

Maryland State Personnel Development Grant (SPDG): Coaching

Division of Special Education

PRESENTED BY

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Presentation Outline

1. An Introduction to Maryland Accelerates!
2. Planning with the *End in Mind*.
3. The Purpose, and Impact of SPDG Coaching
4. The SPDG Coaching Process

Maryland Accelerates!

Accelerating Achievement for ALL Learners

Planning with the End in Mind

- Identify your goal
- Create a clear path for success
- Establish milestones and set metrics for success
- Provide ongoing professional learning and coaching

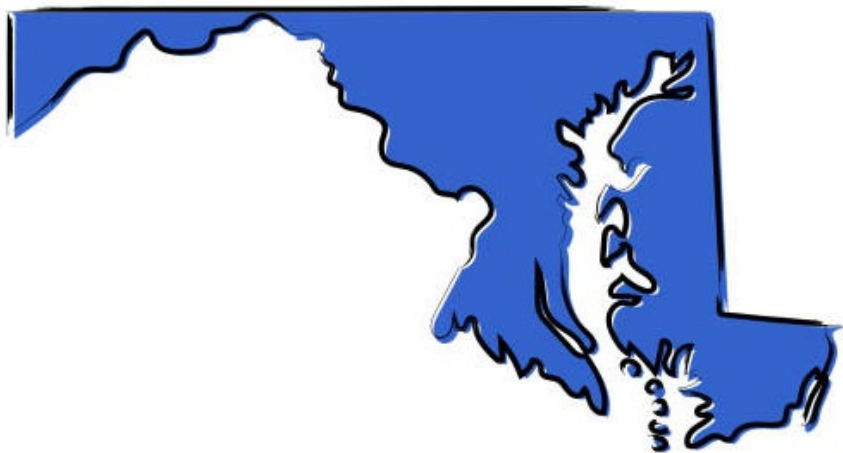
Intended Outcomes

- Explore a **structured coaching process** as a component of Maryland's State Personnel Development Grant
- Build capacity related to the **stages of the coaching cycle and the coaching process**
- Discuss the **implications of coaching and its impact** on student achievement

Share your experiences
with impactful coaching.



Maryland's Operational Framework



- **Professional Learning** grounded in *research*
- **Builds on the strengths and talents of educators**
- **Facilitates access** to rigorous evidence-based math, social-emotional, and specially designed instruction
- **Contributes to increased math achievement and equitable outcomes for all students.**

Affective Change

Increasing math achievement and equitable outcomes for all students

72.41%

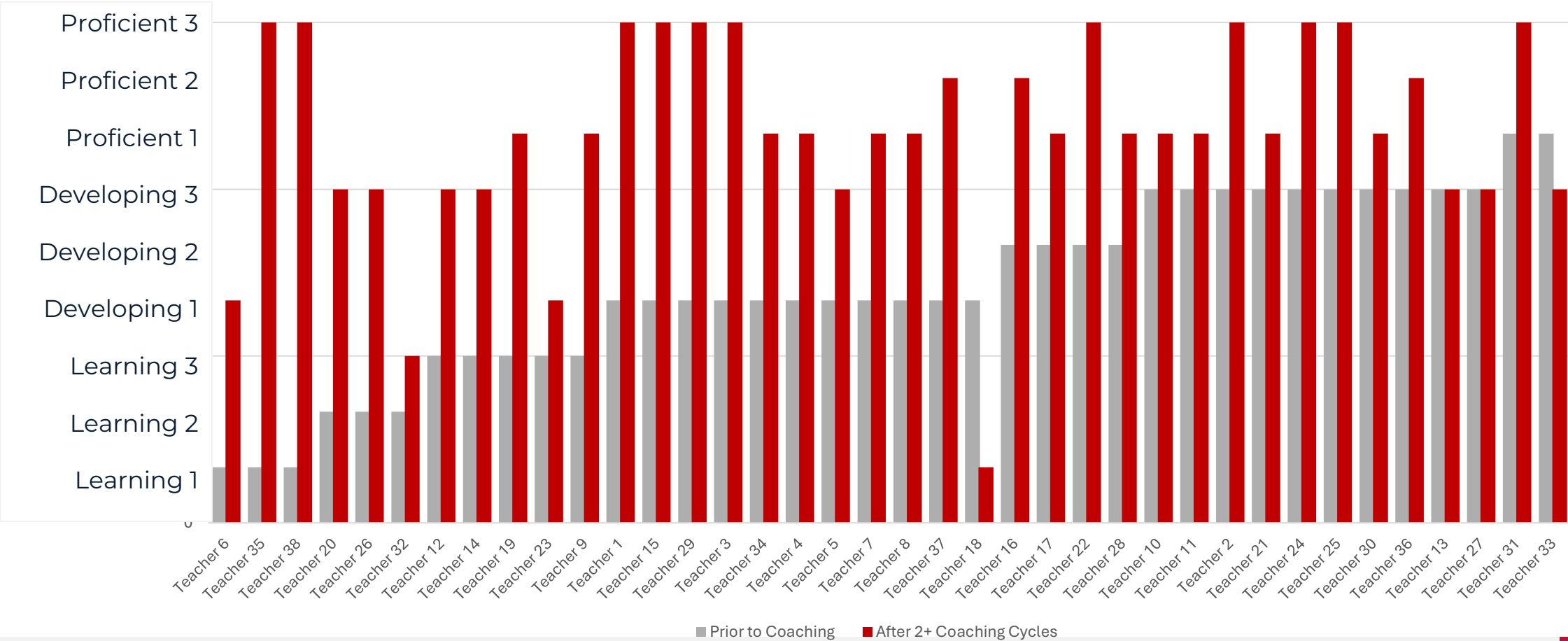
Students with disabilities demonstrating growth in mathematics on **MCAP** (Spring assessment) and **MAP** (Winter benchmark assessment)

