

# District Coaching System

## *Participant Workbook*

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## Competency

Strategies to develop, improve, and sustain educator's ability to implement an Effective Innovation [effective practice] as intended in order to achieve desired outcomes.

**Competency Drivers** include: Fidelity, Selection, Training, and Coaching (DCA 2019)

### Activity 1.2 Building Competency Across the District MTSS Framework

1. Read each section
2. Identify what currently exists in our organization
3. What is new learning?
4. Note any clarifying questions you would like answered

Table 1.Excerpt from MDE MTSS Practice Profile 2020

MTSS Component	Expected Use
Team-Based Leadership	<p>1.3 The district team demonstrates a commitment to <b>professional learning</b> by ensuring that:</p> <ul style="list-style-type: none"><li>• members of all teams dedicate time during and outside of meetings to engage in professional learning related to the essential components of MTSS.</li><li>• resources are allocated to support ongoing, high-quality professional learning.</li><li>• opportunities for MTSS related professional learning are made available to all district/school personnel based on need to implement MTSS throughout the district with fidelity.</li><li>• <b>a coordinated system of professional learning and coaching is established, maintained, and evaluated.</b></li><li>• professional learning needs are evaluated by the district team at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.</li></ul>
Tiered Delivery System	<p>2.6 The district team ensures time and resources are allocated to support high-quality <b>professional learning</b> for any district staff responsible for implementation of the data, systems, and practices in Tiers 1, 2, and 3. The professional learning includes all of the following:</p> <ul style="list-style-type: none"><li>• modeling of key program components and lessons</li><li>• opportunities for users to practice the use of the program components</li><li>• feedback to users</li><li>• ongoing support</li><li>• checks to ensure intended implementation</li><li>• coaching</li><li>• co-teaching</li></ul> <p>Professional learning needs are evaluated by the district team at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.</p>
Selection of Instruction, Intervention and Supports	<p>3.5 The district team equitably allocates resources to ensure all educators have access to the professional learning, coaching, materials, time, and space necessary to implement instructional practices, interventions and supports with fidelity (e.g., educator materials, fidelity measure, and learner consumables).</p>

MTSS Component	Expected Use
Comprehensive Screening and Assessment System	<p>4.2 The district team ensures time and resources are allocated to support ongoing, high-quality professional learning for the use of all assessments. The professional learning includes information about all the following:</p> <ul style="list-style-type: none"> <li>the purpose and intended use of the assessment</li> <li>why the district selected the assessment</li> <li>the technical adequacy of the assessment</li> <li>how to correctly administer and score the assessment</li> <li>how to interpret the data and use the results of the assessment to inform planning, instruction, and support</li> </ul> <p>Professional learning needs are evaluated by the district team at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.</p>
Continuous Data-Based Decision-Making	<p>5.6 The district team ensures time and resources are allocated to support ongoing, high-quality professional learning on continuous data-based decision making in all the following ways:</p> <ul style="list-style-type: none"> <li>providing, and participating in, professional learning on how to use data to determine the effectiveness of the district wide system, engage in the continuous improvement process, and <u>map and align resources</u> a minimum of twice per year</li> <li>consistently supporting building teams in their use of data for decision-making by providing professional learning a minimum of twice per year and providing continuous coaching</li> <li>evaluating professional learning needs at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities</li> </ul>

### What exists in your organization?

Recruitment and selection procedures to support the effective practices within your MTSS Framework-DCA #21

