

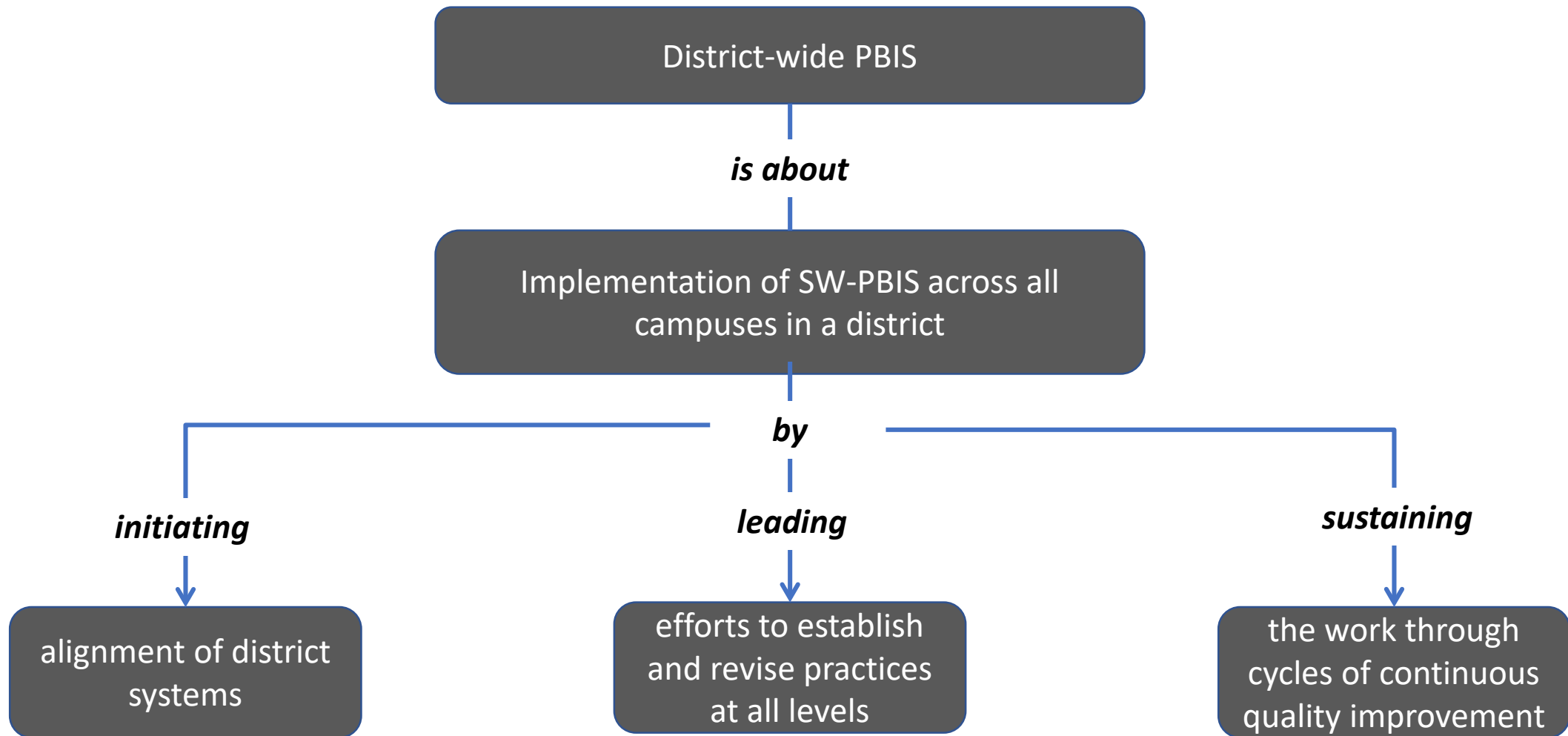


Developing Internal Capacity for Professional Development and Internal Coaching

Please take two sticker dots and place them on two coaching skill posters that you would like additional information on.



- Examine the potential benefits of developing a professional learning plan as part of a district planning process; including the role of internal coaches.
- Provide coaching facilitation tools team members can use when facilitating team and building processes.
- Explore tools, resources, and exemplars to build internal capacity to install SW-PBS.





