Understanding the Purpose of Multiple Tiers of Literacy Instruction and Intervention

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FLORIDA DEPARTMENT OF
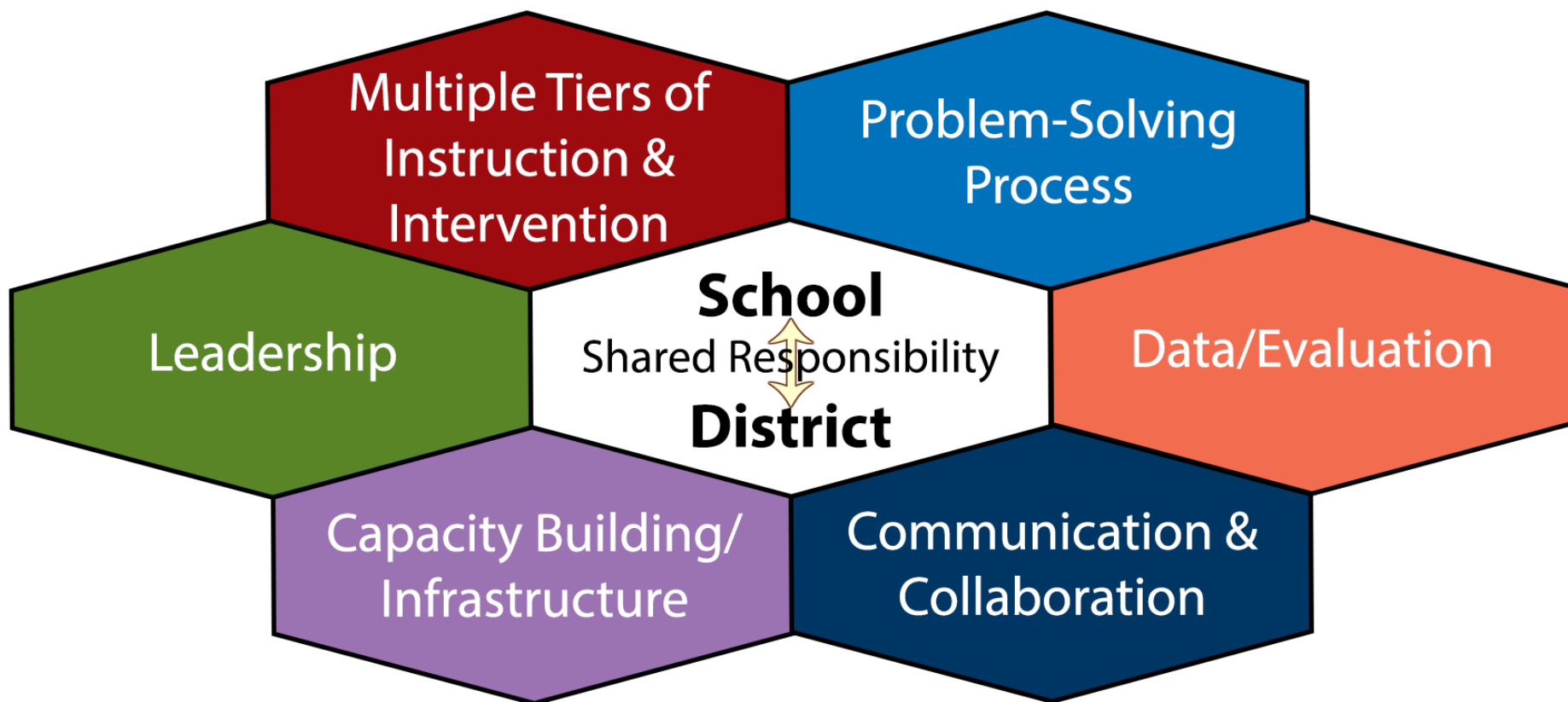EDUCATION
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Session Objectives

- Understand how tiered instruction fits within the context of a Multi-Tiered System of Supports (MTSS).

- Connect tiered instruction and intervention to current literacy polices and practices.

- Understand that tiered instruction and intervention is informed by the problem-solving process.

- Identify and address common misconceptions and misunderstandings.

