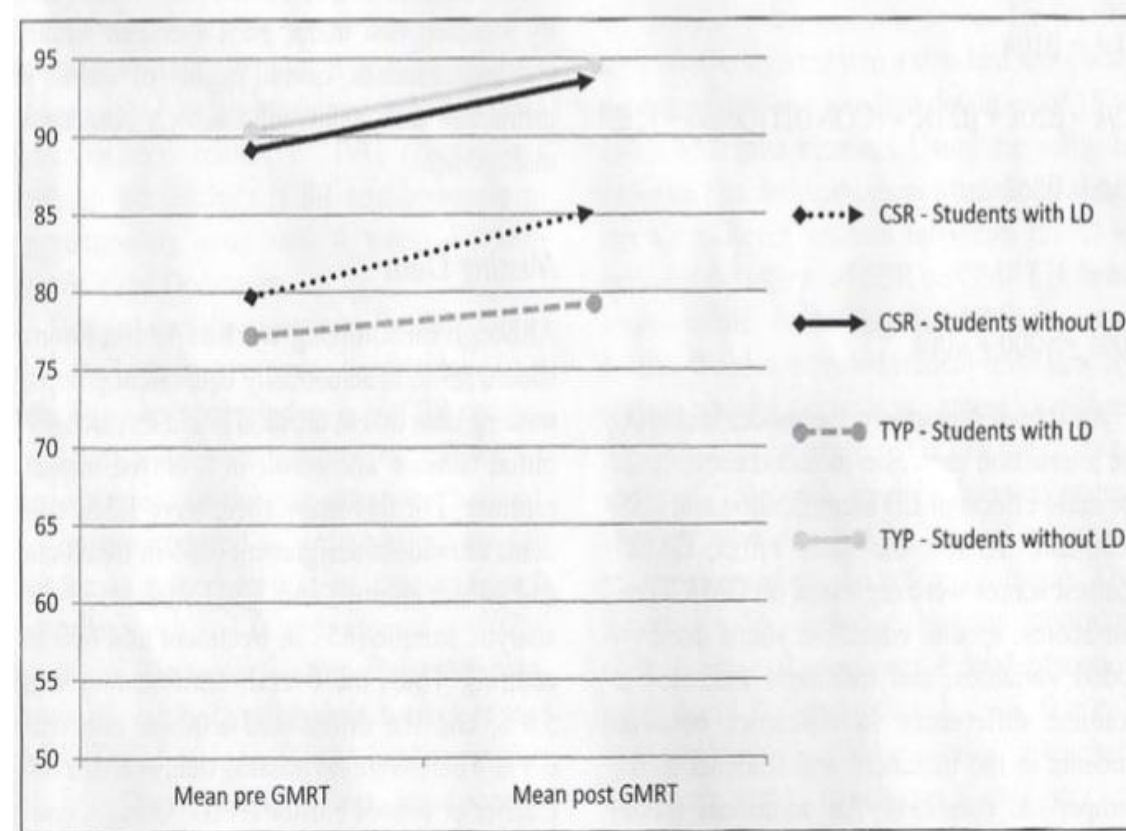
Direct (.59)
and
Strategy-Based
Instruction
(.72)
Combined
(.77-.84)



Collaborative Strategic Reading Instruction

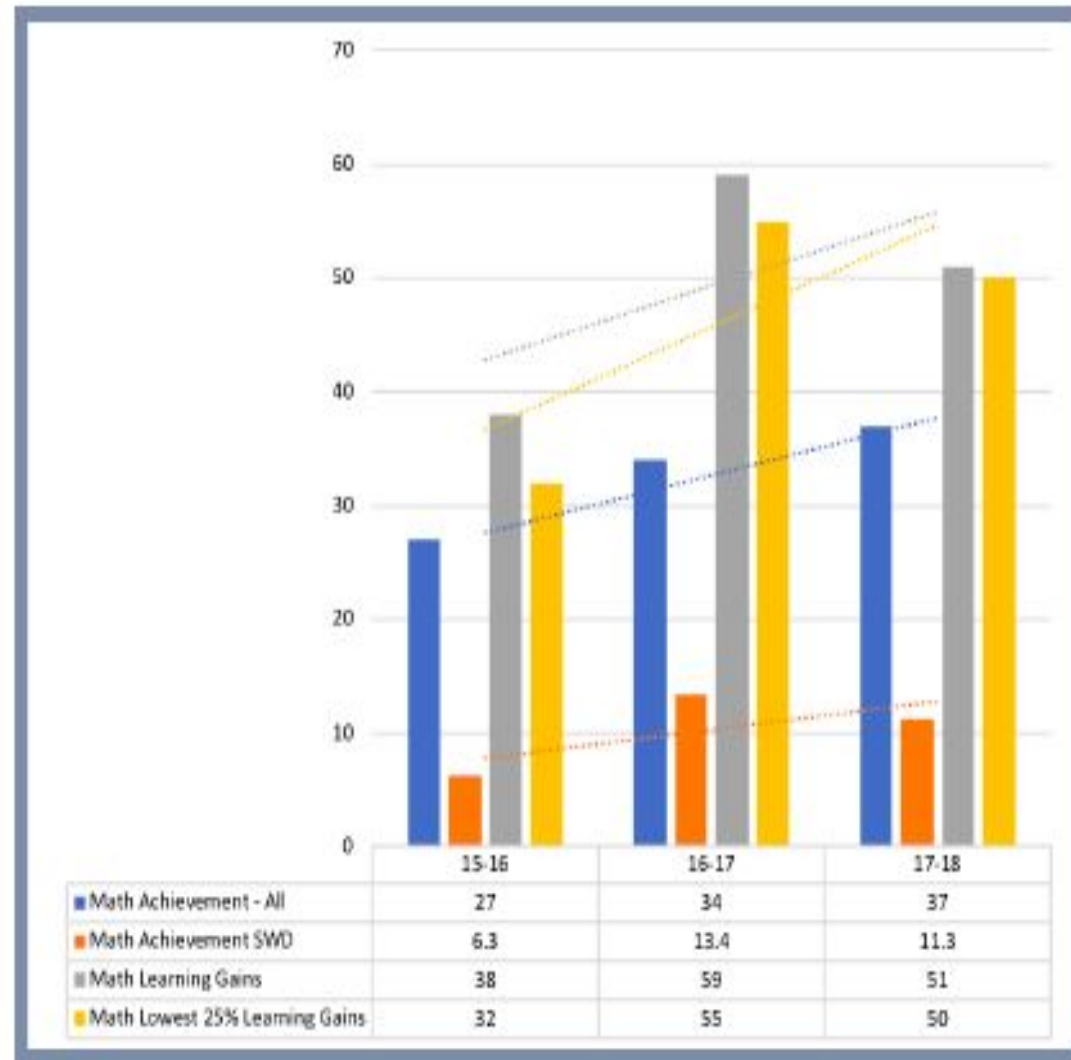
(Boardman, Vaughn et al. (2016))

- 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)



“In the area of content acquisition, both English Learners and Non-English Learners with disabilities were able to significantly benefit from the PACT intervention provided in general education social studies classes.”

Wanze

k, et al. (2016)

Tier I and Mathematics

- EAI (enhanced anchored instruction) was more effective in reducing combining errors (e.g., adding denominators) and denominator errors (e.g., not finding common denominator) of students with disabilities (SWD) and students without disabilities in inclusive and non-inclusive settings.
- SWDs in inclusive settings scored higher.

Brian A. Bottge, Allan S. Cohen, and Hye-Jeong Choi
(2017)

Additional Thoughts

...

