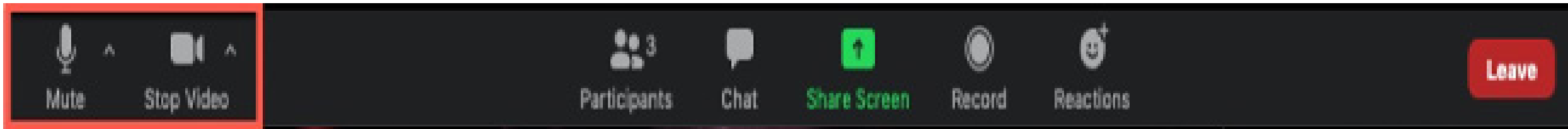# Tier 1 Reading Components of an Elementary MTSS Framework
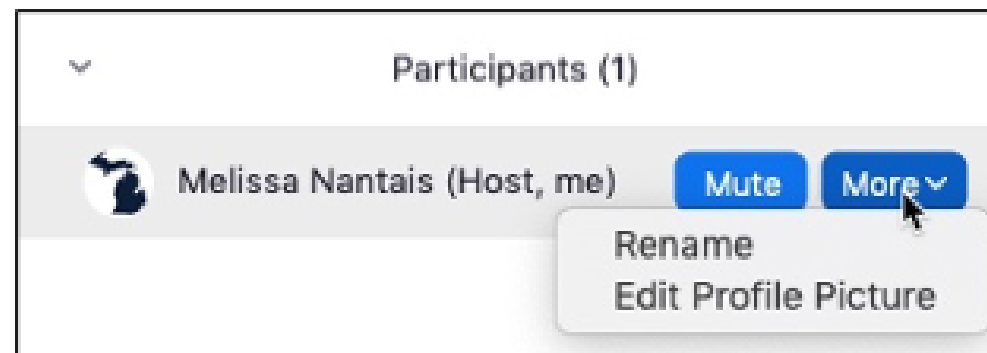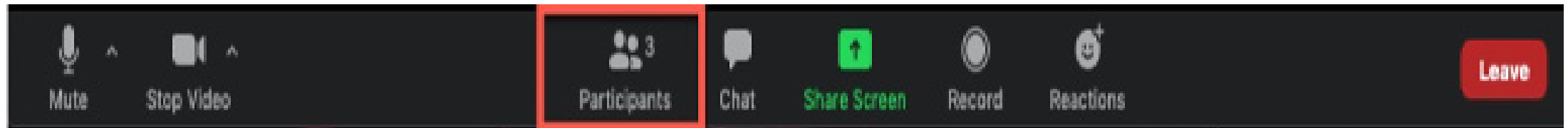
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Zoom Meeting Procedures: Camera & Microphone

- Please turn your camera on by clicking Start Video

- Please unmute before you speak and mute when you are not speaking
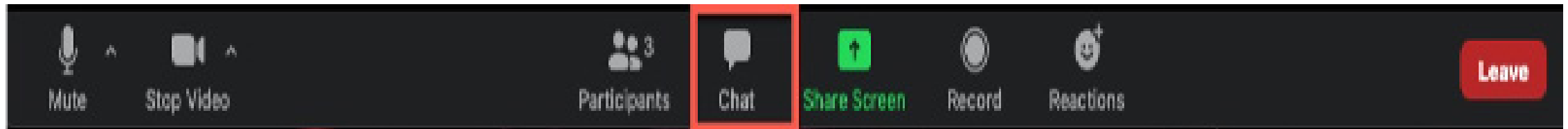
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Zoom Meeting Procedures: Attendance

- 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

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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

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward

- Recorder: keep written documentation of key discussion points, decisions, and next steps

- Time Keeper: keep track of time and bring the team back together

Purpose

This session focuses on the work of the School Leadership Team and activities to support the installation and use of the Tier 1 Reading Components of an Elementary MTSS Framework.

Intended Outcomes

- Differentiate the role of the School Leadership Team from Grade Level Teams related to the Tier 1 Reading Components of an Elementary MTSS Framework

- Create or refine a comprehensive reading assessment system

- Identify area(s) for on-going professional learning in reading science, social, emotional, and behavioral supports in the classroom to support student outcomes

- Establish or refine the communication process with various teaming structures to support Tier 1 Reading Components of an MTSS Framework

Agenda

1.0 Simple View of Reading Continued

2.0 Comprehensive Tier 1 Reading Assessment System

3.0 Grade-Level Team Structures

4.0 Communication and Next Steps

Status Update: Installation Checklist

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Activity 0.1

- Locate your school's MTSS Implementation Plan started during the SLT Orientation

- Review the activities listed in the plan and update the status for each item

  - For any item not yet complete, identify what may be preventing your team from completing the activity and discuss what needs to be done to address the barrier

- Have someone from your team log into MiMTSS Data System and update your school's status on the Installation Checklist #1 for Tier 1 Reading Components of an Elementary MTSS Framework

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Setting Your Team Up for Success

- During today's session, there will be time to work as teams on a few activities

