New York State Education Department
Office of Special Education

Educational Partnership

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Team Initiated Problem Solving (TIPS)

Establishing an Effective Data-Based Decision-Making (DBDM) Meeting Process for School Leadership Teams

Training modeled from Todd, A. W., Newton, J. S., Algozzine, K., Horner, R. H., & Algozzine, B. (2013). The Team Initiated Problem Solving (TIPS II) Training Manual. Eugene, OR: University of Oregon, Educational and Community Supports. All adaptations by the Technical Assistance Partnership (TAP) for Data at Cornell University.

Last updated on 12/01/2025

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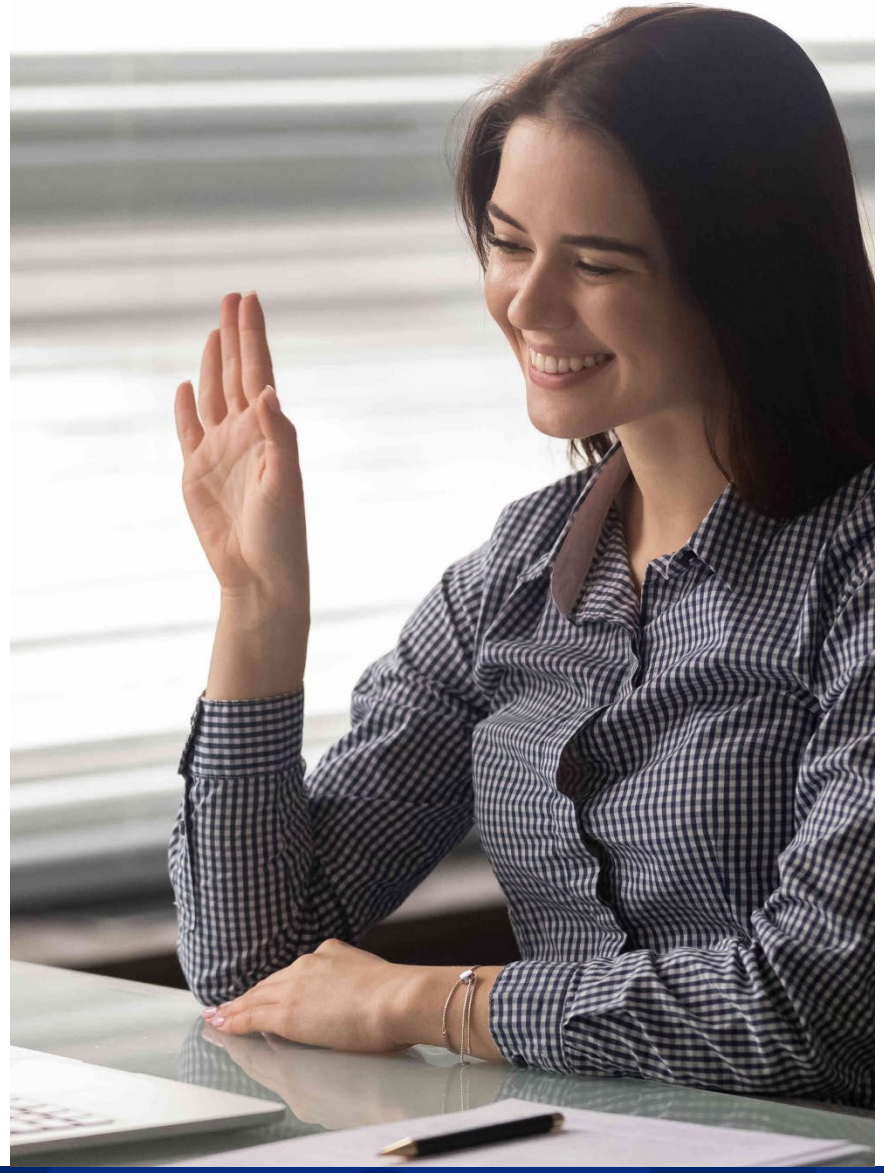

Introductions

Discussion

- Name
- Educational Organization (EO)
- Position/Role

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs

Krownapple, 2017; Singleton & Hays, 2008; Singleton, 2015

Today’s Facilitators

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Training Objectives

School staff attending this training will increase knowledge of…

- The core components of TIPS
- Identifying specific data and data sources relevant to teaming decisions
- How teams use the TIPS framework to turn data into implementation
- Engaging in the six steps of TIPS

Materials

- Participant Packet
- School Readiness Checklist
- TIPS Team Roles and Responsibilities
- Data Analyst Worksheet
- Critical Features of Meeting Minutes
- TIPS Meeting Minute Guide
- TIPS Fidelity Checklist
- Instruction Curriculum Environment Learner (ICEL)/Review Interview Observe Test (RIOT) Matrix
- Model Data and Problem Solving Table
- Reading Tiered Fidelity Inventory (R-TFI) Manual (Elementary and Secondary)
- Tiered Fidelity Inventory (TFI) 3.0 Manual

Slide Marker Icons

Section 1

Teaming Overview and Readiness

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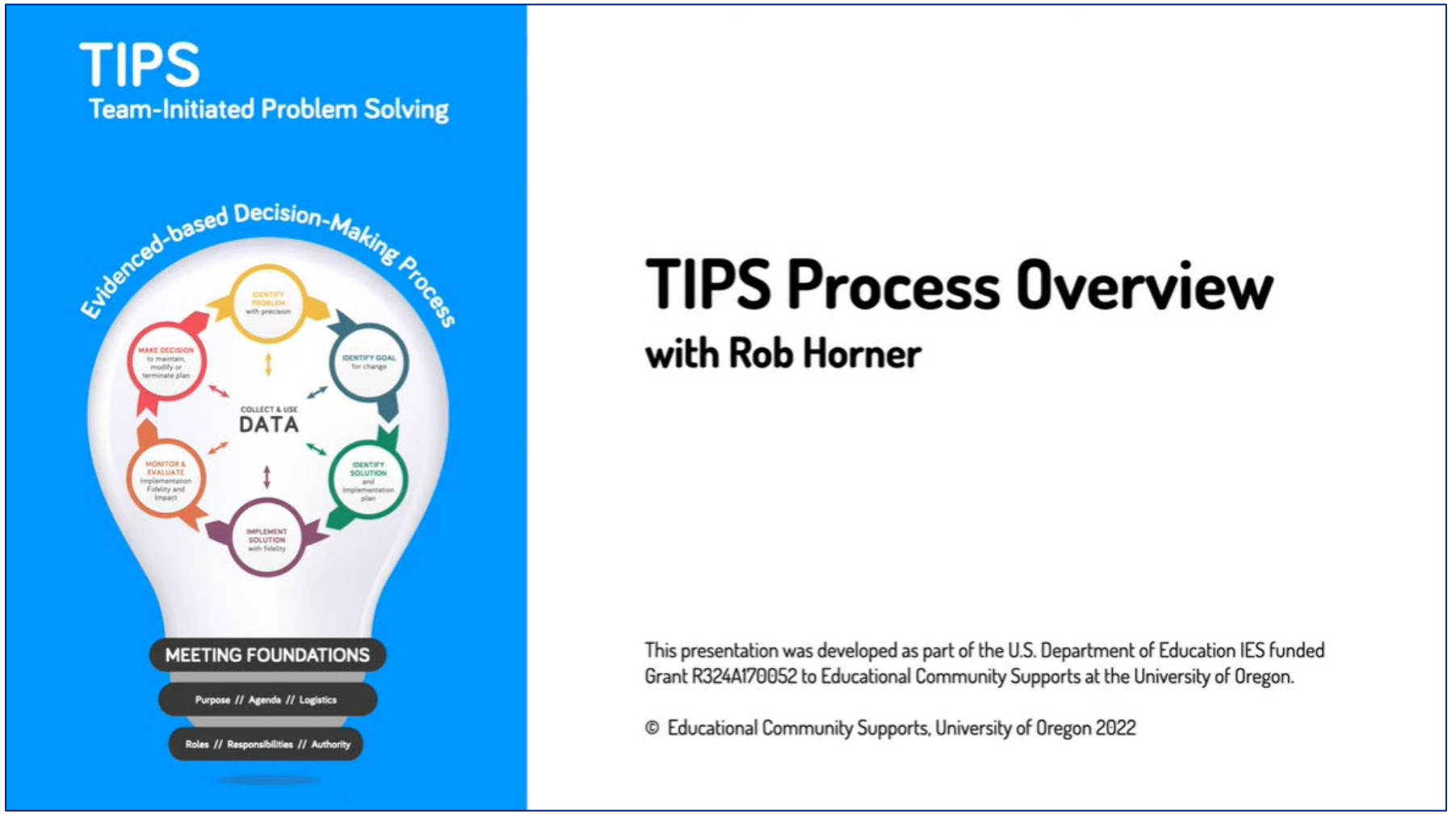
Watch: TIPS Process Overview



Watch TIPS Process Overview on YouTube

Team-Based Leadership

Definition

- Teams (district, building, and educators) that collaborate and communicate.
- Teams support successful implementation and learner achievement.

St. Martin, Harms, Walsh, & Nantais, 2023; Gettyimages

Team Formation

Before we move into TIPS meeting foundations, we need to consider if we have a teaming structure. Questions to consider:

Do you *need* a new team?

Do you have an existing team(s) that are working towards:

- Evaluating school-wide math/literacy screening data?
- Evaluating existing curriculum and instructional materials to ensure alignment?
- Making school-wide instructional decisions?

Team-Based Leadership (1 of 2)

Teaming structures: Academics

- **District Implementation Team (DIT)**
  - Supports a Multi-Tiered System of Support (MTSS) implementation district-wide, inclusive of students with disabilities, communicates with all School Leadership Teams (SLTs), and *completes the District Capacity Assessment (DCA)*
- **SLT**
  - Supports building-wide MTSS implementation, including *all* other teams/tiers of support, and inclusive of students with disabilities, and *completes the R-TFI*
- **Grade/Department Level Team (GLT)**
  - Focuses on Tier 1/universal instruction (inclusive of students with disabilities)
  - Differentiation
- **Multidisciplinary Team (MDT)**
  - Focuses on supporting Tiers 2 and 3 (inclusive of students with disabilities)
  - Matches students to intervention (coordinate/analyze data)
  - Group students for intervention and monitor interventions
  - Intensifies interventions based on student data
  - Supports intervention providers

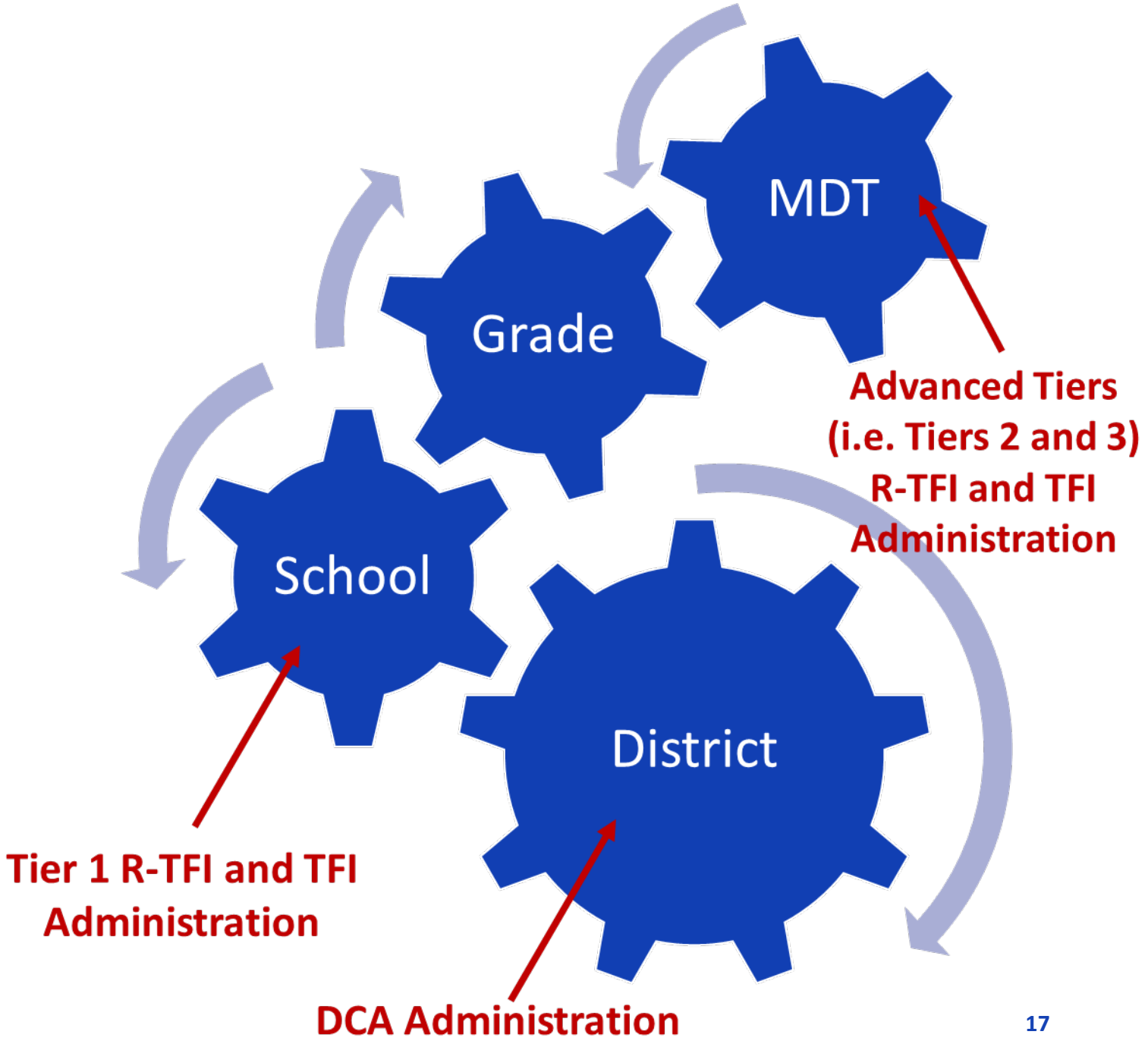
Team-Based Leadership (2of 2)

Teaming structures: Social-Emotional Behavioral Health (SEBH)

- **DIT**
  - Supports MTSS implementation district-wide, inclusive of students with disabilities, communicates with all school leadership teams, and *completes the DCA*
- **SLT**
  - Supports building-wide MTSS implementation, inclusive of students with disabilities, including *all* other teams/tiers of support (Tier 1, 2 and/or 3 Teams), and *completes the TFI*
- **Tier 2 and Tier 3 Leadership Teams (may be combined or referred to as the MDT)**
  - Focuses on supporting Tiers 2 and 3, inclusive of students with disabilities
  - Matches students to intervention (coordinate and analyze data)
  - Refines Tier 2 interventions within the building to meet the needs of their students
  - Responsible for the student referral process related to interventions
  - Supports intervention providers and families
  - Ensures students who need additional supports have access to those systems

Teams Within the System

Adapted from the Technical Assistance Partnership for Academics' Training Package: Teaming to Promote Literacy



What is the R-TFI?

