New York State Education Department

Multi-Tiered System of Supports—Integrated

The New York State Education Department's (NYSED's) Multi-Tiered System of Supports-Integrated (MTSS-I) Pilot Framework

Supporting English Language Learners (ELL)

Voices United: Embracing Diversity to Foster Multiculturalism and Multilingualism

Fordham University School of Education at Lincoln Center

December 07, 2023

Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Today's Facilitators

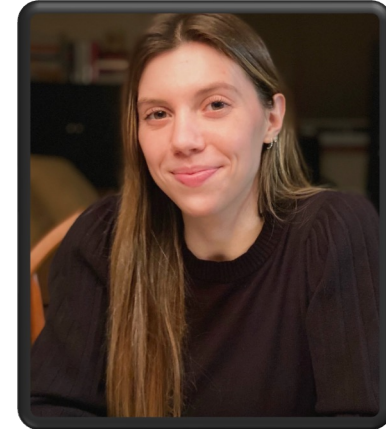
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Training Objectives

- The following presentation will review NYSED's MTSS-I Pilot Framework.

- Additionally, the presentation will highlight how NYSED's MTSS-I Pilot Framework supports ELLS.
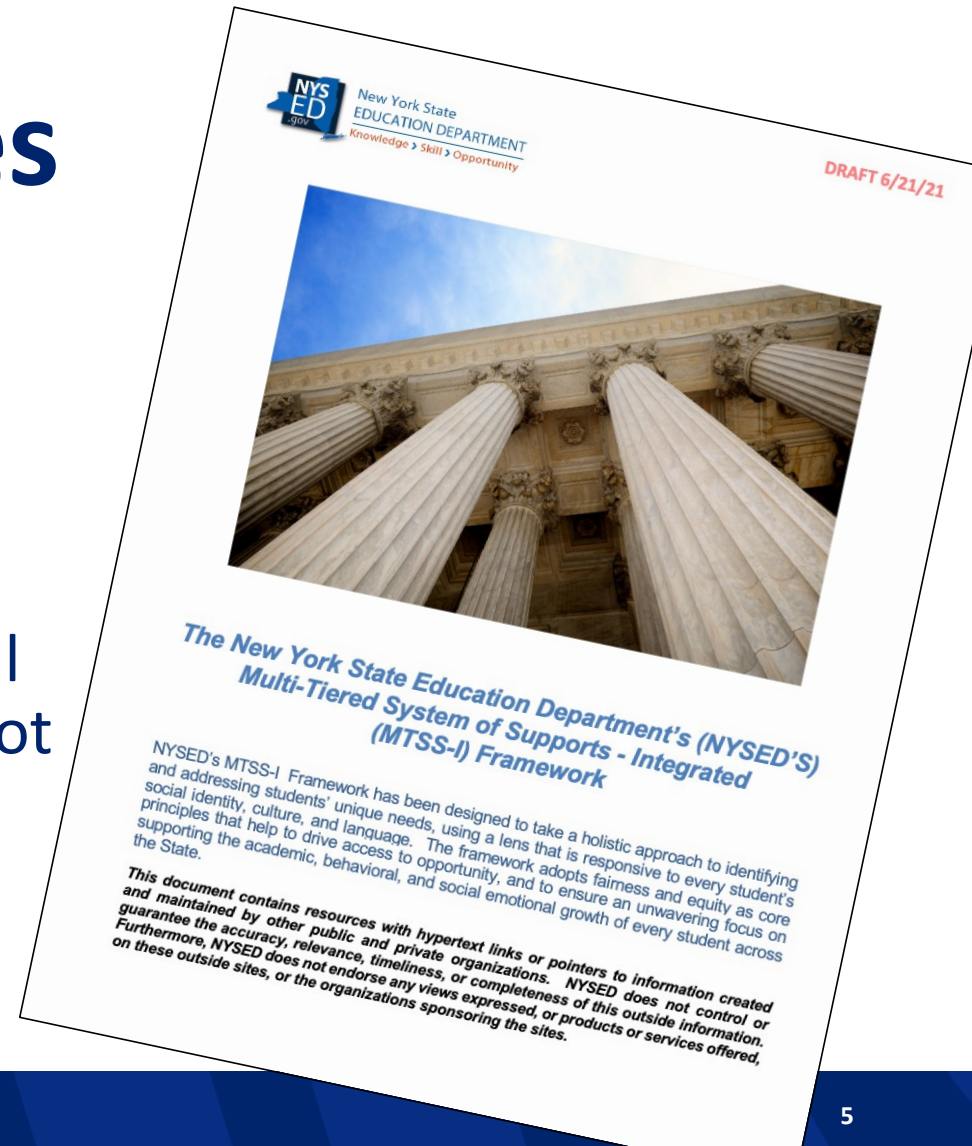
MTSS-I Framework Pathways to Implementation
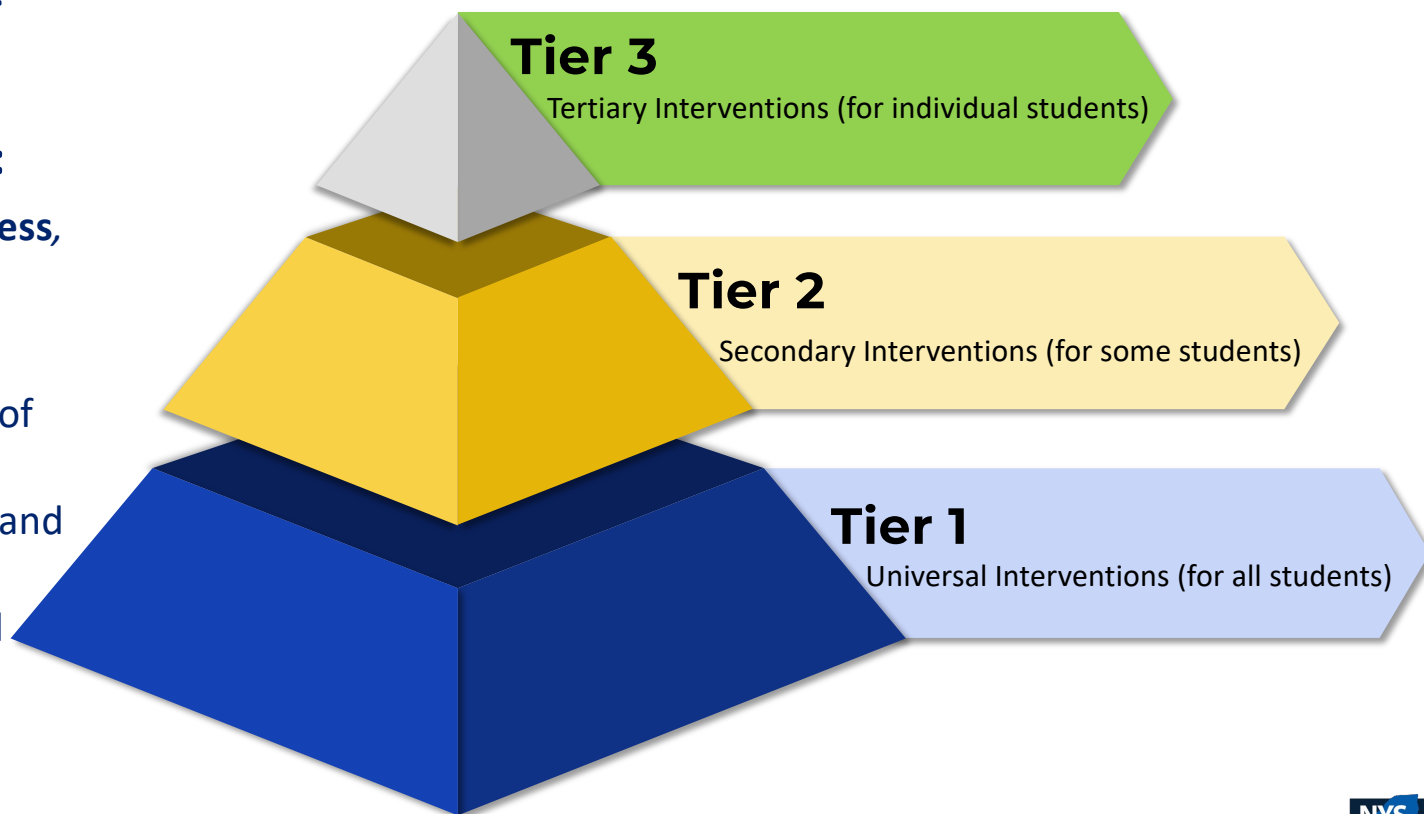

