

PBIS Coaches Responsibilities

2021-22

Time	Tier 1	Tier 2	Tier 3
50%-75%	Intentional Coaching <ul style="list-style-type: none"> ● Team: PBIS ● Schoolwide: SIP, Systems, Expectations, and Procedures ● Classroom: Tier 1 Universal Supports 	Intentional Coaching <ul style="list-style-type: none"> ● Team: BIT Behavior ● Schoolwide: SIP, Interventions, Plans and Progress monitoring ● Classroom: modeling interventions and record keeping 	Intentional Coaching <ul style="list-style-type: none"> ● Facilitator training: RENEW, Educational Wraparound, FBA/BIP ● Ongoing coaching support: virtual office hours, peer support circles, cohorts of support
Intentional Coaching Looks Like... <ul style="list-style-type: none"> ● Knowing your schoolwide data before you enter a meeting or visit a school. ● Planning your coaching questions ahead of the visit. ● Using data to ensure you are providing the right support. Ex. Two classrooms have the most PLP classroom behaviors. Visit those classrooms. Ex. School has declining attendance. Walk through the school and look for ways they promote students coming to school. 			
5%-10%	School Improvement Plan <ul style="list-style-type: none"> ● Review and provide feedback on monthly minutes ● Ensure schools have an action plan for the Cultivating Equitable Learning Environment goal with manageable steps, fidelity of implementation and evidence. 	School Improvement Plan <ul style="list-style-type: none"> ● Review and provide feedback on monthly minutes ● Ensure schools have an action plan for the Cultivating Equitable Learning Environment goal with manageable steps, fidelity of implementation and evidence. 	Support Improvement Plan <ul style="list-style-type: none"> ● Ongoing analysis of documents supporting facilitators intervention fidelity ● Streamlining technology for improved access and communication
School Improvement Plan Support Looks Like... <ul style="list-style-type: none"> ● Providing guidance and feedback on next steps sections of the minutes using the continuous improvement process. ● Modeling and giving examples of actionable steps around behavior to add to their SIP that will improve student outcomes. ● Using the Tiered Fidelity Inventory as a guide to create meaningful action steps. ● Supporting schools and providing examples of evidence of implementation. 			

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5%-10%	Data <ul style="list-style-type: none"> ● Complete monthly snapshot to determine school needs ● PLP, ODRs and Attendance 	Data <ul style="list-style-type: none"> ● Review and provide feedback on Tier 2 interventions ● Suspensions, Behavior Interventions and Progress Monitoring 	Data <ul style="list-style-type: none"> ● Review fidelity and intervention tracker ● Record keeping of trained facilitators
Data Support Looks Like... <ul style="list-style-type: none"> ● Ensuring teams know how to access relevant data and pulling data for teams when requested. ● Screening data in monthly snapshots to alert teams to trends such as areas that have improved or are of concern. ● Asking coaching questions based on data to ensure that at least 5% of students are in Tier 2 interventions, and at least 1% in Tier 3. 			
5%-10%	Professional development <ul style="list-style-type: none"> ● Create and facilitate schoolwide professional development ● Facilitate district professional development as needed 	Professional Development <ul style="list-style-type: none"> ● Create and facilitate schoolwide professional development ● Facilitate district professional development as needed 	Professional Development <ul style="list-style-type: none"> ● Collaboration with teams (District coaches, other facilitators, National Groups) ● Ongoing coaching analysis (reviewing of needs of ourselves as coaches and needs of facilitators)
Professional Development Looks Like... <ul style="list-style-type: none"> ● Knowing your schools through data review, coaching, and meeting attendance to determine relevant PD needs. ● Asking coaching questions based on data to determine specific PD needs that change teacher practices and improve student outcomes. ● Creating engaging PD with checks for understanding. ● Following up with coaching based on PD presented. 			