

# 6I: Effective Coaching from Meetings to Classrooms



**CREATING PLACES**  
WHERE **EVERYONE** BELONGS

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# Session Outcomes

- Effective Team Process
- Learn strategies for effectively coaching school teams
- Hear examples of real-life coaching scenarios
- Learn how to use observations to ensure fidelity and provide feedback, reflection and professional development opportunities for individual teachers



*A **team-based approach** to implementation is much more likely to achieve fidelity of implementation and improved outcomes.*

Fixsen, et al., 2005

# Team Meeting Processes - Common Problems

The Most Common Categories of Ineffective Meetings Include:

1. Disorganization in planning; no clear meeting objective or purpose
2. Ineffective processes for running the meeting
3. No closure or follow-up

# Ineffective Team Meeting Processes

- Failure to adhere to agenda
- Failure to use data
- Failure to action plan
- Focus on individual students, not whole school
- Failure to curb side conversations
- Lack of norms/no adherence to norms
- Inadequate preparation for meetings
- Ineffective use of PBIS planning period
- Lack of leadership
- No input from team

# Effective Team Meeting Processes

- Adhering to Team Meeting Schedule
- Develop and Adhere to Working Agreements
- Utilizing Meeting Agenda
- Decide on Decision Making Approach
- Have roles for Team Members
- Encourage Input from All Members
- Plan for Communication
- Action Planning
- Engage Staff in Work & Stakeholders

# Coordinator's/Coach's Role

- Create agenda and lead meetings
- Listening, Questioning, Reviewing Data
- Support Staff Implementation: Encouraging, Teaching, Prompting, Providing Practices and Modeling
- Communicating with Stake Holders
- Distributing Information and Gathering Input
- Organizing and Promoting Professional Development

# A Little About West Middle School

- 612 Students
- 36% Free/reduced Lunch
- 37.2% Minority
- 90% Attendance
- 5<sup>th</sup> Year at Tier 1 as a Middle School, First year at Tier 2 as a Middle School
- 3 principals in 3 years, 2 APs in 3 years
- New interim principal this year, AP left mid-year (2 substitute APs for the rest of this year)





# Who Am I?

- Part of PBIS for 12 years at West Junior High/West Middle School
- Coach for 3 years at West Junior High
- Tier 1 and Tier 2 Team member at West Junior High
- Tier 1 Team member at West Middle School
- Crossover member for Tier 2
- Tier 1 Co-coach last year
- Tier 1 Coach this year
- 50 minutes a day for PBIS this year

# Our Tier 1 Team

- 12 members
  - 1 Administrator
  - 6 Core Teachers
  - 3 SpEd Teachers
  - ISS Supervisor
  - 1 Electives Teacher
- Monthly meetings



# My Coaching Routine – Before Meetings

- Make agenda
- Email meeting reminder
- Copy agenda
- Drill down SWIS data
- Put together Big 5
- Fill out DBDM model
- Fill out Solution Plan as much as possible



# My Coaching Routine – During Meetings

- Facilitate
- Review norms
- Celebrations
- Get input from team
- Keep everyone on task
- Delegate tasks to team members
- Form and check in with sub-committees
- Review data
- Facilitate action plan discussion
- Decide on booster lessons based on data

# My Coaching Routine – After Meetings

- Email minutes, data, and Solution Plan to team
- Email Big 5 to team member who creates “PBIS News for You” poster for faculty
- Email faculty about booster lessons and other Solution Plan components

# My Other Tasks

- Viking of the Week reminders
- Viking Buck drawings
- Viking Club reminders
- 90% Attendance Incentive
- Movie Day
- No Tardy Party
- Classroom Observations by request

# My Other Tasks

- Coordinate Observation Protocol 2 or 3 times per year
- Share data from Observation Protocol with Team
- Analyze Observation data with team to see what school wide Professional Development is needed
- Analyze Observation data to see what individual teachers need support

ANY  
QUESTIONS  
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# Observation Protocol – Why?

- Check and Support Implementation Fidelity of Classroom Practices
- Plan PD for staff

# Observation Protocol – Previous System

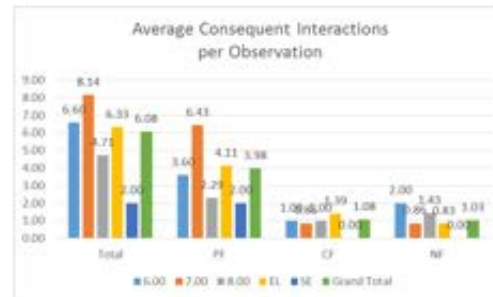
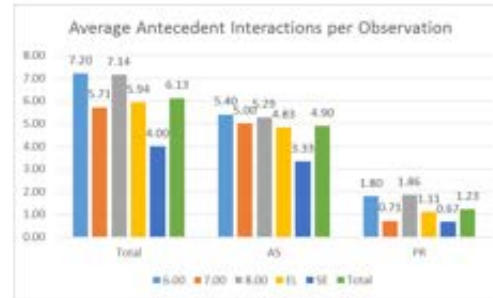
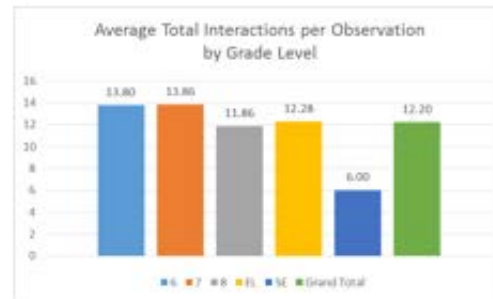
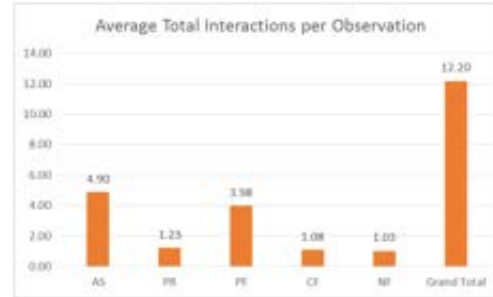
- 2 substitute teachers
- 4 team members and 2 outside consultants
- Team members observe ½ day each
- Every teacher is observed for 15 minutes
- Observation looks at:
  - Procedures/routines clearly posted or observed
  - Classroom expectations clearly posted
  - Schoolwide matrix (Viking Code)
  - Teacher behavioral feedback: general, positive specific, corrective, negative
- Calculate schoolwide data
- Share schoolwide and individual data
- Develop schoolwide PD based on data

