Workforce Alignment and Coaching System

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Acknowledgments

The content for this training day was developed based on the work of:

- Center on Positive Behavioral Interventions and Supports (PBIS)

- Midwest PBIS Network, Center for Social Behavioral Support

- Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide

- MiMTSS TA Center: District Implementation Team Series

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share "air-time"
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

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Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training.

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders.

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities).

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward

- Recorder: keep written documentation of key discussion points, decisions, and next steps

- Time Keeper: keep track of time and bring the team back together

Purpose

This session defines how to allocate resources and examines workforce capacity to properly staff an integrated PBIS, SEL and SBMH system. The development and use of a district/community coaching system, and recruitment and selection of SLTs and coaches will also be identified.

Intended Outcomes

- Explore ways to properly staff an integrated PBIS, SEL and SBMH system.

- Increase understanding of how the district and mental health/community are working toward an **integrated** system of support.

- Explain the purpose of a coaching system and identify the core components of a district/community coaching system.

- Identify how to plan for the **selection** of coaches and school leadership teams.

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Agenda

1.0 Allocating Resources in an Integrated SEL, PBIS and SBMH System

2.0 Coaching Support for **Integrated System** of Behavioral/Mental Health Support

3.0 Coaching System Components

4.0 School Leadership Team Formation and Selection

Activity

- Individually in the Jam Board page #1 identify the following:
  - Share any steps/actions that you completed since Session #1 as a DCIT, DIT, or Individual participant
  - Potential questions or reflections

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1.0 Allocating Resources in an Integrated SEL, PBIS and SBMH System

Resource Considerations
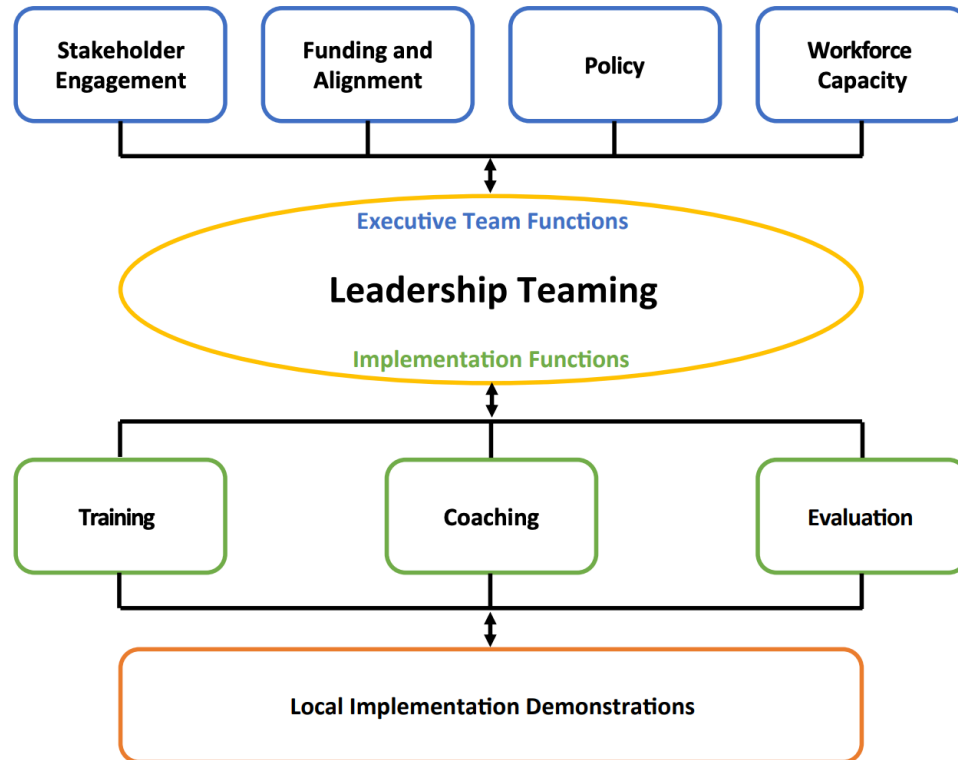
- Workforce
- Alignment of Responsibilities
- Funding
- HR Policies

National Center on PBIS

Inventory the Workforce Capacity

- Who is available?

- What are the current parameters of their assignment?

- Map out who and how current needs are being met

- Identify any gaps and overlap of services

- Will modifications or shifting of staff need to occur?

