Understanding the Purpose of Multiple Tiers of Literacy Instruction and Intervention

November 7, 2024

# Transcript

00:00:00 Speaker 1

My partner in crime.

00:00:02 Speaker 1

Pam Sudduth it so I'll let her introduce herself.

00:00:07 Speaker 2

My name is Pam Sudduth and I am the literacy and development facilitator for the problem-solving and response to intervention project. So happy to be here.

00:00:17 Speaker 1

Before we jump into our session objectives, I want to make sure everyone kind of knows little housekeeping things to keep in mind.

00:00:26 Speaker 1

We are in a webinar within zoom so that means that your microphone and your camera is disabled from being able to function because of the interest, the amount of interest that was people who registered for this afternoon. We had to shift to a webinar platform to be able to host.

00:00:46 Speaker 1

As many participants as possible, so if you need to communicate with us, ask a question for or anything of that nature, please enter that into the chat. Then Just Read, Florida! team is monitoring the chat throughout our time together this afternoon.

00:01:01 Speaker 1

Also, for those of you who are wondering, there will be a follow-up e-mail that comes after our time together in the next couple of days that will include the slide deck, the handout that we're going to provide during our time together as well as the attendance.

00:01:21 Speaker 1

Of who participated this afternoon so that if you are looking to award attendees professional learning point.

00:01:31 Speaker 1

That will be your Ave. and the information in which we will be able to provide that to you just as a side note that if you are having a watch party, you may want to have an internal sign in because it will only capture whoever signed in to our webinar.

00:01:50 Speaker 1

So other than that, I think we're going to move forward and get started.

00:01:58 Speaker 1

All right. So today we want you to be able to walk away with an understanding of how tiered instruction fits within the context of a multi-tiered system of supports or fondly known as MTSS. We would like you to connect tiered instruction and intervention to current literacy policies and practices.

00:02:17

This.

00:02:18 Speaker 1

We hope that you understand that tiered instruction and intervention is informed by the problem-solving process.

00:02:25 Speaker 1

We want you to be able to identify and address common misconceptions and misunderstandings around this topic and to be able to describe the connection between tiered literacy instruction and achieving positive outcomes for all students.

00:02:43 Speaker 1

So, we're going to jump into our first section. I'm going to hand it over to Pam.

00:02:46 Speaker 2

Thank you. Yes, as Monica said, we really just wanted to kind of lay the foundation and show that connection and the importance of how a multi-tiered system of support, you know the whole layout of that. And so, what you see here in front of you is actually the multi-tiered system of support.

00:03:07 Speaker 2

And it actually is built around these six domains, and it is a framework.

00:03:12 Speaker 2

To ensure that all students within our system, not just our classroom, not just our grade level, not just our school, but the whole system that you have within your district is running smoothly. So, it is created in such a way that it's, we call it the lovingly referred to it as our honeycomb. You'll notice the top two at the top end. We're going to be focusing on the multi tiers of instruction.

00:03:34 Speaker 2

Intervention for today. But we're also going to touch on other components or other domains.

00:03:39 Speaker 2

So that you can see how it all fits together. So, when we say, Oh my gosh, you know that sometimes you do hear districts say, well, you know I know I know what an MTSS is, it is the multi tiers of system of support actually that's one small piece of it right. If you have 6 domains that actually describe the whole kit and caboodle.

00:04:00 Speaker 2

So that we wanted to show that to you and just we're going to dive in just a little bit right now.

00:04:08 Speaker 2

So, as I said, this is where we're going to start our process. So, what falls within place within the multi-tiered system of instruction and intervention is what the educators do in order to support our students, right is not just the instruction that occurs.

00:04:26 Speaker 2

It is also the interventions that occur as well. So, it's that whole framework, the whole idea of the instruction that is occurring across all tiers of instruction.

00:04:39 Speaker 2

Next slide. So, the image before you, I'm sure you've probably seen this before, it is our triangle and it's created in such a way that describes the supports that are created for a system, right. So, at the very bottom, you'll notice the green area and it says all and that is.

00:04:59 Speaker 2

Consider Tier 1, so Tier 1 describes and contains and.

00:05:04 Speaker 2

Supports all of our students within our system. All of our students have access to Tier 1, which is core instruction, and that's how the system is laid out. As you move up the triangle, you'll notice that it's where it's yellow and it says some that would be considered Tier 2 or supplemental supports. And here is where.

00:05:25 Speaker 2

Students start to fall behind and they're not able to keep up and really focus on and really reach for grade level instruction. They're not able to reach that level, so we have to offer additional support. So, it's additional time and usually what happens is that support.

00:05:44 Speaker 2

Usually falls in within small group instruction targeted on maybe the same skills in order to kind of fill in those gaps so students can be successful back in core instruction and then at the very top where you see where it says view and it's in the red area and that would be considered our Tier 3.

00:06:04 Speaker 2

Are our most intensive.

00:06:06 Speaker 2

Of instruction and intervention and what happens here is that these are students who are experiencing significant, significant barriers and they're falling so far behind. They have huge holes in learning, and it could be for many reasons. You know, maybe they missed the instruction, or they didn't get that at that time. And it just kind of.

00:06:27 Speaker 2

You know, snowballs after a period of time. Sometimes it's even like a few years behind their peers. And so, we have to ensure that we are targeting very, very specific skills so that we can shore up those students to ensure that they're focusing on their.

00:06:43 Speaker 2

So that they're able to also be successful in core instruction. And I mentioned that a couple of times. I'm not sure if you picked up on it, but the reason we have tiers 2 and tiers 3 is to ensure that our students are successful in core. So, we have to really focus on the fact that they are going to be able to have access so they can.

00:07:04 Speaker 2

Interact and engage and demonstrate their learning within core. The only other thing I wanted to point.

00:07:09 Speaker 2

Out which is.

00:07:10 Speaker 2

A perfect segue to the next slide is in the middle. You'll see the problem-solving process, so that's what we're going to touch on next.

00:07:20 Speaker 2

The problem-solving process so the problem-solving process is how we support and that is the connection to the multiple tiers of instruction and intervention. That is how we ensure that we are focusing and getting the job done without the problem-solving process we're just.

00:07:40 Speaker 2

You know, putting things in place that we're uncertain are really going to get the most bang for our buck. So, we're going to touch on that and it's actually a four-step problem-solving process.

00:07:54 Speaker 2

And go to the next slide left.

00:07:56 Speaker 2

So, this is the problem-solving process. So, it is actually of course that problem-solving process and it starts actually with the goal identification. This is where we ask what do we want students to know and be able to do. And it sounds so simple, right? So, you know, this is what we're reaching for. This is the expectation. But you know, this is where our students are currently performing.

00:08:18 Speaker 2

So, there's a gap there. So, that's when we go, OK, we've got the data to support that. There is something missing here. We need to find out what's happening. So, that's when we roll into Step 2.

00:08:30 Speaker 2

And Step 2 is my favorite part of the whole problem-solving process. This is where you're diving in and you're analyzing. You're getting your data together, and you're having those thoughtful discussions. And I'll tell you when you're experiencing this in a team, it is so amazing because the conversations and the ideas that bubble up.

