



Tier 1 Reading Components of an Elementary MTSS Framework

School Leadership Team Orientation



mimtsstac.org

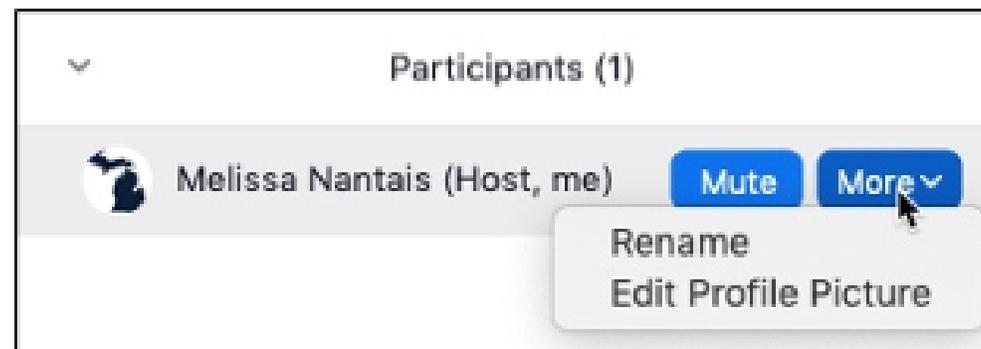
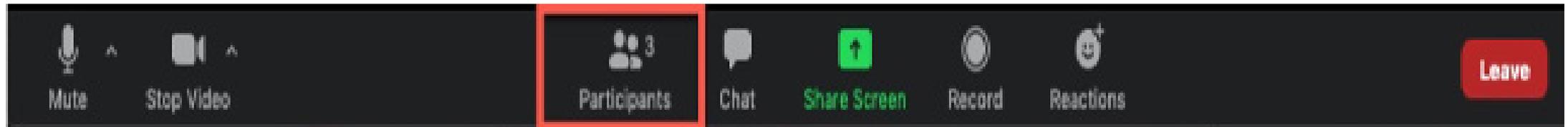
Zoom Meeting Procedures: Camera & Microphone

- Please turn your camera on by clicking Start Video
- Please unmute before you speak and mute when you are not speaking



Zoom Meeting Procedures: Attendance

- Click on Participants Icon
- Is your name listed? If not, please click Rename and edit so we know who is here



Zoom Meeting Procedures: Chat Feature

- Type short answers, comments, or questions in the chat box



Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Purpose

This session supports the development of the School Leadership Team (SLT) that works to install and lead the use of the Tier 1 reading components of an MTSS framework.

Intended Outcomes

As a result of today's session, SLT members will:

- Articulate their role in supporting the universal infrastructure for attending to the reading data, systems, and practices as a part of the tier 1 reading components of an MTSS framework
- Describe the role of the system coach
- Refine the SLT operating procedures and begin your school's MTSS Implementation Plan
- Summarize how the Simple View of Reading equation works and the importance of both parts of the equation

Agenda

- 1.0 The Reading Components of an Elementary MTSS Framework
- 2.0 The Roles of the School Leadership Team and the Systems Coach
- 3.0 SLT Operating Procedures
- 4.0 Simple View of Reading: An Introduction

Forming Connections

In this training series, you are likely to see the following connections:

- Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential School-Wide and Center-Wide Practices in Literacy
 - Shared purpose: **improving children’s literacy through implementing systematic and effective organizational practices**
 - Shared recommendations around **leadership, organizational climate and learning environment**

1.0 The Reading Components of an Elementary MTSS Framework

Activity 1.1

- What key words come to mind when you think of the definition of Multi-Tiered System of Supports (MTSS)?
- Navigate to Mentimeter (<https://www.menti.com/xrptv5fyw4>) and add your words to the word cloud
- After you've submitted your words, watch as the word cloud develops and note at least one observation related to the words selected



Definition of MTSS

“A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human services systems in support of learners, schools, centers, and community outcomes.”

(MDE, 2020; p. 5)

Reading Components of an Elementary MTSS Framework

“The components of an MTSS framework, include the following:

- Team Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instructional Methods, Interventions, and Supports
- Comprehensive Screening and Assessment System
- Continuous Data-Based Decision Making

The components listed above are applied to critical word-reading and comprehension processes that are predictive of reading outcomes.”