https://osepartnership.org/mtss-i
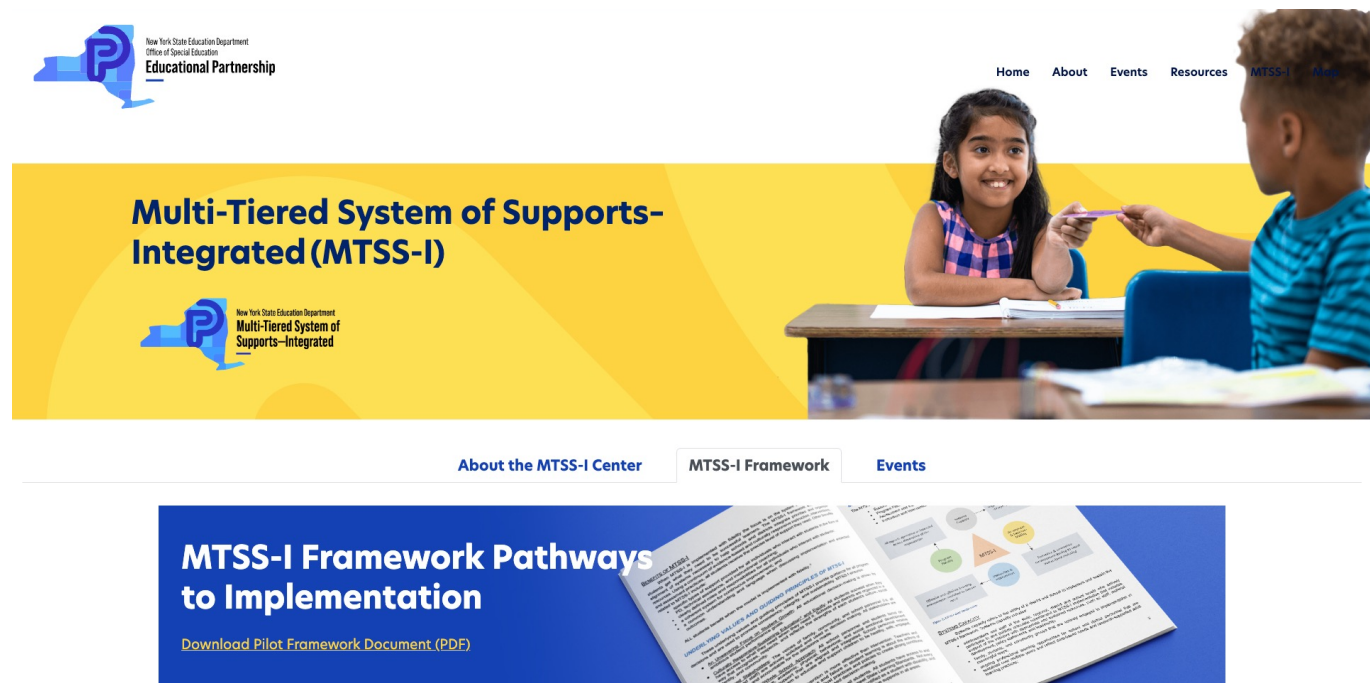
NYSED's MTSS-I Pilot Framework

