# Ci3T Implementation Series & Delivery

Coaching Protocols

School name: District:  School year:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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**Your Ci3T Implementation Journey**

**A screen shot of a diagram

Description automatically generated**

# Schedules

## Ci3T Meeting Schedule

<*Link to the Ci3T Leadership Team agenda locatio*n>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Month** | **Data**  **(Review / Plan / Collect)** | **Ci3T Leadership Team Meetings** | | **Faculty and Staff Meetings** | |
| **Date** | **Time** | **Date** | **Time** |
| July |  |  |  |  |  |
| Aug. |  |  |  |  |  |
| Sept. |  |  |  |  |  |
| Oct. |  |  |  |  |  |
| Nov. |  |  |  |  |  |
| Dec. |  |  |  |  |  |
| Jan. |  |  |  |  |  |
| Feb. |  |  |  |  |  |
| Mar. |  |  |  |  |  |
| Apr. |  |  |  |  |  |
| May |  |  |  |  |  |
| June |  |  |  |  |  |

\*Consider sharing data (e.g., treatment integrity, social validity, and screening results) and Ci3T updates at faculty and staff meetings. Faculty and staff value receiving these informational updates and appreciate feeling included in Ci3T implementation efforts. Download at <https://www.ci3t.org/enhance> Serving as a Ci3T Leader: A Guide to Effective Ci3T Leadership Team Meetings Enhancing Ci3T Module 4.4

## Data Collection Schedule

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Data Review Schedule: By Implementation Session** | | | | |
| **Data Source/**  **Timepoint** | **Data collection window** | **1**  **Date** | **2**  **Date** | **3**  **Date** | **4**  **Date** | **5**  **Date** |
| Systematic Screening | |  |  |  |  |  |
| SRSS-IE | |  |  |  |  |  |
| Fall |  |  | x |  |  |  |
| Winter |  |  |  | x | x |  |
| Spring |  |  |  |  |  | x1 |
| <measure> Reading and Math | |  |  |  |  |  |
| Fall |  |  | x |  |  |  |
| Winter |  |  |  | x | x |  |
| Spring |  |  |  |  |  | x1 |
| Treatment Integrity & Social Validity | |  |  |  |  |  |
| Fall |  |  |  | x |  |  |
| Spring |  |  |  |  |  | x |

x1: Data are discussed at this session if not available (e.g., window in progress)

## Screening Windows and Completion Dates

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Timepoint** | **Behavior Screening**  (dates scheduled) | | | **Date of Session Data are Reviewed** | **Date Completed** | |
|  | Preview | Open | Close |  | Screening Conducted | Data Reports Available |
| Fall |  |  |  |  |  |  |
| Winter |  |  |  |  |  |  |
| Spring |  |  |  |  |  |  |

## Ci3T Implementation Data Collection Windows

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Timepoint** | **Treatment Integrity &**  **Social Validity**  (dates scheduled) | | | **Date of Session Data are Reviewed** | **Measures**  **(date completed by school)** | | | |
|  | Open | Close | Report |  | Ci3T Treatment Integrity: Teacher Self-Report (Ci3T TI: TSR) | Ci3T Treatment Integrity: Direct Observation (Ci3T TI: DO) | Tiered Fidelity Inventory (TFI)  Tiers 1, 2 and 3 | Primary Intervention Rating Scale (PIRS) |
| Fall |  |  |  |  |  |  |  |  |
| Spring |  |  |  |  |  |  |  |  |

# Team Members and Attendance

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Position / Role**  **and Name** | Email | **Attendance**  **(check if present)** | | | | | | | | | | | | | | | | |
| **Monthly Ci3T Leadership Team Meetings** | | | | | | | | | | | | **Ci3T Professional Learning Sessions** | | | | |
| **A** | **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | **S1** | | **S2** | **S3** | **S4** | **S5** |
| Building Administrator  <enter name> |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| District Representative  <enter name> |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| General Education Teacher  <enter name> |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| General Education Teacher  <enter name> |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| Special Education Teacher  <enter name> |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| Parent Representative  <enter name> |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| Student Representative  <enter name> |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| [enter role]  <enter name> |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| [enter role]  <enter name> |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
| Ci3T Coach  <enter name> |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |

# Coaching Log

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Monthly Coaching Support** | | | | | | | | | | | |
| Description: Record time spent supporting/coaching schools outside of implementation sessions and monthly school Ci3T Leadership Team meetings. Denote estimates in 15-minute increments = record monthly totals in this table (below). Smallest estimate of time = 15 min.  Examples may include drafting emails (15 min), walking Ci3T Leadership Team through a website resource (15-30 min), phone call (15 min), reviewing data (e.g., TI/SV; 30-45 min), preparing materials specific to their request (15 - 60 min depending on the request). | | | | | | | | | | | |
| **A** | **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | **J** |
|  |  |  |  |  |  |  |  |  |  |  |  |

# Modules Discussed During Coaching Across Ci3T Implementation Series & Delivery

|  |
| --- |
| **Resources for Navigating Ci3T Modules: Enhancing your Ci3T Implementation Series and Delivery** |
|
| [Enhancing Ci3T Professional Learning Module Organizer](https://www.ci3t.org/enhance): Ci3T Module Overview Guide This resource offers an at-a-glance of Ci3T professional learning module content, highlights, and connections to the Ci3T Implementation Manual and procedures. |
| [Enhancing Ci3T Professional Learning Module Organizer](https://www.ci3t.org/enhance): [Ci3T Implementation Manual Crosswalk](https://www.ci3t.org/enhance)  This resource crosswalks the elements of your Ci3T Implementation Manual with Ci3T professional learning modules. |
| [Navigating Ci3T Modules Infographic](https://www.ci3t.org/enhance)  This resource provides information on the different ways users can access materials within modules (e.g., interactive resources). It also provides instructions on how to navigate the predictable format and structure of modules. |
| [Enhancing Ci3T Module Pathways](https://www.ci3t.org/enhance)  These resources provide a sequence of professional learning modules to support educators and professionals. Check back often for additional pathways. |
| [Enhancing Ci3T Modules One-Page Summary Descriptions](https://www.ci3t.org/enhance)  This document provides a quick introduction to each Enhancing Ci3T Module. |

