

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

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



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	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	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	Fails to utilize a data-based problem-solving process
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,	analysis to answer specific questions Accurately interprets different sources and types of data Facilitates development and maintenance of an accessible data system	 Collection and monitoring of fidelity data Collection of relevant data Development and maintenance of data-use technology Access to appropriate data 	
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	 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 	 Monitoring of student performance across tiers and content areas 	



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

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 involves all stakeholders uses a clear mission/vision to guide team 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 involves all stakeholders uses a clear mission/vision to guide team 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 teambased problem-solving facilitation skills



*	Ensures efficient meetings		team members respective to	•
	involving the use of agendas,		team mission or goal	
	responsibilities, and a focus on	•	Ensures efficient meetings	
	activities to complete prior to,		involving the use of agendas,	
	during, and following the		responsibilities, and a focus on	
	meeting		activities to complete prior to,	
*	Ensure opportunities to for		during, and following the	•
	team members to build own		meeting	
	professional capacities to		Ensure opportunities to for	
	participate and contribute to an		team members to build own	
	effective and efficient data-		professional capacities to	
	based problem-solving process		participate and contribute to an	
*	Ensures availability of		effective and efficient data-	1
	administrator supports for all		based problem-solving process	
	problem solving and decision	١.	Ensures availability of	
	making practices.		administrator supports for all	
	Maintains a long-range vision		problem solving and decision	
	on continuous improvement		making practices.	
	through team self-assessment		Maintains a long-range vision	
	and effectiveness of all		2 2	
			on continuous improvement	
	problem-solving and decision-		through team self-assessment	
	making practices.		and effectiveness of all	
			problem- solving and decision-	
			making practices.	



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

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, jobembedded 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, jobembedded 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 	 Supporting efforts of both formal and informal leaders through development of teambased capacity Developing and sustaining collective-capacity of all stakeholders in 	 Supporting efforts of both formal and informal leaders through development of teambased capacity Developing and sustaining collective-capacity of all stakeholders in
 Developing and sustaining collective- capacity of all stakeholders in reaching organizational improvement goals enhancing student outcomes 	 reaching organizational improvement goals enhancing student outcomes 	 reaching organizational improvement goals enhancing student outcomes

Component 6	Component 6: Professional Development Training & Technical Assistance			
1	2	3	4	
Successfully facilitates the	Facilitates planning, delivery, and	Inconsistently facilitates	Fails to adequately facilitate	
planning, coordination,	evaluation of evidence-based	evidence- based professional	evidence-based professional	
construction, delivery, and	professional development	development techniques and/or	development	
evaluation of evidence-based job-	techniques tied to stakeholder	does not align professional		
embedded professional learning	needs	development designs to		
techniques directly tied to		stakeholder needs		
stakeholder needs at all levels of	Develops the knowledge, skills,			
the organization (individual,	beliefs, attitudes, and practices of			
small-group, school, district,	stakeholders based on data	beliefs, attitudes, or practices of		
state) as appropriate		stakeholders		
	Incorporates many elements of	•		
Develops the knowledge, skills,	high-quality professional	Inconsistently incorporates		
attitudes, beliefs, and practices of	development as outlined in	elements of high-quality		
stakeholders necessary to meet	Learning Forward's Standards for	professional development as		
professional expectations as	Professional Learning (2011):	outlined in Learning Forward's		
	 Learning Communities 	Standards for Professional		



identified through data-based	• Leadership	Learning, and/or only	
problem-solving processes	• Resources	incorporates some of the elements	
	• Data	I	
Adheres to the essential elements	 Learning Designs 	1	
of high-quality professional	 Implementation 		
development as outlined in	 Outcomes 	•	
Learning Forward's Standards for		1	
Professional Learning (2011):		1	
 Learning Communities 			
• Leadership		1	
• Resources		I	
• Data		ī	
 Learning Designs 		:	
• Implementation		ı	
• Outcomes			

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



assessments, and permanent product review techniques Collects data from individuals both receiving and 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 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' Learning 3) Organization Support and 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 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' Learning 3) Organization Support and 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 critical systems coaching skill sets and related activities are applied with fidelity to enhance MTSS capacity at some levels of the critical systems coaching skill sets and related activities are applied with fidelity to enhance MTSS capacity at some levels of the critical systems coaching skill sets and related activities are applied with fidelity to enhance MTSS capacity at some levels of the organization Gusky, 2000, 2002 1) Participants' Learning 3) Organization Support and 2) Participants' Learning 3) Organization Support and 4) Participants' Learning 4) Participants' Learning 5) Student Learning Outcomes 4) Participants' Learning 4) Participants' Learning 5) Student Learning 6) Pa				
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3) Organization Support and 5) Student Learning Outcomes	, -			
5) Organization Support and	, ,	<u> </u>	_	
Change	Change	ĺ	I	
4) Participants' Use of New	C	1		

Knowledge and Skills

5) Student Learning Outcomes

Evidence Comments: