3B Coaching Counts: Building District Systems for Coaching Capacity

Presenters:

Lisa Powers & Jamie Grieshaber, University of Missouri; Paula Raygoza and Mark Gengaro, Clifton Public Schools (NJ); Jane Crawford, Ferguson-Florissant School District (MO); Tina Lawson, Pennsylvania Positive Behavior Support Network

- **Topic:** Coaching
- **Keywords:** Action Plan, Administrator, Sustainability, Systems Alignment

PBIS Positive Behavioral Interventions & Supports

Learning Objectives

1. Explore how district capacity for coaching drives implementation
2. Introduce new tools to measure coaching capacity
3. Learn about the revised Center on PBIS Professional Development Blueprint

We are excited to be here with you!

Co-Facilitators:
Lisa Powers & Jamie Grieshaber, University of Missouri

Presenters:
Paula Raygoza and Mark Gengaro, Clifton Public Schools (NJ);

Jane Crawford, Ferguson-Florissant School District (MO);

Tina Lawson, Pennsylvania Positive Behavior Support Network

DSFI Action Planning Tools: Features Summary, Quick Checks, Coaching Tips, and Resources

DSFI: Leadership Teaming
Composition, Characteristics, Communication

A collection of leaders at the district level is critical for successful implementation of a tiered behavioral support framework. The District Leadership Team is a collection of personnel who serve two main functions, a) executive functions (e.g., creating policy, aligning resources) and b) implementation functions (e.g., supporting individual school teams).

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

Composition	
DSFI Item & Main Idea	**Quick Checks**
1.1 Leadership Authority: The District Leadership Team has individuals with decision-making authority to advance the vision of district-wide implementation, make decisions about school level implementation (e.g., training, coaching, evaluation), and guide the execution of plans for increasing capacity and expanding implementation.	• Review the district's organizational chart. How does it compare to the membership roster for the District Leadership Team? • Is executive-level leadership represented on the team? • Does the team have support of the Superintendent or other chief executive? • Do meeting minutes indicate regular attendance?
1.2 Team Membership: Because the District Leadership Team oversees implementation across all sites, the team should have representation from a wide range of stakeholders both within the district and within the community.	• To promote equity, does the District Leadership Team have fair representation matched to the community? • Compile a District Key Stakeholder List. How does that list compare to the team's membership? • Review the district's organizational chart. How does it compare to the membership roster for the District Leadership Team? • Do meeting minutes indicate regular attendance?

Coaching Tip(s)

To ensure all team members can engage and contribute, consider the following:
1. Provide the agenda to team members two to three days prior to the meeting, ask for feedback regarding agenda items, and ask what items should be added. (This practice can also be the final agenda item of each meeting to plan for next).
2. Edit the agenda based on feedback and provide the updated agenda to team members.
3. Identify agenda items that are for dialogue or decision making and develop strategies/processes/prompts to engage and ensure equitable opportunity for participation.
4. Lastly, determine how the District Leadership Team will elicit input from all members (e.g., open ended questions, anonymous surveys).

To ensure the team has trust and cohesion, consider:
1. Ensure team members understand (a) their role, (b) agreed upon norms, and (c) how to contribute to the team.
2. Build predictable routines and review norms at every meeting.
3. Use a continuous improvement process, such as a standard feedback cycle at the end of each meeting (e.g., What went well today? What might need to be different the next time?).
4. As a team identify what needs to improve and how to address the issue. Create shared ownership of the improvements.
5. Ensure the goals and vision are always present by asking: What is the purpose of the District Leadership Team? Intended outcomes?
6. "Safe processes" are in place to seek different opinions and views to support growth as a team.
7. Pre-correct prior to difficult agenda topics. For example, alert team members that a topic at hand is important and the District Leadership team wants diverse ideas and opinions. Use "whip-around" process wherein each member of the team has an opportunity to contribute thoughts one at a time in a predictable format.
8. Facilitators summarize contributions to ensure all ideas were heard and understood correctly as intended.
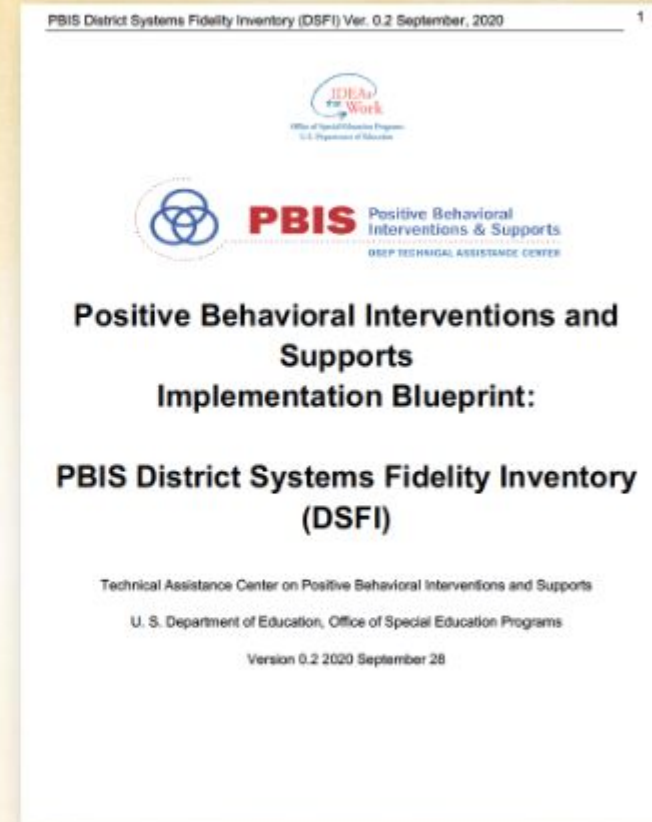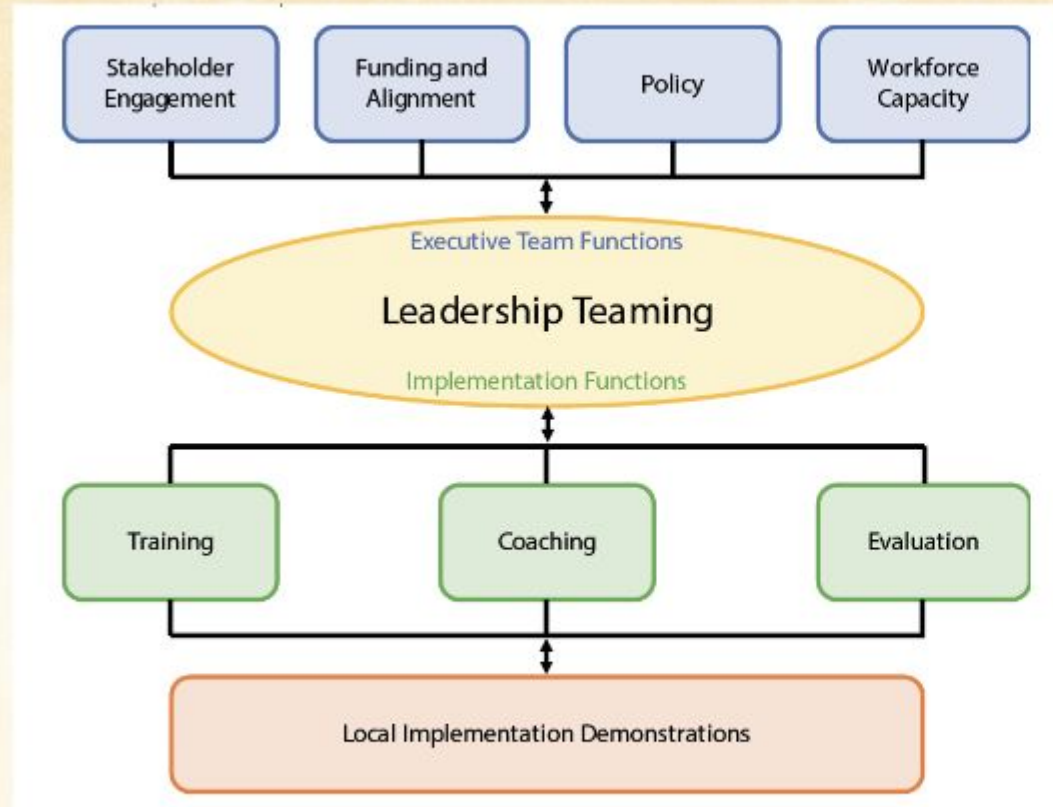
Quick Tip
To help ensure the team is set up for success, complete the *District Readiness Checklist* in the District Leadership Team Practice Guide (pp. 30-32).

https://drive.google.com/file/d/1wNSAEGkv53te84p-h0uqvv3-U35tiviTJ-/view?usp=drive_link

District Systems Fidelity Inventory & the Logic of Districtwide Implementation

Tina Lawson, Ed.D. BCBA

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Commonwealth of Pennsylvania

