The Systems Coaching Survey: Supporting Professional Development and MTSS Capacity

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University of South Florida
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Florida’s Problem-Solving/Response to Intervention Project

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We want to hear from you!

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Text voting
Right now, I'm thinking about...

Breakfast

Lunch

Dinner

Happy Hour!!!

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Total Results: 2
Learning Objectives

After this session, participants will be able to:

1. Identify best practices in educator professional development and coaching for school improvement

2. Demonstrate understanding of a Systems Coaching approach for building MTSS capacity, and how to apply such activities within their local settings

3. Practice using the Systems Coaching Survey (SCS) to inform the design, delivery, and evaluation of comprehensive professional development and coaching plans

4. Utilize and adapt various resources, tools, materials, and planning documents to facilitate job-embedded systems coaching at the school and district levels
Advanced Organizer

• Welcome
  – Objectives
  – Advanced Organizer
  – Norms
• MTSS Framework
• Systems Coaching Model
  – Fact Sheet & Table Top Activity
• Systems Coaching Survey
  – Example Graphs & Application
  – Participant Practice & Interpretation
• Resources/Materials Review & Application
• Invitation to Participate in National Pilot
• Q & A
• Evaluation
Norms: The “A E I O Us”

A few agreements for our work together:

• **A**sk questions
• **E**ngage fully
• **I**ntegrate new information
• **O**pen your mind to diverse views
• **U**tilize what you learn
Presentation Materials & Coaching Toolbox Resources

All presentation materials & resources are available at the following link:

• [http://www.floridarti.usf.edu/resources/presentations/index.html](http://www.floridarti.usf.edu/resources/presentations/index.html)
Florida PBIS + PS/RTI = MTSS
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
Multi-Tier Model of Service Delivery

- Standards Based Instruction
- Assessments to inform instruction
- Enables efficient use of school resources
- Evidence-based programs and practice
- Focus on integration & alignment with core (Academic & Behavior)
- Frequency & intensity of instruct/intervention match to student need
Problem-Solving

• Consistent 4-step PS process

  – The 4-step problem-solving model involves:
    • Step 1: Define, in objective and measurable terms, the goal(s) to be attained
    • Step 2: Identify possible reasons why the desired goal(s) is not being attained.
    • Step 3: Develop & implement a well-supported plan involving evidence-based strategies to attain the goal(s)
    • Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

• Education decisions (e.g. intervention effectiveness) are measured by student growth

• Collaborative Team-based

• Decision protocols; decision-rules

• Frequency & intensity of assessment & problem solving match to student need
Leadership

• Principal actively involved in MTSS implementation

• Strategic MTSS Implementation Plan developed

• Cross-disciplinary Leadership Team is responsible for MTSS implementation

• Leadership Team organizes professional development and coaching supports for MTSS implementation
Data Evaluation

- Integrated data system
- Comprehensive efficient and user-friendly data system for decision-making
- Evaluation of effectiveness of interventions and fidelity of implementation
- Use of valid and reliable assessments from a variety of sources
- Ongoing assessment of student learning
Building Capacity & Infrastructure

• Ongoing data-driven Professional Development and Coaching

• Professional Development aligned with expected responsibilities of trainees

• Schedules allow for multiple tiers of instruction and intervention, along with collaborative, data-based problem-solving

• Establish written practices, policies, and implementation plans
Communication & Collaboration

• Staff have consensus about and engage in MTSS implementation

• Family and community engagement

• Staff are provided data on MTSS implementation fidelity and student outcomes
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
SYSTEMS COACHING
What is Systems Coaching?

Table Top Activity:

• Silent Reading (5 minutes)
• Table Group Activity (10 minutes)
  – Identification of a Facilitator/Recorder (1 minute)

Reflection Questions

• Whole Group Share (15 minutes)
Reflection Questions

• What of this is *consistent* with what I already know?
• What of this is *new* information?
• What of this makes me *uncomfortable*?
All districts spend an average of nearly $10,000 per year on professional development.
• Three large public, one midsize school districts studied in the Mirage Report
• One district spends more on teacher development than on transportation, food, and security combined!
• The largest 50 school districts in the United States devote at least $8 billion to teacher PD annually
• Despite these efforts, most teachers do not appear to improve substantially from year to year – even though many have not yet mastered critical skills.
• Evaluation ratings of nearly 7 out of 10 teachers remained constant or in decline over the last two to three years.
• $18 Billion is spent annually on teacher pd.
Formal learning programs that were less than 14 hours in length had no effect on student achievement.
• One comprehensive study analyzed 1300 studies representing the entire landscape of professional development research (Yoon et al., 2007). The researchers found:

• The only PD programs that impacted student achievement were lengthy, intensive programs.

