



2B - Building Training & Coaching Capacity to Support Classroom- Based Implementation, Part 2 of 4

Presenters:

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- **Topic:** Coaching
- **Keywords:** Behavior, Implementation, PBIS Foundations



Learning Objectives

- Learn about the role of district leadership in supporting classroom PBIS/MTSS implementation through effective training, coaching, evaluation, and other key systems
- Explore barriers to implementation and ways to navigate these barriers through district support
- Discuss key strategies for leveraging local capacity to support classroom PBIS/MTSS implementation



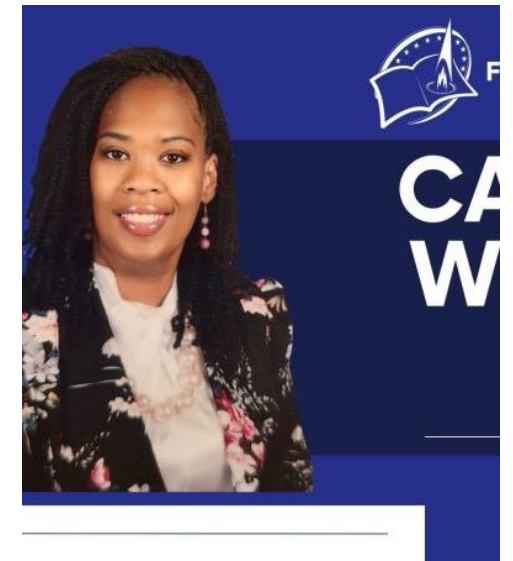
About You...

- I provide training coaching or technical assistance for my state, region, district, school...
- Our district/school has identified effective classroom practices
- I am planning to go somewhere nice for dinner tonight ...
- I have resources for planning implementing and evaluating training and coaching
- I value performance feedback and coaching support for myself and/or team...
- I am committed to ensuring each and every child has access to the interventions they need to succeed



Introductions

- Aaron Campbell
- Carnella Williams
- Sean Joyce
- Lisa Powers



Pop Quiz

Just for Fun😊

List 3 major foci of Data collection and use in MTSS/PBIS?

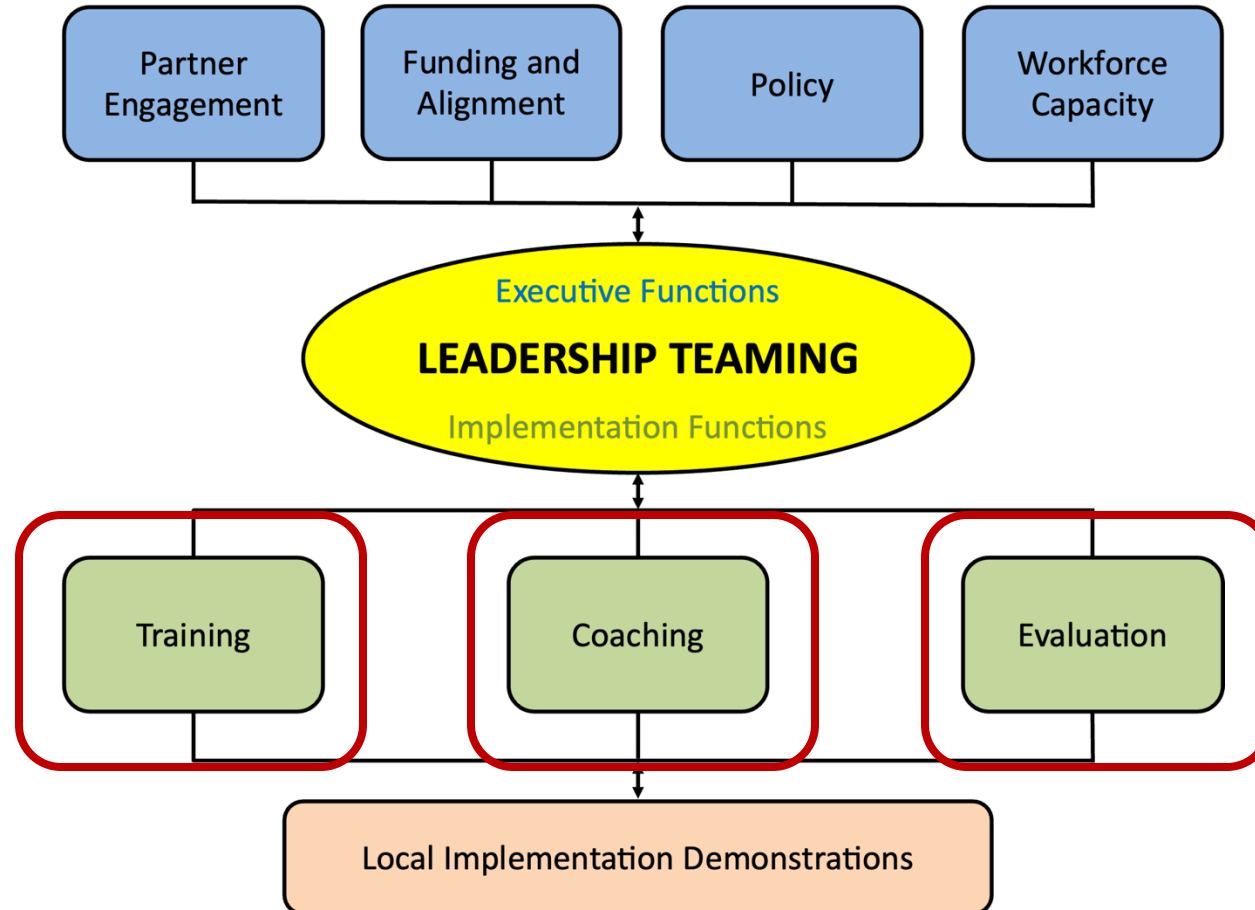
What Practices are promoted in MTSS/PBIS?

List 2-3 key elements in building MTSS/PBIS Systems.

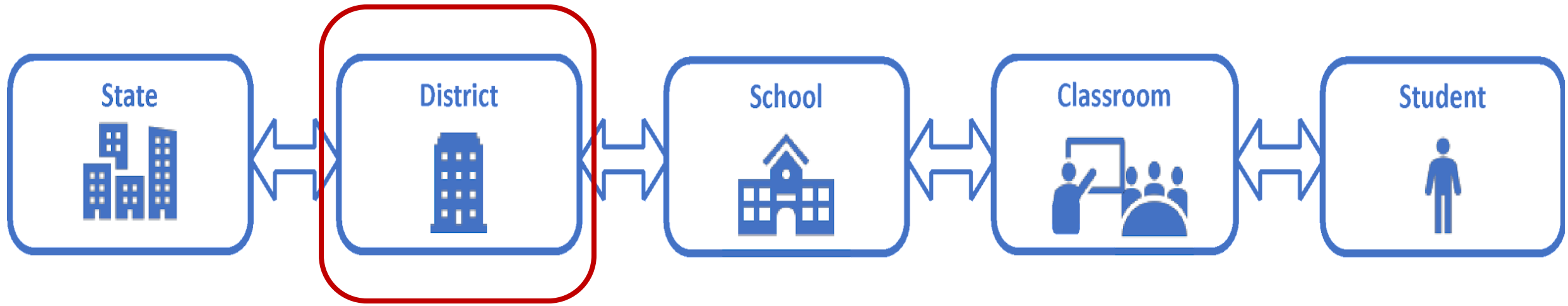
What are the components of effective professional development systems within the PBIS framework?

(Training, Coaching, Technical Assistance Based on Data)

Logic of District-wide Implementation



Implementation Cascade



Reminder: Get (and Stay) Connected

Professional Development and Teacher Change



Model of Teacher Change (Guskey, 1986)

Pause and Reflect

Consider professional development you have attended or delivered, what factors led to an effective and/or ineffective experience?

