Coach's Checklist to Prepare for Elementary and Secondary Data Review

The purpose of this checklist is to help the School Leadership Team (SLT) coach prepare to facilitate the SLT through the continuous improvement process at the upcoming Elementary or Secondary Data Review. **Additional guidance due to the impact of COVID 19 on the 2020-2021 school year is provided in bold red font.**

Part A: Enter Data into MiMTSS Data System (1 hour)

- Log in to MiMTSS Data System and navigate to your school's context tab. Review the School Leadership Team listed on this tab and notify your district coordinator or implementation specialist if updates are needed.
- Navigate to Data Entry and follow the directions in your Coaching Guide to enter data into MiMTSS Data System.
- Complete the Data Entry Quick Check in your Coaching Guide.
- **If your school does not have the standard student outcome data available for Elementary or Secondary Data Review, consider what other student data sources would be most meaningful for the SLT to analyze together. View the video "Taking Stock and Seizing Opportunity Amid an Uncertain School Year" on the COVID-19 Resources page under Data Informed Action for guidance.**

Part B: Prepare the Data Review Worksheet (2-3 hours)

- Go to the School Leadership Team Coaches webpage on the MiMTSS TA Center website. Review the worksheet selection criteria with your district coordinator and choose the most appropriate worksheet for your team to use at the upcoming data review. **You will see a new worksheet titled "Return to School". This worksheet is focused on your school's COVID 19 Preparedness and Response Plan (Return to School Plan). This worksheet can be used at any point in the 2020-2021 school year to reflect upon and strengthen the supports your school is providing during this unique school year. (This worksheet along with a video and additional resources are also posted to our COVID-19 Resources page under Data Informed Action.)**
- Rename the selected worksheet (e.g., Happy Valley Elementary Fall Data Review 2020"), and share with your MTSS Coordinator.

Complete the rest of Part B only if you have selected to use one of the standard elementary or secondary data review worksheets (e.g., Tier 1 Integrated, Intervention Systems.) If using the Return to School worksheet, watch the video and complete the coach's prompts in the worksheet. Then skip to Part C in this checklist.

Plan Implementation and Evaluation

Did we implement our plan? Is our plan working?

- Access resources needed for this section: a) Installation Checklists in MiMTSS Data System, b) Your school's Implementation Plan, and c) your Individualized Coaching Service Delivery Plan (if you have developed one).
- Review the Plan Implementation and Evaluation section of the worksheet and address coach's prompts in blue. Use bold blue font so your team can easily see what you add to the worksheet.
- Decide if it makes sense for your team to proceed to the next step, Problem Identification. If you have concerns that not much or any of the plan is being implemented and/or there is little to no evidence that the plan is working, time during data review may be better spent problem-solving the plan itself rather than looking for new problems with student outcomes to address. Discuss your concerns with your coordinator and/or trainer. If there is agreement that moving forward in the worksheet does NOT make sense for your team, then see "Guidance on Solving Implementation Problems" in your Coaching Guide for next steps.

Pause and Reflect:

What important talking points do you want to share with your team as you address the questions "Did we implement our plan?" and "Is our plan working?" As your team's coach, this is your opportunity to acknowledge their hard work and motivate them to engage in continued problem-solving. Take some notes for yourself here.

Talking points to team:

Reflect upon your own accomplishments as a coach. Which of your coaching activities these past few months has had the greatest impact? Why?

Reflection on coaching accomplishments:

What barriers, if any, may be impeding your progress on completing activities from your coaching service delivery plan? (List barriers and the activities impacted). What steps have you taken to address barriers or communicate the barriers to the DIT?

Reflection on coaching barriers:

Problem Identification

What was our previous problem? What is our current problem?

- Access any specific reports/tools needed for this section of the worksheet. See Coaching Guide for directions.
  - SWIS Major Referral Patterns report (All Tier 1 worksheets).
  - EWI Excel Tool, School Drill Down table (Secondary Tier 1 Integrated worksheet only).
  - M-STEP results by grade level from previous spring (Tier 1 Integrated, fall only).
  - SWIS Students with 2-5 major ODRs report (Intervention Systems).
  - SWIS Triangle Data report (Intervention Systems, spring only).
- Review the Problem Identification section of the worksheet and the corresponding tabs in MiMTSS Data System and address coach's prompts in red.
- Once you have pre-populated the Status column in each of the Problem Identification tables, practice talking through the data with the appropriate visual displays so you are prepared to guide your team through this section at data review. The team should be focused on the visual displays while you summarize the information you have pre-populated in the worksheet. Your goal in this section is to use the questions and sentence frames from the worksheet as scaffolds where needed as you teach the team how to systematically interpret the data. Do not simply walk the team through the tables; they need to see and interpret the visual displays with your support. Also avoid pre-populating the precise problem statements since you will want to do this with your team.

