



District Coaching System

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District Coaching System

Definition of District Systems Coaching

District systems coaching is focused on building the district implementation team's (DIT) capacity to effectively implement and sustain a district implementation infrastructure to support schools in their use of effective innovations (e.g., empirically proven program, practice, or approach to enhance student outcomes). The primary coaching recipient is the DIT. In addition, coaching support is provided to the executive leaders and administrators, as necessary.

Conditions that Warrant District Coaching

- District Implementation team (DIT) is learning to use an innovation and support the successful use of the innovation across schools
- School systems coaches and principals are learning to use an innovation and support the successful use of the innovation across the school
- Continuous refinements and improvements to the use of innovations require teams to modify and refine their existing structures and / or processes to support the innovations

District Coordinator

Qualifications and Skills

Individual(s) who demonstrate the following qualifications and skills are likely to be successful in the role of a District Coordinator:

- Experience in successful use of MTSS at the district level
- Understanding effective and ineffective methods for supporting implementation
- Successful experience with data analysis and use
- Ability to demonstrate effective coaching practices (e.g., modeling, feedback)
- Ability to facilitate people through the change process and address adaptive challenges
- Ability to demonstrate facilitation skills in large and small group meetings
- Effective organizational and communication skills
- Ability to develop and meet timelines for completion of projects, tasks, and activities
- Ability to manage multiple projects
- Willingness to engage in continued professional learning
- Ability to accept coaching supports and feedback
- Fluent and effective use of technology

General Responsibilities

District Coordinators are responsible for:

- Developing fluency in district structures, processes/procedures necessary to support schools in their use, scale-up, and sustainability of effective innovations
- Developing an initial draft of district processes and procedures
 - Initiative and Innovation Review Process
 - Initiative Inventory and Alignment Process
 - Coaching System
 - Communication Plan and Barrier Removal Process
 - District MTSS Implementation Plan
 - Differentiated plans to support principals in developing staff readiness to use effective innovations and to address the needs of the school
 - Staff Recruitment and Selection Process
 - Development and monitoring of learning plans for all staff assigned to support the use of effective innovations
- Receiving on-going coaching from the MIMTSS Implementation Specialist to deepen knowledge, skills, and abilities necessary for the role
- Fully participating in District Implementation Team Coaching Support Sessions
- Organization and successful facilitation of District Implementation Team meetings
- Regular communication with the Executive Leader before and after DIT meetings
- Monitors and updates the District Implementation Plan
- Monitors and prompts the use of district processes and procedures
- Organization and successful facilitation of monthly coaches' meetings
 - Monitor and prompt the use of the district coaching system
 - Develop and monitor individualized learning plans for school level coaches
 - Support the development and regular use of individualized coaching service delivery plans for all school coaches
 - Facilitate regular analysis of coaching effectiveness data to ensure equitable access and effective coaching is provided to all schools
- Monitors and prompts review of school level implementation to identify of district support provided to schools
- Facilitate regular analysis of district data to identify successes, precise problem statements, contributing factors, and a plan to address needs
- Ensuring positive relationships with the Executive Leader(s), District Implementation Team members, and other staff whose work supports the district's use of effective innovations

Recruitment and Selection Guidelines

Recruitment Guidelines

Internal staff are most frequently recruited to be members of the District Implementation Team, since this role is often in addition to an existing role. When recruiting from existing staff, only individuals with the qualifications, skills and time to complete responsibilities should be considered.

Consideration should be given to the time allocation required of a District Coordinator and if recruitment of external staff may ensure the necessary time can be allocated. If external candidates will be considered, guidelines outlining specific steps which include the development of a formal job posting and a defined application process need to be developed. If additional steps are needed to recruit staff for this role, those should be included in the guidelines.

Selection Guidelines

The recommendation for selection of a District Coordinator is to engage in a formal selection process, using a set of standard questions to examine the candidates' strengths and areas needing further learning and practice. Example selection questions are provided in Appendix A.

Following selection, the District Coordinator will need additional support to ensure they have the skills necessary to fulfill the role. An individualized learning plan will be developed to address the professional learning needs of the candidate. The plan should include a description of professional learning activities, timelines for completion, individuals assigned to support, and preparation required.

Appendix B includes Individualized Learning Plan template with options for professional learning activities. This plan will be used as a template and individualized based on needs identified through the selection process.

District Implementation Team (DIT) Coaching Service Delivery Plan

A District Coordinator uses a coaching service delivery plan to focus their coaching supports. Coaching service delivery plans can be individualized and developed using district-specific data (e.g., installation checklists, DCA, observation) to address the district's need for coaching.

A coaching service delivery plan (CSDP) includes:

- Concepts that will be intentionally coached
- Continuum of coaching supports
- Measures that will be used to determine the effectiveness of coaching supports

Coaching Concepts

A District Coordinator will focus coaching supports on the installation and use of the district implementation infrastructure. District Implementation Team coaching concepts can be found in appendix C, organized by stage of implementation and listed in order of priority.

Coaching Supports

Coaching supports outline the specific strategies and methods a coach uses to improve implementation. These strategies are framed around an identified coaching concept and include specific details regarding the frequency, timeline and individuals involved. In addition, strategies include expectations and guidelines for providing feedback and expectations for the coach's preparation.