For the purposes of this presentation, MTSS is used when referring to the concepts of MTSS, in general. MTSS-I refers specifically to NYSED's MTSS-I Pilot framework.
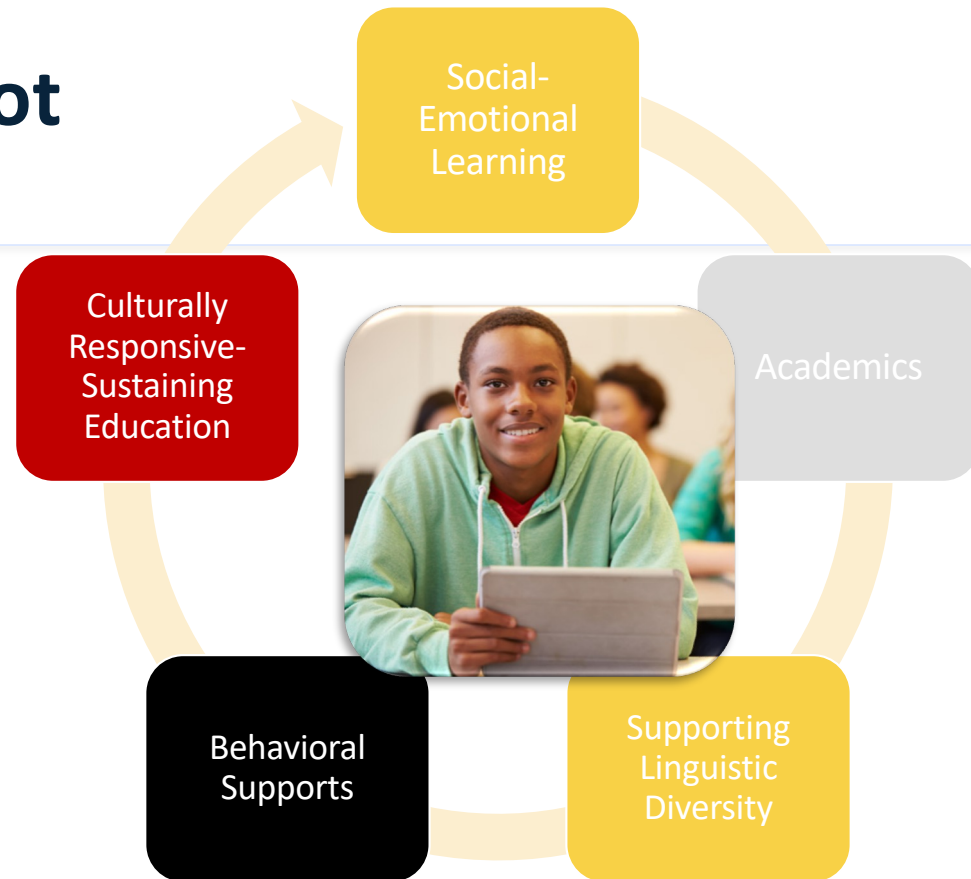
Multi-Tiered System of Supports (MTSS) is a data-driven decision-making framework for:

- Increasing the **effectiveness**, **efficiency**, *and* **equity** of delivered instruction;

- Rapidly identifying and responding to the needs of students;

- Continuously improving; and

- Implementing evidence/research-based practice.

Tier 3
Tertiary Interventions (for individual students)

Tier 2
Secondary Interventions (for some students)

Tier 1
Universal Interventions (for all students)

NYSED's MTSS-I Pilot

Let's talk about the "I" in MTSS-I...

Social-Emotional Learning

Academics

Culturally Responsive-Sustaining Education

Supporting Linguistic Diversity

Behavioral Supports

NYSED's MTSS-I Pilot Framework

- **H**olistic approach to identifying and addressing students' unique needs

- **R**esponsive to every student's social identity, culture, and language

- **A**dopts fairness and equity as core principles to drive access to opportunity

- **E**nsures an unwavering focus on supporting the academic, behavioral, and social emotional growth of every student across New York State

NYSED's MTSS-I Pilot Framework

MTSS-I

- The MTSS-I framework **blends NYSED resources**, **training systems**, data, and practices to develop a comprehensive, coherent, strategically combined system to **address instructional, behavioral, cultural, linguistic, social-emotional, physical and mental health support for all students**.
    - MTSS-I and Social Emotional Learning (SEL)
    - MTSS-I and Mental Health
    - MTSS-I and Universal Design for Learning
    - MTSS-I and School Health Services
    - MTSS-I and Special Education
    - MTSS-I and English Language Learners (ELLS)
    - MTSS-I, Culturally Responsive Education and Equity

NYSED's MTSS-I Pilot Framework

MTSS-I

MTSS-I is <u>not</u>:
- a curriculum or program;
- just a process for struggling students;
- synonymous with Academic Intervention Services (AIS); or
- implemented by creating and/or utilizing a set of forms to follow a certain set of steps or procedures.

NYSED's MTSS-I Pilot Framework

Benefits of MTSS-I

When MTSS-I is implemented with fidelity the focus is **on the system** to ensure that all students get what they need to be successful learners:

- Specific types of support are provided for all individuals who interact with students in the form of professional development (PD), technical assistance, and instructional coaching;
- Clearly defined roles and responsibilities are outlined for all individuals who interact with students;
- A coherent system is utilized for continuous improvement;
- A common understanding and language exists when discussing implementation and expected outcomes; and
- ALL students benefit when the model is implemented with fidelity.

