

SPDG Program Area Meeting - Consultancy Discussion List

Table #	Presenter & Facilitator	Description of the Issue
1	<i>Presenter:</i> Lowell K. Oswald <i>Facilitator:</i> Peg Sullivan	Developing Infrastructures to Support a Cadre of Coaches. Most SEAs and LEAs understand the value of evidence-based professional development, which includes effective coaching systems. However, establishing infrastructures (funding sources, training, policies, etc.) designed to support such systems appears to be a challenge. Some LEAs have been much more successful than others at implementing these systems. This consultancy discussion will focus on identifying ways to develop and support a cadre of coaches (systems and instructional) who can help facilitate LEA implementation of MTSS/evidence-based practices with fidelity.
2	<i>Presenter:</i> Ed Caffarella <i>Facilitator:</i> Jane Splean	Making Systems Change Meaningful. Bringing about change in an educational setting is a difficult process that takes place over time as potential users of the change move through the Levels of Use from Orientation through Mechanical to Routine. Many educators see change as an event that takes place by administrative action such as "Starting on November 1, our school will use the XYZ model for Response to Intervention." How do we get educators to understand and utilize the research on the change process and to move beyond viewing change as a simple administrative directive?
3	<i>Presenter:</i> Jeanna Mullins <i>Facilitator:</i> Monica Ballay	Cultivating Buy-In and Consistent Application of Selection, Training and Coaching. The SEA provides training and coaching to SPDG initiative staff on the competency drivers. However, there is little evidence of buy-in and consistent application before initial implementation of new practices. What strategies do you propose to gain buy-in for attending to selection, training and coaching to get short-term wins as well as accomplish long-term outcomes?
4	<i>Presenters:</i> Susan Shipley Christine Revere <i>Facilitator:</i> Debrajean Scheibel	Creating Sustainability through the Use of Building Level Coaches. It is an accepted principle that having a building level coach is key to successful implementation of RtI/PBIS processes in the school. However, often the building level coach position does not exist, or the role is extremely limited (i.e. developing a new token economy, 5 minute data share out, etc.). How can we encourage our school teams to utilize the building level coach in a capacity that will truly develop sustainability?
5	<i>Presenter:</i> Susan Williamson <i>Facilitator:</i> Gary Cates	Increasing Online Coaching Participation. Establishing the technological capacity and infrastructure to build capacity for online coaching demands extensive preparation, research, and planning prior to implementation. However, the 'human factor' of teacher avoidance and reluctance to participate in the online coaching process may not be fully considered as a barrier to implementation. When conducting online coaching, how do you persuade reluctant teachers to participate in the process? This consultancy discussion will focus on ways to develop systems of support that facilitate teacher participation in online coaching implementation.
6	<i>Presenter:</i> Brent Garrett <i>Facilitator:</i> Leslie Pyper	Evaluating Adult Learning Principles. There are expectations that high quality professional development relies on adult learning principles; is skill-based; and collects, analyzes, and uses the data to inform future professional development. At times it is difficult to get adults to act like adults and fully participate in skill-based training, either as a presenter or a participant. What strategies could we use to evaluate adult learning principles and skill-based professional development so that data are available for decision making for future PD?
7	<i>Presenter:</i> Karen Jones <i>Facilitator:</i> Melanie Lemoine	Sustainability in Implementation and Coaching of SPDG activities at the Local Level. As a result of personnel changes in SEA leadership and project staffing across the five year SPDG, competing priorities gain importance for state and local professional development. Maintaining the SPDG initiatives as a priority in LEAs through professional development, technical assistance and coaching is vital to its success. With various initiatives (e.g. Common Core, changes to Teacher Evaluation System, new state assessment) competing for time that LEAs have to participate in training and coaching, how can the SEA ensure sustainability in implementation and coaching of SPDG activities at the local level? Staff that serve as RTI, Instructional Support, Literacy or Math coaches often find their roles redefined to meet immediate school, district or state priorities. Evaluating the effectiveness of on-going PD and coaching is difficult, such that when faced with financial reductions, coaching and support roles are eliminated. What possible solutions would you suggest for sustainability of initiatives in this ever-changing world of educational priorities?