



**Report Date:** June 5, 2017  
**State:** FL  
**District:** Sunshine  
**Team:** District MTSS Leadership Team  
**N:** 5

## Systems Coaching Survey Report

Schools and districts across the nation are adopting a model of service delivery known as a multi-tiered system of supports (MTSS). **Systems Coaching** has been identified as a mechanism for providing job-embedded support to educators implementing such efforts.<sup>1,2</sup> The objective of systems coaching is to build capacity within school, district, and/or educational agency teams to implement multi-tiered systems with fidelity. Teams employ systems coaching skills when working with educators to facilitate change for district and school improvements.

Systems coaching activities are comprised of seven interwoven skillsets that work in concert to facilitate implementation and sustainability of MTSS practices, or seven skillsets that a team of coaches must possess to effectively implement MTSS with fidelity.<sup>3</sup> The **Systems Coaching Survey (SCS) Report** provides teams of participants' their self-reported responses on items across the following seven skill 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

This report provides data related to participants' perceived skills on specific items in each of the Systems Coaching domains, as well as their perceived ability to teach, or "coach" such skill development in others. These data represent team members' current self-reported strengths and weaknesses in skills necessary to facilitate MTSS implementation and sustainability efforts in educational settings. Therefore, analysis of such data can support the design, delivery, and evaluation of ongoing professional learning efforts to enhance such skills across leadership teams charged with implementation and coaching practices.

Teams are encouraged to review their data collaboratively, discuss reported strengths and weaknesses, and develop an action plan for continued professional learning and coaching supports based on their analyses. Guiding questions to frame such conversations can be found on page 9.

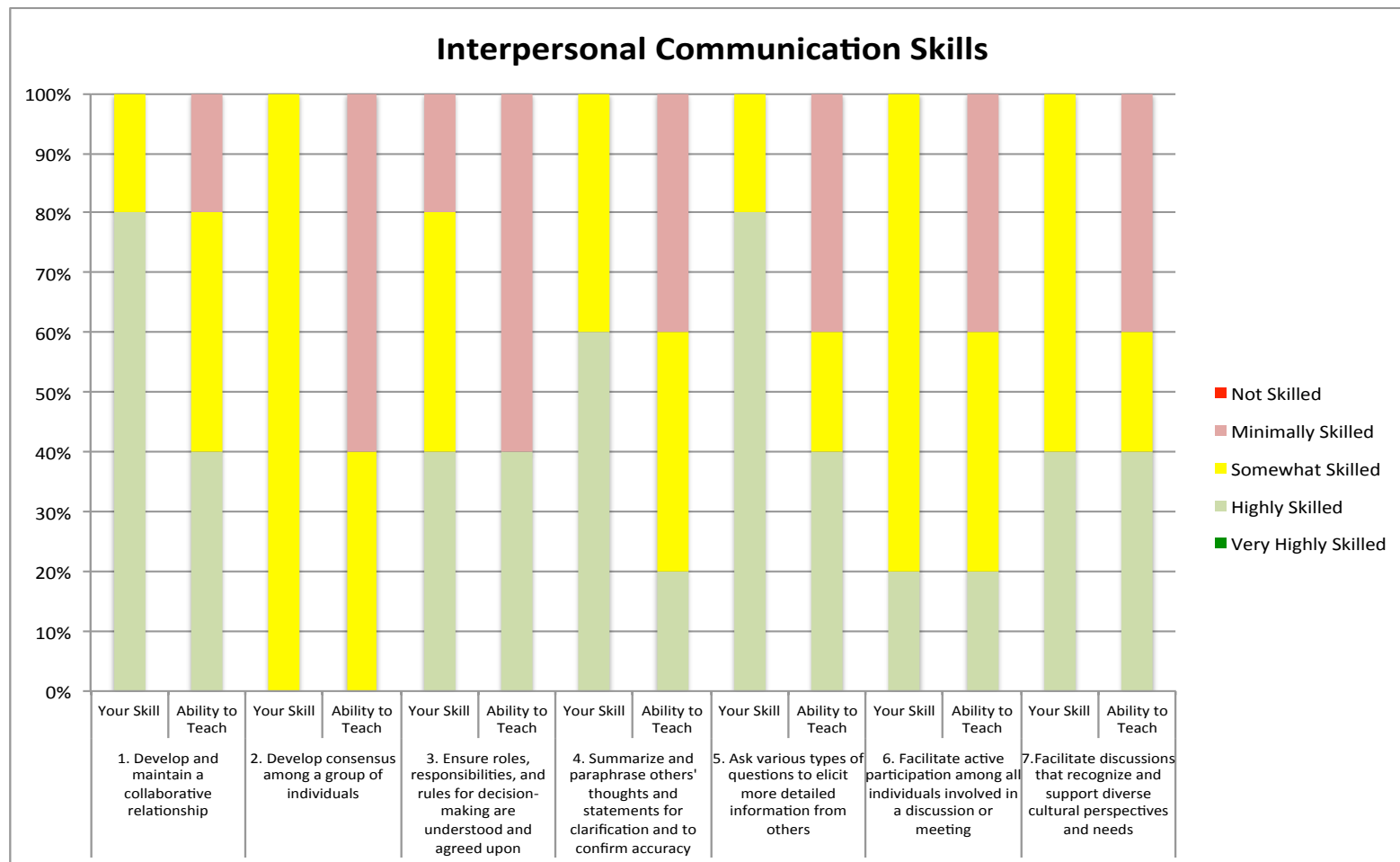
<sup>1</sup> March, A.L., Castillo, J.M., Batsche, G.M., & Kincaid, D. (2016). Relationship between systems coaching and problem-solving implementation fidelity in a Response to Intervention model. *Journal of Applied School Psychology*, 32(2), 147-177. doi: 10.1080/15377903.2016.1165326