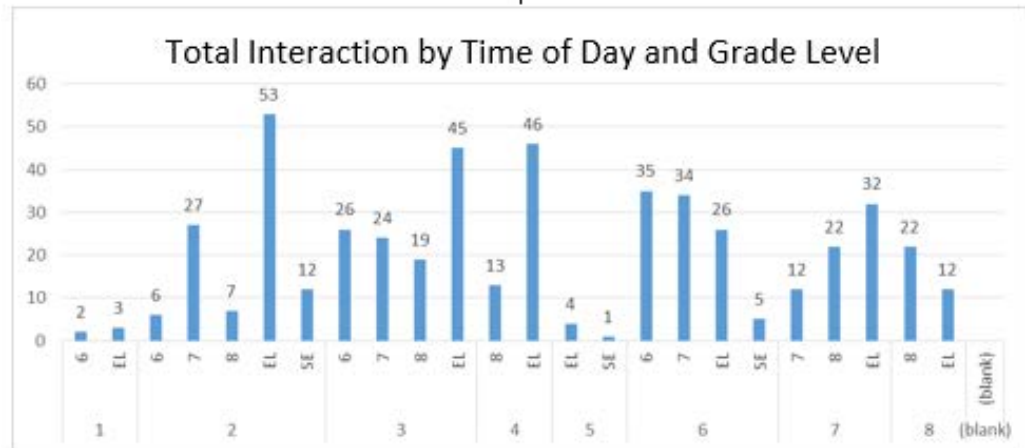
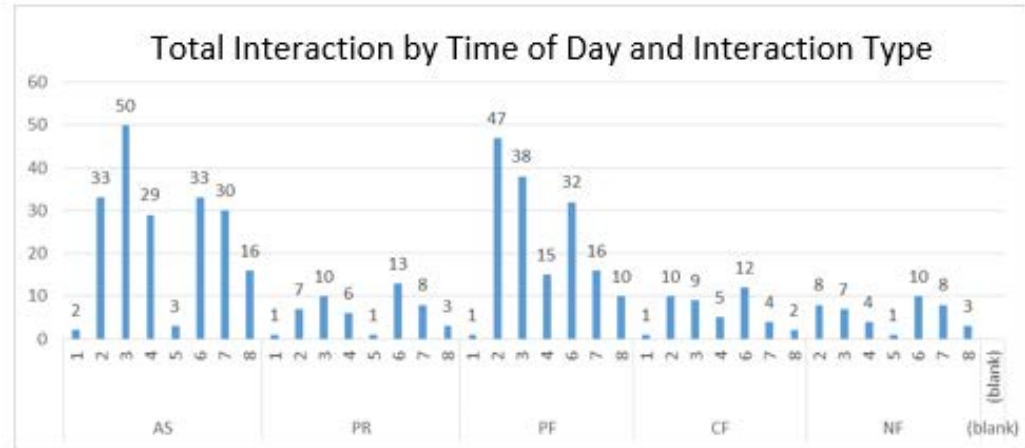
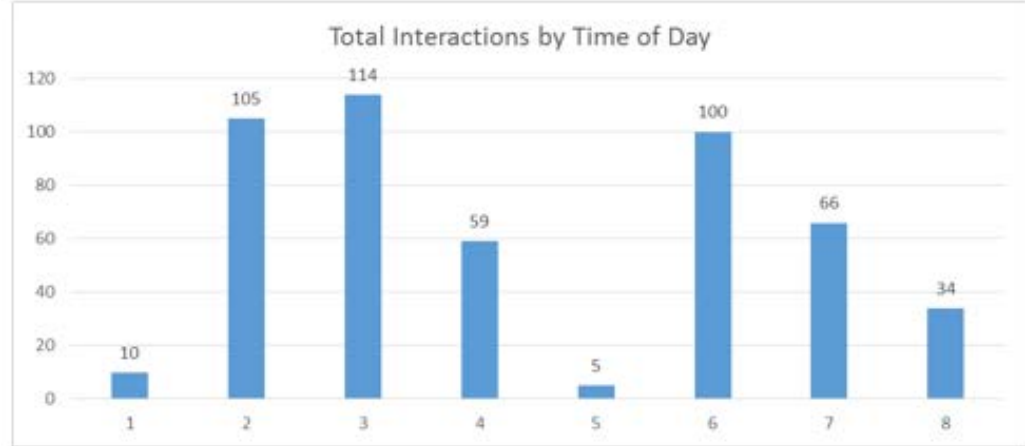
# Observation Protocol – What We Used This Time

