

Response to Intervention: A Multi- Tiered System of Supports

Michigan

Parameters and Guidance

One Common Voice – One Plan

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One Common Voice – One Plan

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Michigan Definition

RtI-MTSS is an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the achievement and behavioral needs of all students.

MDE Guidance Essential Components of Response to Intervention: A Multi- Tiered System of Supports

Essential Components

- 1. Implement effective instruction for all children**
- 2. Intervene early**
- 3. Provide a multi-tiered model of instruction and intervention**

Essential Components cont...

4. Utilize a Collaborative Problem-Solving Model

5. Assure a Research-Based Core Curriculum (aligned with Michigan Standards)

Essential Components cont...

6. Implement research-based scientifically validated interventions/instruction

7. Monitor student progress to inform instruction

8. Use data to make instructional decisions

Essential Components cont...

9. Use assessments for three purposes

- * Universal Screening**

- * Diagnostics**

- * Progress Monitoring**

10. Implement with Fidelity

11. Engage Parent and Community

Tools for Guidance

- MDE RtI-MTSS Vision, Definition and Essential Elements
- RtI-MTSS Inquiry Process
- RtI-MTSS Essential Elements and Explicit Practices Chart (Classroom, Building, District, ISD, State)
- Stories from the Field

- Research Links

- Power Point Presentations

➔ “One Common Voice – One Plan -
How do Continuous School
Improvement and Response to
Intervention: A Multi-Tiered System of
Supports Work Together?”

➔ “Implementing RtI-MTSS? – What is
Needed to Implement RtI-MTSS Across
our Schools/Districts”

- Glossary

RTI-MTSS Research-Based Website Resources

Find What Works

This feature of the What Works Clearing House helps find interventions that address your school or district's academic needs and summarizes their evidence of effectiveness. Interventions can be searched by domain (academic achievement, dropout prevention, language development, mathematics/science, personal/social development, reading/writing, grade (PK-12), population (English language learners, special education, general

Doing What Works

The mission of Doing What Works (DWW) is to translate research-based practices into practical tools to improve classroom instruction. DWW relies on the Institute of Education Sciences (and occasionally other entities that adhere to similar standards) to evaluate and recommend practices that are supported by rigorous research. The DWW online library is organized

National resource

Key words: Math, ELA, Science, early childhood, elementary, high school, ELL, special education, curriculum, instruction, personal/social development assessment, implementation, training, research

Inquiry Process

Essential Elements	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
<p>Implement effective instruction for all children- <i>A unified system of comprehensive service delivery, requiring significant general and special education system change that meets the needs of all students.</i></p>	<p>1. Do we have evidence that there is a culture, climate and belief system that would indicate that ALL students could learn? 2. etc...</p>	<p>1. Has "effective instruction" been defined and explicit expectations developed to insure ALL students are receiving high quality instruction? 2. etc...</p>	<p>1. Is there evidence of shared leadership reinforcing the expectation that ALL students receive high quality instruction? 2. etc..</p>

