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Developing an Effective State and District Level Coaches Network

With Special Thanks and Acknowledgement to...

- Missouri Department of Elementary & Secondary Education
- North Carolina Dept. of Public Instruction
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- Ketchikan Gateway Borough School District
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- NY State Education Department (Western Suffolk, Erie 1 & Ulster Co. BOCES)
- New South Wales Department of Education & Training

My purpose (*in this brief time*)

- Essential components of infrastructure needed to provide a supportive context for implementation at the local level
- How to build systemic support to
 - organize multiple schools (e.g., cluster, complex, district, county, state)
 - improve the efficiency of resource use
 - Improve efficiency of implementation efforts
 - Improve organizational management.

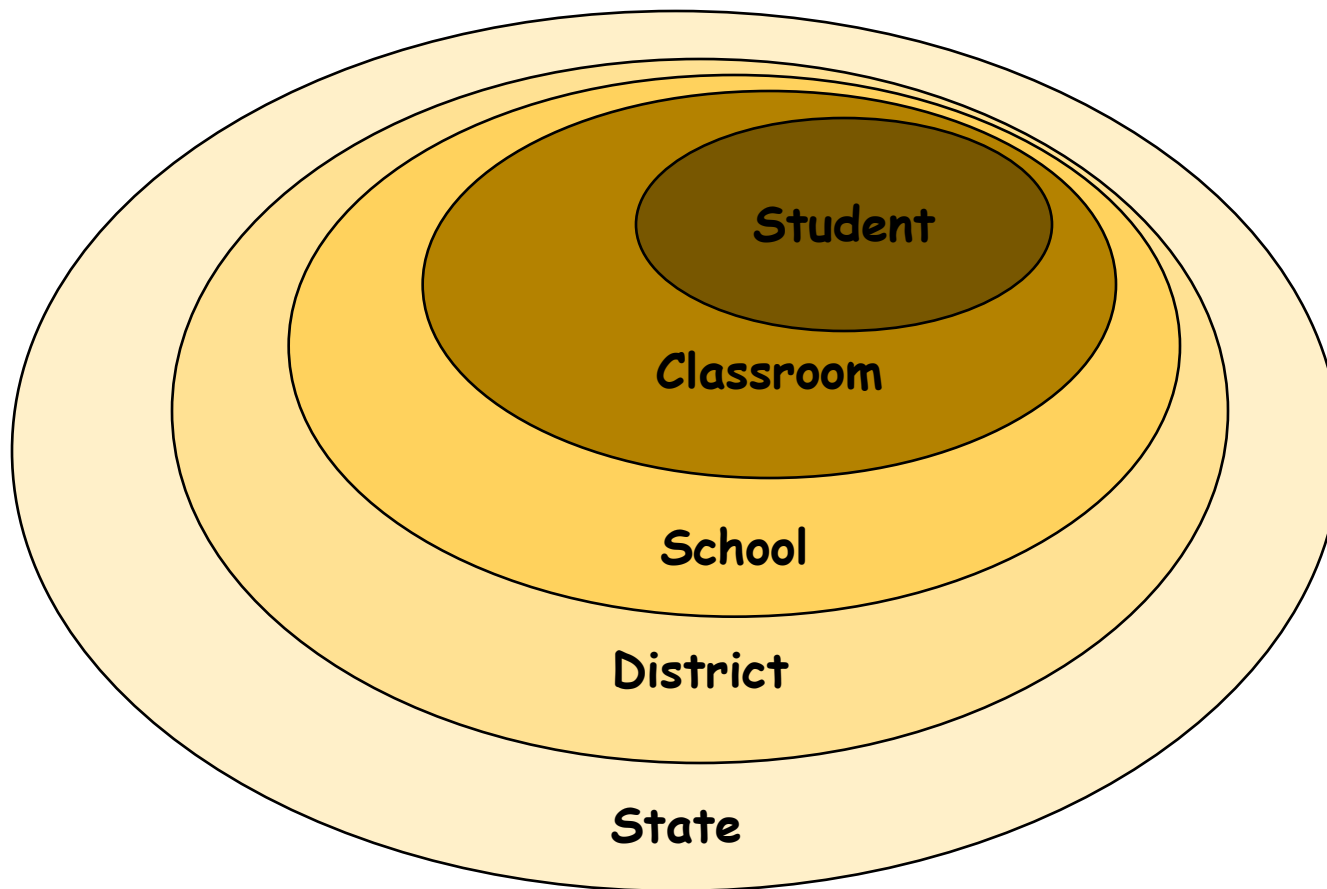
Coaching Rationale

- If school leadership teams are to be successful, structures and routines must be in place to assist, prompt, encourage, and monitor their progress as they develop, implement, and evaluate their school-wide PBS system. *Anne Todd*

