

National PBIS Leadership Forum | October 22 - 23, 2025 | Hilton Chicago    @PBISForum #pbisforum

Data-Informed Professional Learning in Integrated Tiered Systems (5e)

Presenters:
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 Kathleen Lynne Lane, PhD, BCBA-D, CF-L2 | University of Kansas
 Amber Smith, MEd | Fort Mill Public Schools

- **Topic:** Data-based Decision Making
- **Keywords:** Training, Fidelity, Sustainability

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS   

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Learning Objectives

Participants will:

1. *develop an understanding of a data-informed professional learning process for supporting school-site leadership teams, faculty and staff, and families in implementing integrated tiered systems to meet students' multiple needs;*
2. *learn to access and use a wide-range of free-access, on-demand professional learning resources to support Ci3T implementation across the tiers;*
3. *conceptualize how available resources can be used to construct a data-informed professional learning journey capable of meeting the learning needs of implementers and school leaders with varying needs and levels of experience (e.g., onboarding new faculty and staff, supporting experienced implementers).*

Institute of Education Sciences, U.S. Department of Education
 R324N190002 University of Kansas
 R324X220067 University of Kansas

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Agenda

1. What is data-informed professional learning?
2. What resources are available to support data-informed professional learning?
3. How can my school / district / organization use available resources to create a data-informed professional learning journey?
 - ✓ Partner Spotlight
 - ✓ Enhanced Ci3T Implementation Series and Delivery
4. Evaluation + Q&A

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What is data-informed professional learning?

A focus on integrated tiered systems

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Setting the Stage: Why Integrated Tiered Systems?

- “integration of a number of multiple-tiered systems into one coherent, strategically combined system meant to address multiple domains or content areas in education.”
-McIntosh & Goodman (2016)



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Setting the Stage: What is the importance of professional learning? (1)

Top Leadership Needs

Onboarding and Training

Communicating the Vision of Ci3T

Providing Professional Learning for Faculty and Staff



Royer, D. J., Oakes, W. P., Briesch, A. M., Chafouleas, S. M., Lane, K. L., Buckman, M. M., Sherrod, R. L., & Common, E. A. (2021). Ci3T Leadership Team Members' perceived facilitators and barriers to implementation. *Journal of School Leadership*, 32(6). <https://doi.org/10.1177/10598462211067593>

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Setting the Stage:

What is the importance of professional learning? (2)

TFI 1.13 Classroom Professional Development and Coaching

- Tier 1 leadership team develops, documents, and implements a comprehensive, data-driven, and differentiated professional development system (PBIS/MTSS for staff), supported by adequate FTE and aligned to other relevant school initiatives, that includes initial and ongoing training, coaching, and supportive performance feedback to support educators' implementation of positive and proactive classroom practices (described in item 1.10).

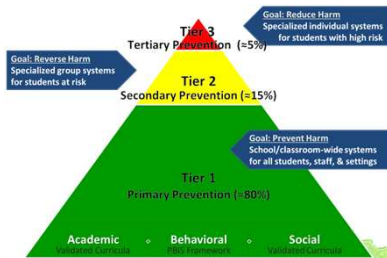
Score	Criteria
4	A written process for training, coaching, and providing feedback includes all staff and all classroom Tier 1 practices, is used as part of continuous PD cycle, additional supports are differentiated based on data-informed need, and PD is aligned with other school initiatives and supports.

Center on PBIS. (February 2025). *Tiered Fidelity Inventory (TFI) Manual*. University of Oregon. www.pbis.org.

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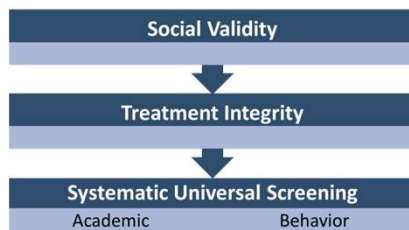
Comprehensive, Integrated, Three-Tiered (C₃T) Models of Prevention



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What types of data can be used?



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Social Validity:

How do stakeholders view the plan?

Social validity refers to the level of:

- Social significance of intervention goals
- Social acceptability of intervention procedures
- Social importance of intervention outcomes

(Wolf, 1978)

Assessed using the Primary Intervention Rating Scale (PIRS)

Social Validity: PIRS Results

Year	Fall: <i>n</i>	Fall: % (<i>SD</i>)	Spring: <i>n</i>	Spring: % (<i>SD</i>)
2025-2026	32	85.39 (8.89)	TBD	TBD

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Treatment Integrity:

Are we implementing our plan as intended?