A continuum of coaching methods will be used to support District Implementation Teams. Some coaching methods will be more necessary than others depending on the team's stage of implementation and level of understanding of the concepts. The continuum of coaching methods include:

- Fluency building-Opportunities for practice to increase the likelihood of using skills correctly and quickly in naturally occurring conditions.
 - Teaching
 - Modeling
 - Co-facilitation
- Providing feedback-A process to provide direct and specific feedback (verbal or written) that is contingent on a person's behavior and serves to reinforce and correct.
 - Observations
 - Product reviews
- Adaptation to the district's local context-Modification of how a skill is applied to fit the social, cultural and organizational context.
- Prompting-A process to promote the team or team member's use of trained skills (verbal or written) under naturally occurring conditions typically emphasizing when a skill should be used.

Coaching Effectiveness Measures

For coaching supports to be effective, they need to be routinely monitored and used. Coaching service delivery plans should be reviewed and updated monthly, as well as used regularly to guide coaching supports provided to the team.

At least two times a year, both the District Coordinator and the District Implementation Team will assess the impact of coaching to determine necessary adjustments to coaching, training and implementation supports. To measure impact, the District Coordinator will update progress on their individualized CSDP, including updates to their SMART goals, coaching concepts and coaching supports identified in the plan. As part of this process, the District Coordinator reviews the following types of coaching effectiveness data:

- District Capacity Data (e.g., DCA)
- DIT observations
- Product reviews
- Coaching satisfaction survey results (if collected)
- Coaching service delivery plan adherence data

This data is summarized and shared with the DIT to inform improvements to the supports provided to the District Coordinator (e.g., training, coaching) and refinements to the district coaching system. A sample coaching satisfaction survey can be found in Appendix E.

District Coordinator Guidelines

Funding Required

- Insert statement regarding if funding is required (e.g., stipends or other incentives) including source of funding

Decision-Making Authority

- Individuals selected to coach colleagues provide a supporting role. They are neither in evaluative positions nor should they ever be made to feel they are in an evaluative position.
- District decisions (e.g., scheduling, professional learning, work responsibilities) will be made in accordance to district policies and procedures
- The District Coordinator's supervisor will need to work with the appropriate people to make decisions about job responsibilities or to assisting in the prioritization of responsibilities to make space to engage in coaching
- The District Coordinator, in collaboration with District Implementation Team members and/or Executive Leaders, can determine:
 - Relevant information to share with other groups / teams as outlined in the District Implementation Team's communication plan
 - Methods of coaching to be used to support the team (e.g., prompting, modeling)
 - Method of feedback to be used and timeline for feedback

Frequency/Time Allocation of Coaching

The time commitment for a District Coordinator is greater during installation. As the district moves beyond installation, the District Coordinator will no longer be attending MiMTSS professional learning sessions.

Minimum time allocation during installation is approximately 5-6 days per month, in addition to the number of days required for professional learning sessions.

Time allocation includes, but is not limited to, the following activities:

- Attendance at MiMTSS DIT and Coaching Professional Learning Sessions
- Attendance at MiMTSS SLT and Coaching Professional Learning Sessions
- Meetings with MiMTSS Implementation Specialist
- Meetings with Executive Leadership
- Facilitation of Monthly DIT Meetings
- Facilitation of Monthly Coaches Meetings
- Preparing to facilitate monthly meetings
- Completion of assigned action items

Communication Protocols

Linking communication protocols are developed collaboratively with stakeholders to ensure effective and timely communication between the District Implementation Team and all stakeholders. It will be the responsibility of the District Coordinator to ensure regular opportunities to communicate successes, updates and barriers as outlined in the district communication protocols.

Supervision and Accountability Structures

- [Insert name(s) of person responsible for coordinating and supervising identified coaches other than the individual's supervisor (e.g., principal, director of special education).]

Definition of School Systems Coaching

School systems coaching is focused on building the school leadership team's (SLT) capacity to effectively implement and sustain the use of a program, practices, or approach to enhance student outcomes. The primary coaching recipient is the SLT. In addition, coaching support is provided to the principal and select school staff, as necessary.

Conditions that Warrant School Systems Coaching

- School leadership team (SLT) is learning to use an innovation and support the successful use of the innovation across the school
- Continuous refinements and improvements to the use of innovations require teams to modify and refine their existing structures and / or processes to support the innovations

School Leadership Team Coach

Qualifications and Skills

Individual(s) who demonstrate the following qualifications and skills are likely to be successful in the role of a School Systems Coach:

- Experience in successful use of MTSS at the school level
- Prior knowledge and experience in:
 - PBIS and Applied Behavior Analysis
 - Scientifically Valid Reading Research
 - Content Area Reading Strategies
 - Student Engagement (i.e., attendance, behavior, course performance)
- Understanding effective and ineffective methods for supporting implementation
- Ability to demonstrate effective coaching practices (e.g., modeling, observation, feedback)
- Successful experience with data analysis and use
- Ability to facilitate people through the change process and address adaptive challenges
- Ability to demonstrate facilitation skills in large and small group meetings
- Effective organizational skills
- Ability to develop and meet timelines for completion of projects, tasks, and activities
- Ability to manage multiple projects
- Willingness to engage in continued professional learning
- Ability to accept coaching supports and feedback
- Effective communication skills
- Fluent and effective use of technology
- Respected by colleagues

General Responsibilities

School coaches are responsible for:

- Receiving on-going coaching from the coach coordinator to deepen knowledge, skills, and abilities necessary for the role
- Fully participating in School Leadership Team Coaching Support Sessions
- Facilitating team meetings and / or specific agenda topics with the goal of developing the School Leadership Team's collective capacity to fulfill those functions
- Regular communication with the school administrator prior to and following team meetings
- Actively participating as a member of the School Leadership Team
- Prompting the SLT to monitor the activities within the implementation plan
- Developing a coaching service delivery plan for each school the coach supports aligned to the school's data
- Providing assistance with installing the structures and tools necessary to implement MTSS components with fidelity and sustainability through modeling, consultation, and feedback.
- Developing the School Leadership Team's fluency around resources, assessment tools, and data use
- Enhancing the team's skills and assisting them in adapting the MTSS components to fit the culture and context of school/district

Recruitment and Selection Guidelines

Recruitment Guidelines

Internal staff are most frequently recruited to be School Leadership Team Coaches, since this role is often in addition to an existing role. When recruiting from existing staff, only individuals with the qualifications, skills and time to complete responsibilities should be considered.

