

Reading MTSS Reflection Guide

Building Leadership Team Activity

Overview

The purpose of this review is to reflect on current implementation of evidence-based practice and set priorities for system improvement.

Activity

1. Provide team members with the **Reading MTSS Reflection Guide** document.
2. Individually, each team member should reflect on each item and indicate levels of current implementation and priority level.
 - *Tip: Have each team member bring their copy of this book to refer to items as needed.*
3. As a team, review ratings for each item together by team members showing their ratings by holding up fingers (e.g. 1 finger for “not yet implementing” vs. 3 fingers for “full implementation”).
4. The facilitator will count ratings and record the most frequently occurring rating (mode) for each response.
5. If there’s time after rating, address those items with the largest variance in responses by asking for team members to share their evidence of a specific rating. Re-rate those items to see if changes have occurred.
6. Based on ratings, identify 1-3 priority items for focus of improvement efforts for the year.
7. Decide communication needs related to Grade Level Teams and the District Leadership Team.

Item	Lever	Effective Implementation	Current Implementation			Priority Level			Chapter(s) Addressing
			Not yet	Partial	Full	Back Burner	Simmering	Urgent	
Strategic Leadership & Teaming									
1	Team Structures or Membership	<p>The following teams meet regularly to review and act on reading success:</p> <ul style="list-style-type: none"> ● Student Level Team ● Grade Level Teams ● School Leadership Team ● District Leadership Team <p>Teams are comprised of the following perspectives:</p> <ul style="list-style-type: none"> ● Administrators ● Reading experts ● Instructional experts ● Representation from impacted educators <p>Educators agree current teams are effective and efficient.</p>							5
2	Communication	<p>Two-way communication occurs regularly and predictably within and across the following teams:</p> <ul style="list-style-type: none"> ● Student Level Team ● Grade Level Teams ● School Leadership Team ● District Leadership Team ● Caregivers and the community <p>Educators report strong communication</p>							5

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Continuous and Collaborative Improvement Cycle									
3	Collaborative Improvement Cycle	Teams use the CIC to review and act on data							5
4	Data Use Within the CIC	Teams have time scheduled to use screening data as part of a CIC Teams have time scheduled to use progress monitoring data as part of a CIC							4
5	Use of SCIL	Data protocols and team conversations address data on multiple factors impacting student success: <ul style="list-style-type: none"> ● Setting ● Curriculum ● Instruction ● Learner 							5
Effective & Equitable Tiered Supports									
6	Tier 1	Educators believe Tier 1 should result in equitable growth and outcomes Tier 1 instruction includes at least 90 - 120 minutes of reading instruction							4, 6

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		<p>All students are included in appropriate portions of reading instruction</p> <p>Tier 1 instruction is planned by the grade level team using the CIC</p> <p>The Tier 1 core reading program has been evaluated against the reading research</p> <p>Differentiated instruction is provided during Tier 1 instruction, with whole group and small group formats</p> <p>Adherence to the planned Tier 1 instruction is monitored by teachers and/or administrators</p>							
7	Tier 2	<p>Educators believe the purpose of Tier 2 intervention is to equitably accelerate learning and close achievement gaps</p> <p>The schedule includes 30-45 minutes of daily Tier 2 reading intervention</p> <p>Tier 2 intervention is matched with student skill and instructional needs by the GLT using the CIC process</p>							4, 7

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		<p>Tier 2 intervention programs have been evaluated against the reading research and are implemented per program guidelines (e.g. 30 minutes per lesson)</p> <p>Student progress is monitored frequently and regularly</p> <p>Adherence to the planned Tier 2 instruction is monitored by teachers and/or administrators</p>							
8	Tier 3	<p>Educators agree that the purpose of Tier 3 intervention is to equitably accelerate learning and close achievement gaps</p> <p>The schedule includes 45-60 minutes of Tier 3 reading instruction each day</p> <p>Tier 3 intervention is planned by GLTs using universal screening, diagnostic, and progress monitoring data using the CIC process</p>							4, 7

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			Not yet	Partial	Full	Back Burner	Simmering	Urgent	
		<p>Tier 3 programs have been evaluated against the reading research</p> <p>Student progress is monitored frequently and regularly</p> <p>Adherence to the planned Tier 3 intervention is monitored by teachers and/or administrators</p>							

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Impactful Assessment System									
9	Assessments match purposes (selection)	Assessments are used that are appropriate for the following purposes: <ul style="list-style-type: none"> • Screening • Diagnostic • Progress Monitoring • Outcome 							3
10	Data collection	Data are collected as per standardized instructions in an efficient manner. Progress monitoring data are collected frequently and regularly. Diagnostic data are collected efficiently when needed.							3
11	Use of data	Screening data are used to plan Tier 1 instruction and intervention groupings. Diagnostic data are used to match intervention needs to instruction. Progress monitoring data are used to evaluate the effectiveness of interventions.							3 4 5

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Targeted Professional Learning									
12	Training and coaching on how to use CIC	Ongoing professional learning, including job-embedded coaching occur to support implementation of the Collaborative Improvement Cycle							4
13	Training and coaching on assessment system	Ongoing professional learning, including job-embedded coaching occur to support collection and use of the local assessment system							3
14	Training and coaching on SoR	Ongoing professional learning, including job-embedded coaching occur to: <ul style="list-style-type: none"> • Build knowledge of the Science of Reading • Support implementation of Science of Reading instructional design and delivery principles within daily instruction across tiers of support 							1, 2