- Describe the connection between tiered literacy instruction and achieving positive outcomes for **ALL** students.
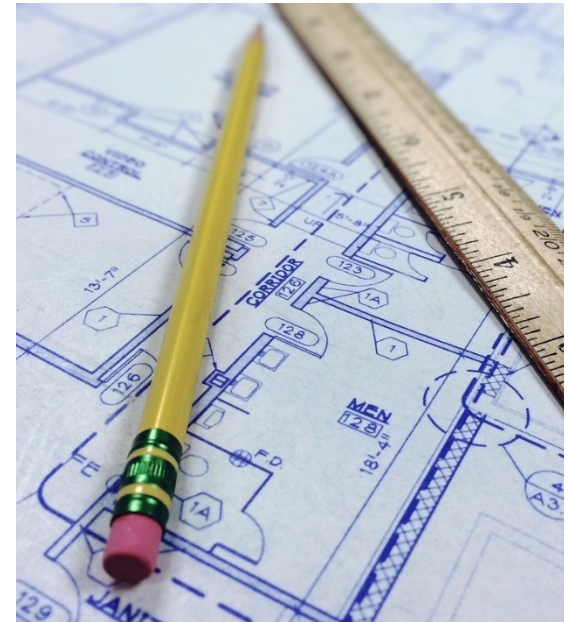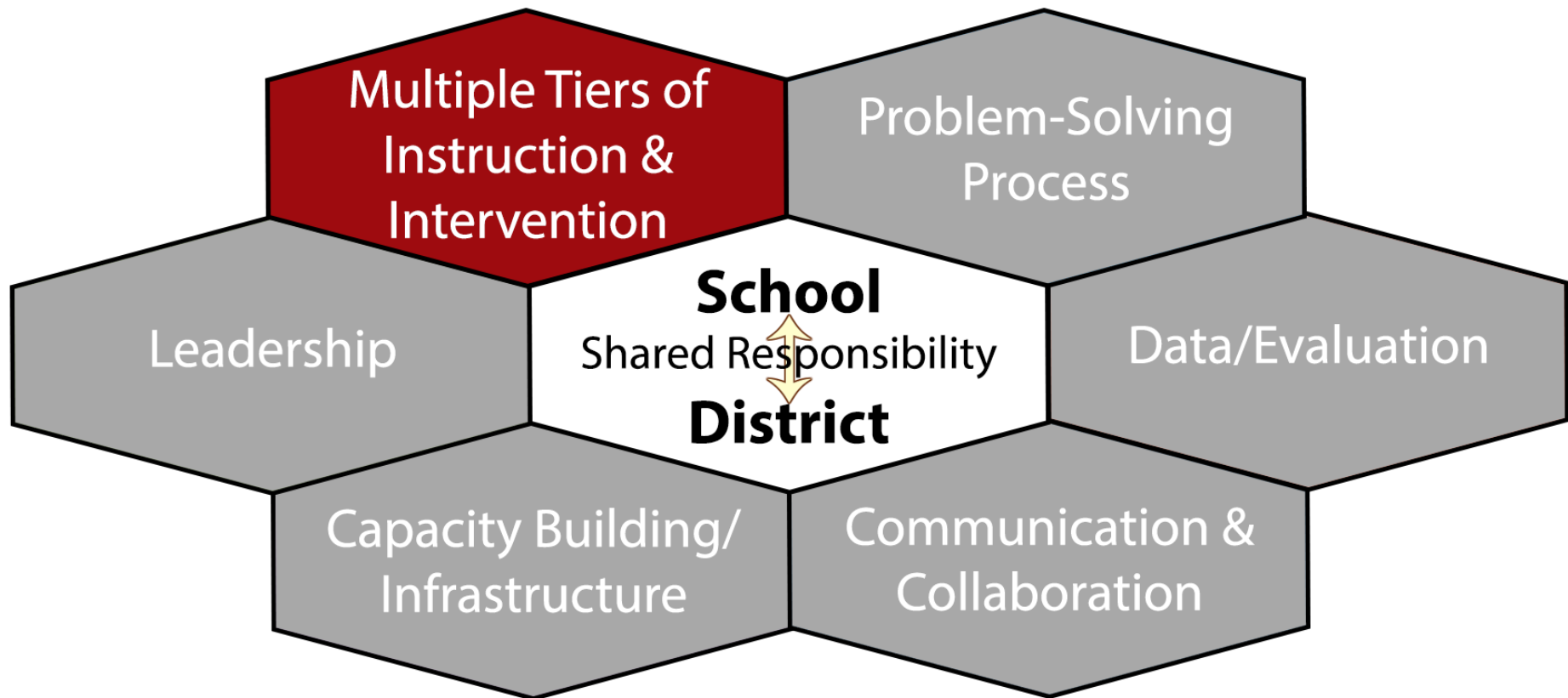
Multiple Tiers of Literacy Instruction and Intervention

How Does Tiered Instruction Fit Within a MTSS?