Handout

A brief overview

- A fidelity tool that assesses the reading components of an MTSS framework
- Completed by the SLT and members of the MDT for the Advanced Tiers
- R-TFI Data are used by the SLT and MDT for:
  - examining the health of their MTSS framework and examining progress over time
  - implementation planning
  - identifying professional learning priorities
  - allocating resources
  - strengthening reading systems and supports for all learners, including students with disabilities

St. Martin et al. (2023)

Why Utilize the R-TFI?

Handout

- Adopted by numerous local educational agencies and across several states
- Demonstrated reliability and validity when used within a team context to drive efficient decision-making in schools
- Supports evidence-based practice for all students
- Importantly:
  - the R-TFI Tier 1 section supports best practice for students with disabilities because all students with disabilities receive core instruction
  - it guides best practice in the setting in which many of these students do most of their learning (National Center for Education Statistics, 2022)

St. Martin et al. (2023)

What is the TFI?

A brief review

Handout

- A fidelity tool to assess the implementation of Positive Behavioral Interventions and Supports (PBIS)/MTSS for SEBH
- Completed by the SLT with input from Tier 1, 2, and/or 3 teams if they are independent groups
- TFI data is used by the SLT:
  - for initial assessment to determine if a school is using (or needs) PBIS
  - to guide coaching support and team action planning
  - as a guide for implementation of Tier 1, Tier 2, and Tier 3 practices
  - as an indicator of sustained PBIS implementation
  - as a metric for identifying schools for recognition within their state implementation efforts

Why Utilize the TFI?

Handout

- Provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of PBIS
- Guides both the implementation and sustained use of an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health
- When implemented with fidelity, PBIS has been shown to improve social emotional competence, academic success, and school climate

School Readiness Checklist

Handout

Team Initiated Problem Solving (TIPS) School Readiness Checklist

School Team: Date Completed:

Checklist Completed By: Position:

District Commitment

TIPS Readiness Feature	Status	Actions To Do *(if not complete)*	By Whom	By When
1. My district views data-based decision-making (DBDM) as a common implementation practice for school improvement and instructional planning; the district supports our use of TIPS as a team based, data-informed, decision-making process.	☐In Progress ☐Complete			

Section 2

TIPS Meeting Foundations

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Operationalizing Your Team

Reflection

Consider an ineffective meeting you've attended or facilitated. What characteristics come to mind?

Consider an effective meeting you've attended or facilitated. What characteristics come to mind?

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Effective Teaming with TIPS

TIPS is a structured, data-driven process used to guide effective team-based problem solving and improve outcomes.

Key Features

- Three core components
- Predictable process
- DBDM process
- Efficient meetings
- Flexible and scalable

Effective Teaming with TIPS Cont'd

Why use TIPS?

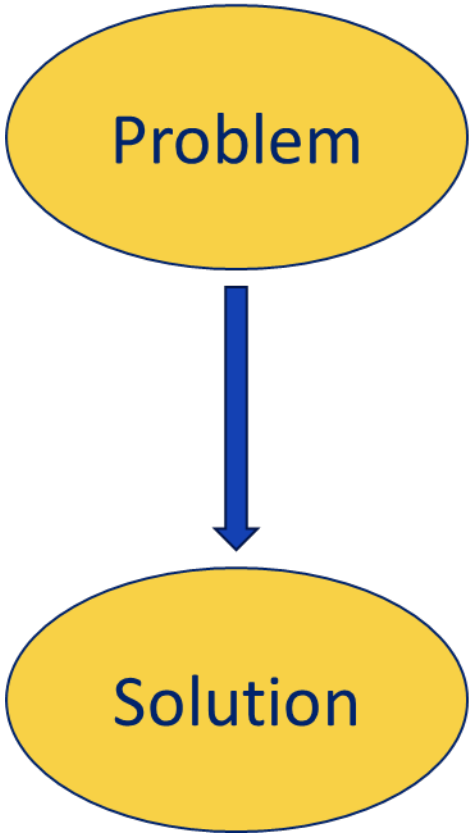
Teams trained in TIPS are more likely to:

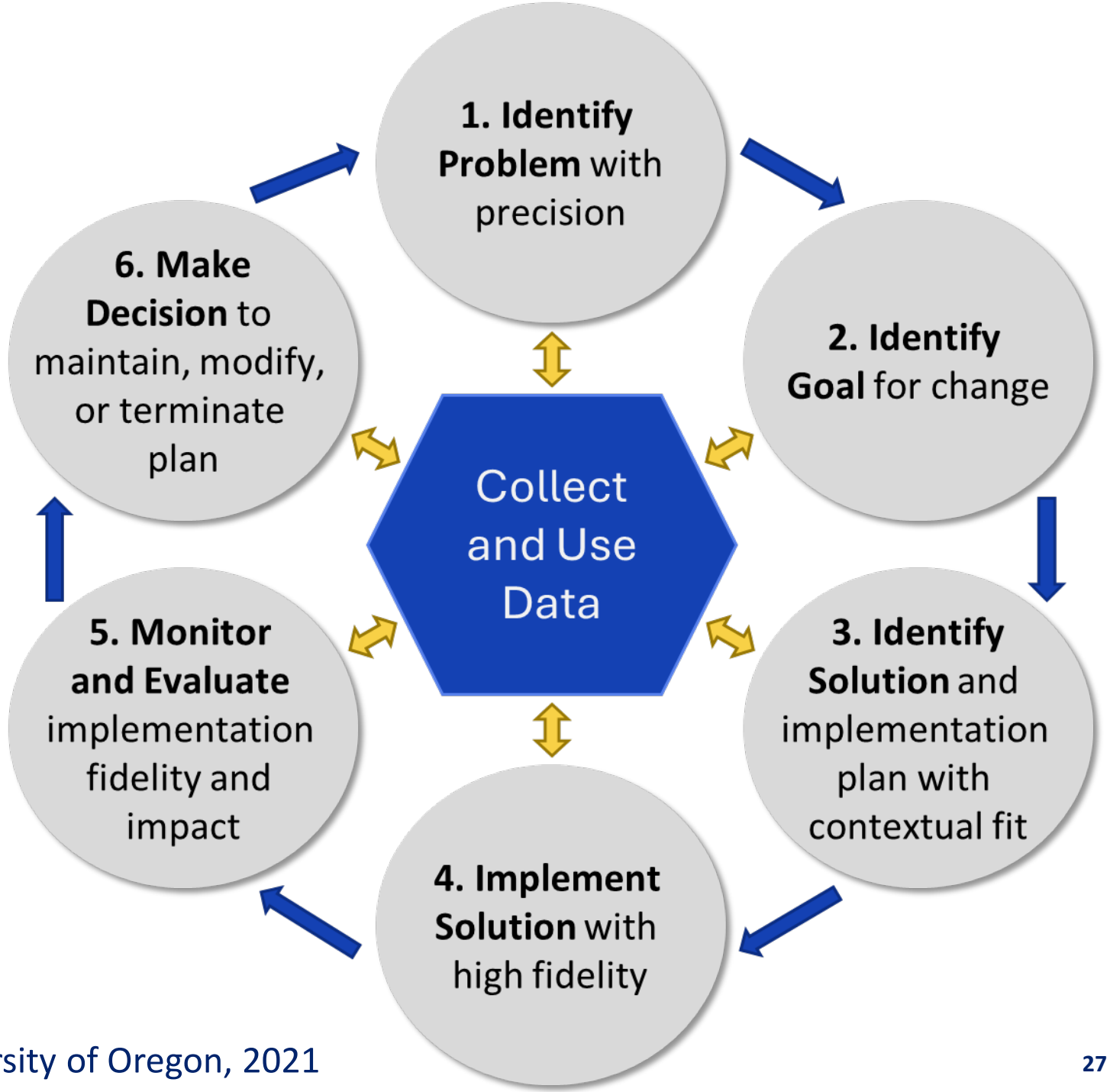
- **Use data** to define problems with **precision**
- Generate **goals and solutions** that **align** with precise problem statement
- Identify **timelines** as well as **fidelity** and **outcome measures**
- **Solve problems** leading to implementation fidelity and **positive student outcomes**

Algozzine et al., 2016; Horner et al., 2018; Newton et al., 2012; Todd et al., 2011

Improving Team Decision-Making

From → **Problem Solving**





TIPS Core Components

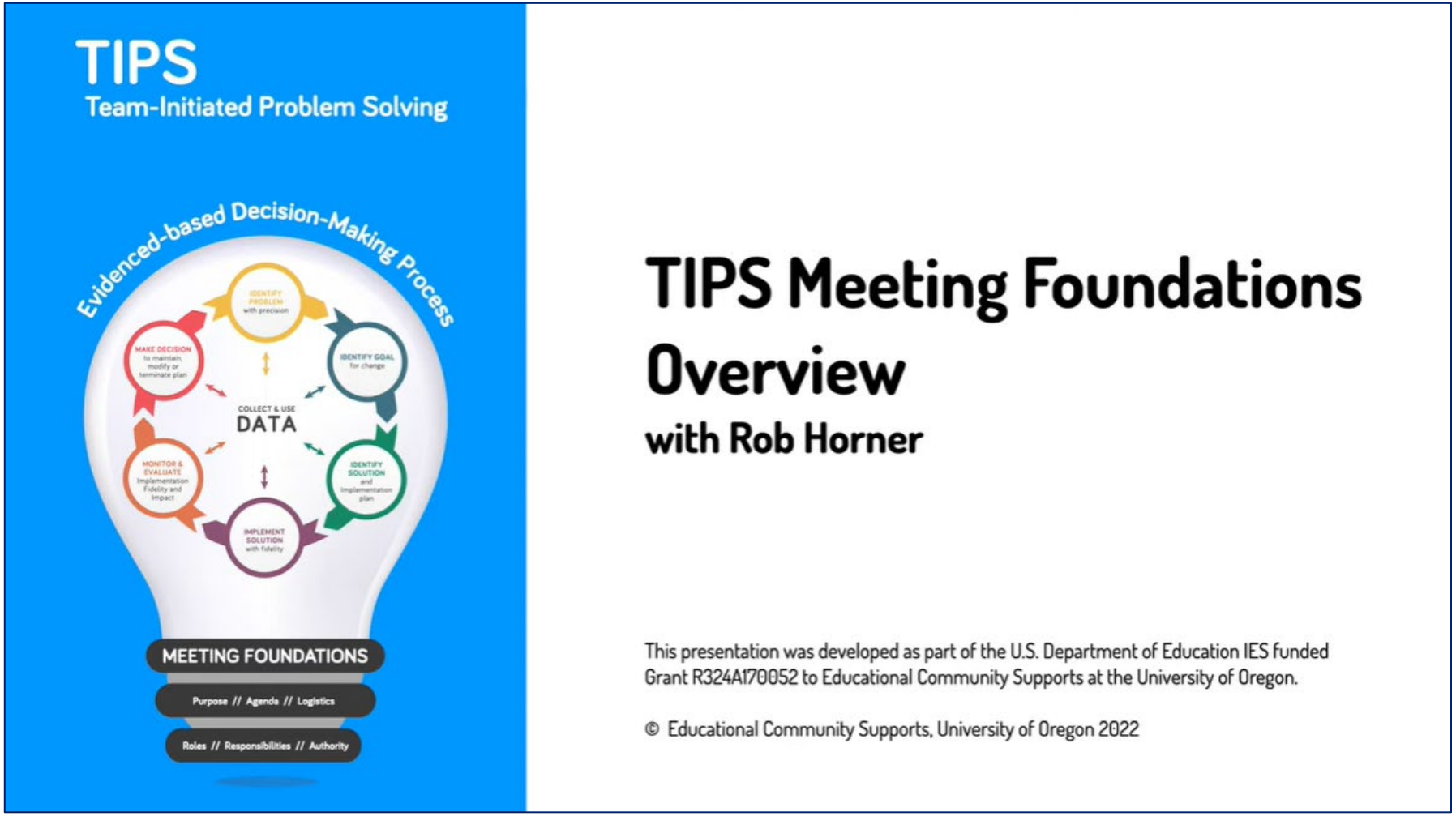
1. Meeting Foundations		
Teaming	Process	Data

2. Effective Problem Solving		
Identifying problems with precision	Defining goals	Selecting solutions that fit the problem and the context

3. Implementing Decisions		
Implementing solutions with high fidelity	Using data for progress monitoring effectiveness	Adapting supports in response to changes over time

Adapted from Chaparro, E. et al., (April 2022)

Watch: TIPS Meeting Foundations



Watch TIPS Meeting Foundations Overview on YouTube

TIPS Meeting Foundations

Elements of meeting foundations

- Purpose of the meeting is clear and functional
- Team agreements about meeting processes are defined
- Roles and responsibilities are defined
- Team member communication agreements are developed
- Meeting schedule and location is determined
- Consistent, established, shared meeting minutes form is used with fidelity

The structure of meetings lays the foundation for efficiency and effectiveness.

Stop and Reflect

- What organizational tools have helped keep your team “afloat“?
- What unseen work goes into meeting foundations that helps ensure smooth gliding?
- If you were to change one thing about your team’s current meeting foundations to help “get your ducks in a row,” what might it be?

