Gifted Education

THE MTSS STRUCTURE AND STUDENT SUPPORT OF ENRICHMENT

What is MTSS?

MTSS Defined:

Multi-Tiered System of Support (MTSS): MTSS is a framework that organizes resources to address student needs. This is an evidence based model of instruction, that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers)based on student need.
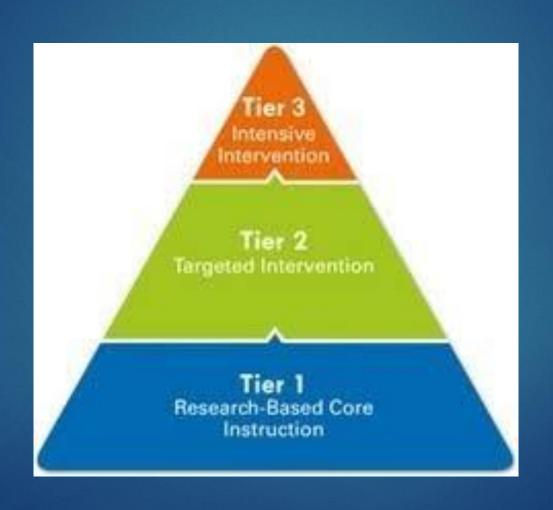
MTSS was formerly known as RTI(Response to Intervention), and also RTII(Response to Instruction and Intervention).

ALL students have access to MTSS supports; this does not apply to students previously identified as eligible and in need of special education, classroom service plans and/or gifted support programming.

What is MTSS?

From an academic and behavioral framework, student needs can be addressed through an MTSS process. There are three levels, or tiers, of supports that form an MTSS model.

What is MTSS?

Tier I MTSS Supports

- Tier I supports are for all students; this is the core curriculum and the standard of instruction.

- Tier I is a universal level of supports. This typically refers to services available to all students.

- All students are taught using high-quality instruction, and support is provided for all students in the general education setting. Universal (i.e., school-wide) screenings for all children are conducted regularly to identify the needs of each and every student.

- With the use of high quality evidence based instruction, approximately 80% of students can access the curriculum and be successful with this level of support.

- For high ability and gifted students, quality Core Curriculum is necessary, but sometimes not necessarily sufficient.

Tier II MTSS Supports

- **Tier II supports are offered to students based on data collected from school-wide screenings conducted at the Tier I level.**

- **MTSS teams identify students whose academic and/or behavior performance and rate of progress are below what is expected for their grade.**

- **Instructional materials and appropriate progress measures are selected based on student needs.**

- **Tier II instruction is provided in addition to the Tier I core (universal) instruction, and progress monitoring occurs on a more frequent basis than at the Tier I level.**

- **High quality evidence based instruction is delivered to students. For approximately 20% of the student population, Tier II services are needed. Of this percentage, approximately 15% of students will access the curriculum and meet with success.**

Tier III MTSS Supports

Tier III supports are considered to be intensive.

Students who continue to struggle despite high-quality Tier I and II instruction will be recommended to receive Tier III services.

A more frequent level of progress monitoring is used to document student progress in this tier.

If the student's needs are still not being met in a Tier III level, a referral for further evaluation (such as special education programming) may be needed.

Of the approximately 5% of students who do not meet with expected success at the Tier II level, they are referred for a Tier III level of evidence based interventions.

Student's academic and behavioral profiles are continually monitored in their tiered level of services through the use of data collection and progress monitoring.

How the MTSS Model can be Used for Enrichment Purposes

MTSS is often utilized for meeting students' academic and behavior based needs. This next section will help generate some ideas on how to apply evidence based interventions in terms of enrichment, including the early identification of gifted learners.

Benefits of an MTSS Enrichment Model

- **Underserved students or students can be identified earlier.**

- **Gifted learners can be offered enrichment opportunities at earlier stages in their schooling.**

- **Can help inform school teams of students in need of enrichment and/or acceleration.**

- **Allows high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions.**

Universal Data Collection

Measures of Academic Progress/MAP:

The MAP is an intuitive computer-based assessment that can help to reveal the academic levels of performance of students. Individual student growth can be measured using this assessment tool. The final score obtained is an estimate of the student's achievement level relative to a national sample of students at his or her grade level.

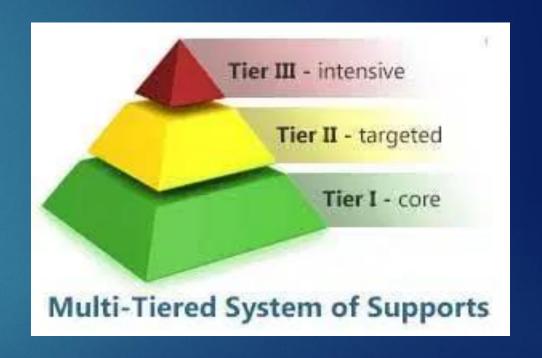**Dynamic Indicators of Basic Early Literacy Skills/DIBELS**:

The Dynamic Indicators of Basic Early Literacy Skills® (DIBELS) are a set of measures for measuring the acquisition of early literacy and math skills.

Classroom Diagnostic Tools:

The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. The purpose of the CDT is to provide information that will help guide instruction by providing support to students and teachers. The CDT reports are designed to provide a picture or snapshot of how students are performing in relation to the Pennsylvania Assessment Anchors & Eligible Content and Keystone Assessment Anchors & Eligible Content.

What does an MTSS enrichment system look like?

There is research to support using MTSS in an enrichment framework and school districts utilize MTSS for enrichment purposes.

