




Collaborative Teaming

Preparing for Tier II Training
Tennessee Tiered Supports Center



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Tennessee Technical Assistance Network (TN-TAN)

TN-TAN provides school districts, administrators, educators, and families access to free high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. See below for more information about our areas of support.

Intensive Behavior <small>TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.</small>	Autism <small>TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).</small>
RTI-A+RTI-B <small>Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.</small>	Secondary Transition <small>Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.</small>
Assistive Technology <small>The Assistive Technology Project for Education (ATPE) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment-lending libraries for assessment trials.</small>	Family Engagement <small>The Arc Tennessee partners with schools and caregivers of students with disabilities. Family Engagement provides educator training and technical assistance to schools, integrates family supports into existing school networks and strategic plans, and connects families to available services and family-friendly special education resources in order to ensure a successful school experience.</small>

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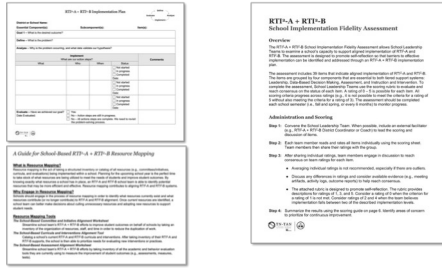
Learning Objectives

- Understand how leadership infrastructures support Tier II systems.
- Identify the functions and responsibilities of a data-based decision-making team.
- Prepare for Tier II Training by updating school-based resource mapping tools and determining who should attend training.

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School-Specific Materials



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Leadership for Implementing Tiered Supports Systems

RTI²-A + RTI²-B School Fidelity Assessment:
Leadership Teaming (1-4)
Professional Development and Coaching (5-6)
Strategic Allocation of Resources (7-9)
Communication and Engagement (10-12)



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Leadership



Leadership sets and guides expectations around implementation and supports executing that vision. Leadership supports the alignment of knowledge, resources, organizational structures, and practices necessary to implement tiered support systems.



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Leadership Responsibilities at Tier II

- Guide and support implementation and alignment of tiered support.
- Monitor Tier II systems.
- Lead data-based decision-making team.
- Strengthen leadership infrastructures at Tier II.

Students and Families → **School Staff** → **School Leadership**

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Professional Development and Coaching

School Leadership

- Uses multiple data sources to determine additional learning opportunities for staff.
- Ensures professional learning and coaching on the essential components.
- Provides support on delivering standardized Tier II interventions.

All personnel involved in Tier II interventions, including administrators, should receive professional learning.

(Tennessee Department of Education [TDOE], 2023)

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Communication and Engagement

All Key Collaborators

Who	Engage in ongoing, two-way communication with teams, staff, families, district leaders, and community partners.
What	Share Tier II implementation success and positive student outcomes.
How	Create annual summaries, school board presentations, and posts for the website, newsletter, or social media.

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Communication and Engagement



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Strategic Allocation of Resources

Personnel

Administrators ensure that the fidelity of interventions, as well as funding and resources needed to support Tier II are identified and available.



Interventionists deliver Tier II interventions with fidelity to small groups of students with similar needs.



Teachers are responsive to the needs of students with emerging academic and behavior skills.



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Strategic Allocation of Resources

Highly-Qualified Personnel

Highly-qualified personnel:

- are adequately trained on intervention delivery;
- deliver the selected intervention with fidelity;
- conduct progress monitoring; and
- should be **qualified** and **certified** to teach, whenever possible.

Pair the most trained personnel with the most at-risk students, whenever possible.