78.64%

All students demonstrating math skill development on **formative classroom measures**

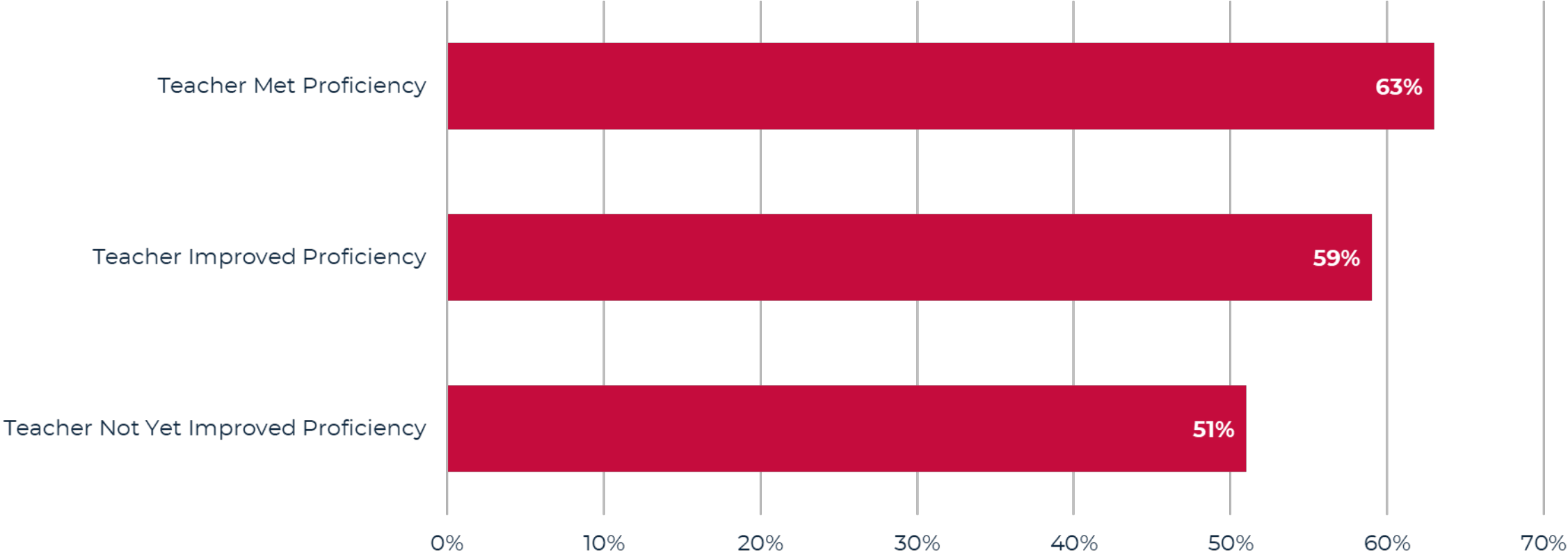
Impact: 2024 – 2025 Coaching Results

89% of educators completing at least two coaching cycles demonstrated growth



Analysis of Student Outcomes, 2025

Percentage of students reaching the fall 2024 to winter 2025 math growth target by teacher proficiency status



