

MTSS and Visible Learning Staff Meeting / PD Ideas

- Use MTSS and a larger framework for helping staff see how priorities add value to one another rather than viewing them as separate things to devote time. (see September Principal Academy PPT and see umbrella graphic, tree graphic in the November Principal Academy PPT slides)
 - Connect Hattie's Rtl effect size (1.07) to MTSS
 - Stress "Not all MTSS models are created equal"
 - Use slides differentiating the differences between elementary and secondary MTSS models
- Watch portions of the Hattie podcast
 - The beginning of the podcast is a good refresher
 - Distribute the effect size list (with effect sizes)
 - The retention section (still in the beginning – first 8 minutes) coupled with reading HB 5111 helps to bring Michigan reality to the content)
 - Select other pieces that you think will resonate with staff
- Unpack some of Hattie's effects:
 - Direct Instruction – need to demystify since many definitions of direct instruction are not accurate
 - Classroom Management
 - "Principles of Effective Instruction" article. This article is a good read and resonates with staff.
 - After they read, have them align the steps of Direct Instruction with the principles of effective instruction
- Move from the "what" (Hattie's 2009 book) to the "why" (Hattie's 2013 book – black book)
 - Have staff read chapter 13 "Knowledge Acquisition" (refer to the September Principal Academy PPT slides)
- Direct Instruction and Problem-Based Learning
 - Review the information from chapter 13, "Knowledge Acquisition" – conditions necessary for learning, factors influencing memory retention, sources of cognitive overload, store theory
 - Have people review the steps of Direct Instruction (or you can have them review the "principles of effective instruction")
 - Discuss how a direct / explicit instruction approach helps to foster the conditions necessary for learning and helps to prevent cognitive overload
 - Have staff read the Visible Learning (2009) excerpt for Problem-Based Learning
 - Show staff where problem-based learning would fit in the steps of direct instruction and the principles of effective instruction