Systems Coaching Innovation Configuration (IC) Map

Purpose and Intended Use:

The purpose of an innovation configuration (IC) map is to define quality and measure fidelity of new and innovative practices. This document is intended as a planning and monitoring tool for the successful facilitation of Systems Coaching as defined and described by Florida's Multi-Tiered System of Supports (MTSS) Project. This innovation configuration map can be used at the state, district, school, team, and individual level to reflect on practice, monitor implementation, and plan for professional learning. This is not an evaluation tool, but a resource to guide reflective practice and refine practice over time. The most ideal way of applying the skills and behaviors, or the desired outcome, in each component is stated at the left end of the continuum, with decreasingly desirable levels or variations appearing along the continuum to the right. The number 1 or ideal variation of each desired outcome signifies the highest-quality application. This map, then, can be used to measure the degree to which the systems coaching skills, activities, and behaviors are approaching ideal application.

Component Level Criteria:

1 = Ideal Application
2 = Acceptable Application
3 = Less than Acceptable Application (In Need of Additional Support/Practice)
4 = Inadequate Application

Component 1a: Interpersonal Communication - Collaborative Process

1	2	3	4
Successfully develops and maintains a collaborative process that includes all of the following elements: • Open/trusting climate • Active participation • Non-judgmental discussions • New ideas fostered • Facilitation of consensus • Agreed-upon decision rules • Assigned/understood roles and responsibilities	Develops a collaborative process that includes most of the following elements: • Open/trusting climate • Active participation • Non-judgmental discussions • New ideas fostered • Facilitation of consensus • Agreed-upon decision rules • Assigned/understood roles and responsibilities	Develops a collaborative process that includes most of the following elements: • Open/trusting climate • Active participation • Non-judgmental discussions • New ideas fostered • Facilitation of consensus • Agreed-upon decision rules • Assigned/understood roles and responsibilities	Fails to develop and/or maintain a collaborative process

Evidence Comments:

Component 1b: Interpersonal Communication – Communication Skills

1	2	3	4
Successfully utilizes interpersonal communication skills that include the following when appropriate: • Active Listening • Summarizing • Questioning • Paraphrasing • Delivering • Integrating • Empathizing	Successfully utilizes most of the following interpersonal communication skills when appropriate: • Active Listening • Summarizing • Questioning • Paraphrasing • Delivering • Integrating • Empathizing	Inconsistently utilizes necessary interpersonal communication skills when appropriate and/or unsuccessfully applies such skills	Fails to utilize appropriate interpersonal communication skills when appropriate

Evidence Comments:

Component 2: Data-Based Problem-Solving Skills

1	2	3	4
Successfully utilizes a structured data-based problem-solving process with fidelity that involves the following four basic steps: • Problem Identification • Problem Analysis • Plan Development & Implementation • Plan Evaluation Incorporates guiding questions into the problem-solving process that drive data selection and analysis to answer specific questions Accurately interprets different sources and types of data to support development of high probability solutions Facilitates development and maintenance of a comprehensive, aligned, and accessible integrated data system Facilitates staff roles and responsibilities to ensure all of the following activities: • Accurate problem-solving facilitation • Collection and monitoring of fidelity data • Collection of relevant data	Utilizes a structured data-based problem-solving process that involves the following four basic steps: • Problem Identification • Problem Analysis • Plan Development & Implementation • Plan Evaluation Incorporates guiding questions into the problem-solving process that drive data selection and analysis to answer specific questions Accurately interprets different sources and types of data Facilitates development and maintenance of an accessible data system Facilitates staff roles and responsibilities to ensure most of the following activities: • Accurate problem-solving facilitation • Collection and monitoring of fidelity data • Collection of relevant data • Development and maintenance of data-use technology	Utilizes a data-based problem-solving process Interprets different sources and types of data Utilizes a data system Identifies staff roles and responsibilities to ensure most of the following activities: • Accurate problem-solving facilitation • Collection and monitoring of fidelity data • Collection of relevant data • Development and maintenance of data-use technology • Access to appropriate data displays (i.e., graphing, charting, data walls) for answering questions • Monitoring of student performance across tiers and content areas	Fails to utilize a data-based problem-solving process

• Development and maintenance of data-use technology • Access to appropriate data displays (i.e., graphing, charting, data walls) for answering questions • Monitoring of student performance across tiers and content areas	• Access to appropriate data displays (i.e., graphing, charting, data walls) for answering questions • Monitoring of student performance across tiers and content areas

Evidence Comments:

Component 3: Team-Based Problem-Solving Facilitation			
1	2	3	4

Successfully utilizes team-based problem-solving facilitation skills that include the following when appropriate (Nellis, 2012):
• Incorporates a systems change approach that
  o involves all stakeholders
  o uses a clear mission/vision to guide team
  o ensures decisions through consensus
• Communicates, facilitates, and monitors adherence to clearly defined team processes and procedures
• Defines roles and responsibilities team members
• Ensures contextually-based participation of the "right" team members respective to team mission or goal
	Utilizes most of the following team-based problem-solving facilitation skills when appropriate (Nellis, 2012):
	• Incorporates a systems change approach that
	  o involves all stakeholders
	  o uses a clear mission/vision to guide team
	  o ensures decisions through consensus
	• Communicates, facilitates, and monitors adherence to clearly defined team processes and procedures
	• Defines roles and responsibilities team members
	Ensures contextually-based participation of the "right"
		Inconsistently utilizes necessary team-based problem-solving facilitation skills when appropriate and/or unsuccessfully applies such skills	Fails to utilize appropriate team-based problem-solving facilitation skills

* Ensures efficient meetings involving the use of agendas, responsibilities, and a focus on activities to complete prior to, during, and following the meeting * Ensure opportunities to for team members to build own professional capacities to participate and contribute to an effective and efficient data-based problem-solving process * Ensures availability of administrator supports for all problem solving and decision making practices. • Maintains a long-range vision on continuous improvement through team self-assessment and effectiveness of all problem-solving and decision-making practices.	team members respective to team mission or goal • Ensures efficient meetings involving the use of agendas, responsibilities, and a focus on activities to complete prior to, during, and following the meeting • Ensure opportunities to for team members to build own professional capacities to participate and contribute to an effective and efficient data-based problem-solving process • Ensures availability of administrator supports for all problem solving and decision making practices. Maintains a long-range vision on continuous improvement through team self-assessment and effectiveness of all problem- solving and decision-making practices.		

Evidence Comments:

Component 4: Content Knowledge Dissemination

1	2	3	4
Successfully facilitates the dissemination and evaluation of evidence-based content knowledge that is contextually-appropriate to meet a goal as identified through problem-solving processes	Facilitates dissemination and of evidence-based content knowledge that is contextually-appropriate to meet a goal as identified through problem-solving processes	Inconsistently facilitates dissemination of evidence-based content knowledge that may or may not be contextually-appropriate for identified goal	Fails to facilitate dissemination of evidence-based content knowledge

Evidence Comments:

Component 5: Facilitating & Supporting Leadership

1	2	3	4
Successfully develops, supports, and facilitates effective shared/distributed leadership for MTSS at all levels of the organization (school, district, state) as appropriate through the following activities: • Creating and articulating a clear vision with a sense of urgency for change and consistent message over time • Maintaining a focus on schools (districts and states are successful when schools are successful • Creating effective stakeholder relationships based on mutual respect and shared responsibility • Engaging in expert problem-solving	Develops, supports, and facilitates effective shared/distributed leadership for MTSS at all levels of the organization (school, district, state) as appropriate through many of the following activities: • Creating and articulating a clear vision with a sense of urgency for change and consistent message over time • Maintaining a focus on schools (districts and states are successful successful) • Creating effective stakeholder relationships based on mutual respect and shared responsibility • Engaging in expert problem solving • Investing in high-quality, job-embedded continuous development	Inconsistently develops, supports, or facilitates effective shared/distributed leadership for MTSS and/or only engages in a few of the following activities: • Creating and articulating a clear vision with a sense of urgency for change and consistent message over time • Maintaining a focus on schools (districts and states are successful successful) • Creating effective stakeholder relationships based on mutual respect and shared responsibility • Engaging in expert problem solving • Investing in high-quality, job-embedded continuous development	Fails to develop, support, or facilitate leadership

