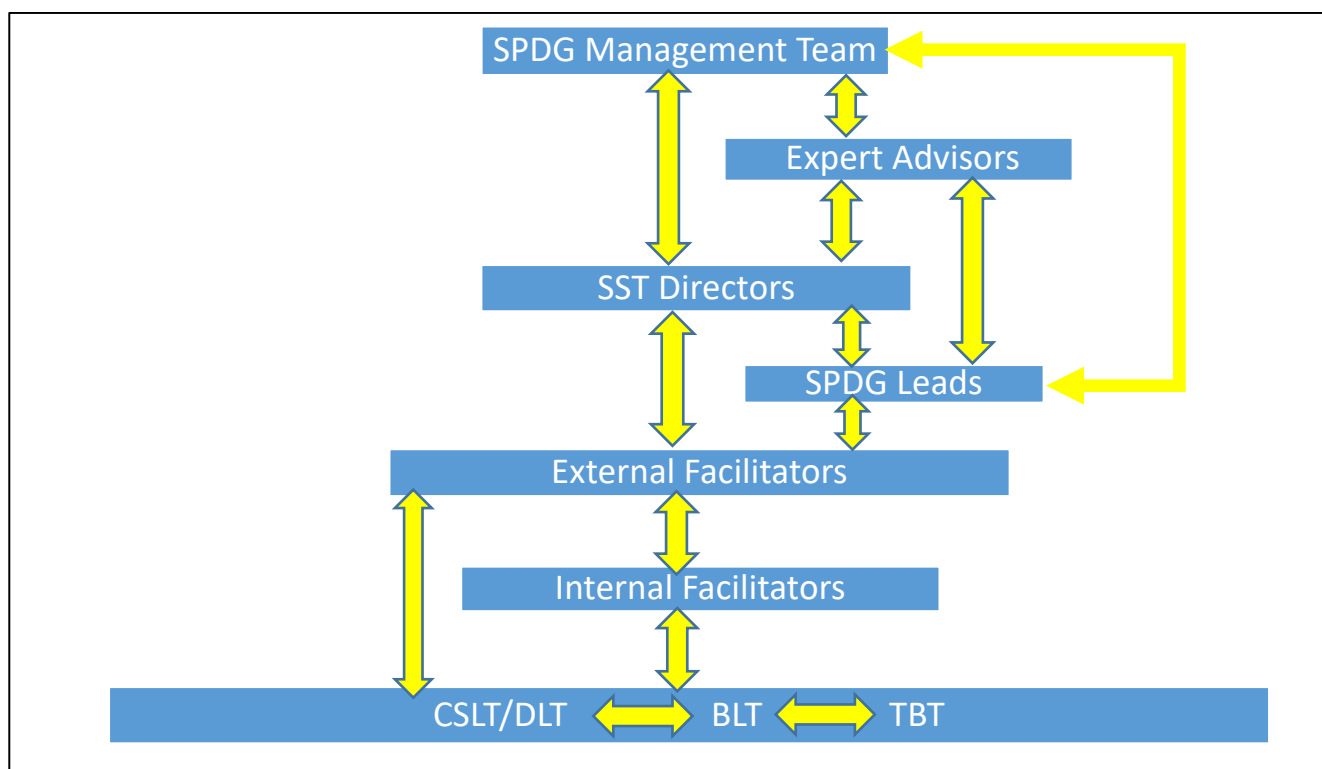


Ohio's Cascading Logic Model for Development and Delivery of a System of Process Coaching in SPDG Cohort Districts

Background Information - The Ohio Improvement Process focuses on improving student achievement through adult learning. Ohio SPDG embraces coaching as a key component to adult learning. One goal of the Ohio SPDG grant is to guide teachers, principals, central office, external consultants and anyone associated with educating Ohio's children in a coaching process for improving student achievement. Coaching is defined as a collaborative process to support implementation of Ohio's improvement initiative for individuals, teams and systems' change to increase learning for every student. Every member of a Teacher Based Team, Building Leadership Team and District Leadership Team has a responsibility to coach each other to ensure successful implementation of instructional practices. Ohio has adopted the Coaching Cascade Logic Model (NIRN) to ensure competent coaches and coaching for competence at all levels of the educational system (see below).



