



# **SYSTEMS COACH MANUAL**

Oregon Coaches Task Force

Revised June, 2013

Eugene, Oregon

# EBISS SYSTEMS COACH MANUAL

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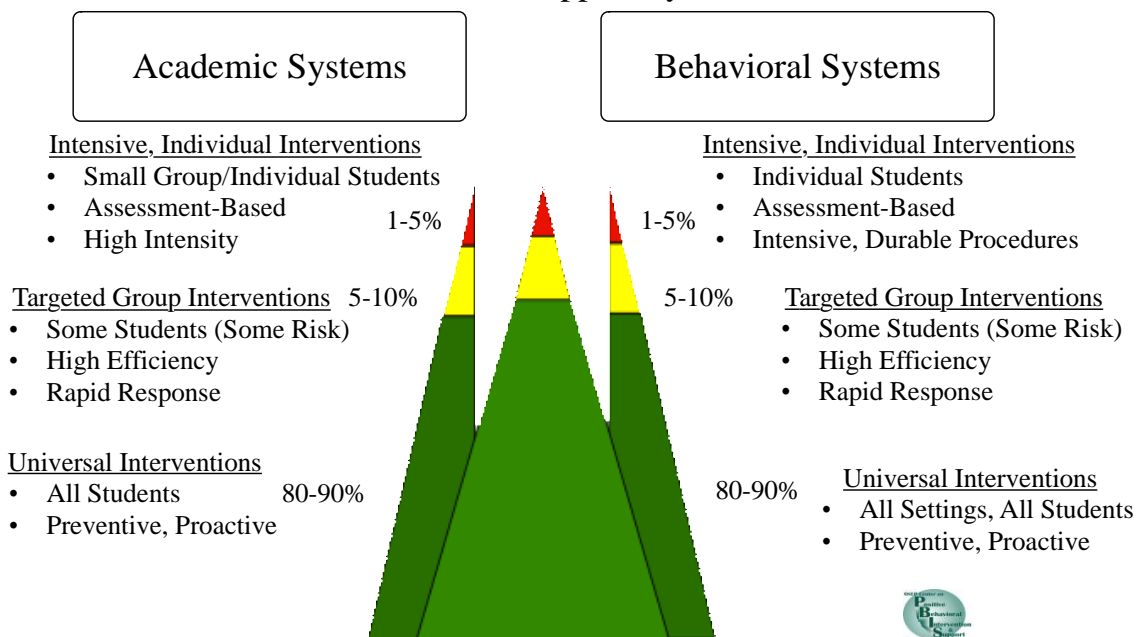
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## PURPOSE OF THE SYSTEMS COACH MANUAL

The EBISS Systems Coach Manual is intended for use by a district leadership team and a district level coach. The district level coach, or Systems Coach, works across the district and its schools to build capacity for implementation of tiered systems of behavioral and academic supports. Effective Behavioral and Instructional Support Systems (EBISS) provides the organizational tools for districts to blend two specific EBPs, the Schoolwide Reading Model (SWRM) and the Schoolwide Positive Behavioral Intervention Support (SWPBIS) model. Embedded in the EBISS model is the EBISS Teaming Framework, which provides a structure for data-based implementation teams at the district and school levels. Some districts move to a tiered model of support for *Response to Intervention for Specific Learning Disability* (RTI-SLD) determination but this manual is focused on supporting teams in their development of universal systems also sometimes referred to as Response to Instruction (RTI). This manual provides tools for district leadership teams and Systems Coaches to align district systems and sustain implementation of EBPs. It provides guidance for leadership teams to understand the necessary activities that should be conducted when planning the implementation of EBISS.

## EBISS

### Effective Behavioral and Instructional Support Systems



## **DESCRIPTION OF DOCUMENTS**

### **EBISS Teaming Framework**

The EBISS systems-level Teaming Framework allows district personnel to understand the organizational structure at both the district and school level required to implement school-wide behavioral and instructional support systems across a district. The Framework's Recommended Membership and Purpose document identifies the roles and responsibilities that ensure effective and efficient communication loops and improvement cycles between the district and school teams. The role of the Systems Coach is highlighted as a pivotal team member facilitating communication between district-level and school-level teams.

### **District System Support Plan**

The District Systems Support Plan (DSSP) is a team self-assessment tool. It is designed to allow the district leadership team to measure, implement, and sustain the 7 essential features known to be critical in the successful implementation of the EBISS model. This DSSP should be completed by a team of district and school administrators representing general and special programs and other leaders as needed. The team self-assessment should be reviewed by the district leadership team 2-3 times per year.

### **Action Plan**

The DSSP Action Plan is used by the district team to establish priorities and monitor EBISS goals that result from reflection of the district's DSSP scores and associated action items. Districts revisit the Action Plan to monitor progress frequently (e.g., monthly or bimonthly) depending on the extent of work identified. School leadership teams also complete an action plan and revisit it regularly to monitor their progress toward meeting district priorities.

**EBISS Coaches Self-Assessment**

The Coaches Self-Assessment is a needs assessment intended for use by district Systems Coaches. It outlines the content and coaching knowledge and skills required for systems level coaching across the 7 features of the DSSP. Coaches identify the content and coaching knowledge and skills they apply in their current role, their level of fluency and their skill to coach at the systems level. When completed, the coach is directed to set priorities and professional development goals based on his or her self-response data.

**Coaching a District System**

This document supports the district leadership team and Systems Coaches in identifying the specific knowledge and skills that a Systems Coach must possess to effectively provide coaching support and communicate effectively with key stakeholders across a districts' systems. Systems Coaches serve as liaisons for the district and schools' leadership teams. The role of the Systems Coach as liaison is instrumental to the successful implementation of the DSSP and Action Plan. Systems coaching supports the development of a systems level infrastructure and communication protocol to support leadership teams at the district and building level.

**DSSP Scoring Guide**

The DSSP Self-Assessment Scoring Guide is designed to assist the district leadership team's understanding of the necessary activities that should be completed for full implementation of EBISS as outlined by each feature of the DSSP. The guide identifies the responsibilities of a district team and of a Systems Coach. It provides the information a district needs to accurately rate their current level of implementation on each feature of the DSSP in order to develop strategic action plans. Effective action planning requires an accurate estimation of implementation for each item on the DSSP.

**Implementation Workbook**

In its original form, the Implementation Workbook was created to support state and district leadership teams in the successful implementation of SW-PBIS. Adaptations were made by the Oregon Coaches Task Force to add Tiered Models of Support and RTI for SLD Eligibility for academics in EBISS districts. The workbooks (district and early childhood versions) were adapted with permission from authors Susan Barrett, Timothy J. Lewis, George Sugai, and Rob H. Horner.

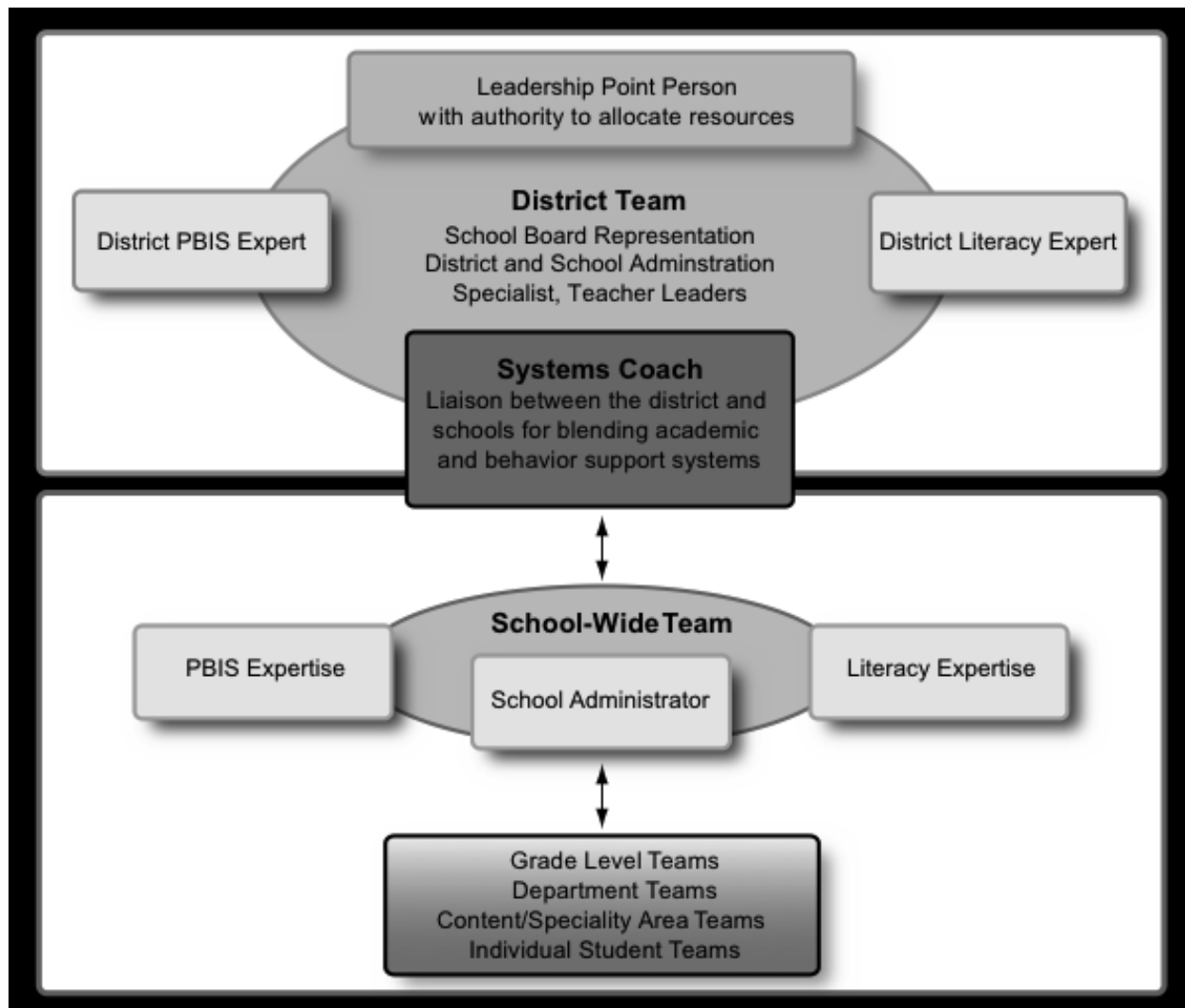
**Oregon Scaling-up EBISS**

In 2012, The ODE continued its partnership with the Center on Teaching and Learning (CTL) at the University of Oregon to expand professional development on EBISS to districts across the state of Oregon.

**Resources**

The Systems Coach Manual includes a variety of resources and references to support the implementation of academic and behavioral support systems.

## EBISS TEAMING FRAMEWORK

GRAPHIC

**EBISS RECOMMENDED MEMBERSHIP and PURPOSE**

<b>Who</b>	<b>Recommended Membership</b>	<b>Purpose</b>	<b>Information Gathered</b>	<b>Example Activities</b>
<b>District Leadership</b> (Meets monthly or bimonthly)	<ul style="list-style-type: none"> <li>○ Stakeholders from across the district:</li> <li>○ Point Person (someone with authority to allocate resources )</li> <li>○ Systems Coach</li> <li>○ Literacy and Behavior Representatives</li> <li>○ Curriculum Director</li> <li>○ SPED Director</li> <li>○ Principals (from each level)</li> <li>○ Others as needed</li> </ul>	<ul style="list-style-type: none"> <li>○ Oversee the implementation of an integrated, multi-tiered approach to:</li> <li>○ School-wide Behavior Model</li> <li>○ School-wide Literacy Model</li> <li>○ RTI SLD eligibility in elementary (if a district priority)</li> </ul>	<ul style="list-style-type: none"> <li>○ System, process, and outcome data in the areas of reading and behavior:</li> <li>○ School overall ODR data</li> <li>○ Literacy benchmarking data</li> <li>○ School fidelity data (BoQ, PET-R, SET)</li> <li>○ School action plans</li> <li>○ DSSP Team Self-Assessment, action plan and priorities</li> <li>○ Stakeholder support</li> <li>○ Professional development and coaching</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop training calendar for professional development in the areas of PBIS and literacy.</li> <li>○ Communicate with school board regarding progress in PBIS and literacy</li> <li>○ Consolidate initiatives for financial efficiency</li> </ul>

Who	Recommended Membership	Purpose	Information Gathered	Example Activities
District Literacy Planning	<ul style="list-style-type: none"> <li>○ Systems Coach, meeting facilitator</li> <li>○ Literacy Coordinator</li> <li>○ SPED Director</li> <li>○ Title I Coordinator</li> <li>○ ELL Coordinator</li> <li>○ Principal and teacher representative from each level</li> </ul>	<ul style="list-style-type: none"> <li>○ Plan, direct, organize, and oversee implementations of SW reading model:</li> <li>○ Provide necessary curriculum programs and materials for reading instruction for all students</li> <li>○ Arrange and provide for literacy assessment</li> <li>○ Evaluate implementation and student performance data and make district-wide instructional adjustments</li> </ul>	<ul style="list-style-type: none"> <li>○ System, process and outcome data in literacy:</li> <li>○ District-level PET-R</li> <li>○ School level PET-R</li> <li>○ Data for all grades and schools</li> <li>○ OAKS</li> <li>○ DIBELS, easyCBM, AIMSweb benchmark and progress monitoring data for all grades with special attention to below grade-level students</li> <li>○ Summary of Effectiveness (DIBELS) or adequate progress data for all schools</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicate with the district team regarding progress in literacy.</li> <li>○ Arrange for:</li> <li>○ Professional development for K-1 teachers based on student outcome data and teacher needs assessment</li> <li>○ Purchasing of new materials</li> <li>○</li> </ul>