• Investing in high-quality, job-embedded continuous professional development
• Supporting efforts of both formal and informal leaders through development of team-based capacity
• Developing and sustaining collective- capacity of all stakeholders in
   o reaching organizational improvement goals
   o enhancing student outcomes
	• Supporting efforts of both formal and informal leaders through development of team-based capacity
	• Developing and sustaining collective-capacity of all stakeholders in
	   o reaching organizational improvement goals
	   o enhancing student outcomes
		• Supporting efforts of both formal and informal leaders through development of team-based capacity
		• Developing and sustaining collective-capacity of all stakeholders in
		   o reaching organizational improvement goals
		   o enhancing student outcomes	

Evidence Comments:

Component 6: Professional Development Training & Technical Assistance

1	2	3	4
Successfully facilitates the planning, coordination, construction, delivery, and evaluation of evidence-based job-embedded professional learning techniques directly tied to stakeholder needs at all levels of the organization (individual, small-group, school, district, state) as appropriate Develops the knowledge, skills, attitudes, beliefs, and practices of stakeholders necessary to meet professional expectations as	Facilitates planning, delivery, and evaluation of evidence-based professional development techniques tied to stakeholder needs Develops the knowledge, skills, beliefs, attitudes, and practices of stakeholders based on data Incorporates many elements of high-quality professional development as outlined in Learning Forward's Standards for Professional Learning (2011): • Learning Communities	Inconsistently facilitates evidence- based professional development techniques and/or does not align professional development designs to stakeholder needs Develops the knowledge, skills, beliefs, attitudes, or practices of stakeholders Inconsistently incorporates elements of high-quality professional development as outlined in Learning Forward's Standards for Professional	Fails to adequately facilitate evidence-based professional development

| identified through data-based problem-solving processes

Adheres to the essential elements of high-quality professional development as outlined in Learning Forward's Standards for Professional Learning (2011):
• Learning Communities
• Leadership
• Resources
• Data
• Learning Designs
• Implementation
• Outcomes | • Leadership
• Resources
• Data
• Learning Designs
• Implementation
• Outcomes | Learning, and/or only incorporates some of the elements | |

Evidence Comments:

Component 7: Systems Coaching Evaluation			
1	2	3	4
Successfully facilitates ongoing summative and formative evaluation of systems coaching practices by analyzing and synthesizing data that include both quantitative and qualitative formats from varying levels of the organization (individual, team, school, district, state) as appropriate Employs a multi-method data collection approach that incorporates survey, interview, observations, practice logs, skill	Facilitates ongoing summative and formative evaluation of systems coaching practices by utilizing data from varying levels of the organization (individual, team, school, district, state) as appropriate. Employs a multi-method data collection approach that incorporates at least three of the following techniques: survey, interview, observations, practice logs, skill assessments, and permanent product review	Facilitates ongoing evaluation of systems coaching practices by utilizing data from at least one level of the organization Employs a data collection approach that incorporates at least one of the following techniques: survey, interview, observations, practice logs, skill assessments, and permanent product review Collects data regarding the degree to which few of the critical systems coaching skill sets and related	Fails to adequately facilitate ongoing evaluation of systems coaching practices

assessments, and permanent product review techniques Collects data from individuals both receiving and providing coaching support Collects data regarding the degree to which each of the seven critical Systems Coaching skill sets and related activities are applied with fidelity to enhance MTSS capacity at all organizational levels (individual, team, school, district, state) as appropriate Utilizes an inquiry-based approach to develop evaluation questions and incorporates data collected from all five of the following levels of increasingly complex information (Gusky, 2000, 2002) 1) Participants' Reactions 2) Participants' Learning 3) Organization Support and Change 4) Participants' Use of New Knowledge and Skills 5) Student Learning Outcomes	Collect data from individuals either receiving or providing coaching support Collects data regarding the degree to which some of the critical systems coaching skill sets and related activities are applied with fidelity to enhance MTSS capacity at some levels of the organization (individual, team, school, district, state) as appropriate Incorporates data collected from at least three of the following levels of increasingly complex information (Gusky, 2000, 2002) 1) Participants' Reactions 2) Participants' Learning 3) Organization Support and Change 4) Participants' Use of New Knowledge and Skills 5) Student Learning Outcomes	activities are applied to enhance MTSS capacity Incorporates data collected from at least one of the following levels of increasingly complex information (Gusky, 2000, 2002) 1) Participants' Reactions 2) Participants' Learning 3) Organization Support and Change 4) Participants' Use of New Knowledge and Skills 5) Student Learning Outcomes	

Evidence Comments: