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This article looks at the complexity of MTSS decision-making, identifies critical decision-making points within Level 1 at the construction level, and provides practical advice and tools to improve decision-making throughout the implementation process. Read what your plan is? Accurate decision-making within a tiered support system: critical areas in Level 1. This article focuses on identifying and then learning more about the key components of powerful learning that effective teachers receive. Read The Class Reading Instruction that supports struggling readers: Key components for effective learning. Back to the top page 2 Universal Design for Learning (UDL)The design instruction process that is available to all students; UDL includes multiple means of representation, multiple means of expression and several means of interaction; UDL's focus on technology and materials is on the agenda. More Terms rti Action Network is a program of the National Center for Learning Disabilities. FRIENDS NCLD helps support outstanding programs, including the RTI Action Network. Make a donation today! Ensuring the quality of reading learning in a classroom with certain proven research characteristics can make a big difference for struggling readers. In the introductory article for this section, Carolyn Denton, of the University of Texas Health Science Center in Houston, introduces that research and highlights how effective class reading instructions can have a big impact on the progress of students with reading difficulties. Read the Class Reading Instruction, which supports struggling readers. This article looks at MTSS decision-making, critical decision-making points within Level 1 at the construction level are identified, and practical advice and tools are provided to improve decision-making throughout the implementation Read what your plan is? Accurate decision-making within a tiered support system: critical areas in Level 1. This article focuses on identifying and then learning more about the key components of powerful learning that effective teachers receive. Read The Class Reading Instruction that supports struggling readers: Key components for effective learning. Back to the top Edward S. Shapiro, Center for the Advancement of Practice Research, Lehigh University, Bethlehem, PA Printed e-Mail Additional Articles Additional Resources Heart of Any Response to Intervention (RTI) model is to use tiered learning processes. While the components of the RTI assessment (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that is the function of assessment results that is indeed the driving force behind the changes that we hope will see in students who have been found to be at some risk due to non-compliance with academic expectations. The level of learning is a model in which the instruction delivered to students varies in several dimensions, which are related to the nature and severity of the student's difficulties. Typically, RTI models consist of three levels of learning processes, although some models discuss the additional fourth level, while other models are substituted into smaller units. At Level 1, which is considered a key component of multi-level learning, all students receive training as part of a basic research program. As a rule, the Level 1 curriculum is synonymous with the basic curriculum of reading or mathematics, which usually meets state standards. The main program aims to provide a high-quality curriculum in reading or mathematics that has established known results that cut through the development of the skills of the target area. Schools spend a significant amount of time, money and staff to make sure that the basic Level 1 program is well selected from among the many options available from commercial publishers. The teaching staff should receive sufficient and sustained professional development to ensure the basic Level 1 curriculum in the way it was designed. It is expected that if the Level 1 programme is implemented with a high degree of integrity and highly qualified teachers, the majority of students receiving this instruction will show results in the assessment that indicate a level of knowledge that meets the minimum criteria for performance in the field of skills. Many who advocate rti models point out that, in theory, it should be expected that about 75% to 80% of children will achieve a successful level of competence Level 1. While these percentages represent the ideal level of expected results, it may take several years for schools to achieve this level of results a high percentage of students who are struggling. In many of the schools we work in, we see levels of about 50%-70% in the first years of rti models as strong signals of overall success. In these schools, with a high percentage of children without level 1 knowledge, schools need to establish an RTI model so that existing staff can provide multi-level education. The approach to such an organization is discussed later in this article. While we would like to find responsiveness to the core program at level 1 to be sufficient for all children, for some students the level of learning is not successful, helping them to achieve the minimum level of expected competence. All children receive Level 1 education, but children in need of additional intervention receive additional instruction at level 2 or tier 3. Level 2 consists of children who are below the expected level of achievement (so-called benchmarks) and are at some risk of academic failure, but who are still above levels that are thought to indicate a high risk of failure. The needs of these students are identified in the evaluation process, and curricula are delivered that focus on their specific needs. Training is provided in smaller groups than Level 1 (which will be all children in the teacher class). Typically, depending on the RTI model used, small groups consist of between 5 and 8 children. Level 3 consists of children who are considered to be at high risk of failure and, if not responding, are treated as candidates for identification as having special educational needs. Groups of third-level students are much smaller, from 3 to 5 children, with some models using one-on-one learning. In models that use one-on-one training, Level 3 is generally considered a special education; however, in many models it is seen as a level that includes children who are not identified as needing special education but whose needs are at an intensive level. Training levels can be differentiated by multiple dimensions. One aspect is the intensity of the training. Since level 2 students are below expected criteria for their class but have less intensive

needs than at level 3, activities at Level 2 include curriculums that aim at a level of skill development considered further by continuum skill acquisition than seen at level 3. For example, a 2nd grade student who has been placed in Level 2 for reading may already have well-developed skills in acoustics and alphabetical principles underlying the reading process, but may be struggling with the development of fluency in reading related text. In contrast, a similar 2nd grade student identified as at high risk and placed in Tier 3 may be missing more basic decoding skills and need intensive acoustics work. Obviously, these two levels are differentiated according to the nature of the curriculum, which directly corresponds to the level of the student's identified risk. Another aspect may be the frequency of delivery of tiered instructions. In some RTI models, the same intervention can be used for students at levels 2 and 3, but the difference in the amount of time a student spends under a tiered instruction. In one model, students can spend 30 minutes a day, three days a week with a specific intervention focused on improving the development of vocabulary, while these students at level 3 spend 30 minutes a day, five days a week in the same intervention. Some RTI models combine both intensity and additional instruction. In these models, second-level students can receive this supplementary instruction 30 minutes a day for 5 days per week, while third-level students receive instruction of 45 minutes per day, five days a week, and an additional 60 minutes per week. RTI has flexibility that allows schools to determine the nature of tiered instruction on one or a combination of these measurements. Another key difference between levels is the level of progress monitoring that is used at each level. Given that progress monitoring is used to assess students' response to learning, second-level students typically receive progress monitoring less frequently than third-level students. In some models, the frequency of progress monitoring is defined as weekly or biweekly for Level 2 and Twice a Week for Level 3. Again, RTI has the flexibility to allow the school to establish a level of progress monitoring that is possible, given the classroom's learning requirements, and meaningful in gaining knowledge about a student's response to learning. The question of how special education fits into the multi-level learning model always arises in RTI models. Different models have placed special education in different ways as part of this process. In some models, Level 3 is defined as special education. This level of intensity is usually for children who have not been responsive to Level 2 level learning levels and are therefore considered to be in need of a more individualized educational delivery according to individual educational programs (IEPs). Some RTI models contain three levels of learning intensity, as described above, prior to special education, where special education is regarded as Tier 4. However, in other models, special education is not considered a separate level. Instead, special education is seen as a model of service delivery that is integrated into the level of education that is so much student's skills needs (see figure 1 below). When the RTI model is introduced to the school, it is necessary to fit those already-identified students with IEPs into the model. While the vast majority of identified students in these models are placed at Level 3 (which is why they are identified as needing special education), the percentage of these students may be found to be more in line with those of unidentified students placed at level 2. The effectiveness of special education for these students will naturally result in some students having skills that are more in line with the skills of a certain risk category than those in the high-risk group. Of course, identified special education students who have been found to have skills that are appropriate for students placed on Level 1 should be considered for possible declassification. Indeed, RTI offers a clear mechanism for students to get out of a special classification of education based on data reflecting skill acquisition levels. Some people may question the difference between a level 3 student who is not identified and a designated special education student who is at level 3. The main difference is the design of the IEP for