If external candidates will be considered, guidelines outlining specific steps which include the development of a formal job posting and a defined application process need to be developed. If additional steps are needed to recruit staff for this role, those should be included in the guidelines.

Selection Guidelines

The recommendation for selection of a School Leadership Team Coach is to engage in a formal selection process, using a set of standard questions to examine the candidates' strengths and areas needing further learning and practice. Example selection questions are provided in Appendix A.

Following selection, the School Leadership Team Coach will need additional support to ensure they have the skills necessary to fulfill the role. An individualized learning plan will be developed to address the professional learning needs of the candidate. The plan should include a description of professional learning activities, timelines for completion, individuals assigned to support, and preparation required.

Appendix B includes Individualized Learning Plan template with options for professional learning activities. This plan will be used as a template and individualized based on needs identified through the selection process.

School Leadership Team (SLT) Coaching Service Delivery Plan

A school coach uses a coaching service delivery plan to focus their coaching supports. Coaching service delivery plans can be individualized and developed using school-specific data (e.g., installation checklists, fidelity data, observation) to address the school's need for coaching.

A coaching service delivery plan (CSDP) includes:

- Concepts that will be intentionally coached
- Continuum of coaching supports
- Measures that will be used to determine the effectiveness of coaching supports

Coaching Concepts

A school coach will focus coaching supports on specific coaching concepts. Coaching concepts for school leadership team coaches have been identified, organized by stage of implementation and listed in order of priority for the following five effective innovations:

- Tier 1 School-wide Positive Behavior Intervention Supports (SWPBIS)
- Tier 1 Elementary Reading Systems (Elementary only)
- Tier 1 School-wide Content Area Reading Model (Secondary only)
- Integrated Behavior and Reading Intervention System
- Behavior Intervention System

The list of school leadership team coaching concepts organized by effective innovation can be found in Appendix D.

Coaching Supports

Coaching supports outline the specific strategies and methods a coach uses to improve implementation. These strategies are framed around an identified coaching concept and include specific details regarding the frequency, timeline and individuals involved. In addition, strategies include expectations and guidelines for providing feedback and expectations for the coach's preparation.

A continuum of coaching methods will be used to support School Leadership Teams. Some coaching methods will be more necessary than others depending on the team's stage of implementation and level of understanding of the concepts. The continuum of coaching methods include:

- Fluency building-Opportunities for practice to increase the likelihood of using skills correctly and quickly in naturally occurring conditions.
 - Teaching
 - Modeling
 - Co-facilitation

- Providing feedback-A process to provide direct and specific feedback (verbal or written) that is contingent on a person's behavior and serves to reinforce and correct.
 - Observations
 - Product reviews
- Adaptation to the district's local context-Modification of how a skill is applied to fit the social, cultural and organizational context.
- Prompting-A process to promote the team or team member's use of trained skills (verbal or written) under naturally occurring conditions typically emphasizing when a skill should be used.

Coaching Effectiveness Measures

For coaching supports to be effective, they need to be routinely monitored and used. Coaching service delivery plans should be reviewed and updated monthly, as well as used regularly to guide coaching supports provided to the team.

At least three times a year, both school coaches and the District Implementation Team will assess the impact of coaching to determine necessary adjustments to coaching, training and implementation supports. To measure impact, the school coaches will update progress on their individualized CSDP, including updates to their SMART goals, coaching concepts and coaching supports identified in the plan. As part of this process, the coach reviews the following types of coaching effectiveness data:

- Fidelity Items (e.g., SWPBIS TFI, R-TFI)
- SLT observations
- Product reviews
- Coaching satisfaction survey results (if collected)
- Coaching service delivery plan adherence data

This data is summarized and shared with the DIT to inform improvements to the supports provided to the school coaches (e.g., training, coaching) and refinements to the district coaching system. A sample coaching satisfaction survey can be found in Appendix E.

School Leadership Team Coach Guidelines

Funding Required

- Insert statement regarding if funding is required (e.g., stipends or other incentives) including source of funding

Decision-Making Authority

- Individuals selected to coach colleagues provide a supporting role. They are neither in evaluative positions nor should they ever be made to feel they are in an evaluative position.
- District decisions (e.g., scheduling, professional learning, work responsibilities) will be made in accordance to district policies and procedures
- The coach's supervisor will need to work with the appropriate people to make decisions about job responsibilities or to assisting in the prioritization of responsibilities to make space to engage in coaching

- The coach, in collaboration with School Leadership Team members and/or School Principal can determine:
 - Relevant information to share with other groups / teams as outlined in the School Leadership Team's communication plan
 - Methods of coaching to be used to support the team (e.g., prompting, modeling)
 - Method of feedback to be used and timeline for feedback

Frequency/Time Allocation of Coaching

The time commitment for a school systems coach is greater during installation. As the school moves beyond installation, the school coach will no longer be attending MiMTSS professional learning sessions.

Minimum time allocation during installation is approximately 3-4 days per month, in addition to the number of days required for professional learning sessions.