Data, Systems, & Practices Components Operationalized

- Teaming structures:
 - School Leadership Team
 - Grade-Level Teams
- Data-Based Decision Making
 - Comprehensive reading assessment system
 - Using data to monitor the health of the Tier 1 reading components of an MTSS framework schoolwide and at each grade level
 - School-level Implementation Plan
 - Grade-level Implementation Plans

Data, Systems, & Practices Components Operationalized (cont.)

- Classroom Practices
 - Classwide reading instruction
 - Daily reading instruction in foundational word-reading skills
 - Daily reading instruction in comprehensive skills
 - Support students in reading high-quality texts
 - Provide social, emotional, and behavioral supports in the classroom
- Professional Learning
 - Reading Science
 - Instructional coaching
- Communication

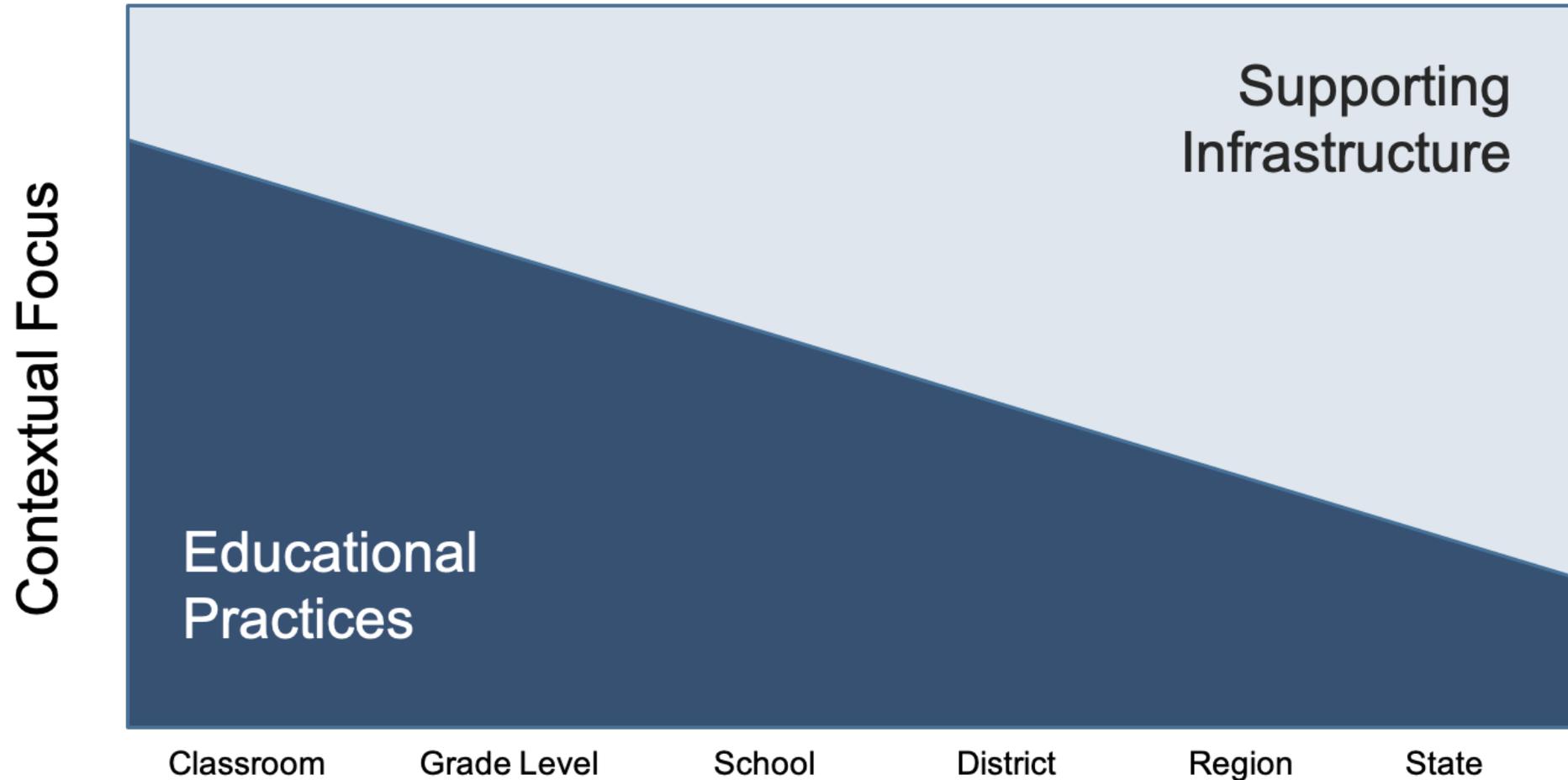


Activity 1.2

- In the chat, share at least one observation or connection between what we generated in the word cloud and the information on the previous slides related to the Tier 1 Reading Components of an Elementary MTSS Framework
- After you've added your observation or connection to the chat, scroll through the responses from your colleagues
- Feel free to come off mute to share any questions, reflections or observations for the good of the group

2.0 The Roles of the School Leadership Team and the Systems Coach

Framework for Addressing Practices and Supports



(McIntosh & Goodman, 2016)

Level of the System

Role of the School Leadership Team (SLT)

“At Tier 1, a School Leadership Team (SLT) is a **universal infrastructure** that is attending to the implementation of school-wide priorities spanning across academic, social-emotional, and behavioral domains and across all grade levels. For this reason, it is **not possible for the members of the SLT to be solely responsible** for ensuring teachers are effectively supported in their use of curriculum, instruction, and assessments in support of word-reading and comprehension processes that are aligned to the reading science and are predictive of reading outcomes.”

(St. Martin, Harms, Walsh & Nantais, 2022; p. 4)

What is Systems Coaching?

Systems coaching focuses on developing a School Leadership Team's capacity to effectively install, implement and sustain the use of Multi-Tiered System of Supports (MTSS)

- Your school's Systems Coach is an active member of the School Leadership Team (SLT)
- They will prompt, provide feedback, help to build the SLTs fluency, and support the SLT in making adaptations to apply the learning into the unique context of your school and district

Activity 2.1

- Let's Play a Game!
- Navigate back to Mentimeter (<https://www.menti.com/mvg24gysqe>)
- Give yourself or your team a nickname
