Creating Coherence Through the Implementation of a MTSS Framework

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Session Goals

- Develop a common language, common definition of coherence within the MTSS framework
- Examine the mindsets essential to coherence within a MTSS
- Review the six essential elements of NeMTSS through the lens of coherence
- Review your district/school implementation of the elements to evaluate the degree to which they are facilitating coherence.
- Engage in a Strengthening Coherence activity aligned with the priorities of you district/school.

Materials for Today

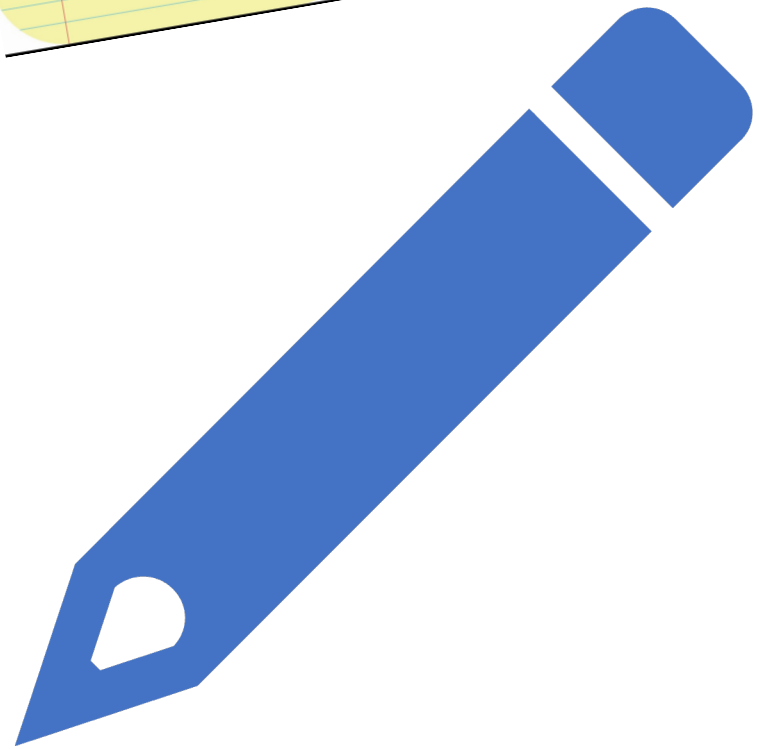
- Power point slides
- Note Catcher
- Characteristics of instruction template

Table Top Discussions – Attention to cue

Find your Note Catcher

NeMTSS Summit 2022
October 14, 2022

1. Quick Write Take one minute and write down words that come to mind when you hear the word "Coherence."	**NOTES**
2. MTSS Mindsets Essential to Coherence Are these mindsets shared? Are there other mindsets that you want to add or consider? How can we get common language/common understanding around the mindsets essential for MTSS implementation? 3. **NeEssential Elements of MTSS**	



Quick write

Take one minute and write down words that come to mind when you hear the word "Coherence."

Coherence

Coherence is defined as “a situation in which the parts of something fit together in a natural or reasonable way” (Wikipedia, 2022).

One measure of coherence is the degree to which a group of professionals has attained a common language and common understanding of both the focus of the work

and the way of work.

Turn and Talk

What practices do you use that build coherence within your MTSS framework?

What practices are barriers or threaten building coherence within your MTSS framework?

Turn & Talk

Password is

mtss


ACHIEVEMENT
You Can Do Anything You Set Your Mind to When You Have Vision,
Determination, and an Endless Supply of Expendable Labor.

Mindsets Are Important

MTSS Mindsets Essential to Coherence

- ✓All students are general education students first
- ✓MTSS is about EVERY ED (spec ed, gen ed, gifted ed, EL ed etc.)
- ✓MTSS is about the intensification of instruction and supports
- ✓Growth Mindset
- ✓Purpose of Tiers 2 and 3 is to ensure success in Tier 1

MTSS Mindsets Essential to Coherence

- ✓Decisions made with data are more effective than those make without data
- ✓School-building collective leadership contributes almost as much to student outcomes as effective instruction
- ✓Collaboration is critical and is most effective when it focuses on lesson design and use of data to inform instruction
- ✓Collective teacher efficacy contributes directly to positive student outcomes

