

If Coaching is So Important, Why Do We Know So Little About It?

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Presenters:

Don Kincaid, Ed.D.
Amanda March, S.S.P., NCSP

University of South Florida

True or False Statements

- Coaches are essential to the success of PBS efforts.
- Coaching is well-defined.
- We know what makes a good coach.
- One person should be able to coach a school through Tiers 1-3.
- The skill sets required of a coach differ across tiers and levels of implementation.
- “Coaching” is the set of all skills necessary to facilitate systems change.

Advanced Organizer

- Introduction
- Coaching in the Literature
 - Coaching for Professional Development in RtIB & A
 - Critical Coaching Components
- Toward an Integrated Model
- An Example of Coaching Components for Behavior
- Conclusions
 - Questions, Answers, Discussion

Coaching in the Literature

Coaching for Professional Development

- Coaching as a vehicle to facilitate ongoing professional development (Neufeld & Roper, 2003; Poglinco et al., 2003; Russo, 2004)
- Limited empirical literature on coaching, its impact on educator practices, and effects on student outcomes (Cornett & Knight, 2009; Killion & Harrison, 2006; Poglinco et al., 2003)
 - However, *School-Based Consultation* does offer a more extensive empirical foundation for capacity building (Gutkin & Curtis, 2008)
- A satisfactory definition of *coach* or *coaching* meeting the needs of all stakeholders does not exist (Rush & Shelden, 2005)

Coaching in the Literature

- Theoretical Basis in Adult Learning (Darling-Hammond & McLaughlin, 1995; Lieberman, 1995; Miller, 1995)
- Coaching Models & Outcomes
 - Peer Coaching (Joyce & Showers, 2002)
 - Cognitive Coaching (Costa & Garmston, 1994, 2002)
 - Instructional Coaching (Knight, 2007)
 - Literacy Coaching (Dole, 2004; Toll, 2009)

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Peer Coaching

- Bush (1984) examined the extent to which peer coaching increased teachers' implementation of newly learned skills.
- When participants were given...
 - Description of the new skill, only 10% attempted application
 - Modeling, 2-3% more applied the skill
 - Practice, 2-3% more applied the skill
 - Feedback, 2-3% more applied the skill
 - Coaching, up to 95% of teachers transferred the new skill to application
- Thus, coaching increases transfer of new skills

Training Outcomes Related to Training Components

Training Components	Training Outcomes		
	Knowledge of Content	Skill Development	Transfer (Implementation)
Presentation/ Lecture on Theory	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching Support & Data Feedback	95%	95%	95%

Joyce & Showers, 2002

Coaching Support in the Literature

- Coaching has been found to...
 - Impact teacher attitudes such as job satisfaction & willingness to try new approaches
 - Enhance transfer of training, fidelity, and sustainability of new practices
 - Enhance teacher efficacy
 - Be popular with educators
 - Enhance educator collaboration
- Coaching literature remains unclear with regard to...
 - Which model is most effective
 - Effects on student outcomes
 - What knowledge, skills, and activities are required
 - How to best evaluate coaching
 - How to best prepare coaches

Limitations of Coaching Research

- Limited to primarily descriptive and anecdotal methodology
 - Self report, case studies, interviews
 - Lack of sophisticated empirical methods for investigation
- Difficulty in isolating "effects" of coaching
 - Consistent 'treatment' definition
 - Systems variables that confound findings
- Coaching is typically one part of a larger reform effort

"Coaching" or "Consultation"?

