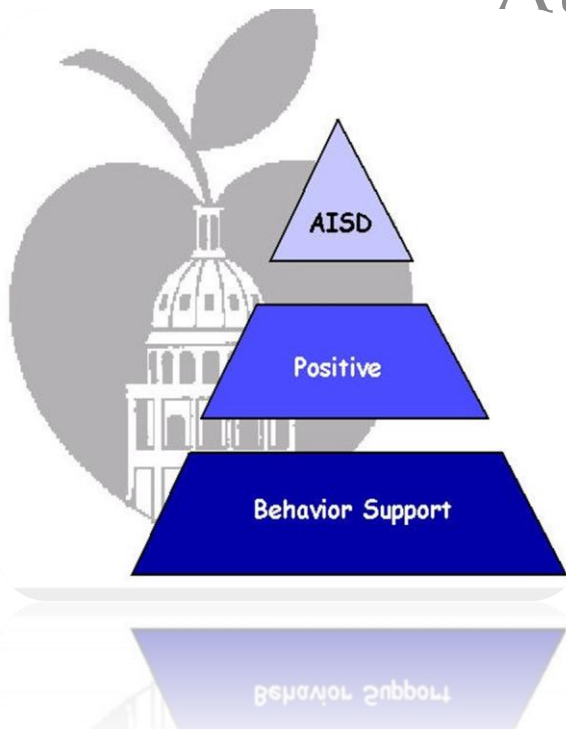


How to Structure District Coaching Support to Ensure Maximum Effectiveness of Implementation

Jane Nethercut

PBS Administrative Supervisor
Austin Independent School District
(AISD)



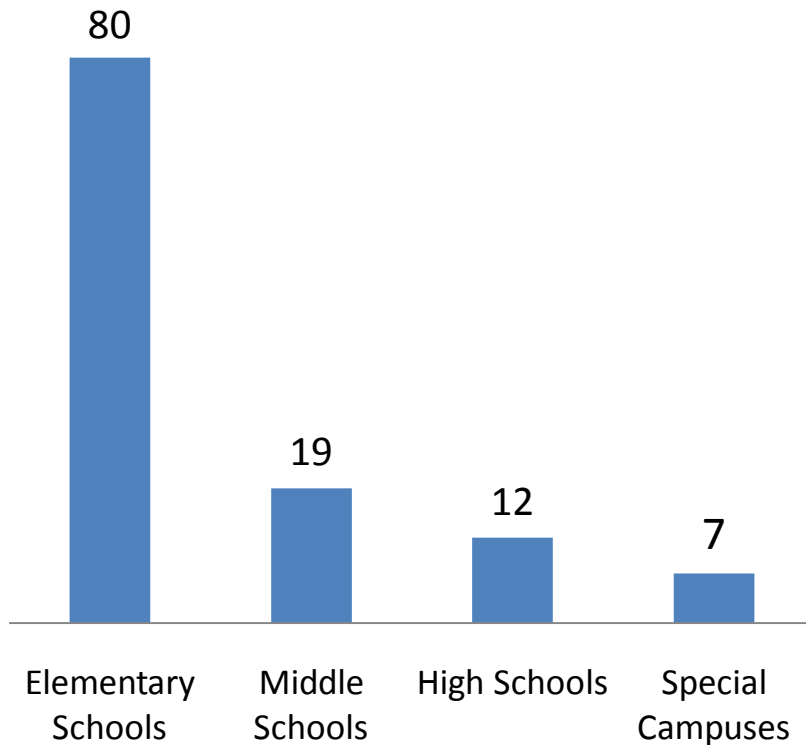
*Presented at the 7th International Conference on
Positive Behavior Support*