| **Bucket** | **Module Title (Release Date)** | **Check if Module Discussed** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Monthly Ci3T Leadership Team Meetings**  August - June | | | | | | | | | | | **Ci3T Professional Learning Sessions**  **(no. linked to during session sections)** | | | | | **Other Monthly Coaching Support**  **August - July** | | | | | | | | | | | |
| **A** | **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | [**1**](#_Before_for_Session) | [**2**](#_Before_for_Session_1) | [**3**](https://docs.google.com/document/d/19sH38HJ4nT67IM9QWH8p2T7aUOU2yDuSOE_IoxO3tZE/edit#heading=h.rr1m3j6c3my) | [**4**](https://docs.google.com/document/d/19sH38HJ4nT67IM9QWH8p2T7aUOU2yDuSOE_IoxO3tZE/edit#heading=h.dq6moveb5ofs) | [**5**](https://docs.google.com/document/d/19sH38HJ4nT67IM9QWH8p2T7aUOU2yDuSOE_IoxO3tZE/edit#heading=h.2wd6vudlsju) | **A** | **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | **J** |
| Serving as a Ci3T Leader | Understanding roles and responsibilities (08/26/21) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Serving as a Ci3T Leader | Effective onboarding processes (08/26/21) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Serving as a Ci3T Leader | Aligning strategic goals & initiatives with Ci3T (12/08/21) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Serving as a Ci3T Leader | A guide to effective Ci3T leadership team meetings (08/30/21) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Serving as a Ci3T Leader | Preparing to collect social validity and treatment integrity data (08/30/24) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Serving as a Ci3T Leader | Mapping your professional learning journey (09/02/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Selecting and Installing Behavior Screeners | Supports and structures for behavior screening (05/01/24) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Selecting and Installing Behavior Screeners | Student Risk Screening Scale- Internalizing and Externalizing (SRSS-IE) (06/23/24) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Primary (Tier 1) Prevention Efforts | Creating positive, productive, safe learning environments: Introduction (07/18/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Primary (Tier 1) Prevention Efforts | Ci3T as a structure to create positive, productive, safe learning environments (07/18/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Primary (Tier 1) Prevention Efforts | Embedding and integrating Ci3T domains into daily instruction (07/18/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Primary (Tier 1) Prevention Efforts | Staying on track: Using data to set goals and monitor implementation efforts (07/18/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Primary (Tier 1) Prevention Efforts | Tier 1: Practical strategies for preventing and responding to challenging behavior (12/15/21) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Primary (Tier 1) Prevention Efforts | A 6-step instructional approach for responding to challenging behavior (03/07/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Primary (Tier 1) Prevention Efforts | Understanding the pre-referral intervention process in your Ci3t model (08/12/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Low-Intensity Teacher-Delivered Strategies | Behavior specific praise (07/26/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Low-Intensity Teacher-Delivered Strategies | Instructional choice (11/29/21) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Low-Intensity Teacher-Delivered Strategies | Active supervision (12/25/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Low-Intensity Teacher-Delivered Strategies | High-Probability request sequences (01/30/23) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Low-Intensity Teacher-Delivered Strategies | Instructional feedback (01/30/23) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Low-Intensity Teacher-Delivered Strategies | Opportunities to respond (10/12/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Low-Intensity Teacher-Delivered Strategies | Precorrection (11/22/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Secondary (Tier 2) Interventions | The Tier 2 process (12/24/20) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Secondary (Tier 2) Interventions | Set a goal, Select a strategy, Record progress (06/30/21) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Secondary (Tier 2) Interventions | Direct Behavior Rating to support classroom behavior and engagement (06/18/21) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Secondary (Tier 2) Interventions | Behavior contracts to support classroom behavior and engagement (06/08/21) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Secondary (Tier 2) Interventions | Self-Regulated Strategy Development (SRSD) for writing in tiered systems (05/16/23) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Secondary (Tier 2) Interventions | Social skills interventions (03/20/23) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Secondary (Tier 2) Interventions | Self-monitoring interventions: supports to promote students’ academic, social, emotional, and behavioral success  (08/18/23) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Secondary (Tier 2) Interventions | Recognize. Relax. Record. An intervention package for students struggling with anxious feelings  (03/19/21; 4/25/25 ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Secondary (Tier 2) Interventions | Check-in/Check-out: A Tier 2 intervention to support student success  (03/28/25) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Tertiary (Tier 3) Interventions | The Tier 3 Process: Using data to connect students to validated supports (04/07/25) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Tertiary (Tier 3) Interventions | Managing acting-out behavior at  Tier 3 (06/30/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Tertiary (Tier 3) Interventions | Supporting students with internalizing concerns at Tier 3 (05/25/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Tertiary (Tier 3) Interventions | Strengthening reading skills with Tier 3 interventions (08/09/23) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Tertiary (Tier 3) Interventions | Functional Assessment-Based Intervention (FABI) Introduction (08/07/24) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Tertiary (Tier 3) Interventions | FABI Step 1: Identifying students who need a FABI (10/01/24) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Tertiary (Tier 3) Interventions | FABI Step 2: Conducting the functional assessment (01/09/25) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Tertiary (Tier 3) Interventions | FABI Step 3: Collecting baseline data (01/23/25) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Tertiary (Tier 3) Interventions | FABI Step 4: Designing the intervention (01/29/25) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Implementing Tertiary (Tier 3) Interventions | FABI Step 5: Testing the intervention (02/13/25) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Building Your Base Knowledge | Principles of behavior science (08/26/21) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Building Your Base Knowledge | Universal reinforcement system (01/14/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ci3T: Building Your Base Knowledge | Understanding consequences in a Ci3T model (07/01/22) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| *Note*. These are your coaching notes to inform support for this team and school. Teams will take their own notes for their planning. |

### Ci3T Implementation Coaching – Preparing for the Year

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| --- | --- | --- | --- | --- |
| **Ci3T Implementation Series**  Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Setting up for Success | | | | |
| * Ensure you have access to the schools’ Ci3T Implementation Manual and are connected to or know where their reports and documents will be stored (be mindful of any access to individual data that you should not have as a coach). * Confirm you have correct emails for the Ci3T Leadership Team members (they are listed in the attendance table for this session and, once confirmed, can be added to each session’s attendance table). * If the team is meeting prior to session 1, Support the school Ci3T Leadership Team in setting up their Ci3T Leadership Team meeting agenda (one for each monthly Ci3T Leadership Team meeting, all in one document with links to each month) and document file structure for the academic year and ensure that all members have access. * Get a list of the Ci3T Leadership Team meetings and faculty and staff meetings for the year. This information will help you support them in sharing data back with faculty and staff in a timely way (record those in the Meeting Schedules section of this coaching protocol). * Become familiar with the school or district data systems, structures, and timelines. The school’s Ci3T Assessment Schedule (located in their Ci3T Implementation Manual) has a listing of measures and collection timepoints. * Become familiar with the E-Ci3T modules and resources.  <https://www.ci3t.org/enhance> | | | | |
| **Coaching Notes** | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness (U) of content. | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