Core Characteristics of School-Based Consultation

- Indirect Service Delivery
- Relationships Mediate the Effectiveness of Services
- Dual Set of Goals
 - Remedial Services & Prevention Services

Models

- Ecological Consultation Model
 - Structured Problem-Solving (Individual & Small Group)
- Organizational & Systems Consultation Model
 - Mutual Adaptation, Stakeholder Involvement, Leadership Endorsement, Collaborative Problem-Solving System

Gutkin & Curtis, 2008

Coaching to Facilitate Rtl for Behavior and Academics

Coaching for Change

- **Coaching** or **facilitation capacity** refers to a system's ability to organize personnel and resources for prompting and encouraging local school training and implementation efforts (Sugai & Horner, 2006).
- Research indicates that new strategies and interventions are not implemented with **integrity** unless a consultant (coach) is continually involved (Lewis & Newcomer, 2002).
- Coaching has been identified as an important variable that facilitates the **generalization** of PBS related training in real world settings, such as schools (Sugai & Horner, 2006).
 - Thus, the role of the coach has been imbedded and described as desirable in many school-based systems change efforts (FL PS/RTI Project; FL RTI:B Project; SWPBS)

Coaching for Change, cont.

Within the systems-change literature, the role of the coach has been described as the following:

- Assist schools & districts in implementing functional rules, routines, & other procedures with fidelity
- Use data to guide decision-making & evaluate the effects of their efforts
- Help school set up tiered interventions of support
- Facilitate team planning and problem-solving procedures
- Provide on-going professional development & technical assistance as needed through modeling, practice, and feedback to personnel (Joyce & Showers)
- **Coaches primary function is to maintain fidelity of implementation following training (George, Kincaid, & Pollard-Sage, 2009)**

Characteristics of Effective Coaches

- **Killion & Harrison (2006)** describe 6 broad areas of characteristics of effective coaches:
 - 1) **Beliefs** (i.e., willingness to learn, passion for ongoing learning, has moral purpose [i.e., Fullan, 2010])
 - 2) **Teaching Expertise**
 - 3) **Coaching Skills** (i.e., understands & applies knowledge of adult development, communication, consultation skills)
 - 4) **Relationship Skills** (i.e., teamwork, building trusting relationships, is respected by peers);
 - 5) **Content Expertise**
 - 6) **Leadership Skills** (i.e., understands & applies knowledge about change, communicates the vision of the school, aligns works with school goals, uses data to drive decisions, engages others in developing plans for improvement, maintains productive culture).

- Coaches must hold three broad classes of talents (King et al., 2004; Kowal & Steiner, 2007):
 - Pedagogical/ Instructional Knowledge
 - Content Expertise
 - Interpersonal/ Communication/ Consultation Skills

We need an example of how or whether this translates to PBS

School Based Consultation Skills

(Curtis, Castillo, & Cohen, 2008; Gutkin & Curtis, 2008)

<h4>Interpersonal</h4> <ul style="list-style-type: none"> • Mutual Respect • Trust • Coordinate Power • Nonjudgmental • Communication Skills <ul style="list-style-type: none"> ◦ Listening ◦ Paraphrasing ◦ Summarizing ◦ Synthesizing 	<h4>Problem Solving</h4> <p>Most Models Include 4 Steps</p> <ol style="list-style-type: none"> 1. Problem Identification & Goal Setting 2. Problem Analysis 3. Strategy Development & Implementation 4. Evaluation 	<h4>Content Expertise</h4> <ul style="list-style-type: none"> • Evidence-Based Practices & Interventions • Multi-Tiered Models • Assessment & Evaluation Techniques • Evidence-Based Consultation Approaches • School/District Context & Climate Issues
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Coaches Roles & Responsibilities

Killion & Harrison (2006) describe 10 roles for school based coaches:

- 1) Resource Provider
- 2) Data Coach
- 3) Instructional Specialist
- 4) Curriculum Specialist
- 5) Classroom Supporter
- 6) Learning Facilitator (PD support)
- 7) Mentor
- 8) School Leader
- 9) Catalyst for Change
- 10) Learner

Coaches Roles & Responsibilities, cont.

- Literature suggests that the multifaceted nature of the roles and responsibilities of school-based coaches is strongly **dependent** upon school **context** (Wong & Nicotera, 2006)
- The role of the coach may **change** over time while implementing a reform effort, as schools and districts build their **capacity** (Sugai & Horner, 2006)

If Coaching is Important, Why Do We Know So Little About it?

Bringing it all together...