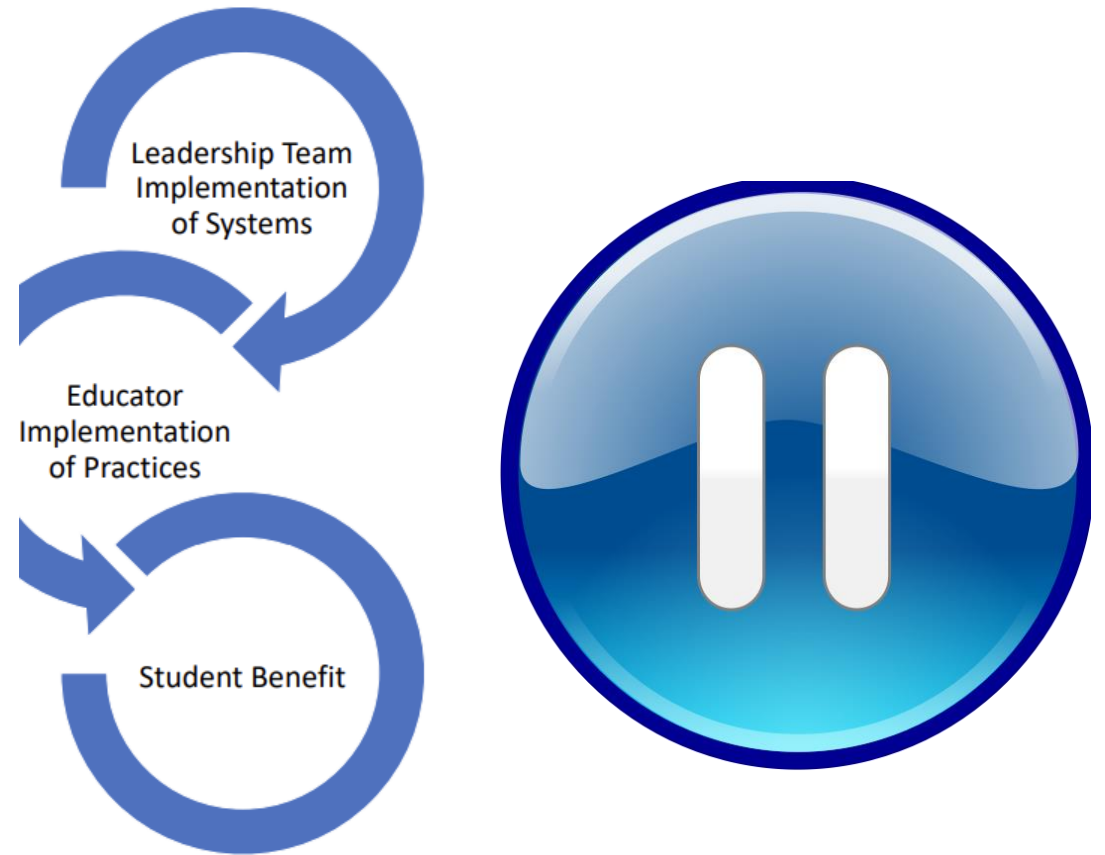


Figure 1. Theory of Change

Ineffective Professional Development	Effective Professional Development
Content did not match needs One time training Educators voice not considered	Clear goals and objects Good use of time Matched to needs – relevant content Developed a system of ongoing support
Disorganized – poor use of time No follow up Materials not available	Various methods of learning Choice Application opportunities
Venue uncomfortable Tech issues	Active Engagement Follow up opportunities Grounded in research Integrate technology
	Utilizes data to improve Provides resources Change in Practice

Implementers Blueprint:

Getting Ready

- Setting up conditions

Getting Started

- Trying out the PBIS practices

Getting Better

- Improving process and impact for sustaining and scaling PBIS



Implementation Phases, Simplified

Getting Ready

Planning for PBIS implementation

Describes the steps of obtaining commitment to PBIS implementation and setting up conditions for implementation to take place (e.g., planning, training, securing resources).

Getting Started

Trying out the PBIS practices with students and staff

Involves educators providing PBIS practices with their students while teams support the educators to implement these practices more effectively and consistently.

Getting Better

Improving the process and impact for sustaining and scaling PBIS

Involves efforts to improve the effectiveness, efficiency, equity, and sustainability of PBIS implementation. In this phase, teams review systems data (e.g., SSFI, DSFI) and fidelity data (e.g., TFI) to improve in systems to improve and sustain the work.



Figure 8. Simplified implementation phases.

Guskey's 5 Levels of Evaluations

Level 1: Participants' reactions – was the time meaningful and well spent

Level 2: Participants' learning – a measure of knowledge and skills gained

Level 3: Organizational support and change – policies in place to ensure sustained PD learning

Level 4: Participants' use of new knowledge and skills – differences in professional practice

Level 5: Student learning outcomes – positive impact on student learning

A Comprehensive PD Plan Includes

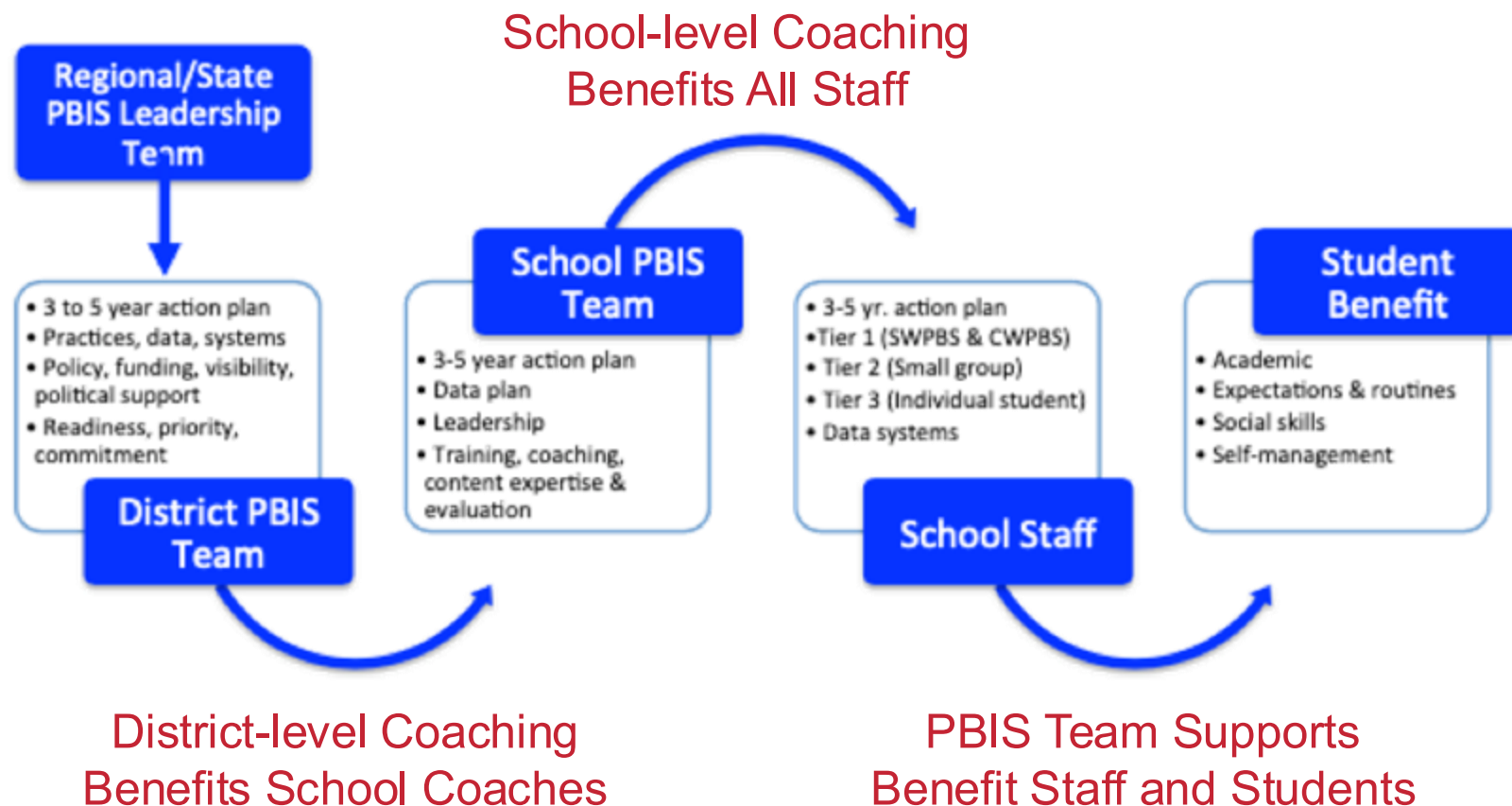
- Training – builds knowledge and skill sets
- Coaching – bridges the training to coaching gap – builds fluency
- Evaluation – monitor progress and adjust plan

Training components and attainment of outcomes in terms of % of participants <i>Joyce & Showers 2002</i>			
	Training Outcomes		
Training Components	Knowledge of Content	Implementation of Skill	Classroom Application
Study of Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice	60%	60%	5%
Peer Coaching	95%	95%	95%

District and School Coaching Systems

District trainers and coaches (i.e., TA providers) provide:

- Training content delivery
- Technical assistance
- Guidance
- Modeling
- Expert advice to teams/staff



Functions of Coaching

- Prompting
- **Performance Feedback**
- Fluency Building
- Adaptation

“The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not.”

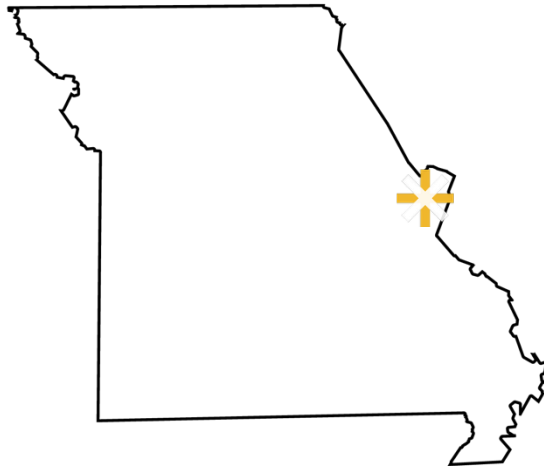
Fixsen, Blase, Duda, Naoom, & VanDyke, 2010