Treatment integrity can refer to:

- Adherence
- Dosage
- Quality

Method	Measure Name	Completed by: All Staff	Completed by: Randomly Selected Classrooms	Completed by: CI3T Leadership Team
Survey	CI3T Treatment Integrity: Teacher Self-Report and Primary Intervention Rating Scale	X		
Observation	CI3T Treatment Integrity: Direct Observation		X	
Rubric	Tiered Fidelity Inventory (TFI)			X

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Behavioral and Academic Screening

How are students responding?



Inform Tier 1
Instruction



Identify
opportunities
for teacher-
delivered, low-
intensity
strategies



Connect
students to Tier
2 and Tier 3
interventions

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Data Reporting: Treatment Integrity and Social Validity

Primary Intervention Rating Scale (Social Validity)
CIST Treatment Integrity: Teacher Self Report

CIST Treatment Integrity: Direct Observation

Tiered Fidelity Inventory

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Data Reporting: Systematic Screening

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Data Reporting: Integrated Data Dashboards (1)

Student ID	Last Name	First Name	Gender	Age	Grade	Attendance (%)	Behavior Screening	Academic Screening	Other Data
121001	Carpenter	Adrian	M	8	4	95	Low	Low	
121002	Carpenter	Adrian	M	8	4	95	Low	Low	
121003	Carpenter	Adrian	M	8	4	95	Low	Low	
121004	Carpenter	Adrian	M	8	4	95	Low	Low	
121005	Carpenter	Adrian	M	8	4	95	Low	Low	
121006	Carpenter	Adrian	M	8	4	95	Low	Low	
121007	Carpenter	Adrian	M	8	4	95	Low	Low	
121008	Carpenter	Adrian	M	8	4	95	Low	Low	
121009	Carpenter	Adrian	M	8	4	95	Low	Low	
121010	Carpenter	Adrian	M	8	4	95	Low	Low	
121011	Carpenter	Adrian	M	8	4	95	Low	Low	
121012	Carpenter	Adrian	M	8	4	95	Low	Low	
121013	Carpenter	Adrian	M	8	4	95	Low	Low	
121014	Carpenter	Adrian	M	8	4	95	Low	Low	
121015	Carpenter	Adrian	M	8	4	95	Low	Low	
121016	Carpenter	Adrian	M	8	4	95	Low	Low	
121017	Carpenter	Adrian	M	8	4	95	Low	Low	
121018	Carpenter	Adrian	M	8	4	95	Low	Low	
121019	Carpenter	Adrian	M	8	4	95	Low	Low	
121020	Carpenter	Adrian	M	8	4	95	Low	Low	
121021	Carpenter	Adrian	M	8	4	95	Low	Low	
121022	Carpenter	Adrian	M	8	4	95	Low	Low	
121023	Carpenter	Adrian	M	8	4	95	Low	Low	
121024	Carpenter	Adrian	M	8	4	95	Low	Low	
121025	Carpenter	Adrian	M	8	4	95	Low	Low	
121026	Carpenter	Adrian	M	8	4	95	Low	Low	
121027	Carpenter	Adrian	M	8	4	95	Low	Low	
121028	Carpenter	Adrian	M	8	4	95	Low	Low	
121029	Carpenter	Adrian	M	8	4	95	Low	Low	
121030	Carpenter	Adrian	M	8	4	95	Low	Low	
121031	Carpenter	Adrian	M	8	4	95	Low	Low	
121032	Carpenter	Adrian	M	8	4	95	Low	Low	
121033	Carpenter	Adrian	M	8	4	95	Low	Low	
121034	Carpenter	Adrian	M	8	4	95	Low	Low	
121035	Carpenter	Adrian	M	8	4	95	Low	Low	
121036	Carpenter	Adrian	M	8	4	95	Low	Low	
121037	Carpenter	Adrian	M	8	4	95	Low	Low	
121038	Carpenter	Adrian	M	8	4	95	Low	Low	
121039	Carpenter	Adrian	M	8	4	95	Low	Low	
121040	Carpenter	Adrian	M	8	4	95	Low	Low	
121041	Carpenter	Adrian	M	8	4	95	Low	Low	
121042	Carpenter	Adrian	M	8	4	95	Low	Low	
121043	Carpenter	Adrian	M	8	4	95	Low	Low	
121044	Carpenter	Adrian	M	8	4	95	Low	Low	
121045	Carpenter	Adrian	M	8	4	95	Low	Low	
121046	Carpenter	Adrian	M	8	4	95	Low	Low	
121047	Carpenter	Adrian	M	8	4	95	Low	Low	
121048	Carpenter	Adrian	M	8	4	95	Low	Low	
121049	Carpenter	Adrian	M	8	4	95	Low	Low	
121050	Carpenter	Adrian	M	8	4	95	Low	Low	

