

**Coaching PBIS Teams:
Annual Planning for
External Coaches
(Tiers 1, 2, & 3)**

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Springfield Public Schools
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Session 12 Objectives

- Become familiar with the ECYAAG tool
- Understand purpose of individual evaluation tools
- Provide strategies for using evaluation tools and timelines to support district teams
- Data analysis
- Action planning

External Coach Job Description

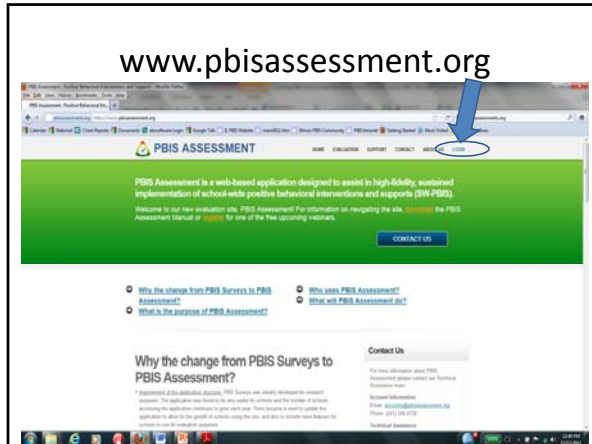
1) Qualifications
The External Coach coordinates and leads district teams through the process of establishing and maintaining the implementation of school-wide positive behavior support systems. The External Coach has full training and direct work sites and responsibilities:
1. Qualifications and working with external sites
2. Specific knowledge and skills
 a. Working knowledge of PBIS
 b. Data collection and use of data for decision making and decision making fluency with data collection tools
 c. Understanding of school improvement
 d. Understanding of school improvement
 e. Understanding of school improvement (e.g. School Profile Tool or Tier 1/2/3 assessment tool)
 f. Understanding of school improvement (e.g. School Profile Tool or Tier 1/2/3 assessment tool)
 g. Understanding of school improvement (e.g. School Profile Tool or Tier 1/2/3 assessment tool)
 h. Understanding of school improvement (e.g. School Profile Tool or Tier 1/2/3 assessment tool)
3. Ability to support three or more schools and a not on staff at those buildings
 a. District-level training, monitoring and facilitating staff development activities
 b. Other qualifications as deemed necessary

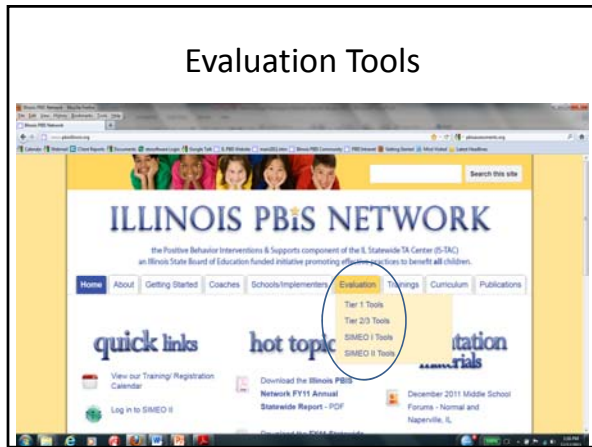
2) Objectives
Provide coordination and leadership for team and action plan implementation.
 1. Facilitate PBIS implementation in District Leadership Team meetings in collaboration with District PBIS Administrator
 2. Facilitate assessment and monitoring of District Leadership Team implementation and Action Plan
 3. Facilitate implementation of external Coaches training
 4. Coordinate efforts with District PBIS Administrator

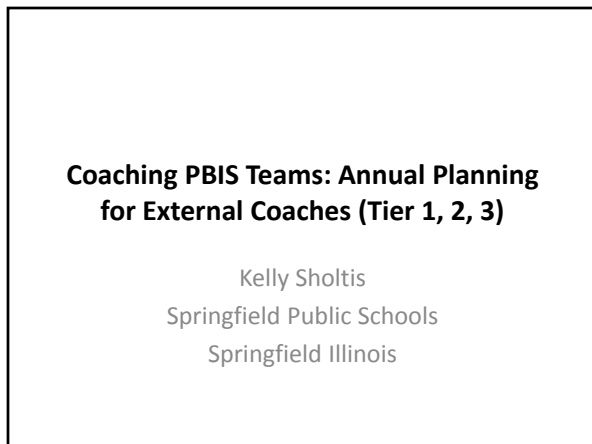
3) Evaluation
 1. Facilitate the collection, aggregation and utilization of data for decision making.
 2. Facilitate establishment of data collection systems.
 3. Collect data from each school.
 4. Collaborate with TAC for data around PBIS Assessments, Pof, School Profile Tool & SWIS data.
 5. Aggregate data district-wide.
 6. Utilize data for decision-making with Internal Coaches, District Leadership Team and Governing Board

4) Technical Assistance
Provide technical assistance to district and building teams regarding:
 a. Data for implementation
 b. Tier 1/2/3 implementation (data-based decision making, meeting schedules, communication with school staff and administrative systems, new team structure, school-based presentations, etc.)
 c. Consultation on classroom management

5) Training
Identify training needs, arrange training experiences, and develop internal training capacity.
 1. Develop training plan for district
 2. Develop training plan for district
 3. Develop training plan for district
 4. Develop training plan for district
 5. Develop training plan for district
 6. Develop training plan for district







So Many Tools? How Do I Know What To Use?

- MAP
- School Profile
- BOQ
- POI
- SET
- SAS
- DPR
- Tracking Tool

Take A Look At Some Data

	08-09	09-10	10-11
All	32	36	36
BOQ/EP	35	36	37
POI	32	35	34
SET	32	33	32
SAS	32	33	32
DPR	32	33	32
Tracking Tool	32	33	32

	08-09	09-10	10-11
Class in Charge Self-Check	32	36	36
Local Academic Instructional Support (LAIS)	32	36	36
Quality in Charge Self-Check with Instructional Focus	32	36	36
Functional Behavior Assessment (FBA)	32	36	36
Map	32	36	36

	08-09	09-10	10-11
All	32	36	36
BOQ/EP	35	36	37
POI	32	35	34
SET	32	33	32
SAS	32	33	32
DPR	32	33	32
Tracking Tool	32	33	32

	08-09	09-10	10-11
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Quality in Charge Self-Check with Instructional Focus	32	36	36
Functional Behavior Assessment (FBA)	32	36	36
Map	32	36	36

First Prev 1 Next Last

Self-Assessment Survey Total Score

Carl Sandburg Elementary School
NCES ID: 173708003836
Springfield, Illinois

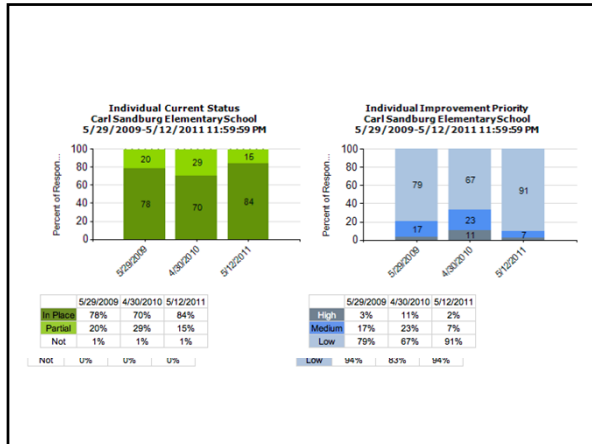
Springfield Public School District #186
NCES ID: 1737080

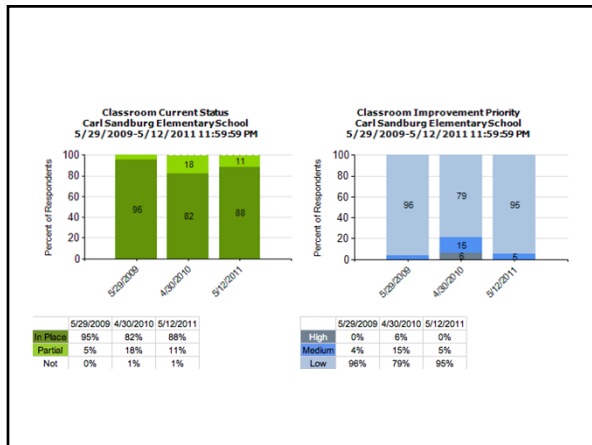
School-Wide Current Status
Carl Sandburg Elementary School
5/29/2009-5/12/2011 11:59:59 PM

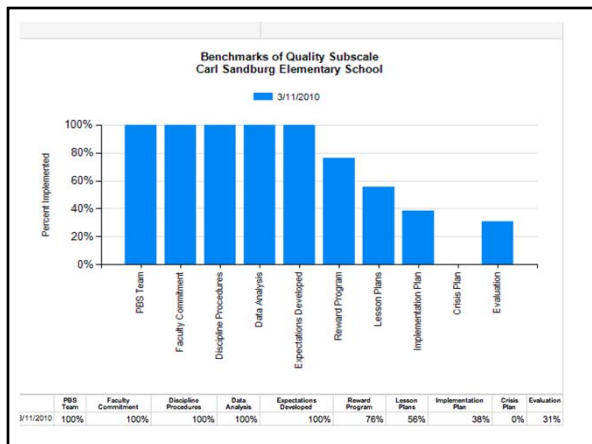
	5/29/2009	4/30/2010	5/12/2011
In Place	93%	92%	97%
Partial	7%	8%	3%
Not	0%	0%	0%

School-Wide Improvement Priority
Carl Sandburg Elementary School
5/29/2009-5/12/2011 11:59:59 PM

	5/29/2009	4/30/2010	5/12/2011
High	0%	2%	0%
Medium	6%	6%	4%
Low	94%	92%	96%







Begin With The End In Mind

The Recognition Process

- Start Up
- Emerging
- Implementing
- Fully Implementing
- Exemplar

School Recognition Application, 2010-11 School Year
"FULLY IMPLEMENTING" LEVEL OF PBS IMPLEMENTATION

Fully Implementing - Submission:
Complete information on all implementation components, including Level Indicators, and include the Supervisor for each Tracking tool submission.

Fully Implementing - Requirements:
- Complete and submit the Illinois PBS Network Phase of Implementation (POI) Rubric at least once each year for all implementation and tracking components.
- Submit complete PBS implementation for all of the most recent POI Rubric at the Illinois Network for Behavioral Health, Level 1, and the Elementary/High School and the Middle/Junior High School.
- Meet the following requirements:

- Use the Tracking Tools (TTs)
- Use the Community Involvement Tracking Tool
- Use the Community Support Tracking Tool
- Meet the requirements of Quality (BQI), or score 90% on the School-wide Evaluation of Quality (SQE)
- Complete the Self-Assessment Survey (SAS)
- Complete the Illinois PBS School Profile Tool

INSTRUCTIONS:
1. To be considered for recognition, complete all fields on this application with your school's information.
2. All required supporting documentation for your school indicated on this application must be completed and included in the application.
3. Submit all completed information by May 26, 2011, to Illinois PBS Network at 303 N. LaSalle St., Suite 4, Chicago Park, IL 60632.

School Name: _____
 School Name and Number: _____
 Principal: _____
 School Address: _____
 School District: _____
 PBS Network Technical Assistance Coordinator: _____

Requirement	Documentation
1. <input type="checkbox"/> The Community Plan is up to date.	Documentation: Fully implementing level, all criteria in the following phases must be implemented: <ul style="list-style-type: none"> - The Community Plan - The Tracking Tools
2. <input type="checkbox"/> The State of the Network is current.	Documentation: Fully implementing level, all criteria in the following phases must be implemented: <ul style="list-style-type: none"> - The State of the Network - The Tracking Tools
3. <input type="checkbox"/> A copy of the school's Self-Assessment Survey (SAS) is submitted.	Documentation: Fully implementing level, all criteria in the following phases must be implemented: <ul style="list-style-type: none"> - The Community Plan - The Tracking Tools - The Self-Assessment Survey (SAS)
4. <input type="checkbox"/> The school's Quality (BQI) score is 90% or higher.	Documentation: Fully implementing level, all criteria in the following phases must be implemented: <ul style="list-style-type: none"> - The Community Plan - The Tracking Tools - The Quality (BQI) score
5. <input type="checkbox"/> The school's Self-Assessment Survey (SAS) score is 90% or higher.	Documentation: Fully implementing level, all criteria in the following phases must be implemented: <ul style="list-style-type: none"> - The Community Plan - The Tracking Tools - The Self-Assessment Survey (SAS)
6. <input type="checkbox"/> The school's Self-Assessment Survey (SAS) score is 90% or higher.	Documentation: Fully implementing level, all criteria in the following phases must be implemented: <ul style="list-style-type: none"> - The Community Plan - The Tracking Tools - The Self-Assessment Survey (SAS)

School Representative's Signature: _____
 Date: _____
 School Representative: _____
 School Representative Title: _____
 Signature: _____
 Date: _____
 Signature: _____
 Date: _____

Fully Implementing moving to Exemplar

Evaluation Plan

School Sandburg Date 2011/2012

Measure	Year One				Year Two				Year Three			
	Fall	Winter	Spring	Sum	Fall	Winter	Spring	Sum	Fall	Winter	Spring	Sum
BOQ			X				X				X	
POI			X				X				X	
Tracking Tool		X	X			X	X			X	X	
MAP	X	X	X	X	X	X	X	X	X	X	X	X
SAS			X				X				X	
School Profile Tool	X	X	X	X	X	X	X	X	X	X	X	X
Additional Data Needed For Recognition	DPR				DPR				DPR			
					AYP data Discipline Data (2 years)				AYP data Discipline Data (2 years)			

Create a SMART Goal

- Specific
- Measurable
- Attainable
- Relevant
- Timley

**Monitoring Progress Toward Our Goal
Action Plan**

Team: Sandburg PBIS Date: 2011-2011

Internal SMART Goal: 100% of Sandburg Students will be able to answer three basic questions about the building SMART behavior expectations. SMART stands for "Stop, Walk Away and Talk to an Adult". The PBIS based Anti-Bullying Curriculum being implemented at Sandburg this year.

Communication Plan: This goal and progress towards will be shared with staff through PBIS meeting minutes and "share out" process". It will also be included in a weekly email, and posted on the staff information portion of the webpage. This will include a graph.

Learn Together	Monitor Progress	Share Successes
What do we need to know? What resources do we need? Who needs to be involved?	How will we measure our goal? What student work will we look at? How will we hold each other accountable?	How will we communicate our success with the staff? With families? With students?
We need to know how if our behavior lesson plans are teaching all students the SMART behavior expectations.	We will survey one teacher in each grade level at the end of each week, listing student numbers	Weekly emails sent to staff with 1c. Regular items on Tier 1 PBIS Agenda Regular "share out" from Tier 1 PBIS meeting Graph displayed on website.
begin teaching expectations and student survey each week end of school.	Turntable at the end of each week beginning each week end of school.	Turntable Weekly emails, monthly PBIS meeting, monthly posting of graph on website.

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Northwestern University
Working Together to Advance Outstanding Results

Create An Action Plan

Notes: Use one action plan to coordinate all of the building's PBIS implementation steps. This is a sample format; others can be used for the same purpose. Sources of actions steps come from trainings, as well as tools such as BxQ, Pti, SAS, SSS, School Profile, etc.

Tier/Topic	Evidence/Data that identifies Need	Next Steps		
		Action	Who?	When?

External Coach

1. Qualifications
The External Coach understands and leads district teams through the process of establishing and implementing operational or behavioral public behavior support systems. The External Coach has the following and district level roles and responsibilities:

1. Establish and implement operational or behavioral PBIS, school improvement, and learner readiness initiatives.
2. Identify knowledge and skills:
 - a. Understand operational or behavioral PBIS
 - b. Understand operational or behavioral PBIS
 - c. Understand operational or behavioral PBIS
 - d. Understand operational or behavioral PBIS
 - e. Understand operational or behavioral PBIS
3. Ability to establish, coordinate, and facilitate a role on staff at district level
4. Coordinate, monitor, coordinate, and facilitate staff development activities
5. Other qualifications as required by the district

2. Responsibilities
The External Coach is responsible for the following:
1. Coordinate PBIS efforts at district level
2. Coordinate PBIS efforts at school level
3. Coordinate PBIS efforts at classroom level
4. Coordinate PBIS efforts at individual level
5. Coordinate PBIS efforts at individual level

3. Roles
The External Coach is responsible for the following:
1. Coordinate PBIS efforts at district level
2. Coordinate PBIS efforts at school level
3. Coordinate PBIS efforts at classroom level
4. Coordinate PBIS efforts at individual level
5. Coordinate PBIS efforts at individual level

4. Technical Assistance
Provide technical assistance to district and building teams regarding:
1. Operational or behavioral PBIS
2. Operational or behavioral PBIS
3. Operational or behavioral PBIS
4. Operational or behavioral PBIS
5. Operational or behavioral PBIS

Training

- Assess training needs, arrange training experiences and develop internal training capacity
- Develop and complete PBIS training needs assessment
- Develop training plan for district
- Actively participate in all appropriate PBIS trainings
- Organize district for trainings and conferences
- Participate in and present at PBIS conferences and forums
- Develop internal training capacity
- Provide appropriate school-based trainings with TAC

Accessing Training www.pbisillinois.org

The screenshot shows the homepage of the Illinois PBIS Network. At the top, there is a search bar and a navigation menu with tabs for Home, About, Getting Started, Coaches, Schools/Implementers, Evaluation, Trainings, Curriculum, and Publications. Below the navigation, there are three main sections: 'quick links' with a 'View our Trainings! Registration Calendar' button, 'hot topics' with a 'Download the Illinois PBIS Network 2011 Annual Statewide Report - PDF' button, and 'presentation materials' with a 'December 2011 Middle School Forums - Normal and Naperville, IL' button. A blue arrow points to the 'Trainings' tab in the navigation menu.

Trainings for External Coaches

The first screenshot shows a table of training listings. The table has columns for 'Series', 'Title', 'Date', 'Time', and 'Location'. It lists several training sessions, including 'Secondary Systems Self-Assessment', 'School Profile Tool', 'District and Building Requirements of PBIS', and 'PBIS Planning'.

Series	Title	Date	Time	Location
External (Only) Coaches Series	The External Coach: Core Knowledge and Self-Assessment	1/10	10:00am	Illinois
External (Only) Coaches Series	The External Coach: Team and Implementation	1/10	10:00am	Illinois
External (Only) Coaches Series	Classroom Implementation	1/10	10:00am	Illinois
External (Only) Coaches Series	The External Coach: The Core of the Data System and Progress	1/10	10:00am	Illinois
External (Only) Coaches Series	The External Coach: The Core of the Classroom Coaching Skills	1/10	10:00am	Illinois

The second screenshot shows the details for the training 'The External Coach: Core Knowledge and Self-Assessment'. It includes a 'Prerequisite' section (Implementation Report and Self-Assessment), a 'Content' section (An External Coach understands and leads district teams through the process of establishing and maintaining the implementation of public behavior support systems...), and a 'Who should attend?' section (All External Coaches).

Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions

Contact Us

- Kelly Sholtis, External Coach,
Springfield Public Schools
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- Ann Penicook, Technical Assistance
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