



Tier 1 Reading Components of an Elementary MTSS Framework

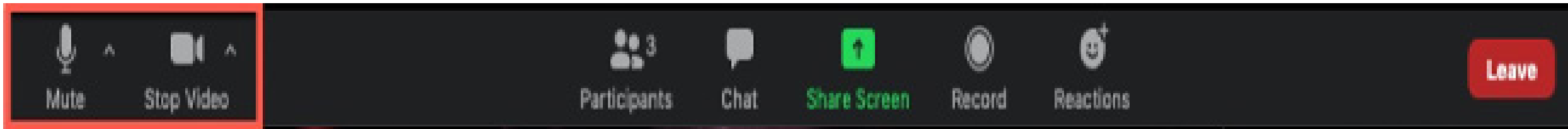
Coaches' Orientation



mimtsstac.org

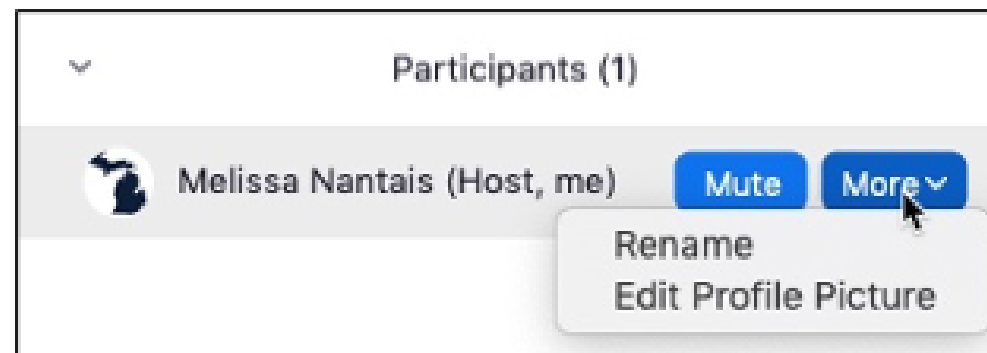
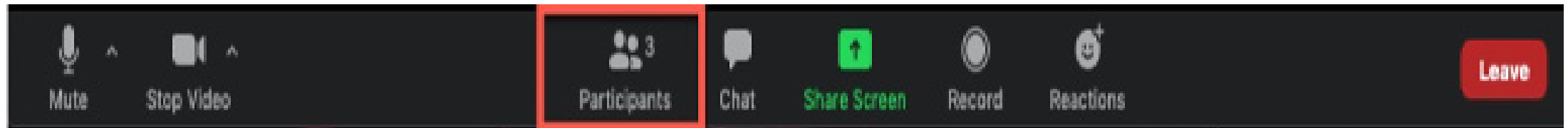
Zoom Meeting Procedures: Camera & Microphone

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



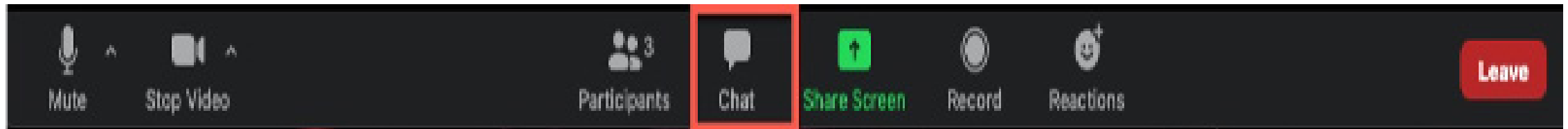
Zoom Meeting Procedures: Attendance

- 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 introduces the school-level systems coach to their role in supporting the School Leadership Team's work to install and implement the Tier 1 reading components of an MTSS Framework.

Intended Outcomes

After today's session, coaches will be able to:

- Articulate their role as a systems level coach
- Articulate the role of the School Leadership Team
- Summarize the four functions of coaching and recognize examples related to coaching the Tier 1 reading components of an MTSS framework
- 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 Systems-Level Coaching
- 3.0 School Leadership Team
- 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



Poll

Please respond to the Zoom poll regarding your level of familiarity with
MDE's MTSS Practice Profile

Purpose of the MTSS Practice Profile

- Create shared understanding
- Clearly define standards or expectations
- Describe actions that a district should take to develop and implement an MTSS framework as intended

