

TIER

Tiered **I**nterventions Using
Evidence-Based **R**esearch

Handouts

Leadership

Developing and Using an MTSS
Problem-Solving Team



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MTSS Problem-Solving Team Roles

Leadership

Team leader:

Data Management and Analysis Leads

Assessment administration:

Data management system:

Data report creation:

Data analysis and interpretation:

Subject Specialists

	Reading	Writing	Mathematics	Behavior
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Instruction

Intervention

Professional development and ongoing support

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Resources

Meetings After Screening

Structured data meetings:

www.elitetexas.org/resources-sl/implementing-structured-data-meetings-for-english-learners

Observation Forms

- Core observation tool:
https://meadowscenter.org/wp-content/uploads/2022/04/Instructional_Observation1.pdf
- Fidelity checklist:
<https://meadowscenter.org/wp-content/uploads/2019-FidelityChecklist.pdf>
- Intervention observation tool:
https://meadowscenter.org/wp-content/uploads/2022/04/Intervention_Observation1.pdf

Progress-Monitoring Data

Collaborative instructional logs:

<https://meadowscenter.org/resource/collaborative-instructional-logs>

Features of Effective Instruction

- Checklist for core instruction or intervention:
https://meadowscenter.org/wp-content/uploads/2022/12/Observing_Features.pdf
- Walkthrough tools:
<https://meadowscenter.org/resource/instructional-walkthrough-tools>

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Sample Collaborative Instructional Log: Reading

Student

Grade 4th

Homeroom Teacher

Baseline/Current Reading Assessment	Annual Reading Goals	Comprehensive Reading Instruction	Special Education Individualized Education Program (IEP)
Instrument <u>DIBELS Next</u> Date <u>9/4</u> <hr/> Phonemic Awareness Phonics (NAFOLS) = <u>25/54</u> Fluency <u>55/90 wcpm</u> Vocabulary Comprehension <u>Retell = 20/27</u> DAZE = <u>10/15</u>	- Read grade level text w/98% + accuracy - Read w/proper expression + adequate rate Intervention Exit Criteria: MOY: Accur = 97%, Rate = 103 wcpm EOY: Accur = 98%, Rate = 115 wcpm	Program <u>Reading for Content</u> Teacher <u>[redacted]</u> Amount of Time <u>90 min.</u> Time of Day <u>8:30 - 10:00</u> <input checked="" type="checkbox"/> Daily <input type="checkbox"/> Other:	Specially Designed Instruction: Small-group Fluency (15 min.) + word study (15 min) Comprehensive Reading Instruction Setting: -regular classroom daily Intervention Setting: Resource room! 5 x week for 30 min. Group: "Wolves" (Regular classroom)
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response
<u>9/5 - 9/21</u> (dates) <u>10 - 10:30</u> (schedule) Progress Goals PA _____ PH _____ FL <u>57</u>	- Repeated reading - "How Speedy Are You?" - Model fluent reading + demonstrated how rereading can improve rate + accuracy (word study) - Build accuracy + speed w/sight words (SLAP activity)	<u>[redacted]</u>	- enjoys graphing her progress! - Use gel pen to write words on cards → Trace, spell, read
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response
<u>9/24 - 10/5</u> (dates) <u>10 - 10:30</u> (schedule) Progress Goals PA _____ PH _____ FL <u>59</u>	- Repeated reading - "How Speedy Are You?" - Compare rate + accuracy after reading for immediate feedback - Teach miscued words - Continue to build speed + accuracy w/sight words - Teach spelling of sight words (Trace, spell, read)	<u>[redacted]</u>	- Motivated to read when she selects text - Get more non-fiction (horses)

Accur
↓
83% (46/60)

Student [REDACTED] (continued)
 Grade 4th Homeroom Teacher [REDACTED]