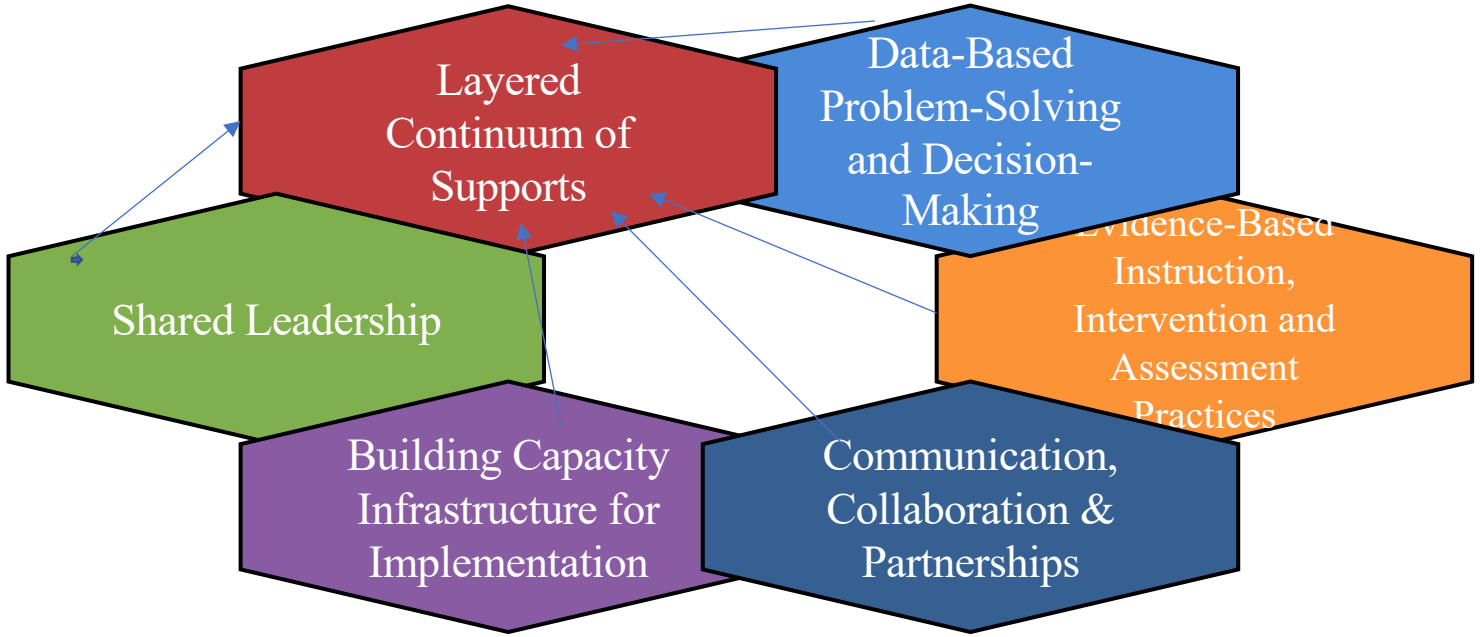
Mindsets

Essential Elements of NeMTSS
(Aligned to AQuESTT Tenets)

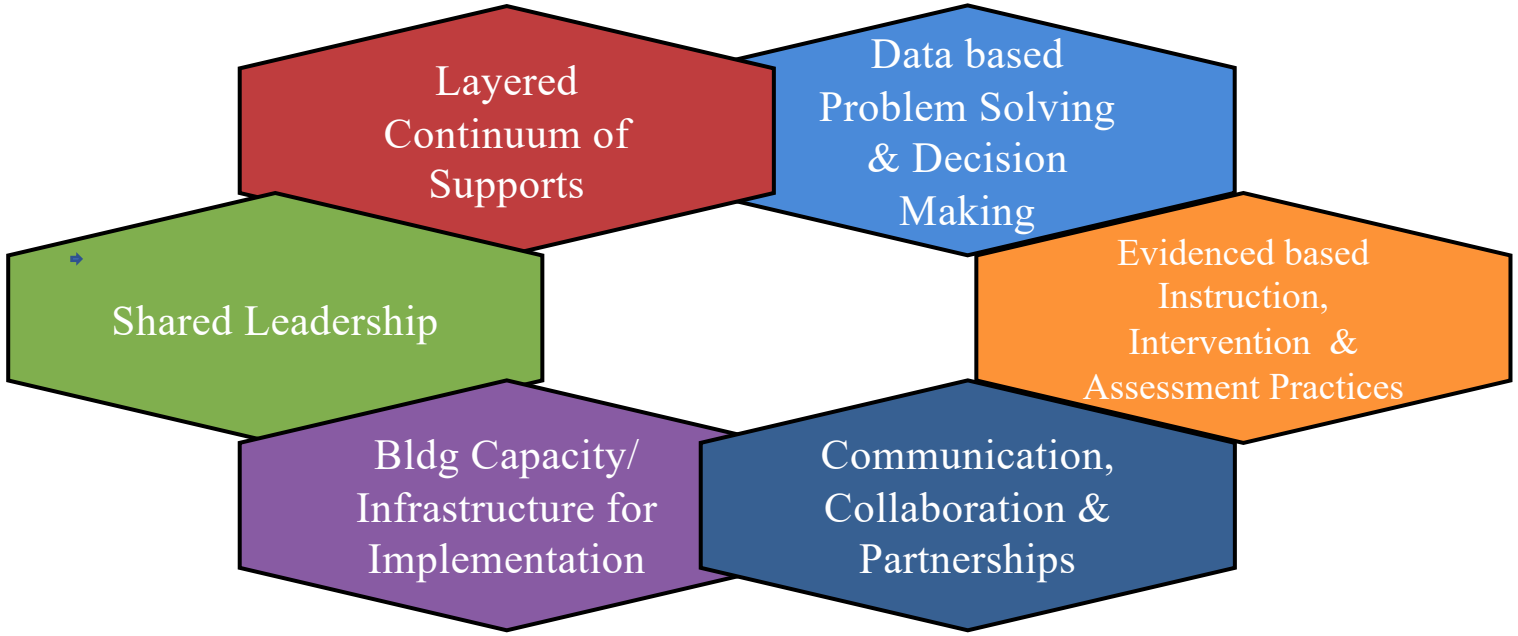
[Link to NeMTSS Website]

NeMTSS FRAMEWORK

Essential Elements of MTSS



Essential Elements of MTSS



In order to build coherence within a MTSS framework…

- District practices
- School practices
- Classroom-level practices

Practices that Build Coherence at the District Level

1. **Board of Education**—***adopts*** *a policy* stating that MTSS is the framework for schooling all students in the district.

2. **Superintendent**—***states*** *explicitly and frequently* that MTSS is the framework for schooling ALL students

3. **District Strategic Plan/Improvement Plan -** ***incorporates*** the *components of MTSS as actions* to support attainment of those goals

4. **District Leadership Team - *assigns*** *FTE* allocated to MTSS leadership support

5. A District-Specific **Definition of MTSS**

Leadership that Builds Coherence at the Building Level

Leadership explains about 25% of the variation in student learning across schools.