Time allocation includes, but is not limited to, the following activities:

- Attendance at MiMTSS SLT and Coaching Professional Learning Sessions
- Attendance at monthly Coaches Meetings
- Meetings with Administrator
- Facilitation of Monthly SLT Meetings
- Preparing to facilitate monthly meetings
- Completion of assigned action items

Communication Protocols

Linking communication protocols are developed collaboratively with stakeholders to ensure effective and timely communication between the School Leadership Team and all stakeholders. It will be the responsibility of the school coach to ensure regular opportunities to communicate successes, updates and barriers as outlined in the district communication protocols.

Supervision and Accountability Structures

[Insert name(s) of person responsible for coordinating and supervising identified coaches other than the individual's supervisor (e.g., principal, director of special education)]

Appendix A: Selection Questions

Selection questions should include a variety of role-specific questions, a performance assessment (e.g., role play, scenario, assignment) with feedback, and general questions to gauge interest and ensure mutual understanding of the role.

2. **District Infrastructure:** A key component for high-quality MTSS implementation that is scalable and sustainable is ensuring a district has structures, processes and procedures.” Define what you believe to be necessary district structures, processes and procedures to support MTSS implementation.
2. **District Infrastructure:** Identify the benefits and potential risk of a district standardizing the process for MTSS implementation and schools contextualizing their implementation of MTSS.
2. **District Infrastructure:** It is critical for effective teams to support implementation efforts. Your district has a District Implementation Team to support implementation effort and schools will have / leverage a School Leadership Team to support implementation. What are the differences between the focus of a District Implementation and a School Leadership Team?
2. **Behavior:** You are working with the staff to develop an acknowledgement system that would reward them for demonstrating expected behaviors. A teacher asks, “Why are we rewarding students for doing things they should just do anyway? They shouldn’t need a reward to follow expectations.” How would you respond?
2. **Behavior:** How do you see PBIS connecting at a school level with other initiatives like restorative practices, school or community-based mental health, and bully prevention?
2. **Reading:** Define scientifically valid reading practices and scientifically invalid reading practices.
2. **Reading:** Describe the similarities and differences between early reading skills compared to adolescent reading skills.
2. **General Coaching:** Outline why emphasizing systems-level coaching for both district and school teams is necessary to support use of the components of an integrated behavior and reading MTSS framework.
2. **District Coaching:** Identify the strategies you would use to ensure effective and on-going communication related to the district’s capacity to effectively support MTSS implementation across schools.
2. **School Coaching:** Identify some indicators that a School Leadership Team needs more intensive coaching support in conducting effective team meetings. Describe the strategies you would use to coach the team.
2. **School Coaching:** Communication between the School Leadership Team and the rest of the staff is always a challenge. Outline strategies you would model for the School Leadership Team and the rest of the staff to ensure on-going communication related to MTSS implementation efforts.

12. **District MTSS Role-Play:**

Directions: Interviewer reads the following scenario aloud and identifies who will play each role. After reading the scenario, provide individuals time to re-read and collect their thoughts before beginning the role play. Following the role play, feedback is to be given to the individual who might be selected to be the Coordinator.

Scenario: You are attending a school-level data review session where School Leadership Teams are reviewing school-level out and fidelity data for both the behavior and reading MTSS components. One of the teams identifies from the data there is an increase in behavior incident referrals during the school-wide reading instructional block. The team wants to know what activities would be generated to adequately address the need. What would you suggest?

Roles: Coordinator and School Leadership Team member(s)

13. **School MTSS Role-Play:**

Directions: Interviewer reads the following scenario aloud and identifies who will play each role. After reading the scenario, provide individuals time to re-read and collect their thoughts before beginning the role play. Following the role play, feedback is to be given to the individual who might be selected to be the coach.

Scenario: During grade level team meetings, the teachers are reviewing SWIS data and have noticed increases in student misbehavior during the reading instructional block. The teachers turn to you and ask, "Why is this happening and what can we do to remedy the situation?" How do you respond?

Roles: Coach and School Leadership Team member(s)

14. **School Reading Role-Play:**

Directions: Interviewer reads the following scenario aloud and identifies who will play each role. After reading the scenario, provide individuals time to re-read and collect their thoughts before beginning the role play. Following the role play, feedback is to be given to the individual who might be selected to be the coach.

Scenario: A principal says, "I hear all MIBLSI partners have to adopt a basal reading program." You dispel that myth; however, you have seen the school and the district-wide elementary reading data and you suspect an issue with the quality of the core reading curriculum materials that are being used to teach the state standards. You decide to talk to the principal in greater detail about what you suspect the issues are with the quality of their core reading materials and provide some suggestions for next steps. Identify common issues and suggestions for addressing those issues.

Roles: Coach and Principal

15. **General:** Given what you have learned thus far about the District Coordinator position, what areas do you feel are needed areas for additional professional learning?

16. **General:** What questions do you have for us?

Appendix B: Individualized Learning Plan Template

This appendix provides a general template to be used by districts to guide the development of an individualized learning plan for any role or position.

Professional learning resources and activities for developing the knowledge, skills, and abilities of Coordinators and coaches can be found in Appendix C.

[Insert Role] Individualized Professional Learning Plan

Name: _____

Date: _____

Professional Learning Topic/Need

- Professional Learning Activity (by: _____)

Individual(s) assigned to support the learning: _____

Professional Learning Topic/Need

- Professional Learning Activity (by: _____)

Individual(s) assigned to support the learning: _____

Professional Learning Topic/Need

- Professional Learning Activity (by: _____)

Individual(s) assigned to support the learning: _____

Professional Learning Topic/Need

- Professional Learning Activity (by: _____)

Individual(s) assigned to support the learning: _____

Appendix C: Professional Learning Resources and Activities

Resources and activities listed below are organized by professional learning needs specific to the District Coordinator and SLT coach roles. Consider these activities when developing individualized or differentiated learning plans related to MTSS.