Who	Recommended Membership	Purpose	Information Gathered	Example Activities
<b>District Behavior Planning</b>	<ul style="list-style-type: none"> <li>○ Systems Coach and meeting facilitator</li> <li>○ Curriculum Director</li> <li>○ SPED Director</li> <li>○ ELL/Title Coordinators</li> <li>○ PBIS Coach</li> <li>○ Principal (each level)</li> <li>○ School-wide Team Leader (from at least one team)</li> </ul>	<ul style="list-style-type: none"> <li>○ Promote durable and expanded use of SW-PBIS for all students at the individual student, classroom, school, and district levels.</li> <li>○ Ongoing implementation and evaluation of district PBIS outcomes, systems, data, and practices</li> </ul>	<ul style="list-style-type: none"> <li>○ System, process, and outcome data in PBIS</li> <li>○ School ODR data</li> <li>○ Attendance</li> <li>○ School Fidelity Data (SET, BoQ, TIC)</li> <li>○ School Action Plans</li> <li>○ DSSP team self-assessment, priorities, and action plan</li> <li>○ Funding, stakeholder support</li> <li>○ Professional development and coaching</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop training calendar for professional development in PBIS</li> <li>○ Communicate with the district team regarding progress in PBIS</li> </ul>

Who	Recommended Membership	Purpose	Information Gathered	Example Activities
<b>School-wide Team</b>	<ul style="list-style-type: none"> <li>○ System coach as needed and meeting facilitator</li> <li>○ Principal</li> <li>○ Representative from:</li> <li>○ Each Grade Level</li> <li>○ SPED</li> <li>○ ELL Programs</li> <li>○ Counseling</li> <li>○ Title I</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide guidance with implementation of school-wide assessments, action planning, and evaluation of the improvement process</li> <li>○ Create school-wide action plan</li> <li>○ Support implementation of grade-level action plans and progress monitoring checklist(s)</li> <li>○ Emphasis on prevention</li> <li>○ Communicate and celebrate with school and community</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ System, process, and outcome data in the areas of reading and behavior</li> <li>○ ODR data</li> <li>○ Attendance</li> <li>○ Three times a year, team spends extended time (1/2 day) working with literacy benchmarking data</li> <li>○ Fidelity data (SET, PET-R)</li> <li>○ Create school-wide action plan with PBIS and literacy emphasis</li> <li>○ Oversee and support grade level literacy and PBIS action plans</li> <li>○ Summary of progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>○ Write school improvement plan to focus on increasing number of students' reading at grade level</li> <li>○ Guide staff in identifying, teaching, monitoring, and encouraging behavior expectations</li> <li>○ Plan universal literacy screening</li> <li>○ Acquire curriculum instructional materials</li> </ul>

Who	Recommended Membership	Purpose	Information Gathered	Example Activities
<b>Grade-Level Team</b>	<ul style="list-style-type: none"> <li>○ Principal and meeting facilitator</li> <li>○ School-level literacy coach</li> <li>○ Teachers from each grade</li> <li>○ Representatives from</li> <li>○ SPED</li> <li>○ ELL Program</li> <li>○ Title I</li> <li>○ Counseling</li> </ul>	<ul style="list-style-type: none"> <li>○ Periodic Big Look at data and action planning for instructional groups</li> <li>○ Analyze data at the grade/student level, implement and evaluate instruction, and create individual instructional plans</li> <li>○ Primary emphasis on prevention then intervention</li> </ul>	<ul style="list-style-type: none"> <li>○ Information on the effectiveness of reading instruction at the specific grade level</li> <li>○ Example: DIBELS, easyCBM, AIMSweb, OAKS, progress monitoring data</li> <li>○ Three times a year, take summary of benchmarking data from school-wide team and design instructional action plans for all groups</li> <li>○ Look at progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>○ Evaluate core curriculum and supplement areas critical to reading success at specific grade level</li> <li>○ Create consistent classroom management procedures and routines</li> </ul>

Who	Recommended Membership	Purpose	Information Gathered	Example Activities
IPBS Team	<ul style="list-style-type: none"> <li>○ Principal and meeting facilitator</li> <li>○ Case Manager</li> <li>○ SPED teacher</li> <li>○ Behavior Specialist</li> <li>○ Counseling</li> <li>○ Teacher Representative</li> <li>○ District and community specialists and agency representative as needed</li> </ul>	<ul style="list-style-type: none"> <li>○ Using data for students needing support beyond the behavioral core and specialized support for students not responding to secondary interventions</li> <li>○ Provide guidance with individual assessments, link assessment to intervention planning, implementation and evaluation for academics and/or behavior supports</li> <li>○ Progress monitoring</li> <li>○ Primary emphasis on prevention then intervention</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual student data on behavior and/or academics</li> <li>○ Example: Simple functional behavior assessments, DIBELS, easyCBM, AIMSweb, SWIS, and progress monitoring data</li> <li>○ Example: diagnostic reading assessments, functional behavior assessments, DIBELS, easyCBM, AIMSweb, SWIS, progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>○ Guide intervention implementation</li> <li>○ Create intensive, individual reading program that is focused on critical components of reading</li> <li>○ Develop functional behavior assessment and intervention plan</li> </ul>

**DISTRICT SYSTEM SUPPORT PLAN****EBISS DISTRICT SYSTEMS SUPPORT PLAN**

(Please submit to EBISS Coordinator by \_\_\_\_\_)

**DIRECTIONS:** This plan is designed to assist district teams to identify, implement, and sustain the essential features of effective, systems-level academic and behavior support. The features include: 1) district leadership and commitment, 2) action planning with EBISS schools, 3) coordination and coaching, 4) professional development and training, 5) ongoing assessment and evaluation systems, 6) visibility, political and stakeholder support, and 7) funding.

This plan should be completed by a team of district and school administrators representing general and special programs. Teams should briefly review and brainstorm each feature and item. A four-point rating scale is provided for each item: Completely in Place, Mostly In Place, Partly in Place, and Not in Place. Space is included within each item for current score and three additional progress scores, and a section is provided for tracking overall progress.

Teams are encouraged to use this District Systems Support Plan (DSSP) as a working document. Districts with many features requiring actions should review and update the plan quarterly. Districts with many features “in place” should focus on sustainability and update the plan annually at a minimum. Completion of the support plan should take approximately one hour.

For any items that are not completely in place, districts should identify and describe needed actions briefly and specifically on the EBISS Action Planning Guide (p. 23). The guide provides space for including staff member(s) who will be responsible for each action, completion date, and any documentation used to determine the item response (see guide for further instructions).

<b>District:</b> _____  <b>Planning Team Members:</b> _____  _____	<b>Plan Period:</b>  <i>From _____ To _____</i>  <i>(e.g., from 9/13/10 to 6/13/11)</i>			
<b>PROGRESS ASSESSMENT</b>	<b>Initial Score</b>	<b>Progress Score</b>	<b>Progress Score</b>	<b>Progress Score</b>
<b>EBISS FEATURES</b>  (Enter the total scores/percentages for each feature in the space below and percentages in the columns to the right)	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>
<b>1. Leadership &amp; Commitment ( __/24 = __%):</b>				
<b>2. Action Planning w/Schools ( __/9 = __%):</b>				
<b>3. Coordination &amp; Coaching ( __/9 = __%):</b>				
<b>4. Professional Development &amp; Training Capacity</b> ( __/6 = __%):				
<b>5. Ongoing Assessment &amp; Evaluation Systems</b> ( __/9 = __%):				
<b>6. Visibility, Political &amp; Stakeholder Support</b> ( __/6 = __%):				
<b>7. Funding ( __/6 = __%):</b>				
<b>Overall Average (% Scores __/ 7):</b>				

EBISS FEATURES and RATING SCALES
<b>1) DISTRICT LEADERSHIP and COMMITMENT</b>
<p><b>1a. District has a leadership team for EBISS that includes district-level administrators (representing C &amp; I, SPED, Title I, ELL, counseling, etc.) and school leaders, as needed. (Referred to as “Team” in the rest of this document.)</b></p> <p>3 = Completely in Place; 2 = Mostly in Place (e.g., some recruiting to do); 1 = Partly in Place (e.g., substantial recruiting to do); 0 = Not in Place</p> <p><b>Initial Score:_____ Progress Score:_____ Progress Score:_____ Progress Score:_____</b></p>
<p><b>1b. Team meetings are scheduled and held at least every other month throughout the year.</b></p> <p>3 = Completely in Place; 2 = Mostly in Place (e.g., set schedule but fewer meetings planned and held); 1 = Partly in Place (e.g., schedule and meetings planned and held sporadically); 0 = Not in Place</p> <p><b>Initial Score:_____ Progress Score:_____ Progress Score:_____ Progress Score:_____</b></p>
<p><b>1c. Team meetings are attended by all members.</b></p> <p>3 = Completely in Place (&gt;90% attendance) 2 = Mostly in Place (50–90% attendance); 1 = Partly in Place (&lt;50% attendance); 0 = Not in Place, or NA = Not Applicable</p> <p><b>Initial Score:_____ Progress Score:_____ Progress Score:_____ Progress Score:_____</b></p>
<p><b>1d. District has a Continuous Improvement Plan that emphasizes evidence-based academic and behavior practices throughout multiple tiers (i.e., addresses needs of all students).</b></p> <p>3 = Completely in Place (practices identified for reading and behavior at all tiers); 2 = Mostly in Place (e.g., effective practices identified for reading and behavior for <i>some</i> tiers); 1 = Partly in Place (e.g., effective practices for reading <i>or</i> behavior for some tiers); 0 = Not in Place</p> <p><b>Initial Score:_____ Progress Score:_____ Progress Score:_____ Progress Score:_____</b></p>

**1) DISTRICT LEADERSHIP and COMMITMENT, continued**

**1e. District has policies and a procedural manual for SLD identification based on a Tiered Model of Support, Response to Intervention (RTI) framework.**

3 = Completely in Place; 2 = Mostly in Place (e.g., policies and procedures are in last draft); 1 = Partly in Place (e.g., policies and procedures are in initial draft); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**1f. District provides time and resources to school teams to engage in collaborative teamwork a minimum of: (a) twice/year to analyze and update systems and action plans and (b) once/month to meet with grade level teams to analyze student progress and adjust interventions.**

3 = Completely in Place; 2 = Mostly in Place (e.g., school teams meet several times a year but could be more consistent); 1 = Partly in Place (e.g., school teams meet for annual planning but monthly meetings not consistent, or vice versa); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**1g. District practices and procedures encourage hiring personnel with skills that will contribute to EBISS systems sustainability.**

3 = Completely in Place; 2 = Mostly in Place (e.g., no formal policy but practice is consistent); 1 = Partly in Place (e.g., no formal policy; practices are inconsistent); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**1) DISTRICT LEADERSHIP and COMMITMENT, continued**

**1h. Team reviews new programs and initiatives to rate their effectiveness and compatibility with EBISS priorities before adopting (i.e., they are evidence-based and data show they are needed).**

3 = Completely in Place; 2 = Mostly in Place (e.g., most initiatives and programs are reviewed for their effectiveness and EBISS compatibility); 1 = Partly in Place (e.g., some initiatives and programs are reviewed for their effectiveness and EBISS compatibility); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**2) ACTION PLANNING with EBISS SCHOOLS**

**2a. District implementation plan defines goals for the number of schools to implement EBISS priorities (i.e., elementary school-wide reading, secondary school-wide reading, K–12 behavior, and response to intervention for LD identification) during the next four years (see EBISS priorities form).**

3 = Completely in Place; 2 = Mostly in Place (e.g., working out some details); 1 = Partly in Place (e.g., working out many details); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**2b. Team uses tools to help designated schools analyze strengths and needs related to EBISS priorities.**

Example: Priority: SW Reading Tools: Planning and Evaluation Tool for School-wide Reading-Revised-PET-R, DIBELS reports, Literacy Plan template, etc.)

3 = Completely in Place; 2 = Mostly in Place (e.g., we have evaluation tools for all areas but need some help using them), 1 = Partly in Place (e.g., we do not have tools for all areas and/or need considerable help using the tools); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

<b>2) ACTION PLANNING with EBISS SCHOOLS, continued</b>
<p><b>2c. Team has identified time and a strategy for working with designated schools on their action plans for EBISS priorities. School Action Plans are in response to data from priority specific tools (see number 2).</b></p> <p>3 = Completely in Place; 2 = Mostly in Place (e.g., working out some details); 1 = Partly in Place (e.g., working out several details); 0 = Not in Place</p> <p><b>Initial Score:_____ Progress Score:_____ Progress Score:_____ Progress Score:_____</b></p>
<b>3) COORDINATION and COACHING</b>
<p><b>3a. Team has identified specific individuals to coordinate EBISS activities and plans (e.g., facilitate team decisions, communication with schools, and professional development).</b></p> <p>3 = Completely in Place; 2 = Mostly in Place (e.g., FTE needs to be increased some); 1 = Partly in Place (e.g., FTE needs to be increased substantially); 0 = Not in Place</p> <p><b>Initial Score:_____ Progress Score:_____ Progress Score:_____ Progress Score:_____</b></p>
<p><b>3b. Team has identified specific individuals to provide coaching in literacy and behavior to schools implementing EBISS priorities. These person(s) have been or are receiving training in each of these areas.</b></p> <p>3 = Completely in Place; 2 = Mostly in Place (e.g., FTE needs to be increased some); 1 = Partly in Place (e.g., FTE needs to be increased substantially); 0 = Not in Place</p> <p><b>Initial Score:_____ Progress Score:_____ Progress Score:_____ Progress Score:_____</b></p>
<p><b>3c. Team and schools have identified specific individuals to serve as site-based experts to support EBISS activities (literacy and behavior specialists, team facilitators, etc.).</b></p> <p>3 = Completely in Place; 2 = Mostly in Place (e.g., most schools have expertise; we fill in the gaps when needed); 1 = Partly in Place (e.g., schools have literacy but not behavior expertise, or vice versa); 0 = Not in Place</p> <p><b>Initial Score:_____ Progress Score:_____ Progress Score:_____ Progress Score:_____</b></p>

**4) PROFESSIONAL DEVELOPMENT and TRAINING CAPACITY**

**4a. Release time is allocated for coordinators, coaches, and site-based experts to participate in state-coordinated training (e.g., attending PBIS conference, EBISS trainings, Literacy Outreach).**

3 = Completely in Place; 2 = Mostly in Place (e.g., budget accommodates most needs); 1 = Partly in Place (e.g., budget accommodates some needs); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**4b. District PD calendar (and ESD/other training calendars accessed by the district) provides training opportunities throughout the year on a range of programs and skills related to EBISS, including:**

- **Selecting and implementing evidence-based programs and practices**
- **Differentiating instruction**
- **Monitoring fidelity of implementation (instructional programs and decision-making processes)**
- **Collecting and using data effectively**
- **Enhancing sustainability through trainings such as**
- **New team/administrator training on EBISS concepts and processes**
- **Training for key teachers to serve as their school's experts on core programs and supplemental interventions.**

3 = Completely in Place; 2 = Mostly in Place (e.g., we know about most training and support needs and plan for them effectively); 1 = Partly in Place (e.g., we know about some training and support needs and plan for them effectively); 0 = Not in Place.

