



Coaching System

2021-2022

mimtsstac.org



Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time-Keeper: keep track of time and bring the team back together



Purpose

This module guides District Implementation Teams in the development and use of a district coaching system to ensure access to equitable, high-quality coaching supports.

Intended Outcomes

- Explain the purpose and components of a district coaching system
- Distinguish between systems and instructional coaching
- Develop and use a district coaching system

Agenda

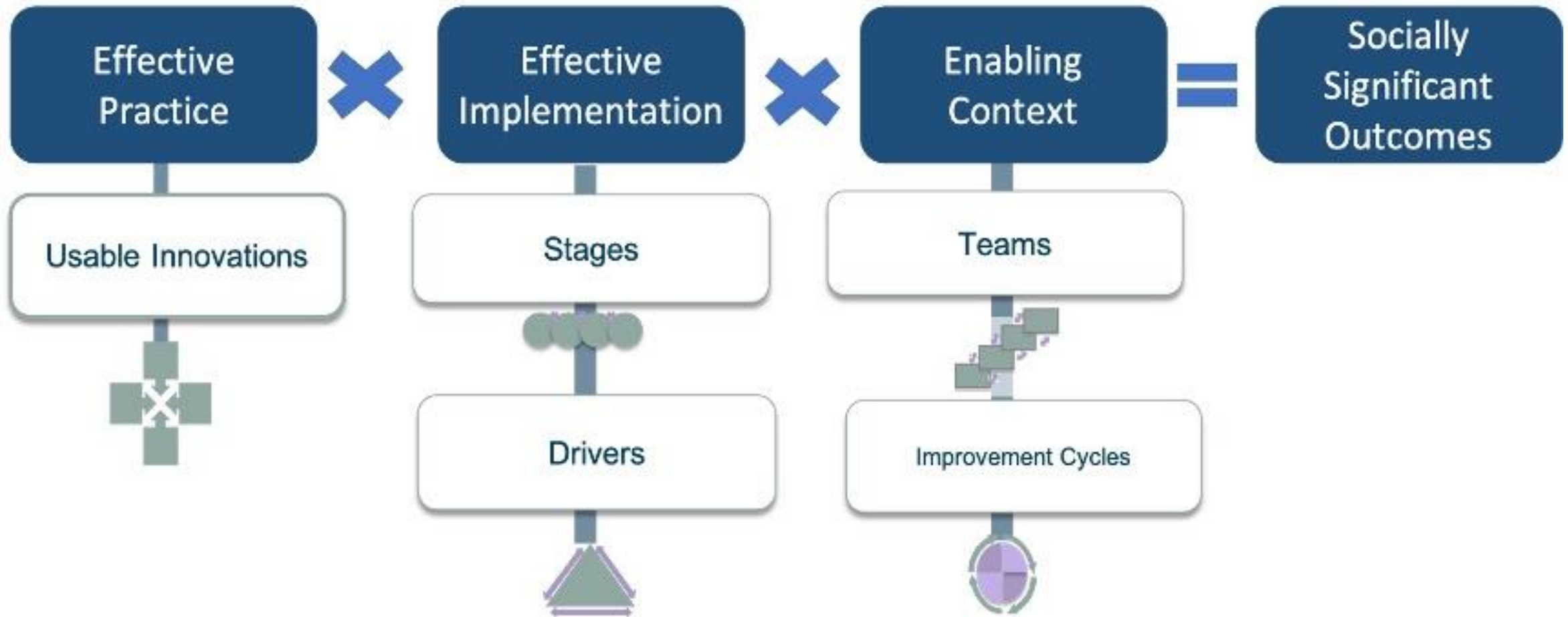
1.0 District Coaching System

2.0 Next Steps

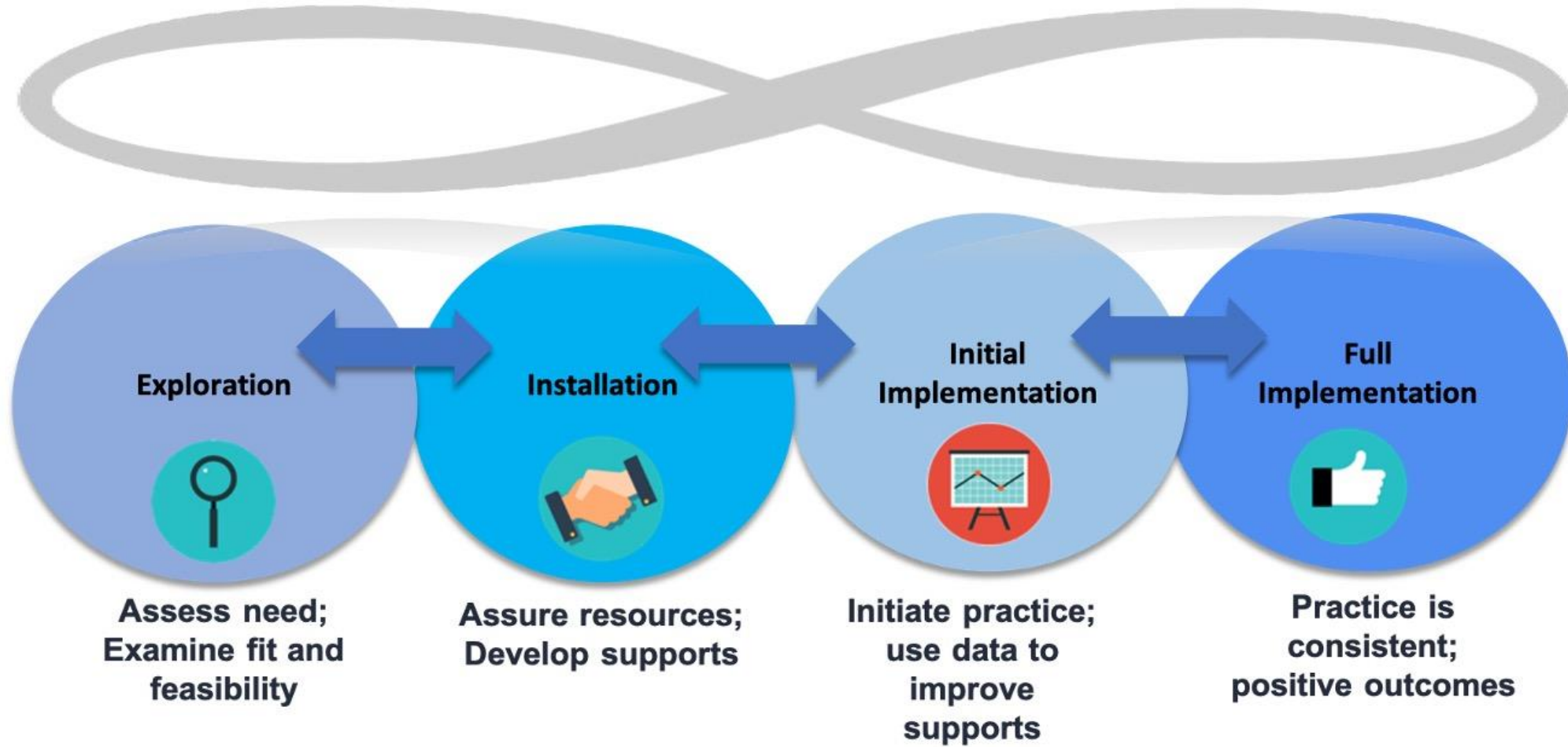
Use of Module Learning

- To support selection of coaches (e.g., systems, instructional)
- Shared with coaches to ensure an understanding of their role
- To guide coaches in developing coaching service delivery plans and the collection and use of coaching data

