Coach to Capacity:
Building Internal Expertise and Sustainability

Jamie Grieshaber & Chrissy Crolly

1. **Define and establish** an understanding of Technical Assistance (TA) and Coaching.

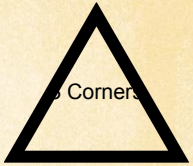
2. Be able to share the **benefits** of developing a District-wide **Technical Assistance / Coaching plan** to support the alignment and implementation of DW Effective Teaching and Learning Practices (ETLP's) at the school-level.

3. **Explore Technical Assistance (TA)/Coaching tools** that team members can use when developing a district-wide TA/Coaching Plan.

4. **Utilize resources** to build a TA/Coaching plan in your district.

Raise your hand if….

- District PBIS Coach
- District Leaders/Administrator
- Building Administrator
- Consultants and/or TA Provider
- State and/or Regional Leader
- Practitioner (e.g., district or building team member)
- Other?



Choose one statement that best describes your current understanding of the phrase “technical assistance.”

1. I have **frequently** heard our leadership teams and staff use the term “technical assistance” to describe any additional supports needed to implement effective teaching and learning practices and use to data to make decisions.

2. I have **occasionally** heard our leadership teams and staff use the term “technical assistance” to describe any additional supports needed to implement effective teaching and learning practices and use to data to make decisions.

3. I have **rarely to never** heard our leadership teams and staff use the term “technical assistance” to describe any additional supports needed to implement effective teaching and learning practices and use to data to make decisions.

Coaching and Technical Assistance

Coaching

Job embedded professional development provided to support implementation of new skills and practices. Frequently involves prompting modeling, observing, and/or providing feedback (MO SW-PBS Tier 1 Workbook, 2018).

vs.

Technical Assistance

Process of providing support to an organization with an identified problem or need.

PBIS District Leadership Team Practice Guide for Implementation Using the District Systems Fidelity Inventory (Version 1.0). Technical Assistance Center on PBIS. 2021

Coaching Types in the Educational Setting

according to Duda and Barrett (2013)

Coaching Individuals for behavior change:
The focus is on skill acquisition and application of the skill in context after training has occurred. Coaches provide support and performance feedback (content specific: academic, behavior) to ensure use, fluency and acceptable adaption of trained skill.

Coaching Teams or Groups for Team behavior change:
The focus shifts from individual to team or groups and coaching focuses on skills related to collaboration and facilitation, and group dynamics as the team applies new skills in context.

Systems Coaching for creating organizational support to facilitate alignment and practitioner competence:
The focus is on organizational support and change and involves working simultaneously at multiple levels of the system. System coaches work to create alignment to ensure that service supports, guidance documents, and policies support organizational change that is in service to staff delivering the EBP/EII as intended.

Systems Coaching: Coaching for Competence and Impact. Duda, M. & Barrett, S.

Coaching Self Assessment

Complete Coaching Inventory Discussion Tool (p.5)

Coaching Inventory Discussion Tool

Name or Initials of Coach.	Briefly describe their role and functions. (Can use "Type" of coaching from previous page; individual, team, system)	How many people or teams receive coaching from this coach?	How were they selected to serve as a coach?	Did they receive training for this role? Describe.	Is the coach "coached" for this position? Describe.	How do you collect information on impact of coaching?	Is the work of the coach tied to a particular EBP/EII? Please list all that apply.	Is coaching a part of this individual's job description? Describe.
				__YES __NO __DON'T KNOW	__YES __NO __DON'T KNOW			__YES __NO __DON'T KNOW
				__YES __NO __DON'T KNOW	__YES __NO __DON'T KNOW			__YES __NO __DON'T KNOW
				__YES __NO __DON'T KNOW	__YES __NO __DON'T KNOW			__YES __NO __DON'T KNOW

Please use as many pages as necessary.

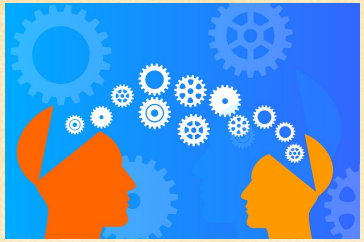
Stop and Jot

After completing the Coaching Inventory Discussion Tool and learning or reviewing the definitions of Coaching and Technical Assistance:

- **What is one question that comes to mind when you think about coaching and technical assistance?**

- **How does coaching and technical assistance impact the implementation of District-wide and Schoolwide-PBIS?**

Coaching and Technical Assistance Benefits



Coaching:

- Individuals who can serve as coaches with the district (either full-time or in addition to their other duties) are essential in assisting schools in reaching implementation fidelity.
- Research indicates that in order for new strategies and interventions to be implemented with fidelity, a coach should be available to provide feedback.