- There will also be assignments that are previewed during our time together that your SLT will need to engage in outside of this session

- These assignments should be added to your school's MTSS Implementation Plan with enough specificity that your team will know what to do when you meet as an SLT

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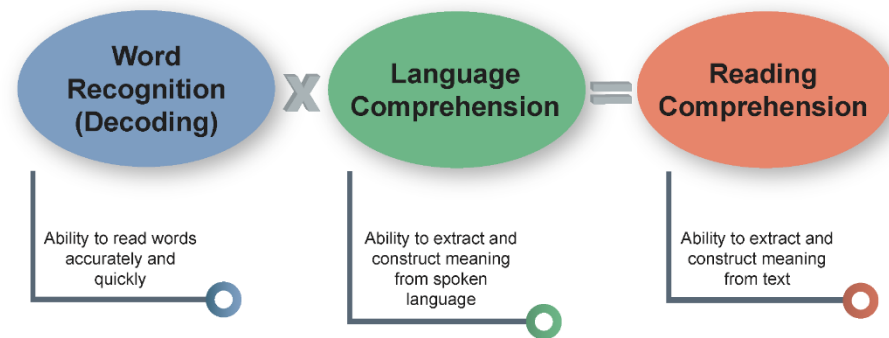Technical Assistance Center

1.0 Simple View of Reading Continued

Poll #1

Take a few moments to respond to the Poll in Zoom regarding the course "The Simple View of Reading and the Underlying Cognitive Foundations"

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Recall the Reading Components of an Elementary MTSS Framework

- Team Based Leadership

- Tiered Delivery System

- Selection and Implementation of Instructional Methods, Interventions, and Supports

- Comprehensive Reading Assessment System

- Data-Based-Decision Making

These components are applied to critical word-reading and comprehension processes that are predictive of reading outcomes.

Word Recognition (Decoding) X **Language Comprehension** = **Reading Comprehension**

Ability to read words accurately and quickly

Ability to extract and construct meaning from spoken language

Ability to extract and construct meaning from text

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The Simple View of Reading

- Provides a foundational knowledge base that is applied intentionally across the reading components of an Elementary MTSS Framework

- Needs to be "baked in" to our MTSS framework and help to inform the decisions that we make

- Today, we will focus specifically in on connecting the Simple View of Reading to Grade-Level Team Structures (and the instruction provided by teachers) and a Comprehensive Reading Assessment System

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Activity 1.1

- Take 60 seconds to complete the following sentence stems in your workbook:

  - I think that the Simple View of Reading relates to Grade-Level Teams (and their meeting structures) in the following ways:
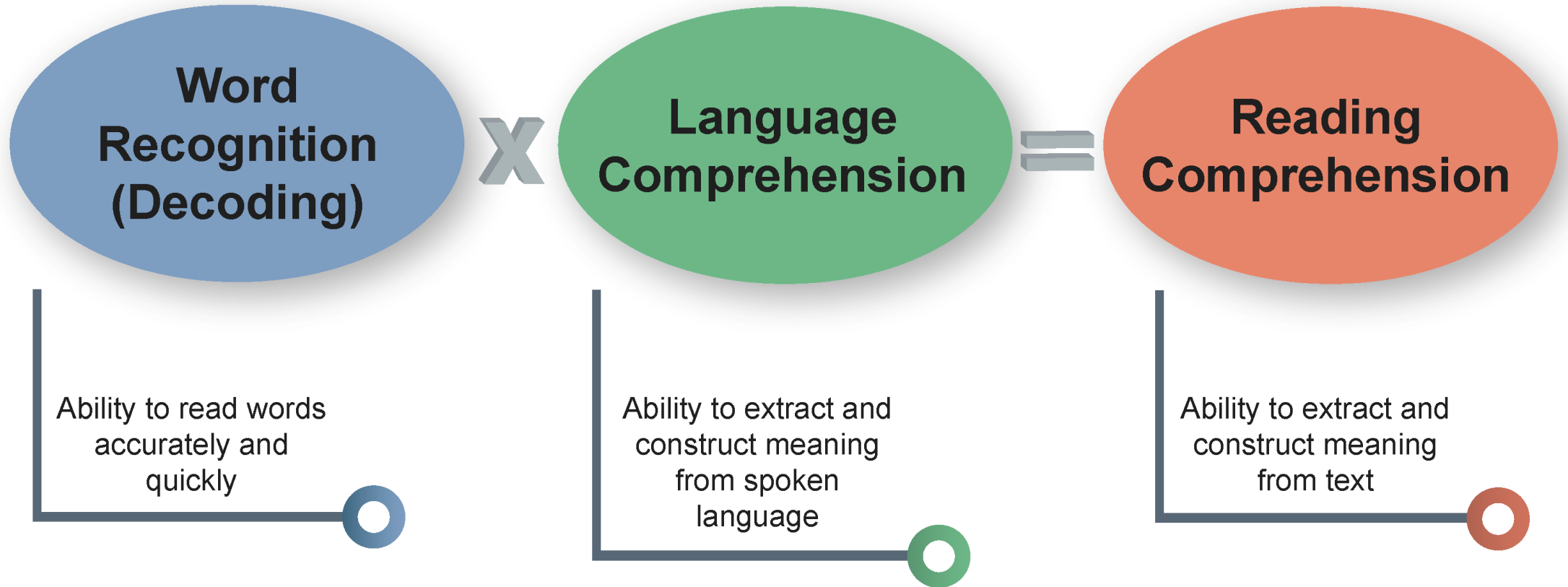
  - I think that the Simple View of Reading relates to a Comprehensive Reading Assessment System in the following ways:

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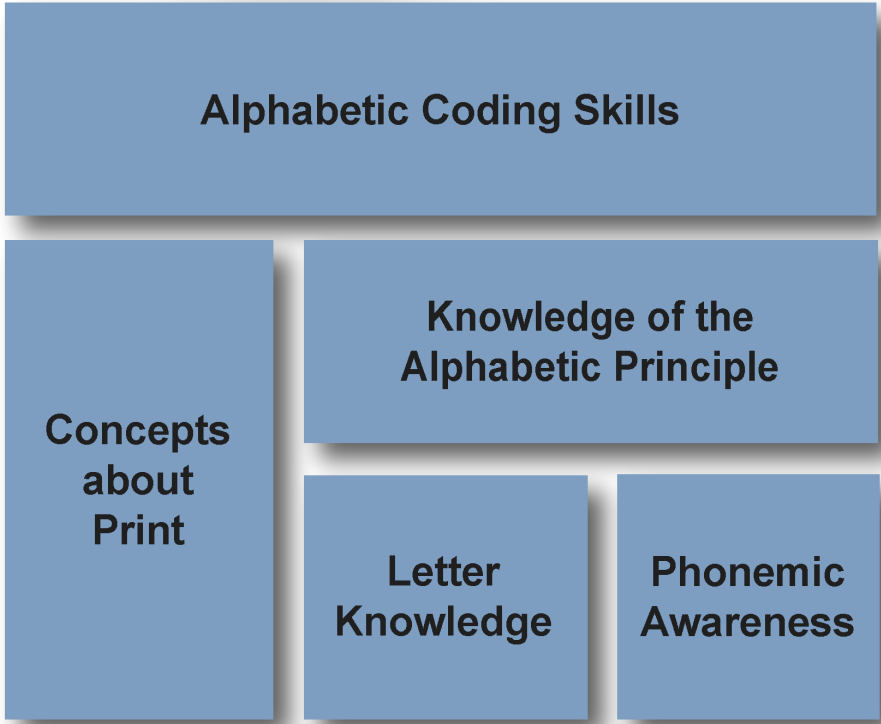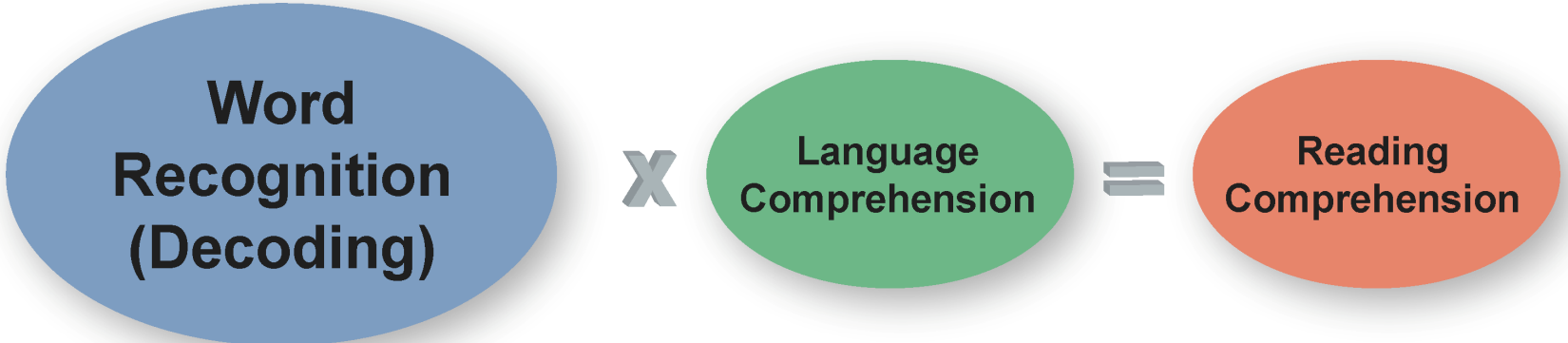Technical Assistance Center

Activity 1.2

- As you listen to the following slides being discussed, jot down connections to Grade Level Team Meetings and/or the Comprehensive Reading Assessment System

- Be prepared to share out with an elbow partner

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Simple View of Reading

Word Recognition (Decoding) X **Language Comprehension** = **Reading Comprehension**