March 26, 2010

St. Louis, Missouri

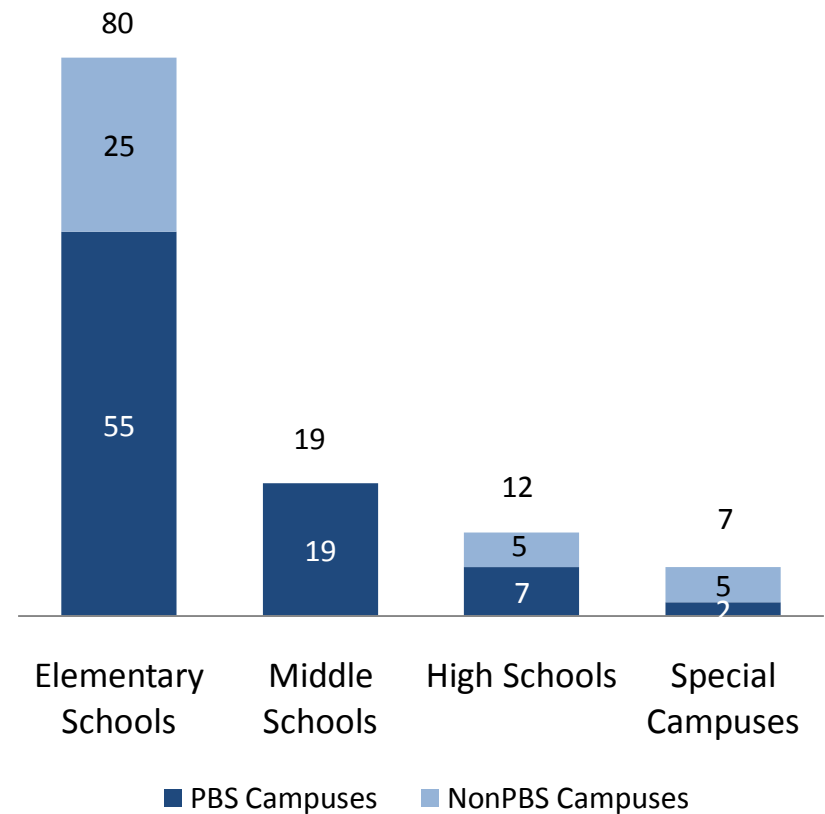
Austin ISD Schools

118 schools



Values indicate number of schools

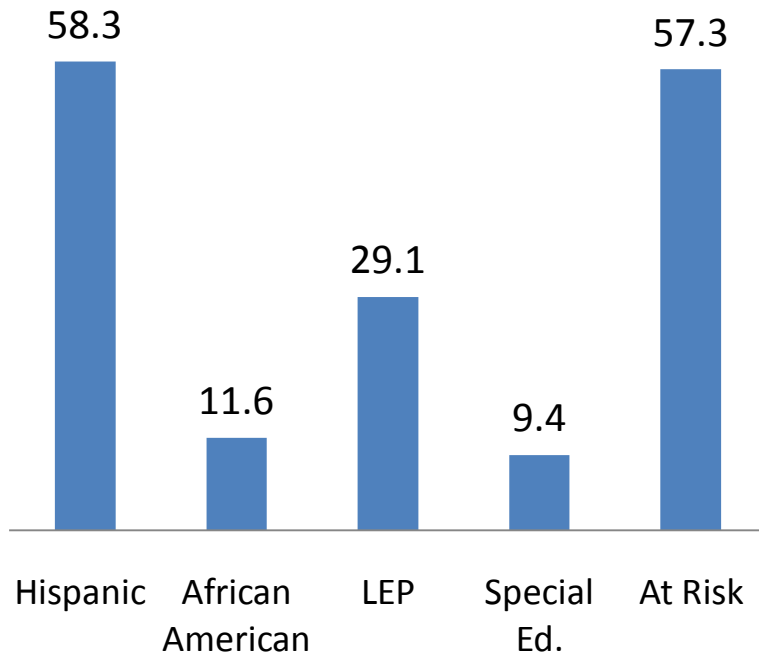
83 PBS schools



Values indicate number of school

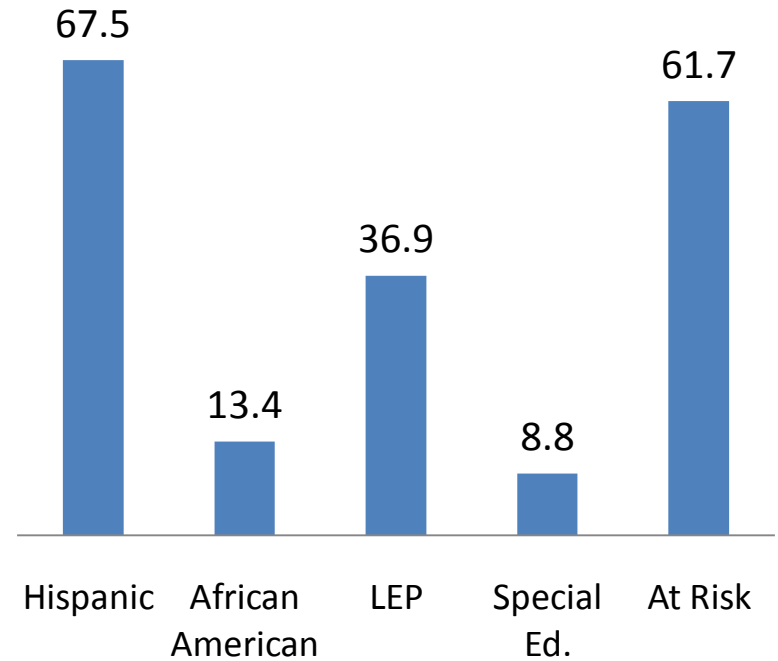
Austin ISD Demographics

Entire District



Values indicate percentage of students

