

A Statewide Initiative for Pyramid Model Implementation Targeting Fidelity and Sustainability

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Learning Objectives

Participants will:

- **learn CDE's state-wide initiative promoting & supporting pyramid practices.**
- **learn practices that support fidelity & sustainability.**
- **gain tools for coaching practices that build & sustain systems to support high fidelity.**

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**“Pyramid is Not Something That
We Do...
It is Something
We Become”**

A SPDG Participant



History of Colorado's Implementation

2006 – Colorado selected as a “partner state” with CSEFEL

2008 – Colorado selected as a SpecialQuest state

2009 – CDE receives a five year SPDG (Professional Development Grant) from OSEP

State Leadership team puts out an RFP to fund a center on social emotional competence and inclusion which becomes Pyramid Plus



State Personnel Development Grant Implementation

Since 2009 – 13 Administrative Units (44 school districts)
have benefited from the SPDG

Requirements:

- Leadership team
- FTE for coaching
- Submit data (TPOT, BOQ)
- Meet with CDE consultant monthly

Districts Received

- **3 years of support**
- **Consultant Provided by CDE**
- **\$3,000 – 4,000 mini grant**

State Consultants' Role

- **Provide Support to the Leadership Team**
- **Provide Training and TA**
- **State Consultant Collaboration**

Importance of Collaboration in Communities between Colorado Department of Education and Pyramid Plus

Collaboration in Communities

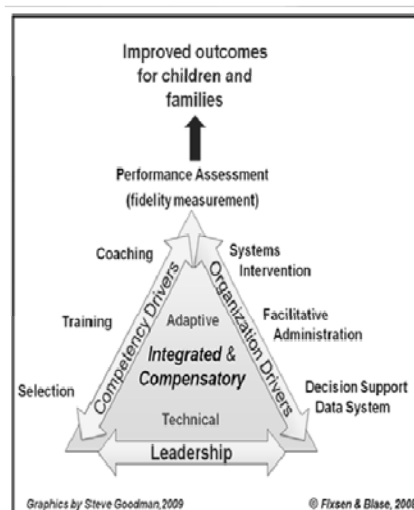
- **Pairing CDE TA and Pyramid Plus TA in communities provides Pyramid training and implementation opportunities across systems.**

Early Intervention, Preschools, Child Care Homes, local and state agencies

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Implementation Science



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Importance of Leadership Teams in Guiding Pyramid Model Implementation

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Leadership Team

- **Membership**
- **Mission Statement**
- **Work of the team**
- **Consultant's role**
- **Local perspective**
- **Community vs. Program leadership**



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Leadership Team Lessons Learned

- Pre-planning
- Implementation science (exploration & purposeful planning)
- Team focused on a common goal, Implementation to Fidelity
- Bringing the right people to the table
- Importance of Benchmarks of Quality (BOQ)
- Creating an Implementation Plan
- One step at a time, taking it easy and doing it right
- Importance of celebrations!

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Leadership Team Tools for Your Toolbag

- Selecting Members
- Write a Mission Statement
- Use Benchmarks of Quality (BOQ)
- Begin an Implementation Plan
- Set next step Goals
- Use TA as available
- Celebrate Accomplishments



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Importance of Training and Technical Assistance for Implementation to Fidelity

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Leadership Training

- Individualized for each leadership team



- State consultant's role to support and guide Pyramid implementation through TA and training
- Plan for transition from CDE consultant

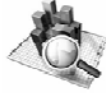
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“Mini Training” sessions

A series of topic specific training

■ Lessons learned:

- Data driven



- Feedback loop



- Identifying internal trainers and coaches



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Overview Behavior Expectations Schedules and Routines
Giving Directions Engagement Supportive Conversations

Mini Training Topics

Emotions Friendship Skills Problem Solving Teaming
Family Involvement Behavior Support Plans

Behavior Expectations are the



umbrella for all rules

Example of an Overview Training
For Auxiliary Staff

Training Auxiliary Staff

Increases Program Wide Implementation

Who to Train?

- Substitutes
- Classroom assistants
- Bus drivers
- Lunch staff
- Library staff
- Elementary staff
- Community



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Topics for Auxiliary Staff Training



Overview



Behavior Expectations. Make Rules
for the Bus and Lunchroom



Tell them what to do



Adult behavior changes to teach the new skill



Examples of Social Story and Mini Schedule

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Parent Training and Events

- **Family overview:** Rollout events
- **Training Options:** Positive Solutions for Families
 - **Mini Topic Trainings**
- **Planning :** Webinar [www. pyramidplus.org](http://www.pyramidplus.org)
Let the Good Times Roll by Norwood

Trainers: Teachers and Parents

Follow up: Activities and Newsletters

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Parent Training Visual Schedules Video

Parent Training Bucket Filling Video

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Administrative Support for Parent Training



Superintendent
And Principal
serve food to
parents



Superintendent
And
Principal
participate
in Parent
Training



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Training on the TPOT

- Identify who will be doing TPOTs
- Identify coaches
- TPOT training
- Inter-rater reliability
- Systems in place
- Celebrations



Example of TPOT Training



Know what the items look like in action



Watch video and identify teacher skills



Practice scoring the TPOT



Scoring the items

Training Lessons Learned

- Mini training sessions vs.. comprehensive training sessions
- Importance of a comprehensive plan
- Importance of feedback loop
- Plan for sustainability from within
- It's a Package



Training Tools for Your Toolbag

- Prioritize and set a timeline for training: coaches, teachers, auxiliary staff, parents, community members
- Prioritize and set a timeline for training: Pyramid content, coaching, TPOT (It takes all 3!)
- Choosing training strategies – mini topic vs. module



Importance of Coaching for Implementation to Fidelity



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Coaching

- Use data to drive professional plans
- Content – Fidelity
- Coaching Skill Set
- How to collect objective data
- Feedback
- Support



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Professional Development Plan

Teacher: _____ Coach: _____ Date: _____

Teacher Learning Style: _____

TPOT Items/Indicators	Coaching Plan	Materials	Person Resp. & Completion Date	Implement Date	Pre TPOT	Post TPOT

Created by: Kelly J. Wilson 7/18/12

Adapted from: CSEFEL

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Professional Development Plan

Teacher: _____ Coach: _____ Date: _____

Teacher Learning Style: _____

TPOT Items/Indicators	Coaching Goal	Materials	Person Resp. & Completion Date	Implement Date	Pre TPOT	Post TPOT

Implementation Plan:

Detailed Plan	Coaching Steps
	Teaching Topic:
	Modeling & Behavior Rehearsal:
	Live Coaching:
	Feedback:

Created by: Kelly J. Wilson 7/18/12

Adapted from: CSEFEL

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Coaches

- Coach Coordinator
- Coach Meetings
- Space to report out on data & outcomes
- Data to support coaching efforts
- Recognition
- Defined time for coaching



Coaching Time Dedication

Coaching is necessary for behavior change

- Time varies based on needs
- Basic guidelines for success
 - Meet with teacher after TPOT within the week
 - Plan for more follow up time initially
 - Strategically plan for multiple teachers



Coaching Training

2 Day training for coaches:
general coaching skills

1 Day follow-up training for Coaches

1 Day training for coachee

Ongoing training via TA for the coaches



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Coaching Models

- External Coach
- Internal Coaches
- Peer to Peer
- Self Coaching



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Research Supports Coaching

TRAINING COMPONENTS	OUTCOMES (% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom)		
	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%
... + Coaching in Classroom	95%	95%	95%

From Joyce and Showers, Student Achievement Through Staff Development, 3rd Edition, 2002.