Coaching Activities

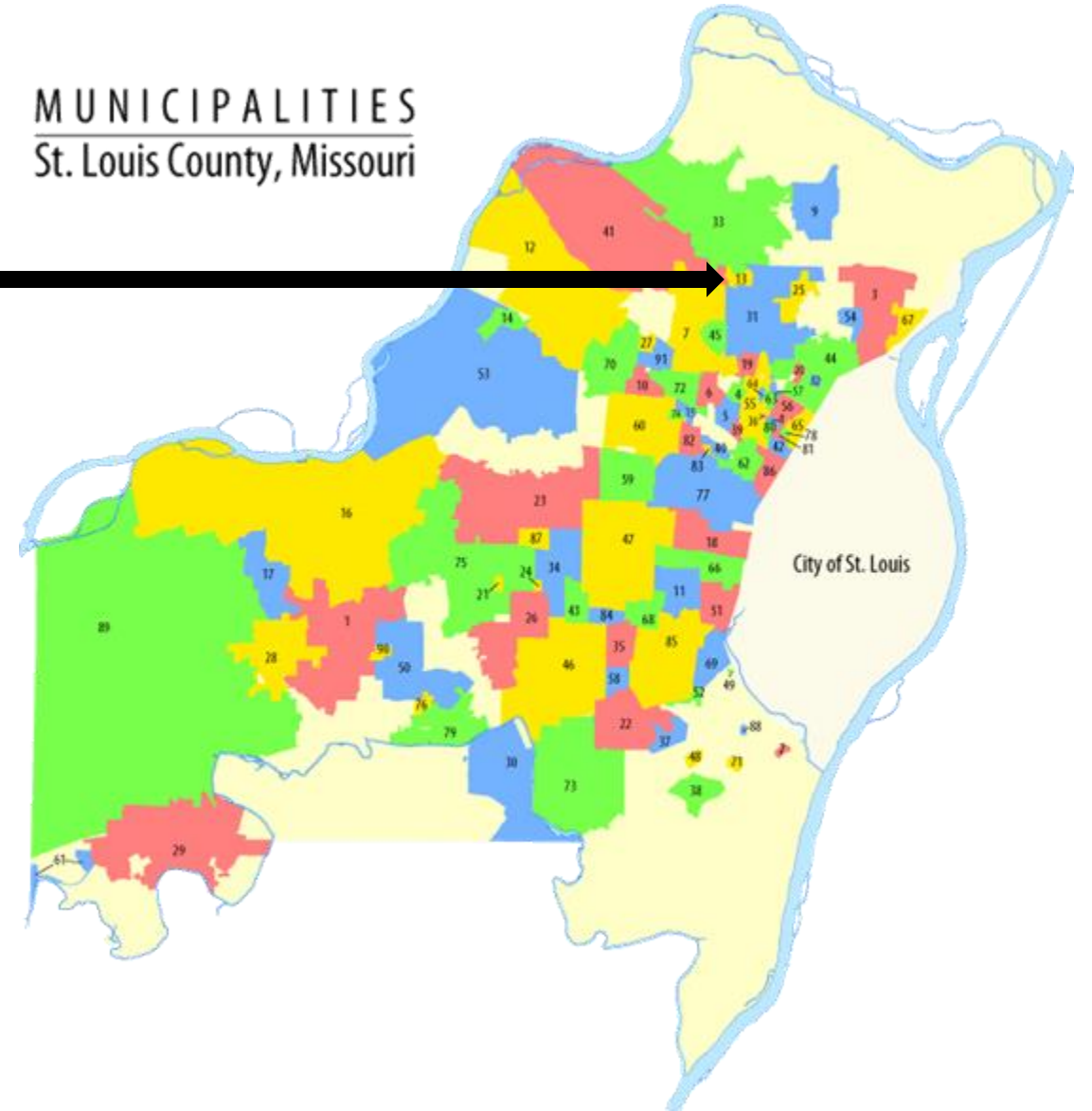
- Coaching Individuals – Content
- Systems Level Coaching
- Coaching Teams and Groups



FERGUSON - FLORISSANT



MUNICIPALITIES
St. Louis County, Missouri



School Leadership

Research confirms that there are no documented instances of failing schools turning around without powerful leadership. While teachers have the most direct and obvious impact on student learning, leadership is second only to teaching in influencing outcomes for all students. For the first time, there is empirical evidence that links what leaders do with student performance.

Wallace Foundation

Essential Systems & Practices Identified by the District



4 PBIS Elements

A Continuum of Support for All

Academic Systems

Tier Three

- Individual Students
- Assessment-based
- High Intensity

Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

Tier One

- All students
- Preventive, proactive

Behavioral Systems

Tier Three

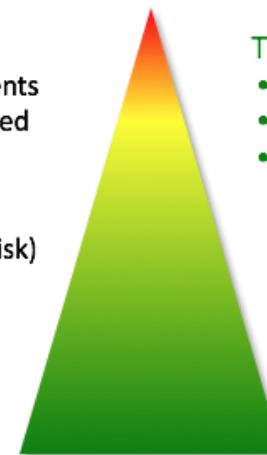
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two

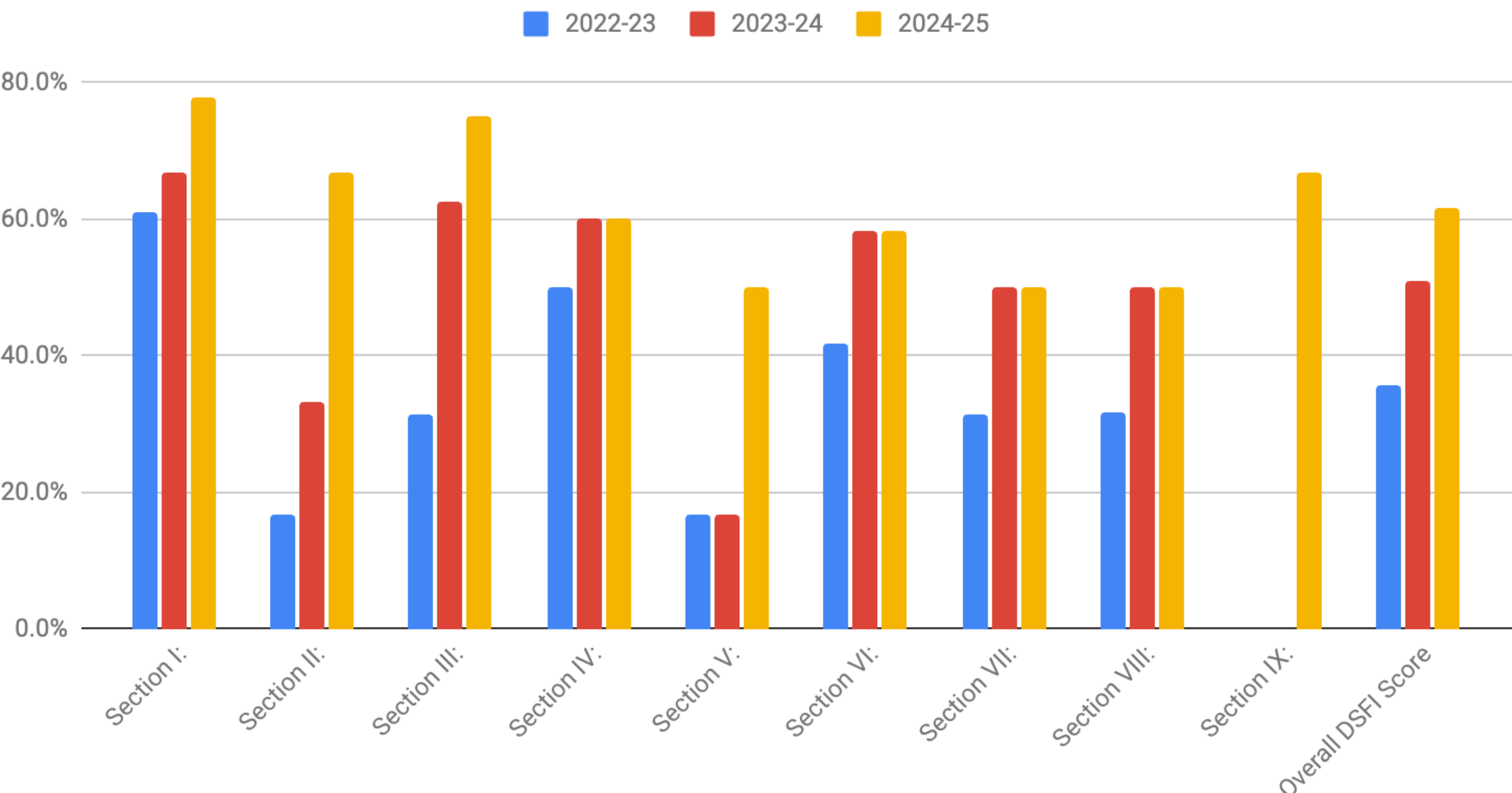
- Some students (at-risk)
- High efficiency
- Rapid response

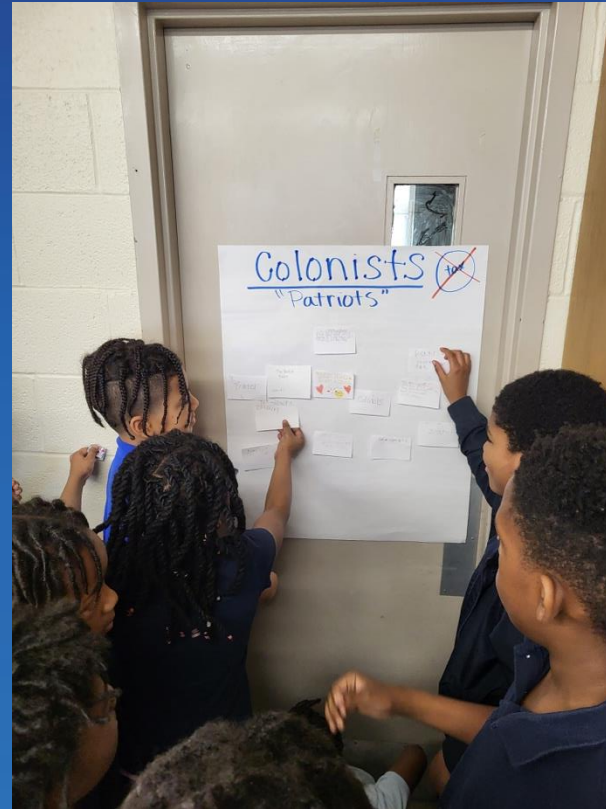
Tier One

- All settings, all students
- Preventive, proactive



District Systems Fidelity Inventory (DSFI)