(TDOE, 2023)




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Strategic Allocation of Resources


Schoolwide Schedule



Provides adequate time for staff to engage in collaborative, data-based problem solving and decision making





Supports multiple levels of instruction and intervention at each grade level



Allows for a minimum 30 minutes of Tier II instructional time for reading, math, and/or written expression per TDOE recommendation

(TDOE, 2023)





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Intervention Delivery

Elementary and Middle School

Grades	Five sessions a week		Three sessions a week	
	Ratio	Duration	Ratio	Duration
Kindergarten-5	1:5	30 minutes	1:3	30 minutes
6-8	Ratio	Duration	Ratio	Duration
	1:6	30 minutes	1:4	30 minutes

(TDOE, 2023, p. 35)





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Intervention Delivery

High School

Tier II Course Codes	Tier III Course Codes	Special Education Course Codes
G01H24 Tier II English Language Arts Intervention	G01H19 Tier III English Language Arts Intervention	S25X27 Special Education Intervention (6-12)
G02H43 Tier II Mathematics Intervention	G02H22 Tier III Mathematics Intervention	

(TDOE, 2023, p. 36)



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Strategic Allocation of Resources

Scheduling Priorities for Interventions

1

Intervention for students with skill-specific needs and support for English Learners

2

Intervention for students with multiple areas of need

3

Enrichment for students who are advanced

4

Tier I standards-based intervention and supports

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School Leadership

Application Activity

1. Turn to the *School Leadership Activity*.

2. Review the *Informing Key Collaborators* handout in the Tier II Binder.

3. Answer the discussion questions and complete the Pause and Reflect chart.

4. Consider how this informs your decision on who should attend Tier II Training.

Pause this presentation while you complete the activity, then click "play" to resume.


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Effective Data-Based Decision-Making Teams at Tier II

RTI²-A + RTI²-B School Fidelity Assessment:
Problem-solving Teams (13-15)
Data Use (16-17)
Selection of Instructional Practices and Interventions (18-19)



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Building Team Capacity Video: Scene 1

1. Watch the video.
2. Consider the following questions:
 - How do the members of this team compare to your data-based decision-making team?
 - Does this sound like a conversation that teams in your building have had before?
 - How is it different?

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Building Team Capacity Video: Scene 1

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Data-Based Decision-Making Team

Focuses on student response to instruction and intervention



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Data-Based Decision-Making Team

Team Members

- Administrator
- School psychologist
- Academic interventionist
- Behavioral interventionist
- Classroom teacher
- ESL teacher
- Instructional coach
- Special education teacher
- School counselor
- Other staff as necessary

In a **collaborative culture**, staff members must share the responsibility for ensuring that all students are receiving appropriate instruction, intervention, and/or enrichment.



(TDOE, 2023)

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Data-Based Decision-Making Team

Key Functions

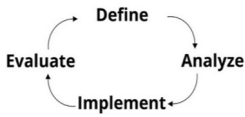
- Identify students with skill-specific needs.
- Design interventions address to student needs.
- Monitor intervention fidelity.
- Review progress monitoring data.
- Modify or intensify instruction as needed.
- Use the problem-solving process.


Define

Analyze

Implement

Evaluate






(TDOE, 2023)


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Data-Based Decision-Making Team

Responsibilities

- Meet *at least* quarterly and following the close of each universal screening window.
- Lead school implementation.
- Facilitate and support data-based decision-making.
- Guide selection and use of evidence-based instructional practices.
- Monitor the use of data to match instructional practices to student needs.
- Engage key collaborators.
- Gather feedback and make necessary adjustments.





(TDOE, 2023)


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Data-Based Decision-Making Team



Follow an Agenda

- Structure meetings.
- Utilize team roles.
- Examine overall trends and multiple data sources.
- Discuss students who may need support.
- Evaluate students' responses to support.



Item	Item	Item	Item	Item	Item
1. Review Agenda (5 min)	2. Review Student Data (10 min)	3. Review Student Data (10 min)	4. Review Student Data (10 min)	5. Review Student Data (10 min)	6. Review Student Data (10 min)
7. Review Student Data (10 min)	8. Review Student Data (10 min)	9. Review Student Data (10 min)	10. Review Student Data (10 min)	11. Review Student Data (10 min)	12. Review Student Data (10 min)

(Todd et al., 2015)


 



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Building Team Capacity Video:

Scene 2

1. Watch the video.
2. Consider the following questions:
 - How do the members of this team compare to your data-based decision-making team?
 - Does this sound like a conversation that teams in your building have had before?
 - How is it different?