- You will respond to a series of items, differentiating between the role of the School Leadership Team and the role of the Systems Coach
- Have fun and good luck!



3.0 SLT Operating Procedures

Effective and Efficient SLT

- The work of the SLT related to installing and using an MTSS framework is important
- The work is also connected to work happening at the district-level related to MTSS and reading and to other teams, groups, and stakeholders in the school and district
- Your SLT needs to be operating as efficiently and effectively as possible

Tool to Support the Work: MTSS Implementation Plan

- Guides the SLT's discussions and identification of action steps
- Provides a means for the SLT to hold themselves accountable for accomplishing the activities within identified timelines

Open the MTSS Implementation Plan now and record activities as they come up throughout the rest of today's session

Use the MTSS Implementation Plan between now and your next session when your SLT meets

Activity 3.1

- Locate the copy of the MTSS Implementation Plan in your workbook
- Have one SLT member download and open the MTSS Implementation Plan shared in the chat box
- As a team, review the structure of the plan and decide:
 - Do we need to make any immediate changes to the plan right away?
 - What data will we use to set our SMARTER goal?
 - Where will the electronic copy of our MTSS Implementation Plan be stored so the entire team can access it as needed?
- Keep the electronic version of the plan accessible during the rest of our time together today

School Leadership Team Meetings

- SLT meets to focus on the following:
 - Build and maintain an implementation infrastructure to support staff in the use of MTSS
 - Engage in school-wide data analysis and problem solving
 - Create an implementation plan based on data and needs generated following team meetings and trainings
 - Ensure communication among different groups/teams within the school and across the district intentionally occurs

SLT Operating Procedures

- A strong SLT has well defined operating procedures, including:
 - Team Purpose
 - Defined meeting roles
 - Team norms
 - Decision-making protocols
 - Meeting templates
 - Communication plan
- As a coach, you will do some of the initial work to set your SLT up for success



Activity 3.1

- Your SLT's Systems Coach will facilitate a review of the draft of the SLT Operation Procedures for your team's consideration
- Use the time provided, to review, update, and agree upon how your SLT will operate as a team
- If your team does not finish this task during today's session, record this as an action item on your school's MTSS Implementation Plan and work on this during your first SLT meeting back in your building, ideally before our next session, if possible

