MTSS for Music: A Framework for Kansas Music Teachers

PRESENTED BY KMEA SPECIAL LEARNER CO-CHAIRS:
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MTSS: http://www.kansasmtss.org/
MTSS:

Tier 3 (5%)

Tier 2 (15%)

Tier 1 (80%)
MUSIC EDUCATION DIFFERENTIATION

- Lower Level Learners
  - Need direct instruction with repetition
  - Need support and time
  - Need specific feedback with extra modeling

- Higher Level Learners
  - Need direct instruction with options for independent learning
  - Need acceleration or enrichment
  - Need strategies for empathic critique for self and others to provide specific feedback
Music Curriculum

Affect (all tiers)
Feeling engaged or distanced by success or difficulty in music experiences

Content
- Simplified content: Easily recognized exemplars of single music elements and concepts which are simple but represent age appropriate content.
- Challenging content: Obvious and obscure examples; multi-level analysis.

Process
- Cognitive Process: Direct instruction uses focused planned experiences for decoding, labeling, classifying, skill development.
- Associative Process: Facilitation and/or independent practice. Students decode while instructor adds additional information to aid comprehension, skill or interpretation.

Product
- Represents basic understanding and functional skill levels of performance or re-creation of music.
- Comprehensive understanding with high level of detail, accuracy of skills, mastery of content to allow innovation and creation in music.

Affect (all tiers)
Feeling engaged or distanced by success or difficulty in music experiences.
Content: Music
• Texture, vocal instrumental
• Families or qualities
• Individual instruments or voices

• Beat, tempos
• Meter groupings/Rhythm patterns
• Distinct note values

• Pitch contours
• Pitch patterns
• Distinct pitches

• Loudness changes
• Accent
• Articulation (timing plus intensity aspects)

• Timbre
• Time

• Intensity
• Frequency
Music Education Differentiation: Based on Student Need (Tomlinson & Imbeau, 2010)

<table>
<thead>
<tr>
<th></th>
<th>Readiness</th>
<th>Interests</th>
<th>Learning Profile</th>
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<tbody>
<tr>
<td>Content</td>
<td>Simplify or Challenge</td>
<td>Restricted Expanded</td>
<td>Singular Multiple abilities</td>
</tr>
<tr>
<td>Process</td>
<td>Direct Instruction</td>
<td>Choices</td>
<td>Strengths</td>
</tr>
<tr>
<td></td>
<td>Add discovery</td>
<td></td>
<td>Strengths/Mixed</td>
</tr>
<tr>
<td>Product</td>
<td>Simplified/Part Literature or own creations</td>
<td>Favorites/Simple Advanced/Profess.</td>
<td>Group and individual portfolios</td>
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Common Core: Anchor Standards Listening/Speaking (see EB handout)

<table>
<thead>
<tr>
<th>Anchor Standard for Speaking and Listening</th>
<th>Sample Typical Music Activity</th>
<th>Adaptation for lower level learners</th>
<th>Adaptation for high achievers</th>
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<tbody>
<tr>
<td>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>All types of rehearsals activities, especially those using sectionals, chamber ensembles or part work. Group work of all types (especially group improvisation or composition using a criteria).</td>
<td>Beginners: Sing/play alone and with others using imitation; call-response or union. Bourdons or simple ostinatos. Manipulation of icons to show understanding of musical structures. Collaborate through expressive movement (non-verbal) to interpret a variety of musical styles.</td>
<td>Work with others for score analysis, improvisation, composing, evaluation, and, of course, performing. Part work of all types; independent with a peer; assist others with something you already know (NOTE: tutoring should not be a primary role for high achievers—they need their own adaptations not to become “paras” due to lack of adequate support.</td>
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See handout for continued sample
Assisting KMEA membership:

- Kristen Brenzikofer: Northern KS, public school
  - Pamona area
- Elaine Bernstorf: Southern KS, university
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- Consulting, Pre-service and In-service
- Materials, Articles, Discussions
- Advocacy for administrators
- Research and best practice information
MTSS Resources:

- **MTSS**: Multi-Tiered System of Supports
- KS website: http://www.kansasmtss.org/index.htm
- Presentations: Has good information: http://kansasmtss.org/presentations.html (Also has some good Powerpoint information on Common Core, especially related to literacy. (See

- Tech Resource: Music For All: iPad (on Facebook—new group)