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**5) ONGOING ASSESSMENT and EVALUATION SYSTEMS (Reading and Behavior)**

**5a. District has identified specific measures for the screening and progress monitoring of students' reading and behavior skills (e.g., state assessments, DIBELS, other curriculum-based measures, office discipline referrals, counseling referrals, and attendance reports).**

3 = Completely in Place; 2 = Mostly in Place (e.g., all measures are identified but more training on use is needed); 1 = Partly in Place (e.g., not all measures are in place and/or substantial training on use is needed); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**5b. District provides schools with usable and easy-to-read reports about academic and behavior data for decision making (e.g., state assessment reports, DIBELS, SWIS, easyCBM, Aimsweb, etc.).**

3 = Completely in Place; 2 = Mostly in Place (e.g., schools have all the data but cannot always access it quickly); 1 = Partly in Place (e.g., schools have some of the data access they need); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**5c. Team routinely evaluates: (a) implementation of this Systems Support Plan; (b) implementation of school action plans; and (c) impact of both plans on student achievement.**

3 = Completely in Place; 2 = Mostly in Place (e.g., evaluation occurs but could be more routine and efficient); 1 = Partly in Place (e.g., evaluation occurs but needs to be substantially more routine and efficient); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**6) VISIBILITY, POLITICAL and STAKEHOLDER SUPPORT**

**6a. Superintendent and School Board receive at least semiannual progress reports from the Team.**

3 = Completely in Place; 2 = Mostly in Place (e.g., one formal report is planned); 1 = Partly in Place (e.g., informal reports are planned); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**6b. Team shares EBISS accomplishments at a regional level at least semiannually in a public forum (e.g., rotary, ESD, parent groups).**

3 = Completely in Place; 2 = Mostly in Place (e.g., one formal report is planned); 1 = Partly in Place (e.g., informal reports are planned); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**7) FUNDING**

**7a. District budget includes funding dedicated to the implementation of this systems support plan, the district action plan, and school action plans.**

3 = Completely in Place; 2 = Mostly in Place (e.g., funding is dedicated and nearly adequate);  
1 = Partly in Place (e.g., funding is dedicated but much less than adequate); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**7b. District budget includes funds for academic and behavior core curricula, supplemental, and targeted intervention materials.**

3 = Completely in Place; 2 = Mostly in Place (e.g., funding is dedicated and nearly adequate);  
1 = Partly in Place (e.g., funding is dedicated but; not nearly adequate); 0 = Not in Place

**Initial Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_ Progress Score:\_\_\_\_\_**

**ACTION PLAN****EBISS ACTION PLANNING GUIDE****District:** \_\_\_\_\_ **Date of completion:** \_\_\_\_\_**Contact Person:** \_\_\_\_\_

**DIRECTIONS:** After completing an evaluation of district status of the features of EBISS using the District Systems Support Plan (DSSP), districts may use this Action Planning Guide to establish priorities and monitor EBISS goals. Not every subsection must be filled in and teams may choose specific areas on which to focus. Districts should revisit this plan on a more frequent basis (e.g., monthly or bimonthly) than the DSSP, depending on the extent of work required.

<b>EBISS Feature</b>				
<b>Activity</b>	<b>Needed Actions</b>	<b>Who</b>	<b>When</b>	<b>Documentation</b>
<b>1) District Leadership and Commitment</b>				
1a. Leadership Team				
1b. Team Meetings				
1c. Attendance				
7a. Improvement Plan				
7b. Policy for LD identification using RTI				
7c. Time and Resources				

7d. Hiring Practices				
7e. New Programs and Initiatives				
<b>2) Action Planning with EBISS Schools</b>				
7f. Four-year priorities				
7g. Tools for evaluation				
7h. School action plans				
<b>3) Coordination and Coaching</b>				
7i. EBISS Coordinators				
7j. Coaches				
7k. Site-based experts				

<b>4) Professional Development and Training Capacity</b>				
7l. Release time				
7m. EBISS in PD calendar				
<b>5) Ongoing Assessment and Evaluation Systems</b>				
Measures for screening and progress monitoring				
7n. School access				
7o. Ongoing data				
7p. Evaluation				
<b>6) Visibility, Political and Stakeholder Support</b>				
7q. Reports to superintendent and school board				
7r. Sharing at a regional level and more				

7) Funding				
7s. Funding for plans described here				
7t. Funding for core, supplemental, and targeted interventions				

**EBISS COACHES SELF-ASSESSMENT**

EBISS Coach Name \_\_\_\_\_ Years of Coaching Experience \_\_\_\_\_

District or Agency \_\_\_\_\_

The checklist below outlines specific coaching and content skills required of EBISS Systems Coaches to implement and sustain the essential features of the District Systems Support Plan (DSSP).

**Identify if you:****Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1) for each category****Tasks/Actions/Goals**

<b>1. Supporting A District Leadership Team:</b>		<b>I am fluent with this knowledge</b>	<b>I am skilled to coach others in this area</b>
<b>I apply this skill in my job</b>			
1a. EBISS framework and responsibilities			
1b. Development of a tiered model for academics (e.g., decisions rules on a continuum of support that focuses on fidelity of assessment and instruction)			
1c. Development of tiered model for PBIS (e.g., decisions rules on a continuum of support that focuses on fidelity of assessment and instruction)			
1d. Identification of the various skills a team requires to implement EBISS priorities at the district and school level and how that informs hiring practices			
1e. Facilitating district and school leadership meetings (e.g., decision rules, data analysis, action planning, funding reallocation)			

1f. District and building data to guide planning and continuous monitoring and evaluation of DSSP/Action Plan			
1g. Systems requirements at the school level to implement Evidence Based Practices (EBP), (e.g., training, coaching, teaming, schedules, communication systems)			
<b>2. Action Planning with Schools:</b>		<b>I am fluent with this knowledge</b>	<b>I am skilled to coach others in this area</b>
<b>I apply this skill in my job</b>			
2a. Implementation science to assess schools level of implementation and readiness for change			
2b. Administration & scoring of fidelity checklists appropriate to the core reading program to assess the quality of instruction			
2c. Completion & interpretation of the Healthy Systems Checklist			
2d. Supporting selection and implementation of EBP that are a match for district need			
<b>3. Coordination and Coaching:</b>		<b>I am fluent with this knowledge</b>	<b>I am skilled to coach others in this area</b>
<b>I apply this skill in my job</b>			
3a. Coaching traits, skills, disposition required to effectively coach district and school teams			
3b. Development and implementation of district wide coaching plan that responds to unique needs of			

individual schools			
3c. Communication protocol to support district and school coaches			
<b>4. Professional Development and Training Capacity:</b>		<b>I am fluent with this knowledge</b>	<b>I am skilled to coach others in this area</b>
<b>I apply this skill in my job</b>			
4a. Development of a district professional development (PD) calendar based on needs assessment			
4b. Presenting PD in your area of expertise			
4c. Logistics of designing and scheduling district-wide and building PD (release time, who will present, who will attend)			
4d. A plan to coach professional development to ensure effective instruction			
<b>5. Assessment and Evaluation:</b>		<b>I am fluent with this knowledge</b>	<b>I am skilled to coach others in this area</b>
<b>I apply this skill in my job</b>			
5a. The purpose of multiple assessment systems and the importance of matching district need			
5b. District decision rules and timeline for collecting and analyzing data to guide decision making and action planning			
5c. Multiple sources of PBIS data at the school level to analyze implementation practices/fidelity and organizational systems at the universal level (e.g., SET, TIC, ODR's)			

5d. Multiple sources of PBIS data at the school level to analyze implementation practices/fidelity and organizational systems at the secondary and tertiary level (e.g., CICO, ISSET, BAT)			
5e. Using multiple sources of literacy data (e.g., individual student progress graphs, within-program assessments, phonics screener, other student performance data) to guide individual student problem-solving & decision making			
<b>6. Visibility &amp; Political Stakeholder Support:</b>		<b>I am fluent with this knowledge</b>	<b>I am skilled to coach others in this area</b>
<b>I apply this skill in my job</b>			
6a. Identifying community stakeholders that are relevant to district and school-wide implementation of systems supports			
6b. Presentation skills to present district and school data to School Board and Superintendent			
6c. Developing data presentations in easy to read formats			
<b>7. Funding:</b>		<b>I am fluent with this knowledge</b>	<b>I am skilled to coach others in this area</b>
<b>I apply this skill in my job</b>			
7a. Coaching skills to facilitate problem solving conversations that lead to consolidation of initiatives			
7b. The design of a district budget that reflects shared responsibility for student outcomes across all district			

level departments		
7c. Developing data presentations to communicate success due to resource allocation and areas of needed resources		
<b>Based on the checklist results, prioritize the areas for further development:</b> <b>1 least important, 2 moderately important, 3 most important</b>		
<b>Area of Development</b>	<b>Priority 1-3</b>	
<b>1. Supporting a District Leadership Team</b>		
<b>2. Action Planning with Schools</b>		
<b>3. Coordination and Coaching</b>		
<b>4. Professional Development and Training Capacity</b>		
<b>5. Assessment and Evaluation</b>		
<b>6. Visibility &amp; Political Stakeholder Support</b>		
<b>7. Funding</b>		
<b>8. Implementation Science, Systems Theory, Systems Change</b>		

## **COACHING A DISTRICT SYSTEM**

This document will provide the essential information required to implement systems coaching using the Effective Behavioral and Instructional Support System (EBISS) Framework. The goal of EBISS is to increase student achievement by blending academic and behavioral evidence-based practices. Systems coaching provides the guidance and support that a district requires to implement and sustain the essential features of the District Systems Support Plan (DSSP). The features of the DSSP include: 1) district leadership and commitment, 2) action planning with schools, 3) coordination and coaching, 4) professional development and training, 5) ongoing assessment and evaluation systems, 6) visibility and political support, and 7) funding.

Systems coaching is essential to a district's implementation of EBISS. It assists teams in the development of a district infrastructure and communication protocol to support implementation of the 7 features of the DSSP. The context for the delivery of effective systems coaching is defined by the 7 implementation features and the district's capacity for supporting systems coaching. It requires the commitment of adequate funding; coaching must be valued by the organization and the administrators in that system (National Implementation Research Network [NIRN], 2009).

Systems coaching is integral to instructional leadership at all levels of the district. A growing body of evidence suggests that instructional leadership is distributed across the organization, with boards, superintendents, district office staff, school leadership, and teachers, having complimentary responsibilities. All players must understand the common goal to which everyone is accountable and ensure that policies, practices, and resources are aligned with the goal (Elmore, 2000; King, 2000; Printy & Smith; Spillane, 2006). Coaching must be supported at all levels, including

- Board and district office leadership
- School leadership
- Instructional personnel such as teachers and instructional support staff

### **SYSTEMS COACHES**

Systems Coaches serve as a liaison for the district office leadership and the school's leadership teams. This role of liaison is instrumental to the successful implementation of the DSSP and the district action plan. Systems Coaches provide an informed perspective regarding district and school readiness for change and provide the required coaching support necessary to implement the districts agreed upon initiatives. Depending on the district size and resources, this role may require one or more individuals serving as Systems Coaches.

Effective and successful Systems Coaches will possess specific coaching skills and content skills.

### **COACHING TRAITS**

Coaching is the process used to help people reflect, think, and act in new ways to bring about positive and sustainable change. The goal is the development of strong, high-functioning teams, building capacity through delegation of roles and responsibilities and ongoing coaching at all levels of school and district leadership (Glaser & Toscano, 2008; Wise & Jacobo, 2010). A Systems Coach must demonstrate the following:

- Strong interpersonal and intrapersonal skills
- A forthright, reliable, and self-assured personality
- A dedication to the continued development of trusting relationships
- A commitment to lifelong learning and on-going personal and professional development

### **COACHING KNOWLEDGE AND SKILLS**

The purpose of the district-level and/or external coach is to expand an individual's and/or a group's capacity to obtain desired results using a framework based on systematic assessment, feedback, and inquiry (Hargrove, 2008; Reeves & Allison, 2009). Coaches:

- Recognize and honor the unique culture and context of the district and district schools
- Demonstrate proficiency in coaching teams through data interpretation and analysis

- Guide goal setting and action planning accompanied by the development of assurances and shared commitment
- Observe, listen actively, and ask questions with a focus on reflective inquiry to add value and deepen others' thinking
- Model effective collaboration and respectful debate
- Find entry points to introduce new information or thinking in a strategic way
- Move a conversation through facilitation, collaboration, and instruction in a seamless manner
- Provide and receive positive and constructive feedback
- Hold themselves and others accountable

## CONTENT KNOWLEDGE AND SKILLS

Expertise in systems theory and implementation science is required for systems coaching. The delivery of effective systems coaching does not require expertise in all content areas; however, one must possess a basic working knowledge of the content to maintain credibility in the areas described below.

### **Systems Approach to Improved Outcomes**

- Implementation Science
  - Identifies stages of implementation and readiness across district and district schools  
(<http://www.fpg.unc.edu/~nirn/>)
- Systems Theory and Systems Change
  - Concerns Based Adoption Model  
(<http://www.nationalacademies.org/rise/backg4a.htm>)
- Organizational change and system transformation
  - Essential to the successful use of innovations and the application of implementation science

([http://www.k12.wa.us/rti/Implementation/pubdocs/WA\\_5PuttingitallTogether\\_NIRN0409\\_HO.pdf](http://www.k12.wa.us/rti/Implementation/pubdocs/WA_5PuttingitallTogether_NIRN0409_HO.pdf))

- EBISS Teaming Framework
  - Organizational framework to ensure effective and efficient communication loops and improvement cycles (p. 11 of this manual).