Reciprocal teaching	0.74	Adding more finances	0.23
→ Teacher-student relationships	0.72	Reducing class size	0.21
→ Providing feedback	0.72	Ability grouping	0.11
→ Teaching student self-verbalization	0.67	Multi-grade/age classes	0.04
→ Meta-cognition strategies	0.67	Open vs. traditional classes	0.01
Direct Instruction	0.59	Summer vacation classes	-0.09
Mastery learning	0.57	Retention	-0.16
Average	0.68		0.08

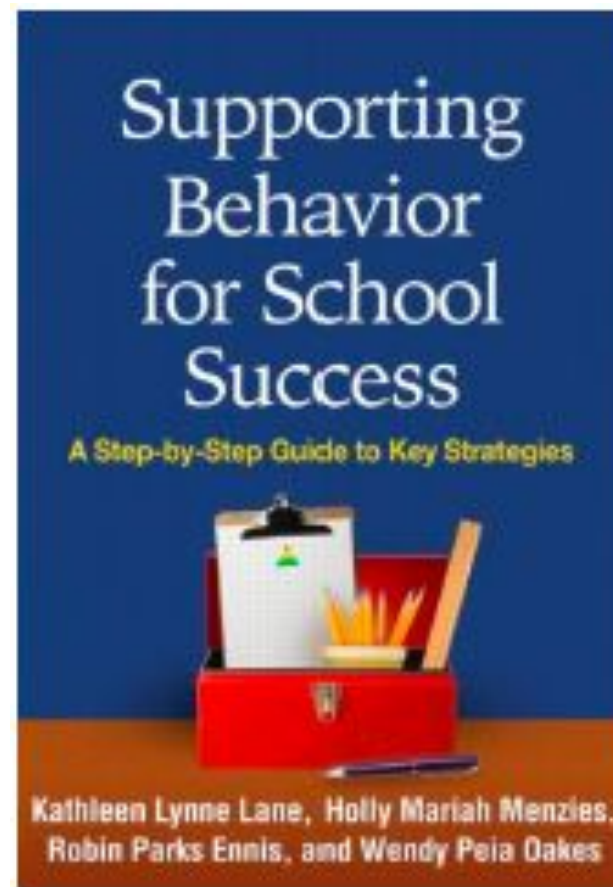



High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior (*Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006*)

Behavior Supports INTEGRATED into the delivery of Academic Instruction

Strategic Behavior Supports

- ✓ Opportunity to Response (OTR)
- ✓ Behavior Specific Praise
- ✓ Active Supervision
- ✓ Instructional Feedback
- ✓ High Probability Request Sequences
- ✓ Pre-Correction
- ✓ Instructional Choice



A close-up photograph of a glass hourglass with green sand. The sand is piled up in the top bulb and is slowly falling through the narrow neck into the bottom bulb. The background is a soft, out-of-focus gradient from light to dark.

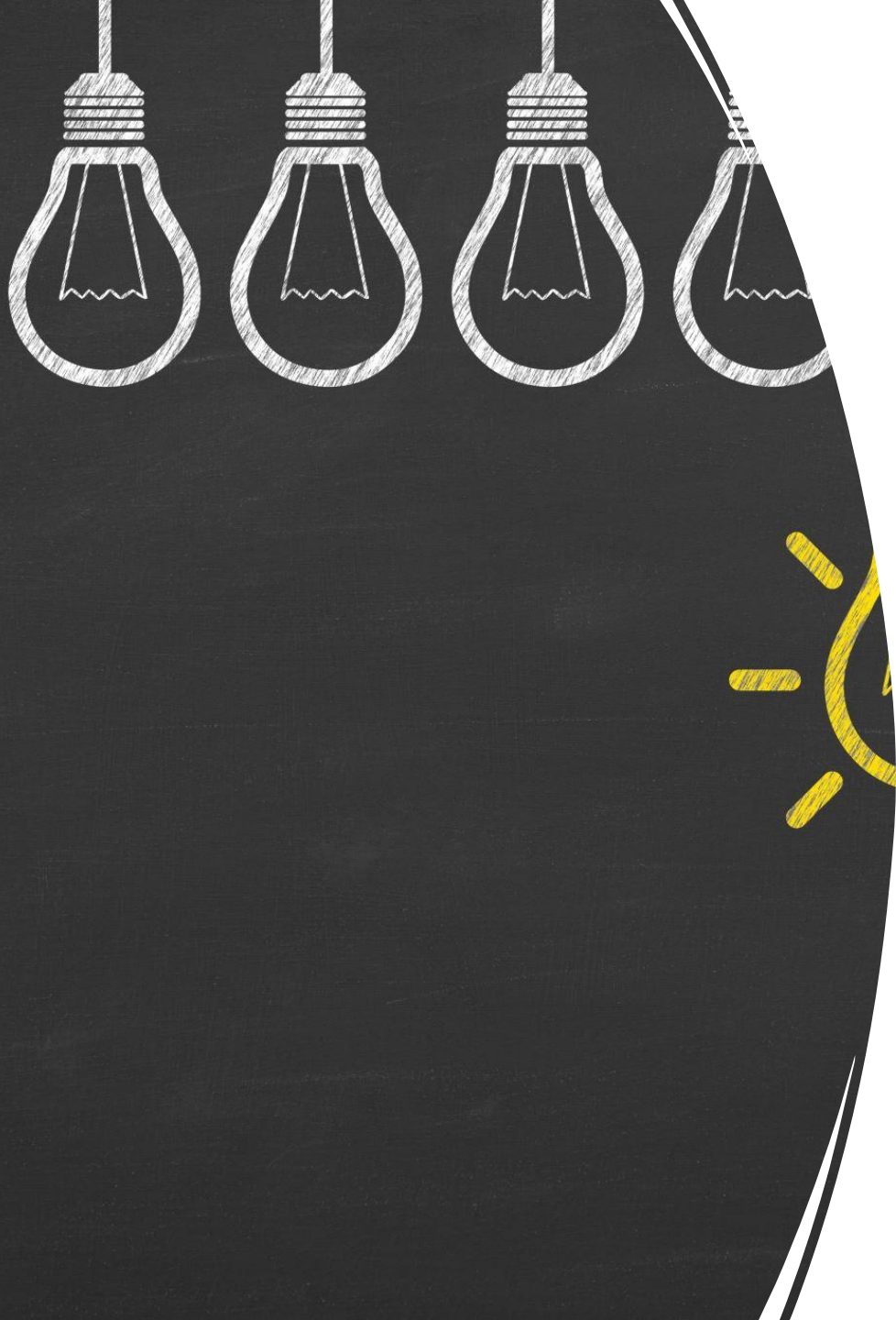
Reflection Time 😊
REFLECTION # 5

”Must Have” #7

A Lesson Design and Delivery Process That Integrates A, B and SEL!!

Remember: Every Academic Task has a Skill, Behavior and SEL Component and all 3 Must Be Considering When Designing Instruction





Three Principles of Universal Design for Learning

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

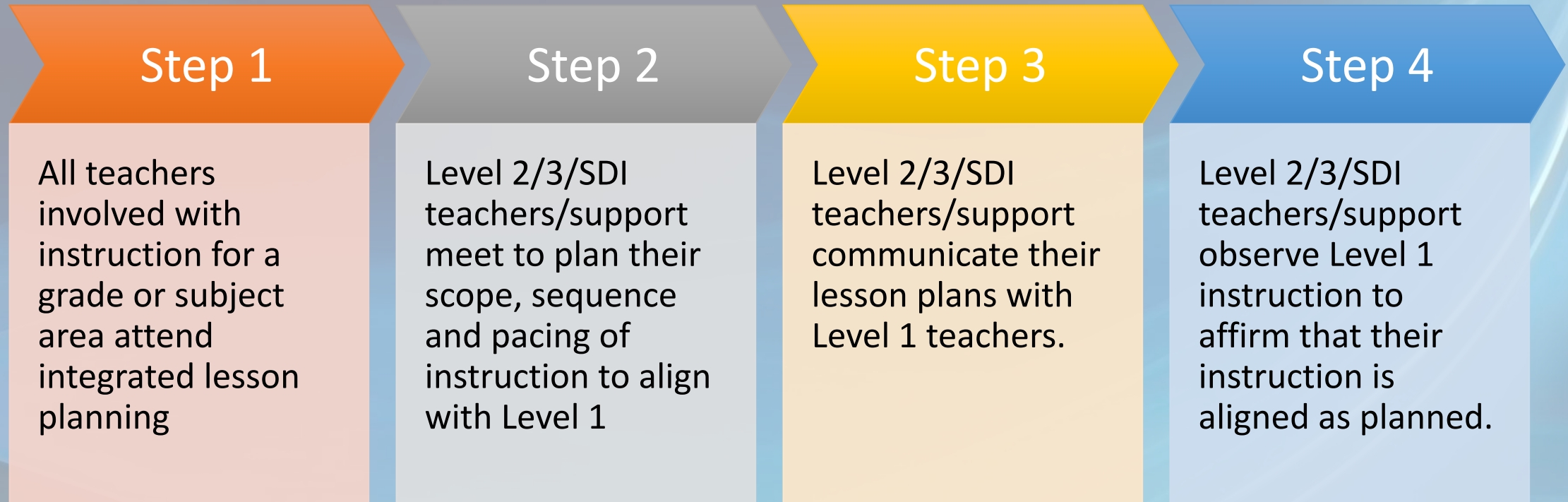
- Physical action, expression and verbal, nonverbal, written, graphic communication

Principle III: Provide multiple means of engagement

The way we engage students

- Recruiting interest (student choice), sustaining effort and persistence & self-regulation, engaging culturally responsive practices

Flow of Integrated Lesson Planning



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.