- **School Employed Clinicians** school counselors, social workers, psychologists, 31n counselors

- **Mental Health Employed Clinicians or other professionals** mentors, case managers, behavior specialists

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Activity 1.1: Quick Check In

Individually in the chat identify roles (district, school, and mental health organization) that you may think would need to be modified if working in a PBIS, SEL, and SBMH integrated system.

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Aligning Resources

Critical Features

- Qualifications and Responsibilities

- Time Allocation for the work

- Financial allocations

Support to help you get started:

- MiMTSS TAC Website Job Descriptions

- High Quality Recruitment and Selection Process Webinar

- 2-hour training offered 2x per year

Consider adding the exact dates

Workforce Capacity

- To determine how staff how staff resources should be allocated within an integrated system, the executive leaders assess the current workforce capacity to identify:

  - Qualifications and skills

  - Allocation of time

  - Identified job activities, roles, and responsibilities

  - How both education and mental health/community personnel will be supervised and evaluated

  - Allocation of fiscal resources

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Workforce Capacity Considerations for an Integrated System

- The availability of staff that can effectively design and deliver interventions across the three tiers

- Nonteaching staff such as counselors, psychologists, social workers are providing social emotional-behavioral interventions.

- Some schools also have community employed clinicians or other professionals such as mentors, case managers, behavioral specialists who deliver interventions within the school

- Recognizing the importance of executive leaders shifting role/function to build capacity of everyone to provide social, emotional, behavioral, and mental health skills
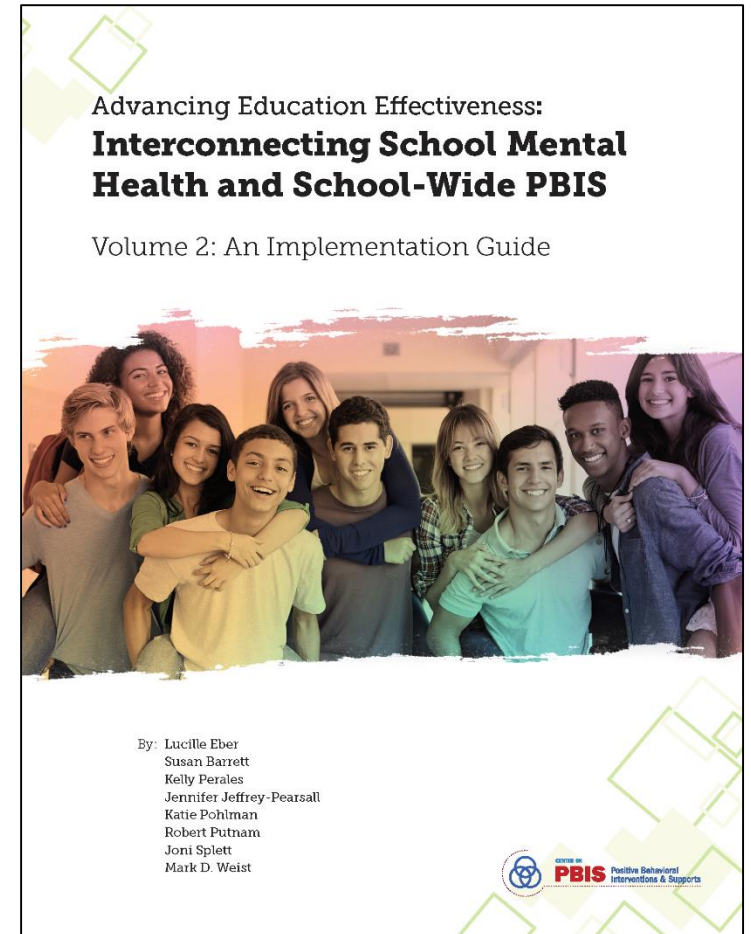
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Tool to Help Promote Recruitment and Selection Discussions

Changing Roles of Staff: District Level Discussion Guide

ISF Monograph Chapter #4

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Changing Roles of Staff

- The Changing Role of Staff: District Level Discussion Guide
  - Purpose: To support the executive leaders and DCIT to facilitate discussions with various staff groups
  - Goal: To move from discussion to action planning around systems change to better support the social, emotional, behavioral, and mental health needs of all youth

Advancing Education Effectiveness:
Interconnecting School Mental Health and School-Wide PBIS

