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Tier 1 Elementary Reading System
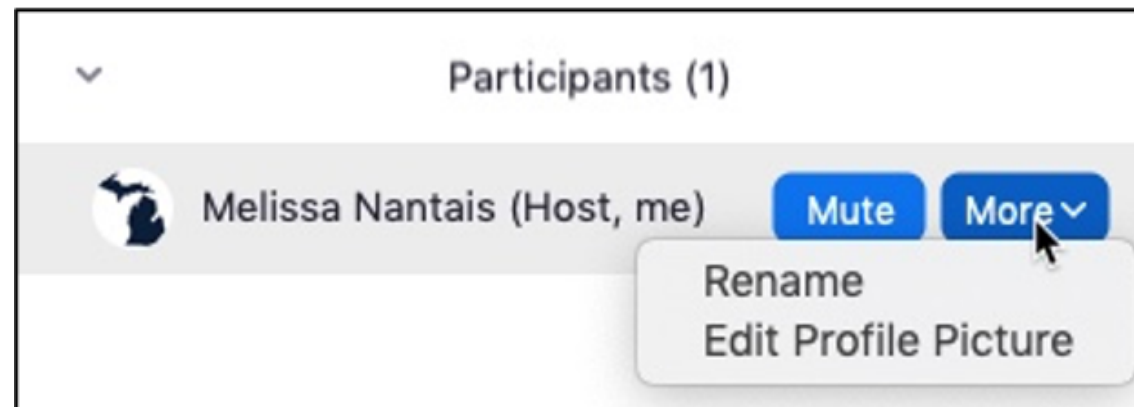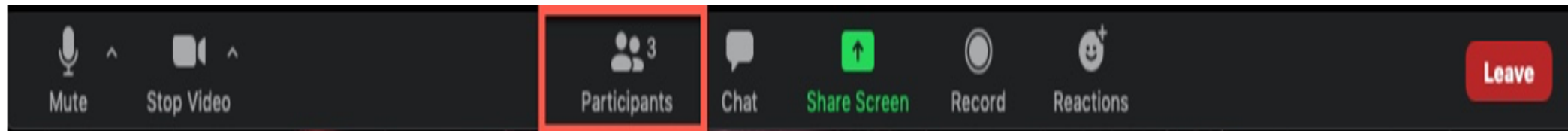## Coaching Support Session

Fall 2022

MICHIGAN
Department of Education

mimtsstac.org

Zoom Attendance

- Click on Participants Icon

- Is your first and last name listed? If not, please click Rename and edit so we know who is here

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

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

This session prepares School-Level coaches to provide systems-level coaching to School Leadership Teams as they work to install and use the Tier 1 Reading Components of an MTSS framework

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Intended Outcomes

- Identify the reading components of an elementary MTSS framework

- Describe your role as a systems coach in supporting the School Leadership Team

- Summarize the four functions of coaching and recognize examples related to coaching the Tier 1 Reading components of an elementary MTSS framework

- Summarize how the Simple View of Reading equation works and the importance of both parts of the equation

Agenda

1.0 Update on Schoolwide PBIS Implementation

2.0 The Reading Components of an MTSS Framework

3.0 Role of the Systems Coach

4.0 Simple View of Reading

1.0 Updates on Schoolwide PBIS Implementation

Status Check

- Fall Kick-off of Tier 1 School-wide PBIS

- Completed Tier 1 of the School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI)

    - Target 70% of higher on Tier 1 scale of the SWPBIS TFI

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Activity 1.1

- Login into the MiMTSS Data System

- Navigate to your school's dashboard (let me know if you need help)

- Review your school's status on the following:

  - Tier 1 PBIS Installation Checklists on the Installation Checklist tab

  - Fall score for Tier 1 of the SWPBIS Tiered Fidelity Inventory on the Behavior Fidelity tab

- Use this information to populate the MTSS Update Google Slide Deck shared with you in the chat

- Take this update back to your SLT and determine when and how to share it with your staff

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2.0 The Reading Components of an MTSS Framework

Making Connections

In today's training, you are likely to see the following connections:

- Essential School-Wide and Center-Wide Practices in Literacy and Disciplinary Literacy
  - Shared purpose: **improving children's literacy through implementing systematic and effective organizational practices and increasing reading and writing in all core subject areas**
  - Shared recommendations around **leadership**, **organizational climate** and **learning environment**
- Read by Grade Three Legislation
 - Includes specific requirements of schools for supporting reading K-3

