



# Selecting and Coaching School Leadership Teams (SLTs)

2021-2022

[mimtsstac.org](http://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



# Purpose

This session supports the District Implementation Team in recruiting and selecting individuals to be coaches and be members of School Leadership Teams for each school.

# Intended Outcomes

- Explain the role of the School Leadership Team
- Describe the qualifications, skills, and responsibilities of School Leadership Team members and coaches
- Develop a high-quality process for recruiting and selecting School Leadership Teams
- Develop a district coaching system to guide the recruitment, selection, and supports provided to school coaches

# Agenda

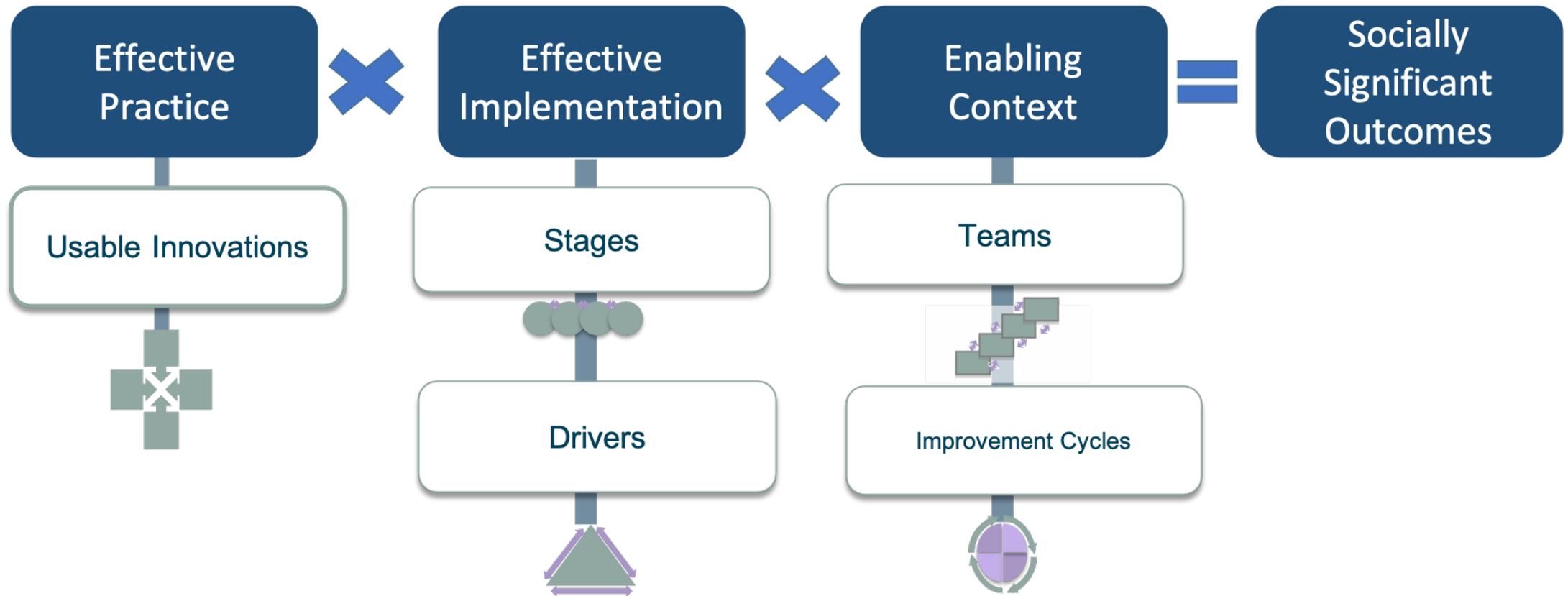
- 1.0 Interactive Review
- 2.0 School Leadership Team (SLT) Formation
- 3.0 Selection of SLT Coaches
- 4.0 Next Steps

