MiMTSS Technical Assistance Center

District Coaching System

MICHIGAN Department of Education

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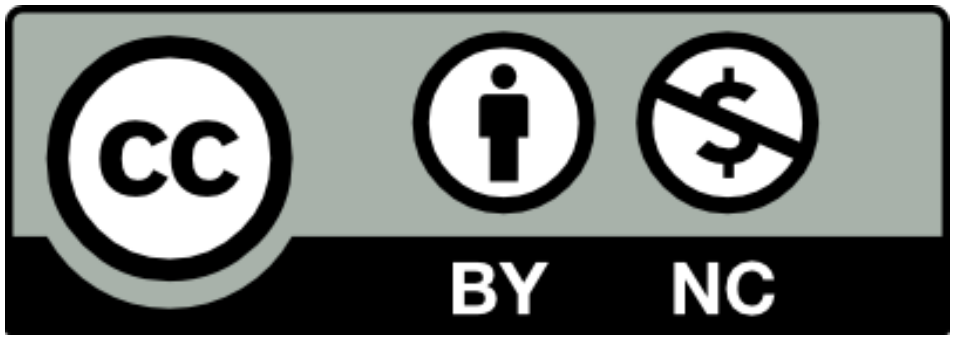

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

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
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

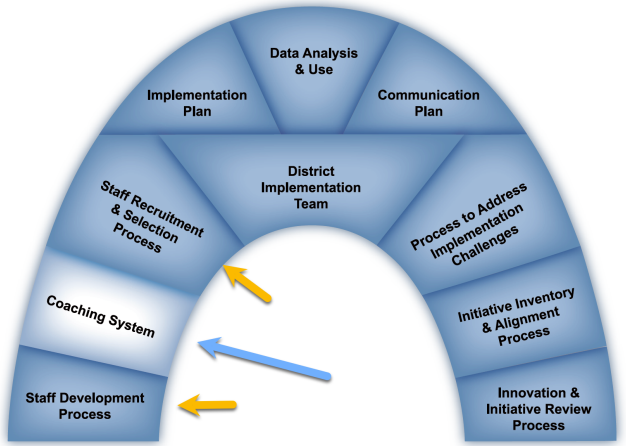
This module guides districts in the development and use of a district coaching system to ensure equitable, high-quality coaching supports are provided across the district to support implementation of MTSS.

Intended Outcomes and Agenda

Intended Outcomes	Agenda
• Define coaching • Distinguish between training, coaching, and consultation • Explain the purpose of a district coaching system • Identify the core components of a district coaching system • Develop a district coaching system to guide the recruitment, selection, and supports to coaches • Explain how to effectively use a district coaching system	1.0 Review 2.0 Coaching 3.0 District Coaching System 4.0 Next Steps

1.0 Review

Foundational Elements



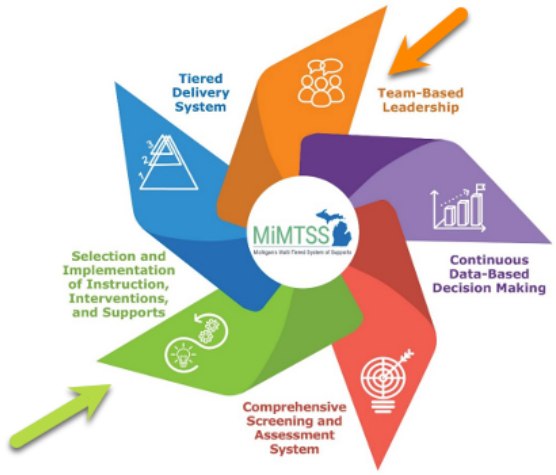
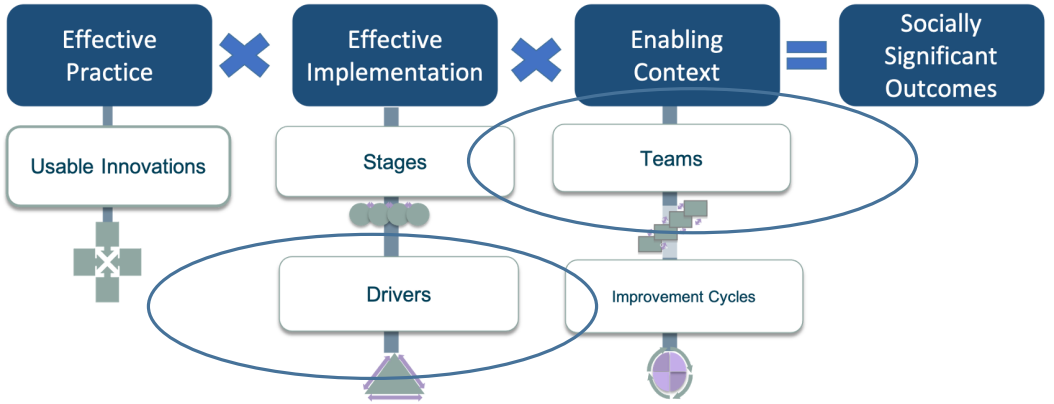


Figure 1. MDE's five essential components of a Multi-Tiered System of Supports (MTSS) framework

Active Implementation Frameworks



DISTRICT CAPACITY ASSESSMENT

Items 18, 25, 26, 27

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2.0 Coaching

Activity 2.1

- Consider and discuss the following:
  - Have you been a part of an organization that has invested in training for a specific program or practice, only to see it not being implemented the way it was intended?
    - What factors contributed to this?
    - What might have prevented this from occurring?

