



*A Multi-Tiered
System of Supports*

SYSTEMS COACHING: BUILDING COLLECTIVE CAPACITY FOR CHANGE

Amanda March, Ph.D., NCSP
Peg Sullivan, M.Ed.

SPDG Directors Call
3.12.2020



Facilitators



Peg Sullivan, M.Ed.
Director, Florida State Personnel
Professional Development Grant (SPDG)
Florida Gulf Coast University
msulliva@fgcu.edu



Amanda March, PhD
Professional Learning & Coaching
Coordinator
[Florida's Problem-Solving/Response to
Intervention Project](#)
University of South Florida
amarch@usf.edu
[@AmandaLMarch](https://twitter.com/AmandaLMarch)



Connect with Us!



Florida's Problem-Solving/Response to Intervention Project

- <http://www.floridarti.usf.edu/>
- Email: rti@usf.edu
- Facebook: flpsrti
- Twitter: @flpsrti

FL SPDG SIM

- Facebook: FloridaSPDGSIM
- Facebook Group: FL SPDG Implementers
- Twitter: @FLSPDGSIM

FL SPDG Check & Connect

- <http://project10.info/CheckConnect.php>



MTSS



+



=



A Multi-Tiered System of Supports

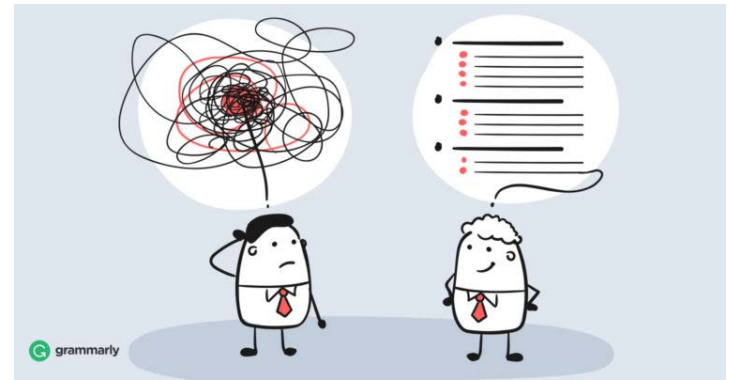
Learning Objectives



After this session, participants will be able to:

- 1) Identify the critical skills required for Systems Coaching, and apply this model for building Multi-tiered System of Supports (MTSS) capacity and school improvement practices within their local settings
- 2) Review examples of how Florida SPDG used the Systems Coaching Model & Survey to inform professional learning and coaching plans
- 3) Utilize and adapt various resources, tools, materials, and planning documents to facilitate job-embedded systems coaching in local contexts

Advance Organizer



1. Welcome

- Introductions, Outcomes, & Agenda

2. Introduction to FL MTSS & Systems Coaching

- Model
- Skill Sets
- Systems Coaching Survey

3. Florida SPDG & Systems Coaching

- Timeline of Collaboration
- Case Study: Leadership

4. Resources/Materials Review

5. Q & A



Google Drive Folder:
<https://tinyurl.com/SPDG-SystemsCoaching>



Polling Time:

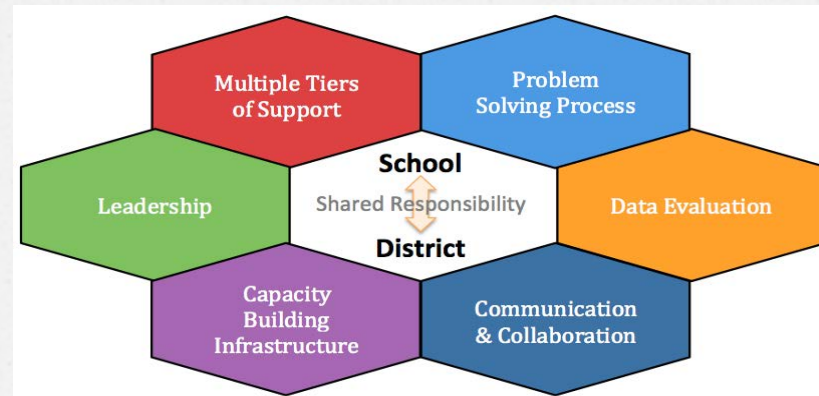
We Want to Hear from You

How familiar are you with *Systems Coaching*?

