



# GCU



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# Educator Day 2019

Diocese of Phoenix



*October 11, 2019*

*Cindy Daniels, M.S., NBCT*

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# Welcome

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- ❖ A bit about me...
- ❖ Presentation style and take aways
- ❖ Let's learn and have some fun!

Reason for most things I do-why did I use different colors?

# Objectives

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- ❖ Overview of RTI/MTSS - relating to academic and behavioral interventions
- ❖ Understanding Tier 1 (A and B expectations) with practical examples
- ❖ Tangible practices you can use tomorrow
- ❖ Resources to learn more about MTSS/PBIS

# AZ MTSS FRAMEWORK



MTSS is an instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child.



# Highly Effective Academic Instruction

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- ❖ ALL students in ALL settings
- ❖ Rapid, response, evidence-based instruction
- ❖ **Individualized**, high intensity, evidence-based interventions
- ❖ Engaging instruction



# Overview-MTSS/RTI/PBIS

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- ❖ IDEA - President Ford signed into law this act in 1975
- ❖ Congress updated the law in 2004
- ❖ No longer a “wait to fail” or discrepancy model
- ❖ This is an entire campus framework and system designed to create a positive environment for all students academically and behaviorally.
- ❖ Provides the support(s) students need, when they need it and for as long as they need it. (both academically/behaviorally)