LESSON ELEMENT PROVIDE STUDENT-FRIENDLY TRANSLATION WHERE APPLICABLE	
1.	Grade level Indiana Academic Standard(s) 2014 the lesson targets include: (Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy and mathematics skills.)
2.	Learning Target(s): (What will students know & be able to do as a result of this lesson?)
3.	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?)
4.	Assessment Criteria for Success: (How will you & 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.)
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.

6. Academic Vocabulary: (Words that will need additional instruction in order to strengthen student understanding in contextual formats.)
7. 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.)
8. 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?)
9. 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.)
10. 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.)



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?

A close-up photograph of a glass hourglass with green sand. The sand is piled up in the top bulb and is falling through the narrow neck into the bottom bulb. The background is a soft, out-of-focus gradient from light to dark.

Reflection Time 😊
REFLECTION # 6



“Must Have” #8

Using data to demonstrate the *relationships* between critical factors (e.g., time, behavior, classroom cohesion, relationships) and student outcomes

A Fundamental Principle

- ***Academic Engaged Time (AET)***

- AET predicts student performance better than any other variable, including:
 - IQ
 - Language
 - SES
 - Disability
 - Culture/Race
- Amount of time students are engaged in quality instruction
- Includes evidence-based instructional strategies
- Matched to student context, culture and relevance
- With student engagement in the process

Integration of Academic Engaged Time and Behavior



Behaviors that result in a loss of academic engaged time:

Attendance
Referrals to the Office
Off-task
Suspensions
Social-emotional Factors



What metric do we use in an integration model?

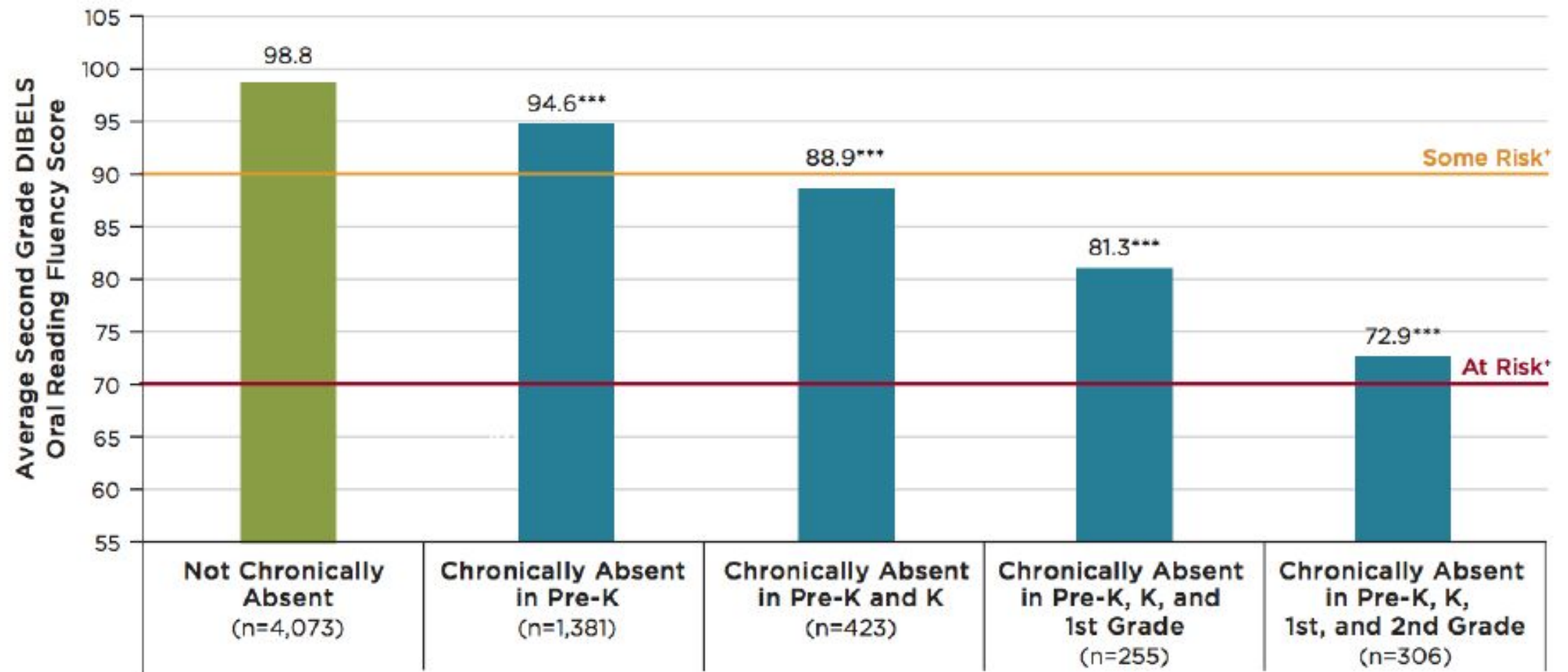
The behavior?
Days missed, # of referrals, % on-/off-task?



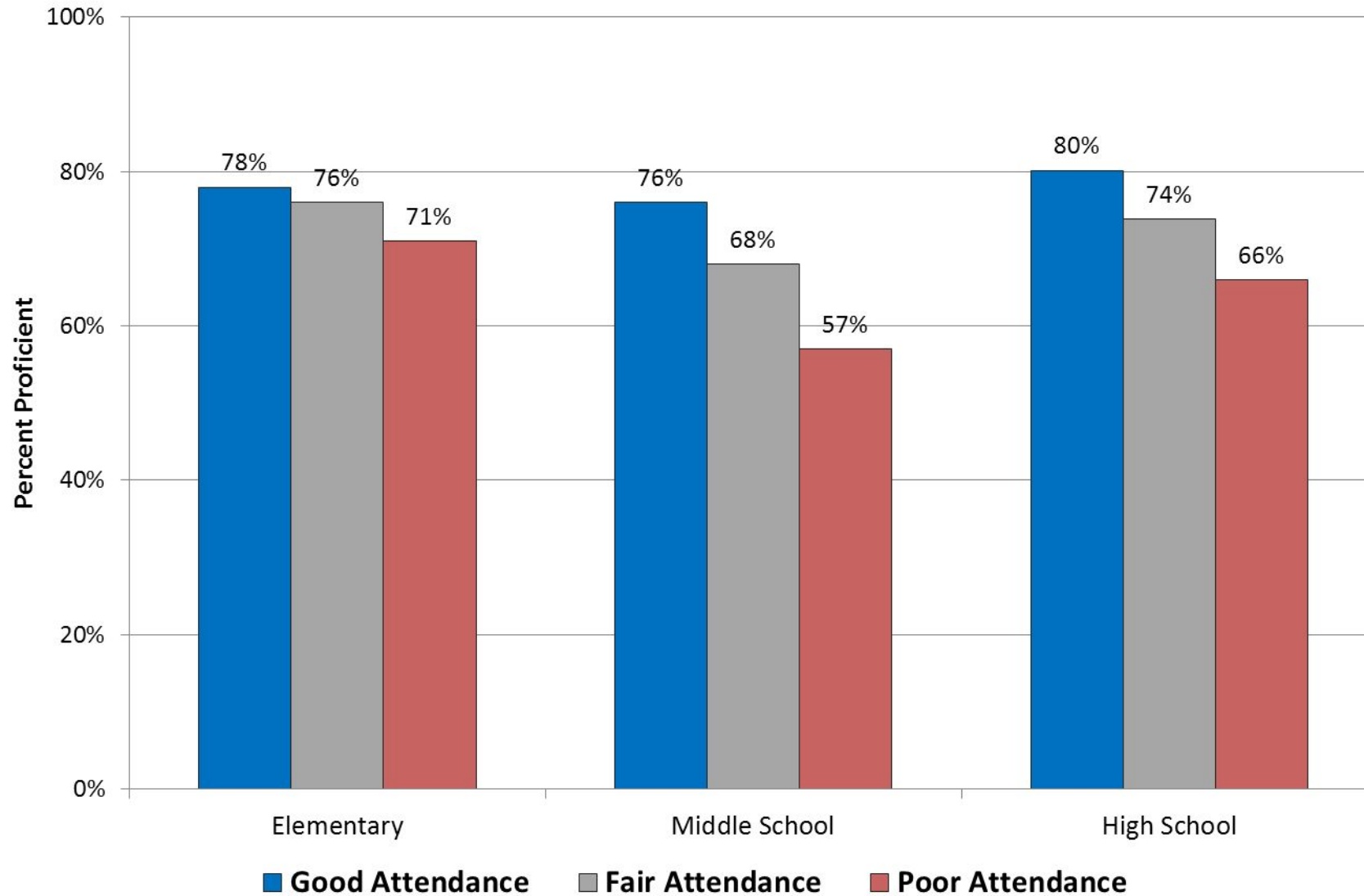
OR Do we convert those frequency measures **to loss of academic engaged time?**

