Florida's MTSS — A Multi-Tiered System of Supports

Systems Coaching: A Team-Based Approach to Building Capacity

Amanda March, Jayna Jenkins, & Clark Dorman

9.28.15

Learning Objectives

- Understand the reciprocal relationship between leadership and systems coaching within an MTSS framework
- Identify the characteristics of effective systems coaching & leadership
- Understand how the leadership/coaching skills support MTSS implementation
- Learn how to utilize leadership skills and systems coaching practices to build administrator and staff skills, monitor implementation, and continuously plan for ongoing professional learning

http://www.floridarti.usf.edu/resources/presentations/index.html

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Advanced Organizer

- Leadership & Coaching within MTSS
- Leadership & Coaching Models
- Integration of Leadership & Coaching
- Innovation Configuration (IC) Maps
- Leadership & Coaching in Our Daily Work
- Q/A & Discussion Time
- Additional Resources
- Evaluation

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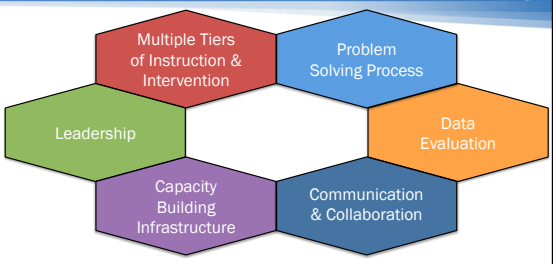
Critical Components of MTSS



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.

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Florida's MTSS — A Multi-Tiered System of Supports

Reciprocal Relationship Between Leadership and Coaching

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Reflection Journal

- How would you describe effective Leadership practices?
- How would you describe effective Coaching practices?

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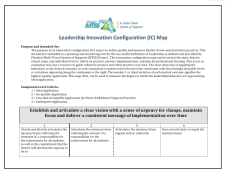
Leadership Responsibilities

Effective district leadership is evidenced by teams or individuals who:

- Establish and articulate a *clear vision* with a sense of urgency for change, maintain focus and deliver a *consistent message of implementation* over time
- *Focus on schools* (districts are successful when schools are successful)
- *Create relationships* with stakeholders based upon mutual respect and shared responsibility
- Engage in expert *problem solving*
- Invest in *professional development*

(Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)

Leadership References/Resources


Leadership Innovation Configuration (IC) Map

Purpose and Intended Use:

Component Level Criteria:
1 = Ineffective
2 = Developing
3 = Proficient
4 = Exemplary

Establish and articulate a clear vision with a sense of urgency for change, maintain focus and deliver a consistent message of implementation over time

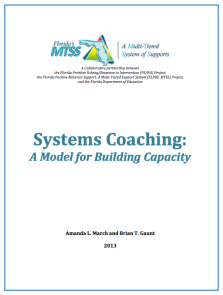
District Leadership Innovation Configuration

Louis, Leithwood, Wahlstrom & Anderson (2010)
Investigating the links to improved student learning: Final report of research findings

Coaching Responsibilities

1) Demonstrate effective *interpersonal communication* skills
2) Use *data-based problem-solving* to answer a variety of questions
3) Disseminate evidence-based *content knowledge*
   a. Organizational Change/Implementation Process
   b. Integrated MTSS Three-Tiered Model
   c. Best Practices in Reading, Math, Behavior Instruction
   d. Best Practices in Family and Community Engagement (FACE)
4) *Facilitate* team-based *collaborative problem solving*
5) *Support* leadership team and staff *capacity* to sustain a MTSS
6) Provide *professional development* training and technical assistance
7) *Evaluate the impact* of coaching activities and supports

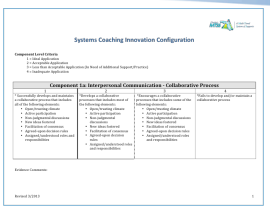
Systems Coaching Resources


Florida's MTSS — A Multi-Tiered System of Supports

A Collaborative Partnership between the Florida Positive Behavior Support & Multi-Tiered Support Project (FCRR), MTSS Project, and the Florida Department of Education

Systems Coaching:
A Model for Building Capacity

Amanda L. March and Brian T. Gaunt
2013


Systems Coaching Innovation Configuration

Component Level Criteria:
1 = Ineffective
2 = Acceptable Application
3 = Proficient Application
4 = Inadequate Application

Component: 1a. Interpersonal Communication - Collaborative Process

Evidence Comments:

Revised 3/19/13

- Systems Coaching: A Model for Building Capacity
- Systems Coaching Innovation Configuration (IC) Map

Leadership + Coaching

Leadership Characteristics

- Vision, focus, consistent message of implementation
- Focus on schools
- Relationships based on respect & shared responsibility
- Expert problem-solving
- Investment in PD