 



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Building Team Capacity Video:

Scene 2

1. Watch the video.
2. Consider the following questions:
 - How do the members of this team compare to your data-based decision-making team?
 - Does this sound like a conversation that teams in your building have had before?
 - How is it different?





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Data-Based Decision-Making Team Meetings

Application Activity

1. Turn to the *Data-Based Decision-Making Team Activity*.
2. Review the *Team Roles and Responsibilities* handout and the *Example Agendas* in the Tier II Binder.
3. Answer the discussion questions and complete the Pause and Reflect chart.
4. Consider how this informs your decision on who should attend Tier II Training.

Pause this presentation while you complete the activity, then click "play" to resume.


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Preparing for Tier II Training


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Tier II Training Topics

Session 1	
Aligning Implementation Structures	
Characteristics of High-Quality Interventions	
Evaluating Student Need Using Multiple Data Sources	
Session 2	
Managing Tier II Interventions Pre-Work	
Using Drill-Down Assessments to Understand the Problem	
Selecting and Managing Tier II Interventions to Address Need	
Determining Response to Intervention	


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Essential Components

Corresponding Tools

RTI²-A + RTI²-B

ESSENTIAL COMPONENTS FOR ALL TIERS

1 Leadership

2 Assessment

3 Data-Based Decision Making

4 Instruction & Intervention

Define A

Analyze B

Evaluate D

Implement C

FEW

SOME

ALL

INCREASING NUMBER OF SCHOOLS

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Essential Components

Corresponding Tools

RTI²-A + RTI²-B

Essential Components For All Tiers

1 Leadership:

The School-Based Committee and Initiative Alignment Tool

2 Assessment:

The School-Based Assessment Alignment Tool

3 Data-Based Decision Making:

School Implementation Fidelity Assessment (SIFA)

4 Instruction & Intervention:

The School-Based Curricula and Interventions Alignment Tool

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Prepare for Tier II Training

A Guide for School-Based RTI²-A + RTI²-B Resource Mapping

What is Resource Mapping?

Resource mapping is the act of taking a structured inventory or catalog of all resources (e.g., committees/initiatives, curricula, and evaluations) being implemented within a school. Planning for the upcoming school year is the perfect time to take stock of what resources are being utilized to meet the needs of students and improve student outcomes. By knowing exactly what resources a school has in place, an RTI²-A and RTI²-B school team is able to identify potential resources that may be more efficient and effective. Resource mapping contributes to aligning RTI²-A and RTI²-B systems.

Why Engage in Resource Mapping?

Schools should engage in the process of resource mapping in order to identify what resources currently exist and what resources contribute (or no longer contribute) to RTI²-A and RTI²-B alignment. Once current resources are identified, a school team can better make decisions about cutting unnecessary resources and adopting new resources to support student needs.

Resource Mapping Tools

The School-Based Committee and Initiative Alignment Worksheet

Streamline school team's RTI²-A + RTI²-B efforts to improve student outcomes on behalf of schools by taking an inventory of the organization of resources, staff, and time in order to reduce the duplication of work.

The School-Based Curricula and Interventions Alignment Tool

Catalog a school's current RTI²-A and RTI²-B curricula and interventions. After taking inventory of their RTI²-A and RTI²-B supports, the school is then able to prioritize needs for evaluating new interventions or practices.

The School-Based Assessment Alignment Worksheet

Streamline school team's RTI²-A + RTI²-B efforts by taking inventory of all the academic and behavior evaluation tools they are currently using to measure the improvement of student outcomes (e.g., assessments, measures, tests).

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Resource Mapping Tools

Prepare for Tier II Training

1. Open your *Guide for School-Based Resource Mapping*.
2. Create a plan to update each resource mapping tool within the guide prior to Tier II Training.
3. Remember, your team completed the *School-Based Assessment Alignment Worksheet* as part of the Alignment Guide at Tier I Training.
4. Determine who will attend Tier II Training.



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Connect With Us

Connect with us online, over email, or on social media for more information on tiered supports, Tennessee TSC, and TN-TAN.



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Works Cited

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