Poll

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

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."
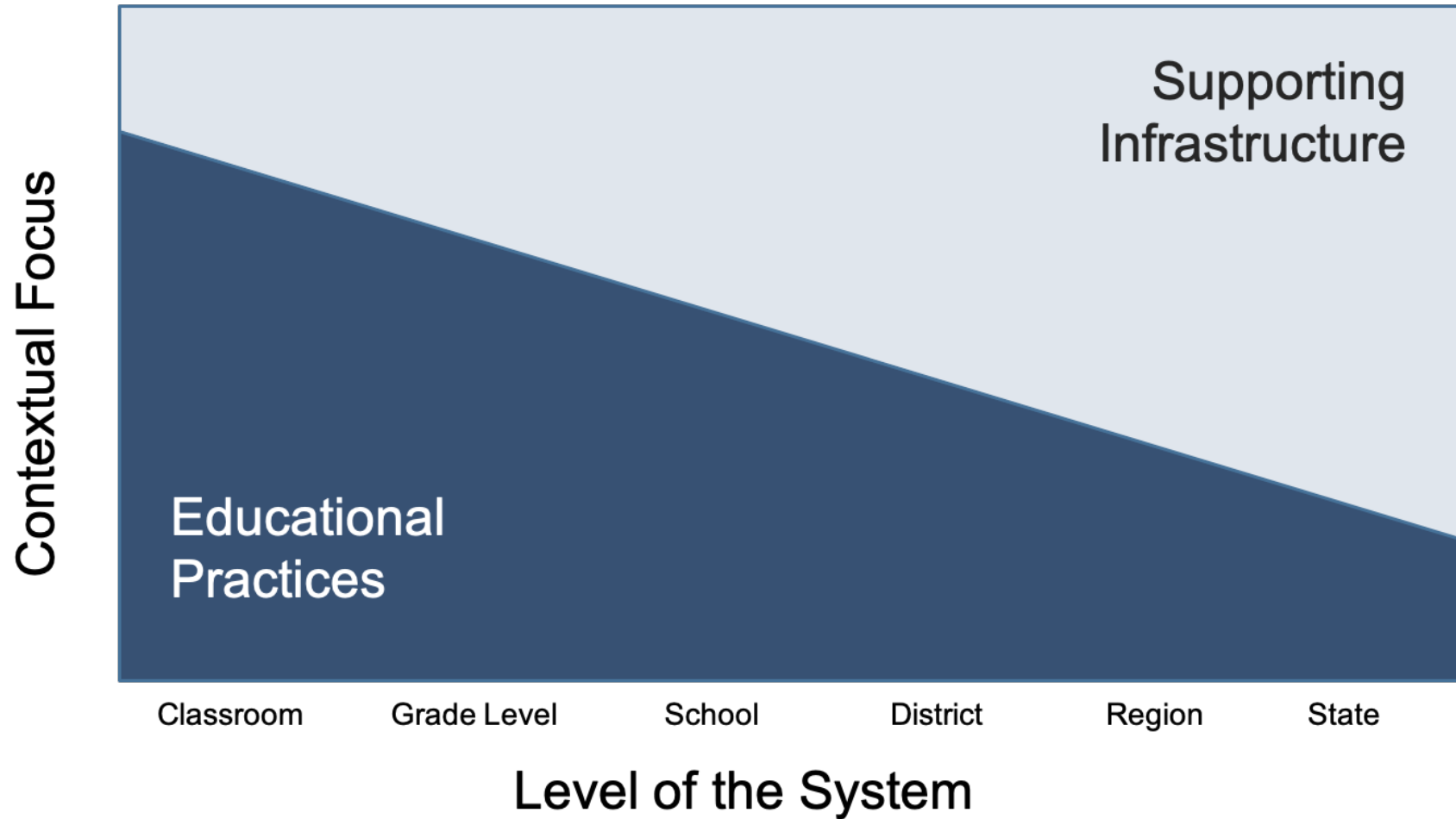
(MDE, 2020; p. 5)
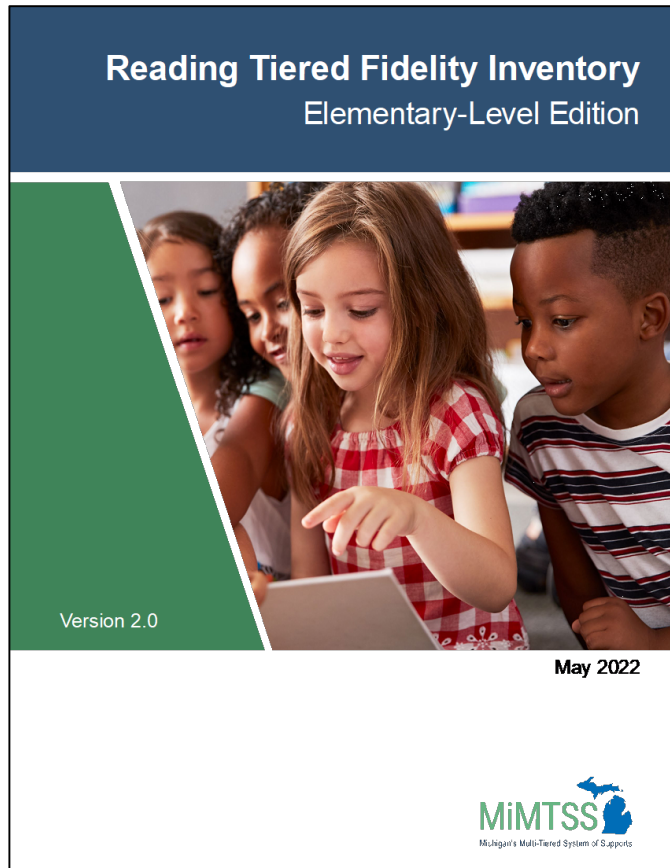
MDE MTSS Practice Profile Essential Components

(MDE, 2020)