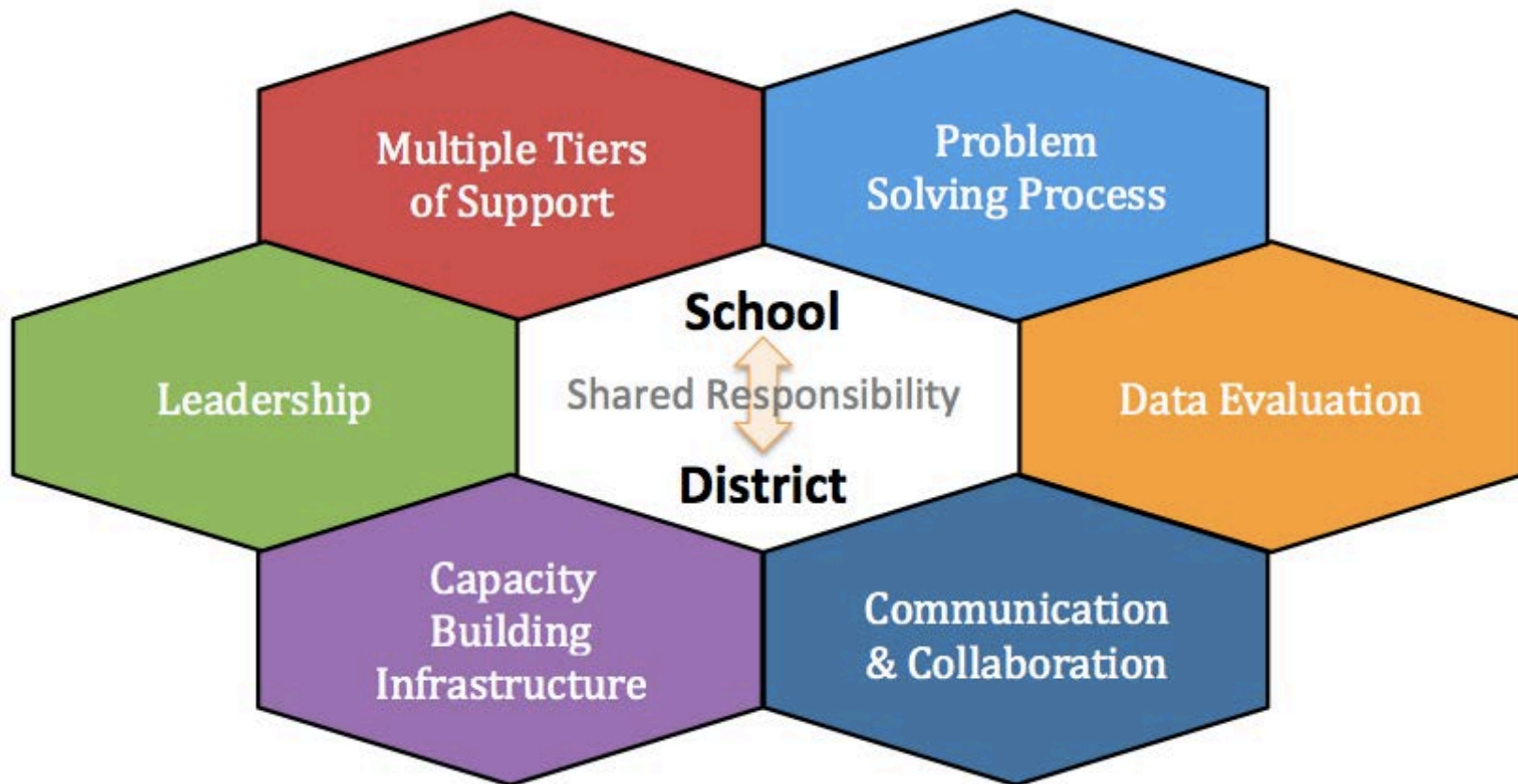
1. Never heard of it
2. I've heard of it, but I'm not currently implementing it
3. I'm implementing it to some degree
4. I've been implementing it for some time
5. I'm a Systems Coaching extraordinaire!



MTSS & the Systems Coaching Model



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.

Systems Coaching: A Model for Building Capacity

Systems Coaching (v.): the application of a set of skills that provides dynamic support and facilitation to develop the capacity of school or district teams to implement MTSS aligned with the school or district improvement plans in order to enhance student outcomes (March & Gaunt, 2013, p. 4).

Fact Sheet

Systems Coaching and Leadership

Introduction

A Multi-Tiered System of Supports (MTSS) is an evidence-based framework designed to educate ALL students in an efficient and effective manner. MTSS uses a data-based problem-solving process to develop, implement, and evaluate academic and behavior instruction and interventions delivered in varying intensities (tiers), based on student need, that are aligned with state standards. The implementation of MTSS draws upon existing resources, skills, and culture within a district. The MTSS structure enables a district to maximize the impact of its existing resources by increasing its capacity to use data-based evaluation, strategic leadership, and efficient and effective communication and collaboration. The use of a coaching process is integral to increasing a district's capacity to sustain effective practices. The content of this fact sheet should be considered in the context of the six component MTSS model within the domains of Leadership, Capacity Building/Infrastructure, and Communication & Collaboration.

Content vs. Systems Coaching

Coaching has emerged as a popular approach to facilitate educators' capacity to adapt and implement evidence-based practices with Koolty (March & Gaunt, 2013; Sims, March, Barnett, & Krolek, 2015). Content coaching focuses on helping teachers improve instruction in a particular discipline such as reading, mathematics, and behavior (Reiseld & Roper, 2003). The majority of coaching in these models occurs at the one-on-one (coach-to-teacher) or small group (coach-to-teachers) level and focuses on enhancing classroom practices to improve student outcomes. Systems coaching shifts the concept of coaching from improving individual capacity to improving the coordinated capacity of groups of educators (e.g., district) to enhance implementation fidelity of empirically-based practices, as well as support and sustain whole school reform efforts (March & Gaunt, 2013; Sims, March, Barnett, & Krolek, 2015).

Systems coaching (v.) the application of a set of skills that provides dynamic support and facilitation to develop the capacity of school or district teams to implement MTSS aligned with the school or district improvement plans in order to enhance student outcomes (March & Gaunt, 2013, p. 4).

Systems coaching requires the coordinated application of seven skill sets and behaviors necessary for systems coaching to be effective (see table below). These seven skills are interdependent and work in concert to sustain implementation of any large-scale (school or district) initiative meant to improve school outcomes. The District Leadership Team (DLT) coordinates, facilitates, and supports systems coaching at the district and school levels. School-Based Leadership Teams (SBLT) ensure that district and school strategic plans are implemented with success. The SBLT's coordinate, facilitate, and support systems coaching at the school level to successfully implement the strategic plan.