• Programs that were less than 14 hours (like the one-shot workshops commonly held in schools and districts) had NO EFFECT on student achievement and did not change teaching practices.
Students may need _______ hours of instruction, practice, and implementation before a new strategy is mastered and implemented.
• Professional development that is longer in duration has a greater impact on advancing teacher practice, and in turn, student learning.
• Likely because extended PD sessions often include time to practice application of the skill in one’s own setting, allowing the educator to grapple with the transfer of skills problem.
• In 9 different experimental research studies of teacher PD, ALL found that programs of greater duration were positively associated with teacher change and improvements in student learning (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009).
A recent study examining the extent to which specific coaching related to the fidelity of problem-solving implementation, _______ was found to be the only variable positively related to RtI implementation fidelity.
• The literature on RTI has indicated that professional development and coaching are critical to facilitating problem-solving implementation with fidelity.

• This study examined the extent to which systems coaching related to the fidelity of problem-solving implementation in 31 schools from six districts. Schools participated in three years of a state-level professional development initiative to implement RTI practices. Each school received ongoing coaching through job-embedded training, technical assistance, and evaluation support.

• Data on quality of coaching received, continuity of coaching (i.e., coaching provided by the same individual over time), changes in educator beliefs and perceived skills, and problem-solving implementation fidelity were examined through multilevel modeling (MLM) procedures.

• Results indicated that coaching continuity positively related to RtI implementation fidelity. Implications for systems coaching practices to support problem-solving and RTI implementation are discussed. (March, Castillo, Batsche, & Kincaid, 2016, from abstract)
Leaders as Coaches as Leaders...
System Alignment & Integration

We Coach
(State)

Leaders who Coach
(District)

Leaders who Coach
(Principals & Coaches)

Leaders who Coach
(Teachers)

Students & Parents

State
District
Building
Classroom
Student
Leaders as Coaches as Leaders...
System Alignment & Integration

We Coach
(State)
Leaders
(District)
who Coach
Leaders
(Principals & Coaches)
who Coach
Leaders
(Teachers)
who Coach
Students & Parents
SYSTEMS COACHING SURVEY
Systems Coaching Survey

- Measures educators’ skills relative to the 7 Domains of Systems Coaching, and their ability to teach/coach others in the development and application of such skills.
- Results drive data-based instructional planning to inform the design, delivery, and ongoing, targeted professional learning activity to build coaching capacity
  - Individual
  - School
  - District
    - Department
    - External Coaching Cadres

**Directions:** Please read each statement below. Rate your skill level within the context of your current role and then rate your ability to teach this skill to others. Depending upon whether the question is about your personal skill level or your ability to teach that skill, please use the following response scale:

<table>
<thead>
<tr>
<th>Personal Skill Level</th>
<th>Ability to Teach Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Not Skilled (NS)</td>
<td>I do not have this skill.</td>
</tr>
<tr>
<td>0 = Minimally Skilled (MnS)</td>
<td>I have minimal skills in this area; need substantial support to use it.</td>
</tr>
<tr>
<td>0 = Somewhat Skilled (SS)</td>
<td>I have this skill, but still need some support to use it.</td>
</tr>
<tr>
<td>0 = Highly Skilled (HS)</td>
<td>I can use this skill with little support.</td>
</tr>
<tr>
<td>0 = Very Highly Skilled (VHS)</td>
<td>I am very highly skilled in this area and can use it independently.</td>
</tr>
</tbody>
</table>
Systems Coaching Survey Development Steps

1. Literature review (2010-present)
2. Model development
   - Expert Validation Panel (2012)
     • Content & Practitioner Experts
3. Item generation (Spring 2015)
4. Expert review panel (Fall 2015)
5. Cognitive interviewing (Fall 2015)
6. Initial piloting of survey (Spring 2016)
7. Formal national pilot (Spring 2017)

• “Gold standard” survey development procedures recommended by DeVellis (2012)
Content Domains

1) Interpersonal Communication Skills
2) Data-Based Problem-Solving Skills
3) Team Facilitation Skills
4) Content Knowledge Dissemination Skills
5) Leadership Skills
6) Professional Learning Skills
7) Evaluation Skills
Directions: Please read each statement below. Rate your *skill level* within the context of your current role and then rate your *ability to teach* this skill to others. Depending upon whether the question is about your personal skill level or your ability to teach that skill, please use the following response scale:

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</tr>
<tr>
<td>④ = Highly Skilled (HS)</td>
<td>I can use this skill with little support.</td>
</tr>
<tr>
<td>⑤ = Very Highly Skilled (VHS)</td>
<td>I am very highly skilled in this area and can use it independently.</td>
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</table>
## Sample Items

