

**SPED 6770: Coaching and Systems Change**  
**Utah State University**  
**Spring 2014**

**Course Number:** SPED 6770  
**Title:** Coaching and Systems Change  
**Credit Hours:** 3 semester hours  
**Instructor:** Scott W. Ross, Ph.D., Assistant Professor, Special Education  
Christian Sabey, M.S. (TA)  
**Class Time** 4:30-7:00  
**Classroom:** Distance Education Classroom  
**Office hours:** Before class or by appointment  
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There is no Required text for this course. Journal articles and other selected readings will be uploaded to canvas.

*\*Note: Additional readings are noted in the course schedule & readings may be inserted or retracted as the course develops during the semester.*

**Course Overview**

As a result of attending each class session, engaging in class discussion, reading assigned and recommended material, thoughtfully reflecting on the content, completing all assignments, and participating fully in other course-related activities, participants will acquire essential knowledge pertaining to the coaching and leadership to create school-wide change.

**Class Etiquette**

A few simple class rules will help promote a positive learning environment:

1. Arrive to class ***on time*** and prepared to listen and participate. If I discover that people do not honor the class's start time, Dr. Ross may implement surprise quizzes at the beginning of class.
2. Share your comments and questions with everyone in the class.
3. Turn cell phones/pagers off or turn on silent mode during class.

**Specific Learning Objectives:**

1. Demonstrate an understanding of the importance of leadership in determining all critical school outcomes.
2. Identify the critical components of effective and sustainable systems change
3. Demonstrate an understanding of the role of context and environment in determining the behavior and performance of students and school personnel.
4. Demonstrate skills in effectively supporting schools in their use of data, practices, and systems.
5. Demonstrate skills in supporting individual teachers and other school staff in effective practices.
6. Identify effective practices for managing school environments, teacher support, and student

- support.
7. Demonstrate an understanding of collaborative, data-based decision making and community involvement.
  8. Demonstrate an understanding of the relationships among social behavior, personal management, and academic performance.

**IDEA Objectives**

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course

**Assignments**

Assignment guides and associated materials are posted on the course website.

Note: If your assignment is uploaded to the drop box after the due date or after the identified time, then a **10% reduction per day** in the maximum credit available for the assignment will be taken.

1. Nine Reading Syntheses at 10 pts each	90 pts
2. Participation	20 pts
3. Two Canvas Modules at 20 points each	40 pts
4. Four Iris Modules at 10 points each	40 pts
5. SET Assignment	30 pts
6. Coaching Assignment	30 pts
Total	250 pts

**1. Reading Syntheses**

On assigned weeks students will turn in a one to two page, double spaced synthesis of the reading for the current week. A reading synthesis is an integration of the readings for that day that address a specific issue or consideration. A reading synthesis should demonstrate that you have **(a) read the relevant material (i.e., “big ideas,” major outcomes”), (b) connected that material to other course readings and discussions, and (c) provided a personal perspective on the issue under consideration.**

The following questions should be addressed in you syntheses:

**January 13.** What is School-wide Positive Behavioral Interventions and Supports (SWPBIS)? How are the elements of SWPBIS similar to and/or different from traditional student support practices? What are the issues of greatest relevance for enhancing a technology of SWPBIS? What are the biggest challenges you foresee in the implementation of SWPBIS?

**January 27** Describe sustainability. What factors are most critical for sustainability? In your experience, what factors have you seen to be most important? Why is it important for us to consider sustainability in our work as system’s change agents? Where should we focus our efforts to help schools improve the sustainability of their practices?

**February 10.** What is RtI? What is the difference between RtI as a procedure for diagnosis of LD and as a systems approach to instruction? How does the school-wide reading model fit within RtI? How does SWPBIS fit within RtI? What challenges have you seen in the implementation of RtI? What features do you feel are necessary for it to be implemented effectively and sustainably?

**February 24.** Center for School of the Future (CSF) questions to be determined.

**March 24.** Effective Coaching #1 questions to be determined

**March 31.** Describe the components of vision and structure that make coaching effective, efficient, and sustainable. What challenges would you foresee creating a system of coaching in your school? What steps would you recommend schools take as they move toward a better model?

**April 7.** What are the most critical components of coaching? How do the observational systems address the important features of teaching? What features of effective teaching are not considered? How could you add those components into your coaching?

How do we coach teachers to embed more effective teaching strategies? Beyond basic classroom management, indicate another area where you might coach someone and how you would intervene.

**April 14.** Questions TBD.

**April 21.** Why is Family Engagement so difficult for schools? How can family engagement be addressed within a tiered system?

## **2. Participation**

Each student is expected to ask questions and make comments during class. Students will receive 2 points when they orally ask a question or make a comment during class. Students can only receive 2 participation points per class for a total of 20 possible points over the course of the semester.

