



District Coaching System

Version 3.1
May 2025



Table of Contents

District Coaching System	3
District Coaching System Purpose	3
Definition of Systems Coaching	3
Definition of Instructional Coaching	3
Conditions that Warrant Coaching	3
Recruitment and Selection of Coaches	3
Coaching Service Delivery Plan	4
Coaching Service Delivery Plan Components	4
Coaching Effectiveness Measures	4
District Coaching Guidelines	4
Funding Required	4
Decision-Making Authority	4
Communication Protocols and Implementation Challenges	5
Supervision and Accountability Structures	5
Appendix A: District Coaching Service Delivery Plan Decisions	6
Appendix B: Coaching Satisfaction Survey Sample Questions	7

District Coaching System

District Coaching System Purpose

The purpose of the District Coaching System is to outline the district's process for ensuring equitable levels of high-quality coaching across the district. The coaching system provides a clear understanding of what gets coached, how coaches are selected, what coaches are expected to do, what coaching guidelines are in place, and how coaches are supported in their role.

Definition of Systems Coaching

Systems coaching is focused on building an implementation team's (e.g., DIT, SLT, EC) capacity to effectively implement and sustain the data, systems, and practices needed to allow use of effective innovations (e.g., empirically proven program, practice, or approach to enhance student outcomes). The primary coaching recipient is a team. In addition, coaching support is provided to executive leaders and administrators, as necessary.

Definition of Instructional Coaching

Instructional coaching is focused on helping teachers improve instruction in a discipline using a particular strategy, practice, or program. The primary coaching recipient is individual staff (e.g., teachers, paraprofessionals).

Conditions that Warrant Coaching

- Teams and/or staff are learning to use an innovation and support the successful use of the innovation across the school
- Continuous refinements and improvements to the use of innovations require teams or staff to modify and refine their existing structures and/or processes to support the innovations

Recruitment and Selection of Coaches

Comprehensive information on the qualifications, skills, responsibilities, and estimated time allocation for each coaching position increases the likelihood of a good mutual selection for the role.

- <List out all district and school coaching positions. Include links to qualifications and skills documents for all coaching roles. Ensure they include information on estimated time allocation for the role.>

Coaching Service Delivery Plan

Coaching Service Delivery Plan Components

Coaches use a coaching service delivery plan to focus their coaching support. 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
- Continuum of coaching supports
- Measures that will be used to determine the effectiveness of coaching supports

Coaching Effectiveness Measures

For coaching supports to be effective, they need to be routinely monitored and used. Coaching service delivery plans should be reviewed regularly to guide the delivery of coaching support.

At least two times a year, both the District Coordinator and the District Implementation Team assess the impact of coaching to determine necessary adjustments to coaching, training, and implementation support.

For a description of coaching services delivery plan decisions, including district-approved coaching concepts, coaching supports, and coaching effectiveness measures, please refer to Appendix A.

District Coaching Guidelines

Funding Required

<Insert statement regarding if funding is required for each coaching role (e.g., stipends or other incentives), including source of funding>

Decision-Making Authority

- Individuals selected to coach colleagues provide a supporting role. They are neither in evaluative positions nor should they ever be made to feel they are in an evaluative position.
- District decisions (e.g., scheduling, professional learning, work responsibilities) will be made in accordance with district policies and procedures
- Each coach supervisor will need to work with the appropriate people to make decisions about job responsibilities or to assist in the prioritization of responsibilities to make space to engage in coaching
- Coaches, in collaboration with coaching recipients and/or Executive Leaders, can determine:
 - Relevant information to share with other groups or staff as outlined in the communication plan
 - Methods of coaching to be used to support the team and staff (e.g., prompting, modeling)

- Method of feedback to be used and timeline for feedback

Communication Protocols and Implementation Challenges

Communication protocols are developed collaboratively with critical groups and partners to ensure effective and timely communication between groups. It will be the responsibility of coaches to ensure regular opportunities to communicate successes, updates, and challenges as outlined in the District Communication Plan and District Process to Address Implementation Challenges.

<insert link to District Communication Plan>

<insert link to District Process to Address Implementation Challenges>

Supervision and Accountability Structures

<Insert name(s) of person responsible for coordinating and supervising identified coaches other than the individual's supervisor (e.g., principal, director of special education)>

Appendix A: District Coaching Service Delivery Plan Decisions

Coaching Concepts

Coaches will focus their coaching support on the installation and use of specified infrastructure or practices. Links to identified coaching concepts for each coaching position can be found below.

- <include links to coaching concepts for all coaching roles>

Coaching Supports

Coaching supports outline the specific strategies and methods a coach uses to improve implementation. These strategies are framed around an identified coaching concept.

A continuum of coaching methods will be used to support coaching recipients. Some coaching methods will be more necessary than others depending on the recipient's stage of implementation and level of understanding of the concepts. The continuum of coaching methods include:

- 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.

Coaching Effectiveness Measures

District and school-level coaches will review the following sources of information to assess the effectiveness of the District Coaching System

- <include link to district decisions for coaching effectiveness measures for all coaching roles>

If the district decides to use a coaching satisfaction survey, an example survey can be found in Appendix B.

Appendix B: Coaching Satisfaction Survey Sample Questions

A coaching satisfaction survey is one data source districts can use to measure the impact of coaching. The survey is completed once or twice per year by teams and/or individual staff receiving coaching supports.

Directions: The [insert team name] continues to focus on providing high-quality coaching supports in order to help school's implement and use an MTSS framework. Please complete this brief survey. The data will be used by the [insert team name] and your [District Coordinator or School Coach] to refine and improve the coaching supports and the district coaching system.

Select your primary role:

Executive Leadership

District Implementation Team member

School Administrator

School Leadership Team member

(Add any other group/individuals who have received coaching support)

1. The district's coaching support structure has strengthened my ability to effectively use the components of [insert focus of coaching]. *(If you select a "disagree" option, please assist by providing suggestions in the comments field.)*
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Comments:
2. The frequency of coaching allocated to our team is:
 - Too much
 - Just right
 - Too little
 - Comments:
3. I am seeing a difference in our team's ability to apply what has been learned during professional learning sessions.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Comments:
4. When support and feedback is provided (e.g., templates, assistance with planning, examples), I know the next steps to take.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
 - Comments:
5. When the [District Coordinator or coach] agrees to do something, the coach follows through per the agreed upon timelines.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Comments:

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.