



Advancing Evidence.
Improving Lives.

Integrated Multi-tiered System of Supports (I-MTSS)

Consultant Community of Practice
Preparing for DSLT Coaching

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AIR Inclusive Meeting Guidelines

Hosting and Participating in Meetings

ENGAGE EVERYONE
Consider participants' needs (e.g., visual, auditory, sensory, cognitive, physical, and language). Establish meeting norms to encourage participation. Ask participants to alert the meeting facilitator if they have difficulty seeing the content and/or hearing the presenter. Designate a meeting monitor to address audiovisual issues, monitor the chat box, and respond to participants as needed.

MINIMIZE NOISE
Avoid moving around or shuffling materials on your desk during the meeting. Eliminate crunching or chewing noises and loud typing, which interfere with sound quality for virtual participants and are amplified by microphones and sensory aids for visual or auditory impairments. Speak from a stationary position to keep the audio clear. Mute your phone or your computer microphone when you are not speaking.

MAXIMIZE MICROPHONES
Presenters should use microphones to ensure that their voice is loud enough for all to hear. Microphones are needed for face-to-face and virtual meetings as well as persons with hearing loss. During virtual meetings, use headphones with a built-in microphone to make sure that the facilitator and attendees can hear you. During face-to-face meetings, set up microphones for the facilitator, presenters, and attendees. Make sure that hand-held microphones are available for meetings that include audience participation. Make sure that speakers are positioned near a microphone.

ACKNOWLEDGE SPEAKER
Provide an auditory or visual cue before speaking to identify yourself as the speaker. State your name for those who cannot see you. When asking for questions or comments, meeting facilitators should allow five to seven seconds for participants to use the "raise the hand" tool, unmute their phones, or provide a response in the chat box. Be comfortable with the wait time.

BE HEARD AND SEEN
Project your voice when speaking. Only one person should speak at a time. Avoid overlapping and sidebar conversations. Position everyone present so that they can be seen on screen. Encourage virtual participants to use their webcams if they feel comfortable doing so. Let people see your facial expressions and body language clearly if you are using your webcam.

MAXIMIZE VISUAL DISPLAYS
Email materials to participants before the meeting. Display meeting documents on screen and capture the main discussion points verbally and visually by taking notes, restating key concepts, or using the chat box. If a participant asks for clarification, rephrase the content instead of repeating it. Assign a meeting note taker so that the meeting leader and monitor can focus on engaging participants. Notes also ensure access for individuals with executive function-related needs, processing disorders, or visual/auditory impairments.

These guidelines are intended to improve the meeting experience for all participants, including meeting facilitators, monitors, and attendees, as well as people with hearing loss or visual impairment, and those for whom English is an additional language. Some of the practices presented here may apply only to in-person meetings, or virtual meetings, while other guidelines apply to both meeting types. Developed by the Access AIR and AIR Office Employee Resource Groups with support from the AIR Diversity, Equity, and Inclusion Office.

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Virtual Meeting/Conference Recording Notice

The American Institutes for Research (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business-related meetings.

This meeting is scheduled to be recorded by AIR. Your consent to the recording is requested. Participation in the meeting without expressing an objection to recording will be treated as consent. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. External AI bots are prohibited unless specifically authorized.

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The AIR Team



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Opening Reflection

In the chat, share one word or phrase that captures what you noticed during the DSLTL learning sessions. Be ready to share.



Patterns
Patterns across sites



Connections
Pieces coming together



Questions
Something you want clarified



Priorities
Coaching needs

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Agenda

- Welcome
- Learning from Consultants:
 - Part 1: Status of DSLTL Products
 - Part 2: Keeping IMFR Results at the Center
 - Part 3: DSLTL Insights, Needs, and Questions
- Wrap Up and Next Steps



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Objectives

- Identify site-specific strengths, needs, and context for coaching
- Identify entry points for initial coaching conversations with DSLTs
- Clarify logistics, documentation, and next steps

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Materials

Today's Materials:

- PDF of slides
- DSLT learning session materials
- Coherence Tool and Action Planning Activity
- Site notes or observations from DSLT sessions

Check In:

- Do you have what you need to move forward today? If not, please let us know via the chat.

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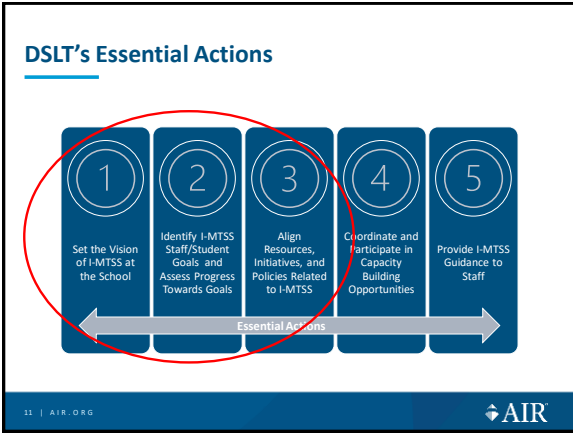