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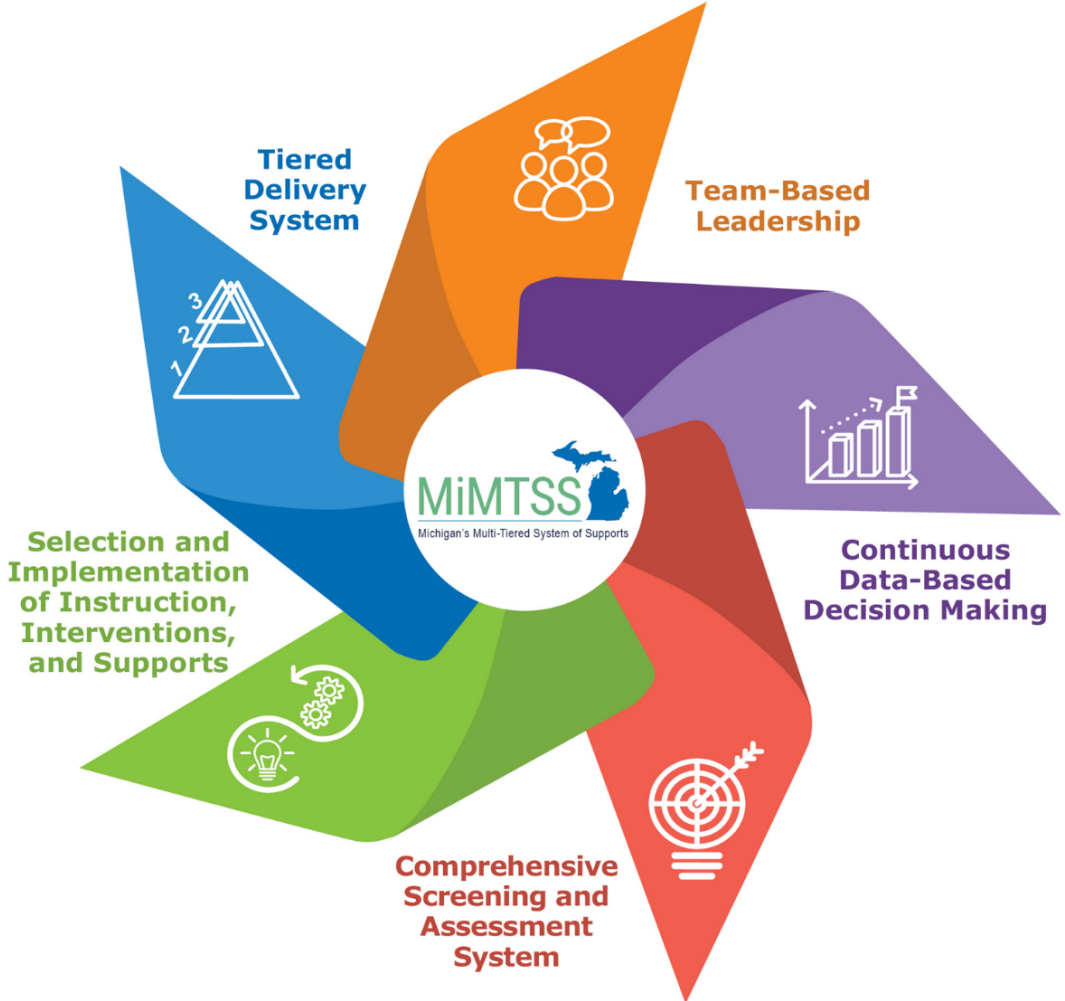
Framework for Addressing Practices and Supports

(McIntosh & Goodman, 2016)

Introducing the Reading Tiered Fidelity Inventory Version 2.0

Reading Tiered Fidelity Inventory
Elementary-Level Edition

Version 2.0

May 2022

MiMTSS
Michigan's Multi-Tiered System of Supports

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

- Released in May of 2022
- School-level fidelity measure for the reading components of an MTSS framework
- Two parts:
  - Tier 1
  - Advanced Tiers
- Completed at least annually and used for continuous improvement

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Activity 2.1

- Locate your copy of the Reading Tiered Fidelity Inventory Elementary Level Edition Version 2.0

- Open to page 3 and read the text in the blue box at the top of the page
  - Do the components in the bulleted list sound familiar?

- Open to pages 12-13 and skim the Tier 1 items (1.1 to 1.21)

- Keep your copy accessible as we continue through our session

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Data, Systems, & Practices

National PBIS Center
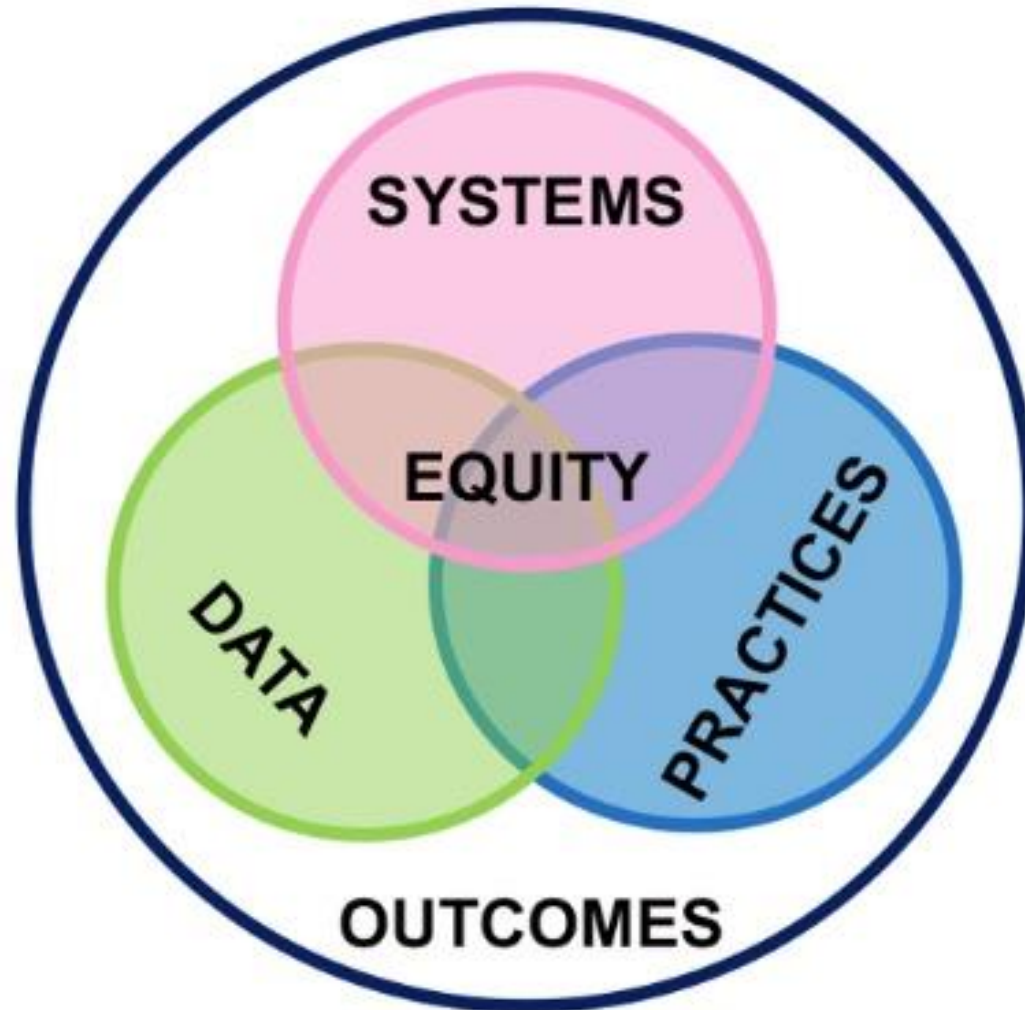
Data, Systems, & Practices Components Operationalized