Impact of Chronic Absence During Early Years

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade.



General State Reading Assessment Results by Attendance Category and School Level - Spring 2012

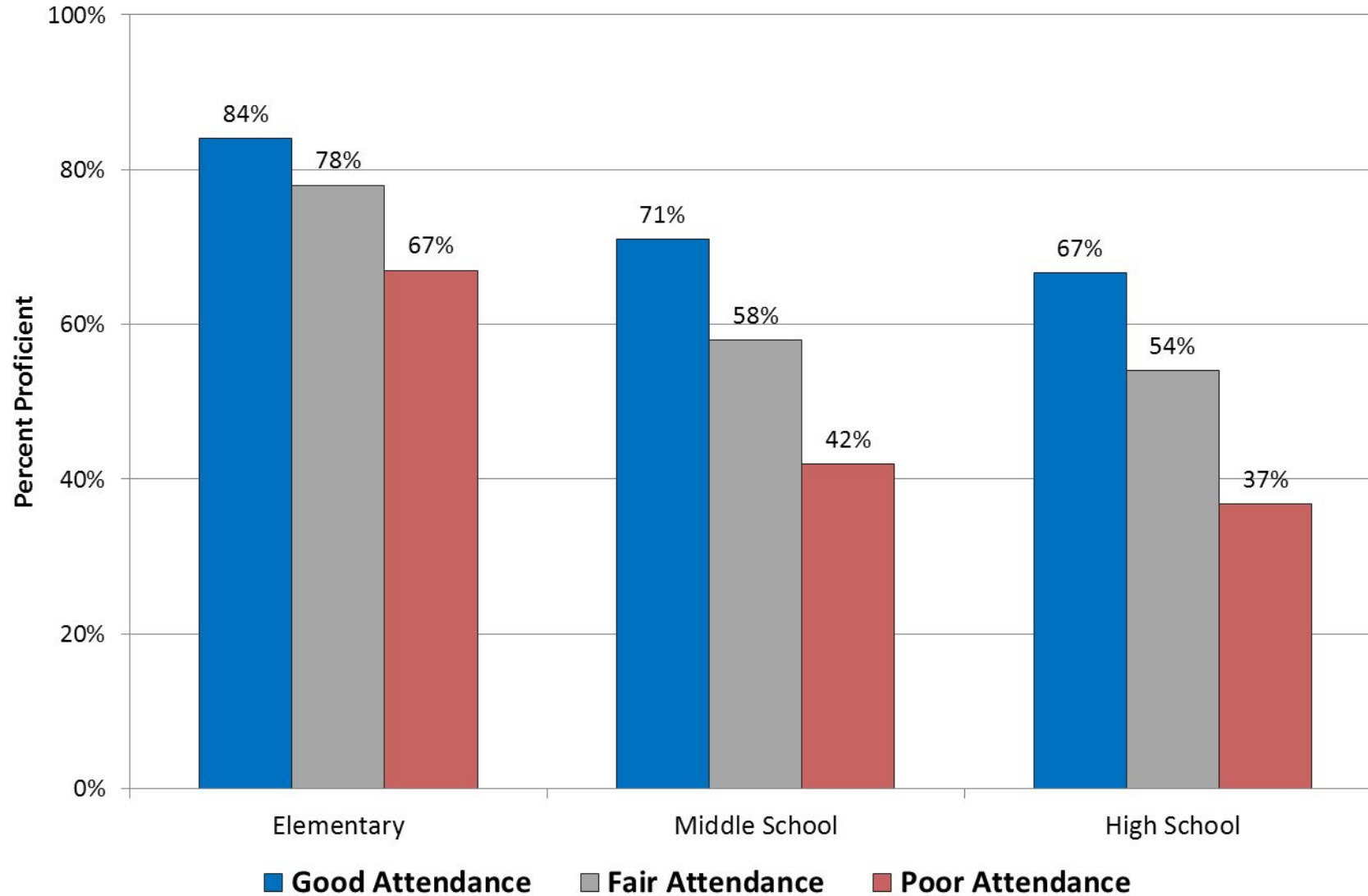


Good Attendance = Less than 5% of school days missed throughout the school year (8 or fewer days)

Fair Attendance = 5%-10% of school days missed throughout the school year (8.5-16.5 days)

Poor Attendance = 10% or more of school days missed throughout the school year - i.e. chronically absent (17+ days)

General State Math Assessment Results by Attendance Category and School Level - Spring 2012

