




## Implementation Drivers and Coaching Competence

PALS Conference



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## Coaches

- ★ A coach is a member of a team
  - ▶ School Implementation Team
  - ▶ Regional Implementation Team
- ★ Competency Drivers
  - ▶ Selection (episode)
  - ▶ Training (episode)
  - ▶ Coaching (continual)
  - ▶ Performance assessment (episodes)

## Coaching is Essential



- ★ One coach impacts many teachers and staff, and many more students
  - ▶ 1 teacher : 25 students
  - ▶ 1 coach : 6 teachers : 150 students
  - ▶ Effects are compounded (good or bad)

## Achieving Student Benefits



- ★ Hattie (2009) recently reported a meta-analysis of 816 meta-analyses
  - ▶ 52,649 research studies in education involving over 83 million students, teachers, staff, parents, and others.

Hattie (2009)

## Achieving Student Benefits

- ★ Increasing opportunities to respond and the amount/ accuracy of feedback is an important correlate of student achievement
- ★ Feedback to the teachers is even more powerful than feedback to the students  
Hattie (2009)
- ★ Similar findings from MST (Schoenwald et al., 2004); through their work with therapists, coaches have a substantial impact on youth delinquency outcomes





## Achieving Student Benefits

Longitudinal Studies of a Variety of Comprehensive School Reforms

Good Intentions	Actual Supports Years 1-3	Outcomes
Every Teacher Trained	Fewer than 50% of the teachers received some training	Fewer than 10% of the schools used the CSR as intended
Every Teacher Continually Supported	Fewer than 25% of those teachers received support	<b>Vast majority of students did not benefit</b>

Aladjem & Borman, 2006; Vernez, Karam, Mariano, & DeMartini, 2006

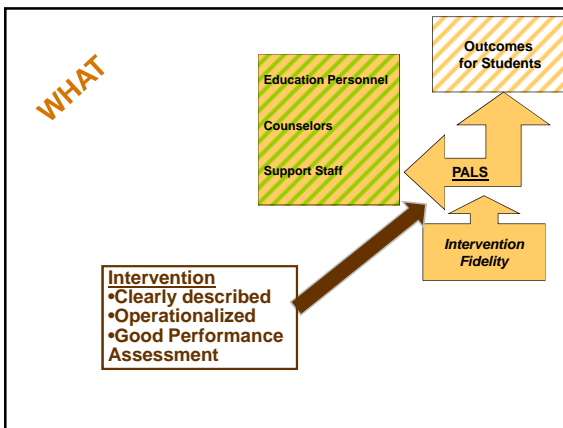


## Implementation

- Students cannot benefit from interventions they do not experience
- If PALS is not being used by teachers and staff, student behavior will not improve

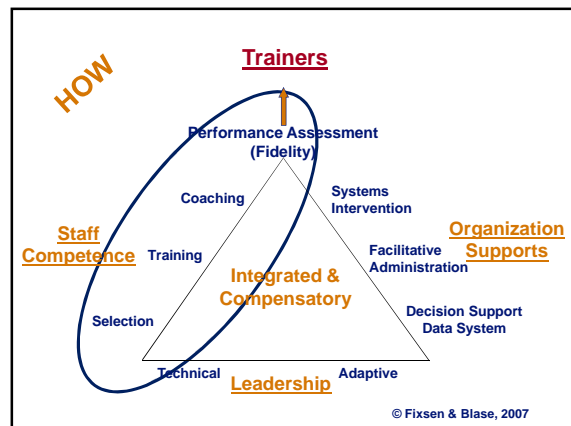
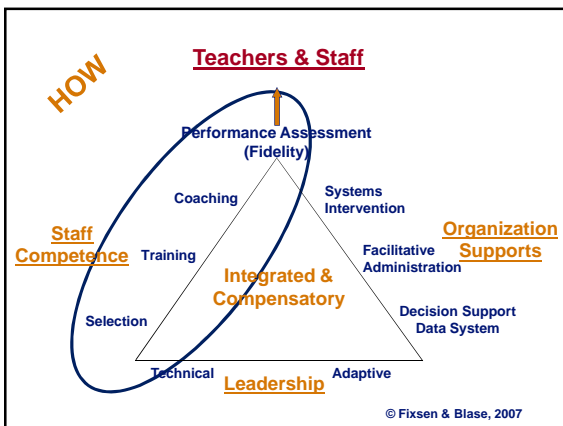
## Implementation