Coaching Research

- On-going, comprehensive coaching is necessary to transfer knowledge and skills into practice
  - Training alone does not result in learned skills being implemented
  - When training is paired with practice and coaching, it results in implementation rates as high as 95%
- “Most skills needed by successful educators can be introduced in training but are learned on the job with the help of a qualified and skilled coach.”

(Joyce and Showers, 2002; National Implementation Research Network)

Impact on Student Outcomes

High-quality coaching support provided to educators improves their use of evidence-based approaches as intended, which is critical to achieving successful outcomes for students.

(National Implementation Research Network, AI HUB)

Training or Coaching?

Training is the presentation of material to develop new knowledge and /or skill

Coaching is the on-site support needed to use new knowledge and/or skills under typical conditions (in the setting).

One person may do BOTH… but the skills, functions, and measures of effectiveness are different.

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Coaching versus Consultation?

Your support can likely be categorized as **consultation** if:

- You are NOT in the context the coaching recipient is implementing (e.g., you are meeting 1:1 with someone and vicariously discussing or debriefing an event)
- You use what someone tells you about their implementation to provide affirmative, informative, or corrective feedback (but you were not there to see or hear it)
- You provide already-made practice materials or worked examples to someone, but you are not fully aware whether the things you provided fit the person's context and would be feasible for the person to use.

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Activity 2.2

- Consider and discuss the following:
  - Reflect on the last few district-wide or school-wide initiatives you have adopted
    - What specific supports were provided to staff to assist with initial learning and sustained implementation?
    - Who provided those supports?
    - Who determines how these types of supports are allocated (e.g., which initiatives receive coaching, which staff get access)?

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, MDT)
- Example: Supporting the 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

Coaching Teams

- Key teaming structures in MTSS
  - District-level
  - School-level
  - Grade-level
  - Advanced Tiers/MDT
- People with the deepest knowledge of assessments, instructional resources, and strategies used are best suited to provide coaching at the MDT and grade-level, and to provide instructional coaching to staff

Activity 2.3

- Identify the various MTSS teaming structures and practices being trained and/or used in the district
  - What coaching supports are currently in place to support implementation?
  - Where does coaching come from (e.g., district, ISD)?

3.0 District Coaching System

Activity 3.1

- Consider the initial list of people identified to coach school teams, grade level teams, MDTs, and staff
  - What are the challenges to ensuring high-quality, equitable coaching is occurring across the district?
  - What role can the district team play in supporting administrators to recruit, select, and support school-level coaches?

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

- A coaching system can have multiple parts
- Any coaching role within the district should be defined within the district coaching system
- Examples:
  - District Coordinator
  - School Leadership Team Coach
  - Instructional Coach
  - Multi-disciplinary Team Coach
  - Early Childhood Leadership Team Coach
  - Preschool Classroom Coaches

Benefits

- Promotes a systematic commitment to coaching
- Supports consistency and high-quality coaching across the district
- Increases the likelihood that coaching will sustain over time

Coaching System Components

1. Definition of coaching
2. Conditions that warrant coaching
3. District recruitment and selection process
4. Supervision and accountability structures
5. Statement clarifying coach decision-making authority
6. Time allocation for coaching
7. Coaching Service Delivery Plan (CSDP)

Activity 3.2

- Access the document “District Coaching System.” Your Implementation Specialist will facilitate a discussion around the components of the coaching system.
- As you review, consider the following:
  - Does you district already have documentation that serves this purpose? Could this be used or tweaked if it doesn’t yet include all components?
  - If your district does not have something in place, might the MiMTSS TA Center template be useful? OR
  - Are there other ideas for how to develop a District Coaching System?

Activity 3.3

- Your Implementation Specialist will facilitate a discussion to support the development of your district's Coaching System
  - Develop a draft Coaching System for your district
  - Some decisions around coaching will need to be made by district-appointed personnel in collaboration with MiMTSS TA Center staff
  - Consider what information you will share with DIT members around the Coaching System (e.g., definition, purpose, template, how to use, next steps) and how that information will be shared.
- Once the process has been finalized it will need to be reviewed and approved by executive leadership

Coaching System Use

- As school coaches work to lead MTSS efforts, the district Coaching System will be used to ensure common understanding of the coaching role and promote consistency across the district.
- Examples of consistent use include:
  - Supporting initial and future selection of coaches
  - Reviewed by coaches to ensure an understanding of their role and district guidelines
  - Guides the development of individualized coaching service delivery plans
  - Guides the collection and use of coaching effectiveness data

3.0 Big Ideas and Next Steps

Big Ideas and Next Steps

- Big Ideas
  - On-going, comprehensive coaching is needed to transfer knowledge and skills into practice
  - A district coaching system outlines a district's process to ensure equitable, high-quality coaching is occurring across the district
- Next Steps
  - Update DIT Installation Checklists until they are 100% complete

References

- Joyce, B. & Showers, B. (2002). *Student achievement through staff development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- National Implementation Research Network (n.d.). *Handout 12: Implementation drivers* [PDF file]. Retrieved from https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/Handout%2012%20Implementation%20Drivers%20Overview.pdf
- National Implementation Research Network (n.d.). *Coaching*. Retrieved from https://nirn.fpg.unc.edu/module-2/coaching
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