Coaching Responsibilities

- Effective interpersonal communication
- Data-based problem-solving
- Content Knowledge
  - Org. Change
  - Integrated multi-tiered system
  - Academic/Behavior
  - Families/Communities
- Team Facilitation
- Support leadership
- Provide PD
- Evaluate impacts

Leaders as Coaches as Leaders… System Alignment & Integration

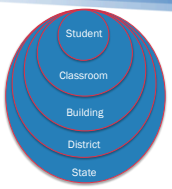
We Coach
(State)

Leaders who Coach
(District)

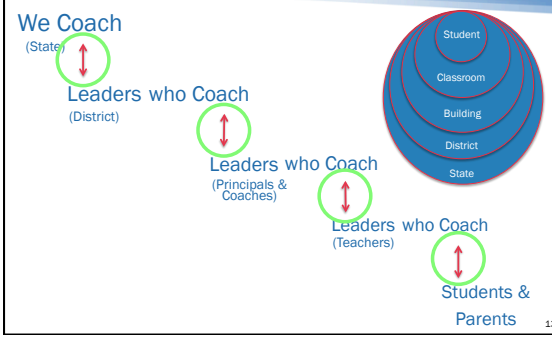
Leaders who Coach
(Principals & Coaches)

Leaders who Coach
(Teachers)

Students & Parents



Leaders as Coaches as Leaders… System Alignment & Integration



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Leadership + Coaching

Leadership Characteristics

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Reflection Journal

- In what ways are leadership and coaching currently integrated in my system for:
  - Me?
  - Others? (self reflect)
- What could the reciprocal relationship of leadership and coaching "look like" at my site with respect to implementing high quality PL for:
  - Me?
  - Others? (think-pair-share)

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Florida's MTSS — A Multi-Tiered System of Supports

Innovation Configuration Maps

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Innovation Configuration Maps

- Individual users adapt or modify parts of new practices as they implement them
  - Continuum of varying degrees and/or types of use of the innovation
- Innovation Configuration (IC) Maps describe an innovation's major components and how implementers alter these components over time
  - Defines quality
  - Measures fidelity
- A planning and monitoring tool for district and school initiatives

Learning Forward, 2012

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Leadership Change

Component Level Criteria
1 = Ideal Application
2 = Acceptable Application
3 = Less than Acceptable Application (In Need of Additional Support/Practice)
4 = Inadequate Application

Establish and articulate a clear vision with a sense of urgency for change, maintain focus and deliver a consistent message of implementation over time			
1	2	3	4
Clearly and directly articulates the mission/vision reflecting the elements of: a responsibility for the achievement for all students, as well as the commitment that the district will develop the capacity to do so	Articulates the mission/vision reflecting the element of a responsibility for the achievement for all students	Articulates the mission/vision vaguely and/or indirectly	Does not articulate or imply the mission/vision
Communicates a rationale that strongly demonstrates the immediate need for the change	Communicates a rationale that demonstrates the need for change, but not the necessary immediacy	Communicates the impending change, but does not describe the need or the urgency	Does not communicate regarding the change
Communicates the mission/vision routinely and consistently	Communicates the mission/vision infrequently or inconsistently	Communicates the mission/vision infrequently and inconsistently	Does not communicate the mission/vision

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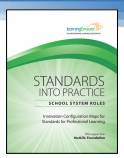
Systems Coaching IC

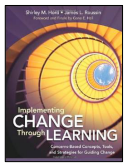
Component 2: Data-Based Problem-Solving Skills

1	2	3	4
*Successfully utilizes a structured data-based problem-solving process with fidelity that involves the following four basic steps: • Problem Identification • Problem Analysis • Plan Development & Implementation • Plan Evaluation *Incorporates guiding questions into the problem-solving process that drive data selection and analysis to answer specific questions *Accurately interprets different sources and types of data to support development of high probability solutions *Facilitates development and maintenance of a comprehensive, aligned, and accessible integrated data system *Facilitates staff roles and responsibilities to ensure all of the following activities: • Accurate problem-solving facilitation • Collection and monitoring of fidelity data • Collection of relevant data • Development and maintenance of data-use technology • Access to appropriate data displays (i.e., graphing, charting, data walls) for	*Utilizes a structured data-based problem-solving process that involves the following four basic steps: • Problem Identification • Problem Analysis • Plan Development & Implementation • Plan Evaluation *Incorporates guiding questions into the problem-solving process that drive data selection and analysis to answer specific questions *Accurately interprets different sources and types of data *Facilitates development and maintenance of an accessible data system *Facilitates staff roles and responsibilities to ensure most of the following activities: • Accurate problem-solving facilitation • Collection and monitoring of fidelity data • Collection of relevant data • Development and maintenance of data-use technology • Access to appropriate data displays (i.e., graphing, charting, data walls) for answering	*Utilizes a data-based problem-solving process *Interprets different sources and types of data *Utilizes a data-system *Identifies staff roles and responsibilities to ensure only some of the following activities: • Accurate problem-solving facilitation • Collection and monitoring of fidelity data • Collection of relevant data • Development and maintenance of data-use technology • Access to appropriate data displays (i.e., graphing, charting, data walls) for answering questions • Monitoring of student performance across tiers and content areas	*Fails to utilize a data-based problem-solving process