<sup>2</sup> Florida's Multitiered System of Supports Project (n.d.). *Systems Coaching and Leadership Fact Sheet*. Retrieved from <http://www.floridarti.usf.edu/resources/factsheets/coaching.pdf>

<sup>3</sup> March, A. L., & Gaunt, B. T. (2013). *Systems coaching: A model for building capacity*. Tampa, FL: University of South Florida, Florida's Multitiered System of Supports Project. Retrieved from <http://www.floridarti.usf.edu/resources/format/pdf/SystemsCoaching.pdf>

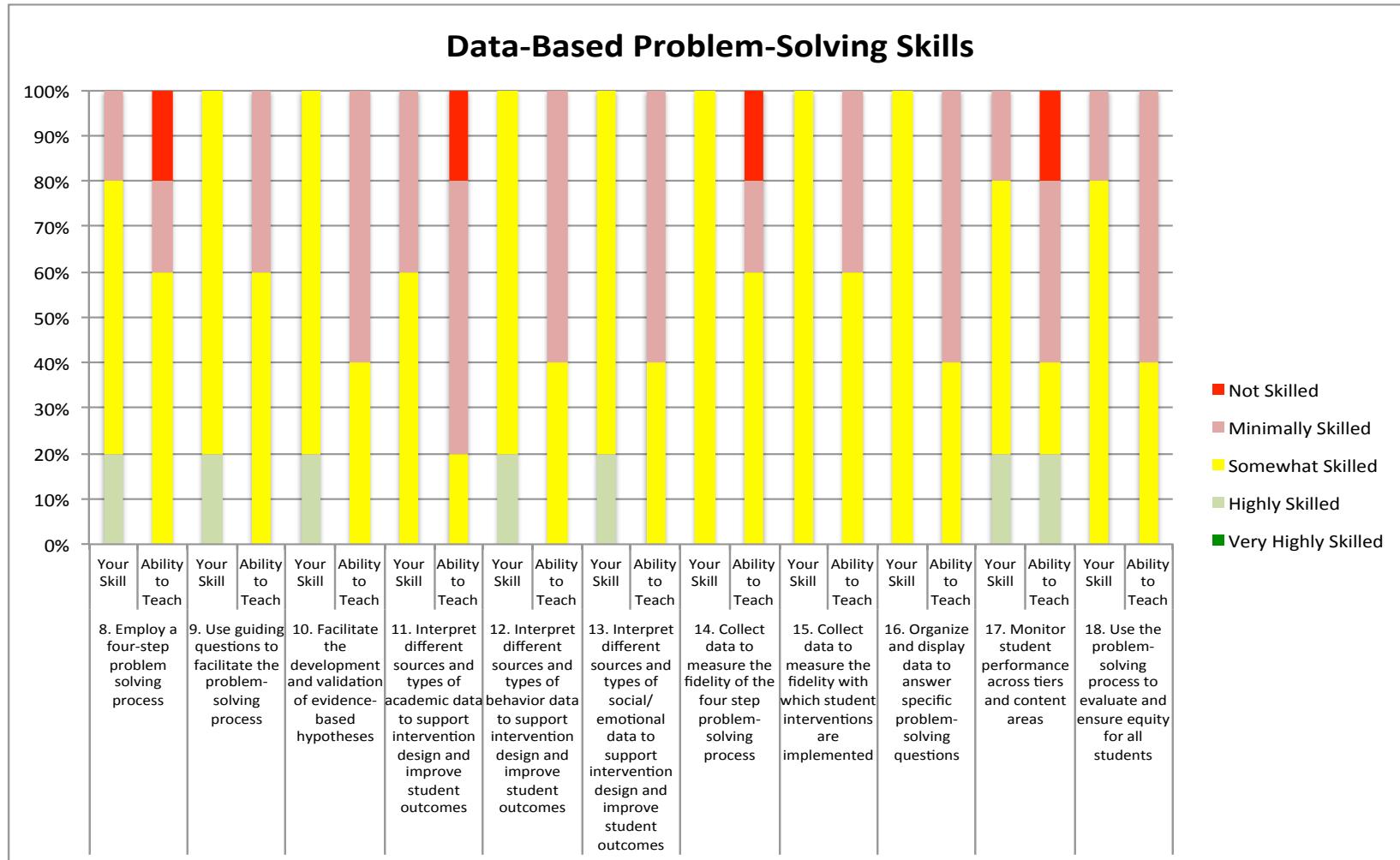
## Domain 1: Interpersonal Communication Skills