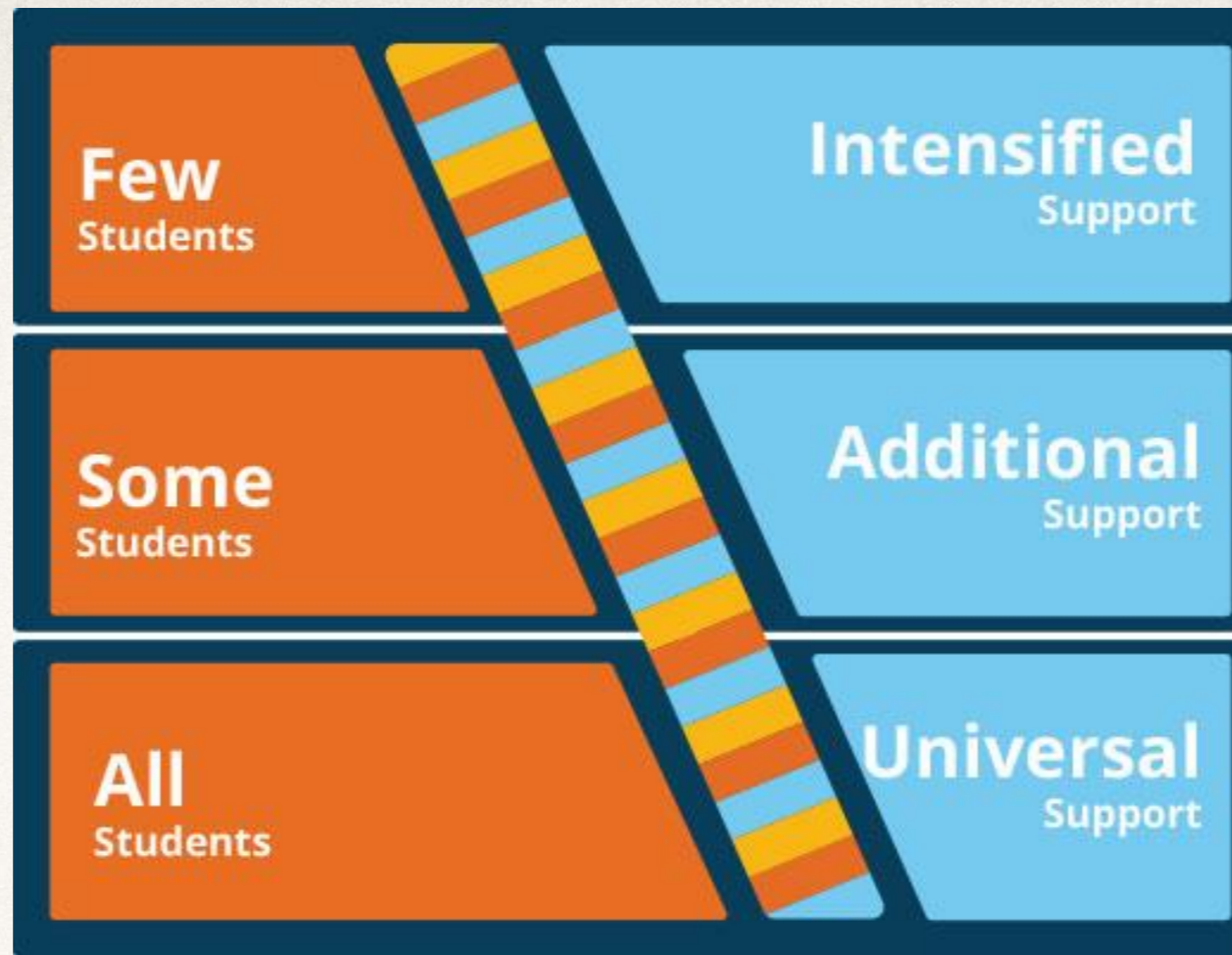


An aerial photograph of a city, likely Phoenix, Arizona, showing a mix of residential areas, commercial buildings, and a large stadium. A large purple circle is overlaid on the center of the image, containing white text. The background shows a cityscape with mountains in the distance under a cloudy sky.

# Chunk and Chew

Turn to a shoulder partner  
what is one new AHA  
or question you have ...

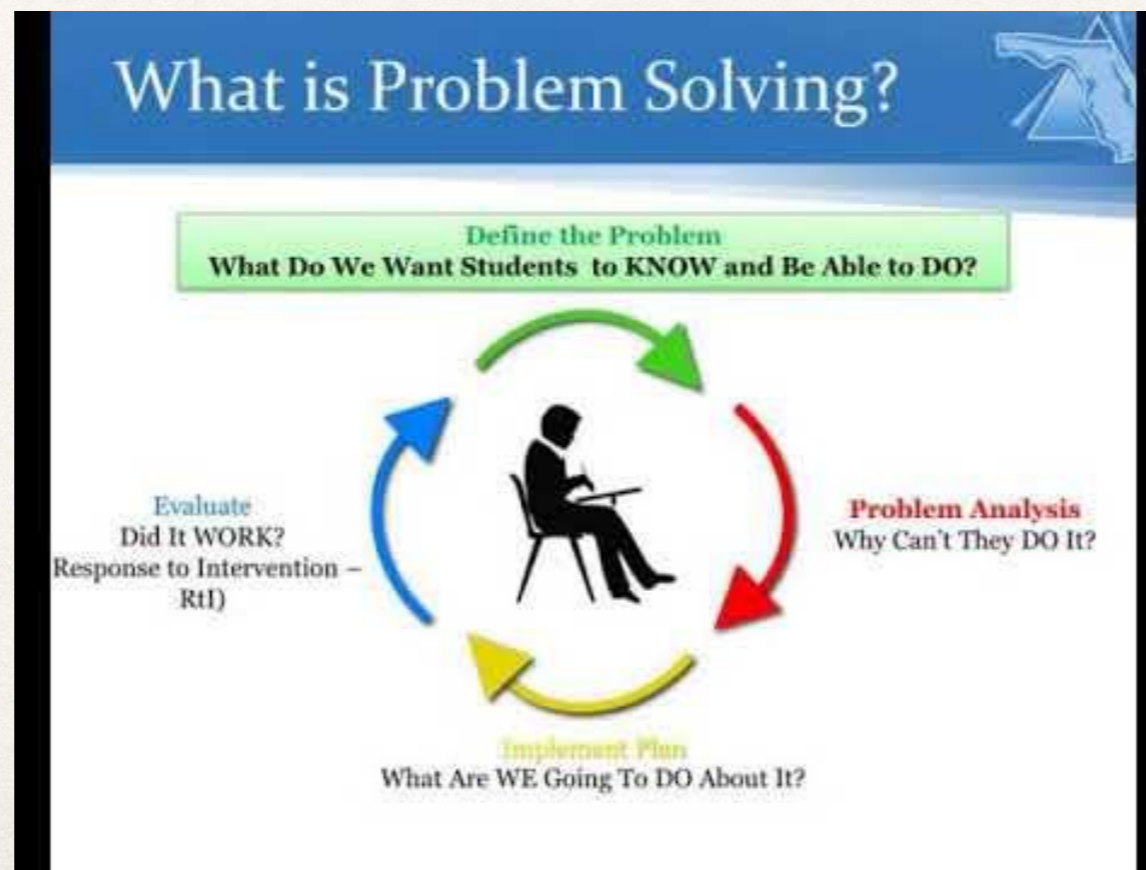
- Let's look at some different models...



