



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

Coaching System

Equitable Access to High-Quality Coaching

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Agenda

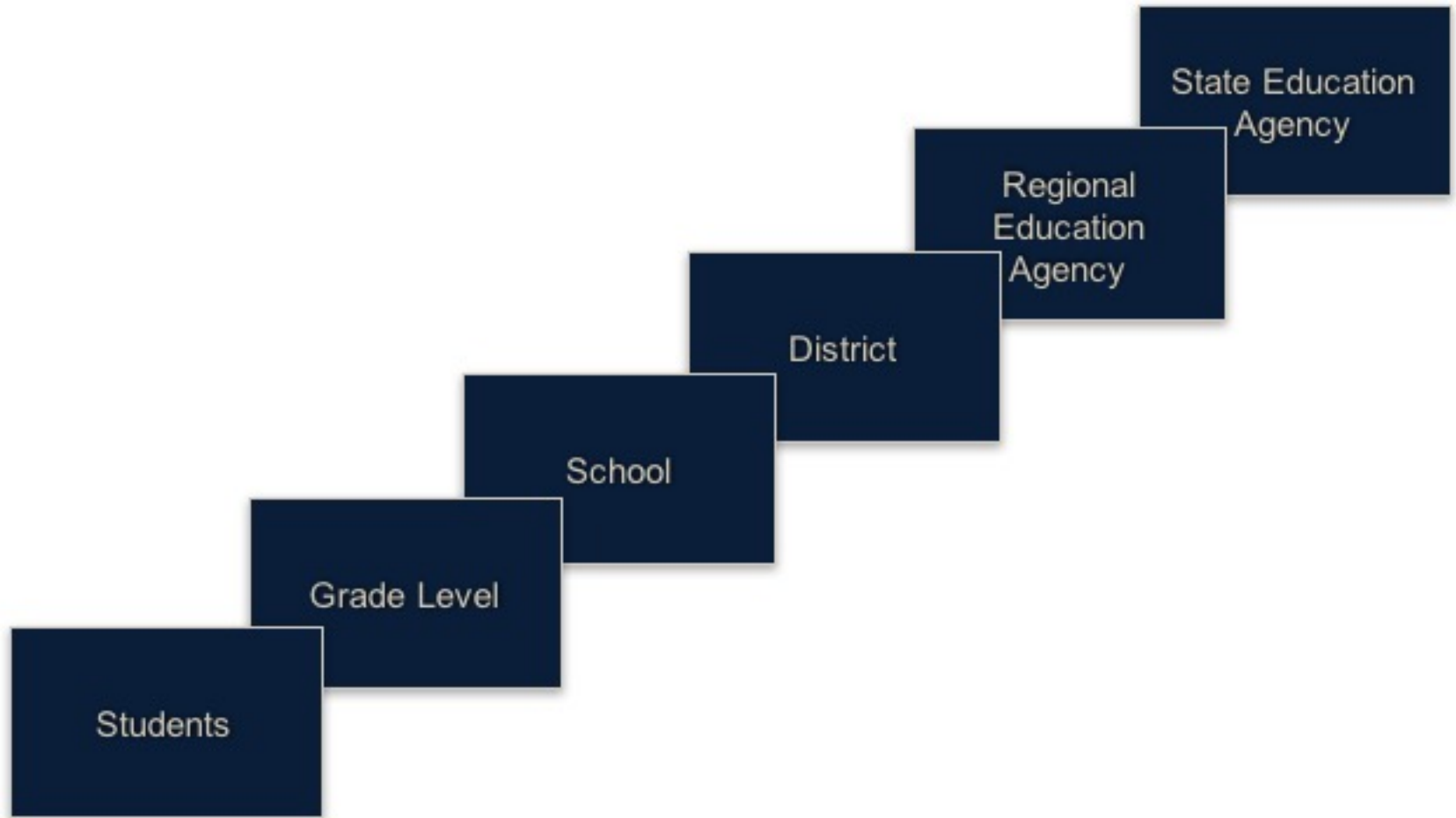
- 1.0 Coaching assumptions and types
- 2.0 Supportive coaching culture
- 3.0 Coaching system
- 4.0 Supporting districts to develop a coaching system
- 5.0 Evaluating coaching supports
- 6.0 Final thoughts

