




*http://miblsi.cenmi.org*

**The Evolving Role of Data Coaching**  
Supporting Data Based Decision Making

Kansas Symposium September 2013

Terri Metcalf  
Tawny Smith


---

---

---

---

---



---

---

---

**Agenda**

- Overview of MiBLSi, Coaching, and IES Practice Guides
- Cycle of Instructional Improvement
- Fostering a Data-Driven Culture
- District Support


---

---

---

---

---



---

---

---

**Outcomes**

- Examine the function of a data coach within MTSS
- Consider how to support a data-driven culture within the school
- Gain ideas on how to foster two-way communication for district-wide data communication plan


---

---

---

---

---

---

---

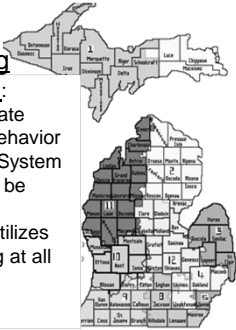
---

## Michigan's Integrated Behavior and Learning Initiative (MiBLSi)

<http://cenmi.miblsi.org>

### Purpose of MiBLSi:

A statewide structure to create capacity for an integrated behavior and academic Multi-Tiered System of Support (MTSS) that can be implemented with fidelity, is sustainable over time and utilizes data-based decision making at all levels



4 

---

---

---

---

---

---

---

---

## Project Vision

- Districts will have capacity to support MTSS implementation with fidelity that is durable
  - MTSS Coordinator
  - Implementation Team
  - Cabinet level (executive leadership) support
  - Training Capacity
  - Coaching Capacity
  - Evaluation Capacity
- Goal is 320 districts totaling approximately 1600 schools with the potential to be supported through district implementation of MTSS

5 

---

---

---

---

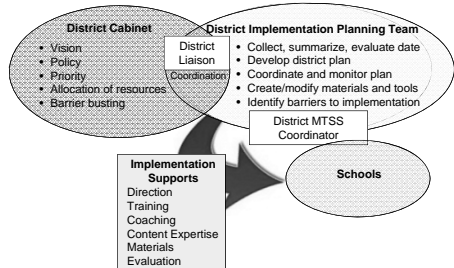
---

---

---

---

## Suggested Structure of Support from Districts to Buildings



6 

---

---

---

---

---

---

---

---

## ROLE OF DATA COACH

Role and Influence of Coaching  
within MTSS

---

---

---

---

---

---

---

---

"I haven't got the slightest idea how to change people, but still I keep a long list of prospective candidates just in case I should ever figure it out."

*David Sedaris*

---

---

---

---

---

---

---

---

### Your Turn

What does "coaching" within an MTSS model mean to you?

- Take a minute to write a few words.
- Then share with your table mates. What did others have written that adds to your thoughts about coaching?

---

---

---

---

---

---

---

---

## Coaching:

Coaching is a process that facilitates educational personnel (individually or as a member of a team) to implement effective practices with fidelity and durability

10 

---

---

---

---

---

---

---

---

“The concept of a coach is slippery. Coaches are not teachers, but they teach. They’re not your boss – but they can be bossy. Mainly, they observe, they judge, and they guide.”

*Atul Gawande*

11 

---

---

---

---

---

---

---

---

## Critical Features of Coaching

- 
- Effective Communication
- Organization
- Technical Assistance around Implementation
- Provides Positive Reinforcement
- Deepens Personal Knowledge