Ohio's cascading logic model for delivering coaching services throughout the educational system includes coach/coachee relationships between various levels of the system and is diagrammed in the graphic above. The yellow arrows indicate a coach/coaches relationship. Further detail regarding the populations of concern, strategies and outcomes for implementation and sustainability at each cascading level of the model is outlined in the chart below.

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Population of Concern	Intervention Strategies	Intervention Outcomes
Ohio Students	<ul style="list-style-type: none"> • Effective implementation of OIP • Routine use of 5 step process in TBTs • Everyone a Coach – district roll-out plan for competent use of coaching over time and across all educational personnel resulting in individual, team, and organizational change 	<ul style="list-style-type: none"> • Significant improvements in academic, social, and behavioral outcomes for all students • Students that are college and career ready
Populations of Concern	Implementation and Sustainability Strategies (the How)	Implementation and Sustainability Outcomes
Adults: External and Internal Facilitators, CSLT/DLTs, BLTs, TBTs	<ul style="list-style-type: none"> • PD plan focusing on knowledge, practices and habits of mind of effective coaches, as well as job-embedded modeling and observation of effective coaching with feedback protocols • Collection and use of fidelity and outcome data to inform practice through pre and post teacher efficacy surveys, on-site visits, and identified level of support • Self-reflection of coaching knowledge, practices, and habits of mind, as well as development of high level teams, through a Coaching Practice Profile • Use of district practice profiles to identify areas of need to be addressed through coaching • Assignment of an External and Internal Facilitator to support OIP in each of Cohort Districts • Quadrant level meetings to evaluate impact of coaching and reflect on capacity building in district 	<ul style="list-style-type: none"> • Effective implementation of OIP • Routine use of 5 step process in TBTs • Service delivery plan for SST coaching support of district • Everyone a Coach – district roll-out plan for competent use of coaching over time and across all educational personnel resulting in individual, team, and organizational change

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Populations of Concern	Scaling Up Strategies (the How)	Scaling Up Implementation Outcomes
<p>Adults: Management Team, SST Directors, SPDG Leads, Expert Advisors, Evaluators</p>	<ul style="list-style-type: none"> • Collaborative planning, advocacy, and execution of a coaching model, service delivery plan, and research-based PD plan (based on PALS model) • Hiring qualified personnel to promote and support coaching strategies in support of OIP at state, regional, and district levels • Selection of Cohort districts based on OIP participation and level of support as learning lab for coaching strategies • Develop infrastructure for professional dialogue and problem solving among management, directors, leads, and evaluators • Make connections among grant components and align with other ODE initiatives • Development of assessment and monitoring system to evaluate impact of implementation of coaching strategies 	<ul style="list-style-type: none"> • PD plan focusing on knowledge, practices and habits of mind of effective coaches, as well as job-embedded modeling and observation of effective coaching with feedback protocols • Collection and use of fidelity and outcome data through pre and post teacher efficacy surveys and on-site visits • Self-reflection of coaching knowledge, practices, and habits of mind through a Coaching Practice Profile • Use of DLT/BLT/TBT practice profile to identify areas of need to be addressed through coaching • Assignment of an External and Internal Facilitator to support OIP in each of Cohort Districts • Quadrant level meetings to evaluate impact of coaching and reflect on capacity building in districts