PURPOSE



- * Turnover leads to implementation failure
 - * Training and coaching investments are drained
 - * Implementation knowledge is lost
- * Internal capacity must be built to offset losses



- * No definitive roadmap for district-wide implementation



AUDIENCE

- ✦ District PBIS Coaches
- ✦ District Leaders/Administrators
- ✦ Building Administrators
- ✦ Consultants and/or TA Providers
- ✦ State and/or Regional Leaders
- ✦ Practitioners (e.g., district or building team member)





GUIDING QUESTIONS

- * What might be the benefits of integrating SW-PBS as part of your districts professional learning plan?
- * How might your team use the tools to build a professional learning plan?
- * What skills are needed for staff members to provide coaching?
- * What supports are needed for staff member to be successful at coaching?
- * What connections did you make with the district examples shared?
- * What next step(s) will you bring back to your team?



**Positive Behavioral Interventions and
Supports
Implementation Blueprint:**

**PBIS District Systems Fidelity Inventory
(DSFI)**

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 2019 January 17

1. Leadership Teaming
2. Resource Alignment, Funding, & Allocation
3. Stakeholder Engagement
4. Professional Learning
5. Coaching & Technical Assistance
6. Evaluation, Performance Feedback, & Data Based Decision Making
7. Policy and Systems Support
8. Workforce Capacity
9. Local Implementation Demonstration



4.1 - District Professional Learning Plan

- DLT completes a **3-5 year professional learning plan guided by school implementation data** (e.g., TFI, SAS results) and linked to vision statement and measurable outcomes.

4.2 - District Professional Learning Calendar

- **Dedicated professional learning time** and training plan (with clear scope and sequence) are scheduled for SWPBS implementation and events are publicly posted to define and shape the goals and process of implementing PBIS (e.g., state-wide training calendar, district-wide master schedule).

4.3 - Professional Learning Alignment

- SWPBS professional learning materials and professional learning practices are **aligned with other relevant empirically-supported initiatives**.



4.4 - Ongoing Professional Learning

- At least annually, SW PBS in part of orientation with **new staff and refresher sessions** are provided with returning/veteran staff.

4.5 - Communities of Practice

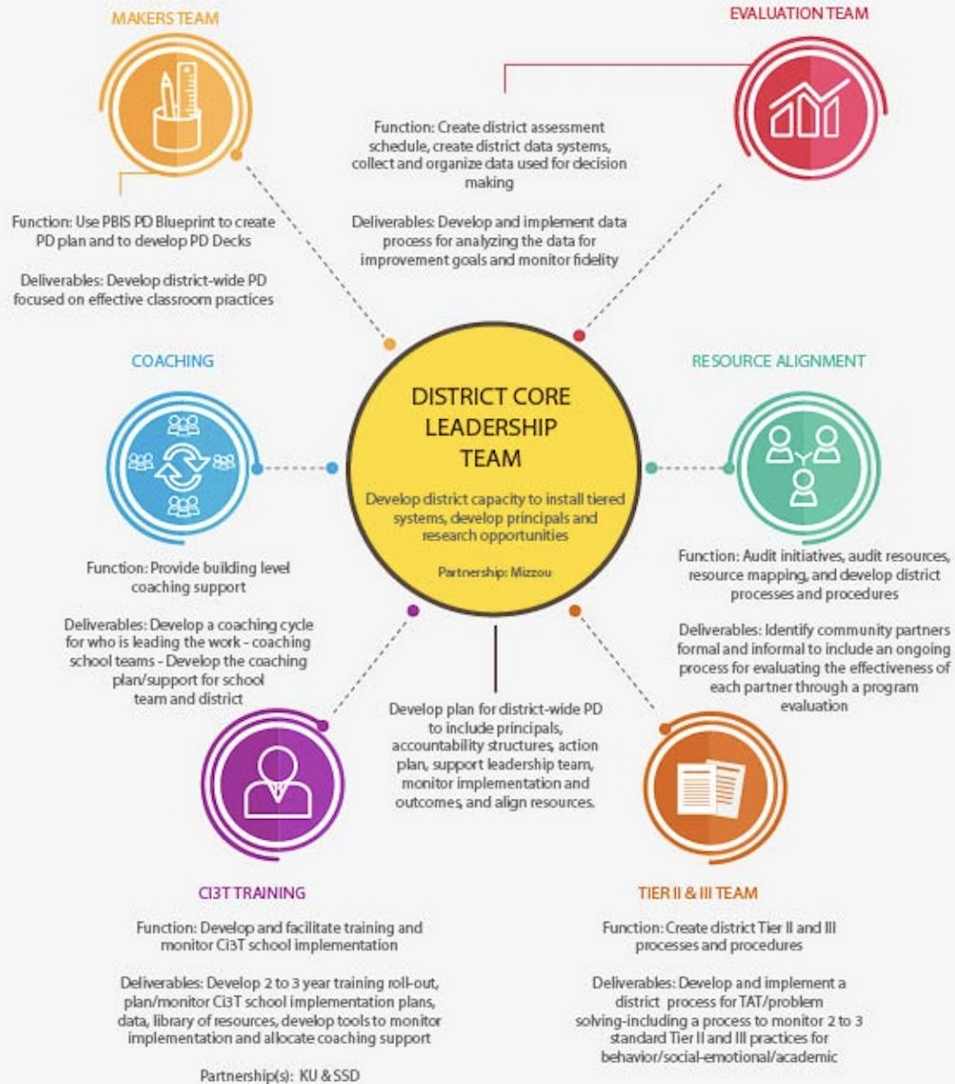
- In-district and/or out-of-district **peer networking opportunities** focused on SWPBS are available and regularly accessed by school and team leaders, district or school level coaches, and/or district/school level teams.