# Use of Module Learning

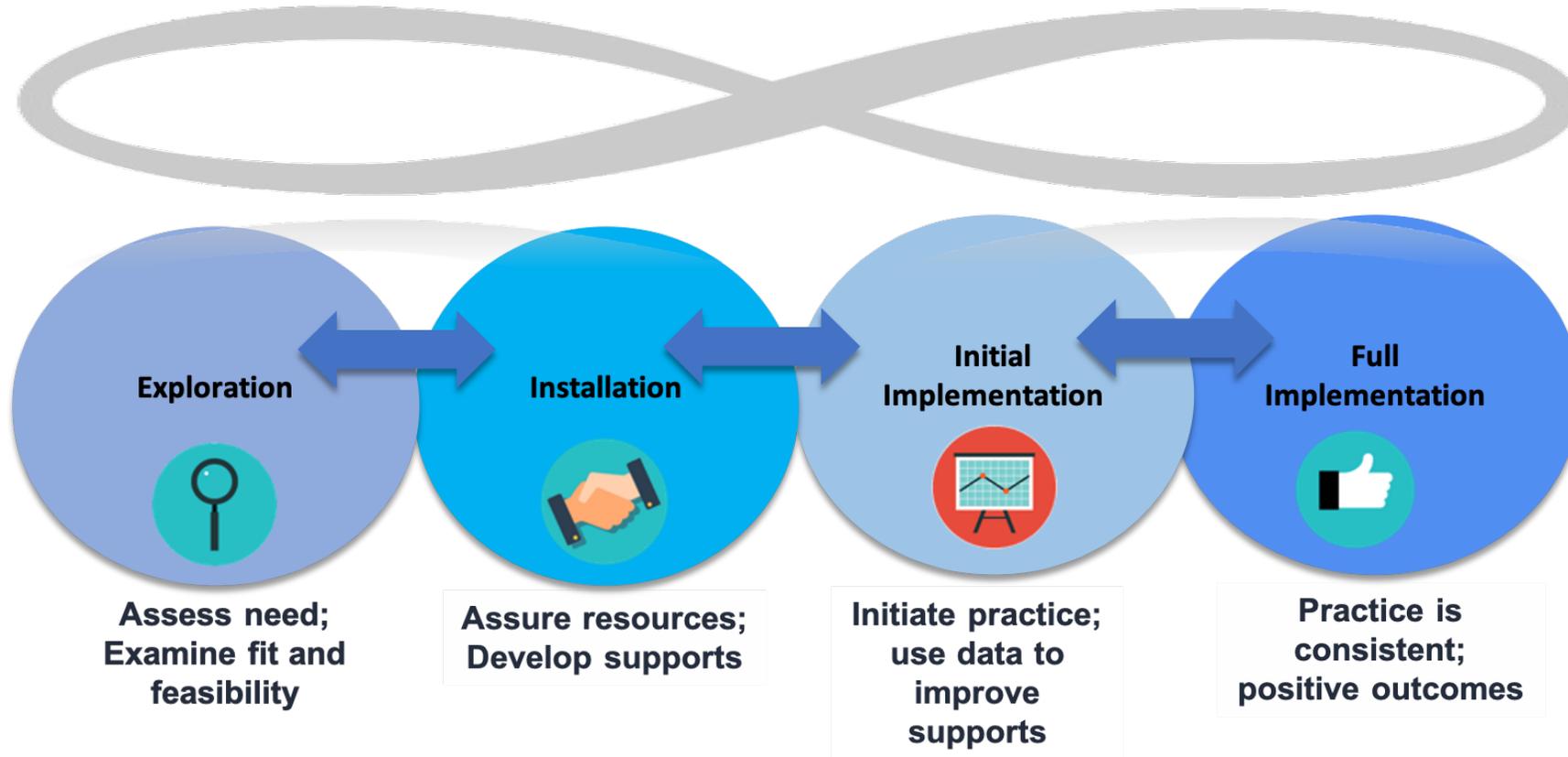
- Immediate use:
  - School Leadership Team recruitment and selection process will be used to support selection of team members by the end of October
  - District Coaching System will be used to support selection of School Leadership Team coaches by the end of October
- Future use:
  - Both processes will be used to support selection in the future in the event of turnover
  - District Coaching System will be used to guide the expectations for and supports provided to SLT coaches