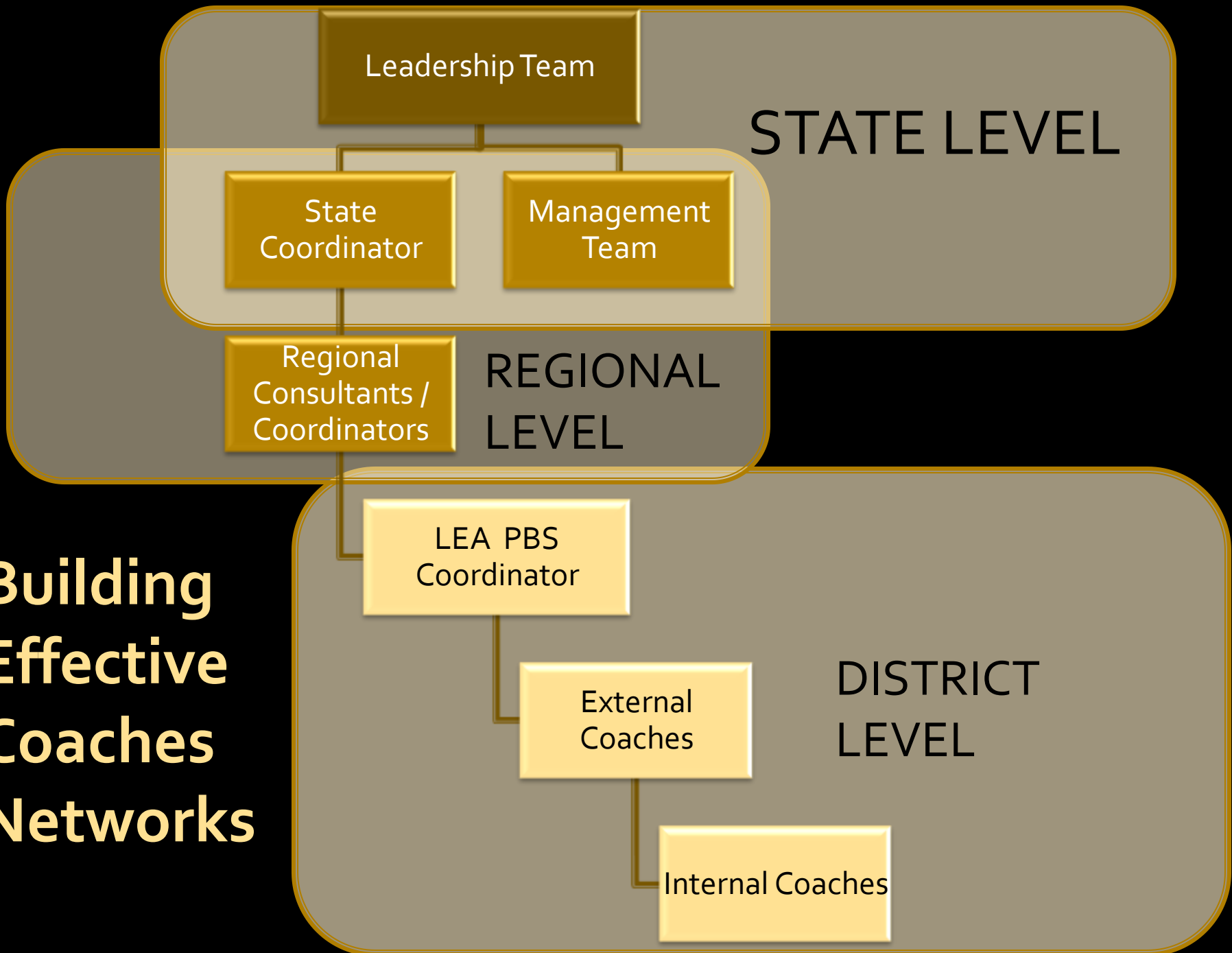
Definition of Coaching Capacity

- The system's ability to organize personnel and resources for supporting local school training implementation efforts.
- Emphasis is on coaching roles, responsibilities, and activities.
- Efficiencies are achieved by integrating the coaching functions into job descriptions of existing school personnel (e.g., school psychologist, behavior specialist, social worker, school counselor, cluster/complex administrator).