Adapted from MIBLSI's Coaching the Building Leadership Team: Practice Profile

12 

---

---

---

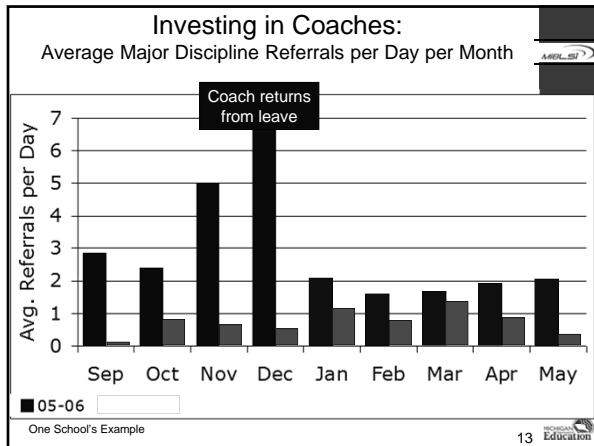
---

---

---

---

---




---

---

---

---

---

---

---

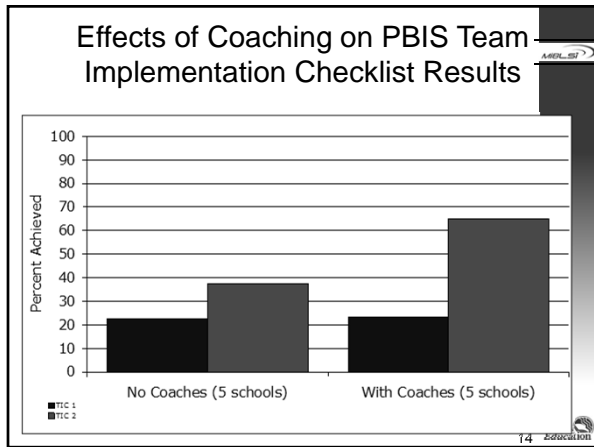
---

---

---

---

---




---

---

---

---

---

---

---

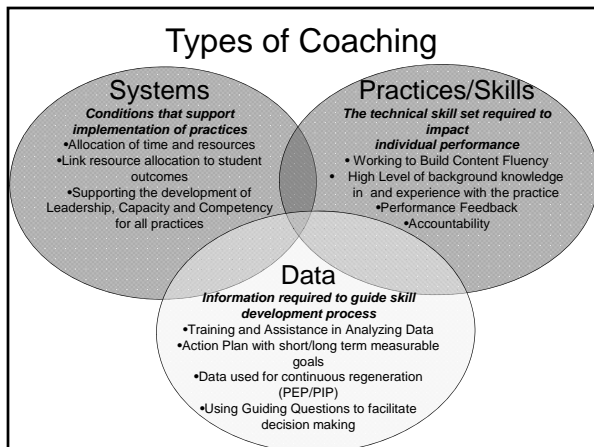
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

---

---

## What is a Data Coach?

- Provides modeling, training, and on-site support and facilitation to enhance student outcomes
- Someone with credibility and experience with the data systems
- Uses probing/guiding questions to evaluate progress on and accomplishment of goals
- Leads and facilitates with the goal of sustaining the data driven problem solving process

16 

---

---

---

---

---

---

---

---

## Influence of a Data Coach

- Making sense of data requires concepts, theories, and interpretative frames of reference.
- Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction for each student.
- Guide the discussions around action planning and evaluation of outcomes

17 

---

---

---

---

---

---

---

---

“A major source of potential and likely error is the misinterpretation or misuse of collected data. Even if the data have been correctly collected, multiple decision points represent opportunities for errors that will compromise the adequacy of the final RtI decision.”

(VanDerHeyden & Burns, 2010, p. 61)

18 

---

---

---

---

---

---

---

---

As educators face increasing pressure from federal, state and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. (Knapp et al., 2006)

---

---

---

---

---

---

---

---

## Institute of Education Sciences (IES) Practice Guides

- Provides a protocol for using student achievement data to support instructional decision making.
- Provides recommendations on creating an organizational system that fosters effective data use.

U.S. Department of Education's Institute of Education Sciences (IES)  
<http://ies.ed.gov>

---

---

---

---

---

---

---

---

## IES Practice Guides

- **All Grades**
  - Data Use for Instructional Decision Making ←
  - School Turnaround
  - Academic Out-of-School Time Programs
  - Organizing Instruction
  - Encouraging Girls in Math and Science
- **Elementary and/or Middle Grades**
  - Response to Intervention Reading Practices
  - Response to Intervention Mathematics Practices
  - Fractions Instruction For K-8 Students
  - Reducing Behavior Problems
  - Reading Comprehension For K-3 Students
  - Literacy Instruction for English Language Learners
- **High School**
  - Adolescent Literacy
  - Dropout Prevention
  - Navigating The Path To College

---

---

---

---

---

---

---

---

**Recommendations:**

**Focus:**

- 1. Make data part of an ongoing cycle of instructional improvement
  - 2. Teach students to examine their own data and set learning goals
- } Classroom
- 1. Establish a clear vision for schoolwide data use
  - 2. Provide supports that foster a data-driven culture within the school
- } School
- 3. Develop and maintain a districtwide data system
- } District

---

---

---

---

---

---

---

---

**ROLE OF DATA COACH**

Recommendation 1:  
Make Data part of an ongoing cycle of instructional improvement