NYSED's MTSS-I Framework

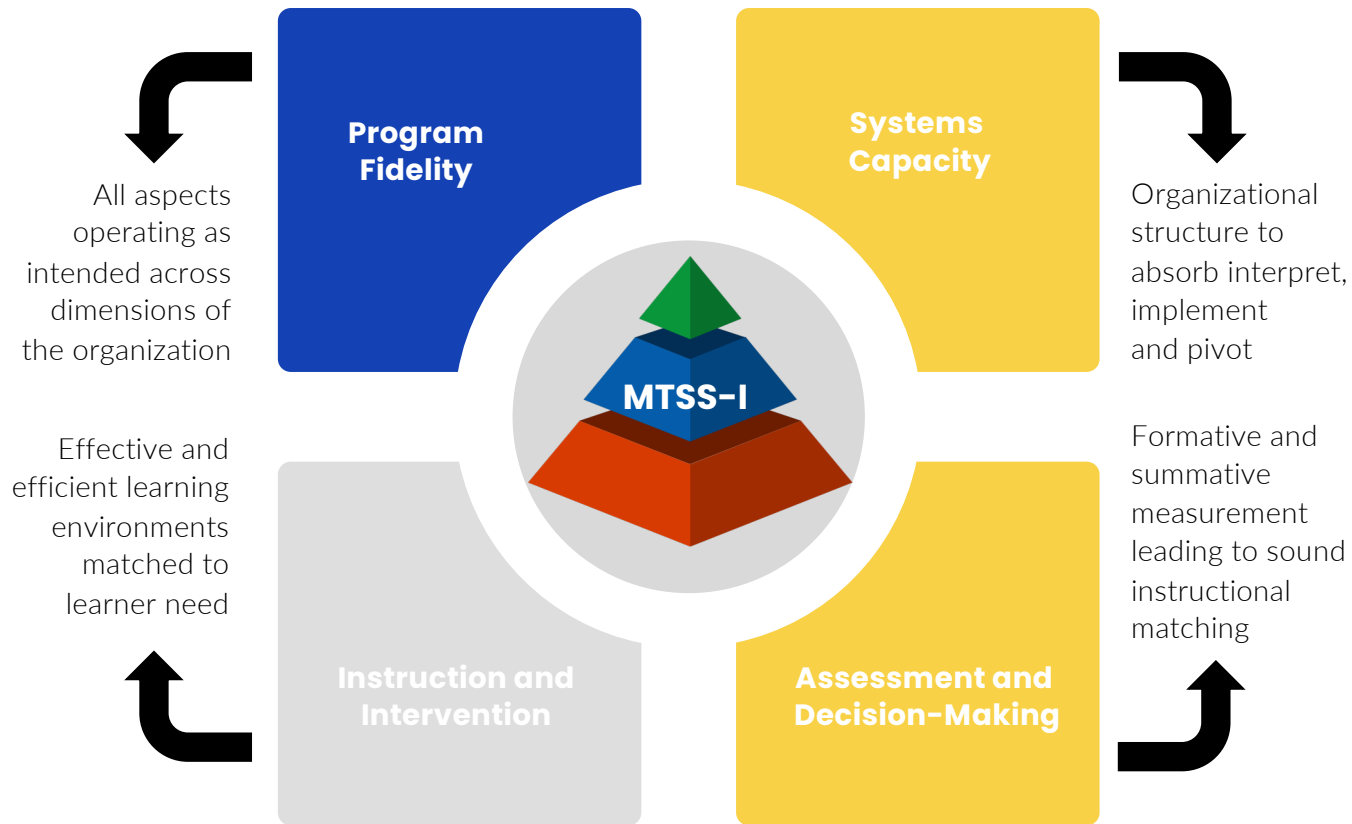### Underlying Values and Guiding Principles of MTSS-I

Focus on Student Growth	Culturally Responsive-Sustaining Education and Equity
Engaged Stakeholders	A Whole Child/Whole School Approach
Proactive Problem Solving	Full Access for All Students

MTSS-I Pilot Framework Core Components

MTSS-I Core Components

System Capacity

Systems capacity includes:

- Administrators and staff at the state, regional, district and school levels who actively participate in and publicly **articulate commitment to MTSS-I implementation** that includes support of the initiative with appropriate and sustained resources, such as staff, material development, policy statements, and leadership;

- Family, students, and community groups that are actively engaged in implementation in meaningful ways;

- **Ongoing professional learning opportunities for school and district personnel** that are sustained over multiple years and reflect data-based needs and research-supported adult learning practices;

Systems Capacity

Systems capacity includes:

- Team structures that are culturally responsive and representative of the educational community;

- **Data collection systems and analysis**, disaggregated by race, ethnicity, and disability, built to persist over time that produce reliable and valid data used in decision making related to MTSS-I; and

- Procedures, materials, records, and manuals that are developed and systematically used to ensure staff attrition does not lead to loss of implementation fidelity.

Systems Capacity

Resources

- **Day 1**
  - District Implementation Team Planning: Using the District Capacity Assessment

  - The MTSS-I Playbook: Building a Winning Plan

- **Day 2**
  - Initiatives Inventory: Alignment and Management of Programming to Support Student Growth

  - https://osepartnership.org/mtss-i-summit-2023

Systems Capacity

MTSS-I Virtual Learning Summit
Tiered for Success: An Unwavering Focus on Student Growth
August 9-10, 2023
Online Conference
New York State Education Department Multi-Tiered System of Supports–Integrated
NYSED.gov

MTSS-I Core Components

Assessment and Instructional Decision Making

Assessment and Instructional Decision Making :

These functions include:

- Screening to identify at-risk students;

- Problem solving approached through an asset-based lens to isolate student needs and identify beginning instructional levels for intervention;

- Progress monitoring of student performance to guide instructional, behavioral, social-emotional, and physical and mental health support; and

- Evaluating fidelity of practices.

MTSS emphasizes the need to measure all skills that a district identifies as instructional priorities, and that instructional deficits be evaluated within a problem-solving model (Tilly, 2002).

Resources

- Day 2
  - Introduction to Reading-Tiered Fidelity Inventory

  - Data – We have it. Now what?

- https://osepartnership.org/mtss-i-summit-2023

Assessments

MTSS-I Core Components

Instruction and Intervention

Instruction and Intervention

These instructional practices should have evidence of empirical rigor, should fit within the local context, be feasible relative to currently existing practices, and be considered regarding their fit within a tiered system of support.

"Interventions" are defined as programmed instructional practices used in schools to improve student outcomes within a given tier of service.

MTSS-I Core Components

Program Fidelity

Program Fidelity

MTSS-I will employ **two fidelity measures**; the **Tiered Fidelity Inventory (TFI)** for behavioral supports (Algozzine et al., 2014), and the **Reading Tiered Fidelity Inventory (R-TFI)** (St. Martin, Nantais, Harms, & Huth, 2018) for tiered supports in literacy. These instruments are well developed, have sound psychometric properties, and have been widely used in MTSS demonstration sites across the country.