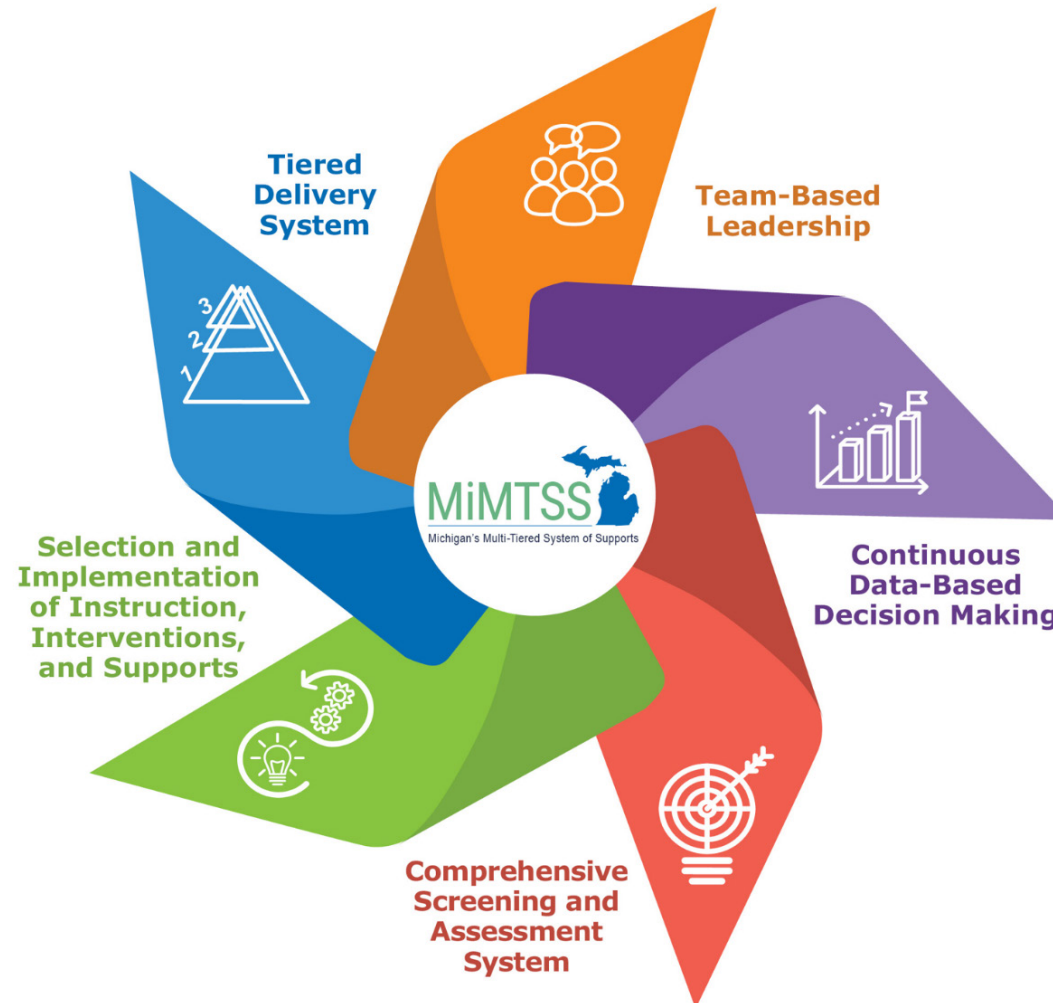
(MDE, 2020; p. 5)

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.”

