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The Use of Coaching Plans for Effective Systems Alignment

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Learning Intentions

- Participants will be able to identify the critical components of a Coaching Service Delivery Plan (CSDP)

- Participants will describe how Coaching Service Delivery Plans are used for improving and aligning Multi-tiered System of Supports

- Participants will be able to identify data sources to inform foci that build sustainable coaching systems

CSDP Purpose

- Proactive approach to purposeful and supportive coaching
- Promote quality service delivery
- Serves as the basis for continuous improvement
- Details the responsibilities within a continuum of coaching supports and is adjusted over time
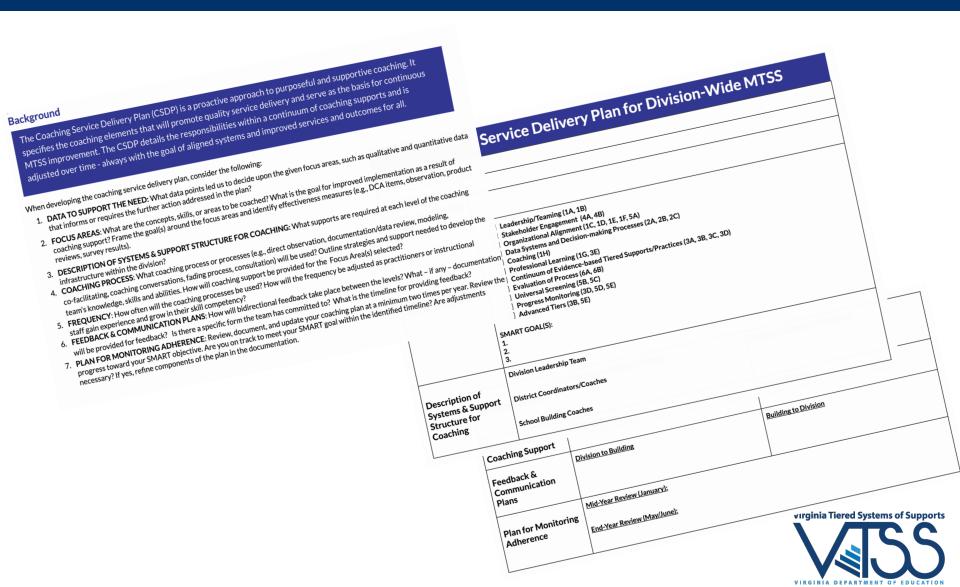- <u>Always</u> with the goal of aligned systems and improved services and outcomes for all

Gradual Release Model

- Year 1: CSDP completed with coaching partners

- Year 2: CSDP completed through collaboration with the district coach

- Year 3: CSDP completed by district coach with support from state coaches

New & Improved Virginia CSDP

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Data to Support the Need

What data sources will lead us to decide upon a given focus area?

qualitative and **quantitative**

Coaching Service Delivery Plan for District-Wide MTSS

District Name	**Super Excited District**
Date Initiated	October 31, 2022
1-Data to Support the Need	**Quantitative:** DCA Total Score= 36% o Organizational Leadership= 37% o Data System for Decision Making= 40% o Competency= 29% TFI Total Aggregated Score (N= 5)= 15% o Tier 1 Aggregated Score=47% o Teaming= 50% o Implementation= 39% o Evaluation= 38% o This is a 50% decrease from the previous year. **Qualitative Observations:** Our team has completed some installation components, but most have not started. Our team operating procedures need strengthening, including adhering to norms and consistently following up on action items. Meetings are only occurring about 3 times per year with less than 80% attendance at each meeting. Turnover in the district has caused challenges with a coaching structure leading implementation efforts to decline at the site-based level. Informal feedback from school teams is that additional communication is needed to all staff about the work that is occurring at the district level and how the DLT is supporting schools.

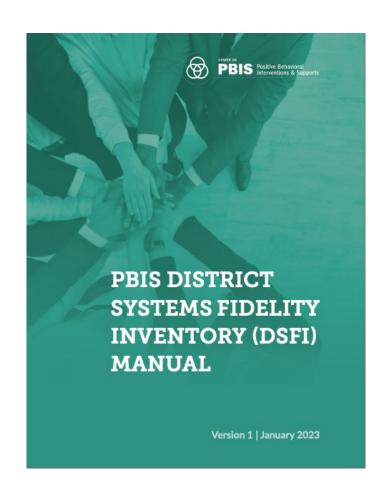Virginia Tiered Systems of Supports

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Fidelity Assessments

District-level

- District Systems Fidelity Inventory
- District Capacity Assessment

School-level

- Tiered Fidelity Inventory(TFI)
- Academic TFI
- TFI Companion Guides

Student & Valued Outcomes

Data Dash

slido.com
#8995113

Quantitative: Student Outcomes Academics and Behavior

Academics
- State Standardized Testing Scores
- Universal screening data
- Graduation rates
- ESSA
- Benchmark data
- Common formative assessments (classroom performance)
- Progress monitoring data
- Early Warning Systems
- School Readiness

