



District Coaching System

School Leadership Team Coach

Version 1.0
June 2021



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District Coaching System: School Leadership Team Coach

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

Qualifications and Skills

Individual(s) who demonstrate the following qualifications and skills are likely to be successful in the role of a School Leadership Team 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 colleague

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 coach meetings and 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 will be recruited to be School Leadership Team coaches. When recruiting from existing staff, only individuals with the qualifications, skills and time to complete responsibilities should be considered.

Selection Guidelines

When selecting School Leadership Team coaches, individuals identified through the recruitment process will engage in a selection conversation, using the questions in Appendix A to identify individuals' strengths, learning needs, and mutual interest in the role.

Post-Selection

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.

Appendix B and C include an Individualized Learning Plan template, as well as options for professional learning activities. This template will be used to develop an individualized plan 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, when more professional learning is needed to develop the team's knowledge and skills.

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 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: SLT Coach 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.

1. **Behavior:** You are working with the staff to develop an acknowledgement system that would reward students 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?
3. **MTSS Role-Play:**
 - a. **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.
 - b. **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?
 - c. **Roles:** Coach and School Leadership Team member(s)
4. **Reading:** Define scientifically **valid** reading practices and scientifically **invalid** reading practices.
5. **Reading:** Describe the similarities and differences between early reading skills compared to adolescent reading skills.
6. **Reading Role-Play:**
 - a. **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.
 - b. **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.
 - c. **Roles:** Coach and Principal

7. 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.
8. 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.
9. 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.
10. General: Take a moment to review the job description of a School Leadership Team Coach. Given what you have learned thus far about the school coach position, what areas do you feel are needed areas for additional professional learning?
11. 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: _____)
- Professional Learning Activity (by: _____)
- Professional Learning Activity (by: _____)
- Professional Learning Activity (by: _____)

Individual(s) assigned to support the learning: _____

Professional Learning Topic/Need

- Professional Learning Activity (by: _____)
- Professional Learning Activity (by: _____)
- Professional Learning Activity (by: _____)
- Professional Learning Activity (by: _____)

Individual(s) assigned to support the learning: _____

Professional Learning Topic/Need

- Professional Learning Activity (by: _____)
- Professional Learning Activity (by: _____)
- Professional Learning Activity (by: _____)
- Professional Learning Activity (by: _____)

Individual(s) assigned to support the learning: _____

Professional Learning Topic/Need

- Professional Learning Activity (by: _____)
- Professional Learning Activity (by: _____)
- Professional Learning Activity (by: _____)
- 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.

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.
- Access the MiMTSS Technical Assistance catalogue and review the technical assistance offerings aligned with the professional learning need.

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: 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
2. School-Wide Reading Model Fluency:
 - a. Scientifically based Reading Research (understanding components)
 - b. Data, systems, practices needed to improve reading outcomes for the continuum of students.

3. Daily Reading Instruction
 - a. Scheduling time for uninterrupted reading instruction
 - b. Instructional groupings (whole group, small group)
 - c. Reading curriculum resources: prioritizing critical reading skills and grade level guidelines for using resources
4. Contextualization of the District-wide MTSS Assessment System (e.g., MiMTSS Data System, Acadience Reading, R-TFI)
5. Communication protocol development and use
6. School-wide Reading Plan
7. Grade Level Team development
8. 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 E: 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.)*
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. Comments:
 2. The frequency of coaching allocated to our team is:
 - a. Too much
 - b. Just right
 - c. Too little
 - d. Comments:
 3. I am seeing a difference in our team's ability to apply what has been learned during professional learning sessions.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. Comments:
 4. When support and feedback is provided (e.g., templates, assistance with planning, examples), I know the next steps to take.
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
 - e. Comments:

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

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>)

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.