Data Analysis SPDG FY 2025, Amy Gaumer Erickson

Social Emotional Learning - Student Reflection

Average percentage of students responding “like me” to the following statements (grades K-5):



Data Analysis SPDG FY 2025, Amy Gaumer Erickson

The Coaching Process



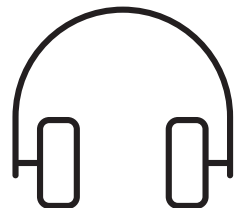
Building and Defining Relationships



Trust



Lenses



Listen



Question



Stance



Learn

Partnerships for Success - Coach

	Expectations	Outcomes
Coach	<ul style="list-style-type: none">• Implements coaching framework and process with fidelity• Provides feedback aligned to criteria of the evidence-based practices• Consistently documents coaching cycles• Strategically differentiates teacher support• Maintains confidentiality	<ul style="list-style-type: none">• Meets individual teacher needs• Builds capacity and autonomy of teachers• Grows coaching practices• Feels success, confidence, and competence

Partnerships for Success – Teacher

	Expectations	Outcomes
Teacher	<ul style="list-style-type: none">Strategically plans standards driven lessons utilizing evidence-based practicesConsistently commits to coaching sessionsReflects and adjusts teaching practicesAdvocates for needs and exercise agency	<ul style="list-style-type: none">Increases the use and fidelity of evidence-based practicesMeets individual learner needsReflects and builds autonomyFeels success, confidence, and competence

Partnerships for Success - Principal

	Expectations	Outcomes
Principal	<ul style="list-style-type: none">• Preserves confidentiality between coaches and teachers• Cultivates a safe teaching and learning environment for teachers to take risks• Ensures coaches and educators have a location for private coaching sessions and time for coaching (i.e., compensation, coverage)• Prioritizes the outcomes of SPDG through the School Improvement Plan and engage in school-based and stakeholder meetings	<ul style="list-style-type: none">• Meets the coach and educator’s needs• Reflects and highlights the impact of EBPs on student outcomes• Scales up implementation of EBPs school-wide• Celebrates improved school-wide math performance