“Teams are more successful when they are well organized, clear about their purpose, and use data to solve problems.”
(Chaparro et. al., 2022)

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Terms of Reference (TOR)

TOR Components

Components

TORs assist teams in defining:

- Mission statements
- Norms/agreements
- Team purposes
- Meeting schedules
- Memberships and roles
- Decision-making methods
- Authorities and resources

Name/Position	Role/Responsibility

Handout

Component	Guiding Questions	Team Decisions
Purpose	What are the main purposes of the team?	
Decision-Making	Over what decisions or processes does the team have authority? What are the limits of the team's decision making?	
Meeting Schedule	What is the upcoming meeting schedule? Where does the team meet?	
Communication Protocols	Where are meeting minutes and supporting documents stored? How does this team communicate	

Watch: Reviewing the TOR

Watch A Team Using TIPS: Tier I Coordination Meeting on YouTube; stop video at 1:48

SLT Purpose Example

The **purpose** of the SLT is to support the building-wide implementation of the components of an MTSS framework by:

- Planning, coordinating, and evaluating implementation efforts
- Communicating implementation efforts to school staff, community, and district leadership
- Planning and/or providing for professional development and technical assistance for school staff around the application of the tools/materials and key concepts discussed during team training
- Developing and/or accessing resources for implementation purposes

SLT Goals and Objectives Examples

- Monitor implementation of R-TFI features
- Problem-solve school-level trends in screening data
- Monitor assessment and instruction fidelity
- Support GLTs

TOR Norms
Team norms example

Respect

- Before meeting: complete tasks, inform facilitator of absence/tardiness
- During meeting: stay focused and avoid distractions
- Start and end meeting on time

Relevance

- Make data-based decisions based on precision statements (what, where, when, who, why, and how often)

Reality

- Think about feasibility, social acceptability, and contextual fit when designing implementation plans

Take care of your needs

Respect each other's needs and learning styles

- Listen actively and with respect

Speak your truth

- Use "I" statements
- Ask what you need to understand and contribute

Push your growing edge

- Participate and struggle together
- Expect a lack of closure

Example Team Meeting Schedule

SLT schedule

Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Review R-TFI Results	Review Screening Data	Update on Activities	Update on Activities	Review Screening Data	Update on Activities	Update on Activities	Update on Activities	Review Screening Data	Conduct R-TFI

Bridging
how
we work
together to
who does what
and
why it matters

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Meeting Foundations Self-Assessment

Characteristics	Yes (Y), No (N), Inconsistent (?)
Start on time	
Have separate role assignments (e.g., facilitator, minute takers)	
Start with previous meeting minutes to review items or progress on previous discussions	
Have a public agenda format and screenshare minutes	
Schedule upcoming meeting(s)	
Team members participate regularly and promptly	
Decision-making authority is present during meeting	
Distribute meeting minutes within 24 hours	
End on time (or agree to extend and end at that time)	

Where do you see consistencies?

Where do you see room for improvement?

Roles and Responsibilities

Roles for teams using TIPS

- Facilitator
- Minute Taker
- Data Analyst(s)
- Team Member(s)

Roles and Responsibilities Cont'd

Handout

Facilitator Responsibilities

Before the Team Meeting:

- Facilitator advises the Backup Facilitator in advance if they are unable to attend the meeting so that the Backup Facilitator is prepared to assume role.
- Asks team members for "New Business" agenda items; adds items to the agenda list (including Potential New Problems identified by team members).
- Disseminates list of agenda items to Minute Taker and to other team members.
- Prompts data leads to pre-populate Minute From with relevant data **prior** to the meeting.
- Prepares needed notes from those not attending the meeting.
- Reserves the meeting room/sets the virtual meeting link and disseminates.

During the Team Meeting:

- Starts the meeting on time.
- Determines date, time, and location of the next meeting. (It is **highly** recommended that the schedule of team meetings be established in advance for the entire year, rather than on a meeting-by-meeting basis.)
- Ensures the roles for the next meeting are covered.
- Coordinates the "flow" of the meeting by initiating and managing discussion of:
    - Reviewing the agenda and norms for meeting.
    - Quickly reviewing the previous meeting minutes.
    - Reviewing the current status of Previously Defined Problems:
        - **Is our plan being implemented, and is it working?** (*Develop and implement an Action Plan; evaluate and revise an Action Plan.*)

Facilitator Responsibilities and Skills

Before Meeting

- Asks for agenda items
- Provides items to Minute Taker
- Sets and disseminates virtual meeting link **or** reserves meeting room
- Prepares needed notes from those not attending the meeting

During Meeting

- Starts meeting on time
- Manages the "flow" of meeting
- Prompts team members (as necessary) with the TIPS process
- Is an active participant in the meeting
- Reviews date, time, and location of next meeting
- Ends on time

Skills

- Asks questions—be curious!
- Implements group norms or agreements
- Keeps meeting on track (or navigate back on track when needed)
- Ensures team is remaining focused on and using relevant and timely data during the meeting process

Adapted from TIPS II Training Manual, 2013; University of Oregon, Educational & Community Supports

Minute Taker Roles and Responsibilities

Before Meeting

- Collects agenda items from Facilitator
- Prepares TIPS Meeting Minutes form, including content from Data Analyst(s) as appropriate
- Is prepared to project/share TIPS Meeting Minutes

During Meeting

- Records decisions on TIPS Meeting Minutes
- Asks for clarification of tasks, problem statements, and decisions necessary
- Is an active participant in meeting

After Meeting

- Cleans up TIPS Meeting Minutes
- Disseminates Meeting Minutes to team within agreed-upon time (e.g., 24 hours)

Skills

- Ability to listen to a discussion and **paraphrase** critical information in typed form
- Fluent with Meeting Minute Guide
- Able to save, edit, and copy Meeting Minute Guides

Adapted from TIPS II Training Manual, 2013; University of Oregon, Educational & Community Supports

Data Analyst(s) Roles and Responsibilities

Before Meeting

- Reviews system and student outcome data and prepares summaries (e.g., across students, school)
- Reviews data on previously defined problems (i.e., frequency/rate for most recently completed calendar month, direction of change in rate since last report, and relationship of change to goal)
- Reviews data and defines potential new problems with draft precision problem statement
- Asks Facilitator to add potential new problems to agenda for meeting
- Drills down or other reports (to share current levels of previously-defined problems or precision statements for potential new problems)

During Meeting

- Leads discussion of previously defined problem **or** potential new problems
- Responds to questions about data; produces additional data on request
- Is an active participant in meeting

Skills

- Knowledge of types and sources of data relevant to implementation efforts
- Fluency in navigating data sets relevant to role to understand meaning and relationship to "big picture"
- Ability to create a story from the data by using multiple data points and sources as needed
- Fluent at gathering and analyzing data to define problems with precision (what, who, where, when, why, how often)
- Promotes team members' understanding of applying an equity lens, recognizing confirmation bias when analyzing data

Adapted from TIPS II Training Manual, 2013; University of Oregon, Educational & Community Supports

Data Analyst's Worksheet

Handout

Data Analyst's Worksheet

Purpose

The purpose of this planning worksheet is to assist those in the role of Data Analyst to prepare for their next meeting. Data analysts may use Sections 1 and 2 to work through potential new problems. Section 3 may be used to prepare for progress monitoring previously defined problems (e.g., implementation decisions). Some data analysist may choose to enter data and draft problems directly into the Meeting Minute Guide.

School/Team:

Meeting Date:

Section 1

Status report of the school's big picture view of data and relationship to National Data or Desired Targets

Handout 07: Data Analyst's Worksheet

Team Member Roles and Responsibilities

Before Meeting

- Recommends agenda items to Facilitator

During Meeting

- Assists in analysis/interpretation of data; determines whether a new problem exists
- Ensures new problems are defined with precision (what, who, where, when, why, how often) and accompanied by a Goal and Timeline
- Discusses/selects solutions and corresponding evaluation data (fidelity and outcome) for new problems

For previously-defined problems with existing solution actions:

- Reports on implementation status (e.g., not started, partially implemented, implemented with fidelity, stopped)
- Suggests how implementation of solution actions could be improved
- Analyzes/interprets data to determine whether implemented solution actions are working
- Is an active participant in meeting

Skills

- Willingness to listen and consider all perspectives
- Exhibits mutual respect
- Encourages fellow Team Members

Adapted from TIPS II Training Manual, 2013; University of Oregon, Educational & Community Supports

Bridging
how
we work together to
who does what
and
why it matters

Who is responsible?

Activity

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Test Your Knowledge: Who is Responsible?

Action	Person Responsible
Sets meeting location/link	?
Recruits items for agenda	?
Inputs/links data prior to the meeting	?
Is prepared to project/share meeting minutes	?
Keeps discussion focused	?
Records topics and decisions on agenda/minutes	?
Ensures that problems are defined with precision	?
Ensures that solutions have action plans	?
Provides “drill down” data during discussion	?
Ends meeting on time	?
Prepares minutes and sends to all members	?

Test Your Knowledge: Who is Responsible? (Answers)

Action	Person Responsible
Sets meeting location/link	Facilitator
Recruits items for agenda	Facilitator
Inputs/links data prior to the meeting	Data Analyst
Is prepared to project/share meeting minutes	Minute Taker
Keeps discussion focused	Facilitator
Records topics and decisions on agenda/minutes	Minute Taker
Ensures that problems are defined with precision	Team Member
Ensures that solutions have action plans	Team Member
Provides “drill down” data during discussion	Data Analyst
Ends meeting on time	Facilitator
Prepares minutes and sends to all members	Minute Taker

Bridging
how
we work together to
who does what
and
why it matters

How do the key roles previously defined align with your experience?

Reflection

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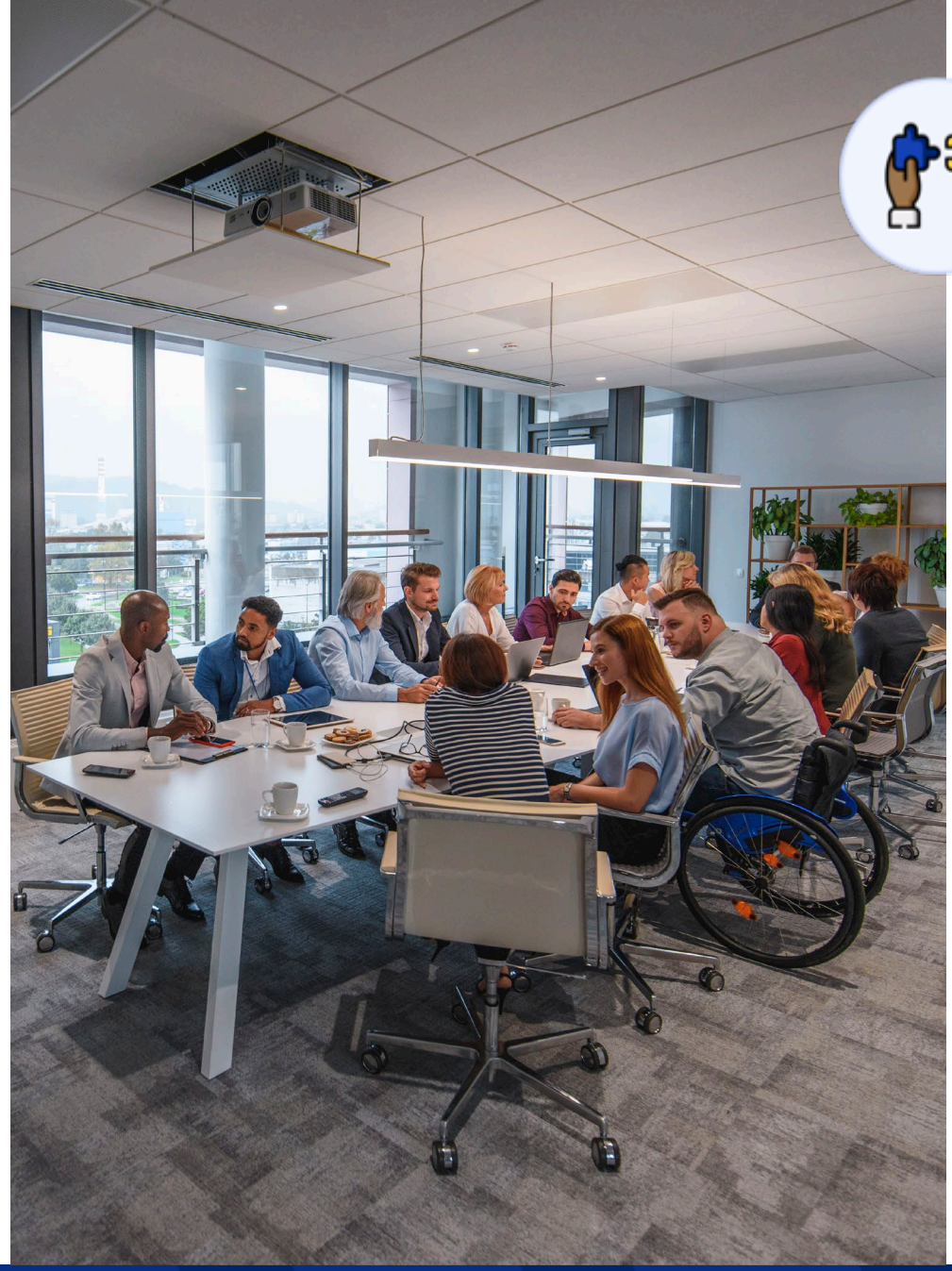
Team Activity

- Complete a TOR (pages 8–10 in Handout 04: Participant Packet)
- You may skip around in the document and complete items out of order
- You may add an item if the team determines it is needed

Goal:
Complete the TOR



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TOR Example

TORs assist teams in defining:

- Mission Statement
- Norms/Agreements
- Team Purpose
- Meeting Schedule
- Membership and Roles
- Decision-Making Method
- Authority and Resources

Name/Position	Role/Responsibility

Handout

Component	Guiding Questions	Team Decisions
Purpose	What are the main purposes of the team?	
Decision-Making	Over what decisions or processes does the team have authority? What are the limits of the team's decision making?	
Meeting Schedule	What is the upcoming meeting schedule? Where does the team meet?	
Communication Protocols	Where are meeting minutes and supporting documents stored? How does this team communicate	

Reflection

- What are some benefits to completing a TOR?
- What might be some additional items for teams to consider in their TOR?
- Why do roles and responsibilities matter?