District Implementation Infrastructure

- Deepen Knowledge of District Capacity Assessment (DCA) by review the District Coaching Concepts and Methods and corresponding DCA items for each concept
- Access the “Universal Supports for District Implementation Teams” playlist on the MiMTSS YouTube channel and view recorded modules for each of the components of the district implementation infrastructure
- Access modules, lessons, and short courses to learn more about implementation science and the component of a district implementation infrastructure on the National Implementation Research Network Active Implementation Hub

Multi-Tiered System of Supports

- View the “MTSS Practice Profile Navigation” recorded module on the MiMTSS YouTube channel
- Read the MDE MTSS Practice Profile. Note similarities between the practice profile and District Capacity Assessment.

Behavior Components of MTSS

- Follow the steps for creating an on-line account for EduPaths. Independently access the following on-line modules:
 - Overview of School-wide Positive Behavioral Interventions and Supports
 - Identifying and Defining School-wide Behavioral Expectations
 - Teaching Behavior Expectations
 - Monitoring Behavior
 - Acknowledgements: Why?
 - Acknowledgements: How?
 - Sustaining School-wide PBIS Implementation
 - An Overview of the School-wide PBIS Tiered Fidelity Inventory
 - Facilitating the SWPBIS TFI
 - SWPBIS TFI: Tier 1
 - SWPBIS TFI: Tier 2
 - SWPBIS TFI: Tier 3
- Access the following playlists on the MiMTSS YouTube channel:
 - Coaching School-wide PBIS Implementation: Critical Features Checklists
 - Classroom PBIS
 - Behavior Interventions in the Classroom (e.g., classroom strategies)
 - Check-In, Check-Out
- Review example products from Tier 1 School-wide PBIS and use the critical features checklist to practice providing feedback

Reading Components of MTSS

Science of Teaching Reading

- An online module [“The Science of Reading and Evidence-Based Literacy Practices”](#) from the Pennsylvania Training and Technical Assistance Network (PaTTAN)
- Literacy Brief, [“Learning to Read: The Simple View of Reading”](#) from the National Center on Improving Literacy
- A video on [“Examining Language and Literacy”](#) with Dr. Sharon Vaughn, University of Texas Austin through the National Center for Systemic Improvement
- A guide [“Foundational Skills to Support Reading for Understanding for Students in Grades K-3: Practice Guides Summary”](#) an Educator Practice Guide from WWC

Content Area Reading Strategies and Engagement

- Access the following playlists on the MiMTSS YouTube channel:
 - Text Summarization
 - Explicit Vocabulary Instruction
- [School Leader’s Guide to Tackling Attendance Challenges](#) by Jessica Sprick and Randy Sprick
- A guide [“Preventing Dropout in Secondary Schools”](#) an Educator Practice Guide from WWC

School-wide Reading Model (Elementary and Secondary)

- Access the following playlists on the MiMTSS YouTube channel:
 - Tier 1 Elementary School-wide Reading
 - Tier 1 Reading Components of MTSS Framework: School Leadership Team
 - Tier 1 Reading Components of MTSS Framework: Coaching Support Session
- Follow the steps for creating an on-line account for EduPaths. Independently access the following on-line modules:
 - The Reading Tiered Fidelity Inventory (R-TFI) Overview version 2
 - Facilitating the R-TFI Version 2
 - R-TFI Tier 1 Part 1: Elementary and Secondary
 - R-TFI Tier 2 Part 2: Items Unique to Elementary
 - R TFI Tier 1 Part 3: Items Unique to Secondary
 - Reading Tiered Fidelity Inventory Advanced Tiers

Coaching Foundational Skills

- Access the Coaching Foundational Skills section of the MiMTSS website
 - View the “Coaching Foundational Skills” playlist on the MiMTSS YouTube channel
 - Practice applying these skills using the additional resources on the website, including the skill cards, observational checklists, and role play scenarios

Appendix D: District Implementation Team (DIT) Coaching Concepts

Exploration/Adoption

1. Assess need, fit, and context
2. Relationship development
3. Promote buy-in and readiness for district implementation capacity and for the Effective Innovation (i.e., MTSS framework)
4. District Implementation Team (DIT) formation (e.g., coordinator, executive leader, general members)

Installation

1. DIT development (i.e., roles and responsibilities identified, meeting schedule, meeting notes, action plan, decision making protocol)
2. Effective Innovation (EI) fluency (data, systems, practices outlined in SWPBIS-TFI, R-TFIs)
 - a. Tier 1 School-wide PBIS
 - b. School-Wide Reading Model (elementary)
 - c. School-Wide Content Area Reading Model (secondary)
3. MiMTSS Data System
4. Communication protocol development and use (e.g., DIT to SLT, Other groups / teams)
5. Barrier removal process
6. District coaching system development
7. Initiative Inventory and Alignment Process
8. Initiative and innovation review process
9. Development of a District-wide MTSS Assessment System
 - a. District-wide assessment schedule
 - b. Measure information for required assessments (e.g., MiMTSS, SWIS, PBIS Assessments, Acadience, EWI)
 - c. District-wide decisions to support installation of measures
 - d. General parameters for using these data for decision-making
10. Development of the District Implementation Plan
11. Developing readiness across schools for the EI (e.g., exploration, installation)
12. Recruiting, selecting and supporting staff (e.g., coaches, SLTs, Data Coordinators)

Implementation (Initial and Full)