Multiple Tiers of Instruction & Intervention

Problem-Solving Process

Leadership

School
Shared Responsibility
District

Data/Evaluation

Capacity Building/ Infrastructure

Communication & Collaboration
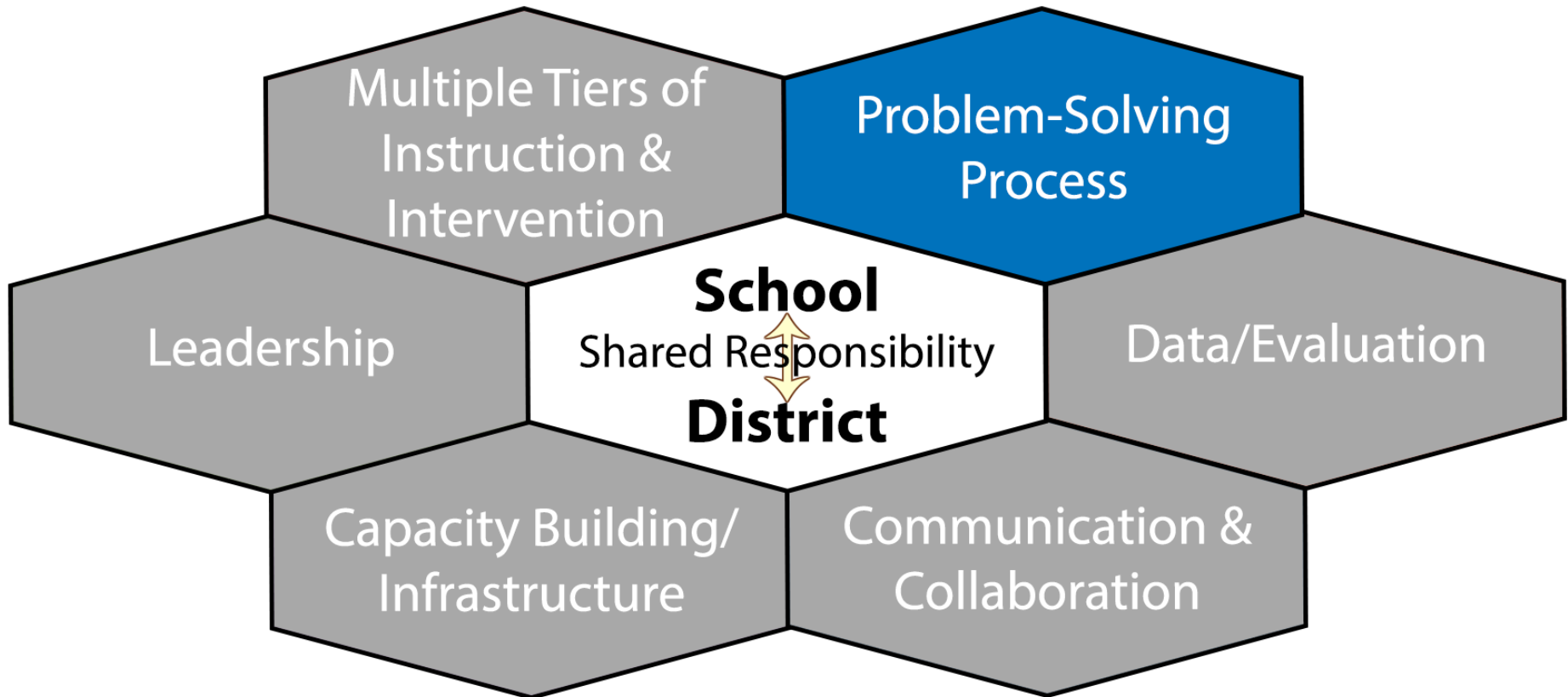
Multiple Tiers of Instruction and Intervention

Multi-Tiered Instruction and Intervention
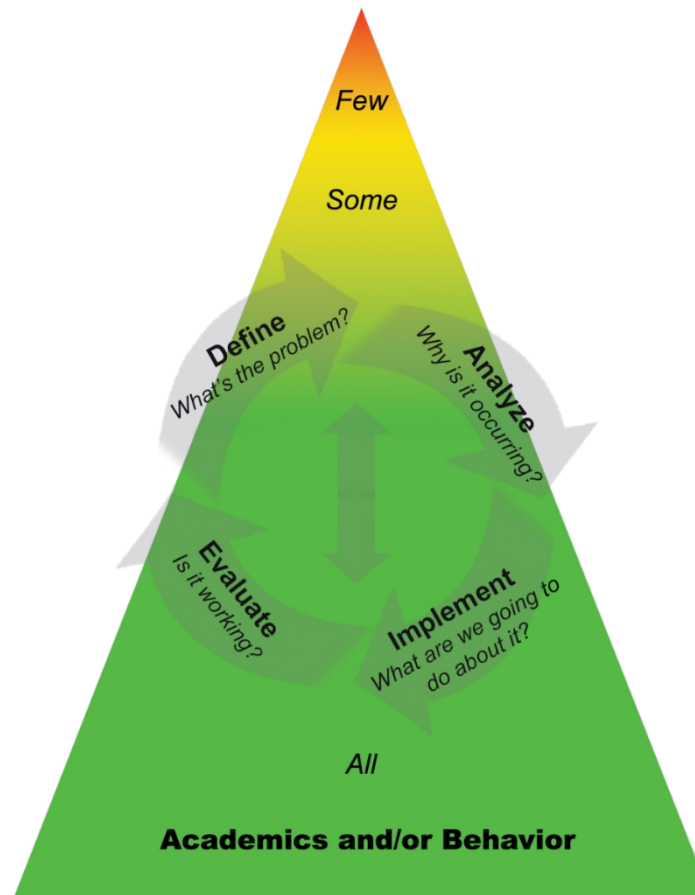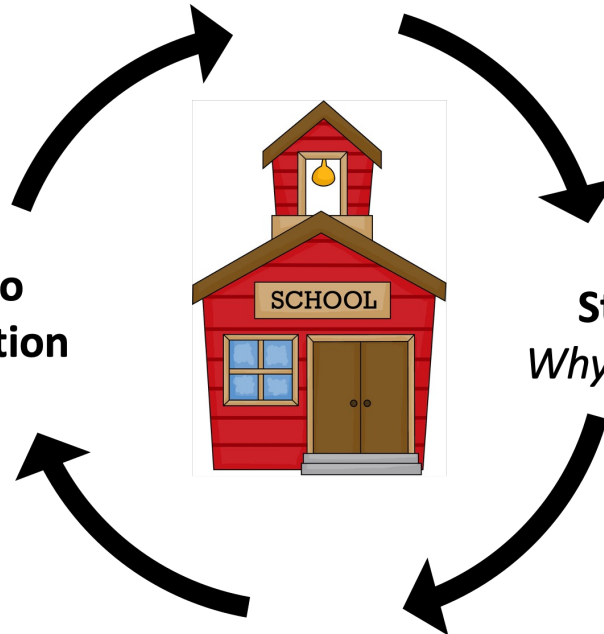
Problem-Solving Process