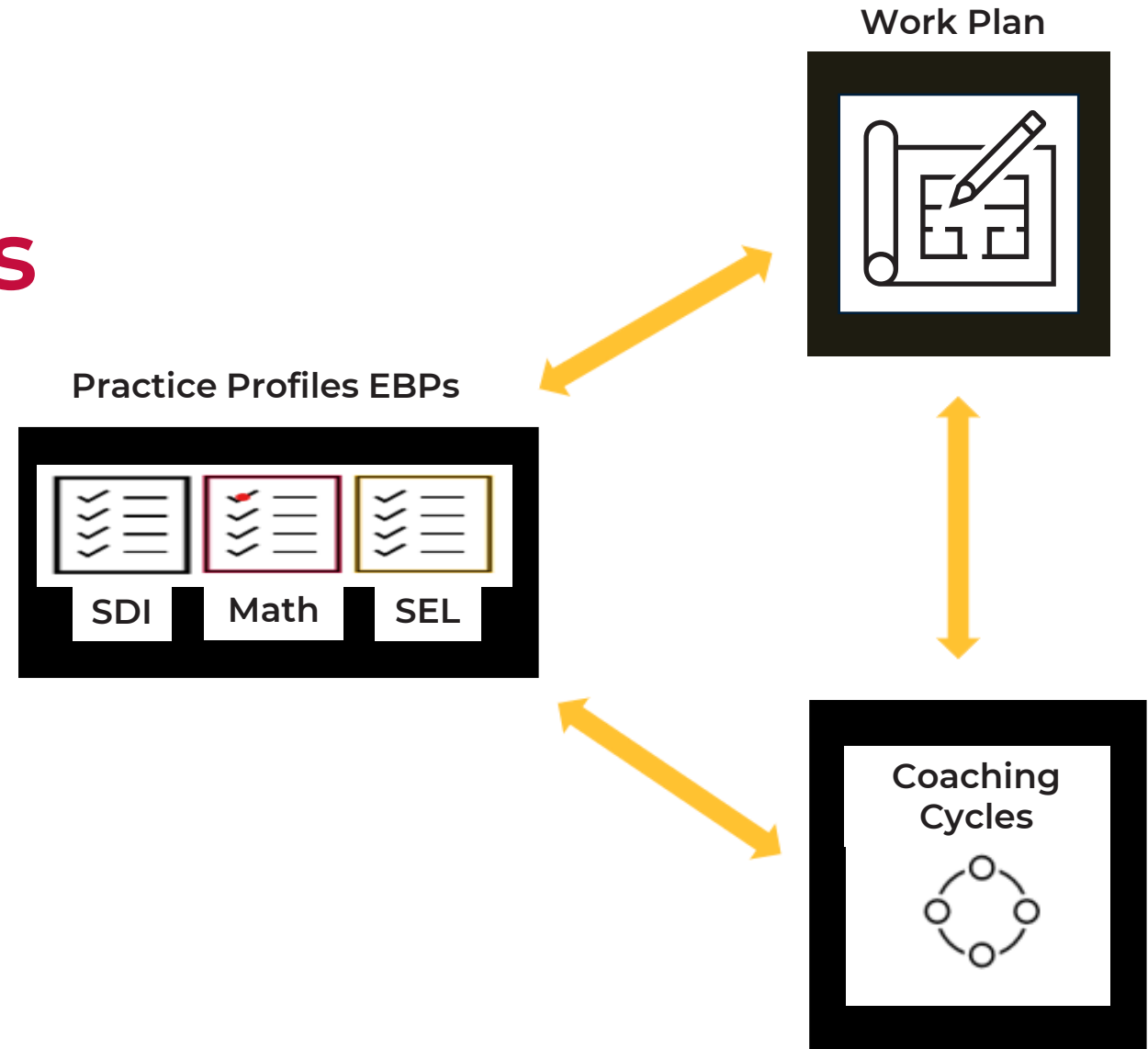
Mutual Agreements





How can an early emphasis
on interpersonal skills
address barriers in the
coaching progression?

Three Components of the Coaching Process



Goals of the Coaching Process



- **Collaboratively plan** the implementation of evidence-based practices
- **Provide feedback** on the implementation of the evidence-based practices
- **Engage in learning activities** to build capacity for implementation of EBPs
- **Increase teacher autonomy**

Maryland's Practice Profile: Specially Designed Instruction



The image shows the cover of a document titled 'Evidence-Based Specially Designed Instruction Practice Profile'. The cover features a dark background with a large, stylized graphic on the left side consisting of overlapping yellow and white geometric shapes. The Maryland State Department of Education logo is visible in the top right corner of the cover.

Evidence-Based Specially Designed Instruction Practice Profile

Maryland State Personnel Development Grant (SPDG)

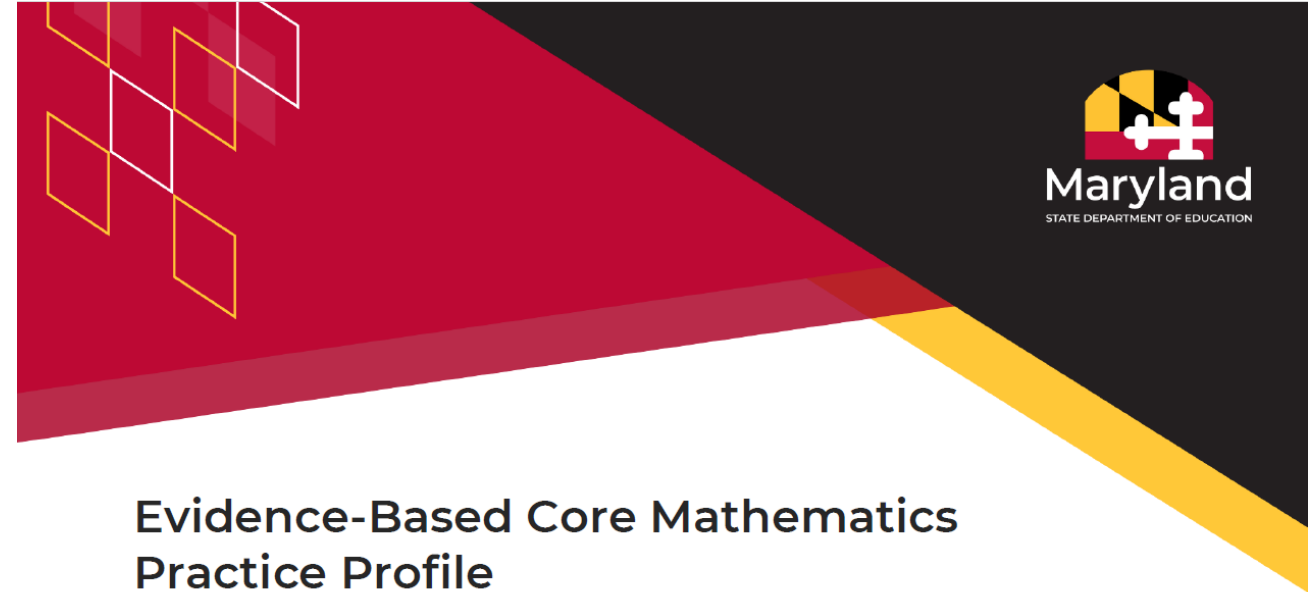
Office of Teaching and Learning
Division of Early Intervention and Special Education Services (DEI/SES)