Technical Assistance:

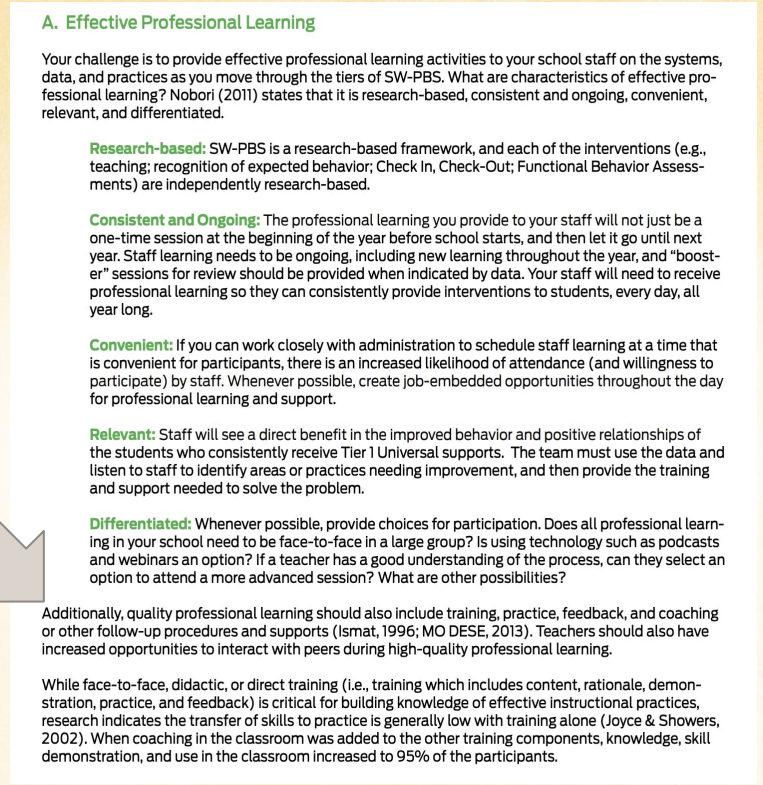
- Initial and ongoing access to TA has been shown to have a positive impact on fidelity and sustainability of PBIS implementation (Coffey & Horner, 2012).

MO SW-PBS Handbook (p. 48)

Quality professional learning should also include training, practice, feedback, and coaching or other follow-up procedures and supports (Ismat, 1996; MO DESE, 2013).

While face-to-face, didactic, or direct training (i.e., training which includes content, rationale, demonstration, practice, and feedback) is critical for building knowledge of effective instructional practices,research indicates the transfer of skills to practice is generally low with training alone (Joyce & Showers,2002).

When coaching in the classroom was added to the other training components, knowledge, skill demonstration, and use in the classroom increased to 95% of the participants.



A. Effective Professional Learning

Your challenge is to provide effective professional learning activities to your school staff on the systems, data, and practices as you move through the tiers of SW-PBS. What are characteristics of effective professional learning? Nobori (2011) states that it is research-based, consistent and ongoing, convenient, relevant, and differentiated.

Research-based: SW-PBS is a research-based framework, and each of the interventions (e.g., teaching; recognition of expected behavior; Check In, Check-Out; Functional Behavior Assessments) are independently research-based.

Consistent and Ongoing: The professional learning you provide to your staff will not just be a one-time session at the beginning of the year before school starts, and then let it go until next year. Staff learning needs to be ongoing, including new learning throughout the year, and "booster" sessions for review should be provided when indicated by data. Your staff will need to receive professional learning so they can consistently provide interventions to students, every day, all year long.

Convenient: If you can work closely with administration to schedule staff learning at a time that is convenient for participants, there is an increased likelihood of attendance (and willingness to participate) by staff. Whenever possible, create job-embedded opportunities throughout the day for professional learning and support.

Relevant: Staff will see a direct benefit in the improved behavior and positive relationships of the students who consistently receive Tier 1 Universal supports. The team must use the data and listen to staff to identify areas or practices needing improvement, and then provide the training and support needed to solve the problem.

Differentiated: Whenever possible, provide choices for participation. Does all professional learning in your school need to be face-to-face in a large group? Is using technology such as podcasts and webinars an option? If a teacher has a good understanding of the process, can they select an option to attend a more advanced session? What are other possibilities?

Additionally, quality professional learning should also include training, practice, feedback, and coaching or other follow-up procedures and supports (Ismat, 1996; MO DESE, 2013). Teachers should also have increased opportunities to interact with peers during high-quality professional learning.

While face-to-face, didactic, or direct training (i.e., training which includes content, rationale, demonstration, practice, and feedback) is critical for building knowledge of effective instructional practices, research indicates the transfer of skills to practice is generally low with training alone (Joyce & Showers, 2002). When coaching in the classroom was added to the other training components, knowledge, skill demonstration, and use in the classroom increased to 95% of the participants.

	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%
Plus Demonstration in Training	30%	20%	0%
Plus Practice and Feedback	60%	60%	5%
Plus Coaching in the Classroom	95%	95%	95%

Joyce & Showers (2002).

