District Coordinator Selection Protocol

The purpose of this document is to provide executive leaders with a sample District Coordinator selection protocol that can be contextualized to select and support individuals who will be coordinating the work of a District Implementation Team.

Role-specific Questions

District Infrastructure

1. A key component for high-quality MTSS implementation that is scalable and sustainable is ensuring a district has structures, processes and procedures." Define what you believe to be necessary district structures, processes and procedures to support MTSS implementation.
2. Identify the benefits and potential risk of a district standardizing the process for MTSS implementation and schools contextualizing their implementation of MTSS.
3. It is critical for effective teams to support implementation efforts. Your district has a District Implementation Team to support implementation effort and schools will have / leverage a School Leadership Team to support implementation. What are the differences between the focus of a District Implementation and a School Leadership Team.

Effective Innovation Questions: MTSS

4. **Role-Play:**

   Directions: Interviewer reads the following scenario aloud and identifies who will play each role. After reading the scenario, provide individuals time to re-read and collect their thoughts before beginning the role play. Following the role play, feedback is to be given to the individual who might be selected to be the Coordinator.

   Scenario: You are attending a school-level data review session where School Leadership Teams are reviewing school-level out and fidelity data for both the behavior and reading MTSS components. One of the teams identifies from the data there is an increase in behavior incident referrals during the school-wide reading instructional block. The team wants to know what activities would be generated to adequately address the need. What would you suggest?

   Roles: Coordinator and School Leadership Team member(s)

Behavior Components of an MTSS Framework

5. You are working with school-level coaches to ensure each of the schools has developed an acknowledgement system that would reward their students for demonstrating expected behaviors. A coach reports that their teachers are asking, "Why are we rewarding students for doing things they should just do anyway? They shouldn't need a reward to follow expectations." How would you respond to the coach?
6. How do you see PBIS connecting at a school level with other initiatives like restorative practices and social-emotional learning?

Reading Components of an MTSS Framework

7. Define scientifically-**valid** reading practices and scientifically-**invalid** reading practices.
8. Describe the similarities and differences between early reading skills compared to adolescent reading skills.

Coaching

9. Outline why emphasizing systems-level coaching for both district and school teams is necessary to support use of the components of an integrated behavior and reading MTSS framework.
10. Identify the strategies you would use to ensure effective and on-going communication related to the district's capacity to effectively support MTSS implementation across schools.

General Questions

11. Given what you have learned thus far about the District Coordinator position, what areas do you feel are needed areas for additional professional learning?
12. What questions do you have for us?