Behavior
- Office Discipline Referrals
- Suspensions
- Expulsion
- Attendance
- Nursing/Counselor visits
- Minor incident reports
- At risk factors

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Quantitative: Student Outcomes Mental Wellness and Equity

Mental Wellness

- School Climate and Safety
- Nurse/Counselor visits
- Student Engagement
- Community Data: statistics on prevalence of mental illnesses in the U.S. or your community, trends in the use of mental health services
- Staff retention

Equity

- Disaggregated Behavior and Academic Data
- Graduation rates and types of diplomas (standard vs advanced) for different groups
- Enrollment in Honors and AP classes
- Community Data: poverty, unemployment, incarceration, etc.

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Quantitative: Student Outcomes Attendance and Climate

Attendance

- Average Daily Attendance
- Truancy
- Chronic absence
- Suspension
- Expulsion
- Absences due to health

Climate

- Student/Parent/Staff Climate surveys or focus groups
- Harassment/bullying
- Hot spots (Environment)
- Physical aggression/fighting
- Attendance (staff and student)

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Qualitative: Leadership/Teaming

Questions should include (but not limited to):

- How often did the DLT meet last year?

- Are tasks assigned and completed outside monthly meetings?

- Does the DLT use a data informed decision making process at each meeting?

This connects to the DCA Organizational Leadership scale and Leadership Driver.

Qualitative: Teaming

Questions should include (but not limited to):

- Does the district have a formal internal PD plan for strengthening staff skills that includes opportunities for practice and feedback?

- How frequently have you provided PD for the district and/or school teams outside of scheduled state-wide PD?

- Does someone from the local district co-train (e.g., helping deliver the content) PD?

Qualitative: Coaching (local)

Questions should include (but not limited to):

- Has the district designated local coaches to support school implementation?

- To what extent, do you facilitate DLT meetings (e.g., lead DLT, create agenda, complete follow up tasks)?

- To what extent, do you you support school teams within the districts (e.g., attend monthly meetings, create the agenda)?

- Has the district transitioned from external to internal local coaching capacity (i.e., consultation)?

Other Data to Support the Need

There are always more data points to look at.

Key Question: What focus area(s) will move your district forward?

You need:

1. Enough to identify a focus area

1. NOT too much to get lost

Focus Areas

What are the concepts, skills, or areas to be coached?
What is the goal for improved implementation as a result of coaching support?

2-Focus Areas/Goal(s) Select a maximum of 3	
	☑ Leadership/Teaming (1A, 1B)
	☐ Stakeholder Engagement (4A, 4B)
	☐ Organizational Alignment (1C, 1D, 1E, 1F, 5A)
	☐ Data Systems and Decision-making Processes (2A, 2B, 2C)
	☑ Coaching (1H)
	☐ Professional Learning (1G, 3E)
	☐ Continuum of Evidence-based Tiered Supports/Practices (3A, 3B, 3C, 3D)
	☐ Evaluation of Process (6A, 6B)
	☐ Universal Screening (5B, 5C)
	☐ ☐ Progress Monitoring (3D, 5D, 5E)
	☐ ☐ Advanced Tiers (3B, 5E)
	SMART GOAL(S): 1. By June 2023, the DLT will demonstrate strong team operating procedures as measured by a score of 2 on item 4 of the DCA, a minimum of 6 meetings scheduled with 80% in attendance, and documentation of these processes. This score will be consistent with coach observation and meeting minutes. 2. By June 2023, the DLT will explore developing a coaching system to support schools in their implementation to ensure equitable access to high-quality coaching as measured by a score of 1 on item 25 of the DCA and a 49% increase in Tier 1 Total TFI aggregated scores (i.e., implementing with fidelity)

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Description of Systems and Support Structure for Coaching

What supports are required at each level of the coaching infrastructure within the district?

3-Description of Systems & Support Structure for Coaching	**District Leadership Team**
	 • State systems coaches will provide support to the leadership team to assist in the development of operating procedures and development of a coaching structure.
	  ○ Schedule meetings on the district calendar for 6 meetings with decision rules for when cancellations are allowable
	  ○ Add a standing agenda item to review previous action items
	  ○ Review and identify current norms for team meetings to create a vision/shared purpose for a new way of work
	 • State systems coaches will co-facilitate the DLT with the district coordinator with the intention by mid-year to transition to a you-do with the district coordinator to transition supports.
	