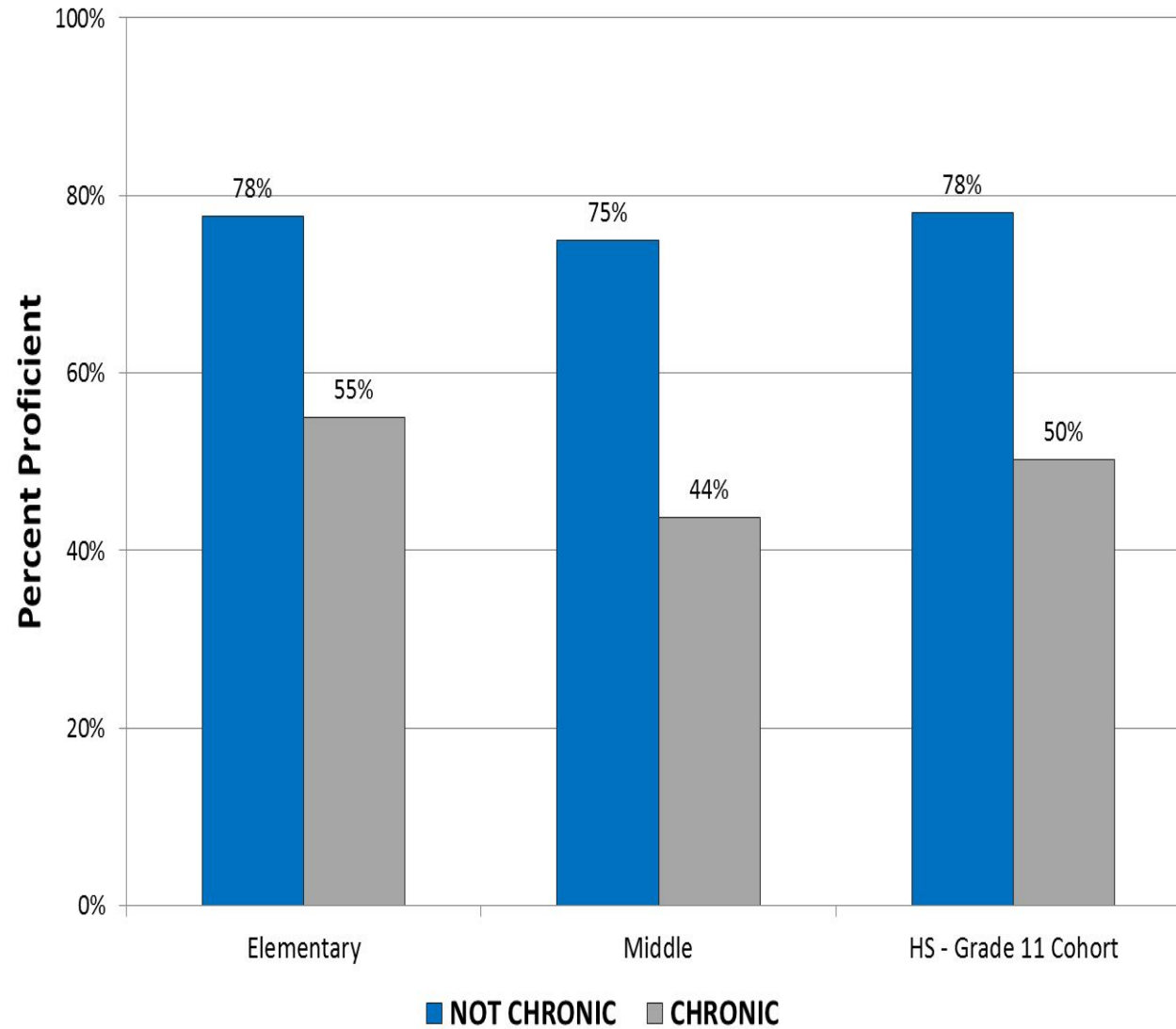


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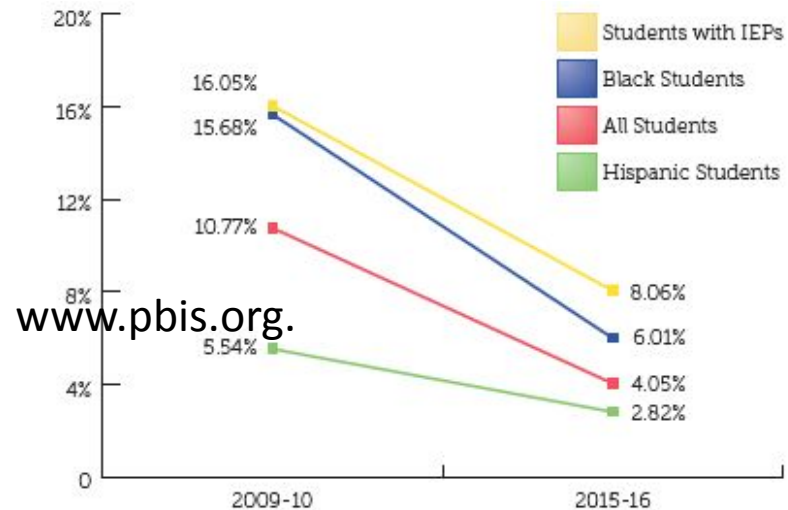
General State Reading Assessment Results by PBR Category and School Level - Spring 2012



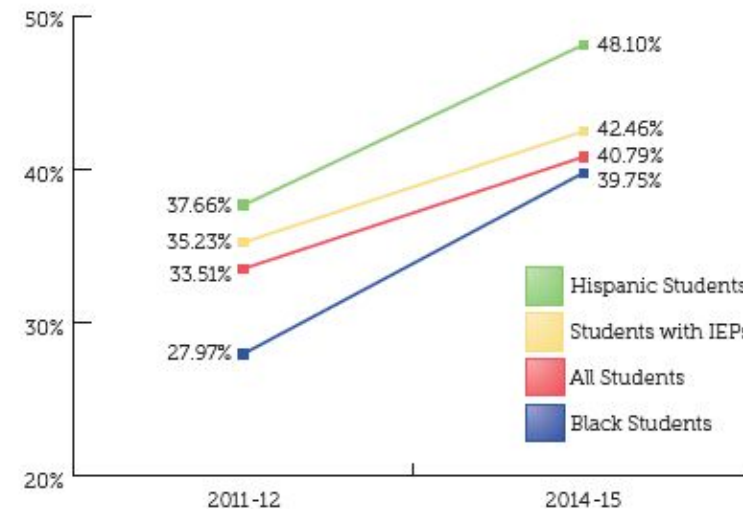
Chronic PBRs = top 25% of all students with PBRs. Elementary = 3+; Middle School = 6+; High School = 4+

Outcomes of Implementing an Integrated, MTSS

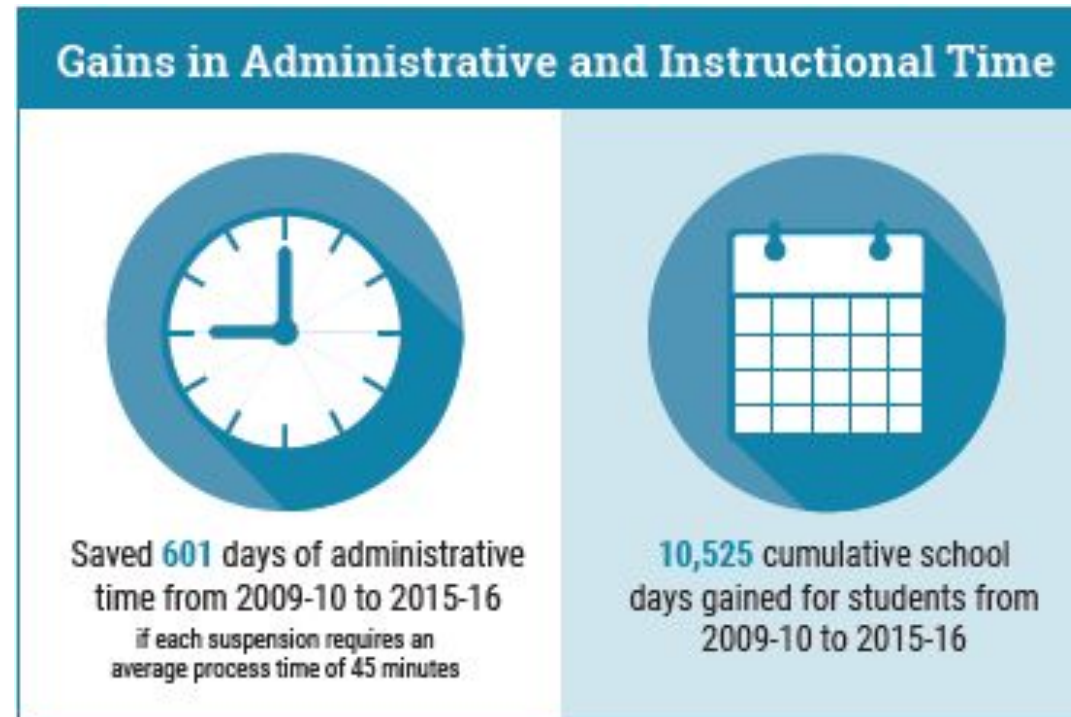
- Significantly Reduced Suspensions



- Accelerated Outcomes for All Students
- Higher Rates of Acceleration for Others



Outcomes of Implementing an Integrated, MTSS



Tier I : A supportive Learning Climate sets the stage for productive learning and student success by establishing positive behaviors as the norm

For: **ALL STUDENTS**
Requires: **ALL STAFF**

School Climate:

PBIS –or–
Foundations

**Classroom
Management:**

CHAMPS
(K-8);
DSC
(9-12)

POSITIVE LEARNING CLIMATES

throughout the SCHOOL and in the CLASSROOMS include:

- A pervasive **culture of respect** and collaboration, including high rates of **positive interactions** among all members of the school community;
- A **motivating, participatory**, and **learning-focused** environment that promotes student ownership over learning and improving; and
- Well-managed, **structured** and **clearly-defined** practices and behavioral **expectations** that create a sense of safety, fairness and productivity.