In a functional MTSS system, practice fidelity is actively monitored, and appropriate supports are put into place to aid teachers when it is found that fidelity is below acceptable criteria.

# R-TFI: Tier 1: School-wide Content Area Model Features

Tier 1: Implementation

Table 6. Tier 1 Implementation subscale R-TFI items.

R-TFI Item	2 Points	1 Point	0 Points	Data Source
1.7 The school uses a formal procedure for selecting **Content Area Reading Strategies** to provide content area reading instruction.	The procedure looks for the presence of <u>all</u> of the following: • Strategy alignment with the **Big Ideas of Adolescent Literacy** and **state standards** (word study, fluency, vocabulary, comprehension, motivation). • Fit and alignment with other curricula and materials for content area reading instruction. • **Quality evidence** to demonstrate effectiveness with target population. • Inclusion of supports for English Language Learners (if school demographics include ELLs). • Available resources needed to fully implement. • Availability of professional learning and ongoing technical assistance.	The procedure looks for the presence of <u>at least four</u> of the criteria outlined in the 2-point response.	There is no procedure. -OR- The procedure looks for the presence of <u>three or fewer</u> of the criteria outlined in the 2-point response.	Documentation showing how the selection procedure was used for the current content area reading strategies and materials

Think, Pair, Share

- How does this framework/structure align with what you already do in your respective community?
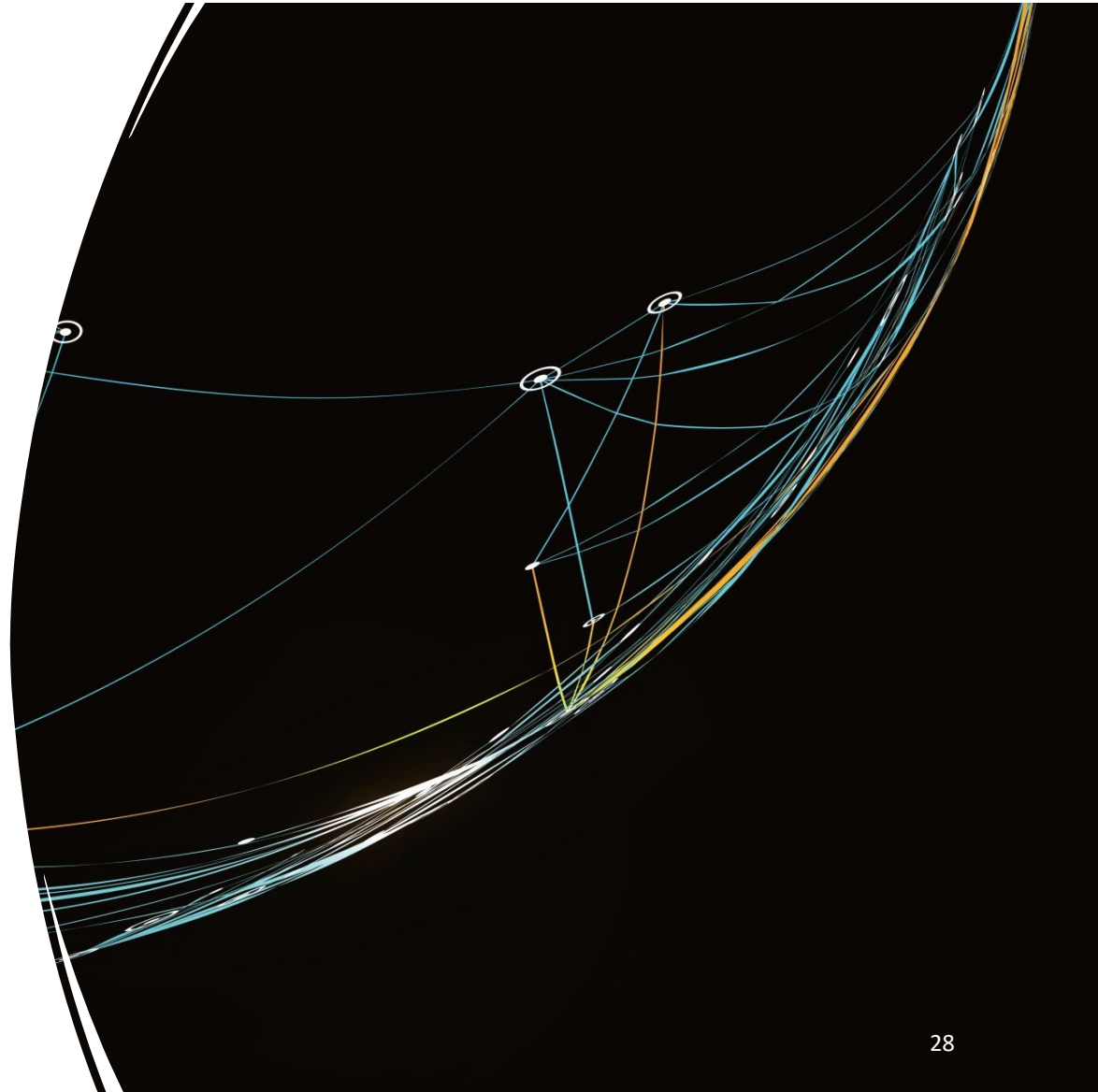
Framework of Tiered Supports

The MTSS-I framework is an instrument in which to organize all environments in schools. MTSS-I consists of three tiers or levels of support.

Tiered Supports

Intensive

- ✓ Characteristics include all of those in Tiers 1 and 2, as well as
  - ✓ intensive instruction for identified skill deficits;
  - ✓ focus on teaching skills; and
  - ✓ progress monitoring.

Targeted

- ✓ Characteristics include all of Tier 1, as well as
  - ✓ supplemental instruction with scaffolds provided for identified skill deficits;
  - ✓ groups of approximately 3 to 5 students, for elementary, and 6 to 8 students for middle school; and
  - ✓ progress monitoring.

