## Appendix I: Entry Conversations

<table>
<thead>
<tr>
<th>Parts of conversation</th>
<th>Attributes of successful conversation</th>
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| **Opening Questions:** Determine technical and adaptive challenges Start with broad focus | 1. Open Ended but focused on discovering the current state  
2. Non-judgmental  
3. Presuppose the positive  
4. Focused on listening, not telling  
5. Non-threatening  
6. Uses brief para-phrasing when statements are made |
| **Areas of Focus:**  
Assessment  
Instruction  
Intervention  
Leadership  
Collaboration | 1. **Assessment system** is fully described and gaps are noted (universal screening, diagnosis, progress monitoring, student work, informal assessments)  
2. **Instructional focus** is described and provider probes to understand agreed upon instructional strategies (student engagement, evidence based practices, explicit instruction, gradual release of responsibility model.)  
3. Coach probes to understand **intervention design.**  
   Placement of students  
   Decision rules on placement  
   Materials used  
   Duration of intervention  
   Assessments that are used in conjunction with intervention  
   Exit plan for students who make sufficient gains.  
4. Coach gently probes to examine **instructional leadership**  
   Involvement in collaborative meetings  
   Time in classrooms  
   Professional development secured for teachers  
5. Coach gently asks about collaboration **structures and protocols** that are used regularly  
   Who meets  
   How often they meet  
   What is on the agenda  
   How does it relate to the school goals  
   What protocols do they use to get work done |
## Negotiated Work

| Use of Time together                          | 1. Coach secures time on the calendar for regular visits  
| On campus -                                  | 2. Coach secures a regular morning or afternoon debriefing for site visits  
| Off campus -                                 | 3. Coach conveys the areas of work that may be unfamiliar to the leader and proposes a potential discovery opportunity between them  
| In classrooms -                              | 4. There is a concrete plan for at least six months of work together  
| During Leadership Meetings -                |  
| Professional Development -                  |  
| How to start our day?                       |  
| How to end our day?                         |  

| Goals                                        | 1. Student achievement increases are a part of the goal  
| What do we want to accomplish first quarter, by spring and by the end of the year? | 2. Goals likely include growth in the areas of implementation of assessment, instruction and intervention  
|                                              | 3. Goals likely include implementing the MTSS process with a school wide goal  
|                                              | 4. Provider receives information about the goals that the school wants and also negotiates a goal/s or focus that they believe the school may need.  

### Re-Entry Conversations include:

| Tasks | 1. Dates and activities are delineated  
| Tangible Plan of Action | 2. Tasks include involvement from multiple leaders and participants in the school  
| Potential adaptive challenges are identified and a plan for addressing them is discussed | 3. Tasks and timeline are written down and are visible for all involved  
| | 4. Plan of action includes a process to revisit tasks and follow up with actions completed  
| | 5. Roles and Responsibilities are assigned to given tasks  

Copied from handouts of IBC Winter Institute Presentation, January 2013, by Gary Whitely and Lexie Domaradzki.