Problem-Solving Process

Step 1: Goal Identification (Problem Identification)
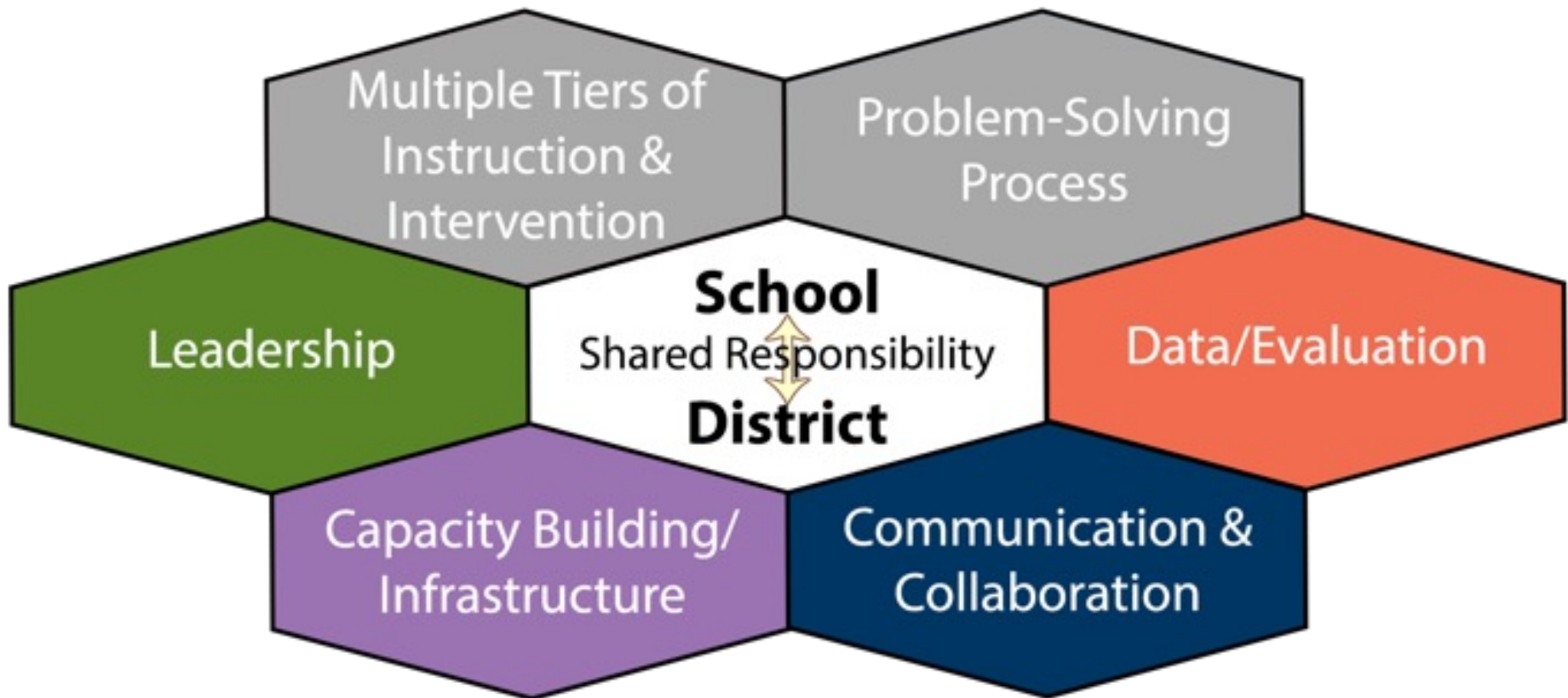*What do we want students to know and be able to do?*

Step 4: Response to Intervention/Instruction
Is it working?

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

The Drivers

Making Connections

Drivers	Characteristics
Multiple Tiers of Instruction & Intervention	• B.E.S.T. English Language Arts Standards • Core Curriculum • Intervention Block
Problem-Solving Process	• Data Chats • Team Meetings • Professional Learning Communities (PLCs)
Data and Evaluation	• Implementation Data • Student Outcome Data • Data Management System

Making Connections

Drivers	Characteristics
Communication & Collaboration	• Staff Surveys • Community Outreach • Climate Survey
Capacity Building & Infrastructure	• Master Schedule • Professional Learning • Intervention Maps
Leadership	• School Improvement Plan (SIP) Planning • Administration • School-Based Leadership Team • School Advisory Council (SAC) Committee