Volume 2: An Implementation Guide

By: Lucille Eber
Susan Barrett
Kelly Perales
Jennifer Jeffrey-Pearsall
Katie Pohlman
Robert Putnam
Joni Splett
Mark D. Weist

ISF Monograph Chapter #4

Changing Roles of Staff Process

- Divided into three topic areas to provide an organizational structure and to promote cross group collaboration
    - Readiness, Resource Allocation, Professional Development
- Each section includes
    - Guiding questions
    - Prompts to consider other stakeholder voices
    - Potential activities to complete

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Final Selection

- When a high-quality process is used to select staff to support PBIS, SEL and SBMH, selected individuals:

  - Mutually agree to fulfill the position

  - Support the need for PBIS, SEL, and SBMH

  - Support continuous improvement and data-based decision making

  - Are receptive and open to feedback

- Staff are intentionally set up to do their job well, resulting in better implementation and improved social-emotional-behavioral health

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Activity 1.2

- Individually:
  - Locate the "Changing Roles of Staff" (District Level Discussion Guide) and take 5 minutes to review
  - Random Break Out Rooms

- Identify how the existing processes in your district and mental health/community agency for recruiting and selecting staff are similar or different from the information presented in this session?

- Identify one item that is new learning, one item that reinforced prior learning, one question that you may have

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Workforce Alignment
Next Steps: All Participants

- Who would need to be present to accurately map the current workforce to support PBIS, SEL, and SBMH?

- Begin to list the people who need to be included in the workforce alignment process: HR (policy/job descriptions) & Business Office (funding).

- Communicate with HR representative additional learning opportunity High Quality Recruitment and Selection Process.

- How can the "Changing Roles of Staff" District Level Discussion Guide support conversations/rationales with the HR to meet the needs of your integrated system?

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Workforce Alignment
Next Steps: DCIT

- Respond to questions on the Changing Role of Staff District Discussion Guide including identified audience.

- Identify next steps around Recruitment and Selection in your action Plan.

- Make a plan to finalize the district/community recruitment and selection process by documenting written guidelines utilizing the Changing Roles of Staff Discussion Guide.

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2.0 Coaching Support for an Integrated System of Social, Emotional, and Behavioral/Mental Health

District Community Implementation Infrastructure
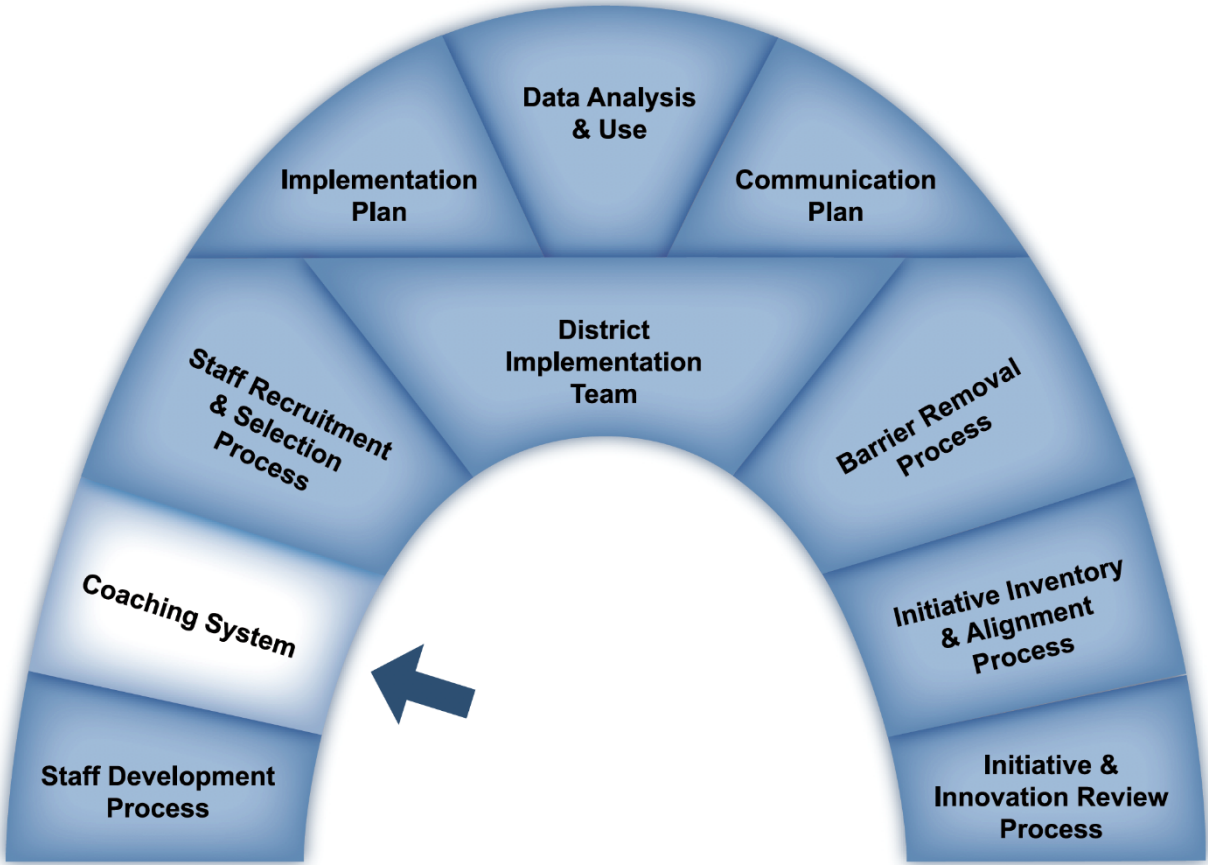
Activity 2.1: Quick Check In