Staff development plans (Training/ Professional Learning)- DCA #22-23

- Initial/Ongoing
- Onboarding

Coaching System (Systems, Skill development/Refinement) DCA #25-27

- Initial/Ongoing

## Selection, training and coaching DCA items

Table 2. Excerpt NIRN District Capacity Assessment 2019

DCA Item	2 points
21. District uses a <b>process for selecting staff</b> (internal and/or external) who will use EIs	<p>Job descriptions exist that describe pre-requisite knowledge and responsibilities required <b>-AND-</b></p> <p>The selection process includes the following:</p> <ul style="list-style-type: none"> <li>• Performance assessment asking individual(s) to demonstrate required knowledge, skills, and abilities (e.g., simulated activity, role-plays, product development)</li> <li>• Feedback provided to individuals to assess their use of feedback (e.g., incorporating feedback into subsequent portions of the selection process) - <b>AND-</b></li> </ul> <p>Interview protocol is revised as needed to improve the selection process</p>
22. District has a plan to <b>continuously strengthen staff skills</b>	<p>All staff (newly selected and existing) assigned to use or support the use of EIs have a written professional learning plan that includes:</p> <ul style="list-style-type: none"> <li>• Areas for further development</li> <li>• Type of professional learning that will be provided to develop knowledge, skills and abilities (e.g., attending a professional learning session, independent reading with structured dialogue to reflect on readings)</li> <li>• Timeline for completing learning</li> <li>• Person(s) assigned to support staff <b>-AND-</b></li> </ul> <p>Time is allocated for staff to develop knowledge, skills, and abilities that are outlined in the plan</p>
23. DIT <b>secures training</b> in the EI for all district/school personnel	<p>Training is prioritized for district staff in EI specific data, systems, and practices - <b>AND-</b></p> <p>Highly competent individuals provide trainings (e.g., trainers have deep knowledge in areas they are providing training and use effective presentation and engagement skills)</p> <p><b>-AND-</b></p> <p>Trainings are skill based, include opportunities for practice/behavioral rehearsals when applicable, and provide participant feedback</p>
25. District has a <b>coaching system</b> to support schools in their use of EIs	<p>The coaching system is developed to ensure BITs and school staff have equitable access to high-quality coaching to successfully use EIs <b>-AND-</b></p> <p>The coaching system includes the following:</p> <ul style="list-style-type: none"> <li>• Definition of coaching</li> <li>• Conditions that warrant coaching</li> <li>• Pre-requisite knowledge needed for coaches</li> <li>• Responsibilities of coaches</li> <li>• Selection guidelines for coaches (for existing or new staff that will be assigned districts to coach)</li> <li>• Allocation of time for staff to provide coaching to BITs and school staff</li> <li>• Statement clarifying coaches' decision-making authority</li> <li>• Coaching service delivery plan</li> <li>• Communication protocol between coaches and other groups / teams internal and external to the district</li> <li>• Supervision and accountability structures-<b>AND</b></li> </ul> <p>The coaching system is consistently used</p>

<b>DCA Item</b>	<b>2 points</b>
26. DIT uses a <b>coaching service delivery plan</b>	<p>Coaching supports provided are documented and includes:</p> <ul style="list-style-type: none"> <li>• Stage-based coaching concepts that distinguish supports to BITs and / or school staff</li> <li>• Continuum of coaching strategies needed to develop the team's knowledge, skills, and abilities</li> <li>• Coaching effectiveness measures</li> <li>• Frequency of coaching</li> <li>• Expectations for the coach's preparation</li> <li>• Guidelines for providing feedback <b>AND</b></li> </ul> <p>Adherence to the coaching service delivery plans is reviewed three times a year</p>
27. DIT uses <b>coaching effectiveness data</b>	<p>Coaching effectiveness is assessed at least three times a year <b>AND</b></p> <p>At least three sources of data are used:</p> <ul style="list-style-type: none"> <li>• EI fidelity data</li> <li>• BIT observations</li> <li>• Product reviews</li> <li>• Coaching satisfaction survey results (coaching recipients)</li> <li>• Coaching service delivery adherence data</li> <li>• Coaches' self-reflections using data</li> <li>• Coaching logs <b>AND</b></li> </ul> <p>Coaching effectiveness data are utilized to inform improvements in coaching, recruitment and selection, training, and other implementation supports</p>

## Coaching

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### Activity 2.1 Implementation Challenges

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?

### Joyce and Showers Research (2002)

- 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.”



### Training

Teaching through the presentation of material to develop new knowledge and /or skill.

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

- ☐ You are demonstrating or modeling.
- ☐ You find yourself explaining things, and your explanations include summarizing research and providing more information about the underlying theory or philosophy.
- ☐ You are sharing worked examples and explaining how to use them to adapt to the person's context.
- ☐ You access professional learning materials to guide the conversation

### Coaching

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

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

- ☐ You are in the context the coaching recipient is implementing? (e.g., at the DLT or DIT meeting in person or virtually; in the classroom, present during the PBIS kick-off)
- ☐ You are observing and providing affirmative, informative, or corrective feedback.
- ☐ You design practice opportunities for the coaching recipient(s) to incrementally demonstrate a portion of what they are learning to implement to focus the feedback (one step at a time)

### Consultation

Often confused with coaching. It has similar characteristics in that it is support and not training. A key distinction between coaching and consultation is the location where the support occurs.



Consultation occurs when the person providing support was NOT in present in the learning environment, meeting, etc. The consultant meets to debrief, discuss, support self-reflection.

### **Coaching Types**

- **Systems**-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
  - **MTSS Coordinator, School Leadership Team Coach**
- **Instructional/Practice**- “Content / practice-level coaching” to help teachers improve instruction in a discipline using a particular strategy, practice, or program to improve student outcomes
  - **Literacy Coach, Math Coach, Instructional Coach**

### **Activity 2.3 System vs. Instructional Coaching**

#### **System or Instructional Coaching**

Read each statement and determine if the example is more aligned with system or instructional coaching.

