Support for the Foundation: Broadening the Role of School Psychologists in Multi-Tier Systems of Support

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Pause and Reflect about the Science of Reading

- What are code vs meaning skills?
- Which set (or both) are a challenge for students at your school:
  - In the pre-reading stage?
  - In the learning to read stage?
  - In the reading to learn stage?

2

Pause and Reflect about the Science of Reading and Tier 1

- What core program is used in your school?
- Is it the same for English speakers and English language learners?
- Do you think it is explicit and systematic?
- What kind of professional development have you and colleagues received about it?
- What does your school-level screening data tell you about the effectiveness of Tier 1 core reading programs (are 80% at grade level)?
- Identify a personal goal to support planning, evaluating, or otherwise participating in Tier 1 at your school.

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3

Pause and Reflect about the Science of Reading and Tier 2

- Are there standardized reading interventions in your school for pre-reading or learning to read stages (K-2, 3-5)?
- If so, where can you look for evidence about their effectiveness?
- Do you think they are explicit and systematic?
- Are teachers or other personnel delivering Tier 2?
- What progress monitoring data informs you and teachers about response and effectiveness of Tier 2 reading interventions, who needs more Tier 2, or who may need Tier 3?

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Pause and Reflect about the Intensifying Interventions

- What are some ways you want to contribute to intensifying interventions at your school?

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Pause and Reflect about the Intensifying Interventions

- How would you plan and evaluate intensification?
  - Plan to observe and do a needs analysis?
  - Complete the NCLII RTI implementation survey?
  - Plan to share resources with teachers or teams?
    - Professional development (CEUs)
- Consider my case study and create your own!

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DOOR PRIZE
Please write and submit your answers to
the following questions related to
MTSS/RTI.

Your name:
Your email:

- How are schools using assessments to accurately identify students at risk of poor learning outcomes or challenging behaviors?

- What data-based decision-making processes are being implemented to inform instruction at all tiers, a student's movement within the tiers, and disability identification?

- How are staff using, understanding, and communicating evidence-based teaching practices across a school-wide, multi-tiered system of instruction?

- How are schools establishing the knowledge, resources, and organizational structures necessary to operationalize all components of RTI?

- What type of systems do school leaders use to collect and analyze data to measure the fidelity and effectiveness of the RTI model on their campus?

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