



# Tier 1 Reading Components of an Elementary MTSS Framework

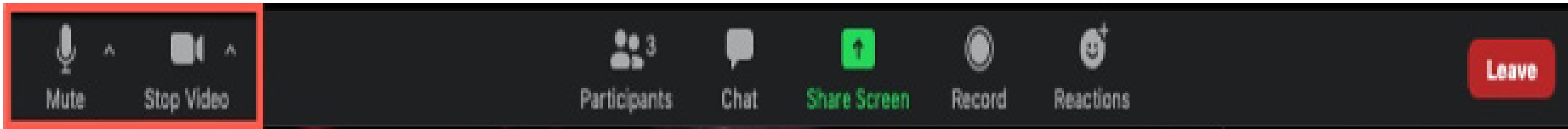
## Coaching Support Session



[mimtsstac.org](http://mimtsstac.org)

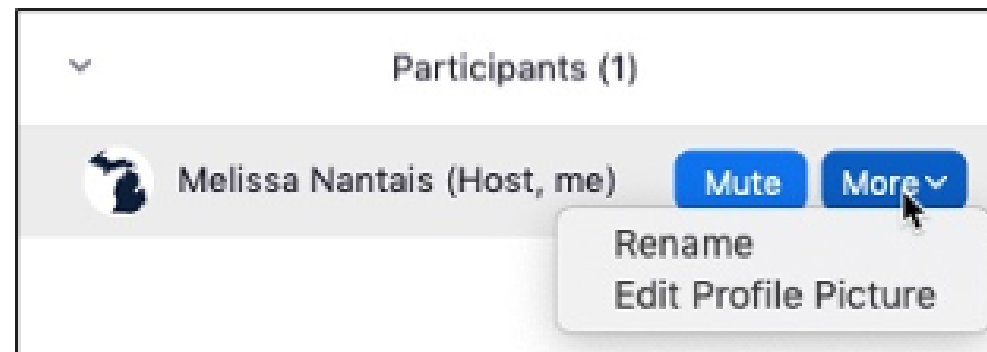
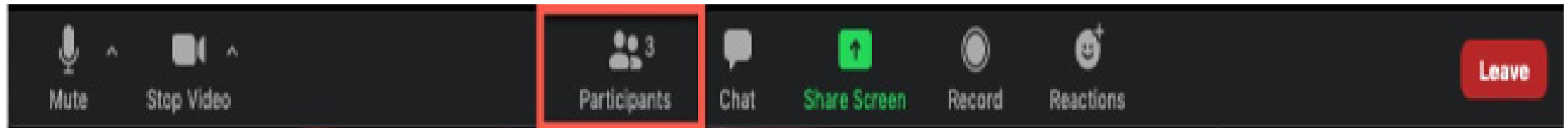
# Zoom Meeting Procedures: Camera & Microphone

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



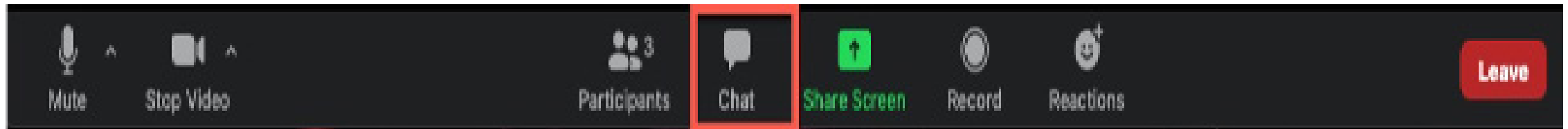
# Zoom Meeting Procedures: Attendance

- 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 focuses on the specific roles of the systems-level coach before, during, and after the upcoming professional learning sessions with the School Leadership Team.



# Intended Outcomes

- Understand how the Simple View of Reading provides a foundation for specific parts of the reading components of an MTSS framework
- Differentiate the role of the School Leadership Team (SLT) and the Grade-Level Teams in supporting the implementation of the Tier 1 reading components of an MTSS framework
- Review current grade-level teaming structures and develop recommendations for the SLT to consider to strengthen or enhance current structures
- Begin the Reading Assessment System “fact finding” document and determine what needs to be gathered and from who prior to the SLT training

# Agenda

1.0 Status Updates

2.0 Simple View of Reading Continued

3.0 Grade-Level Team Structures

4.0 Comprehensive Tier 1 Reading Assessment System

# 1.0 Status Update

# Recall: 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)

As a systems coach, you are an active member of the School Leadership Team (SLT)