Reflection

Homework

Complete a TOR

- Be sure to distribute or house the TOR in the agreed upon method to ensure all Team Members have access to it
- If the TOR is not completed, utilize previously scheduled meeting time to complete the TOR

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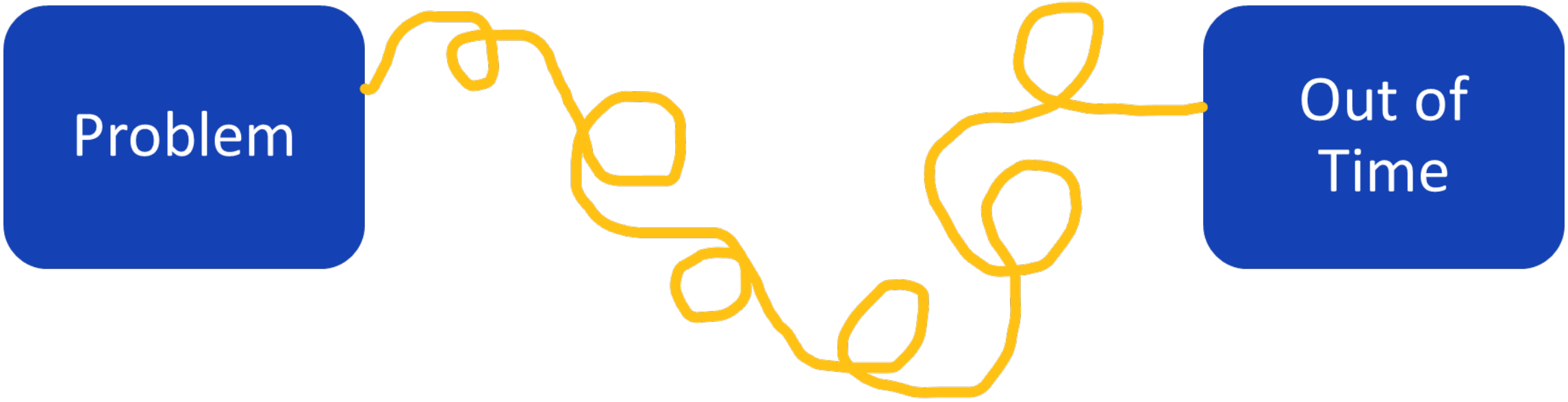
Any Questions or Clarifications?

TIPS Meeting Minute Guide

Organizing for an Effective Problem-Solving Conversation...

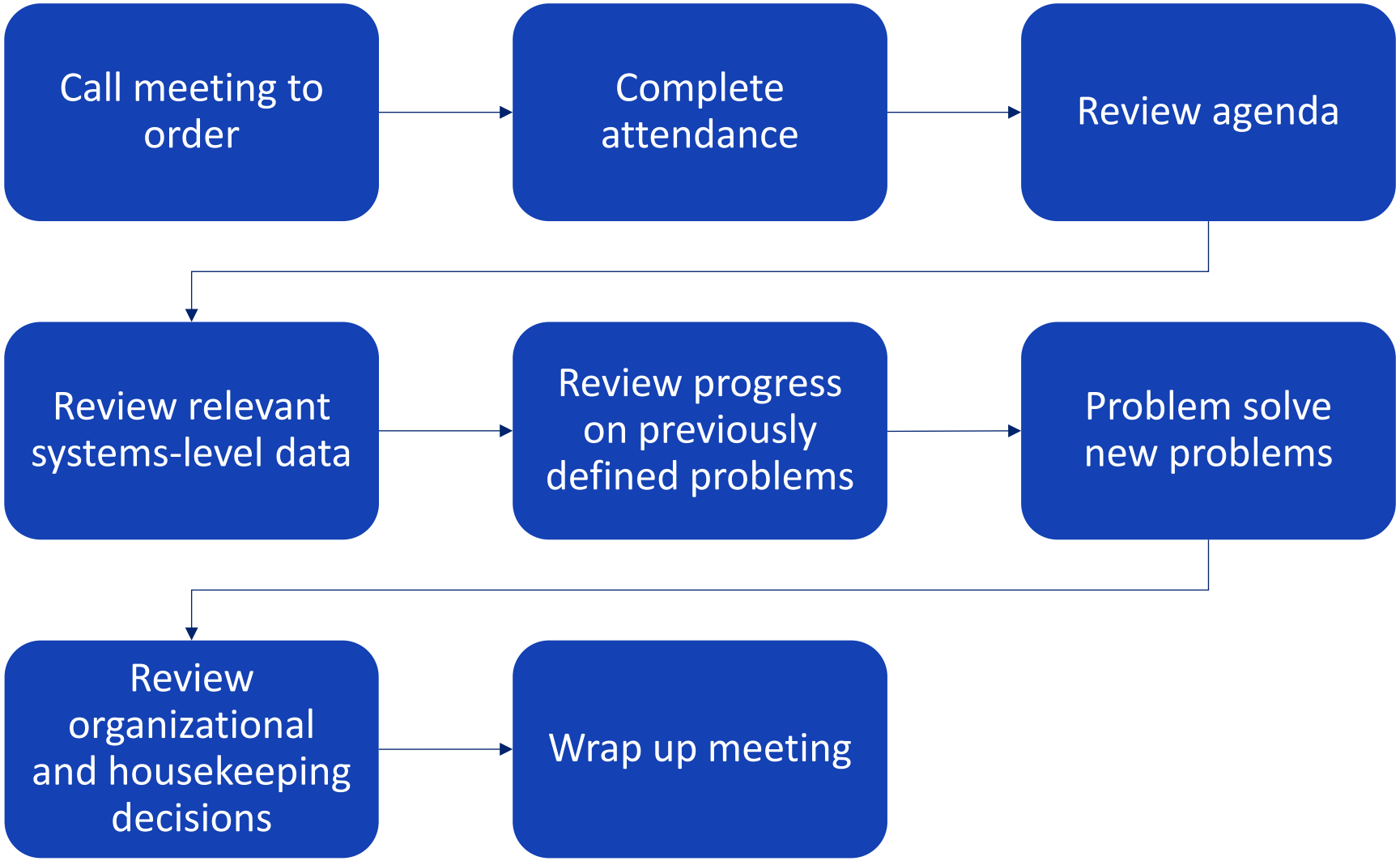


Effective Teaming with TIPS Reflection

How are **school-wide** decisions currently made in the school related to:

- Academic instruction
- Social, emotional, behavioral instruction

General *Flow* of a TIPS Meeting



Adapted from TIPS Training Material, 2013; University of Oregon, Educational & Community Supports

Purpose of the TIPS Meeting Minute Guide

Before the meeting

- Define agenda
- Clarify start/stop time
- Pre-populate relevant data (e.g., previous problems, systems level progress monitoring, new problems)

During the meeting

- Organize agenda item time allocation/prioritization
- Ensure that data are used for systems-level progress monitoring and previous problem review
- Ensure that new problems are defined with precision
- Ensure that goals and solutions are comprehensive, have an action plan, and are linked to the problem
- Record "decisions," **not** excessive discussion dialogue
- Document organizational/housekeeping items
- Assess meeting process and effectiveness

After the meeting

- Record for review and accountability
- Guide and reminder for tasks between meetings

Using the TIPS Meeting Minute Guide

Documentation

- Logistics of meeting
- Progress monitoring of current system-level data and previous problem-solving data
- New problem solving
- General organizational and housekeeping items

Review

- Snapshot of meeting decisions over time
- Ensures follow-through of tasks from previous meeting
- Tracking of meeting evaluation data over time

Visual Tracking

- Encourages all members' participation
- Prevents repetition
- Encourages completion of tasks

Projecting the TIPS Meeting Minute Guide

A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

Watch: Getting Started, Example

Watch TIPS Training Meeting 1 on YouTube; only play from 0:00–0:45

Watch: Getting Started, Non-Example

Watch TIPS Training Meeting 2 on YouTube; only play the first 0:45

TIPS Meeting Minute Guide (1 of 4)

Handout

Meeting Details

Enter school name	Date	Start Time	End Time	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting	Enter Date	Start Time	End Time	Enter Text	Enter Name	Enter Name	
Next Meeting	Enter Date	Start Time	End Time	Enter Text	Enter Name	Enter Name	

Meeting Information and Roles

Team Members and Attendance (Place X to left of name if present)

	Name		Name		Name		Name
☐	Enter Name	☐	Enter Name	☐	Enter Name	☐	Enter Name
☐	Enter Name	☐	Enter Name	☐	Enter Name	☐	Enter Name
☐	Enter Name	☐	Enter Name	☐	Enter Name	☐	Enter Name

Team Members

Agenda Items

Today's Agenda Items	Agenda Items for Next Meeting
1. Enter Text	1. Enter Text
2. Enter Text	2. Enter Text
3. Enter Text	3. Enter Text
4. Enter Text	4. Enter Text
5. Enter Text	5. Enter Text
6. Enter Text	6. Enter Text

Agenda Items

TIPS Meeting Minute Guide (2 of 4)

Handout

Systems Overview

Systems Overview

Overall Status Tier/Content Area	Measure Used	Data Collection Schedule	Current Level/Rate
Enter Text	Enter Text	Enter Text	Enter Text
Enter Text	Enter Text	Enter Text	Enter Text

TIPS Meeting Minute Guide (3 of 4)

Handout

Problem Solving Process: Situation 1

Date of Initial Meeting	Enter Date			Date of Review Meeting:	Enter Date
Primary Problem	Enter Text				
Precise Statement *(What? When? Where? Who? Why? How Often?)*	Goal and Timeline *(What? By When?)*	Solution Actions *(By Whom? By When?)*	Identify Fidelity and Outcome data *(What? When? Who?)*	Did it Work? *(Review current levels and compare to goal)*	
Enter Text	Enter Text	Enter Text	Fidelity Data: Enter Text	Fidelity Data:	Outcome Data (Current Levels): Enter Text
Current Levels: Enter Text			Outcome Data: Enter Text	Level of Implementation Choose an item.	Comparison to Goal: Choose an item.
				Next Steps: Choose an item.	Notes: Enter Text

Problem Solving Process

TIPS Meeting Minute Guide (4 of 4)

Handout

Organization/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?
Enter Text	Enter Text	E	r Text	Enter Text
Enter Text	Enter Text	E	r Text	Enter Text
Enter Text	Enter Text	Enter Text	Enter Text	Enter Text

Organization and Housekeeping Items

Evaluation of Team Meeting

Evaluation of Team Meeting	Our Ratings
Was today's meeting a good use of our time?	Choose an item.
In general, did we do a good job of ***tracking*** whether we're c mple at previous meetings?	Choose an item.
In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings?	Choose an item.
In general, are the completed tasks having the ***desired effects*** on identified outcomes?	Choose an item.
Did meeting ***start on time?***	Choose an item.
Did meeting ***end on time?***	Choose an item.

Meeting Evaluation

Watch: Meeting Evaluation

Watch TIPS Training Meeting 1 Video on YouTube; start video at 11:00 and play

Critical Features for Meeting Minute Documentation

Handout

Critical Features of Meeting Minutes

--Include these Critical Features if TIPS Meeting Minutes are modified--

Meeting Minutes serve as documentation and guidance for decisions made during problem-solving and/or coordination/planning team meeting includes sections and prompts to guide and prompt recording of relevant, accurate, and succinct information across the following areas:

Meeting Demographics: Information related to meeting logistics, roles, agenda, and announcements

Critical Information to Document

- Roles, Agenda Items, and Announcements (if appropriate)
- Current Meeting date, time, and location including Role/Assignments
- Next Meeting date, time, location, Role/Assignments (if rotating), potential agenda items
- Regular team member list and/or documentation of meeting participants

Overall Systems Status Update: Information and data related to team purpose or goals regarding the fidelity with which curriculum and practices are being implemented

Critical Information to Document

- Implementation Fidelity (e.g., measure used, schedule for data collection and review)
- Big Picture Outcomes (e.g., measure used, schedule for data collection and review)

Problem-Solving, Action Planning, and Evaluation: Data-based decision making regarding targeted

Test Your Knowledge: Where Does This Agenda Item Go?

1. The staff meeting date needs to change
2. Meeting attendees
3. Goal and Timelines for a newly identified problem
4. Was this meeting a good use of our time?
5. Academic or SEBH spring screening data
6. Outcome data reporting impact of solutions on a previous problem
7. Semi-annual R-TFI or TFI data

Options Key:

- Team Members and Attendance
- Systems Overview
- Previously Defined Problems
- New Problem-Solving Process
- Organization/Housekeeping
- Meeting Evaluation

Test Your Knowledge: What Type of Agenda Item? (Answers)

1. The staff meeting date needs to change
2. Meeting attendees
3. Goal and Timelines for a newly identified problem
4. Was this meeting a good use of our time?
5. Academic or SEBH spring screening data
6. Outcome data reporting impact of solutions on a previous problem
7. Semi-annual R-TFI or TFI data

Answer Key:

1. Organization/Housekeeping
2. Team Members and Attendance
3. New Problem-Solving Process
4. Meeting Evaluation
5. Systems Overview
6. Previously Defined Problem
7. Systems Overview

TIPS Fidelity Checklist

Ensuring implementation of meeting foundations

TIPS-Fidelity Checklist

- The TIPS-Fidelity Checklist is a progress-monitoring tool for a team and their coach to use as a guide for planning, implementing, and sustaining best practice meeting foundations and using data for problem solving and decision-making
- The TIPS-Fidelity Checklist ensures the team is implementing the process as intended and thus more likely to achieve intended outcomes

TIPS—Fidelity Checklist

Handout

Meeting Foundation Implementation Items 1–9

Item	Data Source	Scoring Criterion	Meeting Date			
Meeting Foundations Items (1-9)						
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	Meeting Minutes Documentation of Roles and Responsibilities	0= No primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst. 1= Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst. 2= Primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.				
2. Meeting participants have the authority to develop and implement problem-solving solutions.	Administrator confirmation or formal written policy	0= Meeting participants do not have the authority to develop and implement problem solving solutions. 1= Meeting participants have the authority to develop but not implement problem solving solutions. 2= Meeting participants have the authority to develop and implement problem solving solutions.				
3. Meeting started on time.	Direct Observation/ Meeting Minutes	0= Meeting started more than10 minutes late. 1= Meeting started less than 10 minutes late. 2= Meeting started on time.				
4. Meeting ended on time, or members agreed to extend meeting time.	Direct Observation/ Meeting Minutes	0= Meeting ended more than 10 minutes over scheduled time. 1= Meeting ended 10 minutes over scheduled time. 2= Meeting ended on time or members agreed to extend meeting time.				
5. Team members attend meetings promptly and regularly.	Meeting Minutes, Team Roster, Direct Observation	0= Less than 75% of team members attend meetings promptly and regularly. 1= Although team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early. 2= More than 75% of team members (with exception of administrator) attend meetings regularly, promptly and remain present until the meeting has concluded.				