# 1.0 Interactive Review

# Active Implementation Frameworks

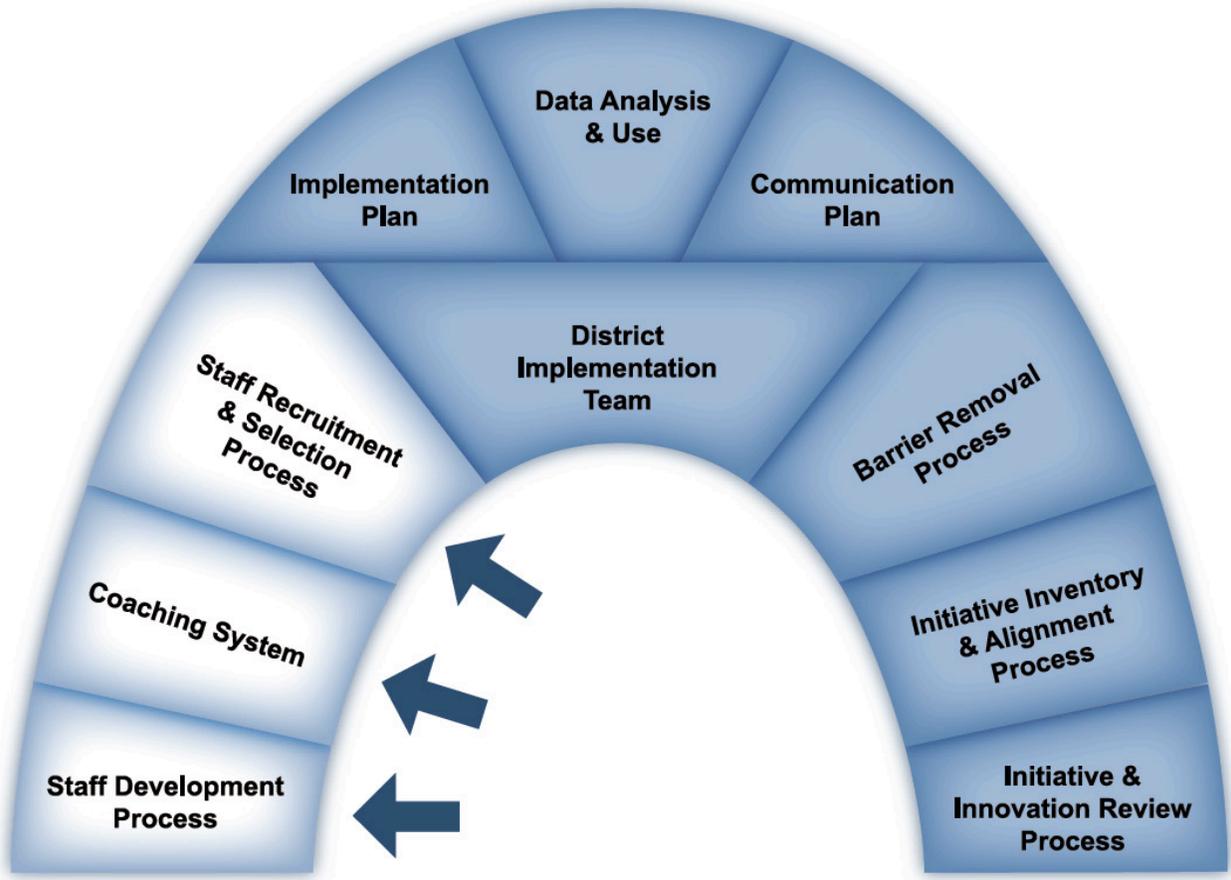


# Installation



(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

# District Implementation Infrastructure



# Making Connections

- MDE MTSS Practice Profile Essential Components:
  - Team-based Leadership
  - Selection and Implementation of Instruction, Interventions, and Supports
- District Capacity Assessment
  - Item 18: DIT supports the development of BITs (i.e., SLTs)
  - Item 25: District has a coaching system to support schools in use of Eis
  - Item 26: DIT uses a coaching service delivery plan
  - Item 27: DIT uses coaching effectiveness data