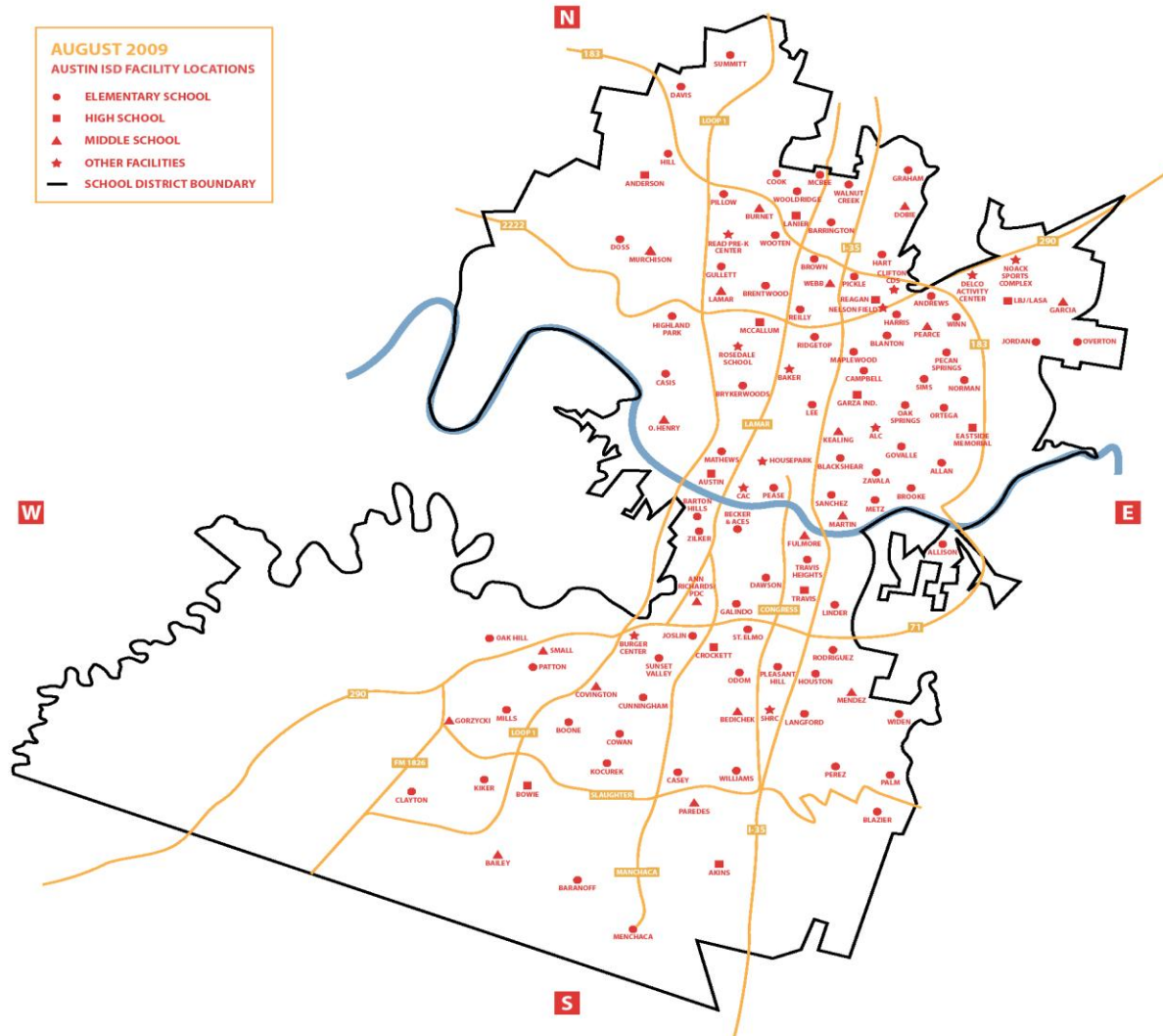
PBS Schools



Values indicate percentage of students

Organization of Schools

AUSTIN ISD FACILITY LOCATIONS



School Characteristics By Geographical Zone

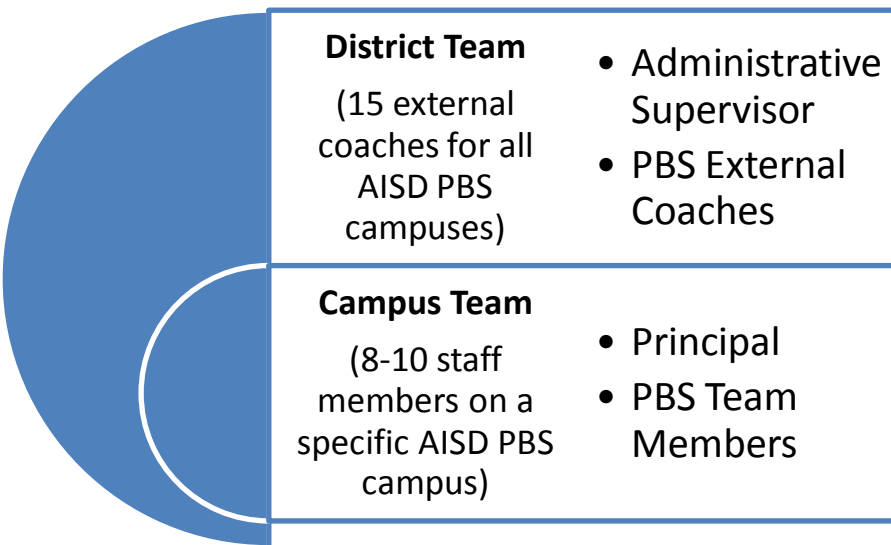
	Zone A	Zone B	Zone C	Zone D	Zone E
Student Characteristics					
% African American	9.52	7.71	12.61	27.01	10.51
% Hispanic	78.65	52.97	68.21	70.07	66.87
% SPED	8.31	9.33	8.2	9.89	8.43
% At Risk	64.84	44.43	59.36	74.66	65.99
Staff Characteristics					
Avg. Teacher Tenure	6.94	9.74	7.23	6.44	7.26
Avg. Yrs of Experience	9.6	12.75	9.58	9.48	9.59
School Ratings (number of schools)					
Exemplary	-	4	2	2	2
Recognized	6	6	2	4	4
Academically Acceptable	10	6	11	6	7
Academically Unacceptable	1		1	2	2

Why Restructure?