MTSS and Florida's Current Literacy Policies and Practices

What is the Connection to Current Literacy Policies and Practices?
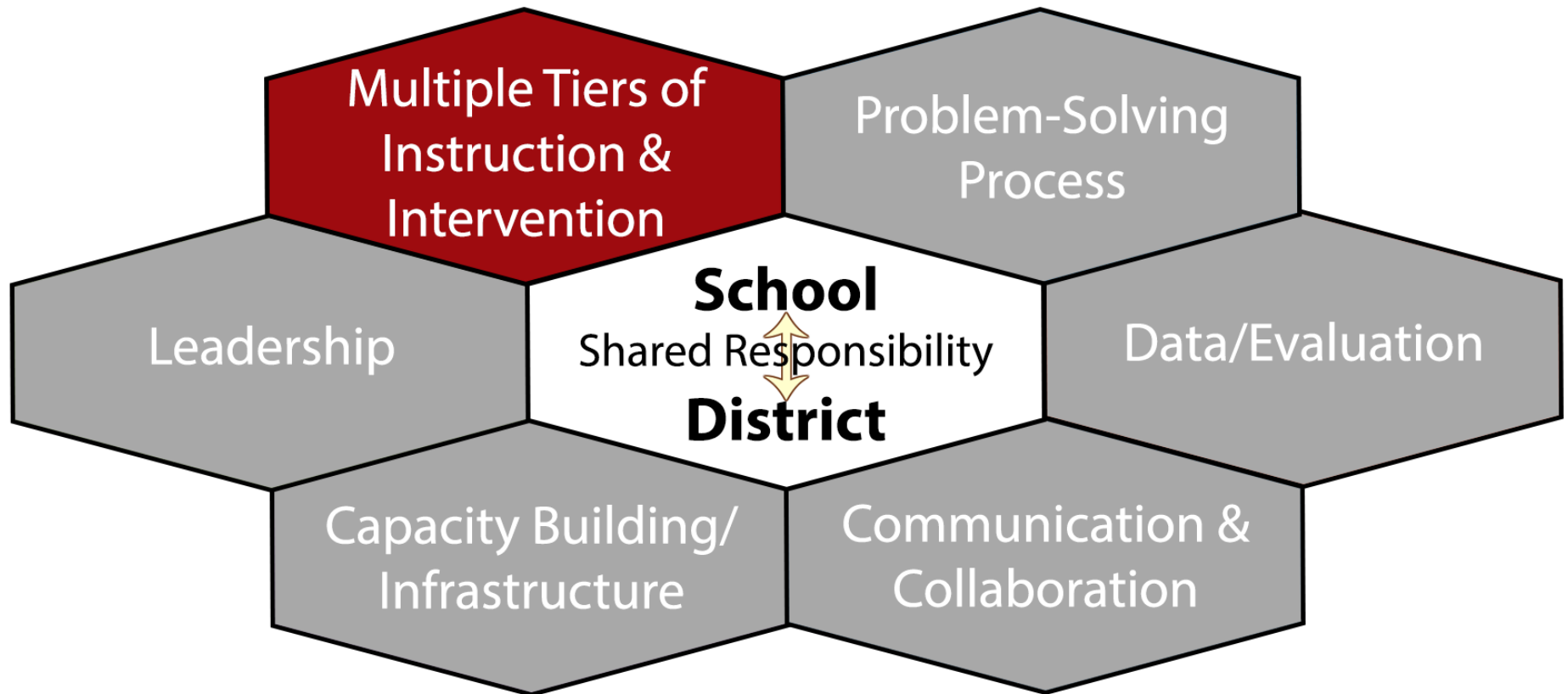
Florida's FORMULA FOR READING SUCCESS

6 + 4 + T1 + T2 + T3

6 COMPONENTS	4 TYPES OF ASSESSMENTS	T1 CORE	T2 INTERVENTION	T3 INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning

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District Comprehensive Evidence-Based Reading Plans (CERP)

Based on Rule 6A-6.053, Florida Administrative Code (F.A.C.)

- Goal: Improve student outcomes in reading.

- Districts must develop CERPs annually and submit to Just Read, Florida! by August 1 for approval (after the CERP is approved by the governing board or authority).

- The CERP includes a district's approach to leadership, professional learning, literacy coaching, assessment, curriculum, instruction and intervention.

- The CERP focuses districts on appropriate professional learning and evidence-based reading practices proven to work.

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Substantial Reading Deficiency Criteria

Grade	Substantial Reading Deficiency Criteria
K	• Student has been identified as needing Tier 3 interventions; • Student has demonstrated through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; **AND** • Student scores below the 10th percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system.

Substantial Reading Deficiency Criteria

Grades	Substantial Reading Deficiency Criteria
1-2	• Student has been identified as needing Tier 3 interventions; • Student has demonstrated through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; **AND** • Student scores below the 10th percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system.

Substantial Reading Deficiency Criteria

Grade	Substantial Reading Deficiency Criteria
3	• Student has been identified as needing Tier 3 interventions; • Student has demonstrated through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; **AND** • Student scores below the 20th percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system. **OR** • Student scores Level 1 on the end of year statewide, standardized ELA assessment.

Substantial Reading Deficiency Criteria

Grades	Substantial Reading Deficiency Criteria
4-5	At the discretion of the school district.

