



Transforming State Systems  
to Improve Outcomes for  
Children with Disabilities

# Collecting and Using Data in Your Coaching System

## Strategies for Enriching Insights and Impact

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# Agenda

- Welcome and Opening (20 minutes)
- Collecting and Using Coaching Data (35 minutes)
- Action Steps and Closing (5 minutes)

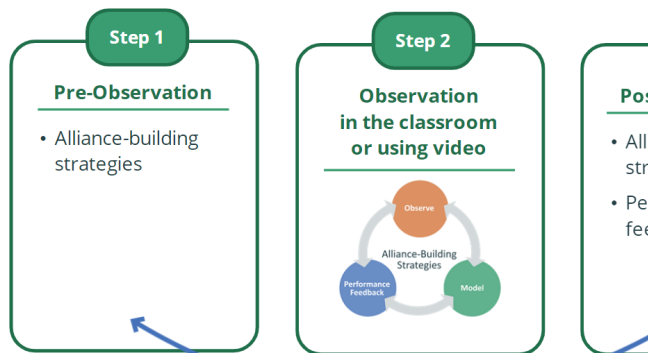
# Challenges Implementing Coaching

1. Coaching is not defined.
  - How can we measure what isn't defined?
2. Coaches are not prepared or supported with professional learning (PL) opportunities.
  - How can we expect coaching to be effective?
3. Coached data are not collected or used.
  - How will we understand the impact of coaching?

# Challenge 1: Define Coaching

## EFFECTIVE PRACTICES FOR COACHES

### Effective Coaching Practices in a Three-Step Process



Source: Adapted from Pierce, 2015, p. 27.

The screenshot shows the IES WWC What Works Clearinghouse search results for the keyword "Alliance-Building Strategies".

**Search Results Summary:**

- Keyword:** Alliance-Building Strategies
- Search Results:** 127 Results filtered by:
- Filters:**
  - Publication Date:**
    - In 2023: 1
    - Since 2018 (last 5 years): 39
    - Since 2013 (last 10 years): 125
    - Since 2003 (last 20 years): 232
  - Topic:**
    - Literacy: 75
    - STEM: 74
    - Social Emotional Learning and Behavior: 19
    - ☒ Teachers and School Leaders: 232
    - High School Completion: 3
  - Populations:**
    - Children and Youth with Disabilities: 5
- Search Results Table:**

Product Type	Grade Level	Highest Evidence Tier
Practice Guide	K-12	TIER 3 PROMISING
Practice Guide	K-PS	TIER 3 PROMISING
Practice Guide	2-12	TIER 4 HAS RATIONALE
Intervention Report	K-11	TIER 1 STRONG

<https://ncsi-library.wested.org/resources/206>

<https://ies.ed.gov/ncee/wwc/FWW>

#### The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence

Matthew A. Kraft  
Brown University  
David Blazar  
Harvard University  
Dylan Hogan  
Brown University

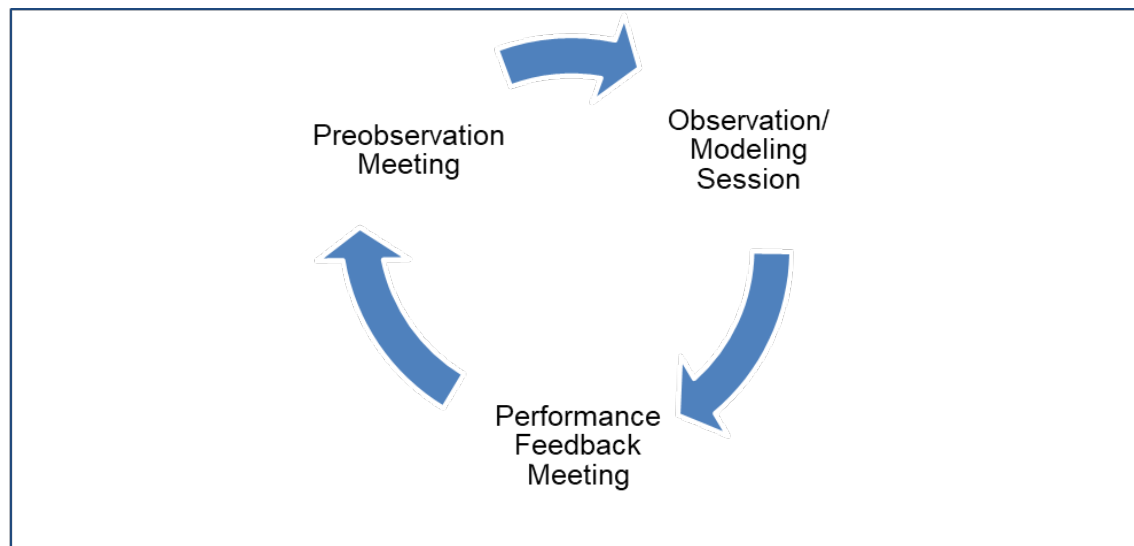
#### Abstract

Teacher coaching has emerged as a promising alternative to traditional models of professional development. We review the empirical literature on teacher coaching and conduct meta-analyses to estimate the mean effect of coaching programs on teachers' instructional practice and students' academic achievement. Combining results across 60 studies that employ causal research designs, we find pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement. Much of this evidence comes from literacy coaching programs for pre-kindergarten and elementary school teachers. Although these findings affirm the potential of coaching as a development tool, further analyses illustrate the challenges of taking coaching programs to scale while maintaining effectiveness. Average effects from effectiveness trials of larger programs are only a fraction of the effects found in efficacy trials of smaller programs. We conclude by discussing ways to address scale-up implementation challenges and providing guidance for future causal studies.

**Suggested Citation:**  
Kraft, M.A., Blazar, D., Hogan\*, D. (2018). The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588.