# Recall: Why: Importance of Coaching

- Good coaching is more than providing encouragement
- Coaching helps to transfer learning from training into practice
- Without coaching, the impact of training to actual use in practice is nearly nothing

(Masser, 2015; Joyce & Showers, 2002)

# Recall: How: Coaching Methods

- Prompting:
  - Process to promote the use of trained skills, typically emphasizing when a skill should be used (e.g., emails, reminders)
- Fluency Building
  - Opportunities to practice to increase the likelihood of using skills correctly and naturally (e.g., teaching, modeling, co-facilitation)

(Massar, 2015)

# Recall: How: Coaching Methods (continued)

- Performance Feedback
  - Process by which direct and specific feedback is provided frequently, contingent on a person's behavior (e.g., verbal, written, observations, product reviews)
- Adaptations
  - Modification of how a new skill is applied to fit the social, cultural, and organizational context while maintaining critical feature

(Massar, 2015)

# The Work of the Systems Level Coach

- Your work as a systems level coach has already begun!
- Our focus during the rest of today's session is on how you, as the coach for your SLT, will:
  - **Prompt** your school's administrator and SLT to complete prework prior to the upcoming sessions
  - Identify opportunities during the upcoming SLT sessions to support your team in **building fluency** around the concepts and information
  - Take the templates and tools from our coaching sessions and make appropriate **adaptations** to fit your school's context and to make recommendations for the SLT to consider





# Poll

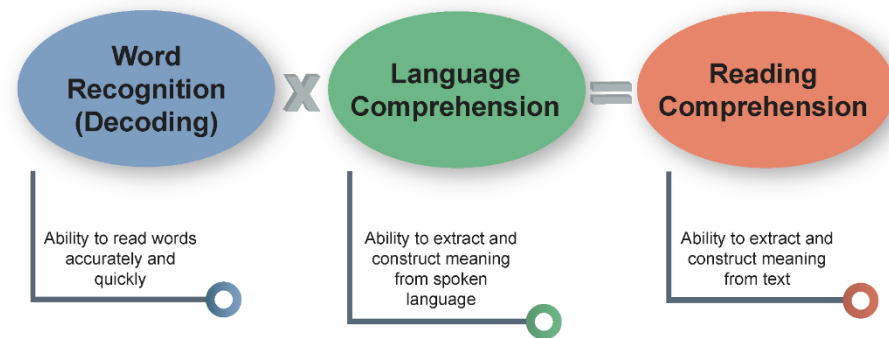
Please respond to the Zoom poll with a quick status update on the work assigned after our Coaches' Orientation session.