4.0 Simple View of Reading: An Introduction

The Simple View of Reading

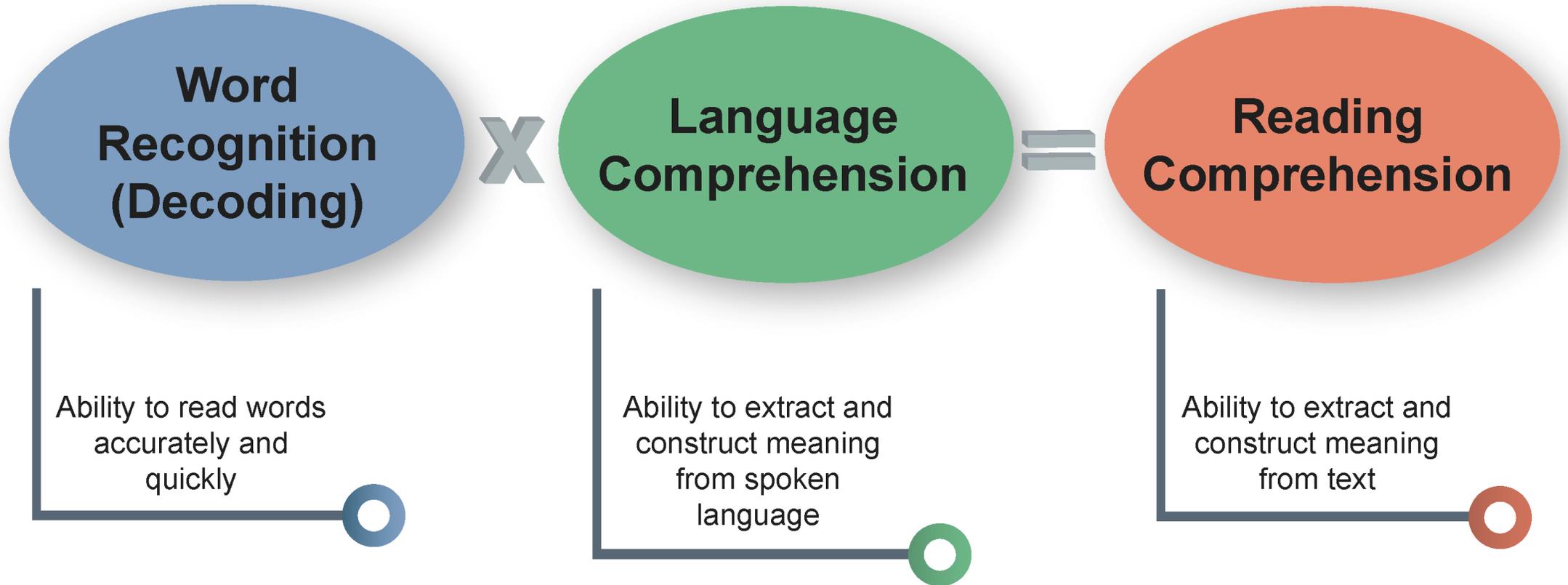
- Provides a foundation for the Tier 1 Reading Components of an Elementary MTSS Framework
- As a member of the SLT, you will develop and refine your understanding of the components of the Simple View of Reading
- It directly ties to the data, systems, and practices that make up the Tier 1 Reading Components of an MTSS Framework
- This is a topic that we will revisit throughout the training series