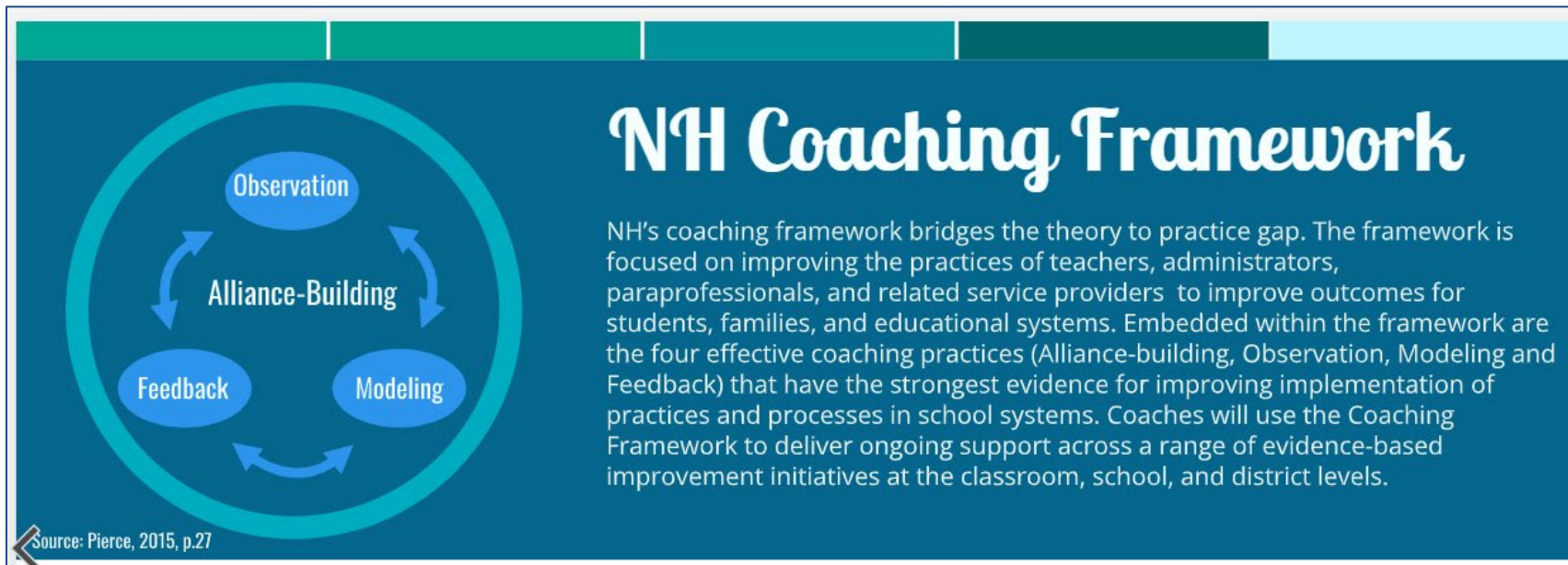
Correspondence regarding the article can be sent to Matthew Kraft at [makraft@brown.edu](mailto:makraft@brown.edu). We thank Robin Jacob, Sara Rimm-Kaufman, Kiel McQueen, Robert Pianta, and Beth Tipton for their feedback at various stages of the research and the many authors who responded to our queries. Adam Menter provided excellent research assistance. All mistakes are our own.

# Texas Education Agency (TEA) Definition



Coaching cycles follow the initial training the educator participated in.

# New Hampshire



# Hawai'i



## What is Coaching?

### Who are Coaches?



Speech and Language Pathologists,  
Complex Area Language and  
Literacy Coaches

Early Childhood Teachers, K-3  
Teachers, Education Assistants



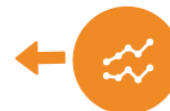
### Who Do Coaches Support?

### What will Coaches Do?



Coaches will observe, model, provide  
performance feedback, and use  
alliance-building strategies in ongoing  
cycles consisting of pre-meetings,  
classroom observations, and post-  
meeting collaborative discussions

Improved fidelity of implementation  
of language and literacy instruction  
for students with IEPs, leading to  
improved language and literacy  
outcomes for this student  
population.



### What are the Expected Outcomes of Coaching?

### What is the Expected Time Required for One Coaching Cycle?



20 minutes for each pre/post meeting,  
20 minutes to observe instruction, 45  
minutes to prepare for pre/post  
meetings (90 minutes total).

Improved instructional practices;  
improved student outcomes;  
increased collegial relationships.



### What are the benefits of coaching?

For more information, please consult: *Effective Coaching: Improving Teacher Practice and Outcomes for All Learners*  
<https://ncsi-library.wested.org/resources/206>

# Challenge 2: Provide Ongoing PL in Coaching

- Training to improve coach **knowledge**
- Ongoing support to improve coach **skills**



# Training on Effective Coaching Practices

- Step-by-step coaching protocols that emphasize coaching practices
- Procedures for difficult coaching practices
  - E.g., developing and delivering high-quality performance feedback

# Ongoing Support to Improve Coaching Skills

- Interactive with practice opportunities
- Sustained
- Collaborative
- Focused on celebrating successes, identifying challenges, and collectively solving coaching implementation issues
- Action-oriented

# Challenge 3: Collect and Use Coaching Data

- Introduce yourself to your table partners, if necessary.
- Discuss the prompts on the next slide.
- Respond to the poll.

# Table Partners and Poll



- What coaching data are collected?
- How are data collected (e.g., surveys/logs)?
- How are data used?
- Poll: What is working well and what could be improved?

[Pollev.com/jenniferpier451](https://Pollev.com/jenniferpier451)

# Collecting and Using Coaching Data



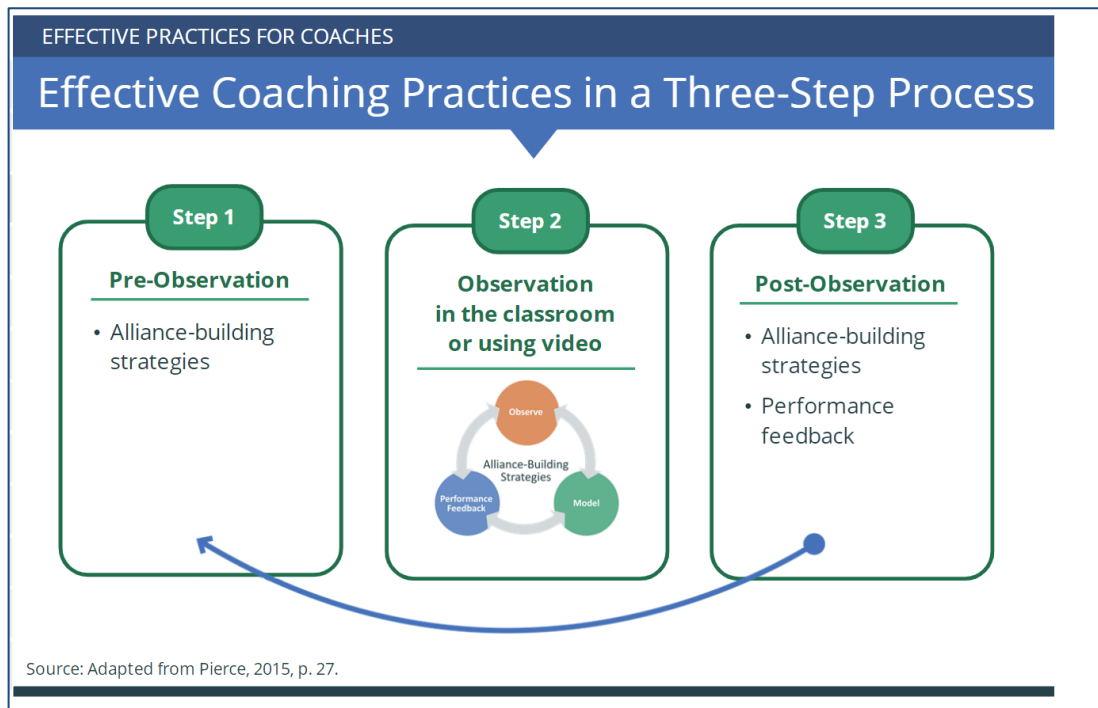
# In This Section

- **What** data to collect
- **Strategies** for collecting data based on lessons learned from SEAs
- **How** to **use** the data

# What Coaching Data Should We Collect?

- Based on the definition of coaching
- Based on the questions we want to answer
  - What is the fidelity of coaching?
  - What is the impact of coaching on teaching?