Statewide Adoption of District Coach Role within a PBIS Model

Interesting Demographic

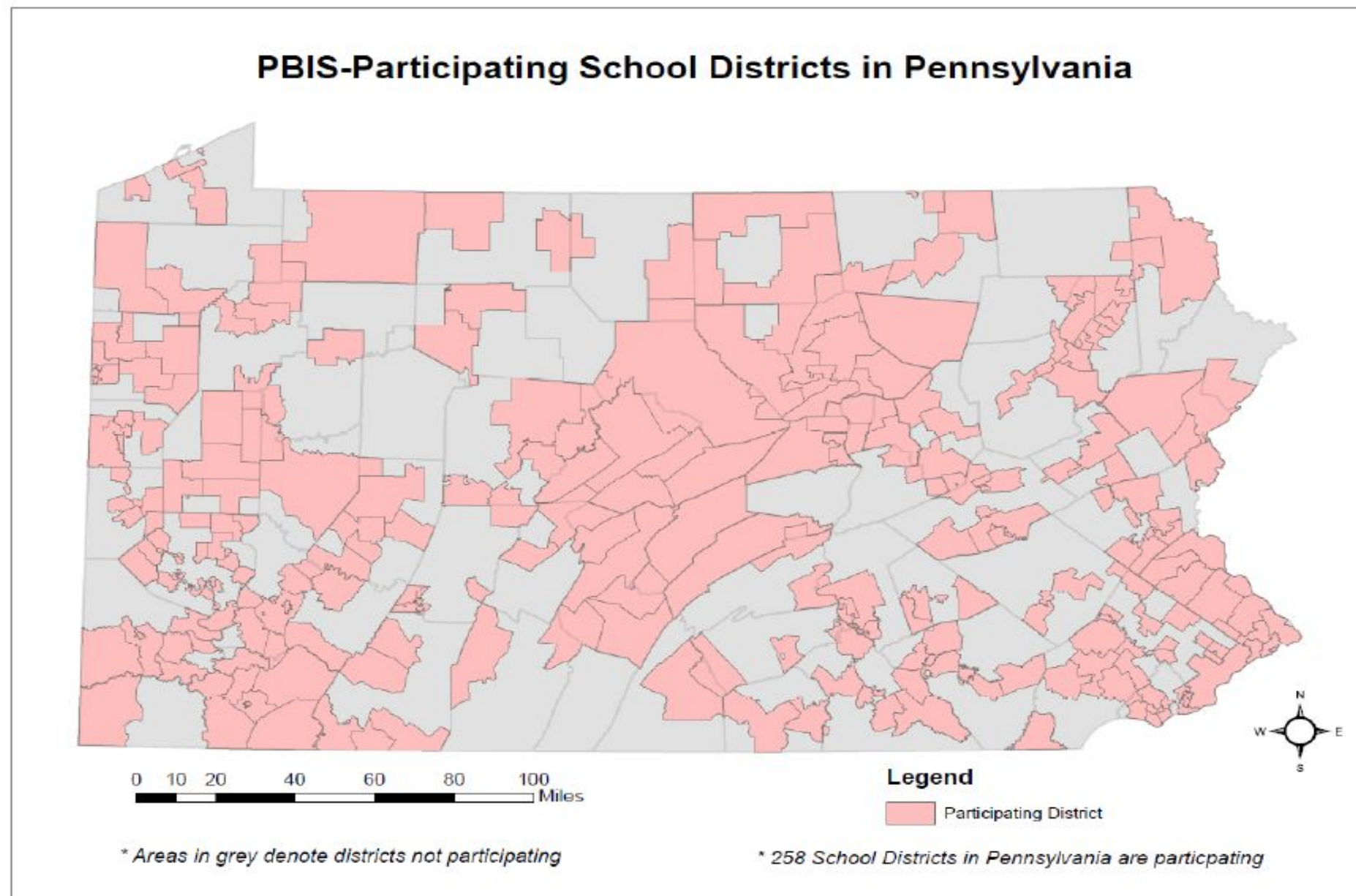## Pennsylvania is a COMMONWEALTH

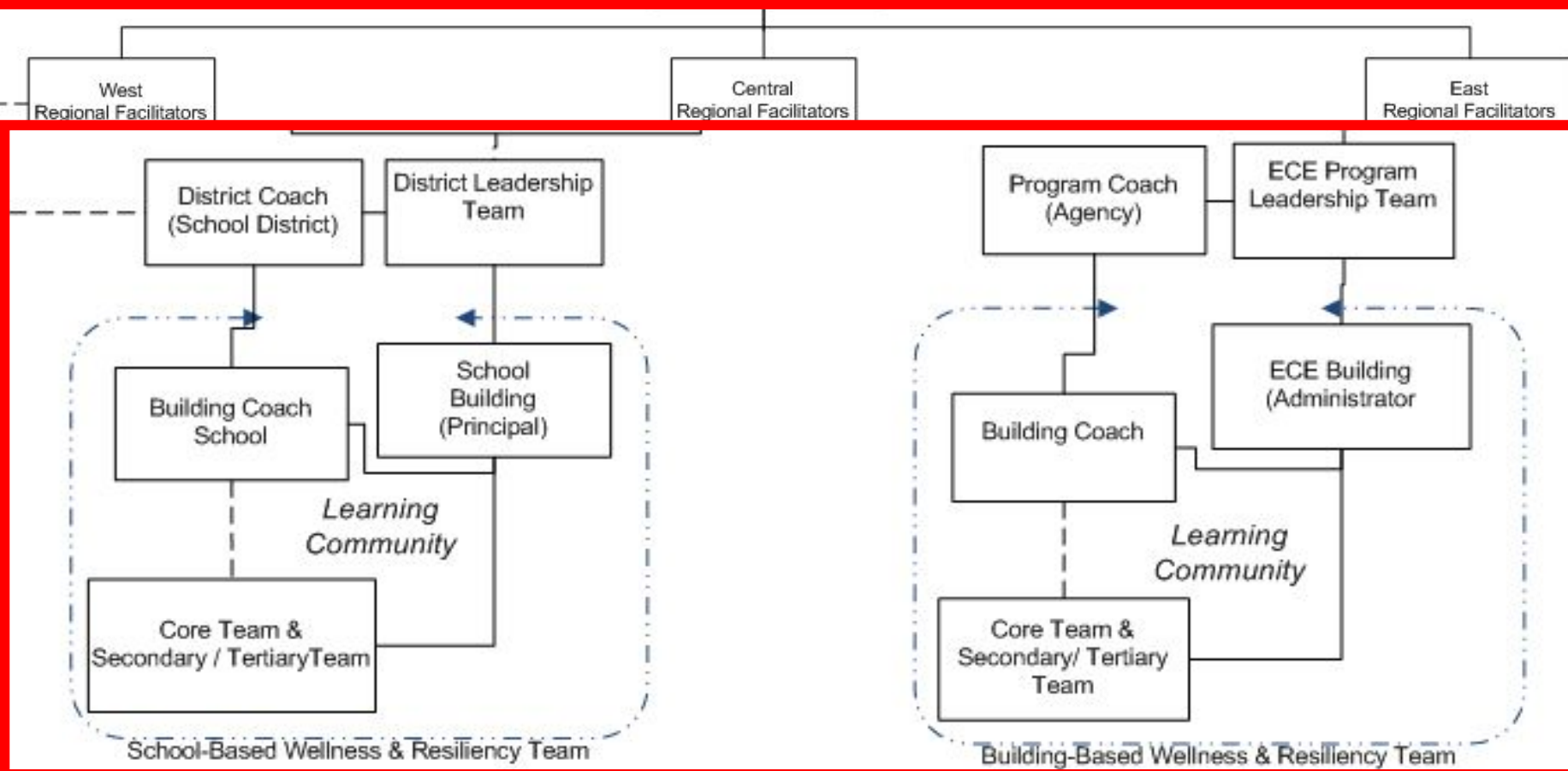What does this mean?

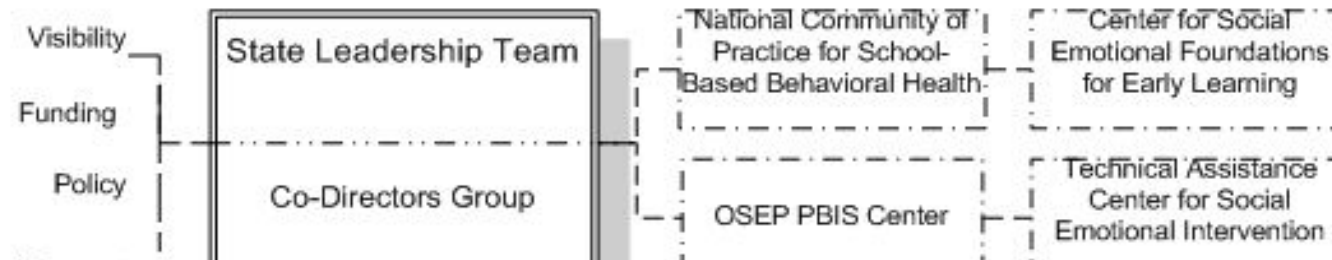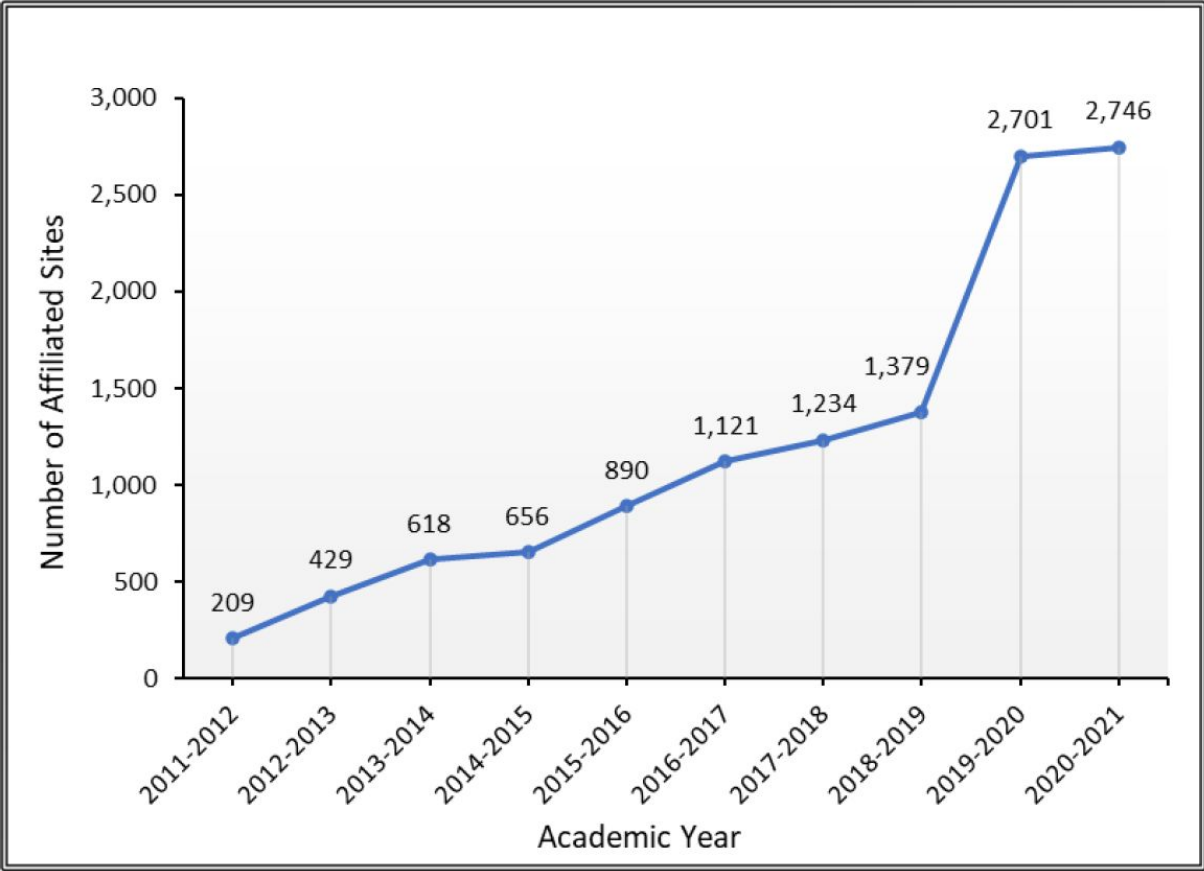Are there any other Commonwealths in the USA?

