

Every Student, Every Day *for Targeted Schools (CWD)*

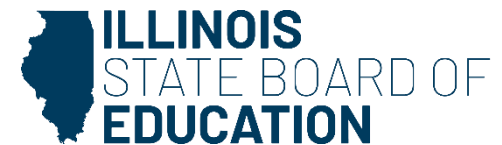
February 2, 2026 | 10:00 – 11:30 am

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Who are we?

Trevor	<p>ISBE - School & District Improvement Lead</p> <p>IL State University - Faculty member - School of Teaching & Learning Secondary Teacher Prep Program</p> <p>Unit 5 School Dist. - HS Principal MS Principal HS Teacher</p>
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Goals for Today



To ensure ALL students receive supports to meet their academic and behavioral needs.



To use data to drive decision making



To implement High Leverage Practices (HLPs)

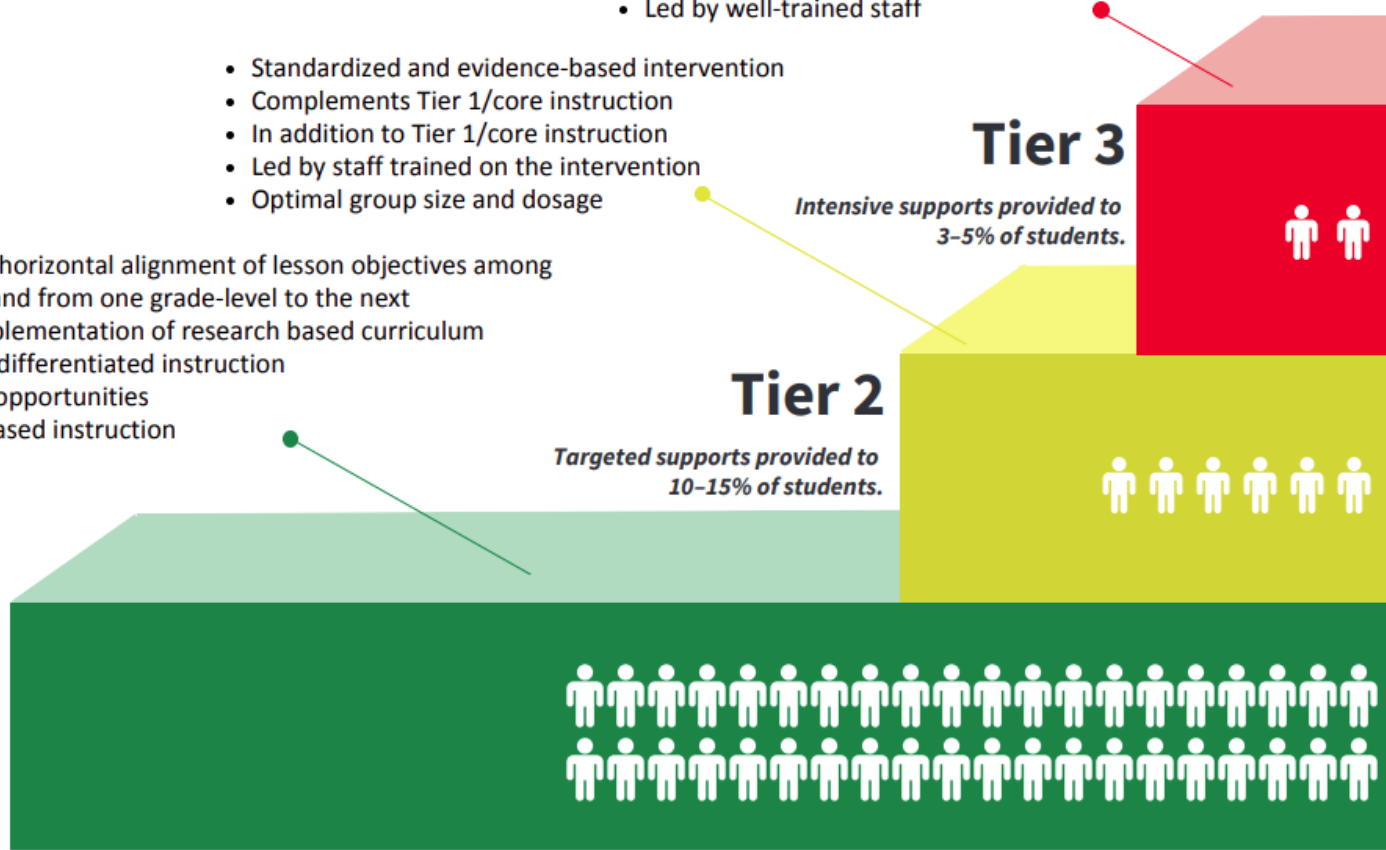
The multi-level prevention system provides increasingly intense levels of instruction and support to address student need.