The Relationship Between Leadership and Effective Systems Coaching

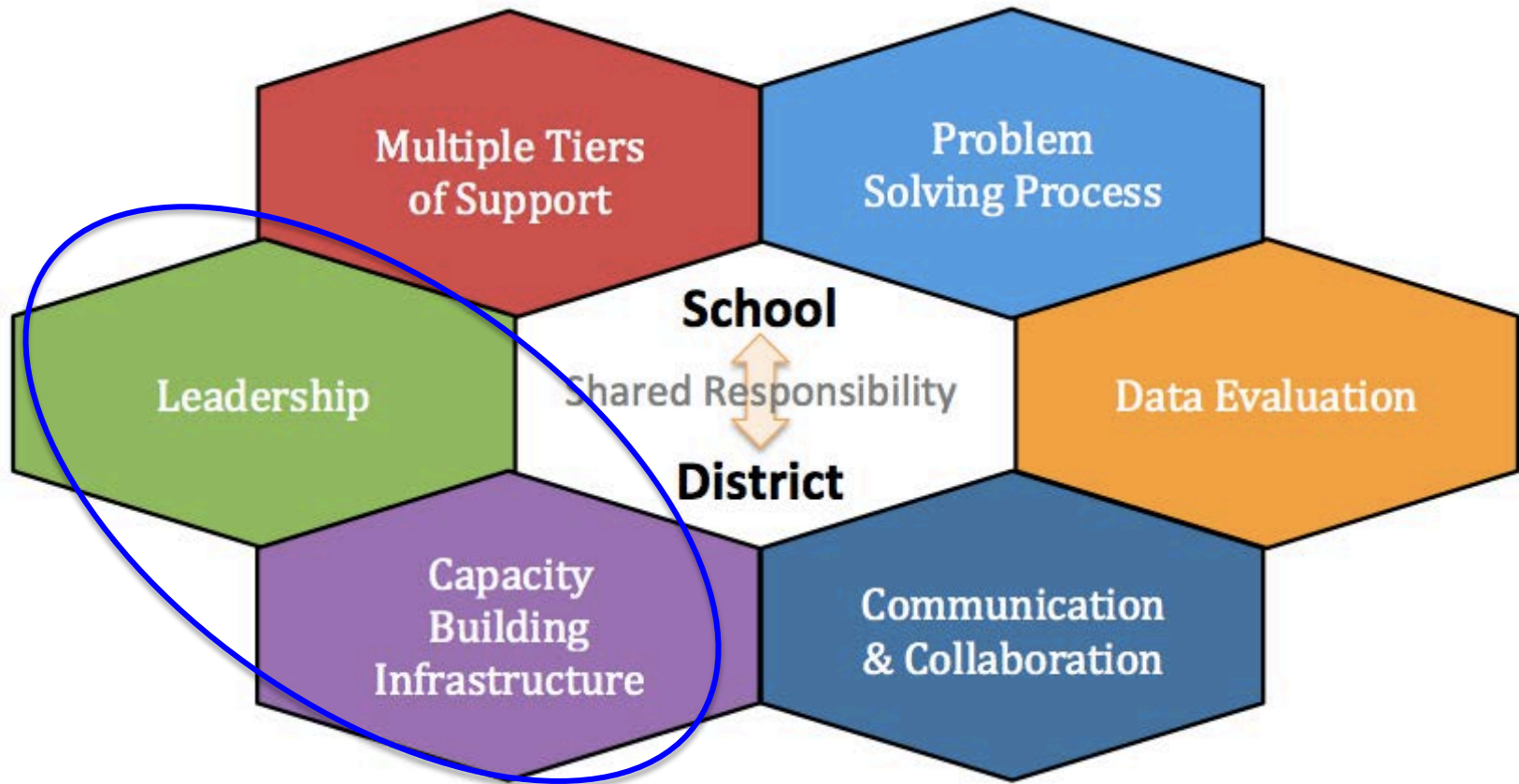
Leadership is a necessary component for successful implementation of systems change initiatives (Lathwood, 2010; Crawford & Torgerson, 2007), and five elements must be present in the system (district/school) to support a change initiative. Effective leaders ensure that these elements are present within the system. The elements are:

1. Vision, focus, and consistent message of implementation
2. Focus on schools
3. Relationships based on mutual respect and shared responsibility
4. Expert problem solving
5. Investment in professional learning

Tenets include:

- Not necessarily a person, but a set of **skills and activities** distributed among a team
- Responsive to needs** of individuals and the system, **adaptive** to climate, culture, content, goals, etc.

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.