### **Academic and Behavioral Framework**

- Oregon K–12 Literacy Framework (<http://www.ode.state.or.us/search/page/?id=2568>)
- PBIS Blueprint (<http://www.pbis.org>)

### **Data-Based Decision Making**

- Assist in the selection process and the use of evidence-based practice tools and measures
- Provide guidance and expertise to teams in decision rule development and accountability systems
- Establish criteria for success and hold teams accountable through the use of fidelity measures and a problem-solving model
- Analyze academic and behavioral data regularly
- Identify areas of growth and areas for improvement
- Assist in the development of a precision-based hypothesis regarding data outcomes
- Provide evidence-based rationale toward solutions that are a contextual fit and matched to readiness and levels of implementation across the district

### **Action Planning**

- Support the development of action plans based upon identified district priorities, district and school data, and team-based self-assessment measures
- Facilitate the regular evaluation and revision of action plans
- Present outcome data to a variety of audiences; support teams that present data to targeted audiences (e.g., school boards and community organizations)

**Tiered Models of Support and RTI Framework**

- Tiered model of service delivery
- Scientifically validated or evidence-based core program
- Universal screening
- Targeted intervention
  - Differentiation of instruction within the core program
  - Alignment of intervention by need for skill instruction
- Progress monitoring of students receiving intervention
- Fidelity of implementation of intervention(s) and team implementation
- Decision-making rules to guide program delivery

**Observation Tools**

- Academic
  - In-program fidelity checklists
  - Principal walk-throughs
- Behavior
  - School-wide evaluation tool (SET)
  - Classroom management observation tools
  - Individual student observation tools

**Relevant Legislation in Collaboration with Expertise of District Team**

- Current trends in education legislation

**High-Quality Professional Development (PD)**

- District-level leadership
  - Communicates district priority, expectation, and outcome for PD
  - Commits to improved student outcomes across all district-level departments and school leadership honoring readiness and matching supports required

- Provides the differentiated support all schools require based on readiness
- A comprehensive PD plan is
  - Identified through fidelity and outcome accountability measures
  - Based on a needs assessment that identifies the skills staff possess and need to strengthen
    - Oregon Scaling-Up EBISS: Webinar: Beliefs and Skills RTI Implementation (Tiered Models of Support) <http://ebissscalingup.blogspot.com/>
  - Assessed for contextual fit
  - Supported through systems coaching to transfer new skills to sustained practice
  - Designed to support systems coaching at all levels of the system
    - External coaches: Support all district office departments
    - District office: All departments support principal leadership
    - Principal leadership: Principals support one another and all teachers and support staff.

## DSSP SCORING GUIDE

District Systems Support Plan (DSSP) Feature 1–7	District Team Systems coaching responsibilities	The Systems Coach(es) Systems coaching responsibilities
<b>1) DISTRICT LEADERSHIP and COMMITMENT</b>		
1a. District has a district leadership team for EBISS (referred to in this document as District Team) that includes district-level administrators (representing C & I, SPED, Title I, ELL, counseling, etc.) and school leaders, as needed. <i>Depending on the size and resources of a district one person may serve multiple functions.</i>	<ul style="list-style-type: none"> <li>○ Ensure</li> <li>○ The structure of the leadership team (referred to as District Team in the balance of this document) is in place</li> <li>○ Roles and responsibilities of team members are filled and clearly defined</li> <li>○ A district teaming framework is developed that identifies critical roles and responsibilities at the district and school level to establish communication loops and improvement cycles</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide</li> <li>○ Guidance in the identification of team members who effectively collaborate and make data-based decisions</li> <li>○ Support to develop the teaming framework</li> </ul>
1b. District Team meetings are scheduled and held at least every other month throughout the year.	<ul style="list-style-type: none"> <li>○ Develop</li> <li>○ Yearly calendar and agendas for District Team meetings based on district goals, decision rules, action plan and implementation data</li> <li>○ Group norms and team member</li> <li>○ Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>○ Facilitate</li> <li>○ District Team meetings or assist in facilitation of team meetings</li> </ul>

<p>1c. District Team meetings are attended by all members.</p>	<ul style="list-style-type: none"> <li>○ Reinforce</li> <li>○ Importance of regular attendance to contribute to successful implementation of District Team goals</li> <li>○ Importance of identifying specific colleagues who are knowledgeable of other team members' specialty areas and occasionally can act as proxies</li> <li>○ Ensure</li> <li>○ Meeting minutes are sent to all team members</li> <li>○ Group norms are upheld</li> <li>○ Proxies attends meetings in colleagues occasional absence, and report back to the absentee team member</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicate</li> <li>○ Send meeting reminders to all District Team members regarding dates and times of team meetings</li> <li>○ Send meeting minutes and tasks to all members, including any proxies in attendance</li> </ul>
<p>1d. District has a Continuous Improvement Plan that emphasizes evidence-based academic and behavior practices across multitiers (i.e., addresses needs of all students).</p>	<ul style="list-style-type: none"> <li>○ Oversee the implementation of an integrated, tiered approach to school-wide, literacy, PBIS, other academic goals, and RTI SLD determination</li> <li>○ Evaluate</li> <li>○ Current disaggregated data from district/schools to prioritize and establish goals</li> <li>○ Ensure</li> <li>○ CIP includes District Team priorities</li> <li>○ Completion date of CIP set</li> <li>○ CIP is disseminated to all stakeholders</li> <li>○ CIP is evaluated three times a year</li> </ul>	<ul style="list-style-type: none"> <li>○ Support District Team regarding</li> <li>○ Current data from district and schools, disaggregated and ready for decision making</li> <li>○ District-wide level of implementation and individual schools readiness for change</li> <li>○ The resources district and schools require to meet district goals and fulfill action plans</li> <li>○ Considerations for possible reallocation of funds to respond to the needs of students based on the data</li> <li>○ Coaching support and professional development required to meet CIP</li> </ul>

	<ul style="list-style-type: none"> <li>○ Criteria for identifying evidence-based practice (EBP) and that EBP criteria is consistent throughout district</li> </ul>	<p>goals</p> <ul style="list-style-type: none"> <li>○ Importance of all district office departments committing to collaboration and funding to improve student outcomes</li> </ul>
1e. District has policies and a procedural manual for LD identification based on a tiered, response to intervention (RTI) framework (district-level NASDSE).	<ul style="list-style-type: none"> <li>○ Ensure</li> <li>○ District Team develops a strategic plan to meet its implementation timeline</li> <li>○ District Team develops decision-making rules along a continuum of supports within RTI framework</li> <li>○ Decision rules focus on assessment and instruction that support student achievement, regardless of identification</li> <li>○ District Team has a plan for roll out of RTI framework to schools</li> <li>○ District may have an attorney review policies and procedural manual for LD identification as needed</li> </ul>	<ul style="list-style-type: none"> <li>○ Review</li> <li>○ Procedural manual for philosophical alignment with decision-making rules and process for evaluation</li> <li>○ Provide feedback for effective delivery of services from core programming through LD evaluation</li> <li>○ Support</li> <li>○ Education of philosophical approach to LD identification (school-level NASDSE)</li> <li>○ District development of decision-making rules</li> <li>○ District and school readiness to proceed in implementation</li> <li>○ Development of school plans and timelines to meet district plans and timelines</li> <li>○ Identification of professional development required to support implementation of manual at all levels of administration and school staff</li> </ul>
1f. District provides time and	<ul style="list-style-type: none"> <li>○ Ensure</li> </ul>	<ul style="list-style-type: none"> <li>○ Support school teams</li> </ul>

resources to school teams to engage in collaborative teamwork a minimum of: (a) three/year following each universal screening/benchmark period to analyze and use professional development systems and action plans and (b) once/month to meet with grade-level teams to analyze student progress and adjust interventions.	<ul style="list-style-type: none"> <li>○ District provides time and technical assistance for school teams to review and monitor student progress and make instructional decisions in response to the district's Tiered Model of Support</li> <li>○ Establishment of a communication protocol for schools to share their progress and challenges with team</li> <li>○ Problem-solving model exists for conducting an effective meeting at the school leadership and grade level (e.g., Team Initiated Problem Solving (TIPS))</li> </ul>	<ul style="list-style-type: none"> <li>○ Ensuring that the school schedule accommodates application of agreed-upon innovations</li> <li>○ To use their understanding of system theory, systems change, and implementation science to help them identify an appropriate level of teaming implementation and readiness for change in each goal area</li> <li>○ To understand collaborative teamwork</li> <li>○ To use a problem-solving model for conducting an effective school leadership and grade-level meetings</li> <li>○ To facilitate an effective meeting</li> </ul>
1g. District practices and procedures encourage hiring personnel with skills that will contribute to District Team systems sustainability	<ul style="list-style-type: none"> <li>○ Develop</li> <li>○ District policy that promotes effective hiring practices to support District Team priorities</li> <li>○ Job descriptions to ensure personnel hired have the skills required to implement EBP's and meet District Team priorities</li> <li>○ Interview questions for administrators, teachers, and support staff to assess experience with district's EBP and a tiered model of service delivery and data analysis</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Support</li> <li>○ District Team regarding the necessary skills and knowledge needed to implement EBPs at all levels of the district</li> <li>○ District Team and school board with examples of hiring practices from model districts</li> </ul>
1h. Team reviews new programs and initiatives to rate their	<ul style="list-style-type: none"> <li>○ Develop</li> <li>○ District decision rules for selecting or</li> </ul>	<ul style="list-style-type: none"> <li>○ Support</li> <li>○ Dissemination of information</li> </ul>

effectiveness and compatibility with District Team priorities before adopting (i.e., they are evidence-based <i>and</i> data show they are needed).	reviewing new programs or initiatives based on district priorities and EBP guidelines	regarding criteria for EBP and ensure criteria are reviewed <ul style="list-style-type: none"> <li>○ Ensuring that appropriate personnel attend curriculum meetings and adoptions and attend them when appropriate</li> </ul>
<b>2) ACTION PLANNING with SCHOOLS</b>		
2a. District implementation plan defines goals for the number of schools to implement District Team priorities (i.e., elementary school-wide reading, secondary school-wide reading, K–12 behavior, and response to intervention for LD identification) during the next four years .	<ul style="list-style-type: none"> <li>○ Ensure</li> <li>○ Development of district implementation plan and timeline for district-wide adoption of school-wide literacy, PBIS, and RTI for LD evaluation</li> <li>○ Clear decision rules to implement EBP and systems for all students at the individual student, classroom, school, and district</li> </ul>	<ul style="list-style-type: none"> <li>○ Facilitate</li> <li>○ Identification of schools' readiness for change in district priority areas</li> <li>○ Timeline for participating schools to implement District Team priorities</li> </ul>
2b. Team uses tools to help designated schools analyze strengths and needs related to District Team priorities.	<ul style="list-style-type: none"> <li>○ Ensure</li> <li>○ A current list of evidence-based measures and tools are used by schools to assess strengths and needs</li> <li>○ School teams engage in ongoing evaluation of primary, secondary, and tertiary interventions and determine supports needed to bring the practice to scale</li> <li>○ Training, coaching, and performance assessment to meet individuals and</li> </ul>	<ul style="list-style-type: none"> <li>○ Support</li> <li>○ Principals and coaches in the ongoing evaluation of tiered instructional system (school-wide, literacy, PBIS, and other academic goals )</li> <li>○ School teams in the use of evidence-based measures and ensure tools are applied with fidelity and adhere to established decision rules</li> <li>○ Schools and site-based experts in the use of data to analyze effectiveness of measures and tools used at the school,</li> </ul>

	schools at their level of readiness	<p>grade, classroom, and student level for literacy, PBIS, and other academic goals</p> <ul style="list-style-type: none"> <li>○ Development of training and coaching plan based on performance assessment results</li> </ul>
2c. Team has identified time and a strategy for working with designated schools on their action plans for District Team priorities. School Action plans are in response to data from priority specific tools (see number 2).	<ul style="list-style-type: none"> <li>○ Develop</li> <li>○ District-wide action plan document</li> <li>○ Consistent plan for reviewing school action plans and supporting evidence of progress</li> <li>○ District plan for technical assistance when schools are not meeting district goals</li> </ul>	<ul style="list-style-type: none"> <li>○ Support</li> <li>○ Development and alignment of school and district calendar and District Team priorities</li> <li>○ Development of school priorities and action plan</li> <li>○ Development of timeline to implement action items</li> <li>○ Identification of the implementation data to be collected at school sites</li> <li>○ Development of interventions for groups of students needing support beyond the core</li> <li>○ Development of specialized Tier 2 and Tier 3 interventions for students not responding to the core program in, literacy, PBIS, and other academic goals</li> <li>○ Facilitation of school team meetings periodically</li> </ul>
<b>3) COORDINATION and COACHING</b>		
3a. Team has identified specific individuals to coordinate District	<ul style="list-style-type: none"> <li>○ Ensure</li> <li>○ Coaches possess the skills and</li> </ul>	<ul style="list-style-type: none"> <li>○ Support</li> <li>○ District Team coaching plan</li> </ul>

<p>Team activities and plans (e.g., facilitate Team decisions, communication with schools, and professional development).</p>	<p>disposition required to fulfill their roles</p> <ul style="list-style-type: none"> <li>○ Activities and trainings needed for district coaching plan are based on District Team priorities and staff need</li> <li>○ Develop</li> <li>○ A coaching plan to build capacity of all staff at all levels based on needs assessment</li> <li>○ Training, coaching, aperformance assessment</li> <li>○ District communication protocol to support coordinators and coaches at the district and school level</li> <li>○ District communication protocol that promotes policy to enhance practice and practice to inform policy (PEP/PIP, NIRN)</li> </ul>	<ul style="list-style-type: none"> <li>○ Support team implementation of EBP , the coaching plan and communication protocol across schools</li> <li>○ Fidelity of implementation of the coaching plan through training, coaching and performance assessment systems</li> <li>○ Team meetings when needed</li> </ul>
<p>3b. Team has identified specific individuals to provide coaching in literacy and behavior to schools implementing District Team priorities. These persons have been or are receiving training in each of these areas.</p>	<ul style="list-style-type: none"> <li>○ Develop</li> <li>○ Training calendar to support the coaching needs across the district at all levels: administration, certified, and classified</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicate</li> <li>○ School needs and readiness to implement district EBPs to District Team</li> <li>○ Support</li> <li>○ Needs of coaches and site-based experts</li> <li>○ Completion of EBISS Coaches Checklist and identify professional development needs based on assessment results</li> <li>○</li> </ul>