Effective interpersonal communication skills are essential whether one is coaching an individual person, a team of people, or an organization as a whole. The ability to listen, ask open-ended questions, paraphrase, summarize, and synthesize information – all within a nonjudgmental climate – are especially important. Effective interpersonal communication skills build trusting relationships among all stakeholders necessary to support the implementation and sustainability of MTSS, as well as the problem-solving process in general. Since the process of coaching is heavily reliant upon verbal exchanges via conversations and interviews, the effectiveness of the coach’s interpersonal communication skills is essential to the quality of the relationships developed.



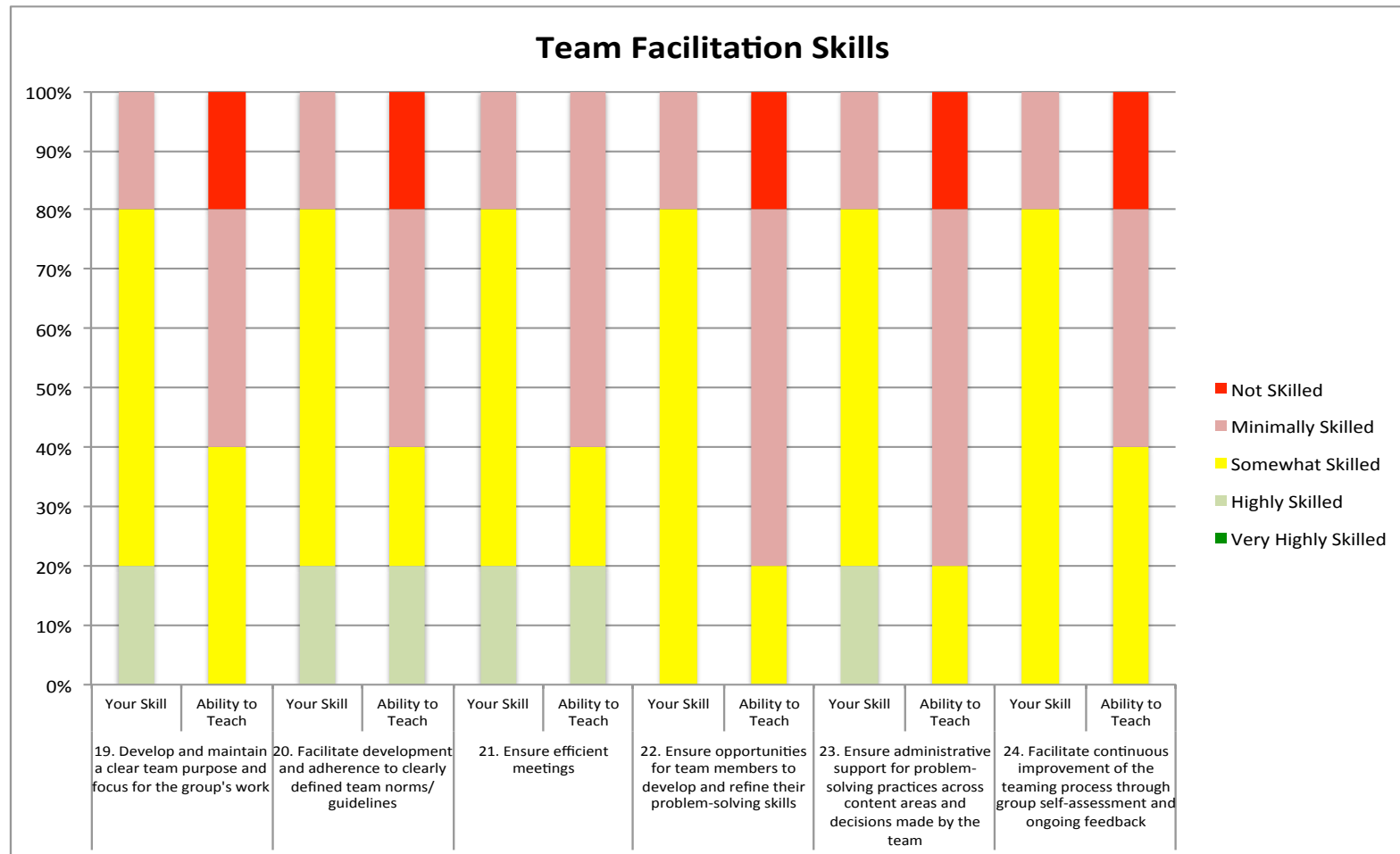
## Domain 2: Data-Based Problem-Solving Skills

The ability to use multiple sources and types of data to solve important organizational and/or student focused problems is a required skill for systems coaches. It is essential that these skills needed to use data on an everyday basis be shared among as many educators as possible within a team context. Although different problem-solving models exist, the four-step problem-solving process provides a necessary structure for integrating student data in order to improve all students' educational outcomes.



