

Multi-Tiered Systems of Support In Early Childhood Settings



Session #4: Capacity

In this session we will explore capacity to implement MTSS

Capacity Assessment Overview

Review a recent school timeline

Small group collaboration and discussion

Capacity Overview

Without a pulse on your capacity, your system can not be sustainable.

Capacity assessments are an exploratory problem-solving and/or planning process.

Generally occur during exploration and/or partial implementation phases.

Capacity Overview

NIRN provides four types of capacity assessment. They also provide a free training course that you can take to learn how to implement each of the types.

<https://nirn.fpg.unc.edu/ai-lessons-and-short-courses>

State Capacity Assessment

Regional Capacity Assessment

District Capacity Assessment**

Drivers Best Practices Assessment**

https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20DBPA_v2.7_9-4-19.pdf

Capacity Assessment - When to use?

Already using a practice and want to try and figure out why the results you are getting are not the expected results

You think you have selected a new practice to use and you want to make sure you have the infrastructure to establish and maintain it in your school or program

Capacity Assessment - Purpose

- 1 Identify Strengths and Areas of Improvement
- 2 Identify and select possible tools to use to increase capacity for implementation
- 3 Establish an action plan for where to go next with your programming
- 4 Monitor systemic progress over time

Capacity Assessment - Criteria

- 1 Relevant - include key indicators that can be used as access points for systemic monitoring and improvement
- 2 Sensitive - Designed to be able to spot even minor changes in capacity
- 3 Consequential - meant to provide guidance that can be used immediately
- 4 Practical - Don't take a lot of time to learn how to do, and don't take a lot of time to administer

Capacity Assessment

New Practice

A capacity assessment helps programs to prepare for sustainability from the outset

Practice Already in Place

A capacity assessment helps programs to figure out why the results they are getting are not working as expected

- Sort out what is actually working, and where opportunities for improvement are

Capacity Assessment - Implementation Drivers

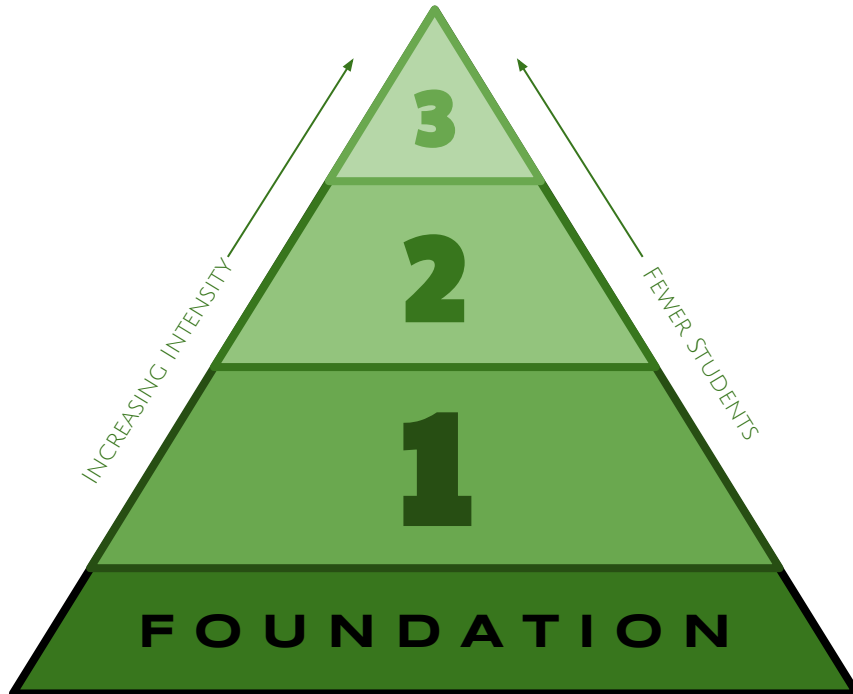
https://modules.fpg.unc.edu/sisep/capacity-assessment/story_content/external_files/Drivers%20Tip%20Sheets-All_9-10-19.pdf

https://modules.fpg.unc.edu/sisep/capacity-assessment/story_content/external_files/DBPA%20Fidelity%20Checklist.pdf

The capacity assessment follows the Implementation Drivers by asking a series of exploratory questions under each driver category and calls for a team vote, 0 - 1 - 2

Timeline of a Maine School

Response to Intervention & Learning



TIER 3 SUPPORT

LEARNERS WHO HAVE NOT DEMONSTRATED SUFFICIENT PROGRESS FROM THE EVIDENCE-BASED STRATEGIES DELIVERED IN THE FIRST TWO TIERS AND STUDENTS TRANSITIONING FROM SPECIAL EDUCATION SERVICES RECEIVE THIS MORE INTENSIVE LEVEL OF SUPPORT.

TIER 2 SUPPORT

LEARNERS WITH ACADEMIC AND/OR BEHAVIORAL SKILLS FALLING IN THE LOWEST PERCENTAGE OF THE STUDENT POPULATION WILL RECEIVE TARGETED, MONITORED, & SPECIFIC SUPPORT. THIS SUPPORT IS INTENSIVE & CARRIED OUT BY TEACHERS, QUALIFIED SUPPORT-STAFF, SPECIALISTS, AND SCHOOL COUNSELORS.