2-5%

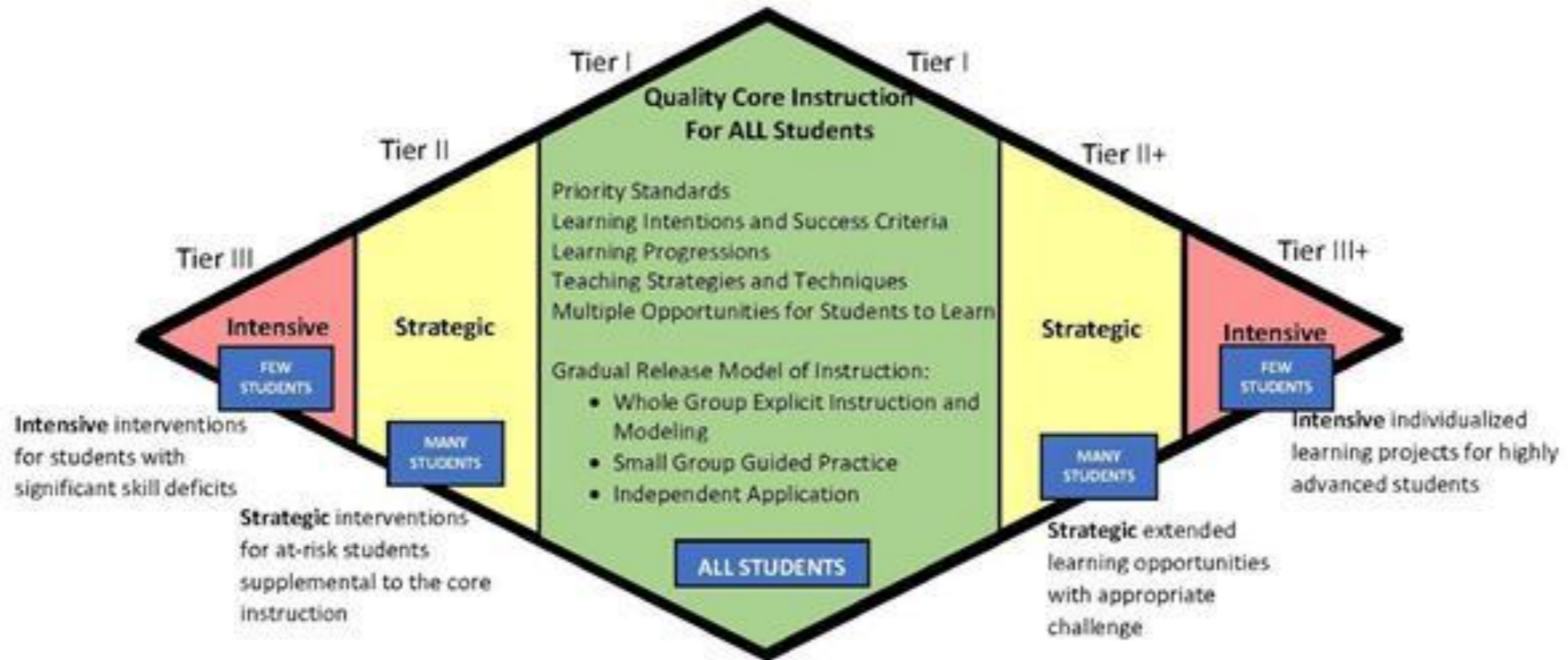
5-10%

80-90%

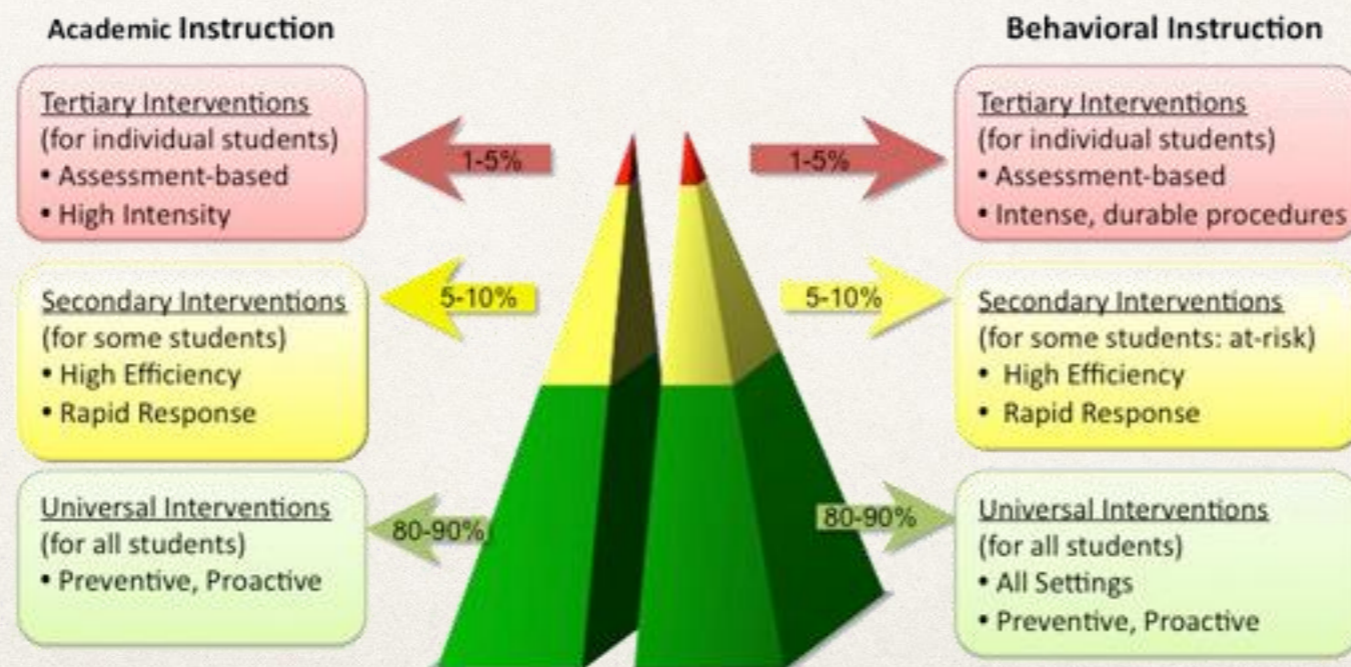


PLC Material/  
Data Chats

## Multi-Tiered System of Supports (MTSS) Framework

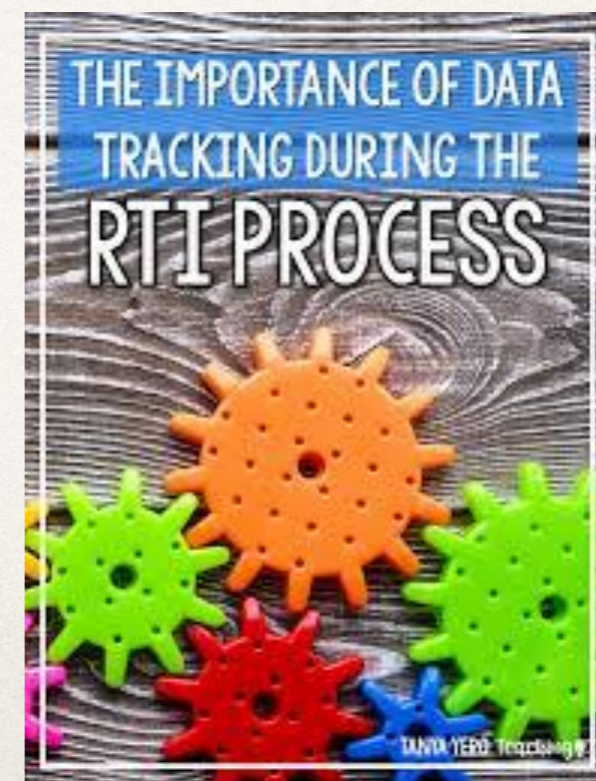


