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

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

Critical Components of MTSS

- Data Evaluation
- Communication & Collaboration
- Capacity Building Infrastructure
- Problem Solving Process
- Multiple Tiers of Instruction & Intervention

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.

Reflection Journal

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

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

Leadership + Coaching

<table>
<thead>
<tr>
<th>Leadership Characteristics</th>
<th>Coaching Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision, focus, consistent message of implementation</td>
<td>Effective interpersonal communication</td>
</tr>
<tr>
<td>Focus on schools</td>
<td>Data-based problem-solving</td>
</tr>
<tr>
<td>Relationships based on respect &amp; shared responsibility</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td>Expert problem-solving</td>
<td>– Org. Change</td>
</tr>
<tr>
<td>Investment in PD</td>
<td>– Integrated multi-tiered system</td>
</tr>
</tbody>
</table>

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

Systems Coaching Resources

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

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)

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

Leadership Change

Learning Forward, 2012
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.cendar.org

PBIS and Systems Coaching

Examples of Leadership & Systems Coaching in Practice

“Leadership and learning are indispensable to each other.” – John Fitzgerald Kennedy

PBIS & Systems Coaching Crosswalk

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
9. Team Facilitation
10. Support leadership
11. Provide PD
12. Evaluate impacts
Leadership/Coaching in Daily Work

Scenario 1

Project Personnel

Demonstration of Leadership/Coaching Characteristics

District Personnel

Demonstration of Leadership/Coaching Characteristics

We shared a leadership model stressing the leadership actions that are empirically linked to improved student outcomes.

The leadership model resonated with DLT so they assigned themselves the task of reading the expanded version and scheduled a meeting to discuss it.

They realized the importance of setting clear district expectations for their stakeholders in school leadership.

They created and distributed a written document clearly defining:

- The district mission and vision
- 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.
- 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.

Roles and responsibilities of the DLT and SBLT when engaging in SGPPS (Facilitator, recorder, timekeeper, etc.)

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-standards

Questions?

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
Thank you

- Jayna Jenkins
  - jayna@usf.edu
- Clark Dorman
  - Dorman@usf.edu
- Amanda March
  - amarch@usf.edu