PBIS Positive Behavioral Interventions & Supports

PBIS-Participating School Districts in Pennsylvania

Legend

Participating District

* Areas in grey denote districts not participating

* 258 School Districts in Pennsylvania are particpating

Note. PBIS = Positive Behavioral Interventions and Supports.
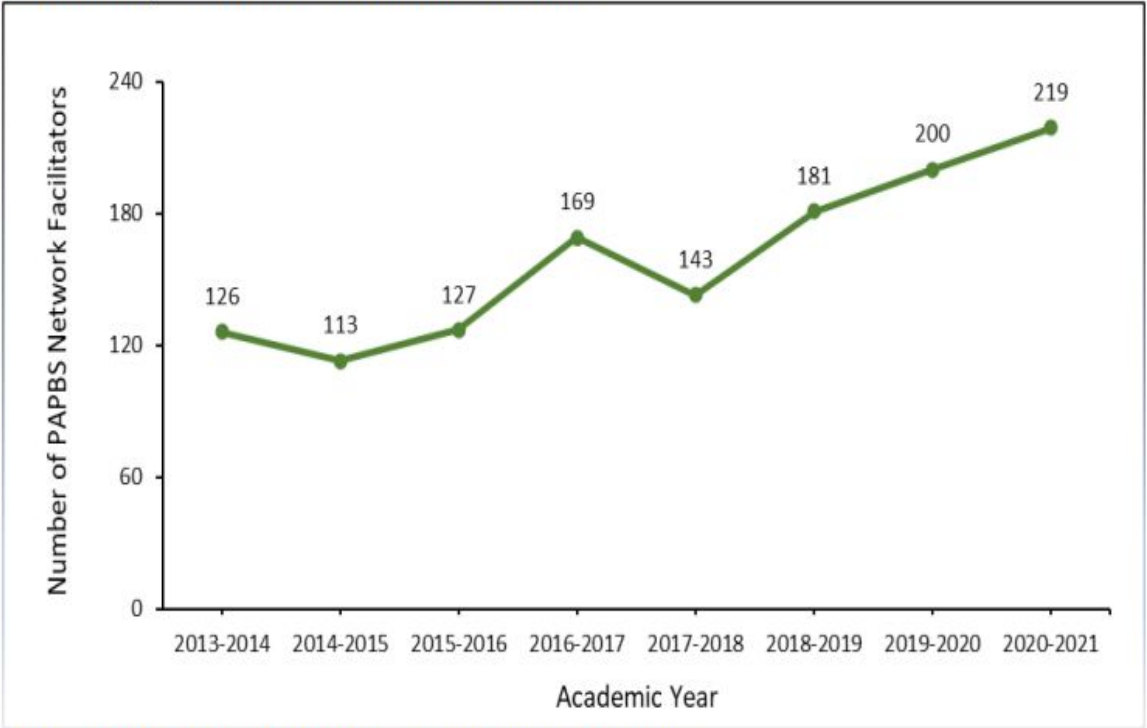
PA Positive Behavior Support Network

State Leadership Team

Co-Directors Group

Visibility
Funding
Policy

National Community of Practice for School-Based Behavioral Health

Center for Social Emotional Foundations for Early Learning

OSEP PBIS Center

Technical Assistance Center for Social Emotional Intervention

Statewide Community of Practice

West Regional Facilitators

Central Regional Facilitators

East Regional Facilitators

District Coach (School District)

District Leadership Team

Program Coach (Agency)

ECE Program Leadership Team

Building Coach School

School Building (Principal)

Building Coach

ECE Building (Administrator

Learning Community

Core Team & Secondary / TertiaryTeam

Core Team & Secondary/ Tertiary Team

Learning Community

School-Based Wellness & Resiliency Team

Building-Based Wellness & Resiliency Team

ip Forum

Growth Over the Years

Note. PAPBS = Pennsylvania Positive Behavior Support.
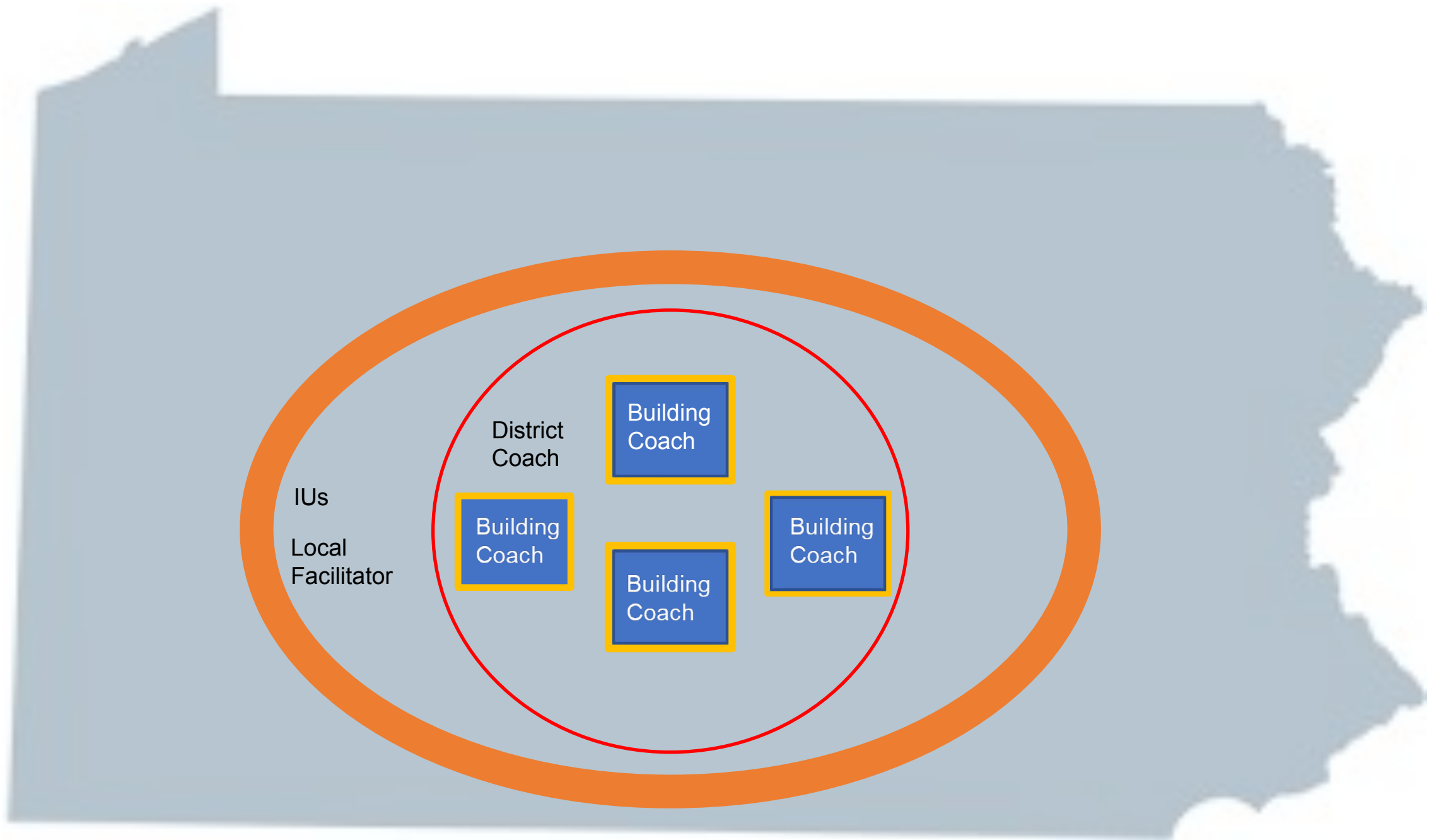

Number of PAPBS Network Facilitators

Note. PAPBS = Pennsylvania Positive Behavior Support.