Classroom factors explain more than 33% of the variation in learning across schools

(Louis, Leithwood, Walstrom, & Anderson. (2010) *Investigating the Links to Improved Student Learning*.)

Based on a more recent and rigorous research base than Leithwood and coauthors had at their disposal, we conclude that their oft-cited judgment holds up and, in fact, may not have been stated strongly enough. *Wallace Foundation, 2021*

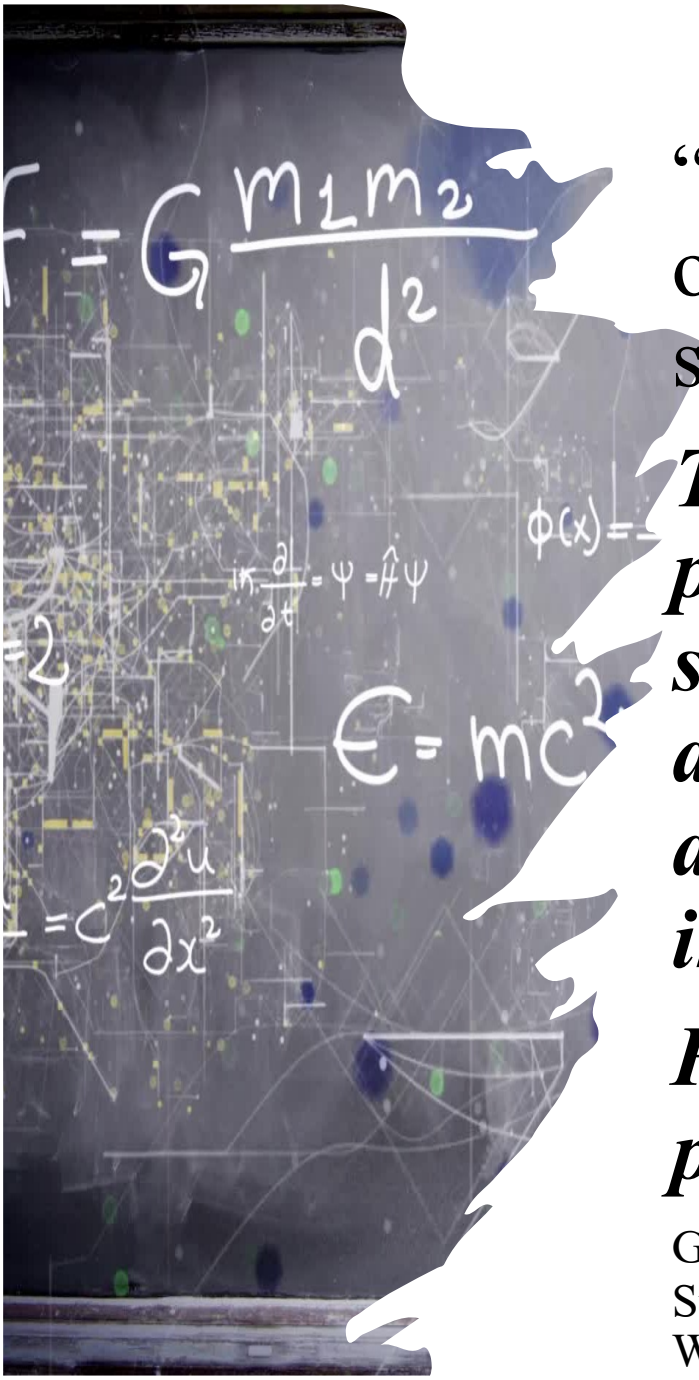
How Much Does the "Type" of Leadership Matter? …A Lot!

- **Collective leadership*** has a **stronger influence on student achievement** than individual or hierarchical leadership.

- Higher-performing schools **award greater influence** to teacher teams, parents, and students in particular.

- Principals' effects on student achievement are mostly indirect, ***coming largely through their efforts to recruit, develop, support, and retain a talented teaching staff and create conditions for them to deliver strong instruction***.
- For the individual student, teacher effectiveness is central. ***At the same time, a student learns more in a school with an effective principal in part because the principal makes it more likely the student is exposed to effective teachers.***
- ***Wallace Foundation, 2021***

* Teachers and administrators leading together, recognizing that long-term success rests on diverse perspectives and contributions.



Leadership at the Building Level

"The magnitude of principal effects uncovered by our systematic review of the most rigorous studies is substantively important.

The math gains from replacing a below-average principal with an above-average one—again, 0.18 standard deviations—would be larger than approximately 70 percent of the effects (on math achievement) of various educational interventions in 747 studies compiled by Kraft (2020).

Reading gains would be larger than about 50 percent."

Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at http://www.wallacefoundation.org/principalsynthesis.