- 0 substitute teachers (had student teachers)
- 3 team members and 2 outside consultants
- Team members observed all day in pairs or threes
- Every teacher is observed for 10 minutes
- Used an app on our I-pad called Q-tally to take data
- Observation looked like this:
  - Teacher behavioral feedback: positive, corrective, negative
  - Pre-corrects
  - Active Supervision
- Calculate schoolwide data
- Share schoolwide and individual data
- Plan to develop schoolwide PD based on data

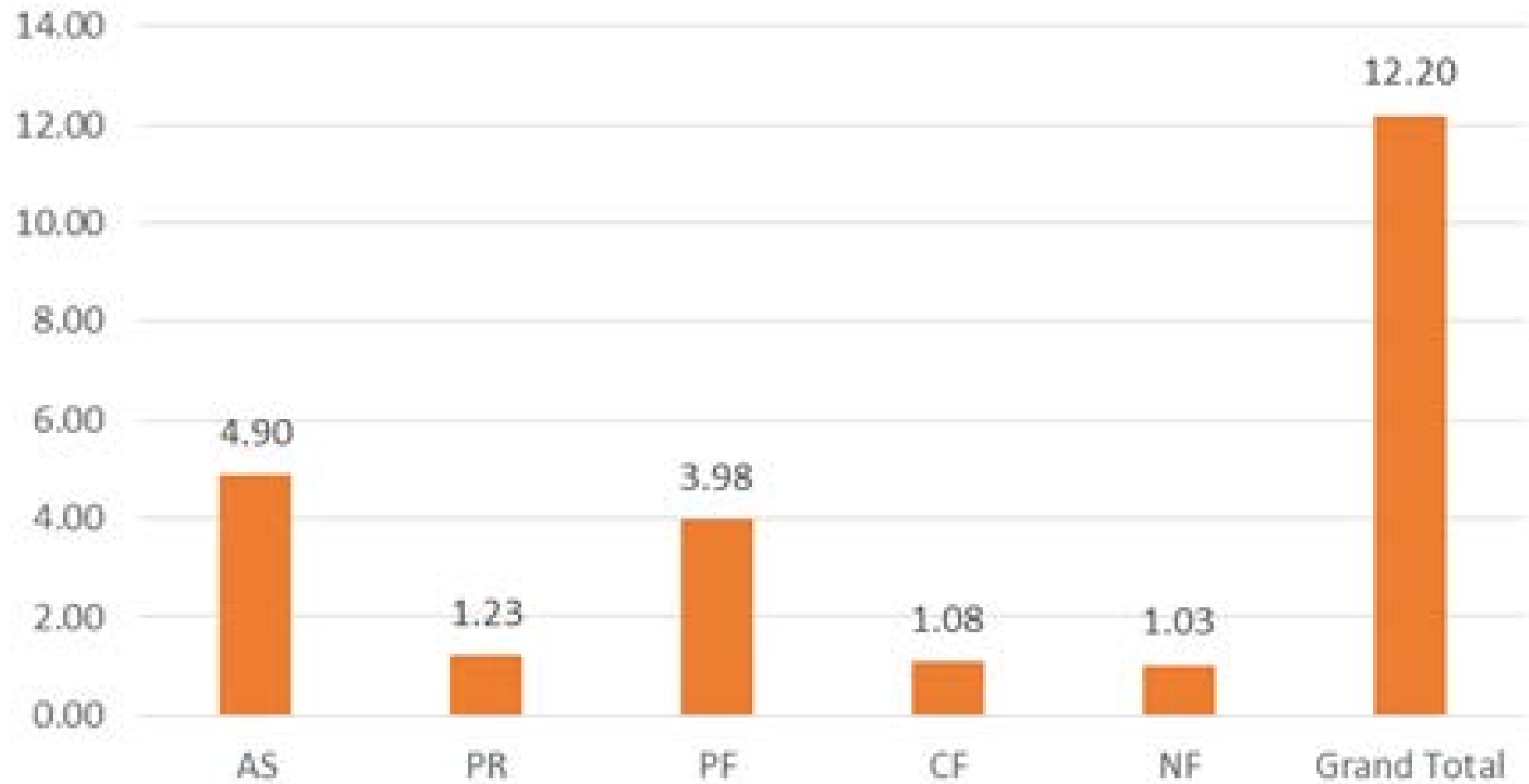
# Classroom Observation Report – Tier 1

## Classroom Observation Report

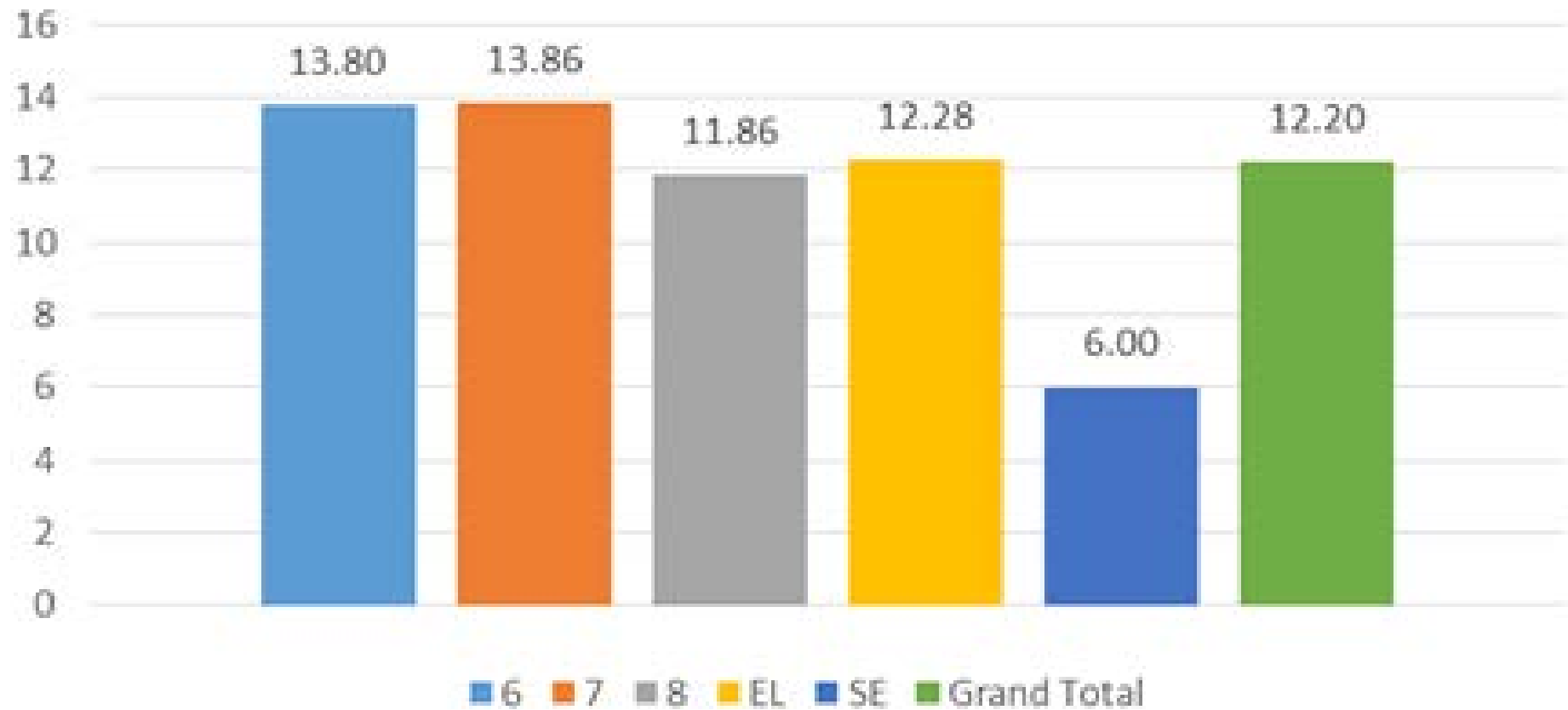