Portion of Schools in PA Affiliated with the Network

26%

74%

■ Total Schools in PA
■ Affiliated with the Network
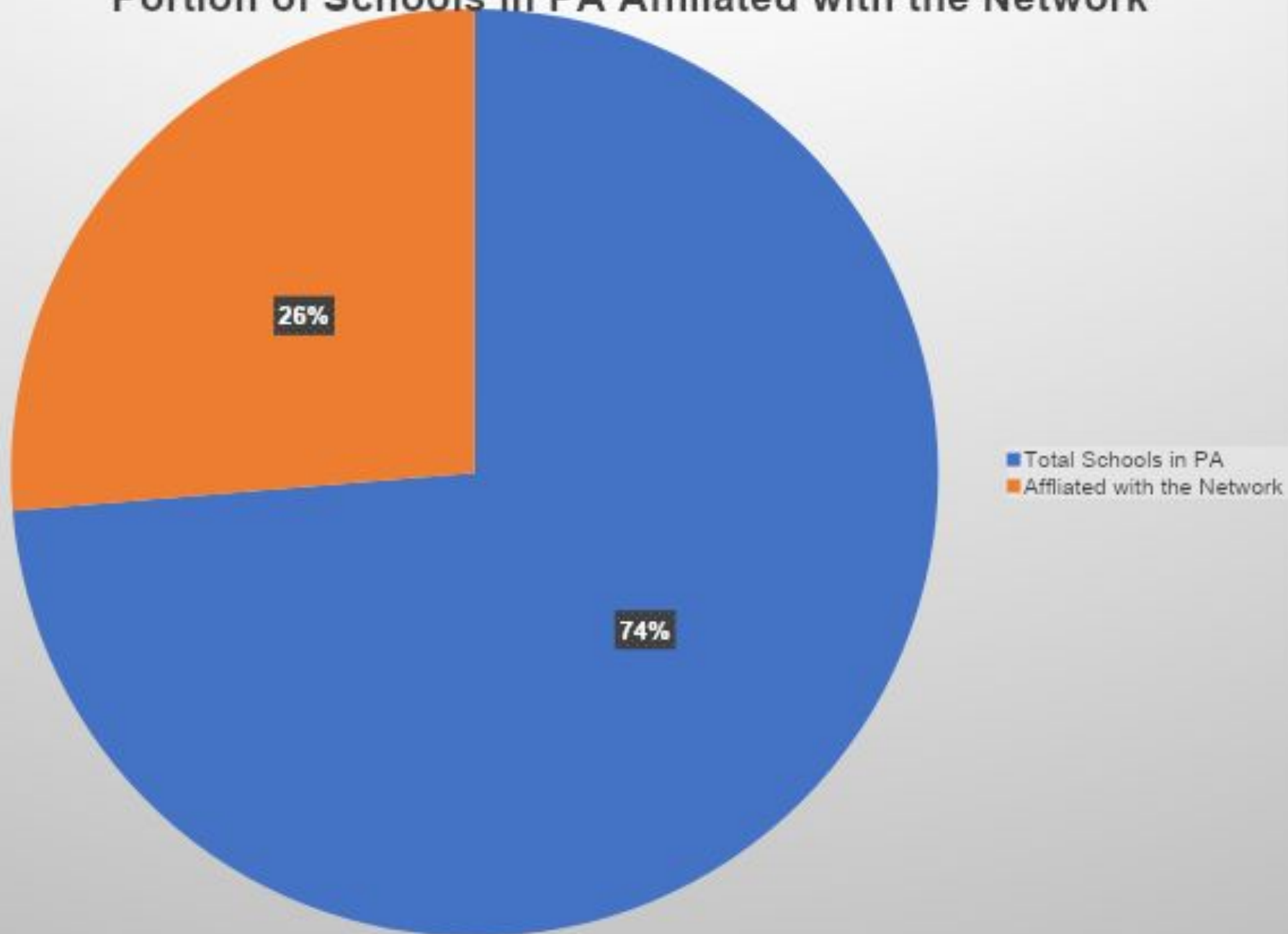
District Coaches

- Facilitate Annual District Evaluation
  - Self Assessment Surveys
  - Fidelity Measures
  - Annual Data
- [Lead Development of a District Implementation Plan](#)
- Work with Other District Personnel to Coordinate Initiatives
- [Mentor Building Coaches](#)
- Begin to lead Tier 1 Training

pTrack: PENNSYLVANIA'S DATA SYSTEM

https://apps.leaderservices.com/_pTrack/index.aspx?status=logout

Coaches Curriculum

Coaching Guidebook

Coaching Self Assessment

Meeting Monsters

PBIS Assessments for Coaches

TIPS II for Coaches

Coaching in PBIS PowerPoint

What do you notice or what connections are you making?

What might be next steps for you in your organization?

Internal Capacity

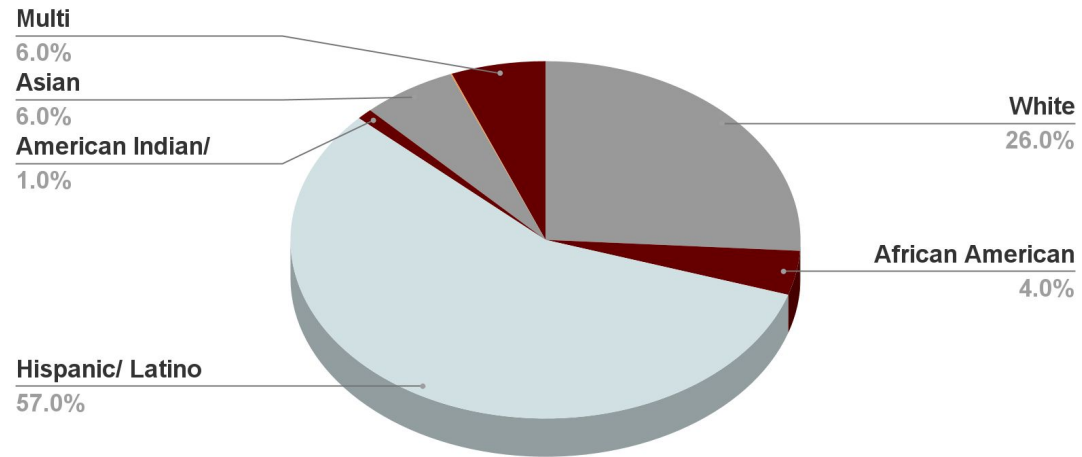# CLIFTON PUBLIC SCHOOLS
WHO WE ARE

24 Facilities
3 Preschools
14 Elementary Schools
1 Elementary Annex
2 Middle Schools
1 High School
1 Admin Building
1 Transportation Garage
1 Stadium

Over 1,600 Employees
11, 854 Students

CLIFTON PUBLIC SCHOOLS

Clifton Public School District Demographic Information

Ethnicity

Multi
6.0%

Asian
6.0%

American Indian/
1.0%

White
26.0%

African American
4.0%

Hispanic/ Latino
57.0%

Economically Disadvantaged

45.5%

Economically
54.5%
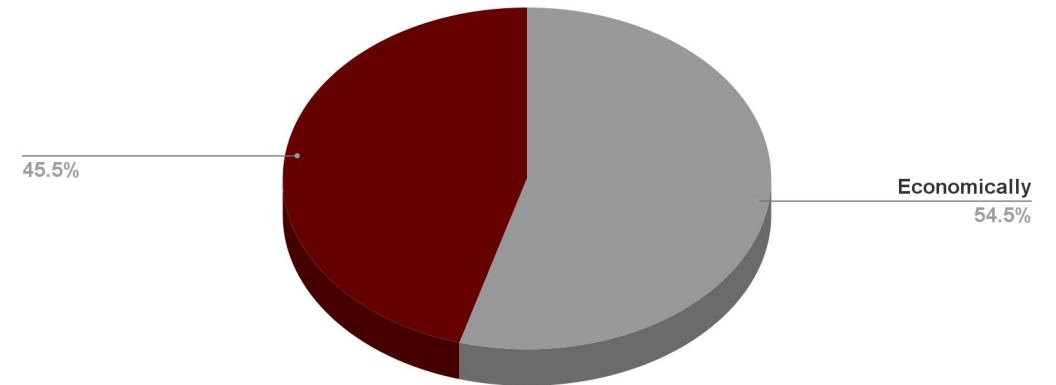
Multi-Language Learners

Multi-Language
9.0%

91.0%

Students w/ Disabilities

Students w/ Disabilities
19.0%

81.0%
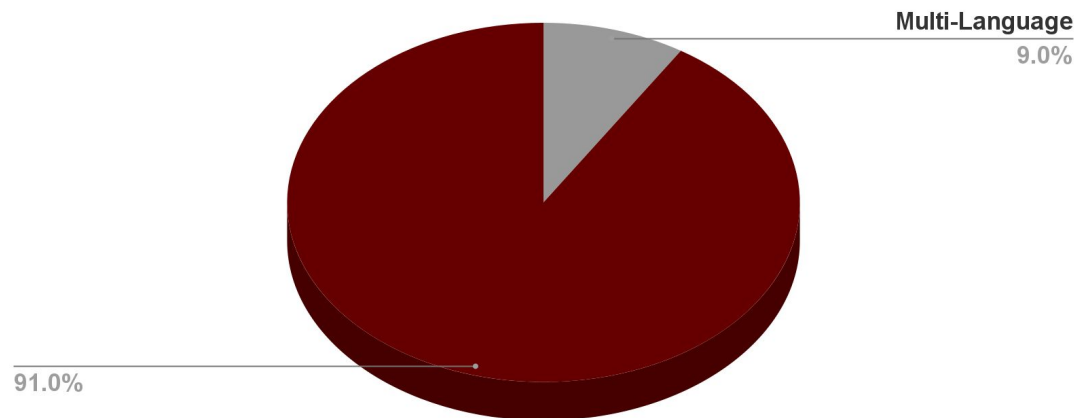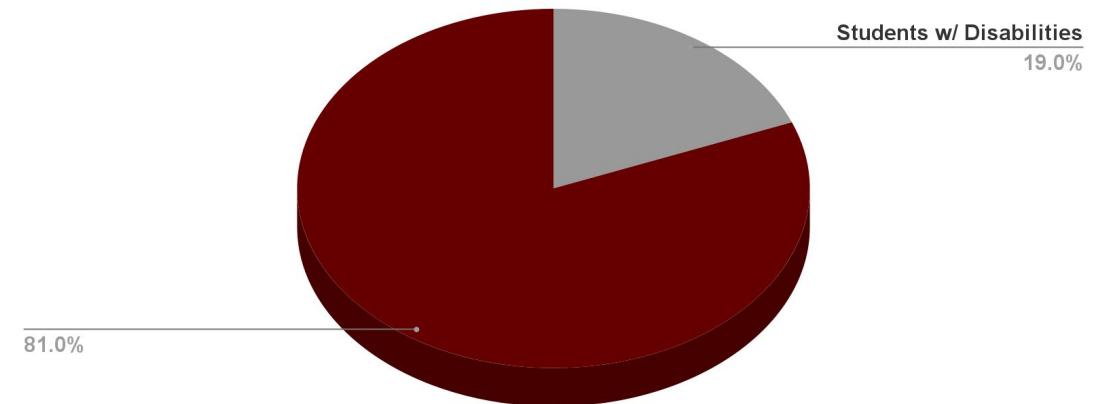
Universal Prevention Tier Training Timeline