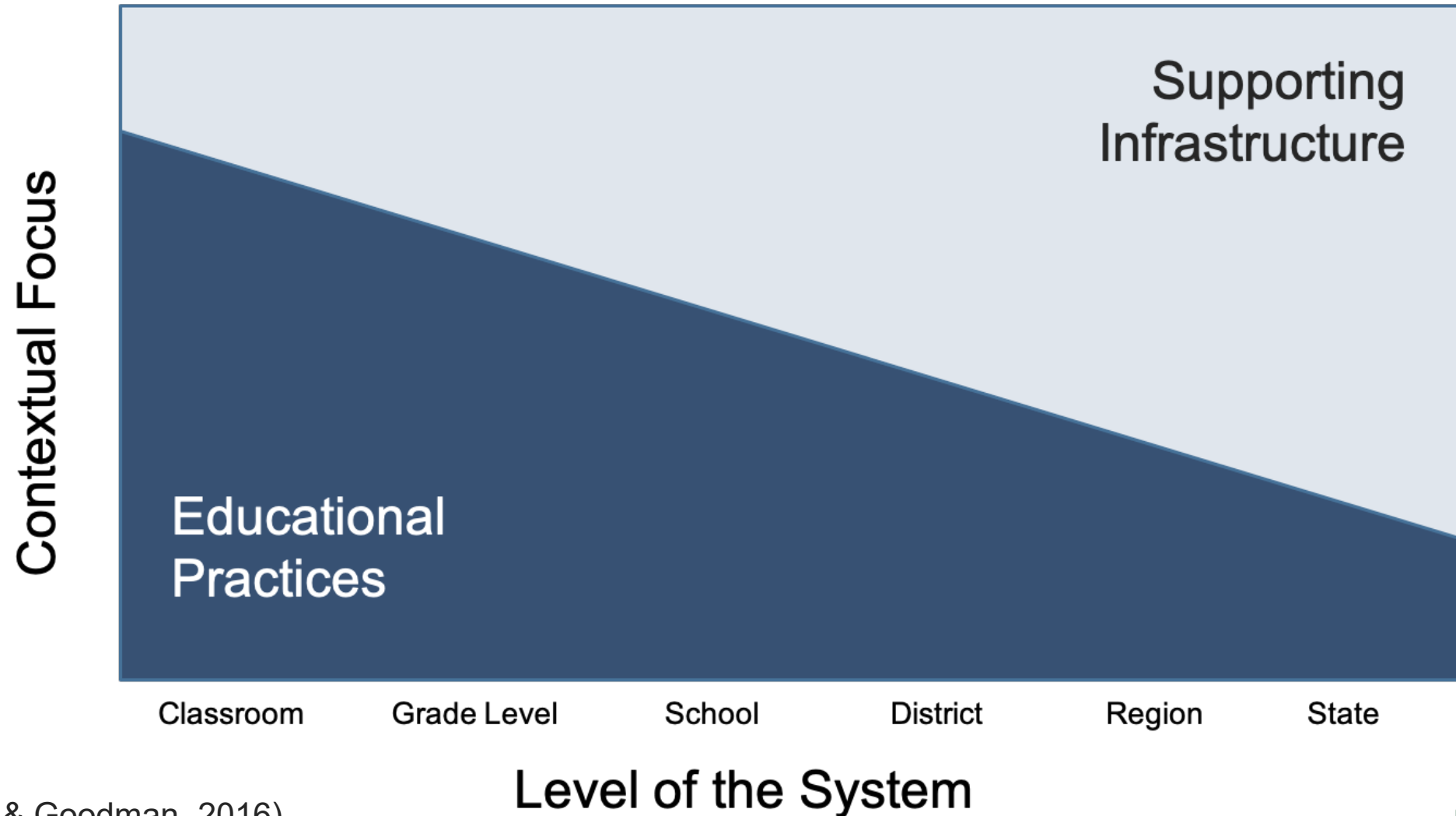
(MDE, 2020; p. 5)

MDE MTSS Practice Profile Essential Components



(MDE, 2020)

Framework for Addressing Practices and Supports



(McIntosh & Goodman, 2016)

Level of the System

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 1.1

- Take 60 seconds to reflect on the information shared regarding:
 - MDE's MTSS Practice Profile
 - Framework for Addressing Practices and Supports
 - Reading Components of an Elementary MTSS Framework
- When prompted, provide one "Big Idea" or take away message to share with the group

2.0 Systems Level Coaching

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)

Distinguishing Between Coaching Types

Systems Coaching

- Coaching to develop the capacity to effectively use or support the use of a program, practice, or approach to enhance student outcomes

Instructional Coaching

- “Content / practice-level coaching” to help teachers improve instruction in a discipline using a particular strategy, practice, or program to improve student outcomes



Activity 2.1

- Review each scenario provided and determine if the scenario is an example of the role of a systems coach or not the role of the systems coach
- Record your answer in the space provided
- Be prepared to share out

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)

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)

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)

Tailoring the Coaching Methods You Use

- The coaching methods you use will need to be tailored to the specific situation based on the following:
 - School Leadership Team members understanding of concepts after attending training
 - Where the SLT members and staff are in terms of installing or using MTSS within the school

What: Initial Focus of Your Coaching

- Tailoring Coaching Methods
 - Staff buy-in, School Leadership Team functioning, and creation and use of communication tools to support MTSS
 - Prompting, fluency building, performance feedback, adaptation
 - Assignments and work outlined in the upcoming Tier 1 Reading Components of an MTSS Framework trainings
 - Prompting the assignments and work outlined in the training

Time to Practice

- We know that it is important to practice with new information before you need to use it
- We also know that the power of practice increases with immediate feedback
- As a systems coach, you will be asked to provide information to your SLT before, during, and after training sessions
- This is the time and safe place to practice!



