

RtI Supervisors Initial 3-Day Training Professional Learning Plan

Goal: RtI Supervisors will build school-wide capacity for problem solving at assigned target schools						
Objectives:						
<ol style="list-style-type: none"> 1. Understand the critical components of MTSS and support others in its implementation 2. Apply the strategic data-based systems coaching skills necessary to support implementation of the 4-step problem-solving process with integrity 3. Develop skills to train and support school-based RtI Coaches to implement the 4-step problem solving process with integrity 4. Possess the skills necessary to model, coach, and evaluate the implementation of the 4-step problem-solving process by RtI Coaches and teams to proficiency 						
Planning		Learning & Implementation (PL Activities)			Evaluation	
Needs Assessment Data	Resources	Content/Focus	Format/Type	Participant Learning Outcomes (Knowledge, Skills, Beliefs, Practices)	Evaluation	Homework/ Follow Up
<p>Day 1:</p> <ul style="list-style-type: none"> • Beliefs Survey • Perceptions of Skills Survey (Customized) • Informal Data Collected via Planning Meetings 	<ul style="list-style-type: none"> • Advanced readings: MTSS Critical Components & Systems Coaching • Survey Monkey • FL PS Modules & Staff • BASIS Data for Activity 	<ul style="list-style-type: none"> • MTSS & Problem Solving • PS Step 1: Problem Identification • PS Step 2: Problem Analysis 	<ul style="list-style-type: none"> • Face-to-Face Didactic Instruction • PLC Discussions on Advanced Readings • Problem ID & Analysis Practice Activities • Reflection Questions & Share Out 	<ol style="list-style-type: none"> 1. Identify data sources to determine current levels of student performance 2. Define a problem based on the discrepancy between expected and current levels of performance 3. Utilize Gap Analysis to determine the magnitude of identified problems 4. Use data to differentiate among core, small group and individual problems 5. Develop hypotheses across multiple domains to determine the underlying cause of a problem 6. Engage in assessment in order to validate or refute hypotheses using multiple methodologies and across multiple domains 7. Evaluate the acceptability of a hypothesis 8. Develop a prediction statement in order to link validated hypotheses to instruction/intervention 	<ul style="list-style-type: none"> • Training Evaluation • Reflection & +/- Questions • Student Success Worksheet • Problem Solving Activity: Steps 1 & 2 	<ul style="list-style-type: none"> • Interpersonal Communication Skills Module & Reflection Journal • Giving/Receiving Feedback Module & Reflection Journal

Needs Assessment Data	Resources	Content/Focus	Format/Type	Participant Learning Outcomes (Knowledge, Skills, Beliefs, Practices)	Evaluation	Homework/ Follow Up
<p>Day 2:</p> <ul style="list-style-type: none"> Module Completion Data Reflection Journals 	<ul style="list-style-type: none"> Module Database BASIS Data for Activity FL PS Modules & Staff 	<ul style="list-style-type: none"> Module Discussion PS Steps 1 & 2 Review PS Step 3: Ix Design PS Step 4: Rtl 	<ul style="list-style-type: none"> Face-to-Face Didactic Instruction PLC Discussions on Modules Ix Design & Rtl Practice Activities Reflection Questions & Share Out 	<ol style="list-style-type: none"> Develop a comprehensive intervention plan linked to the validated hypothesis Develop decision rules prior to intervention implementation Differentiate among a positive, questionable or poor response to intervention Understand the need for progress monitoring and how it differs from other types of assessment Identify the basic components of a graph Set ambitious, attainable student performance goals Use both student response data and fidelity data to make instructional decisions 	<ul style="list-style-type: none"> Training Evaluation Reflection & +/- Questions Problem Solving Activity: Steps 3 & 4 	<ul style="list-style-type: none"> Coaching Initiative Guiding Questions Doc (completed individually and then as a group)
<p>Day 3:</p> <ul style="list-style-type: none"> Individual & Group Responses to Coaching Initiative Guiding Questions Doc Self-Reflections of Current Needs & Next-Steps 	<ul style="list-style-type: none"> Tier I & II Critical Components Checklist (CCC) Tier I & II Observation Checklist Interpersonal Communication Skills Components Review Feedback Components Review BASIS Data & Skill Assessment 	<ul style="list-style-type: none"> Goal Setting Practice Review & Game 4-Step PSing Review & Practice Fidelity Measurement & Tools Coaching Around High Probability Barriers to PSing Implementation Creation of Coaches PL Plan 	<ul style="list-style-type: none"> Face-to-Face Didactic Instruction Jeopardy Game PLC Activities: Coaching Scenarios, Role Play, & Feedback Reflection Questions & Share Out Collaborative Development of Coaches PL Plan through PSing & Action Planning 	<ol style="list-style-type: none"> Use individual, small group, and large group student data to apply the 4-step problem-solving process with integrity Understand various fidelity measurement methods, and become familiar with evidence-based tools to measure integrity of the 4-step process Apply strategic data-based coaching skills necessary to support implementation of the 4-step problem-solving process with integrity Apply best-practices in professional learning (PL) and problem-solving to create a comprehensive PL plan for school-based Rtl Coaches 	<ul style="list-style-type: none"> Training Evaluation Reflection & +/- Questions Practice Activities PLC Discussions Role Play Feedback 	<ul style="list-style-type: none"> Skill Assessment (completed individually and emailed to trainers) Continued Development of Rtl Coaches PL Plan