4.6 - Internal Professional Learning

- District-wide, **internal training capacity** (e.g., core group identified and support in leading efforts) is established to build and sustain a SWPBS framework.



FERGUSON-FLORISSANT SCHOOL DISTRICT



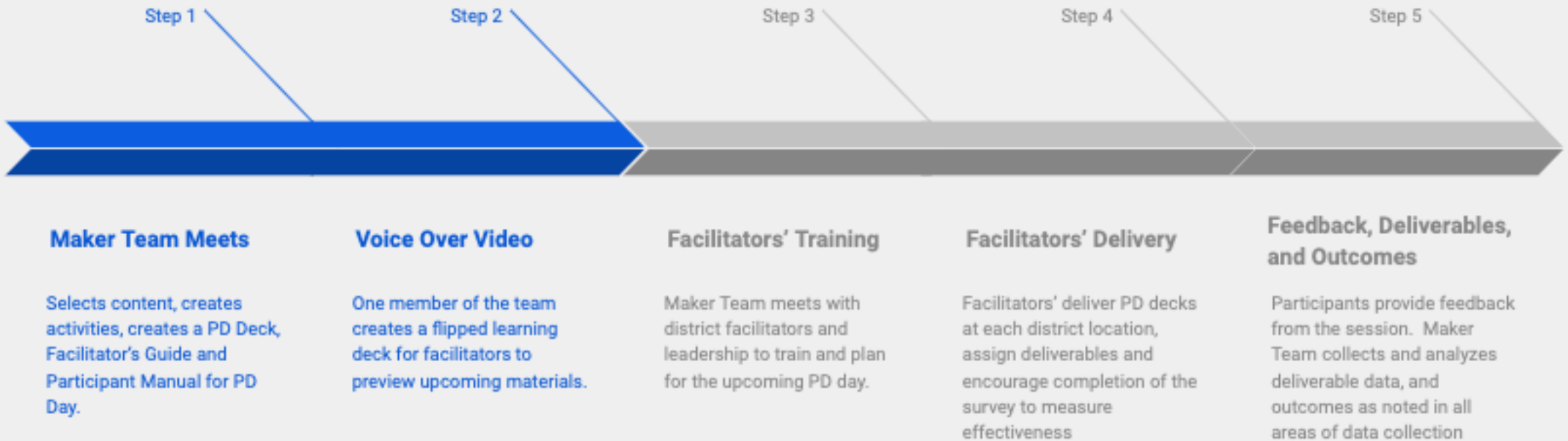
Systems Approach – Continuous Improvement Model:

- Using district expertise
- Content that works for Elementary and Secondary
- Developing a reliable pattern of PD with resources provided
- Internal expertise of facilitators has increased



PBIS Professional Development Process

Ongoing Cycle of Continuous Learning





Topics Learned

- Classroom Expectations
- Procedures and Routines
- Behavior Specific Praise
- Precorrection
- Opportunities to Response
- Active Supervision
- Managing the Acting Out Cycle





Standard Resources

- PD Deck
- Facilitator’s Guide
- Participant’s Agenda
- Google Site

FFSD Professional Development 2017-18				1005 Waterford Drive Florissant, MO 63033 Building B22 Liz Raymer (314) 506-9089 Georgia Cotton (314) 506-8138
	ILT	PBIS/PLC	Additional Resources	PD Systems Resources
August 28, 2017	ILT Powerpoint Facilitator's Guide Agenda	Morning Session ppt- Data Driven Dialog Afternoon Session ppt- Creating Productive Teams	Vision Document 2016-17 ILT Tool Kits	Request to Travel Directions - click here for directions to complete a request to travel outside the district. Expense Report
September 18, 2017	ILT Powerpoint Facilitator's Guide Agenda	PBIS Powerpoint Facilitator's Guide Agenda	4 year Goals Levels of Learning and Change	Tuition Reimbursement Form - Please use this form to apply for tuition reimbursement. Deadlines to submit the application for consideration: <i>Summer Semester - May 24</i> <i>Fall Semester - September 21</i> <i>Winter/Spring Semester - January 11</i>
October 19, 2017	Information	PBIS Powerpoint Facilitator's Guide Agenda		Time Sheet - please complete a time sheet when attending any training that requires a stipend.
November 27, 2017	Lesson Plans NON-ILT PD PPT NON-ILT Agenda ILT Agenda ILT PPT	PBIS Powerpoint PBIS Agenda		Please use this form for all NON-Student Attendance Day PD Days to Sign in for ILT, Content Area PD, or PBIS training. ILT/Content Area/ PBIS Sign-in Sheet Facilitator Training Sign-in - please use