Activity 2.2

- Read through the “School Leadership Team Coach Script” provided
- Work with a partner in a breakout room and practice explaining the specific coaching methods you will be using and identify the initial focus of your coaching
- Feel free to modify the scripts to your own words while making sure the key points remain the same
- When you are listening, check to make sure your partner is including the key points found after the scripts and provide feedback

3.0 School Leadership Team

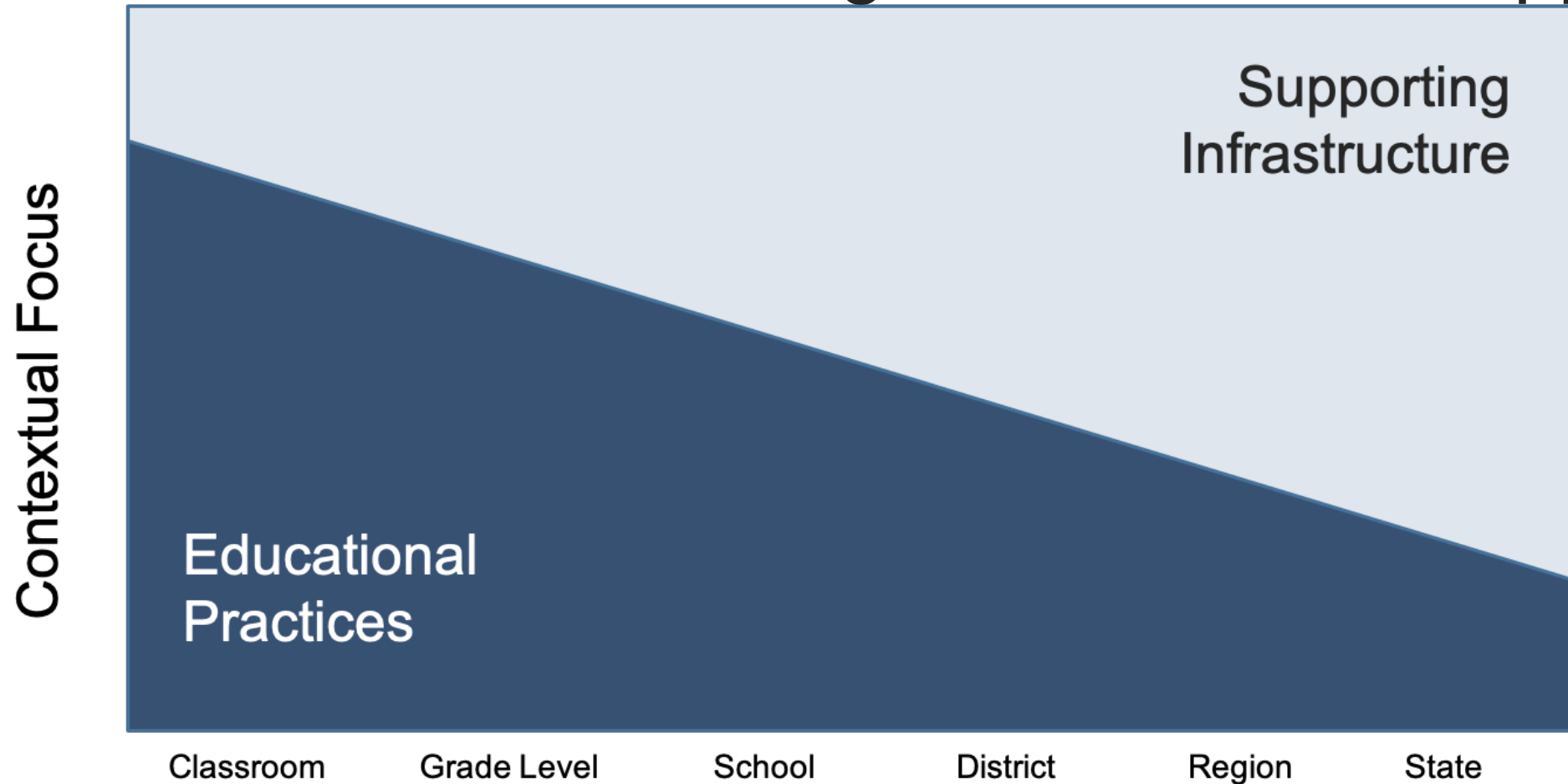
Role of the School Leadership Team (SLT)