(MDE MTSS Practice Profile, 2020; District Capacity Assessment, 2019)

# Selecting Roles to Support MTSS

- A high-quality recruitment and selection process should be considered any time staff are selected to fulfill a position
- MiMTSS TAC has developed job descriptions, recruitment and selection guidelines, and individualized professional learning plans for roles and teams specific to MTSS
- These resources can be used as a starting point and refined to meet the needs of your district

# Activity 1.1

- Prior to this session, you were asked to watch two modules
  - Staff Recruitment, Selection and Supports
  - District Coaching System
- As a team, discuss the following:
  - How are the existing processes in your district for selecting staff similar or different from the information presented in the module?
  - Why is a high-quality recruitment and selection important? How does it support the district's goals for MTSS implementation?
  - How would the development of a coaching system support schools in implementation?

## 2.0 School Leadership Team (SLT) Formation

# Why Implementation Teams?

“It’s like no one’s in charge—because no one is,” he said. “We train, hire, and pay doctors to be cowboys. But it’s pit crews people need.” And places that provide the most successful care are those in which the team functions as a system, in which all involved in a patient’s care “actually work together to direct their specialized capabilities toward common goals for patients. They are coordinated by design. They are pit crews.”

[Atul Gawande in his commencement speech at Harvard Medical School in 2011](https://www.newyorker.com/news/news-desk/cowboys-and-pit-crews)  
(<https://www.newyorker.com/news/news-desk/cowboys-and-pit-crews>)

# School Leadership Team Description

- Builds and maintains an implementation infrastructure to support school staff in the use of MTSS
  - Plans and coordinates implementation efforts within the school
  - Engages in school-wide data analysis and problem solving
  - Ensures communication among different groups/teams
  - Ensures meaningful participation from multiple and diverse perspectives of staff, students, and families
- Functional size
- Membership includes Administrator and SLT Coach

# SLT Member Qualifications and Skills

- Ability to meet timelines and manage multiple projects, tasks, and activities
- Willingness to engage in continued professional learning
- Effective communication skills
- Fluent and effective use of technology
- Successful experience implementing MTSS
- Successful experience with data analysis and use

# SLT Member Responsibilities

- View innovations and initiatives with a school-wide lens
- Regular attendance at SLT professional learning and meetings
- Use district processes and procedures to support implementation
- Plan and coordinate implementation efforts within the school
- Participate in regular analysis of school-wide data
- Collaborate and communicate information to and from district groups and teams

# Role of Administrator

- Regular attendance at SLT meetings
- Meet with coach before and after SLT meetings
- Ensure political support and visibility for the school's efforts to develop structures to support high-quality use of effective innovations
- Allocate resources needed to support high quality implementation
- Support removal of implementation barriers

# Committee Audit

- Prior to the selection of team members, administrators will need to complete the school committee audit
- Results will be used to
  - Identify opportunities to leverage existing team structures
  - Create efficiencies by consolidating the number of teams
  - Clarify the purpose of each team or committee within the school and how they will work with one another
  - Inform selection of team membership, in order to ensure they have the capacity to fulfill their various roles



# Activity 2.1

- Your Implementation Specialist and Coordinator will facilitate a team discussion to support the recruitment and selection of the School Leadership Team
  - As a team, discuss the following:
    - What is the role of the School Leadership Team?
    - What is the role of the SLT coach?
    - How would you explain the scope of their work?
  - Review and refine the “School Leadership Team Recruitment and Selection” document