Learning From Consultants, Part 1

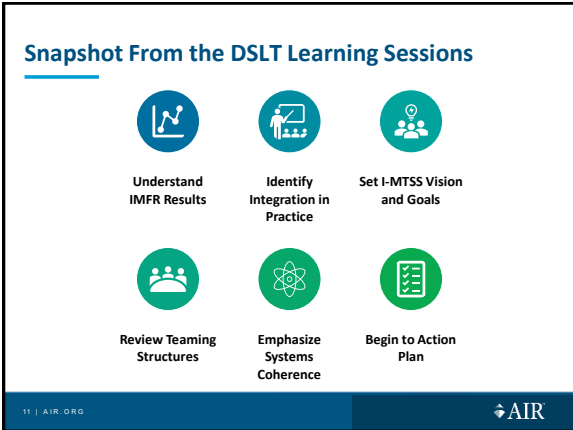
Status Update on DSLT Actions and Products

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Status Update on DSLT Products

DSLT Product	What It Tells Us	Status Update
Teaming Structures	The team is in place, what they do, and if adjustments are needed	☐ Not Started ☐ Partially Complete ☐ Done ☐ Not Sure
I-MTSS Vision and Goals	Purpose of I-MTSS and what the team is trying to improve	☐ Not Started ☐ Partially Complete ☐ Done ☐ Not Sure
Coherence Tool	What resources, initiatives, and policies are connected to the goal. Identify what may need to change, connect, or strengthen	☐ Not Started ☐ Partially Complete ☐ Done ☐ Not Sure
Action Plan	Clarify action steps, roles, timelines, feasibility, how the team will monitor action steps and outcomes	☐ Not Started ☐ Partially Complete ☐ Done ☐ Not Sure

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Completing the DSLT Status Form

1. Join the breakout room for one of your assigned sites.
2. Designate one consultant to complete the form based on the group's input.
 - Determine the status of each DSLT product.
 - Identify relevant context, questions, and support needs.

<https://blat.air.org/former/bsg/bsg/status>

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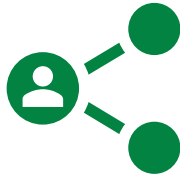


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What do you notice across sites?

Consider the sites you support:

- What patterns emerge?
- Which products may need additional attention?
- What questions or coaching needs should we elevate?



Be prepared to share one observation with the group.

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Learning From Consultants, Part 2

Keeping IMFR Results at the Center of Improvement



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Remember the IMFR Results?

Ratings At-A-Glance

Item	Beginning	Expanding	Aligning	Integrating	Sustaining
Domain 1: Instruction and Intervention					
1.1 Tier 1	☐	☐	☐	☐	☒
1.2 Tier 2	☐	☐	☐	☐	☒
1.3 Tier 3	☐	☐	☒	☐	☐
Domain 2: Assessment					
2.1 Universal Screening	☐	☒	☐	☐	☐
2.2 Diagnostic Assessment	☐	☐	☒	☐	☐
2.3 Progress Monitoring	☐	☐	☒	☐	☐
Domain 3: Data-based Decision Making					
3.1 Universal DBDM	☐	☒	☐	☐	☐
3.2 Targeted DBDM	☐	☒	☐	☐	☐
3.3 Intensive DBDM	☐	☐	☒	☐	☐
3.4 Continuous Improvement	☒	☐	☐	☐	☐
Domain 4: Infrastructure					
4.1 District Leadership	☒	☐	☐	☐	☐
4.2 School Leadership	☐	☒	☐	☐	☐
4.3 Schoolwide Culture	☐	☒	☐	☐	☐
4.4 Professional Learning	☐	☐	☐	☐	☒

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IMFR Results and I-MTSS Goals

To what degree have IMFR results
informed I-MTSS goals?



Not
significantly

Significantly

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IMFR Results and Action Steps

To what degree have IMFR results
informed action steps from I-MTSS action plan?



Not
significantly

Significantly

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Completing the IMFR Reflection Form

1. Join the breakout room for one of your assigned sites.
2. With your group, quickly review the site's IMFR Scoring Worksheet.
 - Which items had the highest and lowest ratings?
 - Which criteria/criterion were missed?
3. Designate one consultant to complete the form based on the group's input.
 - Based on the IMFR ratings and missed criteria/criterion, do the goals and action steps make sense?
 - What disconnects, if any, are important to surface with the DSLT during coaching sessions?
 - How have DSLTs used IMFR results to clearly inform goals and action steps?

https://air.org/sites/default/files/2021-03/IMFR_Reflection_Form.pdf

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Whole Group Discussion: Revisiting IMFR Results

After reviewing IMFR results, I-MTSS goals, and action steps (if determined):

- Based on the IMFR ratings and missed criteria/criterion, do the goals and action steps make sense?
- What disconnects, if any, are important to surface with DSLTs during coaching sessions?
- How have DSLTs used IMFR results to clearly inform goals and action steps?