“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)

Recall:

Framework for Addressing Practices and Supports



(McIntosh & Goodman, 2016)

Level of the System

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

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

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

- Take 5 minutes to skim the SLT Operating Procedures packet
- Make note of any questions you have in the chat box



Assignment #1

- Use the SLT Operating Procedures packet to develop or refine proposed SLT Operating Procedures for your team
- Complete the draft prior to the SLT Orientation Session and review it with your school's administrator for input and feedback
- During the SLT Orientation Session, you will share the draft with the team to gather additional input/feedback before the team finalizes the operating procedures that fit within the context of your team and school

4.0 Simple View of Reading: An Introduction

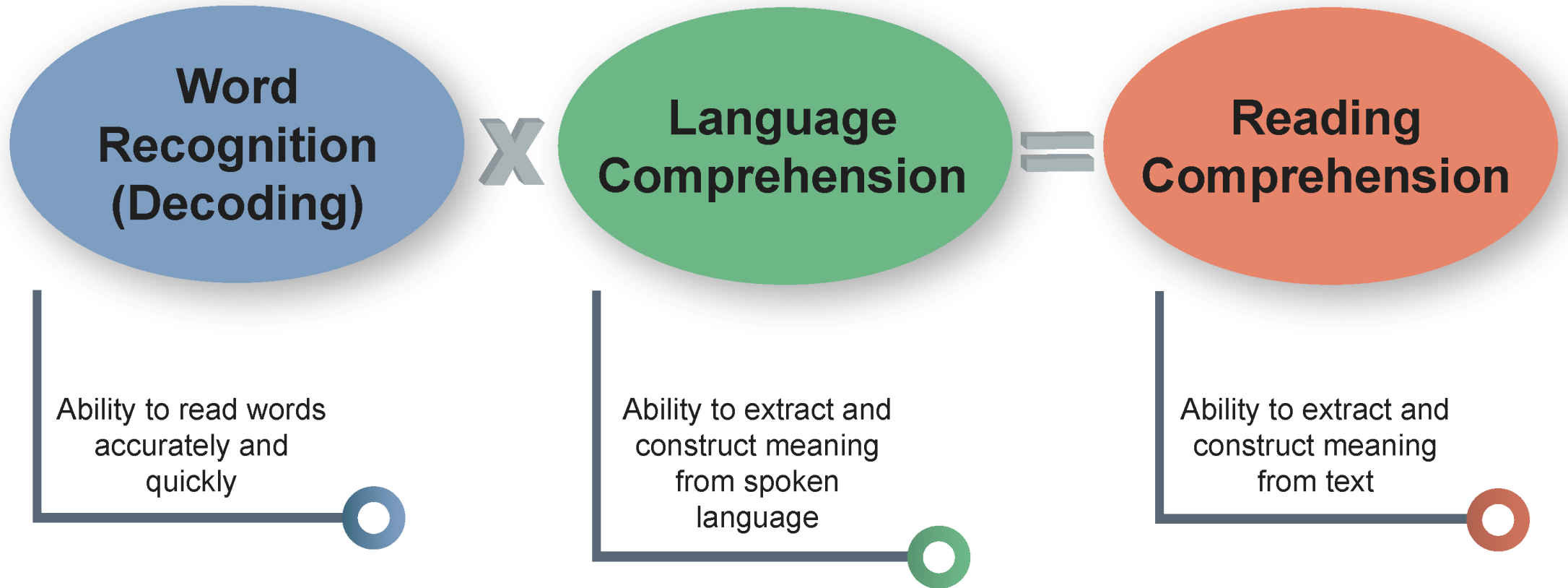
The Simple View of Reading

- Provides a foundation for the Tier 1 Reading Components of an Elementary MTSS Framework
- As a coach and an SLT member, 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

