

Secondary MTSS Professional Learning Overview: Tier 1 Reading

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI) funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.

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MTSS Professional Learning Overview: Tier 1 Reading

Secondary Tier 1 Professional Learning Series

Tier 1 School-Wide Content Area Reading Series: 2 Days

Target Audience:

Secondary School Leadership Team composed of 5-7 members, including the principal and identified school-level coach. The team should be a representative of the school staff (e.g., secondary content area teachers, special education teachers, counselor)

Topics:

- Define the reading components of an integrated behavior and reading MTSS model: School-wide Content Area Reading Model
- Provide an overview of the five-content area reading strategies that MIBLSI will provide professional learning to secondary staff to use. Staff will leave the sessions with procedures for: (1) previewing the chapter / article; (2) alternate methods for passage reading; (3) student generated questions; (4) writing to improve comprehension of text; (5) explicit vocabulary instruction
- Discuss how the first four content area reading strategies are a part of a well-documented, evidence-based comprehension strategy titled: Survey, Question, Read, Recite, and Review (SQ3R)
- Discuss how teachers attending the upcoming professional learning session in SQ3R are going to work with their school leadership team and their colleagues to expand the use of the strategy across the science and social studies departments
- Provide an overview of the two additional MIBLSI-supported content area reading strategy sessions: (1) writing to improve comprehension; (2) explicit vocabulary instruction and outline recommended timelines for when the school should plan to add the teaching and use of the strategies to their implementation plan
- Outline strategies to assess and promote staff buy-in and readiness for using common strategies across content areas to improve text comprehension
- Learn to use the SQ3R strategy to better understand how to support its successful use across science and social studies content areas
- Expand the school-level MTSS Implementation Plan to include the installation and implementation of a School-wide Content Area Reading Model including:
 - When and how additional teachers will receive professional learning in the common Content Area Reading strategies

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- Strategies to provide teachers with time to develop the resources necessary to embed the strategies into the curriculum resource materials and to support each other in their use of the strategies
- Mechanisms to maintain or increase staff momentum to sustain focus

Products Developed During the Series:

- PowerPoint presentations to share with school staff that includes the following:
 - Defining the reading components of an integrated behavior and reading MTSS model
 - Big ideas of adolescent reading
 - Identifying the compelling why for the School-wide Content Area Reading Model
 - Current score for Tier I of the Reading Tiered Fidelity Inventory (R-TFI) Secondary Level Edition and the school's implementation plan objective related to the R-TFI
 - Overview of the activities in the school-level MTSS implementation plan
- Reading components of the school's implementation plan that are added to what they started for PBIS

Tier 1 Secondary Content Area Reading Strategy Instruction: 1 Day

Target Audience:

School administrator, school-level coach, Science and Social Studies teachers from the lowest grade in the school (e.g., 6th grade for middle school or 9th grade for high school), and the special education teacher

Topics:

- Defining the reading components of an integrated behavior and reading MTSS model: School-wide Content Area Reading Model
- Discuss best practice methods for improving students' ability to comprehend text involve an intentional focus on before, during, and after reading comprehension strategies
- Provide an overview of the five-content area reading strategies that MIBLSI will provide professional learning to secondary staff to use. Staff will leave the sessions with procedures for: (1) previewing the chapter / article; (2) alternate methods for passage reading; (3) student generated questions; (4) writing to improve comprehension of text; (5) explicit vocabulary instruction

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- Discuss how the first four content area reading strategies are a part of a well-documented, evidence-based comprehension strategy titled: Survey, Question, Read, Recite, and Review (SQ3R)
- Discuss how participants are going to work with their school leadership team and their colleagues to expand the use of SQ3R across the science and social studies departments
- Describe how the content area reading strategies should complement the continuum of interventions accessible to struggling adolescent readers so can generalize their learning during intervention to their core subject area classes
- Learn to use the SQ3R Strategy to better understand how to support the successful use of this strategy across science and social studies content areas
- Outline conditions that warrant the use of the SQ3R strategy versus other comprehension strategies

Products

- Develop an exemplar product of the strategy using curriculum materials that will be used to provide initial instruction to students in how to use
- Materials necessary and a plan for the initial use of the SQ3R strategy within one week following the training
- Individual teacher plan for ongoing use of the SQ3R strategy including identification of when and how the strategy will be used within the context of their content area