Let's Pretend!

ACTIVITY	Act as a member of the District Leadership Team (DLT).
TASK	Use dots to score the items from the Coaching section of the District Systems Fidelity Inventory (DSFI). Use the brainstorming / note taking document to add barriers to and benefits from implementing each item based on the conversation that took place in your group.
PROCESS	4 Rounds; 2 Items per Round: 4-5 minutes per round.

Trends Across Items

JIGSAW
DSFI Practice Guide: Coaching Section (pp. 101-104, 105)

ACTIVITY	Jigsaw
TASK	Explore Technical Assistance (TA)/Coaching tools that team members can use when developing a district-wide TA/Coaching Plan.
PROCESS	Groups move from around the room back to their tables to jigsaw the Coaching section of the DSFI practice guide

Action Planning to Implementation….

Utilize resources and exemplars to build a TA/Coaching plan in your district.

- What might be a first next step?
- What does that step impact?
- What resources are available?
- What resources are still needed?
- How is this communicated to leadership, specific staff (certified and non-certified), and stakeholders?

Summary & Next Steps

ACTIVITY	Think. Pair. Share.
TASK	• Think back… • Ask yourself: Is it still relevant? • Share" What might you add/adjust to support your next steps in planning?
PROCESS	Reflect and consider, Pair up with shoulder mate, Share thoughts

Questions & Connections

Mark your calendar now

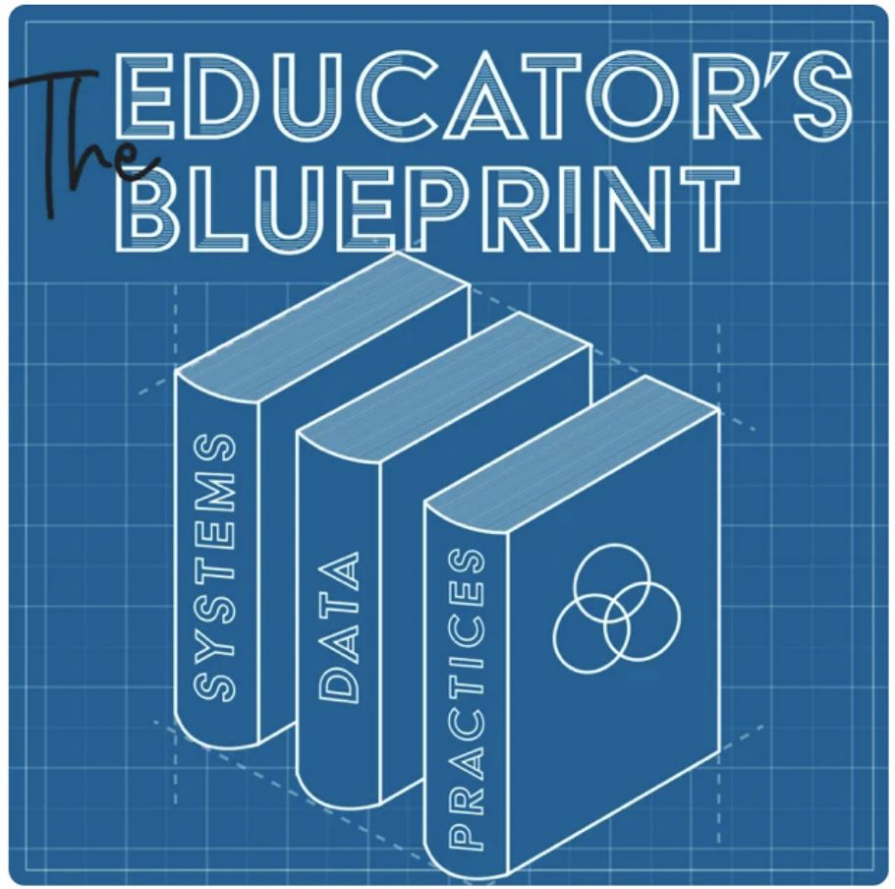
for the 2022 National PBIS Leadership Forum!

This two-day forum is designed to support school, state, regional, and local educational leaders, together with community and family partners, to increase the effectiveness of school environments through PBIS. Sessions and topic-specific strands will provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning.

Registration opens May 10th.

CENTER ON PBIS Positive Behavioral Interventions & Supports

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



Join us as we engage in meaningful conversations on topics currently impacting our school systems, behavior, and instructional practices. From the classroom to the boardroom, we welcome you to unpack, reflect, and learn with us.

You can find the Educator's Blueprint Podcast on Apple iTunes and Spotify!

iTunes

Spotify

Thanks for listening!

https://podcasts.apple.com/us/podcast/the-educators-blueprint/id1570335663

Resources

- Training and Professional Development Blueprint (PD Blueprint)
- District Systems Fidelity Inventory (DSFI)
- MO-SW-PBS-Handbook
- Center on PBIS - Coaching

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