- 1 District Positive Behavioral Intervention and Support
Professional Learning: November 30, 2018
WELCOME and SIGN IN
- 2 A message from the Superintendent
- 3 Share your success!
- 4 Session Agenda
 - 1:15 Welcome, Agenda, Goals (5 Minutes)
 - 1:20 Setting the Context (15 Minutes)
 - 1:35 Go Deeper - the CST Framework (15 Minutes)
 - 1:50 Planning and Application for OTR (50 Minutes)
 - 2:40 Model Lesson using OTR and District (20 Minutes)
 - 3:00 January Deliverables & Concluding Remarks (15 Minutes)
 - 3:15 Have a great afternoon!
- 5 Learning Objectives
 - Participants will...
 - Deepen understanding of the PBIS Universal Framework for grade-level effective universal classroom strategies (opportunities to respond) and how these strategies help build student-teacher relationships that will impact NCE Indicators 1.2, 2.6, 3.2, and 4.4.
 - Understand and apply the opportunities to respond and be able to implement OTR as a research-based strategy to increase positive outcomes for students, while holding colleagues responsible for implementation school-wide.
 - Review, reflect, and complete Q2 goal of PBIS implementation around OTR.
- 6 Professional Responsibilities
 - Set your Intentions**
 - How do you want to show up this afternoon?
 - What do you want to get from your learning today?
 - Page 2 Agenda
 - Start and end on time
 - Intentional use of technology
 - Stay engaged
 - Share your voice
 - Presume positive intention
 - Assign roles (facilitator, timekeeper, process observer, recorder, reporter)
 - Electronic Sign In & complete the PBIS evaluation
- 7 One District UNITE
 - Understanding Networking Infrastructure Talent Economics Decorum
 - Promote a school climate conducive to learning through district-wide implementation of Positive Behavioral Interventions & Supports (PBIS), reduction of classroom disruptions and discipline incidents, and parent and teacher surveys to monitor progress and gain feedback.



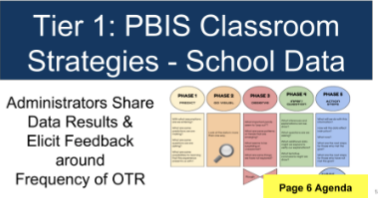
<https://docs.google.com/document/d/1WGoG9FC8g25e7uHFBZftp4DCFvVlv2pHHr16OGdO-co/edit?usp=sharing>

Here is a link to the facilitator's TO DO list prior to PD.

How do you want your staff arranged during PD. Grade level teams, content, pick a color when you come in and sit at that table, etc.

Assign a PRIS team member to sit with groups to help facilitate the conversation



16.	<p>Knowing Your Why: FFSD "Dear Teacher"</p> 	<p>Key Moves:</p> <p>Materials:</p>	<p>Minute(s): SAY: This video is a representation of our FFSD students. Please remember that our students are our "why."</p> <p><i>After video:</i></p> <p>SAY: Would anyone like to share out their reflection and thoughts from this video?</p>
17.		<p>Key Moves:</p> <p>Materials:</p>	<p>Minute(s): SAY: We are now going to focus on the universal strategy of opportunities to respond and dig a little deeper into it by applying what we have learned.</p>
18.	<p>Tier 1: PBIS Classroom Strategies - School Data</p> <p>Administrators Share Data Results & Elicit Feedback around Frequency of OTR</p> 	<p>Key Moves: Administrators, provide your school's current data on OTR as well as other strategies. Set the stage for the OTR learning by pointing out how well your staff is doing using OTR or how improvements can be made.</p> <p>Materials: Data Observation Form For OTR</p>	<p>Minute(s): SAY: At this time, [our administrator] will present us with our school's current data on OTR from the PBIS survey. The survey assessed whether or not opportunities to respond was observed, and if the opportunities to respond were individual, whole group, or peer-to-peer. Before we view the data, let's follow the data process by first making a prediction. On page 6 of your agenda, write down what you think the data will look like. Take 1 minute to do this.</p> <p><i>GIVE 1-2 MINUTES</i></p> <p>SAY: Now let's move into the Go Visual phase and begin the process.</p>

Facilitator's Guide



Upcoming Lesson/Standard:	Selected OTR Activities and Time:
OTR Teacher Moves: (questions, topics, tasks)	Necessary Supplies:

**OTR
Planner**

Participant's Agenda

By January 25 I will utilize the _____ strategy in order to apply more opportunities to respond in my classroom.