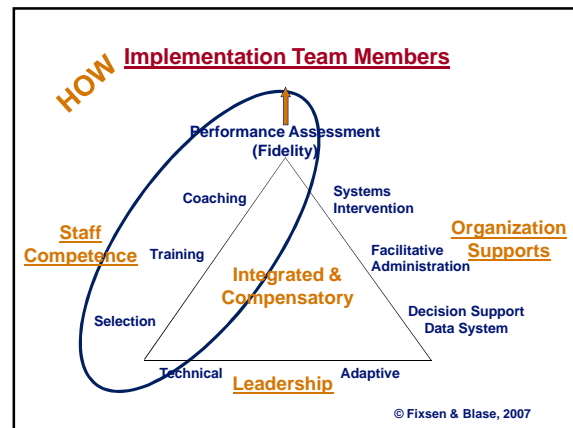
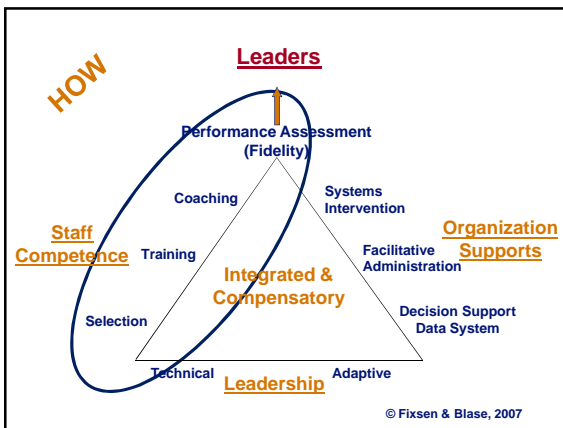
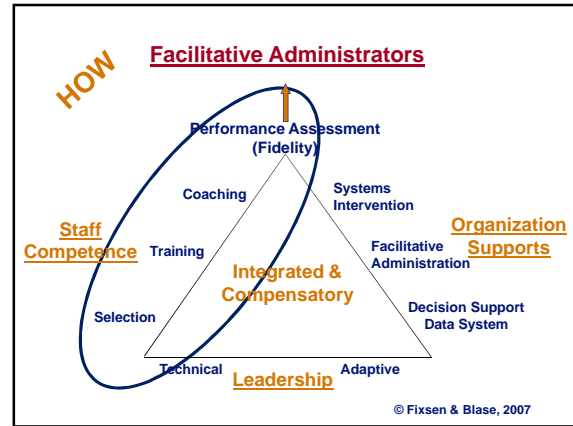
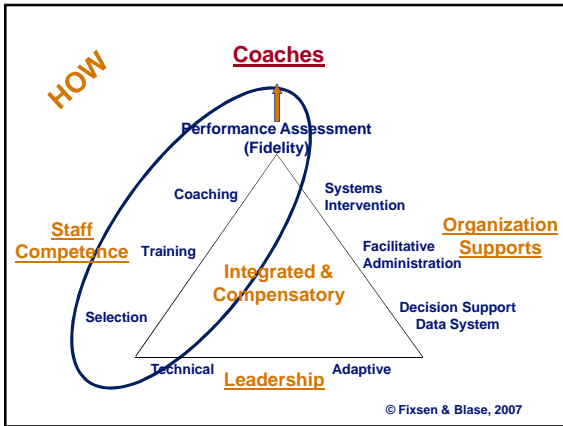
- WHAT** is the intervention (PALS)?
- HOW** will teachers and staff learn to use the intervention and **HOW** will administrators learn to support teachers doing the new ways of work? (Implementation Stages and Drivers)
- WHO** will do the work of implementation? (Implementation Teams)



## What Works

- Implementation Drivers**
  - Common features of successful supports to help make full and effective uses of a wide variety of programs





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## Why bother?

