

“The best research any educator can do or tap into, is knowing and understanding the learners they serve. Everything else is secondary.”

George Couros - Innovative Teaching, Learning and Leadership Consultant

Guess which LA staff member(s)...

- would say their favorite cereal is Honey Bunches of Oats (3)
- won a college scholarship by being on a winning Bible trivia team (1)
- have a degree in Speech Language Pathology/Audiology (2)

Announcements

- Be on time, Be respectful, Be prepared
- Celebrations
- Compensation Committee - Next Meeting will be October 3rd @ 7:00am
- Grandparents' Day
- PTO and mini grants (Danielle)
- Screenagers - Tuesday, September 25 6:30



Learning from Last Week (MTSS Tier 1)

I can make sure that 80% of my students are meeting the expectation and then use my teacher tool box to try different strategies in class.

Start taking notes/documenting more often to watch for timing/patterns

Taking each student as an individual case...explore, unpack, investigate, and use that info to address the problem.

Build relationships with my kiddos...look for moments when I can learn about them

I have strategies and best practices to meet the 80% AND the 20%

I can take back that I do have tools I need to start on Tier 1 interventions

Relationships are key! Students need to know they can trust you.



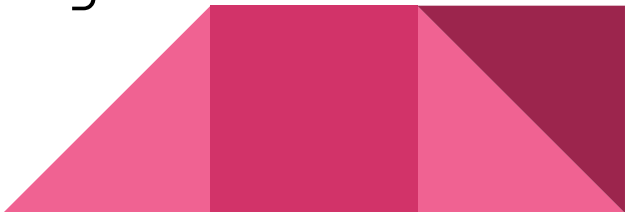
MTSS 101.3

Purpose/Why

To empower teachers to advocate for the needs of **all** of their students academically, socially, behaviorally, emotionally throughout the day



End of Year Goals

1. Teachers can identify and are the owners of **students** with targeted and intensive needs (using data)
 2. Teachers can identify **strategies** to implement with targeted and intensive needs
 3. Teachers understand the process for targeted kids and are using the process throughout the day
 4. Teachers evaluate strategies and revise on a regular basis
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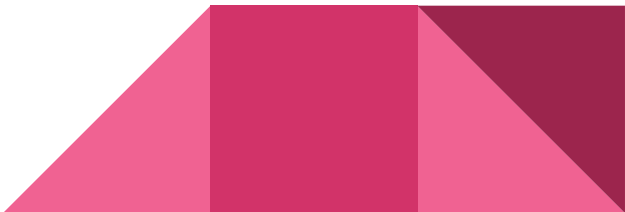
4 Driving Questions All Teachers Should Ask

1. What is it we want our students to know?
2. How will we know if our students are learning?
3. How will we respond when students do not learn?
4. How will we enrich and extend the learning for students who are proficient?



MTSS Definition

Multi-Tiered System of Support (MTSS) “is a multi-tiered framework which promotes school improvement through engaging, high quality instruction. MTSS employs a team approach to guide educational practice, using a problem-solving model based on data, to address student needs and maximize growth for all.”



Teaching Strengths

In your grade level teams, chat about the strengths that each team member brings to the team.



LA MTSS Umbrella



Professional Development



LA PRIDE



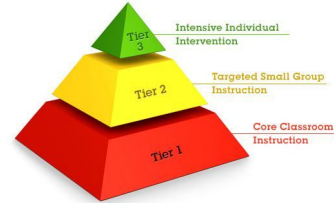
Teamwork



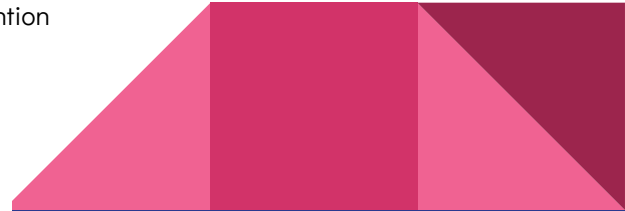
Curriculum Design and Instruction



Parental Involvement



3 Tiers of Support
Response to Intervention



Objective

Teachers will be able to define and explain Tier 2 MTSS.