identified students, which will bring multiple premises in many parts of the student's school life, beyond the learning process taking place at any level of tiered model. In addition, these students are afforded the legal protection and accountability required by law. Figure 1: Organizing a multi-level learning school The key to providing multi-level learning is to create a work schedule that maximizes the resources of school staff and a high degree of collaboration among all members of the school's teaching team. We found that in many schools using the RTI model, assigning specific time blocks each day to multi-level instruction proves to be a viable mechanism for the organization. Schools use different terms for a multi-level learning unit, such as level time, hour of eating or skill groups. For example, in the school's ri reading schedule for primary school only, pictured in Figure 2 below, a 30-minute unit identified as level time (turquoise) is scheduled each day for each class, including additional periods marked as X-time only for Level 3 students. The schedule assigns specific teachers to each unit, with general education teachers assigned mainly to level 1 (green), reading professionals are usually assigned tier 2 (yellow) and Level 3 (red), as well as special education teachers assigned to level 3. In addition, general education teachers trained in specific curricula, periodically appointed to the second level. Somewhat unique aspect of this particular model is the fact that over time level, these students are now on the benchmark grouped together and the teachers design the teaching lessons that are seen as enriching to the core Program. These groups tend to be as large or larger than the normal class size and can range up to 20 students. Teachers are encouraged to be creative and add aspects of the curriculum that meet the basic curriculum standards, but can go beyond the required 90 minutes of basic reading instruction delivered to all students. For example, in this school one teacher of the 4th grade during the unit in the main reading program dedicated to poetry were students learning to write haikus, then not included in the main reading program, but clearly aligned with the reading standards for this class. Another 2nd grade teacher decided to use the Reader's Theatre, a well-known intervention program in which students rehearse the presentation of material to read their classmates in the format of a play or dialogue, to increase the development of fluency. By dividing the entire class into multi-level learning, the model provides students who are already achieving enrichment opportunities at basic levels that go beyond the core curriculum. Another aspect of the aforementioned school schedule, as shown in Figure 2, is the inclusion of once-a-week progress monitoring data (grey) collected on secondary and third-level students. Figure 2: Example of the School Schedule Using the Daily Time Block for Tiered Instruction Monday TUESDAY WEDNESDAY Thursday 9:00 - 9:30 TIER Time Score 4 TIER 1 Gen Ed T1 / Gen Ed T2 TIER 2 Rdg Spec 1/Interv 1 TIER 3 Redg Sp 2/SpEd 1 Tier 3. 5 X-Time - Sp Ed 9:30 - 10:00 TIER Time Score 1 TIER 1 Gen Ed T3 / Gen Ed T4 TIER 2 Rdg Spec 1/Interv 2 TIER 3 SpEd 1 /Rdg Spec 2 TIER Time Score 1 10:00-00-0 10:15 TIER Time Grade 3 TIER 1 Gen Ed T5/Gen Ed T6 TIER 2 Gen Ed T6/Rdg Spec 1 10:15-10:30 TIER 1 Gen Ed T7/Gen Ed T8 TIER 2 Rdg Spec 1/Gen Ed T9 TIER 3 SpEd 2/ Rdg Spec 2 10:30-11:00 Core Team/ Progress Monitoring Progress Monitoring TIER 3 Tier 3 Gr. 6 X-time - Rdg Spec 2 11:00-11:30 Core Group / Progress Monitoring Progress Monitoring TIER 3 TIER Time Assessment 4 11:30-12:00 Core Group / Progress Monitoring Monitoring Tier 3 12:00-12:30 Core Group / Progress Monitoring Progress Monitoring TIER 3 12:30 - 1:00 Core Group / Progress Monitoring TIER 3 Gr. 4 X-time Rdg Spec 1/ Rdg Spec 2 TIER 3 Gr. 4 X-time Rdg Spec 1/ Rdg Spec 2 TIER Progress Monitoring 3 1:00 - 1:30 Core Group / Progress Monitoring Progress Monitoring TIER 3 1:30 - 2:00 TIER Time Score 5 TIER Time Grade K TIER 1 Gen Ed T10/ Gen Ed T11 TIER 1 Gen Ed T12/ Gen Ed T13 TIER 2 Rdg Spec 1 TIER 2 Rdg Spec 2 TIER 3 Rdg Spec 2 TIER 3 Rdg Specification 1 TIER Time Rating 5 TIER Time Grade K 2:30 - 2:30 TIER 3 Gr.2 X-time Rdg Spec 2/SpEd 2 TIER 3 Gr.2 X-time Rdg Spec 2 / SpEd 2 2 TIER 3 Gr.1 X-time Rdg Spec 2/ SpEd 2 TIER 3 X-time Rdg Spec 2/ SpEd 2 2:30 - 2:45 TIER Time Grade 6 TIER 1 Gen Ed T14 / Gen Ed T 15 TIER 2 Rdg Spec 1 1 3 Rdg Spec 2 TIER 3 Grade 6 2:45 - 3:00 TIER 3 Gr.3 X-time Rdg Spec 1 TIER 3 Gr. 3 X-time Rdg Spec 1 TIER 3 Gr.3 X-time Rdg Spec 1 TIER 3 Class 6 Tier 1 Tier 2 Tier 3 TIER Time Monitoring One of the key aspects of tiered instruction is the importance of collaboration between all education professionals in the building. Over time, general education, correctional education, and special education teachers, intervention specialists, and any paraprofessionals must be mixed together in a way that is not typical of most school structures. The beauty of this approach is evident when teachers engage in discussions about how students perform during time level. Imagine this: You are a 2nd grade general education teacher with 20 students in your class. During the time level, you teach a Tier 1 (benchmark) group of 20 students, which includes 13 of your students but seven of the other two teachers. Of your 20 students, four go to Ms. Petrie (a reading specialist) along with three others from another second-grade teacher for level 2 instructions for students in need of building fluency, two