

Coach's Reflection Tool for School-Level Data Review

The purpose of this tool is to support a School Leadership Team coach with preparing to facilitate team discussions during Elementary or Secondary Data Review.

Planning for the Data Review Day

What proactive communication or work to develop buy-in or readiness might need to occur prior to the Data Review day? (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 in advance of the Data Review day so the team can stay focused on factors within their control? (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.

Celebration:

Facilitating the *Implement, Monitor and Adjust* section of the worksheet

What important talking points do you want to share with your team as you address the questions "Are we implementing 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 continuous improvement.

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:

Facilitating the *Assess Needs: Discover* section of the worksheet

Teams often get frustrated when they are asked to interpret 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?

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 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 gap statements with opportunity to share out) will you use to support your team?

Talking points and engagement strategies:

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

Ideas for precise gap statements:

Facilitating the *Assess Needs: Root Cause Analysis* section of the worksheet

Do you have any concerns about the validity of the Tiered Fidelity Inventory scores? 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 by your team.

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

Facilitating the *Plan* Section of the worksheet

What supports will your team need to efficiently brainstorm, prioritize, and add activities to their Implementation plan?

Ideas to support plan development:

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