Revised: March 2025

The contents of this tool were developed under a grant from the U.S. Department of Education, #H323A210010. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

<https://www.marylandpublicschools.org/programs/Documents/Special-Ed/SDI-Practice-Profile-A.pdf>

Maryland's Practice Profile: Core Mathematics



Evidence-Based Core Mathematics Practice Profile

Maryland State Personnel Development Grant (SPDG)

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<https://www.marylandpublicschools.org/programs/Documents/Special-Ed/Core-Math-Practice-Profile-A.pdf>

Maryland's Practice Profile: Social- Emotional Learning



<https://www.marylandpublicschools.org/programs/Documents/Special-Ed/SEL-Practice-Profile-A.pdf>

The Work Plan

Work Plan

Educator:

Click or tap here to enter text.

School:

Click or tap here to enter text.

Date:

Click or tap to enter a date.

Additional Adult(s):

Click or tap here to enter text.

Coach:

Click or tap here to enter text.

Class Location:

Click or tap here to enter text.

Time:

Click or tap here to enter text.

Adult(s) Role:

Click or tap here to enter text.

CORE VALUES

Name the teacher's core values and beliefs.

SCHOOL IMPROVEMENT PLAN AND SPDG GOALS ALIGNMENT

Review and discuss the alignment between the SPDG Goal and the School Improvement Plan (SIP).

Aligned SIP Goal(s):

Click or tap here to enter text.

SPDG Goal:

Increased mathematics performance, narrow the gap for learners with disabilities, and increased social-emotional competence.

EVIDENCE-BASED PRACTICES

Review the targeted practices of the district selected EBPs. Document the teacher's self-assessment rating:

0-minimal understanding

1-moderate understanding

2-confident to implement

Core Mathematics EBP: Fluency

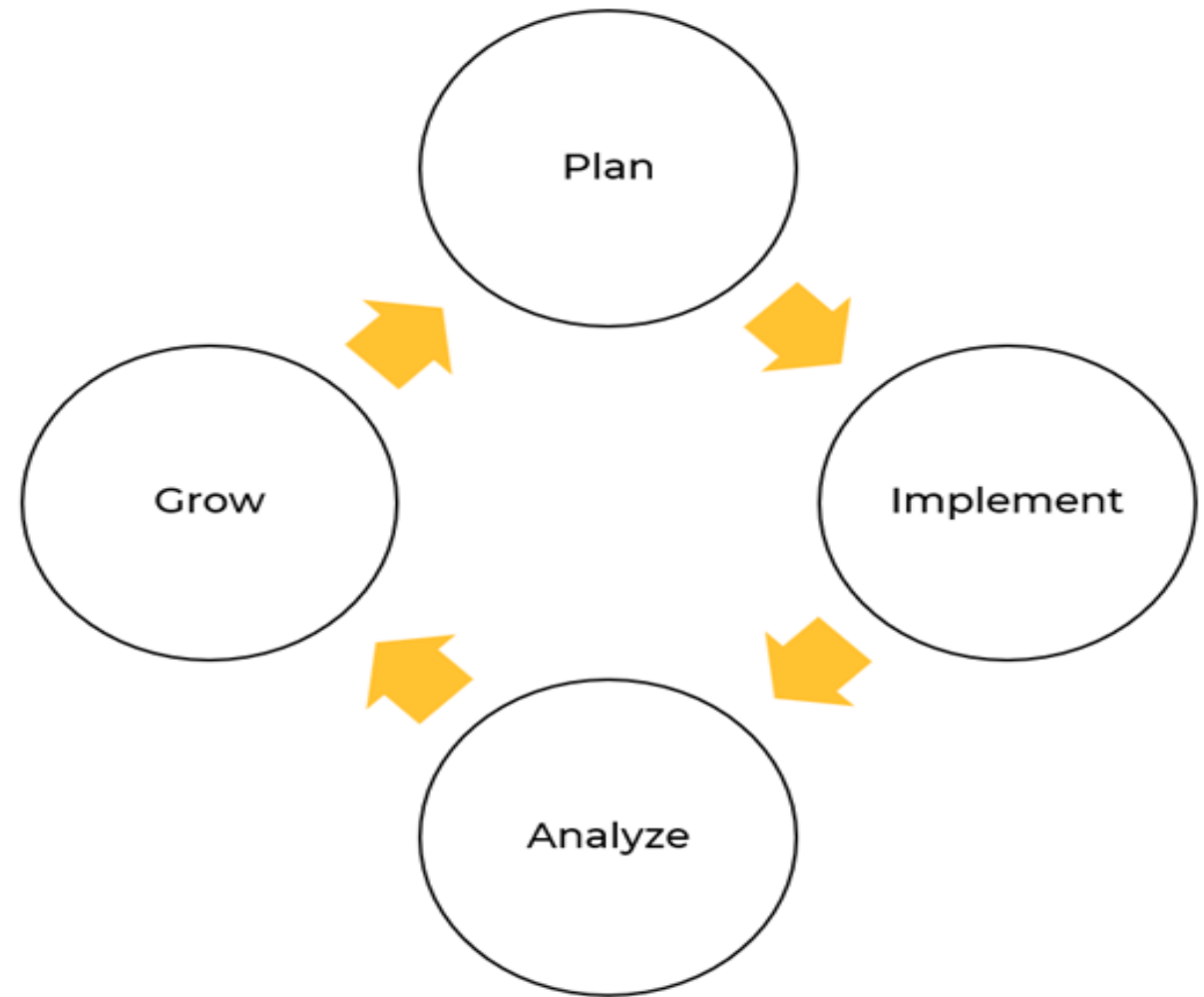
Date Started:

Date Proficient:

TARGETED PRACTICES	SELF-ASSESSMENT
a.	Choose an item.
b.	Choose an item.



Stages of the Coaching Cycle



Plan

- Build foundational knowledge and understanding prior to implementation
- Unpack evidence-based practices, exploring resources, and co-planning of implementation
- Logistics: schedule of observations, coaching conversations, and check-ins



Implement – Observe/Scribe/Record

- Capture the implementation of evidence-based practices to provide feedback within the coaching cycle
- Use Swivl robots and iPads to video record instruction
- Tag key instructional elements of implementation using Debriefscape

Analyze



- Align evidence to proficiency criteria
- Summarize strengths and opportunities for growth
- Assess proficiency of EBP in order to plan next steps for instruction
- Distinguish elements of effectiveness and reflect on the impact of teacher practice

Grow

- System of ongoing professional development
- Community of practice
- Context, power, and identity
- Impact and potential for change

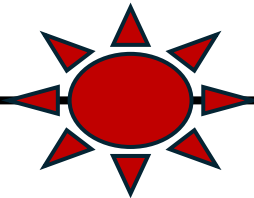


What excites you about
this coaching process
and its impact on
student outcomes?



Teacher Reflections

“This was a **very supportive process** that really helped me become **a better math teacher** without adding to my plate. **My coach was always willing to help** in any way she could without causing more stress or work for me.” – General Education Teacher



“The **coaching process was helpful**, and I appreciated the support throughout. **I also want to acknowledge how effective my general education teacher** was—she consistently used data to guide instruction, which really helped our students make progress. **It was great to have a strong collaboration between coaching support and classroom instruction.**” – Special Education Teacher

Maryland's SPDG Leadership Team

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