# Example

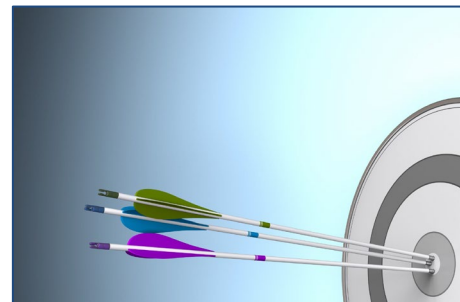


<https://ncsi-library.wested.org/resources/206>



# How Do We Collect Coach Data?

- Goal: Rely on rich data sources to gain a nuanced understanding about coaching and its impact.
- Consider lessons learned from SEAs.



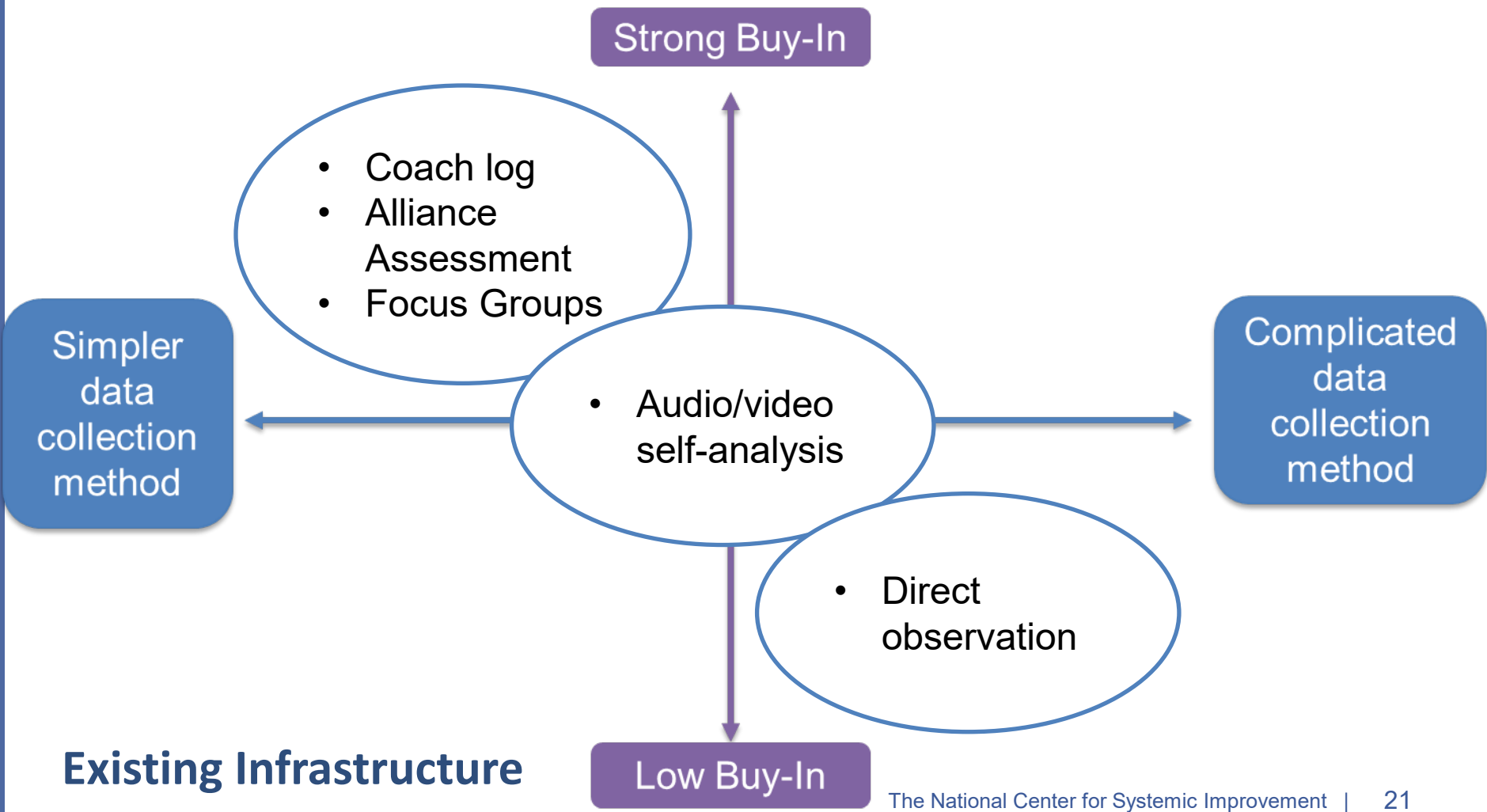
Strong Buy-In

Simpler  
data  
collection  
method

Complicated  
data  
collection  
method

Existing Infrastructure

Low Buy-In




Strategy	Who	What	Enriching the Data
<b>Log</b>	Coach Teacher	Coaching practices	<b>Specific</b> practices within <b>each</b> step of the cycle; triangulate log data with teacher data

# Log

## Coaching Fidelity Survey

---

**Date**



Date

**Coach Code**

E.g. C01

**Teacher Code**

**Step of Coaching Cycle**(select from drop-down menu)

**What did you do?**

- ☐ Observed
- ☐ Modelled if teacher did not correctly implement practice
- ☐ Provided Performance Feedback
- ☐ Summarized teacher comments
- ☐ Asked open ended questions
- ☐ Responded to teacher questions about teaching
- ☐ Provided resources to teacher
- ☐ Maintained agreed upon time commitments
- ☐ Explained why coaching occurred in certain way, if asked
- ☐ Set teaching goal(s)
- ☐ Set student goal(s)
- ☐

**Duration of Event**

E.g., 30 minutes, 5 minutes

**Comments (optional)**

# Insights

- In-class event logs: Coaches were not modeling.
- Debrief logs: Goals focused on improving teacher use of behavior-specific praise (BSP).
- Teacher data: Teachers consistently showed low fidelity of BSP.