Grades	Substantial Reading Deficiency Criteria
6-8	At the discretion of the school district.

Grades	Substantial Reading Deficiency Criteria
9-12	At the discretion of the school district.

Individualized Progress Monitoring Plans (IPMPs)

The student's specific, identified **reading** or **mathematics** skill deficiency;

Goals and **benchmarks** for student growth in reading or mathematics;

A **description** of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress;

For a substantial reading deficiency, the specific evidence-based literacy instruction **grounded in the science of reading** which the student will receive;

Strategies, resources and materials that will be **provided to the student's parent** to support the student to make reading or mathematics progress; and

Any additional services the student's teacher deems available and appropriate to **accelerate** the student's reading or mathematics skill development.

* Effective July 1, 2024: The individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available.

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Reading Endorsement
Who's Required to be Reading Endorsed?

- Teachers who teach summer reading camps for third grade students scoring Level 1 on state standardized assessment of ELA (s. 1008.25, F.S.)

- Teachers instructing retained third grade students (s. 1008.25, F.S.)

- Teachers providing Tier 3 reading intervention must possess a literacy micro-credential or be endorsed or certified in reading (Rule 6A-6.053, F.A.C.)

- Literacy coaches (Rule 6A-6.053, F.A.C.)

- School district personnel and instructional personnel who supervise teacher candidates during internship in grades K-3 or who are enrolled in a teacher preparation program for a certificate area identified in Rule 6A-4.0051, F.A.C., pursuant to s. 1012.585, F.S.

- Candidates entering a teacher preparation program, educator preparation institute or professional learning certification program for a certificate area identified in Rule 6A-4.0051, F.A.C., pursuant to s. 1012.585, F.S. (ss. 1004.04, 1004.85 and 1012.56, F.S.)
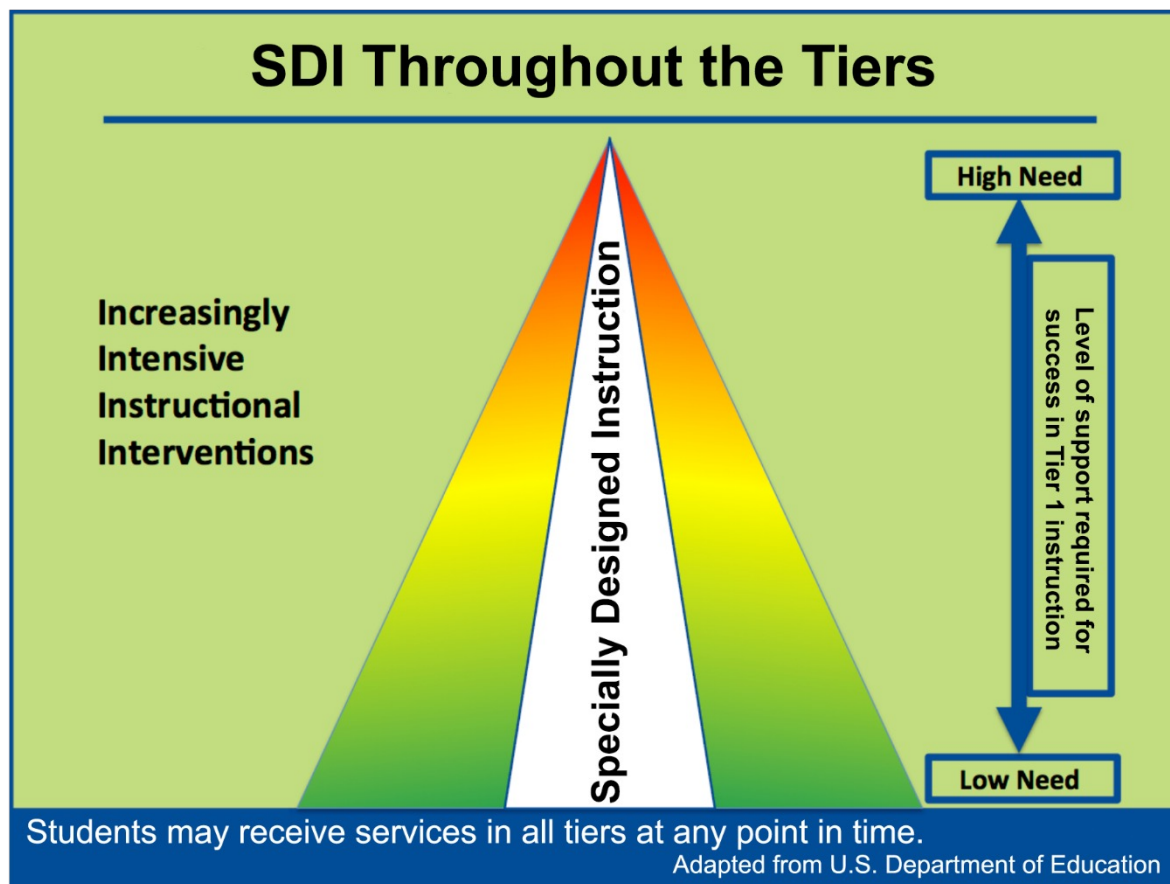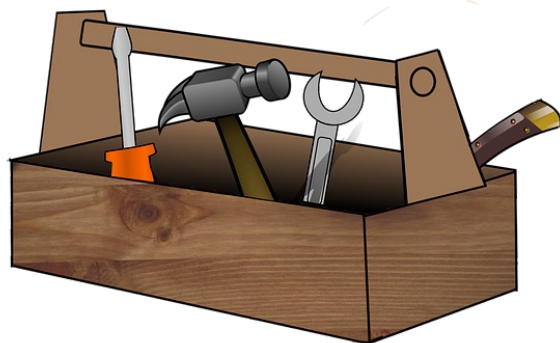
Literacy Micro-Credentials (60 hours)