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"Listen and guide rather than command and control."
Sheryl Sandberg, Facebook COO & Board of Directors, 2012

Example of Coaching BOQ

Benchmarks of Quality-Coaching

Description of measure: The Benchmarks of Quality-Coaching (BOQ-C) are used by Leadership teams and coaches to track the status of implementing a coaching process to support sustained PBIS fidelity. The BoQ-C is divided into two sections:
Administrative Level Coaching Benchmarks (Leadership Team) – 20 Benchmarks

- Completed by PBIS Leadership Teams annually (minimum)
- Provides guidance for the sequential planning and implementation of a quality coaching process

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1. Define coaching structures and expectations of coaches and teachers <ul style="list-style-type: none"> Adopt coaching action plan, coaching agreements, data forms, visit frequencies and schedules, feedback format and expectations, etc. Assure TPOT data is used as the basis of the coaching plan and teachers professional development 				
2. Coaches foundational coaching skills are assessed and addressed well in advance of their work with teachers as well as ongoing Example coach competencies include: <ul style="list-style-type: none"> how to coach adults give positive feedback peer to peer interaction adult learning styles reflection use of video coaching attributes 				
3. Coaches Teaching Pyramid content knowledge is assessed and addressed well in advance of their work with teachers as well as ongoing Example content knowledge may include: <ul style="list-style-type: none"> Basic knowledge of the Teaching Pyramid Familiarity with Teaching Pyramid training modules and teaching practices Fidelity is defined and understood Administering, scoring and coaching based on TPOTs Inter-rater reliability on the TPOT Blending knowledge of Teaching Pyramid model content with coaching skills 				
4. Identify data to be collected about coaching <ul style="list-style-type: none"> Data to consider collecting includes: coaching visits scheduled; coaching visits completed; time spent administering TPOTs; Inter-rater reliability among 				

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1. Establish and implement a process for individual teachers' professional development needs to be identified from TPOT assessments and met through coaching structures <ul style="list-style-type: none"> Individual teachers' needs are documented in Action Plans utilizing TPOT assessments Coaches and teachers are accountable to the Action Plans, which are developed and implemented with mutuality Both coach and teachers have adequate support to accomplish the Action Plan 				
2. Identify ways and move to eliminate barriers to regular coaching and feedback times for coaches and teachers (ie planning time, development and access to materials, accountability to action plans, etc.)				
3. Plan for and implement incentives and strategies to acknowledge staff improvements and accomplishments on a regular basis <ul style="list-style-type: none"> Acknowledge both coach and teacher progress Examples of incentives and acknowledgements include: "fill your bucket" posters, gift cards, acknowledgments for higher levels of fidelity, release time, pay for substitute day, etc. 				
4. Plan and implement regular times for coaches to meet with coach coordinator to review process, accomplishments, strategies, and challenges (this could be monthly and could include focused training for coaches)				
5. Ensure that new staff orientations include coaching program structures, goals, and expectations <ul style="list-style-type: none"> Applies to both new coaches and new teachers 				

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Coaching for Sustainability

- Coaching occurs at regular intervals
- Coaches have a variety of coaching strategies
- Coaching is data driven based on the TPOT



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Coaching Lessons Learned

- **Administrative Buy-in**
- **Committed Coaching FTE**
- **Coach and coachee** roles are defined
- **Coaching** for high fidelity implementation is adequate, timely, practical, data driven and meets the needs of the coachee
- **Coaching costs** - \$s and Time. Coach time to prep for coaching session, materials, observations, feedback. Coachee time to meet with coach and plan for next activities



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Coaching Tools for Your Toolbag



- Training coach in coaching skills
- Training coachee in role of coachee
- Selecting coaching models
- Define coach and coachee roles
- Use TPOT data to drive coaching
- Planning for \$s and time for coaching
- Celebrating!!

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Importance of Data!



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Purpose of Data

- Measure fidelity of implementation
- Measure change in practices
- Drive action plans
- Planning professional development
- Measure child outcomes
- Sustainability
- Support grant writing and funding

Data Collection

- Who?
- When & how often?
- How?
- Is it to fidelity?
- Where is it housed?
- Reviewed and reported?



