



Coach Orientation Meeting



mimtsstac.org

Group Expectations

Be Responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please turn off cell phones
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and internet browsing

Be Safe

- Take care of your own needs

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

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
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

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



Intended Outcomes

- Outline the district's efforts to date to support MTSS
- Define the role of the SLT in supporting MTSS
- Understand the qualifications, skillsets, and responsibilities associated with systems coaches to support MTSS
- Prepare resources related to the SLT operating procedures based on DIT decisions
- Review training dates and get set up in the MiMTSS Data System

Agenda

1.0 MTSS Work in Our District

2.0 Role of the School Leadership Team (SLT)

3.0 Your Role as a Coach

4.0 Professional Learning for Coaches

Introductions

Coordinator for your District is:

Implementation Specialist
supporting your district is:

1.0 MTSS Work in Our District



Activity 1.1

- Take 90 seconds and write down your current understanding of the MTSS work happening in your district.
- Include a rating of your overall understanding from 0 + I have no idea what's going on with MTSS in our district to 5 + I am confident I know and understand what's going on with MTSS in our district.
- Be prepare to share out.

Why a District Infrastructure?

- The purpose of the district infrastructure is to ensure that MTSS can be:
 - Used well in our district
 - Scaled-up across all grade levels and schools within our district
 - Sustained overtime within our district
 - Implemented with fidelity to improve outcomes for students

What is Our District Working Towards?

- The overarching goal is implementation of MTSS with fidelity to improve **student outcomes**
- Our district is installing the district implementation infrastructure to support the implementation of an MTSS framework for behavior and reading supports
- The District Implementation Team (DIT) is the team that will oversee the development and use of this district infrastructure
- We are partnering with the MiMTSS Technical Assistance Center for this work

How Do We Fit In?

- Each school has a School Leadership Team (SLT)
- SLT is representative of cross-departmental perspectives (e.g., lower/upper elementary grade, departments, general/special education)
- SLT is also representative of family and, when appropriate, student voices
- Includes an administrator and school systems coach (that's you!)

DIT and SLT: Working Together

- There are many parts to the district implementation infrastructure
- Your DIT and School Leadership Team (SLT) will work together specifically around certain components of the district implementation infrastructure:
 - Communication and Barrier Removal Process
 - Coaching System
 - School Readiness
 - Alignment, Review and Selection process for additional effective innovations (EI)

Taking a Closer Look

- Communication and Barrier Removal Process
 - Strong communication between the SLT and DIT is critical to effective and efficient implementation of MTSS
 - Barriers will come up during this work so there needs to be a way to address the barriers at the DIT level
- Coaching System
 - Outlines the district's process for ensuring equitable, high-quality coaching is provided to schools as they work to support the use of MTSS

Taking a Closer Look (continued)

- School Readiness
 - Installing and using a behavior and reading MTSS framework is a change
 - Individual staff members within a school are likely at various categories of readiness for change
 - This needs to be intentionally and systematically supported
- Alignment, Review and Selection Process
 - Process of reviewing existing or new effective innovations to determine alignment and/or whether something is selected or deselected for use within the schools/district



Activity 1.2

- Reflect on the communication from your District Implementation Team related to MTSS
- Write down any questions you have on post-it notes and share these with your district's Coordinator

Time to Practice

- We know that it is important to practice with new information before you need to use it
- We also know that the power of practice increases with immediate feedback
- As a systems coach, you will be asked to provide your SLT with information about MTSS within your district
- This is the time and safe place to practice!



Activity 1.3

- Find a partner and take turns providing a quick overview of your districts' MTSS work and how you fit into this work
- When you're the listener, pay close attention to whether your partner covers the important points and if the information is accurate based on what was just shared
- Provide feedback to your partner on his/her overview of MTSS within your District
- Switch roles and repeat the process so that both partners have a chance to practice with feedback

2.0 Role of the School Leadership Team (SLT)

What Have We Learned?

- There is a District Implementation Team (DIT) that is overseeing the development of our district implementation infrastructure for MTSS
- Each school has a School Leadership Team (SLT) that includes you as the SLT coach
- The DIT and SLT work together to use the district implementation infrastructure to support the use of the MTSS framework for behavior and reading in our district

Role of the School Leadership Team

- SLT meets to focus on the following:
 - Build and maintain an implementation infrastructure to support staff in the use of MTSS
 - Engage in school-wide data analysis and problem solving
 - Create an implementation plan based on data and needs generated following team meetings and trainings
 - Ensure communication among different groups/teams within the school and across the district intentionally occurs

Intentional Selection

- The DIT engaged in an intentional mutual selection process to identify SLT members to ensure:
 - Strong team composition
 - Match in qualification and skillsets to the responsibilities of the SLT



Activity 2.1

- Take 2 minutes to write 1-2 sentences reflecting your understanding of the role of the School Leadership Team (SLT) in the work of installing and using MTSS within your district
- When prompted, read your sentence(s) aloud to the group
- As you listen to others' sentence(s), write down any new or different words or phrases that resonate with what you wrote

3.0 Your Role as the School Leadership Team Coach

What is Systems Coaching?