## **3. Iris Modules**

Four Iris Modules will be assigned throughout the semester. Students are to complete the Iris modules and turn in the questions to the Assessment portion of the module. Each Iris Module is worth 10 points.

## **4. Canvas Modules**

Two Canvas Modules will be assigned throughout the semester. Students are to complete the quizzes within the module as well as the assignment at the end of each. The quiz and assignment portions of the module will be graded together, and will be worth 20 points total.

## **5. SET Assignment**

**Due February 24**

You are required to conduct the School Wide Evaluation Tool once with your school or another local school. This involves a) interviewing the principal, b) interviewing teachers, c) interviewing students, d) observing the school environment, and e) observing school products. Following the completion of the tool, you are to write a short 1-2 page description of your experience along with systematic recommendations for *feasible* school improvement (don't expect schools to do everything at once).

## **6. Coaching Assignment**

**Due April 28**

For this assignment, you are required to sit and watch two lessons delivered by another teacher in either your school or another local school. Your observations should be documented

through the classroom observation form provided by Dr. Ross. In addition, your second observation should include data specific to the outcomes of your first observation. Finally, provide a 1-2 page write-up of your experience, your recommendations to the teacher, and the improvement made by the teacher based on your recommendations.

### Assignment Grading

To be fully prepared to apply the content of this course in your future role, it is expected that you earn between 85% and 100% of the points available for each assignment. If you score below 85%, you may be asked to modify and resubmit. There will be a time limit on resubmission and if you fail to resubmit by the due date your grade on the assignment will be dropped by 15%.

### Grading

A	95 - 100%	C+	78 - 79%
A-	90 - 94%	C	75 - 77%
B+	88 - 89%	C-	70 - 74%
B	85 - 87%	D+	68 - 69%
B-	80 - 84%	D	60 - 67%
		F	Below 60%

All assignments, papers, and tests submitted for grading will be typed, checked for grammar and spelling, and prepared in WORD format consistent with guidelines published in the *Publication Manual of the American Psychological Association*. Work received after the due date will be eligible for 90% of the original points on the first late day, 85% on the second day, 80% on the third day, and so on.

### SCHEDULE

<u>Date</u>	<u>Discussion</u>	<b>Reading and Assignment Schedule (to be completed BEFORE date)</b>
January 6	<b>Class 1: Systems Change Overview</b>	Syllabus
January 13	<b>Class 2: School-Wide Positive Behavior and Intervention Supports #1</b>	Readings: Sugai, Horner, 2008  <b>Reading Synthesis #1</b>
January 20	<b>No Class</b>	Martin Luther King Jr. day
January 27	<b>Class 3: School-Wide Positive Behavior and Intervention Supports #2</b>	Reading: McIntosh, et al, 2013 SET form <b>Reading Synthesis #2</b>
February 3	<b>Class 4: No In-class Meeting Response to Intervention (Rtl)</b>	Complete 2 Iris Modules: <b>1. RTI (Part 1): An Overview:</b> <a href="http://iris.peabody.vanderbilt.edu/module/rti01-overview/">http://iris.peabody.vanderbilt.edu/module/rti01-overview/</a> <b>2. RTI: Considerations for School Leaders:</b> <a href="http://iris.peabody.vanderbilt.edu/module/rti-leaders/">http://iris.peabody.vanderbilt.edu/module/rti-leaders/</a> Also read the Pet-R form (available on canvas) <b>Respond to the Assessment bubble questions of both Iris Modules and turn in online.</b>

February 10	<b>Class 5: School-wide Reading Model in Utah (Guest Lecture: Ray Reutzel)</b>	Reading (required): SWRM Intro Reading First Impact Study Exec Summary Additional recommended readings: Utah Reading First Improving Low Performing Schools RRQ CIERA Report 05 Chapter 25 Reading and School Reform Chapter 24 Reading Policy in the Era of Accountability <b>Reading Synthesis #3</b>
February 18 (Tuesday)	<b>Class 6: No in-class meeting Utah Multi-Tiered Systems of Support (UMTSS) - Overview</b>	<b>UMTSS – Overview – Canvas Course</b> Complete the online course along with the attached quizzes and assignment.
February 24	<b>Class 7: Cade Charlton and Richard West guest Lecture on Center for School of the Future (CSF)</b>	Readings: TBD  <b>Reading Synthesis #4</b>  <b>SET Assignment due</b>
March 3	<b>Class 8: Secondary/ Tertiary Systems</b>	Iris Module #3: <b>The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns</b> <a href="http://iris.peabody.vanderbilt.edu/module/preref/">http://iris.peabody.vanderbilt.edu/module/preref/</a>
March 10	<b>No Class</b>	<b>Enjoy your Spring Break</b>
March 17	<b>Class 9: No In-class meeting UMTSS Effective Use of Data</b>	<b>UMTSS Canvas Course – Data-based Problem Solving</b> Complete the online course along with the attached quizzes and assignment.
March 24	<b>Class 10: Effective Coaching #1</b>	Reading: TBD <b>Reading Synthesis #5</b>
March 31	<b>Class 11: Effective Coaching #2</b>	Reading: Chapter 1: Coaching Vision Chapter 2: Coaching Structure <b>Reading Synthesis #6</b>
April 7	<b>Class 12: Effective Coaching #3</b>	Reading: Chapter 4: The Components of Coaching Chapter 5: Developing Coaching Tools <b>Reading Synthesis #7</b>
April 14	<b>Class 13: Effective Coaching #4</b>	Reading: Chapter 6: Intervention Chapter 10: Coaches as Leaders of Change <b>Reading Synthesis #8</b>
April 21	<b>Class 14: Ethics and bringing it all together</b>	<b>Iris Module #4 : Collaborating with Families</b> <a href="http://iris.peabody.vanderbilt.edu/module/fam/">http://iris.peabody.vanderbilt.edu/module/fam/</a>  Reading: Family Engagement (available on Canvas) <b>Reading Synthesis #9</b>
April 28		<b>Coaching Assignment Due</b>

