



DSFI: Coaching
Technical Assistance, Coaching, Effective Classroom Practices

To build expertise and increase implementation fidelity across a wide range of teachers, administrators, and staff, districts must build a process to deliver quality professional development (see Feature 6) and provide ongoing technical assistance and coaching (Lewis et al., 2016).

Corresponding resources found in PBIS District Leadership Team Practice Guide for Implementation Practice Guide for Implementation Using District Systems Fidelity Inventory. <https://pbissmissouri.org/wp-content/uploads/2021/06/2021.05.28-PBIS-District-Practice-Guide-Final.pdf>

Technical Assistance	
DSFI Item & Main Idea	Quick Checks
<p>7.1 Technical Assistance: Informational materials detailing the who, what, when, where, and why of PBIS implementation should be available to all stakeholders across the district.</p>	<ul style="list-style-type: none"> ● Does the district have a documented or formalized message about the rationale for implementing PBIS? Is this message consistently used with implementation materials or training events? ● Does the district have a documented or formalized message about the process for implementing PBIS and how it connects to larger district goals/priorities? ● Are the materials organized so that they are readily available to all internal stakeholders (e.g., staff) with clear indicators of relevance? ● Are the materials organized so that they are readily available and accessible to all external stakeholders?
Coaching	
<p>7.2 Coaching: Coaching supports with social-emotional-behavioral expertise exists throughout the district and can connect data, systems, and practices across all tiers.</p>	<ul style="list-style-type: none"> ● Has the district identified individuals who will function in the capacity of a coach? ● Has the district assessed/identified the social-emotional-behavioral expertise of these individuals?

	<ul style="list-style-type: none"> ● Has the district worked to align/match those individuals with social-emotional-behavioral expertise with needs at the appropriate tiers and/or grade levels?
<p>7.3 Implementation Process: Sustaining PBIS at the school level requires ongoing, systemic professional development from the district to impact effective implementation.</p>	<ul style="list-style-type: none"> ● What PBIS professional development (i.e., training & coaching) has been delivered? ● Who provided the professional development? ● To what extent was the professional development delivered with fidelity? ● Have participants perceived professional development events as useful and effective? ● What is the system for schools to request additional support? ● To what extent is the process to request additional support used? ● What do district-level coaches do to support buildings with emergent needs?
<p>7.4 Differentiated Coaching Support: Tiered coaching support driven by data is available, accessible, and documented for all schools in the district.</p>	<ul style="list-style-type: none"> ● To what extent is coaching support provided and documented? ● How is coaching capacity determined? ● What data is used to determine the level of coaching support that schools need? ● Where is the coaching plan documented?
<p>Coaching Tip(s)</p> <p>To ensure a systematic and clear approach to implementation and impact of Technical Assistance and Coaching, District Leadership Team’s might consider:</p> <ol style="list-style-type: none"> 1. Utilizing the district platform to communicate PBIS resources and materials to guide and/or prompt internal staff. 2. Develop/Implement a process for highlighting and communicating Technical Assistance/Coaching materials that are relevant and connected to district priorities. 3. Ensure a plan is in place with the goal being all schools will have a team with social-emotional-behavioral health expertise and school-based action plans that focus on creating a positive school culture. 	
<p>7.5 District Coaching Networks: Ongoing professional development for district coaches and school coaches is necessary to build and sustain internal capacity.</p>	<ul style="list-style-type: none"> ● What PBIS professional development (i.e., training & coaching) has been delivered for district-wide coaches? School-based coaches? ● To what extent does professional development cover the full continuum of support (Tier 1, Tier 2, and Tier 3)?

	<ul style="list-style-type: none"> ● To what extent does professional development cover skills and habits of coaching as a practice? ● To what degree has the district differentiated (i.e., outlined) the coaching supports offered and content areas for district wide coaches vs. school-based coaches?
<p>7.6 Coaching Functions: Coaching roles are made up of professional development functions for the purpose of providing technical assistance to teams.</p>	<ul style="list-style-type: none"> ● Has the district identified people to function as coaches at the school level? District level? ● Has the district defined the role of a school-level coach with identified activities and responsibilities? ● Has the district defined the role of district-level coach with identified activities and responsibilities?
<p>7.7 Local Coaching Capacity: A group of individuals employed by the district have been identified and tasked to provide coaching support to schools.</p>	<ul style="list-style-type: none"> ● Who provides coaching support to schools in the district? Are they internal district employees? ● What coaching responsibilities are outlined in the job descriptions for those individuals? ● What professional development is available to increase within district coaches?

Coaching Tip(s)

To ensure structure and support for relevant staff to assess and develop skills in these areas, the District Leadership Team might:

1. Provide regularly scheduled networking opportunities and develop common coaching protocols. The District Leadership team identifies coaching frameworks to develop coaching protocols. The coaching protocols include, but are not limited to, listening and summarizing techniques; processes for problem-solving; guidelines for collaboration; and safe practice cycles to increase efficacy over time.
2. Identify processes to assess coaching skills, strengths and needs annually and a system to develop individualized professional growth plans for staff with coaching functions.

Quick Tip

Utilize Coaching Self-Assessment Tools with staff with coaching responsibilities to Identify skills, knowledge, and use of PBIS/MTSS framework across tiers to develop a PD Plan.

Effective Classroom Practices

7.8 Classroom Implementation: Students spend most of their day in the classroom engaged in learning (i.e., seldomly removed for problem behavior). Implementation in the classroom with fidelity is an important factor for sustainability.

- What is the district expectation for implementing PBIS at the classroom level?
- What is the district expectation for collecting class-wide PBIS implementation data?
- What is the district process for collecting class-wide PBIS implementation data?

- What is it collected
- Who collects it?
- When is it collected?
- How is it used?

Additional Resources

PBIS Implementation Blueprint

<https://www.pbis.org/resource/pbis-implementation-blueprint>

Effective Classroom Practices

<https://drive.google.com/file/d/1Uof8xb-TleRUUyFGx-JVp4oj7S9FYY2K/view>

PBIS Culturally Responsive Field Guide

https://assets-global.website-files.com/5d3725188825e071f1670246/6062383b3f8932b22e9c98b_PBI%20Cultural%20Responsiveness%20Field%20Guide%20v2.pdf

Equity section of Center on PBIS

<https://www.pbis.org/topics/equity>

Classroom Management: Self-Assessment Revised

<https://www.pbis.org/resource/positive-behavior-support-classroom-management-self-asesment>

MO SW-PBS Educator Self-Assessment of the Effective Classroom Practices

<https://pbissmissouri.org/wp-content/uploads/2017/06/8.1-MO-SW-PBS-Teacher-Self-Assessment-of-the-Effective-Classroom-Practices.docx>

Midwest PBIS Network Self-Assessment Snapshots for Classroom Practices

https://drive.google.com/file/d/1AST3G8jHR2X_aU22w9ejFPnPmF9AxT2C/view

Direct Observation data collection applications (e.g., SCOA)

<https://louisville.edu/education/abri/assessment/scoa-application.pdf>

Classroom Management Observation Tool (CMOT)



<https://nepbis.org/wp-content/uploads/2020/06/CMOT-5.1.20.pdf>

Training and Professional Development Blueprint (pbis.org) 2016 Pages 32 -35

https://global-uploads.webflow.com/5d3725188825e071f1670246/5d82bc8028a6017b536ec4f1_pbis_pd_blueprint_v3.pdf

Trainer Coaches Self-Assessment 45-53 (same resource as above) *Revision Coming Soon ???*

Assessment Schedule Planning PBIS District Practice Guide – page 118-119