By January 25 I will utilize an opportunity to respond strategy(s) in order to apply _____ opportunities to respond in my classroom in a ten minute time.

PBIS Assessment Calendar

A guide to data-based decision making


Month	Survey	Dates	Discuss Data	Who takes this?	Survey Description	How do you take this?
Aug	http://new.fer...nth=08&day=22	Aug. 3 PD Day			Discuss this calendar and description of the importance of using survey results to drive decisions.	
FFSD Referral Comparison						
Sept.	PBIS Classroom Strategies	Sept. 1-Sept. 14	Sept. 28 PBIS PD Day	Administrators	This survey is given by administrators by walking through classrooms. Administrators are looking for specific teacher responses to Positive and Negative behavior and academic work. All teachers should be provided feedback on this survey.	Classroom Strategies Data Collection
FFSD Referral Comparison To see your school's Big 5 Data, please contact your administrator.						
Oct.	School Climate Survey	October 1-October 25	Oct. 28 PBIS PD Day	Students Grades 3-12	School teams wanting to gain a student perspective on the overall climate in the building.	School Data Coordinator will send link to staff
	Universal Behavioral Screening (SRSS)	September 27-October 15		Classroom Teachers (Secondary should choose one period that all teachers should use)	The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk. (Internalizing vs. Externalizing Behaviors)	SRSS Survey
FFSD Referral Comparison To see your school's Big 5 Data, please contact your administrator.						
Nov.	Tiered Fidelity Inventory (TFI) (Progress Monitor)	November 1-November 27	Nov. 30 PBIS PD Day	PBIS Team	The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school. Tier 1, 2, and 3 of kids	School Data Coordinator will send link to staff
	PBIS Classroom Strategies	November 19-November 23		Administrators	This survey is given by administrators by walking through classrooms. Administrators are looking for specific teacher responses to Positive and Negative behavior and academic work.	Classroom Strategies Data Collection
FFSD Referral Comparison To see your school's Big 5 Data, please contact your administrator.						
Dec.	Universal Behavioral Screening (SRSS)	December 3-December 10	Jan. 25 PBIS PD Day	Classroom Teachers (Secondary should choose one period that all teachers should use)	The SRSS assessment is a universal screening tool that helps identify students who are at risk for behavioral problems. Teachers assess various risk factors for each student in their classroom to determine who is at-risk. (Internalizing vs. Externalizing Behaviors)	SRSS Survey
FFSD Referral Comparison To see your school's Big 5 Data, please contact your administrator.						



Maker Team

 Change image ▾

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Welcome to the Maker Team Page. The intent of our page and sub pages is to create a one stop shop for links to all of our PD resources, and make them easily available to everyone.

FFSD Maker Team Members

Facilitator: Jane Crawford

Makers: Lauren Rebert, Lauren Weissler, Stephanie Tuck, Ryan Deem, Iris McClendon

Consultants: Lisa Powers, Lisa Hazel, Liz Davenport

Y19 Ci3T/PBIS PD Dates (2 Hour Sessions)

- Friday 8/3: Review of Y18 PD, anchor to school PBIS expectations, Active Supervision, [Assessment Schedule](#), Ghost Walk



Two Truths & A Lie regarding Coaching

1. Research indicates that new strategies and interventions are not implemented with integrity unless a consultant (coach) is continually involved.
2. In order to be an effective education coach, you need to have a full time position dedicated to coaching others.
3. There are seven skills necessary when being an effective coach and supporting individuals, teams, and systems.



Two Truths & A Lie regarding Coaching

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3. There are seven skills necessary when being an effective coach and supporting individuals, teams, and systems.



Coaching and Technical Assistance

5.7 Coaching Functions:

- Support emphasizes coaching functions (**responsibilities and activities**, not people or positions) for internal (school level) and external (district/regional level) implementation supports.

5.8 Local Coaching Capacity:

- District has transitioned from outside/external to **local/internal/in-district coaching capacity** (e.g., core group identified and supported in leading efforts, embedded in job descriptions).