13/14

17/18

18/19

19/20

20/21

- Christopher Columbus MS

- Clifton High School
- Woodrow Wilson MS
- School 17

- School 2
- School 4
- School 5
- School 13

- School 9
- School 11
- School 14
- School 16

- School 1
- School 3
- School 8
- School 12
- School 15
- CHS Retrained (Grades 10-12)

Awarded School Climate Transformation Grant

CLIFTON PUBLIC SCHOOLS
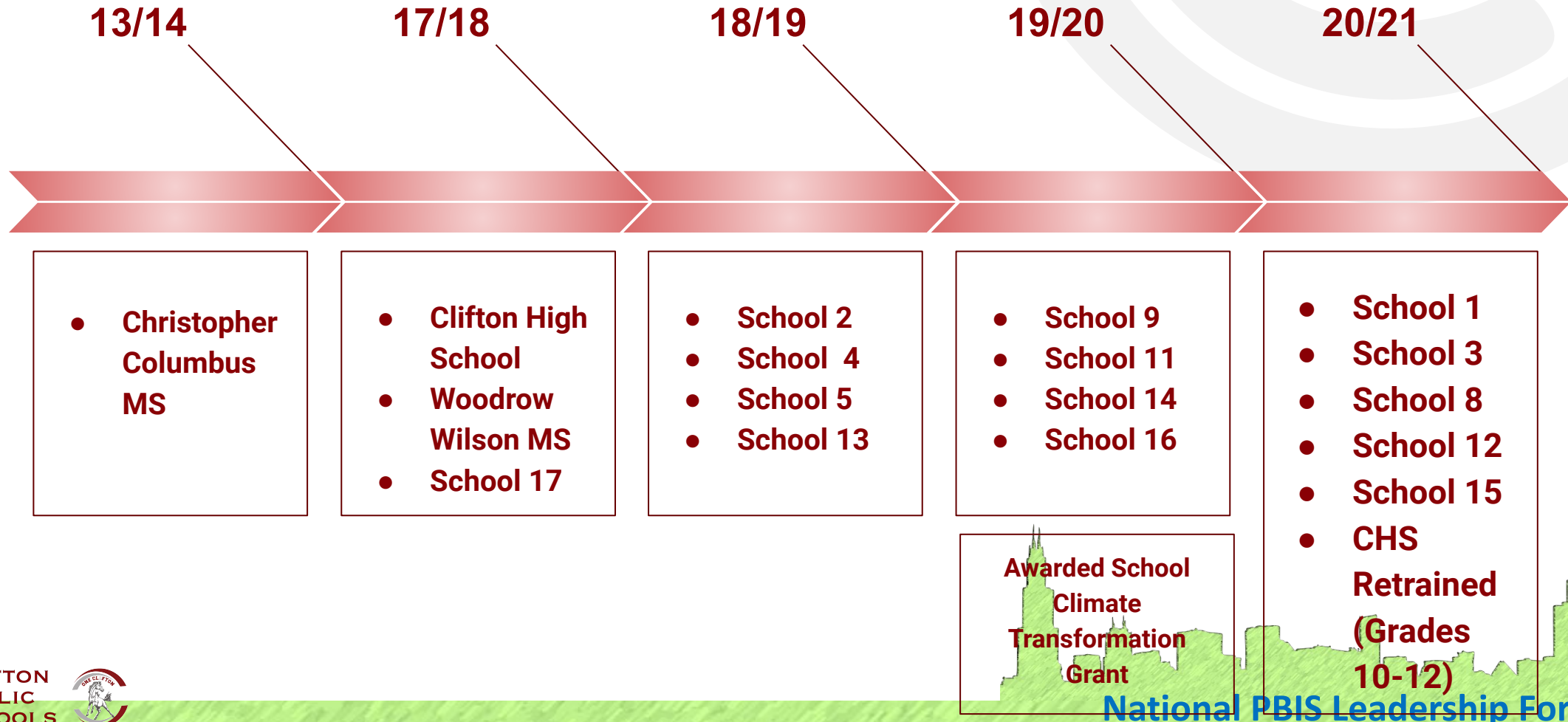
Advanced Tier Training Timeline

22/23

23/24

24/25

25/26

Secondary Tier Training

Secondary Tier Training

Tertiary Tier Training

Tertiary Tier Training

- **Six Elementary Schools**
- **Two Middle Schools**
- **High School**

- **Remaining Six Elementary Schools**

- **Six Elementary Schools**
- **Two Middle Schools**
- **High School**

- **Remaining Six Elementary Schools**

CLIFTON PUBLIC SCHOOLS

Cascade of Services

New Jersey PBSIS (NJ PBSIS) Network at The Boggs Center On Developmental Disabilities Coordination

The goal of NJ PBSIS coordination meetings is to align and provide training and technical assistance on current evidence-based practices in PBSIS.

School Climate Transformation Grant (SCTG) Coordination

The goal of the SCTG coordination meetings is to align the SCTG goals with Clifton's Multi-Tiered System of Support (MTSS) framework.

District Collaborative Team Coordination

The goal of the District Collaborative Team is to promote implementation of a MTSS, update district stakeholders on current activities, and gather implementation feedback.

CLIFTON
PUBLIC
SCHOOLS

National PBIS Leadership Forum

Cascade of Services

District Coaches Network Coordination

The goal of the District Coaches Network is to achieve several key objectives, including fostering uniformity in the implementation of Multi-Tiered System of Supports (MTSS), facilitating the distribution of central office communications, and establishing a collaborative platform for instructional buildings.

District-Wide Coaching Team Coordination

The goal of the district-wide coaching team is to provide all Clifton School Stakeholders training, coaching and technical assistance with MTSS implementation. This team members include the Assistant Superintendent, PBIS District Coordinator, PBIS Coach, and PBIS Social Worker.

Universal Prevention Coaching and Technical Assistance

District

- Administrative Retreat
- New Staff Orientation
- Office Conduct Referral Process Review
- Predictable, Positive, Present, and Engaging daily practices (P3 & E)
- Tone, Language Caring Disposition/ De-Escalation Security Specialist Training
- Counselors Training
- Child Study Team / Case Manager Training
- Paraprofessional
- Curriculum Pacing Guides
- Home School Association Presidents Meetings
- District Climate Survey

School Based

- Instructional Event Roll Out
- Instructional Booster Events
- Universal Prevention Data Updates
- Job - Embedded Coaching
- School Team Coaching Technical Assistance
- Predictable, Positive, Present, and Engaging Daily Practices (P3 & E)
- Tone, Language Caring Disposition/ De-Escalation
- Virtual Administration Drop - In Sessions
- Onsite Administrative Support

CLIFTON PUBLIC SCHOOLS

Advanced Tiers Coaching and Technical Assistance

District

- NJ PBSIS Training
- Administrative Retreat
- RTI / PBIS Staff Training
- Special Education
  - Behaviorist
  - Case Manager
  - Support Staff & Related Service Providers
- Counseling Department
  - Counselor
  - Community Agency Coordination
- Central Office Staff Training

School Based

- NJ PBSIS Training
- Administrator Training
- Office Conduct Referral Data
  - Reliable Data Gathering and Analyzation
  - Applying Data Decision Guidelines
- Advanced Tier Training
  - School Team Training
  - School Staff Training
  - Individualized Job-Embedded Coaching