Activity 4.1

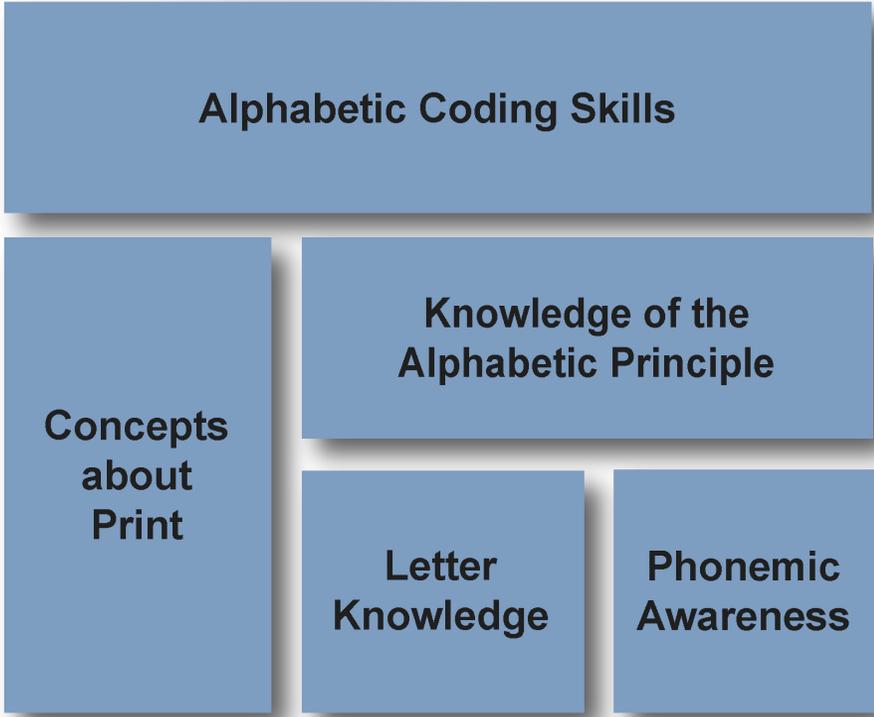
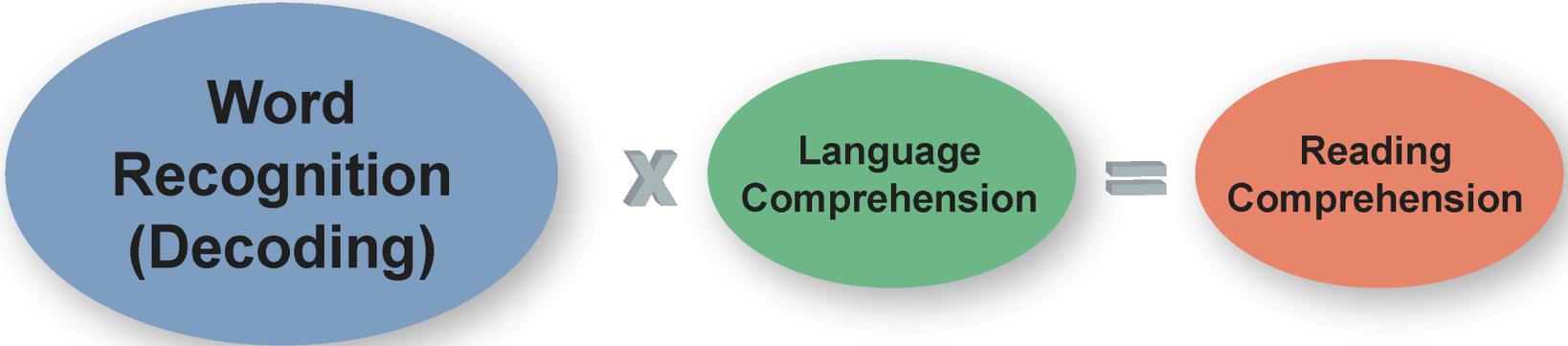
Please respond to the Zoom poll regarding your previous knowledge and experience with the Simple View of Reading