## Average Total Interactions per Observation

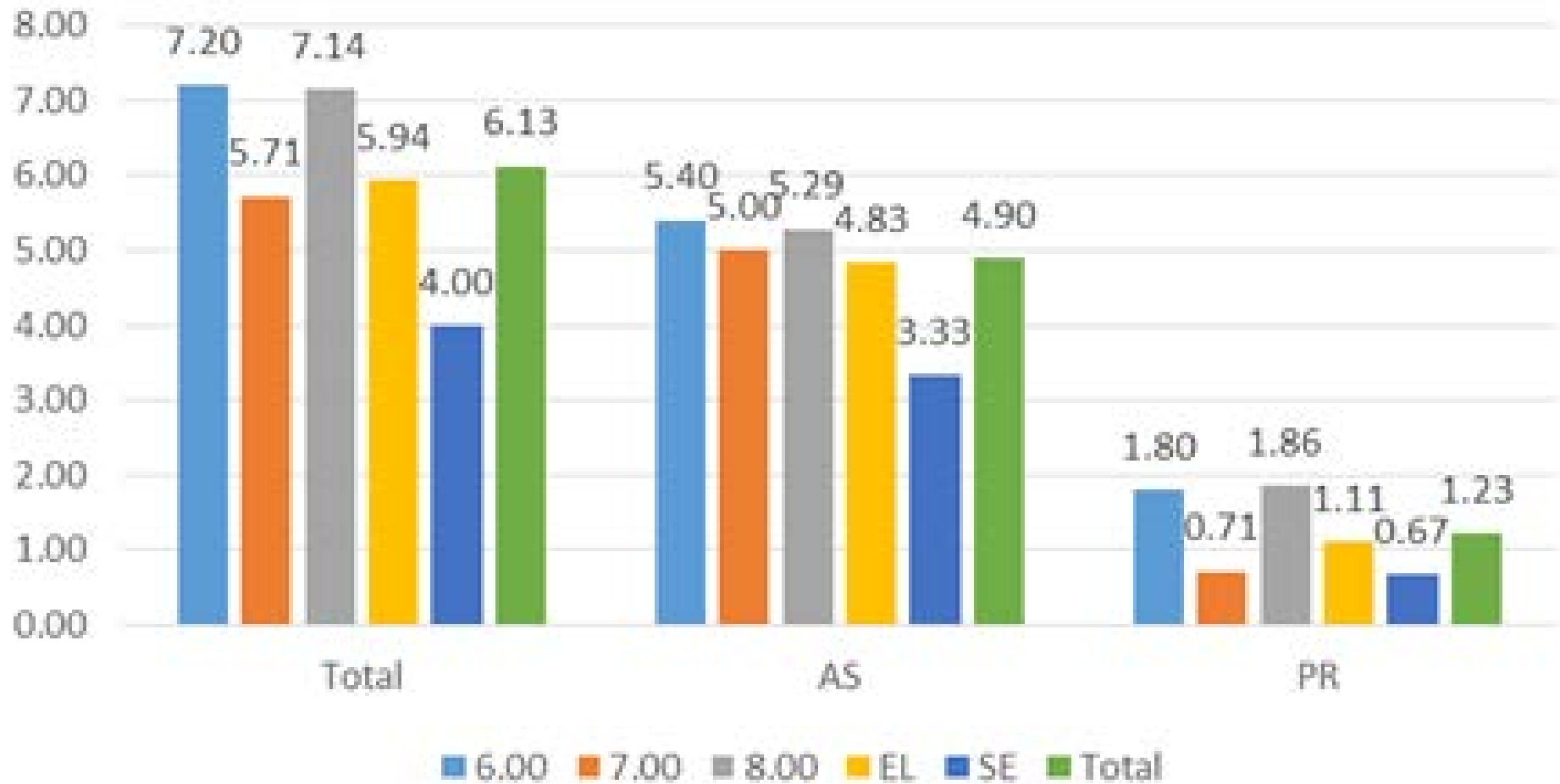


## Average Total Interactions per Observation by Grade Level

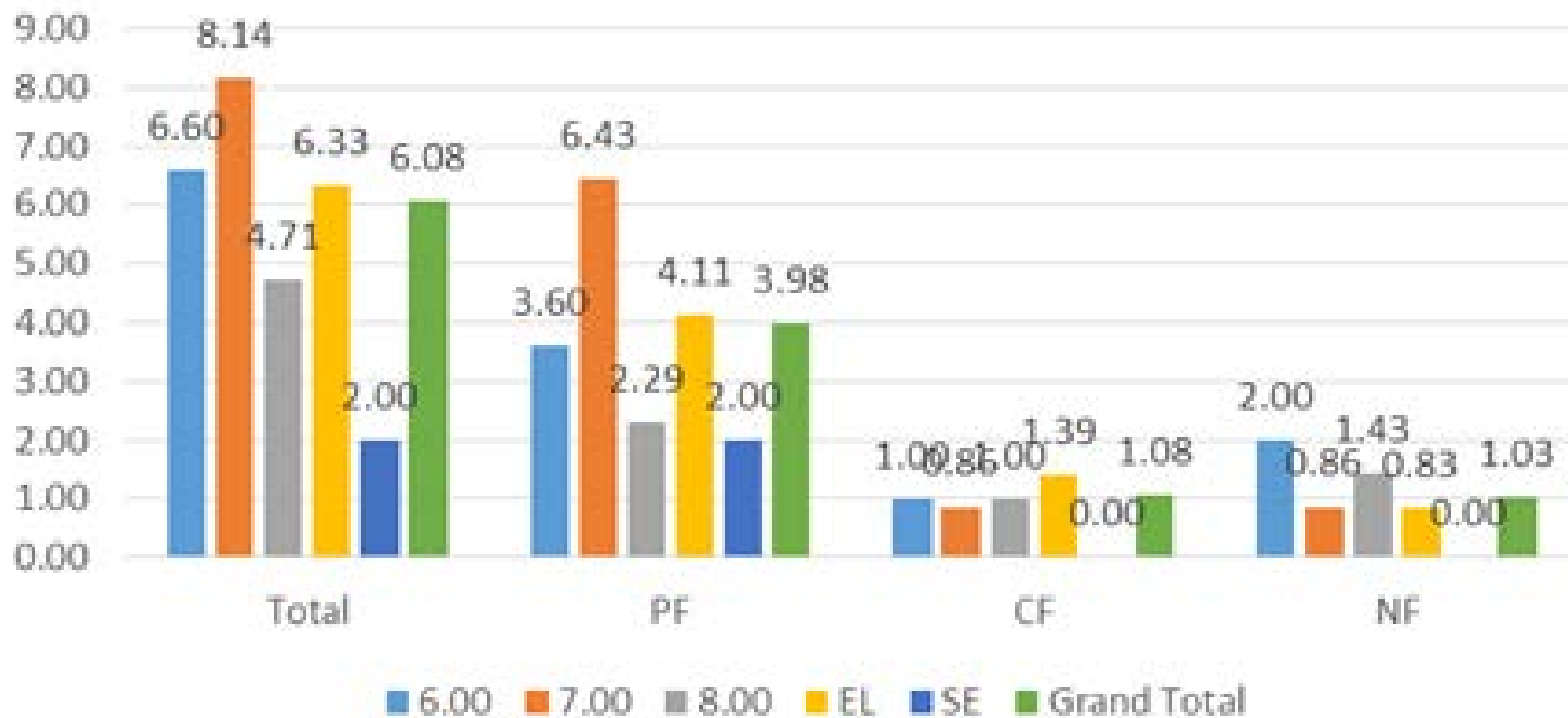




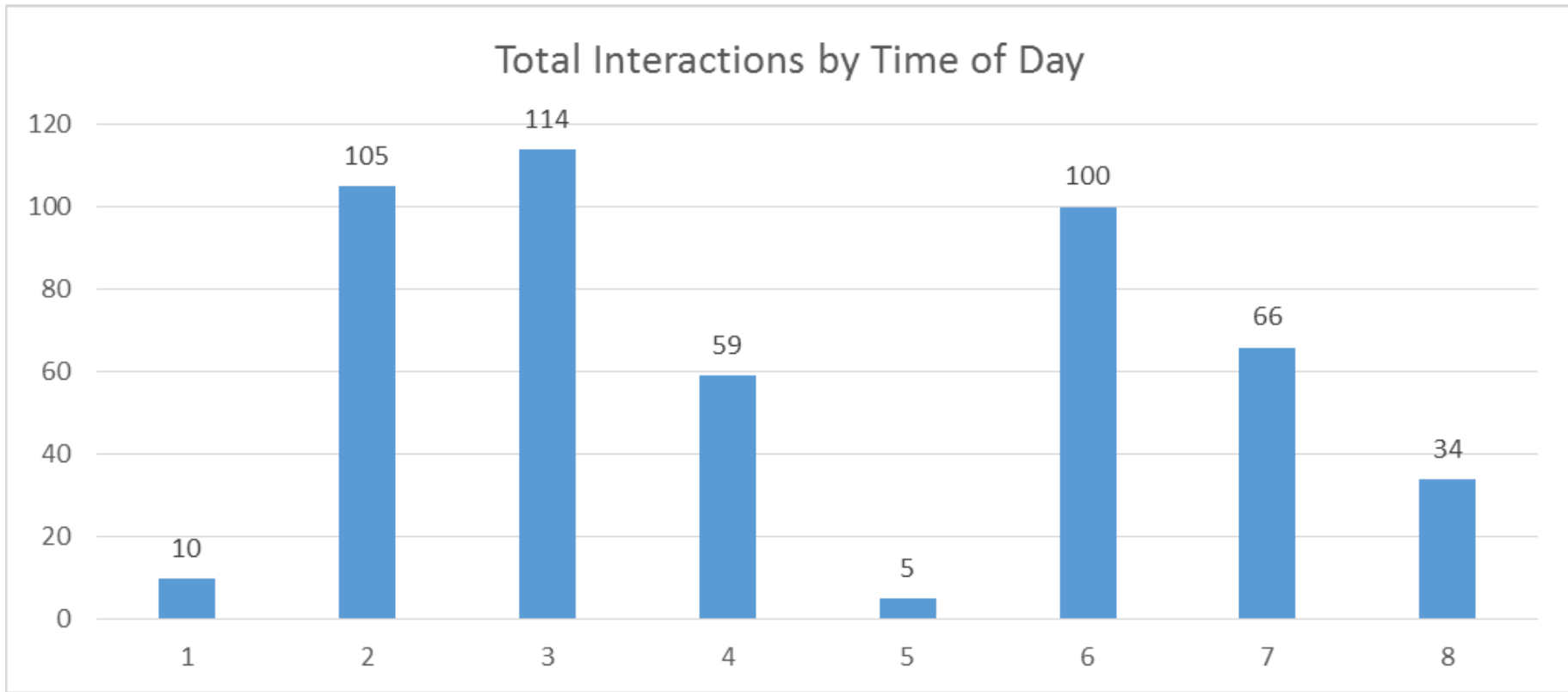
## Average Antecedent Interactions per Observation