go to Ms. Robb (an intervention specialist) plus three others from third grade teachers to students in need of work in understanding development strategies, and one goes to Mr. Dietz (special teacher education) plus two other students in the teacher. Mr. Dietz, a Level 3 instructor during the time level, is working on basic basic skills in deciphering. During a monthly class group meeting, all teachers sit together to share data and discuss students' progress. When you discuss your students, two other 2nd grade teachers are certainly very interested in how their students are doing during your benchmark study group. When Ms. Petrie discusses how students do in her fluency building the Tier 2 study group, you are certainly very interested because you have these students during the primary reading period. In addition, Ms. Petrie wants to know how well the instruction she delivers during the time level affects the student's performance during the main instruction reading. The bottom line is that suddenly conversations about all students and my students terminology so often in schools disappears from the discussion. Another advantage of this particular organizational structure is that many students in need of multi-level education can be accommodated within such a structure. Since staff resources in schools are always limited, the use of the concept of blocked time set in multi-level learning schedules in all groups allows for 2 and Tier 3 education in schools where Level 1 performance is not yet available 75%-85%, as discussed earlier. As mentioned above, another other to the RTI model is the need for periodic meetings when teachers, along with other school professionals, review the progress of students receiving additional training. The frequency of these meetings varies depending on the school model, but they must be held at least every six weeks. These meetings examine student progress monitoring data as well as additional data sources that can help in decision-making. Student progress is compared to the rate of progress expected from normally performing students at the same level of class, and how well a student progresses over time is viewed in relation to his or her past activities. Teams of teachers assisted by those familiar with the interpretation of the data are making judgments about whether students are making sufficient progress to remain in their current multi-level learning should be moved to another level, or whether the learning process used in the tiered instruction is well in line with the student's current skills needs. For example, a student may be assigned to a Level 2 learning process focused primarily on free reading. When the group meets, they note that student performance monitoring data show that the student is currently reading at levels above the benchmark for year-end performance for that class. However, looking at the development of the student, as evidenced by the data reflecting the success in understanding reading, it is found that the student's skills in the development of the strategy of understanding are absent. The team may choose to keep the student in level 2 instructions, but move the student into a group, emphasizing understanding of development strategy while continuing to monitor the student's performance. Similarly, in another case, a student who has shown strong success in all reading skills may be recommended to be transferred from Level 2 to Level 1 and assigned to a control group. Finally, the team can look at the data of a third-level student who has not yet made sufficient progress to meet the year-end targets, and recommend that the student be considered to be evaluated for special education. It is clear that moving between levels is an important decision that largely reflects the impact of a tiered learning process. RTI presents many questions to schools. Perhaps the biggest question is time. How do schools find time for closer collaboration between school professionals and time to analyze data, prepare data materials for teachers' presentations, and so on, the required multi-layered learning model? In the early stages of the RTI model, all these problems can be so great that the prospects for moving forward seem remote. School officials often ask, From me to give up in such a model? more specifically, the question is asked, what if I teach more in in reading or math, do I now need to sacrifice other areas of content based on learning, such as science and social research? These are real problems that schools must face and address. Of course, as states add new areas of high-stakes assessment to already strong development requirements in key areas of reading and mathematics, opportunities for additional learning are squeezed thinner and thinner. At the same time, schools are given priority in relation to their requirements for educational delivery. If students do not have sufficient literacy development, they are unlikely to be successful in any of the areas of content reading such as science and social research. If students do not have basic skills in mathematics, success in higher-level maths such as problem solving is unlikely. The reality is that allocating extra time for reading and math in earlier grades will certainly limit the development of larger, more complex problems in the content of learning later in children's school life. Time is definitely the final amount in schools and you need to choose wisely on how best to invest time. Using a model in which multi-level learning is given certain parameters, such as in the