attendance behavior screening academic screening

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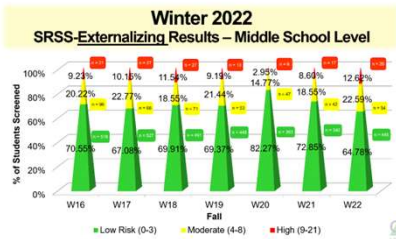
Data Reporting: Integrated Data Dashboards (2)

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A Scenario (1)



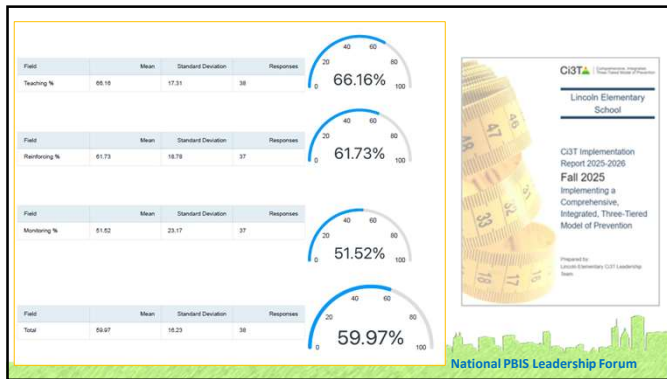
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A Scenario (2)

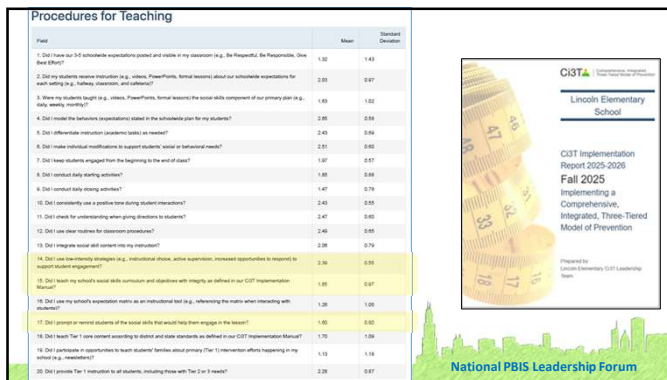
Grade Level	<i>N</i> Screened	Low <i>n</i> (%)	Moderate <i>n</i> (%)	High <i>n</i> (%)
6	96	68 (70.83%)	17 (17.71%)	11 (11.46%)
7	126	79 (62.70%)	32 (25.40%)	15 (11.90%)
8	79	48 (60.76%)	19 (24.05%)	12 (15.19%)

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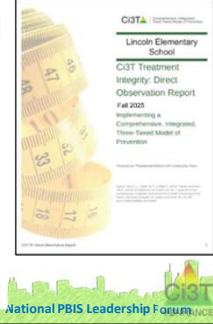


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9. Did I conduct daily closing activities?	1.47	0.78
10. Did I consistently use a positive tone during student interactions?	2.43	0.55
11. Did I check for understanding when giving directions to students?	2.47	0.60
12. Did I use clear routines for classroom procedures?	2.46	0.65
13. Did I integrate social skill content into my instruction?	2.06	0.79
14. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	2.39	0.55
15. Did I teach my school's social skills curriculum and objectives with integrity as defined in our CIST Implementation Manual?	1.85	0.97
16. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	1.26	1.05
17. Did I prompt or remind students of the social skills that would help them engage in the lesson?	1.60	0.80
18. Did I teach Tier 1 core content according to district and state standards as defined in our CIST Implementation Manual?	1.70	1.09
19. Did I participate in opportunities to teach students' families about primary (Tier 1) intervention efforts happening in my school (e.g., newsletters)?	1.13	1.18
20. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	2.28	0.87