**Does increasing modeling increase  
teacher use of BSP?**

# Actions

- Coaches will practice modeling BSP during cadre sessions
- Coaches will increase modeling during in-class events.
- SEA will continue to triangulate data.
- SEA will intervene with coaches again if teachers' use of BSP remains low.

Strategy	Who	What	Enriching the Data
<b>Log</b>	Coach Teacher	Coaching practices	<b>Specific</b> practices within <b>each</b> step of the cycle; triangulate log data with teacher data
<b>Alliance assessment</b>	Teacher Coach	Alliance factors	<b>Specific</b> alliance strategies within <b>each</b> step of the cycle; triangulate with other data sources



# Alliance Assessment

Factor of alliance		Rating	Reason for rating	Ideas for improving
Interpersonal skills	Communicating effectively	1 2 3 4 5		
	Building trust	1 2 3 4 5		
Collaboration	Setting goals	1 2 3 4 5		
	Creating a partnership	1 2 3 4 5		
	Setting parameters	1 2 3 4 5		
Expertise	Conveying expertise in content and context	1 2 3 4 5		
	Demonstrating expertise in coaching	1 2 3 4 5		

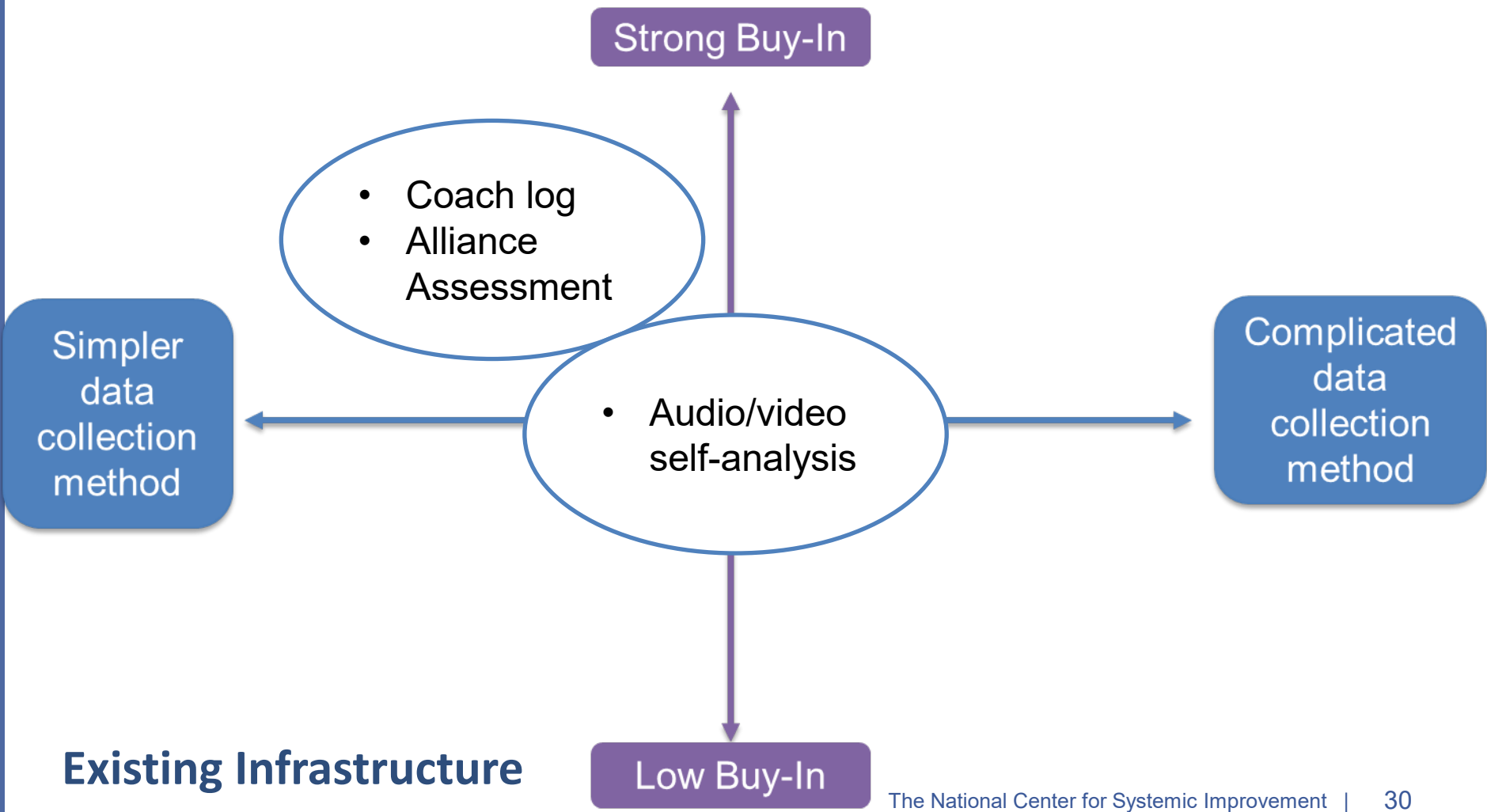
# Insights

- Alliance assessment: Teacher ratings in *communication* were consistently lower than coach ratings in that area.
- Debrief logs: Coaches asked few open-ended reflection questions.
- Teacher fidelity data: Teachers were making minimal improvements in overall fidelity.

**Does increasing open-ended questions improve alliance and teacher fidelity?**

# Actions

- Coaches will practice asking open ended questions during cadre sessions.
- Coaches will increase their use of these questions during pre/post conferences.
- SEA will continue to triangulate data.
- SEA will intervene with coaches again if alliance, log, and fidelity data do not improve.



Strategy	Who	What	Enriching the Data
<b>Log</b>	Coach Teacher	Coaching practices	<b>Specific</b> practices within <b>each</b> step of the cycle; triangulate log data with teacher data
<b>Alliance assessment</b>	Teacher Coach	Alliance factors	<b>Specific</b> alliance strategies within <b>each</b> step of the cycle; triangulate with other data sources
<b>Audio/video analysis self-analysis</b>	Coach	Coaching practices within the coaching cycle	<b>Triangulate</b> audio/video analysis with other data sources

# Procedures for Audio/Video Analysis

- Coach audio/video records all or parts of the coaching cycle.
- Coach reviews recordings and uses tools to assess coaching skills.
- Data are submitted via log.

# Tools for Direct Observation and/or Self-Analysis

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National Center for Systemic Improvement

## Effective Coaching of Teachers: Fidelity Tool Rubric

**Purpose of the Tool**

Like any other educational innovation, the coaching of teachers<sup>1</sup> must be used with fidelity in order to achieve its intended outcomes. Although fidelity is often thought of as adherence to the “key ingredients” of the innovation, it also includes aspects such as quality, responsiveness of the participants (e.g., coach responsiveness to teacher needs), and dose.