## 2.0 Simple View of Reading Continued

# 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 Screening and Assessment System
- Data-Based-Decision Making

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



# 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 Screening and Assessment System

# Activity 2.1

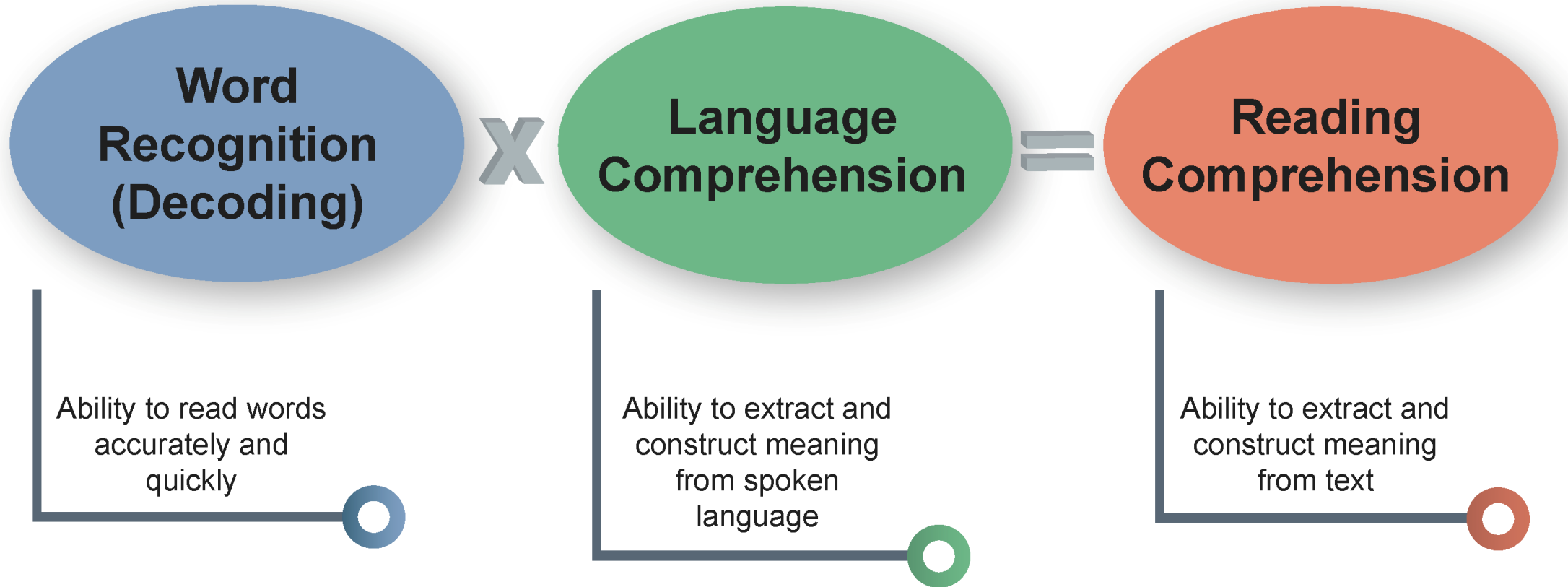
- Recall the information from the EduPaths course, “The Simple View of Reading and the Underlying Cognitive Foundations.”
- In the chat box, type in one or more of the following:
  - One thing that was new learning for you from the course
  - One thing that was reinforced for you from the course
  - One question you still have after completing the course
- Be sure to label your response correctly:
  - New Learning: the Simple View of Reading formula
  - Reinforced: Reading is about both word recognition and language comprehension
  - Question: How does this information align with the LETRS training that I registered for through the Sec. 35a (10) funds through MDE?



## Activity 2.2

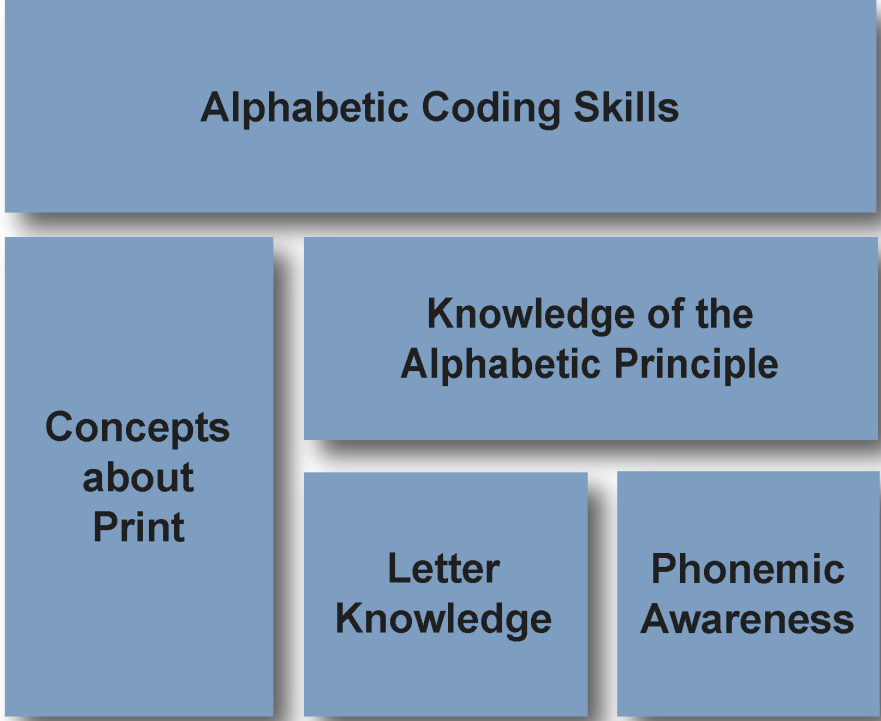
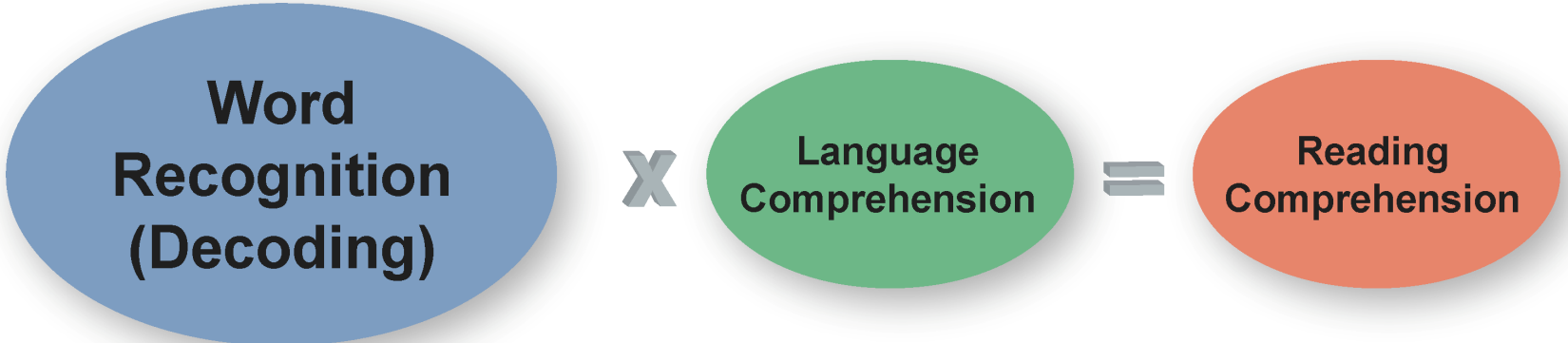
- Listen as the following five slides are presented
- For each slide, write down the 2-3 most important points that you would use to explain the “Big Ideas” of the slide to someone new to this information
- After the slides are presented, you will have an opportunity to work with a partner to practice building your fluency in speaking to the “Big Ideas” of these slides to someone else