Simple View of Reading



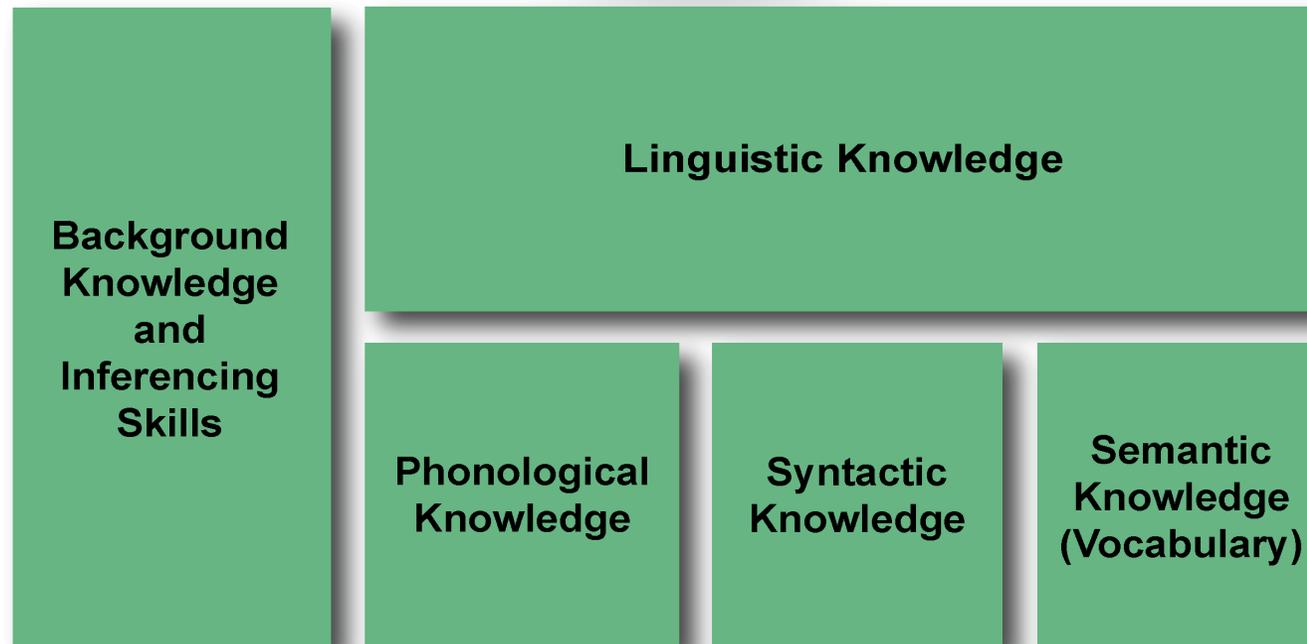
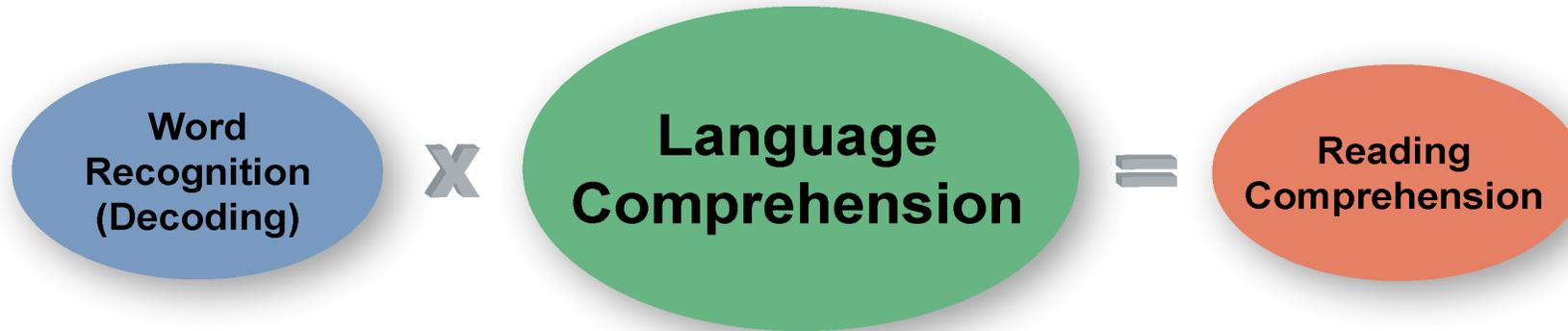
(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019)