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Procedures for Teaching		
Procedures for Teaching • Outside observer perspective (descriptive statistics; maximum score for each item = 3)		
Procedures for Teaching (outside observer perspective)	Mean	Standard Deviation
1. Did I have our 3-5 schoolwide expectations posted and visible in my classroom (e.g., the Respectful, Be Responsible, One Best Effort)?	0.47	1.03
2. Did I model the behaviors (expectations) listed in the schoolwide plan for my students?	2.81	0.82
3. Did I differentiate instruction (academic tasks) as needed?	2.45	0.94
4. Did I make individual modifications to support students' social or behavioral needs?	2.95	0.79
5. Did I have students engaged from the beginning to the end of class?	2.68	0.89
6. Did I conduct a starting activity?	1.25	1.48
7. Did I conduct a closing activity?	0.60	1.20
8. Did I consistently use a positive tone during student interactions?	3.00	0.00
9. Did I check for understanding when giving directions to students?	2.32	1.10
10. Did I use clear routines for classroom procedures?	2.74	0.83
11. Did I integrate social skill content into my instruction?	0.47	0.78
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	2.26	0.85
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our CST Implementation Manual?	0.50	1.12
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	0.00	0.00
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	0.32	0.73
16. Did I teach Tier 1 core content according to district and state standards as defined in our CST Implementation Manual?	2.83	0.38
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	2.68	0.70



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5. Did I keep students engaged from the beginning to the end of class?	2.68	0.89
6. Did I conduct a starting activity?	1.25	1.48
7. Did I conduct a closing activity?	0.60	1.20
8. Did I consistently use a positive tone during student interactions?	3.00	0.00
9. Did I check for understanding when giving directions to students?	2.32	1.10
10. Did I use clear routines for classroom procedures?	2.74	0.83
11. Did I integrate social skill content into my instruction?	0.47	0.78
12. Did I use low-intensity strategies (e.g., instructional choice, active supervision, increased opportunities to respond) to support student engagement?	2.26	0.85
13. Did I teach my school's social skills curriculum and objectives with integrity as defined in our CST Implementation Manual?	0.50	1.12
14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	0.00	0.00
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	0.32	0.73
16. Did I teach Tier 1 core content according to district and state standards as defined in our CST Implementation Manual?	2.83	0.38
17. Did I provide Tier 1 instruction to all students, including those with Tier 2 or 3 needs?	2.68	0.70

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CENTER ON PBIS
Positive Behavioral Interventions & Supports

TIERED FIDELITY INVENTORY

Staff Interview Questions

Interview at least 10% of staff or at least five staff members for smaller schools.

1. What are the schoolwide expectations or values (e.g., High 5's, 3 bee's; use the name of school acronym for the behavioral expectations if there is one)? *(Use to score TFI Item 1.3 Schoolwide Expectations)*

2. Have you taught the behavioral expectations defined in the schoolwide matrix this year? Y or N. *(Use to score TFI Item 1.4 Schoolwide Expectations Taught)*

If staff person is a classroom teacher:

a. Have you also defined and taught these behavioral expectations for each of your classroom routines (Classroom Matrix)? Y or N. *(Use to score TFI Item 2.9 Schoolwide Practices used in Classroom)*

b. Have you integrated the schoolwide expectations into your academic and social emotional behavioral (SEB) curriculum? Y or N. *(Use to score TFI Item 2.9 Schoolwide Practices used in Classroom)*

If yes, can you give an example of one way you have done this? Check any categories provided:

☐ embedding prompts for expectations during lesson introductions

☐ highlighting examples and non-examples of expectations found in curricular materials

☐ providing structured opportunities to demonstrate expectations within academic routines

☐ delivering student feedback and acknowledgment for demonstrating expectations across instructional activities

3. Have you acknowledged students for demonstrating behaviors or skills reflected on the schoolwide matrix within the last week? Y or N. *(Use to score TFI Item 3.8 Schoolwide Acknowledgment)*

TIERED FIDELITY INVENTORY (TFI) MANUAL

Version 3 | February 2025

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What now?

- Wouldn't it be nice if we had...
 - A bank of free-access, well-aligned professional learning materials?
 - A teaming structure capable of using data to inform professional learning decisions?
 - District support for creating opportunities for professional learning?



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What resources are available to support data-informed professional learning?