- Teaming structures:
  - School Leadership Team (1.1)
  - Grade-Level Teams (1.18)
  - Systems-Level Coaching (1.2)
- Data-Based Decision Making (1.6, 1.21)
  - Comprehensive reading assessment system (1.4)
  - Using data to monitor the health of the Tier 1 reading components of an MTSS framework schoolwide and at each grade level (1.5, 1.20)
  - School-level Implementation Plan (1.3)
  - Grade-level Implementation Plans (1.19)

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

- Classroom Practices
  - Classwide reading instruction that is differentiated (1.14)
  - Daily reading instruction in foundational word-reading skills (1.9)
  - Daily reading instruction in comprehensive skills (1.10)
  - Support students in reading high-quality texts (1.11)
  - Daily instruction in foundational writing skills (1.12)
  - Frequent structured opportunities to write about the text read (1.13)
  - Provide social, emotional, and behavioral supports in the classroom (1.15)

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Data, Systems, & Practices Components Operationalized
(continued)

- Professional Learning
  - Reading Science (1.16)
  - Instructional coaching (1.17)
- Communication (1.7, 1.8)

Activity 2.2

- 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

3.0 Role of the Systems Coach

R-TFI Elementary Level Edition V 2.0 - Item 1.2

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 <u>effectively use</u> or support the use of a program, practice, or approach to enhance student outcomes

Instructional Coaching

- Content/practice-level coaching" to help teachers <u>improve instruction</u> in a <u>discipline</u> using a <u>particular strategy</u>, practice, or program to improve student outcomes

Activity 3.1

- 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 you answer in the space provided

- Be prepared to share out

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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)

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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)

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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)

Recall:
Framework for Addressing Practices and Supports

(McIntosh & Goodman, 2016)

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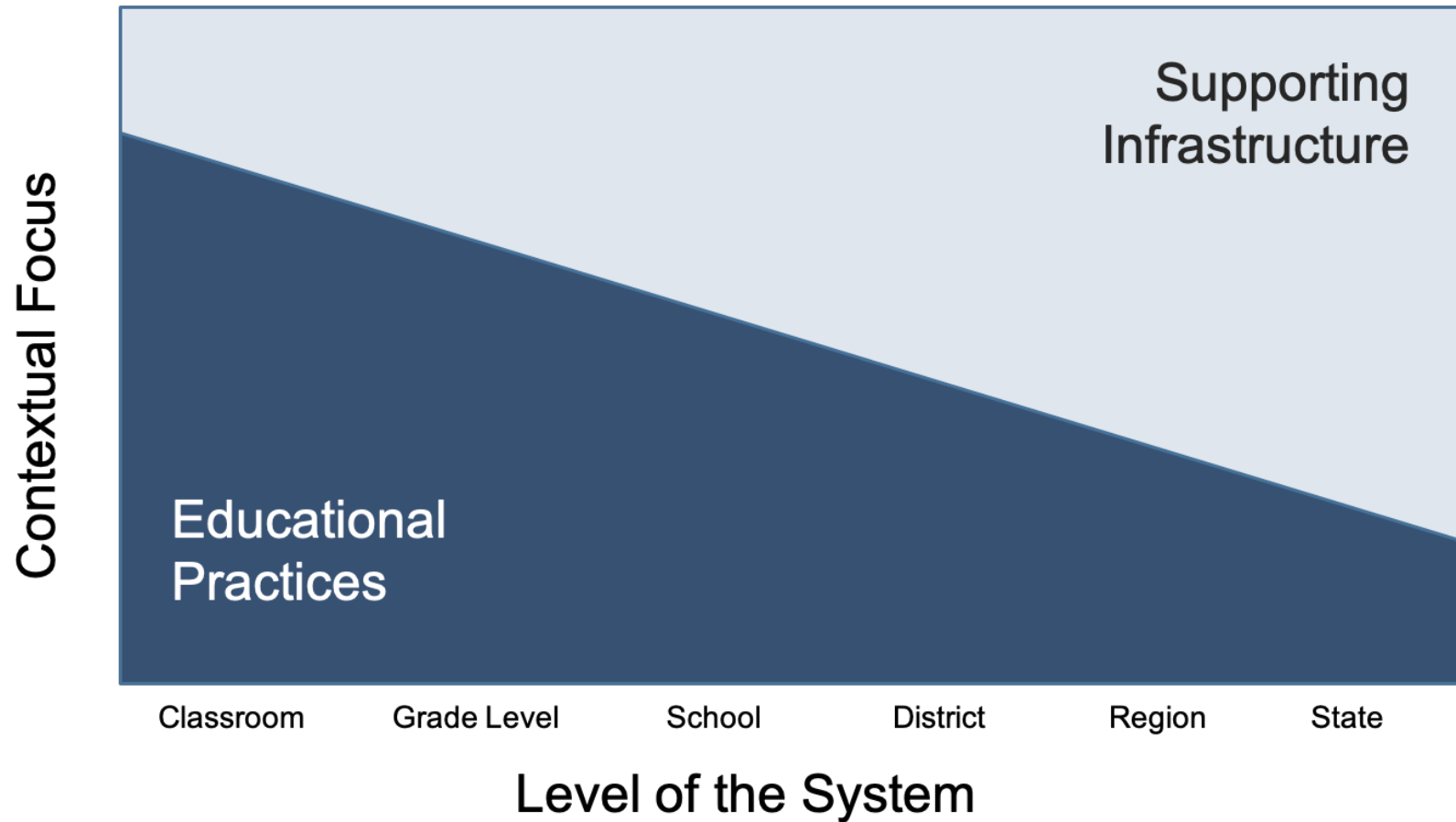
Two Important Teaming Structures