00:08:51 Speaker 2

Are just spectacular, so you start to like determine, make those guesses, you're throwing ideas and barriers out there to say, well, I know why this is happening and you come up with all these ideas.

00:09:02 Speaker 2

Is and so it's almost like a bowl of spaghetti, right? And so, you take the spaghetti and instead of throwing it at the wall to see what sticks, you dive in deeper to say, OK, so if these are the barriers, how do I know that this is the barrier I need to go after to ensure that I'm getting the help and the support that students need.

00:09:23 Speaker 2

So, that's why you go in and you validate that. You look at what data you have to support that you know, could it be the curriculum isn't matching? Are the educators unable to spend time 10?

00:09:35 Speaker 2

Seeing that were the educators even taught a professional learning in order to support their students in those areas, so many wonderful ideas bubble up in that area and then you validate that like I said, and you hypothesize and then you come up with a prediction statement. You can see this is so verbose.

00:09:55 Speaker 2

Then the Step 2, because then this is where you're going to say I've got my baseline data. Let's just say that, oh gosh, you know, over the summer, only 25% of the educators were able to receive training. So, yeah, let's go ahead and focus here.

00:10:10 Speaker 2

So, then you have that baseline data. Then you roll into Step 3 and Step 3 is so essential because you come up with an amazing plan and you're going to determine who's going to do what by when, where, how, and the supports that the educators are going to get in order to ensure that they're meeting the students needs so.

00:10:30 Speaker 2

Then what happens is you come with the plan and you're examining along the way. Remember, you already have this great data that you started with, so you keep checking along the way to see if you're able to close those gaps.

00:10:41 Speaker 2

And that's where Step 4 comes in. So, then you determine, gosh, you know, do we continue what we're doing? Do we need to change things up a little bit? So, you can see the problem-solving process is so powerful and we're going to touch a little bit later on where you can use the problem-solving process. Think of ready.

00:10:58 Speaker 2

For the next slide.

00:10:59 Speaker 1

All right, Pam, let's pause for just a second. I'm seeing some things in the chat. Uh, attendees are reporting that they can't hear us speaking. Is that?

00:11:07 Speaker 1

I want to make sure that that is not true for everyone.

00:11:11 Speaker 2

OK, I can hear it.

00:11:13 Speaker 1

Just a SEC, it looks like we're getting some people that are saying that we can hear fine, so maybe it's an isolated issue if you're, if you are having trouble hearing perhaps sign out and sign back in, that sometimes seems to do the trick. I apologize that you were unable to hear.

00:11:30 Speaker 1

But it seems like the majority of folks can hear, but when I saw two or three people start saying that I wanted to stop for a minute to make sure.

00:11:38 Speaker 2

I'm glad. Yeah. Well, thank God it's recorded. You know, then.

00:11:41 Speaker 1

Yes, absolutely. So, if you do have, UM, if you do have problems.

00:11:48 Speaker 1

You know, hearing or you missed something. We will share the recording and the and the PowerPoint. So, no worries there. All right, let's keep going before, before we move on. Pam, I do want to point out here when you were talking, you know, something really stood out. And in my mind.

00:12:06 Speaker 1

About the problem-solving process and really when you look at these 4.

00:12:09 Speaker 1

Four steps. If you stop and think about it in our world of teaching and within our school buildings, this problem-solving process can be applied not just to RTI or, you know, helping students. It can be applied to any problem that you're trying to find a solution for, right? That you have, like you have a goal that you want to implement.

00:12:30 Speaker 1

Something this problem-solving process really is something that you can apply to many different layers within your school and in your district, and it's just like a good systems practice, right to establish.

00:12:43 Speaker 1

And not just under the context of RTI or instruction for students, but really in all areas. So, if you train up your staff around this problem-solving process, you can use it in many different layers. And that's what makes it so versatile and great to utilize and start implementing within your districts and schools.

00:13:04 Speaker 2

Thank you. I'm glad you said that because I'm going to be bringing up some of those examples later. So, I love that you said.

00:13:10 Speaker 2

That Monica, thank you.

00:13:13 Speaker 2

So as promised, I'm going to touch on the other domain, so I'm going to go in a little bit deeper in just a second. But I mean, obviously the top two domains are like the big buckets, right? This is where you're looking at the multiple tiers of instruction intervention and you're utilizing that problem-solving problem.

00:13:32 Speaker 2

Problem-solving process effectively, so it's talking to one another. But goodness, if we don't have the drivers that are under.

00:13:40 Speaker 2

Needs to be able to support that. You may not get enough traction, so you have to have a strong leadership. Strong leadership is the backbone of the school. It's the backbone of the district, right? They're the ones who make that decision and like, push that, you know, sail that ship forward. You know, the capacity building, an infrastructure that is like your blueprint. That's what you have in place.

00:14:01 Speaker 2

To ensure that all of the systems talk to one another and that you're getting the job done, communication and collaboration that is obviously everyone's voice, not only within your school but your district.

00:14:13 Speaker 2

And those folks on the outside as well that include parents you know and the community and then the data and evaluation. So, it is always based on the questions that you have and that's the data you're collecting. And so that day that database that you are creating is talking to one another.

00:14:33 Speaker 2

And is giving the tools or giving the information to the.

00:14:37 Speaker 2

Educators can make those thoughtful decisions. So, I just wanted to share that with you and show you how it all fits together. Just one more thing which is essential here and I'm going to introduce you guys later to the regional coordinators that I work with on our project. And I'll tell you that this is all part of we have.

00:14:57 Speaker 2

Of tool and it's called the.

00:14:59 Speaker 2

And it is the self-assessment of an MTSS and I would tell you that when schools adopt this process, they go through and it's a rubric and they look at it and it tells them, well, this is where you're functioning or this is where you're functioning in this area. And hey, this is how you can move along in that. So, if you're interested in that, just remember I said that I'm going to show you who the regional coordinators.

00:15:21 Speaker 2

Or are later. They are amazing. You won't be disappointed.

00:15:28 Speaker 2

OK, so as promised guys we wanted to do, Monica and I were like, you know, hey, you know, what is it, what components or what characteristics would you see within each one of these drivers or with which each one of these domains. So, within the first one of course and I think I kind of mentioned that earlier, but it's like the standards you would find your standards there are your curriculum.

00:15:48 Speaker 2

Your intervention block every single thing that you have for your students would be would be found in that area. Now the problem-solving process. I love what you said, Monica, and put you in my pocket and take you wherever I go. Exactly right. It's the data.

00:16:02 Speaker 2

The chats. It's the conversations you're having in your classroom. It is like students setting goals for themselves, even to that level in every single team meeting, you should be utilizing the problem-solving process, your PLC is your grade level teams. Hey, and I will call it the heartbeat of the school. I love it. It's the literacy leadership team.

00:16:24 Speaker 2

You cannot, you know, make really thoughtful decisions without really implementing the problem-solving process. Without that team. I have to tell you, it is just amazing.

00:16:34 Speaker 2

And I mentioned the data and evaluation those, that's all that you know the information you're bringing together. I think I touched on that pretty well earlier and just got one more slide.

