Selecting and Coaching School Leadership Teams Vocabulary and Reflection Questions

The document provides key vocabulary and questions to support District Implementation Teams when viewing recorded modules prior to the Selecting and Coaching School Leadership Teams module.

Key Vocabulary

- **Committee Audit-** inventory of existing teams and committees used to identify opportunities for teams with overlapping functions to be combined or eliminated and provides an overview of membership across teams to inform selection decisions for membership of new teams.
- **Interview/Selection Protocol-** standard set of questions used to determine the degree to which individuals have the knowledge and skills needed to fulfill a role. Results inform additional professional learning needed for selected individuals.
- **Performance Assessment-** an assignment, role play, or scenario used during the selection process to get a better understanding of how individuals would respond to real life situations and tasks.
- **Coaching**- a set of activities that improve the use of new knowledge and/or skills under typical conditions.
- **Systems Coaching**- coaching to develop the capacity to effectively use or support the use of an effective innovation (e.g., program, practice, framework) to enhance student outcomes.
- **Instructional Coaching**- content or practice-level coaching to help staff improve instruction in a discipline using a particular strategy, practice, or program to improve student outcomes.
- **District Coaching System-** outlines the district's process for ensuring equitable, high-quality coaching is provided to the district and schools
- **Coaching Service Delivery Plan-** a plan developed by coaches based on data to guide their coaching supports and includes the coaching that will be intentionally coached, a continuum of coaching supports, and measures that will be used to determine the impact of coaching.
- **School Leadership Team (SLT)-** builds and maintains an implementation infrastructure to support school staff in the use of MTSS by planning and coordinating implementation efforts in the school.

Reflection Questions

Consider each of these questions as you watch the pre-recorded modules. If responses are being recorded in a shared document, please respond to each question and include your initials with your response (e.g., S.A.).

1. How are the components of a high-quality recruitment and selection process similar or different from the existing process in your district? (If you are unsure, reflect on the process that was used when you were hired or what you have heard from colleagues).
2. Why is a high-quality recruitment and selection process important? How does it help support your district's goals for MTSS implementation?
3. Have you ever been given a position without a clear job description, identified expectations, or any sort of plan to support your learning and growth? What was that experience like? How might clarity have supported you in the position?
4. Have you ever been to a training, left the training fired up and ready to do something new, only to never actually implement that thing when you got back to your district? Why did that happen? What factors contributed? How might access to coaching have supported you in your use of the new innovation?
5. What is the role of the School Leadership Team? What is the role of the SLT coach? How would you explain the scope of their work (e.g., who and what they are coaching)?
6. Record any additional thoughts our questions you had based on your learning.