Data Measures Used: How and Why

Implementation

▪ BOQ – (Benchmarks of Quality)



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State Level

Table 2a.1. BoQ "In Place" Scores by District/BOCES and Year of Grant

District/BOCES	2009	2010	2011	% Improvement
Cherry Creek	0.2%	19.1%	36.2%	+36.0%
District 20	--	0.8%	14.9%	+14.1%
Gunnison (Jan. 2011)	--	21.2%	72.3%	+51.1%
Northeast BOCES	--	30.2%	23.4%	-6.8%
Paradox Valley	11.6%	58.1%	72.3%	+60.7%
Poudre	13.0%	32.5%	51.1%	+37.2%

Note. % Improvement reflects change by district from first year of participation to current year.

Table 2a.2. Sites with 80%+ points by Component

Component	% of Sites	Count
Program-Wide Expectations	57%	12
Established Leadership Team	48%	10
Strategies for Program	29%	6
Staff Support Plan	29%	6
Classroom Pyramid model	19%	4
Challenging Behavior	19%	4
Staff Buy-In	14%	3
Monitoring	14%	3
Family Involvement	10%	2

Note. BoQ data was obtained from 21 participating sites during the Fall of 2011.

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Data Measures Used: How and Why

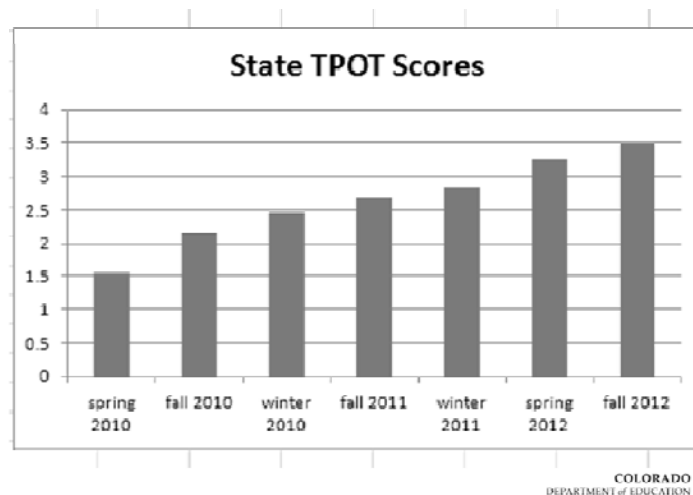
Implementation

- BOQ – (Benchmarks of Quality)
- TPOT – (Teaching Pyramid Observation Tool)



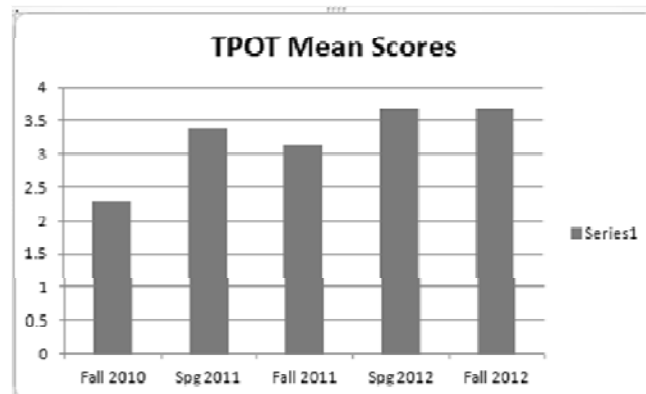
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State Level



Local Level

Poudre School District

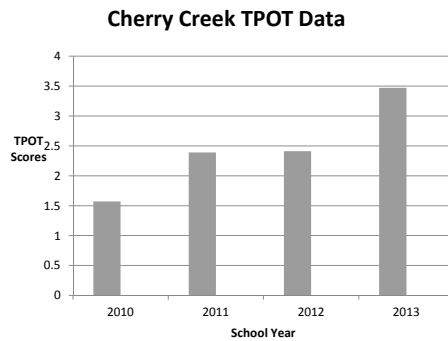


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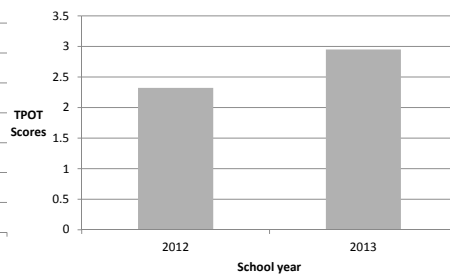
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Local Level