00:16:46 Speaker 2

In this section. So, it's the communication and collaboration. So, you know those wonderful surveys that are sent out, that's your voice and your voice needs to be heard. So, anytime that you get a survey, any time that you're asked a question, anytime that you're invited to a team, you are representing not just yourself, but you're representing your students.

00:17:05 Speaker 2

You know, and hey, students are a part of that, too. Like the surveys, the, the educators, the, the parents, you know, the community, all of that information really helps make those thoughtful decisions so that you're able to build a really good, thorough system of support on the capacity building that master.

00:17:25 Speaker 2

So, I think I mentioned that as a blueprint.

00:17:27 Speaker 2

All of that information that you're saying, OK, this is how we're going to move forward. This is our plan. That's what's found within there. And then of course, that leadership, that backbone, that's where they're the ones who are taking all that information in and making those thoughtful decisions through the SIP, their school-based literacy, excuse me, leadership team, the sack.

00:17:47 Speaker 2

All of that together so you can see how it all plays together in order for it to run effectively. So, I think that's all from my section. I'm going to turn it over to you, Monica.

00:17:58 Speaker 1

Yeah. One thing before we move on to the next section, just as a reminder, the characteristics that Pan's just shared with you, it's not intended to be an exhaustive list, right? We could go on for hours and hours about all of the connections that can be made to the different honeycombs, right of the problem-solving process. So, we just wanted to help you make those connections between.

00:18:21 Speaker 1

You know, understanding that this process isn't something that you have to recreate the wheel for, right? This is something that you're already doing. You have these systems in place.

00:18:30 Speaker 1

So, if you've identified a problem where something's not working, or you get started really well and the momentum goes, and then things taper off because life happens, right? School happens right, fires start and we have to put them out. These are areas where you can recognize you're already doing the work. You don't have to recreate the wheel.

00:18:51 Speaker 1

To have an MTSS problem-solving process in place in your system, you're already doing it.

00:18:57 Speaker 1

So, just recognizing how to refine it and improve it and bring the people who are already involved to the table when it comes to identifying needs for students and needs, for teachers to support students, you're already doing this. So, just making those connections to what you already do every day, not adding things to your plate but realizing that your plates are already connected.

00:19:17 Speaker 1

And to work together to work out the problems that you've recognized and the goals that you want to reach and who can help you reach those goals.

00:19:27 Speaker 2

Absolutely. I'm glad you brought that up. And I think it and we talked about this a little bit earlier, how timely this is.

00:19:32 Speaker 2

Is because you know now schools have they have they have adopted their standards, they've got their new curriculum, they're getting their hands into it, and now they're saying OK, Now what's next? I you know, I want to make sure that we're meeting the needs of our students. And how do you do that effectively and there is there is so much help out there so I'm so glad you brought that up Monica thank you.

00:19:50

Yeah.

00:19:51 Speaker 1

So, now we're going to jump into making connections to MTSS and Florida's current literacy policies and practices.

00:20:01 Speaker 1

So, when we cross reference the domain of multiple tiers of instruction and intervention with current literacy policies and practices, important connections can be made.

00:20:11 Speaker 1

So, I first want to bring your attention to Florida's formula for reading success. So, in particular in the problem-solving process. RTI lives here within literacy.

00:20:24 Speaker 1

Policy this is a visual representation of Florida's formula for reading success that's found and lives in Rule 6A, dash 6.053 of the Florida Administrative Code, which is finally known as our comprehensive evidence-based reading plan. Of course, the formula for success.

00:20:44 Speaker 1

Includes the six components of reading, which are oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

00:20:53 Speaker 1

That's informed by four types of classroom assessment, which are screening progress monitoring, diagnostic and summative with our three tiers of instruction that are standards aligned and include accommodations for students with a disability, students with an individualized education plan or an IE.

00:21:13 Speaker 1

Me and students who are English language learners and incorporate the principles of universal design for learning as defined in federal statute. So, our core instruction, which is known as Tier 1, provides print, rich, explicit, systematic, scaffolded, and differentiated instruction with corrected.

00:21:32 Speaker 1

Feedback that builds students, background knowledge and content knowledge and incorporates writing in response to reading.

00:21:40 Speaker 1

That supplemental instruction or intervention, which is known as Tier 2, provides explicit systematic small group teacher LED instruction matched to the students’ needs, targeting gaps in learning to reduce barriers to students, ability to meet those Tier 1 expectations. It provides multiple opportunities for practice.

00:22:01 Speaker 1

Well, for the targeted skills that have been identified and those students receive corrective timely.

00:22:08 Speaker 1

Feedback Tier 2 occurs in. It occurs in addition to that Tier 1 instruction.

00:22:15 Speaker 1

And then lastly, that's Tier 3 instruction, which is our most intensive individualized instruction and intervention.

00:22:23 Speaker 1

During that instruction, it provides explicit, systematic, individualized instruction based on the students need one-on-one or very small group instruction that includes more guided practice, immediate corrective feedback, and frequent progress monitoring, and occurs in addition to Tier 1 and Tier 2 instruction.

00:22:43 Speaker 1

Tier 3 interventions must be provided to students who are who have been identified as having a substantial reading deficiency.

00:22:53 Speaker 1

All intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading or instructional. Personnel who possess a literacy micro credential.

00:23:05 Speaker 1

For instructional personal instructional personnel who possess a literacy micro credential and provide those intensive reading interventions, supervision must be provided by an individual, certified or endorsed in reading.

00:23:22 Speaker 1

I love the Florida formula for reading success graphic because it just really lays it out there nicely visually for everyone. So, I hope that you find that useful. We will share it with the follow-up e-mail.

00:23:36 Speaker 1

All right, so now let's dive into the district. Comprehensive evidence-based reading plans are what we and Just Read, finally called the SERP. So, the district comprehensive evidence-based reading plan is the vehicle for district literacy practices to improve student outcomes is an and it's an integral part of the.

00:23:57 Speaker 1

Infrastructure within your school.

00:24:00 Speaker 1

Districts establish their plan for their approach to literacy, leadership, coaching assessment, curriculum, instruction, intervention and professional learning. Within this plan, literacy, leadership teams and professional learning communities engage in database problem-solving to maximize student.

00:24:20 Speaker 1

Reading outcomes through the application of the database problem-solving across multiple tiers of instruction and intervention.

00:24:29 Speaker 1

So, each year districts reflect on the implementation of their SERP by using the SERP reflection tool and through the development and reflection of the SERP. Each year, districts engaged in a continuous problem-solving practice that is critical to the success of their NTSS. So, Pam and I really want to make sure you make the connection.

00:24:49 Speaker 1

Between your district SERP and the problem-solving process they are designed to work hand in hand with.

00:24:56 Speaker 1

Each other, and we often find in conversations about the surf with classroom teachers and even other stakeholders that unfortunately some stakeholders have never seen or heard of this or so.

00:25:11 Speaker 1

We just want to bring it to your attention. It is the road map right to reading instruction within your district. So, if you're not familiar with it, I highly encourage you.

00:25:21 Speaker 1

To UM to get a hold of your districts reading plan so that you can better understand those decisions that were made by literacy leadership teams and district administrators to really guide your literacy instruction within your schools within your district.