		<ul style="list-style-type: none"> <li>○ Facilitation of regular meetings scheduled with literacy and PBIS coaches when possible</li> </ul>
3c. Team and schools have identified specific individuals to serve as site-based experts to support District Team activities (literacy and behavior specialists, team facilitators, etc.).	<ul style="list-style-type: none"> <li>○ Ensure</li> <li>○ District has job descriptions that support the personnel needs required of site-based experts to meet District Team goals</li> <li>○ Regular communication between district and school expert is scheduled throughout the year</li> <li>○ Site-based expert receives ongoing training, coaching, and performance assessment support               <ul style="list-style-type: none"> <li>○ Expert is trained to analyze and prepare data in an easy-to-read format for the District Team to analyze the effectiveness of its training, coaching, and performance assessment system and District Team priorities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Support</li> <li>○ Principals and site-based experts to implement District Teams action plan and school action plan (e.g., calendar of professional development that meets school needs and advances the skills of site-based experts in behavior, literacy, and other academics)</li> <li>○ The ongoing development and evaluation of action items</li> <li>○ School-level and grade-level meetings when needed</li> <li>○ Site-based experts who present data to district, school board, and community</li> <li>○ Identification of teacher leaders to become site-based coaches</li> </ul>
<b>4) PROFESSIONAL DEVELOPMENT and TRAINING</b>		
4a. Release time is allocated for coordinators, coaches, and site-based experts to participate in	<ul style="list-style-type: none"> <li>○ Establish</li> <li>○ Need for professional development based on analysis of data</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicate</li> <li>○ Schools successes and areas of concern to District Team</li> <li>○ Professional development required for</li> </ul>

state-coordinated training (e.g., attending PBIS conference, District Team trainings, and literacy outreach).	<ul style="list-style-type: none"> <li>○ Intended outcomes of trainings</li> <li>○ A budget for professional development that reflects district goals and professional development priorities</li> <li>○ A differentiated professional development calendar based on readiness and implementation levels across the district</li> <li>○ How professional development will be coached to fidelity through a system of performance assessment</li> </ul>	<p>site-based experts</p> <ul style="list-style-type: none"> <li>○ How professional development will be coached to fidelity through a system of performance assessment</li> </ul>
4b. District professional development calendar (and ESD/other training calendars accessed by the district) provides training opportunities throughout the year on a range of programs and skills related to EBISS.	<ul style="list-style-type: none"> <li>○ Develop</li> <li>○ Professional development calendar to support the District Team priorities in response to needs assessment</li> <li>○ Communication loop for District Team to monitor success of professional development plan and needed modifications</li> <li>○ Establish</li> <li>○ Ongoing training, coaching, and performance assessment model to support sustainability of district priorities for all staff at all levels</li> <li>○ District commitment to coach and assess effect of all professional development expenditures</li> </ul>	<ul style="list-style-type: none"> <li>○ Support</li> <li>○ Development of a scope and sequence of professional development based on district and school data</li> </ul>
<b>5) ONGOING ASSESSMENT and EVALUATION SYSTEMS (Reading and Behavior)</b>		
5a. District has identified specific	<ul style="list-style-type: none"> <li>○ Develop</li> </ul>	<ul style="list-style-type: none"> <li>○ Facilitate</li> </ul>

measures for screening and progress monitoring of students' reading and behavior skills (e.g., state assessments, DIBELS, other curriculum-based measures, office discipline referrals, counseling referrals, and attendance reports).	<ul style="list-style-type: none"> <li>○ District list of assessment measures for each grade level and disseminate to schools</li> <li>○ District calendar to identify specific timelines for using assessment measures</li> <li>○ Specific range of dates for reviewing assessment results</li> <li>○ Evaluate</li> <li>○ Core framework and curriculum in PBIS, literacy, and supplemental areas critical to academic and behavioral success for all students in Tier 1</li> <li>○ Tier 2 and Tier 3 support systems of support in literacy, PBIS, and other academic goals critical to the success for all students needing support beyond the core</li> </ul>	<ul style="list-style-type: none"> <li>○ The selection of assessment systems that respond to school data and fit contextually</li> <li>○ District and school teams understanding of the different purposes of specific assessments</li> </ul>
5b. District provides schools with usable and easy-to-read reports about academic and behavior data for decision making (e.g., state assessment reports, DIBELS, SWIS, easyCBM, AIMSweb, etc.).	<ul style="list-style-type: none"> <li>○ Ensure</li> <li>○ Required staff have the skills and training needed to analyze data and generate easy-to-read reports</li> <li>○ Timely review of district-level reports by District Team</li> <li>○ Dissemination of or access to data reports at the school level</li> </ul>	<ul style="list-style-type: none"> <li>○ Support</li> <li>○ Teams to ensure teams have the skills to analyze data for decision making</li> <li>○ Access to easy-to-read reports</li> </ul>
5c. Team routinely evaluates: (a) implementation of this Systems Support Plan, (b) implementation	<ul style="list-style-type: none"> <li>○ Evaluate</li> <li>○ Implementation and student performance data and suggest district-wide instructional adjustments when and</li> </ul>	<ul style="list-style-type: none"> <li>○ Ensure</li> <li>○ District Team has up-to-date and easy-to-read reports from each school for comparison</li> </ul>

of school action plans, and (c) impact of both plans on student achievement.	where needed ○ Ensure ○ Adjustments of district plans are based on evaluation of school data	○ Schools have up-to-date information from District Team regarding any changes in the district action plan
<b>6) VISIBILITY, POLITICAL and STAKEHOLDER SUPPORT</b>		
6a. Superintendent and School Board receive at least semiannual progress reports from the Team.	○ Establish ○ Who will work with District Team and school teams to present data to the school board regarding progress in school-wide, literacy, PBIS, and other academic goals	○ Determine ○ Message to deliver and appropriate data to support that message in an easy-to-read format
6b. Team shares District accomplishments at a regional level at least semiannually in a public forum (e.g., rotary, ESD, or parent groups).	○ Develop ○ Plan to facilitate presentations at public forums regarding progress in school-wide literacy, PBIS, and other academic goals ○ How the district goals and data will be presented to the community in a format that is easy to read and understand	○ Facilitate ○ The identification of outside agencies to be contacted for presenting accomplishments and next steps and welcoming comments
<b>7) FUNDING</b>		
7a. District budget includes funding dedicated to the implementation of this systems support plan, the district action plan, and school	○ Establish ○ A plan to consolidate initiatives to encourage blending and financial efficiency by all district office	○ Support ○ Communication and facilitate problem-solving conversations that lead to a review and consolidation of

action plans.	departments <ul style="list-style-type: none"> <li>○ Communication protocol and collaboration system to include all central office departments regarding district goals and funding requirements to meet District Team goals</li> </ul>	initiatives <ul style="list-style-type: none"> <li>○ Encourage a culture of shared responsibility among all central office departments for improved student outcomes</li> </ul>
7b. District budget includes funds for academic and behavior core curriculum, supplemental, and targeted intervention materials.	<ul style="list-style-type: none"> <li>○ Reinforce</li> <li>○ The importance of having the necessary evidence-based curriculum and materials for school-wide literacy, PBIS, and other academic goals</li> <li>○ The need for appropriate evidence to support funding requests for district and school materials</li> <li>○ Provide</li> <li>○ Rationale for the purchasing of new materials based on EBP criteria, outcome data, and the evaluation of student needs</li> </ul>	<ul style="list-style-type: none"> <li>○ Facilitate</li> <li>○ A review of district-level and school-level data that indicates a need for funding support</li> <li>○ Awareness of success demonstrated by improved student outcomes</li> </ul>

This document assists district leadership teams and Systems Coaches in understanding the activities that must be conducted when planning the implementation of EBISS as outlined by the features of the DSSP. The DSSP is a self-assessment tool to assist districts in the successful implementation of EBISS by helping district teams and Systems Coaches understand the critical supports, functions, and elements needed to develop and maintain fidelity to the process of implementing these support systems.

Each feature of the DSSP is a system. Each system is rated, and an action plan then is developed based on district readiness

## IMPLEMENTATION WORKBOOK

Adapted for EBISS districts and early childhood programs by the  
Oregon Coaches Task Force, 2011

**National Technical Assistance Center on Positive Behavioral  
Interventions and Supports**

*State/District Implementation Workbook*

## BLUEPRINT FOR SCHOOL-WIDE RESPONSE TO INSTRUCTION FOR PBIS and ACADEMIC SUPPORT TRAINING AND PROFESSIONAL DEVELOPMENT<sup>1</sup>

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George Sugai

Rob H. Horner



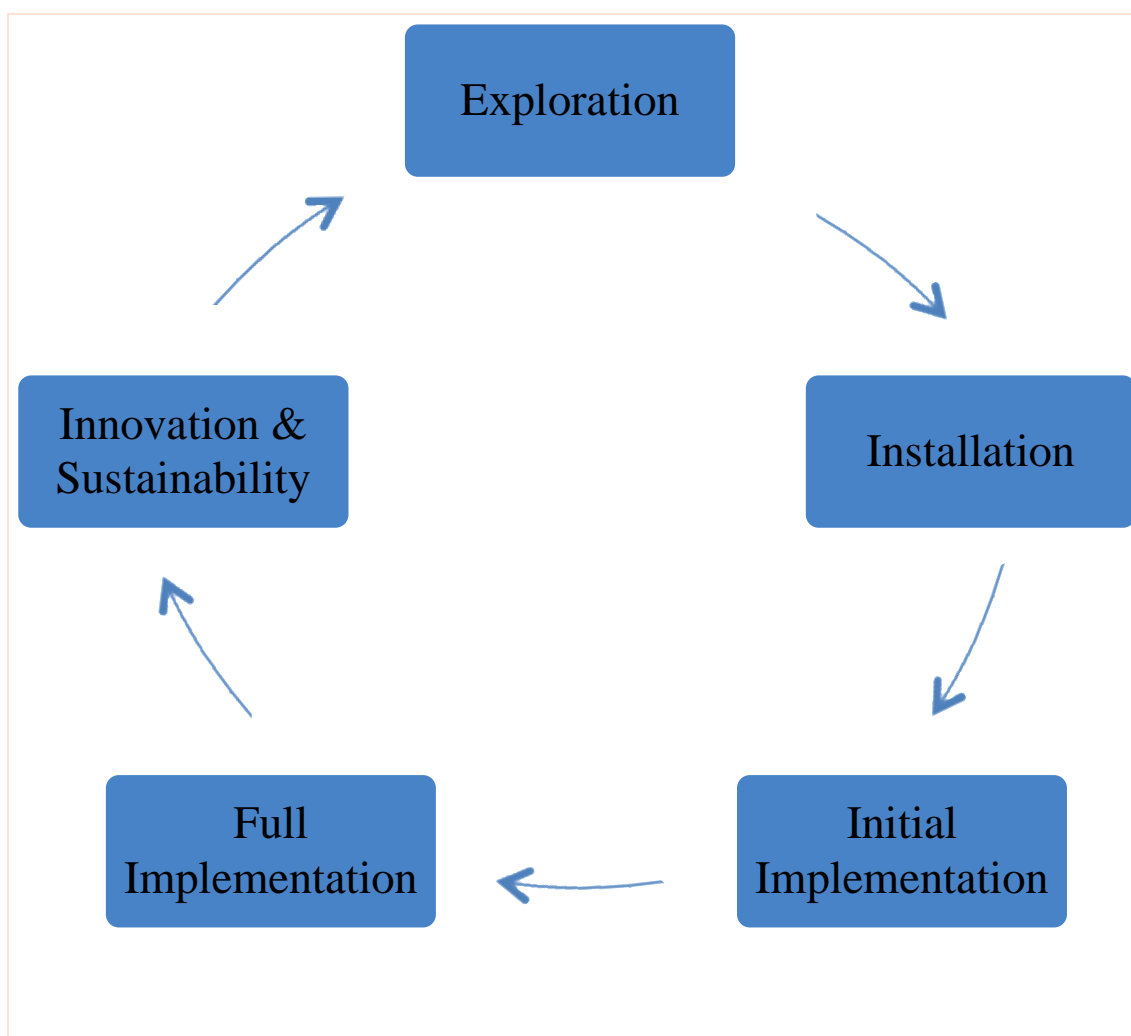
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<sup>1</sup> The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

STATE/DISTRICT IMPLEMENTATION WORKBOOK

National Technical Assistance Center on PBIS

The purpose of the workbook is to provide guidance to organizations working with large numbers of schools, such as states, districts, or regions and counties. Our goal is to provide a guide for successful development of the features needed for initial and sustained implementation of School-Wide Response to Instruction for PBIS and Academics (SW-PBIS and Academics). This document uses the Phases of Implementation (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005) as an overall organizer. The guiding questions embedded at each phase promote flexibility in the process. Leadership teams will move through the process based on local need, context, resources, and other organizational factors. The process is anchored to critical components within each phase to ensure fidelity of implementation.



For each phase, guiding questions help teams move forward with planning and implementation. In addition, specific activities to be completed and roles for technical assistance are documented. Outcomes to be achieved within each phase are defined so teams can move forward with planning and implementation.

- Teams are encouraged to work with their Technical Assistance provider to create their SW-PBIS and Academics Professional Development Plan using this document. After completing activities in this workbook, the elements of SW-PBIS and Academics listed below will be in place in your district/state. Administrators and leaders are aware of and

STATE/DISTRICT IMPLEMENTATION WORKBOOK

National Technical Assistance Center on PBIS

agree to expectations, commitment, and involvement in the SW-PBIS and Academics process.

- Teams (not individuals) represent the school community and attend all professional development activities.
- School-based administrators participate in all professional development.  
External coaches (outside of school buildings) are in place and can guide implementation and provide performance feedback. Stakeholders understand the tiered intervention framework of SW-PBIS and Academics. Stakeholders understand systems-level features necessary for initial and sustained implementation of SW-PBIS and Academics.
- Professional development plan guiding implementation of SW-PBIS and Academics is linked to district/school strategic plans.
- Data are used to guide implementation of SW-PBIS and Academics (i.e., process tools to guide implementation, outcome measures used to track impact, and performance assessments used to track skill development and continuous improvement).
- A phases of implementation document is used to guide the process of planning and implementation of SW-PBIS and Academics. The school calendar includes opportunities for ongoing training for skill development and knowledge sharing for school staff, coaches, administration, teams, and team leaders.
- Long-term commitment to sustained implementation of SW-PBIS and Academics is secured from participating schools. All interventions and initiatives within schools are aligned with three-tiered logic model.