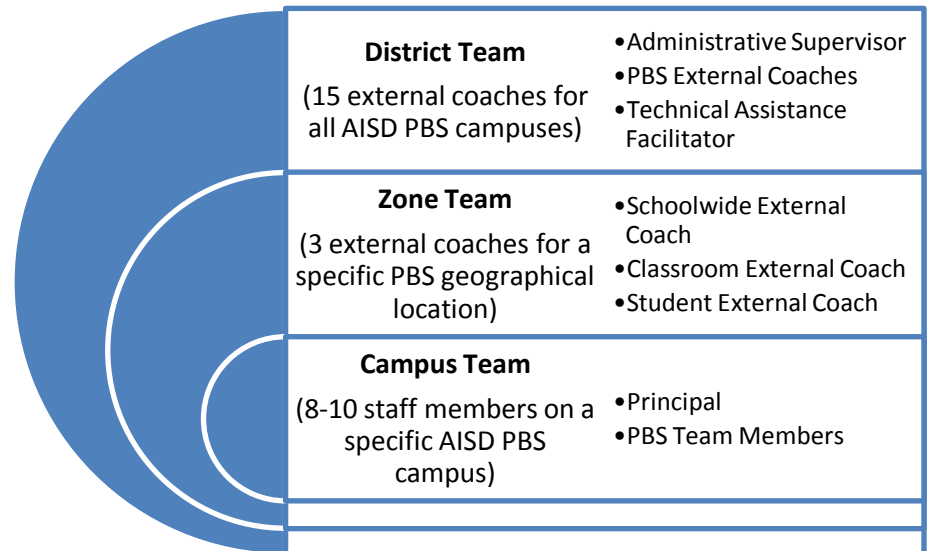
- AISD Facts
 - Increase in the number of schools implementing PBS
 - Alignment of campuses in vertical teams (geographical zones)
 - Expansion of PBS to all three levels of the triangle
- Implications for Coaching
 - Increased coaching load
 - Need to align PBS efforts across vertical teams
 - Differing expertise across the three PBS levels



What Does It Look Like

- Traditional Coaching Model (Before 09-10)



- Restructured Coaching Model



PBS Staff Structures 	 School Wide Focus Group	Classroom Focus Group	Student Focus Group
Zone 1 Team	Coach 1	Coach 2	Coach 3
Zone 2 Team	Coach 4	Coach 5	Coach 6
Zone 3 Team	Coach 7	Coach 8	Coach 9
Zone 4 Team	Coach 10	Coach 11	Coach 12
Zone 5 Team	Coach 13	Coach 14	Coach 15

Coaching Responsibilities

- One coach from each zone team serves as the coordinator for a campus
- Functions of the coordinator
 - Work with the PBS team to establish and achieve campus PBS goals
 - Work with the PBS team and staff to implement PBS systems with fidelity
 - Review data trends to identify issues at each level of intervention
 - Review campus needs and facilitate access to training and other resources
 - Coordinate data collection for formative and summative evaluation

Consulting Responsibilities At Each Level

- Schoolwide level coach for
 - Active Supervision Training/PD
 - Increasing the 3:1 ratio in common area
 - Working on referrals coming from a particular common area
 - Increased support at the schoolwide level
 - Safety issues
 - Data based decision making to determine needs and resources at the schoolwide level

Consulting Responsibilities At Each Level

- Classroom level coach for
 - Classroom Management Training/Other PD
 - Working on classroom management issues identified by observation data
 - Individual classroom observations/support plans
 - Consultation requests from teachers/administrators
 - Book studies with targeted teacher groups
 - Data based decision making to determine needs and resources at the classroom level

