



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

Coaching Effectiveness

Measuring the Impact on Coaching Supports

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Acknowledgments

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- MIBLSI Implementation Specialists

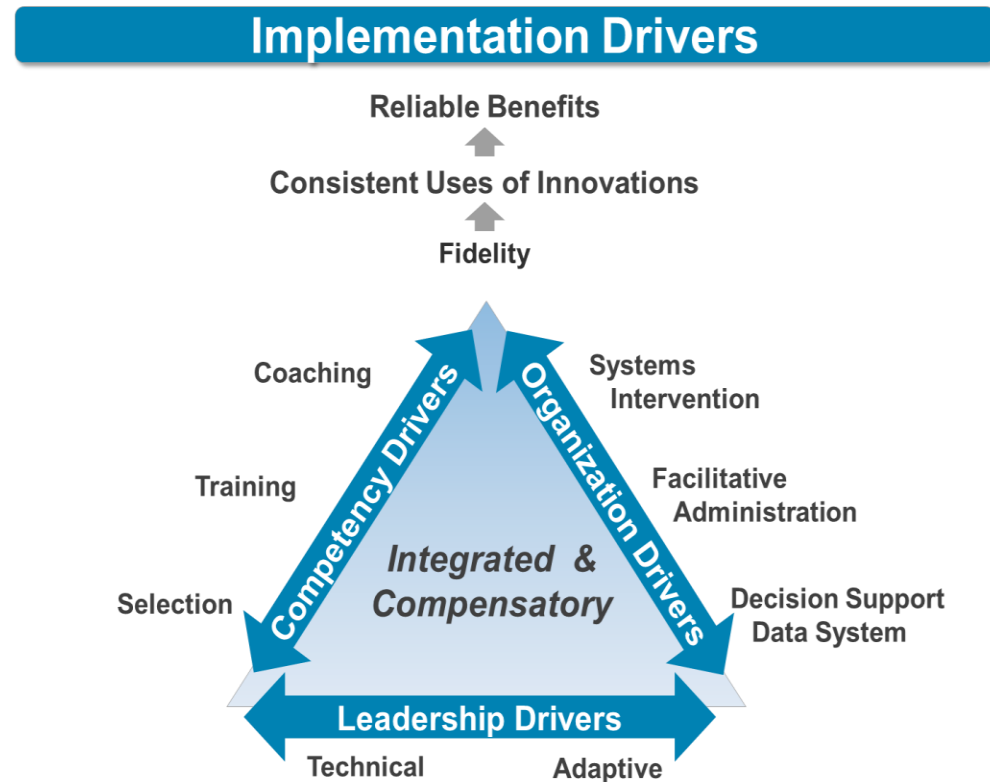
Outcomes

- Highlight common coaching effectiveness misrules
- Define conditions necessary to measure the effectiveness of coaching
- Review samples of coaching effectiveness measures
- Outline considerations when developing a coaching effectiveness data analysis schedule

1.0 Setting the Stage: Developing Competencies

Continuum of Supports to Build Competency

- **Selection:** choose people that already have the knowledge, skills, and abilities
- **Training:** provide high-quality PD
- **Coaching:** coach people to apply what was taught in PD



Coaching Assumptions

- Coaching is necessary to develop a team or individual's competence and confidence
- The coaching function is necessary along the educational cascade (classroom to the state capital)
- The coaching focus is proportionally different depending on the context
- There tends to be two categories of coaching: systems (infrastructure) or instructional (practice) and each requires different resource allocations

Coaching Supports

- The coaching supports provided are:
 - Prioritized to address the most pressing needs
 - Differentiated
- Information gathered from coaches outlining the coaching focus, types of supports, and intensity of supports must be used to inform the “selection” and “training” subscales of the Competency driver

Activity 1.1

- **Consider the coaching assumption outlined on slide 6:**
 - **The coaching function is necessary along the educational cascade (classroom to the capital)**
- **Which level of the cascade are you framing your thinking around during this call:**
 - **Classroom / grade level, school team, district team, regional team, state department team**

2.0 Common Coaching Effectiveness Misrules

Common Misrules

1. Ill-defined coaching concepts
2. Coaching concepts are not prioritized
3. Singular focus on one type of coaching effectiveness data

Misrule 1: Ill-Defined Coaching Concepts

- Why a misrule?
- Ill-defined coaching concepts result in:
 - Variability in what coaches are spending their time coaching
 - Over-reliance on low intensity coaching supports (e.g., prompting and consultation)
 - Potential faulty conclusions about the value of coaching

Exploration Coaching Concepts

- Assess need, fit, context
- Relationship development
- Promote buy-in and readiness

These concepts have defined coaching actions regardless if the coaching recipient is a team or practitioner.