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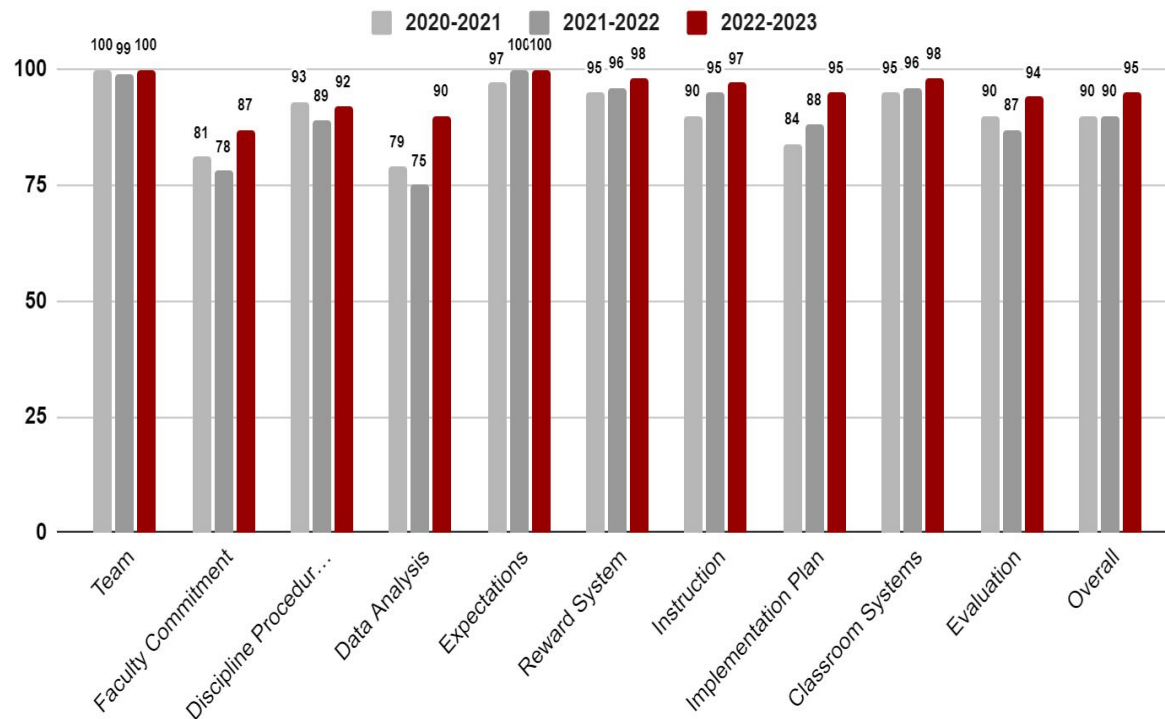
Fidelity Systems

- [Benchmarks of Quality](#) (BoQ)
- [Tiered Fidelity Inventory](#) (TFI)
- [District Systems Fidelity Inventory](#) (DSFI)
- [Building Walkthrough](#) & [District Walkthrough](#)
- [NJ SCI Student, Staff, Parent/Caregiver Climate Surveys](#)
- [Staff Evaluation - Charlotte Danielson Framework](#)
- [Administration Evaluation - Leader Effectiveness Performance Evaluation System](#)
- Pre/Post Job-Embedded Coaching Surveys
  - [Present, Positive, Predictable and Engaging Practices (P3&E)](#)
  - [Tone, Language, and Caring Redirection Protocol](#)
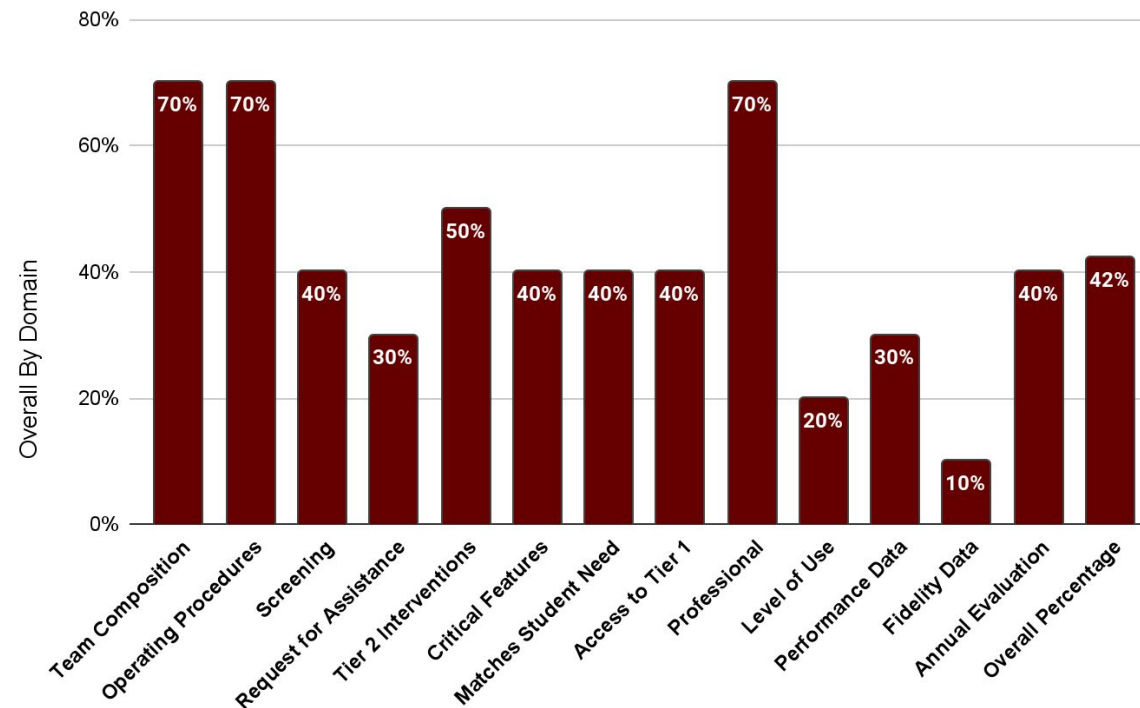- [Instructional Event Survey](#)

CLIFTON
PUBLIC
SCHOOLS

Outcome Data

Clifton Public Schools Benchmarks of Quality
N= 17 Schools

Legend: 2020-2021, 2021-2022, 2022-2023

Category	2020-2021	2021-2022	2022-2023
Team	100	99	100
Faculty Commitment	81	78	87
Discipline Procedur…	93	89	92
Data Analysis	79	75	90
Expectations	97	100	100
Reward System	95	96	98
Instruction	90	95	97
Implementation Plan	84	88	95
Classroom Systems	95	96	98
Evaluation	90	87	94
Overall	90	90	95

2022-2023 Clifton District Tiered Fidelity Inventory
Measures Advanced Tiers N= 5 Schools

Overall By Domain

Domain	Percentage
Team Composition	70%
Operating Procedures	70%
Screening	40%
Request for Assistance	30%
Tier 2 Interventions	50%
Critical Features	40%
Matches Student Need	40%
Access to Tier 1	40%
Professional	70%
Level of Use	20%
Performance Data	30%
Fidelity Data	10%
Annual Evaluation	40%
Overall Percentage	42%

CLIFTON PUBLIC SCHOOLS

Outcome Data

Clifton Public Schools District Systems Fidelity Inventory
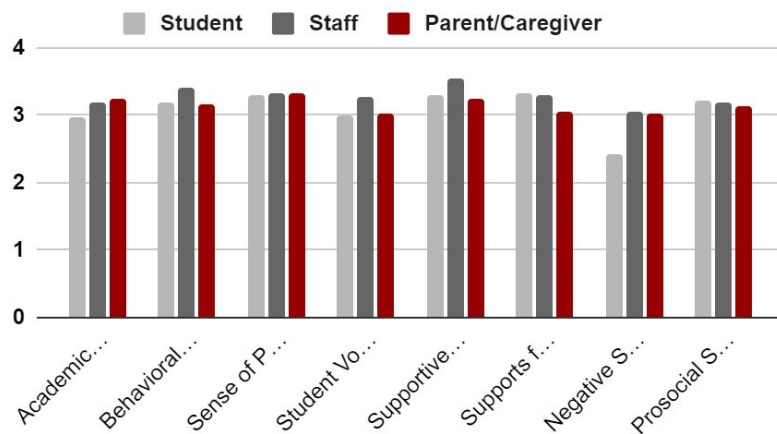
N=17 Schools