Universal

- ✓ all students receive high quality instruction and supports for academics and behavior
- ✓ systematic explicit instruction
- ✓ universal screeners used to determine present levels
- ✓ curriculum is aligned to state standards
- ✓ active student engagement; and
- ✓ differentiated instruction

MTSS-I & Implementation Science

The Science of Implementation

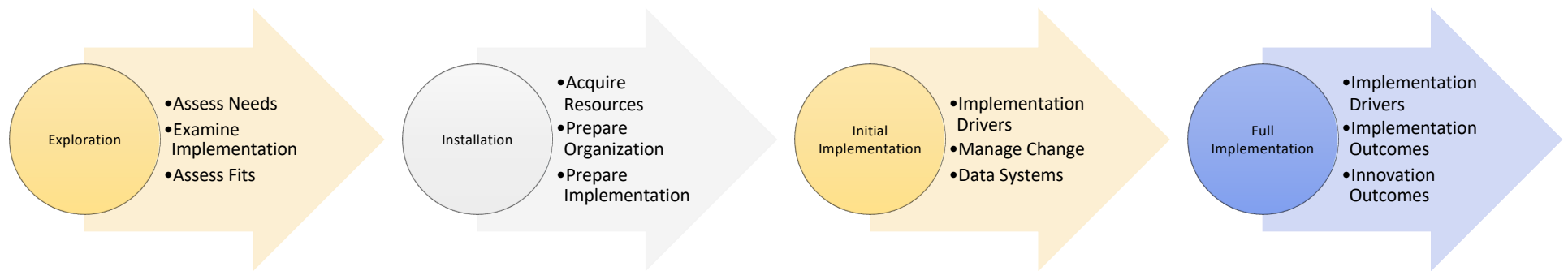|			
Teaming Structures	Bi-directional Feedback Loops	Practices Selected Based on Local Need and Fit	Alignment of Initiatives

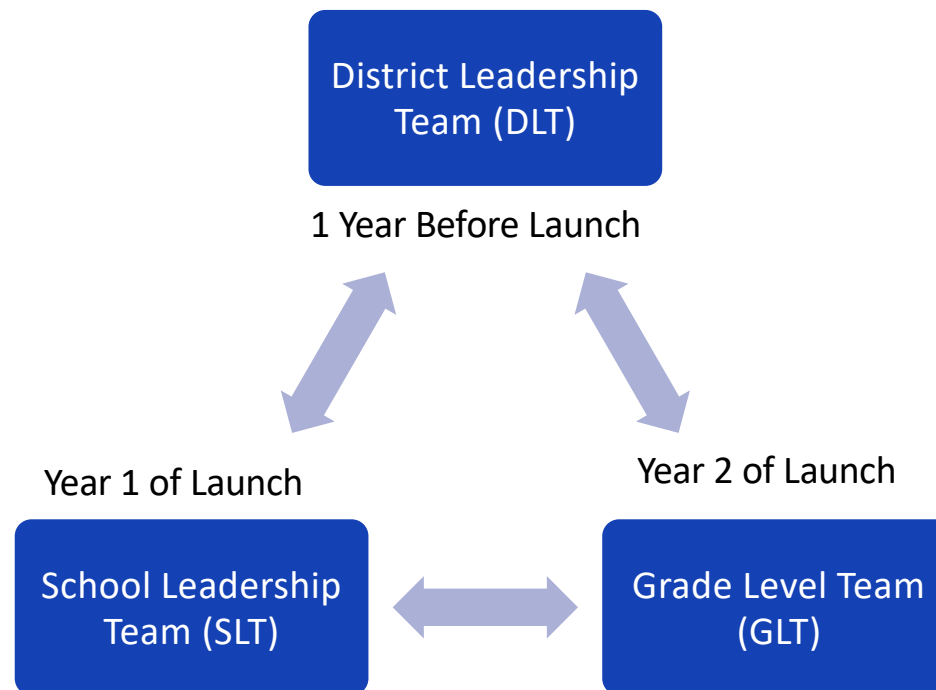|		
Resources to Meet Coherent Goals	Iterative Cycles of Data Guided Improvement	Stage-based Approach to Change

MTSS-I & Implementation Science

Stages of Implementation

Exploration
- Assess Needs
- Examine Implementation
- Assess Fits

Installation
- Acquire Resources
- Prepare Organization
- Prepare Implementation

Initial Implementation
- Implementation Drivers
- Manage Change
- Data Systems

Full Implementation
- Implementation Drivers
- Implementation Outcomes
- Innovation Outcomes

Source: Wayne Regional Educational Service Agencies, "Quick Guide for Multi-Tiered System of Supports: The District Level"

MTSS-I & Implementation

Teaming Structures

District Leadership Team (DLT)

1 Year Before Launch

Year 1 of Launch

Year 2 of Launch

School Leadership Team (SLT)

Grade Level Team (GLT)