Intervention Period	Priority/Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<u>10/9 - 10/19</u> (dates) <u>10-10:30</u> (schedule) Progress Goals PA _____ PH _____ CO _____ VO _____ FL <u>61</u>	- Continue to focus on speed + accuracy - Choral read to model - Teach CVC pattern by analysis of onset-rime - Model word sort activity	[REDACTED]	- Phrasing is off - adjust instruction - Julia is trying to rush thru text.	(score/benchmark/status) PA <u>30</u> / <u>54</u> / <u>at risk</u> PH <u>62</u> / <u>90</u> / <u>at risk</u> FL _____ CO _____ VO _____
Intervention Period <u>10/22 - 11/2</u> (dates) <u>10-10:30</u> (schedule) Progress Goals PA _____ PH _____ CO _____ VO _____ FL <u>63</u>	- Teach difference between appropriate + inappropriate phrasing - Use "Fast Phrase" strategy - Continue instruction of CVC pattern - Conduct word sorts	[REDACTED]	- Continue w/phrasing instruction - She's beginning to see + hear difference when listening to self-recording	(score/benchmark/status) PA <u>30</u> / <u>54</u> / <u>at risk</u> PH <u>62</u> / <u>90</u> / <u>at risk</u> FL _____ CO _____ VO _____
Intervention Period <u>11/5 - 11/21</u> (dates) <u>10-10:30</u> (schedule) Progress Goals PA _____ PH _____ CO _____ VO _____ FL <u>65</u>	- Continue to focus on phrasing + model correct phrasing - Explicitly point out punctuation - Use cued/blanked passages - Teach impact of phrasing on comprehension. - Teach CVC - use "Building Words with Blends" activity	[REDACTED]	- Engaged when using multi-sensory approach - loves building words w/sticky notes	(score/benchmark/status) PA <u>33</u> / <u>54</u> / <u>at risk</u> PH <u>66</u> / <u>90</u> / <u>at risk</u> FL _____ CO _____ VO _____

Student [REDACTED] (continued) Grade 4th Homeroom Teacher [REDACTED]

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<u>11/26-12/14</u> (dates) <u>10-10:30</u> (schedule) Progress Goals PA _____ PH _____ FL <u>67</u>	-Tape-assisted reading -Use passages with same content from science unit -Teach CCVC pattern -Focus on difference between a blend + digraph -Tap out sounds in words	[REDACTED]	- [REDACTED] loves this activity - Great cross-curricula - Struggles with digraphs	(score/benchmark/status) PA _____ PH <u>34/54/at risk</u> FL <u>70/103/at risk</u> CO _____ VO _____
<u>12/16-1/18</u> (dates) <u>10-10:30</u> (schedule) Progress Goals PA _____ PH _____ FL <u>69</u>	-Tape-assisted reading -Continue to use passages w/same content from science -Teach CVCC pattern -Use dry erase board to teach how to mark up words	[REDACTED]	MOY DIBELS Next 73 wcpm - AT RISK -Accuracy not improving as much as rate → Ramp up word study	(score/benchmark/status) PA _____ PH <u>36/54/at risk</u> FL <u>73/103/at risk</u> CO _____ VO _____
_____ (dates) _____ (schedule) Progress Goals PA _____ PH _____ FL _____				(score/benchmark/status) PA _____ PH _____ FL _____ CO _____ VO _____

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Core Observation Checklists

Teacher: _____ Observer: _____ Date: _____

Kindergarten: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	Partial	No
A minimum of 30 minutes of phonemic awareness (PA), phonics, and fluency with phonics skills daily			
PA daily in the whole group			
PA daily in small groups			
Use of kinesthetic movements or Elkonin boxes during PA instruction			
Sound-by-sound blending in the whole group daily			
Sound-by-sound blending in small groups daily			
Use of sorts (pictures, letters, words) based on phonics elements weekly			
Use of decodable texts (especially with struggling students) daily			
(AFTER FEBRUARY) Phoneme-grapheme mapping with phonics and spelling words weekly			
Fluency games to build in review of phonics elements daily			
Fluency games to build in review of high-frequency words daily			
(AFTER FEBRUARY) Fluency games with phrases weekly			
(AFTER FEBRUARY) Partner reading with decodable texts and/or leveled texts daily			
Sound-spelling cards posted where students can see them easily			
Sound-spelling cards used daily as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used daily to build fluency with high-frequency words			