More Information on Innovation Configurations

- Learning Forward
  - www.learningforward.org
- Southwest Educational Development Laboratory
  - www.sedl.org
- Collaboration for Effective Educator Development, Accountability, & Reform (CEEDAR)
  - www.ceedar.org
- Hord, S.M. & Roussin, J.L. (2013).Implementing change through learning: Concerns-based concepts, tools, and strategies for guiding change. Thousands Oaks, CA: Corwin.





Florida's MTSS

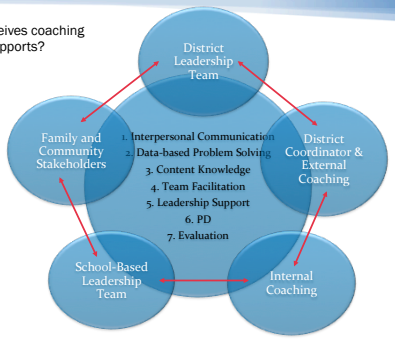
A Multi-Tiered System of Supports

"Leadership and learning are indispensable to each other." ~ John Fitzgerald Kennedy

Examples of Leadership & Systems Coaching in Practice

PBIS and Systems Coaching

WHO receives coaching supports?



PBIS & Systems Coaching Crosswalk

PBIS Implementation Blueprint and Systems Coaching

Components (FLPBS Project)	PBIS Implementation Blueprint and Systems Coaching			
	District Leadership Team	District Coordinators/ External Coaching & TA	School-Based Leadership Team	Community Stakeholders
1. Interpersonal Communication **a. Collaborative Process** **b. Communication Skills**	• Establishes and maintains a positive, collaborative relationship with DLT • Assists DLT in establishing a vision for PBIS implementation and supports across the district • Supports DLT in maintaining focus and delivering a consistent message regarding PBIS over time • Assists DLT in establishing and maintaining positive, collaborative relationships with SBLTs • Encourages collaboration between the DLT and community support systems (i.e., education, family, mental health, juvenile justice, medical, etc.) • Uses of stakeholder perception data to inform effective communication skills	• Promotes DLT vision for PBIS across the district • Assists SBLTs in maintaining focus and delivering a consistent message regarding PBIS • Models active listening and effective interpersonal communication skills • Builds DLT and SBLT capacity for engaging in effective interpersonal communications • Engages in regular and timely communications that are responsive to SLBT needs • Supports the use of stakeholder perception data to inform effective communication skills	• Promotes district vision for PBIS implementation at the school-level • Engages in regular, timely and reciprocal communication between SBLT, staff and stakeholders to share and ensure district-level PBIS vision (i.e., policy, procedures, etc.) • Models active listening and effective communication skills to staff and stakeholders • Supports staff and stakeholders to engage in effective communications • Ensures multiple communication opportunities and activities responsive to stakeholder needs • Uses stakeholder perception data to inform effective communication skills	• Engages in collaborative communication among multiple community support systems regarding PBIS implementation (i.e., school, family, mental health, juvenile justice, medical, etc.) • Supports multiple communication opportunities and activities responsive to community needs • Ensures PBIS activities & accomplishments are shared within the community • Uses stakeholder perception data to inform effective communication skills

Leadership + Coaching

Leadership Characteristics

1. Vision, focus, consistent message of implementation
2. Focus on schools
3. Relationships based on respect & shared responsibility
4. Expert problem-solving
5. Investment in PD

Coaching Responsibilities

6. Effective interpersonal communication
7. Data-based problem-solving
8. Content Knowledge
   - Org. Change
   - Integrated multi-tiered system
   - Academic/Behavior
   - Families/Communities
9. Team Facilitation
10. Support leadership
11. Provide PD
12. Evaluate impacts