1. Data-based problem solving
 - a. On-going use of MiMTSS Data System
 - b. On-going use of MTSS Assessment System
 - c. On-going use and adjustments to the District Implementation Plan
 - d. On-going use of training, coaching and communication effectiveness data
2. Capacity Building (i.e., building redundancy in coordinator role), use and refinement of processes and procedures

Appendix E: School Leadership Team (SLT) Coaching Concepts

Tier 1 School-wide Positive Behavior Interventions and Supports (SWPBIS)

Exploration/Adoption

1. Assess need, fit, context
2. Relationship development
3. Promote buy-in and readiness for SWPBIS
4. School Leadership Team (SLT) formation

Installation

1. School Leadership Team (SLT) development
2. Defining school-wide expectations
3. Teaching lesson plans
4. Monitoring behavioral expectations
5. Acknowledgement system
6. Contextualization of the District-wide MTSS Assessment System (e.g., SWIS, MiMTSS Data System, SWPBIS TFI)
7. Continuum of responses to behavioral errors
8. Communication protocol development and use
9. Class-wide PBIS practices

Implementation (Initial/Full)

1. Data-based problem solving (school-level, grade level, training, and coaching supports)
 - a. On-going use and adjustments to the Implementation Plan
 - b. On-going adjustments and use to the Grade Level Instructional Plans
2. Use and refinements of communication protocols

Tier 1 Elementary Reading Systems (Elementary only)

Exploration/Adoption

1. Assess need, fit, context
2. Relationship development
3. Promote buy-in and readiness for School-wide Reading Model that includes scientifically based reading research
4. School Leadership Team (SLT) formation

Installation

1. School Leadership Team (SLT) development
 - a. School-Wide Reading Model Fluency:
 - b. Scientifically based Reading Research (understanding components)
 - c. Data, systems, practices needed to improve reading outcomes for the continuum of students
2. Daily Reading Instruction
 - a. Scheduling time for uninterrupted reading instruction

- b. Instructional groupings (whole group, small group)
3. Reading curriculum resources: prioritizing critical reading skills and grade level guidelines for using resources
 - a. Contextualization of the District-wide MTSS Assessment System (e.g. MiMTSS Data System, Acadience Reading, R-TFI)
 - b. Communication protocol development and use
 - c. School-wide Reading Plan
 - d. Grade Level Team development
 - e. Grade Level Instructional Plans

Implementation (Initial/Full)

1. Data-based problem solving (school-level, grade level)
 - a. On-going use and adjustments to the School-Wide Reading Plan
 - b. On-going adjustments and use to Grade Level Instructional Plans
2. Problem-solving training and coaching supports using data
3. Use and refinements of communication protocols

Tier 1 School-wide Content Area Reading Model (Secondary only)

Exploration / Adoption

1. Assess need, fit, context
2. Relationship development
3. Promote buy-in and readiness for School-wide Content Area Reading Model that includes IES recommendations for Adolescent Reading and the “Big Ideas of Adolescent Reading”
4. School Leadership Team (SLT) formation

Installation

1. School Leadership Team (SLT) development
2. School-Wide Content Area Reading Model Fluency:
 - a. IES Practice Guide Recommendations for Adolescent Reading – Content area reading strategies
 - b. Big Ideas of Adolescent Reading
 - c. EWI data interpretation and R-TFI training
 - d. Selection and use of common content area reading strategies within core subject areas
3. Content Area Reading Strategies
 - a. Selection of content area reading strategies
 - b. Instructional routines
4. Contextualization of the District-wide MTSS Assessment System (MiMTSS Data System, Early Warning Indicators, Acadience Reading 7-9 (optional), R-TFI)
5. Communication protocol development and use
6. Development of School-wide Content Area Reading Plan
7. Development of Department and Cross-Department Teams
8. Development of Department Level Plans

Implementation (Initial/Full)

1. Data-based problem solving (school-level, grade level)
 - a. On-going use and adjustments to the School-wide Content Area Reading Plan
 - b. On-going adjustments and use to Department Instructional Plans
 - c. Problem-solving training and coaching supports using data
2. Use and refinements of communication protocols

Integrated Behavior and Reading Intervention System

Exploration/Adoption

1. Assess need, fit, and context for intervention supports
2. Maintain focus on Tier 1 implementation efforts
3. Promote buy-in and readiness for an intervention system
 - a. Process to ensure students have access to intervention supports & are making adequate progress
 - b. Student support team referral process
4. School Leadership Team (SLT) capacity for supporting the intervention system
 - a. Additional meeting time to develop and monitor the school's Intervention system
 - b. Team qualification / expertise (e.g., behavioral expertise, Scientifically-Based Reading Research expertise)

Installation

1. School Leadership Team (SLT) development
2. Contextualization of the District-wide MTSS Assessment System (continued from Tier 1)
 - a. Timelines for accessing student assessment data (new and existing students)
 - b. General parameters for using these data to make decisions (e.g., screening, intervention placement test, guidelines for intervention groupings)
 - c. Progress monitoring assessment decisions
3. Intervention schedule (e.g. time, cycle, sequence, interventionists)
4. Intervention Grid
 - a. Program descriptions
 - b. Skills programs address
 - c. Entrance criteria
 - d. Progress monitoring guidelines (including monitoring fidelity)
 - e. Exit criteria
5. Interventionist implementation supports (e.g., professional learning, instructional coaching)
6. Communication protocol development and use for intervention access and effectiveness
7. Development of Grade-Level / Department Instructional Plans
8. Student support team development
9. Development of an intensive behavior support plan and/or intensive reading intervention plan

Implementation (Initial/Full)