Foundational Team Activity

- Review roles and responsibilities
- Review critical features of meeting minutes
- Review TIPS Meeting Minute Guide

Goal:

- Become familiar with the TIPS Meeting Minute Guide
- Assign roles (including backups) for the first 3–6 months

Homework Activity

Team materials location

House TIPS materials (including the TIPS Meeting Minute Guide) in the agreed upon method to ensure all Team Members have access to them.

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Questions or Clarifications?

Section 3

Effective Problem Solving

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TIPS Core Components (2)

1. Meeting Foundations		
Teaming	Process	Data

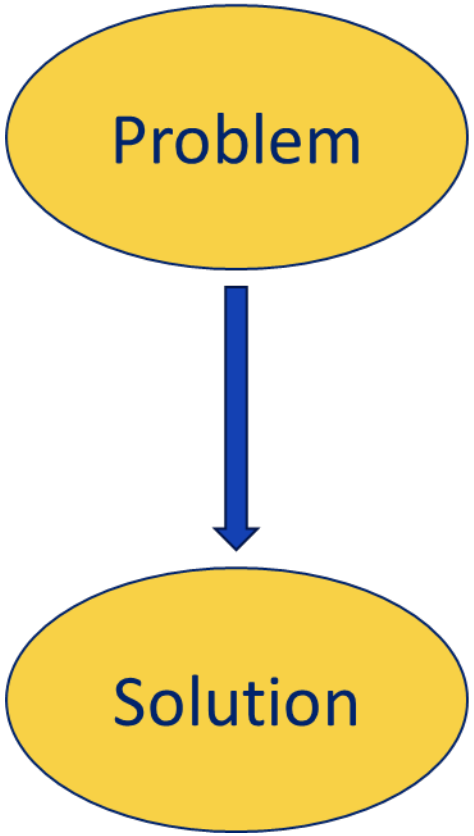
2. Effective Problem Solving		
Identifying problems with precision	Defining goals	Selecting solutions that fit the problem and the context

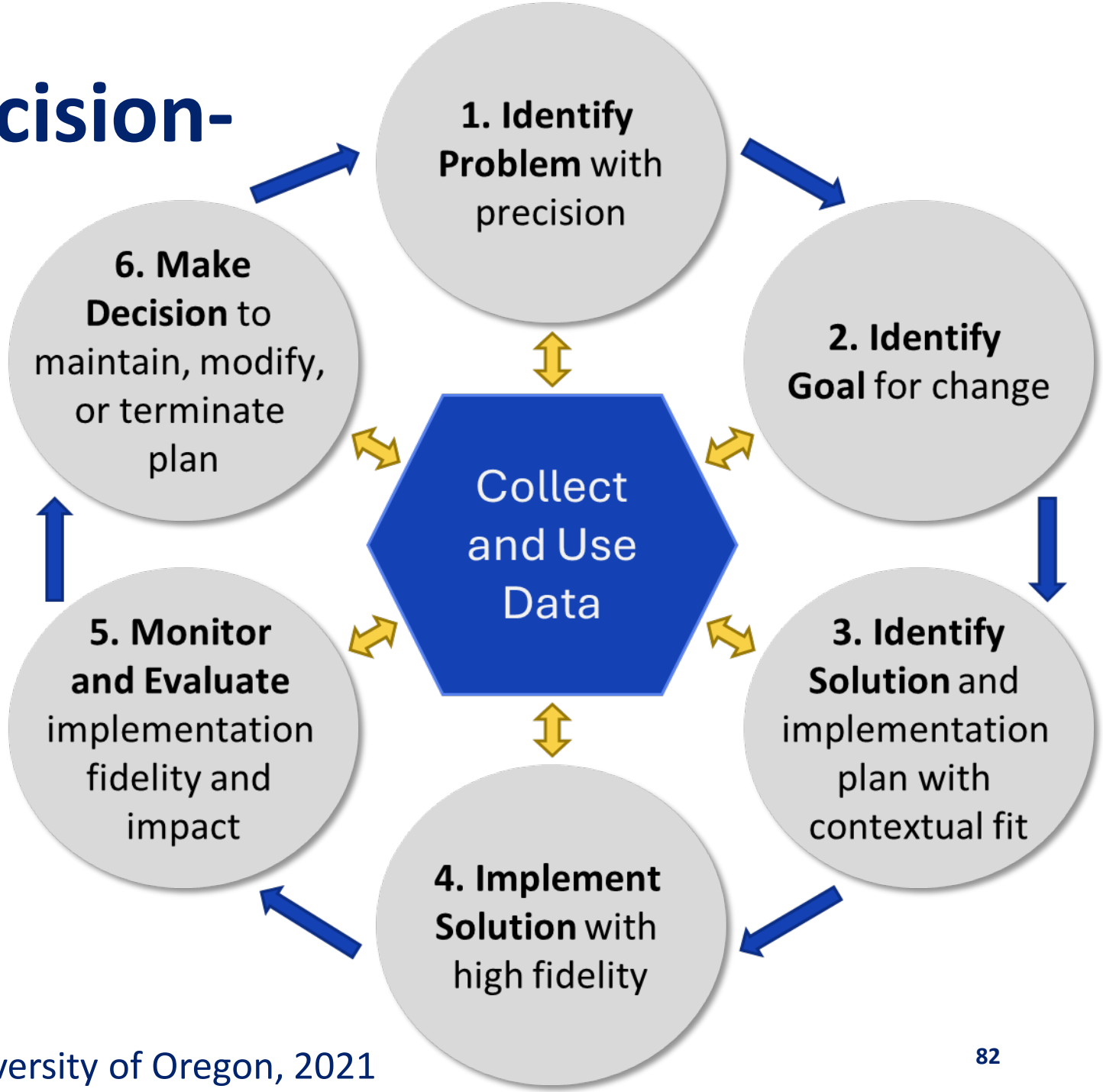
3. Implementing Decisions		
Implementing solutions with high fidelity	Using data for progress monitoring effectiveness	Adapting supports in response to changes over time

Adapted from: Chaparro, E. et al., (April 2022)

Improving Team Decision-Making (1 of 2)

From → **Problem Solving**





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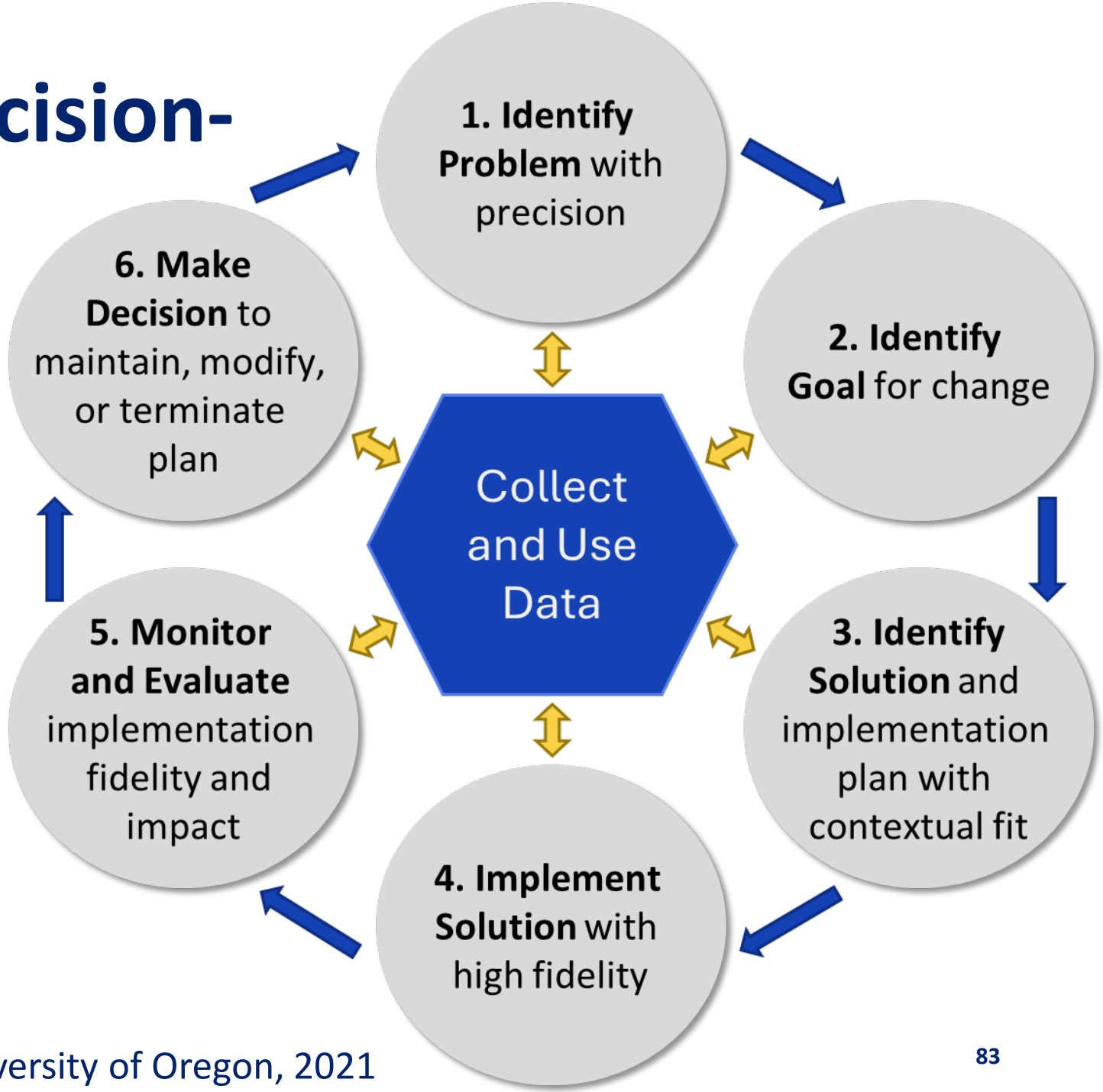
Improving Team Decision-Making (2 of 2)

TIPS model



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Watch: TIPS Recap

TIPS Problem-solving Process Overview

with Rob Horner

This presentation was developed as part of the U.S. Department of Education IES funded Grant R324A170052 to Educational Community Supports at the University of Oregon.

Watch TIPS Framework 3/8: TIPS Problem Solving Process Overview on YouTube

Importance of Data (1 of 2)

"Don't expect data to give you the answer. The data will help you ask the right questions."

–Dr. Rob Horner

Importance of Data (2 of 2)

- **Compare with what's typical**

How are we doing compared to what's typical?

- **Emphasize trend data**

How does it compare with before?

- **Compare to national, state, or local trends**

How does it compare with peers?

- **Consider and give credence to "how it feels"**

Are we comfortable with the data compared to what we expect? Is it okay given our community norms?

- **Expect graphs to tell a story**

Can this information be used to tell a story?

Decision Support Data System

Best practices

1. There is someone accountable for the Decision Support Data System
2. Staff have access to relevant data for making decisions for program improvement
3. Data are useful and usable
4. Staff have a process for using data for decision-making
    - Team members understand applying an equity lens, recognizing confirmation bias

Why Does Your School Need a Decision Support Data System?

- Promotes ongoing quality improvement
- Builds systems to progress monitor
- Ensures examination of
  - Fidelity data: data that measures the extent to which the strategy, program, or practice has been implemented as intended
  - Outcome data: data that measures the impact of the strategy, practice, or program (results)
  - Program or process data: data that are relevant to administration of the strategy, program, or practice
- Provides opportunities to celebrate success

SISEP & NIRN (n.d.)

School-Level Data

Systems: Academic	Systems: SEBH	Student Outcome: Academic	Student Outcome: SEBH
• R-TFI • TIPS-Fidelity Checklist • Practice Specific Walkthroughs (e.g. Recognizing Effective Special Education Teachers [RESET] Rubric for Explicit Instruction)	• TFI 3.0 • TIPS-Fidelity Checklist • Benchmarks of Quality (BoQ) • Self-Assessment Survey (SAS) • Practice specific walkthroughs (e.g. Classroom Management Observational Tool [CMOT])	• Universal Screening Data (e.g., Dynamic Indicators of Basic Early Literacy Skills [DIBELS], aimswebPlus, STAR, NWEA, I-Ready*) • State Assessment Results • Student and Family Perception Survey	• Discipline Data (e.g. Office discipline referrals, suspensions) • Behavior Screener (e.g. Behavior Intervention Monitoring Assessment System [BIMAS]) • Student and Family Climate Survey

*DIBELS, aimswebPlus, STAR, NWEA, and I-Ready are names of different vendor's assessment products.

Identify Your School-Level Data

Systems: Academic	Systems: SEBH	Student Outcome: Academic	Student Outcome: SEBH

Step 1: Developing a Precise Problem Statement

Problems? What Problems?

A problem is a discrepancy between what you've got and what you want.