## Average Consequent Interactions per Observation

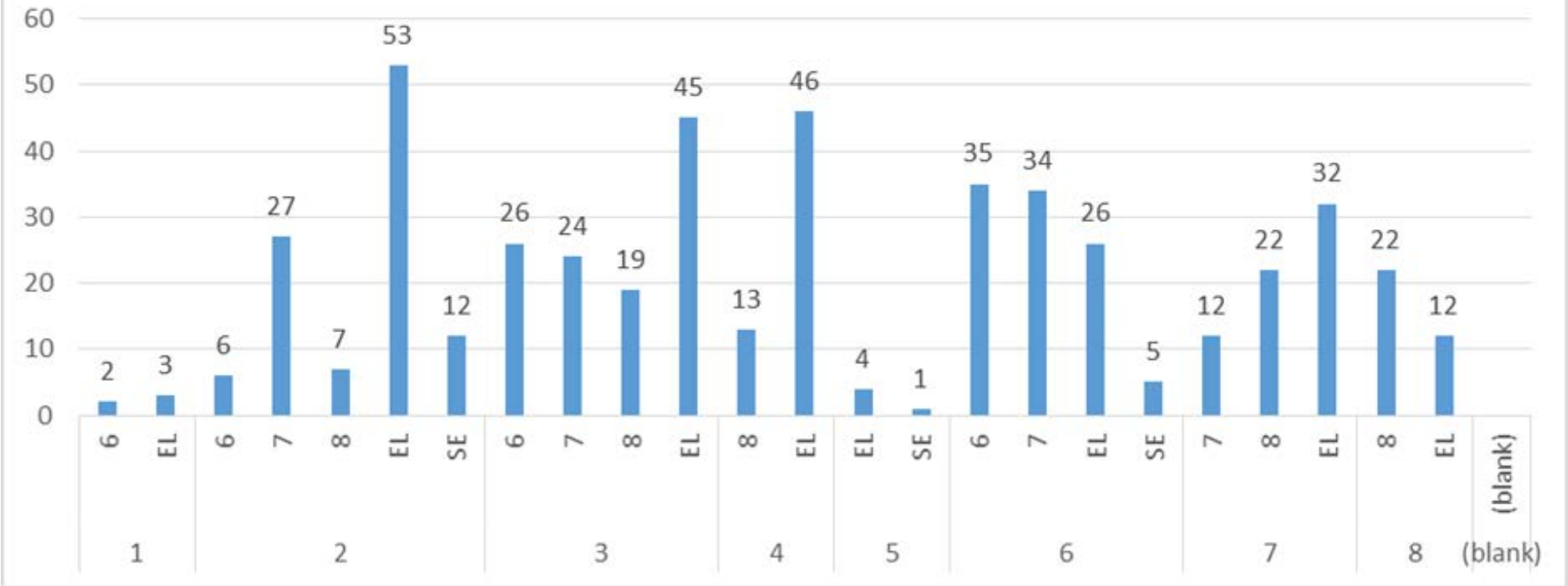


Total Interactions by Time of Day





### Total Interactions by Time of Day



# Classroom DBDM – Tier 1

## 1. Collect & Chart Data

Based on the Classroom Observation Report answer the following questions.

