Promoting Prevention and Intervention

Using Office Discipline Referral Data to Coach Secondary Educators

Session 6G Presenters:
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AGENDA

Welcome and Introductions

A Practitioner's Experience with Using Data

MO SW-PBS Data Decision Rules & Process

What is Coaching?

A Practitioner's Experience with Coaching

GROW Coaching

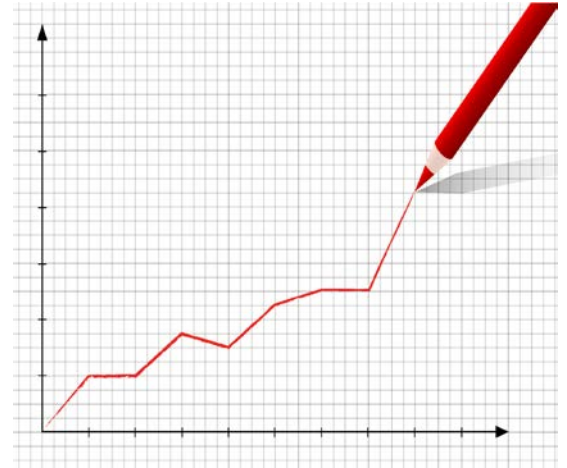Activity - Your Turn to be the Coach!

SESSION OUTCOMES:

1. Learn how to use data to make decisions about prevention and intervention
2. Learn how to identify professionals who are in need of tiered levels of support
3. Learn recommendations for effective coaching strategies