00:25:40 Speaker 1

So, the district surf requirements have been expanded. In 2023, House Bill 5101 created a new statute for the comprehensive system of reading instruction. It lives in section 10 zero 3.4201 of the Florida Statute.

00:25:58 Speaker 1

Which was used to revise the SERP rule again, which is 6A dash 6.053 of the Florida Administrative Code as required by section 10, zero 3.4201 and section 1001.215 of the Florida Statutes. Districts must develop a SERP on an annual basis.

00:26:19 Speaker 1

And submit to the Just Read, Florida! office for apps.

00:26:21 Speaker 1

Table.

00:26:22 Speaker 1

August 1st is the submission due date to the Florida Department of Education after the school board or charter school governing board approval occurs, guidance that three queuing is prohibited in core intervention and reading programs and professional learning and instructional strategies have been put in place.

00:26:43 Speaker 1

And out and it also outlines the requirements for students with the characteristics of dyslexia. So, the definition of the characteristics of dyslexia actually lives in the CERP. If you need to reference that ever, that is where you can find the definition of the characteristics of dyslexia.

00:27:04 Speaker 1

UM.

00:27:06 Speaker 1

So, I now want to take some time to kind of go over the statutory requirements and definitions of a substantial reading deficiency for students in grades K through three statute outlines. What qualifies a student to be identified with a substantial reading deficiency.

00:27:27 Speaker 1

As a note, before we get into this, Please note that the coordinated screening and progress monitoring system, finally known as fast, is not the sole determiner of identifying a student with a substantial reading deficient.

00:27:39 Speaker 1

See, so let's jump in and take a look at kindergarten. So, a kindergarten student is identified as having a substantial reading deficiency if they meet the following criteria, the student has been identified as needing Tier 3 interventions.

00:27:53 Speaker 1

The 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 components of reading, and the student scores below the 10th percentile or is unable to complete the practice items on the designated grade level assessment.

00:28:14 Speaker 1

At the beginning, middle or end of the year on the on fast.

00:28:20 Speaker 1

All right, let's take a look at first and 2nd grade. So, again, a student in first and 2nd grade is identified with having as having a substantial deficiency in reading. If they are identified in need of Tier 3 intervention.

00:28:35 Speaker 1

The student has demonstrated through progress monitoring, formative assessment or teacher observation data, minimum skill levels for reading competency in one or more of the six components of reading, and the student scores below the 10 percentile or is unable to complete the practice items on the designated grade level assessment for the specified testing.

00:28:55 Speaker 1

Window of the coordinated screening and progress monitoring system. So, what that means there with the specified testing window. As we know, first graders transition to from start early literacy to start reading at the end of first grade. So, that's just signifying that whatever test administration they're in.

00:29:15 Speaker 1

If they're showing that 10th percentile or lower, they're identified as a substantial reading deficiency along with the other criteria.

00:29:26 Speaker 1

And then for our third graders that those third graders that are identified as in need of Tier 3 interventions.

00:29:33 Speaker 1

Or the 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 components of reading and to the store. The student scores below the 20th percentile at the beginning or middle of the year on fast.

00:29:53 Speaker 1

Or the student scores level 1 on the end of the year. Statewide standardized ELA assessment, which is also known as fast P.

00:30:01 Speaker 1

3 so fast PM one and fast PM 2 are considered the coordinated screening and progress monitoring system, so progress monitoring for instructional purposes and then PM 3 is our statewide standardized ELA assessment that is used for accountability, so.

00:30:21 Speaker 1

That's the difference between PM1PM2 and PM3.

00:30:25 Speaker 1

For students.

00:30:27 Speaker 1

And now for grades four through 12, it is at the discretion of the district to outline a substantial reading deficiency criteria in their search. So, it is up to districts. It's a local decision on how it's determined if a student in grades four through 12 have a substantial reading deficiency.

00:30:50 Speaker 1

That criteria is required to be put into their district comprehensive evidence based reading plan or SERP. So, if you are unsure about that, you can refer to your districts plan to know when a student in those grade levels is considered to have a substantial reading deficiency.

00:31:12 Speaker 1

So, in 2023, House Bill 7039 added language to section 100825 of the Florida statutes that individualized progress monitoring plans, finally known as IP and P's you know how we love our acronyms in the world of education must include.

00:31:32 Speaker 1

The following criteria at a.

00:31:34 Speaker 1

Them the student 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 students reading or mathematics progress.

00:31:53 Speaker 1

For a substantial reading deficiency that specific evidence-based literacy instruction that's grounded in the science of reading, which the student will receive.

00:32:03 Speaker 1

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 that the students teacher deems available and appropriate to accelerate the students reading or mathematics skill development.

00:32:21 Speaker 1

So, IPMP's are required for students who have been identified with a substantial reading deficiency or a substantial mathematics deficient.

00:32:30 Speaker 1

The students must be covered by an individualized progress monitoring plan. This is not a new requirement for reading for K3, but the minimum requirements became effective July 1 of 2023.

00:32:44 Speaker 1

Also, a parent must be notified of the deficiency and consulted in the development of the plan.

00:32:50 Speaker 1

And effective on July 1 of 2024, Senate Bill 7004 added language to the same statute, 100825, that the Individualized Progress Monitoring Plan must be developed within 45 days after the results of the coordinated screening and Progress monitoring system became available.

00:33:11 Speaker 1

So, just as a reminder, I PMP's are required for reading for students in K3 who are identified with a substantial reading deficiency, and then for those that are identified with a math deficiency for K through 4:00.

00:33:28 Speaker 1

So, as you can see, these requirements are in place and now have to be developed within 45 days after fast results are available.

00:33:39 Speaker 1

So, let's shift gears a little bit and talk about the reading endorsement. So, who's required to be reading endorsed?

00:33:49 Speaker 1

So, teachers who teach summer reading camps for 3rd grade students scoring level 1 on the statewide standardized assessment of ELA, which is PM 3 of fast.

00:33:59 Speaker 1

Teachers who are instructing retained 3rd grade students, teachers that provide Tier 3 reading interventions must possess a literacy micro credential or be endorsed or certified in reading. Literacy coaches must have a reading endorsement.

00:34:16 Speaker 1

School district personnel and instructional personnel who supervise teacher candidates during an internship in grades K through three or who are enrolled in a teacher preparation program for a certificate area identified in Rule 6A. Dash 4.0051 of the Florida administrative code.

00:34:37 Speaker 1

And then also candidates who are entering a teacher prep program and educator preparation program institute or Professional Learning Certificate certification program. If I could talk today for a certificate area that's identified in that same rule.

00:34:54 Speaker 1

So, just to kind of lay that out for you, I want to, UM.

00:34:58 Speaker 1

Point out those certification areas in case you're not familiar with that rule. It includes elementary education, K6, free kindergarten, primary Education, age 3 through Grade 3, elementary Ed grades one through 6, primary education grades K through.

00:35:16 Speaker 1

Three English grades, one through 6 middle grades, English grades five through 9, middle grades, integrated curriculum grades five through 9 English grades six through 12, exceptional student education grades K12 with a renewal validity period beginning with the date of July.