# Simple View of Reading



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

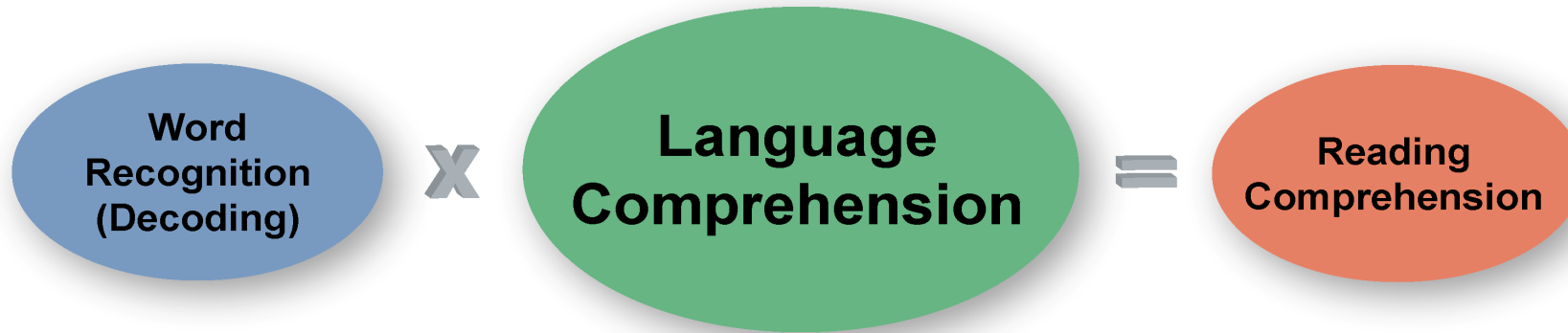
# Word Recognition (Decoding) Unpacked



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