example given, is a good start in efforts to ensure that tiered learning becomes integrated as a regular part of the school schedule. The second major problem is the shifting role of school staff. Each school, using a multi-level learning model, should have a data specialist. This person is responsible for managing, maintaining and facilitating the interpretation of the data sources used for decision-making. The person assigned to this role should be someone who really likes to work with data and finds this aspect of the RTI process exciting. The natural thing for this position may be a school psychologist whose training makes him or her well suited to working with, interpreting and understanding the data. However, in some schools we worked with the best person for this role was someone who had the natural pleasure to analyze the data-school baseball coach who also turned out to be a special education teacher! Again, the most important component of finding a data specialist is that schools must recognize the important role that this person plays in the RTI process, that this role will take time, and that the time it will take will be time no longer available to other regularly assigned responsibilities. Becoming a data analyst for a school cannot be seen as something built into existing roles and assignments. Another aspect of character-defining roles that school staff considers difficult is the change in the nature of the teaching staff. In the RTI collaboration between the teaching staff is crucial. I have to break the saying of my and your students. Everyone should be treated like all our students. The way to establish this cooperation is to change the structure of the multi-level learning process. In schools we have worked with where general education teachers are assigned and Tier 1 and some level 2 groups, reading experts are assigned to level 2 and level 3 groups, and special educators are assigned to tier 3 and some level 2 groups, we find that a real overall perspective of responsibility progresses. In those schools where general education teachers are always treated only as level 1 instructors, corrective teachers like Level 2, and special teachers as level 3, we find that the destruction of the natural mine compared to our aspect of thinking about collaborating through learning problems is more difficult. There are often questions about special education students under RTI models. In those models where students of special educational institutions are classified as multi-level, woven with the intensity of their needs, we see less concern. Essentially, these students have IEPs, which often include the nature of the instructional delivery according to what may be the content of the Level 3 instructions. However, individual conditions, such as monitoring progress at the academic rather than class level, differentiated learning processes during primary school hours, and other important changes in methods and approaches during assessment or other such activities will be defined. In models, where a level 3 or specialized level 4 special education, the individualization of special education is clear in the delivery of this instruction. However, our experience shows that when students with identified special educational needs are included in a level that meets their skill needs, the educational needs of these students receive significant attention. The challenge facing schools in introducing multi-level learning models is the need for continuous professional development and training. Effective multi-level learning depends on whether teachers will be given the professional development necessary to ensure highly fidelity and integrity-fidelity curricula. This means that teachers need to learn the methods prescribed by the curriculum they provide and provide them, as defined by studies confirming that the delivery of the curriculum can lead to strong results. If teachers are not trained and adhere to the specifics of the curriculum, it becomes impossible to know whether the program has failed because it has not been delivered as prescribed, or because the student does not respond to effective learning. The related problem faced by schools in providing multi-level is that school staff will change from year to year. The need for development to be well built to accommodate new teachers entering the system, as well as to upgrade skills in existing staff, is critical to an effective multi-level learning model. Such professional development should include processes that include mentoring and modelling by existing expert performers for multi-level learning professionals, as well as recognition that curricula are progressing with new developments as a result of research, and that schools have a responsibility to ensure that staff are now present with the results of the research. Finally, an effective multi-level learning model requires strong communication among all stakeholders. Teachers should have clear and direct lines of contact with parents, administrators, education professionals and community members, without being cast in schools, who usually interact with school staff from time to time (e.g. doctors, psychologists, and counselors who see students in the community because of school-related problems). These people need to fully understand the nature of the model and how learning decisions around students are made to be successful in interacting with parents and students in their private practice environment. Back to top e-mail print

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