00:35:36 Speaker 1

One of 2025.

00:35:38 Speaker 1

Reading K12 reading endorsement and the English for speakers of other languages, or also known as ESOL grades K through 12. So, as a reminder that effective July 1 of this year, 2024, a teacher can no longer take the reading certification exam to become.

00:35:59 Speaker 1

Certified or endorsed in reading?

00:36:01 Speaker 1

So, if you are certified in one of those areas and do not have your.

00:36:08 Speaker 1

Reading, endorsements and your serving students, it's a great opportunity to get into some valuable professional learning to earn that reading endorsement to build up your skill set and your tools in your toolbox to help support your students.

00:36:25 Speaker 1

Another way to do that is through the Literacy Micro credential opportunity. There are three literacy Micro credentials, 1 is the emergent literacy for birth or pre-K.

00:36:38 Speaker 1

The elementary literacy pre-K through Grade 5 and probably one that I'm most excited about, is the secondary literacy for grades six through 12. We know that our secondary folks don't get a lot of love when it comes to professional learning opportunities, and so we are super excited in the just through floor to office to be able to.

00:36:59 Speaker 1

Have this type of opportunity for our secondary folks.

00:37:03 Speaker 1

This program is a 60-hour stackable literacy professional learning opportunity. It's competency based and instructional personnel who have successfully earned the Literacy Micro credential can provide those intensive reading interventions under the supervision of someone who has endorsed or certified in reading. So, to kind of clear up that term supervision.

00:37:25 Speaker 1

It means the ability to communicate by way of telecommunication or physical presence of the certified endorsed personnel for consultation and direction of the actions of the personnel with the Literacy Micro credential.

00:37:39 Speaker 1

UM.

00:37:41 Speaker 1

We are excited to be able to share with you that the elementary and secondary literacy micro credentials can cover the 40-hour reading renewal requirement and count as competency 1 of the reading endorsement. So, if you complete the literacy micro credentials so you can get in front of your students that you need to serve providing those intensive interventions.

00:38:03 Speaker 1

But you want to keep going and earn the full endorsement that literacy, micro credential competency. One will count for your competency 1. So, we're hoping and encouraging you that if you want to look into that opportunity to do this, to keep going and earn that full endorsement.

00:38:26 Speaker 1

All right.

00:38:28 Speaker 1

So, evidence based instructional materials have a significant effect on improving student outcomes when used with fidelity. So, when choosing a program to use with your students, these programs should meet strong, moderate, or promising levels of evidence as defined in federal statutes, and also complies with Florida State.

00:38:49 Speaker 1

The Florida Center for Reading Research are finally known as FCR has a repository to search for evidence- based practices and programs that can be found on their website under the educators tab. If you've never visited FDR's website, it is a hub of a wonderful repertoire of.

00:39:08 Speaker 1

Of great resources for literacy, instruction and then other reputable sites that you can visit to look and see if programs that you have access to are thinking about purchasing for your students would be evidence for SF. What works clearing house in the National Center for intensive intervention.

00:39:28 Speaker 1

Just as a side note, the purpose of the FCR reading program repository is to show the evidence levels of the programs. The programs have not been reviewed for three queueing or alignment to the science of reading, so just keep that in mind that you still have to be a informed consumer when you're looking for those.

00:39:48 Speaker 1

Programs for your students.

00:39:52 Speaker 1

All right. So, this is Pam. This is probably one of my most favorite and passionate subjects to talk about is specially designed instruction or known as SDI in the world of exceptional student education. So, Individuals with Disabilities Education Act or IDEA.

00:40:12 Speaker 1

Regulations defined specially designed instruction as adapting as appropriate to the needs of an eligible child under this part.

00:40:22 Speaker 1

The content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and ensure access of the child to the general curriculum so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all.

00:40:42 Speaker 1

Children.

00:40:45 Speaker 1

So, we really want to take a moment right to help everyone understand the differences between Tier 3 interventions and specially designed instruction.

00:40:57 Speaker 1

So, the purpose of SDI is to promote student learning and progress on grade level standards. Tier 2 SDI is implemented and embedded within standards aligned small group supplemental interventions that are designed to address specific student needs.

00:41:15 Speaker 1

Tier 3 SDI is implemented through intensive individualized intervention, which is often sustained overtime, so, SDI is a set of services to which a student with a disability is entitled based on his or her ISP.

00:41:31 Speaker 1

But the teacher’s method or pedagogy of SDI in Tier 3 is the same, right? It's individualized. For example, the teacher provides direct instruction on how to use a graphic organizer or a specific assistive technology device to access grade level conf.

00:41:50 Speaker 1

The teacher breaks down the curriculum into small chunks of information, with key concepts highlighted or to ensure understanding.

00:41:59 Speaker 1

The instruction is provided one-on-one to reinforce learning that is taking place in the classroom. Tier 3 interventions are designed to address skill gaps that have been identified based on data where Tier 1 and Tier 2 have not been sufficient to remediate the skilled deficit.

00:42:18 Speaker 1

So, I like to really think of SDI as our.

00:42:24 Speaker 1

Exceptional student education practitioners and teachers, right? Our service providers. They are adding tools to our students with disabilities toolbox so that they can access Tier 1 instruction, right? So, let's say that we're trying to teach central idea.

00:42:44 Speaker 1

Right to a student who has a disability. Well, we know that. Let's say Pam is my student, right? We know that Pam does really, really well with.

00:42:56 Speaker 1

Graphic organizers it just really helps Pam understand concepts that she's maybe not learned before or she needs more practice. With that, I know as her ESE provider, her service provider, that I need to create some graphic organizers and train Pam on how to use them.

00:43:16 Speaker 1

So, that when her, her Gen. Ed teacher, her classroom teacher starts teaching her about central idea, she can pull out one of her graphic organizers and already start using it and implying what her Gen. Ed teacher is showing her at Tier 1.

00:43:32 Speaker 1

So, that she can engage with that Tier 1 instruction in a way that helps her understand what's going on so that SDI right is designed to train Pam on how to use that tool when it's, you know, applicable within her classroom, whether it's at Tier 2, right in her small group, she might.

00:43:52 Speaker 1

Pull out that graphic organizer again during her guided reading lesson, where maybe they're working on a different skill that Pam's data shows that Pam needs more support with, so SDI is that.

00:44:04 Speaker 1

That instruction where we gain, we gather tools for a toolbox and train them on how to.

00:44:11 Speaker 1

Provide and access those that instruction and then Tier 3 intervention is where we're really focusing in on if Pam has a decoding deficiency and I need to help her gain.

00:44:27 Speaker 1

You know the skill set to decode CVC words because she's really struggling with that. Her Tier 3 intervention is going to focus on CVC words so that we can build that and get her back up to Tier 1 when it comes to CVC words.

00:44:42 Speaker 1

So, I hope that that helps clarify some of that. The difference between Tier 3 instruction and SSDI, because sometimes it can feel and look the same.

00:44:52 Speaker 1

And it gets muddy right around SDI. So, we got to make sure we keep the lines kind of separated and not blur when we can and that is integrated together and working together to help our students as we're taking them through all tiers of instruction.