## Quick Reference Guide

Important Professional Development References for Implementation of PBIS and Academics

IMPORTANT TOPICS	RESOURCES
<b>PBIS and ACADEMICS</b>	
<b>Implementation Science</b>	<p>National Implementation Research Network <a href="http://www.fpg.unc.edu/~nirn/">http://www.fpg.unc.edu/~nirn/</a></p> <p>Phases of Implementation <a href="http://www.fpg.unc.edu/~nirn/implementation/06/06_stagesimple.cfm">http://www.fpg.unc.edu/~nirn/implementation/06/06_stagesimple.cfm</a></p>
<b>State/District Level Implementers</b>	<p>EBISS CTL Website</p> <p>Systems Coaching Manual: For Facilitation of Leadership Teams</p> <p><a href="http://ctl.uoregon.edu/node/613">http://ctl.uoregon.edu/node/613</a></p> <p>Use this implementation blueprint to complete</p> <ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• State/District Implementation Checklist</li> <li>• Sample Implementation Plan</li> </ul>

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IMPORTANT TOPICS	RESOURCES	
	<b>PBIS</b>	<b>ACADEMICS (e.g., SW Literacy)</b>
	TA Center on Positive Behavioral Interventions and Supports  <a href="http://www.pbis.org/">http://www.pbis.org/</a>	(e.g., Oregon K–12 Literacy Framework (OLF))  <a href="http://www.ode.state.or.us/search/page/?id=2568">http://www.ode.state.or.us/search/page/?id=2568</a>
<b>School-Level Administrators</b>	Introduction to SW-PBIS  Administrator role in SW-PBIS  <a href="http://www.pbis.org/common/pbisresources/publications/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf">http://www.pbis.org/common/pbisresources/publications/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf</a>	OLF Leadership  <a href="http://www.ode.state.or.us/search/page/?id=2835">http://www.ode.state.or.us/search/page/?id=2835</a>  OLF Commitment  <a href="http://www.ode.state.or.us/search/page/?id=2837">http://www.ode.state.or.us/search/page/?id=2837</a>
<b>Trainers and Coaches</b>	Training and PD Blueprint  <a href="http://www.pbis.org/common/pbisresources/publications/PBIS_PD_Blueprint_v3.pdf">http://www.pbis.org/common/pbisresources/publications/PBIS_PD_Blueprint_v3.pdf</a>	National Reading First Technical Assistance center  <a href="http://www.rmccres.com/">http://www.rmccres.com/</a>  OLF Professional Development

IMPORTANT TOPICS	RESOURCES	
		<a href="http://www.ode.state.or.us/search/page/?id=2836">http://www.ode.state.or.us/search/page/?id=2836</a>
<b>Families</b>	<p>Introduction to SW-PBIS for Families</p> <p>Resources for Families</p> <p><a href="http://www.pbis.org/family/family_partnership.aspx">http://www.pbis.org/family/family_partnership.aspx</a></p>	<p>Reading Rockets for families</p> <p><a href="http://www.readingrockets.org/audience/parents">http://www.readingrockets.org/audience/parents</a></p>
<b>Tier 1</b>	<p>Evaluation Tools</p> <p><a href="http://www.pbis.org/evaluation/evaluation_tools.aspx">http://www.pbis.org/evaluation/evaluation_tools.aspx</a></p> <ul style="list-style-type: none"> <li>• SET</li> <li>• Team Implementation Checklist</li> <li>• Benchmarks of Quality</li> <li>• EBS Self-Assessment</li> </ul>	<p>The Oregon K–12 Literacy Framework focuses on what schools must do to promote effective reading instruction in every classroom and across all instructional areas.</p> <p>Tier 1, Tier 2, and Tier 3</p> <ul style="list-style-type: none"> <li>• Goals</li> </ul>
<b>Tier 2</b>	<p>Benchmark for Advanced Tiers</p> <p><a href="http://www.pbis.org/common/pbisresources/tools/Benchmarks_Advanced_Tiers_2.4.pdf">http://www.pbis.org/common/pbisresources/tools/Benchmarks_Advanced_Tiers_2.4.pdf</a></p>	<p><a href="http://www.ode.state.or.us/search/page/?id=2832">http://www.ode.state.or.us/search/page/?id=2832</a></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul>

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National Technical Assistance Center on PBIS

IMPORTANT TOPICS	RESOURCES	
<b>Tier 3</b>	Individual Student System Evaluation Tool  <a href="http://www.pbis.org/common/pbisresources/tools/Benchmarks_Advanced_Tiers_2.4.pdf">http://www.pbis.org/common/pbisresources/tools/Benchmarks_Advanced_Tiers_2.4.pdf</a>	<a href="http://www.ode.state.or.us/search/page/?id=2834">http://www.ode.state.or.us/search/page/?id=2834</a>  • Instruction  <a href="http://www.ode.state.or.us/search/page/?id=2833">http://www.ode.state.or.us/search/page/?id=2833</a>
<b>Classroom</b>	Classroom Checklist  <a href="http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&amp;PBIS_ResourceID=192">http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&amp;PBIS_ResourceID=192</a>	Classroom Walk-through Checklist  <a href="http://oregonliteracypd.uoregon.edu/topic/conduct-classroom-walkthroughs-regularly-and-provide-effective-feedback">http://oregonliteracypd.uoregon.edu/topic/conduct-classroom-walkthroughs-regularly-and-provide-effective-feedback</a>



**Exploration Phase:** The purpose of the exploration phase, as defined by Fixsen et al. (2005) is to assess the match between an innovation and consumer need. It will be important to examine current practices systems and resources to ensure the innovation can fit the unique context of the organization/ community.

**The following outcomes are achieved:**

- Exploration Team is identified and a regular meeting schedule is set
- Need for change is identified
- Solutions are explored
- Team learns about systems and practices that result in sustained and effective implementation of SW-PBIS and academics, stakeholders are identified
- Decision to move forward or to abandon effort is reached

In the exploration phase, the Technical Assistance Provider facilitates the exploration team through guiding questions and corresponding activities to complete the goals of this phase. At the end of the exploration phase, the team has determined whether a problem exists and, if so, what solution they wish to pursue.

Guiding Questions	Facilitated Exploration Activities (TA Provider and Exploration Team)	Outcome
Who should be invited to participate with the initial exploration team?	Schedule a meeting with the individual initiating contact to provide an opportunity to listen to reasons for contact. Brainstorm to identify other possible change agents, opinion leaders, etc.	Identify the core group of district-level personnel to form initial exploration team and continue with facilitation through guided questions
Is there a need for change?	Review multiple data sources to identify areas in need of improvement. Review state/district strategic plan and conduct a needs assessment based on district-specific dialogue	Identify areas of need in change
What is innovation and does it address our problem?	Initial Awareness Activities on SW-PBIS and academics <ul style="list-style-type: none"> <li>○ Presentations</li> <li>○ Websites</li> <li>○ Research</li> <li>○ State and district examples</li> <li>○ Site visits</li> </ul>	Explore solutions; teams learn more about systems and practices that result in sustained and effective implementation of SW-PBIS and Academics

Guiding Questions	Facilitated Exploration Activities (TA Provider and Exploration Team)	Outcome
<ul style="list-style-type: none"> <li>○ What current practices and initiatives exist that are facilitators or barriers? What gaps are identified?</li> </ul>	<ul style="list-style-type: none"> <li>○ Audit of current practices, programs, and initiatives (e.g., Working Smarter, guiding questions, resource mapping, and gap analysis)</li> <li>○ Examine effectiveness of school-level data system (progress monitoring vs. accountability)</li> </ul>	<p>Teams learn more about systems and practices that result in sustained and effective implementation of SW-PBIS and Academics. Teams learn more about district- and school-level data systems</p>
<ul style="list-style-type: none"> <li>○ Will we move forward to plan for implementation?</li> </ul>	<ul style="list-style-type: none"> <li>○ Review organizational structure to identify additional members to evolve exploration team to implementation team (people with authority to make policy or budget reallocation of resources and other changes are included on team)</li> <li>○ Exploration Team presents findings to superintendent; superintendent endorses moving forward</li> </ul>	<p>Stakeholders are identified (complete Exploration Team identified); decision to move forward or to abandon effort is reached</p>

## Facilitated Exploration Activities

Samples of applicable data sources to review to identify area of need

SW-PBIS	SW-ACADEMICS (e.g., K–5 literacy)
<ul style="list-style-type: none"> <li>○ Discipline Data</li> <li>○ Attendance</li> <li>○ Graduation Rates</li> <li>○ Standardized Test Results</li> <li>○ Professional Development Plan Budget (study resource allocation)</li> <li>○ Special Education Ratios</li> <li>○ Data to measure progress towards goals included in strategic plan</li> <li>○ Other: _____</li> </ul>	<ul style="list-style-type: none"> <li>○ DIBELS, easyCBM, AIMSweb</li> <li>○ Attendance</li> <li>○ Graduation Rates</li> <li>○ Standardized Test Results</li> <li>○ Professional Development Plan Budget (study resource allocation)</li> <li>○ Special Education Ratios</li> <li>○ Data to measure progress towards goals included in strategic plan</li> <li>○ Other: _____</li> </ul>

➤ Audit of current practices

**Directions:**

Use the blank triangle on the following page to complete Activity 1; the goal of this activity is to identify programs and interventions in place in your school system to support students:

**Step 1:** Identify all supports (defined as programs, initiatives, interventions, and common practices that are in place *in the majority of your schools*). Consider completing this activity separately for elementary, middle, and high schools. For example, if most elementary schools are implementing the same character-education program or school-wide reading model for all students, you would list that program in the triangle. On the other hand, if only one or two schools are implementing a support, then you would not include it. Make a list of all interventions.

## SYSTEMS COACH MANUAL

**Step 2:** Now, determine the tier of support met by each intervention. Tier I supports are what we do for all students. Tier II supports are for students who may not have responded to Tier I supports and are in need of additional support. Examples include additional instructional time, social skills groups, and so forth. Tier III supports are intensive support designed for individualized support.

Fill the triangle in by placing supports in the boxes that correspond with the tier or level of intervention.

**Step 3:** As you begin implementation of SW-PBIS and Academics, focus on your Tier I supports and interventions. Complete the matrix below the triangle.

- Use the blank triangle on the following page to complete inventory of practices, programs, and initiatives at each tier. Tier 1 (Universal): What supports (defined as practices, programs, and initiatives) are in place to support all students? Tier 2 (Targeted): What supports (defined as practices, programs, and initiatives) are in place to support some students (at risk) needing additional support?

Tier 3 (Intensive): What supports (defined as practices, programs, and initiatives) are in place to support a few students needing intensive, individualized support?

**Step 1: Audit of Practices within Three-Tiered Model of Support: PBIS**

School: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Inventory of Practices**

List **Core** practices provided  
to all and intended support  
most

List

**Individualized/Intensive**  
practices provided to a few  
for support

List **Strategic/Targeted**  
practices provided to some  
for support

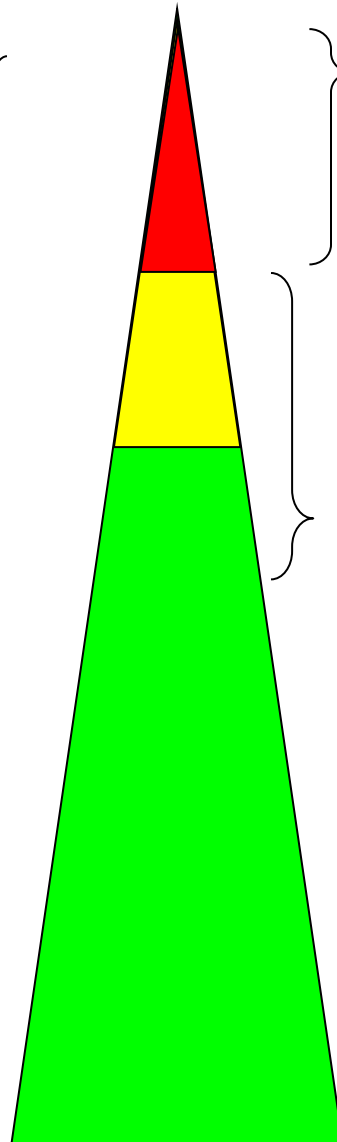
### Step 1: Audit of Practices within Three-Tiered Model of Support: Academic Response to Instruction

School: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

#### Inventory of Practices

List **Core** practices provided to all and intended support most



List

#### **Individualized/Intensive**

practices provided to a few for support

List **Strategic/Targeted**

practices provided to some for support

➤ Sample Guiding Questions:

Record Tier I support and interventions in the top row. For each support or intervention, address topics in the far-left column. For each support or intervention, consider the extent to which key features of Tier I support or interventions are in place. For interventions that have few key features, can they either be enhanced or removed? The goal is to help schools become more efficient by implementing as few Tier I programs as possible to achieve goals of the school, district, and state.

<b>Outcomes</b>	<b><u>Support/Intervention</u></b> How is the intervention linked to district strategic plan?					
	What is the goal (what will students say or do?)					
<b>Systems and Process</b>	<b><u>Teaming Structure</u></b> What are your current service delivery teams? (i.e., leadership, student services, and problem-solving team). (See working smarter worksheet to organize teaming structures.)					

	What is the common role of the administrator across schools?					
	How do administrators get access to skills?					
	<b><u>Request for Assistance Process</u></b>					
	How do schools access district resources to support implementation of programs, initiatives, and interventions?					
	What communication loops or other forums for collaboration are in place to provide support in the division?					
	How long does it take to get support in place?					
	<b><u>Coaching and Staff Support</u></b>					
	How is staff supported in implementation of the intervention?					

	What are the professional development structures that support staff with skill development and fidelity (e.g., coaching and performance feedback)?					
<b>Data</b>	How is progress toward goal achievement monitored?					
	How frequently is support and intervention progress monitored?					