- 3 [Micro-Credentials](#):
  - Emergent Literacy (Birth-PreK)
  - Elementary Literacy (PreK-Grade 5)
  - Secondary Literacy (Grades 6-12)
- 60-hour stackable literacy professional learning
- Competency-Based
- Instructional personnel who have successfully earned the literacy micro-credential (60 hours) can provide intensive reading intervention, under supervision of someone endorsed/certified in reading.

Evidence-Based Practices and Programs

- **Evidence-based instructional materials** have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 United States Code s. 7801(21)(A)(i) and comply with s. 1001.215, F.S.

- **FCRR Reading Program Repository: www.fcrr.org/educators**

- **Reputable sites** to support your research on evidence-based practices and programs to meet your target population:
  - Evidence for ESSA
  - What Works Clearinghouse
  - National Center for Intensive Intervention

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Specially Designed Instruction (SDI)

SDI Throughout the Tiers

Increasingly Intensive Instructional Interventions

Specially Designed Instruction

High Need

Level of support required for success in Tier 1 instruction

Low Need

Students may receive services in all tiers at any point in time.
Adapted from U.S. Department of Education

Multiple Tiers of Instruction and Intervention

Let's Sort It Out!

- Each group will sort the characteristics found within the 3 tiers of instruction.

- Locate your chart paper poster and remove the slips of paper from the envelope provided.

- With your tablemates, review the characteristics listed on each slip of paper and determine which tier the characteristics are aligned to.

- Place each slip under the column that it fits best on the chart provided at your table.

Multiple Tiers of Instruction and Intervention

	Characteristics	Data and Decision Making
Tier 1	• Instruction and supports provided to *all* students • High-quality, evidence-based instructional routines, differentiated small group instruction, curriculum materials, etc. • Aligned to state standards • Addresses academic, behavior, emotional and life skills • Fine-tuned using a structured, data-based problem-solving process to meet the needs of the students being served	• Tier 1 alone should be sufficient for at least 80% of students to meet grade-level expectations • Screening data are used to determine sufficiency of Tier 1 and to monitor the progress of all students • Formative data are used to guide real-time adjustments to instruction

Multiple Tiers of Instruction and Intervention

|	Characteristics	Data and Decision Making
Tier 2	• Supplemental instruction, provided to *some* students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations • Provided in addition to Tier 1 instruction (more time for instruction) • Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1 • Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus) • Delivered to students with similar needs • Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback	• Screening data are used to help identify students at risk • Diagnostic or other drilldown information is used to identify student strengths and weaknesses • Frequent progress monitoring data are used to measure student growth as well as to measure effectiveness of Tier 2 intervention for the group • Tier 2 intervention should result in improvement for at least 70% or more of students receiving the services

Multiple Tiers of Instruction and Intervention

	Characteristics	Data and Decision Making
Tier 3	• Most intensive, targeted instruction, provided to a *few* students demonstrating either an intense or severe need • Provided in addition to Tier 1 and Tier 2 (even more time) • Instruction is individualized to address the student's specific needs • Planned using a structured, data-based problem-solving process (even more narrowed focus) • Delivered individually, or in very small groups • Standards-aligned and integrated with Tier 1 and Tier 2 instruction • Most systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback	• Diagnostic data are used to identify specific skill and knowledge gaps or function of the behavior as well as student strengths • More frequent progress monitoring data are used to measure student growth toward closing gaps as well as to measure effectiveness of Tier 3 intervention

Myth or Fact?