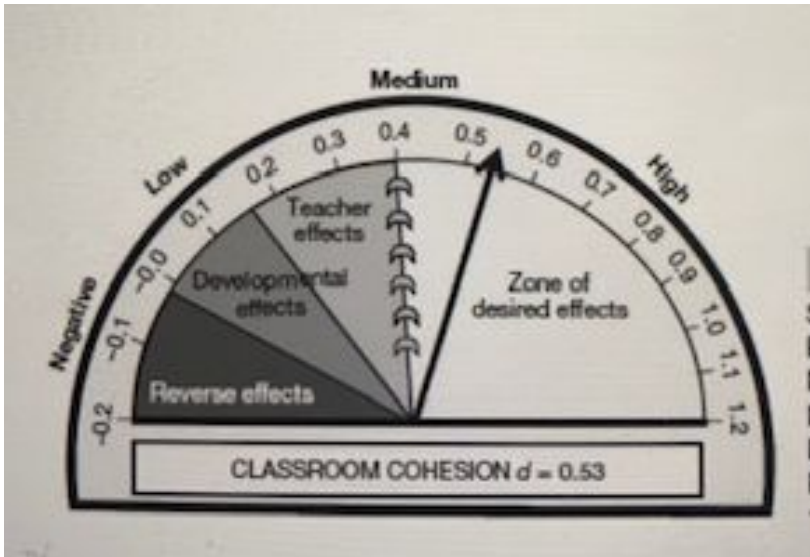
Creating a
“Climate”
that Supports
Student
Engagement
and Adult
Responsibility

Classroom Structure

Classroom Climate, Culturally
Responsive Practices

Classroom Social-Emotional
Learning


Classroom Structure and Cohesion



- Predictable schedule
- Clear expectations
- Student and Adult rules clearly stated
- Consistency across tiers—particularly for instruction and expectations
- Communication—consistency in messaging for students

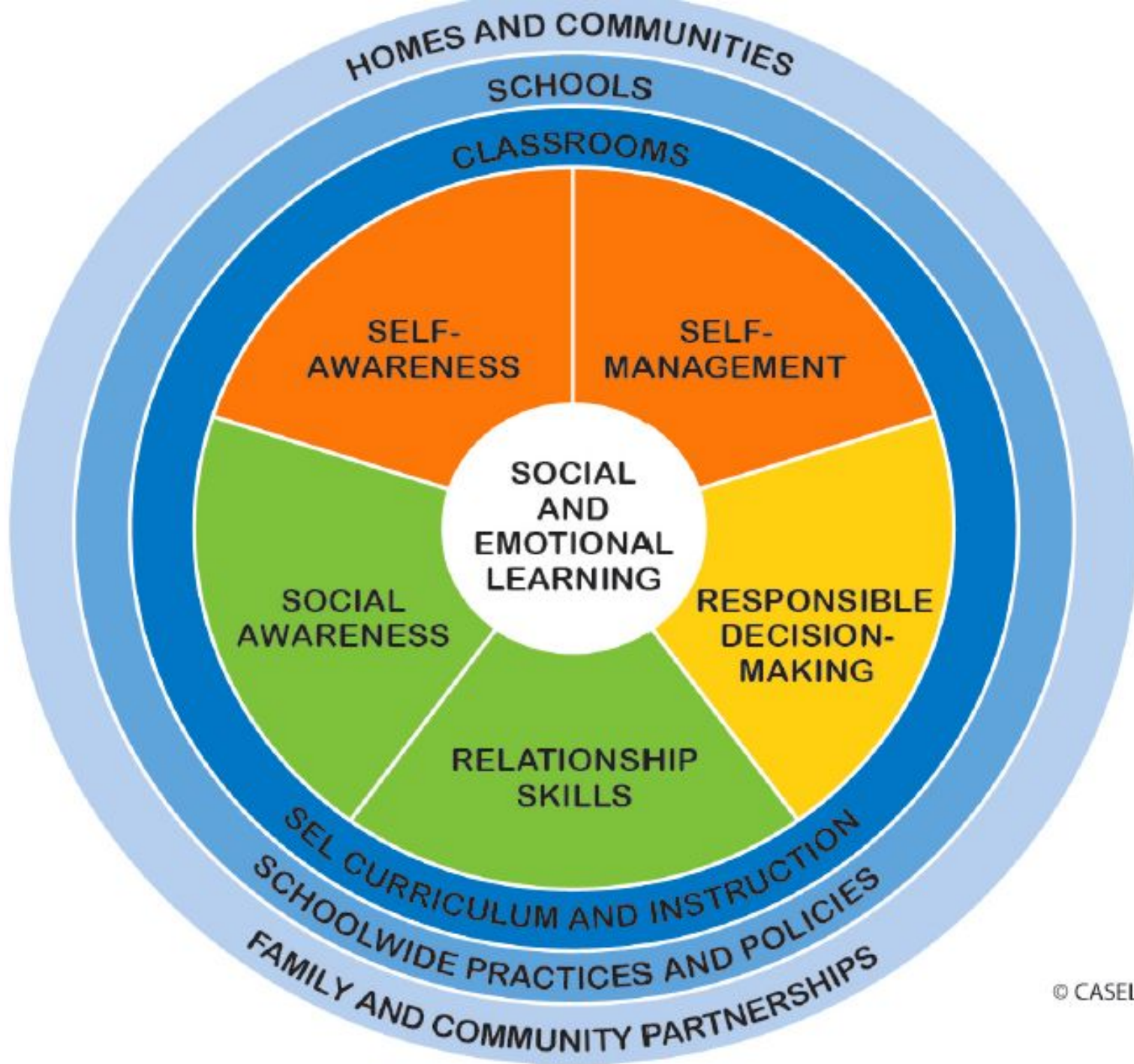
School Climate Survey (Example)

Responses to School Climate Survey 2016-2017 - Teacher/Staff Version					
Table 1c. Individual Item Responses					
School Climate Scale (38 reported items)	disagree a lot	disagree	agree	agree a lot	total % agree/agree a lot
<i>Teacher-Student Relations (5 items)</i>					
2. Teachers treat students of all races with respect.	0.0%	3.1%	54.7%	42.2%	96.9%
7. Teachers care about their students.	0.0%	1.6%	54.7%	43.8%	98.4%
17. Teachers listen to students when they have problems.	0.0%	4.7%	70.3%	25.0%	95.3%
22. Adults who work here care about the students.	0.0%	3.1%	60.9%	35.9%	96.9%
25. Teachers like their students.	0.0%	3.2%	71.0%	25.8%	96.8%
<i>Student-Student Relations (5 items)</i>					
11. Students are friendly with each other.	1.6%	4.7%	87.5%	6.3%	93.8%
16. Students care about each other.	1.6%	7.8%	84.4%	6.3%	90.6%
21. Students respect others who are different.	1.6%	7.8%	81.3%	9.4%	90.6%
29. Students treat each other with respect.	3.2%	8.1%	82.3%	6.5%	88.7%
30. Students get along with each other.	0.0%	4.8%	87.1%	8.1%	95.2%
<i>Student Engagement School-wide (6 items)</i>					
1. Most students turn in their homework on time.	4.7%	20.3%	70.3%	4.7%	75.0%
6. Most students try their best.	3.1%	15.6%	70.3%	10.9%	81.3%
12. Most students feel happy.	1.6%	4.7%	81.3%	12.5%	93.8%
23. Most students follow the rules.	6.3%	9.4%	68.8%	15.6%	84.4%
24. Most students like this school.	1.6%	9.7%	77.4%	11.3%	88.7%
28. Most students work hard to get good grades.	1.6%	27.4%	64.5%	6.5%	71.0%
<i>Clarity of Expectations (4 items)</i>					
5. Rules are made clear to students.	3.1%	26.6%	50.0%	20.3%	70.3%
10. Students know how they are expected to act.	3.1%	15.6%	62.5%	18.8%	81.3%
15. Students know what the rules are.	1.6%	15.6%	64.1%	18.8%	82.8%
20. It is clear how students are expected to act.	6.3%	17.2%	59.4%	17.2%	76.6%

A close-up photograph of a glass hourglass with green sand. The sand is piled up in the top bulb and is slowly falling through the narrow neck into the bottom bulb. The background is a soft, out-of-focus gradient from light to dark.

Reflection Time 😊
REFLECTION # 7

Social-Emotional Learning



Competencies

- ***Self Awareness***

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

- ***Self-Management***

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills



Competencies

- ***Social Awareness***

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- ***Relationship Skills***

- Communication
- Social engagement
- Relationship-building
- Teamwork



Competencies

- ***Responsible Decision-Making***

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



SEL Approaches

Teacher Instructional Practices-

Impact of effective instruction on student wellness.