### Interpersonal Communication Skills

<table>
<thead>
<tr>
<th>The skill to:</th>
<th>NS</th>
<th>MnS</th>
<th>SS</th>
<th>HS</th>
<th>VHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and maintain a collaborative relationship when working with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Your skill level</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Your ability to teach this skill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Data-Based Problem-Solving Skills

<table>
<thead>
<tr>
<th>The skill to:</th>
<th>NS</th>
<th>MnS</th>
<th>SS</th>
<th>HS</th>
<th>VHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Employ a four-step problem solving process that involves the following basic steps: 1) Problem Identification, 2) Problem Analysis, 3) Plan Development and Implementation, and 4) Plan Evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Your skill level</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Your ability to teach this skill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Leadership Skills

<table>
<thead>
<tr>
<th>The skill to:</th>
<th>NS</th>
<th>MnS</th>
<th>SS</th>
<th>HS</th>
<th>VHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Develop and articulate a clear vision with a sense of urgency for Multi-tiered Systems of Support (MTSS) and school improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Your skill level</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Your ability to teach this skill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Systems Coaching Survey: A Case Example
Systems Coaching
Long-Term Goals & Objectives

**Long Term Goal:** Sunshine coaching teams (triads) will build school-wide capacity for 4-step problem-solving

**Long Term Objectives:**
- Understand the critical components of MTSS, systems coaching, and 4-step problem-solving
- Apply strategic data-based systems coaching skills necessary to support implementation of the 4-step problem-solving process with integrity
- Develop skills to train and support school-based leadership teams and staff to implement the 4-step problem solving process with integrity
- Possess the skills necessary to model, coach, provide feedback, and evaluate the implementation of the 4-step problem-solving process by teams and staff to proficiency
8 District Coaching Teams, N = 22

Data-Based Problem-Solving Skills

- 7. Employ a four-step problem-solving process
- 8. Use guiding questions to facilitate the problem-solving process
- 9. Facilitate the development and validation of evidence-based hypotheses
- 10. Interpret different sources and types of academic data to support intervention design and improve student outcomes
- 11. Interpret different sources and types of behavior data to support intervention design and improve student outcomes
- 12. Interpret different sources and types of social/emotional data to support intervention design and improve student outcomes
- 13. Collect data to measure the fidelity of the four-step problem-solving process
- 14. Collect data to measure the fidelity with which student interventions are implemented
- 15. Organize and display data to answer specific problem-solving questions
- 16. Monitor student performance across tiers and content areas

- Not Skilled
- Minimally Skilled
- Somewhat Skilled
- Highly Skilled
- Very Highly Skilled
Elementary School, N = 4

Data-Based Problem-Solving Skills

- Not Skilled
- Minimally Skilled
- Somewhat Skilled
- Highly Skilled
- Very Highly Skilled

1. Collect data to measure the fidelity of the four-step problem-solving process
2. Collect data to measure the fidelity with which student interventions are implemented
3. Organize and display data to answer specific problem-solving questions
4. Monitor student performance across tiers and content areas
5. Interpret different sources and types of social/emotional data to support intervention design and improve student outcomes
6. Collect data to measure the fidelity of the four-step problem-solving process
7. Employ a four-step problem-solving process
8. Use guiding questions to facilitate the problem-solving process
9. Facilitate the development and validation of evidence-based hypotheses
10. Interpret different sources and types of academic data to support intervention design and improve student outcomes
11. Interpret different sources and types of behavior data to support intervention design and improve student outcomes
12. Interpret different sources and types of social/emotional data to support intervention design and improve student outcomes
13. Collect data to measure the fidelity of which student interventions are implemented
14. Collect data to measure the fidelity with which student interventions are implemented
15. Organize and display data to answer specific problem-solving questions
16. Monitor student performance across tiers and content areas
Data-Based Problem-Solving Skills

Intermediate School N=3

- Not Skilled
- Minimally Skilled
- Somewhat Skilled
- Highly Skilled
- Very Highly Skilled

1. Employ a four-step problem-solving process
2. Use guiding questions to facilitate the problem-solving process
3. Facilitate the development and validation of evidence-based hypotheses
4. Interpret different sources and types of academic data to support intervention design and improve student outcomes
5. Interpret different sources and types of behavior data to support intervention design and improve student outcomes
6. Collect data to measure the fidelity of the four-step problem-solving process
7. Collect data to measure the fidelity with which student interventions are implemented
8. Organize and display data to answer specific problem-solving questions
9. Monitor student performance across tiers and content areas
To establish consensus among a group of individuals - Your level

Not skilled

Minimal skill

Somewhat skilled

Highly skilled

Very highly skilled

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Consensus among a group of individuals - You need to teach this skill

- Not skilled
- Minimal skill
- Somewhat skilled
- Highly skilled
- Very highly skilled

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If you see this message in presentation mode, install the add-in or get help at PollEv.com/app
A four-step problem-solving process involves the following basic steps: 1) Problem Identification, 2) Plan Analysis, 3) Plan Development and Implementation, and 4) Plan Evaluation - Your skill level.

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a four-step problem solving process that involves the following basic steps: 1) Problem Identification, 2) Problem Analysis, 3) Plan Development and Implementation, and 4) Plan Evaluation - Your ability to teach this skill

Not skilled

Minimal skill

Somewhat skilled

Highly skilled

Highly skilled

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The development and adherence to clearly defined norms/guidelines - Your skill level

- Not skilled
- Minimal skill
- Somewhat skilled
- Highly skilled
- Very highly skilled

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development and adherence to clearly defined norms/guidelines - Your ability to teach this skill:

- Not skilled
- Minimal skill
- Somewhat skilled
- Highly skilled
- Very highly skilled

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content knowledge (e.g., reading, behavior, systems change, problem solving) experts are added participants on Leadership Teams when appropriate for issue/problem being addressed - Your skill level

- Not skilled
- Minimal skill
- Somewhat skilled
- Highly skilled

**Start the presentation to activate live content**

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content knowledge (e.g., reading, behavior, systems change, problem solving) experts are added to participants on Leadership Teams when appropriate for the issue/problem being addressed - Your ability to teach this skill...
and articulate a clear vision with a sense of
Multitiered Systems of Support (MTSS) and some
improvement - Your skill level

Not skilled

Minimal skill

Somewhat skilled

Highly skilled

Start the presentation to activate live content
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and articulate a clear vision with a sense of Multitiered Systems of Support (MTSS) and school improvement - Your ability to teach this skill

Not skilled
Minimal skill
Somewhat skilled
Highly skilled

Start the presentation to activate live content
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Utilize evidence-based professional learning techniques to increase participant awareness and/or knowledge - Your skill level

Not skilled

Minimal skill

Somewhat skilled

Highly skilled

Start the presentation to activate live content

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Utilize evidence-based professional learning/techniques to increase participant awareness and/or knowledge - Your ability to teach this skill

Not skilled

Minimal skill

Somewhat skilled

Highly skilled

Start the presentation to activate live content
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a to evaluate the impact of professional learning practices on educator and student outcome skill level

- Not skilled
- Minimal skill
- Somewhat skilled
- Highly skilled

Start the presentation to activate live content
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a to evaluate the impact of professional learning strategies on educator and student outcomes, ability to teach this skill.

- Not skilled
- Minimal skill
- Somewhat skilled
- Highly skilled

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Next Steps

• Continue Collecting **Surveys** from Districts Focusing on Systems Coaching
  – Analyze data for ongoing coaching and professional learning needs
  – Support districts and schools in utilizing **Survey** for internal decision-making

• Formal Organization of a Pilot Study
  – Evaluate **Survey** technical adequacy

• Technical Assistance Manual
Additional Systems Coaching & Leadership Resources

Documents:
- Systems Coaching Innovation Configuration (IC) Map
- Leadership Innovation Configuration (IC) Map
- Systems Coaching: A Model for Building Capacity
- Evidence Based District Leadership Model White Paper

Webinar:
Questions & Discussion
Systems Coaching Survey: Invitation to Participate in the National Pilot Study!
Who should participate?

• District and school personnel who have the responsibility for facilitating MTSS/RtI/PBIS implementation
  – District Based Leadership Team Members
  – School Based Leadership Team Members
  – Behavior Specialists, Coaches, Content Area Specialists, Support Personnel, Teachers, Principals, etc.
  – Coaches, Coaching Cadres

• Participants may or may not be formally labeled a “coach”

• Familiarity with “systems coaching” is not required, but participants must have some prior knowledge of MTSS/RtI/PBIS.
Systems Coaching Survey

• Survey Administration
  – Contacts will receive brief training on how to administer the online survey with their participants
  – Survey will take no more than 20 minutes to complete

• Data & Graphs
  – SCS data will be *aggregated, graphed, and returned* to respective agency contacts for ongoing PD and coaching supports for MTSS/PBIS implementation
  – School demographic data will be submitted by participating educational agencies
Timelines for Participation:

- Notification of interest to participate/Planning/Training for contacts: by March 2017
- SCS completion and data entry: April to May 2017
- School-level demographic data collection: April 2017 to August of 2017

Interested? What to learn more?

- Contact Amanda March
  - amarch@usf.edu
  - 813-974-7451
  - http://floridarti.usf.edu/scs/invitation.html
Thank You

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