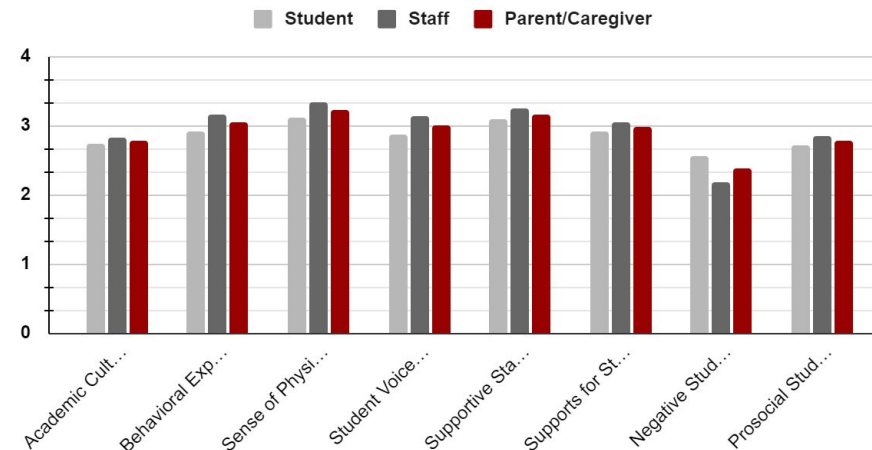2020-2021　　2021-2022　　2022-2023
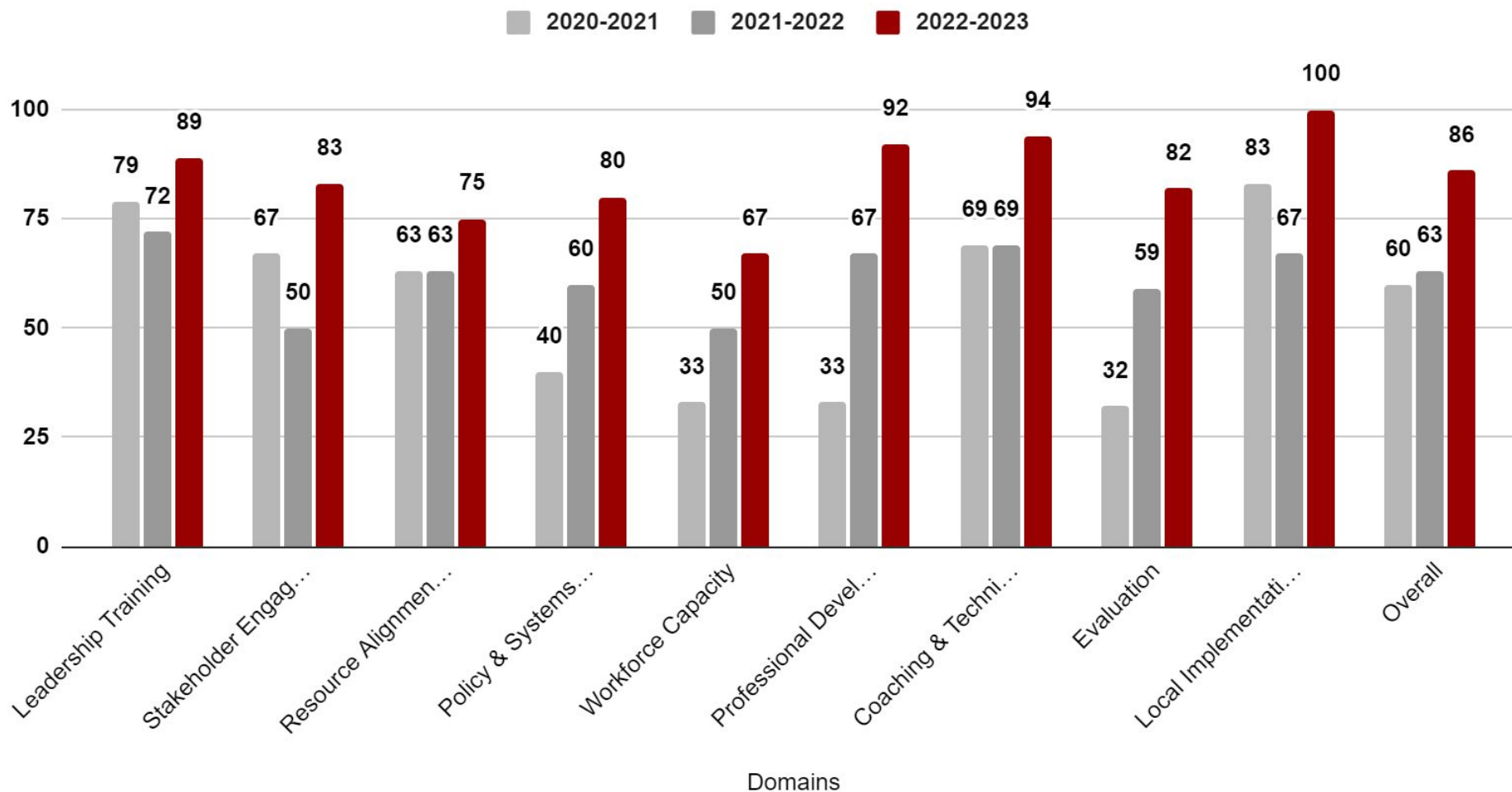
Outcome Data

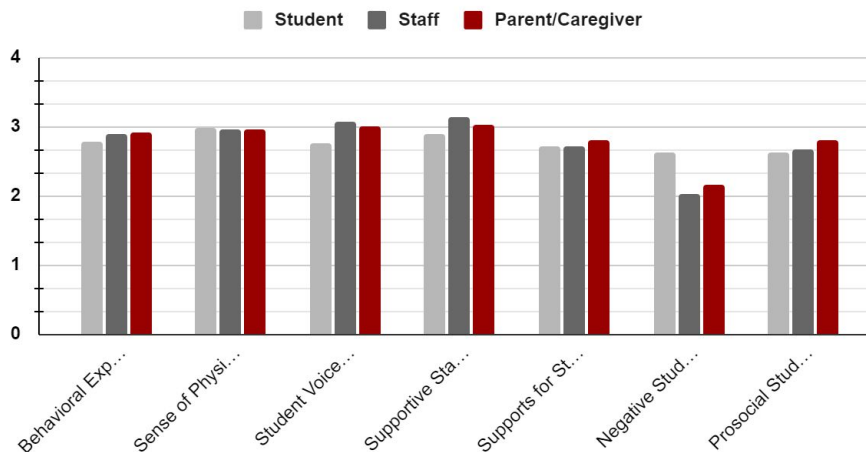Clifton Public Schools NJ SCI Climate Survey - Elementary
N= 14 Schools

Clifton Public Schools NJ SCI Climate Survey - Middle School
N= 2 Schools

Clifton Public Schools NJ SCI Climate Survey - High School
N= 1 School

Resources

SCAN ME

CLIFTON
PUBLIC
SCHOOLS

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THANK YOU

MGENGARO@CLIFTONSCHOOLS.NET
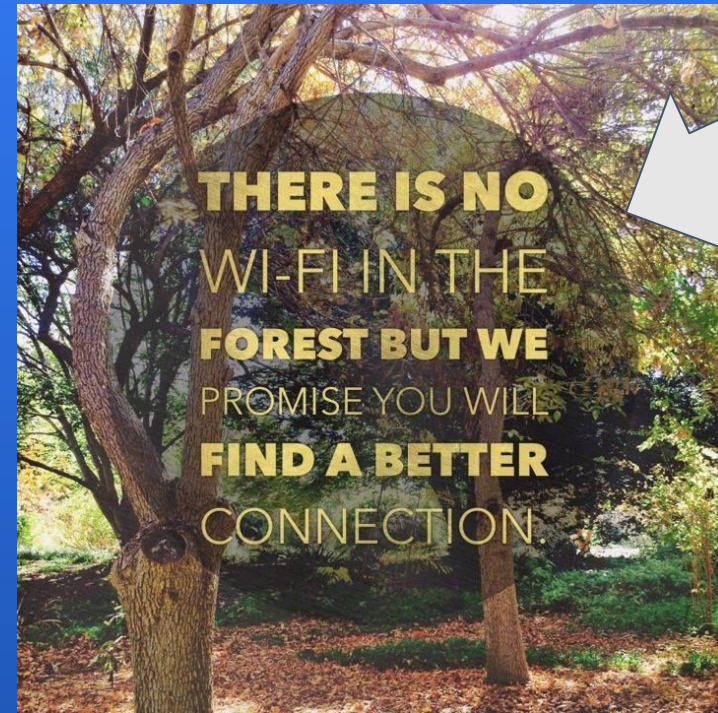
PRAYGOZA@CLIFTONSCHOOLS.NET

HTTP://WWW.CLIFTON.K12.NJ.US

FFSD: Who We Are

- Fully Accredited

- Pre K - 12th Grade

- 9,000+ Students

- Innovative Programming
  - Little Creek, Challenger Learning Center, Red Tail Cadets

- Opportunity Schools
  - STEAM Middle
  - STEAM High
 - Innovation High School

Little Creek

THERE IS NO WI-FI IN THE FOREST BUT WE PROMISE YOU WILL FIND A BETTER CONNECTION.

Challenger LEARNING CENTER ST. LOUIS

Red Tail Cadets

Actualizing Anti-Racism in FFSD

The standards focus on seven areas:
- **Student and Family Empowerment Rights**
- **Student Development and Progress**
- **Communication, Dialogue, and Community Engagement**
- **Leadership**
- **Teaching and Learning; Curriculum and Assessments**
- **Policy Governance, Procedures, Administration**
- **Adult Learning and Recruitment**

Following our Cycle of Inquiry

Using our Partners, Tools & Resources
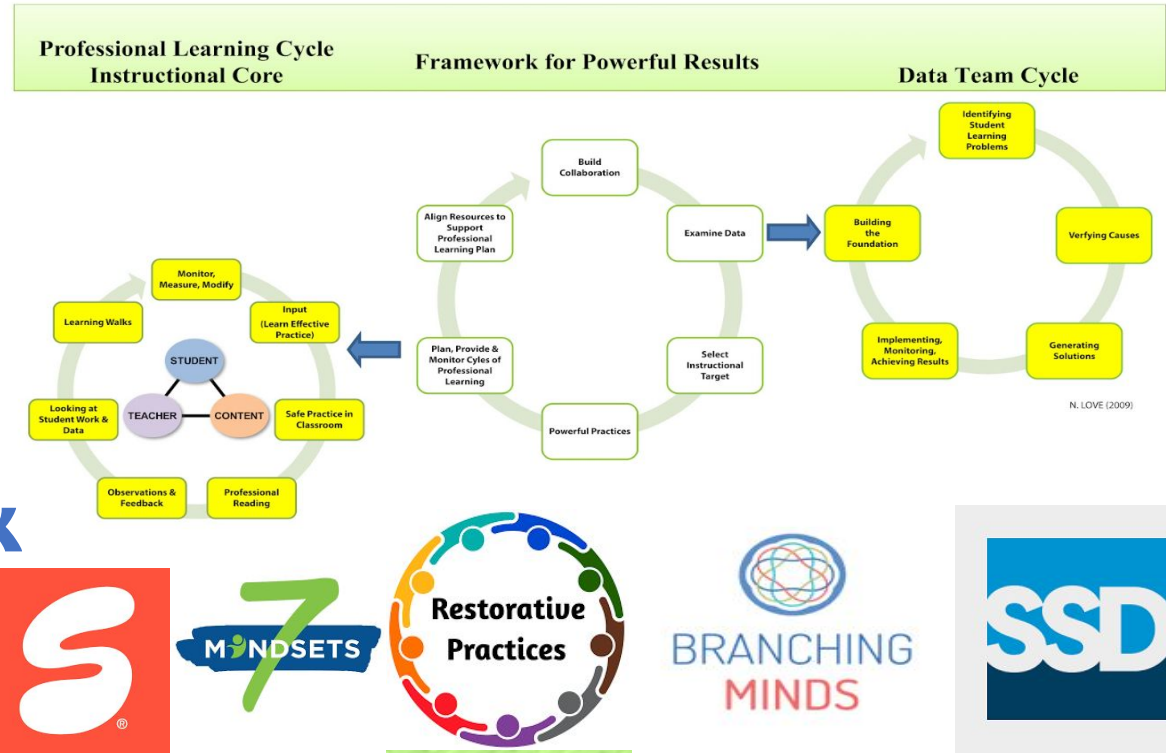
FFSD Coaching & Support Around MTSS: Focus on PBIS, CURRICULUM & SEL