★ **Pay now or pay later!**

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## Selection Best Practices

- ★ Assess applicant education, experience, certification [Basic Qualifications]
- ★ Provide detailed descriptions of a) the intervention and b) the implementation supports [Mutual Selection]
- ★ Present vignettes and rate responses [Un-teachables: philosophy, values, judgment]
- ★ Conduct a role play, provide constructive feedback, repeat role play [Teachable, coachable, professional]

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## Selection Best Practices

### WHO does the interviews?

- Coach, trainer, administrator (PAY NOW)

WHO

## Training Best Practices

- Teach giving and accepting feedback [Professionalism]
- Provide detailed descriptions of the intervention [Learn the basics]
- Present demonstrations [Model philosophy, values, judgment]
- Conduct behavior rehearsals, provide constructive feedback, repeat as needed to reach criteria [Perform basic skills in training environment]

### Staff Training

OUTCOMES  
(% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom)

TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
...+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%

Joyce and Showers, 2002; Rogers, Wellens, & Conner, 2002

## Training Best Practices

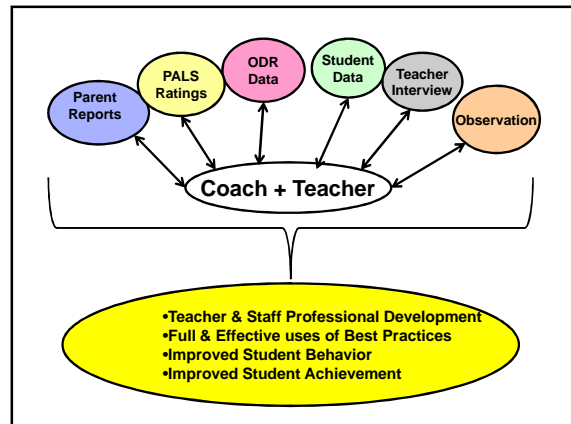
### WHO does training?

- Trainer, coach, administrator (PAY NOW)

WHO

## Coaching Best Practices

- Inputs to coaches (direct observations, data reviews, self reports)
- Coaches behavior (relationships, trust, reflection, prompts, descriptions, demonstrations, behavior rehearsals)
  - Giving and accepting feedback frequently and under duress!
- Outcomes of coaching (teacher/staff competence and confidence; student outcomes)



### Staff Coaching

OUTCOMES  
(% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom)

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Theory and Discussion	10%	5%	0%
...+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

Joyce and Showers, 2002; Rogers, Wellens, & Conner, 2002

## Coaching Best Practices

### WHO does coaching?

- ★ Coach, trainer, administrator (PAY NOW)

WHO

## Performance Assessment

### WHO does performance assessments?

- ★ Coach, trainer, administrator (PAY NOW)
- ★ Rule: Never do a performance assessment for the same person you coach

WHO

## Integrated

- ★ Selection facilitates performance
- ★ What is trained is coached
- ★ What is coached is evaluated
- ★ Competency Drivers are evaluated and facilitated (DSDS)
- ★ All are focused on education best practices and student outcomes

NO SURPRISES!

## Coaching is Essential

- ★ A deeper look

## Coaching for Competence

Coaching for Competence – an ongoing professional development process designed to...

- Combine technical knowledge and craft knowledge
- Ensure full and effective uses of best practices by teachers and staff
- Develop professional judgment to use knowledge effectively and generalize to new situations and students

**Coaching for Competence**

Requires skill and a coaching service delivery plan

- ▶ Focused on teacher behavior with students
- ▶ Focused on creating a supportive organization environment
- ▶ Focused on continuous improvement

**Coaching Service Delivery Plan**

Coaching Service Delivery Plan in writing

- ▶ Coaching Philosophy, Principles, & Functions
- ▶ Acceptable Ratios (e.g. 1 Coach for every 10 Teachers)
- ▶ Frequency & Duration X Competency
  - ▶ Weekly or more frequently at first; less as performance criteria are met; never zero
- ▶ Intensity:
  - ▶ Proactive and reactive
  - ▶ Direct observation, conceptual and specific feedback re: best practices, re-visit and re-practice to criteria
  - ▶ Self-Assessment

**Coaching for Competence and Confidence!**

Teaching and supporting uses of best practices by teachers and staff when interacting with students

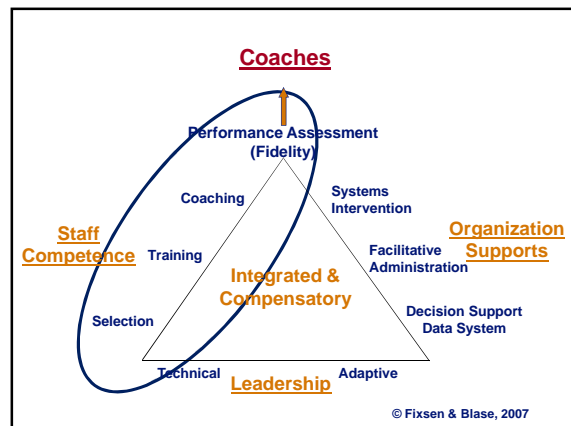
- ▶ Holding high expectations for teacher behavior and low tolerances for errors
- ▶ Using data, stretching, and working outside of teacher's comfort zone
- ▶ Coaching conversations include beliefs and feelings as well as actions

