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.
District-wide PBIS

is about

Implementation of SW-PBIS across all campuses in a district

by

initiating

alignment of district systems

leading

efforts to establish and revise practices at all levels

sustaining

the work through cycles of continuous quality improvement

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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)

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GUIDING QUESTIONS

- What might be the benefits of integrating SW-PBS as part of your district’s 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?
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.
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

Step 1: Maker Team Meets

Step 2: Voice Over Video
One member of the team creates a flipped learning deck for facilitators to preview upcoming materials.

Step 3: Facilitators’ Training
Maker Team meets with district facilitators and leadership to train and plan for the upcoming PD day.

Step 4: Facilitators’ Delivery
Facilitators deliver PD decks at each district location, assign deliverables and encourage completion of the survey to measure effectiveness.

Step 5: Feedback, Deliverables, and Outcomes
Participants provide feedback from the session. Maker Team collects and analyzes deliverable data, and outcomes as noted in all areas of data collection.

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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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
<th>PD Systems Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28, 2017</td>
<td>ILT Powerpoint Facilitator's Guide Agenda</td>
<td>1005 Waterford Drive Florissant, MO 63033 Building B22</td>
<td>Request to Travel Directions - click here for directions to complete a request to travel outside the district.</td>
</tr>
<tr>
<td>September 18, 2017</td>
<td>ILT Powerpoint Facilitator's Guide Agenda</td>
<td></td>
<td>Expense Report</td>
</tr>
<tr>
<td>October 19, 2017</td>
<td>Information Facilitator's Guide Agenda</td>
<td></td>
<td>Tuition Reimbursement Form - Please use this form to apply for tuition reimbursement. Deadlines to submit the application for consideration: Summer Semester - May 24, Fall Semester - September 21, Winter/Spring Semester - January 11</td>
</tr>
<tr>
<td>November 27, 2017</td>
<td>Lesson Plans ILT Powerpoint - NON ILT PPT NON ILT Agenda ILT Agenda ILT PPT</td>
<td></td>
<td>Time Sheet - Please complete a time sheet when attending any training that requires a stipend.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Facilitator Training Sign-in - please use</td>
</tr>
</tbody>
</table>

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https://docs.google.com/document/d/1WG0G9EC8g25e7uHFBZtp4DCFvVly2pHHr16OgdQ-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 PBIS team member to sit with groups to help facilitate the conversation.
| 16. | **Key Moves:** | **Minute(s):** SAY: This video is a representation of our FFSD students. Please remember that our students are our "why."

**After video:**

SAY: Would anyone like to share out their reflection and thoughts from this video?

| 17. | **Key Moves:** | **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.

| 18. | **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.

**Materials:** Data

**Observation Form For OTR** | **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.

**GIVE 1-2 MINUTES**

SAY: Now let’s move into the Go Visual phase and begin the process.
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.
<table>
<thead>
<tr>
<th>Month</th>
<th>Survey</th>
<th>Dates</th>
<th>Discuss Data</th>
<th>Who takes this?</th>
<th>Survey Description</th>
<th>How do you take this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>http://new.fer_nth=08&amp;day=22</td>
<td>Aug. 3 PD Day</td>
<td></td>
<td></td>
<td>Discuss this calendar and description of the importance of using survey results to drive decisions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FFSD Referral Comparison</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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    |                        |              |                 |                                                                                                                                                                                                                  |                       |
| 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 | October 28 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    |                        |              |                 |                                                                                                                                                                                                                  |                       |
| 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 | Nov. 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. | Classroom Strategies Data Collection |
|       | FFSD Referral Comparison    |                        |              |                 |                                                                                                                                                                                                                  |                       |
| Dec.  | Universal Behavioral Screening (SRSS) | December 3-December 10 | January 26 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    |                        |              |                 |                                                                                                                                                                                                                  |                       |
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
- CP Date: Facilitated by Gillis,有问题和建议
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

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.
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).
Training vs. Coaching

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## OUTCOMES

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

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Demonstrate Knowledge</th>
<th>Demonstrate New Skill in Training</th>
<th>Use New Skills in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Practice and Feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Plus</strong> Coaching in the Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce & Showers (2002).
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Facilitative</th>
<th>Dialogical</th>
<th>Directive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphor</td>
<td>Sounding Board</td>
<td>Partner</td>
<td>Expert-apprentice</td>
</tr>
<tr>
<td>Teacher Knowledge</td>
<td>Knows what they need to know to improve</td>
<td>Has valuable knowledge but may need other knowledge to improve</td>
<td>Must implement new knowledge to improve</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Coach</td>
</tr>
<tr>
<td>Approach</td>
<td>Does not share expertise</td>
<td>Share expertise dialogically</td>
<td>Shares knowledge directly</td>
</tr>
<tr>
<td>Focus</td>
<td>Teacher</td>
<td>Student</td>
<td>Teaching practices</td>
</tr>
<tr>
<td>Mode of discourse</td>
<td>Inquiry</td>
<td>Balances advocacy with inquiry</td>
<td>Advocacy</td>
</tr>
</tbody>
</table>

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.
Skills Needed to Support Individuals, Teams, and Systems

- Interpersonal Communication
- Content Knowledge Dissemination
- Data-Based Problem Solving
- Team-Based Problem Solving
- Professional Development
- Facilitating and Supporting Leaders
- Coaching Evaluation

1. Interpersonal Communication Skills

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

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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 2: Problem Analysis
Why is it occurring?

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

Step 4: Response to Intervention
Is it working?

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

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

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.

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

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

1. Goal Identification and means to measure goal

Step 1: Problem Identification
What's the problem?

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

Step 4: Response to Intervention
Is it working?

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

**Knowledge**
- Knowledge of resources available within the school and district.

**Access**
- How to access and summarize available resources.

**Skill**
- Skill in employing appropriate dissemination techniques.

*systems coaching manual (2013), florida mtss*
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
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 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
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
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
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)
If you are coaching, you are a leading.

https://youtu.be/ocSw1m30UBI
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?

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Presenters

Dr. Trisha Guffey
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