Seven Systems Coaching Domains



Leaders as Coaches as Leaders... System Alignment & Integration

We Coach

(State)



Leaders who Coach

(District)



Leaders who Coach

(Principals &
Coaches)



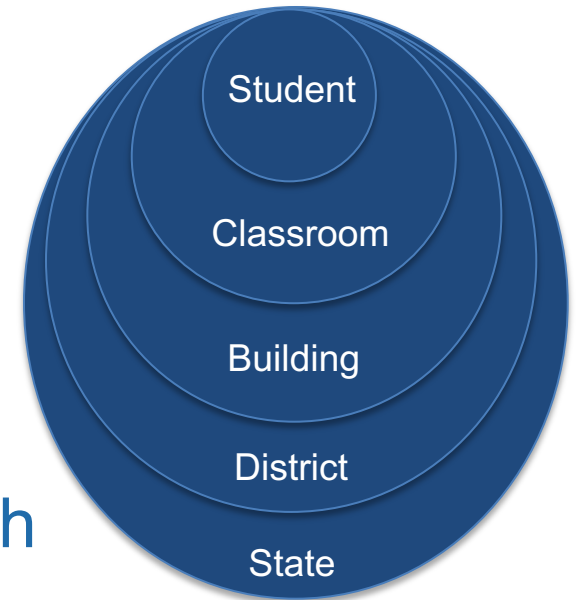
Leaders who Coach

(Teachers)



Students &

Parents ¹⁴



Leaders as Coaches as Leaders... System Alignment & Integration

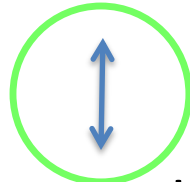
We Coach

(State)



Leaders who Coach

(District)



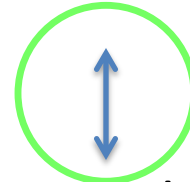
Leaders who Coach

(Principals & Coaches)



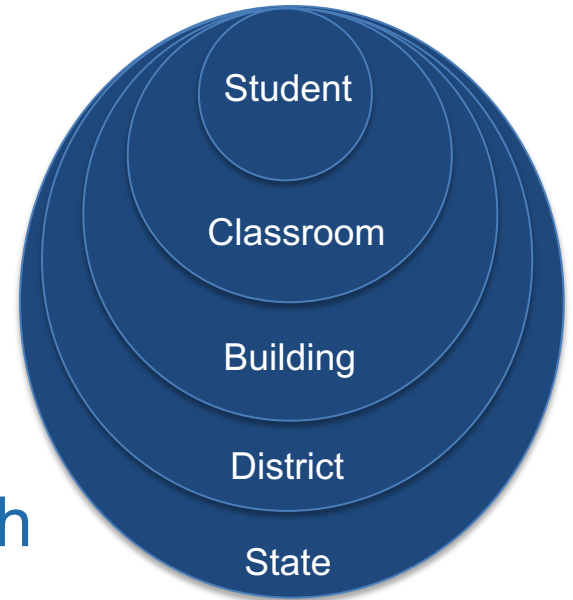
Leaders who Coach

(Teachers)



Students &

Parents ¹⁵



Systems Coaching & MTSS



- Systems coaching continuity related to problem-solving implementation levels (March et al., 2016)
- Systems coaching, as part of comprehensive, ongoing professional learning plan, related to increases in:
 - Educators' beliefs and perceived skills relative to problem-solving and RTI (Castillo, March, Tan, Stockslager & Brundage, 2016; Castillo, March, Tan, Stockslager, Brundage, McCullough, & Sabnis, 2016)
 - Problem solving implementation in an RTI model (Castillo, Wang, Daye, Shum, & March, 2018)



team
summarizing practices
process roles communication
content fidelity interpersonal data
SYSTEMS
relationships activities
effectiveness summarizing data quality content
important facilitator implementation school
effectiveness performance content comprehensive
evidence-based system support approach considered
knowing roles beliefs practices content
process practices context of use representation
listener implementation factors support TSS
effectiveness implementation school effectiveness important
facilitator listener district school effectiveness team
performance listener use comprehensive role
evidence-based knowledge support approach
school relationships school fidelity
school implementation roles
relationships knowledge fidelity
effectiveness approach
team

Systems Coaching Survey



- Measures educators' skills relative to the *7 Domains of Systems Coaching*, and their ability to teach/coach others in the development and application of such skills.
- Results drive data-based instructional planning to inform the design, delivery, and ongoing, targeted professional learning activity to build coaching capacity
 - Individual
 - School
 - District
 - Department
 - External Coaching Cadres
 - State Agencies

Developed by the Florida PS/RI Statewide Project (<http://floridart1.usf.edu>) and the Florida PBIS Project (<http://fpbs.fmhi.usf.edu>)

Systems Coaching Survey

Systems Coaching Survey

Demographic Information

District: _____
 School: _____

Please indicate your field of training/certification (check all that apply):

<input type="checkbox"/> General Education	<input type="checkbox"/> Special Education/Exceptional Student Education
<input type="checkbox"/> Educational Leadership	<input type="checkbox"/> School Psychology
<input type="checkbox"/> School Counseling	<input type="checkbox"/> School Social Work
<input type="checkbox"/> Behavior Analysis	<input type="checkbox"/> Intervention Specialist
<input type="checkbox"/> Speech/Language Pathology	

Other, please specify: _____

Please indicate your current title/position (check all that apply):

<input type="checkbox"/> General Educator	<input type="checkbox"/> Special Educator
<input type="checkbox"/> School Based Administrator	<input type="checkbox"/> District Based Administrator
<input type="checkbox"/> School Psychologist	<input type="checkbox"/> School Counselor
<input type="checkbox"/> School Social Worker	<input type="checkbox"/> Intervention Specialist
<input type="checkbox"/> Teacher Mentor	<input type="checkbox"/> Behavior Specialist/Coach
<input type="checkbox"/> Behavior Analyst	<input type="checkbox"/> MTSS Specialist/Coach
<input type="checkbox"/> Speech Pathologist	