**Coaching is Essential**

- ▶ Readiness, supportive organization environments, and continuous improvement

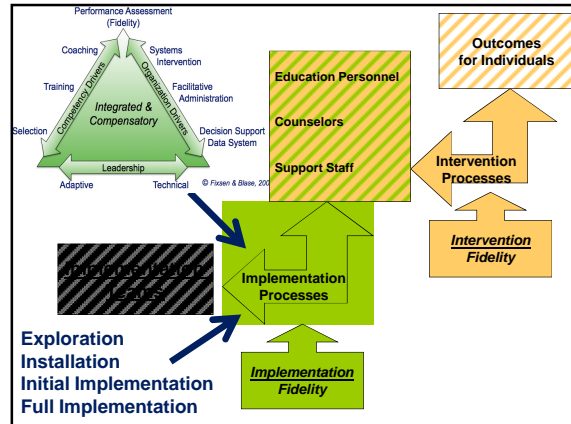
**Implementation Team**

- ▶ School Implementation Teams
- ▶ Regional Implementation Teams



## Accountability for Coaching

- Supervise and Coach the Coach!
  - Locus of supervision – reporting lines
  - Supervisor expertise needed in content and coaching
  - Regular reviews of:
    - Adherence to Coaching Service Delivery Plan
    - Satisfaction ratings and feedback from those being coached
    - Intervention Fidelity Data – Reflects Competency of Teacher
    - Student Outcome Data



## Implementation Team

- Minimum of three people (four or five preferred) to promote effective, efficient, and sustainable implementation, organization change, and system transformation work
- Tolerate turnover; teams are sustainable even when the players come and go

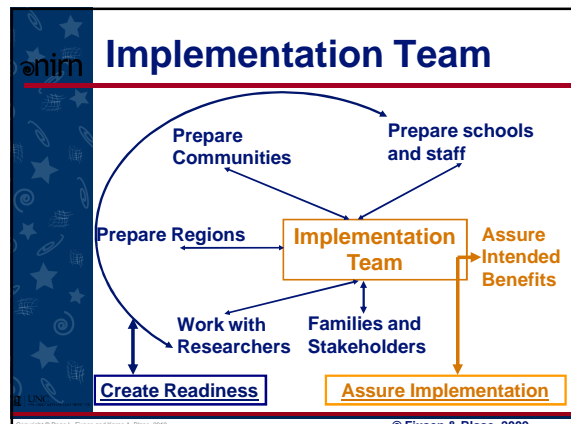
## Implementation Team

- A group that knows the innovations very well (formal and craft knowledge)
- A group that knows implementation very well (formal and craft knowledge)
- A group that knows improvement cycles to make intervention and implementation methods more effective and efficient over time

## Implementation Team

Simultaneous, Multi-Level Interventions

- Teacher & Staff Competence
- School Supports
- Management (leadership, policy)
- Administration (HR, structure)
- Supervision (nature, content)
- Regional Authority Supports
- Ministry / Community Supports



### Implementation Science

		IMPLEMENTATION	
		Impl. Team	NO Impl. Team
INTERVENTION	Effective	<b>80%, 3 Yrs</b>	<b>14%, 17 Yrs</b>
		Effective use of Implementation Science & Practice	Letting it Happen Helping it Happen