1. Installing PBIS Tier 1 in the school and/or district
2. Support staff with buy-in for changing reading curriculum using various data sources
3. Modeling in the classroom how to increase opportunities to respond with debrief and planning to follow
4. Co-creating learning experience for staff to come to consensus on definitions for disrespect vs. defiance in the classroom
5. Observing and providing feedback to a teacher’s lesson

## District Coaching System

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### Activity 3.1 Coaching Inventory

Consider the various teaming structures and practices used in the district

- What coaching supports are currently in place?
- Does the district select coaches internally or rely on the ISD for coaching support?
- If coaching support comes from outside of the ISD, what communication about the district coaching system needs to occur?
- Table 3 District Coaching Inventory

Coaching Position	Who or What Coach supports	Where does the support come from?	Person(s) filling the role
<i>Literacy Coach</i>	<i>Tier 1 reading /Teachers</i>	<i>ISD</i>	<ul style="list-style-type: none"><li>• <i>Susie Sunshine- Riverbend Elementary</i></li><li>• <i>Kelly Clarkston- Pine Bark Elementary</i></li></ul>
<i>PBIS Coach</i>	<i>Tier 1 Social Emotional Behavioral Health</i>	<i>Internal</i>	<ul style="list-style-type: none"><li>• <i>Max Million Riverbend Elementary</i></li><li>• <i>Allen Jackson-Pine Bark Elementary</i></li></ul>

- Once you have listed who is currently in your coaching system, consider what coaching positions you may still need to fill
- Continue to use the table leaving the person(s) filling the role blank
- If you think your inventory is complete move to the next activity Recruitment/Selection

### Activity 3.2 Recruitment/Selection

Consider the initial list of people identified to coach school teams, grade level teams, MDTs, and staff (Table 3 District Coaching Inventory)

- What work would need to be done with administrators and staff to ensure good selection of, and support to, coaches?
- How do you ensure high-quality, equitable coaching is occurring across the district?

Guidance documents to support recruitment and selection for various MTSS related coaching roles is available in the electronic resources folder.

## Benefits of 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

## 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)
  - a. Who gets coached (person/team)
  - b. What gets coached (skill/concept)
  - c. How / Method (fluency building, feedback, adaptation)
  - d. Data to show progress toward goal (see DCA item 27 for examples)
8. Coaching Effectiveness Data

## Activity 3.3 Review Worked Examples and Identifying Critical Components

- Access the two worked examples
- As you review each worked example try to identify how the district has incorporated each component

Table 4 Coaching System Critical Components Checklist

Example 1: How/Notes	Y/N	Coaching System Component	Y/N	Example 2: How/Notes
		Definition		
		Condition that warrant		
		Recruitment/Selection Process		
		Supervision/Accountability		
		Decision Making Authority		
		Time Allocation		
		Coaching Service Delivery Plan		

- What steps do you or your team want to consider as you create or revise the district coaching system?

## Using a Coaching System

The district coaching system will be used in several ways:

1. Define coaching roles within the district
2. Support recruitment and selection of coaches
3. Create common understanding of supervision, accountability and coach decision-making authority
4. Guide the collection of data to support continuous improvement to the coaching system
5. Should be reviewed and updated on an annual basis to make sure it accurately reflects the coaching supports being provided within the district

### *Coaching Service Delivery Plan*

Coaches use a coaching service delivery plan to focus their coaching supports. Coaching service delivery plans can be individualized and developed using defined data sources to address coaching needs.

A coaching service delivery plan (CSDP) includes:

- Concepts that will be intentionally coached  
[What are they coaching?](#)
- Continuum of coaching supports  
[What supports are they providing? \(modeling, co-planning, feedback, etc.\)](#)
- Measures that will be used to determine the effectiveness of coaching supports  
[What and how is the coach using to measure progress?](#)

## Big Ideas and Next Steps

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### **Big Ideas**

- Building competency touches on all 5 essential components of MTSS
- Competency includes selection, training, coaching and fidelity
- When training is paired with practice and coaching, it results in implementation rates as high as 95%
- Creating and maintaining a high-quality equitable coaching system is one way to increase fidelity of the effective practices

## Assignment

### Effective practice work

1. (SEB/Academic/Integrated) MTSS. Consider what type of coaches will support this component of an MTSS framework
2. Continue the initiative inventory

### Create Coach Selection Protocols

3. What are the roles and responsibilities for each coaching position?
4. What is the time allocation? How will the coach be supported?

### Formalize your Coaching System

5. Review the key components of District Coaching System. What do you have in place? What needs to be developed?

### Communicate how the Coaching System will be used

6. How will coaches be selected?
7. How will staff and teams access coaching?

## References

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