Other, please specify: _____

Directions: Please read each statement below. Rate **your skill level** within the context of your current role and then rate your **ability to teach** this skill to others. Depending upon whether the question is about your **personal skill level** or your **ability to teach that skill**, please use the following response scale:

	Personal Skill Level	Ability to Teach Skill
Ⓐ = Not Skilled (NS)	I do not have this skill.	I cannot teach this skill.
Ⓑ = Minimally Skilled (MnS)	I have minimal skills in this area; need substantial support to use it.	I need substantial support to teach this skill.
Ⓒ = Somewhat Skilled (SS)	I have this skill, but still need some support to use it.	I need some support to teach this skill.
Ⓓ = Highly Skilled (HS)	I can use this skill with little support.	I can teach this skill with little support.
Ⓔ = Very Highly Skilled (VHS)	I am very highly skilled in this area and can use it independently.	I can teach this skill independently.

Why This Instrument?



- Systems coaching involves individuals or teams of individuals to support MTSS implementation
- No current tools available to assess the capacity of individuals to facilitate MTSS implementation in schools
- Desire for an instrument to guide action planning for professional learning

Item Types

- Two Sets of Items
 - Personal Skills Level
 - The Ability to Teach Others
- Response Choices
 - 1 = “Not Skilled (NS)”
 - 2 = “Minimally Skilled (MnS)”
 - 3 = “Somewhat Skilled (SS)”
 - 4 = “Highly Skilled (HS)”
 - 5 = “Very Highly Skills (VHS)”



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

Scoring Rubric

*Directions: Please read each statement below. Rate **your skill level** within the context of your current role and then rate your **ability to teach** this skill to others. Depending upon whether the question is about your personal skill level or your ability to teach that skill, please use the following response scale:*

	Personal Skill Level	Ability to Teach Skill
① = Not Skilled (NS)	I do not have this skill.	I cannot teach this skill.
② = Minimally Skilled (MnS)	I have minimal skills in this area; need substantial support to use it.	I need substantial support to teach this skill.
③ = Somewhat Skilled (SS)	I have this skill, but still need some support to use it.	I need some support to teach this skill.
④ = Highly Skilled (HS)	I can use this skill with little support.	I can teach this skill with little support.
⑤ = Very Highly Skilled (VHS)	I am very highly skilled in this area and can use it independently.	I can teach this skill independently.

Interpersonal Communication Skills

The skill to:

NS MnS SS HS VHS

1. Develop and maintain a collaborative relationship when working with others

a. **Your** skill level

① ② ③ ④ ⑤

b. Your ability to **teach** this skill

① ② ③ ④ ⑤

Data-Based Problem-Solving Skills

The skill to:

NS MnS SS HS VHS

7. Employ a four-step problem solving process that involves the following basic steps: 1) Problem Identification, 2) Problem Analysis, 3) Plan Development and Implementation, and 4) Plan Evaluation.

a. **Your** skill level

① ② ③ ④ ⑤

b. Your ability to **teach** this skill

① ② ③ ④ ⑤

Leadership Skills

The skill to:

NS MnS SS HS VHS

26. Develop and articulate a clear vision with a sense of urgency for Multi-tiered Systems of Support (MTSS) and school improvement