Consulting Responsibilities At Each Level

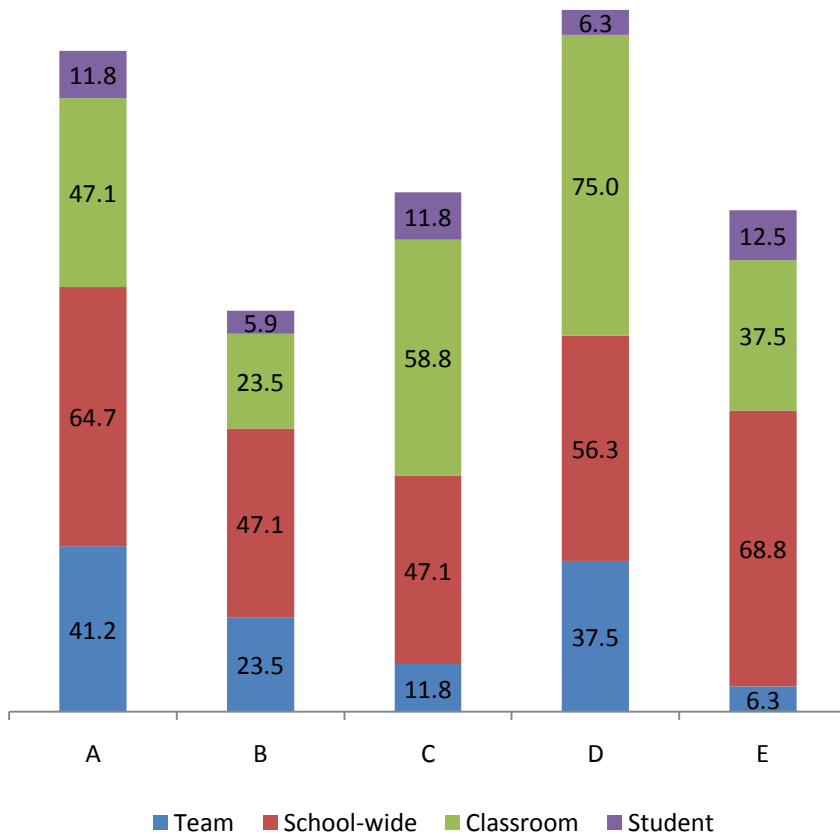
- Student level coach for
 - CAPTURE/Other PD
 - Working on student issues identified by observation data
 - Individual student observations/support plans
 - Consultation requests from teachers/administrators
 - Collaboration with existing campus-based intensive needs resources (IMPACT, SPED and GenEd Behavior Specialists)
 - Access to mental health and other wraparound services

How Does a Zone Team Coordinate Services?

- Service coordination priorities determined as an entire district team
- Service coordination priorities serve as guidelines for individual zone teams
- Each zone team determines their training and support needs through weekly zone team meetings
- Coordination is flexible within zones