1. Data support: Outcome Measures
 - a. Early Warning Indicators (EWI)
 - b. SWIS Office Referrals
 - c. Acadience Reading
 - d. Intervention access and effectiveness
2. Data support: Intervention Placement Test and Diagnostic Assessments
 - a. Functional behavioral assessments
 - b. Acadience Reading Survey
 - c. Intervention Program Placement Assessments
 - d. Acadience Reading Diagnostics: Phonemic Awareness, Word Reading and Decoding
 - e. Acadience Reading Diagnostics: Comprehension, Fluency, and Oral Language
 - f. Functional Academic Assessment
3. Data support: Progress monitoring
 - a. CBM progress monitoring
 - b. Intervention program mastery assessments
4. Data support: Fidelity
 - a. Reading TFI Tier 2 and 3 items
 - b. Behavior TFI Tier 3 and 3 items
 - c. Intervention Fidelity
5. Use and refinements of communication protocols

Behavior Intervention Systems

Exploration/Adoption

1. Assess need, fit, context
2. Maintain focus on Tier 1 implementation efforts
3. Relationship development
4. Promote buy-in and readiness for an intervention system
5. School Leadership Team (SLT) capacity for support the intervention system

Installation

1. School Leadership Team (SLT) development
2. Contextualization of the District-wide MTSS Assessment System
3. Intervention schedule
4. Intervention grid
5. Interventionist implementation supports
6. Communication protocol development and use for intervention access and effectiveness
7. Student support team development
8. Development of intensive behavior support plan

Implementation (Initial/Full)

1. Data support: outcome measures
2. Data support: intervention test and diagnostic assessments
3. Data support: progress monitoring

4. Data support: fidelity
5. Data-based problem solving (school-level, grade-level)
 - a. On-going use and adjustments to intervention system
 - b. On-going use and adjustments to the intensive behavior intervention plans
6. Data-based individualization
7. Use and refinements of communication protocols

Appendix F: Coaching Satisfaction Survey Sample Questions

A coaching satisfaction survey is one data source districts can use to measure the impact of coaching. The survey is completed twice per year (e.g., November and April) by teams and/or individual staff receiving coaching supports.

Directions: The District Implementation Team continues to focus on providing high-quality coaching supports in order to help school's implement and use an MTSS framework. Please complete this brief survey. The data will be used by the District Implementation Team and your [District Coordinator or School Coach] to refine and improve the coaching supports provided to your team and the district coaching system.

Select your primary role:

- Executive Leadership
 - District Implementation Team member
 - School Administrator
 - School Leadership Team member
 - (Add any other group/individuals who have received coaching support)
1. The district's coaching support structure has strengthened my ability to effectively use the components of [insert focus of coaching]. *(If you select a "disagree" option, please assist by providing suggestions in the comments field.)*
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Comments:
 2. The frequency of coaching allocated to our team is
 - Too much
 - Just right
 - Too little
 - Comments:
 3. I am seeing a difference in our team's ability to apply what has been learned during professional learning sessions.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Comments:
 4. When support and feedback is provided (e.g., templates, assistance with planning, examples), I know the next steps to take.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Comments:

5. When the [District Coordinator or coach] agrees to do something, the coach follows through per the agreed upon timelines.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Comments:

Appendix G: Coach Coordinator Preparation Routine

This routine provides the individual identified to coordinate SLT coaches with guidance on how to prepare for coaches' meetings. To build the monthly agenda, the Coach Coordinator will need access to the following resources:

- Coaches' Meeting Agenda Template (see appendix H)
- Email Reminder Template (see below)
- Coaches' Meeting Pre-Meeting Sheet ([link here](#))
- Previous Meeting Agenda/Minutes

To prepare to facilitate the meeting, the Coach Coordinator will also need access to the following commonly used resources:

- District Communication Plan and Protocols
- Coaches' Action Plan
- Coaching Service Delivery Plans
- Coaching Guide, including Coaches' Monthly Focus Document
- Monthly Coaching Data Analysis Schedule (see below)
- SLT Meetings and Trainings Calendar

Preparation Routine

To prepare for the Coaches' Meeting, follow the steps below and consider the four functions of effective coaching (e.g., prompting, fluency building, performance feedback, and adaptation).

1. Two Weeks Prior to Meeting: Send reminder to Coaches to add to pre-meeting sheet within assigned deadline
2. One Week Prior to Meeting: Develop Coaches' meeting agenda using the Coaches' pre-meeting sheet, previous meeting agenda, and Coaches' agenda template
3. One Week Prior to Meeting: Send Coaches' meeting reminder using the email template provided below
4. Prepare to Facilitate Coaches' Meeting by reviewing each section of the agenda
 - a. Prepare to facilitate the "Review Agenda and Action Items" section, including a review of the agenda, roles and norms, and status of action items
 - b. Prepare to facilitate "Coaching Supports" section, including
 - Identification of coach accomplishments and barriers to providing coaching. Use district process for communicating barriers to the DIT.
 - Debrief of recent trainings to identify new learning and needs for further professional development, provide an update on corresponding installation checklist items.
 - Preview upcoming trainings. Review resources in the coaching guide and training materials on the website.
 - Review coaches monthly focus document found in coaching guide. Emphasize the four functions of coaching and identify methods for providing coaching support.
 - a. Prepare to facilitate "Data Analysis and Use." To prepare for data analysis, ensure the following data is updated and available for analysis:

- SLT Installation Checklists (monthly)
 - CSDP adherence data (monthly)
 - Prompt organization of TFI data sources and review products prior to TFI administration (Sept, Dec, Apr)
 - Prompt the collection of coaching satisfaction survey (Nov, April)
 - Allocate meeting time to update CSDPs and summarize coaching data to share with the DIT (Oct, Jan, May)
- b. Prepare to facilitate “Professional Learning” section, including debriefing activities outlined in professional learning plans, practicing using critical features checklists to conduct product reviews, or engaging in additional professional learning.
 - c. Prepare to facilitate “Communication” sections, including prompting the use of communication protocols to ensure key information is gathered from and disseminated to identified groups in a timely manner
 - d. Prepare to facilitate “Meeting Wrap-Up”, including confirming action items, checking on adherence to norms, prompting next meeting, and adding items to pre-meeting sheet.