## Designing Schoolwide Systems for Student Success



# Expectations of Tier 1 (A/B)

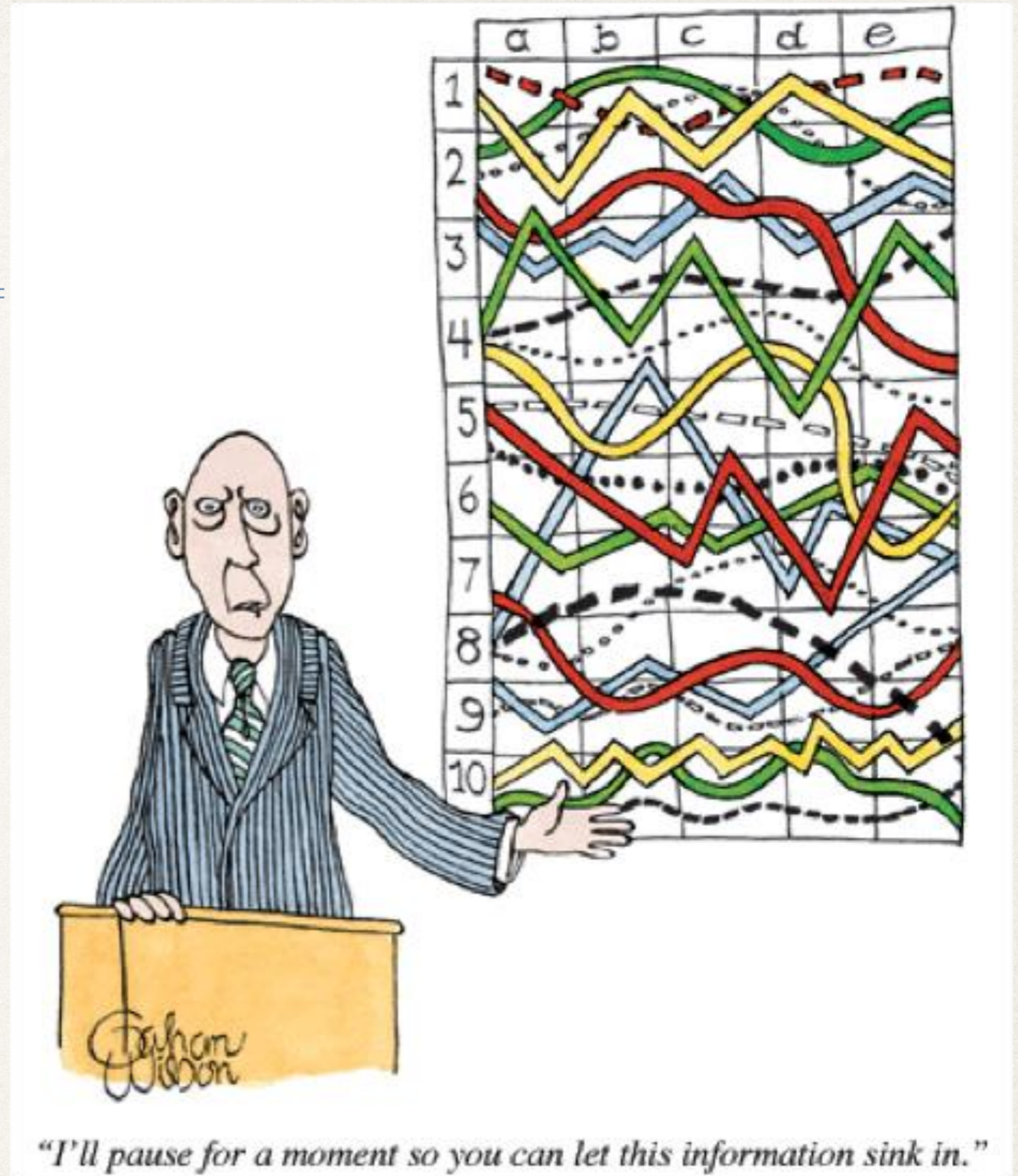
- Very high expectations for quality, research-based instruction in general education (Tier 1)
- Universal, classroom based screening to identify - additional support
- Collaborative (team) approach to development, implementation and evaluation of alternative intervention(s)