➤ **Working Smarter Worksheet: Examining Teaming Structure State Level/District Level**

Sample District Organizational Structures: Roles of leadership teams and stakeholders and how their roles can support innovation

<b>Service Delivery Team</b>	<b>Outcome/ Link to Strategic Plan</b>	<b>Who Does the Service Delivery Team Serve?</b> (students, staff, families, and community?)	<b>Names of Staff on team</b>	<b>Is this a Non-Negotiable Mandate?</b>	<b>How Is Impact Measured?</b>	<b>Overlap? Modify?</b>

- Sample district organizational structure
- See EBISS Teaming Framework and draw a diagram of how this framework is represented in your district

STATE/DISTRICT IMPLEMENTATION WORKBOOK

Sample/template of presentation to Superintendent with components to consider, including

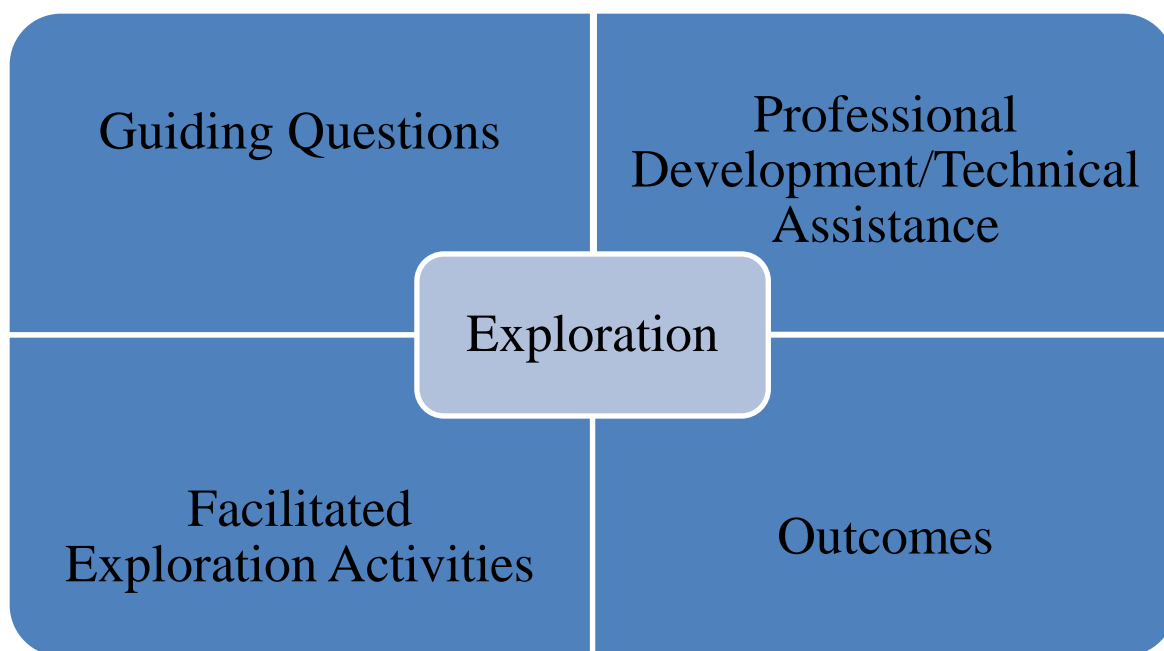
<b>Exploration Phase: District Team Checklist/Action Plan Item</b>	<b>In place Not in Place</b>	<b>Action Step</b>	<b>Who Is Responsible?</b>	<b>When Will Item Be Complete?</b>
Exploration Team Identified ○ Team has members who can leverage resources, influence policy, and represent range of stakeholders				
○ Exploration Team uses action plan to guide implementation; action plan has goals and measurable outcomes goals fit with local needs and context				
• Exploration Team schedules regular meetings to implement plan				
• Exploration Team conducts site visits and meets with implementers currently implementing innovation				
○ Audit Complete: T1 practices have clearly defined goals and measurable outcomes)				

Exploration Phase: District Team Checklist/Action Plan Item	In place Not in Place	Action Step	Who Is Responsible?	When Will Item Be Complete?
○ Gap Analysis Complete; Current structure and organization, including professional development, has been examined; barriers and enablers are discussed and included in action plan				
• Exploration Team presents findings to superintendent				
• Superintendent endorses moving forward				
• Plan in place to identify demo schools  *Note: Demo schools begin implementation to gain momentum for state and district level awareness and buy in.				

- Sample presentations, reports, and handouts

How will you share your exploration findings to identify the needs of the district, and how those needs will be met?

STATE/DISTRICT IMPLEMENTATION WORKBOOK



**Installation Phase:** The purpose of the installation phase is to allocate or reallocate resources to initiate the innovation. People who have the authority to allocate resources are identified, awareness activities occur, and analysis of roles and functions and overall organizational structure is examined closely.

**The following outcomes are achieved:**

- Awareness and overviews are planned, scheduled, and completed.
- A range of stakeholders is included in awareness activities.
- Stakeholders understand how innovation will fit into existing organization and are willing to examine effectiveness of the current system. Core group of implementers are identified, including leadership team and coordinator.
- Leadership team writes implementation plan.
- Key stakeholders assign resources for implementation.

By the end of the installation phase, the resources needed to implement innovation with fidelity and desired outcomes must be in place. Use the resource table below with the District Team Checklist to guide installation-phase planning.

Guiding Questions	Facilitated Installation Activities (TA Provider and Exploration Team)	Outcomes
<ul style="list-style-type: none"> <li>○ What individuals have authority to reallocate resources and facilitate implementation and connect with state improvement plan?</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide overview of innovation to key individuals to provide awareness of innovation, how it addresses identified needs, and how it supports strategic plan</li> <li>○ Provide information about resources necessary for implementation</li> </ul>	<ul style="list-style-type: none"> <li>○ Awareness and overviews are planned, scheduled, and completed</li> <li>○ Range of stakeholders included in awareness activities</li> <li>○ Stakeholders understand how innovation will fit into existing organization and be willing to examine effectiveness of current system. Initial key stakeholders—individuals with authority to allocate resources and affect policy (e.g., management team)—should be identified and their commitments secured</li> </ul>
<ul style="list-style-type: none"> <li>○ Who will guide implementation?</li> </ul>	<ul style="list-style-type: none"> <li>○ Resource mapping of existing district personnel and/or organizational infrastructure (complete or review from exploration phase)</li> <li>○ Identify key roles for implementation team (what the team does) and which district personnel should be included on the various teams</li> <li>○ Secure agreement with key stakeholders and potential implementers</li> </ul>	<ul style="list-style-type: none"> <li>○ Organizational Chart completed; core group of implementers, including leadership team and coordinator, identified; identify members for implementation team (work to allocate FTE)</li> <li>○ Coordinator with fluency in implementation of SW-PBIS and Academics established.</li> </ul>
<ul style="list-style-type: none"> <li>○ What does implementation of the innovation involve?</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide national and state data and resources to facilitate installation (e.g., blueprint and data from other schools)</li> <li>○ Facilitate implementation team through long-</li> </ul>	<ul style="list-style-type: none"> <li>○ Leadership team writes short-term implementation plan to establish model sites; stakeholders sign off on plan</li> <li>○ Key stakeholders assign resources to</li> </ul>

## STATE/DISTRICT IMPLEMENTATION WORKBOOK

Guiding Questions	Facilitated Installation Activities (TA Provider and Exploration Team)	Outcomes
	term implementation plan to include coordinator, coach, training, and evaluation ○ Plan for building coaching capacity, long-term implementation plan established based on implementation blueprint	implement; develop long-term implementation plan that includes timelines, rate of growth, and capacity-building tasks (coaches, SWIS facilitators, SET assessors, and data system)

*Note:* **Leadership team** is defined as a group of key stakeholders who have the authority to implement a three–five district level action plan, assign budget, change policy, align with strategic plan, and assign core group of individuals to manage day-to-day operations. **Implementation team** is defined as a core group of individuals who have adequate and designated time to manage day-to-day operations.

### Facilitated Installation Activities

Provide overview of innovation to key individuals to provide awareness of innovation, how it addresses identified needs, and how it supports the strategic plan.

- Review sample awareness and overview presentations
- Arrange site visits to other districts or schools implementing initiative

Prepare resource mapping of existing division personnel and/or organizational infrastructure (complete or review from exploration phase).

- Who can serve in leadership roles such as coordinator, coach, and data analyst?
- Review and revise “Working Smarter” document developed in exploration with leadership team or initiate completion of “Working Smarter.”
- Sample Working Smarter documents

Identify key roles for implementation team (what the team does) and which district personnel should be included on the implementation team (and who is on team).

- Meet with key stakeholders and potential implementers
- Review and revise “Working Smarter” document developed in exploration with leadership team
- Sample leadership team members
- Sample agendas
- Sample meeting cycles

Provide national and state data and resources to facilitate installation (e.g., data from other schools).

Facilitate implementation team through short-term plan for securing resources to support implementation.

- Sample short-term plan

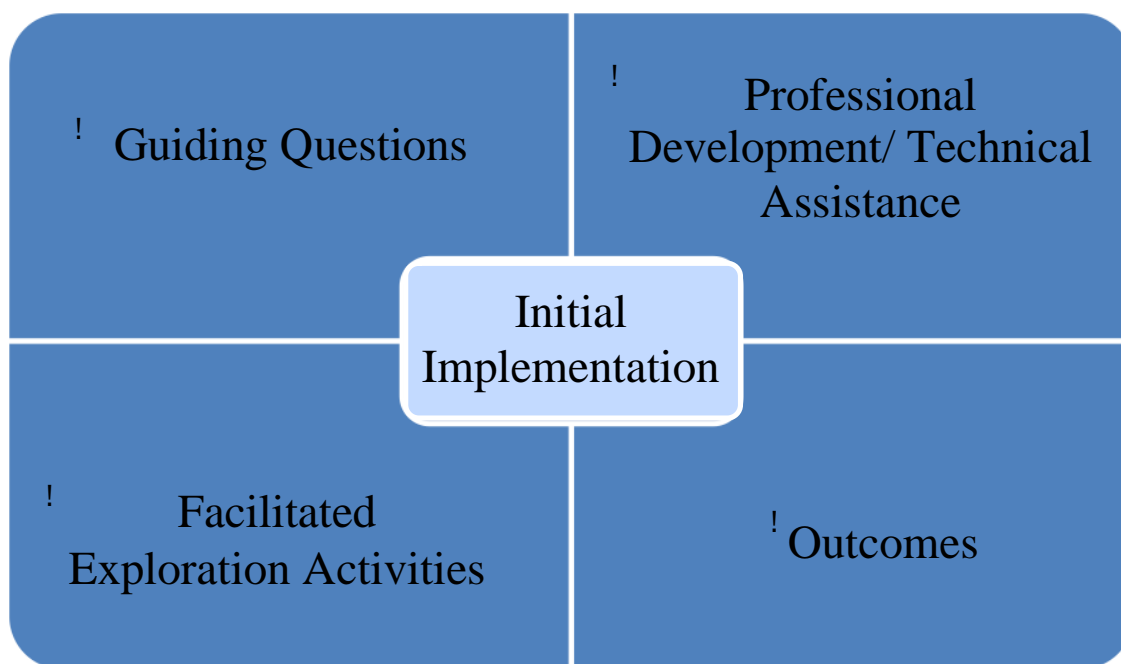
### STATE/DISTRICT IMPLEMENTATION WORKBOOK

- Facilitate implementation team through long-term implementation plan to include coordinator, coach, training, and evaluation.
- Plan for building coaching capacity.
  - Long-term implementation plan established based on implementation blueprint
  - Sample evaluation and monitoring tools
  - Implementation blueprint
  - Sample long-term implementation plan
  - Sample coaching-capacity plan

## District Team Checklist/Action Plan Template

Item	In place Not in Place	Action Step	Who Is Responsible?	When Will Item Be Complete?
<b>Leadership Team</b>				
<p>Leadership team identified</p> <ul style="list-style-type: none"> <li>Team represents local stakeholders (teachers, professional development staff, support staff [school counselor, psychologists, health, social workers], administrators, mental health partners, juvenile justice, families, business partners, etc.). Stakeholders attend 90% of planned meetings, play active roles in professional development activities, communicate commitment to larger school community, and support team decisions.</li> <li>Leadership team participates in promoting political support, funding, policy, and visibility</li> </ul>				
Resource mapping completed so that roles and personnel resources are clearly defined and time is allocated for implementation to occur				
Core group of the leadership team identifies implementation team, who is charged with implementation (including training, coaching,				

Item	In place Not in Place	Action Step	Who Is Responsible?	When Will Item Be Complete?
evaluation, and behavior capacity) Roles assigned: <ul style="list-style-type: none"> <li>○ Coordinator</li> <li>○ Data Manager</li> <li>○ Trainers</li> <li>○ Coaches</li> </ul>				
Team has established a clear mission and purpose Clear outcomes defined and linked to state and district strategic plan improvement goals				
Leadership and implementation teams have priority status and work effectively and efficiently with other initiatives and programs. Working Smarter forms completed and used for efficient integration of team with other teams and initiatives				
Team uses an agenda that organizes team to work as an effective problem-solving team				



**Initial Implementation:** At this point, implementation actions will be performed by range of implementers, including district coordinators, building administrators, and the PBIS, literacy and academic school teams. The focus is on implementing SW-PBIS and Academics in schools within the district/state and generating local capacity within the district. Although an external technical assistance provider provides trainings, local trainers co-lead the training events.

At the end of the initial implementation phase, innovation is in place in small number of schools, implementation largely guided by external TA providers (e.g., from the national TA Center or from the state or regional centers).

Guiding Questions	Activities Completed by Technical Assistance Provider and Implementation Team	Activities	Outcomes
○ Who are initial implementers?	○ Assist in using criteria to select initial implementers	○ Readiness checklist used	○ Initial implementers selected
○ How do we begin implementation?	○ Providing training, coaching, and TA to initial schools, district, and state	○ Plan, schedule, and coordinate trainings	○ Initial schools are implementing innovation
○ How do we monitor fidelity and outcomes?	○ Provide evaluation tools and processes	○ Tools identified for monitoring fidelity and used to guide training and monitor implementation  ○ Outcome data system identified (e.g., SWIS) and used with exemplar schools	○ Evaluation plan implemented and data system identified

## Facilitated Initial Implementation Activities

Review sample implementation plans

Review sample evaluation plans

Review process tools

Item	In Place Not in Place	Action Step	Who Is Responsible?	When Will Item Be Complete?
<b>Initial Implementers</b>				
Trainers Identified				
Behavior Support Coaches Identified				
Role Defined				
Building Level Administrators Identified				
Role Defined				
<b>Demonstration Sites: Resources in Place to Establish Demonstration Sites</b>				
Awareness events planned for school-level leadership (can be single event series of events, school visits, etc.)				
Invitations to previews sent to local leadership				

Item	In Place Not in Place	Action Step	Who Is Responsible?	When Will Item Be Complete?
Model schools invited; local examples used to build awareness				
Partnership agreement between district and demo school secured				
Planning phase (readiness criteria) for demo schools complete				
Demo schools identified				
<b>Evaluation Plan</b>				
Process tools in place to guide implementation (i.e., Team Implementation Checklist, Benchmarks of Quality, SET, and EBS Self-Assessment)				
Evaluation plan in place and includes list of tools and due dates etc.				
Database in place (i.e., PBIS Assessment and PBIS Evaluation)				

Item	In Place Not in Place	Action Step	Who Is Responsible?	When Will Item Be Complete?
Progress reports, annual reports, newsletter, and presentations linked to information in database; team has easy access to information				
<b>Training Events for School Teams and Coaches</b>				
Training events are part of professional development calendar				
Credits and CEU available for attendees				
Partner with local university				
T1 coaches training event scheduled				
Monthly coaches meetings scheduled and planned on annual basis				
T1 team training event scheduled				
Annual training events and meeting schedule planned for school teams				

Item	In Place Not in Place	Action Step	Who Is Responsible?	When Will Item Be Complete?
Process data inform training content				
<b>Training Content for School Teams and Coaches</b>				
T1 sample overview complete				
T1 workbook complete				
T1 coach overview complete				
T1 coach workbook complete				



**Full Implementation:** Full implementation of an innovation can occur once the new learning becomes integrated into practitioner, organizational, and community practices, policies, and procedures. The anticipated benefits should be realized at this point as all staff members skillfully implement the new evidence-based programs. The procedures and processes become routine (NIRN, 2011).

