Development and Use of School Individualized Coaching Service Delivery Plans

This document outlines the process a school coach completes to develop an individualized coaching service delivery plan.

Resources

- Coaching Concepts and Delivery Methods
  - Tier 1 PBIS
  - Tier 1 Elementary Reading Systems
  - Tier 1 School-Wide Content Area Reading
  - Integrated or Behavior Intervention System
- School Individualized Coaching Service Delivery Plan Template

Developing a Plan

Area of Focus

There are four areas of focus to select from when providing coaching supports: Tier 1 PBIS, Tier 1 Elementary Reading Systems, Tier 1 School-Wide Content Area Reading, and Integrated or Behavior Intervention System. The school’s level of implementation should be considered when selecting an area of focus.

Consider the recommendations listed below when determining the area to focus coaching supports.

- Fall Year 2: Tier 1 PBIS
- Fall Year 3: Tier 1 Reading
- Fall Year 4: Integrated Intervention Systems

Baseline Data

Baseline data is reviewed to determine areas in need of coaching support to keep implementation moving forward. Develop a summary of baseline data and consider all of the following data sources for the area of focus:

- Incomplete Installation Checklist Items
- Fidelity Items and Subscales
- Product Reviews
- Observations
- Student Outcome Data (e.g. SWIS, Acadience, EWI)
What does data indicate are areas for improvement in order to keep implementation moving forward? If the accuracy of the data is in question, note this in the summary of baseline data as an area for improvement.

**SMART Goal(s)**

Based on review of baseline data, develop a SMART Goal for improved implementation as a result of coaching support. Frame the goal around the concepts / skills from the coaching concepts for the area(s) of focus and identify effectiveness measures.

1. **Identify Coaching Concepts:** Review baseline data and select 1-2 concept(s) to coach to improve implementation
   - Access the Coaching Concepts and Delivery Method document for the identified focus area
   - Cross reference the previously reviewed baseline data with the coaching concepts listed.
   - Concepts are listed in order of priority. Consider selecting concepts of highest priority.
   - Select 1-2 coaching concepts on which to focus your coaching support.

2. **Identify Effectiveness Measures:** Identify the data source(s) that will indicate the team has improved implementation as a result of coaching support for the identified concept(s) (e.g. Fidelity items, observations, product reviews, coaching survey).

   When selecting a coaching effectiveness measure, consider that the ultimate goal is to improve student outcomes. Student outcome data is a supplemental piece of data to consider when reflecting on coaching effectiveness, however it is a less sensitive measure of immediate growth. Student outcome data can be impacted by other factors beyond coaching. School level coaches do not have a direct impact on student outcomes, but they do have a direct impact on the systems that are being implemented. If a student outcome measure is identified as a coaching effectiveness measure, consider pairing it with additional measures that will reflect a more immediate impact of coaching supports.

3. **Develop a Measurable Goal:** Determine what the goal for improved implementation will be as a result of coaching support. Include the identified concept and effectiveness measure. Ensure the goal is specific, measurable, achievable, realistic and timebound.

**Coaching Supports**

Coaching supports outline the specific strategies and methods a coach uses to improve implementation and coach the team.

When identifying coaching supports:

- Include specific details about the type of support, frequency (e.g., when and where), timeline, and individuals involved.
- Reflect on the data used to identify the coaching concept, as well as any coaching survey data (if available), to determine coaching supports
• Determine the method for providing coaching support. Select from the continuum of coaching methods based on the team’s stage of implementation and level of understanding of the concepts after attending training. The continuum of coaching methods includes:
  o Fluency building
    ▪ Teaching
    ▪ Modeling
    ▪ Co-facilitation
  o Providing feedback (verbal and written)
    ▪ Observations
    ▪ Product reviews
  o Adaptation to the district’s local context
  o Prompting team and / or specific team members (verbal and written)
• Include expectations and guidelines for providing feedback (when appropriate)

Use the guidance above to outline the detailed steps for how coaching support will be provided for each concept.

**Preparation Required**

Preparation required prompts coaches to identify what needs to be done as a coach to be able to provide coaching support. Preparation may include the following:

- Plan for allocating the time needed to prepare to coach
- Plan for any necessary communication with your principal and/or DIT
- Review resources and materials
- Prepare to co-facilitate meetings

**Monitoring and Use of a Plan**

For coaching plans to be effective, they need to be routinely monitored and used. Coaching plans should be reviewed monthly and used to guide coaching supports. For monthly monitoring, follow the steps below.

1. **Update Coaching Supports and Preparation**
   - Review the supports and preparation for each concept.
   - Check off any coaching supports or preparation that has been completed.

2. **Update Coaching Plan Adherence**
   - Document the date of review
   - Document the number of coaching supports that have been completed out of the total coaching supports (e.g., 5/7)
   - Review the progress toward your SMART objective. Document whether you are on track to meet the SMART goal within the identified timeline and given the coaching supports outlined in the plan.
3. Review remaining coaching supports and preparation. If adjustments are necessary, refine components of the plan.
4. Prepare for, and plan to, provide additional supports outlined in your plan.

Communicating Coaching Progress

Three times a year, coaches will summarize coaching progress across schools and communicate accomplishments, barriers, and progress to the District Implementation Team. These data will be used to inform improvements to the district coaching system and identify additional implementation supports.