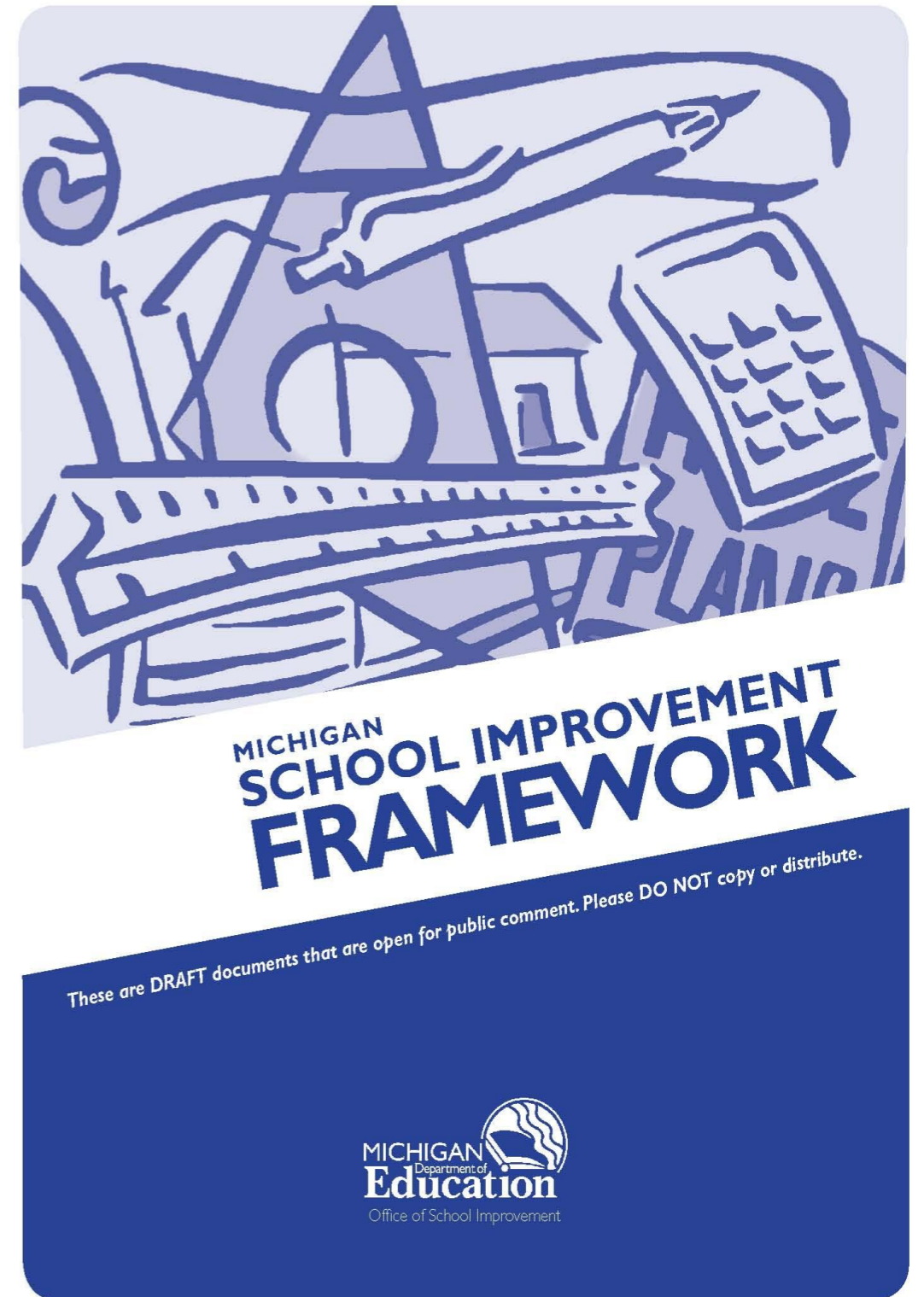
Implementation Matrix

MICHIGAN RTI ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
<p>Intervene Early/ Universal Screening - All students are screened through assessments several times per year of identifying students who are not making expected progress. These students are provided with targeted interventions and monitored for progress on an ongoing basis.</p>	<p>Explicit Practices:</p> <ul style="list-style-type: none"> Teachers insure all students participate in screening assessments (academics & behavior). Teachers utilize screening/benchmark data during grade level meetings to insure instruction is properly aligned with student need. 	<p>Explicit Practices:</p> <ul style="list-style-type: none"> Building Leadership Team insures: <ul style="list-style-type: none"> A standardized process for selection of screeners exists Adequate # of staff are trained in administering screeners; There is a system for periodic review of fidelity measures associated with the implementation of the screening assessment; Grade level staff are well trained in the use of screening data to determine instructional needs; of ALL students 	<p>Explicit Practices:</p> <ul style="list-style-type: none"> District Leadership Team insures: <ul style="list-style-type: none"> Periodic review of screeners used across K-12 grades district wide The use of screening data and Curriculum Based Measurements to determine if core instructional program is robust and implemented well to support 80% of ALL students to meet proficiency standards The support of the purchase of screeners across K-12 system 	<p>Explicit Practices:</p> <ul style="list-style-type: none"> ISD Leadership Team insures: <ul style="list-style-type: none"> Periodic review of fidelity measures at the district level to determine if there are Personnel Development and/or Technical Assistance needs to insure an adequate # of staff are trained to administer the assessments Staff across ISD are trained in use of screening data 	<p>Explicit Practices:</p> <ul style="list-style-type: none"> State publishes a list of high quality screeners that meet standardized criteria and/or insures national resources related to universal screeners are available to schools and districts and are aligned with state/national standards States publishes an allowable cost document that outlines funding streams that could be used to pay for the purchase of qualified universal screeners State makes available a list of qualified individuals to assist in training on the administration and use of universal screeners and/or fund a state wide initiative to support the development and use of universal screeners within the School Improvement Process and/or a high quality Rtl System