Teacher: _____ Observer: _____ Date: _____

Grade 1: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	Partial	No
A minimum of 30 minutes of PA, phonics, and fluency with phonics skills daily			
PA daily in the whole group			
PA daily in small groups			
Use of kinesthetic movements or Elkonin boxes during PA instruction			
Phoneme-grapheme mapping with phonics and spelling words weekly			
Sound-by-sound blending in the whole group daily			
Sound-by-sound blending in small groups daily			
Use of word sorts based on phonics elements weekly			
Use of decodable texts (especially with struggling students) daily			
Fluency games to build in review of phonic elements daily			
Fluency games to build in review of high-frequency words daily			
Fluency games with phrases weekly			
Partner reading with decodable texts and/or leveled texts daily			
Sound-spelling cards posted where students can see them easily			
Sound-spelling cards used daily as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used daily to build fluency with high-frequency words			

Teacher: _____ Observer: _____ Date: _____

Grade 2: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	Partial	No
A minimum of 30 minutes of PA, phonics, and fluency with phonics skills daily			
PA daily in the whole group			
PA daily in small groups for students who need it (e.g., some bilingual students)			
Use of Elkonin boxes or kinesthetic movements during PA instruction			
Phoneme-grapheme mapping with phonics and spelling words weekly			
Sound-by-sound blending in the whole group daily			
Syllable chunking and blending in the whole group once or twice a week			
Sound-by-sound blending and/or syllable chunking and blending in small groups daily for students who need it			
Use of word sorts based on phonic elements weekly			
Use of decodable texts either in the whole group or small groups with struggling students daily			
Fluency games to build in review of phonic elements daily			
Fluency games to build in review of high-frequency words daily			
Fluency games with phrases weekly			
Partner reading with decodable texts and/or leveled texts daily			
Sound-spelling cards posted where students can see them easily			
Sound-spelling cards used daily as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used daily to build fluency with high-frequency words			

Teacher: _____ Observer: _____ Date: _____

Grade 3: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	Partial	No
A minimum of 25 minutes of phonics and fluency with phonics skills daily			
PA daily in small groups for students who need it (e.g., some bilingual students)			
Use of Elkonin boxes or kinesthetic movements during PA instruction			
Phoneme-grapheme mapping with phonics and spelling words weekly			
Sound-by-sound blending in the whole group two to three times a week			
Syllable chunking and blending in the whole group two to three times a week			
Sound-by-sound blending and/or syllable chunking and blending in small groups daily for students who need it			
Use of word sorts based on phonic elements weekly			
Use of decodable texts either in the whole group or in small groups with struggling students daily			
Fluency games to build in review of phonic elements three times a week			
Fluency games to build in review of high-frequency words weekly			
Fluency games with phrases weekly			
Partner reading with decodable texts and/or leveled texts daily			
Sound-spelling cards posted where students can see them easily			
Sound-spelling cards used weekly as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used daily to build fluency with high-frequency words			

Teacher: _____ Observer: _____ Date: _____

Grades 4–5: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	Partial	No
A minimum of 20 minutes of phonics and fluency with phonics skills daily			
PA one to two times a week in small groups for students who need it (e.g., some bilingual students)			
Use of Elkonin boxes or kinesthetic movements during PA instruction			
Phoneme-grapheme mapping with phonics and spelling words weekly			
Sound-by-sound blending and/or syllable chunking and blending in the whole group two to three times a week			
Sound-by-sound blending and/or syllable chunking and blending in small groups two to three times a week for students who need it			
Use of word sorts based on phonic elements weekly			
Use of decodable texts either in the whole group or in small groups with struggling students two to three times a week			
Fluency games to build in review of phonic elements one to two times a week			
Fluency games to build in review of high-frequency words weekly			
Fluency games with phrases weekly			
Partner reading with decodable texts and/or leveled texts daily			
Sound-spelling cards posted where students can see them easily			
Sound-spelling cards used as needed as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used daily to build fluency with high-frequency words			