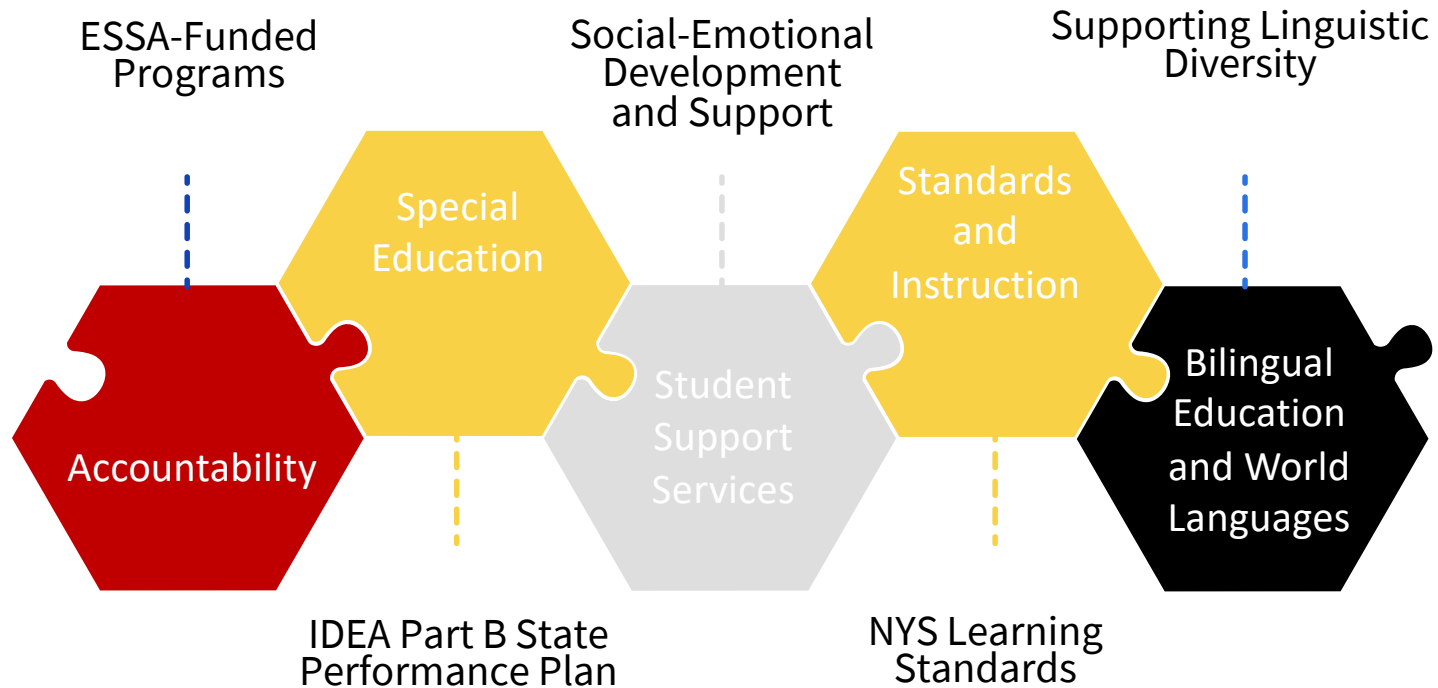# MTSS-I & ELLs

Commissioner's Regulations Part 154

"All school districts [are] accountable for identifying and serving English Language Learners (ELLs). Districts are required to adopt a policy on the education of ELLs, plan and provide appropriate services for them, and evaluate and report their academic achievement. To guide and support districts in providing better services to ELLs, The Office of Bilingual Education and World Languages (OBEWL) has undertaken several initiatives:

- Addressing the needs of ELLs in early childhood education;

- Providing resources and technical assistance to school districts to prepare bilingual and English as a New Language teachers to raise standards and achievement levels for ELLs;

- Identifying instructional strategies for ELLs with interrupted/inconsistent formal education; and

- Developing resource documents to support literacy development for ELLs."

MTSS-I & ELLs
NYSED Offices Supporting the MTSS-I Pilot

MTSS-I & ELLs

Based on the components of the MTSS-I framework, **high-quality, research-based instruction**—or Tier 1 grounded in **culturally responsive instruction**—and **Universal Design Learning (UDL),** will provide greater access to the general curriculum.. (p.21).

https://osepartnership.org/resources

Equity

Introduction to Disproportionality ⌄

Family Engagement: Communication & Culture ⌄

Fundamentals of Equity: Exploring Equity and Cultural Responsiveness ⌄

What Does it Mean to be Culturally Responsive? ⌄

Effective and Collaborative Implementation of Family Engagement Resources ⌄

Introduction to Culturally Responsive-Sustaining Education ⌄

Dimensions of Equity in Education ⌄

Disproportionality Root Cause Analysis, Level 0: Gathering Background Information ⌄

Disproportionality Root Cause Analysis, Level 1: Reviewing Outcome Data ⌄

Disproportionality Root Cause Analysis, Level 2: Reviewing Process Data ⌄

Disproportionality Root Cause Analysis, Level 3: Naming the Root Causes and Identifying Initial Solutions ⌄

Values, Equity, and Cultural Responsiveness ⌄

Creating Welcoming and Affirming Learning Environments ⌄

Fostering High Expectations and Rigorous Instruction ⌄

MTSS-I & ELLs

- "The MTSS-I framework should not supplant ELL services, but instead provide intensive support when and where needed in addition to those already mandated by **Commissioners' Regulations Part 154.**

- ELL student engagement should support oral language and written academic language development for the classroom with a goal of reducing teacher talk and increasing student-centered learning using research-based ELL strategies and NYSED provided tools and resources."

MTSS-I & ELLs

Resources

English Language Learners

- NYSED Office of Bilingual Education and World Languages
- New York State Regional Bilingual Education Resource Network
- Supporting All Students: Resource Guides for Scaffolding Instruction of ELA and Mathematics
- Language Magazine: Why UDL Matters for English Language Learners
- UDL for English Language Learners
- Journal of Educational Research and Practice: "Increasing Engagement of English Learners Through Universal Design for Learning
- Blackboard: Accessibility and Universal Design for Learning
- Universal Design for Learning: Classrooms that Support International and English Language Learners

MTSS-I Center - Mission

- Improve outcomes for all students.

- Build capacity in districts to deliver evidence-based practices.

- Empower stakeholders.

NYS ED .gov

Our Team Providing MTSS-I Supports

Professional Development

Technical Assistance

Coaching

Kevin Quinn, PhD
Principal Investigator
University at Albany

Stacy Williams, PhD
MTSS-I Director

Renee Beaulieu
MTSS-I Coach
RLTs 4, 11

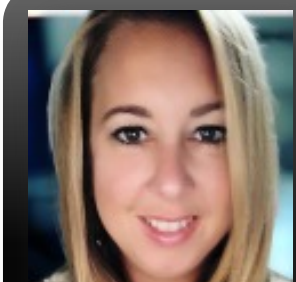**Rodrigo Campos, PsyD**
MTSS-I Coach
RLTs 1, 12

