



# District Coaching System

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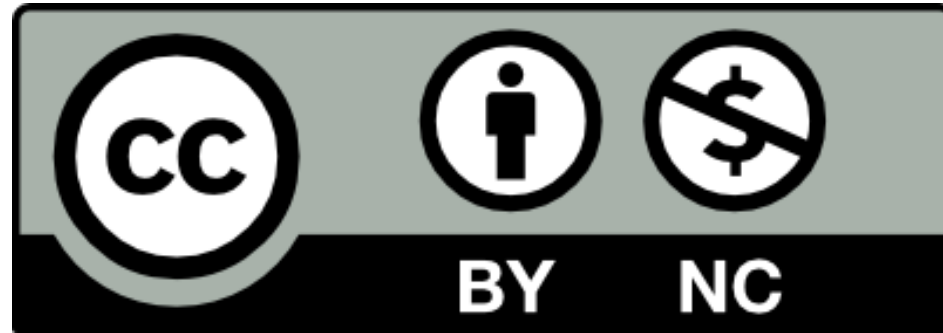


# Acknowledgments

The content for this training day was developed based on the work of:

- Michigan Department of Education
- National Implementation Research Network

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# Purpose

This module guides district leadership and teams 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
<ul style="list-style-type: none"><li>• Define coaching</li><li>• Distinguish between training, coaching, and consultation</li><li>• Explain the purpose of a district coaching system</li><li>• Identify the core components of a district coaching system</li><li>• Explain how to effectively use a district coaching system</li></ul>	<ol style="list-style-type: none"><li>1. Foundational Review</li><li>2. Coaching</li><li>3. District Coaching System</li><li>4. Next Steps</li></ol>

# 1.0 Review

# Foundational Elements

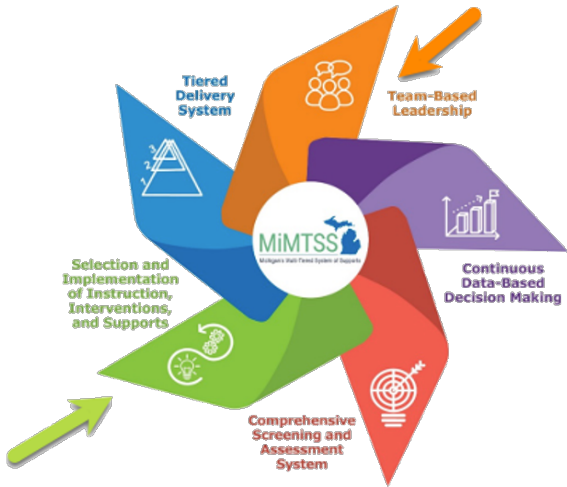
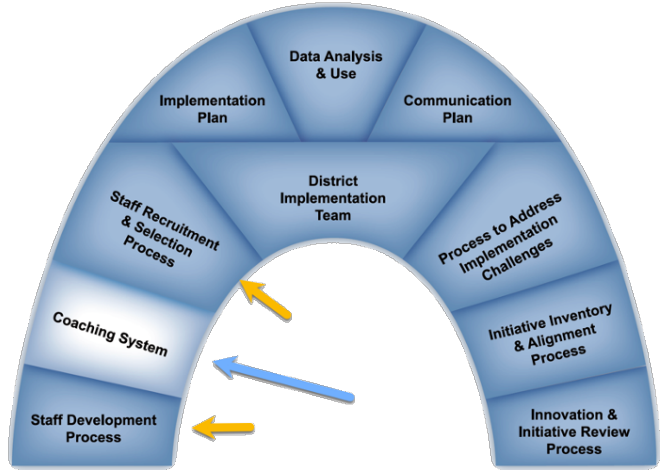
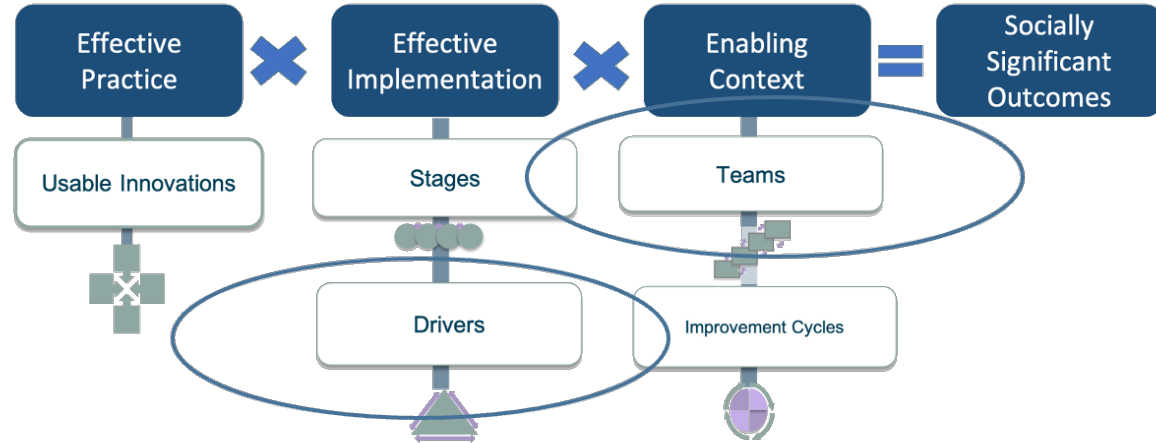