Leadership/Coaching in Daily Work Scenario 1

	Scenario 1	Project Personnel Demonstration of Coaching/ Leadership Characteristics	District Personnel Demonstration of Coaching/ Leadership Characteristics
1	We shared leadership model stressing the leadership actions that are empirically linked to improved student outcomes.	1, 2, 3, 6, 8, 9, 10	
2	The leadership model resonated with DLT so they assigned themselves the task of reading the expanded version and scheduled a meeting to discuss it.	10	1, 2, 8, 9, 10
3	They realized the importance of setting clear district expectations for their stakeholders in school leadership.	10	1
4	They created and distributed a written document clearly defining:	10	1, 3, 6, 8, 10
5	The district mission and vision		1
6	Expectations for the DLT in the areas of administration responsibilities, time commitment, team structure, use of a problem solving process, and data-based monitoring of MTSS implementation.		1, 2, 3, 4, 6, 7, 8, 10
7	Expectations for the SBLT in the areas of administration responsibilities, time commitment, team structure, use of a problem solving process, and data-based monitoring of MTSS implementation.		1, 2, 3, 4, 6, 7, 8, 10
8	Roles and responsibilities of the DLT and SBLT when engaging in SGPPS (Facilitator, recorder, time keeper, etc.)		1, 2, 4, 7, 9, 10

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Florida Principal Leadership Standards

Purpose:

- Set forth in rule as *Florida's core expectations* for effective school administrators
- Based on *contemporary research* on multi-dimensional school leadership, and represent *skill sets and knowledge* bases needed in effective schools
- Form foundation for school *leader personnel evaluations* and *professional development systems*, school leadership preparation programs, and educator certification requirements.

Structure:

- 10 standards grouped into categories, or domains of effective leadership.
- Each has a title and descriptors for clarification

http://www.fldoe.org/teaching/professional-dev/the-fl-principal-leadership-stards

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Florida Principal Leadership Standards

	Florida Principal Leadership Standards - Rule 6A-5.080 FAC									
	Domain 1: Student Achievement		Domain 2: Instructional Leadership:			Domain 3: Organizational Leadership				Domain 4: Professional and Ethical Behavior
	Standard 1: Student Learning Results	Standard 2: Student Learning as a Priority	Standard 3: Instructional Plan Implementation	Standard 4: Faculty Development	Standard 5: Learning Environment	Standard 6: Decision Making	Standard 7: Leadership Development	Standard 8: School Management	Standard 9: Communication	Standard 10: Professional and Ethical Behaviors
MTSS Leadership Definition										
1. Establish and articulate a clear vision with a sense of urgency for change, maintain focus and deliver a consistent message of implementation over time										
2. Focus on schools (districts are successful when schools are successful)										
3. Create relationships with stakeholders based upon mutual respect and shared responsibility										
4. Engage in expert problem solving										
5. Invest in professional development										
Systems Coaching Skill Sets/Activities										
6. Demonstrate effective interpersonal communication skills										
7. Use multiple sources and types of data to solve important problems										
8. Team-based planning and problem-solving facilitation										
9. Disseminate evidence-based content knowledge										
10. Facilitate and support leadership to implement and sustain the innovation/initiative over time										
11. Provide evidence-based PD training and TA to support effective and efficient use of the innovation/initiative										
12. Evaluate the impact of coaching activities on implementation goals and intended outcomes on staff and student performance										

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Florida Principal Leadership Standards – Drill Down

	Domain 1: Student Achievement			
	Standard 2: Student Learning as a Priority – Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:			
MTSS Leadership Definition	a. Enables faculty and staff to work as a system focused on student learning	b. Maintains a school climate that supports student engagement in learning	c. Generates high expectations for learning growth by all students	d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
1. Establish and articulate a clear vision with a sense of urgency for change, maintain focus and deliver a consistent message of implementation over time				
2. Focus on schools (districts are successful when schools are successful)				
3. Create relationships with stakeholders based upon mutual respect and shared responsibility				
4. Engage in expert problem solving				
5. Invest in professional development				
Systems Coaching Skill Sets/Activities				
6. Demonstrate effective interpersonal communication skills				
7. Use multiple sources and types of data to solve important problems				
8. Team-based planning and problem-solving facilitation				
9. Disseminate evidence-based content knowledge				
10. Facilitate and support leadership to implement and sustain the innovation/initiative over time				
11. Provide evidence-based PD training and TA to support effective and efficient use of the innovation/initiative				
12. Evaluate the impact of coaching activities on implementation goals and intended outcomes on staff and student performance				

Full Matrix | Standard 1 | **Standard 2** | Standard 3 | Standard 4 | Standard 5 | Standard 6 | Standard 7 | Standard 8 | Standard 9 | Standard 10

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Questions?

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Additional Resources

- Leadership Innovation Configuration
- Systems Coaching Innovation Configuration
- Investigating the Links to Improved Student Learning (Louis, Leithwood, Wahlstrom, & Anderson, 2010)
- Leadership Standards Crosswalk
- PBIS Implementation Blueprint & Systems Coaching Crosswalk
- Systems Coaching: A Model of Building Capacity

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Thank you

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