Ability to read words accurately and quickly

Ability to extract and construct meaning from spoken language

Ability to extract and construct meaning from text
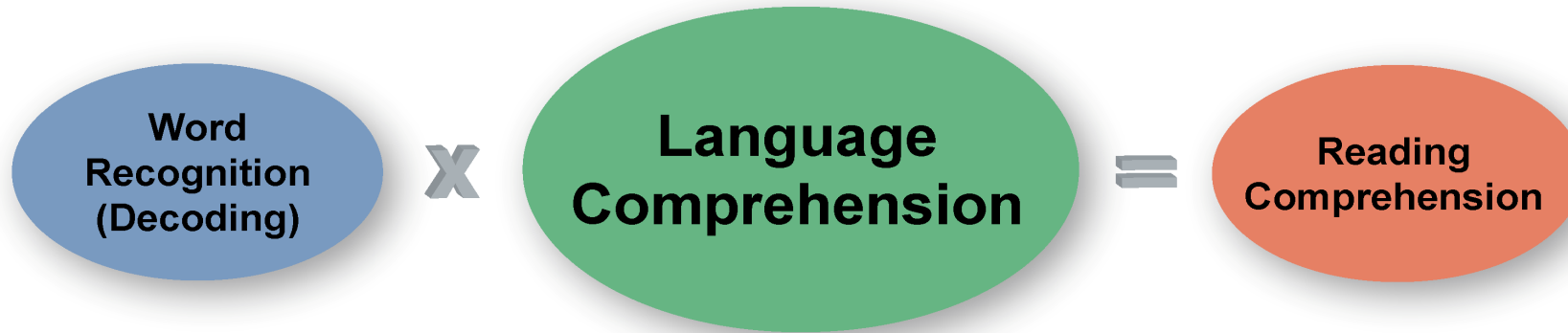
(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hover, 2019)