This means that fidelity in coaching should continuously adhere to the effective practices of observation, modeling, delivery of performance feedback, and use of alliance-building strategies. Furthermore, coaching should occur with sufficient frequency and duration, ensure that teachers are engaged with the coaching session such that their needs are being met, and be of high quality.

<sup>1</sup> Where we use the word teacher throughout this document, we include individuals, such as early child care providers, interventionists, and parents, who work with learners in a less traditional educational setting (often the learner's home), in addition to the individuals, such as prekindergarten through grade 12 teachers, who work with learners in a classroom setting. We use learner to refer to the infants, toddlers, children, and youth with whom these broadly defined teachers work.

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<https://ncsi-library.wested.org/resources/59>

Coaching Practice	Adherence	Quality	Dose	Responsiveness
<b>Alliance-Building Strategies:</b> Using specific strategies that relate to factors of alliance to build a positive relationship in a teacher-coach dyad (factors of alliance include effective interpersonal skills, collaboration, and expertise)  Practice of interest: _____	<input type="checkbox"/> No (0 points) <input type="checkbox"/> Yes (1 point)	Check all that apply to the session (1 point per checked box): <input type="checkbox"/> Restating and summarizing information conveyed by teacher <input type="checkbox"/> Asking open-ended questions <input type="checkbox"/> Affirming difficulty of change <input type="checkbox"/> Using nonevaluative language <input type="checkbox"/> Referring to past accomplishments <input type="checkbox"/> Identifying and working toward teacher's goals and needs <input type="checkbox"/> Conveying that improved teaching is about teamwork <input type="checkbox"/> Conveying expertise in teaching and deep content knowledge <input type="checkbox"/> Explaining complex concept succinctly	1: Use of alliance-building strategies is too brief and is infrequent, such that the coach-teacher interaction is negative  2: Use of alliance-building strategies is too brief <b>or</b> is infrequent, such that coach-teacher interaction is occasionally negative, occasionally positive  3: Use of alliance-building strategies is of sufficient duration and frequency; coach-teacher interaction is only positive	1: Teacher was not engaged in the session  2: Teacher was only occasionally engaged in the session  3: Teacher was consistently engaged in the session

7

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# Insights

- Audio/video self-analysis: PF was not consistently high-quality.
- Debrief logs: Coaches provided PF.
- Teacher fidelity data: Teachers were making minimal improvements in overall fidelity.

**Does improving PF improve teacher fidelity?**

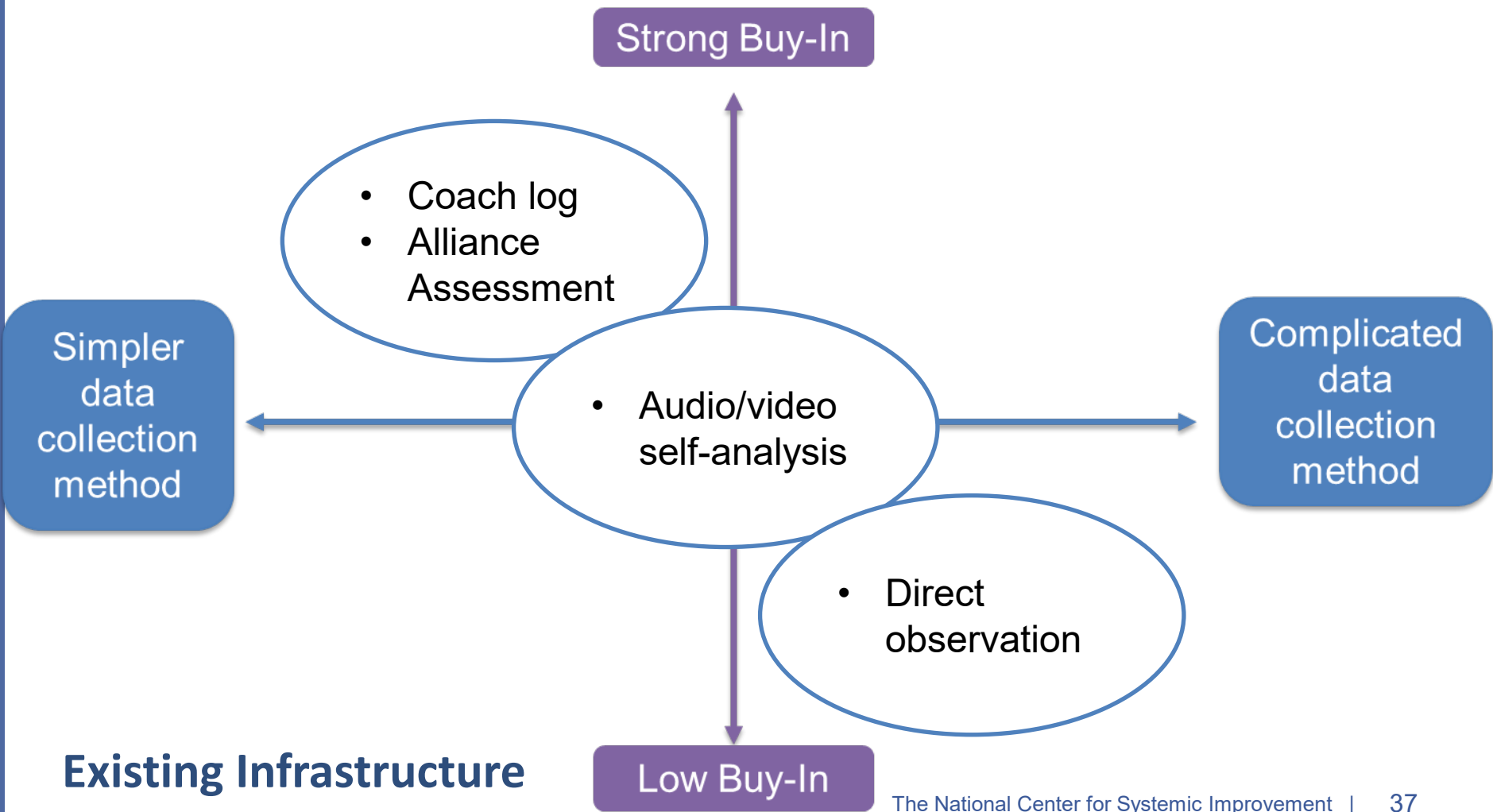


# Actions

- Coaches and SEA will develop statements explaining how specific teaching practices impact student performance.
- Coaches will ensure PF is specific.
- SEA will change PF in the coaching log.
- SEA will continue to triangulate data.
- SEA will intervene with coaches again if coach and teacher fidelity data do not improve.