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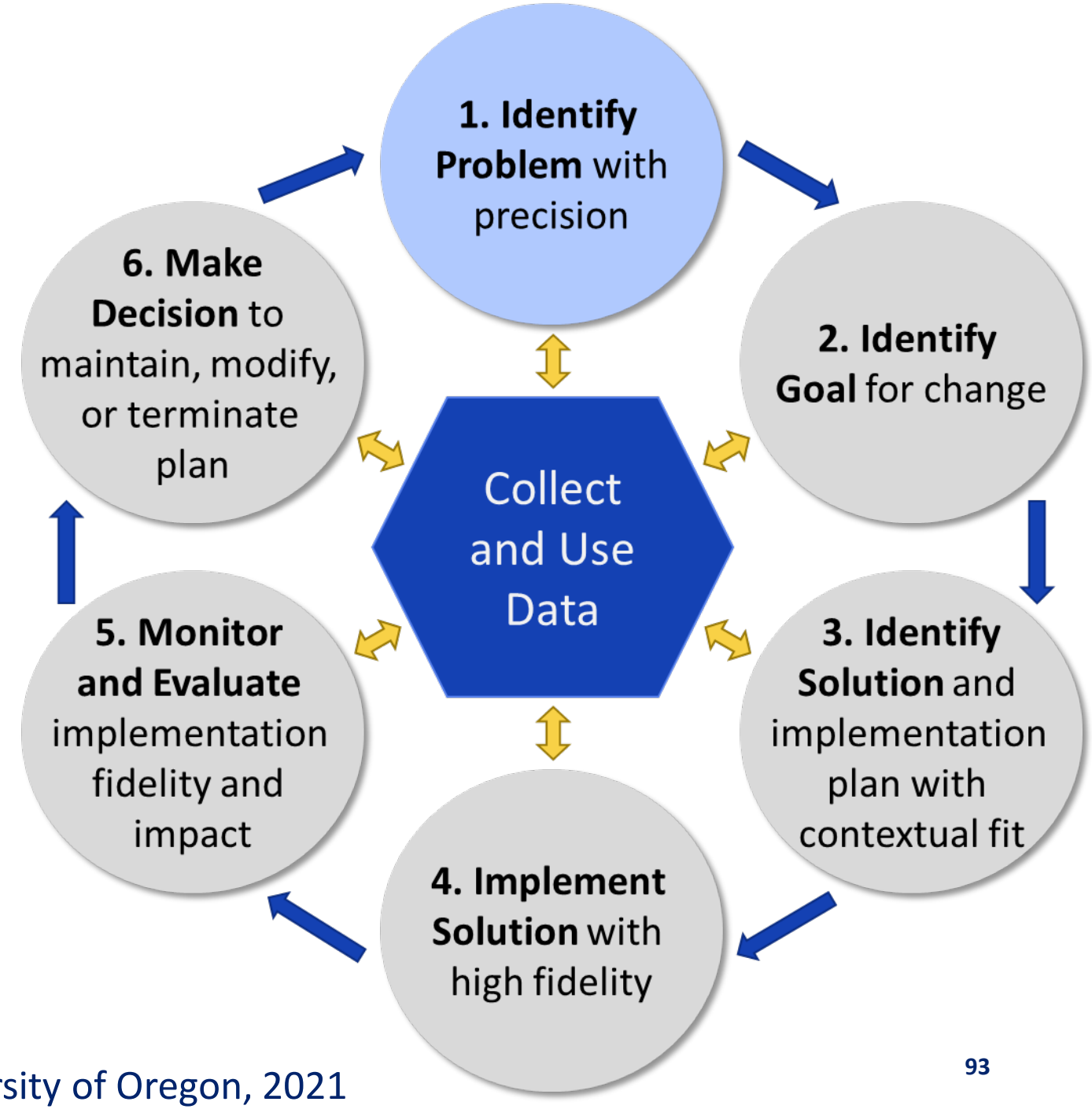
TIPS Model



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TIPS Precise Problem Solving

What to Do	Questions to Ask
Identify Problem with Precision	• **What is the problem? Who? What? Where? When or how often? Why?**
Identify Goal for Change	• How do we want the problem to change? • What evidence do we need to show that we have achieved our goal?
Identify Solution and Implementation Plan with Contextual Fit	• How are we going to solve the problem? • How are we going to bring about desired change? • Is solution appropriate for problem? • Is solution likely to produce desired change?
Implement Solution with High Integrity	• How will we know solution was implemented with fidelity? • Did we implement solution with fidelity?
Monitor and Evaluate Implementation Fidelity and Impact	• Are we solving the problem? • Is desired goal being achieved?
Make Decision to Maintain, Modify, or Terminate plan	• Has the problem been solved? • Has desired goal been achieved? What should we do next?

Common Questions Used During the Problem Solving Process

- What does that look like?
- How do you know?
- What information do we need to make a good decision?
- Is there data that supports that hypothesis?
- How frequently does that occur?
- I'm not quite sure I understand, could you help me understand more clearly?
- Is this data aligned with our previous data (or goals and actions)?
- Can we disaggregate this data further?
- Tell me more about…

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TIPS Problem Solving—Identify the Problem

Handout

Problem Solving Process: Situation 1

Date of Initial Meeting	Enter Date			Date of Review Meeting:	Enter
Primary Problem	Enter Text				
Precise Statement *(What? When? Where? Who? Why? How Often?)*	Goal and Timeline *(What? By When?)*	Solution Actions *(By Whom? By When?)*	Identify Fidelity and Outcome data *(What? When? Who?)*	Did it Work? *(Review current levels and compare to goal)*	
Enter Text	Enter Text	Enter Text	Fidelity Data: Enter Text	Fidelity Data: Enter Text	Outcome Data (Current Levels): Enter Text
Current Levels: Enter Text			Outcome Data: Enter Text	Level of Implementation Choose an item.	Comparison to Goal: Choose an item.
				Next Steps: Choose an item.	Notes: Enter Text

Initial Meeting

Between Meetings

Review Meetings

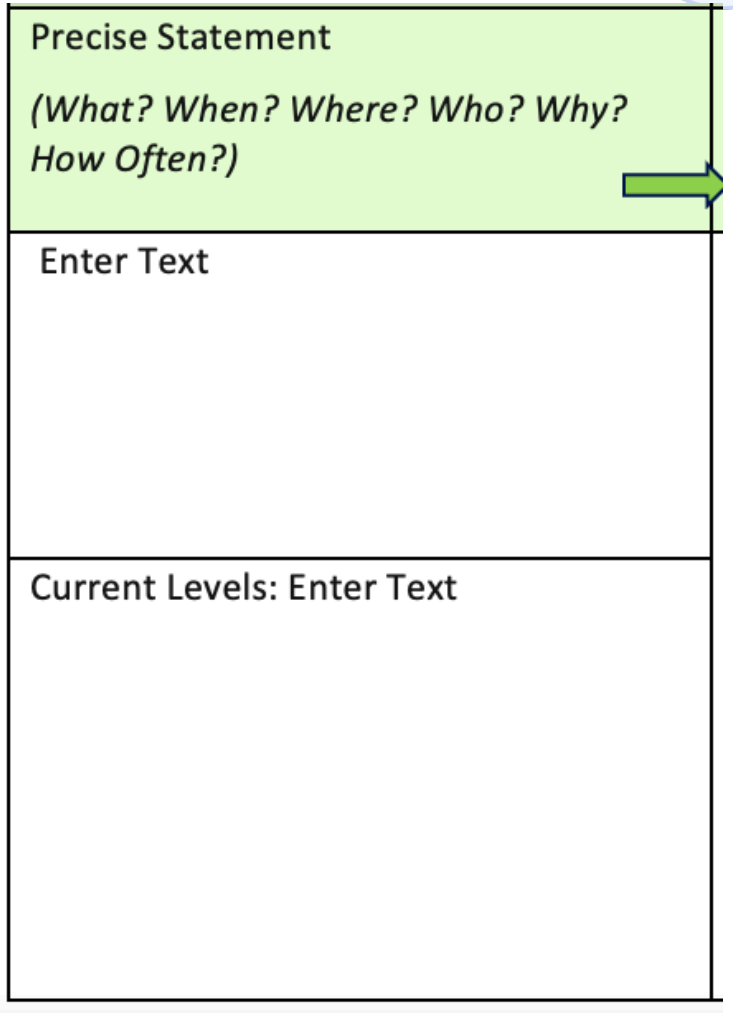
Handout 09: TIPS Meeting Minute Guide

Practicing Problem Solving

Activity

Precise Problem Statement: A statement that puts together the who, what, where, when, why, and how often identified within the systematic review of data

Example: Since (when), (who) in (where) demonstrates/displays (what) due to: (why)



Moving from Primary to Precise Problem Statements: Example One

Primary Problem Statement

- *I'm not exercising as much as I'd like to*

Precision Elements

- What?
- Who?
- Where?
- When?
- How Often?
- Why?

Precise Problem Statement

- **What:** no exercising occurring
- **Who:** self
- **Where:** home
- **When:** during the evening
- **How Often:** 4x/week
- **Why:** working in the evenings after dinner; dislike working out in early morning; teaching an online class; coaching daughter's soccer team

Moving from Primary to Precise Problem Statements: Example Two

Primary Problem Statement

- *There is no time to train staff*

Precision Elements

- What?
- Who?
- Where?
- When?
- Why?
- How Often?

Precise Problem Statement

- **What:** no time to train staff
- **Who:** staff
- **Where:** district
- **When:** during school hours
- **How Often:** all instructional days
- **Why:** District Assistant Superintendent stated, "**No training is possible for staff during school hours** until further notice." **Due to staffing shortages** (10% of staff out per day with 3% substitute coverage), no staff can request leave for professional development during instructional hours (8:35 a.m. to 2:47 p.m.)

Moving from Primary to Precise Problem Statements: Example Three

Primary Problem Statement

- *A district administrator says they have behavioral needs at the high school and are suspending students with disabilities too much*

Precision Elements

- What?
- Who?
- Where?
- When?
- Why?
- How Often?

Precise Problem Statement

- **What:** over suspension
- **Who:** students with disabilities in ninth and tenth grade
- **Where:** classes after lunch
- **How Often:** 17 of 43 students with disabilities in ninth and tenth grade have received at least one In School Suspension (ISS) for skipping class; skipping an average of 56 classes a week; school climate survey finds that 67% of ninth and tenth grade students with disabilities report feeling disengaged and have few close relationships with school staff
- **Why:** attendance policy states three skipped classes = suspension; students report feeling disengaged and have few close relationships

TIPS Team Video

As you watch the video, see if the following questions are answered

- How is the TIPS Meeting Minute Guide being used?
- Are they moving from a Primary to a Precise Problem Statement?
- Do they consider multiple sources and types of data?

Watch A Team Using TIPS: Grade Level Meeting on YouTube; only play 2:00–7:27

Watch: A Team Using TIPS

Watch A Team Using TIPS: Grade Level Meeting on YouTube; only play 2:00–7:27

TIPS Team Video Activity

After watching the video

- How is the TIPS Meeting Minute Guide being used?
- Did they move from a Primary to a Precise Problem Statement?
- Did they consider multiple sources and types of data?

Watch A Team Using TIPS: Grade Level Meeting on YouTube; only play 2:00–7:27

Precise Problem Statement—Model

Handout

Activity

Problem Solving Process: Situation 1

Date of Initial Meeting	Enter Date			Date of Review Meeting:	Enter Date
Primary Problem	Enter Text				
Precise Statement *(What? When? Where? Who? Why? How Often?)*	Goal and Timeline *(What? By When?)*	Solution Actions *(By Whom? By When?)*	Identify Fidelity and Outcome data *(What? When? Who?)*	Did it Work? *(Review current levels and compare to goal)*	
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Current Levels: Enter Text			Outcome Data: Enter Text	Level of Implementation Choose an item.	Comparison to Goal: Choose an item.
				Next Steps: Choose an item.	Notes: Enter Text

Data Analyst's Worksheet Handout

Handout

Data Analyst's Worksheet

Purpose

The purpose of this planning worksheet is to assist those in the role of Data Analyst to prepare for their next meeting. Data analysts may use Sections 1 and 2 to work through potential new problems. Section 3 may be used to prepare for progress monitoring previously defined problems (e.g., implementation decisions). Some data analysist may choose to enter data and draft problems directly into the Meeting Minute Guide.