Integration with Academic Curriculum Areas

Use of Behavior Supports Integrated with Instruction

Organizational, Culture, and Climate Strategies

Impact of classroom structure, climate, student-teacher relationships on student wellness and outcomes

Explicit SEL Skills Instruction

Focus on content of SEL skill instruction—multiple ways to integrate existing practices (e.g., SST)

Casel.Org 2017

A close-up photograph of a glass hourglass with green sand. The sand is piled up in the top bulb and is falling through the narrow neck into the bottom bulb. The background is a soft, out-of-focus gradient from light to dark.

Reflection Time 😊
REFLECTION # 8

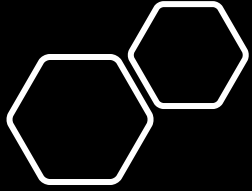


MTSS: Data-Based Decision Making

183.102

154.178

245.5



Use of Data

- *Early Warning Systems*
 - Proximal
 - Distal
 - Screening—e.g., Kindergarten
- *Health and Wellness Checks*
 - *Academic, Behavior, SEL*
- *Formative*
 - Progress Monitoring Tiers 2, 3 and Specially Designed Instruction
- *Summative Assessment*
 - State Level
 - End of Course
 - Graduation/Post-Secondary
 - Behavioral/Social-Emotional
- *Systems-Level Assessment*
 - *Disproportionality*
 - *MTSS Implementation and Student Outcome Data*

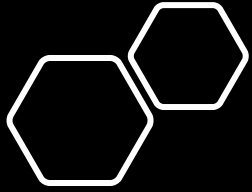


Early Warning Systems

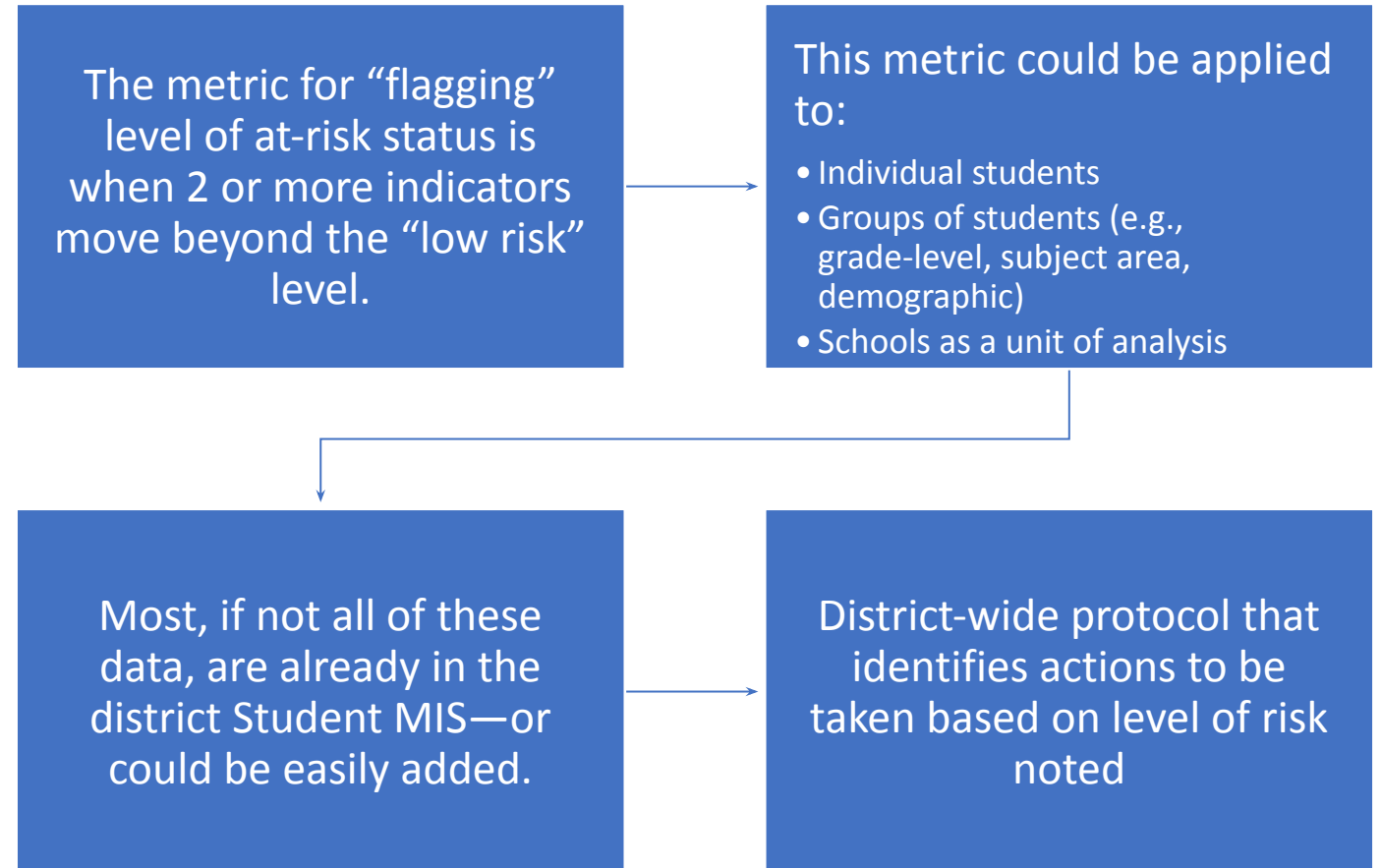
1. Attendance
2. Behavior
3. Credits (grades, student progress risk levels)
4. School Climate

METRIC: Rate of improvement over time and its relationship to social emotional learning factors AND student performance.

MTSS is a “growth mindset” model, not a “discrepancy” model 😊



Use of EWS Data



Comprehensive MTSS Evaluation Model

Level of Implementation of the Critical Elements

- Example: Self-Assessment of MTSS Implementation (SAM)

Fidelity of Implementation

- Example-fidelity checklists (problem-solving), sufficiency and duration of instruction logs, self/peer-assessment of instructional practices

Professional Staff Engagement

- Examples-beliefs (mindset) surveys, perception of practices, perception of skills assessments

Parent/Caregiver/Community Support Satisfaction

- satisfaction surveys, school climate surveys

Student Growth Data (longitudinal)

Blank Tiers I & II Observation Checklist

Observer Name: _____ Date: _____

Class Level: _____

Directions: Print in the Professor's Office. Use this checklist to observe each of the general practices listed in the following table. For each practice, indicate the level of implementation by shading the circle that best represents your response. Use the following key for shading: **SD** = Strongly Disagree, **D** = Disagree, **N** = Neutral, **A** = Agree, **SA** = Strongly Agree.

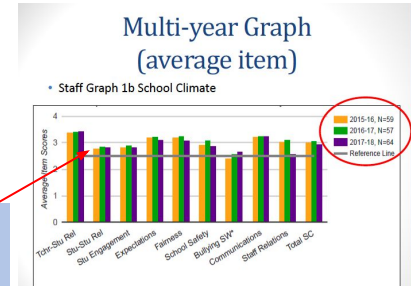
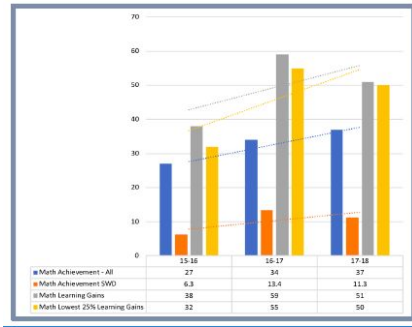
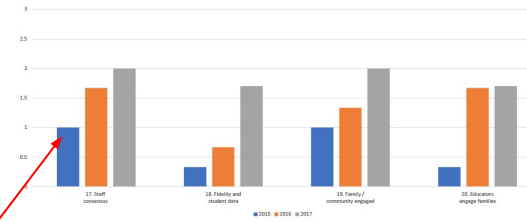
Practice	SD	D	N	A	SA
1. Instructional Leadership					
2. Instructional Practice					
3. Instructional Support (e.g., Modeling, Coaching)					
4. School Leadership					
5. Instructional Support					
6. Instructional Practice					
7. Instructional Support					
8. Instructional Practice					
9. Instructional Support					
10. Instructional Practice					
11. Instructional Support					
12. Instructional Practice					
13. Instructional Support					
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41. Instructional Support					
42. Instructional Practice					
43. Instructional Support					
44. Instructional Practice					
45. Instructional Support					
46. Instructional Practice					
47. Instructional Support					
48. Instructional Practice					
49. Instructional Support					
50. Instructional Practice					

Directions: Using the scale below, please indicate your level of agreement or disagreement with each of the following statements by shading in the circle that best represents your response.