1.0 Coaching Assumptions and Types

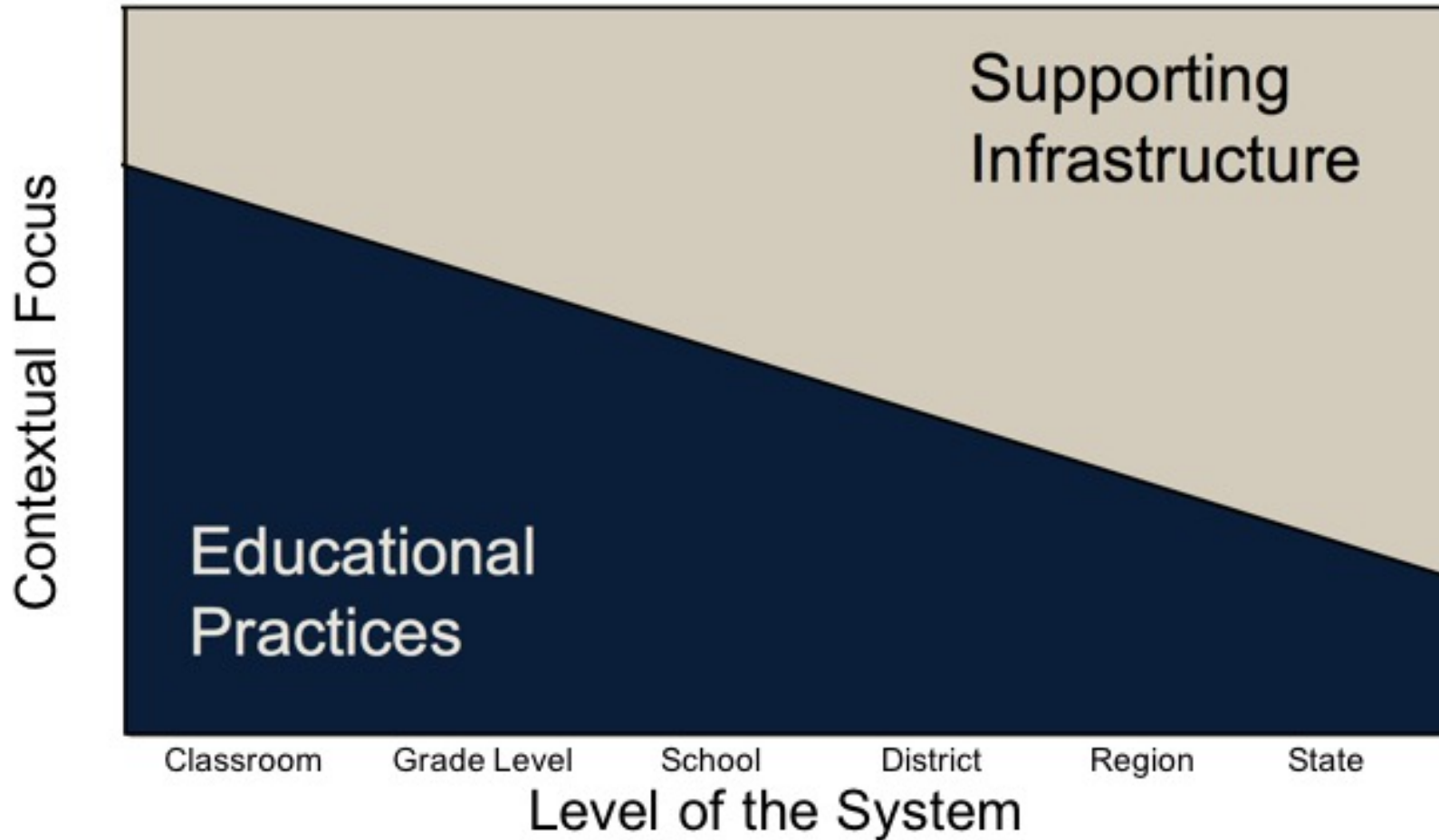
Coaching Assumptions

- Coaching is necessary to develop a team or individual's competence and confidence
- The coaching function is necessary along the educational cascade
- The coaching focus is proportionally different depending on the context (e.g., classroom vs. State Education Agency)
- There tends to be two categories of coaching: systems (infrastructure) or instructional (practice)

Educational Cascade



Framework for Addressing Practice and Supports



McIntosh and Goodman (2016)

Defining Systems (Infrastructure) Coaching

- Coaching the system (infrastructure) components to support high-quality use of practices
- Examples of infrastructure components:
 - Teaming structures
 - Assessments and data systems
 - Data analysis and use
 - Selection and alignment of **effective innovations** (practices that are *teachable, learnable, doable and readily assessed in practice*)
 - Implementation supports (e.g., high-quality professional learning, coaching)

Instructional Coaching

- Practice-level or content coaching to help teachers improve their instruction in a discipline using a particular program, practice, or strategy to improve student outcomes

Activity 1.1

Turn and talk:

- Which level of the educational cascade are you applying this information?
- Which type of coaching (systems or instructional) does your SPDG support and / or need to support to maximize outcomes?

2.0 Supportive Coaching Culture

De-Mystifying Coaching

- Coaching is:
 - Something everyone benefits from (leadership included) when learning something new or refining a skillset
 - Something everyone could have an opportunity to provide if knowledge, skills, and abilities have been systematically built across staff
 - Something to consciously disassociate from evaluation or poor performance
 - A skillset itself that needs to be developed and refined over time

Creating a Positive Coaching Culture

- Invest in developing everyone's knowledge skills and abilities
- Create opportunities for staff to see their colleague's skillsets shine