- Continuous monitoring of progress to determine impact of interventions (looking for 9-12 data points) (after 3 if there is a dip or flat line-change the intervention)
- WHAT is the data mean and how do we interpret it to determine student success and the next action steps.
- Schoolwide approach to expectations and supports
- Data chats/walls/meetings to improve building systems
- Fidelity of implementation-integrity of intervention!!
- Professional development to further understanding of the process
- Community and Parent Involvement (difference between special ed. and MTSS)
- This process takes 3 years to effectively be implemented

# DATA-YIKES!

- ❖ Data is a tool that should be used as a flashlight NOT a hammer!
- ❖ Gather to identify challenges
- ❖ Monitor and make a plan
- ❖ Assess and repeat



# Let's look at some facts...

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- ❖ Executive function: learning, self-management, organization, communication. (5 C's)  
Communication, critical thinking, creativity, collaboration, community.
- ❖ These came about through employers/businesses letting educational leaders know what they need in the future for employees.



# Ensuring Tier 1 is done correctly...

## Six areas of Prevention

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- ❖ Safe, welcoming and caring environment
- ❖ Good pacing of lessons to enhance attention span/motivation
- ❖ Effective focusing strategies to improve attention/memory
- ❖ Chunking of instruction=comprehension/memory
- ❖ Efficient practice and rehearsal for learning to cement
- ❖ Continuous & helpful feedback (immediate) to increase motivation

# Questions to monitor...

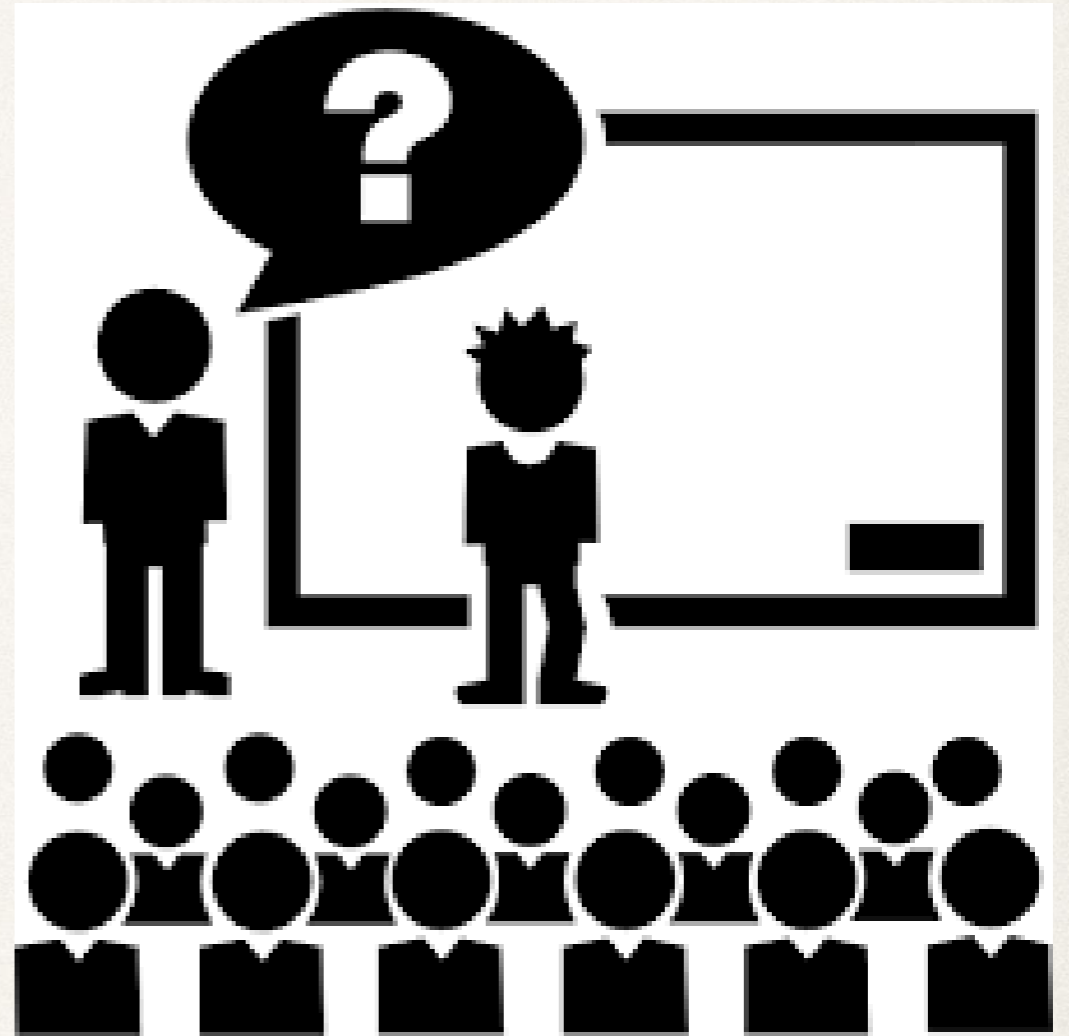
Is the teacher instructing and assessing with fidelity?