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Training vs. Coaching





OUTCOMES
(% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)

Training Components	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory & Discussion	10%	5%	0%
<i>Plus</i> Demonstration in Training	30%	20%	0%
<i>Plus</i> Practice and Feedback	60%	60%	5%
<i>Plus</i> Coaching in the Classroom	95%	95%	95%

Joyce & Showers (2002).

* Three Approaches to Coaching

Characteristic	Facilitative	Dialogical	Directive
Metaphor	Sounding Board	Partner	Expert-apprentice
Teacher Knowledge	Knows what they need to know to improve	Has valuable knowledge but may need other knowledge to improve	Must implement new knowledge to improve
Decision Making	Teacher	Teacher	Coach
Approach	Does not share expertise	Share expertise dialogically	Shares knowledge directly
Focus	Teacher	Student	Teaching practices
Mode of discourse	Inquiry	Balances advocacy with inquiry	Advocacy

Knight, Jim. The Impact Cycle: Corwin, 2018



Light vs. Heavy Coaching

Light Coaching

- Occurs when coaches want to build and maintain relationships more than they want to improve teaching and learning.
- Results in coaches being accepted, appreciated, and even liked by their peers.
- Avoidance of challenging conversations.

Heavy Coaching

- Includes curriculum analysis, data analysis, instructional changes, and conversations about beliefs and how they influence practice.
- Coaches work outside their comfort zone and stretch their coaching skills, content knowledge, and leadership skills.



Interpersonal
Communication

Professional
Development

Facilitating and
Supporting Leaders

**Skills Needed to
Support Individuals,
Teams, and Systems**

Coaching
Evaluation

Content Knowledge
Dissemination

Data-Based
Problem
Solving

Team-Based
Problem Solving



1. Interpersonal Communication Skills

- Active and attentive listening
- Summarizing
- Questioning
- Paraphrasing
- Delivering
- Integrating
- Empathizing





Scenario

Bobby is a classroom teacher and serves on the DLT. The district has recently adopted a new teaching delivery model which will require many staff members to change their practices. A staff member approaches Bobby complaining about the new model. How should Bobby respond using the Interpersonal Communication Skills just discussed:

“This new model is ridiculous. I don’t see why we are even doing this. I’ve been teaching for 20 years and this is the fourth time I’ve had to change my way of teaching. What was wrong with the way we were doing it before? Now I’m expected to change all of my lessons...they say we have until next year as this is the ‘planning year’ but you know how that goes. I better not be asked to go to any collab meetings as I know they are going to expect me to have these lessons ready and implemented by the end of the month.”



2. Data-Based Problem Solving Skills

1. Goal Identification and means to measure goal

Step 1: Problem Identification

What's the problem?



Step 4: Response to Intervention

Is it working?

- 7. Evaluate elimination of barriers
- 8. Evaluate progress toward goal

Step 2: Problem Analysis

Why is it occurring?

- 2. Identify resources and barriers to attaining goal
- 3. Prioritize barriers

Step 3: Intervention Design

What are we going to do about it?

- 4. Identify strategies to reduce/eliminate barriers
- 5. Develop action plan and implement
- 6. Develop follow-up plan

* 2. Data-Based Problem Solving Skills

1. Goal Identification and means to measure goal

Step 1: Problem Identification What's the problem?

1. Unable to complete all portions of the lesson within the class time provided.



Step 2: Problem Analysis Why is it occurring?

- 2. Identify resources and barriers to attaining goal
- 3. Prioritize barriers

2. I'm not able to start the lesson when the bell rings; it takes me a good 5 to 10 minutes to get started each day.

Step 3: Intervention Design What are we going to do about it?

- 4. Identify strategies to reduce/eliminate barriers
- 5. Develop action plan and implement
- 6. Develop follow-up plan

Step 4: Response to Intervention Is it working?

- 7. Evaluate elimination of barriers
- 8. Evaluate progress toward goal

4. Tally the number of times the class begins on time. Tally the PSF. Reflect and adjust.

3. Takes time for class to quiet down... Need to practice procedures for entering the room. PSF when appropriate.
3. Set a timer for lesson sections; this includes start time.