- Leaders model their own desire to receive coaching (e.g., leader that wants to understand what staff are being asked to do so (s)he wants to teach a lesson and asks for support)

3.0 Coaching System

Coaching System Definition

- Outlines the process for ensuring equitable, high-quality coaching is provided as people work to support the use of effective innovations

Coaching System Components

1. Coaching definitions:

- Systems (infrastructure) coaching
- Instructional coaching

2. Coaching concepts:

- Skills teams or practitioners need to demonstrate fluency and service delivery expectations

3. Conditions that warrant coaching: outlines when coaching will be accessed and who will access it

Coaching System Components (cont.)

4. Coach pre-requisite knowledge and general responsibilities
5. Guidelines and procedures:
 - Funding
 - Statement clarifying coach's decision making authority
 - Frequency of coaching
 - Communication protocols
 - Supervision and accountability structures
 - Selection guidelines (before, during, after)

Note About Selection

- Selection processes should be applied to existing staff within the organization or new staff applying for a position
- Sometimes people feel the term “selection process” has collective bargaining implications so a softer term can be used:
 - Coaching assessment
 - Coaching formative assessment (for staff already in coaching roles but the effective innovation is new to them)

National Attention to Coaching System

- **District Capacity Assessment (DCA)** (Ward et al., 2015)
- **Regional Capacity Assessment (RCA)** (St. Martin et al., 2015)
- Both assessments have been updated to include a Coaching System item and a refined Coaching Service Delivery Plan item

Activity 3.1

Turn and Talk: Think about the focus of your SPDG and consider the components of a coaching system

- **Which of the components are present, in most need of attention, or missing all together?**

4.0 Supporting Districts to Develop a Coaching System

Process

1. Selecting an effective innovation
2. Developing a district coach
3. District team professional learning
4. Executive leadership approval
5. Prompting the use of the coaching system components and fluency building