# Session 1

## **Before** Session 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ci3T Implementation Series: Session 1**  Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Setting up for Success | | | | |
| **Coaching Tips**   * Read Ci3T Implementation Professional Learning Companion eBook: Session 1 * Preview the materials for session 1 – agenda, presentation, pacing guide, handouts including the Ci3T Leadership Team Meeting Agenda template. Access materials here: <https://www.ci3t.org/enhance> (please select session 1 for the current school year). * Prepare for your coaching at each breakout session. Please see the timer slides in the presentation. Each timer slide represents a team discussion opportunity with discussion prompts to guide the conversation and your coaching. * Review the resources for this session (see Session 1 Presentation for the modules used in this session). Location: <https://www.ci3t.org/enhance> | | | | |
| **Coaching Notes** | | | | |
| **Coaching Action Items and** [**Module Connections**](#_Modules_Discussed_During)(also record on the Ci3T Modules table above). | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness (U) of content. | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

## **During** Session 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching Tips**   * Facilitate the Ci3T Leadership Team to create and use the Ci3T Leadership Team Meeting Agenda (located in Module 4.4, *Serving as a Ci3T Leaders: A Guide to Effective Ci3T Leadership Team Meetings Enhancing Ci3T*) * Guide team in determining needed professional learning for onboarding new faculty and staff and a refresher for returning faculty and staff. * Make appropriate Ci3T Professional Learning Module connections. * Guide Ci3T Leadership Team to consider all three learning domains (academics, behavior, social and emotional wellbeing) and the integration of them. * Review the schools’ Ci3T Implementation Manual for Roles and Responsibilities across all domains and stakeholder groups. * In your notes, record:   + strengths,   + readiness for growth,   + data available to inform decision making,   + professional learning needs (across all three tiers), and coaching supports needed. | | | | |
| **Coaching Notes** (add a link to data summary reports when reviewed)  **Team Discussion 1:**  **Team Discussion 2:**  **Team Discussion 3:** | | | | |
| **Coaching Action Items** | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness (U) of content. | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
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| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

## **After** Session 1

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| --- | --- | --- | --- | --- |
| **Coaching Tips**   * Encourage Ci3T Leadership Team to use the Ci3T Leadership Team Meeting Agenda * Meet with the Ci3T Leadership Team during their monthly leadership meetings.   + Review Data Collection Schedule   + Plan for how data will be shared data with faculty and staff throughout the school year   + Plan for professional learning * Make module connections to support professional learning of Ci3T Leadership Teams and faculty and staff. * Prepare for data collection windows:   + Fall Ci3T implementation (Ci3T Treatment Integrity Self Report; Ci3T Treatment Integrity Direct Observation; [Tiered Fidelity Inventory](https://www.pbis.org/resource/tfi) [(TFI 2.1)](https://www.pbis.org/resource/tfi) , [Tiered Fidelity Inventory (TFI 3.0](https://www.pbisapps.org/products/tfi)))   + Support data collection for fall screening (e.g., complete during a faculty meeting, create a plan to check and prompt completion for all students to be screened within the window) | | | | |
| **Follow Up Items from the Session** | | | | |
| **Leadership Team Meeting Notes** (add a link to the Ci3T Leadership Team Meeting Agenda) | | | | |
| **Faculty and Staff Meeting Notes** (add a link to an agenda or presentation used) | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness (U) of content. | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
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| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

# Session 2

## **Before** Session 2

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| --- | --- | --- | --- | --- |
| **Ci3T Implementation Series: Session 2**  Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Setting up for Success | | | | |
| **Coaching Tips**   * Read Ci3T Implementation Professional Learning Companion eBook: Session 2 * Preview the materials for session 2 – agenda, presentation, pacing guide, handouts. Access materials here: https://www.ci3t.org/enhance (please select session 2 for the current school year). * Prepare for your coaching at each breakout session. Please see the timer slides in the presentation. Each timer slide represents a team discussion opportunity with discussion prompts to guide the conversation and your coaching. * Review the Ci3T Professional Learning Modules that are the focus of this session (see Session Presentation for the modules used in this session). * If you are an initial implementer, please review Treatment Integrity and Social Validity Tools and sample reports here https://www.<ci3t.org/measures#implementation> (scroll to the Implementation Measures, the Direct Observation Tool will be shared with your district’s Ci3T Treatment Integrity Observers during their training; available to experienced implementers through the district Ci3T point person). | | | | |
| **Coaching Notes** | | | | |
| **Coaching Action Items and** [**Module Connections**](#_Modules_Discussed_During)(also record on the Ci3T Modules table above). | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness (U) of content. | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

