

Secondary Integrated Tier 1 Literacy, Social-Emotional Behavioral MTSS Framework (Grades 6-12)

Purpose and Value

To provide professional learning and coaching to core subject area teachers to utilize text during classroom instruction to deepen students' understanding (comprehension) of the discipline. The service delivery offering will focus on:

- Enhancing evidence-based classroom instructional and management practices.
- Integrating reading and writing into core subjects using before, during, and after reading strategies.
- Building knowledge and skills for data use and analysis to inform instruction across the department and cross-department (grade-levels).

This service improves instruction in secondary settings by creating more effective and supportive environments, supporting administrators and school staff in utilizing literacy and SEBH strategies across disciplines to increase students' active participation in daily instruction and their understanding of the subject matter, and fostering data-based decision-making to make informed department, cross-department, and, as appropriate, school-wide decisions.

Outcomes

1. Increase the quality and consistency of Tier 1 classroom management practices to increase student engagement and learning in secondary settings.
2. Increase the quality and consistency of reading and writing practices in core subjects using before, during, and after reading strategies.
3. Increase educators' knowledge and skills in collecting, analyzing, and using student data as department and cross-department teams to inform instructional planning and continuous improvement efforts.
4. Improve student learning outcomes (literacy and social, emotional, behavioral health).

Intended Audience

- Building administrator(s)
- Building literacy coach(es)
- individual teachers and/or grade, department, or content area team(s)

Components

- Coaching and Implementation Support (on-site, direct support for teachers and coaches)
 - Department-level data analysis and implementation planning
 - On-site coaching (observation, planning, goal setting, modeling, feedback)
 - Follows semester schedule (fall-winter, winter-spring)
- Training (on-site, mini-PD sessions)
 - Explicit instruction practices
 - Classroom management strategies
- Consultation (as needed)

Example Timeline

Fall Cycle

- September
 - TA Center observations, review of data, CMOT data collection, and communication with the coach
 - Department-level data analysis meeting, implementation plan developed
- October
 - On-site visits - coaching, real-time training as needed (once per week)
 - Virtual office hours with school coach and teachers (as needed)
- November
 - On-site visits - coaching, real-time training as needed (once per week)
 - Virtual office hours with school coach and teachers (as needed)
- December
 - On-site visits - coaching, real-time training as needed (once per week)
 - Virtual office hours with school coach and teachers (as needed)
 - TA Center staff and the coach meet with the principal and determine next steps:
 - Continue with a new department, grade, or content area for Spring Cycle
 - Continue and build the capacity of the coach to provide ongoing support during Spring Cycle
 - End service delivery plan in January
- January
 - On-site coaching support - 1 day per week
 - Virtual office hours with school coach and teachers (as needed)
 - School collects screening data
- End of January
 - TA Center observations, review of data, CMOT data collection, and communication with the coach
 - Grade-level analysis is scheduled to review and update the Grade-Level Implementation Plan
 - The TA Center debriefs with the coach to discuss glows and grows (mutual glows and grows for TA Center and for the school-level coach), but also determines whether the components on the grade level implementation plan were addressed.

Process

1. Initial meeting between MiMTSS TA Center and district/school leaders.
2. District/school sites complete an MTSS Implementation Scan.
3. Mutual decision to move forward with Tier 1 Secondary Supports.
 - a. Identify school(s) to be supported
 - b. Identify teacher(s) and/or grade, department, or content area teams to be supported
4. District administrator and MiMTSS TA Center complete Memorandum of Understanding (MOU).
5. Initial meeting between each principal, literacy coach (if applicable), and MiMTSS TA Center staff to co-create site-based service delivery plan.
6. Services are provided in accordance with the service delivery plan and MOU.
7. At the end of the cycle, MiMTSS TA Center staff meet with the building principal and literacy coach (if applicable) and determine next steps and available resources.

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