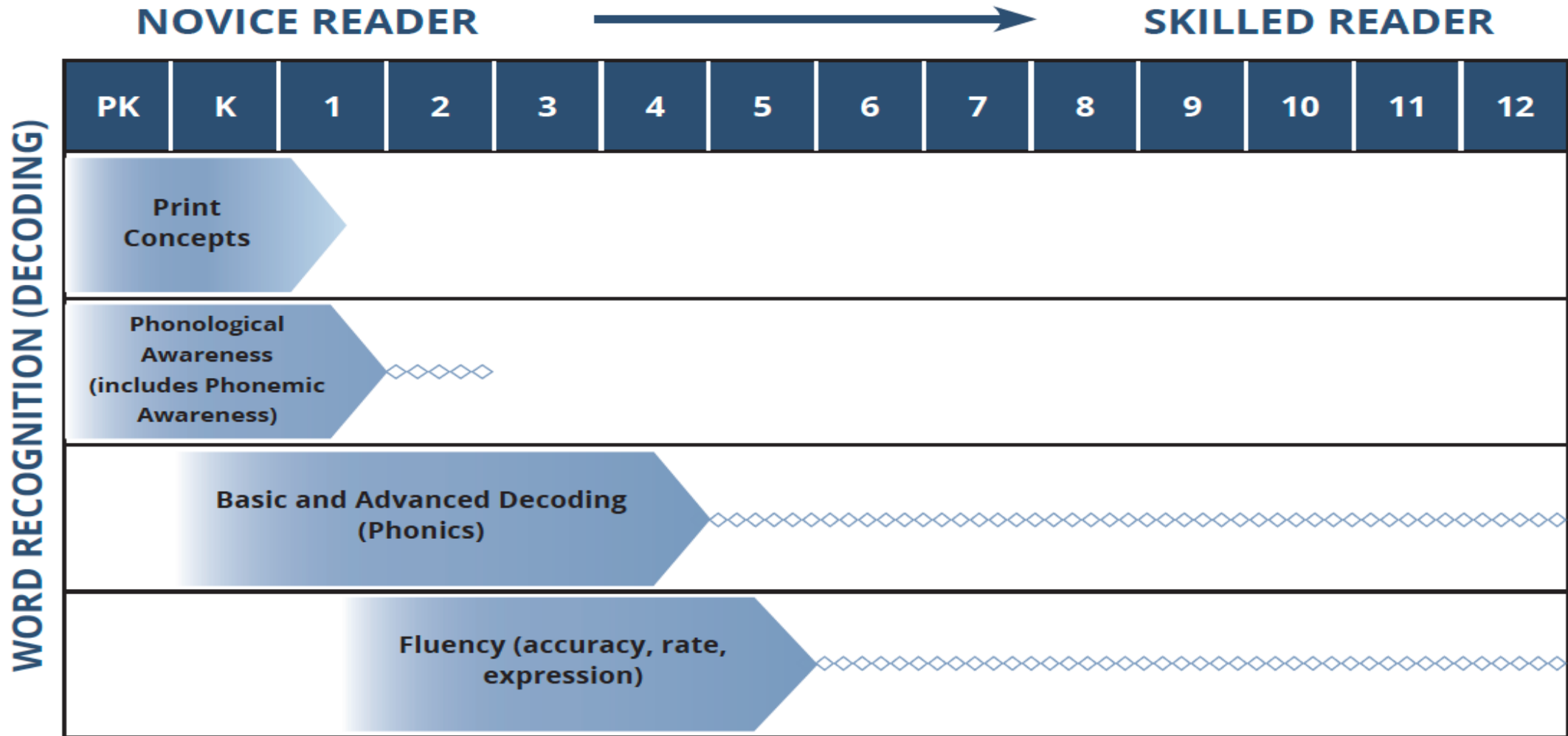


# Language Comprehension Unpacked



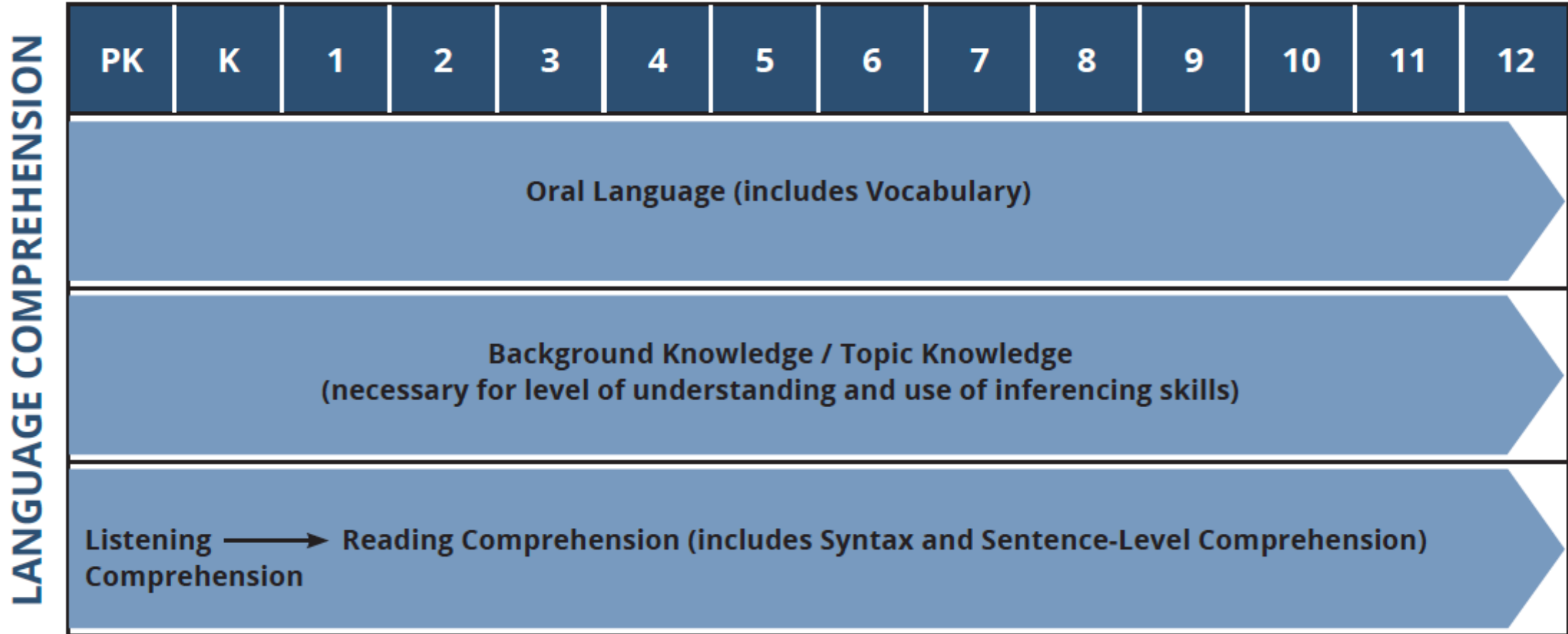
Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