Word Recognition (Decoding) Unpacked

Word Recognition (Decoding) X Language Comprehension = Reading Comprehension

Alphabetic Coding Skills

Concepts about Print

Knowledge of the Alphabetic Principle

Letter Knowledge
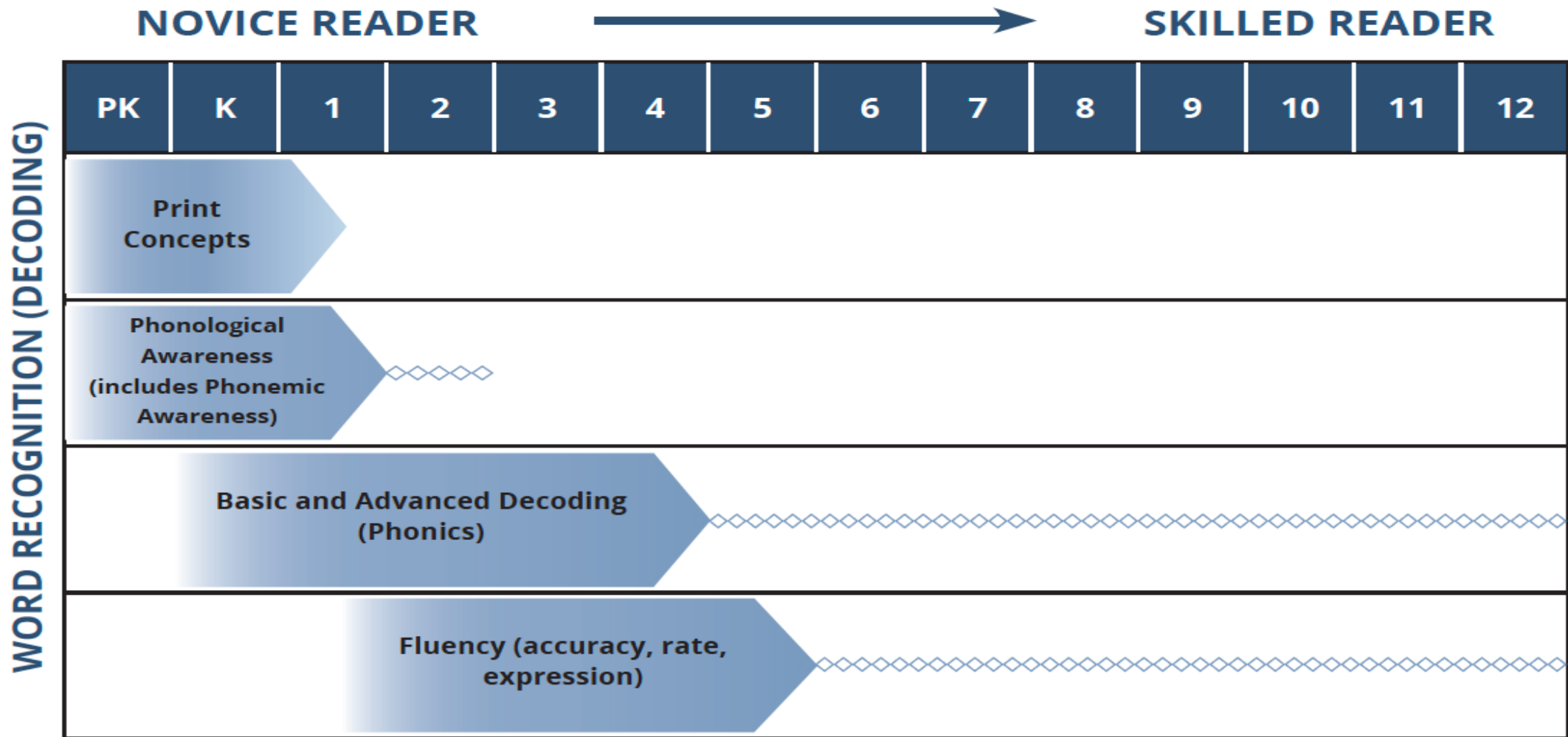
Phonemic Awareness

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

Language Comprehension Unpacked

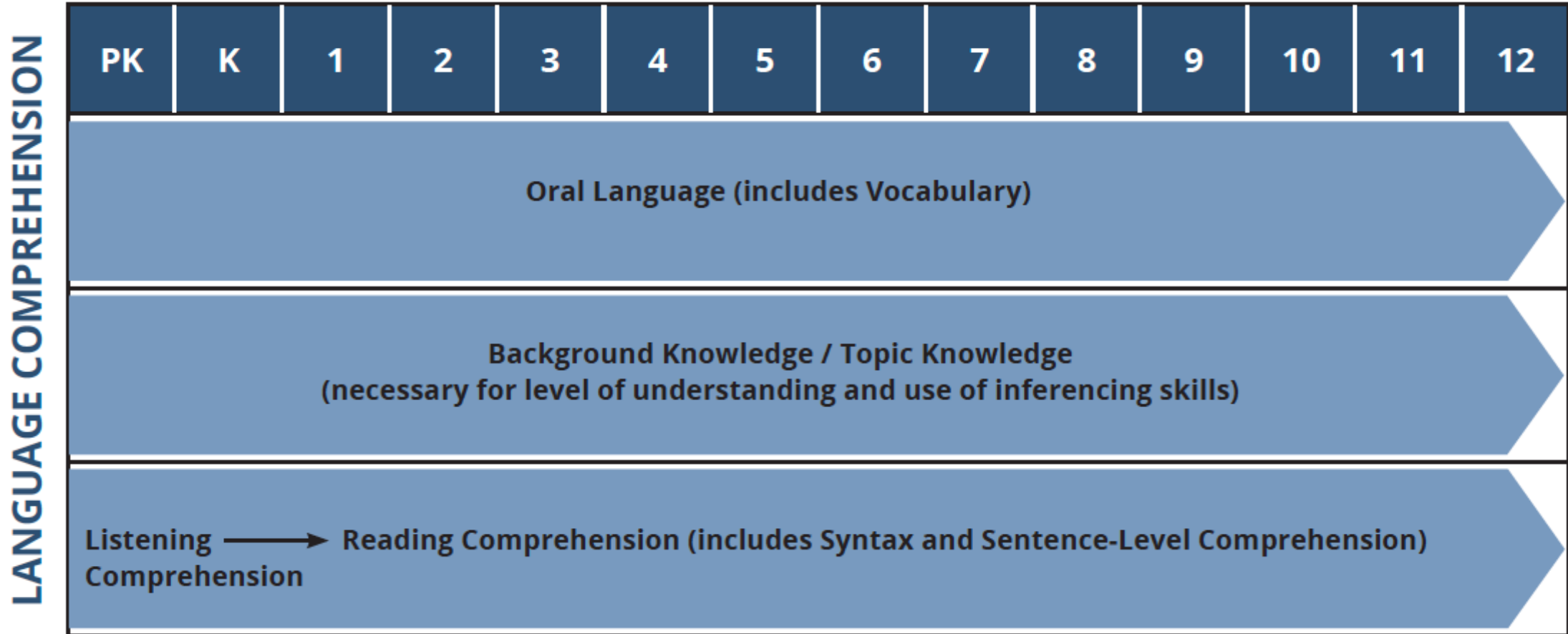Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

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)

2.0 Comprehensive Tier 1
Reading Assessment System

Importance of a Comprehensive
Tier 1 Reading Assessment System

- Data drives our instruction
- Efficiently, effectively, and accurately collecting reading assessments provides the data needed to make instructional decisions with a high-degree of confidence

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Components

- List of all Tier 1 reading assessments used in the school
- Unique purpose of each assessment
- Roles and names of individuals who are responsible for specific assessment activities
- Dates when data are collected
- Dates when data are used by teams
- Individuals who support the comprehensive reading assessment system

Value-Added

- Identify and remove any redundancies in assessments

- Identify and address any gaps in assessments

- Determine where initial training or refresher trainings may be needed and with whom

- Ensure that data that are collected are accessible to teachers to use in a timely manner

- Ensure that the system is not dependent on a single person and can be sustained through any staff turnover

Assignment #1

- Your school team's systems-level coach (with assistance) organized information regarding the Tier 1 reading assessments used in the school across all grade levels

- During an upcoming SLT meeting, review what is in the worksheet and update it as needed

- Record specific activities in your MTSS Implementation Plan with specific timelines and individuals responsible for the activities

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Reading Tiered Fidelity Inventory Elementary Level Edition (Version 2.0)

"The purpose of the Reading Tiered Fidelity Inventory (R-TFI) is to provide schools with a school-level fidelity tool to assess the reading components of a Multi-Tiered System of Supports (MTSS) framework. The R-TFI is divided into two sections: Universal Tier 1 and Advanced Tiers (Tiers 2 and 3). The sections can be completed separately or in combination. While the R-TFI does operationalize the reading components of an MTSS framework, the tool does *not* provide a comprehensive assessment of a school's reading curriculum. The results should be used for planning supports and allocating resources, and never used for punitive purposes."