Is the student using appropriate materials?

Is the student getting a sufficient amount of classroom intervention(s) per week?

Should the teacher adjust or change the classroom interventions?

Which classroom is not showing progress? and why?



# Interventions

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- ❖ 2 x 5 (twice a day-with 1, 2 or 3 students who need extra help) review the skill or strategy. Ex: the letter E/e, 8 X 7, main character
- ❖ Exit ticket with specific wants: what was the main objective in today's learning... you then know who needs extra support or clarification
- ❖ Rotation station(s), this gives you an opportunity to hold small groups for those who need extra support



Check for understanding:  
\*\*fist to five  
\*\*3 thumbs on desk

An aerial photograph of a city, likely Phoenix, Arizona, showing a mix of residential and commercial buildings, a large stadium, and a parking lot. A large, semi-transparent purple circle is centered over the image. Inside the circle, the text "Let's move!" is written in a white, sans-serif font. Below the text are two speaker icons, one above the other, indicating audio content.

Let's move!

The intensity of an academic intervention is related to the s

The **FITT** principle

Frequency, Intensity, Time and Times

# Behavior interventions...

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- ❖ Practice makes perfect-NO, perfect practice makes perfect
- ❖ They need to know you care and they are in a strong learning environment (every class)
- ❖ Consistency! No means NO-the wall will NOT move
- ❖ Proximity is your golden ticket-work the classroom (know the zones)
- ❖ The “look” usually works 9 out of 10 times
- ❖ Track time time, place and reason...



**AT THE START OF CLASS:**

I have a sharpened pencil.

I have a pen.

I have paper for taking notes.

I have my homework ready to turn in.

I have put my cell phone away in my backpack.

I have closed up my backpack and placed it on the floor.

I have cleared my desk of unneeded materials.

I am sitting quietly.

I am working on the assigned start-of-class activity.

S

# Excellence + EQUITY

All Means All





What's the point?



**RESULTS HAPPEN  
OVER TIME,  
NOT OVERNIGHT.  
WORK HARD, STAY CONSISTENT  
AND  
BE PATIENT**

# Aha's, Questions, Comments?

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**Thank you** so much for allowing me to spend this time with you!  
Here's to a great year of teaching and your students' learning!  
Cindy Daniels, [cdaniels369@gmail.com](mailto:cdaniels369@gmail.com)

# Resources:

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- ❖ [www.rti4success.org](http://www.rti4success.org)
- ❖ [www.wrightslaw.com](http://www.wrightslaw.com)
- ❖ [www.cde.state.co.us/mtss/resources](http://www.cde.state.co.us/mtss/resources)
- ❖ <https://www.pbisrewards.com>
- ❖ <http://rtinetwork.org/learn>
- ❖ The Differentiated Classroom-Carol Ann Tomlinson
- ❖ Differentiation in Action-Judith Dodge
- ❖ \*How to Differentiate Instruction in Mixed Ability Classrooms-Tomlinson

## Resources continued...

- ❖ [www.interventioncentral.org](http://www.interventioncentral.org)
- ❖ [www.fcrr.org](http://www.fcrr.org) !!!!!!!
- ❖ [www.pbis.org](http://www.pbis.org)
- ❖ National Center on Response to Intervention