# Table Discussion

- What stands out to you from the information presented thus far? Why?
- How might you enrich insights about coaching and teaching based on existing data sources and/or any new strategies you are considering using?



Strategy	Who	What	Enriching the Data
<b>Log</b>	Coach Teacher	Coaching practices	<b>Specific</b> practices within <b>each</b> step of the cycle; triangulate log data with teacher data
<b>Alliance assessment</b>	Teacher Coach	Alliance factors	<b>Specific</b> alliance strategies within <b>each</b> step of the cycle; triangulate with other data sources
<b>Audio/video analysis self-analysis</b>	Coach	Coaching practices within the coaching cycle	<b>Triangulate</b> audio/video analysis with other data sources
<b>Direct observation</b>	External Observer	Coaching practices within the coaching cycle	<b>Triangulate</b> direct observation with other data sources

# Insights

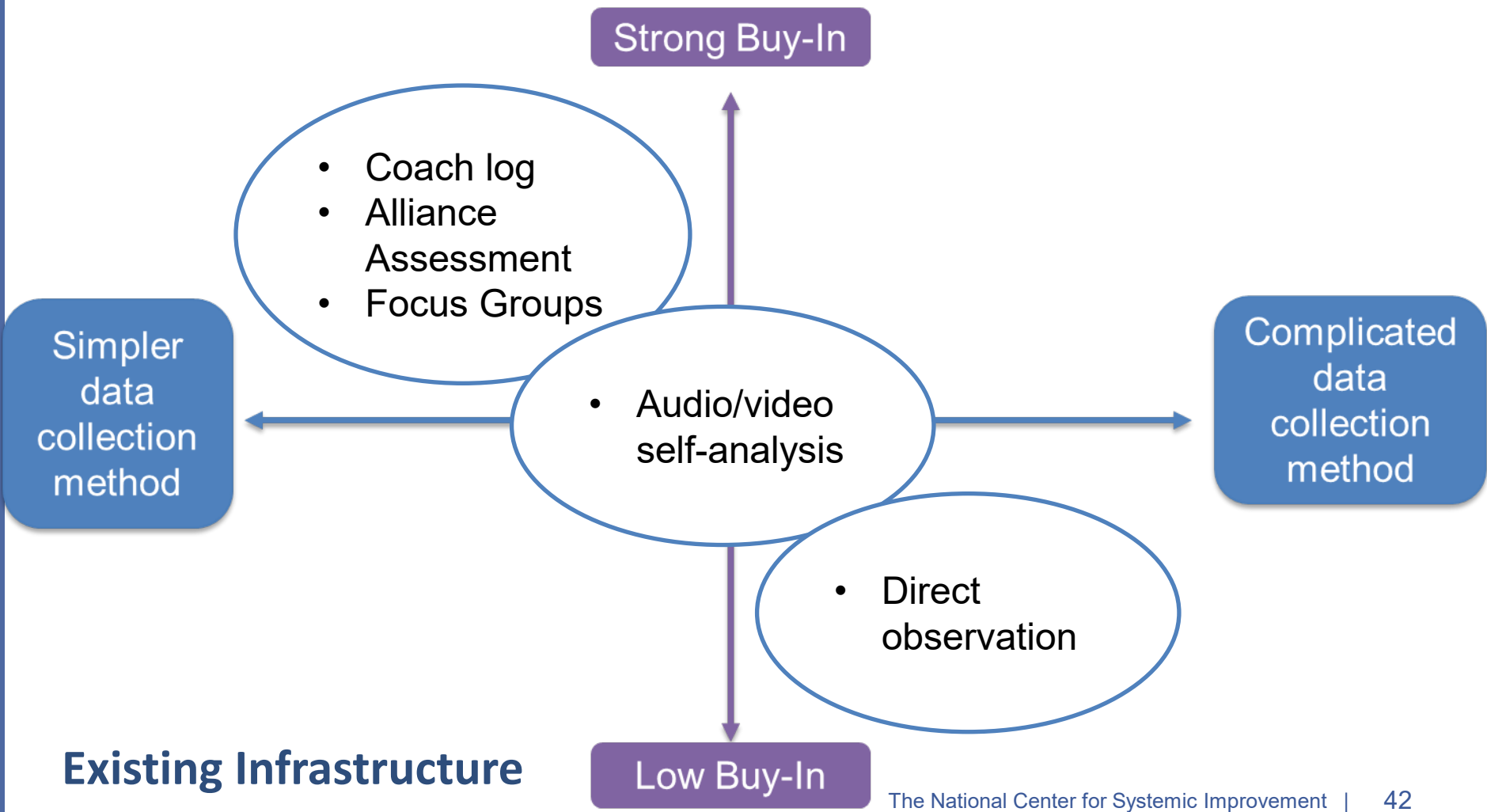
- Direct observation: Pre/post meetings focused on alliance for several months.
- Audio/video self-analysis: Same as above.
- Teacher fidelity data: Teachers were making minimal improvements in overall fidelity.

**Does increasing coach fidelity  
improve teacher fidelity?**

# Actions

- Coaches will practice using all coaching practices.
- Coaches will follow coaching protocols in full.
- SEA will continue to triangulate data.
- SEA will intervene with coaches again if coach and teacher fidelity data do not improve.

Strategy	Who	What	Enriching the Data
<b>Log</b>	Coach Teacher	Coaching practices	<b>Specific</b> practices within <b>each</b> step of the cycle; triangulate log data with teacher data
<b>Alliance assessment</b>	Teacher Coach	Alliance factors	<b>Specific</b> alliance strategies within <b>each</b> step of the cycle; triangulate with other data sources
<b>Audio/video analysis self-analysis</b>	Coach	Coaching practices within the coaching cycle	<b>Triangulate</b> audio/video analysis with other data sources
<b>Direct observation</b>	External Observer	Coaching practices within the coaching cycle	<b>Triangulate</b> direct observation with other data sources
<b>Focus Groups</b>	Teachers	Coaching practices within the coaching cycle	<b>Triangulate</b> with other data sources





# Insights

- Audio/video self-analysis: Coaches spend a lot of time explaining teaching practices during pre/post meetings.
- Focus groups: Teachers want more written guidance from coaches about teaching practices.
- Teacher fidelity data: Teachers were making strong gains.

**Do we need to do anything?**

# Actions

- Coaches will provide resources more frequently to teachers and practice succinct explanations about teaching practices.
- SEA will continue to triangulate data.
- SEA will intervene with coaches if **teacher** fidelity data do not improve.

# Table Discussion

- Discuss the different data collection strategies.
  - Which strategies are most intriguing to you? Why?
  - How might you enrich insights about coaching and teaching based on new and/or existing data sources?