00:45:10 Speaker 2

Yeah, it does get a little bumpy and I'm so glad, great examples. I love that you said that. And you know when you think about it, it is the method or how right it's also the content or what is being done and it's the delivery. So, who, where and when? And I love that you mentioned access because it's not only the access.

00:45:31 Speaker 2

Like and remember, I know you guys Remember Me saying that.

00:45:34 Speaker 2

You know, you look at that triangle there, right. And it is, it is ensuring that our students are successful in core and that's that specially designed instruction that's right at the center. It all fits together and speaks to one another and that's the whole purpose of it. It is the access is so that students can access, interact and engage.

00:45:54 Speaker 2

And demonstrate their learning, because that is what we want for all of our students to be able to.

00:46:00 Speaker 2

Meet the grade level standards and so that is the way to do it. It's what the teacher is doing and ensuring that they are providing to the students so they are successful. What a great team you could tell. Monica and I both started as EOC educators. This is our heart and soul so I love that that we spent some time on this so thank you.

00:46:19

ABC.

00:46:20 Speaker 1

Kelly, thank you, Pam. Let's move on to our next section.

00:46:24 Speaker 1

So, we want to help you guys walk away with an understanding that tiered instruction and intervention is informed by the problem-solving process.

00:46:32 Speaker 1

This.

00:46:33 Speaker 1

So, I am super excited about this activity that we have for you today.

00:46:39 Speaker 1

So, we're going to give you a chance to kind of take a stab at what we've just really been talking about for the last little bit of time together. And we're going to do a sorting activity. We're going to drop the link to a sorting activity in the chat. Each of you will have access to the store activity and work independently to sort the characteristics.

00:46:59 Speaker 1

Into the correct tier of instruction. So, the first step in the activity is to label each, set each section, and I'm going to show you that in just a minute.

00:47:08 Speaker 1

So, UM, hopefully in the chat you have the link if I need to drop it myself, I will. So, once you access the link to the sorting activity, you're going to, it's going to come up to a website that looks like this. The first step is that you're going to label each one of your columns, so you'll click and drag to your one.

00:47:28 Speaker 1

Up.

00:47:30 Speaker 1

Tier 2 up.

00:47:33 Speaker 1

And Tier 3 up like this and then you'll take a moment to read each characteristic and make a determination if it belongs in tier one. If it belongs in Tier 2 or if it belongs in Tier 3. So, we're going to give you about 7 minutes to work on that independently and then we will come back together and go over the answers and see how many of those that you are able to get.

00:47:58 Speaker 1

On your own.

00:47:59 Speaker 1

All right, umm, if there are any questions you can use the chat feature. There's also a question-and-answer feature within the webinar. The zoom webinar that you can also access if you have any trouble so hopefully you are not. I'm going to take a look at the chat box to make sure.

00:48:19 Speaker 1

And I'm going to start the timer so when the timer Dings, we'll come back together and go over the answers of the sort.

00:55:31

Right.

00:55:32 Speaker 1

We hope that you guys had fun with the sorting activity, Pam, before we jump into revealing the answers of the characteristics that we find at each tier of instruction, we had a great question in the chat. I was kind of going back through.

00:55:44 Speaker 1

To see if I've.

00:55:44 Speaker 1

Caught anything? Dana had a great question, she said. I'm wondering why SDI and services wouldn't also address the specific gaps the student is experiencing.

00:55:46 Speaker 2

Next.

00:55:55 Speaker 1

Shouldn't remediation for ESE also address phonics gaps that Tier 3 might also address? So, I thought that was a really good question.

00:56:04 Speaker 2

Yes.

00:56:05 Speaker 1

And will really help us kind of further clarify us. Yeah. So, I'm going to start and then Pam, you fill in anything I might leave off and add your two cents.

00:56:15 Speaker 1

Too. So,, Dana, you're absolutely right. SDI would address specific gaps that the student is experiencing, in particular to the gaps that the disability that the student has is causing. So, let's say for instance, you have a student that has dyslexia or a severe decoding deficiency, that even after.

00:56:35 Speaker 1

Years.

00:56:36 Speaker 1

Of provision of intensive, explicit, effective instruction, the student is still struggling with decoding. Of course, that SDI would be designed by the ISP team to address those skills on a daily intensive regular basis based on the child's need, and it would be outlined in the IP of what needed to occur.

00:56:59 Speaker 1

But also we want to make sure that everyone understands that the student would also be in Tier 3 for decoding.

00:57:07 Speaker 1

And be receiving that intensive intervention in Tier 3 too. So, it's two layers because I think a lot of times there's a misconception out there of once a student becomes that it sounds eligible with a for, for ESE services, that tiered instruction stops for them.

00:57:27 Speaker 1

RTI stops for them and that's not the case. Once you know the MTSS is a fluid process, students should be moving through it based on their needs based on those classroom assessments that we use to identify skill gaps.

00:57:42 Speaker 1

UM, but in particular to specially design instructions for our students with disabilities. If we know their disability is resulting in a skilled deficit that needs a layer of support and service from our ESE service providers, we as an IEP team would design that and implement that based on that student.

00:58:02 Speaker 1

Need but we also have to recognize that Tier 3 and Tier 2 should be occurring for those students even after eligibility. So, we want to make sure when we talk about muddying the lines with SDI, that's what we mean is in RTI is fluid, it's ongoing, it's continuous. We may have a student that has an IP.

00:58:23 Speaker 1

That is into you.

00:58:24 Speaker 1

Tier 2 and Tier 3 instruction for, let's say, central idea and then the light bulb comes on for them and those special tools like we talked about maybe a graphic organizer, or an assistive technology has really worked for them and they've mastered central idea and being able to identify it at whatever grade level they're at. And so we can move them out of that Tier 3.

00:58:46 Speaker 1

Instruction. Hopefully that's Tier 2 instruction for central idea and then move on, right? But if that student has that decoding deficiency right and it's an ongoing issue that's been ongoing for many, many.

00:59:00 Speaker 1

You know, years, months, weeks, right, we're going to provide that SDI to that student to help support that. But we've got to remember that we don't stop Tier 2 and Tier 3 instruction based on what the data.

00:59:11 Speaker 1

Is telling us.

00:59:13 Speaker 2

I couldn't agree more. The only thing I wanted to add as well is it's not just the areas of need, it's also there are areas of strength and you mentioned that earlier before when we talked about that slide and thinking about like let's say, students do really well with a graphic organizer is to be able to help them with that in management.

00:59:33 Speaker 2

Manage it as well within core it, so that's the only other thing I wanted to add to that. But you're absolutely right, it nothing goes away. They still get everything that all the other students get. So yeah, I can't even add anymore. It is just beautiful. Great job, Monica.

00:59:50 Speaker 1

All right, good. I passed the Pam test.

00:59:53

I'll stop.

00:59:55 Speaker 1

Alright, here we go. Let's look at the characteristics at Tier 1.

00:59:58 Speaker 2

OK.