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Coach	Coachee	Type	Goals	Skills Being Coached	Coaching Elements
SPDG Leads	External Facilitator (s)	Individual	<p>Build Coaching Capacity of External Facilitator – knowledge and skills</p> <p>Monitor implementation of effective coaching practices</p>	<p>Communication listening, paraphrasing, positive presupposition and powerful questioning</p> <p>Team Facilitation coaching continuum, team building and effective team process</p> <p>OIP including 5 step process</p> <p>Utilizing data and asking right questions to complete PP, develop leadership, provide equitable services and engage parent and families</p>	<p>Structure: various meeting options (face to face, go to meeting, phone call), direct observation highly recommended prior to meeting</p> <p>Frequency: required to meet 2x a month to establish coaching relationship with planned changes as EF demonstrates skill proficiency</p> <p>Preparation: complete <i>Coaching PP</i> for first meeting and last meeting of year to reflect on personal progress, review changes in <i>District, Building, and TBT Practice Profiles</i> to discuss impact of coaching on implementation, complete <i>Coaching Skills Checklist</i> to discuss future PD or practice needs.</p> <p>Feedback: Lead will provide verbal feedback during meeting followed by written feedback within 72 hours. EF will provide feedback to Lead on coaching session.</p> <p>Monitoring/Accountability: Leads will compile results across EFs to determine level of implementation of coaching services and provide information to state lead for inclusion in state report.</p>
SPDG Lead	CSLT, DLT, BLT	Team System	<p>Model effective coaching and build capacity of DLT to coach BLTs, BLTs to coach TBTs</p> <p>Build capacity of district to engage in OIP fully and with fidelity</p> <p>Facilitate effective leadership, provision of equitable services</p>	<p>Communication listening, paraphrasing, positive presupposition and powerful questioning</p> <p>Team Facilitation coaching continuum, team building and effective team process</p> <p>OIP including 5 step process</p> <p>Analyzing data and utilizing PPs to identify implementation strengths</p>	<p>Structure: various meeting/contact options (face to face, go to meeting, phone call).</p> <p>Frequency: Leads determine frequency of contact based on EF and individual team need. It is highly recommended that Lead attend at least one DLT and BLT meeting with the EF</p> <p>Preparation: Review results of <i>District, Building, and TBT Practice Profiles</i> to discuss progress and future PD/TA needs</p> <p>Feedback: Lead will provide verbal feedback during meeting followed by written feedback within 72 hours. Team will</p>

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			and engagement of parents and families in school improvement	and challenges, set goals and monitor progress Strategies for effective leadership and engaging parent and families 4 corners of providing equitable services for all students	provide feedback to Lead on coaching session. Monitoring/Accountability: Leads will enter meeting/contact information in electronic tracking system. PP data will be compiled across districts to determine level of implementation of OIP and impact of coaching services. These will be shared for inclusion in state report.
External Facilitator	Internal Facilitator	Individual	Build Coaching Capacity of Internal Facilitator – knowledge and skills Monitor implementation of effective coaching practices	Communication listening, paraphrasing, positive presupposition and powerful questioning Team Facilitation coaching continuum, team building and effective team process OIP implementation including 5 step process, PP, Leadership and Equity, Parent and Family Engagement	Structure: various meeting options (face to face, go to meeting, phone call), direct observation highly recommended prior to meeting Frequency: required to meet 2x a month to establish coaching relationship with planned changes as IF demonstrates skill proficiency Preparation: complete <i>Coaching PP</i> for first meeting and last meeting of year to reflect on personal progress, review changes in <i>District, Building, and TBT Practice Profiles</i> to discuss impact of coaching on implementation, complete <i>Coaching Skills Checklist</i> to discuss future PD or practice needs. Feedback: EF will provide verbal feedback during meeting followed by written feedback within 72 hours. IF will provide feedback to Lead on coaching session. Monitoring/Accountability: EFs will compile results across IFs and report to Lead for sharing with state team and to determine future coaching needs..
External Facilitator	CSLT, DLT, BLT, TBT	Team System	Model effective coaching and build capacity of DLT to coach BLTs, BLTs to coach TBTs Build capacity of district to engage	Communication listening, paraphrasing, positive presupposition and powerful questioning Team Facilitation coaching continuum, team building and effective team process	Structure: various meeting/contact options (face to face, go to meeting, phone call) Frequency: EFs determine frequency of contact based on IF and individual team need. This should be delineated in the district coaching plan. It is highly recommended that EF attend at least one DLT and BLT meeting with the IF