Teachers will give examples of Tier 2 interventions by analyzing a student scenario in order determine appropriate Tier 2 interventions.



Believe: Collective Teacher Efficacy

We, as teachers, must believe we can make an impact on students. In order to make an impact on students, we must measure outcomes while building relationships with our students. When our students know we care, they will try harder for us and respond to our interventions. The end result is that we will see positive outcomes.

Collective teacher efficacy is not just an idea that's in the clouds. It is NOT just a belief...it actually comes from teachers truly believing in their students. You as a teacher will actually begin to see growth in your students when you operate under collective teacher efficacy.

MTSS is another response that we deliver as professionals. We must believe we can still affect student's learning. Believing in our students will affect student's learning, teaching students to believe in themselves, **because we do**, will affect their learning.

****Teacher Efficacy = Student Achievement**



MTSS Sliding Scale



—Michigan Department of Education

Tier 2

These are more focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic and behavior curriculum and instruction. Approximately 10-15% of students typically need targeted supplemental interventions and supports while continuing to be instructed in the core program.

Tier 2 consists of the academic and behavioral instruction/intervention that are provided to students who show a need for help in addition to the instruction/intervention they receive at Tier 1. Tier 2 instruction/intervention is designed to meet the needs of students who are at some risk for academic failure, but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered through smaller groups and are administered with a focus on meeting the specific needs of the students.



Tier 2 Teacher Roles and Responsibilities

- Participate in Tier 2 grade level meeting, include one specials teacher and your DSS representative to discuss “Why didn’t the student learn?”
 - Document observations and evidence of student learning, behavior, and social/emotional needs
 - Establish goals or learning objectives for the intervention
 - Provide small group intervention during scheduled intervention periods
 - Collaboratively develop flexible groupings of students for targeted instructional delivery (30 minutes-3-5 days a week)
 - Administer and record progress monitoring data
 - Review progress monitoring data at regular intervals to revise interventions
 - Track fidelity of intervention delivery
 - Seek and utilize coaching supports
 - Maintain communication with parents concerning student progress and learning needs
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MTSS Sliding Scale



—Michigan Department of Education

Beginning of Tier 2 ...

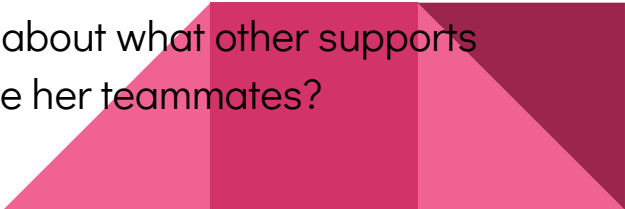
Peter is a 5th grade student at Neverland Elementary. His teacher, Ms. Nana just completed MAP testing in the fall.

When she analyzed the data she realized Peter is proficient in reading and math, however, she was surprised by these results because during class Peter refuses to do any work.

Ms. Nana had a conversation with Peter and Peter explained to her, that worksheets are the same old thing everyday, and that 30 problems of math is insane. Ms. Nana took what Peter said into consideration and provided him a differentiated assignment for the worksheet work. She also encouraged him to stay for ASH to get more of his math problems completed with teacher guidance.

When Ms. Nana made a call home, Peter's mom said she is not surprised that Peter did well on his assessment. He is smart, but does not like school. Mom said that she works two jobs and can only help him sometimes.

Ms. Nana meets with her teammates and begins the dialogue about what other supports can she put into place for Peter. What would you suggest if you were her teammates?



Conclusion

How do you know when a student needs to move from a Tier 1 intervention to a Tier 2 intervention?

What are the first steps of Tier 2 interventions?

How does MTSS and collective teacher efficacy relate?