School/Team:

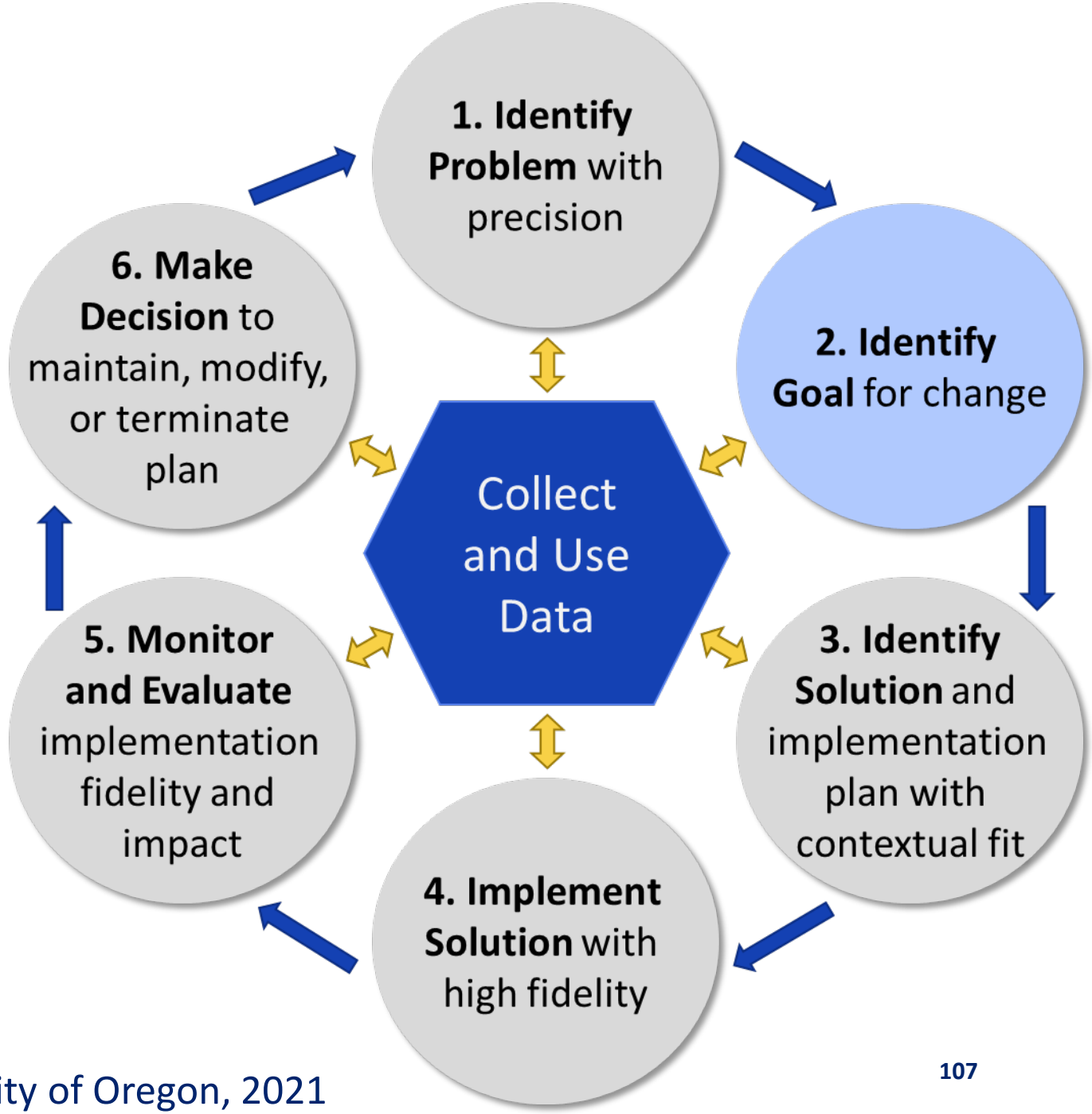
Meeting Date:

Section 1

Status report of the school's big picture view of data and relationship to National Data or Desired Targets

Step 2: Identifying Goals for Change

TIPS Model (2)



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TIPS Precise Problem Solving—Model

What to Do	Questions to Ask
Identify Problem with Precision	• What is the problem? Who? What? Where? When or how often? Why?
Identify Goal for Change	• **How do we want the problem to change?** • **What evidence do we need to show that we have achieved our goal?**
Identify Solution and Implementation Plan with Contextual Fit	• How are we going to solve the problem? • How are we going to bring about desired change? • Is solution appropriate for problem? • Is solution likely to produce desired change?
Implement Solution with High Integrity	• How will we know solution was implemented with fidelity? • Did we implement solution with fidelity?
Monitor and Evaluate Implementation Fidelity and Impact	• Are we solving the problem? • Is desired goal being achieved?
Make Decision to Maintain, Modify, or Terminate plan	• Has the problem been solved? • Has desired goal been achieved? What should we do next?

What Goals Have You Set?

Be healthier—Eat more veggies!

My wallet is always empty—Save more money!

Too distracted—Stop scrolling on my phone!

Not getting work completed—Fewer Zoom meetings!

What more do we need to know to set a goal?

Further Define the Goals You Have Set

Be healthier: to achieve optimal health, I will eat at least 4 servings of vegetables a day (baseline two) by January.

Stop scrolling: to decrease distraction time, I will reduce my time on social media apps from 45 minutes to 15 minutes daily for next six weeks.

Save money: to create an emergency fund, I will increase savings by $1,000 by March (baseline $0).

Get work done: to increase focused work time, all employees will reduce time spent on virtual meetings by 20% by January (baseline individual).

Defining Our Goal

Consider baseline and the following:

- Contextual needs and expectations
- National or state medians
- Benchmark expectations
- Comparisons to similar settings

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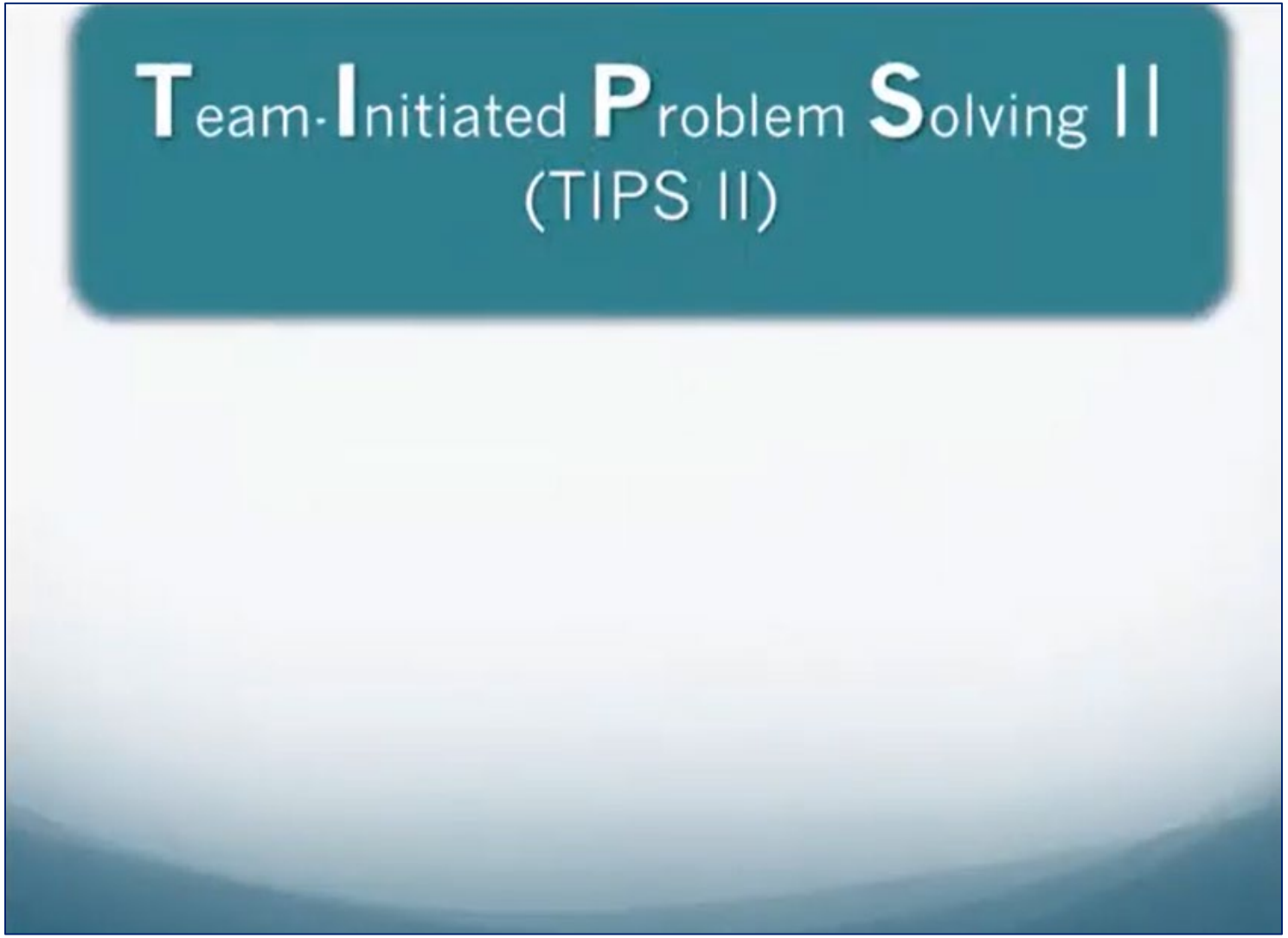
Watch: Identify Goal for Change



Watch TIPS Framework 4/8: Identifying Goals in TIPS on YouTube

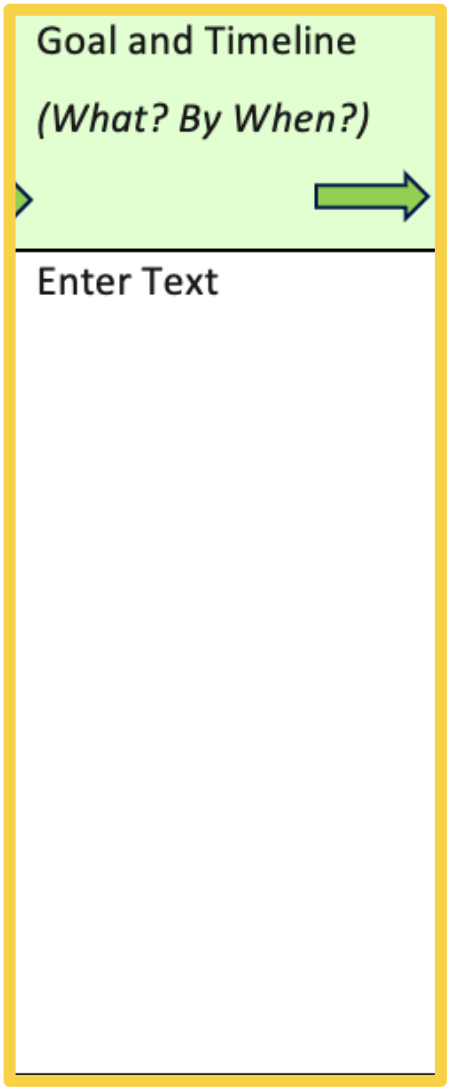
S.M.A.R.T.E. Goals

Setting the S.M.A.R.T.E. goals

- **Specific:** zeroed in on a specific behavior
- **Measurable:** able to be quantified
- **Achievable:** realistic, given the resources available and known growth patterns
- **Relevant:** representing, or reflective of, “big ticket” skills students need
- **Time-bound:** held accountable by setting a deadline for review
- **Equitable:** how the goal will equalize opportunity and growth across groups

S.M.A.R.T.E. Goals—Example

- Goals should be **explicit** and clearly define the context, the subject, the behavior, and the goal. They should also be time-bound.
- When (context), (subject) will (behavior) with (goal) by (time).
- Example for an elementary school building:
  - **When administered the Acadience Reading universal screening assessment, 80% of all third to fifth grade English language learners will demonstrate improved literacy skills as evidenced by a score at or above the benchmark cut point by June 2025.**
  - **When administered the Acadience Reading universal screening assessment, 80% of all third to fifth grade students will demonstrate improved literacy skills as evidenced by a score at or above the benchmark cut point by June 2025.**



S.M.A.R.T.E. Goals—Model Cont'd

Handout

Activity

Problem Solving Process: Situation 1

Date of Initial Meeting		Enter Date		Date of Review Meeting:	Enter Date
Primary Problem		Enter Text			
Precise Statement *(What? When? Where? Who? Why? How Often?)*	Goal and Timeline *(What? By When?)*	Solution Actions *(By Whom? By When?)*	Identify Fidelity and Outcome data *(What? When? Who?)*	Did it Work? *(Review current levels and compare to goal)*	
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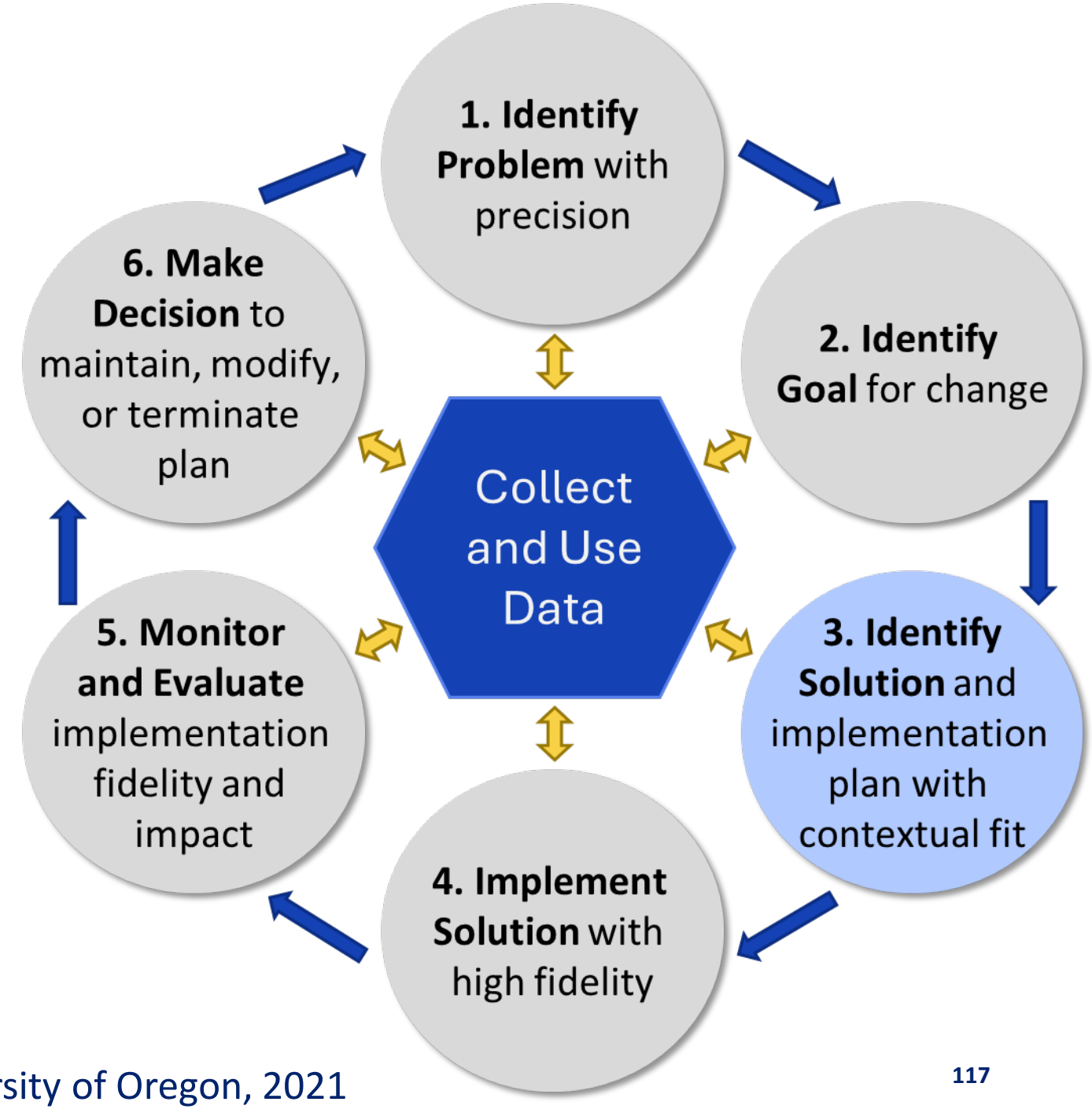
Current Levels: Enter Text			Outcome Data: Enter Text	Level of Implementation Choose an item.	Comparison to Goal: Choose an item.
				Next Steps: Choose an item.	Notes: Enter Text

Step 3: Identify Solution Actions and Create an Implementation Plan with Contextual Fit

TIPS Model (3)



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Problem Solving Model Cont'd

What to Do	Questions to Ask
Identify Problem with Precision	• What is the problem? Who? What? Where? When or how often? Why?
Identify Goal for Change	• How do we want the problem to change? • What evidence do we need to show that we have achieved our goal?
Identify Solution and Implementation Plan with Contextual Fit	• **How are we going to solve the problem?** • **How are we going to bring about desired change?** • **Is solution appropriate for problem?** • **Is solution likely to produce desired change?**
Implement Solution with High Integrity	• How will we know solution was implemented with fidelity? • Did we implement solution with fidelity?
Monitor and Evaluate Implementation Fidelity and Impact	• Are we solving the problem? • Is desired goal being achieved?
Make Decision to Maintain, Modify, or Terminate plan	• Has the problem been solved? • Has desired goal been achieved? What should we do next?