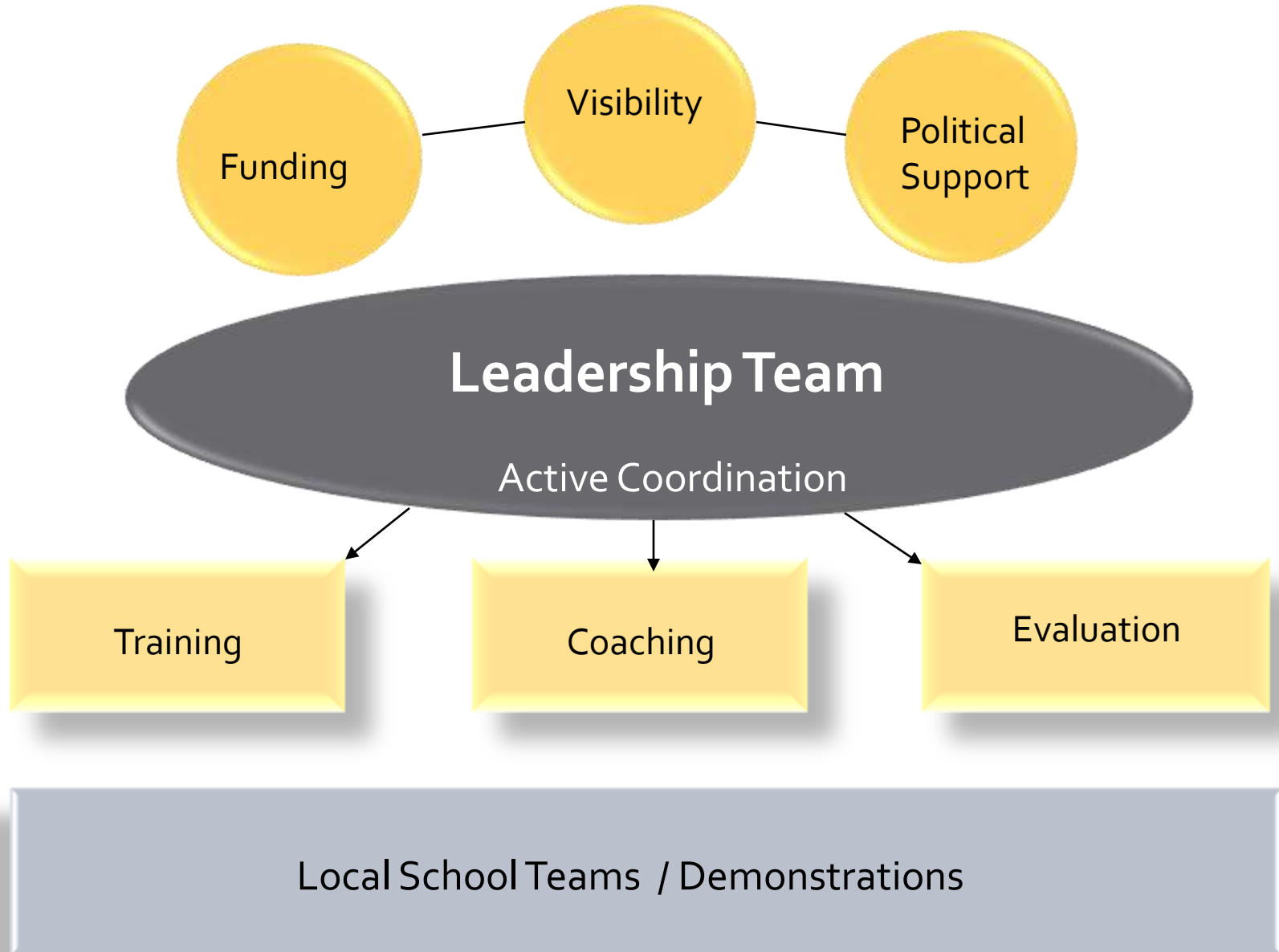
Implementation Levels



Building Effective Coaches Networks



PBS Systems Implementation Logic



Outcomes



Data

Systems

Practices

Regional Consultants / Coordinators

Qualifications, roles and responsibilities

Regional Consultants/Coordinators

- Develop and manage regional action plan
- Provide regional PBS awareness training
- Coordinate regional PBS training
- Host state and regional meetings for PBS districts/schools
- Assist with planning and presentation of PBS Summer Institute and conference presentations
- Conduct regional meetings and trainings for external and internal coaches
- Provide technical assistance and support
- Coordinate data collection for region

Provide regional training and technical assistance on the full continuum of school-wide systems of positive behavior support.

- At a minimum, the coordinator should have fluency with knowledge and implementation of
 - SW-PBS practices and systems
 - organizational change strategies
 - assessment-based action planning approach
 - coaching/facilitating
 - professional development / training
 - regular program evaluation strategies

To increase regional training capacity, the PBS coordinator must have:

- demonstrated fluency with key concepts/features, practices and systems of PBS
- participated in full training sequence for school leadership teams, which was led by a competent and experienced PBS trainer
- provided successful training workshops to adult learners
- experience with examples of implementation of SW-PBS practices and systems in multiple schools.