THE (ACCIDENTAL) PROCESS

➢daily emails of ODR data

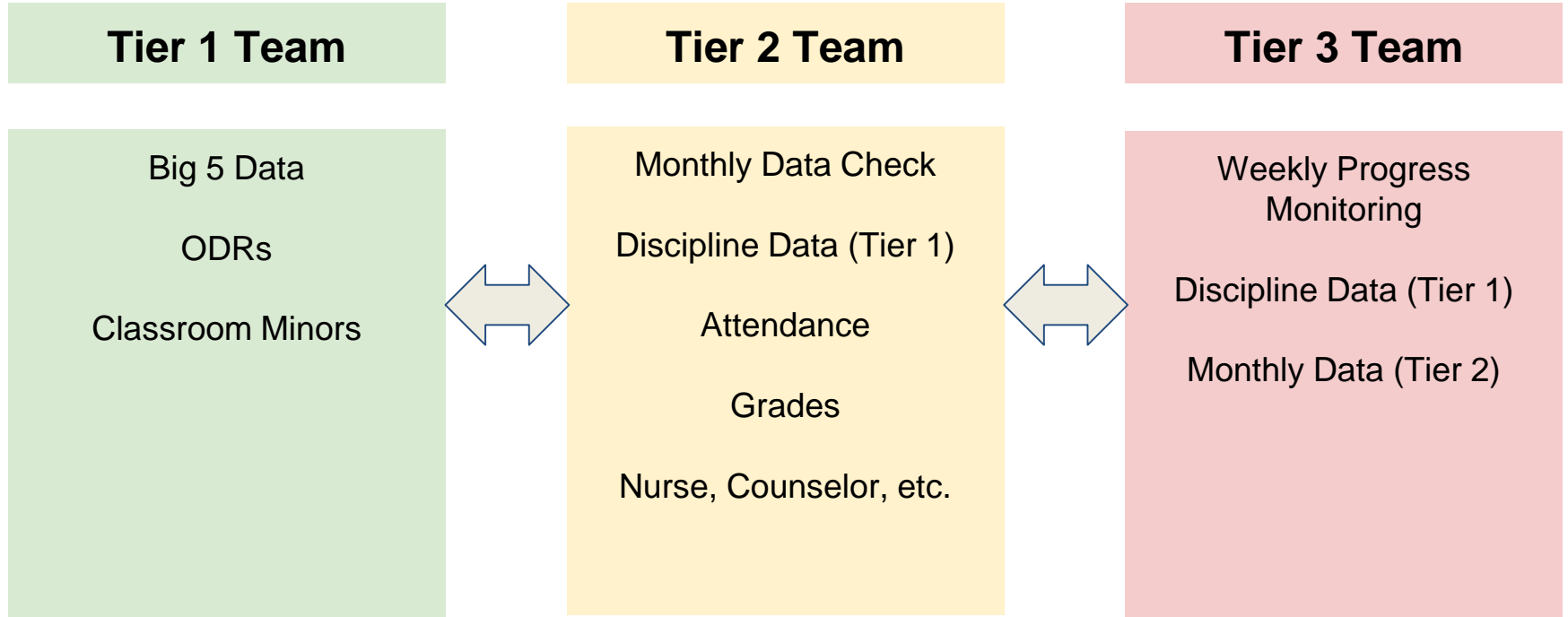➢gather background information

* this case study serves as an example

EXISTING SCHOOL DATA

Existing School Data Inventory

	EXAMPLE EXISTING SCHOOL DATA INVENTORY				
Measure	**Proficient Score**	**At-Risk**	**High Risk**	**Person Responsible**	**Date(s) to Review**
1. ODR	0-1	2 or more	5 or more	Tier 1/Tier 2 Crossover Member	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) *coincide with monthly PBIS meetings*
2. Classroom Minors	0-4	5 or more	15 or more	Tier 1/Tier 2 Crossover Member	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) *coincide with monthly PBIS meetings*
3. Absences	< 5/trimester	5+/trimester	10/trimester	School Secretary	trimester (Nov. 21, Feb. 28, May 25)
4. Tardy	< 4/trimester	4+/trimester	10/trimester	School Secretary	trimester (Nov. 21, Feb. 28, May 25)
5. ISS	0-1	2-3	4 or more	School Secretary	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) *coincide with monthly PBIS meetings*
6. OSS	0	1	2	School Secretary	Monthly (Sept. 30, Oct. 29, Nov. 30, Dec. 18, Jan. 31, Feb. 27, March 30, April 29, May 25) *coincide with monthly PBIS meetings*
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses	Classroom Teacher	Nov. 21, Feb. 28, May 25 to go with trimester and then Oct. 10, Jan. 12, April 3 *to be mid-trimester*
8. Reading Inventory	800+	799 or lower	599 or lower	Classroom Teacher	Nov. 21, Feb. 28, May 25
9. Writing Assessment	3 or 4	2	NS; 1	Classroom Teacher	Nov. 21, Feb. 28, May 25

COMMUNICATION ACROSS TEAMS

Tier 1 Team	Tier 2 Team	Tier 3 Team
Big 5 Data	Monthly Data Check	Weekly Progress Monitoring
ODRs	Discipline Data (Tier 1)	Discipline Data (Tier 1)
Classroom Minors	Attendance	Monthly Data (Tier 2)
	Grades	
	Nurse, Counselor, etc.	

COACHING EXAMPLE

➢universal
- email

➢targeted
- email
- unstructured in-person visit

➢intensive
- structured follow-up
- action steps

* this case study serves as an example

WHAT DOES RESEARCH TELL US?

Table 1. A summary of a meta-analysis of the effects of training and coaching on teachers' implementation (Joyce & Showers, 2002).

| | OUTCOMES | | |
| | (% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom) | | |
TRAINING Components	**Knowledge**	**Skill Demonstration**	**Use in the Classroom**
Theory and Discussion	10%	5%	0%
Demonstration in Training	30%	20%	0%
Practice & Feedback in Training	60%	60%	5%
Coaching in Clinical Setting	95%	95%	95%

(NIRN, undated)

"Only when effective practices are fully implemented should we expect positive outcomes. Implementation matters."

Blase & Fixsen, 2005

WHAT IS COACHING?