# Action Steps



# Some Immediate Action Steps


- Reach out to me, your NCSI state facilitator, and/or NCSI.
  - <https://ncsi.wested.org/ask-the-ncsi/>
- Continue to consider how the SEA can enrich coaching data.

# Action Steps: The Longer Journey

1. Coaching is not defined.
  - Develop a research informed definition of coaching.
2. Coaches are not prepared or supported with PL opportunities.
  - Provide ongoing PL for coaches.
3. Coached data are not collected or used.
  - Collect and use *enriched* coaching data.

# NCSI Resources

- Visit NCSI's resource library at <https://ncsi-library.wested.org/>.
- Coaching resources are housed on the *Improvement and Implementation Science* page.



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Transforming State Systems to Improve Outcomes  
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## Implementation Guide for Effective Coaching of Teachers








### PURPOSE OF THE GUIDE

**The purpose of this guide is to help practitioners systematically implement effective coaching practices.** Research from Implementation Science suggests that how a program, practice, or innovation is put into place affects the degree to which we can expect that innovation to achieve its intended goals (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Greenhalgh, Robert, Macfarlane, Bate, & Kyriakidou, 2004). Similarly, if coaching is designed to improve teaching practice and learning outcomes,<sup>1</sup> it is important to examine how the innovation is implemented. Fixsen et al. (2005) propose that attending to specific implementation drivers, or essential support mechanisms such as organizational structures, leadership, and the competency of personnel, is one way to create an environment that is conducive to the long-term use of any innovation.

Drawing on these principles from Implementation Science, this guide outlines key questions to consider when using coaching as a pathway toward improving teaching and learning. Further, the guide specifies actions that should be taken to appropriately structure the system in which coaching occurs. **Consideration of these questions and completion of these actions may help coaching achieve its intended goals and become a sustainable component of the learning environment.**


**The Implementation Guide for Effective Coaching is intended to be used in conjunction with two other tools: Effective Coaching: Improving Teacher Practice and Outcomes for All Learners and Effective Coaching of Teachers: Fidelity Tool.** The brief synthesizes research on coaching and offers a framework of effective coaching practices. These are shown within the center circle of Figure 1 and are the recommended practices that should be central to the everyday work of coaches. The fidelity tool can be used to ensure coaching continuously consists of effective practices, occurs with sufficient frequency, and is of adequate duration and high quality.

<sup>1</sup> Although we use "teacher" throughout this document, the term is used to denote individuals, such as early child care providers, interventionists, or parents, who work with learners in a less traditional educational setting (i.e., home). We also use the term to describe individuals, such as prekindergarten-Grade 12 teachers, who work with learners in a more traditional setting (i.e., classroom). Similarly, we use "learner" to describe the infants, toddlers, children, and youth with whom these teachers work.



<https://ncsi-library.wested.org/resources/60>

# State Stories



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## What Does Effective Coaching Look Like? Ohio's State Systemic Improvement Plan (SSIP) Team Focuses on Identifying and Implementing Effective Coaching Practices

Decades of research show that coaching can be an effective mechanism for improving teacher practice and student learning outcomes. In fact, coaching is an important follow-up to trainings that often are decontextualized from the reality of the classroom setting. For that reason, several states plan to use coaching as a part of the SSIP.

Ohio is one such state. As the Ohio SSIP team crafted their Phase II plan, it thought critically about how to ensure that coaching leads to improvement in teacher practice and student outcomes. To guide this planning, the team posed the following questions:

- What does effective coaching practice "look like"?
- How do we ensure that coaches continually use effective coaching practices with teachers?
- What infrastructure will be needed within our state to ensure coaching can achieve its intended goals of improving teacher practice and student outcomes?
- How will we know whether coaching is achieving its goals?

<https://ncsi.wested.org/uncategorized/what-does-effective-coaching-look-like-ohios-state-systemic-improvement-plan-SSIP-team-focuses-on-identifying-and-implementing-effective-coaching-practices/>



State Spotlight:  
Texas



### Challenge

#### How Can a State Education Agency Implement Teacher Coaching to Improve the Outcomes of Students with Disabilities?

The need to improve outcomes among students with disabilities (SWD) by increasing teachers' skilled use of evidence-based practices (EBPs) has been a pressing challenge around the country.

Texas, in particular, has a specific focus on supporting the increased use of teachers' EBPs within their State Systemic Improvement Plan (SSIP). Therefore, knowing that

research indicates that coaching can lead to improved teacher practice and student outcomes', including for SWD, the Texas Education Agency (TEA) embarked on a journey to use coaching to improve teacher practices. Of critical importance for TEA was to take a strategic approach to implementing aligned coaching across several schools, districts, and regions, which can be extremely challenging'. Some of the challenges include: ensuring that the coaching is based on the

most effective and research-based practices; providing coaches with ongoing, high-quality professional development; and systematically collecting data and using that data for continuous improvement. This state spotlight focuses on Texas's implementation effort, which aimed to embed and sustain an effective coaching framework across the state so that SWD could demonstrate marked educational gains.

### State Context

Texas's Part B State-Identified Measurable Result (SIMR) focuses on improving the literacy achievement of students with disabilities in grades 3-8. While Texas employs several improvement strategies to accomplish its goal, one of their largest initiatives is investing in statewide technical assistance networks. These networks are the primary arm of

the state's technical assistance and their collective goal is to support educators' professional learning needs. Networks include: Inclusion in Texas Network; Texas Statewide Leadership for Autism Training (TSLAT) Network; and Tiered Interventions Using Evidence-Based Research (TIER) Network—to name a few. Grantees of the networks consist of either regional education service centers (ESCs) or local institutes of higher education.

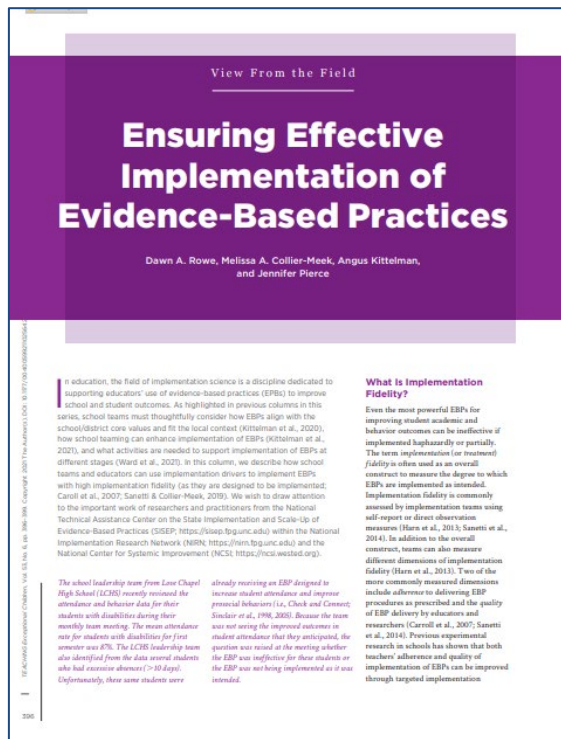
While there were nearly 120 network members already working with teachers of SWD across the 9 networks, coaching across these networks was not required by TEA. Therefore, TEA sought to leverage these partners in the statewide effort to implement coaching as a way to increase teachers' use of EBPs with SWD.