- ⊖ = Strongly Disagree (SD)
- ⊕ = Disagree (D)
- = Neutral (N)
- ⊖ = Agree (A)
- ⊕ = Strongly Agree (SA)

	SD	D	N	A	SA
6. I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.	⊖	⊕	○	⊖	⊕
7. Core instruction should be effective enough to result in 80% of the students achieving benchmarks in					
7.a. reading	⊖	⊕	○	⊖	⊕
7.b. math	⊖	⊕	○	⊖	⊕
8. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in					
8.a. reading	⊖	⊕	○	⊖	⊕
8.b. math	⊖	⊕	○	⊖	⊕

Communication and Collaboration 2015-2017



Comprehensive Assessment-Examples

- Perceptions of practices
- Fidelity Checklist
- Belief Survey
- Student Growth
- SAM-Level of Implementation
- School Climate Surveys

Perceptions of Practices Survey

Directions: For each item on this survey, please indicate how frequently or infrequently the given practice occurred in your school for both academics (i.e., reading and math) and behavior during the 2007-08 school year. Please use the following response scale:

- 1 = Never Occurs (NO)
- 2 = Rarely Occurs (RO)
- 3 = Sometimes Occurs (SO)
- 4 = Often Occurs (OO)
- 5 = Always Occurs (AO)
- ⊖ = Do Not Know (DK)

In my School:	NO	RO	SO	OO	AO	DK
2. Data (e.g., Curriculum-Based Measurement, DIBELS, M-STEP, Office Discipline Referrals) were used to determine the percent of students receiving core instruction (general education classroom only) who achieved benchmarks (district grade-level standards) in:						
a. Academics	1	2	3	4	5	⊖
b. Behavior	1	2	3	4	5	⊖
3. Data were used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of						

Levels of
Implementation:
Impact on Staff
Perception of
Practices and Student
Growth
(LAUSD, 2015)

	Hi Implementing Schools	Low Implementing Schools
Developing hypothesis for undesired performance	40%	20%
Data collected to confirm hypothesis	50%	32%
Intervention Plan Developed	30%	21%
Teacher receives staff support to implement plan	40%	14%
Data Collected to Ensure Plan Was Implemented As Intended	60%	14%
API 08-09	747	710
API 09-10	763	721
Growth	+16	+11

A close-up photograph of a glass hourglass with green sand. The sand is piled up in the top bulb and is falling through the narrow neck into the bottom bulb. The background is a soft, out-of-focus gradient from light to dark.

Reflection Time 😊
REFLECTION # 9

Some Concluding Comments...

**If you have EQUITY in
access AND process,
you will attain equity
in outcomes.**



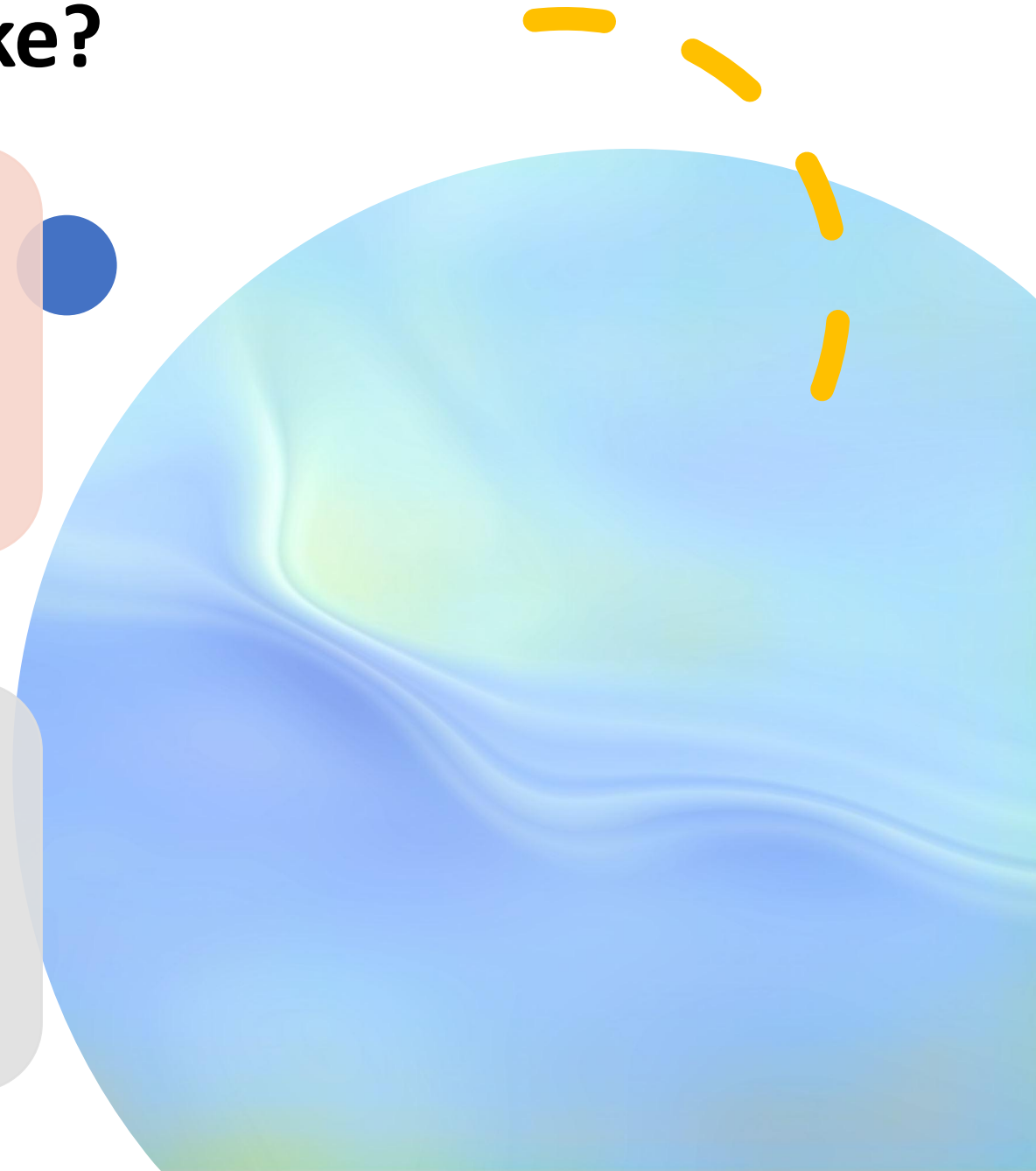
What Might Equity Look Like?

Equity in access-

- Classrooms where inclusive instruction exists-universal instruction
- Inclusive schools where parents and community know they are welcomed because they are part of the process of schooling.
- Collective leadership practices ensure that courageous conversations can occur because safety and trust exist.

Equity in process-

- Instructional planning that embraces the principles of UDL
- Problem-solving processes are culturally responsive because that cultural responsiveness is **built into** the process and is not an afterthought.
- Teaching and learning is reciprocal process where relationships between teachers and students facilitate deep engagement in the process of schooling.



Equity in Outcomes When.....

- Growth models replace discrepancy models
- Mastery learning replaces competitive learning
- Predictive data keep students on-track along the way before student failure reminds us to “get them *back* on track”
- Improvement is not the end game- closing the gap-is. If improvement alone is the goal, we sell students short.

- Equity in outcomes occurs when **we end the predictability** that so often defines our expectations for children and youth who learn differently.



The Risk for our Children

Before you go...



Sign up to the resources digest to receive the recordings bit.ly/BRMsignup



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