Leadership at the Classroom Level

TABLE 5.2

Comparing Teacher and Principal Effects on Student Achievement

Average increase in student achievement associated with:	Math	Reading
Moving from a **teacher** at the 25th percentile of teacher effectiveness to one at the 75th percentile	0.23 SD ≈ 3.7 months of learning	0.17 SD ≈ 3.8 months of learning
	Averaged across all students in the teacher's classroom	
Moving from a **principal** at the 25th percentile of principal effectiveness to one at the 75th percentile	0.18 SD ≈ 2.9 months of learning	0.12 SD ≈ 2.7 months of learning
	Averaged across all students in the principal's school	

Wallace 2021

Table Discussion and Follow-up

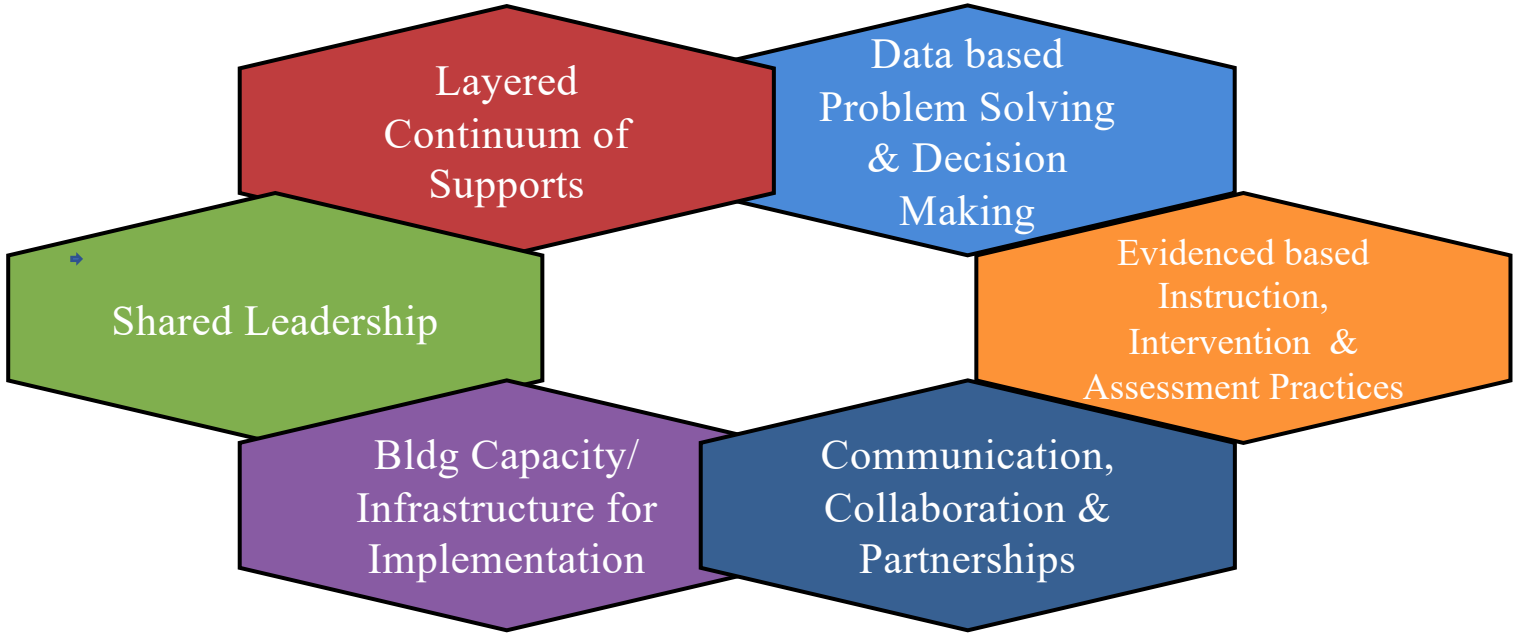
- We have discussed leadership structures (e.g., district policies, strategic plan) practices (e.g., collective leadership at school-level) and mindsets (e.g., instruction PLUS leadership style contribute directly to student outcomes).

- Discuss the degree to which leadership at your district and/or school level engages in these practices that build coherence.

- Is leadership (structures, practice and mindsets) an essential element that is **Present (sufficient) or needs Strengthening** in contributing to coherence in your school/district?

- *Record your comments from this discussion in your **NOTES***

Essential Elements of MTSS



In order to build coherence within a MTSS framework…

District

- Leadership that models communication, collaboration & Partnerships
- Direction and expectation from the board room to the classroom

Building

Teaming is focused on integrated lesson planning, use of data to inform instruction

Collaboration and Communication factors that influence student outcomes…

The influence of **parents and students** is **significantly related** to student achievement.

Student achievement is higher in schools where teachers share leadership and where they perceive greater involvement by parents.

How Much Does Collaboration Improve Student Outcomes?

Schools with higher levels of collaboration also had higher levels of student achievement, even after controlling for a set of student-level variables (i.e., gender, race, socioeconomic status [SES], and prior achievement) and school-level variables (i.e., school size, school-wide SES, and proportion minority students).

Goddard, 2007

A direct effect exists between teacher collaboration and student achievement and an indirect effect of principals' instructional leadership on student achievement mediated by collaboration.

Goddard, 2010

What Type of Collaboration Improves Student Outcomes?

Teacher teaming did not influence student achievement on average.

However, teams that maintained a high level of "group instructional practice"—***preparing together for instruction, co-teaching, observing one another, and grouping students flexibly for particular instructional purposes—had better student achievement***. These results indicate that ***collaboration focused on instructional planning*** and enactment may improve student outcomes.