## 3.0 Selection of SLT Coaches

# What is a District Coaching System?

- Outlines the district's process for ensuring equitable, high-quality coaching is provided to the district and schools
- Provides a clear understanding of how coaches are selected, what they are expected to do, guidelines for coaching, and how they will be supported by the district
- Shared with coaches and implementation teams to ensure common understanding of the role and responsibilities

# Levels of the Coaching System

- Coaching system can have multiple parts
- Any coaching role within the district should be defined within the district coaching system
- Examples:
  - District System Coach (defines the role of a District Coordinator)
  - School Leadership Team Coach
  - Instructional Coach

# Distinguishing Between Coaching Types

## Systems Coaching

- Coaching to develop the capacity to effectively use or support the use of an effective innovation (e.g., program, practice, framework) to enhance student outcomes
- Primary coaching recipient: implementation team (e.g., DIT, SLT)
- Example: Supporting the school leadership team in the development and use of MTSS

## 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
- Primary coaching recipients: individual staff (e.g., teachers, paraprofessionals)
- Example: Supporting teachers in use of a reading intervention program

# Role of SLT Coach

- Facilitate SLT meetings
- Meet with Administrator before and after SLT meetings
- Provide assistance with installing structures and tools to support MTSS implementation
- Facilitate analysis of school-wide data
- Prompt the use of district processes and procedures (e.g., communication protocols, alignment and review process)

# Recall: Coaching System Components

1. Definition of coaching
2. Conditions that warrant coaching
3. Coach qualifications, skills, and general responsibilities
4. Recruitment and selection guidelines
5. Coaching Service Delivery Plan (CSDP)
6. District guidelines



# Activity 3.1

- Your Implementation Specialist and Coordinator will facilitate your team in the review and refinement of the “District Coaching System”
- Once the draft of the coaching system has been finalized, it will need to be reviewed and approved by executive leadership

# Immediate Use

- Used to support selection of School Leadership Team coaches in October
- Shared with school coaches to ensure an understanding of what they are expected to coach, types of support they will provide, and district guidelines for the role

# Future Use

- Beginning in Fall of Year 2
  - Used by coaches to guide the development of individualized coaching service delivery plans for each school
  - Used by coaches and DIT to guide the collection and use of coaching data to improve the coaching system and inform implementation supports
- To select new coaches, in the event of staff turnover
- Reviewed and updated by DIT annually

## 4.0 Next Steps

# Selection Timelines and Decisions

- Finalize the written processes for the recruitment and selection of SLTs and Coaches
- Meet with cohort 1 principals to:
  - Complete committee audit
  - Use selection process to select SLT members and coaches
  - Schedule time to engage in selection protocol (e.g., selection questions), if applicable
- Final selection of SLT and Coaches by end of October

# SLT and Coach Orientations

- Prepares teams and coaches to be ready to support their schools in installation beginning in January
- Intended Outcomes
  - Outline the district's efforts thus far to support MTSS
  - Define the role of the SLT in supporting MTSS
  - Define the role of the SLT coach in supporting MTSS
  - Make decisions and collectively agree upon SLT operating procedures
- Timeline: 3-hour sessions in November

# Monthly Coaches Meetings

- Monthly meetings will need to be scheduled with the Coordinator and school coaches
- Opportunity for district to provide support and guidance to school coaches
- Opportunity for coaches to collaborate and learn from one another

# Individualized Learning Plans

- Outlines professional learning needs and activities necessary to ensure knowledge and skills needed to be successful in the role
- Developed based on the results of the School Leadership Team Coach selection process
- Time is allocated for Coaches to engage in professional learning either individually or during monthly coaches meetings

# Activity 4.1

- Your Implementation Specialist and Coordinator will facilitate your team in updating activities in your implementation plan to reflect next steps
- Be sure to consider activities to address the following:
  - Finalize the recruitment and selection processes for SLT and Coaches
  - Schedule time to meet with cohort 1 principals to support selection of SLT and Coaches by end of October
  - Schedule SLT and Coach Orientations in November
  - Schedule monthly coaches meetings beginning in January
  - Develop a plan for creating individualized learning plans for SLT coaches

# 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.