a. **Your** skill level

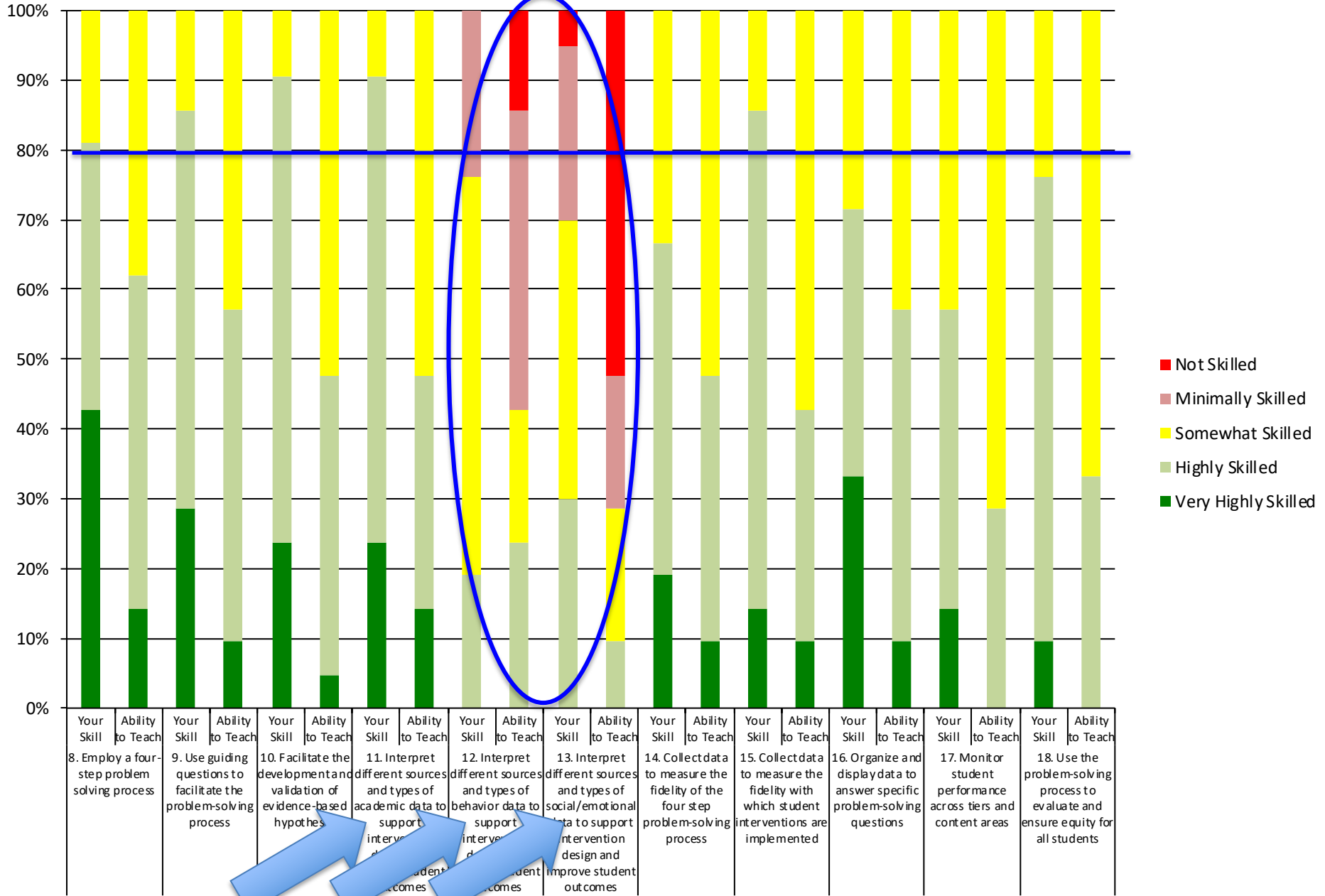
① ② ③ ④ ⑤

b. Your ability to **teach** this skill

① ② ③ ④ ⑤

8 Sunshine Coaching Teams, N = 21

DBPS Skills



Collaboration: Florida SPDG & Systems Coaching



New SPDG 2017-2022

Redesigned to
strengthen
capacity and
sustainability

- Remain focused on Check & Connect & Strategic Instruction Model
- Stay with district throughout remainder of grant (up to full 5 years)
- Build a model where the three “projects” recruit and support districts
- Strengthen our ability to work collaboratively and guide district teams through stages of implementation



Florida's Initiatives

Check and Connect

- Mentoring
Intervention tier
2/3
- Student
Engagement
- Targets
secondary
- School
completion

Strategic Instruction Model

- Instructional
intervention tier 1
or 3
- Student
engagement
- Targets
secondary
- Student
proficiency

Why a Systems Coaching Approach?

Collaboratively Developed Long Term Goal: The SPDG team will collaboratively apply a *systems coaching* approach to recruit districts and build district capacity to implement and sustain research-validated practices of the *Strategic Instruction Model (SIM)* and *Check and Connect (C&C)*.