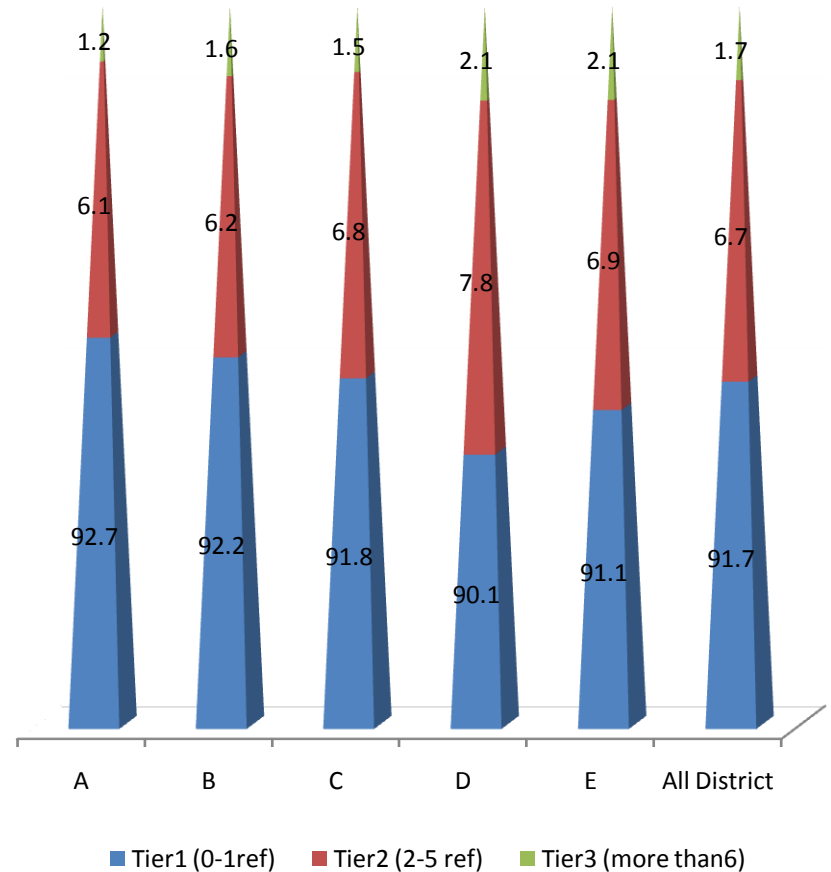
Using Data to Set Priorities

Systems Identified for PBS Goals



Values indicate percentage of schools

Discipline Data



Values indicate percentage of students

How Do We Maintain Fidelity?

- Centralized zone training
- Goal setting process
- Service Coordination and Planning Tool
- AISD PBS Benchmark Tool

Goal Setting Process

Goal:	
Data Indicators for Evidence of Need:	Concerns:
PBS System Impacted:	System Structures to be Addressed:
Action Steps:	
Data Indicators for Evidence of Progress:	

Centralized Zone Training

- Training on common topics across all PBS campuses
 - Training on 'Team Systems' in January
 - Training on 'Sustaining Momentum and Planning for Next Year' in April/May
- Training manuals to ensure access to same information
 - Volume 1: Introduction to PBS
 - Volume 2: Team Systems
 - Volume 3: Schoolwide Systems
 - Volume 4: Classroom Systems
 - Volume 5: Student Systems

Service Coordination and Planning Tool

January-April

Campus Name: _____

Coach: _____

Service Coordination for This Quarter: 1) Campus Check-in 2) Training 3) Action Planning 4) Data Collection

Activity

Check-in with campus team/administrator
 Schedule observations for April/May
 Zone training on team systems
 Update CAPT
 Provide strategies to sustain momentum during TAKS
 Complete observations
 Assess campus readiness for PBS 2010-2011

Tools/Materials to use

Campus report, schedule of team meetings, one pager on how to understand campus report
 Campus schedule for TAKS, etc
 Team systems talking points, Team systems training manual, PBS benchmark tool
 CAPT –team systems, focus area
 Strategies from shared drive, expectations for TAKS
 Common area observations, Multiple classroom observations
 Readiness materials, staff survey, finalized MOU for 2010-2011

Data Collection

CAPT
 PBS Benchmark Tool
 Observations

What is Due?

Team systems, systems corresponding to the goal
 Benchmark Tool
 Common area (due April 30th), MCO (due May 14th)

January

February

March

April

Service Delivery Related to Action Plan

- Action planning for goal setting
- Identify staff development sessions to share strategies during TAKS, gauge staff readiness for 2010-2011

Service Delivery Unrelated to Action Plan

- Coaching requests
- Assess effectiveness of individual coaching requests (consider using CAPT student page)

To do: campus report (Feb3), one pager for campus report (Feb 3), strategies for TAKS (Feb), complete district coach training on observation tools (Feb)

AISD PBS Benchmark Tool

- Measures fidelity across four PBS systems- Team, Schoolwide, Classroom, Student
- Measures level of implementation for essential structures within each system
- Allows for comparison across all campuses overall, and for each individual system

AISD PBS Benchmark Tool

To complete this instrument, circle the rating category that is most appropriate for the item. You can also fill out the final rating for each item in the 'score' column. On occasion, you may utilize data other than that listed in the 'source' column to score particular items. Please list information about the data/evidence that you used in the 'notes' section of that item.

4= Advanced, 3= Intermediate, 2= Beginning, 1=Planning/Training, 0= No Action, N/A= Not Applicable

Scale	Item	Advanced	Intermediate	Beginning	Planning	No Action
Team Systems	1. Campus team represents all appropriate stakeholders	4	3	2	1	0
	2. Campus team has clearly defined roles	4	3	2		0
	3. Campus team has administrative support	4	3	2		0
	4. Campus team schedules PBS team meetings	4	3	2	1	0
	5. Team meeting minutes/ agendas are developed regularly	4		2		0
	6. CAPT is used as a planning tool	4	3	2	1	0
	7. Campus staff are trained in accessing SASI/DEEDS	4	3	2	1	0
	8. Campus team identifies, plans and schedules training needs	4	3	2	1	0
	9. Campus team shares PBS relevant information with stakeholders	4	3	2		0
	10. There is a plan to train staff on PBS	4		2		0
	11. Campus team reviews multiple data sources to determine need for intervention	4	3	2	1	0
School wide Systems	12. School wide structures are in place	4	3	2	1	0
	13. Campus has established common attention signals	4	3	2	1	0
	14. Campus establishes a system for acknowledging expected student behaviors	4	3	2	1	0
	15. Campus establishes a reinforcement system for expected adult behaviors	4	3	2	1	0
	16. Campus team develops lesson plans and schedule for teaching expectations, guidelines for success	4	3	2	1	0
	17. External coach trains campus staff to conduct required common area observation	4	3	2	1	0
	18. Campus team identifies, plans and schedules training needs at the school wide level	4	3	2	1	0
	19. Campus PBS team uses data to determine need for school wide intervention	4	3	2		0
Classroom Systems	20. Guidelines for success are integrated in classroom settings	4		2		0
	21. Classroom management plans are collected regularly	4		2		0
	22. Classroom management structures are in place	4	3	2	1	0
	23. External coach trains campus staff to conduct required multiple classroom observation	4	3	2	1	0
	24. Campus team identifies, plans and schedules training needs at the classroom level	4	3	2	1	0
	25. Campus PBS team uses data to determine need for classroom intervention	4	3	2		0
Individual Student Systems	26. Campus Team facilitates access to on-campus student support services	4	3	2	1	0
	27. Campus Team facilitates access to district and community student support services	4	3	2	1	0
	28. Campus staff conduct student behavior observations and support teachers in developing interventions for individual students	4	3	2	1	0
	29. Student data and intervention strategies are shared with IMPACT and other student support service teams	4				0
	30. Campus team identifies, plans and schedules training needs at the student level	4	3	2	1	0

PBS Quarterly Campus Report

- Provides implementation status on system on which goal is based
- Provides status of outcomes within a particular system
- Summarizes campus priorities
- Allows comparison of team systems status across all PBS schools

Campus Implementation Report

Campus: _____

Quarter: _____

PBS Goal :		PBS System Addressed:													
School wide Systems	Implementation Progress	Implementation Priorities	Indicators of Success												
	<table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Implementation Progress Data for School wide Systems</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>25.0%</td> </tr> <tr> <td>Intermediate</td> <td>25.0%</td> </tr> <tr> <td>Beginning</td> <td></td> </tr> <tr> <td>Planning</td> <td>50.0%</td> </tr> <tr> <td>No Action</td> <td></td> </tr> </tbody> </table>	Level	Percentage	Advanced	25.0%	Intermediate	25.0%	Beginning		Planning	50.0%	No Action		<ul style="list-style-type: none"> Post common area expectations for all areas Establish staff expectations Review lessons for teaching expectations Train campus staff on common area expectations 	<p>% of students with a referral: _____</p> <p>% of referrals in the common area: _____</p> <p>Other: _____</p>
	Level	Percentage													
Advanced	25.0%														
Intermediate	25.0%														
Beginning															
Planning	50.0%														
No Action															
Source	<p>AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of <i>activities</i> that are in each level of implementation within the <i>school wide system</i></p>		<p>AISD Campus Assessment and Planning Tool (completed by campus with/out external coach). The column lists which activities campus teams have identified as priorities to improve their capacity within the <i>school wide system</i></p> <p>AISD Discipline Records</p>												
Classroom Systems	Implementation Progress	Implementation Priorities	Indicators of Success												
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	Level	Percentage													
Advanced	25.0%														
Intermediate	25.0%														
Beginning															
Planning	50.0%														
No Action															
Source	<p>AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of <i>activities</i> that are in each level of implementation within the <i>classroom system</i></p>		<p>AISD Campus Assessment and Planning Tool (completed by campus with/out external coach). The column lists which activities campus teams have identified as priorities to improve their capacity within the <i>classroom system</i></p> <p>AISD Discipline Records</p>												

Questions