Word Recognition (Decoding) Unpacked



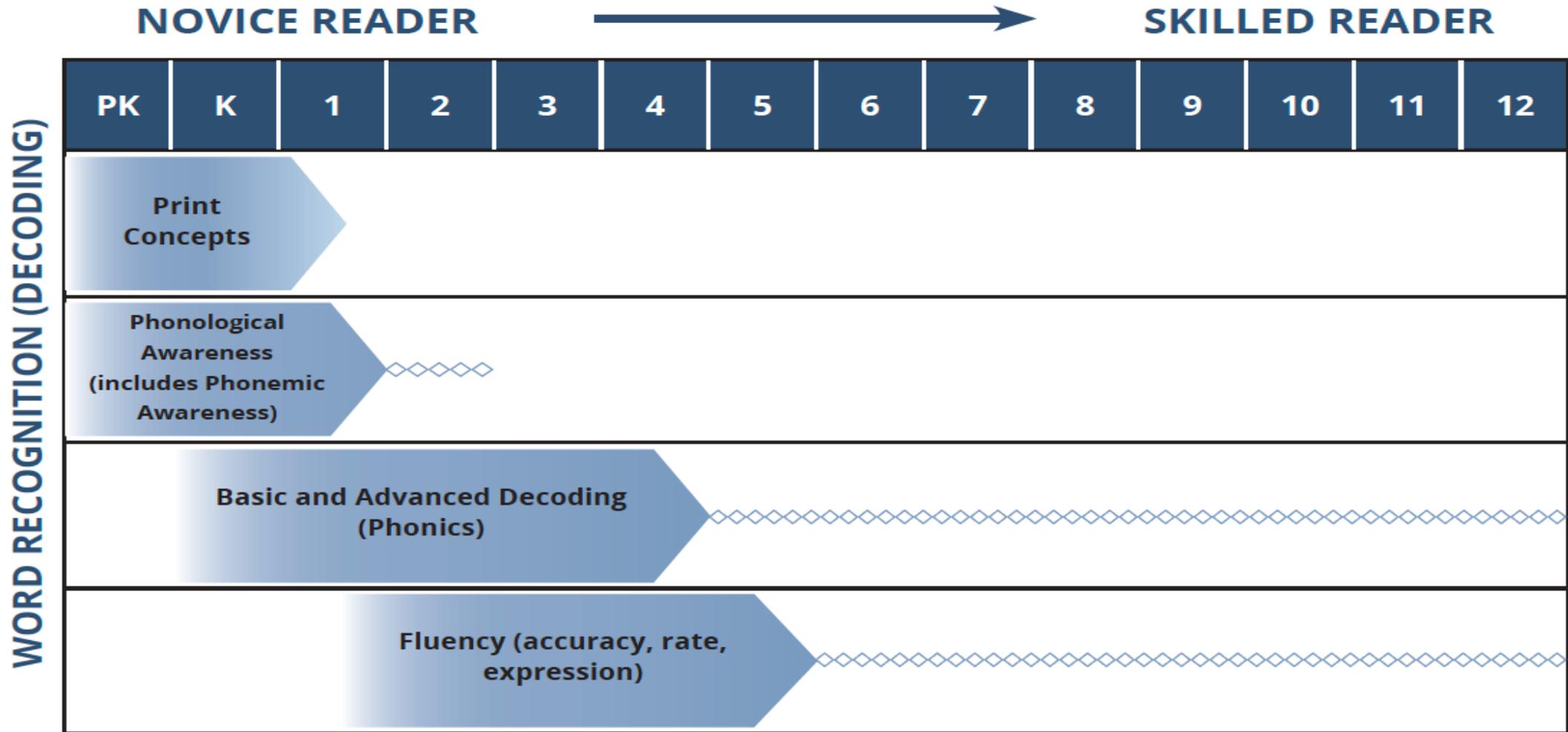
Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