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			<p>in OIP fully and with fidelity</p> <p>Facilitate effective leadership, provision of equitable services and engagement of parents and families in school improvement</p>	<p>OIP including 5 step process</p> <p>Analyzing data and utilizing PPs to identify implementation strengths and challenges, set goals and monitor progress</p> <p>Strategies for effective leadership and engaging parent and families</p> <p>4 corners of providing equitable services for all students</p>	<p>Preparation: Review results of <i>District, Building, and TBT Practice Profiles</i> to discuss progress and future PD/TA needs</p> <p>Feedback: EF will provide verbal feedback during meeting followed by written feedback within 72 hours. Team will provide feedback to EF on coaching session.</p> <p>Monitoring/Accountability: EFs will enter meeting/contact information in electronic tracking system. PP data will be compiled across districts to determine level of implementation of OIP and impact of coaching services. These will be shared for inclusion in state report.</p>
Internal Facilitator	Administrators, Instructional Staff	Individual	<p>Build Coaching Capacity of district personnel – knowledge and skills</p> <p>Monitor implementation of effective coaching practices</p>	<p>Communication listening, paraphrasing, positive presupposition and powerful questioning</p> <p>Team Facilitation coaching continuum, team building and effective team process</p>	<p>District will develop a coaching plan to determine structures, frequency, preparation required, feedback, and monitoring of coaching services within district.</p>
Internal Facilitator	CSLT, DLT, BLT, TBT	Team System	<p>Model effective coaching, build capacity of DLT to coach BLTs, BLTs to coach TBTs and to coach each other within the team</p> <p>Build capacity of district to engage in OIP fully and with fidelity</p> <p>Facilitate effective leadership, provision of equitable services and engagement of parents and</p>	<p>Communication listening, paraphrasing, positive presupposition and powerful questioning</p> <p>Team Facilitation coaching continuum, team building and effective team process</p> <p>OIP including 5 step process</p> <p>Analyzing data and utilizing PPs to identify implementation strengths and challenges, set goals and monitor progress</p>	<p>District will develop a coaching plan to determine structures, frequency, preparation required, feedback, and monitoring of coaching services within district.</p>

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			families in school improvement	Strategies for effective leadership and engaging parent and families 4 corners of providing equitable services for all students	
SST Director	SPDG Lead	Individual	Monitor implementation of effective coaching practices Deepen content knowledge – OIP, leadership, equity, and parent and family engagement	Communication listening, paraphrasing, positive presupposition and powerful questioning Team Facilitation coaching continuum, team building and effective team process OIP including 5 step process Analyzing data and utilizing PPs to identify implementation strengths and challenges, set goals and monitor progress Strategies for effective leadership and engaging parent and families 4 corners of providing equitable services for all students	SST will develop a coaching plan to determine structures, frequency, preparation required, feedback, and monitoring of coaching services within SST.
SST Director	External Facilitator	Individual Team	Monitor implementation of effective coaching practices Deepen content knowledge – OIP, leadership, equity, and parent and family engagement	Communication listening, paraphrasing, positive presupposition and powerful questioning Team Facilitation coaching continuum, team building and effective team process OIP including 5 step process Analyzing data and utilizing PPs to identify	SST will develop a coaching plan to determine structures, frequency, preparation required, feedback, and monitoring of coaching services within SST.

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				<p>implementation strengths and challenges, set goals and monitor progress</p> <p>Strategies for effective leadership and engaging parent and families</p> <p>4 corners of providing equitable services for all students</p>	
SST Director	Other SST staff	Individual Team	<p>Build Coaching Capacity – knowledge and skills</p> <p>Model effective coaching practices</p> <p>Monitor implementation of effective coaching practices</p> <p>Deepen content knowledge</p>	<p>Communication listening, paraphrasing, positive presupposition and powerful questioning</p> <p>Team Facilitation coaching continuum, team building and effective team process</p> <p>Content skills as determined by role in SST</p>	SST will develop a coaching plan to determine structures, frequency, preparation required, feedback, and monitoring of coaching services within SST.