What is Multi-Level Prevention System?

- More intensive than Tier 2
- Individualized to address student need through an iterative manner
- Aligned with core instruction on a case-by-case basis
- Optimal group size based on student need
- Led by well-trained staff

- Standardized and evidence-based intervention
- Complements Tier 1/core instruction
- In addition to Tier 1/core instruction
- Led by staff trained on the intervention
- Optimal group size and dosage

- Vertical and horizontal alignment of lesson objectives among classrooms and from one grade-level to the next
- Effective implementation of research based curriculum
- Data-driven differentiated instruction
- Enrichment opportunities
- Standards-based instruction



As a reminder..

In accordance with 23 IAC 226.130:

- *Provided that the requirements of this subsection (b) are met, each district shall implement the use of a process that determines how the child responds to **scientific, research-based interventions or multi-tiered systems of support** as part of the evaluation procedure described in 34 CFR 300.304.*
 - *When a district implements the use of a process of this type, the district **shall not** use any child's participation in the process as the basis for denying a parent's request for an evaluation.*
- *Each district shall have a plan for the use of a process that determines how the child responds to **scientific, research-based interventions** as part of the evaluation procedure described in 34 CFR 300.304.*
 - *Each district's plan shall identify the resources the district will devote to this purpose and include an outline of the types of State-level assistance the district expects to need, with particular reference to the professional development necessary for its affected staff members to implement this process.*
 - *The plan developed pursuant to this subsection (c) may be incorporated into a district's district improvement plan (see 23 Ill. Adm. Code 1.85(b)) if one exists.*

Defining Tier 1 Instruction and Supports

Tier 1 includes high-quality, schoolwide academic, social, emotional and behavioral programming and supports designed to meet the needs of **all** students.

For academics, students receive high-quality instruction with a research-based curriculum.

For social, emotional and behavioral needs students receive instruction and feedback on schoolwide expectations or norms as well as instruction on social-emotional competencies.

Essential Features of Tier 1



Teaching and learning objectives are articulated among and within grade levels



Curriculum and materials are evidence based and aligned to state standards



Instruction is delivered using agreed upon evidence-based practices



Includes adequate time to teach the content



Includes adequate time for students to respond, practice and receive feedback on content



Staff use data to differentiate instruction for students on, above and below grade level

Questions to yourself, your leadership team, and your staff

Does your Tier I address academic, social, emotional,
and behavioral needs of students?

How much time is devoted to Tier I?

Are the materials evidence-based?

Is the instruction evidence-based?

Resources



MTSS Infrastructure Components



Buy-In

Staff support MTSS and understand it's a framework for all students.



Leadership Personnel

Leadership proactively supports MTSS.



School-Based Professional Development

Staff participate in ongoing professional learning and reflect on their practices.



Schedule

There is adequate time for assessment, instruction, intervention, and decision making.



Resources

Funding, staffing, and other resources are allocated to MTSS implementation.



Cultural and Linguistic Relevance

Staff adopt culturally and linguistically relevant instructional practices, interventions, and assessments



Family Engagement

Processes exist to involve and communicate with families.



Staff Communication and Collaboration

Staff collaborate frequently and have bidirectional communication with leadership.



Teaming Structures

Teams of educators regularly meet and use clear procedures to make decisions about students and systems.



Evaluation of Fidelity

Procedures are in place to monitor and evaluate fidelity.



Evaluation of Outcomes

Procedures are in place to monitor and evaluate outcomes, including identified goals and MTSS implementation.

MTSS Checklist



A strong and comprehensive Tier 1 is an essential part of an effective multi-tiered system of supports (MTSS). Core instruction includes the use of differentiation to meet the needs of all learners.



This resource lists strategies and considerations that can be adjusted across instruction, curriculum, and the environment to meet the needs of a wide range of learners, prevent and/or address deficits that may require more intensive intervention, and sustain health Tier 1 programming.



https://mtss4success.org/sites/default/files/2025-10/considerations_tier1.pdf

Self Assessment of Classroom Management Practices

Self-Assessment of Classroom Management Practices

Use this checklist when examining classroom management practices. Read each item and use the three-point scale to indicate the extent to which it is in place. Summarize the total points in the final row.