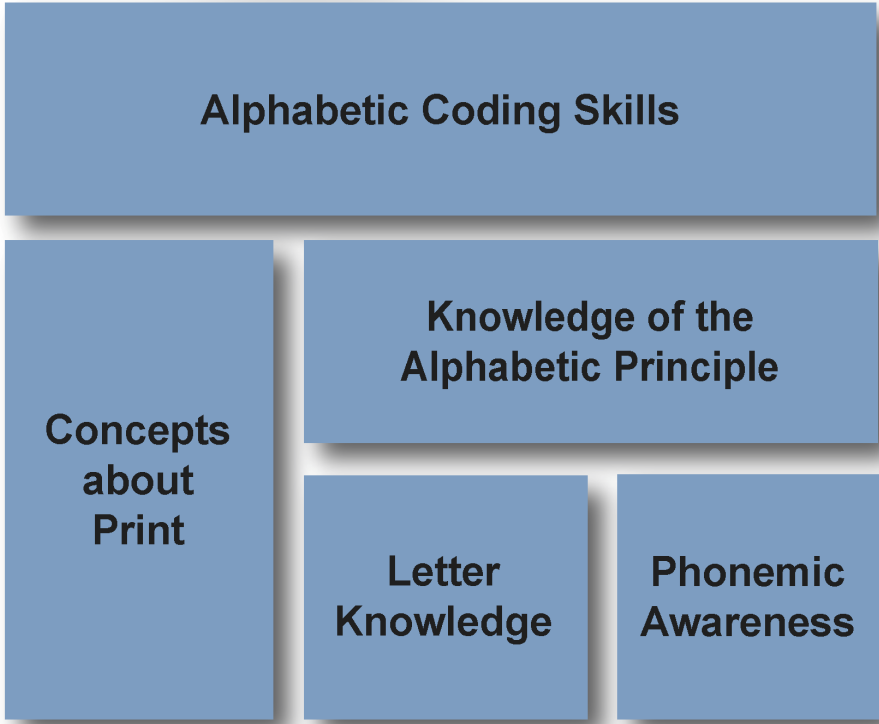
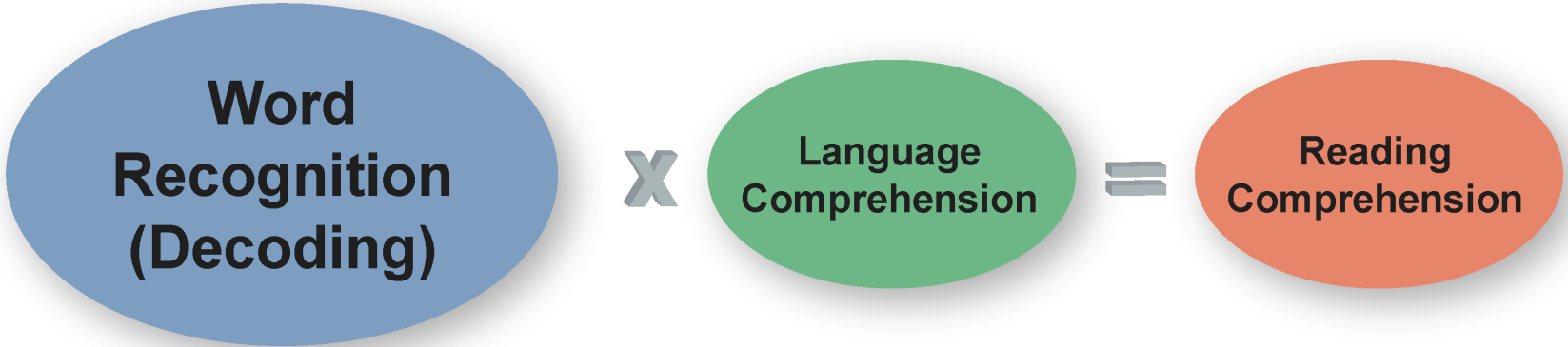
- As you listen to our initial introduction to the Simple View of Reading, make note of key talking points that resonate with you
- The talking points can be:
 - Something you already knew that was reinforced,
 - Something new that you learned, or
 - Something you want to learn more about
- Be prepared to share at least one talking point in the chat box when prompted

