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| **Ci3T Meetings: Between Sessions 1 and 2** |
| **Meeting** | **Date** | **Start** | **End** | **Notes:** |
| **Ci3T Team Meeting** |  |  |  |  |
| **Ci3T Faculty/Staff Meeting** |  |  |  |  |
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| **Coaching Contact** | **Date** | **Start** | **End** | **Notes:** |
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**Coaching Format for this Check-In**

□ In-Person

□ Video Conference;

□ Audio/Telephone Conference

□ Email

**Ci3T Coaching Protocol Session 1**

**School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **District:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Team Members Present:**

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**Coach(es):**

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| **Session 1 Readings**  |
| Read to prepare for Session 1Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (v1.3). Phoenix, AZ: KOI Education. (interactive eBook Chapters 1-2)Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019). *Developing a schoolwide framework to prevent and manage learning and behavior problems* (2nd ed.). New York, NY: Guilford Press. (Chapters 1-2)Readings for extended learning on themesLane, K. L., Oakes, W. P., Menzies, H. M. (2014). Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Why does my school – and district – need an integrated approach to meet students’ academic, behavioral, and social needs? *Preventing School Failure, 58*, 121-128. doi:10.1080/1045988X.2014.893977Lane, K. L., Oakes, W. P., Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing comprehensive, integrated, three-tiered (Ci3T) models of prevention: How does my school-site leadership team design a Ci3T model? *Preventing School Failure, 58*, 129-142. doi:10.1080/1045988X.2014.893976 |

**Team Meeting:**

|  |  |  | **When I began this coaching meeting?** | **What direction did I provide?****What feedback did I provide?** |
| --- | --- | --- | --- | --- |
| **Check when completed** | **Item** | **Date Completed** | **Stage****0 = Not Completed****1 = Partially Completed****2 = Fully Completed** | **Coaching Notes** |
| [ ]  | Finalize Mission Statement (**Ci3T Blueprint A Primary [Tier 1] Plan**) |  | 0 1 2 |  |
| [ ]  | Finalize Purpose Statement (**Ci3T Blueprint A Primary [Tier 1] Plan**) |  | 0 1 2 |  |
| [ ]  | Upload to Dropbox (or other electronic file sharing system) and bring a copy of school’s reactive plan to the next training |  | 0 1 2 |  |
| [ ]  | Determine when, how, and who will show the narrated slide show, Introductory Overview of Ci3T Model of Prevention, and provide more information to faculty and staff about the Ci3T model.  |  | 0 1 2 |  |

Considerations:

1. \_\_\_Does the school currently have a drafted reactive plan?
2. \_\_\_Does school technology allow for the opportunity to show the narrated slide show?
3. \_\_\_Does the team feel comfortable presenting initial Ci3T knowledge to faculty and staff and answering their questions?

**Faculty and Staff Meeting:**

|  |  |  | **When I began this coaching meeting?** | **What feedback did I provide?** |
| --- | --- | --- | --- | --- |
| **Check when completed** | **Item** | **Date Completed** | **Stage****0 = Not Completed****1 = Partially Completed****2 = Fully Completed** | **Coaching Notes** |
| □ | Show faculty and staff narrated slide show, Introductory Overview of Ci3T Model of Prevention  |  | 0 1 2 |  |
| □ | Provide faculty and staff a brief overview of the Ci3T model |  | 0 1 2 |  |

**After Session 1 Coaching Tips:**

1. Review district mission statement with team and encourage them to include this mission as well as their individual school mission statement.
2. As teams are working on their purpose statement, support them in defining a clear statement as to what they are hoping to accomplish as a result of designing and implementing their Ci3T model. Encourage them to think about meeting students’ academic, behavioral, and social needs.
3. Review with teams during the team meeting that **nothing will be changing this year**. This is a building year, followed by a minimum of two years of technical assistance support to facilitate high-quality implementation. **Ci3T Leadership Teams** will want to reiterate this during their faculty/staff meeting as well.
4. Review with teams each building block in the Ci3T model (academics, behavior, and social skills) as well as how each building block fits into each tier of the model.
5. Provide clarification as necessary.