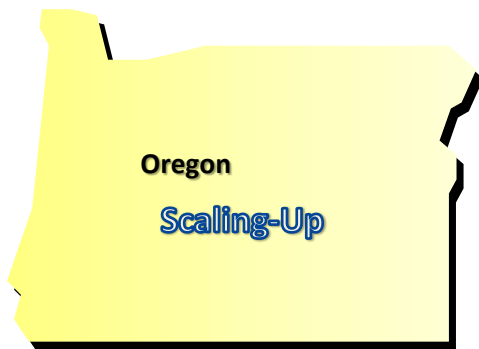
Guiding Questions	Activities Completed by Technical Assistance Provider and Implementation Team	Activities	Outcomes
<ul style="list-style-type: none"> <li>How do we build local training and coaching capacity?</li> </ul>	<ul style="list-style-type: none"> <li>Build local training capacity</li> <li>Build local coaching capacity</li> <li>Provide examples of Trainer of Trainers model</li> </ul>	<ul style="list-style-type: none"> <li>Exemplar schools identified and trained</li> <li>First cohort of coaches identified and trained</li> <li>Build plan for training trainers</li> </ul>	<ul style="list-style-type: none"> <li>Local capacity around coaching, training and TA is developed</li> <li>Plan for scaling and TOT is in place</li> </ul>
<ul style="list-style-type: none"> <li>What resources do we need to add more schools?</li> </ul>	<ul style="list-style-type: none"> <li>Assist in developing a marketing plan</li> <li>Facilitate understanding of infrastructure needed for scaling</li> <li>Assist in developing plan for scaling</li> </ul>	<ul style="list-style-type: none"> <li>Develop marketing plan</li> <li>Assess existing resources and identify needs</li> <li>Integrate innovation with professional development activities</li> <li>Revise action plan for full implementation</li> <li>Reallocation of roles as needed</li> </ul>	<ul style="list-style-type: none"> <li>Secure needed resources</li> <li>Use action plan to guide full implementation</li> </ul>
<ul style="list-style-type: none"> <li>How do we sustain fidelity and positive outcomes over time?</li> </ul>	<ul style="list-style-type: none"> <li>Provide models of recognition programs</li> <li>Provide examples of ways to summarize data and conduct analyses</li> </ul>	<ul style="list-style-type: none"> <li>Select recognition program</li> <li>Collect and analyze data</li> <li>Coaches and trainers use PBIS Blueprint and K-12 OLFto guide</li> </ul>	<ul style="list-style-type: none"> <li>Institute recognition program</li> <li>Use data summaries and cost-to-benefit analyses to monitor outcomes</li> </ul>

Guiding Questions	Activities Completed by Technical Assistance Provider and Implementation Team	Activities	Outcomes
		<p>implementation initially and over time</p> <ul style="list-style-type: none"><li>○ Establish facilitators fluent with data tools (e.g., SWIS and DIBELS) who can provide TA to schools</li><li>○ Use outcome data guide modifications of training and TA</li></ul>	

Guiding Questions	Activities Completed by Technical Assistance Provider and Implementation Team	Activities	Outcomes
<ul style="list-style-type: none"> <li>○ How do we continue to braid innovation with new and existing initiatives?</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide national examples</li> <li>○ Use audit as overall organizer</li> </ul>	<ul style="list-style-type: none"> <li>○ Needs assessment conducted annually to determine professional development needs</li> <li>○ Provide professional development that is matched to needs assessment</li> <li>○ Leadership committee established in state or district to monitor incoming initiatives and blend with innovation</li> </ul>	<ul style="list-style-type: none"> <li>○ Formal process exists to blend new initiatives with <i>Response to Instruction for SW-PBIS and Academics</i> using logic of systems and outcome measures necessary for implementation of the new evidence-based practice</li> <li>○ Local context adapted as needed (e.g., new initiatives)</li> </ul>
<ul style="list-style-type: none"> <li>○ How do we become more efficient and effective?</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide national examples</li> </ul>	<ul style="list-style-type: none"> <li>○ Assess what is and is not working in TA model</li> <li>○ Modify training and TA provision as needed</li> <li>○ Monitor fidelity and outcomes as innovation is adapted</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop and implement multiple methods for receiving and providing training and TA</li> <li>○ Advancements in knowledge and skill provided to overall system</li> <li>○ Innovation continues to be implemented with high degree of fidelity</li> <li>○ Outcomes are maintained or enhanced over time</li> </ul>

Guiding Questions	Activities Completed by Technical Assistance Provider and Implementation Team	Activities	Outcomes
<ul style="list-style-type: none"> <li>○ How do we share what we have learned?</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide examples of outlets (e.g., conferences, websites, politicians, and school boards)</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify who needs information and who to share with</li> </ul>	<ul style="list-style-type: none"> <li>○ Share systems, practices, and outcomes</li> <li>○ Secure long-term funding for innovation</li> </ul>

## OREGON SCALING-UP EBISS



In the fall of 2012 the ODE expanded the opportunity for all districts across the state to implement EBISS. Oregon Scaling-up EBISS expands the work accomplished by EBISS districts from 2007 to 2011.

The goal of Oregon Scaling-up EBISS is to teach district and school leaders how to integrate behavior and literacy in a tiered model of support through the integration of Implementation Science.

### IMPLEMENTATION SCIENCE

#### **State Implementation & Scaling-Up of Evidence-Based Practices (SISEP)**

The State Implementation of Scaling-up Evidence-based Practices (SISEP) is an initiative from University of North Carolina at Chapel Hill. Implementation Science researchers from SISEP work with identified agencies and states to improve capacity to implement and sustain organizational changes and systemic improvements to improve student academic and behavioral outcomes.

#### **Oregon Scaling-up EBISS**

Oregon Scaling-up EBISS provides a full year of professional development to cohorts of districts in Oregon from the 2012-13 school year to the 2015-16 school year. Three full day professional development trainings are provided, as well as a series of follow-up Webinars. All materials

from the three Live Trainings and recorded Webinars that were held during the 2012-13 school year are provided on the Oregon Scaling-up EBISS Blog. Below is a description of introductory training videos, each live training and all follow-up Webinars and. All materials are available at <http://ebisscalingup.blogspot.com/>

## INTRODUCTORY TRAINING VIDEOS

### EBISS 101

- **EBISS Critical Features: Successes and Reflections.** This 36-minute video will provide a deeper look into the critical features of EBISS. Project data will be shared, as well as reflections from a district that has achieved system-wide improvement in student outcomes through the implementation of EBISS.

### EBISS 101 Condensed

- **EBISS: Brief Introduction.** This 12-minute video provides a brief overview of the critical features of EBISS and is an ideal way to introduce EBISS to important stakeholders such as board members or district leadership.

### Implementation Science 101

- **Implementation Science 101.** This 21-minute video will introduce you to the basics of Implementation Science through the support of *The State Implementation and Scaling-up Evidence-based Practices (SISEP)*. (<http://sisep.fpg.unc.edu/about>).

### First Live Training

The first live training provides an overview of the EBISS model. Examples from EBISS districts are presented to demonstrate how research-based and sustainable school-wide academic and behavioral support systems can be implemented at the school level through on-going support from the district leadership team and board.

### Follow-Up Webinars

- **The Stages of Implementation.** This Webinar will introduce the four *stages of implementation* and help your team identify your current stage of implementation. The stages are not linear and your team may find attributes from more than one stage that you have in place or that you are missing.
- **Competency Implementation Drivers: Facilitators to Implementation.** This Webinar will review the importance of a District Leadership Implementation Team and reacquaint you with the *competency drivers* and the importance of assessing the skills of all staff across your organization.
- **Organizational Implementation Drivers: What the Data says about Facilitators and Barriers.** This Webinar will take a deeper look into the *organizational support drivers: Systems interventions, decision support data systems and a facilitative administration*. The drivers stress the importance of using data to identify the barriers and facilitators to implementation, so administration can provide the supports required to strengthen implementation of your evidence based practices.
- **Staff Competency: The Importance of Performance Assessment.** *Staff Competency* is the fundamental building block to effective implementation of your chosen evidence based practice. This Webinar will discuss the purpose and best practices central to an effective *performance assessment* system that a *facilitative administration* can build upon.
- **Performance Assessment: The Relationship to a Comprehensive Assessment System and a Facilitative Administration.** This Webinar will review the *implementation drivers* to support our understanding of how all the drivers must be integrated to support staff competence and sustain system-wide reform through effective systems of assessment.

## Second Live Training

The second live training provides a deeper look at the systems of assessments and practices that must be in place to support all students in a tiered model of academic and behavioral support. Participants self-assess their districts current practices as they reflect on the district's capacity to implement the EBISS model.

### Follow-Up Webinars

- **Training Competency Driver and its Relationship to Performance Assessment.**

This Webinar will review the key components to implementation and their relationship to the *training driver*. The *training driver* ensures staff has the skills they need to be successful, whether it is a district administrator or a classroom teacher.

- **Coaching Competency Driver and its Relationship to Performance Assessment.**

In this Webinar, we will take a deeper look at how the competency driver activities are being put into place in districts around the state. We all know that a one time training will not provide staff with the support they need to implement any evidence based practice with fidelity. Whether it is a district administrator or a classroom teacher we all need constructive feedback to reflect on our practice and experience continuous improvement.

- **Selection Competency Driver and its Relationship to Performance Assessment**

During this Webinar we will identify the purpose and best practice of the *selection driver*. Sample interview questions will be shared that explicitly identify the skills and knowledge required of new employees.

## Third Live Training

The third and final live training provided insight into the importance of developing a training and coaching service delivery plan to support the continued development of staff competence.

Surveys were shared that identify the beliefs and skills staff have and need to implement tiered models of support.

### **Follow-Up Webinars**

- **Gaining Political and Stakeholder Support.** This Webinar will describe how to develop a presentation for important stakeholders in order to demonstrate progress in meeting district/school goals in order to garner the resources required to sustain and continue improvement efforts.
- **Coaching Makes a Difference Part 1: Evidence Based Observation and Feedback.** This Webinar will introduce you to the critical features of evidence based observation and feedback. You will learn strategies and routines that support the effective use of coaching communication.
- **Coaching Makes a Difference Part 2: Coaching Communication and the Art of Really Listening.** This Webinar will provide you with the tools to build the coaching relationship with communication strategies and committed listening techniques.
- **Coaching Makes a Difference Part 3: Expanding and Refining the Coaches Role**  
During this Webinar, you will learn how coaches must be leaders of assessment, instruction and professional development as they lead systems reform and change.
- **Coaching Makes a Difference Part 4: Coaching Effective Teams**  
This Webinar will provide you with effective strategies that you can use to manage complex change when you are coaching teams.
- **Beliefs and Skills for RTI Implementation.** Does your district communicate the belief that all students can learn and do you know the support staff needs to strengthen their practice? This Webinar will review the importance of establishing a strong belief system that is communicated clearly and often to all stakeholders. We will also discuss the importance of knowing the skills staff have and need to implement tiered models of support successfully, for the benefit of every student.

Districts will be provided a link to the surveys presented at the April 4<sup>th</sup> Live Training from S. Florida University.

- **The District Data Team Meeting: Blending PBIS and Academic Tiered Models of Support.** During this Webinar we will highlight the district level data team process. We will discuss the importance of a district leadership implementation team (DLIT) analyzing district-wide data at least three times a year. Models will be shared so your DLIT can use data to ensure schools have the support they require to meet district goals.
- **Erin's Webinar**
- **Erin's Webinar**

## RESOURCES

### Academic Tiered Models of Support and RTI

- OrRTI
  - <http://oregonrti.org/>
- National Center on Response to Intervention
  - <http://www.rti4success.org/>
- Oregon K12 Literacy Framework
  - <http://www.ode.state.or.us/search/page/?id=2568>

### Coaching

- National Reading and Technical Assistance Center
  - <http://www.rmccres.com/>
- PBIS Coaches Corner
  - <http://flpbs.fmhi.usf.edu/coachescorner.asp>

- Team Initiated Problem Solving (TIPS)
  - <http://www.uoecs.org>

## **EBISS CTL**

- Archived Webinars for implementation of Tiered Models of Support, Coaching, and Implementation Science
  - <http://ctl.uoregon.edu/node/613#webinars>

## **Implementation Science**

- National Implementation Science Network
  - <http://www.fpg.unc.edu/~nirn/>
- A Synthesis of the Literature, Implementation Research Monograph
  - <http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/>

## **PBIS**

- Technical Assistance Center on Positive Behavioral Interventions and Supports
  - <http://www.pbis.org/>
- School-Wide Information System
  - <http://www.swis.org/>
- PBIS EVAL
  - <https://www.pbiseval.org/>
- PBIS Assessments
  - <http://www.pbisassessment.org/>

## **Oregon Scaling-up EBISS**

- Archived Live training materials and follow-up Webinars for the 2012-13 Scaling-up EBISS Oregon State initiative.
  - <http://ebissscalingup.blogspot.com/>

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