Simple View of Reading



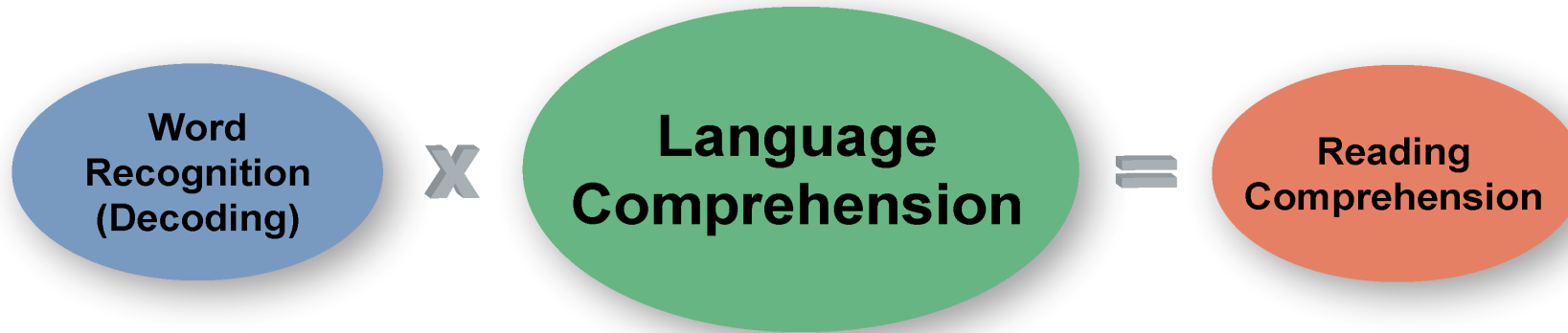
(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 2019)

Word Recognition (Decoding) Unpacked



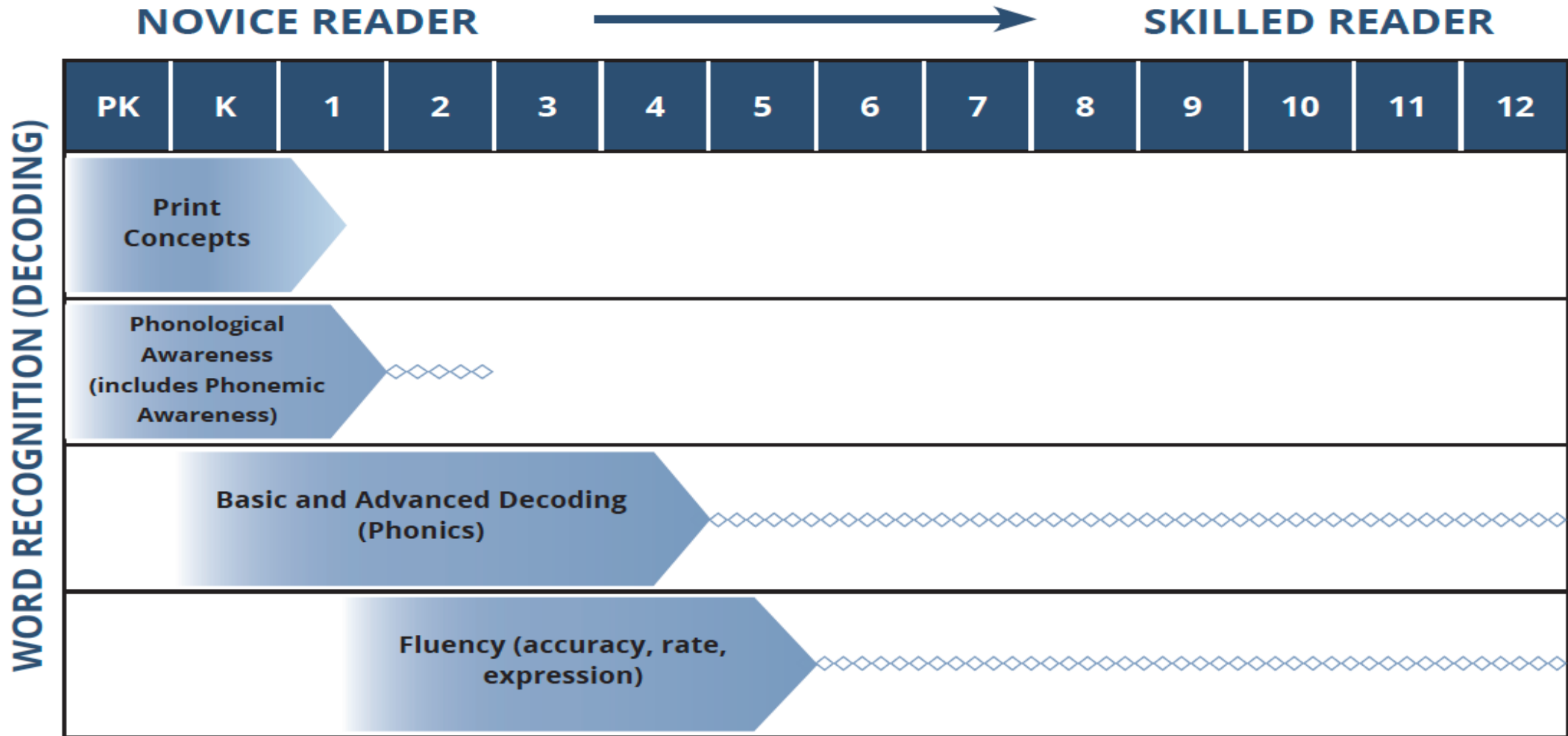
Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