Language Comprehension Unpacked



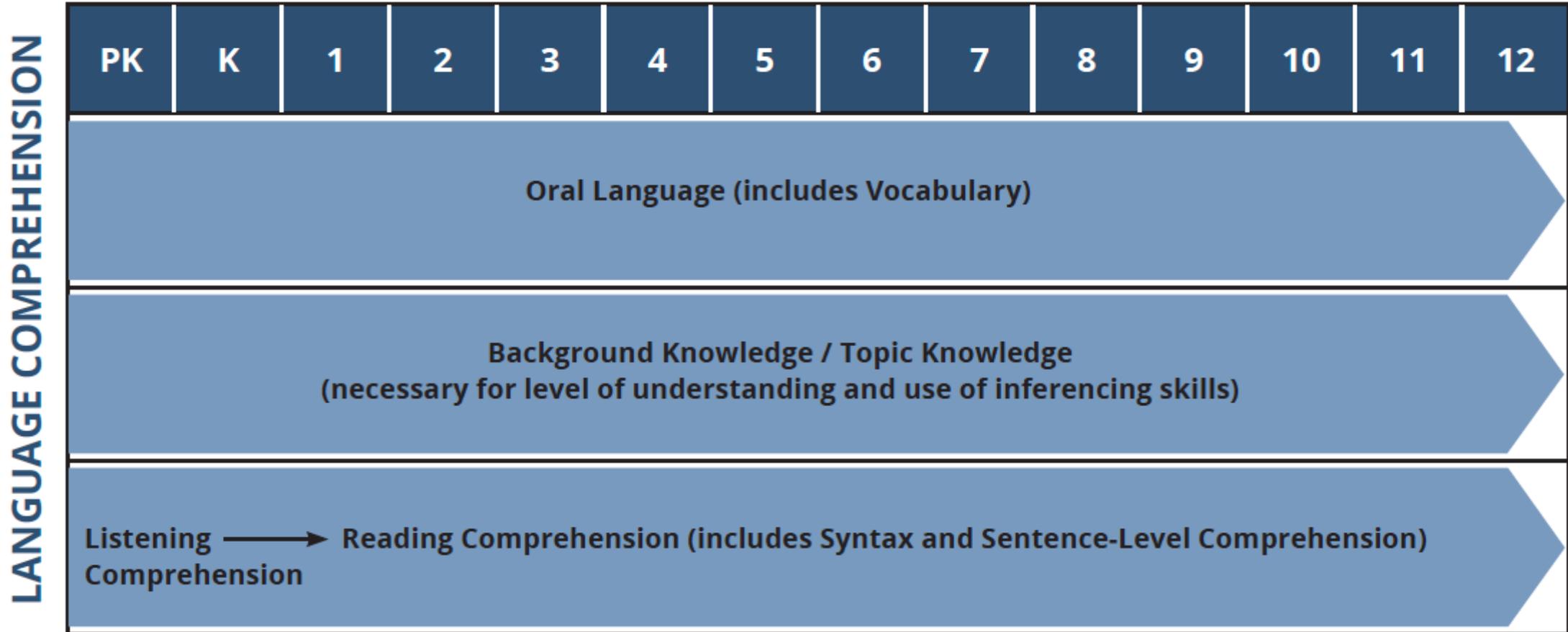
Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

Word Recognition Learning Progressions



From "Intensifying Literacy Instruction" (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

Language Comprehension Learning Progressions



From “Intensifying Literacy Instruction” (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)



Assignment #1

- Sign up for an EduPaths account if you do not already have one
- Complete the course “The Simple View of Reading and the Underlying Cognitive Foundations” prior to our next session together
- Good News! You can earn SCECHs through EduPaths for completing the course
- Coaches, you’ve already been given this assignment – be sure to complete it if you have not already done so



Assignment #2

- At least monthly, log into the MiMTSS Data System and update your school's Installation Checklist
- Do this once before your upcoming SLT training session
- Use the video for logging in and updating your Installation Checklist data as a reference to support this task
- Continue this monthly task at least through Fall of 2022 or whenever you've completed all of the items on the Installation Checklist

References

Gough, P.B., & Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7*, 6-10.

Hoover W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and Writing, 2*, 127-160.

Joyce, B.R., & Showers, B. (2002). *Student Achievement through staff development* (3rd ed.) Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

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McIntosh, K. & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York, NY: Guilford Press.

Michigan Department of Education. (2020). Michigan Department of Education Multi-Tiered System of Supports Practice Profile v 5.0, Lansing, Michigan.

References (cont.)

- St. Martin, K., Harms, A., Walsh, M., & Nantais, M. (2022). *Reading Tiered Fidelity Inventory 2.0 (Elementary Level Edition)*. Michigan Department of Education, Michigan's Multi-Tiered System of Supports Technical Assistance Center.
- St. Martin, K., Vaughn, S., Troia, G., Fien, H. & Coyne, M. (2020). *Intensifying literacy instruction: Essential practices*. Lansing, MI: MiMTSS Technical Assistance Center, Michigan Department of Education.
- Tunmer, W. E., & Hoover, W. A. (2019). The cognitive foundations of learning to read: A framework for preventing and remediating reading difficulties. *Australian Journal of Learning Difficulties*, 24, NO. 1, 75-123

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.