Develop structures to maintain quarterly interactions with LEA/District external coaches to provide ongoing support to build capacity

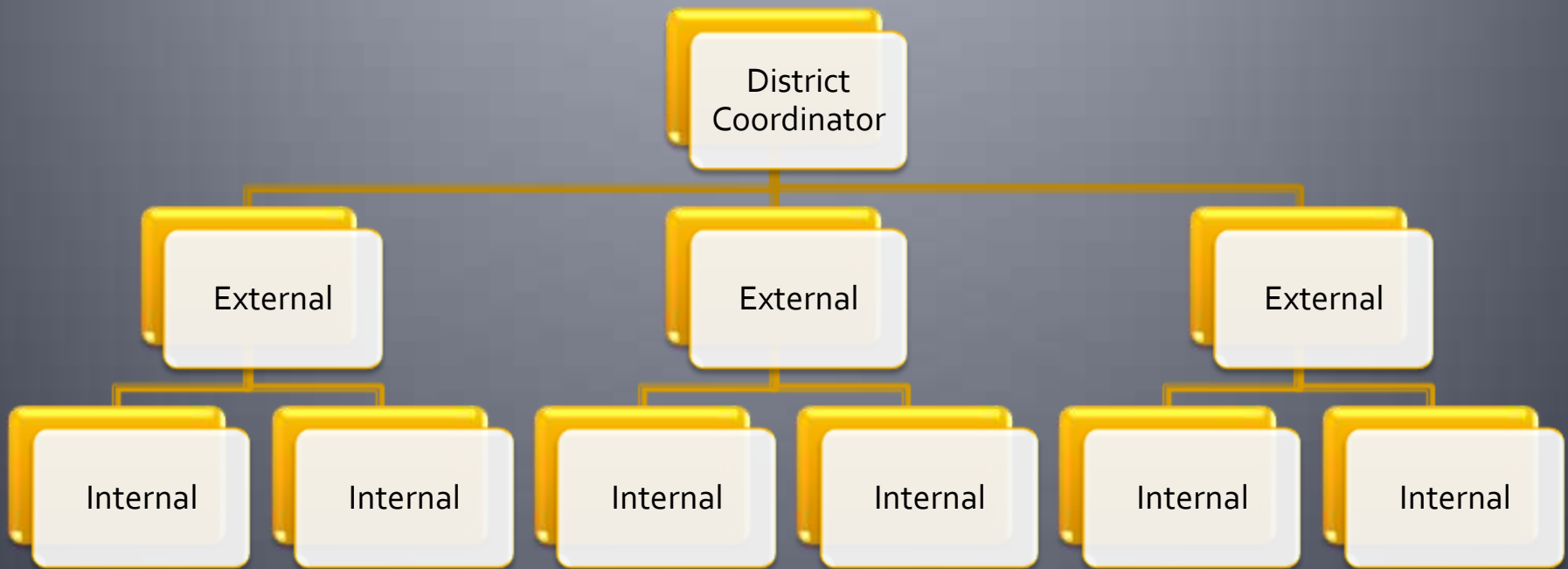
- monitor accuracy and consistency of implementation
- maximize targeted outcomes
- increase implementation efficiency
- acknowledge progress and outcomes
- communicate progress to state leadership
- facilitate review of data and district action plan enhancement

Provide training to increase capacity to respond to behavior along a full continuum; should have knowledge and fluency in applied behavior analysis and the factors that affect the application of behavior principles within school settings.

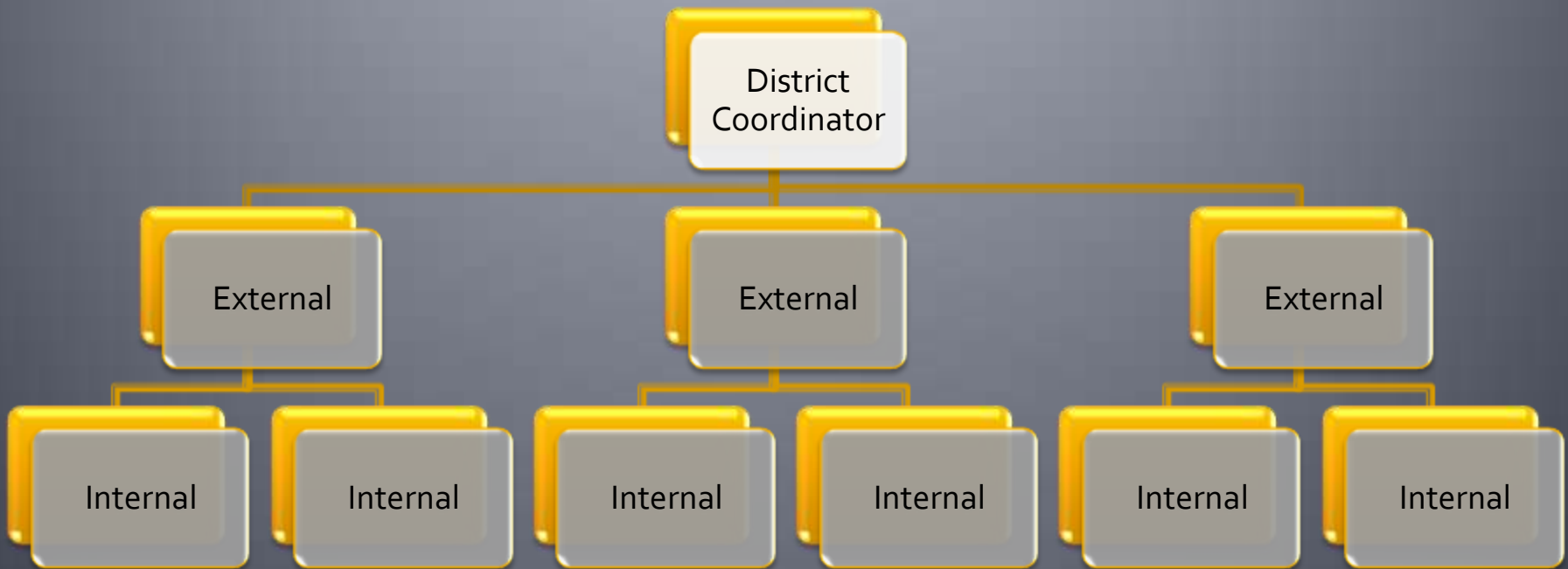
Specific knowledge and skills :