---

---

---

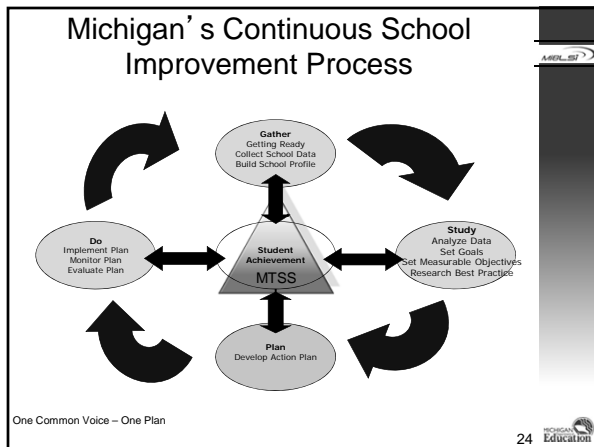
---

---

---

---

---



---

---

---

---

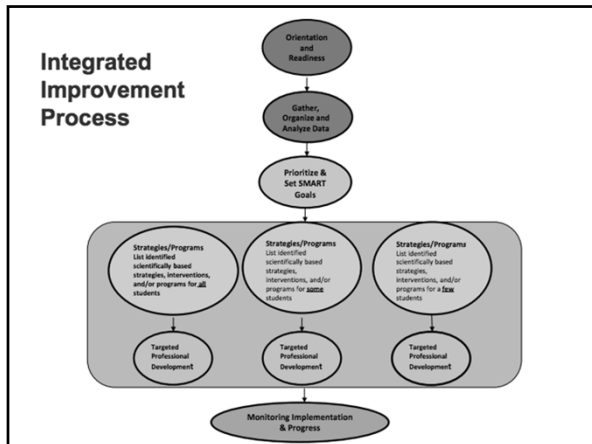
---

---

---

---






---

---

---

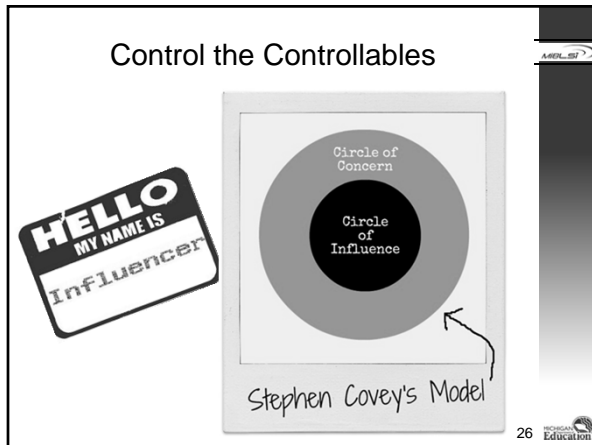
---

---

---

---

---




---

---

---

---

---

---

---

---

### Partner Share

- Review what we labeled as “Uncontrollable”
- Under the process that was just modeled, determine if there is anything that could possibly be moved from No Control to Controllable.
- Jot down the Control that you have.

27 HOUGHTON Mifflin Education

---

---

---

---

---

---

---

---

## ROLE OF DATA COACH

Recommendation 4:  
Provide Supports that Foster a Data  
Driven Culture within the School

---

---

---

---

---

---

---

---

### How to Carry This Out:

1. Designate a school-based facilitator (coach) who meets with teacher teams to discuss data.
2. Dedicate structured time for staff collaboration.
3. Provide targeted professional development regularly.

29 

---

---

---

---

---

---

---

---

Successful coaches combine instructional expertise with knowledge about schoolwide and districtwide strategies.

(Fullan & Knight, 2011)

30 

---

---

---

---

---

---

---

---

A major impediment to full implementation of MTSS occurs when teachers have the data but don't know how to analyze them.

Hall, 2008

31

ARL-07



---

---

---

---

---

---

---

---

### Intensity of Data Coaching

1. **Teach/Train/Model** - Largely one-way. Direction and consultation is needed.
2. **Direct Coaching** - Seeks ideas and suggestions from the group. Communication is much more two-way. Continue to provide direction as needed, but shifts focus to facilitation and capacity building. Work to provide positives and support strong communication within the team and with other stakeholders outside of the team.
3. **Facilitating** - Participating and supporting the group. Many tasks and activities necessary for data teaming have been transferred to the team. Control is with the team while they may seek advice and assistance from the facilitator. Less overall direction given, but continued support, confidence building and overall positive feedback is provided.

32

ARL-07



---

---

---

---

---

---

---

---

### Questions Data Coaches Ask

- Accomplishments/Celebrations
- Challenges/Barriers
- Accountability and Fidelity
- Outcomes

33

ARL-07



---

---

---

---

---

---

---

---

## Modeling/Coaching Questions vs Facilitation Questions

### Data Questions

- Ask the necessary questions to create an action plan based on data
- Focus on current data and intended outcomes/goals
- Directive and data focused

### Guiding/Facilitating Questions

- Promote deeper Inquiry
- Prompts two-way communication and discussion
- Focus on fidelity of implementation

---

---

---

---

---

---

---

---

---

---

## Handout: Example Questions to Use with Data Teams

### Example Questions to Use with Data Teams

Accomplishments/Celebrations  
Challenges/Barriers  
Accountability  
Outcomes

System Level Data Analysis	
<b>Guiding/Facilitating Questions</b>	
<ul style="list-style-type: none"> <li>• What are our overall <u>schoolwide</u> goals?</li> <li>• Are we meeting or on track to meet <u>schoolwide</u> goals (specifically consider those written into School Improvement Plan)?</li> <li>• What trends are we seeing?</li> <li>• What are our areas of strength and need?</li> <li>• Where are we now in comparison to previous years?</li> <li>• Are there grade levels to celebrate success?</li> <li>• Are there grade levels that need more resources?</li> <li>• Are there achievement or behavior gaps between different groups of students?</li> </ul>	<ul style="list-style-type: none"> <li>• As a school overall, what should we be doing more of and less of to more efficiently reach our goals?</li> <li>• What roadblocks are we encountering?</li> <li>• What has occurred that has helped to move student achievement forward more quickly?</li> <li>• What training, coaching, and leadership is needed to support new work and sustain current work that is showing success?</li> <li>• Is there an indication that classroom management issues or lack of engaging activities are affecting student outcomes?</li> <li>• What training, coaching, leadership and resources are needed for our action plan?</li> </ul>
Grade Level Data Analysis	
<b>Guiding/Facilitating Questions</b>	
<ul style="list-style-type: none"> <li>• What is our current status, strengths and areas of need?</li> </ul>	<ul style="list-style-type: none"> <li>• What is another way to consider providing support so that all students increase achievement?</li> </ul>

---

---

---

---

---

---

---

---

---

---

## Partner Share

**What questions have you used while sharing/analyzing that have:**

- Promoted reflection?
- Probed deeper thinking?
- Prompted collaborative conversations?

---

---

---

---

---

---

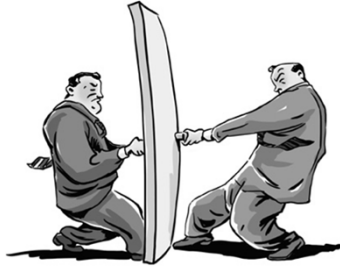
---

---

---

---

## Collaboration Does Not Always Occur Naturally



37



---

---

---

---

---

---

---

---

Data are to goals what signposts are to travelers; data are not end points, but data are essential to reaching them—the signposts on the road to school improvement

Schmoker, 1996

38



---

---

---

---

---

---

---

---

## Creating Time for Data Driven Decision Making

<b>Annually</b>	Summative data and schoolwide trends investigated to determine progress toward long-range goals.
<b>At least 3 Times a Year, when Universal Screening Occurs</b>	Universal screening data shared and used for digging deep into core instruction, intervention and overall progress toward school, grade level and student instructional and behavioral goals.
<b>1-4 Times a Month</b>	Group and individual student progress is monitored and analyzed. Collaboration and discussion around how to assist those not on target.

39



---

---

---

---

---

---

---

---



## Role of the Data Coach

- Facilitate grade-level meetings
- Help teachers dig deeper in the data to identify grade level instructional goals
- Form student groups and lesson plans, to analyze progress monitoring data
- Use strategies to intensify instruction for students making insufficient progress.
- Support the creation of an Action Plan!