3. Team-Based Problem-Solving Facilitation Skills

Content of Problem Solving

- Decision making through consensus
- Guide use of clear decision-rules
- Encourage participation
- Ask guiding questions that encourage the use and reflection of data
- Bring conversations back to mission or goal

Interpersonal/Group Processes

- Good listener
- Well organized
- Goal oriented
- Reflective feedback
- Assertive (but tactful)
- Well respected
- Trusted

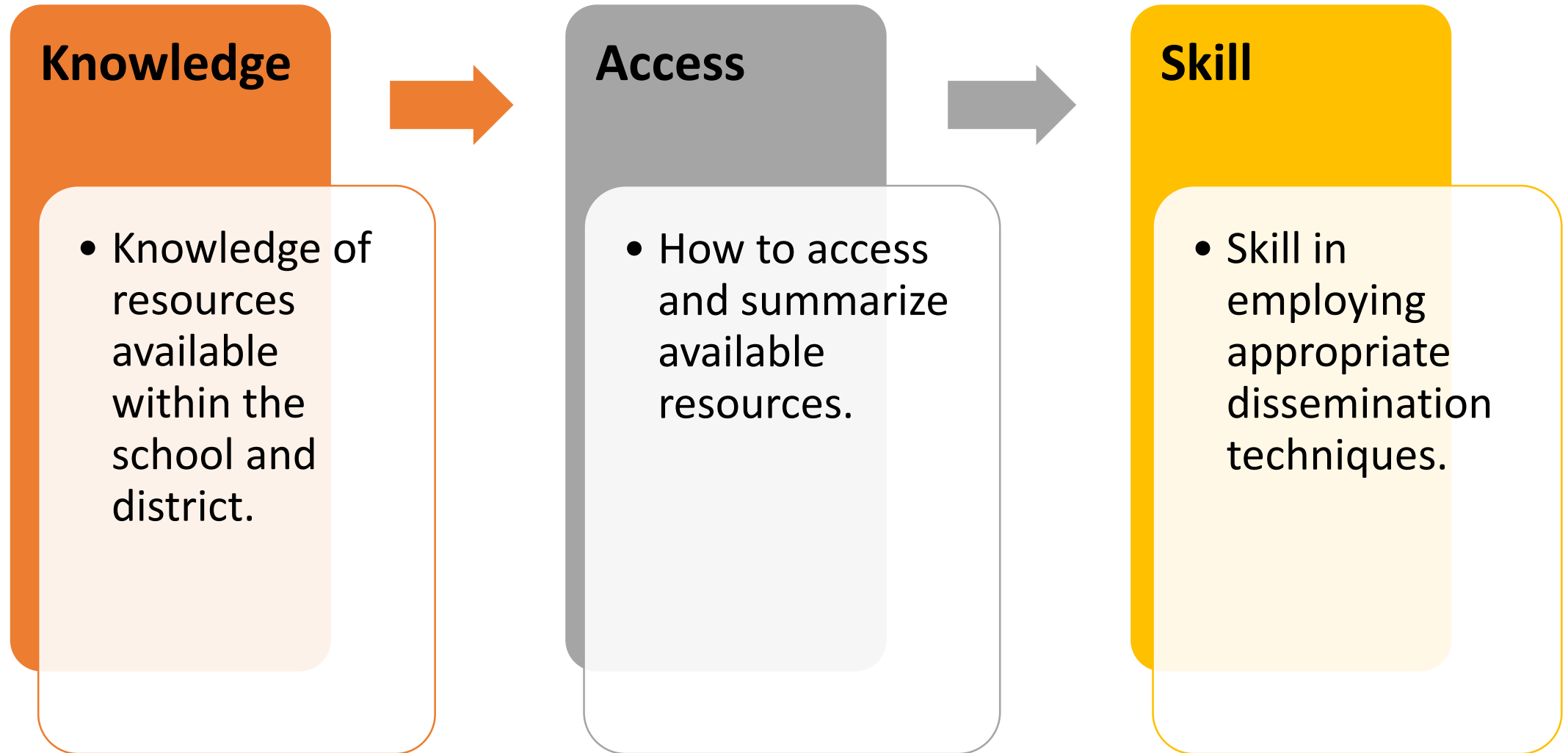


Scenario

Using the Team-Based Problem-Solving Facilitation Skills, how can Bobby coach his team to make a decision?

During collaboration time the team has a disagreement on the order in which activities should go based on time allotted with the new teaching delivery model. Shawna says one thing while Gene completely disagrees, Try sits back in his chair and says nothing, and then Brenda comes in about 15 minutes late but is on her computer the rest of the meeting and doesn't participate.

* 4. Content Knowledge Dissemination Skills





Scenario

How should Bobby respond using the Skills in Facilitating and Supporting Leadership?

It is expected that those trained in the teaching delivery method go back to the buildings and work with/train the staff, over the ext. year, on the method. Some are resistant on speaking in front of the staff while others don't see the training of staff a priority at the moment.