- data collection systems
- data analysis and decision making
- fluency with data collection tools (e.g. SET, PBS survey)
- essential features of school-wide PBS
- analysis of setting events
- principles of reinforcement
- effective instruction
- classroom management
- applied behavior analysis
- functional assessment
- behavior change plans
- monitoring interventions

District Coach Networks



LEA/District PBS Coordinator



District PBS Coordinator

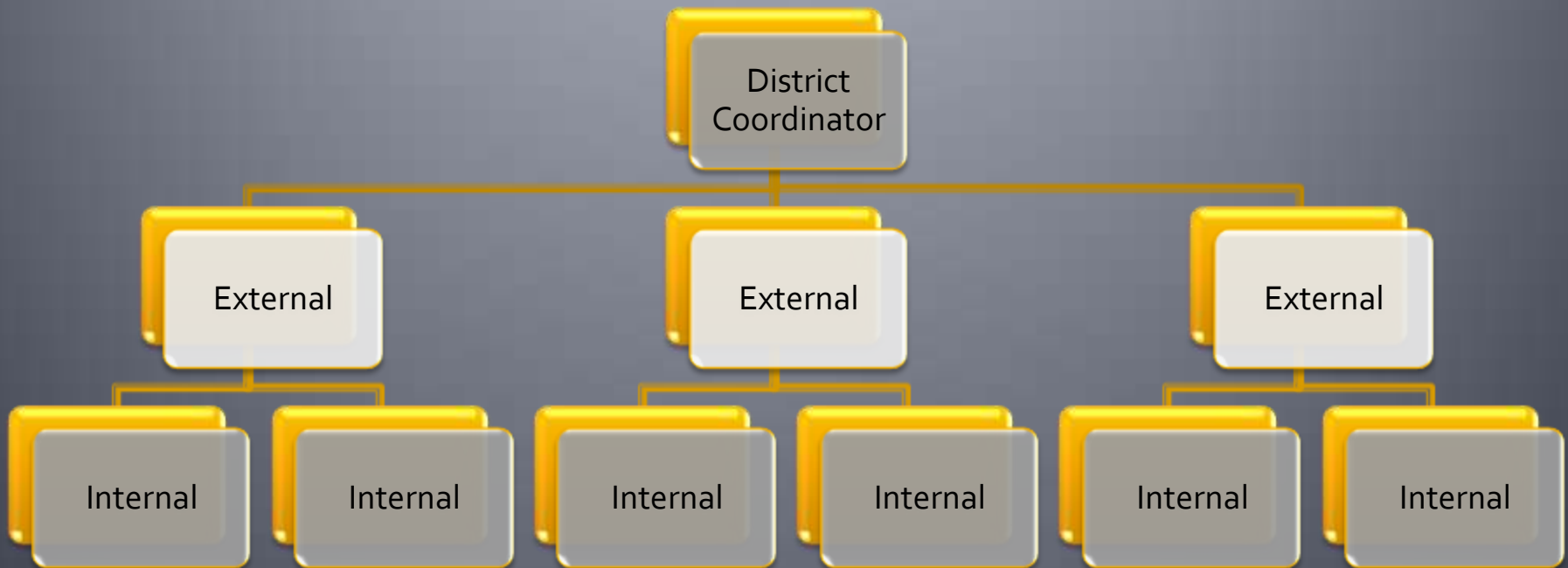
- Coordinate with State Regional PBS Consultant/Coordinator
- Attend PBS Coordinator meetings and training
- Chair District PBS Leadership Team
- Funding, Political Support, Visibility
- Manage District PBS Action Plan
- Budget Management
- Coordinate data collection and evaluation systems
- Coordinate district PBS training and related professional development
- Coordinate with other district initiatives
- Stay informed and communicate current national PBS research

District PBS Coordinator

- Provide PBS technical assistance in district
 - Host district-wide meetings for implementing schools
 - Visit implementing schools
 - Work with PBS external coaches, internal coaches, trainers and PBS team chairs
 - Assist external coaches and teams to understand and use data

External (district) Coaches

Qualifications, roles and responsibilities



External Coaches (Configurations)