Supovitz (2002)

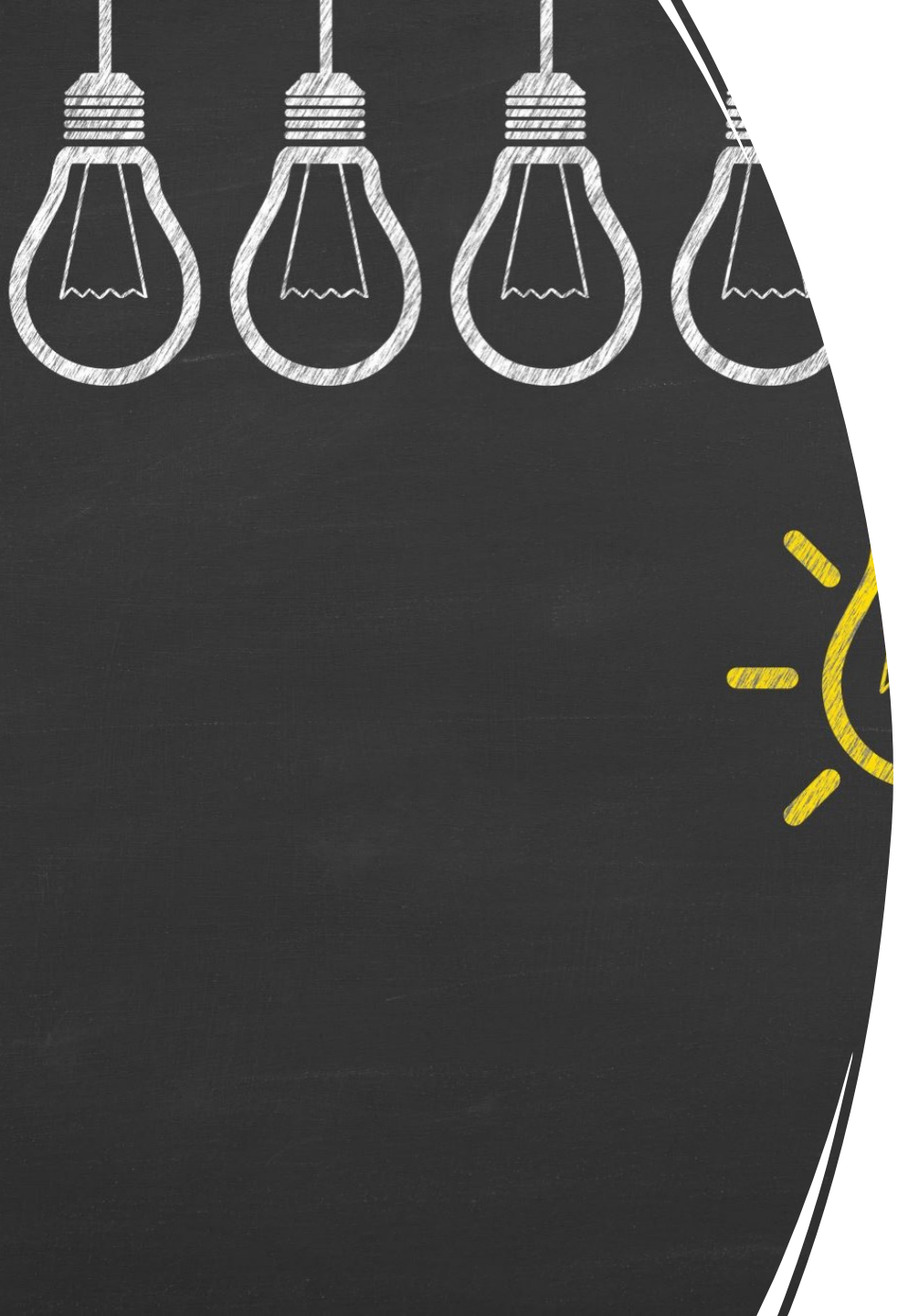
What Type of Collaboration Improves Student Outcomes?

A review of the literature indicates two kinds of collaboration likely promote gains in students' learning:

(1) collaboration focused on ***analyzing student data and developing instructional responses*** (MTSS Data Evaluation and Problem-Solving Components

(2) collaboration ***focused on curriculum and instructional decision-making*** (Integrated Lesson-Planning/Design)

Ronfeldt, 2015



Three Principles of Universal Design for Learning: THE Foundation for Lesson Planning

Principle I: Provide multiple means of representation

The way educator provides flexibility in the methods used to deliver instruction.

Principle II: Provide multiple means of action & expression

The ways students respond or demonstrate knowledge & skills

- Physical action, expression and verbal, nonverbal, written, graphic communication

Principle III: Provide multiple means of engagement

The way we engage students

- Recruiting interest (student choice), sustaining effort and persistence & self-regulation, engaging culturally responsive practices

Implications for Practice & Plan Development

Schools that have instructional teams engaged in better collaboration also have higher achievement gains in both math and reading. And, successful and engaged students results in less behavioral incidents.

When individuals taught in schools with better collaboration among colleagues, they were more effective than teachers who worked in schools with worse quality collaboration in this area, even after accounting for a teacher's individual collaboration level.

Only collective (school-level) collaboration levels predicted a teacher's achievement gains; *a teacher's own (teacher-level)* engagement in collaboration about specific students was *unrelated to the achievement gains of the students*.

(Ronfeldt, 2015)

Hattie, 2017

Variables Related to Explicit Instruction	*d*	Variables Related to Explicit Instruction	*d*
Explicit Teaching Procedures	.57	Scaffolding	.82
Direct Instruction	.60	Response to Intervention	1.29
Mastery Learning	.57	Collective Teacher Efficacy	1.57
Goals	.68	Teacher-Student Relationships	.72
Clarity	.75		
Questioning	.48	**Comparisons**	
Classroom Discussions	.82	Whole Language	.06
Feedback	.70	Discovery-Based Teaching	.21
Deliberate Practice	.79	Problem-based Learning	.26
Rehearsal and Memorization	.73	Student Control over Learning	.02
Spaced Practice	.60		

Table Discussion and Follow-up

- We have discussed communication, collaboration and partnerships structures (e.g., scheduled time for lesson planning and data discussions) practices (e.g., whole-school collaboration) and mindsets (e.g., impact of teaming validated for only lesson planning and use of data to inform instruction).