5. Skills in Facilitating and Supporting Leadership

- Establishing and articulating a clear vision with a sense of urgency for change, while maintaining focus on and delivering a consistent message of implementation over time.
- Focusing on schools (as districts are successful when schools are successful).
- Creating relationships with stakeholders based upon mutual respect and shared responsibility.
- Engaging in expert data-based problem solving.
- Investing in ongoing professional development.



How do you respond using the skills below:

The staff meeting is coming up in a few days and there is already frustration/anger/negative talk regarding the topic at hand. Select staff members are charged with leading the topic/conversation/training but are met with resistance; to the point, that staff are talking over the facilitating staff member.

- Interpersonal Communication Skills
- Data-Based Problem-Solving Skills
- Team-Based Problem-Solving Facilitation Skills
- Content Knowledge Dissemination Skills
- Skills in Facilitating and Supporting Leadership



How do you respond using the skills below:

There is a lack of preparation when it comes to meetings. Many staff come unprepared as far as data or student work samples. Additionally, there is still a struggle to have difficult discussions despite those conversations being needed.

- Interpersonal Communication Skills
- Data-Based Problem-Solving Skills
- Team-Based Problem-Solving Facilitation Skills
- Content Knowledge Dissemination Skills
- Skills in Facilitating and Supporting Leadership



How do you respond using the skills below:

During a training provided by colleagues 3-4 staff members are behaving in a manner which, if they were students, would have been “kicked out” of the classroom room five minutes ago.

- Interpersonal Communication Skills
- Data-Based Problem-Solving Skills
- Team-Based Problem-Solving Facilitation Skills
- Content Knowledge Dissemination Skills
- Skills in Facilitating and Supporting Leadership



How do you respond using the skills below:

The team is meeting to work collaboratively. The team leader has provided an agenda and roles have been assigned. Once the team begins discussing the topic and problem solving, one member of the team speaks up to give their opinion and ideas. While speaking the person uses a voice in which is demanding. Other team members become silenced and discontinue providing input.

- Interpersonal Communication Skills
- Data-Based Problem-Solving Skills
- Team-Based Problem-Solving Facilitation Skills
- Content Knowledge Dissemination Skills
- Skills in Facilitating and Supporting Leadership



How do you respond using the skills below:

The team is scheduled to meet. Prior to the meeting, team members agreed upon the agenda and information needed for the meeting. When the team sits down to work together, two of the five members do not have the agreed upon information. The team continues to meet, but they do not have all the information. No one on the team addresses this with their colleagues.

- Interpersonal Communication Skills
- Data-Based Problem-Solving Skills
- Team-Based Problem-Solving Facilitation Skills
- Content Knowledge Dissemination Skills
- Skills in Facilitating and Supporting Leadership



How do you respond using the skills below:

Several individuals serve on the team; however, it appears that they serve out of compliance. It's important for members on the team to not only understand the content and purpose of the team but to implement items decided as a team. When staff members approach these team members with questions regarding team decisions and/or updates, they respond with "I don't know."


- Interpersonal Communication Skills
- Data-Based Problem-Solving Skills
- Team-Based Problem-Solving Facilitation Skills
- Content Knowledge Dissemination Skills
- Skills in Facilitating and Supporting Leadership



Resources

- + National PBIS Technical Assistance Center
 - + Implementers Blueprint
 - + Professional Development Blueprint
 - + Trainer/Coach Assessment
 - + Evaluation Blueprint
 - + Technical Guide for Alignment
- + District Systems Fidelity Inventory (DSFI)
- + MO SW-PBS website (PBISMissouri.org)
- + MU Center for School-wide PBIS (bit.ly/mizzoupbis)
- + FL PBIS (flpbis.org – Coaching tab)



A man with a white beard and glasses, wearing a light blue shirt and a red tie, stands on the left side of the frame, gesturing with his right arm raised and his left hand open. He is smiling and appears to be speaking to a group of people. The group consists of several individuals of various ages and ethnicities, seen from behind, looking towards the speaker. The setting is a bright room with a large window on the right side, showing a view of a building. The overall atmosphere is professional and educational.

If you are
coaching, you
are a leader.



GUIDING QUESTIONS

- ✦ What might be the benefits of integrating SW-PBS as part of your districts professional learning plan?
- ✦ How might your team use the tools to build a professional learning plan?
- ✦ What skills are needed for staff members to provide coaching?
- ✦ What supports are needed for staff member to be successful at coaching?
- ✦ What connections did you make with the district examples shared?
- ✦ What next step(s) will you bring back to your team?



Presenters



Dr. Trisha Guffey

Senior Research Associate
GuffeyT@missouri.edu



Dr. Lisa Powers

Senior Research Associate
PowersL@missouri.edu