

# RTI Leadership Coaching Conversation Guide

The Conversation Guide supports the ongoing growth of high performance instructional leaders.  
Please remember: Productive professional conversations require shape and structure.

School Leader (s) \_\_\_\_\_ Date \_\_\_\_\_

*Visit*

## Step 1: Type of Conversation

***Problem -solving   Planning   Reflecting***

First-Celebrate Successes:

Current issues/challenges

## Step 2: First Person Goal Refinements

Determine any refinements to **your goal statement for RTI/ reading implementation** on page 136 in the *Field Guide* or from *HPT rubrics*

Refinements or New Goal Statement:

## Step 3: Outcome

Determine next steps, commitments stated, information needed, or use of a specific protocol (pages 136-162 of the *Field Guide*), or from protocols distributed during professional development activities.

Next Steps:

## Step 4: Dispositions-Visit the Balcony (HPT Goal Setting Rubrics)

- **Thinking Interdependently**
- **Effective and Timely Individual and Group Communication**
- **Metacognition and Flexibility**
- **Gathering Information for Improvement and Innovation**

Notes from the Balcony:

<b>Universal Screening</b>	What tool(s) are used for universal screening?	Are all students at all grade levels screened 3x per year?	Is a diagnostic assessment given to students identified through the screening measure as needing instructional support?
<b>Primary/Core Instruction</b>	Are research-based instructional materials utilized for core instruction? List instructional materials used.	Are the critical components of reading addressed in daily instruction (PA, Phonics, Fluency, Vocabulary & Comprehension) per students' needs?	Are procedures in place to monitor the effectiveness of the delivery of core instruction (ex: consistent use of walkthrough tools)?
<b>Primary/Core Instruction Instructional Practices</b>	How consistent is the learning experience among students in the same grade and subject with different teachers?	To what extent do teachers use student assessment data and knowledge of student readiness, language, and culture to offer different teaching and learning strategies that address individual needs?	Do teachers regularly participate in professional development that is structured so that teachers continuously examine, reflect upon, and improve instructional practice?
<b>Tier II/Secondary Level Prevention – Evidence-Based Intervention</b>	What program(s) does your school use for secondary intervention?	How do the instructors of the secondary level intervention(s) ensure that the content that they address is well aligned and compliments the core instruction for each student?	How are foundational skills (PA, Phonics) that support core instruction/student needs incorporated into secondary level intervention?
<b>Tier II/Secondary Level Prevention – Instructional Practices</b>	How consistent is the learning experience among students who receive instruction in intervention? What is used to monitor the consistency of instruction?	To what extent do teachers use student assessment data and knowledge of student readiness, language, and culture to offer different teaching and learning strategies that address individual needs?	Does assessment data indicate that the intervention(s) is effective and students are making adequate accelerated progress?
<b>Tier II/Secondary Level Prevention – Staffing/Group Size/Additional Time</b>	Are the secondary level interventions always led by staff adequately trained to implement the interventions with fidelity?	Are the secondary interventions always conducted with small groups of students? Describe group size.	Are the secondary level interventions always implemented as a <u>supplement</u> to the core curriculum?
<b>Tier III/Tertiary Level Prevention – Evidence-Based Intervention</b>	What program(s) does your school use for tertiary intervention?	How do the instructors of the tertiary level intervention(s) ensure that the content that they address is well aligned and compliments the core instruction for each student?	How are foundational skills (PA/Phonics) that support core instruction/student needs incorporated into tertiary level intervention?
<b>Tier III/Tertiary Level Prevention – Instructional Practices</b>	How consistent is the learning experience among students who receive instruction in intervention?	To what extent do teachers use student assessment data and knowledge of student readiness, language, and culture to offer different teaching and learning strategies that address individual needs?	Does the evidence indicate that the intervention(s) is effective and students are making adequate accelerated progress?
<b>Tier III/Tertiary Level Prevention – Staffing/Group Size/Additional Time</b>	Are the tertiary level interventions always led by staff adequately trained to implement the interventions with fidelity?	Does the group size allow for the interventionist to adjust and individualize instruction to address the needs of each student?	Are the tertiary level interventions always implemented as a supplement to the core curriculum? How do you ensure meaningful connections between tertiary intervention and the core curriculum?
<b>Progress Monitoring</b>	How often is the progress of students at the <b>secondary</b> level monitored? How often is the progress of students at the <b>tertiary</b> level monitored?	Are the decisions about whether or not a student is responding to secondary level interventions based on progress monitoring data? Are the criteria implemented accurately and consistently?	
<b>Data-based Decision Making</b>	To what extent are the screening, progress monitoring, and other assessment data used to inform instruction at all levels, including the core instruction?	Describe how decisions are made to move students between levels. Who is involved in decision making? What data are used to inform those decisions?	