

MTSS

Multiple Tiered System of Supports
Mr. Fleming
Mrs. Dilkes

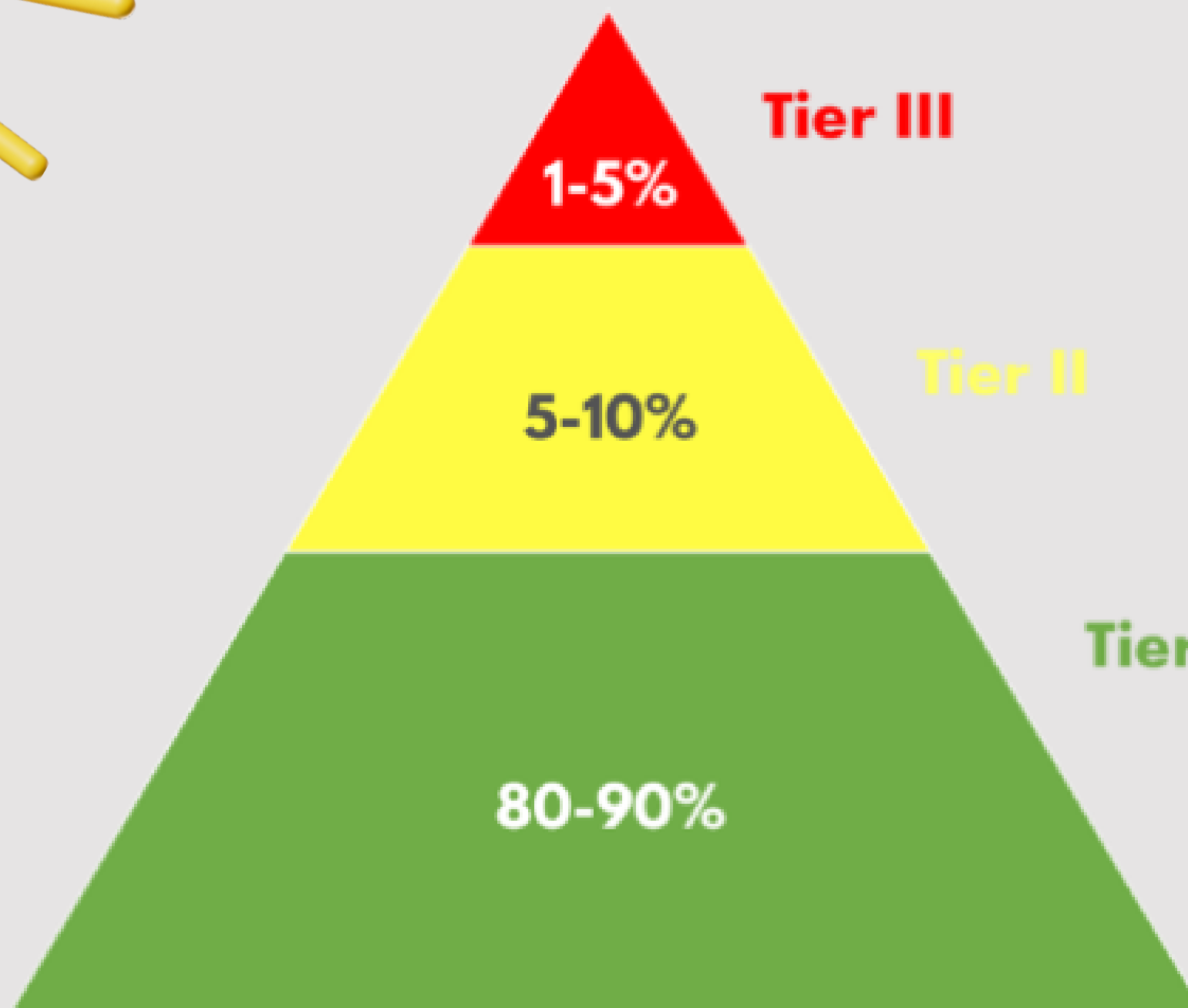
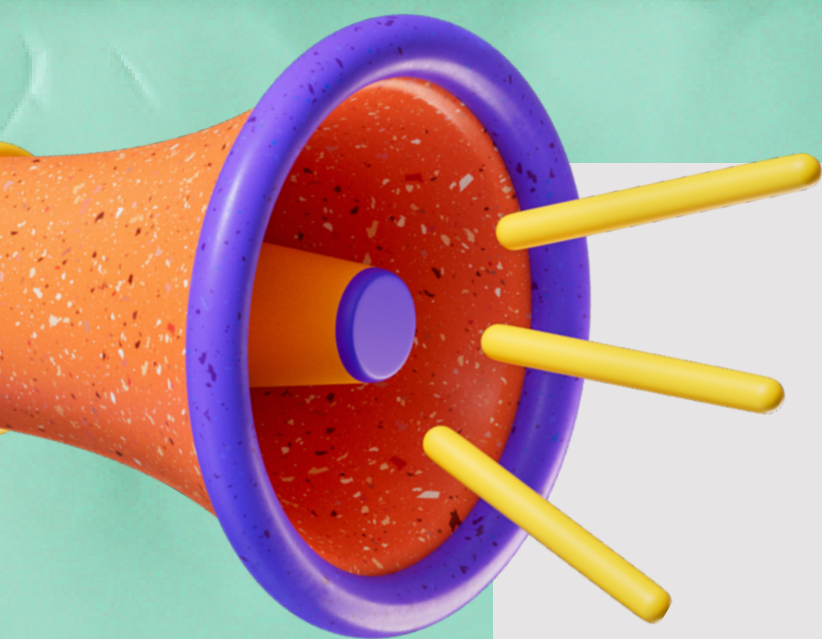