School Leadership Team
(R-TFI 1.1, 1.5, 1.6, & 1.7)

Grade Level Teams
(R-TFI 1.18, 1.19, 1.20, & 1.21)

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)

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 teach during whole group, small group, and differentiated instruction.

- Organize the reading curriculum resources and instructional methods/routines to teach *comprehension skills* to teach 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.

- Determine 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)

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**

Activity 3.2

Work together to craft a brief statement that clarifies the difference between the work of the School Leadership Team and Grade Level Teams

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 and the Reading Tiered Fidelity Inventory

- This is a topic that we will revisit throughout the trainings related to Tier 1 Reading
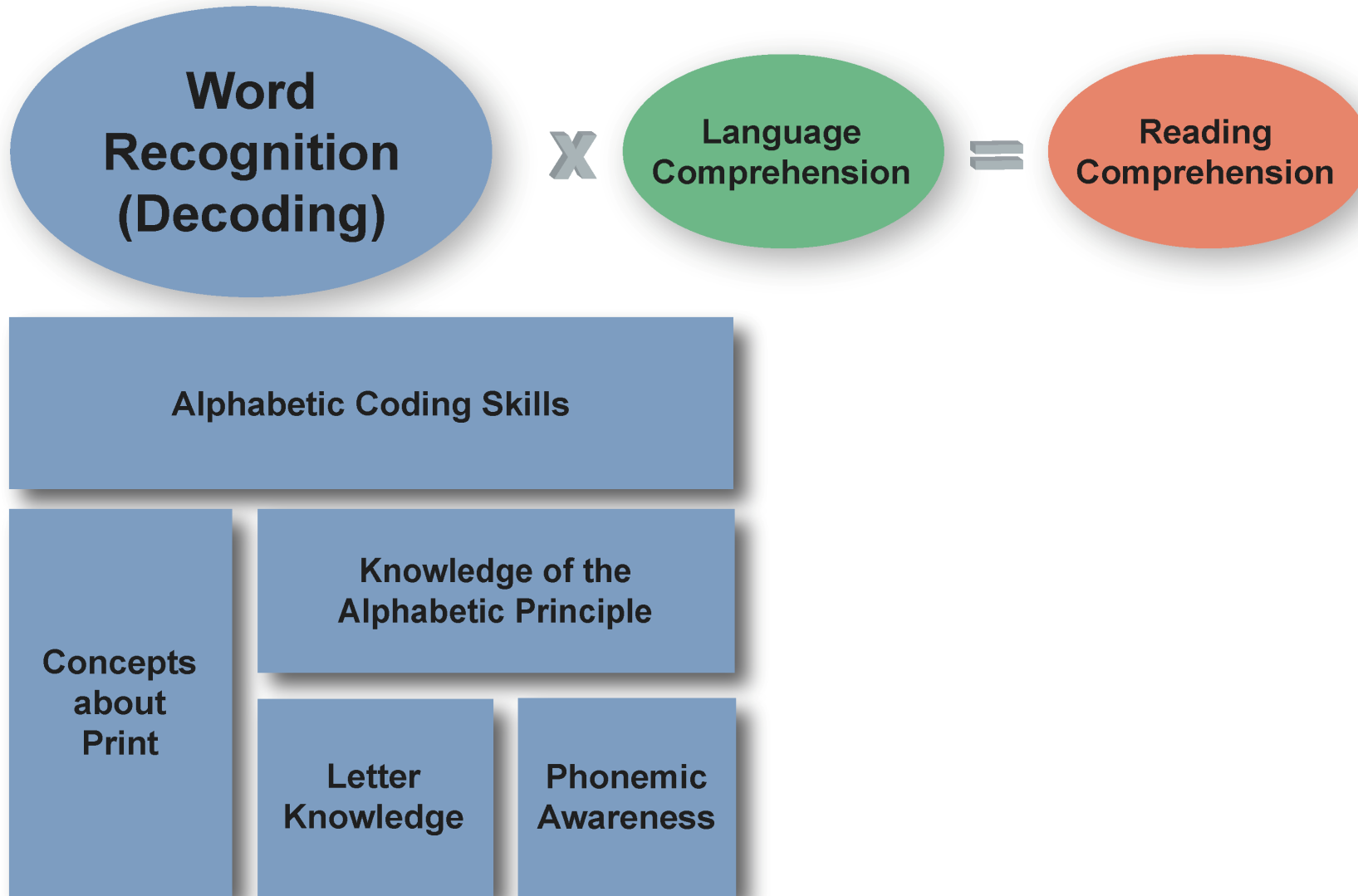
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Activity 4.1