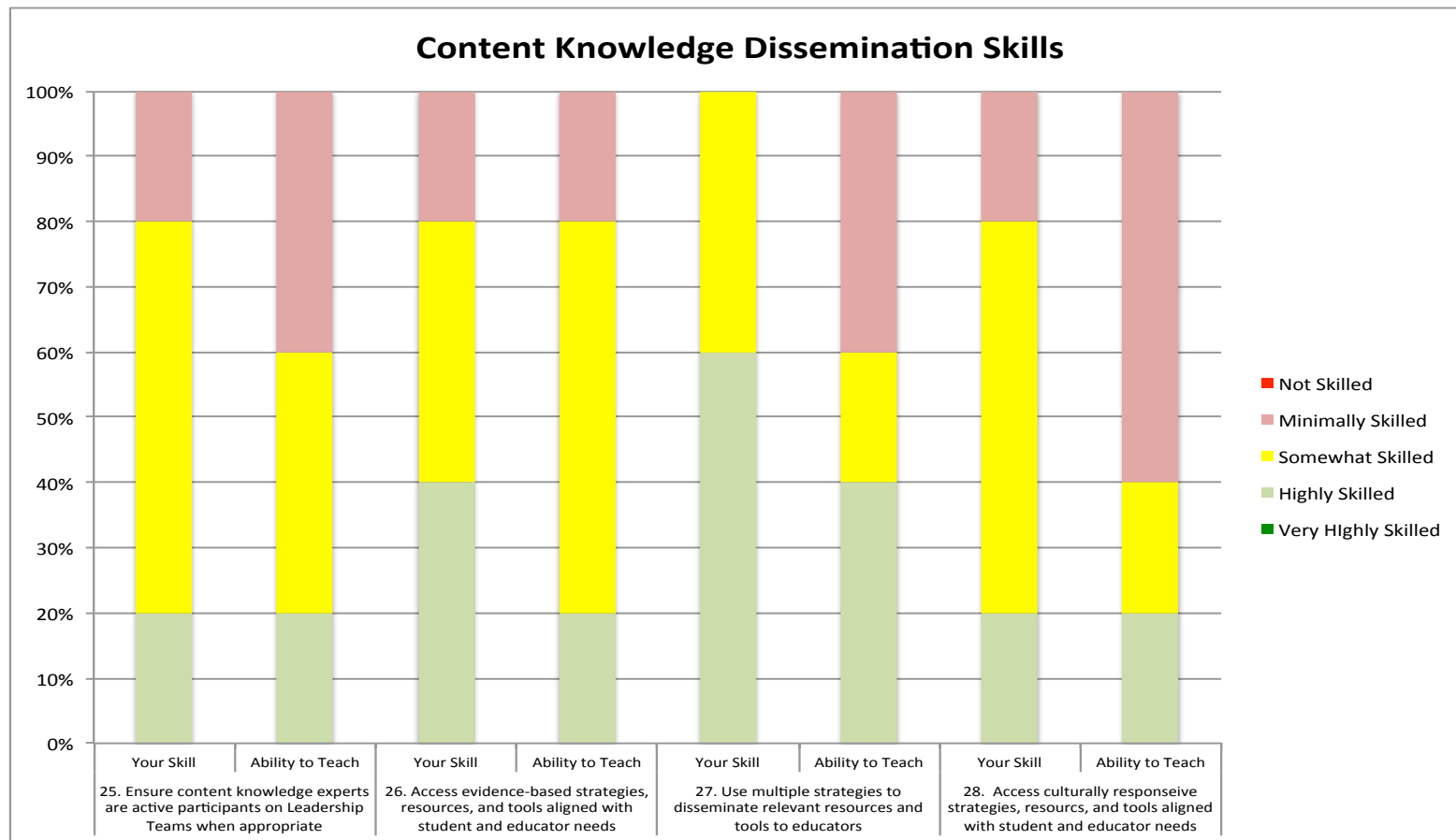
### Domain 3: Team Facilitation Skills

Every team needs an effective facilitator at the table who can lead the team toward a solution to a given problem, ensure team coherence, and include opportunities for staff to learn and build problem-solving, teaming, and collaboration skills. Skills in interpersonal communication and data-based problem solving provide a foundation for facilitating teams. When using a structured data-based problem-solving approach, success in working through problems is only as effective as the team is at collaborating and communicating efficiently with each other.