The Journey

Organize Supports for Educators

Continuum of Multi-tiered Professional Development Support

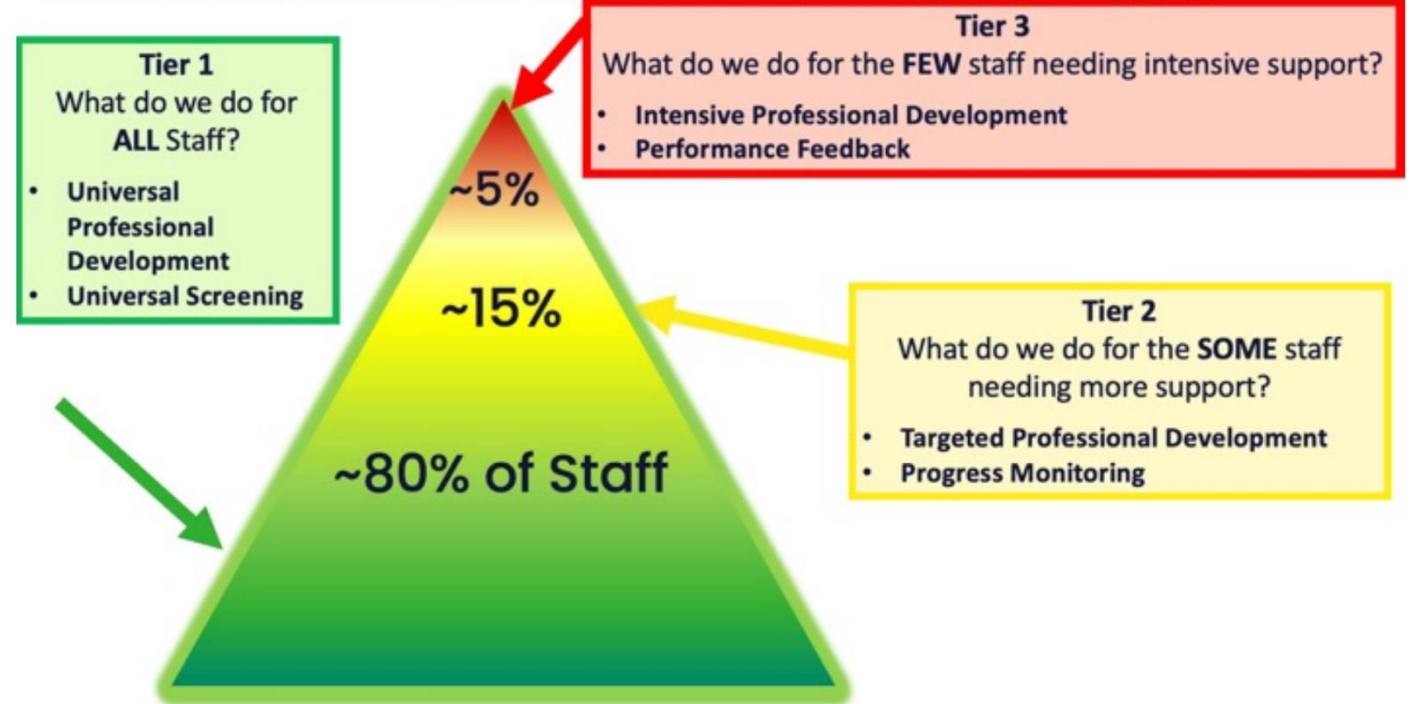
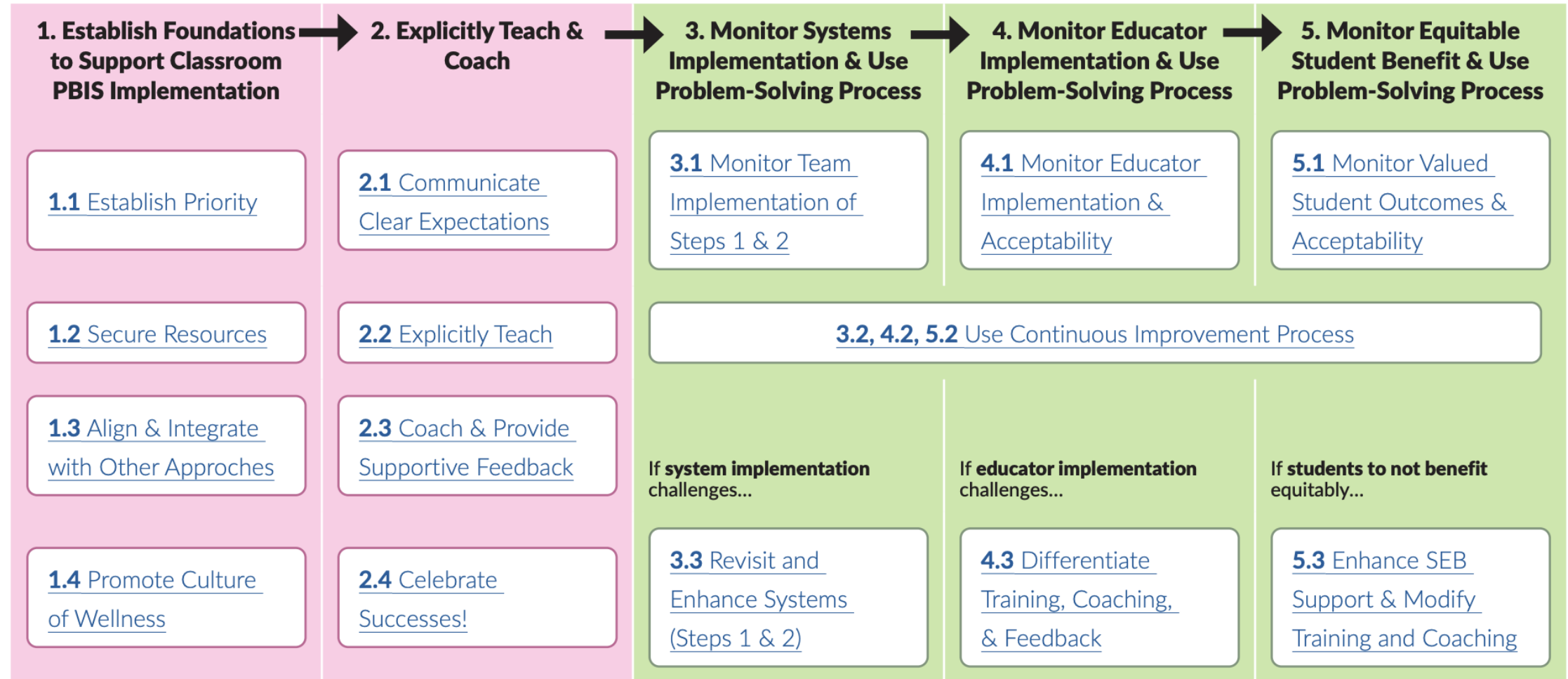


Figure 3. Continuum of Professional Development Support

Figure 4. Steps to Support and Respond to Educators' Implementation Needs



Essential Practices Identified by the District

- **Universal Supports in ALL Schools**
 - PBIS Leadership at Building Level
 - School-wide **Expectations**
 - **Teaching** Expectations and Routines
 - Encouraging expected behaviors
 - Discouraging Inappropriate Behaviors
 - Ongoing **Monitoring**
 - **Effective Classroom Practices**
 - **Behavior Specific Praise (BSP)**
 - **Precorrection**
 - **Opportunities to Respond (OTR)**
 - **Active Supervision**

Effective Classroom Strategies Checklist

Use this checklist to prepare for the start of school.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	☐ I have created and posted classroom expectations aligned with school and district matrix and universals. ☐ I have made a plan to teach and practice the classroom expectations and rules . OPTIONAL READING: Click here for an infographic about expectations.
2. Classroom Procedures and Routines	☐ I have created and posted classroom procedures and routines . ☐ I have made a plan to teach and practice the classroom procedures and routines . EXAMPLES: restroom, moving around the room, pencil sharpening, transitions, passes, etc.
3. Behavior Specific Praise	☐ I have a plan to use a variety of strategies to give behavior specific praise to all students. ☐ I have a method for providing behavior specific praise at a ratio of 4: 1.
4. Pre-corrects	☐ I have planned a variety of ways to review my expectations daily including using student voice. ☐ I have a plan for how pre-corrects are being used at the beginning of each transition.
5. Active Supervision	☐ I have designed the classroom floor plan to allow for ease of movement for Active Supervision and allow for safety precautions. ☐ I have created a classroom space where all areas of the room are accessible by scanning, moving, and interacting frequently and strategically.
6. Opportunities to Respond	☐ I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, wait time, guided notes, response cards). ☐ I have determined a strategy to use to track students being called on.

Technical Assistance

Provides **expert guidance** and resources connected to identified content

Supports educators to **independently maintain** and adapt practices over time

Resources **contain specific structures**, focus and purpose.