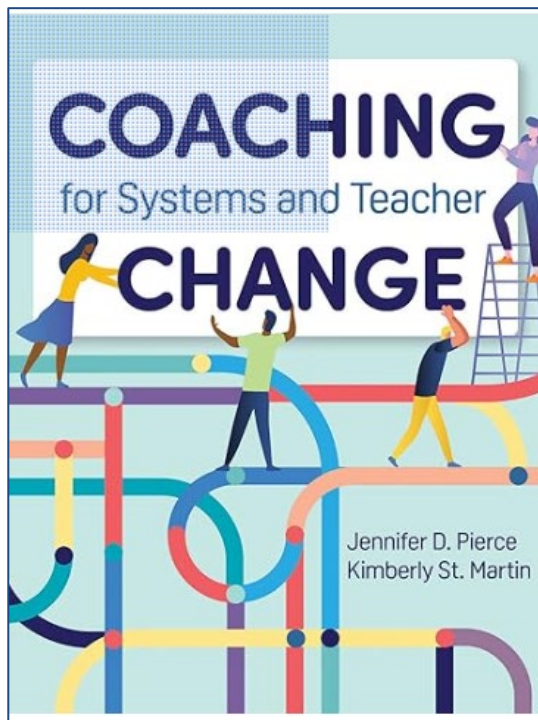
<https://ncsi-library.wested.org/resources/721>



# Other Resources



<https://doi.org/10.1177/00400599211025642>




<https://products.brookespublishing.com/Coaching-for-Systems-and-Teacher-Change-P1388.aspx>



# Let's Stay In Touch!

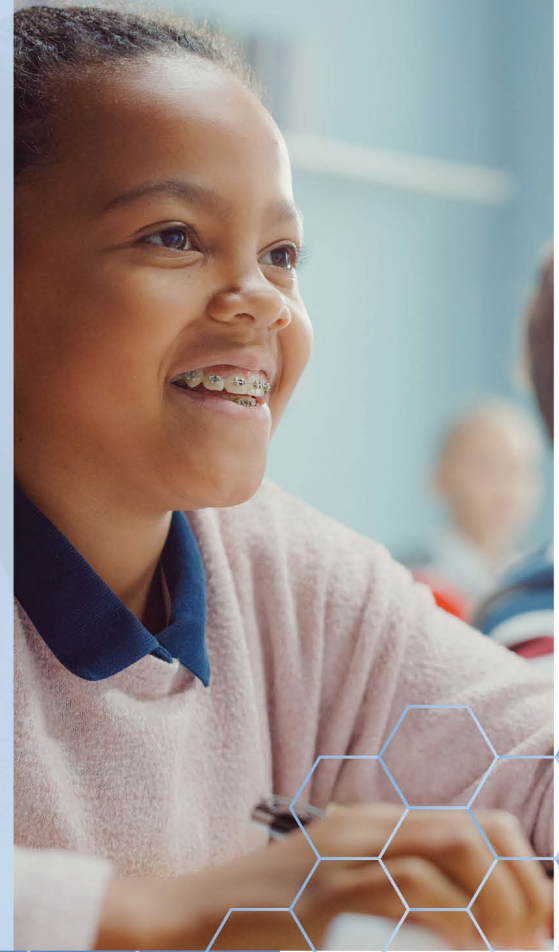
- Measuring and improving Integrated MTSS (I-MTSS)
- Systems coaching in tiered systems
- Coaching middle school Social Studies teachers



Integrated MTSS Fidelity Rubric

1. Instruction and Intervention Domain					
Item	Beginning	Exploring	Aligning	Integrating	Sustaining
<b>1.1 Tier 1</b> <i>Tier 1 refers to core curriculum and instructional practices delivered to all students.</i>  <i>Tier 1 criteria:</i> (a) Tier 1 is evidence-based. (b) Tier 1 is differentiated to address needs of all learners. (c) Tier 1 is delivered with fidelity.	Tier 1 does not meet all criteria in any academic <b>or</b> SEB <sup>1</sup> area.	Tier 1 meets all criteria in at least one academic area <b>or</b> at least one SEB area.	Tier 1 meets all criteria in at least one academic area <b>and</b> at least one SEB area <b>but</b> academic and SEB areas are <b>not</b> combined (i.e., they operate separately).	Tier 1 meets all criteria in at least one academic area <b>and</b> at least one SEB area <b>and</b> academic and SEB areas are intentionally combined.	For at least two years, Tier 1 has been meeting all criteria in at least one academic area <b>and</b> at least one SEB area <b>and</b> academic and SEB areas are intentionally combined and documented in policies and procedures.
<b>1.2 Tier 2</b> <i>Tier 2 refers to interventions and supports that supplement core curriculum and are provided to small groups of students who need more targeted instruction.</i>  <i>Tier 2 criteria:</i> (a) Tier 2 is evidence-based. (b) Tier 2 is supplemental to Tier 1. (c) Tier 2 is delivered with fidelity to a targeted group of students.	Tier 2 does not meet all criteria in any academic <b>or</b> SEB area.	Tier 2 meets all criteria in at least one academic area <b>or</b> at least one SEB area.	Tier 2 meets all criteria in at least one academic area <b>and</b> at least one SEB area <b>but</b> academic and SEB areas are <b>not</b> combined (i.e., they operate separately).	Tier 2 meets all criteria in at least one academic area <b>and</b> at least one SEB area <b>and</b> academic and SEB areas are intentionally combined.	For at least two years, Tier 2 has been meeting all criteria in at least one academic area <b>and</b> at least one SEB area <b>and</b> academic and SEB areas are intentionally combined and documented in policies and procedures.

**Know That You  
Inspire Me!**



# Thank You!

The content of this document was developed under a grant from the US Department of Education, #H326R190001. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

Project Officer: Perry Williams (October 2019)

WestEd is the lead organization for NCSI.

For more information about the work of WestEd, NCSI, and their partners, please visit [www.ncsi.wested.org](http://www.ncsi.wested.org) and [www.wested.org](http://www.wested.org)



NCSI includes staff from the OSEP-funded Parent Training and Information Center and Regional Parent TA Centers and the OESE-funded Statewide Family Engagement Centers.