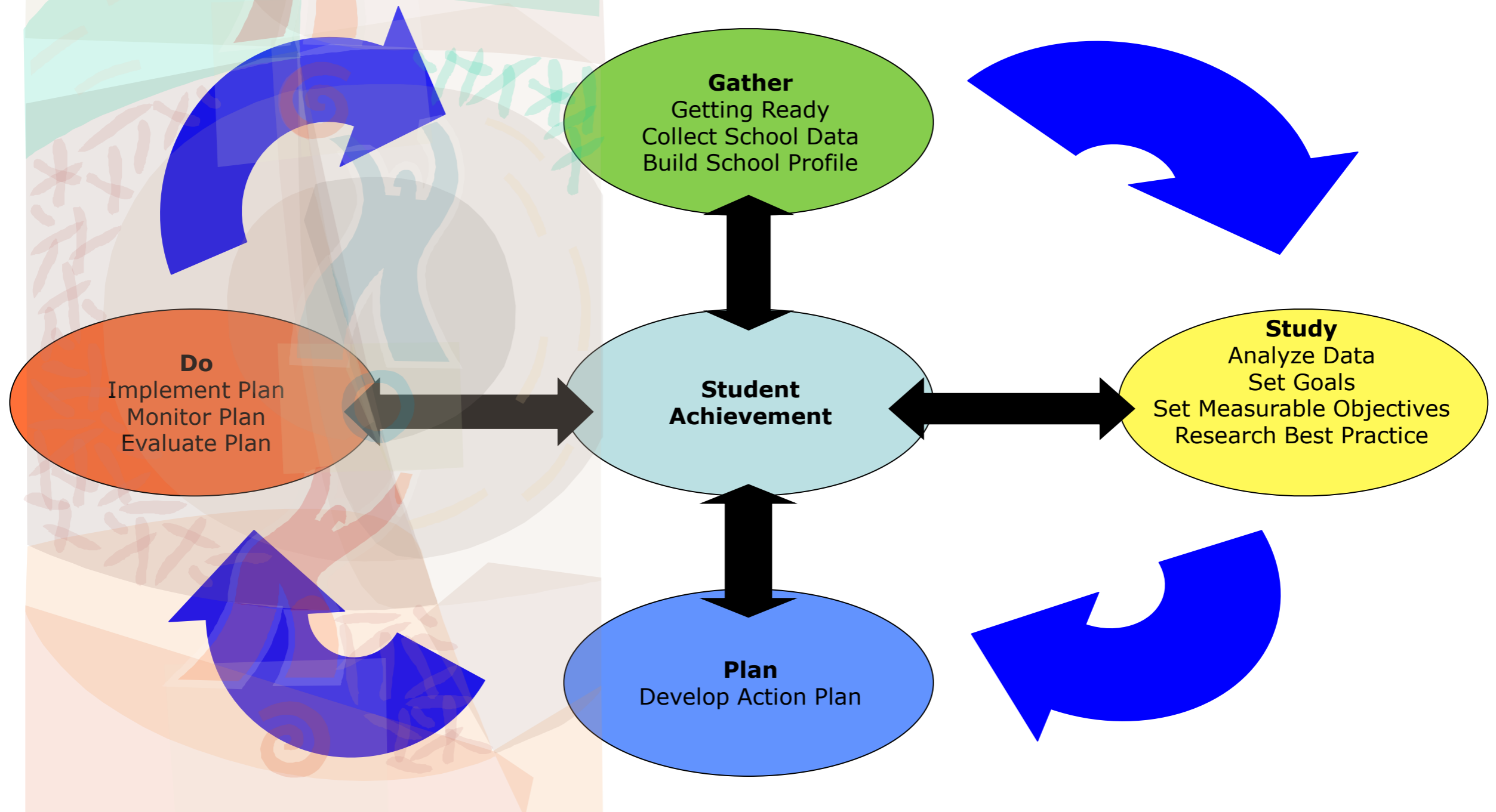
The School Improvement Framework

The Comprehensive Needs Assessment

Michigan Continuous School Improvement Process (MI CSI)