- Coaching to facilitate PS/RtI capacity in schools and districts requires the following components:
 - 1) Problem-Solving Facilitation Skills
 - 2) Content Knowledge
 - 3) Leadership Support
 - 4) Professional Development

1) Problem-Solving Facilitation Skills

- School-Based Consultation Activities
 - Individual consultation
 - Small group problem-solving consultation (Gutkin & Curtis, 2008)
 - Systems-level consultation (Curtis, Castillo, & Cohen, 2008)
- Consultation Skills
 - Knowledge of empirically validated consultation models/ approaches
 - Communication skills (i.e., questioning, listening, summarizing, paraphrasing, delivering, integrating, empathizing)
 - Interpersonal collaborative skills (i.e., relationship-building, trust, shared decision-making)
 - Knowledge and skills to effectively facilitate the 4-step problem-solving process

2) Content Knowledge

Instruction & Pedagogy	Systems Issues
Evidence-Based Practices for Academics & Behavior (Core, Supplemental, & Intensive)	Systems Change Literature & Stages of Concern
Classroom Management Strategies	Multi-Tiered Systems of Support
Intervention Resources	Best Practices in Professional Development
Curriculum & Instructional Routine	Policies & Procedures at State & District Level
Effective Teaming	
Data-Based Problem-Solving & Evaluation	
Treatment Acceptability, Social Validity, & Stakeholder Buy-In	

3) Leadership Support & Skill Development

- Effective and linked leadership at every level (school, district, state) is key to the success of any systemic change, and systems change staff (i.e., coaches) have full-time responsibility for guiding implementation processes and support on-site change leadership teams (Adelman & Taylor, 2007)
- Leadership must be committed to the coaching model, and ensure all educators hear the same messages (Neufeld & Roper, 2003)
- Change coaches develop the leadership skills of teachers and principals in order to address whole-school organizational improvement, facilitate reallocation and deployment of resources, and evaluate outcomes (Neufeld & Roper, 2003)

4) Professional Development

- Literature is emerging that emphasizes PD in coaching, both providing PD to others as well as receiving ongoing PD (Taylor, Moxley, Chanter, & Boulware, 2007)

Professional Development: Self

Need for Ongoing Professional Development (Neufeld & Roper, 2003; Kowal & Steiner, 2007)

- Roles must be clear, coaches must understand nature and expectations of job to be effective (Knight, 2009; Marsh et al, 2008)
- Inconsistent and unclear perceptions of roles and expectations lead to confusion and conflict among coaches, and inversely impacts the quality of the coaching practices (Rivera, Burley, & Sass, 2004)
- Coaches need to understand how to design PD specific to intended outcomes (Joyce & Showers, 2002)
- Coaches need time to develop expertise in "what" they are coaching (Borman, Feger, & Kawakami, 2006)
- PD is critical to successful coaching, especially for new coaches (Richard, 2003; Feger, Woleck, & Hickman, 2004)
- Coach PD helps to serve as a model of PD "ethos" to be spread to the school (Boorman, Feger, & Kawakami, 2006)
- Prior to developing and implementing a coaching program, districts often fail to develop a plan on how to evaluate coaches as well as the impact of coaching (Killian & Harrison, 2006)

Professional Development: Self, cont.

- School districts must be committed to ongoing PD for coaches, and the following elements of PD are essential (Neufeld & Roper, 2003):
 - 1) ensure principals & coaches understand the “big picture” & reasons for the reform effort
 - 2) develop a strong, focused coherent orientation program for new coaches
 - 3) differentiated PD for experienced v. new coaches
 - 4) PD about special populations
 - 5) consistent message with all educators
 - 6) development of “coach leaders” in a community of learners
- PD should include training and updating of necessary foundational background information for the academic area in which the coach will be providing support (i.e., reading, writing, math), along with skills involved in working with peer colleagues (Hasbrouck & Denton, 2005)

4) Professional Development (Delivery)