What were the average number of teacher-student interactions per observation?

*12.2 per observation; 1.22 per minute*

What is the most frequently occurring antecedent interaction, on average?

*active supervision*

What is the least frequently occurring antecedent interaction, on average?

*direct instruction*

What is the most frequently occurring consequent interaction, on average?

*positive feedback*

What is the least frequently occurring consequent interaction, on average?

*negative feedback (1.03), corrective feedback (1.08)*

Who is providing the fewest overall interactions, on average?

*special education*

Who is providing the fewest antecedent interactions, on average?

*special education*

Who is providing the fewest consequent interactions, on average?

*special education*

When are the most interactions occurring?

*between 8:00 and 10:00 am*

When are the fewest interactions occurring?

*between 11:00 am and 12:00 pm and between 2:00 pm and 3:00 pm*

When are the most antecedent interactions occurring?

*between 9:00 am and 10:00 am*

When are the fewest antecedent interactions occurring?

*between 7:00 am and 8:00 am and between 11:00 am and 12:00 pm*

When are the most consequent interactions occurring?

*between 8:00 am and 9:00 am*

When are the fewest consequent interactions occurring?

*between 7:00 am and 8:00 am and between 2:00 pm and 3:00 pm*

## 2. Analyze and Prioritize

Antecedent	Consequence	Group	Time of Day
Interaction: <i>Prompting</i> Group: <i>7<sup>th</sup>, EL, SE</i> Time of Day: <i>7-8, 11-12</i>	Interaction: <i>Corrective</i> Group: <i>All</i> Time of Day: <i>7-8; 2-3</i>	Group: <i>SE</i> Interaction: <i>All</i> Time of Day: <i>7-8, 9-11, 1-3</i>	Time of Day: <i>11:00 am – 12:00 pm</i> Interaction: <i>All</i> Group: <i>All</i>



### 3. Write a S.M.A.R.T. Goal

All teachers will increase prompting from an average of 1.23 occurrences in a 10-minute observation to an average of 3 occurrences in a 10-minute observation between <start date> and <target date>, as measured by the Classroom Observation Report for the <intervention quarter> quarter.

All teachers will increase corrective feedback from an average of 1.08 occurrences in a 10-minute observation to an average of 2 occurrences in a 10-minute observation between <start date> and <target date>, as measured by the Classroom Observation Report for the <intervention quarter> quarter.

All teachers will decrease negative feedback from an average of 1.03 occurrences in a 10-minute observation to an average of 0.5 occurrences in a 10-minute observation between <start date> and <target date>, as measured by the Classroom Observation Report for the <intervention quarter> quarter.

All teachers will use their prompting method of choice to support the use of targeted interactions for a minimum of one 10-minute session per day scheduled during one of the following time blocks: 7:00 – 8:00 am, 11:00 am – 12:00 pm, or 2:00 – 3:00 pm.

# Tier 1 Practices

- Direct Instruction
- Prompting
  - Self-monitoring
  - Motivaider
  - CW-FIT

#### 4. Action Plan

	<b>Action</b>	<b>Who</b>	<b>By When</b>
<b>Teach</b>	Develop / identify brief PD on using prompts & corrective feedback to respond to problem behavior.	Team member	Week 1
	Develop / identify brief PD on differentiating between corrective and negative feedback.	Team member	Week 1
	Schedule delivery of PD to staff.	Team member Administrator	Week 1
	Deliver PD to staff (include self-monitoring options).	Team member Administrator	Week 2
	Collect evaluation data on PD.	Building coach	Week 3 - 9
<b>Supervise</b>	Add prompting, corrective feedback, and negative feedback to observations, coaching, and consultation.	Administrator Instructional coaches Mentor teachers	Week 3
	Identify need for Tier 2 supports	Building coach Administrators Instructional coaches	Week 4
	Identify need for Tier 3 supports	Building coach Administrators Instructional coaches	Week 2
<b>Prompt</b>	Model prompting and corrective feedback in non-classroom and classroom settings.	All team members	Week 2 - 9
	Provide Tier 1 supports (e.g., golf counter, Motivaider, CWFIT).	Team member Administrator	Week 2 - 9
<b>Reinforce</b>	Provide verbal/written positive specific feedback to teachers observed using prompting or corrective feedback.	All team members Administrators Instructional coaches	Week 2 - 9
	Focus staff reward system on prompting and corrective feedback.	Team member Administrator	Week 2 - 9
	Provide bi-weekly data updates to staff	Building Coach	Weeks 3 - 9
<b>Correct</b>	Provide verbal/written specific corrective feedback to teachers observed using negative feedback or ignoring in response to problem behavior.	All team members Administrators Instructional coaches	Week 2 - 9
	Provide Tier 2 supports (performance feedback).	Building coach	Weeks 3 - 9
	Provide Tier 3 supports (coaching/consultation).	Building coach Administrators Instructional coaches	Weeks 2 - 9