## **During** Session 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching Tips**   * Ensure you have access to the schools’ Ci3T Implementation Manual and are connected to or know where their reports and documents will be stored (be mindful of any access to individual data that you should not have as a coach). * Review with the team the [data collection windows](#_Data_Collection_Schedule) and point people for each of the measure, offer assistance as needed. * Support plans for sharing fall data back with faculty and staff, in summary views * Make appropriate Ci3T Professional Learning Module connections. * In your notes, record:   + strengths,   + readiness for growth,   + data available to inform decision making,   + professional learning needs (across all three tiers), and coaching supports needed. * Confirm the next Ci3T Leadership Team meeting date and time | | | | |
| **Coaching Notes** (add a link to data summary reports when reviewed)  **Team Discussion 1:**  **Team Discussion 2:**  **Team Discussion 3:** | | | | |
| **Coaching Action Items** | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness of content (U). | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
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| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

## **After** Session 2

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| --- | --- | --- | --- | --- |
| **Coaching Tips**   * Encourage Ci3T Leadership Team to use the Ci3T Leadership Team Meeting Agenda * Meet with the Ci3T Leadership Team during their monthly leadership meetings.   + Review data – fall screening (monitor completion by all teachers within the window).   + Plan to share data with faculty and staff   + Plan for professional learning * Make module connections to support professional learning of Ci3T Leadership Teams and faculty and staff. * Complete implementation data collection and reports: Ci3T Treatment Integrity Self Report; Ci3T Treatment Integrity Direct Observation; [Tiered Fidelity Inventory](https://www.pbis.org/resource/tfi) * Prepare for data collection windows:   + Fall Ci3T implementation (Ci3T Treatment Integrity Self Report; Ci3T Treatment Integrity Direct Observation; [Tiered Fidelity Inventory](https://www.pbis.org/resource/tfi))   + Support data collection for winter screening (e.g., complete during a faculty meeting, create a plan to check and prompt completion for all students to be screened within the window) * Encourage the team to use the Ci3T Implementation Manual during faculty and staff meetings | | | | |
| **Follow Up Items from the Session** | | | | |
| **Leadership Team Meeting Notes** (add a link to the Ci3T Leadership Team Meeting Agenda) | | | | |
| **Faculty and Staff Meeting Notes** (add a link to an agenda or presentation used) | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness (U) of content. | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
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# Session 3

## **Before** Session 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ci3T Implementation Series: Session 3**  Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Setting up for Success | | | | |
| **Coaching Tips**   * Read Ci3T Implementation Professional Learning Companion eBook: Session 3 * Preview the materials for session 3 – agenda, presentation, pacing guide, handouts. Access materials here: <https://www.ci3t.org/enhance>  (please select session 3 for the current school year). * Prepare for your coaching at each breakout session. Please see the timer slides in the presentation. Each timer slide represents a team discussion opportunity with discussion prompts to guide the conversation and your coaching. * Review the Ci3T Professional Learning Modules that are the focus of this session (see Session Presentation for the modules used in this session). * Confirm the school’s fall Ci3T Implementation Report and Ci3T Treatment Integrity: Direct Observation Report are prepared and shared in advance. If not contact the district or school point person for access and sharing. (see sample report at <https://www.ci3t.org/measures#implementation>) * Confirm winter screening reports are prepared for review, if screening window has closed. * Take notes to highlight strengths/successes and opportunities for growth as you review data reports (i.e., Ci3T Implementation Report and Ci3T Treatment Integrity: Direct Observation Report, screening report) | | | | |
| **Coaching Notes** | | | | |
| **Coaching Action Items and** [**Module Connections**](#_Modules_Discussed_During)(also record on the Ci3T Modules table above). | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness (U) of content. | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