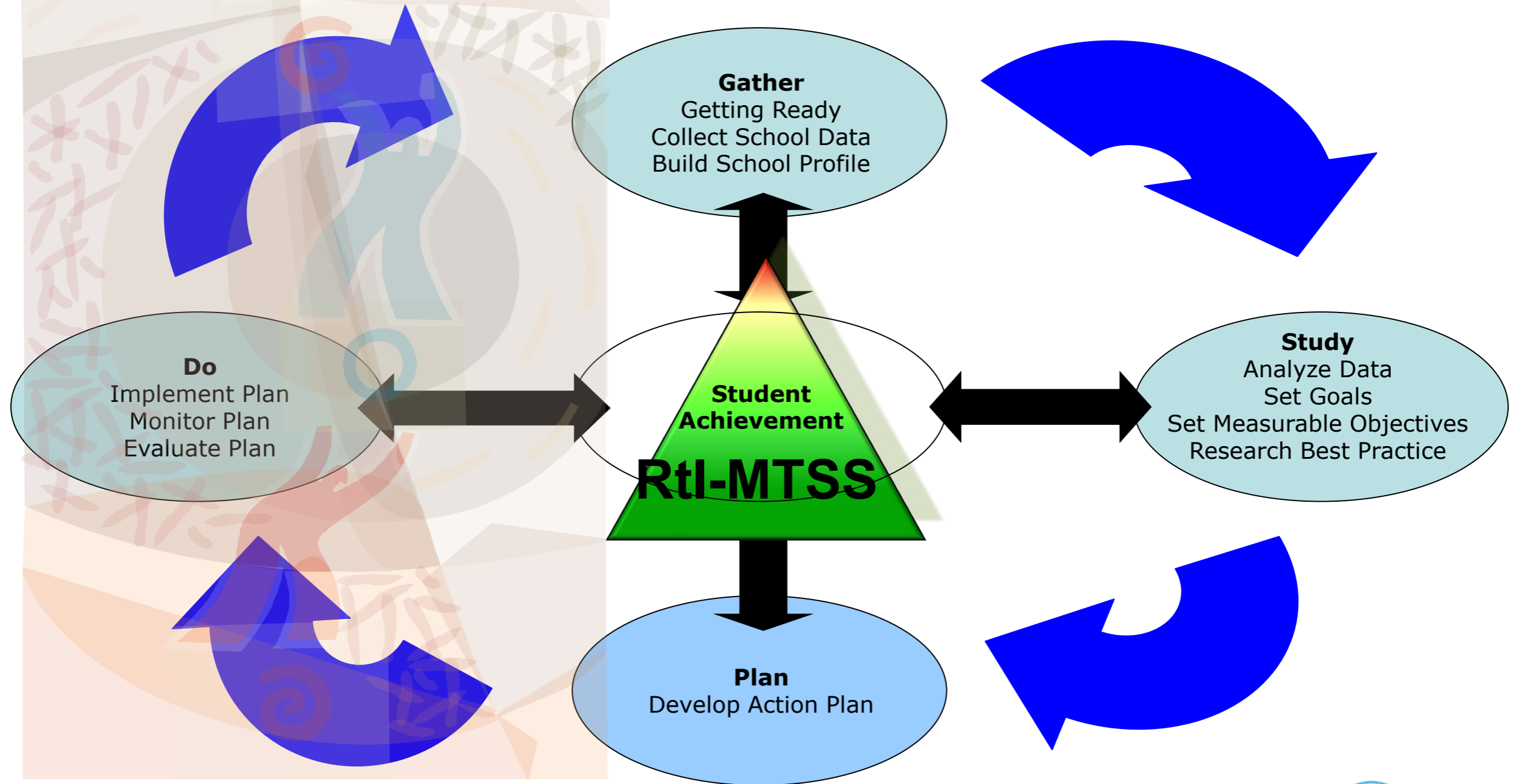


Michigan Continuous School Improvement Process



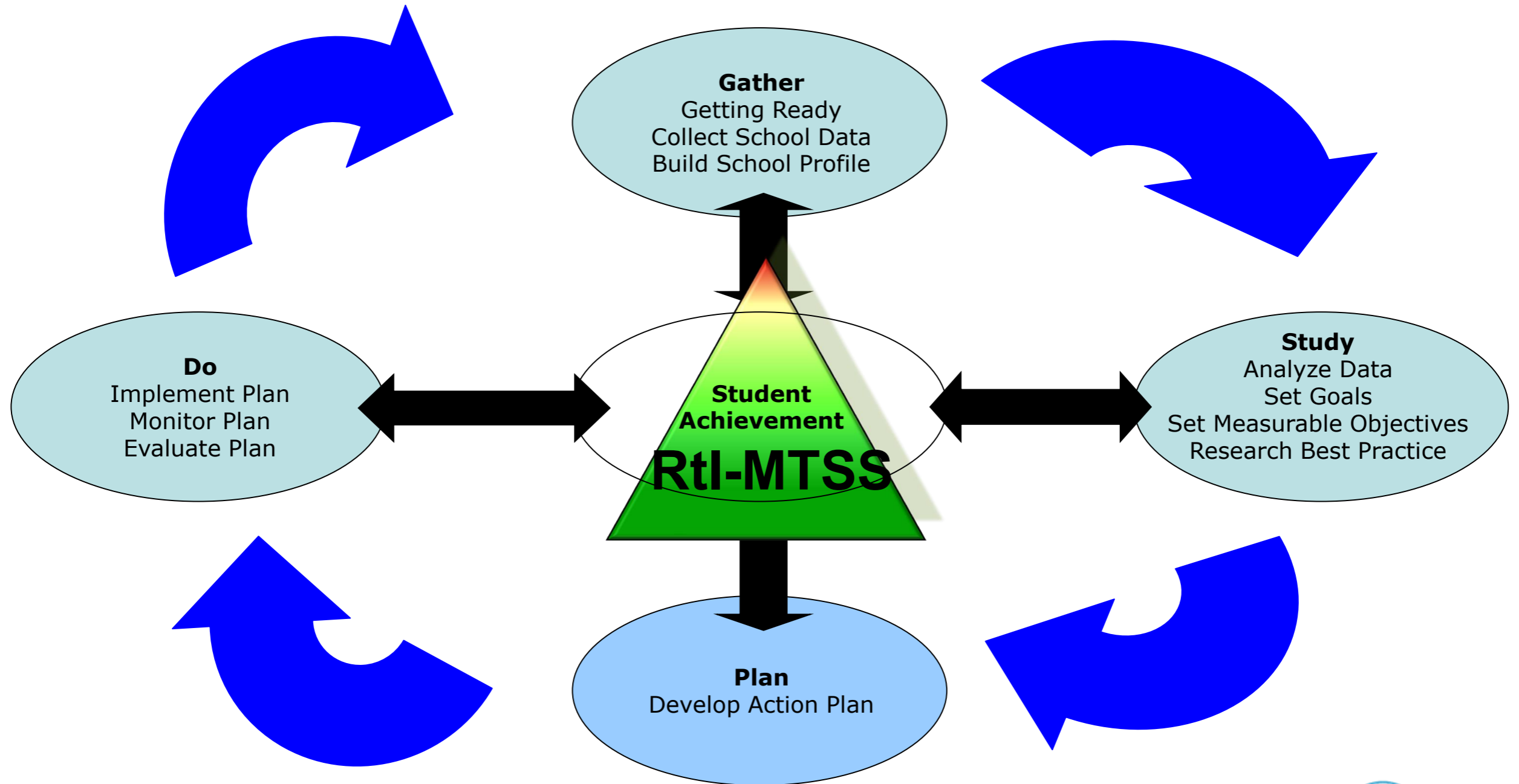
One Common Voice – One Plan

What is the relationship between Continuous School Improvement and Response to Intervention: A Multi-Tiered System of Supports?