## 5. Progress Monitoring Plan

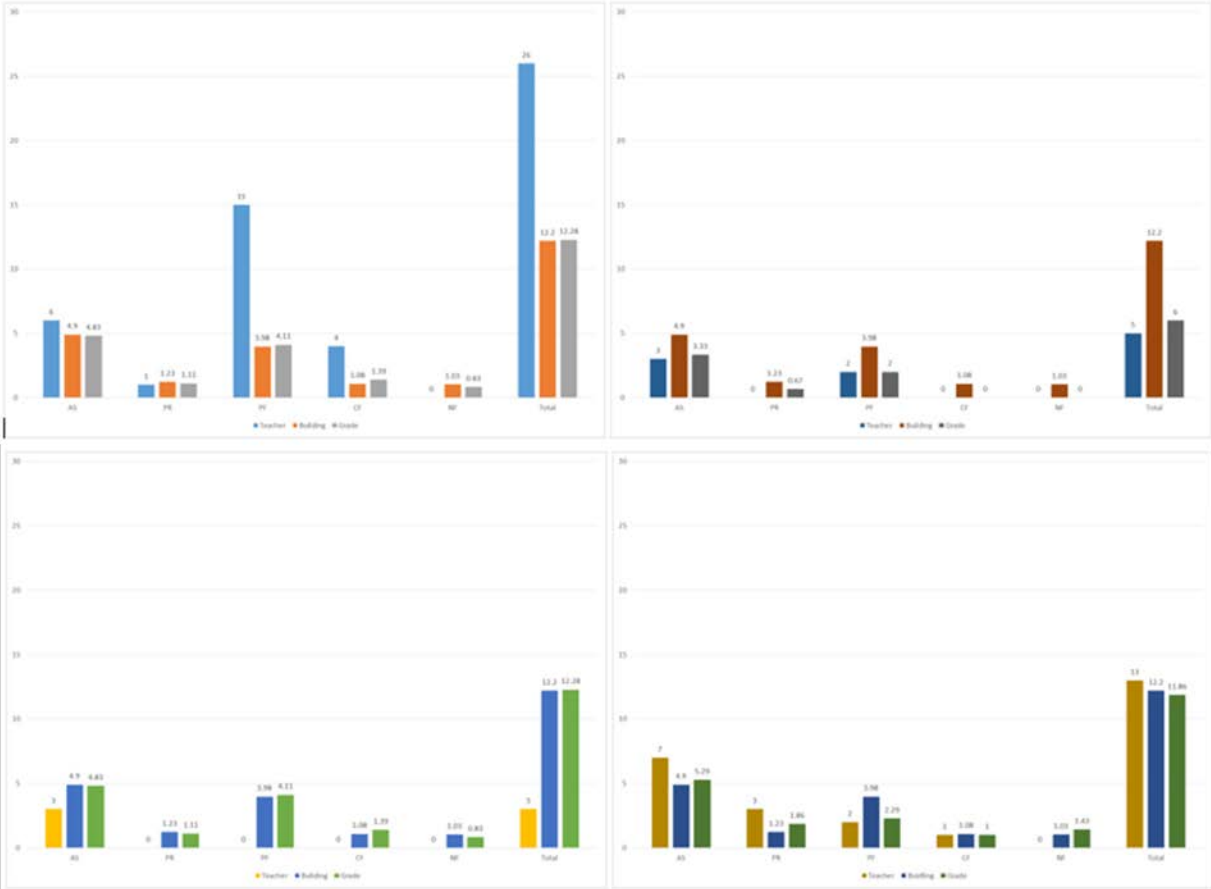
Type	Source	Collected By	Collected When	Reviewed By	Shared With
Fidelity	Action Item Checklist	Building Coach	Weeks 1 – 9	Building Coach	PBIS Team Administrators Instructional Coaches
Fidelity	Self-report on Prompting, Reinforcing, and Correcting	Team Members	Weeks 2 – 9	Building Coach	PBIS Team
Outcome	Classroom Observation	Building Coach	Weeks 2 – 9	Team	All staff
Outcome	Self-Monitoring Data	All staff	Weeks 2 – 9	Team	All staff

## 6. Evaluation

	Goal Met	Goal Not Met
<b>Implemented with Fidelity</b>	<ul style="list-style-type: none"><li>• Plan for sustained implementation.</li><li>• Start a new Classroom Observation DBDM cycle.</li></ul>	<ul style="list-style-type: none"><li>• Review data</li><li>• Consider alternative hypothesis</li><li>• Intensify intervention</li><li>• Modify intervention</li></ul>
<b>Not Implemented with Fidelity</b>	<ul style="list-style-type: none"><li>• Identify obstacles to implementation.</li><li>• Modify plan, as needed.</li></ul>	<ul style="list-style-type: none"><li>• Determine why goal was met, regardless of fidelity of implementation.</li></ul>

# Classroom Observation Report – Tier 2/3

# Teacher Data Reports



# Classroom DBDM – Tier 2/3



# Data-decision Rules

- Grade Level/Area
- Total Interactions
- Type of Interaction
  - Antecedent
  - Consequent
  - Multiple
- Time of Day

# Tier 2 Practices

- Direct Instruction
- Prompting (self-monitoring, Motivaider, CW-FIT)
- Performance Feedback

# Progress Monitoring

- Tier 1 Data
  - Classroom Observation Report
  - Self-monitoring Data
- Performance Feedback Data

# Tier 3 Practices

- Behavioral Consultation/Coaching
- Direct Instruction
- Prompting
- Performance Feedback
- Modeling

ANY  
QUESTIONS  
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# Contact Information

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