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Learning From Consultants, Part 3

Consultant Insights & suggestions

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Time Check



We have completed:

- ~27+ hours of training
- ~12 hours learning with DSLTs

We're looking forward to:

- ~5-10 hours of coaching sessions with DSLTs & AIR
- ~4 hours of time together as consultants

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Consultant Insights



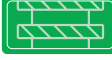
Strengths

- What stands out to you that the team is already doing well or building?



Context

- What local priorities, dynamics, or history matter?



Needs

- Where might the team need clarity, connection, or support?



Entry Point

- What might be a useful first coaching focus?

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Completing the Consultant Insights Form

- Join the breakout room for one of your assigned sites.
- Designate one consultant to complete the form based on the group's input.
 - Identify strengths, contextual factors to consider, needs, and a possible entry point for coaching.

<https://blout.air.org/consultantinsights>
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Insights: Share Out!

Please share **one**:

- **Site insight:** A strength, contextual consideration, need, or potential coaching entry point your group identified.

OR

- **Consultant support need:** Something your group needs from AIR coaches to support your work with the site.

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Logistics and Next Steps

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Next Steps

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DSLT Outreach

AIR emails DSLT points of contact (Consultants cc'd):

- DSLT preferred dates/times for initial virtual 1-2-hour initial coaching session
- Option to schedule up to five sessions or schedule 1 by 1
- Proposed agenda and what to expect
- Preferences around materials sharing (e.g., Google Drive), agenda/note-taking templates, operating principles
- Access to shared folders/files
- Option to provide high-level status of I-MTSS work prior to coaching (e.g., Action Plan, goals, etc.)

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Prepare for Coaching

- AIR schedules coaching session(s)
- AIR drafts/finalizes proposed agenda with Consultant input
- Option for consultants to meet with AIR coach prior to coaching and/or communication via email
- AIR reviews DSLT I-MTSS products (e.g., Action Plan, goals) prior to coaching
- AIR sends finalized agenda to DSLT point of contact and Consultants

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Agenda for 1-2 Coaching Sessions

- Welcome/introductions (as needed)
- Preparing for I-MTSS (for example):
 - Vision and goals
 - Teaming structures and norms
 - Action planning
 - Coherence tool
 - Understanding integration
 - Infusing IMFR insights into I-MTSS products
 - Other I-MTSS needs and questions
- Next steps and wrap up

Customized
to each
DSLT's needs

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Agenda for Subsequent Coaching Sessions

- Welcome/introductions (as needed)
- Implementing I-MTSS (for example):
 - Monitoring action plan for progress towards goals
 - Addressing challenges
 - Celebrating successes
 - Responding to needs and questions
- Next steps and wrap up

Customized to each DSLT's needs

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AIR Coaching Assignments

AIR Coach	Site
Jennifer Pierce jpierce@air.org Eastern time zone	• Crossroads • Chartiers • Salisbury
Kyle Allen kallen@air.org Central time zone	• Windber • North Star • Central Township • United • Franklin
Sheila Lovato slovato@air.org Mountain time zone	• Radio Park • Standing Stone • Robb • Warrior Run

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The Role of Consultants During Coaching

- Engage in the five I-MTSS coaching sessions in the way that works best for you and your existing partnership with DSLTs.
 - Regularly share your preference with your AIR coach(s).
- Collaborate with the AIR coach if you decide to do I-MTSS coaching outside of the five sessions.

←

Back Seat

Front Seat

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Proposed AIR/Consultant Partnership Approach

- Value and elevate the expertise of everyone involved
- Seek to understand
- Embrace clarity as kindness
- Prioritize DSLT needs and contextual information
- Ground the work in research
- Flex and adjust
- Simplify, simplify, simplify

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Closing Reflection

Q1: What do DSLTs need most from their coaches?

Q2: What questions, comments, or needs do you have about coaching, your role, and/or the proposed partnership approach?



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Community of Practice (CoP) Sessions

Consultant Events		
Consultant Learning Session (LS) 1 of 4	4/16/2026	12:00pm – 4:00pm EST
Consultant LS 2 of 4	5/6/2026	9:30am – 12:30pm EST
Consultant LS 3 of 4	5/8/2026	12:00pm – 3:00pm EST
Consultant LS 4 of 4	5/21/2026	9:30am – 12:30pm EST
Consultant CoP 1 of 3	8/19/2026	12:00pm – 2:00pm EST
Consultant CoP 2 of 3	10/7/2026	12:00pm – 2:00pm EST
Consultant CoP 3 of 3	1/20/2027	12:00pm – 4:00pm EST

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Session Evaluation



Please fill out our event feedback form linked in the QR code or at <https://fillout.air.org/mtssseventfeedback>.
This survey is anonymous and we review every response!

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THE PENNSYLVANIA I-MTSS PROJECT

Thank You!

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