Multi-Tiered System of Supports (MTSS) Framework: Comprehensive Guide Table of Contents

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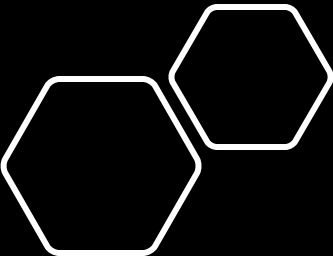
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Effective Classroom Strategies Checklist

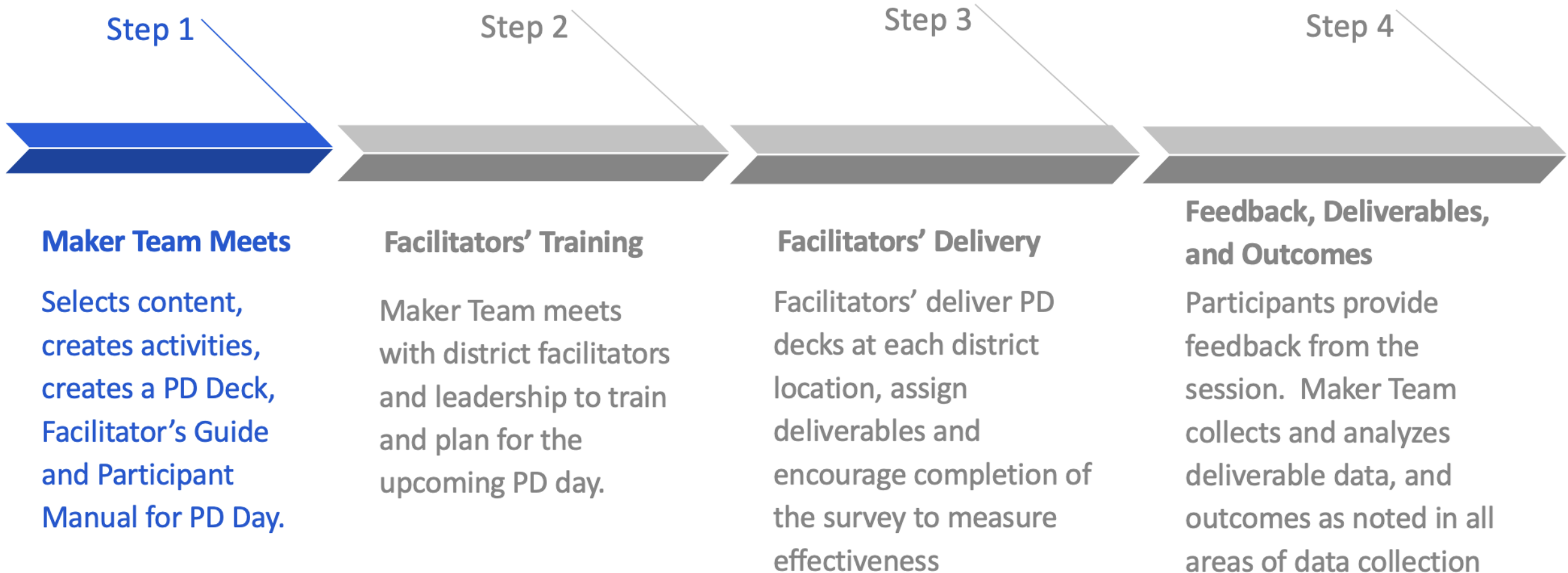
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Training – District Example

Ongoing Cycle of Continuous Learning



Data to Guide Training and Coaching

Program	School	School Number	TFI Tier 1	TFI Tier 2	TFI Tier 3		SASSW	SASCL	SASTier 2	SASTier 3
Primary		1	70	42	21		29	51	36	42
		2	70	50	38		69	78	42	33
		3	100	65	38		36	78	7	13
		4	57	77	3		33	81	21	21
		5	77	NA	NA		62	89	45	45
		6	93	58	NA		66	87	45	40
		7	70	38	44		59	82	19	13
Intermediate		8	100	100	65		79	93	78	74
		9	83	81	NA		68	90	70	43
		10	70	NA	NA		68	84	4	11
		11	70	15	18		25	0	0	11
		12	70	42	71		50	73	21	25
		13	60	50	26		70	82	45	38
		14	70	58	59		61	78	42	38
6th		15	87	58	35		51	92	38	24
		16	67	62	68		61	78	32	43
Middle		17	80	81	68		38	70	26	18
		18	97	96	56		83	97	68	75
		19	87	85	59		51	78	27	26
High		20	87	65	44		26	61	4	1
		21	73	NA	NA		44	63	35	30
		22	100	88	88		55	80	37	36
		23	30	4	18		50	64	41	40

Classroom Observation Data Collection Tool

Staff Name _____ Date _____ Time _____

Observer _____ Location _____ Subject _____ CT _____

TEACHER PDP GOAL: _____

Classroom Context Observations: (5 min)		Obs. Y/N	Evidence Statements/Tally		
			Individual	Partner	Whole Group
1. Student Engagement <i>1.2 Cognitive Engagement</i>	Student opportunities to respond (out of _____ total students)				
2. Classroom Expectations <i>5.2 Classroom Management</i>	Positively stated classroom rules , aligned with school-wide expectations are available to students (posted in classroom and teacher's canvas page, etc.).				
	Expectations and/or rules are regularly referred to by the teacher to pre-correct expectations, encourage and correct behavior.				
3. Classroom Procedures and Routines <i>5.2 Classroom Management</i>	Clear procedures were observed for managing transitions .				
	Consistent routines of instruction are evident (posted, agenda, outline, canvas, module format, etc.).				
	Clear and consistent procedures were observed for getting teacher's attention and responding to teacher questions . Teacher used an attention signal .				
4. Encouraging Expected Behavior <i>5.3 Classroom Culture</i>	Teacher uses a reinforcement system to acknowledge appropriate student behaviors (PBIS).				
	Communication: personal connections; (calling students by name, calls home, etc.)				
5. Active Supervision <i>5.3 Classroom Culture</i>	Teacher uses frequent scanning & interacting				
	Teacher uses strategies for refocus				





NNN FOUR-STEP MODEL CHECKLIST

LOOK FOR:	Precise Directions	Positive Narration	Incentives	Consequences	Relationships
	Teacher uses clear and effective attention-getting signal to get scholar's attention prior to giving directions.	Teacher narrates 2-3 scholars with purpose immediately after directions.	Class-wide incentive(s) are collectively earned for 100% of accomplishment of predetermined goal/objective.	Teacher provides consequence with economy of language, using a three-part statement (name, behavior, consequence).	Teacher demonstrates positive attitude and high interest in the importance of content and scholars to which presenting.
	Directions include MVP and other elements that support on-task behavior and increase scholar engagement (e.g., cue to start, when finished, time, CFU).	Teacher uses a three-part statement (name, verb, behavior) when narrating scholars.	Teacher ensures incentives are relevant to and valued by all scholars.	Consequences are aligned with directions and narration.	Teacher has routines in place for building and maintaining relationships with scholars and families.
	Teacher conveys care and sense of importance when delivering directions (e.g., strong teacher voice, squaring up, eye contact, purpose, CFU).	Positive narration is aligned with directions.	Teacher consistently acknowledges and awards class-wide incentive as/when achieved.	Teacher provides 2-3 positive narrations prior to and aligned with the consequence.	Teacher makes a concerted effort to build relationships with scholars they find most challenging.
	Teacher ensures 100% of scholars are engaged with directions.	Teacher is strategic with who, what, and when narrating scholars.	Teacher keeps track of class-wide incentives (e.g., clipboard, container, etc.).	Consequences are delivered in a swift and neutral tone and set high expectations for scholars to remain on-task.	Teacher creates a warm, welcoming learning environment.