Coaches Meeting Reminder

The template below can be used by the Coach Coordinator as a template for providing a meeting reminder to the school level Coaches, at least one week prior to the meeting.

Email Template

School Leadership Team Coaches,

This is a reminder that we have a Coaches’ Meeting scheduled for (date). We will begin at (time) and end at (time).

Please attend to the pre-meeting tasks listed below before we meet. Use the bullet points below as a pre-meeting checklist.

- Review notes from previous meeting (link previous agenda)
- Review our upcoming meeting agenda (link upcoming agenda)
- Update status of action items assigned to you in the action plan. Please add any additional information in the status section to inform others on the progress / results of activities for both “in progress” and “not started”. (link action plan)
- Complete any professional learning activities with a due date prior to our meeting

If you need to join us for less than the full time or have a critical conflict, please let me know as soon as possible and make sure you have time scheduled to 1) do the pre-meeting work before the meeting, 2) complete any follow-up tasks, and 3) preview your schedule to avoid missing future meetings.

Appendix H: SLT Coach Meeting Agenda Template

The template below is used by Coach Coordinators to develop monthly School Leadership Team Coaches' Meeting agendas.

SLT Coaches' Meeting Agenda & Notes

Date:

Time:

Location:

Participants:

Roles & Responsibilities

- Facilitator:
- Recorder (notes action items in different color for easy review):
- Time Keeper:
- Data Analyst:

Meeting Norms:

- Record your 3-5 agreed upon norms

Review Agenda and Action Items (10 minutes)

Desired Outcome: All coaches review the plan for the day and have an opportunity to follow-up on the status of any action items.

- Review Agenda, Roles and Norms
- Review Status of Action Items from previous Coaches' meetings [link action plan]

Decisions and Important Details:

-

Coaching Supports (_ minutes)

Desired Outcome: Determine next steps in providing coaching supports to school leadership teams in implementing an MTSS framework.

- Coach Accomplishments & Barriers [link district process]
- Debrief Recent Trainings (i.e., new learning, activity progress, requests for learning)
- Preview Upcoming Trainings (i.e. outline and activities, training materials on website)
- Review Coach Monthly Focus Document

Decisions and Important Details:

-

Data Analysis and Use (_ minutes)

Desired Outcome: Analyze the effectiveness of coaching supports by reviewing coaching data and planning for needed adjustments to coaching supports.

- Self-Reflection Using Data (monthly)
 - SLT Installation Checklists
 - Implementation Plan Activities
 - Monitor Coaching Service Delivery Plan Adherence
- Prepare for TFI Administrations (Sept, Dec, Apr)
- Update Coaching Service Delivery Plans / Summarize Coaching Data (Oct, Jan, May)

Decisions and Important Details:

-

Professional Learning (_ minutes)

Desired Outcome: Develop coach knowledge and skills in implementing the components of MTSS framework. Provide opportunities for coaches to practice skills and receive feedback.

- Individualized Professional Learning Plan Activities
- Additional Learning (e.g., online modules, critical features checklists, coaching foundational skills)

Decisions and Important Details:

-

Communication (_ minutes)

Desired Outcomes: Identify groups/teams that need know information from today's meeting. The District Communication Plan [insert link] will guide coaches in planning necessary communication.

Ensure critical information to communicate is documented in bullet points for each team or individual. Identify designees responsible for communication to groups/teams or individuals who will access the bullet points and communicate the information in the most appropriate format

Decisions and Important Details:

- School Leadership Team
- Building Principals
- MiMTSS TA Center

Meeting Wrap-Up (15 minutes)

Desired Outcome: Coaches are organized for the next meeting.

- Confirm action items are known to all individuals that have been assigned action
- Check-in regarding adherence to norms
- Add any agenda topics known at this time to the Coaches' Pre-Meeting Sheet
- Next Coaches Meeting: (add date)

Decisions and Important Details:

URLs Used in Document

[“The Science of Reading and Evidence-Based Literacy Practices”](https://www.pattan.net/Videos/MTSS-The-Science-of-Reading-and-Evidence-Based-Lit)

(<https://www.pattan.net/Videos/MTSS-The-Science-of-Reading-and-Evidence-Based-Lit>)

[“Learning to Read: The Simple View of Reading”](https://improvingliteracy.org/brief/learning-read-simple-view-reading)

(<https://improvingliteracy.org/brief/learning-read-simple-view-reading>)

[“Examining Language and Literacy”](https://ncsi-library.wested.org/resources/28)

(<https://ncsi-library.wested.org/resources/28>)

[“Foundational Skills to Support Reading for Understanding for Students in Grades K-3: Practice Guides Summary”](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf)

(https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf)

[School Leader’s Guide to Tackling Attendance Challenges](http://www.ascd.org/publications/books/118037.aspx)

(<http://www.ascd.org/publications/books/118037.aspx>)

[“Preventing Dropout in Secondary Schools”](https://ies.ed.gov/ncee/wwc/PracticeGuide/9)

(<https://ies.ed.gov/ncee/wwc/PracticeGuide/9>)

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