Active Implementation Frameworks



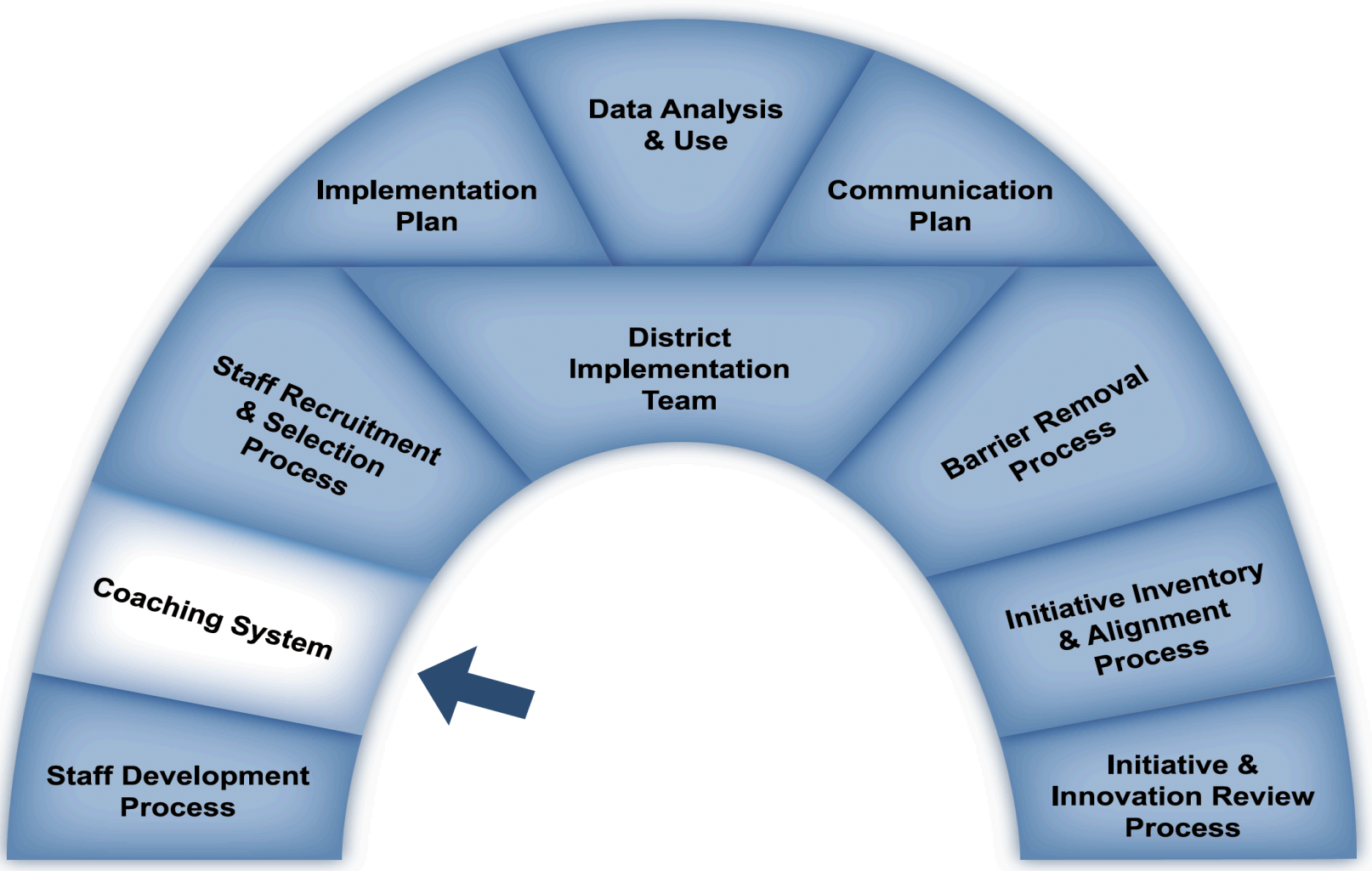
Installation



(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

1.0 District Coaching System

District Implementation Infrastructure



Making Connections

- District Capacity Assessment
 - Item 25: District has a coaching system to support schools in use of Eis
 - Item 26: DIT uses a coaching service delivery plan
 - Item 27: DIT uses coaching effectiveness data
- MDE MTSS Practice Profile Essential Components:
 - Selection and Implementation of Instruction, Interventions, and Supports
 - Team-based Leadership
 - Tiered Delivery System

(MDE MTSS Practice Profile, 2020; District Capacity Assessment, 2019)

Impact on Student Outcomes

High-quality coaching support provided to educators improves their use of evidence-based approaches as intended, which is critical to achieving successful outcomes for students.

(National Implementation Research Network, AI HUB)

Coaching Research

- On-going, robust coaching is necessary to transfer knowledge and skills into practice
 - Training alone does not result in learned skills being implemented
 - When training is paired with practice and coaching, it results in implementation rates as high as 95%
- “Most skills needed by successful educators can be introduced in training but are learned on the job with the help of a qualified and skilled coach.”

(Joyce and Showers, 2002; National Implementation Research Network)

Focus of Coaching Support

Supports are intended to:

1. Develop knowledge, skills, and abilities of practitioners
2. Encourage reflection and accurate self-reporting using data
3. Provide personal support

Time allocation is different depending on whether the recipient (team/practitioner) is a novice or experienced learner

Coaching System Definition

- Outlines the district's process for ensuring equitable, high-quality coaching is provided to the district and schools
- Provides a clear understanding of how coaches are selected, what they are expected to do, guidelines for coaching, and how they will be supported by the district
- Shared with coaches and implementation teams to ensure common understanding of the role and responsibilities

Levels of the Coaching System

- Coaching system can have multiple parts
- Any coaching role within the district should be defined within the district coaching system
- Examples:
 - District System Coach (e.g., District Coordinator)
 - School Leadership Team Coach (e.g., systems coach)
 - Instructional Coach

Distinguishing Between Coaching Types

Systems Coaching

- Coaching to develop the capacity to effectively use or support the use of an effective innovation (e.g., program, practice, framework) to enhance student outcomes
- Primary coaching recipient: implementation team (e.g., DIT, SLT).
- Example: Supporting the school leadership team in the development and use of MTSS