- When you hear about the "Coaching", what comes to mind?

- Use the Chat to type your thoughts.

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Coaching and the Impact on Student Outcomes

High-quality coaching support provided to educators improves their use of evidence-based approaches as intended, which is critical to achieving successful outcomes for students.

(National Implementation Research Network, AI HUB)

Coaching Research

- On-going, robust coaching is necessary to transfer knowledge and skills into practice
  - Training alone does not result in learned skills being implemented
  - When training is paired with practice and coaching, it results in implementation rates as high as 95%
- "Most skills needed by successful educators can be introduced in training but are learned on the job with the help of a qualified and skilled coach."

(Joyce and Showers, 2002; National Implementation Research Network)

What is a District Community Coaching System?

- Outlines equitable, high-quality coaching is provided to the district and schools.

- Provides guidelines for coach selections, responsibilities and supports provided by the district to the coaches.

- Shared with coaches and implementation teams to ensure common understanding of the role and responsibilities.

Levels of the Coaching System

- Coaching system can have multiple components
- Any coaching role within the district/community should be defined within the district community coaching system
- Examples:
  - District System Coach (defines the role of a MTSS Coordinator)
  - School Leadership Team System Coach (school and mental health)
  - Practitioner Coach (school and mental health)

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Coaching in a District and a Mental Health Agency

Educational System

- Modeling

- Facilitation

- Providing Feedback

- Supporting teams with adaptation

- Common practice for about 15 years

Mental Health System

Clinical supervision model is more typical

Supervision Approach in Mental Health

- Supporting Clinicians
  - Assessment Planning
  - Treatment Planning
  - Clinical intervention
  - Ensuring compliance with documentation, billing, and agency policies

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Coaching within an Integrated System

- The Selected Coaching Personnel: District and School
  - District coach(es) will provide active participation at the executive leadership level (DCIT).
  - School level system coaches will provide active leadership on the SLTs, and support teams to use the the new protocols established by the DCIT.
  - Both district/school system coaches and practitioners will assist in the collaborative planning and development of cross training.

Activity 2.2

We have established that coaching is important. Think about a new practice that you are currently using or have used in the past. Individually consider:

- Did you have coaching to support implementation?
  - How did the presence of OR lack of coaching support impact the long-term use or success of the practice?
  - Add these items to the Jam Board page 2.

Next Steps: Getting Started in an Integrated Coaching System

- The District/Community leaders provide a forum to discuss differences in coaching at the district and mental health/community agency

Desired Outcome of Forum Discussion:

- Purpose, Role and Function of Integrated Coaching System
- Considerations for Professional Development Plan

Resources

- Changing Roles of Staff Discussion Guide
- Sample Roles and Responsibilities for Coordinator and Coach

3.0 Coaching System Components

Coaching System Components

1. Definition of coaching

2. Conditions that warrant coaching

3. Coach qualifications, skills, and general responsibilities

4. Recruitment and selection guidelines

5. Coaching Service Delivery Plan (CSDP)

6. District/Community guidelines
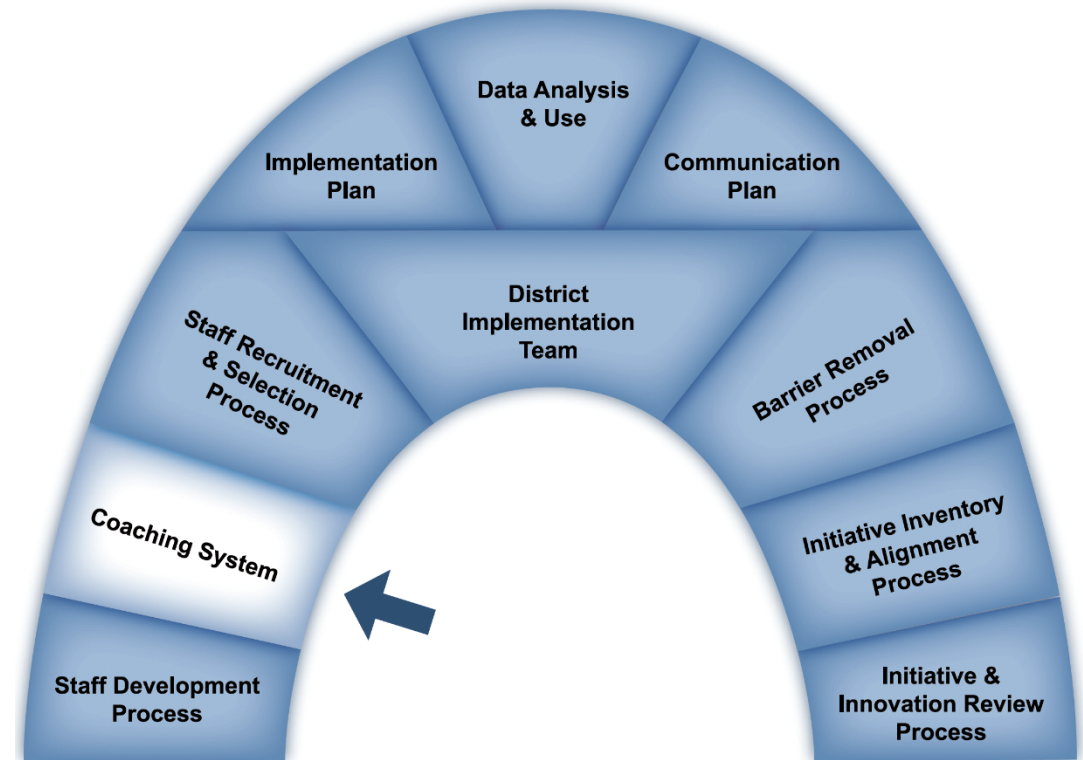
Component 1: Definition of Coaching

- A set of activities that improve the use of new knowledge and/or skills under typical conditions.

- Provides a clear understanding of the type, focus and recipients of coaching supports.

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Focus of Coaching Support

Three areas for coaches to focus:

1. Develop knowledge, skills, and abilities of practitioners

2. Encourage reflection and accurate self-reporting using data

3. Provide personal support

Time allocation is different depending on whether the recipient (team/practitioner) is a novice or experienced learner

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Distinguishing Between Coaching Types

System Coaching

- Coaching to develop the capacity to effectively use or support the use of an effective innovation (e.g., program, practice, framework) to enhance student outcomes

- Primary coaching recipient: implementation team (e.g., DCIT, SLT)

- Example: Supporting the school leadership team in the development and use of PBIS,SEL, SBMH

Practitioner Coaching

- "Content/practice-level coaching" to help teachers improve instruction in a SEL using a particular strategy, practice, or program to improve student outcomes

- Primary coaching recipients: individual staff *or students* (e.g., teachers, direct service provider)

- Example: Supporting teachers in use of a social-emotional-behavioral intervention program

Role of SLT System Coach

- Facilitate SLT meetings

- Meet with Administrator/**Mental Health Supervisor** before and after SLT meetings

- Provide assistance with installing structures and tools to support PBIS, SEL, and SBMH implementation

- Facilitate analysis of school-wide/community data

- Prompt the use of district processes and procedures (e.g., communication protocols, alignment and review process)

Role of the Practitioner Coach (School and Mental Health)

- Primary Coaching Support: Individual staff and students (e.g., teachers, paraprofessionals, students with identified needs)

  - Content Practice Level Coaching assisting teachers or other staff to improve instruction with a social, emotional, behavioral, and mental health practice, strategy, or intervention

- Provide counseling services to Tier 2 and Tier 3 students

- Case management with family, community or other organization

- Provides a leadership role and guidance on tier 2 or tier 3 teaming structures

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Component 2: Conditions that Warrant Coaching

- System Coaching

  - Team is learning to use a new innovation or supporting the successful use of an innovation across the school

  - Continuous use of innovations require teams to modify and refine their existing structures

- Practitioner Coaching

  - **Installation/Initial Implementation** of a new program, practice or assessment

  - Indication of a need from district, school-wide, or classroom fidelity/ outcome data

  - Request from teacher, administrator, clinical director

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Components 3 & 4: Qualifications and Selection

- Qualifications, Skills, and General Responsibilities
  - Aligned with job description
  - Ensures a clear understanding of the skillsets required and responsibilities of the role

- Recruitment and Selection
  - Guidelines
  - Selection questions
  - Individualized learning plan template

Component 5: Coaching Service Delivery Plan (CSDP)

- Developed and used to guide coaching supports

- A CSDP includes:

    - Concepts that will be intentionally coached

    - Continuum of coaching supports

    - Measures that will be used to determine the effectiveness of coaching

- Good news! Coaching concepts and methods have been developed to support system coaching at the district and school level

Coaching Concepts and Methods

MiMTSS TA Center has aligned coaching concepts to Tiered Fidelity Inventories for the following:

- District Community Implementation Team

- Tier 1 School-Wide PBIS

- ISF-II

- Reading *coming soon*

Coaching Effectiveness Measures

- Collected and used by coaches to inform the supports they are providing coaching recipients

- Used by the DCIT three times a year to inform improvements to the supports provided to the coaches and the coaching system

- Example Data Sources:
  - Capacity Data
  - Fidelity Data (e.g., system, instructional)
  - Product Reviews
  - Observational Data

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Component 6: District Community Guidelines

- Decisions specific to each district's context

- Includes:
  - Funding requirements (if applicable)
  - Statement clarifying coaches decision-making authority
  - Coaching frequency/time allocation
  - Communication protocols
  - Supervision and accountability structures

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Coaching System Use

- Supports initial and future selection of coaches

- Reviewed by coaches to ensure an understanding of what to coach, support they will provide, and district guidelines for the role

- Guides the development of individualized coaching service delivery plans for each school

- Guides the collection and use of coaching data to improve the coaching system and inform implementation supports

Activity 3.1

Breakout Rooms: Add comments to Jam Board page 3

- How would the development of a coaching system support schools in implementation?

- How would utilizing a coaching system enhance the effectiveness of the changing role of the clinician as well as school and mental health system coaches and practitioners?

- How would the Changing of Roles of Staff: District Level Discussion Guide inform the District Coaching System?

- Identify potential challenges

Coaching System Next Steps: All

- Reflect on coaching system components and identify a practice you implemented.

- How would a formalized coaching system enhance implementation of your past practice?

- What strategies or components of the District/Community Coaching System that can be utilized in your current district or organization or shared with colleagues?

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Coaching System Next Steps: DCIT

- Executive leaders and MTSS-C create a draft coaching system to be shared with the DCIT

- Draft of coaching system reviewed, and feedback provided by DCIT

- Final version of coaching system reviewed and approved by executive leadership at the district and mental health/community organization

- Where is your team in the process of establishing or adjusting a District/Community Coaching System?

  - Make a plan to establish or adjust your current coaching system

  - Consider using the coaching system to select SLT System Coaches and Practitioner Coaches

  - Record any next steps on your District/Community Action Plan

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Resources to Support Coaches

- Job Descriptions
- Data Review Resources
- Coaching Service Delivery Plan Resources

https://mimtsstac.org/teams-roles/specialized-functions

Immediate Use of Coaching System

- Used to support selection of School Leadership Team coaches and school and mental health clinicians.

- Shared with school/mental health coaches and clinicians to ensure an understanding of what they are expected to coach, types of support they will provide, and district guidelines for the role.

Future Use of the Coaching System

- Used by coaches to guide the development of individualized coaching service delivery plans for each school

  - Used by coaches and DCIT to guide the collection and use of coaching data to improve the coaching system and inform implementation supports

- To select new coaches, in the event of staff turnover

- Reviewed and updated by DCIT annually

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4.0 School Leadership Team (SLT) Formation and Selection

Activity 4.1: Quick Check In

- When you think about the importance of teaming at the school level what comes to mind?

- Use the chat to record your thoughts.

Why Implementation Teams?

"It's like no one's in charge—because no one is," he said. "We train, hire, and pay doctors to be cowboys. But its pit crews people need." And places that provide the most successful care are those in which the team functions as a system, in which all involved in a patient's care "actually work together to direct their specialized capabilities toward common goals for patients. They are coordinated by design. They are pit crews."

Atul Gawande in his commencement speech at Harvard Medical School in 2011
(https://www.newyorker.com/news/news-desk/cowboys-and-pit-crews)

School Leadership Team

Purpose

- Plans and coordinates implementation efforts

- Engages in school-wide and community data analysis and problem solving

- Communicates among different groups/teams

- Ensures meaningful participation

Selection Considerations

- Job Description
  - Role Responsibilities
  - Skills Qualifications
  - Time Allocation

- Selection Protocol
  - Interview with scenario questions or assignment
  - Mutual Selection

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School Leadership Team Resources

- ## MiMTSS TA Center Website

  - ### School Teams

    - Starting up an SLT
    - Identifying Team Members
    - Team Responsibilities
    - How to run effective meetings

www.mimtsstac.org

School Leadership Teams

School leadership teams coordinate the development and sustained success of MTSS in their buildings.

Overview

School leadership teams oversee and manage the entire MTSS within their building. The district implementation team provides support, but many of the responsibilities fall on school staff.

📄 **School Leadership Team (SLT) Start-Up**

Identifying Team Members

A school cannot begin its MTSS until the district builds its capacity. The district implementation team determines which schools are ready to begin MTSS.

The district implementation team works with the principal to identify school leadership team members, who will need to attend many of the MTSS training sessions. Because MTSS should be aligned with existing school initiatives, the principal may select a team that is already established, such as the school improvement team. Teams should include:

- The principal.
- Individuals empowered to make decisions.
- Leaders from various grade levels.
- Content experts for behavior and reading.

School Teams

School Leadership Teams	›
Tier 2/3 Systems Teams	›
Grade Level Teams	›
Student Support Teams	›

Tools and Resources

Creating Capacity

Form Grade Level Teams

Review the grade level teams section when creating teams.

Role of Administrator

- Regular attendance at SLT meetings
- Meet with coach before and after SLT meetings
- Ensure political support and visibility for the school's efforts to develop structures to support high-quality use of effective innovations
- Allocate resources needed to support high quality implementation
- Support removal of implementation barriers

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Committee Audit

- Prior to the selection of team members, administrators will need to complete the school/community committee audit

- Results will be used to

  - Identify opportunities to leverage existing team structures

  - Create efficiencies by consolidating the number of teams

  - Clarify the purpose of each team or committee within the school and how they will work with one another

  - Inform selection/expansion of team membership, in order to ensure they have the capacity to fulfill their various roles

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Activity 4.2

- Break Out Rooms: Random

- Prompts to consider:

  - Have you ever participated on a SLT, or have you ever been a system coach or practitioner coach?

    - If so, how were you selected?

    - Was there a recruitment or selection process?

  - In reflecting on the roles of the SLT member, system coach, practitioner coach, and administrator, how are they similar or different to your experiences or role in your district or organization

  - Add comments to Jam Board Page 4

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SLT Selection Next Steps: All

- Work with school level administrators to complete a committee audit to determine if a school leadership team exist to support an integrated PBIS, SEL and SBMH system.

- Make a plan to establish school leadership teams or adjust their responsibilities and communicate the plan with the appropriate stakeholders

- Record any next steps on your Action Plan

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SLT Selection Next Steps: DCIT

- Executive Leader and MTSS-C will facilitate your team in updating activities in your action plan to reflect the following next steps:

  - Review Roles and Responsibilities for SLT and work with appropriate HR personnel to finalize the recruitment and selection process

  - Schedule time to meet with coaches and SLTs to provide orientation and ongoing learning

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MOU

- Workforce Alignment and Coaching System
    - Expectation for supervision, coaching, and professional learning
    - Staff selection and recruitment

Expectation for supervision, coaching, and professional learning

Checklist Items	Examples
DCIT will work with the ISF coaches to integrate PBIS and mental health. The MOU spells out: • How and what professional will be offered to the DCIT • How supervision is provided for both mental health personnel and school district employees • What systems level training is provided by the ISF coaches • How cross training will be developed and who is responsible for coordination	ISF coach(es) will work with School Leadership Teams to address the social, emotional, and behavioral health of their youth and their families. The ISF coach(es) will work with the existing coaching system to assure coherence and efficiency. Coaching will be provided to both school and community mental health staff School and community mental health organization are each responsible for providing administrative and clinical supervision to its own staff and establishing the frequency of that supervision based on licensure and individual learning needs. While onsite at a district building, Professional development occurs at the school-wide level with the DCIT-identifying and arranging training needs for both school and community practitioner. System Coaches will provide routine learning opportunities for teachers and other school personnel. Cross training will routinely occur with the DCIT ensuring community providers and district staff have access to programming and intervention to build capacity.

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Staff selection and recruitment

Checklist Items	Examples
MOU spells out: Staff selection and recruitment Parties responsible (District and Community Partners) are listed and • Have executive authority decision-making • Address role changes and job description for staff • Plan for the installation of community-based clinician into the building leadership team • Plans, support and coordinates co-training model • Participates in Problem-Solving Activities on the DCIT • Participates in Problem-Solving Activities on the SLT	Summary statement of staff roles and responsibilities The ISF is led by an executive level leadership from education, mental health and other community agencies who have the authority to reallocate resources, change policy, and sustain and scale the core features of an Interconnected System Framework. Family and student voices are integral participants in the establishment of the integrated team. Tools: • Changing Role Discussion Guide • Changing Roles of Staff District-Level Discussion Guide

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Next Steps: DCIT

- Executive Leaders, MTSS-C, and Human Resources finalize the written processes for the recruitment and selection of SLTs and Coaches

- Meet with school principals to complete committee audit and use selection process to select SLT members and coaches

  - Review existing SLTs and determine if any changes need to be made based on PBIS, SEL and SBMH implementation

  - Utilize the Changing Roles of Staff document to further assess workforce capacity to inform selection decisions for coaches

  - Final selection of SLTs and Coaches

- Review MOU and identify areas of improvement

DCIT Team Next Steps (cont.)

- Ensure meetings are scheduled for the entire year
- Share power point and resources with DCIT
- Review Next step slides to determine action items
- Attend office hours as additional resource and support
- Attend the next professional learning series session.
- At your DCIT meeting review all activities on your DCIT Action Plan

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DIT and Individual Next Steps

- Share power point and resources with stakeholders in your district or organization

- Review the next slides steps to determine any potential action items

- Attend office hours as additional resources and support

- Attend the next professional learning series session

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Additional Resources

- Committee Audit

- SLT Roles and Responsibilities

- Coaching System

- SLT Coach Roles and Responsibilities

References

Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide.

Perales, K., Barrett, S. and Pohlman, K. (2019) *Developing the Memorandum of Understanding: A Discussion Guide to Develop or Enhance MOU.* ISF District Leadership Installation Guide.

St. Martin, K. and Barrett, S. (2021) *Interconnected System Framework Professional Learning Series.* Michigan's Multi-Tiered System of Supports Technical Assistance Center.

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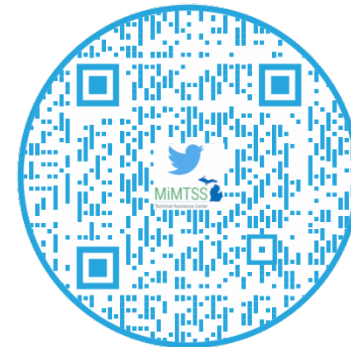- facebook.com/MiMTSSTACenter
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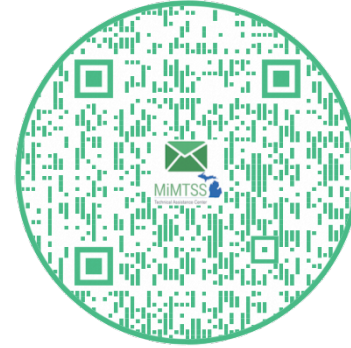
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