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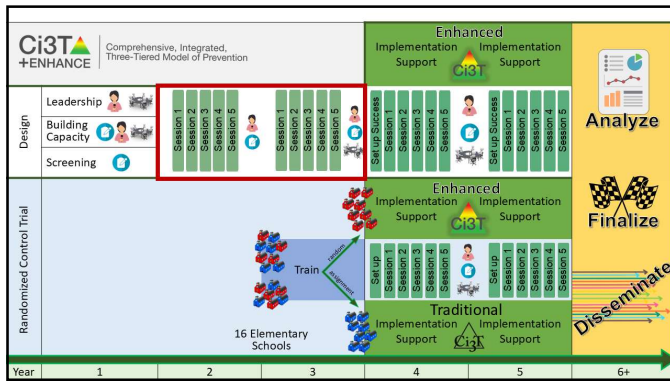
Enhancing Ci3T Modules (1)

- 40+ free-access professional learning modules available at ci3t.org/enhance
- Topic areas:
 - Serving as a Ci3T Leader
 - Selecting and Installing Behavior Screeners
 - Primary (Tier 1) Prevention efforts
 - Low-intensity, Teacher-delivered Strategies
 - Implementing Secondary (Tier 2) Strategies
 - Implementing Tertiary (Tier 3) Strategies
 - Foundational Knowledge



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Leadership: Perceived facilitators and barriers to implementation

Top Leadership Needs

- Onboarding and Training
- Communicating the Vision of Ci3T
- Providing Professional Learning for Faculty and Staff

Royer, D. J., Oakes, W. P., Briesch, A. M., Chaloult, S. M., Lane, K. L., Buckman, M. M., Sherrod, R. L., & Common, E. A. (2021). Ci3T Leadership Team Members' perceived facilitators and barriers to implementation. *Journal of School Leadership*, 32(6). <https://doi.org/10.1177/10598462211050793>

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Building Capacity: Assessing Professional Learning Needs

Top Professional Learning Needs

- De-escalation techniques
- Social skill instruction
- Supports for students with internalizing behavior patterns

Common, E. A., Buckman, M. M., Lane, K. L., Oakes, W. P., Royer, D. J., Chaloult, S., Briesch, A., & Sherrod, R. (2021). Project ENHANCE: Assessing Professional Learning Needs for Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: Education and Treatment of Children. <https://doi.org/10.5877/4594-1021-00048-2>

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Building Capacity: Assessing Professional Learning Preferences

Preferred Professional Learning Avenues

- In-district workshops (during school hours)
- Online courses for college credit
- Teacher collaborative networks
- Asynchronous opportunities (e.g., web-based modules, webinars)



Common, E. A., Buckman, M. M., Lane, K. L., Coble, W. P., Roper, D. J., Chalchouk, S., Briesch, A., & Sherrod, R. (2021). Project ENHANCE: Assessing Professional Learning Needs for Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention, Education and Treatment of Children. <https://doi.org/10.55019/40494.021-00049.2>

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Enhancing Ci3T Modules (2)



ci3t.org/enhance

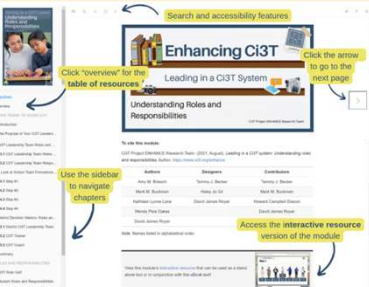


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Navigating Ci3T Modules

Access module content by reading page by page (like a book), watching the interactive resource, or using the table of resources to locate specific items (e.g., infographic, video)



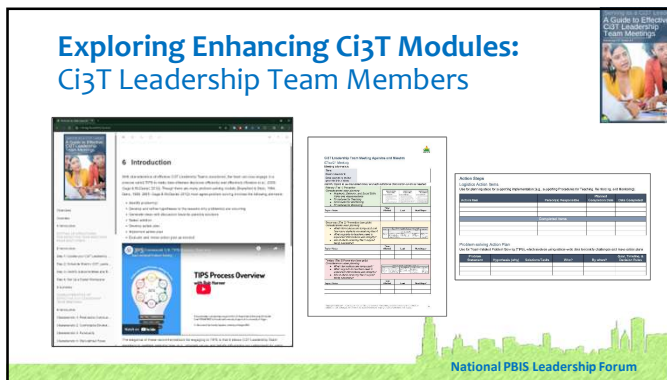
- All modules available as eBook or Interactive Resource
- Include downloadable resources (e.g., infographic, templates), multimedia (e.g., videos) and interactive activities