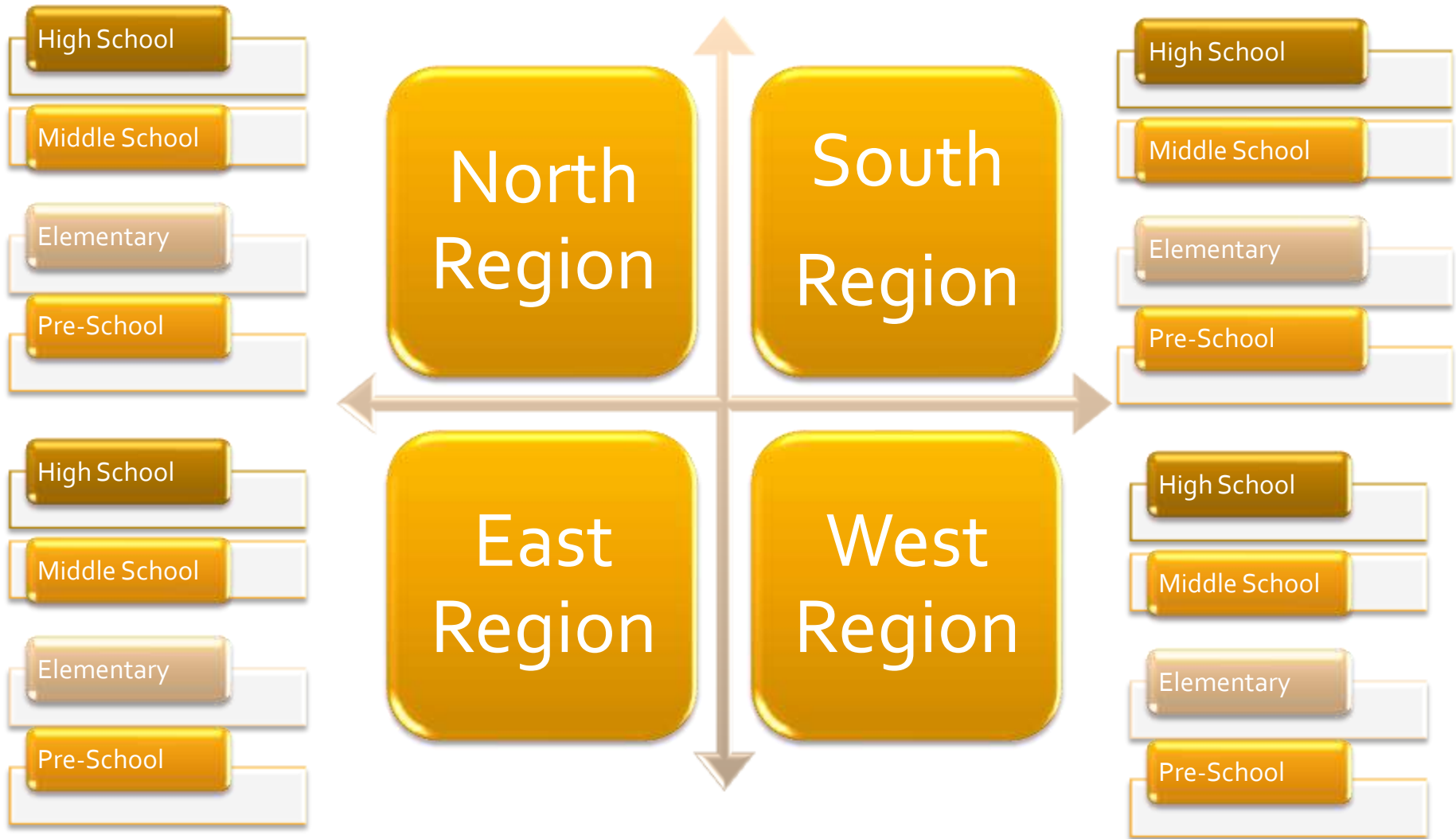
High School

Middle School

Elementary

Pre-School

External Coaches (Configurations)



External Coaches: Coordinate with District Coordinator

- Attend PBS Coach meetings and trainings
- Attend LEA Leadership Team meetings
- Coordinate LEA/District PBS Training
- Coordinate and submit building data to coordinator

External Coaches: Provide PBS Technical Assistance & Support

- Conduct meetings and trainings for Internal PBS Coaches
- Assist with agenda and data analysis
- Attend PBS team meetings
- Coordinate data collection
- Complete SET for each school
- Assist schools with action planning
- Provide on-site coaching

External Coaches: Provide training and professional development opportunities

- Work with Regional and District coordinators to plan and deliver PBS training
- Provide PBS awareness presentations in district
- Provide support across the continuum of supports – universal, secondary, tertiary.