Teacher: _____ Observer: _____ Date: _____

Grades 6–8: English Language Arts and Reading Content Area Instruction

Indicator	Implementation		
	Full	Partial	No
Advanced word study (e.g., multisyllabic word reading, morphology) and vocabulary are scheduled every day.			
Vocabulary words are previewed before reading a text.			
Students who need it practice building fluency or receive instruction in fluency every day.			
Teacher provides direct instruction related to high-level skills (e.g., text analysis, inference-making, summarizing).			
Teacher shows students how to ask their own questions at multiple levels.			
Students work collaboratively in groups or partners (i.e., in guided practice) before independent work.			
Teacher uses writing-to-learn strategies to help students develop and evaluate their thinking.			
Teacher provides students with authentic opportunities to practice the writing process.			
Students take pieces through the entire writing process, including revising and editing, and publish them (e.g., post them on walls, publish them in school papers or other publications).			
Teacher uses model texts for teaching grammar and other writing skills and strategies and posts these model texts in the classroom for students to access.			
Teacher-led small-group instruction is provided every day.			
Word walls with high-frequency words, vocabulary words, and/or morphemes are posted where students can see them easily.			
Teachers and students regularly use word walls during reading and writing instruction and practice.			

Teacher: _____ Observer: _____ Date: _____

Grade 9: English Content Area Instruction

Indicator	Implementation		
	Full	Partial	No
Advanced word study (e.g., multisyllabic word reading, morphology) and vocabulary are scheduled every day.			
Vocabulary words are previewed before reading a text.			
Students who need it practice building fluency or receive instruction in fluency at least every other day.			
Teacher provides direct instruction related to high-level skills (e.g., text analysis, inference-making, summarizing).			
Teacher shows students how to ask their own questions at multiple levels.			
Students work collaboratively in groups or partners before independent work.			
Teacher uses writing-to-learn strategies to help students develop and evaluate their thinking.			
Teacher provides students with authentic opportunities to practice the writing process.			
Students take pieces through the entire writing process, including revising and editing, and publish them (e.g., post them on walls, publish them in school papers or other publications).			
Teacher uses model texts for teaching grammar and posts these model texts in the classroom for students to access.			
Teacher-led small-group instruction is provided at least every other day.			
Word walls with high-frequency words, vocabulary words, and/or morphemes are posted where students can see them easily.			
Teachers and students regularly use word walls during reading and writing instruction and practice.			

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Sample Intervention Checklist

Grade 1 Homeroom Teacher _____ Interventionist _____Number of Students 5 Type of Intervention: Tier II / Tier III Date 9-22-18

Reading Component	Time			Activity/Objective	Instruction/Management		
	Start Time	End Time	Total Minutes		Mostly instructing	Often managing	Mostly managing
Phonemic Awareness	10:01	10:06	5	T provides S with word & S segments (2- & 3-phoneme words)		✓	
Phonics	10:09	10:19	10	Say sounds in words, blend to read words (long-e spelled "ee") Ss read decodable book aloud		✓	
Fluency	10:20	10:25	5	Ss reread decodable book 2 more times to partner while T listens	✓		
Vocabulary	---	---	0	None observed			
Comprehension	10:25	10:28	3	T calls on one S at a time to retell events in decodable book			✓

NOTE: The components taught should reflect students' needs.

Intervention Instruction	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
The interventionist ...				
1. Introduces the concepts and skills in small steps		2		
2. Explains concepts and skills in clear and direct language		2		
3. Models and demonstrates procedures with the use of lots of examples			1	
4. Checks initial practice items for correctness and provides immediate feedback			1	
5. Provides many opportunities for practice after initial presentation of task/skill		2		
6. Gives individual and/or group opportunities to respond		2		
7. Monitors students during an activity to be sure that they are performing correctly		2		
8. Provides scaffolding to assist students in their learning and practice				0
9. Uses correction procedures and provides feedback				0
10. Paces instruction adequately by transitioning quickly between tasks and allowing extra time when needed				0
11. Redirects off-task behavior when it occurs		2		
12. Is the intervention lesson carefully and purposefully designed by sequencing the task from easy to difficult?	YES		NO	

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