Language Comprehension Unpacked



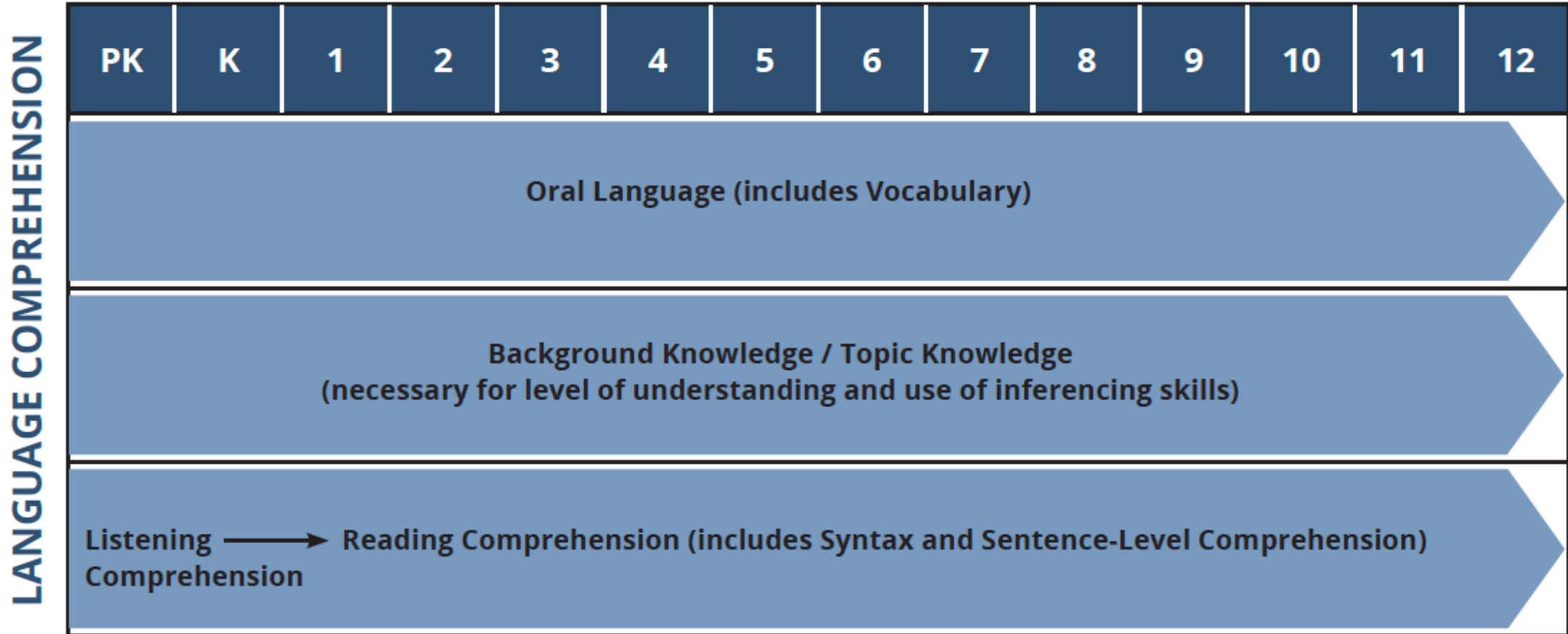
Adapted from Cognitive Foundations Framework (Tunmer & Hoover, 2019)

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 #2

- 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

Upcoming Coaching Support Session Topics

- Status Update
- Simple View of Reading (continued)
- Grade Level Team Structures
- Comprehensive Reading Assessment System

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