MTSS Components

RTI Three tiers of instruction to support standards and curriculum, and the various needs of students

I&RS Committee to support teachers who are struggling with student(s) need(s) in academic/behavioral/and health. Supported with MTSS data





Academic & Behavioral:

Tier III Interventions
(for individual students)

- Assessment-based
- High intensity

Tier II Interventions
(for some students)

- High efficiency
- Rapid response

Tier I Core Instruction
(for all students)

- Preventive
- Proactive

RTI Tier 1 (80-90%)

What is it?

- Instruction for all students
- Instruction for the greater need based on data
- Content and skills all grade level students are expected to learn
- Programs and curriculum put in place by district
- State standards expected to be met

How is it delivered?

- Mini lessons
- differentiated small group instruction
- differentiated centers
- differentiated To-do lists
- collaborative groups
- projects
- curricular programs and assignments

What drives it?

- State standards
- Andover Curriculum
- DIBELS data
- STAR data
- formative assessment data
- benchmark data
- report card grades

RTI Tier 2 (5-10%)

What is it?

- Focused instruction for students who are struggling to meet grade level standards or who have gaps in their learning... or might have different needs

How is it delivered?

- skill focused small group instruction
- skill focused centers
- skill focused To-do lists/BINGO boards
- collaborative groups
- 2-4x a week for 15-20 minutes a time
- WIN/PEP

What drives it?

- formative assessment
- Running Records
- Skill assessments
- DIBELS
- Benchmarks
- diagnostic data
- entrance criteria

RTI Tier 3 (1-5%)

What is it?

- intensive skill focused instruction

How is it delivered?

- as close to 1:1 as possible but likely 2-4:1
- every day for 30-40 minutes
- WIN/PEP Academic Support

What drives it?

- diagnostic data
- DIBELS data
- formative assessment data
- running records



Like a layer cake

You can't take away a layer... you can only add. So every student who moves up a tier still gets the ones below it.



Types of assessment

Formative

Assessment done multiple times a class period to ensure students are understanding lesson

- exit/entrance slips
- fist to 5
- thumbs
- benchmarks
- classwork/discussion
- teacher observation

Summative

Assessment done at the end of a unit to see what the students have retained

- unit tests
- spelling tests
- NJSLA

Diagnostic or screening

Very specific and standardized assessments to score specific abilities

- DIBELS
- PAST
- WADE

A note about Special Ed

Special education is for learning disabled students. They say that approx 13% of the population are truly learning disabled. This includes the learning disorders included on this slide. These are not gaps, these are true learning disabilities which are diagnosed via a CST referral.

TYPE OF DISORDER	CREATES PROBLEMS WITH
Dyslexia – Difficulty with reading	Reading, writing, spelling, speaking
Dyscalculia – Difficulty with math	Doing math problems, understanding time, using money
Dysgraphia – Difficulty with writing	Handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder) – Difficulty with fine motor skills	Hand-eye coordination, balance, manual dexterity
Dysphasia/Aphasia – Difficulty with language	Understanding spoken language, reading comprehension
Auditory Processing Disorder – Difficulty hearing differences between sounds	Reading, comprehension, language
Visual Processing Disorder – Difficulty interpreting visual information	Reading, math, maps, charts, symbols, pictures