NOTE: Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. **Please contact the instructor during the first week of class to arrange such accommodations. The instructor must have the appropriate forms from the DRC in order to address any accommodations.**

**Academic Honesty**

Please read through USU Honor System Guidelines on the Course Content page under Introduction & Policies. Be aware that I use the following definitions. According to the Merriam- Webster Online Dictionary, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

Group work has become an issue in classes. In past classes there have been situations in which group work could have been considered cheating or plagiarism. "Legitimate" group work is defined as that which takes advantage of consultation with your peers, providing you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product. Reading the text and writing answers to the study guide items, then working closely with other students, comparing study guide answers, and attempting to resolve different understandings is an excellent learning technique and is strongly encouraged. Failing to do the reading and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating. Drafting the assignments, then comparing specific aspects of your product to others' and discussing teaching situations and SPED issues is legitimate and encouraged. Copying someone else's quizzes, assignment, or articles is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail or your assignment.

Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. I am very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

<b><u>Behavior Analyst Certification Board</u></b>	
<b><u>4<sup>th</sup> Edition Task List</u></b>	
<b>Identification of the Problem</b>	
A-04	Explain behavioral concepts using everyday language (lay terms).
A-07	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.
A-08	Determine and make environmental changes that reduce the need for behavior analysis services.
<b>Assessment</b>	
C-01	Define behavior in observable and measureable terms
C-02	Define environmental variables in observable and measureable terms
C-09	Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.
<b>Intervention</b>	
D-01	State desired intervention outcomes in observable and measureable terms.

D-02	Identify potential intervention strategies based on assessment results and the best available scientific evidence.
	Make recommendations and selections regarding intervention strategies and treatment outcomes based on:
D-06	Supporting environments
D-07	Environmental and resource constraints
D-08	Social validity
D-14	Arrange instructional procedures to promote generative learning
<b>Implementation, Management, and Supervision</b>	
E-01	Provide for ongoing documentation of behavioral services.
E-02	Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.
E-03	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.
E-04	Design and use effective performance monitoring and reinforcement systems.
E-05	Design and use systems for monitoring procedural integrity.
E-06	Provide supervision for behavior change agents.
E-07	Evaluate the effectiveness of the program.
E-08	Establish support for behavior analysis services from persons directly and indirectly involved with these services.
E-09	Secure the support of others to maintain the clients' behavioral repertoires in their natural settings.
E-10	Arrange for the orderly termination of services once they are no longer required.

**Course Objectives: By completing this course, developing leaders will:**

<p><b>Course Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Develop consensus-building and negotiation skills.</li> <li>2. Examine their own beliefs, assumptions and practices as potential school leaders.</li> <li>3. Develop a school 'vision' for high standards of academic and behavioral support.</li> </ol>	<p><b>ISLLC Standard 1:</b> A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, and implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>
<ol style="list-style-type: none"> <li>4. Develop skills in the assessment of school-wide practices</li> <li>5. Develop skills in the implementation, supervision, and maintenance of evidence based practices</li> </ol>	<p><b>ISLLC Standard 2:</b> A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>
<ol style="list-style-type: none"> <li>6. Develop skills in data-based decision making</li> <li>7. Examine formal and informal teacher assessment strategies.</li> <li>8. Develop and understanding of school teaming at the primary, secondary, and tertiary levels of student support</li> <li>9. Examine strategies to develop teachers' skills in the implementation of evidence-based practices, data-based decision making, and teaming.</li> </ol>	<p><b>ISLLC Standard 3:</b> A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>