Other Coaching Concept Examples

- Example instructional coaching concepts for Phonemic Awareness post LETRS module learning:
 1. Accurately pronounce 44 phonemes
 2. Administer and score the phonemic awareness assessment
 3. Analyze phonemic awareness data and understand what to focus instruction
 4. Use phonemic awareness curriculum resources and materials

Misrule 2: Coaching Concepts Not Prioritized

- Why a misrule?
- Coaching concepts that are not prioritized result in:
 - Coaches spending time addressing things that teams or practitioners may not be ready to tackle
 - Little to no progress in developing knowledge, skills, and abilities of the teams or practitioners

Misrule 3: Singular Focus on One Type of Data

- Why a misrule?
- Focusing on one type of data will result in:
 - Faulty or misleading conclusions that adversely effect the coaching recipients
 - Potential impact on decisions to continue allocating resources to coaching supports

Activity 2.1

- **Consider the three common coaching effectiveness misrules:**
 - 1. Ill-defined coaching concepts**
 - 2. Coaching concepts are not prioritized**
 - 3. Singular focus on one type of coaching effectiveness data**
- **Which common misrules do you most frequently encounter?**

3.0 Measuring Coaching Effectiveness

Coaching Effectiveness Measures

1. Fidelity data (subscales and particular items for increased sensitivity to change over time)
2. Product review that includes evidence of use
3. Coaching log
4. Coaching Service Delivery Plan adherence data
5. Student outcome data
6. Coaching satisfaction survey data

Choosing Coaching Effectiveness Measures

- Choose more than one
- Emphasize some effectiveness measures over others
 - Coaching satisfaction survey data is only one piece of data
 - Circumstances such as relationships between coach and coaching recipients might skew the satisfaction survey data
- Analysis of all occurs at different points across the year

Information Gained from Measures

- Fidelity data
 - Adult behaviors are changing
 - Coaching actions are aligned to the effective innovation
- Product review:
 - Tangible evidence that allows the coach to determine level of understanding and impact on outcomes

Information Gained from Measures (cont.)

- Coaching Log
 - Coaching focus
 - Coaching recipients
 - Continuum of coaching supports (e.g., modeling, co-facilitation, fluency building, observation, assistance with adapting to local context, product review, prompting)
 - Type of contact
 - Contact time
 - Successes
 - Barriers

Information Gained (cont.)

- Coaching Service Delivery Plan adherence data:
 - Task analysis of the coaching supports and coach preparation to address the area of focus (coaching concept)
- Coaching Satisfaction Survey data:
 - Feedback from coaching recipients about perceived usefulness, relevance, and limitations of coaching supports
- Student outcome data:
 - Evidence that the high-quality use of the effective innovation is having a positive impact on students

Activity 3.1

- **Given the level of the educational cascade you are framing your thinking around during this call, which coaching effectiveness measures are:**
 - **Most frequently analyzed**
 - **Least frequently analyzed**

4.0 Coaching Effectiveness Resource Walk-Through

Coaching Effectiveness Resources

- Google Folder:
 - District Implementation Team (DIT) Coaching Service Delivery Plan Cheat Sheet
 - DIT Coaching Service Delivery Plan
 - Coach's Individualized Coaching Service Delivery Plan
 - Coaching Log
 - Blank Coaching Satisfaction Survey

5.0 Coaching Effectiveness Data Analysis Schedule

Data Analysis Schedule Considerations

- Fidelity data should be analyzed following data collection
- Coaching service delivery plans should be developed and then adjusted three times per year
- Coaching logs should be summarized 2-3 times per year and aggregated across coaches to determine strengths and needs
- Coaching satisfaction survey data should be collected twice per year

Activity 5.1

- **Identify one action you are considering taking following this webinar related to measuring coaching effectiveness.**
- **Main topics addressed:**
 - **Coaching misrules (ill-defined coaching concepts, concepts are not prioritized, singular focus on one type of coaching effectiveness data)**
 - **Types of coaching effectiveness measures**
 - **Data analysis schedule considerations**

Thank You!

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