00:59:59 Speaker 2

OK. So, guys, we're uncertain if you guys were able to make it through and you obviously will be able to get this as well. So, but just some of the areas and The funny thing is every single one of The thing is I believe that we mentioned to Monica. So, I think I think we're good to go, but here we go. It's like it's for all students right, Tier 1 is for all students and it is.

01:00:20 Speaker 2

I'm looking at those instruction.

01:00:21 Speaker 2

Routines Monica went over the differentiated instruction. She went over all of that, aligned to state standards. I know that was in writing academic and behavior and environmental and life skills. It's so that students can be successful everywhere, everywhere, and it's fine-tuning structure, database, problem-solving again. That that's recursive on and on and on.

01:00:42 Speaker 2

So, when you do get a moment and you look at this, guys also pay attention to the right-hand side. It's like the data that you would use in order to inform that.

01:00:50 Speaker 2

Of course, you know we have our screening data, but we also have the formative assessment data as well and you would consider tier one to be very healthy if 80% of your students were able to meet grade level expectations. So, that's the reason that we have all of the supports in order for students to be successful within 4. Did you want to add anything?

01:01:11 Speaker 1

Yeah. Just to kind of piggyback on that, if you're noticing that 80% of your students are not able to meet grade level expectations, that's when you pull out that four step problem-solving.

01:01:20 Speaker 1

Process to really identify what is the problem. Why aren't my students? Why aren't 80% of my students able to perform with my Tier 1 instruction and that problem-solving process really takes you through figuring out what that what pinpointing what problems might be there?

01:01:40 Speaker 1

And it will make you help instructional decisions shifts. It will help you identify areas of need for professional learning and support and coaching opportunity.

01:01:51 Speaker 1

So, it's just a really great system to stop and realize like data tells us a story and we might have perceptions of what we think is going on like oh I know why this isn't working. It's this and then you dig in and you do some observations and you do some problem-solving, you meet together.

01:02:12 Speaker 1

UM, you collaborate and you're like, whoa, I was totally off base. What I thought was wrong. It's really an opportunity to have some aha moments to really make some quick adjustments to really help.

01:02:24 Speaker 1

Your students at Tier 1 so that we can have less students at Tier 2 and Tier 3. So, it's a really important piece of your problem-solving process and to pay attention to what the data is.

01:02:37 Speaker 1

Telling you.

01:02:39 Speaker 1

Alright, let's take a look at Tier 2.

01:02:42 Speaker 2

Yeah. So, Tier 2 of course, is the supplemental. That's the support that's occurring to be able to support Tier 1. And in addition to that, it's in addition 2 and we've mentioned that at time and time again.

01:02:52 Speaker 2

As well, it's focused on the foundational knowledge and skills that are posing those barriers so that we can ensure those up and close those gaps so students can be successful within core plan through structured database problem-solving. I think that's in every one. So, it's delivered to students with similar needs. We talked about that as well.

01:03:13 Speaker 2

And then on the right-hand side, thinking about you know the screening data diagnostic data like you're starting to dig in to say why is this happening, you need to dig a little further in within your data and what data do you have to support those decisions that?

01:03:25 Speaker 2

You're making the progress monitoring as well and the success rate for this is 70% of the students that are receiving Tier 2 should be successful with that and should be able to really work well back when you're considering for instruction. So, it's like they're successful, they are so that they're successful into.

01:03:46

1.

01:03:47 Speaker 2

Anything you want to add?

01:03:49 Speaker 1

No, you didn't, Pam.

01:03:50 Speaker 1

All right, let's take a look at Tier 3.

01:03:52 Speaker 2

Yep, and Tier 3, of course, is that most intensive we talked about that it's so significant barriers that are preventing students from being successful. It's provided in addition to tiers one and two and it's individualized. We suggested that as well. It's planned, it's structured database problem-solving. Look at there, there it is again.

01:04:12 Speaker 2

Delivered individually or in very, very small groups, it's integrated within tiers 1 and 2, so they talk to each other and we talked about that as well and it is the most systematic and explicit instruction and that you have to offer within your.

01:04:26 Speaker 2

System. The additional data that you would use, of course, is that diagnostic, more frequent progress monitoring because you want to make sure every step of the way that you're.

01:04:36 Speaker 2

Meeting the needs of your students.

01:04:38 Speaker 1

Absolutely. And just to add to that, when you're working with students in Tier 3 and even Tier 2, we want to make sure that we're giving very timely corrective feedback in the moment, right, we don't want students practicing on a skill that they're struggling with and not having that direct corrective feedback so that they know what habits to stop and break, right.

01:05:00 Speaker 1

To move forward to master the skill that we're working on.

01:05:04 Speaker 1

I always like to add that piece about corrective feedback and building that, UM, that strategy within your classroom as a routine right feedback becoming a routine that students are used to and receiving.

01:05:17 Speaker 2

Absolutely, without a doubt.

01:05:19 Speaker 1

Alright, let's jump into like my favorite part of today, right? The fun part. So, we're going to do a little myth.

01:05:22 Speaker 2

Fun.

01:05:26 Speaker 1

And.

01:05:26 Speaker 1

Fact quiz kind of thing with you guys. It’s what we want to help you identify and address those common misconceptions and misunderstandings around RTI and MTSS.

01:05:39 Speaker 1

So, we hope that you engage in this activity and have as much fun as we do with this. So, we're going to test your knowledge about MTS and RTI. So, as we go through each one of these myths or facts, we are going to read a statement to you and then you are going to determine.

01:06:00 Speaker 1

By putting in the chat, if you think it is a fact or am I?

01:06:03 Speaker 1

This alright, so, we're going to challenge to see what you guys have learned or what you already know or just kind of confirm what you understand as a misconception or a fact about MTSS and RTI. So, let's jump in.

01:06:16 Speaker 1

Alright.

01:06:18 Speaker 1

MTSS and response to intervention or RTI are the same thing.

01:06:24 Speaker 1

All right, pop your answers in the chat. What do you think?

01:06:28 Speaker 1

Myth or fact? We're seeing lots of.

01:06:33 Speaker 1

Right answers popping in there.

01:06:39 Speaker 1

All right, it is indeed a myth.

01:06:41 Speaker 1

The fact is that MTSS is the overarching comprehensive framework that guides service, delivery and school districts and the state student response to instruction and intervention, or RTI is the 4th step of the problem-solving process and is a key practice within our NTSS. So very good.

01:07:03 Speaker 1

All right, Pam.

01:07:05 Speaker 2

OK, MTSS has a starting point and a stopping point. Is that a myth or a fact?

01:07:12 Speaker 1

Oh my gosh. Pam, we have got some smart cookies in this audience.

01:07:16 Speaker 2

Now.

01:07:18 Speaker 1

We can't. We cannot even.

01:07:21 Speaker 1

Trick them.

01:07:22

I know.

01:07:22

Oh.

01:07:24 Speaker 1

All right.

01:07:25 Speaker 2

So, that is also a myth. The fact is, an MTSS is a framework, and we talked about that earlier or an approach that optimizes how resources are organized and allocated for improved student outcomes. It is comprised of those six domains. Remember Me chatting about that of effective MTS implementation.

01:07:45 Speaker 2

And his continuous way of work with no starting or stopping point, it is just continuous. It happens all the time, every day. It's a wonderful thing.