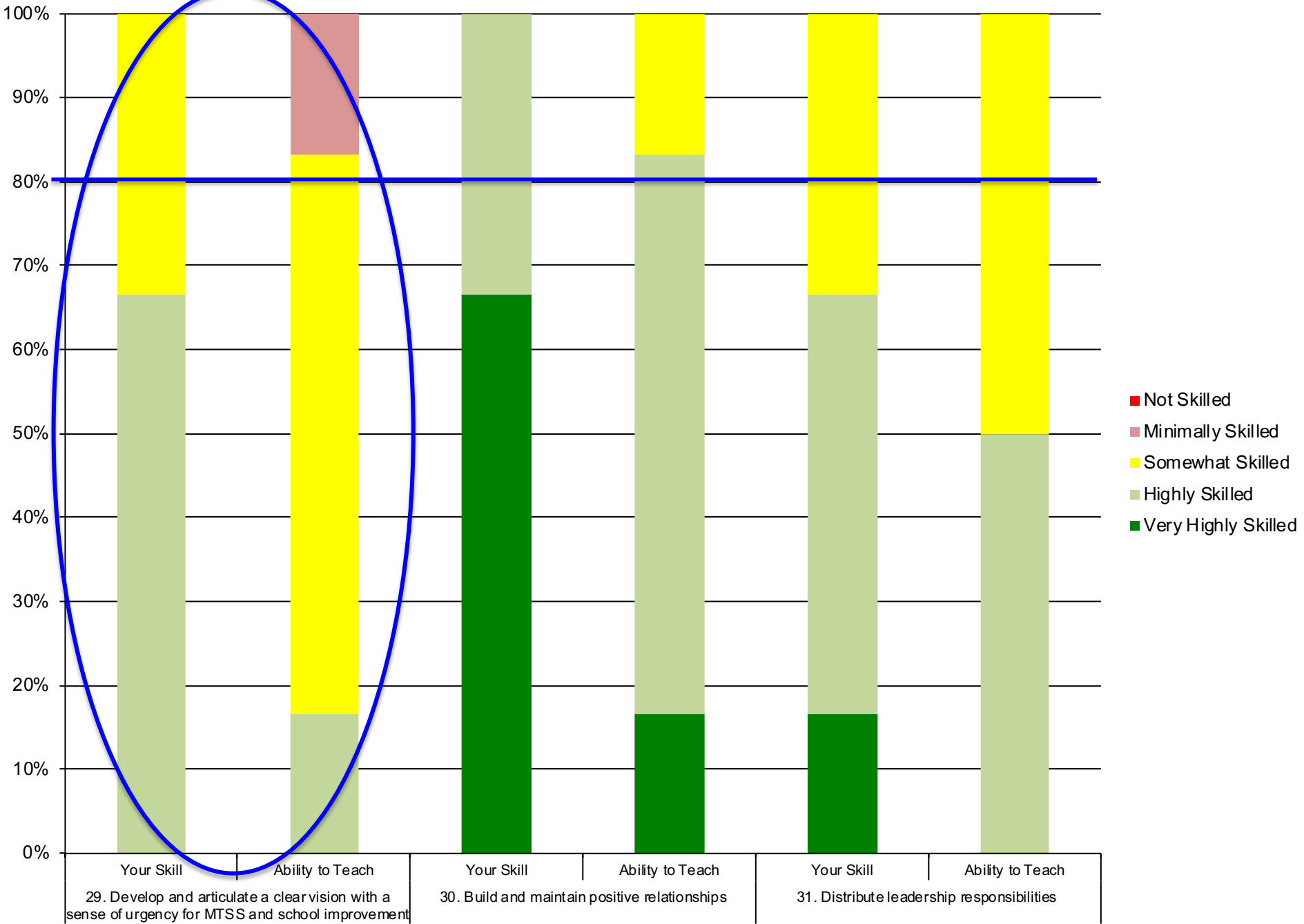
timeline

- **July 13, 2017**
 - Intro to *Systems Coaching*
 - 4 Step vs. 8 Step
- **September 20, 2017**
 - Systems Coaching Survey (SCS)* Review
 - Mission/Vision Activity
- **October 17, 2017**
 - Systems Coaching Survey (SCS)* Review (cont.)
 - Mission/Vision Activity (cont.)
- **December 15, 2017**
 - Team Functioning Scale (TFS) Review
 - Teaming, Communication, and Logistics
- **February 21, 2018**
 - PDA Module Review
 - Brief *Coaching* Practice Role Play
- **May 7, 2018**
 - Mission/Vision Refinement
 - Facilitation & *Coaching* Practice with Feedback
- **August 14, 2018**
 - Year in Review
- **September 17, 2018**
 - 4 & 8 Step Problem Solving Process
- **March 6, 2019**
 - Systems Coaching Survey (SCS)* Review & Action Planning
 - Plan for June Capacity Coaches training
- **April 8, 2019**
 - Small Group Planning & Problem Solving (SGPPS)/8-Step Activity
- **June 18 & 19, 2019**
 - Capacity Coaching Training



SCS Data Review 1: October 17th, 2017

Leadership Skills, N=6



Effective leaders must articulate a clear vision for where the organization needs to go, establish a sense of urgency for this change, and maintain focus on implementing change over time.

(Crawford & Torgeson, 2007; Leithwood, 2010)



Vision&Mission

SPDG Mission & Vision Development Activity

Mission/Vision/Values/Goals

- Mission (the What)
 - Why do we exist?
 - What do we want to occur?
- Vision (the There)
 - What kind of team are we trying to create?
 - How will we get from here to there?
- Values
 - What attitudes, behaviors, and commitments must we demonstrate in order to create the team of our vision?
- Goals (Long & Short Term)
 - Which steps should we take first?
 - What is our timeline?
 - What evidence will we present to demonstrate our progress?

Mission, Vision, Values, & Goals Activity

SPDG Project 2017-2018 Mission, Vision, Values & Goals Activity

Mission (the What)	Vision (the There)
<p><i>Prompt:</i></p> <ul style="list-style-type: none"> • <i>Why do we exist? What is our purpose? What do we want to occur?</i> <p><i>Example:</i></p> <ul style="list-style-type: none"> • <i>Our mission is to continuously improve the PL we provide as a Project</i> 	<p><i>Prompt:</i></p> <ul style="list-style-type: none"> • <i>What kind of team are we trying to create? How do we get from here to there?</i> • <i>What do we want to become?</i> <p><i>Example:</i></p> <ul style="list-style-type: none"> • <i>Our vision is to create and sustain a PL System that supports the needs of our internal and external stakeholders</i>
Values (Collective Commitments)	Goals (Long & Short Term)
<p><i>Prompt:</i></p> <ul style="list-style-type: none"> • <i>What attitudes, behaviors, and commitments must we demonstrate in order to create the team of our vision?</i> <p><i>Example:</i></p> <ul style="list-style-type: none"> • <i>Data free environment is NOT an option</i> • <i>Commitment to continue to change/enhance PL culture among project staff</i> 	<p><i>Prompt:</i></p> <ul style="list-style-type: none"> • <i>Which steps should we take first? What is our timeline? What evidence will we present to demonstrate our progress? What goals will we use to monitor our progress?</i> <p><i>Example:</i></p> <ul style="list-style-type: none"> • <i>By the end of the school year, we will...</i> • <i>By the end of our third year, we will...</i>



Florida's State Personnel Development Grant

Vision and Mission



High school graduation for all students in Florida, especially students with disabilities



To work collaboratively with secondary schools and districts to build capacity and develop systems to implement, scale-up, and sustain research validated practices of Check and Connect (C&C) and the Strategic Instruction Model™ (SIM)

“Collaboration involves pooling the expertise of the collaborators and using the information as the basis for problem-solving.”