FFSD District Leadership Team

FFSD MTSS GUIDE, Branching Minds Platform, SEL Curriculum, Restorative Practices, Coaching, Data Collection & Analysis

PBIS Supports to Schools:

- ==Coach== working with (4) Focus Schools - comprehensive secondary
- MTSS Coordinator working with all schools and ==Coach==
- District support for ==new teachers & school based PD==
- Emphasis on Universals
- ==Coach== TFI Walkthroughs and data collection on universals & RP
- SELT Committees at each school
- Guidelines regarding meeting agendas, minutes, action steps

SEL Supports to Schools:

- SEL Screenings District Wide (DESSA-mini), ==Coach== reviews
- Universal SEL curriculum with fidelity checks by school leadership and ==coach==
- Title 1 Social Workers and School Counselors considering, selecting and implementing appropriate interventions for students as needed

Curriculum Department Supports:

- ==PD== from MTSS Coordinator
- Work Sessions with MTSS Coordinator
- Support in Selecting and Purchasing Academic Screeners
- ==Coach assistance with Branching Minds== to document Interventions, academic and screening data
- ==Coaching== around implementing and documenting academic interventions

FFSD Office of Culture & Learning Transformation

Learning Walks and Coaching with UnboundED and Mathematics Identity Leadership Accelerator (MILA) Using CRIOP

Braiding FFSD Anti-Racism Standards / Culturally Responsive Teaching with PBIS Effective Classroom Practices
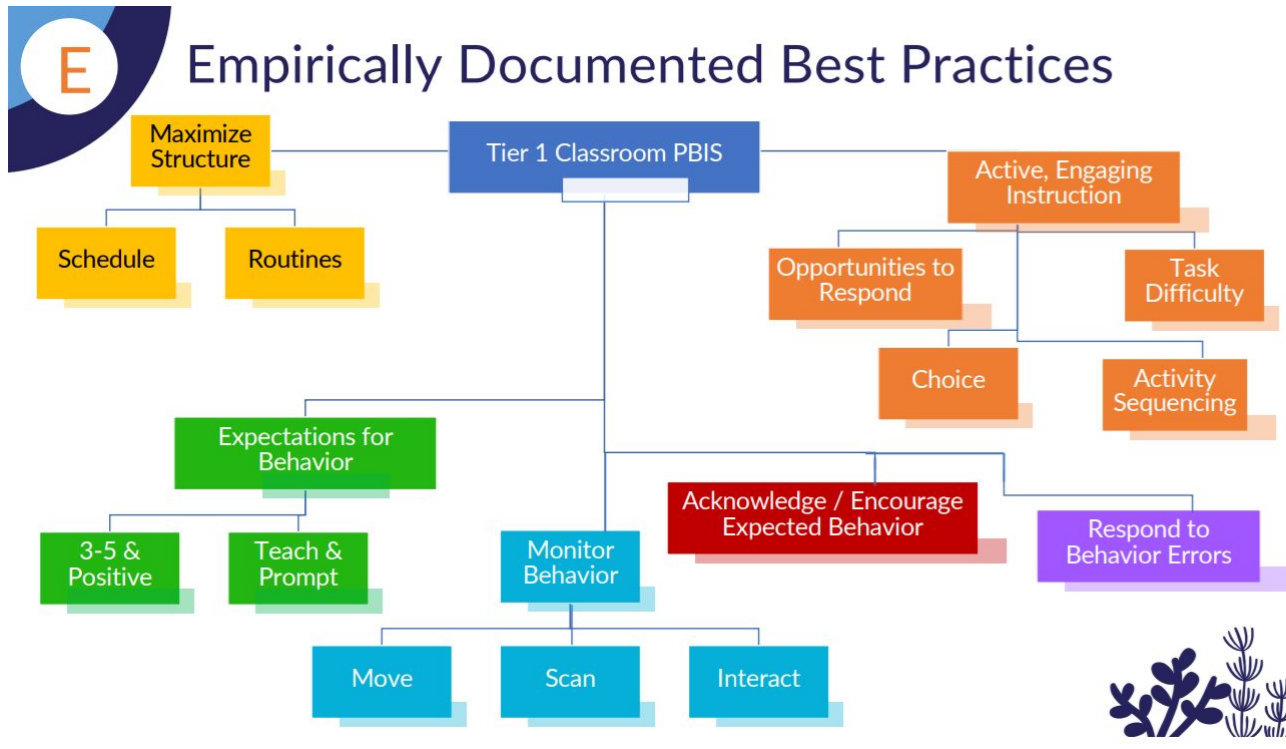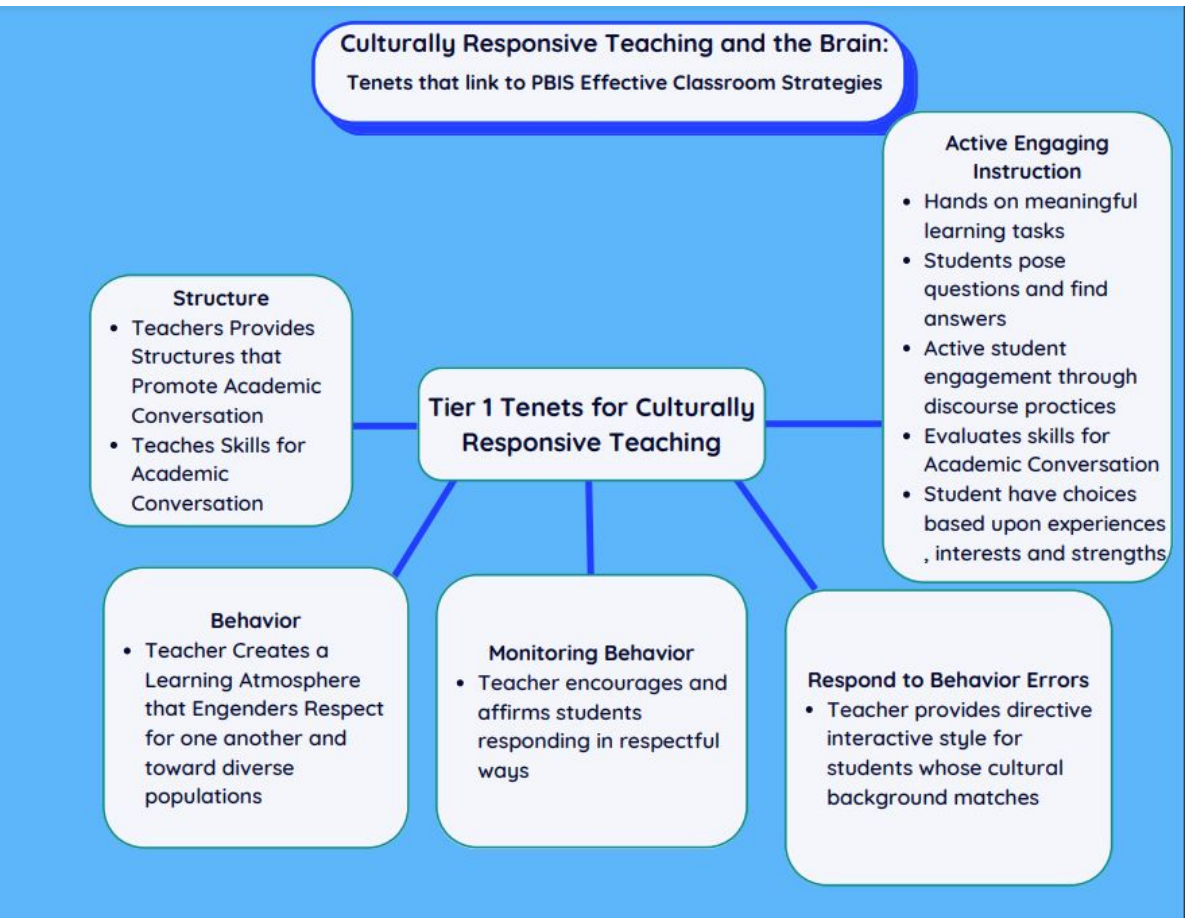
THANK YOU!

What do notice or what connections are you making?

What might be next steps for you in your organization?

Equity

Interview Time!

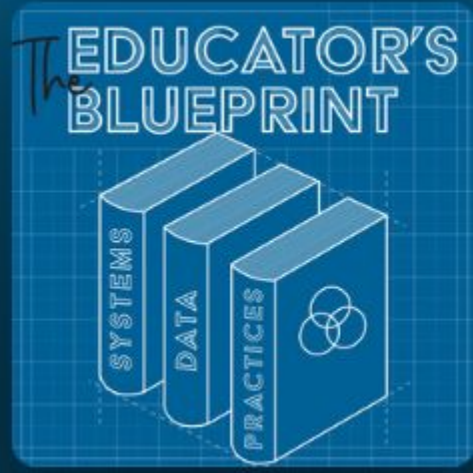**Presenter's, what are you paying attention to moving forward?**

Q&A

The Educator's Blueprint, Season 3!!!

Coming soon on Apple ITunes and Spotify:

[Apple Podcast](#)

[Spotify](#)

To be a guest on the show, click [here](#).

Please Complete this Session's Evaluation

10/26/2023

Session ID– 3B - Coaching Counts: Building District Systems for Coaching Capacity

Four options, pick one!

1. Mobile App
Click "Take Survey" under the session description.

2. QR Code
Scan the code on this slide.

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3. Online
Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the **gift card raffle**!

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National PBIS Leadership Forum