01:07:59 Speaker 1

Alright.

01:08:03 Speaker 1

All right, the tears describe students.

01:08:08 Speaker 1

What do you guys think?

01:08:18 Speaker 1

You are absolutely right that is a myth.

01:08:22 Speaker 2

Yes it is.

01:08:22 Speaker 1

All right.

01:08:24 Speaker 1

The fact is, is that as part of an MTSS implementation instruction and interventions and or supports are labeled Tier 1, Tier 2 or Tier 3 to communicate the level of intensity of the support we're providing. Students are not labeled with tiers. In fact, we don't want to label any student with anything except.

01:08:43 Speaker 1

How wonderful they are, right? So, they're labels within our MTSS and RTI process. It's just to communicate with us as practitioners and experts and instruction what level of support we're providing for our students.

01:09:02 Speaker 2

OK, Tier 3 means the student will be tested for exceptional student education services.

01:09:08 Speaker 2

This or fact?

01:09:11 Speaker 2

Oh, I just love this.

01:09:12 Speaker 2

Group.

01:09:22 Speaker 1

All right, they're right again.

01:09:24 Speaker 2

I agree absolutely.

01:09:27 Speaker 2

So, Tier 3 is the most intensive as we talked about earlier, individualized support through that three-tiered model. However, not all students are needing Tier 3 level of support to have a disability, nor will all students with a disability need Tier 3 level support. I now is just amazing.

01:09:47 Speaker 2

It's great. That's true. And that's and that's you. That's how you know your system is.

01:09:51 Speaker 2

Healthy, right as well.

01:09:53 Speaker 1

Absolutely.

01:09:55 Speaker 2

OK.

01:09:56 Speaker 1

All right, ESC is Tier 4 and MCSS.

01:10:13 Speaker 1

Right. You guys are so good.

01:10:17 Speaker 1

Right. So, the multiple tiers of instruction and intervention domain within Florida's model of MCSS consists of three tiers. There is no Tier 4, so ESC is not considered tier.

01:10:29 Speaker 1

For ESC is just exceptional student education services that we provide to students who are who have qualifying disabilities, who need that extra support and service from our service providers, and they also again, just to reiterate would move through the RTI process and Tier 1 Tier 2 and Tier 3 as needed.

01:10:49 Speaker 1

Based on what their data is telling us and what kind of supports they need.

01:10:56 Speaker 2

Hey, last but not least, the purpose of MTSS is to exclude students from ESC.

01:11:03 Speaker 2

Fact or myth?

01:11:08 Speaker 2

I love that they participate as well. It's awesome.

01:11:10 Speaker 1

I don't know this these guys are have been great in this kind of funky setup during a webinar where we can't really interact the way we want to with one another.

01:11:21 Speaker 1

Right, you're absolutely right.

01:11:23 Speaker 2

No, it is a myth and the purpose, of course, is to provide the level of support needed to ensure success, regardless of whether the student is eligible for ESC services now. So, thanks for playing with us in this little myth or fact.

01:11:38 Speaker 1

Absolutely.

01:11:38

This is.

01:11:40 Speaker 1

All right, Pam.

01:11:41 Speaker 2

Yeah. So, as promised guys, I know I mentioned earlier the regional coordinators and as you can see here on the screen, we have five of them in our project and they support literally the whole state. And there is a connection of course that we have district contacts that they work directly with. But if you have any questions and you wanted to reach out to them.

01:12:01 Speaker 2

Directly, you're more than happy to do that and it and then they can actually start that conversation. Or if you prefer and you can reach out. To me, there's my information there. I support the whole state and of course, Shelby Robertson.

01:12:13 Speaker 2

Is our math and science facilitator as well. And although this is about reading but.

01:12:18 Speaker 2

You're more than.

01:12:19 Speaker 2

Welcome to reach out to her as well. But anyway, so those that's our contact and you will be getting this so you can reach out to any of us directly. We'll be happy to support you, and I think the next slide is just the.

01:12:33 Speaker 2

Right. So, we have oodles and oodles of information for you. We have fact sheets, we have modules, we have webinars. We have so many wonderful things.

01:12:41 Speaker 2

That if you want to learn more and you're like I'm a little confused about this, what does this mean? We have a lot of resources, so please access them if you have any questions or more concerns or just reach out. I know Monica is so wonderful as well. She definitely directs and facilitates a lot of information too. So, please reach out if you have.

01:13:01 Speaker 2

Any questions? Maybe you need more information.

01:13:05 Speaker 1

Yeah, absolutely. The PsRTI has a wonderful resource of.

01:13:12 Speaker 1

People and really easily accessible resources just right on their website that you can take and use right away. So, please don't hesitate to reach out and just remember that PsRTI is just one of very many state funded discretionary projects that are.

01:13:32 Speaker 1

Available through the Bureau of Exceptional Education and Student Services.

01:13:37 Speaker 1

So, if you're curious about what other projects can help support your district, we are happy to help connect you and make those connections so you can certainly reach out to me or Pam. Our emails are on the slide now. I have seen several questions within the last few minutes of the chat.

01:13:57 Speaker 1

From asking if we are going to share this information. Absolutely. So, UM at the beginning of the webinar I shared.

01:14:04 Speaker 1

That we will be following up after today's time together with an A follow-up e-mail that will include the handout that shows you the characteristics at each tier of instruction, the from the sorting activity. So, you have the answers. We will also be sharing the slide deck with you and the recording.

01:14:25 Speaker 1

In addition to that, we will also be sharing the attendance today for.

01:14:29 Speaker 1

Events like I mentioned at the beginning of our time together that if you were doing a watch party, you may want to have like an internal sign in sheet for your district. If your district is going to award you pr points for this opportunity. But if not, we will send you the attendance.

01:14:49 Speaker 1

And we are also going to post this recording on the JRF website. So, under the educators tab, you can access all of Jr's website.

01:14:58 Speaker 1

It's websites not websites, webinars. Jimmy Webbers, right. And they are on our website posted for you. So, this will also be posted on our website in addition to the e-mail that you will receive. So, you will be getting all of these information today.

01:15:02

Where they are, where?

01:15:19 Speaker 1

We want to thank you for joining us this afternoon and participating in this in this webinar with us. We really appreciate you. We really are honored to be able to share this with you and have this time with you as you are the boots on the ground serving Florida students.

01:15:37 Speaker 1

And we appreciate you more than you know, and we know that you have a tough job and we want you to know that we're passionate about you. And so, if you ever need anything from us, please don't hesitate to reach out. We will help. If we don't have the answer, we will find somebody that does have the answer. So, please don't hesitate.

01:15:56 Speaker 2

Agreed. Thank you.

01:15:57 Speaker 1

And I see a couple of questions in the chat asking do we need to provide our attendance information here? That's not necessary zoom.

01:16:04 Speaker 1

Does that for us, so you do not have to sign into the chat. So, thank you so much. Again, we hope you enjoyed our time together and gain some valuable information. We really appreciate you. Have a wonderful evening and a great rest of your week.

01:16:20 Speaker 2

Thank you. Bye, everybody.