Figure 1. MDE's five essential components of a Multi-Tiered System of Supports (MTSS) framework

## Active Implementation Frameworks



## DISTRICT CAPACITY ASSESSMENT

Items 18, 25, 26, 27



# Activity 1.2 Building Competency Across the MTSS Framework

The activity begins on page 4 in the participant workbook.

Explore how competency is called out in the MTSS Practice Profile.

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

DCA items for reference pages 6-7

# 2.0 Coaching

## Activity 2.1 Implementation Challenges

Consider and discuss the following

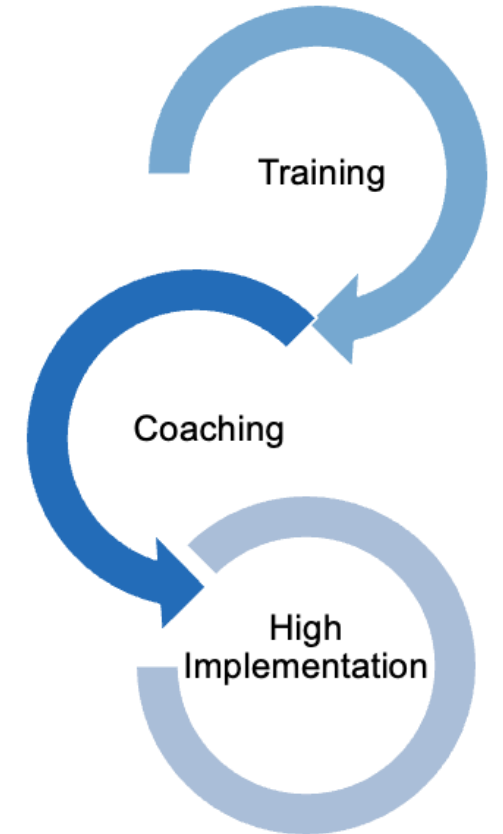
Have you been a part of an organization that has invested in training for a specific program or practice, only to see it **not being implemented** the way it was intended?

- 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.

# 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.



## Activity 2.2 Coaching Terms

Reflecting on what has been shared thus far about training, coaching, and consultation

- Which of these terms do you currently use in your district to describe the supports provided to practitioners?
- Do you feel the terms are used accurately within your district?

# 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
- Primary coaching recipient: implementation team (e.g., DIT, SLT, MDT)
- Example: Supporting the leadership team in the development and use of a data protocol

## Instructional

- “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 phonics routine

## Activity 2.3 System vs. Instructional Coaching

Access the activity on page 8 in the participant workbook

### **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

# Coaching Teams

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

## 3.0 District Coaching System

# Activity 3.1 Coaching Inventory

Review the table on page 10 in the participant workbook

- 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 other groups or entities for coaching support?
  - If coaching support comes from outside of the ISD, what communication about the district coaching system needs to occur?



## Activity 3.2 Recruitment/Selection

Refer to the activity on page 10

- Consider the initial list of people identified to coach
  - 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?

See the electronic resources for additional guidance documents (e.g., skills, roles and responsibilities, time allocation)

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# 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
  - Multi-disciplinary Team Coach
  - Instructional Coach
    - Social Emotional Behavioral Health (SEBH)
    - Literacy

# 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)
8. Coaching Effectiveness Measures

## Activity 3.3 Review Worked Examples

Turn to page 11 in the participant workbook to access the activity

- Access the two worked examples from the electronic resources
  - As you review each worked example, try to identify how the district has incorporated each component
  - What steps do you or your team want to consider as you create or revise the district coaching system?

# District Coaching System Template

- Does your 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?

Template available in electronic resources



# 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 coaching service delivery plans
  - Guides the collection and use of coaching effectiveness data

## 4.0 Next Steps

# 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 District Coaching System

Access the complete assignment on page 12 of the participant workbook

1. Identify the coaches needed to support the effective practices within your MTSS framework
2. Review or create your selection protocols for the coaching roles
3. Review the critical components and formalize the district coaching system
4. Communicate how the district coaching system will be used

# References

- Joyce, B. & Showers, B. (2002). *Student achievement through staff development*. Alexandria, VA: Association for Supervision and Curriculum Development.
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