---

---

---

---

---

---

---

---

---

---

Schoolwide Goals: Increase percentage of students reading on grade level 5 percentage points per year, to reach 75 percent in five years			
Action	Path to Goal	Team Member	Timeline
Plan and facilitate monthly grades 4-6 team meetings to review Ms. Sanders's data displays and share best practices in mini-lessons co-planned by Mr. Johnson.	<ul style="list-style-type: none"> <li>• Focus on areas of greatest student need</li> <li>• Calibrate and elevate expectations among teachers</li> <li>• Streamline instructional practices</li> </ul>	Mike Thompson, grades 4-6 team leader	Hold first meeting by October 10, second by November 15
Plan and facilitate monthly grades 1-3 team meetings to review Ms. Sanders's data displays and share best practices in mini-lessons co-planned by Mr. Johnson.	<ul style="list-style-type: none"> <li>• Share practices that work</li> <li>• Encourage vertical alignment between grades</li> </ul>	Beth Miller, grades 1-3 team leader	
Prepare well-chosen data graphs on PowerPoint (state or interim data updates) for monthly grade-level team meetings.	<ul style="list-style-type: none"> <li>• Help teachers gain facility in using data</li> <li>• Focus teachers' attention and inquiry on areas of particular strengths and weaknesses in students' reading skills</li> </ul>	Erin Sanders, data facilitator	Carry out monthly; distribute examples at November data team meeting
Have teachers choose their favorite reading instructional strategy and prepare sample lessons and evidence of student work. Schedule teachers to present these during part of their grade-level team meetings.	<ul style="list-style-type: none"> <li>• Share and standardize best practices among classrooms</li> <li>• Encourage culture of instructional improvement</li> <li>• Reinforce evidence-based practice</li> </ul>	Lionel Johnson, reading coach	Bring schedule to November data team meeting; hold first session by October 10.
Register and prepare data team for 4-day offsite workshop on interpreting assessment data, creating data displays, and helping teachers use data daily.	<ul style="list-style-type: none"> <li>• Increase ability of data team to understand and use data</li> <li>• Develop capacity for distributing leadership within the school</li> </ul>	Samantha Roberts, assistant principal	October 15

---

---

---

---

---

---

---

---

---

---

## Big Ideas for Providing Targeted PD

- Requires both school and district level support
- Focus needs to be directed toward HOW users will apply the data to their daily work and instructional planning
- On-going technical assistance (data coaching) will be needed
- Dedicating resources to data literacy will help support and enforce a culture of data use

---

---

---

---

---

---

---

---

---

---

In learning to analyze data, teachers need not only an initial introduction in a workshop setting but also follow-up coaching and mentoring as they learn to dig deeply into the data...

(Hall, 2008)

---

---

---

---

---

---

---

---

## ROLE OF DATA COACH

Recommendation 5:  
Develop and Maintain a District-wide Data System

---

---

---

---

---

---

---

---

What if your Superintendent asked if MTSS was working in your district?

- How would you answer?
- What would you use to support your answer?

---

---

---

---

---

---

---

---



## Prevent Issues Related to Communication Gaps...



---

---

---

---

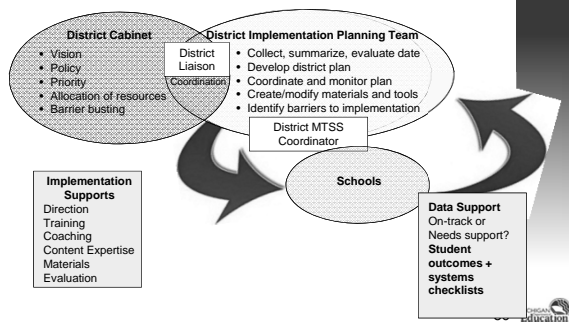
---

---

---

---

## District MTSS Communication



---

---

---

---

---

---

---

---

## District Priority: Establish Communication Loops

- Everyone aware of policy
- Everyone having what they need for the practices

---

---

---

---

---

---

---

---

## Coaching District Communication

- Communication Loops
  - District helps to standardize the **process** provide information like flow charts, intervention menus, etc.
  - Building is able to do two- way communication back to district personnel (see PEP/PIP form)
- Communication about Effectiveness of MTSS Implementation

52 

---

---

---

---

---

---

---

---

## Policy Enhanced Practice Practice Informed Policy *See Handouts*

Policy Enhanced Practice  
Practice Informed Policy

Date of Review: \_\_\_\_/\_\_\_\_/\_\_\_\_

PEP (Policy Enhanced Practice) and PIP (Practice Informed Policy) Cycle are feedback cycles embedded within the organizational system used to promote continuous improvement and implementation of effective practice with fidelity. This form is used to identify areas of policy that may hinder effective and efficient implementation of practice. Please complete the form and submit it to the coaching team contact person listed.

Name of person conducting form	State	Phone Number
What is the policy of concern?		
What practice(s) were hindered by this policy?		
How does the policy interfere with effective/efficient implementation of the practice?		