## **During** Session 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching Tips**   * Ensure you have access to the schools’ Ci3T Implementation Manual and are connected to or know where their reports and documents will be stored (be mindful of any access to individual data that you should not have as a coach). * Review with the team the [data collection windows](#_Data_Collection_Schedule) and point people for each of the measure, offer assistance as needed. * Support plans for sharing fall data back with faculty and staff, in summary views. * Make appropriate Ci3T Professional Learning Module connections. * In your notes, record:   + strengths,   + readiness for growth,   + data available to inform decision making,   + professional learning needs (across all three tiers), and coaching supports needed. * Confirm the next Ci3T Leadership Team meeting date and time. | | | | |
| **Coaching Notes** (add a link to data summary reports when reviewed)  **Team Discussion 1:**  **Team Discussion 2:**  **Team Discussion 3:** | | | | |
| **Coaching Action Items** | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness (U) of content. | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

## **After** Session 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching Tips**   * Encourage Ci3T Leadership Team to use the Ci3T Leadership Team Meeting Agenda * Meet with the Ci3T Leadership Team during their monthly leadership meetings.   + Review data – winter screening and fall Ci3T implementation data   + Plan to share data with faculty and staff   + Plan for professional learning * Make module connections to support professional learning of Ci3T Leadership Teams and faculty and staff. <https://www.ci3t.org/enhance> * Prepare for data collection windows:   + Spring Ci3T implementation (Ci3T Treatment Integrity Self Report; Ci3T Treatment Integrity Direct Observation; [Tiered Fidelity Inventory](https://www.pbis.org/resource/tfi))   + Support data collection for winter screening, per data collection schedule (e.g., complete during a faculty meeting, create a plan to check and prompt completion for all students to be screened within the window) * Encourage the team to use the Ci3T Implementation Manual during faculty and staff meetings | | | | |
| **Follow Up Items from the Session** | | | | |
| **Leadership Team Meeting Notes** (add a link to the Ci3T Leadership Team Meeting Agenda) | | | | |
| **Faculty and Staff Meeting Notes** (add a link to an agenda or presentation used) | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness (U) of content. | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

# Session 4

## **Before** Session 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ci3T Implementation Series: Session 4**  Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Setting up for Success | | | | |
| **Coaching Tips**   * Read Ci3T Implementation Professional Learning Companion eBook: Session 4 * Preview the materials for session 4 – agenda, presentation, pacing guide, handouts. Access materials here: <https://www.ci3t.org/enhance>  (please select session 4 for the current school year). * Prepare for your coaching at each breakout session. Please see the timer slides in the presentation. Each timer slide represents a team discussion opportunity with discussion prompts to guide the conversation and your coaching. * Review the Ci3T Professional Learning Modules that are the focus of this session (see Session Presentation for the modules used in this session). * Review the school’s Ci3T Implementation Manual for the Procedures for Monitoring, Assessment Schedule, Secondary (Tier 2) Intervention Grid, and Tertiary (Tier 2) Intervention Grid * Confirm winter screening reports are prepared for review, if not reviewed in Session 3. | | | | |
| **Coaching Notes** | | | | |
| **Coaching Action Items and** [**Module Connections**](#_Modules_Discussed_During)(also record on the Ci3T Modules table above). | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness of content (U). | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

## **During** Session 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching Tips**   * Review with the team the [data collection windows](#_Data_Collection_Schedule) and point people for each of the measure, offer assistance as needed. * Make appropriate Ci3T Professional Learning Module connections with a focus on Tier 2 and 3 modules. * In your notes, record:   + strengths,   + readiness for growth,   + data available to inform decision making,   + professional learning needs (across all three tiers), and coaching supports needed. * Confirm the next Ci3T Leadership Team meeting date and time. | | | | |
| **Coaching Notes** (add a link to data summary reports when reviewed)  **Team Discussion 1:**  **Team Discussion 2:**  **Team Discussion 3:** | | | | |
| **Coaching Action Items** | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness of content (U). | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

