

District Implementation Team Coaching Concepts and Delivery Methods

The purpose of this document is to identify coaching concepts and coaching delivery methods that support the installation and use of a District Implementation Infrastructure. Coaches can use this information along with the identified items on the District Capacity Assessment (DCA) to assist in the development of an Individualized Coaching Service Delivery Plan.

Note:

- Items in each stage are listed in order of priority
- Any DCA item with an asterisk indicates the coaching of the concept could be completed in a shorter amount of time (e.g., within 2 months)

Coaching Concepts

Exploration/Adoption

Table 1. Coaching concepts at the Exploration/Adoption stage with corresponding DCA item(s)

Coaching Concepts	DCA Item
1. Assess need, fit, and context	7
2. Relationship development	N/A
3. Promote buy-in and readiness for district implementation capacity and for the Effective Innovation (i.e., integrated MTSS framework)	N/A
4. District Implementation Team (DIT) formation 1. Executive Leader 2. Coordinator 3. General Team Members	1*, 2*, 3*

Installation

Table 2. Coaching concepts at the Installation stage with corresponding DCA item(s)

Coaching Concepts	DCA Item
1. DIT development (roles and responsibilities identified, meeting schedule, meeting notes, action plan, decision making protocol)	4*
2. Effective Innovation (EI) fluency (data, systems, practices outlined in SWPBIS-TFI, R-TFIs) <ul style="list-style-type: none"> a. Tier 1 School-wide PBIS b. School-Wide Reading Model (elementary) c. School-Wide Content Area Reading Model (secondary) d. MiMTSS Data System 	N/A
3. Communication protocol development and use <ul style="list-style-type: none"> a. DIT to SLT b. Other groups / teams and stakeholders whose work impacts the Effective Innovation (e.g., Board of Education, ISD IT) 	10, 17
4. Barrier removal process	11, 12
5. District coaching system development	25, 26, 27
6. Initiative inventory and alignment process	6
7. Initiative and innovation review process	5
8. Development of a District-wide MTSS Assessment System <ul style="list-style-type: none"> a. District-wide assessment schedule b. Measure information for required assessments (e.g., MiMTSS, SWIS, PBIS Assessments, Acadience, EWI) c. District-wide decisions to support installation of measures d. General parameters for using these data for decision-making 	13*, 14*, 15
9. Development of the District Implementation Plan	8*
10. Developing readiness across schools for the EI (e.g., exploration, installation)	18, 23
11. Recruiting, Selecting and Supporting Staff <ul style="list-style-type: none"> a. Coaches b. School Leadership Team Members c. Data Coordinators 	21, 22

Implementation (Initial and Full)

Table 3. Coaching concepts at the Implementation stage and corresponding DCA item(s)

Coaching Concepts	DCA Item
1. Data-based problem solving (e.g., DIT, SLT) <ul style="list-style-type: none"> a. On-going use of MiMTSS Data System b. On-going use of MTSS Assessment System c. On-going use and adjustments to Implementation Plans d. On-going use of training, coaching and communication effectiveness data 	13*, 14*, 15, 16 8, 9 19, 20 10, 24, 27
2. Capacity Building (i.e., building redundancy in coordinator role) <ul style="list-style-type: none"> a. Use and refinement of processes and procedures <ul style="list-style-type: none"> I. DIT Development II. Communication Plan III. Barrier Removal IV. Coaching System V. Alignment and Review Process VI. Implementation Plans VII. Recruiting, Selecting, and Supporting Staff VIII. Professional Learning and Trainings b. Reconfirm team membership (e.g., DIT, SLT) 	4 10, 17 11, 12 25, 26, 27 5, 6 8, 9, 19 7, 21, 22, 23, 24 1, 2, 3, 18

Coaching Delivery Method

A continuum of coaching methods will be used to support District Implementation Teams and their members. Some coaching methods will be more necessary than others depending on the team's stage of implementation and level of understanding of the concepts after attending training. The continuum of coaching methods includes:

- Fluency building-Opportunities for practice to increase the likelihood of using skills correctly and quickly in naturally occurring conditions.
 - Teaching
 - Modeling
 - Co-facilitation
- Providing feedback-A process to provide direct and specific feedback (verbal or written) that is contingent on a person's behavior and serves to reinforce and correct.
 - Observations
 - Product reviews
- Adaptation to the district's local context-Modification of how a skill is applied to fit the social, cultural and organizational context.
- Prompting-A process to promote the team or team member's use of trained skills (verbal or written) under naturally occurring conditions typically emphasizing when a skill should be used.

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