Tier III - intensive

Tier II - targeted

Tier I - core

Multi-Tiered System of Supports

What is Needed for Enrichment Models

- **Evidence-based curriculum and instruction**

- **Ongoing assessment and progress monitoring along with data based decision making**

- **Teamwork**

- **Professional development**

- **Leadership, staff and parent involvement**

MTSS for enrichment becomes more intensive and individualized as students move up through tiers. This system involves data-based decision making used to differentiate instruction and provide strength-based interventions to increase each student's progress.

Tier I Enrichment

Differentiated instruction should be provided to accelerate learning for high-ability students and maximize student achievement.

Opportunities for flexible instructional grouping of students within the classroom setting.

Pacing, depth and complexity of instruction are varied as needed.

Universal screenings and continuous progress monitoring.

Outcomes measurements: Requires measurements that look at progress within and outside of the curriculum.

Students are given multiple opportunities to explore, develop, and demonstrate their strengths and interests.

May include compacted (further) curriculum units and learning centers.

Assignments may be differentiated by content, process, or product that replace general classroom assignments.

Specially Designed Instruction

- Specially Designed Instruction are the adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum.

- Specially designed instruction consists of planning and implementing varied approaches to content, process and product modification in response to the student's interests, ability levels, readiness, and learning needs.

Ways to Differentiate Instruction

Content (what students learn):

differentiate the content by designing activities for groups of students that cover various levels. Students who are unfamiliar with a lesson could be required to complete tasks on the lower levels: remembering and understanding. Students with some mastery could be asked to apply and analyze the content, and students who have high levels of mastery could be asked to complete tasks in the areas of evaluating and creating.

Examples of differentiating activities:

- Match vocabulary words to definitions.

- Read a passage of text and answer related questions.

- Think of a situation that happened to a character in the story and a different outcome.

- Differentiate fact from opinion in the story.

- Identify an author's position and provide evidence to support this viewpoint.

- Create a PowerPoint presentation summarizing the lesson.

Ways to Differentiate Instruction

Process (how students make sense of the content):

Each student has a preferred learning style, and successful differentiation includes delivering the material to each style: visual, auditory and kinesthetic. This process-related method also addresses the fact that not all students require the same amount of support from the teacher, and students could choose to work in pairs, small groups, or individually. And while some students may benefit from one-on-one interaction with the teacher or the classroom aide, others may be able to progress by themselves. Teachers can enhance student learning by offering support based on individual needs.

Examples of differentiating the process:

- Provide textbooks for visual and word learners.

- Allow auditory learners to listen to audio books.

- Give kinesthetic learners the opportunity to complete an interactive assignment online.

Ways to Differentiate Instruction

Product (ways to demonstrate their knowledge):

The product is what the student creates at the end of the lesson to demonstrate the mastery of the content. This can be in the form of tests, projects, reports, or other activities. You could assign students to complete activities that show mastery of an educational concept in a way the student prefers, based on learning style.

Examples of differentiating the end product:

- Read and write learners write a book report.

- Visual learners create a graphic organizer of the story.

- Auditory learners give an oral report.

- Kinesthetic learners build a diorama illustrating the story.

Tier II Enrichment

- This tier includes some strategic targeted instruction, provided individually or in small groups.

- Small and flexible grouping. Students are placed in small groups with peers of similar strengths and interest needs, when possible.

- Supplemental curriculum that aligns with core and standards.

- More frequent/ in depth assessments and progress monitoring.

- This tier contains differentiated instruction and enrichment opportunities to access curriculum at an accelerated pace or in greater depth.

- At this stage, there may be an Individualized change of pace and or content.

- Students may be exposed to activities that can take them inside or outside of their classroom setting.

- Advanced skill group instruction can occur at this tier with some advanced course material.

Tier III Enrichment

- Interventions for students whose academic and intellectual needs are not being met by Tier I or Tier II supplemental, targeted instruction.

- Students require a curriculum that differs in pace, level, and complexity from their peers.

- Students may be referred or Identified for further forms of specialized programming within this tier.

- Possible interventions within this tier include acceleration and consultation with the gifted support teacher.

- Acceleration in one or more class or content areas.

- Student continues to receive Tier I and Tier II interventions

District Processes

External Activities:

Selected and listed at the beginning of each year.

Students selected to participate based on tier GIEP goals.

First: Student with GIEP goals

Second: Students with GIEPs (If necessary to fill slots or teams)

Finally: Students without GIEP (if needed to complete a team)

Internal Activities (Elementary)

Students are provided time with the Gifted support teacher to work on activities for upcoming events or competitions. This does not replace core classroom instruction. If student are not preparing for any activities or competitions, then they remain in their core instruction (Tier I and II)

A variety of educational program options are appropriate for gifted children. Common program options include:

- **Curriculum Compacting:** *Standard curriculum is compressed into a shorter period of time, allowing the gifted student to study related material while classmates master standard content.*

- **Grade and/or Subject Acceleration:** *Progressing through an educational program at rates faster or ages younger than is conventional*

- **Honors Classes:** *Regular curriculum covered at af aster pace with greater depth, abstraction or complexity.*

- **Advanced Placement:** *Acceleration in which students have AP classes in high school and take AP exams. AP classes alone at high school may not be adequate gifted education for many students.*

- **College in High School:** *Provides students with the opportunity to take college courses while earning both high school and college credit (Duel Enrollment)*

A variety of educational program options are appropriate for gifted children. Common program options include:

- **Resource Room/Area:** *A special classroom or area is set up for advanced learning or enrichment opportunities.*

- **Enrichment:** *Curriculum is modified to provide greater depth and breadth*

- **Field Experiences:** *Out-of-school educational experiences such as trips, workshops, and extracurricular activities.*

  Examples: Calc-U-Solve, Shakespeare Festival, History Bowl.

- **Tiered Assignments:** *Adjusting the same lesson or concept to accommodate high, middle, and low readiness levels.*

Questions
and
Look towards the Future

References

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