Practice	Not in Place	Partially In Place	In Place
3-5 schoolwide or classroom expectations are identified, posted, and shared with students (e.g., <i>be safe, be respectful, be responsible</i>).	0	1	2
The schoolwide or classroom expectations are explicitly taught to students.	0	1	2
Classroom routines are taught explicitly to students, such as turning in assignments, transitions, and preparing to leave for the day.	0	1	2
Students are regularly acknowledged for prosocial skills and use of expectations (e.g., <i>behavior specific praise, positive behavior tickets</i>).	0	1	2
The teacher(s) use a variety of methods to respond to instances of unexpected or unwanted behavior.	0	1	2
The teacher(s) use a variety of methods to build relationships <i>with</i> their students.	0	1	2
The teacher(s) use a variety of methods to build relationships <i>between</i> students.	0	1	2
The teacher(s) use a variety of methods to actively engage students during instruction (e.g., <i>verbal responding, gestures, peer-to-peer activities</i>).	0	1	2
TOTAL SCORE	____ /16		

*These items are based off on various research sources that have summarized effective classroom management practices (cf. Harlacher, 2015; Simonsen & Myers, 2015).

Interpretation Key	
13 – 16	= Acceptable Fidelity
0 – 12	= Not Acceptable Fidelity

When interpreting the results, classrooms with scores of 13 or higher (80% of total points or more) can be considered to have a solid foundation of classroom management practices. For scores of 12 or less, look at the individual items for areas to support or improve classroom management.

Find the Self-Assessment of Classroom Management Practices [here](#)

Assessment of Use of High Leverage Practices (HLPs)

Assessment of Use of High-Leverage Practices (HLP)

Read the description for each HLP and rate the extent to which each practice is used to design and deliver instruction (0 = not used, 1 = inconsistently used, 2 = consistently used).

HLP	Description	0	1	2
1. Leading a group discussion	In a group discussion, the teacher and all of the students work on specific content together by contributing orally, actively listening, and learning from others' perspectives.			
2. Explaining and modeling content, practices, and strategies	Teachers use verbal explanations with accompanying examples or representations. For more complex content use modeling that includes thinking aloud and demonstrating the concept.			
3. Eliciting and interpreting individual students' thinking	Teachers pose questions or tasks that allow students to share their thinking in order to evaluate their understanding, guide instructional decisions, and surface ideas that benefit other students.			
4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain	Teachers recognize common patterns in the ways in which students think about and develop skills, which is then used to plan instruction and evaluate student learning.			
5. Implementing norms and routines for classroom discourse and work	Teachers use norms and routines for certain subjects that may include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail.			
6. Coordinating and adjusting instruction during a lesson	Teachers adjust instruction during a lesson such as explicitly connecting parts of the lesson, managing transitions, and changing instruction based on student progress.			
7. Specifying and reinforcing productive student behavior	Teachers outline product student behavior, including laying out classroom rules, managing disruptive behavior, recognizing student engagement, and teaching students how to interact well with others.			
8. Implementing organizational routines	Teachers use clear routines to carry out common classroom tasks, which includes demonstrating and rehearsing routines and maintaining them consistently.			
9. Setting up and managing small group work	To use groups effectively, teachers issue clear directions that permit groups to work semi-independently and implement mechanisms for holding students accountable for both collective and individual learning.			
10. Building respectful relationships with students	Teachers establish positive relationships by greeting students every day, having brief "check ins", and following up with students experiencing certain personal situations.			

HLP	Description	0	1	2
11. Talking about a student with families	Teachers communicate with parents to provide information about students' progress, to seek information and help, and to request family involvement in school.			
12. Learning about students' personal experiences and resources for use in instruction	Teachers actively learn about their particular students in order to design instruction that will meet their needs, including understanding cultural norms, religious views, and topics of interest of their students.			
13. Setting long- and short-term learning goals for students	Setting goals includes analysis of student knowledge/skills in relation to established standards and sequencing interim benchmarks that ensure progress toward goals.			
14. Designing single lessons and sequences of lessons	Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities to practice and master foundational concepts/skills before moving on to more advanced ones.			
15. Checking student understanding during and at the conclusion of lessons	Teachers use informal but deliberate methods to assess what students are learning during and between lessons, such as simple questioning, short performance tasks, or notebook entries.			
16. Selecting and designing formal assessments of student learning	Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals.			
17. Interpreting the results of student work	Teachers must analyze student productions and assessments, such as assignments, quizzes, tests, for patterns that guide their efforts to assist students and inform future instruction.			
18. Providing oral and written feedback to students	Teachers provide feedback that is specific, not overwhelming in scope, focused on specific qualities of the work, and highlights ways to improve.			
19. Analyzing instruction for the purpose of improving it	Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.			

Source: Adapted from <https://www.teachingworks.org/high-leverage-practices>

For additional information on any of these HLPs, explore <https://www.teachingworks.org/high-leverage-practices>.

Planning Standards–Aligned Instruction Within a Multi-Tiered System of Supports Phonological Awareness Example

College- and Career-Ready Standard Addressed

Segment spoken single-syllable words into their complete sequence of individual sounds. (CCSS RF 1.2.D)

Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in the alphabetic principle, sound blending, and segmentation.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalization of sounds including consonants, vowels, blends, and digraphs.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Phonological awareness activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.¹ Phonological segmentation fluency can be used for screening.