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

R-TFI Facilitator

- Individual who is knowledgeable about the implementation of the reading components of an MTSS framework

- Completed the R-TFI Facilitator training certification requirements

- The facilitator is responsible for leading the discussion and adhering to the R-TFI administration and scoring protocol

- The R-TFI Facilitator is a non-voting role

- Research on other fidelity measures has found that having a facilitator external to the school yields more accurate scores

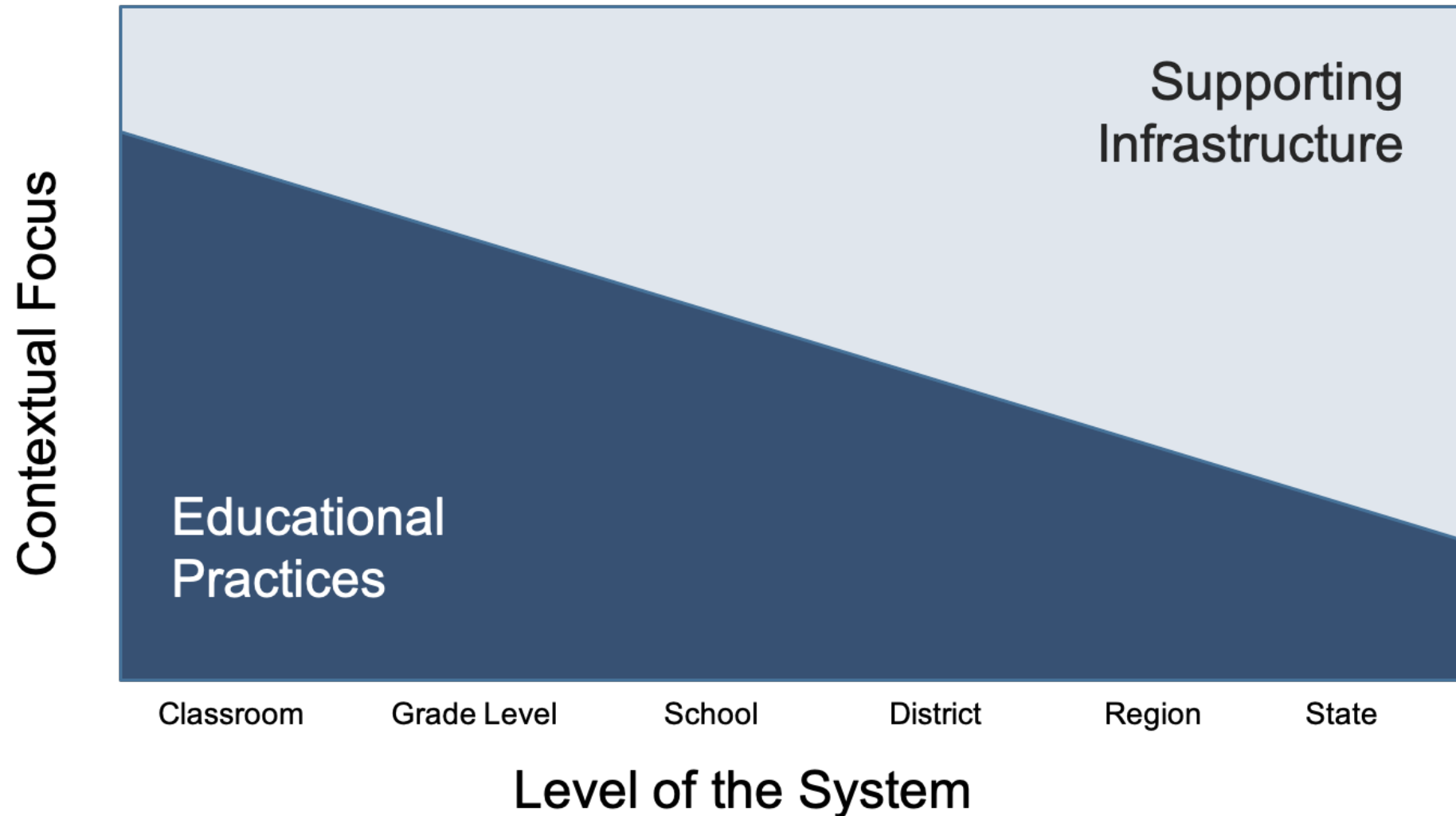(St. Martin, Harms, Walsh, & Nantais, 2022; p.7)