Has leadership been met:  
Action been assigned to (name): \_\_\_\_\_  
Problem solved?  Yes  No Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other notes: \_\_\_\_\_

Sign for communication follow up: \_\_\_\_\_

53 

---

---

---

---

---

---

---

---

## Additional District Data Coaching Opportunities

- Team meetings; assessments; data collection schedule; data analysis; district policies
- Intervention menus
- Progress monitoring guidelines
- Training (e.g. professional development)
- Systems support (e.g. SWIS facilitator; DIBELS Mentor, AIMSweb LAN)
- Coaching support (research, meeting times, networking support, instructional resources)
- Principal support

---

---

---

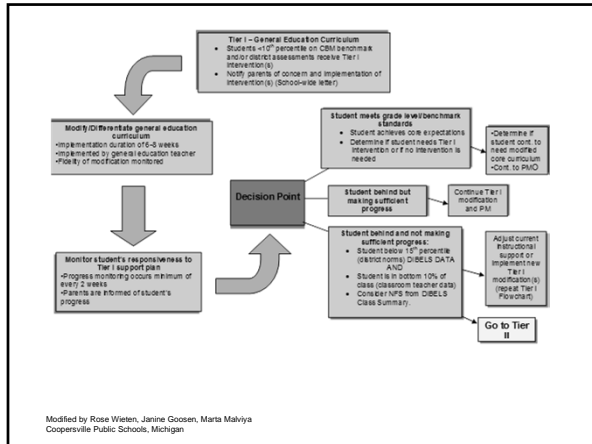
---

---

---

---

---




---

---

---

---

---

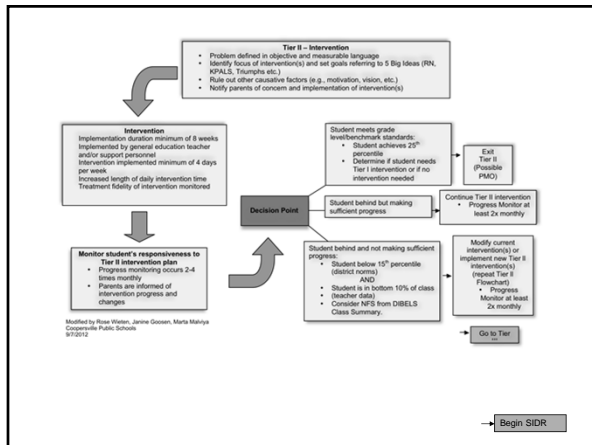
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

### Example: District Intervention Menu

READING	Grade	Phonemic Awareness	Letters & Sounds	Phonics	Word Study	Sight Words	Fluency/Accuracy	Vocabulary	Comp.
K PALS Teacher directed, small group	K	*	*	*		*			
Road to the Code Teacher directed, small group	K	*	*	*					
Head Sprout Computer program	K	*	*	*					
Catching Readers Teacher directed, small group	K-5	*	*	*	*	*	*	*	*
Road to Reading Teacher directed, small group	1-3	*	*	*	*	*	*	*	*
Read Naturally (miscellaneous) 1-3 Teacher directed, small group	1-3			*	*		*		
Read Naturally Computer program	1-5						*		
Repeated reading DIBELS progress monitoring texts	1-5						*		
Quick Reads Teacher directed, small group	2-5						*		
LEXIA Computer program	K-5			*					
Phonics for Reading Teacher directed, small group	1-3			*					
REWARDS Teacher directed, small group	4-5			*	*				
Incremental rehearsal	K-5		*			*	*		

57

---

---

---

---

---

---

---

---

---

---

Ultimately, it is how can you show. . .

- Improved student learning?
  - Increased achievement, less students at risk*
- Improved effectiveness?
  - Decisions made quickly, MTSS supports and procedures in place, more students responding well to intervention*
- Improved equity?
  - Boys versus girls, disproportionality, vulnerable students show greater achievement*

Adapted from VanDerHeyden & Tilly, (2010), *Keeping RtI on track: How to identify, repair and prevent mistakes that derail implementation*, LRP Publications, p. 47.

---

---

---

---

---

---

---

---

**DISTRICT DATA REVIEW  
PROCESS:  
BOARDWALK PUBLIC SCHOOLS**

Multi-Tier System of Support (MTSS)

---

---

---

---

---

---

---

---

“Successful RtI implementation occurs when the right data are collected, those data are correctly interpreted and acted upon, and solutions are integrated with resource allocation decisions at the system level.”

Examples of effective RtI use and decision making: Part 1 – Overview.  
Amanda VanDerHeyden, Ph.D.,  
<http://www.rtinetwork.org/essential/assessment/data-based/examples-of-effective-rti-use-and-decision-making-part-1-overview>

---

---

---

---

---

---

---

---

**MiBLSi**  
MICHIGAN'S  
INTEGRATED BEHAVIOR & LEARNING SUPPORT INITIATIVE

Conclusion and Next Steps

MICHIGAN Department of Education

61

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

What Questions Do You Have?