Coaching Light	Coaching Heavy
- Focus is more on relationships than improvement of learning and teaching - Do things to "make life easier" for teachers - making copies, getting materials, etc. - Provide encouragement, but avoid conversations focused on providing corrective feedback or improving practice	- Focus is on improving practice, even at the expense of being liked - Utilization of data-based decision making and performance feedback - Hold high expectations for all, and work with all staff, not just those who ask (Killian, 2008)

Coaches work with the willing… there are many ways to become willing.   (Barkley, 2010)

"An instructional coach is someone whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders." - PA Inst. for Instructional Coaching

Supervisory Coaching:
Coach conducts an observation, collects data, and provides performance feedback, both positive and corrective

Side-by-Side Coaching:
Coach is present during the performance of the targeted skill, observing, providing modeling, and immediate feedback

Multi-level Coaching:
(a) high-quality professional development
(b) follow-up supervisory coaching
(c) side-by-side coaching for teachers who demonstrate the need for additional support

(Wood et al, 2016)

COACHING EXAMPLE

➢positive unconditional rapport

➢establish purpose and boundaries

➢ask questions

PROFESSIONAL LEARNING > GROW COACHING

G - Goal > Long-term aspirations and focus for the coaching session or team meeting.

R - Reality > Current situation and beliefs held by group or individuals

O - Options > The possibilities for action and resources available

W - Way Forward > Actions that will be taken to achieve goals

G - GOAL

What do you want to achieve?

What is important to you right now?

What areas do you want to work on?

Describe your perfect world.

What will make feel like this time was well spent?

What do you want kids to know and do?

Why are you doing SW-PBS?

How might this be able to impact the community?

What are you hearing?

R - REALITY

What has contributed to your success so far?

Where are you in relation to your goal?

Does your gut agree with this?

Are there other perceptions that agree or disagree with this?

Paint me a picture

Tell me more

What's working right now

How do you think kids feel? Parents feel?

O - OPTIONS

What is something we/you have not tried?

If anything is possible, what would you do?

What could you do differently?

What else?

What might our students say would be a great solution?

If you had to give me 3 more ideas what would those be?

If you had to do it tomorrow what would you do?

If resources were no option what would you do?

If money or time was not an option what would you do?

W - WAY FORWARD

What are viable choices?

Which options are working smarter not harder?

Which options are you going to get you, your staff or students to buy in?

What action will you/we take?

When will you/we start?

Who will help you?

How will you/we know you've been successful?

What will this look like if it is fully implemented in your school (classroom)?

COACHING IMPLEMENTATION FIDELITY CHECKLIST

Use the checklist to help you monitor coaching support in your building.

School-Based Implementation Fidelity Checklist

Instructions: This checklist is designed as a format for periodically checking on the fidelity of school-based implementation coaching. This checklist can be used for self-assessment of fidelity as well as observation of fidelity. Fidelity should be monitored "early and often" (Harn, Parisi, and Stoolmiller, 2013). It is recommended that the school-based implementation coach completes the fidelity checklist after each coaching interaction until at least 80% of items are consistently present.

Goal Reality Options Way	School-based implementation coach:	Yes	Partially	No	If partially or no, please explain.
	Preparation				
NA	1. Clearly states that he/she will keep the coaching conversation confidential and it will not be used for formal performance evaluation.				
R	2. Asks recipients of coaching to identify the things they felt went well, before providing his/her own observations.				
NA	3. Quickly establishes or builds on previously established rapport.				
	Feedback				
R	4. Provides feedback on observed strengths.				
R	5. Poses questions for educator reflection on implementation and learner outcomes.				
O	6. Provides suggestions for changes in practice that are accompanied by rationales for why changes are important and how changes will improve outcomes.				
O	7. Allows recipients to offer clarification and/or reflect on suggestions.				
R	8. Describes educator, student, and/or team actions and responses using concrete and specific examples.				
R/O	9. Addresses areas of needed improvement by providing examples of content/practice in use.				
R	10. Discusses student data reporting learning occurred while using teaching practice.				
O/W	11. Guides recipients to identify solutions for problem areas in the form of take-aways or action steps.				
	Structure				
NA	12. Paces the conversation allowing time for the coached educator(s) to question and process information.				
NA	13. Adheres to established plan of coaching (e.g., frequency, schedule, and duration).				
NA	14. Allows for coaching conversations to occur in a setting preferred by the coached educator.				
	TOTAL				

Adapted from MO DESE SPDG, 2015

Missouri Schoolwide Positive Behavior Support

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