Secondary Intervention

1. Use companion evidence-based materials that align with the core program (if available) or an evidence-based intervention program that targets phonological awareness skills (e.g., distinguishing short and long vowels).
2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g., isolation of initial, medial, and final sounds and blends).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporate additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on phonological awareness and word reading fluency at least one or two times per month using a valid, reliable tool.²

Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible adaptations to the secondary intervention.
2. Break explicit instruction in foundational skills into small steps and prioritize phonological awareness tasks critical for segmentation. Focus on one type of sound (e.g., consonants, isolation of initial and final sounds) at a time.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g., clapping, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.
5. Increase opportunities for students to respond with feedback throughout instruction.
6. Collect progress monitoring data weekly, at a level that is sensitive to change, and adjust instruction as needed.³

Alternate Achievement Standards⁴

1. Provide instruction appropriate to a student's level of cognitive and symbolic functioning.
2. Use precise, simple language.
3. Provide explicit instruction in foundational skills that underlie the standard (e.g., letter identification and sound letter correspondence and rhyming).
4. Support practice of foundational skills using modeling and concrete manipulatives.
5. Use individualized behavior and motivation strategies. Focus on functional communication and independence.
6. Collect progress monitoring data on accuracy, fluency, and level of independence at a level that is sensitive to change.
7. Incorporate assistive technology as needed to teach and assess skills.

Screening

Purpose: Identify students at risk for poor learning outcomes

Focus: All students

Tools: Brief assessments that are reliable, valid, and predictive of learning and/or social-emotional-behavioral needs

Timing: Administered more than one time per year (e.g., fall, winter, spring)



Progress Monitoring

Purpose: Monitor students' progress and growth over time, including quantifying student's rate of improvement and evaluating the effectiveness of instruction

Focus: Students receiving additional support

Tools: Brief assessments that are reliable and valid for monitoring growth

Timing: Students are assessed at regular intervals (e.g., bimonthly at Tier 2, weekly at Tier 3)



Data-Based Decision Making

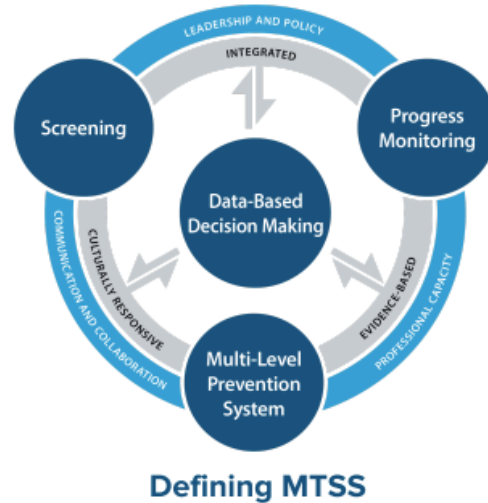
Purpose: Use of data to make decisions about instruction, movement within the tiers, intensification, allocation of resources, and identification of students with disabilities (in accordance with state law)

Focus: Decisions at the individual, group, grade, and schoolwide level

Tools: Various sources of data, including screening, progress monitoring, diagnostic, and fidelity tools



Essential Components of MTSS



- MTSS is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.
- The MTSS framework is comprised of four essential components: screening, progress monitoring, multi-level prevention system, and data-based decision making.
- Depending on state law, MTSS data may also support identification of students with learning or other disabilities.

Multi-Level Prevention System

Tier 1 (Core Programming)

Purpose: Universal academic and social-emotional-behavioral programming and instruction for all students that addresses students' needs and prevents poor learning outcomes

Instruction: Use of high-leverage practices and evidence-based practices; aligned with state or district standards; use of differentiated instruction

Setting: General education

Assessments: Screening, fidelity

Tier 2 (Supplemental Intervention)

Purpose: Targeted interventions to address needs of students identified at-risk

Instruction: Standardized interventions that are supplemental and for small-groups (though not always delivered in a small-group setting)

Setting: General education

Assessments: Progress monitoring, fidelity, brief diagnostic

Tier 3 (Intensive Intervention)

Purpose: Interventions for students at-risk or have not responded to Tier 2

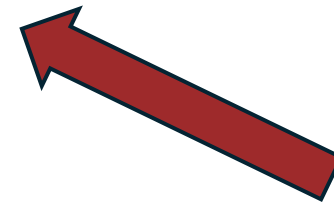
Instruction: Individualized and intensive interventions for students with ongoing needs

Setting: General or special education, depending on needs of student

Assessments: Progress monitoring, fidelity, diagnostic



Center on Multi-Tiered Systems of Support





Questions?

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Thank you