# 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)



## Activity 2.3

- You will be put into a breakout room with 1-2 other coaches
- In your breakout room, take turns explaining each slide to your partner(s)
- When you are the listener, be prepared to provide feedback to your partner on their presentation (glows and maybe a grow, if appropriate)

## 3.0 Grade-Level Team Structures

# 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**

# 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

# Grade Level Team Meeting Focus/Topics

- Analyze grade-level reading data and implementation fidelity data to make decisions and adjust instruction to meet needs
- 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.
- Organize the reading curriculum resources and instructional methods/routines to teach *comprehension 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.)

- 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)



# Activity 3.1

- Review the Grade-Level Team Structures Checklist
- Identify which items are currently in place in your school and which items need to be reviewed, added, or strengthened to support the Tier 1 reading components of an MTSS framework
- For each item that needs to be reviewed or added, read through the recommendations for consideration
- Schedule a time to review the recommendations with your school's principal to the SLT professional learning session



# Assignment #1

- Take the Grade-Level Team Structures Checklist back to your building and gather any additional information to help determine what is in place at all or some grade levels
- Preview the “Recommendations to Consider” with your school’s administrator to gather any additional context or considerations prior to the School Leadership Team training

# Coaching During the Upcoming SLT Training Session

- Coaches will provide recommendations for the SLT to consider related to the Grade-Level Team Structures and to help facilitate the development of action items for your school's Implementation Plan
- Specific resources will be provided to support the recommendations, when possible
- The MiMTSS TA Center will provide a template for your school's implementation plan
- Be sure to share this template with your SLT and prompt team members to add specific activities to the implementation plan related to the installation and use of Tier 1 reading components of an MTSS framework

# 4.0 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

# 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 any redundancies in assessments
- Identify 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





# Activity 4.1

- Review the “Comprehensive Tier 1 Reading Assessment System Worked Example” document
- Ask any questions to be sure you understand the structure of the document and what information is needed to complete the document
- Try completing Table 1 and Table 2 for at least 1 assessment



# Assignment #2

- Between now and the Tier 1 Reading Components of an MTSS Framework School Leadership Team training, work with appropriate staff back in your building to complete the “Comprehensive Tier 1 Reading Assessment System” document
- Bring the completed document to the training to support activities during the training

# Coaching During the Upcoming SLT Training Session

- Coaches will:
  - Share the completed “Comprehensive Tier 1 Reading Assessment System” document with the team
  - **Prompt** team participation in review and discussion of the information
  - Support building **fluency** in understanding the importance of a comprehensive reading assessment system
  - **Prompt** the development of specific action items to add to your school’s MTSS Implementation Plan
  - Provide **feedback** to your team along the way

# 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).
- Masser, J. (2015). Best practices: Four functions of effective coaching. *Teach by Design*. PBIS Apps.
- 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.
- 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.