TIER 1 SUPPORT

LEARNERS NOT MEETING GRADE LEVEL ACADEMIC OR BEHAVIORAL STANDARDS WILL RECEIVE TARGETED SUPPORT THAT WILL BE DELIVERED AND MONITORED BY THE CLASSROOM TEACHER.

FOUNDATION

ALL LEARNERS WILL RECEIVE A HIGH QUALITY, DIFFERENTIATED INSTRUCTION THROUGH AN INTEGRATED, VIABLE CURRICULUM THAT MAKES ACADEMIC PROFICIENCY ACCESSIBLE.

RSU _____

Response to Intervention & Learning

START

NOV. 2ND

FEB. 15TH

APR. 11TH

JUNE 7TH



8 WEEKS

8 WEEKS

8 WEEKS

8 WEEKS

How Many Kids Have/Need Plans?

RTI PLAN CASELOAD K-5

TIER 2 READING PLANS	TIER 2 MATH PLANS	MEET INTERVENTION ELIGIBILITY DO NOT HAVE T2 PLAN
TIER 3 READING PLANS	TIER 3 MATH PLANS	MEET INTERVENTION ELIGIBILITY DO NOT HAVE T3 PLAN

Instructional Support Network Model Refinements Schedule Winter/19-Spring/20

01/19 - Board Notified of ISN/RtL Structure (Model)

02/19 - Job Descriptions

- 1.) Programs Oversight (K-12 ESSA/Data, K-8 Math Coach, K-8 Literacy Coach),
- 2.) Mathematics and Literacy Teaching Specialist

03/19 - Jobs Advertised

- 1.) Programs Oversight (K-12 ESSA/Data, K-8 Math Coach, K-8 Literacy Coach),
- 2.) Mathematics and Literacy Teaching Specialist

05/19 - Have hired or have finalists for 1.) and 2.)

05-07/19 - Assign up to 10 Para Professionals - Per Rank & Distribution Prioritization (See Rank and Distribution Prioritization Chart)

05-07/19 - Assign up to 10 Teaching Specialists - Per Rank & Distribution Prioritization (See Rank and Distribution Prioritization Chart)

08/19 - Prepare - Program Overseers and Teaching Specialist Data Analysis and Planning Sessions

09/19 - Launch - Implementation of ISN V. 2.0

09-03/20 - Study e-Learning/Library/Learning Commons constructs/models -
propose plan for refinements

Spring/20 - Initial Evaluation of Model Refinement

Ongoing - Collaborate with Special Education per GT, 504, IEP programming oversight refinements

Instructional Support Network

Staffing Distribution

Prioritization Chart

(Where is there intervention staff currently)

School	Mathematics	Literacy	Mathematics/Literacy
Rural Elementary School	1st	4th, 5th	

Instructional Support Network Model

Area	General Education	General Education	General Education	Gifted & Talented
Title	Rtl Tier 3/504	Literacy	Mathematics	Gifted & Talented
# of Staff				
Primary Levels/Areas Served				

Instructional Support Network Model (2.0)

Area	General Education	General Education	General Education	Special Education
Title	RtL TIII/504	Literacy Coach	Mathematics Coach	Gifted & Talented Coach
# of Staff	1	1	1	1
Primary Levels/Areas Served	District K-12	District K-8	District K-8	District K-12
Program Oversight	RtL Tier III	RtL Tier I, II, General Instructional	RtL Tier I, II, General Instructional	GT Plans
	District Data/Specialist	Data Literacy	Data Literacy	Ch. 104
	504 Compliance	Title 1	Title 1	Consultation Oversight

Instructional Support Network (Present)

Service Area	General Education	General Education	General Education	Gifted & Talented
Title	Instructional Strategists Literacy/ Mathematics	Ed Techs	e-Learning	Gifted & Talented
# of Staff				

Instructional Support Network Model (2.0)

Service Area	General Education	General Education	General Education	Gifted & Talented
Title	Specialists Literacy/ Mathematics	Ed Techs	e-Learning Consultants	Gifted & Talented Consultants
# of Staff	10*	12	3	2
Primary Levels/Areas Served	Building-Based Direct Intervention Services K-5*	Building-Based Direct Intervention Services K-5	Consultation Scheduled	Consultation and Direct Services Scheduled
Program Oversight	Tier III	Tier I, Tier II	RtI/L	RtI/L - Extension
	Other RtL	Other RtL	Data Literacy	Ch. 104
	ESSA Compliance	ESSA Compliance	Applications	GT Direct Services

Response to Intervention & Learning

◆ E-LEARNING ◆

TIER 1

IXL
RAZ
I READ
ALEKS
GLENCOE
CONNECTED
LEARNZILLION*
MYSTERY SCIENCE
F&P PHONICS/WORD STUDY
KHAN ACADEMY

TIER 2

IXL
RAZ
ALEKS
GLENCOE
CONNECTED
READING PLUS
LEARNZILLION*
KHAN ACADEMY
READ NATURALLY
SUPERFLEX
ZONES OF REGULATION

TIER 3

LLI
SPIRE
RAZ W/NWEA
READING PLUS
KHAN ACADEMY
LINDAMOOD-BELL

Response to Intervention & Learning

◆ E-LEARNING ◆

SPECIAL EDUCATION

SPIRE
LEARNING ALLY
READING PLUS
KHAN ACADEMY
READ NATURALLY
LINDAMOOD-BELL