	 District Coordinators/Coaches
	 • Review organizational structure to identify FTE for district coaching role
	 • Identify what coaching will look like in the district through the development of roles/responsibilities
	 • Allocate time to send pre-meeting reminders
	 • Develop plan for interim coaching supports to school buildings and communicate to school leads
	 • Attend Systems Coaching Institute 101
	 • Set up progress monitoring for goals
	
	 School Building Coaches
	 • School coaches will receive coaching support from the state systems coaches until a district coach is identified
	 • Targeted professional learning provided to school-based leadership teams on targeted TFI components under Teaming & Implementation
	 • Individualized support to schools with targeted TFI components under Implementation

Coaching Process

What coaching process or processes (e.g., direct observation, documentation/ data review, modeling, co-facilitating, coaching conversations, fading process, consultation) will be used?

	District Coaches (State to District)	Building Coaches (District to Site)
4-Coaching Process	• State Coach 1 will attend and provide interim support to 2 schools until district coach is allocated. • State coach 2 will attend and provide interim support to 3 schools until the district coach is allocated. • Model (i.e., I do) how to coach school-based teams to district coach for 3 assigned schools, while providing direct support for 2 schools. • Utilize Coaching Reflection Protocol for feedback/discussion within 3 days. • Review aggregated data for progress monitoring and assist in the allocation of coaching supports and professional learning accordingly based on needs • Review/modify district coaches' roles and responsibilities and provide feedback to adjust as needed. • Assess strengths and needs of district coach to support implementation across schools • Provide feedback and direct observation with the district coordinator with the creation and facilitation of the DLT. • State coaches will observe and provide feedback to the district coordinator on the DLT use of operating procedures and adherence to norms	• District coach will observe state coaches in 3 assigned schools when the position is allocated • Assess strengths and needs of the school coach to support implementation at the building level • Debrief meetings using Coaching Reflection Protocol monthly within 3 days of meeting • Support Building Teams in designing and delivering professional development to staff focused on increasing understanding of MTSS and capacity to implement related classroom practices (TFI 1.7-1.9)

Frequency of Coaching Support

How often will the coaching processes be used? How will the frequency be adjusted as practitioners or instructional staff gain experience and grow in their skill competency?

5-Frequency of Coaching Support	**District Coaches** • Monthly DLT • Monthly pre/post meetings for debriefing and reflection of DLT with district coordinator/coach and state coach • Monthly school-based leadership team meetings (x3)	**Building Coaches** • Monthly MTSS leadership meetings (x5) • Pre/post meetings for debriefing and reflection of team meetings between district and school coach (e.g., agenda, data review) • District coach schedules pre/post meetings for debriefing and reflection with school coach

Feedback & Communication Plans

How will bidirectional feedback take place between the levels? What – if any – documentation will be provided for feedback? Is there a specific form the team has committed to? What is the timeline for providing feedback?

6-Feedback & Communication Plans	**District to Building** ● Electronic reflection logs after each unique coaching session ● Provide District to Building Coach support creating summary of reflections, next steps and any requested resources within three days ● Coaching reflection protocol ● Explore the use of a formal communication plan from DLT to building teams	**Building to District** ● Communicate implementation barriers to DLT ● Reflection Protocol following meeting for one year ● Create Summary of reflections, next steps and any requested resources within three days ● Coaching reflection protocol

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Plan for Monitoring Adherence

Review, document, and update your coaching plan at a minimum two times per year.

- Mid-Year Review (January)
- End-Year Review (May/June)

Review the progress toward your SMART objective.

- Are you on track to meet your SMART goal within the identified timeline?
- Are adjustments necessary? If yes, refine components of the plan in the documentation.

7-Plan for Monitoring Adherence	Mid-Year Review (January): Review should include progress on plan components (systems & support structure for coaching, coaching process, frequency of coaching support, feedback & communication) along with assessing movement within each identified focus area and toward SMART Goals. For each identified focus area, review the Implementation Matrix (i.e., 1A, 1B, 1H). SMART Goal 1 would at a minimum include reviewing DCA Item 4 scoring, coaching observations, and DLT meeting minutes (scheduling, attendance, processes). SMART GOAL 2 would at a minimum include reviewing DCA Item 25 scoring and Tier 1 TFI scores for implementation and teaming. Modifications to CSDP will be made if necessary. End-Year Review (May/June): Review should be similar to Midyear adjusting for any modifications made at Midyear.

Pause and Chat

- How can these plans be useful to your work?

- How are these plans going to be useful for your districts?

- What do you still have questions about?

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Thank you!