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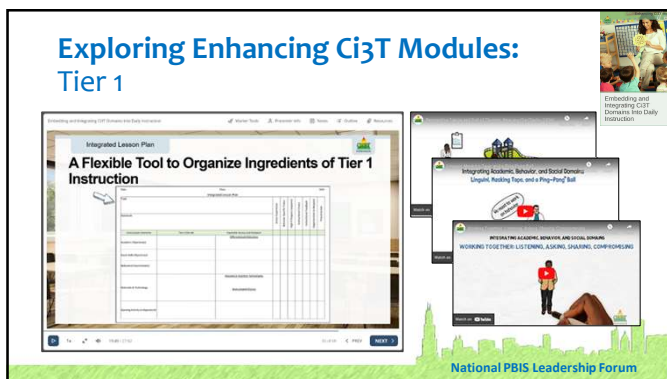
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Exploring Enhancing Ci3T Modules: Tier 2

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Exploring Enhancing Ci3T Modules: Tier 3

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Enhancing Ci3T Modules: An Invitation to Explore and Share!

- We invite you to visit ci3t.org/enhance to explore all Enhancing Ci3T Modules
- You are welcome to use them yourself, and to share with colleagues

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How can my school / district / organization use available resources to create a data-informed professional learning journey?



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Partner Spotlight!

Amber Smith

- Director of Academic Intervention
- Fort Mill Schools
- South Carolina




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Ci3T support (1)





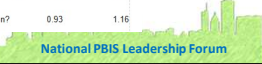
In what ways can we use the expectation matrix and social skills instruction that has already occurred to support students during content instruction?

Fall 2024 Ci3T Survey Data: District-Wide

16. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	2.13	0.92
17. Did I prompt or remind students of the social skills that would help them engage in the lesson?	2.31	0.81

Fall 2024 Ci3T Observation Data: District-Wide

14. Did I use my school's expectation matrix as an instructional tool (e.g., referencing the matrix when interacting with students)?	0.59	1.01
15. Did I prompt or remind students of the social skills that would help them engage in the lesson?	0.93	1.16



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Ci3T support (2)

- In what ways can we use the expectation matrix and social skills instruction that has already occurred to support students during content instruction?



- Knowing the task you have presented to students, what from the expectation matrix and social skills will be helpful for the students to use to engage most effectively in the lesson?

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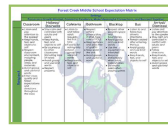
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Ci3T support (3)

Low Intensity Supports: Precorrection

- Given at the beginning of the lesson

"Our school expectation is to give our best effort. That means staying positive and not giving up. That is an example of perseverance, one of our life & career characteristics. Today you will be working on some tasks that may frustrate you, but we will still want to give our best effort. What will that look like for you and your group?"



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Ci3T support (4)

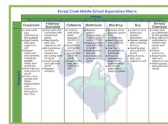
Low Intensity Supports: Behavior-specific Praise

- Given during the lesson. Can be behavior, academic or both

"I noticed that when you and your partner had trouble getting your model organized, you took a deep breath and then said 'what if we tried it this way' instead of giving up. Way to persevere and give it your best."

"I can see you giving your best effort when you annotated the article, so you could use it for text evidence later."

Ask students to acknowledge peers and group members for meeting expectations and using social skills.

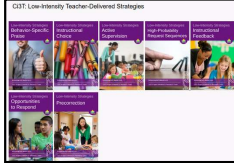


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Ci3T support (5)

- **Low Intensity Supports Tips**
 - Stick to the language of your matrix and the language of your social skills curriculum
 - Limiting your focus to one word from the expectation matrix is fine
 - Meeting expectations is the goal--not exceeding. This is how we encourage all students.
 - This can feel like a word salad to come up with spontaneously. It's okay to craft statements ahead of time.
 - Consider where this might fit in a PLT agenda

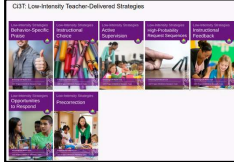


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Ci3T support (6)

- **Tickets & Additional Resources**
 - If you are looking for ways to expand your use of tickets:
 - **Precorrection:** consider giving tickets to students who share examples of focused expectation or social skill (best effort & perseverance in our example) and acknowledge their contribution.
 - **Behavior-Specific Praise:** consider pairing this praise with tickets, focusing on students that are meeting the focused expectation or social skill (best effort & perseverance in our example) during the work time.