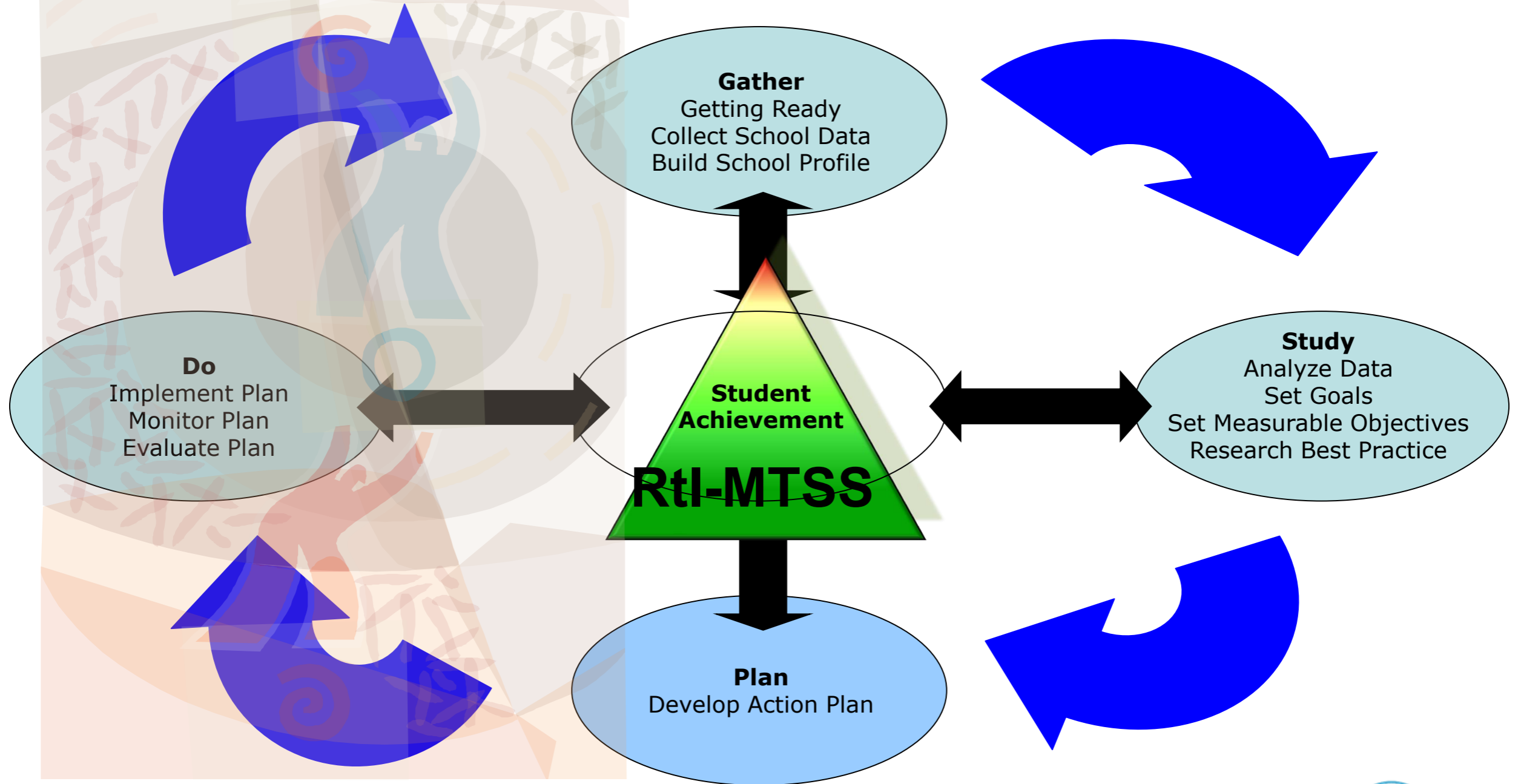
One Common Voice – One Plan

The CSI Process supports the selection, development and maintenance of a RtI-MTSS



One Common Voice – One Plan

A RtI-MTSS, well implemented, will support and operationalize the CSI Process



Michigan Continuous School Improvement School Level Change

Types of change identified by research on the effects of the restructuring movement in schools

First Order Changes

Specific classroom and school-wide practices:
Changes in efficiency, organization, specific practices, "change without difference."

Second Order Changes

Philosophy, focus, and ownership: Systemic change, fundamental ethos, philosophy, beliefs driving practice "restructuring."