External Coaches:

Specific knowledge and skills :

- data collection systems
- data analysis and decision making
- fluency with data collection tools (e.g. SET, PBS survey)
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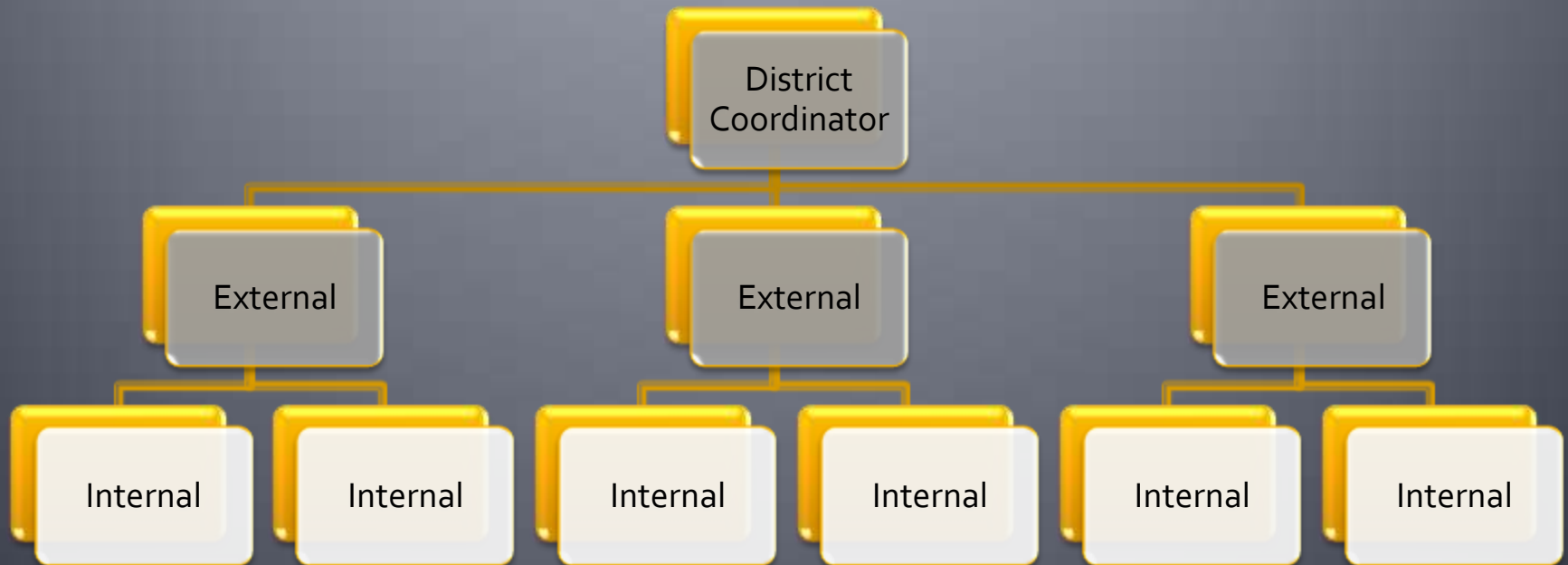
External Coaches: Where do we find them?

Efficiencies are achieved by integrating the coaching functions into job descriptions of existing school personnel:

- school psychologist
- behavior specialist
- social worker
- school counselor
- cluster/complex administrator
- Etc.

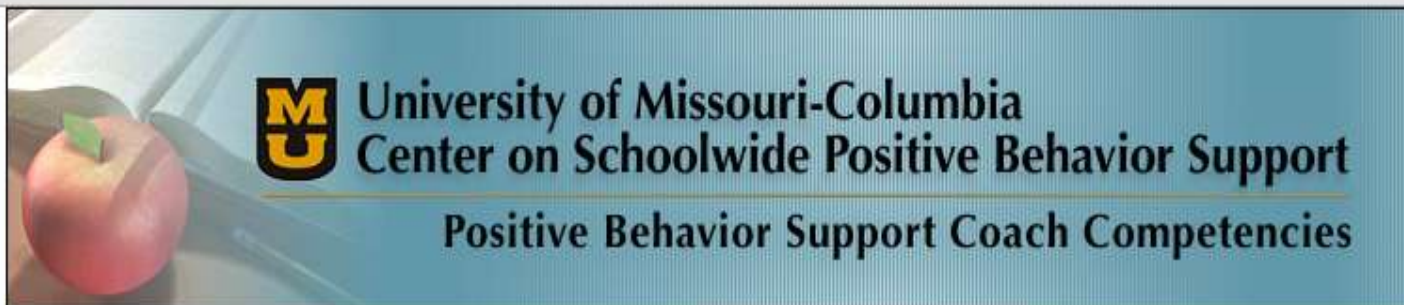
Internal Coaches

Qualifications, roles and responsibilities



Internal Coaches / Team Leader

- Coordinate with District Coordinator and External Coach
- Attend PBS meetings and trainings
- Facilitate PBS Team meetings
- Coordinate team roles and tasks
- Coordinate data collection and submission to external coach / district coordinator
- Manage school action plan



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Positive Behavior Support Coach Competencies Index

Here are overviews of each of the fourteen Coach Competencies for Positive Behavior Support. Select the competency you would like to review from the drop-down menu below. If you would like to see all of the competencies in order, click here to start with [Competency 1](#). For quick links to printable copies of and PowerPoint presentations for each competency, please go to our [Supplemental Materials](#) page.