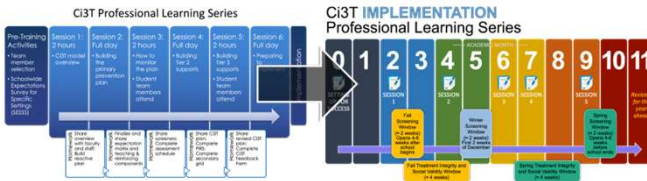



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Ci3T Comprehensive Professional Learning Plan

Ci3T Professional Learning Series



Ci3T IMPLEMENTATION Professional Learning Series



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Enhanced CizT Implementation Series and Delivery

Activity	Delivered by	0	1	2	3	4	5	6/7	8	9	10	11
District CizT Leadership Team meetings	District CizT Leadership Teams											
Principals meetings	Principals											
District CizT Trainers and Coaches monthly meetings	CizT Trainers											
CizT Leadership Team monthly meetings	CizT Coaches											
Faculty and staff monthly meetings	Faculty and staff											
Professional learning community meetings	Faculty											
Professional learning community meetings	Faculty											
CizT Implementation Professional Learning Series (8 sessions)	CizT Leadership Teams											
CizT EMPower Sessions	CizT Coaches											
CizT Trainers and Coaches Calls	Partners and community											
District selected Tier 2 interventions	District Leaders and Principals											
District selected Tier 3 interventions	CizT Trainers and Coaches											
Onboarding series for classified and certified staff	Faculty and staff											
Academic and behavior screening data collection training	New employees											
CizT Treatment Integrity & Social Validity data collection training	CizT Leadership Teams											
Using data to connect students to supports training	CizT Treatment Integrity and Social Validity data collection training											
Analyzing and using end of year data training	CizT Leadership Teams											
Onboarding principal and district leaders	CizT Trainers and Coaches											
Module: Deepening your professional learning journey	District & principal leaders (E-CizT)											
Module: Effective onboarding processes	District & principal leaders (E-CizT)											
Module: Understanding roles and responsibilities	District & principal leaders (E-CizT)											
Module: A guide to effective CizT Leadership Team meetings	District & principal leaders (E-CizT)											
Module: Aligning strategic goals and initiatives with CizT	District & principal leaders (E-CizT)											

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CizT Implementation Professional Learning Series



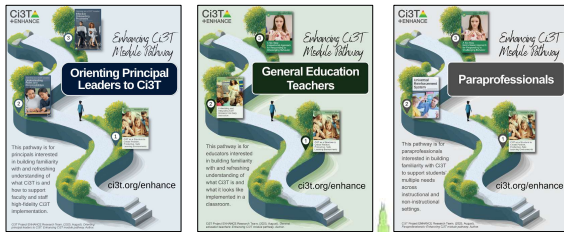
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Enhancing CizT Modules (3)



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Module Pathways (1)

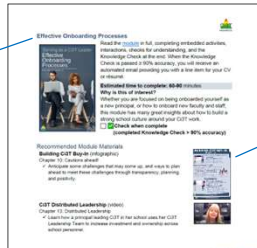


National PBIS Leadership Forum

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Module Pathways (2)

Recommended series of Enhancing Ci3T Modules based on role and/or need



Recommended module-based activities and materials

National PBIS Leadership Forum

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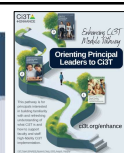
BUILDING Ci3T BUY-IN

with faculty and staff

- SHARE THE Ci3T VISION & PROCESS**
- Be transparent
 - Share Ci3T Implementation Manual
 - Use data
 - Build excitement through branding
 - Share videos of people impacted by Ci3T

ENGAGE AND SUPPORT STAFF

- Create opportunities for input, decision-making, and feedback
- Respond to feedback
- Start meetings with Ci3T triangle to contextualize content
- Make connections to Ci3T Implementation Manual
- Provide time for data collection, analysis, and use
- Share data at every meeting
- Model all Ci3T practices throughout each day
- Offer choice of professional learning and leverage staff expertise to lead it



Leadership Forum

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