**District: School:**

**Coaching Priorities:**

1. Administrator Active Member
2. Team Roles & Responsibilities well defined, allocated across members, capacity building and behavioral expertise (capabilities)
3. Systems Conversation (Use of tracking tool, 10% target of student body count, student identification, progress monitoring)
4. Implementation Plans for Targeted Intervention
5. Impact on students with disabilities

**PrePL Meeting Date: Meeting with whom:**

**Coaching Visit between Day 1 and Day 2**

**Date: Meeting with whom:**

What was affirming at Day 1? What are you looking forward to with this work?

Describe your [administrator(s)] leadership, vision and engagement in the Tier 2/3 Systems Team.

According to (Refer to Exit Card, &/or other info.), your identified \_\_\_\_ as a need for support. How might we help with that?

What might you need to initially implement system conversations at this level?

What have you learned from looking at your screening data? How many might need Tier 2 supports? What do you need to support the number of students?

What additional questions do you have before 11/21/13?

Next steps for team: Next Steps for me:

Next Coaching visit:

|  |  |  |  |
| --- | --- | --- | --- |
| **Tier 2/3 Systems Critical Features** | **TFI Component** | **Coaching Questions** | **Date** |
| Universal Plan connected to the Implementation Manual |  | How are your **universal features supporting your scaling up efforts**?  When analyzing your data what has surfaced about your school’s universal practices?  Describe your **reciprocal communication structures** between teams and how information is shared with stakeholders (staff, parents)? |  |
| Systems Team Membership -Roles and Responsibilities  -Administrator Active  -Team Leader  -Behavioral Expertise |  | Describe your team membership *(listen for crossover, Administrator, Behavioral Expertise, SSD Staff, size).*  Describe roles and responsibilities of team members *(listen for agenda development, data person, intervention coordinators, recorder, other).*  How are SSD staff engaged in the Tier 2/3 Systems Team? |  |
| Tier 2 Systems Team Planning Conversation |  | Describe a typical meeting/agenda for your Tier 2/3 Systems Team Conversation *(Listen for types & use of data/tracking tool, student access-10% target of student body count, Tier 2 Intervention Treatment Integrity, student identification practices/processes, entry criteria, progress monitoring, exit criteria).*  What data are you using to guide your work/decision making to improve your Tier 2 interventions? *(treatment integrity/universal need*)  While reviewing progress monitoring data, what patterns and trends are you noticing? *(#s of students in each intervention, students with disabilities, responsiveness*)  How has the Tracking Tool supported your conversations?  What are the frequency and length of these meetings/conversations?  What are you noticing in your data about the impact of Tier 2/3 Systems for students with disabilities?  How are SSD staff involved in this process? |  |
| Tier 2/3 Systems Team Problem Solving Conversations |  | Describe a typical meeting/agenda for your Tier 2/3 Systems Team Problem Solving Conversation *(Listen for use of problem solving steps, reviewing data, analyzing data compared to effectiveness criteria, plans for sharing data, decision making for continue/revise/graduate).*  How many students are typically discussed? What are patterns and trends in your solutions?  What are the frequency and length of these meetings/conversations?  How are SSD staff involved in this process? |  |
| **Student Identification** |  | What data are you using to identify students in need of Tier 2/3 interventions? *(Listen for screening, student outcome data, request for assistance, minors)*  What is the frequency of using this data? *(Listen for timeliness)*  How quickly do students get access to an intervention once identified? *(Listen for within ??? 30 days (BAT) 72 hrs.)*  How do you communicate identification & intervention assignment to staff? Parents? Students?  Where do you find students with disabilities on your continuum? *(Listen for across all 3 tiers, = access to Tier 2/3 interventions)* |  |
| Intervention Guidelines  -at least 2  -entry criteria  -progress monitoring  -exit criteria |  | How many Intervention Guidelines have been developed?  Let’s review them together. What was the process for determining entry criteria? Progress monitoring? Exit criteria?  How have these Intervention Guidelines been helpful? *(Listen for systematic, consistent across staff/families, student needs matched to intervention, students are exiting, etc.)* |  |
| Tier 2 Interventions  -evidence based  -treatment integrity tool  -social validity  -coordinator  -staff trained  -parent communication  -transfer/maintenance/ generalization plan  -intervention guidelines (see above)  -student outcomes |  | What are your two main Tier 2 interventions?  What student outcomes are you trying to impact?  How do you check for social validity?  How do you measure treatment integrity?  How are coordinators of each intervention selected?  How are implementers, students, parents trained on the intervention?  Who helps develop transfer/maintenance/generalization plans for students & staff?  How are SSD staff involved? |  |