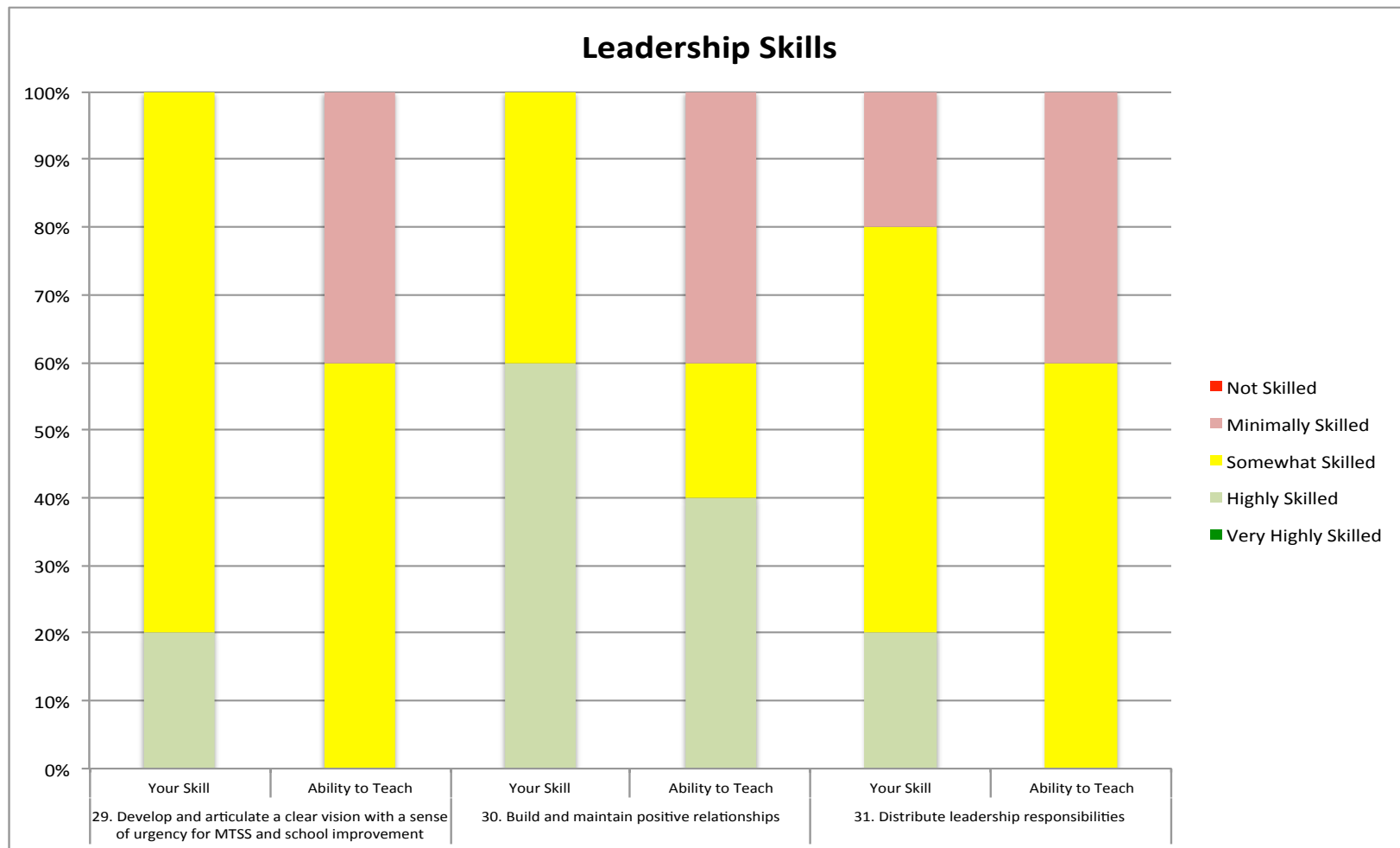
## Domain 4: Content Knowledge Dissemination Skills

The content knowledge required for coaches to effectively support MTSS is guided by a number of factors such as school and district culture, climate, location, context, and additional initiatives embraced. It is critical that teams are comprised of experts from a number of different disciplines that work in concert to ensure that those with content area expertise are recruited as either permanent or ad hoc members of the team when issues pertinent to their specializations are identified and addressed. Systems coaching requires knowledge of the resources available within the school and district, and the ability to access, summarize, and disseminate the information efficiently (e.g., presentation, newsletters, research summaries, newsletters, training and technical assistance sessions).



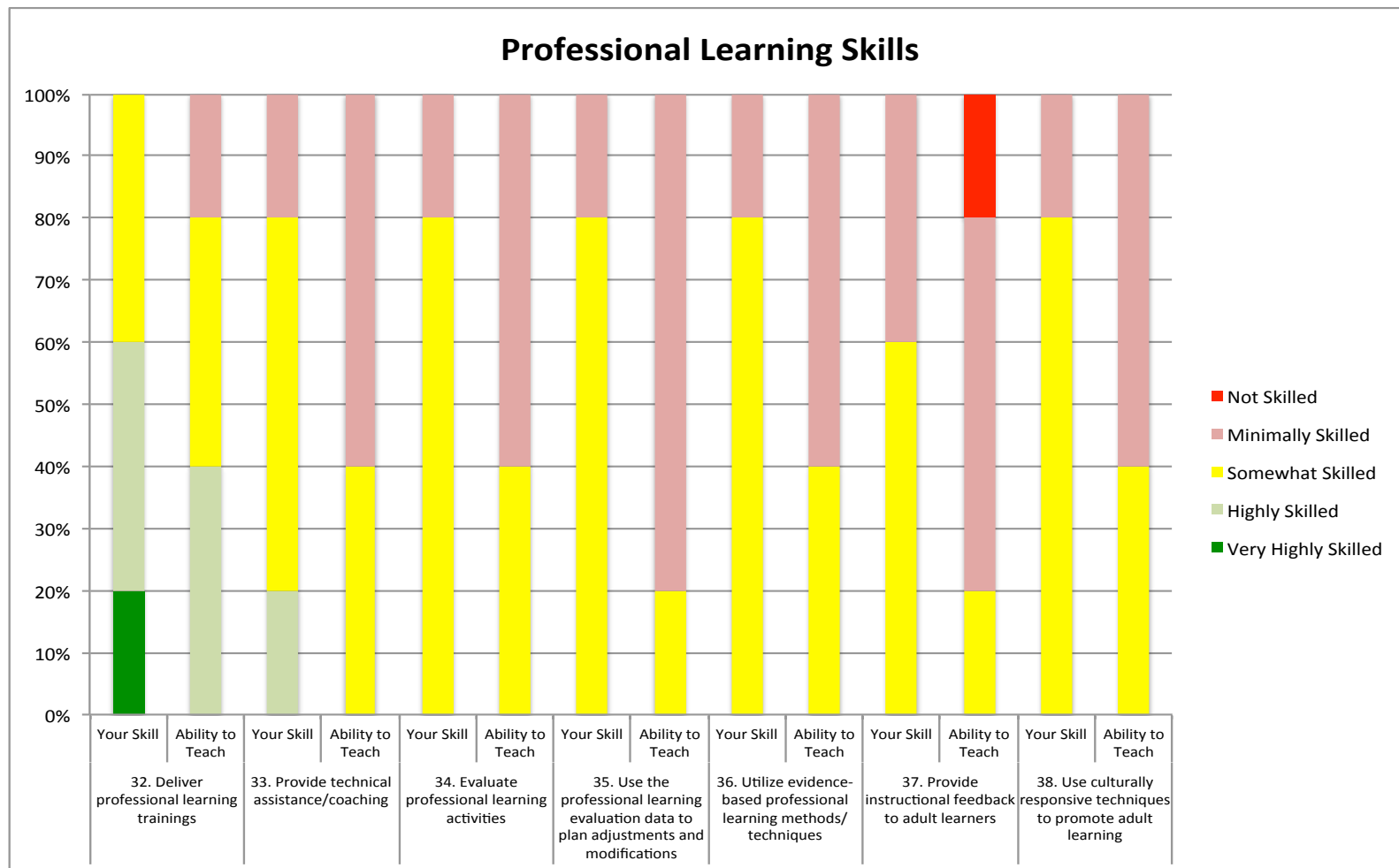
## Domain 5: Leadership Skills

While leaders and staff have varied and unique roles, each critically contributes toward the mission-specific goals of the organization. Therefore, each staff member has a responsibility to both lead and support the district and school improvement goals, and facilitate systems coaching activities that promote MTSS implementation and improve educator and student outcomes.



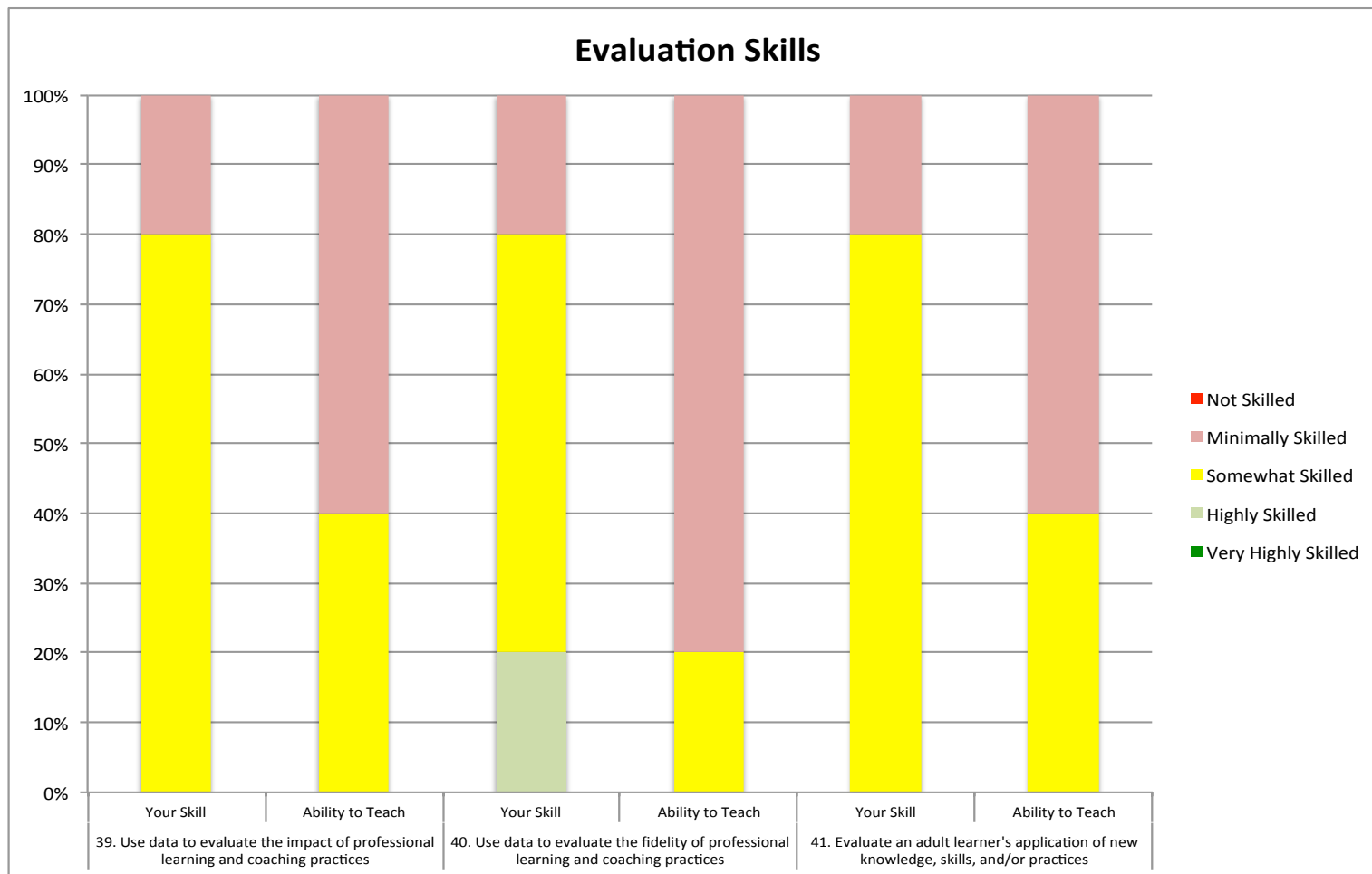
## Domain 6: Professional Learning Skills

In order for MTSS to be successful, educators require ongoing, job-embedded professional learning experiences to enhance their capacity to implement new and innovative practices. Such experiences can range from formal training, to ongoing technical assistance and coaching activities. Systems coaching requires skills related to planning, coordinating, delivering, and evaluating professional learning opportunities tied directly to the needs of the districts and schools within which educators work. In order for educators to embrace new beliefs, skills, knowledge, and practices regarding MTSS, they require high quality professional development tied directly to the unique contexts within which they work.



## Domain 7: Evaluation Skills

Individuals and teams providing systems coaching support require skills in evaluating the outcomes of such activities. Evaluating systems coaching practices requires skills in analyzing and synthesizing data from multiple sources, in both qualitative and quantitative formats, and come from varying levels of the educational organization. Data should also be collected from individuals both providing and receiving coaching support. Such data are used to evaluate the impact of coaching supports on educator and student outcomes, the fidelity of the coaching itself, as well as the application of educators' new knowledge, skills, and/or practices aligned with professional learning goals.





## Guiding Questions for Team-Based Reflection

1. Based on your review of the Systems Coaching Survey data, in which *domains* are the greatest gaps in skill development?
  1. Which *specific items* represent the greatest gaps in skill development?
  
3. Based on the data, what professional learning, coaching, and/or practice opportunities are needed to address current skill gaps? What activities will your team focus on for improvement?
  1. Which are most immediately actionable?
  
  2. Which would be most impactful?
  
  3. Which would be the most foundational (aligned with where you want to be)?

## Action Planning

You may choose to use your own action planning form or the one provided below.

Action/Activity	Who is responsible?	When will it be started?	When will it be completed?	When will it be evaluated?