Activity 2.2

- Identify who will be the R-TFI Facilitator for your school

  - Consider if it will be someone external to your school (e.g., someone from the ISD, someone from the district, someone from another SLT in the district, such as the coach)

- Make sure the identified individual(s) complete the EduPaths courses to become an R-TFI Facilitator for Version 2.0

  - Courses will not be available in EduPaths until June/July 2022

- Add the R-TFI Elementary Level Edition (Version 2.0) to your school's Tier 1 Comprehensive Reading Assessment System document

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Assignment #2

- Complete Tier 1 of the R-TFI Elementary Level Edition (Version 2.0), facilitated by your school's new R-TFI Facilitator, by 9/30/22 and enter scores into the MiMTSS Data System

- Use the results, along with your Fall Reading Benchmark Data and M-STEP data to:

  - Evaluate your school's progress towards the S.M.A.R.T.E. goal(s) and activities in your school's Reading MTSS Implementation Plan

  - Evaluate the aggregated progress of grade-level teams on their goals and activities in their grade-level MTSS Implementation Plans

  - Engage in data-based decision making to determine updated S.M.A.R.T.E. goal(s) and implementation plan activities for the 2022-2023 school year

  - Repeat in the Winter and Spring

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3.0 Grade-Level Team Structures

Framework for Addressing Practices and Supports

Contextual Focus (y-axis) vs. Level of the System (x-axis: Classroom, Grade Level, School, District, Region, State). Educational Practices (lower dark region) and Supporting Infrastructure (upper light region).

(McIntosh & Goodman, 2016)

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Tier 1 Focus

School Leadership Team

- Attends to the implementation of **school-wide** priorities spanning across academic, social, emotional, and behavioral domains **across all grade levels**

Grade Level Teams

- Each grade-level team attends to the high-quality use of reading curriculum resources, common instructional practices to support the range of learners, and use of assessments for continuous improvement **at their grade level**

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Poll #2

- Read through the scenarios in the Zoom Poll

- Given what you know and what's been discussed, determine if the work described is the work of the School Leadership Team or the Grade Level Team

- Have fun!

Purpose of Grade-Level Teams

- Collaborative meetings of educators supporting students at the same grade level
  - Includes general education and special education teachers, as much as possible as well as the school principal when available
- Focus on Tier 1 reading instruction

Effective Grade Level Team Meetings

- Held approximately monthly to organize classwide reading instruction

- Meeting structures include:

  - Meeting Norms

  - Assigned Roles

  - Agenda

  - Meeting Minutes

  - Grade Level Implementation Plan

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Grade Level Team Meeting Focus/Topics

- Analyze grade-level reading data and implementation fidelity data to make decisions and adjust instruction to meet needs

- Plan for effective social, emotional, and behavioral supports in the classroom

- Organize the reading curriculum resources and instructional methods/routines to teach *foundational word-reading skills* to be used during whole group, small group, and differentiated instruction.

(St. Martin, Harms, Walsh, & Nantais, 2022)

Grade Level Team Meeting Focus/Topics (cont.)

- Organize the reading curriculum resources and instructional methods/routines to teach *comprehension skills* to be used during whole group, small group, and differentiated instruction.

- Design a teaching schedule that considers time allocation recommendations from curriculum resource developers and minimizes disruptions.

- Determining ways to enhance students' understanding of written text used in other core subject areas.

- Document the intervention instructional methods/routines students receiving Tier 2 or Tier 3 reading supports are learning to be successfully used in the classroom setting.

(St. Martin, Harms, Walsh, & Nantais, 2022)

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Activity 3.1

- Your school team's systems-level coach reviewed the list of recommended grade-level team structures and reflected on what is currently in place and made some recommendations for your team to consider related to Grade-Level Team Structures

- As a team, discuss the information provided by your team's coach and discuss the recommendations made and prioritize the first 1-3 areas to include in your MTSS Implementation Plan

- Review the available resources to support the recommendations and determine, as a team, what your next steps will be – you will not finish this conversation today

- Record specific activities in your MTSS Implementation Plan with specific timelines and individuals responsible for the activities

Assignment #3

- Review the MiMTSS Technical Assistance Catalog and other Professional Learning opportunities available to your school (e.g., LETRS training through section 35a(10) for preK-3 educators, offerings from your ISD, EduPaths Literacy Modules)

- Consider your school-wide reading data, along with the Simple View of Reading and make a recommendation for professional learning opportunities for teaching staff in one or more of the following areas for each grade level based on needs: explicit instruction and differentiated instruction, foundational word-reading skills, comprehension skills, foundational writing skills, extended writing, and/or social, emotional, behavioral supports for students

4.0 Communication and Next Steps

Importance of Communication

- Effective, intentional communication is critical for successful installation and use of MTSS within a school and district

- The work happening and decisions made at each level of the system impacts other levels of the system