-Brown, Pryzwasky, & Schulte, 2011

Considerations

As ALL stakeholders and their ideas are critical:

- Develop consensus
- Use collective capacity
- **Build a shared moral imperative**
- Consider that each team member is unique, but together we **create synergy**
- Use realistic expectations

Actions

- Revisit team makeup
- Use your data
- Review district plans that include C&C and/or SIM
- Work on goals, vision/mission and action plan
- Think about specific processes
- Clarity of roles and responsibilities
- Ongoing sustainability planning





To show this poll

1

Install the app from
pollev.com/app

2

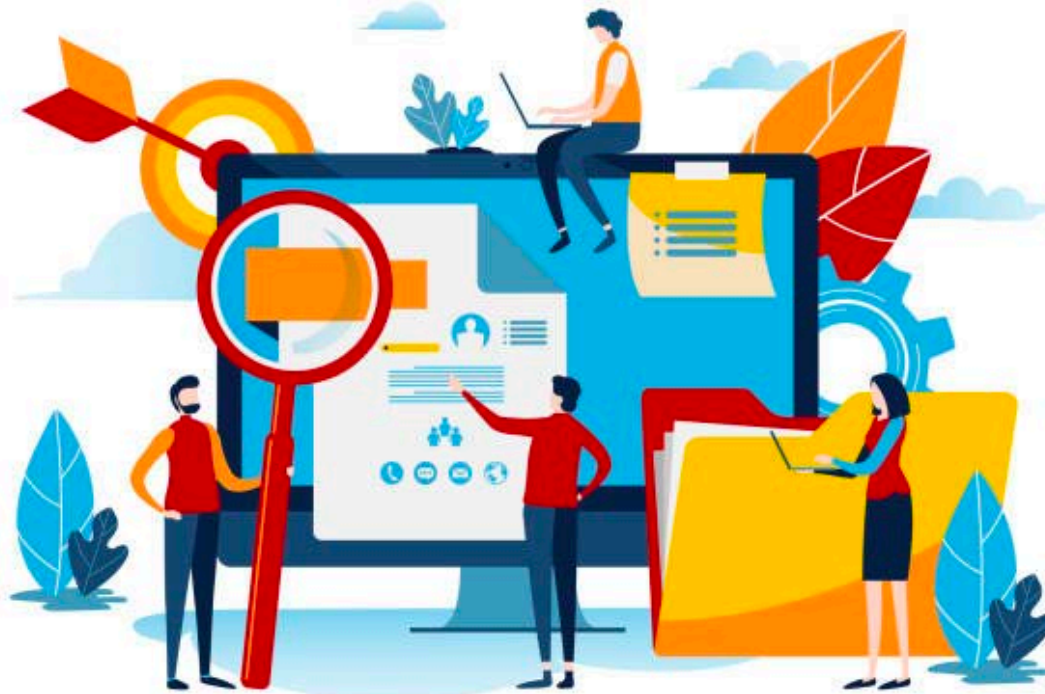
Start the presentation

Still not working? Get help at pollev.com/app/help
or

[Open poll in your web browser](#)



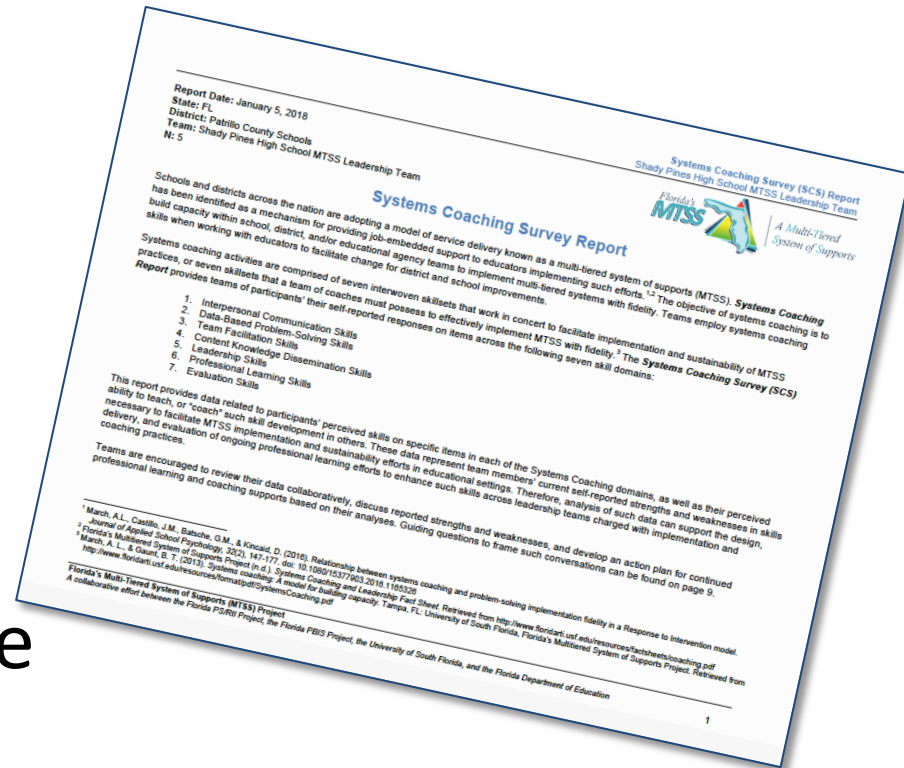
Additional Resources



Systems Coaching Survey Reports

Shady Pines Example

- Online SurveyMonkey participation
- Individual responses, team-based reports
- Excel graphing and report templates available online



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?

2. 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?

I Predict...

Think about the team(s) you would target to complete the SCS...

In the chat box, indicate....

- What skills do you predict will be rated higher?
- Rated lower?
- Why?



Q & A