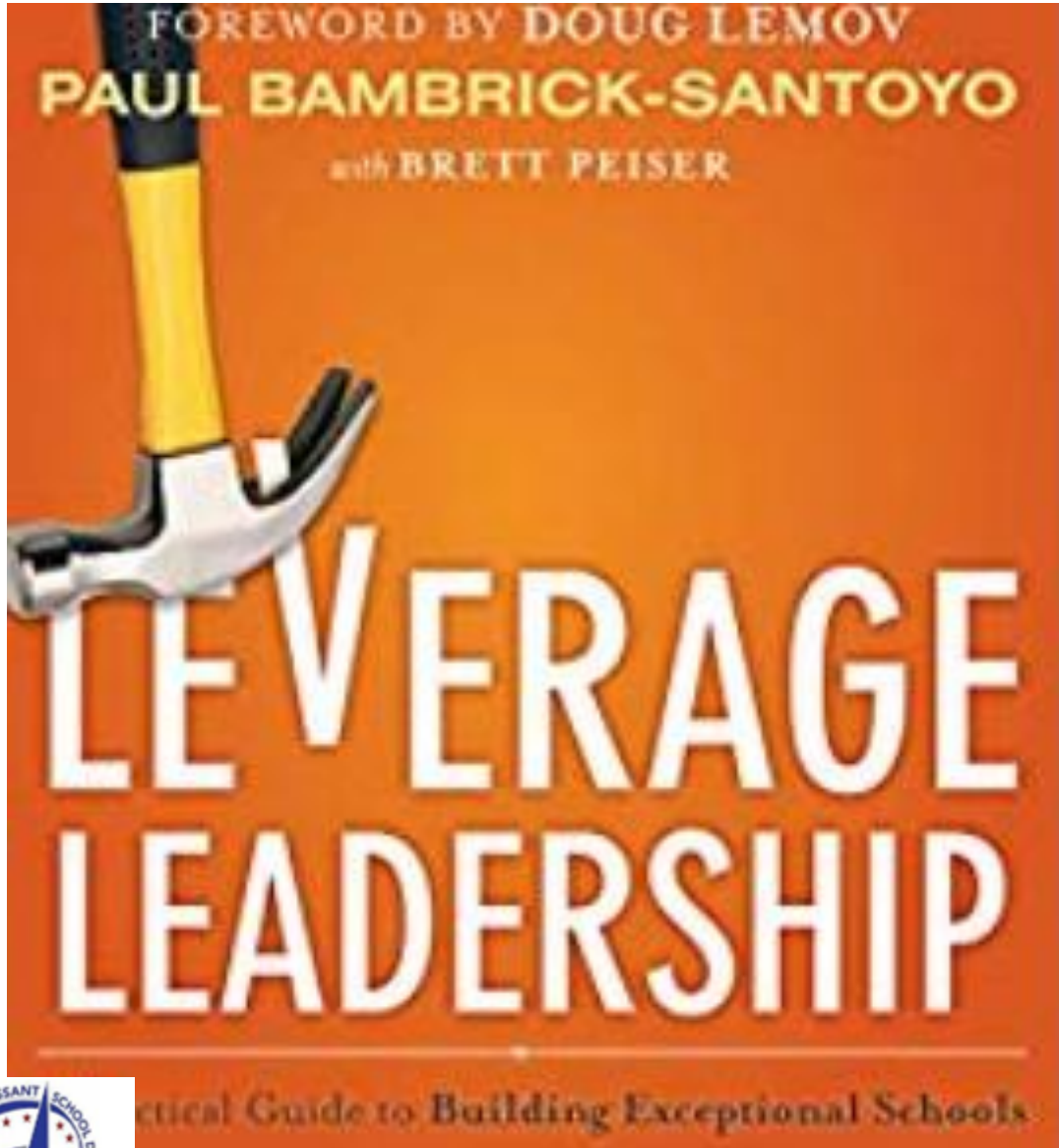
Alignment of Practices

Staff Name
Date
Time

Observer
Location
Subject

TEACHER PDP GOAL:
Total # of Students in class

Classroom Context Observations: (5 min)		TA Y/N	SA Y/N	CR Y/N	Evidence Statements/Tally		
1. Student Engagement	TA: Culturally Relevant Look Fors: Array of engagement types, use of student names, equitable distribution of students participating and opportunities to respond.				Individual	Partner	Whole
	SA: Students responding to teacher questions, directions, or expectations (out of _____ total students)						
2. Classroom Expectations	TA: Uses clear and effective attention-getting signal to get scholar's attention prior to giving directions.						
	SA: Stopped, were at appropriate voice level, and looking/listening						
	TA: Clear and precise directions (pre-corrects) were given. Teacher stated the expectations of how students will participate/engage in activity/task. Movement, Voice Level, Participation						
	SA: Followed directions the first time Evidence # responding/total in class, OR - Tally # not responding each time						
3. Classroom Procedures and Routines	TA: Holds students accountable for expectations of tasks aligned to directions. Refers to classroom rules/expectations. Classroom Rules/Expectations Posted						
	SA: Self regulate or responds after positive narration or redirection of expected behavior						
	Managing transitions TA: Materials ready, clear and precise directions (pre-corrects) were given. Movement, Voice Level, Participation						
Classroom	SA: Knew what to do with minimal redirects/corrections Met expectation - Circle: <30sec < 1 min						
	Routines of Instruction TA: Clear procedures for participation Call and Response, Choral Response, Whiteboard, T&T, Group, Shout out, Independently						
and/or prompt							



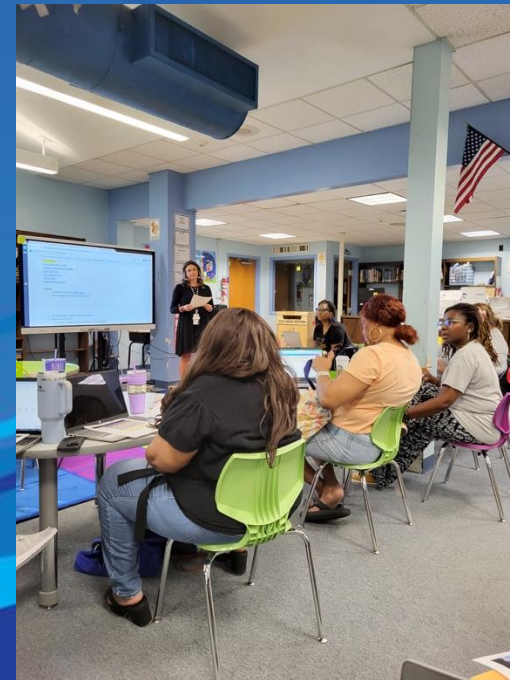
6 Steps to Effective Feedback/Coaching

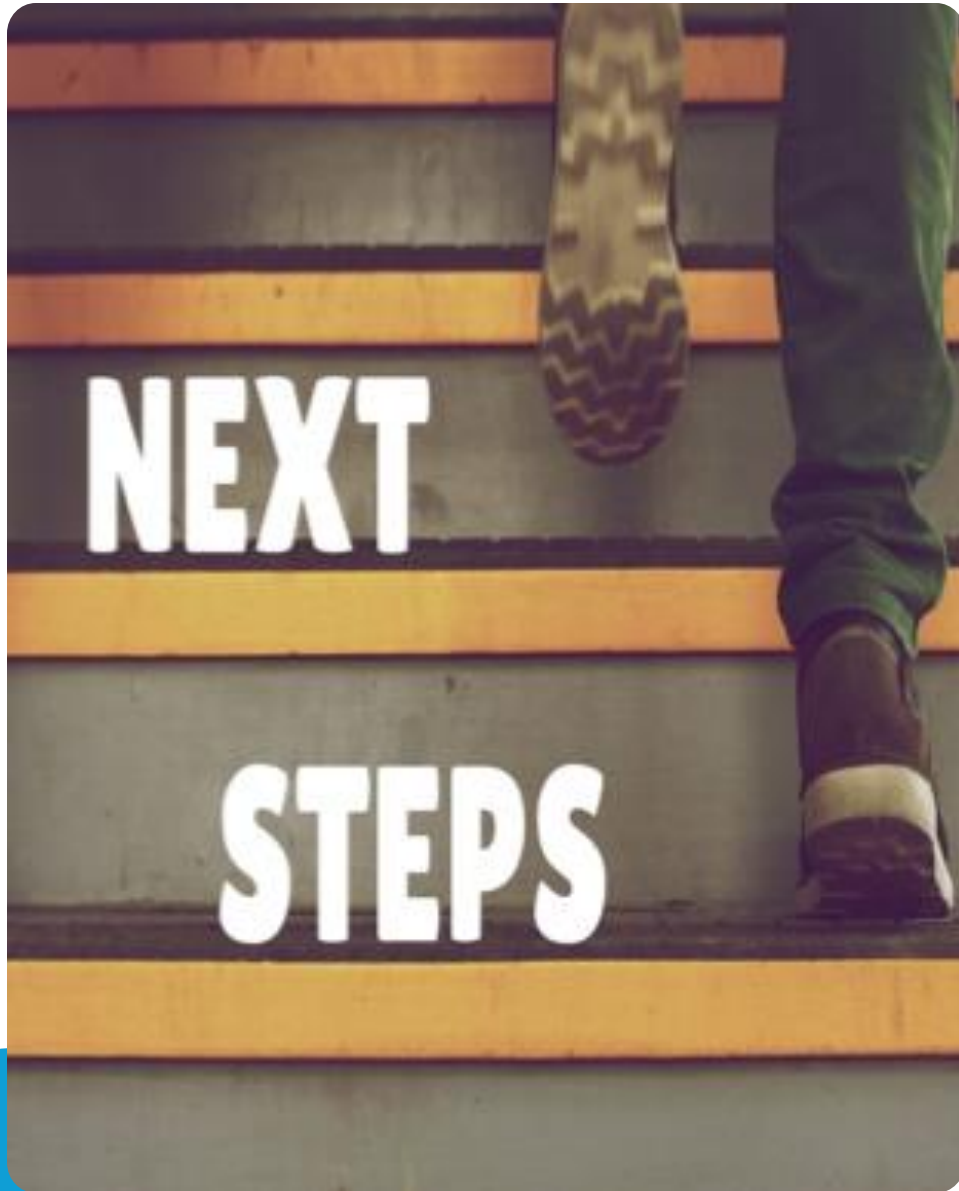
Feedback conversation on

Current Reality Teacher performance data Quantitative/Qualitative Evidence/Impact	
Praise: One or two pieces of precise praise from your observation ideally connected to teacher's action steps	
Probe: Open-ended questions about core issue; Facilitative / Directive Stems Questions to deepen teacher's understanding of content, standard or practice	
ID Problem: Identify the problem Action Step: State a clear, measurable, observable action step that will address this problem	
Practice: Role-play or simulate how	
Plan Ahead: Review the next lesson where action can be implemented. Be clear about what you are looking for and what you will give feedback around next observation	
Set timeline for follow-up: When will action be accomplished & when will you go back to see it?	



Growing Leadership





- Systemize onboarding for new administrators
- Form Professional Learning Communities for Admin Assistants
- Differentiate administrator learning cycles
- Organize the data at a school and district level
- Build internal capacity
- Continue messaging that “evaluation” is opportunity for growth

- Clear expectations with gradual release ensures development of leaders
- Calibrating 8-10 observations yields high reliability
- Building consistency across leadership promotes equity
- PD on effective practices and clear expectations sets teachers up for success
- Timely and frequent feedback moves teacher practice
- There was a correlation between the number of classroom observations/feedback an administrator provided and student achievement in that classroom





Berkeley Intermediate



Growing Educators

Continue focus on Tier 1 schoolwide practices

- Teaching Expectations
- Acknowledgment Systems
- Responding Systems

Utilized District/School Handbook

Provide input training for all educators

- Effective Teaching Plan

Conduct Walkthroughs

- Review de-identified data
- Build PD for the school

Differentiate Support based on performance feedback

21-22 EFFECTIVE TEACHING PLAN

Establishing and teaching clear procedures, routines, and expectations are vital for a successful school year. Please develop an Effective Teaching Plan as a means to think through how you are setting up your students, and yourself, for success.

Mission

District Mission	
School Mission Write the School Mission	
Classroom Mission Develop your Classroom Mission and share this with students and families.	

My Daily Schedule

Ensure your schedule is posted.