What Are the Common Misconceptions?
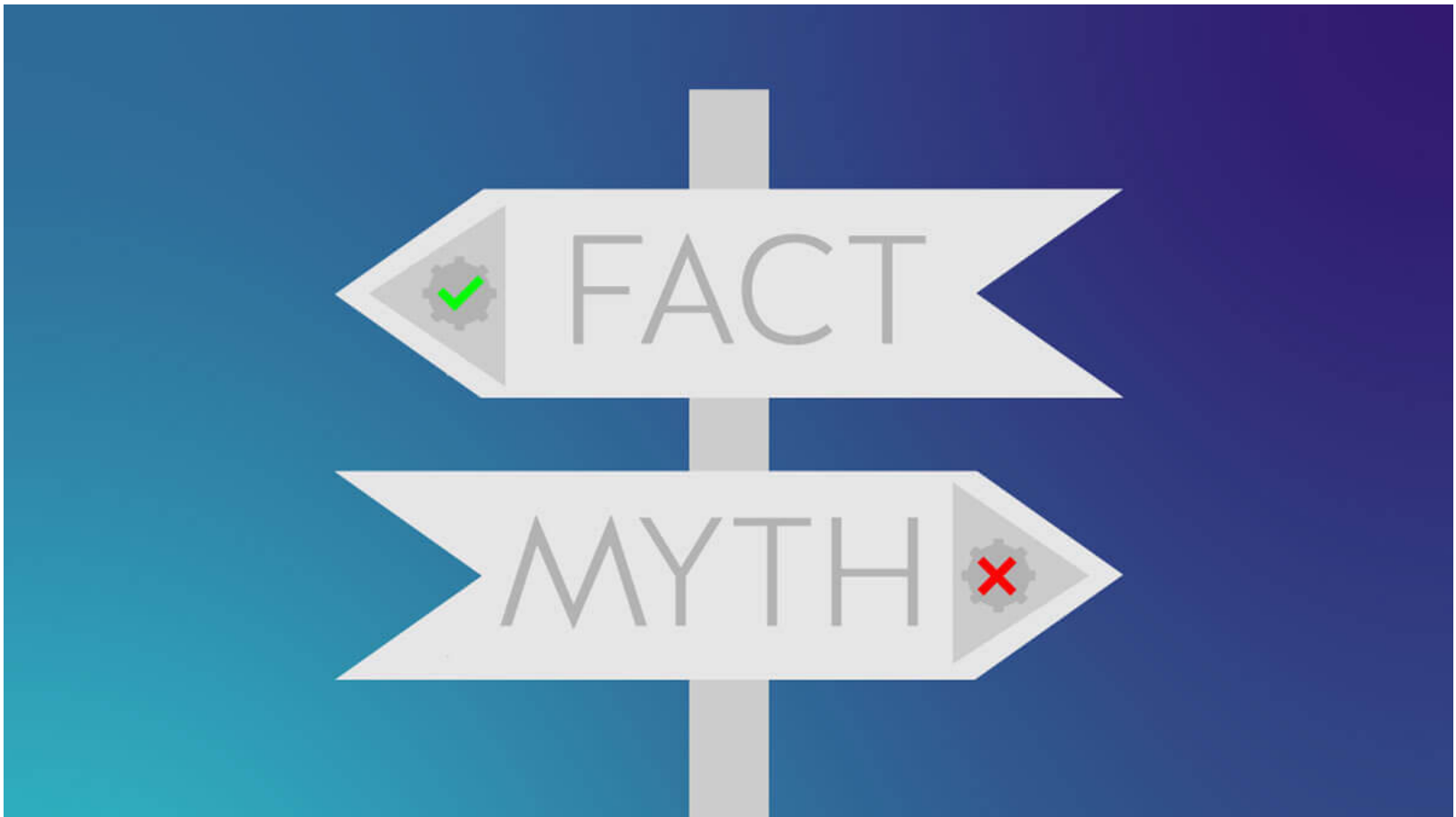
MTSS and Response to Intervention (RtI) are the same thing.

Fact ✓

MTSS is the overarching, comprehensive framework that guides service delivery in schools, districts and the state. Student Response to Instruction and Intervention (RtI) is the 4th step of the problem-solving process and a key practice within MTSS.

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MTSS has a starting point and stopping point.

Fact ✓

A MTSS is a framework or approach that optimizes how resources are organized and allocated for improved student outcomes. It is comprised of the six domains of effective MTSS implementation and is a continuous way of work with no starting or stopping point!

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The tiers describe students.

Fact ✓

As part of a MTSS implementation, instruction and interventions and/or supports are labeled Tier 1, Tier 2 or Tier 3 to communicate the level of intensity of supports; students are NOT labeled with tiers.

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Tier 3 means the student will be tested for Exceptional Student Education (ESE) Services.

Fact

Tier 3 is the most intensive and individualized support available within Florida's three-tiered model. However, not all students needing Tier 3 level of supports have a disability, nor will all students with a disability need Tier 3 level of supports.

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ESE is Tier 4 in MTSS.

Fact ✓

The Multiple Tiers of Instruction and Intervention domain, within Florida's model of MTSS, consists of three tiers. There is no Tier 4.

The purpose of MTSS is to exclude students from ESE.

Fact ✓

The purpose of a MTSS is to provide the level of supports needed to ensure success, regardless of whether the student is eligible for ESE services.

Putting It All Together!

Small Group Activity

- With your small group, draft a summary and/or illustration (e.g., symbolism, metaphor) of the following primary concepts and priorities of a MTSS focusing on multiple tiers of Instruction/Interventions.
  - MTSS
  - Florida's Formula for Reading Success
  - Tiers of Instruction
  - Specially Designed Instruction

- Ponder the questions below while creating your summary/illustration.
  - What would you need to include to explain the concepts to someone who knows nothing about MTSS within the tiers of instruction and intervention?
  - What concepts need to be clear to debunk common myths?

- Take a gallery walk with your small group to view and discuss the charts that showcase the concepts and priorities of MTSS.

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Want to Learn More?

Appropriate Reading Assessments for Data-Based Decision Making

Multi-Tiered System of Supports: An Introduction

Tier 2 Problem Solving

https://floridarti.usf.edu/resources/pl_modules/index.html

Questions?

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