---

---

---

---

---

---

---

---

## Thank you!

Christine Russell  
[crussell@miblsimtss.org](mailto:crussell@miblsimtss.org)

Tawny Smith  
[tsmith@miblsimtss.org](mailto:tsmith@miblsimtss.org)

Terri Metcalf  
[tmetcalf@miblsimtss.org](mailto:tmetcalf@miblsimtss.org)

---

---

---

---

---

---

---

---

## Example Questions to Use with Data Teams

Accomplishments/Celebrations

Challenges/Barriers

Accountability

Outcomes

### **System Level Data Analysis**

#### **Guiding/Facilitating Questions**

- What are our overall schoolwide goals?
- Are we meeting or on track to meet schoolwide goals (specifically consider those written into School Improvement Plan)?
- What trends are we seeing?
- What are our areas of strength and need?
- Where are we now in comparison to previous years?
- Are there grade levels to celebrate success?
- Are there grade levels that need more resources?
- Are there achievement or behavior gaps between different groups of students?
- As a school overall, what should we be doing more of and less of to more efficiently reach our goals?
- What roadblocks are we encountering?
- What has occurred that has helped to move student achievement forward more quickly?
- What training, coaching, and leadership is needed to support new work and sustain current work that is showing success?
- Is there an indication that classroom management issues or lack of engaging activities are affecting student outcomes?
- What training, coaching, leadership and resources are needed for our action plan?

### **Grade Level Data Analysis**

#### **Guiding/Facilitating Questions**

- What is our current status, strengths and areas of need?
- What are our celebrations?
- Are we meeting or on track to meet grade level goals?
- Is this data similar to previous years?
- Does the data indicate a need to implement a classwide intervention?
- How is behavior impacting grade level academic success?
- How will intervention be structured to meet all student needs?
- What resources do we have to draw on (curricular and personnel) to support learning and behavior?
- What is another way to consider providing support so that all students increase achievement?
- What are the benefits and risks of the plan we've created?
- Are there achievement or behavior gaps between different groups of students?
- What training or coaching is needed to be successful with the action plan?
- What resources, time, funding, etc. is needed to be successful with the action plan?
- What leadership/administration support is needed to be successful with the action plan?
- What resources, training or support could move your plan to the next level that you don't currently have?

### **Individual Level Data Analysis**

#### **Guiding/Facilitating Questions**

- Are we meeting or on track to meet individual student goals?
- How is student behavior impacting grade level academic success?
- Are we focusing on critical learning skills with our intervention/programming?
- What classroom supports are needed along with intervention supports?
- Is there any other information needed to validate our decisions?
- What are the critical skills and knowledge required for long-term student success?
- How do we prioritize our student intervention?
- Is this student's progress comparable to others receiving the same services?
- Are we looking at the right data to evaluate progress?

**Table 3. Suggested professional development and training opportunities<sup>a</sup>**

	<b>Principals</b>	<b>Teachers</b>	<b>Other Staff*</b>	<b>Information Technology Staff</b>
<b>Avoiding common data analysis and interpretation mistakes</b>	X	X	X	
<b>Data system use—avoiding common mistakes</b>	X	X	X	
<b>Data system use—entering data</b>			X	X
<b>Data system use—maintenance and troubleshooting</b>				X
<b>Data system use—reporting capabilities</b>	X	X	X	
<b>Data transparency and safety</b>	X	X	X	X
<b>Encouraging staff leadership</b>	X			
<b>Fostering a culture of data-based decision making</b>	X	X		
<b>Identifying needs for staff professional development opportunities</b>	X	X		
<b>Interpreting data in an educational context</b>	X	X	X	
<b>Organizing time for collaborative data discussions</b>	X	X	X	
<b>Understanding and using the cycle of instructional improvement</b>	X	X	X	
<b>Using data to answer questions about student achievement</b>	X	X	X	
<b>Using data to modify teaching and learning practices</b>	X	X	X	

\* Other staff can include data facilitators, classroom support specialists, administrative assistants, and counselors.

a. Examples of suggested professional development and training opportunities are drawn and adapted from Chrismer and DiBara (2006); Knapp et al. (2006); Marsh et al. (2008); McREL (2003); Nabors Oláh, Lawrence, and Riggan (2008); and Wayman, Cho, and Johnston (2007).

Exerpt from IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making p.37



**Table D2. Scheduling approaches for teacher collaboration**

	<b>Time and Planning Strategies</b>	<b>Activities</b>
<b>School A</b>	<ol style="list-style-type: none"><li>1. Once every month, the school day begins two hours later—teachers meet during this time to engage in the activities described in the column to the right. School makes up this accumulated time by extending the school year.</li></ol>	<ol style="list-style-type: none"><li>a. School staff review district standards and realign the assessments they use accordingly.</li><li>b. School staff continuously reevaluate this work and discuss and plan changes as needed.</li></ol>
<b>School B</b>	<ol style="list-style-type: none"><li>1. School staff is released early from school once per week for at least 45 minutes. This time is added to other days throughout the week.</li><li>2. The entire staff meets weekly for one hour before school. Staff decreased the “nuts and bolts” of the meetings and prioritized work related to assessment.</li></ol>	<ol style="list-style-type: none"><li>a. Schools use allotted time to align curriculum across grades with the state standards. This process is driven by student assessment data.</li><li>b. School staff continuously reevaluate this work and discuss and plan changes as needed.</li></ol>
<b>School C</b>	<ol style="list-style-type: none"><li>1. Same-grade teachers meet informally during weekly planning periods and formally every six weeks. To accommodate these planning periods, students in entire grades are sent to “specials” (e.g., gym, art classes). Time also is allotted at regularly scheduled staff meetings.</li><li>2. Teachers are released from teaching duties several days each year and are replaced by substitute teachers.</li><li>3. Teachers meet with the principal up to three times each year.</li></ol>	<ol style="list-style-type: none"><li>a. Staff discuss students' progress according to the “developmental continuums” written by school staff.</li><li>b. Teachers administer individual assessments to students.</li><li>c. Staff discuss reports on assessment data from district research department.</li></ol>
<b>School D</b>	<ol style="list-style-type: none"><li>1. Teachers request time to meet with each other during school hours; substitutes are hired to support this. In addition, teachers meet after school.</li><li>2. Teachers meet in “within-grade” and “subject area” teams during their planning hours once per week.</li></ol>	<ol style="list-style-type: none"><li>a. Staff members share knowledge gained from professional development activities that addressed curriculum and assessment. They also discuss student mastery of standards and other outcomes and possible intervention strategies.</li></ol>

Source: Cromey and Hanson (2000), p. 18.

**Practice Informed Policy  
Issue Referral Form**

Date of Referral: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**PEP** (Policy Enhanced Practice) and **PIP** (Practice Informed Policy) Cycles are feedback cycles embedded within the organizational system used to promote continuous **improvement** around implementation of effective practices with fidelity. This form is used to identify potential policy issues that may hinder effective and efficient implementation of practice. Please complete the form and submit **it to** the leadership team contact person (name \_\_\_\_\_)

Name of person submitting form:	Email	Phone Number
What is the policy of concern?		
What practice(s) is/are hindered by this policy?		
How does the policy interfere with effective/efficient implementation of the practice?		

**For leadership team use**

Action item assigned to (name): \_\_\_\_\_

Problem validated?  Yes  No      Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Action taken:	Steps for communication follow up:

## **How do you facilitate change from your unique position?**

### **I seek to facilitate change**

- encouraging, acknowledging and celebrating changes
  - positive interactions
  - posing questions
- listening first, talking second
  - offering my resources and support
  - trying to tailor my response and support
- presuming positive intentions
  - skilled, facilitated conversation
  - developing trusting relationships

**This can be difficult.**

### **I work to build background knowledge**

- provide assistance to teams
  - clarification, organization
  - collaboration and problem solving
- positive persistence
  - guiding discussions
  - always back to the goals, the data
- the big ideas of this work
  - collaboration toward the goal of increased outcomes
  - building relationships

**Teams have to know why they are being asked to change.**

### **I use a variety of means**

- adapting based on the people
  - and the situation involved
  - using data and research
- relating real life experiences
  - examples of circumstances and change
  - collecting examples from others to share
- relying heavily on good listening problem solving skills.
  - listening first, talking second
  - setting the tone

**I've been in their place.**

**I have worked to develop trust with those that I work with**

seeking me out as a resource

when they are struggling or searching

trust built with a professional relationship

setting the tone

helping to see progress

responding quickly to emails and other communication

remembering people's names and roles,

trying to connect on a personal level

*how's your dog doing?*

*give me something good*

*what is working well?*

*what are you proud of?*

**I am always available.**

**I am always available for problem solving**

the reasoning, the evidence, working with them

integrating, empowering

leading....not forcing

a genuine interest in helping them through barriers

they are much less likely to resist change

a leader, not a boss

knowing when to take a stand, push an issue

and when to back down - *at least temporarily* -

to preserve a working relationship

**Persistence, relentlessly applied**