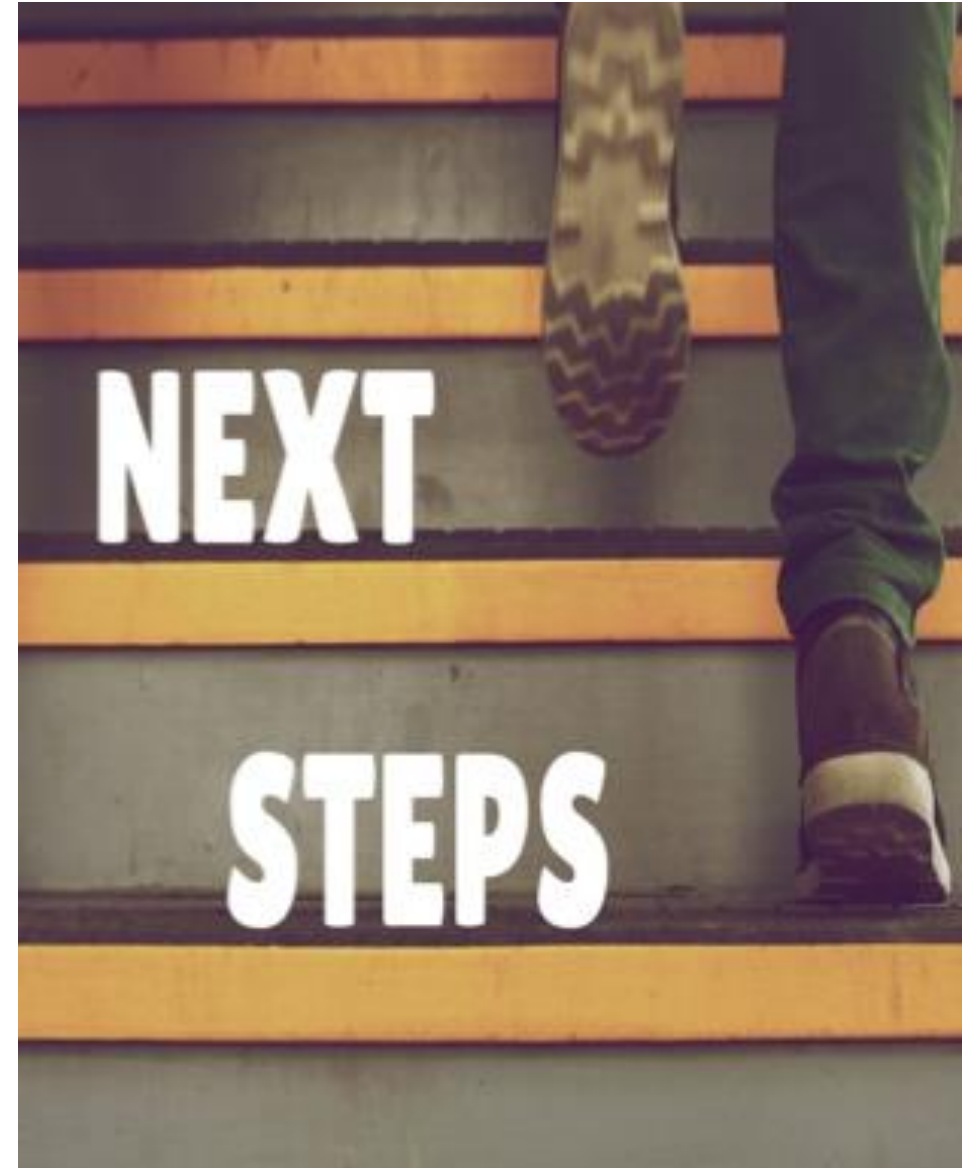
Time/Period	Subject

Attention Signal

Signal Used	Teaching of the Signal	Date Taught
State what signal will be used to gain students attention.	Determine how you will teach and pre-correct the use of the attention signal.	Identify when the signal will be taught.

Performance Feedback

-
- Support new educators
 - Continue to conduct walkthrough observations at our school
 - Build internal capacity
 - Continue opportunities for learning and performance feedback
 - Differentiate support & learning cycles
 - Continue messaging that “evaluation” is opportunity for growth



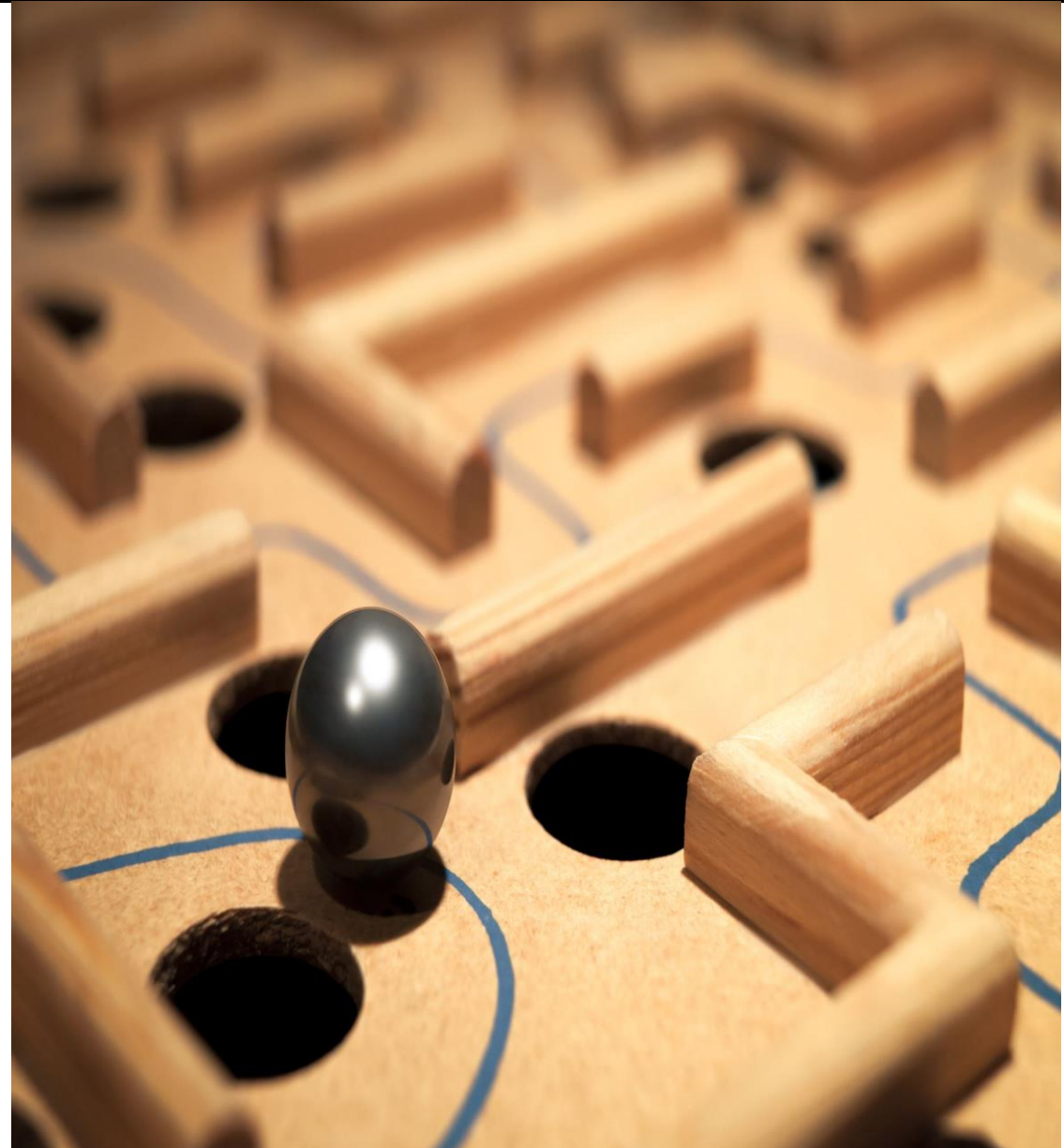


Closing

Lessons Learned, Resources, Q&A

Challenges

- Staff turnover/retention
- Leadership capacity
- Allocated time for training
- Completing priorities and practices
- Limited resources - Coaching Capacity
- Not utilizing data for decision making
- Undefined coaching supports
- Special Education (dual systems)
- New technologies (AI)



Lessons Learned



The **leadership team is the driver** and takes ownership of developing the PD plan.



Create **common language, common tools** and selects core content.



Align and link to priorities, initiatives, programs, and organizational structures grounded in essential features of PBIS.



Start with clear **measurable outcomes**



Develop essential trainer and coach skills to provide effective PD



Utilize data-informed approach to match culture and context.

Lessons Learned Continued



Plan for **differentiate support** across staff and implementation tiers (*all, some, few*).