- 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

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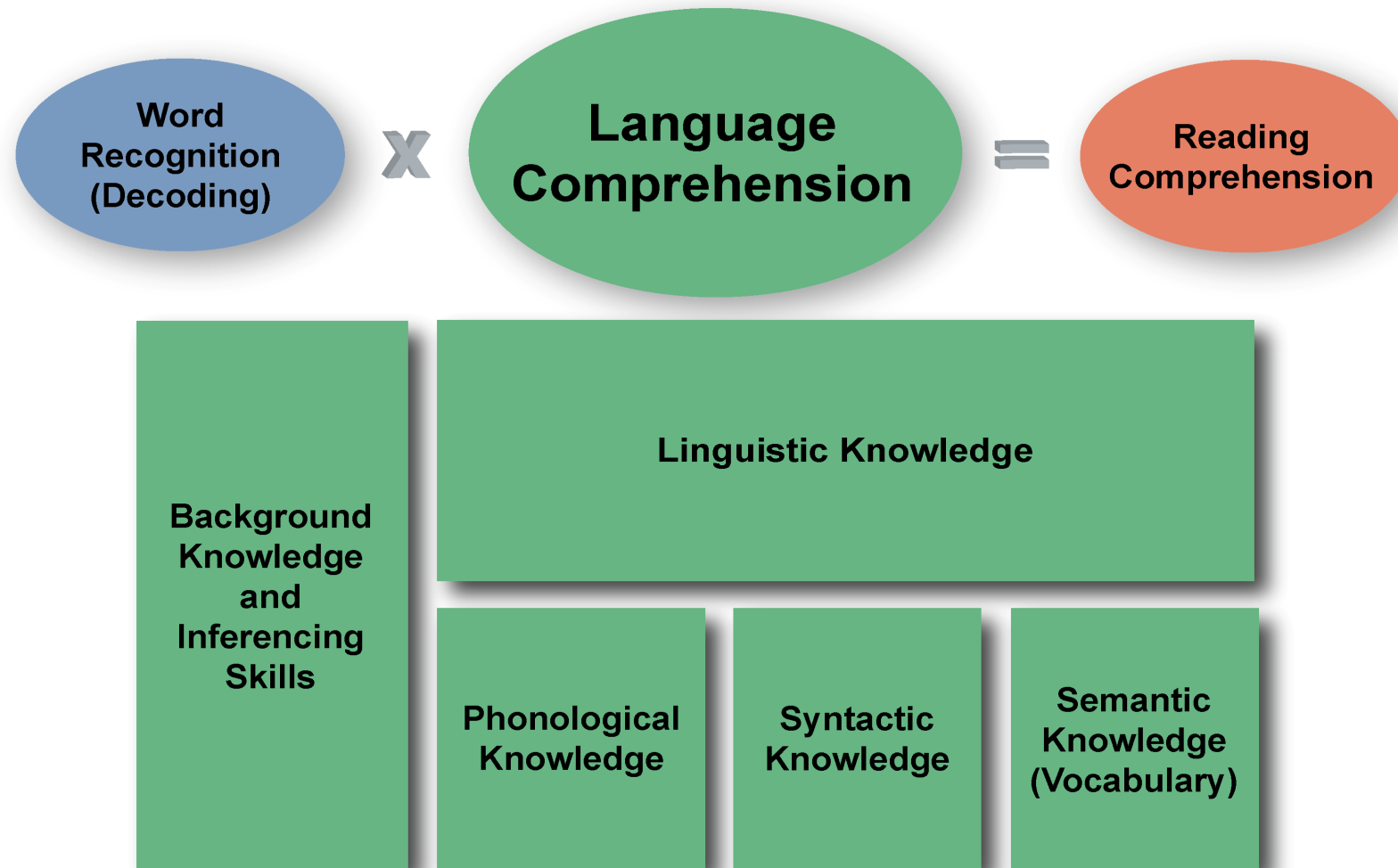Technical Assistance Center