[Competency 1](#)

Describe and promote the features of the school-wide PBS approach

[Competency 2](#)

Describe and promote the practices and systems of school-wide PBS approach

[Competency 3](#)

Describe the logic and application of 3 tiered prevention logic and continuum of behavior support

[Competency 4](#)

Describe and promote the components and operations of a proactive school-wide discipline system

[Competency 5](#)

Describe and promote fundamental strategies and systems of classroom management

[Competency 6](#)

Describe and promote fundamental strategies of active supervision

A District Example

Columbia Public Schools

CPS Background

- 18 Elementary Schools, 3 Middle Schools, 3 Junior High Schools, 2 High Schools, One Alternative HS, Voc-Tech High School, and an Alternative School for Behavioral Issues
- Started SW-PBS at a few schools through research projects in 1997
- District-wide in 2004-05
- Half time District Coordinator and two full time PBS facilitators

CPS District Leadership Team

- Director of Student Services
- Director of Special Education
- Assistant Superintendent for Curriculum
- Director of Secondary Education
- Director of Elementary Education
- Professional Development Coordinator
- Building Principals from elementary and secondary schools
- Classroom teacher
- School Psychologist Coordinator
- Guidance Counselor
- University Researcher

District Leadership Team Meetings

Quarterly

- Present data on progress toward goals
- Action plan item updates and additions

Annually

- Conduct leadership team evaluation
- Revisit action plans
- Reports to key stakeholders

Key District Activities

- Professional development for ALL district personnel
- Monthly “**Building Level Coach**” meetings
- On-site technical assistance to school **teams**
- Material development and dissemination
- **Formative evaluation** of progress (multiple data points)
- Reports to district leadership and school board
- **Connection** between district SW-PBS initiative with larger District Improvement Plan

CPS District Action Plan

Goals	Tasks	Evaluation Measure	Timeline	Responsible Party
2. Provide Professional Development	1. Conduct monthly coaches workshops	1) log of CPS PBS professional development 2) coaches self assessment	1) annually in June 2) semi-annually	CPS PBS facilitators
	2. Conduct team workshops four times per year	1) log of CPS PBS professional development 2) Team Check-up 3) Team products (e.g., matrix, lesson plans) 4) Team process integrity checks (i.e., action plans, agenda and mtg notes) 5) Office referrals (SWIS) 6) PD evaluations	1) annually in June 2) December, May 3) December, May 4) Monthly 5) Monthly 6) Monthly	CPS PBS facilitators
	3. Conduct PBS Awareness workshops to building personnel (all employees in districts)	1) log of CPS PBS professional development	1) annually in June	CPS PBS facilitators
	5. Provide Technical Assistance to schools	1) district school wide PBS reporting checklist	1) annually in June	CPS PBS facilitators
	7. Meet with district academic coordinators to discuss connect points	1) copies of meeting minutes and action steps	TBD	CPS PBS facilitators; Academic coordinators

Alignment of Missouri State Improvement Plan, CPS District Improvement Plan and SW-PBS

MSIP Goal	Objective	Strategy	District PBS Action Plan	School-wide PBS Implementation		
				Practices	Systems	Data
Increase Student Achievement	Reduce drop out rate to 4% or less	<p>1. Building plan will include: Step 1: monitor data on students who are likely to drop out. Step 2: professional development</p> <p>2. District develop programs regarding drugs and violence Step 1: identify needs Step 2: student activities, supports and education</p>	<p>Goal 2: tasks 1, 2, 4, 5 & 6</p> <p>Goal 3: tasks 1, 3 & 4</p> <p>Goal 2: tasks 1, 2, 5, & 6</p> <p>Goal 3: tasks 1, 3 & 4</p>			

A State Example

Missouri Positive Behavior Support

Background

- 1999-2000 started a state-wide Initiative in SW-PBS using SIG funds
- Directive from state leadership = develop a cadre of trainers using a trainer-of-trainer format to train at the school level
- Schools competed for small grants to apply for training
- Three modules developed with materials for school teams, and trainer notes, to train teams in four different regional venues
- Trained 87 schools and 45 trainers in 5 years (524 districts in the state of Missouri)
- **Outcome=**

New Direction 2006

- District became the “unit of analysis”
 - Superintendent must sign off to participate
 - Application includes what local resources will be dedicated
 - Districts must commit to quarterly data reporting
- Hired a State PBS coordinator
- Hired full-time PBS facilitators in the Regional Professional Development Centers
 - Awareness/overview sessions
 - TA to district leadership team
- Annual summer institute for new team training and returning team skill building

Key

- Provide school/district teams with a **process** (*data, practice, systems*) to address the presenting challenge (e.g., problem behavior, drop out)
- Develop a parallel **process** for districts/states to support school implementation and continue to expand with integrity (*Blue Print- Leadership Team*)

Outcomes



Data

Systems

Practices

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