Fixsen, Blase, Timbers, & Wolf, 2001      Balas & Boren, 2000

### Implementation Team

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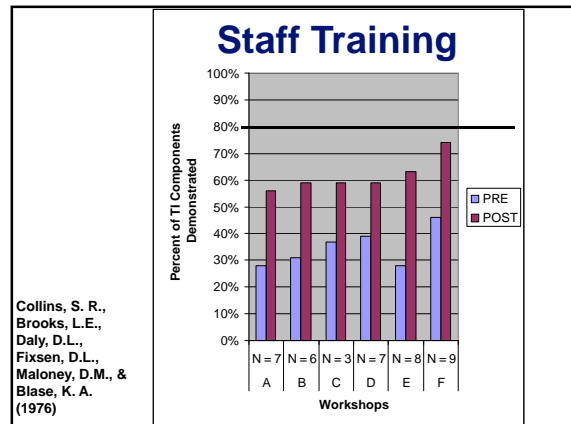
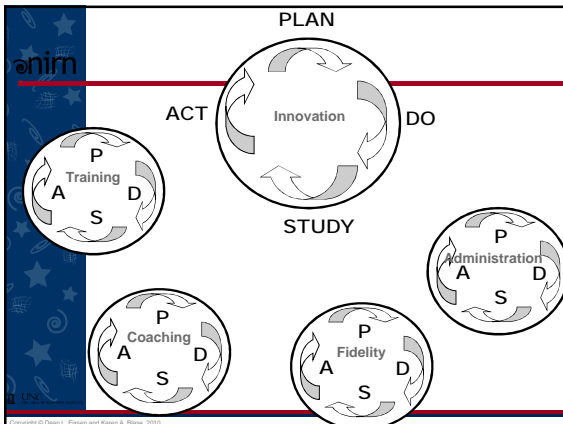
### PDSA Cycles: Trial & Learning

Shewhart (1924); Deming & Juran (1948); Six-Sigma (1990)

- ★ **Plan** Decide what to do
- ★ **Do** Do it (be sure)
- ★ **Study** Look at the results
- ★ **Act** Make adjustments
- ★ **Cycle** Do over and over again until the intended benefits are realized

### PDSA Cycles: Trial & Learning

- ★ **Plan** – Innovation core components
- ★ **Do** – Selection, training, coaching
- ★ **Study** – Fidelity, student outcomes
- ★ **Act** – Make adjustments
- ★ **Cycle** – Do over and over again until fidelity is reached in a reasonable period of time

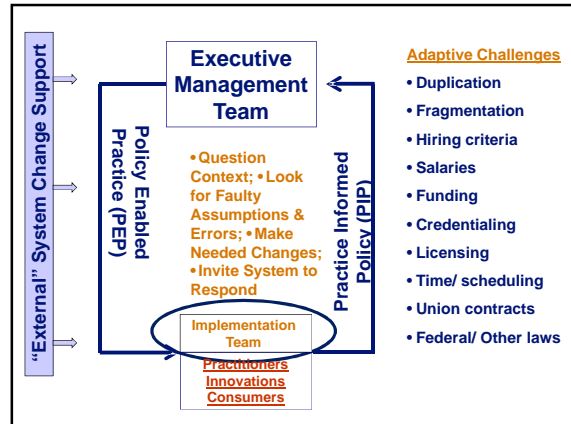




**anim Coaching is Essential**

- ▶ Focused on creating a supportive organization environment
- ▶ Coaches try to remove any barrier to teacher effectiveness
  - ▶ Teacher knowledge and skills
  - ▶ Access to needed resources
  - ▶ Administrative and organizational requirements

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**anim Coaching is Essential**

- ▶ A Continuous Competency Driver
- ▶ Impacts many teachers and staff and many more students
- ▶ Requires skill and a coaching service delivery plan
- ▶ Focused on teacher behavior with students
- ▶ Focused on creating a supportive organization environment
- ▶ Readiness and continuous improvement

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**Global Implementation Conference**

- ▶ August 15-16-17, 2011
- ▶ Washington, DC
- ▶ [www.implementationconference.org](http://www.implementationconference.org)
- ▶ Integrate research, practice, and policy

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**anim For More Information**

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**anim For More Information**

State Implementation and Scaling up of Evidence-based Practices (SISEP)

Dean Fixsen, Karen Blase, Rob Horner, George Sugai

[www.scalingup.org](http://www.scalingup.org)

“Resources” Tab

- ▶ Concept paper
- ▶ Annotated bibliography
- ▶ Data on scaling up
- ▶ Scaling up *Briefs*

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**anirn** **Evidence-based**

## Implementation Research: A Synthesis of the Literature



Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Download all or part of the monograph at:  
<http://www.fpq.unc.edu/~nirn/resources/detail.cfm?resourceID=31>

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**anirn** **Thank You for your Support**

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- ▶ Office of Special Education Programs (Scaling up Capacity Development Center)
- ▶ Administration for Children and Families (Child Welfare Leadership Development)
- ▶ Duke Endowment (Child Welfare Reform)

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