1. Selecting an Effective Innovation

- District leadership selects an effective innovation begin to learn how to develop and use a coaching system
- Choosing the effective innovation is critical because the district needs to:
 - Define the concepts / skills that will be coached
 - Outline coaching service delivery expectations
- Once the coaching concepts and service delivery expectations are established, it is easier to frame the other coaching system components

Coaching Service Delivery Expectations

“Coaching Service Delivery Plans” have been developed along the educational cascade:

- Regional Education Agency (Regional Implementation Team)
- District (District Implementation Team)
- School (School Leadership Team):
 - Tier 1 PBIS and Positive School Climate (elementary and secondary)
 - Tier 1 Reading Systems
 - Integrated Behavior and Reading Intervention System (advanced Tiers)

2. Developing District Coach

- Provide initial teaching to individual(s) that will be coaching the district team responsible for drafting the coaching system that includes:
 - Reviewing documents / existing processes that are similar to any of the coaching system components
 - Overview of the components
 - Opportunities to identify how a coaching system will benefit the district
 - Practice drafting the components to gain greater clarity in how to facilitate the work with the entire district team
 - Outline how to facilitate drafting the coaching system components with the district team

3. District Team Learning

- Operationalize the plan to facilitate the team's learning and drafting of the coaching system components:
 - Knowledgeable presenter introduces the district team to a coaching system and outlines the components
 - District coach facilitates the team through providing reasons why a coaching system is beneficial for the district and opportunities for the team to draft the components
 - Coaching system is drafted (will likely take additional time)
 - Central office reviews the draft and offers revisions and shares with principals

4. Executive Leadership Approval

- Central office leadership approve the coaching system
 - A plan is developed with the district team and internal district coach to orient staff to the coaching system (components, use, selection process for coaches, etc.)

5. Prompting and Fluency Building

- The district team and key staff outlined in the coaching system will need prompting to use the coaching system
 - This is a new process for the district so fluency building opportunities will need to be embedded (e.g., modeling, and co-facilitation of components, performance feedback to strengthen the team's skills)

Professional Learning Modules

- MIBLSI Website: [MIBLSI Training Materials for Local Districts](https://miblsi.org/training-materials/miblsi/training-sequence#local-districts) (<https://miblsi.org/training-materials/miblsi/training-sequence#local-districts>)

5.0 Evaluating Coaching Supports

Coaching Effectiveness Data Sources

1. Effective innovation fidelity data
2. Observations
3. Product reviews
4. Coaching logs
5. Coaching satisfaction survey data

Considerations

- Develop a coaching data analysis schedule that results in meaningful analysis three – four times per year
- Develop a data analysis guide that has coaches analyzing their individual coaching data and aggregated data across coaches
- After data are analyzed and needs are identified, ensure coaches have access to on-going professional learning to further develop their knowledge, skills, and abilities

Coaching Data Analysis Resources

1. Coaching Data Analysis Guides
2. District Coaching Log Example
3. Coaching Satisfaction Survey

Activity 5.1

Turn and talk:

- **Are you currently evaluating coaching supports?**
- **If yes, do you use data sources similar to what was suggested on the previous slides?**
- **If no, what have been barriers to evaluating coaching supports and how might these data sources address those barriers?**

6.0 Final Thoughts

Final Thoughts

- The coaching function is necessary along the educational cascade
- The coaching focus is proportionally different depending on the context (e.g., classroom vs. State Education Agency)
- There tends to be two categories of coaching: systems (infrastructure) or instructional (practice) and both are important; however, instructional coaching is not as easy to bring to scale

Final Thoughts (cont.)

- “Place a good person in a bad system, and the system will win every time.” (Seymour Sarason)
- A Coaching System will help to ensure equitable, high-quality coaching is provided as people work to support the use of effective innovations
- Coaching Service Delivery Plans are critical to outline concepts / skills and coaching expectations
- Use the resources provided and try not to reinvent the wheel!

Thank You

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