- Discuss the degree to which communication, collaboration and partnerships in your district and/or school level engages in these practices that build coherence.

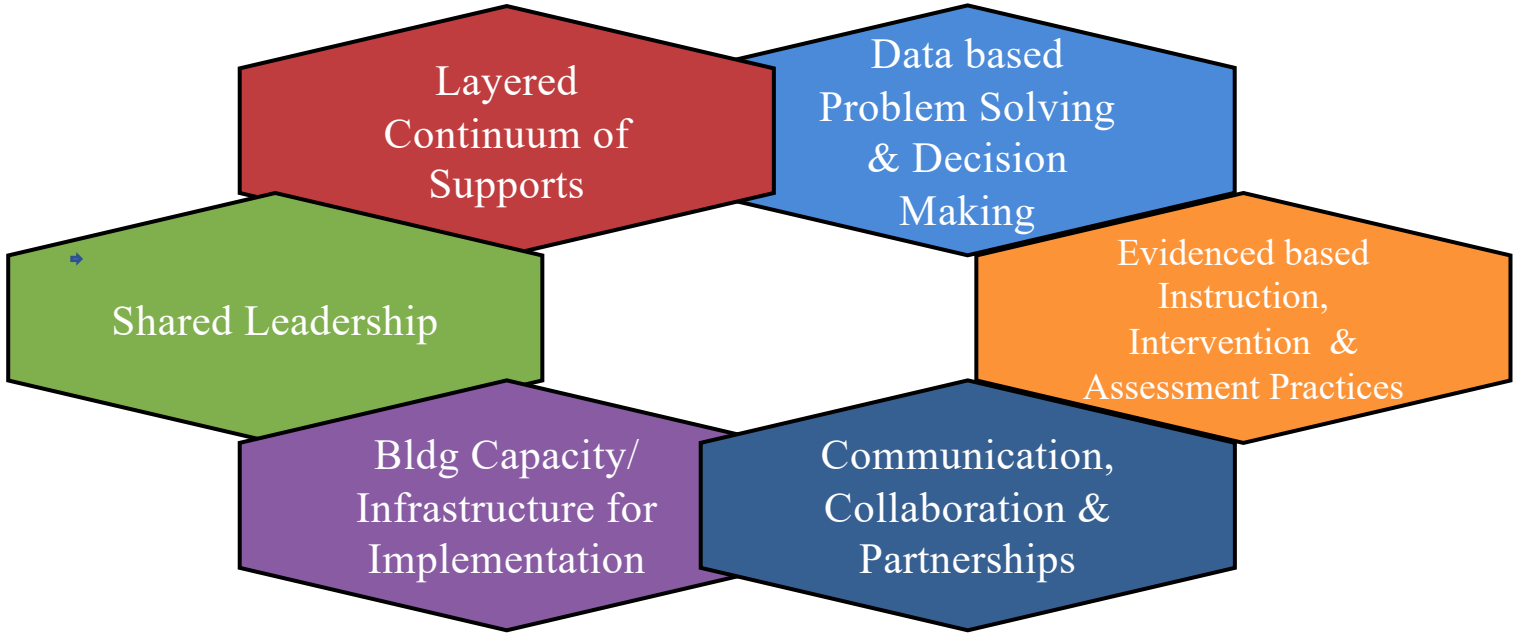
- Is communication, collaboration and partnerships (structures, practice and mindsets) an essential element that is **Present (sufficient) or needs Strengthening** in contributing to coherence in your school/district?
- *Record your comments from this discussion in your* ***NOTES***

In One word….

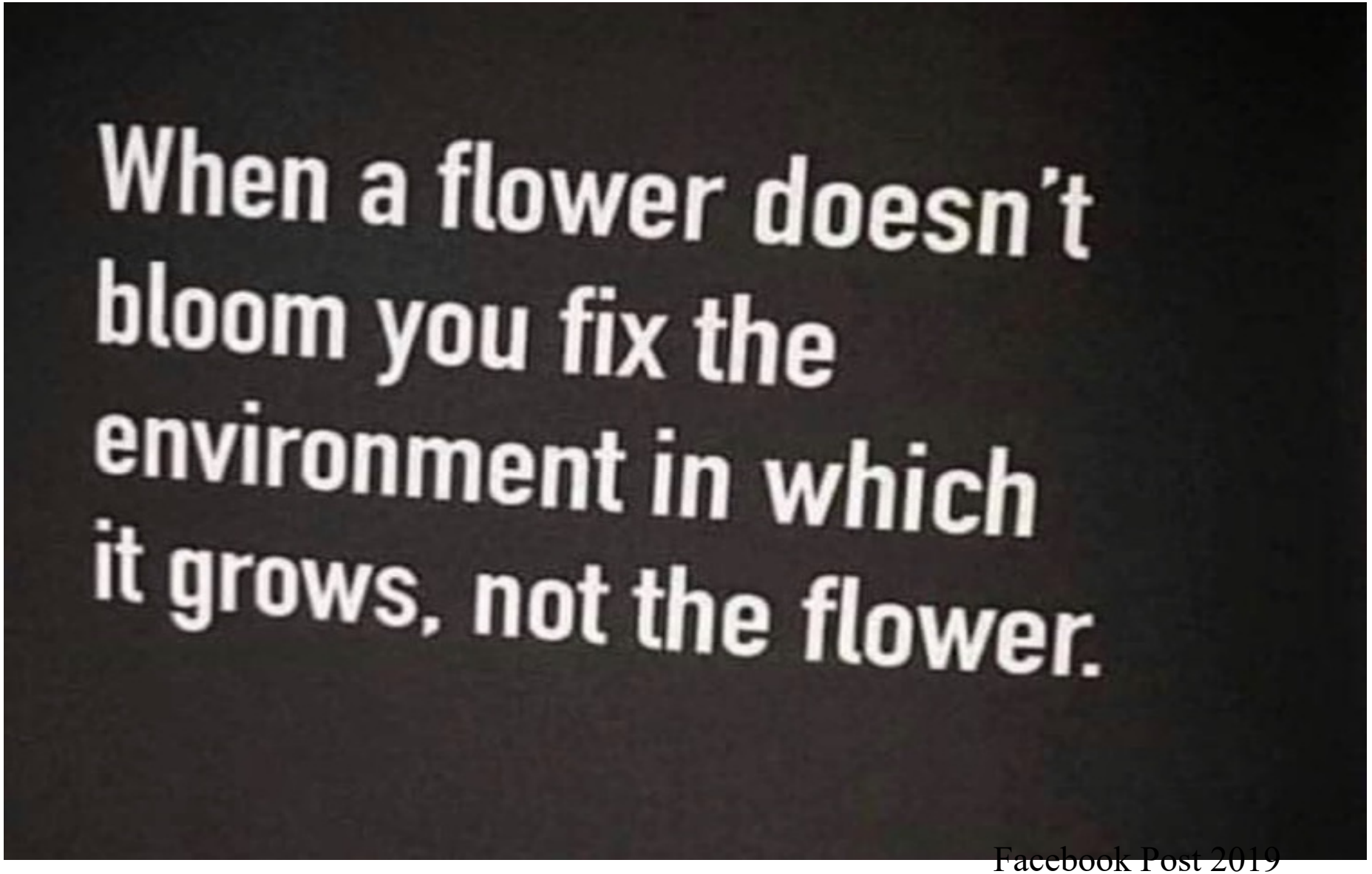
Describe how you're feeling right now.

Click Here for Menti

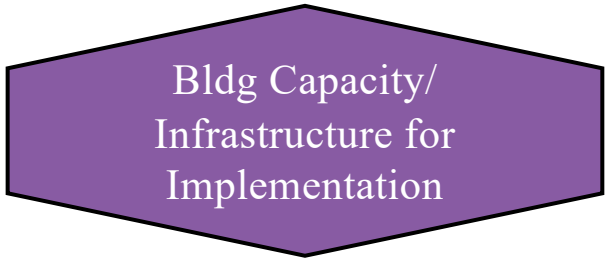
Essential Elements of MTSS



Think about it…



Facebook Post 2019



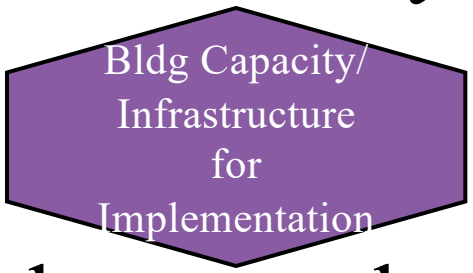
In order build coherence within a MTSS framework…

Capacity and Infrastructure is about…

- Providing the tools, skills, structures and supports to do the work (e.g., professional learning, coaching, technical assistance, collegial supervision, PLCs etc.) to implement with fidelity, each of the six essential elements.

- This calls for us to identify the tools, skills, structures and supports to implement each of the six essential elements.

Therefore, “infrastructure” **is *not really a separate or generic list*** of supports that applies to all essential elements. Rather infrastructure is ***a compilation of the supports necessary to implement each specific element.***



If we determine that an essential element needs strengthening, we must ***identify the infrastructure components that are weak*** or missing. Then we must strengthen or add those components.

So, our first task is to ***identity the infrastructure necessary for each of the six elements.***

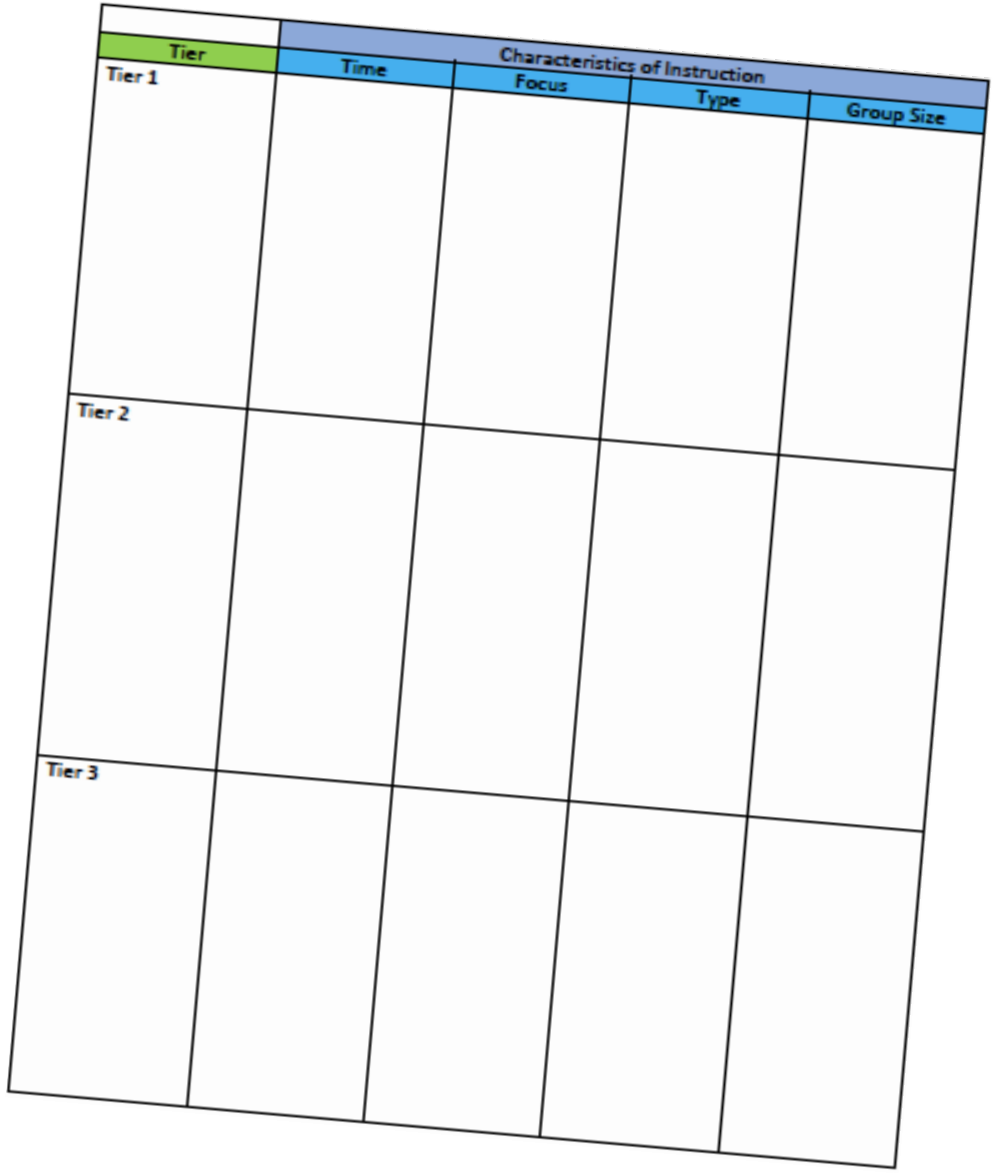
For example

- Instructional Framework
- Characteristics of instruction across the tiers
- Sufficient time to deliver instruction across all tiers
- A collaborative lesson planning process that ensures coherence of instruction across the tiers
- Resources available to identify evidence-based instructional strategies
- Data is used to evaluate instructional (A, B, SEL) student outcomes
- Sustained professional learning, coaching and technical assistance

Characteristics of Instruction Across the Tiers

- How will your district/school/grade/subject area develop its guidelines on differentiation of instruction across the tiers?

- How will your district/school/grade/subject area communicate the guidelines to achieve a common language/common understanding of differentiation of instruction across the tiers?



Example of Completed Characteristics of Instruction

	Characteristics of Instruction			
Tier 1	*Time*	*Focus*	*Type*	*Group Size*
K-2				
Heggerty- phonemic awareness curriculum	10-15 Minutes 5 x weekly varies across classrooms	Phonemic Awareness	explicit, direct, multisensory	whole class
Fundations-	15-20 Minutes x 5 varies across classrooms	vocab development, handwriting, fluency, phonics, spelling	structured, systematic, multisensory, corrective	whole class or small group depending on classroom
Reading groups Planning Guide New Cues	Varies in time and frequency 15-20 min x 5	based on group needs/data - phonological awareness, decoding, fluency, comprehension, vocabulary	modeling, guided practice, corrective feedback	Small Group
Lexia	varies (recommended that students do 20 min x 3)	phonological awareness, phonics, vocabulary, comprehension	computer-based, systematic	individual
Read Aloud	15-20 min x 5	genre, text structure, comprehension, vocabulary, etc.	modeling, guided practice	whole group
Independent Practice/Literacy Centers/independent reading/book browsing	Varies up to 30 min depending on students and classrooms	varies - phonological, awareness, phonics, reading, listening, poetry, writing, spelling	independent application, practice	individual, partner
3-5				

Table Discussion and Follow-up

We have discussed a contemporary approach to defining the infrastructure as the specific tools, skills, structures and supports necessary to implement each of the six essential elements.

Discuss the advantages of this approach to identifying the infrastructure necessary to support your implementation of the six elements.

Select one essential element and brainstorm the tools, skills, structures and supports necessary to implement that essential element.

- *Record your comments from this discussion in your* ***Notes***

Deep ownership comes through the learning that arises from full engagement in solving problems.

Fullan, 1993

Activity to Strengthen Identified Essential Elements

1. NeMTSS Essential Element selected for strengthening:

2. Brainstorm all available resources/positive factors that might facilitate the strengthening of the essential element and all obstacles that might prevent achieving the desired outcome:

Resources (+)	Obstacles (-)

3. Select **one** (1) obstacle from to address first and identify it in observable and measurable terms – ensure everyone understands it.

4. Brainstorm strategies to reduce or eliminate the selected obstacle identified and record them below. These are only ideas. Do not consider feasibility or implementation at this stage.

5. Using the brainstormed list above as a stimulus, develop multiple action plans to reduce or eliminate the one obstacle identified in #3. Specify who will do what (descriptively) and by when. Detail is a must!

Coherence within an MTSS Framework…

…**can** be achieved through common language/common understanding about how each of the 6 essential elements contribute to the "whole"

…the "whole" being providing the most impactful **instruction and supports resulting in equity in access to evidence-based practices** that lead to positive outcomes for ALL students.

Exit Reflection

Take the next 60 seconds to think about one take away from today that you believe will impact your practice.

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NeMTSS FRAMEWORK

NEBRASKA DEPARTMENT OF EDUCATION

2022 NeMTSS SUMMIT

CREATING COHERENCE

October 13-14, 2022

WE WANT YOUR FEEDBACK!

Scan the QR code to complete a brief evaluation after each session throughout the summit.