So many choices!

Brainstorm all **aligned** ideas for solving the problem

Choose the least number of things to do that will support meeting the goal (expected outcomes)

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Key Domains of Learning: ICEL/RIOT

Instruction

- Instruction is how the curriculum is taught and can vary in many ways, including: level of instruction, rate of instruction, and presentation of instruction

Curriculum

- Curriculum refers to what is taught
- Curriculum would include scope, sequencing, pacing, materials, rigor, format, and relevance

Environment

- The environment is where the instruction takes place
- Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management

Learner

- The learner is who is being taught
- **This is the last domain that is considered** and is **only addressed when the curriculum and instruction are found to appropriate and the environment accommodating**
- Variables include motivation, prerequisite skills, organization/study habits, abilities, impairments, and history of instruction

Behavioral Matrix—Generating Solutions

Solution Action Elements	Possible Generic Solution Actions
Prevent: *What can we do to prevent the problem?*	• Adjust physical environment • Define & document expectations and routines • Assure consistent & clear communication with all staff
Teach: *What do we need to teach to solve the problem?*	• Explicit training in desired behavior and associated skills • Teach what to do, how to do it, and when to do it
Reinforce: *What can we do to reinforce desired practices and procedures?*	• Strengthen existing rewards • Include preferences • Use function-based reinforcers
Extinguish: *What can we do to prevent the problem from recurring?*	• Consider changes to the environment to promote behavioral change
Correct: *What will we do to provide corrective feedback?*	• Plan for error correction and reinforcement • Progress monitor to ensure fidelity of implementation and error correction

A Few Things to Consider with Solutions

Capacity and Readiness

- What levels of capacity are present?
- Is there “buy-in” for this strategy?

Alignment

- Do the solutions align with the precision problem statement and goal?
- Do solutions address “why” the problem exists?
- Would you expect to see a change with this solution in place?

Priority

- Do the solutions address the severity and/or frequency identified in current levels?
- Is it possible to do this action within the time we have?

Identify Solutions—Model

Handout

Activity

Problem Solving Process: Situation 1

Date of Initial Meeting	Enter Date			Date of Review Meeting:	Enter Date
Primary Problem	Enter Text				
Precise Statement *(What? When? Where? Who? Why? How Often?)*	Goal and Timeline *(What? By When?)*	Solution Actions *(By Whom? By When?)*	Identify Fidelity and Outcome data *(What? When? Who?)*	Did it Work? *(Review current levels and compare to goal)*	
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Current Levels: Enter Text			Outcome Data: Enter Text	Level of Implementation Choose an item.	Comparison to Goal: Choose an item.
				Next Steps: Choose an item.	Notes: Enter Text

Identifying Fidelity and Outcome Data

- Fidelity Data: data that measures the degree to which the solution action was implemented
- Outcome Data: data that measures the impact on the identified population (e.g., participation, change in knowledge, change in beliefs, improved skills)

Ensuring Data Collection

Questions to consider

- How do we track our implementation efforts?
- Who will collect the data?
- How will the data be collected?
- When will the data be collected and analyzed by the team?

Fidelity and Outcome Data—Model

Handout

Activity

Problem Solving Process: Situation 1

Date of Initial Meeting	Enter Date			Date of Review Meeting:	Enter Date
Primary Problem	Enter Text				
Precise Statement *(What? When? Where? Who? Why? How Often?)*	Goal and Timeline *(What? By When?)*	Solution Actions *(By Whom? By When?)*	Identify Fidelity and Outcome data *(What? When? Who?)*	Did it Work? *(Review current levels and compare to goal)*	
Enter Text	Enter Text	Enter Text	Fidelity Data: Enter Text	Fidelity Data: Enter Text	Outcome Data (Current Levels): Enter Text
Current Levels: Enter Text			Outcome Data: Enter Text	Level of Implementation Choose an item.	Comparison to Goal: Choose an item.
				Next Steps: Choose an item.	Notes: Enter Text

Share Out

Reflection on the process of identifying problems with precision, goals, solution actions, and data (outcomes and fidelity)

Reflection

Section 4

Implementation Decisions

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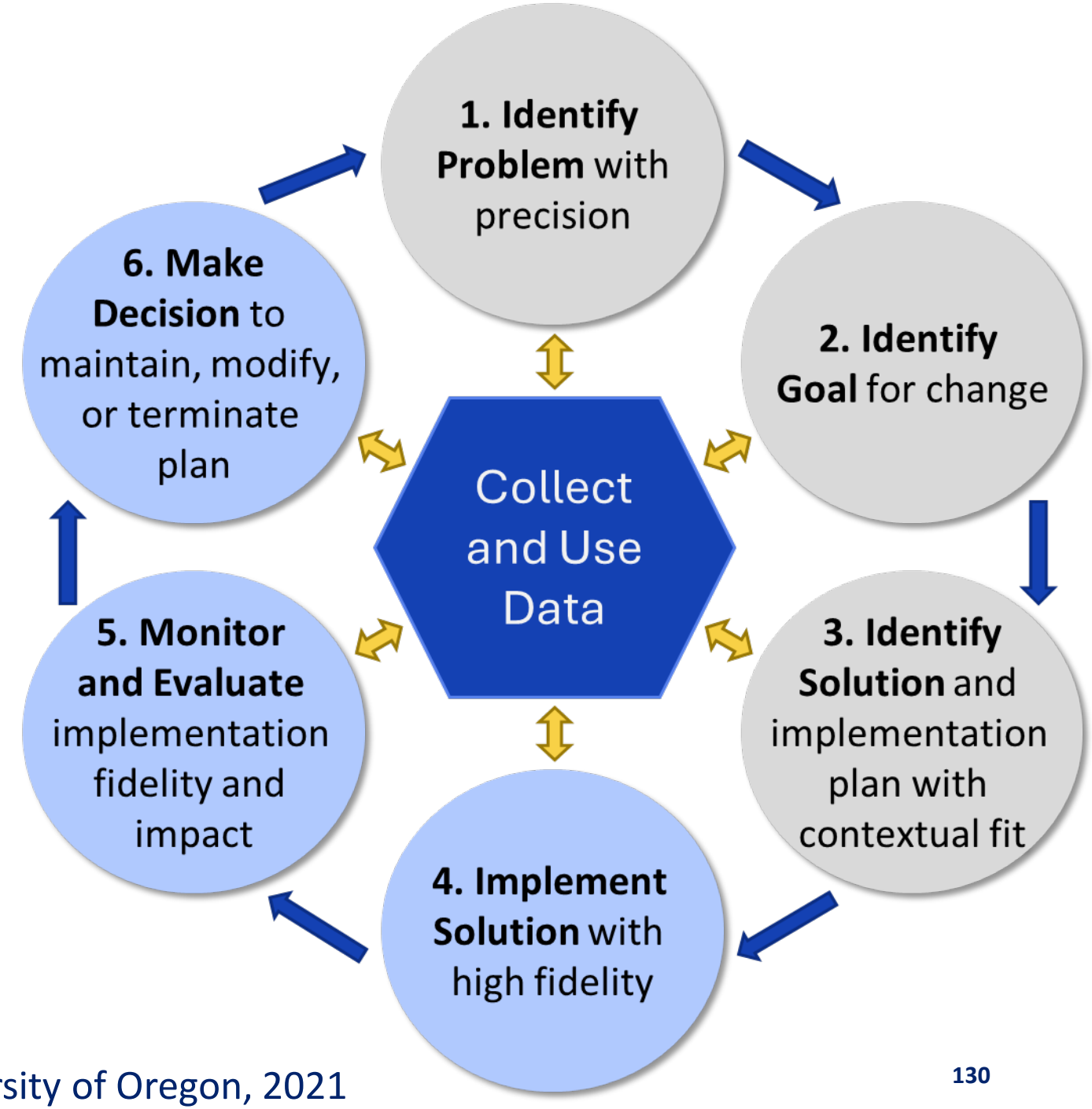
Steps 4, 5, and 6: Implement, Progress Monitor, and Evaluate

TIPS Model (4)



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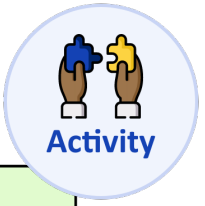
Monitoring Fidelity and Outcome Data

- Fidelity Data: data that measures the degree to which the solution action was implemented
  - **Did we do what we said we would do?**
- Outcome Data: data that measures the impact of the identified population
  - **Were desired outcomes reached?**
  - **Are the outcomes data aligned with the goal?**
  - **What were the intended or unintended outcomes?**

Monitoring Implementation—Model



Problem Solving Process: Situation 1

Date of Initial Meeting	Enter Date			Date of Review Meeting:	Enter Date
Primary Problem	Enter Text				
Precise Statement *(What? When? Where? Who? Why? How Often?)*	Goal and Timeline *(What? By When?)*	Solution Actions *(By Whom? By When?)*	Identify Fidelity and Outcome data *(What? When? Who?)*	Did it Work? *(Review current levels and compare to go*	
Enter Text	Enter Text	Enter Text	Fidelity Data: Enter Text	Fidelity Data: Enter Text	Outcome Data (Current Levels): Enter Text
Current Levels: Enter Text			Outcome Data: Enter Text	Level of Implementation Choose an item.	Comparison to Goal: Choose an item.
				Next Steps: Choose an item.	Notes: Enter Text

This section ensures that teams follow up on their solution actions and monitor progress using the identified fidelity and outcome data.

TIPS—Fidelity Checklist Handout

Problem Solving Items 10–18

Handout

Item	Data Source	Scoring Criterion	Me			
Problem-Solving Items (10-18) Continued						
12. Quantitative data were available and reviewed.	Direct Observation of Spreadsheets, Charts, and/or Graphs with counts, percentages, rates, scores, grades	0= Quantitative data were not available or reviewed. 1= Quantitative data were available but not reviewed. 2= Quantitative data were reviewed.				
13. At least one problem is defined with precision (what, where, when, by whom, why, how often).	Documentation of precision for at least one defined problem on Meeting Minutes	0= No problem is defined. 1= At least one problem is defined but lack one or more precision elements. 2= At least one problem is defined with all precision elements.				
14. All documented active problems have documented solutions.	Documentation on Meeting Minutes	0= Documented active problem(s) do not have documented solutions or no active problems are documented. 1= Some documented active problems (s) have documented solutions. 2= All documented active problems have documented solutions.				
15. Full action plan (who, what, by when) is documented/used for at least one documented solution.	Documentation on Meeting Minutes of a full action plan for at least one documented solution	0= No action plan is documented for at least one documented solution or no solution(s) are documented. 1= Partial action plan is documented for at least one documented solution. 2= Full action plan is documented for at least one documented solution.				
16. Problems that have solutions defined have a goal defined.	Documentation on Meeting Minutes	0= Problems that have solutions defined do not have a goal defined or no solutions are documented. 1= Some problems that have solutions defined have a goal defined. 2= Problems that have solutions defined have a goal defined.				
17. A fidelity of implementation measure is documented/used for each solution, along with a schedule for gathering those data.	Documentation on Meeting Minutes	0 = Fidelity measure and schedule are not defined and documented for solutions or no active problem(s)/solution(s)/goal(s) are documented. 1= Fidelity measure and schedule are defined and documented for some solutions. 2= Fidelity measure and schedule are defined and documented for all solutions.				

Culminating Activity

- Select a case study from the Participant Packet
- Practice using the TIPS process with the case study **or** your team's school level data

Action Planning

Reflection Prompts

Reflection

What are your next steps to ensure installation of TIPS?

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School Readiness Checklist Handout

Handout

Team Initiated Problem Solving (TIPS) School Readiness Checklist

School Team: Date Completed:

Checklist Completed By: Position:

District Commitment

TIPS Readiness Feature	Status	Actions To Do *(if not complete)*	By Whom	By When
1. My district views data-based decision-making (DBDM) as a common implementation practice for school improvement and instructional planning; the district supports our use of TIPS as a team based, data-informed, decision-making process.	☐In Progress ☐Complete			

Action Planning

Handout

Organization and Housekeeping Items

Organization/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?
Enter Text	Enter Text	Enter Text	Enter Text	Enter Text
Enter Text	Enter Text	Enter Text	Enter Text	Enter Text
Enter Text	Enter Text	Enter Text	Enter Text	Enter Text

Questions and Answers

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New York State EDUCATION DEPARTMENT

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Office of Special Education
Educational Partnership

Technical Assistance Partnership for Data

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