## **After** Session 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching Tips**   * Encourage Ci3T Leadership Team to use the Ci3T Leadership Team Meeting Agenda * Meet with the Ci3T Leadership Team during their monthly leadership meetings.   + Review data – winter screening (if not completed by Session 3)   + Plan to share data with faculty and staff   + Plan for professional learning * Make module connections to support professional learning of Ci3T Leadership Teams and faculty and staff. <https://www.ci3t.org/enhance> * Prepare for data collection windows:   + Spring Ci3T implementation (Ci3T Treatment Integrity Self Report; Ci3T Treatment Integrity Direct Observation; [Tiered Fidelity Inventory](https://www.pbis.org/resource/tfi))   + Support data collection for spring screening (e.g., complete during a faculty meeting, create a plan to check and prompt completion for all students to be screened within the window) * Encourage the team to use the Ci3T Implementation Manual during faculty and staff meetings | | | | |
| **Follow Up Items from the Session** | | | | |
| **Leadership Team Meeting Notes** (add a link to the Ci3T Leadership Team Meeting Agenda) | | | | |
| **Faculty and Staff Meeting Notes** (add a link to an agenda or presentation used) | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness of content (U). | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
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| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

# Session 5

## **Before** Session 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ci3T Implementation Series: Session 5**  Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Setting up for Success | | | | |
| **Coaching Tips**   * Read Ci3T Implementation Professional Learning Companion eBook: Session 5 * Preview the materials for session 5 – agenda, presentation, pacing guide, handouts. Access materials here: <https://www.ci3t.org/enhance>  (please select session 5 for the current school year). * Prepare for your coaching at each breakout session. Please see the timer slides in the presentation. Each timer slide represents a team discussion opportunity with discussion prompts to guide the conversation and your coaching. * Review the Ci3T Professional Learning Modules that are the focus of this session (see Session Presentation for the modules used in this session). * Confirm the school’s spring Ci3T Implementation Report and Ci3T Treatment Integrity: Direct Observation Report are prepared and shared in advance. If not contact the district or school point person for access and sharing. (see sample report at <https://www.ci3t.org/measures#implementation>) * Confirm spring screening reports are prepared for review. | | | | |
| **Coaching Notes** | | | | |
| **Coaching Action Items and** [**Module Connections**](#_Modules_Discussed_During)(also record on the Ci3T Modules table above). | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness of content (U). | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

## **During** Session 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching Tips**   * Make appropriate Ci3T Professional Learning Module connections. <https://www.ci3t.org/enhance> * In your notes, record:   + strengths,   + readiness for growth,   + data available to inform decision making,   + professional learning needs (across all three tiers), and coaching supports needed. * Confirm the next Ci3T Leadership Team meeting date and time. | | | | |
| **Coaching Notes** (add a link to data summary reports when reviewed)  **Team Discussion 1:**  **Team Discussion 2:**  **Team Discussion 3:** | | | | |
| **Coaching Action Items** | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness of content (U). | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
| I feel knowledgeable in this content. |  |  |  |  |
| I feel confident in my ability to coach my team in this content. |  |  |  |  |
| I feel this content is useful for my school’s Ci3T implementation. |  |  |  |  |

## **After** Session 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Coaching Tips**   * Encourage Ci3T Leadership Team to use the Ci3T Leadership Team Meeting Agenda * Meet with the Ci3T Leadership Team during their monthly leadership meetings.   + Review data – spring screening and spring Ci3T implementation data   + Plan to share data with faculty and staff   + Plan for professional learning * Make module connections to support professional learning of Ci3T Leadership Teams and faculty and staff. <https://www.ci3t.org/enhance> * Identify potential Ci3T Implementation Manual revisions to be made in the summer for the coming school year. * Create a Ci3T Professional Learning map for the coming school year. * Plan for implementation in the coming school year:   + Refinements to the Ci3T Implementation Manual   + New curricular or assessment adoptions to be updated in the Manual   + Changes that result in the need for new materials (e.g., posters, graphics, tickets)   + Calendar Ci3T Leadership Team meetings, new year welcome activities, onboarding, Ci3T Professional Learning Sessions, Faculty and Staff meetings   + Update access to shared files and the Ci3T Leadership Team Meeting Agenda to reflect changes to the team for the coming year. | | | | |
| **Follow Up Items from the Session** | | | | |
| **Leadership Team Meeting Notes** (add a link to the Ci3T Leadership Team Meeting Agenda) | | | | |
| **Faculty and Staff Meeting Notes** (add a link to an agenda or presentation used) | | | | |
| **Coaching Reflection**  Directions:  Using the 0-3 scale below, indicate your current level of knowledge (K), confidence (C), feelings of usefulness of content (U). | | | | |
| **Item** | **No K/C/U**  **0** | **Some K/C/U**  **1** | **More than average**  **K/C/U**  **2** | **Very**  **K/C/U**  **3** |
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