Simple View of Reading
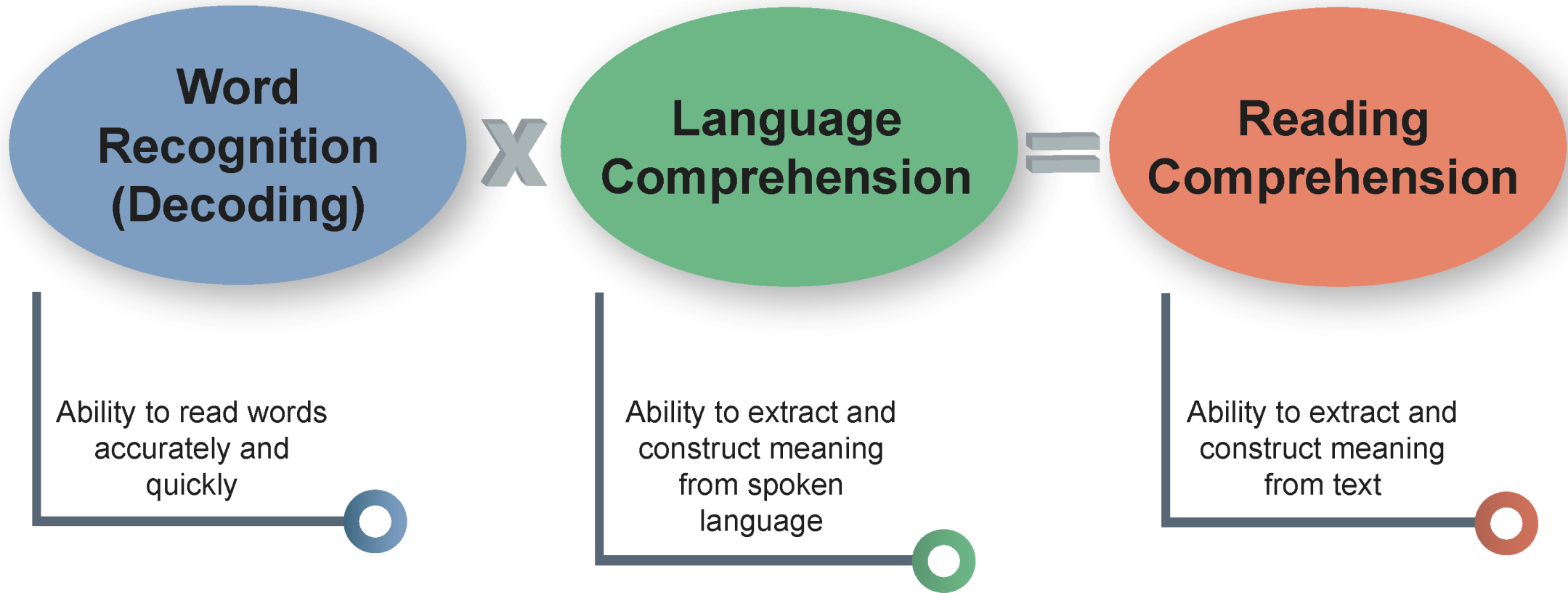
(Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hover, 2019)

Word Recognition (Decoding) Unpacked

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

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Language Comprehension Unpacked

Word Recognition (Decoding) X Language Comprehension = Reading Comprehension

Background Knowledge and Inferencing Skills

Linguistic Knowledge

Phonological Knowledge

Syntactic Knowledge

Semantic Knowledge (Vocabulary)

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

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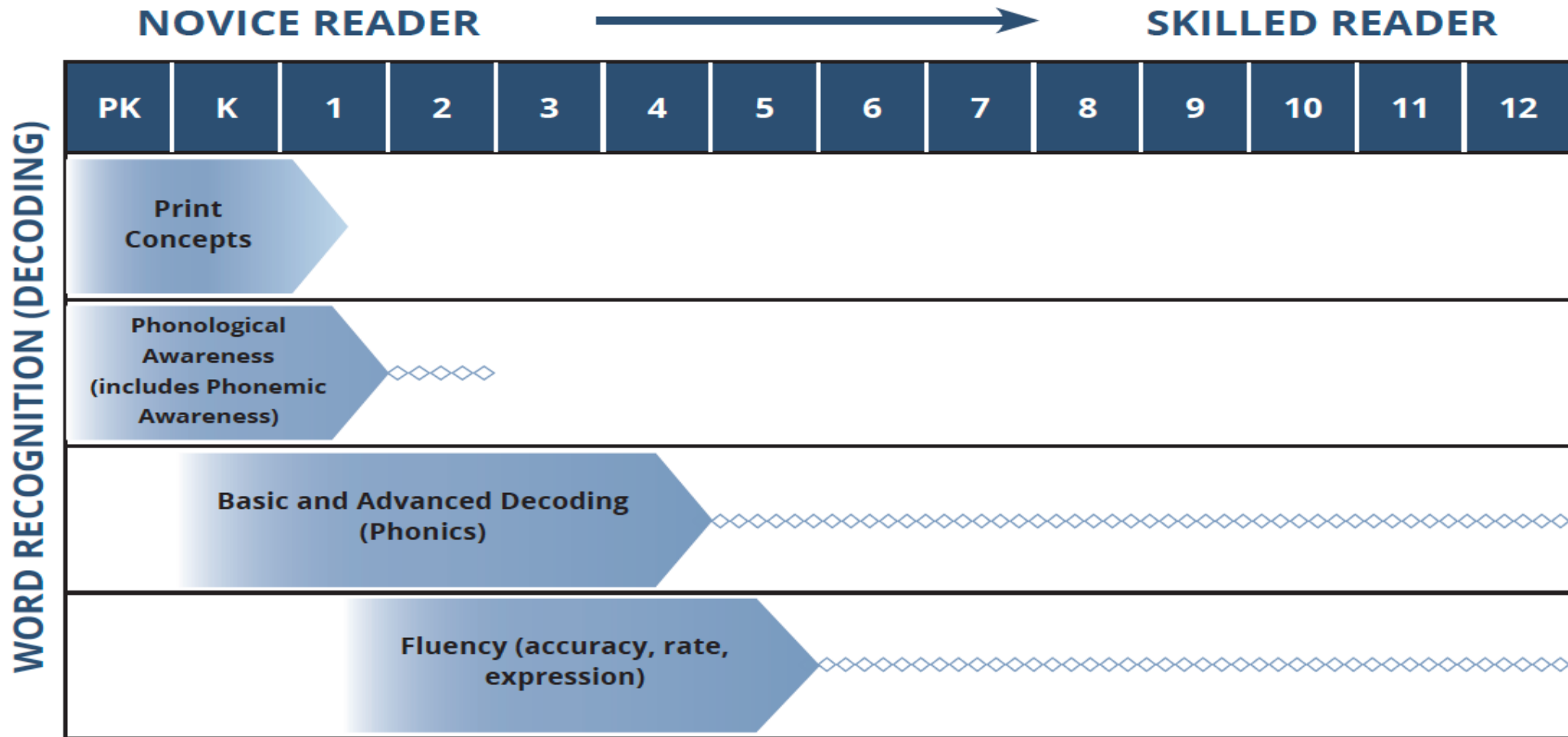
From "Intensifying Literacy Instruction" (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