Steve Rappleyea, PsyD
MTSS-I Coach
RLTs 2, 3, 4

Meredith Rivet
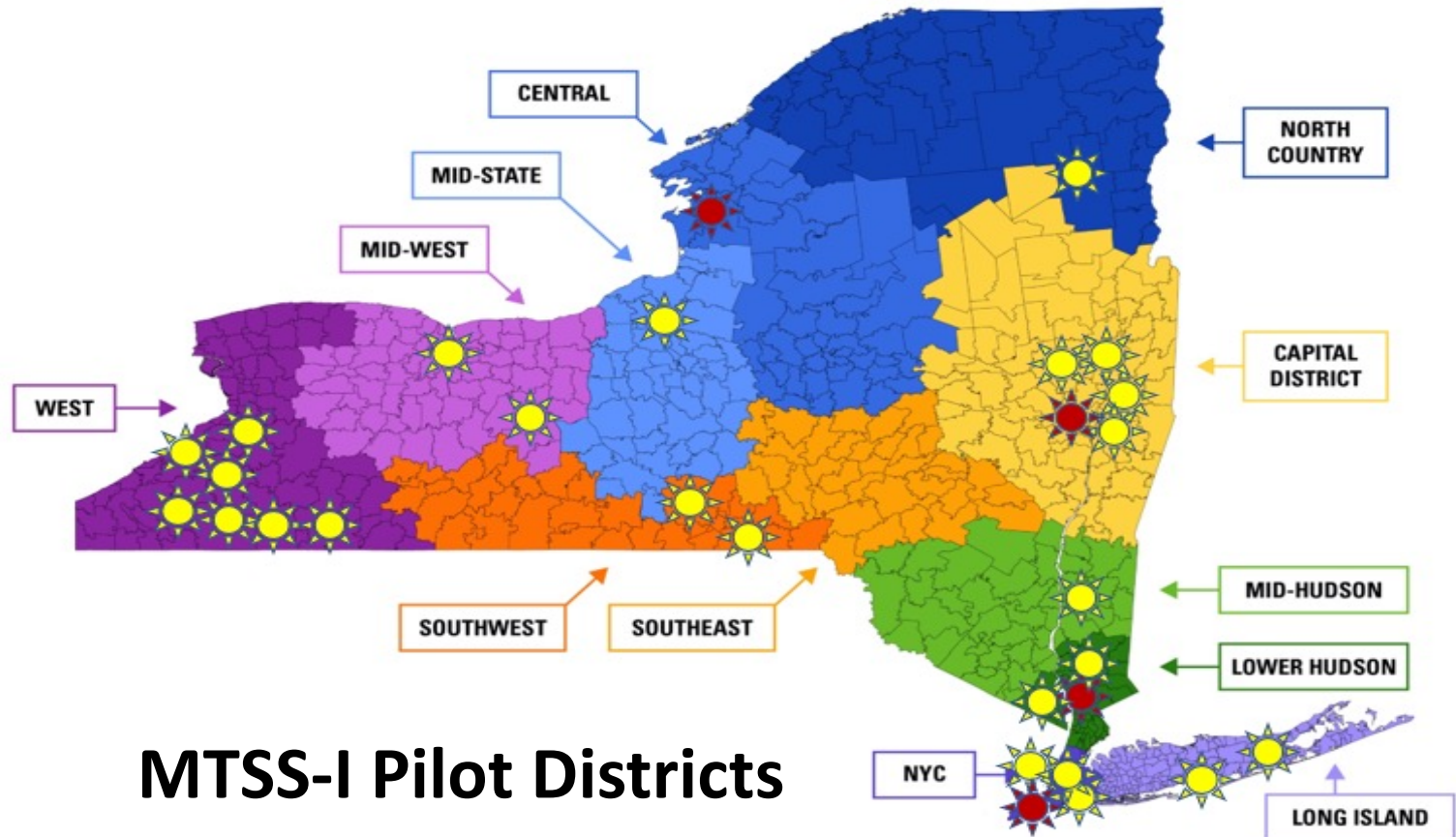MTSS-I Coach
RLTs 4,5,9,10,11

Daniel Carroll
MTSS-I Coach
RLTs 7, 8, 9, 10, 11

Tina Minehan
NYSED Project
Manager

NYS ED .gov

Binghamton CSD
Carmel CSD
Cazenovia CSD
East Ramapo CSD
Moriah CSD
District # 31 Staten Island
District #8 Bronx
Olean CSD
Peekskill CSD
Poughkeepsie CSD
Randolph CSD
Riverhead CSD
Schenectady CSD
Troy CSD
Watertown CSD
Allegany-Limestone CSD
Averill Park CSD
Brocton CSD

Gloversville CSD

Lackawanna CSD
District #30 Queens
District #5 Manhattan
Pine Valley CSD
Queensbury UFSD
Rochester CSD
Spencer Van-Etten UFSD
West Islip UFSD

MTSS-I Pilot Districts

MTSS-I

University at Albany

The MTSS-I Center provides:

- Technical assistance and ongoing support through attendance at meetings (both virtual and in-person) with coaches and teams, as well as email and telephone contact;

- Pertinent materials as part of the training process to use with the team and staff in the building and district;

- Assistance to the district and building in collecting, analyzing, and using student data (e.g., attendance, suspension, office referrals, etc.) and systems data (e.g., TFI, R-TFI, etc.), as well as other feedback mechanisms to set goals and monitor progress;

MTSS-I

Project Description

- The MTSS-I Center provides:
  - Provide coaching support in the form of systems-level coaching to the School Leadership Teams (SLTs) and to the grade-level teams;
  - Support technology integration including data systems;
  - Provide data coordination support (support with ongoing use of measures, and data systems post installation and initial implementation); and
  - Provide content and implementation expertise.

In closing

- MTSS is a **systemic**, **evidence-based**, **continuous** school-improvement framework in which **data-based problem solving**, and **decision-making** are practiced across all levels of the educational system.

SAVE THE DATE

MTSS-I VIRTUAL LEARNING SUMMIT 2.0

The Future is NOW:
Pioneering Educational Practices

SAVE THE DATE!

📅 August 7-8, 2024
🕐 8:30am – 3:30pm

New York State Education Department
Multi-Tiered System of Supports—Integrated

Questions and Answers

Contact Us

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State University of New York

New York State
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Knowledge › Skill › Opportunity

New York State Education Department
Office of Special Education
Educational Partnership

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