- Educators need adequate PD in order to obtain the skills necessary to implement any change effort (Sansosti, Teitzrow, & Noltemeyer, 2008). Examples of PD required of all educators in RII:
 - Developing and gathering data sources
 - Interpreting data
 - Matching interventions to student need
 - Presenting intervention outcomes to others
 - Engaging in problem-solving processes
- Joyce & Showers (1995) suggest 4 levels of PD: Awareness, Conceptual Understanding, Skill Acquisition, & Application of New Skills
 - Awareness – increased by didactic instruction and increases educators knowledge
 - Conceptual understanding – addressed using modeling and demonstration techniques
 - Skill acquisition – through simulated practice exercises observed and critiqued by a facilitator or coach
 - Application – reached when educator can independently and successfully apply the new concept or intervention with fidelity
- In some sites, coaches are the primary strategy for delivering PD, while in others they are just one part of a multifaceted PD process (Guskey, 1995)
- Coaches provide one-on-one PD, PD in small groups, as well as whole-school or district/ regional PD (Borman, Feger, & Kawakami, 2006)

Toward an Integrated Model

RtI for Behavior and Academics

Florida’s Inter-Project Collaborative

- Florida’s Positive Behavior Support Project: Response to Intervention for Behavior (FLPBS/ RtI:B)
 - <http://flpbs.fmhi.usf.edu/>
- Florida’s Problem-Solving & Response to Intervention Project (FL PS/RtI)
 - <http://floridarti.usf.edu/index.html>
- Relationship with Florida DoE
- Federal/State funded
- Common Goals/Mission/Vision
- Emphasis on unification of practices to solve any kind of student or system problem

Our Vision

“The collaborative vision of the Florida Problem-Solving/Response to Intervention (FL PS/RtI) and the Florida Positive Behavior Support/Response to Intervention for Behavior (FLPBS/RtI:B) Projects is to:

- Enhance the *capacity* of all Florida school districts to successfully implement and sustain a *multi-tiered system* of student supports with *fidelity* in every school;
- *Accelerate and maximize student academic and social-emotional outcomes* through the application of *data-based problem solving* utilized by *effective leadership* at all levels of the educational system;
- Inform the *development, implementation, and ongoing evaluation* of an *integrated, aligned, and sustainable system of service delivery* that prepares all students for *post-secondary education and/or successful employment within our global society.*”

Integrated Coaching Definition

Coaching (v.): a set of activities that provide dynamic support and facilitation to develop the capacity of school/district leadership teams to implement MTSS aligned with the school/district improvement plan in order to enhance student outcomes.

Tenets include:

- Not necessarily a person, but a set of activities/skills
- There are some essential skills sets required of the leadership team to support & complete the activities

Where We're Going

- Coaching Model is just one element
- Also collaborating on:
- Integrated...
 - Program Evaluation models
 - K-12 models
 - Leadership/Teaming models
 - Data-based Problem-solving

Coaching Components

Organizational Coaching

Florida's Change Model

Coaching Components across phases of implementing MTSS

Phases of Change

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Coaching Skill Sets by Component

Potential Categories of Skills

- Problem-Solving Facilitation
- Team Facilitation & Support
- Professional Development/Training
- Interpersonal/Communication
- Individual, Group, and Systems Problem-Solving Consultation
- Data Collection and Analysis
- Evaluation Tools and Process
- Systems Change Process
- Content knowledge – Reading, Behavior, Math

From Skills to Training

- Develop model for direct and web-training
- Inter-project skills training
- Collaborative teams
- Assessment of skill needs at district level
- Provision of training
 - Awareness to application, build district capacity, self-assessment, observation & evaluation

Research Agenda

Possible questions to pursue:

- Are there generic skill sets that make for effective “coaching”?
- Can we train for a generic “coaching” repertoire and supplement content knowledge?
- Does the skill set remain the same across tiers and implementation levels? If not, how does it change?
- How can we effectively evaluate “coaching” skill sets and/or activities?
- How does “coaching” relate to academic and behavioral student outcomes?

Contact Information

- Amanda March, S.S.P., NCSP
 - amarch@usf.edu
- Don Kincaid, Ed. D.
 - kincaid@usf.edu
- Florida Positive Behavior Support Project/Response to Intervention for Behavior (PBS/RtI:B): <http://flpbs.fmhi.usf.edu/>
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