Pause and Reflect:

Teams often get frustrated when they are asked to problem solve around messy or inaccurate data. Consider: (a) Were assessments administered by trained assessors? (b) Did the school utilize the MiMTSS TA Center's data accuracy checklists? (See Coach's Guide for available checklists.)

What concerns will you share with your team and what evidence will you cite?

Data concerns:

What supports do you need from your Data Coordinator(s) and/or District Coordinator before, during or after the team's Data Review day to address any concerns with the data?

Supports needed:

What important talking points do you want to share with your team as you guide them through Problem Identification and what engagement strategies (e.g., make predictions of the data, quick checks for understanding of the visual displays of data, individual development of precise problem statements with opportunity to share out) will you use to support your team?

Talking points and engagement strategies:

Your team should develop precise problem statements together to create a shared sense of ownership over the problems they are seeing in the data, but you may want to jot down some ideas on potential problems your team is likely to identify so you can support them in developing precise problem statements.

Ideas for precise problem statements:

Problem Analysis

Why is the problem happening? What is our new objective?

- Access any specific reports/tools needed for this section of the worksheet.
    - SWPBIS TFI Items report (all worksheets).
    - [PBIS Cultural Responsiveness Field Guide](#), Section II: TFI Cultural Responsiveness Companion (all worksheets).
    - R-TFI Items report with notes (Tier 1 Integrated and Intervention Systems worksheets).
    - Intervention Access and Effectiveness Monitoring Tool.
- Review the Problem Analysis section of the worksheet and address coach's prompts.

Pause and Reflect:

Do you have any concerns about the validity of the Tiered Fidelity Inventory scores? Consider:

- Were the Tiered Fidelity Inventories administered by trained facilitators?

- Were products reviewed when the team was unsure which score to select?

If you have concerns with the validity of specific TFI items, note the specific items and identify additional data sources you might need to draw upon if/when these items are discussed.

Specific TFI items of concern and other data sources that may need to be accessed:

Plan Development

What is our plan? Who needs to know?

- Review the Plan Development section of the worksheet.
- Determine what supports your team will need to efficiently brainstorm, prioritize and add activities to their MTSS Implementation plan. (See your Coaching Guide for guidance on a five-step brainstorming process, if needed.)
- Make sure your MTSS Implementation Plan, Communication Protocols, Barrier Removal Process, and MTSS Slide deck (or your local MTSS Update template) are hyperlinked for easy access in this section.

Part C: Prepare for Data Review (90 minutes)

- Make a fresh copy of the Data Review worksheet for your team **with all coaches' prompts removed** so the team can stay focused on what you have prepopulated in bold blue font and prompts to the team in purple font. (This step takes less than 3 minutes and really helps reduce the cognitive load for your team.)
- Share the Data Review worksheet with your team.
- Print at least one copy of the Data Review worksheet to have on hand at data review.
- Access the most current MTSS slide deck. Complete the title slide and share it with your team OR set up and share your district's own template for creating MTSS updates.
- Confirm that all team members are planning to attend the Data Review day and have access to the MiMTSS Data System.
- Practice navigating through the different visual displays (i.e., MiMTSS Data System, SWIS, Data Review worksheet) and consider if you will be able to access a monitor or projector on the data review day to support your team with staying focused on the visual display most relevant to each step in the problem-solving process.

Pause and Reflect:

What proactive communication or work to develop buy-in or readiness might need to occur prior to the team data review? (Consider sharing your rationale for the worksheet the team will focus on at data review with your administrator.) Are there barriers that need to be lifted to the DIT? (Refer to communication protocols and barrier removal process).

Proactive Communication:

Celebrating accomplishments can help to gain and maintain momentum for this work. You have already identified accomplishments from your school's work. With your fellow coaches, District Coordinator, and/or trainers, plan a celebration that will take place during the upcoming data review. Be sure to consider how to tie the celebration specifically to the accomplishments.

Plan for Celebration:

Part D: Prepare to Coach (1 hour)

Your goal is to have a newly developed or updated coaching service delivery plan to begin implementing **within 1-2 weeks after your team attends Data Review.** Recognize that what your team focuses on during data review may not necessarily align with the concepts you (and/or your IS) focus on for coaching. Visit the School Leadership Team Coaches page on the MiMTSS TA Center website to get started in developing or updating your coaching plan.

URLs Used in Document

COVID 19 Resources

https://mimtsstac.org/covid-19-resources

School Leadership Team Coaches

(https://mimtsstac.org/teams-roles/specialized-functions/coaches)