- Communication is needed to ensure we work efficiently

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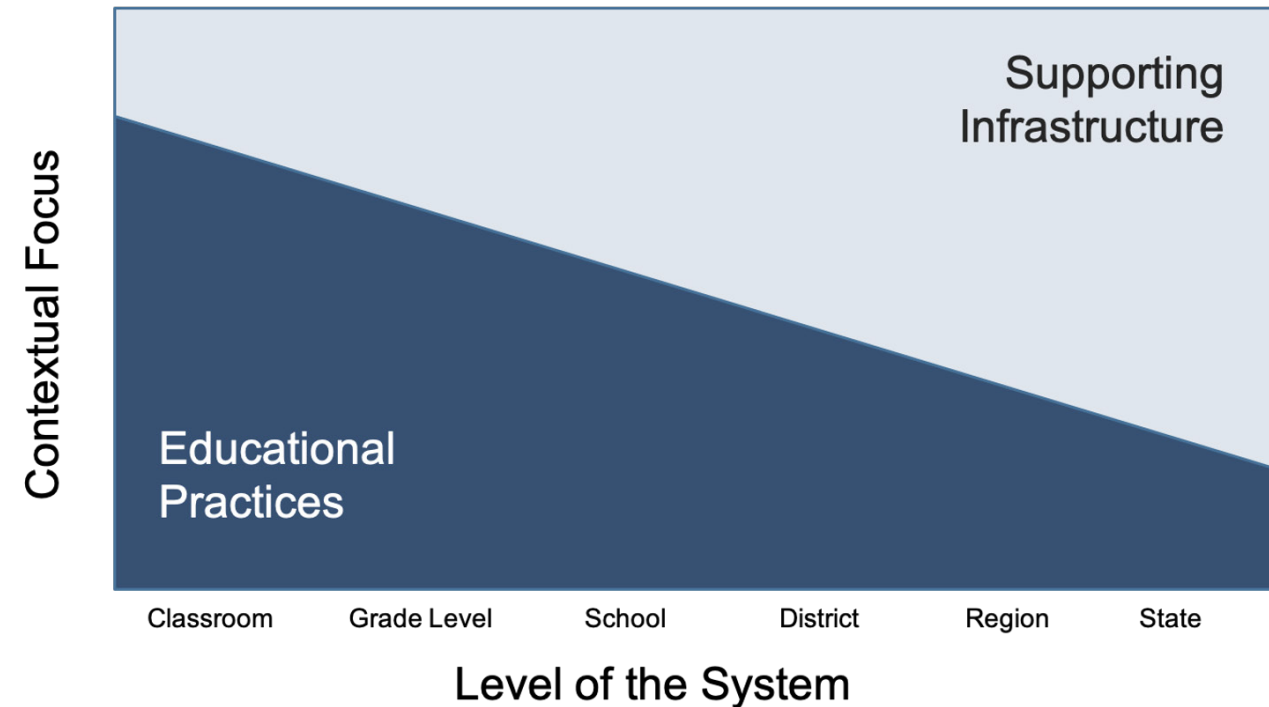
Flow of Communication Between Teams

District Administration/Team

School Leadership Team

Grade-Level Teams

- The School Leadership Team(SLT) communicates school-wide and grade-level celebrations and barriers to district administrators or a district-level team

- Information flows from the SLT to the to the Grade-Level Teams and from the Grade-Level Teams to the SLT

The Role of the School Leadership Team

- Identify all groups and/or teams with whom communication related to Tier 1 Reading Components of an MTSS Framework is necessary

- Establish the system to support communication

  - What needs to be communicated?

  - Who does communication need to go to?

  - Who is responsible for the communication?

  - How will we determine if the communication is effective?

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What to Communicate?

- Accomplishments

- Barriers impeding implementation efforts that require assistance in removing

- Suggestions for ways to address barriers

- Reading MTSS Implementation Plan updates (school-wide and grade level)

- Resources needed to support implementation efforts (e.g., additional time, personnel, requests for curriculum resources to be formally reviewed for selection)

(St. Martin, Harms, Walsh, & Nantais, 2022)

Assignment #4

- During an upcoming SLT meeting, identify who the groups and/or teams are that your SLT will need to communicate with on a regular basis and list them in the Communication Table in your Workbook

- Work through the remaining columns in the Communication Table

- Keep in mind that effective communication is two ways and that you will need activities that will include asking each group and/or team what information they want to hear from your SLT and what they will want your SLT to know

- Plan your first communication to these groups and/or teams regarding the role of the SLT

- Record specific activities in your MTSS Implementation Plan with specific timelines and individuals responsible for the activities

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Assignment #5

- At least monthly, log into the MiMTSS Data System and update your school's Installation Checklist

  - Continue this monthly task at least through Fall of 2022 or whenever you've completed all of the items on the Installation Checklist

  - Use your SLT meetings to ensure the assignments from today's session are completed

- Meet as an SLT monthly to review the status of your installation checklist and activities in your Reading MTSS Implementation Plan

References

Gough, P.B., & Tumner, 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.

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.

St. Martin, K., Harms, A., Walsh, M., & Nantais, M. (2022). *Reading Tiered Fidelity Inventory Elementary-Level Edition*. (Version 2.0). 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

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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.

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