Instructional Coaching

- “Content/practice-level coaching” to help teachers improve instruction in a discipline using a particular strategy, practice, or program to improve student outcomes.
- Primary coaching recipients: individual staff (e.g., teachers, paraprofessionals).
- Example: Supporting teachers in use of a reading intervention program



Activity 1.1

- Chatbox Blitz
 - Individually reflect on this question: What levels and types of coaching currently exist within your district?
 - Type your response in the chat box
 - Wait to hit "enter" until your trainer says "Go"
- Take a minute to read individual responses

Coaching System Components

1. Definition of coaching
2. Conditions that warrant coaching
3. Coach qualifications, skills, and general responsibilities
4. Recruitment and selection guidelines
5. Coaching Service Delivery Plan (CSDP)
6. District guidelines

Coaching Service Delivery Plan (CSDP)

- Developed and used to guide coaching supports
- A CSDP includes:
 - Concepts that will be intentionally coached
 - Continuum of coaching supports
 - Measures that will be used to determine the effectiveness of coaching

Coaching Concepts and Methods

- MiMTSS TA Center has identified coaching concepts and methods for the following:
 - District Implementation Team
 - Tier 1 School-Wide PBIS
 - Tier 1 Elementary Reading Systems (Elementary)
 - Tier 1 School-Wide Content Area Reading (Secondary)
 - Integrated Intervention System
 - Behavior Intervention System

Coaching Effectiveness Measures

- Access to equitable, high-quality coaching supports is necessary for effective implementation
- Coaches collect and use data to inform the supports outlined in their coaching service delivery plan
- Possible Data Sources:
 - Capacity/Fidelity Data (e.g., system, instructional)
 - Product Reviews
 - Observational Data
 - Coaching Logs
 - Coaching Surveys
 - Coaching Service Delivery Plan Data

Coaching Effectiveness Data Analysis

- MiMTSS TA Center process for developing an individualized CSDP prompts the use of five of the possible DCA data sources used to measure coaching effectiveness.
- Coaches collect and analyze coaching data monthly and conduct a deeper analysis three times a year.
- DIT analyzes summary of coaching data three times a year to identify additional implementation supports (e.g., coaching, training) and to inform improvements to the coaching system.

Activity 1.2

- Your Coordinator will provide an overview of the components of one level of the district coaching system, using the example or draft provided.
- As a team, discuss the next steps for developing the district coaching system for your district:
 - Which levels or type(s) of coaching need to be included in the coaching system (e.g., systems, instructional, district, school)?
 - Who needs to be involved in developing the components for each?
 - What is the timeline for ensuring each part of the coaching system is completed and shared with any existing coaches or used to support selection of coaches?
- Add activities to your Implementation Plan

Expectations for Use

- Supports initial and future selection of coaches
- Shared with coaches, administrators, and SLTs to ensure a common understanding of coaching (e.g., definition, supports, guidelines)
- Guides the development of individualized coaching service delivery plans for each school
- Guides the collection and use of coaching effectiveness data to improve the coaching system and inform implementation supports

Supporting Coaches

- Coaches need district support to be successful in their role
- Monthly coach's meetings facilitated by a coach coordinator provide the opportunity for coaches to:
 - Discuss district guidance and expectations for coaching supports
 - Collaborate and learn from one another
 - Engage in shared or individualized professional learning to ensure they have the knowledge and skills needed to be successful in the role
 - Use coaching effectiveness data to inform the coaching supports they are providing and to update their coaching service delivery plan

2.0 Next Steps



Activity 2.1

- Take a moment to reflect on the concepts covered in today's session
 - Coaching System
 - District System (Coordinator) Coaching
 - School System Coaching
 - School Practice/Instructional Coaching
- Identify 1-2 take-aways or next steps you want to share with the group and add them to the chat box
- Take a moment to review one another's responses



Assignments

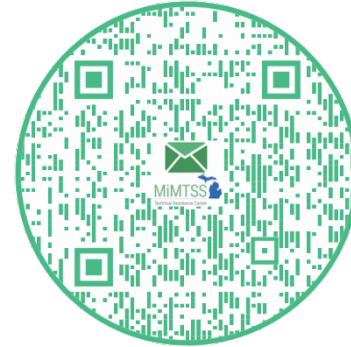
- Draft the district coaching system to share with executive leadership for final approval
- Update DIT installation checklists and complete activities in your implementation plan during DIT meeting

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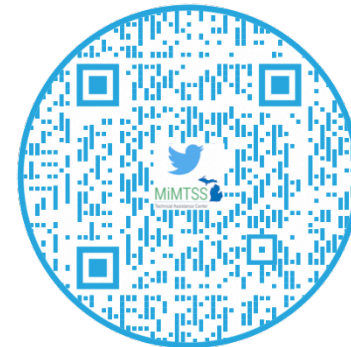
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