Cherry Creek

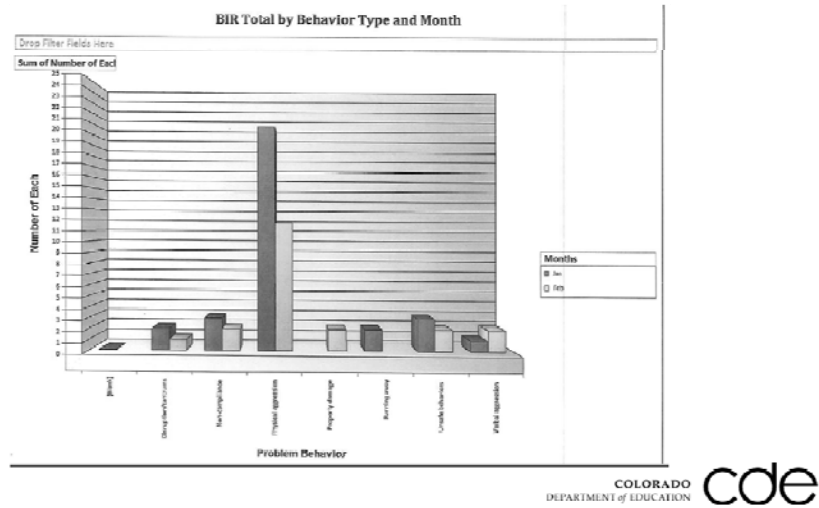


**Cherry Creek New Teacher
TPOT Anchor Scores**

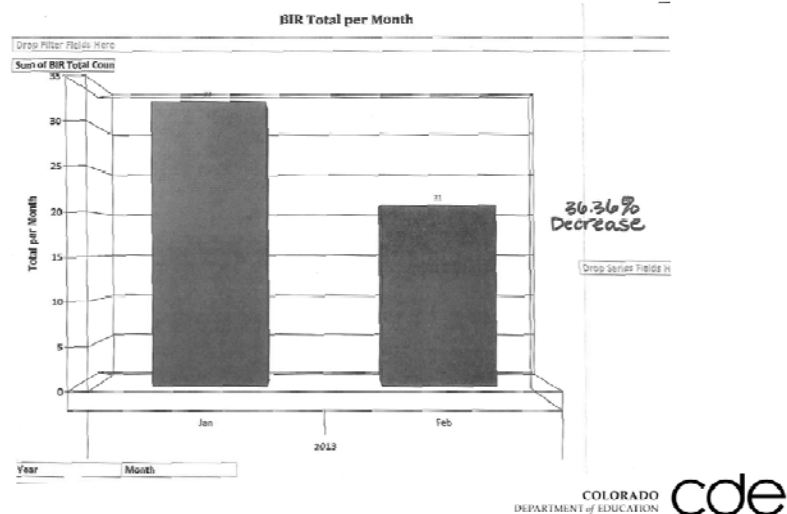


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Local Level



Local Level



Data Measures Used: How and Why

Implementation

- BOQ
- TPOT
- Inventory of Practices

Program/Child

- BIR – Behavior Incident Reporting
- ASQ SE – Ages and Stages Questionnaire – Social Emotional
DDST II – Denver Developmental Screening Test II
- Parent survey



- Child Outcome measures (TS GOLD, COR)

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Data and Child Outcomes

▪Link Long Term Planning with Short Term Compliance

▪Can we use data to tell us-

1. What providers/teachers need to know when an individual child is/or is not, making progress?
2. When a provider/teacher should do something different or continue business as usual?
3. How to individualize and intensify intervention on a weekly and monthly basis?
4. What to do differently in homes, centers, and preschool to promote greater progress?

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Local Level

Poudre School District

Social / Emotional Sequence of Instruction for PBIS / Pyramid Components To Be Reflected in Lesson Plans

	Content	COR	Materials	Activities
September	*Environmental Set-Up *Safety Rules / Classroom Expectations *Picture Schedule *Second Step - 1-Group Rules Label Feelings, 5-Feelings Exchange, 6-Feelings, 1-Care About Others, 1-Help Others	*Initiative *Mathematics & Science - DD	*LT Mr. Rogers Rules and Limits, Taking Your Turn *Safety Rule Matrix *Picture Schedule *Book Nook - The Kissing Hand *SR Pictures / Poster *Ernie *Visuals for Environment: Labels, # at Centers, Choice Board *Parent Information - Designate Req. ut Resources	*Practice - How to clean up and follow routines *Use SR in Centers, Playground etc. *Use SR Language - Positive Language
October	*Feelings and Emotions *Second Step - 1-Strong Feelings, 4-Dealing With Waiting, 5-Am I Angry, 7-Dealing With Being Hurt	*Social Relations *Understanding and Expressing Feelings	*LT Mr. Rogers: What Belongs to Everyone *Second Step Kit *Mirrors *Pictures *Books *Feelings Chart *Ernie Faces *Puppets *Classroom Books for Each Feeling	*Book Nook Books / Activities *Second Step Emotions Posters *Practice Making Feelings Faces *Use Puppets to Demonstrate Emotions and Pro-Social Skills *SR Language - Positive Language

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Data Lessons Learned


- Data flow system/Exploration
- Need to use it!
- Importance of inter-rater reliability
- Data improves over time
- Quality of data relates back to training follow-up, TA, and administrative support
- Implementation Science



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Data Collection and Monitoring
Poudre School District – Early Childhood Program-wide Teaching Pyramid Implementation
2011-2012



Instrument	Purpose of Data	Collection System	Data Entry/Output	Audience	Outcome
BOQ	Monitor PW Implementation Connect with CW implementation Drives LT Action Plans and sub-committee work	Leadership Team mtg objectives	CDE TAC electronic submitted to CDE for grant data	CDE LT District (Bd)	Successful PW implementation Successful CW implementation
TPOT	Measure teacher fidelity to the model Develop individual PW Summary Action Plans	Coaches observe teachers	Coaches use electronic system to enter scores TAC submits another copy to CDE for grant data	LT Program staff Bd Training principals	Fidelity to model
TPOT Summary APs	To inform PD, guide coaches in individual work with teachers toward fidelity	Coaches develop plan in conjunction with teachers and TPOT scores		Coaches, coach coordinator, teachers (remember confidentiality)	
ITSP	Self-assessment of skills	Teachers, pages complete	Foundation for dialog between coaches/teachers & teachers/pages		Self-awareness and how it links to TPOT scores Fidelity to model for entire LT

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Data Tools for Your Toolbag

- Choose data measures to use
- Determine purpose of each measure and how it will be used
- Determine how the data will be collected, housed, reported, and used.



Reasons to Celebrate

WOO HOO!!

- **Parent Training**
- **Community Coaching**
- **Best Small Library in America**
- **Up scaling to Elementary**



Best Small Library in America, 2012,
and winner of the National Medal
Implements the Pyramid Model



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Up-Scaling School Wide Video

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Up-Scaling



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Statewide

- Train the trainer
- Demonstration Sites
- Coaching BOQ
- Implementation Guide
- Data: Child Outcomes
- Multi-Tiered System of Supports (MTSS)

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Community

- **Select sites that young children and their families visit: libraries, markets, doctor offices**
- **Offer specific training to these businesses on Pyramid and Pyramid practices**
- **Celebrate when the market clerk tells the child to “use their walking feet.”**

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District/Local

- **Fidelity**
- **Increase number of classrooms**
- **Adoption to fidelity in K-2**
- **School wide support for Pyramid**
- **Community Outreach**

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Final Thoughts

- **Buy-in**
- **Including Families**
- **Data Driven Decision Making**
- **Gradual Process of Implementation**

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Go SLOW

(each step is important)

to

GO FAST

**(skill acquisition for students and
teachers are skills for LIFE!!)**

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Implementation Video

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Contact Us

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