Systems coaching focuses on developing a School Leadership Team's capacity to effectively install, implement and sustain the use of Multi-Tiered System of Supports (MTSS)

Distinguishing Between Coaching Types

Systems Coaching

- Coaching to develop the capacity to effectively use or support the use of a program, practice, or approach to enhance student outcomes

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



Activity 3.1

- Review each scenario provided and determine if the scenario is an example of the role of a systems coach or not the role of the systems coach
- Record your answer in the space provided
- Be prepared to share out

Recall: Coaching System

- Outlines the district's process for ensuring equitable, high-quality coaching is provided to schools as they work to support the use of MTSS
- Developed by your District Implementation Team (DIT)
- Multiple components to the District's Coaching System

Components of the Coaching System

- Definition of various types of coaching (including systems coaching)
- Conditions that warrant coaching
- Guidance on recruitment and mutual selection of Coaches
- District Guidelines (e.g., funding, coach's decision-making authority, frequency and time allocation for coaching, communication, supervision and accountability structures)

Components of the Coaching System (continued)

- Coaching Service Delivery Plan
- Coaching Effectiveness Data
- Coaching Satisfaction Survey



Activity 3.2

- You should have access to the Coaching System document that your DIT has developed, including the District Guidelines
 - As a reminder, your Coordinator will show you where you access it
- Take a moment to reflect on what you already knew about your coaching role and what you've heard so far today:
 - What questions do you have to even better understand your role as a coach?

Why: Importance of Coaching

- Good coaching is more than providing encouragement
- Coaching helps to transfer learning from training into practice
- Without coaching, the impact of training to actual use in practice is nearly nothing

(Massar, 2015; Joyce & Showers, 2002)

How: Coaching Methods

- Prompting:
 - Process to promote the use of trained skills, typically emphasizing when a skill should be used (e.g., emails, reminders)
- Fluency Building
 - Opportunities to practice to increase the likelihood of using skills correctly and naturally (e.g., teaching, modeling, co-facilitation)

(Massar, 2015)

How: Coaching Methods (continued)

- Performance Feedback
 - Process by which direct and specific feedback is provided frequently, contingent on a person's behavior (e.g., verbal, written, observations, product reviews)
- Adaptations
 - Modification of how a new skill is applied to fit the social, cultural, and organizational context while maintaining critical feature

(Massar, 2015)

Tailoring the Coaching Methods You Use

- The coaching methods you use will need to be tailored to the specific situation based on the following:
 - School Leadership Team members understanding of concepts after attending training
 - Where the SLT members and staff are in terms of installing or using MTSS within the school

What: Initial Focus of Your Coaching

- Tailoring Coaching Methods
 - Staff buy-in, School Leadership Team functioning, and creation and use of communication tools to support MTSS
 - Prompting, fluency building, performance feedback, adaptation
 - Assignments and work outlined in the upcoming Tier 1 School-wide Positive Behavioral Interventions and Supports (PBIS) trainings
 - Prompting the assignments and work outlined in the training

What: Future Focus of Coaching

- Installation and use of the Tier 1 reading components of an MTSS framework
- Intervention System for behavior and reading supports (Tiers 2 & 3)

Infrastructure to Support Coaches

- You will participate in Coaching Support Sessions prior to School Leadership Team trainings to prepare you for your role as the SLT Coach
- Your district will hold monthly coaches meetings to support coaches
- You will have an individual professional learning plan to build and refine your skill set for the coaching role

Another Chance to Practice

- Practice and feedback are still important to build our skill sets
- As the SLT Coach, you will need to be able to explain the specific coaching methods you will provide and identify the initial focus of your coaching
- This is the time and place to practice!



Activity 3.3

- Read through the “School Leadership Team Coach Script” provided
- Find a partner and practice explaining the specific coaching methods you will be using and identify the initial focus of your coaching
- Feel free to modify the scripts to your own words while making sure the key points remain the same
- When you are listening, check to make sure your partner is including the key points found after the scripts and provide feedback

Your First Opportunity

- Recall one initial focus of your coaching is the functioning of your School Leadership Team (SLT)
- A strong SLT has well defined operating procedures (e.g., meeting roles, meeting templates)
- Your DIT has made some decisions to set your SLT up for success
- Your work is to promote buy-in and prompt use of these operating procedures as your SLT is meeting

Review of the DIT Decisions

- Your District's Coordinator will walk you through the decisions related to:
 - SLT Operating Procedures document
 - SLT Meeting Agenda Template
 - SLT Pre-Meeting Worksheet
 - Implementation Plan Template
- The Coordinator will also share the templates with you



Activity 3.4

- Prepare the resources for your SLT's Operating Procedures by:
 - Copying the documents for your SLT provided by your district's Coordinator
 - Putting your school's name on each document
 - Adding in the names of the members of your School Leadership Team to each document
- Develop a brief rationale that you can use to help buy-in from your SLT to established operating procedures

4.0 Professional Learning for Coaches



Activity 4.1

- Your Coordinator will provide you with a list of training dates and meeting dates
- Follow the directions to register or verify your record in the MiMTSS Data System
- Take a few minutes to add the training dates, Coaching Support Session dates and the in-district coaches' meeting dates to your calendar



Activity 4.2

- Work with your school's Principal to schedule monthly School Leadership Team meeting dates and times
 - Recommendation: schedule meetings that are within a week following the training days if possible as there will be work to continue outside of training
- These dates will be shared with the SLT during the upcoming SLT Orientation meeting
- Add these dates to your calendar and to the school Leadership Team Operating Procedures document

What's Next?: School Leadership Team Orientation

- Your School Leadership Team will participate in an orientation session
- You will attend as members of the SLT
- There will be intentional repetition of the information from this session
- This is a great opportunity for you to take on your coaching role!

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.