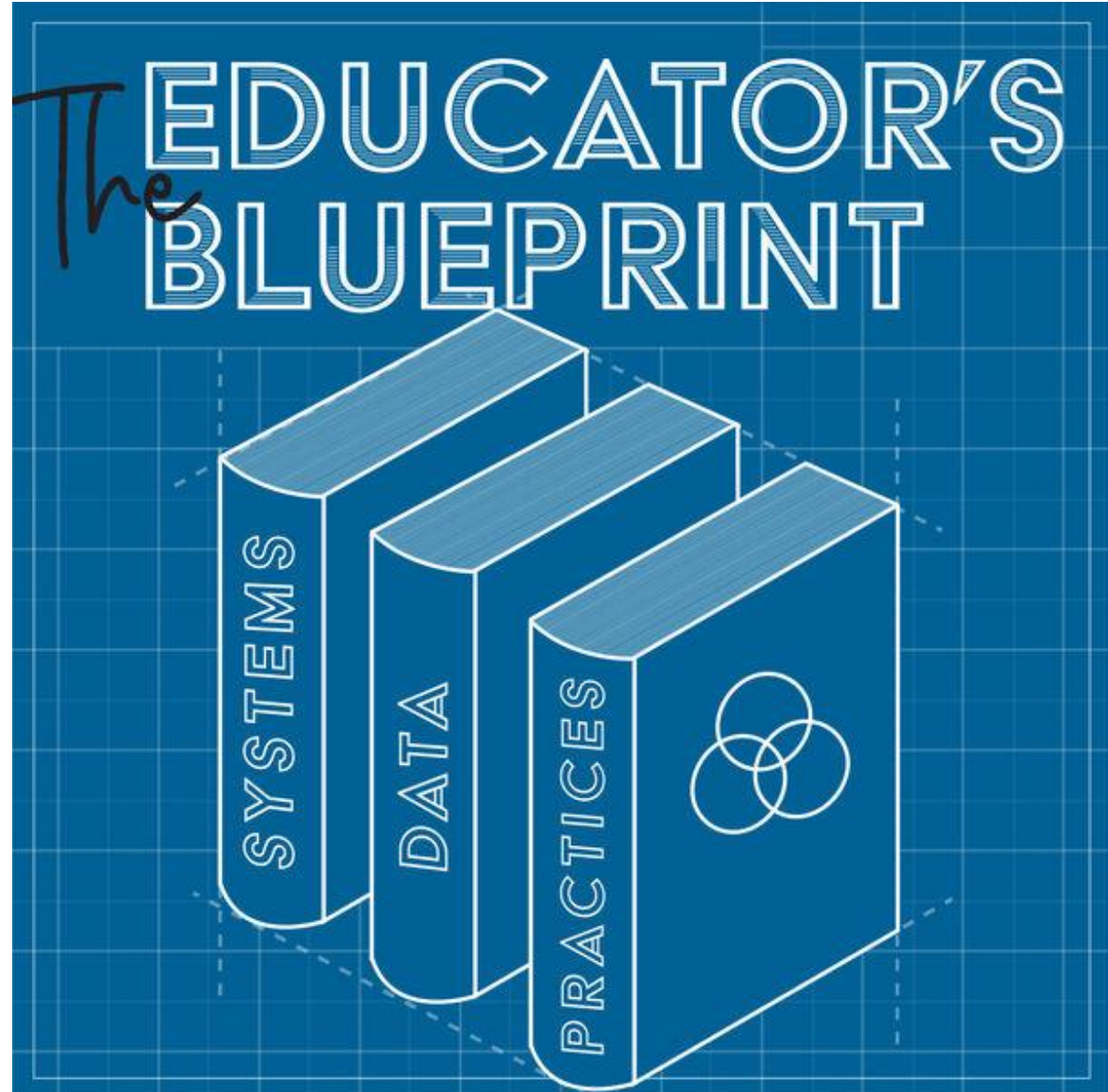


Regular **cycles of continuous improvement**, to monitor fidelity, impact, and social validity, are used at all levels of the organization.

Join The Educator's Blueprint

Learn from friends in the field...

- Episode 29: District Supports for Special Educator's with Dr. Terry Houlton
- Episode 74: One Leader's Approach to being a MTSS Coordinator
- Episode 86: Dr. Katie Meyer-- Coaching, Training, and Technical Assistance Series
- Coming soon .. .Classroom series



[Click me](#)

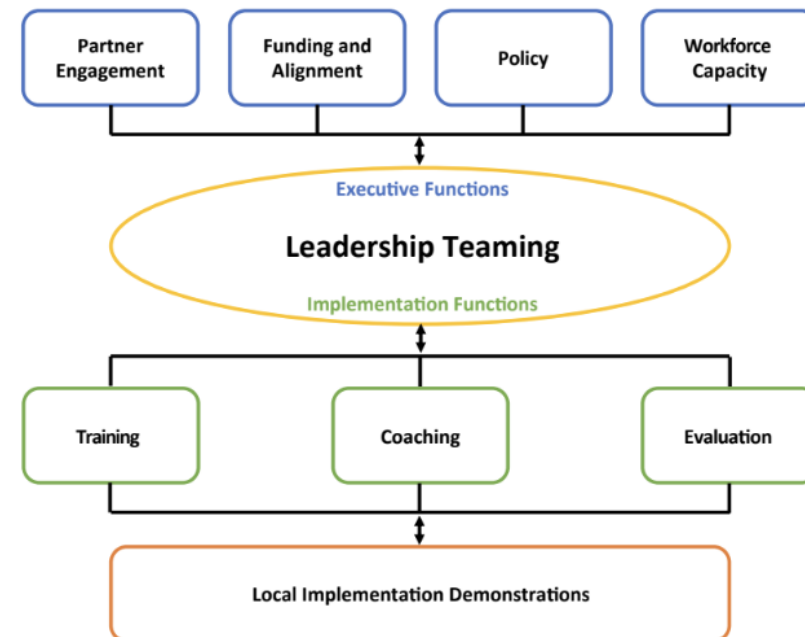


Resources...



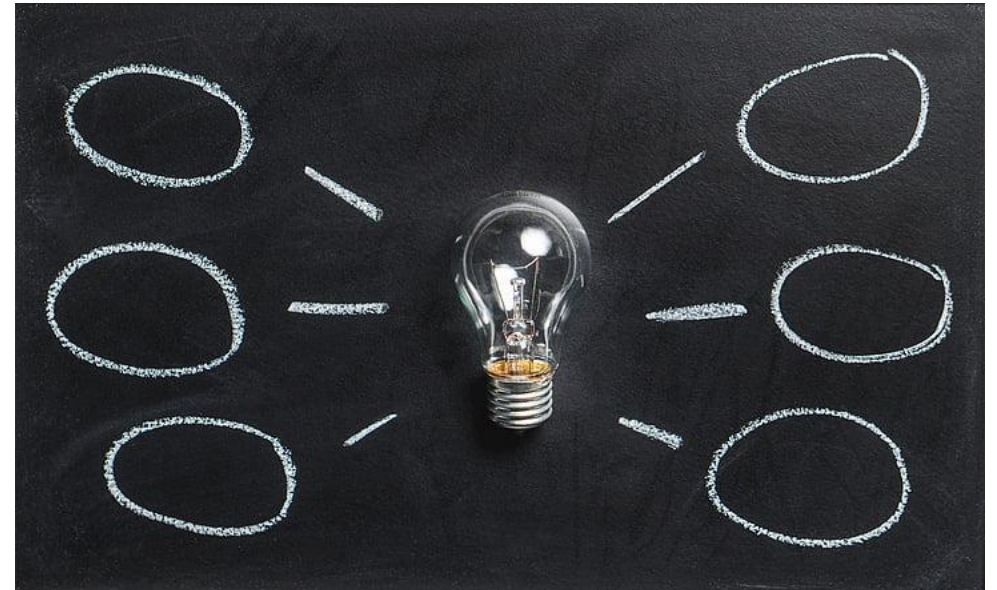
What is in the PBIS District Practice Guide?

- Overview and Readiness
- Chapter on each DSFI Feature
- Guiding Questions
- Tools
- Resources & Links
- Examples
- **Coaching Tips**



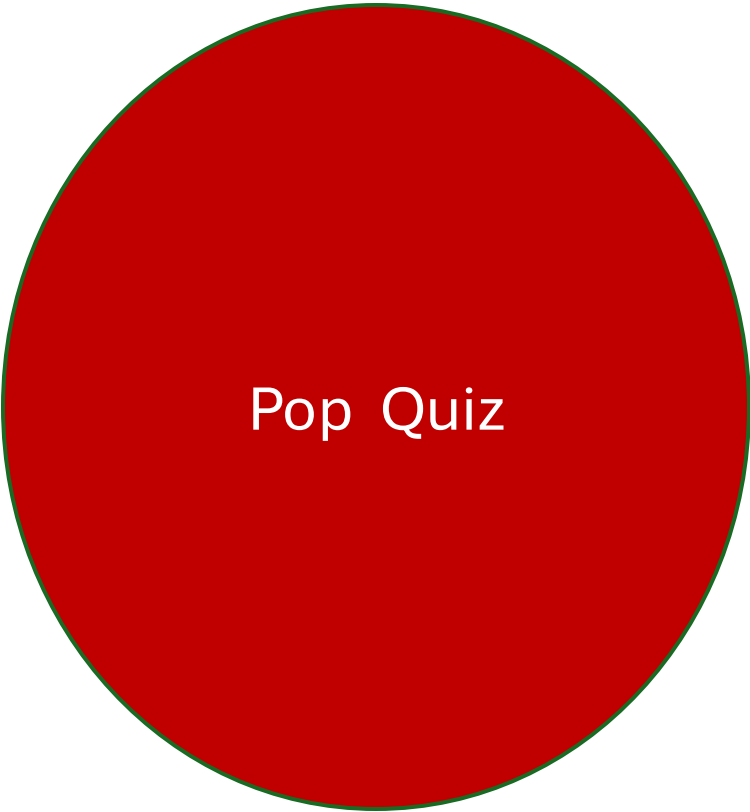
Possible Next Steps...

- Create Partnerships
 - Establish foundations, identify priorities & practices, secure resources, align,
 - Teach and Coach
 - Monitor Progress Implementation and Use
 - Monitor Equitable Student Benefits
- Explore Resources
- In partnership, focus on creating training, coaching and technical assistance systems



What is your call to action?

Alone we can do so little; together we can do so much – Helen Keller



Pop Quiz

- *List 3 major foci of Data collection and use in MTSS/PBIS?*
 - Action planning (SAS)
 - Progress monitoring (student and staff outcomes)
 - Integrity/fidelity of implementation (TFI, DSFI)
- *What Practices are promoted in MTSS/PBIS?*
 - Those with strong empirical evidence in response to student need/data
- *List 2-3 key elements in building MTSS/PBIS Systems.*
 - On-going professional learning
 - Technical assistance/Coaching
 - Staff performance feedback





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