Language Comprehension Learning Progressions
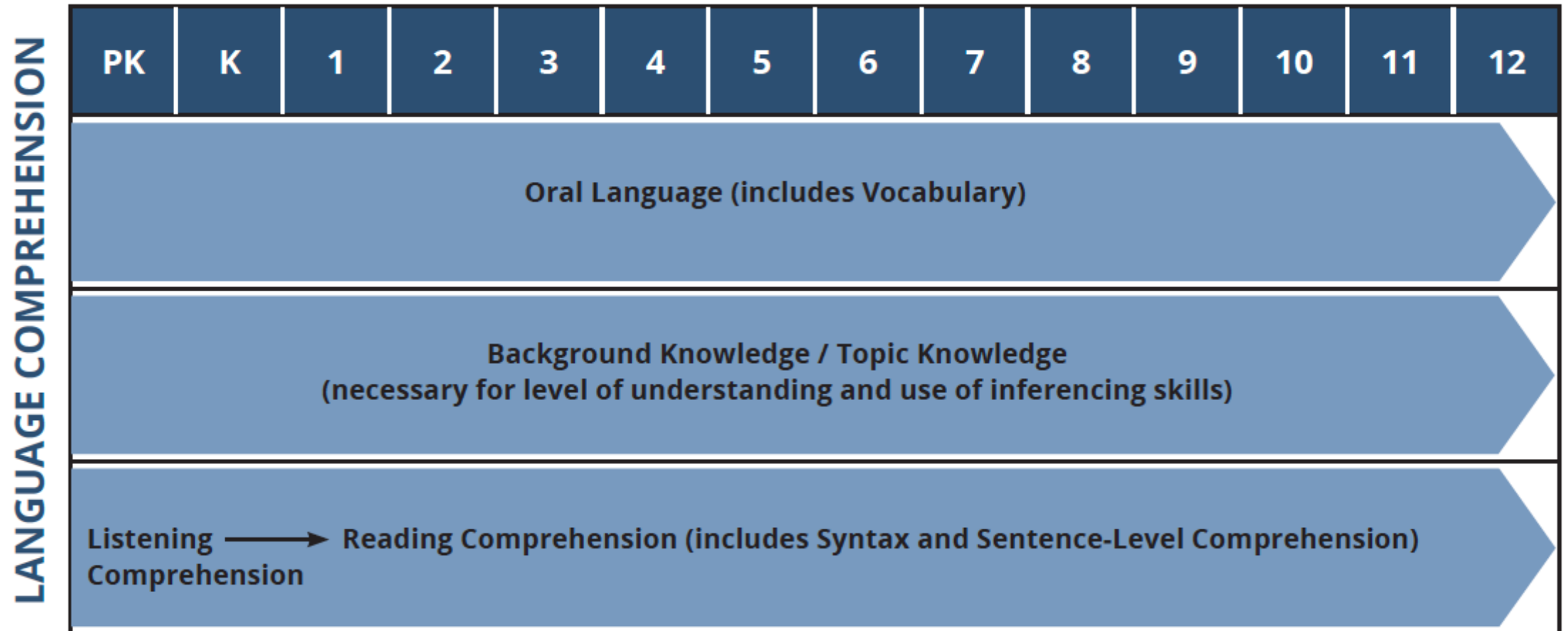

PK	K	1	2	3	4	5	6	7	8	9	10	11	12

Oral Language (includes Vocabulary)

Background Knowledge / Topic Knowledge
(necessary for level of understanding and use of inferencing skills)

Listening ⟶ **Reading Comprehension (includes Syntax and Sentence-Level Comprehension)**
Comprehension

LANGUAGE COMPREHENSION

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

Recall: 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 or come off mute and share when prompted

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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

What's Next?

- Share your MTSS Update with your School Leadership Team and staff
- Participate in the Tier 1 Grade Level Problem Solving Training series
- Work with your MiMTSS TA Center Reading Data Coordinator to complete the Tier 1 items of the R-TFI Elementary Level Edition Version 2.0 prior to your Winter Data Review session
- Participate in the Tier 1 Reading Systems training with your SLT

Assignment #2

- Work with your school's principal and district's MTSS coordinator to find out the district decisions and outcomes related to:

  - District Initiatives and Innovation Alignment Process for reading initiatives

  - Daily Reading Audit & decisions about continued use, selection or de-selection of reading related initiatives, programs, and practices

  - Written Guidelines for Teaching the class-wide Tier 1 reading curriculum to ensure teachers know which components and instructional routines to prioritize

  - Allocated time for reading instruction

  - Time for reading intervention

  - Time for grade-level teams to meet

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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.

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

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